

Santa Barbara City College
iPath: PATHWAYS TO TRANSFER PROGRAM
IMPROVING GE COMPLETION AND TRANSFER RATES, ARTICULATION,
AND STUDENT OUTCOMES
PROJECT ABSTRACT

Santa Barbara City College is a public community college located 90 miles north of Los Angeles in a community in which Hispanics are the fastest growing segment of the population and the largest ethnic group from feeder high schools in its service area. Over the past decade the College has served an increasing number of academically under-prepared students with diverse needs that severely test its ability to reach and maintain the levels of student progression and goal completion that it strives to achieve.

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ACTIVITY: iPath: Pathways to Transfer Program will provide an alternate general education transfer option to students to efficiently and effectively complete their lower division GE and major field transfer requirements for transfer to California State University CI or another university. This highly structured and innovative program will increase persistence and reduce time-to-degree completion; attain general education learning outcomes; promote collaborative learning approaches; and foster students' lifelong, independent learning.

Component	New Strategies and Initiatives
Component One Progression from College-level Courses to Degree Completion, Transfer and Baccalaureate Degree Completion	<i>iPath (General Education Learning Communities), Structured Curriculum Pathways, and strategies to Strengthen collaboration between two-year colleges (CI) and four-year baccalaureate institutions (SBCC).</i>
Component Two Develop Strategies to Strengthen Academic and Support Services	<i>Intensive Orientation, Counseling, Advising and Tutoring, and Faculty and Staff Professional Development Workshops</i>

The SBCC, CI iPath, Pathways to Transfer Program is a strong mix of best practices and innovation in learning. The Two Component, multi-faceted cooperative program will provide SBCC with the means to help more Hispanic students transfer to a four-year institution and CI to provide services for students transferring from a two-year college.

The iPath General Education Learning Communities program is based on SBCC's Express to Success Program (ESP) for students needing basic skills math and English instruction. ESP has proven to increase successful math and English Basic Skills course completion rates by 30% and 49% respectively for Hispanic students completing two English or math classes in the same semester, compared to the number of non-ESP Hispanic students completing the same sequence of courses in one year.

Title V Cooperative Project Between
Santa Barbara City College
California State University Channel Islands

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INTRODUCTION TO PARTNERING COLLEGES:

Santa Barbara City College (SBCC), a public two-year California community college, and California State University, Channel Islands (CI), a four-year university, are located in the Southern Central Coast Region of California, 90 miles north of Los Angeles serving the economically and ethnically diverse communities of Ventura County, Santa Barbara County and the northern Los Angeles County, where Hispanics are the fastest growing segment of the population and the largest ethnic group in feeder high schools in both service areas. Each institution has large and well-established main campuses and serves primarily Hispanic communities bordered by outlying agricultural regions.

Santa Barbara City College, the lead institution, was founded in 1909 as one of the first community colleges in CA. In Fall 2013, unduplicated credit headcount reached 19,850 and it is expected enrollment will top 24,000 by Fall 2020. **In Fall 2013, 35% of students were Hispanic.**

California State University Channel Islands (CI) (partner), located 54 miles from Santa Barbara, is the newest of the 23 California State University campuses and the only four-year public university in Ventura County, CA. CI opened its doors to transfer students in Fall 2002 and admitted its first freshman class in Academic Year (A Y) 2003-2004. **In Fall 2013, 41% of all students were Hispanic.**

JUSTIFICATION FOR FUNDING UNDER A COOPERATIVE ARRANGEMENT: The partnering institutions, Santa Barbara City College and CI jointly serve the Southern Central Coast of California; their vast combined service area is the Santa Barbara City College District which stretches into the Santa Maria Valley and the Santa Ynez Mountains in the north and south

into Ventura County. CI serves all of Ventura County. The colleges are separated by only 54 miles. The configuration of the partnership is geographically sound.

Likewise, there is ample evidence that the proposed Title V cooperative activities are economically sound. Cost-benefits of cooperation include joint technology, creation of a collaborative assessment-sharing communication loop, measurement of SLOs and sharing data, conferring about reporting requirements, and early warning detection utilizing TK20 portfolio, Folio CI, and Institutional Research data. A recent policy change by the CSU Chancellor's Office requires all CSU campuses, except CSU Cal Poly, to give preferential admissions to transfer students from community colleges in their service area which, in the case of CI, includes SBCC. Given this requirement, it is more challenging for our students to be accepted at other CSU campuses, which heightens the importance of the SBCC/CI partnership.

ACCREDITATION, PROGRAMS OFFERED AND MISSION STATEMENTS: Both institutions are fully accredited by the Western Association of Schools and Colleges. SBCC offers an array of programs including 87 Associates Degrees (AA/AS), three Associate Degrees for Transfer (AA-T), 52 Certificates of Achievement as well as 55 Skills Competency Awards and 10 Departmental Awards, a comprehensive Basic Skills program, English as a Second Language program, technical and economic workforce development, and over 134 distance learning courses.

CI offers 22 majors, six graduate degrees, and a wide range of self-supporting programs to serve the educational needs of the region. Known for its interdisciplinary, multicultural, and international perspectives and emphasis on experiential and service learning, strong academic programs focus on liberal studies, sciences, business, teaching credentials and innovative

master's degrees such as the M.S. in Bioinformatics. The University promotes partnerships with the community and works to build pathways to college for Ventura County residents. CI is a responsible citizen of the region and actively pursues sustainable and energy efficient practices.

Mission Statements of Partner Institutions	
SANTA BARBARA CITY COLLEGE	CAL. STATE UNIVERSITY CHANNEL ISLANDS
Santa Barbara City College provides students a diverse learning environment that inspires curiosity and discovery, promotes global responsibility, and fosters opportunity for all.	Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

FACULTY CHARACTERISTICS: Both institutions recognize the need to further diversify faculty, reflected in current strong recruitment efforts at both institutions.

DEMOGRAPHIC CHARACTERISTICS OF SBCC AND CI FACULTY FALL 2013								
SBCC					CSU - Channel Islands			
Full Time		Part-time			University (Undergraduate)			
					Full Time		Part-time	
#	%	#	%		#	%	#	%
GENDER								
108	46%	194	36%	Male	83	50%	84	46%
128	54%	346	64%	Female	82	50%	99	54%
ETHNICITY								
186	79%	418	77%	White	114	69%	129	70%
36	15%	78	14%	Hispanic	26	16%	26	14%
6	3%	10	2%	Afr. Amer	3	2%	2	1%
3	1%	21	4%	Asian	11	7%	13	7%
5	2%	13	2%	Other	11	7%	13	7%

STUDENT CHARACTERISTICS: 9.7% of SBCC students acknowledge a primary **language other than English**; however, *many Hispanic students in generation 1.5 claim English as their primary language, despite significant language deficits.* All minority student groups at SBCC are now at proportions exceeding those in the district adult population, fostering a climate of social and cultural diversity. Over the past decade, the ethnic composition of the SBCC student

body has changed dramatically from 58% white non-Hispanic students to an ethnic plurality of 47% white non-Hispanic and 35% Hispanic students. The CI campus currently enrolls 4,459 undergraduate and graduate degree seeking students generating 3,959.8 FTEs and is projected to grow to a size of 15,000 students at full capacity. Both institutions serve an increasing number of economically disadvantaged students (defined as either Educational Opportunity Program Students or receiving federal and/or state financial aid). This number has increased from 34% to 48% from Fall 2008 to Fall 2013 at SBCC. Of the SBCC students enrolled in Fall 2013, 68% of Hispanics are low-income, compared with 38% of non-Hispanics. At CI, 41% of its total students are Hispanic and 60% of Hispanic students are considered low-income.

Characteristics of SBCC & Undergraduate CI Students Fall 2013					
Santa Barbara City College				CI Undergraduate	
GENDER	#	%		#	%
	9,087	46%	Male	1772	36%
	10,514	53%	Female	3191	64%
ETHNICITY	9,243	47%	White	1886	38%
	6,862	35%	Hispanic	2053	41%
	647	3%	African Am	140	3%
	1,410	7%	Asian	270	5%
	106	1%	Am Indian	19	0%
	1,582	8%	Other	595	12%
AGE	7,080	36%	< 20	1272	26%
	9,933	50%	20 – 34	3512	71%
	1,784	9%	35 – 49	141	3%
Credits	1,053	5%	50+	38	1%
	8,490	43%	6.0 – 11.9	682	14%
	5,680	29%	12+	4281	86%

The percent of Hispanics in the combined service areas is similar to that of CI and slightly greater than that of SBCC: Ventura County 40.3% ; Santa Barbara County 42.9% ; and 47.7% Los Angeles County (2010 Census).

COMBINED COMPREHENSIVE DEVELOPMENT PLAN

It is imperative for the social and economic future of California, and the nation, for Hispanics to successfully complete higher education and advance to professional positions in all fields. **The connection between SBCC and CI represents not only the *pipeline* for this to happen but is emblematic of the *possibility of achievement* of Hispanics and other low-income students seeking to climb out of the current poverty and education disenfranchisement of their families into the mainstream of middle America. The partnership between CI and SBCC in striving to raise the skills of its students to transfer level is crucial:** (1) It will create a successful transfer pipeline for Hispanic and low-income students; (2) It will be a model for other community colleges and four-year institutions; (3) It will create a huge ripple effect, not only for SBCC, CI and the high schools that feed into them, but in other high schools, community and four-year colleges that use this model. (4) It will be a symbol and reason for hope and a brighter future for the Hispanic and low-income students.

ANALYSIS OF PLANNING PROCESS AND CONSTITUENCIES INVOLVEMENT: Planning is organized around college/university planning committees, budget advisory committees, academic department councils, administrative councils, cabinets, student organizations, community stakeholders, and Faculty Senates. During those planning processes, the issues of *transfer, student services, academic enrichment, retention, tracking, and student success*, emerged as top institutional priorities at both institutions. **In Fall 2013, leadership groups at both SBCC and CI agreed that a joint Title V initiative would focus on issues – with an emphasis on a transfer pipeline for Hispanic and low-income students.** The Title V Team has been working on the preparation of a comprehensive and competitive application ever since.

As detailed on the following page, the **Joint Title V Proposal Development Committee** systematically integrated and analyzed input from each institution. Through surveys, studies, and a compilation of institutional research data from both partners, the Title V Team was able to identify shared strengths and weaknesses, choose common goals, set joint measurable objectives, and secure substantial input from both institutions' staffs, faculty, students and the local communities on the selection of strategies to be proposed in this cooperative application.

Santa Barbara City College Planning Documents and Input from Major Constituencies	Title V Coop Joint Planning and Application Development Processes	CI Planning Documents and Input from Major Constituencies
<ul style="list-style-type: none"> • Accreditation Self-Study • SBCC College Education Master Plan • United States Census Bureau Data • Campus Climate Survey – students • CSU Dept. of Analytical Studies Data • Student Success Score Card • Santa Barbara School Unified School District • Carpinteria School District • Vocational Training and Education Act (VTEA) Annual Report CA State Department of Finance Data • Meetings with SBCC Faculty and Staff • Accreditation Surveys - internal & comm. • Business and Industry Advisory Groups • Cooperative Title V Planning Group • Student Services—Admissions and Records, Disabled Students Programs and Services, Extended Opportunities Programs and Services and Associated Student Organization • Counseling Department • Information Technology • Administrative Services - Finance/Budget • Alumni Advisory – via foundation • MIS data submission (first census reports, end of semester and annual) • CORE Indicator Data 	<div data-bbox="821 386 1220 548"> <p>Joint Committee Review SBCC and CI Common Goals and Institutional Objectives</p> </div> <div data-bbox="821 589 1220 727"> <p>Common Problem Identification and Proposal Focus</p> </div> <div data-bbox="821 768 1220 946"> <p>Selection of Proposed Practices and Strategies to Overcome Problems and Meet Goals</p> </div> <div data-bbox="821 987 1220 1214"> <p>Research and writing turned over to a joint proposal development team, headed by Jack Friedlander (SBCC) and Amanda Quintero (CI)</p> </div> <div data-bbox="821 1255 1220 1417"> <p>Draft proposal reviewed by appropriate constituencies, edited, and submitted</p> </div>	<ul style="list-style-type: none"> • CI Accreditation Self-Study • CI Management Information System (MIS) data • United States Census Bureau Data • CI Strategic Plan • California Educational Data Partnership • CI students and alumni • Business and Technology Partnership • Carpinteria School District • Associated Students Incorporated (Student Government and Student Programming Board) • Academic Master Plan • Assessment Council Student Services—Admissions and Records, Disabled Students Programs and Services • Small group meetings with CI faculty and staff • Cooperative Title V Planning Group

ANALYSIS OF TITLE V RELATED STRENGTHS, WEAKNESSES AND SIGNIFICANT PROBLEMS

<i>Overview of Strengths, Opportunities, Challenges and Weaknesses Relating Directly To This Cooperative Title V Application</i>	
Shared STRENGTHS of Academic Programs and Services	
<ul style="list-style-type: none"> Both institutions have solid reputations among the community and other colleges. Comprehensive, quality programs. Faculty and administrators monitor the quality, relevance, efficiency and effectiveness of programs. In planning, goal setting, professional development activities, resource allocations and classroom practice, etc., both institutions meet the standards of a learning-centered college. Programs are responsive to local needs and offered at times that are convenient for students. Strong commitments to career/academic skill enhancement and transfer services. 	
SBCC Academic Strengths	CI Academic Strengths
<ul style="list-style-type: none"> Learning communities in Developmental Education serving over 1,000 students per semester are improving student successful completion of English and math courses, reducing the amount of time needed to complete their degree transfer level English and math courses, and progress toward achieving their degree and/or transfer goals. Over 2,340 major field articulation agreements with UC and CSU; 1,734 CSU and 825 UC transferable courses plus articulation agreements with 19 California private institutions and three out-of-state colleges. 	<ul style="list-style-type: none"> Strong upper division interdisciplinary courses taken outside the major have rigorous writing components. CI admissions counselors and staff have an office on the SBCC campus and meet with students interested in transferring to CI on a regular basis. CI offers on SBCC's campus or in close proximity to the college upper division courses needed to complete four of its bachelor's degree programs, a number that is expected to increase in the following few years.
Shared OPPORTUNITIES of Academic Programs and Services	
<ul style="list-style-type: none"> SBCC and CI faculty are working together on an ACCESO DOE-funded HSI grant to increase the number of students who enter and complete STEM majors. Each institution is experimenting with approaches designed to increase the number and the percentage of low-income and Hispanic students who successfully complete their degree and for SBCC, their transfer objectives. Each institution is committed to reduce, if not eliminate, the achievement gaps that exist between Hispanic and low-income students compared to those achieved by students in other groups. Each institution is committed to working together to increase the success rates of low-income and Hispanic transfer students in their first two semesters of attending CI. Each institution is committed to increasing the number of low-income and Hispanic students who are eligible to be accepted to transfer to a CSU campus and who actually do so. 	

SBCC Academic Opportunity	CI Academic Opportunity
SBCC is in the process of developing a Student Access, Equity and Success Plan to reduce the achievement gaps that exists between different segments of its student population.	CI seeks to improve assistance in helping students prepare for the transition to a four-year university, especially in terms of researching and assistance in applying for financial aid and scholarship opportunities and in developing a plan for relocating and living away from home at the university where they were accepted to transfer.
Recent passage of legislatively mandated 60 unit Associate Degree Transfer articulation agreements specify the general education and lower division major field requirements that, if completed, will enable students to meet lower division requirements at any of the 21 CSU campuses to which they transfer.	
Shared CHALLENGES AND WEAKNESSES in Academic Programs and Services	
<ul style="list-style-type: none"> • CCSSE (Community College Survey of Student Engagement) results indicate Hispanic students are less likely to succeed and persist at same rate as non- Hispanic students. • Educational planning (and/or assessment/placement) for entering students is not uniformly utilized or effective. • Each semester, over 2,300 SBCC students are placed on academic progress, probation or academic disqualification, a disproportionate percentage of whom are Hispanic students. • Continuing reliance on traditional teaching methodologies, which do not adequately address students' needs and/or learning styles, are a factor in student, especially our Hispanic students failure to reach goal attainment. • 8.3% of students in general, and 14.7% Hispanic students in particular, are not successfully completing gatekeeper courses needed to complete the Associate degree and/or fulfill lower division transfer requirements. 	
SBCC Academic Weaknesses	CI Academic Weaknesses
<ul style="list-style-type: none"> • Academic and student services bridge strategies and interventions are not in place to facilitate smooth transitions to college-level programs to transfer/graduation with AA/S, AA-T or certificate. • Each semester, over 7.1% of SBCC students assess as academically under-prepared, with particularly Hispanic students. • In Spring 2014, 15.2% of Hispanic students enrolled were placed on academic progress, probation or disqualification. 	<ul style="list-style-type: none"> • Large numbers of part-time lecturer faculty without institutional commitment teaching core and methodology courses. • Additional writing skills assistance needed, as transfer students still require additional writing support even after meeting community college writing proficiencies to enter four-year institutions.

