Proposal Title: **Online Tutoring**

Originator and Position: **Ted Blake/Evelyn Menz, Learning Center Coordinators**

Area Dean: **Mike Beckham/Carlos Tovares**

Campus: **MVC/SJC**

Area Vice President: **Rudolph Besikof, Instruction**

Budget Account Code: **5XXX (Services)**

*Total Amount Requested: *$60,000*

*Please complete all applicable portions of “Section VI - Projected Expense File” now to determine the “Total Amount Requested” above.*

Please check:

| One-Time Funding: | ☐ | On-Going Funding: | ☒ | Safety: | ☐ |

1.) For what are you asking?  2.) Why is the request timely and important?  3.) Where was the need identified? Please answer these three questions in 250 words or less. See instructions for further explanation.

**We are asking for a permanent, ongoing funding source for online tutoring, available 24/7. This service provides help in nearly all disciplines offered at the college in a modality that all students can access at nearly any time. This service had been in our budget at $30,000/year until 2010, when it was grant funded for the last 5 years. Since the federal Title V grant has ended, we need to ensure that this essential service remains available to our students. This need has been identified in several program reviews and a 2013/14 RAP that was not forwarded to the budget committee due to the service being grant funded during that time frame.**

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**Section I – Program Review and Learning Outcomes - 20 points possible**

1.) Identify support from your 2014-15 Comprehensive Program Review (CPR) or 2015 – 16 Annual Program Assessment (APA) for this request (8 points). [Link to Program Review]
From our 2015-16 Program Review: “We continue to have great success and buy-in for our online tutoring service, Smarthinking (funded through the federal Title V grant). During the academic year 2014-15, 2,041 distinct users accessed online tutoring via Smarthinking. The Essay Center and Online Writing Lab still continue to be the most popular with students, mostly due to the fact that English faculty support and promote Smarthinking in the syllabi and classes, even requiring students to submit their essays to Smarthinking before they will accept the final draft. Essay students reported a 96.3-97.1% satisfaction rate, and whiteboard (Math/Science) students reported an 86.5-91.6% satisfaction rate. Last October 226 students accessed Smarthinking, with 179 being first time users. They logged 334 tutoring sessions. Over a one year period from November 2014-October 2014, there were 1,839 distinct users. Because this is a grant funded program, it is essential that we find a permanent source of funding for this necessary service.”

This need has also been identified in the 2014-15 APA, 2013-14 APA (mentioned the need for “permanent funding for Smarthinking (a 24/7 online tutoring service)” and RAP, and even as far back as 2008: “We have a great opportunity to meet the needs of both our online students and students who need help outside of our scheduled hours through the use of Smarthinking online tutoring services and CCCConfer” (section 2.0).

2.) How will this request help improve student learning in the course and/or program (12 points)? Link to Learning Outcomes

Online tutoring should arguably help with many course learning outcomes as it promotes skill development specific to discipline, but it also intersects with the Learning Center PLO’s:

- Increase persistence, retention, and completion rates among the students who utilize our services.
- Increase student academic success skills, including literacy and numeracy, through appropriate, accessible, and up to date learning resources delivered through multiple modalities including face to face instruction (workshops, Supplemental Instruction, etc.), tutorial services, and technology (Skillstutor, Skillsbank, etc.).

Online tutoring helps students get the help they need, exactly when they need, wherever they are (and during the hours when the Learning Centers are closed (i.e. late at night and on weekends)). Online tutoring also helps us to increase the modalities through which students may access tutoring. Deaf students, for example, find online tutoring is extremely helpful as do students who become temporarily injured, students called to duty in the military, students who struggle with English (some tutoring is available in
Spanish and students can use a translator more easily because there is a written archive).

Section II – Alignment with Institutional Priorities via the Strategic Plan - 25 points possible

1.) How is your request aligned to the strategic goals below? Check all (typically 2 – 6 goals total) that apply. Click [here](#) for the 2016-17 Prioritization Allocation Rubric (PAR) for points-weighting during scoring.

