

Guided Pathway Work Group Executive Summary- Academic Support

Charge:

Facilitate the group's work on inquiry and recommendation to the Academic Senate regarding existing and needed academic support for students and faculty, including but not limited to tutoring, including embedded tutors, readers, research supports, and prerequisite and co-requisite courses. Seek input from the faculty.

Problems Identified:

We sat down and took inventory of the various resources and services that SRJC currently provides in regard to tutoring, embedded tutors, readers, research support, and prerequisite and co-requisite courses. Many of these resources and services impact students and faculty in and out of the classroom. Identified resources and services below: (Note: there may be more given the flexibility/creativity departments and faculty have, may not have captured everything)

In the Classroom:

PALS (Imbedded Tutoring)

Office Hours

AB 705 (Support Classes)

Writing Lab

Math Lab

Counseling Classes/FYE

Open Sciences Labs

New Ideas:

Discipline/Department Faculty Mentors

SSU Intern Grad Program

Outside of the Classroom:

Tutorial Centers (Including Online)

Students Success Teams (SR & Pet)

Peer Health Coaches

MESA Tutoring

Since there are so many, our recommendations will be to continue researching some these options if that is determined by ASEC. However, we identified some key services and have some recommendations should we choose to pursue implementation for those resources and services. From the list above we worked towards recommendations for PALS, Tutorial Services, Discipline Mentors, SSU Intern Grad Program, and Student Success Teams.

Sources & Data:

PALS

Reviewed data from various models and strategies at four year and two-year colleges. Also collected data from the current implementation of PALS at SRJC since spring 2015. Data collected can be found on the SRJC GP Canvas Shell under the [Academic Support Module](#). Based on the Program evaluations since spring 2015 the service has grown year after year. Overall, most students that utilize the PAL for their class found it helpful and showed marked improvement in the class. The flexibility the PALS had to help in the classroom or to hold their own study groups/one-on-one sessions outside of the classroom was great. Having someone that has taken the class with the instructor helped students form a bond and trust the PAL because of the shared educational experience with that faculty member. From the faculty perspective having a PAL sparked innovation and change to teaching modalities and assignments.

Tutorial Services

SRJC's Tutorial Center, under the direction of Amy Flores, has proven to be a successful operation in the charge to support students for their academic tutoring needs. At present the Center houses multiple types of tutors and tutoring functions: faculty tutors, emeritus tutors, professionals from the community, writing corners, STEM corners, peer mentors, group mentoring, mini-sessions, and generalized tutoring. A study was conducted in both the fall of 2018 and the fall of 2019 showing the effectiveness of the Center. 13,112 students were served in the fall of 2019 alone, with 20,916.973 hours being logged by a wide variety of tutoring methods. Over 341 courses were served by these tutors. The study also delineates the demographics of student users as well. The Tutorial Center is open from 7am to 7pm during the week. Since the onset of the Covid-19 restrictions of person to person contact, the Center has transitioned to an online presence, and the hours of operation are Monday-Thursday, 8-7, and Friday, 8-4, and they have a link on their website to a dedicated Canvas page for their student users.

Student Success Teams (SR & PET)

Established on the Petaluma Campus fall 2016 to boost rates of full matriculation, course retention, successful completion of classes, and overall persistence at SRJC. It is a Peer to Peer Coaching Model. Initial research and work was done by Byron Reaves and Matthew Long who adapted it from other coaching models. It was tailored to fit and suit the needs of students at SRJC. Since then it has been adapted and implemented at the SR campus beginning fall 2018. Each campus has slightly different models; SR campus uses two types of coaches, first year and general coaches. PET campus has general coaches and 3 coaches dedicated to career education. The data collected can be found at the SRJC GP Canvas Shell under [Info and Data for SST](#). The coaches provide a number of workshops ranging from study skills, career development, self-care, and cultural activities. As research has shown these activities help create a college culture for students at SRJC moving away from the "commuter school" mentality. The more connected they get to the campus the more likely they are to utilize resources and services. As a faculty

member (R. Alvarado), who utilizes SST services regularly for all courses taught I can attest to the positive impact it has on students enrolled in the classes.

Discipline/Department Mentors

This is a new idea that we would like to explore. According to the article in the journal, Inside Higher Ed, Feb. 25, 2019, the Gallup-Purdue Index Study of 2014 determined that a mentor who helped you identify and pursue your goals and dreams was the most important factor in a student's future success in both life and work. A Faculty Mentor has an impact that "more than doubled a graduate's odds of being engaged in their work and thriving in their overall well-being". The evidence is staggering and thus academia is now charged with making faculty mentoring a more significant priority. The Faculty Mentor model has proven itself to be profoundly important in all aspects of student success. This includes encouraging the student to aim much higher in their academic pursuits, be more concerned with the political and social life of their community and live a more fulfilling life.

