

Tutoring Center Program Review

2011-2012

1. Program Description

A. Description

The Tutoring Center provides free drop-in and individual tutorial services 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. Besides helping students with course content, tutors clarify instructions for assignments, help brainstorm ideas for papers and projects, and teach strategies for effective study and exam preparation.

B. Service Unit Outcomes:

Students utilizing this service will be able to:

1. Students will demonstrate improved understanding of the course subject matter.
2. Students will demonstrate improved skills in interpreting information from the text and other course media.
3. Students will find tutoring center services accessible and one that encourages student success.

C. College Level Student Learning Outcomes:

Students utilizing this service will enhance their skills in the following areas:

1. Communication
2. Information Competency
3. Social and Life Skills

D. Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

E. Mission

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

F. Core Commitments

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Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

G. What services are provided by the program?

The Tutoring Center offers several learning systems to fit the diverse educational needs of our students: General tutoring options both on campus and at the East Campus LRC; online tutoring; math focused centered tutoring; and English and writing assistance for students either not able to attend the writing center and/or do not qualify as basic skills.

The tutoring center has also been asked to handle campus make-up testing needs. The service is offered to faculty and students sixteen hours per week. This service has been provided mainly to assist those faculty members who are unable to schedule the make-up exam during or after class time. The center also has been handling distance learning exam both from VC and other distance learning programs as a courtesy.

General Tutoring: The Tutoring Center is currently open at VC main campus Monday-Saturday, for a total of 57½ hours per week, with additional hours and services at the Santa Paula East Campus. The Center offers several forms of tutoring for students with various learning needs: individual tutoring sessions, group sessions, drop-in sessions, in class tutoring, study groups and/or on-line tutoring are available for practically all disciplines, with overall general focus on Accounting, Biology, Chemistry, Child Development, Economics, English, ESL, Foreign Language, History, Math (all levels, from basic Math to Applied Calculus), Computer Aided Drafting, Anatomy, and Physics. Due to budget constraints individual tutoring and online tutoring are handled on an as needed basis only or through special funding.

Tutoring at the East Campus includes basic technology skills tutoring, ESL tutoring, SI in business and nursing skills, and also includes individual tutoring in the LRC for computer skills and assisting with instructional software. Tutoring here is also very limited by budget constraints.

Math Center: The Math Center, located in SCI-223, is also run through the Tutoring Center staffed by our trained tutors. Falling under the umbrella of the Tutoring Center ensures continuity of tutoring services and assures that all tutors receive the same training and operate under the same guidelines and principles. The Math Center operates solely on drop-in basis and is staffed with up to two tutors per

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hour. Tutors in the Math Center are equipped to help students with all levels of math leading up to Calculus, but prioritize their time for students at basic skills math level. The Math Center is open Monday-Friday, 8:30am-1:30pm, for a total of 25 hours a week.

Online Tutoring: With the increasing popularity of online courses, the Tutoring Center incorporates a web based component to provide tutoring assistance on-line. This system, *AskOnLine*, enables Ventura College students to access a tutor when not on campus. *AskOnLine* allows tutors to read submitted papers, chat live with students, or respond to questions submitted on-line. Toolbars within the system create a user-friendly experience with additional support for visually impaired. Students can select from insertable formulas, characters, equations, and a printable whiteboard for an interactive experience. However due to budget constraints this option is extremely limited.

Make-up Testing: located in LRC-160, provides campus faculty members and their students with make-up exam services. The Testing Center operates Monday-Thursday, 5pm-9pm, for a total of 16 hours a week and will be staffed with a permanent 40% proctor. Faculty may take advantage of this service by completing a Testing Services Request Form prior to the exam date. All make-up exams are administered according to faculty written instructions. Students requesting a make-up exam are required to provide proper identification and must follow strict policies. Academic Integrity is strongly upheld by Testing Center staff. Students are required to verify identity, read testing policies, and sign a Lab Form indicating all procedures and policies are understood.

