

PROGRAM REVIEW UPDATE 2016-2017

Program: LPC Tutorial Center

Division: Student Services

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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.

Purpose: To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

Uses: This update will be used to inform the campus and community about your program. It will also be used in the processes of creating Dean's Summaries, determining College Planning Priorities and allocating resources.

Time Frame: This update should reflect on program status during the 2015-16 academic year. It should describe plans starting now and continuing through 2017-18.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second, third and fourth sections focus on reflection and planning regarding Student Learning Outcomes. Only instructional programs need to complete Sections 2, 3, and 4.

Scope: While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

Instructions:

- 1) Please fill in the following information as completely as possible.
 - 2) If the requested information does not apply to your program, please write "Not Applicable."
 - 3) Optional: Meet with your dean to review this document before October 10, 2016.
 - 4) Send an electronic copy of this form to the Program Review Committee Chair and your Dean by October 10, 2016.
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Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data
- SLO/SAO Data (<http://goo.gl/jU2yIz>)

<p>1. The Tutorial Center continues the exponential growth mentioned in the last program review update. The number of tutoring hours has consistently grown each year from 2010-11 through 2015-16. In 2014-15 tutoring hours numbered 10,294; in 2015-16 they rose to 11,172. There has been an increased number of tutors each year to manage the number of students requesting tutoring. During the 15-16 year we hit a high of 103 tutors for the year (between 67-75 per semester). This is significant in that more students are being reached by tutoring and it is indicating the need for more funding, a better scheduling and notification method and more</p>

staff and faculty.

2. The Instructional Assistant was hired full time beginning August 2016. This has provided more time for her to schedule the increased number of students and keep the Tutorial Center open nightly until 7 p.m. to accommodate evening students.

3. This is the first review since we have fully implemented the newly approved tutor training class series-- Tutoring Theory & Practice I, II & III (Tutr 17A, 17B, 17C). The new SLOs need to be entered into the updated eLumen and evaluated at the end of the school year. Due to the updating of eLumen these were not entered for Spring 2016 but will be completed during the Fall semester and evaluated at the end of the school year.

B. What objectives, initiatives, or plans from the 2015 Program Review Update have been achieved and how? PRUs from 2015 are available here: <http://goo.gl/9iF3m9>

- A permanent full-time classified employee has been hired and began work in August 2016.
- The new tutor training classes (Tutr 17A, Tutr 17B, Tutr 17C) have been implemented and tutors are able to get more advanced training each semester.
- Tutorial Center hours were increased in order to remain open until 7 p.m. with the addition of our full-time classified staff.
- LPCTutorLink has been broadened to a several classes in math & CIS (a tutor working with one class) after we finished the pilot funded by the LPC Foundation.
- There are ten laptops on order for the Tutorial Center using funding from the Equity Grant though they have not yet arrived in the Center and no delivery date has given. It is hoped that they will be delivered and operational before the end of Fall semester 2016.

C. Discuss at least one example of how students have been impacted by the work of your program since the last program review update (if you did not already answer this in Question B).

- Information from the Spring 2016 "Tutorial Services Evaluations" taken by students, indicated that 86.4% of students receiving tutoring felt that their grades in the courses for which they received tutoring improved. 35% of those surveyed noted that they would have dropped or failed the class(es) if they hadn't received tutoring. An additional 45% felt they possibly would have dropped or failed. This is one indication of the impact the Tutorial Program has upon the LPC student body. When rating the tutors, students overwhelmingly indicated that their tutors applied what was learned in the Tutoring Theory and Practice classes and provided helpful and successful tutoring using the Socratic method & learning theory, while being friendly & helpful. Overall LPC students gave high satisfaction ratings for all parts of the Tutorial Program.
- Secondly, the Tutorial Program has impacted students is through the orientations to the Tutorial Center that the tutors, staff and Coordinator provide at the beginning of each semester. These presentations inform students about Tutorial Services and welcome them to the Center. More students are requesting tutors and coming to 2401 because of our free services than before we did class orientations.
- A third impact comes as we provide tutors until 10:30 p.m. during our Prep2Pass (a finals preparation tutoring event) each semester. Students who participate enjoy having tutors available until late night, take advantage of the extra help and food provided by ASLPC.

