

1. Program Description

1A. Description

The Tutoring Services Center provides tutoring services such as 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. 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.

1B. Services Provided by the Program

Tutoring Services offers several learning systems to fit the diverse educational needs of our students including: Tutoring options both on campus and at the Santa Paula Library/LRC, online tutoring, math focused tutoring, and English and writing tutoring assistance.

General Tutoring: The Tutoring Center is currently open at VC main campus Monday-Friday, for a total of 44 hours per week, with additional hours and services at the Santa Paula Campus. The Center offers several forms of tutoring for students with various learning needs: individual tutoring sessions, group sessions, drop-in sessions, supplemental instruction, study groups and/or on-line tutoring are available for practically all disciplines, with overall focus on Accounting, Biology, Chemistry, Child Development, Economics, English, ESL, Foreign Language, History, Math (all levels, from basic Math to Applied Calculus), 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 Santa Paula Campus includes basic technology skills, ESL, business, nursing including some supplemental instruction Tutoring here is also very limited by budget constraints.

Online Tutoring: Tutoring Services 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. Due to budget constraints this option has become extremely limited.

Reading and Writing Center: The Reading and Writing Center provides assistance with reading and writing for VC students enrolled in any course. Trained tutors work with volunteer faculty to provide one on one, drop-in, and group assistance with specific skills using computer programs, and directed learning activities (DLA). Although, the reading and writing center is focused on assisting students with basic skills needs it works with all skill levels.

Supplemental Instruction: The supplemental instruction program, called SI, assigns peer tutors (SI Leaders) to identified courses each semester. Supplemental instruction provides course focused tutorial service. The SI Leader will attend the class, hold outside group study sessions, and facilitate study of course content for the students enrolled in the course. SI tutors role model “student excellence” behaviors, including the promotion of good study habits and valuable time management skills. The SI Leader will work collaboratively with the instructor and students to create handouts and develop study quizzes and facilitate group learning techniques to achieve course goals.

1C. College Vision

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

1D. College 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.

1E. Core Commitments

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

1F. Program Significant Events (Strengths and Successes)

The key strengths of Tutoring Services are its dedicated staff, faculty involvement, student interaction, and increased tutor training. The Services work 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. SI Leaders attend a 10 hour training session at the beginning of the semester before starting in the classroom. The center also employs several volunteer tutors consisting of retired faculty and professionals from the community.

All Tutoring Services 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; The LRC Supervisor, Sandy Hajas, has received EAC awards for service to students, the Star-fish award, and the distinguished Service Award. Sharon Oxford has a B.A in History with a Minor in English and is currently pursuing a Masters in Library and Information Science; 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.

Erika Hurtado, our Tutorial Specialist I/Bilingual, has been working closely with faculty to promote the Tutoring program by utilizing tutors, and group study sessions. She also has been working with Santa Paula High School to promote tutoring amongst high school students entering Ventura College.

Sharon Oxford, our Tutorial Specialist II, has completed SI supervisor training at UMKC. She researches learning techniques and works with faculty, students and tutors to improve the tutor training program.

VC Faculty are also an integral partner of the Services and one of our strengths of the program. Many faculty support the Services by holding their office hours 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.

Current textbook editions are kept in our collection to provide as a resource. We also have syllabi and assignments on file to ensure course structure is closely followed. Upon request, the Tutoring 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 and 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. The Center also has computers and electronic whiteboards available for tutor/tutee interaction.

1G. Organizational Structure

President: Robin Calote

Executive Vice President: Ramiro Sanchez

Dean: Kathy Scott

Supervisor: Sandy Hajas

Instructors and Staff

Name	Erika Hurtado
Classification	Tutorial Services Specialist I-Bilingual
Year Hired	6/1/12
Years of Industry Experience	5
Degrees/Credentials	Pursuing B.S. in Business Administration

Name	Sharon Oxford
Classification	Tutorial Services Specialist II
Year Hired	10/1/12
Year of Industry Experience	8
Degrees/Credentials	UCSB – B.A. History, minor English; SI Supervisor workshop completion

2. Performance Expectations

2A. Student Learning Outcomes

2A1. 2012-2013 - Institutional Student Learning Outcomes

1. Critical thinking and problem solving
 2. Information literacy
 3. Personal/community awareness and academic/career responsibilities

2A2. 2012-2013 - Program Service Unit Outcomes

1. Students will be able to apply and demonstrate improved understanding of what they learned in the course subject matter.
2. Students will learn and apply improved study habits and time management skills in interpreting information from the text and other course media.
3. Students will find the Tutoring Services Center accessible and one that encourages student success.

