



**FOOTHILL  
COLLEGE**

# **English Performance Success Pilot Evaluation Summary of Findings 2023-2024**

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# Quantitative Data Findings from the Pilot Evaluation

The data did not show an overall advantage of being in an EPS section vs. a non-EPS section for any of the following outcome measures:

- Student success rates
- Success rates of Black, Filipinx, Latinx, Native American, and Pacific Islander students
- Enrolling in ENGL 1B after EPS
- Going to see a counselor after EPS
- Going to tutoring after EPS

While most students reported in surveys that counseling and tutoring was helpful and they thought they were now more likely to take advantage of these resources in the future, they generally did not follow through.

# Interview Findings from the Pilot Evaluation

Semi-structured interviews were conducted with five English Performance Success (EPS) stakeholders: two instructors, two counselors, and the tutoring program coordinator at the Writing and Language Center.

Interview questions covered class structure, collaboration between team members (instructors, counselors, and peer tutors), things that went well, and suggestions for change. Counselors were also asked about their experiences with Math Performance Success (MPS) vs. EPS. Interviews lasted approximately an hour.

# Context: MPS vs. EPS Pilot

<b>Math Performance Success</b>	<b>English Performance Success Pilot</b>
Aimed at students struggling with math	Not aimed at a subset of ENGL 1A students
Students buy in to the extra support before enrolling	Students do not know about the extra support before enrolling
Students open to meeting with counselors and tutors	Students sometimes question why they have to meet with counselors and tutors
Counselors present in every class meeting	Counselors not present in every class meeting
Possible to see issues with math content early on	Limited opportunity to see issues with English content until midway through the term



# Questions for consideration

- What is the purpose of placing a counselor and a tutor in a classroom for EPS?
- Is student buy-in an important missing component?
- What are the particular and intentional teaching styles, pedagogical approaches, and classroom management policies that would be most beneficial to EPS?
- What is EPS' overall philosophy?

# Pilot Successes

## Debrief sessions

- Helpful to hear from the entire group

## Giving counselors access to Canvas

- Helpful for counselors to be able to see how students are doing in the class

## Regular meetings between instructors and counselors

- Helpful for instructors and counselors to get on the same page



# Pilot Suggestions for Change

These suggestions came from one or more people during the interviews.

## Have an initial orientation meeting between the instructor and the counselor

- Go over the outline of the class so the counselor knows when big assignments will be due.
- Talk over the approach to be taken around accepting late assignments and other classroom issues.
- Talk over best practices for student support in different types of situations.
- Build trust and reach mutual understanding about the role of the counselor in EPS.





## Have the counselor come to as many class sessions as possible

- Builds rapport with students.
- Increases visibility to students.
- Makes it easier for the counselor to spot potential issues early on.
- Allows for quicker and easier communication between instructors and counselors, e.g. “Did we both just see this about this student?”



## Have the counselor check in with students at the beginning of the quarter

- The first big assignment for ENGL 1A is not typically due until a few weeks into the quarter. An initial check-in would allow counselors to learn which students are struggling earlier, when additional support would be more helpful.



## Have instructors recommend former students to be their EPS peer tutors

- If the instructor already knows the student tutor, they have an understanding of the student's strengths and weaknesses and can work with them.
- If the student tutor already knows the instructor, they know the instructor's teaching style and can serve as a better peer mentor in the classroom.

## Have an initial orientation meeting between the instructor and the peer tutor

- Talk over expectations for the student tutor.
- Discuss the student tutor's comfort level with different types of tasks and form a plan for the student tutor to receive additional support if needed.
- Discuss what the student tutor can expect to gain from tutoring as a learning experience.
- Build trust and reach mutual understanding about the role of the student tutor in EPS.



## Have the peer tutor come to as many class sessions as possible

- Builds rapport with students.
- Increases visibility to students.
- Allows for building connections between instructors, counselors, and student tutors as one team.



## Hold multiple debrief meetings and add one for just instructors and counselors

- Hold a general debrief meeting around the middle of the term and again towards the end of the term.
- Add a debrief meeting with just instructors and counselors.



## For consideration:

- It is really difficult to counsel students who are not receptive to counseling. Should all students be forced to meet with counselors? Or should it be encouraged but not mandatory?
- Student tutors are students, and peer tutoring is meant to be a learning experience for the student tutor and not solely a job. How can EPS design itself to work with student tutors?
- It is really difficult to tutor students who are not receptive to tutoring. Should all students be forced to meet with tutors? Or should it be encouraged but not mandatory? Note that student tutors should not be the ones expected to force interactions with fellow students who are not receptive to tutoring.