

Bakersfield College 2018-2019

Program Review – Annual Update - Non Instructional

Program Name:

Program Type (Administrative, Student Affairs, Academic Affairs, Other):

Bakersfield College Mission: Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students’ abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world

Describe how the program supports the Bakersfield College Mission:

Program Goals:

- A. List the program’s current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section. Please provide an action plan for each goal that gives the steps to completing the goal and the timeline.

The institutional mission statement describes the supportive environment that aids student success. “Supportive learning environments” can and should be developed and enhanced in and outside of the classroom. In fact, research shows that students that successfully develop a connection with the institution, experience higher retention rates¹. It is also important to note that the Bakersfield College Academic Support Services department was established in January 2017 and although many of the centers have been in existence for a number of years, the goals, mission statement, vision, and data are new and need to be considered as a platform for future growth.

¹ Karp, M.M., Hughes, K.L., & O’Gara, L. (2010). An exploration of Tinto’s integration framework for community college students. *College Student Retention*, 12(1), 69-86.

1. Program Goal:

Strategic Direction	Guided Pathway Pillar	Goal	Timeline	Outcomes
SD 1: Student Learning <i>1.9 Increase support services for online instruction</i>	Stay on the Path	Provide OL tutoring support for a total of 2,000 hours in the 18-19 AY.	Deploy NetTutor in F'18. Assess student utilization at the close of the 18-19 AY.	Measure utilization of OL tutoring. Assess student satisfaction with the service provider.
SD 1: Student Learning <i>1.11 Expand academic support services for inmate scholars</i>	Ensure Learning	Provide support services in writing and quantitative reasoning in a number of identified yards.	Secure clearance for personnel in the identified yards by F'18. Commence support in the selected yards by S'19.	Measure the utilization of support staff. Assess course progression and completion rates for students that utilized support services.
SD 1: Student Learning <i>1.12 Establish and expand student support services in rural communities</i>	Stay on the Path	Expand the support available to students in rural sites through face-to-face sessions and OL support.	Identify sites lacking academic support by F'18. Begin the support in identified rural areas by S'19. Market OL support for the 2018-19 AY.	Measure the utilization of support staff. Assess course progression and completion rates for students that utilized support services.
SD 1: Student Learning <i>1.13 Establish and Expand student support services in satellite sites (i.e. BC Southwest, Weill, etc.).</i>	Ensure Learning	Expand the support available to students in satellite sites through face-to-face sessions and OL support	Open tutoring center in BC Southwest by F'18. Market OL support for the 2018-19 AY.	Measure the utilization of support staff. Assess course progression and completion rates for students that utilized support services.

Other Institutional goals that our department will support include:

Strategic Direction	Guided Pathway Pillar	Initiative	Goal	Process	Timeline	Outcomes
<p>SD 2: Progression and Completion <i>2.7 Increase the percentage of transfer-level English completion in the first year.</i></p>	<p>Stay on the Path</p> <p>Ensure Learning</p>	<p>Develop co-enrollment support for students in transfer-level English.</p>	<p>Use the revamped ACDV B280 course as the co-enrollment model for students in ENGL B1a.</p>	<p>Increase enrollment in ACDV B280 by 5%.</p> <p>Increase the retention rate in ACDV B280 by 3%.</p>	<p>Deploy the ACDV B280 co-enrollment model by F' 18.</p> <p>Complete a program evaluation of the co-enrollment program at the then end of the 2018-19 AY.</p>	<p>Measure the utilization of support services.</p> <p>Analyze progression and completion rates in ENGL B1a for students that participated in the ACDV B280 course.</p>
<p>SD 2: Progression and Completion <i>2.8 Increase the percentage of transfer-level math completion in the first year.</i></p>	<p>Stay on the Path</p> <p>Ensure Learning</p>	<p>Develop co-enrollment support for transfer-level Math.</p>	<p>Partner with the Math Lab at the Learning Center to provide peer support for students in transfer-level math.</p>	<p>Increase enrollment in ACDV B280 by 5%.</p> <p>Increase the retention rate in ACDV B280 by 3%.</p>	<p>Commence collaboration with Math Lab by F' 18.</p> <p>Deploy ACDV B280 co-enrollment model by S' 19.</p> <p>Market OL support for the 2018-19 AY.</p>	<p>Measure the utilization of support services.</p> <p>Analyze progression and completion rates for students in transfer level math courses that participated in the ACDV B280 course.</p>

Progress on goal achievement:

1. Program Goal:

- a. Program Goal 1, SD 1.9: A contract was secured through the Online Education Initiative (OEI) consortium. Bakersfield College is part of the consortium and will benefit from the contractually agreed upon rates. NetTutor was implemented on August 29, 2018. Information of utilization of this tool to date (September 19, 2018) is as follows:

Type	Sessions	Time (minutes)
NetTutor Dropped-Off Question	32	188
NetTutor Live Tutorial	90	1224
NetTutor Paper	5	126
Totals	127	1538

