

#36

INCOMPLETE

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Page 1: I. Program Overview and Update

Q1 Department(s) Reviewed:

Learning Assistance/Tutoring

Q2 Lead Author and Participants: Please list any person who participated in the preparation of this report.

Mary Graham, Veronica Nieves, Taylor Fiehler, Samantha Lee, Maria Mendoza-Bautista various faculty chairs, tutors and tutees from all centers

Q3 Dean/Manager:

Kerry Kilber-Rebman

Q4 Program Update: Please summarize the changes, additions, and achievements that have occurred in your program since your last program review was submitted. To access your 2019 program review, visit the Program Review webpage.

1. LEARNING ASSISTANCE PLANS

a. INTERVENTION FOR STUDENTS REPEATING TRANSFER-LEVEL MATH OR ENGLISH. For the first time, Learning Assistance was able to receive a list of students who are taking a second or third attempt at the momentum point of transfer-level Math or English in Spring 2020. The faculty coordinator is reaching out to those individuals about tutoring, providing information about campus resources, and including a link to Counseling. She is collecting both quantitative and qualitative data on whether the students used tutoring before, if they use it this term, and -- for those who want to meet to discuss -- their goals, challenges, and potential resources. She is asking them about the skills or resources they feel they need to succeed. (We are modifying a practice of meeting with students to gather information and develop personalized Learning Assistance Plans that was piloted initially with Pathway Academy). In English, the tutoring coordinator is working with faculty who have high concentrations of students in a second or third attempt to track data and communicate about faculty and student needs.

b. Pathway Academy Learning Assistance Plans. We will continue the learning assistance plans as soon as we have a full staff compliment, bringing students in to discuss goals, challenges, resources, and support people, and then utilize and share that information.

2. SARS ANYWHERE. All three centers now utilize the cloud-based SARS Anywhere. This means the staff can see hours of availability for all tutoring at all three centers in order to better assist students. And students can now schedule appointments in any center from any center. The system also allows us to see the courses a student is enrolled in at the time he/she walks up to the desk, which is helpful as students often forget their course number and sometimes try to schedule themselves for appointments to cover content for a friend or family member.

3. OUTREACH/COMMUNICATION

a. Student Orientations. We drastically increased the number of class orientations to tutoring. In fall 2019, our team conducted orientation – either in our centers or in the classroom – for 105 course sections, for a total of 3,208 students introduced to the services of all three Tutoring Centers.

b. Department/Faculty Orientation. The team conducted 16 academic department orientations at department meetings during flex week. We also met with Counseling, DSPS and Veteran's Resource Center. Too, we conducted multiple orientation activities in collaboration with Pathway Academy in summer and fall.

c. All three centers are now sending tutoring usage reports to individual faculty three times a semester – at week 5, 11 (before the drop deadline), and after tutoring ends in finals' week but before grades are due. (This is in addition to the yellow slips faculty receive for each session a student attends for that faculty member's course). Chairs also receive a copy of the information for all sections within their department after the end of the term.

4. WORKSHOPS: EXPANDING SUPPORT TO STUDENTS AND FACULTY WHILE MAKING CONNECTIONS

a. In summer and fall we conducted 4 time-management workshops for Pathway Academy Counseling class

b. Conducted Annotation and Reading Skills workshops in three History sections

c. Prepared tutors to present on Business Writing in a Business Law class and for the Mount Miguel Business Club students during their campus visit.

d. Conducted Computer and Canvas Skills workshops for 10 sections of courses ranging from ESL 50 to HED 251 -- all courses with high concentrations of non-native speakers

5. STUDENT (and Tutor) RESOURCES

a. Resource Towers. The STEM and Writing centers both established "Resource Towers" where tutors and students can find handouts on: computer skills and canvas tasks (in English, Arabic, and Spanish); information on critical campus resources such as personal counseling and how to access CalFresh; and content related support like connecting independent clauses, paragraph structure, and English idioms used commonly in math word problems – this last is translated into Arabic. Tutors can use these items with students,

recommend them to students for their own use, and students can also simply find them by their clear labels.

