Program: Tutoring Center

Division: BSSL

Date: 11/4/2024

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

Uses: This Program Review will inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Please note: Program Review is NOT 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 your program status during the 23-24 academic year. It should describe plans starting now and continuing through 2024-25.

Helpful Links:

- ★ Tools for Writers - with contacts for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Fall 2023 Program Reviews
- ★ Program Review FAQs

For help with your program review, please contact Karin Spirn at kspirn@laspositascollege.edu

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Sections

There are four sections to the document:

1. Review your program, including curriculum updates, accomplishments, challenges, and planning.
2. Data Analysis
3. SLO/SAO Review
4. Feedback on the PR template and process

Instructions

1. Please answer each question with enough detail to present your information, but it doesn't have to be 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 Program Review chair, Karin Spirn, and your Dean by Monday, Nov. 4, 2024

5. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.

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.

Please place an X next to N/A where relevant

A. Accomplishments: Identify your main accomplishments from the 23-24 academic year.

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

- Did your accomplishments support your program's plans identified in recent PRs?
- Did they relate to guided pathways?
- Were they in support of the colleges equity definition?
- Did they connect to any of the college planning priorities?
- Did you receive any positive/negative feedback from students?
- Are there any innovations or new processes you'd like to integrate?
- Has your program changed in response to the SCFF model of college funding? (completions, increasing enrollment, offering certificates, degrees, etc.)?

N/A_____

Access: Access to tutoring services has been strategically expanded or contracted to provide the greatest quantity of tutoring while maintaining high quality, as the quantity and quality of tutoring are inversely related.

Expanded Access:

- **Summer:** The Tutoring Center instructional assistant position was expanded from 10 months to 12 months, allowing the Tutoring Center to be open during the Summer 2024 semester from Monday to Thursday from 11 am to 4 pm.
- **In-Person Drop-In:** In-person drop-in tutoring staffing has increased from Spring 2024 to Fall 2024 in anticipation of increased walk-in demand. Additionally, unlike appointment-based tutoring, drop-in tutoring can not be "hoarded, " allowing the Tutoring Center to advertise and offer tutoring all semester long.
- **NetTutor Math:** Online math tutoring on NetTutor was "turned on" during Fall 2023 since online peer drop-in tutoring was eliminated due to extremely low usage.

Reduced Access:

- **Hours**: Tutoring Center hours were reduced from 39.5 hours to 36.5 hours per week to provide the two full-time staff members additional time for administrative tasks. Tutoring Center hours are now:
  - Monday 9:30 - 6:00,
  - Tuesdays - Thursdays 9:30 - 5:00
  - Friday 9:30 - 3:00
- **Online Drop-In Tutoring**: Online drop-in peer tutoring was completely eliminated due to extremely low usage.
- **Appointments**: The quantity of in-person and online appointment-based tutoring has decreased since more tutors are scheduled for in-person drop-in tutoring.
- **Embedded Tutoring**: In-class embedded tutoring was reduced to minimize administrative oversight needed to supervise tutors in multiple locations. Supervising, observing, and evaluating tutors in different locations on campus is extremely taxing, given there are only two full-time staff members at the

Tutoring Center. Most embedded tutoring now occurs in math classes held downstairs from the Tutoring Center, facilitating tutor supervision and check-ins.

Competencies: The Tutoring Center supports several subjects and classes with peer tutors and NetTutor. The following list outlines the subjects and classes the Tutoring Center and NetTutor supports as of Fall 2023.

Tutoring Center	NetTutor
MATH: 1, 2, 3, 5, 7, 10, 30, 39, 40, 55, 156 ENG: 1A, 4 BIO: 1A, 1B, 1C, 7A, 7B, 7C, 10, 30, 50 CHEM: 1A, 1B, 12A, 12B, 30A, 30B, 31 RELS: 1 MUS: 8, 10, 17, 21, 28, 31, 18A, 18B PSYCH: 1, 2, 4, 5, 10, 12, 17 CIS: 88A CSMT: 1, 10 SPANISH: 1A, 1B, 2A, 2B ASL: 1A BUSN: 18, 40 CS: 1, 2, 7, 20, 21 PHYS: 1A, 1B, 1C ENGR: 1, 4 HIST: 7, 8 POLI: 7, 20, 25 ARHS: 1, 4 ANTR: 1 ECON: 1, 2, 10 PHOTO: 51, 56, 57, 60, 64A, 66, 68 JAMS: 11 NTRN: 1 GDDM: 4, 50, 51, 52, 53, 54, 56, 58, 59, 64 SOC: 1 PHIL: 2 ESL: 110, 100, 115, 120A, 120B, 121A, 121B, 123, 126, 130A, 130B, 131A, 131B, 133, 136, 23, 24, 25, 26	Accounting Administration of Justice Anthropology Astronomy Biology Business Chemistry Child Development Communications & Speech Computer Science & IT Economics ESL Finance French FYE & College Student Success Geology German Health & Nutrition History Italian Logic Math (Algebra, Basic Math, and Pre-Calculus) Math (Calculus and Above) Math (in Spanish) Math (Statistics) Philosophy (not including Logic) Physics Political Science Psychology Sociology Spanish

Efficiencies: Before the 2023 - 2024 academic year, the two full-time employees of the Tutoring Center (the Tutoring Center Coordinator and Instructional Assistant) have been overburdened with administrative tasks. Approximately 95% of the Tutoring Center coordinator's time and the instructional assistant's time was spent performing administrative tasks, leaving only two to four hours per week to focus on student-facing activities. The main accomplishment of the Tutoring Center during the 2023 - 2024 academic year was analyzing,

developing, and optimizing efficient and scalable systems that 1) reduce the administrative burden on the Tutoring Center staff, thereby 2) increasing time spent developing student-facing initiatives.

Flat Organizational Structure: Organizational resiliency is still a priority for the Tutoring Center, given that there are only two full-time staff members, and previous staff illness had disrupted all aspects of the Tutoring Center. The Tutoring Center continues to invest time in the professional development of the Instructional Assistant to create skill redundancy and a flatter organizational structure. This is better suited for a department with only two full-time staff members so that the center can continue to function in the event of illness or unexpected circumstances. 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. As of Fall 2024, the Instructional Assistant position has been reclassified to Senior Instructional Assistant, pending board approval.

Recruiting: Although tutor recruiting is not a very time-intensive task, inadequate recruiting was identified as an antecedent activity that led to lower standards, negatively cascading events, and wasted time. Poor recruiting leads to accepting late or sloppy applications to meet hiring targets. Late or sloppy applications normalize lower standards and lead to late or sloppy hiring paperwork, tutor training assignments, and timesheets, all of which exacerbate administrative burdens. Recruiting processes have been streamlined and systematized to ensure ample applications are received well before the hiring deadline. Recruiting strategies include direct emails, campus flyers, in-center flyers, town hall announcements, division meeting announcements, handshake postings, faculty partnerships, and word of mouth.

Interviewing: Processes for applicant screening, interview scheduling, interviewing, and following up after the interview have been created to minimize time spent on each activity. Initial screening is streamlined with a rubric and Google Forms. Interview scheduling is conducted with pre-written phone and email scripts. Interview questions are prewritten with a rubric. Follow-up with applicants is also conducted using prewritten phone and email scripts.

