



Section A – Operating Data

1. Please enter the number of students that your program has served over the previous three years.

Year	Fall	Spring	Total
2012-2013	N/A	240	240
2013-2014	462	381	843
2014-2015	361	381	762

2. Is the number of students served by your program increasing, decreasing, or remaining constant?

Decreasing

3. Describe the reason(s) for this trend (600 characters max).

The Reading & Writing Center opened in Spring 2013 as part of a shared space with the Testing Center. The number of students served initially increased, but then decreased due to a lack of funds to hire additional tutors and the inability to expand its service hours in the shared space. However, in Fall 2015 the RWC was moved back into the Tutoring Center to expand hours of service and the number of tutors was increased from 3 to 5. English and IDS faculty have developed a new series of orientations and workshops. It is now anticipated that the number of students served will increase.

4. Enter the number of students from each demographic group that your program served in the 2014-2015 academic year.

Race/Ethnicity	Number of Students Served in 2014-2015
Asian	44
Black	24
Hispanic	481
Native Amer	6
Pacific Islander	1
Two or More Races	26
Unknown	7
White	150
Gender	Number of Students Served in 2014-2015
Female	433
Male	294

5. Are you able to increase the number of students your program serves and/or serve more students from underrepresented groups?

Yes



If yes, please create an initiative in Section F that describes how your program will do this, and what resources, if any, are necessary to achieve it.

6. If no, please describe why your program is unable to do this (600 characters max).

Section B – Services Offered

Please describe the type of services that your program offers.

Service Offered (100 characters max)	Offered Face to Face (Day)	Offered Face to Face (Evening)	Offered Online	% of Total Students Served who Used this Service in the Past Year
Drop-In Tutoring	Yes	Yes	Yes	89.00%
Appointments	Yes	Yes	Yes	11.00%
	- Select -	- Select -	- Select -	0.00%
	- Select -	- Select -	- Select -	0.00%
	- Select -	- Select -	- Select -	0.00%
	- Select -	- Select -	- Select -	0.00%
	- Select -	- Select -	- Select -	0.00%

1. Are you able to improve the quantity or quality of services that your program offers?
Yes

If yes, please create an initiative in Section F that describes how your program will do this, and what resources, if any, are necessary to achieve it.



2. If no, please describe why your program is unable to do this (600 characters max).

Section C – Service Unit Outcomes

Please enter the following SUO information for your program.

Service Unit Outcome	Date/Semester of Most Recent Assessment	Brief Description of Assessment Results	Changes Made as Result of Assessment	Date/Semester of Next Assessment
PSUO1- Students will demonstrate improved understanding of the course subject matter.	Spring 2014	74% stated that being tutored helped them understand the course material and achieve their academic goals.	Created informational materials and purchased text books	Fall 2015
PSUO2- Students will demonstrate improved skills in interpreting information from the text and other course media.	Spring 2014	The data collected also showed that tutoring helps students achieve their academic goals. Students stated that their understanding of course material improved after receiving tutoring.	Increase student participation	Fall 2015
PSUO3- Students will find Tutoring Center services accessible and one that encourages student success.	Spring 2014	98% of tutees found the Tutoring Center to have a comfortable environment. 88% Stated that the Tutoring Center hours are sufficient.	Created brochures and flyers.	Fall 2015

1. How does your program facilitate the achievement of the college’s institutional student learning outcomes or institutional service unit outcomes? (600 characters max)



ISUO-1 The Service will support or facilitate a positive learning or service environment for students. The Tutoring Center provides drop-in, individual, group and supplemental instruction to students enrolled in Ventura College classes. Tutors are Ventura College students who have been recommended by their instructors to assist students, or volunteers from the community, many of whom are retired faculty. Tutors clarify instructions for assignments, help brainstorm ideas for papers and projects, and model strategies for effective study and exam preparation.

2. How many department/program meetings have you held in the previous year in which SUO's have been discussed?

6 meetings

3. Are you able to improve the service unit outcomes for your program (i.e. number of SUO's assessed, adherence to rotational plan, improved SUO assessment results, etc.)?

Yes

If yes, please create an initiative in Section F that describes how your program will do this, and what resources, if any, are necessary to achieve it.

4. If no, please describe why your program is unable to do this (600 characters max).

Section D – Program Staffing

Please enter the following staffing information.

Type	Headcount	FTE
Full-Time Non-Instructional Faculty	0	0
Adjunct Non-Instructional Faculty	0	0
Classified Staff	1	.33
Unclassified Staff	12	.83

1. Describe any changes in the staffing levels in your program over the past three years, and if applicable, describe how these changes have impacted your program (600 characters max).



2015-2016 Program Review
Tutoring Center

In Fall 2015, staff at the Reading and Writing Center includes: one full-time 12-month Tutorial Services Specialist-1, one 40% Provisional Lead Tutor (evenings & Fridays), one 10% Provisional Lead Tutor (Saturdays) and five student tutors. Five front desk student assistants help with data collection and reception duties. English faculty provide instructional guidance as needed but are not part of the staff.



