

PROGRAM REVIEW Fall 2022

Program: Tutoring Center

Division: Business, Social Science and Learning Resources

Date: 11/1/2022

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SLO/SAO Point-Person: Jin Tsubota

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used to create Division Summaries, determine College Planning Priorities, and allocate resources. The final use is to document the fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your Dean or supervisor.

Time Frame: This Program Review should reflect program status during the 2022-23 academic year. It should describe plans starting now and continuing through 2023-24.

Sections: There are two sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section focuses on data analysis, including SLOs/SAOs/PSLOs
- The final section is a review of your pathway maps and curriculum, to be filled out only by programs with curriculum offerings.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

Instructions:

- 1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional/suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean **by November 1, 2022**

Helpful Links:

[Program Review Home Page](#)

[Fall 2021 Program Reviews](#)

[Frequently Asked Questions](#)

Throughout this document you'll see that equity is a guiding principle.

Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally-relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

Section One: Your Program In 21-22 – Please check N/A where relevant

A. Accomplishments: Identify accomplishments from the 21-22 AY.

Some areas you may want to note in your explanation are:

- Did your accomplishments support your program's plans identified in 21-22 PR
- Did they relate to guided pathways, and/or
- Did they support areas in the equity definition above

_____ N/A

Accomplishments
Equity: The Tutoring Center's mission, vision, values, goals, and plans are in alignment with Las Postias' equity goals to improve "student success and access." In particular, the continual "evaluation and improvement of all services" in the LPC Equity Definition is evidenced as follows. Success: The quality of tutoring has improved in the last four to five years, as shown by increased course success rates between Fall 2017 (839/1270, 66%) and Spring 2022 (1560/1863, 84%) for students receiving tutoring. Improved student success rates are in alignment with Guided Pathways efforts. Access/Outreach/Marketing: The Tutoring Center met all our access and outreach plans outlined in the Fall 2021 Program Review. Tutoring Center study room use increased substantially during Spring 2022 when the marketing slogan was changed to "quiet study rooms," supporting anecdotal data indicating students need on-campus locations to take online synchronous classes. ● Expanded Hours: The Tutoring Center expanded hours from three days per week in Fall 2021 to five days per week in Spring 2022. ● Outreach: The Tutoring Center conducted 16 in-class presentations during the 2021-22 academic year. Presentations were given in one biology class, 6 ESL classes, 6 math classes, and three Psychology classes. ● Marketing: Student tutors developed Tutoring Center flier templates using Canva.com ● Front Desk: Staffing at the front desk at the Tutoring Center has been prioritized to create a better student experience. The front desk is typically staffed by a student tutor 20+ hours per week during peak hours.

- **Touchless Check In:** QR codes are provided as an alternative way to sign in and sign out of the Tutoring Center. This provides students with a touchless method of signing in and out.
- **Canvas Integration:** Penji, the tutoring scheduling app, has been integrated into the left-hand menu of Canvas using single sign on (SSO).

Embedded Tutoring: The Tutoring Center expanded the embedded tutoring program during the 2021-22 academic year to overcome barriers to access. Embedded tutoring eliminates the need for students to physically go to the Tutoring Center by embedding tutors directly into the class. Approximately 190 students were supported in class during the Spring 2022 semester.

- **Fall 2021 Embedded Tutoring Courses**

- Biology 1A
- English 1A
- ESL 131
- Graphic Design & Digital Media 53
- Graphic Design & Digital Media 54
- Graphic Design & Digital Media 56
- History 7
- Math Concurrent Support
- Math Emporium
- Math 30
- Math 40
- Math 50
- Middle College
- Music 21
- Political Science 7

- **Spring 2022 Embedded Tutoring Courses**

- Biology 30
- English 4
- Math Concurrent support
- Math Emporium
- Math 39
- Math 40
- Middle College
- Math Emporium
- Music 10B

- Music 18

- **Fall 2022 Embedded Tutoring Courses:** Embedding tutors into the Math Concurrent Support classes have been prioritized during the Fall 2022 semester. Each Math Concurrent Support class has one to three embedded in-person and online tutors.

- Biology 7C
- ESL 131A
- English 4
- Graphic Design & Digital Media 54
- Math Concurrent Support
- Math Emporium
- Math 40
- Middle College
- Music 8A
- Music 10A
- Music 21A

Synchronous Tutor Training: The Tutoring Center accomplished its tutor-training plans outlined in the Fall 2021 Program Review. The adoption of Penji, the tutor scheduling app, during Spring 2021 has greatly facilitated tutor training. Before the adoption of Penji, every weekly staff meeting was devoted to overcoming the poor user interface of the previous tutor scheduling platform. After the adoption of Penji, weekly staff meetings could be devoted entirely to tutoring professional development since Penji's user interface was satisfactory. Topics for weekly staff meetings during the 2021-22 academic year included:

- Outreach
- Self Care
- Active Listening
- Deescalation
- Process versus Outcome Goals
- Teaching Procedural vs. Declarative Information
- Metacognition
- Habits, Attitudes, Beliefs, Expectations
- Self Evaluations
- Supporting Students with Disabilities
- New Semester Scheduling
- Attitude About Tutoring
- Solution Focused Brief Therapy

- Note Taking
- To-Do Lists and the Zeigarnik Effect
- Conceptual Understanding
- Test-Taking Strategies
- Self Discipline During Finals Week
- Procrastination
- Self-Worth Theory
- Supporting “Unmotivated” Students

Tutor Support

- **Staffing:** An instructional assistant was hired November 2021 to support tutors and all operations.
- **Observations:** All tutors were observed during the Spring 2022 semester and given feedback on their performance.
- **Tutor Acknowledgement:** The Tutoring Center hosted an end-of-the-year party celebrating tutor accomplishments.

System Optimization: The Tutoring Center met some of its optimization plans in the Fall 2021 Program Review. Various systems were implemented or refined to coordinate tutors' hiring, training, and scheduling.

- A Gantt chart was developed to outline all Tutoring Center tasks during the academic year.
- Project management software, Monday.com, was used to track communication with tutors.
- All PDFs of hiring documents were modified to facilitate completion by new tutors. Exemplars of each document were displayed on Canvas when needed.
- Tutor availability was captured and organized using google sheets.
- Redundant information on timesheets (days, dates, pay period) was prepopulated to eliminate errors.

Collaboration: The Tutoring Center continues to send a representative to most MLEA, SEA, and Math Department meetings to build relationships and better understand the changing needs of Las Positas students.

Institutionalization: The Tutoring Center participated in writing Las Positas' Quality Focus Essay for accreditation. Five key areas were identified to improve the Tutoring Center, including

1. **Access:** Tutoring Center access can be improved by identifying and removing barriers.
2. **Analysis and Development:** Data analysis will be used to identify how best to expand the scale and scope of programming.
3. **Optimization:** Inefficient processes must be automated and streamlined to optimize limited financial resources.
4. **Scale and Scope:** The scale and scope of tutoring can only be expanded by
 - a. analyzing, identifying, and improving effective tutoring programs and
 - b. automating and streamlining inefficient processes to free up coordinator time needed for overseeing larger programs
5. **Institutionalization:** Similarly, the expansion of effective tutoring programs can only occur with an institutionalized budget. A predictable budget is essential for long-term programming. For example, Fall semester recruiting and hiring must occur in February, which is four to eight months prior to when the Tutoring Center typically receives confirmation of funding from categorical funding. Ideally, all tutoring center funding will come from general funding, eliminating the potential funding variability.

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B. Challenges, Pain Points, and Needs:

What significant challenges or obstacles did your Program face during AY 21-22 especially related to accomplishing program goals/plans? You may want to consider areas in the equity definition on page 2.

_____ N/A

Challenges/Pain Points/Needs

Access: The Tutoring Center continues to have access issues. Anecdotal reports from students, tutors, staff, and faculty indicate students still do not have ready access to the information they need to successfully receive tutoring. Issues include:

- Students don't know about tutoring.
- Students are hesitant to use/download Penji, our tutor scheduling app.
- Students don't know their W# or classweb password to login into Penji.
- The user-interface of the Tutoring Center website is inadequate.
- Despite the single sign-on (SSO) integration of Penji into the left-hand menu of Canvas, it seems few students ever use it.

Analysis and Development: With the passage of AB705 and AB1705, student tutors are no longer *tutoring* students; they are *teaching* students. Anecdotal reports from faculty and tutors indicate that many students lack the foundation knowledge to succeed in transfer-level courses. Tutors currently lack the skill set needed to teach foundation-level material since they are trained to support students who already have background knowledge of subjects. Embedded student tutors are also being used to differentiate instruction during class, which requires whole-class or group-based tutoring strategies. As student tutors begin taking on more responsibilities typically associated with faculty members, they will need to be trained in *teaching* best practices in addition to *tutoring* best practices.

