Student Services Comprehensive Program Review: II 210 Spring 2023

Main

Program Review Year
2024

Division
Library & Learning Resources

Department
Individualized Instruction

Subject

- II

Overview

Department/Program Name II 210 Spring 2023

Year of Last Comprehensive Review Fall 2018

Year of Last Mini Review, if applicable 11/30/2021

Preparer's Name Nguyen, William

Area Dean Robbie Kunkel

Co-Contributors

*Co-Contributor must be chosen before proposal is launched

- Kunkel, Robbie

Overview of the Department/Program

Evergreen Valley College guides all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services. By creating a learning environment where everyone feels welcomed and supported, we are committed to a culture of inquiry, growth, and respect that creates an equitable society in which all can participate and prosper.

1.Student-Centered: We provide access to quality and efficient programs and services to ensure student success.
- **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**

- **1. Provide a brief summary of your program, including program components, function and purpose. Please include a brief history and discuss any factors that have been important to the program's development.**

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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.

- **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 use tutoring resources 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 MS-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 practice is also provided to EVC students on a weekly basis by student tutors.**
- **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 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 provides tutoring to students at risk of failure through EVC programs like Early Alert. Tutoring is also provided through Embedded Tutoring where tutors work in courses with with instructors to bring tutoring to those students who may not often 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.**

  - Campus tutoring continues to offer Embedded Tutoring in transfer level courses in an effort to reach those students who may not access drop in tutoring regularly. This allows those students to receive tutoring in their classrooms. More courses, about eight to ten courses compared to two to three courses three years ago, now offer embedded tutors for students.
  - Campus Tutoring continues to create more access to EVC students through a variety of tutoring modes. One goal three years ago was to have online tutoring through the current vendor, NetTutor.com, institutionalized. While it is currently funded through Basic Skills funding, EVC now has a College Budget Committee to assess and provide program funding. A budget allocation request was done within the last year for Campus Tutoring to request more funding for online tutoring, so the goal remains to have the funds institutionalized.
  - Campus Tutoring continues to work with the SARS team 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 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. Though there were technical issues with the initial implementation, the goal now is to have this capability through SARS Trak by Spring 2024.

- **3. Please state any recent accomplishments and / or challenges for your program and show how it contributes to the College's mission and success.**

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- **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 faced challenges following the COVID pandemic as all on campus courses and programs had closed. To assure tutoring services were available to all EVC students, Campus Tutoring had all of its student tutors offer drop-in tutoring hours through Pisces/NetTutor Online Tutoring on Canvas.**
- **In recent years, as the campus has reopened, so too have Campus Tutoring drop-in services. The goal has been to encourage students to return to on campus services while still offering online tutoring through NetTutor. While our on-campus tutoring attendance has not yet reached pre-pandemic levels in terms of student attendance, as of Fall 2023, campus tutoring has seen a sharp increase in students (33% increase in tutoring hours compared to previous three semesters).**
- **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.**
- Campus Tutoring measures its success in part based on student success in the courses they received tutoring in. In Spring of 2023, for example, 86% (118 out of 138 students) of students who received tutoring in math and science on campus passed their math or science course with a grade of C or higher. This demonstrates that tutoring plays a critical role in students achieving their educational goals to complete their courses within their intended time. Tutoring helps students to succeed in their courses without having to repeat courses.

Spring 2023 Math /Science Success Rates

	Tutoring	A, B, C	D, F	W	Grand Total
II-210		118	20	8	146

avg pass	avg fail
86%	14%

-
- **Online tutoring continues to be available through NetTutor.com to allow those students taking online courses to receive online help. This includes those students who can only come to the campus in the evenings and/or on weekends. NetTutor.com allows these students online resource support in addition to face to face tutoring on campus.** An average of 450 hours of online tutoring take place for an average of 500 EVC students per semester. For Spring 2023, the success rate was 97% (486/500 students passed their courses they received online tutoring in) for courses students received online tutoring in.

Spring 2023 NetTutor success rates

	Online Tutoring	A, B, C	D, F	Grand Total	avg pass	avg fail
NetTutor		486	14	500	97%	3%

- **Campus Tutoring works alongside the Early Alert committee at EVC to assure tutoring for at-risk students who may need extra academic support. Students are identified by faculty mid-semester in need of academic support. Once identified, Campus Tutoring contacts those students, providing them with tutoring options in an effort to help them with success in their courses.**

83% (290 out of 350) Early Alert math students passed their courses in Spring, 2017.

80% (214 out of 268) Early Alert English students passed their courses in Spring, 2017.

