

# Professional Tutoring in the Classroom for Increased Student Success: an Introduction to the Hows and Whys

City College of San Francisco English Department

Presenters: CCSF English Faculty

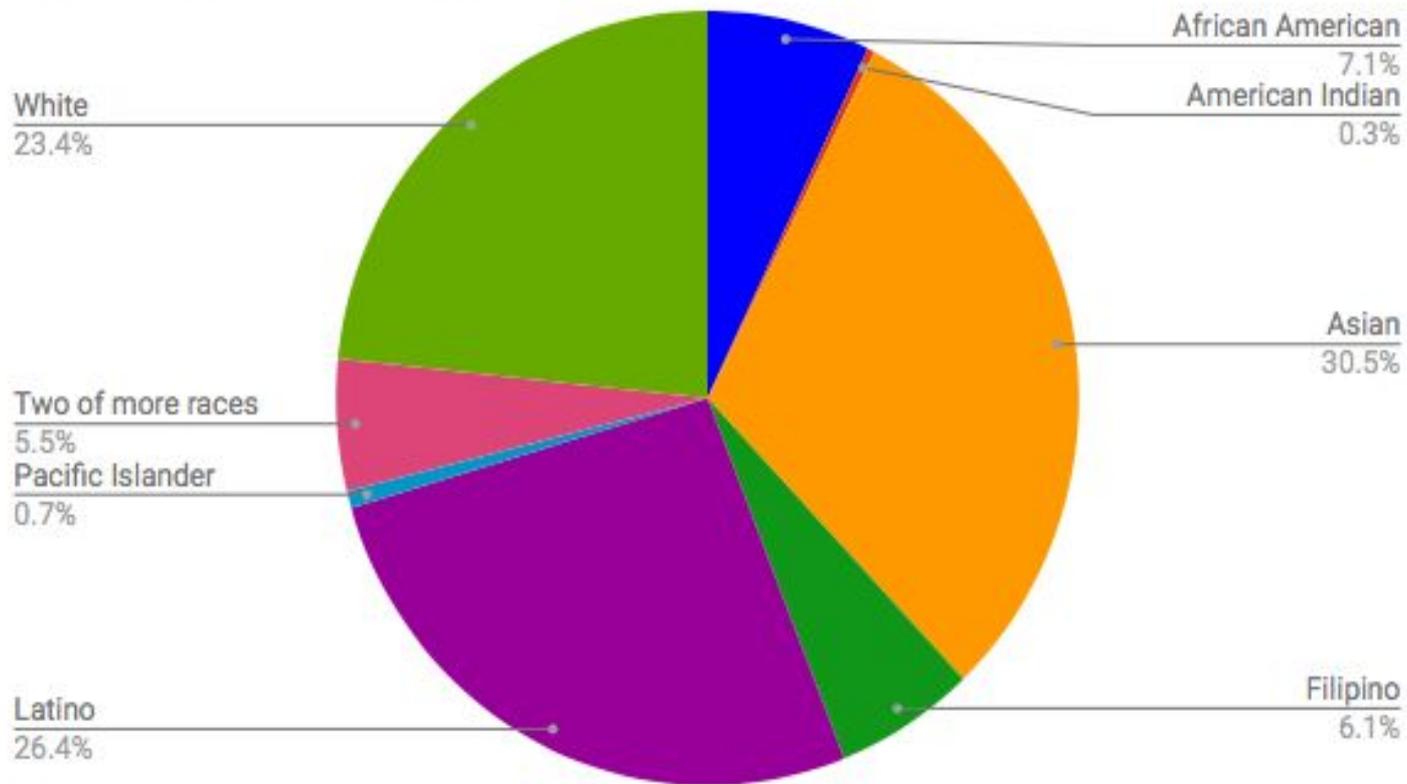
- Cullen Bailey Burns, English Department Level Lead
- Lizzie Brock, Embedded Tutoring Faculty Coordinator
- Leila Easa, English Department Community of Practice Lead
- Lisa King, Basic Skills and Assessment Coordinator
- Mitra Sapienza, English ALP Coordinator & Student Equity Coordinator

# CCSF English Department Embedded Tutoring

## Goals for Today's Workshop

1. **Learn** about our approach to tutoring.
2. **Share** ideas for how to use tutoring to increase students' and particularly equity focus populations' success.
3. Take away some ideas to consider or **implement**.

## CCSF Overall Student Population



# English Courses

our Ever-Evolving Sequence

**pre-Spring 2011**-- offered 5 courses below transfer.

**Spring 2011**--began offering 2 accelerated courses below transfer.

**Fall 2019**--will offer only two placements: a 4-unit transfer level and a 6-unit transfer level (includes a 2-unit co-requisite course).