Optimization: The Tutoring Center continues to face challenges regarding inefficient processes. On the surface, these challenges appear to represent unnecessary burdens. However, the opportunity cost associated with these challenges is acute. Every moment lost on inefficiency is a moment that can be used to bolster student success in alignment with LPC's equity, guided pathways, and educational master plan goals. Opportunities to optimize these inefficiencies include the following.

- **Hiring:** The decentralized student-assistant hiring process burdens program coordinators to complete tasks normally associated with centralized human resources departments. For example, performing human resources tasks such as collecting hiring paperwork is the responsibility of the Tutoring Center coordinator. Although this may seem trivial, it requires an immense amount of work. For example, 526 digital documents were collected to hire 17 student tutors for the Fall 2022 semester. Many of these documents must be printed, physically signed, and rescanned. Of the 526 documents, 138 documents contained errors. Each error represents an email, phone call, or conversation that needs to happen to fix the error. Processing paperwork takes a minimum of four weeks each semester, representing at least 22% of an 18-week semester. This represents a tremendous opportunity to increase efficiency by merely purchasing and implementing hiring software compatible with district policies. Of equal importance, this also represents an acute barrier to expanding the scale and scope of tutoring to serve students better. For example, doubling the number of tutors doubles the administrative oversight needed to process hiring paperwork. This limits the ability to expand services because processing the extra paperwork inevitably cuts the Tutoring Coordinator's time to run the center.
- **Payroll:** The Tutoring Center processes approximately 250 student assistant timesheets each academic year, of which nearly 100% are inaccurate. This

represents hundreds of emails, conversations, and adjustments that need to be made to ensure tutors eventually get paid the correct amount. The discrepancy on student assistant timesheets occurs because tutors are required to turn in timesheets one to two weeks before the pay period ends. Since most tutor hours are contingent on demand, tutors must guess what their hours are for the last one to two weeks of the timesheet/pay period, resulting in inaccurate timesheets. This represents an opportunity to save approximately 100 hours of work each year that can be better spent in alignment with the college's equity, guided pathways, and educational master plan goals. The solution merely involves changing district policies to allow student assistants to turn in their timesheets *after* the pay period ends so they can report actual, instead of hypothetical, hours on their timesheets.

- **Online Asynchronous Coordination:** Similar to challenges stated in last year's program review, the Tutoring Center continues to face challenges regarding an overwhelming amount of online asynchronous coordination. In addition to the online asynchronous challenges of collecting hiring paperwork and processing timesheets listed above, the Tutoring Center must coordinate approximately 25 student tutor schedules that include

- in-person drop-in tutoring
- in-person appointments
- in-person embedded tutoring
- online drop-in tutoring
- online appointments
- online embedded tutoring
- weekly staff professional development meetings
- semesterly observation and follow up

Coordination must also happen with instructors to coordinate embedded tutors and for outreach/recruiting purposes. There is no turnkey solution to this challenge aside from redistributing responsibilities among staff or strategically eliminating various parts of the Tutoring Center programming.

- **SLOs and SAOs:** ELumen's user interface represents another inefficient challenge that hampers progress towards aligning the Tutoring Center priorities with the LPC's equity, guided pathways, and educational master plan goals. Ironically, approximately ten unnecessary hours per semester are spent navigating eLumen's user interface that can be better invested into actually improving student learning outcomes. It seems there must be a software package offering a better user experience than ELumen.

Scale and Scope: Expanding tutoring programs to better serve Las Positas' students is challenging given the inefficiencies listed above. It seems there are two possible solutions to expand the scale and scope of tutoring: 1) eliminating the inefficiencies or 2) hiring more full-time or part-time staff. The following issues further exacerbate the challenges associated with expanding tutoring.

- **Programming and Staffing:** During the Fall 2022 semester, anecdotal reports from students indicate the Tutoring Center is not meeting student demand for scheduled appointment-based tutoring. Possible reasons include:
 - The Tutoring Center has diverted many tutors to be embedded into the Math Concurrent Support classes due to high demand. This has resulted in fewer tutors being available for scheduled appointments.
 - Hiring additional tutors is difficult, given low unemployment rates, budget instability, and difficulty recruiting.
 - Demand for statistics tutoring accounts for approximately one-sixth of all tutoring requests/demand. Recruiting additional statistics tutors continues to be challenging.
- **Illness and Absenteeism:** Staff and tutor absenteeism due to illness have further exacerbated the above challenges. This indicates that staff and tutor wellness and safety protocols may need to be re-examined.
- **DSPS:** The DSPS office asked the Tutoring Center to provide STEM scribes for students needing this accommodation. Given the staffing challenges listed above, it is impossible to coordinate nor meet the needs of this request consistently.

Institutionalization: The expansion of effective tutoring programs can only occur with an institutionalized budget. A predictable budget is essential for long-term programming. For example, Fall semester recruiting and hiring must occur in February, which is four to eight months prior to when the Tutoring Center typically receives confirmation of funding from categorical funding. A lack of consistent general funds incentivizes the Tutoring Center to slightly under-hire every semester to avoid a scenario where tutors must be laid off mid-semester due to lack of funding.

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C. Reflecting on your program's experiences from 2020 - to 2022, what innovations or new processes did you integrate that you would like to continue?

_____N/A

Penji: The adoption of Penji as a tutor scheduling and tracking platform has optimized the way we are able to offer tutoring. Prior software packages had terrible user interfaces or simply did not work. Penji automates many of the processes that previously had to be coordinated. For example,

- Penji's user interface is so intuitive the Tutoring Center no longer has to create videos nor explain how to schedule an appointment.
- Penji eliminates scheduling bottlenecks by allowing tutors to individually upload their own schedules.
- Penji accommodates both online and in-person appointment-based and drop-in-based tutoring. It integrates with Canvas and with zoom.
- As mentioned previously, Penji saves the Tutoring Center so much time that we continually focus on providing excellent service. Prior to the adoption of Penji, every weekly staff meeting was devoted to overcoming the poor user interface of the previous tutor scheduling platform. After the adoption of Penji, weekly staff meetings could be devoted entirely to tutoring professional development since Penji's user interface was satisfactory. Topics for weekly staff meetings during the 2021-22 academic year included:
 - Outreach
 - Self Care
 - Active Listening
 - Deescalation
 - Process versus Outcome Goals
 - Teaching Procedural vs Declarative Information
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- Self-Worth Theory
- Supporting “Unmotivated” Students

Embedded Tutors in Math Concurrent Support Classes: Collaborating with the Math Department to embed multiple in-person and online tutors in every section of the Math Concurrent Support Classes has been beneficial for faculty, tutors, and students. Faculty report the extra help has allowed them to spend more in-depth time with each student. Tutors report tutoring in the Math Concurrent Support Class is “fun” and they get ample experience improving their craft. Students report they appreciate the extra help. In addition, this is collinear with the goals and recommendations from AB705 and AB1705 in which students below a specific GPA threshold receive extra support in their transfer-level math courses.

Front Desk Staffing: Although this may seem trivial, staffing the front desk at the Tutoring Center is a priority. The Tutoring Center is aligned with the Caring Campus initiative in creating better student experiences. Ensuring a student assistant is working the front desk during peak hours is essential for creating a welcoming environment.

Optimization: The Tutoring Center uses a variety of tools and processes to optimize inefficient processes. The following includes some, but not all, improvements that we plan to continue.

- **Onelink.io** allows the Tutoring Center to provide one link or QR code that can redirect the user to three different locations depending on the device they are using. For example, iPhone users will be directed to the Apple Store to download Penji, whereas Android users will be directed to the Google Store to download Penji. Onelink.io also allows the Tutoring Center to analyze the effectiveness of marketing campaigns by tracking the number of click-throughs each week.
- A [ghant chart](#) is used by the Tutoring Center to map out all Tutoring Center operations for the entire year. This is instrumental in long-term and weekly planning.
- **Monday.com** is used to track tasks and coordination with tutors.
- **Linktr.ee** allows the Tutoring Center to centralize all links given to tutors.
- **Canva.com** is a cloud-based graphic design program that houses all Tutoring Center fliers.
- **Two-minute in-class presentations** have proven to be the most effective outreach method for the Tutoring Center.
- **30-minute online weekly staff meetings** have been useful for team building and training tutors.
- [Facilitator’s Guide to Participatory Decision Making](#) continues to be a useful tool when leading staff meetings.
- **Handshake** is a useful tool for recruiting tutors.
- **Adobe Acrobat** is useful for modifying hiring and payroll documents to make them more user friendly.
- **Adobe Scan** is a free app new hires use to scan the hiring documents that they must physically sign.

