

**(Note: Each must be addressed in the September 2007 report—200 words or fewer per prompt.)**

**Tutors without Borders Action Project Update Report—Sept. 6, 2007**  
DRAFT Niki Nolles

1. Describe the past year's accomplishments and the current status of this Action Project. (Describe concrete achievements: meetings, data gathered and analyzed, plans made or implemented, changes in processes, and measured results. If you haven't made much progress, explain why you think things are moving slower than planned.)

**Current status overview: Liz Kleinfeld, project chair, sent a list of final recommendations to President Cliff Richardson which he approved in July 2007 (with one exception). Tutors without Borders is a strong program that has broad recognition among full-time faculty and Learning and Resource Center (LARC) personnel.**

- **Fall 2006: Develop and conduct separate mandatory orientations for instructors and tutors who want to participate.**
- **May 2007: The Web site and electronic request form became available.**
- **Spring 2007: One orientation was held for tutors (six attendees) and two for instructors (28 attendees).**
- **Spring 2007 Wrap-Up Meeting to Allow Feedback and Suggestions: Instructors asked for specific presentations on specific topics to be created by tutors. During Summer 2007, Kleinfeld met with LARC, Writing Center, and math tutors to decide which presentations to develop. (Five have been developed—three dealing with computer literacy and two with research; 12 others are in the process.)**
- **Fall 2007: One orientation has been held for instructors (13 attendees); as-needed orientations for tutors new to the program also will take place. (Tutors who attended past orientations are part of the program now.)**

2. Describe how the institution involved people in work on this action project.

(AQIP wants information about motivation and communication: how you kept this project on the institution's priority list, how you maintained general awareness of the importance and progress of the project, and how you kept those working on it directly active and motivated.)

- **Since Fall 2006, Kleinfeld has sent e-mails to full-time faculty during work week, at mid-term, and at each semester's end to remind them to integrate tutors into their classes. She has asked dept. chairs to forward her e-mails to part-time faculty.**
- **During Fall 2006 and Spring 2007, the students in approximately 10 classes which tutors had visited completed surveys relating to their experience. The results are being compiled so that Kleinfeld and others involved can look for trends, read students suggestions, and gain information for the future.**
- **Spring-Fall 2007: Kleinfeld continues to meet regularly with math and Writing Center coordinators and also keeps them informed via e-mail.**
- **Spring and Fall 2007: Gina Jimenez (Arvada campus) and Dana Kobold (Connect to Success Office) have publicized the program through their contacts with faculty, staff, and students.**
- **Summer 2007: Kleinfeld met with VPI Colleen Jorgensen to discuss ways to keep the Tutors w/out Borders program as part of the college culture. They created a list.**
- **Fall 2007: During the first all-faculty meeting, the VPI reminded instructors of Tutors w/out Borders at Kleinfeld's request. As they had in late Fall 2006 and Spring 2007, faculty also received flyers in their mailboxes encouraging them to attend orientation and to use the program to benefit their students.**
- **Fall 2007: The ACE coordinator provided information about the program during new faculty orientation.**

3. Describe your planned next steps for this action project.

(Be specific about the next critical steps you are planning to move the action project ahead. If your planning is vague or there is no planning at this point, explain why.)

- **One of the recommendations approved by the president was the creation of a rotating faculty position for the Tutors w/out Borders coordinator currently held by Kleinfeld. The coordinator will continue to work closely with Ruth Wengrovius,**

**the LARC's tutor coordinator, who will continue in a leadership**

- role. Currently, Kleinfeld is interviewing candidates interested in this position so that the one selected can be ready to assume the role in Spring 2008. The Tutors w/out Borders coordinator will continue to receive one class release during each of the fall and spring semesters as compensation.**
- **Fall 2007: Develop the remaining 12 presentations discussed in Item #1 above.**
  - **Fall 2007: Integrate the program with Study Group Central, which is coordinated by Carolyn Mattern in Student Life.**
  - **Fall 2007: With the assistance of IR Director Joan Smith, Kleinfeld will select a set of classes from which to pull rosters so that she can compare retention rates between those that used tutors and those that did not.**
  - **Fall 2007: Investigate ways to involve more part-time instructors and recruit more tutors in the program.**

4. Describe any effective practices that resulted from your work on this action project.

(Share practices—or processes, policies, procedures, or initiatives—that could be adopted or adapted to other institutions. AQIP is most interested in practices that would give value—better educational services, cost-savings, improved morale, more satisfied stakeholders, etc.—to another institution if it copied your innovation. If you believe that your work on this project has little or no value for other institutions, explain why.)

- **Spring 2006-Present: The one-page Learning Support Services (LSS) handout has been distributed to full- and part-time faculty and staff before classes begin. The flyer lists all support services available to students and staff at the Lakewood and Arvada campuses, including Tutors w/out Borders, with a short description of each service and current contact information.**
- **A strength of the Tutors w/out Borders program is that it allows for different models of tutoring to be used with academic and vocational students and instructors. (For instance, two full-time construction technology instructors are very active in the program and involve not only their students but also part-time instructors in their area.)**

- **Keep information concerning the program on the agenda of new faculty orientation each semester. (In Fall 2007, the new physics instructor attended the Tutors w/out Borders orientation as a result of hearing about the program during new faculty orientation.)**

5. What challenges, if any, are you still facing with regard to this action project?

(This is an opportunity to obtain constructive, actionable feedback and advice from AQIP's review process. Use this question to specify where your blocks, gaps, sticking points, or problems are. If you already have fashioned strategies to deal with any challenge you face, share both the challenge and your strategy for meeting it.)

- **The Web site and electronic form are not always available due to temporary server problems which are being addressed.**
- **Making part-time instructors aware of Tutors w/out Borders so that they (and their students) can become involved is a challenge the vice president of Instruction has recognized and is planning to address. (Currently, Red Rocks does not have an e-mail distribution list for the college's part-time instructors and thus does not have a system for disseminating information to them effectively. The VPI's goal is to work with IT and other appropriate employees to design and implement a system.)**
- **A hair-splitting issue regarding terminology exists. What differentiates the Tutors w/out Borders program from tutors who come from the LARC? The confusion seems to occur only with Writing Center tutors since they conduct orientations not only in the Writing Center but also in classes. Discussions to resolve this issue are ongoing.**