Hiring Paperwork: The time to process hiring paperwork has been reduced from twenty to two days for each semester. To provide context, during the 2022-23 academic year, 753 digital documents were collected or generated to hire 24 student tutors (~31 documents per tutor). 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 to fix the error. During the Fall 2024 semester, 72 digital documents were collected to hire 18 student tutors (4 documents per tutor). This increase in efficiency was accomplished by combining all hiring documents into one PDF and linking all the form fields in the PDF. The 18-page hiring document can be completed in about 10 minutes by filling in the first page; all the form fields from the first page automatically fill in the remaining fields in the rest of the document, minimizing the chance for error.

Scheduling: Tutor scheduling has also been optimized to reduce administrative burden.

- Although all tutor availability schedules are collected digitally, initial drop-in scheduling is completed using three large whiteboards. The analog process allows for collaboration and easy identification of any errors. In addition, tutors with previous customer service experience are prioritized for shifts at the front desk, minimizing the training and supervision required.
- All tutors have complete autonomy in scheduling tutoring appointments using Penji, our tutor scheduling software. Little to no administrative oversight is needed for this.

- Like the previous academic year, all online drop-in tutoring was conducted via NetTutor. Little to no administrative oversight is needed for this.

Timeclock: Beginning in Fall 2023, all tutors began using ConnecTeam, a mobile timekeeping application. This greatly reduced the administrative burden of reminding student tutors to enter timestamps manually into an online spreadsheet.

Timesheets: The timesheet checking process has been reduced from five days to three hours each month. In addition to using informedK12 to process timesheets, this increase in efficiency was accomplished by working with administrators to change the due date of the timesheet. Before this change, student assistants were required to submit timesheets two weeks before the end of the pay period. Not only was this not in compliance with Labor Code 212, but student tutors had to guess what they were expected to work the last two weeks of the pay period, resulting in hundreds of inaccurate paychecks each year. This represents hundreds of emails, conversations, and adjustments that need to be made to ensure tutors eventually get paid the correct amount. Now that tutor timesheets are due much later, the number of discrepancies and administrative time to reconcile discrepancies in pay have been greatly reduced.

Student Experience: Analyzing, developing, and optimizing the scalable systems listed above have reduced the administrative burden on the Tutoring Center staff and increased the time spent developing the student-facing initiatives listed below. Improving the student experience at the Tutoring Center is colinear with the goals of guided pathways, the college planning priorities, and the SCFF funding model by increasing the likelihood of student success.

Outreach: Student outreach systems have similarly been developed to maximize impact yet minimize administrative oversight.

Website: A new user-friendly Tutoring Center website was designed Spring 2024 using an F-shaped reading pattern to maximize students' likelihood of finding the information they seek. Information about the RAW center, smartshops, and concurrent support classes is included to create a holistic student-centered website with multiple academic support options.

Tours of Tutoring Center: Instructors continue to bring their classes to the Tutoring Center for tours and presentations. As of 10/16/24, eight class presentations were given in the Tutoring Center for Fall 2024.

In-class presentations: Eight in-class presentations were given during the Summer 2024 session to promote tutoring services.

Front Desk Experience: The double diamond design process was used to create user-centered experiences for the following student profiles. Profiles were created based on student and tutor feedback about typical interactions in the Tutoring Center.

Curious Student: Students curious about the Tutoring Center do not necessarily want to use the space for studying or tutoring. They may just be walking by or have heard of our services. They may or may not want to interact with a Tutoring Center staff member since they are just "checking out" the space. Of note, they may experience slight hesitancy entering the space.

- **Doorway**: The entrance of the Tutoring Center has welcoming signs that, hopefully, will peak interest for curious students. These include a welcome sign on the front door and a

hand-drawn "meet your tutor" sign. The front door is always propped open, increasing the likelihood of a curious student entering.

- **Free stuff**: A table with free stuff is conspicuously located by the front entrance of the Tutoring Center, just inside the large glass window. Temporary tattoos, stickers, snacks, and other supplies are provided to entice curious students to enter. 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.
- **Greeting**: All front desk staff are trained to greet all incoming patrons.

Focused Student: Focused students generally know what they want and how they want to use the space. They either want to use a study room or get tutoring. They generally display a slight sense of urgency and don't want to spend much time talking.

- **Check-in kiosk**: During the Fall 2023 semester, students frequently complained about staff reminding them to sign in at the front kiosk, indicating the process was a hindrance. The check-in process was temporarily abandoned due to the high volume of students using the space, the lack of front desk staff to enforce the policy consistently, and the student complaints.

  During the Fall 2024 semester, the process was redesigned to include clearly designed signs that address the students' emotional needs. Instead of creating signs that demand students sign in, signs were developed to mirror the "focused" attitude students had. For example, one sign displays an image of a tutoring session and states, "Need tutoring? sign in here." Compliance with signing in and out of the kiosk has approximately doubled, freeing up front desk staff to focus on delivering excellent customer service instead of nagging students to sign in.

- **Flyer**: Different digital tutoring calendars were prototyped to determine the best way to inform students of all the academic support options at Las Positas, including peer tutoring, RAW tutoring, Math concurrent support classes, NetTutor, and SmartShops. Although digital drop-in calendars were used with Penji, Google Calendar, and a touchscreen kiosk, they were all abandoned because it took too long to explain all the options to students, and it took too long to train student tutors to explain all the options.

  Instead, a simple printed flyer (linked here) was designed outlining all the academic support options. The flyer was similar to the website redesign, including Information about the RAW center, smartshops, and concurrent support classes to make a holistic student-centered experience. More importantly, "focused" students, with a sense of urgency, are no longer burdened with long explanations of all our support options. Front desk staff can now explain the most prominent service that meets the student's needs, hand them the flyer, and send them directly to the service they seek.

  The flyer also allows adequate staffing of the front desk with student assistants. Previously, given the time constraints of the two full-time staff members of the Tutoring Center, it was not possible to train 15 student assistants every semester about all the academic support options at Las Positas. Before using the flyer, tutors working at the front desk required extensive support from the two full-time staff members. Now, tutors

have much more autonomy working the front desk and can focus their efforts on customer service.

- **Greeting**: All front desk staff are trained to greet all incoming patrons with sequential open-ended checks for understanding to determine what service they may need.

Tutor: Student tutors working at the front desk generally have ample customer service experience from previous jobs. However, of the two chairs at the front desk of the Tutoring Center, some tutors display hesitancy in sitting at the chair closer to the front door. Similarly, although most tutors have no problem initiating conversation if someone approaches them at the front desk, many display hesitancy in greeting students who are just walking past or saying goodbye to students who are walking out.

