



Tutorial Services Program Review-Draft 2013-2014

Section I – Accomplishments and Status of 2012 Program Review Report

A. Last Year's Initiatives

The following initiatives were resolved:

- TSC 06/TSC1303 request for Supplemental Instruction space was approved. The space just now being readied for use, hopefully in the Spring 2014. Our need for space has increased due to the requirement that all SI sessions be held in the LRC where there can be line of sight supervision. The benefit to student learning is that SI will have a dedicated space for some, not all, of their SI outside study sessions, especially during busy hours.
- TSC 08/TSC1304 – EAC station was provided for student use, this has been helpful for our students and has provided the ability for students to work with tutors at the computer.
- TSC09/TSC1305 Whiteboard request - We received 4 rolling whiteboards that have allowed for further group study within the Tutoring Center. This additional resource has increased student learning and satisfaction by providing much needed portable group space for the Supplemental Instruction and group tutoring sessions.
- TSC1308 and 1309 Implementation of SI and RWC were implemented in the Spring 2013 due to the Title V Grant and faculty volunteers. The benefit to student learning is that students will have this as a tutoring resource.

The following issues remain and will be incorporated into our program review for this year:

- TSC 04/TSC 1304 and TSC 05/ TSC1302- Were requests for and writing center aid and a budget enhancement for tutoring. We were able to receive basic skills funds for the 2012-2013 year to serve basic skills students, but this is a continuing issue for the tutoring services.
- TSC1202 Online Tutoring Software was not purchased last year. It will be part of the request this year.

B. Updates/accomplishments pertaining to any of the Student Success or Operating Goals from last year's report.

N/A

Section II - Description

A. Description of Program/Department

Tutorial Services offers the faculty and students of Ventura College several means of approach to instructional support including individual tutoring in a smaller scale in the Math Center and Reading/Writing Center, collaborative learning in the Supplemental Instruction program, and the drop-in, group study, and individualized sessions in the Tutoring Center. The addition of online tutoring will add another form of instructional support to this mix in the Spring 2014 term. These learning systems are designed to fit the diverse educational needs of our students.

Tutoring Center

The Tutoring 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



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with course content, tutors clarify instructions for assignments, help brainstorm ideas for papers and projects, and teach strategies for effective study and exam preparation.

The Tutoring Center is currently open at VC main campus Monday – Saturday, for a total of 48 hours per week. The center offers several forms of tutoring for students with various learning needs: individual tutoring sessions, group sessions, drop-in sessions, study groups 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. Individual tutoring, although limited by budget, is also provided for students who are identified as high risk academically or who are part of a special program such as EOPS or EAC.

Math Center

The Math Center was closed for the 2012/2013 year and it has recently re-opened and is now serving students with the help of the Title V Velocidad grant, provisional tutors, and volunteer faculty. The Math Center is open 16 hours weekly.

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 reading and writing across the curriculum. The Reading & Writing Center, with funding from the Title V Velocidad grant, has expanded its scope to meet the needs of developmental and transfer-level writers in classes across the curriculum. Two provisional classified lead tutors have been hired to work with specially trained student writing tutors and volunteer instructors.

Supplemental Instruction

The Supplemental Instruction program, called SI, assigns peer tutors (SI tutors) to identified courses each semester. About 50 sections are supported each semester. Supplemental Instruction provides course focused tutorial service. The SI tutor 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 promoting good study habits and valuable time management skills. The SI tutor will work collaboratively with the instructor and students to create handouts and develop study quizzes and facilitate group learning techniques to achieve course goals.

Online Tutoring

The search for and planning for online tutorial services has been taking place through the Title V Cooperative Grant this past year to provide distance education students access to tutorial services and to assure our college meets Student Success Act requirements in this area. It is planned to have this service in place by the spring 2014 term.

B. Program/Department Significant Events (Strengths and Successes), and Accomplishments

All tutorial 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 what a Minor in Anthropology and concentration of Chicano Studies; The



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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-Management. Our staff is driven and motivated and leads the tutors by example, to promote education and provide outreach and information to local schools.

VC Faculty are also an integral partner of the Center and one of our strengths of the program . Many faculty support the Center 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.

