

Plans for Tutoring Center >> 2019 - 2020 Tutoring Center CHC Student Services Program Review 2019-2020

Name : 2019 - 2020 Tutoring Center CHC Student Services Program Review 2019-2020

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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 [schedule](#) for the four-year plan schedule.

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 Mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning. **In what ways does your program advance the mission of the college?**

The Tutoring Center's mission is to foster student-driven success, promote independent learning, and provide academic support through an encouraging, engaging, and constructive environment.

The mission of the Tutoring Center aligns with the mission of the college because independent learning is key to educational advancement and subsequent career and personal success. The programs of the Tutoring Center are designed specifically to empower students to take charge of their own learning and success. All SBCCD students are welcome and encouraged to use the Tutoring Center, and meeting with a tutor is not a requirement, as there are many other resources available. Our study rooms are open for individual and group study, as well as club meetings or appointments with instructors. By expanding our services beyond the immediate instructional needs of students and faculty, we further support the college's mission through many avenues of engagement and different types of learning.

2. Description of Program

- 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

Organizational Structure and Staffing

The Tutoring Center is currently comprised of one full-time faculty Tutoring Coordinator (Nicholas Reichert), one full-time classified Tutorial Coordinator (Karen Peterson), one full-time classified Learning Resources Assistant (Judy Cole), and two part-time instructors. Additionally, we have three Instructional Assessment Technician positions that were placed on administrative hold following vacancies that were not filled. All faculty and staff positions in the Tutoring Center report directly to the Dean of Letters, Arts, and Math. Additionally, the Tutoring Center employs approximately 60 student tutors, professional experts, Supplemental Instruction leaders, and office assistants that are assigned to both the Tutoring and STEM Centers. The Tutoring Coordinator is responsible for overseeing the work of the tutors and the Tutorial Coordinator is responsible for ensuring there are tutors for the work. The two coordinators work in close collaboration to determine the needs of the centers and how best to meet those needs.

The Tutoring Coordinator is also responsible for developing tutor training, workshops, and working with faculty across campus to maintain high standards of instructional support that meet the needs of students in every discipline possible. The Tutorial Coordinator maintains the budget, recruits student workers and professional experts, and performs various administrative tasks which are outside the scope of the faculty role.

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 the 2018-2019 academic year, the number of individual students who visited the Tutoring Center was 2,073. With an enrollment of approximately 6,600 students, the Tutoring Center is serving more than 30% of the student population.

Of the 2,073 students who accessed the center, 58.9% identified as female and 41.1% identified as male, which is slightly out of balance with the college's female to male ratio of 54.5% to 45.1%.

When looking at the age of our students, the percentages align almost exactly with the college demographics. Our report shows that 69.9% of students were under the age of 24, which is the same as the college. Furthermore, 13.8% of students were between 25-29, 5.9% were aged 30-34, 4.5% were aged 35-39, 3.8% were aged 40-49, and 2.1% were over 50. These percentages are each within 1% of the college's age demographics.

We see similar correlations in race and ethnicity as well. Of the college's 49.6% of students who identify as Hispanic, 52.4% have utilized the Tutoring Center. Similarly, 30.1% of white students, 6.7% of Asian students, 4.1% of African American students, and .6% of Native American students have accessed the center, putting each of these groups just above the college's total percentage in each group.

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.

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.

Services Provided

The Tutoring Center provides one-on-one and group tutoring for most subjects, with an emphasis on Math, Writing, Humanities and Languages. We also provide limited tutoring for the sciences, with the bulk of support for those classes shifted to our tutors in the STEM Center. We continue to offer support to the introductory level STEM courses, as well as higher level courses in the evenings after the STEM Center has closed.

Our philosophy is that we will serve as many disciplines as possible. When a student requests a tutor for a subject we do not currently support, we turn to our robust staff to determine who is able to meet the needs of that student. With nearly 60 tutors, there is almost always someone who can help, regardless of the class.

