

Math Learning Center

New Program Performance Item

Program/Unit:

Math Learning Center

Data Trend Summary:

The MLC has seen a lot of changes over the past year, to the point that this is the first year that the MLC will have a program review that is not joined with the Math Department. While we have some data about the number of students in the MLC at any hour of any day, the data isn't useful as it doesn't capture the interactions, course, student success, equity indicators, etc. Part of this program review will be to look at goals of utilizing the newly implemented data tracking system to create a baseline for viewing trends.

Outside of the data trends, the MLC has been re-tasked to provide appointment services in addition to the drop-in service. Part of the data trend summary will be to track appointments vs. drop-in to make sure staffing matches the demand from students in the different modalities.

Data Analysis and Use for Improvement:

User Satisfaction:

The MLC doesn't conduct our own user satisfaction surveys; however, this is listed as one of our goals as the only data we have is anecdotal from students and faculty who are very satisfied with the services provided.

Closing the Equity Gap:

We are a support service and part of reviewing the program in past years was knowing that the data was not being gathered appropriately to reflect the students coming into the MLC. Part of the approach was to request, through a prior Program Review Resource Request, that a data tracking system be purchased. That request was finished this past year with purchasing of tablets for every tutor to track all the interactions between our staff and students coming in for support. A goal for the future will be to have a baseline of data so we can see where there are any equity gaps in our service and whether the gaps are different at our 3 branches.

Internal Processes and Procedures:

The MLC processes/procedures are often reviewed by the permanent staff and by the temporary staff as well. Feedback is given as to what is working well and what needs to be modified. Further, the Faculty Director attends all Math Department meetings as well as Math Cabinet meetings to bring back faculty requests to the MLC staff so adaptations to MLC services can be considered.

Role Within the Division:

The MLC provides support for students in mathematics across all levels. Most recently, the MLC expanded services to provide statistics tutoring for Bus 204, Psych/Soc 104, and Btech 180. Further, with the addition of Phil 110 (logic), the MLC hired some tutors to provide support for those students as well. The logic sections are similar in nature to what is covered in Discrete Mathematics (Math 226) and Math for Life (Math 102).

Regulatory Requirements:

The MLC follows all board policies related to hiring practices for permanent and temporary classified staff.

Start:

7/1/2019

End:

6/30/2020

New Learning, Service Area and/or Administrative Unit Outcomes Item

Program/Unit:

Math Learning Center

Summary of Key Outcomes Trends:

Use of Outcomes Data for Improvement:

Outcome data, including student success and retention was unavailable previously as there was no tracking system. With the data collection baseline as a goal, the data from our SAOs will be able to provide some guidance for our services going into the next review cycle.

Start:

7/1/2019

End:

6/30/2020

GOALS/ACTION PLANS-----

RELATED ITEM LEVEL 1

Determining Effectiveness in meeting student needs

Program/ Unit Goal Number:

Program/Unit:

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Goal Description:

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Projected Goal Completion Date:

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Measuring Goal Success:

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Progress Status:

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7/1/2019

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6/30/2020

RELATED ITEM LEVEL 2**Create and/or Revise STEM/MLC SAOs****Program/Unit:**

Math Learning Center

Action Plan Objective/Synopsis:

The objective is to have shared SAOs that model the changing dynamic in student support through instruction. One area needed is a link to the district Equity plan and consideration of disproportionate impact on different demographic groups.

Expected Plan Start Date:

1/1/2020

Projected Date Of Plan Completion:

7/1/2020

Resources Needed?:

Institutional Goals Alignment (previous goals):

I. Vanguard Institution (Innovation, Best Practices, Broad Access, Environmental), III. Data-informed Planning and Decisions

Partnering Programs:

The STEM and MLC will partner on this action plan.

Steps and Timeline for Implementation:

The STEM/MLC leadership team will meet in January to finalize SAOs and provide input on best techniques to implement them.

Assessment Plan:

SAOs will be assessed in the subsequent 2020-21 AY.

RESOURCES NEEDED? If resources are needed to execute this action plan, check this box and complete the appropriate resource request form(s) in the fall.:

Progress:

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7/1/2019

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6/30/2020

RELATED ITEM LEVEL 2

Creating methods to determine student/faculty satisfaction in the centers

Program/Unit:

Math Learning Center

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Institutional Goals Alignment (previous goals):

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This may partner with STEM, Writing Center and/or TASC, or other academic focused centers on campus.

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Measuring Goal Success:

The system used to log the data will be analyzed each year and updates made.

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Institutional Goals Alignment (previous goals):

Partnering Programs:

STEM, WC, and SI are now all using the same web app for data tracking.

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This is a 2 year process of data collection; review will occur during the term (for staffing) and after the terms (for overall review and planning).

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6/30/2020

GOALS/ACTION PLANS-----

RELATED ITEM LEVEL 1

SAO updates with a desire to reduce Equity Gaps for Students in the MLC

Program/ Unit Goal Number:

Program/Unit:

Math Learning Center

Goal Description:

SAO updates are needed in order to determine the effectiveness of our services. The students coming to the MLC have changed over time and our goal is to make sure that services provided meet the needs of students without inadvertently reducing opportunities for other groups. Any disproportionate impact could be analyzed and new approaches determined to reduce or eliminate equity gaps for MLC students.

Planned Goal Start Date:

1/1/2020

Projected Goal Completion Date:

7/1/2020

Program Review Motivation Summary:

This fits into the goals of the college and our program is seeking to meet those college-wide equity goals.

Measuring Goal Success:

The measurement would be updating Program Review with the new SAOs.

Progress Status:

New

Start:

7/1/2019

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6/30/2020

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New Program Resources Item

Program/Unit:

Math Learning Center

Facilities Improvements:

One area of concern for the facilities was after the STEM center was built, one of the rooms was designed to be a group study room, but incorrect architectural drawings revealed items that could not be moved and the room had to be redesigned. This room will need to be rethought and determination made as to the best way to use this room. With limited space, maximizing the support provided by each area should be considered. The MLC staff have no dedicated rooms or spaces for their own computers. There is also limited space for student use as we fill up quickly. Possible changes through the bond MM money could create a more linked space with STEM/MLC being able to share resources.

Optimize Departmental Performance:

Seeing how the STEM and MLC work together currently, the proposed improvements would allow us to leverage current resources without drastically increasing costs. The architectural problems we currently face are preventing the joining of mathematics and the sciences in a better way. We are hopeful that the upcoming remodel with the bond will create a space that gives students the ability to move between subjects without having to pack their things and walk to another room.

Impacts on Processes and Procedures:

This could create some changes as staffing between the current 2 centers would be working collaboratively. With a larger overall staff, processes that worked previously may need to be improved and reviewed. This should be considered in an ongoing way to see if the current internal processes are supporting the centers well.

Correlation to Program Efficiencies:

The facilities improvements may allow one tutor to serve not just STEM but MLC students at the same time; in reality, these are MiraCosta students. Supporting them in the best way possible might be to rethink how our tutoring staff are assigned. Currently, they must choose what subject they will help students in; this is less than ideal.

Supplies, Software and Equipment:

The MLC has many computers for student use, but does not have updated software used by many mathematicians for modeling, nor coding courses in mathematics to support students in mathematics who are looking to expand their knowledge into areas that mathematicians really use. The technology needs for students to solve future and current problems will necessitate a review of why we are still using decades old technology.

However, there is also a problem with too much software on staffing. Currently, the stats courses all use different programs: Excel, R, Google Sheets, Minitab, JMP, SAS, SPSS, JASP, or stat-crunch. Being trained on all of these is a logistical challenge. Perhaps there could be a broader discussion of reducing the number of these to provide students with appropriate tools to succeed.

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New Program Personnel Item

Program/Unit:

Math Learning Center

Staff/Faculty Contributions:

Our staff are incredible and have worked very hard in both the MLC and across campus. Most are participating in the career incentive program and using that opportunity to take courses that could help them provide better support on the front end (with students) or on the back end (with the data). Further, the staff have worked with other areas on campus to support the STREAM festival, Bridge to Success in Math, hiring committees, serving on Classified Senate, and attending workshops both on and off campus.

Because of them, the MLC increased our "prep" sessions prior to a term and modified the content of each session to better focus on what faculty have needed.

Currency in Field:

This is linked to the Pro-D needed - maintaining currency in mathematics is about many things. Curriculum changes and updates need to be considered, but so do new approaches in tutoring, pedagogy, and learning more about the tutoring profession. It may be a good idea to revisit a certification program for mathematics tutoring so that there is more knowledge and a broader community for our staff to reach out to. It is not a goal to make our staff into teachers; focusing on their needs as tutoring professionals is important.

Professional Development Needed:

The MLC will need support in order to be able to have professional development opportunities for the permanent staff. Finding the time to grow our staff in terms of their own currency or professionalism is critical to them increasing their own abilities. This will further help students which is our main mission, and if professional growth of the permanent staff is a goal, we really need to consider the best way to provide this development while still meeting the needs of our students.

Changes in Staffing:

There was no previous comprehensive review. However, in the past few years, there have been a lot of changes that could impact staffing since our last major update to MLC staffing.

1. In 2014, the MLC shifted from temporary staff to permanent staff. The plan was designed to provide coverage to both branches (OC and SAN) over the course of the entire year. Hiring took place in fall 2014 with the new permanent staff starting in spring 2015.
2. In late 2015, there was a call to have increased services at the CLC and the MLC was asked to provide staffing. One of our 18 hr/wk staff was given an additional 22 hr/wk to provide services at the CLC.
3. We've had 1 retirement and 2 resignations that were all rehired through open hiring.
4. 2 of the permanent staff have earned master's degrees and will, most likely, be looking to continue their employment elsewhere soon.
5. Apprentices were hired to replace nearly all of the student workers based on the transition of TASC appointments to the MLC/STEM in fall 2018. These are temporary hourly workers and have been a large external influence as their increased wages have made it challenging to keep services at a high quality.

Personnel Changes Needed:

In our next review, we will need to see if increasing hours for our 18 hour staff will result in more complete coverage at 3 branches. Our last staffing review was the temp-to-perm change and after 5 years, it's good to review where we are. Having a senior coach leading each smaller branch was the original idea, but when the plan was made, there were only 2 branches. Increased hours are needed at the CLC to provide service and coverage across the day instead of only in the mornings. This will help with the mission of the college to provide services to all students, regardless of the branch they visit.

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New Dialogue Item**Program/Unit:**

Math Learning Center

Dialogue within Program/Unit:

Our current process is for the Faculty Director to attend department meetings and bring feedback to the MLC staff. This is a true two-way street as the MLC staff also have ideas for things that can be modified and/or improved and those can be brought to the department. In order to be successful, the MLC and Math Department must work collaboratively. As to the MLC, there are monthly staff meetings as well as overall meetings prior to a semester and as a wrap-up following a semester. This allows the staff and Faculty Director to make sure that any issues needing immediate solutions are dealt with, as well as seeing what current projects are being successful.

Through these meetings, we've made adjustments in the number of prep sessions, adjusted our training for the apprentices, and our internal policies/procedures.

Based on the new structure of Program Review, our support staff will meet with the Director each year to review progress on goals, determine and review action plans, and look over the data to determine any new approaches. Having our own program review cycle will help facilitate greater discussions. Previously, the MLC might have a few sentences to talk about needs, but there were space limitations that prevented a larger program review to be documented. Any of the actual review discussions were held internally and we would focus on our own needs and work to create the best program we could.

Collaboration:**Start:**

7/1/2019

End:

6/30/2020

New Program/Unit Goal Development Item**Program/Unit:**

Math Learning Center

Overall Program Review Summary:**Strategic Goals:**

Our strategic goals are:

1. Get a baseline set of data showing interactions, courses, success and retention (as well as equity data) for all branches
2. Update SAOs to include an equity plan with updated linking the objectives of MLC and STEM

3. Determine appropriate methods for obtaining feedback from students (satisfaction survey of some sort)

Start:

7/1/2019

End:

6/30/2020

New Program/Unit Rating Item

Program/Unit:

Math Learning Center

Program Rating By Chair/Supervisor:

Program Rating By Dean:

OPTIONAL: Comments on Program Rating:

Start:

7/1/2019

End:

6/30/2020

Nordson STEM Learning Center

New Program Performance Item

Program/Unit:

Nordson STEM Learning Center

Data Trend Summary:

The Nordson STEM Center at Oceanside campus opened in fall 2017. The Center was conceived by science faculty to academic support for their students with a place they could call their own and develop an identity as a STEM Learning Center.

Student participation data was collected by an AIS developed program for fall 2017 and spring 2018. Major upgrades and beta testing to the data collection program were made in summer and fall 2018. This has resulted in a different data set being collected, starting in fall 2018. Data presented in this Program Review is a one year comprehensive review, with data for academic year 2017/2018 (report attached) and a qualitative review of our program for academic year 2018 to present.

In the academic year 2017/2018, approximately 24,500 student visits were recorded; outstanding for the first year of operation. Although many demographics are presented below, high levels of support in the STEM Center was realized for Hispanic students in the top twenty supported STEM courses, as well as high success and retention rates for those students using the STEM Center versus non-participants.

STEM CENTER USAGE

FALL 2017

- In Fall 2017, the STEM Center was visited over 11,000 times by 1,083 students (See Table 1). The 1,083 students who visited the STEM Center represent roughly 18.0% of the total population of those classes listed by students for STEM Center attendance and 7.2% of the total student population at MiraCosta College for that term.
- STEM Center attendance peaked dramatically in the Fall 2017 semester during the 4th week of classes (N = 669 visits by 387 students) and again in the 8th week of classes (N = 617 visits by 356 students). Attendance following the 6th week of classes remained steady throughout the semester until a significant drop in attendance during the week of Thanksgiving break (Week of 11/19/17; N = 286 visits by 203 students).

SPRING 2018

- The STEM Center was visited over 13,000 times in the Spring 2018 semester by 1,178 students (See Table 1). The 1,178 students who visited the STEM Center represent roughly 19% of the total population of those classes listed by students for STEM Center attendance and 8.0% of the total student population at MiraCosta College for that term.
- STEM Center attendance peaked at 4 points in the Spring 2018 semester: during the 4th week of classes (N = 627 visits by 370 students), again in the 8th week of classes (N = 699 visits by 417 students), in the 12th week of classes (N = 637 visits by 369 students), and finally in the second to last week of the semester (N = 739 visits by 387 students). These specified weeks correlate well with the typical examination periods for STEM courses with four regular exams in the semester.
- Attendance to the STEM Center remained relatively steady throughout the semester with small dips in attendance during the 5th week (Week of 2/18/18; N = 524 visits by 344 students), 10th week (Week of 3/25/18; N = 589 visits by 337 students), and finally in the 16th week of classes (Week of 5/6/18; N = 404 visits by 274 students).

AGE

The overall age composition of attendees was relatively stable from Fall 2017 to Spring 2018. STEM Center attendees tended to be younger students, with nearly one-third of attendees falling between the ages of 18-20 in both semesters, though this generally reflects the age composition of students at the college, at large.

FALL 2017

- Roughly 65% of students who attended the STEM Center in fall 2017 were between the ages of 18 and 24 (N = 703 students).
- Relative to the classes they came from, students from the 21-24 age group (30.0% in STEM Center vs. 9% in STEM Center classes) and 30-34 age range (9.1% in STEM Center vs. 7.1% in STEM Center classes) were over-represented in overall STEM Center attendance.
- Relative to the classes they came from, students from the 18-20 age group (34.9% in STEM Center vs. 1% in STEM Center classes) were underrepresented in overall STEM Center attendance.

SPRING 2018

- Nearly 60% of STEM Center attendees were between the ages of 18 and 24 (N = 698 students) in the Spring 2018.
- Relative to the classes they came from, students in 21-24 age group were over-represented in overall STEM Center attendance (37.7% in STEM Center vs. 35.5% in STEM Center classes).
- Relative to the classes they came from, students in the 18-20 age group (22.0% in STEM Center vs. 27.7% in STEM Center classes) and students in the 35-39 age group (6.5% in STEM Center vs. 4.0% in STEM Center classes) were underrepresented in overall STEM Center attendance.