Tutoring Center

During the Spring of 2012, the Tutoring Center experienced a vacancy and as a result the position was made bilingual to meet student need in the Tutoring Center. Thus, Erika Hurtado, Tutorial Specialist I, was hired. She has been able to reach out to the Hispanic student population, helping them feel more comfortable asking for assistance in the tutoring center. As of the Fall of 2012 all of the Tutoring Center tutors are now all full time students who have excelled in a specific course(s). All tutors must also enroll and complete IDS V09, our ½ unit 9 week tutor training course. Other requirements include attendance at annual orientations, participation in monthly workshops or meetings and keeping up to date with subject knowledge. The 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 exceptional 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. Erika Hurtado, our Tutorial Specialist I/Bilingual, has been working closely with faculty to promote the Tutoring program by developing drop-in tutoring throughout the day, encouraging students to learn through collaboration by creating study groups and assigning a tutor to that study group, and by initiating individualized tutoring sessions for those students who are struggling and at risk. Erika also oversees the daily operation, payroll, and data gathering for the Reading/Writing Center and Math Center. She also has been working with Santa Paula High School to promote tutoring amongst high school students entering Ventura College.

The Tutoring Center is open 48 hours per week and has recently re-instated Saturday hours by maximizing the time of provisional tutors.

Supplemental Instruction

The financial constraints led to the inability of the campus to institutionalize the supplemental instruction program after the end of the Title V Basic Skills Grant. Thus, in June 2012 the Tutorial Specialist II was laid off and the program was ended. Ventura College was extremely fortunate to receive the HSI Title V Velocidad Grant in September 2012 and under this grant the Tutorial Specialist II was reinstated, at 100%-11months, and preparation was taking place to



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fully reactivate the program for the Spring of 2013 in transferrable courses. Additional funds were received from the general fund and basic skills and as a result SI was able to be placed in 48 course sections during that Spring term. SI was continued through the summer in 15 course sections. This Fall 2013 term SI was increased to include CTE courses through funding under the Perkins Grant, thus, providing SI in a total 53 course sections. The SI Tutor ranks had to be re-filled, which continues to be challenging today, as it will take some time to rebuild the crew. Thirty-eight tutors have been hired and trained to date. The hiring and training process continues as we add SI to additional course sections. SI tutors are continuously trained and mentored throughout the semester. Training includes a ten hour training session at the beginning of the semester learning facilitation skills and must meet every other week with the Tutorial Specialist to discuss their outside study sessions and learn helpful strategies for any issues that may arise. Instructors interested in participating in the SI program must attend a SI best practices workshop. Thirty-one instructors have participated in the workshops in the 2012-2013 term. Sharon Oxford, Tutorial Specialist II, has completed SI supervisor training at UMKC and continues to improve the program and training by researching learning techniques and working with faculty, students and tutors. In the Spring 2012 semester SI served 10 different course offerings at 53 sections. With the new grant SI has been able to serve 16 different course offerings within 48 sections. This increase in course offerings is due to the Title V grant. Fall 2013 SI has also expanded into 21 courses at 53 sections funding for the SI classes now also come from the Perkins grant to provide SI for Water Science. Space issues continue to impact program growth. Tutoring Sessions must be supervised thus, finding space for outside study sessions continue to be challenging.

Math Center

The Math Center has reopened after being closed for 2012/2013 year due to budget cuts and the loss of provisional tutors. However, the new Title V Velocidad Grant is supporting the center this fiscal year and as a result two provisional lead Math tutors have been hired to provide staffing stability. The Math Center is now open 16 hours per week with combined support of volunteer faculty and the lead tutors. All levels math are supported through the center. Math faculty volunteer their office hours in the center and a faculty member, Michele Beard, has volunteered to work with the Tutoring Center to oversee the volunteer hours.