2A3. 2012-2013 - Program Operating Outcomes

1. The hours of operation are adequate to allow access for students each semester.
2. The budget allotted for tutoring services will be adequate to meet student demand.
3. The online software program will be sufficient to meet the needs of VC distance education students.
4. The Tutoring Services will optimize the use of its facilities and equipment.

3. Operating Information

3A. Budget Summary Tables, Trends, and Detail

Program specific data was provided in Section 3 for all programs last year. This year, please refer to the data sources available on the Program Review webpage (link will be provided).

In addition, the 2011-2012 program review documents will provide examples of last year's data and interpretations.

2012 - 2013 Please provide program interpretation for the following:

Interpretation of the Program Budget Information

The program budget does not accurately show the needs of the program. Each year the program depends more upon basic skills grants, EAC, EOPS and other grants to support its funding.

SI /RWC/Math Modules	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
\$ Spent Title V SI Tutors	\$0	18,349	12,848	\$ 20,956.00	\$ 21,294.72
\$ Spent Title V RWC Tutors	0	10,848.17	\$ 8,677.02	\$ 11,298.00	\$ 12,678.69
\$ Spent Title V Math Modules Tutors	\$0	5,591	11,313	\$ 17,847.00	\$ 13,358.63
\$ Spent with Basic Skills	0		9,442	7,500	\$ 3,736.69
\$ Spent with Basic Skills TC					\$28,427.24.
\$ Spent Work-study & Cal works SI	0		10,000	\$ 9,429.72	\$ 23,831.27
\$ Spent General Budget SI	\$ 42,331.00	\$ 35,000.00	37,514	\$ 33,755.02	\$ 26,290.47
Total	\$42,331	\$ 69,787.39	\$ 89,793.95	\$ 100,785.73	\$ 129,617.24

Interpretation of the Program Inventory Table

Campus inventory is in process. From the last program review, the Reading and Writing Center received 6 Tables and 24 chairs. Most of the other equipment and furniture is over 7 years old.

Service Data:

a) *What populations are served by the program?*

Tutorial Services 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. EAC 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 Center will provide additional individual sessions to students who are academically at risk. At the Santa Paula Campus the LRC and tutoring serves a 684 Fall 2012 student population that is 80% Hispanic and 73% female who are primarily part-time and over 30 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)?*

	Contact Hours	Students
Spring 2012 Tutoring	6940	1119
2011 – 2012 RWC	3015	734

SI: 2008 - 2012

	# Of Courses	Course Participation	SI Student Participation	Non- SI Students Success Rate	SI Students	SI Success difference
					Success Rate	
Fall 2008	19	347	115 = 33%	60%	66%	6%
Spring 2009	20	602	223 = 37%	49%	77%	28%
Fall 2009	34	787	359 = 45%	52%	73%	21%
Spring 2010	42	1118	743 = 66%	49%	69%	20%
Fall 2010	38	1260	632 = 50%	55%	69%	17%
Spring 2011	40	1258	739 = 57%	50%	71%	21%
Fall 2011	37	1235	835 = 67%	55%	73%	18%
Spring 2012	53	1559	1174 = 73%	42%	63%	21%