Gender

The gender composition of STEM Center attendees remained relatively stable across the Fall 2017 and Spring 2018 semesters with nearly 60% of attendees reporting female gender status, roughly 38% of attendees reporting male a gender status, and .5% to 1.0% reporting Unknown/Refused to State status.

Female students tend to use the STEM Center more than their male counter parts at rates that are disproportional to STEM Center classes and the overall student population in each term.

FALL 2017

- Relative to the classes they came from, male students were underrepresented (39.4% in STEM Center vs. 44.8% in STEM Center classes).
- Relative to the classes they came from, female students over-represented (59.6% in STEM Center vs. 54.6% in STEM Center classes) in overall STEM Center.

SPRING 2018

- As in Fall 2017, male students were underrepresented relative to the classes they came from (37.3% in STEM Center vs. 44.1% in STEM Center classes).

- Relative to the classes they came from, female students were over-represented in overall STEM Center attendance relative to the classes they came from (61.7% in STEM Center vs. 55.1% in STEM Center classes).

ETHNICITY

FALL 2017

- The largest proportion of STEM Center attendees were Hispanic (40.5%) and White (35.7%), mirroring the ethnic composition of MiraCosta College as a whole.
- Relative to the classes they came from, Hispanic students (40.5% in STEM Center vs. 37.6% in STEM Center classes) and Asian students (11.1% in STEM Center vs. 8.9% in STEM Center classes) were slightly over-represented in overall STEM Center attendance.
- Relative to the classes they came from, White students were slightly underrepresented in overall STEM Center attendance (35.7% in STEM Center vs. 40.0% in STEM Center classes).

SPRING 2018

- In Spring 2018, the largest proportion of STEM center attendees were Hispanic (37.3%) and White (38.2%).
- Relative to the classes they came from, White students (38.2% in STEM Center vs. 40.0 % in STEM Center classes) were underrepresented in overall STEM attendance, while students of two or more races were slightly over-represented in overall STEM Center attendance (10.2% in STEM Center vs. 8.6% in STEM Center classes).

ACADEMIC

ADMIT

TYPE

For the academic year 2017/2018, average student participation in the STEM Center consisted mainly of continuing students (67.1%) and first-time students (18.0%), followed by returning students (9.3%), transfer students (5.3%) and high school students (0.4%).

FALL 2017

- Nearly $\frac{3}{4}$ of all STEM Center attendees were Continuing students in Fall 2017.
- Relative to the classes they came from, Continuing students were dramatically over-represented in total STEM Center attendance (73.3% in STEM Center vs. 59.6% in STEM Center classes), while First Time students were dramatically underrepresented (15.4% in STEM Center vs. 26.3% in STEM Center classes).
- Returning students modestly underrepresented in total STEM Center attendance (6.5% in STEM Center vs. 9.1% in STEM Center classes)

SPRING 2018

- Approximately 60% of all STEM Center attendees were Continuing students in Spring 2018.
- Relative to the classes they came from, Continuing students were dramatically over-represented in total STEM Center attendance (60.9% in STEM Center vs. 49.0% in STEM Center classes), while First Time students were dramatically underrepresented (20.6% in STEM Center vs. 29.5% in STEM Center classes).
- Returning students modestly underrepresented (12.1% in STEM Center vs. 15.0% in STEM Center classes) in total STEM Center

STUDENT SUCCESS AND RETENTION

The success and retention rates of the STEM Center for the top 20 classes with the most STEM Center usage in academic year 2017/2018 shows a significant, positive impact on student learning, even with only one year of operation.

These successful outcomes extended to our historically underrepresented students in STEM as well. The proportion of STEM Center users that were Hispanic was greater than the Hispanic STEM enrollments; we enriched the Center with these students. And it worked: Hispanic students using the STEM Center had significant gains in success and retention.

- For the top 20 classes with the most STEM Center usage in academic year 2017/2018, the students who used the Center had an 85% course success rate compared to 64% success for those that did not participate in the STEM Center and 66.7% across all disciplines in the College of Science and Math.
- For course retention rates, students that used the STEM Center persisted at a 90% rate compared to those that did not participate (72%) in the STEM Center and those (81%) across all disciplines in the College of Science and Math.

Attached Files

[STEM Center Annual Report 2017-2018.pdf](#)

[AY17 18 STEM Center Demographics 4.20.18.pdf](#)

Data Analysis and Use for Improvement:

User Satisfaction:

No data is available for this prompt; however plans are being developed to survey STEM Center participants in the future.

Closing the Equity Gap:

Significant effort has been made since the opening of the STEM Center by the Dean, science faculty and STEM Center employees to introduce our services to students enrolled in science classes. This spring 2019, our efforts were optimized to engage our STEM Learning Coaches (full time and temporary employees) to:

- Visit classes in each disciplines to introduce our services during the first week of class
- Invite STEM faculty to bring their students (Biology, Biotechnology, Chemistry, Computer Science, Physics, and Physical Sciences) to the Center to introduce them to our space and resources.

The direct collaboration with faculty has been powerful; with faculty support and advertisement of our services, we expect to increase the number of students we serve. Additionally, faculty are working hard to connect struggling students to our services. Increasing the number of students served, especially those that need timely content assistance should aid success and retention in our STEM classes. We look forward to analyzing data from spring 2019 to see how our intense advertisement at the beginning of the semester affected the number and populations of students served as well as their success and retention.

Internal Processes and Procedures:

As a new support service on campus, the STEM Center is developing STEM Center policies and best practices. Additionally, our internal structure has changed during our short 1.5 years of operation, transferring in a much needed full time secretary, transferring in a Learning Coach (18 hr. /wk.) from the Chemistry Department and having two different Learning Center Directors. The STEM Center had one Coordinator, but her two year appointment ends at the end of spring 2018, when she returns to teaching full time in the chemistry department.

With the increased infrastructure and experienced gained by operating for more than one academic year, the STEM Center is optimizing their processes and daily operating procedures. In our first year of operation, we focused our instruction support using the drop-in format. Beginning in fall 2018, the Dean asked us to take on tutoring appointments and facilitated/group learning. The Dean also asked us to open the San Elijo STEM Center, to serve our southern district students. With grant money, the Center was able to incorporate these significant additional duties, to provide varied learning resources for our students, at both San Elijo and Oceanside campuses.

With our grant funds declining significantly, the Centers are in jeopardy of being able to hire staff to run these critical tutoring resources. The Center needs permanent funds from the institution to hire approximately 3 additional Learning Coaches (including two Senior Coaches, 12 month, full time) and 1 part-time Learning Coach for San Elijo (12 month). Our current, three full-time Learning Coaches have expertise in Biology and Chemistry; critical needs include content expertise in physics, chemistry, computer science and biotechnology.

The STEM Center, with little permanent staff has had to rely on Learning Coach support and supply budget support from the Math Learning Center. With limited resources, the Math Learning Center experienced deficiencies to help support our needs and services.

Our start-up program was highly innovative in the varied learning opportunities and resources available to our STEM students. Programming offered includes drop-in tutoring, appointment based tutoring, group learning, open labs, workshops, career seminars, outreach and in-reach events, drop-in counseling and faculty presence (office hours, talks, etc.). The STEM Center was also aided by funds from the Math Learning Center (personnel to cover our gaps and supply budget support). The support from the Math Learning Center was greatly appreciated, however, it should be recognized that their support came at a cost to their program needs.

Role Within the Division:

The STEM Centers (OC and SAN) provide direct support of instruction in biology, biotechnology, chemistry, computer science, physics and physical sciences. The STEM Center Coordinator is the director of programming, including the hiring of peer tutors. The STEM Coordinator works closely with department faculty, especially department chairs, to recruit and introduce STEM students to our services, discuss instructional programming needs (including innovated new resources), develop new instructional resources to better support classroom learning and career exploration (workshops, seminars) and develop month content training for our current STEM peer tutors.

The STEM Center Coordinator also works closely with faculty and STEM Center Learning Coaches/Secretary to recruit and train new STEM tutors each semester.

The STEM Center Coordinator interacts with Math Learning Center Director regularly and with other Learning Center Directors and SI Coordinator on a monthly basis (minimally).

The STEM Center Coordinator collaborates with the Foundation to secure grant funding and represent our Center at community events with donors.

The STEM Center is involved in MiraCosta's STREAM event, and the mentorship of students in organizations such as Umoja and Puente.

Regulatory Requirements:

The STEM Centers work hard to accommodate our DSPS students and similar populations that require personalized instructional support. Lead by our highly experience secretary, procedures have been developed and implement that provide the appropriate support for populations needing specific accommodations.

Optimization of the limited physical spaces used by students with disabilities has been identified as a area to explore by all the MiraCosta Learning Centers.

Start:

7/1/2019

End:

6/30/2020

New Learning, Service Area and/or Administrative Unit Outcomes Item

Program/Unit:

Nordson STEM Learning Center

Summary of Key Outcomes Trends:

Use of Outcomes Data for Improvement:

N/A

Start:

7/1/2019

End:

6/30/2020

New Program Resources Item

Program/Unit:

Nordson STEM Learning Center

Facilities Improvements:

The Nordson (Oceanside) STEM Center has an open floor plan for our main interactions with students. Our space also has a secretary office, two study rooms, a quiet room, a shared study room with the Math Learning Center. Cabinetry is found on both the floor and in our secretary office and is used to house all of our resources. Our floor storage space is adequate for anatomy models, laptops and other learning resources, however, the storage and work-ability of our program/secretary office is wholly inadequate. We have no room to house additional learning resources and the lighting in the office needs to be adjusted to meet the work environment needs of our secretary.

During peak times, almost every seat in our Nordson Center is full and overflow into OC 1202 is required, if it is available, to meet our instructional needs. The general consensus of our staff,

faculty, students and various administrators is that our space is too small for the number of students we serve. The STEM Center staff does their best to optimize our services in a small space, but a larger space is needed and is planned in Phase 2 of the Master Plan. In the meantime, our staff continues to find creative solutions to overcrowding and with the assistance of the library staff and the Math Learning Center, the Nordson STEM Center has managed (barely, at times) to meet the needs of all of the students needing our services. The STEM Center has witnessed students leaving because there is not enough space for them, and even though every effort is made to accommodate all, it is not always possible.

The professional staff, the Learning Coaches, do not have an office space/station to operate. At times, especially when privacy is needed or their seat is needed for a student seeking tutoring assistance, the Learning Coach is without a space to work. A more optimum configuration would be the incorporation of a shared workstation in the Center office for our Learning Coach, to give them space to work uninterrupted at times and to work in sensitive projects requiring privacy.

Although our space is able to accommodate students in a wheelchair, every inch of our space has been optimized to include maximum number of work spaces for our students. The flex space is currently working, however, it offers a limited capacity to serve a high number of students daily and can be difficult to traverse at peak-time.

Currently, power is drawn from three, pre-existing floor outlets. Every effort is made to cover these outlets with a table, to prevent injury and to provide power to laptops. A few additional outlets are available on the Center perimeter, however, power at every table cluster is desired, as a significant portion of our students use a laptop (personal or loaned from Center).

Optimize Departmental Performance:

The most obvious gain in implementing the proposed increase in facility space is the ability to serve more students. Faculty members have been turned away from hosting their office hours in our current space; a larger facility will allow more faculty engagement (> 35 faculty currently participating) and increase student participation, as they will seek out their professor in our STEM Center space and remain after office hours.

With larger facilities, our innovative programming can be implemented within our spaces, without disrupting regular services. Additional rooms, with capacities greater than 12 students would allow us to host group learning sessions, supplemental learning sessions and open labs in our STEM space. Currently, our study rooms hold approximately 4, 5 and 8 students, maximally.

A staff workstation in our STEM office would allow our professional learning coaches a physical space they could call their own. It is not common on our campus for a staff member to have a workstation (even if shared), and employees should be valued enough to have this accommodation. Being able to work off the floor at times, without interruption, would increase their productivity and make them feel like an invested partner in our Center.

Impacts on Processes and Procedures:

(PUt in that we began to integrate the centers after Spring 19)Integrating more space into our STEM Center would allow our staff, STEM faculty and STEM students much needed space to work more collaboratively and effectively. Although approximately 32 faculty hold office hours in the STEM Center, many STEM faculty do not hold their office hours or participate in the STEM Center, as there is simply not enough room to support them and their students. To capture faculty participation, as well as student collaboration groups that we currently can not support regularly, a larger facility is needed. Having a dedicated, shared workstation in the Center office will allow our Learning Coach staff the ability to work privately, without interruptions to complete administrative tasks efficiently.

Correlation to Program Efficiencies:

The STEM Center staff spend a fair amount of time managing the floor space for the many needs of the students, faculty and other staff members. STEM Learning Coaches have lower productivity rates for administrative tasks that would be improved with a better workflow pattern.

The ability to designate areas for faculty office hours and collaborative groups is a critical need and would increase participation of both faculty and their students in the Center. The ability to leverage an increased faculty participation rate into the STEM Center will directly work to increase student success for under-represented STEM groups that have not experienced gains similar to other MiraCosta college students. Additionally, faculty encouragement to seek assistance in a nurturing environment, such as the STEM Center, will also work to capture participation of low performing students who require extra assistance to successfully complete the course. Being about to leverage faculty to assist in the instructional support of our STEM students would allow us to more effectively schedule staff and assist more students.

Supplies, Software and Equipment:

The STEM Center currently has no operational budget, despite two attempts at program review to request operation funds and permanent staffing. Although grants have provided many needed resources for STEM students and staff, the Center is deficient in both a supply, equipment and staffing (permanent Learning Coaches and temporary Apprentice III Tutors) budget lines. The STEM Center does not have funds to purchase replacement parts for our models, tools to fix them, or the ability to add additional models to our inventory. Our computer science Learning Coach is in desperate need for a more powerful processing laptop, to run the many computer science programs required to assist our students. General office supply needs, including

printer/toner ink and xeroxing, are not being met and are a critical requirement to perform our work effectively.

With the opening of the STEM Center at San Elijo this Fall 2018, our budgetary needs have increased and are currently being pulled from the Nordson STEM Center to maintain SAN operation. The San Elijo STEM Center shares the critical needs of supply, equipment and staffing (permanent Learning Coach and Apprentice III Tutors) budget lines.

Start:

7/1/2019

End:

6/30/2020

New Program Personnel Item

Program/Unit:

Nordson STEM Learning Center

Staff/Faculty Contributions:

The STEM Center is much more than a tutoring center; it is a hub for all things STEM to direct, focus, nurture, engage, connect, and value the students that pursue career and educational pathways in STEM fields. The STEM Center specifically focuses on students that have been historically underrepresented in STEM and the weekly programming demonstrates this:

STEM WORKSHOPS: These hour-long workshops offered routinely throughout the week have titles such as, Being Successful in a STEM Course, Math Review for Introductory STEM Courses, Note-Taking Techniques, Efficiently Reading your Science Textbook, Finding Paid Summer Internships in STEM Fields, Analyzing Data and Writing Great Lab Reports.

CAREER SEMINAR SERIES: Organized by a STEM Center student intern, the inaugural seminar featured a female engineer from Nordson Corp; she talked about a day in the life at her job, career opportunities at Nordson Engineering, and her educational experiences. One student won the coveted CIWEA Hyink Scholarship in 2018 with the Center's internship support services. The Center has also invited women graduate students from USCD (chemistry and computer science) to provide an equity-centered discussion on their experiences in graduate research and advice for success.

OUTREACH AND INREACH: The Center partnered with the MiraCosta Women's Club to offer an inspirational panel discussion that featured undergraduate and graduate women as they discussed their academic and career experiences and successes in STEM. The Center also partnered with the North County African American Women's Association (NCAAWA) to mentor middle school girls through their Becoming a Global Citizen Mentoring Program. The

Center also regularly participates in our Umoja program for support of our African American students.

SCIENCE AND COUNSELING FACULTY PRESENCE: The Center embraces the principle of meeting the students where they are at and offers drop-in counseling during the week and on weekends for students to create education plans for their STEM goals; over 200 educational plans were created in spring 2018. In the spring semester, there were 31 unique science professors who held a combined 63 scheduled office hours – each week – in the STEM Center.

CURRENT ISSUES: The Center helped sponsor the screening of “Chasing Ice,” which is an award-winning documentary on climate change, and hosted a question and answer with physical science and life science faculty to debrief and decompress such a provocative film.

