Program Analysis

1. **What did your unit accomplish last year in relationship to the annual planning initiatives? Other accomplishments not related to the annual planning initiatives?**
    *   Initiative 3 – Acoustics in Tutor Central have been improved with the installation of the acoustical banners in the ceiling of Tutor Central.
    *   Initiative 4 – The state legislature's reimbursement policy of tutoring efforts is understood and FTE is still being collected. Tutoring Services turned in data to Continuing Ed for 87.44 FTE during 2004-05.
    *   Initiative 5 – Math, Science and Music data collection has been computerized thus is easier to collect, compile and report.

2. **What are the areas that still need attention?**

    *   Initiative 5 – Although computerization of data collection from Math, Science and Music has been successfully implemented, Tutor Central is still in the first stage of being computerized.

    *   Initiative 1 – Acquiring funding for a Writing Center Coordinator has still not been approved. This joint initiative with Language, Literature and Communication is in its third year at the request stage. Problems that continue to emerge due to this lack are as follows:
        a. Tutoring Services Coordinator must spend time administering to the needs of the Writing Center, preventing her from completing other coordination tasks.
        b. Coordination of Writing Center with department instructors is minimal due to lack of time available.
        c. Coordinator needs more time to advocate for attention to writing across the curriculum. A full-time coordinator would be able to extend services to many students, in many subjects, who have not yet accessed the writing tutors. A coordinator would also be able to help instructors in other departments learn to use tutors as a resource that can lead to increased student success.

    *   Initiative 2 – Acquiring funding for a Business/Accounting coordinator has still not been approved. This joint initiative with Business is in its third year at the request stage.

        a. Money allocated to pay tutors during '04-'05 went to pay a lead tutor as coordinator. This reduced the number of hours tutors were available across campus.
        b. The minimal amount of paid coordination has shown improvement in leadership of tutors in Accounting.

3. **Considering your responses to questions 1 & 2 and emerging needs and demands, what are your plans for next year? This conclusion should be the foundation on which initiatives are built.**

Tutoring Services – General services to students continues to increase.

Comparisons from 03-04 to 04-05
*   1,100 more students used tutors than the previous year, even with $15,000 less.
*   However, the total time students spent with tutors decreased by 1,000 hours. More students requested assistance, but without an increase in tutor hours, students received fewer hours of tutoring per student.

Comparisons from 04-05 to 05-06 (thus far)
* $15,000 Carl Perkins money was allocated for 2005-06.
*   Reviewed statistics in one area show that 25 percent more students have visited tutors at mid-term Fall 2005 than last year at the same time.

- The tutor centers have more available tutor hours and there is less of a rushed, panic feel, from students standing in line, waiting for help. This allows for increased student success and retention. Because of increased number of students accessing services at mid-term tutors are starting to see the lines again.
- Statistics show that the rate of funding increase/decrease is directly proportional to the increase/decrease of student usage.

International Certification by College Reading And Learning Association (CRLA)

- Tutoring Services has been internationally certified through College Reading and Learning Association (CRLA) at the first two of the three levels.
- Creating the curriculum for the Master Tutor Training level would allow Lane to be fully certified through this professional association, an outside review that is a validation of high quality program services.
- Once created, advanced tutors will be taught, via a one-credit class, more advanced and mentoring techniques. This will continue to improve the quality of tutors and give experienced tutors additional professional development.

Computerized data collection system

- Improvements made in Math, Science and Music computer collection systems have demonstrated a higher level of efficiency and accuracy of data collection.
- Implement the same system for Tutor Central.

Supplemental Instruction

- A proven best practice for student success and retention is supplemental instruction (SI). In SI, high-dropout courses are identified and a tutor or part- time instructor is hired to attend class and lead student study groups on a weekly basis. These study groups follow the curriculum and provide added opportunities for students to learn and practice the concepts.
- The Spanish department already uses this method in their Charla system.
- Several science courses provide informal, instructor-led SI.
- A new Strategic Learning Initiative is being developed and proposed through a collaboration between Academic Learning Skills and other departments. This will be a pilot project, matching Effective Learning 113 with "roadblock" classes, providing students with study strategies for difficult subjects.
- Tutoring Services is ready to collaborate with supplemental instruction strategies in any department.
- Tutoring services coordinator is a member of the SAGA committee. Increasing supplemental instruction opportunities is one of the goals the SAGA committee is attempting to achieve.

