Instructional Program Review Report
Sierra College, 2017-18

Department/Program Name: <u>Tutor Center</u>

Date Submitted: <u>3/8/2018</u>

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Ideally, the writing of a Program Review Report should be a collaborative process of full-time and part time faculty as well as the appropriate educational administrator, instructional assistants, classified staff members and students who have an interest in the present and future vision of the program at all sites throughout the district. The Program Review Committee needs as much information as possible to evaluate the past and current performance, assessment, and planning of your program.

Please attach your Department Statistics Report (DSR) and your ePAR Report when sending in your Program Review.

The Tutor Centers do not have a DSR. The ePAR Report was sent as an attachment.

1) <u>Relevancy:</u> **This section assesses the program's significance to its students, the college, and the community.**

  1a) To provide context for the information that follows, describe the basic functions of your program.

The Tutor Centers at Sierra College provide academic assistance and support to all Sierra College students, free of charge. The Tutor Center at the Rocklin Campus is on the fourth floor of the LRC. The Tutor Center at NCC works closely with the Tutor Center in Rocklin and functions as NCC's Learning Center, housing both the NCC computer lab and the NCC Writing Center in addition to its core mission of providing academic assistance and support through tutoring.

In the last three years, the Tutor Center coordinators, staff and faculty have successfully developed, overseen and implemented increasingly popular learning assistance programs at Sierra College that enable students to reach their educational goals while supporting the College's goals for retention and completion.

The Tutor Center at the Rocklin campus currently has 90 peer tutors tutoring over 140 classes. The Rocklin Tutor Center offers students both one-on-one appointments and drop-in sessions. The NCC and Rocklin Tutor Centers also offer embedded tutor support through the PASS program (Peer Academic Support Structure).

Although academic support is available in other venues – like the Writing Center, the Math Center and the Physics tutoring lab – the Tutor Centers work in conjunction, not in competition, with them. The Tutor Center at Rocklin plans to work even more closely with other support services as they become the Library's Learning Commons.

For this report, the Rocklin Tutor Center and the NCC Learning Center have articulated each point as one voice. For distinctions between the Rocklin and NCC Centers, please note the highlights under "The NCC Learning Center Context."

The NCC's Learning Center Context:

NCC Sierra College is a satellite campus located fifty minutes from the main Rocklin campus. It has a much smaller, rural climate and serves approximately ten percent of the overall Sierra College student body. Because of its smaller size and staffing, the NCC Learning Center must be flexible in its implementation of programs. For example, the NCC Learning Center does not employ any fulltime staff. The NCC campus currently employs about 50 students as Tutors and PASS Peers, and we have one part-time Office Assistant. The NCC Learning Center recruits, trains and supports tutors and PASS Peers in the same manner as Rocklin.

Because of its size, structure and location, the NCC Learning Center houses both the NCC Writing Center and the NCC computer lab. At NCC, the Writing Center is closely integrated with the Learning Center's functions and collaborates with Learning Center tutors to offer student support.

1b) How does your program support the district mission, as quoted below? Please include an analysis of how your program supports ISLOs (Institutional Student Learning Outcomes): Communication, Technology and Information Competency, Critical and Creative Thinking, and Citizenship?

"Sierra College provides an academic environment that is challenging and supportive for students of diverse backgrounds, needs, abilities, and goals with a focus on access, equity, student-centered learning, and achievement. The college is committed to practicing diversity and inclusion, and recognizes that a diverse and inclusive curriculum and workforce promotes its educational goals and values. Institutional learning outcomes guide the college's programs and services, encouraging students to identify and expand their potential by developing knowledge, skills, and values to be fully engaged and contributing members of the global community. Sierra prepares students by offering Associate's and transfer degrees, certificates, career and technical education, foundational skills, as well as lifelong learning and enrichment."

In the Tutor Centers, students of all backgrounds and abilities receive personal encouragement and academic support for their courses, from developmental Math, English, and ESL courses, to advanced Chemistry and Biology in a highly engaging learning environment. The Tutor Centers are available to every Sierra College student. Additionally, the Tutor Centers recruit, train, and hire students to be tutors, PASS Peer embedded tutors, and office assistants to provide support for their fellow students. The Rocklin campus currently employs about 100 students as tutors, PASS Peers, and office assistants. The NCC Campus currently employs about 50 students as tutors, PASS Peers, and office assistants.

The Tutor Center at Rocklin and the NCC Learning Center support all of Sierra College's ISLOs. For this report, "Tutors Centers" refers to the Rocklin and NCC Centers.

Communication

Students who work as tutors at Sierra College gain structured training and experience in communication, especially in listening and dialogue. Effective tutoring sessions develop these skills in both the student tutor and the student tutee.

Technology and Information Competency

A core role of the Tutor Centers is to help students gain information competency. They do this through the tutoring process of engaging in students' academic questions, and helping students with general study skills and classroom competency. Because technology is integral to learning, the Tutor Centers play a large role in supporting technology competency. Tutors help students learn to use computer applications and other technologies when using the Tutor Centers. They also guide students through their struggles with CANVAS and technology logistics such as printing and downloading documents. Two of the programs offered through the Tutor Centers, Tutor.com and appointment tutoring through Zoom, are online. The online tutoring programs support online students and encourage all students to explore ways to use technology to learn.

Critical and Creative Thinking

Sierra College tutors are trained to ask open ended questions to help their tutees solve problems and to develop critical thinking skills. A primary goal of the Tutor Centers is to help students with their immediate academic needs, while also offering tools and support for students to become independent learners.

Citizenship

The Rocklin Tutor Center currently employs over 90 Tutors and PASS Peers from diverse backgrounds while the NCC Learning Center employs 50 tutors and PASS Peers. Social Learning Theory highlights the impact of modeling, observing and interacting in successful learning. In the Tutor Centers', students, tutors and academic support peers gain citizenship skills by interacting positively with others from diverse cultures and backgrounds in a structured, yet friendly environment. Tutors and PASS Peers are trained to treat fellow students with kindness and respect while recognizing the unique strengths and needs of each individual. The purpose of all tutoring at Sierra is to help students become independent learners who take responsibility for their own learning as well as helping them with immediate academic needs.

1c) Program offerings align with which of the following mission categories (check all that apply):

☒Transfer   ☒Career Technical Education

☒Basic Skills   ☒Personal Development/Enrichment   ☐Lifelong Learning

Transfer, Career Technical Education, Basic Skills: The Tutor Centers exist to help students succeed in their courses. Data show that students who use Sierra's tutoring services have a higher success and retention rate than those who do not use them. (See 3a) The Tutor Centers successfully help students who are mastering basic skills, plan to transfer, and those who are in career technical programs.

Personal Development/Enrichment: One goal in the Tutor Center mission statement is to: "Provide tutors and staff with training and opportunities for personal and professional development." Tutors gain professional growth and training as employees of Sierra College. Every tutor receives at least 20 hours of training the first semester they tutor, and many hours in following semesters in innovative tutoring techniques. The Tutor Centers at Sierra have attained Level I Certification from the College Reading and Learning Association. Upon finishing training, and 25 hours of tutoring, tutors are awarded this internationally recognized certification. In the last year at least 60 tutors on the Rocklin campus received CRLA certification. NCC certified 24 students through CRLA in the last year. Tutor Center employees participate regularly in district-sponsored professional growth opportunities, national and state conferences, and leadership training to help them develop and run effective and innovative academic support programs.

1d) Please analyze your department's success in supporting the mission categories marked in 1c above. Please provide evidence in support of this analysis, including data from the dashboard relevant to this evaluation. If any of the following apply to your program, please address them in your analysis.

- Degrees, certificates, and/or licenses your department has generated:

The overarching purpose of Sierra College's Tutor Centers is to help all students succeed in their courses. Data show that students who use tutoring services have significantly higher success and retention rates than those who do not use tutoring. To encourage the success of all student populations, the Tutor Centers routinely reach out to programs such as RISE, Umoja, Puente, the ESL department, and Guardian Scholars so that students in these programs gain academic support through the Tutor Centers.

The NCC Learning Center Context:

The NCC Learning Center works with all student populations and along with some special programs: the RISE program, the Ghidotti Early College High School, and Bitney College Prep High School. The ESL department started offering classes on the NCC Campus Fall 2017, and we have added PASS Peer support for the students in ESL.

- Job placement or labor market information for your program's awards and licenses.

Tutors gain invaluable work skills and job experience as employees of Sierra College. Every tutor receives at least 20 hours of on the job training the first semester they tutor, and most achieve their Level I internationally recognized certification from the College Reading and Learning Association. The CRLA certification is an asset that tutors proudly put on their job resumes and transfer applications.

- The contribution your program makes to student transfer.

Students who visit the Rocklin and NCC Tutor Centers have better success, retention and persistence rates than those who do not visit the Tutor Centers. (See 3a)

- Participation in basic skills programs.

Many students who use the Tutor Center services are in basic skills classes. Because of this strong need to support basic skills, the Tutor Centers strategically

develop programs to support basic skills development. As an example, in the 2017-2018 school year, PASS peers were embedded Basic Skills classes 65 in Rocklin.

The NCC Learning Center Context:

For the fall 2016-2017 school year, the NCC Learning Center embedded 16 PASS Peer tutors in Basic Skills classes. In that year, NCC offered 31 sections of Basic Skills classes. The NCC Learning Center embedded tutors in approximately half of the total Basic Skills classes offered.

1e) Optional Additional Data: Comment on any other relevant contributions of your program to the district mission, goals, outcomes, and values not incorporated in the answers above. Examples include but are not limited to contributions to student equity and success, diversity, campus climate, cultural enrichment, community ties, partnerships and service, etc. Include specific data and examples.