FACULTY DISCUSSIONS: Students get to be a fly on the wall as two faculty members have an informal discussion about topical science issues, such as “Black Holes and Spaghettification: a Noodle-y Tour of Spacetime,” “Have You Considered a Trans-poo-sion and Other Microbiome-Related Questions,” “Hacking the Planets: from Ancient Planets to Terraforming Mars,” and “Dark Matter.”

SERVICE LEARNING AND COMMUNITY ENGAGEMENT: The Center partnered with the annual STREAM Festival, which brings in K-12 students and their families for over a day of over 100 different activities that are developed and staffed by current STEM students. The Center also partnered with the Natural Science Club on a hike and day trip to one of San Diego County’s oldest open space preserves.

Currency in Field:

Our STEM staff has collaboratively developed, with the Math Learning Center, two day training sessions for student tutors and front desk workers.

Our STEM Learning Coaches, working alongside content faculty, have increased their content proficiency and lead many of our monthly content training sessions for our student tutors.

One of our STEM Learning Coaches is participating in the CARE professional development program for staff members.

Two of our STEM Learning Coaches attended a half-day Supplemental Instruction Training Session, lead by MiraCosta's Supplemental Instruction Program. This session allowed these two Coaches to help the Coordinator mentor and oversee group learning sessions implemented by our student tutors.

Each of these professional development opportunities have increased the depth and breadth of content for both our leadership team and the student tutors. In taking the lead on several of the content training sessions, our staff has strengthened out relationships with our

tutors. Consequently, tutors actively seek out the STEM Leadership Team to ask content questions they may encounter when working with students. Strengthening the tutor's breadth and depth will directly increase our tutoring success, whether in the drop-in, appointment, group learning or open lab setting.

Our STEM Staff has received training in working with DSPS populations, Veterans and _____. The dialogue informed our new staff members of the challenges many of our students face on campus and provided an on-campus staff contact in each of these offices to contact with further questions.

Professional Development Needed:

Our STEM Leadership staff looks forward to additional opportunities to learn and become immersed more fully into the MiraCosta institute. This includes all of the services we offer, how to answer SURF registration questions, how to mentor students in cultures other than their own, how to mentor/assist students who are under a great deal of stress.

The STEM Center would like to collaborate more closely with the Career Center, to be able to accurately describe the process of research and acquiring an internship.

The STEM Center leadership team would benefit from a professional development program geared toward effective tutoring of students from under-represented groups.

The STEM Center leadership team would benefit from the exploration of online tutoring and learn how to effectively offer tutoring in this modality.

Changes in Staffing:

With only four permanent staff (see below) to cover our two STEM Center locations, six days a week (5 days/week at SAN), our STEM Leadership Team is greatly understaffed.

- Amy Paopao - STEM and MLC Secretary
- Skylar Wang - Senior STEM Learning Coach
- Carl Banks - STEM Learning Coach
- Andrew Alvo - STEM Learning Coach

We currently employ 4 additional (temporary) STEM Learning Coaches (working between 20-40 hours/week) to meet the needs of our students and required services. Three of these four temporary employees will resign at the end of the Academic Year 2018/2019. It is imperative that we acquire replacements for these positions, preferably as a more stable permanent hire. It is a waste of time to continually hire and train temporary staff for a professional staff

position. The turnover is high and gaps in content coverage will persist, negatively affecting student success in many STEM areas.

We currently employ approximately 50 student tutors (Apprentice III) to assist STEM students in biology, biotechnology, chemistry, computer science, physics and the physical sciences.

We currently employ approximately 15 front desk workers (Student Worker) to greet students, direct students to tutors/workshops/ check out student resources (laptops, textbooks, models, calculators, HDMI cables, headsets, etc.).

To accurately address staffing changes, it should be noted that our current staffing levels are inadequate. A program review plan was submitted in Fall 2018 requesting full funding (our Center has not received operational institute funds; we've operated exclusively on declining grant money, to date). The plan requested institutional funds for:

- 2 Senior Learning Coaches
- 1 additional Learning Coach
- Funds to hire ~ 50 Student Apprentices for Fall/Spring Tutoring at both campuses
- Funds to hire ~ 10 student Apprentices for Summer Tutoring at both campuses
- Funds to hire ~15 student workers for both campuses

Although grant funding has kept us afloat the past 1.5 years, the grant funds have significantly declined and the full fledged operation of the STEM Center is tenuous for the 2019/2020 academic year. We cannot operate with only four permanent staff members; the additional Learning Coaches, student tutors (Apprentice III) and student workers are critical employees to maintain operation. The pending resignations of three (3 of 4 temp learning coaches) highly trained temporary learning coaches will inhibit our ability to offer our current services, 5-6 days a week. There are only two ways to replace these three temporary Learning Coaches: fund the three requested learning coaches (2 at the senior level) or provide funds to replace these temporary Learning Coaches. Even with the ability to hire temporary Learning Coaches, hiring temporary employees is an ineffective way of staffing a technical facility, such as our STEM Center, as it takes time and energy to find qualified candidates and to properly train them. As we will be witnessing at the end of this semester, employees that are not employed full time with benefits will seek and find full-time employment elsewhere. The resignation of these three Learning Coaches is difficult on another level; these employees are content experts in areas of the Center's need, they are highly trained to develop and lead monthly training session with student tutors, they provide daily "floor" leadership in the STEM and they are instrumental in developing and implementing Center operational policies. The loss of these three critical STEM Learning Coaches will only worsen our ability to properly staff, mentor and effectively meet the needs of STEM students in our Center. Facility hours of operation will likely have to be reduced, with a possible inability to tutor all of the disciplines that our STEM students need assistance with. This will lower our success and retention in STEM courses, and may negatively impact our ability to serve vulnerable populations such as DSPS students and underrepresented students.

Personnel Changes Needed:

To date, our STEM Centers have been supported with non-institute funds (grants). These declining grants for academic year 2019/2020 will not cover the operational expenses required to operate at our current levels (OC, 6 days a week, open library hours; SAN, 5 days a week, ~ 10 am - 6:30 pm). A Program Review Plan was submitted in Fall 2018, requesting institute funds to cover all of our needs:

- staffing (permanent Learning Coaches, student tutors and student workers)
- supply budget - purchase office supplies
- equipment budget - purchase additional models, tools, etc.

To accurately address staffing resignations and our program's need to become institutionalized, we need the following employees funded:

- 2 Senior Learning Coaches, 12 month, full time.
- 1 additional Learning Coach, 12 month, full time.
- 0.5 additional Learning Coach, 12 month, full time.
- Funds to hire ~ 50 Student Apprentices for Fall/Spring Tutoring at both campuses
- Funds to hire ~ 10 student Apprentices for Summer Tutoring at both campuses
- Funds to hire ~15 student workers for both campuses

Without proper staffing levels, with expertise in the proper science discipline, the STEM Centers will be unable to meet the needs of our STEM students. It is known that our students complete rigorous two year curricula and without outstanding support that MiraCosta College students are used to, student success in the STEM courses will decline.

Start:

7/1/2019

End:

6/30/2020

New Dialogue Item

Program/Unit:

Nordson STEM Learning Center

Dialogue within Program/Unit:

Dialogue between STEM Center employees occurs in several ways: by email, in person, conversations between employees, the SLING scheduling application and conversations at a monthly meeting.

The STEM Centers, as a new campus resource, have had a steep learning curve and are normalizing their operations, policies, procedures. With direction from the STEM Coordinator, the STEM Learning Coaches, help oversee the daily operation of the center. The STEM

Center/MLC Secretary, the MLC Director and the Dean of Science and Math also assisting with the operation of the STEM Centers.

Together, the STEM Center Coordinator and STEM Learning Coaches tackle issues this program review addresses, as a team. By requesting that our Learning Coaches be the Center's content specialists in a particular discipline, the Coaches have learned how to collaborate with STEM faculty and support staff, such as AIS, the other Learning Centers, the Dean's office, Instructional Associates in Biology, Biotechnology, Chemistry and the Physical Sciences, MiraCosta's Foundation, the Career Center, Transfer Counselors, and specialty programs such as Umoja, Puente, ACE, etc. Our program is a fully integrated program that communicates with faculty frequently, to ensure our academic support aligns with their curriculum and needs.

Innovative programming is developed by the STEM Center Coordinator, in collaboration with the STEM Center staff, faculty and many of our campus colleagues (Librarians, AIS, Counseling Dept., industry peers, and STEM students). Central to all of our work is STEM student success and to prepare them for Careers in STEM. We continually talk about how we can do this better and it is exciting to be surrounded by highly innovated, open-minded "educators."

The STEM Center eagerly develops promising programming pieces; however each "event" is critically analyzed for effectiveness before the event continues. Paramount to all the work we do is how the planned activity would benefit the participating STEM students. If there is not an obvious gain to their academic or professional development as a STEM student, the STEM Center does not implement the activity. Of course, adaptations are proposed and critically analyzed by the STEM Center staff and faculty, for optimum effectiveness. No one person is the keeper of all of the knowledge; our Centers are truly a collaborative team environment that is successful because we recognize the need to engage all.

Across the other Learning Centers, the STEM Center has collaborated with the MLC, the Writing Center, TASC, and the Supplemental Instruction Program.

- With the MLC, we have benefited from the generous loan of their supplies and three of their Learning Coaches. Two of the MLC Math Learning Coaches worked routinely (for approximately 2 semesters) in the STEM Centers to provide professional tutoring in Physics, as there was no STEM Learning Coach able to provide this content assistance to our students in this discipline. The loan of a MLC Senior Learning Coach for the fall 2018 semester allowed us to open up the STEM Center at San Elijo by providing day to day supervision of the facility and tutors at SAN. The MLC and STEM Center also share approximately ten student (Apprentice III) tutors. Collaboration between the two units is critical for scheduling, and training of our shared tutors.
- The Writing Center has developed many workshops for the STEM Center, including workshops focused on Writing STEM Lab Reports, Reading a Science Textbook Effectively and Taking Notes in STEM courses. The workshop that focused on Writing STEM Lab Reports has been implemented each semester since opening of the Center. The Director of the Writing Center and the STEM Center Coordinator have collaborated on these workshops for 1.5 years.
- The STEM Center collaborated with TASC the first year of operation, when TASC trained, scheduled and supervised student tutors who worked in the STEM Center. In year 2, the STEM

Center now supervises all STEM tutors and actively develops the ongoing, content training program. Additionally, the STEM Center has absorbed appointment-based tutoring and facilitated group learning for the first time in academic year 2018/2019. With more services now offered at both of our locations, students are able to engage in all STEM tutoring (drop-in, appointments, group learning) at the STEM Centers. This has resulted in a significant work load increase that has necessitated the hiring of additional student tutors to cover all of the offered services.

- The STEM Center has collaborated with the Supplemental Instruction (SI) Program as we also share a few common student tutors. Additionally, the SI Program has graciously trained two of our Learning Coaches on the basics of SI, so that we can apply SI methodologies to our Group Learning Programs. The two units also collaborate closely on the reservation and usage of large study rooms, to ensure that both have an opportunity to meet the learning needs of our weekly Group Learning and SI sessions.

The STEM Center has greatly benefited from the expertise and assistance of AIS Department to develop our student sign-in system, computer systems, and computer displays on the floor and in each study room. AIS also supports our monthly science faculty talks by recording each session and posting them to MiraCosta's YouTube channel for campus-wide viewing. AIS provides monthly updates of our student laptops available for checkout and also provides weekly updates our active STEM Center website. We are grateful for the AIS team and could not evaluate our program's usage without their home-grown student participation program.

- The librarians have collaborated extensively with the STEM Center to ensure that the Center has all of the necessary textbook resources, as well as the proper RF tagging on your checked out materials. The librarians have also linked our study rooms to the existing students study room reservation system and has trained STEM employees on system utilization.
- The Counseling Department (general, transfer and Veteran's counselors) has provided counseling support to our STEM students through weekly drop-in counseling hours in the STEM Center, evening and Saturday drop-in events.
- The Foundation continues to provide support for the Center by connecting us with Nordson Engineering on a regular basis (career talks) and by seeking additional funds for the STEM Centers.
- The STEM Center has hosted STEM outreach events for the Foundation that introduced highly motivated middle school girls to anatomy models and Biology. The STEM Center has also worked with the Umoja program, as an invited speaker to their group and with the Puente Program to teach parents about chemistry during their family night at college.
- The Center is collaborating with AIS and Karen Turpin to create STEM Center Canvas sites for our content tutors in Biology, Biotechnology, Chemistry, Computer Science, Physics and Physical Science. By pooling critical content specific resources into a easily accessible, yet protected learning area, tutors will strength their effectiveness as a STEM tutor and thereby positively affect student success in the classroom. The STEM Learning Coaches are already integrated into the appropriate discipline courses they serve, so direct understanding of the schedule and content being taught is known and leveraged for content training and mentoring purposes.

Collaboration:

Start:

7/1/2019

End:

6/30/2020

New Program/Unit Goal Development Item

Program/Unit:

Nordson STEM Learning Center

Overall Program Review Summary:

Strategic Goals:

The STEM Center's strategic goals that will allow us to work optimally and effectively include:

1. Becoming a fully supported institutional program. The STEM Center Plan requesting this support in Fall 2018 was not funded.
2. Hiring of 3.5 permanent Learning Coaches (two at the Senior Learning Coach level to provide day to day center leadership), one each in the areas of chemistry, physics, computer science and biotechnology. This will ensure enough permanent staff with the proper content knowledge to effectively operate both OC and SAN STEM Centers.
3. Increasing the collaborations between STEM faculty and college partners (Counseling, Foundation, Career Center).
4. Increasing the collaborations between off-campus college partners to enrich the experience and career knowledge of our STEM students to all STEM careers. This will likely lead to learning opportunities outside the campus.
5. Developing an annual summer internship opportunity with Nordson Engineering for a MiraCosta College STEM student.

Start:

7/1/2019

End:

6/30/2020

Tutoring and Academic Support

New Program Performance Item

Program/Unit:

Tutoring and Academic Support

Data Trend Summary:

We are challenged to redefine TASC in a new context of academic support given the evolution of a new STEM Center. TASC no longer provides specific content tutoring to STEM disciplines as those disciplines have moved to a new STEM/MLC department. We anticipate maintaining, sustaining, and innovating academic support in our robust accounting/business/economics and Adult High School, ESL disciplines. It's critical to develop new strategies with new tutoring disciplines such as; Automotive Technology, Media Arts Technology, Child Development, Computer Studies and Information Systems.

We have added new disciplines in Fall 2019/Spring 2020; CSIT-Cyber security and Design as well as expanding curricular areas in Music, Media Arts Technology, and Sociology. Our data in reference to disproportionately impacted populations for Black/African American, Latinx, and Re-Entry (over 25 years old) students, show a 7-10% increase in success and retention rates over a three year span over students who don't utilize tutoring services in the same DI categories.

Program Performance

Retention Services: TASC assists students throughout the Summer, Fall and Spring semesters. Surveys from facilitated learning sessions (FLS), student success workshops, and individual tutor evaluations derive an average score of 5 (very satisfied) on a scale of 1-5. Students had very positive things to say about TASC services. We also conducted focus groups with TASC tutors assessing student needs that arise in our 1:1 discipline specific appointments. The results indicate that students are in need of non-traditional study skill development. These skills consist of: Renewing Your Academic Skills, Using Canvas & General Computer Skills, Understanding Your Syllabus, Tips on Communicating with Your Instructor, How to Start a Study Group, Developing your Personal Study Strategies, Reducing Anxiety, Calculating your Grade and GPA. While these skills seem basic and faculty and staff might assume that students have mastered these, national research and best practices in learning assistance centers stress that students be provided with a comprehensive set of study skill development opportunities. We've created an environment and structure whereby these skills can grow and manifest themselves within a pedagogy of student development.

The CLC had 3,323 appointments serving 631 students. TASC continued participating in online tutoring by utilizing the Western eTutoring Consortium. There were 1,030 contacts made by 141 students.