- **Cozy**: Tutors reported feeling "exposed" sitting at the front desk. To mitigate this and to encourage tutors to sit at the chair closest to the door to facilitate interactions, the furniture was rearranged to make the front area more warm and welcoming. Soft seating is provided at the front, along with a large-screen computer with rotating images of fireplaces and other relaxing scenery. Decorations like plants and flyers were added to the front desk to create a comfortable environment. Before this rearrangement, tutors rarely sat in the chair closest to the front door. Now, they always sit towards the front door. As a matter of fact, some tutors spend time between classes at the front desk when they aren't even working!
- **Feedback**: Tutors noted it feels good to provide great customer service. When asked how they can be incentivized to do so even more, some reported that seeing someone smile or a positive comment was sufficient. Based on this input, multiple feedback mechanisms were implemented so students could privately or publicly acknowledge the service they received. For example, students can publicly thank tutors by placing a note on a designated whiteboard for Tutor Appreciation Month. Private comments can be submitted in a comment box. The check-in kiosk has an anonymous survey where students can type in responses that are shown to tutors. Positive feedback is given to tutors via email, personalized notecards, or publicly displayed on computer screensavers in the Tutoring Center.

Tutor Training: Minor improvements in tutor training and follow-up were implemented during the 2023-2024 academic year. The TUTR (tutor) training class was extended from three class sessions to four. Customer service training was developed and implemented for tutors staffing the front desk. A weekly check-in system was developed for tutors who don't regularly work in the Tutoring Center, such as embedded tutors or tutors who only have a few weekly appointments.

Collaboration: The Tutoring Center continues to collaborate with other departments and initiatives, including, but not limited to:

- **Math Department**:

- o The Tutoring Center coordinated with the Math Department to implement an attendance kiosk for the Math Concurrent Support and Emporium classes.
  - o Math Tutoring on NetTutor was also "turned on" starting the Fall 2023 semester to provide additional support for online math students.
  - o The Tutoring Center regularly staffs the Math Concurrent support classes with one to three tutors for each section, totaling approximately 20 hours of support each week.
- **Basic Needs**: The Basic Needs Coordinator regularly stocks the Tutoring Center with personal hygiene supplies and food.
- **Caring Campus**: Tutoring Center staff participate in the Caring Campus initiative by wearing name badges, performing warm handoffs, and ensuring the front desk at the Tutoring Center is staffed. The Tutoring Center is aligned with the Caring Campus initiative in creating better student experiences.
- **DSPS:** The Tutoring Center trained a peer tutor employed by the DSPS office. In addition, this peer tutor uses the Tutoring Center's scheduling app to schedule appointments in the DSPS office.
- **Other Colleges:** The Las Positas Tutoring Center staff has shared best practices with the tutoring staff members from Chabot College, Berkeley City College, and San Francisco City College.

B. Challenges, Pain Points, and Needs

What significant or ongoing challenges or obstacles did your Program face during the 23-24 academic year, especially related to accomplishing program goals/plans? Consider funding, staffing, materials, facilities, outside requirements such as legislative mandates, working on equity gaps, etc. Highlight/identify any challenges mentioned in previous reviews.

N/A_____

Time: The two full-time employees of the Tutoring Center (the Tutoring Center Coordinator and Instructional Assistant) need more time to improve the quality of tutoring. However, approximately 95% of the Tutoring Center coordinator's time and the instructional assistant's time is spent performing administrative tasks, leaving only two to four hours per week to focus on student-facing activities. In addition to the accomplishments listed above, the following strategies have been implemented to increase the amount of time needed to improve the quality of tutoring.

- **Reduced center hours**: The Tutoring Center's hours have been reduced from 39.5 hours per week to 36.5 hours per week.
- **Centralized tutor scheduling:** A greater percentage of tutors are scheduled to work in the Tutoring Center instead of embedded in classes outside the Tutoring Center. This reduces the administrative oversight needed to supervise tutors in multiple locations.
- **Outsourced timesheet verification**: Beginning Fall 2024, embedded music tutor timesheets are now verified on informed K12 by music instructors, eliminating the need for the Tutoring Center to use cumbersome asynchronous timesheet verification systems.
- **Skill and knowledge redundancy**: The two full-time employees of the Tutoring Center share nearly all responsibilities of running the center to create skill and knowledge redundancy. This allows work to continue seamlessly in the event of illness or an unexpected circumstance.
- **Time out**: The two full-time employees of the Tutoring Center are frequently interrupted since they both have student-facing offices. The on-call or on-demand nature of the job makes it difficult to complete administrative tasks. Both employees have approximately five weekly hours of pre-scheduled time to complete administrative tasks outside the Tutoring Center in an undisclosed location.

- **Hiring**: A RAC request was submitted to hire an additional staff member to support the front desk and administrative tasks.

Quality: Customer service, tutoring, and outreach must be improved to better meet the needs of students. The Tutoring Center has had minimal time to invest in these areas.

- **Customer service:** Excellent customer service is integral for reducing student stress levels. This is also important for student learning as stress inhibits executive functioning and learning. To date, most front desk tutors have been reluctant to greet and initiate conversation with students consistently. A possible solution may involve hiring students or classified professionals to work exclusively at the front desk. More time is needed to explore these initiatives.
- **Tutoring:** Both in-person and online tutoring can be dramatically improved. In-person tutors need training to:
  - **Support multiple students at once**. Many tutors "get stuck," supporting one student with direct instruction for extended periods of time. Tutors need training and practice implementing student-centered tutoring strategies in which students can independently apply strategies, thus freeing up tutor time to support additional students.
  - **Teach basic skills**. Many tutors report difficulty supporting students with basic skills. For example, one advanced calculus tutor refuses to tutor algebra students. The tutor lamented that they don't have the skills to support students with so many skill gaps.
  - **Support DSPS students**. Many neurodivergent students use drop-in tutoring. Tutors report difficulty supporting neurodivergent students.
  - **NetTutor**: Online tutoring can also be improved. Online tutoring is currently outsourced to NetTutor, which has a very outdated, clunky, and difficult-to-use user interface. Other options should be explored.
- **Targeted outreach**: Generalized outreach and advertising for tutoring appear to negatively affect equity gaps since tutoring may be "hoarded" by students who already have the habits of mind and skills to be successful. Targeted outreach strategies have not yet been developed.

Timesinks: Instead of working on improving the quality of tutoring during the 2023-2024 academic year, the two full-time staff members of the Tutoring Center spent a substantial amount of time dealing with problems related to regulations, inefficient processes, and other issues. The following lists some, but not all, challenges, needs, and pain points related to coordinating the Tutoring Center.

Regulations: During the 2023-2024 academic year, the Tutoring Center became aware of various systems and regulations that add a considerable and unnecessary burden on the staff.
  - **Background checks**: Student assistants at Las Positas College do not undergo background checks as part of the hiring process. In the absence of formal background checks, there are few ways to screen for candidates who may have committed or are currently committing acts that may not be aligned with the college's values of "promoting ethical behavior, mutual trust, equity, and respect within our diverse community" or "fostering a climate … physical and mental health."
  - **Sexual harassment training implementation**: Current processes seem to make it difficult for student assistants to complete their mandatory sexual harassment training. The Tutoring Center is working with the Human Resources department to remedy this.
  - **Timesheet deadlines**: Student-assistant timesheet submission processes do not appear to comply with Labor Code 212, in which "no person … shall issue payment of wages due … as an advance of wages to be earned" since timesheets typically must be submitted before the end

of the pay period. As mentioned in a previous program review, this results in hundreds of inaccurate timesheets and approximately 100 hours of administrative work each year to reconcile pay discrepancies. Current timesheet submission deadlines have been postponed in collaboration with the division office to better align with the requisites of Labor Code 212.

