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▼ 🏛 **Dept - (LRC) Student Success Center (Hybrid)**   ✎

2019-20 Annual Program Review Update Submitted By: Diana Alves de Lima & Melissa Aguilar

APRU Complete for: 2018-19

Program Mission Statement: The Student Success Center supports classroom instruction by helping students at all levels become better learners and gain the confidence and skills to achieve their greatest possible academic success.

I.A.1 What is the Primary Focus of Your Program?: Learning Resources/Academic Services

I.A.2 Choose a Secondary Focus of Your Program?: Basic skills

I.B.1 Number Certificates of Achievment Awarded: 0

I.B.2 Number Certif of Achievment-Advanced Awarded: 0

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded: 0

I.B.4 # AA and/or AS Degrees Awarded: 0

I.B.5 Trends in # Degrees Awarded: Not applicable

I.B.6 Strategies to Increase Awards: Not applicable

I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics: Not applicable

I.C.2 CTE Programs: Labor Market Demand and Industry Trends :: Not applicable

I.D.1 Academic Services & Learning Resources: #Faculty served: 17-18: 125
18-19 135
Methodology: Ran SARS report for sample quarter for all SSC areas, sorted by instructor, and counted

I.D.2 Academic Services & Learning Resources: #Students served: 17-18: 8250 students served
18-19: 7500 student served (decrease of about 9%)
Methodology: SARS unduplicated headcount from all five SSC areas and enrollment data for department and sections with direct academic support

I.D.3 Academic Services & Learning Resources: #Staff Served: Not applicable

I.E.1 Fulll time faculty (FTEF): 1

I.E.2 #Student Employees: 17-18: 253
18-19: 228
Methodology: Total student tutors and clerical assistants who worked summer, fall,

winter or spring from Master Payroll tab of 17/18 & 18/19 Budget Google workbook

I.E.3 Full Time Load as a %: 100

I.E.4 # Staff Employees: 6

I.E.4 #Staff Employees:

I.E.5 Changes in Employees/Resources: ELIMINATION OF CLASSIFIED POSITION (see also sections II.B, II.C, V.D.1 and V.D.2): The Skills Program Coordinator was one of six college-wide classified positions eliminated at the end of 18-19 to meet the college's budget reduction target. This position coordinated Adjunct Skills courses (Skills 232/233) and Skills Workshops.

IMPACT OF ELIMINATION: While we have been able to continue to offer limited skills workshops in 19-20, we have not been able to offer the .5 unit Adjunct Skills courses, which depended on the Coordinator to recruit, hire, schedule, and supervise the 15-30 student tutors who led Supplemental Instruction groups, and to coordinate with the faculty teaching the large GE courses supported. We have offered very limited non-credit group tutoring for some of these courses. Enrollment in Skills totaled 246 in 18-19 students/year (and more in previous years), while we estimate that less-structured group tutoring in 19-20 serves fewer than 100 students per year, with less regular attendance. Beyond the loss of WSCH in Skills, the loss of this high-impact practice impacts retention and success rates in departments including Accounting, Biology, Economics, Geography, History and Political Science."

STRATEGIES TO ENSURE SUPPORT: We have struggled to regroup after losing the position, eliminating programs, redistributing some work, and developing new programs to meet the challenges of student needs post AB705. These efforts are not sustainable, however, without additional resources. See V.D.2.

STUDENT SALARY INCREASE--see sections II.C, V.A, V.B, V.G.

II.A Enrollment Trends: WSCH GENERATING SSC ACTIVITIES

Note: LRNA 77, 96, 97, 98 (tutor training) and SKIL 232, 233 (Adjunct
Skills) do not conform to typical productivity/enrollment patterns and are only a portion of SSC students served. The majority of our activities are non-WSCH generating tutoring and workshops, tracked in SARS.

Enrollment in LRNA (tutor training) increased by 10 students or 7 %, from 139 in 17-18 to 149 in 18-19. The math/science tutor training course (LRNA 98) saw the biggest increase, while General Subjects, Listening & Speaking and Adjunct tutor training (LRNA 96) saw a slight increase, and Writing and Reading (LRNA 97) was a slight decrease.

Enrollment in SKIL 232/233 (Adjunct Skills supplemental instruction) decreased by 74 students or 23%, from 320 in 17-18 to 222 in 18-19. This decline reflects the lower enrollment in the course supported, as well as fewer courses served due to class

cancellations, retirement, and sick or professional development leaves among faculty teaching courses usually served by adjunct skills supplemental instruction.