SBCC and CI Shared STRENGTHS of Institutional Management

<ul style="list-style-type: none"> • Strong internal research, self-study, and participatory institutional planning processes provide clear direction for change to improve student outcomes/accountability. • Strong shared governance. All internal and external constituencies are provided an opportunity for input related to SBCC/ CI programs and services. • Involvement in many community-wide partnerships/ collaborative initiatives has increased Hispanic enrollment (Hispanic Chamber of Commerce, federal Hispanic Serving Institution status, member of Southern CA Consortium of HSIs) • Positive accreditation and self-study reviews. • Emphasis on Equity and Diversity. Both institutions are committed to student and employee equity and diversity to ensure a welcoming institutional climate for all students & employees. • Leadership: Experienced presidents and a dedicated group of administrators, faculty, and staff equally committed to the institution. • Close ties with the community: both institutions enjoy strong community support. 	
SBCC Institutional Management Strengths	CI Institutional Management Strengths
<ul style="list-style-type: none"> • Extensive planning and community partnerships including a large Dual Enrollment Program, the Scheinfeld Center for Entrepreneurship, and the Professional Development Center. • Faculty-driven, Student Learning Outcomes program (custom software application for collecting/reporting results) Awardee, 2009 POWER (Promising Outcomes Work/Exemplary Research). 	<ul style="list-style-type: none"> • TK20 and <i>folio</i>CI provide strong assessment and tracking tools to document student learning and success. TK20 is an assessment, accountability, and management system to assist colleges and universities in meeting accreditation requirements. <i>folio</i>CI is a comprehensive assessment and reporting system for collecting, evaluating and managing institutional data. <i>folio</i>CI enables every student to create an e-Portfolio that moves with them throughout their undergraduate study at CI. E-Portfolios serve to: highlight academic accomplishments and co-curricular engagement, present work experiences and resumes to potential employers, and support graduate school applications.
Shared OPPORTUNITIES of Institutional Management	
<ul style="list-style-type: none"> • Each institution is committed to reducing the achievement gaps that exist between their Hispanic and low-income students and the other segments of their student populations. • Each institution is motivated to increase the number of Hispanic and low-income community college students who successfully transfer to CI from SBCC. • SBCC and CI are continuing to look into the feasibility of offering additional bachelor's degree programs on SBCC's campus or in nearby locations to enable current and former SBCC students not able to relocate to a four-year university to complete the upper division courses required to earn their bachelor's degree. • Each institution is committed to developing joint programs that will provide SBCC students and faculty opportunities to interact with their counterparts at CI so that SBCC students develop a connection with CI and a desire to transfer to this or another university. • Each institution is invested in providing SBCC students with the information, skills and experiences that will prepare them to be successful in making the transition from SBCC to CI. 	

SBCC Institutional Management Opportunity	CI Institutional Management Opportunity
Increase the number and the percentage of Hispanic and of low-income students that successfully complete the Associate Degree Transfer Articulation requirements that will guarantee acceptance to a CSU.	Beginning in 2014-15, students completing an Associate Degree Transfer Articulation Agreement will be given favorable treatment in acceptance to the CSU campus and into the major to which they applied.
Secure the additional resources that are required to institutionalize the intervention efforts that have been found to contribute to increasing the course, degree and transfer rates of students in general and those of Hispanic and low-income students in particular.	
Shared CHALLENGES AND WEAKNESSES in Institutional Management	
<ul style="list-style-type: none"> • Assessment at CI is not linked to SBCC student performance which is needed to develop a robust and complete assessment loop for student success. There is no process for a communication assessment loop between CSUs and community colleges to share student assessment and learning data and effectiveness of programs. • SBCC and CI are enrolling a higher percentage of first-generation college students (many of whom are Hispanic) who face significant financial, cultural and other barriers to transfer. • Hispanic outreach, designed specifically to address student needs, is lacking but desperately needed to ensure students and their families understand how to apply to and pay for college, register for classes, apply for financial aid, and eventually transfer to a four year institution. 	
SBCC Institutional Management Weaknesses	CI Institutional Management Weaknesses
<ul style="list-style-type: none"> • Cuts made in student support and intervention services while demand for service is increasing. • Poor coordination between multiple programs serving underrepresented students. 	<ul style="list-style-type: none"> • Transfer student Orientation, Advising, Transcript Evaluation and Registration for classes are spread out over several months, not offered at times convenient for working students, and impact efficiencies in time to degree completion.
Shared STRENGTHS and OPPORTUNITIES in Fiscal Stability	
<ul style="list-style-type: none"> • California's state budget is back on track, and recent policy decisions have increased funding for higher education in the state. • Fiscally-responsible decision-making: Colleges have avoided reliance on financial reserves to support state budget reductions, and have made appropriate financial decisions. • New fiscal management systems have been implemented at both fiscal offices over past few years providing more timely information for budget monitoring and meeting audit requirements. • Planning, evaluation and budgeting linked to planning model. Budget Management process assists with reallocation of budget to accomplish College's priorities and allows for changing economic conditions. 	
SBCC Fiscal Stability Strengths	CI Fiscal Stability Strengths
<ul style="list-style-type: none"> • SBCC has a long history of conservative fiscal oversight. 	<ul style="list-style-type: none"> • Strong fiscal oversight on the campus and system levels.

Shared CHALLENGES AND WEAKNESSES in Fiscal Stability	
<ul style="list-style-type: none"> While state funding is now being increased, state funding for SBCC and CI are far below the amount they received prior to the Great Recession. State program funding cuts are affecting academic quality and responsiveness to student service support needs. Enrollment-based funding does not allow augmentations for the budget to keep up with inflation. To illustrate, the proposed COLA in the governor's proposed 2014-15 budget for California community colleges is just .86%, which is far below the increases in the institution's fixed costs. The institutions are adding full-time faculty members in high demand areas that are difficult to find qualified adjunct faculty. This is adding expense to the college's budget without additional revenue to off-set this cost. 	
SBCC Fiscal Stability Weaknesses	CI Fiscal Stability Weaknesses
Average state funding for CA Community Colleges lags behind funding for CA K-12, CSU, UC systems. Funding for SBCC is lower than statewide average (\$4,639 vs. \$5,845).	California State University system instituted a 32.1% fee undergraduate increase in 2009-10 resulting in an increase in debt for our students.

DOCUMENTATION AND ANALYSIS: SBCC AND CI SHARED CHALLENGES AND WEAKNESSES

Analysis of Challenges and Weaknesses in Academic Programs, Institutional Management, and Fiscal Stability to be Addressed by Title V In the following section we provide evidence of the documentation and analyses which validates the selection of the initiatives for change and improvement as detailed in the Activity section.

Overarching Challenges Facing SBCC and CI	
SBCC must increase capacity to transfer more Hispanic and low-income students into four-year programs.	Hispanic and low-income students with a BA/BS are not transferring to CI at the same rate as students of other ethnicities.

A New Opportunity: A better budget outlook has brought attention to the needs now facing the students in California's institutions of higher education. The California higher education system promises broad access to community colleges and easy transfer to state universities where admission is guaranteed after two years on a transfer track at the "junior college." IGETC--the California State System "Inter-segmental General Education Transfer Curriculum" was developed to promote seamless transfer, streamlines General Education Requirements, **but it is**

not sufficient to guide students to fulfill all transfer requirements and lower-division major preparation courses. The lack of consistency in lower-division major preparation across both UC and CSU systems and among the in-state private and out-of-state public and private universities is a major hindrance for student transfer.

One challenge in increasing the number of students that transfer to CI is that it is the newest and smallest of the CSU campuses. While CI is an excellent institution providing students with a first class education, as a result of its relative newness, small size and limited number of majors offered, it does not yet enjoy the name recognition or status of CSU campuses more familiar to students, faculty, parents and others who influence students' decisions.

2013-13 Transfers from SBCC to CI				
	Hispanic		Non-Hispanic	
58 total transfers to CI	24	41%	34	59%
123 SBCC students who are transfer-ready with CI transfer plan	56	47%	67	51%

While the number of SBCC students transferring to CI has varied in each of the past three years (2012-13 – 58; 2011-12 – 84; 2010-11 – 66), given the importance of giving priority admissions consideration to transfer students from SBCC and the other community colleges in its region, more work needs to be done to heighten student awareness and interest in transferring to CI.

Courses, expectations and assessments continue to be misaligned and confused: As a result of the changes in the CSU System's freshman and transfer student admission policies, which requires each CSU campus to give admissions preference to students from high schools and community colleges in its geographic area, it will be more difficult for SBCC students to be accepted for transfer into a CSU campus other than CI. Moreover, a recent change in UC System policy no longer allows campuses to give priority admissions to transfer students in their region, which was a long standing practice until 2008. Taken together, these changes in CSU and

UC admissions policies heightens the importance of strengthening the connections between SBCC and CI that help facilitate the transfer of SBCC students in general, and Hispanic and low-income students in particular, to CI.

Transfer opportunities for students at SBCC and all California community colleges are further challenged by increased demand for limited seats. However, nearly all of the majors at these universities are highly impacted which means that they can and are raising the GPA and other requirements needed to be accepted into the major. Furthermore, the number of applications from community college students wishing to transfer to a UC campus exceeds the number of students these campuses are able to accept. While students who fulfill the Associate Degree Transfer Articulation Agreements are guaranteed admissions to a CSU campus, there is no assurance that they will be admitted to the campus of their choice or to the major field of study they are interested in pursuing. As a result, students may be accepted to a CSU campus that is not their first choice and that would require them to relocate to areas that are a great distance from their home in Santa Barbara and it would increase their cost of attending a university compared to commuting to CI. This may result in discouraging many Hispanic and low-income students from pursuing their transfer objectives. Increasing students' overall GPA, and their GPA in the lower division major field courses that are part of the Associate Degree Transfer articulation agreements and/or the lower division requirements needed to be accepted at CI or other four-year universities, will improve students' chances of being accepted to the CSU, UC or other university of their choice and in the major field they are wanting to enter.

Beginning in 2014-15, students who complete their Associate Degree Transfer Articulation Agreements will be given priority acceptance at their regional CSU and into the

major to which they applied. Students must complete a specified 60 units of lower division general education and major field requirements to transfer to a CSU campus. This Title V will improve the opportunity for both SBCC and CI to make the most of this new mandate. The proposed iPath Transfer Program will provide students with the additional counseling, advising, structured curriculum, and timely interventions needed to help them successfully navigate and complete the complex pathway to finish their transfer objectives in a timely and effective manner.

In order to accommodate the expected increase in the number of freshman and community college transfer students it will need to admit, the CSU System Office is providing CI funds to increase its enrollment by 8% per year for each of the next four or five years. These additional funds will enable CI to increase the number of majors it offers which will make it more attractive to a greater number of prospective community college transfer students. CI will need to develop and expand its course offerings, student support services and special programs designed to reduce or eliminate the achievement gap that exists among its Hispanic and low-income students and the other segments of its student population.

Too Few Santa Barbara City College Students Transfer: CPEC data shows the *overall statewide completion rate* for Hispanic student community college degree seekers **at 18%**; *the transfer rate is even lower at 13%*. At SBCC, in Fall 2010, 55% of Hispanic first-time students stated an “*intention to transfer to a four-year university.*” Yet of those intending to transfer, **82% did not transfer**. The total transfer enrollment from SBCC to the UCs and the CSUs in 2012-13 was 988, of which only 242 were Hispanic (24%). According to the *American Association of Community Colleges*, “Hispanics are less likely to enroll directly in a four-year university; however, *most Hispanics will enroll in two-year colleges, more than*

any other group’. About 40% of Hispanic 18-24 year old college students attend two-year institutions compared to 25% of white and black students in that age group’. This is an important factor in that, according to the *Institute of Educational Sciences, 2013* **only 14% of Hispanics have completed four years of college.**

The number of *Hispanic students who transfer from SBCC is far below that of non-Hispanic students* who complete a degree and/or transfer. Thirty-seven percent (37%) of first-time non-Hispanic students who completed 12 or more units in Fall 2010 that transferred to a university within three years of entering the college, compared with only 26% of first-time Hispanic students who completed 12 or more units in Fall 2010 transferred to a four-year institution within three years.

The Culture of Transfer is Not Common Among Our First-Generation Students: This is especially true of our Hispanic and low-income students. Students, and in many cases their families, are often unaware of the benefits and possibilities that a college education affords them, with increasing opportunities for students with a four-year degree. The ‘culture’ of higher education is not inherent and as such, clearly defined support services, academic planning and *expectations* are a few areas in which appropriate first year experience can help bridge the gap.

Additionally, CI must improve outreach to the community colleges in the surrounding area. More than twice as many Hispanic students begin their college education in a two-year community college than at a four-year institution.¹ This number is reversed for non-Hispanic White students with over half of all undergraduates beginning their college careers at the four-

¹ Cuseo, J. Transfer Transitions from 2-year to 4-year Institutions: Critical Issues and Promising Practices. Retrieved from http://uwc.edu/sites/default/files/imce-uploads/employees/academic-resources/esfy/_files/transfer_transition_from_2-year_to_4-year_institution.pdf

year institution from which they will eventually graduate.²

Shared Academic Programs and Services Challenge	
Too often, Hispanic students enter with academic skills below college level, have slower progression rates, lower transfer rates and lower levels of goal completion than their counterparts at both Santa Barbara City College and CI.	
SBCC Academic Challenge	CI Academic Challenge
Too few Hispanic students transfer to four-year universities. Total transfer enrollment from SBCC to UC/CSU universities in 2012-13 was 988 of whom only 24% were Hispanic.	Transfer opportunities and services for Hispanic students arriving from community colleges to CI are unacceptably low.

Students Do Not Have the Necessary Skills for College: The majority of Santa Barbara City College students are *academically unprepared for direct admission to a four-year college* and most *lack basic skills necessary to succeed in community college*. The high school graduation rate in Santa Barbara County for Hispanic students is 70.8%. The district average is 83.6%. Of the *Hispanics who do graduate* from regional high schools in the SBCC service region; *only 18.2% meet the minimum requirements to apply to* a four-year university, far below other groups. Thus, many Hispanic high school students in the SBCC service area **are not college/university-ready and don't understand that a college degree is something that they can obtain.**

Non-Existent First Year Experience for SBCC College-Ready Students Leaves Many Students Lost and Struggling: SBCC and the CI must also develop the capacity to provide broad-based, multi-cultural/multi-lingual **first year experience and outreach.**

Gatekeeper Courses Serve as Barriers to Degree Completion: Students in Developmental and Basic Skills courses at SBCC are doing well. Past efforts at the College have streamlined the courses and time taken to move from entry to college-level

SBCC uses the term “gatekeeper” to describe GE courses that have low

² Ibid.

coursework. The pilot learning community program for

Developmental and Basic Skills courses will be a foundation for

the newly linked courses that will be developed with this Title V

Cooperative grant. The differential in

retention, transfer and graduation rates for Hispanic students in key Gatekeeper classes shows the

gap between Hispanic and non-Hispanic students.

success rates, and may potentially become a stopping point for further academic progress.

Success Differentials for Hispanic Students in High Enrollment Gatekeeper Courses Composite Analysis for all Sections Fall 2009- Spring 2013				
Gatekeeper course	Total Number Students	Non-Hispanics % earning DFW*	Hispanics % earning DFW	<i>Success Differential</i>
HIST 101	530	31.8	47.4	-15.6
HIST 102	514	34.7	49.4	-14.7
MATH 117	826	18.3	30.2	-11.9
ENG 110	1429	22	36.4	-14.4
ERTH 101	760	18.7	23.7	-5

*Grades of D, F or Withdrawal

The rationale for developing the iPath Transfer Program is a direct response to the need for both institutions to increase the number and percentage of Hispanic and low-income students who complete their lower division transfer requirements and transfer to a four-year university. The results of our data analyses demonstrated that there are specific math, English, science and other general education lower division transfer required courses in which over 30% of Hispanic students with a goal of degree completion and/or transfer do not successfully complete with a grade of "C" or higher. Moreover, an analyses of transcript data for a sample of transfer-oriented students, reveals a high percentage are not adhering to their educational plan in taking courses they need to fulfill their lower division general education and major field requirements in an efficient manner. For example, in Fall 2011, 37% of Hispanic transfer-seeking Hispanic students completed ENG 111 or higher within three terms, compared to 45% non-Hispanic students.

Although learning is never a bad thing, by taking courses that will not help fulfill lower division transfer requirements and not completing the courses needed to complete lower division transfer requirements students are spending more time in non-productive credits.

Tutoring: The SBCC Writing Center (WCenter) tutoring statistics continue to show (as they have for the past six years) a substantially higher level of success for students who used this service compared to peers in comparable courses who did not. For Fall 2012, we see that on average for students across disciplines that success rate is 15% higher and for Spring 2013 the success rate is 13% higher. Data on Basic Skills students show that in the Fall 2012 Writing Center users were 15% more successful than their peers who did not use the service, and that number is even higher in the Spring of 2013 where the higher success rate rises to 18% higher level of success. Anecdotal evidence shows that Hispanic students don't access the WC because they don't know about it, pointing out again the disparity between Hispanic students and their counterparts.

The results are all the more impressive because WCenter practice (reflected by our SLOs) emphasize self-reliance and self-efficacy so the success rates are indicative of skills development, and are not the product of line editing or content suggestions from tutors. This WCenter approach was recently highlighted at the Strengthening Student Success Conference in a well-received presentation on the effects of SLO assessment.

The Gateway to Success Program, a project by SBCC for basic skills and developmental ed., continues to maintain a strong presence on the SBCC campus and provides an excellent foundation for the iPath program being proposed. The following are the Gateway to Success sections for 2012 – 13: Basic Skills Math, English and ESL - total: 326 (Fall: 170, Spring: 154); 1st in Sequence - total: 296 (Fall: 142, Spring: 154); technology - total: 50 (Fall: 25, Spring: 25).

Gateway to Success tutoring takes place throughout the campus in classrooms, labs, the LRC, the library, and departmentally-designated tutoring rooms. As an example, the Gateway Center had 9,931 logged tutoring sessions during the 2012-13 academic year. This number represents an all-time high of students who logged into the Gateway Center. It is important to note that many students use Gateway without logging in for a particular class. Students in Gateway to Success classes are statistically more successful than students in the same, Non-Gateway to Success courses, and participation in the Gateway to Success Program at the basic skills level is a strong indicator of future success at SBCC. The Gateway to Success Program's statistical research continues to show that this program helps students achieve success in Basic Skills and first in sequence classes, promoting continued success at SBCC. The General Education students, those in college-level courses, do not have the same support and success as our Gateway students.

