INSTITUTIONAL PROGRAM REVIEW 2012 – 2013
Program Efficacy Phase: Student Services

Purpose of Institutional Program Review

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs and to make informed decisions about budget and other campus priorities.

The Institutional Program Review Committee is authorized by the Academic Senate to develop and monitor the college Program Review process, receive unit plans, utilize assessments as needed to evaluate programs, recommend program status to the college president, identify the need for faculty and instructional equipment, and interface with other college committees to ensure institutional priorities are met.

The purpose of Program Review is to:
- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to or requesting information from appropriate committees

Our Program Review process is two-fold. It includes an annual campus-wide needs assessment in the fall, and an in-depth review of each program every three years that we call the Program Efficacy phase. Instructional programs are evaluated the year after content review, and every three years thereafter, and other programs are placed on a three-year cycle by the appropriate Vice President.

Two or three committee members will be meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is embedded in the form. When you are writing your program evaluation, you may contact efficacy team assigned to review your department or your division representatives for feedback and input. The list of readers is being sent to you with these forms as a separate attachment.

Draft forms are due to the Committee Chair and Division Dean by Thursday, February 28, 2013, so that your review team can prepare comments for the draft review meeting (March 1 and/or March 8). Final documents are due to the Committee Chair by Friday, March 29, 2013 at midnight.

It is the writer's responsibility to be sure the Committee receives the forms on time.

In response to campus-wide feedback that program review be a more interactive process, the committee piloted a new program efficacy process in Spring 2010 that included a review team who will provide feedback and/or tour a program area during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. The efficacy process will incorporate the Educational Master Plan One-Page Summary (EMP Summary) and strive to reduce duplication of information while maintaining a high quality efficacy process.

Program Efficacy
2012 – 2013

Complete this cover sheet as the first page of your report.

Program Being Evaluated

Student Success Center/Tutoring

Name of Division

Math/Business Administration/Computer Information Technology

Name of Person Preparing this Report **Extension**

Mr. Marc Donnhauser-MS and Mrs. Rosella King	x8996

Names of Department Members Consulted

Dean Hua, Dr. Strong, Rosella King, Hisbirkia Samarin, Daniele Ramsey,

Name of Reviewers

Geoff Schroder, Yon Che, and Denise Knight

Work Flow	Due Date	Date Submitted
Date of initial meeting with department	2/22/13	
Final draft sent to the dean & committee		02/19/04
Report submitted to Program Review Team		
Meeting with Review Team	3/8/10	
Report submitted to Program Review co-chair	02/19/04	02/19/04

Staffing

List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers	1Dean		
	1 HSI STEM PASS GO Grant Project Director		
Faculty	1 full-time STEM counselors, 1 Open full-time STEM counseling position		2 Adjunct Faculty
Classified Staff	1 Tutorial Coordinator		56 Student Instructional Aide (hourly)
	1 STEM Secretary I		29 Tutor II (short-term)
			6 FWS(student hourly)-Reception Area
Total	5		93

Table 1

Unduplicated Headcount	Campus		Success Center	
	Count	% of Campus	Count	% of Campus
2012-2013	15,441	100%	2,644	17%
2011-2012	16,593	100%	1,842	11%

Demographics 2012-2013	Campus		Success Center	
Ethnicity	Count	% of Campus	Count	% of Success Center
Asian/Native American	899	6%	251	10%
Black	2,126	14%	461	17%
Hispanic	9,183	60%	1,530	58%
White	2,639	17%	354	13%
Gender	Count	% of Campus	Count	% of Success Center
Female	8,396	54%	1602	61%
Male	7,016	45%	1042	39%
Disability	Count	% of Campus	Count	% of Success Center
Students with disability	931	6%	217	8%
Age	Campus		Success Center	
Age Range	16 - 82		16 - 80	
Average Age	28		28	

Success Center Student Contact Hours	
2012-2013	46,218
2011-2012	25,480

Table 2

Success Rates

	11-12	12-13
Tutored Students	76%	75%
Campus-Wide	68%	69%

Retention Rates

	11-12	12-13
Tutored Students	89%	92%
Campus-Wide	84%	89%
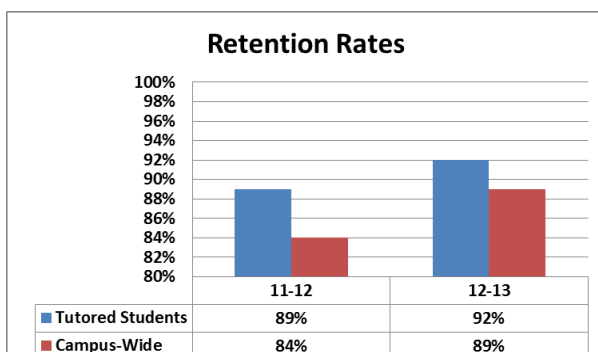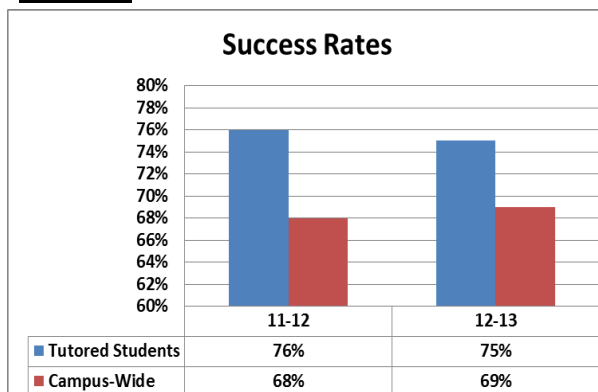
Description:

In keeping with our belief that students' academic success is achieved as a result of understanding and developing their unique processes as learners, the Student Success Center/Tutoring provides quality instructional assistance and services to our diverse student population through a variety of venues, which include: drop-in and group tutoring, one-to-one scheduled appointments, facilitated workshops, and Supplemental Instruction.

