

## INSTRUCTIONAL PROGRAMS AND AREAS PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS

### QUESTIONNAIRE FOR NON-INSTRUCTIONAL PROGRAMS

#### INSTRUCTIONS:

Complete all sections as instructed. Click the shaded sections to type your answer. When completed, please save your file and e-mail as an attachment to tanya\_hanton@westvalley.edu.

#### A. INTRODUCTORY QUESTIONS:

1. Program Name: ***Tutorial Services***

2. Person(s) completing the questionnaire: *Martin Jue*

3. Date of completion: *November 5, 2007*

4. What are the primary purposes of the program? Check all that apply.

- WVC Degrees and Certificates
- Transfer Courses
- WVC General Education
- Lifelong Learning/Life Enrichment
- Occupational / Vocational Courses
- Student Support Services
- Academic Support Services
- Administrative Functions

5. In one paragraph, how does the program further the College's mission and goals? (only new information need be added)

*Through the diverse, multicultural staffing at Tutorial Services we support the mission of the college by encouraging "students to seek knowledge and wisdom as lifelong learners". We help to motivate students to expand their human potential, enrich the quality of their lives, and develop the job skills and other competencies necessary to function in a contemporary global society.*

*Tutorial Services supports and embodies the mission of the college. We encourage students in their academic and personal pursuits. This can allow those students to enroll in collegiate-level courses across the curriculum to achieve their personal and educational goals.*

*Tutorial contributes to classroom retention, persistence and success rates for all students, especially in the transfer curriculum. To a lesser extent, tutorial contributes to the completion rates for certificate programs. Look at section B.4. Related to success measures.*

6. In one paragraph, what significant events have affected or impacted the program since the last program review?

*A significant decision that has impacted the Tutorial Program has been the decision to offer tutoring during the summer sessions for the last few years. This has affected the annual Tutorial budget allowing less funding for the Fall & Spring tutoring programs. The annual budget has not been formally and permanently augmented with the specific goal of summer tutoring in mind. Perhaps this could be done more officially and formally.*

## B. DATA ELEMENT ANALYSIS SECTION (ANALYSIS AND RESPONSE)

1. In analyzing any available program data concerning student use of services:

- a) What significant trends are revealed in the data?
- b) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

*More females than males use our services, which mirrors the college-wide enrollment pattern. We do not collect ethnic information about our students. However, we have seen a significant increase in the number of Hispanic students, Farsi-speaking students and we can still offer content tutoring in ten different foreign languages, especially for math and science courses.*

*Our actions have always been to honor the students' requests. So, for example, we have tutoring for Accounting 10 and Calculus using Farsi as the language of communication, Mandarin for Physics 4A and Chemistry in Vietnamese as just a few examples.*

2. In analyzing any available program data concerning student demographics (e.g. gender, age, ethnicity):

- a) What significant trends are revealed in the data?
- b) What factors might contribute to any program differences compared to college-wide data? See attachment for college-wide statistics.
- c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?
- d)
- a) *One significant trend revealed in our data is that the number of students using tutoring doubled from this Summer 07 compared to last Summer 06.*
- b) *Not apply*
- c) *A conclusion that can be drawn from our data is that Tutorial should be provided permanent funding for our summer tutoring program. What is done now is to save money from the Fall and Spring terms and get some supplemental funding from Matriculation for the summer program.*

3. In analyzing any available program data concerning program "satisfaction" (e.g. extent of services available, timeliness of appointments, effectiveness of service, follow-up opportunities, referral process to other services, contribution to personal or academic development):

- a) What significant trends are revealed in the data?
- b) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

*One fact has always been the case. Students appreciate the opportunity to receive free tutoring. Students would even pay a modest fee to maintain or expand existing services. In the past there have been administrative objections to imposing fees, since this might be a barrier for some students.*

*Client satisfaction surveys reveal that students are pleased with the offer of **drop-in tutoring for many subjects**. This approach makes tutoring available, accessible and acceptable to many students. This matches students' needs (demand) with tutor availability (supply). Motivated students can get the support that they want and need. In the past with emphasis on individual appointments, students might not keep to their scheduled appointments and tutors could get "no showed" often making it the students who are in demand. Now, with drop-in tutoring the TUTORS are in demand. IF there are too many students for the available tutors, more tutors can be summoned by their cell phones. Evening tutoring while still in demand has dropped off slightly, since not very many tutors want to work until 7:30 p.m.*

*Some sample student comments follow. "If I arrive empty-handed and if Tutorial Services were slashed from the budget, I would be at a loss." "Tutoring cuts my homework time in half, and it saves me a lot of hassles." "The Tutorial Services team provided time, kindness, and skills for my return back to school for a second career. A couple times I enrolled myself to take some classes and after two sessions, I thought that I would drop the class. Then the tutoring members gave me the confidence and skills to go through and pass all my classes." "I am having a good experience. May you stay around forever."*

4. In analyzing available program data concerning success measures (e.g. transfer rates or AA degrees, retention rates for students, course completion, and/or contribution to student learning):

- a) What significant trends are revealed in the data?
- b) What factors might contribute to any significant differences from the College averages? See attachment.

