

Program Review Update 2025

Program: Tutoring Center

Division: BSSL

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SLO/SAO Point-Person:

Email your completed form to Karin Spirn and your dean by November 3.

Helpful Links:

- ★ [Tools for Writers](#) - with contacts and info for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Discipline Data Packets](#) – institutional research about disciplines and student services
- ★ [Course Success Rates Dashboard](#) – allows you to research your program’s success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

1. Please describe your program's most important **achievements** in year 24-25.

Access Improvements

Marketing and Communication The Tutoring Center redesigned all marketing materials using the StoryBrand framework, resulting in significantly improved clarity. All marketing materials, including flyers and the program website, now feature clear, student-centered calls to action such as "get tutoring now," "make an appointment," "get online tutoring," and "apply to be a tutor." Each call to action includes specific, easy-to-follow steps that remove barriers for students seeking support.

A systematic approach to outreach was implemented through pre-planned email and flyer distribution schedules, ensuring comprehensive campus-wide communication and targeted departmental updates.

Program Expansion The Tutoring Center doubled its in-person course support capacity from 62 courses in Fall 2024 to 127 courses in Spring 2025 (105% increase). This expansion was accomplished through strategic improvements to recruiting and hiring practices, prioritizing tutor applicants with the greatest number of competencies to maximize student support across disciplines.

Enhanced Staffing and Environment To improve student access and experience, the Tutoring Center implemented the following staffing improvements. Front desk coverage expanded to 35 hours per week during Spring 2025, ensuring consistent student support for tutoring sign-ups. A dedicated student-assistant cleaning shift was added on Fridays to maintain a welcoming learning environment.

Strategic Partnerships The Tutoring Center continued its collaboration with the Math Department through continued embedded tutoring support for Emporium and Math Concurrent support classes, directly supporting student success.

Optimization and Efficiency

Process Innovation and Time Management The center implemented new organizational systems including yearly and semester calendaring to ensure project deadlines align with external obligations and year-end goals. A budget-checking system was developed to ensure effective resource utilization and spending target achievement. The tutor onboarding system was updated and improved to reduce administrative burden while enhancing tutor preparation.

Technology Integration The tutor application process was modernized from PDF submissions to Microsoft Forms, eliminating approximately 20 hours of administrative processing time each semester. This efficiency gain allows staff to focus more time on student support and other program improvement initiatives.

Professional Development and Quality Assurance The tutor training curriculum was revised to emphasize checks for understanding over direct instruction, improving tutoring quality and student engagement. The Tutoring Center implemented an innovative coaching system where tutors self-identify areas for additional support, fostering continuous improvement and professional growth.

Leadership Recognition The Instructional Assistant position was reclassified to Senior Instructional Assistant to better align with expanded summer duties and increased responsibilities, reflecting the program's growth and institutional value.

2. Please describe your most important **challenges** in year 24-25.

Budget Sustainability Crisis

Dramatic Funding Reduction The Tutoring Center faces a budget crisis that threatens the program's ability to serve students effectively. As illustrated in the funding analysis below, the program's capacity to serve students has continued to decline since the 2022-23 academic year, from 8994 hours to 1825 hours, an 80% decrease that will severely limit student access to academic support services.

Tutoring Center Annual Budget for Tutors								
AY	Gen funds	SEA	AB 19	FWS	CalWorks	Total	Average tutor pay rate	Hours of tutoring we can fund
20-21	\$39,706	\$17,590	\$38,034	\$9,204	\$7,770	\$112,304	\$14.00	8022
21-22	\$39,706		\$84,628	\$4,350		\$128,684	\$15.00	8579
22-23	\$41,797	\$81,000	\$21,113			\$143,910	\$16.00	8994
23-24	\$41,797	\$61,000				\$102,797	\$16.25	6326
24-25	\$41,797	\$54,000				\$95,797	\$16.75	5719
25-26	\$31,472*					\$31,472	\$17.25	1825

*Note: This figure represents the Tutoring Center's anticipated 25-26 budget as of 5/2/25

Funding Volatility and Instability The Tutoring Center's budget instability stems from three factors:

1. **Budget Cuts:** Overall institutional funding reductions have significantly impacted tutoring services.
2. **Variable Budget Sources:** Heavy reliance on SEA funds (historically over 60% of tutor funding) creates extreme volatility when these funds contract.
3. **Escalating Costs Without Corresponding Budget Increases:** Average tutor pay rates have increased from \$14.00 to \$17.25 per hour (23% increase) between the 2020-21 academic year and now, while total funding has decreased.