Assessment:

Data gathered by the SARS system shows that students who utilize tutoring services have better success and retention rates than the campus wide population. "Tutor Surveys" encourages students to assess their experience and the individual tutor's performance. During Fall Semester 2013, Tutors begin the use of the Institutional Core Competencies Grid to identify areas of Tutors' interactions and support of individual students.

Program Goals:

Our goal is to encourage and assist enrolled students by providing free-of-cost skilled peer tutoring for individuals and small groups so that they may:

- become comfortable with course materials.
- develop learning strategies and skills and gain the confidence needed to become independent learners.
- develop their individual potentials for success in the classroom and in life.

Challenges and Opportunities:

In 2012/2013 there was growth of 614 unduplicated headcount for students receiving tutoring which supports the need for growth established in the California Community Colleges Task Force for Student Success recommendation 3.4 which emphasizes challenges for tutoring support for basic skills including limited number of computers available, space limitations prohibit growth and identifying funding for additional tutors.

Other challenges include: Inequities in funding of tutor's rates of pay for various disciplines and unmet needs in non-STEM disciplines

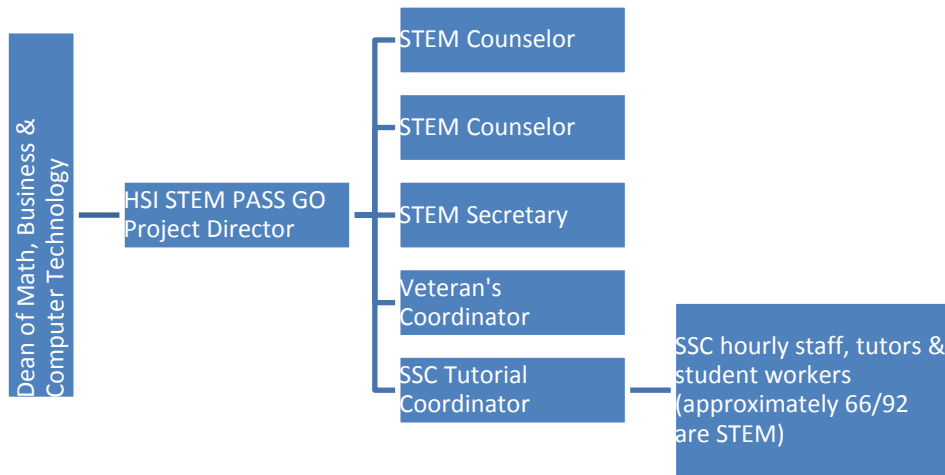Institutionalization of current funding levels after the STEM grant ends

Action Plan:

- Submit Program Review Needs Assessment requests for facilities enhancement and tutor funding .
- seek additional grant funding for non-stem disciplines.
- track unmet requests for academic support to identify areas of need.

Formally known as the Mathematics & Science Student Success Center (MSSSC), the Student Success Center (SSC) provides academic services to students studying Science, Mathematics and the Humanities. In spring 2011, prior to the fall 2011 opening of the MSSSC in the new Physical Science building, an administrative decision was made (by then President Daniels, Vice President Buckley and Dean Kinde) to combine the MSSSC with the Humanities/Basic Skills academic support services that were located in the Liberal Arts building (Rm. 206). The resulting Student Success Center, now located in PS 121, houses the Tutorial Coordinator, tutoring staff, and HSI (Hispanic Serving Institution) STEM (Science, Technology, Engineering & Science) PASS GO grant personnel which presently includes 2 HSI STEM counselors and a STEM secretary. The HSI Project Director hired on 12/2/13 is located in PS132.

The STEM academic support that the HSI STEM Pass GO grant provides to our students is invaluable. The STEM support that students receive via the SSC (i.e. tutoring, SI, facilitated workshops) is being evaluated by data which focusses on student usage and the effectiveness from students to the services being provided to them. The two STEM counselors, (which have been re-located to increase rooms available for tutoring and SI from the Student Success Center to offices immediately outside of the center), are available to increase STEM Student's academic success. STEM counselors interface with faculty to develop and facilitate student workshops including but not limited to pre-assessment, study habits, test taking, and college effectiveness. STEM counselors will also facilitate future SI and tutor trainings to increase the training's effectiveness. STEM counselors are also available to students for course planning, career guidance, STEM workshops, and STEM related activities on and off campus which promote STEM awareness to the community. The STEM secretary, also located in the SSC, supports the Project Director and counselors by scheduling appointments and rooms for events and activities, and various other supporting responsibilities. The close proximity of the STEM team's location to the nucleus of the academic support activities within the SSC promotes greater access to academic services for Hispanic and underserved students.   While such access is beneficial for students, the rooms and spaces that have been designated for STEM faculty and staff were originally designated for student tutorial support. As the SSC continues to increase the numbers of students serviced, space concerns will continue to be a challenge. Currently that space concern has led to the movement of staff (mentioned above) and also the use of a architectural firm (HMC Architects) to evaluate the space and how it is being used. It is planned to use the space evaluation report to make non-structural changes to increase the SSC's effectiveness in serving more students while maintaining a positive learning environment. The initial meeting of the space evaluator occurred on 2/18/14.

