Las Positas College
PROGRAM PLANNING UPDATE (Non-Instructional)   **AY 2015-2016**

Name of Program	Division	Author(s)
Tutorial Center	Student Services	Pauline Trummel

INSTRUCTIONS:

1**.** This Program Planning Update covers the academic years 2012-2013 and 2013-2014.

2. The planning should be for the academic year 2015-2016.

3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template. Please use your program's catalog rubric and this format when naming your document:

<div align="center">

Rubric PPU 15_16

e.g., ESL PPU 15_16

</div>

4. If the document displays in large type with only File, Tools, and View tabs at the top of the page, select **View, Edit Document**. You will then be able to type where it says "Click here to enter text" and you will be able to click on the check boxes to select them.

5. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.

6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).

7. Please address your questions to your Program Review Committee representatives or the PR Chair Karin Spirn. Concerns, feedback and suggestions are welcome at any time to PRC representatives or co-chairs.

8. Instructions for submitting your Program Planning Update will be available at the start of the fall semester.

I.   SERVICE AREA OUTCOMES

Review of academic years 2012-13 and 2013-14

A. SAO Assessment Review

Review your program's SAO assessment results through spring 2014 and respond to the following questions.

1.   Discuss how assessment results indicate success in provision of student services. Identify results that indicate a need for improvement.

> At the end of each semester, anonymous surveys are given to students who have received tutoring. In the Spring 2014, SAO assessments indicated that 34% of students said they would have failed or dropped the class without tutoring and 48% said they possibly would have dropped the class. 87% of students who received tutoring indicated that their grade improved in the class after they spent time in tutoring. These results indicate that the LPC tutorial program is assisting students to successfully complete their courses. Students were asked to rate their agreement or disagreement with the SAO: "The students who regularly receive tutoring in the Las Positas College Tutorial Center

will be able to specify troublesome content areas to maximize the tutoring experience." 37% agreed with the SAO and 59% strongly agreed with it. When 96% of the students who took the survey respond this way, it is an indication of the success of the SAO and in providing tutoring services. We also use the data from SARS Trak to determine the number of students signing in for tutoring (both scheduled and drop-in) and we also analyze the number of requests for tutoring as recorded on Excel to determine if we have sufficient number of tutors to meet the student demand or need to hire more.

2. Discuss changes made in how your program provides services based on assessment data.

Seeing the number of additional students from our records, more tutors were hired as the budget for tutoring was increased by Basic Skills & the General Fund. Because more tutors were trained and working with students, those students can be successful in their courses for which they received tutoring. I continue to include a session in the Tutor training class on student involvement in tutoring including how they can lead students to talk about their own troublesome areas in the class and indicate what they want to work on during the session.

3. As a result of your assessment data, give an example of how your program has changed the way it provides guidance to students who use your program's services, if applicable.

1. In the past, a majority of students indicated in the semester-end evaluations that they were not coming prepared to their tutorial sessions. Over the last five years, the Tutorial Programs instructor has emphasized during training that tutors should encourage students to come for the sessions and give suggestions for how to prepare. The request forms were changed to include a "What is expected of me?" section for students to read and sign before requesting a tutor—this included a note about preparing before coming to a tutorial session. At the end of Spring 2014, 92% of students indicated that they came prepared for their tutorial sessions.
2. Because 75% of students indicated they were "not at all likely" or "slightly likely" to get online tutoring for English and math, we collaborated with the Distance Education Committee, to introduce a different format for online assistance. Email tutoring is now being offered where a student can post a question or paper on line and a tutor will assist by return email or asking the student to call in. Although the results of this semester's surveys are not in, it appears that more students may be using this form of online help.

4. Did your program discover the need for additional resources (for AY 2015-16) based on the assessment results?   YES x☐ NO   ☐

If yes, please explain.

1. We need a sustainable funding source (such as the general fund) for the Tutorial Program so that we do not have to speculate what our budget will be each year. In order to meet the increase of student requests, more tutors need to be hired and be paid rather than encouraging tutors to volunteer time.   Presently, while relying on mostly on Basic Skills for the largest part of funding, we never know if we can maintain the present number of tutors.
2. This growing program is currently out-growing the present staff. We cannot keep up with the volume of work required to meet the needs of the program. Currently, the program is being run by one classified staff member who works 18 hrs weekly and one adjunct who works 22 hrs weekly. Additional funding resources need to be available so that the staff may be hired to work more hours to keep up with the volume of work needing to be done. In 2011-12 academic year 7,650 hours of tutoring was given by 55 peer tutors. This number grew in the 2013-14 year to 9,024.