- b. **Program Goal 1, SD 1.11:** The Inmate Scholars Program Director is working on establishing a yard that will allow face-to-face support for writing and quantitative reasoning courses. Once a location has been identified, the recruiting and clearing process will commence.
- c. **Program Goal 1, SD 1.12:** The Director of Rural Initiatives has identified rural sites that have an anticipated growth in student enrollment. Starting in F'19, Writing Consultants will be assigned a rural site that they will visit once a month to provide writing support.
- d. **Program Goal 1, SD 1.13:** The BC Southwest Tutoring Center opened its doors on the first day of the fall 2018 semester. To date (September 19, 2018), approximately 270 students were served.
- e. **Program Goal 1, SD 2.7:** The ACDV B280 co-enrollment model was rolled out this fall and as of September 12, 2018, 901 students were enrolled in the course. At census, the total number of students enrolled was 937 number of students were registered for the support course. Currently, the total number of students enrolled was 901. In that time range, the retention rate is 96%. Another analysis will be conducted at the end of term.
- f. **Program Goal 1, SD 2.8:** The Math Hub and The Math Lab collaborate to provide support to students enrolled in math courses. There is a vacant position in the Math Hub that needs to be back-filled in order to expand the collaboration with the Math Lab and the support to students in transfer-level math courses. Please reference classified position requested.

B. List new or revised goals: see above.

Program Analysis:

Take a look at your trend data (all programs should have some form of data that is used to look at changes over time). Please report on any unexpected changes or challenges that your program encountered this cycle:

1. How does your trend data (or other data your area collects) impact your decision making process for your program?

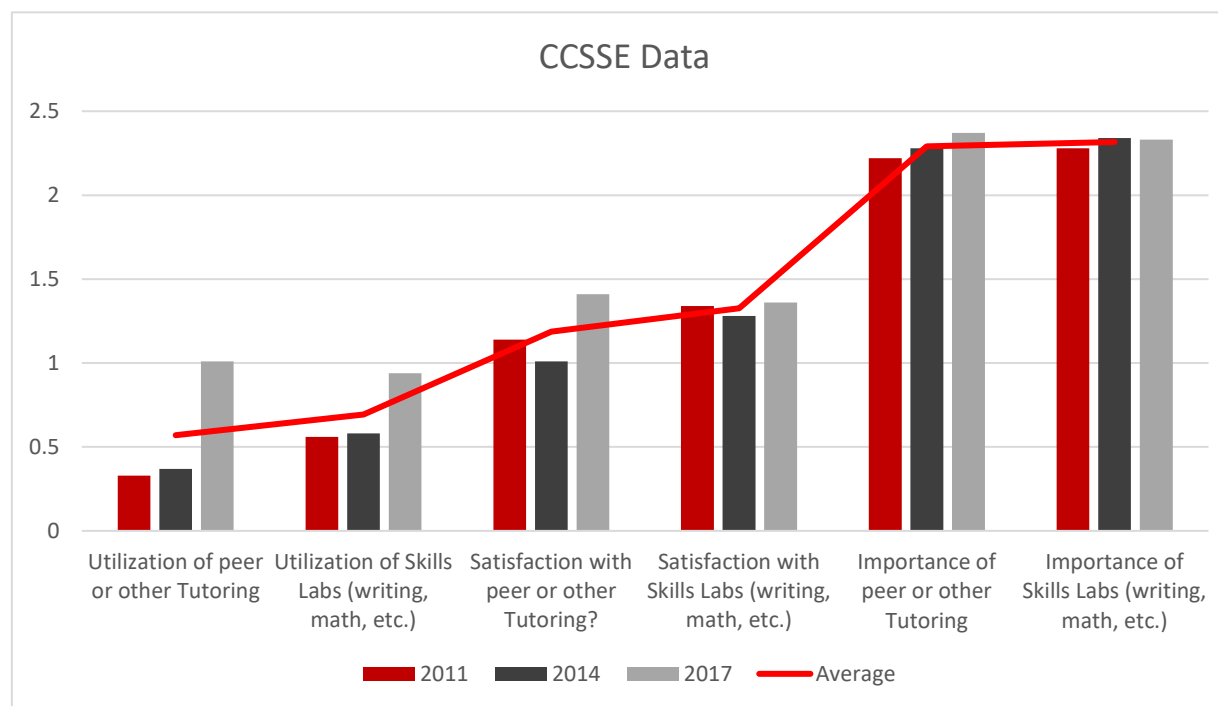
The Academic Support Services department utilizes data on students' visit to each center. At the end of term, an analysis is conducted to assess the success (defined as a grade of "A," "B," or "C") against students that did not participate in support services. Furthermore, the department often disaggregates the data by students groups (Athletes, EOPS, DSPS, Kern Promise, Probationary Status, etc.) to identify success metrics for the identified student groups. We also use data collected through other sources to improve the way that we support our students. The Community