*The overall success rate for the college (all course considered) from semester to semester averages around 65% for all subjects offered at WVC. "Success" is defined as a letter grade of A, B, C or Credit. The Tutorial success rate for the entire Sp. 07 term was 67% for all the students who were tutored that term. For many specific subjects our success rates are higher than the department or college average.*

*For the Summer 07 term for which we have more complete Tutorial statistics, the success rate for AutoCAD was 86%, for Econ 1A it was 100%, for Economics 1B it was 100%, for Chemistry it was 75%, for Finite Math it was 75%, for Statistics it was 70%. Structured time on task with a consultant (tutor) assisting the students during drop-in, or group tutoring was reason for the significant differences from the College averages. Tutoring seemed to help these students.*

*For Basic Skills math the Tutorial success rate was comparable to the entire math department –less than 50% success. Clearly, a different approach must be developed for basic skills math classes. We do not officially tutor other basic skills such as reading or writing.*

5. Are there any data or factors (e.g. integration of technology; college, district, or state expectation or mandates) concerning staffing in the program that suggest a need for increasing or decreasing program staff (e.g. permanent and associate FTE, permanent and hourly classified staffing or administrative staffing)?

*Our summer data suggest that Tutorial needs to have more permanent funding for the hourly classified staffing to provide tutoring for the summer sessions. The Instructional Lab Assistant is an 11-month employee, who is able to flex his work schedule to staff the summer sessions.*

*With the new satellite campus in Campbell, it was suggested by the Vice President of Student Services that the Tutor Coordinator's work schedule be increased to an 11-month contract from a 10-month calendar to accommodate the coordination of possible winter tutoring and the expansion of summer tutoring (an perhaps better recruitment and training of basic math tutors).*

### **C. STUDENT LEARNING OUTCOMES (ANALYSIS AND RESPONSE)**

1. Considering any program level Student Learning Outcomes that have been developed:

- a) What relevant findings have been derived through the SLO assessment process?
- b) What changes have been implemented, or are planned, based on the findings since the last program review?
- c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

**NOTE: Please contact LeAnn McGinley (741-2402), Assessment Coordinator, with any questions concerning SLOs.**

*SLO Relevant findings: The Tutorial SLO process demonstrated that struggling students can develop into independent, active learners who become more capable of thinking critically and performing their academic tasks more skillfully. Students spent more productive time on task with tutor experts helping to guide their learning. Students achieved more success in homework, quizzes and tests, based upon analysis of the SLO data from the Spring '06 term. Students were able to identify problem areas for questioning and explain ideas and concepts to summarize what was learned. I believe that this helped them to retain information and useful concepts for successful test results.*

## D. EXTERNAL INFLUENCES SECTION (ANALYSIS AND RESPONSE)

1. If applicable, considering the effect of external influences on the program's purposes and goals:
  - a) How do accreditation requirements, government regulations, advisory boards, labor market demand, transfer institution articulations or other external factors affect the program?
  - b) How might these influences form the basis for an action, objective, or request for resources?

*This section does not apply.*

## E. STUDENT FACTORS SECTION (ANALYSIS AND RESPONSE)

1. What program changes or initiatives has the program implemented since the last program review to meet the needs of its student population?

*Changes are planned for the basic skills math students. In preparing this Program Review, the statistics indicate that Tutorial Service's success rate with basic math students is no better with these students than the math department's results as a whole. There must be an added emphasis in serving those students and different approaches used in supporting those students by tutorial and perhaps by the math department.*

## F. SUMMARY AND CONCLUSIONS SECTION:

1. General conclusions and summary statement.

*Tutorial must continue to offer multiple subject drop-in tutoring for the success and convenience of transfer students and individual appointment tutoring for other subjects that are not in such high demand as math and sciences. Individual or group tutoring will also be offered for career program students and for transfer students for subject not in high demand.*

*For basic skills math students, Tutorial must collaborate and more closely with the Math Department faculty to find better solutions to the abysmal failure rate of basic math students, in Math 902, 103 and possibly 106. Tutorial and the math department must find other ways to teach and support basic math students.*

