Developmental And Readiness Education (DARE) Taskforce

Funding Proposal Form 2014-2015

DARE Mission: Developmental Education at De Anza College equitably allows students of every background to take ownership of their education and to succeed in their educational goals by providing the necessary integrated resources, services, and learning environment.

Name of Program or Department: SSRS – Puente Project

Name of Project: Puente peer tutors/mentors

Submission Date: October 24, 2014

Expected Project Completion Date: March 27, 2015 (end of Winter Quarter)

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(name, e-mail and phone #)
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Secondary Contact:
(name, e-mail and phone #)
Jorge Morales, moralesjorge@deanza.edu, (408) 864-8552

Basic Skills Initiative Funding Category: Circle one of the categories to the right
D. Supplemental Instruction and Tutoring

1. Briefly describe the project/activity for which funds will be used and identify the targeted student population. Explain why you selected this student population and course levels if applicable.

The Puente Program targets historically underserved students, often Latino/a and often first generation to college. Many come from schools that historically underperform. For example, some students have shared that they only wrote 1-3 essays in their entire high school career, which leads to an under-preparedness for college-level writing. Trying to have students build a foundation of reading and writing basic skills within just one quarter-length term is unrealistic considering that we are trying to cover skills that are usually covered over a span of four years or more. Thus, we need to keep the practice of individualized attention well into the EWRT1A course.

Although the students will have passed their LART211 class in order to move forward to EWRT1A, there is such a large jump from LART211 to EWRT1A that students who barely pass the portfolio (with a C grade) might struggle at the EWRT1A level without more rapid improvement and individualized attention. Furthermore, they no longer need to take an accompanying reading course, so many of the writing and reading principles reviewed in EWRT1A will not have the opportunity to be reinforced in a second class. Last year, we found that students started the year off well but had a little more trouble moving to the next level from one class in the writing sequence to the next.

To address these concerns, all students in the EWRT1A Puente course will be required to meet with a peer tutor before their first major assignment for the course. Then students who earned at least a B grade in LART211 and on their first EWRT1A assignment will not be required to attend tutoring; it will be optional. The reason for required tutoring is that due to various reasons, many students don’t meet with a tutor if doing so is merely optional. They might be intimidated; they might feel stigmatized; they might not recognize what a large jump it is
to the next level; and so forth. By having the entire class meet with a tutor, we can ensure that the students who need the resources are tapping into them.

The funding will go to pay for student/peer tutors for students in the Puente EWRT1A course. We have received funding from DASB $7200 for the year. However, since we are implementing a more robust tutoring requirement, we will not have enough funding to cover the additional tutoring hours for the year.

2. If your project requires collaboration with other programs and/or departments on or off campus, please explain by identifying the programs and/or departments and describing the nature of your collaboration. Collaboration is highly encouraged.

The Puente Program itself is already a collaboration of various areas of campus including Counseling, Reading, Writing, and Academic Services. We will continue this collaboration throughout the project as the EWRT1A and the HUMA20 course are linked and part of the LinC program.

3. What are the student learning outcomes and/or program level outcomes for your project? Is this a short-term project? If there is potential for long term, what are your plans for sustaining the project? Include your timeline for achieving these outcomes.

**Program Outcomes:** Since the persistence, retention, and success rates of Puente are already quite high (exceeding the campus-wide rates in all categories), we hope to use the funding to maintain those rates.

The program outcomes will be to maintain the persistence rate of students from LART211 to EWRT1A, maintain the retention rate of students who complete EWRT1A, and maintain the success rate of students who complete EWRT1A with a passing grade.

**Student Learning Outcomes:** Using the skills developed in basic skills writing and reading courses, Puente students will compose essays that demonstrate college-level critical thinking, writing, and research skills, including MLA documentation.

**Long-term planning and sustainability**

If we have more consistency in English/Reading faculty for the Puente program, then we will be able to implement a tutoring component more efficiently, thus reducing the total number of hours peer tutors/mentors will be working and reducing the amount of funding necessary. The current English/Reading faculty are in their second year with the Puente program, and already they have seen a smoother process for implementing tutoring directly with the students. The time needed to train, prepare, and meet with the tutors could be decreased so that the time each tutor spends directly with the tutee can be maximized. One idea is to identify potential tutors early on; tutors are always second-year Puente students, so during the previous year’s EWRT2 Puente course, potential tutors could take the EWRT2 course as Honors. The Honors component requires a minimum of 10 hours outside of class; potential tutors could learn more about effective tutoring practices, research literature about the need for tutoring particularly in terms of basic skills, and so forth. They can then write a paper addressing how they will implement what they learned in their own tutoring practices. They could even collaborate on constructing what the tutoring curriculum might look like for the incoming Puente class.

4. How will you assess your student learning outcomes and/or program level outcomes? Explain your methods for evaluation, baseline, and data collection. Please specify what surveys or other quantitative data you will collect to measure these outcomes.
According to our 2013-14 Comprehensive Program Review data,

- our persistence rates have been 83-100% over the past several years
- our retention rates have been 92-100% over the past several years
- our success rates have been 93-100% over the past several years.

We will continue to work with Institutional Research to collect data and assess whether the program is maintain these rates. We will administer a survey to the students at the end of EWRT1A to ask for feedback on how tutoring has impacted their success. We will work with Institutional Research to craft a survey that will help determine the extent to which tutoring helped a student with his/her reading comprehension, writing skills, and studenthood.

5. How will you document and disseminate your results to the DARE Taskforce, your department and your division? (In particular, DARE is looking for re-usable documents or resources that can be shared on campus, such as best practices lists, professional development materials, guides or handbooks, etc.)

We will then submit a 1-2 page summary of the structure and process for implementing required tutoring as well as the effect it has had on student success. We will disseminate the documents to the DARE taskforce and share it with our department and division both at regularly scheduled meetings as well as through our Equity Taskforce.

6. Provide a budget breakdown of costs of the project and include the following categories: Staffing Needs, Materials and Supplies, Events/Workshops, Speakers, etc. (Please note that food is not something that DARE can fund.)

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Peer tutor salary</td>
<td>$3000</td>
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<tr>
<td>30 students x 1 hr./week x 6 weeks x $10/hr. = $1800 (All students initially required to attend tutoring)</td>
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<tr>
<td>20 students x 1 hr./week x 6 weeks x $10/hr. = $1200 (Not all students required to attend tutoring after the first assignment, but they may do so if they desire.)</td>
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<td><strong>Total:</strong> $3000</td>
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SIGNATURES:

Approval from the Department Chair/ Program Coordinator and the Dean is requested prior to submission. Please provide the names of the authorizing individuals below as well as the date approval was granted.

__Lydia Hearn__________  ____________  ____________
Proposer  Signature  Date

__Lydia Hearn__________  ____________  ____________
Department Chair/ Program Coordinator  Signature  Date

__Rowena Tomaneng_______  ____________  ____________
Dean  Signature  Date