Program Review
2015 – 2016

Non-Instructional Self-Study
Program Review Self-Study

The Self-Study section of this program review must be submitted by Friday, November 4, 2016.

You will find General Instructions for completing this program review as well as answers to some Frequently Asked Questions under the General Information and Contacts drop down of the Program Review tab at SLAPEC’s home page.

General

1. What is the name of your program?
   The Tutorial/Success Center

2. Who is the primary contact person for this Program Review?
   Jen Wagner

3. Please list the names of others who will be collaborating on this program review:
   Stephanie Kashima

4. How does the program contribute to the fulfillment of the College’s mission? (Click here for the College’s mission statement)
   - “The West Valley College Community”—here, the emphasis is on community: by providing a place where students regularly meet, get help, and socialize, the Success Center helps to promote a sense of belonging and community on the campus and works to maintain this welcome attitude by recognizing “regulars,” getting to know people by name, and helping students connect with others.
   - “supports students”—the primary function of the Success/Tutorial Center is to “support students” by providing tutoring, a quiet place to study, necessary study materials, software, and limited appointments. We exist in order to provide these things, and strive to do so in the most effective, efficient manner possible.
   - “along their pathways”—as a stable place of ongoing and consistent support, the Success Center is here for students at every point ‘along their path’ at West Valley: as the semester, classes, and teachers change, students know they can consistently come to a familiar, welcoming place for free help at any time.
   - “to reach transfer goals”—by providing tutorial support, study strategies, and cost-prohibitive supplies and software, we help students succeed in their courses, stay in their classes and, ultimately, reach a transfer/ADT goal.
   - “to reach...career goals”—we provide an opportunity for current WVC students to become paid peer tutors and, through the IS40/E tutor training course, we help prepare students for their careers with on-the-job experience and skills including, but not limited to, effective communication techniques, conflict-resolution
strategies, team facilitation and management, emotional intelligence, and professionalism in the workplace. This is great for resumes, and, along with a referral from us, can help them get a job after leaving WVC.

- **“in an environment of academic excellence”—**the Success/Tutorial Center strives to provide models of “academic excellence” through peer tutors who can empathize with the tutees they assist, realistically discuss challenges and how they worked through them, and encourage students to empower themselves to succeed by studying effectively and maintaining a growth mindset. The tutors and staff are “real people,” not “Ivory Tower Scholars” and are approachable—this, in turn, demonstrates to students that anyone can achieve academic excellence, including those who struggle, learn “differently,” are marginalized, are unfamiliar with college life, and/or need additional support to succeed in their classes.

5. **Which College programs or shared governance groups rely on your services?**

Because we serve the entire campus (except for Reading and English/writing), most campus groups and departments rely on our service. Here’s a brief breakdown:

- **TRiO, DESP, & EOP&S:** can refer students to us for individual appointments &/OR for drop-in help as needed.
- **Student Success Team:** we work closely together to improve student success and transfer rates, create a more equitable campus by reducing the achievement gap, and integrate best practices into teaching and tutoring across campus.
- **First Year Experience, Puente, and SUCCESS/Umoja:** work closely with us to get Embedded Tutors’ assistance in and with their Math and English classes.
- **The Writing Center:** works closely with us to ensure that students get the help they need in the proper Center on campus, and also works with us through the Embedded Tutoring program. We’re working with the Writing Center and English department to ultimately combine our services into an all-inclusive “Success Center” wherein faculty, staff, and students can get help.
- **Veterans Resource Center (VRC):** works with us to get paid peer tutors to help assist veterans in the VRC, and to encourage them to visit the Success Center, too.
- **Academic Senate & College Council:** work with us to monitor our progress, make recommendations on what more we can do, spread awareness of the Center across campus and, ultimately, expand our service to identified areas of need.
- **Counseling:** regularly refers students to our service and checks in with us when students need help in areas we aren’t yet covering; we need to keep a clear line of communication open with them so they can accurately inform students of the current services provided and how to access them.
- **Distance Learning Committee:** is working with us to get students an equitable amount of assistance for online students who can’t come in for drop-in help.
- **Student Development:** works with us to identify campus leaders, spread knowledge of the Center and service to student clubs and governing bodies, and help recruit potential tutors to the training class and Center.
- **Athletics:** we work with the Athletics director and coaches to provide a quiet study space and tutorial support for student athletes on campus in order to ensure that they maintain the grades needed to remain eligible to play.
**Academic Programs:** rely on us to support their students outside of the classroom to improve retention, completion, and success rates. Listed below are the subjects we supported in 2014-15 with tutoring (mostly peer, some faculty &/or outside experts), software, or both; an asterisk* indicates a high-demand area:

- Accounting*
- Anthropology
- Architecture
- Art
- Astronomy
- Biology*
- Chemistry*
- Child Studies
- Communication Studies
- Computer Applications
- Court Reporting
- Digital Media/Information Systems
- Economics*
- Fashion Design & Apparel Technology
- Geography (Geospatial Technology)
- History
- Interior Design
- Math*
- Music
- Paralegal
- Philosophy
- Political Science
- Psychology*
- Physics*
- Sociology
- World Languages: French, Spanish, Japanese, & Russian

6. **Describe any external influences that impact the program** (Federal or State regulation, advisory boards, etc.).

1. **Funding:** West Valley’s funding status changed to “Basic Aid/Community Support,” which means we no longer rely on the State for apportionment funding. We’re still basing our funding on the apportionment system of allocation; however, there’s hope that we can receive more financial support at the discretion of our institution.

