MATH SUCCESS CENTER **SPRING 2025**

Summary of Program Review:

A. Major Findings

1. Strengths:

The Math Success Center (MSC) continues to be a vital academic support service at Napa Valley College, offering individualized tutoring, workshops, and resources to students enrolled in math and STEM-related courses. Following a return to campus post-pandemic, the center has experienced significant growth, with in-person visits increasing by over 800% in three years. Students consistently report high levels of satisfaction and increased confidence in their math skills after using the center, with 90–95% indicating positive outcomes. The MSC effectively serves a diverse student population, with disproportionately high engagement from African American students, veterans, and students with disabilities, reflecting its welcoming and inclusive environment. Its hybrid service model, responsive outreach efforts, and integration of structured workshops have strengthened both student outcomes and faculty collaboration, making the center a cornerstone of student support at NVC.

2. Areas for Improvement:

Clock-in and clock-out inconsistencies have made it difficult to accurately measure time spent in the center, prompting a need to improve data collection systems. Outreach remains a priority, particularly toward students aged 19 or younger and underrepresented groups such as White students and those over 55, who currently engage with the center at lower rates. Strengthening tutor training, expanding embedded tutoring in key math courses, and increasing faculty involvement are also part of the center's strategic focus to improve service quality and alignment with coursework. Additionally, establishing a dedicated general fund to support peer tutor compensation and expanding marketing efforts are essential to increasing student participation. By addressing these challenges, the MSC aims to boost retention, enhance service delivery, and better track its contribution to student achievement.

3. Projected Program Growth, Stability, or Viability:

The Math Success Center plays a vital role in supporting students in their mathematics classes. Based on recent trends, the Math Success Center is projected to be in a state of growth. In-person visits have increased in the past three years, and student feedback consistently affirms the value of MSC services in boosting academic confidence and performance. The adoption of StarFish will allow for more robust data tracking and outcome analysis, which will inform future improvements and strategic decisions. With plans to expand embedded tutoring, strengthen tutor training, increase outreach, and secure consistent funding for peer tutors, the center is well-positioned to reach more students and enhance the quality of its services. These efforts, combined with an intentional focus on equity and alignment with faculty instruction and AB1705, indicate an increase in demand and institutional value.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

The Math Success Center fosters equitable access to academic resources, supporting Napa Valley College's mission to provide students with quality education in a diverse and inclusive environment. It empowers students—especially those in STEM—to build the skills needed for academic and career success.

2. Assessment of Program's Recent Contributions to Institutional Mission:

The Math Success Center has significantly expanded in-person support and outreach while continuing to serve disproportionately impacted groups. These efforts directly support institutional goals of student success, equity, and educational excellence. The MSC provides support for all NVC students taking math or math-intensive science classes through group tutoring, workshops, and one-on-one tutoring.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

- Development of workshops tied to SLOs in core math courses
- Outreach to chemistry, calculus, and statistics students for quiz preparation
- Increased accessibility through Canvas-based virtual tutoring
- Use of StarFish for enhanced student tracking and support

C. New Objectives/Goals:

- Help increase student retention and success in their math courses
- Implement targeted outreach to first-year and underrepresented students
- Improve visit duration accuracy via training and sign-out reminders
- Expand workshop offerings and evaluate their impact on student outcomes
- Strengthen the connection between the Math Department and the Math Success Center

D. Description of Process Used to Ensure "Inclusive Program Review"

This review was conducted through collaboration between the Math Success Center coordinator, MSC Instructional Support Specialists and the Dean of Science, Mathematics, and Engineering. Student usage data disaggregated by race, age, and other identities provided by RPIE was analyzed to ensure equity. Feedback was gathered through student surveys done in Spring 2023 and informal discussions with center users and staff.

I. DESCRIPTION OF PROGRAM

A. Program Purpose

The Math Success Center at Napa Valley College is dedicated to enhancing students' mathematical skills by providing individualized and small group support. Our mission is to foster an inclusive and supportive learning environment that empowers students to achieve their academic goals in STEM-focused mathematics and statistics courses.