- **Embedded Tutoring is another resource provided by Campus Tutoring. Student tutors work alongside instructors in courses to bring tutoring to the classroom. This allows those students who may not utilize drop-in tutoring services to have tutoring resources available to them in their classrooms.**

Student Success Rates for Embedded Tutoring for Spring 2023

**Red section =
Embedded tutor in
section/course**

	A	B	C	CR	D	F	W	Grand Total	avg pass	avg fail
MATH-021	12	7	6	0	3	6	0	34	74%	26%
201	2	3	1	0	3	1		10	60%	40%

	A	B	C	CR	D	F	W	Grand Total	avg pass	avg fail
MATH-063	18	13	14	0	7	10	1	63	71%	29%
204	4	1	2	0	2	0		9	78%	22%

- 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.
- Campus tutoring student tutors are also certified by the California Reading and Learning Association and meet statewide standards to become tutors through the online one-unit Tutor Training course, II 90 Tutor Training, taught by the Academic Skills and Tutoring Instructor.

- **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.**

The following goals of Campus Tutoring at EVC are directly connect to EVC's mission statement to assist students on their academic pathways to attain their educational and career goals by providing support services in the form of tutoring that create a welcome learning environment that fosters academic growth for all EVC students.

- Campus Tutoring can benefit greatly from the addition of a Tutoring Coordinator to help manage administrative duties, such as maintaining budgets, onboarding new tutors, marketing and scheduling. The goal would be to have the Tutoring Coordinator work alongside the Academic Skills and Tutoring Instructor to streamline Campus Tutoring services and assure they are as effective, efficient, and accessible to all EVC students as possible.

- The Biology Lab is S-219 tutors over 85 students per semester averaging over 500 hours of tutoring time, but does not capture these hours for positive attendance since there is a Program Coordinator present but no faculty member. Another goal of Campus Tutoring, therefore, is work the Biology department to have a faculty member present during tutor, which would then allow for another 0-unit Supervised Tutoring II 210 section under the instructor's name. The students' hours while receiving tutoring could then be captured as they log in and out of SARS Trak similar to current systems in place for Campus Tutoring and the Math and Science Resource Center. Those hours could then be reported for Positive Attendance, which would be collected as apportionment for the state. This could help translate into more funding for tutoring.

- While there has been a sharp increase in student attendance and usage of on campus tutoring services (33% increase as of Fall 2023 compared to previous three semesters), another goal is to have student attendance increase even more, at least by 30% compared to Spring 2022 as a benchmark. While online tutoring continues to have frequent use by EVC

students due to the increaseed number of online courses at EVC, on campus tutoring services have also been in demand due to the face to face nature and effectiveness of in-person tutoring.

5. Describe current program staffing by listing the current number of positions currently in the program. If the position is vacant, please indicate the vacancy.

Full time faculty

Part-time faculty 7

full time Classified 3

Part-time Classified (permanent)

Part-time Classified (hourly)

Administrators 1

Student workers

Program Quality

- **1. Describe the impact of the program's service offerings to the students and the campus.**

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Spring 2023 NetTutor success rates

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- **2. Describe recent local, State and/or Federal changes that significantly impact the services to students.**

   Students enrolled in II 210 receive assistance from Campus Tutoring in particular courses. Tutoring is now done on a self-referral basis by students. Title V regulations allow this whereas before, students had to be referred for tutoring by an instructor only. Students themselves can refer, which makes it easier to receive tutoring without first having to get the approval of an instructor.

- **3. If applicable, describe a change in specific program compliance requirement with state, federal or accreditation agencies and how your program shifted their processes to ensure compliance.**

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- **4. Describe how the program measures success. For example, tracking and improvement in the number of educational plans completed for students.**

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2. II 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

Spring 2022 – Spring 2023

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Are Campus Tutoring's *on-campus tutoring* hours (Campus Tutoring in LE-237, Math and Science Center in MS-112, and Biology Lab in S-219) convenient for you?			4.29 out of 5 average rating	
2. Are Campus Tutoring's online tutoring services on Canvas (NetTutor/Pisces) easy to access and use for you?			3.87 out of 5 average rating	
3. Were tutors patient with you?			4.45 out of 5 average rating	
4. Were the tutors knowledgeable of their subject area?			4.37 out of 5 average rating	
5. If you had to wait for tutoring, was your wait LESS than 10 minutes?			4.05 out of 5 average rating	
6. Were Tutoring team members courteous and helpful in answering any questions you had regarding tutoring services?			4.40 out of 5 average rating	
7. Would you recommend Campus Tutoring to your peers?			4.42 out of 5 average rating	
8. **Did Campus Tutoring help you feel positive about the subject you were learning through encouragement and support?**			4.37 out of 5 average rating	
9. **Can you work more independently in your subject area now that you received assistance from Campus Tutoring?**			4.24 out of 5 average rating	
10. **Do you feel more competent in the subject area you received tutoring in?**			4.27 out of 5 average rating	
11. What did you find most helpful about on-campus and/or online tutoring?			"I found it most helpful that there was always a tutor available during school/business hours. If I had a question, I would be able to pop into a tutoring session and work with the tutor."	