2014-17 Strategic Plan Goals

| ☒ | 1. Reduce time to completion of student educational goals and increase degree, transfer and certificate completion. |
| ☒ | 2. Drive institutional decision-making using internal and external data to inform planning and prioritize resources. |
| ☒ | 3. Refine staffing plan and process |
| ☒ | 4. Improve fiscal responsibility that is sustainable for the long term |
| ☐ | 5. Identify sustainability strategies to improve efficiencies in processes district-wide |
| ☐ | 6. Expand and improve student involvement in campus life |
| ☐ | 7. Promote quality of institution through enhanced communication within the community (internal/external) |
| ☐ | 8. Enhance the overall campus life experience |
| ☐ | 9. In an effort to serve students build bridges between instructional services, student services and administrative services |
| ☐ | 10. Increase the College’s visibility, value and recognition in the service area |

2.) Please describe the connections between the goals you checked and your proposal (200 words maximum):

1. Online tutoring has helped several thousand students over the last 5 years by providing individualized, one-on-one help that will help students reduce the time to complete their degrees by assisting with success in courses.

2. With online tutoring, data is automatically collected to measure usage, demand, and satisfaction. We can use this data to make a sound decision about how many hours to purchase, which vendor to use, areas in which workshops may be offered, etc.
3. With the data available through online tutoring, we are able to anticipate more accurately which disciplines will need support through hiring tutors in our program.

4. One-on-one tutoring is rarely possible in the Learning center due to the demand, so this offers a more fiscally sound alternative for the college to offer to high need students or students who are off-site. As this is district-wide, the service is also evenly distributed. Finally, being able to adjust hours purchased or limit or increase student usage by discipline allows for a sustainability in that we can target the service to higher need areas if necessary.

Section III – Alignment with Institutional Plans - 15 points possible

Explain how your proposal is supported by the following plans: 2009-16 Educational Master Plan (4 points), Distance Education Plan (4 points), Technology Plan (4 points) and/or Facilities Master Plan (3 points). [Link to Plans]

The Educational Master Plan mentions online tutoring as a part of the services offered to students and the need to continue to develop and offer this modality to our students: “The Writing Center will further develop its website to offer more resources, including more online tutoring” (2009-16 p. 158) and “Services provided to students in the Math and Writing Centers include tutoring by professional tutors, some peer tutors and faculty, workshops, resources, computer usage, group study, workshops, online tutoring, and supplemental instruction related to instruction” (2009-16 p. 249). The Distance Education master plan mentions tutoring under “additional support services” for students: “Tutoring (via CCCConfer, SkillsTutor, Face-to-Face Tutoring, and Smarthinking [our current online tutoring provider])” (p. 9) and one of the main goals listed three times in the plan is to “Provide DE students with access to online tutoring and supplemental instruction that is both through our Tutoring Center as well as through Smarthinking” (p. 13 and again on p. 17, 24). Finally, tutoring is listed as a vital service that the institution will provide on p. 16 of the DE plan. In addition, online tutoring is now part of the accreditation process. The guide for evaluating distance education for accreditation published by the ACCJC states in the requirements section: “Are there counseling and tutoring services available to DE/CE students?” (p. 21) and “How does the institution assure access to appropriate, comprehensive, and reliable services, such as but not limited to orientation, tutoring, counseling, and delivery of materials to students with remote access to information” (p. 22).
Section IV – Goals and Measurable Outcomes – 30 points possible

1.) Describe your goal(s) for this project (10 points). How will this improve student learning or enhance institutional services? For a review of goals, see pp. 18 – 20 of a presentation via this link.

   1. Online tutoring will significantly benefit Distance Education students in fully online classes by helping them to meet their educational goals and graduate more quickly than average of students not served.
   2. Online tutoring will help students in Basic Skills math and English courses to reach the college level (Math 105, 140, English 101) more quickly than the average of students not served.
   3. Online tutoring will help STEM students succeed in math and science classes and transfer more quickly than the average than students not served.

2.) What are the measurable outcomes for this RAP (10 points)? That is, how will progress toward meeting your goal(s) be identified and/or measured? Click here for learning outcome reference materials.

   1. 10% of Distance Education students will use online tutoring at least once.
   2. 2% of students in Math 090 and/or 096 and/or English 092 will utilize online tutoring at least once during their first year at MSJC.
   3. 5% of STEM students will utilize online tutoring at least once before they transfer to a four year institution.