Data show that students from underserved and/or underrepresented student populations use our Tutor Center services at a higher rate than the general population. The Tutor Center plays an essential role in contributing to student equity and success goals in several ways. First, the Tutor Center's PASS peer program reaches out to special populations by placing tutors in selected courses who provide peer-led tutoring through group learning sessions specific to students in those courses. Rocklin statistics from the past three years show that African American students used the Tutor Center at a higher rate than the general student population (8.1% and 5% respectively.) (See 3a)

The strong number of repeat visits from students from underserved and underrepresented populations demonstrates the positive support they receive from the Tutor Center in reaching their academic goals. Finally, the Tutor Center employs students from highly diverse backgrounds, including those from underrepresented student populations. They gain job experience and references that further enable them to succeed as they work towards their educational and professional goals. Former tutors commonly cite their work experience in the Sierra College Tutor Centers as a great benefit as they transfer to other schools and move into the workforce.

The NCC Learning Center Context:

In support of student equity, our data from fall 2017 shows that 60% of the first-year RISE students at NCC accessed services in the NCC Learning Center. Further, 70% of second-year RISE students accessed services in the NCC Learning Center. In looking at persistence, 83% of first-year RISE students and 85% of second-year RISE students at NCC are enrolled in Spring of 2018. Overall, the NCC Learning Center has a significant and positive impact on the campus climate. Examples include the NCC Learning Center's participation in Welcome Day, its coordination with the Sierra College Coordinating Council, Financial Aid and the NCC Writing Center to host a series of "one-stop shop" scholarship workshops in spring 2017. One hundred percent of the students who attended the workshops received scholarships. In terms of its contribution to the campus climate, the NCC Learning Center has created a highly popular "Final Jam" program that has experienced strong attendance each semester since implementation. In spring 2016 and fall 2017 we served approximately one hundred students at each final jam.

2) **Currency: This category assesses the currency of program curricula as dictated by Title 5 and the currency of efforts in meeting accreditation standards as well as improving pedagogy and engaging in professional development.**

2a) Curriculum: Comment on the currency of your program's curricula, including discussion of any recent or projected changes. Please describe your process for evaluating and revising curriculum, including the use of SLOs.

Program Currency

Current trends in pedagogy highlight the effectiveness of collaborative learning. The Tutor Centers are at the forefront of creating responsive, relevant learning assistance programs supported by best practices in the profession. Their highly successful implementation of the PASS Peer program is one example. Promoting programs that give students the skills they need to be successful in their current classes

and future endeavors, is paramount to the employees of the centers. To promote these goals, Tutor Center staff and faculty attend conferences, trainings, and do research into areas of Tutor Center best practices. As an example, a number of Sierra College tutoring staff are active members of ACTLA (Association of Colleges for Tutoring and Learning Assistance). Also, the Sierra College Tutor Centers at Rocklin and NCC are in compliance with California Community College Supplemental Learning Assistance and Tutoring Regulations and Guidelines for those services for which we claim apportionment. And, as mentioned above, both Tutor Centers are CRLA Level 1 certified. To achieve and maintain this certification, the centers must periodically go through a rigorous process to prove they use the agreed upon best tutor hiring, tutor training, and program management practices in the Learning Center field.

In the 2016-17 school year, as part of the curriculum review process at Sierra College, the Skills Development 1 "Techniques of Tutoring", and 801 "Supervised Tutoring" classes were updated by Tutor Center faculty to reflect the latest best practices in the Learning Center field. For example, a two-hour cultural sensitivity training module was added to the class.

Tutor Center Program Evaluation and Revision Process

The Tutor Centers use qualitative feedback from tutees, tutors, and faculty, and evaluating information gathered from the Tutor Center tracking program AccuSQL to guide improvements and changes to Tutor Center programs. The Tutor Center SLO's serve as a reminder of the goals of tutoring for students and student tutors.

Please describe and analyze any effects of R4S and other developments in curriculum and program planning.

The pathways redesign philosophy has had a large influence in the development of the Tutor Centers' programs in the last three years. The Tutor Center staff and faculty have redeveloped all aspects of programs, from advertising to appointment making, for smoother student access.

Some specific successful changes that the Tutor Centers have made in recent years as a direct result of faculty work that took place as part of SSSP and equity work groups are:

- The development and implementation of an embedded tutor program.

- The addition of the online program Tutor.com.

- The creation of a cross-department committee, the Academic Support Committee, which gathers staff and faculty throughout Sierra College working in academic support programs. This committee includes staff who market support services along with Sierra faculty interested in finding ways to connect students to academic support. The increased communication across previously siloed programs, and marketing projects that have occurred as a result of the ASC committee have improved the way academic support programs are promoted, organized and developed at Sierra.

2b) Student Learning Outcomes Assessment: Analyze your program's assessment of course outcomes, analysis of results, and improvements/changes made to the program as a result of this assessment. Please provide specific data and analysis in the space provided.

Program Assessment Methods

Our detailed data on student visits through the tracking system AccuSQL allows us to assess usage and student impact on a frequent basis. We also routinely survey faculty, students and tutors to ensure we are maintaining the institutional and program SLOs while we adapt to institutional efforts to improve student retention, persistence and completion rates.

The Tutor Centers PSLOs are:

- Students using the Tutor Center in our tutoring sessions will increase their ability to communicate, to evaluate and examine information, to gain critical thinking skills in inquiry and analysis, and to become personally responsible for their learning.

- Students using the Tutor Center will be exposed to strategies to help them access information and develop technical literacy.
- Students using the Tutor Center will improve their skills sets in Critical and Creative Thinking.
- Students using the Tutor Center will be exposed to all institutional academic and support resources on campus, and gain proficiency in collaborative learning

Students using the Tutor Centers are routinely surveyed to see if the PSLOs are being met. Below is an example of the results of a survey from the fall 2017 semester.

Fall 2017 Rocklin Tutor Center (100 students)

During your tutoring sessions, do you actively participate by asking and answering questions of the tutor?				
Never	Not Often	Sometimes	Usually	Always
0%	2%	8%	14%	73%
Are you confident that you will be able to apply the skill/techniques that you learned today to the same subject in the future?				
Never	Not Often	Sometimes	Usually	Always
0%	0%	6%	25%	65%

One thing I might change about the Tutor Center is:

-More times available; Some tutors are very good, but someone not good enough to explain the problem;

-Nothing, everything is good; More Chem. drop-in hours. A Chem. tutor all day for drop-in; Longer hours instead of 1 hour;

-Tutor quality. The first tutor I had did not understand my subject. (Yes, I brought the book and homework);

-It pretty good. Maybe more tutors; It is very helpful. Thanks for the services; Making it more than 1 hour;

-I don't have any idea to change something about the tutoring services; Nothing; Scheduling different time increments rather than just 1 hour; Longer sessions; Time availability and closing hours; Hard to make time; More tutors;

-Nothing; Please give the chance to get more hours instead only 2 per week for one class;

-Nothing; I want to suggest to have a food (from tutor center to students as sometimes we have long day and sometimes we feel hungry. May be some fruits; Knowing all the dates available for tutoring.

Knowing when you are open (special holidays like Veterans Day); Wish I can get extra hour than just two hours a week; A system for making the appointments. Make it faster if it's possible. (the process) Some tutors are late sometimes; Can't think of something; Times more operating a day; Longer hours of availability; More tutors of the same subject, appointments get full fast.

-Nothing, they are great; More tutors; I really like people and staff;

One thing I like about the Tutor Center is:

-Helps me pass my test, gives me more confidence on the material I'm studying; Getting prepared for Exams; People are open and friendly; Staff + tutors -- friendly, helpful and knowledgeable; I like the wat the supervisor Tetyana solve and handle problems in time when we have;

-Everything, everyone is nice and give the necessary attention; The tutors are friendly; The tutors are phenomenal! Good tutors; I like Ingrid and Amanda, they are nice person; I liked Ingrid and Amanda, they are nice person; I can have one on one time to help me with my math;

-Ability to interact and talk one on one with tutors; Friendly, patient, kind, always willing to help; Free tutoring service;

-The tutoring very important for students to understand and make the homework; It helps me with math;

-The flexibility of drop-in hours and in-the-center tutors; Friendly tutors; Very helpful and regimental. Really helpful;

-They are very nice, helpful; Very friendly; There is the best services that I get in the Sierra College; Fantastic tutor;

-Allowing to use tablets. Via tutors for study and having all necessary things for students; Reliable help. Julia is amazing!!!;

-I like everything about it except not getting enough hours/week; Variety of subjects/tutors; I leave tutoring center confident in myself;

-It's making me start to finally understand the subject I'm struggling with; The tutors really help; They explain thing and help;

-Is very helpful; Everyone is friendly and helpful :); Patience and different ways to restate how to get along; For me is very important to have, so I can make a significant progress in my class, also prevents me from dropping out class. Thank you…; How friendly the tutor are;

-Being able to feel like I can ask questions without being judged and better understanding my subject; They were perfect. They always answer my questions and always were good to me; They usually do their job very good and fast and when I have problem in my classes I know where I have to go. They are helped me a lot; Good people; Friendly tutors, great atmosphere!; One on one; Everything; Gives good one on one sessions; They are always very nice and helpful; These two front desk people are very helpful;

Analysis and Changes

Qualitative survey results such as those above, information gathered from the recently updated Tutor Center tracking program AccuSQL, and research of other successful tutoring programs inform our program changes. To give an example of how such program analysis effected program development, in 2015, Rocklin's usage tracking data showed the number of students visiting Tutor Center programs needed to improve, so the Rocklin center initiated the practice of having tutors available in the center for same day walk in appointments. As a result of this and other changes, the number of students using the Rocklin Tutor Center has increased, and qualitative responses on surveys about the change have continued to be positive. (See usage data in section 3b)

Starting in 2015 the Rocklin Tutor Center made significant changes in the delivery of tutoring services. Our goals were to increase access and expand academic support beyond the confines of the Tutor Center. We call this retooled tutoring program SUMMIT (Success Using Multiple Methods in Tutoring). The past three years have seen the implementation of the following improvements and innovations:

- We removed barriers to getting tutoring appointments
    - Make appointments by phone
    - Same day and next day appointments are now possible
    - Other procedural changes that reduced obstacles for students seeking assistance
- We now provide tutors with guarantee of 4 work hours per week, designated as "In-the Center" hours
    - This increased likelihood of having a tutor available for any student who comes into the center
    - This positively impacted tutor morale and stability
- We hired more tutors to provide more hours of tutoring availability
- We instituted paid training for tutors, PASS Peers, and office assistants which focuses on Tutor Center culture, emphasizing excellent customer service and team ethic
- We Created PASS (Peer Academic Support Structure)
    - Embedded academic support in select courses

- Courses with high fail rates
- Courses that are first in an academic series
- Basic skills and accelerated program courses such as ESL, developmental math, and developmental English
- Umoja English
- Puente English
- We Created a new SST position in Rocklin to support the increased work associated with the increased number of student tutors
- We Instituted new Academic Senate Committee focused on academic support district-wide (Academic Support Committee)
- We worked to develop the Tutor.com program and began developing an in house online tutoring option using ZOOM.