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Lee (MRSD)



Cory



Jason



Justin



April



Tracy (MRSD)



# English Department Embedded Tutors

Zane



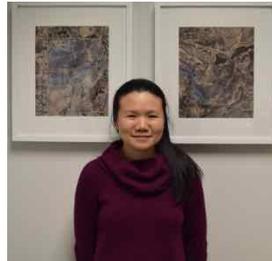
Paula



Colin



Vicky



Desi



Declan



# What does our model of *embedded* tutoring look like?

## CCSF English Department professional *embedded* tutors

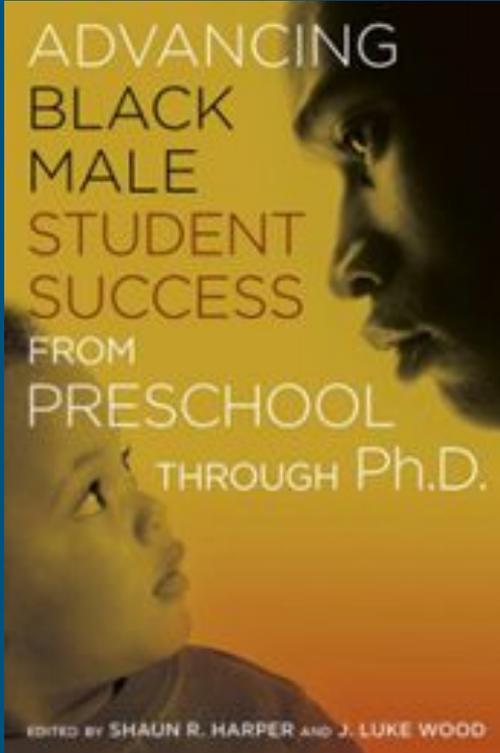
- Are each assigned to 2-4 sections and keep up with the readings
  - Visit classes 1-2 times a week as
    - supplemental instructors and
    - model students
  - Offer
    - appointments (online with text reminders!)
    - drop-in and
    - group tutoring
  - Refer students to resources
  - Communicate regularly with teachers
  - Take part in ongoing support and professional development
-

# Why *embedded* tutoring?

“Tutors ... who are in the classroom with the instructor and the students can bridge the process of a student getting acquainted with such aides. These aides extend assistance in the classroom thus preventing the student from feeling frustrated and falling behind. This approach lets the instructor clarify questions so that all parties -- instructors, aides and students -- have the same direction.”

Wild, Linda and Ebber, Barry. (2002) “Rethinking Student Retention in Community Colleges.” *Community College Journal of Research and Practice*, 26: 503-519.

## How is embedded tutoring a strategy to address equity gaps?



### Salient Factors that Increase African American Male Success

- A positive campus climate affirming diversity
- Early Alert systems that identify performance and engagement behaviors
- Engaging friendships that are academically oriented

Students who talked with their faculty members were 283% more likely to persist.

Wood, J., Bush, E., Hicks, T., Kambui, H. (2016). *Black Male Collegians in Community Colleges. Factors Affecting Their Persistence and Academic Success.*

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# CCSF English Department Embedded Tutoring

## Goals

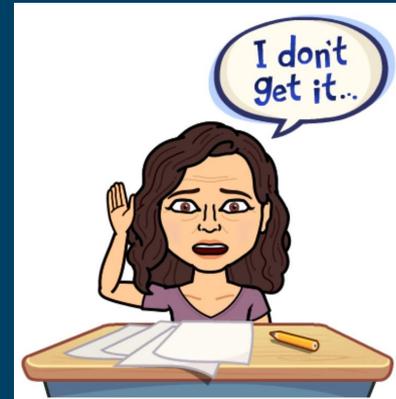
To assist students, particularly students from equity populations, basic skills students, and struggling students:

- stay in their courses
  - increase their independence and confidence
  - meet the SLOs of the courses in which they are enrolled
  - pass the courses
  - persist through the sequence
-

# CCSF English Department Embedded Tutoring

## Approach

Through individualized and personalized as well as small group instruction, tutors provide listening, motivation, support, and serve as allies for students.



