

Section One: Program Snapshot [Program Review Committee]

For assistance with this section, contact the Program Review Committee Chair. [\[https://bit.ly/3fY7Ead\]](https://bit.ly/3fY7Ead)

No Significant Changes Option

Contact person: _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot. **Programs must still complete all other sections (as applicable).**

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Snapshot was submitted in the following semester: Fall 20_____.

A. Accomplishments: What plans were achieved during AY19-20? You may describe achievements that were or were not planned in earlier Program Review. Your response may include actions regarding COVID-19. Please highlight any positive impacts to students.

Overview: The Tutoring Center continues to play a central role in Las Positas College's planning priorities by creating systems to equitably deliver and coordinate high-quality learning support. To achieve these goals, virtually all operational aspects of the Tutoring Center were redesigned from just one year ago, despite a budgetary crisis and an unprecedented shelter in place.

During the 2019-20 academic year, the Tutoring Center provided about 5,000 hours of learning support to over 1,000 students for ~40 subjects. Additionally, the Tutoring Center provided much needed study space for ~1200 students who studied for a total of ~12,000 hours. This was accomplished despite a potential 55% reduction in **budget** by strategically 1) laying off tutors and reducing hours, 2) removing virtually all scheduled one-on-one tutoring to prevent opportunity hoarding, 3) shifting to a group-based "drop-in" model, 4) meeting with tutors regularly to provide logistical support and maintain morale, and 5) coordinating with the Financial Aid department to secure additional funding.

During the Spring 2020 shelter in place, the Tutoring Center continued providing drop-in support by transitioning all in-person operations to cloud-based platforms. This was accomplished with extensive asynchronous and just-in-time tutor training.

Highlights of the Tutoring Center's equity and coordination work are as follows.

- **Student Equity:** The Tutoring Center continues to design, create, and implement equitable systems to deliver high-quality learning support. Accomplishments include maintaining equity-based programming, removing barriers to access, and extensive tutor training.
 - **Programming:** In addition to offering tutoring for a broad range of subjects, the Tutoring Center continues to offer targeted support. Programming from 2019-20 included a dedicated English tutor for the Umoja and Puente learning communities, dedicated STEM and English tutoring for the EOPS and CalWORKs program, and targeted outreach and marketing to Basic Skills courses. In addition, the Tutoring Center continues to provide individualized support for select students in need of specific accommodations.
 - **Removing barriers to access:** As mentioned previously, access to tutoring was improved by shifting to a group drop-in model. Instead of 100 students monopolizing all tutoring availability with scheduled tutoring, now all students have drop-in access to over 100 hours of drop-in tutoring each week. After transitioning online, the Tutoring Center continued to offer 100+ hours of online drop-in tutoring each week, but switched to a one-on-one model. Of particular importance a Canvas-integrated platform was used so students would have ready access. Although this may seem like a trivial point, Canvas integration is essential for accessibility purposes. Indeed, tutoring demand has surged during the Fall 2020 semester whereas anecdotal reports indicate demand has declined at other college's tutoring centers that did not integrate their tutoring platform with the school's learning management system.
 - **Services to Students:** The Tutoring Center continues to provide needed space to study. Prior to the shelter in place, 1237 students studied in the Tutoring Center for a total of 12,268 hours during the 2019-20 academic year. More recently, the Tutoring Center has partially reopened two days a week to allow students to study on campus despite the shelter in place.
 - **Facilities, Supplies, and Equipment:** To better serve students, all Tutoring Center furniture was upgraded during the Fall 2020 semester including approximately 175 chairs, 25 tables, and 2 desks.
 - **Tutor Training:** The tutor training curriculum is specifically designed to support students who stand to benefit the most from tutoring. Three semesters of lessons are carefully backwards mapped using Understanding by Design principles. SLOs, curriculum modifications, lesson plans, and paid tutor meetings are strategically aligned to provide comprehensive training for tutors.
 1. **SLOs/SAO Process:** SLOs for all tutor training courses (TUTR 17A, 17B, 17C) have been updated to better support student outcomes. For example, SLOs encourage tutors to use active listening, metacognition, and open-ended questions. This asset-based approach to tutoring not only benefits disproportionately impacted student groups, it benefits all students.
 - **Curriculum Committee Items:** In addition to securing DE approval for all tutor training courses (TUTR 17A, 17B, 17C), all tutor training course outlines have been carefully backwards mapped to SLOs and sequenced to increase the rigor of all the courses. Course content now includes robust training for interpersonal skills, active learning, checks for understanding, active listening, metacognition, and hidden curriculum. Anecdotal reports from tutors indicate

these strategies have been highly effective with students who seem to need additional academic support.

