



**IMPERIAL VALLEY COLLEGE  
PROGRAM REVIEW  
NON-ACADEMIC PROGRAMS**

<b>DATE:</b> 12/11/2012
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<b>DEPARTMENT/PROGRAM:</b> Learning Services, Study Skills Center
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<b>PREPARED BY:</b> Terry C. Norris	<i>(See attachment)</i>
Name	Signature

<b>AREA DEAN/DIRECTOR:</b> Taylor Ruhl	
Name	Signature

<b>AREA VICE PRESIDENT:</b> Kathy Berry	
Name	Signature

**IMPERIAL VALLEY COLLEGE  
MISSION STATEMENT**

The mission of Imperial Valley College is to foster excellence in education that challenges students of every background to develop their intellect, character, and abilities; to assist students in achieving their educational and career goals; and to be responsive to the greater community.

**IMPERIAL VALLEY COLLEGE  
PROGRAM REVIEW COMPLIANCE FORM AND REQUEST FOR RESOURCES**

PROGRAM/DEPARTMENT Learning Services - Study Skills Center

ACADEMIC YR. 2012 - 2013

Comprehensive Program Review

Annual Assessment

Request for Resources (check all that apply)

Please analyze your Program Review data as well as your SLO/SAO assessment findings in order to update to your Comprehensive Program Review report as needed. All changes to area needs and subsequent requests for additional resources must be reported at this time.

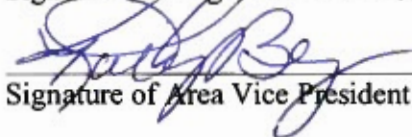
If your program is scheduled for a Comprehensive Program Review all forms are to be completed and submitted to the appropriate Dean/VP. If you are completing the annual Program Review Assessment only and have no changes to area needs, sign below and submit this form to appropriate Dean/VP. If your needs have changed as a result of your annual assessment of program review data, please complete the appropriate Request for Resources form(s) and submit to appropriate Dean/VP.

Signature of Program Chair/Director

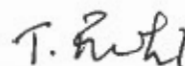
Date

Signature of Area Dean

Date



3-4-2013  
Date



2.27.13  
Date

Please attach the following documents to this Program Review Compliance form if you are requesting additional resources:

- ✓ Comprehensive Program Review
- ✓ Data Analysis Form
- ✓ SLO/SAO Assessments
- ✓ Request for Resources Forms

## Institutional Goals

### Educational Master Plan 2012-15

Approved by Board of Trustees May 16, 2012

**Goal One (Institutional Mission and Effectiveness):** The College will maintain programs and services that focus on the mission of the college supported by data-driven assessments to measure student learning and student success.

Obj.	Objectives for EMP Goal 1
1.1	Develop systems and procedures that establish the mission of the college as the central mechanism for planning and decision making.
1.2	Develop an institutional score card to assess student learning that drives integrated planning and resource allocation.
1.3	Develop systems and procedures to ensure that the college maintains a collegial and self-reflective dialogue that improves effectiveness.
1.4	Develop systems that are inclusive, cyclical, and understood by all stakeholders.

**Goal Two (Student Learning Programs and Services):** The College will maintain instructional programs and services which support student success and the attainment of student educational goals.

Obj.	Objectives for EMP Goal 2
2.1	Ensure that all instructional programs, regardless of location or means of delivery, address and meet the current and future needs of students.
2.2	Review program learning outcomes annually (or biennially) to assure currency, improve teaching and learning strategies, and raise student success rates.
2.3	Ensure that all Student Services programs, regardless of location or means of delivery, address and meet the current and future needs of students.
2.4	Ensure that all Student Services programs engage in a process of sustainable continuous quality improvement by annual review of Service Area Outcomes, annual Program Review, and Comprehensive Program Review every three years.
2.5	Ensure that the Library meets as closely as possible the "Standards of Practice for California Community College Library Faculty and Programs" of the Academic Senate for California Community Colleges.
2.6	Ensure that instructional labs continue to collaborate in sharing financial and human resources, thus maintaining continuous quality improvement.

**Goal Three (Resources):** The College will develop and manage human, technological, physical, and financial resources to effectively support the college mission and the campus learning environment.

