

(Including Reedley, Madera, and Oakhurst Campuses)

Program Review Handbook

Cycle Four

Program Review Self-Study: Hybrid Programs

Please respond to the following statements in order, as appropriate for your program. They are designed to create a thread of narration.

**I. General Information**

A. List the Instructional Area(s)

Tutorial Center, Reedley Campus, a department of the Student Services Division

B. The program is offered (please select all appropriate locations):

X Reedley College ☐Madera Center ☐Oakhurst Site ☐Distance Education

If program is offered at more than one campus site, these sites must be referenced where appropriate.

C. List California Community College Chancellor’s Office Taxonomy of Programs (TOP) Code (found on Blackboard—RC Program Review, Documents, Handbook and Supporting Documents)

Academic Guidance: 4930.13 (discipline is Learning Assistance)

D. General description of program(s) or service(s) offered:

D1. Current staffing (full-time and part-time faculty, staff, student aides, etc.);

The Reedley College Tutorial Center is under the direction of the Tutorial Center Coordinator. The Tutorial Center Coordinator reports to the Vice President of Student Services. The Coordinator is responsible for the planning, programming, and day-to-day management of all Tutorial Center services. They are responsible for the recruitment, hiring, and training of tutors. All tutors and student assistants work under their direction. The Tutorial Center Coordinator is a full-time, permanent faculty position with a contract of 177 duty days.

 The Tutorial Center has clerical/office support provided by a full-time, permanent Office Assistant III who works on a typical Classified Professional 12-month schedule. The OAII is responsible for office operations, reception, student tracking, student employment operations, payroll, and general supervision of student assistants.

Student staff typically performs tutoring. About 60 student employees (Traditional tutors/SI Leaders/Study Group Leaders/Embedded tutors) work each semester. Tutors are hired primarily on faculty recommendations. Faculty recommendations are solicited from faculty at the end of each semester, and over the course of each semester as needed. Tutors must be in overall good academic standing. They must also possess those communication skills, interpersonal qualities, and work habits appropriate for work as a tutor.

Several tutors, each semester, are upper division students from California State University, Fresno, or Fresno Pacific University. CCCD regulations permit hiring such persons so long as they are full-time students. More often than not, these tutors will have worked previously for the Tutorial Center while attending Reedley College.

Most tutors are paid for their work. SCCCD regulations require students to be full-time in order to be eligible for student employment. This full-time status rule has the unfortunate consequence of prohibiting the center from considering any of the college’s many part-time students for paid employment as tutors. Fortunately, the center will typically have two to three student tutors each semester volunteering time. Volunteers and those working for credit need not be full-time students.

Typically, an adjunct instructor is hired to provide supervision of the center during summer session. This adjunct is a qualified content-area faculty member who will also provide drop-in tutoring in addition to fulfilling his/her supervisory role. Given the center’s high demand for mathematics tutoring, an adjunct math instructor is often preferred.

D2. listing of courses in the program area including transfer/degree applicable, degree applicable/non-transfer, non-degree applicable, and non-credit;

Learning Assistance 1

COUN 2 (needs to be changed to LA 2 – on of the goals)

D3. list of degrees and certificates;

N/A

D3. Does your program allow AP credit;

☐ Yes X No

Explain: N/A

D4. Does your program have articulation agreements (eg. 2+2, Occutrack);

☐ Yes X No

Explain: The program is not an academic program per se and exists to train and support the tutoring activities of the Tutorial Center.

D5. brief facilities overview;

The Tutorial Center is located in the library building, room LRC 111. The Tutorial Center was built as part of the library addition and was first occupied by the service in October 2005. This center represented a significant accomplishment for the service. For the first time the Tutorial Center was able to operate out of a facility that was specifically designed to be used as a tutorial center.

 The facility is approximately 3,900 square feet in size. In addition to the main room, there are two conference rooms (LRC 113 can seat 10; LRC 114 can seat 6), and an instructor-coordinator’s office (LRC 112). Near the entry door is a large modular work station that serves as a reception desk. This work station accommodates the department’s office assistant and the student reception/clerical assistant. Three alcoves in the room increase privacy and reduce noise. Fifty-five seats are available at the tables in the main room, however due to table size, distractions, and noise, the room’s effective capacity is less than that.

 Access to the Tutorial Center is through the library lobby or through a direct-access entrance on the west side of the library building. The availability of this direct-access entrance permits the Tutorial Center to offer open hours that may differ from those of the library. For example, on Fridays the library closes at 3:00 p.m., while the Tutorial Center remains open until 4:00 p.m.

 Wireless access to the college’s internet system is available in the Tutorial Center to all students and staff using notebook computers.

D6. equipment requirements including ongoing maintenance requirements and costs;

The center has seven computer stations available for tutor and tutee use. The computer carrels were designed with sufficient width to allow tutor and tutee to sit comfortably side-by-side in front of the computer and have sufficient table space to lay out class materials. One of the computers is on an electrically-operated table that can be elevated or lowered to accommodate students using wheelchairs. While the primary purpose of the computer lab is to provide tutors and their students’ access to computers for use in tutoring sessions, students from the general student body are welcome to use the computers for class purposes when not needed for tutoring.

 The center has three staff computers (one each for instructor-coordinator, office assistant, and student assistant), and three black and white printers, and one hand-me-down color printer. One of the black and white printers also serves as the printer for the student-use computers. The center recently acquired a high-speed scanner. Many documents and records formerly photocopied are now scanned and stored digitally.