College Survey of Student Engagement (CCSSE) has information on utilization of services, level of satisfaction, and ranking of importance. The following Likert Scale was used:

1. Utilization: 0 = Never, 1 = 1 time, 2 = 2-4 times, 3 = 5 or more times
2. Satisfaction: 0 = Not at all, 1 = Somewhat, 2 = Very
3. Importance: 1 = Not at all, 2 = Somewhat, 3 = Very

Metric/Year	2011	2014	2017	Average
How often have you used peer or other Tutoring?	0.33	0.37	1.01	0.57
How often have you used Skills Labs (writing, math, etc.)?	0.56	0.58	0.94	0.69
How satisfied are you with peer or other Tutoring?	1.14	1.01	1.41	1.19
How satisfied are you with Skills Labs (writing, math, etc.)?	1.34	1.28	1.36	1.33
How important is peer or other Tutoring to you?	2.22	2.28	2.37	2.29
How important is Skills Labs (writing, math, etc.) to you?	2.28	2.34	2.33	2.32

The Table above and the graph below identify the rankings and trends for the services offered by the Academic Support Services department. In the last six years, more students are taking advantage of the services. From 2011-2017, the average number of students that reported visiting support services increased. Similarly, the level of satisfaction, and the ranking of importance also increased. The graph below illustrates the trends over the last three years tracked:

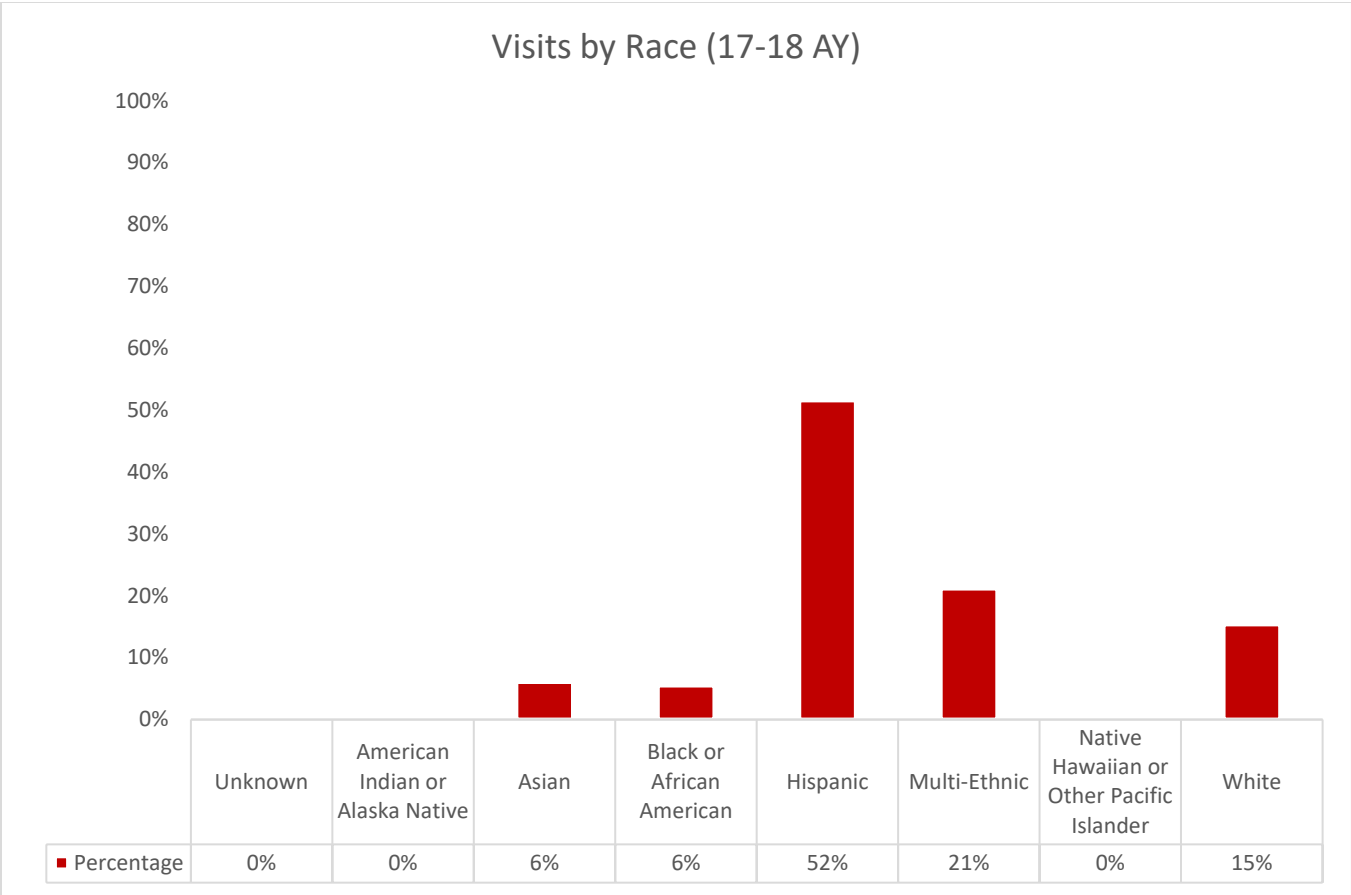


2. Evidence of Program Dialog of data

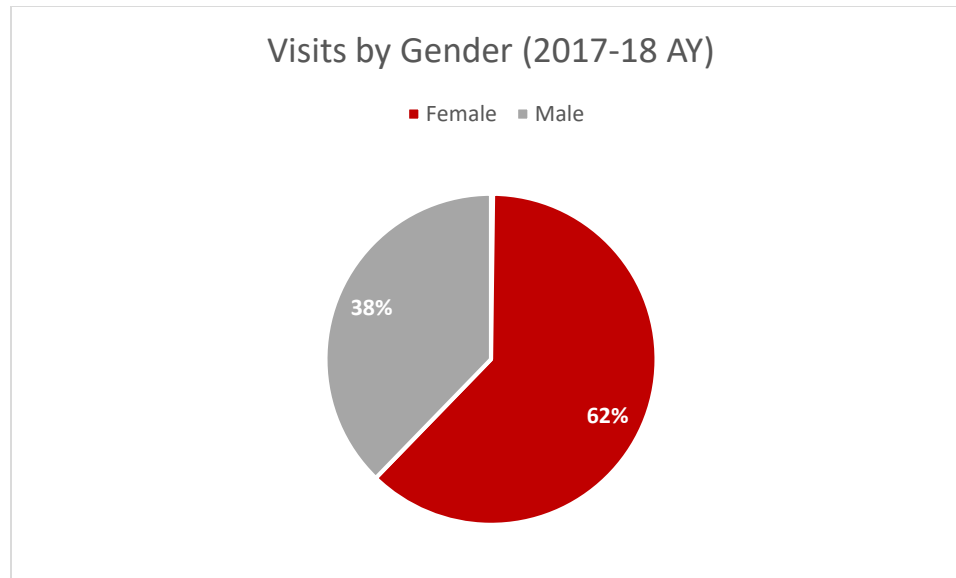
- If you have had time to review and discuss your program's data with members of your department, attach documentation of your discussion. Documentation can come in the form of minutes from meetings or retreats, email dialog or any other ways that show substantive discussion. **See Appendix A for one example of how we share data at an intradepartmental level.**

3. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle?

The two graphs below illustrate demographic data for the students served by our department. The first chart shows the disaggregated data by race for the students served in the 2018-19 Academic Year (AY). The data has not drastically changed from the previous year. In addition, the data illustrated below closely aligns with the student demographic data at the institutional level.



The pie chart below identifies the students served by gender. No significant changes were observed in this year’s data either. As in the previous year, the majority of students served identified as “female.” Although not illustrated on the chart below, there is a small percentage of students, less than one percent, that identified as “unknown.”



4. Equity gaps

- Please look for large differences, or gaps, between top performing groups and others. Consider how you could identify the reasons behind these gaps, and if there changes that could be made to reduce them. For in depth review of equity issues, and on changes that are being made campus-wide, please refer to the current [Bakersfield College Student Equity Plan](#).

The data trends illustrated above align with the institutional demographic data. The two majority groups served by our centers in the last AY year are female and Hispanic students. Both of those groups are traditionally labeled as “marginalized” or “disproportionally impacted” student groups. Nevertheless, we seek to increase our reach of students that are traditionally underserved. As a result, the department has partnered with the UMOJA program to provide math and writing support. In order to better serve non-traditional students, SI and the Writing Center now offer extended hours M-TH and some weekend hours. In addition, the department has witnessed an increase of student athletes participating in support services. This is a result of an intentional partnership with the Athletics department.

5. Please describe any recent achievements of members of your area who have won awards or distinctions, new projects your area has implemented, professional development work, professional conference presentations or recently published work.

One of the new projects in this department is the co-enrollment model for students enrolled in ENGL B1a that were impacted by Multiple Measures 4.0. The table below illustrates the two models that co-existing this term. Model 1 is facilitated by the ENGL department and Model 2 is operating out of the Tutoring Center.

Model 1: Co-enrollment

Description

- Will target approximately 200 students in the 1.9-2.599 GPA range.
- Collaborate with the six English faculty to create a co-enrollment model for students in ENGL B1a, using the ACDV B280 course.
- Two Peer Educator (tutor/SI hybrid) will be assigned to each faculty.
- The ACDV B280 course will be strategically scheduled after the ENGL B1a course and will meet for 3 hours/week.
- Peer Educators will attend and engage in the lecture and lab portion of the class.
- The designated faculty will facilitate the lab discussion and students will be given the opportunity to work with their faculty, Peer Educators, and Writing Center staff.