- o **Tutor Training Fees:** Tutor training requirements do not appear to comply with Labor Code 450, in which "no employer … may compel … any employee … to patronize his or her employer … in the purchase of any thing of value" since tutors have been required to register for a tutor training course as part of their employment.   The Tutoring Center is actively exploring options, such as paying tutors for training, allowing auditing of the tutor training class, creating non-credit training courses, and waiving the fee for the tutor training class to better align with the requisites of Labor Code 450.

Inefficient processes: As mentioned in the previous section listing accomplishments, the following inefficient processes were identified as challenges for the Tutoring Center during the 2024 -2025 academic year. The following list represents approximately 320 hours of unnecessary administrative burden each year. In addition to the wasted time, this represents a tremendous opportunity cost. Instead of improving the quality of tutoring, hundreds of hours were wasted on inefficient processes. All of the following issues have been resolved or partially remedied.

- **Recruiting:** Inadequate recruiting was identified as an antecedent activity that led to lower standards, negatively cascading events, and wasted time. Poor recruiting leads to accepting late or sloppy applications to meet hiring targets. Late or sloppy applications normalize lower standards and lead to late or sloppy hiring paperwork, tutor training assignments, and timesheets, all of which exacerbate administrative burdens.
- **Hiring paperwork** - The Chabot Las Positas Community College District has a decentralized human resources hiring system in which managers, with no formal human resources training, collect hiring paperwork. This inevitably leads to several errors when collecting and processing hiring documents, leading to dozens, if not hundreds, of hours of wasted time. Without a centralized human resources employee hiring system, the Tutoring Center staff spent extensive time remedying this issue.
- **Scheduling:** Scheduling two to three dozen part-time student assistants with changing schedules is extremely complex and time-consuming. A few student tutor availabilities typically changes until the second or third week of classes, delaying the start of tutoring.
- **Timeclock:** Las Positas College does not have a timeclock system integrated with the timesheet system for hourly employees. Before the Fall 2023 semester, the Tutoring Center experimented with various "homegrown" timeclock systems to remedy this issue, none of which were easy to use or accurate.

Other: Besides the regulatory issues and inefficient processes listed above, the Tutoring Center faced additional challenges that negatively impacted how much time the staff could invest to improve tutoring quality.

- **Moving:** The Tutoring Center moved to a new location at the beginning of Fall 2023. Although the new center has many improvements, the move negatively impacted the center's ability to coordinate activities at the beginning of the semester.
- **Quantity:** The quantity of tutoring was diminished by the following issues.

- **Lower Tutor Retention**: Post-pandemic, tutors appear busier with classes, clubs, activities, and second jobs. Tutors seem to want fewer hours each week. Additionally, retaining tutors is more difficult as tutors quit for various reasons.
- **Turning Away Volunteers**: Every semester, the Tutoring Center turns away volunteer applicants as human resources guidelines prohibit "hiring" volunteers to perform tasks typically completed by paid employees. Some potential volunteers are highly qualified, such as retired physicists from the Lawrence Livermore National Laboratory or international students with advanced degrees who have difficulty securing a work permit.
- **Multiple Locations**: Expanding the quantity of embedded tutoring outside the 2100 building proves extremely difficult, given the additional oversight needed to observe, supervise, and evaluate tutors working in multiple locations throughout campus. Timeclock verification is also very difficult to conduct with tutors working in multiple locations throughout the campus.
- **Online Super Users**: As mentioned previously, online NetTutor math tutoring was "turned on" starting October 25, 2023. Although anecdotal student reports were positive, some students appeared to use NetTutor as a "crutch" and may have been using the service to cheat on their homework. For example, one student used approximately 200 hours of NetTutor in a two-month period. After consulting with the student, it seemed the student used NetTutor to get better grades on their homework but learned very little. To better support these "super users" and ensure they are learning, an auto warning was established on November 19, 2023, to inform Tutoring Center staff if students were using more than five hours per week. Tutoring Center staff would then contact the students to see if they needed additional study skills coaching or in-person tutoring to ensure they received the support they needed. An 18-hour per semester "cap" was also placed on all NetTutor users starting April 25, 2024. All students can ask for additional hours through an online token system. Preliminary estimates indicate this cap will result in a 33% reduction in overall NetTutor use but only affect the 9% of users who may be considered "super users."

Funding: The Tutoring Center continues to face unstable funding. Approximately 56% of tutor salaries are paid with SEA categorical funding. At the time of this writing, it appears there may not be SEA funding for the Tutoring Center for 2025-2026, given projections that 102% of the anticipated budget will be used by full-time salaries and benefits, leaving no funding for tutoring and other SEA initiatives.

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, the Tutoring Center hires tutors for the Fall without secured funding. High tutor morale must be maintained while informing tutors that their fall work schedules are contingent on securing adequate funding. If funding is not secured early in the Fall, hours are cut back. If funding is secured, additional hours are allocated to tutors; in past years, this happened after the add/drop deadline when students may have already given up on their class(es).

C. Planning: What are your program's most important plans, either new or continuing?

N/A_____

Funding: First and foremost, effective tutoring programs can only be expanded with an institutionalized budget. A predictable budget is essential for long-term programming. For example, Fall semester recruiting and hiring

must occur in March, four to eight months before 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 tutoring scheduling mobile app. Funding opportunities will continually be evaluated.

Tutor Training: Tutor training methods will be reevaluated and redesigned so tutors can better 1)support multiple students at once, 2) teach basic skills, and 3) support neurodivergent students. Supporting many students at once is important, given budget constraints. The only way to expand the tutoring capacity is to expand each tutor's ability since hiring more tutors is difficult. Teaching basic skills is important given the regulatory constraints of AB 705/1705 and AB 928. Effectively supporting neurodivergent students is important for equity reasons.

Targeted outreach: Generalized outreach and advertising for tutoring appear to negatively affect equity gaps since tutoring may be "hoarded" by students who already have the habits of mind and skills to be successful. Targeted outreach strategies will be evaluated and tested.

Customer service: Excellent customer service is integral for reducing student stress levels. This is also important for student learning as stress inhibits executive functioning and learning. To date, most front desk tutors have been reluctant to greet and initiate conversation with students consistently. A possible solution may involve hiring students or classified professionals to work exclusively at the front desk. More time is needed to explore these initiatives.

NetTutor: Online tutoring can also be improved. Online tutoring is currently outsourced to NetTutor, which has a very outdated, clunky, and difficult-to-use user interface. Other options may be explored.

D. Identify any college, district, or legislative barriers to your program's equity work. What suggestions do you have for minimizing or eliminating these barriers?

Time: Lack of time resulting from the administrative burden of coordinating the Tutoring Center is the largest barrier to the center's equity work. According to the LPC equity definition, equity "places student success … at the center of focus." Unfortunately, there is scant time to develop a robust tutor training program that adequately focuses on student success. Tutor supervision, observation, evaluation, and follow-up do not exist. Instead, time is spent managing issues that arise from the list of barriers below.