 A 21-inch TV with DVD-VCR player is available in one of the conference rooms and is used mostly in conjunction with tutor training. All computers have DVD drives permitting individual viewing of the center’s collection of DVD-based training materials. A portable DVD player is also available for the same purpose. Two mp3 players are available and are also used in presenting recorded tutor training lessons.

 In January 2013, the large conference room was equipped with a 60” television screen, CPU, and wireless keyboard and mouse. This equipment has received daily use, primarily in BTC sessions, to review instructor PowerPoints, or materials posted to class Blackboard sites, or, in the case of Art 2, study photographs of works of art. The center also has a portable digital projector.

The center has a leased photocopier that requires the payment of a quarterly fee based on use. Continued funding of this item is necessary. An increase in the allocated amount will be necessary if the district’s negotiated lease cost increases.

All of this equipment is in need of regular replacement, and must be kept as current as that which is being used in instruction if the center is to be able to properly support instructional activities. Some of the computers are aging, the consequence of the college not being able to keep to its technology replacement plan due to budget constraints. While more tutoring sessions involve the use of computers, there does not appear to be immediate needs for additional computer stations as many students (or their tutors) bring their personal laptop computers to their sessions.

The non-computer equipment tends to be low-priced and, as a consequence, is purchased with non-instructional supply money. The recent reduction in funding of this line item, if continued into the future, will make it difficult to replace this kind of equipment, or acquire new kinds of small-item equipment.

D7. supply requirements, if any.

The Tutorial Center needs a fairly good supply of consumable supplies such as dry erase markers, file folders, pens and pencils and paper.

E. Mission and Strategic Plan

E1. Describe how your program supports the College Mission Statement. Give a few specific examples.

The Tutorial Center supports the college’s mission statement in several respects. The concept of accessibility means, among other things, the availability of academic support services, such as tutoring, for those students who may encounter difficulty in the pursuit of their educational goals. Basis skills enhancement is a fundamental component of the tutoring service. The core mission of the tutorial service is to support the instructional mission of the college (as described in the mission statement’s last sentence) by providing services that will increase the likelihood of student success. We support this aspect of the mission by providing services that not only assist students with content acquisition, but we utilize strategies that help students develop skills for life-long learning.

E2. Describe how your program supports the College Strategic Plan. Give a few specific examples in the following chart. Actions and results are to be updated annually as a part of the Program Review Annual Report due each May 1.

|  |
| --- |
| **Proposed Implementation Program/Department Name: Tutorial Program Review Year: Cycle 4** |
| **Strategic Direction:****1 Student Success** | Goal Statement: Reedley College is committed to empowering students to achieve their educational and vocational goals by offering academic guidance and support, career technical training, and opportunities for personal growth that will promote success. |
| Objective 1.1 Offer instructional programs that provide basic skills, transfer preparation, and career technical education. Objective 1.4Develop strategies to address unique needs of students to aid their academic success. (DO 1.1) |
| SPECIFICActivity/Project Manner in which activity supports objective | MEASURABLEQualitative Data Baseline MeasuresQuantitative Data | ACTIONHow will you implement this activity/project?  | RESULTFOCUSED | TIMELINE |
| To increase the offering of Supplemental Instruction services especially in those courses identified as Basic Skills courses and students in academic probation status. | Review tutees Basic Skills course completion outcomes each term and annually. Compare outcomes of students currently in probation and using the tutoring services versus student who are not using the services (disaggregated data). | Under the guidance of the adjunct co-coordinator assigned to SI, SI leaders will be hired and trained on a semester basis and placed in identified courses. | X - YES | Ongoing |
| **Proposed Implementation Program/Department Name: Tutorial Program Review Year: Cycle 4** |
| **Strategic Direction:** **2. Student Access and Services** | Goal Statement: Reedley College is devoted to providing access and services for students to obtain their educational goals. (DO 2.1) |
| Objective 2.3 Provide broad-based instructional support services relevant to the diverse needs of the students. (DO 2.3)Objective 2.4Maintain a safe environment conducive to learning while providing services and activities that maximize the opportunity for educational and personal growth. |
| SPECIFICActivity/Project Manner in which activity supports objective | MEASURABLEQualitative Data Baseline MeasuresQuantitative Data | ACTIONHow will you implement this activity/project?  | RESULTFOCUSED | TIMELINE |
| Implement and strengthen research-based learning assistance strategies and services that appeal to a wide range of learning styles such as, but not limited to: organized study groups, embedded tutors, online tutorial services (especially those for DE courses), off-location tutorial services and extended service hours. | Through the use of satisfaction surveys and comparison of grades/GPA’s/Retention rates of students who use tutoring services and those of the general RC student population. Using SARS disaggregated data to track usage of tutoring services for each term. | Analyze, and enhance where applicable, the training methods of current tutoring strategies.Attend conferences and workshops to learn up-to-date practices of successful tutoring program of other institutions. | X - YES | Ongoing |
| **Proposed Implementation Program/Department Name: Tutorial Program Review Year: Cycle 4** |
| **Strategic Direction:****4 Economic and Workforce Development** | Goal Statement: Reedley College is committed to being a partner in developing the economic vitality of the region through collaboration with its community partners and will strive to ensure access to quality career technical programs. |
| Objective 4.3Increase the number of quality work and internship experiences, apprenticeships, and job shadowing and service learning opportunities. (DO 4.4) |
| SPECIFICActivity/Project Manner in which activity supports objective | MEASURABLEQualitative Data Baseline MeasuresQuantitative Data | ACTIONHow will you implement this activity/project?  | RESULTFOCUSED | TIMELINE |
| Provide a tutor training program and work environment that allows student workers (tutors) to develop and practice transferable professional behaviors. | Satisfaction surveys and SLO analysis of LA 1 course. Track conference, professional development, informal training, and formal observation for each semester. Track meeting agendas. | Align training coursework with that of state and national standards.Attend conferences and workshops to learn up-to-date practices of successful tutoring program of other institutions. | X - YES | Ongoing |
| **Proposed Implementation Program/Department Name: Tutorial Program Review Year: Cycle 4** |
| **Strategic Direction:** **5 Organizational Development and Effectiveness** | Goal Statement: Reedley College is committed to persistently improving its institutional, fiscal and technological effectiveness for each campus. |
| Objective 5.6 Utilize, improve and maintain technology and facility infrastructure to support academic success. (DO 6.2, 6.3) |
| SPECIFICActivity/Project Manner in which activity supports objective | MEASURABLEQualitative Data Baseline MeasuresQuantitative Data | ACTIONHow will you implement this activity/project?  | RESULTFOCUSED | TIMELINE |
| Reach out to and seek from community colleges and CSU, Fresno best practices to maintain and develop new tutoring services to increase overall student participation that would benefit retention and success for the college. | Tracking of conferences and meetings. Tracking of services through SARS to see if participation increases. | Personally research new and emerging technologies for use in tutoring services.Attend conferences and workshops to learn up-to-date practices of successful tutoring program of other institutions. | X - YES | Ongoing |