H. What are the strengths, successes, and significant events of the program?

The key strengths for the Tutoring Center are its dedicated staff, faculty involvement, and increased tutor training. The Center works closely with faculty to train and educate our tutors. This training provides our tutors with the skills to guide and assist students with the comprehension of course subject matter, assisting in the development of effective study habits, and promoting the development of student self-confidence encouraging them to become independent learners. Tutors are also provided sensitivity training to promote successful tutor/tutee relationship building. VC tutors are top notch and are committed to helping students succeed. All tutors, including volunteer tutors, must be faculty recommended and have received a letter grade of B or higher in the subject area they wish to tutor. All tutors must also enroll and complete IDS V09, our ½ unit 9 week tutor training course. English tutors, along with Reading and Writing Center tutors must also enroll and complete IDS V13, a one unit course teaching proper reading and writing techniques. Other requirements include attendance at annual orientations, participation in monthly workshops or meetings, keeping up to date with subject knowledge and maintaining solid faculty relations and contact. The tutor also employs several volunteer tutors consisting of retired faculty and professionals from the community.

All Tutoring Center classified personnel have impressive tutoring backgrounds and possess the right blend of technology skills, interpersonal skills, and decision making skills necessary for running a successful program. Sandy Hajas has a Masters in Library and Information Science, a BA in Liberal Studies with a Minor in Anthropology and concentration of Chicano Studies; Antonio Huante has a B.A in Business Administration; and Erika Hurtado is currently pursuing a B.A. degree in Business Administration. They are driven and motivated, lead the tutors by example promote education and provide outreach and information to local schools.

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Antonio Huante has been influential in the increased success and usage of the center by creating a welcoming atmosphere for the students, especially for students with English language issues. His bilingual skills are also an asset to the customer service aspect of the center. He has also been working with faculty and tutors to create You-Tube videos as additional study tools for students. The LRC Supervisor, Sandy Hajas, both has received EAC awards for service to students, the Star-fish award, and the distinguished Service Award.

Erika Hurtado, our Santa Paula Instructional Lab Technician, has been working closely with EC faculty to promote the Tutoring program by utilizing in-class tutors, supplemental instruction and group study sessions held in the VCSP-LRC. She also has been working with main campus staff to receive additional training in the library circulation and cataloging software; with the librarians to receive training on the electronic databases; and is maintaining the connection needed with the main campus to assure consistency of service.

VC Faculty are also an integral partner of the Tutoring Center and one of our strengths of the program. Many faculty support the center by holding their office hour in the center making themselves available to any student needing assistance. Other faculty members have volunteered to hold training workshops and work with us to create new courses to further promote professional development of our tutor staff.

The Tutoring Center also has current text book editions to provide as a resource and has syllabi and assignments on file to ensure course structure is closely followed. Upon request, the Center will create study groups for specific classes preparing for exams, midterms, or finals. The Center works closely with EOPS, EAC and Distance Education to serve students who are disadvantaged, disabled or taking online courses.

The Tutoring Center has been extremely innovative the past few years in automating its student appointment and payroll system, in creating an in-house on-line tutoring program called *Ask On Line*. We have also created two group study rooms used for large tutoring groups, and for creating You-Tube videos for specific subject areas such as calculus and chemistry. The Center also has computers and electronic whiteboards available for tutor/tutee interaction.

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I. Organizational Structure

President: Robin Calote

Executive Vice President: Ramiro Sanchez

Dean: Kathy Scott

Supervisor: Sandy Hajas

Instructors and Staff

Name	Antonio Huante
Classification	Instructional Lab Technician II/Learning Resources
Year Hired	9/12/07
Years of Industry Experience	
Degrees/Credentials	

Name	Geraldine Daniels
Classification	Instructional Assistant/Multi-Clerical
Year Hired	2010—To LRC
Year of Industry Experience	
Degrees/Credentials	

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2. Performance Expectations

A. Service Unit Outcomes

Students utilizing this service will be able to:

- 1) Students will demonstrate improved understanding of the course subject matter.

Performance Indicator: 50% or higher will demonstrate improved understanding of course subject matter as a result of their tutoring sessions.

- 2) Students will demonstrate improved skills in interpreting information from the text and other course media.

Performance Indicator: 50% or higher will demonstrate improved skills in interpreting information from their text and course assignment sheets as a result of meeting with their tutor.