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

Supplemental Instruction: This program is in the process of being updated as we work toward earning UMKC accreditation. We currently have 7 Supplemental Instruction Leaders in courses including English, Spanish, Math, Geology, Geography, and Computer Science.

Embedded Tutoring: Beginning in Spring 2019, the college has adopted Embedded Tutoring to support courses with high numbers of underprepared students. This began with just a few tutors in the Spring, expanding to more classes for Fall 2019, and will continue to increase in Spring 2020. Currently, Embedded Tutors are assigned to English and Math classes, but will eventually grow to include language, science, and other introductory-level courses.

Workshops: We offer a variety of workshops for writing and Math on a number of topics. 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.

Language Lab: Beginning in the Spring of 2018, we converted one of our rooms to a Language Lab. This has been a popular change, particularly with ASL and Spanish language students who are required to complete assignments online. The Language Lab has computers that are available to students in any course, but with priority given to students working on their language classes. It provides students the resources they need, as well as easy access to tutors individually or in groups.

Study Rooms and Meeting Space: The Tutoring Center has several study rooms and the Tutoring Annex that are available as needed, or can be scheduled ahead of time. We have invited campus clubs and several committees to utilize these spaces. Additionally, instructors are invited to use these spaces to meet with students. Many part-time faculty members enjoy this since they do not have their own offices.

Computers and Printing: We have 24 computers available for students to use, as well as a printing station. 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.

Pattern of Service

The Tutoring Center is open from 8AM to 8PM Monday through Thursday, and 8AM to 2PM on Fridays.

Math and Writing tutors are currently available during all of the hours we are open, with other subjects, particularly languages, being offered at strategic times during the week. Our tutors work with faculty and students to determine the times with the greatest need so that we can reach the greatest number of students.

For the past several years, NetTutor has been available to students enrolled in online courses. NetTutor is only available for the online courses, however, and there are several problems with it. We do not support NetTutor and have no access to the program, to the tutors, or

to the service offered. It is also expensive and cumbersome. For this reason, we have worked to launch our own Online Tutoring platform which is offered through Zoom. This gives us the opportunity to select and train our own tutors, and to have a level of control over the way students are tutored. This semester (Fall 2019), we have begun piloting our Online Tutoring specifically for online math and English students. However, beginning in Spring 2020, we will be expanding this service to students in any course. It is our expectation that online tutoring will be available on nights and weekends, during times that students are likely to need help outside of our on-campus hours of operation.

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)

The Tutoring Center's budget is funded through several sources, including the General Fund, and allocation from both Equity and Basic Skills. Because our budget fluctuates each year, we work closely with the dean to establish a budget that will help us meet the needs of students in all disciplines.

One factor which affects our planning each year is the increasing minimum wage. In 2016, the minimum wage was \$10 per hour. In 2020, it will increase to \$13 per hour. This increase applies to all of our student workers and Tutor I professional experts. To keep things equitable among hourly employees, the district has subsequently increased the hourly rates for Tutor II and Tutor III professional experts as well. In 2020, it is anticipated that the hourly rate for Tutor II will increase from \$13.50 to \$14.50, and Tutor III from \$15.50 to \$16.50. Our allocation has not increased to offset the increase in hourly wages. With nearly 60 hourly employees, this cost increase has a significant impact on the number of tutors we are able to hire, and the number of hours we can schedule them.

With the implementation of AB705, embedded tutoring was introduced to the campus. This created the need to hire a significant number of new tutors. The ideal program would include embedded tutors in every Math 085, 095, 102, 110, and 115 course, and every English 010 and 101 course. Such a program would necessitate doubling our current tutoring staff at a significant cost to the college. This is not

possible with our current budget and applicant pool, although we have made strides to work with Math and English faculty for continuous recruitment each semester.

When it comes to recruiting, however, we face a few obstacles. Because of the nature of the community college setting, many students plan to transfer immediately after completing courses where we have need of tutors. While many students transfer to local universities, their employment options are abundant, making it difficult to compete with a competitive job market. Although we offer a flexible schedule, district policies limit what we can offer in terms of hours and wages.