D. What obstacles has your program faced in achieving objectives, initiatives, or plans?

- The Tutorial Programs Instructor/Faculty Coordinator is still a part-time faculty member. This position needs to be full-time in order to meet the needs of the growing program and to implement new and innovative programs to reach LPC students including managing online tutoring.
- The Tutor Trac scheduling program has been requested for at least 5 years and has been rejected. The most inefficient part of the Tutorial Program is the amount of time it takes for students to register and be scheduled for tutoring. Essentially, the same method has been used since the beginning of the Tutorial Program in 1996. At that time there were only 18 tutors and 1300 hours of tutoring during the 1996-97 school year. At the end of the 2015-16 school year we had 103 tutors who gave 11,172 hours of tutoring. There were over 700 requests which overwhelmed the part-time classified staff member and the part-time Coordinator. Presently in the eighth week of Fall 2016 semester we have had over 600 requests and they continue to be submitted. Scheduling becomes an overwhelming and

difficult issue.

- Due to the increase in students seeking tutoring and students studying in the Tutorial Center, we are often operating tightly in the 2401 location. The small rooms are perfect for tutoring but we have significant need to use the large room, due to filling the small rooms. This means it can get a bit noisy and distracting to students receiving tutoring. This room will be sufficient for another year or so at the present rate of growth but new facilities should be considered for the future.

E. What are your most important plans (either new or continuing) for next year?

- Purchase, install, and train a staff member to manage the scheduling and record keeping program called Tutor Trac. This will allow for much more efficient scheduling and record keeping in the LPC Tutorial Center and allow students more self-sufficiency in registration and attendance.
- Hire a full-time Instructor/Coordinator by Fall 2017.
- Implement an online tutoring program for our campus (preferably Net Tutor) to bring online tutoring to LPC. This program uses outside tutors to provide a 24/7 online connection with tutors available for LPC distance ed, evening, and all LPC students who need assistance when the LPC Tutorial Center is closed.

F. Instructional Programs: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

N/A

G. Do plans listed under Question E or Question F connect to this year's planning priorities (listed below)? If so, explain how they connect.

Planning Priorities for 2016-17

- ***Establish regular and ongoing processes to implement best practices to meet ACCJC standards***
- ***Provide necessary institutional support for curriculum development and maintenance***
- ***Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes***
- ***Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.***

Yes, #4: "Expand tutoring services to meet demand and support student success in Basic Skills, CTE and transfer courses" directly relates to the plans of more efficient scheduling program, expanded staffing, and hours of operation and online tutoring. The expansion of tutoring services is broader than the multi-disciplinary peer tutoring center. Discussion is on the table about expanding to a full service Learning Center or Student Success Center where Peer Tutoring, RAW, ESL, math lab, computer lab, and others are all under one roof or at least all under one coordinator. This will not be successfully accomplished without the continued growth and support of this important campus wide program.

H. Instructional programs: Did your program meet its program-set standard for successful course completion? yes no

(This data can be found here: <http://goo.gl/Ssfik2>)

I. Units with SAOs: Using SAO data from last year, describe the impacts of SAO practices on student learning, achievement, or institutional effectiveness. Describe the practices which led to the success. (Copy the box below if you would like to discuss multiple examples). SAO data can be found here: <http://goo.gl/jU2yIZ>

SAO: Upon completion of the student's interaction with the Tutorial Center, the student should be able to access tutorial services in a timely manner and utilize the latest types of tutorial equipment and techniques to help them achieve their educational goals.

Describe the quantitative or qualitative results: This SAO relates to using Tutor Trac to schedule their own tutorial sessions, and use of laptops while being tutored. Regarding equipment: This has not been able to be accomplished because the Tutorial Program has not received this equipment. Regarding techniques: Tutors administer learning style assessments when they begin tutoring a student. They explain & use this information to create an effective tutoring session. Tutors explain and use the metacognitive study charts with their tutees. They discuss how using them will enhance their study and assist them in achieving their educational goals. Tutorial sessions are organized around this study method.

Discuss any actions taken so far (and results, if known): Tutor Trac is still greatly needed and the discussion has come up yet again through the HSI grant to provide this program for the Tutorial Center.

Discuss your action plan for the future: Tutors will continue to provide information and assistance with learning styles and metacognitive study techniques. Tutor Trac is being presented once again to the district IT by the HSI coordinator and the administration.

SAO: Upon completion of the student's interaction with the Tutorial Center, the student should be able to describe the services provided by the Tutorial Center and successfully make use of them.

