## Annual Program-Level Assessment Plan

### Tutoring and Learning Center

#### 2011-2012

**Division and Program-Level SLOs and anticipated measures/evidence**

<table>
<thead>
<tr>
<th>Academic Year (AY)</th>
<th>Division Wide Student Learning Outcome</th>
<th>Program Level Student Learning Outcomes (PLSLO)</th>
<th>Measures/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 2011-2012</td>
<td>Identify and use college resources that support student success</td>
<td>PLSLO #1: Demonstrate a deeper understanding of course materials</td>
<td>Measures: (a) Tutor reports (b) Tutee end of year survey</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PLSLO #2: Apply new knowledge to improve course grades</td>
<td>Measures: (a) Tutee end of year survey</td>
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</table>

**Assessment Focus and Methods for PLSLO #1: Demonstrate a deeper understanding of course materials**

*How will SLO be assessed? What information/data will be collected? When and by Whom? How will it be analyzed? How will it be reported?*

At the beginning of the fall semester, department–level SLOs will be shared with the tutors. Tutors will be asked to report each week regarding any communication they had with tutees about understanding course materials, and any anecdotal evidence about any impact on test scores or other grades.

Tutees will complete a survey at the end of the semester which includes questions to address this SLO. Data will be gathered by multiple means. Tutors will be sent a reminder email from the TLC Coordinator and /or Tutoring Instructor each week asking them to respond with a brief report. Data from email will be consolidated into a single document. Paper surveys will be distributed to tutees at the end of the semester by the tutors and the TLC Coordinator.

Data from the tutor reports will be analyzed as it is received. Intervention strategies will be put in place on an as-needed basis. For example, if a tutor reports they are unable to get a tutee to demonstrate that they are reaching a deeper understanding, the TLC Coordinator would suggest techniques for getting the tutee to talk more about what they are learning, or emphasize trying different communication strategies.

At the end of the year when all of the reports have been submitted, the TLC Coordinator will communicate the data to the Tutoring instructor, to suggest curricular modifications in the tutor training course, if necessary. The survey data from tutees regarding understanding course material and grade improvement will be summarized and analyzed at the end of the semester by the TLC Coordinator. Data may impact tutor training curriculum.
Assessment Focus and Methods for PLSLO #2: Apply new knowledge to improve course grades

How student learning was assessed by the SLO stated above? What information/data was collected? When and by Whom? How was it analyzed? How was it reported?

Same as above.

Reporting plan for assessment of PLSLO #1: Demonstrate a deeper understanding of course materials
Where will results be disseminated? When will changes be implemented? When will the annual report be completed?

In the spring 2012 semester, information from the analysis will be discussed in EOPS/Tutoring staff meetings, reported at a Student Service Department meeting, and discussed at the tutor training workshop prior to the beginning of the semester.

Programmatic or tutor training curriculum changes will be implemented prior to the start of the semester. The impact of any changes will be monitored and reported in the TLC 11-12 SLO annual report. The annual report will be completed before the end of the spring 2012 semester.

Reporting plan for assessment of PLSLO #2: Apply new knowledge to improve course grades
Where will results be disseminated? When will changes be implemented? When will the annual report be completed?

Same as above.
### Survey Data

**Tutoring helped me to understand the course material better**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>24</td>
<td>19</td>
<td>0</td>
<td>0</td>
</tr>
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**Tutoring has helped me to improve my grades at College of Marin**

<table>
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<tbody>
<tr>
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<td>20</td>
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Annual Program-Level Assessment Report

Tutoring and Learning Center  
2011-2012

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Describe/Discuss the result of PLSLO #1

Describe how the results of the assessment were disseminated and to whom? (What was the program’s process for reviewing the results and discussing the implications of the results?)

Assessment results were disseminated in staff meetings.

Discuss how the results were used to either: confirm the SLO was successfully met, and/or how the program generated strategies for program modification.

Data from the surveys showed that 100% of students surveyed indicated that they either agreed or strongly agreed that the tutoring helped them to reach a deeper understanding of the course materials. This was further confirmed by anecdotal evidence from tutors shared in meetings throughout the course of the semester. Tutors shared when their students had “a-ha!” moments.