College:

- **Lack of Institutionalized Budget**: As mentioned previously, the expansion of effective tutoring programs can only occur with an institutionalized budget. A predictable budget is essential for long-term programming. Approximately 56% of tutor salaries are paid with SEA categorical funding. At the time of this writing, it appears there may not be SEA funding for the Tutoring Center for 2025-2026, given projections that 102% of the anticipated budget will be used by full-time salaries and benefits, leaving no funding for tutoring and other SEA initiatives.
- **Tutor Training Fees**: Tutors would benefit from having a fee waiver for the TUTR 17A tutor training class. The Tutoring Center is actively exploring options, such as paying tutors for training, allowing auditing of the tutor training class, and creating non-credit curriculum to better align with the requisites of Labor Code 450 in which "no employer … may compel … any employee … to patronize his or her employer … in the purchase of any thing of value."

District:

- **Lack of Background Checks**: As mentioned previously, student assistants at Las Positas College do not undergo background checks as part of the hiring process. In the absence of formal background checks, there are few ways to screen for candidates who may have committed or are currently committing acts that may not be aligned with the college's values of "promoting ethical behavior, mutual trust, equity, and respect within our diverse community" or "fostering a climate … physical and mental health." A tremendous amount of administrative time has been spent mitigating issues that arise from hiring student assistants without a background check.
- **Sexual harassment training assignment**: Current processes seem to make it difficult for student assistants to complete their mandatory sexual harassment training. For example, as of 10/11/24, 21 of 23 tutors reported never receiving an emailed link to complete their sexual harassment training. The Tutoring Center is actively seeking ways to better ensure tutors receive the email link to complete their sexual harassment training.
- **Timesheet deadlines**: Student assistant timesheets are, unfortunately, still usually due before the end of the pay period. This creates a situation in which student tutors must guess what they were expected to work the last few days of the pay period, resulting in hundreds of inaccurate paychecks each year. These deadlines do not appear to comply with Labor Code 212, in which employers should not issue payment of wages as an advance of wages to be earned. They also result in unnecessary administrative burdens to reconcile pay discrepancies. Of note, overpayments can not be reconciled since Labor Code 221 prohibits the deduction of wages to make up for past advances made in error.
- **Hiring paperwork** - As mentioned previously, the district has a decentralized human resources hiring system in which managers, with no formal human resources training, collect hiring paperwork. This inevitably leads to several errors when collecting and processing hiring documents, leading to dozens of hours of wasted time. Without a centralized human resources employee hiring system, the Tutoring Center staff spends extensive time remedying this issue.
- **Volunteers**: As mentioned previously, the Tutoring Center turns away volunteer applicants as human resources guidelines prohibit "hiring" volunteers to perform tasks typically completed by paid employees.

Legislative:

- **AB 705/1705, AB 928**: Legislation designed to increase student success places an undue burden on student tutors. Many math tutors are now in a position where they are no longer tutoring. Instead, they are now teaching. Not only is this challenging, as evidenced by a calculus tutor reporting they don't have the skill set to teach algebra students, but it is also extremely time-consuming. Additional time is needed to better train, supervise, observe, and evaluate STEM tutors.
- **NetTutor**: NetTutor, the outsourced online tutoring platform, has a very outdated, clunky, and difficult-to-use user interface. Although other options exist, switching is cost-prohibitive since the CVC-OEI consortium subsidizes costs by providing Las Positas with 250 free hours each semester. Las Positas is further incentivized to purchase additional NetTutor hours through the California Community College Systemwide Technology Access Collaborative (STAC).

Suggestions for eliminating barriers: Possible ideas for minimizing or removing some of these barriers are as follows.

- **Lack of Institutionalized Budget:** The Tutoring Center can be allocated an additional $60,000 yearly from the general fund, so it no longer has to rely on categorical funds to pay tutors.
- **Lack of Background Checks**: Background checks for tutors can be implemented as outlined in Board Policy 7337, in which "student workers with certain responsibilities may be required to be fingerprinted."

- **Sexual harassment training assignment**: Better systems can be developed to ensure all tutors are emailed a link to complete their required sexual harassment training within six months of hire, as outlined in Senate Bill 1343.
- **Timesheet deadlines**: Timesheet deadlines can be postponed until after the pay period ends in compliance with Labor Code 212.
- **Volunteers**: Volunteers can be permitted to work at the Tutoring Center.
- **NetTutor**: The OER can subsidize using an online tutoring platform that is superior to NetTutor.

N/A_____

E. Curriculum Updates

Reasons for updating include that it is required every two (CTE) or five (non-CTE) years, there is a program or college need, starting a new program, or new legislation.

1. Are you planning to update any curriculum in 24-25?
   Yes_ X ___   No__-__

2. Comments (Optional): Time permitting, the Tutoring Center may update the TUTR tutor training curriculum in Spring 2025 as outlined in the Challenges, Pain Points, and Needs section above.

3. Please review your program maps. Do you need to make any modifications?
   Yes____   No_ X ___

4. If yes, compare each Program Map to your current course offerings and sequencing. Pay close attention to prerequisite information, and classes offered only during certain semesters.
   a) If your map requires a **non-curricular change** (i.e., course sequencing), consult your **Pathway counseling faculty liaison** to initiate changes.
   b) **If your map requires a curricular change** (Program modifications) - these are initiated through the Curriculum Committee.
   Any questions? Contact the Curriculum Chair or the Curriculum and SLO Specialist.

Section 2: Data Analysis – Quantitative and Qualitative

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 and reach out to the IR team.)

Here are a few samples of data to review and reference if that's helpful.

- IR Data packets are available here (Posted Fall 24)
- Academic & Career Pathway Specific data (Posted Fall 24)

- Your program's survey data
- [Transfer data](#)
- Course Set Standard Overview & Success Rates Dashboard are in the middle of [this page](#)

	Tutoring Center		Net Tutor
	Number of tutors	**# of courses/ # subjects supported**	**# of subjects supported**
Fall 2023	28	118 courses / 28 subjects	28 subjects
Spring 2024	31	96 courses /29 subjects	28 subjects
Summer 2024	7	51 courses /15 subjects	28 subjects
Fall 2024	23	62 courses / 20 subjects	28 subjects

Number of tutors: The Tutoring Center employs fewer tutors than before due to poor tutor retention. Further exacerbating this, many tutors appear to have additional responsibilities such as clubs, activities, internships, and second jobs.

# of classes / # subjects supported: Overall, the tutor competences have decreased perhaps due to the reduced number of embedded tutors in non-STEM courses.

