

Plans for Tutoring Center >> 2023 - 2024 Tutoring Center CHC Student Services Program Review 2023-2024

Name : 2023 - 2024 Tutoring Center CHC Student Services Program Review 2023-2024

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Instructions

Please respond to the following questions. Please consult the [Integrated Planning and Program Review Handbook](#) for detailed instructions, the [timeline](#) for due dates, and the year-to-year [schedule](#) for all PPR programs.

1. Mission

- a. Tell us your unit's mission: Provide a mission statement for your unit that clearly and succinctly describes your unit's purpose, idealistic motivations, and change it hopes to inspire.
- b. Alignment with the college Mission: **Rubric Item (Mission Alignment):** The Crafton Hills College mission is to change lives. We seek to inspire our students, support our colleagues, and embrace our community through a learning environment that is transformational. Crafton Hills College welcomes everyone and is committed to working with students from diverse backgrounds. The College has an exceptional learning environment built on a tradition of excellence, a talented faculty, a driven student body, a committed staff, with passionate leadership and community support. **In what ways does your program advance the mission of the college?**

The Tutoring Center's mission is to improve lives by inspiring and empowering students, nurturing independent learning, promoting student-driven success, and providing peer support within a welcoming, engaging, and inclusive environment.

We align with the [College's mission](#) by "transforming" and improving the lives of our students. The award-winning tutors and student attendees who go on to transfer and win academic accolades are clear evidence of this. Many of our tutors and attendees are the top performing students in the college. We also have survey responses of students who clearly rely on tutoring services to ease their academic anxiety. We also "embrace" our community with an inclusive, diverse, and committed staff of tutors. The tutors that transfer locally tend to continue to share their passion in our learning environment by continuing to work in our center, further representing the community as a whole.

2. Description of Program

Please describe your program, including the following:

- a. Organizational structure and staffing
- b. Whom you serve (including demographics and representativeness of population served)
- c. Provide a list and a brief description of the services you provide as well as a minimum of three years of trend data for each identified service
- d. **Rubric Item:** Describe your [Pattern of Service](#) including standard hours of operation, alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services, etc.) and how that service meets the needs of students or clients

a. Organizational Structure and Staffing

The current structure of the Tutoring Center includes one full-time faculty coordinator (Nick Reichert), one full-time Academic Support Services Specialist (Karen Peterson), and one part-time instructor (Jordan Montejano). As of Fall 2023, we also have 43 professional expert tutors, supplemental instruction leaders, and student workers. Our department reports to the dean of Languages, Arts, and Academic Support.

During Spring 2022, CSEA and the district completed a classification study which reclassified our three classified staff roles into one new title and job description: Academic Support Services Specialist. This position is primarily responsible for the recruiting, hiring, and scheduling of all tutors online and in-person, embedded tutoring, supplemental instruction, and student assistants. They are also responsible for submitting user applications to ensure tutors have access to programs, managing and planning the budget, ordering supplies, preparing timesheets for payroll, ensuring the website is up-to-date, that tutors' schedules are properly maintained through our scheduling system and that tutors are trained in using the online tutoring system. The Academic Support Services Specialist is also required to represent the Tutoring Center at various campus and district committees as well as maintaining and reporting usage and statistical data, and to open and close the center daily.

The faculty Tutoring Coordinator is responsible for working with faculty across campus to maintain high standards of instructional support that meet the needs of students in every discipline. The coordinator works with classified professionals, faculty, and managers at all levels in matters related to instructional support and student success. He coordinates tutor training activities, recommends candidates for tutoring positions and represents the Tutoring Center in many campus

committees related to academic support and student success. The coordinator provides individualized coaching and training when possible, and serves as the instructor of record for LRC-900, working with students to ensure their needs are met.

The part-time faculty primarily organizes and schedules subject-specific workshops and provides oversight in the center in the evenings when there are no full-time staff present. Our PT faculty is currently filling both a faculty and classified role in providing line-of-sight supervision for tutors and student workers in the evenings and closing the center nightly.

b. Whom We Serve

The Tutoring Center is open to all students enrolled in courses within SBCCD and dual enrollment programs, with a particular emphasis on students of Crafton Hills College.

In Fall 2019, the Tutoring Center saw an unduplicated headcount of 1,222 students, with 6,275 visits. During this semester, we also expanded embedded tutoring into 43 classes. With the college headcount at approximately 6,800, the Tutoring Center estimates we served more than 30% of the student population. In Spring 2020, embedded tutoring expanded further. At the time the campus shut down and pivoted to remote courses halfway through the semester, the center had already seen 631 individual students in the center with 2,157 visits. As courses moved online, the center pivoted to online, synchronous tutoring and continued to serve all embedded courses. By Spring 2022, our usage had returned to pre-pandemic levels with 1,262 individual students and 5,414 visits. That semester, there were 4,582 students registered, meaning nearly 28% of students visited the Tutoring Center, in addition to the students served through embedded tutoring and supplemental instruction. As of this writing in Fall 2023, the Tutoring Center has seen 662 individual students with 2,419 visits and we have tutors embedded in nearly 40 English and math classes.

Please see Question 6 for a detailed breakdown of the demographics for our student visits.

We have made a concerted effort to reach out to students across racial and ethnic groups, ages, and genders, bringing them together in a safe and positive environment. One way we have done this is to ensure the demographics of our tutors reflect those of the student population.

In addition to serving students, the Tutoring Center is an environment where faculty are welcomed and encouraged to visit. This is an ongoing effort, with an increasing number of our part-time and full-time faculty using the center. We believe that the Tutoring Center should be the heart of the campus, where students and faculty can work together on instructional goals outside of the classroom.

c. Services Provided

The Tutoring Center provides one-on-one and group tutoring for most subjects, with math and writing tutoring available during all hours we are open. Tutoring is available both in-person and online. Online tutoring is conducted via Cranium Cafe.

Our philosophy is that we will serve as many disciplines as possible. When a student requests a tutor for any subject we find someone to work with them. With more than 40 tutors, there is almost always someone who can help, regardless of the course. Even when we do not have anyone available for a specific discipline, we invite students to stay and help them find online resources, textbooks from our in-house library, handouts, or other resources.

In addition to tutoring in the center, we also provide the following:

Supplemental Instruction: We currently provide supplemental instruction for Child Development, Computer Science, and Astronomy. We would like to grow this program, but are unable to do so with our current staffing structure. When the program first began, it was run by two SI coordinators who had 50% release time while working in other areas. Eventually it was transferred to the Tutoring Center, but with no additional support.