Next Steps

- Identify the six participating faculty.
- Identify the students that will be impacted by this model and adjust their registration schedule to include the appropriate ENGL B1a and ACDV B280 courses.
- Work with faculty to identify the students that will fulfill the role of Peer Educators in the six designated courses.
- Enhance curriculum for the ACDV B280 course and the Tutor Training courses (B5 and B5a).

Needs

- **Secure space for this model in both the Humanities building the CSS building (CSS-122?).**

Plan for Interventions

- Participating faculty will develop a built-in expectation for participation in the ACDV B280 co-requisite model.
- Statement of Expectation will be included in the course syllabi.
- Faculty and Peer Educators will monitor student attendance in the ACDV B280 course and engage with students that are not actively participating.

Model 2: Co-enrollment

Description

- Will target approximately 700 students in the 1.9-2.599 GPA range.
- Approximately 28 sections of ACDV B280 will be created in a block-schedule ranging from M-TH from 8:00 am-7:00pm (main campus and BC Southwest) an open lab section will be used for the Delano Center.
- Students that were moved up to ENGL B1a, as a result of MM 4.0., will be registered into an ACDV B280 course that best fits their schedule.
- Students will complete 3 hours/week of tutoring support through the ACDV B280 course.
- Deploy embedded tutoring model.

Next Steps

- Identify the students that will be impacted by this model and adjust their registration schedule to include the appropriate ACDV B280 course.
- Enhance curriculum for the ACDV B280 course and the Tutor Training courses (B5 and B5a).
- Work with faculty teaching ENGL B1a to discuss the embedded tutoring model.

Needs

- Secure space for this model on the second floor of the CSS building.

Plan for Interventions

- Messaging will go out to students, prior to the start of the term, reminding them of their enrollment and participation expectations in the ACDV B280 course.
- Additional contacts will be made with students that do not attend their first ACDV B280 session.
- Tutors in the embedded tutoring model will follow-up with students that have missed ACDV B280 tutoring sessions.

Other accomplishments include:

- In addition, this year, the Bakersfield College Writing Center is hosting the International Writer Center's Associate (IWCA) Regional Director's meeting on the Panorama Campus.
- The Tutoring Center team has attended the College Reading and Learning Association Conference (CRLA).
- The Director has attended and presented at the following conferences:
 - Institutional Effectiveness Partnership Initiative (IEPI)-Creating a Lasting Guided Pathways Movement on Your Campus (Presenter-February, 2018)
 - Institutional Effectiveness Partnership Initiative (IEPI)-Creating a Lasting Guided Pathways Movement on Your Campus (Presenter-March, 2018)
 - Get Focused, Stay Focused Conference-Dual Enrollment (Presenter-March, 2018)
 - Chief Student Services Officers Association Conference (Presenter-March, 2018)

6. The college has embarked on significant efforts such as **Guided Pathways**, **affinity groups** and **completion coaching communities** to improve the success and completion rates of our students. Please describe what your program/department/office is doing to contribute to these efforts.

Every member of the department is assigned to a Guided Pathway Team. Within this role, the support experts provide references and guidance to students in their team; see the breakdown below:

Pathways Completion Team by Student Support Expert

Name	Title	Meta-Major
Eileen Pierce	SI Program Manager	Education
Sonia Avila/Bradley Cramer	Tutoring Center Coordinator	Industrial & Transportation Technology
Kimberly Arbolante	Writing Center Lead	Public Safety
Kathleen Hicks	Writing Center Professional Expert	Business
Alana Austin	Math Tutor (FT)	STEM
Yvonne Armendariz	BSI Program Manager	Social, Behavioral, & Human Services
Melissa Gonzales	Writing Center Professional Expert	Health Sciences
Miguel Cuate	Writing Center Professional Expert	Arts, Humanities, & Media
Lauri Cole	Writing Center Professional Expert	Personal & Career Exploration
Jeff Newby	Writing Center Professional Expert	Social, Behavioral, & Human Services
Elias Medina	Writing Center Professional Expert	Arts, Humanities, & Media
Marlein Morales	Writing Center Professional Expert	Education
Stephanie Vega	BSI DA III	N/A
Eric Weis	Writing Center Professional Expert	Agriculture, Nutrition, & Culinary Arts
Monica Huyck	Tutoring Center Coordinator (Delano)	TBD
Maria Wright	Director of Academic Support Services	As needed

7. Explain your role if you are involved in Dual Enrollment, Inmate Education, or Rural Initiatives.

As illustrated in the programmatic goals, the department will provide support to students in rural sites and in the inmate scholars program next academic year. We currently have a Tutoring Center, Writing Center, and SI support in the main campus as well as in the Delano Center. This fall, the Tutoring Center expanded to the BC Southwest campus. The goals are listed again below as a reference:

- a. **Program Goal 1, SD 1.11:** The Inmate Scholars Program Director is working on establishing a yard that will allow face-to-face support for writing and quantitative reasoning courses. Once a location has been identified, the recruiting and clearing process will commence.
- b. **Program Goal 1, SD 1.12:** The Director of Rural Initiatives has identified rural sites that have an anticipated growth in student enrollment. Starting in F'19, Writing Consultants will be assigned a rural site that they will visit once a month to provide writing support.