Mentoring: The mentoring program at CI is not currently large enough to handle the needs of all transfer students to CI. While there are some mentors for first-year students, CI does not have the capacity at this time to develop a transfer mentoring program. Transfer students have an optional orientation, but not required. Therefore, many transfer students who choose not to attend orientation have a more difficult time locating CI resources and settling into the university culture.

High Numbers of Undecided Students Wait Too Long to Declare Major, Establish and

Follow Transfer Plan: The Career Center at SBCC is underdeveloped and, with only a 0.25 FTE counselor, understaffed and does not have a program developed to fully assist a student through career assessment/planning process in order to explore and identify their career options with emphasis on choosing a major. Approximately 10% of SBCC students still declare "Undecided" instead of a major in their third semester. Without necessary career technology and

information resources students are receiving outdated information resulting in their inability to make informed choices, plan coursework and easily access information regarding career choices.

Over-Reliance on Traditional Teaching Methodologies Which Do Not Match Students'

Skills/Learning Styles: Lecture was undoubtedly the most prevalent teaching method at the time when the majority of current faculty at both institutions were themselves in school. This method, however, does not work as well in today's technology-dependent world or in multi-ethnic classrooms with many students who do not speak English fluently. According to the National Center for Educational Statistics, only 45% of teachers reported feeling very well prepared to implement new methods of teaching, and only 27% reported feeling prepared to integrate technology into the subject taught.³

Students need faculty to demonstrate effective use of student-centered methodologies, current technology, classroom assessment techniques and strategies to create a culturally sensitive and accepting environment. It is important that faculty is consistent in their use of best teaching practices with attention to culturally appropriate pedagogy, assessment practices, adaptations of content for English learners and students with special needs.

Shared Institutional Management Challenge and Weakness	
In a time of increased demand for data driven accountability, measurement of student learning outcomes and reporting requirements from State, District, and Accrediting agencies both institutions must work to correct major deficits in research capacity for (a) assessment and improvement of student performance; and, (b) qualitative research.	
SBCC Institutional Management Challenge and Weakness	CI Institutional Management Challenge and Weakness
Inadequate tracking of student progress precludes timely interventions.	Without coordinated tracking of students through progression of college courses, measurement of progress/timely interventions is hindered.

Inadequate Information Management for Informed Decision-Making: Assessment at both

³ NCES, *Survey on Teacher Professional Development and Training* 2013

institutions does not provide easy access or sufficient information for researching issues related to student academic progress. At SBCC, tracking transfer students is done by stacking the approved applications in piles and doing a hand-count. Similar methods are utilized at CI, with hand-counts entered into spreadsheets for further analysis. At CI, state and national accreditation requirements require data to track under-represented student groups and their academic progress so evaluations may effectively address areas of weakness for improvement.

Over the past five years, state and national accreditation, the state legislature, and the public have placed great emphasis on institutional evaluation and effectiveness. In order to strengthen the long-term viability and short- and long-term planning efforts of both institutions, there must be **improved consistency, quality, reliability and validity of institutional research practices across all areas of the institution and improvement in each institution's ability to tie these practices more explicitly to a comprehensive measurement of institutional effectiveness.** Gathering and analyzing data on prospective teachers is almost impossible at present as student data is disconnected and based in departments, agencies, schools and districts, and two- and four-year college systems.

Fiscal Stability Challenges and Weaknesses	
Decreases in revenue over the past decade have hindered both institutions from meeting the needs of the students.	Slow progression rates, repeated courses, students who leave prior to goal completion and unproductive educational enrollments have a negative fiscal impact on both institutions, our students and, oftentimes, our students' families. Moreover, for SBCC, the increase funding it has received from the state this year and for next year restores only about 40% of the amount of state funds that were eliminated from its budget during the five years of the recession. The proposed COLA of .86% for the California community college budgets for 2014-15 is not adequate to off-set the increased costs fixed and variable expenses.

Decreases in revenues hinder the institutions from meeting the needs of students: Budget issues are a reality in California. SBCC relies more heavily on state appropriations than do four-

year California State colleges and universities. In California, over 85% of the unrestricted general funds for community colleges comes from the state, compared with about one of every four dollars at the University of California. Staffing for crucial student services (Financial Aid office, Admissions, and Counseling) has been severely reduced at SBCC making it even more difficult for students to receive the necessary assistance to move from Developmental Education (in most cases) to a degree in education and a career in teaching. These funds are allocated based on Full-time Equivalent Students and do not take into account the higher costs of offering courses and support services for students in need of remediation, which comprise over 70% of the certificate/degree and/or transfer students who enter the college. CI is facing the same fiscal cut-backs as federal grants and alumni giving decrease with the still uncertain economy.

When students get caught in the quagmire of course repetition, slow progression, and end up either taking years to finish or leaving college before they reach goal it causes financial hardship for the students and the institutions. Without a clear understanding of their educational pathway or plan, and strong support from faculty and student services staff, students often find themselves taking unnecessary and “unproductive” units, leading towards unmanageably high college tuition and materials costs. This barrier to successful course, degree and transfer completion is compounded by the fact that a sizable number of students either do not enroll or successfully complete their English and math basic skills or college-level transfer requirements. While most of these students continue to attend the college, they take courses that do not have a English or math pre-requisite which results in their taking courses that can be described as random walk through the curriculum rather than their adhering to a well-designed sequence of courses leading to a degree and/or fulfilling lower division transfer requirements.

GOALS OF THE INSTITUTIONS

Goal analysis is based on the identified weaknesses and challenges described above included investigating the common goals at not only the institutional level but at the program, department and course levels. The goals of each institution pertaining to this Title V project follow:

The Goals of Santa Barbara City College as printed in the 2014 Educational Master Plan and President Goals	
Priority Goal (1) SBCC must increase capacity to transfer more Hispanic and under-represented/low-income students into four-year programs	
Academic Programs and Services	Strengthen and bring cohesion to our student and instructional support services as a means of providing effective opportunities for engagement and intervention with students from college entry through to goal attainment.
	Increase opportunities for faculty, staff, and administrators to experiment and pilot with emerging initiatives, effective pedagogical practices, and innovative strategies which have the potential to support and strengthen student success.
	Support students as they transition to college
	Build or enhance programs that advance student equity, access, and success across all subgroups
	Implement effective practices to promote student learning achievement, goal attainment, including those designed to meet Student Success Act requirements
	Increase the retention, persistence, degree and transfer rates for Hispanic, under represented and low-income students
Institutional Management	Create a culture of that supports faculty and staff to provide opportunities for students to engage in co-curricular, college and civic services activities that are intended to help students develop the competencies and experiences that are aligned with AAC&U's LEAP and the college's general education competencies.
	Strengthen programs for students by utilizing best practices to workplace satisfaction and professional development of faculty, staff and administrators.
	Strengthen program evaluation
	Create optimal physical and technological environment that ensures the best services to students and the local community. Locate a facility that will be large enough to house the IPath Transfer program once it expands beyond the capacity of the Transfer Center where it will be located during the first few years of this project. .
	Work with faculty and staff to create a culture that promotes and supports the importance of transfer to a four-year college or university.

Fiscal Stability	Acquire external funds through the Foundation for Santa Barbara City College for book grants, scholarships and Gateway class tutors that will be used to support students in the IPath Transfer Program. Augment the college's grant writing capacity needed to apply for grants and donations needed to support the IPATH Transfer Success Program.
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The Goals of California State University Channel Islands Division of Academic Affairs Strategic Plan 2011-2016, Strategic Planning Status and Direction Updated September 2013, Student Access, Retention, Success Initiative,	
Priority Goal CI will graduate more Hispanic and low income students with a BA or BS degree.	
Academic Programs and Services	Celebrate our HSI designation.
	Document student learning through effective assessment processes leading to continuous improvement in all areas
	Solidify collaborations with community colleges
	Create and implement first, second and transfer year support programs
	Improve Student Success: Assure that CI continues to provide access to a wide range of students, consistent with our mission and our location in Ventura County, California, and the world.
	Improve Student Success: Improve CI's retention and graduation rate, assuring that a large percentage of the students enrolling in and transferring to CI leave with degrees and credentials,
	Increase low socio-economic status populations served.
	Improve Student Success: Graduate students well-equipped to achieve their personal and professional goals, ready and able to contribute economically and socially to their communities.
	Increase low socio-economic status populations served
Institutional Management	Continue developing innovative practices that enhance the quality of effectiveness of the University including academic programs, student support services, the business enterprise and physical infrastructure.
Fiscal Stability	Develop support for the University with the community and public and private funders through inclusive partnerships and programs that encourage others to feel part of the university.
	Develop economic and organizational capacity.

MEASURABLE OBJECTIVES

The measurable objectives below are overall indicators of the composite success of the broad range of new strategies and practices being implemented. This is a comprehensive set of objectives with annual measures (quantitative, process, and participation targets related to new methods, training, and services growth).

Title V Goals Tied Directly to Weaknesses and Challenges	FIVE-YEAR MEASURABLE OBJECTIVES
Goal (1) SBCC will increase capacity to transfer more Hispanic and low-income students into four-year programs	Objective 1: By Fall 2019 SBCC will increase the numbers of first-time college-ready transfer-seeking Hispanic students who transfer to a four-year university or college within three years by 40% over Fall 2010-2013 three-year cohort baseline of 155 (155 to 217 students).
	Objective 2: By Fall 2019 SBCC will increase the numbers of first-time college-ready degree- or certificate- seeking Hispanic students graduating with an AA, AS or certificate within three years by 40% from the Fall 2013 baseline of 79 (79 to 111 students).
	Objective 3: By 2019, iPath participants at SBCC will complete the ADT (Associate Degree for Transfer) major requirements, guaranteeing them admission into the CSU system, at a rate 30% greater than a comparable group of students not taking part in iPath.
	Objective 4: By 2019, as a result of iPath Proactive counseling, 100% of iPath students will have a detailed Student Education Plan (SEP), the percentage of iPath students declaring their major as “undecided” will be reduced by 50%, and a minimum of 70% of iPath students will apply for transfer to CI or another four-year institution.
Goal (2) CI will increase the numbers of Hispanic and low-income students graduating with a BA/BS.	Objective 5: By Fall 2019, CI will increase the number the number of Hispanic and other minority students by 25% (5% per year) over the Fall 2013 baseline of 2,212 students (44% of all students).
Goal (3) CI will improve graduation rates	Objective 6: By 2019 the two-year graduation rate for SBCC students who have transferred to CI will increase 20% (5% per year in years 2-5) from a baseline to be measured in Year 1 of the grant.
Goal (4) SBCC and CI will improve student success	Objective 7: By Fall 2019, there will be a 10% increase in the percentage of SBCC Hispanic students who receive a successful grade (A, B, C or Pass) in each of the five targeted high enrollment Gatekeeper 'barrier' courses documented in Title V Activity over the 2010-2013 three year composite baselines.

Goal (5) SBCC will improve persistence	Objective 8: By 2019, iPath participants at SBCC will persist to their second year at SBCC at a rate 30% greater than comparable students not taking part in the iPath program.
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INSTITUTIONALIZATION OF NEW PRACTICES AND IMPROVEMENTS

Project is Designed to Institutionalize Vital Changes at Both Institutions: Dr. Lori Gaskin, President of SBCC, has requested that the significant problems specified in Title V be linked to achieving the student achievement outcome measures in the college's Student Success and Support Program Plan, in its Student Access, Equity and Success Plan, and in its Educational Master Plan. Each of the outcome measures in these plans include establishing objectives for closing achievement gaps that exist between Hispanic and low-income students and non-Hispanic and low-income students. As an HSI, CI continually strives to improve outreach, retention and success of Hispanic students and will seek to institutionalize all project components that have proved to be successful.

Establishing Continuing Articulation and Transfer Processes: In order to ensure comparability of course content, requirements, learning experiences, and outcomes, articulation will be a faculty-driven process guided by the work of articulation officers. The course and program articulation efforts will be augmented by major field of study meetings between SBCC and CI faculty that will focus on such items as aligning courses and program student learning outcomes, assignments, planning joint professional development activities, and planning joint activities that would enrich the learning experiences of students from each institution.

Plan for Continuation of Funding for Personnel: Maintaining practices and improvements described in this proposal will require both institutions reallocate funds, incrementally, to institutionalize iPath Transfer Program hourly Gateway tutors for all GE class sections, and provide 50% release time for a faculty member to direct this program after the grant funding has ended.

CI will allocate funding for successful components of the program to the extent the budget allows. Because of fiscal constraints and high salary costs, SBCC will commit the funds required to hire instructors to teach the courses from which the project director is being released to direct this program.

The duties of new key staff will shift systematically from developmental to operational over the later years of the grant. The SBCC Project Director and faculty Activity Coordinators released to work on this project will return to their original college-funded positions once the new initiatives are fully institutionalized. If the Project Director needs additional faculty and/or counselor assistance for implementing and expanding the iPath Transfer Program, the college will commit the funds required to backfill the class sections and/or counseling hours from which they are being reassigned.

Further, all the activities selected under this project are purposefully linked to SBCC and CI's accreditation standards and for SBCC, its Educational Master Plan and its Student Equity Plan. In addition, all the activities selected under this grant are designed to address a mandate or goal set by the individual institutions' Boards of Trustees. Finally, this project is focused exclusively on the primary strategic goals of each institution: to increase transfer and graduation rates of students. By linking the goals of this project with two of the primary objectives of the top leadership of the institutions we have ensured a high level of support for the activities proposed in this grant during its term and following its duration. Top leadership at CI and SBCC has already committed to invest in this project from its inception by allocating significant resources towards the implementation of the initiatives detailed in the Activity.

Impact of the Project on Facilities: Offices for faculty and staff will be provided in existing facilities. The iPath program will be located in SBCC's Transfer Center. While we expect the

program to outgrow the size of the Transfer Center by the time the grant period has ended, the college is taking the space needs of this program into account in allocating space in one of two buildings it will begin constructing within next year or two. Although the Project Director will be housed at SBCC, CI has on-campus space for a “satellite” office for use by Title V Cooperative Project Director.

Funding Equipment, Maintenance, and Upgrades: All equipment purchased with grant funds will be placed on each institution’s ongoing equipment maintenance and upgrade schedule. SBCC receives state funds for capital outlay replacement and maintenance is part of a specified budget allocation designated annually in the SBCC District budget.

CI receives an annual technology management budget. All computers are upgraded every four years and all new purchases are subsumed into this plan. Information Technology Department provides troubleshooting and repair without charge.

Institutionalization of New Curriculum: Both institutions will use the existing curriculum development and revision process which is standard and approved by the governing bodies of the institution. This process at both institutions is faculty driven, clearly defined, broadly participatory, and requires faculty initiation and approval.

ADDRESSING THE HSI FIVE YEAR PLAN REQUIREMENT

This Joint Comprehensive Development Plan and the Joint Five-Year Activity Plan which follows the Competitive Preference Priorities, fulfills the statute requirement of addressing the improvement of services specifically to Latino and other low-income students. The five year project is designed to increase the capacity of SBCC and CI to better serve Latino students, thereby retaining and graduating a greater proportion of them. While the components of this

project will increase the successful retention and graduation rate of all students regardless of ethnicity, it is Latino students who are targeted and will benefit the most from this project. The implementation strategy selected for this project reflects our sensitivity to the challenges of our student population, which is comprised of a high percentage of Latino, low-income, first-generation college students.

COMPETITIVE PREFERENCE PRIORITY

For decades, community college students across California have faced significant barriers to transfer. Inconsistent, duplicative and ever-changing coursework requirements frustrated and discouraged students, added expense to both the student and that state and contributed to an unacceptably low transfer rate of 23% within six years for degree-seeking students in California.⁴ Additional significant factors that contribute to the relatively low transfer rates of community college students in general and Latino and low-income students in particular, is the high percentage who do not successfully complete their lower division general education and major field requirements in Gate Keeper courses in English, math (basic skills through calculus for many majors), sciences, accounting and economics for business majors, and several popular classes that meet general education requirements.

Competitive Preference Priority 1: Increasing Postsecondary Success: This project is specifically designed to increase the number and proportion of high-need students who complete their lower division transfer requirements and then transfer and complete their bachelor's degree in a timely manner.

Project Component	Improved Student Success
General Ed: Learning Communities	The learning communities of iPath will be based on the ESP, an SBCC program which is described fully in the implementation strategy narrative. ESP has proven to increase the successful math and English course completion rates by 30% and by 49% for Latino students completing two English or math classes in the same semester compared to the number of non ESP Latino students who completed the same sequence of courses in one year.
Outreach and Orientation Summer Bridge/Winter Intersession	Personalized course work for students who have fallen behind or have failed a course will allow for a faster progression and higher levels of success. SBCC will be offering two six week Summer sessions beginning in 2015 which will afford students the opportunity to complete their Basic Skills English and math courses needed to be eligible to take part in the iPath Transfer Program or to take or repeat courses they need to complete their lower division transfer requirements.
Pro-active Counseling	Focused interaction with Hispanic and other under-represented students will increase persistence, retention and ultimately the numbers of students attaining their BA/BS
Peer Mentoring and Tutoring	Best practices and past experience at SBCC and CI has shown that when students have someone that they can talk to, discuss issues with and extra, and easily assessable, academic support they experience higher levels of success.