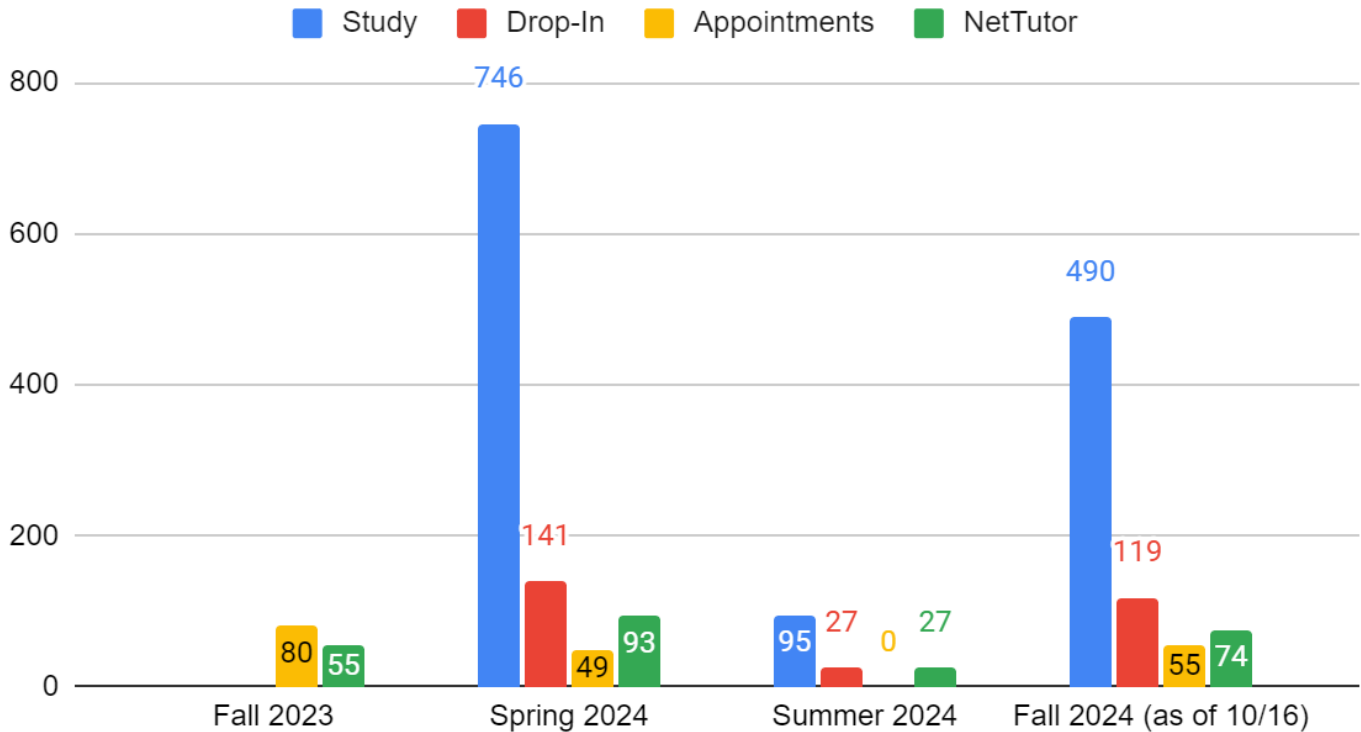|	Approximate number of **hours scheduled per week**				
	Hours Open for Study	**Drop-In** (in person)	**Appointments**	**Embedded**	**NetTutor**
Fall 2023	39.5	56	?	75 (Math 40 hrs; Music, GDDM, JAMS, ESL 35 hours)	-
Spring 2024	36.5	45	?	60 (Math 30 hrs; Music, GDDM, JAMS 30 hours)	-
Summer 2024	20	30	0	40 (Math 40 hrs)	-
Fall 2024	36.5	80	25	55 (Math 40 hrs; Music 15 hours)	-

Hours Open for Study: The Tutoring Center hours have been slightly reduced during Spring and Fall 2024 to alleviate some of the administrative burden of the two full-time staff members.

Drop-In: In-person drop-in staffing has increased during Fall 2024 in anticipation of increased walk-in demand.

Appointments: Appointment staffing data was not captured during the 2023-2024 academic year. Appointments were not offered during the Summer 2024 to reduce administrative burden, especially given only one full-time staff member worked during the summer.

Embedded: In-class embedded tutoring was reduced to minimize the administrative oversight needed to supervise tutors in multiple locations. Most embedded tutoring now occurs in math classes held downstairs from the Tutoring Center.

## Number of students signed in to use service

Legend: 🟦 Study 🟥 Drop-In 🟨 Appointments 🟩 NetTutor

	Study	Drop-In	Appointments	NetTutor
Fall 2023			80	55
Spring 2024	746	141	49	93
Summer 2024	95	27	0	27
Fall 2024 (as of 10/16)	490	119	55	74

Fall 2023: Data from Fall 2023 are missing as the Tutoring Center just moved locations and was experimenting with new sign-in procedures.

Summer 2024: This was the first summer the Tutoring Center was open. Summer usage was lower than expected, perhaps due to the large number of online classes. The Tutoring Center plans to offer appointments and do additional advertising and outreach during Spring 2025 to prepare for Summer 2025.

Modalities: Study room use continues to be the highest-demand service, followed by in-person tutoring, online tutoring, and appointments.

Number of sessions recorded
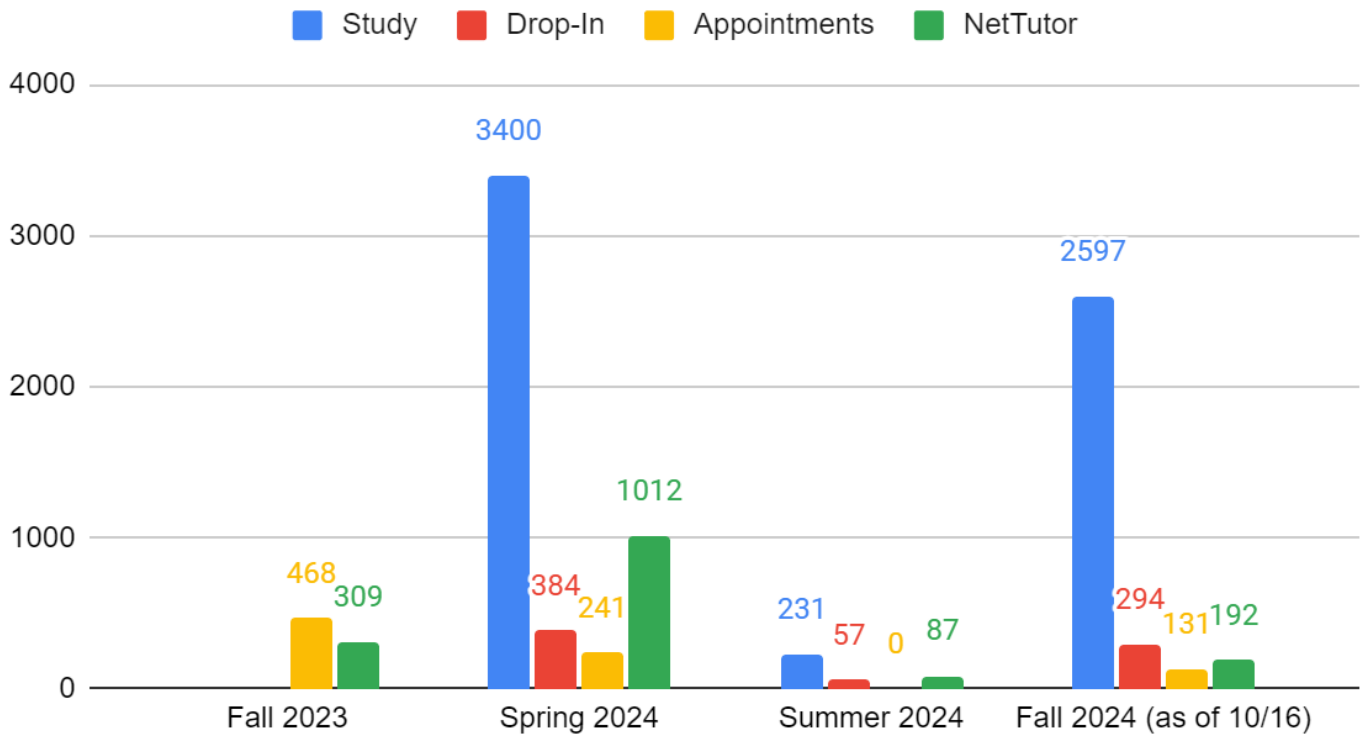
Appointments: The number of appointments booked appears to have decreased between Fall 2023 and Fall 2024. This may be due to more tutors being scheduled for drop-in tutoring.