The PASS Peer tutor program is an example of one of the significant changes made and continually developed in the last three years as a result of our program analysis process. It embeds tutors in classes to create a strong link between the tutor, the instructor and the coursework for student success. Data such as that below has been used to refine and grow the program.

Spring 2017 Survey of Students using PASS peer Tutors (898 students in 37 classes with PASS peers participated)						
How many times did you have direct contact with the Pass peer tutor in class?						
0	**1**	**2**	**3**	**4**	**5**	**Too many to count**
9%	9%	5%	12%	8%	12%	46%
After my contact with the Pass peer in class I felt more:						
Confused	**Confident**	**Involved**	**Accepted**	**No Benefit**	**Prepared**	**Comfortable with the material**
2%	54%	30%	22%	3%	47%	50%
Comments:						

"Understood material better;*Having taken Bio and Micro bio before, I was already comfortable with the material, but her insight helped when my memory could not :);*I feel OK;*Understanding;*Kaitlyn was friendly and understanding;*Re-assured;*Re-assured;*America!;*Confident with the material;*Never had contact;*Motivated;*Equipped;*No difference;*Yes, very comfortable;*Let us know there is help available;*What I need to do to pass 560L;*Frustrated;*Clarity;*Clear minded;*Somewhat ready;*She is really helpful;*Helem is helpful;*I always learned something new;*Very comfortable with the material;*She make me feel better;*Yes every time;*Understand more;*Good help;*More self-esteem;*It is helpful have it in class;*Always ready to help;*Friendly;*Not confused;*Comfortable;*Comfortable with the material;*Nice;*Confident with the material;*Re-assured;*Send it;*She have strong accent; *I sometimes helped;*Reassured I was doing it correctly

How many sessions did you attend?						
0	1	2	3	4	5	Too many to count
51%	7%	4%	6%	1%	3%	8%

After the session I felt more:						
Confused	Confident	Involved	Accepted	No Benefit	Prepared	Comfortable with the material
1%	21%	11%	8%	1%	20%	16%

Comments:

"*Confident with the material;*Wasn't able to help too much with the experiment;*I did not;*Very comfortable;*Annoyed that I wasn't getting a response;*Never went;*No benefit for chemistry;*I'd like to have more free time to visit the session;*And so happy;*More self-esteem. I'm glad to have Parvin's help;*I wish I have time to go;*Always intelligent, detail, she help with homework too;*I never had chance to go to group sessions;*Higher grade;*Gulnar is very smart tutor, and she help me a lot;*Confident with the material;*Wasn't able to help too much with the experiment;*I did not;*Didn't go;*Silly;*Language strong accent;*Didn't go;*If this was available to my personal schedule I would be glad to attend;*Aced all exams;*If my job wasn't as demanding I would go!;*"

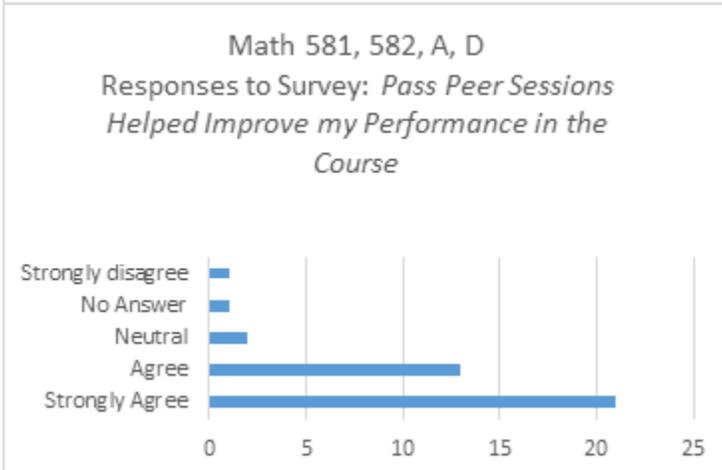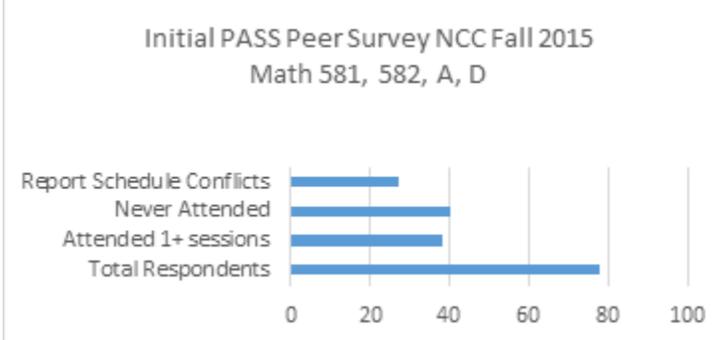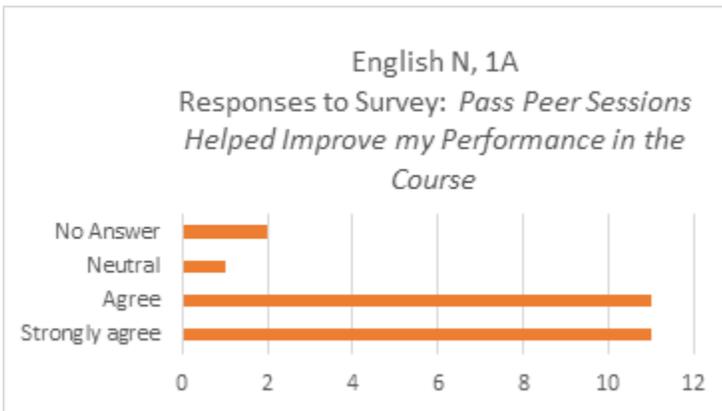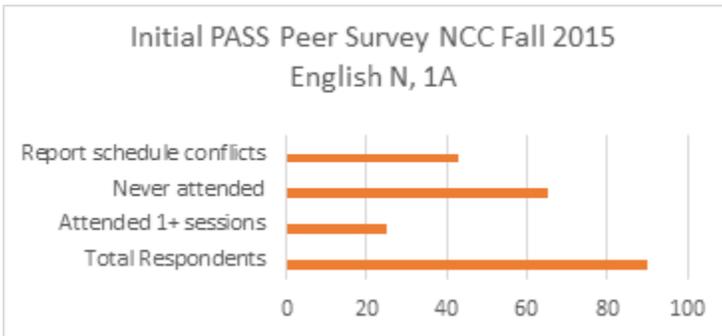| Rate your overall experience with the Pass Peer				
Worst 1	2	Neutral 3	4	Best 5
0	0	14%	19%	61%

The NCC Learning Center Context:

As part of the Academic Support group that formed in Spring of 2015, the NCC Learning Center Coordinator participated in the Tutor Center's overall changes and led the implementation of the new programming at the satellite NCC campus. As the largest campus employer, we have shared our resources and support other departments on campus to best serve students. As part of NCC Learning Center's improvements and innovations:

- We have implemented the PASS Peer program with great success, serving from 16-33 class sections each semester of Basic Skills and high demand courses since implementation in Fall 2015.
- We have offered tutor training leading to CRLA certification.
- We have provided tutors for the Summer Jam program.
- We have provided mentors for the RISE program.
- We have served on the Academic Support Committee at Rocklin.
- We have created a structured collaboration with the NCC Writing Center and NCC's Chemistry 2 course in which all students in the course receive writing support for their final projects.
- Analysis of our initial survey:
  - The data shows scheduling conflicts were the primary reasons for lack of attendance.
  - The data showed the need to create more breakout session opportunities to accommodate students' schedules.
  - The data showed the need to embed in more classes across the campus.
  - The data showed that students experienced a positive impact on their class performance from attending breakout sessions.

Initial PASS Peer Survey at NCC

Initial PASS Peer Survey NCC Fall 2015
English N, 1A

English N, 1A
Responses to Survey: *Pass Peer Sessions Helped Improve my Performance in the Course*

Initial PASS Peer Survey NCC Fall 2015
Math 581, 582, A, D

Math 581, 582, A, D
Responses to Survey: *Pass Peer Sessions Helped Improve my Performance in the Course*

Sample Comments:

"I started to go to breakout sessions which really helped me improve my test score from "D" to "A""

"I didn't attend as much as I could and got lazy"

"If it wasn't for the breakout sessions I probably would have dropped the class"

2c) Professional development: Please describe how your department's individual and group activities and professional development efforts serve to improve teaching, learning and scholarship.

