

Program: Tutoring Center

Division: BSSL

Date: 10/26/23

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With the approval of the Academic Senate and the Institutional Planning and Effectiveness Committee, we are moving to a bi-annual cycle of program review updates and full program reviews. **Fall 2023 is a Program Update cycle.**

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

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

Key Terms: The Program Review Glossary defines key terms that you can review before writing: <https://bit.ly/2LqPxOW>

HELPFUL LINKS:

- [Program Review Committee Page for Writers](#)
- [Fall 2022 Program Reviews](#)
- [Frequently Asked Questions](#)

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

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) 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, 2023**

IMPORTANT CHANGES AND REMINDERS

Some sections have been removed for ease of completion. However, these important tasks will need to be reviewed by programs:

- **Check for Title V updates required for any of your courses or Programs:**
 1. To check on the status of courses and programs to see if any updates are required
 - a. Log in to CurricUNET
 - b. Select “Course Outline Report” under "Reports/Interfaces"
 - c. Select the report as an Excel file or as HTML)
 2. If updates are needed, submit these updates to the Curriculum Committee
 3. Then, 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 during certain semesters.
 - a. If your map requires a **non-Curricular** change (i.e., course sequencing) consult your [Pathway counseling faculty liaison](#) to initiate any changes.
 - b. If your map requires a **Curricular Change** (Program modifications) - these are initiated through the Curriculum Committee.
- **Review your programs to see if there are any modifications needed**
- **Review your programs and courses to see if any will be sunset or deactivate**

HAS YOUR PROGRAM HAD ANY SIGNIFICANT UPDATES SINCE THE LAST PROGRAM REVIEW?

- No, I'd like to skip the update this year, and I understand that I can only do this twice in three years.**

THERE ARE TWO SECTIONS:

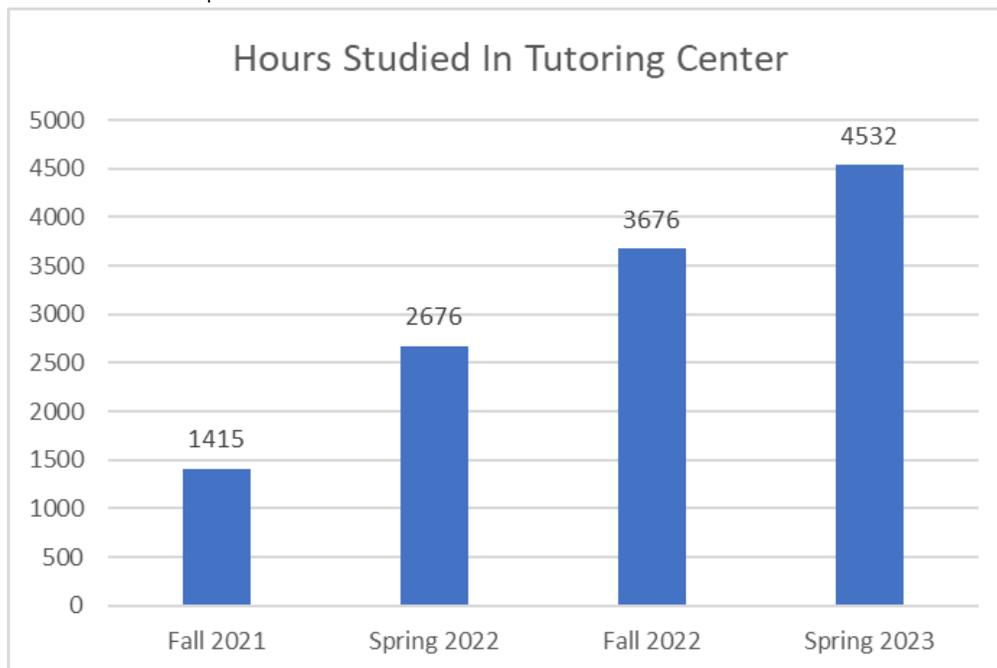
1. Updates - *All programs* (page 3)
2. CTE Review – *CTE programs only* (pages 4-7)

ALL PROGRAMS: SECTION ONE

? Please describe the most important updates, achievements, challenges, or barriers to your program in academic year 22-23.

