Attachment 3 **Non-Instructional Standards**

Review Area	Standards
Program Performance	*Program Relations* Is the program held in high regard within the institution and by those to whom it is responsible for providing functions and services? Are clients satisfied with respect to the program's responsiveness, effectiveness, expertise, efficiency, innovation, and professionalism? Are improvements necessary within the program to enhance the satisfaction of the district's employees, external contacts and colleagues? *Processes and Procedures* Are the program's internal processes and procedures sufficient to attend to the tasks for which the program is responsible? Are these procedures and processes current, clear, coherent, consistent, and comprehensive? Are the procedures and processes well understood and routinely observed? Would changes to any of these procedures or processes improve institutional efficiency or better address the needs they seek to address? *Regulatory Compliance* Does the program attend to and meet the various local, state, and/or federal statutory and regulatory requirements and guidelines by which it is bound, including board policy? Are audit procedures sufficient to insure compliance? Is the program effective at explaining these requirements to other programs throughout the institution and seeing that those programs do not act in ways that would compromise institutional compliance? *Effectiveness and Initiative* Is the program encouraged to seek out, to explore, and, when practicable, to implement effective ways of accomplishing its functions or fulfilling its responsibilities? Does the program promote and make use of new ideas and new initiatives designed to enhance its performance and/or efficiency? If appropriate, is the department at the leading edge among its peers at other comparable institutions? *Program Outcomes* Have administrative unit outcomes (AUOs), or their equivalent, been written for this program? Are the program's AUOs still relevant? Were the Administrative Unit Outcomes Assessment Cycles conducted as specified in the assessment timeline? How have the results of completed AUO ACs been used to provide continuous improvement to the operation of the program?
Program Resources	Are the offices, work areas, intranet and enterprise technology resources, storage, and other spaces assigned to the program sufficient in terms of square footage, location, quality, and upkeep to optimize departmental performance? Of what quality are the facilities that currently house this program and in what ways to these affect the ability of the program to achieve its objectives? Is the program provided with supplies, software, and equipment appropriate in kind, amount, accessibility, and quality to address the needs of staff and students in the program and to meet program requirements and objectives?
Program Personnel	Is the program provided with sufficient resources and opportunity to allow its staff to remain abreast of current trends and requirements, to develop job proficiency and expertise, to serve onsite and online students, to learn new skills and to explore new initiatives, or to make innovative contributions to the functioning of the department? Is the program provided with sufficient administrative and staff support to meet its objectives and to perform to the standards that it and the college expects?

Program Performance

Additional Qualitative Data: (e.g. grants, partnerships, program activities)

We publish an annual report of data associated with all components of our department (Retention Services: Tutoring and Academic Support Center 2010-11 annual report). The IRP student survey is also utilized.

Analysis/Discussion:

TASC assists students with their courses throughout the year. Student survey respondents (2,247) indicated that they had used Tutoring at least once this academic year, 92% indicated that they were satisfied. 96% of students agreed that they were treated courteously. Students had very positive things to say about the service they received from TASC. The most negative comments came from students who wanted additional tutoring services provided to them. In addition, surveys from learning communities, student success workshops, and individual tutor evaluations derive an average score of 5 (very satisfied) on a scale of 1-5. The reduction in service hours at the OCN and SEC campuses this past year due to budget reductions impacted tutor availability hours. We hope to re-introduce hours that were cut so that the most critical times for students are covered. We produce a year-end report that utilizes formative and summative assessment with the assistance of the IRP department. We evaluate this data, our department policies, and staff survey/feedback to determine our SLO progress, project effectiveness, and utilization of staff resources. Four processes are implemented every year. 1. tutor policies and procedures are reviewed, updated, and disseminated. 2. For campus aide staff at each district site, training is held once prior to each semester and two subsequent meetings per semester. 3. Full time classified staff meets every two weeks throughout the academic year to address a variety of service, staff, and policy issues. 4. A semester end tutor meeting for Fall and Spring updates departmental progress made in each semester. The requirements from title V re: supervision of tutoring are adhered to by utilizing professional staff supervised by a faculty member. Data elements are reported through MIS and include students who received tutoring. Confidentiality is adhered to by following FERPA requirements. Information is stored on the network via SARS GRID. We also have Excel and Access files with data located on the S drive only available to staff members. Tutors sign a confidentiality agreement and all staff sign a FERPA compliance statement. TASC has been an innovative leader in developing academic support interventions at MiraCosta College. By collaborating with multiple projects on campus designed to promote student success, TASC has responded by offering more group learning opportunities in traditional 1:1 appointments, drop-in sessions, First Year Experience, Learning Communities, and Student Success Workshops. Some of these interventions are piloted through the Basic Skills Initiative and institutionalized by redistributing resources from other areas in the department. We provide the most comprehensive range of services amongst our regional colleges and are in the top three in student persistence/success outcomes. We have written and updated our AUO's by discontinuing two outcomes and replacing them with one student success and one tutor training outcome that streamline our data and gauge our faculty, student, and staff accountability. Our yearly outcome analysis has improved our processes, service delivery, and innovation to students, faculty, and staff.