NetTutor: NetTutor usage spiked in Spring 2024 because online math tutoring was "turned on" and there were "super users" who appeared to use NetTutor as a "crutch" to cheat on homework. The Tutoring Center implemented an 18-hour cap for students per semester starting April 25, 2024. All students may ask for additional hours through an online token system. Preliminary estimates indicate this cap will result in a 33% reduction in overall NetTutor use but only affect the 9% of users who may be considered "super users."

Study: The number of recorded study sessions for Fall 2024 may have increased from greater usage or greater sign-in compliance with the Tutoring Center's carefully designed kiosk signs.

Number of recorded hours students studied or received tutoring
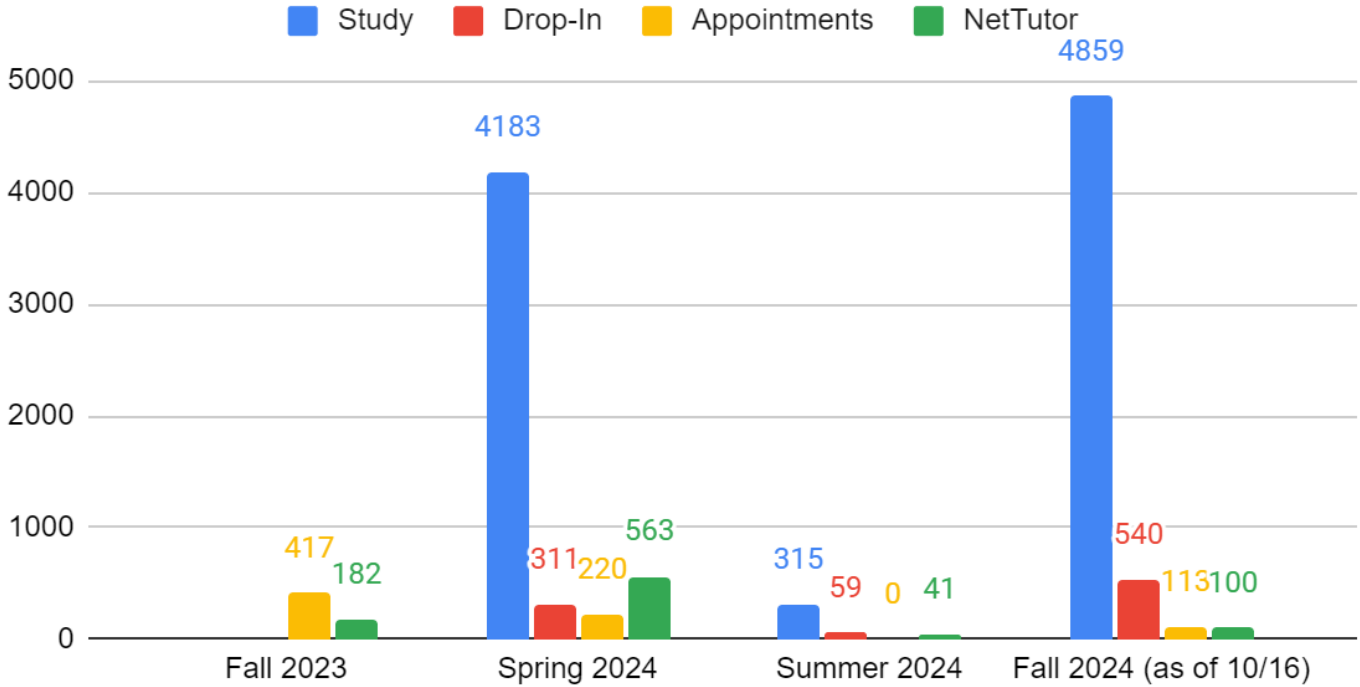
Fall 2024 Study: The recorded hours of studying have increased dramatically for Fall 2024. This may be due to increased usage, greater sign-in compliance, or new closing procedures in which tutors must sign out all patrons at the end of the day. Previously unsigned-out patrons would not be recorded.
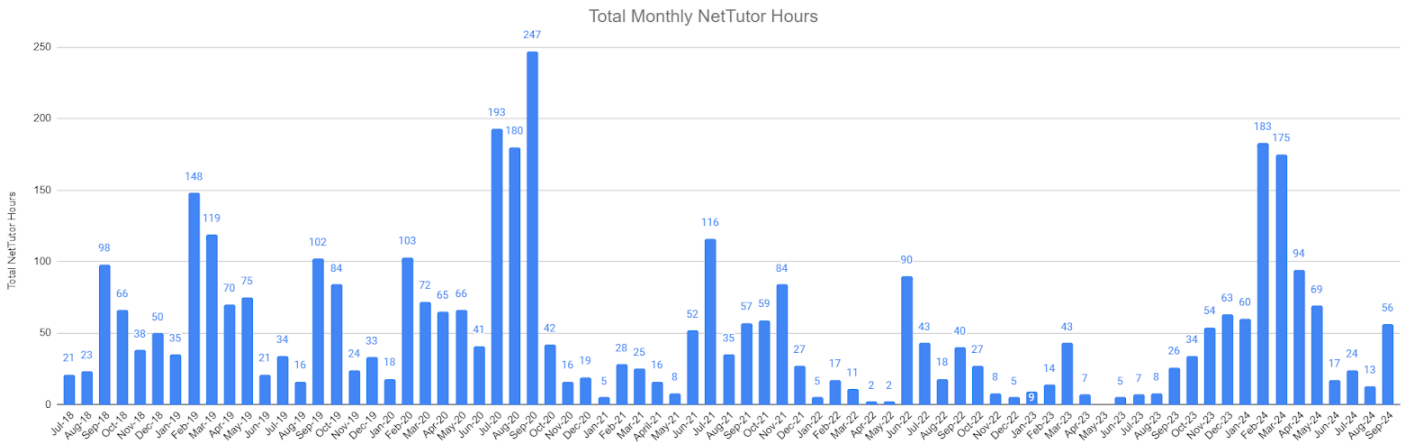
NetTutor monthly usage has fluctuated greatly over the last six years. Usage spiked to 247 monthly hours when the pandemic started. Usage also spiked in February 2024 up to 183 monthly hours after math tutoring was "turned on" with NetTutor.