- **Pedagogy/Teaching Methods:** In addition to the items mentioned above, all tutors receive extensive training to promote student self-efficacy. These teaching methods include schema activation, goal setting, active learning, growth-mindset praise, checks for understanding, acculturation, stereotype threat, Socratic method, and scaffolding.
 - **Professional Development:** In addition to curricularized training, all tutors participate in weekly meetings to further discuss their own personal and professional development. Topics for the Fall 2020 semester include technology use, self-care, time management, internal locus of control, and self-directed neuroplasticity.
 - **External Factors and Technology Use:** On top of the learning theory training, tutors have been trained to conduct online tutoring due to the shelter in place. Cloud-based technology has replaced all in-person tutoring systems. Working the “front desk” and waiting for tutors is done on Pisces. Tutoring is completed using a collaborative online whiteboard called GoBoard. Supervision of tutoring is completed synchronously and asynchronously with Tutor Matching Service. Additionally, all “back-end” logistical processes have been moved online. Interviewing is completed with zoom. Hiring paperwork is submitted with Canvas. Scheduling is accomplished with Google sheets. Communicating with tutors is done with the Remind App. Signing timesheets is done with DocHub. Even building a positive work-place culture is incorporated into every online staff meeting.
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- **Coordinating Academic Support:** The Tutoring Center continues to promote student success by coordinating with different departments to provide needed academic support. For example, the Tutoring Center provides embedded tutoring for the Math, English, History, Political Science, Graphic Design, and Music departments. The Tutoring Center also coordinates extensively with the RAW center to offer complimentary services using Pisces and Canvas and with the Math department to promote academic support options for non-successful math students. More recently the Tutoring Center has deactivated redundant services on NetTutor to save the college upwards of \$80,000
 - **Learning Support:** In addition to coordination, during the 2019-20 academic year, the Tutoring Center provided drop-in or scheduled tutoring support for 962 and 158 students, respectively. This included tutoring for 40+ different subjects with Math, Biology, Chemistry, and English accounting for approximately 80% of the 5000+ hours of tutoring. Additional details can be found below in the data section.
 - **LPC Collaborations:** The Tutoring Center collaborated with the Math Department for a SCFF in-reach project in which 275 and 832 non-successful math students were called during the Spring 2020 and Summer 2020 terms, respectively. The purpose was to gain insight on why students did not succeed, provide academic support options, and increase retention rates. Enrollment for math concurrent support classes increased, however, data is inconclusive as LPC’s transition online happened simultaneously. The SCFF in-reach project will continue during the 2020-21 academic year. The Tutoring Center is currently collaborating with the English department to tentatively enroll all Spring 2021 English 104 and 1AEX

students into NTUT 200 to gain easier access to various academic support options at Las Positas.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
	Community Partnerships/Outreach	x	Facilities, Supplies and Equipment, Software	x	LPC Planning Priorities	x	Services to Students
	Course Offerings	x	Financial/Budgetary	x	LPC Collaborations	x	SLO/SAO Process
x	Curriculum Committee Items		Human Resources	x	Pedagogy	x	Student Equity
x	External Factors	x	Learning Support	x	Professional Development	x	Technology Use

B. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Your response may include issues regarding COVID-19. Please highlight any negative impacts for students.

Given the Tutoring Center's pivotal role in Las Positas College's two **planning priorities** to "build capacity to resolve inequities" and to "[coordinate] needed academic support," it is imperative the Tutoring Center secure institutionalized funding for hiring tutors. To illustrate the severity of this issue, each year the Tutoring Center is allocated enough general funds to hire eight tutors to work ~10 hours each week. This paltry allocation is insufficient to provide 5,000 annual hours of learning support to over 1,000 students for ~40 subjects, let alone the numerous targeted and/or collaborative projects to directly resolve inequities.

Although we are fortunate to have colleagues who manage to find funds mid semester, this creates a different set of obstacles. 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 semester we purposely over hire tutors with the hopes of securing more funding. We must maintain high morale but not give the tutors any hours until we secure funding. Some tutors quit because they are disappointed in not getting enough hours at the beginning of the semester. In the event we don't secure funding, we lay off tutors. If we do get funding, we give tutors more hours. Unfortunately, this usually happens after the add/drop deadline when many students have already given up and won't even use tutoring. In any case, for better or worse, a ridiculous amount of time is wasted revising our programming due to the variability in our funding.

This situation falls far short of Las Positas College's "Educational Excellence" and "Supportive Organizational Resources" **Education Master Plan** goals to ensure excellence in student learning by providing quality learning support and appropriate staffing levels. More specifically, institutionalized funding would allow the Tutoring Center to meet the Educational Master Plan goals to address the educational needs of a diverse student population (A1), create supportive services (A3), address the needs of basic skills students (A4), assist underprepared students (A5), expand tutoring services (A8), and provide appropriate staffing levels (C3). Hiring 30+ tutors each semester with a budget to only hire eight is unsustainable.

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	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	x	LPC Planning Priorities	x	Services to Students