

Tutoring Services Unit Plan

**DATA ELEMENTS FOR STUDENT
AFFAIRS/STUDENT LEARNING****Enhances Student Engagement****06/07****07/08****08/09**

Number of service contacts :Hours students registered for tutoring.

| | | |
|--------|--------|--------|
| 19,461 | 28,742 | 42,975 |
|--------|--------|--------|

New system of registration implemented Fall '06

Number of *duplicated* participants

| | | |
|-------|-------|-------|
| 2,121 | 3,142 | 4,850 |
|-------|-------|-------|

Demographics of individuals served

All credit students have access to the free drop-in tutoring offered on main campus.

Other evidence of enhancing engagement

Narrative

Tutoring served over 1,500 students each term, in 08/09 developing successful habits and increasing student success and persistence. Student registrations increased by 55% from 07/08 to 08/09.

Enhances Student Learning

Enhances one of the five CCSSE Benchmarks

(Active & Collaborative Learning, Student Effort, Faculty/Staff and Student Interactions, Academic Challenge, Support for Learners)

Tutoring Services provides support for learners, and enhances student persistence. The past two times CCESE has been administered, the mean result of student satisfaction with tutoring has been substantially higher than other colleges.

Enhanced student persistence

Other learning enhancement data

| | | |
|--|--|----------------------------|
| | | 30% of tutors are students |
|--|--|----------------------------|

Narrative

With the goal of expanding hours by hiring more student tutors, 08/09 will be the first year the ratio of student and non-student tutors will be tracked.

Enhances Student Satisfaction

ACT student satisfaction data Somewhat or very satisfied

CCSSE satisfaction data / Mean score compared to other colleges (Craig Taylor understands this term)

Other evidence of enhancing satisfaction

Survey taken by 135 student using tutoring in all centers during spring 2008

Narrative

| '04 | '06 | '08 |
|---|--------|---------------|
| 93.6% | 91.29% | Not available |
| | +.28 | +.28 |
| <u>Before tutoring:</u> 37% identified themselves as earning an A or B. 15% expected to earn non-passing grades. <u>After Tutoring</u> 81% expected to earn A's & B's 1% expected to earn a non-passing grade. | | |
| | | |

DATA ELEMENTS FOR STUDENT AFFAIRS/STUDENT LEARNING

06/07

07/08

08/09

| Unit Efficiency | | | |
|---|--|---|--|
| Faculty/Staff to student ratios relative to benchmarks | | | |
| Demand/capacity analysis (i.e. waitlists, complaints about access, etc.) | The computer lab in Tutor Central remains full at 100% capacity most hours we are open. Wait times in the Writing Center are regularly 30 – 60 minutes. | | |
| Total general fund budget | \$166,159 | \$165,659.52 | \$165,659.52 |
| Budget from other sources (i.e., student fees, grants, etc.) | \$4,000 CP \$4,600 Chambers Grant | \$15,000 CP \$5,737.5 Learn & Earn student workers | \$15,000 CP \$5,737 L&E student workers |
| Other evidence of efficient use of resources | | | |
| Narrative | I hire student and volunteer workers as much as possible to extend our budget. | | |

| Unit Essentialness | | | | |
|--|--|--|--|--|
| Essential to completing a business process with students | | | | |
| | | Tutoring is proven as a best practice to enhance student success and retention. At Lane, student satisfaction is substantially higher than and other CCESE surveyed colleges of the same size and quality. Lane provides a valuable service to our students. | | |
| Essential to an effective educational experience | | | | |
| Legally mandated | | | | |
| Other evidence of essential service | | | | |
| Narrative | | | | |

Section III: Unit Planning Goals /Initiatives (by Division)

List 09/10 and 10/11 goals for the division as needed. Please note that you already have 09/10 planning goals/ data from last year, so bring forward as appropriate. Use data elements to inform goals.

| LIST GOAL----- | ACTIVITIES----- | TIMELINE----- | BUDGET IMPACT---- |
|--|--|--|---|
| Streamline and simplify the hiring system for student and advanced tutors in all departments. | Create a flow chart of activities necessary to hire students and tutors. Distribute to coordinators in all areas. | By April 2010 | None |
| Increase access to tutors for professional technical students, including: Nursing, Fabrication Welding, Computer Sciences | Hire 20 hours per week additional tutors for CS120 students. Hire 15 hours per week for Nursing students. Hire 5 hours per week for Fabrication Welding. | Clarify needs with depts. – & Submit initiatives –Jan 10 | \$15,000 from Carl Perkins funds. |
| Create a systemic way for students to evaluate tutors and the service | Explore the use of Banner course evaluations | By June 2010 | None |
| Collaborate with First Year Experience development, to assure that tutoring is an integral part of new students' experience. | Participate in committee work with Title III | Ongoing | None. |
| Appropriate resources for yearround coordination in Writing Center | With LLC, explore strategies to support tutor coordinator in Writing Center | By June 10 | Depends on strategy |
| Communication and student resources | Create and develop an easily updated resources for students and tutors, exploring web and wiki formats | Begin Jan 10 and continue development through June 11 | LETs worker and training for tutor coordinators |
| Fund allocation | Create a new system of funding allocation in response to reduction of funding through Learn and Earn total. | By March 2010 | |