Services Offered:

- One-on-one or group tutoring for all Napa Valley College math courses.
- Drop-in assistance for quick questions on math homework and related topics.
- Appointments available for individualized math support.
- Organized study sessions with peer guidance.
- Workshops covering specific student learning objectives.
- Dedicated study sessions for math and chemistry quizzes.
- Access to computer workstations equipped with mathematics software like MyMathLab and MyStatLab.
- Printing for math assignments, notes, and study materials.
- Availability of current textbooks and solutions manuals for in-center use.
- Quiet study areas organized by class to promote collaborative learning among peers.
- Opportunities for students to become paid tutors and enhance their own learning experiences.
- Graphing calculator assistance.
- Online tutoring through MSC Virtual Tutoring Center.
- Questions may be posted after hours on a Discussion Board in Canvas.

B. Alignment with the Student Experience/Pipeline

The Math Success Center aligns with the student experience by providing crucial support at various stages of a student's academic journey. We assist students from the moment they enroll in math courses, through their continued coursework, and as they prepare for exams. Our services are designed to improve student learning outcomes, foster academic confidence, and ensure students are well-prepared for future STEM opportunities.

Through drop-in tutoring and scheduled appointments, students receive personalized support with homework, problem-solving, and conceptual understanding. Dedicated quiz study sessions help students review key concepts, practice problems, and strengthen their confidence before assessments. Focused workshops provide structured guidance, problem-solving strategies, and practice for midterms and finals. Study groups help students refine their critical thinking and mathematical reasoning skills over time. No-cost tutoring, study materials, graphing calculator assistance, and free printing remove financial barriers, ensuring that all students, regardless of economic status, can access essential resources. Offering both drop-in help and scheduled appointments allows students to choose support that fits their schedule and learning preferences. Finally, quiet study spaces create an environment conducive to focused learning which many students may not have at home.

C. Student Population(s) Served

- STEM-focused students
- Students enrolled in statistics courses
- Students preparing for math-related assessments
- Students seeking additional math support
- Students interested in becoming math tutors

D. Delivery of Services (Modalities)

The Math Success Center ensures accessibility by offering both in-person and online services. In-person help is available during scheduled hours in the 800 Building, while online tutoring is accessible via Canvas Live Lobby. Our hybrid approach caters to diverse student needs, ensuring support is available regardless of location or mode of delivery.

E. Effective Program

Program Reflection:

An effective Math Success Center is characterized by the following metrics:

- Student satisfaction and improved performance in math courses.
- Increased engagement with and utilization of support services.
- Positive feedback on the accessibility and quality of tutoring services.
- Successful recruitment and training of student tutors, contributing to a peer-supported learning environment.
- Provides equitable access to resources.
- Works with professors to align tutoring with coursework.

II. PROGRAM DATA

A. Demand

Math Success Center Usage: Number of Student Visits, By Academic Year

	2021-2022 *No in-person visits summer 2021	2022-2023	2023-2024 *Does not include summer 2023	Change over 3-Year Period
In-Person	332	2,421	3,047	818%
Online	796	509	520	-34.7%
Total Visits	1,128	2,930	3,567	216%
Sources: Files provided by NVC's Math Success Center (summer 2021 through spring 2024, not including summer 2023)				

RPIE Analysis: Over the past three years, the number of visits to the Math Success Center increased by 216%. The number of in-person visits increased by 818%, while the number of online appointments decreased by 34.7%.

In 2021-2022, the majority (70.6%) of student visits/appointments were online. In 2022-2023 and 2023-2024, in-person visits accounted for the majority of visits, accounting for 82.6% and 85.4% of visits, respectively, in the two years.

The figures reported in the table above represent visits by students, not individual students. It is likely that some students visited the Math Success Center multiple times within a given academic year. As noted in the table, in-person visits were not offered in summer 2021, and data from summer 2023 were not available.