In addition to challenges with recruiting qualified candidates, we do not currently have the budget to pay for as many tutors as we would need to have a fully functioning staff of embedded tutors, Supplemental Instructions Leaders, and tutors for both the Tutoring and STEM Centers. One factor is that the Tutoring Center is unable to collect apportionment or report positive attendance hours for time when embedded tutors and SI leaders are in classes, since those hours are already reported by instructional faculty. This puts the college into a situation where embedded tutors are able to help improve success rates, but at no financial benefit to the college.

The Tutoring Center faces an additional challenge that affects our program. Where we once had a staff of one full-time faculty member and 6.5 classified professionals, we now serve more students with more programs, with a reduced staff of only one full-time faculty member, two classified professionals, and two part-time faculty members. This has put us in a position of offering more services, but having less direct control over the quality of our programs and our ability to meet the immediate needs of students. Our three Instructional Assessment Technician positions are currently on administrative hold. Unlocking those positions would give us the ability to work toward our continuous effort to improve tutor training, to reintroduce Weekly Tutoring for students who need more direct intervention, and would help with the ongoing strain put on the Tutoring Center when we are directed to cover breaks and absences for the STEM Center staff.

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 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).
- c. What objective(s) or action step(s) will you add to Question 10 as a result of the SAO assessment(s)? If none, please explain.
- d. If your program has SLOs, please address b and c above in relation to the SLO assessment results.

The Tutoring Center has changed significantly in the past four years. Our previous program review included assessment plans for Reading Support, Left Lane, Summer Bridge, and SLA. None of these services exist any longer and any assessments done are no longer relevant.

There were several significant improvements within our program, including a new faculty Tutoring Coordinator, and the opportunities provided by AB705. With the new direction of our program, we have implemented new SAOs based on our current needs, services, and mission.

SAO 1: Students who visit the Tutoring Center will feel more confident as independent learners.

- Assessed Spring 2019
- The Survey question states, "Visiting the Tutoring Center has assisted me in becoming an independent learner."
- Target- 80% will agree or strongly agree
- Strongly agree: 54.1% Agree: 43.5
- The data show 97.6% either agree or strongly agree. The target was met and exceeded.

We believe the flexibility of having walk-in tutoring with no time limits, consistently scheduled tutors, and recruiting more tutors in multiple disciplines has led to this satisfaction result, and we will continue to seek student and tutor feedback to make the changes necessary to increase the number of respondents who "Strongly Agree." We will be assessing at the end of every semester. Because tutoring is not teaching, we may be struggling with student awareness of the difference. Tutors are trained to lead students to resources and answers, but students may not always be aware of our mission. We will continue to involve students in the process with metacognition techniques and continued tutor training.

SAO 2: Students who visit the Tutoring Center will feel supported and encouraged by Tutors.

- Assessed Spring 2019
- Target- 80% will agree or strongly agree
- The data show 97.6% either agree or strongly agree. The target was met and exceeded.
- Strongly agree: 73.8% Agree: 23.8%

We believe the results are strong based on careful hiring practices. Besides having consistent standards we adhere to for applicants, we also interview tutors and allow them to interview us. We explain what we do and our vision for the center. Patience, empathy, and problem solving skills are traits often more valuable than grade point average or knowing the answer. Due to a consistent scheduling of tutors, most students are repeat visitors, with every tutor being a student's "favorite." We also believe in the importance of allowing tutors to maintain their own academic freedom, giving students a valuable variety of learning and tutoring styles.

SAO 3: Different outreach programs will communicate the services offered by the Tutoring Center to both faculty and students.

- Method of assessment- Survey question: "How did you hear about us?"
- Additionally, we are tracking the classes we visit and the classes that tour the center.
- Assessed Spring 2019
- Results: Instructor: 39%; Tutors: 15.6%; Friend: 14.9%; Class Visit: 11.3%; Programs (STEM, EOPS, DSPS, Transfer Center, etc.): 9.2%; Flyer/Sign: 8.5%; Social Media: .7%; Other: .7%

Based on the data, we are pleased that so many faculty are willing to work with us on promoting our services. However, we would like to increase campus visibility. In an effort to work more directly with the Library and STEM Center, we will be introducing cross promotion which will include posters in each classroom advertising Instructional Support Services. Additionally, we will be working with the office of Student Life to promote Tutoring services and Tutoring Center events.