NON- WSCH GENERATING SSC ACTIVITIES (tutoring and workshops)
18-19 total unduplicated headcount = 7500, a decrease of about 9% from ~8,250 in 17-18.

Though SSC usage has been declining, its rate of decline is less than the college's overall enrollment decreases (14.5% overall, 19% in EWRT, 20% in math--based on Program Review Tool)

Online Tutoring
Since its inception in the Spring 14 quarter, online tutoring has been a successful and highly used tool. In addition to Smarthinking, available through MyPortal, NetTutor is now embedded within Canvas.

Unique users increased by 4.5% (67 from 17-18), while sessions increased by 11% and hours used increased by 10.3%. This growth is impressive, especially given the college's overall enrollment decline. Students have responded positively in 18-19 surveys regarding the service they receive, with 85% stating they would recommend online tutoring to a friend.

	16-17	17-18	18-19
Unique Users	2,140	1,500	1,567
Sessions	4,316	4,673	5,185
Hours	2,703	2,507	2,764
Average Min/User	76	100	106

Online tutoring usage has increased from 17-18 to 18-19. We train tutors to assist students with techniques for gaining the most out of their online tutoring sessions and this information is also posted online to assist students. We ask students to carefully prioritize their online tutoring by saving hours for high stakes projects and using the service during late evening and weekends when face-to-face SSC services are unavailable.

II.B Overall Success Rate: SUCCESS RATES FOR LRNA tutor training classes remained very high: 97% in 18-19 and 96% in 17-18 mainly because new tutors are selected carefully and receive a great deal of support from supervisors and senior tutor mentors.

SUCCESS RATES FOR SKILLS increased from 85% in both 17-18 to 90% 18-19, due to the supportive nature of the program. The coordinator reached out via email and phone to students who were missing assignments. This personalized attention to hundreds of students is just one of the many supports for students that was lost with the elimination of the Skills Coordinator position.

IMPACT OF SKILLS/ELIMINATION OF SKILLS ON SUCCESS RATES OF SUPPORTED GE COURSES: Prior research indicates that Adjunct Skills classes (SKIL 232 & 233) positively impacted success rates in the courses they support. Comparing Fall 2016 grades of students in courses supported by Adjunct Skills classes who completed SKIL 232 or 233 versus those who did not, completers' grades were higher by 0.37. Completers have 10 points higher success rates and 4 points higher retention rates in the target course compared to those who do not take Adjunct. With the loss of the Coordinator position and discontinuation of Adjunct Skills we expect to see a decline in success rates in targeted courses

SUPPORT FOR STEM: To address low success rates in STEM classes, SSC offer academic skills workshops on technical textbook reading, test-taking strategies for math tests, content-specific workshops, and finals review sessions during week 11. With the addition of the new IST, workshop offerings have increased. In 18-19 the MSTRC increased workshops to 60 per year, more than doubling the 24 offered in 17-18. Attendance averages about five students per workshop.

SUPPORT FOR EWRT: Beginning in Fall 2019, all students in AB705 compliant EWRT 1A classes ("Stretch" and "Bundle") sections participate in a new supplemental instruction program, Customized Support Activities (CSA). In F19 778 students and in W20 569 students were enrolled in the CSA Canvas site and received class visits, reminders and access to appointment tutoring in the WRC. Almost all instructors required students to do four activities from a menu of options including tutoring, workshops, counselor visits, or directed learning activities. More details and data will come in next year's program review, but preliminary qualitative data is very promising.

OVERALL IMPACT OF SSC ON SUCCESS RATES: Data indicates that all our non-WSCH generating programs (tutoring and workshops) positively impact success rates of courses we serve. Research comparing tutored versus non-tutored from over the last several years has shown that English, ESL and reading basic skills enrolled students participating in the Writing & Reading Center experienced average success rates of over 15% higher than those that did not participate. Retention for participating students was almost 7% higher than those that did not. English, ESL and reading basic skills enrolled students participating in the Listening & Speaking Center experienced an average success rate of almost 12% higher than those that did not participate. Retention for participating students was over 5% higher than those that did not.

