

# What's Happening at SACC?

Update to the Advising Alliance

March 15, 2022

*“The road to social mobility  
at Baruch goes through  
SEEK and SACC” --Donna*

# Hallmarks of the SACC Program Mix

- Prioritizes courses that are drivers of attrition
- Targets our best services to students who need them most
- Creates patterns of high-frequency attendance
- Acknowledges that struggling students often have poor metacognitive skills
- Creates heterogeneous groups to support achievement in struggling students
- Provides meaningful, on-campus employment with opportunities for leadership and growth to Baruch undergraduates
- Contributes to DEI goals: Robust, well-targeted academic support using diverse peers mitigates lack of opportunity to prepare & cultivates feelings of belonging, increasing equity and inclusion and making postsecondary success available to students of diverse backgrounds.

# Voluntary Programs (Appointment-Based)

- Tutoring
  - Baruch Academic Rebound (BAR) Program
  - BAR-Delayed Entry Option (BAR-DEO)
  - Individualized tutoring for students referred from SDS
  - Small Group Tutoring (two students per session)
- Weekly Workshops
  - Business courses
  - SAM
- Final Exam Reviews
  - Math
  - Business

# How do we choose which courses to cover?

- Target courses
  - DFW rate
  - DFW count
  - Position in the curriculum
  - Bottom line: Is this course a threat to retention?
- Add-on courses (“Coattail” courses)
  - Faculty preference
  - Tutor preference

# Who tutors what, and when?

## Old way:

- Math and Business\* tutors were hired and scheduled separately
- Tutors who could do both worked separate schedules for each subject area, limiting students' search results
- Expanding coverage list each semester was voluntary
- Covering algebra was voluntary
- "Small group" was 2 for business, 3 for math
- Except for SDS requests, all students competed for seats in small group tutoring

## New way:

- Joint interviews to consider all of a candidate's abilities and hire for versatility
- Every hour on a tutor's schedule is open for every course that tutor covers, creating greater flexibility for students. Student demand determines what happens when.
- Tutors' transcripts are reviewed semesterly. Supervisors make specific requests but tutors are empowered to make choices about what to add.
- All\*\* tutors are expected to cover algebra by their second semester of work and can participate in guided review to help them prepare.
- All "small group" is 2 students per session for all subjects. We no longer triple up the math tutors.
- The Baruch Academic Rebound (BAR) Program enables repeaters to lock in weekly one-on-ones with experienced tutors before other students can start to make appointments for small group.

# CUNY Remediation Reform & SACC

- Stand-alone remedial classes must be pre-matriculation only (immersion)
- Proficient (non-remedial) students must be permitted to take a credit-bearing course in their first semester. Non-credit prereqs are not a thing (CSTM 0120 discontinued)
- Post-matriculation, remedial/prerequisite skill needs must be met by corequisite support to credit-bearing courses. (MTH 1023-2009 sequence introduced)

# Math Immersion Program

- Remedial students must take Elementary Algebra to demonstrate proficiency prior to matriculation (summer and winter)
- Proficient students may take Intermediate and/or College Algebra prior to matriculation (summer only)
  - Students save money: Immersion is free
  - Students complete their math sequence sooner
  - Draws demands for seats away from fall into summer
- Summer 2021: 264 students in 12 sections

# Embedded Support for Math

- Alternative algebra-prec calc sequence for students with placements below College Algebra
- Corequisite support replaces non-credit prerequisites 0100 & 0120 (CUNY Remediation Reform/AcMo 1.0)
- Built into course design (3 days of lecture, 1 day of embedded coreq support)
- Leaders are SACC tutors who attend mandatory additional training every semester
- Attendance is reported automatically to instructors each week
- MTH 1023 (Intermediate & College Algebra): Peer-Led Team Learning (PLTL)
  - Three leaders per section, each meets with a third of the class for hands-on collaborative learning
  - Each leader attends lecture once a week
  - Attendance mandatory
- MTH 2009 (Precalculus): Recitation
  - One leader per section, meets with the whole class
  - Leaders do not attend class
  - Attendance is strongly encouraged but not mandatory (instructor preference)



The



Staff



Director  
(HEO Series)  
Michele Doney

Shared  
Supervision

Multiple  
Roles

Associate Director  
(HEO Series)  
Nidzaida Garcia

Administrative  
Coordinator (HEO  
Series)  
Teresa Dimilta

Math Tutorial  
Coordinator  
(HEO Series)  
Hem Vyas

Immersion  
Instructors  
(9 CET, NTA)