- **DocHub** is a free app new hires can use to digitally sign their timesheets.
- **A non-instructional Canvas site** is used to collect and track all hiring paperwork and timesheets.
- **Onedrive** is used to securely submit hiring documents and timesheets to the dean.

D. Explain one way that your program is connected to the College Mission and/or Educational Master Plan. Identify the specific elements.

- [College Mission](#)
- [Educational Master Plan](#) (see pages 72-76)

_____ N/A

The Tutoring Center provides “support for completion of students’ transfer, degree, and career-technical goals while promoting lifelong learning.” It also “[supports] ... students to develop the knowledge, skills, values, and abilities needed to become engaged participants and leaders in their local and global communities.” More importantly, the Tutoring Center promotes “the belief that each of us makes an astonishing difference.”

The Tutoring Center is also central to “[developing] and [institutionalizing] a comprehensive system of tutoring and other learning support services.”

E. Planning: What are the most important plans, either new or continuing, for your Program?

_____ N/A

Plan	New	Continuing	Short term	Long term
Access: Improve the accessibility of tutoring by developing a holistic and clear online experience for academic support.	x		x	
Outreach: Expand in-class outreach efforts to promote tutoring.		x	x	x
Hiring: Hire more tutors to meet demand.	x	x	x	
Tutor Training: Revise asynchronous tutor training curriculum, synchronous online training, and observation methods.		x	x	
Optimization: Continue to find new ways to remove inefficiencies to free up the coordinator’s time to pursue the expansion of services.	x	x	x	x

Institutionalization: Institutionalize a Tutoring Center budget		X	X	X
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F. If you have outreached to students in your department, program, or classes, please share information about what you discovered and how you have used the feedback.

_____ N/A

Describe student outreach used to gather feedback. For example, through surveys, conversations, etc.	Student feedback is gathered by ● sending online surveys to students every month, ● performing in-class presentations, and ● having conversations with students in the Tutoring Center.
What did you learn?	We learned that students seem satisfied with tutoring. Comments on surveys included: ● “I was very nervous about seeking help, but going into the tutoring center was super nice, was welcomed and helped quickly” ● “The LPC Tutoring Experience has been a phenomenal help when it came to time-consuming courses, it also helped me learn things more clearly and the environment there is positive” ● “Using Penji was easy to use” ● “I get my questions and needs with homework done since I did struggle at home trying to get a tutor every time online for help. But now, in-person tutoring is way better and much faster. I would definitely recommend going there!” We also learned we are not meeting the demand for tutoring. ● “I tried to ask for help, but tutors we're not available” We also learned faculty are supportive of on-campus presentations about the Tutoring Center. Anecdotal data collected from conversations with students and faculty indicate ● Students continue to experience access issues since they are either hesitant to download Penji or don't have easy access to tutors' schedules.

	- Some students are not prepared for their transfer-level math courses. - We are not meeting the demand for in-class Calculus tutoring during the Math Concurrent Support classes. - The DSPS office may not have proper staffing to provide in-class STEM notetaking or scribing for tests for students who require this accommodation.
How will you use the feedback?	We plan to - continue our weekly staff meetings to train tutors to deliver great customer service - expand recruiting efforts to hire more tutors to meet demand - continue to conduct in-class presentations - redesign the Tutoring Center webpage to clearly display tutor schedules and sign-in instructions for Penji - embed more Calculus tutors into the Math Concurrent Support classes

G. Are there institutional barriers to the equity work that your program would like to engage in, and what suggestions do you have for minimizing or eliminating these barriers? (See page 2, for the equity definition)

_____ N/A

Barrier	Suggestions
Hiring: The decentralized student-assistant hiring process places an undue burden on program coordinators to complete tasks normally associated with centralized human resources departments. For example, performing human resources tasks such as collecting hiring paperwork is the responsibility of the Tutoring Center coordinator. Although this may seem trivial, it requires an immense amount of work. For example, 526 digital documents were collected to hire 17 student tutors for the Fall 2022 semester. Many of these documents must be printed, physically signed, and rescanned. Of the 526 documents, 138 documents contained errors. Each error represents an email, phone call, or conversation that needs to happen to fix the error. Processing paperwork takes a minimum of four weeks each semester, representing at least 22% of an 18-week semester. Of equal importance, this also represents an acute barrier to expanding the scale and scope of tutoring to better serve students. For example, doubling the number of tutors doubles the administrative oversight needed to process hiring paperwork. This limits the ability to expand	Purchase and implement HR hiring software.

services because processing the extra paperwork inevitably cuts the Tutoring Coordinator's time to run the center.	
Payroll: Each academic year, the Tutoring Center processes approximately 250 student assistant timesheets, of which nearly 100% are inaccurate. This represents hundreds of emails, conversations, and adjustments that need to be made to ensure tutors eventually get paid the correct amount. The discrepancy on student assistant timesheets occurs because tutors are required to turn in timesheets one to two weeks before the pay period ends. Since most tutor hours are contingent on demand, tutors must guess what their hours are for the last one to two weeks of the timesheet/pay period, resulting in inaccurate timesheets. This represents an opportunity to save approximately 100 hours of work each year that can be better spent in alignment with the college's equity, guided pathways, and educational master plan goals.	The solution merely involves changing district policies to allow student assistants to turn in their timesheets <i>after</i> the pay period ends so they can report actual, instead of hypothetical, hours on their timesheets.
SLOs and SAOs: ELumen's user interface represents another inefficient challenge that hampers progress towards aligning the Tutoring Center priorities with the LPC's equity, guided pathways, and educational master plan goals. Ironically, approximately ten unnecessary hours per semester are spent navigating eLumen's user interface that can be better invested into actually improving student learning outcomes.	Buy and implement SLO software with a better user interface.
Professional Development: Las Positas does not provide any systemic training on teaching best practices.	The Tutoring Center can participate in leading workshops during flex day.

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making and planning).

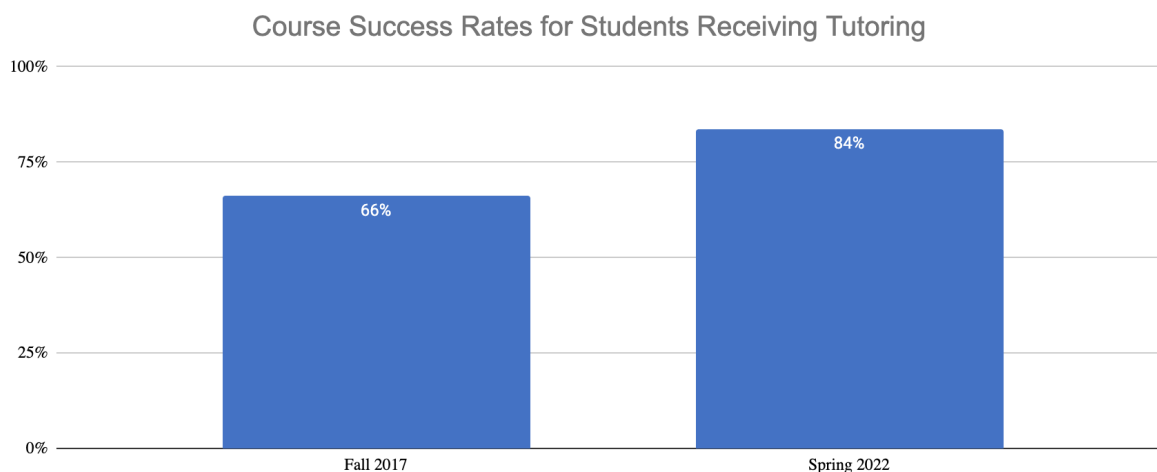
(Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.)