- **Updates and Achievements**

- **Access:** The Tutoring Center continued to offer tutoring in a variety of in-person and online modalities. This included appointment-based tutoring (approximately 693 hours), drop-in tutoring (approximately 144 hours), and embedded tutoring (approximately 3210 hours) during the Spring 2023 semester. The Tutoring Center also shifted more resources towards in-person tutoring as the worries of the COVID pandemic appeared to wane. In addition, beginning Spring 2023 all student assistants, per district guidelines, were required to work on campus. During Spring 2022, 59% of embedded tutoring was conducted in-person; whereas during Spring 2023, 100% of embedded tutoring was conducted in-person. Of note, most of the embedded tutoring during the 22-23 academic year was specifically for the Math Concurrent Support classes.
- Also of note, the use of study rooms in the Tutoring Center increased every semester for the past four semesters.



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- **Quality:** The Tutoring Center also made incremental improvements to tutor training methods and systems during Fall 2022. In particular, observations were conducted for nearly all tutors. Online synchronous weekly tutor training meetings were conducted in Fall 2022. Topics for these training included:
 - Active Listening
 - Deescalation

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- Customer Service
 - Building Rapport
 - Mentoring and Coaching
 - Progressive Stacking
 - Self-Evaluations
- **System Efficiency:** A new instructional assistant (LisaMarie Russo) was hired in Spring 2023 to support all aspects of the Tutoring Center. A variety of systems were optimized during the Spring 2023 semester. This included an early tutor recruitment cycle and a prototype of an automated student assistant hiring paperwork system.
- **Challenges and Barriers:** Chronic staff illness and absenteeism affected all aspects of the Tutoring Center during the 2022-23 academic year. Typically, the Tutoring Center is staffed by two full-time employees, an instructional assistant and coordinator. From August 2022 to March 2023, absenteeism, illness, and the resignation of the instructional assistant resulted in the Tutoring Center frequently being staffed by one or less than one staff member. On occasion the dean or the division's senior administrative assistant staffed the Tutoring Center. This cascaded into a variety of issues.
 - **Access:** Tutor hiring, scheduling, and retention were negatively impacted by staff absenteeism and illness. This resulted in a diminished quantity of tutoring. For example, during the Fall and Spring semesters of the 2022-23 academic year, the Tutoring Center employed 25 and 23 tutors, respectively. Typically, the Tutoring Center employs more than 30 tutors. The Tutoring Center reduced its study hours from 37 hours per week to 34 hours per week between the Fall and Spring semester.
 - Of note, the total recorded hours of appointment-based tutoring decreased 41% compared with the previous academic year, from 2974 hours to 1761 hours. The total recorded hours of drop-in-based tutoring decreased 65%, from 777 hours to 274 hours, in the same timeframe. (Embedded tutoring hour totals were not recorded consistently in this timeframe.)
 - Further exacerbating access issues is the lack of a holistic student-centered website that comprehensively outlines all tutoring and academic support options such as the RAW center, Tutoring Center, and Math Concurrent Support classes.
 - **Quality:** Although the Tutoring Center made incremental improvements in tutor training methods during the Fall 2022 semester, the overall quality of tutoring may have decreased throughout the year. Weekly online staff training meetings were eliminated during the Spring 2023 semester. Tutor observations were not conducted in Spring 2023.
 - In addition, 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.

- Although all tutors were observed during the Fall 2022 semester, student tutors were generally not actively supervised during any of their shifts. This may have negatively impacted the quality of tutoring.
- **System Efficiency:** The Tutoring Center continues to face challenges in regard to inefficient systems.
 - **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, during the 2022-23 academic year, 753 digital documents were collected or generated to hire 24 student tutors. Many hiring documents must be printed, physically signed, and rescanned. Of the 753 documents, 253 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 creating streamlined hiring systems 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 reduces 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.
- **Scalable Systems:** The Tutoring Center continues to face challenges creating scalable, cost-effective, and efficient program offerings. For example, anecdotal reports from online drop-in tutors indicate this service is seldom used. Despite outreach efforts, online drop-in tutors report they only get students about 30% of

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the time. Online drop-in tutoring has been reduced since it is simply not cost effective to pay tutors to work 30% of a shift.