Obj.	Objectives for EMP Goal 3
3.1	Develop and implement a resource allocation plan that leads to fiscal stability.
3.2	Implement a robust technological infrastructure and the enterprise software to support the college process.
3.3	Build new facilities and modernize existing ones as prioritized in the facility master plan.
3.4	Design and commit to a long-term professional development plan.
3.5	Raise the health awareness of faculty, staff, and students.

**Goal Four (Leadership and Governance):** The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.

Obj.	Objectives for EMP Goal 4
4.1	Review all Board policies annually to ensure that they are consistent with the College mission statement, that they address the quality, integrity, and effectiveness of student learning programs and services, and that they guard the financial stability of the institution.
4.2	Maintain a clearly defined Code of Ethics that includes appropriate responses to unprofessional behavior.
4.3	Ensure that the Board of Trustees is informed and involved in the accreditation process.
4.4	Ensure that processes for the evaluation of the Board of Trustees and the Superintendent/President are clearly defined, implemented, and publicized.
4.5	Establish a governance structure, processes, and practices that guarantee that the governing board, administration, faculty, staff, and students will be involved in the decision making process.



**IMPERIAL VALLEY COLLEGE**  
PROGRAM REVIEW  
NON-ACADEMIC PROGRAMS

I. **PROGRAM/DEPARTMENT DESCRIPTION** (include Vision; Mission; Services-Functions; Funding Sources Statement)

Mission: to help students who are referred to the SSC by counselors or instructors to succeed in their classes and achieve their educational goals.

Vision: to take direction from instructors and the programs it serves (EOPS and SSS). Students may also request tutoring individually. Staffing, scheduling, etc. are arranged based on the number of students those instructors and programs refer to the Center, and how many students request tutoring on their own.

Functions: to provide weekly appointments for students who seek its services, and provide conversation groups and study skills workshops. It also provides test proctoring for students taking make-up tests.

Funding: general fund and the programs whose students it helps.

II. **SERVICE AREA OUTCOMES** (identify outcomes; methods, implementation of assessment process; results; decisions & recommendations)

**Communication Skills** – Provide students with conversation classes in which they can practice and improve their understanding and use of English.

**Critical Thinking Skills** – Provide students with tutor assistance in accessing, understanding, and using various sources of information they need in order to complete their school work, and provide workshops on various study skills that students must understand and learn how to implement in order to enhance their success in school.

**Personal Responsibility** – Provide students an opportunity to learn, practice, and develop personal responsibility by requiring them to take the initiative in taking advantage of tutoring services, keeping tutoring appointments, being punctual and prepared for appointments, and applying to their school work what they learn during tutoring appointments.

III. **DATA** (use data pertinent to your program/department; include qualitative and quantitative data; survey-evaluation results; and other relevant data to assess program/department effectiveness)

Attendance Records**Study Skills Center  
8/20/2012 - 11/30/2012**

<b>Hour</b>	<b>Mon</b>	<b>Tue</b>	<b>Wed</b>	<b>Thu</b>	<b>Fri</b>	<b>Total</b>	<b>Average</b>
<b>8:00 AM</b>	0	6	1	4	2	<b>13</b>	<b>2.6</b>
<b>9:00 AM</b>	33	39	37	28	10	<b>147</b>	<b>29.4</b>
<b>10:00 AM</b>	75	60	61	56	8	<b>260</b>	<b>52</b>
<b>11:00 AM</b>	73	94	90	82	11	<b>350</b>	<b>70</b>
<b>12:00 PM</b>	82	132	104	100	16	<b>434</b>	<b>86.8</b>
<b>1:00 PM</b>	102	79	91	103	0	<b>375</b>	<b>75</b>
<b>2:00 PM</b>	58	41	53	52	0	<b>204</b>	<b>40.8</b>
<b>3:00 PM</b>	49	40	51	50	0	<b>190</b>	<b>38</b>
<b>4:00 PM</b>	14	24	21	10		<b>69</b>	<b>17.25</b>
<b>Total:</b>	<b>486</b>	<b>515</b>	<b>509</b>	<b>485</b>	<b>47</b>	<b>2042</b>	<b>408.4</b>
<b>Average:</b>	<b>54.00</b>	<b>57.22</b>	<b>56.56</b>	<b>53.89</b>	<b>5.88</b>	<b>226.89</b>	<b>45.51</b>

