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English Performance Success Pilot Evaluation Summary of Findings 2023-2024

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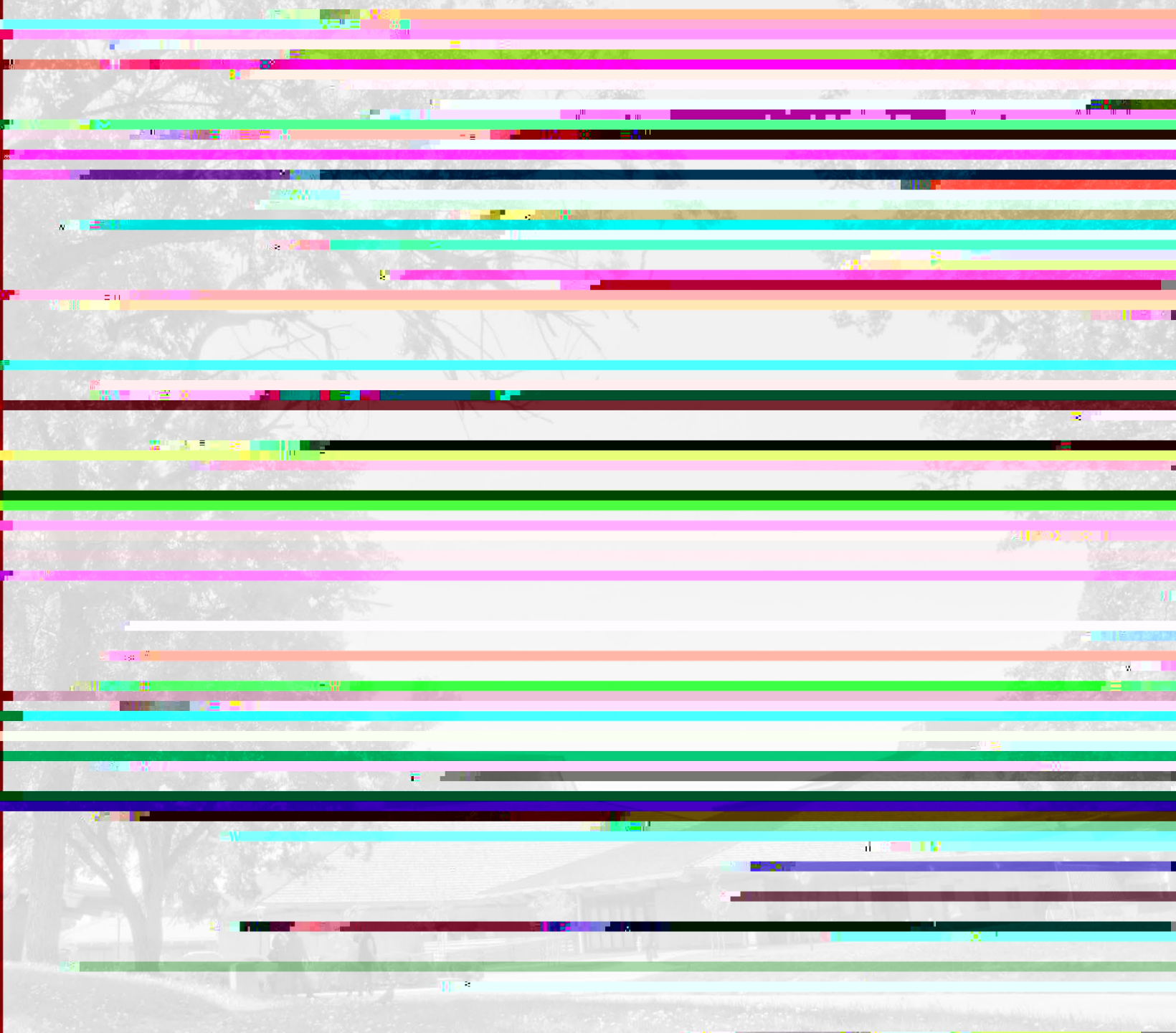
D. Finkelstein Foothill IRP

