

**Part I. Alignment with College
Tutoring Services of
The Center for Learning Advancement
ABSE, ALS, ESL, and Tutoring Programs**

Chapter 0: Unit Alignment

Key Question: How is your unit aligned with the college's goals and values?

1) Core Values-Alignment

Learning

- Provides safe, learning centered environments for students in most academic disciplines on main campus.
- Measures student success by asking students to evaluate the services received and to notify us with improved comprehension and performance.
- Provides individual tutoring that matches a student's preferred learning style
- Provides a caring, nurturing community environment for students to study together, share information and gain confidence in learning ability as well as course content.

Diversity

- Provides tutoring to all credit students, offering extended hours into the evening and weekends in many disciplines
- Serves a broad range of students from different cultural, ethnic and socio economic backgrounds
- Provides tutoring to English language learners, both resident and international
- Serves students with disabilities
- Has tutors that reflects diversity and has broad intercultural experience

Innovation

- Newly designed spaces offer most current systems as noted in CRLA Best Practices
- LCC is the only Oregon Community College that provides extensive tutoring for Accounting and business classes

Collaboration

- Has extensive collaboration across the division and with other college departments:
 - ALS/ ABSE/ ESL
 - Math
 - Science
 - Music
 - Computer Information Technology
 - Business
 - English, Foreign Language and Speech
 - TRIO
 - International Student Community Program

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Integrity

- Every attempt is made to collect accurate student data on usage of tutoring.
- Tutors strive to lead students to self-discovery through appropriate practice opportunities
- Tutors use professional practices in dealing with students and with each other.

Accessibility

- Most tutoring locations offer evening hours
- Some tutoring locations offer Saturday hours
- The Tutor Certification course is offered on Saturdays to accommodate most tutor's schedules.

2) **Strategic Directions**

The Strategic Directions for Lane have been updated and expanded since the 2003-2004 Unit Plan. Please review the changes and provide specific examples of how your unit works to further these goals.

Strategic Directions (3)

- Transforming Students' Lives
 - Students who receive free tutoring stop feeling stupid by gaining self-confidence in the ability to learn
 - Students who receive free tutoring have greater success in school thus tend to stick with it
 - Students who also tutor gain teaching skills and often change their goals to reflect that
- Transforming the Learning Environment
 - Tutor centers are welcoming communities of learners, where each individual's strengths are identified and celebrated
 - All tutors are trained in sensitivity to others from diverse backgrounds and cultural competence
 - Tutor centers were recently built, utilizing current technology and modeled after best practices from other schools with established centers
- Transforming the College Organization
 - Dollars provided by the general funds are distributed to reflect departments' student usage of tutors.
 - Tutors are scheduled to accommodate the times most needed by students
 - Student data is collected, compiled and turned into continuing ed for FTE reimbursement
 - The tutoring Services coordinator attends occasional CRLA training events and shares the information with the other coordinators on campus
 - The tutoring Services Coordinator brings together staff from the various departments for problem solving, and sharing of ideas.

3) **Learning Centered Principles**

The Learning Centered Principles for Lane have also been updated and expanded since the 2003-2004 Unit Plan. Please review and provide specific examples of how your unit works to integrate these principles into your unit's methods and outcomes.

Learning Centered Principles

- Lane provides opportunities for transformation through learning.
 - Ex: Because tutoring serves the students on an individual basis, the student's goals are assessed and met
- Lane engages learners as active partners in the learning process.

