

# Maximizing Student Success through Comprehensive & Equitable Strategies in Community Colleges

- ❑ *Sydney Brown, English Faculty & Project Success Coordinator*
- ❑ *Juan Carlos Reyna, DHSI Title V Director*
- ❑ *Courtney Williams, Associate Dean of Student Services*



# Agenda Overview

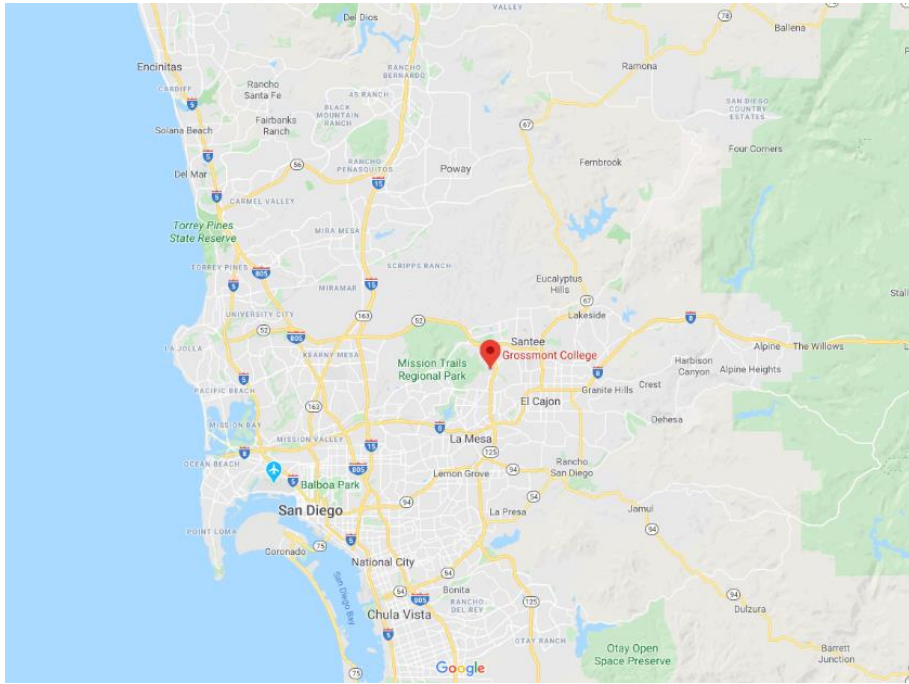
- ▶ Comprehensive First Year Experience Program
- ▶ Embedded Instructional Support
- ▶ Professional Development for Faculty
  - Community of Practice
  - Faculty Inquiry Group