b. Tutor Tools. Tutors create handouts, guidelines, or manipulatives – hands-on tools used with tutees to convey concepts and assess understanding both visually and kinesthetically – to help them better support students in acquiring course skills and knowledge. Those items that can be are stored in a canvas container with directions that can be accessed by all tutors. Manipulatives are housed in the Center where the tutor works, but the directions for use are stored in the canvas container.

c. Snack Stations in all centers. Care baskets are kept up and shared out – especially during Gear Up for Finals.

6. STANDARDIZING PRACTICES

a. In STEM, we update the usage policy for Science group tutoring to make it more effective by limiting group size and establishing a maximum amount of time a student may stay with a tutor in a given day in order to open up slots for other students and to inhibit the ability of aggressive tutees to monopolize the time of a tutor.

b. We brought NetTutor, the online tutoring service, more closely in line with our tutoring time limits after seeing some student abuse of the service and thereby wasting resources.

Page 2: II. Assessment and Student Achievement

Q5 1. Do you have a course Student Learning Outcome (SLO) assessment plan on file with the Student Learning Outcome and Assessment Committee (SLOAC)? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu. **Yes**

Q6 OPTIONAL: You may upload a copy of your SLO assessment plan for SLOAC here. If you have an Excel sheet, please convert to one of the supported files listed below before submission.

Tutoring PLO Assessment Plan 2021Annual Update.docx (12.7KB)

Q7 2. Please provide an analysis of your Student Learning Outcomes (SLO) findings and what changes, if any, were made as a result.

We have Program Level Outcomes rather than SLOs, so we will discuss those.

PLO 1 Promote tutee empowerment, independence, and long-term success through culturally conscious, learner-centered, process-oriented tutoring which promotes self-regulated learning.

Both our assessments of the Tutorial Record data collected from each tutoring session and the student survey self-reports indicate that tutoring is highly successful in meeting this PLO/ A minimum of 85 percent of students in any given semester are walking out of their tutoring sessions able to specifically articulate specific knowledge or skills that they have gained during the session as well as to articulate the next steps they can/will/should take on a project or in class. These are very positive results.

The STEM Center student survey data – and our own assessments of tutorial record slips -- shows that students are reporting lower rates of leaving a session with a plan than we would like to see. (The STEM Center surveys show only 88.68 percent of tutees saying they left the session with a plan as compared to 98.36 percent of tutees in the Writing Center and 93.58 percent of tutees in the ARC).

Math tutoring in STEM shifted from drop-in, 15-minute tutoring sessions to by-appointment, 30-minute sessions in Fall 2018. In the previous time-format, it was very difficult to get to this last step of the tutoring cycle, which is “Next Steps” the student will take to continue and advance the learning, prepare for the exam, complete the assignment, better learn a concept, prepare for the next class, etc. Too, there is a good deal of large workshop/group tutoring in the STEM center, and because students drop-in and out of those longer group sessions, it takes some organizational skills and gentle persistence to collect that information from tutees in that setting. This also indicates a training opportunity coming out of this SLO assessment.

We have spoken with the math tutors about this, explained the value of the student planning step in helping them manage anxiety, realize that they need to learn why the math works and not only try to memorize, understand that they must do many problems in order to feel comfortable with the material, and, most importantly, recognize that they do know how to be math students. That has improved the slips somewhat.

We are also having a number of tutors re-take tutor training --- many have been with the college so long they were never trained in metacognition in the first place.

PLO 2 Positively impact student success, retention, persistence, improvement, and completion – with special focus on issues of disproportionate impact.

The English 120/20 students (transfer-level with support) who used tutoring were consistently about 14.5 percent more likely to succeed in the course than students in the same course who didn't use tutoring. Tutoring students in English 120/20 were 13 percent less likely to drop than their counterparts who did not use tutoring.