B. SAO Process

1. Describe how your program reaches consensus when writing service area outcomes for the entire program.

   This is a one person program   YES x☐   NO   ☐

   N/A

2. Describe how your program reaches consensus when developing and evaluating assessments for service area outcomes.

   This is a one person program   x☐

   N/A

3. What methods does your program use for documenting SAO related discussions? Check all that apply.

   Program emails   x☐

   Program meeting minutes/agendas   x☐

   Blackboard/other website   ☐

   Other (please describe)   ☐

   1. Notes from meetings with Dean of Student Services.
   2. Beginning in Spring 2015, the Tutorial Program will be using Blackboard to document SAO

related discussions, as well.

II.   PROGRAM ANALYSIS

Review of academic years 2012-13 and 2013-14

Review the student data provided by the Office of Institutional Research and any additional data your program has collected. Then respond to the sections below.

A. Data Review

If applicable, summarize any *changes* in your program's data since the Annual Program Review of 2011-12 or observed significant trends that will affect program planning or resource requests.

NOTE: Only include changes that affect student learning, program planning or resource requests.

> The Tutorial Center has seen continue growth since the 2010-11 school year according to our data received from our records, STARS and now SARS Trak. During the 2011-12 Academic Year there were 7,650 hours of tutoring given by 55 peer tutors. In the 2013-14 school year 9,024 hours of tutoring were given by 63 peer tutors. It appears that this upward trend is continuing in the 2014-15 academic year. As an example, according to our records we ended Fall semester 2013 with 408 requests for tutoring. As of October 10, 2014 of Fall 2014 we already have 438 requests with 10 weeks of tutoring left this semester.

B. Human Resources

1. Have there been changes in the number of full-time or part-time faculty associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

> There have been no changes though we are in dire need of additional hours for both staff members in the Tutorial Program. This program is still being coordinated by one adjunct faculty member who teaches one .5 Tutorial Class and coordinates 21 hours weekly.

2. Have there been changes in the number of full-time or part-time classified staff associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

> At the time of the 2011-12 Program Review there was one temporary hourly classified working 22 hours weekly. That position is now filled by a part-time classified Instructional Assistant 1 working 18 hours weekly. This change is not allowing us to meet the needs of the students.

3. If applicable, describe how the changes indicated in 1 and 2 have impacted the student experience?

> This lack of adequate staffing has definitely affected the student experience. The LPC Tutorial Program opened in 1996-97 academic year. That Spring an adjunct was hired to work 12 hours a week. 18 tutors offered 1,300 hours of tutoring that first year. In 2001 the adjunct coordinator's hours were

raised to 18. Although temporarily the hours were raised to 25 weekly, it was found that that was over the 67% of full-time allowable for adjuncts and the hours were reduced to 18. Though the hours are the same, the difference is that in 2001 she supervised 3,100 hours of tutoring during her 18 hour work week yet in 2013-14 she supervised 3,100 hours of tutoring. This job has grown to the degree that the coordinator must be made full-time in order to meet the demands of the job and have the necessary interaction with tutors and faculty.

Where a full time classified staff member helped oversee the Tutorial Program from 1996-2007, a temporary hourly employee was hired when the Tutorial Center moved to 2401 in Fall 2007. A permanent Instructional Assistant I was hired in 2013 to work 18 hours. This part-time classified employee is working fewer hours than the temporary employee worked.

The greatest negative impact has been It the speed in which students are scheduled with tutors especially due to the numerical growth we are presently experiencing. Because there has been no change in the status or hours of the Coordinator/Instructor, it is difficult to develop new programs and keep up with the demands of coordinating this growing program. The tutor training program needs to provide more training for experienced tutors and therefore two new classes (intermediate and advanced training) have been submitted through Curricunet.

C.   Other information pertinent to the program

This is a dynamically growing program located in an adequate facility; yet we are not being able to meet the needs of students requesting tutoring quickly enough. Due to the out-dated manner of scheduling (by hand, as it has been since the start of the program) students are dropping out of classes or not coming to tutoring once they are scheduled because they didn't get a tutor when they requested one at the start of the semester. With the extreme workload (as indicated by over 100 requests the first week of school to 438 by the seventh week of school) we were unable to match tutors/students schedules instantly. An automated system such as Tutor Trac is desperately needed in order to keep up with demand. This program will see a drop in effectiveness if we do not get an automated program to allow students to schedule their own tutor instantly rather than waiting often 2-3 weeks.