- Similarly, embedded tutoring programs present several logistical challenges. Although anecdotal reports from embedded tutors and associated faculty indicate embedded tutoring is an effective means of delivering academic support, it is extremely difficult to verify embedded tutor hours when they work in multiple locations throughout the campus. Clocking in and out, verifying timesheet hours, and supervising embedded tutors are all extremely difficult to do given limited full-time staffing at the Tutoring Center. More recently, an embedded tutor has quit since the logistical challenges listed above were so frustrating.
- Currently, no campus system or committee exists to specifically address how to best coordinate needed academic support. In lieu of such a system, the Tutoring Center coordinator collaborates directly with the RAW coordinator, the Math department, and every other department that wishes to have tutoring to better design services for students. Creating scalable, cost-effective, and efficient tutoring or academic support program offerings for the entire college is not possible given the lack of a more comprehensive system.
- **Institutionalization:** Institutionalized funding is essential for coordinating tutoring and needed academic support at Las Positas. Aside from the obvious reason that paying tutors is impossible without funds, the variability of funding creates a series of time-consuming and morale-ruining logistical challenges. For example, every Spring semester the Tutoring Center purposely over hire tutors for the Fall without secured funding. High tutor morale must be maintained while simultaneously informing tutors their Fall work schedules are contingent on securing adequate funding. In the event funding is not secured early in the Fall, hours are cut back. Occasionally tutors quit because they are disappointed in not getting enough hours at the beginning of the Fall semester. If funding is secured, additional hours are allocated to tutors. Unfortunately, this usually happens after the add/drop deadline when students may have already given up on their class(es).
- Funding for the tutor scheduling app, Penji, is not institutionalized. Penji is essential for automating the tutor scheduling process in which students can book tutoring appointments with their mobile phones.
- This situation falls far short of Las Positas College's Education Master Plan goals "develop and institutionalize a comprehensive system of tutoring and other learning support services."

? What are the most important things your program observed with respect to student learning, equity, and success in 22-23? This could be related to your SLOs or from other sources.

Access:

- The Tutoring Center may have contributed to increased student learning and success by providing a place for students to study. As noted previously, use of the

- Tutoring Center as a study space seems to increase by ~800 to 1000 hours each semester.
- Similarly, the Tutoring Center may have contributed to increased student learning and success by continuing to embed tutors into the Math Concurrent Support classes. Given AB 705 and AB 1705 legislation that strongly recommends Math support for students with the lowest band of high school coursework or GPA, embedding tutors into the Math Concurrent Support classes may be an effective way of delivering equitable support for students who stand to benefit the most.
 - Conversely and as stated previously, the total recorded hours of appointment-based tutoring decreased 41% compared with the previous academic year, from 2974 hours to 1761 hours. The total recorded hours of drop-in-based tutoring decreased 65%, from 777 hours to 274 hours, in the same timeframe.

Quality: The positive impact the Tutoring Center has made may have decreased during the 2022-23 academic year. As noted previously, the overall quality of tutoring may have decreased throughout the year. Weekly online tutor training meetings and tutor observations were eliminated during the Spring 2023 semester.

Staffing and Systems: Employee absenteeism/illness combined with inefficient systems negatively impacts the quantity and quality of tutoring. As noted previously, inefficient hiring and payroll systems exacerbates the ability of Tutoring Center staff to adequately recruit, hire, schedule, train, observe, evaluate, and support tutors.

🔗 Got anything new planned for 23-24?

Yes.

Improved Access: Access to tutoring and the Tutoring Center increased dramatically during Fall 2023 when the Tutoring Center moved to the Academic Support Services building. The Tutoring Center has expanded its hours and is now open 39.5 hours per week, Monday through Thursday from 9:30am to 6:00pm and Friday from 9:30am to 3:00pm. Collaboration with the Math Department is now easier given the close proximity between the Tutoring Center and Math Concurrent Support classes. As of Fall 2023, the Tutoring Center has 26 student tutors on staff.

- **In-Person Services:** Tutoring resources have been consolidated to provide more in-person drop-in tutoring and in-person embedded math tutoring to meet higher demand.
 - **Study Spaces:** It appears the use of the Tutoring Center as a study space has *doubled* from the previous semester. Of note, the student check in/out system has been temporarily abandoned due to the high number of students using the space. For example, it doesn't make sense to ask 12 students to check out at the same time on two kiosks if they are all late getting to class. In addition, there is no one staffed at the front desk to ask students to check in/out since the student assistants scheduled at the front

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desk are often busy tutoring. A new check-in/out system may need to be designed. Funding for full-time front desk staffing will be requested.