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

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

<p style="text-align: center;"><u>Tutoring Center</u></p> <p style="text-align: center;"><i>Fall and Spring Semesters:</i></p> <p>Monday- Thursday: 9:00 a.m. to 7:00 p.m. Friday: 9:00 a.m. to 1:00 p.m. Saturday, Sunday, Holidays, and Breaks: Closed</p> <p style="text-align: center;"><i>Summer:</i></p> <p>Monday and Thursday: 7:30 a.m. to 5:30 p.m. Tuesday and Wednesday: 7:30 a.m. to 8:00 p.m.</p> <p style="text-align: center;"><i>Closures:</i></p> <p>Friday, Saturday, Sunday, Holidays, and Flex Week: Closed</p>	<p style="text-align: center;"><u>Reading and Writing Center</u></p> <p>Monday – Thursday: 9:00a.m – 2:30p.m Wednesday and Thursday: 3:30p.m. – 6:00p.m</p> <p style="text-align: center;"><u>Supplemental Instruction</u></p> <p style="text-align: center;"><i>Fall 2011</i></p> <p>37 classes; 1235 students</p> <p style="text-align: center;"><i>Spring 2012</i></p> <p>53 classes; 1559 Students</p> <p>SI Course provides students 2 hours of in class, peer mentorship, with 1 – 3 hours of outside study sessions per course. The hours are decided based on surveys conducted with the students in the course.</p>
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4. Performance Assessment

4A1: 2012-2013 Institutional Level Student Learning Outcomes

Institutional Level Student Learning Outcome 1	Performance Indicators
Communication	This SLO will not be assessed by the Tutoring Services Center
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 2	Performance Indicators
Reasoning	This SLO will not be assessed by the Tutoring Center Services
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 3	Performance Indicators
Critical Thinking and problem solving	This SLO will be assessed according to rotation of the institutional ISLO calendar.
Operating Information	
Analysis – Assessment	
Institutional Level Student	Performance Indicators

Learning Outcome 4	
Information Literacy	This SLO will be assessed in the 2013/2014 academic year, per the institutional ISLO calendar
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 5	Performance Indicators
Personal/community awareness and academic / career responsibilities	This SLO will be assessed in the 2014/2015 academic year, per the institutional ISLO calendar
Operating Information	
Analysis – Assessment	

4A2: 2012-2013 Service Unit Outcomes

Service Unit Outcome-1	Performance Indicators
Students will be able to apply and demonstrate improved understanding of what they learned in the course subject matter	Performance Indicator: 50% or higher will demonstrate improved understanding of course subject matter as a result of their tutoring sessions. 50% or higher of students enrolled in SI supported courses will participate in SI activities, of those that participated 60% will successfully pass the course.
Operating Information	
74% of students stated that being tutored helped them understand the course material and achieve their academic goals. (SUO Spring2012) Fall 2011 67 % of students participated in SI activities 73% succeeded in passing the class. Fall 2012 73% of students participated in SI activities 63% successfully passed the class.	
Analysis – Assessment	
Students that participate in tutoring provided by the Tutorial Services understand course material better than those that don't. The services would like to have a higher participation rate.	

Service Unit Outcome-2	Performance Indicators
Students will learn and apply improved study habits and time management 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
Operating Information	
91% of students surveyed found that they learned at least one study skill through working with an SI leader (SUO Spring 2012)	
Analysis - Assessment	
Students that receive tutoring have a higher success rate than those that do not. The program should continue to enforce study skills and time management in the sessions. There is a need to increase participation and outreach.	

Service Unit Outcome-3	Performance Indicators
Students will find the Tutoring Services Center accessible and one that encourages student success and confidence.	Performance Indicator: 50% or higher will find the Tutoring Services Center accessible and one that encourages student success.
Operating Information	
82.5 % of students in SI classes felt that having SI increased their confidence as a VC student. (Fall 2011 SUO) In comments students notated that they wished that there were more available session times. Some sessions moved from three different locations in one week.	
Analysis – Assessment	
Students found that SI and Tutoring Services were accessible. They did find that there was a need for more space. There was also notated a need to provide more up to date information.	

4C. **2012-2013** Program Operating Outcomes

Operating Goal-1	Performance Indicators
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. 88% of students stated that the tutoring hours are sufficient.
Operating Information	
<p style="text-align: center;"><u>Tutoring Center Hours:</u> Monday through Thursday: 9:00 a.m. to 7:00 p.m. Friday: 9:000 a.m. to 1:00 p.m.</p> <p style="text-align: center;"><u>Reading and Writing Center:</u> Current Fall 2012 hours of operation rely solely on the availability of volunteer faculty. <u>SI</u> Served 90 classes and is decided upon budget and need.</p>	
Analysis – Assessment	
Tutoring Services hours of operation have decreased even though the student demand has increased. The Center’s hours have decreased from 54.5 hours per week to 44 hours. The decrease in hours also includes the closure of the Center on Saturdays. The RWC hours have relied on the availability of volunteer faculty for supervision. The SI program relied heavily on open classrooms for sessions.	

