**Comprehensive Program Review Report**

**Non - Instructional Program  
Due By January 31, 2023 for AY *2022-23 to 2024-25 Planning***

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| **Section I: Program Description** |

**I.A. Program Title**

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| Lori Sundgren |

**I.B. Program Review Team (Identify all individuals in your program. Names and positions, all who contributed to this comprehensive program review).**

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| Lori Sundgren-Learning Center Director  Desirae Navarro-Learning Center Administration Clerk |

**I.C. Review Program Description and Mission Statement** (*See Guide for tips on filling out this section).*

1. Program Mission Statement

The program’s mission (and vision, if applicable), goals and objectives and how they tie to the College and/or department goals. Concerning mission, goals, duties, and objectives, please describe any improvements that need to be addressed. Update current Mission Statement if applicable.

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| **The mission of Taft College tutoring services is to provide students with learning assistance and academic support services needed to increase successful course completion, retention, and persistence, and to guide them into becoming independent learners.**  **Taft College’s Mission Statement: Taft College is committed to creating a community of learners by enriching the lives of all students we serve through career technical education, transfer programs, foundational programs, and student support services. Taft College provides an equitable learning environment defined by applied knowledge leading to students’ achievement of their educational goals.**  **The Learning Center supports the college mission statement of serving through using student support services.** |

**I.D. Program Summary -** Provide a brief summary on the current status of the program being reviewed.

**In 500 words or less,** provide a description of the program being reviewed so that a reader outside of the college can gain an overview of the program. This is not a reiteration of the program's mission, but more of a “snapshot” of the program as it currently exists and of the day-to-day operations of the program. Programs may wish to include such things as the number of faculty/staff in the program, their positions, number of students served, reporting relationships, annual budget, community relationships, etc.

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| The Taft College Learning Center (specifically tutoring, not Supplemental Instruction), has one full time administrator as department supervisor, one full time classified math tutor, one part time classified math tutor (19 hours), one part time classified writing tutor (28 hours), and one part time classified Learning Center Administrative Clerk (25 hours). The number of student tutors and student front desk clerks fluctuates each semester, and often throughout the semester as well. The budget comes from both SEA funds ($120,129) and institutional funds ($327,303), and is shared with Supplemental Instruction. |

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| **Section II: Looking Back** |

**II.A. Present the Results** (Rubric Criterion 3)

II.A.1. List of any written Protocols and practices that are in place. Include a description of when and how updates occur, who manages updates, and how they are implemented.

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| We have protocols and practices for both employees and for students. Rather than being written, they are communicated at staff meetings and departmental student worker trainings. Examples are who to report an absence to and how to report it, student dress code, appointment policy for DSPS and non-DSPS students, as well as labor laws and the CSEA contract in regards to breaks. Updates occur as a result of staff meeting discussion, or as a result of the director making a change. |

II.A.2. Does the department have training plans and/or training manuals in place for staff? (Yes/No, if yes, please attach any documents or links; if no, do you have a plan to develop a plan or how does your department train new staff and others?)

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| Attached are two sample agendas – one is from a classified staff meeting. The other is from a student tutor training. |

II.A.3. Who is responsible for updating your website, and is there a schedule for updating it? How do you maintain the accuracy of the program’s online information?

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| The website is updated by Jason Zsiba, as the Learning Center Administrative Clerk was not given the green light until this past week. Jason makes updates as given to him by the Learning Center Director or by the clerk, at the directive of the Director. These updates are made each semester, and at the beginning of summer to coincide with our schedule changes. |

II.A.4. How does the department currently elicit and incorporate suggestions or recommendations from colleagues and stakeholders?

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| We get suggestions during staff meetings and during tutor trainings, which also act as staff meetings. We also purchased Survey Trac as an add on to our Trac Cloud upgrade. This is to give customer satisfaction surveys to students who use the Learning Center. We have not yet implemented it because with the text message comes a very long disclaimer that is not user friendly in a text message.  May contain privileged and confidential information for the intended recipient only. If received in error, please notify sender and destroy all contents and attachments. All rights to email contents are retained by Taft College. |

II.A.5. Please discuss any client satisfaction data (from surveys, focus groups, etc.) or performance data (from activity logs, reports, etc.) the department receives and uses to support decision‐making.

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| During Fall 2021, the Math and Calculus Labs had 824 total log ins. This is 375 more than the previous fall (including Calculus Lab). Fall 2021, the Writing Lab had 1099 logins. This is 83 less than the previous fall.  Spring 2022, the Math Lab had 710 log ins (this includes Calculus Lab). This is 379 more than the previous spring. In Spring 2022, the Writing Lab had 822 log ins. This is 92 more than the previous spring.  Fall 2021, students logged 891 hours in the Math and Calculus Labs (total). This is 450 more hours than the previous fall. Students logged 825 hours in the Writing Lab. This is 190 less hours than the previous fall.  Spring 2022, students logged 990 hours in the math lab (including Calculus). This is 685 more than last spring. Students logged 462 hours in the Writing Lab. This is 25 less hours than the previous spring. |

II.A.6. Please discuss any student data pertaining to your department’s performance.