Collaboration with Academic Departments for needed Tutor Coordination.

Language, Literature and Communication and Business/Accounting are in the third request year for a permanent, contracted position of Tutor Coordinator.
Some problems that surface because of the lack of permanent, contracted coordinator in each area include:
- Inadequate coordination between the department instructors and tutors provided assistance to students.
- Tutoring Services Coordinator cannot focus on required job duties, because of lack of coordination assistance.
- Summer supervision of tutors is too minimal to be effective. The program may not be able to run in the summer and writing students depend heavily on it.
- Cohesion in Tutor Central is weak because of an absence of leadership in Writing and Business.
- The coordinators in both areas have worked at this for eight or more years at a part-time basis. The service to students has more than quadrupled, yet they are still serving at the same rate of time.

Quality cannot improve at this rate. Morale and service suffers when adequate resources are not available.

Academic Departments with permanent, contracted tutor coordinators include:
a. Math
b. Music
c. Science
d. TRiO
e. CIT
f. Foreign Languages has the position, which is shared by two individuals.

Center for Learning Advancement - Tutoring Services
Lane Community College

Section I: Planning

1. **Initiative Title**   <u>Increase student access to tutors</u>   **Division Priority:** <u>3</u>

2. **How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?**

During 2004-05 Tutoring Services operated without $15,000 usually received from Perkins funds. Although the number of students increased by 1,000, during that year, the amount of time spent with those students decreased by 1600 hours. During 2005-06, $15,000 in Carl Perkins funds were received to provide tutoring for students enrolled in the nursing program and for using the Science Resource Room for support. After OPE, the funds purchase just over 1,100 hours of tutor time. One area has already experienced a 25 percent increase of student usage by mid-fall term.

Additional regular funding for tutors is necessary to meet the student need. Student usage of tutors continues to grow as tutoring becomes part of the fabric of student learning enhancement at the college. Students utilizing Tutoring Services are experiencing a higher success rate. This relatively new and very successful program must to continue to grow and meet the demand.

If these were to become recurring dollars from the general fund, they would be able to distributed evenly across the curriculum to assist all students without concern for which group of student receive the extra assistance. Carl Perkins requests can be reserved for new efforts.

3. **Describe the initiative**
   ▪ *How does this initiative align with the strategic directions of the college?*
   a. Tutoring provides deeper learning opportunities for many students – **transforming lives**.
   b. The **assessment** of the Tutoring Services Program has shown that more tutor hours are needed to satisfy the requests of students.
   c. The **support** provided in the tutor centers has been significant in 93.6% of the students successful completion of courses, terms and graduation, as identified in IRAP's student survey 2004.

   ▪ *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*
   a. Increased dollars represent increased services to students. Tutoring Services requests $25,000 from the General fund. After OPE, this will translate to 50 hours per week for 38 weeks.
   b. In prior years these additional dollars have been provided by Carl Perkins. It is time that they become a recurring part of the tutoring Services budget.

   ▪ *What is the need or intended use? How was that need assessed? What is your evidence of the need?*
   a. Evaluation of data of student usage in Tutor Centers during the year we had no additional funds through Carl Perkins funding shows clearly that although the numbers of individual students increased, the hours per student decreased. There were many complaints from students who went unserved, or underserved because of the lack of tutor hours.
   b. This year, after distributing the additional funds, no complaints have been received yet. Number of students has been recorded at increasing 25% in one area by mid fall term.
   c. During IRAP's survey Spring term 2004 93.6% of the students who used tutoring verified that it was either very or somewhat important in getting better grades or completing courses and staying in school.
   d. Every term at least 10 individual students go out of their way to report the significant role one of the tutor centers has played in their academic success.