Remaining NetTutor Hours vs. Month
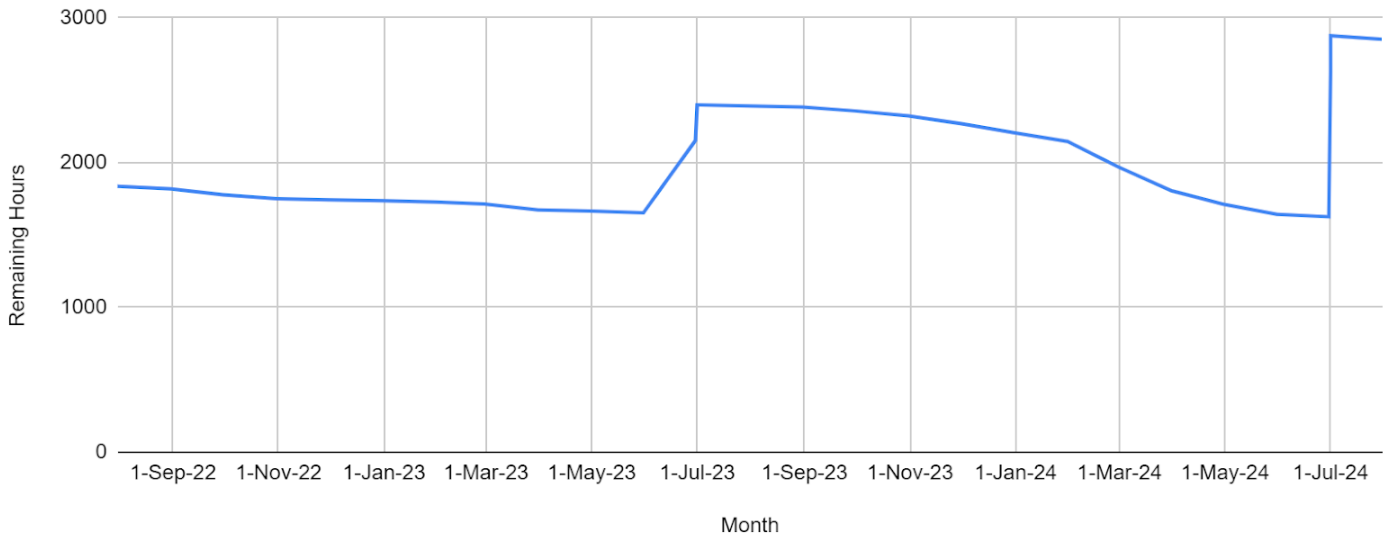
Given the recent variation of NetTutor usage, additional hours were purchased during the summer of 2024 through California Community College Systemwide Technology Access Collaborative (STAC). Ample NetTutor hours are currently "banked" with NetTutor to provide online tutoring for the rest of the academic year.

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. 95% of the rolling 5-year average. There are valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are 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.

1. Did your program meet its program-set standard for successful course completion?

   Yes__X__   No____

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

Section 3: SLOs/SAOs: Assessment of Student Learning and Support

Program Review is the college's major data source on student learning and support and is, therefore, regularly reviewed. *Each year, programs must discuss their PSLOs, CSLOs, or Service Area Outcomes (SAOs.) This helps us to see how our students are progressing in their learning.* For assistance with these questions and instructions on running reports using eLumen, click here.

Please complete at least one of the following three sections based on what is appropriate for your program.
Check at least one below:

☐ 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)

To assess PSLOs within eLumen, CSLOs must be correctly mapped to only one PSLO, and every mapped CSLO must have assessment data. Please review the items below and proceed accordingly.

- If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
- 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.
- If not all mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to section C2.

1. Please review your 3-year plan and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

   Will at least one SLO be assessed in each course by June 2026?
   Yes_____   No_____

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

2. Based on your 3-year plan, list the PSLO(s) for the academic year 2023-2024 that your program selected to review and explain why these were chosen. n/a

3. What percentage of faculty completed the planned CSLO assessments? (In eLumen, run a Faculty Participation report for 23-24). n/a
   - _____%

4. Analysis of PSLO(s): What conclusions can be drawn about student learning and equity in your program based on eLumen and/or other data? You may want to consider disaggregated data. When using eLumen See the Guide for instructions on how to disaggregate PSLO data. n/a

5. Based on discussions with others in your program, explain potential changes designed to improve student learning and close any equity gaps identified through the analysis of PSLO data. Please also note if you decide to update any CSLOs or PSLOs based on this analysis (If updating, then you may do this through eLumen, see the SLO Handbook if you need instructions on how to do this). n/a

6. If you experienced any challenges in completing your PSLO assessment process, please list those below along with any items that would help you improve this process in the future. n/a

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

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

    Will all courses be assessed by June 2026?

    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.](#)

2. Based on your [3-year plan](#), list the CSLO(s) for the academic year 2023-2024 that your program selected to review.

    TUTR 17A: Upon completion of TUTR 17A, the student should be able to evaluate their implementation of key components of a tutoring session.

    TUTR 17B: Upon completion of TUTR 17B, the student should be able to perform a self-evaluation of their use of tutoring techniques during a tutoring session.

    TUTR 17C: Upon completion of TUTR 17C, the student should be able to perform a self-evaluation of their use of tutoring techniques during a tutoring session.

3. What percentage of faculty completed the planned assessments for the selected CSLO? (In eLumen, [run a Faculty Participation report](#) for 23-24).

    100% of the faculty completed the planned assessments for the selected CSLOs.

4. What conclusions can you draw from the CSLO data and reflections in eLumen. If you used any additional evidence or methods to answer this question, please explain.

    Students who complete the assessment for the SLO typically demonstrate mastery. A handful of students did not demonstrate any achievement of the SLO since they did not complete the assessment for the SLO

5. Explain potential program changes designed to improve student learning. Please also note if you have decided to update any CSLOs or PSLOs based on analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).

    The Tutoring Center plans to update all SLOs during the 2024-25 or 2025-26 academic year to train tutors better to support students with basic skills in light of AB 705/1705.

6. 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.

C3: Non-Instructional Programs (SAOs)

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

   Will all courses be assessed by June 2026?

   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.](#)

2. Based on your [3-year plan](#), list the SAO(s) for the academic year 2023-2024 that your program selected to review.

   Students who use the Tutoring Center should experience a welcoming, empathetic, and supportive environment.

3. <u>Based on discussion with others in your area,</u> what conclusions can be drawn from the SAO data and reflection questions from eLumen or other sources of data?

   Online survey response rates are extremely low. Alternative data collection methods will be evaluated.

4. Explain any planned changes to improve outcomes in your service area. Please note if you have decided to update any SAOs based on this analysis.

   Customer service SAOs may change slightly if an alternative data collection method is developed and implemented.

5. 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.

   As mentioned previously, collecting SAO data at a walk-in center is extremely difficult. Online response rates to survey questions are extremely low. In-person methods may create barriers to learning since many students are in a hurry to receive tutoring or to go to class after tutoring. Alternate data collection methods will be evaluated.

Section 4: Suggestions for the Program Review Committee (optional)

What questions or suggestions about this year's Program Review forms or process do you have?

The use of Microsoft Word's checkboxes in the SLO section may cause some confusion. It seems the writers are instructed to check the boxes for the sections they intend to fill out. However, upon checking the box, the text is automatically changed with "strike through" text. See below for an example.

• •

Check at least one below:
- ☐ 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)~~