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| **Instructional Support and Other Units: STAR** | **Date: 12/18/2015** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** |  |

**DEFINITION**

Program Review and Planning is the means by which faculty, staff, and/or administrators complete a self-evaluation of an academic discipline, program, or service.  The self-evaluation includes an analysis of both quantitative and qualitative data on how the academic discipline, program, or service is supporting the mission and strategic planning of Palomar College in meeting the educational and career interests of students.  Through the review of and reflection on key program elements, such as program data and student learning outcomes, Program Review and Planning defines the curriculum changes, staffing levels, activities, and/or strategies necessary to continue to improve the academic discipline, program, or service in support of student success.  The Program Review and Planning process also ensures short-term and long-term planning and identification of the resources necessary to implement identified goals and priorities.

**Purpose of Program Review and Planning:**

Program Review and Planning for Years 2 and 3 provides a “check-in” on the Year 1 Comprehensive PRP. The PRP documents the vision and planning for a program or discipline. It also provides information for the development of the College’s Strategic Plan goals and annual objectives, documents overarching themes/issues occurring across academic programs and instruction, identifies the needs for resource allocations, and identifies department needs for developing the annual Staffing Plan update.

[**Palomar College Mission**](http://www.palomar.edu/about/goals.aspx)

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

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| **List everyone who participated in completing this Program Review and Planning Document.**  Ruth Barnaba |

**STEP I. Evaluation of Program & SAO Data.** In this section, examine and analyze your SAO results and how they may impact or influence your unit’s plans for the current year.

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| 1. **Summarize your SAO outcome results from last year and your implemented or planned follow-up.** 2. **Summarize your planned SAO assessment activities for the current academic year.**   a) The STAR Tutoring Center provides academic support to all Palomar College students. Our goal is to create an open atmosphere of learning, with the purpose of encouraging dialogue among students in order to share techniques for academic success. Student retention is the primary measurable outcome of tutoring at Palomar College. For Fall 2014, data was captured for 618 tutees. Of these 618, 82% were retained in their class. Of the 82% that remained in their course 73% received a passing grade of C or better. The overall passing rate at Palomar College is approx. 71%.  Exit surveys by students using the STAR Tutoring Center indicate that tutors assisted with problem-solving skills, the ability to analyze information, communication skills, listening skills, and time management skills 70% to 86% of the time ("Very Satisfied or "A little satisfied"). Feedback obtained from students attending the review study sessions formulated for select Math classes have been helpful in finding areas of improvement from a qualitative perspective. The number one recommendation appearing on student survey forms is to open later hours more days during the week. Currently, the STAR Tutoring Center is open only one night a week at the San Marcos Campus.  b) Data is collected on Satisfaction and Frequency of service usage. Each term STAR tracks students who have used at least 6 hours of tutoring services per term to determine their rate of persistence and achievement. Our goal is to have students pass their tutored course at the same rate or better as non-tutored students and will demonstrate independent application of learning strategies. Exit evaluations and student self-reports are collected throughout the term. |

**STEP II. Progress on Previous Year’s Goals and Plans** (see “Step II.G – Goals” in your [completed 2014-15 PRP](http://www.palomar.edu/irp/PRPCollection.htm).