- ▪ *Given college resources, is it feasible? Is it an efficient use of college resources?*
a. Tutors receive between $8.50 and $9.00 per hour to provide individual assistance to students who are seeking to use a valuable study strategy.
b. Because almost all tutors are also students, these individuals are learning many transferable skills, including a much deeper level of their subject of study.
c. When tutors are funded for more hours, individual students are more likely to be able to accrue the 6 hours of tutoring required for registration and FTE reimbursement.
d. During fiscal year 2004-2005 Tutoring Services generated 87.44 FTE. It is a very inexpensive program for a high return in more ways than one.

- ● *What would be the campus location of this request/project?*
The dollars will be equally distributed among The Math Resource Room, The Music Lab, The Foreign language lab, The CIT lab, The Science Resource Room, and Tutor Central serving Accounting, Writing, CS120, ALS and Social Sciences.

- ▪ *How many students (per year) will benefit?*
Approximately new 1,000 students will receive two hours of tutoring.

- ▪ *How will students benefit?*
Increased course completion and improved success rates for students requesting assistance.

Section II: Linking Planning to Budgeting - If you need Resources:

4. **Describe the resources needed**
Please be specific about the actual equipment/resources that you need. In addition, complete the Initiative Spreadsheet for each resource requested.

$17,825 + 7,175 OPE = $25,000 from recurring general fund. The money will be used to pay 1040 timesheet peer tutors an hourly wage to serve students for 38 weeks at 50 hours per week

5. **List the possible funding sources**
   - ▪ *Can this project be partially funded?* Yes
   - ▪ *If so, what portion could be funded at what minimum cost?*
   $20,000 = 41 hours/week for 38 weeks
   $18,000 = 36 hours/week for 38 weeks
   $15,000 = 31 hours/week for 38 weeks

   If the funding source is Carl Perkins:
   1. How does the request meet one or two of the Carl Perkins act goals?

6. **Provide ORG & PROG codes**
   Budget FOAP – 111100-505310-530000-111000

7. **For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?**
   Tutoring Services does not have an advisory committee. However, presentations on tutoring services could be made to professional/technical advisory committees that are interested.

1. Initiative Title   Expand CRLA Certification to Master Level   **Division Priority: 7**

2. How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?

Curriculum development funds were requested and not received last year for the creation of the class which would complete the formal certification process from College Reading and Learning Association CRLA.

If funded this year, the third and final training class for hired tutors will be created and implemented. Achieving this certification level is a part of Tutoring Services Program Assessment Plan.

3. Describe the initiative
  ▪ *How does this initiative align with the strategic directions of the college?*

    Tutors are student learners and this will foster their personal, professional and intellectual growth.

    Tutors are employees and this will promote their professional growth and will be supported by certification via CRLA – an internationally recognized organization.

  ▪ *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*

    A one-credit, tuition-free class, following the format of the regular and advanced classes will be available to advanced tutors.

    The course content will be submitted to CRLA for approval and certification. Once certified, student-tutors who complete the course will be able to achieve tutor certification in all three levels available.

  ▪ *What is the need or intended use? How was that need assessed? What is your evidence of the need?*
    Advanced tutors are requesting additional professional development.

    Whenever professional organizations have the structure available to formally certify a program, it professionalizes the program to meet as many levels of certification as possible. Tutoring Services is two-thirds of the way there.

    Achieving the third level of program certification is a portion of Tutoring Services Program Assessment Plan.

  ▪ *Given college resources, is it feasible? Is it an efficient use of college resources?*
    Yes

  • *What would be the campus location of this request/project?*
    Tutoring Services would provide the class, taught by the Tutoring Services Coordinator.

  ▪ *How many students (per year) will benefit?*
    30 directly. All tutored students indirectly.

▪ *How will students benefit?*
A highly trained staff of tutors will create a more professional and supportive learner environment in every tutor center on campus. When Master Tutors mentor new tutors, everybody wins, especially the students who are coming to tutors for assistance.

Section II: Linking Planning to Budgeting - If you need Resources:

4. Describe the resources needed
Please be specific about the actual equipment/resources that you need. In addition, complete the Initiative Spreadsheet for each resource requested.
75 hours of curriculum development time to create the curriculum and certification documents. = $2,781

5. List the possible funding sources
- *Can this project be partially funded?* Yes
- *If so, what portion could be funded at what minimum cost?*
Fewer hours of curriculum development will result in a lower quality course.

