



## Comprehensive Instructional Program Review Criteria- 2017/2018

### Note to Preparers:

Please complete this form that includes the Program Review criteria for the comprehensive instructional program review. One of the major functions of Program Review is to ensure that all work units of the Evergreen Valley College are aligned with its goals. The college's goals are set forth in its Mission and Strategic Initiatives, which are expressed in the narrative below.

Program relevant data sets are provided- via email- by the campus researcher or the Dean of Research, Planning and Institutional Effectiveness. Please see your Dean if you need additional help.

Additional information, including a submission timeline (**Due December 1<sup>st</sup> for feedback**) and samples of recent Program Reviews, are available on the college website <http://www.evc.edu/discover-evc/institutional-effectiveness/program-review>. If you have any questions, please feel free to contact any member of EVC's Institutional Effectiveness Committee (IEC).

After your submission to IEC, members of the committee will provide feedback to assist you in preparing a final version. The review committee will consist of IEC members and an optional external reader of your choice. The review committee will make a recommendation and your Program Review will precede to College Council and the EVC President for his/her final approval. Completed/approved Program Reviews will be eligible to participate in resource allocation through the College Budget Committee.

### Evergreen Valley College's Mission:

With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens.

### Strategic Initiatives:

1. Student-Centered: We provide access to quality and efficient programs and services to ensure student success.  
Areas of focus are:
  - Access
  - Curriculum and programs
  - Services
2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.  
Areas of focus are:
  - Increase visibility
  - Develop strategic partnerships
  - Building campus community
3. Organizational Transformation: We create a trusting environment where everyone is valued and empowered.  
Areas of focus are:
  - Communication
  - Employee development
  - Transparent Infrastructure

Department/Program Name: II 210 Supervised Tutoring

Year of Last Comprehensive Review: 2011

Year of Last Mini Review, if applicable:

**Preparers' Name(s):** William Nguyen

Area Dean: Merryl Kravitz

### Overview of the Department/Program

1. Provide a brief summary of your program. Please include a brief history and discuss any factors that have been important to the program's development.

II 210 Supervised Tutoring is a 0 unit non-credit course for students receiving tutoring at EVC. This course is part of the Campus Tutoring Program. EVC Campus Tutoring supports the campus by providing free drop-in tutoring and learning assistance to all students enrolled in II 210 to assist in a variety of subject areas, including but not limited to: English, English as a Second Language, Accounting, Math, Science, Spanish, Vietnamese, Oral Communication, History, Psychology, Music, Ethnic Studies, and Business as needed. Subjects tutored each semester are based upon student demand and tutor availability.

- Instructors refer students to tutoring by the Instructor Referral Form each semester. Students receive tutoring by first adding the 0 unit non-credit tutoring course, Supervised Tutoring II 210. Thereafter, students are eligible for tutoring and may drop in for tutoring as often as they would like for the semester.
- II 210 Supervised Tutoring takes place in two primary locations: Campus Tutoring Center in LE 237 in the library building and the Math and Science Resource Center (MSRC) in SA-112 in the MS3 building. While the MSRC provides tutoring in Math and Science, the Campus Tutoring Center provides students with tutoring in all other major subject areas.
- In addition to face to face tutoring, Campus Tutoring also provides online tutoring through NetTutor.com and test proctoring for make-exams.
- ESL Conversation and Grammar groups are also provided to EVC students on a weekly basis. These are facilitated by student tutors and community volunteers.
- Campus Tutoring relies upon EVC students for tutoring, providing tutor training and paid job experience for student tutors. Tutors are comprised from EVC students recommended by EVC instructors as well as student and community volunteers and Federal Work-Study students. All paid tutors are trained through the II 90 Tutor Training course, a 1 unit online course taught by the EVC Academic Skills and Tutoring Instructor. In addition, the Academic Skills and Tutoring Instructor works alongside various EVC subject discipline faculty in providing additional training workshops for tutors throughout the semester. The objective of the II 90 course and tutor trainings is to provide the campus with qualified and experienced tutors who in turn refine their areas of expertise through tutoring and aid students towards proficiency in the subject(s) in which they need help.
- Campus Tutoring continues to improve upon its delivery of services to students. In addition to drop-in tutoring, Campus Tutoring works with providing tutoring to students at risk of failure through EVC programs like Early Alert and Student Equity. Tutoring is also provided through Embedded Tutoring where tutors work in Basic Skills courses with instructors to bring tutoring to those students who do not access tutoring drop-in locations.

2. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.
- Many of the goals set forth in our last review were limited by a lack of funding and reduced budget. Since then, however, our funding accounts have increased and/or been supplemented by various EVC programs that utilize our tutoring services.
  - With regard to the need for more tutors for a variety of subjects, Campus Tutoring has been able to work in conjunction with EVC faculty with additional funding to hire more tutors in subject areas that were lacking tutors, such as Business, Philosophy, Environmental Science, and Administration of Justice. Core subjects that are in high student demand, such as English, Math, and Science have also benefited with the hiring of more tutors.
  - More one-on-one tutoring is also now available through the hiring of more tutors along with the hiring of an Instructional Math Specialist who is also now available for students in a drop-in and by-appointment capacity.
  - EVC instructors are also on hand now in addition to EVC student tutors to offer more tutoring assistance to students. Along with all of these resources comes shorter wait times for students who now have more tutors and instructors to assist them.
  - Evening hours have now been addressed with the addition of NetTutor.com, EVC's online tutoring program. Students can now access live tutoring online once Campus Tutoring has closed. This includes evenings and weekends. Online tutoring also allows EVC's online courses to access NetTutor.com through the Canvas course learning management system. Every online course at EVC now has access to NetTutor.com. This is free of cost to students and is the result of a partnership and contract between EVC and NetTutor.com, funded by the EVC Business and Workforce Division.
  - II 210 Supervised Tutoring lacked an on-site full time faculty member overseeing the day to day tutors, students, and tutoring operations. Since 2015, the Academic Skills and Tutoring Instructor position was created and filled to assure faculty supervision of Campus Tutoring and stay in keeping with Title V state regulations, which require line of sight by faculty when tutoring takes place.
  - The Math and Science Resource Center, where math and science tutoring is housed, continues to thrive in its new location in the newly built MS3 Math and Science building as of 2016. Its new setting allows for drop in tutoring for II 210 students as well a secure location for make-up exams given by instructors. More funding has also allowed for more math and science tutors to be hired which means shorter wait times for students who drop in. Student surveys are given to students at the end of each semester to assess tutoring surveys and address student learning objectives.