Embedded Tutoring: This program began in Spring 2019, and greatly expanded by Spring 2020. Embedded Tutoring continued even when we shifted to remote work, and tutors continued to support online synchronous and asynchronous courses. As of Fall 2023, we have embedded tutors in approximately 40 English and math sections.

Study Groups: Our STEM tutors work together to organize study groups - generally held in the STEM Center - to support courses including College Algebra, Trigonometry, Calculus, Chemistry, and Physics.

Workshops: We offer a variety of workshops on a number of topics including timed writing, note-taking, research, and scientific writing. The topics are decided based on trends we see in student needs when visiting the center, as well as by working with faculty to determine when they are teaching certain topics in their classes.

Study Rooms and Meeting Space: The Tutoring Center has several study rooms and the Tutoring Annex that are available to students and faculty. We have invited campus clubs and several committees to utilize these spaces. Additionally, instructors are invited to use these spaces to meet with students.

Computers and Printing: We have 24 computers available for students to use, and provide printing for students. We do not place a time limit on computer use, and students are not required to meet with a tutor in order to access them.

d. Pattern of Service

Due to a reduction in staffing, the Tutoring Center is not open as late as we were prior to the pandemic. We are currently open Monday through Thursday from 8AM to 7PM, and 8AM to noon on Fridays for online and in-person tutoring. We have added online tutoring on Sundays from 10AM to 2PM. Students have expressed that they would like to see the center stay open until 8 or 9PM. Our part-time faculty is not able to stay beyond 7PM due to other commitments. When we pivoted to online tutoring in Spring 2020, we expanded our hours to seven days per week and until 10PM. When we saw very little engagement past 8PM, we cut back those hours. We made the same determination with Saturdays and have not added them back. However, each semester when we collect tutors' availability to create the tutoring schedule, we ask who is available on Saturdays to be prepared in case the demand for Saturday tutoring arises.

We have tutors in math, writing, and most sciences available during all of the hours we are open, with other subjects, particularly languages, being offered at strategic times during the week. The coordinator works with faculty and students to determine the times with the greatest need so that we can reach the greatest

number of students. We serve the campus with embedded tutoring and supplemental instruction, and work with the MESA/STEM programs to schedule STEM-focused workshops, study groups, and SI sessions in the STEM Center.

3. External Factors with Significant Impact

What external factors have a significant impact on your program? Please include the following as appropriate:

- a. Budgetary constraints or opportunities
- b. Competition from other institutions
- c. Requirements of four-year institutions
- d. Requirements imposed by regulations, policies, standards, and other mandates
- e. Job market
 - i) Requirements of prospective employers
 - ii) Developments in the field (both current and future)

a. Budgetary constraints or opportunities

We find ourselves in a unique position when it comes to budgetary concerns. Our services are well-funded by a combination of general funds and Student Equity funds, ensuring that we are able to hire as many tutors as possible. In this regard, our main obstacle is that we don't have enough staff to handle the workload of recruiting, hiring, and scheduling all the tutors and supplemental instruction leaders we would like to. We have also been able to secure sufficient funds for supplies, professional development, and a small fund for textbooks.

However, we have sometimes encountered difficulties using certain monies due to unclear and complicated processes. This has been the case with the use of equity funds for purposes other than paying for tutors. For example, we were encouraged to use some equity money to order t-shirts for our department. We held a design contest and selected a winner. But the process was so unclear and cumbersome that it took three semesters, many hours of research and negotiating with local vendors before our design was ultimately rejected and replaced with an entirely different design we did not choose. Most of the tutors who had originally been involved in the process had already transferred and moved on.

In another case, we had been using QR code stickers to market our services. It was time to reorder stickers and we were told by an administrator that in order to use equity funds for them, the design needed to be changed to better represent equity. When we received the updated stickers, the QR code didn't work, rendering the stickers unusable. This was eventually fixed and replacements were ordered after many additional hours of work.

These types of experiences make it frustrating and far too time-consuming to seek out these types of opportunities. We have repeatedly asked for specific processes or rules so that we can avoid similar issues, but are continually encouraged to simply put in requests and see what happens.

Additionally, we have often encountered budgetary constraints when there are unforeseen expenses. We cannot always plan for every contingency when working on our developmental budgets each spring, and this sometimes means we run into expenses during the year that cannot be resolved until the next fiscal year. For instance, the Tutoring Center maintains a library of textbooks for tutor use in reference, brushing up on topics, and staying up-to-date with classes. When the college provided free digital texts through BooksPlus, we weren't able to access physical copies and tutors were not able to easily access texts as non-enrolled students. We now have a small budget for textbooks which we hope will alleviate this issue. We would also like to figure out some sort of "other" fund to take care of other types of unforeseen expenses that we can't always account for during the developmental budget phase.

b. Competition from other institutions

We do not have competition from other Tutoring or Learning Centers, we are the competition. While our services are available to any student in the district, our priority is, of course, on serving Crafton students. However, a number of students from Valley also opt to meet with our tutors for a variety of reasons. In addition, we often have students from Cal State and UCR trying to use our center because they find it easier and more welcoming than their own campuses. Several local community colleges have reached out to Nick for feedback on modifying their programs and to find out what makes our program so successful.

That being said, we are definitely losing out to local businesses and even other departments on campus when it comes to hiring. In 2022, we successfully lobbied for a wage increase for our professional expert positions, raising the range to \$16-\$19 per hour, depending on experience and education level. At the time, that put us more closely in line with other local institutions and expanded our applicant pool significantly. Students who normally needed to take jobs away from campus were able to apply and we were able to increase the diversity of our team while helping fill the school's commitment to equity and inclusivity. Students employed on campus historically perform better, stay enrolled, and have higher completion and success rates.