Students in English 120 without support were 17.13 percent more likely to succeed than their counterparts who didn't use tutoring, and 13 percent less likely to drop

Students in Math 160 with support (Math 60) were 10.6 percent more likely to succeed if they used tutoring than if they did not, and 5.75 percent less likely to drop.

Students in Math 160 without support were 9.63 percent more likely to succeed if they used tutoring than if they did not, and 13 percent less likely to drop.

NOTE: Success and retention for English 120/20, English 120, and Math 160 were even higher than the numbers reported here for those students who came to tutoring more than once. For all three of those courses,, students who came to tutoring two or more times had increased success rates just below or significantly above 20 percent, and retention rate of 10 percent or more.

A longitudinal study of ESL students under the old, long pathway showed they were twice as likely to make it to and pass transfer-level English if they used tutoring than if they did not.

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Chemistry students who used tutoring were 17 percent more likely to succeed and 14 percent less likely to drop than their counterparts who did not use tutoring.

Biology students who used tutoring were 21 percent more likely to succeed and 9 percent less likely to drop than their counterparts who did not use tutoring.

Child Development students who used tutoring were 23 percent more likely to succeed and 16 percent less likely to drop than their counterparts who did not use tutoring.

Spanish reached out to Tutoring and said the following, "One of my projects as a new full-time faculty was to work hand in hand with tutors to improve success rates. Spanish 120 has the biggest improvement, it may be because I have taught most of these courses (I'm not bragging) and I have been trying different ways to make students go to tutoring. Moreover, embedded tutors have been mostly in Spanish 120, except last semester." Over Five years, Spanish 120 has moved from success rates of 60 percent to rates of 72 percent and 71 percent in the last two years, and the retention rates have moved from 76 percent to 85 percent and 82 percent in the last two years.

Our CTE data needs to be run again, but in the last data that we had, if we combined all of the disciplines tutored at the time the study was done, students who used tutoring were 13 percent more likely to succeed and 10 percent less likely to drop than their counterparts who did not use tutoring.

All traditionally under-served student groups who used ARC had higher success and retention rates if they used ARC than if they did not.

Due to the way in which records were kept in STEM and ARC in the past, it is difficult to disaggregate much of the data.

PLO 3 Support instructors and programs by providing individualized academic support that meets the specific needs of our diverse body of students.

Tutoring is responsible for providing learning assistance for any student who seeks it in any course in any program on the campus.

Some connections with programs are long-standing and highly integrated. While students with disabilities represent 9 percent of the campus, they represent 15 percent of the students seen by tutoring, and tutoring has a long history of successfully accommodating disabilities. (One Biology tutor has been creating manipulatives, items students can touch and move around, to tutor blind and low-vision students in the sciences, for instance).

Math, English, and ESL have long-standing relationships with tutoring, and tutoring is highly integrated into their programs.

Tutoring plays an important role each time the Paralegal Program goes through ABA accreditation. The Faculty Tutoring Coordinator meets with ABA representatives to share data on the support that tutoring provides for the Paralegal students. (In 2017-18, Tutoring added an asynchronous program for the growing number of online paralegal students. In this new pilot, both a writing tutor and a paralegal tutor offered asynchronous input on the tutee's writing assignment and the tutee's potential growth as a paralegal and as a writer. Students were given the option to have feedback from only the paralegal tutor, but they consistently requested input from both tutors.

The relationship with Spanish is strong and getting stronger as that department sees the impact of tutoring. The chair recently commented that an evening class that had had flagging enrollment, has picked up and is very full now that she has consistently had an embedded tutor in the course.

The connection to Pathway academy increased significantly with individualized learning assistance plans and time management workshop presentations.

There are also brand-new relationships like support for Water Studies using physics and engineering tutors.

But there are always more relationships to establish, old relationships to innovate, and uneasy partnerships to improve.

PLO 4 Promote pursuit of education and educational career goals among our diverse pool of Cuyamaca Student and Cuyamaca Alumni tutors.

