



Mission / Vision

Learning Support Services (LSS) at Estrella Mountain Community College (EMCC) promotes student learning and success by:

- Offering flexible academic support and resources to help all students meet their learning goals.
- Creating more powerful learning environments and experiences.
- Addressing the academic support needs of underprepared students

The vision driving LSS at EMCC encompasses a future Academic Success Center with an integrated learning approach that will attract students and increase their academic success. Actively collaborating with initiatives across the campus and drawing on strong relationships with faculty, LSS continues to focus on building capacity in providing tutoring support and learning resources for all students in online and F2F formats.

This annual report highlights our accomplishments, summarizes the growth and impact on student success and provides an overview of current projects. All of which acts as a compass to guide next year's changes, improvements, projects and overall direction of EMCC Learning Support Services.

Accomplishments

- ❖ During 2010-2011, the learning support centers engaged in more collaborative projects with faculty. This was accomplished through the following:
 - Created a new group learning space (EST102) to accommodate up to 24 students with 12 netbooks and flexible seating arrangement for various modes of presentation. This space was used by faculty to conduct group study sessions; by tutors to facilitate Supplemental Instruction and Math topic group study sessions and by students for group study.
 - Implemented Supplemental Instruction in two Physics courses and a modified Supplemental Instruction support was provided for all Chemistry 130 students, with regularly scheduled sessions in EST102.
 - Improved coordination and communication with faculty to better align tutoring delivery with content and pedagogical practices in the Biology and Chemistry courses.
 - Worked closely Business faculty to integrate tutoring in the Accounting course curriculum and hired tutors to provide regularly scheduled tutoring for the Accounting students in the LEC.
 - Integrated Smarthinking online tutoring support into Learning Support Services to provide additional tutoring support options for students in online and hybrid courses
 - Worked collaboratively with the Writing Center faculty Liaison and EMCC's IT dept to create and implement a new Online Writing Center.
 - Supported the collaborative pilot of the Starfish Early Alert System. In addition to implementing it as a tool to connect students with tutoring, Learning Support Services also provided technical support, data tracking, and additional testing of the Starfish Connect feature.



- ❖ Continued marketing Learning Support Services through the AXIS campus TV system, classroom presentations and New Student Orientations.
- ❖ Completed the first Program Review for Learning Support Services, worked closely with Library staff to create an appropriate template for the program review of Learning Support Departments.
- ❖ Piloted a joint Tutor Training program with South Mountain Community in the Fall that included training sessions at EMCC and SMCC and a workshop presentation from the district EOLT office. The Spring Tutor Training program included more EMCC faculty and staff presentations. In response to faculty, students' and tutors' input the training sessions focused on creating a respectful workplace and customer service.
 - Made progress on developing CRLA tutor training certification curriculum and currently finalizing the training material on an EMCC Tutor Training Blackboard site.
 - Worked with faculty to address specific tutor training in Biology, Chemistry and APA / MLA formatting.

Learning Support Usage & Growth.

The four-year trend of tutoring center usage (including the faculty-led MathLab) shows an increase in the number of tutoring visits, with a 2% increase from 2009-2010

During the 2010-2011 year, Learning Support experienced very little growth in the number of tutoring visits and a slight decrease in the number of students. The reason for basically the leveling off of tutoring visits and decrease in the number of students is not clear; especially since Learning Support is working on collaborative initiatives to get students in the tutoring centers and provide assistance. The following may have contributed to small growth:

- Implementation of the New Online Writing Center in the Fall and technical challenges experienced in the beginning of the semester.
- Use of Smarthinking online tutoring support

Chart 1. Four-year trend of all tutoring centers, including Bd Critique & Online Writing Center

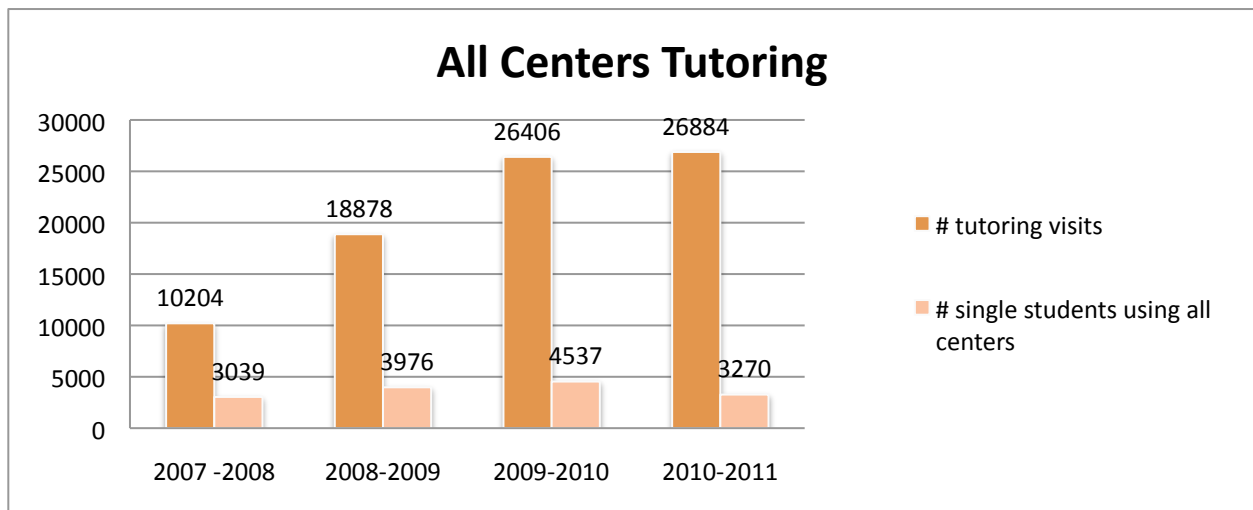


Chart 2. Four-year trend of the NASA Center for Success in Math & Science, including EST102 group study area used for Math & Science group tutoring / SI in (2010-2011)

