Administrative Response to the Student Learning Center
Program Review
May 3, 2019

On May 3, 2019, the District Student Learning Centers presented their Program Review findings to an audience of PCC administrators and others with an interest in the discipline. The presentation was informative and thought provoking. It provided an opportunity for engagement with those in attendance through an informative and interactive dialogue. The presentation provided context for how each of the campus offerings are unique, while highlighting how the centers work together to provide a unified district student-centered service.

This Administrative Response will: A) note particular highlights of the Student Learning Centers Program Review; B) provide observations and recommendations; and C) provide the administrative response to the group's recommendations/resource requests.

Noteworthy Efforts or Achievements

- We appreciate the common mission statement that each of the Student Learning Centers share.
- We value the role of the Student Learning Centers in assisting students with establishing and developing persistence. A key component of student-success.
- Intentionally employing former students to be tutors, to model student-success and completion.
- Hiring Faculty to bring discipline specific resources to deepen the resources available to students who visit the Student Learning Centers.
- Utilizing a President's Strategic Fund grant to explore the impacts of student-success with embedded tutors in Math 95 courses.
- Recognition of the relationships tutors establish with students and intentionally using this to address barriers with comfort and access.
- Grasping a continuity of care theme that tutors provide for students term after term. This can help foster enrollment in faculty classes, assist with persistence and retention, while building community.
- The student learning center serving as the "Ameba," the connection between academic departments, students, student affairs, resources and advising.
- Overlapping and leveraging student employees between diversity centers and the Student Learning Center, to extend reach to marginalize student groups.
- Tutoring as a pathway to transfer as a skill or a job and how students continue to be tutors after transferring to PSU.
- The breadth of support offered across the district.
- Honoring that each campus Student Learning Centers might provide different services to address local needs, there is a shared understanding around the student experience that is striving for consistency. This is important as we know students often attend classes and seek resources at multiple campuses.

- Recognition that each Student Learning Center is a hub of employment for 50-100 employees working at each location every quarter.
- Embedding student support services (e.g. disability services) in the Student Learning Center to help students and tutors.
- We appreciate that you have normed the pay scale for the various levels of tutoring to create equitable hiring practices across the district. This is important as we share tutors amongst the different campus Student Learning Centers.
- Valuing the positive impact on our students when they can see their diversity reflected in the tutoring staff.
- Developing strategies with faculty to encourage students to use the Student Learning Centers. An example was when faculty member, Forrest Carter talked about how he lets students know that 5% of their grade is part of using the tutoring center.
- Faculty acknowledging that learning how to strengthen their skills as a tutor helped them develop as instructors for the 100 and 200 level of teaching.
- Seeing the Student Learning Centers positioning their work in the center of the District YESS work.
- Strong curricular collaborations with multiple PCC departments.
- Strong engagement of part-time faculty throughout the district.
- A holistic approach to meet students where they are with in-person services, online resources and eTutoring.
- Changes to the narrative around 'no eating while studying' and recognizing the value of food in relation to food insecurity and completion outcomes.

Observations and Recommendations
- Visibility is the biggest challenge. There is still a need to get the word out about the tutoring resources that are available - to students and faculty.
- Connect with your campus leadership to review the SENSE data.
- Set up a time to meet with the District Division Dean Council to discuss the value of faculty (FT and PT) holding office hours in the tutoring center; the expressed value faculty have mentioned in honing their ability to teach content to the 100 and 200 level; and to let them know the strategies you are engaging in to assist with the YESS work (e.g. engaging with the EAB tool as it develops, strategies for gateway course support, etc.).
- With the new EAB tool coming online in 2019-20, there might be a way to develop how this tool is used as part of a district wide effort to assess the Student Learning Center services. This might be in conjunction with a qualitative survey developed by your district team that is administered consistently and annually to review. A consistent, high quality assessment of how the Student Learning Center helps support student success is important to develop. It could help inform the YESS work along with your planning for academic support, if it provides consistent feedback about what students need.
- Continue to work with student affairs and instructional leadership at each campus to develop strategies to capture students early, knowing that 50%-60% of our students begin in crisis.

- Continue looking at the number of check-ins for tutoring requesting by course and by subject. This could be an important report to review as we make curricular and pathway changes with the YESS work.
- Work with faculty to strategize how to support students to be successful (i.e. making a study plan for outside of class, strategies and resources for studying, etc.).

We are pleased with the efforts you have made to provide thoughtful advocacy and support to the Student Learning Centers and our students. The Student Learning Centers are continuing to evolve to meet the needs and we appreciate the changes you are striving for as a District to meet the needs of our students. We urge the District Student Learning Centers to continue your commitment to evolving as a District team that supports the YESS work; to become threaded within the structures of Guided Pathways, Advising Redesign and EAB as an opportunity to provide holistic student support. The Student Learning Centers are a critical part of providing access to equitable student success.

Administrative Response to Recommendations & Resources

Recommendations:

Change Perceptions of Tutoring through Collaboration

As Student Learning Center leaders, we have seen the power of high quality and holistic academic supports every day in our centers and reinforced in the literature. Student feedback and attendance data are clear evidence of how visiting the center once is likely to lead to return visits. However, we also know that there are still students who are either unaware of the services available to them or believe there is a stigma around reaching out for support. The Student Learning Center team is working carefully to change perceptions of tutoring and help-seeking, so that we continue to break down barriers to students receiving the support and community they seek. Changing mindsets is not an easy task, and will be a college-wide effort.