2. Program Strengths:

*One of the program's strengths is our ability to respond to students' needs and demands. Our drop-in tutoring offers support to struggling students in many difficult, core general education classes. Individual tutoring supports EOPS and DESP students and other students who are in danger of dropping or failing a difficult class. We at Tutorial try to minimize the stigma of being a student in need of academic support. (Some of the tutors also get support from colleagues.)*

3. Program Challenges:

*Tutor recruitment is always a challenge. As a 2-year institution, it is difficult to recruit, hire and train new tutors each term. At the end of the year, there is a major tutor turnover as tutors transfer on to 4-year institutions. There is limited staffing stability. Every fall the cycle repeats itself with new tutors being recruited, hired, trained and offered to the student population. Fortunately, we sometimes have a few long-time tutors who enjoy their work and return even after completing their undergraduate educations. Newer tutors seem to emerge to replace past tutors and the program continues. There is also a core of retired, volunteer tutors who return each year to help out usually for the math and sciences. Tutors for other subjects must be recruited and hired each year.*

**G. ACTIONS AND OBJECTIVES SECTION**

Based on the foregoing analyses and findings in Sections A. through F., what are the program's intended actions or objectives for the next three years?

*Based upon the program history and the student demand, we will continue to have math and science drop-in tutoring. Some of those same tutors will also be able to offer social sciences drop-in, accounting drop-in and other subjects on demand. For other subjects that are not in high demand, weekly individual and group appointment tutoring will be offered.*

*For basic skills mathematics students, other services in collaboration with the math department must be offered to improve the low success rates for those classes.*

**Timelines**

Over the next three years, what are the program's timelines (in terms of predicted initiation and completion dates) for the stated actions or objectives?

*Staffing time will have to be paid for in order to recruit, hire and train specialized basic math tutors. (The summer will be the best time to recruit those kinds of tutors.)*

Which of these actions or objectives would be initiated and completed within the coming year, given adequate resources?

*Improved services for the basic math students would be the newer actions and objectives of this newer emphasis on basic math in conjunction with the math department faculty.*

**H.RESOURCE REQUESTS 2006-2007**

1. Please indicate if any of the resource requests identified in the previous program review were funded through one or more of the various WVMCCD resource allocation processes that were available in 06 – 07 (e.g. FTE allocation, classified staff, one time funding, budget augmentation, facilities, Land Corporation):

Please complete the following table (leave blank if the answer is not applicable):

FUNDED by WVMCCD?

Full-time faculty FTE: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Associate faculty FTE:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Classified Staff FTE: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially

Classified Hourly (in dollars): <b>\$4000 for summer short-term hourly tutors.</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Administrative Staff FTE: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Facilities (brief narrative description): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Equipment (brief narrative description with estimated total cost): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Supplies (brief narrative description with estimated total cost): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Staff Development (brief narrative description): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Other (please specify): <i>22 day contract to add summer/winter hours for the Tutorial Coordinator. This request has not been coordinated with the V.P. of Student Services nor the Dean of Matriculation &amp; Counseling.</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
<p>2. What have you been able to accomplish as a result of the resource obtained? (e.g. improved retention success and persistence, improved equity, new SLOs, higher enrollment, new online or satellite campus classes....)</p> <p>NOTE: The Program Review Committee realizes that in some cases, accomplishments and changes resulting from resource acquisition are too recent to be measurable. The current Program Review process is only one year old. Future reviews of funding requests will focus on accomplishments and change occurring over a two-year period.</p> <p><i>With previous one-time funding from Matriculation, we have been able to offer tutoring during the summer sessions. As noted in section B.4. the results for many subjects during the summer were much higher than the college rate for student success.</i></p> <p><i>With one-time funding from the general fund, the Library &amp; Tutorial have been able to serve low-income students with textbook reserve circulation and textbooks for tutors' reference.</i></p>	

**I. RESOURCE REQUESTS 2007-2008**

**Please complete the following table (leave blank if the answer is zero or none):**

Full-time faculty FTE *Click once here and type your response*

Associate faculty FTE *Click once here and type your response*

Classified Staff FTE: *Click once here and type your response*

Classified Hourly (in dollars): **\$4000 for summer tutoring.**

Administrative Staff FTE: *Click once here and type your response*

Facilities (brief narrative description): *Click once here and type your response*

Equipment (brief narrative description with estimated total cost): *Click once here and type your response*

Supplies (brief narrative description with estimated total cost): *Click once here and type your response*

Staff Development (brief narrative description): *Click once here and type your response*

Other: *22 day contract to add summer/winter hours for the Tutorial Coordinator.* This request has not been coordinated with the V.P. of Student Services nor the Dean of Matriculation & Counseling.

When completed, please save your file and e-mail (using the File: Send To menu) to [tanya\\_hanton@westvalley.edu](mailto:tanya_hanton@westvalley.edu)