a. The organizational structure for STEM faculty and staff, and the SSC is as follows:

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┌─────────────────────────┐
│ Dean of Math, Business  │        ┌──────────────────┐
│ & Computer Technology   │───┐    │ STEM Counselor   │
└─────────────────────────┘   │    └──────────────────┘
                              │    ┌──────────────────┐
              ┌───────────────┴──┐ │ STEM Counselor   │
              │ HSI STEM PASS GO │─┤ └──────────────────┘
              │ Project Director │ │ ┌──────────────────┐
              └──────────────────┘ │ │ STEM Secretary   │
                                   │ └──────────────────┘
                                   │ ┌──────────────────┐
                                   │ │ Veteran's        │
                                   │ │ Coordinator      │     ┌────────────────────────┐
                                   │ └──────────────────┘     │ SSC hourly staff, tutors│
                                   │ ┌──────────────────┐     │ & student workers       │
                                   └─│ SSC Tutorial     │─────│ (approximately 66/92    │
                                     │ Coordinator      │     │ are STEM)               │
                                     └──────────────────┘     └────────────────────────┘
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*It should be noted that the HSI STEM PASS GO grant also funds .5 FTE for a research assistant and .5 FTE for a CTE Lab assistant (neither of which reports to the HSI STEM PASS GO Project Director). The SSC Tutorial Coordinator is not funded by the grant.

Part I: Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part I: Access		
Demographics	The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population	The program provides an analysis of the demographic data and provides an interpretation in response to any identified variance. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is not related to the needs of students.	The program provides evidence that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

Table 3

Demographic of the SSCTutorial Staff (Tutors/Student Workers)	
African American	10%
Filipino	3.5%
Hispanic 48%	
Vietnamese 16%	
White 22%	
Male 57%	
Female 48%	

Provide an analysis of how internal demographic data compare to the campus population. Alternatively provide demographics relative to the program that are collected. If internal data is not collected, describe plans to implement collection of data.

The data presented compares campus demographics to the demographics of all students serviced in the SSC and the demographics of students that have received STEM services in the SSC. The data reveals that the Student Success Center demographics reflect the existing diversity of the SBVC campus. The student disability statistic for the SSC (8%), however, suggests that greater percentages of students with disabilities are being serviced at the center as compared to their campus wide student population (6%) Moreover, greater percentages of women (61%) are being serviced at the center as compared to men (39 %), and greater percentages of Hispanics (58%) are being serviced at the center as compared to other ethnicities (African American: 17%, White: 13% and Asian: 10%). It is noted that the collection of the data currently shows the campus population vs the percentage of students visiting the SSC. This data collection should be geared to focus on the actual number of overall students within each population visiting the SSC in order to give a accurate percentage of usage by each group measured on campus. For example, out of the 899 Asian/Native American students, 251Asain/Native American students visited the SSC equaling 28% of Asian/Native American students at SBVC visit the SSC.   Future data analysis will focus on that metric in an effort to measure each group's usage of the SSC services. This metric will allow SSC staff to accurately make marketing, service, and other adjustments to increase the number of each demographic of students using the SSC. The current student evaluation form will also be reconfigured to include questions which give students the opportunity to reflect on why they visited the SSC and if/why they chose to return. Demographic information will also be asked on the questionnaire in an effort to use that combined data to assess motivation with the intent to use that data to drive targeted marketing. At this time, while the demographic data suggests that the students using the SSC mirrors the demographic data of the SBVC campus, the overall numbers/percentages of Asian/Native American, Hispanic, Black, and White students are low with 28%, 17%, 22%, and 13% respectively. As mentioned above, targeted marketing based on student evaluation data will be a focus moving forward with the hopes to increase the usage percentages.

The Student Success Center is a participant with the SARS system, where the internal data for our area is collected. Integration with this system and the SBVC Office of Institutional Research systems has been a focus in order to collect clean and accurate data with additional focus being placed on efficient data gathering methods through the SARS system. Prior to 12/2/13 this integration existed on a minimal level, however, at this time Institutional Research staff have and will continue to participate in SSC staff meetings and are consulted on a consistent basis in order to provide insight and guidance on data collection in order to ensure that current and future SSC service plans and service evaluations of the SSC are backed up by data. Still, the student tutor demographics retrieved from SARS for the SSC, clearly mirrors the demographics of the Campus.

Historically there have been greater numbers of female tutors as compared to male tutors. During the last Program Review, this was considered to be of concern and strategies to increase the number of male tutors were implemented including increasing the number of male tutors through peer interaction and targeted marketing. Now, we have a higher percent of male tutors (57%) to female tutors (48%). It is noted that there is a higher percentage of female students who visit the SSC (61%) to male students (39%) and having an increased number of male tutors is thought to be a positive element to encourage male students to participate in academic support services through the same targeted peer marketing that increased the number of male tutors. These statistical trends correlating percentages of male/female staff to male/female student participation in the SSC needs further evaluation in order to accurately predict how to effectively encourage gender specific student participation growth in the SSC.

