

SBCC Faculty-Led Student Services Program Review

[Program Review Instructions and Guidelines](#)

Print Page

Division: Educational Support

Unit: LRC and Learning Support Services

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1. Mission, Relation to the College and Overview of the Student Services Program

1. State the mission of your program/service. (What does your program/service do?) This mission statement will be incorporated into the description of the program/service in the College Catalog.

The Cartwright Learning Resources Center (CLRC) provides Learning Support Services for SBCC (tutoring, computers, computer classrooms, and multi-media). The mission of the center and all Learning Support Services is to provide students and faculty with resources that will support student-centered learning, particularly in assisting students to become more personally engaged through goal setting and interactions with tutors and other learning resources.

2. Identify or outline how your program/service contributes to the mission of the College.

Please limit to a single paragraph.

We provide a diverse learning environment, with a wide diversity of services, locations, and models for effective student-centered learning. SBCC students are supported by trained staff who engage students as individuals to help them discover where their strengths and interests lie in relation to their course work, academic, or personal goals. We welcome all students and work with them where they are, and help them to determine what their goals might be. This involves treating all students with respect, asking helpful questions, and guiding students and faculty in the context of Learning Assistance. We support the pursuit of excellence in student-centered learning.

3. Describe the functions of your program/service.

Learning Support Services encompasses campus-wide tutoring initiatives, including such robust programs such as the Writing Center housed in the Cartwright Learning Resources Center (CLRC), and the Gateway program, as well as tutoring for student cohorts with wrap-around support in programs like iPATH, Express to Success and STEM. New grant funding such as Title V (Student Ready: Degree Completion for the Flexible Learner) and the Basic Skills Transformation Grant will, as well as new initiatives in online tutoring, provide students and faculty with a wide variety of educational resources. We provide space (the Tutoring Commons) and training for tutors. We provide access to media resources (both in house and online) to supplement or complement instruction. We provide computer access that is supported by trained tutors.

The programs are faculty-led and faculty governed. They are supported by data, and success reports such as the ones that are published for the Gateway programs and the Writing Center on the Partnership for Student Success website.

This year, new initiatives are focused on improving the quality, access and equity concerns of Learning Support Services. These include:

Quality:

In October 2017 we will be awarded a 5-year Title V Grant for the Degree Completion of Part-Time students whose status fluctuates between full and part time students (Flex). We will develop tutoring and supplemental instruction tutoring in the context of Pathways and offer continuing support through transfer with our grant partner, Antioch University.

We provide Supplemental Instruction Models for Math courses in the context of the Basic Skills Transformation Grant. The emphasis of the new grants is meeting the needs of our diverse students as an HSI (Hispanic Serving Institution).

Access: Online tutoring piloted in the Writing Center will continue to be expanded to online tutoring for all courses including Gateway courses that have Gateway tutors in their F2F counterparts. In addition, as detailed below, online tutoring will be offered to all online students through our implementation of NetTutor.

Equity: More robust data collection will occur at all tutoring sites with the implementation of Accudemia, and online and realtime check in data collection software. This will include data collection and dissemination for all stakeholders and for formative and summative assessments of learning services.

Since Learning Centers are transformed by new initiatives in the context of changes and shifts in the educational landscape, we are innovating and will continue to serve the role of providing both learning contexts and interventions that are related to student success.

4. Provide an Organizational Chart of your program/service (including all levels of service and classified staff positions). *If necessary, provide very brief narrative descriptions by numbering the chart and including a numbered list with clarifications on a subsequent page in the file.*

Please name your file using the following naming convention: OrgChart [AdminUnit YourName].doc

For example, 'OrgChart_ProgramName_JDoe.pdf' or 'OrgChart_ProgramName_JQPublic.doc'

[View Org Chart](#)

2. History

History (update) since the last program review.

1. Describe the major developments, activities, changes and/or projects in the program/service since the last program review.

The Learning Resource Center is a rich legacy of its founding director Dr. Jerry Pike. His vision for a focus on student-centered, self-directed learning led to the development of many programs, central to which was the vision for a Writing Center that moved away from the model of skills and drills to an engagement with the student as a learner. The well-developed Writing Center website is a testimonial to the pedagogy for self-directed learning. This philosophy along with a focus on Habits of Mind and Growth Mindset infuses the Learning Support Services mission and goal.

