Student Success and Equity Project Evaluation 2017-18

Project Contact Name & Department:

<u>Lynn Erikson Rhode – College Skills/Tutorial</u>

Project Name: <u>Petaluma Tutorial</u>

Project Outcomes

1. Describe the project, including activities utilized and intended outcomes.

    This was an on-going project, launched during the 2015-16 academic year. The original funding provided STEM focused STNC hours. The STNC funded hours were converted to an IA Sr position in the 2016-17 academic year with a continued focus on STEM.

    The Petaluma Tutorial has remained focused on providing academic support for students related to specific courses as well as providing focused Study Skills sessions focused on the needs of students. Study Skills sessions include: how to use a graphing calculator, how to study for exams, and how to study for a comprehensive final exam. Petaluma Tutorial staff has continued to outreach to students and faculty through presentations in classes and on campus. Additionally, the Petaluma Tutorial has provided space for Faculty on campus to hold office hours bringing additional students to the center on a regular basis.

    During the 2017-18 academic year the Petaluma Tutorial saw an increase in the number of students accessing services. The Fall 2017 students accessing services rose from 573 Tutees (Fall 2016) to 610 Tutees (Fall 2017) an increase of 37 Tutees. The Spring 2017 students accessing services rose from 483 Tutees (Spring 2017) to 659 Tutees (Spring 2018) an increase of 176 Tutees. The overall increase of students accessing services was 213 Tutees for the 2017-18 academic year.

    The Petaluma Tutorial hired several positions during the Fall 2017 due to retirements and open positions. Hiring and retention of Petaluma Tutorial staff that can tutor multiple subject areas was a focus for the 2017-18 academic year. These changes have impacted the Petaluma Tutorial positively and we believe the staff additions and consistency throughout the year have a direct correlation to the increase in students accessing services.

Which Student Equity Indicator(s) is your project expecting to impact?	● Access ○ ESL and Basic Skills ○ Transfer	● Course Completion ○ Degree / Cert Completion
Which of the Integrated Student Success Goal(s) is the primary focus of your project?	○ Invited and Welcomed ○ Engaged and Empowered ● Guided and Supported ○ Succeeding and Completing	

2. Reflect on the data provided by the Office of Institutional Research.
   a. Based on your project's student population data, what student groups is your project serving? Please provide a brief explanation for these results.

   Based on the student population data provided by the Office of Institutional Research, the Petaluma Tutorial is serving all student groups. Students served in the Petaluma Tutorial are accessing support in courses ranging from Basic Skills to Transfer Track courses. Students that may have typically struggled in a course often need reinforcement of skills and concepts. The Petaluma Tutorial provides this reinforcement through academic support, study groups, and study skills workshops. The Study Skills workshops provide support in areas such as how to use a graphing calculator, how to study for a comprehensive final, and how to study for exams. Additionally, Petaluma campus faculty have begun holding office hours in the Petaluma Tutorial on a regular basis beginning in the 2017-18 academic year providing opportunities for students to work with professors outside of class and to access the Tutorial Center staff simultaneously. Often, when provided the extra support outside of the classroom students show an increase in their confidence as well as their academic success in the classroom.
   The populations that were served at a rate higher than the District are:

2017-18 Program Participation Rate			
	District	Program	Difference
African American	2.4%	2.5%	+.1%
Latino	37.7%	44.1%	+6.4%
First Generation	23.7%	29.4%	+5.7%
DSPS	9.4%	17.9%	+8.5%
Veteran	3.7%	3.7%	+/- 0%
Foster Youth	1.7%	1.9%	+.2%

   b. Based on the Student Equity Indicator data, did your project participants have better academic outcomes as compared to the District averages? Which outcomes and why?

