Student Success Equity Council

REQUEST FOR FUNDING FORM

Primary Contact Person(s): Ruth Barnaba Ext.: 2238

Program/Workgroup/Department(s): Tutorial Services

List of Partners/Participants: (please list name and program/workgroup/department)

Name	Program	Workgroup	Department
Leticia Murillo	STAR Tutoring		
Greg Thomas	STAR Tutoring		

1. Project Title:

2 Brief Description of proposed project and issue(s) you plan to address (not to exceed 250 words):

Tutoring is part of the learning community that brings forth a purposeful integration of the various social worlds and cultures that students participate in and learn from.

S.T.A.R. Tutoring will provide academic one-on-one appointment based tutoring to targeted special populations to include: Veterans, Foster Youth, African-American and Latino students, Students with Disabilities. Currently, tutoring is available in most of the high demand classes offered at Palomar on a first-come, first-served basis. Limited appointments are available at the ESL Tutoring Center and the Writing Center. These appointments are for 30 minutes and only one appointment can be made for any given day, and no more than two future appointments can be made at any one time. We at STAR Tutoring are offering the ability to schedule recurring one-hour long appointments, set for the remainder of the semester between a tutor and student for whom a positive relationship has been established. This service is currently available to EOPS and TRIO students as a program benefit. The benefits derived from this service have been improved work and study habits, increased confidence and attitude, and improved social skills as well as tutored students generally

3. Identify the proposed target "disproportionate impact" group(s) to be impacted:

Success Indicator	Disproportionate Impact	Target	3-year Goal
Access	Veterans	✔	+5% Enrollment
Course Completion	Foster Youth	✔	+5% Successful Completion
ESL & Basic Skills Completion	African Americans	✔	+5% Successful Completion
ESL & Basic Skills Completion	Hispanics	✔	+5% Successful Completion
ESL & Basic Skills Completion	Males	✔	+5% Successful Completion
ESL & Basic Skills Completion	Students w/Disabilities	✔	+2% Basic Skills Seq. Comp.
Degree & Cert. Completion	African Americans	✔	+2% Degree Completion
Degree & Cert. Completion	Students w/Disabilities	✔	+2% Completlon
Degree & Cert. Completion	Unprepared Age 25-49	✔	+2% Completlon
Transfer to 4-year Inst.	Unprepared Age 25-49	✔	+2% Completlon

Student Success Equity Council

REQUEST FOR FUNDING FORM

4. Identify the specific goals/activities from SE Plan that you will address:
   http://www2.palomar.edu/pages/ssec/files/2015/09/Student-Equity-Plan-GB-Approved-11.12.14.pdf

A.1.5 Provide extensive outreach and support services for veterans, including but not limited to advising, mentoring, and tutoring; improved access to services; and face-to-face connections and support with faculty.
B.1.3 Provide extensive outreach and support services for foster youth including but not limited to advising, mentoring, and tutoring; improved access to services; and face-to-face connections and support with faculty.
And similarly C.2.2, C.3.4, D.1.6, D.2.3

5. Describe your proposed intervention strategies/activities:

Tutoring will be available on an appointment basis for the selected students. Appointments are for the duration of the semester, recurring weekly with the same tutor.

Tutor will address understanding of course content as well as learning strategies and skills.

Tutors will be vetted by the corresponding academic departments for competency and will receive training in learning strategies and techniques.

Tutors will wear uniform shirts on a consistent basis. Uniform shirts will make our staff identifiable and look more united and eager to help students. Students will feel more confident approaching our tutoring staff. Shirts will give our tutoring staff a feeling of belonging and they will wear them proudly.

6. Describe your implementation timeline:

A cohort of tutors will be identified, trained, and hired in accordance with participating disciplines in the Fall 2016 semester to be ready for the Spring 2017, Summer 2017 and Fall 2017 semesters. If approved, we would like the funding to repeat for the following three years. Student Equity tutoring enrollments are fluid not static in nature depending on a range of factors, student preferences and predilections. Targetted students are beginning to seek out Equity tutoring appointments on a more consistent basis.

STAR would like to keep this component as an on-going service and thus are requesting funding on a recurring basis up to the limit number of years currently being considered. If funding is limited, we will accept and work within a smaller budget. Thank you

7. Reference and explain the research studies that support your proposed intervention(s):

Campus-based research indicates that any student that has any contact with tutorial services has a higher retention and completion rate than students that do not. Report to the Tutoring Committee by IRP in 2014.

Gibbs, G. (2009). Developing students as learners — varied phenomena, varied contexts and a developmental trajectory for the whole endeavor. Journal of Learning Development in Higher Education. Issue 1: February 2009. Pp. 2-12.

Moore, Randy. "Diverse behaviors, diverse results: a motivation-based model for students' academic outcomes." Diversity and the postsecondary experience (2007): 129-143.
Article

https://scholar.google.com/scholar?q=Diverse+Behaviors,+Diverse+Results:+A+Motivation-Based+Model+for+Students%E2%80%99+Academic+Outcomes%E2%80%9D&hl=en&as_sdt=0&as_vis=1&oi=scholart&sa=X&ved=0CBwQgQMwAGoVChMI6sW8yOKSyAIV0KSICh1CuQGH

8. Describe your anticipated outcome(s):

Students attending more than three sessions of one-on-one tutoring will have higher retention and grade completion than similar students not attending tutoring sessions.