Dr. Jerry Pike was also the co-director of the Gateway Programs with English faculty Sheila Wiley. They developed student learner centered approaches in the context of peer-embedded tutoring in Basic Skills, First-in Sequence and other wrap-around programs serving cohorts of students. The Director also brought this vision to the Gateway programs with tutor training, faculty-driven initiatives, and programs that serve many students. The Gateway programs are sustained by faculty partnerships and collaborations and supported by data.

The LRC program has been cited as a key element for favorable Accreditation, and for the prestigious Aspen Award for the Number One Community College in America. The program receives many visitors from other colleges who seek to understand our administrative and pedagogical model. The program is entering a new cycle of growth and development under our current faculty Director, Vandana Gavaskar, in close collaboration with the LRC Supervisor, Barb Freeman, as well as trained staff and tutors who develop and practice learner-centered practices. The program continues to grow and develop under new initiatives and energy to improve the quality and impact of services.

2a. List the goals and program recommendations in the program's/service's last program review and how the program/service has responded to those goals and recommendations.

The last full program review (2014-15) described changes within the CLRC space. In 2017-2018 we are getting ready to implement new changes to space, some because of changes in building use on campus, and some are the result of new initiatives.

In Summer 2018, the Gateway Center on East Campus (ECC4) will move to the LRC Tutoring Commons as the modulars are being removed.

Office assignments will reflect the need for the Gateway Tutoring Coordinator to supervise the Tutoring Commons. He will move from ECC4 to LRC 115.

These changes will respond to a need for a more flexible use of space within the LRC. New initiatives will create more Supplemental Instruction (SI) Models of tutoring and serve online and part-time students.

In Summer 2017, the CLRC underwent a BPA (Business Process Analysis) as the result of the need to respond to the early alert system (Starfish) that targets specific populations and students. In addition to Starfish, the CLRC has adopted Accudemia as the software system for all tutoring areas on campus. Tutoring Services has also adopted NetTutor as the online tutoring software for the growing number of online students and courses. Our goal is to start collecting apportionment starting in Fall 2018 based on data collected in areas that are under Supervised Tutoring.

This has resulted in the need for integrating tutoring services provided by CLRC, which will be discussed by the faculty-led Tutoring Advisory Committee (TAC). The Director of LSS/CLRC will present about the status of tutoring programs at the Academic Senate. Some action items for the next year as noted in the BPA include:

--Creating brief description about tutoring and impact statement.

- Creating Syllabus statement about tutoring
- Developing indication of Gateway-Supported Courses in Banner
- Processing Budget allocations and institutionalizing grant-funded initiatives
- Integrating best practices in tutoring
- Collecting Apportionment for Supervised Tutoring
- Responding to data about access, usage, and student success data
- Presenting on the regional and state level.

Campus-wide Learning Support Services will continue to collect data on access, usage and equity as the program implements new tools for online tutoring and for tracking usage.

2b. Describe the strategies that have been used to accomplish the goals and recommendations.

1. Implement Alexander Street media library, which is available to all students and staff at SBCC.
2. Add CPUs to the 13 video carrels, using existing flat screen TVs as monitors
3. Coordinate Computer Assisted Instructional labs with remote campus computer classrooms in the IDC by purchasing two of the current models of thin clients
4. Increase presence of permanent staff at check in counter of LRC
5. Launch online tutoring and develop online tutoring resources
6. Increase faculty presence in the LRC

2c. Comment on your experiences with, or observations of, the effectiveness of these strategies in achieving their intended purposes.

