Barstow Community College

Program Review

Non-Instructional

Name of Service Area: Tutorial Lab

Department: Student Services

Academic Year: 2015-2016   **Date Submitted:** 10/25/2016

By:

Lead Gloria Webster

Members Tonia Teresh and Gloria Webster

1.   Service Area Mission and Vision

A.   Service Area **Mission**

> The Mission of Tutorial Services 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 Tutorial Services is to expand and eventually provide additional learner support services to support student persistence and completion, such as Khan Korner, large study group ability, mandatory tutoring and study hours for specific courses or programs such as AFS and EOPS.
>
> The lab will also work in concert with Distance Education to develop more robust online tutoring options for BCC's large percentage of online students.

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 Tutorial Services 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 that helps to support and foster student academic achievement.

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 Tutorial Services (from now on known as "the lab"); One Tutorial Services Specialist and nine (9) Tutors are available for assistance on the Barstow Campus. One (1) Tutor is available on the Ft. Irwin satellite campus as available.
>
> The lab serves all BCC students, Park University students, and area school children grades 6th – 12th.
>
> We provide one-on-one tutorial assistance in most 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 6 pm on two nights each week, Wednesday and Thursday, to accommodate students who work or have 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)

> One of the biggest external factors is the fact that a large number of students are not meeting the collegiate requirements for Math and English, and must complete remedial classes. For example, BCC assessment data show that in 2015, 43.26% of math placement exams resulted in a recommendation for ACSK (BCC 2015 Office of Institutional Effectiveness, Accuplacer Placement Scores Analysis of Scores, October 14, 2016). Students must complete college-level math and English courses to earn a degree and/or transfer to a four-year institution. Therefore, tutoring and learning support in these classes is crucial for student services.
>
> Funding is another significant factor as the current budget allocated to Tutorial Services is insufficient in meeting yearly tutoring needs.
>
> Another factor is the ability to find tutors that are well-rounded in numerous subjects.

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)*

> AP7270 - Student Workers
>
> California Title 5, Section 58168 - Tutoring

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

> Currently working with Admissions and Records to determine best process for tracking high school students using Tutorial Services.

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

Unlike other colleges that have mid-terms, finals and major assignments at designated points through-out the semester, BCC has an unusually high number of sessions. It is difficult to schedule tutors with this ebb and flow of student demands. 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 Tutorial Specialist makes classroom presentations at the beginning of each semester. The face to face time with students has seemed to help students feel more welcome at the lab. It is also an opportunity to give out pertinent information about other student services resources, such as Grad Guru.

There is now a designated tutor for our elementary school population that utilizes the lab. This allows BCC to provide academic support to our underserved community.

Also, we are working with Basic Skills to develop a library of ACSK textbooks.

B. What is not going well and why?

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.

The ability to hire a tutor at the BCC Ft. Irwin campus remains a challenge due to the distance to main campus. When we are unable to find a Ft. Irwin-based tutor, it is difficult to find a Barstow-based tutor willing to drive to Ft. Irwin since we are unable to pay mileage.

The current "Track-It" computer software is slowly dying and is no longer a supported software due to its age. We are in the process of working with Student Success & Equity to acquire and implement SARS TRAK for tracking student usage of the lab with assistance from IT. SARS TRAK will connect with Banner, allowing the lab to store data from year-to-year and access success data on student clients.

Finally, the noise level in the Student Success Center is problematic for tutoring. Currently the center has no noise abatement items installed and when the center becomes full and busy with students the volume of noise is a detriment to studying. The high ceilings and wide-open space seems to amplify the noise in the center.
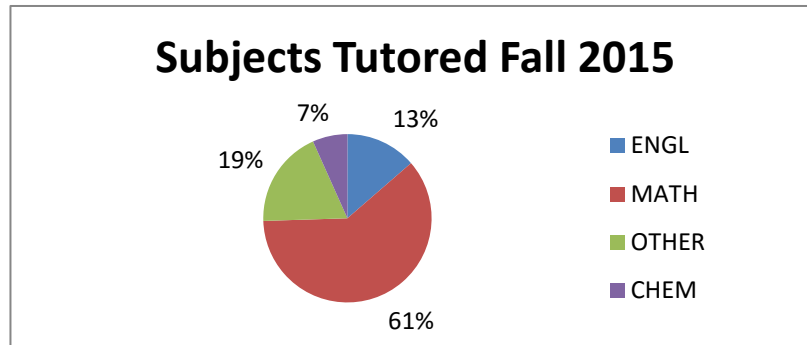
6.   Service Area Data

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.)

As noted above, we are not currently able to track success rates of student clients. However, our usage data (number of student visitors)

In Fall 2015, tutors provided 543 hours of individual and group tutoring to 822 students. Most tutoring needed was math, followed by other subjects such as history, psychology, and biology. English and chemistry were also popular subjects for tutoring support.

Subjects Tutored Fall 2015

7%	13%
19%	
	■ ENGL
	■ MATH
	■ OTHER
	■ CHEM
61%	

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.