If the funding source is Carl Perkins:
1. How does the request meet one or two of the Carl Perkins act goals?
NA

6. Provide ORG & PROG codes
505310-111000

7. For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?
Tutoring Services does not have an advisory committee

1. Initiative title   *Instructional specialist for Writing Center*   Division Priority 14

2. Initiative Description: A joint initiative with Tutoring Services and Language, Literature and Communication: The Writing Center has staffing needs that would be best served by an instructional specialist. An instructional specialist would provide a consistent presence in the center year round and best meet the needs of students, staff and faculty.

Why do it?
       Currently, the English Department makes use of an employee who is paid hourly through the general fund to serve as the center coordinator (15 hours/week). During her 15 hours/week, this person must respond to individual student requests and concerns, network with other Writing Center coordinators statewide to remain up to date with current best practices, and recruit, train, schedule, supervise and support tutors. Her minimal schedule results in a fragmentation of service and a lack of continuity. In 02-03, the Writing Center provided approximately 2,000 hours of tutoring, serving over 1,000 students from multiple disciplines; clearly a timesheet worker paid as a kind of "super-tutor" is inadequate for these important responsibilities. Lanes' Writing Center needs an instructional specialist to perform these duties as well as any additional work needed for a consistently well-run center. Across campus, other departments, which serve fewer students, have contracted tutoring coordinators. For instance, math, music, science and foreign languages all have contracted coordinator positions. Across the state schools such as Chemeketa employ a FT coordinator for a center that serves roughly half (600) the number of students that our Writing Center does. Other Vanguard schools (Humber, Richland) similarly employ FT coordinators in their Writing Centers.

How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?
       All professional-technical and college-transfer students must take writing classes, and writing in all disciplines is both foundational for academic development and significant in lifelong personal enrichment. Indeed, writing instructors and tutors see every day that student lives are transformed through their writing experiences and their interaction with peer tutors. Additionally, the Writing Center fulfills many of the principles of a learning-centered college: it provides an environment where students recognize and take responsibility for their own learning, engaging them as active partners in the learning process. Students are encouraged and allowed to understand and explore their own, individual learning process and writing style. A viable and well-organized Writing Center will create improved opportunities for student learning, faculty, and tutors to do their best work developing the writing and critical thinking skills essential to student success and personal enrichment.

Product:
       The instructional specialist would perform essential work to facilitate the efficient running of the Writing Center: he/she would coordinate scheduling of tutors, work with faculty to train and communicate curricular needs to the tutors, keep an up-to-date catalog of courses being taught, help maintain the handout libraries, etc. This person would develop or acquire tutor-training materials with the state-wide composition outcomes in mind. He or she would attend English department meetings; would promote the Writing Center across campus; would create and revise student resources as needed; would coordinate the development and maintenance of the Writing Center homepage; would work closely with Tutoring Services and other campus coordinators to facilitate improved learning opportunities for students; and provide tutoring as needed.

Need:
        This is the third year of this joint initiative with Tutor Central.   Problems continue to emerge due to the lack of a Writing Center Coordinator. Specifically, as a result of growing need and the absence of a contracted Writing Center coordinator, the Tutoring Services Coordinator and the front desk staff at Tutor Central inappropriately often have to respond to issues and challenges that should be handled by the writing center coordinator. Additionally, coordination of the Writing Center with department instructors is minimal; subsequently, there has been minimal facilitation of writing in other disciplines:

a full time coordinator would be able to extend services to many students, in many subjects, who have not yet accessed the Writing tutors.

Finally, Lane's Writing Center should be an academically up-to-date, accessible and an adequately staffed resource for students. Currently, we have no Writing Center web presence at all, despite an explicit need for online information. The recent report by SAGA (the Success and Goal Attainment Committee) underscores the need for instructional support outside the traditional classroom environment (tutoring services, a web presence) to ensure student success.