Assessment Report - Annual Update

A. List your Administrative Unit Outcomes (AUOs)

Institutional Learning Outcome (ILO)	Strategic Direction	Administrative Unit Outcome	Assessment Measurement	Target
-Think critically and evaluate sources and information for validity and usefulness. - Communicate effectively in both written and oral forms.	1.9,1.11,1.12, and 1.13	Increase student participation in Academic Support Programs.	End of term activity reports generated through Starfish, NetTutor, and AccuSQL.	Increase overall participation rate by 3% annually.
-Think critically and evaluate sources and information for validity and usefulness. - Communicate effectively in both written and oral forms.	1.9,1.11,1.12, and 1.13	Effectively promote academic support services available to students.	End of term activity reports generated through Starfish, NetTutor, and AccuSQL.	-Maintain classroom presentations by center, but develop a collaborative departmental presentation for FLEX week that is inclusive of all services. -Send three emails per term regarding the services available. -Attend rural initiatives, inmate scholars, and dual enrollment presentations to promote services available for students in the mentioned learning modalities and locations.

B. How did your outcomes results inform your program planning?

The AOU's mentioned above are new. However, as a department, we often use data to drive our decision-making process. In the past, we have used data and student feedback to expand service hours to service non-traditional students. Furthermore, collaborative efforts with the English department regarding content covered in a 16-week ENGL B1a course allowed the Writing Center to develop workshops that intentionally focused on the content covered in the ENGL B1a course. These types of efforts allow us to serve our students in a meaningful and intentional manner.

C. How do the Administrative Unit Outcomes align with Institutional Learning Outcomes?

As annotated in the table above, both of the AOU's for the department align well with the first two ILOs. Through the services provided, students should be able to "Think critically and evaluate sources and information for validity and usefulness." In addition, our services empower students to "Communicate effectively in both written and oral forms." The services provided through the department help students to learn about the writing process, enhance their quantitative reasoning skills, and evaluate resources to develop an opinion or support an ideology.

Analysis of Received Resources from Previous Cycle

Discuss the type of resources you received and their Impact on program effectiveness?

Facilities: N/A

If your program received a building remodel or renovation, additional furniture or beyond routine maintenance, please explain how this request or requests impacts your program and helps contribute to student success.

- 1: Space Allocation
- 2: Renovation
- 3: Furniture
- 4: Other
- 5: Beyond Routine Maintenance

Technology: N/A

If your program received technology (audio/visual – projectors, TV's, document cameras) and computers, how does the technology impact your program and help contribute to student success?

- 1: Replacement Technology
- 2: New Technology
- 3: Software
- 4: Other _____

Other Equipment

If your program received equipment that is not considered audio/visual or computer equipment technology, please explain how these resources impact your program and help contribute to student success.

Conclusion:

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract or synopsis of your program’s current circumstances and needs. Consider this a snapshot of your program if someone were to only read this portion of your annual program review.

Academic Support Services, at Bakersfield College, are vital to student success evidenced by degree completion. Tutoring support in a variety subjects like writing, quantitative reasoning, social sciences, humanities, and science are available to students free-of-cost. Over the last two academic years, a total of 11,566 students were supported through the Academic Support Services a total of 53,640 times. Research on the success of course retention and completion for students that utilized support services is detailed in the following section.

Table 1 indicates the success rates of the overall institutional course completion rate, compared to the success rates of students that engaged in various types of support services (see Table 1). The data illustrate that students that participated in support services successfully completed a course at a rate of 6%- 15% higher than the overall course success rate; see Table 1.