Reading and Writing Center

The Reading/Writing Center was severely impacted at the end of the Title V Basic Skills Grant (September 2012) and the campus was unable to continue its funding due to severe financial constraints. However, faculty rallied to keep the RWC open through the combined use of volunteer hours and Tutoring Center assigned tutors. Once the new Title V-Velocidad Transfer Grant was approved, the RWC received funding for a facilitator to encourage writing and reading across the curriculum. Jaclyn Walker, the facilitator, was extremely successful in securing faculty volunteers to staff the center 21 hours per week, in developing learning activities, and in creating a more open and comfortable study environment. The success is being carried forward this Fall semester with the hiring of two provisional lead tutors who provide the staffing stability that was lacking during the previous terms. The RWC is now able to remain open 24 hours per week. Faculty volunteers now need only to volunteer their time and feel confident that someone is always there to staff the center when they are not. In addition, two faculty members Robert Porter and Eric Martinsen have release time to develop Reading and



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Writing Across the Curriculum initiatives to encourage faculty to increase writing in their course assignments, to encourage reading assessments for their students, and to see the RWC as a resource for their students when extra writing or reading assistance is needed to improve learning and increase student success. Initiatives for students are also in the development stage, beyond the individual tutoring assistance, and include the creation of helpful handouts and the development of links to additional resources on the RWC website. It is the goal of Tutorial Services along with RWC faculty, that the services be institutionalized with permanent staffing in order to avoid repeating past history.

C. College Vision

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

D. College Mission

At Ventura College, we transform students' lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community. Placing students at the center of the educational experience, we serve a highly diverse student body by providing quality instruction and student support, focusing on associate degree and certificate completion, transfer, workforce preparation, and basic skills. We are committed to the sustainable continuous improvement of our college and its services.

E. College 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

F. Organizational Structure

President: Greg Gillespie **Executive Vice President:**
Dean: Kathy Scott **Supervisor:** Sandy Hajas

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



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Name	Sharon Oxford
Classification	Tutorial Services Specialist II
Year Hired	10/1/12
Year of Industry Experience	9
Degrees/Credentials	UCSB – B.A. History, minor English; SI Supervisor workshop completion. Pursing MLIS

Section IIIa – Data and Analysis

A. SUO Data

Although SUOs were not assessed in all areas, SUO assessment rotational plans were created and entered into TracDat. SUO assessment in all areas will commence in this fiscal year. Supplemental instruction did assess one of their SUOs through survey in the targeted courses and found that 80% of the students responding felt that having an SI increased their confidence. Data also showed that out of 1024 students participating in SI there was a 61% success rate. In the End of Term survey there were comments about SI space and SI sessions being moved students asked that SI sessions have a specific place for students to meet. An initiative is maintained about space and another is being created to set standards for SI course/Instructor selection, number of terms that instructor/course would have an SI, and what data is needed to determine SI success.

B. Operating Data

1. Service Data

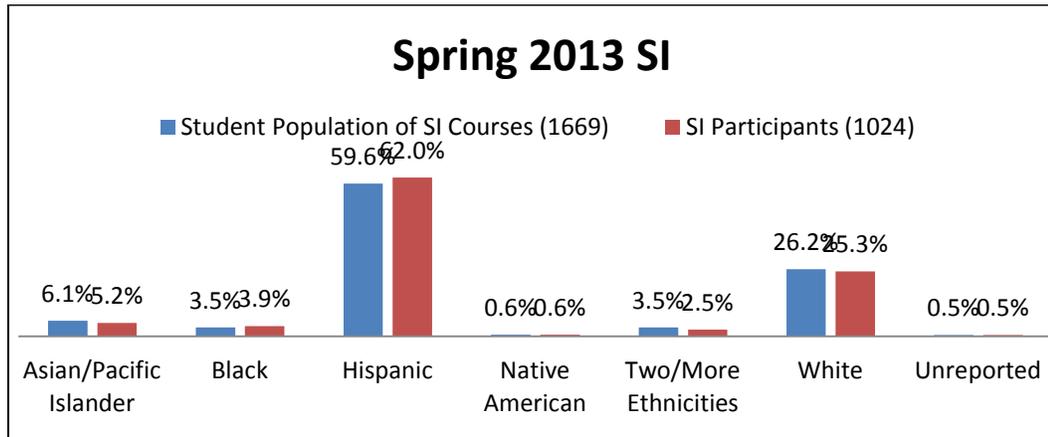
Supplemental Instruction:

	# Of Courses	Course Participation	SI Student Participation	Non- SI Students Success Rate	SI Students Success Rate	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%
Spring 2013	48	1669	1024 =64%	64%	71%	7%

The SI program serves all students in each identified course. Under the Title V grant our goal is to help increase Hispanic student success rates. In Spring 2013 we provided SI opportunities to 1,669 students, 1024 students participated in SI activities. Overall students in the SI classes had a higher success rate than those that did not attend SI study sessions.



