

NON-INSTRUCTIONAL PROGRAM REVIEW PROMPT

Department Name: Learning Resources (Student Success Center)

Which components of the College Mission does your program support?

- Transfer Degrees Certificates
 Career advancement College readiness N/A

Which college goals does your program support?

- Student Success Equitable Achievement Learning Environment
 Communication Engagement Resource Optimization

REVIEW OF LAST CYCLE PROGRAM REVIEW

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved.

The services provided to students have expanded or changed over the last three years as follows:

Embedded Tutoring Program

The Embedded Tutoring (ET) program uses tutors in and out of the classroom to help students understand course concepts and enhance student engagement. The ET combined the PASS Program and the SIA Program.

Embedded tutors provide individualized attention and assistance during class activities and help to motivate students' participation and engagement in the classroom. The program gives priority to courses with large class factor, courses affected by AB 705 (entry-level transfer courses), and courses with historically high rates of assigned grades of D, F, and W. The instructional activities of the ET depend on the class and instructor and include conducting weekly group tutoring sessions, test review sessions and/or online tutoring, maintaining ongoing online discussion threads, answering questions regarding lecture material, learning skills, Canvas course site, due dates and course requirements, helping monitor student progress and meet with instructor regarding at-risk students, and calling/emailing students who have missed class, who have not accessed class material, or who are at-risk.

The Embedded Tutoring Program began as a pilot in spring 2019 with 52 embedded tutors serving 95 sections. The expectation is to expand the program depending on the efficacy of the program, the availability of funding, and other dynamics. Faculty and students will be surveyed and data analyzed to evaluate and improve the program.

The ET was based on two overlapping programs to support students and faculty members – PASS and SIAs.

PASS (Peer-Assisted Study Sessions) was an academic assistance program, built on the UMKC

Supplemental Instruction (SI) model. The purpose of PASS was to reduce rates of attrition within targeted historically-difficult courses (developmental/remedial math and English courses). PASS utilized a student-leader, “PASS Leader” to facilitate weekly study sessions that integrated course content and study skills. The PASS grant expired at the end of 2016.

The Supplemental Instruction Aide (SIA) program assisted faculty who taught large-enrolled classes throughout the College. SIA responsibilities depended on the needs of the instructor and the class, and overlapped with the responsibilities assigned to the embedded tutors.

Jumpstart

Jumpstart is in its 4th year. As an academic assistance program, Jumpstart has been offered during the summer and intersession to help students prepare for transfer-level course work. Previously, the program allowed students to retake the math and English placement tests to potentially raise their placement in math and English classes. With the implementation of AB 705, placement tests are no longer utilized and GWC no longer offers remedial courses. As a result, Jumpstart has become more meaningful than ever in preparing students for transfer-level courses.

PROGRAM DATA AND ANALYSIS

Department Service Profile

- Who does your department serve?

The services provided by the Student Success Center are available free of charge to all current Golden West Students. Services include drop-in tutoring, group tutoring, online tutoring, use of computer labs, Jumpstart, and embedded tutoring. The Center provides individual tutoring appointments for EOPS and DSPS students and student athletes. Data shows the demographics of the students served by the Student Success Center are similar to that of the College, except for economically disadvantaged, DSPS, and EOPS students, of which the Center serves a higher percentage of the student population.

- How many individuals does your department directly serve each year?

The number of students who have visited the Student Success Center from Spring 2016 through Fall 2018 has been consistent at an average of 1600 per academic year. The number of student visits has declined slightly year to year with an average of 17,755.

The sections that have embedded tutors in the pilot semester of Spring 2019 have over 5,000 students enrolled.

Measures of Customer Satisfaction

- What instrument did you use to measure customer satisfaction?

Each semester, a survey is given to students visiting the Tutoring Center.

- What are the results?

Responses are overwhelmingly positive with close to 100% of responses being “Good” or “Excellent” on all measures. The most common suggestion for improvement is to extend the hours of the Center and the length and number of tutoring sessions.

- What’s your plan for increasing customer satisfaction?

Since the number one suggestion for improvement is to increase the volume of tutoring services, the SSC will work to identify additional funding so that more tutors and staff can be hired. Additional plans to increase satisfaction include expanding tutor training, implementing an online scheduling program where students can make appointments online, creating tutor profiles so students can get to know the tutors, building relationships between the tutors and the faculty, and expanding marketing efforts to reach more students.

Data for the Embedded Tutoring Program will be collected and analyzed to determine effectiveness and satisfaction.

Measures of Efficiency/Productivity

- Are your services being fully utilized by the college? Explain

The satisfaction surveys show the services provided by the SSC are in great demand and need to be increased.

- What are you using to measure your program efficiency/productivity?

Measures used are the utilization data and satisfaction surveys.

- What are the results?

Results show that the services are in great demand and need to be increased. Efficiency data will be collected after the Spring, 2019.

- What’s your plan for increasing program efficiency/productivity?