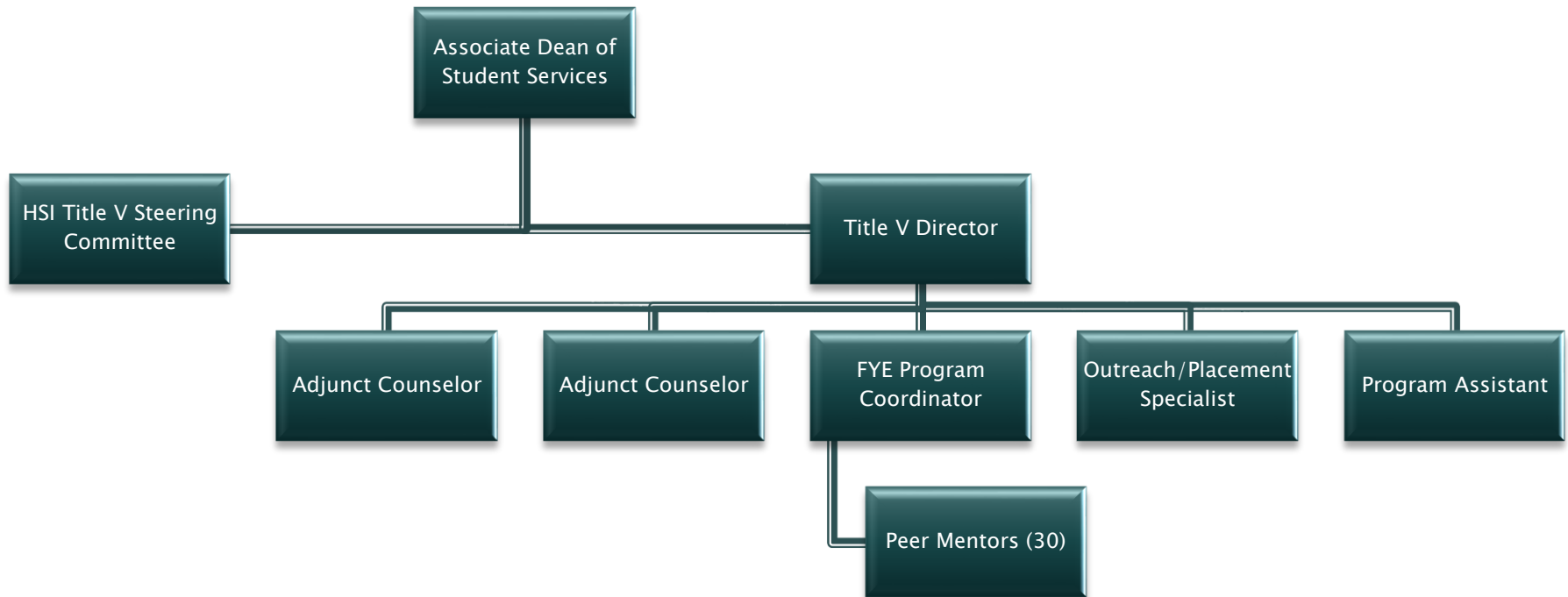
# Presentation Learning Outcomes

- ❑ **Understand how to equitably provide services and resources within student services and academic affairs that support community college students. This includes academic, social, and career support.**
- ❑ **Understand how to embed intrusive efforts that that enhance student experiences and outcomes.**

# Institutional Context



# Organizational Chart



# Institutional “Buy-In”

- ❑ Consideration of Activity Objectives and Grant Goals
- ❑ Strategic Development of the Steering Committee
- ❑ Alignment with Institutional Priorities



# Comprehensive FYE Program

## Social Integration, Validation & Support

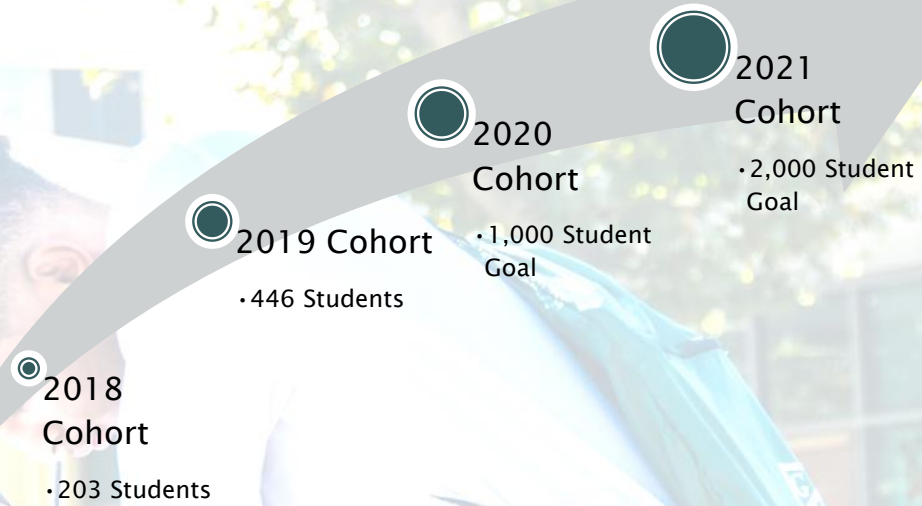
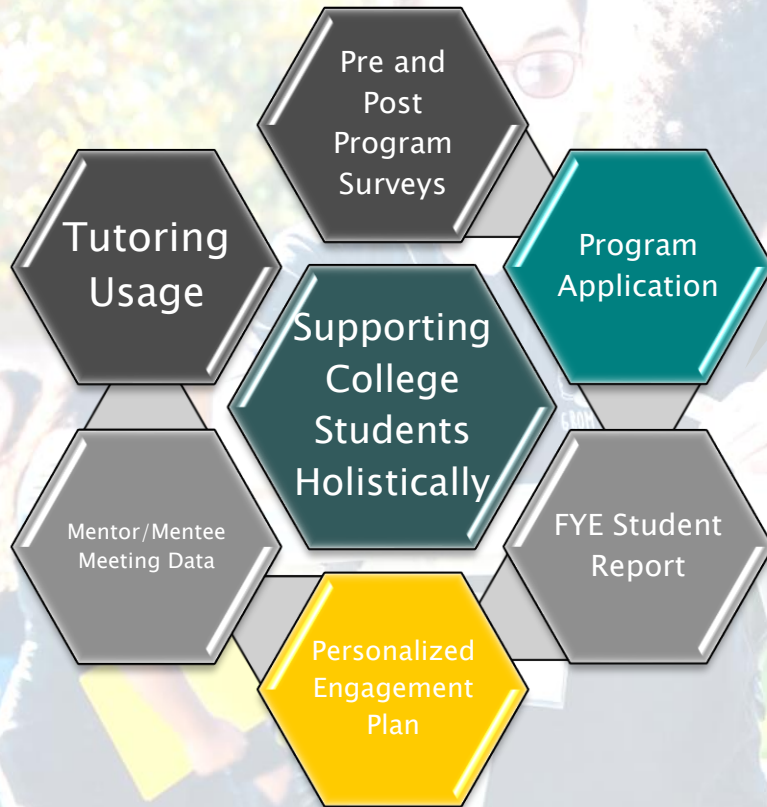
- Extensive Student Orientations
- Family Orientations
- Peer Mentoring
- Communication (Remind, email, newsletter)
- FYE Counselors
- Student Led Workshops
- Dia de Familia