II.C Changes Imposed by Internal/External Regulations: UNFUNDED STUDENT SALARY INCREASES (see sections V.A, V.B, V.G):

ELIMINATION OF SKILLS COORDINATOR CLASSIFIED POSITION (see sections I.E.5, V.D.2)

AB 705: New guidelines and course offerings to comply with AB 705 have dramatically decreased offerings in basic skills, where we previously focused our efforts, and increased the need for support in college-level math and language arts classes, as well

as in General Education courses that can no longer require prerequisites. Course offerings for Statistics have increased by 75% and the MSTRC has hard time finding tutors qualified in that subject.

We have started an ambitious supplemental instruction program (CSA--see sections II.B, V.D.2) but are very concerned about sustaining this effort given our double challenge for 2019-20 and beyond: the loss of the classified Program Coordinator for Skills, and loss of funding for over 20% of our tutoring hours due to DASB reduction and student salary increase.

STUDENT CENTERED FUNDING FORMULA: With increased focus and funding tied to efficient progress towards degree and transfer and completion of college-level courses within the first year, support for students who struggle in these classes becomes even more urgent.

STUDENT EQUITY AND ACHIEVEMENT FUNDING CHANGES: Our funding for tutor salaries has been from three sources: B-budget, DASB, and BSI. Prior to 2017 BSI existed as a separate category. In 17-18 three funding sources--BSI, 3SP & SE--became Integrated Plan. In 18-19 the SEA Program was created, with new funding guidelines and reporting schedules. The College Planning Committee is currently working to define processes for these funds. As per http://deanza.edu/ir/planning /SEA%20Program%20reporting.pdf both Tutoring and Embedded Tutoring are categories, and together comprises 4% of total spending in 18-19. It is possible that new processes for this funding could impact SSC programs.

STUDENT EMPLOYMENT GUIDELINES: As described in previous program reviews, we continue to struggle with FHDA guidelines that require full-time status (12 units) and 180 unit limit on student employees continued to be a challenge. These restrictions dramatically limit our ability to retain our most qualified tutors, especially those who pursue STEM majors and accumulate an average of 100 units in math and science alone, and those who require ESL courses that may total up to 50 units.

III.A Program Success: ALL PEER EQUITY TRAINING
Each winter quarter faculty and staff from Equity & Engagement and related programs come together to plan a conference style retreat for all student leaders in our areas. We recruit students to facilitate the event, which is high-energy, intensive and engaging. The W19 "Evolving and Empowering" event had 160 participants from all programs who attended four concurrent sessions: Critical Mentoring, Navigating Organizational Structures, Policies and Changes, Mental Health in the Workplace, and Evolving with Gender and Empowering with Pronouns. Each session was led by staff, faculty, and student facilitators, who guided groups of 30+ student employees through the material three times, so that each participant attended three of the four sessions. Evaluations show that students were impressed by the learning that they could apply to their work as tutors, mentors, peers, interns and activists, as well as the pizza and t-shirts. The team effort of 8 faculty and staff and many students who met for many hours of

planning represents the promise of Equity and Engagement work to support all students.

Planning is currently in process for the W20 event, "Building a Culture of Belonging." This is a team effort amongst program leads, directors and coordinators in conjunction with the Office of Equity.

CUSTOMIZED SUPPORT ACTIVITIES
Customized Support Activities (CSA) originated at the July 2019 LinC Retreat in response to faculty feedback during the 18-19 pilots of AB705 compliant EWRT 1A courses. Julie Sartwell, liason to the WRC and Page Committee Chair, Diana Alves de Lima, SSC Co-Director and Victoria Kahler, WRC Coordinator, along with faculty members who participated in the pilot worked to conceptualize how build in flexible and scalable support to increase students' success in these courses. CSA builds on CAS, a highly successful supplemental instruction program for students in 200 level classes. Faculty came together to plan and create materials. It was decided that CSA should be a part of all Stretch and Bundle courses, and that students should be required (in a broad sense) to complete four activities, in any combination, with due dates spread throughout the quarter to encourage early use of the resources.
We launched CSA in Fall 2019 and served 780 students. These students, along with their instructors and all WRC tutors, were added to a non-course Canvas shell with information about tutoring, workshops, and resources. Completion of activities was tracked through WRC tutor and staff (and occasional counselor or faculty) verification in the CSA Canvas gradebook. Students had WRC visits early to learn about the program and received regular reminders and invitations to participate.
We're still crunching numbers but it seems that in F19 about 483 students, or 62% completed at least one activity--impressive, since not all faculty required it. 71 students completed the survey, which is also impressive! There were many positive comments, including: "If you need help you have a team of people to help guide you and give you tools to be more efficient." "I loved that we had extra support (counselors and tutors) that were available almost all of the time and were there JUST for us." "It gave me awareness of all the help I can seek like counselors, workshops, and tutoring."