F. In the table below, list only the recommendations deemed substantiated by the Program Review Committee from the previous Program Review and the implementation status of each. Include in the status column any barriers encountered. Add or delete rows as needed.

**Previous Program Goals**

| **Goal** | **Status**  | **Outcome**  |
| --- | --- | --- |
| 1. Tutorial Center funding be increased so as to ensure that the center can: (a) accommodate increasing demand for services, | With the acquisition of SSSP and Equity funding for 2015-16, the Tutorial Center is set to be able to hire the number of tutors and SI leaders necessary to provide services to our students at the Reedley Campus. | Recommendation implemented. |
| (b) regularly hire adjunct faculty to keep the center open two evening each week, | In fall 2015 we hired an adjunct coordinator to implement the SI portion of the tutorial services AND provide supervision for extended hours. | Recommendation implemented. |
| (c) purchase necessary supplies, | Funds are currently in place to purchase our required supplies. | Recommendation implemented. |
|  (d) “purchase” the same number of tutor work hours when the district increases student worker (tutor) pay rates. |  With the acquisition of SSSP and Equity funding for 2015-16, the Tutorial Center is set to be able to hire the number of tutors and SI leaders necessary to provide services to our students at the Reedley Campus. | Recommendation implemented. |
| 2. The Tutorial Center and the college continue the development of online tutoring by collaborating with Fresno City College and North Centers and by providing necessary funds for the employment of tutors, supervisory staff, and equipment and software. | Currently plans are underway to share resources, ideas and collaborate in the future. Recently, the Reedley campus hosted an SI leader training attended by Madera SI student leaders and adjunct coordinator.  | Recommendation implemented. |
| 3. The college increase the duty days of the tutorial services instructor from 177 days to 192 days to account for the time required to manage the center throughout the school year, including summer session. | This is no longer a recommendation substantiated by the program. | Recommendation not implemented. |
| 4. The college maintains the integrity of the Tutorial Center facility for use by the Tutorial Center program. | Currently only tutorial services activities are conducted in the Tutorial Center. | Recommendation implemented. |

G. If applicable, in the table below, list the recommendations from the previous accreditation report and the status of each. Include in the status column any barriers encountered.

Previous ACCJC or Other Accreditation Recommendations

|  |  |  |
| --- | --- | --- |
| **Recommendation** | **Status**  | **Outcome**  |
| **N/A** |  |  |
|  |  |  |
|  |  |  |

**II. Quantitative Analysis** These data provide an initial and important framework for review of programs and the program as a whole, for all campus sites. You may choose to only include data which is conclusive to your review and program goals. State why any data sets are not analyzed (ie. In line with the College). You must reference all campus sites where appropriate.

Please note that these data should be integrated with the qualitative analysis and SLO assessment to help support your Summary Statements & Goals

Insert suitable tables provided and formatted by the Institutional Researcher in your report. Additional graphs and charts are acceptable. Please be sure to label tables and charts and reference them by number in the narrative.

A. Provide short written comparative and trend analyses examining program and overall college trends for the data elements listed below. Include in the analyses:

* Significant fluctuations
* Impact of trends on Program
* Possible data elements to support this analysis. Total Enrollment
* Enrollment by Demographics: age, gender, & ethnicity
* Retention
* Success
* Program Mark Analysis Report
* FT/PT Enrollment Status
* WSCH/FTEF
* Number of Degrees/Certificates Awarded
* Perkins Core Indicators (if career-technical education program)
* Additional Data

Table A

Table B

Table A above represents data by semester from fall of 2003 until fall of 2015. Table B represents the percentage of the overall population that use the services of the Tutorial Center from the same time period.

While table A generally indicates a steady, gradual increase in the number of students served in the Tutorial Center it does also show some spikes and dips. The cause of these few rapid changes are difficult to determine. One may hypothesize that the changes in the software for tracking tutees affected the collection of data. But is may also be reasonable to assume that the great fluctuation in overall total enrollment, along with other socio-economic fluctuations during the data period, also affected the numbers of students utilizing tutorial services. The data certainly show that Tutorial services at Reedley College are utilized by a proportional percentage of the general population throughout the data period. The data in the subsequent charts provide a good argument for getting more students to the Tutorial Center more often.