SSU Intern Grad Program

New suggestion that was provided to us from a faculty member. Since this is a relatively new suggestion, we have not had an opportunity to fully research this option. We could use the PALS structure/model for this or any other Internship/Fellowship model that SSU might already have. Would need to meet with appropriate SSU Faculty and Administrators to see if this is possible. SSU Grad students would get units/credits for their graduate program. Build a program structure and then implement. Can assist a SRJC faculty member in a variety of ways; the classroom, grading, research, mentoring, and tutoring to list a few options but not limited to this.

Recommendations:

PALS

Funding the expansion of services to more disciplines/departments will be a challenge. Find district funds. Some grant writing proposals may be identified in year three that we can apply to. Adding a dollar amount to student fees may be an option. Example adding \$1-5 per semester to something like the premium cub card (which is an optional fee) or students make it a ballot measure and vote to add the \$1-5 to their student fees for PALS. Money goes back to students anyway in the form of a stipend for becoming a PAL. Tap into the financial aid work study funds to pay students that qualify for those funds from that fund. The savings from the general PALS fund would allow for more hiring of PALS in general.

Another recommendation is that we move away from a pay model or structure for PALS. Give students who become PALS units/credits through something like CI 51 or Indep. Study 48/49 (honors courses).

There are some inconsistencies that would need to be fleshed out if this were to be upscaled in the future. The three disciplines that currently use PALS have a lot of freedom to develop their PALS programs but this creates inconsistent results. More systematic training for all

participants would be recommended. Ongoing training and support throughout the semester. Ability for faculty to get flex credit.

An online presence needs to be created for PALS. There is no central location on the SRJC website for PALS information for students, faculty, or PALS. Creating an introductory video with what PALS is would also be great for courses that have one (EX. <https://www.youtube.com/watch?v=-geGQ-SzLNE&feature=youtu.be>). The webpage would contain resources and tools to help students. Best practices and resources for faculty and PALS. Not limited to these things.

Tutorial Services

Using Fullerton College as a model, all academic tutoring functions in place at SRJC's Tutorial Center headed by Amy Flores, i.e. writing corner mentors, stem corner mentors, peer mentoring, one on one mentoring, group mentoring, Emeritus tutoring, Community Professionals tutoring, volunteer faculty tutoring, would continue to be housed under one either physical roof or "virtual" roof. In addition to the functions already included in the SRJC Tutorial Center, all other academic support services on the SRJC campus and the Petaluma campus could be integrated into an organizational structure such as that of the Tutorial Center. This could include all online tutoring as well. Should we proceed with this more unified approach to academic support tutoring, it might also be more easily adapted to an entirely online Tutorial Center, should this modification be necessary.

SST

Create more awareness and education of the services they provide amongst faculty. Possibly use as an Early Alert Model/System by creating a link in the faculty portal with information on the services they provide. An online page already exists that could be adapted for this for Petaluma Campus SST at the moment. (Ex <https://petaluma.santarosa.edu/form/connecting-students>)

Could adapt the structure from PALS to the SST coaches and embed coaches into the classroom or disciplines/departments. Would need to coordinate with SST Program Directors/Coordinators to see if this is even possible or desirable.

Recommend expansion to online services. Due to COVID 19 some of their resources and services have opened up or moved to online. Coaches monitor the mysrjcap and respond to student questions under the supervision of program Coordinators. Meetings with coaches now available via zoom (managed out of SR campus). Community hour establish Mon-Thurs from 1-2pm where students come together.

SSU Intern Grad Intern Program

Research needs to be completed and would recommend it be done in year three. From there a structure or program could be created/built. Reaching out to SSU Administrators/Faculty to see if this would be possible.

Discipline/Department Mentors

More research would need to be done in year three to develop a structure and possibly some training. We believe that all faculty are mentors at SRJC, but we would like to propose that each department designates 3-4 faculty who would be willing to be Mentors with two-year appointments. These faculty would receive flex credit, or a course release, in exchange for representing their disciplines' many abstract facets for students on either a drop-in basis, or by scheduled appointments. Faculty guidance around all aspects of academia. Examples of topics: civic engagement, critical thinking, career paths, internships, fellowships, and expertise in the field.