It likely will not surprise anyone that ALL of the tutors who begin with us before they complete their associate's degree or transfer, and who continue working for tutoring for more than one semester, complete their AS/AA or transfer.

Many stay with us while they complete BA/BS. Some continue to tutor while they complete MA/MS -- or even MFA/PhD -- programs.

The presumption would be that tutors were already good students and so were already going to complete. Yet, our tutors sometimes struggle -- sometimes at our campus and sometimes after transfer. Our ability to adapt to their academic scheduling needs is a feature of our employment that tutors regularly tell us assisted them in completing and after transfer. In a 2016 tutor survey, 94 percent of tutors said that the flexibility of hours helped them accomplish their academic goals. 96 percent said that the skills they learned as tutors helped them stay successful and focused as students, And 87 percent said the leadership opportunities provided to them helped them grown as individuals and/or helped them attain employment in their field.

Our tutors tend to stay until either education takes them to another city or state or until they get good jobs. Tutors who have recently left us have headed to architecture school, UCLA, and Dental school.

Q8 3. Does your department or discipline offer any degrees and/or certificates?

No, but it does have Program Learning Outcomes (PLOs)

Page 3: II. Assessment and Student Achievement

Q9 4. How are you currently assessing your PLOs?

A combination of surveys and research requests.

Please note that the next two answers are " No" because our PLOs do not appear in the catalog as we do not offer a degree, and we do not have courses.

Q10 5. Are your PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives?To access the College Catalog Associate Degree Programs and Certificates section, click here.

No

Q11 6. Are the PLOs mapped onto the course SLOs? If you require assistance, please contact Madison Harding in the IESE Office at madison.harding@gcccd.edu

No

Page 4: II. Assessment and Student Achievement

Q12 Referencing the last 5 years of data, discuss the changes in course success rate since the last program review (annual or comprehensive) report.

Because our quantitative outcomes data on impact for course success rates is not in a dashboard, has to be carefully collected and maintained by staff, and must be shared with the IE office in the context of specific research requests, we have no new data of this kind beyond what appeared in our program review from last year. (We would only have had one semester of data ready to analyse, and that was not sufficient to merit the IE office's time). (Please see SLO section for our current outcomes data).

Q13 Considering the college's 2024 goal of increasing course success rates to 77%, discuss how your department/discipline will help meet that goal.

In order to have the greatest impact on both student success and student completion, particularity for historically under-served populations, we began embedding in courses that, according to IE provided research, had high numbers of first-year students AND also had high failure/withdrawal rates. This would also allow us to support the most diverse pool of students. Our funding has, to date, allowed less than complete application of this approach, but we we look forward to a data analysis of our impact after close of the spring 2020 semester. We do that that embedded tutors not only provide support for group and individual work in the classroom, the encourage usage of tutoring. We also know that students who come to tutoring two or more times have even greater gains than the averages data for all user we normally provide. Please see the attached PowerPoint slides of our data for math and English course which breaks out success and retention impact for users who came once and those who came two or ore times. This shows the value of getting students in the tutoring door one or more times. (There is an anomaly whit the math 60/160 data. The N was small and there was an issue with the data collection on group tutoring for that course). Students who came two or more times, and success rates of near or above 20 percent higher than non-users.

Tutoring, in general, leads to higher course success and retention rates.

Q14 Please describe any equity gaps, in which specific groups (e.g., by gender and ethnicity) have success rates lower than that of the department or discipline overall.

Due to the way in which records were kept in STEM and ARC in the past, it is difficult to disaggregate for the full five years. Too, tutoring may have small numbers of a given ethnicity within any particular discipline in a given term. So, it will be another year or two before we can disaggregate for every discipline. However, all traditionally underserved student groups who used ARC had higher success and retention rates if they used ARC than if they did not.

