Student Services and Administrative Operational Annual Program Review and Planning Update Form Fall 2024

## BACKGROUND:

**Program review is an integral part of the campus planning process. As programs and areas monitor their progress on the current comprehensive four-year program review, changes in need and scope can be expected. This Annual PR Update form is designed to outline and request modifications to the current program review that occur between comprehensive four-year review cycles, as needed.**

**Examples of a requested change include new information such as action plans, outcomes modifications, personnel changes, technology needs, and capital expenditures requirements. As programs and areas monitor their progress on the previous comprehensive four-year program review, the form provides the basis to suggest a change in plans and processes to improve student success and institutional effectiveness.**

## SUBMISSION:

**Program:**

Math & Comp Sci Tutoring Lounge

**Principal Author(s):**

Greg Nguyen, Mackenzie Carrillo, & Tania Miller

**Manager:**

Samuel Foster

**Submission Date:**

12/02/2024 10:17:12 AM

**Author Signature:**

|  |
| --- |
| Electronically signed by Mackenzie Carrillo on 11/26/2024 1:17:32 PM |

**Manager Signature:**

|  |
| --- |
| Electronically signed by Sam Foster on 12/02/2024 10:17:12 AM |

# Part 1: Review of Data

1. **List the outcomes from your Fall 2022 self-study. Which outcomes has your program assessed in the last year and/or which do you plan to assess in the coming year?**

From the Fall 2022 self-study of the Math and Computer Science Tutoring Lounge, formerly known as the Math Lab, here are the 4 assessment outcomes:

Outcome #1: Increase the overall Math Lab student usage to 35% of total students enrolled in math courses.

Outcome #2: Have at least 25% of students enrolled in the Math Lab utilize the Math Lab services at least 15 times throughout the semester.

Outcome #3: Ensure Math Lab student usage by race/ethnicity and gender reflects, within 5%, the corresponding diversity distribution of all students enrolled in math courses.

Outcome #4: Identify the race/ethnicity and gender groups that are underperforming and/or under participating relative to the total math student population at Fullerton College. Then perform outreach to those groups.

During the 2023-2024 academic year, the Tutoring Lounge did not reach the targeted level of 35% stated in Outcome #1. About 26.92% (or 1312/4873 ˜ 0.2692) of total students in math and computer science courses in Fall 2023 utilized the Tutoring Lounge. Similarly, about 26.96% (or 1034/3836 ˜ 0.2696) of total students in math and computer science courses in Spring 2024 utilized the Tutoring Lounge. Note the slight increase in the two percentages.

However, after the rebranding of our facility starting from Fall 2024 to this day (November 25), 1599 students have utilized the Tutoring Lounge. That translates to about 31.13% (or 1599/5136 ˜ 0.3113) of total students in math and computer science courses in Fall 2024 who utilized the Tutoring Lounge. This figure (31.13%) comes much closer to the targeted level of 35% state in Outcome #1. Also note the increase in the number of total students enrolled in math and computer science in Fall 2024, compared to that in Fall 2023. We hope to continue the upward trend in the overall student usage and acknowledge that there is still more work needed to be done in terms of self-advertisement to students enrolled in all math and computer science courses as well as outreach to all division faculty.

In the coming year, we will utilize usage data from Starfish to have a total count of the students enrolled in the Tutoring Lounge who visit the Lounge at least 15 times throughout the semester of Fall 2024, and if applicable, use TimeKeeper data to have similar rundowns of such students in the previous semesters. That would help us assess Outcome #2. And we will continue to work with the division office staff and Tableau to fully assess the remaining program outcomes.

1. **What changes, if any, have been made to your program or outcomes as a result of outcomes assessment?**

With the welcoming of two new full-time Instructional Assistants in Fall 2024, the Math Lab has been renamed as the Math & Computer Science Tutoring Lounge, a more welcoming and inclusive space for all math & computer science students. The Tutoring Lounge now has a collaborative space with white boards, a free supplies wall, and snacks to provide students while studying here.

The Tutoring Lounge has also initiated a new tutoring procedure, doing away with the old method in which students were required to walk up to the tutoring counter with their materials when seeking help from a tutor. We have now reversed the process. The tutors are now consistently roaming the floor, and the students can remain in their seats and raise a flag when they need assistance.

The new improvements to the Tutoring Lounge have drastically boosted attendance during Fall 2024. The facility has been packed with attending students since the first week of the semester, and the coordinator has recently hired nine new tutors to meet the demand, with a likelyhood of hiring 6 more tutors for spring. There are also many incoming applications for all student-work positions in the Tutoring Lounge.

In a recent survey given on-site, students were asked to agree or disagree to the following statement: “We have prepared you better for your math or computer science course this semester compared to previous semesters.” Of the 194 students who answered the question, 160 agreed, 8 disagreed, and 26 had no opinion.

1. **How is your area collecting or working to collect disaggregated, student-level outcomes assessment data?**

Prior to Fall 2024, the Math Lab was utilizing TimeKeeper to track student usage in the center. There were limitations, such as the system would clock out students if they were in the center longer than two hours. Most of the smaller interactions between tutors and students were tracked by handwritten logs.

Starting in Fall 2024, we transitioned to StarFish at the behest of the district. This system gathers and separates our online students, our in-person math students, our in-person computer science students, and our students using our proctoring services for makeup tests and quizzes. StarFish gathers the student’s ID, email, course ID, total time and date in the tutoring lounge and in conjunction with the Office of Institutional Effectiveness we are able to provide more insight to the students visiting the Tutoring Lounge. There are no time limits on this system, however, if a student does not sign out the system clocks them out and gives them 0 minutes total. This is why it's imperative for students to clock out when they leave so that we capture correct information. At our dean’s suggestion, we are not tracking the smaller interactions with students, this allows for faster help times, and it doesn’t slow down the tutoring process. But we are researching other systems to expand our tutoring capabilities (i.e. digitized waitlist).

We have also given two different surveys to students. One survey was done in person with the students who came directly into the center. And the other survey was conducted with Microsoft forms sent out to the student newsletter and the math faculty to distribute to their students.

# Part 2: Additional Resource Request Reasoning and Support

**We have reviewed our most recent self-study and have not identified any significant changes that necessitate resource requests for the upcoming academic year.**

**We have reviewed our most recent self-study and have identified significant changes that necessitate additional resource requests.**