Unfortunately, while remaining proportionally consistent, it could be reasonably extrapolated from Table B that more students should take advantage of tutorial services, especially when one looks at the results of just some tutoring as indicated in the charts below.

Tables C, D, and E below represent data from fall of 2007 through spring of 2015. The data in these graphs show the relationship of students who partake in the tutoring services verses those who do not with respect to GPA, retention rates and completions rates. Almost unilaterally, students who participate in some form of tutorial at the Tutorial Center have increased success in these three areas.

Table C

Table D

Table E

**Disaggregated Demographic Data for**

***Students Who Used* Tutorial Services**



Table F

**Disaggregated Demographic Data for**

***Total Population* ofReedley College**



Table G

Tables F and G show disaggregated data of students who utilized the Tutorial Center and of the general population over the last five years.

In regards to Unit Load: The data indicates that a larger percentage of full time students utilize tutorial services than part time students.

In regards to Gender: The proportions are almost identical.

In regards to Age: A slightly higher percentage of 19-year-olds and younger are utilizing services than constitute the general population. In the 20 to 24 range the proportions are very similar. The percentage of those using tutorial services verses the general population tend to go up slightly in all age rages older than 24.

In regards to Ethnicity: The percentage of African American and Hispanic students is actually slightly higher than that of the general population. While the other ethnic categories are about the same.

**National Trends of Tutorial Use as Measured by CCCSE, 2012**

Taken from <https://www.ccsse.org/docs/Matter_of_Degrees.pdf>



Table H

According to the national percentages as measured by the CCCSE and reported in 2012, the vast number of students do not utilize tutorial services. This despite the fact that CCCSE reports that studies suggest that students who participate in tutoring have higher GPAs and pass rates than those who do not. And, respondents of the CCCSE who used tutoring report that it’s a very positive experience that

If you refer to Table B again, you will see that over the last five years the percentage of Reedley College students who have utilized the Tutorial Center at all range from about 8% to 15%, which is actually slightly higher on average than the national percentages.

**Chart on the Success of SI Nationwide**

From the University of Missouri – Kanas City

Table I

 The above chart shows the percentage of drops, F grades and withdrawals of courses with SI and courses without SI. The differences are very noticeable.

B. List the modes of delivery of instruction your program uses (F2F, DE, LGI, hybrid, virtual hybrid).

F2F, Hybrid

C. Use any conclusive comparison data provided/requested\* to analyze the success of the modes listed in B above. Compare these modes to total program and College data for:

* Enrollment
* Retention
* Success
* Program Mark Analysis
* GPA

\*Programs offering under 50% online courses may submit a comparative data request to the Institutional Researcher.

No data exists for the previous year. And, extensive revisions will be taking place in the next year and beyond when it comes to tutor training and the courses we utilize for training.

D. How many students served by program/services area in the past year? How does this compare with past years?

Table J

An upward trend is seen in students served with fluctuations probably a result of overall fluctuations in College attendance.

E. Analyze how the program’s historical funding patterns have impacted the program

In recent years salaries for the Coordinator and peer tutors have migrated to funding sources other than the General Fund accounts for the Tutorial Center. These other funding sources have actually allowed the Tutorial Center to continue serving the needs of students at RC and have actually allowed us to expand some services and continue to offer extended service hours. We will likely see a continued use of SSSP and Equity funds to augment the costs of tutorial services at RC.











**III. Student Learning Outcomes**

A. Describe in what ways the program maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning, including work with adjunct faculty. Provide examples.

The program coordinator has regular monthly meetings with their direct supervisor, the Vice President of Student Services. The coordinator through regular, weekly meetings discusses continuous and ongoing issues with classified staff and adjunct faculty. The coordinator conducts semesterly reviews with peer tutors and conducts monthly meetings with peer tutor. The coordinator conducts semesterly satisfaction surveys of tutees and tutors.

B. Include the hyperlink(s) for the course and program/degree/certificate to GELO mapping grid as it is stored in your Blackboard SLO Assessment folder here.

<https://scccd.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id=_23199_1&content_id=_1029230_1>

C. Identify and describe the processes and procedures that the program/services area uses to assess and measure outcomes. List the best ways to measure the quality and success of your program. If a student or staff questionnaire has been developed, validated by institutional researcher, and administered, please report results. Use the following as suggestions:

* Satisfaction (students, staff, and community)
* Success
* Participation
* Retention
* Demographics (age, gender, ethnicity)
* Additional data (assess program/services to the standards for the area)

The RC Tutorial Center has used and will continue to use a variety of methods to assess and measure program and service outcomes. These methods include but are not limited to: a survey to determine the overall satisfaction of tutees, the number of students who participate in any form of tutorial services offered by the Center, the types of students who most often take advantage of tutorial services, and the success rates of students who participate in certain services (e.g. supplemental instruction) verses those who do not.

D. Give a brief overview of the course assessments completed during the last five years, highlighting any results and action plans that have been particularly helpful in improving student learning and your program. Provide all Course SLO Assessment Report Forms for your program in appendix A.

These are the last results of SLO Assessments. New assessments are due:

Counseling 1 (now Learning Assistance 1) – The assessments have shown students demonstrating a high-level of proficiency. This was expected. This is a tutor training class, so the typical enrollee is highly-motivated, capable, and determined to excel. The first assessment showed some discrepancy in the students (tutors) integration of study skills into their tutoring sessions. Following that assessment the center started distributing a series of new tutor training handouts with the hope of having the tutors direct more attention to this desired outcome. The next assessment showed a modest reduction in the discrepancy on this outcome. Another observation made in the second assessment was that the assessment method itself should be reevaluated. Perhaps there is a less cumbersome and less subjective method that might be used.