But we once again find ourselves trailing behind other employers. Many local businesses have increased their starting wages to \$18/hour or more with no education requirements. Our efforts to secure another rate increase have been dismissed without further consideration. We've been told it is "too much of a raise for just a tutor," while other brand new positions (Completion Coach/Program Assistant) were created with fewer qualifications and starting rates of \$20/hour. When we pointed out the discrepancy, we were told tutors are welcome to apply for positions in other departments. As we face another year without aligning our tutor wages to the local rates, our applicant pool is once again losing its diversity and over the next year, we will find ourselves struggling to continue to meet our high standards and our commitment to equity.

c. Requirements of four-year institutions

Tutoring Center attendance is not a requirement for transfer. However, our tutoring services provide a great path to success at four-year institutions. The LRC 900 course is our attendance tracking course. Nick Reichert was able to update the course to clearly state that it is ungraded, 0 unit, and does not affect transcripts. However, administration still allows students to drop it. This is something that should not be allowed. If a student would like to use our optional resource (free tutoring), then they must be tracked; otherwise, they do not have to use tutoring.

d. Requirements imposed by regulations, policies, standards, and other mandates

We are not currently limited by specific regulations or policies, partly because we are not currently in pursuit of certification by any agency or entity. In the past, our Tutor Training program was certified through CRLA (the College Reading and Learning Association). However, due to changes and uncertainty within CRLA, we opted not to continue with certification for the time being. We would like to move forward toward certifying our Supplemental Instruction program. Unfortunately, we are severely limited by our current staffing, which makes it impossible to meet the standards of the official program designated by the University of Missouri at Kansas City (UMKC). In order to become a certified program, we would need an SI Coordinator with the time to work with faculty and SI Leaders on targeted trainings, individualized meetings, developing lesson plans and tracking student success. We are too understaffed to be able to offer a robust SI program at this time.

e. Job market

Other than the competition we face as outlined in section b, this is not an area that has significant impact on our department.

4. Progress on Outcomes Assessment

Rubric Item: [Service Area and Student Learning Outcomes Process](#).

- a. Please summarize Service Area Outcome (SAO) assessment results. Include a discussion of whether or not disproportionate impact (if the data is available) has been identified, and whether the program met its target for each SAO.
- b. Please describe any service area improvements you plan to make as a result of the SAO assessment(s), specifically focusing on removing any identified disproportionate impact (if the data is available).
- c. What objective(s) or action step(s) will you add to Question 10 as a result of the SAO assessment(s) and to address any identified disproportionate impact (if the data is available)? If none, please explain.
- d. If your program has SLOs, please address b and c above in relation to the SLO assessment results.

a. Summary of SAO assessment results

Please see our attachment [for 2019-2021 SLO & SAO data](#). At this point we are using surveys for students in the center and sending them to all who use online tutoring. Additionally, we ask the classes with embedded tutors to fill out an embedded-only survey. The surveys were modified to reflect campus input. Our target is 80% or more agree or strongly agree.

Below is 2022 & 2023 data:

SAO 1: Overall, tutors and/or the Tutoring Center create an encouraging and supportive atmosphere.

Spring 2023: 95%
Fall 2022: 92%
Spring 2022: 100%

SAO 2: Using tutoring services has increased my skills as an independent learner.

Spring 2023: 93%
Fall 2022: 89%
Spring 2022: 97%

SAO 3: Embedded Tutoring- Having a tutor in my class positively influenced my decision in staying enrolled in the course. (We do not necessarily want this target to be a high rate. We are reflecting on the question)

Spring 2023: 84%
Fall 2022: Only 1 respondent 100% There may have been an issue survey report through research link.
Spring 2022: 81%

SAO 4: Embedded Tutoring- Having a tutor in my class helped me achieve better grades. (Again, we are not sure this should be a high target)

Spring 2023: 88%
Fall 2022: Only 1 respondent 100% There may have been an issue survey report through research link.
Spring 2022: 95%

SAO 5: Embedded Tutoring- My tutor or instructor told us about available tutoring services outside of class time.

Spring 2023: 100%
Fall 2022: 100% (1 response)
Spring 2022: 100%

b. Service Area improvements as a result of SAO assessments

Overall, we are seeing very positive results in our surveys and have met our targets. But we would like to increase the number of participants to ensure we are seeing the most accurate feedback possible. With embedded tutoring, we are contacting a huge number of students, maybe close to 40% of the enrolled students, although many of them do not complete our surveys. With more responses, we could gauge a wider audience of student feedback. We will continue to do what we always do: share the responses and talk about how we can align our services to assist but also challenge students as adult learners.

c. Objectives or action steps we will add to Q10

Increased staffing would help us be able to follow up and ensure students are completing the survey. This is reflected in our objectives.

d. SLO assessment results

SLO 1: Students learn to effectively navigate the tutoring services to meet with a tutor and have questions answered.

Spring 2023: 98%

Fall 2022: 92%

Spring 2022: 97%.

Improvements/objectives planned

The additional staffing that is requested should help with the students who visit or call and struggle to navigate the Tutoring Center by having a trained professional always available to help.

5. Unit's Performance on Institutional Quantitative Effectiveness Indicators

Please discuss your program's performance on each data item below.

a. Non-Instructional Program Effectiveness Evaluation Rubric

- i) **Rubric Item:** Describe a significant [innovation or enhancement](#), and the data collected and analyzed that has helped to determine the efficacy of the innovation.
- ii) **Rubric Item:** Describe at least three external and internal [partnerships](#) that substantially affect the quality of services to students or clients.

a. i. Innovations

We have continued to lead the way in community college tutoring with embedded and online tutoring.

Embedded Tutoring — This program, launched in Spring 2019, has become a core component of Math and English courses. In fact, for the current semester of Fall 2023, we are embedded in 46% of all English and Math sections.

Online Tutoring — In Fall 2019, we began to pilot an Online Tutoring program in order to meet the growing equity needs of a diverse student body. Our online tutoring now makes up about 40% of our tutoring. We are incredibly efficient and affective by using our own tutors and a more streamlined, student-friendly system.

Supplemental Instruction — We have begun the process of a certifiable SI program by meeting the standards set forth by UMKC. We continue our Child Development and Computer Science SI sessions and have started in Astronomy, Fall 2023. With proper classified staffing and a part-time SI Coordinator, CHC Tutoring could have a certified program within the next few years.

Training- Our frequent training courses are both explicit and implicit on team building. For instance, we recently had a tutor volunteer to let us teach him how to ride a bike. We then all reflected on the experience as the teachers and learner. We collaborate as a group with facilitation as minimal as possible by Nick and Karen. We have both all-staff and embedded-SI only training. We work to include the campus as much as possible.

ii. Partnerships:

Library

Nick Reichert and Krista Ivy have worked to include the library as a part of the learning team. We have used the library space for an Easter Egg hunt to familiarize the tutors with using the space, and Krista Ivy is currently helping the tutors create and publish zines that reflect their personalities and tips on academic subjects.

Honors

We are in frequent contact with the Honors Coordinator who sends applicants. We also recommend students to the Honors Department and coordinate volunteer opportunities for honor's students.

STEM and MESA Center

Karen and Nick have crowd-sourced with tutors to keep the STEM Center buzzing with activity by hosting highly attended SI sessions, workshops, and tutor-led study sessions focusing on STEM subjects.