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- Ex: Students control each session with a tutor. They identify the question, discuss learning style and the student sets the pace
- Lane creates a learning environment that motivates and inspires students to recognize their responsibility for their own learning.
 - Ex; When a student comes unprepared for a session with a tutor, the tutor guides the student through the learning process and invites the student to return when ready
 - Tutors model good study habits, inspiring the student to follow that lead
- Lane offers multiple options for learning based on proven and innovative theories and methods that address the needs of diverse learners.
 - Ex: Tutors are trained in identifying the student's preferred learning style and asks the student how he or she prefers to learn. Tutors are knowledgeable in working with that preference
- Lane commits to a culture of assessment of programs, services and learning, honoring the values of intellectual freedom, community responsibility and student need.
 - Students are asked to evaluate the session with a tutor. The evaluations are shared with the tutor
- Lane fosters knowledge and appreciation of diversity among staff and students and encourages pluralism and intercultural competence. Lane engages learners from diverse cultural and social contexts.
 - Tutors are trained in cultural competence and expected to maintain an environment of appreciation of diversity.
 - Tutoring Services Coordinator has created an "appropriate behavior and zero tolerance policy" and distributed them to the centers. The goal is to have current tutors sign the statement and have it posted in the center. (Because of tutor/staff turnover, it needs to be redone each year)
- Lane is committed to both individual and organizational learning.
 - Ex: tutoring is mostly done individually although group study sessions are common where appropriate
- Lane students and staff are a community of learners, all of whom contribute to learning.
 - Ex: The tutors learn just as much as the students they serve
- Lane promotes open communication among staff, students and the community within and across organizational and physical boundaries.
 - Tutor Coordinators are in close communication with tutors in their area as well as other staff in their disciplines.
 - Tutoring Services coordinator is in close communication with the other tutor coordinators as well as the tutors, as they attend the tutor Certification class.
 - Tutoring Services Coordinator is on campus-wide committees (SAGA), allowing two-way communication to occur with other college departments

Part II. Unit Description

Chapter 1: Unit Description

Key Question: Who are you? Answer this question by providing the following information about your unit.

1) **Unit Mission/Vision**

Does your unit have a Vision or Mission Statement? When was it written or updated? Do you have a process for regular review?

The first draft will be shared with other coordinators this year.

2) **Catalog Description**

How do you describe your unit and instructional offerings in the college catalog? How does your unit manage the review of catalog copy each year?

Tutor Certification Course is under Education because of its ED rating.

Tutoring Services is listed under services. Tutoring Services Coordinator reviews the copy each year.

3) **History/Significant Program Events**

How did your instructional unit evolve at Lane? What significant events have marked your growth?

History

The Tutor Task Force, formed in 1995, was a committee of individuals from all parts of campus that researched tutor programs at other Oregon community colleges with the realization that Lane was one of the few that didn't offer tutoring. It was their research and groundwork that inspired the college to find permanent, recurring funding for a tutoring program. Previously, student volunteers had tutored in exchange for one tuition-free class per term. Tutoring existed in math, sciences and writing. In 1996, \$50,000 was allocated to hire a half-time coordinator and tutors. The coordinator worked with the Tutor Task Force to implement the vision shared by all parties. By 1999, the Tutor Task Force members decided that the coordinator could fulfill the job with the assistance of the other coordinators in the various academic disciplines and disbanded. The coordinator pulled the department employees together to create a central tutor system with standard tutoring practices. Additional subject areas were added, the bond project allowed new centers to be built. Eight years after its inception, tutoring is available to all students on main campus.

Do you have a system for maintaining an archival history of your unit?

All files are kept in the office of the tutor coordinator.

Do you have annual events that are representative of your unit's goals or teaching methods?

No.

4) **Degrees and Certificates**

What degrees or certificates does your unit provide?

- *Two-Year Associate of Applied Science Degree?*
- *Two-Year Certificate of Completion?*
- *One-year Certificate of Completion?*
- *Cooperative Education?*

If you are a transfer program and don't offer degrees or certificates, how do your instructional offerings serve the AAOT, AS, AGS, or AAS degrees? Do any of your courses support Professional Technical programs?

- Tutoring supports all of the above-mentioned programs.
- The tutor program itself (and training course) is certified by the College Reading and Learning Association (CRLA)

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5) **Organizational Structure**

Please provide a description of how your unit is administratively organized within Lane's instructional structure.