2. **SB 1456:** The Student Success Act of 2012 still informs much of what we do in terms of the recommendations for mandated services (2.2), BOG Fee Waiver conditions (3.2), and the Student Support Initiative (8.2). We’re working closely with the Student Success Core Team and other shared governance groups in order to help close the achievement gap and improve transfer, retention, and success rates.

3. **Basic Skills & Equity Funding/Grants:** enable us to provide Embedded Tutors for at-risk cohorts on campus who begin in basic skills-level Math and English courses.
4. The State Chancellor’s Office’s decision to fund the college’s Basic Skills and Student Outcomes Transformation (BSSOT) Grant—this also helps us continue to provide Embedded Tutoring for basic skills classes.

Closing the Loop

In answering the following questions, please refer to the program’s most recent Program Review submissions. You may find these by clicking on the hyperlinks corresponding to the following academic years: 2013-2014 and 2014-2015. Program reviews for other years have been archived under Documents at the old Program Review committee home page.

1. What were the program’s goals and objectives from its 2013-2014 and 2014-2015 program reviews? Please discuss how your program was successful in meeting its goals and objectives and any challenges faced by the program in meeting its goals and objectives.

   NOTE: My term as Success Center Coordinator began in Fall 2015 with a goal to reshape the Center’s model and re-envision its goals. Though I’m reflecting here on past reviews, much of the goals have changed since 2013 because of this shift.

   • 2013-14—the only {revisited} goal was “the reinstatement of our previous level of funding” at $50,000/year to pay tutors. This has occurred, and we also receive funds from other grants, like Equity, to supplement as needed.
   
   • 2014-15— 1. Reconfigure how students are assigned tutors: this has occurred as nearly all tutoring is done on a drop-in basis, and the scheduling of drop-in hours and appointments has been shifted to the Coordinator; no longer do tutors and tutees bear the brunt of scheduling when they will meet.
   2. Reconfigure how tutoring hours are tracked: this has occurred as we require all students and tutors to log in and out using the SARS system;
   3. Reconfigure how the budget is tracked: this has occurred, as the Coordinator tracks spending throughout the year in spreadsheets, calculates the budget on a regular and ongoing basis (bi-weekly or monthly), and provides regular reports as needed to the Dean of Instruction for additional oversight;
   4. Reconfigure how data is gathered and analyzed: this has partially occurred as we added new “buttons” in the SARS system to more effectively track how the service is used—for drop-in tutoring, independent study, and computer use. The Coordinator regularly analyzes this data, along with requests made through registration and documented in the FileMaker PRO database—this helps us track course requests and find potential tutors in newly identified areas of need. We haven’t sufficiently analyzed data further as we’re understaffed and need more help breaking down who uses the Center, how effective it is, whether or not we’re working to close the achievement gap, etc.
   5. Establish goals, benchmarks, and objectives: this has begun as the Coordinator and Dean of Instruction have regular meetings to establish short- and long-term (3-year) goals and identify related objectives.
   6. Implement activities to reach those goals, benchmarks, and objectives: this is being done through outreach, advertising, collaboration with other campus departments, tutor recruitment efforts, reports to various shared
governance bodies, a small expansion of the Embedded Tutoring program, and an increase in the number of courses we support and the services we can provide—we expanded our supply of supplemental and differentiated learning materials, added final exam review sessions in both Fall and Spring semesters, added a Winter session section of IS40, added Embedded Tutors to the FYE, Puente, and Success cohorts, and added Faculty Supervisors to help The Center evolve/grow.

Challenges:

1. A HUGE challenge to creating a warm, welcoming environment exists in the environment itself—our furniture is old and worn, our computers are outdated, the HVAC system doesn’t work well and leaves us freezing in cold months and sweating in hot ones, our supplies budget is very limited, requests for new/replacement equipment and upgrades have been denied or left unfulfilled, and we have no printing stations in-house, though we have a functioning computer lab. We were told at the start of the 2015-16 year that we would be getting a “facelift” (new furniture and equipment) to improve the space while we await an impending remodel; as of November 2016, no such facelift has occurred in the Success Center, though the Library received a number of upgrades, from furniture to technology. The inequitable distribution of facelift funds is a major source of frustration as our needs seem to be put repeatedly on the “back burner.” For example, I ordered 20 replacement chairs in Spring 2016 (90 are needed), got the purchase approved, and was told it was pulled in July, to be paid for with FY 2017 funds; as of November 1, no chairs have been ordered or delivered, and I’ve received no reply to inquiries about when we may see them.

2. Another major challenge is staffing—since I took over in Fall 2015, no classified staff member has been hired to help with related duties (data entry, database maintenance, Title 5 reporting, timesheets, etc.), so I’ve had to take many of these jobs on (though they are not in my job description) and student workers have been hired to cover these duties in addition to registering students, logging students in and out, and housekeeping duties. Using student workers is a stop-gap as there are many errors and the repeated need for training (and retraining) is inefficient, as it takes time away from the greater goals of the Center. Hiring a permanent classified staff member would greatly improve our efficiency and accuracy, and would allow us to work towards the larger goals of the Center in a smoother, swifter fashion.

3. A third challenge is data collection and analysis—we hired Cliff Mills (an independent contractor) in the Fall 2015 and Spring 2016 semesters to gather data in relation to equity, basic skills, and success/retention/completion rates for LS110; after he passed it on to our research analyst, the data seemed to fall through the cracks. Though repeated requests were made, we didn’t receive any data until November 4, 2016 and, even then, it was incomplete; the complete data came in a few days later, and is now being analyzed. This has made it very difficult to justify equity and basic skills funds and to accurately track how much/little we impact student success on campus. I would like this data to be analyzed further in relation to course completion and final grades, but hesitate to ask because of how long it’s taken to get basic information.