- **Drop-In Tutoring:** As suggested above, in-person drop-in tutoring demand has also increased dramatically. Of note, student tutors who were initially scheduled to work at the front desk for a total of ~40 hours per week are now all working as drop-in tutors, leaving the front desk unstaffed. The Tutoring Center offers a total of ~60 hours of drop-in tutoring each week, most of which is for Math tutoring. Drop-in shifts provide greater access to tutoring since students can use the service at any time, without an appointment or worry that appointments are no longer available. Similar to study room use, it appears the demand for in-person drop-in tutoring has doubled from the previous year.
- **Embedded Tutoring:** The Tutoring Center offers ~75 hours of embedded tutoring each week, of which ~40 hours are allocated for embedded Math tutoring in the Concurrent Support or Emporium classes. The remaining ~35 hours of embedded tutoring is for Music, Graphic Design, JAMS, and ESL.
- **Appointment Tutoring:** The Tutoring Center offers less appointment-based tutoring since most tutors are scheduled for drop-in and embedded tutoring shifts. As of Fall 2023, there are ~25 hours of in-person or online appointments per week.
- **Summer:** The Tutoring Center plans to be open for Summer 2024 to offer quiet study rooms and in-person drop-in tutoring. The Tutoring Center plans to submit a RAC request to increase the Instructional Assistant's position from 10-months to 12-months. It appears there may be a demand for the Tutoring Center to be open during the summer given the steadily increasing use of the Tutoring Center as a study space (listed below), overall enrollment increases during the 2023-24 academic year, and the apparent doubling in Tutoring Center use in the last semester.
 - Fall 2021: 1415 total hours studied
 - Spring 2022: 2676 total hours studied
 - Fall 2022: 3676 total hours studied
 - Spring 2023: 4532 total hours studied
- **Online Services:** The Tutoring Center plans to offer less online services as the demand for in-person services has increased dramatically.
 - **Drop-In Tutoring:** Online drop-in tutoring has been temporarily eliminated due to low utilization and high demand for in-person services. Of note, online drop-in was only used ~10-30% of the time in previous years, making it extremely cost prohibitive. It simply is not cost effective to pay a tutor to work a shift that is only used 10-30% of the time. The Tutoring Center already partners with NetTutor to provide online tutoring through Canvas for a variety of subjects. Of note, the Tutoring Center plans to reestablish and "turn on" Math tutoring on NetTutor to meet the needs of online math students. NetTutor already provides online tutoring for over 40 different subjects.
 - **Embedded Tutoring:** Online embedded tutoring has been temporarily eliminated due to high demand for in-person services and the lack of time to coordinate asynchronously with multiple faculty members.

- **Appointment Tutoring:** As noted previously, the Tutoring Center offers less appointment-based tutoring since most tutors are scheduled for drop-in and embedded tutoring shifts. As of Fall 2023, there are ~25 hours of in-person or online appointments per week.

Improve Quality: The increased demand for in-person services noted above creates logistical challenges to maintain a high quality of service. Simply put, the Tutoring Center has become so busy, it is difficult to do a good job keeping everyone happy. The following list outlines tentative plans to maintain or improve quality for the 2023-24 academic year.

- **Front Desk Student Experience:** 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. During the Fall 2023 semester, students have complained that they received no help at the front desk or were not able to get the support they needed. During peak times at the beginning of Fall 2023, there were as many as ten students trying to get support from one drop-in tutor, leaving many students frustrated.
 - **Hiring:** Ensuring a staff member is working at the front desk during is essential for creating a welcoming environment. The Tutoring Center is planning on submitting a RAC request to hire a full-time Instructional Assistant to work at the front desk. As noted previously, all previously scheduled student tutors for the front desk are now working as drop-in tutors. Although hiring additional student assistants to work at the front desk seems to be a logical solution, this presents many logistical challenges. Staffing the front desk with student assistants requires hiring 8-10 part-time employees. As noted previously, this requires an immense amount of paperwork each semester. Recruiting, hiring, scheduling, training, supervising, observing, evaluating, supporting, and supervising 8-10 additional employees to work at the front desk is not feasible with the current systems and full-time staffing levels in place. In the meantime, the current Instructional Assistant plans to work at the front desk approximately eight of the 39.5 hours the Tutoring Center is open each week. During the remaining ~30 hours per week, no one is scheduled to work at the front desk leaving students who come with questions with three options: 1) not get any support, 2) interrupt a tutor in the middle of a session or 3) interrupt the coordinator or current instructional assistant while they are performing their coordination duties.
 - **Welcoming Environment:** The Tutoring Center is striving to make the new center a welcoming environment for all students. Tutors participate in designing table fliers and collages. Decorations are being added. The Basic Needs Coordinator regularly stocks the Tutoring Center with personal hygiene supplies. The Tutoring Center also provides free animal stickers and inspirational temporary tattoos. Although these token collateral items may seem insignificant, students and staff members report they really enjoy them. As a matter of fact, some Tutoring Center patrons return weekly just for the stickers and/or temporary tattoos!