- IR Data packets are available here (posted Fall 22): <https://bit.ly/2lYaFu7>
- Course Set Standard Overview & Success Rates Dashboard can be found in the middle of this page: <https://bit.ly/2Y9vGpl>

Data Summary: Tutoring Center data indicates

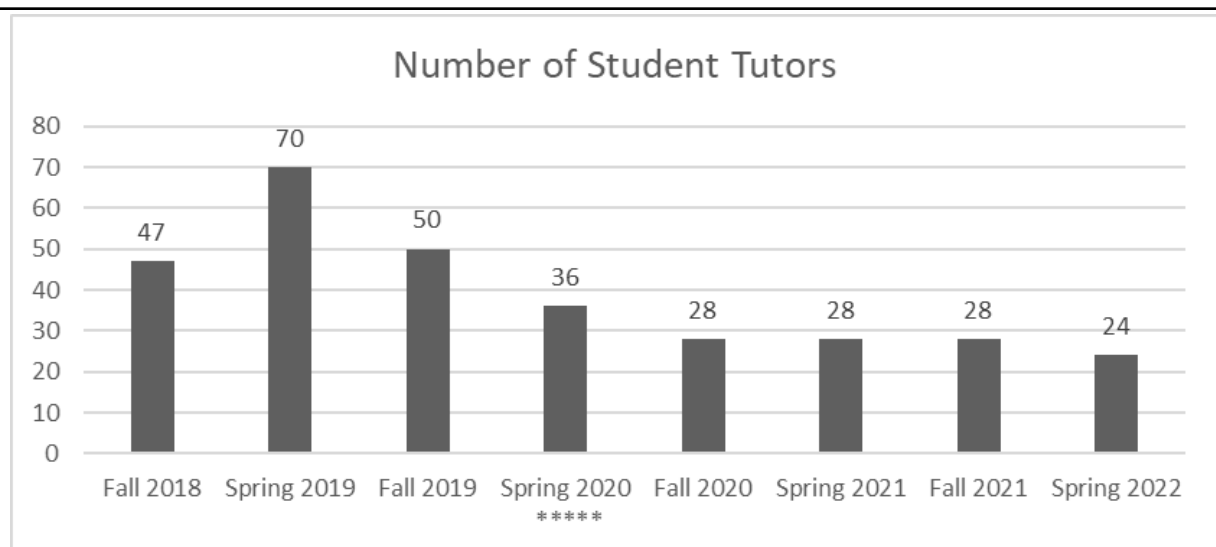
- the quality of tutoring has increased
- staffing levels may be stabilized with institutional funding
- increased staffing may better support in-person drop-in tutoring
- access barriers have been removed by
 - switching to new scheduling software
 - embedding tutors directly into classes
 - removing the Supervised Tutoring course
 - advertising “quiet study rooms”
- Studying and math tutoring account for 59% and 26% of usage, respectively.

Additional information can be found below



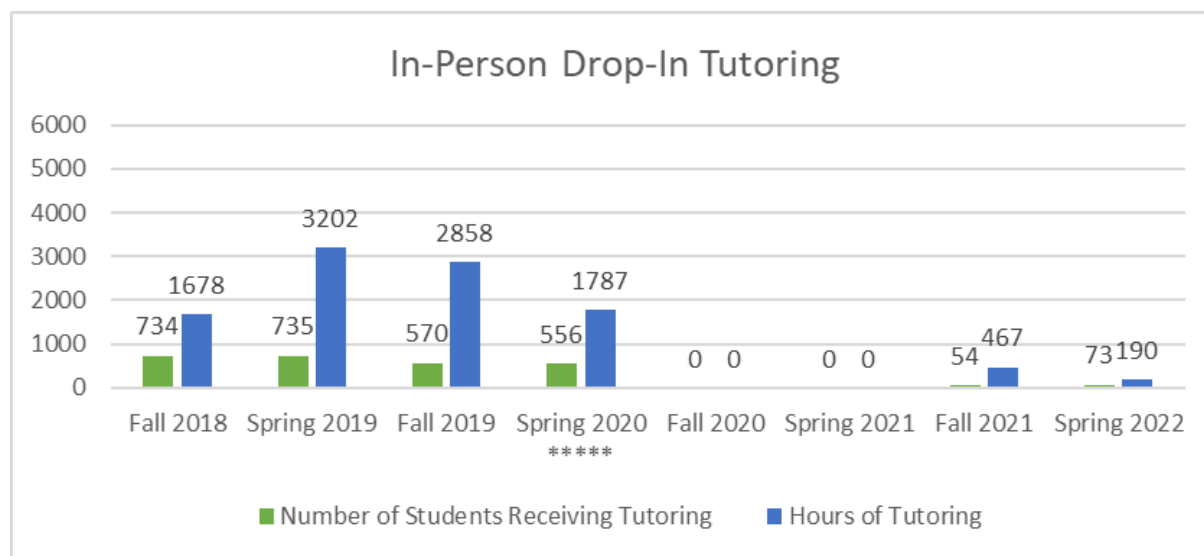
The quality of tutoring has improved in the last four to five years as shown by increased course success rates between Fall 2017 (839/1270, 66%) and Spring 2022 (1560/1863, 84%) for students receiving tutoring. Possible reasons include:

- Revamped tutor training curriculum in the TUTOR course sequence
- Creation of synchronous paid tutor training in the form of weekly staff meetings
- Implementation of tutor observations
- Creation of an embedded tutoring program



The number of student tutors for the 2021-22 academic year has remained low compared with previous years. Possible reasons include:

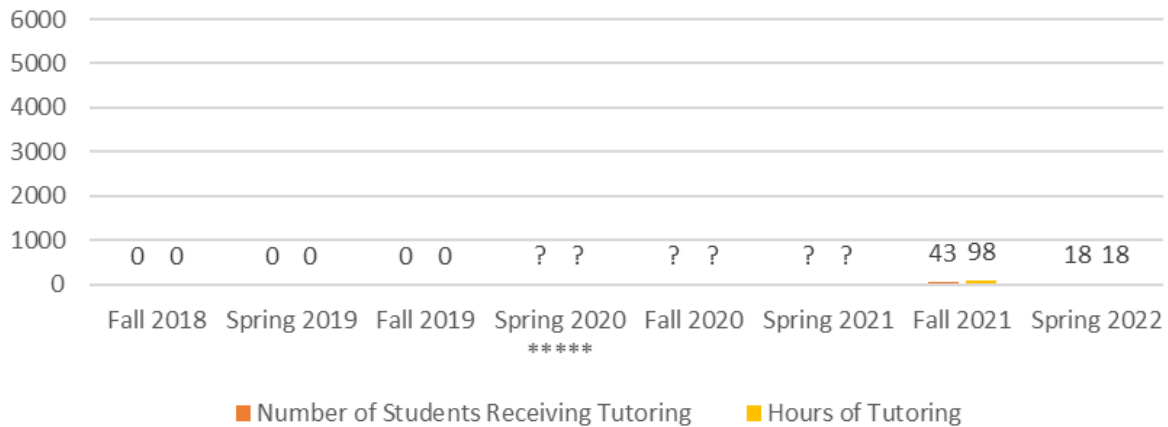
1. Budget instability and
2. Difficulty recruiting and hiring tutors



In-person drop-in tutoring hours for the 2021-22 academic year has remained low compared with pre-pandemic levels. Possible reasons include:

1. Staffing issues.
2. Fewer students taking on-campus classes.

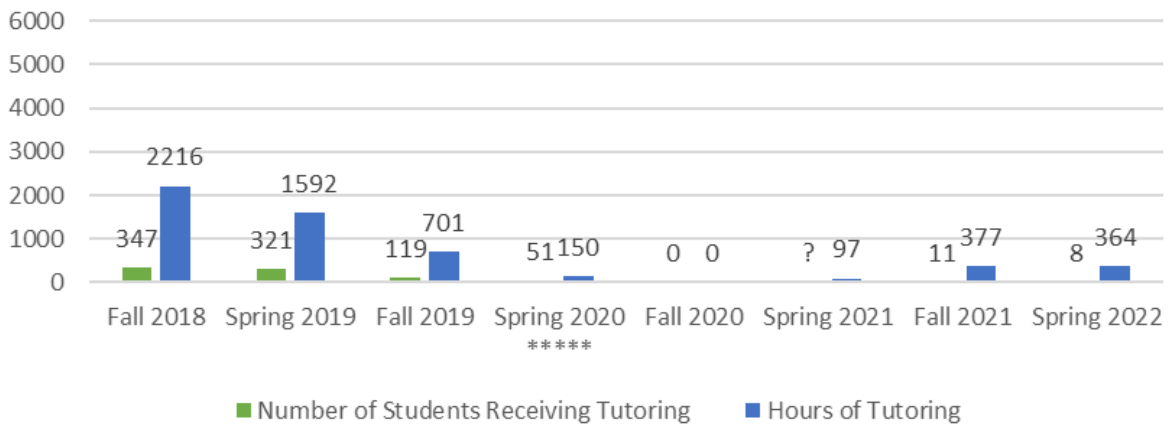
Online Drop-In Tutoring



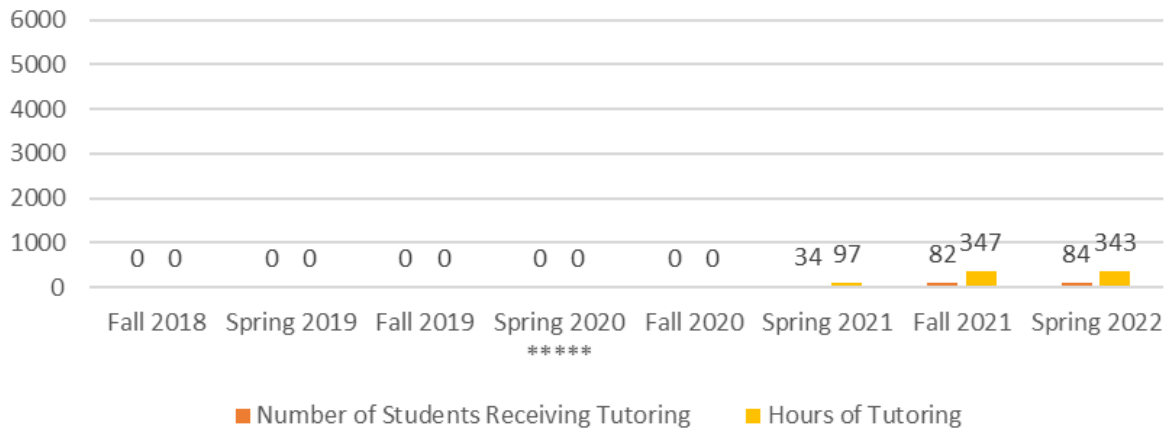
Online drop-in tutoring hours remained low during the 2021-22 academic year. Although no online drop-in tutoring data is available for the first three semesters of the pandemic, anecdotal reports from tutors indicate demand for online tutoring has always been low. Possible reasons include

1. Students don't want to spend more time on zoom and/or
2. Students are not accustomed to actively searching for online drop-in tutoring.

In-Person Scheduled Tutoring



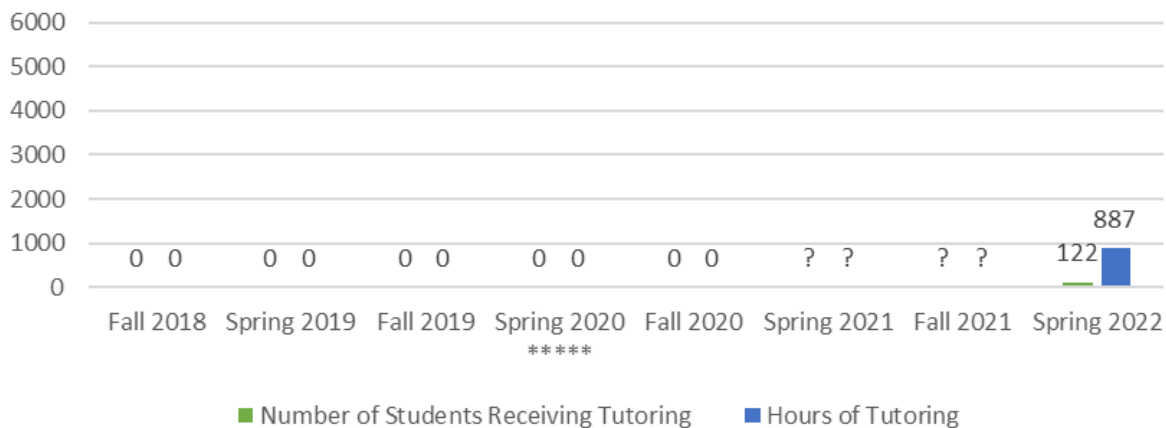
Online Scheduled Tutoring



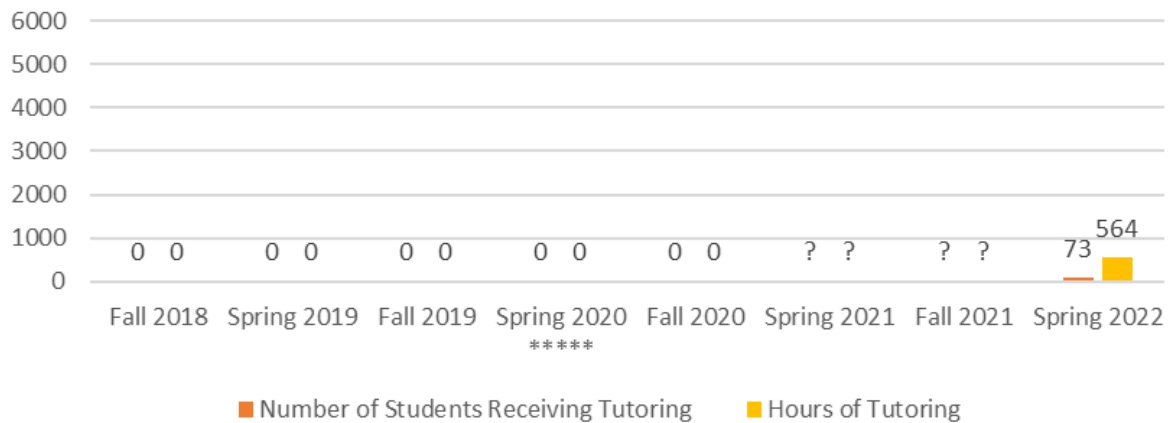
Cumulative in-person and online scheduled tutoring hours for the 2021-22 school year indicate scheduled tutoring hours have returned to the pre-pandemic levels of tutoring of Fall 2019. Of note, this increase of scheduled tutoring hours occurred during an academic year when staffing levels were approximately half of staffing levels during Fall 2019. It appears the accessibility of scheduled tutoring has dramatically increased between Fall 2019 and Fall 2021. This apparent two-fold increase in accessibility is most likely due to:

- The adoption of new tutor scheduling software with a better user interface.

In-Person Embedded (In-Class) Tutoring



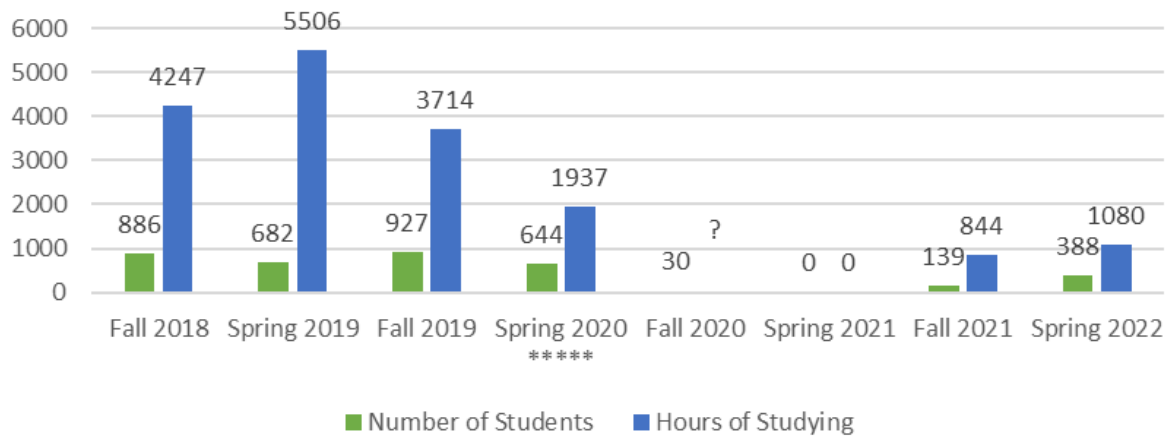
Online Embedded Tutoring



The quantity of in-person and online embedded tutoring increased dramatically during Spring 2022. Resources were diverted towards embedded tutoring to

- Eliminate access barriers to tutoring and
- Conduct informal outreach to students

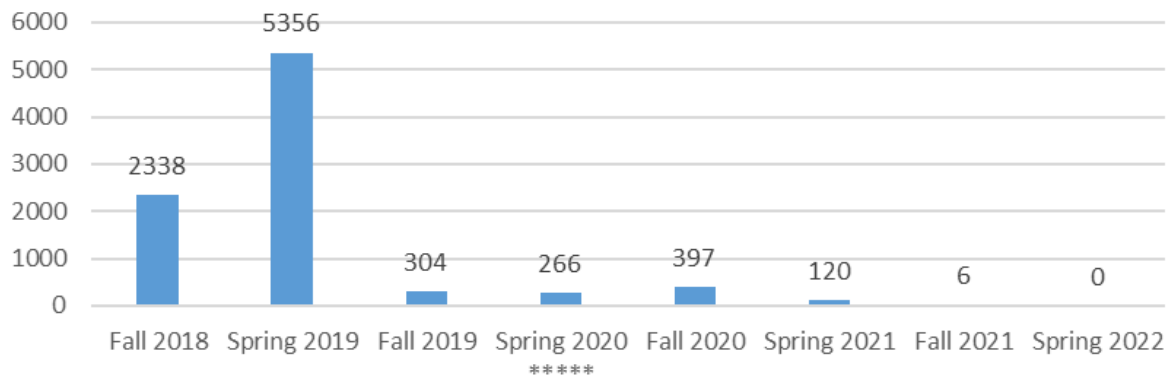
In-Person Study Hours



Studying in the Tutoring Center increased during the 2021-22 academic year. Anecdotal reports from students indicate:

- Students need quiet places to study and
- Students need individual on-campus study rooms to take synchronous online classes on zoom.