4. A final challenge is our distance from The Writing Center—in Spring 2016, the English department voted to merge the Writing and Success Centers for student convenience and to more efficiently staff both centers with one classified member and faculty supervisors from across campus while reducing (or eliminating) the need for two coordinators, and reducing the release time used as a result. Because the two centers are not in close proximity, this is not currently possible; I’m working on a proposal to move the Writing Center closer to the Success Center in the interim between now and the remodel, if needed (depending on timeline).
2. **Was the program allocated any additional resources to help it meet its goals and objectives and influence student success?** If the program was allocated additional resources, how did they help the program meet its goals and objectives? Alternatively, if the program requested resources that were not allocated, what was the impact on the program?

In 2015-16, we received supplemental funding from Equity (for our Embedded Tutoring program and for a tutor in the VRC), Basic Skills (for Embedded and general tutoring), and the Associate Faculty funds.

- In terms of Embedded Tutoring, the program exists at West Valley because we’re using Equity and Basic Skills funds, so these grants were vital to this program’s success. In order to reach our goal of expanding Embedded Tutoring to a larger, Supplemental Instruction-style model, we need a steady, guaranteed revenue stream; to date, this has been denied and, thus, an expansion of this valuable program is on hold until funding is secured and more staffing needs have been met.

- We received money from the Associate Faculty Fund to help pay for additional Faculty Supervisors in the Center, which has been greatly helpful in getting line of sight coverage for all open hours and in growing the Center’s services.

- As for our “facelift,” promised to us at the start of the 2015-16 year, we haven’t yet seen any of these funds come our way and, thus, our environment, computers, and furniture are affected as a result.

- Requests for computer upgrades and replacements, including my district-issued computer (which “died” in June and was then “replaced” with a dead, repurposed hard drive), the outdated computers used at the Center’s main desk, and the need for portable “stations” with a large computer screen, plug-ins for personal devices, and internet connectivity for our study rooms were all denied. This has impacted our ability to tutor students, process data, and get basic work done.

3. **What are the program’s proposed goals and objectives for the next 3 years? How do they align with the College’s 2020 goals and objectives?** (See the [Educational and Facilities Master Plan](#) p. 12) What resources will help the program achieve these goals? What do you think you need today to help you meet your goals and objectives for the next three years? (Please include the details in the program’s Budget Resource Survey narrative portion of Program Review.)

The Success/Tutorial Center’s 3-Year Goals & the Aligned E&FMP Goals are as Follows:

1. Identify a Vision of Comprehensive Learning Assistance → EMP Goal #9, Resources: “Provide robust academic support services.”

2. Review Data on Tutoring’s Impact on Student Success & Refine Services based on that Data → EMP Goal #8, Resources: “Align campus and personnel resources to priorities supported by data.” **What’s Needed:** More effective and timely data collection, processing, analysis and reporting, and staff to do this work.

3. Create & Offer Student Workshops to Enhance Student Success College-wide → EMP Goal #9, Resources: “Provide robust academic support services.” **What’s Needed:** Funding/load for faculty to create and implement the workshops, as well as a space in which the workshops can be held.
4. Create & Offer Faculty Workshops to Enhance Teaching and Learning College-wide → EMP Goal #9, Resources: “Provide robust academic support services” AND EMP Goal #5, Diversity and Equity: “Commit to developing and supporting values, practices and a campus community environment that supports equity and diversity” AND EMP Goal #7, Professional Development: “Plan and implement a needs-based program of professional development for the entire campus community.” What’s Needed: Funding/load for faculty to create and implement the workshops, as well as a space in which the workshops can be held.

5. Create, Update, & Offer Comprehensive Student Leadership Curriculum (including tutor training) → EMP Goal #3, Career Programs: “Align career courses and programs with labor market opportunities.” What’s Needed: more classified help to run the Center so the Coordinator can focus on more on curriculum creation, less on day-to-day operations, and can collaborate more with others across campus.

6. Develop New Levels of (non-credit) Tutor Training Curriculum that Expand Tutor Knowledge and Growth → EMP Goal #4, Course Offerings: “Explore and shift course offerings depending on evolving student and community needs…” What’s Needed: more classified help to run the Center so the Coordinator can focus on more on curriculum creation, less on day-to-day operations, and can collaborate more with others across campus.

7. Develop Marketing Materials & Spread Awareness of the Center → EMP Goal #1, Branding: “Develop an innovative, comprehensive branding campaign to market the College as a distinctive institution (e.g., establishing signature programs, creating a capital campaign, leveraging athletics).” What’s Needed: help from the Marketing program and graphics interns to design marketing materials, and the funding needed to print these materials, get new signage, and make our Center more visible.

8. Create a Welcoming, Inclusive Space and Community wherein Students are Supported & Encouraged to Succeed → EMP Goal #2, Campus Community: “Create a vibrant and engaging community.” What’s Needed: funding to provide a more vibrant, inviting, modern, habitable environment by fixing the HVAC, upgrading the furniture, and upgrading the computers and technology throughout the Center.

