

Fostering Completion, Individualized Paths, & Skill Development in Underrepresented Students

Duration: October 2020 – September 2025



Title V Grant Progress: Overcoming Challenges, Achieving Success

As we enter the third year of our five-year Title V grant cycle, we're proud to report significant progress despite the challenges posed by the COVID-19 pandemic. Initially, we faced substantial barriers including decreased enrollment, limited in-person activities, and reduced student retention and campus involvement. However, our resilience and adaptability have allowed us to make remarkable strides.

Key Focus Areas

Our grant activities and objectives have centered on:

- Enhancing educational throughput
- Facilitating successful transfers
- Improving degree completion rates
- We've placed particular emphasis on supporting our latine population and other disproportionately impacted groups, with a special focus on male latine students.

Strategic Alignment and Collaborations

Our efforts align seamlessly with broader campus-wide initiatives, including:

- Educational Master Plan
- Student Equity Plan
- Guided Pathways Initiatives

We've fostered strong collaborations with key campus entities:

- Student Ambassadors
- Academic Resource Center
- Math Center
- Writing Center
- CAN-TRIO
- AIM to DREAM Center

Investment in Student Success

- In the past year, we've demonstrated our commitment to student success by allocating approximately half of our awarded funding to student workers, directly supporting the grant's activities and objectives.
- As we move forward, we remain dedicated to overcoming challenges and creating lasting positive impacts for our students and community.

GRANT GOALS

at a Glance



Increase:

- Number of Student Education Plans
- Transfer-level English and math completion
- % of students who earn 30+ units in their first year
- 3-year graduation rates
- Number of certificates and degrees
- Number of students completing financial wellness workshops
- Participation in faculty professional development

Decrease:

- Overall unit accumulation



(Finish sooner, transfer faster!)

Tutoring is a part of being academically healthy!



TUTORING IS A VITAMIN NOT AN ASPIRIN

Embedded Tutoring: A Proactive Approach to Student Support

Our Embedded Tutoring program exemplifies our commitment to “intrusive” tutoring — a proactive approach that brings support directly to students in their familiar learning environments.

Key Features and Benefits:

1. Anxiety Reduction: Student surveys reported that making tutoring appointments caused anxiety. By integrating peer mentors into courses, we’ve created a more approachable path to seeking help.

2. Comprehensive Training: Prior to each semester, faculty and peer mentors participate in training sessions. These cover:

- Current best practices presented by experienced faculty and peer mentors
- Collaborative strategizing between faculty and their assigned peer mentors

3. Dual Success: Many embedded tutors have not only supported their peers but also achieved significant personal milestones:

- Successful graduation or transfer to four-year institutions
- Receipt of scholarships recognizing their academic excellence

4. Positive Student Feedback: Surveys consistently highlight the value of having accessible tutors and peer mentors who provide continuous support throughout courses.

As we move forward, we remain dedicated to overcoming challenges and creating lasting positive impacts for our students and community.

Title V Embedded Tutoring pilot continues through spring 2025!

Title V Embedded Tutoring Pilot Components:

- “Intrusive” Tutoring (read more on page INSERT)
- Common syllabi language
- Training and mentorship for faculty
- Training and mentorship for peer mentors
- Support for retention activities

Courses in the peer mentoring program were selected due to their historically low success and retention rates, particularly affecting Latine students, a key focus of the current Title V grant.

Success and retention rates have improved for students that had an embedded tutor in at least one of their courses.

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DATA SNAPSHOT

Since the outset of the grant in October 2020...

- 53 different faculty participated in Embedded Tutoring pilots
- 195 different students worked as embedded tutors
- 248 sections/courses supported by Embedded Tutoring pilot



TUTOR HIGHLIGHT – Sam Russell



Q: How would you describe your experience as an embedded tutor?

A: In a single word, worthwhile.

Making connections with students and staff alike was a really important step in my college career to me, and I'm really glad that I jumped on the opportunity to be a tutor when it presented itself. Tutoring students helped cement the knowledge I learned in my own head, and I feel prepared and confident in my knowledge. As for connecting with staff, getting to know my professor and the work they do so well was also very important to me. I'm very happy I got to work directly under someone who I had such a good experience with as a student.

Q: In what ways has the role challenged or surprised you?

A: The biggest surprise I got from tutoring was how much of a difference I really made. I knew I was going to be helping lots of students out in a few different ways, but it got a little emotional for me when people would tell me how much I helped, or that my guidance had made them feel more confident for a big test. A student even gave me a card at the end of the year that made me feel so overwhelmed with gratitude! It was such an emotionally rewarding experience.

Q: How has your work as an embedded tutor supported your own personal and/or career development?