- 3) Students will find tutoring center services accessible and one that encourages student success.

Performance Indicator: 50% or higher will find tutoring center services accessible and on that encourages student success.

Program Operating Outcomes

- 1) The hours of operation are adequate to allow access for students each semester.

Performance Indicator: The Tutoring Center staff will survey the students to determine if operational hours are adequate to meet their needs.

- 2) The budget allotted for tutoring services will be adequate to meet student demand.

Performance Indicator: The Tutoring Center staff will monitor budget and requests and note any problems or issues that occur that indicate inadequate staffing and make note through survey to see if students request additional hours or subjects.

- 3) The online software program will be sufficient to meet the needs of VC distance education students.

Performance Indicator: The Tutoring Center staff will survey the students to determine if the program as it currently operates, meets the needs of the students online.

- 4) The Tutoring Center will optimize the use of its facilities and equipment.

Performance Indicator: The Tutoring Center staff will analyze the use of its facilities and equipment to determine if better scheduling or use can improve utilization efficiency or effectiveness.

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3. Operating Information

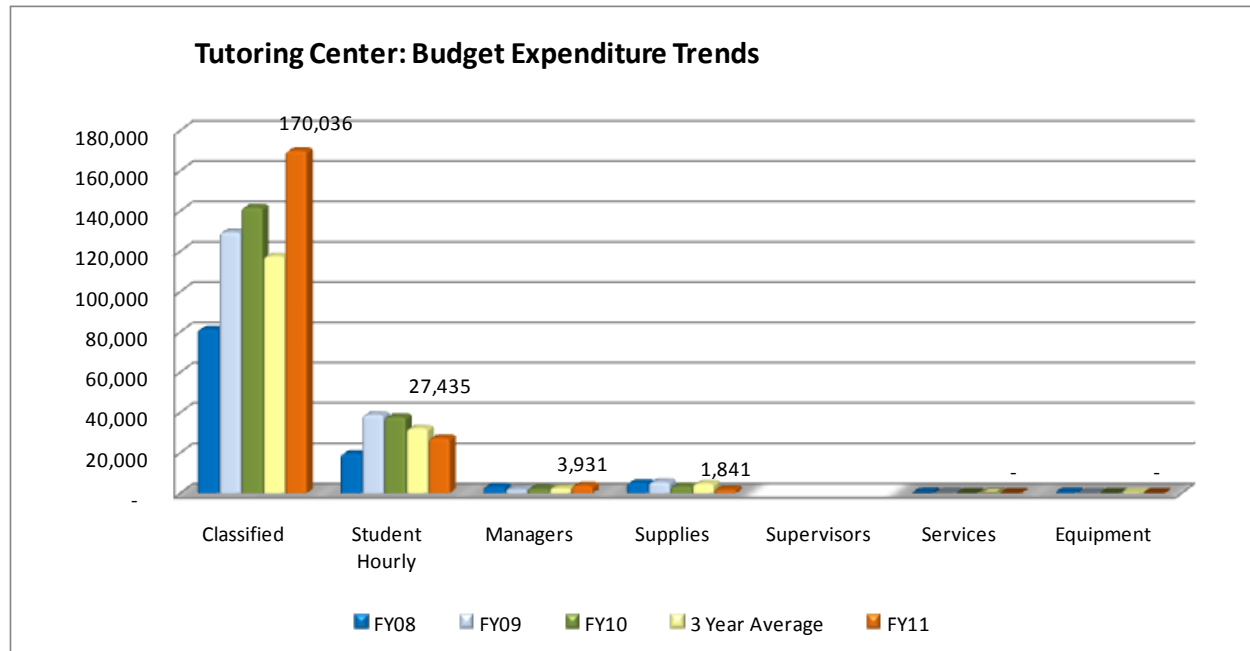
A1: Budget Summary Table

To simplify the reporting and analysis of the Banner budget detail report, the budget accounts were consolidated into nine expense categories. The personnel categories include employee payroll expenses (benefits). The “3 Year Average” was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 expenses. The “FY11 College” expense percentages are included to provide a benchmark to compare the program’s expenses to the overall college expenses.