1. We have implemented the Alexander Street media library and have set up links on our website to allow for both on-campus and off-campus access (with a Pipeline username and password).
2. We added CPUs to the video carrels - some of which have DVD players or VCRs to support media needs - but this area can also accommodate overflow for students who request PCs. These stations have dividers between them, which provide more space and some additional privacy.
3. Our CAI Labs went through a refresh in Spring 2016, and we replaced several faulty stations in the Computer Commons as well.
4. Violet Casillas became a permanent half-time staff member at the Front Counter in June 2015. She supports our student workers (LRC Counter Assistants) and students in the lab. Julio Martinez (our Media Specialist) also supports workers and students in his role.
5. After seeing very few students request online tutoring in the Writing Center, we now respond to requests for online tutoring appointments as they arise (rather than having a tutor available during each shift). During the development phase, we spent a substantial amount of time adapting our in-person process to the online environment; however, we found that students were very often no-shows. This could be due to the somewhat complicated process involved when we tried to transform the 30 minute in-person sessions to the online environment. While a couple of instructors who were part of our initial pilot continue to use Zoom for online tutoring, we recognize that limitations exist with the current requirement that hours occur during daytime hours. Vandana Gavaskar has recently been working with NetTutor (adopted by the Chancellor's Office for CA Community Colleges) to determine how to best support our online students, since their organization can serve students who request evening and weekend hours.
6. We continue to seek opportunities to increase faculty presence in the LRC, which may include involvement from the Tutorial Advisory Committee (TAC).

3. Statistical Data Analysis

Statistical data for the last three years will be provided by the Office of Institutional Assessment, Research and Planning by the start of the Fall semester. The data will include:

Student Information

- Appropriate institution-maintained data (e.g., SARS, STARRS, SIRS, student surveys)
- Additional data (e.g., client surveys, interviews) used to prepare program review report

[Go to library of Program Review Data Files >](#)

1a. Write about factors and trends that the program/service believes are important to its planning and resource needs and comment on your program's/service's insights on why they are occurring.

1. Budget July 2017-18 and ongoing

The Budget for tutoring services has been developed from historical trends over the past 10 years. It is allocated into separate accounts for Writing Center, Math, Gateway, and Drop-in. Staying within the

budget is important to the administration of the program and is reviewed pay period by pay period. It is "front-loaded" with very little room for augmentation or transfers between funds and accounts.

Moreover the budgets for Equity, Basic Skills and SSSP are braided, and tutoring will request funds for augmentation of tutoring from the integrated planning group.

2. Business Process Analysis and Integrated Planning

The consultant group STRATA conducted a Business Process Analysis of Tutoring Services in order to integrate tutoring services across campus. The BPA report and action items creates a blueprint for integrating the programs over campus over the next several years.

3. Grant Initiatives

Success Grant initiatives augment tutoring modes and programs, and develop faculty investment in tutoring as a mode of student success. Two current grants will augment tutoring services:

Title III: Barriers to STEM provide supplemental instruction models to preSTEM courses with a focus on equity and diversity success

Title V: Student Ready: Degree Completion for the Flexible Learner is focused on the success of part time students who "flex" between part time and full time status and need Pathways to succeed. This grant too will mentor students with curricular and tutoring initiatives.

These initiatives as well as existing Express to Success and IPATH programs will continuously develop Best Practices that serve the success of students.

4. Collecting Apportionment for Tutoring from the State

Supervised Tutoring (in a center, and in the context of Tutor Training) can provide FTES for the state and we will pursue this option as a program.

5. Tracking Software

Accudemia will allow the LRC and its tutoring programs to develop robust attendance and success data, by student and by course. This data will provide real time data needed to garner apportionment for tutoring.

NetTutor--online 24 hour tutoring platform will be used for promoting access after hours and for online classes.

Early Alert Software--Starfish--referrals to tutoring services by Faculty will enable students to connect to tutoring resources on campus.

Together these trends and planning tools will support tutoring services.

1b. Describe how the program/service is responding to these changes.

1. The CLRC has participated in the budget review process and developed procedures to assess budget expenditures and the processes for the institutionalization of grants.

The program has partnered with IT to plan the use of Accudemia, NetTutor and Starfish Early Alert.

Representation on committees, reports to PSS, and success data analysis enable the CLRC to focus on the quality and quantity of tutoring in the CLRC tutoring programs.

2. The Basic Skills Transformation Grant brings the opportunity to develop services such as Supplemental Instruction and Online Tutoring. The Director of LSS is collaborating with Math faculty and Math Lab LTAs in the development of online tutoring for Math courses.

3. NetTutor, the OEI-supported service, is being implemented this Fall so that faculty may evaluate the service for the purposes of online tutoring. Integrating online tutoring into our services is a goal for this year.