In a longitudinal study that looked at the long-term outcome of Writing Center user success at English 120, an outcome that until very recently required multiple semesters for many students -- -showed that male and female Writing Center users did equally well. Asian and Hispanic/Latino students had the highest transfer-level English rates of all ethnic groups. African-American students had the lowest transfer-level completion rates. The N's on the African-American students was small.

Q15 What department/discipline (or institutional) factors may be contributing to these lower success rates for these groups of students?

The low N's make it very difficult to tell. Though, it is true that our African American tutors have all left for jobs in K-12 education, and we currently have no Black writing tutors.

Q16 What specific steps will the department of discipline take to address these equity gaps in the 2020/21 academic year?

Our main goal is to recruit additional tutors from a variety of backgrounds.

Q17 How do these steps inform the long-term department or discipline goals that you are setting in this annual program review?

We wish to positively impact equity gaps.

Q18 In what way does your department/discipline work across instruction and student services to advance the college's student success & equity goals?

We work closely with DSPS to address specific student learning needs.

We work with Pathway Academy to recruit tutors and to reach out to Pathway students at severe academic risk. Using the information gained from talking with these students, we designed a workshop on Time Management, and we presented that workshop to several groups in the Pathway Academy Summer Bridge and Pathway Academy Counseling courses.

We work to host tutors as needed in the Veteran's Center -- in spring 2020 this is a CIS tutor.

We work with Student Affairs to assist students who show signs of distress.

We work directly with faculty and department chairs to address department needs.

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Q19 OPTIONAL: If you would like to attach any charts or additional documentation (aside from the program review report prepared by the IESE Office), please upload it using the button below.

AB 705 Course Success and Retention for One Tutoring Session and for Two or More.pdf (229KB)

Page 5: II. Assessment and Student Achievement

Q20 Do you offer distance education (online) courses? **No**

Page 6: II. Assessment and Student Achievement

Q21 Are there differences in success rates for distance education (online) versus in-person sections? **Respondent skipped this question**

Q22 If there are differences in success rates for distance education (online) versus in-person sections, what will the discipline or department do to address these disparities? **Respondent skipped this question**

Q23 What mechanisms are in place to ensure regular and effective contact within online courses across the discipline or department?

Respondent skipped this question

Page 7: III. Previous Goals: Update (If Applicable)

Q24 Would you like to provide an update for your previous program review goal(s)?

Yes

Page 8: III. Previous Goals: Update (If Applicable) continued

Q25 Previous Goal 1:

Expand and improve tutoring services campus-wide to support students, faculty and program in their pursuit of success.

Q26 Which College Strategic Goal does this department goal most directly support?

Respondent skipped this question

Q27 Please describe how this goal advances the college strategic goal identified above.

Tutoring has a demonstrated impact on course success retention and throughput.

We have expanded our computer support in the labs, including ten class orientations to canvas.

We have provided resource towers with takeaway information computer and canvas tasks, content related skills and knowledge and on campus and community resources.

We expanded support to students through workshop presentations.

We drastically increased the number of class orientations to tutoring. In fall 2019, our team conducted orientation – either in our centers or in the classroom – for 105 course sections, for a total of 3,208 students introduced to the services of all three Tutoring Centers.

The team conducted 16 academic department orientations at department meetings during flex week. We also met with Counseling, DSPS and Veteran's Resource Center. Too, we conducted multiple orientation activities in collaboration with Pathway Academy in summer and fall.

Q28 Goal Status

Deleted

Page 9: III. Previous Goals: Update (If Applicable) continued

Q29 Please describe the results or explain the reason for deletion/completion of the goal:

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- a. In STEM, we update the usage policy for Science group tutoring to make it more effective by limiting group size and establishing a maximum amount of time a student may stay with a tutor in a given day in order to open up slots for other students and to inhibit the ability of aggressive tutees to monopolize the time of a tutor.
- b. We brought NetTutor, the online tutoring service, more closely in line with our tutoring time limits after seeing some student abuse of the service and thereby wasting resources.