While this recommendation doesn't have a clear ask, we recommend that you continue to engage with Jason Pinkal to learn about EAB and begin looking at how to connect the Student Learning Centers with the tool. We also recommend that you contact Alyson Lighthart to meet with the District Division Deans Council to bring awareness about the collaboration you have with faculty and to develop intentional strategies with them for more faculty engagement and support. We support your strategies to collaborate with faculty, academic departments and student affairs.

Early Alert

Campus tutoring services provide a rich opportunity for learning center staff, including peer and faculty tutors, to offer the "high-touch" academic support when students express a need. It is also a sign that the campus community cares about them. Tutoring services will be most effective when SLC leaders have access to information on the whole student, how students are

progressing, and specific areas where student support is needed. The integration of academic support leaders in the early alert process will create an opportunity for SLCs to fully support a system the college is adopting to increase equitable student success. In addition, we recommend that SLC leaders remain involved in the implementation of the EAB to ensure that there is an adequate, and possibly preferable, alternative to TutorTrac.

We recommend you continue to engage with Jason Pinkal and the Early Alert Workgroup during the 2019-20 year to ensure the SLCs are connected with EAB and considered in the development of the college's new Early Alert program. We believe it will be critical for tutoring to be connected in the holistic student support mechanisms the EAB tool can provide.

Faculty Involvement

All campuses have been engaging with faculty through hiring part-time faculty and hosting faculty office hours. Students and faculty have shared how impactful this practice has been in deepening understanding of both the content and of each other. Students have shared that meeting in the Student Learning Center has lessened the intimidation they feel upon attending office hours. Faculty have shared how invaluable they find having more time to meet individually and in small groups with students. As our colleagues in advising have seen, when a student support service is perceived as mandatory and/or critical to overall student success, more students will be aware of and benefit from being directed to the service. While tutoring may not be necessary for all students, there is much we can do as a college to help students see the benefits of tutoring and encourage them, when confronted with many uses/demands of their time, to seek out support. Given what we have seen working well already in pockets throughout our campuses, we would recommend the following:

- Deans invite every full-time faculty member and multi-year faculty to dedicate an office hour in the center
- Deans continue to invite part-time faculty members to seek positions in the center

We recommend that you contact Alyson Lighthart to meet with the District Division Deans Council to bring awareness about the collaboration you have with faculty and to develop intentional strategies with them for more faculty engagement and support.

Continuously Improve Quality of Service through Training

We must ensure that we are offering high quality and culturally competent supports. To do this we believe we need institutional support to develop and refine our tutor training material, with a specific emphasis on issues of equity and inclusion (such as positionality and microaggressions

in the context of tutoring). Our goal would be to have a suite of online/on-demand and in-person trainings/resources that all tutors would be expected to experience. While we believe strongly that some training must be flexible and lead by SLC and campus leaders based on unique needs, we also believe that a decentralized model of academic support with isolated pockets of campus-based tutoring services leads to inequities, which is detrimental to the student experience. We recommend that a suite of resources be created in collaboration with the Office of Equity and Inclusion and campus partners and that all tutors should complete and be compensated for taking the trainings. Completion of the training can be measured through the online platform to help SLC leaders track tutor participation in professional development.

Please work to develop a district-wide training plan that addresses the overarching needs. Decide which campus will be responsible for developing which piece(s) of the training and present the plan to the Academic Affairs council. If there is funding or support needed to implement the training, please include that in your presentation as well. Included in your plan, should be a vision for how this will be a part of the Cornerstone product that POD has implemented. If the Academic Affairs Council agrees with the district-wide approach for training, next steps will be to reach out to Mariah Cisse and discuss how this could be included.

Increase Access

It is increasingly more common for students to attend multiple campuses within a single term and/or attend a campus that is far from home or work. While we have made strides with our central landing page to centralize information, students must still navigate multiple pages and schedules in order to find tutoring. SLC leaders advocate for collaboration with IT/Web team to create applicable links to a searchable tutoring schedule for student use. The platform would allow students to sort the data in multiple ways (course, campus, etc.) to identify all the places where they can receive support for their courses.

Interim Dean of Instruction, Sarah Tillery, will be working with the District SLC team to identify what a solution to this looks like and will work with the IMO project team as the sponsor of the project. Please reach out to Sarah to establish next steps.

Part Time Faculty FTE and Tutor Category in Contract

Because tutoring in the centers does not require faculty to prepare, teach, assess, and grade small classes, the duties of tutoring differ from the faculty contract and it is our recommendation that a new category be created for tutoring that allows for more support in the centers without

impacting FTE loads of the contract. It is difficult to determine and manage when PTF work on different campuses, and BANNER does not have a report for this tracking.

We recognize our systems make tracking FTE difficult. While this may be a good discussion for our next bargaining opportunity, it is an advantage to have tutoring assist with filling faculty workload. This may be an added benefit to strengthening faculty participation in the SLC. Please keep this as a topic that you continue to check-in with your Dean of Instruction about annually.

Closing

In closing, we want to thank the District Student Learning Centers SAC for sharing the results of your program review with us. We are pleased with your success in collaborating and developing consistency in terms of process and offerings across the District. We enjoyed learning more about the breadth of what you offer and your commitment to fostering the YESS work. We look forward to supporting your ongoing work as you continue to grow and evolve to meet student needs.

Administrative Response submitted by Jennifer Piper, on behalf of the Deans of Instruction and Dean of Academic Affairs.

Kendra Cawley, Dean of Academic Affairs
Sarah Tillery, Interim Dean of Instruction Southeast Campus
Karen Paez, Dean of Instruction Sylvania Campus
Cheryl Scott, Dean of Instruction Rock Creek Campus
Kurt Simonds, Dean of Instruction Cascade Campus