4. The Director LSS participates in PSS Steering Committee Meetings, bringing updates to the group. Gateway data for 2015-2016 demonstrates an average of 69.8% and 69.4% Student Success Rates in the Fall and Spring semesters, respectively. This year the collaboration with Faculty Liaisons, Faculty Supervisors, Tutor Supervisors, and Tutor Coordinators will focus on improving the quality of the Gateway programs and sustained opportunities for tutor-training.

5. The LSS Director is working with IT to create additional access to SIRS for logging in student usage at the Tutoring Commons, and various locations on campus where Gateway and Drop-in Tutoring takes place. At the same time, the program has deployed student-tracking software, Accudemia, which can be accessed outside of a dedicated computer station. The other advantages of student-tracking software is the ability to provide real-time data on trends on usage and areas for formative assessments.

We will also revisit PSLOs and SLOs for all Learning Support Services this Fall and collect data related to these efforts.

Student Learning Outcomes (SLO) Assessment

- Student SLO performance reports

2a. Provide a brief description of your analysis of the student performance data on the program SLOs and Institutional SLOs (ISLOs).

ISLOs of Critical Thinking, Communication, and Information Technology are a part of the core mission of Learning Support Services. We actively support Information Technology and Media Literacy when our students work in the computer lab, in the classroom, in the Geology and CAD labs and at the planetarium classrooms. We support the personal and academic development of students outside of the classroom and of Gateway peer tutors and peer mentors who are engaged members of the campus community. Faculty partnerships and initiatives realize the learning potential of students outside the classroom through the introduction of Growth Mindset, adopted as the learning philosophy of student-centered learning in the program.

1. Student achievement of SLOs in the CLRC are linked to ISLOs. They are based on data collected on SIRS, with the exception of the Tutoring Commons and other areas on campus where department-specific Drop-in and Gateway tutoring takes place.

2. Writing Center SLOs are focused on:

- a. Students from disciplines across the curriculum will demonstrate preparedness by planning for their tutorial session and arriving with relevant materials.
- b. Students will demonstrate self-reliance by identifying which phase of the writing process, which writing skills, and which portions of their writing sample on which to focus during the tutorial session.
- c. Students will demonstrate problem solving/creative thinking ability by identifying the main points of discussion raised during the tutorial session to plan next steps in the writing process.

The data, available since 2006, indicates that students using the Writing Center have a 16% to 20% higher rate of successful course completion than their counterparts who did not use the Writing Center.

3. Gateway data is measured through student success rates and gathered through SIRS primarily in the Gateway Center. Success rates for 2015-2016 are 69.7% in the Fall and 69.4% in the Spring.

SLOs and supporting data is being revised to reflect current trends and will be gathered at the end of Fall 2017.

2b. Summarize the strategies your program/service has implemented to improve student achievement of its program SLOs and ISLOs. Include the documented and/or perceived changes in student learning.

Success Data for the programs in the Partnership for Student Success are published on the website and have experienced success rates from 75-80 % this past year. These are available on the PSS website. However, we are implementing more efficient ways of collecting accurate data and will have disaggregated data for PSS programs (Gateway and Writing Center) and all our tutoring programs across campus.

This year, we will be collecting more disaggregated data about the success rates of individual students by program and course, and collecting data on affective learning of the students who visit our tutoring services.

Measures of course success can be related to number of visits to tutoring, so that we can match our data to national data about embedded tutoring (repeated visits to tutoring sessions improve success rates).

Equity and Retention data in relation to tutoring interventions provide measures of success.

Some successful strategies in place are:

1. Faculty partnerships with Learning Support Services are critical to the success of the peer-embedded programs on campus.
2. Partnerships in the context of committees and workgroups are important to an understanding of our tutoring services.

2c. Review your program's/service's SLO Implementation Cycle Plan and indicate whether or not you are on target for its completion. Explain any changes to your SLO plan.

We have been part of the SLO development on campus from the beginning and have gone through two cycles since completion.

We will revisit the PSLOs for CLRC and develop SLOs for Gateway in light of programmatic integration and in light of newly developed models for embedded tutoring (as a result of grant initiatives).