Counseling 2 (soon to be Learning Assistance 2) – The assessments have shown students demonstrating a high-level of proficiency. This was expected. This is a practicum for tutors, so the typical enrollee is highly-motivated, capable, and determined to excel. Few students enroll in this class. Given the small pool of enrollees, one cannot draw any statistically significant conclusions from the data.

E. Give an overview of the program/degree/certificate assessments completed during the last five years, highlighting any results and action plans that have been particularly helpful in improving student learning and your program. Provide all Instructional Program/Degree/Certificate SLO Assessment Report Forms for your program in appendix B.

The Tutorial Center’s Program Learning Outcome assessments show students meeting the expected level of performance for three of the last four semesters, and only missing the mark by .7% in the fourth semester. The lower than expected rate of success for that term may be attributable to the significant increase (21.7%) in student use of tutorial services during that semester. The normal student progress monitoring routines were not followed as rigorously as would be desired due to the press of other business associated with accomodating this increased student traffic. Steps were taken in the following term to address this issue, which in turn may have resulted in the better success rates shown in that term’s assessment. Further steps were taken starting in the fall 2012 term to alter the progress interviewing process with tutors. The hope was to increase tutor skill and effectiveness in monitoring student work and in responding to poor student performance.

Another observation made in the most recent assessment was that an additional, or third, measure might be desirable. The expertise of the institutional researcher will be called upon to help with this.

F. Based on your assessments, have you identified additional resources needed to support the improvement of student learning or remedy any gaps you have found within your program (ie. staff development/training, equipment, technology, guest speaker, etc.)? Be sure to include these in your goals with appropriate page number references.

Course assessments have not been done in the last year and a half due to changes in staffing. Prior assessments showed that the tutor training courses did a good job of tutor training; students did well in the course and performed well as tutors. The following information will be for future assessments:

|  |  |
| --- | --- |
| Assessment Type | Total number of courses using this assessment type |
| Item analysis of exams, etc. | 1 |
| Assignments based on rubrics | 1 |
| Assignments based on checklists | 1 |
| Direct observation of performances | 1 |
| Student self-assessments | 1 |
| CAT (clickers, mediated responses) | 0 |
| Capstone projects or final summative assessments | 0 |
| Other | 0 |

|  |  |
| --- | --- |
| Action Plan | Total number of courses using this action plan |
| Results are positive--no changes | 1 |
| Conduct further assessment | 1 |
| Use new or revised teaching methods | 1 |
| Develop new methods of evaluating student work | 1 |
| Plan purchase of new equipment or supplies | 0 |
| Make changes in staffing plan | 0 |
| Engage in professional development about best practices | 1 |
| Revise the course sequence or prerequisite | 0 |
| Revise the course syllabus or outline | 0 |
| Unable to determine | N/A |
| Other | N/A |

**IV. Qualitative Analysis**

Please note that these data should be integrated with the quantitative analysis, and SLO assessment to help support your Summary Statements and Goals. You must reference all campus sites, where appropriate.

A. Describe future trends or current best practices in teaching and learning unique to your area which are likely to influence your discipline. How will students be affected by these trends?

* Political (local ordinances, state or federal legislation, Title 5, Ed Code)
* Economic (Labor Market Data, District Fact Book, Advisory Committees)
* Sociological (migrant population, single parents, aging population trends)
* Technological (access, security, ethics)
* Educational (High School Graduation Rates, competition from other public and private postsecondary institutions, online education)

The use of tutorial services at Reedley College by students is very similar to that of what is reported nationwide by community colleges on the CCCSE. This is good news to some degree, except that it’s low, and of course studies show that students who use tutorial services have higher success rates when it comes to GPA, retention and completion. Additionally, our local statistics show that students utilizing tutoring do in fact have better success rates. While it might be very easy to suggest that better marketing is the key, I think that it’s a little more complicated than that.

One factor evident in the data is that full-time students make much more use of the tutorial services than do part-time students. While we may not be able to disaggregate the data to the degree which gives us a clear understanding of why this is, we can speculate. Part-time students are likely employed full time and or have family obligations with leaves little time for use of the Tutorial Center; at least during the hours which are currently being provided. This may indicate that providing on-line tutoring that is highly effective, along with the current variety of tutoring modalities, may increase the use of tutoring for these part time students, if not for all.

The dramatic success of students who participate in supplemental instruction (SI) is widely reported and documented through the national statistics collected and compiled by the University of Missouri – Kansas City. Because of this success we will continue to implement SI on our campus and continue to expand as space and funding allows.

Having highly trained tutors that implement pedagogically sound techniques will help us increase the services we provide to our students. To do this, we need to increase of connectively to other institutions and national tutoring organizations. Regional and National tutoring organizations conduct training and seminars that share contemporary best practices and provide for dissemination of emerging data and strategies related to effective tutoring.

Through the Online Education Initiative (found at <http://ccconlineed.org/>) and the SCCCD Title 5 grant, services specific to tutoring, especially online tutoring will be evaluated and developed over the next five years.

Management of the SI component of tutorial services requires substantial time and effort above and beyond that of managing traditional tutoring. In response to our desire in increase Si offerings and through the use of SSSP and Equity funding, an adjunct coordinator was hired to carry out the SI management responsibilities. In order to maintain the level of SI that we provide, funding for this position must continue.