Program Reflection:

The significant increase in in-person visits to the Math Success Center aligns with the easing of COVID-19 restrictions, allowing more students to take advantage of on-campus resources. This shift has contributed to a decline in online visits over the past three years. Since Fall 2022, chemistry students have regularly used the MSC for quiz retakes. Workshops for calculus, college algebra, and statistics students, first offered in Spring 2023, have been well-attended. These trends suggest that students benefit from structured, in-person academic support, reinforcing the importance of maintaining and expanding these offerings.

Math Success Center Usage: Amount of Time in Math Success Center Per Visit, Last Two Spring Terms

	Spring 2023	Spring 2024	Change over 2-Year Period
Number of Visits (includes multiple visits for some students)	1,677	1,605	-4.3%
Total Number of Hours within Math Success Center	2965.77	2306.73	-22.2%
Average Amount of Time Spent in Math Success Center per Visit	1.77	1.44	-18.6%
Sources: Files provided by NVC's Math Success Center			

<u>RPIE Analysis</u>: Over the past two spring semesters, 1,600 – 1,700 student visits were recorded by the Math Success Center. Between the two years, the number of visits decreased by 4.3%. In spring 2023, students spent a total of almost 3,000 hours in the center. In spring 2024, approximately 2,300 total hours were logged. Between the two years, the total hours spent in the Math Success Center decreased by 22.2%. The average amount of time spent per visit to the Math Success Center ranged from 1.44 hours to 1.77 hours, decreasing by 18.6% (or 0.33 hours) between the two years.

Program Reflection:

Although the data indicates a decline in the average time spent per visit, its accuracy is uncertain, as students often forget to clock in and clock out. While MSC staff can easily remind students to clock in upon arrival, students frequently leave without signing out. When a student does not sign out, the default time credit would be two hours even when some students utilize the center for much longer. This issue was particularly noticeable in Spring 2023, the first semester with a significant increase in in-person math classes, as students were not accustomed to the clocking in and clocking out process.

Demographics of Students Who Accessed the Math Success Center vs. NVC Credit Students, Spring 2024

	Students Who Accessed Math Success Center	NVC Credit Students
Number of Students	259	4,197
Gender		
Female	53.3%	56.3%
Male	45.6%	***40.0%***
Unreported	***1.2%***	3.7%
Race/Ethnicity		
African American/Black	6.6%	***4.0%***
Asian	5.0%	3.8%
Filipinx	10.0%	8.7%
Latinx/Hispanic	48.6%	46.7%
Multiple Race	8.1%	***5.5%***
Native American	0%	0.2%
Pacific Islander	0%	0.5%
White	***20.1%***	25.5%
Unknown	***1.5%***	5.1%
Age		
19 or less	47.9%	45.4%
20 to 24	29.7%	26.3%
25 to 29	8.5%	8.6%
30 to 34	4.2%	6.0%
35 to 39	3.9%	3.6%
40 to 54	4.6%	6.0%
55 and older	***1.2%***	4.1%
First Generation		
Yes	23.6%	24.0%
No	76.4%	76.0%
Disability Status		
Reported Disability	12.0%	***7.3%***
Disability Not Reported	***88.0%***	92.7%
Veteran Status		
Yes	2.7%	***0.9%***
No	***97.3%***	99.1%

Sources: Spring 2024 data provided by Math Success Center; 2023-2024 student demographics from fall 2024 program review

Bold italics denote a statistically significant difference between the population shares among Math Success Center students among all NVC credit students, with the lower of the two population shares highlighted in ***bold italics***.

RPIE Analysis: The table above describes the demographics among students who accessed the Math Success Center in spring 2024 (based on the student identification numbers recorded by the center that semester). The following demographic groups accounted for a majority or plurality of the student population that accessed the Math Success Center that term:

- *Females (53.3%)*
- *Latinx/Hispanics (48.6%)*
- *Students 19 or less (47.9%)*
- *Students that were not first-generation (76.4%)*
- *Students without a disability reported (88.0%)*
- *Non-veterans (97.3%)*

The following demographic groups claimed a significantly lower proportion of the population share among Math Success Center students than they did among the population of NVC credit students in spring 2024:

- *Students without gender reported (-2.5%)*
- *Whites (-5.4%)*
- *Students of unknown race/gender (-3.6%)*
- *Students aged 55 and older (-2.9%)*
- *Students without a disability reported (-4.7%)*
- *Non-veterans (-1.8%)*

Males, African Americans/Blacks, students of multiple races, students with a disability reported, and veterans claimed a significantly higher proportion of the population of Math Success Center users compared to the population of NVC credit students.