3. Please state any recent accomplishments for your program and show how it contributes to the College's mission and success.
- The Evergreen Valley College Campus Tutoring Program provides tutoring and academic resources to EVC students campus-wide. Our mission is to ensure that students receive tutoring and support services for the subjects in which they need help to aid them on their paths toward academic success.
  - EVC Campus Tutoring has expanded its modes of support services to assure that tutoring services are as accessible as possible to as many students as possible.
  - Drop-in Tutoring continues in three primary areas on campus: Campus Tutoring in the library building, the Math and Science Resource Center in the MS3 building, and Microbiology/Physiology/Anatomy tutoring in the Sequoia building. Students can drop in any time the areas are open to receive help from tutors, instructional assistants, and instructors.
  - Online tutoring is now available through NetTutor.com to allow those students who cannot access face to face tutoring to receive live tutoring online seven days a week. This includes those students who can only come to the campus in the evenings and/or on weekends as well as EVC's growing distance education students who take online or hybrid courses without going to the campus. NetTutor.com allows these students online resource support in addition to face to face tutoring on campus.
  - Campus Tutoring works alongside the Early Alert and Student Success committees at EVC to assure tutoring for at-risk students who may need extra academic support. Students are identified by faculty mid-semester or by Counselors at the beginning of a semester as at-risk and in need of academic support. Once identified, Campus Tutoring contacts those students, informing them of the tutoring options available to them in an effort to assure student success in their courses.
  - Embedded Tutoring is another resource provided by Campus Tutoring. Student tutors work alongside instructors in Basic Skills courses to bring tutoring to the classroom. This allows those students who do not utilize drop in tutoring services to have tutoring resources available to them in their classrooms.
  - Night on Caffeine, the evening tutoring event during Final exam week that occurred over the last seven years under Campus Tutoring, has now expanded from one evening to multiple evenings over the span of the final two weeks of each semester. In collaboration with the EVC Library, Campus Tutoring now offers evening tutoring from 6-10pm over five evenings during the final two weeks of school for those students who seek extra help during Finals. This began as of Spring 2016.
  - Campus tutoring also provides test proctoring for students who require make up exams. Instructors can work with the Academic Skills Instructor in Campus Tutoring to assure students can take proctored exams.

4. Please describe where you would like your program to be three years from now (program goals) and how these support the college mission, strategic initiatives and student success.
- Campus Tutoring will continue to create more access to EVC students through a variety of tutoring modes. Three years from now, one goal is to have online tutoring through the current vendor, NetTutor.com, institutionalized. Currently, online tutoring is funded through EVC's Business and Workforce Development division. Moving forward, it is our goal to have the institution fund this resource to assure that it is offered each and every semester and has funding allocated specifically for online tutoring.

- Another goal is to offer more Embedded Tutoring to more Basic Skills courses to assure that those students who do not access drop in tutoring can receive tutoring in their classrooms. Basic Skills courses should continue to be targeted for this resource since failure and retention rates are highest in these courses.
- A final goal three years from now is to update the current SARS Trak log in system to capture not only how many students are utilizing tutoring services on campus but also which subjects they are utilizing tutoring for. This way, Campus Tutoring can then track how successful tutoring is by identifying whether or not a student passed or failed his/her course they received tutoring in. This can only occur if the students have the capability to identify through SARS Trak the courses they are receiving tutoring for.

PART A: Program Effectiveness and student success- please note that the Excel data workbook you received from the Research Office will be needed to complete this section. With each of the data elements, the underlined header corresponds with the name of the tab on the data spreadsheet to indicate where you will locate the data.

### 1. Program Set Standards (Summary Tab)

Overall, EVC's Institution Set Standard for success rate is **64%**, and the aspirational goal for student success is **71%**

| <i>Success Rate</i> (completion with "C" or better) | Program         | EVC    | Program Set Standard (established during last comprehensive PR) | Program Success Goal (new)             |
|---|-----------------|--------|---|--|
| F'11-F'16 average                                   | Campus Tutoring | 71.23% | N/A<br>Non-credit course with no grade                          | N/A<br>Non-credit course with no grade |

**Program Set Standard:** It is recommended that programs identify a success standard. This standard should reflect the *baseline* success rate.

**Recommendation:** 90% of the 5 year average success rate could be your program standard (average x 0.9).

**Program Success Goal:** It is recommended that programs identify a success goal. This goal should reflect the success rate to which your program *aspires*.

|   |  |
|---|--|
| a) Is your program success rate higher or lower than the campus?  | N/A<br>Non-credit course with no grade |
| b) If your success rate is higher than the campus, how are you helping students succeed in and outside the classroom? If your program success rate is lower, what are some strategies your program is implementing to improve?<br><br>N/A Non-credit course with no grade |  |
| c) Is the current program success rate higher than the program set standard?<br>N/A Non-credit course with no grade   |  |

|   |
|---|
|   |
| <p>d) How close is the program to meeting the program success goal?</p> <p>N/A Non-credit course with no grade</p>  |
| <p>e) Are these measures (program set standard and program success goal) still current/accurate? If not, please describe here and reset the standards.</p> <p>N/A Non-credit course with no grade</p> |

## 2. Success Rate ("C" or better)-average F11- F16

| Success Rates: <u>Measures by IPEDs</u>  | Program (average total enrolled students/Success Rate) | EVC                  |
|--|--|----------------------|
|  | <b>N/A Non-credit course with no grade</b>             |                      |
| American Indian                          |  | 110/ <b>75.6%</b>    |
| Asian                                    |  | 9,599/ <b>77.2%</b>  |
| Black or African American                |  | 661/ <b>60.4%</b>    |
| Hawaiian/Pacific Islander                |  | 131/ <b>65.4%</b>    |
| Hispanic                                 |  | 8,890/ <b>64.6%</b>  |
| Two or More Races                        |  | 562/ <b>67.5%</b>    |
| Unknown                                  |  | 2,210/ <b>74%</b>    |
| White                                    |  | 1,623/ <b>74.4%</b>  |
|  |  |                      |
| Success Rates: <u>Measures by Gender</u> | Program (average total enrolled students/Success Rate) | EVC                  |
|  | <b>N/A Non-credit course with no grade</b>             |                      |
| Female                                   |  | 12,535/ <b>72.9%</b> |
| Male                                     |  | 11,195/ <b>69.4%</b> |
| No Value Entered                         |  | 60/ <b>78.9%</b>     |
|  |  |                      |
| Success Rates: <u>Measures by Age</u>    | Program (total enrolled students/Success Rate)         | EVC                  |
|  | <b>N/A Non-credit course with no grade</b>             |                      |
| 17 & Below                               |  | 512/ <b>79.6%</b>    |
| 18-24                                    |  | 15,569/ <b>68%</b>   |

|           |  |                     |
|-----------|--|---------------------|
| 25-39     |  | 5,012/ <b>74.7%</b> |
| 40 & Over |  | 2670/ <b>82%</b>    |
| Unknown   |  | 12/ <b>74.6%</b>    |

- a. With respect to success rates, how are your program success rates similar to or different from the rest of the campus? What equity gaps have you identified?

N/A Non-credit course with no grade

- b. If equity gaps for success are identified, what interventions will be implemented in the program to address these equity gaps? Please include a timeline of implementation and reassessment.

N/A Non-credit course with no grade

- c. With respect to disaggregated success rates (ethnicity/race, gender and age), how did the students do in reaching your program set standard for student success? How about reaching the program success goal?

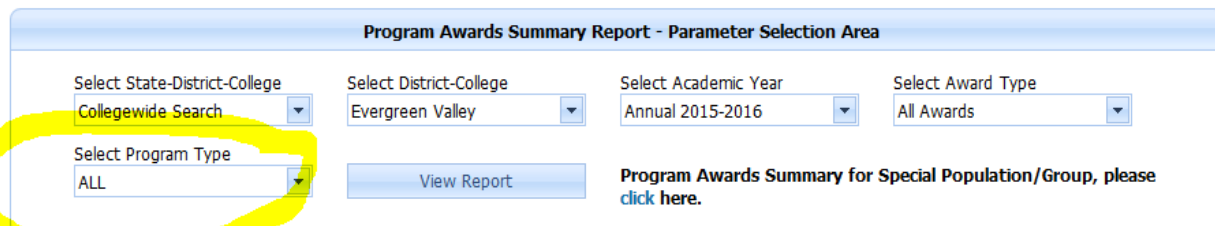
N/A Non-credit course with no grade

- d. If your program offers course sections fully online, please contact the EVC Dean of Research, Planning and Institutional Effectiveness to get a student success report on the online sections. Then discuss the success of fully online sections verses face to face sections.