Faculty Information (if applicable)

- Faculty head count (contract and adjunct)
- TLU and FTEF totals (by contract and adjunct)
- Contract overload for department by year

3. Where appropriate, explain how the faculty information noted above is affecting the program's/service's ability to achieve its mission and/or objectives.

The former director has noted in previous program reviews that he was the only faculty member in LSS.

Faculty initiatives, Faculty partnerships through the PSS (Partnership for Student Success) and grant initiatives have helped the LSS deliver on its mission of student-centered learning.

The newly formed TAC (Tutoring Advisory Committee) will take on a shared governance role about processes and procedures.

The development of responsive data is critical to our mission as Learning Support Services.

Program/Service Revenue and Expense Data

- General Fund unrestricted and restricted budget (costs)
- Full-time equivalent (FTE) employees and costs
- Total expenditures per year
- Revenue generated by program (where appropriate)

4. Where appropriate, use this information to identify your faculty, staff and resource needs.

Faculty and program partnerships in Learning Support Services are dependent on current initiatives. Such positions will impact ongoing tutor training, and maintain the quality of programming.

We will become an apportionment generating program and will contribute to the general funds in the form of FTES for Supplemental Learning.

Supervision by faculty of programs and classified staff on the floor providing line-of-sight is critical to the ed code regarding Tutoring and Supplemental Instruction. As we grow to be an FTE generating unit, we will need adequate classified staffing and line-of-sight supervision.

4. Programs and Curriculum

1a. Review the list of the department's/program's courses and indicate on the Curriculum Review Checklist if they are up-to-date or need to be revised. For those courses in need of revision, indicate the anticipated date that the course(s) will be sent to CAC for review. Course of Record Outlines (formerly Course of Study Outlines) need to be modified to reflect changes in Title 5.

The following factors should be considered in conducting the review of your courses:

- Knowledge requirements
- Skills/competency requirements (course sequences, pre-requisites, co-requisites and advisories)
- Instructional methods

1b. Please note on the Curriculum Review Checklist whether or not the SLO addendum has been entered into the College's SLO Reporting System. Identify the anticipated date the course SLO addendum will be entered into the College's SLO Reporting System for those courses for which SLOs need to be developed.

[Go to library of Curriculum Review Checklists >](#)

☒ Check this box to confirm that you have updated the Curriculum Review Checklist.

5. Collaboration with Other Units Including Instruction, Student Services and/or Administrative Units

1. Discuss any collaborative efforts you have undertaken with other units of the College. Offer an assessment of the successes and challenges in working with these units.

Collaboration with Departments across campus and through committees help the CLRC faculty and staff to understand and to develop responsive tutoring programs across campus.

Collaboration with the Dean, Faculty and IR in the Leading from the Middle Academy has led to the development of key student support initiatives leading to the Title V grant for Part-time student success.

Collaboration with IT has led to to use of Accudemia (tutor tracking software) and NetTutor (currently being implemented).

Collaboration with stakeholders in the Business Process Analysis has led to the development of the Tutoring Advisory Committee (TAC)

Collaboration with Title III grant will lead to the creation of Supplemental Instruction for pre-STEM and Math Barriers to STEM. It is in its first year of implementation.

Collaboration with the Library Director, faculty and staff will lead to many opportunities to develop partnerships for learning support.

Participation in the new Pathways project will lead to further collaboration with groups across campus.

6. Outreach Activities

1. Discuss any activities or projects you have undertaken with other educational institutions (high schools, colleges or universities), the community and/or business/industry. Describe any new outreach activities that you are considering.

October 2017--Presentation about faculty driven initiatives at the Strengthening Student Success Conference

October 2017--Regional Meeting of 3CSN Learning Assistance Project hosted by SBCC

The LRC Program has a tradition of presenting about our services. Last year, LRC Supervisor Barb Freeman and David Wong from the Faculty Resource Center presented at the RP Group Conference (October 2016). This extended interactive workshop focused on helping participants to develop a learning-centered tutorial program through the creation of partnerships among campus groups.

