



The Express to Success Program: A Collaborative Instructor-Counselor Model to Support Student Success



SANTA BARBARA CITY COLLEGE

Program Overview

How It Started

FALL 2010: TITLE V HSI GRANT

2010-11: RESEARCH AND PLANNING PHASE

- Acknowledging the importance of the “Leaky Pipeline” study by Hern and Snell
- Adapting the models from Chabot College and Baltimore Community College (ALP)
- Expanding the existing math immersion model

2011: IMPLEMENTATION

- Spring 2011: Recruiting, advising, registration
- Fall 2011: Classes begin for 10 ESP Learning communities

Program Highlights

- 23 Accelerated Learning Communities in Fall '16
 - 2-3 Math or English classes with same teacher
 - 2 levels below college through college level
- Full in-class and outside of class peer tutors
- Non-cognitive curriculum that focuses on growth mindset and habits of mind
- Key Feature: Dedicated ESP counselors, who work with ESP students and instructors

Learning Communities - English

- Accelerated writing, intensive reading: Eng. 117, 6 units, two levels below college level (adapted from Chabot model)
- Accelerated writing paired with college composition and reading: 2 unit support class, Eng. 121, with 4 unit college level course (adapted from Baltimore ALP model)
- Integrated reading and writing: Eng. 75, 6 units, two levels below college level

Learning Communities - Math

- Beginning and Intermediate Algebra, Math Study Skills: Immersion model, taught as one class, 10 units
- Intermediate and College Algebra, Math Study Skills: Immersion model, taught as one class, 9 units
- Intermediate Algebra and Statistics, Math Study Skills: Compressed model (8 weeks/8 weeks), 9 units
- Coming Fall 18: “Statways” model to prepare Beginning Algebra students for Statistics

The Counselor-Instructor Model

- Simplifies intake/advising process and makes students better informed
- Provides support for both students and faculty
- Educates all of us

Benefits of the Model

- Provides a safety net for students and faculty
- Helps maintain high standards for personal responsibility
- Gives students more personal attention, and this makes them more likely to succeed

Benefits of the Model

- Makes us more knowledgeable about requirements for degrees and transfer, course availability, etc.
- Helps students build relationships with counselors and the campus
- Shows students that we are one big support network, working together for their success

Why Does This Model Work?

- Classroom Presentations reinforce the connection between counselors, instructors and students
- The model builds community
- We learn from each other
- We share a common purpose: The success of our students

How Do We Know It's Working?

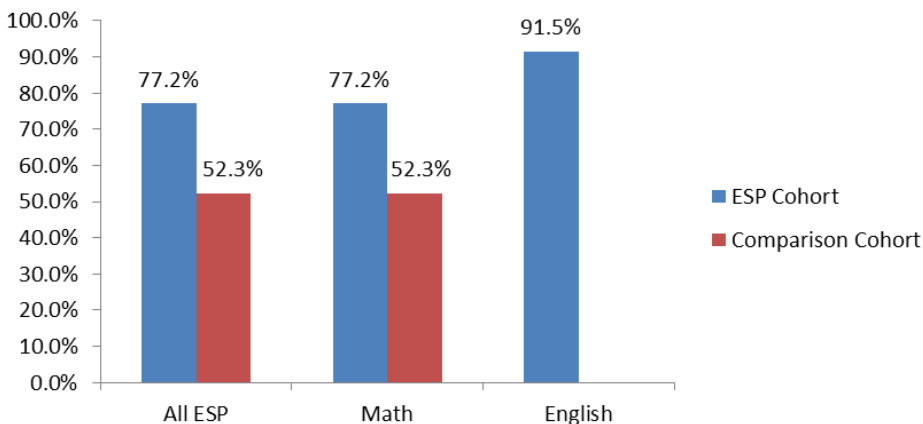
Completion of College Level English	2012-13 ESP Cohort	Non-ESP Cohort	2006-07 Baseline Cohort	Difference between ESP and non-ESP		Difference between ESP and Baseline	
				% pts	% difference	% pts	% difference
Rate	49.6%	35.4%	26.8%	14.2%	28.6%	22.8%	85.1%
Cohort Number	224	2,129	978	--	--	--	--