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The SI data and Surveys are helpful we did realize that from looking at the survey's that we need to improve the current surveys.

Tutoring Center/RWC/Math Center

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. Also, an initiative will be created to do more outreach to students, not only to get more into using tutorial services, but to inform students about the advantages to seeking assistance early in the semester.

The Tutoring Center lacks at this point a method to offer services to distance education students and as a result has an initiative to fulfill that access requirement. Also the tutoring center is creating another initiative to pilot a tutor assigned to two or three D2L courses. This is a cooperative effort with Distance Education. The tutor will be trained and assist the students in a course with questions about D2L technology usage in the class.

At VCSP 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. This Fall 2013 a 16 hour per week tutor has been hired for the evenings to serve as support for the students utilizing the lab and instructional software.



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This year we have only Fall 2012 data ready for program review as the Spring has not been completed as yet. However, overall tutored students had a 1.5 percentage point higher success rate than non-tutored students. 58.9% of the students tutored were Hispanic while 27.3 were white, 4.0% Black and 5.6% Asian. The highest use subject areas (with success rates) were Math (60%), English (78.3%), Business (78.1%) and Chemistry (75.0%). The data also tells us that we need to do more outreach to the other courses.

2. **Budget**

Funding for Tutorial Services overall is always a problem. We always have more need than we can fund. Individual tutoring is very limited because of funding and it is always a challenge to make it through the year. There are times that funding is provided to us in the middle of the Spring semester and we are asked to spend it quickly, but it does not allow us to meet our overall tutoring needs when we don't have a known budget amount that we can properly allocate for services throughout the year. Tutorial Services encompasses three systems. General tutoring is funded through general funds, basic skills funds, and a little Title V for the RWC and MC. Supplemental Instruction receives general funds, Title V funds and basic skills funds and recently Perkins Funds. Online Tutoring is on the horizon, to be funded the first year through funds from the Title V Cooperative Grant. Each system is excellent, practical, and serves a specific spectrum of the Ventura College student population; however there is financial need in all areas, thus, an initiative is being created to increase funding in all areas.

Online tutoring is currently an objective in the Title V Cooperative Grant. Several different products were reviewed in a two year period through a sub-committee of the distance education committee. Smarthinking was the product selected with a cost of \$21/per hour, limited to 1,000 hours per year. Additional hours can be purchased each year, if necessary. However this number was selected as normal usage from a college our size. 90% of the tutors hired by Smarthinking have a Master's or PHD in their subject area and 100% have a Bachelor's Degree. The product is also available 24/7. Ventura College could not possibly replicate their tutor pool. Although offering tutorial services 24/7 is not a requirement to meet services for distance education students, studies show that about 70% of DE students log in really late at night, into the early hours of the morning and another 35% over log in on weekends. In order to fill this need, we would need to hire at least 30 tutors and \$10-14/per hour, purchase software that allows us to implement and monitor, hire for a multitude of subject areas, supervise, and process payroll. This cost would be well over the \$21 per hour that Smarthinking can do with a higher quality tutor. Therefore an initiative is being created to go forward with purchasing Smarthinking for the Spring 2014 term. Planning also needs to take place for the campus to take over funding the service in 2015. An initiative will be created as a suggestion that in 2015 that the expense for Online Tutoring be funded through equal portions from General Funds, Basic Skills Funds, and Title V-Velocidad Grant Funds since students from these three areas would be the users.

C. **Resources**

1. **Non- Instructional Faculty**

N/A



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2. Classified Staff

Over the last three years the department has had a change in classified staff. *The* Tutoring Center went from having an Instructional Lab Technician II to a Tutorial Services Specialist I – Bilingual. The Tutorial Services Specialist II 12 month (50% gen 50% grant) has been changed to Tutorial Services Specialist II 11 month (100% grant) . The Tutorial Services lost a Multi-clerical Instructional Assistant position during the budget cuts.