- Tutoring Services is coordinated by one .75 faculty member, supervised by the ALS/ESL department chair
- Each subject area hires either a timesheet or contracted coordinator (except for Business/Accounting whose coordinator has been paid by tutoring services).
- Tutoring Services coordinator distributes the general funds provided to Tutoring Services to the coordinators in each department. The subject coordinators select tutors appropriate for the subject. Tutoring Services coordinator trains the tutors and facilitates payroll for them.

6) **Staff/Faculty**

Please provide a list of your contracted faculty and staff. For faculty, indicate FTE appointment, educational credentials, and primary area of expertise/instruction. For staff, indicate FTE appointment and primary job responsibility.

Lois E. Coleman (Liz)

.75 faculty.

BA in German from UO

Instructor of Tutor Certification classes and coordination of tutoring system

7) **Student Profile**

If available, please provide demographic data for your student population.

Tutoring Services is available to and potentially serves all credit students at Lane

In '02-'03 we served over 3700 students for over 38,000 hours.

These students represent professional/technical, AAOT and all other degree-seeking students.

Excellent, successful students as well as struggling, at-risk students are served.

8) **Facilities and Equipment**

Describe your campus space. What are its strengths? Its challenges? What are your utilization ratios? Provide a copy of your equipment inventory. What are your equipment strengths? Challenges? Do you have any plans in place for equipment replacement?

Strengths? Tutor spaces are newly designed, efficient, and most of the time spacious enough for now.

Challenge? – The acoustics in Tutor Central is horrible. Sounds echo and reverberate, making it difficult for some to concentrate or study effectively.

Equipment replacement? Not this year.

9) **Budget Profile**

Provide a profile of your General Fund Budget. If appropriate, provide a profile of Restricted Fund 8 (grants, etc.) and Restricted Fund 9 (tuition-based sections).

See handout attached.

Part III. Performance 2003-2004

Chapter 2: Program Outcomes Data, 2003-2004

Key Question: What were the results of providing your program in 2003-2004 as demonstrated by student enrollment, student success, and cost efficiencies? Using the provided spreadsheet, please include assessment of program outcomes as defined in your 2003-2004 Unit Plan.

1) **Enrollment Data**

Please provide the following enrollment data for 2003-2004:

- Unit Level: Student FTE ¹
- Course Level: Student FTE ¹
- Student FTE/Faculty FTE ratios ²

In '03-'04 tutoring Services served closer to 3,900 students for almost 45,000 hours. Compared to '02-'03, this represents a 4% increase in the number of students served and a 17% increase in hours students spent receiving services.

2) **Student Success Data**

For Professional Technical programs only, please provide the following student success data for 2003-2004:

- Degrees/Certificates Awarded

NA

3) **Budget**

Please provide the following budget information:

- General Fund: ³
- General Fund Allocation
\$166,000 including M&S & OPE for coordinator and tutors
- Actual Costs of Unit Operation
Same as above
- Revenues (Course Fees, etc.)
NA

- Cost per Student FTE

'03'04 – students attended 45,000 hours of tutoring = 88 FTE (at non-credit rate)
= \$1,886 per 1 FTE

Not all student usage can collect FTE for the college because a student must receive a min. of 6 hours of tutoring before being registered.

- Other Community Support (in-kind, donations, cooperative worksites, etc.)
NA

¹Enrollment Report provided by IRAP.

²Student/Faculty Ratios should be constructed from Enrollment Report and FT: PT Faculty Ratio Report.

³Budget information provided by Budget Office.

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Program Outcomes Data, 2003-2004

	<i>Expected Outcomes for 2003-04</i>	<i>Actual Outcomes For 2003-04</i>	<i>Analysis of Comparison (Link to 2004-2005 Goals)</i>
<u>Enrollment Data</u>			
Unit Level: Student FTE	38,000 hours	45,000 hours	Increased even without more coordination.
Course Level: Student FTE*	74 FTE –non-credit	88 FTE non-credit	Feeling even more pressure as students needs grow and funding doesn't
Unit Faculty/Student FTE ratio			
<u>Student Success Data (PT Programs Only)</u>			
Degrees/Certificates Awarded			
<u>General Fund Budget</u>			
General Fund Allocation	\$166,000	\$166,000	Tutor hourly rate went up \$, 30 per hour. Same dollars buy fewer hours.
Costs of Unit Operation			
Revenues Generated by Your Unit			FTE reimbursement comes to college general fund-Continuing Ed.I don't get reports about the amount generated.
Cost per Student FTE	\$2,243.	\$1,886.	

