The purpose of Program

I. **Comprehensive Review** – a. Overall Service/Office/Program Effectiveness, b. Staffing Profile, and c. Service/Office/Program Goals.

II. **Annual Review** – a. Data & Trends, b. Service/Program Modality, c. Outcomes, and d. Previously Scheduled Activities.

III. **Annual Action Plan** – a. New Activities and b. Resource Requests.

INSTRUCTIONS

- ***For services/offices/non-instructional programs scheduled for comprehensive review in spring 2015, please complete Sections I, II, and III.***
- ***For services/offices/non-instructional programs scheduled for annual review, please complete Sections II and III.***

I. COMPREHENSIVE REVIEW

Please complete this section for services/offices/non-instructional programs scheduled for comprehensive review in spring 2015. Go to Section II for services/offices/non-instructional programs scheduled for annual review in springTtre f* /LB7 annu

B. STAFFING PROFILE

1. In the table indicate the number in terms of FTE. For instance, 1 full-time staff person is 1.0, and a half-time person is .5.

Positions	2012-13	2013-14	2014-2015
Management, Supervisors			
Classified Staff			
Classified Staff- Part-time			
Faculty Staff			
Faculty – Part-time			
Student Workers			
Professional Experts			
Total Full Time equivalent Staff			

2. What staffing factors/challenges have influenced the effectiveness of the service/office/program?

[Begin response here]

C. SERVICE/OFFICE/PROGRAM GOALS

1. **List and describe service/office/program goals for the next comprehensive review cycle. Be sure to highlight innovative, unique, or other especially noteworthy aspects.**

In considering your service's/office's/program's future goals, please review Hartnell's vision and mission statemen/CS0 c 4(e)3(s f)22n

What do you feel are the strengths or weaknesses of your SI Leader or Tutor?

Very knowledgeable in subject matter.
Our sign language tutor is absolutely wonderful! Thank you very much for allowing our sign language students to benefit from being tutored by a native signer. This is the first semester that our tutor was not allowed 20 hours per week and this truly limited student access to asl tutoring. Please let us know if next semester the asl tutor's hours can be increased like past semesters. Our students highly benefit. I have plenty of tutoring reports that attest to these benefits.
Strength: Mercedes is organized and goal oriented Weakness: Communication with students and instructor and sometimes not being able to answer students' questions.
Guadalupe is an excellent SI and tutor. She makes her fellow students comfortable and she offers excellent guidance on strengthening their work.
friendly, patient, intelligent, gently forces students to use computer resources--excellent workshops for students during their required lab time
Good knowledge of content. Tremendous amounts of patience and persistence. Outstanding work ethic.
only strengths--intelligent, patient, organized, well-prepared, & creative
A great role model for students. She has already earned a BA, and is very willing to share her experiences with students. Good knowledge of subject area, great work ethic, and great enthusiasm. A pleasure to work with.
Unafraid to help students in class. Very knowledgeable about calculus. He's clearly a good student with regard to his own goals, and that translates to how he helps others.
Enthusiastic, caring, bright, friendly, good communicator, organized, prepared
Great work ethic. Willingness to "go with the flow" and help wherever needed, above and beyond the basic job requirements. Good knowledge of content area and enthusiasm for Math Academy program. A joy to work with.
Adriana is very intelligent, patient, kind, extremely conscientious, and funny! I can depend on her to help me plan what needs to be clarified in lecture. She develops fantastic review materials.

Your SI Leader/Tutor as a model student [Please help us by rating your SI Leader or Tutor in the areas below.]

Excellent	**10**	**71%**
Good	**2**	**14%**
Fair	**0**	**0%**
Poor	**1**	**7%****
Unable to Assess	**1**	**7%**

Your SI Leader's/Tutor's willingness to help. [Please help us by rating your SI Leader or Tutor in the areas below.]

Excellent	**10**	**71%**
Good	**2**	

Your students' feedback about SI/Tutoring sessions [Please help us by rating your SI Leader or Tutor in the areas below.]

Excellent	**10**	**71%**
Good	**2**	**14%**
Fair	**1**	**7%**
Poor	**1**	**7%****
Unable to Assess	**0**	**0%**

Would you consider working with the Tutorial Services and the SI Program in the future?

Please share your comments and any comments, both positive and negative, students have made to you regarding SI sessions or your SI Leader/Tutor.