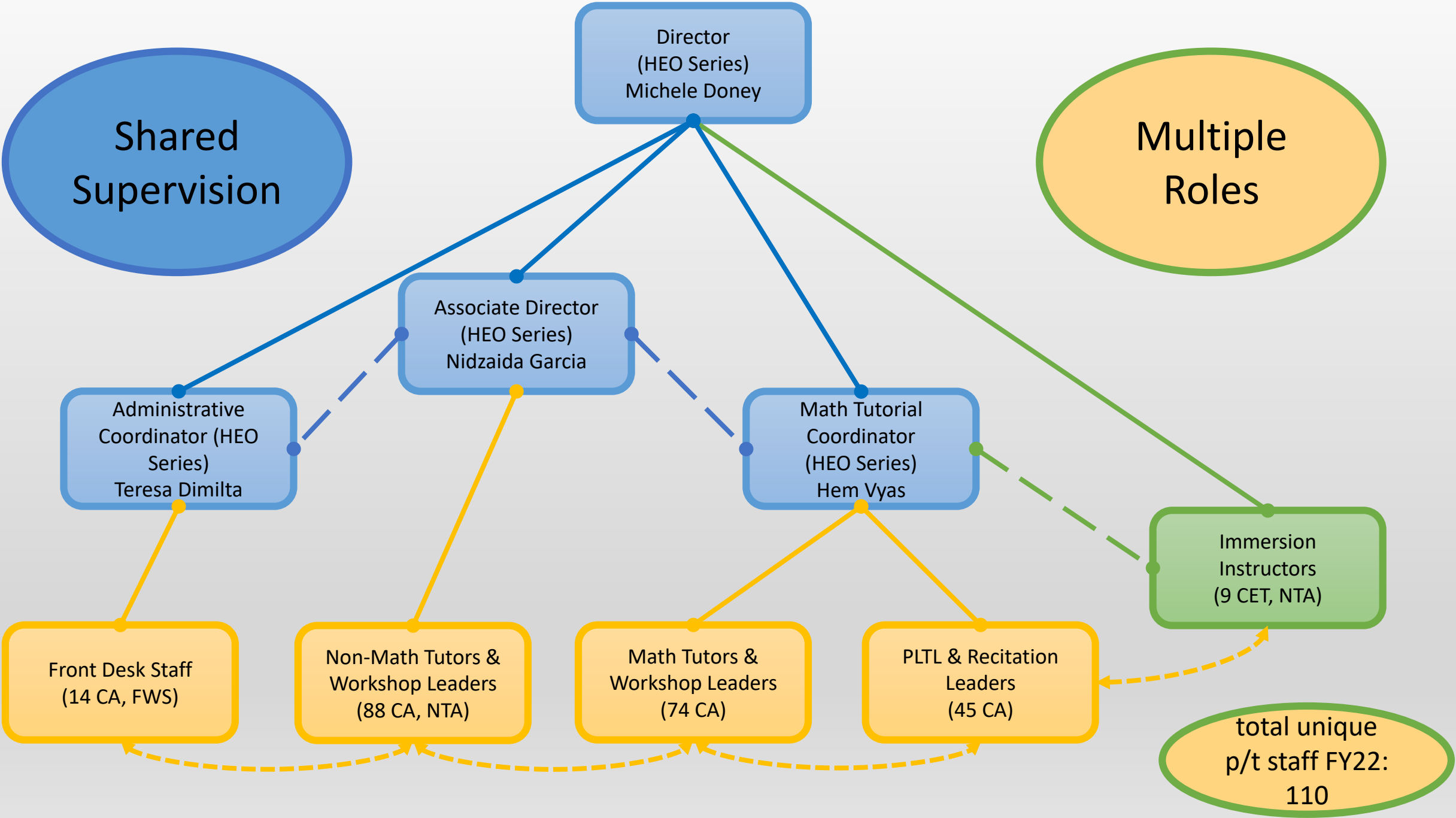
Front Desk Staff  
(14 CA, FWS)

Non-Math Tutors &  
Workshop Leaders  
(88 CA, NTA)

Math Tutors &  
Workshop Leaders  
(74 CA)

PLTL & Recitation  
Leaders  
(45 CA)

total unique  
p/t staff FY22:  
110



# Tutor Recruitment & Selection

- GPA of 3.3
- 24 credits earned at Baruch
- Faculty recommendation
- **Deadlines in mid-August and mid-January.**
- Interviews with SACC Master Tutors and supervisory staff
- **Hiring decisions are made before the semester starts** to leave time for training before tutoring begins
- Strongest candidates have:
  - Good interpersonal, communication, and “being a student” skills
  - Good course coverage and/or growth potential (versatility is key)

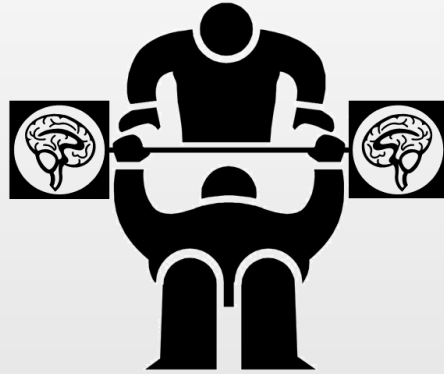
# Training & Development

Component	Level One (Certified Tutor)	Level Two (Advanced Tutor)	Level Three (Master Tutor)
In Person	8 hours Level One	8 hours Level One 8 hours Level Two	8 hours Level Two 20 hours Level Three
Observations	Self-Assessments x2 Supervisory Observation	Peer Observations Workshop Observation	Perform Supervisory Observations
Bb Asynchronous	Yes	Yes	Yes
Practicum	No	No	Yes