Category	Title	FY08	FY09	FY10	3 Year Average	FY11	FY11 Program	FY11 College
3	Classified	81,440	129,641	141,919	117,667	170,036	45%	12%
4	Student Hourly	19,675	39,061	37,894	32,210	27,435	-15%	-10%
6	Managers	3,350	2,038	2,219	2,536	3,931	55%	-1%
7	Supplies	5,286	5,623	3,517	4,809	1,841	-62%	10%
5	Supervisors							7%
8	Services	174	139	-	157	-	-100%	-8%
9	Equipment	369	-	-	369	-	-100%	24%
	Total	110,294	176,502	185,549	157,448	203,243	29%	0%

A2: Budget Summary Chart

This chart illustrates the program’s expense trends. The data label identifies the FY11 expenses (the last bar in each group). The second-to-last bar is the program’s prior three year average.

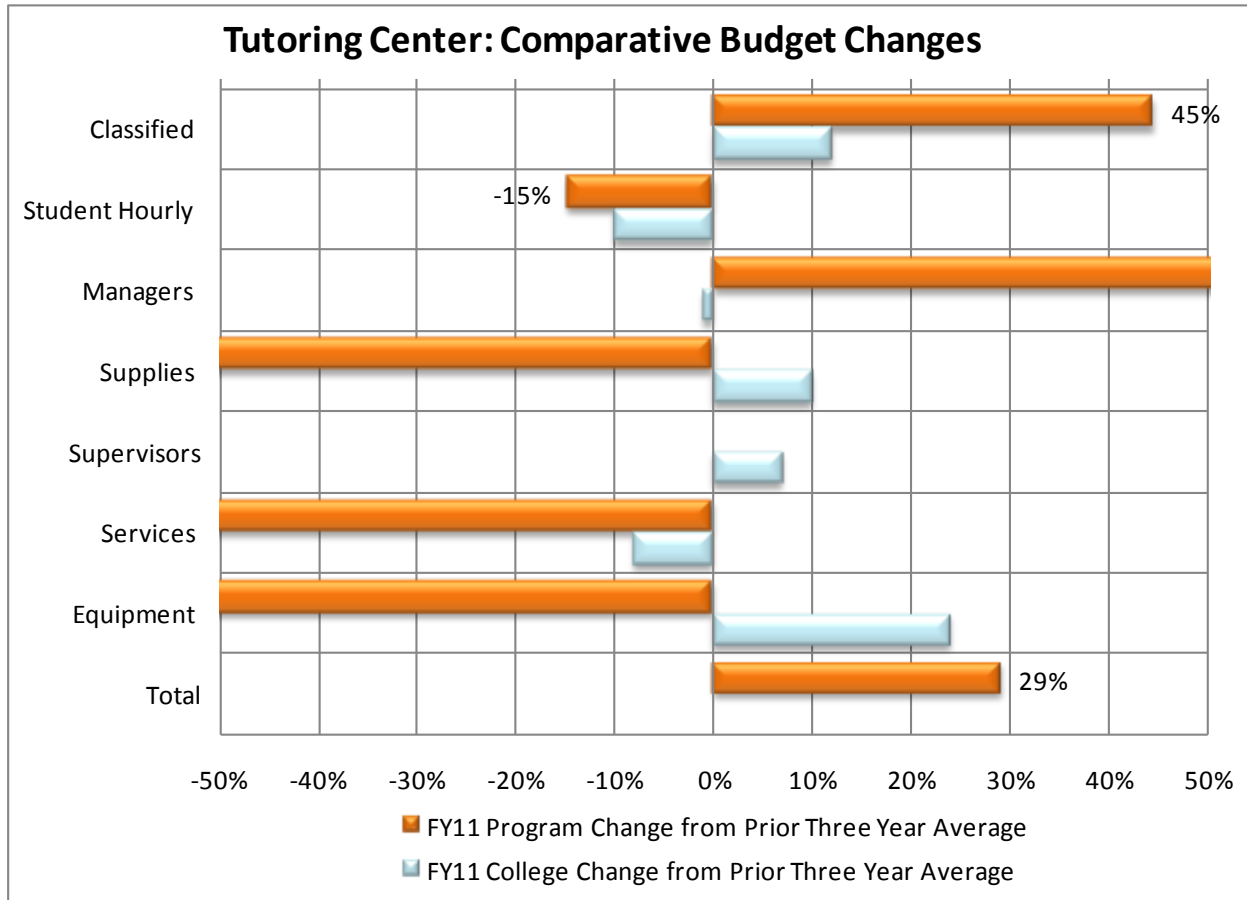


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A3: Comparative Budget Changes Chart

This chart illustrates the percentage change from the prior three year average expense to the FY11 expenses. The top bar for each budget category represents the program's change in expenses and includes the data label. The second bar represents the college's change in expenses.