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| In order to truly be able to assess the outcomes, we need to be able to look at the grades and gpas of students who use tutoring vs. those who do not. This data was requested, but was not received due to the resignation of the Educational Equity Data Specialist. I wonder why the Writing Lab usage went down compared to last year, especially considering the comparison was to a COVID shut down semester. |

II.A.7. Provide a descriptive summary of the outcomes from the 2021-2022 cycle of program review.

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| Student tutors are trained using Student Lingo and Tutor Lingo videos. These are viewed and discussed as a group. The video series are chosen and paid for annually. The cost is approximately $2,000.The Learning Center currently employs one full time math tutor, a part time math tutor, and one part time writing tutor. This past year the part time writing tutor's permanent weekly hours were increased from 19 to 28. We also filled our vacant part time clerk position, increasing it from 19 to 25 hours. One major need of our department is to increase both the clerk and writing tutor positions to full time. We are open 56 hours per week and only have a 25 hour a week clerk. Extra duty hours are occasionally used (up to three). Otherwise two students cover the front desk during the other hours of the week. The Learning Center also has two Supplemental Instructional Assistants. Another change this year was the supervision went from 35 hour faculty to 40 hour administrator.  During the 2021-2022 academic year, there were 3480 log ins compared to 2692 logins last year. This is 788 more logins than last year. 3194 hours were spent in the lab compared to 2249 hours were spent in the labs during the primary terms last year. This is an increase of 945 hours over the 2020-2021 academic year. |

II.A.8. List last year’s goals and strategies that were used to improve the program to achieve equity and enhance student learning.

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| Previous Year's Goals:  1. Increase the clerk position from part time to full time.  Update: Clerk position increased from 19 to 25 hours per week.  2. Increase the part time writing tutor position to full time.  Update: Position increased from 19 hours to 28 hours per week.  3. Continue to have faculty in the labs.  Update: Continued to fund. |

**II.B. Analyze the Results** (Rubric Criteria 1, 3)

II.B.1. Review activities from Last year – What is working?

* List activities your program implemented in 2021-22

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| In 2021-2022 we upgraded our Tutor Trac system to Trac Cloud. This has allowed us to modernize our data system, and provide easy to read graphs to stakeholders who need this departmental data. It will also allow us to give student surveys and will allow students to make their own appointments, as soon as we iron out all of the wrinkles. |

* Were goals reached? If yes, explain why, if not, explain why.

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| No. One issue is that Redrock, the company that his over Trac Cloud, is located in Arizona. Because of the ban on using state funds to travel to Arizona, the director cannot attend the annual conference to gain further training and get feedback. |

**II.C. Recommendation . . .** (Rubric Criteria 1, 5)

* Describe activities you believe would have an effect on your outcome measures.

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| I think implementing Survey Trak and the self-scheduler will allow us to target departmental strengths and weaknesses. It will also allow for increased access for students (more appointments). |

* Based on overall findings from this report, what changes need to be made and how will the changes impact equity?

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| Departmental policies and procedures need to be put into writing. Trainings need to be scheduled with Redrock in order to implement the self-scheduler and Survey Trak. Not sure how these items will impact equity. |

* What steps will the department/program need to take to address equity gaps? If the equity gaps are identified, describe the plan to close the gaps.

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| In order to identify equity gaps, we need to request a report that compares the grades and gpas of students who use and do not use tutoring, broken down by DI groups vs non-DI groups. I believe the report that I originally requested but did not receive would have done that. |

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| **Section III: Looking Forward— Three Year Plan** |

**III.A.** **List Your Three-Year Goals—Be Quantitative and actionable!**

List your three-year goals in terms of their expected changes on the outcome measures as indicated earlier. Each goal that requires resources, impacts other areas, or otherwise is substantive requires the submission of a Goal form. Keep in mind the scoring rubric criteria:

1. The relationship between program review narrative and the CPR Goal is evident and strongly supported by evidence.
2. The PR Goal directly implements institutional planning document goals.
3. The outcome directly implements institutional planning outcomes and is transferrable and/or scalable institutionally.
4. Program Outcome indicators, methods and/or timelines use institutional measures
5. Before/after benchmarks and timelines are completely specified, identical methods, transferrable/scalable.

Goal 1 Full Time Learning Center Administrative Clerk.

“New students completing transfer level Math and English the first year”, “Transferrable course success rates”.

Goal 2 Full Time Writing Tutor

“New students completing transfer level Math and English the first year”, “Transferrable course success rates”.

**III.B. Action Plan:**

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| Goal 1   * Lori Sundgren * Current clerk has already been working three extra duty hours per week, most weeks. * See SAP reference above. * End of Spring 2022 * Resources are partially available in current SEA budget.   Goal #   * Lori Sundgren * Current writing tutor’s hours recently increased from 19 to 28 hours per week. * See SAP reference above. * End of Spring 2022 * Resources are partially available in current SEA budget. |

**IV.A. Evaluation of Program Review and Program Planning Process (optional)**

In this cycle of program review, what aspects of the program review and program planning process worked best and why?

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**IV.B. Evaluation of Program Review and Program Planning Process (optional)**

In this cycle of program review, what aspects of the program review and program planning process would you change and why?