Data derived from students sustained a college success rate (earn a grade of C, pass, or better) of 70% for students receiving appointment tutoring and a rate of 65% for students not receiving tutoring. The

student persistence rate (semester to semester retention) over a 3 year period is 85% for students receiving appointment tutoring and is 64% for students not receiving tutoring. Of students who seek tutoring, 61% do it within the first 7 weeks of the semester and 54% are identified as basic skills students. As the data demonstrates, tutoring does make a positive difference for students who take advantage of the various academic support services offered.

In order to address the reduction in services due to the new STEM Center, we embarked on an outreach effort to disciplines we formerly did not support. Automotive Technology, Media Arts Technology, and Child Development.

Learning Outcomes

Retention Services: TASC Service Area Outcomes (SAO) are: **Objective 1: Seeking Academic Support** Students will demonstrate a value for seeking academic support by participating in credit / non-credit tutoring appointments, drop-in sessions and/or facilitated learning sessions in order to achieve their desired course goals. Expected level of achievement: Students come in for a total of 6,000 contacts in all service components. Results: FY 18-19 saw 7,650 contacts in all service components. 802 unduplicated students came in for a total of 4,139 appointment contacts at OC and CLC. 1,261 unduplicated students came in for a total of 3,115 drop-in contacts. 70 unduplicated FLS students came in for a total of 396 FLS contacts.

Objective 2: Critical Thinking and Training for Tutors Tutors will demonstrate effective tutoring skills in one-on-one and/or group tutoring sessions. TASC will hire, train and assign a new staff of tutors in high demand courses. Expected level of achievement: 90% of our newly hired tutors who were able to keep their one year commitment and provide 10 hours of weekly availability will be CRLA level 2 certified at the end of their first year. Results: 25% of our newly hired tutors kept their one year commitment, provided 10 or more hours of weekly availability and were certified as CRLA level 2 Advanced Tutors. 12 new tutors were hired in the fall of 2018. One tutor resigned prior to the start of the spring semester.

Objective 3: Program Innovations Research, develop and pilot new initiatives that expand services to students. Develop an organizational model to pilot new interventions. Expected level of achievement: Start and/or continue a pilot intervention each academic year. Based on our assessment and evaluation of student demand and need, we will revise our Service Area Outcome for 2018-2019. We will develop and assist students with study skills such as time management, navigating an online platform, basic computer skills in Word and Excel, how to read and follow the class syllabus, how to communicate with faculty, and establishing course and college organizational skills. All tutors will receive training in Academic Success Coaching. An organizational structure will be developed and implemented. Our SAO's continue to gauge key components of our department that provide service delivery. We have reviewed our SAO's and decided to revise Objective 2: This was the 1st year of the program with the removal of

STEM disciplines. Tutors were hired for CTE disciplines for which there was not enough demand to provide 25 hours per semester of work. The expected level of achievement should be modified to reflect that all tutors will receive CRLA Levels 1 and 2 training. We will no longer assess tutor certification.

Attached Files

[EPtraining.docx](#)

[TASCEquityDisaggregation2017-20.xlsx](#)

[Annual Report 2019-2020.pdf](#)

Data Analysis and Use for Improvement:

TASC is reliant upon institutional data derived from our eSARS database of students utilizing tutoring services. Our monthly usage report tracks the flow of tutoring and is discussed on a monthly basis with our faculty director/staff. Assessing student usage, current strategies, and likely trends throughout the academic year provides future direction and focus on enhancing program components. Frequent faculty consultation and collaboration is sought out for program improvement and potential partnerships.

User Satisfaction:

TASC has been an innovative leader in developing academic support interventions at MiraCosta College. By collaborating with multiple projects on campus designed to promote student success, TASC has responded by offering more group learning opportunities in traditional 1:1 appointments, drop-in sessions, eTutoring, First Year Experience, Facilitated Learning Sessions (FLS), and Student Success Workshops. We've institutionalized these services in the department. Our department/discipline partnerships are strengthened with Accounting and Economics. New initiatives are implemented in Automotive Technology, Child Development, and Media Arts Technology. Music and Computer Studies & Information Systems will continue and be assessed at the end of Spring '19. Our yearly outcome analysis has improved our processes, service delivery, and innovation to students, faculty, and staff. Students utilizing 1:1 and drop-in services persist at 82% and succeed at 77% rates for all semesters enrolled in a 3 year span. This is at least 8% more than students who do not use our 1:1 and drop-in services.

We are respected as a critical service for students and our program and tutors are internationally certified for a five year cycle by CRLA <http://www.crla.net/>. Our training is extensive and utilizes national best practices. Out of the 114 California Community Colleges, 24 are CRLA certified. This designation professionalizes our practices and program integrity as well as provides tutors with a resume builder that carries forward to their next Higher Education institution.

Closing the Equity Gap:

With Student Equity and Student Success initiatives from the state that mandates us to address services for student populations that have a disproportionate impact on success, Retention Services: TASC is a central department where new and current activities are being developed. In addition, the Guided Pathways initiative that we're undertaking across our district will challenge all of our learning assistance centers to sustain effective interventions and innovate collaboratively.

One of these challenges is to address the specific needs of special populations such as DSPS, Re-entry-Transitions, and 1st generation college students and their learning styles, educational history, and ideation of short and long term goals. The ability to promote tutor staff that will be able to facilitate special projects, workshops and lead others requires adequate infrastructure such as laptops/tablets, work stations, and conference room space for student groups.

Our Academic Success Coaching program was piloted in 2018-19 to address the growing needs of first generation college students. The data dashboard shows tuttee usage data that is higher than college percentage rates with Asian, Black/African American, and Hispanic populations. We provided specific outreach to ASE program populations that are disproportionately impacted. New interventions such as Success Skills Seminars, Mid-term Scantron/Green Book pop-ups, Road to Success events, Athletics Support Coaching, and Mobile services from Counseling and Financial Aid, helped us establish a multi-faceted academic support environment in TASC.

Internal Processes and Procedures:

Our ethos of our organization is captured in national and statewide tutor pedagogical principles. We are members of ACTLA <http://actla.info/> a national and statewide organization leading the field of tutoring and learning assistance.

Our annual year-end report utilizes formative and summative assessment with assistance of the IPRG department. We evaluate this data, our department policies, and staff survey/feedback to

determine our Service Area Outcome progress, component effectiveness, and utilization of staff resources. Five processes are implemented every year.

1. Tutor policies and procedures are reviewed, updated, and disseminated.
2. Peer tutor with staff/faculty consultations are conducted each semester.
3. At each district site, comprehensive training for instructional apprentice desk staff is held three times per semester.
4. Permanent classified staff and department faculty meet every two weeks during the academic year to assess services, staff, and policy issues.
5. A semester-end tutor meeting for Fall and Spring updates departmental progress made in each semester and solicits feedback from all tutor employees.

Role Within the Division:

In 2019-2020, we've had to reduce services due to budget reductions and scope of subjects limited to non-STEM disciplines. We've initiated an Academic Success Coaching program aligned with student services division departments in Academic Success and Equity (ASE), Athletics, Counseling, and First Year Forward. Our new tutoring disciplines include subjects primarily residing in Career Education. An aggressive outreach plan to faculty in these disciplines resulted in piloting embedded and online tutoring in Child Development, Media Arts Technology, and Music. Traditional 1:1 and drop-in tutoring were complemented by these new interventions. Research success data will need two academic year cycles to gauge academic success intervention effectiveness and student success.

Regulatory Requirements:

The requirements from title V re: supervision of tutoring, are adhered to by utilizing professional staff supervised by a faculty director. Data elements are reported through MIS. Confidentiality is adhered to by following FERPA requirements. Information is stored on the network via SARS Anywhere. Tutors sign a confidentiality agreement and all staff signs a FERPA compliance statement.

Start:

7/1/2019

End:

6/30/2020

New Learning, Service Area and/or Administrative Unit Outcomes Item

Program/Unit:

Tutoring and Academic Support

Summary of Key Outcomes Trends:

Use of Outcomes Data for Improvement:

Our department meets on an annual basis to review SAO's. i.e. we assess, revise and close the loop.

Our annual year-end report utilizes formative and summative assessment with assistance of the IPRG department. We evaluate this data, our department policies, and staff survey/feedback to determine our Service Area Outcome progress, component effectiveness, and utilization of staff resources. Five processes are implemented every year.

1. Tutor policies and procedures are reviewed, updated, and disseminated.
2. Peer tutor with staff/faculty consultations are conducted each semester.
3. At each district site, comprehensive training for instructional apprentice desk staff is held three times per semester.
4. Permanent classified staff and department faculty meet every two weeks during the academic year to assess services, staff, and policy issues.
5. A semester-end tutor meeting for Fall and Spring updates departmental progress made in each semester and solicits feedback from all tutor employees.
6. The requirements from title V re: supervision of tutoring, are adhered to by utilizing professional staff supervised by a faculty director. Data elements are reported through MIS. Confidentiality is adhered to by following FERPA requirements. Information is stored on the network via SARS GRID. Tutors sign a confidentiality agreement and all staff signs a FERPA compliance statement.

TASC has been an innovative leader in developing academic support interventions at MiraCosta College. By collaborating with multiple projects on campus designed to promote student success, TASC has responded by offering more group learning opportunities in traditional 1:1 appointments, drop-in sessions, eTutoring, First Year Forward, Facilitated Learning Sessions (FLS), and Student Success Workshops. We've institutionalized these services in the department. We are currently assessing these services in new disciplines that traditionally have not received robust academic support. New department/discipline partnerships in Auto Technology, Child Development, Counseling, Media Arts Technology, Sociology, and the Adult Education Program (AEP) are developing new academic support innovations that include embedded tutoring, mobile site specific tutoring, and online tutoring. We have implemented and updated our SAO's in student success, faculty participation supporting tutoring pedagogy, international certification standards, and program innovations that streamline our data and assess our faculty, student, and staff accountability. Our yearly outcome analysis has improved our processes, service delivery, and innovation to students, faculty, and staff. Students utilizing 1:1 and drop-in services persist at 77% and succeed at 74% rates for all semesters enrolled in a 3 year span. This is at least 5% more than students who do not use our 1:1 and drop-in services. The student persistence rate (semester to semester retention) over a 3 year period is 85% for students receiving appointment tutoring and is 64% for students not receiving tutoring. Of students who

seek tutoring, 61% do it within the first 7 weeks of the semester and 54% are identified as basic skills students.

Our SAO's continue to gauge key components of our department that provide service delivery. We have reviewed our SAO's and decided to revise Objective 1 lowering our number of contacts and students and eliminate Objective 2 as FLS sessions were drastically reduced to 3 sessions. Even though we met our Service Area Outcomes, we must brace for a drastic reduction in services in 2019-2020 as we build an infrastructure to support new disciplines.

Start:

7/1/2019

End:

6/30/2020

New Program Resources Item

Program/Unit:

Tutoring and Academic Support

Facilities Improvements:

Retention Services: TASC current facilities and technology have enabled us to deliver quality services for students as we continuously innovate and seek program growth. The practical use of ten new laptop computers enables us to provide student research access, academic support pedagogical resources, and drop-in data collection in various TASC center and mobile locations.

At the Oceanside East campus, a reconfiguration of all the learning centers enabled TASC to receive mobile desks and chairs conducive to group learning. Private study and tutoring space is shared between four major programs (MLC, STEM, TASC, WC) that limits our ability to schedule 1:1 appointments for DSPS and re-entry students. The continual need for more large and small rooms across the learning centers still exists. Our drop-in tables and six computer stations enable us to provide group learning and 1:1 computer aided assistance in Accounting, Computer Studies & Information Systems, Media Arts Technology, Child Development, and Academic Success Coaching. We have consulted and collaborated with faculty members in career education disciplines, sociology, and psychology to further develop academic support systems and interventions that support students.

We've identified student needs that have led to mobile counseling and financial aid services in our space. In addition, specific discipline needs via faculty office hours in our center has expanded our scope to faculty accessibility, visibility, and innovation. Collaboration with key faculty leaders leads to the development of new strategies for student success. TASC center innovation is central to space expansion and reliability. There are still immediate needs unmet across the Learning Assistance centers (Math, STEM, TASC, and Writing) as we are identifying

work space for tutors/SI leaders, work space for Instructional Assistant positions, and a collaborative work stations for administrative support staff. Partnerships with Counseling, First Year Forward (FYF), ASE, and new Career Education disciplines will challenge us to expand programmatic functions in current space configurations.

At the Community Learning Center campus, we are sustaining our Academic Support Center that houses the Library, TASC, Math Learning Center, and Writing Center. A full complement of staff desks, student computer stations, work tables/chairs are designed for tutoring and study services in the morning and evening. By serving a collective number of students, the need for a larger space is already apparent as we innovate learning assistance services for non-credit students' path to credit status. The use of three new laptops has alleviated some of the limitation on computer accessibility. The master plan and successful bond measure calls for a CLC remodel of Academic Support Room space. We're included in mapping out new space configurations that meet collective learning center needs.

At the San Elijo campus, we utilize a redefined and reassigned room 105 to meet tutoring needs.

Optimize Departmental Performance:

With the utilization of ten laptops across two campus sites, we're able to address the following:

1. Expansion of external site tutoring services within the CLC-Adult Education Program vision and strategic goals.
2. Our Oceanside East site is more efficient with drop-in center data collection and student/tutor access to resources.

Impacts on Processes and Procedures:

The use of mobile laptops requires tutor training in new software, data collection applications, online tutoring platforms, and campus based systems such as Canvas and Cranium Cafe. By creating a mobile feature within our delivery of academic support services across campus, we enable ourselves to take services to where students are at (i.e. cafeteria, outside community spaces across campus, club/organization room).

Correlation to Program Efficiencies:

Tutoring pedagogy requires TASC staff to constantly innovate and document interactions. Our expansion to collaborate with faculty, students, and other staff members must be flexible, mobile, and intentional. Additional technical support in utilizing laptops will be necessary for this expansion.

Supplies, Software and Equipment:

Additional laptops (10) will enable us to equip tutors and instructional aide staff with resources that advance our mobile footprint across two campuses (CLC, OCN East).

Linked Documents

[SAO Final Report 17-18.pdf](#)

[Annual Report 2018-2019.pdf](#)

Start:

7/1/2019

End:

6/30/2020

New Program Personnel Item**Program/Unit:**

Tutoring and Academic Support

Staff/Faculty Contributions:

Our department ethos has been to put together a high quality program embedded with certified tutors, credentialed faculty and staff. Our tutors consist of CRLA certification level 1, 2, and 3. This tiered approach provides a tutor mentoring model that enables tutoring pedagogy to evolve.

The faculty director provides a wealth of resources in tutor training, regional and national contexts, seeking additional funding resources, and collaboration with multiple departments.

Our drop-in tutoring interventions for high demand subjects and/or new disciplines has been created for students needing flexible service area points.

Our retention services specialist expertise in developing training modules and aligning CRLA certification standards to activities, scenarios, and data trends has solidified our best practices.

Our CLC coordinator has provided focused training sessions on working with a diverse CLC population. The Academic Support Room collaborative partnerships with the Library, Math Learning Center, and Writing Center has created a synergy for student success in non-credit contexts. This position is also supported by the Adult Education Program (AEP) which enables us to expand to external sites in the AEP consortium.

Currency in Field:

Retention Services: TASC has committed to the professional development of its staff by providing sufficient opportunities every year. These opportunities consist of the following examples: Staff Webinars, Regional and State-wide Professional Conference Workshop Presentations, Flex workshops, and Academic Senate/Institutional Retention initiatives. RS:TASC employs a cadre of 24 para-professionals (tutors-instructional apprentices) deployed at two campuses (CLC, OCN East). In addition, one full time classified staff, a permanent PT CLC Coordinator, and one full-time faculty director, completes the professional staff. From a total of 27 TASC employees, twenty five are providing direct instructional support.

Professional Development Needed:

As tutoring and learning assistance centers rapidly evolve to meeting legislative and student needs, additional training is required in the following areas:

1. Academic Success Coaching structure and activities
2. Embedded tutoring models
3. Online tutoring platforms and delivery
4. Community based learning centers external to MCC campuses
5. Discipline specific center development and implementation

Changes in Staffing:

With the re-organization of learning centers underway, one TASC administrative support position was re-assigned to the new STEM Center. We now have a total of 2.4 faculty/staff responsible for the operational, service delivery, and innovation necessary for a viable academic support department.