If applicable, discuss program modifications changes and timeline for implementation of changes.

The program will not be modified, based on the data.

What resources are needed to improve your program?

The support the tutors provide is of high quality and positively supports deeper understanding. In order increase the amount of support the tutors provide, increased financial resources are necessary.

Describe/Discuss the result of PLSLO #2

Describe how the results of the assessment were disseminated and to whom? (What was the program’s process for reviewing the results and discussing the implications of the results?)

Assessment results were disseminated in staff meetings.

Discuss how the results were used to either: confirm the SLO was successfully met, and/or how the program generated strategies for program modification.
Data from the surveys showed that 91% of students surveyed indicated that they either agreed or strongly agreed that the tutoring helped them to improve their grades. This was further confirmed by anecdotal evidence from tutors shared in meetings throughout the course of the semester. However, some students commented that they disagreed with this statement because they didn’t yet know what their final course grade would be.

**If applicable, discuss program modifications changes and timeline for implementation of changes.**
This question needs to be rewritten to more clearly state that the grades referred to are mid-semester grades.

**What resources are needed to improve your program?**
The support the tutors provide is of high quality and positively supports deeper understanding. In order increase the amount of support the tutors provide, increased financial resources are necessary.
Date: March 20, 2012

Program/Service Information

Tutoring
The Tutoring Program provides tutoring and academic support for a wide number of academic courses. The service is free for all currently-enrolled College of Marin students who are taking credit courses or noncredit ESL courses. Each semester, the program employs between 35-45 faculty-recommended peer tutors who receive training in an initial seminar, as well as continuing seminars and workshops, and who receive line-of-sight supervision by a certificated Tutoring Coordinator in keeping with Title 5 regulations, the tutors are compensated based on the part-time hourly district salary scale, receiving $10.75 an hour the first semester with a 50 cent per hour raise each subsequent semester, to a maximum hourly wage of $11.75. Our peer tutors provide thousands of hours of academic support for several hundred students every semester.

The Tutoring Program at College of Marin serves many purposes. The tutors have the opportunity to gain mastery of the subjects they tutor, to learn how to support their fellow students, and to gain working experience while in college. The students who use tutoring services find that academic support helps them complete their classes successfully, develop effective study habits, gain a deeper understanding of what they are studying, and learn long-term study skills that can help them to be more successful in all of their classes.

Problem/ Needs (i.e. SLO assessment findings, SLO meeting dialogue)

SLO Findings
The Tutoring program measured one division SLO and two program SLOs during the fall 2011 semester.

Div-level SLO: Students will identify and use college resources that support student success.

Prog-level SLO 1: Students will demonstrate a deeper understanding of course materials.

Prog-level SLO 2: Students will apply new knowledge to improve course grades.

Using surveys and qualitative data from tutors, we measured these SLOs. Data showed overwhelmingly that students believe that tutoring helped them:

a) to reach a deeper understanding of course materials (100% agreed or strongly agreed) and
b) to apply their new knowledge to improve their grades (91% agreed or strongly agreed; 8% disagreed – although some commented that they disagreed because they didn't yet know what their final grade in the class would be). Anecdotal data from tutors provided specific examples.

In a department meeting with the area administrator and staff, TLC staff members determined that for those students we surveyed, we were meeting our SLOs. But data from another question in the survey raised other issues that we agreed needed to be addressed.

Staffing
One survey question asked whether the Tutoring Center was adequately staffed to meet students’ needs. Only 7% said it was not, but we realized that our question wasn’t specific to either tutors or classified staff, who assist in meeting students’ needs to schedule, reschedule, and ask for tutoring. Since we are now in
the process of increasing our services to students at all locations, and especially to students who take classes online, in the evening, and at the IVC campus, there is concern that this percentage will increase if we don’t plan accordingly.

We also looked at an online student survey completed in spring 2010, arguably more accessible to those students who are not receiving adequate tutoring services in the current format. The online survey found that 72% of respondents were either likely or very likely to use tutoring services if available on Saturdays, and in the open comments section nearly every respondent mentioned the need for more hours, more tutors, more courses for which tutoring is available, and especially more evening tutoring.