   Based on the Student Equity Indicator data the Petaluma Tutorial had better academic outcomes as compared to the District averages in all areas. The most significant difference being Fall to Spring Persistence, Petaluma Tutorial tutees had a 94.8% persistence rate compared to the district at a 65.8% persistence rate. This difference of 32.6% could be contributed to the level of confidence they are able to gain from accessing the Petaluma Tutorial academic support, the community they are connected to with consistent staff throughout the 2017-18 academic year, and the safety net they now know exists in the Petaluma Tutorial when a subject or assignment is challenging. The face-to-face interaction creates an environment for students to work with classmates, tutors, and faculty daily and increases student engagement and academic success.

2017-18 Academic Outcomes			
	District	Program	Difference
Course Success	74.8%	82.8%	+8%
Course Retention	87.1%	91.3%	+4.2%
Course GPA	2.9	3.05	+.15
Fall to Spring Persistence	65.8%	98.4%	+32.6%

c. Based on the Student Survey data, did your project impact the Integrated Student Success goals? Which goal area and why?

Based on the Student Survey data, the Petaluma Tutorial impacted the Integrated Student Success goals in all areas. The Petaluma Tutorial focuses on student engagement and ensuring that students feel invited to access our services. Each semester staff presents to a variety of classes on campus to share our hours, staff and subjects tutored. Staff greets students the moment they enter the Petaluma Tutorial. The Petaluma Tutorial staff works with students to ensure they have a clear understanding of the problems and assignments that they are working on while guiding them to work independently with our support. Tutees that are accessing the Petaluma Tutorial services work alongside the Tutors to solve complex problems leaving with confidence to complete not only the current course but future courses as well.

3. Overall, how has your project helped SRJC make progress towards having equitable outcomes and achieving our Integrated Student Success goals?

The Petaluma Tutorial has helped SRJC make progress toward having equitable outcomes and achieving the Integrated Student Success goals by ensuring that students feel invited by presenting to a variety of classes on campus each semester to share our hours, staff and subjects tutored and welcoming students from the moment they enter the Petaluma Tutorial. The Petaluma Tutorial staff works with students to ensure they have a clear understanding of the problems and assignments that they are working on while guiding them to work independently with our support. Tutees that are accessing the Petaluma Tutorial services work alongside the Tutors to solve complex problems leaving with confidence to complete not only the current course but future courses as well. Additionally, staff with a wide range of course knowledge has allowed the Petaluma Tutorial to support students in a variety of courses offered on not only the Petaluma campus but the Santa Rosa campus.

Evaluation and Project Improvement

4. Is your project utilizing other methods to receive feedback or evaluate your project? If yes, please describe.

Yes, the Petaluma Tutorial in addition is collecting instructor and student feedback related to the services that the Tutorial Center provides. Students and staff self-report in these individual statements provide input to staff regarding student success in courses and their experience in the Petaluma Tutorial.

Additionally, the Petaluma Tutorial uses Timekeeper to track student access to tutoring services. This data can be used to track the number of students accessing the Petaluma Tutorial, what courses the students are enrolled in and accessing the Petaluma Tutorial, and how much time they are spending in the Petaluma Tutorial for each course.

5. What is your long-term vision for the project?

The Petaluma Tutorial has a long-term vision of being located centrally on the Petaluma campus with proximity to the library and computer lab nearby for students in need of a variety of academic services.

At the beginning of the 2018-19 academic year, the Petaluma Tutorial began hosting the Writing Center on the Petaluma campus. It is the long-term vision of the Petaluma Tutorial that we continue the expansion of services as the primary hub for student academic support on the Petaluma campus. At even the early stages of the AB705 implementation we have seen an increase in the number of students accessing the services of the Petaluma Tutorial for basic skills support in Math and English courses.

Ideally, the Petaluma Tutorial staff would grow to serve the growing number of students served as well as the expanded academic needs of students from Basic Skills to Transfer Track course completion in all subject areas.