Program Reflection:

The data indicates that the Math Success Center serves a diverse student population that closely reflects the demographics of NVC credit students. Notably, African American/Black students, students of multiple races, students with reported disabilities, and veterans use the Math Success Center at a higher rate compared to their representation in the overall NVC credit student population. This suggests that the MSC provides a welcoming and supportive environment for these groups. However, White students and students aged 55 and older access the MSC at a lower rate than their representation in the general NVC student body. Moving forward, targeted outreach efforts may help bridge this gap, ensuring all student demographics feel encouraged to utilize the center's resources.

Demographics of Students Who Accessed the Math Success Center vs. Students Enrolled in Math Courses, Spring 2024

	Students Who Accessed Math Success Center	NVC Students Enrolled in Math Courses
Number of Students	259	956
Gender		
Female	53.3%	51.8%
Male	45.6%	46.0%
Unreported	1.2%	2.2%
Race/Ethnicity		
African American/Black	6.6%	***3.0%***
Asian	5.0%	3.2%
Filipinx	10.0%	9.7%
Latinx/Hispanic	48.6%	50.7%
Multiple Race	8.1%	6.2%
Native American	0%	0.1%
Pacific Islander	0%	0.5%
White	20.1%	22.6%
Unknown	***1.5%***	3.9%
Age		
19 or less	47.9%	58.9%
20 to 24	29.7%	27.6%
25 to 29	8.5%	7.1%
30 to 34	4.2%	2.9%
35 to 39	3.9%	***0.9%***
40 to 54	4.6%	***2.2%***
55 and older	1.2%	***0.3%***
First Generation		
Yes	23.6%	26.4%
No	76.4%	73.6%
Disability Status		
Reported Disability	12.0%	***4.9%***
Disability Not Reported	***88.0%***	95.1%
Veteran Status		
Yes	2.7%	1.4%
No	97.3%	98.6%

Sources: Spring 2024 data provided by Math Success Center; 2023-2024 student demographics from fall 2024 program review

Bold italics denote a statistically significant difference between the population shares among Math Success Center students among students enrolled in Math courses at NVC, with the lower of the two population shares highlighted in ***bold italics***.

RPIE Analysis: This section compares the demographics among students who accessed the Math Success Center in spring 2024 with the population of students enrolled in NVC Math courses that term.

The following demographic groups claimed a significantly lower proportion of the population of Math Success Center users than they did among the population of students enrolled in NVC Math courses:

- *Students of unknown race/ethnicity (-2.4%)*
- *Students without a disability reported (-7.1%)*

The following demographic groups claimed a significantly higher proportion of the population of Math Success Center users than they did among the population of students enrolled in NVC Math courses:

- *African Americans/Blacks (3.6%)*
- *Students aged 30 to 34 (3.0%)*
- *Students aged 35 to 39 (2.4%)*
- *Students aged 40 to 54 (0.9%)*
- *Students with a disability reported (7.1%)*

Program Reflection:

Per the data, the proportion of students by each demographic accessing the MSC appear to resemble the proportion of students by each demographic enrolled in math courses.
When comparing MSC users to students enrolled in math courses, the data shows that older students (ages 30-54) and African American/Black students are accessing tutoring services at higher rates. Additionally, students with reported disabilities make up a significantly larger proportion of MSC users than the overall math student population, which highlights the center's role in providing necessary academic support. However, students aged 19 or younger access the MSC at a lower rate than their proportion in math courses. This indicates a need to increase outreach efforts to first-year students and those in introductory math courses to encourage greater participation in tutoring services.