The Tutoring program currently has the equivalent of 1.0 FTE classified staff member to cover all aspects of the program. An additional half-time position has been temporarily funded through BSI for the last 2 years. The 1.0 FTE has been filled by 2 hourly temporary employees for the past year. All of these factors contribute to our conclusion that the TLC needs more stable funding for staffing. With the expansion of services we are offering and the growth of the program, this lack of adequate and permanent staffing and funding for services is becoming critical.

Program Objectives from 2010 Program Review Update

1) **Become a CRLA certified Tutoring Program**
   We are qualified to become certified now. Increased work load coupled with staffing issues has not allowed it to happen yet.

2) **Re-establish noncredit tutoring course to support college objective of collecting WSCH**
   Title 5 (section 58051) allows colleges to claim ADA apportionment for peer tutoring via a noncredit course. The curriculum for this noncredit course exists; however, we need additional staff time to update the curriculum and send it the Curriculum Committee. Our administrators and staff are investigating various software programs that would allow us to collect this WSCH data by tracking lab usage. There will be a cost associated with purchasing the software as well as staff support time to train tutors and students how to use and maintain it.

3) **Realign program to be legally compliant with Title 5**
   Because the Marin Community College District is a basic aid district, we do not currently collect apportionment for the Tutoring Program. While this relieves us of our legal obligation, it does not relieve us of our professional obligation to run a program in compliance with state law. There are three main areas where we are out of compliance. These issues have continued to be discussed, but have not yet been totally addressed.

   - The CSEA job description for the Tutoring Center Coordinator currently requires a bachelor’s degree. However, according to according to Title 5, section 53415, a master’s degree is required for this position. This is an excerpt from section 53415:

     The minimum qualifications for service as a learning assistance or learning skills coordinator or instructor, or tutoring coordinator, shall be either (a) or (b) below:
     (a) the minimum qualifications to teach any master’s level discipline in which learning assistance or tutoring is provided at the college where the coordinator is employed; or
     (b) a master’s degree in education, educational psychology, or instructional psychology, or other master’s degree with emphasis in adult learning theory. Minimum qualifications do not apply to tutoring or learning assistance for which no apportionment is claimed.
• In order for tutoring to qualify for apportionment through a noncredit course, students must be referred to the program by either a counselor or a faculty member. Currently, the Tutoring Program does not have referral system in place. Section 58170 in Title V describes this requirement:
  Students enroll in the Supervised Tutoring course through registration procedures established pursuant to section 58108 after referral by a counselor or an instructor on the basis of an identified learning need.

*It should be noted that the Statewide Academic Senate is currently reviewing the referral aspect. It is generally agreed within the profession that self-referral should be allowed as well.

4) **Obtain data regarding the diversity of the students served by the program**
   This data exists, however, without a way to generate a list from students enrolled in the course, it will not be possible to develop an Argos report. Meeting objectives 2 & 3 will make this possible.

5) **Increase tutor salary classification to align with market wage for tutors in Marin County**
   The highest category on COM's student hourly salary schedule has a range of $12-$14 per hour. The only students in this category are the student ambassadors. The level of responsibility for the peer tutors is equal to that of the student ambassador position. Both positions require professionalism and modeling of excellent student behavior. Yet the tutors must also enroll in a training course, excel in their subject areas, and develop a fundamental understanding of supporting learning in innovative ways. The tutors play an essential role in helping hundreds of students reach their educational goals each semester, which in turns helps the college by supporting retention. Tutoring remains one of the most cost-effective means for institutions to reach their institutional goals.

   Tutors who work privately in Marin County make between $25 and $100 per hour. In 2010, College of Marin tutors who worked in the afterschool program at Drake High School, a public high school less than 5 miles from COM, made $6 more per hour as compared to their COM salaries. The current wages of $10.75-11.75 per hour for peer tutors is too far below market value to be competitive.