> There were no previous SAO/SLO measures.

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

> As per the previous program review, we are researching other community college tutoring and learning resources programs in order to identify and develop effective processes and services for BCC.

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

> Administrative oversight of tutorial has fluctuated over the past few years. New Service Area Outcomes and assessment methods will be developed for 17-18.

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.)*

The Tutorial Lab does not have its own cohort of students, but provides tutoring and study space for students in other programs, such as EOPS, Aid for School (AFS) particiants, and Athletes. These students must complete study hours to remain eligible. The Tutorial Lab provides a space where students can sign in to count their required study hours.

In Spring 2016, 239 of 409 EOPS students completed their tutor/study hours in the Tutorial Lab.

During the spring of 2016, 87 student clients were accepted into AFS. Of this cohort, 72 students completed their tutorial requirements. During the summer semester of 2016, 15 students were accepted into the AFS Program and all 15 students completed the tutorial requirements needed to complete the program.

AID FOR SCHOOL

EXTENDED OPPORTUNITY PROGRAMS AND SERVICES SPRING 2016
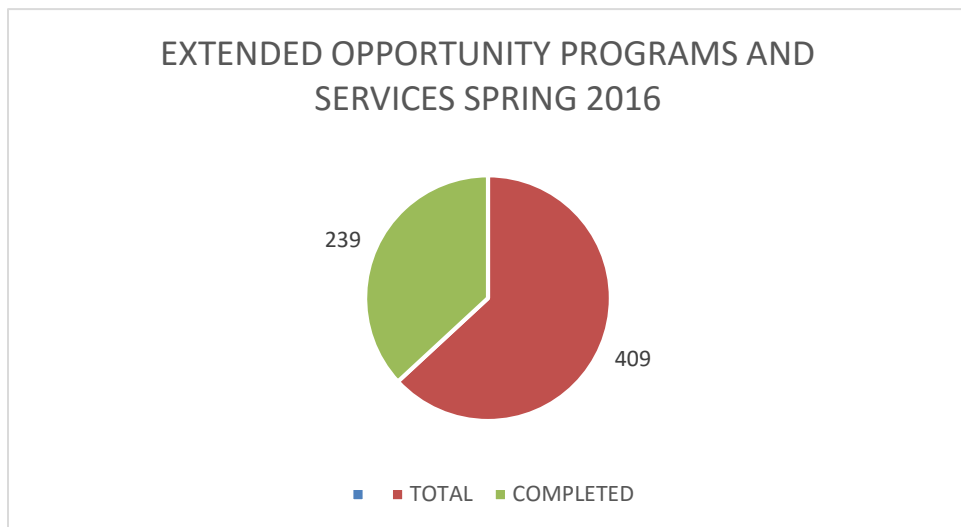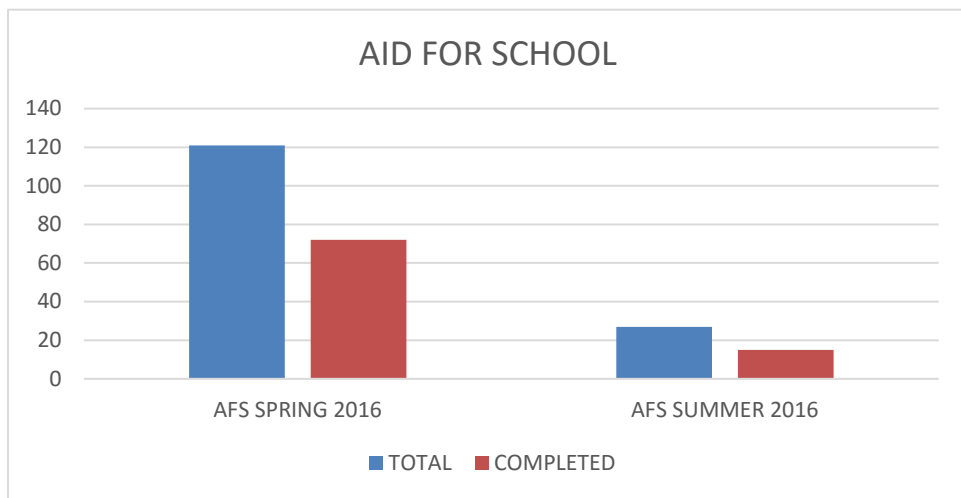
2) Summarize the results of these measures

> The lab has provided a useful and convenient space for student to complete their study hours, however, the lab's usage tracking system, Track-It, often malfunctions. It is possible that some student study hours have gone unreported or under-reported.

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.)*

> Evaluation is ongoing. No new improvement plans have been developed yet. Better tracking of student usage is necessary to collect and assess data correctly and to ensure students' hours are tracked accurately.
>
> At present time we know how many student access tutoring services, but not their success rate.

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.

> Broaden campus awareness of tutorial (see 5A) – Classroom presentations have helped publicize tutoring services.