Completion of College Level Math	E2012-13 ESP Cohort	Non-ESP Cohort	2006-07 Baseline Cohort	Difference between ESP and non-ESP		Difference between ESP and Baseline	
				% pts	% difference	% pts	% difference
Rate	56.7%	30.4%	24.3%	26.3%	46.4%	32.4%	133.3%
Cohort Number	319	1,521	629	--	--	--	--

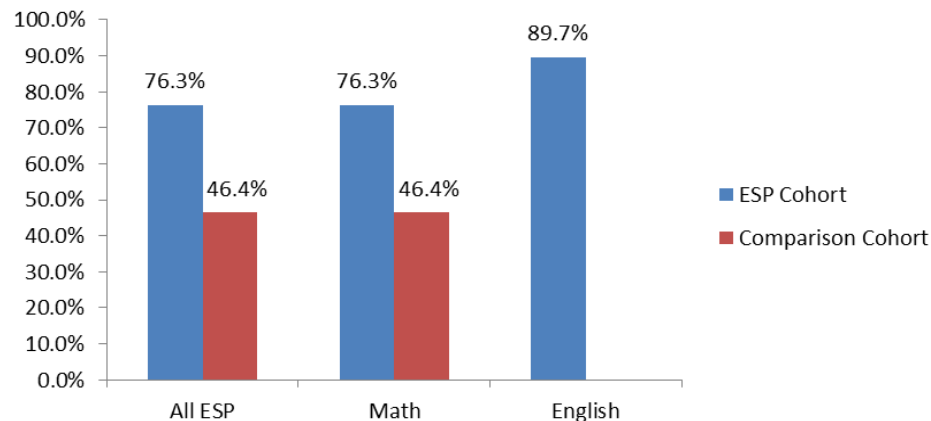
Achievement of Transfer Level Status	2012-13 ESP Cohort	Non-ESP Cohort	2008-09 Baseline Cohort	Difference between ESP and non-ESP		Difference between ESP and Baseline	
				% pts	% difference	% pts	% difference
Rate	40.9%	28.6%	20.8%	12.3%	30.1%	20.1%	96.6%
Cohort Number	127	392	399	--	--	--	--

How Do We Know It's Working?

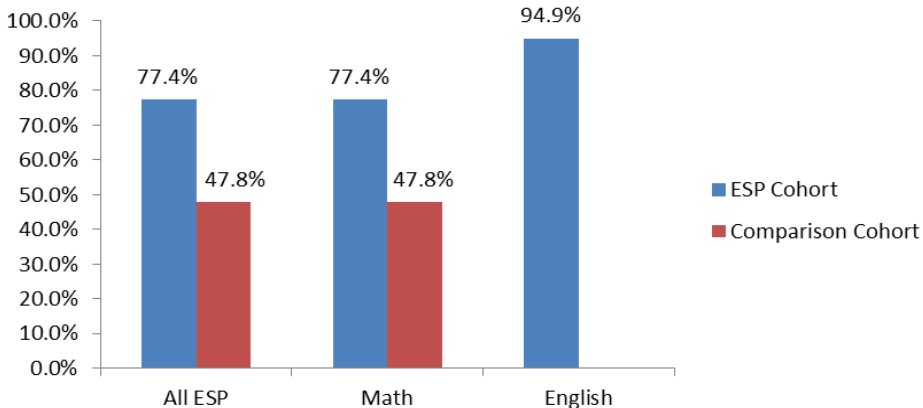
**ESP Passed One Level Comparison
All Students
Spring 2017**