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- **Tutoring Quality:** Given the time constraints of the two full-time employees of the Tutoring Center, the following are some plans to maintain or improve the quality of tutoring.
 - **Training:** Tutor training has been increased from three training sessions per semester to four. In addition, all training sessions will now be conducted in person instead of online. Tutor training homework and training sessions will be modified as new student needs arise.
 - **Supervision:** Although actively supervising all ~160 hours of tutoring each week is not possible with two full-time employees, a tentative supervision schedule has been made to check in with each tutor on a regular basis.
 - **Observations:** A new tutor observation/evaluation form has been created. Tutor observations and evaluations are planned to occur in Spring 2024.
 - **Tutor Experience:** Improving the tutor experience is also a priority at the Tutoring Center. To create a safe space for students, it is important to start with creating a safe space for tutors where they feel welcomed and appreciated. To date, the Tutoring Center has held a "Tutor Appreciation Month" for tutors in which students wrote thank you messages to the tutors on sticky notes and displayed them on a whiteboard. Future plans for creating better tutor camaraderie have yet to be determined.

Improve System Efficiency and Resiliency: Creating efficient systems at the Tutoring Center is a priority given the time constraints previously listed. With only two full-time employees at the Tutoring Center who must recruit, hire, schedule, train, observe, evaluate, support, and supervise 26 tutors who collectively work 160 hours each week; it is imperative all systems run as smoothly as possible. Efficiency is also accomplished by purposefully not doing activities that create a greater burden on the organization. Similarly, designing a resilient organization by purposefully creating skill and knowledge redundancy is also a priority.

- **Professional Development:** Organizational resiliency is a priority for the Tutoring Center given the past year in which staff illness and absenteeism disrupted all aspects of the Tutoring Center. Investing in the professional development of the Tutoring Center Instructional Assistant will create skill redundancy and a flatter organizational structure. This is better suited for a department with only two current full-time staff members so that the scale and scope of tutoring can be expanded. Removing a hierarchical organizational structure in a department of two full-time staff members creates a more agile and nimble program, lessening the likelihood of program disruption in the event of illness or emergency.
- An additional RAC request may be submitted to promote the Instructional Assistant to Senior Instructional Assistant since they are being trained on 21 of the 27 job responsibilities of the Tutoring Center Coordinator to create skill and knowledge redundancy in the organization. These responsibilities include, but are not limited to:
 - Performs daily operations to ensure the Tutorial Center is open and accessible to students, faculty, and the general public.
 - Serves as the liaison between faculty, academic divisions, and other academic and student support services.

- Responsible for hiring, training, and scheduling student assistants and tutors in collaboration with faculty and academic division deans.
- Ensures students receive tutorial services in a variety of academic disciplines.
- Leverage financial, personnel, and technology resources to provide tutorial support throughout the academic year.
- Schedule the usage of the Tutorial Center including study rooms, common areas, offices, and front counter.
- Utilize computer hardware and computer software in the delivery of tutorial services.
- Serves as an advocate for faculty, students, and the Tutorial Center.
- Moderates or mediates between faculty, students, and other college personnel.
- Organizes complex projects and manages initiatives relating to tutorial services.
- Prepares and provides presentations on the Tutorial Center to faculty, students, and the general public.
- Communicates tutorial services college-wide.
- Responsible for updating the Tutorial Center brochure, webpage, and other marketing and outreach documentation or online resources.
- Performs outreach services as requested.
- Attends and participates in professional development opportunities on- and off-campus.
- Serves on and participates in shared governance councils, committees, and other college and district entities.
- Drafts program reviews and generates reports as requested.
- Accepts a flexible work schedule that may include evenings, weekends, or alternate scheduling as needed.
- Works with minimal supervision.
- Ensure compliance with federal, state, district, and college policies, procedures, and regulations.
- Adhere to collective bargaining agreements, education code, and labor law.
- Perform other duties as assigned.
- Evidence of a sensitivity to and an understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of community college students, including those with physical and learning disabilities.
- Additionally, this person has already assumed the responsibilities of a Senior Instructional Assistant including, but not limited to:
 - Coordinate and plan the daily activities and operations of the assigned center.
 - Lead, plan, train, and review the work of student workers.
 - Coordinate activities related to employee training; evaluate tutors and student employees.

