

MJC TUTORING PROPOSAL 2019-2020

AB705 Taskforce



Comprehensive Tutoring Support

Introduction

Beginning fall 2019, colleges cannot require students to enroll in basic skills courses unless the students are highly unlikely to succeed in the transfer course AND enrolling in the pre-transfer course will increase the likelihood of success in the transfer-level course. Both conditions must be met in order to place students below transfer-level. As a result, beginning fall 2019 many more students will be directly placed into transfer-level English and mathematics/quantitative reasoning under AB 705. In addition, Chancellor Oakley has laid out a number of goals in his Vision for Student Success, a five-year plan to increase student success and completion and decrease barriers and the student equity gap across our system. Oakley has outlined six goals to complete over the next five years, two of which are to increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job, and to reduce equity gaps across all measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.

These two mandates—to allow direct entry into transfer-level courses while at the same time increasing success, completion, and equity--has caused a gestalt shift in our system, which we are addressing in a number of ways. To meet the needs of increased student entry into transfer-level courses, and to increase the chances of student success, Math has created co-requisite courses for their transfer-level MATH 101 (32), MATH 111(33), and MATH 134(34) courses, and has increased offerings. English is decreasing their ENGL 45 offerings (from 20 sections to 8 sections) and is increasing their ENGL 100 offerings (from 21 sections to 34 sections). ENGL 101 and 103 sections are also increasing to meet student need.

However, allowing access to transfer-level Math and English classes, even with built-in co-requisites, will not be enough. Wrap-around services to increase student success will be required.

The purpose of the Work Group was to come up with a plan on how the Learning Center can better help students who will need increased quality tutoring, in a variety of formats, in order to assure success and completion in their Math and English transfer-level courses. The below and following pages describes our 2019-2020 plan and the budget required to fund it.

Work Group Members:

Tina Ackers-Porter
 Shelley Circle
 Jillian Daly
 Sheri Lima
 Laura Maki
 Heidi Meyer

CURRENT TUTORING

The Library and Learning Center's current budget maintains 41 tutors between the two Learning Centers and 22 SI Leaders in 42 Sections (spring 2019). All tutors and Supplemental Instruction (SI) Leaders work an average of 11-12 hours per week. Tutoring is available during the following hours:

	East Campus L & LC	West Campus L & LC
Writing Center	MTWR 8:00am-7:00pm	MTWR 8:30am-5:00pm
	F 10:00am-4:00pm	F 10:00am-4:00pm
		S 10:00am-3:00pm
Math Tutoring	MTWR 9:00am-7:00pm	MTWR 9:00am-7:00pm
	F 10:00am-7:00pm	F 10:00am-7:00pm
		S 10:00am-3:00pm

MJC currently offers 4 types of tutoring: Math Tutoring (drop-in and one-on-one sessions), Subject Tutoring, the Writing Center Tutoring and Supplemental Instruction.

- **MATH TUTORING**

Math Tutoring is available on a drop-in basis in the East campus and West campus Library and Learning Centers. Students can also request a one-on-one session.

- **SUBJECT TUTORING**

Subject tutoring is available by appointment in both the East campus and West campus Library & Learning Centers. Some examples are: Accounting, American Sign Language, French, Biology, Chemistry, Anatomy, TEAS tutoring, English as a second language, and many more.

- **THE WRITING CENTER**

The Writing Center is the part of the Library and Learning Center where students can get help with all aspects of the writing process. This applies to essays for any subject, not just English. Writing Center tutoring is available in the East campus and West campus Library & Learning Centers.

Students work one-on-one with a trained tutor. Any currently-registered MJC student can make an appointment to work with a tutor on any aspect of writing including:

1. Understanding your assignment or research prompt
2. Brainstorming paper ideas
3. Discussing grammar
4. Learning to recognize errors in punctuation, and more

Trained tutors help students with writing but will not write the paper for them. They empower students to be more skillful writers.

- **EMBEDDED TUTORING**

Embedded tutoring is when a tutor is in class helping the faculty with students working on their assignment while in class. The main difference between embedded tutoring and regular tutoring is it does

not generate FTES, as that would be “double dipping.” We are piloting embedded tutoring in three English classes in spring 2019. The plan is to put embedded tutoring in the co-requisites for Math and the English courses as well as expanding embedded tutoring to Supplemental Instruction with tutoring inside the classroom as well as in the Library & Learning Center.