1. Students had a hard time scheduling time with Mercedes and she wasn't available when she said she would be. 2. On a few occasions Mercedes wasn't able to answer students' questions. 3. Early on in the semester those students who got some help from Mercedes did better on their quiz.
Students only have positive things to say about Adriana. They depend on her and attend her sessions 2 or 3 times/week. They have commented on her patience and intelligence.
Students appreciate the fact that Manuel started as a beginning ESL student at Hartnell and has now become an SI for ESL.
He knows the material, and can present it in more than one way to help people understand.
Some students said they tried reaching Rochelle via her hartnell email, but were not successful. Since she is not a student at Hartnell, could she still be allowed to use a hartnell email address?
The students that attend get a lot out of the sessions.
Students in this course (bio 11) tend not to attend SI sessions, even when they would greatly benefit from them. But the few that did attend all praised Neal for being helpful to their performance in the course.
Students love Gabriela's extra efforts to clarify & practice new things in class. They depend on her as an SI and as a peer tutor in the ESL lab (D359), and they plan their schedules around hers.

If there are aspects about the SI/Tutorial program that you do not understand or on which you would like more information, please list them here.

I would like to have a different SI leader for Chemistry 60 in Spring semester. Her name is Czarina Contreras. I would like for Rochelle to continue to offer tutorial support for ASL students outside of the classroom. But if I may break the classroom into groups and have her work with students during class time, this would be of tremendous help. Please let me know. Thank you!

Are there written guidelines for what SI's are allowed or not allowed to do? Most of my knowledge of the SI program comes from the SI's, and I am constantly learning (from them). There is probably a document somewhere that outlines their responsibilities (and restrictions), but I admittedly have never seen it or read it. Thanks!

I feel better about using tutorial services after meeting with a tutor

1	**0**	**0%**
2	**0**	**0%**
3	**0**	**0%**
4	**6**	**9%**
5	**59**	**91%**

I feel better about my course(s) after meeting with a tutor

My tutor was friendly, helpful, and patient.

1	**0**	**0%**
2	**0**	**0%**
3	**1**	**2%**
4	**4**	**6%**
5	**60**	

My tutor was knowledgeable about the subject.

1	**0**	**0%**
2	**0**	**0%**
3	**0**	**0%**
4	**5**	**8%**
5	**60**	**92%**

The tutoring session(s) helped me understand my course material.

1	**0**	**0%**
2	**0**	**0%**
3	**2**	**3%**
4	**2**	**3%**
5	**61**	**94%**

The tutoring session(s) was interactive.

1	**0**	**0%**
2	**0**	**0%**
3	**0**	**0%**
4	**3**	**5%**
5	**62**	**95%**

The tutoring session(s) was productive.

1	**0**	**0%**
2	**0**	**0%**
3	**0**	**0%**
4	**3**	**5%**
5	**62**	**95%**

3. **Provide any other relevant data and describe any other relevant qualitative factors that affect service/program provision, office functioning, and the evaluation of the service/office/non-instructional program. List the sources of this data and information.**

Recently, Learning Support at Hartnell was dealt another major setback. The last remaining employee of the college's former Academic Learning Center, the Tutorial Services Coordinator, was reclassified to a range below the college's "Athletic Equipment Attendant." While this does not impact the coordinator's current salary, it creates a huge detriment to hiring a suitable replacement in the future.

A review of the like positions at community colleges in our region, Cabrillo, Gavilan, shows that although the Tutorial Services Coordinator position at Hartnell College begins a higher salary level than our neighbors ($0.04 higher than Gavilan's Tutorial Specialist), the last step on each is comparable to Hartnell's. In addition, neither of the other colleges have a starting salary comparable to Range 20. I am including link to the salary schedule from both colleges below:

Cabrillo College (Tutorial Center Coordinator)
http://www.cabrillo.edu/services/hr/documents/Classified_8_21_14_000.pdf
Gavilan Community College (A Tutorial Specialist working with a Faculty Tutorial Coordinator)
http://www.gavilan.edu/jobs/salary/FY14-15ClassifiedSalarySchedule.pdf
Monterey Peninsula College (No similar position) Only an after school Tutorial Site Coordinator (TRIO)

Upon examination of the services of each colleges' Tutorial Centers, Gavilan and Cabrillo, it is obvious that the scope of work for each of their coordinators is very limited when compared with the level and variety of services offered at Hartnell College. Gavilan http://www.gavi ervvi-13(vie)13dtd13(viu/r)-2(tr)-2(utr)-2(5(a)1J /TT5/cb6scdonu/r)

In 2013, the coordinator researched the fees charged at other institutions and made recommendations for a change that is fair (for students taking short exams) and comparable to the rates charged by other Community Colleges ($25.00 for the first hour, $10.00 for each hour after that).