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| **Discuss/Summarize progress on last year’s goals. Include**   1. **The impact on resources allocated and utilized;** 2. **Any new developments or concerns that are affecting the program;** 3. **Any new goals for the program; and** 4. **Other information you would like to share.**   As the Coordinator of Tutoring / Proctoring of Palomar College, I would like to say that I am personally thrilled with my current position; my job could not be more fulfilling. I oversee a wonderful staff consisting of two highly motivated individuals. I have the pleasure of working with the best group of tutors and volunteers. I know that with the support of each staff member, we can build upon the strong success the department has experienced. In addition to tutoring, our department is charged with the responsibility of providing proctoring services for our on-line college. We have experienced negative impacts in our budget allocation in the past several years. This has hindered our program from building the infrastructure it needs to offer our services to more Palomar College students.  1. Expand the number of tutoring hours available in all subjects and disciplines.  Funding for more tutoring hours has remained flat. The increase in tutoring per hour rate also decreased the overall number of tutoring hours we are able to afford. In an effort to keep up with student demand for more tutoring hours, we revamped our delivery methods. Training Tutors is a vital tool to making tutoring sessions more productive. We direct students to take advantage of our group sessions. Although reluctant at first, many students have grown to like the group sessions, especially in Math and Sciences. One tutor sits at a large table and fields questions from students on a rotating basis. Converting to solely group tutoring is not an option, as the great majority of our students work at different paces, have different instructors and assignments, and prefer the individualized attention that STAR is known for. STAR Tutoring makes every effort to recruit talented tutors who are open to new methods and delivery modes. Training the student to use various study skills and techniques also makes a tutoring session more effective and helps the student move toward mastery of new information.  Test proctoring is offered for all departments offering on-line courses. The number of exams proctored has increased in the last year by 8%. Growth in this service is limited by budgetary constraints that control the availability of hours that the Center is open. All proctoring is handled in our Proctoring Room, LL-106. We cannot increase our proctoring service any more than the level it is currently at without adding more hours, as the space that is available for proctoring is also limited to the number of seats in the Proctoring room.  2. Work in conjunction with the Psychology Department to implement a tutoring service component for students enrolled in the Behavioral Statistics courses. Individual statistics modules addressing areas of concern will be developed in partnership with Behavioral Statistics instructors. The statistics modules will help students increase their familiarity with data description, variance and variability, significance tests, confident intervals, correlation and linear regression, analysis of variance, and other related topics. Students will be able to organize data, describe data and make inferences based on data.  Specialized Tutors have been selected and trained to provide assistance to students in psychological statistics and research methods courses. Tutors work collaboratively with students and provide support that is tailored to their needs.  3. Apply for Level 2 National Tutor Training Certification from the College Reading & Learning Association (CRLA).  This Goal has been postponed until the Tutoring Advisory group completes its assessment of tutorial services available on campus. Applying for Level 2 Certification requires consensus from the Advisory group on overall goals and objectives.  4. Work with Information Systems department to develop a Palomar Attendance Tracking system (PAT) for the STAR Tutoring Center for uniform data collection.  A module of the Palomar Attendance Tracking System (PAT) was created in 2013/2014. We are continuing to work with the PeopleSoft programming team to make needed changes and modifications. I have requested from the Counseling department access and training in SARS Grid for scheduling tutoring appointments. I hope to be able to use both the PAT system and SARS Grid to track student attendance and usage  5. Continue to work with the Tutoring Advisory group to enhance the reputation and reach of Tutoring at Palomar College. The Advisory group provides key contacts, information and recommendations to the groups and committees governing each of our sectors.  Continue to work with the Tutoring Advisory group to develop an institutionalization plan for all tutoring activities at Palomar College in an effort to meet the ever-growing list of student demand for services.  6 On-line tutoring:  The Tutoring Advisory Committee selected World Wide Whiteboard as the platform for online tutoring services. Although STAR Tutoring is not part of the pilot group, STAR continues to work with the committee to analyze best practices in order to make the service beneficial for Palomar students as a whole. The direct participation of STAR Tutoring in online-tutoring may come in the Spring 2016. The pilot program in Math and English has demonstrated the need of expanding online services both in terms of subjects covered and the time of day of availability.  **New Goals for 2015/16**   1. Funds from **Student Success and Equity Council** will be used to support one-on-one appointment based tutoring activities as selected for its potential to address critical issues related to increasing college readiness and ultimately to close achievement gaps defined by race/ethnicity/age or socioeconomic status.   2. STAR Tutoring will start recording and posting Student Remediation videos on our web site. We will record tutoring sessions in Psychological statistics covering high frequency problem areas. Sample problems will be reviewed and solved on a white board. Students may refer to these mini recorded sessions as needed or as assigned. STAR is working with Psych 205 instructors to determine which course content is best for the highlights. |

**STEP III. Resources Requested for FY 2015-16:** Now that you have completed Steps I and II, Step III requires you to identify all additional resources you will need to achieve goals, plans and strategies for Step II. First, identify all resource needs in each budget category. You may have up to five (5) requests per budget category. Provide a meaningful rationale for each request and how it links to your Goals, Plans, and Strategies. Resource requests to simply replace budget cuts from previous years will not be considered. Negotiated items should not be included in any resources requested. PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. Requests that support more than one discipline should be included on the “Academic Department Resource Requests” PRP form only. Click here for examples of [*Budget Category*](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)*.*

Prioritize within each category and then prioritize across categories in Step IV.

