

Palomar College – Institutional Review and Planning Instructional Programs

Purpose of Institutional Review and Planning:

The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

Discipline: Non-Credit Tutoring

Instructional Discipline Reviewed

2350
2007-08

1. 3-year trend of quantitative data

	Fall 2004	Fall 2005	Fall 2006	Definitions
Enrollment at Census	1,079	971	1,019	<i>Self Explanatory</i>
Census Enrollment Load %	75.19%	64.73%	1698.33%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
WSCH	558	172	398	Weekly Student Contact Hours
FTEF	18.60	5.75	13.28	One Full-Time Equivalent Student = 30 WSCH
Total FTEF	-	-	-	Total Full-Time Equivalent Faculty
WSCH/FTEF	-	-	-	WSCH Generated per Full-Time Equivalent Faculty Member
Full-time FTEF	-	-	-	FTEF from Contract Faculty
Hourly FTEF	-	-	-	FTEF from Hourly Faculty
Overload FTEF	-	-	-	FTEF from Contract Faculty Overload
Part-Time FTEF	-	-	-	Hourly FTEF + Overload FTEF
Part-Time FTEF %	-	-	-	Percent of Total FTEF Taught By Part-Time Faculty
Retention Rate	-	-	-	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
Success Rate	-	-	-	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
Degrees Awarded	-	-	-	Total number of Degrees awarded for the Full Academic Year
Certificates Awarded:	-	-	-	Total number of Certificates awarded for the Full Academic Year
- Under 18 Units	-	-	-	Total number of Certificates awarded for the Full Academic Year
- 18 or More Units	-	-	-	Total number of Certificates awarded for the Full Academic Year

2. Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.

Much of the overall growth that Tutoring has experienced has occurred over these last few years. In addition to tutoring, our department also provides proctoring services for on-line instructors. The added service of proctoring places a strain on our unit in light of budget reductions and expectations of future growth. Tutoring enrollments fluctuate as College enrollments fluctuate. Tutoring sees between 4 and 6% of college population every semester. Since it's inception in Spring 2005, proctoring services have more than doubled from 950 requests to 2166 in Spring 2007 with no additional funding and support. These figures are not reflected above. The limited conclusions we can draw from these data as presented, are first, that space needs continue. Second, we experience significant growth in an area outside the original mission of the department.

3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:

PLAN – 2007-08	Progress – 2008-09
a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)	
b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)	

4. Discuss/identify the resources necessary to successfully implement the planning described:

PLAN – 2007-08	Progress – 2008-09
a. Equipment/Technology – block grant funds, VTEA, other resources, etc.	<p>As tutors our day-to-day tutoring services are not remote from the cutting edge of innovation in teaching and learning methods. In fact, we seek to employ tutors who can take a leading role in multimedia authoring and other technology-related teaching roles. For most tutors, though, tutoring is still largely conducted in the traditional face-to-face style. Even so, it would be short-sighted for us to ignore the rapid changes taking place. The whole curriculum is undergoing a transformation with the introduction of electronic technologies in their various forms. In Tutoring we are aware of new possibilities and are conversant with the full range of options for creating learning opportunities. Tutors are in the process of reconceptualizing their roles. There will always be an important place for traditional, face-to-face tutoring and learning, especially in basic skills programs, but new, technologically-based approaches will surely be an invaluable complement in all settings. Tutoring needs additional resources to further develop and promote on-line services. This raises a concern regarding the salaries of tutoring staff. Our ability to compete for and retain tutoring talent is directly connected to salaries. We hope to be able to raise tutoring hourly salaries by 20%</p>
b. Budget – budget development process, one-time funds, grants, etc.	
c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.	
d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years	
e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.	<p>In order to accommodate further growth in tutoring and proctoring, an additional support staff position is necessary</p>
f. Other	

5. Discuss one discipline goal linked to Palomar's Strategic Plan 2009 and how it will support the success of students.

Expand access to tutoring services district wide. Students will have ready access to tutorial services and will be supported by state-of-the-art technology in pursuit of their educational and career goals.

6. Student Learning Outcome progress:

a. Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.

At a time of shrinking budgets, growing enrollments, and changing student demographics, we can no longer assume that we are meeting students' needs. As part of the learning-centered mission of the college, we at the Tutoring Center will reexamined the effects of our tutorial services in order to establish the "value of what we do." We are not sure how much credit or blame we can assume for influencing performance in or beyond the course for which the student sought tutoring. Much research show there to be multiple factors far beyond a tutoring center's influence or control affect the grades that students earn or their long-term retention at the institution. With these considerations in mind, we developed the following measurable outcomes for our goals:

Goal 1: To help students meet the demands of academic college level coursework.

Measurable outcome: students will pass their tutored course at the same rate as non-tutored students.

Assessment: grades in courses tutored, pass rate in courses, and course completion rate.

Goal 2: To help students succeed and graduate.

Measurable outcome: students will re-enroll at the same rate as non-tutored students.

Assessment: short-term retention, i.e., re-enrollment from one semester to the next.

Goal 3: To help students develop self-awareness, self-direction, and self-confidence.

Measurable outcome: students will report and demonstrate independent application of learning strategies.

Assessment: student self-reports/extent of student satisfaction.

b. Discuss a learning outcome that is observable yet difficult to measure.

Whether or not, Tutoring is making a difference toward the student's goals of retention, success and graduation. We ask students for their opinion on this but have not been able to measure our effectiveness in an objective numerical manner.

7. Describe a discipline accomplishment that you want to share with the college community.

At the end of the Fall 2007 semester, 88% of students responding to a Tutoring survey (n=130) reported that they believed their grade(s) improved because of tutoring. Twelve percent were unsure. When students were asked, “On your own, are you able to use what you learned” and if the tutor “helped [you] work independently,” 94% and 92%, respectively, responded affirmatively. As a measure of student satisfaction, 96% of students responded that “the tutoring session was useful to me” and 99% would recommend the Tutoring Center to other students.

8. Are there other resources (including data) that you need to complete your discipline review and planning?

No

9. For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

Not Applicable

10. Other comments, recommendations:

Please identify faculty and staff who participated in the development of the reviewer's planning:

Ruth Barnaba

Greg Thomas

Leticia Murillo

Department Chair/Designee Discipline Review and Signature

Date

Division Dean Review and Signature

Date

* By no later than 2/14/08, forward a hard copy to Instructional Services for review by IPC.

* Also, by no later than 2/14/08, forward an electronic copy to Institutional Research and Planning.