⁴ Moore, C., Shulock, N. (2010). *Divided We Fail: Improving Completion and Closing Racial Gaps in California's Community Colleges* (October). Sacramento: The Institute for Higher Education Leadership & Policy. Retrieved from: http://www.csus.edu/ihelp/PDFs/R_Div_We_Fail_1010.pdf

Transfer Services	Students will be required to meet with an iPath transfer counselor to develop their educational plan and to meet with their counselor on a regular basis to ensure they stay on track in completing their lower division general education and major field transfer requirements in a timely manner. Students will receive training and assistance in researching transfer institutions they are interested in attending. They will be provided opportunities to meet with outreach staff from transfer institutions, and will be given assistance in applying for scholarships to attend the transfer institution. CI's counselors will work with iPath students while at SBCC during and after they transfer to CI to increase the likelihood they will be prepared to succeed when they begin their studies at CI or at another university.
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This Cooperative project between Santa Barbara City College and CI will increase the number and proportion of Hispanic students who persist in and complete college or other postsecondary education and training. This will be done through the development of effective academic support programs, curricular alignment, and faculty development combining to increase postsecondary transition and success of Hispanic and under-represented students. The proposed iPath Transfer program, a two-year learning experience based on an amalgamation of best practices and innovative ideas from faculty, staff, and students will be the cornerstone of this project. iPath will be based, in large part, on Santa Barbara City College's award-winning Express to Success Program (ESP), which the college implemented in the fall of 2011 with the aid of an HIS Title V grant. ESPs primary goal is to increase completion of college-level English and math by creating shorter developmental pathways and streamlining the curriculum, thereby reducing the number of levels of developmental courses a student must go through to attain college-level competency and increasing persistence and success.

The iPath program will clarify expectations for academic requirements and transfer pathways for a timely achievement of students' transfer goals and degree completion. All pathway courses, assessments and standards in general education and program-specific majors, will be aligned. An integrated student services model will monitor progress toward academic

goals at key transition points and provide timely interventions for underrepresented students. In preparing this project, the Title V Team looked at both two and four-year institutions that were showing high levels of student success and institutional productivity. Indiana Wesleyan University's College of Adult and Professional Studies (IWU-CAPS), for example, achieves a six-year graduation rate of 65% which is 19% above its peer institutions. This was accomplished by the creation of clear pathways to degrees and encouraging students to support one another. Early assignments have the dual purpose of helping students get together and learn how they can succeed academically at college, whether on campus or online. With few pathways to a degree, students generally move through the sequence of classes as a single cohort, keeping each other up to the mark.⁵ Mentoring, proactive counseling, follow-up and follow-through will continue once the student leaves SBCC (or any other two-year college) and enters CI.

Competitive Preference Priority 2: Improving Productivity: This project is specifically designed to significantly increase efficiency in use of time, staff, money, and other resources while improving student learning or other educational outcomes (i.e., outcome per unit of resource).	
Economic Benefits of Collaboration via a Cooperative Title V Project	Improved Outcomes Per Unit of Resources
Scale and Sustainability	Project is designed for larger scale institutional impacts with higher potential to positively reach the greatest number of targeted students with strategies that will last beyond duration of cooperative. The model for the iPath Transfer Program is designed to accommodate all eligible students who commit to the requirements of being in this program.
Shared Costs for Project Leadership and External Expertise	The institutions will be able to share the costs of a Project Director, all Consultative Expertise and External Evaluator
Joint Training for Faculty and Staff	It is more cost-effective (training impacts more individuals). Joint sessions bring together colleagues from colleges bringing a synergy for change.

⁵ Cota, A., Jayaram, K., and Laboissiere, M. (April 2011) *Boosting Productivity in US Higher Education*. McKinsey and Co. Insights and Publications.
http://www.mckinsey.com/insights/social_sector/boosting_productivity_in_us_higher_education

Effectiveness of Speaking with a Common Message in the Santa Barbara region.	A clear consistent message to the city's largest Hispanic communities regarding the importance of education and of completing a bachelor's degree or higher is far more productive than competing messages.
Shared Resources and New Program Development	Developing shared resources for more joint programs and faculty development
Project Component	Improved Efficiency/Effectiveness will Improve Productivity
General Ed: Learning Communities	GE Learning Communities of iPath will decrease the number of nonproductive credits a student will take and decrease course repetition. The iPath learning communities will serve the dual purpose of helping students form bonds with each other and the college and learn how they can succeed academically. Nationally, failed courses and courses from which students withdraw account for an additional 7% of all credits taken. ⁶
Outreach and Orientation Summer Bridge/Winter Intersession and two six-week Summer Sessions offered by SBCC	Students will have the opportunity to "catch up" as needed without having to repeat an entire semester, thus cutting back on the numbers of courses, faculty and staff necessary for each course repeated.
Pro-active Counseling	Although counseling time per student will increase, the focused staff time and other resources will be saved through embedded services into courses that are part of the iPath Transfer Program.
Peer Mentoring and Tutoring	Shorter time to degree as students are more successful on the first attempt of courses, and are provided with accelerated degree programs
Transfer Services	Articulation agreements for each major offered by SBCC and CI will be developed. These transfer agreements will specify the 60 units of lower division general education and major field courses students need to complete to be admitted to CI or another CSU campus. Educational plans that specify courses needed to be completed each term to fulfill their lower division GE and major field transfer requirements will increase efficiency and negate non-productive credits. The follow-up meetings with the transfer counselor will be to ensure the student stays on track in fulfilling their transfer requirements.

Improving Effectiveness and Efficiency by Helping Students to Graduate: The eight institutions of higher education studied in the 2011 McKinsey report, *Boosting Productivity in Higher Education*, had several common denominators, the most important being they had each intentionally and specifically designed their education systems to expressly help as many

⁶ Ibid

students as possible achieve degrees.⁷ While it seems that this would be the main purpose of every college, too often, what used to work, no longer works, but is still being used. Common symptoms of inefficiencies include complexity, fragmentation, redundancy, lack of standardization, and unneeded hierarchy. As a part of this cooperative arrangement, SBCC and CI will increase efficiencies and cost savings for both institutions in the areas of procurement, administration, facilities, and academic support.

Reducing nonproductive credits: Up to 10 percent of all credits taken by US students are in excess of the number required to graduate. True, such credits may expand students' minds, but they add cost to a degree. Tracking students' progress and skillfully intervening when necessary can help reduce that cost.⁸

⁷ Ibid

⁸ Ibid.

ACTIVITY – ANNUAL OBJECTIVES

The Institute of Evaluationⁱ guidelines advocate using a smaller, realistic set of project objectives rather than multiple objectives tracking the outcomes of the many different initiatives and strategies implemented as part of this project. The Activity Objectives provide annual measures for the institutional objectives of the CDP, are measurable and specific to degrees awarded, transfer, Fall-to-Fall persistence, and student academic success. All objectives are primarily related to the first priority goal of each institution. For SBCC: SBCC must increase capacity to transfer more Hispanic and underrepresented students to into four year programs. For CI: CI will graduate more Hispanic and low income students with a BA/BS. The table below shows the annual objective increases.

Objective 1: By 2019, SBCC will increase the number of first-time college-ready transfer-seeking Hispanic students from SBCC who transfer to four-year universities within three years by 40% over the Fall 2010-2013 three-year cohort baseline of 155 (155 to 217 students).						Related to CDP Weaknesses and Challenges: Relates to all CDP weaknesses and challenges
2013 Baseline	2014-15	2015-16	2016-17	2017-18	2018-19	
	2%	3%	5%	15%	15%	
155	158	163	171	194	217	
Objective 2: By Fall 2019 SBCC will increase the numbers of first time college-ready degree- or certificate-seeking Hispanic students graduating with an AA, AS or certificate within three years by 40% from the Fall 2013 baseline of 79 (79 to 111 students)						Related to CDP Weaknesses and Challenges: Relates to all CDP weaknesses and challenges
2013 Baseline	2014-15	2015-16	2016-17	2017-18	2018-19	
	2%	3%	5%	15%	15%	
79	81	83	87	99	111	
Objective 3: By 2019, iPath participants at SBCC will complete the ADT (Associate Degree for Transfer) major requirements, guaranteeing them						Related to CDP Weaknesses and Challenges: Relates to all CDP weaknesses and challenges

admission into the CSU system, at a rate 30% greater than a comparable group of students not taking part in iPath.						
2014-15	2015-16	2016-17	2017-18	2018-19		
5%	5%	5%	5%	10%		
Objective 4: By 2019, as a result of iPath Proactive counseling, 100% of iPath students will have a detailed Student Education Plan (SEP), the percentage of iPath students declaring their major as “undecided” will be reduced by 50%, and a minimum of 70% of iPath students will apply for transfer to CI or another four-year institution.						Related to CDP Weaknesses and Challenges: Relates to all CDP weaknesses and challenges.
Baseline	2014-15	2015-16	2016-17	2017-18	2018-19	
Declared major	5%	10%	15%	10%	10%	
SEP	30%	35%	35%	15%	15%	
Apply for Transfer	15%	30%	45%	60%	70%	
Objective 5: By Fall 2019, CI will increase the number the number of Hispanic and other minority students by 25% (5% per year) over the Fall 2013 baseline of 2,212 students (44% of all students).						Related to CDP Weaknesses and Challenges: Relates to all CDP weaknesses and challenges.
Fall 2013 Baseline	2014-15	2015-16	2016-17	2017-18	2018-19	
	5%	5%	5%	5%	5%	
2,212	2,216	2,220	2,224	2,228	2,765	
Objective 6: By 2019 the two-year graduation rate for SBCC students who have transferred to CI will increase 20% (5% per year in years 2-5) from a baseline to be measured in Year 1 of the grant.						Related to CDP Weaknesses and Challenges: Relates to all CDP weaknesses and challenges.
	2014-15	2015-16	2016-17	2017-18	2018-19	
Baseline	0%	5%	5%	5%	5%	
TBD in Year 1						
Objective 7: By Fall 2019, there will be a 10% increase in the percentage of SBCC Hispanic students who receive a successful grade (A, B, C or Pass) in each of the five targeted high enrollment Gatekeeper 'barrier' courses documented in Title V Activity over the 2010-2013 three year composite baselines.						Related to CDP Weaknesses and Challenges – Gatekeeper courses serve as barriers to degree completion: Mis alignment of courses, expectations and assessments
Baseline	2014-15	2015-16	2016-17	2017-18	2018-19	
See Table on p. 19	2%	2%	2%	2%	2%	

Objective 8: By 2019, iPath participants at SBCC will persist to their second year at SBCC at a rate 30% greater than comparable students not taking part in the iPath program.						Related to CDP Weaknesses and Challenges – Relates to all CDP weaknesses and challenges.
Baseline	2014-15	2015-16	2016-17	2017-18	2018-19	
TBD	5%	5%	5%	5%	10%	

ACTIVITY – iPath To Success

The Planning and Research Process for this Activity: The SBCC/CI Title V Activity Team is responsible for: 1) **researching, selecting, designing, and sequencing** activities and topics for this proposal; 2) **choosing equipment and software**; 3) **contacting local and national peer institutions for information on program development, curriculum design and successful faculty development activities**; 4) **review of best practices literature and models** and 5) interviewing program directors from **similar colleges** as to specific successes and challenges in regards to development and operation of their programs.

For the Implementation Strategy, the Activity Team will continue to contact other institutions and review a number of studies and resources for ways to address the institutional problems documented in the CDP:

Models and Sources for the Implementation Plan	
General Ed: Learning Communities	SBCC – ESP; Cerritos College – Learning Communities Program; Citrus College -- College Success LC; San Diego City College – Student Success LC; Washington Center, Evergreen State College
Outreach and Orientation Summer Bridge/ Winter Intersession	Lumina Foundation, Pew Foundation, Iowa State University, Mt San Antonio College, University of Michigan, Northeastern Illinois University, University of Texas – El Paso, UC – Berkley, Pierce College, Citrus College, El Centro College,
Pro-active Counseling	National Academic Advising Association, Santa Monica College, Zane State College, Union County College
Peer Mentoring	CSU Northridge, Humboldt State University, Austin Peay State University, Pomona College
Tutoring	Cañada College, Santa Barbara City College ESP, University of Texas - Austin, University of Texas – El Paso
Transfer Services	National Conference of State Legislatures, University North Carolina, De Anza College, University of Central Florida

Research and practical experience increasingly indicates that academic support and strong student services are necessary to increase the persistence and retention rates of all

students. These support services are particularly important for Hispanic students.⁹ Research on teaching and learning has produced many detailed, and occasionally, contradictory, lists of "best practices in teaching." In order to provide the holistic education/ learning which research proves works best for Hispanic students and increases success rates for all students, both institutions must make changes in their culture and learning environment. We have chosen an innovative mix of best practices and ideas as a means of better preparing our students and the institutions themselves for success.

With all due respect... one might argue that we already have sufficient research on student success. What is missing... is the ability to transform the knowledge that we have into practical knowledge.
Tinto, 2006

SBCC and CI will create a program which includes early identification of majors, career and academic support services integrated in learning communities and streamlined baccalaureate pathways in targeted majors to address the major obstacles that significantly impact Hispanic and low-income **student enrollment, degree completion and transfer.**

iPath will build upon SBCC's successful Express to Success Program (ESP) Basic Skills Math and English learning communities. This cooperative Title V project will take the next step to create Learning Communities that pair required general education courses with a college-level math or English course. Students will benefit from peer support, shared curriculum in the form of contextualized assignments and readings, and close faculty collaboration with embedded tutoring in each learning community.

This Cooperative proposal addresses both absolute priorities by (1) *Increasing Post Secondary Success* strengthening and improving student success and transfer between SBCC and CI and other four-year transfer institutions, and by increasing the number of Hispanic and other

⁹ Clark, Jeff (2007) Retention: A Selected Critical Inventory of Best Practices. *California State University, Sacramento*
Tinto V, (2006) Retrieved from www.insidehighered.com/news/2006/11/02/success

underrepresented students who attain degrees and/or transfer and (2), by *Improving Productivity* by seeking to collaboratively increase the effectiveness of programs and services to better serve students and to promote success in transfer and degree completion. Hispanic students fall through educational pipeline cracks at *every point* along the educational pathway. SBCC and CI are falling short of their missions to improve the educational attainment of these students.

As a means to better serve our students, address the absolute priorities, and mitigate the problems faced by Santa Barbara City College and CI, this two-component Activity includes the following strategies.

Component	New Strategies and Initiatives
Component One Progression from College-level Courses to Degree Completion, Transfer and Baccalaureate Degree Completion	<i>iPath (First Year Experience Learning Communities), Structured Curriculum Pathways, and strategies to Strengthen collaboration between two-year colleges (CI) and four-year baccalaureate institutions (SBCC).</i>
Component Two Develop Strategies to Strengthen Academic and Support Services	<i>Intensive Orientation, Counseling, Advising and Tutoring, and Faculty and Staff Professional Development Workshops</i>

These strategies, identified by the Title V Committee responsible for this project and approved by the Presidents at each institution, are a result of in-depth research into best-practices; current literature; experiences of other colleges; and, what has worked on a small-scale for SBCC and CI. The conclusions reached through this analytical process resulted in a consensus among faculty, staff and administration that the activities presented in this proposal will support long-term, campus-wide change at SBCC and CI. The implementation and progress of the selected strategies identified in this Title V proposal will be continually monitored and evaluated to determine needed modification or extension.

These strategies will be implemented to increase the success, progression, degree completion and transfer rates of Hispanic and other low-income students by providing structured curriculum pathways for students who are: transitioning from SBCC

Developmental Education Express to Success Program (ESP) toward their goal of degree completion or transfer, OR entering their first semester at SBCC at college-level math and English, and who want to complete their degree or transfer goals within two years.

Faculty Development is a major factor in all aspects of this project. Each semester CI will host the iPath Professional Development series for faculty and staff to engage in professional development opportunities around high-impact teaching and learning practices that promote transfer success. The series will allow participants the opportunity to share important lessons learned from engaging in their work related to articulated GE pathways and improving curricular pathways within majors. The series will include guest speakers and create a space for faculty from specific disciplines to meet in cross-institutional teams to share ideas that improve upon articulated GE and major pathways and transfer readiness.