B. Momentum

RPIE was not able to provide information on momentum among students who accessed the Math Success Center because student identification numbers were not reported in the system that the center has been using to collect student data the past few years.

Program Reflection:

Due to limitations in the previous data tracking system, the Math Success Center was unable to measure student momentum effectively. Recognizing this gap, the MSC has transitioned to using StarFish, a more robust system that will allow for better tracking of student engagement and academic progress. This shift will enable future analyses of student retention, course success rates, and long-term academic outcomes for MSC users.

C. Student Achievement

RPIE was not able to provide information on student achievement among students who accessed the Math Success Center because student identification numbers were not reported in the system that the center has been using to collect student data the past few years.

Program Reflection:

Like momentum tracking, student achievement data has been limited due to the previous data collection system. With the adoption of StarFish, the MSC will now be able to track student performance more accurately. Future data analysis will focus on whether students who utilize MSC services demonstrate higher success rates in their math courses compared to non-users. This will help measure the direct impact of tutoring on student learning outcomes.

D. Student Learning Outcomes/Student Services Outcomes Assessment Findings

	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
Number of Outcomes	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
1	1	1	100%	100%
Source: Assessment information stored in Nuventive, as of March 6, 2025				

Defined Learning Outcome	**Results from 2018-2019 and 2020-2021**	**Results from 2022-2023** **Reported within the Assessment Method section of Nuventive (rather than Assessment Results)*
Students will utilize the Math Success Center to build confidence in their mathematical skills	Structured around two components of outcome statement: ○ 90% of students agree/strongly agree that they feel more confident with the material as a result of using the services of the Math Success Center. ○ 20% of students reported that they utilize the math center.	95% of the students found that the Math Success Center aided them in being successful for their math classes.
Source: Assessment information stored in Nuventive, as of March 6, 2025		

Program Reflection:

The assessment data suggests that students who use the Math Success Center overwhelmingly find it beneficial. In past assessments, 90-95% of students reported feeling more confident in their mathematical skills after utilizing MSC services. However, only 20% of surveyed students reported using the center. This suggests that while the MSC is effective for those who visit, overall student participation could be improved. Increasing awareness and access to the center through expanded outreach efforts and collaborations with faculty may help more students take advantage of these resources.

III. EVALUATION OF EFFECTIVENESS

Program Reflection:

Overall, the Math Success Center has proven to be an effective support system for students enrolled in math courses at NVC. The center has successfully increased its in-person engagement following pandemic-related restrictions and continues to provide critical resources to students from diverse backgrounds. However, challenges remain in ensuring that all students are aware of and regularly utilize MSC services. Addressing issues such as student clock-in/clock-out accuracy, outreach to underrepresented demographics, and tracking student outcomes more effectively through StarFish will help enhance the center's impact moving forward.

IV. PROGRAM HIGHLIGHTS

The program-level plan that emerged from the last review (spring 2021) included the following initiatives:

- Increase NVC student achievement and completion of educational and job training goals
- Engage NVC students and assist in their progress toward educational and job training goals
- Strengthen the connection between math department and the Math Success Center

A. Accomplishments/Achievements Associated with Most Recent Three-Year Program-Level Plan

- Increased in-person engagement as campus reopened
- Introduction of new workshops supporting core math courses
- Increased usage by underrepresented student populations
- Transition to StarFish for better tracking and service alignment

B. Recent Improvements

- Expanded chemistry quiz support and tutoring for STEM courses
- Workshops for STEM and statistics students
- Greater integration of study materials and technology support
- Use of Canvas Discussion Boards and live virtual tutoring

C. Effective Practices

- Free drop-in and appointment-based tutoring tailored to student schedules
- Strong peer-tutor model supporting collaborative learning
- Alignment with faculty on content and exam prep
- Use of structured workshops for targeted learning support

V. PROGRAM PLAN

A. Based on the information included in this document, the program is described as being in a state of:

__ Viability

__ Stability

_X_ Growth

*Please select ONE of the above.

Explain why you selected that description of the state of the program.