\*Refer to Strategic Plan 2016 Objectives at http://www.palomar.edu/strategicplanning/StrategicPlan2016-Year2.pdf

**Budget category a. Equipment (acct 600010 and per unit cost is >$500). Enter requests on lines below. Click here for examples of equipment:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **a1.** | **Security camera** | **600010** | **1** | **5** | **For the protection and safety of students and staff. Installation of a camera at our front desk has been approved by the Campus Security committee, Faculty Senate, CCE/AFT, CAST and AA in 2014. An MOU is in the process of being drafted.** | **$1,850.00** |
| **a2.** | **Video Surveillance system for proctoring** | **600010** | **1** | **5** | **To provide visual monitoring of testers to protect against the misuse and alteration of testing materials under the center’s control.**  **A visual monitoring system is a tool that will discourage students from cheating.** | **$1,850.00** |
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**Budget category b. Technology (acct 600010, examples: computers, data projectors, document readers). Enter requests on lines below. Click here for examples of technology:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **b1.** | **SmartBoard KAPP 42** | **600010** | **1** | **1** | **Combine a dry-erase board with a mobile app that will allow us to save and share content as it unfolds. The SmartBoard can be synced to any smart mobile device and any content that then goes up on the board can be shared via email and saved on other devices. Najib Manea of Academic Technology and Mike Dimmick of Information Services verified that the Library server has the wireless capacity to accommodate the wireless requirement of the board, but the server may also be upgraded as needed.** | **$ 972.00** |
| **b2.** | **SMART Board Kapp 84** | **600010** | **1** | **1** | **Smartboards, in a group setting, allow everyone to collaborate by linking back-and-forth between the display and any mobile device, making group work and tutor-led discussion more dynamic.** | **$ 1,296.00** |
| **b3.** | **Apple iPad Mini 64GB** | **600010** | **1** | **1** | **Record Student Remediation Tutorial Videos to be posted on STAR Tutoring’s website. Videos will cover topics that are historically difficult to grasp. Students will be able to review a tutoring session after it occurred or study for an exam by going back in time to the original session. Tutoring sessions can be closed-captioned for the hearing impaired.**  **Improvements to the delivery of our services is on-going. Currently, we are working with Susan Miller in Psychology to better assist students in psychological statistics and research methods courses.** | **$ 539.00** |
| **b4.** |  |  |  |  |  |  |
| **b5.** |  |  |  |  |  |  |

**Budget category c. Supplies (acct 400010 and per unit cost is <$500). Enter requests on lines below. Click here for examples of supplies:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **c1.** | **Promotional tent canopy** | **400010** | **1** | **1** | **To implement a coordinated outreach plan that employs internal and external outreach strategies. Informational booth for STAR will be setup at the various campus events highlighting campus departments and programs.** | **$ 961.20** |
| **c2.** |  | **400010** |  |  |  |  |

**Budget category d. Operating Expenses (acct 500010; examples: printing, maintenance agreements, software license) Enter requests on lines below. Click here for examples of operating expense:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already partially funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **d1.** | **Travel funds** | **500010** | **1** | **2** | **To promote staff development opportunities by attending the annual Tutoring Professionals Conference organized by the Association of Colleges for Tutoring and Learning Assistance (ACTLA) and or CRLA (Colleges Reading and Learning Assistance).**  **It actually is hard to quantify the many benefits derived from conference attendance. I will surmise that the top benefit of conference attendance is networking value. In addition to networking, staff will be able to learn about what is being used in the tutoring arena in terms of tools, technologies, and processes, and hear ideas we weren’t even aware of. Where else can I find so many collegial contacts facing the same issues as my department? Are there solutions I'm not aware of? Or soultions that I shouldn't waste my time exploring.** | **$2,500.00** |
| **d2.** |  | **500010** |  |  |  |  |
| **d3.** |  | **500010** |  |  |  |  |