IMPLEMENTATION PLAN AND RATIONALE FOR STRATEGIES SELECTED

Component One Progression from College-level Courses to Degree Completion, Transfer and Baccalaureate Degree Completion	<i>iPath (First Year Experience Learning Communities), Structured Curriculum Pathways, and strategies to Strengthen collaboration between two-year colleges (CI) and four-year baccalaureate institutions (SBCC).</i>
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PROVIDING AN ALTERNATE GENERAL EDUCATION TRANSFER OPTION: iPath, a General Education Learning Communities program, will provide an alternate general education transfer option to students pursuing the educational goal of transfer from SBCC to CI or another public four-year institution. Through the iPath framework, the program will achieve the following:

Short-term Performance Measures	Long-term Performance Measures
Increase persistence and reduce time to degree completion	Promote teamwork and collaborative approaches
Attain general education learning outcomes	Foster students' lifelong, independent learning
Establish interconnectedness of multiple disciplines	Apply content theory in personal and global contexts

Rationale: The success of learning communities has been well documented. Findings show consistently higher performance of cohorts enrolled in closely linked learning communities, those in which the instructors shared assignments, responded to ideas raised in their colleagues' classes, and met regularly to discuss students' needs.¹⁰ SBCC will also draw on the success of the *Express to Success Program* currently being used in our Developmental Education and Basic Skills programs. The ESP has shown an increase in successful math and English course completion rates of 30% for ESP Latino students compared with non-ESP Latino students who were enrolled in comparable English and math courses that were not part of this program. The semester to semester persistence rate for ESP Latino and low-income students was on average 10% higher than those of non-ESP Latino students. The percentage of ESP Latino students who completed two English or two math courses in one semester was 49% higher than it was for non-ESP Latino students who completed the same sequence of courses in one year. SBCC is now seeking to design a program that serves as a continuation to students completing ESP to ensure successful completion of general education and to prepare them for transfer. iPath will also be available to students enrolling at SBCC from local and out-of-area high schools, and other venues, who are eligible for college-level English and mathematics coursework.

iPath includes "immersion – expedited," which are prescribed, structured curriculum pathways to help students complete their degree and/or transfer goal within two years of enrolling in college level courses. SBCC and CI will use this opportunity to develop programs to implement, monitor, goal-direct, goal-correct and evaluate student success through the iPath program. Incentives for students to enroll in iPath include guaranteed access to discipline major

¹⁰ Rodriguez, G. G. , Buczinsky, C. (2013). Linking Classes: Learning Communities, "High" Culture, and the Working Class Student. *Learning Communities Research and Practice*, 1(2), Article 6. washingtoncenter.evergreen.edu/lcrpjournal/vol1/iss2/6

core courses at SBCC and CI, significant help with scholarship and transfer applications, academic counseling and advising, free use of the Strong Vocational Interests Inventory for help in occupational and discipline major selection, and peer cohort support groups.

iPath -- Transfer Pathways Experience: The iPath will be designed by SBCC, in conjunction with CI, to serve as an entry point for students coming to SBCC eligible for college-level English and mathematics coursework and as a continuation for students completing the Express to Success Program (ESP). The linked courses will provide an innovative, customizable path for student success, retention and transfer. Students finishing this program will have successfully completed general education requirements and be prepared for transfer. The iPath program will be comprised of four semesters of thematically integrated Learning Communities incorporating high-impact learning practices at SBCC. The iPath aims to embrace the philosophy and pedagogical principles that support the LEAP Essential Learning Outcomes and to provide students with a general education experience that promotes faculty-student intellectual engagement, collaborative learning, practical application and analysis of its relevance to the global context (AAC&U, 2011).¹¹ In addition to the LEAP fundamentals, iPath will address the following CI general education breadth areas: Oral Communication; Written Communication; Critical Thinking; Mathematics/Quantitative Reasoning; Lifelong Learning and Self-Development; and, three additional general education courses in areas from Physical and Life Sciences, Arts and Humanities, and/or Social Sciences. Prior to each semester's pilot of new learning communities, faculty and staff will determine the shared theme, coordinate their

¹¹ Association of American Colleges and Universities (2011). *The LEAP Vision for Learning: Outcomes, Practices, Impact and Employers' Views*. www.aacu.org/LEAP/documents/leap_vision_summary.pdf

courses, determine appropriate ways to integrate the Oral Communication and Lifelong Learning GE skills, and align student learning outcomes with CSU CI faculty.

iPath – Transfer Pathways Two Year Experience: Upon completion of their first year in iPath, students will have completed 60% of their GE Transfer requirements; shown satisfactory progress towards CSU/UC eligibility; taken part in collaborative learning, active participation; shown content application, and interdependence of disciplines reflecting different perspectives on common themes; had faculty mentors and made lifelong friends/colleagues; and, will have completed four units of GE coursework, while receiving credit for Oral Communication and Lifelong Learning and Self-Development.

Students in the iPath Transfer Program will complete the remainder of their lower division general education and major field requirements in the courses they are prescribed to take in their third and fourth semesters at SBCC. The general education courses offered in the second year of this program will also be offered as theme-based learning communities. *An important component of the iPath Transfer Program is the incorporation of specific tasks and activities students need to complete to prepare for transfer in each semester they are at the college.* These activities, which will be part of the student's educational plan, range from researching student career interests and requirements needed to complete major field requirements that correspond to their interests, transfer institutions that offer strong programs in their major, researching financial assistance and scholarships available at the universities they are considering, applying for admissions and preparing a financial plan for making the transition to the transfer institution.

iPath will provide an intensive, cohort driven learning community for the students at SBCC, specifically our growing numbers of first generation Hispanic students. A two-year, transfer oriented approach will close many of the gaps that currently exist making transfer from

SBCC to CI and other four-year institutions difficult. Each semester, faculty will be released to create the upcoming iPath Learning Communities. These learning communities will align with the following LEAP Essential Learning Outcomes (the Golden Four): Knowledge of Human Cultures and the Physical and Natural World; Intellectual and Practical Skills; Personal and Social Responsibility; Integrative and Applied Learning;¹²

Transfer Academy: The iPath Transfer Academy will be hosted at CI (or rotating between CI & SBCC) held once per semester to engage SBCC students in peer-led workshops on the transfer process and university culture. In partnership with SBCC's transfer center counselors and CI's financial aid counselors and advisors, students will receive important information on how to prepare for the transfer process and successfully transfer to a four-year institution including the articulation of GE courses. Faculty from a variety of majors will host sessions to answer specific questions about major pathways to career and graduate school as well as the role of undergraduate research in facilitating a successful transition to the major and beyond.

Linking Gatekeeper and General Education Courses for Success: Students will enroll in 12-15 college-level units in each of their four semesters. Nine of those units will be LC-based and the other three to six units will be electives and/or units for their major. The nine iPath learning community-based units will include courses that are integrated thematically while covering the essential "Golden Four" GE areas. In addition to the nine learning community and three-six electives, during the first two semesters, between two and four units will be through enrollment in an "Integrative GE Seminar" course, which will engage and guide students in the core GE competencies with integrated content. Students will be assessed through rubrics and assignments that certify successful completion of learning outcomes necessary to receive GE credit in the

¹² Ibid

areas of Oral Communication and Lifelong Learning and Self-Development. The program will incorporate different practices such as a service learning activity, internship, field work, field trip, portfolio, seminar, conference, applied undergraduate research all tied to the themes of the LC. Ideally, three faculty members will teamteach iPath LC, choosing their theme, tailoring assignments to specifically address general education and integrated GE content and devising related High Impact learning practices.

Students will achieve competency in all GE Breadth areas outlined in CSU's Executive Order 1065 – the delineation of GE breadth requirements for CSU students system wide – through certification in a Learning Community model with integrated GE competencies. This alternate GE pathway encompasses all LEAP essential learning outcomes. VALUE rubrics will be referenced to evaluate and assess student learning. *This model also ensures CSU and UC eligibility for students who adhere to the GE pathway.*

Summer Session Bridge and Winter Intersession: Prior to beginning each semester, students will attend an orientation session, meet the faculty members in their iPath Learning Communities, and receive a preview of the themes and respective High Impact Learning Practices (HI) in their chosen Learning Community that will be a part of their iPath experience.

Summer Session Revitalization: Students will be able to enroll into grade recovery units, engage in another HI learning practice, take classes for major fields which will require more units than typical Liberal Arts majors.

iPath, Second Year Experience SBCC: When feasible and appropriate for their major and transfer goal, students may complete a second year of LC. Upon completion of two years of iPath, students will have gained the following additional benefits: Completion of all GE requirements (GE certification); Receive AA-T/AS-T degree and are “transfer-ready” (with

careful planning); CSU and UC Eligibility (7-course pattern, 60 transferable units); and, Preparation for a minor area of study.

The iPath Experience CI: CI will engage SBCCs iPath students in outreach, transfer success, and opportunities for undergraduate research through the CI “Transfer Success Academy.” A core team of CI peer mentors will visit SBCC’s campus three times per semester and also maintain a virtual mentoring relationship with these students to create a cross-institutional learning community. SBCC iPath students will be encouraged by the peer mentors to become involved with a variety of research opportunities across disciplines at CI, and will have the option of attending the annual “Sage Student Research Conference” at Channel Islands’ campus in Spring.

Additionally, CI and SBCC faculty will align the GE Student Learning Outcomes for all relevant GE courses in the iPath cohorts.

Component Two Develop Strategies to Strengthen Academic and Support Services	<i>Community Outreach, Pro-Active Counseling, Tutoring, Tracking and Monitoring, Mentoring, Transfer Services and Faculty and Staff Professional Development Workshops</i>
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iPath Program Support Services: Counselors, faculty and staff from both institutions will collaborate to fully design and implement program support and will create interventions specific to each institution that can be fully integrated into the program. Support services will include, but not be limited to: outreach, proactive counseling, early tracking and monitoring, mentoring, tutoring, transfer and career services.

Outreach: Of the Latino parents who expect their child to attend college, relatively few understand the basic choices and tasks that need to be addressed¹³ (e.g., the SAT, taking AP

¹³ Tornatzky, L., Mejia, O., Lee, J. and Tarant, S. *College Choices Among Latinos: Issues of Leaving Home*. Claremont CA: Tomas Rivera Policy Institute 2013.

classes, college applications). What is needed is a larger and more effective information outreach effort to close these information gaps.¹⁴

Communication with Hispanic parents and the greater Latino community will be based on routine, clear, and truthful messages going out through a variety of media and modes - and there must be receptivity and response to messages and inquiries coming into each institution. Outreach will include Financial Aid staff to develop smooth pathways for students, especially Hispanic, with programs for targeted students, their parents and the community and serve as a highly knowledgeable link between financial aid, support, and instructional programs.

Proactive Counseling: Potential iPath students will be accepted into the program by the ESP Counselors and Outreach counselors in enrollment services, and during the college's assessment, orientation and advising sessions. Orientation and advising are required of all students with a goal of earning a certificate, degree and/or transfer as well as any student needing to take an ESL, English or math course, and through various means of outreach to out-of-area graduating high school students. Dedicated iPath counselors will also review the eligibility requirements and contract terms with newly recruited students, and assist with registration into the iPath learning communities.¹⁵

Tutoring: The Gateway to Success Tutorial Program, selected by the 2008 Two-Year College Association (TYCA) Awards for Outstanding Programs in English for Two-Year Colleges and Teachers, is a faculty driven initiative developed to help students achieve success in their first years of college. SBCC began the Gateway to Success program in Fall 2006 but has yet to expand it to courses beyond Basic Skills Math and English, with a few exceptions. Gateway

¹⁴ Ibid

¹⁵ Abdul-Alim, J. (Feb 2013) *Intrusive Advising Among Best Practices for Community College Student Success*. Report to Diverse Issues in Higher Education. Retrieved from <http://diverseeducation.com/article/16812/>

tutors will provide both in-class tutoring and appointment times in the Learning Resource Center and/or the Gateway Tutorial Center *in each of the general education and major field courses that are part iPath*. Successful course completion rates and college persistence rates of students enrolled in Basic Skills with Gateway tutors at SBCC have averaged 10-15% higher than sections of the same courses that did not have a Gateway tutor.¹⁶

Early Tracking and Monitoring: Tracking and monitoring has recently been implemented at SBCC. While it is too early for conclusive data, there has been a growing acceptance of its importance and use. Faculty development will help to increase the use and recognition of the ways tracking and monitoring will increase student success.

Mentoring: The mentoring program at SBCC and CI will be based on the successful Latina/o Peer Mentoring Program at the University of North Carolina (Chapel Hill). Both institutions will match incoming Hispanic students with current undergraduate students, faculty, alumni, or community member in cohort model. Peer mentoring has been shown to help the transition into academics, social life, and student life.¹⁷ Channel Islands staff and mentors will facilitate SBCC students spending a day at CI shadowing students in their major of interest to acclimate students to the campus culture and encourage transfer completion to a four-year institution. The mentoring program will create and provide a close-knit support network to help Hispanic students integrate into the academic and social setting at SBCC and CI.

CI peer mentors will be linked to an SBCC course and facilitate ongoing activities including virtual and in-person mini-presentations and student panels to engage in a peer

¹⁶ SBCC Office of Institutional Research, 2013

¹⁷ Reyes, N and Amaury, N (July 2012). Lost Among the Data: A Review of Latino First Generation College Students. *HACU White Paper*.
http://www.hacu.net/images/hacu/OPAI/H3ERC/2012_papers/Reyes%20nora%20-%20rev%20of%201st%20gen%20latino%20college%20students%20-%202012.pdf

mentoring relationship with SBCC students. Students will utilize social media and other technologies to create and facilitate a peer-led cross-institutional learning community where information about undergraduate research opportunities, campus events, major outreach events like the iPath Transfer Academy, Sage Student Research Conference, and transfer orientation information that can be accessed virtually.

Major Exploration: CI will provide the opportunity for SBCC students to attend student capstone research presentations (and/or Sage Student Research Conference), in their majors, each spring semester. Attendance at these research presentations will give the SBCC students an idea of what will be expected of them at CI (or any four year institution) and inspire students to progress to four-year institutions in their desired major. SBCC students will also learn about the importance of undergraduate research experiences and opportunities in the major so that they can make the linkages to future careers and/or graduate school. SBCC student groups will be hosted by a faculty member and peer mentor in the respective major

Outreach Website: During the first semester of this project, CI will update the regional outreach website www.universityculture.org to include the Santa Barbara region and improve information accessibility for students, compliance and accessibility, closed captioning, and translation support is key to providing access to critical information for students moving from SBCC and other two year colleges to CI.

Facilitating Graduation: CI will continue follow-up and interaction with SBCC transfer students by creating one-on-one advising sessions with faculty. These will take place during the first semester of the transfer student's senior year and will include providing students with their degree progress report to determine the most expeditious graduation pathway.¹⁸

¹⁸ Adopt Guided Pathways (2012) Strategy Labs: State Policy to Increase Higher Education Attainment. *The Lumina Foundation*. Recovered from

Faculty Development: The iPath constitutes a major role change for instructors. Many of the faculty members use a front-of-the-class style – it is the way they have always taught and the way they were taught. In the iPath model, front-of-the-class will move to a more collaborative and cooperative contribution to the teaching process. Because of this pedagogical shift, faculty and staff participating in iPath will be trained in the following teaching and learning practices that educational research suggests increase rates of student retention, student engagement and cumulative learning.¹⁹

Critical Teaching and Learning Practices – Faculty Development Themes	
LEAP Essential Learning Outcomes	First Year Experience model
Integrated cross-discipline learning communities	Using VALUE rubrics for authentic assessment ²⁰
Integrative seminars	Fostering collaborative learning environments
Diversity and global learning	Experiential and service learning
Infusion of high impact learning practices in content courses	Embedding Oral Communication and Lifelong Learning and Self-Development curriculum in content courses

Inter-Institutional Development Workshops will provide opportunities for faculty training and collaborative planning on specific programs to smooth the transition process and strengthen course articulation from SBCC to CI and share knowledge including SLOs, rubrics, and strategies for using technology effectively in the classroom.²¹ Specifically, the workshops will allow faculty to link SBCC courses to CI majors through an increasingly demanding stepladder of SLOs (Student Learning Outcomes), provide training in best practices for Hispanic Students,

<http://strategylabs.luminafoundation.org/higher-education-state-policy-agenda/core-element-three/action-13/>

¹⁹ *Seven things You Should Know About Flipped Classes*. Educause Learning Initiative.

"Fostering Faculty Collaboration in Learning Communities: A Developmental Approach." *Innovative Higher Education*, Vol. 30, No.1, 2005.

²⁰ VALUE: Valid Assessment of Learning in Undergraduate Education (2013) *Association of American Colleges and Universities*. Retrieved from <http://www.aacu.org/VALUE/rubrics/>

²¹ Recommendations of the California Community College Task Force (2013) *Advancing Student Success in the California Community Colleges*. Part II, Recommendation 6

and develop meaningful assessment strategies. One faculty member from each institution for each designated major will meet twice a year and report back to their respective colleagues. This partnership will begin with three majors in the first year and expand by one each subsequent year for a total of seven majors. Faculty development opportunities will include two Faculty Summit events annually, in Fall and Spring, to bring CI and SBCC faculty together to explore educational technology, best practices in Learning Communities, integrated curriculum, development of Student Learning Outcomes, building survey instruments to assess student engagement and success, and ongoing development of a transfer culture. Immediate focus will be integrating instructional practices with technology to improve learning outcomes and strategies for teaching under-represented students.

Faculty development will also include the creation of a collaborative assessment loop and a vehicle for gathering and sharing data for accountability, measurement of SLOs, reporting requirements, and early warning detection.