Summary of Findings for our previous request for funds is attached.

9. Describe how you plan to evaluate progress toward these outcome(s):

The method of measuring service quality will be to focus on service delivery and customer satisfaction within the framework of a marketing model, and use questionnaires and surveys to quantify data.
Tutee Satisfaction Survey will be collected at the end of the semester.

Success, retention, and persistence data will be analyzed each semester and long-term.

Student responses on our Spring 2016 Satisfaction survey indicated at a rate of 84% (n=21) that they would seek and schedule tutoring appointments in subsequent semesters. Of the 16% (n=4) that would not schedule further appointments, 12% (n=3) were transferring to another school.

Verbal interactions with students in a casual manner also provide useful feedback. One of the main factors that brings students back to our Center is the welcoming and friendliness of our staff and tutors. Student comments have driven the evolution of tutoring delivery from a service (providing services to students as if they were mere consumers) to a system and a pattern of behaviors that are engaging and interactive and it's primary role is to promote and support learning.

In addition, students acknowledge that there are distractions that they want to avoid when studying. They want physical comfort to help them study. They want convenience. They want quiet areas to get away from others so they can

10. Identify the evaluation support you anticipate needing from the Institutional Research Office:

1. Identification of eligible students through P.A.T. query
2. Tracking of students participating and resultant persistence, retention, and success data.
3. Development of a satisfaction survey and recommended distribution practices.

11. Excluding SE and SSSP, identify the available funding resources (sources and amounts) that you will have access to:

District funding is available for walk-in service only.

EOPS and TRIO provide special funding for appointment tutoring for students enrolled and actively participating in their programs.

Student Equity funded Tutoring at the S.T.A.R. Tutoring Center – Spring 2016

	Fall 15 - for comparison			**Spring 16 Findings** (First semester Equity funds used)		
Total # of Palomar students	23395			22,795		
Total Students tutored	745	3.2% of total Palomar students		680	3.0% of total Palomar students	
Total Tutoring Hours	4474.00			3953		
Total Equity eligible students enrolled in tutoring (unduplicated)	552	74% of total tutored students		551	81% of total tutored students	
					+ 7% S/S (typically in the Spring semester we see a decrease in access)	

Tutoring Usage ***Duplicated Counts*** (some students fall into one or more Equity category)								
	Fall 2015				**Spring 2016**			
Equity Category	**Students**	**Visits**	**Hours**	**% of total Tutoring hours**	**Students**	**Visits**	**Hours**	**% of total Tutoring hours**
African-American	42	232	178	4.0%	45	171	145	3.7%
Veterans	64	287	272**	6.1%	58	190	148	3.7%
Latino	372	2119	2314	51.7%	356	2071	3229	**81.7%**
Foster Youth	5	21	22	0.5%	8	24	13	0.3%
DRC	124	852	856	19.1%	125	1122	956	**24.2%**
Unprepared Age	259	1253	1212	27.1%	242	1090	988	25.0%
Total			4582				5479	
Non-Equity students					160	748	823	
**Outlier: E. Chestnut ---> 82 hours					**24% of tutoring enrolled students are Non-Equity**			

Student Equity funded Tutoring at the S.T.A.R. Tutoring Center – Spring 2016

Appointments

72 students took advantage of the available appointments
390 individual appointments were scheduled, 376 appointments were attended → 96% attendance!

5 ACCT	1 DA	16 PHYSIC
6 ASL	9 ECON	5 PSYC (STATS)
11 BUS	29 ENG	4 READ
28 CHEM	29 ESL	4 SPAN
55 CSIS	174 MATH	

Grades earned by those using appointments

A	13	D	4	NP	2
B	19	F	8	W	4
C	18	P	2	NG	2

72% earned a C or better

Students by Equity group (Duplicated as some students fall into several categories)

African American:	4
DRC:	24
Foster Youth:	1
Latino:	34
Veteran:	8
Underprepared age 25-49:	29

Funding Requested from Student Equity:

☑ I have read the Acceptable and Unacceptable Uses of Student Equity Funds for Fiscal Year 2014 – 2015.

Budget Category	Item Description	Quantity Needed	Total Amount
1. Staff Identify pay rate/ hours/benefits (link to Fiscal Services benefits worksheet below): http://www.palomar.edu/fiscal_services/LeftNav/Forms.html	Short-term staff to follow-up with students about appts, missed appts, satisfaction, tracking, info dissemination, additional requests. (14 hours per week, $14/hour, 30 weeks) [2 semesters]		$ 6,250.00
Hourly Employees	Short-term hourly Tutors. Approx 900 hours of tutoring Pay rates range from $10 - $14 per hour depending on experience and education.		$ 12,600.00
Classified Staff			$ 0.00
Faculty			$ 0.00
Consultants			$ 0.00
2. Supplies/Materials	Textbook acquisition to assist with relevant discipline material.		$ 750.00
	Thirty (30) Uniform shirts for tutors with embroidered logo.		$ 500.00
3. Equipment			
4. Services			$ 0.00
5. Printing	Advertising materials		$ 300.00
6. Mailing			$ 0.00
7. Travel			$ 0.00
8. Food			$ 0.00
9. Facilities Needed			$ 0.00
10. Other			$ 0.00

Total Cost of Project: $ 20,400.00

Print Reset Submit