Operating Goal-2	Performance Indicators
The budget allotted for Tutorial Services will be adequate to meet student demand.	Performance Indicator: The Tutoring Center staff will monitor budget, requests, and note any problems or issues that occur and indicate inadequate staffing. Make note through survey to see if students request additional hours or subjects.
Operating Information	
Students were surveyed and the budget was watched, the general budget was not sufficient. The Tutoring Services Center relied heavily on Basic Skills and other sources than the General budget.	
Analysis – Assessment	
Through budget analysis we found in order to meet basic student needs we relied heavily on basic skills, EAC, EOPS and Work-study/Cal Works funds. In order to provide the sufficient tutoring that students need, the Center relies heavily on Basic Skills, EAC, EOPs, Cal Works, and Work-study funds to support the Center’s activities. Due to the increase in demand for drop-in, appointment, and group tutoring, the Center will need \$50,000 to satisfy the needs of students. With \$50,000 the Center is able to hire 10 tutors to work a total of 550 hours per academic year.	

Operating Goal-3	Performance Indicators
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.
Operating Information	
Ask Online enabled Ventura College students to access a tutor when not on campus.	
Analysis – Assessment	
The Ask Online program allowed tutors to answer student’s questions online. With the limited budget and the antiquated software, the Center is in search of new software that is also cost effective and be accessed by distance education students.	

Operating Goal -4	Performance Indicators
The Tutoring Services 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.
Operating Information	
The EAC student station is 10 years old, with expired software. Due to budget group tutoring has increased in the center. Room, space for SI sessions each year was hard to come by as the SI program expanded.	
Analysis – Assessment	
All areas are highly used. There is a need for more group study space. The Tutoring Services Center is highly used by tutors and S.I leaders to conduct individual and group sessions and due to a budget, group tutoring has increased and the demand for the study rooms has also increased. All areas group tutoring, supplemental instruction, and testing utilize the group study spaces. They are in high demand.	

5. Findings

2012-2013 - FINDINGS

Finding 1: Data collected shows that tutoring helps students achieve their academic goals. Students stated that their understanding of the course material improved after receiving tutoring.

Finding 2: The data shows that students utilize all services provided. The operational hours are not adequate to meet student needs.

Finding 3: Space for SI sessions are needed to provide adequate group study sessions

Finding 4: The Tutoring Center is in need of updated EAC equipment and whiteboards

Finding 5: New brochures and handouts are needed to advertise the services of the Tutoring Services Center.

Finding 6: Due to the demand for services and the new requirement to use student tutors, there is a need for adequate space and permanent staffing in the RWC.

6. Initiatives

6B: **2012-2013** Initiatives

Initiative ID should be consistent. For example:
2011-2012 identified initiatives - LC1201, LC1202, etc.

2012-2013 identified initiatives – TSC1301, TSC1302, etc.

These initiatives are being included for your reference. If they still apply in 2012-13 keep them on. If they do not, delete them. Add any new initiative for 2012-13.

Initiative: Tutor Aid 40% 10 Months

Initiative ID: TSC1301

Link to Finding #2 and #6:

Stable assistance is needed in the Reading and Writing Center that is supportive to the tutoring environment. The tutoring center services lost all provisional employees and a lab assistant in the last academic year. The loss of the provisional employees has had an impact on the hours that the Reading Writing Center can be open. This fall, the Reading and Writing Center has been monitored, or, overseen by volunteer faculty members. It is difficult to find volunteer faculty members for the number of hours requested. When a faculty member is not in the center it must be closed. This causes issues when a faculty member cannot make their volunteer time due to other duties required by them.

Benefits: Students and faculty will benefit by having an organized tutorial services program. This will leave the Tutorial Specialists with time to recruit hire and train tutors for the services.

