

Evidence 4.58

Representative Data

SARS Student Appointment Data Used for Planning

Item 1: SARS data used to report student retention, student success, and transfer rates for DSPS students as compared to the campus population.

Item 2: SARS data from EMP One-Sheet for the Student Success Center/Tutoring showing headcount, demographics, student contact hours, success, and retention rates, EMP One-Sheets are used in campus planning and program review.



Request Placed: 05/16/2014 by Michelle Crocfer

Request Received: 05/19/2014

Request Completed: 06/10/2014 by Christie Gabriel-Millette

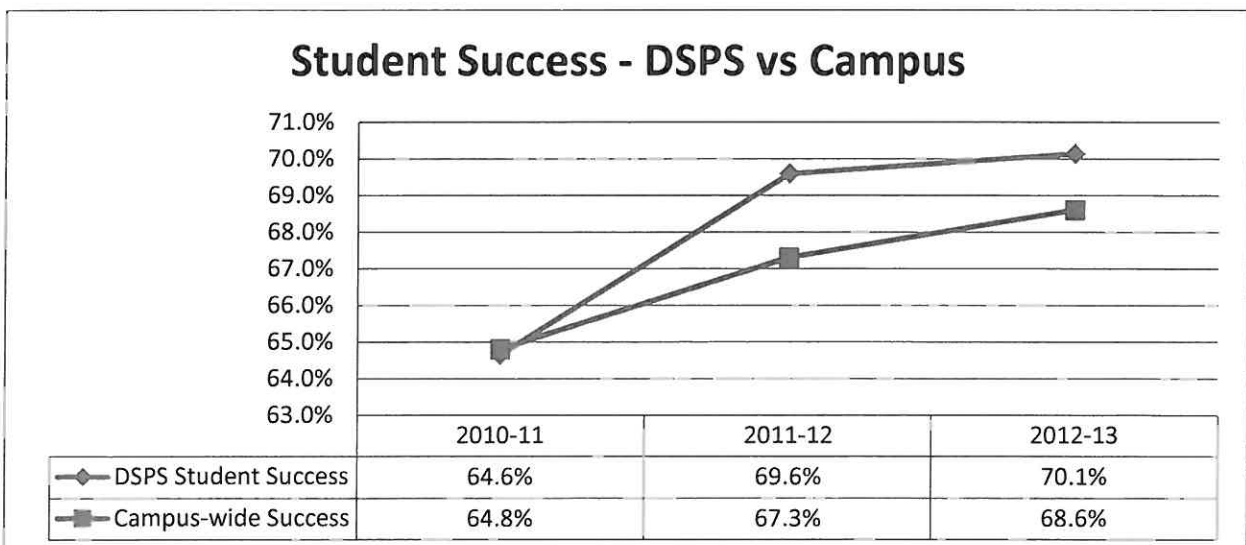
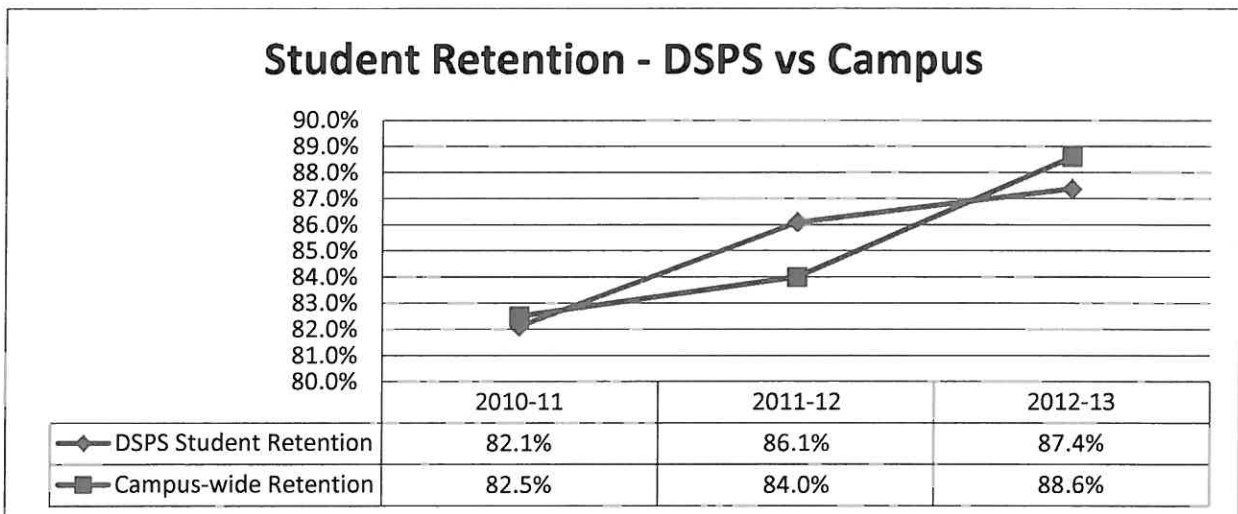
Working Days to Complete: 14 (includes turnaround time for requested transfer data)

- 1) Calculate Persistence rates for 2010-11 to 2011-12 and 2011-12 to 2012-13.