Basic Needs

Nick began working with Erica Sherman (Basic Needs Coordinator) to provide snacks for students. While it seems like a small, overlooked detail, CHC is not a food friendly environment, and the addition of snacks has greatly increased the length of stay in the center. However, more than half of the cost is still supplemented out of pocket by Nick and Karen: thus our growing and grateful partnership with the Basic Needs coordinator.

English, Math, Science

Nick has made great efforts to work with English, math, and science faculty to increase support for courses. As mentioned elsewhere in this document, our embedded tutoring program has grown as Nick and Karen have worked with the departments to fill nearly all requests. We would like to increase support to include

ALL English 101, Math 102, and Math 110 courses, and hope that additional English faculty will embrace the embedded tutoring model. Nick has worked with the Math department to pilot embedded tutoring in additional courses including Math 103 (Trigonometry) and Calculus 1, 2, and 3.

6. Other Unit-Specific Quantitative and Qualitative Results (Student Services Only)

- a. **Rubric Item:** How do your [program student demographics](#) relate to the college demographics? What are the discrepancies? Click [HERE](#) to view program and college demographics by year.
- b. Summarize the results of any quantitative or qualitative measures not provided in any previous questions that you have chosen to gauge your program's effectiveness (e.g.: number of transfers, degrees, certificates, student contacts, students serviced, student and faculty satisfaction, equity data, correlation data on the relationship between program participation and student outcomes, Perkin's data, equity data, student research experience, student clubs, etc.). Click [HERE](#) to access your program specific data on degrees and certificates.
- c. What improvements/changes have you implemented or do you plan to implement as a result of your analysis of the measures illustrated in 6a and 6b? Include any plans in the action plan (Q10).

a. Program Student demographics

Our unduplicated headcount represents these demographic percentages of student attendees by self-reported race and gender (please note the college data report only states two genders):

Spring 2023: Hispanic 52.5%, White 28.8%, Two or more races 5.8%, Asian 5.2%, African American 3.7%, Filipino 2.9%, Native American .4%
Female- 57%

Fall 2022: Hispanic 54.5%, White 28.4%, Asian 6.3%, African American 4.3%, Twor More races 3.6%, Filipino 2%, Native American .2%
Female- 60%

In summary, we are on track with the 2022-2023 [college's overall demographic](#) of DEI representation and exceeding it in the areas of Hispanic and Asian students, and on track or slightly exceeding in female gender category.

Spring 2022: Hispanic 49%, White 32%, Asian 6.1%, Two or more races 5.4%, African American 5%, Filipino 1%, Native American .4%-Head count from A&R is not accurate by 1000 unduplicated. Research is aware
Female- 73.5%

Fall 2021: Hispanic 51%, White 32%, Asian 4.4%, Two or more races 4.7%, African American 5.6%, Filipino 2.3%, Native American .3%
Female- 63%

In summary, we were on track with the 2021-2022 [college's overall demographic](#) of DEI representation and exceeded in the area of African American students.

Spring 2020: Hispanic 49.6%, White 30.2%, Asian 5.9%, Two or more races 6.7%, African American 3.7%, Filipino 3.2%, Native American .5%
Female- 56.6%

Fall 2019 report was unavailable.

In summary, we were statistically on track with 2019-2020 college's overall demographic, but .7% lower in the African American representation.

Please [see attachment for 2018-2019 demographic data](#).

b. Quantitative and qualitative measures not previously provided

In an optional, anonymous survey, we asked tutors to share their feedback — positive and critical — of working in the Tutoring Center. Nearly all of our tutors are current or past CHC students. These are some of the comments they shared:

- "I absolutely love my job and my coworkers. I enjoy coming to work and I always have fun when I'm there. We have a really great dynamic and we help each other on a daily basis. I've made many lasting friendships in the tutoring center. Nick and Karen are the best bosses I've ever had. I don't feel like I work FOR them. I feel like I work WITH them. We are all on the same team. They are always open to suggestions and feedback and they are always open to letting me branch out or take the reigns on new challenges and ideas. And I always know that if I ever need to talk about personal issues, academic stresses or work related issues, their doors are always open. They provide a welcoming and supportive environment that allows the tutors to thrive and blossom. They always show their appreciation for our hard work and they are always encouraging us throughout every semester that passes. It truly is like a family. This is the only job I've ever had where I feel like I am really part of something that makes a difference. In my years of experience I have seen tutors, students and instructors come and go and it is clear that our department plays a crucial role on campus. Our students come first, as they should."
- "I love working at the Tutoring Center because I feel comfortable in the environment. Everyone is kind and willing to help anyone that asks for help. Additionally, there is this sense of community in the center where everyone cares about each other. I feel like its continually emphasized how everyone is welcome regardless and there is just this atmosphere of acceptance. As a first generation student, the Tutoring Center provided me a community and opportunity to feel like I belonged in college."
- "Flexible hours, Great Management, Room for growth, Forgiving learning environment"
- The center is a friendly and cooperative environment. I feel very good working at the Tutoring Center. Karen and Nick are very kind and welcoming. They also gave me all the guidance and information I needed with competence and clarity.
- "I like how flex able the scheduling is and how good Karen is with working around your classes, We can work on whatever we want while not busy with a student, How friendly all the tutors are, and how Nick interacts with everyone."
- "I also love the types of people Karen and Nick choose to hire. We are all helpful and kind to each other."

- "The work environment is supportive and comfortable. Our work schedule accommodates our class schedules, which confirms that Nick and Karen are understanding and supportive of us prioritizing of our education. Karen is great at setting our schedules according to our availability, communicating concerns in a gentle manner, and just flat out being a listening ear. Nick is awesome at giving supportive and encouraging words, and always knows how to ease any tension in the workplace with his easygoing demeanor and sense of humor. I love working under the supervision of Nick and Karen, and this is honestly one of the best jobs I have ever had the pleasure of working. I always feel like everyone I work with is intelligent, helpful, and ambitious, which are great assets to have as a tutor. I honestly look forward to coming to every shift because working here genuinely makes me happy and fulfilled."