** Please attach a Course Enrollment report for summer 2003 through Spring 2004. In this table, you only need to address any anomalies in course enrollment that may have occurred in 2003-2004. If you need additional rows, just add them to the template.*

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Chapter 3: Program Outcomes Analysis, 2003-2004

Key Question: Please provide a summary analysis of your projected program outcomes for 2003-2004. Please include assessment of program outcomes as defined in your 2003-2004 Unit Plan.

Approaches you might take include:

1. *Needs Assessment*
2. *Satisfaction Assessment*
3. *Assessing Learning Outcomes*
4. *Environmental Assessment*
5. *Assessing Cost Effectiveness*
6. *Dropouts Assessment (program or college)*
7. *Post-Completion Follow-up Assessment*

Methods of assessment you might use

1. *Qualitative Assessment*
2. *Quantitative Assessment*
3. *Pre tests/post tests*
4. *Portfolio assessment*

Students are encouraged to evaluate each session with a tutor.

Coordinators are on site to be aware of unmet student need – except for Writing and Business

Data of student usage is collected, compiled and turned into Continuing Ed for FTE generation

1) How effectively did you fulfill your unit's mission?

What approach did you take to gather evidence of your performance? What method of assessment did you use?

What does the evidence you gathered tell you about your strengths and/or weaknesses in fulfilling your mission in 2003-2004?

We are still developing it. But we definitely fulfill Lane's mission and core values.

2) How well did students meet your learning outcomes at both the Program Level and Course Level?

Are your learning outcomes current and relevant? What approach did you take to gather evidence of your performance in meeting these outcomes? What method of assessment did you use? What does the evidence you gathered tell you about your strengths and/or weaknesses in helping students meet their learning outcomes in 2003-2004?

The course content in the Tutor Certification classes remains relative to tutor's needs; as the class members decide which parts of the curriculum they need to focus on to get the most information.

Students evaluate the courses on-line and with a separate self-created instrument

Students provide more in-depth feedback of the course in a final 1-1 conference

3) How well did students meet Core Ability outcomes?

What approach did you take to gather evidence of your performance? What method of assessment did you use?

What does the evidence you gathered tell you about your strengths and/or weaknesses in helping students meet Core Ability outcomes in 2003-2004?

Last year's Core ability outcomes didn't really address what I think you want this year. I will address strengths and weaknesses in other parts of this unit plan.

4) How efficiently did you use the resources you were given?

What approach did you take to gather evidence of your performance? What method of assessment did you use?

What does the evidence you gathered tell you about your strengths and/or weaknesses in using resources efficiently in 2003-2004?

The amount of time that tutors had with no student requests was less than in the previous year. There were more times of too many students than the tutors could provide help for. Tutors continue to get raises, based on the union. The budget allocation for 1040 funds to hire tutors has not increased. Thus we can buy less tutor hours with the same

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dollars each year. Because Business/has been unable to hire a coordinator, Tutoring Services decided to pay for role a coordinator's time, even though it cut into tutor time.

5) **How well are you utilizing current technology?**

What approach did you take to gather evidence of your performance? What method of assessment did you use?

What does the evidence you gathered tell you about your strengths and/or weaknesses in utilizing current technology in 2003-2004?

Student data is collected via computer sign-in and out stations in several locations. Other locations use a card system. Tutor Central is starting its 2nd year using computer-generated data, and it is compared to the card data also maintained. Accuracy is improving. Science and math are using computer-generated data for the first time in fall'04. They will not have concurrent card data to compare it to.