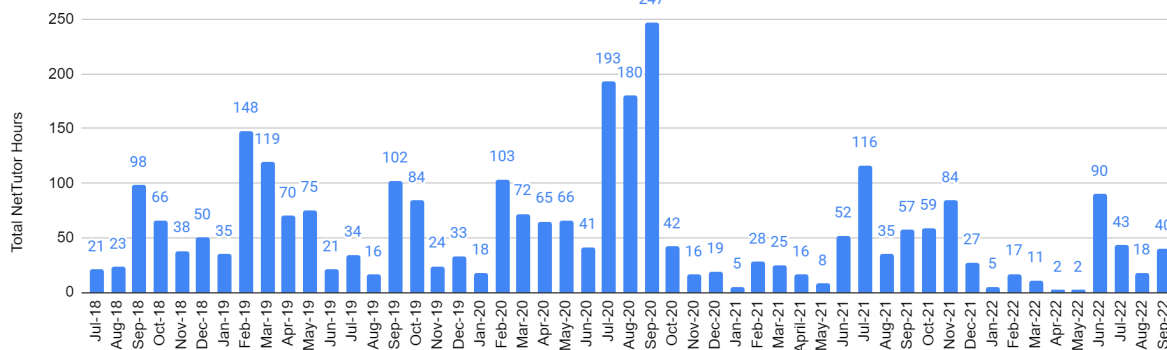
Hours Collected for Supervised Tutoring Apportionment



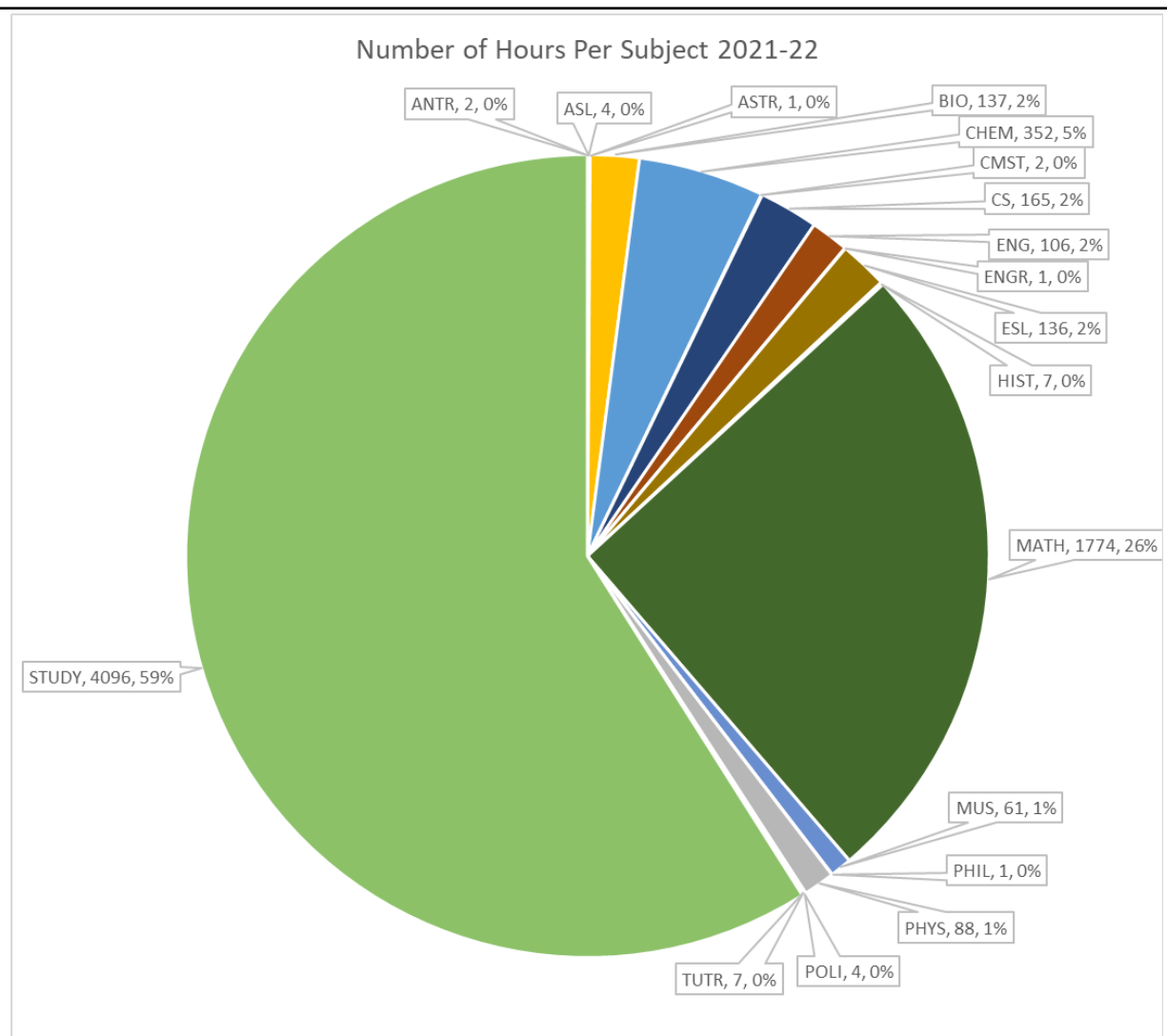
The NTUT 200 - Supervised Tutoring course was no longer offered Spring 2022. Collecting supervised tutoring apportionment is difficult because:

- Asking students to sign up for a class before receiving tutoring is extremely burdensome,
- Requiring enrollment in a tutoring class prior to receiving tutoring creates access barriers for students, and
- Paying tutors with categorical funds disqualifies tutoring sessions from being eligible for apportionment.

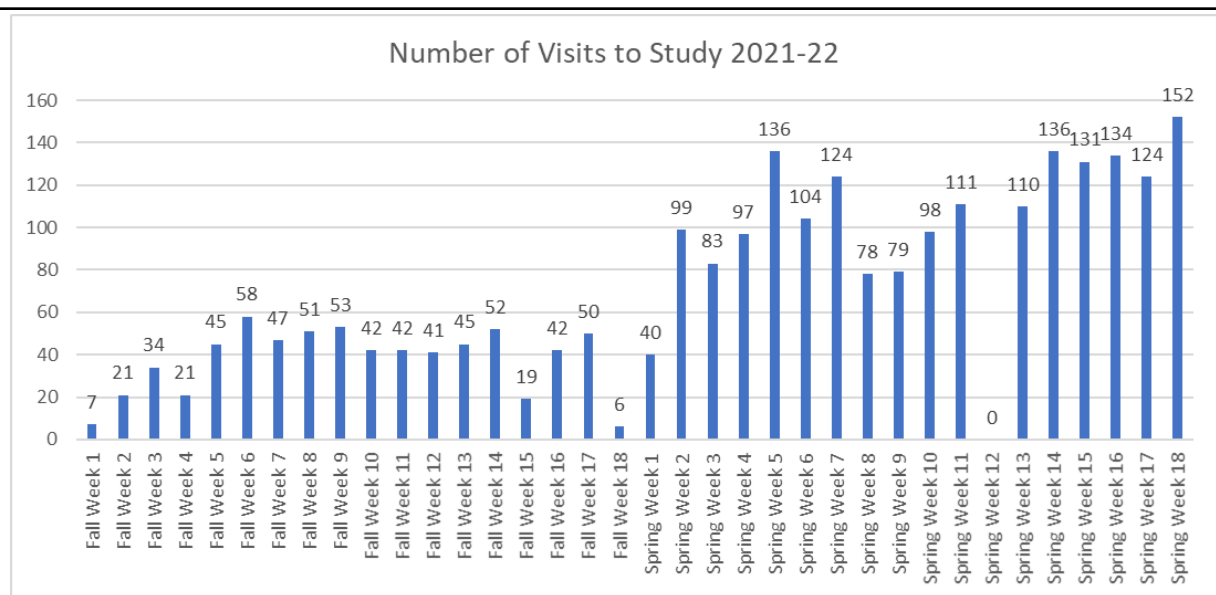
Total Monthly NetTutor Hours



Monthly NetTutor usage remained relatively low during the 2021-22 academic year. Of note, Math and English tutoring on NetTutor was “turned off” Fall 2020, “turned on” Summer 2021, turned off Fall 2021, and turned back on Summer 2022. The purpose of turning off certain features of NetTutor was to remove redundant services. The Tutoring and RAW Centers already provide Math and English tutoring for LPC students during the academic year.