Describe the quantitative or qualitative results: Data from the Spring 2016 surveys indicates that 58.25% of the students surveyed improved by assessing, then knowing and studying using their learning style. They felt their study skills improved. Students knew about scheduled and drop-in tutoring and 64% indicated they attended weekly all semester. It is presented to students upon registration to a. come prepared, b. Identify what they needed wanted to work on, and c. be able to tell the tutor what is causing problems. 59% indicated they succeeded in coming prepared each session; 60% could identify what they needed to work on during the session; 69% could tell tutor what was causing problems or challenges.

Discuss any actions taken so far (and results, if known): Continued work in tutor training classes assist tutors in leading their students to preparedness (books, notes, questions), state what is needed during the session and identify what material is causing challenges.

Discuss your action plan for the future: Starting Fall 2016 part of the weekly Tutor Log deals with the topics of goal setting for the tutorial session, and leading students to self-identify their needs and challenges. Tutors reflect on these as well as cover how to assist students in these areas during the Tutr 17A-Tutoring Theory & Practice I course. The goal is to raise the above percentage points on student surveys to 75% in Fall 2016 and 80% in Spring 2017.

Part Three: Assessment Results
(Instructional Programs Only)

1. Describe an example of how your program used **course SLO data (SLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Course: Tutr 17A Tutoring Theory & Practice 1
Course SLO: Upon completion of the Course Tutr 17A, the student (tutor) should be able to prepare appropriate activities for the tutee's learning style and academic strengths.
Describe the quantitative or qualitative results: The tutors (who make up the class Tutr 17A) wrote final reflection papers describing what activities were planned & implemented. Then they discussed the results with the instructor. The activities and thoughts on these reflective papers are graded using a rubric created for this final. Results showed that the tutors were positive and successful in applying learning styles in tutoring. Tutors are also observed and evaluated with a checklist.
Discuss any actions taken so far (and results, if known): Now that these tutors are in Tutr 17B they shared their results and ideas with the Fall 2016 Tutr 17A class.
Discuss your action plan for the future: We will continue to assess students' learning styles, tutor using activities aimed at their strengths and improving on their weaknesses. A learning styles workshop is in the process of being planned and written to be offered to students receiving drop-in tutoring and in the HSI cohort in Spring 2017.

Course: Tutr 17B Tutoring Theory & Practice II
Course SLO: Upon completion of the course Tutr 17B, the student (tutor) should be able to inventory his/her own tutoring strengths & weaknesses and formulate a plan for continued growth.
Describe the quantitative or qualitative results: The final paper in this class involves self-inventory using rubric to rate their own tutoring and prepare a plan for future growth. This relates to personal skills, study skills, tutoring skills, employee skills. After the paper is completed, and the paper evaluated for level of success, the tutor and instructor will have a conference to discuss the self-evaluation and plans for next semester.
Discuss any actions taken so far (and results, if known): As a result of the self-evaluations and inventory of skills, rated on a rubric for this purpose, topics for the Tutr 17C advanced class will be prepared for the next semester. In the past when a form of this was used with tutor 17A: Personal & study skills rated 5, but employee skills needed to be raised from 3. This led to creating an operations manual that has helped students (the LPC peer tutors) to become more responsible employees.
Discuss your action plan for the future: This will be the first semester this evaluation will be completed for this class. It will be used to plan Tutr 17C for Fall 2017. A

Course: Tutr 17C Tutoring Theory & Practice III
Course SLO: Upon completion of the course Tutr 17C, the student (tutor) should be able to select appropriate metacognitive strategies for tutorial sessions which will lead to student success.

Describe the quantitative or qualitative results: This SLO will be used to generate a new question on our student surveys related to the metacognitive charts used to teach better study skills and to lead tutorial sessions. The material will be presented in Tutr 17C at a deeper level than introduced in Tutr 17A. It will be used as a discussion and reading topic in a future class.

Discuss any actions taken so far (and results, if known): A class session has been developed to develop knowledge and skill using metacognitive study.

Discuss your action plan for the future: An evaluation will include this SLO at the end of the Fall 2016 class. Students in this class (LPC tutors) will rate this topic on their own end of the semester survey and assist in teaching it to the new tutors taking Tutr 17A the following semester. The goal will be to increase to the point that 80% of the class feels knowledgeable using metacognitive strategies.