Provisional tutors have been eliminated from the SI and general tutoring programs as a campus and HR decision. Provisional hiring has been reinstated this year on a limited basis in the RWC, MC, and TC (Saturdays) by the Learning Resources Supervisor. However HR has made it clear that provisional tutors are considered classified employees therefore, must work directly for a supervisor and not another classified employee, and is why they cannot be hired by Tutorial Specialists. Thus, the tutorial services must rely on full-time students as peer tutors. Although problematic, we are slowly building our ranks of tutors and will make it work.

There are two initiatives created involving classified staff. One involves hiring of an office assistant to help with tutor hiring paperwork and payroll processing for SI. This would free the Tutorial Specialists to spend time adding more tutors, training, and course sections for the SI program. The second initiative involves the institutionalization of the Tutorial Specialist II position and the SI program. This was not done in the last grant and resulted in the loss of the program.

3. Inventory

Supplemental Instruction will be renovating LRC-125 for outside study sessions. Space utilization is a continual issue and problem. Although this will not solve the issue, it will help to have a space that can be dedicated for use especially during high use hours. An initiative will be developed to purchase tables and chairs.

Another initiative will be developed to standardize the equipment in the tutor study rooms. Currently LCD projectors and computers on housed on tables and cords are run across the floor. As a result we are asking that LCD projectors be placed in the ceiling and computer equipment housed in a cabinet.

Both of these initiatives will have direct effect on student learning by providing space and freeing up space in the group study rooms. The rooms will be used more effectively and there will be less chance for equipment to walk away.

Overall the equipment list is accurate for all other areas.

4. Facilities or other Resource Requests

N/A

5. Combined Initiatives



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The Tutoring Center is working on two initiatives with Distance Education. One initiative is for online tutoring to fulfill the requirement of access to services for distance education students. Also the tutoring center is creating another initiative to pilot a tutor assigned to two or three D2L courses. This is a cooperative effort with Distance Education. The tutor will be trained and assigned to the course as a tutor to assist students with questions about D2L technology usage in the class.

Section IIIb – Other Program Goals and Initiatives

A. Other Program Goals

N/A

Section IV - Initiatives

Instructions:

Please list your initiatives below, including any you are carrying forward from prior years. Add as many as needed. Deans/division offices will put the information onto the initiatives charts. Every program/department needs initiatives that do not require resources.

Ranking:

The ranking provided below indicated the program/department's ranking. The initiatives will be ranked again later at the division level before going to the appropriate committees (i.e. technology) for additional ranking.

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

M = Medium – Approximately 1/3 of the total program/department/division's initiative by resource category

L = Low – Approximately 1/3 of the total program/department/division's initiatives by resource category

Example:

Initiative: Provide a brief title

Initiative ID: (i.e. CD1301 = Child Development, 2013, first initiative. Maintain initiative numbers from prior program review if any are being carried forward into this new year.)

Link to data (Required): From which area of data is this request associated? Within the category, be specific. (i.e. Success data for a specific course, PSLO #1, . . . , etc.)

Expected Benefits: What benefits to student learning or completion, etc. do you anticipate?

Goal: What do you believe needs to occur? (i.e. raise student success in ____ course)

Performance Indicator: What do you see as a realistic goal? (i.e. a 5% increase in student success)

Timeline: When do you expect to achieve this success within in the next three years? (i.e. by May 2015). These timelines will create a multi-year plan for your program/department.



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Funding Source Category:

- *No new resources*
- *Additional general funds for hourly instruction, supplies and services (includes maintenance contracts)*
- *College equipment funds (non computer)*
- *Technology funds*
- *Facilities funds*
- *Staffing resources*
- *Grant funds*

Ranking: (i.e. H)

List your initiatives below, including any you are carrying forward from prior years. Please note that every program/department needs to include initiatives that do not require resources. You may copy and paste this section