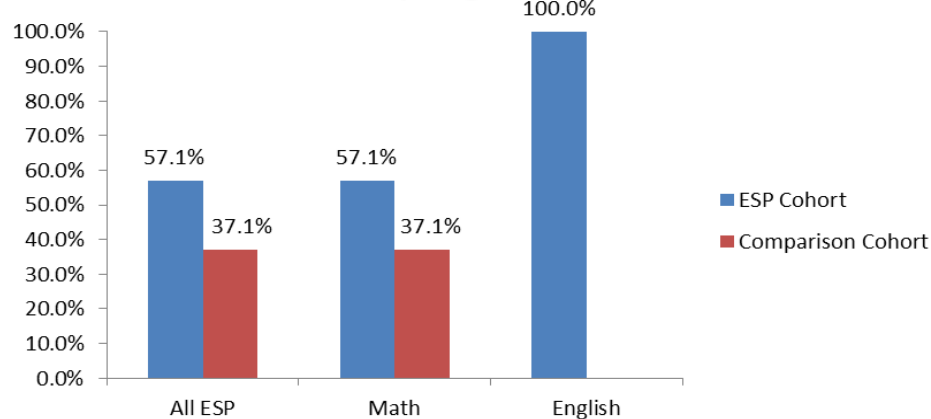
**ESP Passed One Level Comparison
Latino Students
Spring 2017**