2010-11 to 2011-2012 = 57%

2011-12 to 2012-2013 = 58%

- 2) Calculate Retention and Success rates for 2010-11, 2011-12, 2012-13



3) Gather transfer data on 4-yr colleges.

From fall 2010 – spring 2013, there was an unduplicated headcount of 2,320 students who reported having a disability on their SBVC admissions application. Of these students, 502 transferred to a 4-yr college between fall 2010 and spring 2014. This is a transfer rate of 22%, compared to an approximate campus-wide transfer rate of 4%.

The following is a breakdown of where these 502 students transferred.

Transfers – Fall 2010 – Spring 2014			
CSU	UC	ISP	OOS
200	15	113	174
39.8%	3.0%	22.5%	34.7%

Source: National Student Clearinghouse

CSU = any California State University

UC = any University of California

ISP = in-state-private

OOP = out-of-state

Student Success Center/Tutoring — 2012-2013

Unduplicated Headcount	Campus		Success Center	
	Count	% of Campus	Count	% of Campus
2012-2013	15,441	100%	2,644	17%
2011-2012	16,593	100%	1,842	11%

Demographics 2012-2013	Campus		Success Center	
	Count	% of Campus	Count	% of Success Center
Ethnicity				
Asian/Native American	899	6%	251	10%
Black	2,126	14%	461	17%
Hispanic	9,183	60%	1,530	58%
White	2,639	17%	354	13%
Gender				
Female	8,396	54%	1602	61%
Male	7,016	45%	1042	39%
Disability				
Students with disability	931	6%	217	8%
Age				
Age Range	16 - 82		16 - 80	
Average Age	28		28	

Description:

In keeping with our belief that students' academic success is achieved as a result of understanding and developing their unique processes as learners, the Student Success Center/Tutoring provides quality instructional assistance and services to our diverse student population through a variety of venues, which include: drop-in and group tutoring, one-to-one scheduled appointments, facilitated workshops, and Supplemental Instruction.

Assessment:

Data gathered by the SARS system shows that students who utilize tutoring services have better success and retention rates than the campus wide population. "Tutor Surveys" encourages students to assess their experience and the individual tutor's performance. During Fall Semester 2013, Tutors begin the use of the Institutional Core Competencies Grid to identify areas of Tutors' interactions and support of individual students.

Program Goals:

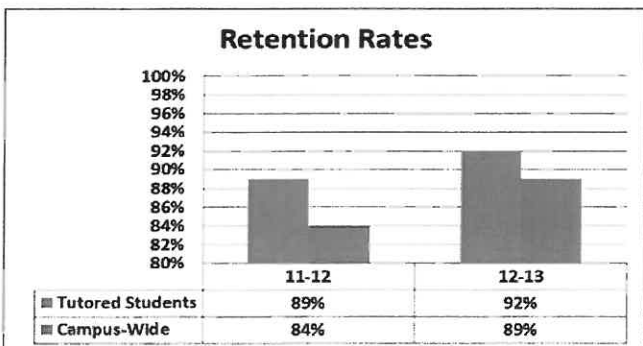
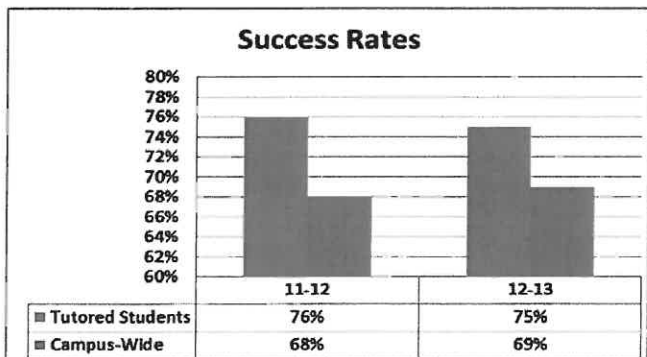
Our goal is to encourage and assist enrolled students by providing free-of-cost skilled peer tutoring for individuals and small groups so that they may:

- Become comfortable with course materials.
- Develop learning strategies and skills and gain the confidence needed to become independent learners.
- Develop their individual potentials for success in the classroom and in life.

Challenges and Opportunities:

In 2012/2013 there was growth of 614 unduplicated headcount for students receiving tutoring which supports the need for growth established in the California Community Colleges Task Force for Student Success recommendation 3.4 which emphasizes challenges for tutoring support for basic skills including limited number of computers available, space limitations prohibit growth and identifying funding for additional tutors. Other challenges include: Inequities in funding of tutor's rates of pay for various disciplines and unmet needs in non-STEM disciplines Institutionalization of current funding levels after the STEM grant ends

Success Center Student Contact Hours	
2012-2013	46,218
2011-2012	25,480



Action Plan:

- Submit Program Review Needs Assessment requests for facilities enhancement and tutor funding.
- Seek additional grant funding for non-stem disciplines.
- Track unmet requests for academic support to identify areas of need.