The above survey collects recent results from Student Surveys on Campus Tutoring which are emailed to students toward the end of each semester. SLO's are measured by these surveys. Results are then discussed between the Academic Skills Instructor, Instructional Support Coordinators, and Division Dean.

- **5. Please review program information reported in MIS and shared with the community through the website, catalog, schedule of classes, brochures, etc. Is the program information accurate and consistent? What actions does your program take to ensure accuracy and consistency?**

Each semester, the Academic Skills Instructor and Library and Learning Resources Dean meet and communicate with the College Web Services Specialist to assure that CampusTutoring program information on the website, catalog, and schedule of classes is accurate and consistent. Any updates during the semester are communicated to the College Web Services Specialist to assure currency, accuracy, and consistency.

https://www.evc.edu/support-resources/campus-tutoring-center

Campus Tutoring Center

Overview.

Welcome to The Campus Tutoring Program at EVC!

The EVC tutoring center provides free tutoring services and support in various subjects for registered EVC students. The tutoring program also recruits and trains new student tutors each semester, providing job opportunities for students during their academic time at EVC. Tutoring is available on a drop-in, open-lab basis and appointments are not necessary.

Image

Two Free Tutoring Options for EVC students:

1. **EVC Student Tutors on campus (non-math and science), Monday-Thursday 9:00 a.m. – 5:00 p.m. and Friday 9:00 a.m. – 1:00 p.m. in LE-237 (Library Building)**
   Fall 2023 Tutoring Schedule (https://www.evc.edu/sites/default/files/2022-09/Drop-In-Tutoring-Schedule.pdf)
2. **EVC Student Tutors on campus (math and science), Monday-Thursday 9:00 a.m. – 6:00 p.m. and Friday 9:00 a.m. – 1:00 p.m. in MSRC in MS-112 (MS3 Math Building)**
3. **NetTutor Online Tutoring, 24 hours a day/7 days a week (all subjects + Paper Drop-Off)**
   - When EVC tutoring is closed, or a tutor is unavailable for a subject, EVC students can access NetTutor by logging into the Canvas course they need tutoring for.
   - **Click on Pisces/NetTutor Online Tutoring on the Canvas left hand navigation.**
   - **Click on NetTutor to see all the subjects tutored.**
   - **Then click on the subject you need help with to see the drop-in schedule for that subject.**
   - **Please also note the Writing and Paper Center (Drop Off Papers Here) option located at the bottom of the Subjects page if you wish to drop off a paper for feedback.**
   - **Watch the brief NetTutor YouTube link (click on CC for captions): https://youtu.be/VlrPU34FzuY (https://youtu.be/VlrPU34FzuY)**

How do I register to use Campus Tutoring?

All students who are registered in courses at Evergreen Valley College are eligible for free tutoring. Simply use Self-Service to add an II 210 Supervised Tutoring section. Tutors can assist you in adding this non-credit, no fee Individualized Instruction II 210 course. You then use your Student ID number to log in and log out whenever you receive tutoring. The last day to register for tutoring and/or other resource services is the same day as the college's "last day to drop with a W."

Image

Additional Tutoring Information:
Are you interested in becoming a tutor? Here are the benefits:
Requirements to become a tutor are:
Math & Science Resource Center (MSRC)

Campus Tutoring Center

William Nguyen
Academic Skills and Tutoring Instructor
(408) 274-7900 ext. 6802
william.nguyen@evc.edu (mailto:william.nguyen@evc.edu)

- **6. Describe how the program addresses the needs of the diverse student body, including students with disabilities and providing services by alternative delivery methods (for distance education students).**

Campus Tutoring assures that all students at EVC are equally served with tutoring services that meet the needs of a diverse student body. Tutoring is available on a drop-in basis in three campus locations as well as through Canvas online via Pisces/NetTutor for distance education students. All students who receive tutoring are enrolled in an II 210 Supervised Tutoring 0

unit section. One such section is reserved for students who receive tutoring in the EVC DSP (Disabilities Support Program). This program also offers campus tutoring by appointment as well as online tutoring on Canvas through Pisces/NetTutor.

