Barstow Community College

Program Review

Non-Instructional

Name of Service Area:	Tutorial Services Lab
Department:	Academic Affairs

Academic Year:	2012/2013	**Date Submitted:**	2/1/2013

By:

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1. Service Area Mission and Vision

A. Service Area **Mission**

> The Mission of the Tutorial Center is to optimize student learning by providing them assistance with their studies in order to meet their educational goals and objectives.

B. Service Area **Vision**

> The vision of the Tutorial Center is to expand into a larger area and eventually become known as the IDEA Center (Individual Development and Educational Assistance). This will enable the center the space to offer more services, i.e. Khan Korner, large study group ability, accommodate other programs on campus like the EOPS Probationary Program.
>
> The office of Career Institute could have a permanent space in the center and it could become a one stop help a student center.

C. Describe how your Service Area mission and vision align with and contribute to the College's **Mission** and **Vision**.

> The mission of the college and the Tutorial Center are one and the same; to ensure that students succeed in meeting their educational goals.
>
> The lab is one of the resources that is offered by the college to achieve this.

2. Service Area Description and Overview

Assume the reader does not know anything about the Service Area. **Describe** the Service Area, including—but not limited to—the following:

A. Organization, including staffing and structure
B. Who do you serve (including demographics)?
C. What kind of services does your Area provide?
D. How are the services provided? (*Including alternative modes and schedules of delivery; for example, online, hybrid, early morning, evening services.*)

> Organization of the Tutorial Center (from now on known as "the lab"); One Tutorial Services Speciailist and nine (9) Tutors are available for assistance on the Barstow Campus. One (1) Tutor is available on the Ft. Irwin satellite campus.
>
> The lab serves all BCC students, Park University students, and all area school children grades $6^{th} – 12^{th}$.
>
> We provide one-on-one tutorial assistance in all classes that are offered at BCC, to include online navigation. Numerous handouts for English and math. Information on Khan Academy, and other sites that offer tutorial assistance.
>
> Services are provided in several ways. Students can walk-in for assistance, make appointments on the lab appointment book, call for an appointment, or send an e-mail.

> Tutors are available until 7 pm on two nights a week, Tuesday and Wednesday, to accomodate students that work or have late night classes.

3.   External Factors

What external factors have a significant impact on the Service Area? *(External factors are those issues which the college **does not** have control over.)* Include the following, as applicable:

A. Challenges and/or opportunities presented by grants, federal, state or categorical funding
B. Requirements of four-year institutions
C. Requirements imposed by regulations, policies, standards, and other mandates
D. Job Market
   - Requirements of prospective employers
   - Developments in the field (both current and future)

> Funding is the most significant factor and the budgetary constrants make it difficult to "try new things."
>
> The second factor is the ability to find tutors that are well rounded in numerous subjects.
>
> Training class for tutors.

4.   Service Area Policies & Processes

A. What are the policies, procedures and processes that impact your Service Area *(BCC BP/AP; Federal, State & local regulations; departmental guidelines)*

> Click here to enter text.

B. What policies, procedures and processes need to be updated or deleted?

> Clarification between use of the Tutorial Lab as Education 150 and the Computer Commons as Education 150. Needs to be a separation of the two.

C. What impact have changes or updates in policies and processes had on the workflow of the Service Area?

> Mid-terms, finals and major assignments through-out the semester impact us, as we have anunusually high number of sessions. If there were some sort of flow chart that showed when faculty had major assignments coming up, we could schedule accordingly.

5.   Service Area Status

A.   What is going well and why?

> The face to face time with students in all of the classes at the beginning of the semester has seemed to help students feel more welcome. It is also helping to cultivate the reputation that the lab is somewhere fun and helpful to be.
>
> There is now a tutor available for the Ft. Irwin campus.
>
> Working with EOPS to develop a libarary of textbooks to help students that do not have the textbook for what ever reason.

B.   What is not going well and why?

> The staffing level in the lab can cause problems sometimes. There is only one full time employee/supervisor to service the area and this can bring problems when that employee is off. Staffing could be looked at.
>
> As the lab services the entire campus, innovative ways have had to be used in order to acquire materials. Budgetary constraints are always an issue.