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- A. **Initiative:** Institutionalize Tutorial Specialist II position
Initiative ID: TSC 1401
Item Information: Current position now 100% Grant funded however each year the college must financially take on a portion of the position, including benefits. Next fiscal year it is written into the grant that the college must take on \$11,000 plus a portion of benefits.
Link to Data: Supplemental Instruction Success Data
Expected Benefits: The Institutionalization of the SI Program
Performance Indicator: Student success will be allowed to be continued
Timeline: 2014-2015
Funding Resource Category: Staffing Funds
Cost: \$11,000 + benefits
Ranking: R
- B. **Initiative:** Online Tutoring/Smarthinking
Initiative ID: TSC 1402(TC1202)
Link to Data: Distance Education students currently do not have access to tutorial services
Expected Benefits: Fulfillment of the Student Success Act and service to DE Students
Goal: To serve all students, especially DE students, with another system of access for tutoring services.
Performance Indicator: 30% of DE Students surveyed will find Smarthinking a satisfactory or excellent resource for tutoring services.
Timeline: 2013-2014
Funding Resource Category: Grant Funds
Cost: \$21,000.00
Ranking: H
- C. **Initiative:** Furniture for Supplemental Instruction
Initiative ID: TSC 1403
Link to Data: Success Data and Space Utilization Data
Expected Benefits: Dedicate space means that we may be able to add more SI sections
Goal: Study room space will be available to SI tutors 56 hours weekly
Performance Indicator: 25% more class sections will be able to be included into SI
Timeline: 2013-2014
Funding Resource Category: Equipment-non computer
Items: study tables, chairs, and large wall whiteboard
Cost: \$5,500.00
Ranking: H
- D. **Initiative:** AV Equipment in Tutor Group Study Rooms
Initiative ID: TSC 1404
Link to Data: Usage and success data
Expected Benefits: Students will have access to online resources in group study sessions
Goal: Standardize all equipment and secure against loss
Performance Indicator: 75% of students tutored will find the group study room a satisfactory/excellent resource in the study sessions.



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- Timeline:** 2014-2015
Funding Resource Category: Technology Funds
Items: 3-LCD Projectors; 3-Refurbished Computer; 3-Equipment Black Boxes
Cost: \$3,000
Ranking: H
- E. **Initiative:** Classified-Office Assistant
Initiative ID: TSC 1405
Link to Data: Usage data and student success data
Expected Benefits: Ability to hire more tutors and put SI in more classes, hire more in tutoring center and this will directly improve student success in the classroom
Goal: To increase access and student success
Performance Indicator: Student success will be raised through added participation
Timeline: 2013-2014
Funding Resource Category: Staffing Funds
Cost: 30,680
Ranking: H
- F. **Initiative:** Tutor Aid 40% 10 Months
Initiative ID: TSC 1301
Link to Data: Student Success and retention
Expected Benefits: Students will benefit by having stable tutor assistance in the RWC & MC
Goal: To have stable assistance in these areas
Performance Indicator: Students will find these areas adequate to meet their needs.
Timeline: 2014-2015
Funding Resource Category: Staffing Funds
Ranking: M
- G. **Initiative:** IPADS
Initiative ID: TSC 1406
Item Information: SI tutors are using technology to encourage collaboration. SI tutors would use the IPADS while working with students. SI Study sessions are held throughout the LRC. More often SI tutors are making use of technology in order to provide resources for students. They would utilize the IPADS to keep track of student attendance and to provide extra resources for students.
Link to Data: Supplemental Instruction Success Data
Expected Benefits: Students will benefit from added use of technology
Performance Indicator:
Timeline: 2014-2015
Funding Resource Category: Technology Funds
Cost: \$3500.00
Ranking: M
- H. **Initiative:** Tutor Budget Enhancement
Initiative ID: TSC 1407



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- Link to Data:** Tutoring Center and Supplemental Instruction is underfunded and unstable for both the main campus and V.C.S.P. annual supplemental funding often comes from various sources,; however the exact amounts are something not known until late into the Spring term which impacts overall services. (OG#2)
- Expected Benefits:** Students and faculty will benefit from having a stable tutorial services program with, pre-identified, SI courses, drop-in, groups, and even individual tutoring for students who are struggling to complete a course.
- Goal:** Budget stability and the ability to provide more tutoring
- Cost:** \$10,000.00
- Performance Indicator:**
- Timeline:** 2014-2015
- Funding Resource Category:** Student Hourly
- Ranking:** M
- I. **Initiative:** Basic Skills Budget Enhancement
- Initiative ID:** TSC 1408
- Link to Data:** 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)
- Expected 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.
- Goal:** The ability to get through the current year.
- Performance Indicator:**
- Timeline:** 2014-2015
- Cost:** \$7,000.00
- Funding Resource Category:** Grant Funds
- Ranking:** M
- J. **Initiative:** Joint Tutor Training
- Initiative ID:** TSC 1409
- Link to Data:** The SI and Tutoring Programs would like to provide joint tutor training for all students so that all tutors can benefit from the SI activities.
- Expected Benefits:** Better communication among tutors
- Goal:**
- Performance Indicator:**
- Timeline:** 2014-2015
- Funding Resource Category:** No new resources needed
- Ranking:** L
- K. **Initiative:** Professional Development
- Initiative ID:** TSC 1410