**ESP Passed One Level Comparison
BOG Students
Spring 2017**

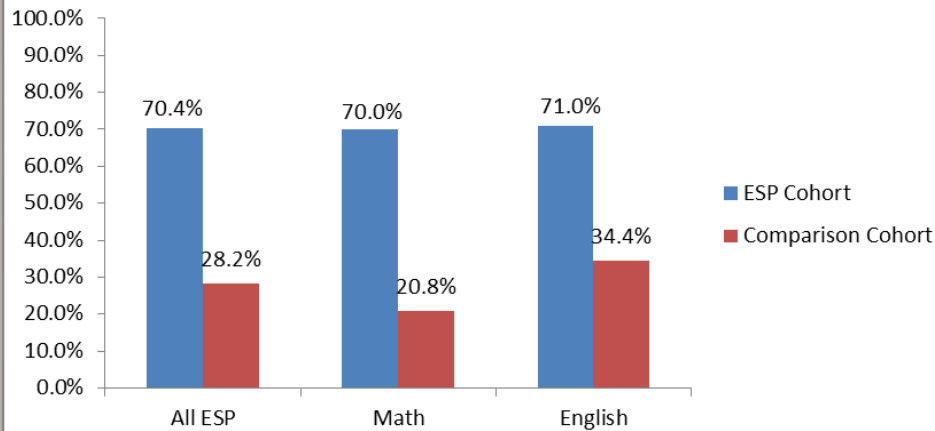


**ESP Passed One Level Comparison
African-American Students
Spring 2017**

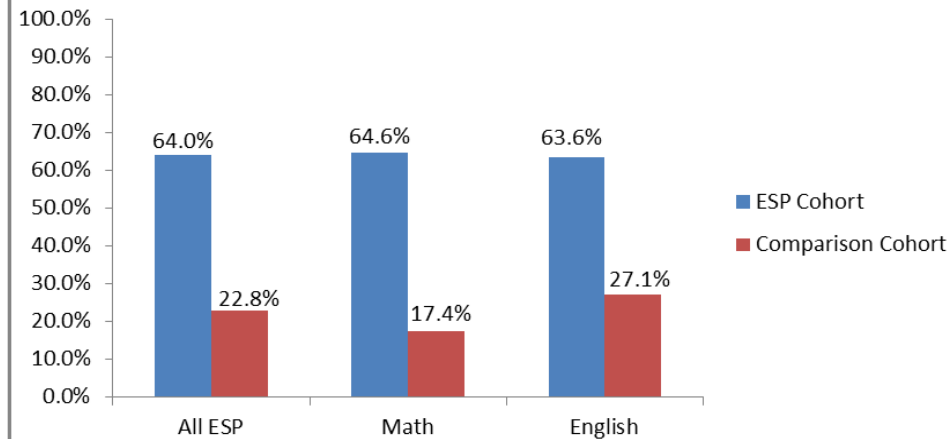


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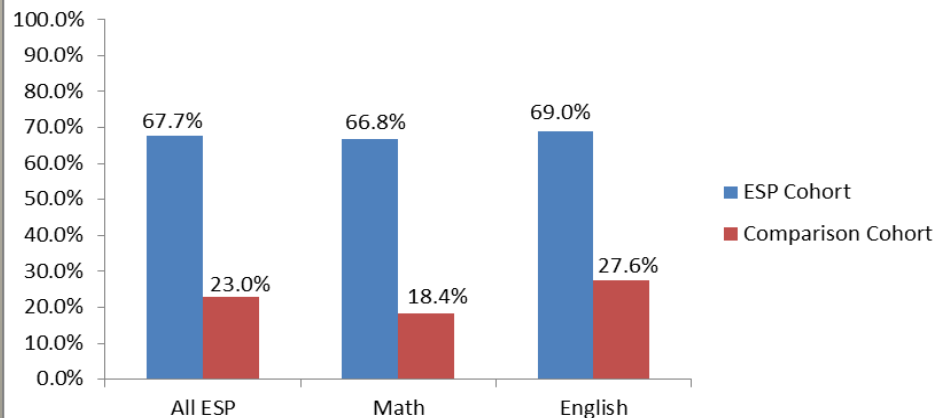
**ESP Passed Two Levels Comparison
Fall 2016 to Spring 2017
All Students**



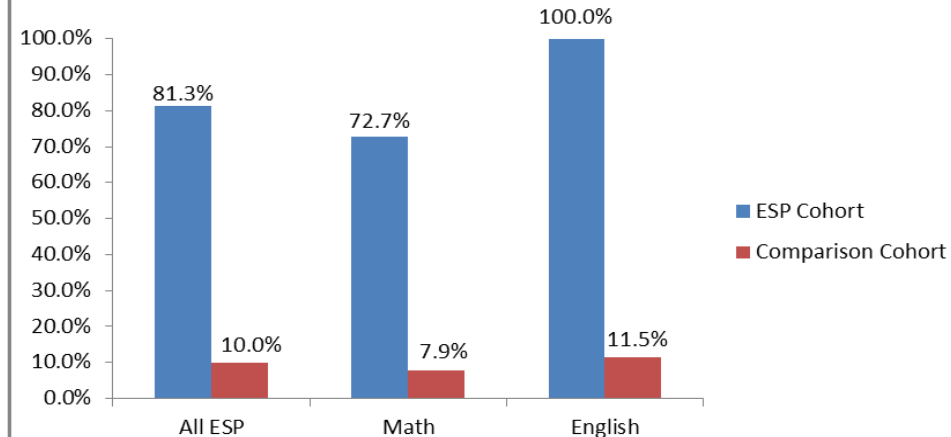
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Fall 2016 to Spring 2017
Latino Students**