STUDENT EVALUATION DATA

Table 4

Unique_Id	Course	Unsatisfied	Satisfied	Very Satisfied
1	Math 952	0	3	7
2	Chem 101	0	1	9
3	Chem 101	0	1	9
4	ASL 109	0	10	0
5	Soc 100	0	1	9
6	Math 103	0	0	10
7	Bio 261	0	0	10
8	Bio 270	0	0	10
9	Soc 100	0	0	10
10	Bio 270	0	0	10
11	Math 108	0	0	10
12	Physic200	0	0	10
13	ASL 109	0	0	10
14	ASL 109	0	0	10
15	Pht 064	0	0	10
16	Chem 101	0	0	10
17	Physic200	0	0	10
18	Pht064	0	0	10

19	Chem 101	0	0	10
20	Math 095	0	0	10
21	Chem 101	0	0	10
22	Soc 100	0	0	10
23	Soc 100	0	0	10
24	Chem 101	0	0	10
25	Chem 101	0	0	10
26	Bio 260	0	0	10
27	Chem 101	0	0	10
28	Chem 101	0	0	10
29	Pht 064	0	0	10
30	Soc 100	0	0	10
31	Soc 100	0	0	10
32	Soc 100	0	3	7
33	Span 102	0	0	10
34	Acct 200	0	0	10
35	Acct 200	0	0	10
36	Chem 101	0	0	10
37	Math 108	0	0	10
38	Math 108	0	0	10
39	ASL 109	0	0	10
40	Span 101	0	0	10
41	CIT 101	0	0	10
42	Bio 250	0	0	10
43	Math 095	0	0	10
44	Math 103	0	0	10
45	Span 101	0	0	10
46	Acct 200	0	0	10
47	Chem 101	0	0	10
48	Chem 101	0	0	10
49	Chem 101	0	0	10
50	ASL 109	0	0	10
51	ASL 109	0	0	10
52	ASL 109	0	0	10
53	ASL 109	0	0	10
54	Soc 100	0	1	9
55	Pht 064	0	0	10
56	Acct 200	0	0	10
57	Acct 200	0	0	10
58	Acct 200	0	0	10
59	Bio 250	0	0	10
60	Math 108	0	0	10

61	Chem 101	0	0	10
62	ASL 109	0	0	10
63	Math 095	0	0	10
64	Chem 101	0	0	10
65	Math 108	0	0	10
66	Chem 101	0	0	10
67	PoliSci100	0	0	10
68	PoliSci100	0	0	10
69	Bio 260	0	0	10
70	Math 095	0	2	8
71	ASL 109	0	0	10
72	ASL 109	0	0	10
73	Physic101	0	0	10
74	Chem 101	0	1	9
75	Math 108	2	8	0
76	Bio 100	0	0	10
77	ASL 109	0	0	10
78	Math 251	0	0	10
79	Math 251	0	0	10
80	Span 101	0	0	10
81	Bio 261	0	0	10
82	Math 102	0	0	10
83	Chem 150	0	0	10
84	Chem 101	0	0	10
85	Pht 064	0	0	10
86	Bio 250	0	0	10
87	Bio 250	0	1	9
88	Bio 260	9	1	0
89	Geog 110	0	6	4
90	Geog 111	0	1	9
91	Math 090	0	0	10
92	Soc 100	0	0	10
93	Span 101	0	0	10
94	Bio 260	0	0	10
95	Bio 261	0	0	10
96	Math 102	0	0	10
97	Soc 100	0	1	9
98	Math 103	0	0	10
99	Math 151	0	0	10
100	Math 151	0	0	10
		11	41	948
		1%	4%	95%

Table 5

Success Rates	2011 - 12	2012 - 13		Retention Rates	2011 - 12	2012 - 13
CIT - Tutored		77%		CIT - Tutored		93%
CIT - Campuswide		68%		CIT - Campuswide		89%
Biology - Tutored		73%		Biology - Tutored		89%
Biology - Campuswide		64%		Biology - Campuswide		85%
Chemistry - Tutored		62%		Chemistry - Tutored		83%
Chemistry - Campuswide		56%		Chemistry - Campuswide		81%
Geography - Tutored		81%		Geography - Tutored		94%
Geography - Campuswide		71%		Geography - Campuswide		91%
Math - Tutored		63%		Math - Tutored		89%
Math - Campuswide		55%		Math - Campuswide		85%
Water Tx - Tutored		89%		Water Tx - Tutored		98%
Water Tx - Campuswide		78%		Water Tx - Campuswide		95%

Table 6

Total number of hours for tutoring APPOINTMENT: 6330
01/17/2012 - 03/08/2013
Total number of Unduplicated Count of Students DROP IN: 3167
01/17/2012 - 03/08/2013

Pattern of Service

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

Over the past year, over 6,345 students (unduplicated count by course by semester) have received STEM and/or STEM related academic support through the Student Success Center. However, these hours do not reflect the number counts of those students that have been serviced through in-class and/or weekly SI sessions, which are also supported by the Student Success Center and funded by the HSI STEM PASS GO grant. Presently, the STEM PASS GO grant supports 22 Mathematics and Science SI leaders that provide Supplemental instruction to chemistry, biology, physics and mathematics courses. On average, SI leaders serve more than 500 students a semester. Moreover, from Spring 2012 to Fall 2012, the SSC has experienced a 15% increase in student Drop-In & Appointment Tutoring. As a result of our increasing capacity, space concerns have been a challenge and have begun to be addressed through the movement of staff to increase study rooms and space evaluation previously mentioned. Additionally, tutor scheduling and student hourly service data have been analyzed to better inform how the SSC

staff should be scheduled in the center.