Table 1: Course Success Rates

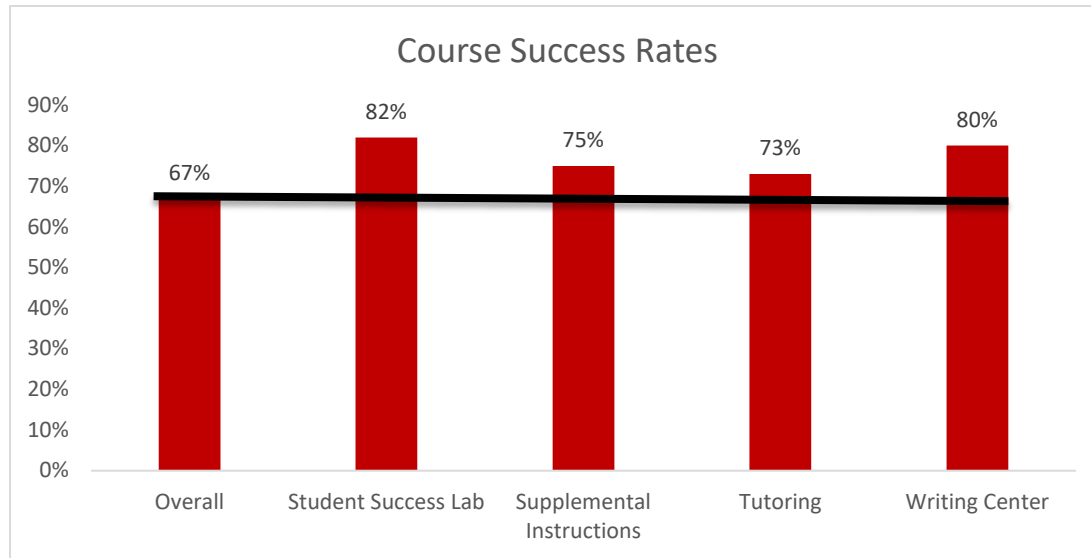
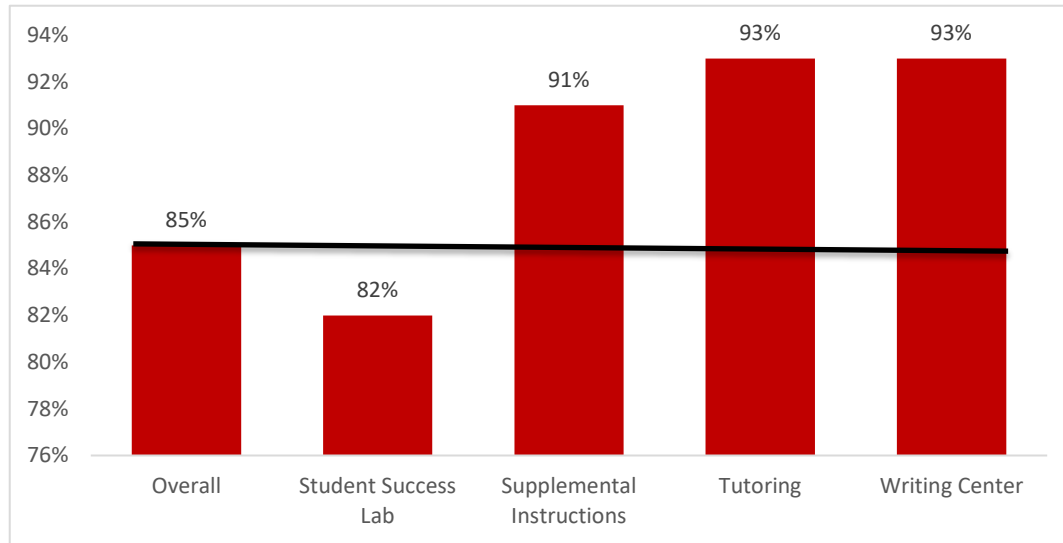


Table 2 illustrates the course completion rates at the institutional level compared to the course completion rates for students that participated in support services disaggregated by service type (see Table 2). This data illustrates that students who participated in support services, on average, had a higher retention rate than students that did not. Based on the collective data from both Table 1 and Table 2, students that participated in support services, generally, were retained at higher rate and experienced higher course completion rates. Continuous efforts to help students achieve their academic goals must be guided by a programmatic evaluation that assess the efficiency of the current support infrastructure and evaluates ways to enhance and improve services for both current and future students.

Table 2: Course Completion Rates



The Guided Pathways framework focuses on four stages of the student life cycle that promote successful degree completion: Clarify the Path, Enter the Path, Stay on the Path, and Ensure Learning. Alignment with this framework requires the college to adapt practices and policies to better assist students as they progress toward their academic aspirations.

The current needs of the department include an expansion of service providers in the Writing Center, Math Hub, and BC Southwest Tutoring Center. Additional personnel will also assist with the expansion of services to rural areas and in the Inmate Scholars program. The department has experienced a high turnover in the Writing Center as a result of the compensation of the Writing Center Consultants. Also, a vacancy in the Math Hub has not been backfilled, leaving one tutor to service all students enrolled in math courses across the campus. For the fall term, that is a total of 5,512 students that may potentially need math support. This ratio is not equitable nor realistic for one full-time tutor. The need for space is a constant concern for our areas, we have increased the number of students served with space restrictions. In the 2016-17 AY, the department served 31,562 visits (duplicated count). In the 2017-18 AY, 32, 497 visits (duplicated count). Although the visits only increased by 935, it is important to note that there were less staff available to provide services and support. With a growing student enrollment and changes in placement practices, per AB 705 (2017), the college must continue to evolve in order to support every student from entry to completion.