Personnel Changes Needed:

The ability to implement a new group of emerging disciplines and innovations require us to increase the instructional staff. New full-time positions as Instructional Assistants in Accounting, Academic Success Coaching, Online Tutoring, and Sociology enable us to meet the new goals of our three year plan. An additional part-time administrative support position is required for projected human resource needs.

Start:
7/1/2019

End:
6/30/2020

GOALS/ACTION PLANS-----
RELATED ITEM LEVEL 1

Expand supplemental assistance interventions

Program/ Unit Goal Number:

Program/Unit:

Tutoring and Academic Support

Goal Description:

Expand the Accounting/Economics discipline expertise via a Learning Coach that addresses the rising use of academic support by students, especially Latinx populations seeking tutoring services.

Planned Goal Start Date:

8/24/2020

Projected Goal Completion Date:

5/28/2022

Program Review Motivation Summary:

Update: In our pandemic 2019-2020 academic year, we experienced a steep drop of 40-60% usage rate across student appointments/contacts; drop-in students/contacts; and CLC students/contacts. The Academic Success Coaching drop was less significant with a 15% drop in students and 26% drop in student contacts. The pandemic took a toll on students, tutors, faculty, and staff as MiraCostans reacted to an extreme shift to a virtual only platform for receiving academic support services online.

The utilization of TASC services by Accounting/Economics students has been steady over the years. However, in 2018-19 we experienced a sharp increase in unduplicated students served (131%), student contacts (130%), within a context of doubling our drop-in and appointment hours. Thus, the overall increase is steadily climbing at 18% and is projected to surpass 25% for 2019-20. In collaboration with the full-time faculty in Accounting and Economics, we have instituted targeted outreach activities in the Bertossi courtyard, provided a "faculty hour" space in TASC to attract discipline specific students, explored and piloted online tutoring options, and hosted discipline specific tutor training. Data for Fall 2019 showed a 10% increase in drop-in tutoring. With Spring 2020 interrupted by COVID-19, reliability of the data is compromised. We are experiencing a significant increase in Latinx student tutoring usage at 47% in contrast to the general campus rate of Latinx students at 38%.

Update: We are continuing this plan of action as we re-emerge to an on-campus format for services. Our intention is to utilize a Learning Coach to lead and further develop the tutor training modules, liaison with accounting/economics faculty on new innovations, host and lead workshops, and consult and innovate with TASC tutors.

Attached Files

[Annual Report 2019-2020FinalEquity.pdf](#)

Measuring Goal Success:

Formative and summative consultations with TASC tutors developed throughout the semester assess discipline specific knowledge & resilience, solicits faculty expertise, and evaluates tutor effectiveness each semester.

Progress Status:

In Progress/Ongoing

Start:

8/19/2019

End:

6/30/2020

RELATED ITEM LEVEL 2

Embedded Tutoring

Program/Unit:

Tutoring and Academic Support

Action Plan Objective/Synopsis:

Update: We have expanded ET to include the following disciplines Anthropology, CSIT-cybersecurity, Design, LRNS-DSPS, Media Arts Technology, and Music. We now have over 15 courses supported by ET. Over 224 students are supported in the virtual classroom setting in unique courses. This goal is new and addressing the need to increase retention with disproportionately impacted populations in Sociology. Embedded tutoring was offered in 4 sections serving 149 enrolled students in fall and 10 sections serving 265 enrolled students in spring.

Expected Plan Start Date:

7/1/2019

Projected Date Of Plan Completion:

6/30/2021

Resources Needed?:

Staffing

Institutional Goals Alignment (previous goals):

I. Vanguard Institution (Innovation, Best Practices, Broad Access, Environmental), II. Academic Success (Students have high probability of achieving academic success)

Partnering Programs:

Update: We have exponentially expanded our embedded tutoring (ET) model beyond the Sociology discipline to include Anthropology, CSIT-cybersecurity, Design, LRNS-DSPS, Media Arts Technology, and Music.

The Sociology Department is also still being virtually supported for the 2021 Spring semester.

Steps and Timeline for Implementation:

Tutors are recommended to TASC from the Sociology department in Spring '19; Interviews, Hiring, and Training commences August '19, embedded tutoring is scheduled Fall '19 semester. This timeline has expanded to include the disciplines in **Anthropology, CSIT-cybersecurity, Design, LRNS-DSPS, Media Arts Technology, and Music.**

Linked Documents

[Annual Report 2019-2020FinalEquity.pdf](#)

Attached Files

[EmbeddedTutoringRolesFinal.pdf](#)

[ColorCodedAssignmentsSP21.xlsx](#)

Assessment Plan:

We will conduct a focus group of Sociology faculty and students on the effectiveness of the embedded tutoring model. Throughout the Fall and Spring semester we'll collect data on students success metrics, specifically for disproportionately impacted populations in the sections offering embedded tutoring. An qualitative and quantitative analysis will commence in late spring '20 to determine whether we continue a subsequent year of funding for this intervention.

RESOURCES NEEDED? If resources are needed to execute this action plan, check this box and complete the appropriate resource request form(s) in the fall.:

Progress:

New

Start:

7/1/2019

End:

6/30/2020

RELATED ITEM LEVEL 2

Enhance the Academic Success Coaching program

Program/Unit:

Tutoring and Academic Support

Action Plan Objective/Synopsis:

The research shows that community college students come in under-prepared for college study. A specific emphasis on the hidden curriculum (faculty relations, study group process, classroom behaviors, emotional intelligence, self-awareness) is necessary so that students understand expectations as well as acquire the skills needed. With Student Equity and Student Success initiatives from the state that mandates us to address services for student populations that have a disproportionate impact on success, Retention Services: TASC is a central department where new and current activities are being developed. In addition, the Guided Pathways initiative that we're undertaking across our district will challenge all of our learning assistance centers to sustain effective interventions and innovate collaboratively. One of these challenges is to address the specific needs of special populations such as DSPS, Re-entry-Transitions, and 1st generation college students and their learning styles, educational history, and ideation of short and long term goals. The ability to promote tutor staff that will be able to facilitate special projects, workshops and lead others requires adequate infrastructure such as laptops/tablets, work stations, and conference room space for student groups. Our Academic Success Coaching program was piloted in 2018-19 to address the growing needs of first generation college students. The data dashboard shows tuttee usage data that is higher than college percentage rates with Asian, Black/African American, and Hispanic populations. We provided specific outreach to ASE program populations that are disproportionately impacted. New interventions such as Success Skills Seminars, Mid-term Scantron/Green Book pop-ups, Road to Success events, Athletics Support Coaching, and Mobile services from Counseling and Financial Aid, helped us establish a multi-faceted academic support environment in TASC. In Fall 2019, MCC enrollment was down 4-5% reducing our coaching numbers proportionally. Due to interrupted academic support services due to COVID-19 in Spring '20, data was not reliable. However, we were able to produce a 10 minute documentary <https://www.youtube.com/watch?v=TxHa4chLP6Y> and accompanying handbook on First-Generation College Students via a Foundation mini-grant of \$3,000.

Expected Plan Start Date:

7/1/2019

Projected Date Of Plan Completion:

6/30/2022

Resources Needed?:

Staffing

Institutional Goals Alignment (previous goals):

I. Vanguard Institution (Innovation, Best Practices, Broad Access, Environmental), II. Academic Success (Students have high probability of achieving academic success)

Partnering Programs:

Academic and Career Pathways

Steps and Timeline for Implementation:

A group tutors will be trained as Academic Success Coaches from our hiring pool in August '19, Academic Success Coaching will begin at the beginning of the Fall '19 semester. A total of five Academic Success Coaches were identified from our new Tutor pool and trained to provide critical services.

Linked Documents

[Annual Report 2018-2019.pdf](#)

Attached Files

[B. Smith-MentoringHiddenCurriculum.pdf](#)

[1stGenHandbookFinal'20.pdf](#)

[EchaleGanasDocumentary.mp4](#)

[FlexJan2019EP.pptx](#)

[Annual Report 2019-2020FinalEquity.pdf](#)

Assessment Plan:

The achievement of this goal will depend on the ability to garner institutional funding for Academic Success Coaching and link student contacts with learning the "hidden curriculum". Program and student data will be collected via focus groups, online surveys, faculty and staff feedback.

RESOURCES NEEDED? If resources are needed to execute this action plan, check this box and complete the appropriate resource request form(s) in the fall.:

Progress:

New

Start:

7/1/2019

End:

6/30/2020

New Dialogue Item

Program/Unit:

Tutoring and Academic Support

Dialogue within Program/Unit:

Permanent classified staff and department faculty meet every two weeks during the academic year to assess services, staff, and policy issues. We meet on an annual basis to review SAO's. A semester-end tutor meeting for each semester Fall/Spring provides an update on departmental goals and progress made. We solicit feedback from 24 tutor/coach employees.

Collaboration:

Start:

7/1/2019

End:

6/30/2020

New Program/Unit Goal Development Item

Program/Unit:

Tutoring and Academic Support

Overall Program Review Summary:

Strategic Goals:

Develop a comprehensive learning center presence that collaborates with the Math, STEM, and Writing Center, and faculty within disciplines pertinent to our student population needs.

Build an infrastructure for new interventions that attract disproportionately impacted students in the Social and Behavioral Sciences.

Develop, plan, and implement embedded tutoring models for general and career education courses.

Enhance the Academic Success Coaching program by linking it to First Year Forward, Guided Pathways, and ASE programs.

Develop, plan, and implement tutoring at external Adult Education Program locations.

Start:

7/1/2019

End:

6/30/2020

Writing Center

New Program Performance Item

Program/Unit:

Writing Center

Data Trend Summary:

This Program Review includes the Supplemental Instruction Program which was under the Writing Center at the time. Each section will separate the two with headings.

Writing Center

During this period, data gathering shifted to the Interaction Tracking Data Base created by Zak Ruvalcaba. This was problematic on several levels. Built for STEM, a student's course was the key element collected. However, while the Writing Center needs to collect course information, it is more important to know for which service students came. This caused repeated problems with the programming, which led to significant changes in structure each semester. Though such changes were often identified within the first couple of days or weeks of a semester, changes were not implemented until term end. This meant that each semester we knew nearly from the start that the data wouldn't fully satisfy our collection desires. Further, when the data was provided to Kim Coutts in RPIE to both crunch the annual data but also to build a data dashboard, she found anomalies which led to concerns about the integrity of the data. For all of these reasons, I spend little time in this review analyzing data.

Two key findings are worthy of mention, one for students 25 and over and one for adult high school students. Both findings are worth further study as neither of these student data sets had been previously provided. 1) From Fall 2018 to Spring 2019, students over 25, who are Disproportionately Impacted, succeeded at greater rates if they used the Writing Center (79-86%) than their peers who did not (70-75%). 2) Adult High School students who used the in-person writing center in Fall of 2018 succeeded at 80% while their fellow students who did not use the center succeeded at 51%. Similarly, retention for writing center users was 89% while only 67% for non-users.

Further, data for Online services continue to show strong success rates. In addition to the Chancellor's Office push to have all in-person services be available online, and the ever-increasing online offerings especially in ENGL and COMM, this success data encourages us to Develop Synchronous Online Specialties for Parts of Speech, Reading, Transfer and Scholarship services as a goal (*WC Annual Report AY18-19*).

Supplemental Instruction

Currently, the Supplemental Instruction (SI) Program, does not have a dashboard. However, in the 2018-2019 academic year I worked with Maria Lissner to put together a report that detailed the impact of our SI resource in the specific courses that we supported. We used a sign-in system created by Zak Ruvalcaba to track attendance in all of our SI sessions. In Fall 2018, for students that attended SI sessions the data shows Pass rate= 80%; compared to students who did not attend any SI sessions the data shows Pass rate= 60.9%. (Supplemental Instruction Fall 2018 Report)

Similarly in Spring 2019, for students who attended SI sessions the data shows Pass rate= 79%; compared to students who did not attend any SI sessions the data shows Pass rate= 49%. (Supplemental Instruction Spring 2019 Report) In this data period, it should also be noted that the SI Program was being funded by the BSSOT grant which is why we were able to place SI Leaders in 45 unique course sections in various disciplines.

Linked Documents

[Monthly Statistics 2016-2018.xls](#)
[WC Annual Statistics Package 2017-2018.xlsx](#)
[BSSOT Coach Classroom Data 2016-2018.xlsx](#)
[WC In-Class Survey Report 2018.pdf](#)
[Consultant Evaluation Statistics 17-18.docx](#)
[Classroom Assistance Data 2017-2018.xlsx](#)

Attached Files

[WC Annual Report AY18-19.xlsx](#)
[WC Classroom Survey Results Spring 2019.docx](#)
[WC Classroom Survey Instrument Spring 2019.pdf](#)
[Supplemental Instruction Fall 2018 Report.pdf](#)
[Supplemental Instruction Spring 2019 Report.pdf](#)

Data Analysis and Use for Improvement:

Writing Center

The Writing Center has gathered information from students in classrooms frequently over the years. In AY 18-19 with the BSSOT grant in full swing including a part time researcher in RPIE, the Writing Center decided to gather information from students where embedded writing consultants worked. The survey instrument (*WC Classroom Survey Instrument Spring 2019*) was modeled after the one being used by Supplemental Instruction (SI) in hopes of being able to compare data to see if one support style got better results.

However, the survey results, while demonstrating strong correlations between student who worked with writing consultants having confidence in their course success and in using other academic supports at MiraCosta and beyond, the data was skewed by having only 6 out of 157 respondents who reported they did not work with a consultant (*WC Classroom Survey Results Spring 2019*). Some of the most useful data came from the write-in responses students provided, both for possible improvement and user satisfaction.

For the students who offered suggestions for improved service delivery, comments centered on having more time with the Consultant and/or more flexible times for the Writing Consultant's availability in the center. Finally a small minority suggested that Writing Consultants could have been more proactive in approaching students and initiating help, ($n = 8$, 12.1%), see examples below:

- *"provided me with more information on writing and talked to us more so we felt like It was easier to talk"*
- *"been a little more involved and provided better feedback. Jeremy was great but sometimes he would be quiet and I would forget he is in the class"*
- *"more talkative and more friendly- not so quite, engaged with the student is very important."*

Supplemental Instruction

Since we were still in a pilot phase in AY 2018-2019, the data was used to determine if the program could be adopted as an instructional support program at the end of the grant. By including SI Leaders in various disciplines we, were also evaluating which courses would benefit the most from this level of support. The desirable benefits were to see a decrease in the number of students who failed and or withdrew from the course and to see an increase in success and persistence rates in those courses.

Further the feedback from students, SI Leaders, and faculty has always been taken into consideration to help develop better training for our SI Leaders and to develop strategies that aide faculty in utilizing the SI resource in their courses in the most optimal way.

Student feedback has been used to hone in on what they found most beneficial in SI Sessions.

User Satisfaction:

Writing Center

In AY 18-19, the Writing Center stopped deploying a satisfaction survey which was conducted for a two-week period each semester at each district site. For years the results had been so favorable that it no longer served a purpose. However, due to the BSSOT grant we were also collecting data within the classrooms with embedded writing consultants. User satisfaction was high in those surveys as well. The *WC Classroom Survey Results Spring 2019* reported positively on a survey completed by 157 students: 1) "The consultants' ability to make [students] feel welcome/comfortable" ($M = 4.63$, $SD = .88$) and 2) "The consultants' caring about [students'] success" ($M = 4.60$, $SD = .97$).

Supplemental Instruction

Students are asked to provide feedback of their SI experience via surveys disseminated during their lecture. In Fall 2018, students who filled out the survey reported that SI was extremely helpful (74%) to them, with only 1% reporting that it was not helpful. Similarly in Spring 2019 76% reported that SI was extremely helpful and 2% reported it was not helpful.