The Student Success Center is open on Mondays through Thursdays, 8:00 am to 8:00 pm, Fridays, 8:00 am to 6:00 pm and Saturdays, 9:00 am to 2:00 pm. Math drop-in tutoring is offered the entire time of the SSC hours of operation. More than 60% of our students assess at a Basic Skills level Math. The Student Success Center provides math assistance with homework assignments, as well as course & content specific workshops. The drop-in Math service has created quite a "homework hall" environment offering a total of 59 hours per week of Math drop-in support.

The Student Success Center offers several different venues of student support in tutoring: Drop-in, Scheduled appointments, Facilitated Workshops, Group Tutoring, Supplemental Instruction Sessions. Tutorial Support includes many Disciplines: Accounting, American Sign Language (ASL), Anatomy & Physiology, Art History, Biology, Chemistry, Computer Information Technology, Computer Science, Economics, Geography, History (US), Math, Microbiology, Pharmacy Technology, Reading, Physics, Psychology, Sociology, Spanish, Statistics, Water Supply Technology.

The Tutorial Coordinator is scheduled on Mondays through Fridays, 8:00am to 12:00noon, and 1:00pm to 5:00pm. This schedule allows the Tutorial Coordinator to be available to tutorial staff, students, and faculty, a total of 40 hours per week. With more than 6,330 hours of appointment tutoring occurring in the SSC from 1/17/2012 to 3/08/2013 and more that 3,167 drop-in students being serviced at the center (primarily for math and science), the need for content experts to assist peer tutors with content knowledge is becoming increasingly important. Collegial discussions have occurred between SSC personnel and content specific faculty members and departments. Moreover, the extended hours of operation, and a focus on math support, are the Center's response to the Basic Skills Initiative and the California Community Colleges Student Success Task Force Report which reflects the institution's academic support of our community of diverse learners. A Student Evaluation Form (Table 4) designed to measure the student's perspective on whether the SSC was meeting the student's needs was also created and implemented with the data being provided above. Questions on the evaluation form centered around the tutoring services being provided to students using the SSC. Student responses to each question on the evaluation form allowed for one of three options (unsatisfied, satisfied, or very satisfied). Out of 100 random student evaluations spread across the majority of the subjects that are supported by the SSC, 95% of students expressed that they were "very satisfied" with SSC services, another 4% of students stated they were "satisfied," and 1% stated they were unsatisfied. While these results show a high level of student satisfaction with the SSC services meeting their needs and expectations, further analysis is warranted. Discussions with SSC staff have begun in order to evaluate every student survey as well as partnering with Institutional Research in order to track the students using the SSC and analyzing if the student's usage of the SSC leads to increased academic performance. Institutional Research did provide data (Table 5) pulled by SARS which shows by subject the Success and Retention Rates for the 2011-2012 and the 2012-2013 academic years. While most of this data is promising and does show that students using the SSC have better measured success and retain at a higher rate than those students not using the SSC, further analysis is required. SSC staff are working with Institutional Research in order to define more precise ways of measuring Success and Retention. For example, while

retention currently measures students not withdrawing from a course, it does not account for students receiving a D or F grade in that course. Subsequently, since those letter grades are not a satisfactory grade (C or better), and it is unclear whether those factors are included into the success rates. Further analysis is needed. It should be noted though that the data suggests that students attending services in the SSC are more likely to continue attending class and see that class to completion than those students not attending services in the SSC.

Information about the Student Success Center is on our web-page. Go to www.valleycollege.edu. Under the Student Services Tutoring & Academic Support, tab on the Student Success Center. Once at the Student Success Center page, students can schedule an appointment, look at tutor schedules, workshop schedules, STEM events, and link to on-line resources via the Tutoring & Academic Support tab.

Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part II: Student Success - Rubric		
Data demonstrating achievement of instructional or service success	Program does not provide an adequate *analysis* of the data provided with respect to relevant program data.	Program provides an <u>analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.
Student Learning Outcomes and/or Student Achievement Outcomes	Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.	Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.

Explain how the services in the program support student success.

Department: TUTORING DEPARTMENT

Division Dean	Marie Mestas
Division	Library & Learning Support Services
Service Area	**Tutorial Center**
Objective(s)	Our goal is to encourage and assist enrolled students by providing free-of-cost skilled peer tutoring for individuals and small groups so that they may: • become comfortable with course materials • develop learning strategies and skills and gain the confidence needed to become independent learners • develop their individual potentials for success in the classroom and in life
Defined or rewritten expected SAO(s)	*In keeping with our belief that students' academic success is achieved as a result of understanding and developing their unique processes as learners, the Tutoring Department provides quality instructional assistance and services to our diverse student population.*
Assessment	"Tutor Surveys" and implementation of SARS for the 2010-2011 academic year
Evaluation of Assessment Findings	Of the students polled through the "Tutor Surveys," a majority of the tutees stated that the tutor with whom they worked "exceeds expectations" and that "they would work with the tutor again."
Response(s) to Assessment Findings	Continue providing excellent quality tutors by hiring exclusively through faculty recommendations.