- **SUPPLEMENTAL INSTRUCTION**

Supplemental instruction (SI) is a free service offered to all students in a targeted course. All students are encouraged to attend SI sessions, as it is a voluntary program. Students with varying levels of academic preparedness and diverse backgrounds participate. SI is a voluntary academic assistance program that uses peer led group study sessions to help students succeed in Historically Difficult Courses - those with high unsuccessful completion rates (letter grades lower than C and withdrawals, are known as “DFW”). SI targets tough courses that, over time, have demonstrated their difficulty regardless of the faculty who teach them or the material that is used.

SI group study sessions are facilitated by SI Leaders, who are peer students who have previously completed the targeted course and demonstrated competency. The SI sessions can best be described as “super group tutoring” that allows the SI leader to facilitate group study strategies and collaborative study techniques specific to a course.

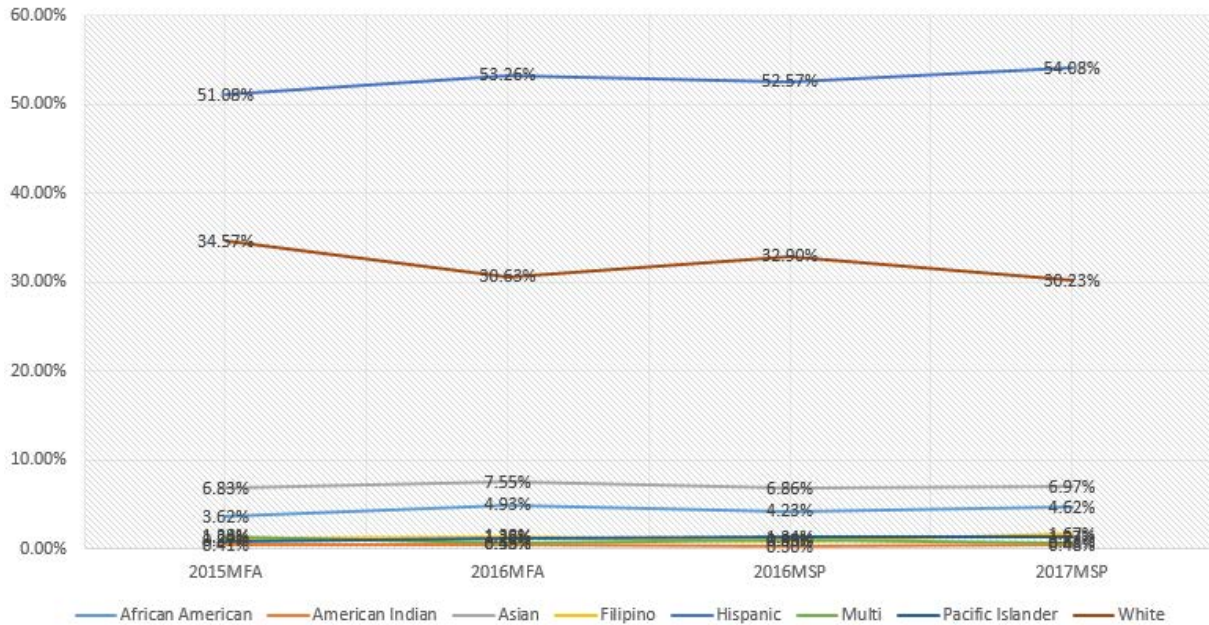
SI and tutoring, however, differ greatly. Whereas tutoring supports a general subject, such as Biology, SI supports specific course sections, such as MANAT 125: Human Anatomy and MHIST 101: U.S. History to 1865. Moreover, SI Leaders are paid to attend the targeted lectures and maintain communication between faculty and students; SI Leaders design their SI sessions based on the lectures and feedback from students.