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Link to Data: The Tutorial Services Programs strengths are with its dedicated classified staff. The staff would like to attend conferences and workshops to increase the level of skills. Upcoming Conferences include SI Supervisor Workshop, Tutor Writing Center Conference, International SI Conference, On Course Student Success Conference.

Expected Benefits: The Tutorial Services Staff have the unique opportunity to use their knowledge to mold and train student tutors and SI tutors. The knowledge gained at these conference will enhance the programs and provide for more knowledgeable tutors.

Goal: To assure tutoring staff maintain and learn new skills

Performance Indicator: 75% of students surveyed will find tutorial services meet their learning need.

Timeline: 2014-2015

Funding Resource Category: Grant Funds

Ranking: M

L. Initiative: SI Course Requests

Initiative ID: TSC 1411

Link to Data: There has been an increased request for SI tutors in course sections. In order to cover as many courses as possible selection criteria needs to be established.

Expected Benefits: To place SI tutors in as many courses as feasibly possible.

Goal: To create set criteria for selection of courses and instructors who participate in the SI program.

Performance Indicator:

Timeline: 2014-2015

Funding Resource Category: No new resources needed

Ranking: L

M. Initiative: Outreach of Tutorial Services

Initiative ID: TSC 1412

Link to Data: Usage data

Expected Benefits: Students academically at risk will have more of an opportunity to be successful, especially if they come in early in the semester.

Goal: To increase tutoring services usage.

Performance Indicator: Usage will be increased by 10%

Timeline: 2014-2015

Funding Resource Category: No new resources needed

Ranking: L

N. Initiative: D2L Tutor in Course Shells

Initiative ID: TSC 1413

Link to Data: Student Success and retention

Expected Benefits: Students using D2L will have someone other than the instructor to ask questions.

Goal: Pilot D2L Tutors assigned to as many course shells as possible

Performance Indicator: D2L Students and Faculty will find the tutor as a valuable resource in the course.

Timeline: 2013-2014



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Funding Resource Category: No new resources needed

Ranking: L

O. **Initiative:** Smarthinking—After Grant runs out

Initiative ID: TSC 1414

Link to Data: Distance Education students currently do not have access to tutorial services

Expected Benefits: Fulfillment of the Student Success Act and service to DE Students

Goal: To serve all students, especially DE students, with another system of access for tutoring services.

Performance Indicator: 30% of DE Students surveyed will find Smarthinking a satisfactory or excellent resource for tutoring services.

Timeline: 2015-2016

Funding Resource Category: General Funds/Basic Skills Funds/ Title V Velocidad Funds

Cost: \$21,000.00

Ranking: R

Section V – Process Assessment

Instructions: Please answer the following questions:

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

The form was shorter and a little easier to accomplish. There were several things missing from the form such as in the initiatives the place to put cost and items to be purchased were missing. Also, the performance indicator was difficult. However, if these are goals that we are going to assess in the future, I can see the necessity. Otherwise, I cannot.

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

Keep refining the form and input the missing pieces. The data also is hard to put together, more needs to be done with that for services.

C. 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 D) 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.

VI – Submission Verification

Instructions: Please complete the following section:

Program/Department: Tutorial Services



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Preparer: Sandy Hajas with assistance from Erika Hurtado, Sharon Oxford

Dates met (include email discussions): 9/17/13, 10/4/13, 10/5/13, 10/7/13

List of Faculty who participated in the program Review Process: Sandy Hajas, Erika Hurtado, Sharon Oxford

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

Dean Verification: I verify that I have reviewed this program review document and find it complete. Dean may also provide comments (optional):



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Program Review Resource Initiatives Guidelines

WHAT TO LEAVE OUT

The purpose of this document is to clarify what kinds of resource requests should NOT be included in the Program Review Document as initiatives.