**ESP Passed Two Levels Comparison
Fall 2016 to Spring 2017
BOG Students**

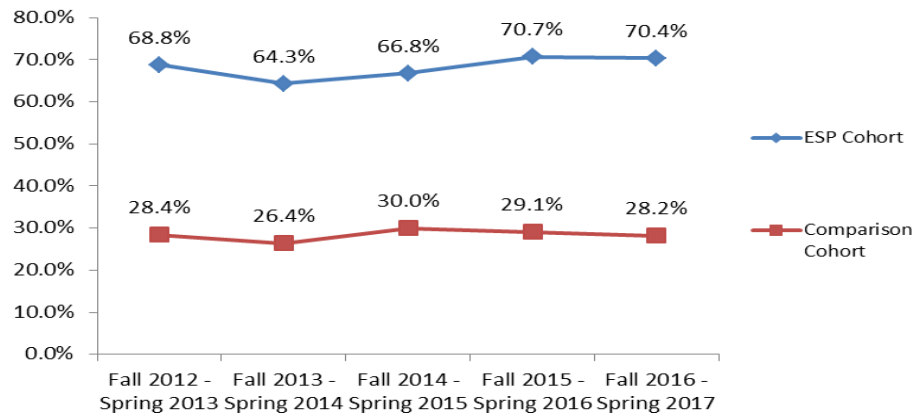


**ESP Passed Two Levels Comparison
Fall 2016 to Spring 2017
African-American Students**

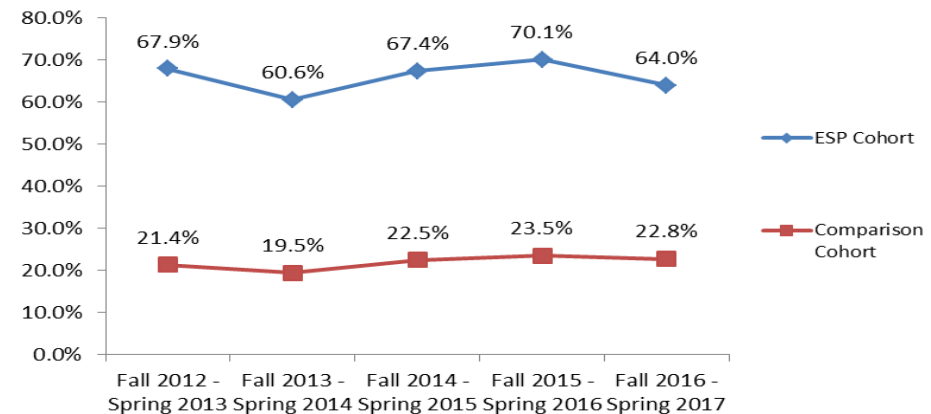


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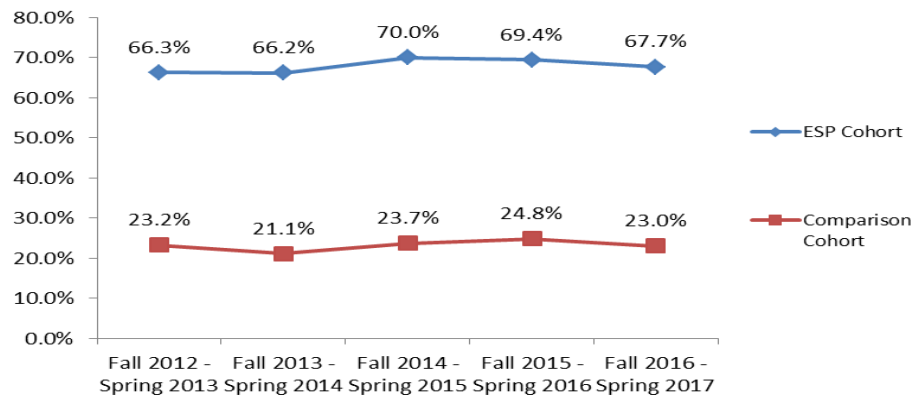
**ESP Passed Two Levels Comparison
Fall 2012 - Fall 2016 Cohorts
All Students**



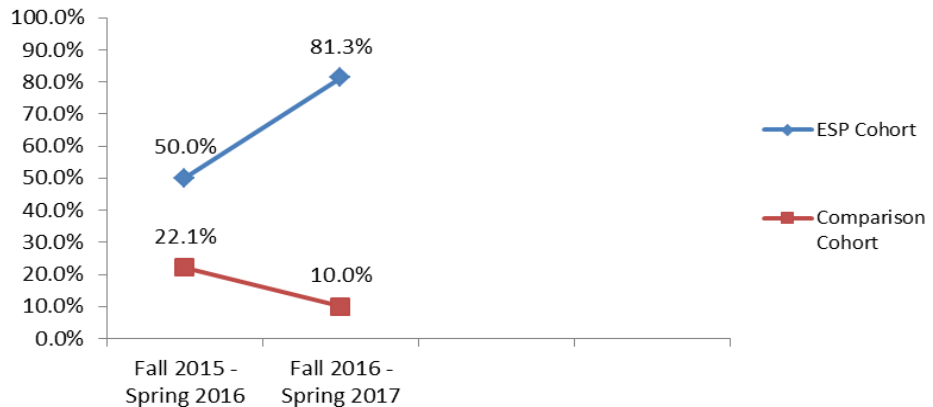
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Fall 2012 - Fall 2016 Cohorts
Latino Students**