A4: Budget Detail Table

The program's detail budget information is available in *Appendix A – Program Review Budget Report*. This report is a PDF document and is searchable. The budget information was extracted from the District's Banner Financial System. The program budget includes all expenses associated to the program's Banner program codes within the following funds: general fund (111), designated college equipment fund (114-35012), State supplies and equipment funds (128xx), and the technology refresh fund (445). The *Program Review Budget Report* is sorted by program (in alphabetical order) and includes the following sections: total program expenses summary; subtotal program expenses for each different program code; detail expenses by fund, organization and account; and program inventory (as posted in Banner). To simplify the report, the Banner personnel benefit accounts (3xxx) were consolidated into employee type benefit accounts (3xxx1 = FT Faculty, 3xxx2 = PT Faculty, 3xxx3 = Classified, etc.).

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FOAP	Title	FY08	FY09	FY10	3 Year Average	FY11
111 31020 2121 080100	Classified Regular	-	-	2,746	915	-
111 31020 2211 080100	Classified Regular/Inst Aides	30,680	74,191	79,745	61,539	86,859
111 31020 2322 080100	Classified - Overtime	-	-	70	23	-
111 31020 2510 080100	Student Hourly-Instructional Aides	19,285	38,244	37,081	31,537	26,699
111 31020 2826 080100	Provisional, Ltd Term-NonPos Cntrl	34,529	20,803	22,676	26,003	38,862
111 31020 3XXX3 080100	Benefits Classified	16,231	34,647	36,683	29,187	44,315
111 31020 3XXX4 080100	Benefits Student Hourly	390	817	813	673	736
111 31020 3XXX6 080100	Benefits Managers	3,350	2,038	2,219	2,536	3,931
111 31020 4100 080100	Instructional Supplies and Material	541	-	-	180	-
111 31020 4300 080100	Computer Software and Supplies	2,112	2,455	996	1,854	-
111 31020 4800 080100	General Supplies & Materials	1,027	2,016	2,521	1,855	1,841
111 31020 5870 080100	Printing And Duplicating	174	139	-	104	-
111 31020 6413 080100	Equip-Instruc Equip-\$200-\$999	369	-	-	123	-
12803 31020 4100 080100	Instructional Supplies and Material	1,606	1,152	-	919	-
	Total	110,294	176,502	185,550	157,449	203,243

A5: Program Staffing

The following table shows the staffing in the FY12 budget.

Tutoring Center							
Fund Org Account	Title	Name	Months	Pos%	Assign%	Total%	FTE
111310202211	Tutorial Svcs Spec II	Oxford, Sharon Elizabeth	12	1.000	0.500	1.000	0.500
111310202211	Instr Lab Tech II/Learnin	Huante, Antonio H	12	1.000	1.000	1.000	1.000
						2.000	1.500

A5: Interpretation of the Program Budget Information

The budget data does not reflect the entire funding picture for the Tutoring Center, Math Center, and Make-up Testing Center. Missing from the data are the funds that have been allocated to the program from the basic skills funds, funds provided from EOPS, EAC, and the Math Department. The Tutoring Center has received annually approximately \$50,000 per year from basic skills funds and \$10,000 combined from the math, EOPS, and EAC for focused and individual tutoring in those areas. This is one of the major problems for the program as it is difficult to plan each year without knowing exactly how much funding will be available year to year. Also, there are times when the funding does not come available until mid-spring. This makes it difficult to run this program without definite funding knowledge each year. It would be good to see the following:

- The budgets in one program
- basic skills and other categorical funding allotment decisions made in the Spring prior to the FY