Below are some comments from the office of research survey from students using the center:

- "[name] have all helped me a great deal this semester. All of them are very understanding and make me feel much more confident in my math and chem classes. I am truly grateful for the services provided by the tutoring center."
- "[name] helped me work through a topic of my essay I was not sure if I wanted to include or not."
- "The one time I got help this semester with a tutor was for an English class/assignment. The tutor I met with read my paper aloud, and had me read my own paper aloud. This really encouraged me to do this outside of our meeting because it's helped to me to catch more of my own mistakes! Also, any time I have gone to the tutor center for help, everyone has been very kind, and the tutors make the center an inviting space for everyone :)"

c. Improvements/Changes implemented as a result of analysis

On reflection, our completely remote tutoring during the pandemic was an additional challenge for DI students, as well as tutors. In the remote-only setting, we documented well over a 1000 unduplicated students, but missed the recording of many. At the time, we did not have a reliable record-keeping method, and our strategy was to just make sure we were helping students first before we worried about SID#. Therefore, Nick has continued to push the Technology Planning Committee to request continuous funding for hot spots and workstation laptops — not Chromebooks — to meet some of these ongoing challenges for DI students and tutors.

Beyond meeting and exceeding the equity standards set for the college, Nick and Karen have made a concerted effort to diversify the staff and make it feel inclusive as a crucial part of the college. We have made it known we are a safe environment and have multiple tutors who identify as trans, non-binary, as well as other members of the straight and lgbtq+ communities. We have tutors that identify as Arab, Filipino, Black, Hispanic, white, and Latinx.... We also have tutors who self-identify as disabled and neurodivergent.

The only ways to continue to sustain and grow a diverse, large team of tutors will be to increase our classified staff through hiring and to make the tutoring job more valuable with a higher starting wage. [Please see Goals and Objectives.](#)

7. Evaluation

You have already provided a description and analysis of the program in questions 1-6, please provide an analysis of what is going well/not well and why, in the following areas:

- Alternative modes and schedules of delivery (e.g.: early morning, evening services, etc.)
- Innovation and Implementation of best practices
- Efficiency in operations
- Efficiency in resource use
- Staffing
- Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)
- Professional development and training
- Group dynamics (e.g., how well do unit members work together?)
- Compliance with applicable mandates

Based on the above qualitative and quantitative excellence, it is time that the campus and the district recognize the powerhouse that the CHC Tutoring Center is. The department is too often thought of as a remediation center where only the struggling students attend. Instead, it is the most frequently re-visited department on campus, and possibly in the district. This should cause pause for thought because the location is very difficult to get to on campus, and student parking isn't even allowed in the adjacent lot. We don't offer any financial aid, transfer or counseling advice, etc. However, we have built a reputation that is bringing students in waves to our services. Additionally, the top performers, most successful students, and majority of honors and transfer students are either tutors, attendees of the Tutoring Center, or both. We have repeatedly dispelled the myth of tutoring as remediation.

The data shows that students who frequently visit our Tutoring Center tend to be more successful in courses. Nevertheless, people often underestimate the value of the coaching and training we do for our student employees that creates an incredible path to their academic and career success.

These 2022 students of the year were or still are employees of the Tutoring Center: Alyssa "Daxter" Serrato (Geology), Grace Peterson (Math), Grace McCray (Theater Arts), Isabelle Klass (ASL), Dakota Erwin (Visual Arts), Angie Cristobal (English), Amr Bahjri (Student life AND Tutoring), and Adrian Toquero (English). In 2021, the students of the year Daniel Bickel (Tutoring), Amr Bahjri (Promise Program), Schyler El-Rahi (Geology), Sydney Funderburk (Biology), and Robert Remedios (Biology AND Math) were or are employees of the Tutoring Center. In 2020, the students of the year Ryan Amaya (Cal Works), Jacob Baker (Geology), Elijah Gerard-Wimby (Student Life), Karina Lewis (Communications AND Tutoring), Rebecca Maschack (Humanities), Solange Morris (DSPS), Suzanna Smit (Tutoring), and Timothy Wilson (Communications) were or are employees of the Tutoring Center.

We don't just give opportunities to those with high academic performances. We hire passionate people who need a second chance and some positive coaching. For instance, 2023's graduation student speaker, Angie Cristobal, is a tutor whom we helped overcome academic probation to become one of the top honor's students, honor's ambassador, and a transfer student with full financial scholarships. She continues to tutor and passes on her commitment to success to other students. The 2021 student graduation speaker, Karina Lewis, was also a tutor and earned this accolade on top of multiple student of the year awards.

While we understand we do not work in a vacuum and appreciate the strong partnerships we are growing, we play a crucial role in student success and this work frequently goes unrecognized and undervalued by administration and many in the campus community.

Alternative modes and schedules of delivery

We routinely review Tutoring Center usage data to determine whether our current hours of operation are sufficient. Some students have expressed a desire for the center to remain open later during the week, but because of our current staffing, we are unable to meet this request. Adding Sunday online tutoring hours has been well-received, and we are open to expanding this into Saturday service as well, although that has not been necessary.

Innovation and Implementation of best practices

Prior to the pandemic, we struggled to build enthusiasm or support from tutors for online tutoring. Once the campus shifted to online services in March 2020, all of our tutors were given the opportunity to continue working online. Most of them accepted and our services continued uninterrupted, thanks in part to the fact that we had already been piloting an online tutoring and scheduling system from the beginning of the semester. In Fall 2020, we moved our tutoring from Zoom to Cranium Cafe and spent a great deal of time coordinating and training everyone on how to use the new system. In person, we continue to use Cranium Cafe as our method for online tutoring and for all scheduling. It has greatly enhanced our ability to capture student use data, improve communication with students, and receive frequent feedback regarding services. We continue to use SARS Trak specifically for in-person checking in and out.

Efficiency in operations and resource use

We are very efficient in our operations and resource use. One way we have ensured and improved our efficiency is by eliminating the concept of "specialization" in tutors. All of our tutors are now multi-subject tutors, with many individual tutors assisting with both math and writing, as well as sciences and languages. Students are welcome to make appointments ahead of time or drop in and find help. The introduction of online tutoring helped us connect with students in new and significant ways. By incorporating Cranium Cafe, we are able to use the same pool of tutors for both in-person and online tutoring without duplication of personnel. In a single shift, one tutor can meet with a math student in the center, and then host an online writing workshop or tutoring session, and also welcome online and in-person drop-in students.

The same pool of tutors also facilitates workshops and study groups, fills embedded tutoring assignments, supplemental instruction, and also currently serves as our greeters and receptionists.

Staffing

Our current staffing model is insufficient for our needs.