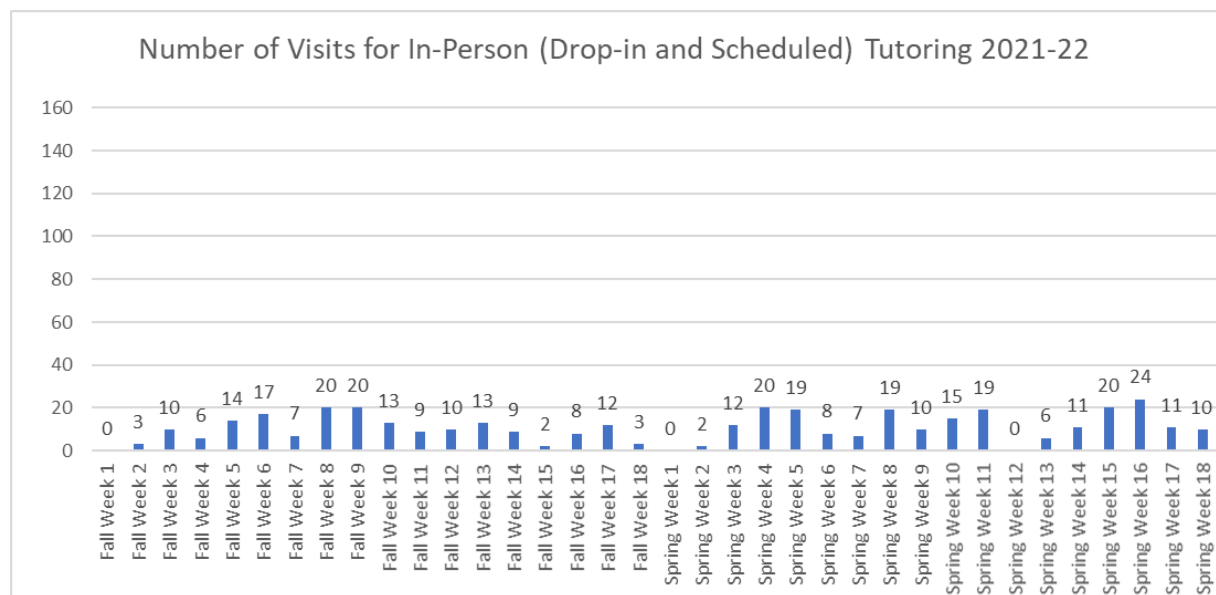


During the 2021-22 academic year, most students used the Tutoring Center as a place to study. Math continues to be the subject most tutored.



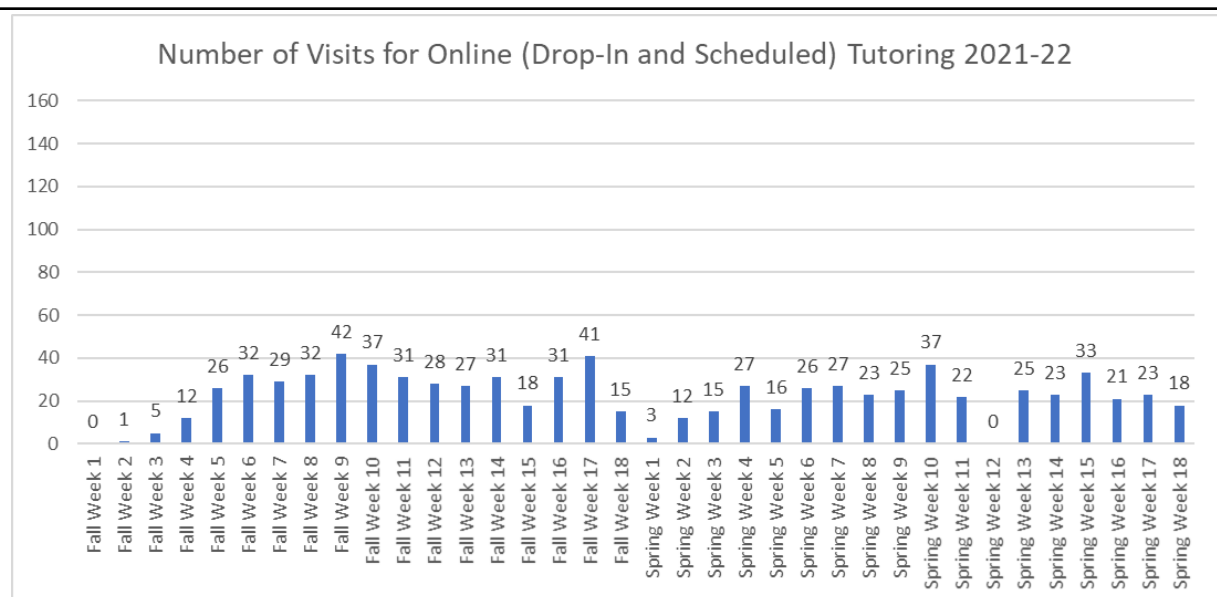
Use of the Tutoring Center as a place to study increased substantially during the Spring 2022 semester. Despite the Spring 2022 Omicron variant surge, the number of Spring 2022 visits approximately tripled compared with the previous semester. This is an indication that

- The Tutoring Center's Spring 2022 "quiet study rooms" outreach campaign was successful.
- Students' need for quiet study rooms is acute.
- Changing the Tutoring Center hours from three days to five days a week was successful.



The use of in-person tutoring resources throughout the 2021-22 academic year remained relatively stable. This is an indication that the Tutoring Center's Spring 2022 "quiet study rooms" outreach campaign

- Did not affect student demand for tutoring.



The use of online tutoring resources throughout the 2021-22 academic year remained relatively stable. Of note, Penji, the tutor scheduling platform, was integrated into Canvas at the beginning of Spring 2022. No noticeable increase of online tutoring was observed afterwards. This data confirms anecdotal reports from student tutors indicating the “LPC Tutoring” link on the left-hand menu of Canvas is seldom used.

B. Program-Set Standard (Instructional Programs Only):

The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There are valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

[Program-set standard data can be found on this page](#)

- Did your program meet its program-set standard for successful course completion?
☒ Yes ☐ No
- If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

C. SLOs/SAOs: Assessment of Student Learning and Support

Program Review is our major source of data on student learning for the college and is, therefore regularly reviewed. *Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.*

For assistance with these questions and instructions on how to run the necessary reports in eLumen, [click here](#).

You should complete at least one of the following three sections. Please choose the option(s) below that are appropriate for your program - Go directly to the section(s) you chose.

- [C1: Instructional Programs with PSLOs \(disaggregated PSLOs\)](#)
- [C2: Instructional Programs with CSLOs \(Departments without degrees, non-major courses, and/or other courses up for assessment\)](#)
- [C3: Non-Instructional Programs \(SAOs\)](#)

C1: Instructional Programs with PSLOs (disaggregated PSLOs)

- 1) To assess PSLOs, CSLOs must be correctly mapped to only one PSLO within eLumen and every mapped CSLO must have assessment data. Please insert a checkmark in one of the following options that correctly describes your data and move on accordingly.
 - a. If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
 - b. If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen ([See SLO Handbook, p. 7](#)) and continue to question 2.
 - c. If not all of the mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to question C2.
2. Based on your current [3-year plan](#), list the PSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

--

2) What percentage of faculty completed the planned assessments for the selected PSLO? ([run Faculty Participation report](#) from last year). _____%

3) Non-disaggregated Analysis of PSLO(s): In general, what conclusions can be drawn about student learning in your program?