This goal was deleted and is being replaced to try to better refine and capture our purpose and work

Q30 Do you have another goal to update? **Yes**

Page 10: III. Previous Goals: Update (If Applicable) continued

Q31 Please describe action steps for the year: **Respondent skipped this question**

Q32 How will this goal be evaluated? **Respondent skipped this question**

Q33 Do you have another goal to update? **Respondent skipped this question**

Page 11: III. Previous Goals: Update (If Applicable) continued

Q34 Previous Goal 2:

Secure funding for student hourlies to supplement Federal Work-study and CaWORKS students who provide front desk coverage in all three tutoring centers and also help students with comptroller needs in the STEM Center and Writing Center computer laboratories.

Q35 Which College Strategic Goal does this department goal most directly support? **Guided Student Pathways**

Q36 Please describe how this goal advances the college strategic goal identified above.

It allows us to have more skilled help to assist students with computer issues; to accurately make appointments; to communicate to students how to prepare for appointments; and to capture data accurately. so we can evaluate our program. In this way we are able to keep students on the path.

Q37 Goal Status **Deleted**

Page 12: III. Previous Goals: Update (If Applicable) continued

Q38 Please describe the results or explain the reason for deletion/completion of the goal:

We were able to hire skilled staff to improve student support.\ with this money.

We, however, deleted this goal to better focus our goals exclusively on specific forms of tutoring support.

Q39 Do you have another goal to update? **Yes**

Page 13: III. Previous Goals: Update (If Applicable) continued

Q40 Please describe action steps for the year: **Respondent skipped this question**

Q41 How will this goal be evaluated? **Respondent skipped this question**

Q42 Do you have another goal to update? **Respondent skipped this question**

Page 14: III. Previous Goals: Update (If Applicable) continued

Q43 Previous Goal 3:

Continue developing a welcoming and inclusive environment in each center.

Q44 Which College Strategic Goal does this department goal most directly support? **Student Validation and Engagement**

Q45 Please describe how this goal advances the college strategic goal identified above.

Students are more likely to stay if they feel welcomed and valued.

Q46 Goal Status **Deleted**

Page 15: III. Previous Goals: Update (If Applicable) continued

Q47 Please describe the results or explain the reason for deletion/completion of the goal:

We had a showing of Coco for Dia De Los Muertos, an ofrenda with a posted description of its significance, and a short lecture about the history of the holiday.

This goal should be part of our regular business, so we are deleting it as a distinct activity.

Q48 Do you have another goal to update? **Yes**

Page 16: III. Previous Goals: Update (If Applicable) continued

Q49 Please describe action steps for the year: **Respondent skipped this question**

Q50 How will this goal be evaluated? **Respondent skipped this question**

Q51 Do you have another goal to update? **Respondent skipped this question**

Page 17: III. Previous Goals: Update (If Applicable) continued

Q52 Previous Goal 4:

Continue, refine, and expand Tutor Apprenticeship (Shadowing), Tutor Training, and ongoing tutor professional development – including training in diversity, equity, and inclusion.

Q53 Which College Strategic Goal does this department goal most directly support? **Student Validation and Engagement**

Q54 Please describe how this goal advances the college strategic goal identified above.

Tutors are critical contacts for students. They need to be as culturally competent as possible and they need to be always learning about how to be sensitive to, and inclusive of, diverse ethnic, racial, ability, socio-economic, gender identity, sexual orientation, mental health, incarceration, personal trauma ,etc. experiences.

And they need to avoid committing micro-aggression and/or triggering stereotype threat.

Q55 Goal Status **Deleted**

Page 18: III. Previous Goals: Update (If Applicable) continued

Q56 Please describe the results or explain the reason for deletion/completion of the goal:

New modules on microaggressions and stereotype threat have been added to training.

This goal has been deleted because it should be our natural order of business. In particular, our hiring of classified staff who oversee the tutors should -- and does -- reflect a focus on individuals with a background in supporting traditionally under-served populations.