Each week, SI leaders offer regularly scheduled SI sessions that are held on campus in designated classrooms. SI leaders promote their

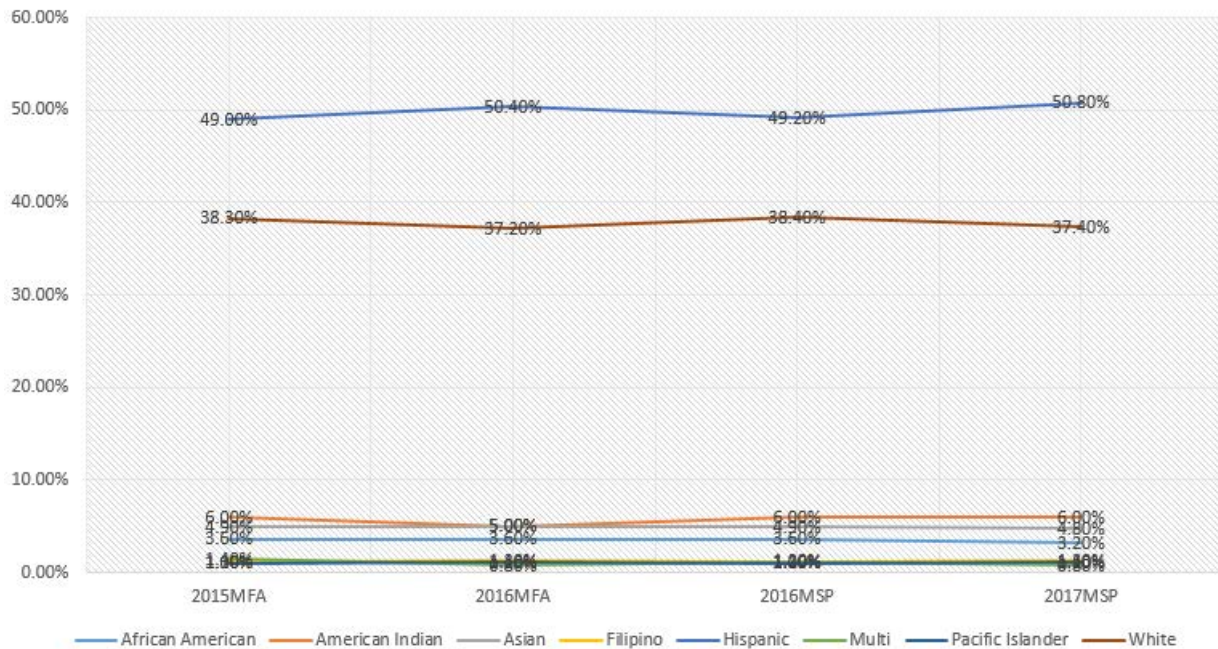
sessions as “guaranteed study time” because students have an opportunity to meet with classmates outside of class and engage themselves in the course material. During a typical SI session, students compare and clarify lecture notes, review textbook readings and discuss key course concepts. SI also provides an opportunity to complete study activities while developing study skills specific to the course.

In terms of equity, data from 2015 to 2017 shows that the student demographic breakdown for those who come into the L & LCs for tutoring mostly reflects the demographic breakdown of our student body (see charts below). In actual numbers, from fall 2015 to spring 2017, the number of students each semester (unduplicated students who enroll in TUTOR 850) who attended tutoring went from 2,216 to 2,558—slightly more than 10% of the overall student population.

Tutoring 850 Student by Ethnicity



MJC Student Body By Ethnicity



Tutoring Plan 2019-2020

The Tutoring Work Group met and developed a holistic plan that includes increasing services in several areas, piloting two new tutoring programs, purchasing needed equipment due to increases in tutoring, creating a stronger Math tutor training program and strengthening the ties between the L & LCs and the Math department, and needed professional development.

INCREASE IN PEER TUTORING

- Increase in General Tutoring:** The plan includes hiring five additional Math tutors for general Math drop-in or one-on-one tutoring, 5 additional English tutors, and 3 additional STEM tutors. These are all in addition to the below.
- Creation of an Embedded Tutoring Program:** To meet the needs of AB 705, most colleges in the system have begun exploring the use of embedded tutors in Math and English co-requisite courses. The plan, therefore, includes budget to allow for embedded tutors for all co-requisite Math sections for 6-7 hours a week, and for 50% of the ENGL 100 sections for 3 hours a week. This will be our starting point

to pilot the Embedded tutoring Program, which may grow in following years if needed.

An Embedded Tutoring Program will require professional development for both tutors and faculty who will be using embedded tutors. This budget is reflected in the Professional Development portion of the plan.