Also, the comparative budget data shows a decrease in student hourly, and this has been due to the transfer of funds to support the Santa Paula LRC. However, the VCSP is also extremely underfunded. A reoccurring need for the VCSP LRC is the budget for student and provisional help. For the fiscal year 2011-2012 the Learning Center has a budget of \$8,000 for student hourly help and \$2,500 for provisional hourly help. The total projected costs for the year 2011-2012 will be \$8,500 for student help and \$3,500 for provisional help. During the 2010-2011 total expenditures were \$6,086 for student help

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and \$5,107 for provisional help. The budget was \$ 5,000 for student help and \$2,365 for provisional, historically the LRC also uses Basic Skills budget. During the 2010-2011 year the LRC used \$4,962.13 in Basic Skills money. If the LRC did not receive the additional funds from Basic Skills, the LRC would have not operated properly. In addition to the Basic Skills money the LRC also obtained a \$3,500 transfer from the VCSP operational budget. The Learning Resources Center's goal is to serve students and staff, without enough budget money the LRC will be forced to not have the proper student and provisional help to properly assist students and staff.

B1: Program Inventory Table

No inventory data was provided however, the program does have several computers, cameras, LCD projectors, etc. that need to be inventoried. A result of developing a complete and accurate inventory list is to provide an adequate budget for equipment maintenance and replacement (total-cost-of-ownership). The college will be working on this later this fall.

B2: Interpretation of the Inventory Information

The lack of an equipment list does not reflect the program's holdings. An inventory is underway to provide an accurate equipment list. A quick survey of existing equipment shows that the Tutoring Center has approximately \$20,000 worth of equipment with 80% purchased out of state construction funds and 10% from Measure S Bond funds. The Campus has within the last two years has provided funds for camera equipment and an Apple Laptop.

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C1: Service Data:

a) What populations are served by the program?

Tutoring is a free service to all currently enrolled Ventura College students. The Center also works closely with on-campus programs, EOPS, EAC and basic skills, for extended services to disadvantaged, disabled, immigrant student populations, and students with basic skills needs. EOPS and EAC student populations receive program authorizations vouchers granting one to three hours of weekly individual sessions tailored to meet specific learning styles and instructional needs. EA and, EOPs students are also encouraged to take advantage of additional tutoring offered through our drop-in and group sessions or to create their own study groups within the Center. The Tutoring Center will provide additional individual sessions to students who are academically at risk. The Center also reaches out to students taking distance education classes through the use of on-line tutoring system *Ask On Line*. At the East Campus the EC/LRC and tutoring serves a 1,127 student population that is 85% Hispanic and 68% female who are primarily part-time and over 29 years of age. A large percentage of the students are non-native English language speakers and many are among the 1.5 generation. Consequently, many students are in need of basic skills instruction and resource support.

b) How many students, classes, etc. have been served by the program over the last two years (per semester)?

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c) What other operational data is pertinent to your program? Please provide.

C2: Times of Operation (per semester/summer):

Tutoring Center

Fall and Spring Semesters:

Monday through Thursday: 7:30 a.m. to 7:00 p.m.

Friday: 7:30 a.m. to 1:00 p.m.

Saturday: 9:00 a.m. to 12 noon

Sunday, Holidays, and Breaks: Closed

Summer:

Monday and Thursday: 7:30 a.m. to 5:30 p.m.

Tuesday and Wednesday: 7:30 a.m. to 8:00 p.m.

Friday, Saturday, Sunday, Holidays, and Flex Week: Closed

Math Center

Fall and Spring Semesters:

Monday through Friday: 9:00 a.m.-1:00 p.m.

Saturday, Sunday, Holidays, and Breaks: Closed

Summer:

Closed

Make-up Testing Center

Fall and Spring Semesters:

Monday through Thursday: 5:00-9:00 p.m.

Friday, Saturday, Sunday, Holidays, and Breaks: Closed

Summer:

Tuesday and Wednesday: 5:00-8:00 p.m.

