Chapter 5 – Improving Future Performance

Please Note: Initiative 1 and 2 are being requested jointly by Tutoring Services, EFLS, and Business

1   **Hire a full-time, faculty member to coordinate the Writing Center.**

Description:

Coordination for the Writing Center is inadequate. The Writing Center served over 1000 students last year, twice as many students as Math or Science, each of which has a full time coordinator. The English department currently funds a timesheet coordinator for 15 hours per week. This is not enough time for the coordinator to be immersed in the efforts of the department, support the tutors hired, and work with the team of tutor coordinators. Some writing instructors do not regularly refer students to the Writing Center because they are uncertain or unaware of what will be provided. More coordination will allow better streamlining with the English department as well as the other subject areas that require writing from their students such as; social sciences, sciences, arts, etc. I have a vision of an exceptional Writing – across the curriculum- Center where tutors will be trained in a variety of writing styles, and needs.

Expected date of completion
6/12/04

What are the outcomes?

❖ With a full-time person who is well imbedded in the English department, serving as composition Coordinator, and part of the instructional faculty, the Writing Center will be able to do a better job reinforcing the new standard writing course curriculum.
  ❖ The Writing Center coordinator will be able to make more contacts with faculty from other subject areas, allowing for more support for students enrolled in other courses.
  ❖ The Tutoring Services Coordinator will be freed up to do more of the college-wide and state level coordination which is needed to keep this program functioning efficiently.

Resources needed: A full–time faculty salary. A space for this faculty member.

List the possible funding sources:

Currently, EFLS funds the 15-hour coordinator from ICP funds. Perhaps that money can be re-allocated. Also the English department provides release time for one faculty member to act as the composition coordinator. This position would cover that

responsibility. If there is a dollar amount attached to each of those things, it will no longer be needed from the English department. **New funding would be needed.**

2.   Hire a full-time classified coordinator for Business/Accounting tutors.

Description:
> The coordination for Business/Accounting is inadequate. Business serves approximately the same number of students as math and science, each of which has a full time coordinator. Tutoring for the business department is continuing to grow. Just this fall the number of students served has increased 10% from last fall. Tutoring Services has been allocating more dollars to hire tutors, and provided a higher hourly rate to a lead tutor to serve as the coordinator. Tutors for accounting are difficult to find. Once they complete the program, they graduate and enter the job market. Due to lack of funds, many of the tutors are volunteers who are current students knowing they can learn more by helping others. This creates an unprofessional workforce at times. The communication between the department instructors and the tutors has been less than adequate, creating a lack of continuity between the classroom curriculum and the tutoring area.

Expected date of completion
6/12/04

What are the outcomes:
   ❖ More continuity between the curriculum being taught in class and the support given out of class to give the students appropriate support to enhance student learning.
   ❖ The coordinator will be a part of the department staff so will be able to give more immediate feedback from the many students receiving tutoring. Better ongoing training to tutors in the changes to curriculum
   ❖ The quality of tutors will be more professional.

Resources needed: A full-time classified (Instructional specialist) position. A space for this employee to work.

Possible funding sources: **New funding would be needed.**

3.   Improve the acoustics in Tutor Central.

Description:
The sound echoes throughout the space and creates conflict and distraction for students trying to study quietly. The lights buzz and the sound is of the pitch that causes migraines for some of the staff and students. Often many people are in the room at one time and it is very difficult to concentrate. Conflicts between the more verbal tutor area (Accounting) and the very quiet area (Writing) occur creating a disharmonious environment.
Outcomes: With acoustical baffles the echoes will disappear. As a result the space will be much quieter and easier for students and tutors to work.

Expected date of completion
6/12/04

Resources needed: $5,000

Funding Sources: Tutoring Services has $5,000 allocated from a donation received several years ago. Facilities will need to install it. **No new funding needed.**

Org & Prog Codes
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4. **Understand the new state legislature's inability to reimburse community colleges for lower division college course tutoring.**

Description:
It is important to understand what is legal to collect for this year. To assure that we are working with other community college tutor programs to try to convince the state to recommit to funding the tutoring areas. To know which data we can collect on and which we cannot, hopefully getting reimbursement on as much as possible.

What are outcomes? A clearer understanding of statewide changes to reimbursement policy. The highest possible FTE reimbursement that is legally possible.

Expected date of completion
6/12/04

Resources needed: Liz Coleman, Tutoring Coordinator's time. **No new funding needed**.

5. **Improve the methods of collecting student data of Tutoring Services. Purchase a computer system (possibly the card swipe type used in PE) with appropriate data base capability to share with Science and Math Resource rooms.**

Description
As the numbers of students increase, we need to capture an accurate count of students using this valuable service. Tutoring Services is therefore requesting the purchase of a *Computer Systems West* computer with card swipe capability.

Outcomes: Better, more accurate reporting of students usage of tutors. Possible implementation with Banner for easier registration of appropriate students.

Resources needed: Funds to buy the system software. Tutoring Coordinator's time to research and coordinate with math and science. Funding to pay a computer tutor to assist in the implementation.

Funding sources: TACT

I. **TACT Funds**
   A. **Category of Request:** **Improve accounting of student FTE**

   B. **Unit Technology Plans:**
      As stated above, the state is mandating better accounting of student FTE for Tutoring Programs. The hardware requested will provide the Tutoring Services with the means to efficiently account for all the students who utilize the Tutoring Center.

   C. **Cost breakdown**
      $2600 for the computer
      $ 400 for the additional software and hardware
      $3000 Total