N/A Non-credit course with no grade

### 3. Program Awards- if applicable

If the classes in your program lead to a degree or certificate, please visit DataMart and indicate how many degrees/certificates were awarded in your program: [http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)  
You will need to select drop down menus as shown below and then “select program type by major of study” (for example, select Legal for paralegal studies).



Program Awards Summary Report - Parameter Selection Area

Select State-District-College: Collegewide Search

Select District-College: Evergreen Valley

Select Academic Year: Annual 2015-2016

Select Award Type: All Awards

Select Program Type: ALL

View Report

Program Awards Summary for Special Population/Group, please [click here](#).

Then at the bottom of the report, select the box “program type- four digits TOP”, then update report to get program specific information.

Report Format Selection Area - Check field to include in the report

| Row Options                                      |  |
|--|--|
| <input type="checkbox"/> District Name           | <input checked="" type="checkbox"/> Award Type                     |
| <input checked="" type="checkbox"/> College Name | <input type="checkbox"/> Program CDCP Status                       |
|  | <input type="checkbox"/> Program Type - Two Digits TOP             |
|  | <input checked="" type="checkbox"/> Program Type - Four Digits TOP |
|  | <input type="checkbox"/> Program Type - Six Digits TOP             |

[Update Report](#)

| Degree Type:            | Number of Awards (2015-2016)   |
|-------------------------|--|
|                         | N/A Non-credit course with no grade leading to degree or certificate |
| AA                      |  |
| AS                      |  |
| AS-T                    |  |
| AA-T                    |  |
| Certificate 12-18 units |  |
| Discussion:             |  |

#### 4. Student Enrollment Types (average F11-F16)

| Day or Evening Student | Program average Headcount | Pct of Total | EVC- average Headcount/Pct Total |
|------------------------|---------------------------|--------------|----------------------------------|
| Day                    | 339                       | 35%          | 4,106/ <b>46.3%</b>              |
| Day & Evening          | 606                       | 62%          | 3,486/ <b>39.2%</b>              |
| Evening                | 19                        | 2%           | 1,116/ <b>12.6%</b>              |
| Unknown                | 4                         | .4%          | 171/ <b>1.9%</b>                 |










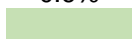



| Academic Load N/A Non-credit course with no grade | Program average Headcount | Pct of Total | EVC average Headcount/Pct Total* |
|---|---------------------------|--------------|----------------------------------|
| Full Time   | 359                       | 37.6%        | 3,102/ <b>34.6%</b>              |



|                                  |  |     |       |                     |
|----------------------------------|--|-----|-------|---------------------|
| Half Time or less than half time |  | 548 | 57.3% | 5,797/ <b>64.8%</b> |
|----------------------------------|--|-----|-------|---------------------|

**\*Note: Not reported here are overload/withdrawn to equal 100%**

## 5. Student Demographics- Headcount (average F11-F16)

|  |   |  |                                |
|--|---|--|--------------------------------|
| <b>Program Total Headcount</b>   | <b>955</b>  | <b>Pct change<br/>year to year</b>   |                                |
| <b>Gender</b>  | <b>Headcount</b>  | <b>Pct of Total</b>  | <b>EVC Headcount/Pct Total</b> |
| Female   | 584   | 61.1%<br>   | 4,776/ <b>53.8%</b>            |
| Male   | 369   | 38.7%  | 4,082/ <b>46%</b>              |
| No Value Entered   | 2   | .2%  | 24/ <b>0.3%</b>                |
| <b>Age</b>   | <b>Headcount</b>  | <b>Pct of Total</b>  | <b>EVC Headcount/Pct Total</b> |
| 17 & Below   | 24<br><br>  | 2.5%<br><br>   | 436/ <b>4.9%</b>               |
| 18-24  | 471   | 49.3%  | 5,358/ <b>60.3%</b>            |
| 25-39  | 257   | 26.9%  | 2,091/ <b>23.5%</b>            |
| 40 & Over  | 202   | 21.1%  | 994/ <b>11.2%</b>              |
| Unknown  | 1   | .1%  | 9/ <b>0.10%</b>                |
| <b>IPEDs (Race Ethnic Classification)</b>  | <b>Headcount</b>  | <b>Pct of Total</b>  | <b>EVC Headcount/Pct Total</b> |
| American Indian  | 6<br><br><br><br> | 0.6%<br><br><br><br> | 42/ <b>0.47%</b>               |
| Asian  | 428   | 44.9%  | 3,546/ <b>40%</b>              |
| Black or African American  | 41  | 4.3%   | 260/ <b>2.9%</b>               |
| Hawaiian/Pacific Islander  | 4   | .4%  | 50/ <b>0.56%</b>               |
| Hispanic   | 322   | 33.7%  | 3,413/ <b>38.4%</b>            |
| Two or More Races  | 19  | 2.0%   | 207/ <b>2.3%</b>               |
| Unknown  | 83  | 8.7%   | 741/ <b>8.4%</b>               |
| White  | 51  | 5.3%   | 622/ <b>7%</b>                 |
| a. Did you notice any changes in <b>program enrollment types</b> (day vs evening, full-time vs part-time) since your last program review? How do your program enrollments (Pct of total) compare to EVC? Based on the data, would you recommend any changes? |   |  |                                |

Program enrollment types have remained similar since the last review. Most are also in keeping with EVC, save day students and day and evening students. The bulk of students enrolled in II 210 are day and evening students, nearly double the percentage of EVC students at large. This is likely due to Campus Tutoring hours which are weekdays from 9am-6pm. These hours allow day students to access II 210 tutoring services before or after their classes, and evening students can access II 210 tutoring services before their evening courses begin. There are also fewer evening students enrolled in II 210 at 2% compared to the 12% of EVC students as a whole since hours for this course end at 6pm weekdays. Campus Tutoring closes at 6pm weeknights, so students cannot enroll in Supervised Tutoring in the evenings. Changes have already been made to allow for evening tutoring through NetTutor.com, EVC's new online tutoring program. This allows students to access a synchronous tutor online for EVC online courses or for when Campus Tutoring is closed.

- b. Based on the **program total headcount** and Pct change year to year, is the program growing or declining? If so, what do you attribute these changes in enrollment to and what changes will the program implement to address them?

The data indicates that the enrollment numbers have declined slightly since 2011. This could be due to the increase in other tutoring services campus wide, such as Embedded Tutoring in the classrooms and online tutoring via NetTutor.com. Students may feel less of a need to receive tutoring by enrolling in II 210 in our drop in tutoring areas.

To increase enrollment, Campus Tutoring aims to continue to work more with programs such as Early Alert and Probation Dismissal who seek to promote tutoring as an early intervention resource for at-risk students. In addition, Campus Tutoring seeks to further streamline the registration process for II 210 to assure that each and every student who receives tutoring on campus is enrolled in II 210 Supervised Tutoring.

- c. What gaps have you identified in your program? How is your program enrollment similar or different from the campus? Which gender, age, and/or ethnic group are proportionally smaller than campus make up?