In the past, the staff of the Tutoring Center consisted of one full-time faculty and six classified professionals. This has shifted over the years. At the time of our last program review in fall 2019, the Tutoring Center had one full-time faculty coordinator (Nick Reichert), one full-time classified Tutorial Coordinator (Karen Peterson), one full-time classified Learning Resources Assistant (Judy Cole) and two part-time instructors (Jordan Montejano and Rachel Buitter), with 51 professional experts and student workers. There were also 2.5 Instructional Assessment Technician positions that had been vacant for several years that we were hoping to move forward with filling, and one that had been moved to the STEM Center.

In June 2020, Judy Cole retired and was not replaced. When services returned to campus in Fall 2021 after the pandemic shut-down, Rachel Buitter was moved to the STEM Center, leaving the Tutoring Center staffed with only Nick Reichert and Karen Peterson working full time and Jordan Montejano continuing as a part-time instructor, which is still the case today, despite numerous pleas for more help.

To continue to build and develop our program, the Tutoring Center should function with no fewer than four classified professionals: two Academic Support Services Specialists and two Administrative Clerks. In order to grow and increase the number of tutors, embedded tutors, and supplemental instruction leaders, we need a second specialist to help manage that workload. Administrative Clerks would manage intake at the front desk, answer questions, oversee and order supplies and help maintain the general orderliness of the center.

We also wish to grow the embedded tutoring and SI programs, but to do so would require at least a part-time Supplemental Instruction Coordinator.

Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)

Our full-time faculty and classified professionals participate in shared governance committees, although due to limitations in staffing, it is difficult to fully and effectively participate as much as they should be able to.

Professional development and training

We have a monthly training for all tutors, plus an additional monthly training specifically for SI leaders and embedded tutors. These trainings are held on Fridays after the center closes, typically from noon to 2pm. Trainings consist of discussions and demonstrations, guest speakers, and other presentations from tutors, faculty, and staff.

Faculty and staff find it difficult to find the time for professional development, but participate where they can. We are frequently asked to lead professional development sessions during in-service days, to share collaborative opportunities with the campus.

Group dynamics (e.g., how well do unit members work together?)

Our faculty and staff work very well together and have discussed the possibility of leading trainings on this topic.

Our tutors also get along very well. One way we have fostered a strong team was the implementation of Slack. This is not required, but all tutors are invited and encouraged to participate. We still use email for general announcements and reminders, but use Slack for time-sensitive issues, to coordinate substitutes when tutors are out sick, share fun news ("There's pizza in the breakroom!" etc), and other types of messages that help build and strengthen our team.

Compliance with applicable mandates

The Tutoring Center complies with all applicable mandates.

8. Vision

- a. Tell us your unit's Vision: Where would you like your program to be four years from now? Dream big while considering any upcoming changes (e.g.: new buildings, growth, changes to the service area, etc.).
- b. Alignment with the college Vision: **Rubric Item (Vision Alignment)**: The Vision of Crafton Hills College is to empower the people who study here, the people who work here, and the people who live in our community through education, engagement, and innovation. **In what ways does your program advance the vision of the college?**

a. Vision

Our vision for the Tutoring Center is to continue as the hub of the campus where all students are welcome and encouraged to work together. Instructional support is vital to student success as so much of learning happens outside of the classroom. By reaching out to students early in the semester, we have encouraged them to build tutoring into their personal study and success plans, and we will continue innovative outreach. The Tutoring Center plays a vital role in that success and continues to do so by our outreach to students, faculty, and staff. Part of that success comes from having highly qualified and well-trained tutors.

We believe the Tutoring Center at Crafton Hills College is setting the new standard for Southern California community college instructional support in the district and region.

b. Alignment

Based on the [college's vision](#), Karen and Nick believe they have met and exceeded it by empowering the people who study and work in the center. The evidence is both in the college's data and the anecdotal responses. The students who work in and visit our center are successful, passionate, and supported as they move on to transfer and into their careers.

9. Progress on Prior Goals

Briefly summarize the progress your unit has made in meeting the goals and objectives identified in your last Four-Year Action Plan.

- **1 - Goal - Continuously align the Tutoring Center instructional support services with the current campus needs.**

Priority Rank: 1

Objectives:

- **1.1 - Objective - Reinstate vacant positions to provide adequate staffing**

Priority Rank: 1

Original Start Date: 01/01/2020 **Original End Date:** 01/01/2024

Revised Start Date: 01/01/2020 **Revised End Date:** 01/01/2025

Responsible Person: LAM Dean, VPI, VPAS, President

Strategic Direction : 7. Develop Programs and Services

Impact Type: Site

Institutional Learning Outcome: -- Pick One --

Status Code: Work is Underway

Progress Description:

We have been unable to move forward with reinstating vacant positions because this has been a low priority for administration. Since our last program review in 2019, the situation has become more dire. We previously asked to reinstate three vacant Instructional Assessment Technician positions, which would have brought us to 5 full-time classified professionals, including our Tutorial Coordinator (Karen Peterson) and Learning Resources Assistant (Judy Cole). Instead, Judy Cole retired and was also not replaced, leaving us with just 1 classified professional. Additionally, the Instructional Assessment Technician job description was eliminated during the last classification study. Instead, many of the job duties were combined with the Tutorial Coordinator and Learning Resources Assistant positions and given the new title Academic Support Services Specialist.

Resource Requests:

- **1.1.r1 - Paraprofessional Hires**
Description

Hire new Classified employees to fill positions left vacant from retirements and reclassification.

Rationale

With the growth of the Tutoring Center and increased demand for support services as the result of AB705 and CAP, we have determined the need to reinstate 3.5 paraprofessional positions. These positions will implement student success initiatives. Further, reinstatement of these positions will solve current compliance challenges and minimize the disruption of services to students while increasing access and extending hours of operation.

Resource Type: Ongoing

Expenditure Category: Classified Unit Member Non-Instruction (2181)

Funded: No

Funding Source:

First Year Cost/Savings: \$292,721.52/\$0.00

Second Year Cost/Savings: \$307,357.60/\$0.00

Third Year Cost/Savings: \$322,725.48/\$0.00

o **1.2 - Objective - Present a coherent, comprehensive, and consistent vision, mission, and brand to the campus from all areas of the Tutoring Center.**

Priority Rank: 4

Original Start Date: 01/01/2020 **Original End Date:** 01/01/2024

Revised Start Date: 01/01/2020 **Revised End Date:** 01/01/2024

Responsible Person: TC Coordinators, TC Staff

Strategic Direction : 2. Build Campus Community

Impact Type: Site

Institutional Learning Outcome: -- Pick One --

Actions/Activities:

▪ **1.2.a1 - Tutoring Center Outreach**

Reach out to faculty and staff across the campus to raise awareness of our programs and services, and make the Tutoring Center part of each student's success plan from Day 1.