SAO 4: Students who use additional Tutoring Center student support programs like Embedded Tutoring, SI, and Online Tutoring will agree or strongly agree that they are satisfied with the experience.

- Target-80%
- Embedded Tutoring and Online Tutoring has not yet been assessed.
- The data for Spring 2019 SI program is not currently available from IERP. However, based on the Fall 2018 findings, the program is successful in its mission. Here is a brief summary:
 - Students who attended one or more SI sessions were substantially ($ES=.44$) and statistically significantly ($p<.001$) more likely to successfully complete the course (79%) than students in the same section who did not attend any SI sessions (58%).
 - Hispanic students who attended two or more SI sessions were substantially ($ES = .67$) and statistically significantly ($p <.001$) more likely to successfully complete the course (86%) than Hispanic students in the same section who did not attend any SI sessions (57%).
 - Female students who attended two or more SI sessions were substantially ($ES = .57$) and statistically significantly ($p <.001$) more likely to successfully complete the course (86%) than female students in the same section who did not attend any SI sessions (61%).

Student satisfaction surveys from Spring 2019 also showed a general satisfaction with the program:

- The SI leader provided helpful learning/studying strategies
- Strongly agree 74.8% Agree 22.8%
- The SI sessions helped me do well in the course
- Strongly agree 71.3% Agree 23.8%

Our findings suggest that the SI program has been successful, despite the lack of leadership and guidance in recent years. As we move toward certification through UMKC, we expect the success of SI to continue or increase.

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.

i) We have three support programs that are innovations and enhancement to the Tutoring Center for the 2019-2020 academic year.

Embedded Tutoring

Launched in Spring 2019, this program places tutors in 100 level and lower Math and English courses. Like a SI program, embedded tutors attend the course with the other students, taking an active role in the classroom as a model student. They help out with group and one-on-one work as the instructor sees fit. They also invite students to work with them and other tutors in the Tutoring Center.

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. By using the Zoom platform, we are able to conduct virtual face-to-face meetings. This will be expanded to serve more students in Spring 2020.

Supplemental Instruction

CHC has had an SI program for years. It was originally implemented under a Title V grant and run by Daniel Bahner and Robert Brown. Through changes in leadership over the years, the requirements of the program were no longer being met and there was very little oversight into the way it was being run. Now that the SI program has been formally assigned to the Tutoring Center, we are taking steps to

restore the program to align with the University of Missouri Kansas City (UMKC) requirements and obtain certification. By gathering success rate data, we will target courses with the lowest success rates with this highly successful program.

ii) Partnerships:

Honors

We are in frequent contact with the Honors Coordinator to speak at each Honors Meet-and-Greet to inform current and incoming honors students that the Tutoring and STEM Centers are important to long-term success. We also actively recruit tutors from the program.

DSPS & EOPS

We are in frequent contact with staff and counselors from both programs to make sure we are providing equitable needs to all students. We have also been working with the DSPS department to develop training so our tutors know of the universal design accommodations available to DSPS and all students. We plan to offer these trainings every semester.

STEM Center

At the moment the Tutoring Center is responsible for staffing the STEM Center with Tutors and training them. Most of the higher level Math and Sciences are tutored in the STEM Center, although we provide support for those courses outside of the STEM Center's operating hours.

Student Life and Clubs

We are reaching out to student clubs to let them know they can use the Tutoring Center for meeting and activity space. At the moment we have the Blacks and Latinos United club meeting in the Tutoring Annex once a week. This outreach to Student Life is helping us move toward our vision of making the Tutoring Center a hub for student activity.