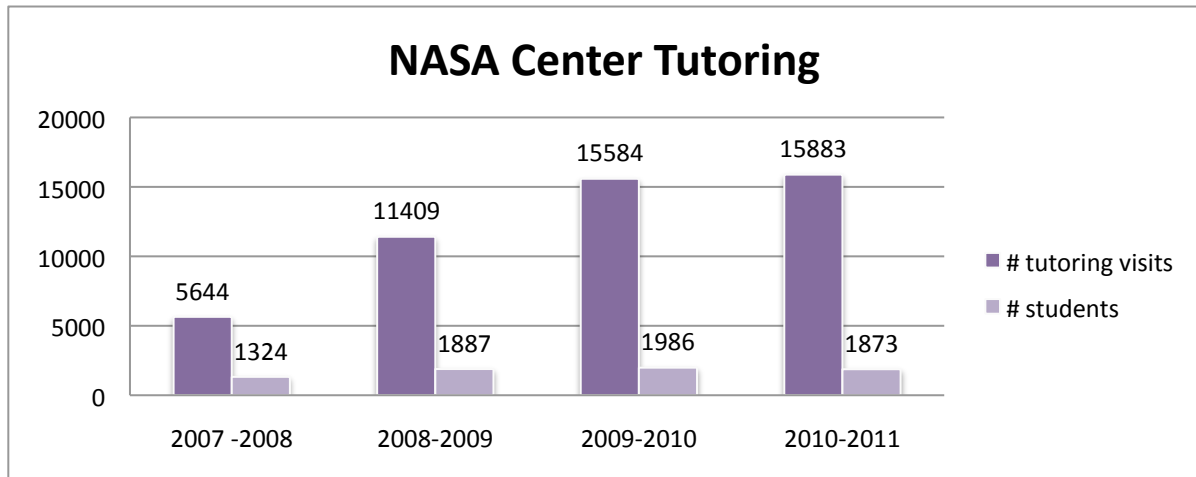


Chart 3. Four-year trend of the Learning Enhancement Center/Writing Center, including Information Commons with CIS tutoring in (2010-2011) & OWC