- **7. Describe the communication within the program, with the students served and with other departments including Academic Affairs. What is working well and what can be improved?**

Monthly meetings occur on an ongoing basis each month between the Academic Skills Instructor, Instructional Support Coordinator, and Lead Instructional Assistant, and Division Dean to share updates and improve upon the program. Student surveys requesting feedback and assessment of services from students are sent to students each semester. These meetings and feedback have been crucial in maintaining and improving upon services. More faculty input could be helpful from subject faculty for the subjects tutored. This can be attained through the creation of a faculty survey that can be sent each semester asking faculty to assess tutoring services and provide suggestions for improvement.

Program Access

Student Demographic: Gender

- **Female: 4783 - 55.940%**

  Program Headcount
  455.000

  Program Percentage of Total
  60.650

- **Male: 3741 - 43.640%**

  Program Headcount
  292.000

  Program Percentage of Total
  39.000

- **No Value Entered: 35 - 0.410%**

  Program Headcount
  4.000

  Program Percentage of Total
  0.450

Student Demographic: Age

- **17 & Below: 547 - 6.390%**

  Program Headcount
  22.000

  Program Percentage of Total
  3.850

- **18-24: 5148 - 60.070%**

  Program Headcount
  422.000

  Program Percentage of Total
  56.050

- **25-39: 1986 - 23.290%**

  Program Headcount
  181.000

  Program Percentage of Total
  24.240

- **40 & Over: 874 - 10.220%**

  Program Headcount

124.000

Program Percentage of Total
15.850

- **Unknown: 4 - 0.050%**

  Program Headcount
  2.000

  Program Percentage of Total
  0.210

Student Demographic: Race/Ethnicity (IPEDs Classification)

- **American Indian: 26 - 0.300%**

  Program Headcount
  6.000

  Program Percentage of Total
  0.650

- **Asian: 3587 - 41.910%**

  Program Headcount
  332.000

  Program Percentage of Total
  45.490

- **Black or African American: 197 - 2.320%**

  Program Headcount
  23.000

  Program Percentage of Total
  3.190

- **Hawaiian/Pacific Islander: 30 - 0.350%**

  Program Headcount
  2.000

  Program Percentage of Total
  0.350

- **Latinx: 3494 - 40.870%**

  Program Headcount
  272.000

  Program Percentage of Total
  35.470

- **Two or More Races: 240 - 2.830%**

  Program Headcount
  18.000

  Program Percentage of Total
  2.510

- **Unknown: 435 - 5.000%**

  Program Headcount
  56.000

  Program Percentage of Total
  6.950

- **White: 548 - 6.410%**

  Program Headcount
  41.000

Program Percentage of Total
5.590

- **a. Based on the students served and percentage change year to year, is the program growing or declining? If so, what do you attribute these changes to and what changes will the program implement to address them?**

  The data indicates that the enrollment numbers have declined since the last review, likely due to COVID 19 campus shut down in early 2020. At that time, students utilized online tutoring more over II 210 Supervised Tutoring on campus, so enrollment dipped. As the campus re-opened, students began using on campus tutoring more and enrolling again in II 210 Supervised Tutoring. Since Spring 2022, Campus Tutoring has already seen a marked increase in students due to more promotion through student emails and the inclusion of tutoring services in monthly student newsletters. Campus Tutoring aims to continue to work more with programs such as Early Alert which seeks to promote tutoring as an early intervention resource for at-risk students. In addition, Campus Tutoring seeks to expand its embedded tutoring program to reach more students through in class tutoring and enroll them in II 210 Supervised Tutoring, thereby increasing enrollment in these sections.

- **b. Are there any gaps in the students served compared to the college demographics?**

  Overall, program enrollment is very similar to that of the campus in terms of demographics.

  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.

  For Latinx and White students, there are slightly fewer students who enroll in II 210 than the rest of the campus.

- **c. Based on your findings, what interventions can the program implement to address any gaps in services?**

  Campus Tutoring continues to advertise to and hire more Latinx and White students as tutors to help increase student enrollment.

Curriculum- If applicable

- **1. Identify any updates to curriculum since the last comprehensive program review, including any new programs and indicate the six year timeline for scheduled course outline revision. For CTE, the timeline is 2-year.**

  Students enrolled in II 210 receive assistance from Campus Tutoring in particular courses. Tutoring is done on a self-referral basis by students. When students feel the need for tutoring, they can refer themselves for tutoring assistance and enroll in II 210 Supervised Tutoring. 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.

- **2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline. 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 eight sections of II 210 Supervised Tutoring every semester (four 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 coursework.