Appendix A: Evidence of Program Dialog of data
Academic Support Services Taskforce Meeting

Friday: April 13, 2018

1. 8:30- 8:35 AM: Ice-breaker/General Announcements
2. 8:35-8:45 AM: ETC Data Updates
3. 8:45-9:00 AM: National Data-Instructional Support Service
4. 9:00-9:15 AM: AccuSQL to Starfish (Eric-updates)
5. 9:15-9:30 AM: Questions & Wrap-up

National Data on Instructional Support:

- Nationally, approximately 62% of students need at least some developmental education. However:
 - 80% of Community College Survey of Student Engagement (CCSSE) respondents report *never* using college tutoring services
 - 55% report they never participate in required group learning experiences
 - 53% say “no” when asked if someone at the college contacted them when they are struggling with their studies

Week 5

1. ENGL B53 (number of students enrolled-413)
 - a. Total visits: 45
 - b. Unique student visits: 24
 - c. Participation rate: 5.8%
2. Math B65 (number of students enrolled-437)
 - a. Total visits: 73
 - b. Unique student visits: 29
 - c. Participation rate: 6.6%
3. Math B60 (number of students enrolled-385)
 - a. Total visits: 123
 - b. Unique student visits: 30
 - c. Participation rate: 7.7%
4. Math B70 (number of students enrolled- 636)
 - a. Total visits: 356
 - b. Unique student visits: 87
 - c. Participation rate: 13.6%

Week 10

1. ENGL B53 (number of students enrolled-413)
 - a. Total visits: 86
 - b. Unique student visits: 27
 - c. Participation rate: 6.5%
2. Math B65 (number of students enrolled-437)
 - a. Total visits: 149
 - b. Unique student visits: 46
 - c. Participation rate: 10.5%
3. Math B60 (number of students enrolled-385)
 - a. Total visits: 280
 - b. Unique student visits: 50
 - c. Participation rate: 13%
4. Math B70 (number of students enrolled- 636)
 - a. Total visits: 641
 - b. Unique student visits: 101
 - c. Participation rate: 15.9%

Upcoming Events

- April 18, 2018-Open Registration begins
- May 5-11, 2018-Final Exams
- May 11, 2018-Commencement

Extend the Classroom Data: Fall 2017

Week 5

1. ENGL B53 (number of students enrolled-374)
 - a. Total visits: 78
 - b. Unique student visits: 28
 - c. Participation rate: 7.4%
2. Math B65 (number of students enrolled-298)
 - a. Total visits: 81
 - b. Unique student visits: 26
 - c. Participation rate: 8.7%

3. Math B60 (number of students enrolled-562)
 - a. Total visits: 262
 - b. Unique student visits: 91
 - c. Participation rate: 16%
4. Math B70 (number of students enrolled 434)
 - a. Total visits: 74
 - b. Unique student visits: 48
 - c. Participation rate: 11%

Week 13

1. ENGL B53 (number of students enrolled-374)
 - a. Total visits: 264
 - b. Unique student visits: 63
 - c. Participation rate: 16.8%
2. Math B65 (number of students enrolled-298)
 - a. Total visits: 273
 - b. Unique student visits: 52
 - c. Participation rate: 17.4%
3. Math B60 (number of students enrolled-562)
 - a. Total visits: 934
 - b. Unique student visits: 135
 - c. Participation rate: 24%
4. Math B70 (number of students enrolled 434)
 - a. Total visits: 1,528
 - b. Unique student visits: 178
 - c. Participation rate: 41%

Week 15

1. ENGL B53 (number of students enrolled-374)
 - a. Total visits: 293
 - b. Unique student visits: 71
 - c. Participation rate: 18.9%
2. Math B65 (number of students enrolled-298)
 - a. Total visits: 314
 - b. Unique student visits: 56
 - c. Participation rate: 18.8%
3. Math B60 (number of students enrolled-562)
 - a. Total visits: 1,048
 - b. Unique student visits: 147
 - c. Participation rate: 26%
4. Math B70 (number of students enrolled 434)
 - a. Total visits: 1,689
 - b. Unique student visits: 190
 - c. Participation rate: 43.7%

Week 10

1. ENGL B53 (number of students enrolled-374)
 - a. Total visits: 240
 - b. Unique student visits: 58
 - c. Participation rate: 15.5%
2. Math B65 (number of students enrolled-298)
 - a. Total visits: 199
 - b. Unique student visits: 46
 - c. Participation rate: 15.4%
3. Math B60 (number of students enrolled-562)
 - a. Total visits: 581
 - b. Unique student visits: 109
 - c. Participation rate: 19.3%
4. Math B70 (number of students enrolled 434)
 - a. Total visits: 604
 - b. Unique student visits: 91
 - c. Participation rate: 20.9%