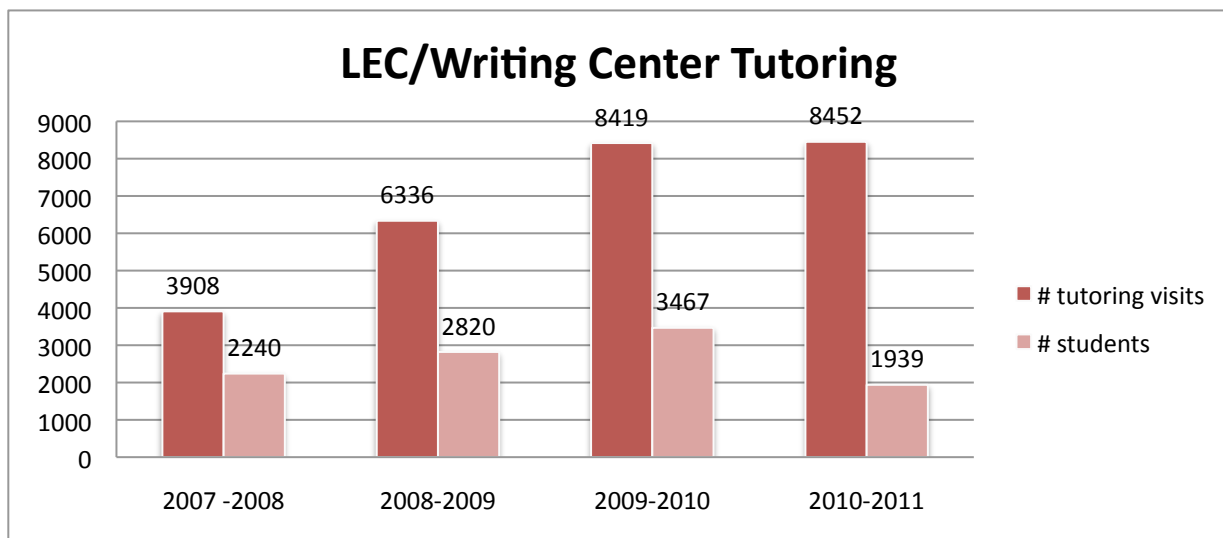


Chart 4. Four-year trend of the faculty-ran MathLab

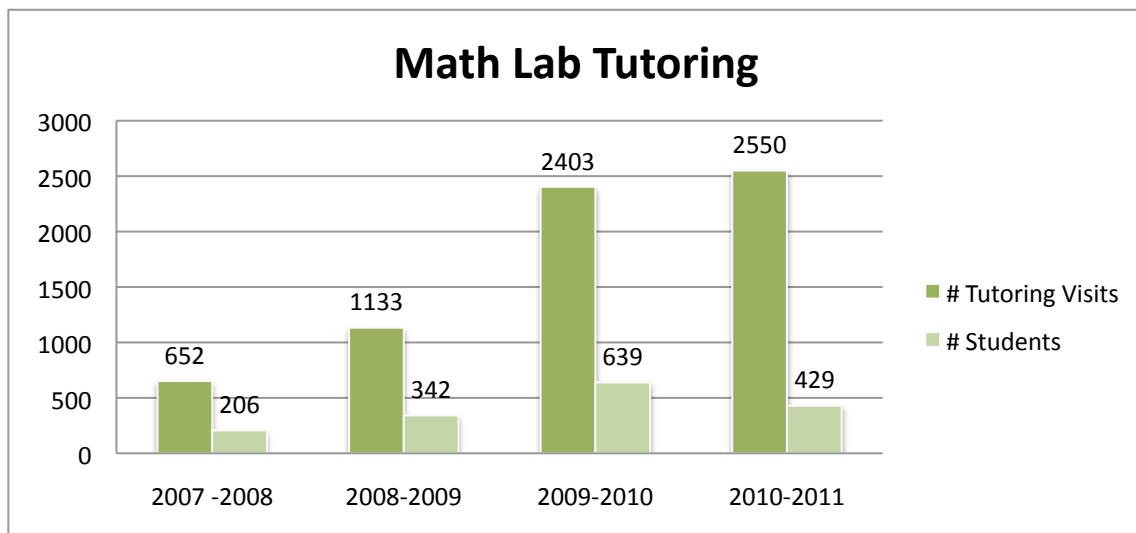
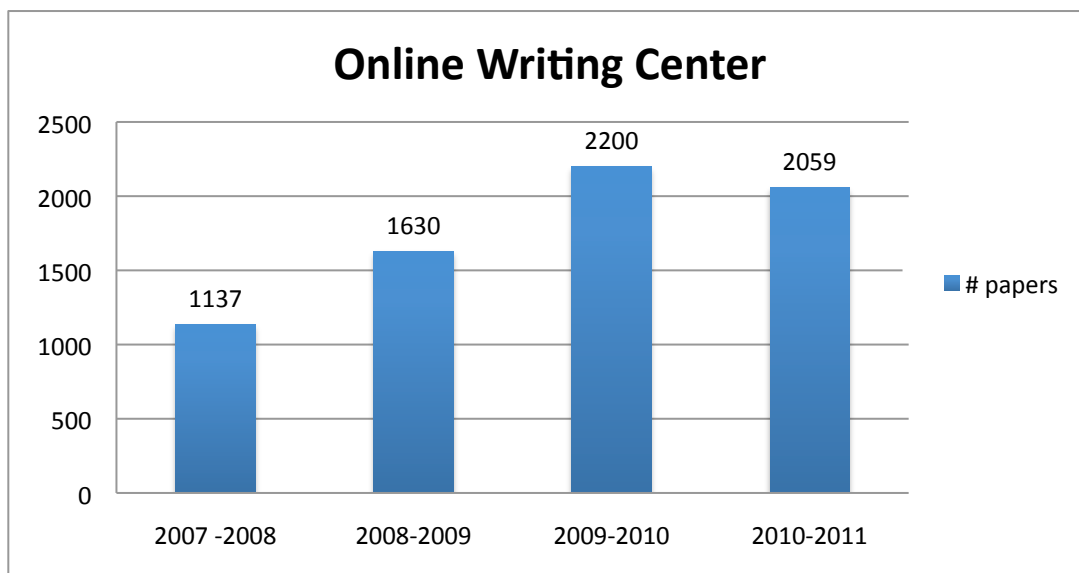


Chart 5. Four-year trend of the number of papers critiqued by Online Writing Center. New online writing center implemented in 2010-2011.





Effectiveness:

The EMCC data on student success rates consistently show that when students engaged in tutoring three or more times their success rates increase. See Charts 6 through 11 showing the student success rates of students going to tutoring versus non-tutoring.

Chart 6.