   We will continue to seek partnerships within the college to offset program expenses. Since 2003, we have worked with the Financial Aid Department to maintain our 25% work-study match program. All eligible tutors are paid through Federal work-study funds. Work-study pays 75% of their salary and the Tutoring Program pays 25%.

   The Tutoring Program also has a partnership with the EOPS department. EOPS students are eligible for one hour, per subject, per week of individualized tutoring. The coordinator arranges sessions for as many as 25 EOPS students each semester. All salary expenses from these sessions are carefully tracked. Total costs for EOPS tutoring are calculated at the end of each semester and the Tutoring Program is reimbursed for the salary expenses.

   The budget for the Tutoring Program is carefully monitored throughout the year. Poorly attended sessions are cancelled in a timely fashion, and additional sessions are added based on demonstrated need. Because most of the tutoring is small group tutoring, we have an excellent ratio between cost and service provided. According to payroll data from spring 2008 through fall 2009 (including 2008 and 2009 summer sessions), tutors worked a total of 13,528 hours. During that same time period, students received a total of 23,463 hours of tutoring. This means that on average, students received 1.73 hours of tutoring for every hour a tutor was paid.

   A budget increase for tutor salaries would move the position to the proper place on the student hourly salary scale, while allowing us to increase the level of service to IVC, evening, and online students.

6) **Implement new technology to streamline tutoring program administration**
   This objective is now being worked on as we look into software that will also generate WSCH
7) **Pilot online tutoring using CCC Confer**

This objective is currently being met. The platform we are using integrates with Moodle and is free. The only costs associated with providing this service is for equipment to facilitate the service (trackpads for tutors), additional staff time, and additional tutor hours.

**Additional Needs- Computers**

The computers in the TLC are extensively used for academic work by students and tutors on a daily basis. The computers we have now are more than five years old and continue to have operating system and compliance problems. On many of the machines, we are unable to install updated software because of operating system deficiencies. While the college continues to develop new and updated curriculum that incorporates new software and new delivery methods, we will be unable to provide the learning support necessary without new computers. We have a total of eight computers that would cost approximately $1200 each to replace.

### Request for Resources Allocation

**District Tutoring Budget Request (ongoing)**

<table>
<thead>
<tr>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$20,000</td>
<td>Full-time student tutor salaries</td>
</tr>
<tr>
<td>$10,000</td>
<td>Part-time student tutor salaries</td>
</tr>
<tr>
<td>$1500</td>
<td>Textbooks, supplies and trackpads (for online services)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$30,500</strong></td>
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**Funding Request for Addition of Tutoring Classified Staff (permanent,)**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutoring Coordinator (Grade 22, level C)</td>
<td>$60,684</td>
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<tr>
<td>Benefits @ 30%</td>
<td>$20,025</td>
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<td><strong>TOTAL</strong></td>
<td><strong>$80,709.70</strong></td>
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**One-Time Budget Requests**

<table>
<thead>
<tr>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$9600</td>
<td>8 computers for students and tutors</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$9,600</strong></td>
</tr>
</tbody>
</table>

**How Resources will Impact the Program**

Addition of another permanent staff member as Coordinator, while retaining the current 1.0 FTE position at grade 16 (to provide technical and other support) will allow for proper support of existing services at both campuses as well as new services to online, evening and IVC students. Without additional staffing, we are stretching as far as we can to barely meet these goals, having to short-change KTD tutoring in order to establish a presence at IVC. Research suggests that adding online tutoring will increase student demand even more because tutoring will now be accessible to additional students.

Increasing the tutor salaries will bring our wage somewhat closer to the market wage for tutors in Marin County, and will bring them to the same level as the student ambassadors at the college.

An increase in the supply budget will allow us to purchase the equipment necessary to support online tutoring, purchase textbooks for the tutor library, and purchase additional supplies such as dry-erase markers, etc.
New computers would allow students to utilize the latest software that they are using for their courses, and would reduce the workload on the IT technician.

Responsible Person for Completing this Mini-Program Review
Becky Reetz

Signature of Dean/Supervisor ____________________________ Date ____________________________

Deadline for submission: March 20th
Please submit your Annual Program-Level SLO Report with your Mini-Program Review