## Academic Support

- Unique Course Offerings (Learning Communities)
- Assessment Preparation → Summer Academic Support Workshops (El Exito)
- Study Jams
- Faculty Mixers
- Embedded Tutoring in English & Math Courses



# FYE Data



- Student Demographics
- Educational Aspirations
- Math & English Enrollment
- Educational Pathways (Ed Plans)





# Embedded Tutoring – Purpose

- 1) Engage, retain, and empower students to persist in their educational and professional goals.
- 2) Foster a supportive classroom environment that will challenge students to reach new heights in their learning.
- 3) Support students through extra support from a trained classroom tutor.
- 4) Inspire students through having a class tutor who also acts as a guide and role model.
- 5) Create a partnership between instructor and tutor that increases productivity and depth of learning during group work, one-on-one tutoring, and other class activities.
- 6) Support the growth of tutors in their educational and professional goals and offer a rewarding experience that will allow them to build their interpersonal and leadership skills and develop their teaching philosophy.



# Embedded Tutoring – Recruitment, Hiring, Training

## English Recruitment

Graduate Students from San Diego State University Looking to Become Faculty

## Math Recruitment

Grossmont College students with outstanding grades and recommended by Faculty

**Hiring** – Supported through the HSI Title V Office and Included Faculty Coordinator

**Training** – Led by faculty leaders in respective department

Tutor Handbook for both Faculty and Tutor

Intensive training during summer and winter session

Bi-weekly meetings with Faculty Coordinator



# Institutionalization of Embedded Tutoring

- ▶ Housed Under Tutoring Services
- ▶ Funding Process
  - Department Faculty Coordinator (Release Time)
  - Prioritization of Courses
  - Needs and Plans
- ▶ Recruitment, Hiring, & Training
- ▶ English, Math, & ESL



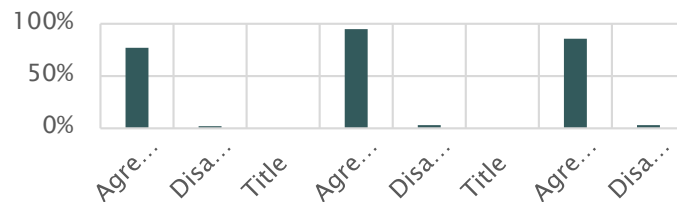
# English Embedded Tutoring Data

## Fall 2017 – 7 Sections

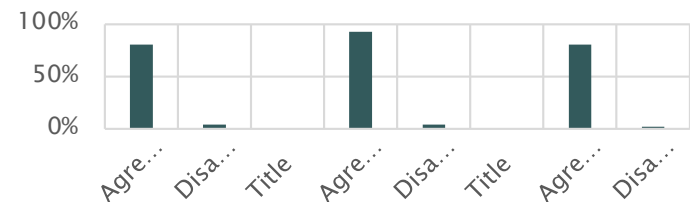
## Spring 2018– 7 Sections

## Fall 2018 – 9 Sections

The tutor helped me become a  
better writer  
(FA 17, SP 18, FA 18)