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- Coordinate student assistant hiring processes; complete necessary documents; maintain records.
- Coordinate the activities and events related to student support; assist students in identifying appropriate assistance for success in the program.
- Oversee and participate in the ordering and maintenance of supplies, materials and equipment; acquire and maintain inventory of materials for instructional programs.
- Oversee assigned outreach activities; coordinate with faculty to provide orientations to classes; provide on-site and off-site orientations; publicize services to the college community.
- Ability to provide lead supervision and training to student employees.
- **Student Outreach and Marketing:** Although the Tutoring Center was able to conduct seven in-class presentations, six math classes and one ESL class, during Fall 2023; no in-class presentations are currently planned for Spring 2024 given the unusually high demand for in-person services. Instead, digital marketing will be conducted via email using pre-made templates on Canva.com.
- **Tutor Experience:** All aspects of the tutor experience will be analyzed and improved upon to reduce wasted time and improve the tutor experience. The following include some, but not all, areas that may be improved.
 - **Recruiting:** Recruitment will be systematized by using premade templates for townhall announcements, division meeting announcements, all-campus emails, handshake job postings, recruitment fliers, department emails, and announcements to current tutors.
 - **Screening:** Applicants will be screened using pre-made rubrics for the application and interview.
 - **Hiring:** Hiring processes will be redesigned to eliminate as many errors and wasted time as possible. Ideas include combining pdf documents before sending them to new hires, attaching a cover letter to the pdf to collect additional information and disseminate hiring best practices, and digitally pre-filling some hiring manager fields on the hiring forms. Hiring paperwork processes will be designed based on human resources best practices. Best practices include, but are not limited to:
 - Encouraging newly hired students to use “wet” signatures on all hiring documents,
 - Encouraging newly hired students to type all other aspects of the hiring form to eliminate errors due to sloppy handwriting, and
 - Scanning all hiring forms with appropriate dpi (dots per inch) levels to ensure appropriate file size.
 - **Scheduling:** New analog systems with whiteboards will be developed to schedule tutors. Digital methods currently take two to three days to schedule tutors. Although counterintuitive, analog methods with dry erase markers may expedite the process two-fold.
 - **Training:** All training will be aligned with active listening protocols. In particular, a graphic organizer will be made to align training with observations and evaluations.
 - **Observing:** Tutor observations are scheduled to occur in Spring 2024. An efficient scheduling system has yet to be designed.

- **Evaluating:** Tentative plans have been made for tutors to perform self-evaluations based on observations, lessening the burden on the observer. Similarly, post observation feedback will be limited. The time will instead be used to rehearse tutoring best practices based on the observation.
- ▣ **Supervising:** As noted previously, supervising 160 hours of tutoring each week is not feasible. Instead, a tutor check-in system will be developed.
- **Paying Tutors:**
 - **Timeclock:** Connecteam, a mobile-based time clock app, has been implemented for Fall 2023 semester. The Tutoring Center plans to upgrade to a higher tier plan on Connecteam to use additional timekeeping functions.
 - **Timesheet:** The Tutoring Center is evaluating the InformedK12 student assistant timesheet system.

Create Scalable Systems/Programs: In addition to automating and streamlining inefficient processes listed above, creating scalable programs requires analyzing tutoring services to determine the most efficient and/or cost-effective means of delivering each service. The following table outlines *tentative* plans and rationales for creating scalable programming.

Mode	In Person	Online
Drop-In Tutoring	Continue to offer mostly BSTEM tutoring to meet high demand. In-person drop-in is easy to schedule and supervise.	Use NetTutor to provide online drop-in tutoring. Online peer tutoring has very low utilization rates.
Appointment Tutoring	Continue to use Penji to offer appointments. This is easy to scale since the tutor manages all the appointments.	Continue to use Penji to offer appointments. This is easy to scale since the tutor manages all the appointments.
Embedded Tutoring	Continue to offer Math embedded tutoring. This is easy to scale and supervise given the close proximity to the Math department. Explore alternatives for non-Math embedded tutoring, which is extremely difficult to supervise.	To be determined.