Success Rates

SUCCESS RATES FOR STUDENTS TUTORED IN THE SSC, FALL 2012							
CLASS	Grade						TOTAL
	A	B	C	D	F	W	
AHP 100		1					1
ART 100		1		1			2
BIO 100		1				1	2
BIO 200			1				1
BIO 206					2		2
BIO 220			1				1
BUS 10	1	1	1	2	1	2	8
BUS 124						1	1
BUS 126		2					2
BUS 210			2	1	1		4
BUS 60			1				1
CDEV 101		1					1
CDEV 103		1					1
CDEV 105			1				1
CDEV 121		1					1
CHEM 100	2	2			1	2	7
CIS 124		1					1
CIS 149	1						1
CS 220			1				1
ECO 102			1				1
ENG 111		1					1
ENG 201	1					1	2
ENG 88		1					1
ENG 89		1	1				2
ENG 96			6			1	7
ENG 97		1		1			2
ENG 99			1	2	1	2	6
ENG101	6	4				4	14
ENGR 212			1				1
ENVS 100					1		1
ESL 1			1				1
ESL 11		1					1
ESL 12			1			1	2
ESL 13			1				1
ESL 14				1			1
ESL 15			1				1
ESL 25		1					1
ESL 3				1			1
ESL 4		1	1	1		1	4
ESL 5	1						1
FREN 100		2					2
GEOG 100			1				1
HE 102		1	1				2
HIST 100		2					2
HIST121			1				1
MATH 119	4	5	2	1		2	14
MATH 140		1	1	1			3
MATH 150		1					1
MATH 192		1	1				2
MATH 70	1	3	1	2		3	10
MATH 80	2	2	4	3	6	2	19
MATH 90	3	4	10	1	6		24
NURS 100		1					1
PSY 101		1	1	1			3
PSY 204						1	1
RELS 100			1				1
SOC 101		1					1
SPAN 100			1				1
SPAN 110					1		1
SPAN 220			3			1	4
SPAN 222						1	1
<b>Totals:</b>	22	48	51	19	20	26	186
	<b>PASSED</b>			<b>FAILED</b>			
	12%	26%	27%	10%	11%	14%	
	65%			35%			

## Student Survey

Study Skills Center Survey, Fall 2012 Total Responses: 28						
Question	Very Well		Somewhat		Needs Improvement	
	Number	Percentage	Number	Percentage	Number	Percentage
How well does your tutor know the subject	28	100	0		0	
Has your tutor been supportive to your educational progress?	28	100	0		0	
How would you rate the tutor's punctuality?	28	100	0		0	
Has the time of your tutoring session been well managed by the tutor?	28	100	0		0	
Question	Yes		No		Somewhat	
	Number	Percentage	Number	Percentage	Number	Percentage
Has the tutor shown enthusiasm while tutoring?	27	96.4	0		0	
Would you recommend this tutor to someone else?	27	96.4	0		0	
Why?	The tutor explains things clearly. She gladly helps. He is punctual and ready to help. He knows the subject well.					
Would you be interested in being tutored by the same tutor again?	23	82	1	3.57	0	
Why?	I like her attitude. The tutor helped me. She is very patient and helpful. I understand everything he explains to me.					
What recommendations do you have for your tutor? (Representative responses)	None. He does a good job already. Keep up the good work. Extend tutoring hours. More walk-in hours. Always be present when I need her.					
Program:	EOPS:	3/10.7%	DSPS:	5/17.85%	SSS:	0
	DRS:	2/7%	Walk-in:	6/21.42%	?:	12/42.85%
What services have you used?	Tutoring:	18/64.28%	Workshops:	2/7%	Test Proc:	2/7%
	Other:	3/10.7%				
How would you rate the service(s) you used?	Very helpful:	12/42.85%	Somewhat:	0	Not helpful:	0
How many hours of tutoring per week have you had?	1 = 4/14.28%		3 = 2/7%		5 = 2/7%	
	2 = 3/10.7%		4 = 2/7%		7 = 3/10.7%	
Has tutoring been beneficial to your studies?	Very beneficial:	19/67.85%	Somewhat:	0	Not helpful:	0
How would you rate the services provided by our staff?	High Quality:	15/53.57%	Regular:	3/10.7%	Need Improvement:	0
Do you have any complaints? (Representative Responses)	No = 13/46.42%					
What would you like to see for next semester in the S.S.C.?	More English and Math. Biology. More Tutors. More study groups. Keep this lab forever. ASL. Eng. 201.					