  II 210 - Supervised Tutoring_ 0.00 Units (http://evcwebs.sjeccd.edu/schedule_new/2017/fall/evc-fall.asp#desc)

  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
117825	201	Tutoring			08/28/23— 12/14/23		Nguyen, William
117826	202	Tutoring			08/28/23— 12/14/23		Nguyen, William
117827	203	Tutoring			08/28/23— 12/14/23		Nguyen, William
117828	204	Tutoring			08/28/23— 12/14/23		Nguyen, William
117829	205	Tutoring			09/05/23— 12/14/23	MS112	Tyuleneva, Svetlana
	205	Tutoring			09/05/23— 12/14/23	MS112	Rahbar, Ali
	205	Tutoring			09/05/23— 12/14/23	MS112	Jensen, Kathy
	205	Tutoring			09/05/23— 12/14/23	MS112	Sundaresan, Revathi
	205	Tutoring			09/05/23— 12/14/23	MS112	Tanniru, Padmavati
117830	206	Tutoring			09/05/23— 12/14/23	MS112	Rahbar, Ali
	206	Tutoring			09/05/23— 12/14/23	MS112	Sundaresan, Revathi
	206	Tutoring			09/05/23— 12/14/23	MS112	Jensen, Kathy
	206	Tutoring			09/05/23— 12/14/23	MS112	Tyuleneva, Svetlana
	206	Tutoring			09/05/23— 12/14/23	MS112	Tanniru, Padmavati
117831	207	Tutoring			09/05/23— 12/14/23	MS112	Sundaresan, Revathi
	207	Tutoring			09/05/23— 12/14/23	MS112	Jensen, Kathy
	207	Tutoring			09/05/23— 12/14/23	MS112	Tanniru, Padmavati
	207	Tutoring			09/05/23— 12/14/23	MS112	Rahbar, Ali
	207	Tutoring			09/05/23— 12/14/23	MS112	Tyuleneva, Svetlana
119492	208	Tutoring			08/28/23— 12/14/23		Salak, Robin

- **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?**

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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 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,

This is a challenging time for all of us, but we want to make sure you have the resources available to be help you be successful in your courses. **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.** To get free EVC tutoring, please follow these simple steps, and let me know if you have any questions. You can drop in during the hours below to see any of the tutors. **You can also email me directly, so I can connect you to the right tutoring resource once you tell me which course(s) you need help with.**

<u>*Campus Tutoring Center*</u> **– September 5th to December 14th (Register FREE now on Self-Service for *II 210 Supervised Tutoring*: REG ID 117825, 117826, 117827, or 117828)**

1.   EVC Tutors on campus, Monday-Thursday 9:00 a.m. – 5:00 p.m. and Friday 9:00 a.m. – 1:00 p.m. in LE-237 (Library Building)

- EVC students can access EVC tutors (for math and science, see below) **on campus during the above drop-in hours.**

2. NetTutor Online Tutoring, All subjects + Paper Drop-Off

- When EVC tutoring is closed, EVC students can access ***NetTutor*** by logging into the ***Canvas* course they need tutoring for**.
- Click on ***Pisces/NetTutor Online Tutoring*** on the *Canvas* left hand navigation.

·   Click on ***NetTutor* to see all the subjects tutored**.

- Then click on the **subject** you need help with to see the drop-in schedule for that subject.
- **Please also note the *Writing and Paper Center (Drop Off Papers Here)* option located at the bottom of the Subjects page if you wish to drop off a paper for feedback.**
- Watch the brief *NetTutor* YouTube link (click on CC for captions): <u>https://youtu.be/VlrPU34FzuY</u> <u>(https://youtu.be/VlrPU34FzuY)</u>

<u>*Math and Science Resource Center (MSRC)*</u> **– September 5th to December 14th (Register FREE now on Self-Service for *II 210 Supervised Tutoring*: REG ID 117829, 117830, or 117831)**

Monday-Thursday 9:00 a.m. – 6:00 p.m. and Friday 9:00 a.m. – 1:00 p.m. in MS-112 (Math, Science, and Social Science Building)

- EVC students can access EVC tutors (math and science) **on campus during the above hours.**
- Tutoring, Resources, and/or Support available for Math, Chemistry, Biology, Physics
- Student computers with math software for class-related assignments
- **Microbiology, Anatomy, and Physiology Tutoring available in Biology Lab in S-219 in the Sequoia building*

To help you succeed, EVC Campus Tutoring would like to provide you with tutoring! A tutor will provide clarification and help you with your assignments and test preparation. Our goal is your success, so **please use our services**. The sooner we can help you, the stronger your chances of success are! Thank you, and let me know if

you have any questions.