# CCSF English Department Embedded Tutoring

## Role of the Tutor

- Model and teach how to be an effective “learner”
    - organizing thoughts
    - study skills: time management, note taking and organization
    - communicating with the instructor
  - Help monitor comprehension and achievement
-

# CCSF English Department Embedded Tutoring

## Role of the Instructor

### Instructors collaborate with tutors

- Present tutoring as an integral part of the course
  - Participate in training on how to integrate tutors
  - Incentivize students to visit tutors
    - Require visits
    - Build tutors into assignments
    - Give credit for visits
    - Refer struggling students early, often, and regularly
  - Conduct collaborative evaluations with tutors
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# CCSF English Department Embedded Tutoring

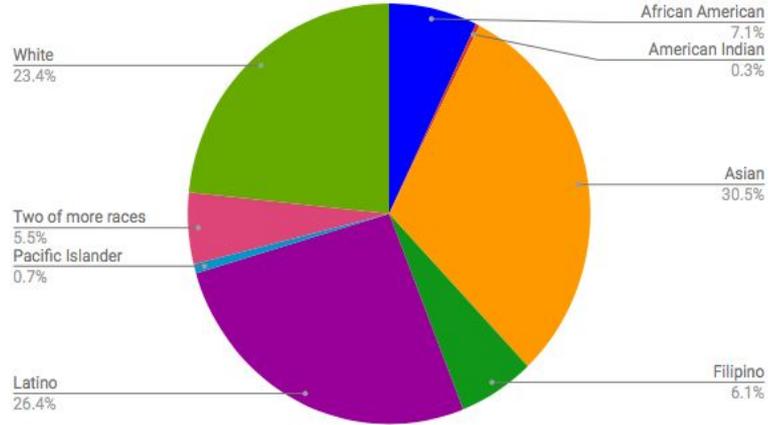
## Role of the Program Coordinators

### The Faculty Coordinator and Lead Tutor

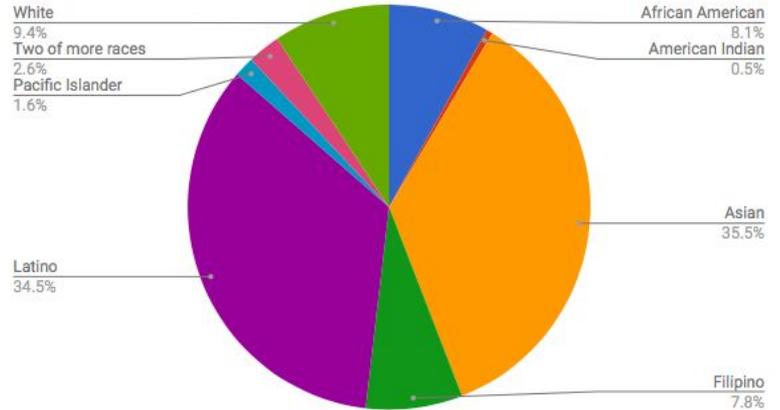
- Facilitate Professional Development and support
    - regular check-ins
    - conferences
    - campus events (Teaching Men of Color in the Community College, Reading Apprenticeship)
    - peer observation
    - evaluation
  - Conduct assessment
  - Organize hiring and scheduling
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# Who uses English Embedded Tutoring?

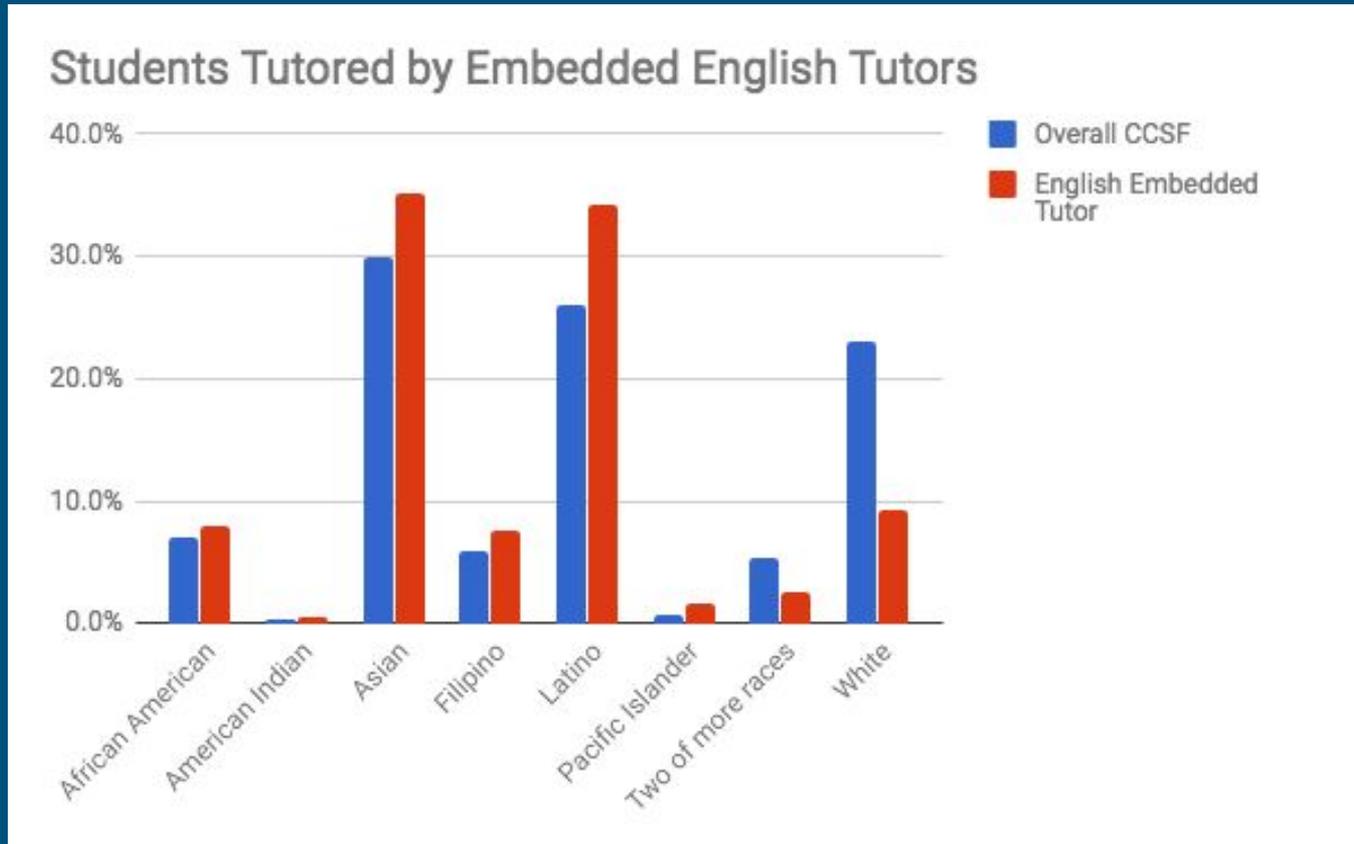
## CCSF Overall Student Population



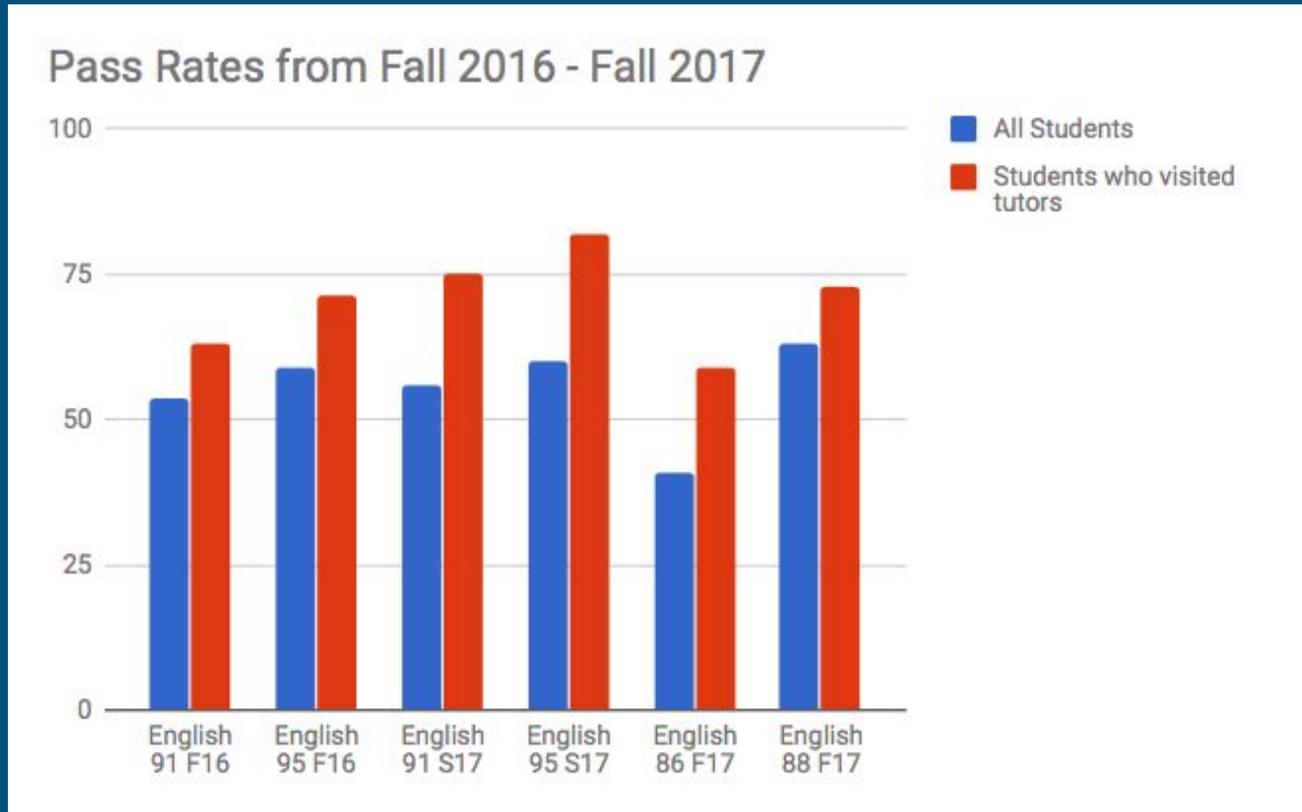
## English Embedded Tutor



# Who Uses CCSF English Department Embedded Tutoring?



# Were students tutored by English Department embedded tutors successful in their classes?



# Students who went to tutoring in 2017 say...

The tutor contributed to my success

a lot 51%

somewhat 34%

The tutor helped me

improve my writing 75%

improve my reading comprehension 40%

improve my study skills 38%

find another resource on campus 30%

# Students who went to tutoring in 2017 say...

“I love the tutoring program!”

“Going to see the tutor really helped when I was confused. I got feedback from my instructor, and my tutor was able to help me look at the feedback so I could fix my paper.”

“This semester was definitely challenging with so many obstacles and barriers like being a single mother living in a shelter with no family support. Many times I thought I wouldn’t make it through but thanks [to the tutors] for always giving me hope and support. Without the tutoring support you guys offer, I don’t think I would have done it all on my own.”



Some Fall 2017 students who worked with the tutor and enrolled in the next class

# Create your own activity or assignment to meet one or more of these program objectives.

## Beginning of the semester

- Build rapport between students and tutor
- Build the tutor-instructor relationship
- Teach students logistics of making a tutoring appointment
- Get students to try tutoring for the first time
- Teach students how to prepare for a tutoring session
- Teach students the tutors' role

## Middle of the semester

- Identify struggling students and create personalized plans
- Keeping the tutor involved in the classroom
- Ensure that students continue to visit tutors for both reading and writing
- Minimize no-shows

## End of the semester

- Get the non-participants to attend tutoring
- Work with students on their own awareness of their learning process
- Assist students in preparing for the next course in the sequence

# Mo Money Mo Tutoring

- Embedded Tutor Coordinator, Equity funded, .50 release time
  - Accelerated Learning Coordinator, U funded, .25 release time
  - 1 lead tutor, U funded
  - 4 tutors, Basic Skills funded
  - 7 tutors, Equity funded, 2 of whom are officially housed in Multicultural Retention Services Department, but hired, trained and supported through English.
  - English Embedded Tutoring Professional Development, Equity funded
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# Moving Forward

## Changes and Opportunities

- Supporting the many more students who will be placing directly into transfer-level English
  - Increasing delivery of tutoring to students of Equity Focus Populations
  - Leveraging the potential of the instructor-tutor collaboration
  - Institutionalizing the program and moving away from grant funding
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# CCSF English Department Embedded Tutoring Resources

- Instructor-to-Tutor Referral form
  - Brochure
  - Quick Faculty Guide
  - <https://etpccsf.setmore.com>
  - CCSF English Lab page link
  - *Bedford Guide for Writing Tutors*
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# Contact

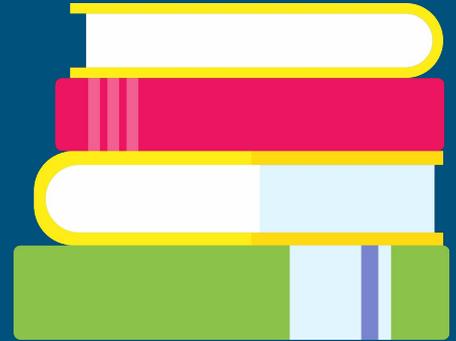
Lizzie Brock

CCSF English Faculty  
and  
Embedded Tutoring Program  
Coordinator

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Let's work  
together to  
empower students  
and close  
achievement gaps!



Thank you!



Any Questions?