B. Describe and include rationale for any curriculum changes anticipated in the next 5 years. (If not applicable leave blank)

* Major course revisions
* Course deletions
* New courses
* Revised or new options within a program
* Proposed new programs
* Distance education/hybrid courses
* Enrollment trends
* Articulation changes
* Provide justification for programs consisting of 30 units or more in the major. (Reference quantitative data relative to degrees and certificates awarded)

The only two reasons that curriculum will be changed in the next five years will be to 1) update courses to correct TOPS criteria or 2) meet standards for certification by a national tutoring organization.

C. Discuss how your program meets the needs of the College’s diverse student:

C1. High-quality instruction of varying delivery modes and teaching methodologies. Provide examples.

The tutoring Center provides a variety tutoring models in order to meet the needs of many students. These models in include: traditional one-on-one tutoring, traditional small group tutoring, organized study groups, supplemental instruction and specially arranged out of the Center tutoring. The Center also provides training for department-hired embedded tutors.

C2. Discuss course offerings, (ie. times, location, delivery, etc.), identifying any needs that are not met. Provide examples.

The tutor training course is offered as an open-enrollment course for tutors who have been hired to be tutors in the tutorial center.

C3. Appropriate breadth, rigor, sequencing, and completion time. Provide examples.

There are currently only two courses that are offered in our program. The first LA 1 is for newly hired tutors and COUN 2 (soon to be LA 2) is for tutors who wish to receive unit credit for their work as a tutor.

D. Describe what your program has done to create links with support services or other instructional programs, if any.

The Tutorial Center works hard to communicate with all faculty and staff in order to hire appropriate tutors (with recommendations by faculty), ask for guidance with major decisions (with an advisory committee), and maintain collegiality in order to foster a culture that embraces tutoring as an essential component of college life.

E. Describe any community or other institution partnerships or collaboration of which your program has had a part.

The Tutorial Center maintains communication with the coordinators of other campuses to share best practices.

F. Describe how your program provides equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

The Tutorial Center works hard to provide a variety of services that appeal to many learning styles. We also try to maintain a staff of diverse tutors who appeal to a wide range of students.

G. As applicable, describe the ways in which your program assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. Describe how your program evaluates these services to ensure their effectiveness.

N/A

**V. Summary Statement**

A. Describe the major conclusions reached based on this report’s quantitative and qualitative analyses and evaluation of the assessment of student learning outcomes.

The data provided in this report indicates that the Tutorial Center has kept up with growth by serving an equally proportionate number of students when compared to the total student population. What is not evident is if we are reaching enough of the general population. While we cannot force students to attend tutoring, we can do a better job of promoting our services in the hopes of attracting more students. It wouldn’t be unreasonable to hope that the gap between the total college population and the students served becomes smaller. The program goals above will likely contribute to a better informed student population and subsequently a culture shift in which tutoring services become a more utilized option for all students at Reedley College.

The data definitively shows that students who use tutorial services has better GPA’s, retention rates and completions rates. This only reinforces the need to create a climate and culture that encourages more students to take advantage of our services. Our push to increase the use of supplemental instruction as a tutoring model we hope will expose more students to a more study-group like experience. Likewise, better connections with national organizations and other colleges will add to our ability to train our tutor even better than we do now. While there is room for growth in most areas, the data does show that what we currently provide is meeting the needs of those who use the services.

B. Based on the conclusions above, complete the table below. Use these goals to inform annual budget worksheet. Add rows as needed.

0=State mandated and required by accreditation, licensing or regulatory requirement

1=Essential to the operation of the program or health and safety

2=Important, but not essential or required

3=Expand or enhance program (wish list)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Curriculum/Pedagogical Goals | Page number(s) where supported | Priority (0-3) | Estimated cost/resources needed | Proposed timeline | SP GoalLink |
| Update curriculum for LA1 to align with state and national standards for tutor training. | 26, 29, 30 | 0 | N/A | Spring 2017 | 1.1, 1.4, DO 1.1 |
| Curriculum update for COUN 2 to align with new TOPS codes for Learning Assistance. COUN 2 will become LA 2. | 26, 29, 30 | 0 | N/A | By end of spring 2016 | 1.1, 1.4, DO 1.1 |

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| --- | --- | --- | --- | --- | --- |
| Facility Goals | Page number(s) where supported | Priority (0-3) | Estimated cost/resources needed | Proposed timeline | SP GoalLink |
| N/A | N/A | N/A | N/A | N/A | N/A |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Assessment Goals | Page number(s) where supported | Priority (0-3) | Estimated cost/resources needed | Proposed timeline | SP GoalLink |
| Provide detailed analysis of the supplemental instruction component of tutorial services; analysis will compare final course grades of SI participants to those of classmates who chose not to participate in SI. | 7, 13, 15, 16, 17, 20, 21, 31 | 2 | N/A | Each semester | 2.3, 2.4 |

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| --- | --- | --- | --- | --- | --- |
| Supply Goals | Page number(s) where supported | Priority (0-3) | Estimated cost/resources needed | Proposed timeline | SP GoalLink |
| N/A | N/A | N/A | N/A | N/A | N/A |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Technology Goals | Page Number(s) where supported | Priority (0-3) | Estimated cost/resources needed | Proposed timeline | SP Goal Link |
| Seek out and utilize new and emerging technologies to enhance and augment current tutorial services, especially online services, and online services provided in-house. | 29 | 2 | Little to none | Ongoing  | 5.6, DO 6.2, 6.3 |