#### IV. ANALYSIS (evaluate the strengths, challenges, opportunities and needs of your program/department; provide thorough interpretation of data and complexity of analysis)

Attendance reports show that students are making good use of the Center, and student surveys indicate that they feel that they are benefitting from the tutoring they receive there. This is backed up by the 65% success rate. The programs that refer students to the Center (EOPS, SSS, DSP&S) are happy with the tutoring that their students receive there. The Center's ability to assist students in a variety of subjects and help them do well in all of those classes is definitely a strength.

The primary challenge, as always, is to have the funding to hire enough tutors to cover student need. As well as the Center is being used at present, it could help more students if it had enough tutors to cover all of the requests for tutoring.

- V. **FINDINGS & FUTURE DIRECTION** (summarize findings and indicate how the findings have shaped decision making; areas of concern are addressed; provide recommendations for future direction of your program/department and address applicable needs—funding, facilities, staffing technology, professional development, marketing.)

The Center is following its mandate to provide tutoring to students who are referred to tutoring by counselors and faculty, and who seek tutoring on their own. Areas of concern and decision making remain identical and limited; taking direction from programs and faculty limits independent program design, and finding funding to hire as many tutors as could be used is limited by outside forces—i.e. the amount of funds available from the state and from the programs that send students to the Center. More extensive facilities would be desirable since the more room the Center occupies, the more students it could help. However, limited funding for tutors makes more desirable facilities moot.

Because the Center serves existing students, its services are marketed to the programs that use the Center and to individual teachers through in-class presentations requested by the teacher. Also, due to the Center's limitation to helping existing IVC students through the above-mentioned programs, there is no point in marketing its services to the general public. Any such advertisement would, logically, come through the programs that recruit students and use the Center for those students' benefit.

- VI. **PROCESS IMPROVEMENT OPPORTUNITIES** (Identify three processes for improvement in terms of: 1) Work efficiency, 2) Cost reductions, and 3) Contributions to student enrollment and/or success. Identify one or more institutional goals supported by each process.)



NON-ACADEMIC PROGRAM REVIEW, STUDY SKILLS CENTER					
PROCESSES		IMPROVEMENTS			INSTITUTIONAL GOALS
		Work Efficiency	Cost Reduction	Student Success	
1	Enhance tutor training	Train tutors to tutor more subjects	Reduce number of tutors and amount of tutor pay	Students would have a greater chance of being helped	2
2	Make tutoring a one-unit contract	Tutors would have a set number of students to tutor	Tutors would tutor only their students, no walk-ins = no wasted time or money	Students would be more motivated to succeed since it is worth a unit to them	2
3	Switch from one-on-one to small group tutoring	Each tutor would tutor more than one student at a time	Less money received from the programs that use the SSC would go to tutor salaries	More students would be served in the SSC	2, 3

**PROGRAM REVIEW FOR NON-ACADEMIC PROGRAMS  
PROCESS IMPROVEMENT OPPORTUNITIES**

**PURPOSE:** For all IVC programs to engage in continuous process improvements, efficiency evaluation, and implementation of steps to facilitate increased student enrollments and student success.

**GOALS:** Each process within the departments will be reviewed in terms of: 1) Work efficiency, 2) Potential cost reductions, and 3) Potential contributions for increasing enrollment and/or student success.

<b>DEPARTMENT:</b> Click here to enter text.
<i>Opportunities for:</i>
<b>PROCESS #1: Enhance tutor training</b>
Work efficiencies: Each tutor could tutor more subjects
Cost reductions: Number of tutors (and tutor pay) could be reduced
Contributions to student enrollment &/or success: Students would have a greater chance of receiving help
Supports Institutional Goal and Objectives:2
<b>PROCESS #2: Make tutoring a one-unit contract</b>
Work efficiencies: Tutors would have a set number of students to tutor
Cost reductions: Tutors would tutor only their students, no walk-ins = no wasted time or money

Contributions to student enrollment &/or success: Students would be more motivated to succeed since it would be worth a unit to them
Supports Institutional Goal and Objectives: 2
<b>PROCESS #3: Switch from one-on-one to small-group tutoring</b>
Work efficiencies: Each tutor would tutor more than one student at a time
Cost reductions: Less money received from the programs that use the SSC would go to tutor salaries
Contributions to student enrollment &/or success: More students would be served in the SSC
Supports Institutional Goal and Objectives: 2, 3