Data collection is a weakness. Tutoring Services coordinator is unable to spend enough time on it, because the Writing and Business Centers are under coordinated, thus the Tutoring Services coordinator is distracted with other duties.

6) **If your program works with an Advisory Committee, how effective was that relationship in helping you meet your program goals?**

What approach did you take to gather evidence of your performance? What method of assessment did you use?

What does the evidence you gathered tell you about your strengths and/or weaknesses in working with your Advisory Committee in 2003-2004? Please address the following:

- *Date of meetings and number of attendees.*
- *Attach membership list indicating community members, businesses and LCC faculty/staff.*
- *Describe committee involvement with curriculum changes, list any recent changes*
- *Other advisory committee information*

NA

7) **How well did you meet faculty and staff goals?**

What approach did you take to gather evidence of your performance? What method of assessment did you use?

What does the evidence you gathered tell you about your strengths and/or weaknesses in meeting faculty and staff goals in 2003-2004?

Continuing to invite students and tutors to evaluate our performance

8) **Review your initiatives from 2003-2004.**

For each initiative: How well did you meet your goals? What benefits did your program accrue from the initiative? What challenges arose? How effectively were you able to utilize resources? For multiple-year initiatives: Where are you in the implementation of your initiative? If you had initiatives that were unfunded, do you intend to resubmit this year (if yes, please discuss the continuing need for

1. Acquire funding for EFLS to hire a full-time Writing Center Coordinator. (Requested jointly by EFLS and Tutoring Services):
 - a. Funding was not received and will be requested again this year. As the Tutoring Services Coordinator must spend more time administering to the needs of the Writing Center, I am unable to fulfill my own job description.
 - b. Cooperative coordination among departments is suffering.
 - c. I can't concentrate on tutor training, data collection or reporting.
 - d. The communication between the Writing Center and the English department faculty and staff has not improved.
 - e. Cooperation with others in Tutor Central is suffering
2. Acquire funding for Business to hire a part-time, classified coordinator for Business/Accounting tutors (requested jointly by business and tutoring services)

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- a. Was not funded and will be requested again this year. Tutoring Services chose to spend precious tutors dollars to pay the lead tutor as a part-time coordinator for business. Although it has taken tutor time away from all the departments, and is inadequate amount of time for coordination, positive effects have been felt.
 - b. There is a more solid presence guiding the tutors in appropriate behavior.
 - c. Someone is responsible for coordinating with instructors in the department and has succeeded in getting each full-time instructor to spend one hour per week in the center. This in itself has many benefits.
 - d. One person is responsible for the students, tutors and faculty/staff in the department.
 - e. Some time is available for coordination with others in Tutor Central.
3. Improve acoustics in Tutor Central;
 - a. It has been in the hands of Facilities since 10/03 with no progress made.
 4. Understand the state legislature's reimbursement policy in reimbursing tutoring efforts for lower division college tutoring.
 - a. Yes, our services are reimbursable.
 5. Improve methods of collecting student data.
 - a. Still working on it. If I didn't have to spend so much time on Writing Center and Business coordinating issues, I would be able to focus on this. See Initiative 1 & 2.

9) Overall, what strengths do you believe your unit demonstrated in 2003-2004?

We continue to uphold Lane's core values by providing safe environments that enhance learning opportunities for students. As Tutor Centers exist, more students utilize the services and it continues to be a draw for new students and a retention tool for current students.

10) Overall, what challenges do you believe your unit faced in 2003-2004?

We are facing a serious need for coordination. Other community colleges in the state have a full time director with full time coordinators for the major disciplines. We have full time coordinators for some, but not all (see initiatives 1 & 2). The Tutoring Services Coordinator is unable to successfully continuing doing the job outlined. The program has grown along with leadership needs. Tutoring is available during the summer, but there is an absence of coordination. Front desk staff have had to make inappropriate decisions. Tutor time will not be able to meet demand, and students, who have come to expect high quality service from tutors, are disappointed and frustrated because the amount of tutor time is not growing with student demand of tutors. Because tutoring is a meeting between two individuals, each session is as unique as the two involved. Much care is needed in training tutors to be sensitive to the individual needs of each learner and there must be enough time that the tutor can model effective study skill strategies without the panic that the student usually comes with.