3.) Explain how your outcomes are tied to your CLOs/PLOs/AUOs/SLOs (10 points).

As we believe that tutoring increases “persistence, retention, and completion rates among the students who utilize our services” (PLO #1) and “student academic success skills, including literacy and numeracy, through appropriate, accessible, and up to date learning resources delivered through multiple modalities including face to face instruction (workshops, Supplemental Instruction, etc.), tutorial services, and technology (Skillstutor, Skillsbank, etc.)” (PLO#2), online tutoring will likewise reduce the impediments to many students in achieving their academic goals. Since the data is more specific and readily available for online tutoring, we also plan to compare the GPA, time to completion, and graduation and transfer rates of those
students who elect to utilize online tutoring versus those students who do not elect for tutoring.

Section V – Implementation Plan – 10 points possible

What are the steps that you will take or need to be taken to implement this proposal?

1.) Who is in charge of implementing the project (2 points)? Ted Blake

2.) What are the projected start and end dates (2 points)? July 1, 2016 – June 30, 2017. Contracts are structured for a one year period, so working with the MSJC fiscal year, each contract would run from July 1 – June 30. This ensures that there is no interruption of services and that summer classes are supported as well.

3.) What other departments will need to assist to assist with the acquisition/implementation of the project (2 points)?

Business Services (The contract requires a client signature from the Vice President of Business Services – see attached Services Agreement from vendor (Smarthinking) from May 19, 2015 for $50,000).

4.) When will the outcomes be measured (2 points)? Usage data will be available monthly from the vendor, and the percentages of students compared to the general MSJC population will be calculated once per year. The first calculation would be in July 2017.

5.) How will you measure the desired outcomes (2 points)? We will measure usage data we receive from the vendor against the overall numbers of 1) DE students, 2) Basic Skills students in Math 090, 096, or English 092, and 3) STEM students who transfer to a four year institution. These overall numbers will be available either in the SETS tables in the N drive or through the institutional research office.

Section VI - Projected Expense Profile
For the object codes and titles below, please indicate the monetary amounts requested.

Object Code 4XXX
Supplies and Materials: Click here to enter text. Amount requested: Click here to enter text.
Supplies and Materials: Click here to enter text. Amount requested: Click here to enter text.
Supplies and Materials: Click here to enter text. Amount requested: Click here to enter text.

Object Code 5XXX
Services: Online Tutoring via Outside Vendor (Smarthinking/NetTutor/etc.).
Amount requested: $60,000
Services: Click here to enter text. Amount requested: Click here to enter text.
Services: Click here to enter text. Amount requested: Click here to enter text.

Object Code 6XXX
New Equipment/Building or Site Improvements: Click here to enter text. Amount requested: Click here to enter text.
New Equipment/Building or Site Improvements: Click here to enter text. Amount requested: Click here to enter text.
New Equipment/Building or Site Improvements: Click here to enter text. Amount requested: Click here to enter text.

(S2) Subtotal from Non-Personnel Requests: $60,000

Total Proposed Budget (sum subtotals (S1) and (S2) above): $60,000

3. Secondary Effects (if this proposal is approved)

If a Classified/Administrative Personnel Prioritization Request is being submitted in tandem with this RAP, what additional space, if any, is needed to accommodate this position: N/A

For equipment and technology requests, will additional space be needed to accommodate the requested equipment? If so, where is the proposed location? N/A

Will requested equipment require maintenance agreements or support personnel? If so, what the projected costs? N/A

Please list future year anticipated needs and estimated financial needs. NOTE: This section refers to any anticipated funding not addressed by this RAP but required in the future. This will not be automatically funded. A new RAP must be completed in the future.
Fiscal Year: **2017-18** Anticipated need: **Additional Hours to match enrollment growth (districtwide/online)** Estimated amount: **$65,000**
Fiscal Year: **2018-19** Anticipated need: **Additional Hours to match enrollment growth (districtwide/online)** Estimated amount: **$70,000**
Fiscal Year: **2019-20** Anticipated need: **Additional Hours to match enrollment growth (districtwide/online)** Estimated amount: **$75,000**