9. Continue to Develop and Expand Embedded Tutoring Across Campus → EMP Goal #5, Diversity and Equity: “Commit to developing and supporting values, practices and a campus community environment that supports equity and diversity.” What’s Needed: classified help to run the Center, a consistent stream of funding to expand the program and train tutors and faculty accordingly, and funding/load for a separate Embedded Tutoring/Supplemental Instruction Coordinator.

10. Work with the Student Success Team and Others to Promote and Implement Effective Support Strategies & Practices that Close/Narrow the Achievement Gap for Targeted Populations → EMP Goal #5, Diversity and Equity: “Commit to developing and supporting values, practices and a campus community environment that supports equity and diversity” AND EMP Goal #7, Professional Development: “Plan and implement a needs-based program of professional development for the entire campus community.” What’s Needed: classified help to run the Center and collect necessary data on targeted student populations; increased data analysis assistance to get reports in a more timely fashion, and to expand areas being analyzed.
11. Re-Envision “Tutorial” as a Comprehensive Center for Lifelong Learning in All Subjects and for all Faculty, Staff, and Students to Use → EMP Goal #6, Organizational Structure: “Modify and streamline the College’s organizational structure and procedures to meet changing educational and community needs.”

12. Create and Implement an Effective Staffing Plan to Meet All of the Center’s Needs while Improving Efficiency and Accuracy → EMP Goal #6, Organizational Structure: “Modify and streamline the College’s organizational structure and procedures to meet changing educational and community needs” AND EMP Goal #8, Resources: “Align campus and personnel resources to priorities supported by data.”

*What’s Needed:* more classified help to run the Center so the Coordinator can focus less on day-to-day operations and training (or re-training), more on goals, outreach, and evolving the Center’s model.

13. Modernize the Center with New Furniture and Computing Upgrades that Better Meet the Needs of 21st Century Students → EMP Goal #8, Resources: “Align campus and personnel resources to priorities supported by data” AND EMP Goal #2, Campus Community: “Create a vibrant and engaging community.”

*What’s Needed:* funding, and a commitment to follow-through/make good on any approved purchase requests for furniture and other items.

4. **List the types of data the program collects to demonstrate its effectiveness and efficiency in meeting the needs of each of its constituencies** (e.g. point-of-service surveys, utilization data):
   - **SARS Data:** this system provides us with log-in/out times and information on the types of services (drop-in tutoring, independent study, computer use, etc.) used and number of hours spent, per student, per service, each semester → utilization.
   - **Course Requests:** we record and analyze ALL of the requests received through the registration process, and these are stored in the FileMaker PRO database.
   - **Demographics:** with the help of a research analyst (this year, we don’t have anyone in-house hired for that work), we collect and analyze data on age, gender, race, and more in relation to course grades and success and completion rates in order to measure tutoring’s impact on equity.
   - **Surveys:** we survey the students, tutors, and instructors involved in the Embedded Tutoring program to measure its efficacy, though the results have not yet been analyzed due to staffing limitations.

5. **In evaluating the data referred to in the previous question, what conclusions can you draw about the program’s effectiveness and efficiency in meeting the needs of each of its constituencies?**

Because of staffing limitations, we have not been able to fully analyze the data; however, we do have some conclusions so far:

- Between Fall 2015 and October 14, 2016, course requests increased by 43%;
- Between Fall 2015 and October 14, 2016, the number of courses we support (with software and/or tutors) increased by 23%;
• Registration is increasing—on 11/10/16, we have 421 registered students, compared with 424 at the end of Fall 2015. We’ll likely add 100+ students by the end of Fall 2016, and I predict we’ll see a ~23% increase in registration as a result;
• Early analysis of data shows that students who register in LS110 (Supervised Tutoring) show higher retention rates in their class, compared to students not in LS110, and GPAs are higher for LS110-registered students as well;
• ALL of our services are being used more—Independent Study, Drop-In Tutoring, and Computer/Software Use. However, requests from support programs (DESP, TRiO, and EOP&S) have decreased a bit, in part because students get the help they need during drop-in times and, thus, don’t need to request “above and beyond” assistance.

Based on the above, it’s clear that The Success/Tutorial Center is meeting the needs of more students in more classes across campus in an efficient, effective manner. At the end of last year, we had a slight budget surplus (mostly due to unclaimed benefits); thus, we were able to provide consistent, solid support within the means of our tutor salary budget. This is, in part, because we now hire more Peer Tutors, who cost far less than outside experts and are more effective as well because they can better empathize with the tutees and have more recent, direct experience with and knowledge of the course materials and instructors whose classes they support.

6. Based on the above conclusions, what actions or objectives does the program propose? Namely, that we receive **more funding and staffing support**. We were able to achieve some growth in our first year within these limitations; if we hope to grow and evolve to serve even more students, courses, and faculty on campus, we will need more resources, namely:

1. **More Space**: in order to grow the Center to meet the needs of more students, faculty, and staff, and to combine the Writing and Tutorial/Success Centers into a “one-stop shop,” we will need a dedicated space wherein we can comfortably house both Centers.
2. **Classified Support**: hire a dedicated classified staff member to oversee all data collection, analysis and management; oversee the desk attendants; process all Title 5-related documentation; provide technical support; and continue line-of-sight coverage when the Coordinator needs to leave, and other faculty aren’t schedule to work. Hiring one person for this job will greatly improve accuracy in ALL of the areas listed above, lessen the amount of necessary training (and re-training) time for student workers, and allow the Coordinator to focus on “higher order” concerns to help us grow and evolve into a bigger, more comprehensive center for life-long learning.
3. **More Data Support**: we need more help from the research analyst, in a more timely fashion. I’m unsure if the delays are related to work overload but, if so, it might be wise to hire another research analyst. We can use someone as well to analyze the ET data and, if we are to move forward with an expanded Supplemental Instruction model, we’ll need even more help with data collection and analysis.
4. **Supplemental Instruction Coordination**: in order to expand the ET program into a more robust SI program, we will need a separate SI Coordinator, with 20% dedicated release time so they can create and run the program, train those involved, and help it evolve and grow, primarily in high-demand areas of need across campus.
5. **Ongoing Funding for Online Tutoring**: we will need $8,000 to pay for an online, outsourced resource (e.g. NetTutor) for the 2018 FY so students have equitable
opportunities to receive tutoring whether they’re in a face-to-face or online campus, and during times when the Center isn’t open.

