

Ohlone College

Program Review Report

- **Program Description and Scope:**

- *Program Review Title:* Tutoring Program
- *Academic year:* 2015/2016
- *Review Type:* Instructional Services
- *Program/Departments:* Tutoring (00000)
- *Authority Code:* 41-Director, Curriculum and Scheduling
- *External Regulations:* Yes_ No X
- *Provide a brief narrative that describes the services provided.*

The Tutoring Program offers free tutoring services on both its campuses. The primary mission of the Tutoring Program is to provide tutoring to assist in student retention and success and to help students become independent learners. The program consists of eleven learning centers/labs in total on both campuses consisting of eight areas of study. Each center/lab is staffed by professional staff, student tutors and instructor tutors. The Tutoring Program consists of three types of tutors (student tutors, embedded student tutors and instructor tutors). Depending on the center or lab, students can make an appointment or drop in for tutoring. Hours also vary by subject.

- **College Mission**

- *Mission Statement*

Ohlone College responds to the educational needs of our diverse community and economy by offering high quality instruction supporting basic skills, career development, university transfer, and personal enrichment and by awarding associate degrees and certificates to eligible students in an innovative, multicultural environment where successful learning and achievement are highly valued, supported, and continually assessed.

- *Program Relation to College Mission.*
 - Support Services
- *State your program Mission/Purpose.*

The primary goal of the Tutoring Program is to provide innovative approaches to tutoring to support student retention and success and to promote independent learning. The program strives to be innovative in its approach to tutoring by using data, student and faculty feedback to design tutoring services to best meet the needs of students. One of the

goals of the program is to be inclusive of the college's student body by hiring a diverse tutoring staff and meeting the needs of underserved students. As part of the college's Student Equity Plan the Tutoring Program will make concerted efforts to recruit traditionally underrepresented students as tutors such as African Americans and Native Americans and specifically recruit female students to tutor in the areas of math, sciences, engineering and technology serving as role models.

- *Briefly describe program accomplishments.*
 - Beginning in the spring 2015 semester the college began piloting Accudemia tutor tracking software in the English Learning and Math Learning Centers and in the fall 2015 semester in the Speech and Communications Lab.
 - Twenty-nine embedded tutors were hired for the fall 2015 semester (7 English, 2 liberal arts, 10 computer sciences and 10 math).
 - The Tutoring Program conducted CRLA certificate tutor training for levels 1 and 2 during the fall 2015 semester. Nine students registered for level 1 certification and eight students registered for level 2 certification.
 - Embedded tutor observations are being conducted.
 - A tutoring handbook of policies and procedures was drafted and is being

reviewed.

- Online research is being conducted and resources gathered to build a resource database of materials that tutors can access to assist them tutoring.

- An embedded Tutor Agreement was written to clearly articulate what is expected of embedded tutors and the instructors who use them.

- **Student Impact Assessment**

1. **Student Learning Assessment - At the current time, the tutoring program is refining the use of a login program in order to collect the data needed to evaluate the effect of tutoring on student success. The expectation is that tutoring has a positive correlation with student retention and success in the courses for which tutoring is employed.**

- *Enter assessment results for "Student Learning Impacts" and analyze student success:*
- *Future Improvements:*

- **Student/Program Achievement**

- *List area-specific outcomes.*

At this point, the program is still in the process of setting up a system that will collect data that will enable the program to establish benchline indicators against which future outcomes can be assessed.

- *Identify internal and/or external benchmarks and regulations.*
- *Enter assessment results for area-specific outcomes and analyze trends.*
- *Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.*

Currently, tutoring is spread across multiple departments and divisions. This is manifested not only in separate centers but also in separate budgets under different budget managers. One goal for the tutoring program is to monitor budgets across departments to help budget managers with the analysis and management of tutoring expenditures.

- *Analyze the program's current use of staff, equipment, technology, facilities,*

and/or other resources. Comment on how the program can best use these resources.

- *Additional Program Table Data*
- *Future Action*

Current level of focus maintained. Describe.

- **Program Improvement Objectives**

1. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

All tutoring centers will use a common tutor tracking software system to collect data about tutoring contacts.