The table above indicates the SAO's for the SSC. This material was not included in the original program review document as it had been misplaced during the transition of the Tutorial Center services being transitioned into the SSC. While the document does have objectives, those objectives are dated (2010), currently being re-evaluated, and will be adjusted through shared governance with students, faculty, staff and management in order to ensure that SSC SAO's meet the needs of SBVC students while also addressing the needs/capabilities of the SSC. This re-evaluation process is currently ongoing and will have data/information ready at the next program review.

While no SAO's have yet been established for this area, the SSC is monitoring student success data as defined by the objectives of the HSI STEM PASS GO grant. For example, Objective 2 performance measure states that tutoring at the Student Success Center and expands services delivered to students in Math, Chemistry, Physics, Biology, Geography, and Computer Science (MCPBGCS) by as much as 100% from baseline 440 students by spring 2016. By the end of September 2012, a total of 3,407 students had used tutoring in Year 1 of the grant, meeting the 5-year goal of servicing 880 students. Objective 3 performance measure states that the Student Success Center by 20% from a baseline of 29,128 contact hours to 35,000 contact hours by spring 2016. There were 35,730 contact hours in Year 1. Due to our increased service capacity and limited space, the center continues to experience some challenges related to scheduling facilitated workshops and activities within the center. These challenges are being addressed through space evaluation, consultation with faculty and the Office of Instruction in order to provide classroom time prior to or immediately following course meeting times to implement Supplimental Instruction sessions in the course classroom. Ideally, the SI sessions will be included in the class schedule as well so that students are able to plan for the SI sessions along with their course schedules. This structure would allow the SSC to increase the capacity for tutoring services and remove the current space/ service limitations. This planning process is ongoing and will have data at the next program review. It should be noted that the increase in service hours of the SSC and the success/retention rates (Tables 2 & 5) have some correlation. Further analysis is needed to provide more concrete findings and SSC staff are working with Institutional Research to provide that data.

Demonstrate that your program has continued to make progress on Student Learning Outcomes (SLOs) and/or Service Area Outcome (SAOs) based on the plans of the college since the program's last efficacy report. Describe how the SLOs/SAOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). If your program offers neither a degree nor a certificate, describe how the SLOs/SAOs are mapped to the core competencies.

See Strategic Initiative 5.1

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part III: Institutional Effectiveness - Rubric		
Mission and Purpose	The program does not have a mission, or it does not clearly link with the institutional mission.	The program has a mission, and it links clearly with the institutional mission.
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.
Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.	The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.

Mission and Purpose

SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.

What is the mission statement of the program?

The mission of the Student Success Center is to empower students to benefit from their educational experience. Tutors help students to become comfortable with course material and help develop the learning strategies, confidence, and skills needed to become independent learners.

How does this purpose relate to the college mission?

The Student Success Center is one of the quality SBVC services which support a diverse community of learners.

Productivity

Explain how your program defines and measures satisfaction and productivity. What do these measures reveal about your program over a three year period?
Include data that is relevant to your program. Examples of data may include:
- Relative status of the department at SBVC in comparison to the same department at other multi-campus districts in terms of
    i. staffing levels
    ii. compliance with state, local, and federal regulations
- Average time to respond to requests for service
- Average time to respond to complaints
- Results of user satisfaction surveys
- Results of employee satisfaction/staff morale surveys
- Additional identified benchmarks of excellence for the department, and department standing relative to these benchmarks of excellence

Table 7

	Annual 2011-12 FTES	LC	OT	M\S	L	R\W	E\W	M	CIS\N
Crafton Hills	4,032.97	X		M/S		X			
SBVC	9,249.98	X		X		X			
Victor Valley	9,478.55	X	X	X		X			
San Diego City (SDC)	10,087.64	X		X			X		
Mt. San Jacinto (MSJC)	10,472.68	X		X		X			
Chaffey	13,301.45	X		X	X	X		X	
Riverside (RCC)	14,890.77	X	X	X	X	X			X

Table 8

Institutional Learning Center Support Comparisons

	Crafton	SBVC	Victor V	SDC	MSJC	Chaffey	RCC
Learning/Tutoring Cntr Coord.	X				X	X	X
Writing Center Coord.	X			X	X		X

Math/Science Center Coord.	X			X	X			X
Tutorial Coord.	X	X						
Instruc Assess. Tech Reading	XX							
Learning Resource Asst.	X				X			
Instructional Asst.				X		XXX		
Instructional Specialist					X	X		
Instructional Support, Dean						X		
Online Coordinator				X				
Tutor Trainer				X				
Faculty/Dept Support			X	X				X

*The relative status of the department at SBVC in comparison to the same department at other multi-campus districts in terms of:
- Staffing levels:
- Compliance with state, local, and federal regulations:

In comparison to Learning Centers at institutions with similar FTES, San Bernardino Valley College provides less institutional support, as is illustrated by Tables 8 and 9. Additional infrastructural support, however, is needed. The peer tutorial staffing levels are adequate to support our present model.