New Director, Vandana Gavaskar presented at the Tutor Expo conference in Pasadena (April 2017) and presented a 2 hours pre-conference workshop at ACTLA on the Gateway to Success program (April 27, 2017) with LRC Supervisor Barb Freeman, Gateway Coordinator Brian Moreno, and Math Lab LTA Allison Chapin. The workshop evaluations were very positive.

We would like to continue to present at this conference, as well as at the Association of Colleges for Tutoring and Learning Assistance (ACTLA) conference, as they are the relevant state conferences.

We hosted visitors from Cuesta College to provide background on our tutorial program and to give a tour of the tutorial spaces on campus. We also hosted visitors from Mira Costa Community College.

We continue to be interested in increasing our exchange of information and strategies with the local university (UCSB) tutorial support network. The Director of the LRC conducted a training for peer mentors of the ONDAS (Title V Stem) program.

7. Recommendations for Improving the Effectiveness of the Program Review Procedure

1. List suggestions for changes that will make the program review process more helpful to your program/service.

8. Program Review Template: Goals

List your unit's major goals and related objectives for the upcoming year. List one goal per row. Add new rows for goals as required. If not clear in your table, detail if and how you met the goals and objectives you set in the prior year.

Major Goals & Objectives for Unit

Priority	Goal	Links to College Goals & Plans College Plan 2009-2012 Dist. Technology Plan 2009-2012	Office/Person Responsible for Completion	Objective	Anticipated Completion/Measure of Success	Status	Comment
	Implement Alexander Street media library, which is available to all students and staff at SBCC.		Vandana Gavaskar/ Julio Martinez/ Barb Freeman	1. To develop or enhance the use of educational media in a form available on and off campus. 2. To allow for a more equitable access to educational media 3. To provide faculty with easy access to vast library of resources that are easily edited or cut for use of excerpts, that are all copyright compliant, closed captioned, etc	1. There is no "completion" in that the resource is constantly evolving but we piloted access in 2015-16. It was added as a link on our homepage in 2016-17. Success will be measured through faculty surveys and through analysis of usage reports. 2. Completion as above 3. Completion as above	1. In Progress 2. In Progress 3. In Progress	1. We continue to reach out to the campus community to encourage exploration and usage of Alexander Street. 2. Our Media Specialist, Julio Martinez, and our LRC Staff Counter Assistant, Violet Casillas, presented on Alexander Street during the Fall 2016 All-Campus Kickoff. We continue to develop promotional materials to let students know about the availability of this resource. 3. We will continue to track usage of different portions of the AStreet program and reach out to departments to share strategies for navigating the resource and possibilities for how to integrate it into courses.
	Add CPUs to the 13 video carrels, using existing flat screen TVs as monitors		Previous effort by Jerry Pike, now Vandana Gavaskar/ Barb Freeman/ IT staff/Norma Bahena	1. Solve ongoing need for additional computer space as well as need for computer stations that have more	1. Measure of Success: SIRS data on student use of these stations	1. Complete	1. We installed thin clients in our PC area of the Computer Commons, which allow for more room between stations

				room for books etc.			
	Increase presence of permanent staff at check in counter of LRC		Vandana Gavaskar/ Barb Freeman	1. Increase equity of service at Check In counter to ensure that students, many of whom are new to a college environment, are able to locate and utilize essential resources.	1. Partially complete with the hiring of a 50% permanent staff.	1. In Progress	1. Violet Casillas is a part-time permanent staff member who can assist with oversight of student workers at the Front Counter.
	Launch online tutoring and develop online tutoring resources		Vandana Gavaskar/ Barb Freeman/ Select IT, DSPS, and faculty TBD	1. Provide enhanced online tutoring and advance online presence of resources aimed at increasing equity	1. Anticipated Completion by Spring 2018	1. In Progress	1. We reached out to online and face to face instructors to inform about Writing Center online tutoring options. We booked appointments and prepped students for sessions. We would like to continue to expand our service to better serve students and provide access to tutoring through a supervised channel even while off-campus. We will continue to increase the reach of online tutoring through implementation of NetTutor. There was a trial in Summer 2017 to test in Canvas. We continue working on the DSPS modification.
	Increase faculty presence in the LRC		Vandana Gavaskar /Alice Perez	1. Provide greater focus from faculty point of view in	1. Continuous input from faculty about direction of the LRC.	1. In Progress	1. V. Gavaskar has collaborated with a number