Monday, Thursday, Friday, Saturday, Sunday, Holidays, and Flex Week: Closed

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4. Performance Assessment

A. Service Unit Outcomes

Service Unit Outcome	Performance Indicators
1) Students will demonstrate improved understanding of the course subject matter.	<i>Performance Indicator: 50% or higher will demonstrate improved understanding of course subject matter as a result of their tutoring sessions.</i>
Operating Information	
The Tutoring Center surveys tutees, collects comment cards and emails regarding their services each semester.	
Analysis – Assessment	
During the Spring term the Tutoring Center survey showed that 90% of the students responding to the survey felt that the tutoring they received helped them understand course content and helped them succeed in their course. Several students emailed throughout the year, their appreciation of the service and the value it meant to them. Also our indicator may be low however; we will first compare the data to the next survey first before adjusting.	

Service Unit Outcome	Performance Indicators
2) Students will demonstrate improved skills in interpreting information from the text and other course media.	<i>Performance Indicator: 50% or higher will demonstrate improved skills in interpreting information from their text and course assignment sheets as a result of meeting with their tutor.</i>
Operating Information	
The Tutoring Center surveys tutees, collects comment cards and emails regarding their services each semester.	
Analysis – Assessment	
Although this SUO has yet to be assessed, a preliminary review of the past survey shows that this indicator has been met. However, plans will be made to assess this SUO in the Spring 2011 term.	

Service Unit Outcome	Performance Indicators
3) Students will find tutoring center services accessible and one that encourages student success.	<i>Performance Indicator: 50% or higher will find tutoring center services accessible and on that encourages student success.</i>
Operating Information	
The Tutoring Center surveys tutees, collects comment cards and emails regarding their services each semester	
Analysis – Assessment	
This SUO will be assessed this Fall and in the assessment look for the data that will show satisfaction with services, access to services, and overall student success outcomes with tutorial services. Information will also be gathered as to the type of service that is the most popular and the service that is the least utilized.	

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B. Operating Goals

Operating Goal	Performance Indicators
1) The hours of operation are adequate to allow access for students each semester.	<i>Performance Indicator: The Tutoring Center staff will survey the students to determine if operational hours are adequate to meet their needs.</i>
Operating Information	
The Tutoring Center surveys tutees, collects comment cards and emails regarding their services each semester	
Analysis – Assessment	
The data is vital in this area, especially if funds for the next year are extremely restricted or cut. Students are usually very vocal when it comes to cutting any hours in the center.	

Operating Goal	Performance Indicators
2) The budget allotted for tutoring services will be adequate to meet student demand.	<i>Performance Indicator: The Tutoring Center staff will monitor budget and requests and note any problems or issues that occur that indicate inadequate staffing and make note through survey to see if students request additional hours or subjects.</i>
Operating Information	
The Learning Resources Supervisor will conduct the review of current offerings, review tutor assignments, and confer with faculty to decide on annual implementation plan to coincide with resources and demand.	
Analysis – Assessment	
Past budget allocations are found to be unstable and annually reliable. Often funds are distributed late in the year, thus planning is difficult.	

Operating Goal	Performance Indicators
3) The online software program will be sufficient to meet the needs of VC distance education students.	<i>Performance Indicator: The Tutoring Center staff will survey the students to determine if the program as it currently operates, meets the needs of the students online.</i>
Operating Information	
The Tutoring Center staff will survey distance learning students as well as usage log data will be collected.	
Analysis – Assessment	
The data should show usage, subject area demand for tutoring, and the reliability of current online services.	

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Operating Goal	Performance Indicators
4) The Tutoring Center will optimize the use of its facilities and equipment.	<i>Performance Indicator: The Tutoring Center staff will analyze the use of its facilities and equipment to determine if better scheduling or use can improve utilization efficiency or effectiveness.</i>
Operating Information	
The inventory of equipment and review of usage of the facility will be reviewed.	
Analysis – Assessment	
The data provided will show the equipment listing, need for replacement, and show how the facility is used.	