**Budget category e. Travel Expenses for Faculty (acct 500010: faculty travel only)**

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
| --- | --- | --- | --- | --- | --- | --- |
| **e1.** |  | **500010** |  |  |  |  |
| **e2.** |  | **500010** |  |  |  |  |

**Budget category f. Short-term hourly (temporary and student worker). Enter requests on lines below.**

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
| --- | --- | --- | --- | --- | --- | --- |
| **f1.** | **Hourly tutors** | **230010** | **1** | **2** | **To provide additional tutoring hours online and face-to-face in specialized subjects such as CHDV, Psychology, chemistry, accounting, fine arts. As instructional departments lose funding, they turn to our department for tutors in their subject matter. Tutoring needs additional resources to further develop and promote on-line services and thus opening access to tutoring to more students.**  **The additional funds will allow STAR Tutoring to recruit better qualified tutors; raise salaries as tutors increase their education level (HR guidelines); distribute resources equitably among academic disciplines; try to make what exists more efficient and effective without disrupting basic organizational arrangements or how people perform their roles.**  **Having tutors available in a variety of disciplines increases our instructor buy-in. If instructors are not convinced that we have the quality and number of tutors that they can rely on, they generally do not buy in. If they do not buy in, they generally do not refer their students to take advantage of the services and learning opportunities that we as a program have to offer.**  **Tutoring is concentrating on improving quality of services instead of quantity until budget woes are resolved. Still, budget levels have forced cuts that have directly impacted students, staff, and communities.**  **All tutors receive training as approved under the California Reading and Learning Assistance guidelines and are vetted by the Department Chair or Tutoring Coordinators of each discipline for course competency.** | **$ 25,000.00** |
| **f2.** |  | **230010** |  |  |  |  |
| **f3.** |  | **230010** |  |  |  |  |

**STEP IV. Prioritize Resource Requests.** Now that you have completed Step III, prioritize all of your resource requests as one group; not prioritized within each budget category. This means you could have your #1 priority in technology, your #2 priority in short-term hourly, and your #3 priority in equipment, etc. If you actually have five (5) requests in each of the six (6) budget categories, you would end up with 30 prioritized requests**. IPC will not consider requests that are not prioritized.** Note that all funding allocated by IPC is one-time and must be spent within the defined timeline.

| **Priority Number for all Resource Requests in Step III** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, benefits, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** | **Hourly tutors** | **230010** | **1** | **2** | **To provide additional tutoring hours online and face-to-face in specialized subjects such as CHDV, Psychology, chemistry, accounting, fine arts. As instructional departments lose funding, they turn to our department for tutors in their subject matter. Tutoring needs additional resources to further develop and promote on-line services and thus opening access to tutoring to more students.**  **The additional funds will allow STAR Tutoring to recruit better qualified tutors; raise salaries as tutors increase their education level (HR guidelines); distribute resources equitably among academic disciplines; try to make what exists more efficient and effective without disrupting basic organizational arrangements or how people perform their roles.**  **Having tutors available in a variety of disciplines increases our instructor buy-in. If instructors are not convinced that we have the quality and number of tutors that they can rely on, they generally do not buy in. If they do not buy in, they generally do not refer their students to take advantage of the services and learning opportunities that we as a program have to offer.**  **Tutoring is concentrating on improving quality of services instead of quantity until budget woes are resolved. Still, Budget levels have forced cuts that have directly impacted students, staff, and communities.**  **All tutors receive Training as approved under the California Reading and Learning Assistance guidelines and are vetted by the Department Chair or Tutoring Coordinators of each discipline for course competency.** | **$ 25,000.00** |
| **2.** | **SMART Board KAPP 42** | **600010** | **1** | **1** | **Combine a dry-erase board with a mobile app that will allow us to save and share content as it unfolds. The SmartBoard can be synced to any smart mobile device and any content that then goes up on the board can be shared via email and saved on other devices. Najib Manea verified that the Library server has the wireless capacity to accommodate the wireless requirement of the board** | **$ 972.00** |
| **3.** | **SMART Board KAPP 84** | **600010** | **1** | **1** | **SmartBoards, in a group setting, allow everyone to collaborate by inking back-and-forth between the display and any mobile device, making group work and tutor-led discussion more dynamic.** | **$ 1,296.00** |
| **4.** | **Apple iPad Mini 64GB** | **600010** | **1** | **1** | **Record Student Remediation Tutorial Videos to be posted on STAR Tutoring’s website. Videos will cover topics that are historically difficult to grasp. Students will be able to review a tutoring session after it occurred or study for an exam by going back in time to the original session. Tutoring sessions can be closed-captioned for the hearing impaired.**  **Improvements to the delivery of our services is on-going. Currently, we are working with Susan Miller in Psychology to better assist students in psychological statistics and research methods courses.** | **$539.00** |
| **5.** | **Travel funds** | **500010** | **1** | **2** | **To promote staff development opportunities by attending the annual Tutoring Professionals Conference organized by the Association of Colleges for Tutoring and Learning Assistance (ACTLA) and or CRLA (Colleges Reading and Learning Assistance).**  **It actually is hard to quantify the many benefits derived from conference attendance. The top benefit of conference attendance is networking value. In addition to networking, staff will be able to learn about what is being used in the tutoring arena in terms of tools, technologies, and processes, and hear ideas we weren’t even aware of. Where else can I find so many collegial contacts facing the same issues as my department? Are there solutions I'm not aware of? Or soultions that I shouldn't waste my time exploring. Funds will cover the cost of two attendees and mileage for 6-8 tutors to attend local events and presentations.** | **$2,500.00** |
| **6.** | **Promotional tent canopy** | **400010** | **1** | **1** | **To implement a coordinated outreach plan that employs internal and external outreach strategies. Informational booth for STAR will be setup at the various campus events highlighting campus departments and programs.** | **$ 961.20** |
| **7.** |  |  |  |  |  |  |

