

4. The State Chancellor’s Office’s decision to fund the college’s Basic Skills and Student Outcomes Transformation (BSSOT) Grant—this also helps us continue to provide Embedded Tutoring for basic skills classes.

Closing the Loop

In answering the following questions, please refer to the program’s most recent Program Review submissions. You may find these by clicking on the hyperlinks corresponding to the following academic years: [2013-2014](#) and [2014-2015](#). Program reviews for other years have been archived under [Documents](#) at the old [Program Review committee home page](#).

1. **What were the program’s goals and objectives from its [2013-2014](#) and [2014-2015](#) program reviews?** Please discuss how your program was successful in meeting its goals and objectives and any challenges faced by the program in meeting its goals and objectives.

NOTE: My term as Success Center Coordinator began in Fall 2015 with a goal to reshape the Center’s model and re-envision its goals. Though I’m reflecting here on past reviews, much of the goals have changed since 2013 because of this shift.

- **2013-14**—the only {revisited} goal was “the reinstatement of our previous level of funding” at \$50,000/year to pay tutors. This has occurred, and we also receive funds from other grants, like Equity, to supplement as needed.
- **2014-15**—
 1. *Reconfigure how students are assigned tutors:* this has occurred as nearly all tutoring is done on a drop-in basis, and the scheduling of drop-in hours and appointments has been shifted to the Coordinator; no longer do tutors and tutees bear the brunt of scheduling when they will meet.
 2. *Reconfigure how tutoring hours are tracked:* this has occurred as we require all students and tutors to log in and out using the SARS system;
 3. *Reconfigure how the budget is tracked:* this has occurred, as the Coordinator tracks spending throughout the year in spreadsheets, calculates the budget on a regular and ongoing basis (bi-weekly or monthly), and provides regular reports as needed to the Dean of Instruction for additional oversight;
 4. *Reconfigure how data is gathered and analyzed:* this has partially occurred as we added new “buttons” in the SARS system to more effectively track how the service is used—for drop-in tutoring, independent study, and computer use. The Coordinator regularly analyzes this data, along with requests made through registration and documented in the FileMaker PRO database—this helps us track course requests and find potential tutors in newly identified areas of need. We haven’t sufficiently analyzed data further as we’re understaffed and need more help breaking down who uses the Center, how effective it is, whether or not we’re working to close the achievement gap, etc.
 5. *Establish goals, benchmarks, and objectives:* this has begun as the Coordinator and Dean of Instruction have regular meetings to establish short- and long-term (3-year) goals and identify related objectives.
 6. *Implement activities to reach those goals, benchmarks, and objectives:* this is being done through outreach, advertising, collaboration with other campus departments, tutor recruitment efforts, reports to various shared