Students enrolled in Business Management and the Nursing programs have had inadequate tutors available. In the Science Resource room and the Accounting area. Instructors are encouraging more group study time for students and a trained tutor to lead these groups would best assist these students in more comprehensive learning.

11) What conclusions do you draw from this analysis about needed improvements or changes in 2004-2005?*

We need more dollars to hire tutors and coordinate them.

Last year I neglected to request Carl Perkins funds during the Unit Planning process. The numbers of hours that students are served has decreased from last year. We had to eliminate some of our evening hours, causing frustration among many evening students. Science and Accounting students must wait longer and are getting less attention leading to frustration and potential dropping out.

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**** Please remember that any initiatives proposed for 2004-2005 must be linked to these conclusions.***

Part IV: Projected Performance 2004-2005

Chapter 4: Program Initiatives, 2004-2005

How do you propose improving future performance? Each initiative should be linked to a need identified in Chapter 3: Program Outcomes Analysis, 2003-2004. Each initiative should also be linked to a goal identified in Chapter 5: Expected Unit/Program Outcomes, 2004-2005. When proposing an initiative(s), use the following structure for each initiative proposed:

Initiative Title #1

Division Priority #2

- *Summer Tutoring Services Coordination*

How is the initiative linked to your Program Outcomes Analysis for 2003-2004? #1

- *Tutoring Services has grown and coordinating time has not*
- *The absence of summer coordination puts an inappropriate burden on front desk staff*
- *The absence of adequate coordination hurts the central system and is eroding the quality of the service.*

Describe the initiative #1

- *Product -Increase current contracted faculty coordinator by .1 FTE*
- *Use? Hours will be worked during 8 weeks of summer term. Will provide leadership during the summer, preventing administrative staff from having to make inappropriate decisions.*
- *Feasible? It will be very inexpensive and an efficient use of funds.*
- *Location? Tutor Central*
- *Number of students to benefit? 23 7 students served in Su'04*
- *How will students benefit? Leadership will be available to assist students and better evaluate distribution of funds throughout the year. Planning can occur in summer for following academic year.*

Describe the resources needed #1

- *See attached spreadsheet*

List the possible funding sources #1

- *General fund. Title III grant?*
- *Can this project be partially funded? Yes*
- *If so, what portion could be funded at what minimum cost? .5 FTE increase*

Provide ORG & PROG codes #1 *Org 505310, Prog 111000*

How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals? #1

- *It is a small financial commitment that will allow the tutoring program to maintain it's high quality service to students' safe, effective learning environment.*

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Initiative Title

Division Priority #4

Provide more tutor hours for students enrolled in the Nursing and Business Management programs

How is the initiative linked to your Program Outcomes Analysis for 2003-2004? #2

- *A reduction of tutor hours for PT students enrolled in Nursing and Business management programs has reduced the amount of help these students could receive in fully comprehending the material. Carl Perkins funds had been used in years prior and numbers of students served has decreased because of it.*
- *More hours of trained tutors being available will help more students.*

Describe the initiative #2

- *Product? Additional 2,380 hours of tutoring distributed throughout the year.*
- *Need? Accounting contact has decreased by 15% from fall'03-fall'04, Science data is incomplete, but a decrease of student time has been identified from fall'03-fall'04.*
- *Feasible? Efficient? Dollars spent on tutoring is always very efficient. Tutors are hourly \$8.50/hour, yet provide specific 1-1 nurturing, care to students. It is common knowledge that tutoring is critical for student retention and is also a valuable service for student recruitment.*
- *Campus location? The Science Resource Room and Tutor Central.*
- *Number of students to benefit? Over 1260 students (duplicated count) were served in the two areas during academic yr '03-'04*
- *How will students benefit? More 1-1 assistance. Ability to practice new skills in a safe environment.*