Operational Planning Challenges Budget uncertainty creates a cycle of ineffective planning that undermines program quality. Each spring, the Tutoring Center recruits (March), interviews (April), and hires (May) tutors without knowing fall semester funding levels. This results in consistently hiring too few or too many tutors based on educated guesses rather than data-driven planning. This uncertainty affects staff morale and creates anxiety about program sustainability. Student academic performance can be hindered if students cannot rely on consistent service availability.

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District-Level Operational Barriers

Technology Implementation Issues The district's implementation of the OKTA Single Sign On (SSO) system created significant barriers to student access. Approximately 30% of students had trouble signing into Penji, the tutor scheduling platform. It seemed 7-10% of students were never properly assigned access to the system and 30% of students never received OKTA activation emails. These technical barriers directly hindered the program's efforts to improve student access and contributed to extremely frustrating experiences for students seeking academic support.

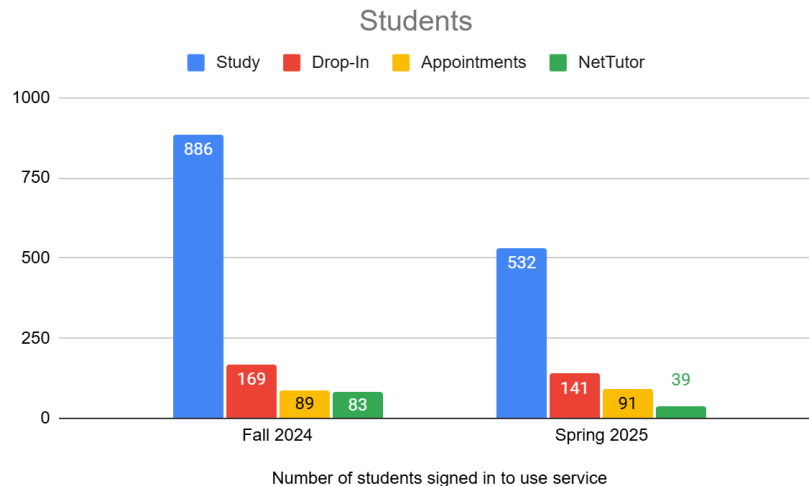
Payroll Compliance Concerns District timesheet submission processes continue to appear to conflict with Labor Code 212, in which "no person ... shall issue payment of wages due ... as an advance of wages to be earned." Current district deadlines require timesheet submission before the end of pay periods, resulting in hundreds of inaccurate timesheets annually, dozens of hours of administrative work to reconcile pay discrepancies, and increased administrative burden on already limited staff. Of note, these issues have been brought forth in the 2022, 2023, and 2024 Tutoring Center Program Reviews. Las Positas' Whistle Blower Protection procedure (AP 7700) was invoked in May of 2024 to bring these suspected unlawful activities to the college's administration. To date, it seems no resolution has been implemented.

Training Compliance Issues The district appears to be non-compliant with SB 1343 requirements for mandatory sexual harassment training. Since the Fall 2021 semester, student tutors have not been receiving required training emails from the district. As of June 30, 2025, the Tutoring Center has been informed that "there is no timeline for completion" on resolving this issue. This has created additional administrative burden on the Tutoring Center to provide supplementary privacy and harassment training. Of note, this issue was also brought forth in the 2024 Tutoring Center Program Review.

Resource Management Under Constraints Managing program needs under severe budget constraints and district-level operational barriers presents ongoing challenges. Despite the Tutoring Center making notable improvements in access and operational efficiency, per the graph below, it appears student use of the Tutoring Center has decreased significantly. Efforts to improve Tutoring Center services appear to be unsuccessful without institutional commitment to stable funding and effective district-level operations. The administrative burden associated with these challenges represents a tremendous opportunity cost. The hundreds of hours spent mitigating these issues can be better spent:

- Improving service quality
- Balancing diverse subject area coverage
- Ensuring equitable access across student populations.

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3. What SLO(s) or SAO(s) if any did your program assess or discuss since your last program review? Please describe any findings and planned actions.