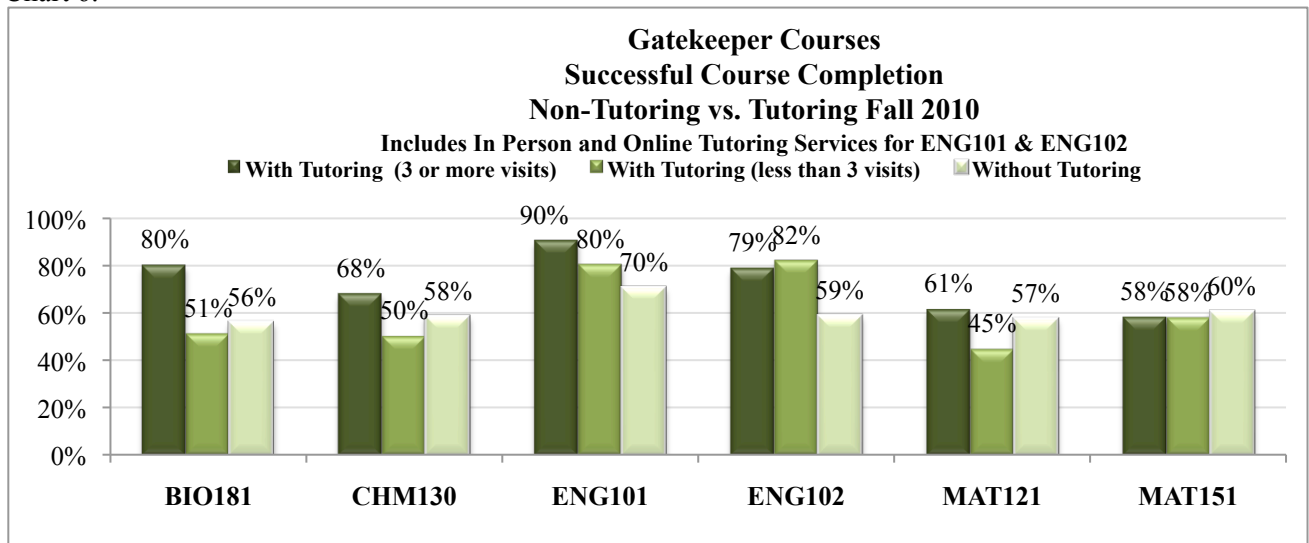


Chart 7.

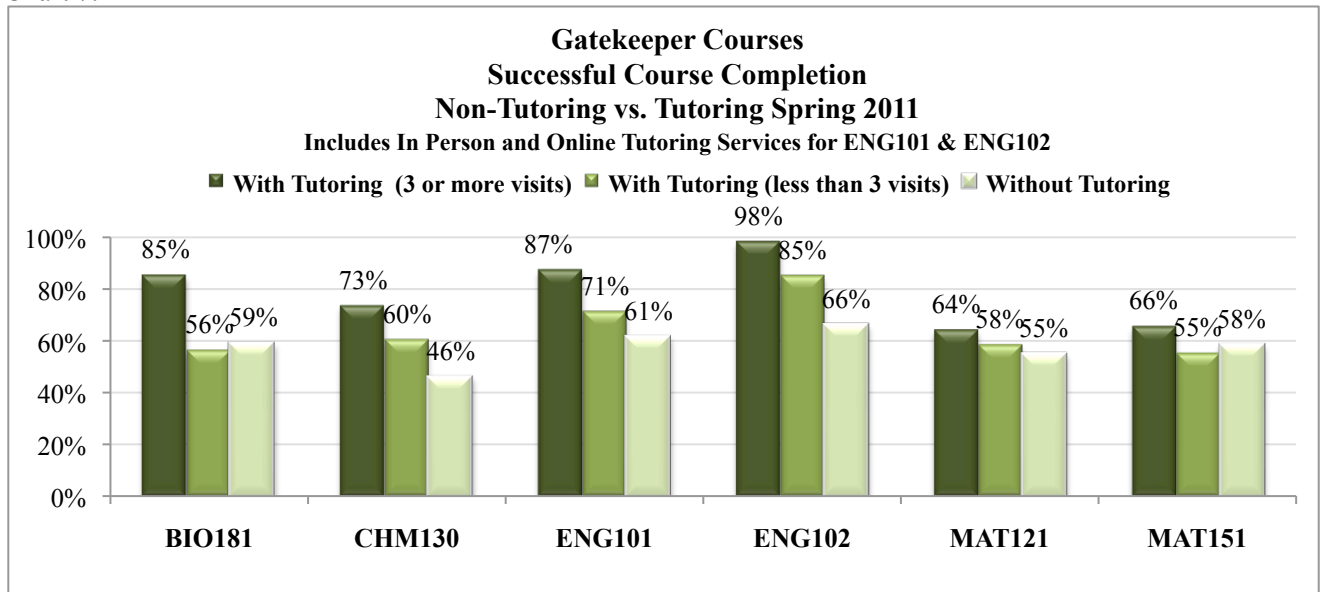


Chart 8.