TC access data collection

The TC has a log-in computer used to collect data on student access, which is used for apportionment collection. Students who visit the Center must log in when they enter and log out when they leave. Each semester, we send the list of students to Admissions where they are enrolled in LRC-900 for positive attendance and FTE generation. Once Admissions and Records has enrolled the students in LRC-900, the Tutoring Center staff works with IERP to determine positive attendance for all student visitors. There are still students who leave without logging out, making their visit time default to 1 minute. Because of this, we believe our contact hours far exceed those recorded.

Repurposed Rooms

The Tutoring Annex has been evolving as a more student and staff-friendly meeting place, as we reach out to student clubs, instructors, and administration to let them know it is available. As mentioned, the BLU club is currently meeting once a week, and the Technology Planning Committee is currently scheduling meetings in the Annex.

Create a Reading Program

Because there is no longer a reading program in the district, we have been in discussion with the current department chair and librarian, Krista Ivy, to create some type of club or program to motivate students to read more and build reading skills. We're excited to hear about the President's future mission of One-Book-One-College. At this time, there are no specific details, but we hope to have at least one small collaborative program completed for Fall 2020, and are interested in assisting and promoting any program the college adopts.

San Bernardino Valley College Tutoring Center

Not long after our new faculty Tutoring Coordinator was hired, Valley College also hired a new Tutoring Coordinator. With both faculty members joining the district so near each other, it was a good opportunity to begin working toward aligning the tutoring programs at both colleges so that students throughout the district can receive the same level of assistance and support, regardless of which campus they visit.

Faculty

Beginning in Spring 2019, the Tutoring Coordinator has attended and participated in AB705 workshops with English and Math faculty with tutors in attendance to provide information to those faculty, as well as to workshop on best uses of tutors in the classroom.

The Tutoring Center Coordinators frequently meet with faculty and staff across campus both in scheduled meetings and committees and informal drop-ins to make sure student needs are being met.

We also work closely with faculty to recruit tutors and office assistants.

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 question 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?

As outlined in Question 2 above, our demographic details show the following:

In the 2018-2019 academic year, the number of individual students who visited the Tutoring Center was 2,073. With an enrollment of approximately 6,600 students, the Tutoring Center is serving more than 30% of the student population.

Of the 2,073 students who accessed the center, 58.9% identified as female and 41.1% identified as male, which is slightly out of balance with the college's female to male ratio of 54.5% to 45.1%. We will work to align the gender demographics more with the college by discussion and outreach to increase visits from male students.

When looking at the age of our students, the percentages align almost exactly with the college demographics. Our report shows that 69.9% of students were under the age of 24, which is the same as the college. Furthermore, 13.8% of students were between 25-29, 5.9% were aged 30-34, 4.5% were aged 35-39, 3.8% were aged 40-49, and 2.1% were over 50. These percentages are each within 1% of the college's age demographics.

We see similar correlations in race and ethnicity as well. Of the college's 49.6% of students who identify as Hispanic, 52.4% have utilized the Tutoring Center. Similarly, 30.1% of white students, 6.7% of Asian students, 4.1% of African American students, and .6% of Native American students have accessed the center, putting each of these groups just above the college's total percentage in each group.

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

Alternative modes and schedules of delivery

Students seem happy with the hours of the Tutoring Center. There have been no requests for later or weekend hours. However, we will be expanding the Online Tutoring program to cover a broader schedule.

There have been challenges with the Online Tutoring program. Although Zoom is a very user friendly platform, it has a process that includes sending an invitation through email to the student. The student must download a very quick exec file to be able to use the platform. This step is inconvenient, but manageable.

We are also meeting resistance from Tutors to this new program and are having difficulty in staffing it. We have identified several tutors interested for Spring 2020, and we will be working closely with them to build this program.

Because it will have to be by appointment-only for the near future, the student must call the day before to schedule the appointment. This creates another hurdle. We are in discussion on how to streamline this process.

Finally, there are no available electronic devices that the tutors can take with them to work from home. Thus they will need to use their own equipment, and with a budget of only \$250.00 a year, we are unable to purchase the necessary equipment for tutoring outside of the center.