Section E - Previous Year Initiatives

Program	Funding Category	Initiative ID	Initiative Title	Initiative Description	Cost	Grants/ Categorical	College Funds	Program Priority	Division Priority	Committee Priority	College Priority	Funded	Status	Outcome
TSC	Computer	TSC 1404	3 LCD projectors, 3 new computers, 3 equipment black boxes	Replacements for Tutoring study rooms & additions for SI room	3,000		3,000	H	H	H	H	Yes	Pending	
TSC	Computer	TSC 1406	25 tablets	Tablets to be used by SI and Tutor Center tutors to track student usage/data; will also enhance customer service & GradesFirst data collection	5,000		5,000	H	H	H	H	Yes	Pending	
TSC	Computer	TSC 1501	4 computers	Additional computers for SI room to accommodate students' online work	3,500		3,500	H	H	H	H	Yes	Pending	
TSC	Computer	TSC 1505	Laptop and Mini Projector	Increase tutoring and SI services usage by conducting	750		750	M	M	M	M	No	Pending	



2015-2016 Program Review
Tutoring Center

				workshops in class with laptop and mini projector.										
TSC	Equipment	TSC 1503	3 office chairs and 2 break room chairs	Replace broken chairs, this is a hazard for students and staff.	2,000		2,000	M	M	M	M	No	Pending	
TSC	Equipment	TSC 1504	Copier/Fax/Scanner	Increase staff productivity-- staff have no access to copy machine to copy hiring packets, instructional and training materials.	6,500		6,500	M	M	M	M	Yes	Pending	
TSC	Equipment	TSC 1506	2- Laminating machines	Increase staff productivity-- staff has no access to laminating machine to laminate tutor materials.	800		800	L	L	L	L	No	Pending	
TSC	General Fund	TSC1413	D2L tutor course shells	D2L students and faculty will find the tutor as a valuable resource in the course	-		-	M	M	M	M	Yes	Ongoing	



2015-2016 Program Review
Tutoring Center

TSC	None	TSC 1409	Joint Tutor Training	The SI and Tutoring Programs will provide joint tutor training for all student tutors so that all tutors can benefit from the activities.	-	-	L	L			Yes	Ongoing	
TSC	None	TSC 1412	Outreach of Tutorial Services	To increase tutoring services usage	-	-	L	L			Yes	Ongoing	
TSC	None	TSC 1502	GradesFirst Effectiveness Evaluation	Compare effectiveness of GradesFirst (v. SARS) in tracking student hourly usage.	-	-	H	H			Yes	Ongoing	



Section F – 2015-2016 Initiatives

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
Reading and Writing Center	RWC1601	Rolling White Boards	5 Rolling White Boards	\$1,200	College Funds	Equipment	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Quantity/ Quality of Services <input type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/ Fill Rate <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low
Reading and Writing Cener	RWC1602	Space Utilization Task Force	Space Utilization Task Force - The Reading Writing Center and IDS has been moved into the Tutoring Center. A larger space is now needed for line of sight supervision of all Tutoring Center operations.	0	None	Facilities	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Quantity/ Quality of Services <input checked="" type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/ Fill Rate <input checked="" type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low



2015-2016 Program Review
Tutoring Center

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
Reading and Writing Center	RWC1603	Partitions	Purchase addiitonal partitions or pipes & drapes to create more privacy	TBD	College Funds	Facilities	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Quantity/ Quality of Services <input checked="" type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/ Fill Rate <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input type="checkbox"/> High <input checked="" type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low
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2015-2016 Program Review
Tutoring Center

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					- Select -	- Select -	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input type="checkbox"/> Quantity/ Quality of Services <input type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/ Fill Rate <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low
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Educational Master Plan Goals

Goal 1: Continuously improve educational programs and services to meet student, community, and workforce development needs.

Goal 2: Provide students with information and access to diverse and comprehensive support services that lead to their success.

Goal 3: Partner with local and regional organizations to achieve mutual goals and strengthen the College, the community and the area's economic vitality.

Goal 4: Continuously enhance institutional operations and effectiveness.

Goal 5: Implement the Ventura College East Campus Educational Plan.



Section I – Process Assessment

How have the changes in the program review process this year worked for your area?

How would you improve the program review process based on this experience?

Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives (i.e. initiatives that should have been ranked high but were not, initiatives that were ranked high but should not have been), the division's decision to support/not support program discontinuance, or the process (either within the department/program or the division) itself.

If you choose to appeal, please complete the Appeals form (Appendix E) that explains and supports your position. Forms are located at the Program Review VC website.

The appeal will be handled at the next higher level of the program review process.

Section I – Submission Verification

Preparer:

Dates met (include email discussions):

List of Faculty/Staff who participated in the program Review Process:

Preparer Verification:

I verify that this program document was completed in accordance with the program review process.

Dean/VP Verification:

I verify that I have reviewed this program review document and find it complete. *The dean/VP may also provide comments (optional):*



APPEAL FORM

The program review appeals process is available to any faculty, staff, or administrator who feels strongly that the prioritization of initiatives (i.e. initiatives that were not ranked high but should have been, initiatives that were ranked high but should not have been), the decision to support or not support program discontinuance, or the process followed by the division should be reviewed by the College Planning Council.

Appeal submitted by: (name and program) _____

Date: _____

Category for appeal: Faculty
 Personnel – Other
 Equipment- Computer
 Equipment – Other
 Facilities
 Operating Budget
 Program Discontinuance
 Other (Please specify)

Briefly explain the process that was used to prioritize the initiative(s) being appealed:

Briefly explain the rationale for asking that the prioritization of an initiative/resource request be changed:

Appeals will be heard by the College Planning Council. You will be notified of your time to present.