During the 2017-18 academic year the Petaluma Tutorial saw an increase in the number of students accessing services. The Fall 2017 students accessing services rose from 573 Tutees (Fall 2016) to 610 Tutees (Fall 2017) an increase of 37 Tutees. The Spring 2017 students accessing services rose from 483 Tutees (Spring 2017) to 659 Tutees (Spring 2018) an increase of 176 Tutees. The overall increase of students accessing services was 213 Tutees for the 2017-18 academic year.

6. What can the Integrated Student Success Committee do to support your project?

The Integrated Student Success Committee could share additional grants and/or funds available with the Petaluma Tutorial as they become available to support the needs of all students on the Petaluma campus. The growth in the number of students accessing the Petaluma Tutorial coupled with the STNC conversion has created very little flexibility in staffing and very few actual employees limiting further growth without significantly impacting services.
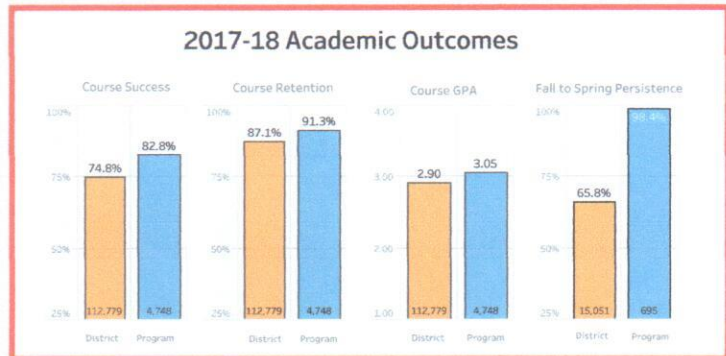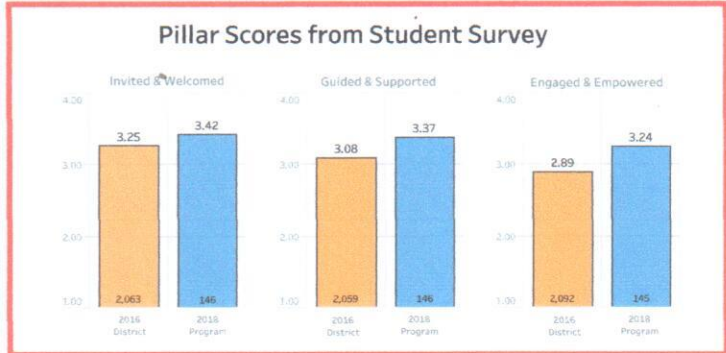
Also, if additional data tracking and evaluation is available the Petaluma Tutorial would be open to reviewing that student performance data to improve on our practice on an on-going basis.

Please submit to <u>gbertone@santarosa.edu</u> by September 17th 2018

Student Equity & Achievement Data:
Petaluma Tutorial Center: FA17 & SP18

Program
Petaluma Tutorial Center

Gender	Ethnicity
All	All

First Gen	Financial Need
All	All

DSPS	Veteran
All	All

Foster Youth	Homeless
All	All

LGBTQ	FT/PT Status
All	All

Term	Matric Status
FA17 & SP18	All

Program Participation Rate

	District	Program
African American	1,088 2.4%	37 2.5%
Asian	2,289 5.0%	72 4.8%
Latino	17,346 37.7%	658 44.1%
Multi-Ethnicity	2,571 5.6%	74 5.0%
Native American	279 0.6%	6 0.4%
Other	421 0.9%	8 0.5%
Pacific Islander	164 0.4%	2 0.1%
White	21,824 47.5%	634 42.5%
First Gen Student	10,900 23.7%	439 29.4%
DSPS	4,311 9.4%	267 17.9%
Veteran	1,712 3.7%	55 3.7%
Foster Youth	775 1.7%	29 1.9%
Homeless	187 0.4%	2 0.1%
LGBTQ	1,237 2.7%	35 2.3%

Pillar Scores from Student Survey

Invited & Welcomed
- 2016 District: 3.25 (2,063)
- 2018 Program: 3.42 (146)