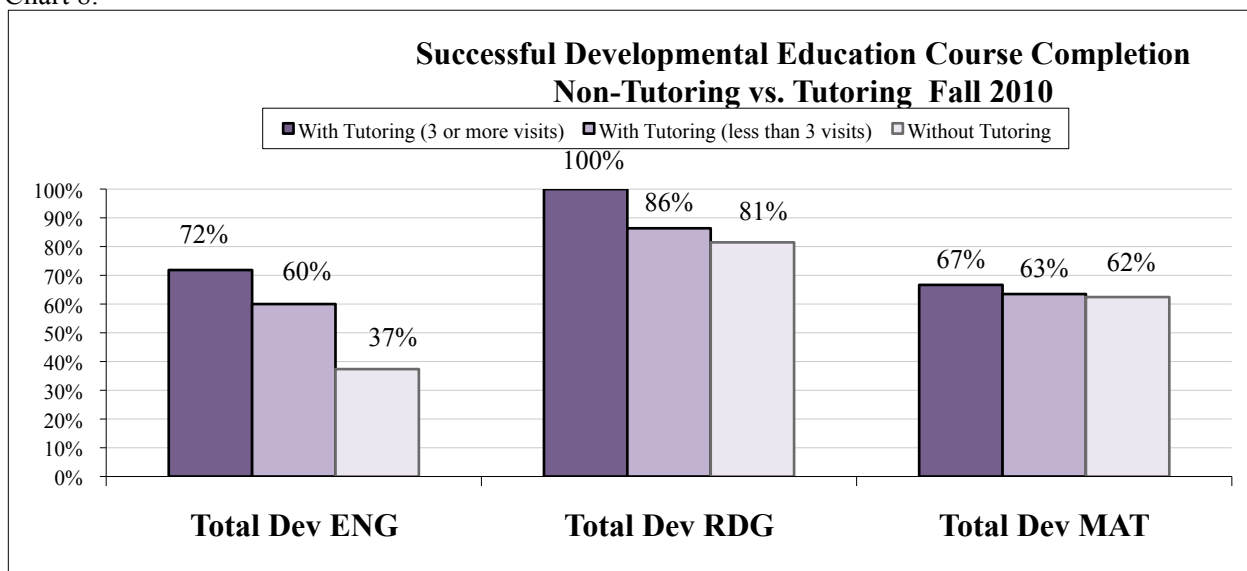


Chart 9.

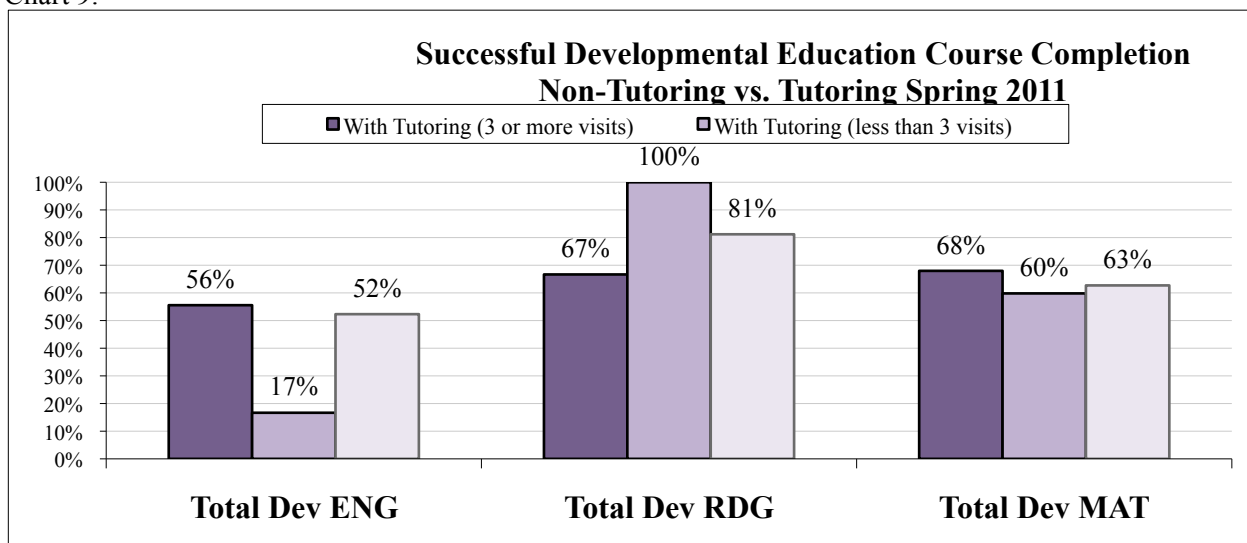
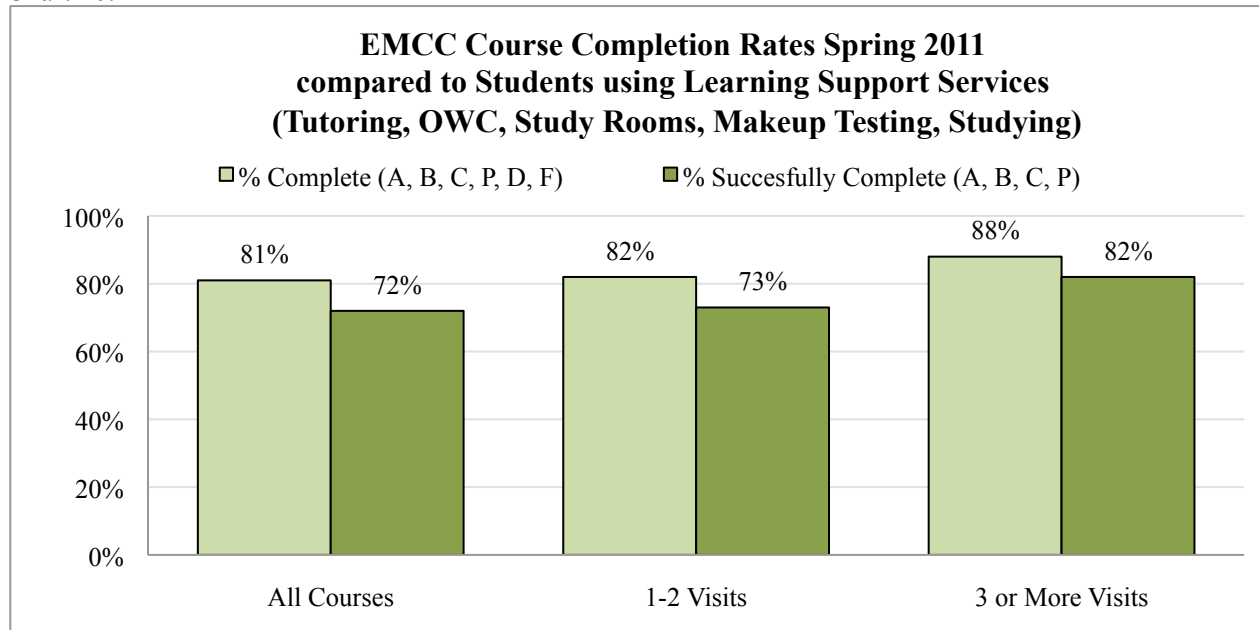


