Incentivize Successful Student Behaviors

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In response to the Completion Agenda and SSTF recommendations:

- “We should be a leader in the state” – Chancellor Poertner
- “[We should support] initiatives to improve student achievement.” – Trustee Padberg
- The SSTF initiates the dialogue of defining what is student success at SOCCCD and how we can achieve it.
3.4 Require students to begin addressing basic skills needs in their first year and provide resources and options for them to attain the competencies needed to succeed in college-level work as part of their education plan.

Goals
- Improve the quality and efficiency of basic skills instruction.
- Colleges need to offer students approaches to skill improvement which may include special interventions like tutoring and supplemental instruction.

Current
- Students take assessments to place into the math and English sequence.
- We have in place tutoring and supplemental instruction learning resource centers on campus.
- We are participating in the California Acceleration Project and piloting experimental courses that move students through two semesters of remedial coursework in one.
Best practices in higher education have shown that student success is achieved through:

- Integrated counseling (such as in learning communities)
- Integrated tutoring

By providing basic skills tutoring and supplemental instruction, we facilitate students successfully completing their remedial coursework to move through the English, math and ESL course sequences.
Student Success Center

- Provides one-on-one and group basic skills tutoring free to IVC students.
- Provides additional transfer-level and CTE subject tutoring to at-risk students in the populations of: military veterans, EOPS students, and students with disabilities.
- Provides computer lab access with specialized software to aid students in their CTE and transfer curriculum.
Success Center Learning Outcomes

- 98% of students surveyed reported that attending tutoring in the Student Success Center improved the effectiveness of their study skills
- 99% would recommend our tutoring services to others
## Success Center Usage Snapshot

Student Success Center Usage from January 2012 – October 2012

<table>
<thead>
<tr>
<th>Category</th>
<th>Individual</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total tutoring Appointments</td>
<td>4,107</td>
<td>1,196</td>
</tr>
<tr>
<td>Total Math Appointments</td>
<td>1,100</td>
<td>140</td>
</tr>
<tr>
<td>Total ESL Appointments</td>
<td>976</td>
<td>307</td>
</tr>
<tr>
<td>Total Writing/Reading/English Special Services Appts.</td>
<td>583</td>
<td>21</td>
</tr>
<tr>
<td>Total EOPS Student Appointments</td>
<td>1,224</td>
<td>162</td>
</tr>
<tr>
<td>Total DSPS Student Appointments</td>
<td>1,583</td>
<td>151</td>
</tr>
<tr>
<td>Total Veteran Student Appointments</td>
<td>316</td>
<td>98</td>
</tr>
<tr>
<td>Total Unduplicated Count of Students Tutored</td>
<td>2,182</td>
<td></td>
</tr>
<tr>
<td>Total Unduplicated Count of Students Using Computer Lab</td>
<td>2,212</td>
<td></td>
</tr>
</tbody>
</table>
Writing and Reading Centers

Remembering Our Mission

Writing Center Director
Julie Evans
Associate Professor
(M.A., CSU Long Beach)

Reading Center Director
Melanie Haeri
Associate Professor
(M.S., CSU Fullerton)

Beth Sanchez
Lab Technician in Reading

Camera Shy 😊
**Reading Center**

**Eligibility:** Basic skills students who are enrolled in a reading course as a prerequisite to college writing sign up for an accompanying reading lab. A significant number of students have learning and developmental disabilities.

**Work:** Students complete a minimum of 24 hours per semester on in-center assignments that complement the work of their reading courses.

**Staffing:** Students are assisted by the lab technician and by full-time and part-time reading instructors.

**Usage:** Approximately 350 students per semester work on improving their reading rates, critical reading skills, vocabulary, and comprehension.
Eligibility: We primarily serve students enrolled in basic skills and developmental writing (pre-college) courses.

Conferences: Students bring assignments from courses and receive additional, one-on-one instruction to meet assignment requirements. Students must spend at least 24 hours in the center per semester.

Staffing: Full-time and part time instructors currently teaching writing courses staff the center.

Usage: We serve 1,300 students and hold approximately 5,000 conferences and informal meetings per semester.
The Math Center serves:
• Students in developmental math courses
• Students in transfer level math courses
• Students completing major preparation math courses

On average, students utilize the Math Center services over 7000 hours per semester!
IVC Math Center: What?

• Provides Math students with quality drop-in Mathematics tutoring

• Facilitates a variety of Supplemental Instruction Workshops

• Assists students with technology based math assignments/projects
Support developmental students in attaining basic skills in mathematics and in turn increase their likelihood of persistence in education.

Help students strengthen their preexisting math skills and successfully advance through their math courses.

Guide all math students in becoming independent math learners and encourage them to excel throughout their scholastic endeavors and beyond.
Learning Resource Centers: Why?

- Quality Tutoring & Learning Assistance
- Success
- Goal Completion
- Retention

Success + Retention = Goal Completion