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="7">Action Plan</th></tr>
<tr><th colspan="2">GOAL</th><th>ALIGNMENT</th><th>OBJECTIVE</th><th colspan="2">ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE</th><th>OUTCOMES/MEASURES</th></tr>
<tr>
<td>#1</td>
<td rowspan="2">Provide environment conducive to tutoring and studying</td>
<td rowspan="2">☐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 rowspan="3">#1 Noise reduction</td>
<td>a)</td>
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</tr>
<tr>
<td>b)</td>
<td>Consider other spaces where large group tutoring and special study sessions can be held to help reduce noise</td>
</tr>
<tr>
<td>c)</td>
<td>*Enter text*</td>
</tr>
</table>

GOAL		ALIGNMENT	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE		OUTCOMES/MEASURES
#1	Provide environment conducive to tutoring and studying	☐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	#1 Noise reduction	a)	Collaborate with M & O to identify what methods for noise reduction are suitable	A quieter study environment will be available for students
				b)	Consider other spaces where large group tutoring and special study sessions can be held to help reduce noise	
				c)	*Enter text*	
			#2 Identify additional locations to hold study groups	a)	Investigate spaces in LRC where additional study groups can meet	Appropriate spaces for study group meetings will be identified and utilized
				b)	Investigate classrooms, meeting rooms and Library spaces that might be able to host study groups or special tutoring/study sessions	
				c)		
			#3	a)		*Enter text*
				b)	*Enter text*	
				c)	*Enter text*	
	Comments:					
#2	Enhance data-based decision making through more efficient tracking of student clients	☒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	#1 Obtain and install SARS TRAK	a)	Collaborate with Student Success & Equity to establish Tutorial Lab as a location that can be tracked	Current Track-It system will be retired. Tutorial Lab will have a reliable tracking tool to measure student usage and to report student tutoring hours through SARS TRAK
				b)		
				c)		
			#2 Provide staff and tutor training on proper student client tracking	a)	Collaborate with Student Success & Equity and other Student Services areas to schedule training on SARS TRAK	Staff and tutors will understand how to use new software, as evidenced by proper tracking of student client usage and study hours
				b)	*Enter text*	
				c)	*Enter text*	
			#3 Begin developing reports utilizing SARS TRAK data	a)	Collaborate with Student Success & Equity to schedule training and ongoing development on the usage of SARS TRAK	Accurate reports will be available to track student tutoring for EOPS, Athletes, and other programs requiring study hours. Useful data will be available to determine necessary enhancements to
				b)	*Enter text*	

				c)	*Enter text*	services and will be incorporated into 2016-17 program review
	Comments:					
#3	Expand tutoring and learning resources provided by Tutoral Lab	☒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	**#1** Assist/partner with Distance Education and Learning Support Services to implement online tutoring program	a)	Begin holding regular meetings between Tutoral Lab and Distance Education & Learning Support Services to identify opportunities for collaboration	Tutoring will ultimately be expanded for online and Ft. Irwin-based students, which will result in increased usage. Student client usage of tutorial services will be tracked.
				b)	Investigate options to provide online or broadcast-based tutoring for Ft. Irwin	
				c)		
			#2 Indentify resources necessary to expand services in an online environment	a)	Collaborate with Distance Education and Learning Support Services to determine responsibilities and identify resources needed	Responsibilities will be delineated, as needed, to ensure online tutoring resources are made available to students. A list of required additional resources will be developed and incorporated into 2016-17 program review and BAP process (as needed)
				b)	Learn about resources avaible through NetTutor and how BCC can implement these services	
				c)	*Enter text*	
			#3 Promote additional services provided by Tutorial Lab	a)	Staff and/or tutors will provide classroom presentations	Students will be aware of additional tutoring resources avaible, which will result in increased usage. Student client usage of tutorial services will be tracked.
				b)	Students will be informed by email	
				c)	Collaborate with PIO to inform students via social media and website	
	Comments:	*Enter text*				

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	Necessary material and labor costs are unknown	Noise reduction is necessary in the Student Success Center for this space to be utilized effectively for tutoring	Unknown
2	1	IT staff time to install SARS TRAK software	Track-It software is no longer reliable and must be replaced. Student Success and Equity has already purchased SARS TRAK and can add the Tutorial Lab as an area that can be tracked	None, unless in-house IT staff does not have time to assist with this project, requiring outside consultants
2	2, 3	Staff and tutor time to attend training	For proper use of SARS TRAK, staff will need training on how to enter, monitor and report student usage	None, unless training requires staff overtime or hours outside normal tutoring schedule
3	1, 2	Staff and management time	Collaboration among Tutorial Lab, Distance Education and Computer Commons is essential to ensure that access to learning and tutoring resources are provided to online students	None at this time; additional resources and potential staffing costs may be needed in the future as new services or methods of delivery are identified
3	3	Staff time to provide classroom presentations	Providing in-reach to students in their classrooms has been a valuable tool to increase awareness of tutorial services	None, unless overtime is required for classroom visits that take place outside normal business hours

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