Describe the resources needed #2

- *See attached spreadsheet*

List the possible funding sources #2

- *Carl Perkins*
- *Partial funding OK? Yes*
- *What portion? Any amount will be an improvement.*

If you identify Carl Perkins as a possible funding source, please answer the following questions:

1. How does the request meet one or two of the Carl Perkins act goals?
 - *Serves Professional Technical students*
2. How will the use of the funds contribute to the success of Lane's Professional Technical students?
 - *Individual assistance will enhance learning environment.*
 - *Excellent students will be able to be trained to become tutors, improving their content and communication skills even more.*
3. Briefly describe your past history of utilizing Carl Perkins funds.
 - *Carl Perkins funds have allowed more tutors to be hired 3 out of 8 years tutoring has occurred at Lane.*

Provide ORG & PROG codes #2 *Org. 505310, Prog. 111000*

How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals? #2

- *It will allow the tutoring program to improve quantity of the high quality service providing students' with a safe, effective, individual learning environment.*

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Initiative Title #3

Division Priority #13

Proposed by EFLS- in cooperation with Tutoring Services .Writing Center coordinator will provide adequate support for Writing tutors and a constant link between those tutors and the many instructors who teach the disciplines that utilize the writing tutors. Coordinator will also network with other campus coordinators.

How is the initiative linked to your Program Outcomes Analysis for 2003-2004? #3

The lack of coordination in the Writing Center is fostering a separation from tutors in Writing and tutors in other parts of Tutor Central. There is a lack of cohesion with the English department.

Some instructors complain that tutors are not adequately serving the students

Describe the initiative #3

- *Product? The English department would hire a full-time coordinator for the writing center.*
- *Need or use? To enhance communication with students and instructors with writing needs. To improve the coordination with Tutor Central and other campus tutoring areas.*
- *Feasible? Efficient? It will be very efficient use of funds. A few dollars serve many students for great amounts of time. As a new program, tutoring has proven to be a most effective retention tool*
- *Campus location: Tutor Central. If EFLS can hire the person, Tutoring services can find an office for the person.*
- *How many students will benefit? Over 1800*
- *How will they benefit? The tutoring received will be more efficient and accurate. The environment will be more nurturing and inclusive. The tutors will feel more confident because they will be better informed in what instructors expect.*

Describe the resources needed #3

- *See EFLS spreadsheet.*

List the possible funding sources #3

- *General fund? Title III grant?*
- *Partially funded? Yes. See EFLS Unit Plan.*

Provide ORG & PROG codes #3 *See EFLS Unit Plan*

How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals? #3

- *Contribute to a safe, learning environment for students.*

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Initiative Title #4

Division Priority #14

Proposed by the Business department in cooperation with Tutoring Services. Provide adequate support for Business/Accounting tutors and a constant link between those tutors and the many instructors who teach the disciplines that utilize the Business/Accounting tutors.

How is the initiative linked to your Program Outcomes Analysis for 2003-2004? #4

The Business/Accounting area is the only one on campus that does not provide any funds for coordination or tutoring. This makes coordination with the department and other tutoring areas fully the responsibility of Tutoring Services and does not allow for buy-in with department staff. See Business Unit Plan.

Describe the initiative #4

- *Product? The Business department would hire a full-time coordinator.*
- *Need or use? To enhance communication with students and instructors with Business/Accounting needs. To improve the coordination with Tutor Central and other campus tutoring areas.*
- *Feasible? Efficient? It will be very efficient use of funds. A few dollars serve many students for great amounts of time. As a new program, tutoring has proven to be a most effective retention tool*
- *Campus location: Tutor Central. If Business can hire the person, Tutoring services can find an office for the person.*
- *How many students will benefit? Over 575 who attend more than 5,000 hours of tutoring.*
- *How will they benefit? The tutoring received will be more efficient and accurate. The environment will be more nurturing and inclusive. The tutors will feel more confident because they will be better informed in what instructors expect.*

Describe the resources needed #4

- *See business spreadsheet.*

List the possible funding sources #4

- *General fund? Title III grant?*
- *Partially funded? Yes. See Business Unit Plan.*

Provide ORG & PROG codes #4 *See business Unit Plan*

How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals? #4

- *Contribute to a safe, learning environment for students.*

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Initiative Title #5

Division Priority #6

Create Tutor Certification Master level class.