The MSC has demonstrated a marked increase in usage and engagement, especially in in-person services post-pandemic. Student feedback indicates high satisfaction and increased confidence. The adoption of StarFish and expansion of targeted workshops suggest the program is evolving and poised to support even more students effectively.

B. Outline the three-year plan for the program by completing Columns A – D of the Three-Year Program Planning Template (the Excel file that will accompany the Program Review Report). For the fall 2024 program review cycle, the 3-year program plan will span 2025-2026 through 2027-2028.

VI. RESOURCES NEEDED TO IMPLEMENT PROGRAM PLAN

A. Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Description of Current Program Resources Relative to Plan:

Currently, the Math Success Center's daily operations, including in-person and virtual tutoring, are carried out by Instructional Support Specialists, the MSC Coordinator, and student tutors. To successfully carry out the initiatives outlined in the three-year program plan, the MSC will require additional resources beyond its current levels. Several initiatives depend on staffing and training, including enhanced tutor training, the hiring of additional embedded tutors, and compensation for faculty experts working directly with the center. These efforts will ensure consistent, high-quality support and better integration between tutoring and classroom instruction. To improve outreach and student engagement, the MSC will need to continue using marketing materials and will need dedicated outreach personnel. This will help the center connect with underrepresented student groups and increase overall utilization. The recent implementation of StarFish will allow for better tracking of student outcomes and usage. Lastly, the center will need to establish a dedicated general fund to pay peer tutors, providing the program with greater flexibility in staffing and ensuring sustainability of key services regardless of grant cycles or temporary funding sources. These resources are critical for maintaining the momentum of the center's growth and for scaling services in alignment with the increasing demand and institutional goals.

B. Identify the resources needed in order to implement each component of the three-year plan for the program by completing Columns E – F of the Three-Year Program Planning Template (the Excel file that will accompany the Program Review Report). If more than one type of resource (e.g., operating expenses, technology, supplies, facilities, equipment, etc.) is needed to implement the initiative, list each need on consecutive rows following the unit-level initiative.

Note: Resources to support program plans are allocated through the annual planning and resource allocation process (not the program review process).

The completed Three-Year Program Planning Template will serve as a draft/starting point for upcoming annual planning and resource allocation cycles.

Columns A – F of the Three-Year Program Planning Template are described below. Enter the resources needed to implement the plan components into the Excel file.

A	B	C	D	E	F
PROGRAM:	*Math Success Center*				
PLANNING YEARS:	**2025-2026 through 2027-2028**				

Program/Service	Unit-Level Initiative	Anticipated Year of Implementation	Anticipated Outcome of Initiative	Description of Resource Need	Type of Resource Need
Math Success Center	Strengthen Tutor Training	2025 - 2026	Enhanced tutor skills, leading to improved student comprehension and success.	Additional tutor training materials and workshops.	Staffing & Training
Math Success Center	Targeted outreach and engagement	2025 - 2026	Increased student participation and retention through direct outreach.	Marketing materials and dedicated outreach personnel.	Other
Math Success Center	Expand Embedded Tutoring	2024 - 2025 (Current)	Better integration of tutoring within courses, improving student outcomes.	Hiring additional embedded tutors and training resources.	Staffing & Training
Math Success Center	Establish a general fund budget to pay peer tutors	2025 - 2026	More funding flexibility for peer tutors, ensuring consistent support.	Establishment of a dedicated general fund for peer tutor payments.	Other
Math Success Center	Improve data collection platform	2024 - 2025 (Current)	Improved tracking and assessment of student progress for data-driven decisions.	Upgraded data management system and analytics software.	Technology & Equipment
Math Success Center	MSC Faculty Experts	2025 - 2026	Stronger faculty involvement, enriching student learning experiences.	Funding for faculty to work in the Math Success Center.	Staffing
Math Success Center	Computer and Printer Refresh	2025 - 2026	Updated technology to support student learning and reduce technical barriers.	New laptops and printers for student and tutor use.	Technology & Equipment
Math Success Center	Math for Chemistry Sessions	2025 - 2026	Improved chemistry students' math skills, leading to better performance.	Dedicated math tutors with chemistry expertise and session materials.	Staffing & Supplies
Math Success Center	Statistics Study Sessions	2025 - 2026	Improved student knowlegde in statistics, leading to better performance.	Dedicated statistics tutor and session materials.	Staffing & Supplies
Math Success Center	Expand MSC Hours	2025 - 2026	Extended access to tutoring, benefiting more students.	Increased staffing to cover additional tutoring hours.	Staffing
Math Success Center	Calculus Study Sessions	2025 - 2026	Improved student knowlegde in calculus, leading to better performance.	Dedicated calculus tutor and session materials.	Staffing & Supplies