The tutor helped me become a  
better critical thinker (FA 17,  
SP, FA 18)



# Community of Practice (COP):

- ▶ California Assembly Bill 705
- ▶ Focus on English Adjunct Faculty
  - 16 Faculty in Fall 2018
  - 45 now, in total
- ▶ Content informed by Myra Snell and Katie Hern, Directors of the California Acceleration Project (CAP), and the work of Dr. Cindi Harris and Micah Jendian, English Faculty at Grossmont College
- ▶ 4, 4-hour workshops

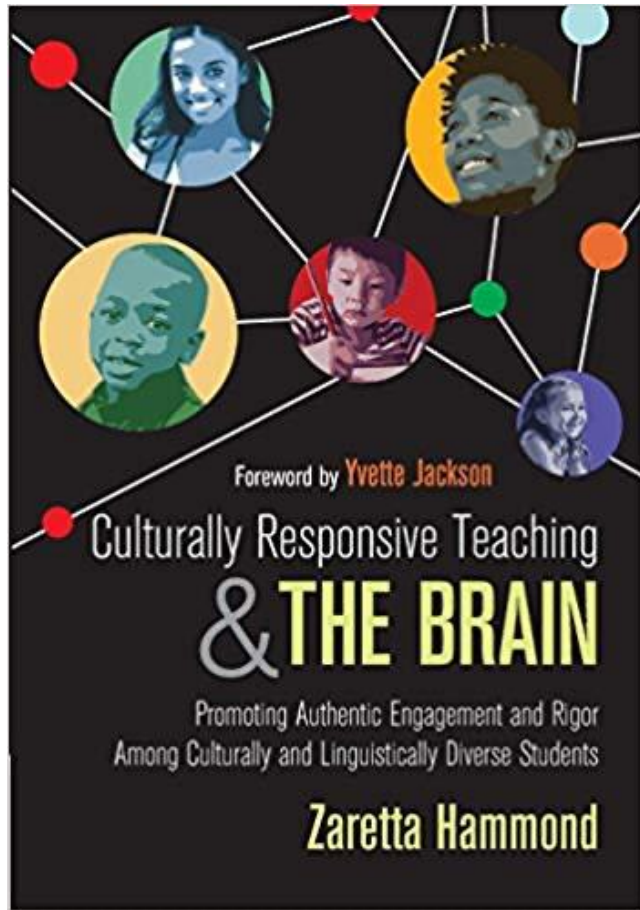
# COP Faculty Tackled:

- ▶ being vulnerable and honest teaching practitioners;
- ▶ identifying and utilizing strategies to support students' affective needs;
- ▶ practicing just-in-time remediation;
- ▶ creating activities to promote low-stakes, collaborative practice for college reading, writing and critical thinking;
- ▶ designing one assignment sequence utilizing backward design;
- ▶ reflecting critically on teaching pedagogy and practices.