Guided & Supported
- 2016 District: 3.08 (2,059)
- 2018 Program: 3.37 (146)

Engaged & Empowered
- 2016 District: 2.89 (2,092)
- 2018 Program: 3.24 (145)

2017-18 Academic Outcomes

Course Success
- District: 74.8% (112,779)
- Program: 82.8% (4,748)

Course Retention
- District: 87.1% (112,779)
- Program: 91.3% (4,748)

Course GPA
- District: 2.90 (112,779)
- Program: 3.05 (4,748)

Fall to Spring Persistence
- District: 65.8% (15,051)
- Program: 98.4% (695)

Notes:

Selectable Filters (upper left):
Specify the groups to compare on the **Program Participation Rate** table and the **Pillar Score Survey** and **Academic Outcomes** charts - between the district population and selected program of interest.

Program Particiaption Rate:
Compares individual headcount and proportion (%) of district population with the selected program of intetrest (unduplicated by term).

Pillar Scores from Survey:
Measure to assess how **Invited & Welcome**, **Guided & Supported**, and **Engaged & Empowered** students feel at SRJC.
A subsection of questions from the 2016 SRJC Student Climate Survey, that touch on these topics, were administered to program participants in May 2018.

2017-18 Acedamic Outcomes:
Success, Retention, and GPA comparisons between district average and program of intetrest - individual students are duplicated by enrollments.
Fall to Spring Persistence Rate is based on unduplicated enrollments.

Terms:

Unduplicated by term: A individual student is represented once per term, yet may be counted twice for the acedemic year if enrolled in both terms (select Term filter to dissagregate further).
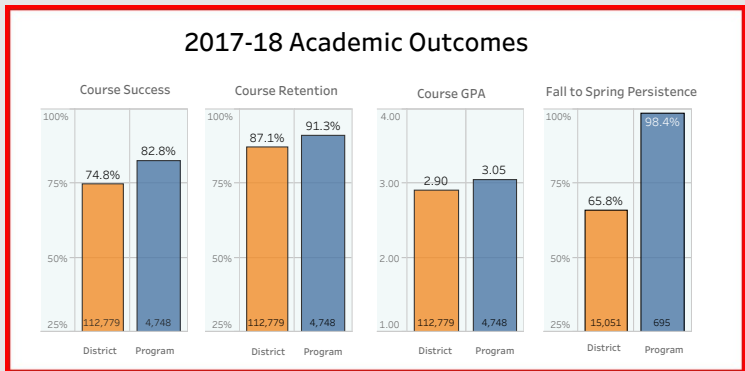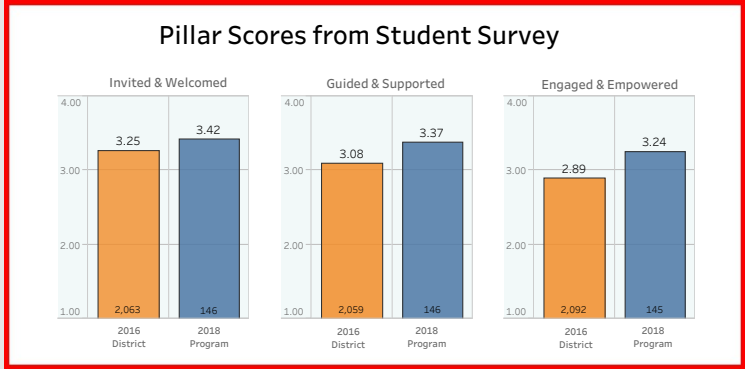Course Success: Passing grade of "C" or better.
Course Retention: Any non "W" grade.
Spring to Fall Persistence: Rate of students enrolled in Fall 2017 that continue and enroll in Spring 2018.

Student Equity & Achievement Data:
Petaluma Tutorial Center: FA17 & SP18

Program
Petaluma Tutorial Center

Gender All	**Ethnicity** All
First Gen All	**Financial Need** All
DSPS All	**Veteran** All
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