<p>The table below summarizes the types of resources that DO NOT need to be included in the Department Plans. The “Who to Contact” column lists who to contact when the resources or services are needed.</p>		
Excluded Items	Who to Contact	Explanation
Safety Issues, including but not limited to broken chairs or desks, etc. that can be resolved through the normal process.	Dean, M&O or Appropriate Office	All safety issues should be immediately reported to the Dean, M&O, or appropriate department.
EAC Accommodations that can be resolved through the normal process.	DSPS and Dean	Any accommodation should have the guidance of the DSPS office.
Routine M&O maintenance & repair (light fixtures not working, holes in walls, locks, cleaning, broken desks or chairs, etc.) that can be resolved through the normal process.	M&O or Division Office	Complete an email request to vcmaintenance@vccd.edu or notify your division office so they can handle for you.
Cyclical Maintenance (painting, flooring, carpet shampooed, windows, etc.) that can be resolved through the normal process.	M&O or Division Office	Complete an email request to vcmaintenance@vccd.edu or notify your division office so they can handle for you.
Classroom technology equipment repairs (projector light bulb out, video screen not working, computer not working, existing software updates) that can be resolved through the normal process.	Campus Technology Center or Division Office	Complete an email request to vchelpdesk@vccd.edu or notify your division office so they can handle for you.
Section Offerings/ Change of classrooms	Dean/Department Chair	Dean will take requests through the enrollment management process.
Substitutes	Dean	Dean will process in accordance with existing guidelines.
Conferences, Meetings, Individual Training	Professional Development Committee	Requests should first be addressed by the PDC and only go through program review if costs cannot be covered.



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Program Review Resource Initiatives Guidelines

WHAT TO LEAVE IN

The purpose of this document is to clarify what kinds of resource requests should be included in the Program Review Document as initiatives.

<p>Faculty and Staff from each department will meet as a division to prioritize initiatives resulting from the Program Review process. The initiatives will then go to each respective governance groups such as Staffing Priorities, Technology Committee, Budget Resource Council, etc., for further prioritization. Administrative Council and the Executive Team will develop the final prioritized list and distribute for implementation.</p>		
Included Items	Committee Group	Explanation
Replacement of classroom furniture	Facilities Oversight Group	Only when it is an entire classroom/lab/office at a time or a safety or disability issue that has not been resolve through the normal process.
Upgrade and/or replacement of computer and other technological equipment	Technology Committee	These items will go on to a list for replacement or upgrade per the technology plan.
New Equipment/Furniture/ classroom items (i.e. microscope, etc.)	Budget Resource Council	These items must be approved included in a plan to improve student learning and/or services.
Buildings/Office Space (new renovation, modernization)	Division Dean	The division dean will work with Administrative Council and the Fog Committee to pursue the projects.
New Software	Technology Committee	These items must be approved included in a plan to improve student learning and/or services.
New Faculty Positions	Faculty Staffing Priorities	Requests for new positions will compiled on a list and sent to the FSP committee.
New Classified Positions/or increase in percentage of existing positions.	Classified Staffing Priorities	Requests for classified positions will compiled on a list and sent to the CSP committee.
New Programs/certificates	Curriculum Committee	These program/certificates must be approved by the curriculum committee.
Training and Professional Development above normal	Professional Development/Budget Resource Council	These are items over and above what the PDC can provide.
Expansion/Conversion to Distance Learning	Dean of Distance Learning and Distance Learning Committee	Requests will be compiled and sent to the committee process for discussion.
Service Agreements	Budget Resource Council	Requests must include justification.
Instructional Materials and Office Supplies/	Budget Resource Council/Dean	These items must include a compelling reason and be above what the normal



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Advertising/Student Workers/Printing/Duplicating		budget will allow.
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Appendix D

APPEAL FORM

(Due to Office of Institutional Effectiveness by November 8)

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:



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Appeals will be heard by the College Planning Council on November 9, 2011 at its regularly scheduled meeting (3:00 – 5:00 p.m.). You will be notified of your time to present.