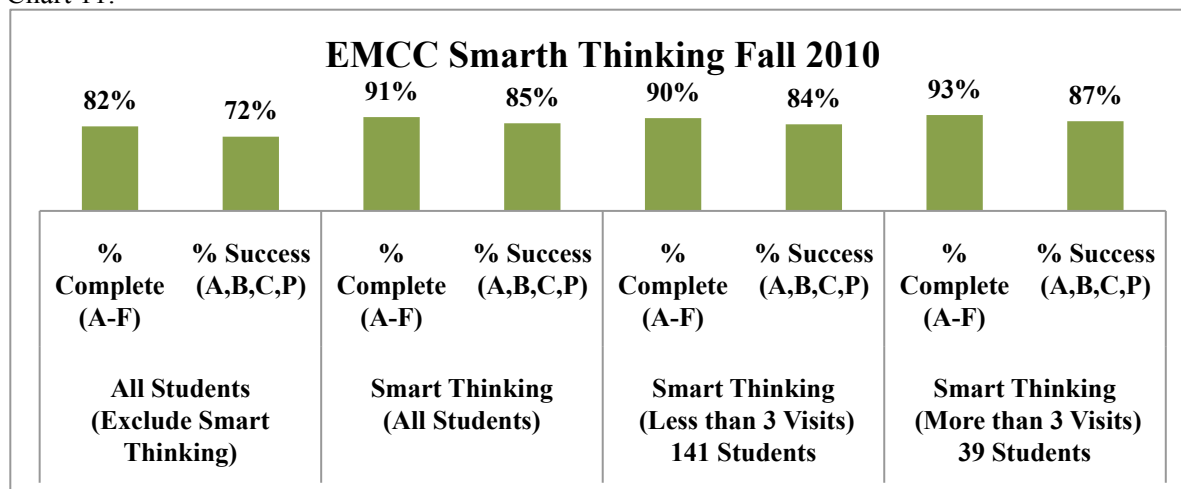
Chart 10.



Smarthinking Online Tutoring Fall 2010

The student successful course completion rates of Smarthinking (ST) users were compared to those who didn't use ST. During the Fall 2010 semester 180 students used ST and the successful course completion rate is higher (85%) as compared to those who didn't use ST(72%). In addition, for students who used ST 3 or more times the completion rate is slight higher (87%) than those who used it less than 3 times.

Chart 11.



Budget and Staffing:

EMCC Learning Support Services receives an annual budget for part-time staffing. This budget covers the cost of staffing the tutoring centers and information commons with part-time tutors, technical support and adjunct faculty. LSS has been able to keep up with the increasing student demand for tutoring with the funding allocated by the college in addition to funding from Title V and I Start Smart. The annual college budget for part-time tutoring staff has increased on average by 7% each year. In the past three years, starting 2008-2009 funding through Title V and the I Start Smart initiative have help shore up the delivery of tutoring services. Most recently, additional funding for 2010-2011 has been awarded to Learning Support Services through BDST and Title V to support additional tutor staffing needs. Specifically this funding will support hiring additional adjunct faculty as tutors in science, English and mathematics as well as tutors to support supplemental instruction / structured learning assistance.

The following table summarizes the budget trend for the past four years.

Table 1.

	<u>07-08</u>	<u>08-09</u>	<u>09-10</u>	<u>10-11</u>
College Budget	104,000	107,000	116,282	116,282
Smarthinking			3,961.00*	
IStartSmart (SSP)		10,000	19,000	10,000
Title V tutoring		27,000	27,000	27,000
BDST/ Title V Learning Associate				46,195
BDST /Title V SI				14,500
Total	\$ 104,000	\$ 144,000	\$ 162,282	\$ 213,977

The current Learning Support Staffing consists mainly of part-time RPS employees and there are six full-time staff members (Director, Coordinator, Learning Associate, two Technical Support staff and a Testing Technician/Front Desk coordinator). This model works well in providing students with diverse tutoring support and learning resources; however the large number of part-time staff members can result in a high turn-over rate threatening the consistency in service and increasing the cost in training.

Table 2.

Tutoring and Information Commons Staffing					
Staffing	<u>06-07</u>	<u>07-08</u>	<u>08-09'</u>	<u>09'-10</u>	<u>10-11'</u>
Full-time	5	5	5	6	6
Part-time	27	30	31	32	46
Total	32	35	36	38	52

Collaborative Projects

Ongoing and New Collaborative projects.....