We will also continue to innovate and increase our Math and English embedded Tutoring Program, but we would like to branch out to social and natural sciences when staffing and budget permit. We feel that a tutor in the classroom builds confidence and student success.

Start Date: 01/01/2020 **End Date:** 01/01/2024

Responsible Person: TC Coordinators, TC Staff

Status Code: Work is Underway

Progress Description:

We have increased our embedded tutoring in math and English courses. We have also launched supplemental instruction for Astronomy 150.

We are serving on many campus committees and always seeking ways to provide more support for students and faculty, inviting faculty to visit our center and/or bring their classes. This continuous effort has led to an increase in traffic both online and in-person. Our visits for the Fall 2023 semester are on track to match pre-pandemic levels.

One area we have tried to increase our outreach to the campus is with a Tutoring Center newsletter. This is being coordinated by the Academic Support Services Specialist but is not yet a regular activity due to our current shortage of staff.

Measurements/Documentation of Progress:

(Number of Embedded courses for FA19, SP20, FA20, SP21, FA21, SP22, FA 22, SP23, SU23, FA23)

o **1.3 - Objective - Equipment for online tutoring**

Priority Rank: 5

Original Start Date: 01/01/2020 **Original End Date:** 01/01/2024

Revised Start Date: 01/01/2020 **Revised End Date:** 01/01/2024

Responsible Person: Nick Reichert, Karen Peterson, Tech Services, LAM Dean

Strategic Direction : 7. Develop Programs and Services

Impact Type: Only Students

Institutional Learning Outcome: -- Pick One --

Status Code: Work is Completed

Progress Description:

We have been able to acquire laptops, chromebooks, and tablets to facilitate online tutoring. This was done by working with Tech Services, as well as increasing our non-instructional supply budget.

Resource Requests:

▪ **1.3.r1 - Tablet and equipment purchase**
Description

Purchase five tablets with built-in cameras and microphones in order to meet with students via the web outside of the center hours.

Rationale

In order to build a successful Online Tutoring Program, tutors will need equipment capable of providing this service.

Resource Type: One-time
Expenditure Category: Non-Instructional Supplies (4500)
Funded: No
Funding Source:
First Year Cost/Savings: \$2,000.00/\$0.00
Second Year Cost/Savings: \$500.00/\$0.00

o **1.4 - Objective - Establish a Professional Development budget for Tutoring and Tutorial Coordinators.**

Priority Rank: 3
Original Start Date: 07/01/2020 **Original End Date:** 07/01/2024
Revised Start Date: 07/01/2020 **Revised End Date:** 08/01/2023
Responsible Person: LAM Dean, TC Coordinators
Strategic Direction : 8. Support Employee Growth
Impact Type: Department
Institutional Learning Outcome: -- Pick One --
Status Code: Work is Completed and Ongoing
Progress Description:

Working with our dean, we were able to establish a budget of \$6000 for conference attendance. We intend for this to be a regular part of our budget going forward.

Resource Requests:

▪ **1.4.r1 - Professional Development Budget Description**

Establish a budget for conference attendance, training, and other professional development activities for the Tutoring and Tutorial Coordinators

Rationale

Due to initiatives like AB705 and the Promise Program, the Tutoring Center must remain innovative and knowledgeable about how to offer high quality support services to students and meet the equity needs of the campus. This includes attending conferences and trainings, as well as working toward certifications.

Resource Type: Ongoing
Expenditure Category: Conference and Travel (5200)
Funded: No
Funding Source:
First Year Cost/Savings: \$12,000.00/\$0.00
Second Year Cost/Savings: \$12,000.00/\$0.00
Third Year Cost/Savings: \$12,000.00/\$0.00

o **1.5 - Objective - Negotiate Tutor 1, 2, 3 (professional expert) higher hourly rate.**

Priority Rank: 2
Original Start Date: 07/01/2022 **Original End Date:** 06/30/2024
Revised Start Date: 07/01/2022 **Revised End Date:** 06/30/2024
Responsible Person: Coordinators
Strategic Direction : 7. Develop Programs and Services
Impact Type: District Wide
Institutional Learning Outcome: -- Pick One --
Actions/Activities:

▪ **1.5.a1 - Request hourly pay increase**

Negotiate Tutor 1, 2, 3 (professional expert) higher hourly rate to make the job competitive with current market and other tutoring programs. The position already requires additional skills beyond basic level student worker, and pay should compensate these skills. This will increase quality of services and employee retention. In addition, it will help achieve student equity goals by providing students with better opportunities to work on campus and complete their educational plans more quickly.

Start Date: 07/01/2022 **End Date:** 06/30/2024
Responsible Person: Coordinators
Status Code: Work is Completed and Ongoing
Progress Description:

As the state minimum wage has increased, human resources was subsequently increasing tutor pay. After the state minimum reached \$15.00/hour, we were able to work with our dean, who worked with the dean from SBVC and with human resources to increase the rate for Professional Expert Tutor 1, 2, and 3. While they are above the state minimum wage, these rates are below the starting rates for other professional expert positions on our campus and local businesses, even while requiring a minimum level of education.

Measurements/Documentation of Progress:

In 2019, the rates were:

Tutor I - \$12.00
Tutor II - \$13.50
Tutor III - \$15.50

In 2020:

Tutor I - \$13.00
Tutor II - \$14.50
Tutor III - \$16.50

In 2021:

Tutor I - \$14.00
Tutor II - \$15.50
Tutor III - \$17.50

In Spring 2022, when the state minimum wage reached \$15.00:

Tutor I - \$15.00
Tutor II - 16.50
Tutor III - \$18.50

Fall 2022, when we worked with the dean to increase the rate:

Tutor I - \$16.00
Tutor II - \$17.00
Tutor III - \$19.00

The rate was last updated July 1, 2022.

- **2 - Goal - Create a Student Learning Outcome**

Priority Rank: 2

Objectives:

- **2.1 - Objective - Assess a SLO for the Tutoring Center.**

Priority Rank: 6

Original Start Date: 01/01/2020 **Original End Date:** 01/01/2024

Revised Start Date: 01/01/2020 **Revised End Date:** 05/29/2020

Responsible Person: Nick Reichert, Karen Peterson

Strategic Direction : 3. Develop Teaching and Learning Practices

Impact Type: Only Students

Institutional Learning Outcome: -- Pick One --

Actions/Activities:

- **2.1.a1 - Add SLO to assessment plan**

Although we are a service area, we also fall under Instruction and will add a Student Learning Outcome to our assessment plan. The SLO we will measure is as follows:

Students will learn to effectively and efficiently navigate the Tutoring Center protocols and services: signing in, making appointments, using computers, meeting with tutors, and printing if necessary. We would like to begin assessing this SLO in Spring 2020 by including a survey question at the end of the semester.