III.B Enrollment Trends - Equity Lens: WSCH GENERATING EQUITY TRENDS: Latinx enrollment in SKIL and LRNA has fluctuated, approaching the college average of 25% in SKIL(23%) but below that In LRNA tutor training (7%). A possible reason for this is that tutor pay rates are lower than the surrounding area, and students most in need financially may not be able to sacrifice pay for the educational experience a tutoring job provides.
We work to recruit Latinx students to become tutors by sorting recruiting lists, presenting at Outreach events, and personal outreach. Requirements to become a tutor, especially in math, are quite high. By systematically cultivating and recruiting new tutors from those receiving help in our centers, we strive toward having our tutors reflect the populations we serve and bring empathy and equity-mindedness to their tutoring. As a result of continued intensive recruiting efforts, we have steadily increased

the percentage of student tutors from targeted populations, and 19-20 trends seem especially promising.

For the small portion of our activities that are WSCH generating (LRNA and SKIL courses) 18-19 enrollment of targeted students compare to De Anza totals as follows:

SKIL+ LRNA De Anza
African American: 5%   3% 4%
Filipinx: 5%   4% 6%
Latinx: 23%   7% 24%
Pacific Islanders: 2% N/A 1%

NON-WSCH-GENERATING EQUITY TRENDS
See III.C

III.C Success, Non-Success and Withdraw Rates: WSCH-GENERATING SUCCESS RATES
Success rates in both LRNA and SKIL are very high for all groups due to the nature of the programs. In LRNA 18-19 success rates for targeted students was 90%, compared to 69% at the college overall.

NON-WSCH-GENERATING SUCCESS RATES
Beyond high success rates in, SSC continues to contribute to decreasing the equity gaps in departments across campus, especially for students who struggle in college-level courses. Program reviews from other divisions often cite encouraging students to use tutoring as part of their efforts to address equity gaps and increase success rates.

Below is a 2018-19 table comparing the success rates for disproportionately impacted groups for all De Anza enrolled students versus SSC users. SSC users have an overall success rate: of 84% compared to toverall average success rate of 79% for all De Anza enrolled students. Success rates by particular disproportionately impacted groups for students accessing our SSC academic services show positive results that contribute greatly to closing the equity gap: 15% higher for Pacific Islander students who use the SSC, 12% higher for African American students, 7% for low income, and 5% higher for Latinx students and foster youth, for example.

2018-19 Success Rates for Disproportionately Impacted Groups for All DA Students compared with SSC Users

Ethnicity	All DA Students	SSC Users	% Difference
All Students	79%	84%	5%
African American	66%	78%	12%
Asian	84%	88%	4%
Filipinx	76%	81%	5%
Latinx	71%	76%	5%
Native American	74%	47%	-27%
Pacific Islander	70%	88%	15%

White	83%	85%	2%
Decline to State	81%	87%	6%
Female	83%	86%	3%
Male	78%	82%	4%
Non-Binary	67%	N/A	N/A
Not Reported	78%	82%	4%
Foster Youth	56%	61%	5%
Ind'ls with Disabilities	83%	80%	-3%
Low Income Students	73%	80%	7%
Veterans	74%	76%	2%

In previous APRUs we have demonstrated that when students use SSC services five or more times their success rates optimally increase as compared to those who do not. We have to continue partnering with faculty and student services to promote academic services to new and continuing students, and we have developed strategies as a department including our tutor training and Annual All Peer Equity Training to actively engage our disproportionately impacted groups. This is especially important now with the implementation of AB 705, as many students are facing challenges when entering a college-level course underprepared. Partnering with faculty to make curricular changes to include SSC academic support activities (CSA) as part of the EWRT 1A co-requisite and stretch courses have shown promising results and dramatically increased students accessing SSC services.

