



Southwestern Operational Program Review Tutoring Services Program

Process

Program Review is a continuous process of collecting, evaluating, and using information to determine if and how well performance matches learning or service outcomes which occurs on at least a quadrennial basis. We gather evidence of student learning; discover the degree to which courses, programs, and administrative and educational support services accomplish intended outcomes; and probe the achievement of institutional projects, core themes, and mission. Southwestern conducts program reviews of all programs and services on a quadrennial basis (every 4 years) and uses the results of the assessments to enhance and improve current programs and services.

Resources

Program Review detailed instructions
[Report Documentation](#) – myLakerLink on the Resource Center tab

Program review consists of the following elements

- ✓ [Unit - Program Mission](#)
- ✓ [Unit – Program Operational Checklist](#)
- ✓ [Unit - Program Operational Outcomes](#) including indicators and thresholds for achievement
- ✓ [Outcome and Operational Quantitative Data](#) analysis
 - I. Quantitative Data
 - II. Financial Viability
 - III. Qualitative Analysis
 - IV. Mandatory Reporting and Compliance
 - V. Operational Policies, Procedures, and Processes
- ✓ Reflection of the data
- ✓ Projects planned based on evidence
- ✓ Association with core themes and other planning processes/projects
- ✓ Activity [Timeline](#)

All reports are available within myLakerLink and are located on the Resource Center tab. Links to all reports are located within each section title of this document. Program Review requirements for certain sections include multiple reports with additional links to the reports located within the specific section of the report.

Unit-Program Mission

The mission of the Tutoring Services Program supports the academic needs of all students through one-on-one and group tutoring through highly qualified content area specialists.

Unit-Program Operational Checklist Analysis

- Review the checklist and self-assess the threshold level for each section
- Reflect on what has been accomplished, what needs to be enhanced, and what needs to be developed
- List the overall achievement
 - 14 were at a green level
 - 3 within the Mandatory Reporting and Compliance
 - 0 within the Policies, Procedures, Process
 - 5 within the Qualitative
 - 6 within the Resource and Staffing Review
 - 10 were at a yellow level
 - 1 within the Mandatory Reporting and Compliance
 - 6 within the Policies, Procedures, Process
 - 0 within the Qualitative
 - 3 within the Resource and Staffing Review
 - 0 were at a red level
 - 0 within the Mandatory Reporting and Compliance
 - 0 within the Policies, Procedures, Process
 - 0 within the Qualitative
 - 0 within the Resource and Staffing Review

Unit-Program Operational Outcomes for Analysis

Operational Outcomes - Indicators – Threshold: Reviewed every 4 years

List program outcomes in this section (from prior program review process/add any new outcomes – generally 3 or 4 outcomes):

- Provide access to tutoring services
 - Measured by the tutoring center survey average rating for questions related to tutoring service hours (5 pt. scale)
 - Green: GE 4.5 Yellow: Between 4.0 and 4.49 Red: Below 4.0
 - Measured by the percentage of students who utilize tutoring services compared to all students (students refers to those who take at least one on-ground college level or developmental level course)
 - Green: GE 45% Yellow: Between 35% and 44% Red: Below 35%
 - Measured by the mean for Southwestern students who utilize tutoring services compared to the Oregon consortium from the CCSSE survey
 - Green: GE consortium mean Yellow: Between consortium mean and effect size of LT .20 Red: GE or equal to an effect size of .20
- Students utilizing tutoring center will receive prompt and professional services
 - Measured by the tutoring center survey rating for overall tutoring services (5 pt. scale)
 - Green: GE 4.5 Yellow: Between 4.0 and 4.49 Red: Below 4.0
 - Measured by the tutoring center survey rating for the questions receiving help in a timely manner (5 pt. scale)
 - Green: GE 4.5 Yellow: Between 4.0 and 4.49 Red: Below 4.0
 - Measured by the mean for Southwestern satisfactions of students who utilize tutoring services compared to the Oregon consortium mean from the CCSSE survey
 - Green: GE consortium mean Yellow: Between consortium mean and effect size of LT .20 Red: GE or equal to an effect size of .20

Operational Outcomes - Indicators – Threshold (Cont'd)

- Sustainable resource management
 - Measured by the operational staff FTE
 - Green: GE .25 Yellow: Between .20 and .24 Red: Below .20
 - Measured by the tutoring staff FTE
 - Green: GE 2.5 Yellow: Between 1.80 and 2.49 Red: Below 1.80
 - Measured by the student FTE
 - Green: GE 300 Yellow: Between 250 and 299 Red: Below 250
 - Measured by the number of students served
 - Green: GE 900 Yellow: Between 700 and 899 Red: Below 700
 - Measured by the cost per student FTE
 - Green: Under 175 Yellow: Between 175 and 195 Red: Above 195

Summary of Outcomes

Provide access to tutoring services:

Indicator 1

Result: 4.93 student rating, Green/met

The tutoring services program continues to offer services at times needed for students given the limited funding. This score has increased by .05 since the 2011-12 program review, which indicates increased students satisfaction. The program is working on extending hours still, especially during weekends and peak times.