Rio Hondo	$20.00 per 2 Hour Block
Santa Rosa	$35.00 per 3 Hour Block
Allan Hancock	$35.00 per Test
American River	$25.00 per Hour
Saddleback	$50.00 per 3 Hour Block
Yuba	$40.00 per Test
Foothill	$25.00 per Hour
Cabrillo	Fees: $35.00 for the first hour, $25.00 for each hour after that
ProctorU	$14.75 (1 hr. exam), $21.50 (90 min. and 2 hour exam), or $30.25 (3 hour exam)

Last summer, the college went launched a new Drupal web site. Tutorial Services responded with a complete makeover of their former site. http://old-www.hartnell.edu/academics/lsc/tutorial_center.html

The new site features a slide show on 0.002 Tc -0911(nur)-4io00-uo.84 Tm ( )Tj EMC /P <</MCID 10(h)2(Tm ( )Tj E

provided through a variety of approaches (one-on-one tutoring, group tutoring, workshops, and SI study sessions). Tutors on the Main Campus also administer exams, peer review essays, and provide support for computer users, acting as a resource for students needing assistance with software applications such as Word, Excel, and PowerPoint, online services such as Turnitin.com, as well as Etudes and Gmail. Regular drop-in tutorial hours are Monday through Thursday, 9 am

2. **Compare service/program quality provided across locations, vehicles, and times. Are there differences? To what do you ascribe the differences in your service/ program?**

3. **Describe the process to change and improve service/program quality for the more challenging locations, vehicles, and/or times.**

Currently, several areas are being assessed and addressed. During the fall 2013 semester an online reading program, Reading Plus, was successfully piloted by staff at the King City Center. The program is now available for student registration and orientation in the main campus ESL Lab and Tutorial Area. Several English instructors and an ECE instructor are also using it for their students. Online English and math tutoring through Eduwizards is being piloted at the King City Center and Main Campus. The CC Online Initiative has secured a negotiated rate with NetTutors, so it is also likely to be piloted in the fall.

In order to simplify, market, and consolidate the array of tutorial services offered at all campus sites and by various programs, the Hartnell Tutorial Services web site now provides up to date schedules for most of the services available, regardless of the program that offers them (Tutorial Services, MESA, ACCESS, or CSIT in-3) or their location.

The Student Success Center Planning Committee began meeting in the fall of 2013. The committee is tasked with developing plans for a new learning center and will collaborate in the development of the next Title V Grant proposal which will, likely, include funding for major components of a learning center.

Tutorial Services (Main Campus) Math Tutoring usage (Spring 2014) from PAWS and SARS TRAK data was collected to confirm the effects of Class Tutors and SI Leaders on tutorial attendance patter3(ee)9(r)-/

C. OUTCOMES

SERVICE AREA OUTCOMES

Each service unit/office/non-instructional program develops its own Service Area Outcomes (SAOs). The outcomes should be directly related to the work of the service unit/office/non-instructional program, challenging but attainable, and measurable. SAOs should articulate what specifically is to be achieved; their measurement should assess how well the service unit/office/non-instructional program is performing.

1. Please complete the following tables.

List Service Area Outcome (s) scheduled for assessment as previously specified	What changes have occurred in the service/office/ program as a result of dialogue?	Was a Service Area Outcome Assessment Summary completed (if expected)?
Students will receive tutorial services from qualified staff	After a discussion with the MESA Program Coordinator timelines for hiring were posted on the Tutorial Services web site. In addition, a Google doc is	

their classmates not participatin in tutoring.		
Students will have access to tutorial services at all three campus locations	This report includes newly mined data showing the percentage of students (main campus, online, and at other instructional sites) using main campus Tutorial Services	**Yes, fall of 2014**

List Service Area Outcome(s) scheduled for assessment in AY 15-16	How will the Outcome(s) be assessed?
Staff will receive training that focuses on excellent tutorial services to students	The results from tutor/SI feedback are used to modify the tutc training course by reinforcing areas of concern
Students and staff will experience a student-to-tutor efficiency rate for drop-in tutoring of 1.5:1 or greater and a 3:1 rate or greater for S	Student attendance hours for Drop-in Tutoring and SI will be compared to actual staff expense.
Students will have access to tutoria services at all three campus location	Assess and compare the services provided to students that a in the eveningonline, or located at other campuses with those provided on main campus.

