

**GP/Senate SAS Work Team: Synthesis of Inquiry DRAFT**

	<b>Identified Student Needs (from inquiry)</b>	<b>MPC's Strengths</b>	<b>MPC's Challenges</b>	<b>MPC's Opportunities</b>
<b>Coordination</b>	<ul style="list-style-type: none"> <li>high level of coordination between centers/areas</li> </ul>	<ul style="list-style-type: none"> <li>some individual areas have coordinators (ESSC/RC, MLC)</li> </ul>	<ul style="list-style-type: none"> <li>there is no coordination for all of academic support</li> </ul>	<ul style="list-style-type: none"> <li>Vacant dean position? (Formerly Dean of Instruction: Library, Learning Support and Online Ed.)</li> <li>higher level of coordination would allow for more on-the-ground operations supervision by program coordinators</li> </ul>
	<ul style="list-style-type: none"> <li>program identity (are resources easily identifiable and accessible to students?)</li> </ul>	<ul style="list-style-type: none"> <li>strong program identity for several areas</li> </ul>	<ul style="list-style-type: none"> <li>messaging and availability as well as practices and policies are not at all consistent</li> <li>Marketing of Services.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage faculty to include appropriate support services in course syllabus</li> <li>Social Media presence (Twitter, Snapchat, Instagram)</li> <li>Maintain individual program identity, but brand under larger umbrella of "academic support" or "learning resources" (name TBD)</li> </ul>
	<ul style="list-style-type: none"> <li>more communication</li> </ul>	<ul style="list-style-type: none"> <li>individual programs'</li> </ul>	<ul style="list-style-type: none"> <li>campus feedback shows we need to do</li> </ul>	<ul style="list-style-type: none"> <li>Newsletter that could include staff/ tutor</li> </ul>

	<p>about available campus resources to students, staff, and faculty</p>	<p>outreach efforts</p> <ul style="list-style-type: none"> <li>• Summer Bridge/Jump Start efforts to orient new students to campus resources</li> </ul>	<p>more to communicate what's available; our campus literature is not up-to-date</p>	<p>spotlights, workshops, job/internship opportunities</p> <ul style="list-style-type: none"> <li>• Academic Support "outreach": meet the students where they are ie: classroom workshops or tutor visits during group exercises</li> <li>• Showing students not only what the resources are but how they apply to them (or how it can help them)</li> <li>• Also making sure all services are being represented at outreach efforts.</li> </ul>
	<ul style="list-style-type: none"> <li>• continuing connection and collaboration between academic support areas and discipline faculty/areas as well as between SS/AA</li> </ul>	<ul style="list-style-type: none"> <li>• GP, Umoja, HSI, etc. are fostering opportunities for collaboration between SS and AA</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• student ambassadors?</li> </ul>
<p><b>Space</b></p>	<ul style="list-style-type: none"> <li>• centralized location</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of STEM CEL to first floor LTC is demonstrating positive</li> </ul>	<ul style="list-style-type: none"> <li>• We are physically spread out.</li> </ul>	<ul style="list-style-type: none"> <li>• LTC perhaps not used to full potential?</li> </ul>

		collaboration between disciplines		<ul style="list-style-type: none"> <li>• Can we have an online space that puts us together?</li> </ul>
	<ul style="list-style-type: none"> <li>• reimagined space that allows for modular technology, study space, quiet work, one-to-one tutoring, and group sessions</li> </ul>	•	<ul style="list-style-type: none"> <li>• no identified budget for reconfiguring space</li> </ul>	<ul style="list-style-type: none"> <li>• consider proposing that “Learning Resource Center” be included in bond measure?</li> <li>• in the meantime, discuss existing possibilities related to space</li> </ul>
	<ul style="list-style-type: none"> <li>• easier access to major support areas</li> </ul>	•	•	•
	•	•	•	•
<b>Operations</b>	<ul style="list-style-type: none"> <li>• expanded hours: weekend and some evenings (including in Marina)</li> </ul>	•	<ul style="list-style-type: none"> <li>• Students often request expanded hours, but actual utilization is often low in evenings and on weekends (at least for the ESSC), making it difficult to rationalize devoting resources to expanded hours</li> <li>• Cost for adding more operation hours at night and on weekends.</li> </ul>	<ul style="list-style-type: none"> <li>• Centralized tutoring space that supports many disciplines (along with expanded Library hours) might improve student usage in non-peak times</li> </ul>

<b>Staffing</b>	<ul style="list-style-type: none"> <li>• full-time (versus part-time) paraprofessional staff</li> </ul>	<ul style="list-style-type: none"> <li>• professional tutors in ESSC/RC/MLC allow for consistency in staffing and expertise</li> <li>• professional tutors address a wide range of student skill level, from basic skills to postgraduate</li> </ul>	<ul style="list-style-type: none"> <li>• Costs associated with full or part-time professional staff</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Professional tutors can assist in providing mentorship over student/peer tutors</li> <li>• Professional tutors can model best practices related to general and discipline-specific tutoring for student tutors</li> </ul>
	<ul style="list-style-type: none"> <li>• peer tutors</li> <li>• peer mentors, ambassadors</li> </ul>	<ul style="list-style-type: none"> <li>• peer tutors in MLC/STEMCEL allow for peer-to-peer mentoring and support</li> <li>• peer tutors in MLC/STEMCEL can document skills for transfer and career</li> <li>• Peer tutors can be funded through Work Study or other restricted/categorical funds</li> <li>• peer-to-peer support can help create community and connection for new students</li> <li>• allows students to obtain work experience</li> </ul>	<ul style="list-style-type: none"> <li>• peer tutors often have limited schedule availability</li> <li>• at times, reliability can be an issue</li> <li>• often, tutors have just completed the course for which they're tutoring, which can limit the amount and type of help they're able to give</li> <li>• without appropriate supervision, guidance, mentoring, tutoring is unhelpful and student tutors end up feeling overwhelmed</li> </ul>	<ul style="list-style-type: none"> <li>• consideration of each program's structure/needs</li> <li>• process/policies for recruiting, onboarding, training, monitoring, evaluating, and re-hiring</li> <li>• tutor training course</li> <li>• an individual to coordinate student tutors/student tutoring best practices</li> </ul>

		<ul style="list-style-type: none"> <li>• relatively affordable</li> </ul>		
	<ul style="list-style-type: none"> <li>• Tutors "on demand/call"</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	<ul style="list-style-type: none"> <li>• Embedded tutoring, PLTL, SI</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	<ul style="list-style-type: none"> <li>• Specialized tutors for students with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• we have excellent classrooms/labs for English and math with instructors and some classified staff support</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	<ul style="list-style-type: none"> <li>• availability for tutoring for disciplines outside English and math</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• a tutoring or academic support center</li> </ul>
	<ul style="list-style-type: none"> <li>• more staff availability</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	<ul style="list-style-type: none"> <li>• Spanish-speaking tutors</li> </ul>	<ul style="list-style-type: none"> <li>• HSI collaboration with STEM CEL</li> </ul>	<ul style="list-style-type: none"> <li>• We need to consider and create policies related to the extent with which we're tutoring in languages other than in English</li> </ul>	<ul style="list-style-type: none"> <li>• this is an area where a coordination at a higher level might provide consistency with tutoring practices</li> </ul>
<b>Other?</b>	<ul style="list-style-type: none"> <li>• intra-campus collaboration</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

	<ul style="list-style-type: none"> <li>• institutional commitment to funding academic support</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	<ul style="list-style-type: none"> <li>• early alert</li> </ul>	<ul style="list-style-type: none"> <li>• MPC has an early alert program</li> </ul>	<ul style="list-style-type: none"> <li>• early alert should be more visible</li> <li>• lack of consistent feedback, particularly if challenges/concerns persist</li> <li>• limited resources to address broad range of issues surrounding student challenges</li> <li>• current technology severely limits ability for active, sustained communication across programs, disciplines, centers</li> <li>• some faculty frustrated by problematic feedback loop</li> </ul>	<ul style="list-style-type: none"> <li>• collaborate with GP College/Career Guidance Work Team and Counseling to refine recommendations RE: early alert</li> <li>• consider technology options that can work with our SIS; define our technology needs related to SIS and early alert</li> <li>• establish strategies for strengthening communication process, channels between referring faculty, Counseling, and Early Alert staff (clear reciprocal, collaborative, fluid process); clear definition of who does what at what point? Stronger connection between discipline and counseling faculty</li> <li>• enhanced, continuous</li> </ul>

				<p>collaboration between student service resources and tutorial support</p> <ul style="list-style-type: none"> <li>• Counselor dedicated to departments/division</li> </ul>
	<ul style="list-style-type: none"> <li>• availability of online tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• Online tutoring has been utilized to varying degrees in ESSC/MLC, providing some knowledge/understanding of OL tutoring technical needs and best practices</li> </ul>	<ul style="list-style-type: none"> <li>• Students don't utilize OL tutoring very often, making it difficult to prioritize</li> <li>• NetTutor has not had favorable feedback from students in some disciplines</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration or recommendations from Online Education Committee?</li> </ul>
	<ul style="list-style-type: none"> <li>• childcare resources</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• it's unclear what childcare resources are available to students or where they need to go to get information</li> </ul>	<ul style="list-style-type: none"> <li>• Perhaps this first year support program could be an information hub/resource?</li> </ul>
			<ul style="list-style-type: none"> <li>• Though we have a number of interventions at MPC, it is unclear whether and what exists related to a coordinated explicitly laid out support structure for students, from the late high school through the first year of college</li> </ul>	<ul style="list-style-type: none"> <li>• What about a first year support program with a focus on proactive and just-in-time support?</li> </ul>

	need for a consistent, efficient, coordinated, systemic, sustained data collection model			
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