Start Date: 01/01/2020 **End Date:** 01/01/2024

Responsible Person: Nick Reichert, Karen Peterson

Status Code: Work is Completed

Progress Description:

We drafted and implemented one SLO.

Measurements/Documentation of Progress:

We conducted a survey through the research office. The results are highlighted in Item 4 above.

10. Four-Year Action Plan (Goals, Objectives, Resources, and Actions)

Rubric Item: Reflect on your responses to all the previous questions. Complete the Four-Year Action Plan, entering the specific program goals ([goal rubric](#)) and objectives ([objective rubric](#)) you have formulated to maintain or enhance your strengths, or to address identified weaknesses. **In writing your objectives and developing your resource requests, take into account student learning and program assessment results.** Assign an overall priority to each goal and each objective. In addition, enter any actions and/or resources required to achieve each objective. (Click here to see a definition of [goals](#), [objectives](#), [actions](#), and how they [work together](#).)

- **1 - Goal - Continuously align the Tutoring Center instructional support services with the current campus needs.**

Priority Rank: 1

Objectives:

o **1.1 - Objective - Improve and increase student support through adequate staffing.**

Priority Rank: 1

Start Date: 01/01/2020 **End Date:** 07/01/2027

Responsible Person: LAM Dean, VPI, VPAS, President

Strategic Direction (Goal): 3. Increase Student Success and Equity

Impact Type: Site

Institutional Learning Outcome: Unknown

Resource Requests:

▪ **1.1.r1 - Academic Support Services Specialist**

Description

Hire a second full-time Academic Support Services Specialist.

Rationale

In order to continue to serve the campus well and to expand our support for students and faculty, a second Academic Support Services Specialist is needed to help manage the workload of hiring, staffing, scheduling, and supervising the tutors, embedded tutors, and supplemental instruction leaders. We share the Vice President of Instruction's vision to provide embedded tutors for every English 101, Math 102 and Math 110 course at Crafton, as well as increase our offerings for supplemental instruction, but it is impossible for one person to manage that much work on their own.

Resource Type: Ongoing

Expenditure Category: Classified Unit Member Non-Instruction (2181)

First Year Cost/Savings: \$80,000.00/\$0.00

Second Year Cost/Savings: \$84,000.00/\$0.00

Third Year Cost/Savings: \$88,400.00/\$0.00

▪ **1.1.r2 - Hire 2 Administrative Clerk positions**

Description

The Administrative Clerk serves as the receptionist for the department and would help manage tasks such as maintaining supplies, keeping the center orderly, assisting with checking in and out and appointment setting.

Rationale

Our front desk has a constant stream of activity. While our current employees and tutors do their best to greet students, answer the phones and other general questions, having dedicated staff who serve in this capacity would ensure that students are welcomed and assisted as quickly as possible. This would also enable us to extend our evening hours and improve our communication while granting other staff the time to focus on their primary responsibilities and increase communication and other initiatives to improve services.

Resource Type: Ongoing

Expenditure Category: Classified Unit Member Non-Instruction (2181)

First Year Cost/Savings: \$116,750.00/\$0.00

Second Year Cost/Savings: \$122,500.00/\$0.00

Third Year Cost/Savings: \$128,700.00/\$0.00

▪ **1.1.r3 - Hire a PT Supplemental Instruction Coordinator**

Description

In order to better develop and expand our supplemental instruction program, we need at least a part-time coordinator.

Rationale

Supplemental Instruction is a robust program that requires a lot of individualized coaching and training. Our current staffing does not support this program as it is intended. A PT coordinator is consistent with the structure that was in place when the program was first developed, and is in line with the structure at our sister college. We cannot move forward with certification under the current constraints.

Resource Type: Ongoing

Expenditure Category: Non-Classroom Reassigned Time (1287)

o **1.2 - Objective - Negotiate Tutor 1, 2, 3 (professional expert) higher hourly rate.**

Priority Rank: 2

Start Date: 07/01/2022 **End Date:** 06/30/2024

Responsible Person: Coordinators

Strategic Direction (Goal): 2. Engage in Practices that Prioritize and Promote Inclusivity, Equity, Anti-Racism, and Human Sustainability

Impact Type: District Wide

Institutional Learning Outcome: Not Applicable

Actions/Activities:

▪ **1.2.a1 - Request hourly pay increase**

Negotiate Tutor 1, 2, 3 (professional expert) higher hourly rate to make the job competitive with current market and other tutoring programs. The position already requires additional skills beyond basic level student worker, and pay should compensate these skills. This will increase quality of services and employee retention. In addition, it will help achieve student equity goals by providing students with better opportunities to work on campus and complete their educational plans more quickly.

Start Date: 07/01/2022 **End Date:** 06/30/2024

Responsible Person: Coordinators

◦ **1.3 - Objective - Increase participation in end-of-semester Tutoring Center surveys**

Priority Rank: 4

Start Date: 11/01/2023 **End Date:** 06/30/2025

Responsible Person: Nick Reichert, Karen Peterson, OIERP

Strategic Direction (Goal): 5. Foster and Support Inquiry, Accountability, and Campus Sustainability

Impact Type: Site

Institutional Learning Outcome: Not Applicable

• **2 - Goal - Achieve recognition as a premiere academic support center in the region**

Priority Rank: 2

Objectives:

◦ **2.1 - Objective - Attend a conference and present a workshop related to the successes we have had as a successful academic support program.**

Priority Rank: 3

Start Date: 10/01/2023 **End Date:** 06/30/2025

Responsible Person: Nick Reichert, Karen Peterson

Strategic Direction (Goal): 4. Develop a Campus Culture that Engages Students, Employees, and the Broader Community

Impact Type: Site

Institutional Learning Outcome: Unknown

11. Comments

This space is provided for participants and managers to make additional comments. Comments are not required.

There are no comments for this plan.

12. Supporting Documents

This question is for attaching supplemental materials. Supporting documents are not required.

- [Tutoring_SAO and SLO data for PPR from 2019 through 2021.docx](#)
- [Tutoring_2018-2019 PPR demographic information.docx](#)