Feasibility:

The College already supports other similar coordinator positions in math, science, foreign language and music. For the past two years, the English department has been collaborating with the Central Tutoring Coordinator in a discussion of the need to upgrade services by tailoring the Writing Center to meet the tutoring needs of all writers on Lane's campus.

Campus location: Tutor Central

How many students (per year) will benefit? More than 1,000 students were served in 02-03, and the number of students seeking tutoring in the 03-04 year rose to about 1,400 with more than 2,600 tutoring hours provided. In 2004-2005, numbers dipped slightly and just over 1,000 students were served for more than 2,000 hours. The slight dip may be because fewer work study and learn-and-earn tutors were available for writing. Better coordination of the center, however, will mean better recruitment of qualified volunteer tutors and more efficient use and scheduling of existing tutors, and, ultimately, better service for students.

How will students benefit? Students will be clear benefactors of a well-organized, accessible, and adequately staffed Writing Center. The Writing Center supports the college's emphasis on developing students' Core Abilities: communicate effectively; think critically and solve problems effectively; increase understanding of the relationship between self and community; explore academic discipline.

Resources needed: Instructional Specialists' salary @ .75 FTE + .25 FTE (faculty) for teaching 1 composition course a quarter – requested through LLC division.

    Funding sources: general fund
    Can this project be partially funded?
    Minimum: .75 FTE (instructional specialist) + .25 FTE (faculty)

    ORG & PROG: See LLC Unit Plan

Section I: Planning

1. Initiative Title: ***Business Tutor Coordinator***   Division Priority 15

2. How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?

Refer to Program Analysis 3 (in the Business Unit Plan) .b: Business students currently account for the greatest use of the Tutor Central and have the largest compliment of tutors scheduled. Without a budgeted coordinator position, there is no system in place to ensure adequate coordination and preparation of tutors for business students. In introductory classes student success is closely correlated with the availability of assistance. The greater availability of higher quality tutoring help will create greater student success in these classes.

3. Describe the initiative

- **How does this initiative align with the strategic directions of the college?**

This initiative directly supports the college's Mission to provide quality professional technical and lower division college transfer programs. This initiative is an example of creating a learning-centered environment and recognizing the unique needs of each learner by providing the supporting services that promote student success. This initiative supports the Accessibility Core Value by minimizing barriers to learning. It also supports student retention. Students that are successful, especially in the beginning of their course of study, are much more likely to continue and finish the program.

- **What will the product, innovation, or change of this initiative be? Please be as specific as possible.**

A Business Tutor Coordinator will coordinate with the Business Department faculty, co-coordinate online support systems, recruit new tutors, train and provide orientation, schedule weekly hours, cover absences, and monitor and evaluate tutor performance.

- **What is the need or intended use? How was that need assessed? What is your evidence of the need?**

 Need is based on the professional judgment of the department Chair and faculty, and feedback from students, community, and our Advisory Committee. Business students currently account for the greatest use of the Tutor Center and have the largest compliment of tutors scheduled. Without a coordinator, there is no system in place to ensure adequate coordination and preparation of tutors for business students. In 2003-2004, 392 students were served by business tutors for a total of 6,826 hours. In 2004-2005, 453 students were served by business tutors for a total of 6,577 hours.

- **Given college resources, is it feasible?** Yes Is it an efficient use of college resources? Yes

- **What would be the campus location of this request/project?** Main campus, Tutor Center

- **How many students (per year) will benefit?**

Approximately 300-500 students currently utilize Business Tutoring resources. With a coordinator to evaluate needs and organize a concentrated effort toward meeting them, the potential exists for every one of the 1150-1200 business students per year to benefit by utilizing tutoring services.

- **How will students benefit?**

In introductory classes student success is closely correlated with the availability of assistance. The availability of higher quality tutoring help will create greater student success in these classes.

Section II: Linking Planning to Budgeting - If you need Resources:

4. Describe the resources needed

Please be specific about the actual equipment/resources that you need. In addition, complete the Initiative Spreadsheet for each resource requested.

Part-time Instructional Specialist position, Grade 8/ Step 4. Approximate cost (based on 2005-06 pay rates): $14.38/hour x 1039 hours = $14,941 + $6,006 OPE = $20,947. Requested through BCT Division plan.