Quantitative Data Findings from the Pilot Evaluation

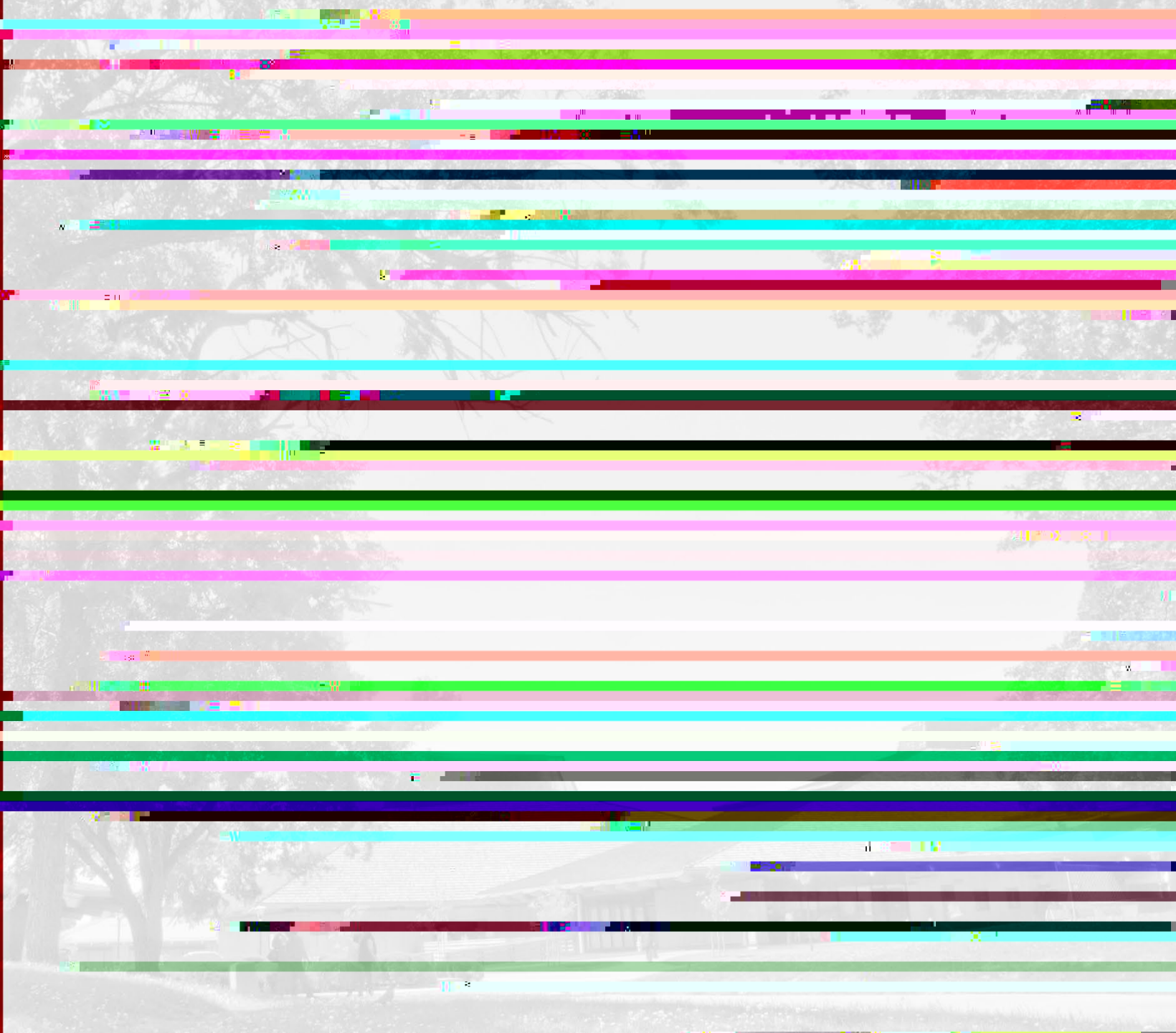
The data did not show an overall advantage of being in an EPS section vs. a non-EPS section for any of the following outcome measures:

- Student success rates
- Success rates of Black, Filipinx, Latinx, Native American, and Pacific Islander students
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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?
-

Pilot Successes

Debrief sessions

- Helpful to hear from the entire group

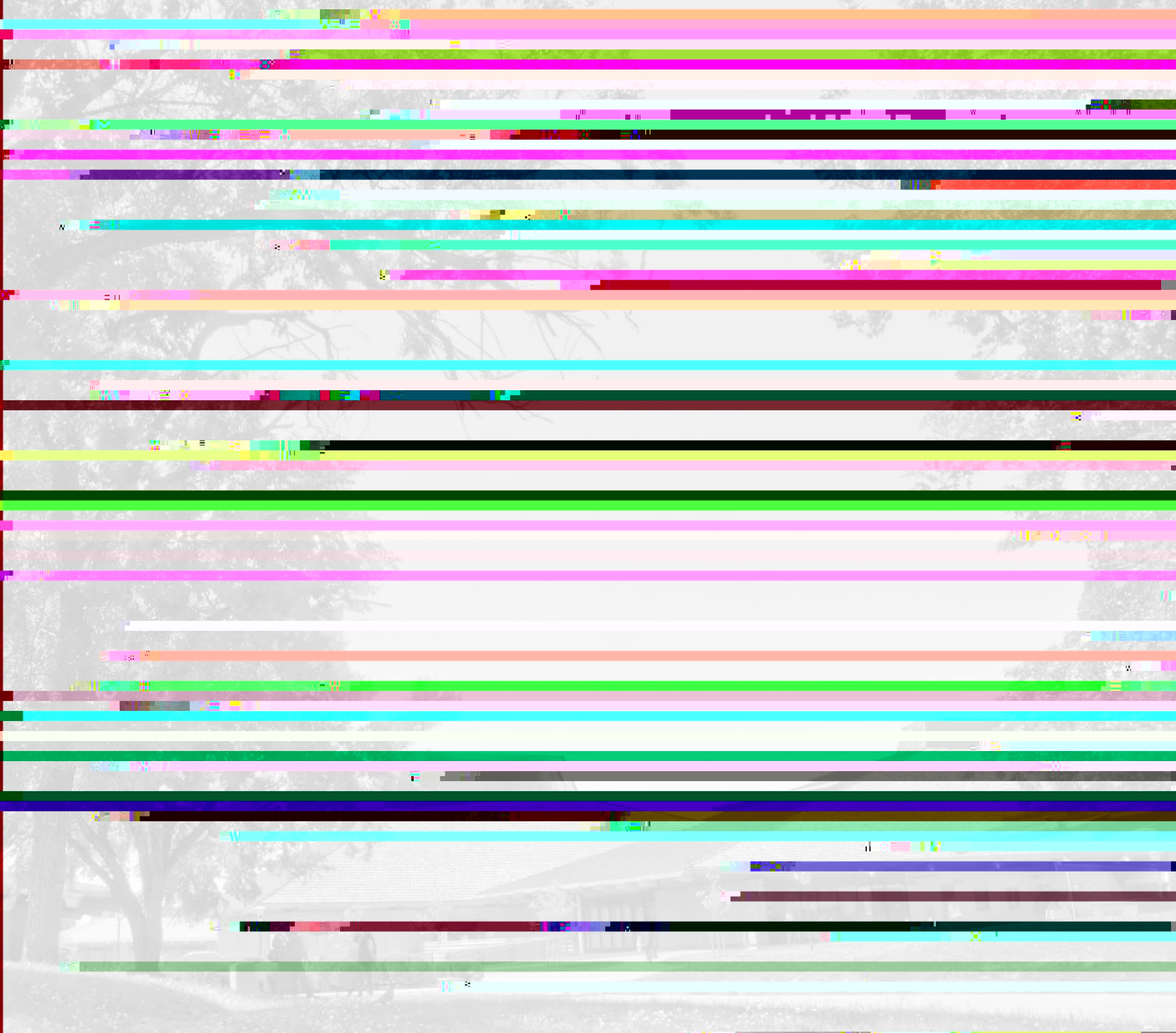