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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 March, 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. Institutionalized funding is also needed for Penji, the tutor scheduling mobile app. Funding opportunities will continually be evaluated.

CTE UPDATE (CTE PROGRAMS ONLY): SECTION TWO

Vicki Shipman will provide you with or support any data needs

LABOR MARKET CONDITIONS: EXAMINE YOUR MOST RECENT LABOR MARKET DATA (WITHIN THE LAST 2 YEARS).

1. Demonstrate labor market need (demand – completers = need); projected growth for the next five years.
2. What is the median income for occupations within your program?

ADVISORY BOARDS:

1. Has your program complied with advisory board recommendations?
 - i. _____ YES _____ No
2. If not, please explain.

STRONG WORKFORCE PROGRAM METRICS: UTILIZING LAUNCHBOARD, REVIEW THE STRONG WORKFORCE PROGRAM METRICS. REVIEW THE DATA AND THEN REPORT ON YOUR SPECIFIC PROGRAM.

Data Reporting Notes:

Data are suppressed according to FERPA to protect students' personally identifiable information. Suppression takes place when too few students are included in the metric. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

LaunchBoard data metrics lag in terms of academic year reporting. For your program review SWP metrics, report on the latest year available with a notation of the year. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

CI. STRONG WORKFORCE PROGRAM STUDENTS

Report on students in your program who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any noncredit course(s) in the selected year or who enrolled in noncredit course(s) in Spring 2020 or any term in academic year 2021 and who enrolled on a TOP code that is assigned to a vocational industry sector in the selected year.

How may these metrics improve?

C2. SWP STUDENTS WHO EARNED 9 OR MORE CAREER EDUCATION UNITS IN THE DISTRICT IN A SINGLE YEAR

Report on students in your program, the proportion who successfully completed nine or more career education semester units in the selected year within a single district

How may these metrics improve?

C3. SWP STUDENTS WHO COMPLETED A NONCREDIT CTE OR WORKFORCE PREPARATION COURSE

Report on students in your program with a noncredit enrollment on a CTE TOP code or a noncredit enrollment in a workforce preparation course, the proportion who completed a

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noncredit CTE or workforce preparation course or had 48 or more contact hours in a noncredit CTE or workforce preparation course(s) in the selected year

How may these metrics improve?

C4. SWP STUDENTS WHO EARNED A DEGREE OR CERTIFICATE OR ATTAINED APPRENTICESHIP JOURNEY STATUS

Report on students in your program the number of unduplicated SWP students in your program who earned a noncredit certificate, Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree on a TOP code assigned to a vocational sector and who were enrolled in the district on any TOP code in the selected year or who attained apprenticeship journey status on a vocationally flagged TOP code in the selected year and who were enrolled at any community college at the start of the apprenticeship program on a vocationally flagged TOP code

How may these metrics improve?

C5. SWP STUDENTS WHO TRANSFERRED TO A FOUR-YEAR POSTSECONDARY INSTITUTION

Report on students in your program who earned 12 or more units at any time and at any college at any time up to and including the selected year and who exited the community college system, the number of students who enrolled in any four-year postsecondary institution in the subsequent year

How may these metrics improve?

C6. SWP STUDENTS WITH A JOB CLOSELY RELATED TO THEIR FIELD OF STUDY

Report on students in your program who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study.

How may these metrics improve?

C7. MEDIAN ANNUAL EARNINGS FOR SWP EXITING STUDENTS

Report on students in your program who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit

How may these metrics improve?

C8. MEDIAN CHANGE IN EARNINGS FOR SWP EXITING STUDENTS

Report on students in your program students who exited and who did not transfer to any postsecondary institution, median change in earnings between the second quarter prior to the beginning of the academic year of entry (for the first time ever as a non-Special Admit or return to any community college after an absence of one or more academic years) and the second quarter after the end of the academic year of exit from the last college attended.

How may these metrics improve?

C9. SWP EXITING STUDENTS WHO ATTAINED THE LIVING WAGE

Report on students in your program who exited college and did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following academic year of exit.

How may these metrics improve?

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.