Indicator 2

Result: 47% of total students utilized tutoring, Green/met

862 of 1828 students utilized tutoring services during 2014. This number indicates that fewer than half of SWOCC's students utilized the free campus resource, though the threshold has been met. The thresholds for this indicator should be increased appropriately as enrollment increases and more students utilize tutoring services. The internal goal for the tutoring services program is to reach 2/3 of the overall student population.

Indicator 3

Result: SWOCC mean-1.66 vs. Oregon Consortium mean-1.57, Green/met

Of the 362 students who indicated that they used tutoring services, we have yet to reach a mean of 2-indicating that students sometimes used tutoring services. (A mean score of 3 represents students often use tutoring services, the highest possible score). Usage has declined from 1.70 to 1.66 from the last CCSSEE survey administered though we are still above the Oregon Consortium. The program has made significant changes on how tutoring is delivered to, accessed by, and marketed to students with the intention of increasing awareness and usage of tutoring services.

Summary of Outcomes (Cont'd)

Students utilizing tutoring center will receive prompt and professional services:

Indicator 1

Result: 4.97 student rating, Green/met

The overall average for satisfaction with tutoring services has increased from 4.83 to 4.97. Tutoring services continue to deliver high quality and professional services with limited resources.

Indicator 2

Result: 4.95 student rating, Green/met

The mean score for students receiving assistance in a timely manner has maintained at 4.95. However, this is down from 2011 data that indicated a 4.90 score. The threshold has been met and is good, but it could be better. The program is evaluating peak hours and staffing appropriately so students are served quickly with very limited wait time for a tutor.

Indicator 3

Result: SWOCC mean-2.25 vs. Oregon Consortium mean-2.32, Yellow/in progress

Based on the results of the 2014 CCSSEE survey, student satisfaction falls between somewhat satisfied (2) and very satisfied (3). The 2.25 score is a slight increase from the last CCSSEE administered, but we are still below the mean for the Oregon Consortium by .07. The program has made significant changes on how tutoring is delivered to, accessed by, and marketed to students with the intention of increasing satisfaction with tutoring services.

Summary of Outcomes (Cont'd)

Sustainable resource management:

Indicator 1

Result: .50 staff FTE, Green/met

The previous program director had been assigned .25 FTE for tutoring services management. With a new program director in this position and significant changes having been made to the program, it is estimated that the new program director spends at least 50% of her time working on tutoring services management. This number and the FTE may decrease over the year as the program gains stability but it would most likely never drop below the threshold of .25.

Indicator 2

Result: 2.50 tutoring staff FTE, Green/met

Tutoring staff worked 4,103 hours during 2014 over the course of 41 weeks. 41 weeks multiplied by 40 hours per week gives us 1640 hours, equaling 1 FTE. Multiple tutors were staffed simultaneously giving us the total of 4,103. The total tutoring staff FTE then is calculated at 2.50 which meets the threshold. Given additional funding, this FTE could be increased as tutors are able to work additional hours to serve students better.

Indicator 3

Result: 274.46 student FTE, Yellow/in progress

Student FTE significantly decreased in 2014 from 361.47 student FTE in 2013. There were roughly 200 fewer tutoring enrollments in 2014 than in 2013 which attributes to this decrease. The program has made significant changes to tutoring access through satellite tutoring centers with the intention of normalizing and then increasing student FTE. An intensive market plan is also underway.

Indicator 4

Result: 862 students enrolled in tutoring, Yellow/in progress

Students enrolled in the tutoring course increased from 803 enrollments in 2013. This indicates that even though the amount of student enrollments increased, the time spent utilizing tutoring services decreased as reflected by the dip in FTE (read: more people, less hours). The creation of class study sessions, athletic team study sessions, and satellite tutoring hours should help to stabilize and increase the hours students spend utilizing tutoring services in the future.

Indicator 5

Result: 142 cost per student FTE, Green/met

The total expenditures for the tutoring services program in 2014 (excluding program director salary) was \$38,982.51. The total budget expenditures divided by the amount of FTE produced (274.46) is 142. This cost per student is well below the threshold which indicates that given additional funding, the tutoring services program could offer expanded services and increase student satisfaction while staying under the threshold for cost per student.

Program Project Timeline – All Projects

Activity Timeline that includes core theme association, staff lead responsibility, start and projected end dates, association with other planning activities (academic master plan, technology plan, facilities plan), association with instructional projects.

Project	Person Responsible	Start Date	End Date	Core Theme	Associated Plans	Associated Projects
CRLA Tutoring Program Certification	Director	Winter 2016	Spring/Summer 2016	Access		
Revise tutor course curriculum in alignment with CRLA standards	Director	Summer/Fall 2016	Winter 2017	Sustainability		
Staff trained on working with students with disabilities and ADA requirements	Lead tutoring staff	Winter 2016	Continuous	Access		
Staff trained on FERPA guidelines	Director	Fall 2015	Continuous	Access		
Provide satellite tutoring across campus to better serve students	Director	Fall 2015	Ongoing	Sustainability		
Confirm ADA statements are on all documents	Lead staff	Fall 2015	Continuous	Access		

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