**STEP V. Contract Position Requests.** Prioritize all contract positions you feel are needed to achieve goals, plans and strategies identified in Step II. Include all requests for Classified, CAST, and Administrator positions that either replace a vacancy due to retirements, resignations, lateral transfers, etc., or any new positions. You may request up to ten (10) positions and they must be prioritized to be considered by IPC. Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction.   (Do not include faculty positions.)

| **Priority Number for Contract Position Requests** | **Position Title/Category**  **Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide a detailed rationale for each position. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If position is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** | **Tutorial Assistant - reinstate** | **220010** | **1** | **3** | **Position has been vacant since 2008 when previous employee left. This position is critical to our every day operations: greeting students, registering students into our system, monitoring tutor sign-in lists, clerical support, proctoring support. We cannot address instructor requests for additional services wthout the additional support. Education support services, when properly implemented, can substantially improve student achievement. Tutoring is a learning environment that is 80% dependent on a human system with numerous variables in play at all times. STAR Tutoring needs the additional support person to maintain this human system.**  **Full class exam Proctoring services are offered to all online classes. Proctoring for traditional on-campus courses is available for make-up exams. STAR cannot expand this service to match Libray hours without additional support.** | **64974.42** |
| **2.** | **Tutor - 45% - Reinstate** | **220010** | **1** | **2** | **Lead tutor - STAR needs a highly qualified Lead tutor who receives additional training and mentoring for working specifically with high-risk classes for which Supplemental Instruction (SI) is scheduled. Lead tutor will be responsible for planning the content of his/her supplemental sessions and preparing study aids**  **and handouts for these sessions. Emphasis for the Lead tutor will be reinforcing the professor's lessons, clarifying points of confusion, and providing organizational models the students can emulate in their own individual studying. The Lead tuor will work in support of specialized modules such as Psychology 205 (statistics) and online tutoring.** | **21160.60** |
| **3.** | **Tutor - 45% Reinstate** | **220010** | **1** | **2** | **Lead tutor - STAR needs a highly qualified Lead tutor who receives additional training and mentoring for working specifically with high-risk classes for which Supplemental Instruction (SI) is scheduled. Lead tutor will be responsible for planning the content of his/her supplemental sessions and preparing study aids**  **and handouts for these sessions. Emphasis for the Lead tutor will be reinforcing the professor's lessons, clarifying points of confusion, and providing organizational models the students can emulate in their own individual studying. The Lead tuor will work in support of specialized modules such as Psychology 205 (statistics) and online tutoring.** | **21160.60** |
| **4.** |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |
| **6.** |  |  |  |  |  |  |
| **7.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature**