

**Notes from Santa Barbara City College Colloquium (Friday April 24, 2009) –  
Marlene Dean**

Questions to be asked: What can we do to make largest difference?

Make sure project will grow with population, and will handle large #s of at risk

Measurable initiatives

Look at what we are already doing. What have we been doing that shows impact on a small scale? Is it something to expand?

Identify the obstacles to student success

Brainstorm possible solutions even if seems like a pipe dream

The challenge: What do we do NOW. Need sustainability

Began with Faculty In-service, task force presentations, student panel (include students in every asset – need their input), Divisional and departmental discussions

Campus-wide call for proposals

Task Force reviewed over 60 proposals

Senate reviewed the proposals and made recommendations to the president

Projects:

Gateway to Success

Writing center

Math Lab

Instructional aides for online courses

SLO project

Secured funding with stipulation of evaluation of effectiveness with a comprehensive annual evaluation of programs

### Writing center

Student comes into center and fills out a directed learning activity (DLA) and then meets with tutor. After meeting with tutor, (1/2 hr) the meeting is reviewed on DLA and "next steps" are identified. DLA can be found online.

Students do not come into center without specific thing to work on. They also need to identify the problem they want to work out

Sessions are 30 minutes, receptionist gives "5 minutes Left" sign

Very friendly center with reception area with receptionists desk, couch area, large bulletin board with writing events posted. Tables to the left, computer stations to the right. Not that many computers – more tables for working.

I have a note that says "Writing center – Not student tutors" not sure what that means?

### Math Lab

Los Medanos Model

Revise Course outlines

Evaluate skill building course ware

Creation of own course materials for problem solving

Making connections for use in classrooms

Sections in Lab for each level – maybe transfer level vs developmental – avoids embarrassment by students (I have actually heard this from lower level students)

There were two areas for tutoring (separate), one open lab, and one scheduled lab. Areas, but rooms are together so one person can supervise

Faculty collected list of topics in basic skills in math for which DLAs are desired – math department working on activity library filled with activities to guide students thru concepts.

Problem with faculty doing office hour in Lab is that they are there for everyone who needs help, so they may short change their own students or favor their own students – either one is not fair

PSS funds faculty tutoring – peak hours, evenings, Saturdays

### **Gateway Program**

Faculty driven, campus-wide program

Supplemental Instruction Each tutor has 4 hours per week scheduled to work with a specific class. These student tutors have taken class before and did well. The instructor is assigned tutor to work with and they decide the best way to use the 4 hours. There is a section in the faculty handbook re: Gateway Supp Inst

One room with two glassed-in offices - one on the left by the entrance for the tutoring coordinator (classified staff in charge of tutors) and one in the far corner for the faculty person (Pam Gunther) who runs the lab.

Classified staff makes schedule for tutors – making sure someone is available for each topic, each day?

At entrance there was a 4-5ft little sign blocking entrance to remind student to log in

At entrance there was a binder that has tutors by topic and time so students can find out when subject specific tutors are available

Pictures of all tutors on the wall by topic

NO un-supervised tutoring

Tutors have a plastic plaque they place on a table so students know what topic they are tutoring