How is the initiative linked to your Program Outcomes Analysis for 2003-2004? #4

CRLA has three levels of certification. We are certified for the first two. I am ready to create the course that will fulfill the master and final level.

Describe the initiative #5

- *Product? A one-credit (tuition-free) class that the most experienced tutors will take.*
- *Need or use? To further the staff development of tutors who are committed for a long time*
- *Feasible? Efficient? Yes*
- *Campus location: Tutor Central*
- *How many students will benefit? 25 – 35 each spring term*
- *How will they benefit? Students who are also tutor will improve communication and cultural competence skills even more. This knowledge will radiate to the students these tutors serve.*

Describe the resources needed #5

- *60 hours \times \$25.94/hr = \$1,557.*

List the possible funding sources #5

- *Curriculum Development*

Provide ORG & PROG codes #5 *Org. 505310, Prog. 111000*

How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals? #4

Contribute to a safe, learning environment for students.

If you identify Curriculum Development Funds as a possible funding source, please answer the following questions:

1. How will the initiative improve learning?
 - *Advanced tutors will be able to demonstrate knowledge to newer tutors*
 - *They will also feel more confident is working with students with more specific challenges*
 - *Some advanced tutors have been here 4 years with little additional training. They are seeking the next step.*
2. What specific curricular materials will be created?
 - *A one-credit course using information from Skip Downing's On-Course and other materials recommended by CRLA.*

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Chapter 5: Expected Unit/Program Outcomes for 2004-2005

What program outcomes do you expect to achieve in 2004-2005?

1) What program level outcomes do you expect to achieve?

What goals do you wish to set for 2004-2005? How will your program grow, change or adapt? How will you address the need to meet program accreditation standards or national standards if applicable?

- Maintain the best possible tutoring service available given the resources we have to work with.
- Complete the CRLA certification process by creating and submitting the Master level CRLA Tutor Certification course.
- Improve co-ordination with other coordinators on campus.
- Work more closely with the ESL program, including it's tutor program to weave the net tighter for students who may be transitioning from one program to the other.

2) How will your program enhance your students' abilities to meet Core Abilities outcomes?

What changes, if any, do you expect to implement in 2004-2005?

- We already do this quite successfully.

3) What course level outcomes do you expect to achieve?

What goals do you wish to set for 2004-2005? How will your courses grow, change or adapt? How will your instructional methods change or adapt? What goals do you have for your instructional environment (classrooms and/or technologies and equipment)?

- NA

4) What plans do you have for enhancing your use of current technologies?

- None

5) What plans do you have for working more effectively with your Advisory Committee?

- NA

6) How will you set faculty and staff goals?

How will you ensure the participation of faculty and staff in all phases of Unit Planning?

- NA

7) Enrollment Data

Please provide your projected goals for 2004-2005:

- Program Level: Student FTE – Same
- Course Level: Student FTE
- Student FTE/Faculty FTE ratios
- Capacity Analysis

Same as this year. If more funding is acquired, then the numbers of student served can grow.

8) Student Success Data

Please provide your projected goals for 2004-2005:

- Student Completion ratios
- Degrees, Certificates Awarded

NA

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9) **Facilities and Equipment**

What facilities or equipment goals do you wish to set for 2004-2005?

- Work with Facilities to get the acoustical banners purchased and hung inn Tutor Central.

10) **Budget**

Please provide projected goals for 2004-2005:

- General Fund:
 - General Fund Allocation
 - Actual Costs of Unit Operation
 - *Revenues (Course Fees, etc.)*
 - *Cost per Student FTE*

Advisory Committee Chair

Date

Division Chair

Date

***DEADLINE FOR UNIT PLANS
DECEMBER 15, 2004***