Program Resources

Additional Qualitative Data: (e.g. grants, partnerships, program activities)

We publish an annual report of data associated with all components of our department (Retention Services: Tutoring and Academic Support Center 2010-11 annual report). The IRP student survey is also utilized.

Analysis/Discussion:

Our steady growth is exemplified through our Learning Community (LC) component, service to our DSPS population, expansion of our Community Learning Center efforts, and establishment of a First Year Experience project. At the San Elijo and Oceanside campuses, with only 1 and 2 large group study rooms, respectively, our LC sessions are limited to approximately 75 each week. Each semester we are forced to deny about 5 Learning Community requests from faculty due to the lack of additional large study rooms. Additionally, we schedule about 5-10 more LC sessions at a time which is inconvenient for students (not immediately before or after the class) in order to maximize study room space. At the Oceanside campus, our 4 small group study rooms provide a distraction-free environment for our tutees, particularly our DSPS population. At any one time we may have up to 20 appointments, in addition to drop-in sessions. At the Community Learning Center campus, we have secured a new Academic Support room that serves as shared space between the Library, Tutoring and Academic Support, Writing Center, and Student Study. A desk and computer station accommodates 12 staff members (2 coordinators and 10 tutors). Work tables/chairs and a small couch are designed for tutoring and study services in the morning and evening. It serves as a multipurpose study and research space for students.
We have made creative adjustments by offering more group drop-in time in Chemistry and developmental Math and expanded our area to include the First Year Experience project. FYE Associate faculty are able to meet with students, coordinate activities, and develop innovative program plans. Our rapid growth coincides with space at the CLC and an expanding need to secure computer stations for online efforts at San Elijo and Oceanside East campuses. Ongoing efforts are dedicated to establish more group tutoring through supplemental instruction, drop-in tables dedicated to specific disciplines, and scheduling group student appointments.

Our online learning assistance with students is limited to five computers along the west side of the wall in TASC at the OCN East campus. These computers are for open lab use by any students. At the CLC, one computer is assigned to our Instructional Aides. This computer is not on the campus cycle for replacement. At SEC, the three computers in room 105 are not on any student lab replacement cycle. In order to develop an online tutoring infrastructure laid out in the educational master plan, TASC needs the full complement of equipment that enables tutors to provide online services. Our request is to have the CLC computer and the 3 computers at SEC to be placed on the student lab replacement cycle for timely updates and technological enhancement.

An online plan for tutoring is in process for 2011-2012. Computer access for tutors performing online services is limited. Securing all technological tools and staff training will assist us in developing an effective strategy for adding this essential service. Without the technological basic tools, the testing and training of online delivery systems is delayed and stagnant.

Program Personnel

Additional Qualitative Data: (e.g. grants, partnerships, program activities)

We publish an annual report of data associated with all components of our department (Retention Services: Tutoring and Academic Support Center 2010-11 annual report). The IRP student survey is also utilized.

Analysis/Discussion:

The department of Retention Services has committed to the professional development of its staff by providing sufficient opportunities every year. These opportunities consist of the following examples: Learning Community Facilitator Trainings, State-wide Professional Conference Workshop Presentations, Flex workshop (Early Alert), and Academic Senate/Institutional Retention initiatives. TASC has grown to a staff of 63(tutors, campus aides, FT faculty and staff) spanning all three campuses. Our services have taken national best practices and implemented innovative academic support interventions in basic skills, supplemental instruction, 1:1 tutoring, college success workshops, and training certification standards. The increase in our services to students has risen from '05-'06 with 11,972 contacts and 2,544 unduplicated students; to our current numbers in 10-11 with 22,157 contacts and 4,799 unduplicated students. This unprecedented growth at all three campuses has impacted all of our full and part time staff. 60 of these staff members are providing direct instructional support on the right side of the 50% law. Our immediate need is to secure permanent funding in the part time Instructional Aide position at CLC. This position was provided $6,000 permanent part time funding in 2010. Our funding request is for $12,000 of permanent funding to secure and maintain an Instructional Aide position at 20 hours per week at the CLC to coordinate evening tutoring services. We need to maintain the academic support services to students in order to continue valuable retention practices with underserved populations. With the addition of a new academic support room at CLC, evening tutoring coordination and supervision is essential. This coordination includes the training of site specific issues, managing student appointments and service flow, and assessment/evaluation of tutor effectiveness.