Responsibility	Specific tasks	Timeframe
Initiate Title V Project <i>Project begins without delay and with full involvement of all constituencies</i>		
PD, Presidents, Public Relations Office, Human Resources (HR). Ads	Project Director coordinates with both Presidents, EVP and Deans to distribute internal and external announcements; Announcement to community in media and community events; Presidents officially appoint members for Joint Steering Committee; PD establishes schedule of bi-weekly status meetings with lead project staff. Hire grant staff processes begun to fully staff project with key personnel; benchmark tracking timelines set up with Institutional Research.	Begins upon ED award notification. Start-up for components completed by 12/2010.
Annual Tasks for Project Management and Evaluation – Years One – Five		
HR, PD; Admin. Assistant, Joint Steering Comm.	Project Steering Committee meets to review component goals, timelines, and strategies for the year; hiring completed	Oct.
PD, Research Analyst, Academic Leads; AA	Engage in an annual assessment of programs regarding their efficacy in offering support to hispanic students.	On- going
Pres., VPs, Deans, PD, CLs	Title V Integration into SBCC and CI Governance Structure. Title V staff work closely with committees/planning groups to improve effectiveness/institutionalization.	On-going
PD, SBCC/CI Institutional Research	Identify and track cohort groups for all strategies and identify relationship between strategies and student outcomes.	
PD, Admin Aide Finance Office	Purchasing, Contracts for Consultants; Travel. All SBCC, CSU, CA and federal policies will be followed. Solid documentation for purchases, travel, and all contractual services.	On-going
PD, CLs, External Evaluator Title V Staff Input	Record-keeping and Submission of Reports Monthly Time and Effort/Progress; Yr 1: Interim Performance Report; Yrs 2-4 APR. Yr 5: FPR. Project in compliance with EDGAR, and Circular A-21	On-going
PD, Adm Aide,	Identify, bid, purchase and install equipment; Equipment installed and ready for use	As needed
PD, HR, CLs, VP, Deans, Dept Chairs, Faculty	Select and release faculty and staff working on the project following established release time and part-time hiring procedures for SBCC and CI. Faculty and staff selected and available to work with Title V Activity Personnel. Course coverage plans will be set during preceding academic term. Clarity of teaching loads and work assignments.	Each Term
PD, RA, Steering committee	Joint Steering Committee meeting to review component goals, timelines, and strategies for the year. Will meet quarterly – annual meeting in September Steering committee to meet quarterly with the annual meeting set aside to specifically assess the overall, annual progress toward successful implementation	Quarterly

Responsibility	Specific tasks	Timeframe
PD, RA, EE, Steering Committee, Institutional Research (SBCC and CI)	Summative and formative evaluation of the impact activity has on achieving CDP and annual objectives. Recommendations for institutionalization Progress annual objectives and five-year benchmarks noted and documented; plan for following year refined in light of evaluation.	September
Year One 2014-2015 (ongoing initiatives are listed for first year)		
PD, iPath Faculty Work Group, Curriculum Committee	Curriculum developed for iPath learning communities. IS101 (Integrative Seminar): Self-development and Lifelong Learning. (SBCC)	Summer 2014
PD, iPath Faculty Work Group, Curr. Committee	Curriculum developed for iPath learning communities. IS 102 (Integrative Seminar): Oral Communication (SBCC)	Summer 2014
iPath Faculty Work Group, Curriculum Committee	Curriculum development for the theme-based general education learning communities to be offered during the third and fourth semesters of the iPath Transfer Program.	Winter 2015
PD, Faculty Work Group, Steering Committee	Develop Summer Session Bridge and Winter Intersession -- identify initial themes and high impact learning practices. (SBCC and CI)	Ongoing
PD, Faculty Work Group, Counselors	Develop Summer Session Revitalization – identify blocked Gatekeepers, develop tutor training and identify classes in Year One fields of study that will require extra course work.	Ongoing
PD, iPath Counselors	Develop Student Contract and expectations for students involved in iPath. Contracts will spell out the responsibilities and expectations for both student and college (SBCC)	Summer 2014
PD, Faculty Work Group, Steering Committee	Develop and implement annual plans to recruit, train and schedule additional sections of the iPath cohorts.	Ongoing
Outreach staff, PD, Counselors, Assessment staff	Recruit of students into iPath program from: local area high schools, out-of-area high schools, inreach to college-ready students, SBCC students completing Basic Skills ESP program	Ongoing
PD, iPath faculty work group	Develop website for outreach plan	Fall 2014
PD, iPath Faculty Counselors	Develop and Implement Formative Evaluation Plan	10/14-4/15
PD, iPath Faculty Work Group, Counselors	Plan iPath Student Orientation Event to take place August 2015	June 2015
PD, Steering Committee, Counselors	Meet with iPath Steering Committee monthly	Ongoing

Responsibility	Specific tasks	Timeframe
Year Two 2015-2016 (ongoing initiatives are listed for first year)		
PD, iPath Faculty, Counselors, Admissions and Records	Launch iPath cohorts Fall 2014	Fall 2015
IT Banner Team, Director of Scheduling, Counselors, PD, Dean	Evaluate and improve efficacy of Banner block registration and Intake processes for Fall and Spring iPath cohorts	8/15-12/16
PD, iPath Faculty Work Group	Implement formative evaluations	11/15
PD, iPath Faculty Work Group	Update iPath Website	10/15-4/16
PD, iPath Faculty Work Group, Counselors	Recruit faculty and counselors needed for iPath cohorts to be offered 2016-17	9/15-1/16
PD, iPath Faculty Work Group	Plan iPath Student Orientation Event for August 2016	2/16-4/16
Year Three 2016-2017 (ongoing initiatives are listed for first year)		
PD, iPath Faculty Work Group, Counselors	Develop and Implement iPath Business cohort	9/16-3/17
PD, iPath Faculty Work Group, Counselors	Recruit faculty and counselors needed for iPath 2017-18	9/16-1/17
Institutional Research, PD, iPath Faculty Work Group	Implement Formative and Summative Evaluations	11/16-2/17
Year Four 2017-2018 (ongoing initiatives are listed for first year)		
PD, iPath Faculty Work Group, STEM Faculty Work Group, Counselors, MESA Director	Coordinate with STEM leaders to ensure GE pathways for prospective Science majors	Fall 2017
Institutional Research, PD, iPath Faculty Work Group	Implement Formative and Summative Evaluations	11/17-2/18
PD, iPath Faculty Work Group	Recruit faculty and counselors needed for final grant Year Five, 2018-19	9/17-1/18
Year Five 2018-2019 (ongoing initiatives are listed for first year)		
PD, iPath Faculty Work Group, Steering Committee	Develop and Implement Plan for full institutionalization of iPath program	

KEY PERSONNEL

Laura Castro, full-time Counseling Faculty member, will be responsible for the management and supervision of the project and will act as Project Director for 100% of her time. Ms Castro will report directly to SBCC President Lori Gaskin and work closely with Executive VP of Educational Programs, Jack Friedlander. Additionally, Ms Castro will have access to executive level leadership at CI.

This role demands faculty with administrative experience and experience in directing complex projects. Because the project is fully staff and faculty-driven, it is critical to the success of the project that the Project Director be well-respected among faculty, staff, and administrators for her leadership and experience in developing innovative programs and working with students. Laura Castro serves as both Articulation Officer for the District, and as part of the Transfer Counseling team. She is highly regarded as one of the key “go to” Articulation experts throughout California Community Colleges system, and her extensive knowledge of IGETC and GE requirements for transfer into the CSU system makes her the ideal project director for the iPath: Pathways to Transfer grant. Additionally, Ms. Castro works as the Articulation expert with SBCC’s Project Director for its STEM Transfer Title V grant, now in Year 3 of a 5-year grant term. Ms. Castro will work closely with Kathy Molloy, the Title V project director for the Express to Success Program, in providing her with any guidance and assistance she needs in directing a Title V grant. Executive Vice President Dr. Jack Friedlander, who has a great deal of experiences in working on Title V grants, will also provide Laura Castro with assistance in directing this project.

Other personnel for this complex project will be chosen for their outstanding leadership in their respective fields once funding has been approved. Each of them has advanced degrees

and extensive experience which has put them in leadership positions at SBCC and CI and on the forefront in innovative program design to meet the needs of students and the regional economy.

Project Director 1 FTE		SBCC	Laura Castro
Qualifications	<p>BA, University of California Santa Barbara, 2001 MS, California Lutheran University, 2004 Ms. Castro has designed SBCC's Associate Degrees for Transfer for effective transfer to any CSU campus; participated in the ASSIST Next Generation statewide workgroup; serves on faculty work team for SBCC's Title V grant-funded STEM Transfer Program; SBCC's liaison to segmental systemwide offices in CA (CCC Chancellor's Office, CSU Chancellor's Office, and UC Office of the President) for matters related to transfer and articulation</p>		
Responsibilities Related to Title V	<p>The Project Director will:</p> <ul style="list-style-type: none"> • Report to President Lori Gaskin, and work directly with EVP Jack Friedlander, Dean Alice Scharper and CI personnel. • Coordinates, manages, and monitors project staff to ensure objectives are met. This includes first weekly, then bi-weekly staff meetings, the minutes of which will be kept on record. • Issues quarterly reports summarizing progress. These reports form the basis of regular briefings with the President, the project management team, faculty, and staff. • Develops and maintains updated a Title V Policy and Procedures Manual that embodies the requirements of the program statute, regulations, and policy statements • Establish and maintain strong oversight of the Steering Committee; • Authorize all expenditures, assume responsibility for appropriate use of funds, and establish a procedure for timely process and approval of expenditures; • Ensure the development and implementation of an effective and objective system of evaluation of all components of the project and their impact on the colleges; • Assure that the project operates in compliance with EDGAR throughout the period of federal support. • Work with to direct and oversee implementation and operation of all Activity components at their institution. • Oversee staff and faculty recruitment and development activities. • Supervise the day-to-day functions of all Activity staff. • With the Title V Project Director, assure effective overall project accountability. • Monitor the Activity budget and prepare monthly progress reports. • Assume responsibility for the timely completion and evaluation of all development and pilot test phases and project objectives as detailed in the Project Implementation Plan 		

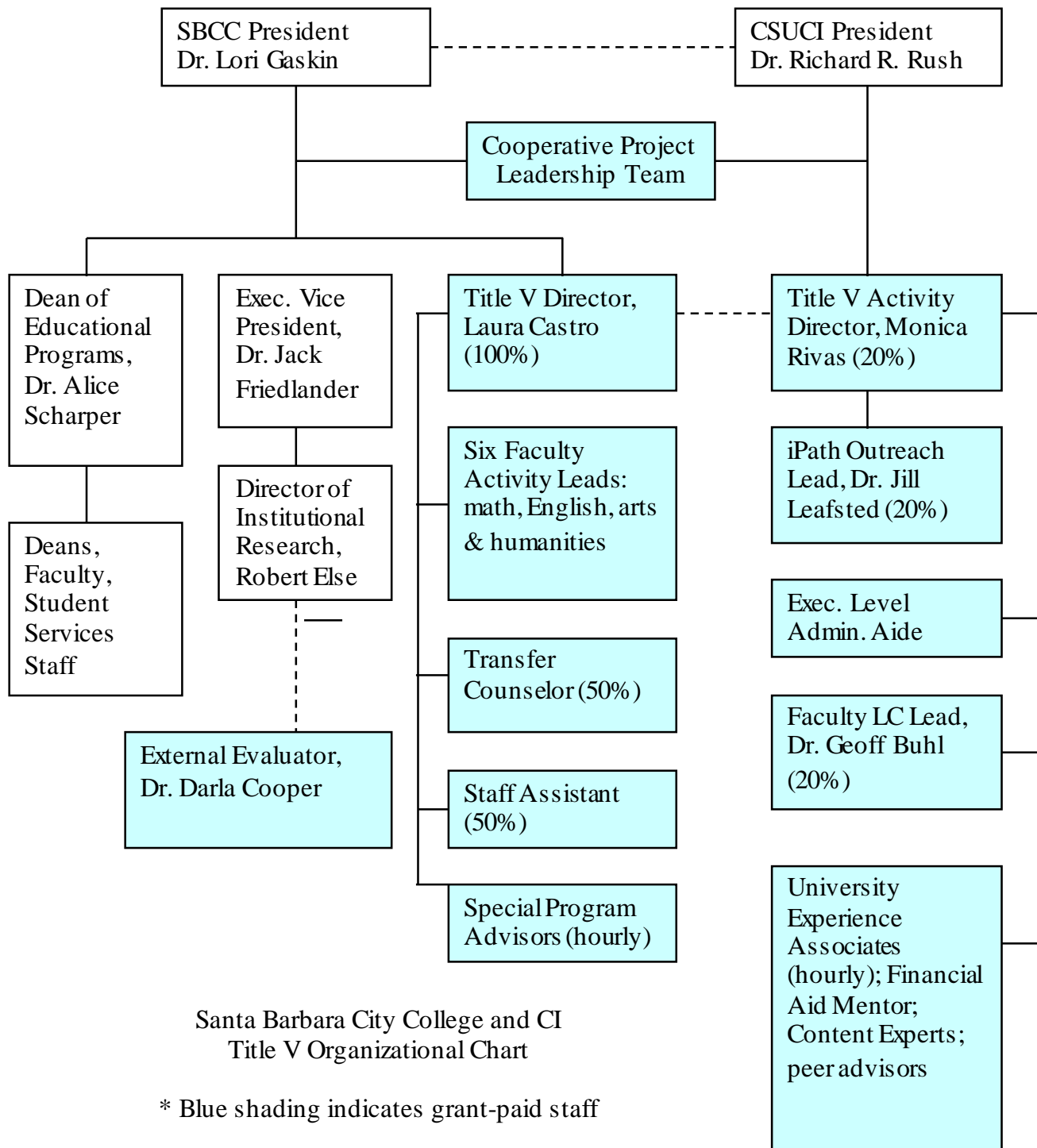
SBCC Faculty Coordinators – description of responsibility		
Responsibilities Related to Title V	Each semester, 6 Faculty Activity Leads will ensure that the component initiatives are aligned with the instructional college activities. In addition, the faculty leads will work with the PD, counseling faculty and Title V staff to ensure the objectives and goals are met, outcome data is gathered and used for informed decision making and strategies are institutionalized. They will meet regularly as the core iPath team to plan each semester’s theme and GE Learning Communities ; generate increased faculty participation in teaching iPath LCsI work closely with IR in both formative and summative program assessment; and collaborate with CI faculty partners to align GE Student Learning Outcomes.	
Transfer Counselor	New Position	.75FTE
Qualifications	Minimum BA in Counseling, with preferred MA in Counseling with prior experience in transfer counseling at the community college level.	
Responsibilities Related to Title V	Responsible for working closely with PD to develop structured GE pathways and major field pathways toward transfer. Meet regularly with academic iPath faculty to plan curriculum and discuss program component goals of increased effective pathways to transfer.	
Special Program Advisors		.5FTE
Responsibilities Related to Title V	Assist Transfer Counselor in reviewing prospective iPath student educational plans, advising toward appropriate pathways, and generally assisting Transfer Counselor as directed in advising capacity.	
KEY PERSONNEL – CI		
Activity Coordinator	MONICA RIVAS	.5 FTE

Responsibilities Related to Title V	<p>Dr. G. Buhl- Holds a Ph.D. in Mathematics from University of California, Santa Cruz. Currently serves as an Associate Professor of Mathematics at California State University Channel Islands. Serves as the Faculty Lead on Title V HSI grant “Project ACCESO”, a project supporting the recruitment, retention and success in higher education for underrepresented minority students. Also serves periodically as a research mentor in CI’s Research Experience for Undergraduates Program and is co-investigator on the CI grant from the National Science Foundation.</p> <ul style="list-style-type: none"> • Lead Faculty Learning Communities focused on improving curricular sequencing, mapping and design of CI major pathways to transition students successfully within the major. • Participate in iPath Professional Development Series
Cross-Institutional Faculty Learning Communities: Lead .5FTE	
Responsibilities Related to Title V	<ul style="list-style-type: none"> • Lead Cross-Institutional Faculty Learning Communities focused on aligning student learning outcomes articulated for GE. • Build partnerships with community college faculty to better serve transfer students.
Other Personnel Specific to this Activity	
SBCC	CI
Executive Level Administrative Aide	Grant Assistant Outreach Mentors University Experience Associates
Faculty receiving supplemental contracts and stipends	Each of the faculty team will receive an instructional development supplemental contract or stipend to develop, pilot and evaluate new pathways for success which include improving curricular sequencing, mapping and design of major pathways to transition students successfully within the major developing SLOs and the revision, creation and adaptation of new curriculum. Faculty participants will disseminate methods used as a model for college wide institutionalization. Faculty will also be released for training.

PROJECT MANAGEMENT PLAN

Title V Project Director-Authority: The Title V Project Director will have direct access to SBCC President Dr. Lori Gaskin and other executive level administration at both institutions. In addition, members of the Leadership Team will also have access, as appropriate, to executives at SBCC and CI.

D. Organizational Chart



Link to Institutional Effectiveness to Maximize Title V Impact and Institutionalization:

Executives at SBCC and CI have agreed to link this Title V Project to on-going institutional effectiveness efforts to increase success of Hispanic students and address accreditation standards related to equity and outcomes. A specialist will be hired to assist with this process.

Cooperative Project Leadership Team: Team will meet quarterly and will receive monthly reports from SBCC Project Director and CI Project Coordinator, which will include the status of each activity component. Role of the Team will include but not be limited to: representing the project to their constituency; serving as experts in respective specialties; facilitating strong communication; reviewing reports and evaluation data and recommending programmatic adjustments; and reviewing and recommending changes in budgets and expenditures.

Cooperative Leadership Team Membership	
SBCC	CI
Jack Friedlander, Executive Vice President Alice Scharper, Dean of Educational Programs Maria Morales, Counseling Faculty	Marie Francois, Director of Undergraduate Studies Amanda Quintero, Director, HIS Initiatives Monica Rivas, Assistant Director of Advising, Special Populations
Faculty (Teaching Faculty for each iPath Learning Community)	
Title V Staff: Laura Castro, Project Director CI Project Coordinator	

Management Procedures to Monitor Project Progress: The Title V Project Director, in concert the Leadership Team, will develop and modify, as needed, a comprehensive *Project Manual*. Copies will be distributed to Component Leads and will be readily available to all Title V staff, the Leadership Team and other institutional personnel. The manual will specify all policies and procedures, staff responsibilities and lines of authority, job descriptions for Title V staff, provide examples of all required forms and clarify reporting procedures, contractual obligations for cooperative partners and timelines.