A: Being a tutor is a wonderful stepping stone further into the discipline you're working with. You're in a very forgiving position because you can learn and instruct at the same time. I aced the class I tutored in, but I still made mistakes when I was helping people out! And I learned that that's okay. I thought I was going to be the one teaching my students, but I spent a surprising amount of time learning instead. Not only did tutoring give me the confidence to teach, but it also gave me the confidence to be wrong and learn from my mistakes. At the same time, I feel both wiser and ready to become wiser.

Q: What are the resources and/or supports (including people) that have helped you along your journey as a working college student?

A: Professors aren't available all the time to help us, so when office hours were closed, I always made sure to make connections with fellow students. It can be scary for some to put yourself out there, but sitting by somebody interesting and introducing yourself the first week of class can be a path to good friends AND a support network that will help you through that class.

Additionally, outside of the classroom, Hancock has SO MANY amazing tutoring programs in multiple places across campus that offer services by drop in or appointment. You can even bring your new friends and do a study group! One of my fondest memories in college so far was my first fall semester, in my statistics class, where a group of friends and I booked a study room in the Math Center and studied all night for the final - a final we all aced, and I got 100% on. I have no doubt that my friends and the Math Center's resources contributed to that score.

LET'S HEAR FROM OUR FACULTY!



“Embedded tutoring has helped me bridge the communication gap with my students both inside and outside the classroom: help navigating the materials, help navigating the online turn-in process, help finding class resources, help finding campus resources, and help asking questions, help emailing, help studying, help reviewing, and help with ‘being okay to not know right now.’”

- Anna Kopcrak, Math Faculty

“The Title V Embedded Tutoring program has allowed me to incorporate a highly active learning environment, improving not just understanding of the material but overall morale in all of my classes.” - Chris Eachus, Math Faculty

Spring 2024 Student Survey Data Summary

In collaboration with the Institutional Research office, we've been diligently collecting both formative and evaluative data from students, faculty, and embedded tutors since the grant's inception. This data-driven approach is crucial for assessing and refining our pilot programs.

Key Findings

Common Challenges:

- Balancing academic, work, and personal commitments
- Developing effective study habits
- Overcoming procrastination
- Navigating online platforms and addressing technological issues

Positive Feedback:

Despite these challenges, students consistently expressed appreciation for:

- Supportive instructors
- Dedicated peer mentors
- Overall quality of the learning experience

Impact of Peer Mentors:

Peer mentors have emerged as a cornerstone of our support system, contributing significantly to:

- Facilitating effective learning
- Providing targeted academic support
- Motivating students to persevere through difficulties
- Their approachability, subject expertise, and student-centered approach have encouraged continued engagement with support services.

Student Motivation for Ongoing Mentor Engagement

Students cited several compelling reasons for continuing to work with their peer mentors:

- **Expertise and Patience:**
Mentors demonstrated in-depth knowledge and a patient approach to explaining complex concepts.
- **Diverse Learning Strategies:**
Mentors offered varied perspectives, examples, and methods to enhance understanding.

- **Supportive Environment:** Students felt comfortable asking questions without fear of judgment.
- **Positive Reinforcement:**
Mentors' encouraging attitudes boosted student confidence and motivation.
- **Academic Improvement:**
Regular mentoring sessions helped students:
 - Stay current with course material
 - Prepare effectively for exams
 - Improve their grades
 - Gain academic confidence
- **Practical Assistance:**
Mentors provided valuable guidance on:
 - Clarifying assignment requirements
 - Reviewing written work
 - Completing homework efficiently
- **Peer Collaboration:** Students valued the opportunity to exchange ideas in a relatable, peer-led setting.

These findings underscore the significant positive impact of our peer mentoring program on student engagement, academic performance, and overall satisfaction with their educational experience

Acknowledgment and Future Plans

Spring 2024 Title V Embedded Services Task Force

We extend our gratitude to the diverse group of over 20 faculty members, staff, and students who participated in the Spring 2024 Title V Embedded Services Task Force. Their collaborative efforts have been instrumental in shaping the future of our Embedded Tutoring program.

Key Accomplishments:

The task force has developed a comprehensive set of recommendations covering crucial aspects of the program, including:

- Standardizing naming conventions
- Refining job descriptions
- Enhancing student incentives
- Optimizing the use of existing campus-wide tutoring services



LOOKING AHEAD

We are excited to present these recommendations to the district as we work towards institutionalizing this vital component of student success. The task force's insights will play a pivotal role in ensuring the long-term sustainability and effectiveness of our Embedded Tutoring program.

Your dedication and contributions are driving positive change in our educational community.

Thank you for your commitment to student success!