Request for Resources:

- 1) Tutor Aid – 40% - \$11,391

Funding Sources:

We would like to use some of our provisional funds to fund the tutor aid position.

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.)	

Initiative: Basic Skills Budget Enhancement

Initiative ID: TSC1302

Link to Finding #1: Tutoring Center Services 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. Requesting Basic skills funding for Tutoring Services (OG#2)

Benefits: Students and faculty will benefit by having a tutorial services program that meets our populations needs, with drop-in tutoring, group tutoring, Supplemental Instruction for basic skills courses, and especially providing individual tutoring for students who are really struggling to complete a course.

Request for Resources:

Basic Skills Fund

- 2) Tutoring Services (Tutoring, RWC, SI): \$50,000 for student tutors
- 3) VCSP LRC: \$3500 for student tutors

Funding Sources:

The Basic skills grant will be requested to provide the much needed assistance for basic skills students

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.) Basic Skills	x

Initiative: Supplemental Instruction Space

Initiative ID: TSC1303

Link to Finding #3: Student tutors are unable to work inside a classroom unsupervised. There was difficulty in finding enough space for tutoring sessions. Since last year, sessions have been cut short or students were kicked out of rooms abruptly. In the past SI tutors provided sessions in classes after class and competed with other students and faculty for group study rooms and space in the LRC. This last spring semester, SI was required to find space to conduct sessions 106 hours for 53 classes each week. They shared space in the RWC, Tutoring Center, Library, Math Center and any other classroom that was available and could be monitored by staff. This year the program is expanding and adding even more targeted courses. Lack of dedicated SI space will significantly impact the sessions and success of the programs. This is a critical need.

Benefits: Students will benefit by being able to attend sessions each week in the same place and not become confused about study session locations.

Request for Resources: A designated study classroom with whiteboard and computer.

Funding Sources: None needed, but space will be required. A room in the LRC would be ideal.

No new resources are required (use existing resources)	X
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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.)	

Initiative: Online Tutoring

Initiative ID: TSC1202(formally TC 02)

Link to Finding #4:

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

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.) Title V – Co-op request	x

Initiative: EAC Station

Initiative ID: TSC1304

Link to Finding #4:

Benefits: Students will benefit from having a working EAC station that they can use during their tutoring sessions.

Request for Resources: A computer and Monitor for the station and updated software, specialized keyboard and mouse

Funding Sources: Cost:

Required software updates.

ADA required Software and Computer Updates	X
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.)	

Initiative: Whiteboards Request

Initiative ID: TSC1305

Link to Finding #4:

Benefits: Students will benefit from having a mobile group session space where students can work collaboratively within the tutoring center.

Request for Resources: 4 rolling whiteboards

Funding Sources: Cost:

4 White boards \$350 each \$ 1,400

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)	X
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative: Marketing Brochures Handouts/ Tutoring Training Handbook

Initiative ID: TSC1306

Link to Finding #4:

Benefits: The campus will benefit by having updated material.

Request for Resources: \$500 for brochures and \$500 Tutor Handbooks.

Funding Sources: Cost:

\$1,000 for printing of brochures

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)	X
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative: Supplies budget for RWC or enhancement of Tutoring Services Supply Budget.

Initiative ID: TSC1307

Benefits: The Tutoring Services Center will have adequate supplies to meet its instructional needs.

Request for Resources: \$1,000 for instructional supplies

Funding Sources: Cost:

Increase for supplies for the Tutoring, RWC, and SI: \$1,000

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.)	

Initiative: SI Implementation-Spring 2012

Initiative ID: TSC1308

Link to Finding #1: Supplemental Instruction has been re-instated with the funding of the Title V transfer grant to include targeted transfer courses and will expand to include basic skills courses with anticipated funding from basic skills. The process will begin in the fall with the process of hiring tutors, selecting the targeted courses, and the selection of faculty to work with an SI tutor. This also includes the training of tutors and the training of faculty of how to best utilize an SI tutor in the classroom

Benefits: Students and faculty will both benefit from an organized SI program.

Request for Resources: No additional funds will be needed.

Funding Sources: N/A

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.)	