- 3. Increase in Supplemental Instruction:** The plan includes increasing our current SI program by seven more sections and assumes 12 hours of additional SI tutoring hours per SI Leader. There are many programs, especially at the higher STEM levels and general education, which prefer SI over general tutoring or embedded tutors.

In addition, many SI programs are moving to a “blended” model of having their SI leaders tutor while in the classroom in addition to leading SI sessions in the L & LCs. The plan includes experimenting with this model and moving away from the purely “passive” SI mode while in class.

- 4. Increase in NetTutor Hours:** We have almost used our initial 500 hours of NetTutor allotted MJC from October 2018 through February 2019. The OEI will increase those hours free of cost, but the plan includes 1000 hours annually for NetTutor, just in case funding from the OEI grant does not continue.
- 5. Minimum Wage Increase:** The plan contains budget for current tutoring services with the upcoming minimum wage increases. All increased tutoring in the plan assumes this increase.

FACULTY TUTORING PILOT

Many Learning Centers within the community college system assign faculty to tutor. The plan includes budget to explore this model during key LC hours and will allow us to assign one faculty to tutor in the East campus and/or West campus L & LC MTWR from 9:00am to 4:00pm and on Fridays

from 10:00am to 1:00pm. Faculty in the L & LCs is beneficial for a number of reasons:

- Stronger relationship is built between faculty and the L & LCs
- Students come in initially for Instructor tutoring and come back for general services
- Faculty serve as models for peer tutors
- Math faculty can tutor for the higher Math courses where it is often difficult to find peer tutors

FACILITY IMPROVEMENT

Furniture: With the expected increase to tutoring, we will need to purchase more Math Drop-In tables and replace/increase the number of our white boards in the L & LCs. The budget includes funding for these small improvements.

Calculators: With the increase to enrollment in transfer-level Math courses, we will need an increase and stable annual funding for calculators. Each semester, we lose about 25% of our calculators, and often, all our calculators are checked out by the first day of the semester. One calculator costs approx.. \$120.00. The budget includes the purchase of 100 new calculators. Currently, the L & LCs own (combined) 311 graphing calculators (TI-84 Plus) and 154 other calculators.

MATH TUTOR TRAINING

Since the STEM grant ended three years ago, the Library & Learning Center has struggled to maintain a Liaison with the math department for hands-on tutor training and for tutoring advisory support in general. The plan for 2019-2020 builds in a budget to support reassigned time (15% in fall and 10% in spring) for a math faculty member to develop two TUTOR courses that our Math tutors would take following TUTOR 100 beginning fall 2020. In addition, while those courses go through the curriculum process, a math faculty member would lead a series of Math tutor training modules next year to re-establish firmer tutor training in that discipline and increase the relationship between the Math department and the L & LC.

PROFESSIONAL DEVELOPMENT

The acceleration model, being used for both English and Math in fall 2019, requires curriculum in study skills, growth mindset, and metacognitive discussions. To create a tutoring environment that promotes grit and growth mindset, robust training of tutors (regular and embedded), SI leaders, and the faculty who utilize these tutors is essential. Built into the budget for this plan, therefore, is professional development funding for the following:

- Tutor professional development for attendance to annual Northern Regional Writing Center Conference, Tutor Expo, and CAP conferences
- Faculty stipends for a few other Math instructors to help with tutoring modules for 2019-2020 Math tutor training.
- Faculty stipends for professional development on how to effectively use embedded tutors
- Funding for site visits to explore Embedded Tutoring Programs at neighboring colleges

Proposed Budget

2018-2019 Learning Center Budget

A	Student Worker	Tutoring	Net Tutor Online Tutoring	Supplemental Instruction	2018-2019 Academic Year
	52331	52431		52430	Total
Fund 11 - Learning Ctr	\$3,000.00	\$66,730.00		\$42,000.00	\$111,730.00
Fund 11 - Library	\$3,800.00				\$3,800.00
Veterans Grant		\$5,000.00			\$5,000.00
Basic Skills		\$68,640.00			\$68,640.00
Student Equity				\$24,162.00	\$24,162.00
Carl Perkins	\$8,000.00	\$8,500.00			\$16,500.00
State Chancellor's OEI					\$0.00
flat rate grant - no increase	\$14,800.00	\$148,870.00	\$0.00	\$66,162.00	\$229,832.00