The following SLOs were evaluated for Spring 2025. Overall, most student tutors displayed mastery of the SLOs.

- Upon completion of TUTOR 17A, the student should be able to evaluate their implementation of key components of a tutoring session.
- Upon completion of TUTOR 17B, the student should be able to perform a self-evaluation of their use of tutoring techniques during a tutoring session.
- Upon completion of TUTOR 17C, the student should be able to perform a self-evaluation of their use of tutoring techniques during a tutoring session.

New SLOs and SAOs will be developed in conjunction with new tutor training curriculum.

4. What are your upcoming plans? Please note any ways that these support student achievement and equity.

The Tutoring Center has developed a set of initiatives for Fall 2025 and Spring 2026 that align with LPC's commitment to student achievement and equity. These plans are designed to address key equity gaps while improving overall student success, retention, completion, and persistence rates.

Organizational Alignment Through Data-Driven Quality Improvement

The Tutoring Center's primary initiative involves aligning all organizational priorities around key performance indicators (KPIs) such as:

- % of tutors who often or always initiate rapport building
- % of tutors who often or always check for understanding while tutoring
- % of tutors who often or always provide a written list of problem-solving strategies to their students
- % of tutors who often or always use active listening strategies to help their students feel more control and less uncertain

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This approach supports student achievement by ensuring all tutoring interactions are based on pedagogical best practices. In particular, the last KPI, % of tutors who often or always use active listening strategies to help their students feel more control and less uncertain, is specifically designed to support struggling students, students who may stand the most to benefit from individualized instruction, or students who may face significant equity gaps.

By Spring 2026, the Tutoring Center plans to implement a real-time dashboard displaying student survey results ([a prototype has already been made](#)), enabling tutors to make immediate, data-informed decisions about their service delivery. This innovation supports equity by ensuring consistent, high-quality support regardless of which tutor a student encounters.

To institutionalize these improvements, new tutor training curriculum (NTUT 201, 202, 203) has been developed, leading to a "Tutoring Theory and Practice - Certificate of Completion." Updated Student Learning Outcomes and an enhanced coaching process will ensure all tutors are equipped with evidence-based strategies to support diverse learners effectively.

Enhanced Access Through Technology Innovation A [filterable drop-in tutoring calendar](#) has been developed that advertises support for over 100 courses, eliminating barriers students currently face when navigating the tutor scheduling system. This improvement directly addresses equity by removing technological obstacles that may disproportionately impact students with limited digital literacy or access.

Targeted Equity Expansion Through Learning Communities In partnership with the Math Department, the Tutoring Center will expand embedded tutoring services for Math Learning Communities courses (Puente, Umoja, Movement API) using a "hub and spoke" model, in which the Tutoring Center identifies, trains, and schedules tutors, while the Math Department hires and supervises the tutors. This expansion targets populations that have faced equity gaps in persistence, completion of transfer-level math, overall completion, and transfer rates.

Sustainable Funding Advocacy The Tutoring Center will continue advocating for stable funding that escalates proportionately with annual student assistant wage increases, ensuring the capacity to serve students remains consistent and sustainable.

CTE REPORT (CTE DISCIPLINES ONLY)

1. Does this program continue to meet a labor market demand?

- Yes or No:
- Explanation/evidence:

2. Are there similar programs in the area? If yes, list the programs and their institutions.

- Yes or No:
- Explanation/evidence:

3. Has the program demonstrated effectiveness as measured by the employment and completion success of its students? Provide employment and completion success based on Perkins Core Indicator Report.

- Yes or No:
- Explanation/evidence:

4. Does the program provide opportunities for review and comments by local private industries? Attach most recent Advisory Committee meeting minutes.

- Yes or No:
- Explanation/evidence:

Detailed Instructions and Information

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 completed form to Program Review chair Karin Spirn and your Dean by November 3.
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.

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 24-25 academic year. It should describe plans starting now and continuing through 2025-26. It is okay to include information outside of these time windows as needed.

Program Review Process: Comprehensive Program Reviews will be completed every three years, in alignment with the SLO/SAO cycle. On the other years, programs will complete an update.

SLO/SAO Process: SLOs and SAOs should be assessed according to a three-year plan, with comprehensive reporting on the third year. For more information, contact SLO chair John Rosen: jrosen@laspositascollege.edu

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.