**ESP Passed Two Levels Comparison
Fall 2012 - Fall 2016 Cohorts
BOG Students**

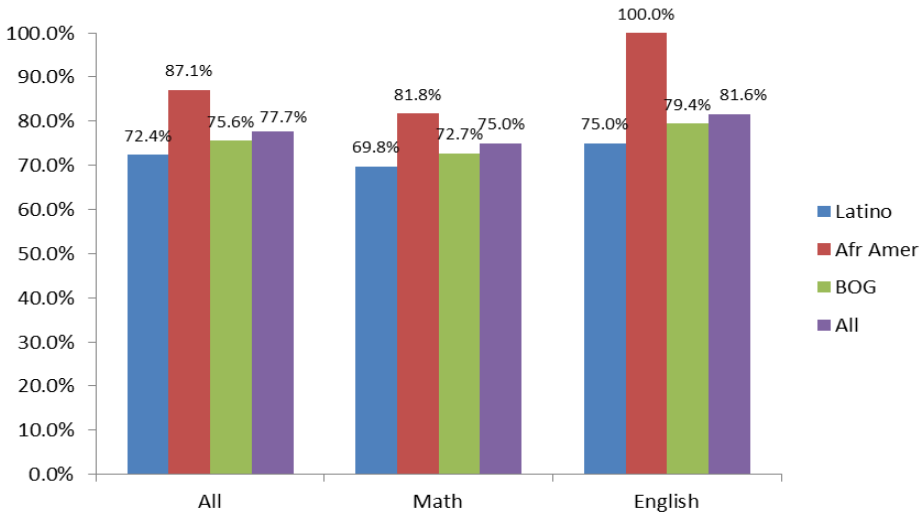


**ESP Passed Two Levels Comparison
Fall 2015 and Fall 2016 Cohorts
African-American Students**

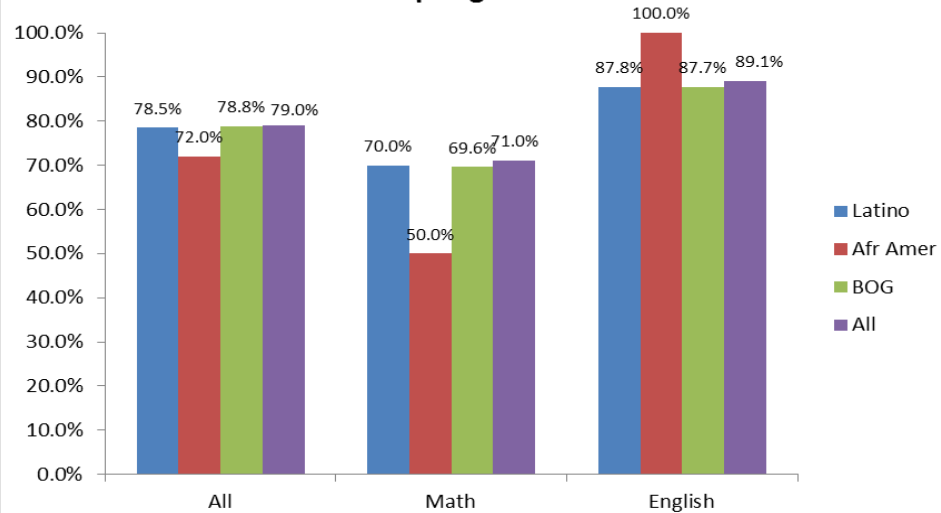


Closing the Achievement Gap

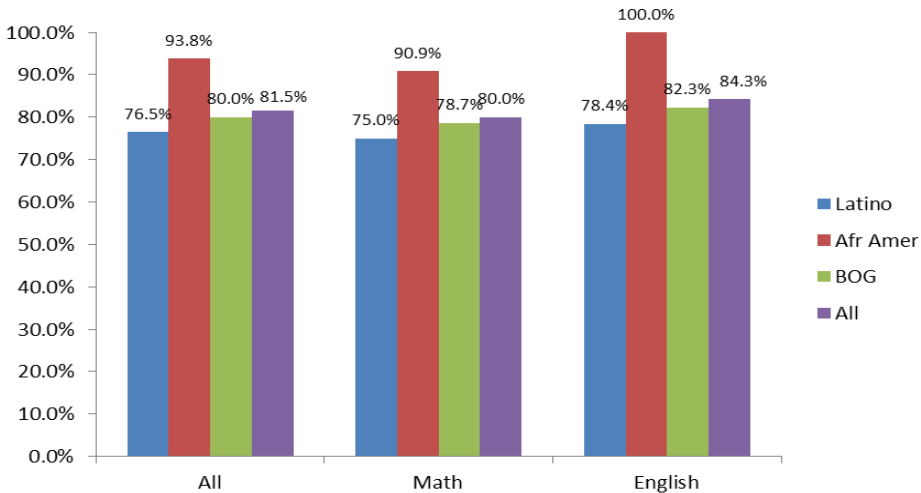
**ESP Success Rate Equity Comparison
Fall 2016**



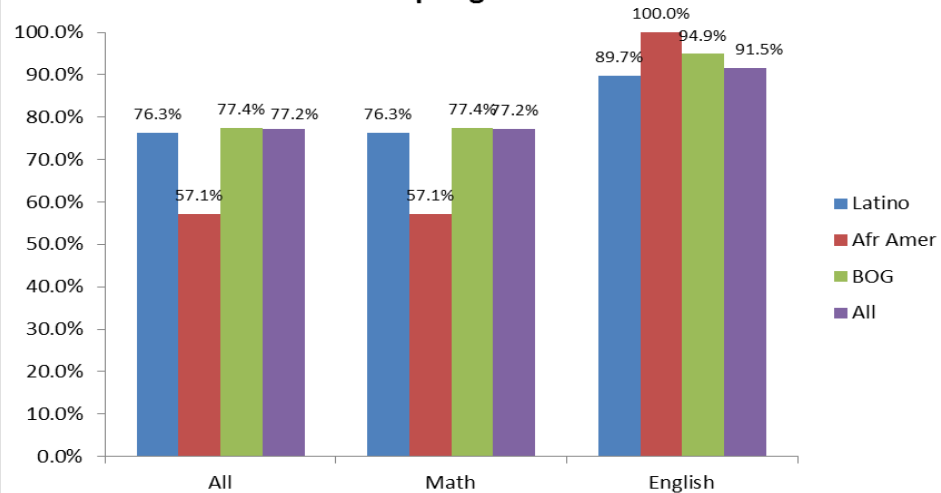
**ESP Success Rate Equity Comparison
Spring 2017**



**ESP One Level Passed Rate Equity Comparison
Fall 2016**



**ESP One Level Passed Rate Equity Comparison
Spring 2017**



Lessons Learned

- BUY-IN from all affected is critical (from math and English to IT)
- RESEARCH other effective models and adapt them to fit your institution
- EXPECT a learning curve for instructional faculty and counselors
- FLEXIBILITY is important to make adjustments

MORE LESSONS . . .

- PILOT AND EVALUATE, making changes when necessary and sharing results of evaluations with the college
- ADVISING component is essential: students must be fully informed about commitment and motivated to participate
- HOLD REGULAR MEETINGS so that instructors and counselors can share strategies, problem solve and support each other

**For more information: [sbcc.edu/](http://sbcc.edu/esp)
[esp](http://sbcc.edu/esp)**

Questions?