- Average time to respond to requests for service:
  The Student Success Center has many requests for service from many areas. The preferred time line to respond is immediately. When students come to get information about tutors/times/locations, we are able to answer "on the spot". We have a staff of Federal Work Study (FWS) student workers, who serve the Center as receptionists and resources of information. These receptionists are located at the entrance to the Center and assist students with the 'check-in/check-out' process, how to schedule an appointment, the location of various workshops and SI sessions, the individual schedules of each tutor, facilitator, or SI leader, and how to access the web-page, with its entire helpful informative links.
  - Drop-in Math students with questions use a system using a red and a blue Solo cup. When a math student needs help, they place the red cup on top, when the math student is OK and does not have a question; the blue cup is on top. This system is very effective and saves students from being frustrated by needing to continually raise their hands, it also helps tutors monitor who needs help. Solo-Cup-System invented by drop-in Math tutor, Mr. Zollinger.
  - Students' request to schedule an appointment with a STEM counselor—the counseling appointments are scheduled through the STEM secretary on the SARS system. If the

secretary is unavailable, there is a list on which the student puts his/her name and contact information, then the secretary is able to contact the student and schedule the appointment.

- Students' request for verification of visit forms—some instructors give 'extra-credit' to their students who have spent time in the Center. The verification form is generally given by the assisting tutor, or the student office worker may also complete the verification form.
- Students' requests for resources, which would include sets of bones, calculators, rulers, pencils, staplers, hole punches, tape, etc. Students may check out sets of bones for Anatomy classes with their student ID cards, calculators are also available.

- Prompt response to additional requests include:
  Faculty requests for tutor candidates—Tutors who meet the established
  requirements are selected on the recommendation of the referring faculty.
  Faculty requests for Center tours, classroom visits—
  STEM Cal State San Bernardino visits to Center—
  Tutors' requests for resources, forms, and supplies—
  Telephone calls and messages—
  E-mail communications—

 User satisfaction Students' survey forms are readily available. These anonymous forms are very useful to capture students' experiences at the Center. When a survey is favorable, the Tutorial Coordinator reviews the survey with the indicated tutor, a great morale booster. When the students' experience is not favorable, the survey describing the experience is reviewed with the indicated tutor to address any concerns, to improve performance, and to grow in communications skills and 'people' skills. There is a re-vamped form, containing the same questions to be used as an on-line survey—not yet functional.

Part III Productivity

The Student Success Center began in Fall 2011, and is the home of several different venues of academic support:
- scheduled appointments (one to one tutoring) for Math, Chemistry, Accounting, American Sign Language (ASL), Anatomy & Physiology, Computer Information Technology (CIT), Computer Science, (CS), Economics, Spanish, Psychology, Philosophy, Pharmacy Technology, Political Science, Reading, Sociology.
- drop-in (Students bring homework questions, concept questions) for Anatomy & Physiology, Biology, Math, Chemistry, Physics.
- group sessions (test preparation, study guide review, questions & answers) for Accounting, Biology, Math, Sociology, Reading.
- facilitated workshops (facilitator led course concept specific activities) for Chemistry.

- Supplemental Instruction (SI) (Supplemental Instruction Leaders model ideal student behavior in class, lead course concept specific activities) for Biology, Chemistry, Math, Physics.

The rates of productivity are the Science, Technology, Engineering & Math (STEM) Program and Tutoring Center data combined to reflect the productivity of the SBVC Student Success Center. This data does not include Supplemental Instruction Session student count or student hours.

Table 9

	2011 FALL	2012 SPRING	2012 FALL	^2013 SPRING
TOTAL *Students	2,265	3,490	3,910	*^2,798
TOTAL Hours	8,147	21,872	23,171	^10,472
*UNDUPLI-CATED COUNT	**Student Success Center Begins**			^Data to 3/4/13

*STUDENTS = UNDUPLICATED COUNT
^SPRING 2013 DATA TO 3/4/2013

As demonstrated (Table 9) each semester as an increasing total of students and student hours, the Student Success Center is very productive. When comparisons are made with the Fall 2011
data as a baseline, we can see a 54% increase of unduplicated student count in the Spring 2012 data, and a 168% increase in student hours. Again, using the Fall 2011 data as a baseline, we can see a 73% increase in unduplicated student count in the Fall 2012. Also, a 184% increase occured in the student hours for Fall 2012, using the Fall 2011, data as a baseline. When the Spring 2013 semester is completed, it is likely the data will show the pattern of continued increase of production in both unduplicated student count and student hours.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum (e.g., seminars, workshops, presentations, classes, etc. for Student Services).

Not Applicable

If applicable, describe your formal curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

Note: Content Review Summary not applicable for this program.

The Content Review Summary from Curricunet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy.

Not Applicable

Articulation and Transfer

List Courses above 100 where articulation or transfer is **not** occurring	With CSU	With UC

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

Not Applicable

Currency

Follow the link below and review the last college catalog data.
http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

Not Applicable

Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part IV: Planning - Rubric		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

> Major Trend: California Community Colleges Student Success Task Force

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. <u>In what way does your planning address accomplishments and strengths in the program?</u>