III.D Equity Planning and Support: STUDENT SALARY FOR ALL PEER EQUITY TRAINING
The expansion of the requires more a great deal of collaborating and planning by faculty and staff in the Equity & Engagement division, which is already hindered by staff cuts.
Student payroll for 110 tutors for 3 hour event at $14/hr = $4620
Student leadership at event 5 hours planning for 10 tutors at $14/hr=$700

FUNDING TO INCREASE TUTOR SALARIES to $17/hr, similar to Foothill's TLC. We need to offset the gap between Cupertino minimum wage and our rate. This would require ~$120K of additional funding.

FUNDING FOR TUTOR TRAINING New tutors, especially non-resident students often can't afford to take the required LRNA tutor training classes. What they earn as tutors does not begin to cover the cost of the class, so in effect, we can only hire non-resident students who have no financial needs, which impacts equity efforts. We also would like to offer more paid training opportunities for tutors, especially those involved in AB705-related supplemental instruction. Estimated cost: $6000 of additional funding.

III.E Departmental Equity Planning and Progress: See III.D and V.H.1

III.F Assistance Needed to close Equity Gap: Yes

IV. A. SLOAC Summary: While not a direct result of SLO assessment, WRC tutor training alignment and creation of CSA (see III.A) directly supports our program outcomes--that students will express a more positive attitude toward the subject they are studying, use effective

IV.B Assessment Planning: LRNA 96, LRNA 97, LRNA 98.

V.A Budget Trends: STUDENT SALARIES (see also sections II.C V.B, V.G) On January 1, 2020, Instructional Assistant II payrat increase from $13 to $14, or 7.6%. On January 1, 2019 student salary increased from $12 to $13/hour, or 8%. We anticipate further mandated salary increase as the California minimum wage increases.

Cupertino minimum wage is now at $15/hr and Foothill TLC tutors earn $17/hr. (see https://foothill.edu/tlc/become-a-peer-tutor.html) Our lower wages make it extremely difficult for us to recruit and retain qualified potential tutors, especially among low-income and first generation students who rely on their tutoring salaries, and to get enough hours from each tutor to meet the needs of our centers, as many tutors reduce their hours to work at their other, more lucrative off-campus jobs.

DASB FUNDING: The SSC depends on unstable, one-time annual allocations, including from DASB.   for 19-20 DASB cut funding for student tutor payroll by 30%, or $50K in order redirect funding to the classified ICC Advisor position that was slated for elimination by the college. This cut, combined with student salary increase, we estimate that we will need to reduce tutoring hours by 20% overall, or about 116 hours/week. In these tight budget times, DASB asks why they should allocate 10% of their budget to tutoring when they see that as a college responsibility.

STUDENT EQUITY AND ACHIEVEMENT PROGRAM (see II.C)

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V.B Funding Impact on Enrollment Trends: We expect to reduce SSC tutoring hours by 116 hours/week due to reduction in DASB allocation and increase in student salary. In previous quarters when we implemented budget cuts to all areas their impact was felt acutely by students and faculty. Wait times often exceeded 60 minutes for drop-in tutoring, and we turned away many students who requested weekly individual tutoring.

V.C.1 Faculty Position(s) Needed: None Needed Unless Vacancy

V.C.2 Justification for Faculty Position(s):

V.D.1 Staff Position(s) Needed: Replace vacancy

V.D.2 Justification for Staff Position(s):: REQUEST FOR CLASSIFIED SUPPLEMENTAL INSTRUCTION COORDINATOR POSITION: As detailed in I.E.5, the Skills Program Coordinator was selected as one of the six college-wide classified positions to be eliminated, resulting in the discontinuation of SKIL 232 and 233 Adjunct Skills support courses.

While other colleges have created new full-time positions to coordinate academic support to increase completion rates for college-level courses, De Anza has eliminated a

position in this area. RP Group reports that 75% of colleges surveyed are adding supplemental instruction, 74% are adding embedded tutoring, and 94% are adding tutoring in a learning center to support students affected by changes mandated by AB 705.

We have struggled to expand and integrate academic support into classroom instruction to address changing needs related to AB705, developing a new supplemental instruction program for EWRT that serves thousands of students per year. Embedded tutoring and class-assigned supplemental instruction are proven best practices and encouraged statewide, but as we learned from our 18-19 pilot, requires intensive staff time and are not sustainable without a dedicated position. Leveraging the leadership power of students and professionals, implementing innovative approaches, and creating and maintaining strong links with faculty cannot happen without intensive leadership and coordination. We cannot continue to provide this essential support with diminished staff and reduced funding.