6. **More Tutors:** high-demand areas like Math (especially Statistics), Chemistry, and Accounting need more tutors, and we need to grow in other areas as well: Economics, History, and Accounting, to name a few. For this, we will need more funding to market these opportunities, and more faculty and staff to recruit and announce job opportunities to potential new tutors.

7. **How will the program measure the impact of the proposed changes?**

   In order to measure the proposed changes, we will examine the following:
   - **SARS Data:** to monitor the number of students visiting the Center, the number of services used by the students, and the total number of hours in each area.
   - **Surveys:** with more data assistance, we can design, analyze, and make changes based on exit surveys provided to all students enrolled in LS110 (and with extra funding, we may be able to incentivize the survey with a “prize” drawing for all who complete it).
   - **Data Analysis:** to continue monitoring the GPAs and success, retention, and completion rates for those who enroll in LS110 compared with those who don’t, and to gather more data on student demographics and support-program enrollment to see if the Center has an impact on equity, whether or not it narrows the achievement gap, and more.
   - **Cost-Benefit Ratio:** once we have more support staff in place, we’ll be better equipped to do an analysis of the total costs of the Center in relation to money we (would) get from apportionment (if we weren’t community-supported), student outcomes, overall efficiency, and staffing costs.
   - **PLOs:** we will assess our PLO’s and measure the impact the proposed changes have on our outcomes as a whole, our three-year goals, and beyond.

**Learning Outcomes**

Please check the PLO Assessment Schedule for the program by visiting SLAPEC’s home page under "Master Schedule". The Master schedule includes submissions as of 7/15/16. Spring 2016 submissions are due October 30, 2016.

8. **Are there any Learning Outcome assessment results (Program Learning Outcomes (PLOs)) submissions that have been scheduled that were not submitted? If so, please tell us how you will address these submissions.**

   Not to my knowledge.

9. **How does your program define student success?**
   - Students are *successful* if/when they can:
     1. Demonstrate knowledge of campus support services;
     2. Understand and identify effective time-management and study skills;
     3. Identify their preferred learning modes and employ them in order to comprehend course materials.
• Study groups are **successful** if/when they can:
  1. Identify and understand effective group study strategies;
  2. Empower each other to learn difficult course concepts and problem-solve together to achieve course goals;
  3. Employ and utilize these techniques, in the Center and on their own.
• Peer tutors are **successful** if/when they can:
  1. Understand and follow legal guidelines for peer support and professionalism in the workplace;
  2. Demonstrate knowledge of effective study strategies, time management skills, facilitated learning techniques, and various types of learners;
  3. Facilitate group and individual learning of course concepts through differentiated strategies that address a wide variety of learners;
  4. Demonstrate interpersonal skills, including but not limited to effective verbal and non-verbal communication and emotional intelligence.

10. **How have the program’s assessments produced a positive impact for student success? Please share your success stories.**

   Aside from anecdotal evidence and many “Thank you” messages from students and instructors alike, we have begun to see evidence that creating a warm, inviting, non-judgmental space that empowers people to learn also increases student GPAs and significantly improves retention in the class for which the student requests help. This, in addition to marketing the program in a way that normalizes the tutoring process as something for everyone, not just those who are “deficient” or “struggling,” has also led to an increase in LS110 registration. Spreading awareness of the Center and the opportunities for paid peer tutor positions has greatly increased enrollment in IS40, the General Tutor Training class, and led to sections being added in Winter ’16, Summer ’16, and Winter ’17; enrollment has been healthy, going from an average enrollment of 5-7 students per class (for many years prior), to an average of 18-21 per class, starting in Wi’16.

   My favorite moments have been spent watching FIRED UP groups of students leave a review session to take an exam saying things like, “Let’s take this test!” in a positive, empowered manner. To see them leave here feeling GREAT about a test absolutely warms my heart and reminds me that this type of support does work, and it mostly relies on supportive, encouraging people/tutors who can break seemingly insurmountable tasks down into manageable chunks that students KNOW they can accomplish.

11. **Based on the program’s assessment results, what changes has the program made or is it planning to make to improve student success?**

   We plan to do more outreach, more marketing, and more awareness-spreading to faculty, students, and staff across campus to help promote the Center as a positive, inclusive space where students have a greater chance at excelling in their classes. Once we have a dedicated classified staff member working for us, the Coordinator will be better able to focus on these goals.

12. **What institutional changes need to be made to help the program improve student success?** (Some areas for consideration are Technology, Facilities, Professional Development, Support Services, etc.)
• **Technology:** we need upgraded computers at the main desk and “plug-in” technology stations in the group study rooms so students and tutors can use their own devices but work on a shared screen to collaborate on projects, interact more with the material (e.g. examine a 1,000x image of a magnified cell together and work to identify its parts, interact with it, etc.), and study.