6.   Service Area Data

A.   Performance Data

Discuss the area's performance on the specific data items listed below, *(if applicable)*:
1) Completion Rate; 2) Success/Retention Rate; 3)Full-Time/Part-Time Service Professional ratio; 4) FTES Targets; 5) Student Engagement; 6) and any other representative measurable data, to be considered.
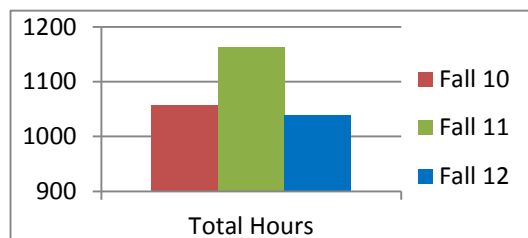
(If you have already discussed your area's performance on one or more of these components, then refer to that response here, rather than repeating it.)
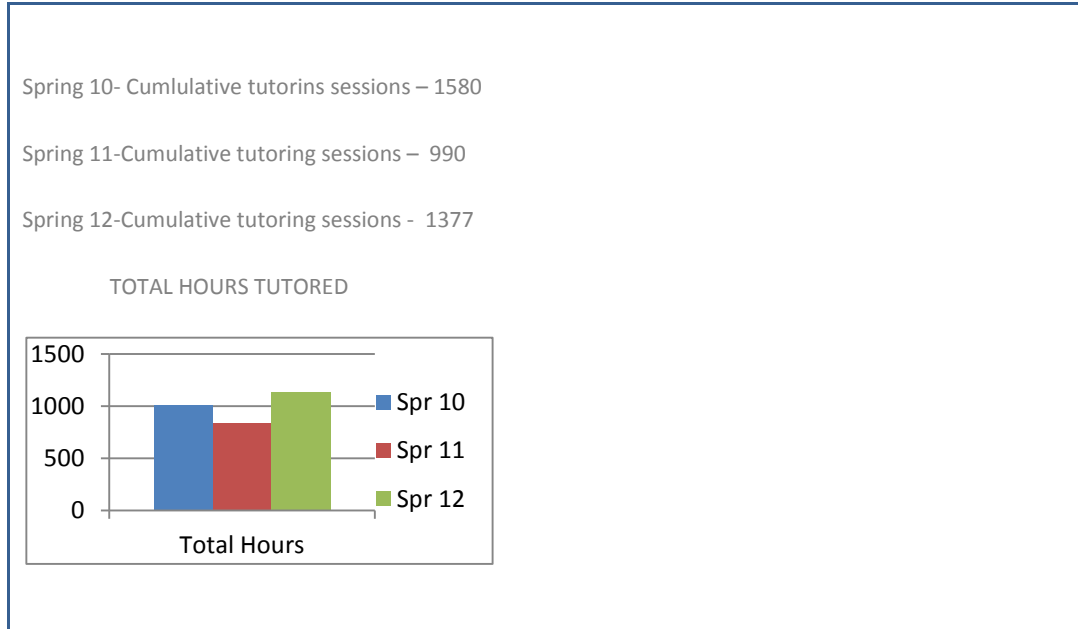
> Fall 10 - Cumulative tutoring sessions – 1216
>
> Fall 11 - Cumulative tutoring sessions – 1163
>
> Fall 12 - Cumulative tutoring sessions - 1119
>
> TOTAL HOURS TUTORED

Spring 10- Cumlulative tutorins sessions – 1580

Spring 11-Cumulative tutoring sessions – 990

Spring 12-Cumulative tutoring sessions - 1377

TOTAL HOURS TUTORED

1500	
1000	■ Spr 10
500	■ Spr 11
0	■ Spr 12
Total Hours	

B. Progress on Service Area Outcomes (SAOs) and Student Learning Outcomes (SLOs)

1) Summarize the progress your Service Area has made on programmatic and service level SAO/SLO measures you have applied since your last program review.

No data at this time.

2) Describe any program/service improvements made by your Service Area as a result of the outcomes assessment process.

No data at this time.

3) What is your plan for continuously completing the assessment cycle?

Click here to enter text

C. Supporting Assessment Data

1) Provide a list of any quantitative or qualitative measures not provided in 6.A. that you have chosen to gauge your program's effectiveness *(e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin's data, etc.)*

Student Services has recently started a probationary program to help students that have been dismissed get back into school. The program consists ofstudents that have been academically dismissed. They must spend approximately four (4) hours in the lab to do their homework.

2) Summarize the results of these measures

> Measurements will be taken at several points.
>
> Number of students who have utilized the lab as required.
>
> Total number of hours students spend in the lab.
>
> Total number of students who pass the program.
>
> Measurements will not be taken until the end of the semester.

3) What did you learn from your evaluation of these measures, and what improvements have you implemented, or do you plan* to implement, as a result of your analysis of these measures? *(*List any resources required for planned implementation in #9: Resources.)*

> None yet.

7. Prior Goals/Objectives

Briefly summarize the progress your Service Area has made in meeting the goals and objectives identified in the most recent Program Review.

> Click here to enter text

8. Goals/Objectives/Actions

Reflect on the responses to all the previous questions.

A. Formulate Service Area **Goals** to maintain or enhance program strengths, or to address identified weaknesses.

B. Indicate how each Goal is **Aligned** with the College's **Strategic Priorities**.

C. Identify explicit **Objectives** for reaching each goal.

D. Create a three-year **Action Plan** consisting of a coherent set of specific steps that must be taken to achieve each objective.