The Supplemental Instruction Coordinator position is essential for achieving goals in Student Equity and Achievement--formerly BSI/3SP/Equity Integrated Plan, Guided Pathways--especially Pilar 3, and CCCCO Vision for Success (Core Commitment 3, "Pair high expectations with high support... students are placed at the highest appropriate course level, with ample supports to help them succeed.")

RECLASSIFICATION:
The Vice Chancellor of HR and the Classification Specialist recommended that the Instructional Support positions within the Student Success Center be reclassified to a more appropriate range following the reclassification of the Secretary II position to Administrative Assistant II. We were in the process of submitting a reclassification for the Instructional Support positions within the Student Success Center when the classification study was announced and we held off on submitting the paperwork as the District was in process of assessing the ACE classifications District-wide.
Currently there are six such positions as follows:
One (1) Instructional Support Coordinator
Two (2) Instructional Support Technicians, English, Reading, and ESL
Three (3) Instructional Support Technicians, Math, Science and Technology
Based on the job duties, responsibilities, knowledge, abilities, experience and educational requirements, and as compared with other positions within the Student Success Center department, we strongly urge the District to reclassify these Instructional Support positions to a more appropriate salary range and all as Instructional Support Coordinators. A higher salary range adjustment would not only equitize all current SSC positions, but would better align with the District's current salary range for such work. For example, when comparing the requirements of (i) education, (ii) experience, (iii) overseeing student employees, (iv) budgeting, (v) coordination, and (vi) volume of work with that of the Program Coordinator positions, I would argue that the Instructional Support positions fall under a mid-50s salary range. A current Program Coordinator II (Req #: 19-069 at C1-52) vacancy at Foothill's Tutorial Center has

almost identical coordination duties and responsibilities, but lacks the instructional and academic components of Instructional Support positions that are typical of most faculty coordinator positions at a significantly higher wage. The employee's position description questionnaire does describe a higher level and volume of work than that of a C1-45 grade.

GROWTH TEA FOR OUTREACH: Though the Program Coordinator is clearly our most critical priority, we include here our past request of additional staffing to increase outreach to underprepared, at-risk and targeted groups, including visits to classroom and campus gathering spots. It is important to intensify outreach to students in lowest level basic skills classes, who are most at-risk and least likely to seek support on their own. This equity effort requires a great deal of staff time during our busiest weeks for tutor-tutee assignments. We know that help-seeking behavior is essential to student success, and that many at-risk students do not come in to SSC areas for help. We would like to intensify outreach to meet students where they are, in the library, Campus Center, and other gathering spots on campus. We hope to serve students who might otherwise be intimidated or lack the confidence to come to our centers, and in the process increase the number of students from targeted populations. We would like to hire two part-time TEA professionals 15-20 hrs/week to deliver and coordinate mobile tutoring and outreach.

V.E Equipment Requests: Equipment resource requests listed on spreadsheet

V.F Facility Request: See Spreadsheet

V.G Other Needed Resources: Resource requests listed on spreadsheet

V.H.1 Staff Development Needs: WEBINAR PACKAGE
Innovative Educators offers many relevant but expensive trainings, such as Using Quantitative Data To Evaluate Tutoring, SI & Study Groups Is there a way the college could coordinate for better deal? We do not have enough money in our B-Budget to cover these valuable sessions. https://www.innovativeeducators.org/products/webinar-package-deals
Pricing: 2 Trainings - $645 Unlimited connections, recording for one year (campus-wide access)
3 Trainings - $900 Unlimited connections, recording for one year (campus-wide access)
6 Trainings - $1500 Unlimited connections, recording for one year (campus-wide access)
MORE ON-CAMPUS TECHNOLOGY TRAINING
We would love to see technology training expanded. We sometimes request custom training sessions on use of social media for outreach and multimedia for orientations and presentations and have been very pleased, especially with Ola Sabawi's help on using Institutional Research tools.

V.H.2 Staff Development Needs Justification: In order to better achieve SSC outcomes ("students will express a more positive attitude toward the subject they are studying, use effective learning skills, and improve their academic performance) we need to engage with best practices from experts in the field and programs at other

schools and deepen our ability to access and understanding/analysis of data about our students. Our staff is motivated, curious and responsive to professional development, and more opportunities will help us as we develop more engaging programs, train and supervise tutors and organize outreach to targeted students and classes.

V.I Closing the Loop: We will analyze data and use student surveys and focus groups to try to understand the impact of requested resources.

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