Initiative: RWC Implementation-Spring 2013

Initiative ID: TSC1309

Link to Finding #1: The RWC has been re-instated with the funding of the Title V transfer grant. Preparation will be needed to transition supporting reading and writing across the curriculum. The process will begin in the fall with the process of hiring tutors, arranging for faculty involvement in the center and the physical re-organization of the center.

Benefits: Students and faculty will both benefit from the services offered in the RWC.

Request for Resources: No additional funds will be needed.

Funding Sources: N/A

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.)	

6C: **2012-2013** Program Initiative Priority Ratings

Program	Category	Program Priority (0,1,2,3)	Division Priority (R,H,M,L)	Committee Priority	College Priority	Initiative ID	Initiative Title	Resource Description	Estimated Cost	Adjusted Cost	Accumulated Costs	Personnel	FT OR PT
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TSC	ADA/ Software and Computer		R	R	R	TSC1304	Update EAC station	Update EAC Station	Required	Required	Required		TS C
TSC	Personnel	1	H	H	H	TSC1301	Tutor Aid	Tutor Aid to Assist Tutorial Specialist	11,391.60	11,392.60	11,391.60		
TSC	Facilities	1	H	H	H	TSC1303	SI Space	Classroom Space for SI Sessions	\$0	\$0	\$0		
TSC	Student Hourly	2	M	M	M	TSC1302	Basic Skills Budget Enhancement	Basic Skills Budget enhancement	Basic Skills \$50,000	Basic Skills \$50,000	Basic Skills \$50,000		
TSC	Equipment	2	M	M	M	TSC1305	Whiteboard	Whiteboards for group study sessions	\$1,400	1,400	1,400		
TSC	Online	2	M	M	M	TSC1202	Online Tutoring	Online Tutoring Software	TBD	TBD	TBD		
TSC	Supplies	3	L	L	L	TSC1307	Supply budget increase	Increase supply budget to account for SI/ RWC and Tutoring	\$1,000	1,000	1,000		
TSC	Print	3	L	L	L	TSC1306	Market Tutoring Services	Handouts	\$1000	\$1000	\$1000		
TSC	No Resources	1	H	H		TSC1308	SI Spring 2013 Implementation	Select courses, hire tutors, train, and schedule.	\$0	\$0	\$0		
TSC	No Resources	1	H	H		TSC1309	RWC Spring 2013 Implementation	Establish hours, hire tutors, train, and work with faculty.	\$0	\$0	\$0		

6D: Program/Department Level Initiative Prioritization

All initiatives will first be prioritized by the program/department staff. Prioritize the initiatives using the **RHML** priority levels defined below.

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 will then be prioritized using the **RHML** priority levels defined below.

Committee Level Initiative Prioritization

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

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 **RHML** priority levels defined below.

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

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

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

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

7. Process Assessment and Appeal

7A. Purpose of Process Assessment

The purpose of program review assessment is to evaluate the process for continual improvement. The process is required for accreditation and your input is very important to us as we strive to improve.

7B. 2012 - 2013 ASSESSMENT QUESTIONS

1. Did you complete the program review process last year, and if so, did you identify program initiatives?

Yes, program initiatives were developed and two were funded. One unfunded initiative remains on the list for this year.

2a. Were the identified initiatives implemented?

TC 1201	Tutoring Budget Enhancement	This has been revised to incorporate all tutoring: TSC 1302
TC1202	Online Tutoring	Left in program review for this year
SI1201	Institutionalize SI	Grant has funded for the next 5 years, college will take on portion in 3 years.
SI1202	SI /RWC Tutors	This has been revised to incorporate all tutoring : TSC 1302
SI1203	Furniture	RWC Received 6 Tables and 24 chairs

2b. Did they make a difference?

The new furniture in at VC Santa Paula and the RWC looks wonderful, and the LRC area there is now complete.

3. If you appealed or presented a minority opinion for the program review process last year, what was the result?

No appeals or minority opinions were put forth.

4. How have the changes in the program review process worked for your area?

We benefitted from the use of a facilitator. The process seemed much smoother and easier with everyone in the division participating.

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

We need to encourage all faculty and staff to participate. Make the instructions clearer for those filling out the program review.

7C. Appeals

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

If you choose to appeal, please complete the appropriate form 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.