Activity	Description of Activity	How it improves teaching, learning, and scholarship/Contribution to self-assessment and planning
Staff Meetings	Tutor Center staff information sharing and problem-solving	Creates a positive learning environment; consistent and reasonable policies and procedures
ACTLA Conferences (Association of College for Teaching and Learning Assistance)	**Attended and presented workshops:** Jennie Longmire Melody Meier Jeanne Guerin **Attended workshops:** Tetyana Chervenkova Caterina Falli	Keeps us abreast of best practices; establishes professional relationships with other learning assistance professionals across the nation; provides means for comparing our program to others (self-assessment)
3CSN California Community College Success Network	In Fall of 2017, Sierra College hosted a Learning Assistance Program Share. 25 Learning Assistance Professionals from 10 Community Colleges attended.	Establishes professional relationships with other California Community College learning assistance professionals across the state; provides means for comparing our program to others (self-assessment); Allows for a chance to discuss support programs at California Community Colleges

NCLCA Learning Center Leadership Certification	Jennie Longmire renewed Level 2 leadership certification.	*NCLCA awards certification to Learning Center professionals who achieve nationally recognized professional standards as leaders in the field.*
Leading from the Middle Academy 2015	Leadership training sponsored by the RP group. To empower and equip community college professionals to implement positive change at their institutions	Instilled confidence in our ability to implement change. Introduced "Redesigning America's Community College: a Clearer Path to Student Success." LFM project led to the creation of the Academic Support Committee.
Visited Learning Centers at other colleges	American River; Sac City; Cosumnes; Modesto Junior College, (both campuses) Butte Community College, CA State Chico, San Francisco City College	Benefited from the experience of other programs. Modesto Junior College has had remarkable success rates recently. We implemented some of their best practices in Fall 15.
CRLA Certification	Renewed in 2015	
Mental Health First Aid	Practical skills in helping students with mental health issues	Staff is better equipped to calmly and competently assist students in crisis.
Flex Activities	Convocation, division meetings	Develops awareness of our interrelatedness. Helps in understanding the big picture of student success.
Safety/Disaster Training	Preparing for emergencies; Run, Hide, Fight,	Staff is better equipped to calmly and competently assist in emergencies.

Sierra College Diversity and Equity Retreat	Explore and understand issues of diversity and inclusion as they relate to Sierra College's climate. Attended by Caterina Falli	Staff has awareness of equity issues and resources for building an inclusive community with the Tutor Centers.
Other Trainings	EEO, Melody Meier Kognito, Melody Meier IS-800, Melody Meier IS-200, Melody Meier IS-700, Melody Meier IS-100, Melody Meier Green Dot, Melody Meier, Caterina Falli SC4, Caterina Falli	

2d) Optional Additional Data: Enter additional data here that you believe to be an indicator of your program's effectiveness and explain why.

3) **Effectiveness: This section assesses the effectiveness of the program in light of traditional measurements.**

3a) Retention and Success: Identify and explain the three-year trends in your program's data contained in the DSR and analyze any relevant information found in the data dashboard related to retention and success. Address separately the data for on ground and on-line course. Evaluate the significance of the trends, including any challenges experienced by the program and any relevant data/analysis from your course and program outcomes assessments. Please analyze any significant trends related to student equity and success. If you determine that you need to improve the program's performance, please describe how you plan to achieve this goal. Please include the results of your outcomes assessments, as appropriate**.**

The data in the tables below demonstrates the Tutor Center's positive impact on student success, retention, and persistence. When assessing student groups that experience disproportionate impact, it is also clear from the data that the Tutor Centers are central to Sierra College's mission regarding equity in education and its goals in regard to overall student success and completion. For each group, there is a demonstrable difference in the success rates between those that use the Tutor Centers and those that don't. The data is clear that utilizing the services of the Tutor Center positively impacts the success rates of all students, across all disciplines, and in all underrepresented groups.

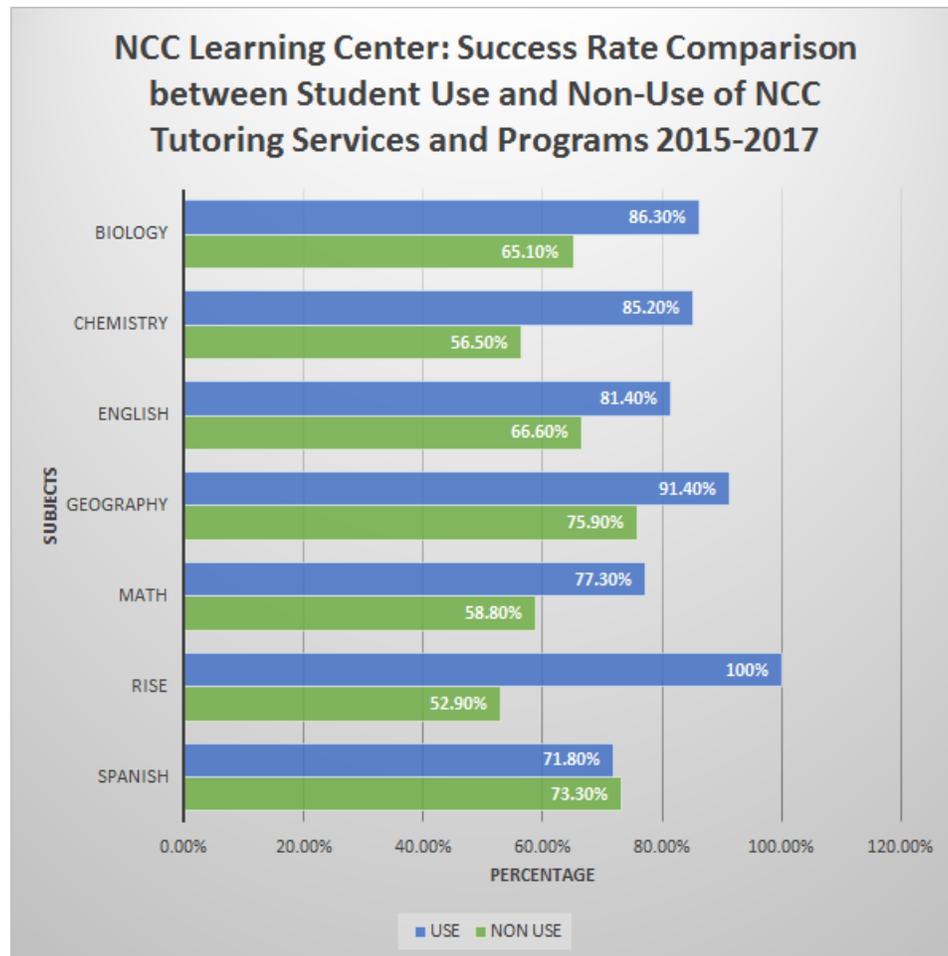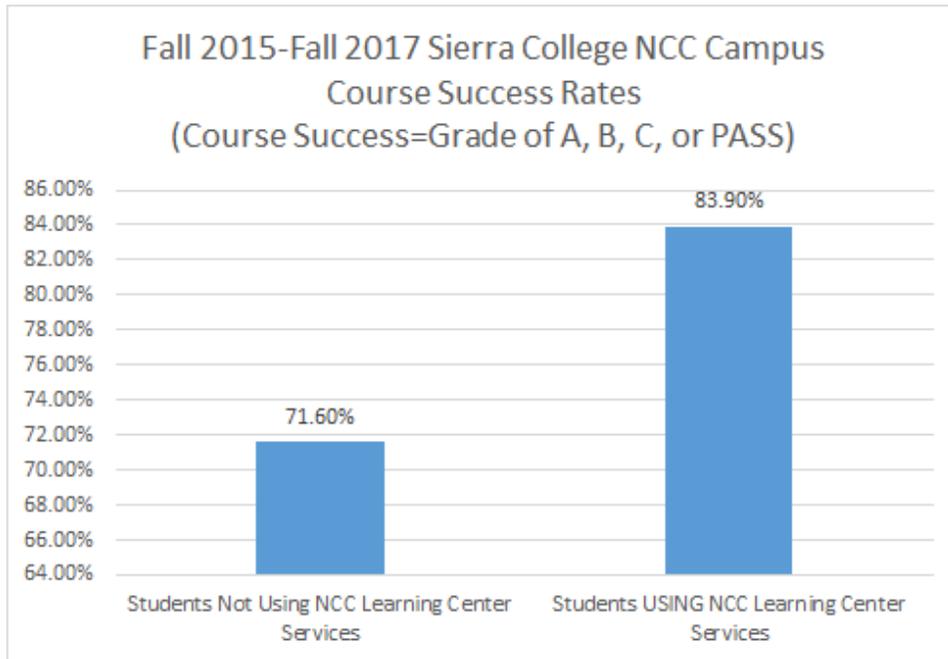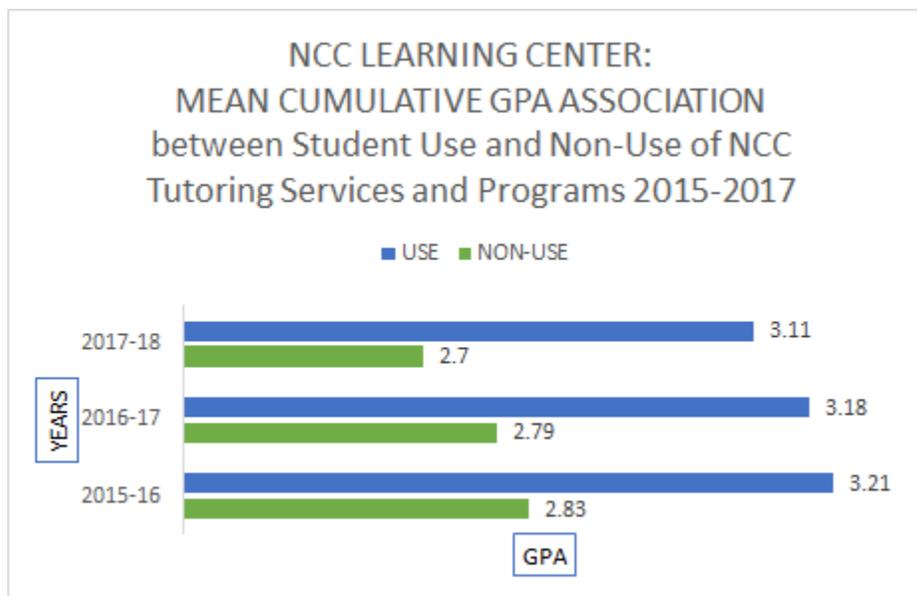**Success and Retention Rates for all Tutor Center Users**