E. Develop **Outcome** statements and appropriate measures for each objective.

F. The **Comments** area provides for the additional communication of information necessary to further "close the loop" on the goal or action plan, as it relates to **Institutional Planning**. This may include references to other institutional documents, such as **governing or compliance documents** *(i.e. Board Policy, BAM, Title V)*, **institutional planning documents** *(i.e. Strategic Plan, Educational Master Plan, Facilities Plan, Technology Plan)*, or **Board, Presidential, Supervisory or Departmental recommendations or goals**, **etc.**

As you create your Service Area **Goals**, **Objectives, Outcomes** and **Action Plan**, it might be helpful to think about some of the following questions:

- Imagine your Service Area three years from now in an ideal future. You and your colleagues have done everything you possibly can to make the Service Area excellent. Look around: What do you see?
- Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.
- In the ideal future, what specific innovations, best practices, or other accomplishments would you share with a visiting out-of-state colleague?
- What long-term impact would you like your Service Area to have on the College and the community?
- What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?

*Complete the following table with your Service Area's **Action Plan**.*

<table>
<tr><th colspan="6">Action Plan</th></tr>
<tr><th colspan="2">GOAL</th><th>ALIGNMENT</th><th>OBJECTIVE</th><th>ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE</th><th>OUTCOMES/MEASURES</th></tr>
<tr>
<td>#1</td>
<td>Expansion of the lab to a larger building</td>
<td>☒1. Foster innovative learning environment
☒ 2. Provide Successful college learning experience
☒ 3. Promote and support student engagement
☐ 4. Cultivate and enhance local partnerships
☐ 5. Attract/ develop excellent employees
☒ 6. Strengthen college planning/ decision making</td>
<td>#1 To move to the IPAC

#2 Take down walls and paint old IPAC

#3 Outreach to let students know about the move</td>
<td>a) Completion of the new PAC
b) Enter text
c) Enter text
a) Take down walls
b) Paint
c) Aquire furniture
a) Marketing to students via electronic board, flyers, e-mail, etc.
b) Enter text
c) Enter text</td>
<td>Enter text

Enter text

Enter text</td>
</tr>
<tr>
<td colspan="2">*Comments:*</td>
<td colspan="4">*Enter text*</td>
</tr>
<tr>
<td>#2</td>
<td>Hire Quality Tutors</td>
<td>☒1. Foster innovative learning environment
☒ 2. Provide Successful college learning experience
☐ 3. Promote and support student engagement
☐ 4. Cultivate and enhance local partnerships
☐ 5. Attract/ develop excellent employees
☐ 6. Strengthen college planning/ decision making</td>
<td>#1 Have more instructor involvement in recommending tutors

#2 Use of social media

#3 Enter text</td>
<td>a) Marketing to instructors via flyers and e-mail
b) Enter text
c) Enter text
a) Advertise on College Facebook page for tutors.
b) Enter text
c) Enter text
a) Enter text
b) Enter text
c) Enter text</td>
<td>Enter text

Enter text

Enter text</td>
</tr>
<tr>
<td colspan="2">*Comments:*</td>
<td colspan="4"></td>
</tr>
<tr>
<td>#3</td>
<td>Change name of Tutorial Lab to the IDEA (Individual Development and Educational Assistance) Center</td>
<td>☒1. Foster innovative learning environment
☐ 2. Provide Successful college learning experience
☐ 3. Promote and support student engagement
☐ 4. Cultivate and enhance local partnerships
☐ 5. Attract/ develop excellent employees
☐ 6. Strengthen college planning/ decision making</td>
<td>#1 Students will not fell "stupid" if they need to go to the IDEA Center vs. the Tutorial Lab. This issue has been voiced by both students and instructors.
#2 Enter text

#3 Enter text</td>
<td>a) Enter text
b) Enter text
c) Enter text

a) Enter text
b) Enter text
c) Enter text
a) Enter text
b) Enter text
c) Enter text</td>
<td>Enter text

Enter text

Enter text</td>
</tr>
<tr>
<td colspan="2">*Comments:*</td>
<td colspan="4">*Enter text*</td>
</tr>
</table>

9.   Resources Required

List all significant resources needed to achieve the objectives shown in the table above, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 6.C.

Rationale*: For each resource listed, enter the reason(s) the resource is needed to achieve the objective.

Goal #	Objective #	Resource Required	Rationale*	Estimated Cost
1	1	Money, manpower, completion of the PAC	Moving the lab to the IPAC will increase our ability to service the student in a one-stop shop concept. Tutors, Career Institute, a primary faculty office, all under one roof.	*Enter text*
Enter text	2	Money and help from the Maintnenace office	Moving one or two walls in the current IPAC would help the flow of the building. Painting it all white would make it clean, crisp and inviting to students.	*Enter text*
Enter text	*Enter text*	*Enter text*	*Enter text*	*Enter text*
Enter text	*Enter text*	*Enter text*	*Enter text*	*Enter text*
Enter text	*Enter text*	*Enter text*	*Enter text*	*Enter text*

A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for EACH new resource requested.