For Hispanic students, there are slightly fewer students who enroll in II 210 than the rest of the campus. Campus Tutoring aims to reach out to ENLACE to advertise its services to more Hispanic students and hire more students from the ENLACE program.

Enrollment numbers for students over the age of 40 are nearly double the percentages of the campus. This is a strong indication that Campus Tutoring's advertising and classroom visits are encouraging to students over 40 since many of them enroll in these sections.

- d. Based on your findings, what interventions can the program implement to address any gaps in enrollment?

More outreach with and hiring of student tutors from special programs like ENLACE will hopefully increase the number of Hispanic students who enroll in II 210.

## 6. Institutional Effectiveness (5 year average, see Summary Tab)

|   | Program | EVC   |
|---|---------|-------|
| <i>Capacity</i> N/A Non-credit course with no grade               |         | 77.6% |
| <i>Productivity (goal 16)</i> N/A Non-credit course with no grade |         | 15.65 |

|  |                                     |
|--|-------------------------------------|
| Is your capacity rate higher or lower than the campus?   | N/A Non-credit course with no grade |
| Is your productivity goal higher or lower than the campus?   | N/A Non-credit course with no grade |
| If the program capacity and/or productivity is lower than the campus, please provide rationale:<br>N/A Non-credit course with no grade |                                     |

## PART B: Curriculum

1. Identify any updates to curriculum since the last comprehensive program review, including any new programs and indicate the 6 year timeline for scheduled course outline revision.

Students enrolled in II 210 receive assistance from student tutors in particular courses. Tutoring is recommended by subject faculty for said courses via the Tutoring referral form. Instructors submit a form for all the courses they teach, indicating which courses they deem tutoring necessary. Students from these courses can then enroll in II 210 to receive tutoring assistance. As such, there is no specific curriculum set forth by the II 210 instructors since the curriculum is provided by subject faculty for the courses students are receiving tutoring in.

**Sample Instructor Referral for Tutoring Form:**

**Tutoring Referral Form**

*Evergreen Valley College*

Room LE-237

In order to streamline the process for EVC students who seek tutoring services, I would like to ask for your referral. This referral is needed to stay in accordance with Title V regulations, which stipulate the following:

*Students receiving tutoring (students who are enrolled in noncredit "Supervised Tutoring") must be referred by a counselor or an instructor. Students cannot refer themselves for tutoring.*

**PLEASE LIST THE COURSES YOU ARE TEACHING THIS SEMESTER where you feel students require tutoring.** All of your students will then be eligible for tutoring. Your referral is very important to us. **Please return this form to the green Tutoring Center drop-box in Reprographics. Thank you.**

Professor:

Department:

Semester

**Course**

**Registration ID #**

**Section #**

1.

2.

3.

4.

Signature:

Date:

2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline and real life experiences for students. Please include the list or diagram (program major sheet) of the courses reflecting course sequencing in the major and how often the courses within the program have been offered.

There are a total of seven sections of II 210 Supervised Tutoring every semester (three sections for Campus Tutoring for students receiving tutoring in any subjects other than math and science, three sections for the Math and Science Resource Center, and one section for the Disabilities Support Program). Each section carries the same objectives, to assist students and provide tutoring support with their academic course work.

## II 210 - Supervised Tutoring 0.00 Units

Grading: N | Advisory Level — Read: | Write: | Math:

Under the direction of a certificated supervisor in the Tutoring Center, students taking this course will receive tutoring assistance in areas of identified academic need. With the recommendation of appropriate faculty, tutors will be employed who have demonstrated competency in a particular subject, skills and/or discipline and who have or will successfully complete the tutor training course.

| Reg ID                | Sec Type | Days Time | Date               | Room  | Instructor          |
|-----------------------|----------|-----------|--------------------|-------|---------------------|
| <a href="#">88624</a> | 201      | Tutoring  | 09/05/17— 12/21/17 | LE228 | Nguyen, William     |
| <a href="#">88625</a> | 202      | Tutoring  | 09/05/17— 12/21/17 | LE228 | Nguyen, William     |
| <a href="#">88626</a> | 203      | Tutoring  | 09/05/17— 12/21/17 | LE228 | Nguyen, William     |
| <a href="#">88627</a> | 204      | Tutoring  | 09/11/17— 12/21/17 | SA112 | Tavana, Azita       |
|                       | 204      | Tutoring  | 09/11/17— 12/21/17 | SA112 | Estrada, J Henry    |
|                       | 204      | Tutoring  | 09/11/17— 12/21/17 | SA112 | Gonzalez, Alfred    |
|                       | 204      | Tutoring  | 09/11/17— 12/21/17 | SA112 | Vedamati, Jagruti   |
|                       | 204      | Tutoring  | 09/11/17— 12/21/17 | SA112 | Nguyen, Vinh Kha    |
|                       | 204      | Tutoring  | 09/11/17— 12/21/17 | SA112 | Chau, Charles       |
|                       | 204      | Tutoring  | 09/11/17— 12/21/17 | SA112 | Khodai, Mehran      |
|                       | 204      | Tutoring  | 09/11/17— 12/21/17 | SA112 | Moody, Karen        |
|                       | 204      | Tutoring  | 09/11/17— 12/21/17 | SA112 | Sundaresan, Revathi |
| <a href="#">88628</a> | 205      | Tutoring  | 09/11/17— 12/21/17 | SA112 | Khodai, Mehran      |
|                       | 205      | Tutoring  | 09/11/17— 12/21/17 | SA112 | Gonzalez, Alfred    |

|   |                          |                     |
|---|--------------------------|---------------------|
| 205 Tutoring  | 09/11/17— 12/21/17 SA112 | Vedamati, Jagruti   |
| 205 Tutoring  | 09/11/17— 12/21/17 SA112 | Estrada, J Henry    |
| 205 Tutoring  | 09/11/17— 12/21/17 SA112 | Tavana, Azita       |
| 205 Tutoring  | 09/11/17— 12/21/17 SA112 | Chau, Charles       |
| 205 Tutoring  | 09/11/17— 12/21/17 SA112 | Moody, Karen        |
| 205 Tutoring  | 09/11/17— 12/21/17 SA112 | Sundaresan, Revathi |
| 205 Tutoring  | 09/11/17— 12/21/17 SA112 | Nguyen, Vinh Kha    |
| <a href="#">88629</a> 206 Tutoring  | 09/11/17— 12/21/17 SA112 | Khodai, Mehran      |
| 206 Tutoring  | 09/11/17— 12/21/17 SA112 | Chau, Charles       |
| 206 Tutoring  | 09/11/17— 12/21/17 SA112 | Gonzalez, Alfred    |
| 206 Tutoring  | 09/11/17— 12/21/17 SA112 | Nguyen, Vinh Kha    |
| 206 Tutoring  | 09/11/17— 12/21/17 SA112 | Tavana, Azita       |
| 206 Tutoring  | 09/11/17— 12/21/17 SA112 | Sundaresan, Revathi |
| 206 Tutoring  | 09/11/17— 12/21/17 SA112 | Estrada, J Henry    |
| 206 Tutoring  | 09/11/17— 12/21/17 SA112 | Moody, Karen        |
| 206 Tutoring  | 09/11/17— 12/21/17 SA112 | Vedamati, Jagruti   |
| <a href="#">89174</a> 207 Tutoring  | 09/05/17— 12/21/17       | Salak, Robin        |
| <p>3. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?</p> |                          |                     |

- A. To increase enrollment in II 210 and provide tutoring services to those EVC students who may need tutoring most, Campus Tutoring works collaboratively with programs like Early Alert and the Student Success in an effort to reach out to more students.