Fall 2014 - Spring 2017 Sierra College Rocklin Campus Course Success Rates
(Course Success = Grade of A, B, C, or Pass)

Students Not Using Tutor Center Services: 73%
Students Using Tutor Center Services: 79%

	2014-15 Headcount		2014-15 Success		2015-16 Headcount		2015-16 Success		2016-17 Headcount		2016-17 Success	
	no TC	yes TC	no TC	yes TC	no TC	yes TC	no TC	yes TC	no TC	yes TC	no TC	yes TC
Total	25391	1112	73%	79%	25249	1683	73%	79%	24854	1832	73%	79%
Gender												
Female	13587	732	74%	80%	13598	1074	75%	80%	13465	1183	75%	81%
Male	11402	370	71%	76%	11192	581	71%	77%	10917	627	72%	77%
NA	402	10	74%	85%	458	28	71%	83%	471	22	75%	78%
Ethnicity												
1 Af.Am./Black	1137	75	58%	69%	1174	125	57%	70%	1185	140	58%	71%
2 Am.Ind./Alask.Nat.	577	23	69%	66%	561	31	70%	79%	551	33	73%	76%
3 Asian	1574	102	77%	81%	1648	183	75%	82%	1782	231	76%	81%
4 Filipino	589	32	72%	86%	575	43	72%	81%	662	52	73%	83%
5 Hispanic	3846	206	70%	78%	4026	345	69%	78%	4207	345	70%	77%
6 Pac. Isl.	169	6	62%	76%	187	12	68%	79%	167	15	68%	76%
7 Multiple Ethnicity	55	4	81%	94%	62	15	93%	82%	71	22	88%	91%
8 Unknown/Decline	263	26	78%	82%	246	23	74%	85%	190	20	75%	85%
9 White	17181	638	74%	80%	16770	906	75%	79%	16039	974	75%	81%

Table title: **Rocklin Campus Sierra College** — **Tutor Center Profile 2014-17 Academic Years**

	Rocklin Sections with PASS Tutors Fall 2016 Data	**All Sections at Sierra Fall 2016 Data**	**Difference**
Persistence Rate	79%	70%	9%

NCC Learning Center Context:

Fall 2015-Fall 2017 Sierra College NCC Campus Course Success Rates
(Course Success=Grade of A, B, C, or PASS)

NCC Learning Center: Success Rate Comparison between Student Use and Non-Use of NCC Tutoring Services and Programs 2015-2017

	BIOLOGY	CHEMISTRY	ENGLISH	GEOGRAPHY	MATH	RISE	SPANISH
USE	86.3%	85.2%	81.4%	91.4%	77.3%	100%	71.8%
NON-USE	65.1%	56.5%	66.6%	75.9%	58.8%	52.9%	73.3%

NCC LEARNING CENTER:
MEAN CUMULATIVE GPA ASSOCIATION
between Student Use and Non-Use of NCC
Tutoring Services and Programs 2015-2017

NCC Learning Center Student Success Rate Data and Analysis:

The first NCC Success Rate chart above shows a 12.3% increase in student success for students who use the NCC Learning Center overall. The second NCC chart highlights success rates for students who used supports from the NCC Learning Center and those that did not from the inception of the PASS Peer program in fall 2015 through fall 2017 for key disciplines. In all the core disciplines, including Basic Skills courses at NCC, students demonstrated significantly higher success rates when they accessed programs and services at the NCC Learning Center. In 42 disciplines, from Art to Sociology, students demonstrated higher success rates when they accessed the NCC Learning Center than when they did not. A notable exception is Spanish, which showed a 73.30% for students who did not access the NCC Learning Center and a 71.80% for those who did. The Learning Center is using this data to determine what we need for this subject to match the success rates of the others.

The data demonstrates that at NCC tutoring makes a significant impact in student success overall. When students access tutoring and PASS Peer program

support for key courses in Math, English, Chemistry and Biology, success rates exceed the District's average. Further, the data shows the positive impact on success rates for equity populations. This is highlighted by the 52.90% success rate for students in the RISE program who did not access NCC Learning Center services and the 100% success rate for those in the RISE program who did. At the same time, demographic data show that males are slightly underrepresented in the NCC Learning Center. Though their representation is 41% at NCC, they use the Learning Center at a rate of 32%. Despite this slight underrepresentation for male students, the data shows conclusively that the programs and services offered by the NCC Learning Center have a concrete and definitive impact on student success rates on the whole. The data show that expanding Learning Center programs and services is a key way to increase overall success rates for the College.

The NCC GPA chart above highlights the GPA association between students at NCC who use supports from the Learning Center and those that did not from the inception of the PASS Peer Program in the fall 2015 through fall 2017. The data shows that the difference between USE and NON USE has gone up each semester, and the students who use the resources in the NCC Learning Center maintain over a 3.0 GPA. Their academic success will have a ripple effect as they continue in their course work, apply for scholarships, and apply to transfer. The GPA data markers show that students using the services at the NCC Learning Center increases their overall college success.

Because of our data, and other well-established research demonstrating that tutoring has a positive impact on student success and persistence, our overarching goal is to improve the performance of our program by increasing the percentage of students who use the Tutor Centers. We have been successful in that area. (See 3b) Our main challenge is to ensure we have the resources to meet the increasing need for our tutoring services. Discussion of changes we have made and our plans for further improvement will be included in the next section.

3b) Enrollment Trends: Identify and explain the three-year enrollment trends in your program's DSR data. In addition, analyze any relevant information found in the data

dashboard related to these trends. Address separately the data for on ground and on-line, as well as the data at the various centers in which your program may operate. Evaluate the significance of the trends including any challenges experienced by the program. Please analyze any significant trends related to student equity and success. If you determine that you need to improve the program's performance in any way, please describe how you plan to achieve this goal.

The data below demonstrates a clear trend of increased usage over the last three-year period. For example, the Rocklin Center served 1041 students in the spring of 2017 as opposed to 661 students in the spring of 2015. This significantly larger number of students accessing support from the Tutor Centers interestingly comes in a time of decreasing enrollments overall at community colleges. NCC consistently has a very large 33% of its students using its tutoring services.

Usage Trends – **Tutor Center**

Rocklin Tutor Center Spring Usage

	Spring 2017*	Spring 2016	Spring 2015
Students Served	1041	940	661
Tutoring Statistics			
Tutoring Appointments (hours)	2722	2094	1518
Drop-in Sessions (hours)	1611	2069	2108
PASS peer session attendance (hours)	1098	762	NA
Other Walk-in Usage (hours) study hall, use of biology models, etc.	1205	1768	675
Tutor Center Usage (hours)	6636	6693	4301
Tutor Center FTES (hours)	7751	7936	5087
Number of Tutor.com (sessions)	1456	1257	531

Rocklin Tutor Center Fall Usage

	Fall 2017*	Fall 2016	Fall 2015
Students Served	1044	1043	928
Tutoring Statistics			
Tutoring Appointments (hours)	2338	2375	2143
Drop-in sessions (hours)	1696	1509	1700
PASS peer session attendance (hours)	1123	797	579
Other Walk-in Usage (hours) study hall, use of biology models, etc.	1367	1624	1347
Tutor Center Usage Hours	**6525**	**6305**	**5769**
Tutor Center FTES Hours	**7560**	**7463**	**6845**

*new tracking system used starting spring 2017

One conclusion for why more students are using tutoring services over the past three years is that the programmatic changes the Tutor Centers have made since 2015 have been popular. As talked about in section 2, the Tutor Centers routinely analyze their programs and work to improve their effectiveness. In the past three years some changes made include: adding more in the center appointment hours, working to streamline services based on the student perspective, and updating tutor training based on research on tutoring best practices. Increased funding and newly hired, enthusiastic staff has also been important factors in allowing us to make these changes that increase student usage. The chart below illustrates the percentage change in the number of students using Tutor Center services.

Usage of Rocklin Campus Tutor Center by Sierra College District Students

	2014-15	2015-16	2016-17
Number of students who did NOT use Rocklin Tutor Center	25391	25249	24854
Number of students who used Rocklin Tutor Center	**1112**	**1683**	**1832**
% of students using Rocklin TC	**4.4%**	**6.7%**	**7.3%**

The NCC Learning Center Context:

- The NCC campus continues to experience a significant declining enrollment. We also serve a significant evening, part-time population. Throughout the enrollment and course offering fluctuations, NCC has maintained consistently serving a significant portion of the student population +/- 33%.
  - NCC is a rural satellite campus, the demographics serve a higher percentage of 24-35 returning, part-time; the community is low socio-economic; housing outside public transportation; and limited Internet services in pockets in the community.
- NCC has 11 full-time faculty who have been very supportive of the NCC Learning Center and the implementation of programs to serve students.
- The NCC Learning Center has one part-time Tutor Center Coordinator, one part-time Writing Center IA, and one part-time student help office assistant. The Learning Center is open limited hours because of staffing constraints. The students using the center, self-select when signing in and out, and most times there is no front desk oversight.
- The NCC Learning Center serves as the Tutoring Center, PASS Peer Program (Academic Support Peers), the Writing Center, and the Computer Lab.

Usage of NCC Learning Center by Sierra College District Students

NCC Learning Center			
	Spring 2017	Spring 2016	Spring 2015
Students Served	557	589	607

Learning Center Visits	5665	6825	6180
Learning Center Usage Hours	8100	9538	7239
PASS Peer Students Served	196	213	N/A
PASS Peer Student Visits	1144	1650	
PASS Peer Hours	1601	2787	N/A
PASS Peer Sections	23	33	
Percentage of NCC Students Served by the Learning Center	**33%**	**32%**	**32%**

NCC Learning Center			
	Fall 2017	**Fall 2016**	**Fall 2015**
Students Served	560	610	1121
Learning Center Visits	4888	6924	7416
Learning Center Usage Hours	6614	10594	10330
PASS Peer Students Served	79	220	140
PASS Peer Student Visits	408	1241	728
PASS Peer Hours	917	1926	1200
PASS Peer Sections	19	19	16
Percentage of NCC Students Served by the Learning Center	**34%**	**35%**	**60%**

3c) Productivity: Comment on how the program contributes to overall district productivity. Evaluate the significance of the trends including any challenges experienced by the program. If you believe the statistical trends need improvement, and can be affected by your actions, If you determine that you need to improve the program's performance in any way, please describe how you plan to achieve this goal.