 B. 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. 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 (http://evcwebs.sjeccd.edu/schedule_new/2017/fall/evc-fall.asp#desc)

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"

C. 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, Fall 2023:

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

Ø when the instructor is explaining the instructions, play the role of a student in our **modeling**

Ø walk around and ask students if they need help

Ø help groups with their group work if they need **assistance**

Ø remind students about our "**no cell phone**" policy and note down names of offenders

Ø guide students on what course related **assignments** they can work on if their group 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

Ø when the instructor is explaining the instructions, play the role of a student in our **modeling**

Ø walk around as students are writing and provide **individualized writing help** to students

Ø check that students are following the **writing process order**: prewriting, outlining, writing, revising, and editing

Ø remind students about our "**no cell phone**" policy and note down names of offenders

Ø hold **individual conferences** with students if possible *(give them your drop in tutoring hours in your area)*

Ø tell students who are finished writing to **revise and edit** their compositions using their checklists

Ø 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

Ø 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 021 - Spring 2023

Red section = Embedded tutor										
	A	**B**	**C**	**CR**	**D**	**F**	**W**	**Grand Total**	**avg pass**	**avg fail**
MATH-021	**12**	**7**	**6**	**0**	**3**	**6**	**0**	**34**	**74%**	**26%**
201	**2**	**3**	**1**	**0**	**3**	**1**		**10**	**60%**	**40%**
202	4	1	2	**0**	0	0	0	7	100%	100%
203	3	1	1	**0**	0	3	0	8	63%	37%
204	3	2	2	**0**	0	2		9	78%	22%

- **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 anonymous student survey. 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.

For online tutoring through NetTutor on Canvas, this capability has been added. Students access online tutoring on Canvas through the course on their Dashboard they need tutoring for. Campus Tutoring can then check if the student passed the course they received online tutoring for.

For on campus face to face tutoring. Campus Tutoring has worked w SARS Trak to add this capability but has not had success yet due to technical issues. Its goal is to implement this capability by Spring or Fall of 2024, technology permitting. Students could then identify the courses they need help in upon logging into SARS Trak when receiving tutoring. 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.

- **5. Describe how your program is articulated with High School Districts, and/or other four- year institutions**

II 210 has no 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.

Service Area Outcomes and Assessment

Related Assessments

PART C: Service Area Outcomes and Assessment

- **1. List the Service Area Outcomes (SAOs), and how they relate to the ILOs**

Upon completion of this course, II 210 Supervised Tutoring, the student should be able to:

Outomes *

1. Reach a higher level of competence in subject student is receiving tutoring in

This SLO maps to the following Institutional Learning Outcomes (ILOs):

- Inquiry and Reasoning: The student will critically evaluate information to interpret ideas and solve problems.

2. Develop independence in learning that is self-paced and self directed

This SLO maps to the following Institutional Learning Outcomes (ILOs), :

- Communication: The student will demonstrate effective communication, appropriate to the audience and purpose.

3. Develop a positive approach to learning through tutor support and encouragement

This SLO maps to the following Institutional Learning Outcomes (ILOs):

- Personal Development: The student will demonstrate growth and self-management to promote life-long learning and personal well-being.

- **2. Since your last program review, summarize SAO assessment activities and results. Please include dialogue regarding SAO 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…)**

II 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:

<u>Completed Survey Results of EVC Students in CTC</u>

<u>Spring 2022 – Spring 2023</u>

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Are Campus Tutoring's *on-campus tutoring* hours (Campus Tutoring in LE-237, Math and Science Center in MS-112, and Biology Lab in S-219) convenient for you?			4.29 out of 5 average rating	
2. Are Campus Tutoring's online tutoring services on Canvas (NetTutor/Pisces) easy to access and use for you?			3.87 out of 5 average rating	
3. Were tutors patient with you?			4.45 out of 5 average rating	
4. Were the tutors knowledgeable of their subject area?			4.37 out of 5 average rating	
5. If you had to wait for tutoring, was your wait LESS than 10 minutes?			4.05 out of 5 average rating	
6. Were Tutoring team members courteous and helpful in answering any questions you had regarding tutoring services?			4.40 out of 5 average rating	
7. Would you recommend Campus Tutoring to your peers?			4.42 out of 5 average rating	
8. **Did Campus Tutoring help you feel positive about the subject you were learning through encouragement and support?**			4.37 out of 5 average rating	
9. **Can you work more independently in your subject area now that you received assistance from Campus Tutoring?**			4.24 out of 5 average rating	
10. **Do you feel more competent in the subject area you received tutoring in?**			4.27 out of 5 average rating	
11. What did you find most helpful about on-campus and/or online tutoring?			"I found it most helpful that there was always a tutor available during school/business hours. If I had a question, I would be able to pop into a tutoring session and work with the tutor."	

