Tutorial and Supplemental Instruction

Tutorial and Supplemental Instruction aligns with the following *Effective Practices for Basic Skills* identified in the *Basic Skills as a Foundation for Student Success* in California Community Colleges (Center for Student Success, 2007).

> A.5 = A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services.
> D.2 = Curricula and practices that have proven to be effective within specific disciplines are employed.
> D.10 = Programs provide comprehensive academic support mechanisms, including the use of trained tutors.

Basic Skills funded much of the Tutorial Program for 2010-2011. The Tutorial Program was staffed by 14 tutors and numerous volunteers. The Tutorial Center provided 6,174.5 tutoring hours to students. The Tutorial Program is working with the Institutional Researcher and IT to create a more robust tracking and reporting system to assess the impacts of tutorial services on student outcomes.

The Basic Skills Committee worked with the Tutorial Program and math department to pilot a Supplemental Instruction program during the 2010-2011 school year. Supplemental Instruction's three-fold purpose is to reduce rates of attrition within targeted historically difficult classes, improve student grades in those courses, and increase the graduation rates of students. Supplemental Instruction (SI) is a student academic assistance program that increases the academic performance and retention through its use of collaborative learning strategies. Based on historically low student success rates, Math 65 (Elementary Algebra) was identified as the target course for the pilot SI. Two sections of Math 65 in Fall 2010 and two sections of Math 65 in Spring 2011 received the SI intervention. Two SI leaders (student "supertutors") were hired, trained, and placed into math classes for two semesters. Four math faculty were involved in the program. The first semester, we were disappointed that only 92 SI hours were logged between both classes; but, we were assured by our mentor at Mt. San Jacinto College that this was normal. The second semester, 314 hours were logged from the SI students.

LPC's SI pilot program strengths: 1) Much of what was learned from Supplemental Instruction has been applied to our traditional tutorial program. Tutor training is more robust, and focuses more on active learning activities and group learning processes.   And, Tutorial Program has moved from traditional one-on-one to more group tutoring. 2) The SI leaders knew exactly what the instructor was teaching and how material was presented because they were in the class; this was a huge advantage when working with students. 3) More students can be served with an SI model than in the traditional tutoring model. 4) National data about SI look are good; SI has great potential.

Challenges we faced in implementing SI: 1) It takes time to develop an SI "culture." During the short duration (1 year) of the SI pilot, an SI culture was not developed. 2) Student participation in SI was lower than we hoped. LPC students have many other obligations, including work, family and other coursework. 2) SI is voluntary and therefore students choose not to attend an additional hour of SI support, , especially when they were already required to attend 1 hour per week in the Integrated Learning

Center. 3) SI was not identified and published as available in the course schedule. Although efforts were made to meet students scheduling needs, students may not have been available to attend the SI sessions during their scheduled time. 4) The coordinator needed more in-depth training from UMKC.

Conclusions: At this time of budget concerns, we felt that paying an SI leader to sit in class for 5 hours per week (times the number of sections offering SI) would not be as helpful to students as providing tutoring with those hours. The math department and the tutorial coordinator agreed to suspend Supplemental Instruction until more secure funding can be obtained for the Tutorial Program. If additional funding becomes available, we would like to continue SI.