The Tutor Centers' programming is a core anchor in Sierra College's student success, completion, retention and persistence efforts. The California Community Chancellor's Office, along with the State Legislature, has articulated the necessity of academic and student support services to ensure the success of community college

students. The student success data above clearly shows, the Tutor Centers not only contribute to, but are essential to overall district productivity. The trends of consistently increasing student visits, along with increased student usage hours mean that the Tutor Centers will increasingly play an indisputable role in student success for the foreseeable future.

We expect our programs will be further improved by the current Tutor Center staff and faculty who are committed to working with the changing educational structures at Sierra. As new academic support programs are created at Sierra such as RISE, Promise, and Summer Jam, the Tutor Centers will need to align with and support these efforts. This includes providing an increasing number of tutors.

Tutor Center faculty observe the possibility of future inefficiencies if multiple programs try to create new tutoring programs instead of leveraging existing support programs. Since the Tutor Center is the biggest employer of students at Sierra College, and supports students across the pathways disciplines, we hope our expertise and longstanding position as a learning support throughout the College will not be duplicated or siloed. We will need to make efforts to communicate across departments to ensure that learning support remains a collaborative effort that serves all programs. This will need to include interaction with online education at Sierra College.
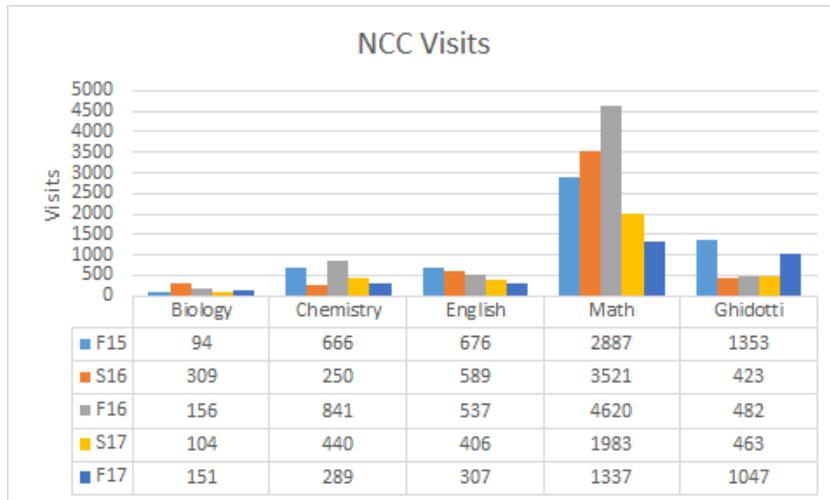
Since we believe that the Tutor Center programs play an important role in helping the college meet student completion and success goals, our biggest challenge will be to ensure the Tutor Center can meet the stable staffing needs the increase in student usage requires. The Rocklin Tutor Center currently employs one LTT full-time faculty, two full-time classified employees, and receives 40 hours of part-time faculty help. The current Tutor Center staff and faculty staffing levels are barely adequate to meet program needs. Previously the Rocklin Tutor Center had both a Learning Center coordinator whose hours were in large part focused on Tutor Center programs, and an LTT Tutor Center coordinator. In the past year, the Learning Center coordinator position has changed to focus primarily on the development and supervision of new Sierra College programs outside of the Tutor Center, leaving the LTT Tutor Center coordinator as the only full-time faculty. The NCC Tutor Center has a part time coordinator who is

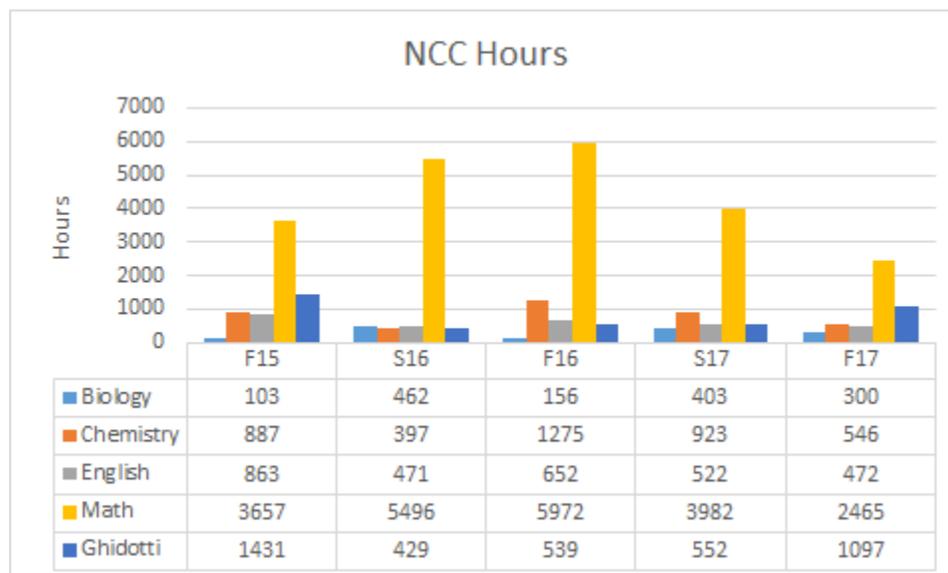supported by a part-time Writing Center IA and faces staffing challenges that affect program outcomes.

As for student tutor staffing, since fall of 2015 the number of Tutors and PASS Peer tutors working for the Rocklin Tutor Center has increased from about 40 to 100, and the NCC program has seen similar growth in the number of student workers. Each student works a minimum of four hours per week. Additionally, the Tutor Center has added new methods of delivery, and new sources of funding, both of which require additional paperwork, and coordination. Some tutors have multiple job titles and funding streams. The amount of time required to recruit, train, hire, schedule, and supervise an increasing number of Tutors, PASS Peers, and office assistants has gone up significantly. Fortunately, within the same time period, the Rocklin added a full-time SST. It is the additional staff at Rocklin that has made it possible to expand our tutoring programs. In the upcoming years, as we work with the RISE program, provide embedded academic support in more classes, and provide well-trained Summer Jam tutors, we will need additional faculty to provide the initial and ongoing training required for the growing roster of Tutors and PASS Peers.

The NCC Learning Center Context:

NCC is experiencing all the trends that Rocklin is experiencing, often sooner because of the smaller population. NCC has replicated the Rocklin programs and trainings with five additional hours a week of coordination. During this time period, the NCC Learning Center went a semester without a Writing Center Instructional Assistant. Limited staffing affects hours of operation, trainings, and reporting structures. With the extensive declining enrollment at NCC, often courses are cancelled or not offered, we lose both students and student employees to Rocklin to fulfill their academic goals. Because of its smaller staff and student population, NCC has been very successful in implementing new programs. There is significant buy-in from faculty, staff, and students for creative ways to help students succeed and persevere. The relationships between the parties on the NCC campus allow for early feedback and strategies to improve the programs.

NCC Visits

	Biology	Chemistry	English	Math	Ghidotti
F15	94	666	676	2887	1353
S16	309	250	589	3521	423
F16	156	841	537	4620	482
S17	104	440	406	1983	463
F17	151	289	307	1337	1047

The NCC Visits Chart shows some of our courses that also have a PASS Peer component. This chart separates them by subject. Of note, is Chemistry F16. We had multiple PASS Peers and Chemistry tutors that semester. This is a common trend, when we have strong tutors with availability we have strong visit numbers. Ghidotti is our Early College High School Program on the NCC campus, there are currently 160 Ghidotti students who are enrolled in high school and college simultaneously. They are on campus consistently through the day and use the Learning Center resources, of note, they might choose Ghidotti at sign in and actually be working on a college course. Math tutoring is our strongest subject in our Learning Center. Our tutors are hired and trained to work across the disciplines and to serve a wide variety of math levels.

NCC Hours

	F15	S16	F16	S17	F17
Biology	103	462	156	403	300
Chemistry	887	397	1275	923	546
English	863	471	652	522	472
Math	3657	5496	5972	3982	2465
Ghidotti	1431	429	539	552	1097

3d)

Analysis and Planning: Referring to your ePAR Report of Goals, Strategies, Actions, and outcomes assessment cycle and relevant assessments/evaluations, please describe your program's plans to maintain or increase its effectiveness and analyze and evaluate your efforts to achieve these goals. Please describe and analyze the impact of any R4S initiatives on your program and incorporate any relevant information in the data dashboard related to student success, equity, and other measures of success including any relevant information addressed in sections 2 and 3**.**

The Tutor Center ePAR report of Goals, Strategies, Actions, and outcomes assessment cycle is only one part of how we assess our effectiveness, as discussed in question 2a. The SLO's are helpful to the extent that they discipline us to reach out to students and student employees to assess our effectiveness. We usually meet or exceed the stated criteria – but that is only for the students we reach. We are not effective if we do not reach the students who need our services the most. Our programs' plans to maintain or increase effectiveness include increasing the percentage of students who use the Tutor Centers by expanding our PASS program and working with the Marketing Department and the Early Alert efforts at Sierra to increase awareness of academic support services among students and staff and make them a part of every student's plan for success at Sierra College.

3e) Optional Additional Data: Enter additional data here that you believe to be an indicator of your program's effectiveness and explain why.