The above survey collects recent results from Student Surveys on Campus Tutoring which are emailed to students toward the end of each semester. SLO's are measured by these surveys. Results are then discussed between the Academic Skills Instructor, Instructional Support Coordinators, and Division Dean. An area for improvement based upon these surveys relates to online tutoring accessibility. Campus Tutoring has addressed this with NetTutor, and the new platform available through Canvas is now much easier for students to access. This will be assessed in the next student survey.

Email communication regarding SLO's:

From: Estrada, Grace K. <Grace.Estrada@evc.edu (mailto:Grace.Estrada@evc.edu)>
Sent: Monday, October 24, 2022 10:02 AM
To: Nguyen, William <William.Nguyen@evc.edu (mailto:William.Nguyen@evc.edu)>
Cc: Kunkel, Robbie <Roberta.Kunkel@evc.edu (mailto:Roberta.Kunkel@evc.edu)>; Pouncil, Matais D.
<Matais.Pouncil@evc.edu (mailto:Matais.Pouncil@evc.edu)>
Subject: Congratulations! 100% SLO Assessment Report Compliance Milestone Achieved!

Hi William,

Thanks so much for all your work in completing the SLO assessment reports for all II SLOs. Your efforts have
helped the LLRC division to be the first to earn a 100% SLO Assessment Report Compliance Milestone!
Congratulations!

Take care,

Grace

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

  Through II 210 Supervised Tutoring student surveys which assess SLO's and our services, some students mentioned wait times
  were too long. More tutors were hired during peak tutoring times as a result. Accounting students mentioned the need for more
  tutors for Accounting courses other than Managerial and Financial Accounting, so tutors were hired for Bookkeeping as well to
  accommodate this request on student surveys. Students also mentioned easier access for online tutoring, so NetTutor is now
  available through any course on Canvas to make accessing online tutors easier.

Faculty and Staff

Part D: Faculty and Staff

- **1. List current faculty and staff members in the program, areas of expertise, and describe how the 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: Ali Rahbar
  - Supervised Tutoring Instructor, MSRC: Kathy Jensen
  - Supervised Tutoring Instructor, MSRC: Revathi Sundaresan
  - Supervised Tutoring Instructor, MSRC: Padmavati Tanniru
  - Supervised Tutoring Instructor, MSRC: Svetlana Tyuleneva
  - 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 Computer Lab: Frances Lau
  - Instructional Support Program Coordinator, MSRC: Bryan Pham
  - Instructional Support Assistant, MSRC: Nguyet Nguyen
  - Instructional Support Assistant, MSRC: Jorge Vallin

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

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Student success in EVC courses is the primary goal of Campus Tutoring, so assuring all EVC students are aware of all tutoring resources to support their learning is crucial. The higher number students enrolled in II 210 Supervised Tutoring, the more tutoring support they are receiving for their courses. Faculty and staff alike work 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, and tutoring resource information in student newsletter emails.

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

Hello EVC Students!

As courses get more challenging at this point in the semester, please remember our free **EVC Tutoring Resources (on campus and online)** for all current students.

Campus Tutoring Center – **September 5th to December 14th (Register FREE now on Self-Service for *II 210 Supervised Tutoring*: REG ID 117825, 117826, 117827, or 117828)**

1.   EVC Tutors on campus, Monday-Thursday 9:00 a.m. – 5:00 p.m. and Friday 9:00 a.m. – 1:00 p.m. in LE-237 (Library Building)

- EVC students can access EVC tutors (for math and science, see below) **on campus during the above drop-in hours.**

2. NetTutor Online Tutoring, All subjects + Paper Drop-Off

- When EVC tutoring is closed, EVC students can access *NetTutor* by logging into the *Canvas* **course they need tutoring for**.
- Click on *Pisces/NetTutor Online Tutoring* on the *Canvas* left hand navigation.

·   Click on *NetTutor* **to see all the subjects tutored**.

- Then click on the **subject** you need help with to see the drop-in schedule for that subject.
- **Please also note the *Writing and Paper Center (Drop Off Papers Here)* option located at the bottom of the Subjects page if you wish to drop off a paper for feedback.**
- Watch the brief *NetTutor* YouTube link (click on CC for captions): https://youtu.be/VlrPU34FzuY (https://youtu.be/VlrPU34FzuY)

Math and Science Resource Center (MSRC) – **September 5th to December 14th (Register FREE now on Self-Service for *II 210 Supervised Tutoring*: REG ID 117829, 117830, or 117831)**

Monday-Thursday 9:00 a.m. – 6:00 p.m. and Friday 9:00 a.m. – 1:00 p.m. in MS-112 (Math, Science, and Social Science Building)

- EVC students can access EVC tutors (math and science) **on campus during the above hours.**
- Tutoring, Resources, and/or Support available for Math, Chemistry, Biology, Physics
- Student computers with math software for class-related assignments
- *****Microbiology, Anatomy, and Physiology Tutoring available in Biology Lab in S-219 in the Sequoia building**

Thank you, and we hope to see you soon!