SI Leaders are also report growing their own abilities as students as a result of working the program. SI Leaders were asked: Did being an SI Leader help you to grow and develop as a student?? If so, how? SI Leaders reported that they grew the most in:

Gaining a deeper understanding of the subject matter

Increased confidence they developed leading group discussion

Increased confidence engaging groups

Increased appreciation for diverse viewpoints

In the development of presentation skills

Closing the Equity Gap:

Writing Center

Concerns about data integrity means that future data will be needed to corroborate the following equity findings, but the Writing Center is thrilled that RPIE can finally provide disaggregated data showing a variety of breakdowns for the center. While the uncertain integrity of the data leaves questions, the first set of disaggregated data for Disproportionately Impacted (DI)

populations are very promising. In addition to the DI data referenced above for students over 25, when looking at data on race, students who used the Writing Center were more successful than their counterparts who did not. While Pacific Islanders and those of an Unknown race only fared 7% and 1% better than same-race peers, the rest ranged from 10-17% higher with success rates of those using the center averaging 85% success compared to 71% for non-users. The one exception was for American Indian/Alaska Native students who were 3% less successful, with Total N for this center users of only 45 students. The most impressive statistic was that African American males who visited the writing center succeeded at 80%, 23 percentage points higher than their peers who did not use the center, who succeeded at 57%. (*WC Annual Report AY18-19*)

At present, language gaps of non-native speakers are not officially part of the equity plan. And yet, disproportionately impacted populations include our Hispanic students as well as Asian, Pacific-Islander, and even our African-American students if Black English Vernacular is included. Therefore, one of our plans to Improve Consultant Training is a goal to Create Non-native Speaker Training for our writing consultants who are already trained to be cultural sensitivity to language. The new training would provide the ability for consultants to work with the most common grammar errors. We believe this could be beneficial to closing equity gaps.

Supplemental Instruction

The SI program does not currently have a dashboard where we can easily extract this information. A specialized request to RPIE would be necessary to get a better picture of the SI Program impact on equity.

Internal Processes and Procedures:

Writing Center

Having watched the improved usage that came with our new space and studio model at San Elijo over the last couple of years, during this review period we negotiated for a larger space at Oceanside to allow us to utilize the same service model at all three district sites. This model creates a type of drop-in service which allows multiple contacts every day and welcomes students to work in our area as long as they want so they can get just-in-time assistance as desired.

While the attempt was made to prepare our student writing consultants for the new model, more needs to be done to ensure they can confidently guide their fellow students in improving writing. We have a goal to continue to redesign our consultant training so that our peer staff can more confidently and fluidly work with student writers at any stage of the writing process at all district sites, especially Oceanside East where the volume is highest.

Supplemental Instruction

The SI Program counts with one full time staff person. The SI leaders and other support staff of the program are all part time temporary hourly employees. It is very important that more funding be provided to the SI Program in order to increase the number of sections that can be included in the program. With that being said, the students that are hired as SI Leaders receive a tremendous amount of support, guidance, and feedback in the work that they do with their students. Further, as coordinator of the program I ensure that there is always someone present in the SI office to help any SI Leader with questions regarding their session plans, their interactions with students, and even to open the classrooms that we reserve for our SI Sessions. All of the hands on support that we provide to the SI Leaders is for the ultimate goal of helping students be successful in their courses.

Role Within the Division:

Writing Center

The Writing Center worked collaboratively in offering STEM workshops which focused on writing lab reports, reading in the sciences, and note taking strategies. The WC also worked with all the academic support centers in revising our service models to make approaching support services less challenging for students. We led an effort to create a four-fold brochure of how academic support services in the HUBs work. Although the brochure was put on hold by the Dean of Math and Sciences, the Library picked up the effort and produced copies to provide students during orientations.

Supplemental Instruction

The Supplemental Instruction program is a fairly new resource in the division that has already worked with many faculty members who recognize the benefits of having an SI Leader in their class. Though students who have SI Leaders in their classes have the benefit of working regularly with that person, SI Leaders are expected to refer students to other resources like the Writing Center, STEM Center, Math Learning Center, and the Tutoring and Academic Support Center. Further, some SI Leaders also work as tutors in the programs mentioned above.

Regulatory Requirements:

Start:

7/1/2019

End:

6/30/2020

GOALS/ACTION PLANS-----

RELATED ITEM LEVEL 1

Develop Synchronous Online Specialties

Program/ Unit Goal Number:

Program/Unit:

Writing Center

Goal Description:

Explore a variety of software solutions over the course of the next two years with the goal of delivering all writing center services through an online modality.

Planned Goal Start Date:

3/25/2019

Projected Goal Completion Date:

4/1/2020

Program Review Motivation Summary:

1. Chancellor's office push for all support services to be available online
2. Increases in online courses needing WC support
3. Our high success rate with our current online feedback service

Measuring Goal Success:

As we complete each pilot, we will assess feasibility in terms of successful use by students and ability to add the staffing needed to fully scale such support.

Progress Status:

Completed

Start:

7/1/2019

End:

6/30/2020

RELATED ITEM LEVEL 2

Revisit Cranium Cafe

Program/Unit:

Writing Center

Action Plan Objective/Synopsis:

In Fall 2018 the Writing Center explored Cranium Cafe as a way of offering synchronous specialty services. At the time, few students were versed in how to use the software and little to no online support was offered. Counseling continues to use this software, and we are hopeful that sufficient support from AIS will become available through the student support hub so that this will become a viable platform for synchronous specialty service delivery.

Expected Plan Start Date:

10/7/2019

Projected Date Of Plan Completion:

5/21/2021

Resources Needed?:

Institutional Goals Alignment (previous goals):

I. Vanguard Institution (Innovation, Best Practices, Broad Access, Environmental), II. Academic Success (Students have high probability of achieving academic success)

Partnering Programs:

Steps and Timeline for Implementation:

October 2019: Prepare to pilot hours for transfer personal statement support using Cranium Cafe.

December 2019: Evaluate by volume of successful usage whether to continue pilot beyond transfer.

Jan 2020: If transfer pilot worked well, roll out scholarship pilot for spring 2020.

Summer 2020: Evaluate based on volume of success and lingering problems. Either go online with all specialties, roll out personal statement specialties during particular seasons, or continue to look for better solution.

Fall 2020: Implement full scale or talk with Jim Julius and AIS about other software options.

Assessment Plan:

RESOURCES NEEDED? If resources are needed to execute this action plan, check this box and complete the appropriate resource request form(s) in the fall.:

Progress:

New

Start:

7/1/2019

End:

6/30/2020

GOALS/ACTION PLANS-----

RELATED ITEM LEVEL 1

Expand Supplemental Instruction Support

Program/ Unit Goal Number:

Program/Unit:

Writing Center

Goal Description:

Before Fall 2019, the SI Program was able to support over 40 course sections in an academic year. Currently, we are supporting half of that with the funding that we have. With additional funding, we can reconnect to departments we once served and also outreach to new departments who could benefit from having SI support in their courses as well.

Planned Goal Start Date:

8/17/2020

Projected Goal Completion Date:

8/16/2021

Program Review Motivation Summary:

Measuring Goal Success:

Success in this goal means that the SI Program can expand to provide SI Leaders to not only the current faculty and disciplines we work with, but also to more faculty who are interested in this type of course specific support for their students.

Progress Status:

New

Start:

7/1/2019

End:

6/30/2020

RELATED ITEM LEVEL 2

Action Plan- Expand Supplemental Instruction Support

Program/Unit:

Writing Center

Action Plan Objective/Synopsis:

Gain funding to recruit and hire additional Apprentice III (SI Leaders) to expand support in Fall 2021 MiraCosta College courses. While the Program was grant funded in 2017-2018 and 2018-2019, we were able to provide SI Leader support to approximately 90 courses in various academic disciplines. The overall goal of the SI Program is to increase retention rates and decrease the number of students who fail in the specific courses in the program. Further, since Fall 2019 the SI Program has only been able to support courses at the OCN campus, whereas before we were also able to support courses in SAN and at the CLC.

Expected Plan Start Date:

1/16/2021

Projected Date Of Plan Completion:

8/16/2022

Resources Needed?:

Staffing

Institutional Goals Alignment (previous goals):

I. Vanguard Institution (Innovation, Best Practices, Broad Access, Environmental), II. Academic Success (Students have high probability of achieving academic success)

Partnering Programs:

Currently the SI Program works with the following disciplines:

English-Pre Transfer

English- Transfer

Biology

Chemistry

Computer Science

Accounting

Business

We also partner with the following centers:

Writing Center

Math Learning Center

STEM Center

Steps and Timeline for Implementation:

Typically, recruitment for SI Leaders is ongoing. However, with limited funding we have only been able to work with faculty who are already a part of our program.

With additional funding to hire more SI Leaders we can begin outreaching to new faculty and departments as soon as Spring 2021.

Interviewing and hiring of new SI Leaders would happen over summer 2021 and the new SI Leaders would complete their training before the beginning of Fall 2021. They would begin working with students in Fall 2021.

Assessment Plan:

RESOURCES NEEDED? If resources are needed to execute this action plan, check this box and complete the appropriate resource request form(s) in the fall.:

True

Progress:

Start:

7/1/2019

End:

6/30/2020

GOALS/ACTION PLANS-----

RELATED ITEM LEVEL 1

Improve Consultant Training

Program/ Unit Goal Number:

Program/Unit:

Writing Center

Goal Description:

Develop new training to address necessary studio skills and basic grammar needs of non-native speakers.

Planned Goal Start Date:

4/1/2019

Projected Goal Completion Date:

12/17/2021

Program Review Motivation Summary:

This is motivated by our movement to studio model and a recent conference call by Dana Ferris to increase the grammar support for our non-native speakers by training peer consultants in limited grammar areas.

Measuring Goal Success:

Formal and informal observations of writing consultants will demonstrate whether training has adequately improved in terms of studio model. These observations will be done by the Faculty Director and the permanent writing coaches. The same methods will also be used in measuring the success of grammar development for Non-Native Speakers in the following years.

Progress Status:

Completed

Start:

7/1/2019

End:

6/30/2020

RELATED ITEM LEVEL 2**Create Non-Native Speaker Training for Consultants****Program/Unit:**

Writing Center

Action Plan Objective/Synopsis:

At the SoCal Writing Centers Association Conference in February 2019, Dana Ferris encouraged writing centers to train student consultants in the most common non-native speaker grammar errors so that they can respond helpfully when students ask questions. This is a change in the field which needs attention at our campus.

Expected Plan Start Date:

9/1/2020

Projected Date Of Plan Completion:

6/1/2022

Resources Needed?:**Institutional Goals Alignment (previous goals):**

I. Vanguard Institution (Innovation, Best Practices, Broad Access, Environmental), II. Academic Success (Students have high probability of achieving academic success)

Partnering Programs:**Steps and Timeline for Implementation:**

September 2020: Identify common grammar errors which student consultants could be taught, decide whether to train newbies, advanced consultants or both, design training

Fall 2020: Pilot grammar training with consultants, develop data collection process to assess effectiveness

December 2020: Assess how often and how well consultants have implemented grammar training with students

January 2021: Tweak the training and/or who receives it

Spring 2021: Either take the training to additional consultants or add new training for same consultants, refine assessment data collection tool if needed

June 2021: Assess Spring changes. Repeat process as needed for 2022/23 AY.

Assessment Plan:

RESOURCES NEEDED? If resources are needed to execute this action plan, check this box and complete the appropriate resource request form(s) in the fall.:

Progress:

New

Start:

7/1/2019

End:

6/30/2020

RELATED ITEM LEVEL 2

Redesign Consultant Training for Studio Model

Program/Unit:

Writing Center

Action Plan Objective/Synopsis:

Ensure that student writing consultants receive adequate training to work effectively with student writers in the studio model even at the busiest location of Oceanside.

Expected Plan Start Date:

4/1/2019

Projected Date Of Plan Completion:

8/5/2019

Resources Needed?:

Institutional Goals Alignment (previous goals):

II. Academic Success (Students have high probability of achieving academic success)

Partnering Programs:

Steps and Timeline for Implementation:

Develop new training modules to develop consultant ability:

- to work incrementally to prioritize student's next steps
- to establish and clearly communicate a next step through brief conversation
- to walk away leaving a student confident to move forward
- to communicate clearly how student can get additional assistance
- to pay attention to the entire WC area and approach student writers to offer input and feedback
- to communicate consistently with student writers about getting additional input, with coaches when specialty needs arise, and with front desk at the end of shift regarding students-in-process

Assessment Plan:

RESOURCES NEEDED? If resources are needed to execute this action plan, check this box and complete the appropriate resource request form(s) in the fall.:

Progress:

New

Start:

7/1/2019

End:
6/30/2020

New Learning, Service Area and/or Administrative Unit Outcomes Item

Program/Unit:
Writing Center

Summary of Key Outcomes Trends:

This Program Review includes the Supplemental Instruction Program which was under the Writing Center at the time. Each section will separate the two with headings.

Writing Center

With positive data consistently above the 90th percentile for more than five years, there has been no call for improvement with our current SLO on student confidence. To Design a New Outcome is a worthy goal.

Use of Outcomes Data for Improvement:

Start:
7/1/2019

End:
6/30/2020

GOALS/ACTION PLANS-----

RELATED ITEM LEVEL 1

Design New Administrative Unit Outcome

Program/ Unit Goal Number:

Program/Unit:
Writing Center

Goal Description:

The WC seeks to identify administrative unit outcomes that challenge us to improve delivery of our instructional support for writing.

Planned Goal Start Date:
1/1/2020

Projected Goal Completion Date:
4/28/2022

Program Review Motivation Summary:

The new studio model demands that the WC consider new outcome(s). We currently have an SLO of confidence, which remains important, but our results from five years of surveys are clear that we are doing an outstanding job in this area. Therefore we need to look for another outcome to assess, one attuned to our new service model. Whether to stick with a student learning outcome or shift to an Admin Unit Outcome also needs to be determined.

Measuring Goal Success:

After identifying a new outcome, we will develop a survey for investigating students' acquisition and implementation of the learning. This survey will be implemented for a minimum of a week each semester.

Progress Status:

Discontinued

Start:

7/1/2019

End:

6/30/2020

New Program Resources Item**Program/Unit:**

Writing Center

Facilities Improvements:

This Program Review includes the Supplemental Instruction Program which was under the Writing Center at the time. Each section will separate the two with headings.

Writing Center

In the last two years, improved spaces have been developed at all three campuses. Additionally changes are being planned again with MM improvements. We have been actively involved in the planning processes at San Elijo and Oceanside East while being periodically updated about the CLC plans.

In a recent change of spaces at Oceanside the WC acquired better storage which keeps the space safer and more student-friendly.

Supplemental Instruction

The SI Program gained a more stable office location in Fall 2018. Having that allowed us to have functional work space for our mentors and SI Leaders. It also allowed us to buy supplies that help SI Leaders make their sessions fun and engaging for students. For example, we provide our SI Leaders with white board markers and chalk so we don't use the existing classroom resources. We also have things like highlighters, sticky notes, and mini white boards that we keep in our office space for them to use with their students. Having an office space that wasn't shared with multiple centers has definitely given us a sense of existence at the college.

However, every semester we face the obstacle of finding classrooms to host our SI sessions. While there are two large study rooms in the first floor of the library, that shared space cannot host all of our sessions. Some of the courses that we support will have SI sessions with 10 students or more which require a classroom space to accommodate this number of students. If a space is consistently overcrowded, students feel less and less compelled to participate in sessions.

Optimize Departmental Performance:

Writing Center

With all of the improvements, the timely change to a studio model provided the pedagogical backdrop to get appropriate furnishings as well as request hardware for data input and student usage needs.

Beyond the walls of the centers, the Writing Center provides embedded support in English and ESL classrooms. This work was partially funded through a resource request several years ago. At that time, support was provided to both credit and non-credit classrooms. Currently, with AB705's requirement for students to succeed in their transfer-level English requirements within the first year, the Letters department has sought additional support. Basic Skills, BSSOT, and SEA Program funds have been used for over a decade in support of this work which is now more critical than ever. A goal to *Stabilize District Funding for All Writing Center Supports* was collaboratively developed between the WC and Letters Department. For the current *WC Annual Report AY18-19*, data for classroom use was derived in a new way which does not create a positive picture of the work done by embedded consultants ("Student Outcomes" tab). Rather than comparing classes that a consultant worked in to classes without a consultant (a model of data collection easily skewed by faculty) the data for this period was collected by comparing the students consultants worked with to students within a class who did not seek assistance (a method skewed by students who are confident in their writing skills who neither seek support nor are directed to support by the instructor). We had hoped the new method would provide a better picture of the impact, however, we now believe that the two data sets need to be correlated.