Innovation and implementation of best practices

Despite some challenges with rolling out online tutoring, we have had continued success with our Embedded Tutor and SI programs. We look forward to meeting the increased demand.

Efficiency in resource use

We are pleased that Tech Services keeps our computers updated, as they are constantly used by students. However, our slim supply budget does mean that we are often buying supplies out of pocket such as dry erase markers and pens.

Staffing

With an increase of programs and student visits, we do feel being understaffed is creating a challenge.

Participation in shared governance

Internally, all unit members are part of the Tutoring Center plans, and externally we are often welcome to participate in college decisions and committees.

Professional Development

The Tutoring Coordinator was fortunate enough to attend SI Supervisor Training in Fall 2019, providing a better understanding of the program, but with inconsistent Deans, general understaffing, and the challenge of frequently being directed to cover STEM absences it has been difficult to research, schedule, and attend professional development opportunities both locally and abroad. The arduous process of requesting advances and reimbursement causes an even more significant financial hurdle to professional development. We would like to be innovative, creative, and flexible in our training and certifications of our programs, but feel there has been little time to focus on these goals.

Group dynamics

In the Tutoring Center, everyone is part of the team, and we work well in crowdsourcing ideas and future plans.

Compliance with applicable mandates

The Tutoring Center currently complies with all 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 be the college of choice for students who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting. **In what ways does your program advance the vision of the college?**

Our Vision

Our vision for the Tutoring Center is to continue to grow our program as the heart 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 can encourage them to build tutoring into their personal study and success plans. The Tutoring Center plays a vital role in that success and will continue to do so by building our outreach to students, faculty, and staff. Part of that success comes from having highly qualified and well-trained tutors.

In addition to instructional support, we envision a center that is a hub for student groups and clubs, as well as faculty who wish to meet with their students. We have begun that process, but will continue to work with Student Life and the Student Senate to identify needs and how we can address them.

We want the Tutoring Center at Crafton Hills College to set the standard for Southern California community colleges. In order to accomplish this, we will prioritize professional development for all employees of the center, and continue to build partnerships that help us to maintain our excellent level of service.

Alignment

Increasing our focus on professional development for all Tutoring Center employees will help us align our vision with that of the college as we build a supportive community for students. When students feel supported and welcomed, they are able to set goals for their personal and professional growth and learn how to accomplish them. The Tutoring Center also encourages and will continue to encourage deep learning through more targeted innovations and training.

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 - Align Tutoring Center academic support services to meet the current campus need.**

Priority Rank: 5

Objectives:

- **1.1 - Objective - Determine the impact of tutoring on course success, retention, and persistence as appropriate.**

Priority Rank: 8

Original Start Date: 10/27/2014 **Original End Date:** 06/04/2018

Revised Start Date: 10/27/2014 **Revised End Date:** 06/04/2018

Responsible Person: TC Coordinator, Tutorial Coordinator, IEORP

Strategic Direction: 1. Promote Student Success

Impact Type: Site

Institutional Learning Outcome: -- Pick One --

Actions/Activities:

- **1.1.a1 - Run Course Success Reports**

- Submit to ORP the list of ID numbers representing students who utilized services 10 hours or more for the semester.
- Request ORP to run reports comparing course success data with general population.

Start Date: 10/27/2014 **End Date:** 06/01/2015

Responsible Person: TC Coordinator, Tutorial Coordinator, IEORP

Status Code: Work is Underway

Progress Description:

Work is underway with IERP for the requested reports for ORP.

Measurements/Documentation of Progress:

IERP is developing Informer reports so that we can access data ourselves.