• **Technology:** we need an in-house printer in the Center so students don’t need to go to the Library to take care of their printing needs.

• **Technology:** we would greatly benefit from in-house digital signage to display announcements, tutoring times, campus events, and more (and save money on printing costs in return).

• **Facilities:** we need a new HVAC system (in the Library), upgraded furniture, and more space—hopefully, we can work with Facilities and the Library to get more space dedicated to a combined Writing/Success Center before we renovate. We also need better signage outside, which could be outsourced, if needed.

• **Professional Development:** we need to work more closely with this team as we evolve to help identify areas in which faculty could use “tutoring” to improve student success, in the form of workshops, presentations, and more, and then develop and implement them.

**Conclusions**

13. Please describe any notable accomplishments since the last program review.

The Success/Tutorial Center’s model has been completely revamped since the last program review and, as a result we are seeing the following results:

• Faculty and Staff are much happier with the amount of consistent support we provide to students, and are sending us more students in return;

• Students report that they feel welcome, happy, and relaxed in the Center and, for that reason, make it their preferred place to study on campus;

• Student success and retention rates are measurably better for those who enroll in tutoring support than for those who don’t;

• We’ve implemented the Embedded Tutoring program, which has been measurably successful, and we hope to grow it as a result;

• We’ve developed a good relationship with the VRC, and work with them to make sure veterans have in-house tutoring available;

• We’re serving more students than before, with more hours spent in the Center per student than before, and they’re satisfied with the results;

• We’ve developed a good relationship with Athletics, and work with them to make sure athletes have a quiet place to study and get support;

• We implemented Final Exam Review sessions for high-demand classes;

• We’ve expanded the number of classes we support and we now receive more class requests than previous years;

• We shifted to a Peer Tutoring model, which makes tutoring more cost-effective for the college and provides better support for students as well;

• We’ve gotten more faculty across campus involved in the Center, by having them work as Supervisors (ILF) and by having their students register with us;
• We worked with several faculty who developed and implemented the first three workshops for faculty, in conjunction with Professional Development.

14. Is there anything else you would like to report that was not included in the answers to the previous questions?
   I think I’ve been thorough enough, so I’ll save you some reading time here…

15. What general conclusion(s) do you draw about your program's strengths and challenges at this time?
   Generally speaking, we’ve been able to accomplish a lot during the first year of this new model, and we’ve been able to measure the impact tutoring has on student retention and success. Based on the results so far, tutoring support is proving itself to be vital to student success and, thus, should be expanded upon and encouraged as a result.
   Our biggest challenges have to do with limited/inadequate staffing, unfulfilled requests for upgrades, the facility itself, and our technological limitations. In order to keep evolving our program and its offshoots, dedicated resources, staff, and upgrades to the environment must be made.

16. Please enter the date on which you submitted this program review Self-Study (Please be sure to press submit after completing this survey):
   November 22, 2016

Now that you have reflected back on the previous academic year and set goals for the next year, please proceed to fill out the Budget and Resources Allocation Survey narrative. This narrative looks ahead to 2017/18 and future years. It can also alert the Budget and Resource Allocation Committee to needs that can be met during the current academic year if resources are available.
Budget and Resource Allocation Request

The Budget and Resource Allocation narrative section of the program review must be submitted by Friday, November 4, 2016.

Your program will be asked next semester to provide to the Budget and Resource Advisory Council (BRAC) a complete organizational budget for the next fiscal year; information supplied in this Program Review narrative is used to support substantive changes to budgets, especially as relates to new or significantly increased expenditures, equipment, software & information systems, and staffing. You may find some answers to your questions and other useful information at BRAC’s website. For definitions, examples, and other information pertaining to this Budget and Resource Narrative Self-Study, you may download the current BRAC “Budget Development Handbook”, as well as other supporting documents, from the Documents folder of BRAC’s website. If you have questions regarding this Budget and Resources Self-Study, please contact the Budget and Resource Advisory Council (BRAC).

General

1. What is the name of your program?
The Tutorial/Success Center

2. Who is the primary contact person for this program review?
Jen Wagner

3. Please list the names of others who will be collaborating on this program review:
Stephanie Kashima

4. Examining your current fiscal year budget, has the funding been adequate to meet the needs of your program? If not, please explain.
   Yes, and no. I can just barely afford to pay for enough tutors to cover our needs, but as our requests and needs grow, I don’t think I can afford to expand within the current, limited budget. Stephanie had to secure additional funding to cover our needs (from supplies to stipends) during the 2015-16 year; consistent support for these areas is needed to avoid constantly searching for extra funds to cover basic needs. We also need ongoing, line-item funding for a classified staff member’s salary, something that was “on hold” last year because we didn’t know if we could use the previous classified coordinator’s salary to help pay for our current staffing needs. Instead, we had to create additional contracts and pay an hourly rate for extra classified help throughout the year.

   Though minor upgrades were made to the Center, we didn’t receive secured funding for our “renovation”/facelift, and our approved order for new chairs—which we worked hard to fund—was never fulfilled. It would be nice to know EXACTLY what portion of the renovation funds are dedicated to our space so we don’t have to beg and borrow to replace ripped, uncomfortable, unhealthy furniture and equipment.
There was no funding for new or replacement technology/computers, which is much-needed throughout the Center, from the front desk to the study rooms. We needed more funding for copies/printing, and will continue to need more in order to spread awareness across campus, get new signage, and more.