The total number of students served by the Tutor Center continues to grow as evidenced by the usage data. When controlling for race and ethnicity using the IPEDS methodology, Sierra's equity populations appear to use the Tutor Center with greater frequency than the predominant White student demographic segment. The Tutor Center also appears to have a positive effect on the success and retention rates across all campus equity populations. African-American and Former-Foster Youth students appear to realize the greatest gains in their respective success and retention rates when compared to other equity populations who use the Tutor Center. These results indicate

	Rocklin Campus Sierra College											
	Tutor Center Profile Special Populations 2014-17 Academic Years											
	2014-15		2014-15		2015-16		2015-16		2016-17		2016-17	
	Headcount		Success		Headcount		Success		Headcount		Success	
RISE Students	NULL	NULL	NULL	NULL	NULL	NULL	NULL	NULL	135	40	70%	80%
TRIO Students (Fall Terms)	50	11	76%	66%	26	4	81%	88%	45	5	81%	82%
EOPS Students	572	74	73%	82%	573	170	75%	80%	622	186	77%	82%
CARE Students	63	14	73%	84%	56	24	71%	62%	55	21	73%	70%
CalWorks Students (Fall Terms)	190	18	69%	87%	151	37	71%	79%	106	29	68%	74%
Umoja Students (Fall Terms)	26	2	40%	17%	15	13	47%	83%	17	16	66%	67%
Puente Students (Fall Terms)	31	1	83%	100%	24	5	61%	71%	31	Null	65%	Null
Disability Students	1775	224	69%	76%	1787	269	70%	71%	1734	293	70%	76%
Foster Youth	131	9	49%	80%	152	20	52%	60%	171	25	54%	69%

the critical role that the Tutor Center plays within Sierra's overall institutional equity initiative.

First Generation Students	5682	247	67%	77%	5091	423	67%	75%	5227	457	68%	79%
Veteran Types	715	34	73%	86%	716	52	71%	72%	643	46	71%	82%

The NCC Learning Center Context:

The NCC Learning Center is the largest student help employer. In this context we align services to help DSPS and EOPS in serving their population base. We work closely with Student Services and counseling to meet individual needs of our student population. We also work closing with RISE and Ghidotti Early College High School to serve students. We have provided tutor for the Summer Math Jams at the Rocklin campus and are working with Student Services for an NCC Summer Jam and we launch the Promise Program.

ACCUSQL only captures student visits and hours. Perspectives from faculty and student workers also contribute to understanding our effectiveness:

A survey of faculty show they feel this program is essential for student success and engagement. A sampling of faculty comments are below:

- "For Math E, PASS tutors are a necessity! These students need that personal touch early and often in order to persist. These students' souls would shrivel and die without someone to guide them outside the classroom and provided provide a helping hand in tough times." (Full-time NCC Math Instructor)
- They feel more comfortable going to someone else the pass peer can be that person, they feel they are being judge though they are not. (Full-time NCC English Instructor)
- "I personally have also become a better instructor having the feedback from my PASS Peers." (Full-time Math Instructor)
- In spring 2017 I taught a section of math 32 on Rocklin with no support and a second section of math 32 at NCC with a PASS PEER tutor (Riley). Here is what it looked like...
  - No support 67% success with average grade of 73.54%
  - With support 100% success with average grade of 93.38%

- o Of course there is also the anecdotal evidence that the students were more engaged and worked with each other in the Learning Center even if the tutor was not around. There was clearly increased student communication and investigatory questioning and learning occurring much more frequently and with greater success. And finally the students seemed to have less stress when it came to exams probably related directly to their comfort with the material and their abilities (and power poses). (Full-time Math Instructor)
- "When students come back to class from PASS Peer sessions, they are leaders in the classroom."(Full-time NCC Math Instructor)
- "I find most of my energy is spent with attempting to convince students they are more than capable. Having a PASS Peer in my class has made this challenge easier." (Full-time NCC Math Instructor)
- "I have seen the PASS Peer themselves thrive in this position and become a better student themselves. They see the importance of truly taking the advice of their own instructors because they are not playing this active role in the classroom as a PASS Peer." (Full-time NCC Math Instructor)
- "The impact of PASS Peers in the class environment has been significant. Students will approach the PASS Peer with questions they will not bring to me. When a PASS Peer is present the students in the class seem to feel more supportive overall. The PASS Peers have become a bridge between the classroom and the Learning Center and other resources." (Full-time NCC English Instructor)
- "As an instructor I believe this increased success rate stems from the fact that embedded tutors catalyze student learning communities. I see the students gradually becoming comfortable with the embedded tutor throughout the semester. As the students become familiar with the embedded tutors they feel safe to join study groups outside of class lead by these peer tutors. I have seen students from these study groups enroll together in future classes creating informal learning communities that

continue throughout their course work at Sierra College." (Full-time NCC Chemistry Instructor)

Perspectives from Tutors:

- "When I first started at Sierra College, I would just come to campus, attend class, and then leave. I had no concept of the facilities, resources, and incredible opportunities that campus offered, and I definitely had not formed any meaningful relationships with faculty or fellow students. Becoming as PASS Peer and tutor changed all of that and it has impacted me on a personal level that I could have never fathomed previously and ultimately altered the course of my life forever. Even more importantly, during my time as a PASS Peer and general tutor, I realized just how much I enjoyed working with students and helping to facilitate and build independent learners. As a result, it awakened a passion and talent for teaching that has inspired me to pursue a degree in a field that without tutoring, I would have never had the confidence to pursue." (Former NCC Tutor and PASS Peer, RISE Mentor-UC Davis)

- "For me the biggest thing that came out of my work experience as a tutor is that I have gotten better at working with people. I used to have a shy personality and would not approach others unless they approached me but working as a tutor, I was expected to go out of my comfort zone and inquire how the other students were doing at the learning center. It helped me become better at communicating with others, for instance now I do not have any problem approaching my professor during office hours or raising my hand during class to make a question or a comment. Summer jam on the other hand was a whole different experience where I came to realize that there is more than one way of doing something. It also helped me see how we all have different way of learning and understanding what worked for me helped me a lot." (Former NCC Tutor and PASS Peer-Cal Poly)

- "Now that I have transferred to UC Davis, I realize how much I enjoyed the teaching/learning environment. I am amazed at the education I received at Sierra and the education at UC Davis. I am changing my major from the

biological sciences to mathematics. I would like to become a Mathematics Professor based largely on my experiences as a tutor and PASS Peer." (Former NCC Tutor and PASS Peer-UC Davis)

4) <u>Resources:</u> This category assesses the adequacy of current resources available to the program and describes and justifies the resources required to achieve planning goals by relating program needs to the assessments above.

4a) Please describe the future direction and goals of your program for the next three years in terms of sustaining or improving program effectiveness, relevance, and currency; include any analysis of R4S initiatives in the development of these goals and plans. Please incorporate analysis of any relevant outcome or other data in this description, including any data from the dashboard.

Over the next three years the Rocklin and NCC Tutor Centers hope to:

- **Increase student use of the Centers to better support student success and retention rates at Sierra College**
- Continue to explore ways to get tutors in proximity to more students
- Develop effective advertising materials for the Tutor Centers
- Collaborate with the Promise initiative, math and English summer jams, developmental and ILP math labs, math center, RISE, CTE programs, and other new and changing departments to develop and implement integrated tutoring interventions (This is a huge effort.)
- Continue to develop our online tutoring offerings through implementation of our online tutoring platform, and maintain support for Tutor.com.
- Continue to increase the effectiveness of the Academic Support Committee as a means of collaborating with academic support professionals across the disciplines, and district-wide
- Collaborate with the ESL, English, and math departments as they modify curriculum for acceleration
- Continue to reach out to programs that serve special populations such as Puente and Umoja to develop meaningful tutor interventions for those programs

- Participate in the establishment of the learning commons area located on the second floor of the Rocklin library
- Explore ways for the Rocklin Tutor Center to integrate effectively into the new learning commons in order to increase visibility of tutoring services
- Maintain and develop the spaces needed to hold PASS peer tutoring sessions
- Maintain and develop the budget needed to fund Tutor Center programs in part through considering apportionment regulations
- Make sure the importance of Tutor Center programs as agents of student success in the pathways redesign is recognized by administration and departments
- Hire Academic Support Coaches, or tutors who are not students at Sierra to provide specialized subject support

NCC Learning Center Context:

- Have NCC connected in ALL the above points. Of particular importance:
  - Collaboration with Rocklin in all student success programs
  - Close collaboration with Rocklin Tutoring Center
  - Development of Tutor.com, ZOOM, and other tutoring strategies for online courses
  - Maintain and developing spaces for Learning Center and PASS Peer sessions
  - Increase budget for additional student workers
  - Academic Support Coaches on the NCC Campus

4b) Equipment and Technology: Comment on the adequacy of the program's equipment and technology funding level for the District as well as for specific sites, including a projection of equipment and technology needs for the next three years. Please provide a justification for these needs, incorporating relevant assessments of the data above in this explanation.

The Equipment and Technology needs the Tutors Centers project for the next three years are:

- Technology for online group tutoring through teleconferencing in two tutor rooms.
  - The Rocklin Tutor Center is developing an online tutor program using our tutors. The tutors use a conferencing program called Zoom to connect to tutees online. Currently those sessions are one on one, but it would be nice to have a room or two with technology that would allow off campus students to call in to group sessions.
- Surface Tablets
  - Our Surface Tablets are in constant use in our Tutor Centers. We also use them for online Zoom tutoring. They will need to be maintained and replaced in a timely fashion.
- 3 new computers for reception area in the Rocklin Tutor Center
  - Existing computers are 10 years old
- Tutor Center signage in the Rocklin Library
  - With the recent and ongoing movement and academic support programs in the LRC, clear signage is needed
- Marketing signs, banners
  - To increase student awareness and use of tutoring

NCC Learning Center Context:

- Technology and programs that replicates the Rocklin Campus
  - As the on-line population continues to grow, NCC needs to develop our break-out room to act as a Zoom room for conference style tutor sessions.
- A sign-in computer for tutors to monitor hours through ACCUSQL
- Marketing signs, banner
- A front-desk computer to develop appointments and on-line tutoring components at NCC
- Two portable room dividers for small group tutoring
- Biology and Chemistry models to support the large number of students at NCC who access tutoring services in these subjects

- Four common area chairs to update the NCC Learning Center and meet the needs of students who bring personal laptops to campus
- Smart-podium for Learning Center, for use in presentations, break-out sessions, campus trainings and culture
- Trade out of white boards in Math portion of NCC Learning Center to allow more board access for math projects

4c) Staffing: Comment on the adequacy of your program's faculty, classified, and student help staffing levels for the overall District as well as specific sites, including a projection of staffing needs for the next three years. Please provide a justification for these needs, incorporating relevant assessments of the data above in this explanation.