Giving counselors access to Canvas

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

Regular meetings between instructors and counselors

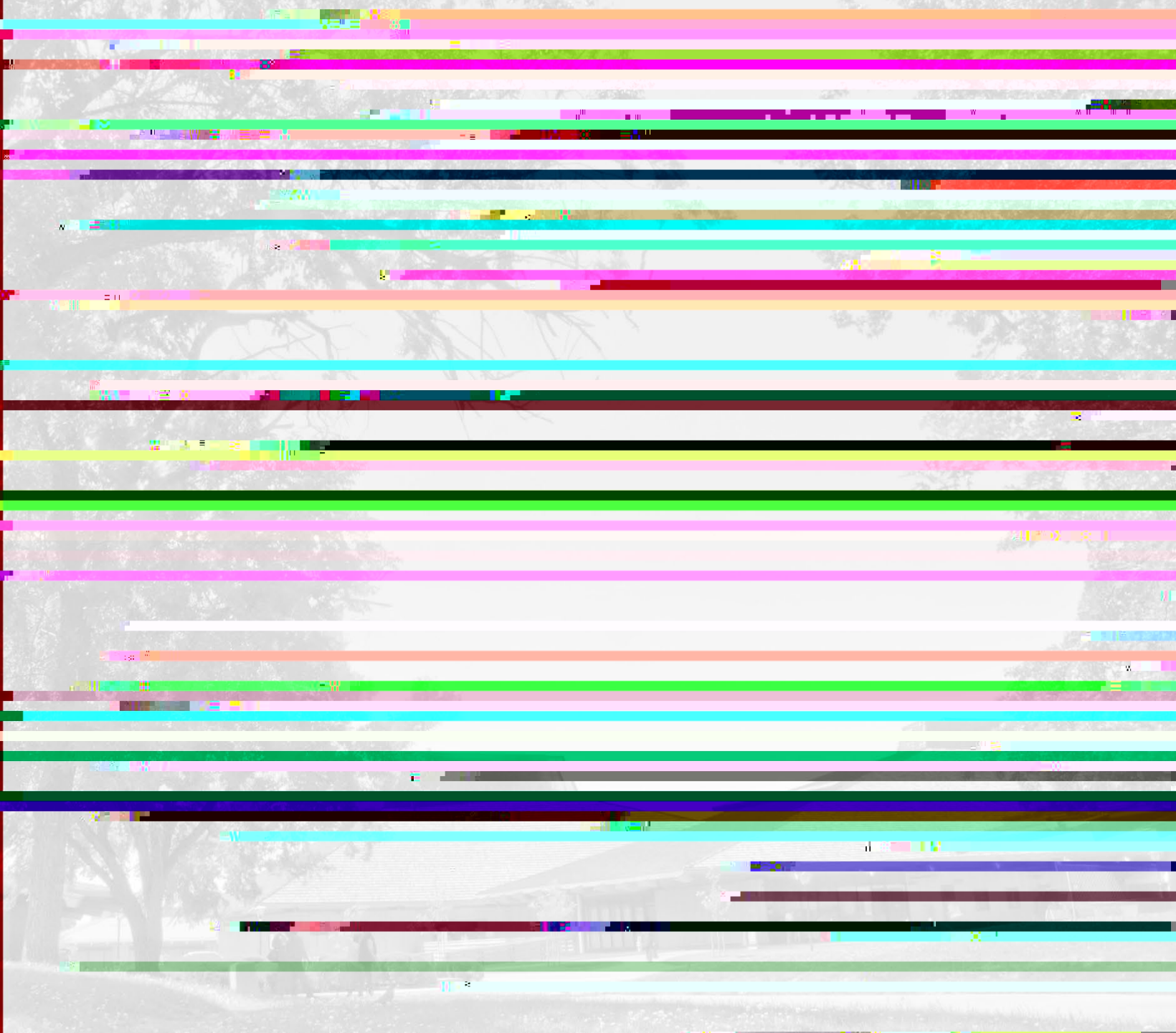
- Helpful for instructors and counselors to get on the same page

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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.