Supplemental Instruction

Dedicated space for student study groups is absolutely necessary for the SI Program to be more successful. Currently, we have been given some priority to reserve the classroom spaces that we need for our SI sessions. However, if that classroom space is needed for a course that takes precedence and we can lose our classroom space. In an effort to avoid that, we have been concentrating our SI sessions in the automotive technology building. Classroom OC4610, while adequate, always smells like a car garage which is also not a very learning oriented environment.

What would make the most sense is that more study space be created in the library. Students know where it is located, they don't have to wait for someone to unlock a classroom and they can immediately connect to additional resources already established in the library.

Impacts on Processes and Procedures:

Writing Center

At present, there are no foreseeable changes.

Correlation to Program Efficiencies:

Supplies, Software and Equipment:

Writing Center

With a goal to Develop Synchronous Online Specialties (reading, parts of speech, personal statements) we will focus on software already in use at the college, which not only saves money but provides familiar access for students. Hardware is currently sufficient for staffing needs.

Attached Files

[WC Annual Report AY18-19.xlsx](#)

Start:

7/1/2019

End:

6/30/2020

GOALS/ACTION PLANS-----
RELATED ITEM LEVEL 1

Develop Synchronous Online Specialties

Program/ Unit Goal Number:

Program/Unit:

Writing Center

Goal Description:

Explore a variety of software solutions over the course of the next two years with the goal of delivering all writing center services through an online modality.

Planned Goal Start Date:

3/25/2019

Projected Goal Completion Date:

4/1/2020

Program Review Motivation Summary:

1. Chancellor's office push for all support services to be available online
2. Increases in online courses needing WC support
3. Our high success rate with our current online feedback service

Measuring Goal Success:

As we complete each pilot, we will assess feasibility in terms of successful use by students and ability to add the staffing needed to fully scale such support.

Progress Status:

Completed

Start:

7/1/2019

End:

6/30/2020

RELATED ITEM LEVEL 2

Revisit Cranium Cafe

Program/Unit:

Writing Center

Action Plan Objective/Synopsis:

In Fall 2018 the Writing Center explored Cranium Cafe as a way of offering synchronous specialty services. At the time, few students were versed in how to use the software and little to no online support was offered. Counseling continues to use this software, and we are hopeful that sufficient support from AIS will become available through the student support hub so that this will become a viable platform for synchronous specialty service delivery.

Expected Plan Start Date:

10/7/2019

Projected Date Of Plan Completion:

5/21/2021

Resources Needed?:

Institutional Goals Alignment (previous goals):

I. Vanguard Institution (Innovation, Best Practices, Broad Access, Environmental), II. Academic Success (Students have high probability of achieving academic success)

Partnering Programs:

Steps and Timeline for Implementation:

October 2019: Prepare to pilot hours for transfer personal statement support using Cranium Cafe.

December 2019: Evaluate by volume of successful usage whether to continue pilot beyond transfer.

Jan 2020: If transfer pilot worked well, roll out scholarship pilot for spring 2020.

Summer 2020: Evaluate based on volume of success and lingering problems. Either go online with all specialties, roll out personal statement specialties during particular seasons, or continue to look for better solution.

Fall 2020: Implement full scale or talk with Jim Julius and AIS about other software options.

Assessment Plan:

RESOURCES NEEDED? If resources are needed to execute this action plan, check this box and complete the appropriate resource request form(s) in the fall.:

Progress:

New

Start:

7/1/2019

End:

6/30/2020

GOALS/ACTION PLANS-----

RELATED ITEM LEVEL 1

Stabilize District Funding for All Writing Center Supports

Program/ Unit Goal Number:

Program/Unit:

Writing Center

Goal Description:

Having the right players in the right team positions is critical to continuing the Writing Center's positive impact on student success, especially for Disproportionately Impacted students. Writing Center Coaches are needed in the summer, writing consultants' hours have reduced due to wage increases, and embedded support is repeatedly funded by grants.

Planned Goal Start Date:

4/25/2019

Projected Goal Completion Date:

7/1/2021

Program Review Motivation Summary:

Original design for writing coach positions did not account for summer support. Since summer courses move rapidly and all support services are needed in the Writing Center, it's imperative to increase permanent coach hours. Further, the number of available writing consultant hours have been eroded by continual hourly increases over the past several years without any augmentation from the district.

Writing consultants have been used in English classes in the Letters department since before the inception of the Writing Center. However, the majority of that work has been underwritten by temporary grant funds of various kinds (BSI, BSSOT, GEARUP, SEAP) including monies from the Letters Dept. Because the data has repeatedly demonstrated the efficacy of this practice, fully funding embedded writing support with district monies is a priority. From Letters Pre-Transfer:

EPT and Writing Center Collaborations: One of the most data-driven ways to increase student success is through implementing meaningful, active collaborations with the Writing Center. Since we know students benefit from this resource, our task

is to increase access and efficacy to more of our composition students. Here are a few of the supporting data:

- **Rates for all users** of the Writing Center during f18 demonstrate the importance of maintaining and enhancing EPTs strong relationship with the WC. Students who used the Writing Center in person experienced 95% retention and 88% success compared to non-writing-center students rates of 83% retention and 70% success.
- **Writing Center Consultants Embedded in EPT Classes**--data continue to demonstrate increases in retention and success for students who have access to embedded consultants in the composition classroom.

ENGL 50 f18: 44 students were in courses with embedded consultants. 35 of those students reported utilizing the assistance of the consultant w/ the following rates: retention (97%) and success (86%). In contrast, the 9 students who did not work with the consultant had the following rates: retention (67%) and success (56%).

ENGL 52 f18: 81 students were in courses with embedded consultants. 46 of those students reported utilizing the assistance of the consultant w/ the following rates: retention (91%) and success (54%). In contrast, the 35 students who did not work with the consultant had the following rates: retention (83%) and success (69%).

***Overall withdrawal rates** were lower for students who used the assistance of the writing consultant in contrast to those who did not.

Demand for Embedded Consultants in ENGL 50 and ENGL 52: In f17 there were 3 sections of ENGL 50 and 5 sections of ENGL 52 supported. In f18 there was 1 section of ENGL 49, 3 of ENGL 50, and 7 sections of ENGL 52. EPT strives to embed consultants in all of our EPT sections as both data and anecdotal experiences validate its value for pre-transfer students.

Linked Documents

[WC Annual Report AY18-19.xlsx](#)

Measuring Goal Success:

The Writing Center will continue to collect data by having embedded writing consultants keep track of which students they work with each time they are in class. Data will be requested to track the usage of students who have embedded support and who also use the writing center. Additionally, equity success data for the center as well as the embedded classes will be assessed.

Progress Status:

Discontinued

Start:

7/1/2019

End:

6/30/2020

RELATED ITEM LEVEL 2**(AP) Stabilize District Funding for All Writing Center Supports****Program/Unit:**

Writing Center

Action Plan Objective/Synopsis:

Having the right players in the right team positions is critical to continuing the Writing Center's positive impact on student success, especially for Disproportionately Impacted students. Writing Center Coaches are needed in the summer, writing consultants' hours have reduced due to wage increases, and embedded support is repeatedly funded by grants.

Expected Plan Start Date:

4/25/2019

Projected Date Of Plan Completion:

7/1/2021

Resources Needed?:

Staffing

Institutional Goals Alignment (previous goals):

II. Academic Success (Students have high probability of achieving academic success)

Partnering Programs:**Steps and Timeline for Implementation:**

Once funding is granted, the timeline is simple, permanent staff will have increased hours available which will be implemented for complete summer coverage. A larger budget for part-time temporary staff will mean that more positions and/or more hours per position will be available (dependent on specific employees hours) for scheduling for embedded classroom assignments as well as hours in the center to support students from those classes.

Assessment Plan:

The Writing Center will continue to collect data by having embedded writing consultants keep track of which students they work with each time they are in class. Data will requested to track the usage of students who have embedded support and who also use the writing center. Additionally, equity success data for the center as well as the embedded classes will be assessed.

RESOURCES NEEDED? If resources are needed to execute this action plan, check this box and complete the appropriate resource request form(s) in the fall.:

True

Progress:

New

Start:

7/1/2019

End:

6/30/2020

RELATED ITEM LEVEL 2

2. Writing Center Support

Program/Unit:

English - Pre-transfer

Action Plan Objective/Synopsis:

Expected Plan Start Date:

Projected Date Of Plan Completion:

Resources Needed?:

Institutional Goals Alignment (previous goals):

Partnering Programs:

Steps and Timeline for Implementation:

Assessment Plan:

RESOURCES NEEDED? If resources are needed to execute this action plan, check this box and complete the appropriate resource request form(s) in the fall.:

Progress:

New

Start:

7/1/2019

End:

6/30/2020

RELATED ITEM LEVEL 2**Maintain and Expand Supplemental Support for English 100 from the Writing Center****Program/Unit:**

English - Transfer

Action Plan Objective/Synopsis:

The objective of this plan is to improve student retention and success rates in ENGL100 and to reduce the equity gap. The Letters Department witnessed its highest placement into ENGL100 this past fall at a rate of 84% as we enacted reforms dictated by AB705. That placement yielded a small decline in student success (not entirely unpredicted) but more significantly a wider equity gap. AB705 itself calls for higher placement of students accompanied with appropriate support. The most significant form of support that we provide our students are embedded classroom writing consultants. This is a research supported strategy and it is supported by data provided by our writing center that maintains data documenting the significant improvement in retention and success rates when students work with embedded consultants in their classrooms. Unfortunately, the current funding that we have (less than 11,000 annually of Letters budget that we sign over to The Writing Center for this purpose) only currently supports one semester's worth of embedded consultants. Just to meet the current need, we would need to double our assets dedicated to this form of supplemental support, and that is not factoring in growth. This plan calls for a significant increase in funding to support use of writing center consultants in Pre-Transfer (ENGL50 or 52) and Transfer (ENGL100) classrooms.

Expected Plan Start Date:

8/17/2020

Projected Date Of Plan Completion:**Resources Needed?:****Institutional Goals Alignment (previous goals):**

II. Academic Success (Students have high probability of achieving academic success)

Partnering Programs:

Pre-Transfer English

Writing Center

Steps and Timeline for Implementation:

- 1) Fall 2019: Approval of funds
- 2) Spring 2020: Hiring of Writing Consultants
- 3) Fall 2020: Deployment of Writing Consultants
- 4) Ongoing professional development regarding best practices using Writing Consultants

Assessment Plan:

RESOURCES NEEDED? If resources are needed to execute this action plan, check this box and complete the appropriate resource request form(s) in the fall.:

Progress:

Start:

7/1/2019

End:

6/30/2020

GOALS/ACTION PLANS-----

RELATED ITEM LEVEL 1

Supplemental Instruction Institutionalization

Program/ Unit Goal Number:

Program/Unit:

Writing Center

Goal Description:

Ultimately, the work that is being done in the SI Program should be institutionalized. Being able to have access to adequate funding and dedicated space for SI sessions can help ensure that we can not only maintain this section level support, but potentially grow it.

Planned Goal Start Date:

1/15/2017

Projected Goal Completion Date:

8/24/2019

Program Review Motivation Summary:

Measuring Goal Success:

This goal will be completed when the SI Program has it's own budget and when we no longer have to utilize the 25Live system to reserve our SI session spaces.

Progress Status:

Completed

Start:

7/1/2019

End:

6/30/2020

New Program Personnel Item**Program/Unit:**

Writing Center

Staff/Faculty Contributions:

This Program Review includes the Supplemental Instruction Program which was under the Writing Center at the time. Each section will separate the two with headings.

Writing Center

Each writing coach has developed areas of expertise which contribute to the team, the college, and most importantly MiraCosta students. For example, Anne Fleming continues to develop her knowledge of reading and writing for special populations, methods of scaffolding writing instruction for student writers, and provides scientific reading, writing, and note taking support. KD King seeks to find ways to deliver our specialty services through online modalities as well as offering faculty flex workshops about WC services through synchronous online formats. Jeff Schoneman continues to develop his knowledge of and ability to work with our non credit populations. Sarah Pultz and John Pappas, though part-time, both contribute in myriad ways, working most often more broadly than deeply. During the year examined here, Sarah began offering workshops for evening CLC students and John offered a flex workshop on assignment design.

Supplemental Instruction

Within the 2018-2019 AY, the SI Program worked with the following departments by providing SI support for some of their courses: Accounting, Biology, Chemistry, Child Development, Computer Science, Economics, Letters, and Math. Faculty who have an SI Leader in their course are required to meet with their SI Leader 30 minutes each week to discuss upcoming course

content, provide feedback of SI sessions, and to help the SI Leader be prepared for their next week's sessions. Further each of the faculty member also participates in and end of semester survey that asks for their feedback on how we can improve our services.

Currency in Field:

Writing Center

Jeff Shoneman has undertaken additional graduate work in TESOL which will improve his abilities to serve the NCESL population he predominately works with. Anne Fleming is undertaking a low-res PhD program in Writing Centers. The coaches continue to attend and present workshops at state, regional, and national writing center conferences.

Writing consultants presented sessions at the SoCal Writing Centers Association in Spring. Their titles were: "Speaking without Words: Exploring Non-Traditional Methods of Communication for Bridging Invisible Barriers" and "(In)Visible Realities: Building Connection Through Identity and Lived Experiences."

Denise Stephenson, faculty director of the center was one of five leaders of the International Writing Center's Association Summer Institute in 2018. She also presented an in-service for her fellow SoCal WCA writing center directors in ways to keep perspective amid the chaos of directing a center.

Supplemental Instruction

As coordinator, I have been able to attend a few conferences that highlight the field of Supplemental Instruction. Each of these conferences have given me an opportunity to learn more about how to train SI Leaders, collect and interpret data to access more funding for the SI program, and how to better involve faculty in all facets of SI.

Training for SI Leaders happens in Fall and Spring and is required for all new and returning SI Leaders. We provide training in collaborative group strategies, planning sessions, and how to manage your time as an SI Leader and a student. Mentors take a big lead in the development of training and feedback for all of the SI Leaders. I have also been able to take SI leaders and mentors to conferences. The networking opportunity is one of the greatest ways to help them learn more and different strategies that they can include in their sessions and collaborate with students.

Professional Development Needed:

Writing Center

The peer writing consultants receive stable training as new hires and ongoing responsive training as advanced consultants. As part of the goal to Improve Consultant Training is a plan to Redesign Consultant Training to focus on the needs which have arisen due to using the studio model at Oceanside where the greatest concentration of them work. We also have a goal to Create Non-Native Speaker Training for some of the peer writing consultants. This would allow them to be more helpful with non-native speakers of English, especially Gen 1.5 Spanish speakers who make up a significant population at our Hispanic Serving Institution. As the writing coaches help to develop this training, they also deepen their own understanding of how this new studio model can work best with our mixed staff of undergraduates and professionals.

Changes in Staffing:

Writing Center

The center has lost the Writing Center Specialist due to frustrations with the RSG classification process and subsequent salary shifts. With guidance from the dean, the WC changed that position into another writing coach position to increase coach coverage since the BSSOT grant ended. Another change in the offing is the loss of the WC Secretary, Adam Bishop, which will happen Aug. 8, 2019. This loss will cause an immediate temporary hire, while we await posting the permanent position.

Supplemental Instruction

There needs to be more administrative support for the SI program in general. As the program coordinator I do it all from payroll, to training, to providing direct feedback to SI Leaders on a one to one basis. All of the support staff are temporary employees who work anywhere between 10-20 hours a week. Most of the time there is only one other person to help me with basic office needs. There have been times when I am out sick that I have to call on my colleagues in the Writing Center and the STEM Center to ensure that SI session classrooms are open for students.

Personnel Changes Needed:

Writing Center

In the budget portion of program review for AY17-18, the WC requested a shift for two writing coaches from 11 to 12 months to ensure summer coverage. Writing Coaches serve as a proven success and retention asset, this increase would provide year-round support for all of the specialties offered by the Writing Center (grammar, reading, scholarship/transfer personal statements) and would ensure that MCC students who need to write for their condensed summer courses have support commensurate with Spring and Fall.