III.   PLANNING

A. Planning Update

Summarize your program's plans, initiatives, and objectives accomplished since the Annual Program Review of AY 2011-12 (include accomplishments for the academic years 2012-13 and 2013-14).

Objectives accomplished from AY 2011-12

1. **Collaborate more fully with other disciplines to provide information about tutoring to assist students in getting successful tutoring**. This has been accomplished through presentations at Division meetings, classroom orientations by coordinator and tutors at the start of semesters, information disseminated throughout campus, Express articles. It was also accomplished by embedding tutors into the math x and music programs.

> 2. **Develop a new training class and redo the present Tutr 17.** An update was written for the present Tutr 17. This is now called Tutor 17A Tutoring Theory and Practice I. Two other classes were written Tutr 17B Tutoring Theory and Practice II and Tutr 17C Tutoring Theory and Practice III. All have been submitted on Curricunet and are awaiting approval.
>
> 3. One important objective was **not** accomplished from the 2011-12 Program Review: that of **Create a more efficient method for the LPC students to request and be assigned a tutor** by purchasing Tutor Trac. As has been mentioned before in this document—this is an essential and immediate need of the Tutorial Program.

B.   Program Planning for AY 2015-16

As appropriate for your program, please address each of the following areas. Describe your program's plans, initiatives, and objectives for the academic year 2015-16. Focus on how planning will impact student learning or the student experience at Las Positas College.

1. SAO assessments. NOTE: 100% of SAOs in your program should be assessed a minimum of once every two years.

    a. How does your program plan to use the results of the assessments for the continuous improvement of services to students and/or the improvement of student learning? Examples might include the following (Your responses may vary):
    - change a website
    - use technology differently
    - update the way an orientation is presented

> The SAO's are assessed yearly. We will use the results of the assessments to continue to improve the program. Depending on the results, the Tutorial Center website has been changed to better reflect what the students need. We will continue to ask for the necessary tutor/student scheduling program that has not been purchased in the four years it has been requested. We will continue to ask for hours for the Coordinator and the Instructional Assistant. And I continue to teach my tutor training class using the results of the SAOs.

    b. Have your program's assessment results shown a need for new SAOs?
        YES x☐   NO ☐
        If yes, for what service areas will your program write new SAOs?

> After this semester, I believe one SAO needs to be added to the Tutorial Center in order to assess it. It is vital to clearly find out why students are dropping their classes and tutoring. Some drop tutoring because they have improved to the point they no longer need it. Many are dropping tutoring because they dropped the class. A concern is that students who don't get tutoring quickly enough in the beginning of the class may be dropping. Another issue to find out is if they are dropping classes for lack of study skills. If this is the case tutors will be given training in talking with the students about healthy and beneficial study skills.

    c. What percentage of SAOs will your program assess in the next academic year (2015-16)?

> All of them.

2. Curriculum (omitted – not applicable to non-instructional programs).

3. General Program Planning

   Use this area to describe any program plans, initiative, or objectives your program wishes to accomplish in 2015-16 and their impact on student learning or the student experience. Focus on what the plans are and how they are to be accomplished (not resources needed).

> During 2015-16 we hope to have an updated tutor training class and two new classes to better assist tutors in successfully working with LPC students. My plan is to apply for reinstatement into the College Reading and Learning Association's International Tutor Training Program Certification. This will require filing the detailed application during the 2015-16 school year. This will be done by the Coordinator as time allows.

IV.   Resource Requests for AY2015-16

Complete all areas that apply to your program's resource needs for 2015-16 (**not all areas apply to all programs**).

For each request, in the rationale section:

- Describe how meeting this request will improve student learning or the student experience.

- Provide any data or evidence which supports this request.

A. Enrollment Management (omitted – not applicable to non-instructional programs).
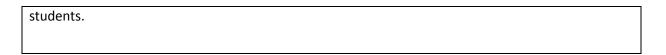
B. Human Resources

   For each request, describe how meeting this request will improve student learning or the student experience.

1. Request: New or replacement faculty position(s).

> The Tutorial Center should have a full time coordinator and instructor for the Tutorial Classes and the Tutorial Program.