Ultimately, I realize I’m requesting a lot in the way of staffing and supplies; however, I know that once we merge with the Writing Center, we will be far more efficient, far less expensive, and far more effective than having two centers with two coordinators and double the desk attendants, tutors, and faculty supervisors. I’m happy to break this down in a more detailed manner, and can assure you that it will be less expensive once we merge and have our staffing needs fully covered.

5. **If you are requesting additional budget and/or resources for the 2017-2018 year, explain how those resources will be used, especially to improve learning outcomes and program goals. Please provide specific examples and rationale.**

- **Classified Staff:** by hiring a dedicated classified staff member to run the day-to-day operations, the Coordinator will be able to do her job according to its description, avoid “out of class” work, and focus on growing the Center through more outreach, research, awareness, meetings, and more.

- **Tutor Pay:** by expanding tutor pay, we will be able to hire more tutors, schedule more hours, cover more subjects, and meet the needs of a student population whose numbers are on the rise in the Center.

- **Faculty/ILF Pay:** by securing pay/load for Faculty Supervisors, we will maintain consistent line-of-sight coverage, generate supplemental study materials in a variety of subjects, improve cross-campus connections, be better able to mentor and evaluate peer tutors, and spread awareness across campus of tutoring and paid peer tutor job opportunities in the Center.

- **Technology Upgrades:** with new/upgraded computers at the front desk, we’ll be better able to process student registrations and other related information. With technology capabilities in the study rooms, students will be better-equipped to review materials in a more tech-savvy, involved manner.

- **Supplies:** we need more funding to produce flyers, signage, and other marketing materials for events on and off campus. This will help us attract students to the service and, perhaps, to the school if used for outreach. Providing basic supplies to students in-house also improves their study experience and often results in them spending more time here=greater success.

- **Supplemental Instruction Coordinator:** in order to launch this program, we need a dedicated coordinator to run it, with about 20% release time (= ~$24,000). Once this person is in place, we’ll be able to target “high risk” classes across campus, integrate tutors into them, and start to improve the success and retention rates in those classes as a result.

- **Supplemental Instruction Training:** in order to launch this program, we need dedicated funding to train faculty, staff, and students in preparation for implementation (which totals ~$44,800). With more training, mentoring, and check-ins, we’ll be able to monitor the program’s impact in a timely fashion, and adjust as needed.
• **Online Tutoring:** to provide this necessary resource for distance education students (& others) to have equitable access to tutoring, we’ll need $8,000.

**Note:** Please describe and explain below only those resources that represent a substantive change to your organization’s budget, especially as relates to new or significantly increased expenditures, equipment, software & information systems, and staffing.

**Personnel**

If your program requires personnel **beyond** staffing currently budgeted, enter your additional full-time and part-time personnel resource needs here. Any needs that require you to request faculty hiring prioritization must be included in this program review.

However, it is not the scope of the program review and annual budget allocation process to fund resources for additional full-time personnel. Requests for new permanent employee positions must be made to the President’s Cabinet and District’s Executive Management Team through coordination with your Division/Program Chair. Only resource requests for hourly employees will be considered and funded based on the information you provide in this program review.

6. **Personnel – Full-time Instructional**

Please describe the specific position(s) and the number of positions only. (For example: We need two additional Mathematics instructors.)

- We need $24,000 to cover a 20% release for a full-time faculty member to become the Supplemental Instruction Coordinator.
- We need load (1.5 total for the year should suffice) to hire Instructional Lab Faculty (Faculty Supervisors) to work during Fall and Spring.
- We need stipend funding to cover Faculty Supervisors who work in Summer (or load if a full-timer is making up an underload) totaling ~$7,500 for June (~150 hours @ $50/hour).
- We need stipend funding to cover the Coordinator’s job duties during the Winter and Spring sessions (~$6,500 annually), which fall outside of the 10-month contract.

7. **Personnel – Permanent Non-Instructional**

Please describe the specific position(s) and the number of positions only. (For example: We need two additional laboratory aides or classified staff.)

- We need one full-time, 12-month classified staff member to work as a “Success Center Specialist”

8. **Personnel – Part-time Hourly**
Please describe the specific position(s), the total number of hours for each position, and the hourly rate, if known. (For example: We need two additional part-time laboratory instructional aides to work for 40 hours per week per semester estimated at $15 per hour for an estimated total of $19200 per academic year)

- We need two clerical assistants (in addition to the two we currently have, plus the two who have work study contracts) to work the front desk for a combined total of 20 hours per week at $11-11.50 per hour for an estimated total of $7,200.
- During summer session, we need three-four clerical assistants to work the front desk for a combined total of 400 hours at $11-11.50 per hour for an estimated total of $4,500.
- We need to hire four to six additional peer tutors to work for 30 hours per week per semester estimated at $13avg per hour for an estimated total of $11,500 per academic year, plus another $1,000 for June 2017.
- We need to hire new Embedded Tutors in order to transition to a Supplemental Instruction model, and we won’t be able to rely on Equity or Basic Skills funds for them thus, we’ll need to hire 4-6 additional embedded tutors to work for 35 hours per week per semester estimated at $13 per hour for an estimated total of $13,650.

**Materials and Supplies**

Please indicate only the resources being requested that are above the program’s base-level, currently budgeted recurring needs. Note that “Instructional” indicates the expenditure is for items used to support direct student instruction, i.e. – used by students in the classroom or lab. “Non-Instructional” are items not used by students.