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5. Findings

Finding 1: Tutoring Center is underfunded and unstable for both the main campus and VCSP. Annual supplemental funding often comes from various sources however; the exact funding amounts are sometimes not known until late into the Spring term which impacts overall services. (OG #2)

Finding 2: 75% of the student tutees surveyed stated that the tutoring they received helped them to succeed in their courses. (SUO #1)

Finding 3: A review of services, types of tutoring provided, the number and type of tutors, and the subjects offered needs to occur so that an annual implementation plan for tutoring can be developed. (OG #2) (SUO #3)

Finding 4: The online tutoring for distance education students needs to be enhanced to support that program. A survey will need to be completed to show whether we are reaching that student population with the small amount of online tutoring we are currently providing. (SUO #3) (OG #4)

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6. Initiatives

Initiative: Tutor budget enhancement

Initiative ID: TC 01

Link to Finding #1: Tutoring Center is underfunded and unstable for both the main campus and VCSP. Annual supplemental funding often comes from various sources however; the exact funding amounts are sometimes not known until late into the Spring term which impacts overall services. (OG#2)

Benefits: Students and faculty will benefit by having a stable tutorial services program with pre-identified drop-in, groups, and even individual tutoring for students who are really struggling to complete a course.

Request for Resources:

- 1) Tutoring Center: \$50,000 for student tutors
- 2) VCSP LRC: \$3500 for student tutors

Funding Sources:

Recommend the grouping of tutoring funds into one account and the annual identification of funds prior to year beginning so that an expenditure plan can be created prior to the term beginning.

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	x
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	x

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Initiative: Tutoring Online Enhancement and Review

Initiative ID: TC 02

Link to Finding #4: The online tutoring for distance education students needs to be enhanced to support that program. A survey will need to be completed to show whether we are reaching that student population with the small amount of online tutoring we are currently providing.(SUO#3) (OG#4)

Benefits: Students will benefit from a more enhanced online tutorial program that will serve this need.

Request for Resources: The request would be to look into a service that would provide a more comprehensive 24/7 service to meet the needs of online students.

Funding Sources: Perhaps the student services coop grant

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	x

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Initiative: Tutorial Services Review

Initiative ID: TC 03

Link to Finding #3: A review of services, types of tutoring provided, the number and type of tutors, and the subjects offered needs to occur so that an annual implementation plan for tutoring can be developed. (Og#2)(SUO#3)

Benefits: Students and faculty will benefit by having a stable tutorial services program with pre-identified drop-in, groups, and even individual tutoring for students who are really struggling to complete a course.

Request for Resources: None

Funding Sources:

No new resources are required (use existing resources)	x
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

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6A: Initiatives Priority Spreadsheet

The following blank tables represent Excel spreadsheets and will be substituted with a copy of the completed Excel spreadsheets. The program's initiatives will be entered into the Excel spreadsheets by resource category and consolidated into division and college-wide spreadsheets.

Personnel –Faculty Requests

Other	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

Personnel – Other Requests

Personnel - Other	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	New General Funds	Other
1												
2												
3												
4												
5												

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Computer Equipment and Software

Equipment - Computer Related	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Technology Fund	Other
1												
2												
3												
4												
5												

Other Equipment Requests

Equipment	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Equipment Fund	Other
1												
2												
3												
4												
5												

Facilities Requests

Facilities	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Facilities Fund	Other
1												
2												
3												
4												
5												

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Other Resource Requests

Other Resources	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

6B: Program Level Initiative Prioritization

All initiatives will first be prioritized by the program staff. If the initiative can be completed by the program staff and requires no new resources, then the initiative should be given a priority 0 (multiple priority 0 initiatives are allowed). All other initiatives should be given a priority number starting with 1 (only one 1, one 2, etc.).

6C: Division Level Initiative Prioritization

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives (excluding the '0' program priorities) will then be prioritized using the following priority levels:

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

6D: Committee Level Initiative Prioritization

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The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

6E: College Level Initiative Prioritization

Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

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7A: Appeals:

After the service unit review process is complete, your unit has the right to appeal the ranking of initiatives.

If you choose to appeal, please complete the form that explains and supports your position. The appeal will be handled at the next higher level of the review process.

7B: Process Assessment

In this first year of service unit review using the new format, units will be establishing performance indicators (goals) for analysis next year. Review will take place annually, but until units have been through an entire annual cycle, they cannot completely assess the process. However, your input is very important to us as we strive to improve, and your initial comments on this new process are encouraged.