MATH SUCCESS CENTER SPRING 2025

Completed by Supervising Administrator:

Christopher Farmer

Date:

5/8/2025

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

The Math Success Center has demonstrated significant strengths and successes over the past three years. Data shows an 818% increase in in-person visits, indicating strong student engagement post-pandemic. The MSC effectively serves a diverse population, with higher usage rates among African American students, veterans, and students with disabilities compared to the overall NVC population. Student surveys reveal that 90-95% of users report increased confidence in their math skills after utilizing MSC services. The introduction of targeted workshops aligned with core math courses and the expansion of chemistry and STEM tutoring highlight the MSC's responsiveness to student needs and curriculum. The transition to Starfish for improved data tracking and the use of Canvas discussion boards demonstrate the center's commitment to leveraging technology for enhanced services. These successes position the MSC as a vital resource for student achievement in math and STEM fields.

Areas of concern, if any:

While the MSC has shown impressive growth and impact, there are a few areas of concern. The data indicates lower usage rates among students aged 19 or younger compared to their representation in math courses, suggesting a need for targeted outreach to first-year students. Additionally, challenges with accurate student clock-in/out data have hindered the ability to measure student momentum and achievement. While the transition to Starfish aims to address this issue, consistent data collection practices will be crucial moving forward.

Another significant concern is the substantial lag time experienced when attempting to hire student workers, including those being paid through grant funds. These delays can lead to understaffing, increased workload for existing staff, and potential gaps in service provision. Streamlining the hiring process and improving coordination with Financial Aid, HR, the Business Office and other connected parties will be essential to ensure the MSC can maintain adequate staffing levels to support student needs.

Finally, the reliance on grant funding for peer tutors may pose sustainability concerns, highlighting the need for a dedicated general fund to support this essential component of the MSC's services.

Recommendations for improvement:

To build upon the MSC's successes and address areas of concern, the following recommendations are proposed:

1. Develop a a plan to engage underrepresented student groups, particularly those aged 19 or younger, through collaboration with math faculty, first-year experience programs, and student organizations.
2. Collaborate with other tutoring services on campus, such as the Writing Center, Supplemental Instruction, and MESA, to create a more integrated support network for students and maximize resources.
3. Advocate for the establishment of a dedicated general fund to support peer tutor compensation, ensuring the sustainability and growth of this critical component of the MSC's services.
4. Expand the use of structured workshops and embedded tutoring, working closely with math faculty to align support with course content and learning outcomes.
5. Work with relevant parties to streamline the student worker hiring process, reducing lag times and ensuring the MSC can maintain adequate staffing levels to meet student demand. This may involve developing clear hiring timelines, improving communication channels, and advocating for expedited processes.

By implementing these recommendations, the MSC can continue to enhance its services, reach more students, and contribute to NVC's mission of fostering student success and equity.

Additional information regarding resources:

By investing in these critical resources - tutor training, faculty collaboration, peer tutor compensation, and hiring process improvements - NVC can position the Math Success Center for success in implementing its three-year plan. These resources will enable the MSC to expand its reach, enhance the quality of its services, and ultimately drive student achievement and equity in math and STEM fields. As the MSC continues to grow and evolve, it is essential that resource allocation decisions are aligned with the center's strategic priorities and the broader mission of the college. Through sustained investment and support, the MSC can fulfill its potential as a transformative force for student success at NVC.