4) Disaggregated Analysis of OSLO(s) to identify potential inequity: Disaggregation allows you to examine inequities in student learning outcomes within sub-populations in your program. [See the Guide](#) for instructions on how to disaggregate PSLO data.

Which variables did you use to disaggregate the data? Mark all the applications.

- | | |
|-----------------|--------------------|
| • Gender | • First Generation |
| • Age | • DE |
| • Ethnicity | • Online |
| • EOPS | • Hybrid |
| • Veteran | • Fact-to-Face |
| • BOG Recipient | |

5) Did your data reveal any patterns of inequity? If so, please explain those patterns.

6) Identify any challenges facing your department that may contribute to inequitable outcomes as revealed by your disaggregated PSLO data. (Refer to section 1B if needed)

7) Based on discussion with others in your program, explain potential changes that will improve student learning and address inequities identified through analysis of disaggregated PSLO data.

- 8) The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☐ Yes ☐ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist](#), and the [SLO Chair](#).

- 9) Are you planning on updating any CSLOs or PSLOs?

☐ YES ☐ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

- 10) If you experienced any challenges in completing your PSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

C2: Instructional Programs With CSLOs - Departments without degrees, non-major courses, and/or other courses up for assessment

1. Based on your current [3-year plan](#), list the CSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

- Upon completion of TUTOR 17A, the student should be able to describe essential components of the beginning, middle, and end of a tutoring session.
- Upon completion of TUTOR 17B, the student should be able to use active listening strategies to become aware of students' learning processes.
- Upon completion of TUTOR 17C, the student should be able to use scaffolding and Socratic Method to teach hidden curriculum topics.
- Students, enrolled in NTUT 200, who receive tutoring should use the Tutoring Center again.

These SLOs are essential for tutoring. Describing essential components of a tutoring session, actively listening, scaffolding, and using the Socratic Method are useful for ensuring student learning.

2. What percentage of faculty completed the planned assessments for the selected CSLO? (run [Faculty Participation](#) report from last year). ____100____%
3. [Using the CSLO data and reflection questions](#), what are some conclusions?

Per the Fall 2021 Tutoring Center Program Review, it seems assessments were better aligned with SLOs. A greater percentage of students demonstrated mastery of SLOs.

4. List changes that you plan on making to improve student learning.

It seems some student tutors neglect to turn in their assessments. Additional, and more intrusive, interventions will be used to guarantee student's compliance with completing assessment activities.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

____Yes __x____No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist, and the SLO Chair](#).

6. Are you planning on updating any CSLOs?

_____ YES _____x_____ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

7. If you experienced any challenges in completing your CSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

It appears that Las Positas needs to purchase, adopt, and use SAO/SLO reporting software that has a better user interface compared with eLumen. It seems like eLumen creates unnecessary barriers and burdens for faculty and staff.

C3: Non-Instructional Programs (SAOs)

1. Based on your current [3-year plan](#), list the SAO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

1. Students who use the Tutoring Center should be able to easily access and use any tutoring services.
2. Students who use the Tutoring Center should experience a welcoming, empathetic, and supportive environment.
3. Students who use the Tutoring Center should improve their grades as a result of tutoring.

All three SAOs were chosen for review because all three are important to the success of the Tutoring Center.

2. What percentage of staff completed the planned assessments for the selected SAO(s)? (run [Faculty Participation report](#) from last year). _____100_____%
3. Based on discussion with others in your area: Using the [SAO data and reflection questions](#) or other sources of data, what conclusions can be made?

Overall, it seems like students were satisfied with the service they received from the Tutoring Center.

- 85% of students (57 of 67 students) who answered the survey strongly agree or agree the Tutoring Center has a welcoming, empathetic, and supportive environment
- 87% of students (58 of 67 students) who answered the survey strongly agree or agree the Tutoring Center services are easy to access.
- 67% of students (44 of 66 students) who answered the survey strongly agree or agree the Tutoring Center services improved their grade.

Of note, the percentage of students who strongly agreed or agreed the Tutoring Center services were easy to access improved from 70% (29 of 44 students) to 87% of students (58 of 67 students) from the 2020-21 school year to the 2021-22 school year. The data seems to corroborate anecdotal reports that Penji, our new tutor scheduling platform, is much easier to use.

* If you used other sources of data, briefly explain below.

n/a

4. List changes that you plan to improve outcomes in your service area.

We plan to

- redesign the Tutoring Center website to make it more user friendly,
- increase outreach efforts, and
- train the front desk staff.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. Please review your [3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

____ Yes ___x___ No

If not, please update your 3-year plan to include any courses you missed, or if you plan to revise your 3-year plan, then send your updated plan to the Curriculum and SLO Specialist, and the SLO Chair.

6. Are you planning on updating any SAOs?

_____ YES ___x_____ NO

(If yes, then you may do this through eLumen, see the SLO Handbook if you need instructions on how to do this.)

7. If you experienced any challenges in completing your SAO assessment process please list those below, along with any items that would help you improve this process in the future.

1. It seems there is not an easy way to edit the planned terms for assessments in eLumen. For example, it seems all assessments need to be deleted before additional future planned terms are added. This makes it extremely difficult to assess SAOs year over year.
 - a. Of note, all SAO survey data for the Tutoring Center were analyzed using google sheets in just a few minutes. Entering and analyzing data in elumen took over two hours and did not result in any meaningful information nor analysis
2. It appears that Las Positas needs to purchase, adopt, and use SAO/SLO reporting software that has a better user interface compared with eLumen. It seems like eLumen creates unnecessary barriers and burden for faculty and staff.

Note: There is an opportunity to give feedback on the PR template on the last page if you won't be completing the next sections

Section Three: Guided Pathways & Curriculum Review

(Programs with Courses Only)

For assistance with these questions, contact the [Curriculum Committee Chair](#)

Part One: Guided Pathways: Your program's work with guided pathways

A. Program Maps - [The Program Maps \(degree and certificate course sequences\) are found in Academic & Career Pathways](#)

Up-to-date Program Maps are used by students in your pathway, for data collection to support in-reach to students in your Pathway, predictive scheduling recommendations for Discipline Plans, and may influence the allocation of FTEF.

Please compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered particular terms.

1) Are your Program Maps accurate? **The Tutoring Center does not have a program map.**

- Yes, all of my maps are accurate
- No. The Program Map for _____ (degree/certificate name) _____
Requires an update
 - Requires a **non-curricular change** (ie: course sequencing) Please consult your [Pathway counseling faculty liaison](#)
 - **Curricular Change** (Program modifications) - Modifications are initiated through the Curriculum Committee. For mapping support contact the [Curriculum & SLO Specialist](#).

Part Two: Curriculum Review

For assistance with this section, contact the [Curriculum Committee Chair](#).

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date follow the directions below:

1. Log in to CurricUNET
 2. Select "Course Outline Report" under "Reports/Interfaces"
 3. Select the report as an Excel file or as HTML

A. Title V Updates [Curriculum Committee]: Do you need to update any courses to stay within the 5-year cycle? List courses requiring updates below.

Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (C).

_____ YES ☒ No

Course Name & Number
n/a

B. Degree/Certificate Updates [Curriculum Committee]: Do any programs require modification in this cycle? If yes, list them below.

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

_____ YES ☒ No

Certificate or Degree
n/a

C. Are there any courses or programs for which a non-mandatory update is planned?

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

☒ YES _____ Not at this time

If yes, explain details, rationale, or any support that might be helpful to the committee.

The tutor training curriculum in the TUTOR courses *may* be updated to better support students with their basic skills needs. It seems tutors will need to *teach* content instead of *tutor* content now that basic skills courses are essentially eliminated due to the passing of AB 705 and AB 1705.

Anecdotal reports from faculty indicate students enrolled in transfer-level classes lack foundation skills needed to be successful. Similarly, anecdotal reports from student tutors indicate they do not have the skills needed to identify skill gaps and teach foundation skills in these transfer-level courses. Tutors are typically trained to identify students strengths and to activate the background knowledge of students. However, it now seems that tutors need to actually *build* the background knowledge of students.

In summary, the TUTOR courses may be updated in the future to better address the changing needs of the student population due to legislative changes.

D. Does your program plan to create any new courses or programs this year?

Reminder:: New program proposals require a Program Map for Senate approval. Please **contact the Curriculum & SLO Specialist** if you are planning a new program.

_____YES _____x_____No

If yes, please provide details and the rationale

n/a

E. Are there any courses that you plan to deactivate or sunset?

___x___YES _____No

Course Name & Number
NTUT 200 - Supervised Tutoring

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?