OEI paid for \$11,750
for Net Tutor

2018-2019 with minimum wage increase for 2019-2020

B	Student Worker	Tutoring	Net Tutor Online Tutoring	Supplemental Instruction	2019-2020 Academic Year
	52331	52431		52430	Total
Fund 11 - Learning Center	\$3,286.00	\$73,085.00		\$46,000.00	\$122,371.00
Fund 11 - Library	\$4,162.00				\$4,162.00
Veterans Grant		\$5,000.00			\$5,000.00
Basic Skills		\$75,177.00			\$75,177.00
Student Equity				\$26,095.00	\$26,095.00
Carl Perkins	\$8,762.00	\$9,310.00			\$18,072.00
State Chancellor's OEI					\$0.00
flat rate grant - no increase	\$16,210.00	\$162,572.00	\$0.00	\$72,095.00	\$250,877.00

*additional funds to cover minimum wage increase

\$21,045.00

2019-2020 increase for AB705

C

General Tutoring		Hours	Weeks	Total Hours	Hourly Rate	Total Cost
5 additional Math tutors		12	32	1920	\$12.50	\$24,000.00
5 additional English tutors		12	32	1920	\$12.50	\$24,000.00
3 additional STEM tutors		12	32	1152	\$12.50	\$14,400.00
				4992		\$62,400.00
Embedded Tutoring Program						
Sections	Class	Hours	Weeks	Total Hours	Hourly Rate	Total Cost
5	Math 101	6	32	960	\$15.00	\$14,400.00
6	Math 111	6	32	1152	\$15.00	\$17,280.00
7	Math 134	7	32	1568	\$15.00	\$23,520.00
17	English 100	3	32	1632	\$12.50	\$20,400.00
				5312		\$75,600.00
NetTutor				1000	\$23.50	\$23,500.00
Supplemental Instruction	Class	Hours	Weeks	Total Hours	Hourly Rate	Total Cost
7 sections	Multiple	12	32	2688	\$12.50	\$33,600.00
Pilot Faculty in the L & LC East/West Campus		Hours	Weeks	Total Hours	Hourly Rate	Total Cost
Mon-Thur 9-4 and F 10-1		31	30	930	\$78.05	\$72,586.50
Sub Total Tutoring						\$267,686.50
Facility Improvement - 100 calculators, 3 drop-in math tables, 5 lg. white boards						\$19,000.00
Math Faculty Reassigned Time						\$6,000.00
Professional Development for Faculty & Tutors						\$12,000.00
Sub Total Non-Tutoring						\$37,000.00
AB 705 Additional Funding Request (Sub totals of Tutoring/Non-Tutoring)						\$304,686.50
Existing Budget for 2018-2019 with minimum wage increase						\$250,877.00
New Learning Center Budget for 2019-2020						<u>\$555,563.50</u>

Minimum Wage Increases to Budget

Rate (Jan. 1)	26 Employees or More
2017	\$10.50
2018	\$11.00
2019	\$12.00
2020	\$13.00
2021	\$14.00
2022	\$15.00

* These increases are required to provide the SAME level of services

2019-2020 Learning Center Budget

Student Worker	Tutor	Supplemental Instruction	Net Tutor Online Tutoring	2019-2020 Academic Year
\$16,210.00	\$300,572.00	\$105,695.00	\$23,500.00	\$445,977.00

2020-2021 Learning Center Budget

Student Worker	Tutor	Supplemental Instruction	Net Tutor Online Tutoring	2019-2020 Academic Year
\$17,507.00	\$324,618.00	\$114,151.00	\$23,500.00	\$479,776.00

Minimum wage increase

\$33,799.00

2021-2022 Learning Center Budget

Student Worker	Tutor	Supplemental Instruction	Net Tutor Online Tutoring	2019-2020 Academic Year
\$18,804.00	\$348,664.00	\$122,607.00	\$23,500.00	\$513,575.00

Minimum wage increase

\$33,799.00

2022-2023 Learning Center Budget

Student Worker	Tutor	Supplemental Instruction	Net Tutor Online Tutoring	2019-2020 Academic Year
\$19,452.00	\$360,687.00	\$126,835.00	\$23,500.00	\$530,474.00

Minimum wage increase

\$16,899.00

- Does not apply to faculty