5. List the possible funding sources

Can this project be partially funded? No
If so, what portion could be funded at what minimum cost?

Carl Perkins or General Fund

If the funding source is Carl Perkins:

How does the request meet one or two of the Carl Perkins act goals?

This request would improve academic and technical skills of students by strengthening the quality of tutor services provided to Business students. Additionally, improving access to and building stronger tutoring services will assist students, including those in special populations, in overcoming barriers to success.

6. **Provide ORG & PROG codes**: 631100 & 112000

7. **For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?**

 The Advisory Committee has a keen and longstanding interest in the cultivation of soft skills in the curriculum. Providing a supportive context for tutoring is both a place to model the types of skills that businesses look for as well as a place to explicitly teach them.

VP/AVP/ED Responsible	Division/Unit	Division Priority	Date of Initiative	Expected completion date	Initiative Title	Resource Description	$$	Recurring / Nonrecurring	Resource Type (mark with an "X")				Funding Sources (mark with an "X")						
									Payroll	Equipment	Space	Other	Existing	New Gen Fund	Carl Perkins	Stud Tech Fee	Curr Dev	Recruitment	Other
DK	CLA/Academic Learning Skills	1	7/1/06	6/30/2007	Increase manager FTE to 1.0	salary + OPE	$9,478	R	x					x					
DK	CLA/Academic Learning Skills	2	7/1/06	6/30/2007	Provide consistent, trained office support by creating .50 classified position utilizing existing classified timesheet budget, increasing budget by the difference	salary + OPE .50 contracted less salary+OPE timesheet budget increase	$2,733	R	x					x					
DK	CLA/Tutoring Services	3	7/1/2006	6/30/2007	Increase student access to tutors	increase in tutor hours	$25,000	R	x				x	x	x				
DK	CLA/Academic Learning Skills	4	7/1/06	8/30/2006	Reading 80 for alternative schedules	curriculum dev (50 hrs)	$1,853	N	x								x		
DK	CLA/Academic Learning Skills	5	7/1/06	6/30/2007	Increase success rates for students in "roadblock" classes	curriculum dev (100 hrs)	$3,707	N	x								x		
DK	CLA/Academic Learning Skills	6	7/1/06	8/30/2006	Revise update math 10 curriculum	curriculum dev (100 hrs)	$3,707	N	x								x		x
DK	CLA/Tutoring Services	7	7/1/2006	6/30/2007	Expand CRLA certification to Master Level	curriculum development - 75 hrs	$2,781	N	x								x		
DK	CLA/Academic Learning Skills	8	7/1/06	8/30/2006	Align and sequence courses	80 hours paid @ 85% faculty overload rate	$4,210	N	x								x		
DK	CLA/Academic Learning Skills	9	7/1/06	8/30/2006	Revise & update Writing 80	curriculum dev (70 hrs)	$2,595	N	x								x		
DK	CLA/Academic Learning Skills	10	7/1/06	7/30/2007	Integrate Online Component in more ALS courses	Curriculum dev / prof. dev (100 hrs)	$3,707	N	x								x		
DK	CLA/Academic Learning Skills	11	7/1/06	7/30/2007	Develop and implement assessment plan	NADE certification workshop	$2,000	N			x								
DK	CLA/Academic Learning Skills	11	7/1/06	7/30/2007	Develop and implement assessment plan	50 hours paid @ 85% faculty overload rate	$2,455	N	x										
DK	CLA/Academic Learning Skills	12	7/1/06	8/30/2006	Revise & update RD 93 & WR 93 course	curriculum dev (100 hrs)	$3,707	N	x								x		
DK	CLA/Academic Learning Skills	13	7/1/06	7/30/2007	Increase ABSE/ESL/Art counselor to 1.0	salary + OPE	see counseling												
DK	CLA/Tutoring Services	14	7/1/2006	6/30/2007	Instructional specialist for writing center coordination	.75 FTE	see LLC unit plan												
DK	CLA/Tutoring Services	15	7/1/2006	6/30/2007	Business Tutor Coordinator	1039 instructional specialist	see Business plan												