Chart of Activity Progress Monitoring Procedures	
Startup Procedures	Upon notification of award the Admin Services Office will finalize the fiscal procedures for expenditure approvals and accounting, as well as clarify authority and scope of responsibility of Project Director (PD), Project Manager (PM) and other key project staff.
Monthly Title V Staff Meetings	PD will meet with project staff a minimum of once a month. Initially meetings are anticipated to be every two-three weeks. Other faculty/staff will be invited as appropriate to these meetings.
Special Topic Area Meetings	These meetings will be held on an as-needed basis and will send minutes of all meetings to PD for files.
Quarterly Leadership Team Meetings	The Leadership Team, comprised of at least six members representing each institution, in addition to the Title V Project Director, Project Coordinator and Component Leads will meet quarterly.
Time/Effort Reports	<i>Monthly T&E Reports</i> completed for each employee paid by Title V as approved in grant. These reports to be submitted to PD at end of month.
Monthly Progress Reports	<i>Monthly Progress Reports</i> will be completed by Component Leads and submitted to PD. Reports will include travel, consultants, equipment, piloting of new practices, and formative evaluation data. Unanticipated delays, alternative solutions and requests for assistance will also be noted.
Quarterly Executive Summary Reports	The PD will synthesize reports into a one-or two-page <i>Title V Executive Summary Report</i> to be distributed to college administrators, and project staff. It will be a brief summary of monthly reports, reflecting progress toward objectives and activities.
Annual Performance Reports/Interim Progress Reports	These will be prepared and submitted to the federal Title V program office each year for documentation of substantial progress toward achievement of objectives to assure continued funding.
Fiscal & Accounting	All fiscal and accounting procedures will follow GAP as per federal and state and institutional requirements.
Evaluation of Project Personnel	All evaluation measures will be fully consistent with institutional policies and procedures, including all negotiated agreements with faculty, administration and classified staff.
Communication with the Federal Title V Office	Communication will be encouraged through the Title V Project Director. Grants compliance personnel at both colleges will be kept apprised of rules and policy changes from the program office, as well as changes in grants management or fiscal issues in EDGAR.

Strategies to Keep Key Personnel Informed about Coop Title V Frequent and Open communications Between Cooperating Institutions	
Startup communications: (1) Upon notification of award, Santa Barbara City College President will request that the Leadership Team establish a schedule for presentations to key constituency groups; (2) Organizational units to be impacted by project will meet in small groups within the first four weeks of award with key Title V Project personnel.	
Quarterly Leadership Team Meetings	Minutes will be sent to deans and directors of those administrative units that are impacted by the activities of the grant.

Representation in Standard Governance Structures	Title V representation will be assured through committee membership by appropriate key Title V Project personnel at SBCC and CI
Project Website and Campus Newsletters And Title V Newsletter/Bulletin	Within the first six months, the PD will establish a project website. When appropriate, the college will use existing internal information system, house newsletters/intranet bulletin boards.
	Title V Newsletter will feature special topics such as exemplary projects, new practices, joint activities and improvements. The Newsletter will be available in print at both institutions and the web.

Project Evaluation Plan

“Time and again, research has shown that developmental programs undertaking systematic evaluation are more successful than those that either fail to evaluate their activities or evaluate them erratically.”²²

Solid evaluation techniques are essential for effective institutionalization of project activities.

Three Key Features of SBCC/CI Project Evaluation Design	
Formative Evaluation	Assures the quality of program management by tracking the effectiveness of project development and implementation during the five-year project.
Summative Evaluation	The impact on learners and Mission College will be carefully documented and evaluated.
Controlled Comparisons	Comparisons between program participants and non-participants will clarify the impact of particular innovations, when possible, and their potential for benefiting other campuses.

Key Evaluation Design Elements: (1) Institutional Researchers at SBCC and CI have worked

closely with the Title V application developers/writers to assure that valid baselines were

established and have provided valuable input the design of the Evaluation Plan; (2) an

independent third party evaluation will be performed on an annual basis by a qualified consultant

(3) Adherence to *scientifically valid education evaluation methods* will be a standard.

Scientifically Valid Education Evaluation is an evaluation that²³:	How this evaluation plan addresses each aspect of a scientifically valid ed. evaluation:
Adheres to the highest possible standards of quality with respect to research design and statistical analysis.	There will be a third party evaluation, designed and conducted by professionals independent from the staff and faculty implementing the project.

²² Boylan, Hunter R. (2002). *What Works: Research-Based Best Practices in Developmental Education*. Continuous Quality Improvement Network/National Center for Dev Education

²³ Institute of Education Sciences IES (2002)

Provides an adequate description of the programs evaluated and, to the extent possible, examines the relationship between program implementation and program impacts.	Comprehensive analysis of both output and outcomes data will be made, rather than simply publishing and distributing data. Appropriate decision-makers and stakeholders will be involved in making action plans based upon the results of the evaluation analysis.
Provides an analysis of the results achieved by the program with respect to projected effects.	
Employs experimental designs using random assignment, when feasible, and other research methodologies that allow for the strongest possible causal inferences when random assignment is not feasible.	Control groups will be used for comparison (sections of courses not using new methods; success of students in parallel courses of study whose faculty are not involved in development activities; historical longitudinal studies).
May study program implementation via combinations of scientifically valid & reliable methods.	Surveys, focus groups, questionnaires will be used in addition to tracking/analyzing student outcomes.

EVALUATION DESIGN: The diagram on the following page presents an overview of the comprehensive evaluation plan design. Primary responsibility for execution of all aspects of the evaluation plan lies with the Project Director and Project Manager, however, a team of professionals will assist.

Title V Evaluation Team	
Project Director	Laura Castro, Articulation Officer, Transfer Counselor
Component Leads	To Be Selected via Internal Search Process
Institutional Research Staff	Lead by Robert Else, SBCC, staff from the institutional research offices at both institutions will be involved in the evaluation of the outcomes of this project
External Evaluator	Darla Cooper is serving as the external evaluator for two of SBCC's HSI grants and has a great deal of expertise and experience in program and project evaluation
Ad Hoc: Members of Leadership Team	

General Outcomes/Uses of Evaluation Process: Uses of the on-going and time specific evaluations and outcomes are detailed in the following chart:

The proposed evaluation methodology will positively influence decision-making:	
<i>Planning Decisions</i>	Influence selection of annual goals and objectives, and for institutional planning.
<i>Structuring Decisions</i>	Ascertain optimal strategies and procedural designs for achieving the objectives that have been derived from planning decisions.
<i>Implementation Decisions</i>	Determine the means for carrying out and improving strategies – identification of needed modifications to planned timelines and strategies.

<i>Feedback Decisions</i>	Determine whether to continue or modify existing institutional and Title V CDP and Title V Activity objectives.
<i>Program Reporting</i>	Evaluation outcomes will be used to complete the Interim and Annual Progress Reports required by the Title V federal program office.
<i>Key Committees</i>	The key committees will use the formative and summative reports to guide project implementation and modifications in their respective areas of institutional development. Administrators, participating faculty and student services personnel will be kept in the informational loop on an on-going basis, to give them access to the data crucial for decision-making and planning.
<i>Internal and External Communications</i>	Evaluation findings will be used in institutional effectiveness and research reports, updates to trustees and the State Board as needed, and in information to internal and external constituencies as appropriate.

Measurement of Attainment of CDP and Activity Objectives. Responsibility: The Institutional Researchers will provide support to the Title V Director, Project Coordinator, Activity Leads, faculty, and other project staff to facilitate data collection. Interpretation and analysis of data will be independently done by IR and the external evaluator. The Title V Leadership Team will also serve as an Internal Monitoring Committee to provide ongoing assessment of the project's progress toward achieving the stated objectives.

Valid Baselines Have Been Included in Five-Year CDP and Annual Activity Objectives.

Within the Title V Activity, SBCC and CI have established objectives/identified anticipated results to measure success. Student cohort of participants will be tracked for outcomes needed to make a solid evaluation of the effectiveness of the new practices. The Institutional Researchers, Title V Project Director and Project Manager will set tracking mechanisms for each student cohort. Student course completion, data relative to the individual educational goals of students, grades, and specifically, transfer and graduation data will be gathered throughout the project.

Detailed Plan to Provide Valid Assessment of Achievement of Objectives: Data will be collected with appropriate methodologies to enable assessment of progress toward solving identified CDP problems; each component of the Activity addresses at least one institutional

problem and is deliberately designed to be a corrective action to solve these identified problems. Two sets of data files will be maintained and reported: longitudinal data and cross-sectional data. The **longitudinal data** include, for example, ascertainable changes in student cohorts as a result of pilot interventions. This data provides the basis for trend studies as well as exploratory data analysis to examine the accomplishment of the specific objectives as stated in the CDP. **Cross-sectional data** typically reflect day-to-day operations (*for example, increased numbers of students receiving tutoring services, increased number of transfer, and faculty participation in professional development*) and will be useful as historical records for each reporting period presenting the conditions of the project.

Use of Evaluation Information: The emphasis of the evaluation will be of a formative nature in which the data and information will be used critically to assess and make suggestions for improvement. All evaluation reports will be distributed to the Title V Director, Project Manager and Component Leads and reviewed by the Joint Steering Committee. The formative evaluation data will be used to identify problems, stimulate alternatives focus discussion, and through resolution of problems generate a positive summative evaluation at conclusion of the grant year.

CDP OBJECTIVES	Data Sources for Measurement
Objective 1: By Fall 2019 SBCC will increase the numbers of first-time college-ready transfer-seeking Hispanic students who transfer to a four-year university or college within three years by 40% over Fall 2010-2013 three-year cohort baseline of 155 (155 to 217 students).	SBCC Student Info. System; National Student Clearinghouse
Objective 2: By Fall 2019 SBCC will increase the numbers of first-time college-ready degree- or certificate- seeking Hispanic students graduating with an AA, AS or certificate within three years by 40% from the Fall 2013 baseline of 79 (79 to 111 students).	SBCC Student Info. System
Objective 3: By 2019, iPath participants at SBCC will complete the ADT (Associate Degree for Transfer) major requirements, guaranteeing them admission into the CSU system, at a rate 30% greater than a comparable group of students not taking part in iPath.	SBCC Student Info. System

Objective 4: By 2019, as a result of iPath Proactive counseling, 100% of iPath students will have a detailed Student Education Plan (SEP), the percentage of iPath students declaring their major as “undecided” will be reduced by 50%, and a minimum of 70% of iPath students will apply for transfer to CI or another four-year institution.	SBCC Student Info. System; SBCC UDirect Student Education Plan System.
Objective 5: By Fall 2019, CI will increase the number the number of Hispanic and other minority students by 25% (5% per year) over the Fall 2013 baseline of 2,212 students (44% of all students).	CI Student Information System
Objective 6: By 2019 the two-year graduation rate for SBCC students who have transferred to CI will increase 20% (5% per year in years 2-5) from a baseline to be measured in Year 1 of the grant.	SBCC Student Info. System; National Student Clearinghouse
Objective 7: By Fall 2019, there will be a 10% increase in the percentage of SBCC Hispanic students who receive a successful grade (A, B, C or Pass) in each of the five targeted high enrollment Gatekeeper 'barrier' courses documented in Title V Activity over the 2010-2013 three year composite baselines.	SBCC Student Info. System
Objective 8: By 2019, iPath participants at SBCC will persist to their second year at SBCC at a rate 30% greater than comparable students not taking part in the iPath program.	SBCC Student Info. System

Measurement Techniques for Data Collection/Analysis: Data collection procedures will include: gathering relevant data from sources existing in the college and establishing processes to gather new information and data relevant to project assessment; developing surveys or other instruments or using standardized tests, if available, to conduct assessments.

External Evaluation Consultant: In support of this complex project and the importance of institutional research to its successful implementation, Darla Cooper, an independent evaluator with expertise in both Title V and outcomes evaluation will be hired as the external evaluator for this project, will conduct annual evaluations and will be available for consultations on research and evaluation design and process items.

Qualifications for External Evaluation Consultants: Dr. Darla Cooper, an independent external consultant, will be hired to conduct the annual evaluations and do so in an unbiased manner. Darla Cooper is a well-respected and highly accomplished researcher and project

evaluator. Dr. Cooper is the external project evaluator for two of the college's HSI grants. The evaluation will include the following deliverables:

Objectives	Assessment of progress toward objectives.
Institutionalization	Assessment of the sustainability of project after federal funding ceases.
Strengthening Institution	Assessment of overall institutional impact that the project is having upon the college.
Merit Institutionalization	Assessment of individual project activities based on data collection and statistical analysis.
Regulations	Assessment of compliance with federal regulations.
Recommendations	Recommendations for improvement.

Final Reports on Success of Grant: At the completion of the project, a comprehensive summative evaluation will be prepared. In addition to an analysis of the grant's original objectives vs. actual accomplishment of those objectives, the summative evaluation will include the following: 1) budget expenditures, 2) a comparison of performance indicators with final results, and 3) a summary of the ways the successful completion of this Activity has strengthened teacher education at both colleges. The Title V Director will detail the ways in which 4) the goals set out in the Comprehensive Development Plan were accomplished 5) the ways the Activity has affected the colleges' policies, procedures, decision processes, and fiscal allocations, and 6) plans for future actions. The information and data presented in these two reports will be combined for final performance report to be submitted at the end of the Title V grant period.

Budget and Cost Effectiveness

SBCC and its partner CI is requesting approximately \$600,000 per year for five years, a total of \$3,000,000 to substantially change the way of educating thousands of its students who begin their college education at a two year institution and transfer to a four year university to complete a Bachelor's degree. The effort, focused on improving success in general education

courses and transfer will affect all areas of the both institutions. Over the five years of this Title V, improvements initiated and implemented via this project will positively impact all areas of the college, university and their students.

All costs have been researched and itemized, as detailed in the budget.

Personnel Costs are Reasonable in line with SBCC and CI Salary Levels: Salary levels and benefits are fixed according to legally negotiated agreements - they tend to be high compared to national averages, but are normal for the /Santa Barbara/ Ventura/Los Angeles area. Salary ranges are mandated by negotiated contracts between employee unions and LACCD and CSU and determined by job classification pay scales.

Travel Costs are Adequate and Reasonable- Travel amounts will ensure adequate training and professional development for Faculty Coordinators and other faculty involved in piloting interventions. Funds are also adequate and reasonable for the Project Director to attend the annual Title V Directors' conference in Washington D.C. or other conferences associated with best practices for Hispanic Serving Institutions. Employees will be reimbursed for approved travel according to reimbursement levels set by district and system policies.

Equipment and Supplies are Necessary and Reasonable. Supply needs are minimal but necessary to establish the Title V Project Office and to carry out the various components of the grant. Supplies include typical costs to purchase office supplies and technology for project staff.

Contractual is Necessary and Reasonable. Necessary and reasonable costs to cover the contract for the external Evaluator for the grant.

The requested infusion of Title V funds will facilitate strategic advancements in academic and student support services to improve outcomes for Hispanic and disadvantaged students at

SBCC and CI. It is anticipated that over 3,000 students and 100 faculty, staff and administrators will benefit from this project over five years, which translates to \$967 per person prior to total institutionalization. The number of students and faculty affected by iPath and the initiatives in the program will continue grow after the grant is over. The cost per person is low in relation to potential long-term benefits for students and anticipated savings for the college as a result of improved practices. Long term costs per student will become negligible.

Budget detail narrative can be found on Activity Budget Forms as instructed.

Hispanic-Serving Institutions Program Activity Budget Detail Form

INSTRUCTIONS: ALL applicants must complete and submit this form. You may copy or recreate this form, but do not amend or modify the required information or format. Upon completion, attach this document as a .pdf into the “Budget Narrative Attachment Form” in Grants.gov.