Planning through shared governance is currently taking place in order to address the needs set forth by the CCCSSTF. A pilot program involving Math faculty is currently being developed to provide a foundational plan/outline for pre-assessment workshops. HSI STEM PASS GO Project Director M. Donnhauser has consulted with Math faculty, Math Division, and SBVC Management to increase staff which are needed to provide a solid foundation of faculty who will conduct pre-assessment workshops, and conduct Supplemental Instruction training, in order to assist students in assessing to the appropriate course levels, and have an increased opportunity for success in SI supported classes. The pre-assessment workshops have a target date of Summer 2014. The desired result is an increase of student success (C or better), and increased retention rates in the STEM courses, and an increase in transfer of SBVC STEM students to CSU and UC universities. In addition, SSC Staff have been working with SBVC Outreach and Recruitment to develop a orientation framework which will encompass not only the traditional visit to the SBVC campus, but also allow for pre-assessment workshops, STEM centered workshops highlighting STEM education and careers, and Admission/Financial Aide workshops.   STEM events including Women in Mathematics/Men in Mathematics are in place with the Women in Mathematics event being held on 04/25/14. Several other community outreach events are being

planned by SSC staff at this time focusing on STEM education opportunities and career pathways. This data will be available at the next program review. Counseling Support is also being provided in the SSC giving students access to pre assessment workshops, ed plans, follow up services, mandatory counseling appointments and other counseling related services. Challenges regarding space utilization are being addressed through space evaluation, consultation with faculty and the Office of Instruction in order to provide classroom time prior to or immediately following course meeting times to implement Supplimental Instruction sessions in the course classroom. Ideally, the SI sessions will be included in the class schedule as well so that students are able to plan for the SI sessions along with their course schedules. This structure would allow the SSC to increase the capacity for tutoring services and remove the current space/ service limitations. This planning process is ongoing and will have data at the next program review. It should be noted that the increase in service hours of the SSC and the success/retention rates (Tables 2 & 5) have some correlation. Further analysis is needed to provide more concrete findings and SSC staff are working with Institutional Research to provide that data.

Challenges

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding planning for the program. <u>In what way does your planning address trends and weaknesses in the program?</u>

*EMP Summary not available.

*CCC Student Success Task Force.

*Space to accommodate growth of Service: Presently under review.

*Inconsistent pay scale for variously funded tutorial staff: Presently under review.

* Budgeting differences for tutorial support over various disciplines: Presently under review.

*Very limited access to computer lab: Presently under review.

The EMP has been provided.

CCC Student Success Task Force has been addressed in the initiatives set forth in the Accomplishments and Strengths Section.

The space to accommodate growth of service has been addressed in several sections of this document and plans are in place to alleviate that concern.

There is a consistent pay scale in place for tutorial staff. It includes three levels of tutorial staff (Student Hourly/Instructional Aide-$8/hr, Tutor II/Supplemental Instructors-$11/hr, Tutor III (BA,BS level) $13/hr). While the pay scale is in place the funding source currently resides under HSI STEM PASS GO Grant. In order to maintain a consistent level of tutoring services to SBVC students, the SBCC District should be consulted in order for them to review and initiate proper funding sources so that at the end of a grant, a general budget is in place to have a seamless transition of tutoring services.

Currently the budgeting differences for tutorial support over various disciplines is being addressed. Priority is given based on the number of sections offered, students served, demand, and instructor support. This review is ongoing and will continue to be evaluated with shared governance.

The limited access to computer lab has been addressed by a purchase of 30 laptop computers which will be available in the SSC once they arrive at SBVC. These computers will accommodate various needs including but not limited to transfer workshops, CIT tutoring, and other tutoring and supplemental instruction needs.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part V: Technology, Partnerships & Campus Climate		
	Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.	Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.
	Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate	Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

We are considering expanding or modifying our hours to meet student needs. Evening coverage has shown to be a need based on student and faculty feedback. Additional staff will be hired in order to provide coverage to meet the current hours of service. Additional service hours and evening counselor availability are also being considered. A plan to participate in HS outreach programs in conjunction with current SBVC outreach to provide services and increase student participation and completion in orientation, pre assessment, counseling services, and follow up, is also being developed. SSC staff is currently working with SBVC Outreach and Recruitment and building relationships with community organizations as well as SBVC feeder high schools to ensure the plan meets a variety of student service needs. Additionally, SSC staff are working on targeted marketing materials and marketing plan execution, in order to address the need to increase SSC service usage by the demographic groups represented on the SBVC campus (Table 1). SSC staff is also using a shared governance approach with

faculty to identify needs which would benefit students. Faculty were consulted prior to the purchase of 30 laptop computers and other discussions have occurred where the needs of technology tools were addressed. Ipads, and smartboards were identified as possible tools which would assist faculty in their instruction of course material to SBVC students. Conversations regarding next steps are ongoing. SSC staff are also developing relationships with regional university partners to solidify student pathways to four year institutions using a community atmosphere. Several partner events are scheduled with both CSUSB and UCR providing SBVC students access to programs and services on both campuses. This regional approach will continue to be a focus in order to provide SBVC students with as many options to pursue their educational goals as possible.

Finally, student and faculty competitions are in the process of development with the focus being on increasing student performance in the classroom. These competitions will be piloted with supplemental instruction and be team based. Metrics to identify performance will center around academic performance in the classroom and be partnered with participation in supplemental instruction sessions. SSC staff is consulting with SI leaders, Faculty, and Institutional Research to work out the parameters as well as track results.

VI: Previous Does Not Meets Categories

Reference your most recent Program Efficacy document, and list below those areas which previously received "Does Not Meet." Then, either describe below how your program has remedied these deficiencies, or, if these areas have been addressed elsewhere in this current document, provide the section where these discussions can be located.

<div style="border: 1px solid black;">

Please review most of the previous document. Thank you.

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