We currently have a permanent commitment from Instruction ($6,000) and are temporary backfilling funding from CLC and Student Services ($12,000) that places a 20 hour per week Instructional Aide in the evening coordinator position. The position is the evening faculty designee that enables academic support services to function at CLC. By establishing a permanent commitment from Instruction in 2010-2011, TASC was able to facilitate a plan to occupy the newly designed Academic Support room.

On-going faculty supervision and evaluation of the Instructional Aide ensures that the most effective practices are implemented. A series of CLC staff meetings cover best practices, tutor/tutee issues, faculty outreach, and transition to a new space. The increase in student utilization of services requires a responsible staff presence ensuring adherence to department, college, and tutor certification guidelines.

The availability of a permanent part-time staff presence enables our CLC academic support services to become institutionalized and assists the college in serving a diverse community constituency that seeks to enhance basic skills leading to credit courses and programs. The likely consequence of having a reduced staffing presence creates instability and non-compliance in the coordination of services provided.

Program Name
Tutoring and Academic Support
Plan Name
Supplemental Instruction (SI)
Plan Motivation
Institutional Objective II.1. Increase successful course completion and student retention in comparison to fall 2010 rates
Institutional Objective II.1. Increase successful course completion and student retention in comparison to fall 2010 rates
[Identify a Secondary Institutional Objective from the Strategic Plan.]
[Identify a Secondary Institutional Objective from the Strategic Plan.]
Program Performance
Program Personnel
The additional Tutoring Positions can increase the likelihood of student academic goal completion and increases in student success and persistence rates.
Plan Status
TASC is likely to grow at the same rate as the College's growth rate. Within this expectation, we have two projections this plan fits under: 1. Expand group tutoring to a wider range of disciplines 2. Expand the number of courses supported by learning communities and/or supplemental instruction.
Responsibilities
Edward Pohlert, Faculty Director Retention Services: Tutoring and Academic Support
Milestone(s), Deliverable(s), and Expected Completion Date.
The projected outcome over the next three years is to achieve a 10% increase in student academic goal completion by 2014 of those who seek academic support from TASC.
[Indicate the Expected Completion Date of this Plan]
Plan Resources
[Equipment and/or supply needs]
[Technology needs]
[Facility needs]
Staff needed
[Curriculum needs]
Progress as of this Program Review
[Enter a percent complete of this plan as of this Program Review.]
The growth of Learning Communities - a form of SI has increased with over 1,241 more student contacts over a 2 year span and an 80% student success rate. Securing additional funding to increase SI facilitators staff to implement SI leaders in the classroom will take a minimum of $2,400 per tutor for one academic year. With a minimum of 7 tutors staffing the SI pilot, a total of $16,800 is needed.
Updates to the Comprehensive Master Plan
Ch 3. District-wide Initiatives
Ch 3. Student Services
Ch 4. Institutional Goal II. MiraCosta Community College District will become the college where students have the highest likelihood of success.

Program Name
Tutoring and Academic Support
Plan Name
Community Learning Center (CLC) Instructional Support
Plan Motivation
Institutional Objective II.2. Increase the rate of students who successfully complete noncredit English as a Second Language or Adult High School diploma Program
Institutional Objective I.1. Increase the diversity of the student population in comparison to fall 2010 proportions
Institutional Objective V.1. Increase the two-year high school capture rate in comparison to the fall 2010 rate.
[Identify a Secondary Institutional Objective from the Strategic Plan.]
Program Performance
Program Personnel
The Instructional Aide position can increase the likelihood of non-credit student academic goal completion and motivate students to seek credit bearing coursework.
Plan Status
TASC is likely to grow at the same rate as the College's growth rate. Within this expectation, we have two projections this plan fits under: 1. Target 1:1 tutoring for DSPS and basic skill student academic development and 2. Collaborate with the Basic Skills Committee to pilot innovative strategies and programs for basic skill student populations.
Responsibilities
Edward Pohlert, Faculty Director Retention Services: Tutoring and Academic Support
Milestone(s), Deliverable(s), and Expected Completion Date.
The projected outcome over the next three years is to achieve a 10% increase in CLC student academic goal completion by 2014 of those who seek academic support from TASC.
Summer 2014
Plan Resources
[Equipment and/or supply needs]
Technology needed
[Facility needs]
Staff needed
[Curriculum needs]
Progress as of this Program Review
30
The growth of CLC tutoring has reached 42% more student contacts over a 2 year span. Securing a temporary Instructional Aide to coordinate services has enabled us to lay a solid foundation and secure a designated space. However, the IA position relies on 66% temporary funding that is allocated year to year. This temporary funding inhibits our planning in the summer as we seek to ensure our staff presence for the academic year.
Updates to the Comprehensive Master Plan
Ch 3. Student Services
Ch 3. Support of Learning
Ch 3. District-wide Initiatives