Early Alert allows instructors to alert any at risk for failure students mid-semester and direct them to tutoring services. Students who seek these services can then enroll in II 210 Supervised Tutoring for assistance.

***Sample Early Alert email to at risk student encouraging them to receive tutoring services:***

Dear Early Alert Student,

**Please contact us NOW to set up free tutoring for the EVC course(s) you have been placed on Early Alert for.**

| Reg ID | Section     | Title              | Instructor        | Comments   |
|--------|-------------|--------------------|-------------------|--|
| 88924  | ESL-312-201 | Intro to the Essay | Phuong Emily Banh | Weak Writing Skills, Missing HW<br>nts, Weak Test Scores,<br>red |
|        |             |                    |                   | & Assignme<br>Unprepa  |

**The tutoring appointment can be on a day and time that are convenient for you. Last semester, nearly 50% of the students who were at risk of failing their courses **PASSED THEIR CLASSES** with the help of free tutoring at EVC.**

Early Alert is a system where instructors identify students who may be experiencing challenges in class. Your instructor has noted that you either have low test scores, weak writing skills, missing assignments, OR are unprepared for the course. To help you succeed, EVC Campus Tutoring would like to provide you with a tutor! A tutor will provide clarification and help you with your assignments and test preparation.

We feel that tutoring will provide you with one of the best resources to pass your courses. Our goal is your success, so **we want to hear back from you this week! Please reply to this email.** The sooner we can help you, the stronger your chances of success are!

**William Nguyen**

Academic Skills and Tutoring Instructor  
Evergreen Valley College  
408-274-7900, x 6802  
[william.nguyen@evc.edu](mailto:william.nguyen@evc.edu)

- B. As a result of the collaboration between Campus Tutoring and Early Alert, some of the students who are placed on early alert make contact with tutoring and add II 210 Supervised tutoring to receive tutoring services.

*Sample data of those Early Alert students who enrolled in II 210 Supervised Tutoring sections, Fall 2017:*

| 88624_COUR<br>SE | 88625_COUR<br>SE | 88626_COUR<br>SE | 88627_COUR<br>SE | 88628_COUR<br>SE | 88629_COUR<br>SE | 89175_COUR<br>SE |
|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| 29 students      | 12 students      | 15 students      | 21 students      | 32 students      | 9 students       | 0 students       |

- C. To further increase II 210 enrollment and provide tutoring services to more EVC students, Campus Tutoring collaborates with the EVC Library to offer Evening Study Sessions and Tutoring during the final two weeks of each semester.

*Sample Evening Tutoring flyer for II 210 students:*

**Need HELP for Math, Statistics, English, ESL, Accounting, Economics, Biology, Chem. 1A, 15, 30A, or Physics 2B ?**



**FREE EVENING TUTORING!**

**Tutors will be available for drop-in tutoring 6:00pm - 10:00pm in the EVC LIBRARY HERITAGE ROOM on these evenings for these subjects:**

1. **May 17<sup>th</sup>** - Math, Statistics, Accounting, Biology, Economics, English, ESL
2. **May 18<sup>th</sup>** - Math, Statistics, Accounting, Chemistry 1A, 15, 30A, Biology, Physics 2B, Economics, English, ESL
3. **May 22<sup>nd</sup>** - Math, Statistics, Accounting, Biology, English, ESL
4. **May 23<sup>rd</sup>** - Math, Statistics, Accounting, Chemistry 1A, 15, 30A, Biology, Physics 2B, English, ESL
5. **May 24<sup>th</sup>** - Math, Accounting, Biology 21 (6-8pm), Chemistry 30A (6-8pm), English, ESL

**Register through MyWeb in a FREE II 210 section before coming (REG ID's 83623, 83624, 83625). No appointment is necessary. We hope to see you there!**



- D. II 210 students receive tutoring primarily from student tutors at EVC who are trained and recommended by subject faculty. This is to assure that student tutors are informed with instructors' expectations and methodologies to best assist students with their tutoring needs. Student tutors are recommended by subject faculty having taken their courses previously and are well versed in instructor curriculum and subject matter to assist students. In addition, subject faculty orient and train tutors throughout the semester. Student tutors must also take and pass II 90 Tutor Training online to assure that their II 210 Supervised Tutoring students are receiving help from qualified, trained, and instructor recommended tutors. Student tutors are also evaluated on a regular basis to assure they meet EVC tutoring guidelines set forth by the II 90 Tutor Training course. Peer tutoring impacts student learning and success directly by providing II 210 students tutoring resources to support their courses.

**Sample II 90 Tutor Training Course Description** *(student tutors work directly with II 210 Supervised Tutoring students):*

[II 090 - Tutoring Training-Io 1.00 Units](#)

Grading: O | Advisory Level — Read: 3 | Write: 3 | Math:

This course will help students gain knowledge about tutoring in order to provide effective academic assistance to others. Students will learn a variety of tutoring techniques which will address different learning styles, study skills and discipline specific needs. Students who are employed as a tutor in any of the EVC Tutoring Centers are required to complete this course. This course is also recommended for any student who intends to pursue a profession in teaching.

*Sample Student Tutor Evaluation (student tutors work directly with II 210 Supervised Tutoring students)*

#### EVC TUTOR EVALUATION FORM

Tutor: \_\_\_\_\_

Student ID#: \_\_\_\_\_

Semester Tutored: \_\_\_\_\_

Comments

Punctuality: \_\_\_\_\_

Reliability: \_\_\_\_\_

Attitude: \_\_\_\_\_

Interpersonal Skills: \_\_\_\_\_

Teamwork: \_\_\_\_\_

Work Ethic: \_\_\_\_\_

Client Input: \_\_\_\_\_

Completed Training? \_\_\_\_\_

Rehire? \_\_\_\_\_

Recommendation to another institution or job:

\_\_\_\_\_

\_\_\_\_\_

William Nguyen, Academic Skills and Tutoring Instructor

Date

*Sample Student Tutor Training Session (student tutors work directly with II 210 Supervised Tutoring students)*

### **Tutoring ESL Students**

#### **Speech:**

- Speak slowly and pronounce words clearly.
- Establish a positive, relaxed environment.

#### **More tips:**

- don't be more helpful than you should be
- be patient
- allow plenty of time for responses due to translation
- ESL students with math word problems or from other disciplines may need explanation with vocabulary and language

#### **ESL Writing Tutorial:**

- be positive about student's work
- priority should be given to 'global errors' - errors interfering with understanding the text
- discuss 'local errors', i.e. spelling, punctuation, etc. only if time permits
- discuss the stages of writing process: prewriting, writing, revising, and editing
- encourage students to decide on the next step and how to proceed with this task or draft

**"A Tutor's job is to improve the writer, not the writer's text"**

- E. II 210 students have access to a variety of tutoring resources. They can access tutoring from student tutors and instructors in any drop in location on campus, receive peer tutoring in their classes via Embedded Tutoring in select courses, and access tutoring online via NetTutor.com. These resources have impacted student learning and success by providing supplemental tutoring resources to their classroom learning.