				carrying out the many facets of LRC instructional support			of faculty groups to create the Tutorial Advisory Committee (TAC), which will allow for additional faculty input into Learning Support Services.
	Provide remote access to LRC staff who are often working away from desks but in need of access to files and applications		Vandana Gavaskar /Barb Freeman	1. Provide remote access to LRC staff who are often working away from desks but in need of access to files and applications	1. Several LRC staff have access to Chromebooks, mobile thin clients, or iPads to allow for use in labs as they work in related areas. We recently submitted an order for additional resources to add to current inventory.	1. In Progress	1. Purchase of Chromebooks has allowed LTAs to be on the floor, supporting both students and tutors in their work.
	Implement Starfish Referral and Early Alerts from counselors to faculty, faculty to students, and counselors, faculty and students to tutoring.		Vandana Gavaskar	1. Providing intervention assistance early in the semester is critical to student persistence and completion (adopted for California Community Colleges by the Chancellor's office).	1. Measuring student course completion.	1. In Progress	1. The earlier an academically at-risk student is identified, the better prognosis for success. This tool promotes the use of academic analytics coupled with the knowledge of the community to identify students at risk.
	Implement Accudemia, a cloud-based software that will collect real time data about students visiting any of our tutoring services on campus, and real time data about tutors.		Vandana Gavaskar/ Jason Levy/ IT - Steve Reed and Suzanne Smith	1. Data is critical for budget justifications in the short term and for end goal of collecting "apportionment: (FTES) for tutoring (2018-2019).	1. Phased in Academic year 2017-2018	1. In Progress	1. This is the first time that we are collecting data about all our tutoring locations that are not classrooms or labs. The real time data helps us plan hours aligning with the reduction in hourly budgets, assess usage,

							and collect real time data during the semester.

9. Program Review Template: Staff

Staff Needs: List/summarize the needs of your unit below. List one position per line. Add new lines for positions as required.

In the description box, please note to which objective(s) from the Goals template the need relates.

Staff Needs

No data found.

10. Program Review Template: Faculty

Faculty Needs: List/summarize the needs of your unit below. List one position per line. Add new lines for positions as required.

Faculty Needs

No data found.

11. Program Review Template: TLU Augmentation

TLU Augmentation: List/summarize the needs of your unit below. List one TLU need per line. Add new lines for TLU needs as required.

TLU Needs

Priority	Academic Term	TLUs Requested	TLU Justification	Related Objectives Hover mouse over text to view full objective	Approx. Cost	Funds Source	Status
1							
1		1 TLUs	Tutoring Methods course will ensure basic methods in tutoring that are cross-disciplinary. This course already exists in Curricunet and will need to be reinstated.	1. Providing intervention assistance early in the semester is critical to student persistence and completion (adopted for California Community Colleges by the Chancellor's office). 2. Data is critical for budget justifications in the short term and for end goal of collecting "apportionment: (FTES) for tutoring (2018-2019).	\$1500	New Source:	Not Funded
1		1 TLUs	Non credit Supervised Tutoring to which all students must register as a condition of participating in tutoring. This noncredit course is required for		\$1500	New	Not Funded

			collecting apportionment.				

12. Program Review Template: Equipment

Equipment Needs: List/summarize the needs of your unit below. List one equipment item per line. Add new lines for equipment as required.

Technology items (hardware and software) should be listed on the following pages, and not here.

Equipment Needs

Priority	Academic Year	Equipment Needed	Objective Hover mouse over text to view full objective	Approx. Cost	Source of Estimate	Funds Source	Status
1				0.00			

13. Program Review Template: Technology / Hardware

Technology / Hardware Needs: List/summarize the needs of your unit below. List one hardware item per line. Add new lines for hardware as required.