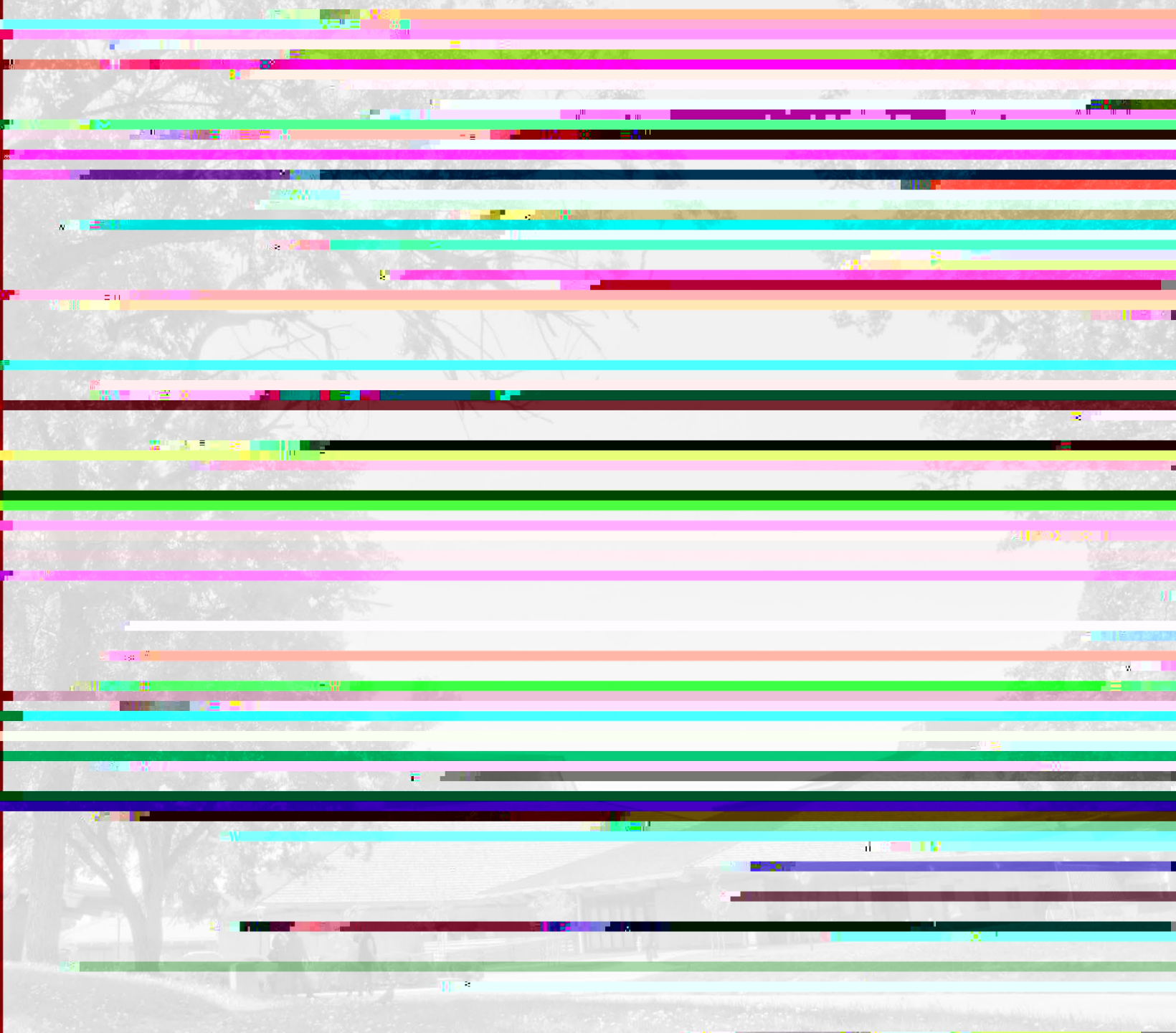




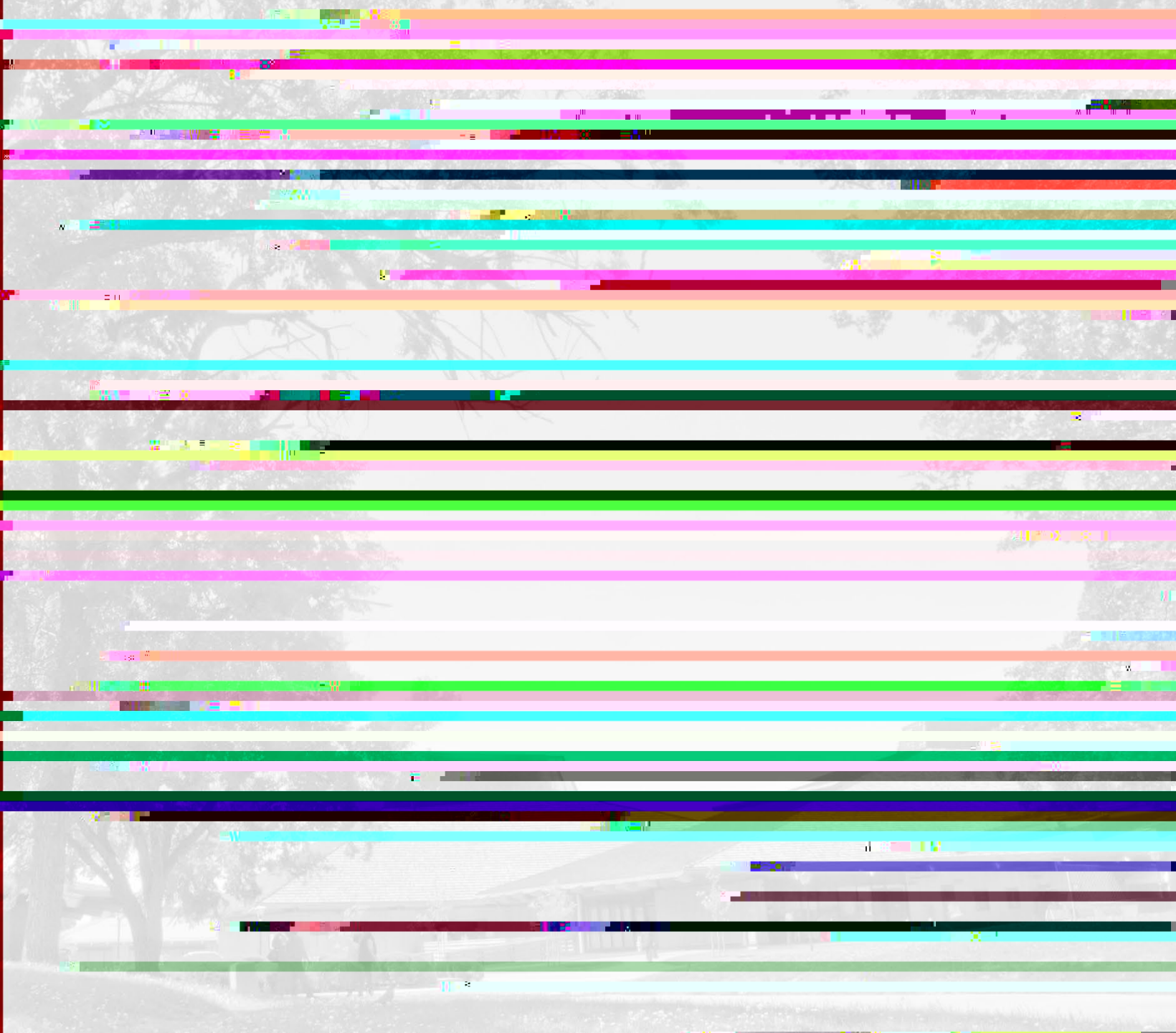
Have the counselor check in with students at the beginning of the quarter

- 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

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

- Builds rapport with students.
- Increases visibility to students.



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

- Hold a general debrief meeting around the

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