9. **Materials and Supplies – Instructional**
   - $1,000 for supplemental learning materials: interactive materials (e.g. clay, magnets, building kits, etc.), models (of skeletons, body systems, etc.), visual aids (books, posters), flash/knowledge cards, and more.

10. **Materials and Supplies – Non-Instructional**
    - $1,500 to replace our entry signs (with “Success Center” on it, as part of our re-branding/naming project), and to get lawn signs, posting/digital display boards, and more office supplies (replacement ink cartridges, pens, etc.)

**Other Operating Expenses and Services**

Please indicate only the resources being requested that are above the program’s base-level, currently budgeted recurring needs.

11. **Other Operating Expenses and Services – Contracted Services**
    - **Online Tutoring Resource (e.g. NetTutor):** $8,000

12. **Other Operating Expenses and Services – Dues**
13. Other Operating Expenses and Services – Memberships
   • National College Learning Center Association (NCLCA): $50
   • Association of Colleges for Tutoring and Learning Assistance (ACTLA): $35
   • College Reading and Learning Association (CRLA): $70
   • National Tutoring Association (NTA): $35
   \[ \text{Total Amount Requested: } \$190 \]

14. Other Operating Expenses and Services – Consulting Services
   N/A

15. Other Operating Expenses and Services – Repair / Maintenance
   N/A

16. Other Operating Expenses and Services – Travel and Conferences. Note that Faculty Travel and Conference funding is covered by ACE contract, which provides $200 per faculty member annually.
   • OnCourse: \(~ \$1,700 (\$750 \text{ reg.} + \$600 \text{ lodging} + \$150 \text{ travel} + \$120 \text{ meals})\)
   • ACTLA: \(~ \$880 (\$340 \text{ reg.}, \text{ incl. membership} + \$300 \text{ lodging} + \$75 \text{ travel} + \$45 \text{ parking} + \$120 \text{ meals})\)
   • League for Innovations in the Community College: \(~ \$1,750 (\$750 \text{ reg.} + \$750 \text{ lodging} + \$35 \text{ travel} + \$75 \text{ parking} + \$120 \text{ meals})\)
   • NCLCA: \(~ \$1,750 (\$400 \text{ reg.} + \$550 \text{ airfare} \& \text{ shuttle} + \$600 \text{ lodging} + \$200 \text{ meals})\)
   \[ \text{Total Amount Requested: } \$6,080 \]

**Equipment**

Please indicate only the resources being requested that are above the program’s base-level recurring needs.

17. Equipment – Computer and Technology (Computers of any type, tablets, printers, accessories).
   Indicate whether the equipment is used for direct student instruction or for other office or administrative, non-instructional purposes.
   • Three Portable A/V Units: for tutoring use in the Center, in study rooms for group collaboration, for supplemental instruction (videos, online resources, etc.), to access OERs, and more. \(~ \$3,500 \text{ each} \times 3 = \$10,500 \text{ total requested} \)
   • 5 Tablet Computers: for tutors to demonstrate information—graphics, images, charts, sites, etc.—and for students to check-out and use while in the Center. (Microsoft Surface 3 10.8” retails @ $599; a Lenovo Thinkpad 10.1” retails @ $460; wireless keyboards range from $30-80, retail \rightarrow \{5 \text{ tablets} @ \sim \$525 \text{ each} = \$2,625\} + \{5 \text{ keyboards} @ \sim \$50 \text{ each} = \$250\} = \$2,875-3,000 \text{ total requested} \)
• **1 New Desktop Computer with 24” monitor:** to replace the Macintosh and the PC used at the front desk for student records, registration, and clerical assistant use (creating office documents and reports, etc.) = ~$650-700 total requested

• **Replace 10-20 Computers in the Center:** this can be done with upgrades/hand-me-downs already available on campus or with new ones = cost unknown.

18. **Computer Software**
List both recurring software license fees and any new software purchase requests. Also indicate whether the software is used for direct student instruction or for other office or administrative, non-instructional purposes.

- **None:** I believe the college has software licenses for all of our needs (according to Gary Cloman) and our in-house computers can be updated without the need to purchase more licenses. The main programs used are as follows: Adobe Creative Suite, ArcGIS, AutoCAD, CAD, Google Earth, QuickBooks, & Microsoft Office.

19. **Equipment – Other**
Please indicate whether the equipment is used for direct student instruction or for other office or administrative, non-instructional purposes.

- **Replacement Chairs:** $10,000-15,000 for furniture upgrades—we are still waiting to receive 20 new chairs (@~$250 each = $7,500 total), an order which was approved and funded last year. Once this order is processed, it will only replace ¼ of the chairs in the Center, and has already be paid for based on the money we set aside last year. Thus, the $10,000-15,000 extra is being requested to continue this process and replace another 30-40 chairs, so 75-80% of the existing chairs are ultimately replaced.

- **Lounge Chairs:** 3 Brody work lounge units from Steelcase (with or without privacy screens—prices quoted only by a dealer, estimated cost @~$1,500-2,500 each) and 4 Campfire Half-Lounge Chairs from Steelcase (@~$935 each = $3,740 total).

- **Tables:** 1 Campfire Slim table from Steelcase = $540; 4 Campfire Personal Tables from Steelcase (@~$270 each = $1,080 total); and 1 Campfire Paper Table = $608

⇒ **Total Amount Requested:** ~$26,000

**Other**

Please indicate only the resources being requested that are above the program’s base-level recurring needs.

20. **Other – Other**

21. **Please enter the date on which you submitted the Budget and Resource survey** (be sure to click submit when you are done):

November 22, 2016