- **2 - Goal - Expand comprehensive academic support services to meet the growing campus need.**

Priority Rank: 1

Objectives:

- **2.1 - Objective - Provide appropriate staff for the services that we will offer by removing holds on current positions and adding additional.**

Priority Rank: 1

Original Start Date: 10/27/2014 **Original End Date:** 08/01/2020

Revised Start Date: 10/27/2014 **Revised End Date:** 08/01/2020

Responsible Person: TC Coordinator, Dean, VP, Pres

Strategic Direction: 4. Expand Access

Impact Type: Site

Institutional Learning Outcome: -- Pick One --

Status Code: Work is Planned but not yet firmly scheduled

Progress Description:

We have submitted a request to remove the administrative hold on 3.5 classified positions. We have removed our request for a 2nd Full-time Faculty position.

Resource Requests:

- **2.1.r1 - Paraprofessional Hires**
Description

Remove current administrative holds on 3.5 paraprofessional Instructional Assessment Technicians.

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. These positions are not new; they were put on administrative freeze.

Resource Type: Ongoing

Expenditure Category: Instructional Aide (Unit) (2203)

Funded: No

Funding Source: General Fund

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

- **2.1.r2 - Full Time Faculty Position Math/Science**
Description

Because the current coordinator's background is English and Composition, one faculty position should have a STEM background. Under the guidance of the center coordinators, this faculty position will work closely with Math and Science departments to develop workshops, tutor training, and other support programs as needed.

Rationale

This position is essential to remain in compliance, reduce disruption of services, and increase instructional support activities for students and faculty. From 2012 to 2015, the Tutoring Center had two Full Time Faculty positions that worked in tandem to develop curriculum and programs for student success. In 2015 with the creation of the Tutoring Coordinator position, the second Full Time position was changed to two adjunct positions. That change has led to high turn over for these faculty positions, inconsistent levels of support, and a decrease in the ability to adequately serve Math and Science students.

Resource Type: Ongoing

Expenditure Category: Contract Classroom Inst. (1100)

Funded: No

Funding Source: Removed

First Year Cost/Savings: \$110,013.48/\$0.00

Second Year Cost/Savings: \$11,013.48/\$0.00

Third Year Cost/Savings: \$11,013.48/\$0.00

- o **2.2 - Objective - Increase service to include increased evening hours, weekend service, and online/distance tutoring.**

Priority Rank: 4

Original Start Date: 08/10/2015 **Original End Date:** 06/29/2018

Revised Start Date: 08/10/2015 **Revised End Date:** 06/29/2018

Responsible Person: TC Coordinators, TC staff

Strategic Direction: 4. Expand Access

Impact Type: Site

Institutional Learning Outcome: -- Pick One --

Status Code: Objective was Removed

Progress Description:

There have been no requests for additional hours. Our data on visits show that very few people use the Tutoring Center past 6pm Monday through Thursday, but to meet equity needs, we are currently broadening our online Tutoring Program to cover late nights and weekends.

o **2.3 - Objective - Determine and meet the support needs of the campus.**

Priority Rank: 2

Original Start Date: 11/03/2014 **Original End Date:** 06/01/2020

Revised Start Date: 11/03/2014 **Revised End Date:** 06/01/2020

Responsible Person: TC Coordinator, TC staff, IEORP

Strategic Direction: 1. Promote Student Success

Impact Type: Site

Institutional Learning Outcome: -- Pick One --

Actions/Activities:

▪ **2.3.a1 - Determine Campus-wide Reading Needs**

Determine the current campus need for reading support across the curriculum.

Start Date: 10/27/2014 **End Date:** 12/01/2020

Responsible Person: TC Coordinator, TC staff, IEORP

Status Code: Work is Planned but not yet firmly scheduled

Progress Description:

We are in collaboration with the library to develop a program to encourage more students to read and develop skills since Reading as a subject was removed from the campus.

Measurements/Documentation of Progress:

None at this time, but we have plans for developing them in Spring 2020 and are looking forward to being part of the One-Book-One College team.

▪ **2.3.a2 - Create Campus Reading Support Plan**

Create a plan to offer an array of appropriate and contextualized reading academic support services for the campus.

Start Date: 01/12/2015 **End Date:** 12/14/2015

Responsible Person: TC Coordinator

Status Code: Work is Completed and Ongoing

Progress Description:

Please see above.