Describe how service area outcomes were specifically addressed by the service/office/program during the past year.

Was there review and analysis of the data? How did the staff engage in discussion? Were any interventions conducted? Are there any plans to make changes/improvements in the service/office/program?

Identified as a model tutor and Supplemental Instruction (SI) leader development program during the last Accreditation Site Visit (March 2013), the training offered three distinctive levels (Introduction to Tutoring, Group Tutoring, and Mastering the SI Model). The course offers learning activities for tutors in the

1. **Describe assessment activities that need to be strengthened or improved. What are the challenges to achieving these improvements?**

It continues to be a challenge to track the students who use tutorial services. Some tracking has been done of cohorts, such as the Math Academy that the Center serves, but tutorial attendance is only one of many factors that determine student success. Success data generated for the SI program involves a time consuming manual process of sifting through grade rosters in order to sort the students and their grades. Many of the colleges successful grant applications used the success data gathered from the SI Program. Data should be collected and

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D. PREVIOUSLY SCHEDULED ACTIVITIES

This subsection focuses on activities that were previously scheduled. An activity can address many different aspects of your service/office/program, and ultimately is undertaken to improve or enhance your service/office/program, and keep it current.

Activity scheduled	What success has been achieved to date on this activity?	What challenges existed or continue to exist?	Will activity continue into AY 15-16?	Will activity continue into AY 16-17?*

III. ANNUAL ACTION PLAN

This section must be completed for ALL services/offices/non-instructional programs, whether scheduled for annual or comprehensive review in spring 2015.

A. NEW ACTIVITIES

This subsection addresses new activities for, and continuing new activities into, **AY 2016-17**. An activity can address many different aspects of your service/office/program, and ultimately is undertaken to improve, enhance, and or keep your service/office/program current. A new activity may or may not require additional resources. The first activity listed should be the most important; the second activity listed the second most important, etc. Activities can include but are not limited to:

a. NEW CURRICULUM
b. FURTHER DEVELOPMENT OF THE PROGRAM OR SERVICE
c. GRANT DEVELOPMENT AND PROPOSALS
d. FACULTY AND STAFF TRAINING
e. MARKETING/OUTREACH
f. ENROLLMENT MANAGEMENT
g. STUDENT SERVICES
h. ADMINISTRATIVE SERVICES
i. SUPPORT OPERATIONS
j. FACILITIES

2. **This item is used to describe how the new activity, or continuing new activity, will support the service/office/program.**

Consider:

- Faculty
- Other staffing
- Facilities
- Equipment (non-expendable, greater than $5,000), supplies (expendable, valued at less than $5,000),
- Software
- Hardware
- Outside services
- Training
- Travel
- Library materials
- Science laboratory materials

a) Describe the new activity or follow-on activity that this resource will support.
Tutors will support student success regardless of time and location. - Assess and compare the services provided to students that attend in the evening, at a distance, or located at other campuses with those provided on main campus.

b) Describe how this activity supports all of the following that apply:

1) **Service Area Outcome (list applicable service area outcome)**
2) **Program level Outcome (list applicable program level outcome)**
3) **Course level Outcome (list applicable course level outcome)**
4) **Service/Program Goal (list applicable service /program goal outcome)**
5) **Strategic Plan Goal (list applicable strategic plan outcome)**

Tutors will support student success regardless of time and location addresses all of the above outcomes and goals through Strategic Priorities 1A, 2A, 2B, and 4A.

c) Does this activity span multiple years? x YES NO
If yes, describe the action plan for completion of this activity.

Tutorial Services Options for other Instructional Sites and Modalities

Step 1: Through consultation with all interested and impacted parties determine what subset of Main

Services	Main Campus	King City Center	Alisal Campus	Online Students
Tutor Training (new)	In person and online beginning in F15	online beginning in F15	online beginning in F15	online beginning in F15
Tutorial Facilities (new)	A214, SMI, Rotarium, MESA Room, Learning Center (currently in planning)	Small Tutorial Area created Fall 2014	Currently in Planning Stages	
Drop-in Tutoring	Various subjects	English, math	CSIT-in-3 [redacted]	
Academy/ Group Tutoring	math, science, ESL		CSIT-in-3	
Supplemental				

APPENDIX A. Strategic Priorities & Goals