# Faculty Inquiry Group (FIG)

## Fall 2019



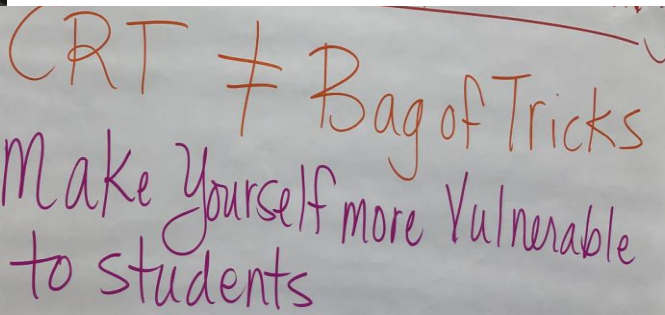
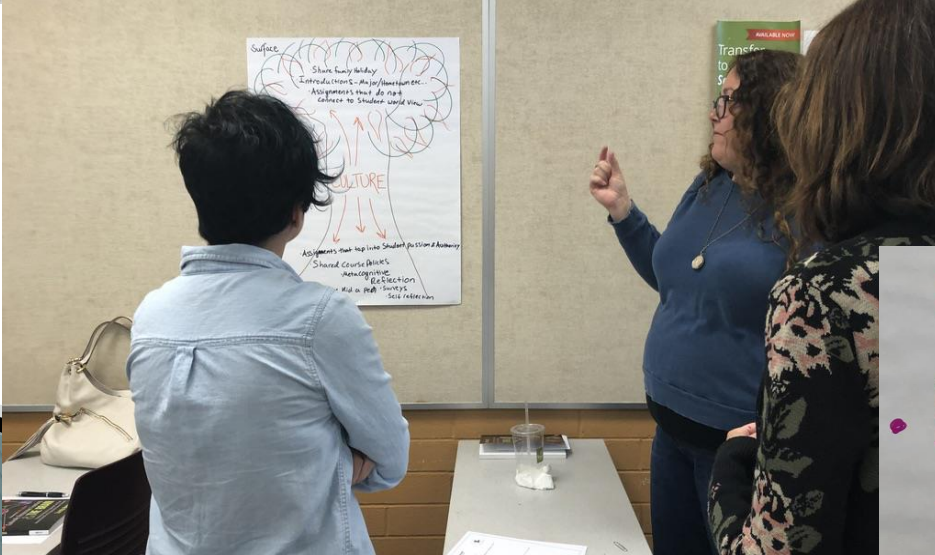
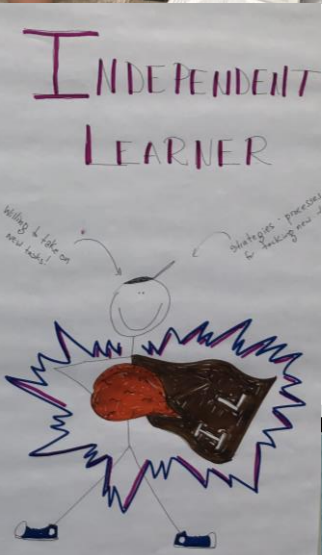
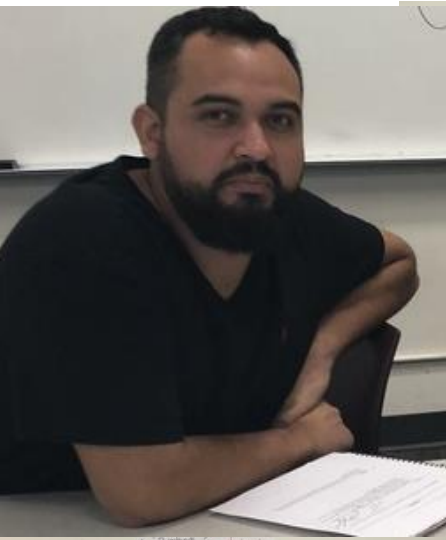
- ▶ Faculty met 3 times for 6 hours to discuss Hammonds' book and reflect on their own teaching
- ▶ Focus on Faculty Teaching in 12 Gateway Courses
- ▶ 18 Faculty (5 adjuncts and 13 Full-Time)

# Student Inquiry Group (SIG)

Students met and participated in a group chat to discuss Hammonds' groundbreaking book and presented to FIG.







# FIG – Major Takeaways

- ▶ 18 critically reflective, student-centered interdisciplinary faculty who bravely faced and unpacked their own cultural biases and practices to better engage and retain diverse students;
- ▶ Collaboratively developed toolbox of culturally responsive interventions, practices, and low-stakes classroom activities;
- ▶ Faculty strategic plans for immediate implementation and long-term goals

# Thank you!



Sydney Brown  
sydney.brown@gcccd.edu



Juan Carlos Reyna  
juan.reyna@gcccd.edu



Courtney Williams  
courtney.williams@gcccd.edu