Measurements/Documentation of Progress:

Please see above.

- **2.4 - Objective - Research innovative uses of technology in tutoring and academic support contexts.**

Priority Rank: 7

Original Start Date: 01/05/2015 **Original End Date:** 12/18/2015

Revised Start Date: 01/05/2015 **Revised End Date:** 12/18/2015

Responsible Person: TC Coordinators

Strategic Direction: 7. Develop Programs and Services

Impact Type: Department

Institutional Learning Outcome: -- Pick One --

Status Code: Work is Completed and Ongoing

Progress Description:

We have created an Online Tutoring Program utilizing the state recommended Zoom. We will continue to research and test other innovative technology such as "Boogie Boards" and other tablets for tutors.

- **3 - Goal - Raise campus awareness of the Tutoring Center, its mission, and its services.**

Priority Rank: 3

Objectives:

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

Priority Rank: 6

Original Start Date: 01/05/2015 **Original End Date:** 06/29/2018

Revised Start Date: 01/05/2015 **Revised End Date:** 06/29/2018

Responsible Person: TC Coordinators, TC staff

Strategic Direction: 2. Build Campus Community

Impact Type: Site

Institutional Learning Outcome: -- Pick One --

Status Code: Work is Completed and Ongoing

Progress Description:

We have a clear mission to support students becoming independent learners. We provide mandatory training for tutors and are working with faculty and staff across campus to ensure that our program is meeting the needs of students in all disciplines possible.

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:

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

Priority Rank: 1

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

Responsible Person: LAM Dean, VPI, VPAS, President

Strategic Direction: 7. Develop Programs and Services

Impact Type: Site

Institutional Learning Outcome: Unknown

Resource Requests:

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

Remove current administrative holds on 3.5 paraprofessional Instructional Assessment Technicians.

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. These positions are not new; they were put on administrative freeze.

Resource Type: Ongoing

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

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

- **1.2 - Objective - Equipment for online tutoring**

Priority Rank: 2

Start Date: 01/01/2020 **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: Unknown

Resource Requests:

- **1.2.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)

First Year Cost/Savings: \$2,000.00/\$0.00

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

○ **1.3 - Objective - Increase supply budget**

Priority Rank: 3

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

Responsible Person: Nick Reichert, Karen Peterson, LAM Dean

Strategic Direction: 7. Develop Programs and Services

Impact Type: Division

Institutional Learning Outcome: Not Applicable

Resource Requests:

▪ **1.3.r1 - Increase supply budget**

Description

Quadruple our annual supply budgets from \$250 to \$1000 for both Tutoring Center and Supplemental Instruction.

Rationale

Because of the expanding embedded tutoring program and alignment with the UMKC SI program, more materials are in demand: textbooks, supplies, and equipment.

Resource Type: Ongoing

Expenditure Category: Non-Instructional Supplies (4500)

First Year Cost/Savings: \$2,000.00/\$0.00

Second Year Cost/Savings: \$2,000.00/\$0.00

Third Year Cost/Savings: \$2,000.00/\$0.00

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

Priority Rank: 4

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

Responsible Person: TC Coordinators, TC Staff

Strategic Direction: 2. Build Campus Community

Impact Type: Site

Institutional Learning Outcome: Not Applicable

Actions/Activities:

- **1.4.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

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

Priority Rank: 5

Start Date: 07/01/2020 **End Date:** 07/01/2024

Responsible Person: LAM Dean, TC Coordinators

Strategic Direction: 8. Support Employee Growth

Impact Type: Department

Institutional Learning Outcome: Not Applicable

Resource Requests:

- **1.5.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)

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

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

Priority Rank: 2

Objectives:

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

Priority Rank: 6

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

Responsible Person: Nick Reichert, Karen Peterson

Strategic Direction: 3. Develop Teaching and Learning Practices

Impact Type: Only Students

Institutional Learning Outcome: 5. Information Literacy

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

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.

There are no supporting documents for this plan.

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