In terms of professional development, student tutors are recommended by faculty, on-boarded to Campus Tutoring, and trained each semester by the Academic Skills Instructor through the one unit online Individualized Instruction 90 Tutor Training course to assure tutors develop and grow in their tutoring skills and are well-versed in tutoring techniques and guidelines to best help their students succeed.

-*Sample Discussion from II 90 Tutor Training course on working with students:*

Question 4

15 / 15 pts

Imagine you are tutoring a student with some kind of learning disability. What techniques would you use in order to tutor this student? Why? Explain with details.

Your Answer:

I would like to share a personal experience with a student who had a learning disability and a few techniques that I use to help with the tutoring session. the student needed help with a specific concept that was covered in class. The student was able to provide notes that he had printed out for me to read and asked if the information was correct. I was able to look over the notes and clarify some questions that the student had as well as explain further concepts. There was a point where the student asked for a more visual approach to the information and I was able to draw out a picture for his using his finger to understand the different components of an atom and where they are located in relation to others. I think listening to him to understand his needs was really helpful to me to have a better approach to the tutoring session.

Very good. It's great you listened to your student and actually tried to accommodate his visual learning needs, customizing your session to the student. Variety is the key in terms of effort. Tutors can sometimes get so used to a particular method that often works, they don't try other techniques when one of their students is challenged. This is why working w a diverse group of students really helps to encourage the use of more tools by the tutor, whether it's for visual, audio, or kinesthetic learners.

Budget Planning

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 has been funded under fund 10 in the amount of roughly $105,000 per year. This has allowed for roughly 200 hours per week of tutoring per 16 week semester. While Campus Tutoring has been able to provide its services with its set tutoring funding, the student tutor wage has risen, from $10.30/hr in 2016 to now $17/hr in 2023. With the wage increase, Campus Tutoring funding has not been increased to keep pace. As the student wage increases with no overall increase to Campus Tutoring's annual budget, fewer tutors can be hired, hampering its student services with longer wait times and, at times, not enough tutors for all subjects students need tutoring for. Over the past year, from Spring 2022 through Fall 2022, approximately 1350 EVC students were enrolled in II 210 Supervised Tutoring and received approximately 14,500 hours of tutoring (Positive Attendance Hours).
  - In addition to the wage increase, more tutors are being utilized for embedded tutoring in classes in addition to drop-in tutoring.
  - II 210 Supervised Tutoring, the 0 unit course in which EVC students enroll to receive tutoring is regularly offered during Spring and Fall semesters. However, students need tutoring during summer and winter intersession when EVC courses are also offered. Funding should be allocated to hire student tutors for summer and winter. Positive Attendance hours for students could then be collected during these times as they are during the Spring and Fall semesters.

  To accommodate these needs, Campus Tutoring would need $187,570 (or an additional $82,795 in addition to the current $104,775) to successfully offer its services: student tutor wage ($17/hr x 44 weeks (spring, fall, summer, winter) x 240 hrs/week) and online tutoring cost ($8050 per year for NetTutor Online Tutoring).

- **2. List all external funds i.e. fund 17 etc. the department/program receives, and describe their primary use.**

NetTutor online tutoring served approximately 500 students in 2023 for a total of 450 hours. Online tutoring is an integral part of Campus Tutoring, assisting students online with their coursework both synchronously and asynchronously when on-campus tutoring services are closed. This resource must continue to be funded in order to provide crucial support to EVC students. It is currently funded on a year to year basis, however, and is not part of Campus Tutoring's main Fund 10 budget. Currently, fund 17 for Basic Skills covers this cost but is not a guarantee.

- **Annual funding ($8,050) for NetTutor online tutoring covers hours for one year. Campus Tutoring would need this amount as part of its Fund 10 to cover this cost moving forward.**

Technology and Equipment

Part F: Technology and Equipment

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

No changes have been needed since the last review. NetTutor online tutoring was added in 2017

Additionial Information

Part G: Additional Information

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

Since the last review, students no longer need instructor referrals for tutoring. They can self-refer when they need tutoring help.

Future Needs and Resource Allocation Request

Total Cost

Attach Files

Attached File
Additional Information for PR CAMPUS TUTORING FALL 2023(002) CURRENT.docx (/Form/Module/_DownloadFile/5093/43800?fileId=418)

IEC Reviewers

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