The Tutor Centers at Sierra are staffed by hardworking, enthusiastic employees who are dedicated to student success. Having said that, current staffing levels are barely adequate to meet the growing needs of the programs, and the lack of stable faculty staffing in the Tutor Centers is a primary concern which affects the long-term viability of the programs. The establishment of a permanent rather than temporary position for the Tutor Center Coordinator in Rocklin would ensure program continuity. The responsibilities of recruiting and hiring tutors, working with faculty to develop effective programs and embed tutors, the oversight and training of tutors, and Tutor Center reporting requirements require permanent rather than temporary coordination. At NCC, all the employees in the Learning Center currently work on a part-time basis, with the Tutor Center Coordinator in a part-time position. There is no Tutor Center staff, and only intermittently student help at the front desk. The lack of staff affects the NCC Learning Center's ability to replicate the appointment model adopted successfully at Rocklin.

Over the next three years, we expect an increase in student use of the Centers as the number of students enrolled in programs like Promise, RISE and non-credit courses grow. We also expect demand for the popular PASS peer tutor program to grow. However, the current staffing model, both for the Rocklin and NCC centers, fails to provide the staff and faculty needed to effectively meet students' academic support

needs. The current data on increased student usage, and the increasing requests of new programs at Sierra for Tutor Center services, demonstrate that both student and faculty staffing for the Tutor Centers must increase if program growth is to continue.

Projected Staffing Needs

- A permanent Tutor Center Coordinator position at Rocklin.
    - o Currently the position is a Long-Term Temporary (LTT) one.
    - o To provide stability to the Tutor Center programs
- Permanent faculty Tutor Center Coordinator position at NCC
    - o Currently the position is a part-time position
    - o To meet demands of Learning Center/Tutor Center and other completion agenda programs such as summer bridge, student success workshops, and the Learning Commons program as they grow at NCC
- 60 hours weekly of faculty assistance per semester in the Rocklin Tutor Center
    - o To observe and support all tutors adequately
    - o To help coordinate/facilitate the tutor center programs
    - o To bring completion agenda programs to scale
- Additional PASS Peer tutors
    - o To meet requests of teachers of high fail, basic skills, first in sequence, and acceleration courses
- Student Office Assistance hours at Rocklin and NCC
    - o To cover busy times, lunch breaks, and Learning Commons computer help needs at Rocklin
    - o To provide front desk check-in assistance to students, so apportionment collection requirements can be met at NCC
- 5-10 Academic Success Coaches
    - o to provide specialized subject support in areas such as advanced chemistry and math
- Resources for professional development
    - o Professional development is essential for institutional effectiveness (See 2c)

- o The NCC Tutor Center requests a separate budget line for professional development

NCC Learning Center Context:
- Permanent full-time faculty Tutor Center Coordinator for long-term planning, execution of success goals, and stability to success programs
- An SST for the NCC Learning Center for scheduling and payroll support to align with the Rocklin Tutor Center structure
- A budget line to have 40 hours a week of student workers for the front desk for scheduling appointments, monitoring sign-ins and monitoring the Computer Lab
- A budget line for Professional Development for NCC Learning Center staff including IA positions.
- 20 additional part-time faculty assistance hours per week, per semester in the NCC Learning Center for full line of sight of student staff, and to collect full apportionment at the NCC Learning Center, and to allow NCC Learning Center Coordinators to serve on student success committees
- Math IA in the NCC Learning Center for continuity in math programs, acceleration, completion, and perseverance

4d) Facilities: Comment on the program's fill rate and the adequacy of the facilities for the District as well as specific sites, including a projection of facility needs for the next three years. Please provide a justification for these needs, incorporating relevant assessments of the data above in this explanation.

The need for rooms for PASS peer tutoring sessions is crucial to the continuing success of that program. The PASS peer program cannot operate effectively without enough rooms in proximity to faculty oversight that can accommodate groups of 4-15 students.

Two years ago, the Tutor Center at Rocklin moved back into the original space in the LRC that was carefully designed for Tutor Center programs. The results of the move

have been fabulous. More students than ever are using the Center, and surveys remark on the popularity of the private tutoring room spaces that encircle the center room. However, because of the increase in the number of students using the Center, especially the number of those in group tutoring sessions, the space we currently have is barely adequate. Also, next semester, three rooms currently used for private and group sessions will be lost as part of the Learning Commons remodel in the LRC. Growth in use and changes in facility allocation, raise the concern that lack of space, especially for group and private sessions, will limit the future growth of the popular PASS peer program. Lack of private, quiet tutoring spaces may also affect the willingness of some students to use our services.

Projected Space Needs

- Space for private tutoring and PASS peer groups
    - To accommodate the needs of students who like quiet in sessions. Many students, such as those with DSPS accommodations prefer private rooms
    - To allow for PASS peer group sessions
- Space on the second floor of the LRC to pilot integration of aspects of the Tutor Center into the Learning Commons

NCC Learning Center Context:

In 2010 the NCC Learning Center was relocated to the top floor of N2. The NCC Learning Center's open floor plan lends itself well to the success model of drop-in tutoring. With the implementation and expansion of programs like PASS Peer, RISE, Promise, on-line tutoring NCC Learning Center will need space that will allow private, group and on-line tutoring with line of sight supervision. Since 2010 visits to the NCC Learning Center have more than doubled, a highly effective PASS Peer program has been implemented, and the NCC Learning Center has become the NCC Computer Lab. The lack of private, quiet tutoring spaces affects the growth of student success programs. The ability to be current and flexible with best practices for student success affects the NCC campuses ability

to stay current with best student success practices and can affect the academic needs of students who use our services.

- Space/dividers to create space for private tutoring and PASS Peer groups in the N2 building
- Restructuring the breakout room in N2
- Space in the Library and Student Engagement Center on the NCC Campus that are dedicated to tutoring to pilot integration of tutoring in Learning Commons
- Reconfiguring a maintenance closet as a breakout room

4e)Please check the appropriate boxes in the chart below indicating the general reasons for the resource requests described above (please check

Function/Role	Maintenance	Development	Growth	Safety	Outcomes	Other success measures	No Requests
X		X	X		X		

all that apply):

5) Summary/Closing

5a) Based on the analysis above, briefly summarize your program's strengths, weaknesses, opportunities, and challenges.

Strengths

The Tutor Centers at Sierra have a positive impact on many students at Sierra, yet use a relatively small amount of college resources. The Tutor Centers are fortunate to have an intelligent, customer-service-minded, and hard-working team of employees who are committed to student success. They go above and beyond in making students feel that they are valued and belong at Sierra College. We also benefit from the over 150 trained Tutors, PASS Peers and office assistants who carry out the mission of the Tutor Centers by providing academic assistance to the college's students. The tutors create

an open atmosphere of learning and student engagement that Sierra College students appreciate. Also, the training and work skills the tutors gain prepare them to meet high professional standards in tutoring, and other jobs they will have in the future. The recent Rocklin Tutor Center relocation to its original home is ideal and has helped the program reach more students. A boost in funding over the past three years has been crucial in allowing the introduction of the new programs and ways of doing business that have been discussed in this report.

Challenges

The primary challenges of the Tutor Centers at Sierra have been, and remain, to inform all students about our tutoring programs, and to motivate those students to use our services when they need them. Although the success and retention rates of Tutor Center users are impressive, the percentage of students who use tutoring needs to be higher if the district's success and retention goals are to be met. As Sierra College moves into a new era with a focus on student success and completion, the Tutor Centers will need to be responsive and proactive in providing targeted academic support for new pathways programs at Sierra. The ability to develop effective programs and assess the effectiveness of those programs is imperative, and such work will require skilled, stable Tutor Center management, and adequate staff and faculty hours to run the programs well. The competition for space in the LRC and at NCC will be ongoing, and the need for adequate tutoring rooms, and technology, will increase as we endeavor to serve more students. Finally, the funding to hire and train enough tutors to adequately meet the needs of Sierra College's students will require an ongoing commitment from the district.

NCC Learning Center Context:

> **Challenge:**
> Despite the high volume of student use, the NCC Learning Center during the three-year time frame of this report has not collected apportionment, to the financial loss of the College. The NCC Learning Center has made the demonstrable impact noted above on student success despite the absence of

any full-time staff, stable professional development and time to participate in committees in Rocklin that would help align the Learning Center with R4S initiatives. Line of sight over student staff is tenuous as is supervision without full-time oversight.

Strengths:

From fall 2015-spring 2017, The NCC Learning Center served **33-35%** of NCC's student population. The impact of the NCC Learning Center on student success is demonstrated by the **12.3%** difference between the overall success rate of those that used the Learning Center versus those that did not, along with the **3.17** average GPA of students who accessed the NCC Learning versus the **2.77** GPA of students who did not access the NCC Learning Center at NCC.

Now that the NCC Learning Center will collect apportionment for its needs, Sierra College will have an additional revenue stream for the increased staffing, professional development and facility needs to meet the NCC Learning Center goals highlighted in this report.

From spring 2015 forward, the Rocklin and NCC Learning Centers have worked closely and collaboratively together in innovative ways to increase student access and success in the Tutor/Learning Centers. This collaborative environment has brought innovative changes, committee work, and a cohesive environment to the Learning Center structure.

5b) How has the author of this report integrated the views and perspectives of stakeholders in the program?

Input from all Rocklin and NCC Campus Tutor Center employees has been included in this report. The views of students have been represented in the comments and responses to survey questions. The Research Department at Sierra College provided the success and retention data which is based on AccuSQL attendance records.