Activity Budget (To be completed for every activity for which funding is requested)											
1. Name of Institution: Santa Barbara City College					2. Activity Title: iPATH						
3. Budget Categories By Year	First Year		Second Year		Third Year		Fourth Year		Fifth Year		Total Funds Requested
Object Class	% Of Time	Funds Requested	% Of Time	Funds Requested	% Of Time	Funds Requested	% Of Time	Funds Requested	% Of Time	Funds Requested	
a. Personnel (Position Title)		\$		\$		\$		\$		\$	\$
SBCC Project Director	100	\$89,668.00	100	\$92,358.00	100	\$95,128.00	100	\$97,981.00	100	\$97,981.00	\$473,116.00
SBCC Administrative Assistant (Hourly)	50	\$12,724.00	50	\$14,138.00	50	\$14,562.00	50	\$14,999.00	50	\$15,449.00	\$71,872.00
SBCC Faculty Activity Leads		\$24,000.00		\$24,000.00		\$24,000.00		\$24,000.00		\$24,000.00	\$120,000.00
SBCC Transfer Counselor	75	\$50,738.00	75	\$50,738.00	75	\$50,738.00	75	\$50,738.00	75	\$50,738.00	\$253,690.00
SBCC Special Program Advisors (Hourly)		\$12,416.00		\$37,248.00		\$49,664.00		\$49,664.00		\$49,664.00	\$198,656.00
SBCC Gateway Tutors (Hourly)		\$10,000.00		\$15,000.00		\$20,000.00		\$25,000.00		\$30,000.00	\$100,000.00
CSUCI iPATH Experience Activity Coordinator	50	\$26,000.00	50	\$27,300.00	50	\$28,665.00	50	\$30,098.25	50	\$31,603.16	\$143,666.41
CSUCI Grant Assistant	50	\$18,333.33	50	\$21,000.00	50	\$22,050.00	50	\$23,152.50	50	\$24,310.13	\$108,845.96
New CSUCI Position: iPATH Outreach Lead	50	\$19,250.00	50	\$22,050.00	50	\$23,152.50	50	\$24,310.13	50	\$25,525.63	\$114,288.26
CSUCI Faculty Lead, Curricular Pathways to the Major	10	\$9,000.00	10	\$9,450.00	10	\$9,922.50	10	\$10,418.63	10	\$10,939.56	\$49,730.68
CSUCI Faculty Lead, Thematic GE Pathways	10	\$9,916.80	10	\$20,825.00	10	\$21,866.25	10	\$22,959.56	10	\$24,107.54	\$24,107.54
iPATH Outreach Mentors (Hourly)		\$16,800.00		\$16,800.00		\$16,800.00		\$16,800.00		\$16,800.00	\$84,000.00
Stipends for CSUCI Faculty to align SLOs for GE Courses		\$8,000.00		\$8,000.00		\$8,000.00		\$8,000.00		\$8,000.00	\$40,000.00
Stipends for CSUCI Faculty to work on improving curricular sequencing, mapping and design of major pathways		\$8,000.00		\$8,000.00		\$8,000.00		\$8,000.00		\$8,000.00	\$40,000.00

SUB-TOTAL		\$314,846.13		\$366,904.00		\$392,548.25		\$406,121.06		\$417,118.02	\$1,897,540.46
b. Fringe Benefits __15-43__%		\$59,191.98		\$64,965.93		\$68,765.35		\$40,742.17		\$71,790.44	\$335,455.87
c. Travel		\$73,000.00		\$81,000.00		\$96,000.00		\$48,000.00		\$42,000.00	\$313,000.00
d. Equipment		\$34,200.00		\$0		\$0		\$0		\$0	\$34,200.00
e. Supplies		\$24,900.00		\$18,000.00		\$18,000.00		\$18,000.00		\$18,000.00	\$96,900.00
f. Contractual		\$20,000		\$20,000		\$20,000		\$20,000		\$20,000	\$100,000.00
g. Construction		\$0		\$0		\$0		\$0		\$0	\$0
h. Other (endowment)		\$50,000.00		\$8,000.00		\$8,000.00		\$8,000.00		\$8,000.00	\$40,000.00
i. TOTAL DIRECT CHARGES		\$574,338.11		\$558,872.93		\$576,313.60		\$570,863.23		\$574,908.46	\$2,855,296.33

1. **Explain in detail how you arrived at the total amount requested in each object class in each year of the activity. If you fail to provide sufficient details, we may disallow costs.**

Budget Item/Justification	Year ONE	Year TWO	Tear THREE	Year FOUR	Year FIVE	Total
A. PERSONNEL						
SBCC Project Director 100%	\$89,668.00	\$92,358.00	\$95,128.00	\$97,981.00	\$97,981.00	\$473,116.00
SBCC Administrative Assistant 19.5@\$14.50/hr x 45 wks.	\$12,724.00	\$14,138.00	\$14,562.00	\$14,999.00	\$15,449.00	\$71,872.00
SBCC Faculty Activity Leads 12 @ \$2,000 per semester	\$24,000.00	\$24,000.00	\$24,000.00	\$24,000.00	\$24,000.00	\$120,000.00
SBCC Transfer Counselor @ 75%	\$50,738.00	\$50,738.00	\$50,738.00	\$50,738.00	\$50,738.00	\$253,690.00
SBCC Special Program Advisors 1-4 advisors @ 19.5@\$14.50/hr x 45 wks	\$12,416.00	\$37,248.00	\$49,664.00	\$49,664.00	\$49,664.00	\$198,656.00
SBCC Gateway Tutors (In-class tutors for GE iPath courses) 1-15 tutors @ \$2,000 ea	\$10,000.00	\$15,000.00	\$20,000.00	\$25,000.00	\$30,000.00	\$100,000.00
CSUCI Reassignment: iPATH Experience Activity Coordinator (\$52,000/year x 50% FTE)	\$26,000.00	\$27,300.00	\$28,665.00	\$30,098.25	\$31,603.16	\$143,666.41
New CSUCI position: Grant Assistant (\$40,000/year x 50% FTE). YR 1 @ 11 mos.	\$18,333.33	\$21,000.00	\$22,050.00	\$23,152.50	\$24,310.13	\$108,845.96
New CSUCI Position: iPATH Outreach Lead (\$42,000/year x 50% FTE). YR 1 @ 11 mos.	\$19,250.00	\$22,050.00	\$23,152.50	\$24,310.13	\$25,525.63	\$114,288.26
CSUCI Faculty Learning Communities: Faculty Lead, Curricular Pathways to the Major (\$90,000 AY salary x 10% FTE-3 WTUs reassigned time)	\$9,000.00	\$9,450.00	\$9,922.50	\$10,418.63	\$10,939.56	\$49,730.68

Cross-Institutional Faculty Learning Communities: Faculty Lead, Thematic GE Pathways (6 WTUS reassigned time @ \$99,168) YR 1, 3 WTUs in Spring. NO BENEFITS	\$9,916.80	\$20,825.00	\$21,866.25	\$22,959.56	\$24,107.54	\$24,107.54
iPATH Outreach Mentors (4 mentors x 10 hrs./wk. x 30 wks./yr. x \$14/hour NO BENEFITS)	\$16,800.00	\$16,800.00	\$16,800.00	\$16,800.00	\$16,800.00	\$84,000.00
Stipends for CSUCI Faculty to align SLOs for GE Courses (\$1,600 stipend x 5 stipends/year NO BENEFITS)	\$8,000.00	\$8,000.00	\$8,000.00	\$8,000.00	\$8,000.00	\$40,000.00
Stipends for CSUCI Faculty to work on improving curricular sequencing, mapping and design of major pathways to transition students successfully within the major (\$1,600 stipend x 5 stipends/year NO BENEFITS)	\$8,000.00	\$8,000.00	\$8,000.00	\$8,000.00	\$8,000.00	\$40,000.00
Total Salaries	\$314,846.13	\$366,907.00	\$392,548.25	\$406,121.06	\$417,118.02	\$1,897,540.46
B. FRINGE BENEFITS						
SBCC: 33% Classified Staff	\$ 46,333.98	\$ 47,221.68	\$ 48,135.78	\$ 49,077.27	\$ 49,077.27	\$ 239,845.98
SBCC: 15% Hourly Staff	\$ 8,871.00	\$ 13,557.90	\$ 16,233.90	\$ 17,049.45	\$ 17,866.95	\$ 73,579.20
CSUCI: 43.3% Benefitted Staff	\$ 3,987.00	\$ 4,186.35	\$ 4,395.67	\$ 4,615.45	\$ 4,846.22	\$ 22,030.69
TOTAL BENEFITS	\$59,191.98	\$64,965.93	\$68,765.35	\$70,742.17	\$71,790.44	\$335,455.87
C. TRAVEL						
SBCC Project Director to Washington, DC for annual Title V Meeting	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$12,500.00
SBCC Dean, Faculty, PD to RP Group Success Conference @ \$3,000 ea	\$36,000.00	\$42,000.00	\$30,000.00	\$15,000.00	\$15,000.00	\$138,000.00
SBCC FacultyActivity Leads to General Education conferences @ \$2,000 ea	\$24,000.00	\$24,000.00	\$24,000.00	\$18,000.00	\$12,000.00	\$102,000.00
CSU CI Spring Conference	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$25,000.00
CSUCI Project Staff Out-of-State Travel	\$2,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$14,000.00

CSUSI Project Staff In-State Travel	\$1,500.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$9,500.00
CSUCI Project Staff Local Travel	\$2,000.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$12,000.00
TOTAL TRAVEL	\$73,000.00	\$81,000.00	\$69,000.00	\$48,000.00	\$42,000.00	\$313,000.00
D. EQUIPMENT						
Wyse laptops/Dell One-time Purchase 36 units @ \$900ea = \$32,400	\$32,400.00	\$0.00	\$0.00	\$0.00	\$0.00	\$32,400.00
TOTAL EQUIPMENT	\$32,400.00	\$0.00	\$0.00	\$0.00	\$0.00	\$32,400.00
E. SUPPLIES						
Bi-Annual Orientation Meeting Costs: Food, Room Set Up, etc. 2/yr @ \$3,000 x 5 yrs = \$30,000	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 30,000.00
Office supplies for Administrative Assistant and Staff SBCC \$5,000/yr x 5 yrs = \$25,000	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 25,000.00
Project Marketing and Outreach Supplies SBCC \$10,000/yr x 5 yrs = \$50,000	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 5,000.00
Project and Outreach Supplies CSUCI	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	\$30,000.00
One-time CSUCI supplies: Shared computers for peer mentors, projector, and iPads.	\$6,900.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,900.00
TOTAL SUPPLIES	\$24,900.00	\$18,000.00	\$18,000.00	\$18,000.00	\$18,000.00	\$96,900.00
F. CONTRACTURAL						
External Project Evaluator	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$50,000.00
External Expertise, Data Development Specialist	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$25,000.00
Outreach Mentor Training Consultant(s) CSUSI	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$25,000.00
TOTAL CONTRACTURAL	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00	\$100,000.00
H. OTHER (No G Budget Items)						
iPATH Professional development series to promote faculty-to-faculty exchanges across institutions hosted at CSUCI each semester.		\$ 8,000	\$ 8,000	\$ 8,000	\$ 6,000	\$30,000.00
Online Transfer Orientation Module CSUCI	\$ 50,000	\$ -	\$ -	\$ -	\$ -	\$50,000.00

TOTAL OTHER	\$50,000.00	\$8,000.00	\$8,000.00	\$8,000.00	\$6,000.00	\$80,000.00
I. TOTAL DIRECT COSTS	\$574,338.11	\$558,872.93	\$576,313.60	\$570,863.23	\$574,908.46	\$2,855,296.33
J. INDIRECT COSTS						
Computed at 4%	\$22,973.52	\$22,354.92	\$23,052.54	\$22,834.53	\$22,996.34	\$114,211.85
K. TOTAL PROJECT COSTS	\$597,311.64	\$581,227.85	\$599,366.14	\$593,697.76	\$597,904.80	\$2,969,508.18

Hispanic-Serving Institutions Program Profile Form

INSTRUCTIONS: *ALL applicants must complete and submit this profile. You may copy or recreate this form, but do not amend or modify the required information or format. Please complete all sections of this form. Upon completion, attach this document as a .pdf to the "Other Attachments Form" in Grants.gov.*

1. Name of Institution/Campus Requesting: (Use your institution's complete name. If your institution is a branch campus, use the parent institution's name but follow it with the name of the branch campus. For example, you would cite the State University of New York, Brockport Campus.)

SANTA BARBARA CITY COLLEGE

Institution/Campus OPE ID#: 00128500

DUNS#: 079632592

2. Applicant Address: (All applicants must indicate the address where the project will be located)

Project Address: **721 CLIFF DRIVE**

City: **SANTA BARBARA**

State: **CA**

Zip: **93109**

3. Participating Institutions in a Cooperative Arrangement:

3a. Name of Applicant Institution (Lead): **SANTA BARBARA CITY COLLEGE**

3b. Name of Participating Institutions	DUNS Number	Location (city/state)
1. CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS	796879943	CAMARILLO, CA
2.		
3.		

4. Prior Grant Status: If applicable, please identify the fiscal year, grant type and highlight your institution major accomplishment(s) as it relates to enrollment, persistence, graduation rates, and/or fiscal stability. (Note: please check all that applies)

Fiscal Year(s): 2010-11 through 2014-15 (in progress): **Express to Success Title V**

Grant Type: ☒ Individual ☐ Cooperative (If checked, please list partner institution(s) Names of Partner(s):

Major Accomplishment(s):

1. Increase basic skills progression for URM's
2. Increase persistence in basic skills for URM's
- 3.

Performance:

- | | | | |
|------------------------------------------------|-------------------------------------------------|-------------------------------------------|-------------------------------------------|
| <input checked="" type="checkbox"/> Enrollment | <input type="checkbox"/> Persistence | <input type="checkbox"/> Graduation Rates | <input type="checkbox"/> Fiscal Stability |
| <input type="checkbox"/> Enrollment | <input checked="" type="checkbox"/> Persistence | <input type="checkbox"/> Graduation Rates | <input type="checkbox"/> Fiscal Stability |
| <input type="checkbox"/> Enrollment | <input type="checkbox"/> Persistence | <input type="checkbox"/> Graduation Rates | <input type="checkbox"/> Fiscal Stability |

5. Tiebreaker Information: Enter the full-time equivalent (FTE) enrollment for Fall 2013. See the Application Guide and Federal Register Notice for instructions on calculating FTE enrollment.

Total Fall 2013 FULL-TIME EQUIVALENT (FTE) students = **14,159**

a) Total market value of endowment fund for 2012-13: **\$20,900,960**

b) Total expenditures for library material during 2012-13: **\$129,221**

Note: Failure to provide information requested in items a) and b) above may result in the Department not considering the application under a tie-breaker situation

6. Endowment Fund Assurance:

☒ The institution certifies that it proposes to use no more than twenty percent (20%) of the Developing Hispanic-Serving Institutions Program development grant, made under the authority of Title V, of the Higher Education Act of 1965, as amended to establish or increase the institution's endowment fund. The institution agrees to abide by the Department of Education's regulations governing the Endowment Challenge Grant Program, 34 CFR Part 628, the program statute, and the program regulations, 34 CFR Part 606. The institution further agrees to raise the required matching funds.

7. Dual Submission Certification: If an institution applies for a grant under more than one program it must indicate that fact in each application:

- ☐ Strengthening Institutions Program
☐ American Indian Tribally Controlled Colleges and Universities Program
☐ Native Hawaiian-Serving Institutions Program
☐ Alaska Native-Serving Institutions Program
☒ Title V Hispanic-Serving Institutions Program
☒ Cooperative Arrangement ☐ Individual

8. Institutional Assurance Statistics: See the Application Guide and the Federal Register Notice for HSI Assurance Instructions. Please provide us with the data your institution reported to the following: IPEDS and State Reported Enrollment. Enter information for all areas below for Fall 2013 (up to 30 September 2013)

8a. HSI Assurance:	8b. State Enrollment Reported Data:	8c. IPEDS Reported Data:
Total Undergraduate FTE Enrollment Count: 14,159 Hispanic Undergraduate FTE Enrollment Count: 4,754 Undergraduate FTE Hispanic Percent: 34%	Hispanic Undergraduate FTE Enrollment: 4,754 Undergraduate FTE Hispanic Percent: 34%	Hispanic Undergraduate FTE Enrollment: 4,754 Undergraduate FTE Hispanic Percent: 34%

9. Eligibility Documentation: Please provide us with the documentation the institution relied upon in determining that at least 25 percent of the institution's undergraduate FTE students are Hispanic.

NOTE: The Department will cross-reference, for verification, data reported to the Department's Integrated Postsecondary Education Data System (IPEDS), the institution's state reported enrollment data, and the institutional annual report. If there are any differences in the percentages reported in IPEDS and the percentage reported in the grant application, the institution should explain the differences as a part of its eligibility documentation. When providing eligibility documentation to support your HSI assurance, please note that the Department does not consider a replication of the instructions sufficient justification. If the Department receives a replica of the instructions and/or cannot validate assurance, the application will be deemed ineligible.

The data reported here for Fall 2013 (up to 30 September 2013) are calculated from records stored in the Santa Barbara City College electronic Student Information System, which is hosted on the Ellucian "Banner" ERP software system from Sungard Higher Education (www.ellucian.com) and stored in an enterprise-wide Oracle relational database. Enrollment data are collected in this system during the admissions and registration processes. The data is then regularly aggregated into electronic data reports as mandated by the State of California Community Colleges Chancellor's Office (www.cccco.edu) and uploaded into their state-wide MIS (Management Information System) database and apportionment reporting system. All 112 California community colleges in the statewide community college system report data to the central state database through this system. The Chancellor's Office then applies formulaic treatment to the data in order to conform to IPEDS reporting structures, and electronically transmits it to the Federal IPEDS reporting system to meet Federal IPEDS reporting requirements. Due to the specifics of the IPEDS analysis and publishing schedules, the IPEDS online data is generally 1-2 years older than the current academic year; the latest data available at this time is for the 2012-13 academic year. In addition, IPEDS does not require the college to provide FTE by ethnicity. Also, IPEDS only reports FTE for an entire academic year, and FTE for a point in time within the year cannot be ascertained. Also note that both the California Community College Chancellor's Office publicly-available state enrollment reports and the IPEDS publicly-available reports calculate FTE differently than specified in the instructions for this HSI Profile Report (California computes FTES as total hours attempted per term divided by 525, and IPEDS calculates it as total hours attempted per year divided by 30). For these reasons, and because the data provided to IPEDS comes from the same data source as reported in 8a and 8b above, the matching enrollment and percentage is reported in 8c.

10. Certifying Representative:
 Name: **Robert F. Else**
 Title: **Senior Director of Institutional Assessment, Research, and Planning**
 Contact Number: **805-897-3522**
 Fax Number: **805-892-3632**

11. ☒ By checking this box, the applicant and President of the institution certify that the IHE will comply with the statutory requirements, program standards, and program assurance cited in the HSI program regulations 34 CFR Part 606.

General Education Provisions Act (GEPA) Statement
Santa Barbara City College
May 2014

Santa Barbara City College, in compliance with all applicable Federal and State laws, including the American Disabilities Act, does not discriminate on the basis of race, color, religion, sex, national origin, age or disability. The policy of the Santa Barbara Community College District is to provide an educational and employment environment in which no person shall be denied full and equal access to, the benefits of, or be subjected to discrimination, in whole or in part, on the basis of ethnic group identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, or physical or mental disability, or on the basis of these perceived characteristics or based on association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that is administered by, funded directly by, or that receives any financial assistance from the State Chancellor or Board of Governors of the California Community Colleges. To ensure equitable access to, and participation in this Title V project, Santa Barbara City College will fully inform all students of the availability of services. This information will be disseminated in both printed and electronic form throughout the College's service area. In compliance with its policies and procedures, Santa Barbara City College will provide reasonable accommodations to both students and staff with disabilities who are participating in any of the Title V activities.