- Student Success Modules (Mini prep) writing and reading (Title V)
- Integrating LSS in the curriculum (Title V)
- Supporting I Start Smart cohort
- Estrella Hall Education Specifications (moving toward Academic Success Center model)
- Starfish Early Alert

SSP (I Start Smart)

Learning Support Services received \$10,000 total from SSPP funds to provide tutoring support to the SSP cohort.

- Out of 655 SSP students 201 came for tutoring support for 2010-11.
Fall 10: 166 students out of 563
Spring 11: 35 students out of 92
- The SSP students clocked 974 tutoring hours for 2010-11
Fall 10 – 834 hours
Spring 11 - 140 tutoring hours
- There was a total of 616 tutoring visits
Fall 10 – 519
Spring 11 - 97
- Average number of visits per student
Fall 10 = 3.13
Spring 11 = 2.77

Integrating Learning Support in Curriculum

The goal of Strategic Direction 1f is to increase student engagement campus wide by embedding learning support in the curriculum. Primary participants include the Title V Activity Coordinator, Learning Support Services staff, faculty and Learning Support Centers. The measurement used is the number of classes that embed learning resources in syllabus. There has been continuous progress toward integrating learning support services in the curriculum. The LSS surveys provide an indication of how students are getting engaged with the LSS centers.

The following are the faculty specific survey results for Spring 2011 (48 respondents), which provides some 'baseline' information on how many of the faculty respondents are requiring their students to use various Learning Support Services and the Library. The data represents the number of respondents and the % of the respondents. There is an increase in the number of faculty (slight decrease in %) respondents requiring tutoring. There is an increase in the faculty recommending tutoring, information commons and library. There is a decrease in faculty respondents who have not assigned a tutoring to their students. Conversely there is an increase in the % of respondents who have not assigned the Online Writing Center, Information Commons and Library. 2010-11 is the first year implementing the online tutoring support service, Smarthinking.



	Required			Recommended			Not Assigned		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Tutoring	6 (15%)	4 (21%)	8 (17%)	25 (64%)	12 (63%)	36 (75%)	5 (13%)	1(5%)	2 (4%)
On-line Writing Center	9 (23%)	4 (21%)	2 (4%)	12 (31%)	8 (42%)	16 (33%)	11 (28%)	3 (16%)	20 (42%)
Information Commons	7 (18%)	1 (5%)	1 (2%)	15 (38%)	9 (47%)	24 (50%)	11 (28%)	2(11%)	11 (23%)
Library	11 (28%)	5 (26%)	9 (19%)	12 (31%)	6 (32%)	16 (33%)	11 (28%)	3 (16%)	13 (27%)
Smarthinking	--	--	3 (6%)	--	--	12 (25%)	--	--	19 (40%)

Table 3.

Student Survey Results - See the attached Spring 2011 Student Survey (168 respondents) on Learning Support Services. The Student survey question “How did you learn about EMCC’s Learning Support Services?” provides some indication of how faculty members are integrating LSS in their classes. There is an increase in most of the categories. The categories “*faculty member*” and “*through class assignment*” provide an indication that faculty are integrating learning support services into their assignments; however, “*through class assignment*” shows a slight decrease in 2010-11.

Table 4. “How did you learn about EMCC’s Learning Support Services?”

	2008-2009	2009-2010	2010 – 2011
Faculty Member	101 (68%)	163 (70%)	119 (71%)
Another student	57 (38%)	94 (40%)	86 (51%)
Starfish Email	--	--	2 (1%)
Learning Support Services flyer	13 (9%)	28 (12%)	Not asked
Through a class assignment	52 (35%)	91 (39%)	56 (33%)
EMCC website	26 (17%)	50 (21%)	47 (28%)
Learning Support Staff (class visit)	15 (10%)	35 (15%)	24 (14%)
New Student Orientation	--	--	24 (14%)
other	5 (3%)	12 (5%)	13 (7%)