Implementation of an online scheduling program will increase the efficiency and productivity of the Center as it will allow students to make their own appointments online rather than having to call or come in to the center. It will also replace the pen-and-paper process tutors currently use to record their time worked.

Review of Budget/Expenditures

Breakdown of allocated budget and actual expenditures is attached.

SWOT ANALYSIS

Strengths:

- What does your program/department do well?
 - The Student Success Center positively influences student academic success and faculty support.
 - The Student Success Center has built a very welcoming atmosphere. Tutors, staff, and students enjoy being here.
 - The Tutoring Center offers tutoring in a broad variety of subjects to cover the needs of the students.
 - Our team consists of competent, knowledgeable, and friendly tutors, staff, and faculty.

Weaknesses:

- In what areas does your program/department need to improve and how will you accomplish it?
 - We are insufficiently staffed. Where we previously had three full-time classified employees we now only have one. Additionally, moving forward, we will no longer be able to utilize temporary staff to cover that work. One staff person is not sufficient to cover the operating hours of the center, to provide the customer services needed, and to assist with operation processes (purchasing, hiring paperwork, budgeting, etc.). With the implementation of AB705, Guided Pathways, and the new funding formula, providing academic support to students is more important than ever. Our Center should be expanding our services in response to these changes; however, without additional staff, we will not even be able to maintain our current level of services. Via this Program Review, we will be requesting one full-time classified staff person.
 - Our processes are out of date. We use paper processes to maintain schedules, make appointments, and record time. We will implement an online scheduling system that will automate these processes.
 - The funding stream is unsteady and relies upon grants and “soft monies” rather than on a predictable source of funds.

Opportunities

- What opportunities exist that may allow your program/department to expand/improve on program effectiveness and efficiency?
 - We will take advantage of the scheduling program (SARS) that our campus already uses as a no-cost solution to increase efficiencies.
 - We will revamp our tutor training program to create a professional development opportunity for our tutors and build a strong tutoring team.
 - We will increase outreach efforts, including classroom visits, working with Promotions on advertising campaigns, and developing relationships with local high schools.

Threats/Challenges

- What challenges exist for your program/department and how will you mitigate those challenges?
- One main challenge is a lack of funding. We will work to identify grants and other additional funding sources.
- Human Resources has changed the process for hiring temporary employees, which will prevent us from using hourly staff to cover for the full-time classified vacancies that were swept from our budget. Via this Program Review, we are requesting to add a full-time classified staff member to help mitigate any negative impact these changes may have.

PROGRAM PLANNING

Based on your analysis of previous program review and current data, what does your program want to accomplish in the next three years? (please make bullet point as the information will be included in Program Planning)

- Develop a tutor training program.
- Gather and analyze data regarding the Embedded Tutoring Program to determine its effectiveness.
- Increase outreach and marketing.
- Implement online scheduling.
- Identify additional funding sources.

Program Planning

Description of Department's Goal?	What metric will it improve?	What actions will the department take?	Which of the College's mission and goal does this goal support?		List necessary support and/or resources if applicable.
<p><u>Goal 1</u></p> <p>Develop tutor training program.</p>	<p>Measure of content knowledge. Measure of efficacy of training module.</p>	<p>Research best practices. Work with faculty to develop and implement program.</p>	<input type="checkbox"/> Transfer <input type="checkbox"/> Degrees <input type="checkbox"/> Certificates <input type="checkbox"/> Career advancement <input type="checkbox"/> College readiness	<input type="checkbox"/> Student Success <input type="checkbox"/> Equitable Achievement <input checked="" type="checkbox"/> Learning Environment <input type="checkbox"/> Communication <input checked="" type="checkbox"/> Engagement <input checked="" type="checkbox"/> Resource Optimization	
<p><u>Goal 2</u></p> <p>Implement online scheduling</p>	<p>Measure of student satisfaction with scheduling program. Measure of scheduled appointments (expected increase).</p>	<p>Work with SARS coordinator to set up system. Train staff and tutors on system. Work with Promotions to set up the web page.</p>	<input type="checkbox"/> Transfer <input type="checkbox"/> Degrees <input type="checkbox"/> Certificates <input type="checkbox"/> Career advancement <input checked="" type="checkbox"/> College readiness	<input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Equitable Achievement <input type="checkbox"/> Learning Environment <input type="checkbox"/> Communication <input type="checkbox"/> Engagement <input checked="" type="checkbox"/> Resource Optimization	
<p><u>Goal 3</u></p> <p>Increase marketing and outreach</p>	<p>Completion of program and outreach campaign.</p>	<p>Work with promotions on ad campaigns. Develop relationships</p>	<input type="checkbox"/> Transfer <input type="checkbox"/> Degrees <input type="checkbox"/> Certificates <input type="checkbox"/> Career advancement <input type="checkbox"/> College readiness	<input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Equitable Achievement <input checked="" type="checkbox"/> Learning Environment <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Engagement <input checked="" type="checkbox"/> Resource Optimization	

	Contact with all of the HBUHSD and the Adult School.	with local high schools. Develop relationships with coaches. Conduct classroom visits each semester.			
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