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| --- | --- | --- | --- | --- | --- |
| Staffing Goals(grow or maintain staffing—this section may be copied and pasted into the Faculty Prioritization Request) | Page Number(s) where supported | Priority (0-3) | Estimated cost/resources needed | Proposed timeline | SP Goal Link |
| Increase from adjunct coordinator to full-time coordinator to continue to implement and grow supplemental instruction services and maintain extended service hours. | 29, 30 | 1 | $50,000+ | By fall of 2018 | 1.1, 1.4, DO 1.1, 2.3, 2.4,  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Distance Education Goals(curricular or student services) | Page Number(s) where supported | Priority (0-3) | Estimated cost/resources needed | Proposed timeline | SP Goal Link |
| Implement in-house online tutoring for DE courses. | 28, 29, 31 | 2 | N/A | Spring 2017 | 1.1, 1.4, DO 1.1, 2.3, 2.4, 5.6, DO 6.2, 6.3 |

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| --- | --- | --- | --- | --- | --- |
| Scheduling Goals(FTES/SQ.FT. data needed for reports) | Page Number(s) where supported | Priority (0-3) | Estimated cost/resources needed | Proposed timeline | SP Goal Link |
| N/A | N/A | N/A | N/A | N/A | N/A |

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| --- | --- | --- | --- | --- | --- |
| Additional Goals | Page Number(s) where supported | Priority (0-3) | Estimated cost/resources needed | Proposed timeline | SP Goal Link |
| Increase the number and types of tutorial services offered to students (e.g. organized study groups, embedded tutors, online tutorial services, off-location tutorial services and extended service hours) | 7, 13, 15, 16, 17, 20, 21, 31 | 1 | Hiring of a full-time co-coordinator to replace the current adjunct co-coordinator will be essential maximizing the possibility of meeting this goal. | Ongoing | 1.1, 1.4, DO 1.1, 2.3, 2.4, 4.3 |

\*As supported primarily by the report’s quantitative and qualitative analyses and evaluation of the assessment of student learning outcomes

**Note: Summary Statements are needed for each campus, if applicable.**

Student Learning Outcome Assessment Timeline

Complete the following chart indicating which year course, program, degree, and certificate outcomes will be completed. Each course must be assessed at least once during this timeframe. The program may conduct as many assessments of a single course, program, degree, or certificate as is meaningful.

|  |  |  |
| --- | --- | --- |
| Year | Courses, Program, Degree, and/or Certificate to be assessed | Person responsible for heading assessment and completing Reporting Form |
| Year 12015-2016 | **LA 1, Tutorial Services** | **Jim Mulligan** |
| Year 22016-2017 | **LA 1, LA 2, Tutorial Services** | **Jim Mulligan** |
| Year 32017-2018 | **LA 1, LA 2, Tutorial Services** | **Jim Mulligan** |
| Year 42018-2019 | **LA 1, LA 2, Tutorial Services** | **Jim Mulligan** |
| Year 52019-2020 | **LA 1, LA 2, Tutorial Services** | **Jim Mulligan** |

Curriculum Revision Timeline

This Curriculum Revision Timeline will be tracked by the Curriculum Chair. Add/delete rows as needed.

|  |  |  |
| --- | --- | --- |
| **Course** | **Semester revision to be submitted** | **Person responsible for revision** |
| **COUN 2** | **Spring 2016** | **Jim Mulligan** |
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### Cycle four Schedule

**Group IA**

Begin process in fall, 2014 – Final report/presentation due fall, 2015

Agriculture Business Animal Science

Forestry/Natural Resources ~~International Program~~

~~General Agriculture~~ ~~GIS~~

Mechanized Agriculture Plant Science

**Group IIA**

Begin process in fall, 2015 – Final report/presentation due fall, 2016

 Accounting Business Administration Information Systems Office Technology

 Statistics Economics

 Office of Student Services Office of the President

 Middle High School

Project Grants:

 Student Success

Student Support Services

 Title V

**Group IIIA**

Begin process in fall, 2016 – Final report/presentation due fall, 2017

 Criminology History

Philosophy Political Science

 Psychology Sociology

**Group IVA**

Begin process in fall, 2017 – Final report/presentation due fall, 2018

 Composition Communication

 Creative Writing Film

 Journalism Literature Writing Center

**Group VA**

Begin process in fall, 2018– Final report/presentation due fall, 2019

 Biology Chemistry

 Child Development Computer Science

 Engineering Geography Math Math Center Physics

**Group IB**

Begin process spring, 2015 – Final report/presentation due spring, 2016

DSP&S EOP&S

Aeronautics Manufacturing Technology

Automotive Maintenance Mechanic (MC)

**Group IIB**

Begin process spring, 2016 – Final report/presentation due spring, 2017

Counseling Health Services

 Student Support Services Outreach & Matriculation

**Group IIIB**

Begin process spring, 2017– Final report/presentation due spring, 2018

Admissions & Records Residence Halls

Library Services Art

Music

**Group IVB**

Begin process spring, 2018 – Final report/presentation due spring, 2019

Student Activities Financial Aid

Tutorial Honors Program

ESL Reading Linguistics Languages (French, German, Spanish, ASL)

**Group VB**

Begin process spring, 2014/2019 – Final report/presentation due spring, 2015/2020

Dental Assisting Licensed Vocational Nursing (MC)

Food and Nutrition Health Care Interpreter

Health Science Nursing Assistant Training

Physical Education CalWORKS

Athletics Upward Bound

**Group IC**

Begin process in spring, 2017 – Final report/presentation, spring 2018

Business Administrative Office Business Services Office

Building Services Food Services

 Printing Services

**Group IIC**

Begin process in spring, 2018 – Final report/presentation, spring 2019

Administrative Services Office Office of Instruction

Computer Services

### Dean/Manager Program Review Sign-Off

 After reading the program review report, please complete the following and send electronically, along with the report draft/final document, to the Program Review Chair. Thank you.

