Sustaining Successful Initiatives: Building Networks for Student Success through Faculty Led, Faculty Governed Initiatives.

Dean Alice Perez, Professor Sheila Wiley, and Faculty Director Vandana Gavaskar
Icebreaker: What’s Your Story?

<table>
<thead>
<tr>
<th>Do you have an embedded tutoring program?</th>
</tr>
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<tbody>
<tr>
<td>If so, what is a challenge you currently face?</td>
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<tr>
<td>If not, what challenges are you anticipating on your campus?</td>
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</tbody>
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Workshop Goals

To present Gateway programs as a case study for peer-embedded tutoring

Student-Centered Learning

Training, Data, and Strategies Across Disciplines
Key Issues

Reading, Writing, Math, Critical Thinking, Successful Student Strategies

Need for Faculty Driven Effort
Faculty Partnerships at SBCC

Faculty Committee: Partnership for Student Success

Faculty Administration, Investment and Training

Flex Workshops, Handbook, Best Practices

Faculty invited to lead tutor training seminars

Faculty Liaisons create Best Practices

Process is transparent and data driven
Partnership for Student Success

http://www.sbcc.edu/pss/index.php
Gateway Tutoring Programs

Embedded Tutoring

- This tutor (typically a former student) is assigned to one class section and works with the instructor and students.
- In addition, faculty could assign the tutor to work outside of class so long as it is within the hour allocation.
- The tutor’s supervisor will be the Instructor of that course.
- Tutors complete Tutor Training Seminar. This training is a paid activity and hours spent in attendance are in addition to the hours worked for Gateway Tutoring.
- The Director of Learning Support Services approves Instructors to-opt in for Gateway funding.
- The standard allocation is 3 hours for non-writing intensive and 4 hours for writing intensive.

iPATH

Gateway

“Brain” Tutors

Express to Success
Gateway to Success

http://www.sbcc.edu/gatewaytosuccess/
Gateway Philosophy: How Do SBCC Students Learn?

• Focus on student-centered learning

• Train tutors based on Growth Mindset/Learning Centered Models

• Apply concepts like Bloom’s Taxonomy and Zone of Proximal Development in tutor training.
# Energizing the Culture

## Support from Faculty and Students

- Tutoring seen as effective learning strategies over fix-it approach
- On-going professional development
- Tutor Training
- Effective Faculty Practices with Gateway Tutors
Challenges

<table>
<thead>
<tr>
<th>Challenge</th>
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<tbody>
<tr>
<td>Maintaining Gateway model across disciplines</td>
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<tr>
<td>Increasing Faculty participation in Gateway program</td>
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<tr>
<td>Oversight, observations, and implementing continuous improvement in tutoring practices</td>
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<tr>
<td>Better data about how students learn</td>
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</table>
## Gateway Sections: 2015

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Skills</td>
<td>98</td>
</tr>
<tr>
<td>First in Sequence</td>
<td>169</td>
</tr>
<tr>
<td>Express to Success</td>
<td>38</td>
</tr>
<tr>
<td>STEM</td>
<td>15</td>
</tr>
<tr>
<td>Total Sections</td>
<td>320</td>
</tr>
</tbody>
</table>
What are the Questions that Drive Our Data?

• How does Gateway tutoring directly impact student success? (qualitative)

• How do we measure the success of peer mediated learning? (quantitative)
Data: Fall Terms

Number of Gateway Sections and Overall Success Rates

Fall Terms

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Sections</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>281</td>
<td>69.3%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>332</td>
<td>71.5%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>363</td>
<td>69.0%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>373</td>
<td>69.7%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>320</td>
<td>69.7%</td>
</tr>
</tbody>
</table>
Data Informs Practice

• Data identifies areas of concerns such as under-utilized tutors, or outlier courses where the success rates are significantly lower than cohorts.

• It looks at equity gaps and the extent to which we are closing them.
New Directions

• Web-based Tracking Software

• Apportionment
Quotes from Tutors

• “This seminar helped me develop a better plan on how to approach each student at the beginning of a tutorial session. Specifically, I learned how to evaluate each student’s learning style and choose the most effective tutorial methods to facilitate their understanding of class material.”

• “I really liked how the supervisor presented to us the information about all the situations we could face as tutors and what is the best way to help students. We shared our group concerns and we helped each other to solve them.”

• “(The seminar) gave me new forms of teaching to work off of and more insight on how to approach my job. Not all students learn the same and we as tutors must compensate for that and know how to teach the material in more than one way.”
Quotes from Tutors on Training

• “The training helped me know what to expect and how to be an efficient and effective tutor. It was great to get to meet other tutors and for us to talk about some challenges we've faced and how to get through them.”

• “It helped me to prepare (my)style of teaching and to not doubt my abilities.”
Questions?