Notes (optional): Please include any notes related to your PIO. (2500 Character limit)

Although the software was implemented in the spring 2015 semester it did not actually start being used until a few weeks into the semester. Furthermore, not all enrolled students were populated into the system because not enough user licenses were purchased. Therefore, the data collected was faulty. Summer semester data is also faulty as all Fremont campus classes were moved to the Newark campus due to construction and there was minimal oversight to ensure all students signed in. Nevertheless, both of these semesters were important to the pilot in creating a culture of the need to sign in and out for students and tutors. Enough user licenses were purchased for the fall 2015 semester and the pilot was expanded to include the Speech Communication Labs (SCL) on both campuses. The survey feature of the software will be piloted in the SCL. Data collected will be cross-referenced against disaggregated data collected by the college and analyzed to gauge the effectiveness of various subject areas tutored and how they relate to student retention and success. It is important to note that there is a move to employ different tutor tracking software beginning as soon as the spring 2016 semester which may affect the accuracy of data collected as a new pilot will need to be implemented.

Program PIO will address the following:

- Success Rates

How will you assess the effectiveness of your PIO:

A significant increase of student, student tutor and instructor tutor use of the

software and more accurate accounting of hours and subjects tutored. The data collected will be analyzed and strategies created to include the targeted groups in the college's Student Equity Plan more in tutoring. Feedback from students through surveys will be collected and used to improve services.

PIO Action Plan:

How will you accomplish this?

The college will continue to purchase enough user licenses for students to use the current Accudemia software until a better replacement is identified and will then do the same with the new software. Student tutors, instructor tutors and staff will be trained to ensure all students properly sign in and out after each session. Tutoring usage and the lack of tutoring services of disaggregated groups will be compared with success rates in specific classes to gauge the effectiveness of tutoring services. How-to instructions will be created and trainings provided to tutors, instructors and staff.

What is your timeline?

Fall 2015 ? Expanded pilot to include the Speech Communications Labs (SCL) on both campuses and pilot the survey feature within the software in the SCL. ? An Early Alert/Counseling committee was created to explore the possibility of replacing Accudemia with Starfish the software. Spring 2016 ? Continue piloting the Accudemia software or its replacement and monitor its proper use. ? Analyze data collected from the fall 2016 semester. Summer 2016 ? Analyze data collected from the spring 2017 semester. ? Develop how-it instructions and train tutors, instructors and staff on use of the new software if needed. Fall 2016 ? Analyze data collected from the summer 2017 semester. ? Possibly pilot the new Starfish software. ? Train tutors, instructors and staff in the use of the new software.

Who is going to do this?

The Director of the Tutoring Program, English Learning Center staff, Math Learning Center staff, the Speech and Communications Lab staff, IT staff, and the Executive Dean of Research and Planning.

PIO Status:

- In-Progress 11/13/2015

Closing the loop - Describe the results of your PIO implementation or completion:

A tutor tracking software system, Accudemia is being piloted in the English Learning Centers and Math Learning Centers. The data collected will be used to improve tutoring services. Disaggregated data will be analyzed to better understand targeted groups affected in the college's Student Equity Plan. Lastly, various features of the software will be piloted as well.

Conclusion: Complete if PIO has been completed

Fiscal Resources Status:

- For 2014-2016, money from SSSP has funding the purchase of the Accudemia software license.

PIO Resources:

- Resource: People Time
Description: Software evaluation and piloting; training
- Resource: Non-Instructional Equipment
Description: Check-in computer stations
Est. Cost: \$5,000.00
- Resource: Other Budget Related Resources Needed
Description: Software license
Est. Cost: \$20,000.00

2. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

Given the high withdraw and failure rates of students enrolled in basic skills classes particularly students targeted in the college's Student Equity Plan embedded tutors will be placed in all Math 151 and English 151A classes to increase student retention and success.

Notes (optional): Please include any notes related to your PIO. (2500 Character limit)

Beginning in the spring 2016 semester all offered English 151A and Math 151

classes will have an embedded tutor matched with each class. Placing embedded tutors in these basic skills classes will continue indefinitely into future semesters based on funding. Training will be required for all embedded tutors and the instructors who use them.

Program PIO will address the following:

- Student Learning & Achievement
- Course Retention
- Course Completion
- Persistence
- Success Rates
- Equity/Disproportionate Representation

How will you assess the effectiveness of your PIO:

Effectiveness will be based on an increase in student retention and successful completion of these targeted classes.

PIO Action Plan:

How will you accomplish this?

Prospective tutors will be referred to the Director of Tutoring by instructors and will be vetted. Tutors will be provided with training on how to be an effective embedded tutor working alongside the instructors they are match with and in how to lead group tutoring sessions. A repository of resources will be created to assist them in tutoring along with a discussion board where they can share ideas.

What is your timeline?