***Sample Embedded Tutoring Guidelines, Spring 2017:***

**Embedded Tutoring Guidelines:**

**Every instructor is different, so always FIRST ask a teacher what he or she wants you to do. Do not make assumptions, and work as a team with the instructor as your lead. Below are general guidelines, but you can also share them with your instructor first to see if he or she would like you to perform each duty.**

**EXPECTED DUTIES IN CLASS: Talk to the instructor before or after class about what they want you to do.**

**1) PARTICIPATE IN GROUP WORK ACTIVITIES**

- when the instructor is explaining the instructions, play the role of a student in our **modeling**
- walk around and ask students if they need help
- help groups with their group work if they need **assistance**
- remind students about our **"no cell phone"** policy and note down names of offenders
- guide students on what course related **assignments** they can work on if their groups finishes a group activity early (*homework exercises, reading, journals, studying for an exam, strengthening a writing rough draft further, etc.*)

**2) PROVIDE ASSISTANCE AND SUPPORT DURING IN-CLASS WRITINGS**

- when the instructor is explaining the instructions, play the role of a student in our **modeling**
- walk around as students are writing and provide **individualized writing help** to students
- check that students are following the **writing process order**: prewriting, outlining, writing, revising, and editing
- remind students about our **"no cell phone"** policy and note down names of offenders
- hold **individual conferences** with students if possible (*give them your drop in tutoring hours in your area*)
- tell students who are finished writing to **revise and edit** their compositions using their checklists
- guide students on course **assignments** they can work on if they finish an in-class writing assignment early (*homework exercises, reading, journals, studying for an exam, strengthening a writing rough draft further, etc.*)

**3) COMMUNICATE CLEARLY WITH STUDENTS AND THE INSTRUCTOR**

- try to answer student questions to the best of your ability, but if you are ever unsure of the answers, feel free to **ask the instructor for clarification**

**Sample Embedded Tutoring Data, Math and English, Spring 2017**

**Red section =  
Embedded tutor**

|                           | A         | B         | C         | CR       | D         | F         | W         | Grand Total | avg pas s        | avg fail        |
|---------------------------|-----------|-----------|-----------|----------|-----------|-----------|-----------|-------------|------------------|-----------------|
| <b>MATH-014</b>           | <b>27</b> | <b>29</b> | <b>21</b> | <b>2</b> | <b>11</b> | <b>16</b> | <b>26</b> | <b>132</b>  | <b>75</b>        | <b>27</b>       |
| 201                       | 5         | 5         | 7         |          |           | 1         | 6         | 24          | 94% pass         | 6% fail         |
| <b>202</b>                | <b>2</b>  | <b>2</b>  | <b>1</b>  | <b>2</b> |           | <b>3</b>  | <b>6</b>  | <b>16</b>   | <b>70% pas s</b> | <b>30% fail</b> |
| 203                       | 8         | 12        | 9         |          | 2         | 8         | 4         | 43          | 74% pass         | 34% fail        |
| 204                       | 8         | 5         |           |          | 3         | 4         | 5         | 25          | 65% pass         | 35% fail        |
| 205                       | 4         | 5         | 4         |          | 6         |           | 5         | 24          | 68% pass         | 32% fail        |
|                           |           |           |           |          |           |           |           |             |                  |                 |
|                           | A         | B         | C         | CR       | D         | F         | W         | Grand Total | avg pas s        | avg fail        |
| <b>MATH-021</b>           | <b>29</b> | <b>28</b> | <b>33</b> |          | <b>8</b>  | <b>16</b> | <b>41</b> | <b>155</b>  | <b>68</b>        | <b>32</b>       |
| 201                       |           | 2         | 2         |          | 3         | 2         | 2         | 11          | 44% pass         | 56% fail        |
| <b>202</b>                | <b>13</b> | <b>13</b> | <b>8</b>  |          | <b>2</b>  | <b>1</b>  | <b>6</b>  | <b>43</b>   | <b>92% pas s</b> | <b>8% fail</b>  |
| 203                       | 5         | 6         | 13        |          |           | 7         | 8         | 39          | 77% pass         | 23% fail        |
| 204                       | 5         | 4         | 4         |          | 3         | 3         | 10        | 29          | 68% pass         | 32% fail        |
| 205                       | 6         | 3         | 6         |          |           | 3         | 15        | 33          | 83% pass         | 17% fail        |
|                           |           |           |           |          |           |           |           |             |                  |                 |
|                           | A         | B         | C         | CR       | D         | F         | W         | Grand Total | avg pas s        | avg fail        |
| <b>MATH-025</b>           | <b>38</b> | <b>31</b> | <b>25</b> |          | <b>8</b>  | <b>28</b> | <b>29</b> | <b>159</b>  | <b>77</b>        | <b>23</b>       |
| 201                       | 11        | 3         | 5         |          |           | 2         | 5         | 26          | 90% pass         | 10% fail        |
| 202                       | 11        | 19        | 10        |          | 2         | 6         | 7         | 55          | 83% pass         | 17% fail        |
| 203                       | 11        | 7         | 8         |          | 3         | 16        | 6         | 51          | 58% pass         | 42% fail        |
| <b>204</b>                | <b>5</b>  | <b>2</b>  | <b>2</b>  |          | <b>3</b>  | <b>4</b>  | <b>11</b> | <b>27</b>   | <b>56% pas s</b> | <b>44% fail</b> |
|                           | A         | B         | C         | CR       | D         | F         | W         | Grand Total |                  |                 |
| <b>Grand Total (MATH)</b> | <b>94</b> | <b>88</b> | <b>79</b> | <b>2</b> | <b>27</b> | <b>60</b> | <b>96</b> | <b>446</b>  |                  |                 |

|                           | NC        | NP        | P          | W         | Grand Total | avg pass         | avg fail        |
|---------------------------|-----------|-----------|------------|-----------|-------------|------------------|-----------------|
| <b>ENGL-322</b>           |           | <b>20</b> | <b>71</b>  | <b>27</b> | <b>118</b>  | <b>77</b>        | <b>21</b>       |
| 201                       |           | 2         | 17         | 10        | 29          | 89% pass         | 11% fail        |
| 202                       |           | 8         | 21         | 5         | 34          | 72% pass         | 28% fail        |
| <b>203</b>                |           |           | <b>9</b>   | <b>8</b>  | <b>17</b>   | <b>100% pass</b> | <b>0% fail</b>  |
| 204                       |           | 2         | 7          | 3         | 12          | 78% pass         | 12% fail        |
| 205                       |           | 8         | 17         | 1         | 26          | 68% pass         | 32% fail        |
|                           |           |           |            |           |             |                  |                 |
|                           | NC        | NP        | P          | W         | Grand Total | avg pass         | avg fail        |
| <b>ENGL-330</b>           | <b>10</b> | <b>24</b> | <b>143</b> | <b>20</b> | <b>197</b>  | <b>81</b>        | <b>19</b>       |
| 201                       |           | 2         | 31         |           | 33          | 94% pass         | 6% fail         |
| 202                       |           | 6         | 26         |           | 32          | 81% pass         | 19% fail        |
| <b>203</b>                |           | <b>6</b>  | <b>20</b>  | <b>8</b>  | <b>34</b>   | <b>77% pass</b>  | <b>23% fail</b> |
| 204                       |           | 3         | 18         | 6         | 27          | 86% pass         | 14% fail        |
| 205                       |           | 4         | 18         | 4         | 26          | 82% pass         | 18% fail        |
| 206                       |           | 3         | 15         | 2         | 20          | 83% pass         | 17% fail        |
| 207                       | 10        |           | 15         |           | 25          | 60% pass         | 40% fail        |
|                           |           |           |            |           |             |                  |                 |
|                           | NC        | NP        | P          | W         | Grand Total |                  |                 |
| <b>Grand Total (ENGL)</b> | <b>10</b> | <b>44</b> | <b>214</b> | <b>47</b> | <b>315</b>  |                  |                 |