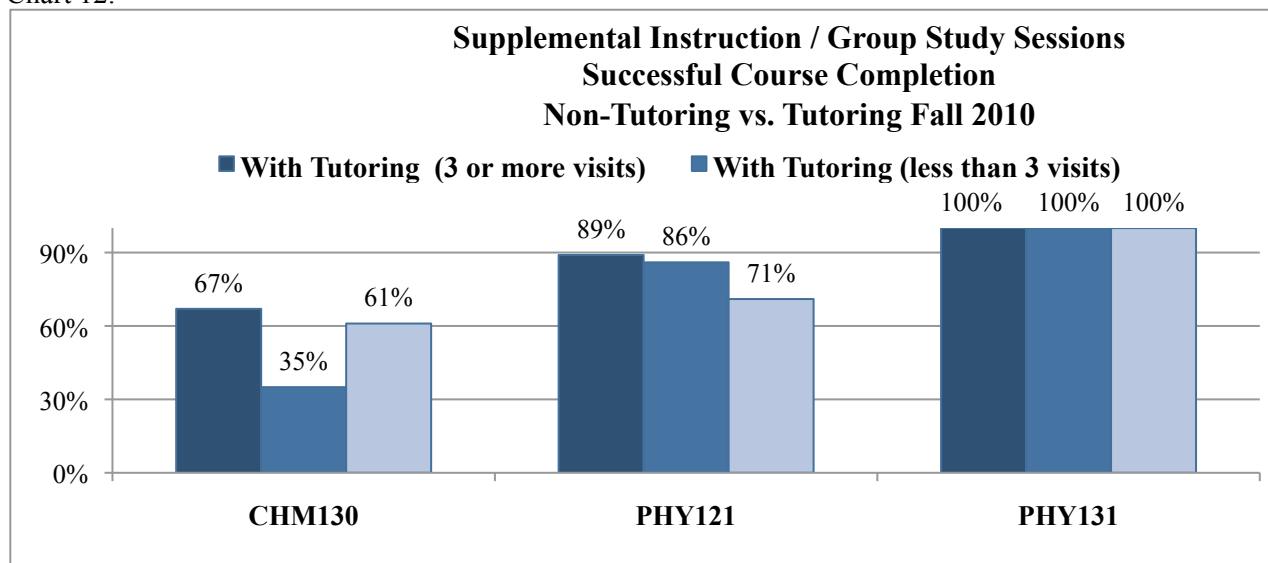
Supplemental Instruction

During the Fall 2010 semester, Learning Support Services collaborated with faculty to implement a SI / Group study sessions in CHM130 courses and SI in PHYS121 & 131.

In PHY121 participation in SI was about 50% of the class. The successful completion rates show that 89% of those who participated 3 or more times successfully completed the course, which is 18% higher than those who did not participate. In PHY131 all students successfully completed the course.

In Chemistry 130, 67% of the students who came to the SI group study sessions 3 or more times successfully completed the course. This is slightly higher than the 61% of the students who did not participate in any CHM130 group study sessions.

Chart 12.



Star Fish Early Alert - Tutoring

During the Fall 2010 and Spring 2011 semesters, the Starfish early alert system was piloted. The automatic system provides a means of reaching students who could benefit most from academic support early in the semester, as identified by their instructor.

- Fall 2010 – There were 231 tutoring flags with 69 students responding and participating in tutoring (30%)
- Spring 2011 – There were 439 tutoring flags with 154 students responding and participating in tutoring (35%)

Faculty & Student Evaluation Summary



Learning Support Services administered an end-of-year survey during the last few weeks of the Spring Semester. For Spring 2011 there were 48 faculty and 168 students to complete the survey. The following is a snapshot of their responses on what learning support is doing well and the areas that need improvement. The full reports, which are compiled by the Office of Institutional Planning and Effectiveness, is attached to this report.

Faculty responses

Doing well:

- Provide good academic help in a supportive environment, good learning resources, quick response on the Online Writing Center with consistent feedback, student get so much out of the tutoring services.

Areas of improvement:

- Provide better APA skills and support; improve collaboration between instructors and Learning Support Services; have tutors attend courses to clarify any content / instructional questions; invite faculty to participate in tutor training; don't allow tutors to speak negatively about instructors, assignments or specific courses.

Student responses

Doing well:

- Help students expand their learning; excellent staff and tutors, they are always available if needed and go out of their way to help; the Online Writing Center is awesome, always receive quick & quality feedback; care about student success

Areas of improvement:

- Better alignment of the teaching methods used in tutoring with how the subject is taught in the classroom; more good tutors in the evening; don't be judgmental of the instructor or the assignment; more tutors in Chemistry and more time with tutors (NASA Center); more feedback on writing assignments.

Plans and Goals for 2011-2012

- Complete Tutor Training Certification level I through CRLA.
- Successfully implement Supplemental Instruction in other courses and explore Structured learning assistance as an option
- Increase the number of students participating in tutoring and increase their tutoring visits.
- Explore funding options to sustain tutoring initiatives beyond Title V support
- Continue with collaborative efforts to integrate LSS in the classroom
- Work with Learning Support Center Director's district-wide group to become a district council to address and perhaps implement district-wide issues in tutoring:
- Smarthinking
- Tutor Training Certification Level 1
- Funding Sources / Practices (course fees for tutoring, grants, etc...)
- 24/7 support similar to Library System

- Include more student assessment in the tutor centers (investigate Comfit Online system or McGraw Hill's system in Reading)

Table 5.

LSS Goals for 2011 -2012				
Complete International Certification of the EMCC Tutor Training Program. This includes developing a hybrid tutor training course, submitting to CRLA for certification and paying associated certification costs.	Director, Coordinator	1/11 - 12/11	1 year	organizational effectiveness, student success
Analyze Learner Support Services available to students at satellite locations. Initially, services will be offered through the Online Writing center and Smarthinking. Depending on student feedback and demand, will consider possible face-to-face options.	Dean, Director	8/11 - 8/12	1 year	Student access
Staffing structure analysis to consider the improved academic student support and operational benefits of having the Information Commons managed by IT, instead of tutoring. Consider the feasibility of continuing to offer make-up testing and hiring a full-time permanent Learning Associate.	Dean, Director, Coordinator	1/12 - 7/12	6 months	organizational effectiveness, staffing flexibility
Identify possible funding sources (grants, course fees, etc.) to support tutoring as funding from Title V will ends. Apply for grant funding as appropriate.	Dean, Director	8/11 - 8/12	1 year	funding