I have read the attached Program Report draft/final report from the Click here to enter text. Program. The following sections are completed as required or are still in need of attention.

|  |  |  |
| --- | --- | --- |
| Program Review Section | Complete | Incomplete |
| General information, including staffing summary | ☐ | ☐ |
| Mission, Strategic Plan, and Ed Master Plan support | ☐ | ☐ |
| Previous goal status/outcome | ☐ | ☐ |
| Quantitative analysis in support of goals | ☐ | ☐ |
| Funding/budget summary | ☐ | ☐ |
| SLO summary/reports, including mapping, assessment results, gaps, and action plans | ☐ | ☐ |
| Qualitative analysis, including future trends, curriculum changes, teaching methodologies, collaborations  | ☐ | ☐ |
| Goals | ☐ | ☐ |
| SLO timeline | ☐ | ☐ |
| Curriculum Revision timeline | ☐ | ☐ |

Comments: Click here to enter text.

Dean/ Manager’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Reedley College Program Review Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| Program Review Section | Does Not Meet | Meets | Exceeds |
| General information, including staffing summary | One or more sections are incomplete | All sections are complete and accurate | All sections are complete and accurate with analysis which support’s program’s goals |
| Mission, Strategic Plan, and Ed Master Plan support | One or more sections are incomplete | All sections are complete and exhibit support | All sections are complete, supportive with analysis which supports program’s goals |
| Previous goal status/outcome | Incomplete | Completed | Completed with some degree of depth |
| Quantitative analysis in support of goals | Sections are incomplete or poorly executed | Sections are complete and data analyzed | Analysis of data supports the program’s goals |
| Funding/budget summary | Incomplete | Completed | Completed with some degree of depth |
| SLO summary/reports, including mapping, assessment results, gaps, and action plans | Reports for courses, program, and/or certificates are incomplete or poorly executed. Mapping, results, gaps, and/or action plans are not addressed or poorly executed. | Program completed all sections, including mapping and reports. Program analyzes assessment results and creates action plans with at least some degree of critical thought. | Program completed all sections, including mapping and reports. Program analyzes assessment results and creates action plans which support program’s goals |
| Qualitative analysis, including future trends, curriculum changes, teaching methodologies, collaborations  | Sections are incomplete or poorly executed. | Program completed all sections with at least some degree of critical thought. | Program analyses sections in support of program’s goals. |
| Goals | Incomplete, including no page numbers | Complete, including page numbers | Complete, including page numbers  |
| SLO timeline | Incomplete | Complete | Complete |
| Curriculum Revision timeline | Incomplete | Complete | Complete |

### Program Review Committee Response To Programs’ Drafts

Program: Click here to enter text.

Date: Click here to enter text.

Thank you for submitting your program’s program review report draft. The Program Review Committee has read your program’s report draft and offers the following suggestions/comments as you revise your final report.

|  |  |  |  |
| --- | --- | --- | --- |
| Program Review Section | Does Not Meet | Meets | Exceeds |
| General information, including staffing summary |  |  |  |
| Mission, Strategic Plan, and Ed Master Plan support |  |  |  |
| Previous goal status/outcome |  |  |  |
| Quantitative analysis in support of goals |  |  |  |
| Funding/budget summary |  |  |  |
| SLO summary/reports, including mapping, assessment results, gaps, and action plans |  |  |  |
| Qualitative analysis, including future trends, curriculum changes, teaching methodologies, collaborations  |  |  |  |
| Goals |  |  |  |
| SLO timeline |  |  |  |
| Curriculum Revision timeline |  |  |  |

**(OVER)**

### Committee Comments

|  |  |
| --- | --- |
| Program Review Section | Comments |
| General information, including staffing summary | Click here to enter text. |
| Mission, Strategic Plan, and Ed Master Plan support | Click here to enter text. |
| Previous goal status/outcome | Click here to enter text. |
| Quantitative analysis in support of goals | Click here to enter text. |
| Funding/budget summary | Click here to enter text. |
| SLO summary/reports, including mapping, assessment results, gaps, and action plans | Click here to enter text. |
| Qualitative analysis, including future trends, curriculum changes, teaching methodologies, collaborations | Click here to enter text. |
| Goals | Click here to enter text. |
| SLO timeline | Click here to enter text. |
| Curriculum Revision timeline | Click here to enter text. |

Your oral presentation will take place on: Click here to enter text.

Please contact the Program Review Chair with questions. Thank you for your participation in this important process.

### Program Review Substantiation Scoring Sheet

To be completed by the Program Review Committee members

Program: Click here to enter text.

|  |  |
| --- | --- |
|   |  |
| **Rating Scale** | **1** **Unsubstantiated within the report** | **2** **Minimally substantiated within the report** | **3****Substantiated within the report** | **4** **Well substantiated within the report** |  |
| **Goal** | **1** | **2** | **3** | **4** | **Comments** |  |
| Click here to enter text. | ☐ | ☐ | ☐ | ☐ | Click here to enter text. |  |
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| Click here to enter text. | ☐ | ☐ | ☐ | ☐ | Click here to enter text. |  |
| **General Comments** |  |
|  Click here to enter text. |  |