4. Discuss plans for future curricular development and/or program (degrees & certificates included) modification.

II 210 is a non-credit 0 unit course where enrolled students can receive tutoring support for their courses. Success up to this point has only been defined by measuring student learning objectives through an anonymous student survey. In the near future, a more defined measure of success would include whether or not II 210 students passed the courses they received tutoring in. To do this, the capability for students to identify which courses they are receiving tutoring in should be in place online. It is Campus Tutoring's goal to add this capability to the existing SARS Trak log in system, so students could then identify the courses they need help in. Campus Tutoring could then track at the end of each semester how successful those II 210 students were in the courses they received tutoring in.

Campus Tutoring is also working with the vendor NetTutor.com to add this feature to EVC online tutoring as well.

5. Describe how your program is articulated with High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs...)

II 210 has not articulation agreements outside of EVC and serves to supplement learning in EVC courses with tutoring assistance.

6. If external accreditation or certification is required, please state the certifying agency and status of the program.

There is no external accreditation required.

## PART C: Student Learning Outcomes and Assessment

1. On the program level, defined as a course of study leading to degree or certificate, list the Program Learning Outcomes (PLOs), and how they relate to the GE/ILOs (<http://www.evc.edu/discover-evc/student-learning-outcomes-%28slos%29>). Please also indicate how the course SLOs have been mapped to the PLOs.

*If you are completing this program review as a department or discipline and do not offer any degrees or certificates, please write N/A in this space.*

N/A Non-credit course with no grade

2. Since your last program review, summarize SLO assessment activities and results at the course and program level. Please include dialogue regarding SLO assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes...).

11 210 student learning outcomes are assessed through anonymous student surveys at the end of each semester. SLO assessment results are discussed on an ongoing basis at the end of each semester between the Academic Skills Instructor, Instructional Support Coordinator, and Lead Instructional Assistant. SLO's are boldfaced in the survey results below:

**Completed Survey Results of EVC Students in CTC**  
**Fall 2015 – Spring 2016**

|   | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|-------------------|----------|-------|----------------|
| 1. <b>Are the Tutoring Center's Hours convenient for you?</b>   |                   | 1        | 15    | 40             |
| 2. Is the Tutoring Center effective in providing tutoring services in one or more of your classes?                            |                   |          | 10    | 50             |
| 3. Were tutors patient with you?  |                   |          | 3     | 45             |
| 4. Were the tutors knowledgeable of their subject area?   |                   |          | 8     | 35             |
| 5. Were the tutors able to present ideas in more than one way?  |                   |          | 6     | 40             |
| 6. Were the tutors helpful in improving your performance in the course and/or your grade?                                     |                   |          | 4     | 42             |
| 7. Was your wait less than 20 minutes?  |                   | 3        | 12    | 45             |
| 8. Was the Tutoring Program Coordinator helpful in answering any questions you had regarding tutoring services?               |                   |          | 10    | 50             |
| 9. Would you recommend the Tutoring Center to your peers?   |                   |          | 6     | 45             |
| 10. Did the Tutoring Center help make a difference in your academic performance (e.g. your grade)?                            |                   |          | 10    | 37             |
| 11. Did the Tutoring Center/Tutors help you to become more competent and independent in the area(s) in which you needed help? |                   |          | 9     | 45             |

The above survey collects recent results from Student Surveys on Campus Tutoring which are given out toward the end of each semester in the Campus Tutoring Center. SLO's are measured by these surveys. Results are then discussed between the Academic Skills Instructor, Instructional Support Coordinators, and Lead Instructional Assistant. Areas for improvement based upon these surveys relate to Tutoring hours and wait times. With more funding and the addition of online tutoring, wait times have been shortened and evening students have found access to online tutoring.

3. What plans for improvement have been implemented to your courses or program as a result of SLO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning.

II 210 Supervised Tutoring currently tracks student usage through SARS Trak Timekeeper. Through SLO assessment, it has become Campus Tutoring's aim to not only track how often II 210 students are utilizing tutoring services but also which courses exactly they are receiving tutoring in. This will allow Campus Tutoring to track student success in the courses by looking at SARS Trak data once this feature to track courses has been added. This aim was realized through the Student Learning Outcome regarding the student's grades. To reinforce whether or not a student feels tutoring makes a difference in their course grade, once this feature to track courses is made available on SARS Trak for Campus Tutoring, those students who received tutoring in II 210 will be able to identify the courses they receive tutoring in, thereby allowing Campus Tutoring to track their success rates in those courses at the end of each semester.

This capability for students to identify which EVC courses they are receiving tutoring in will also be made available through NetTutor.com, EVC's online tutoring program as well.

#### PART D: Faculty and Staff

1. List current faculty and staff members in the program, areas of expertise, and describe how their positions contribute to the success of the program.

**Supervised Tutoring instructors provide tutoring assistance to students in their subject disciplines as well as line of sight for supervision of student tutors who also provide tutoring assistance.**

- Supervised Tutoring Instructor, Campus Tutoring: William Nguyen
- Supervised Tutoring Instructor, MSRC: Azita Tavana
- Supervised Tutoring Instructor, MSRC: Henry Estrada
- Supervised Tutoring Instructor, MSRC: Charles Chau
- Supervised Tutoring Instructor, MSRC: Alfred Gonzalez
- Supervised Tutoring Instructor, MSRC: Jagruti Vedamati
- Supervised Tutoring Instructor, MSRC: Vinh Kha Nguyen
- Supervised Tutoring Instructor, MSRC: Mehdaan Kodai
- Supervised Tutoring Instructor, MSRC: Karen Moody
- Supervised Tutoring Instructor, MSRC: Revathi Sundaresan
- Supervised Tutoring Instructor, DSP: Robin Salak

**Instructional Support Staff provide tutoring assistance to students as well as administrative duties to support each tutoring area, such as scheduling, budget, training, and evaluation of student tutors.**

- Instructional Support Coordinator, Open Lab: Frances Lau
- Lead Lab Instructional Assistant, Lab Lead, Open Lab: Di Liu
- Instructional Support Program Coordinator, MSRC: Bryan Pham



- Instructional Support Assistant, MSRC: Nguyet Nguyen
- Instructional Support Assistant, MSRC: Jorge Vallin
- Instructional Support Assistant, MSRC: Sawani Marks
- Instructional Specialist, Campus Tutoring: Ali Arid

2. List major professional development activities completed by faculty and staff over the last six years. In particular with regards to students success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies. Please also discuss department orientation/mentoring of new and adjunct faculty.

Faculty and staff alike are constantly working to increase enrollment in II 210 Supervised Tutoring by advertising to students its tutoring services through classroom visits throughout the semester, campus and student emails as well as instructional videos on how to enroll in II 210.

***-Sample Email to EVC students advertising II 210 Supervised Tutoring resources:***

DO YOU NEED A PLACE TO STUDY OR HELP WITH YOUR EVC COURSES? Enroll in II 210 Supervised Tutoring for free!