Q57 Do you have another goal to update? **No**

Page 19: III. Previous Goals: Update (If Applicable) continued

Q58 Please describe action steps for the year: **Respondent skipped this question**

Q59 How will this goal be evaluated? **Respondent skipped this question**

Q60 Do you have another goal to update? **Respondent skipped this question**

Page 20: III. Previous Goals: Update (If Applicable) continued

Q61 Previous Goal 5: **Respondent skipped this question**

Q62 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q63 Please describe how this goal advances the college strategic goal identified above. **Respondent skipped this question**

Q64 Goal Status **Respondent skipped this question**

Page 21: Copy of page: III. Previous Goals: Update (If Applicable) continued

Q65 Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

Page 22: Copy of page: III. Previous Goals: Update (If Applicable) continued

Q66 Please describe action steps for the year: **Respondent skipped this question**

Q67 How will this goal be evaluated? **Respondent skipped this question**

Page 23: IV. New Goals (If Applicable)

Q68 Would you like to propose any new goal(s)? **Yes**

Page 24: IV. New Goals (If Applicable) continued

Q69 New Goal 1:

Support AB 705 implementation and campus acceleration efforts by providing embedded tutoring and increased tutoring support for English, ESL, and Mathematics.

Q70 Which College Strategic Goal does this department goal most directly support? **Basic Skills Acceleration**

Q71 Please describe how this goal advances the college strategic goal(s) identified above.

Tutoring supports acceleration by meeting students exactly where they are at. Tutors are trained to identify the tutee's zone of proximal development early in each session, so they are sure to be working in that tutee's specific area of need. Tutoring IS "just in time remediation."

Embedded tutoring provides additional support for group activities in the classroom and increases student usage of tutoring centers, which has been shown consistently to increase student success and decrease student drop/withdrawal. Tutoring also helps students learn key student and study strategies as well as how to navigate campus processes and utilize campus resources.

Q72 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:

Tutoring increases the likelihood of course success and reduces the likelihood of course drop/withdrawal.

Students in English 120 with the co-requisite, English 20, were 14.5 percent more likely to succeed in the course than students who didn't use tutoring. As of Spring 18, English 120/20 students who used tutoring were also 13 percent less likely to drop than students who did not use tutoring. We also know that when students have embedded tutors in their classrooms, they are more likely to seek tutoring support.

Students in Math 160 with support, Math 60, were 10.6 percent more likely to succeed if they used tutoring than if they did not, and 5.75 percent less likely to drop. Students in Math 160 without support were 9.63 percent more likely to succeed if they used tutoring than if they did not, and 13 percent less likely to drop.

ESL students who used tutoring were twice as likely to make it to, and succeed in, transfer-level English than ESL students who did not use tutoring.

Q73 Action steps for this year:

- 1) Secure funding to train and embed tutors in 22 English 120/20 or 120; 22 sections of ESL 50 and/or IA; 2 pilot sections of Math 60/160 for the 20-21 school year.
 - 2) Recruit a diverse tutor pool
 - 3) Train and assign tutors to be in the classroom for all course hours and in the respective tutoring center to support students outside of the classroom.
 - 4) Assess impact
-

Q74 How will this goal be evaluated?

The goal will be assessed by all of the following, which are all part of our PLO assessment process:

- 1) Student surveys
 - 2) Faculty surveys
 - 3) Tutor surveys
 - 4) Comparison studies examining impact on failure/withdrawal rates, disaggregated by race, gender, disability status, etc.
-

Q75 Do you have another new goal?

Yes

Page 25: IV. New Goals (If Applicable) continued

Q76 New Goal 2:

Address equity gaps by promoting course retention and success, as well as overall student completion, by embedding in courses that are commonly taken by first-year students and which also traditionally have high failure/drop rates.

Q77 Which College Strategic Goal does this department goal most directly support?

Guided Student Pathways

Q78 Please describe how this goal advances the college strategic goal(s) identified above.