The majority of students receive writing feedback from the undergraduate peer writing consultants for which we predominantly hire current students. In the past two years these positions have been staffed as temporary part-time positions because of the single, minimum wage pay available for student workers at MiraCosta. All of the academic support centers, including SI made this move in Spring 2018. Though we ask each year in Budget Development for augmentation, no monies have been provided for the increasing minimum wage that has bumped all of these low-wage temporary pay rates. This continues to diminish the number of students that can be served.

And finally, our in-class support, now referred to as embedded is a success factor in writing-based classes, especially now that AB705 requires students to pass a transfer-level English class in the first year. Working in collaboration with the Letters Transfer, Pre-Transfer, and ESL departments to provide writing consultants in pre-transfer, accelerated, and transfer level English, the Writing Center wants to stabilize embedded support.

The WC has a goal to Stabilize District Funding for All Writing Center Supports which will address all three of these personnel needs.

Start:

7/1/2019

End:

6/30/2020

GOALS/ACTION PLANS-----

RELATED ITEM LEVEL 1

Improve Consultant Training

Program/ Unit Goal Number:

Program/Unit:

Writing Center

Goal Description:

Develop new training to address necessary studio skills and basic grammar needs of non-native speakers.

Planned Goal Start Date:

4/1/2019

Projected Goal Completion Date:

12/17/2021

Program Review Motivation Summary:

This is motivated by our movement to studio model and a recent conference call by Dana Ferris to increase the grammar support for our non-native speakers by training peer consultants in limited grammar areas.

Measuring Goal Success:

Formal and informal observations of writing consultants will demonstrate whether training has adequately improved in terms of studio model. These observations will be done by the Faculty Director and the permanent writing coaches. The same methods will also be used in measuring the success of grammar development for Non-Native Speakers in the following years.

Progress Status:

Completed

Start:

7/1/2019

End:

6/30/2020

RELATED ITEM LEVEL 2

Create Non-Native Speaker Training for Consultants

Program/Unit:

Writing Center

Action Plan Objective/Synopsis:

At the SoCal Writing Centers Association Conference in February 2019, Dana Ferris encouraged writing centers to train student consultants in the most common non-native speaker grammar errors so that they can respond helpfully when students ask questions. This is a change in the field which needs attention at our campus.

Expected Plan Start Date:

9/1/2020

Projected Date Of Plan Completion:

6/1/2022

Resources Needed?:

Institutional Goals Alignment (previous goals):

I. Vanguard Institution (Innovation, Best Practices, Broad Access, Environmental), II. Academic Success (Students have high probability of achieving academic success)

Partnering Programs:**Steps and Timeline for Implementation:**

September 2020: Identify common grammar errors which student consultants could be taught, decide whether to train newbies, advanced consultants or both, design training

Fall 2020: Pilot grammar training with consultants, develop data collection process to assess effectiveness

December 2020: Assess how often and how well consultants have implemented grammar training with students

January 2021: Tweak the training and/or who receives it

Spring 2021: Either take the training to additional consultants or add new training for same consultants, refine assessment data collection tool if needed

June 2021: Assess Spring changes. Repeat process as needed for 2022/23 AY.

Assessment Plan:

RESOURCES NEEDED? If resources are needed to execute this action plan, check this box and complete the appropriate resource request form(s) in the fall.:

Progress:

New

Start:

7/1/2019

End:

6/30/2020

RELATED ITEM LEVEL 2**Redesign Consultant Training for Studio Model****Program/Unit:**

Writing Center

Action Plan Objective/Synopsis:

Ensure that student writing consultants receive adequate training to work effectively with student writers in the studio model even at the busiest location of Oceanside.

Expected Plan Start Date:

4/1/2019

Projected Date Of Plan Completion:

8/5/2019

Resources Needed?:

Institutional Goals Alignment (previous goals):

II. Academic Success (Students have high probability of achieving academic success)

Partnering Programs:

Steps and Timeline for Implementation:

Develop new training modules to develop consultant ability:

- to work incrementally to prioritize student's next steps
- to establish and clearly communicate a next step through brief conversation
- to walk away leaving a student confident to move forward
- to communicate clearly how student can get additional assistance
- to pay attention to the entire WC area and approach student writers to offer input and feedback
- to communicate consistently with student writers about getting additional input, with coaches when specialty needs arise, and with front desk at the end of shift regarding students-in-process

Assessment Plan:

RESOURCES NEEDED? If resources are needed to execute this action plan, check this box and complete the appropriate resource request form(s) in the fall.:

Progress:

New

Start:

7/1/2019

End:

6/30/2020

GOALS/ACTION PLANS-----

RELATED ITEM LEVEL 1

Stabilize District Funding for All Writing Center Supports

Program/ Unit Goal Number:

Program/Unit:

Writing Center

Goal Description:

Having the right players in the right team positions is critical to continuing the Writing Center's positive impact on student success, especially for Disproportionately Impacted students. Writing Center Coaches are needed in the summer, writing consultants' hours have reduced due to wage increases, and embedded support is repeatedly funded by grants.

Planned Goal Start Date:

4/25/2019

Projected Goal Completion Date:

7/1/2021

Program Review Motivation Summary:

Original design for writing coach positions did not account for summer support. Since summer courses move rapidly and all support services are needed in the Writing Center, it's imperative to increase permanent coach hours. Further, the number of available writing consultant hours have been eroded by continual hourly increases over the past several years without any augmentation from the district.

Writing consultants have been used in English classes in the Letters department since before the inception of the Writing Center. However, the majority of that work has been underwritten by temporary grant funds of various kinds (BSI, BSSOT, GEARUP, SEAP) including monies from the Letters Dept. Because the data has repeatedly demonstrated the efficacy of this practice, fully funding embedded writing support with district monies is a priority. From Letters Pre-Transfer:

EPT and Writing Center Collaborations: One of the most data-driven ways to increase student success is through implementing meaningful, active collaborations with the Writing Center. Since we know students benefit from this resource, our task is to increase access and efficacy to more of our composition students. Here are a few of the supporting data:

- **Rates for all users** of the Writing Center during f18 demonstrate the importance of maintaining and enhancing EPTs strong relationship with the WC. Students who used the Writing Center in person experienced 95% retention and 88% success compared to non-writing-center students rates of 83% retention and 70% success.

- **Writing Center Consultants Embedded in EPT Classes**--data continue to demonstrate increases in retention and success for students who have access to embedded consultants in the composition classroom.

ENGL 50 f18: 44 students were in courses with embedded consultants. 35 of those students reported utilizing the assistance of the consultant w/ the following rates: retention (97%) and success (86%). In contrast, the 9 students who did not work with the consultant had the following rates: retention (67%) and success (56%).

ENGL 52 f18: 81 students were in courses with embedded consultants. 46 of those students reported utilizing the assistance of the consultant w/ the following rates: retention (91%) and success (54%). In contrast, the 35 students who did not work with the consultant had the following rates: retention (83%) and success (69%).

***Overall withdrawal rates** were lower for students who used the assistance of the writing consultant in contrast to those who did not.

Demand for Embedded Consultants in ENGL 50 and ENGL 52: In f17 there were 3 sections of ENGL 50 and 5 sections of ENGL 52 supported. In f18 there was 1 section of ENGL 49, 3 of ENGL 50, and 7 sections of ENGL 52. EPT strives to embed consultants in all of our EPT sections as both data and anecdotal experiences validate its value for pre-transfer students.

Linked Documents

[WC Annual Report AY18-19.xlsx](#)

Measuring Goal Success:

The Writing Center will continue to collect data by having embedded writing consultants keep track of which students they work with each time they are in class. Data will be requested to track the usage of students who have embedded support and who also use the writing center. Additionally, equity success data for the center as well as the embedded classes will be assessed.

Progress Status:

Discontinued

Start:

7/1/2019

End:

6/30/2020

RELATED ITEM LEVEL 2

(AP) Stabilize District Funding for All Writing Center Supports

Program/Unit:

Writing Center

Action Plan Objective/Synopsis:

Having the right players in the right team positions is critical to continuing the Writing Center's positive impact on student success, especially for Disproportionately Impacted students. Writing Center Coaches are needed in the summer, writing consultants' hours have reduced due to wage increases, and embedded support is repeatedly funded by grants.

Expected Plan Start Date:

4/25/2019

Projected Date Of Plan Completion:

7/1/2021

Resources Needed?:

Staffing

Institutional Goals Alignment (previous goals):

II. Academic Success (Students have high probability of achieving academic success)

Partnering Programs:**Steps and Timeline for Implementation:**

Once funding is granted, the timeline is simple, permanent staff will have increased hours available which will be implemented for complete summer coverage. A larger budget for part-time temporary staff will mean that more positions and/or more hours per position will be available (dependent on specific employees hours) for scheduling for embedded classroom assignments as well as hours in the center to support students from those classes.

Assessment Plan:

The Writing Center will continue to collect data by having embedded writing consultants keep track of which students they work with each time they are in class. Data will requested to track the usage of students who have embedded support and who also use the writing center. Additionally, equity success data for the center as well as the embedded classes will be assessed.

RESOURCES NEEDED? If resources are needed to execute this action plan, check this box and complete the appropriate resource request form(s) in the fall.:

True

Progress:

New

Start:

7/1/2019

End:

6/30/2020

RELATED ITEM LEVEL 2

2. Writing Center Support

Program/Unit:

English - Pre-transfer

Action Plan Objective/Synopsis:

Expected Plan Start Date:

Projected Date Of Plan Completion:

Resources Needed?:

Institutional Goals Alignment (previous goals):

Partnering Programs:

Steps and Timeline for Implementation:

Assessment Plan:

RESOURCES NEEDED? If resources are needed to execute this action plan, check this box and complete the appropriate resource request form(s) in the fall.:

Progress:

New

Start:

7/1/2019

End:

6/30/2020

RELATED ITEM LEVEL 2

Maintain and Expand Supplemental Support for English 100 from the Writing Center

Program/Unit:

English - Transfer

Action Plan Objective/Synopsis:

The objective of this plan is to improve student retention and success rates in ENGL100 and to reduce the equity gap. The Letters Department witnessed its highest placement into ENGL100 this past fall at a rate of 84% as we enacted reforms dictated by AB705. That placement yielded a small decline in student success (not entirely unpredicted) but more significantly a wider equity gap. AB705 itself calls for higher placement of students accompanied with appropriate support. The most significant form of support that we provide our students are embedded classroom writing consultants. This is a research supported strategy and it is supported by data provided by our writing center that maintains data documenting the significant improvement in retention and success rates when students work with embedded consultants in their classrooms. Unfortunately, the current funding that we have (less than 11,000 annually of Letters budget that we sign over to The Writing Center for this purpose) only currently supports one semester's worth of embedded consultants. Just to meet the current need, we would need to double our assets dedicated to this form of supplemental support, and that is not factoring in growth. This plan calls for a significant increase in funding to support use of writing center consultants in Pre-Transfer (ENGL50 or 52) and Transfer (ENGL100) classrooms.

Expected Plan Start Date:

8/17/2020

Projected Date Of Plan Completion:

Resources Needed?:

Institutional Goals Alignment (previous goals):

II. Academic Success (Students have high probability of achieving academic success)

Partnering Programs:

Pre-Transfer English

Writing Center

Steps and Timeline for Implementation:

- 1) Fall 2019: Approval of funds
- 2) Spring 2020: Hiring of Writing Consultants
- 3) Fall 2020: Deployment of Writing Consultants

4) Ongoing professional development regarding best practices using Writing Consultants

Assessment Plan:

RESOURCES NEEDED? If resources are needed to execute this action plan, check this box and complete the appropriate resource request form(s) in the fall.:

Progress:

Start:

7/1/2019

End:

6/30/2020

GOALS/ACTION PLANS-----

RELATED ITEM LEVEL 1

Supplemental Instruction Institutionalization

Program/ Unit Goal Number:

Program/Unit:

Writing Center

Goal Description:

Ultimately, the work that is being done in the SI Program should be institutionalized. Being able to have access to adequate funding and dedicated space for SI sessions can help ensure that we can not only maintain this section level support, but potentially grow it.

Planned Goal Start Date:

1/15/2017

Projected Goal Completion Date:

8/24/2019

Program Review Motivation Summary:

Measuring Goal Success:

This goal will be completed when the SI Program has it's own budget and when we no longer have to utilize the 25Live system to reserve our SI session spaces.

Progress Status:

Completed

Start:

7/1/2019

End:

6/30/2020

New Dialogue Item

Program/Unit:

Writing Center

Dialogue within Program/Unit:

This Program Review includes the Supplemental Instruction Program which was under the Writing Center at the time. Each section will separate the two with headings.

Writing Center

There are two primary points when the department dialogues about processes and procedures focused on student service effectiveness: an early June retreat and a January meeting of all coaches. Additionally, the Administrative team meets for a day in June and holds bi-monthly meetings throughout the academic year. While most of the administrative meetings are focused on day-to-day operations, long-term planning components are dealt with as needed. Training of our student consultants in mid-August and monthly Fridays also offer opportunities for collaboration and insights. Informal conversation about all of these matters occur in center when exigencies bring them to our attention.

Supplemental Instruction

Every month, the learning center directors and I meet with our Dean, Mike Fino, to provide feedback on individuals centers/programs. I am also very lucky that Denise (Writing Center) and Scott (Math Learning Center) have an open door policy when it comes to questions that I have about program development and institutional policies that affect the work we do with students.

Further, I have weekly staff meetings with the SI mentors to stay up to date with the experiences of the SI Leaders in the Program. These weekly meetings is also where we develop training for our monthly SI Leader meetings.

Collaboration:

Writing Center

The Writing Center collaborates with all three of the Letters Departments: transfer English, pre-transfer English and ESL. While the primary collaborations center around embedded classroom support and follows changes in emphasis. The past several years have been focused on what was called basic skills English, but with changes in placement philosophy and implementation of AB705, moving students through transfer-level English within a single semester or year is critical and the Writing Center is one of the support mechanisms to meet that challenge. However, additional faculty development and/or collaboration on best uses of embedded writing consultants may be needed.

The Writing Center also collaborates with the

- Library since research material is needed by a majority of writing assignments on campus
- DSPS department to ensure students receive the appropriate support
- Vets center through hiring and schedule sharing of writing consultants veterans
- SJEC for transfer workshops
- Transfer Center to assist students writing personal statements
- Scholarship Office to assist students writing personal statements
- Honors Scholars Program to provide transfer personal statement workshops and weekly hours in the Honors Lounge
- Puente & Mana Programs to place embedded writing consultants in classes
- Supplemental Instruction Program to ensure SI Leaders in English classes have WC training
- ASE Program Coordinator as a resource when needed

Further, through campus-wide service such as co-facilitator of the Stay on the Path workgroup, flex offerings, feedback for associate faculty in job application materials and feedback for tenure-track faculty on their self-studies, the faculty director of the WC engages with faculty across the campus in meaningful ways that not only support the faculty, but also create connections to the center and develop deeper understandings of how it functions which encourages student referrals with appropriate expectations.

Supplemental Instruction

As mentioned before, the SI program works closely with the learning center on campus. One way in which we can improve our established relationship is by coming together to train our SI Leaders, tutors, and Writing consultants. We have had multiple students work as SI Leaders and tutors. Since our trainings, especially in Fall, often happen in the same week, students can get overwhelmed by all of the time that they spend training for their roles.

Start:

7/1/2019

End:

6/30/2020

New Program/Unit Goal Development Item

Program/Unit:

Writing Center

Overall Program Review Summary:

This Program Review includes the Supplemental Instruction Program which was under the Writing Center at the time. Each section will separate the two with headings.

Writing Center

The Writing Center is doing solid equity work with DI populations and working collaboratively across the institution. The current studio model has been welcomed by students who keep staff at all three district sites busy as well having an asynchronous service that rivals in-person for high student success rates.

However, the center wants to create opportunities online for all of its specialty services by finding a synchronous platform that is easy for students to access. Further, improving training for writing consultants is a priority. It's also time to design a new outcome.

Strategic Goals:

Writing Center

- 1) Develop Synchronous Online Specialties
- 2) Improve Consultant Training
- 3) Design New Outcome
- 4) Stabilize District Funding for All Writing Center Supports

Start:

7/1/2019

End:

6/30/2020