2. Rationale for faculty position request(s)s.

> This is a growing program which provides over 9,000 hours of tutoring each year. With over 60 tutors needing assistance and at least 30 in the Tutor Training course, the instructor/coordinator needs to be available to observe, meet with, schedule, plan and attend required meetings. This is an impossible task for an adjunct. The needs are not being met during work hours and therefore the Coordinator is working many non-paid hours to see that the job is done for the benefit of the

> students.

3. Request: Classified staff position(s) (for example, new or replacement classified staff position(s) or increasing classified hours/position level).

> The classified staff person needs to have her hours increased from 18 to full time 40.

4. Rationale for classified staff position request(s).

> So many students come into the Tutorial Center asking questions, requesting services and needing additional assistance, the classified staff member is unable to work on scheduling and other job related requirements in the number of hours. Student Assistants can be a help but are unable to address the scheduling and in-depth questions being asked.

C. Financial

For each request, describe how meeting this request will improve student learning or the student experience.

1. Request: maintenance of, or increase in, existing program budget (e.g., for supplies, etc.)

> Request for a yearly or every other year conference funding for the Coordinator. The Coordinator, tutors and LPC students would benefit greatly if the Coordinator was funded to attend the Association of Colleges for Tutoring and Learning Conference (ACTLA) at least once every two years, if not every year.

2. Rationale for financial request(s).

> This excellent conference provides sessions and collaboration with colleagues to help gain a perspective on the latest developments and trends in college learning centers and new ideas to use in the LPC Tutorial Center. Because the coordinator is an adjunct, only $150 is covered by Staff Development therefore other funding is being sought for this important resource. In the end, the students of LPC are the beneficiaries as the study of learning theory, knowledge of new materials and methods in tutoring will enhance their tutorial experience thus increasing their success rate in classes.

D. Technology (software only – discuss hardware in section E)

For each request, describe how meeting this request will improve student learning or the student experience.

1. Request: upgrade existing software or purchase new software.

> The computers at the Coordinator's desk and the Classified Staff member's computer are in need of the latest upgrades. We did not receive them during the campus wide upgrades being done

in the summer.

2. Rationale for technology request(s).

Because of the amount of work we do on the computers and initiating the use of Blackboard in Spring 2015, up to date technology is important.

E.   Facilities, Equipment (include technology hardware), Supplies

For each request, describe how meeting this request will improve student learning or the student experience.

1.   Request: Renovation or upgrade of existing facilities or new facilities.

2401 L is a large room used for tutoring classes, workshops and instructor drop-in tutoring. This room needs to be a smart classroom with a document camera reader and a mounted projector as are in all newer classrooms.

2.   Rationale for facilities request(s).

In teaching the tutor training classes, leading workshops and working with students this equipment would make presentations clearer and more useful to students. Some students use visual modality more than an auditory one and benefit from both seeing and hearing presentations.

3.   Request: Upgrading of existing equipment or purchase of new equipment.

The Tutorial Center is in great need of a scheduling system which is done online rather than by hand. **Tutor Trac** has been requested and is presently waiting for approval at the district level. This has been a request since at least the 2011 Program Review, maybe earlier. We are now at a critical point where we may be losing students to tutoring if we cannot meet the high demand of requests. This program has the capacity to make scheduling a tutor more accessible and efficient. It also will keep the tutors informed of their new students from any location allowing them to contact them more quickly—thus significantly shortening the period between request and starting with a tutor.

4.   Rationale for equipment request(s).

This program would allow students to get scheduled immediately allowing them to make changes on their own and request tutors that fit their schedules. It would decrease the use of paper and make the Tutorial Center a green program. It would also free the Coordinator and Instructional Assistant from the massive amounts of work time used to schedule as we presently must do.

5.   Request: new supplies

> The Tutorial Center is in need of a new toner cartridge for our printer, white board markers and office supplies such as sticky notes, thin tipped blue pens, file folders, and the normal office supplies necessary for running a busy office and Center with a Coordinator, instructional assistant, 63 tutors, and 3 student assistants.
>
> If I had the budget, it would be nice to be able to provide white board pens to tutors who use the boards rather than have them buy their own as we always have had to do.

6. Rationale for supplies request(s).

> This is a busy Center and office; having supplies on hand as needed allows us to run the Center smoothly and efficiently. With so many students and tutors, this is essential.