We lose many students in their first and second semesters in college. This is especially true for disproportionately impacted populations. They simply fall off the path. By placing trained, embedded tutors in an additional 25 high first-year student enrollment, high failure/drop rate courses each semester, we will be able to help keep students on the path.

Tutors support guided student pathways in four primary ways: 1) they assist students in understanding the transition to college, its expectations and processes 2) they help students understand the relationship between concepts and skills they are studying today and concepts that will appear later in the term, in the program, and even in the workplace. They contextualize the learning. 3) they help students navigate the coursework for the major and for general education and 4) they help make students aware of campus resources to assist them in achieving their goals.

Support course success and student success and completion by embedding in courses that are commonly taken by first-year students and which also traditionally have high failure/drop rates.

Q79 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:

Embedded tutors provide support for group activities in the classroom, model positive student behavior, offer a student perspective on why what is being taught is important, but, most importantly, they are more effective at getting students into the tutoring centers to get support than class-orientations and instructor recommendation alone. And use of the tutoring center has been consistently shown to increase the likelihood that the student will succeed in the course and decrease the chance that the student will drop .

For example, Spanish 120, which had embedded tutoring, moved from success rates of 60 percent to rates of 72 percent and retention rates from 76 percent to 85 percent

Q80 Action steps for this year:

- 1) Secure funding to embed in 50 sections of high-enrollment, high failure/withdraw courses for the 20-21 school year.
- 2) Recruit a diverse tutor pool
- 3) Train and assign tutors to be in the classroom for all course hours and in the respective tutoring center to support students outside of the classroom.for 25 courses each term
- 4) Assess impact

Q81 How will this goal be evaluated?

The goal will be assessed by all of the following, which are all part of our PLO assessment process:

- 1) Student surveys
- 2) Faculty surveys
- 3) Tutor surveys
- 4) Comparison studies examining impact on failure/withdrawal rates, disaggregated by race, gender, disability status, etc.

Q82 Do you have another new goal? **No**

Page 26: IV. New Goals (If Applicable) continued

Q83 New Goal 3: **Respondent skipped this question**

Q84 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q85 Please describe how this goal advances the college strategic goal(s) identified above. **Respondent skipped this question**

Q86 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data: **Respondent skipped this question**

Q87 Action steps for this year: **Respondent skipped this question**

Q88 How will this goal be evaluated? **Respondent skipped this question**

Q89 Do you have another new goal? **Respondent skipped this question**

Page 27: IV. New Goals (If Applicable) continued

Q90 New Goal 4: **Respondent skipped this question**

Q91 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q92 Please describe how this goal advances the college strategic goal(s) identified above. **Respondent skipped this question**

Q93 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data: **Respondent skipped this question**

Q94 Action steps for this year: **Respondent skipped this question**

Q95 How will this goal be evaluated? **Respondent skipped this question**

Page 28: V. Resources Needed to Fully Achieve Goal(s)

Q96 Is the program requesting resources this year to achieve this program goal(s)? (Faculty Resource Needs, Classified Staff Resource Needs, Technology Resource Needs, Supplies/Equipment Resource Needs, Facilities Resource Needs or Other Resource Needs) **Yes**

Page 29: VI. Faculty Resource Needs

Q97 Are you requesting one or more Faculty Positions to achieve this program goal(s)? **No**

Page 31: VIII. Classified Staff Resource Needs

Q98 Are you requesting one or more Classified Positions to achieve this goal? **No**

Page 33: X. Technology Resource Needs

Q99 Are you requesting technology resources to achieve this goal? **Yes**

Page 35: XIV. Supplies/Equipment Resource Needs

Q100 Are you requesting supplies and/or equipment resources to achieve this goal? **Yes**

Page 37: XVI. Facilities Resource Needs

Q101 Are you requesting facilities resources to achieve this goal(s)? **No**

Page 39: Final Check

Q102 Are you ready to submit your program review?If you would like to go back and review a section, select a section a click "Next." **Respondent skipped this question**