**Campus Tutoring Center – (Register free on MyWeb using REG ID's 83623, 83624, or 83625)**

**Mon.-Thurs. 9:00 a.m. – 6:00 p.m. and Fri 9:00 a.m. – 1:00 p.m. in LE-237 (Library Building)**

1. Tutoring available for: [Accounting](#), [English](#), [ESL](#), [Comm.](#), [History](#), [Music](#), [Spanish](#), [Vietnamese](#), and more! ([Instructor Recommended Tutors](#))
2. One on One Conversation Practice - [ESL Students](#) – Please sign up now in LE-208 to practice your English!
3. Online Tutoring – [NetTutor.com](#) available seven days a week!
4. Study Rooms – [For small group or quiet study](#)

**Math and Science Resource Center – (Register free on MyWeb using REG ID's 84456, 84457, or 84458)**

**Mon.-Thurs. 9:00 a.m. – 6:00 p.m. and Fri 9:00 a.m. – 1:00 p.m. in SA-112 (Math and Science Building)**

1. Tutoring, Resources, and/or Support available for [Math](#), [Chemistry](#), [Biology](#), and [Physics](#)
2. [Microbiology](#), [Anatomy and Physiology](#) Tutoring available in Bio. Lab in S-202 (Sequoia Building)

***-Sample YouTube video advertising II 210 Supervised Tutoring resources:***

<https://www.youtube.com/watch?v=1KiKoPGI8Dc>

-Sample link to EVC students advertising NetTutor.com online tutoring resources to II 210 students:  
<http://www.evc.edu/AcademicAffairs/Documents/NetTutor-Online-Tutoring.pdf> (EVC online tutoring)

## EVC Online Tutoring

In addition to our face to face tutoring on campus

([http://www.evc.edu/AcademicAffairs/Documents/need\\_tutoring.pdf](http://www.evc.edu/AcademicAffairs/Documents/need_tutoring.pdf)),

EVC Campus Tutoring is happy to announce our new online tutoring service for Evergreen Valley College students via NetTutor. Online math tutoring is available 24 hours a day, every day of the week. Writing assignments can be submitted 24 hours a day, every day of the week, and all writing submissions to NetTutor will maintain a 48 hour turnaround time. All other subjects will follow the NetTutor subject hours for the semester.

1. Current EVC Students should go to [www.nettutor.com/evc](http://www.nettutor.com/evc) and click on the New User link to create a username and password. They will then return to that URL to log in to NetTutor.
2. When they log in, they will be prompted to email the Academic Skills and Tutoring Instructor for an access code. With this access code, they will be able to use NetTutor as often as they would like through the end of the semester.
3. NetTutor Subjects include: Accounting, Administration of Justice, Anthropology, Astronomy, Biology, Business, Chemistry, Child Development, Computer Science, Economics, English, Finance, French, Geology, Health and Nursing, History, Math (Algebra, Basic Math, Pre-Calculus, Calculus, Statistics), Philosophy, Physics, Political Science, Psychology, Sociology, Spanish

*Please keep in mind that tutors will not provide answers. They will only be able to provide clarification, guidance, and feedback.*

EVC Campus Tutoring, 408-274-7900, x 6802, [william.nguyen@evc.edu](mailto:william.nguyen@evc.edu)

<http://www.evc.edu/current-students/tutoring-center>

-Staff and faculty alike will be oriented to the online tutoring resources and processes to access NetTutor.com at the next Professional Development Day in Spring 2018.

## PART E: Budget Planning

1. With your Dean, review the department Fund 10 budget and discuss the adequacy of the budget in meeting the program's needs.

Campus Tutoring's Fund 10 budget adequately meets II 210 Supervised Tutoring's needs. With minimum wage soon increasing in 2018 in Santa Clara County, an increase may be needed in Fund 10 tutoring to assure enough tutors can be hired to meet student demand.

2. Identify an external (fund 17) funding the department/program receives, and describe its primary use.

Fund 17 AFFIRM tutoring funds are available to hire tutors to assist AFFIRM program students.

## PART F: Technology and Equipment

1. Review the current department technology and equipment needed and access program adequacy. List any changes to technology of equipment since the last program review.

No changes have been needed since the last review. NetTutor.com online tutoring has been added.

## PART G: Additional Information

Please provide any other pertinent information about the program that these questions did not give you an opportunity to address.

Campus Tutoring provides access to tutoring resources for EVC students through drop-in tutoring in our various locations, online tutoring through NetTutor.com, and Embedded Tutoring, which places tutors in Basic Skills courses to provide support to those students who might not access tutoring otherwise. To provide these services effectively, Campus Tutoring must adhere to and comply with state guidelines when tutoring is offered to community college students in California.

One of these guidelines stipulates in Title V that all students who receive tutoring be referred by an instructor.

*Students receiving tutoring (students who are enrolled in noncredit "Supervised Tutoring") must be referred by a counselor or an instructor. Students cannot refer themselves for tutoring.*

To stay in compliance with state guidelines and assure that every student who receives tutoring is referred by their instructor while also assuring the process is streamlined, so students can receive tutoring as soon as possible, Campus Tutoring requires all EVC instructors to fill out a Tutoring Referral form at the beginning of each semester (see page 12). Instructors list all of the courses where they feel their students may need tutoring. Once this form is turned in to Campus Tutoring, these students are then eligible for tutoring throughout the semester. This process is repeated at the beginning of each semester.

The goal of this form is to assure students who come to Campus Tutoring for help receive tutoring as soon as possible. By asking instructors for their referrals early at the beginning of the semester, our goal is to assure their students access tutoring as quickly and efficiently as possible.

## PART H: Future Needs and Resource Allocation Request:

Based on the areas noted below, please indicate any unmet needs for the program to maintain or build over the next two years. Please provide rationale on how the request connects back to SLO/PLO assessment, strategic initiatives or student success. If no additional requests are needed in any of the areas, put N/A.

|                               |  |  |
|-------------------------------|--|--|
| Faculty and staffing requests | Ongoing Budget Needs:<br><br>One-time Expenditure: | Request linked to:<br>SLO/PLO #:<br>Strategic Initiatives (student centered, organizational transformation, community engagement):<br>Improving Student success rates:<br>Achievement of program set standard for student success: |
|-------------------------------|--|--|

|                    |   |   |
|--------------------|---|---|
| Facilities         | <p>Ongoing Budget Needs:</p> <p>One-time Expenditure:</p> | <p>Request linked to:</p> <p>SLO/PLO #:</p> <p>Strategic Initiatives (student centered, organizational transformation, community engagement):</p> <p>Improving Student success rates:</p> <p>Achievement of program set standard for student success:</p> |
| Technology         | <p>Ongoing Budget Needs:</p> <p>One-time Expenditure:</p> | <p>Request linked to:</p> <p>SLO/PLO #:</p> <p>Strategic Initiatives (student centered, organizational transformation, community engagement):</p> <p>Improving Student success rates:</p> <p>Achievement of program set standard for student success:</p> |
| Equipment/Supplies | <p>Ongoing Budget Needs:</p> <p>One-time Expenditure:</p> | <p>Request linked to:</p> <p>SLO/PLO #:</p> <p>Strategic Initiatives (student centered, organizational transformation, community engagement):</p> <p>Improving Student success rates:</p> <p>Achievement of program set standard for student success:</p> |