Additional training is mandatory for:  
 PLTL & Recitation Leaders (3 hrs per semester)  
 Tutors working online (2 hrs + Zoom practice)



# Training Covers...



- Ethics & standards, FERPA, academic integrity
- Communication & listening skills
- Roles & responsibilities
- Time management
- Beginning & ending a session (goals & summaries)
- Questioning techniques, wait time, preventing dependency
- Bloom's Taxonomy
- Scaffolding
- Assertiveness/non-violent communication

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- Working with students with disabilities
- Paraphrasing for understanding
- Note-taking Skills
- Assessing study strategies
- Identity & Privilege
- Intercultural Communication
- Learning objectives & lesson plans

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- Leadership (Five practices, Posner & Kouzes)
- Role of the learning center
- Learning center operations
- Metacognition & self-regulated learning
- Hidden obstacles: Anxiety, learned helplessness, stereotype threat
- Supervising other tutors

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So how's it going?

Some outcomes

# Student Outcomes: BAR Program

- Difference in pass rates (completers vs. non-participants):
  - Math: +20 percentage points
  - Non-Math: +18 percentage points
  - Impact is greater for F-repeaters than W-repeaters
- Strongly Agree/Agree:
  - My tutor challenged me to learn: 99%
  - I improved my study strategies: 96%
  - I understood the material better: 96%
  - I will earn a higher grade in this course: 93%

# Student Outcomes: PLTL

- Old way:
  - Percent of students who passed both Intermediate and College Algebra sequentially within **two** semesters: **35%**
- New way:
  - Percent of students who pass the coreq course in **one** semester: **55%**
  - Percent of students who pass it within two semesters: **68% (almost double!)**
- How do we know the PLTL is helping?
  - moderate positive correlation (0.3) between PLTL attendance and final grade.
  - End-of-semester surveys: PLTL helps them do better in MTH 1023 math & has other benefits too (e.g. making new friends, NACE competencies)



# Student Outcomes: Tutors are Students, Too!

<b>Being a PLTL Leader helped me develop...</b>			
<b>my critical thinking and problem solving skills</b>		<b>my communication skills</b>	
Strongly Agree	51%	Strongly Agree	63%
Agree	44%	Agree	32%
Disagree	5%	Disagree	5%
<b>my ability to work collaboratively with others</b>		<b>my leadership skills</b>	
Strongly Agree	59%	Strongly Agree	56%
Agree	39%	Agree	41%
Disagree	2%	Disagree	2%
<b>my ability to work effectively with people who are different from me</b>		<b>new technology skills</b>	
Strongly Agree	61%	Strongly Agree	46%
Agree	37%	Agree	32%
Disagree	2%	Disagree	17%
<b>my work ethic and sense of professionalism</b>		Strongly Disagree	5%
Strongly Agree	56%		
Agree	44%		
<b>In future job/internship interviews, I will be able to describe how skills and abilities I developed as a PLTL leader add value to my candidacy for new opportunities</b>			
	Strongly Agree		61%
	Agree		39%

“This was a fantastic experience for my growth, and I am absolutely open to doing something like this again. Running these workshop style sessions was beneficial to students, but also helped enhance some of the soft skills I have not always been strong in (like public speaking and clearly articulating ideas).”

“Seeing them improve throughout the semester has been incredibly rewarding.”

# The Importance of “High Frequency Attendance”

- Time on task matters
- It seems to take about 4-7 sessions for interventions to impact course grades
- When students feel cared for and form relationships, they are more likely to persist (Astin, Tinto, others).
- **Coming once or twice may meet a student’s immediate needs but is unlikely to impact institutional goals for that student**

# Adjusting the Frequency

- Fall 2016:  $7081/1619 = 4.4$  appts per student
- Fall 2021:  $10,416/1,830 = 5.7$  appts per student

Frequency	Students With This Frequency	Percent of all students	Cumulative Percent	Total appt for stus with this freq	Percent of all Appointments	Cumulative Percent	Semester & Programs Offered
1	599	0.37	0.37	599	0.08	0.08	Fall 2016* SG Tutoring, Workshops
2	278	0.17	0.54	556	0.08	0.16	
3	132	0.08	<b>0.62</b>	396	0.06	<b>0.22</b>	
1	620	0.34	0.34	620	0.06	0.06	Fall 2021 SG Tutoring, Workshops, BAR, PLTL, Recitation
2	245	0.13	0.47	490	0.05	0.11	
3	148	0.08	<b>0.55</b>	444	0.04	<b>0.15</b>	

# How Can You Help?

- Spread the word to students. SACC tutors are impactful, but...
  - Only about 1 in 5 students invited for BAR signs up for BAR. Of those who do sign up, nearly all of them say they've never used SACC before.
  - Only about 12% of students in courses supported by voluntary services (tutoring, workshops, reviews) attend at least one session.
- Invite us to speak at your gatherings & meet with your students
- Encourage students, especially URM students, to apply to become SACC tutors. Point out deadlines.
- Above all, help take the stigma out of help-seeking. Even Simone Biles has a coach. When we normalize help-seeking, more students will do it!