Fall 2015 ? Begin recruiting, interviewing and hiring tutors. ? Gather tutoring materials to be used in a tutoring materials repository. ? Create a Tutoring Program site in Canvas for tutors. ? Observe group tutoring sessions. Spring 2016 ? The week prior to the spring semester during Flex Week conduct embedded tutor training for tutors and instructors who will use them. ? Offer two tutor training workshops and develop online training modules. ? Observe group tutoring sessions. ? At the end of the semester data analysis will be conducted. Summer 2016 ? Embedded tutors will continue to be placed in all Math 151 and English 151A classes. Fall 2016 ? During Flex Week embedded tutor training for tutors and instructors will be conducted. ? Offer two tutor training workshops and online training modules. ? Observe group tutoring sessions. ? At the end of

the semester data analysis will be conducted.

Who is going to do this?

Director of Tutoring, English Language Center Instructional Assistant, Math Learning Center Instructional Assistant, English and math faculty, and the Executive Dean of Research and Planning.

PIO Status:

- New

Closing the loop - Describe the results of your PIO implementation or completion:

A tutor tracking software system, Accudemia is being piloted in the English Learning Centers and Math Learning Centers. The data collected will be used to improve tutoring services. Disaggregated data will be analyzed to better understand targeted groups affected in the college's Student Equity Plan. Lastly, various features of the software will be piloted as well.

Conclusion: Complete if PIO has been completed

Fiscal Resources Status:

- The embedded tutoring projects are being funded out of Basic Skills and Student Equity

PIO Resources:

- Resource: People Time
Description: Faculty training for having embedded tutors
- Resource: Tutors - Students
Description: Cost of embedded tutors
Est. Cost: \$45,000.00

3. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

Certification of levels 1 & 2 will expire in summer 2016 and need recertification.

Level 3 certification, will be applied for at that time. Certification adds structured training and prestige to the tutoring program and provides the opportunity for students to achieve official certification.

Notes (optional): Please include any notes related to your PIO. (2500 Character limit)

The college is currently certified to offer levels 1 and 2 CRLA tutor training certification. The highest level of certification is level 3 which the college has never held. Certification allows tutors increases in pay, and certification which they can use to obtain tutoring positions outside of the college and credentials they can use on resumes and university applications.

Program PIO will address the following:

- Student Learning & Achievement

How will you assess the effectiveness of your PIO:

Effectiveness will be measured by successful recertification of levels 1 and 2 and successful certification of level 3 and also by the number of tutors who enroll in and successfully complete certification in each level.

PIO Action Plan:

How will you accomplish this?

Other CRLA programs will be reviewed and materials collected. Meetings will be held with the CRLA instructor, Instructional Assistants and the Director of Tutoring to review and update the current training syllabi and materials for levels 1 and 2. A level 3 syllabus will be created and training materials collected. The levels 1 and 2 recertification application will be completed and submitted with all necessary supporting documents. The level 3 certification application and the necessary supporting documents will be submitted.

What is your timeline?

Fall 2015 ? Collect materials for levels 1 and 2 recertification and level 3 certification. ? Recruit a student aide to assist in retyping current materials used for levels 1 and 2 trainings. Spring 2016 ? Review currently used syllabi, training modules and materials for levels 1 and 2 and revise them as needed. ? Recruit a

student aide/s to assist in retyping current materials used for levels 1 and 2 trainings. ? Structure level 3 syllabus and training modules and compile training materials. Summer 2016 ? Finalize levels 1 and 2 recertification materials and application and level 3 certification materials and application and submit them. Fall 2016 ? Receive notification of levels 1 and 2 recertification and level 3 certification ? Continue to offer levels 1 and 2 certification and begin offering level 3 certification.

Who is going to do this?

The Director of Tutoring, instructor of CRLA training, English Learning Center Instructional Assistants.

PIO Status:

- New

Closing the loop - Describe the results of your PIO implementation or completion:

A tutor tracking software system, Accudemia is being piloted in the English Learning Centers and Math Learning Centers. The data collected will be used to improve tutoring services. Disaggregated data will be analyzed to better understand targeted groups affected in the college's Student Equity Plan. Lastly, various features of the software will be piloted as well.

Conclusion: Complete if PIO has been completed

Fiscal Resources Status:

PIO Resources:

- Resource: People Time
Description: Development and submission of materials for certification
- Resource: Other Budget Related Resources Needed
Description: Student help to type up CRLA report
Est. Cost: \$500.00

Attached Files: