Program: LPC Tutorial Center
Division: Student Services
Date: September 22, 2015
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Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Purpose: To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

Time Frame: This update should reflect on program status during the 2014-15 academic year. It should describe plans starting now and continuing through 2016-17.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second and third sections focus on reflection and planning regarding Student Learning Outcomes.

Scope: While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

Instructions:

1) *Please fill in the following information as completely as possible.*

2) *If the requested information does not apply to your program, please write "No Changes Since the Program Planning Update."*

3) *Send an electronic copy of this form to the Program Review Committee Chair and your Dean by _____.*

Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data

> The greatest and most significant change in the LPC Tutorial Center has been **exponential growth**. In the last three years. During the 2014-15 academic year 10,303 hours of tutoring were given. In addition, there were 25,286 supervised study hours in the Study, Tutoring & Reading Room. Between tutoring & study hours we had 35,589 student contact hours. To handle the number of requests for tutoring, more tutors had to be hired. In 2012-13 46 tutors gave 7,739 hours of tutoring, in 2013-14, 9,034 hours were tutored by 63 tutors, and last year 72 tutors did 10, 303 hours. In the first four weeks of this Fall 2015 semester, we already surpassed the *total* number of requests received in Fall 2014 and now we have passed the total requests for Spring 2015.

B. What objectives, initiatives, or plans from the 2014 Program Planning Update (PPU) have been achieved and how?

- A permanent part-time classified employee was hired for the Tutorial Program.
- One tutor training class (Tutr 17) was re-written as Tutr 17A and approved. Two new classes (Tutr 17B and 17C) were written and approved which will better prepare tutors to work with students in the Tutorial Program.
- The Instructor/Coordinator has been able to attend the Association of Colleges for Tutoring and Learning Assistance conference two years in a row.
- The faculty and classified staff member's computers were upgraded.

C. What obstacles has your program faced in achieving objectives, initiatives, or plans?

- The Tutorial Programs Instructor/Coordinator is not a full time faculty member.
- The Instructional Assistant 1 is not a full time classified staff member.
- The Tutorial Center was unable to purchase Tutor Trac. This has been a request in program reviews for at least five years. Tutor Trac is an on-line student self-scheduling program that can be accessed by students from any location and has been needed for many years to allow students to self-schedule. After many years at the college level IT, it was finally moved to the district level. The automated Tutor Trac program was denied at the district level. Without such a program the tutorial program will be hindered from assigning students to tutors in a timely fashion. Students are rightly getting impatient that they cannot get their tutor quickly, and some students have even decided to drop their class because they didn't get a tutor quickly enough to get a solid start, although we do not like this to happen, it indicates that the old-fashioned paper method of request and assignments is no longer adequate for the number of students needing to be processed.
- Although funding is coming from varied sources at this point, an obstacle to achievement is not having the Tutorial Program fully institutionalized.

D. What are your most important plans (either new or continuing) for next year?

- Find a way to get Tutor Trac or a similar automated, self-scheduling program approved by the district. Purchase, receive training in, and teach students to use it.
- Increase hours for both the faculty and staff to keep up with the required work load.
- Increase the hours of operation to at least 8 p.m. in order to provide tutoring for evening students.
- Situate LPCTutorLink in more classes across the disciplines. This 2015 pilot program linked one tutor to one math 55 class. Using a group collaborative format, it allowed us to provide more hours of tutoring per week for students in the class.
- Develop more tutoring programs for basic skills classes and CTE classes.
- Online tutoring

E. Do plans listed under question (D) connect to this year's planning priorities (listed below)? If so, explain how they connect.

Planning Priorities for 2015-16
- *Establish regular and ongoing processes to implement best practices to meet ACCJC standards*
- *Provide necessary institutional support for curriculum development and maintenance*
- *Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes*
- *Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.*

Yes. The Planning Priority: "Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses," directly relates to the plans listed above. The expanded staffing, hours, programs, and scheduling method in the peer tutoring program will all work together to reach the planning priority as set by the college. The expansion of tutoring services is broader than the multi-disciplinary peer tutoring center, but will not be successfully accomplished without the continued growth and support of this important campus wide program.

F. Instructional programs: Did your program meet its program-set standard for successful course completion? ____yes __x___no

(This data can be found here: http://goo.gl/y9ZBmt)

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

We were at 90% and 91% would have been meeting standards. There is often an attrition of tutors during the semester. There is really nothing that can be done about this number—during interviews potential tutors are encouraged to "count the cost" of tutoring, figure out their time management skills, plan their schedules to see what times are available, but even with all of that some find that they cannot continue. At times students (tutors) who are taking the Tutr17A class realize they have taken on more than they can handle with their class schedule, others have had severe illnesses or pregnancies that have caused them to drop the class, and there have been tutors who have moved out of the area due to military service. Because of these types of drops from the class, I don't believe I can change it.

G. How have students been impacted by the work of your program since the last Program Planning Update (PPU)?

1. We continue to grow as mentioned in our last PPU. What was growth then, is now, much more and may be considered phenomenal growth. It was noted in the last PPU that we had 438 requests for tutoring on this very date in 2014. One year later, we now have 618 requests. Because of this, we continue to hire more tutors to be available to those LPC students.
2. The Tutorial Program Instructor has made it a priority to work with instructors. They are now encouraging their students to come to tutoring and recommending students to be tutors more frequently than in the past. Due to receiving a donation from the Associated Students of LPC, we were able to purchase outreach materials and we are hoping that the next Office of Institutional Research and Planning survey will indicate that more students have heard of the Tutorial Center and its services. (The last one indicated that 21% of students taking it had not heard of the Tutorial Center.)
3. Tutors indicate that taking the Tutoring Theory and Practice classes gives them greater knowledge and confidence to be a better tutor, prepares them to meet issues which might arise, and involves them in becoming the best tutors they can be. Evaluations of the new 17A and 17B are coming back with positive results.
4. In 125 surveys taken during Spring 2015, 64% of the students who came to tutoring did so weekly through the whole semester. 87% of students who received tutoring during Spring 2015 indicated their grades improved because of tutoring. 41% said they would have dropped or failed the class had they not received tutoring where another 38% feel they would possibly have dropped or failed without tutoring. An indication that students are being impacted is the incredible growth in the program.
5. Both instructors and fellow students are encouraging others to get a tutor early in the semester to be successful in classes.

Part Two: SLO/SAO Assessment Review

Review your program's SLO assessment results for AY 2014-2015 and respond to the following questions.

A. Discuss how assessment results in at least one course in the program indicate success in student learning (OR) Discuss how assessment results of at least one SAO in the program indicate success in service to students.

SLO for Tutr 17: "Students will be able to organize a tutoring session by determining a student's needs and setting session goals." This SLO for Tutr 17 has been realized and successfully executed. By using the Tutor Log for each session tutors (students in Tutr 17A) learn to determine the students' needs and set session goals. These Logs are turned in weekly for review by the instructor/coordinator then placed in Tutor Portfolios. Tutors have gotten very good at filling out their forms and setting goals. They evaluate the session and include ideas for improvement.

SAO 1 for Tutorial Program: "Students will be able to access tutorial services in a timely manner and utilize the latest types of tutorial equipment and techniques to help them achieve their educational goals." This SAO was successful in that we were unable to obtain the equipment needed for quick and efficient tutoring (Tutor Trac). We did have four computers installed for students especially in math classes who need to use computers during tutoring. However, the timely manner piece of the SAO has caused us no small challenge.

SAO 2 for Tutorial Program: "LPC students will be able to describe the services provided in the Study, Tutoring and Reading Room and make use of the Tutorial Center." From the surveys and questionnaires the Tutorial Center did on campus as well as the institutional research office surveys, more students know about and are able to describe services because of class visits and orientations.

B. Discuss assessment results that indicate a need for improvement.

Tutr 17A: Because new classes (17A, 17B) have been developed and are being taught this semester for the first time, new SLOs need to be created to reflect these new classes. The old SLOs that have been in place will be replaced this semester.

SAO 1: There is a great need for improvement in this SLO. The more we grow, the slower we are able to hand schedule the high number of requests we are receiving. We are in the process of evaluating how many students dropped tutoring or the class because they did not get a tutor quickly enough.

SAO 2: 21% of students surveyed in an institutional survey did not know about the Tutorial Center. Using money from a grant and from ASLPC, we are going to make a push to inform students campus-wide and on line about our services using outreach materials and items.