Technology / Hardware Needs

Priority	Academic Year	Hardware Needed	Objective Hover mouse over text to view full objective	Approx. Cost	Source of Estimate	Funds Source	Status
		Hardware Needed: Learning Support Services need check in kiosks for Accudemia in those locations outside the LRC where tutoring takes place for our campus-wide services. These include 3 new Gateway location that need to be created after the Gateway modular on East Campus will be taken down, and other centers will need to be created for the 500+ sections of Gateway a semester. In addition to Gateway Center, other locations need check in kiosks: EBS STEM Modern Languages ESL		7000.00	Estimate Needed	New	Not Funded

		<p>Contact Person and Justification (describe why it is needed and impact if not funded): Vandana Gavaskar/Barb Freeman. Collecting data in all out locations is critical to the regulations for collecting apportionment for tutoring. Data is needed for budget allocations and for funding requests. Accudemia replaces SARS as the software designed for Learning Centers. We already have the site licenses and need to collect data at all our sites. The impact is fiscal as well as for our success data.</p> <p>Criteria: - Regulatory Requirement - Essential for Operation - Emerging Critical Need</p>					
		<p>Hardware Needed: Scanners for the check-in kiosks that are needed for efficiency in locations where tutoring takes place.</p> <p>Contact Person and Justification (describe why it is needed and impact if not funded): Vandana Gavaskar/Barb Freeman Scanners in our check-in kiosks will check in groups of students with efficiency and ease. Without scanners, students checking in for tutoring will need to manually type in</p>		1050.00	Estimate Needed	New	Not Funded

		their K number.					
		Criteria: - Essential for Operation					

14. Program Review Template: Technology / Software

Technology / Software Needs: List/summarize the needs of your unit below. List one software item per line. Add new lines for software as required.

Technology / Software Needs

Priority	Academic Year	Software Needed	Objective Hover mouse over text to view full objective	Approx. Cost	Source of Estimate	Funds Source	Status
		<p>Software Needed: Online tutoring through NetTutor has been adopted statewide. It provides 24 hour access to all students and to our growing population of online students. It is being implemented in Fall 2017 and will be operational by Fall 2018. It will need more hours as the hours that we have will run out. Any unused hours will roll over. This will likely be a yearly request</p> <p>Contact Person and Justification (describe why it is needed and impact if not funded): Vandana Gavaskar/Barb Freeman. We have been in the process of providing online tutoring for all subject 24 hours a day, and that is not possible with the staff, tutors and facilities that we have. Tutors will need to be on campus to be supervised. NetTutor has been approved by the</p>	1. To develop or enhance the use of educational media in a form available on and off campus.	20000.00	Vendor	New	Not Funded

		<p>Chancellor's office and adopted by all our sister colleges which provides us with the experience and leverage that we will need to make it successful</p> <p>Criteria:</p> <ul style="list-style-type: none"> - Regulatory Requirement - College Plan Objective - Emerging Critical Need 					
		<p>Software Needed: Accudemia is the software we use to check in and check out students for tutoring all over campus. The data we gather is essential for apportionment and for student success data. Accudemia is being implemented in Fall, 2017 and the subscription will need to be renewed every year.</p> <p>Contact Person and Justification (describe why it is needed and impact if not funded): Vandana Gavaskar Not renewing the license will leave us with no system in place to check in and check out tutoring usage. The system is supported by the vendor and built specifically for learning support centers. We cannot collect apportionment without collecting data for the state. It will provide us with live data through the semester helping us to plan and reallocate resources better.</p>		20000.00	Vendor	New	Not Funded

		The data we gather will be used to collect FTES.					
		Criteria: - Essential for Operation - College Plan Objective - Emerging Critical Need					

15. Program Review Template: Facilities

Facilities Needs: List/summarize the needs of your unit below. List one position per line. Add new lines for positions as required.

Facilities Needs

No data found.

16. Program Review Template: Service Needs

Service Request Needs: List/summarize the service needs (Institutional Research, Marketing, Technical Training, etc.) of your unit below.

List one request per line. Add new lines for requests as required.

Category	Description
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17. Program Review Template: Other Needs

Other Needs: List/summarize the other needs (Duplication, Supplies, Travel, etc.) of your unit below.

List one request per line. Add new lines for requests as required.

Category	Description	Cost
Consultant	With increasing tutoring programs and our goals for integration, we may need to hire a space consultant to ensure that we are maximizing available space. We will also need to work in partnership with the Luria Library to redesign our lobby area as a multi-use space, and possible redesign of carrels on the lower floor of the Library that may be used for line of sight supervision.	\$