C. Instructional Programs: For the course(s) listed in (B) above, discuss how your program, or someone in your program, made changes or plans to make changes in pedagogy as a result of SLO assessment results.

Non-Instructional Programs: For the areas(s) listed in (B) above, discuss how your program made changes or plans to make changes as a result of SAO assessment results.

SAO 1: I have requested in my Program Review the need for a smart classroom with a document reader and permanent projector for use with both students and tutors. Instructors are doing more workshops to benefit the students, I teach my Tutr 17A,B,C series in here. Because we are growing so quickly, the request for Tutor Trac needs to be submitted again and reconsidered.

D. Instructional Programs Only: Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.

The new classes were a result of seeing weaknesses in the pedagogy of Tutr 17. The new series of classes prepare tutors from the beginning through advanced levels to understand their students better, know how set reachable goals, lead the student to independent learning and work with collaborative groups. Where the 17 labs were just tutoring, now lab assignments are specific to helping tutors grow in skills, knowledge and abilities.

E. Instructional Programs: Discuss how distance education course assessment results compare to face-to-face courses, if applicable. (*Respond to this question if your program has distance education courses.*)

Non-Instructional Programs: Discuss how SAO assessment results for online services compare to face-to-face services, if applicable. (*Respond to this question if your program provides services online.*)

The Tutorial Center provides asynchronous email question submissions as the only online tutoring. I believe it is time for LPC to consider a purchased subscription to a 24-7 on line tutoring program that provides tutors in an online environment apart from our campus. There were discussions with the DE committee to discuss the use of Net Tutor.

F. Did your program discover the need for additional resources (for AY 15-16 or 2016-17) based on the assessment results?   YES   x☐   NO   ☐

If yes, please explain.

1. **Staffing:** Because of our growth both the Tutorial Faculty member and the Instructional Assistant need to be hired full time. This is the first and most important for maintaining the level of the program and reaching beyond it. In addition, the Tutorial Program could use a part time staff member in addition to the full-time one to help keep the center open longer hours and possibly even on Saturday.

2. **Scheduling Program:** Additional resources are need to provide an online self-scheduling program for students to access at any time and from any location, such as "Tutor Trac"

3. **Outreach and Supplies:** We need resources in the general fund to fully fund the tutorial program. Over half our funding comes from Basic Skills Initiative. Funding needs to be in place not only to hire tutors, but for outreach to students and in-reach to faculty, as well. An increase in supplies budget is needed in order to keep up with the demand on the supplies.

Part Three: SLO/SAO Continuous Improvement Process

A. SLO Planning through AY 2016-17

As appropriate for your program, please address each of the following areas. For each area, describe your program's plans starting now and continuing through the academic year 2016-17. Focus on how the program's SLO process will impact student learning or the student experience at Las Positas College.

1. SLO/SAO assessments: How does your program plan to use assessment results for the continuous improvement of student learning or services? (*NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. Each program must assess at least 25% of its courses every semester. Programs with SAOs should assess at least 50% of their SAOs every year*).

   Examples might include (Your responses may vary.):
   - changing number of units/lab hours
   - changing pedagogy/curriculum
   - changing assessments

   - changing service hours

   - changing modes of service delivery

We will use the new SAOs and SLOs to evaluate: • the new 17A, B, & C classes in relation to scheduling of class sessions, material covered, lab assignments given, and whether some should be completed online. • We will develop new methods or questions for the surveys to make sure we are able to evaluate our SLOs and SAOs using this method of assessment. • We will evaluate the student responses to determine hours of operation.

2. Have your assessment results shown a need for new/revised SLO/SAOs?   YES ☒x   NO ☐

   If yes, complete the table below:

Estimated number of courses for which SLOs will be written or revised:	3
Estimated number of SAOs that will be written or revised:	6

   a. What courses or SAOs will your program assess during this academic year (2015-16)?

Tutr 200, Tutr 17A, Tutr17B.

b. Instructional programs only: In order to budget to pay part-time faculty to work on SLOs during the academic year 2015-16, estimate the number of part-time faculty in your program who are likely to participate in the SLO process in 2015-16.

Number of Part-Time faculty who will participate in the SLO process (creating, assessing or discussing SLOs)	
Fall 2015	1
Spring 2016	1