

## PROGRAM REVIEW Fall 2020

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**Program: Tutoring Center**

**Division: BSSL**

**Date: 11/1/2020**

**Writer(s): Jin Tsubota**

**SLO/SAO Point-Person: Jin Tsubota**

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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 be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

**Please note:** Program Review is NOT in itself 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 on program status during the 2020-21 academic year. It should describe plans starting now and continuing through 2021-22.

**Sections:** This Program Review has been shortened due to the COVID-19 pandemic. The Program Review Committee understands that you are completing this program review in a time of stress and disruption and that this may affect many of your responses. Sections and questions are marked with the name of the committee or office that will use the information.

- The first section focuses on general program reflection and planning.
- The second section has specific questions to be filled out by all programs this year.
- The third section is a review of curriculum, to be filled out only by programs with curriculum.

**Topics:** The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

**For Help:** Contact Nadiyah Taylor: [ntaylor@laspositascollege.edu](mailto:ntaylor@laspositascollege.edu).

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

### **Instructions:**

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write “Not Applicable.”
- 3) Optional: Communicate with your dean about completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by Monday, November 2.

### **Links:**

Program Review Home Page: [laspositascollege.edu/instructionalprogramreview](https://laspositascollege.edu/instructionalprogramreview)

Fall 2019 Program Reviews: [laspositascollege.edu/programreview/pr2019.php](https://laspositascollege.edu/programreview/pr2019.php)

Frequently Asked Questions: [laspositascollege.edu/instructionalprogramreview/programreviewfaqs.php](https://laspositascollege.edu/instructionalprogramreview/programreviewfaqs.php)

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## Section One: Program Snapshot [Program Review Committee]

For assistance with this section, contact the Program Review Committee Chair. [<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: <a href="https://bit.ly/2LqPxOW">https://bit.ly/2LqPxOW</a>			
	Community Partnerships/Outreach	<b>x</b>	Facilities, Supplies and Equipment, Software	<b>x</b>	LPC Planning Priorities	<b>x</b>	Services to Students
	Course Offerings	<b>x</b>	Financial/Budgetary	<b>x</b>	LPC Collaborations	<b>x</b>	SLO/SAO Process
<b>x</b>	Curriculum Committee Items		Human Resources	<b>x</b>	Pedagogy	<b>x</b>	Student Equity
<b>x</b>	External Factors	<b>x</b>	Learning Support	<b>x</b>	Professional Development	<b>x</b>	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.

Mark an X before each area that is addressed in your response.				Definitions of terms: <a href="https://bit.ly/2LqPxOW">https://bit.ly/2LqPxOW</a>			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	<b>x</b>	LPC Planning Priorities	<b>x</b>	Services to Students

	Course Offerings	<b>x</b>	Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy	<b>x</b>	Student Equity
	External Factors	<b>x</b>	Learning Support		Professional Development		Technology Use

**C. IR Data Review: Describe any significant trends in your program’s data from the office of Institutional Research 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.) You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.**

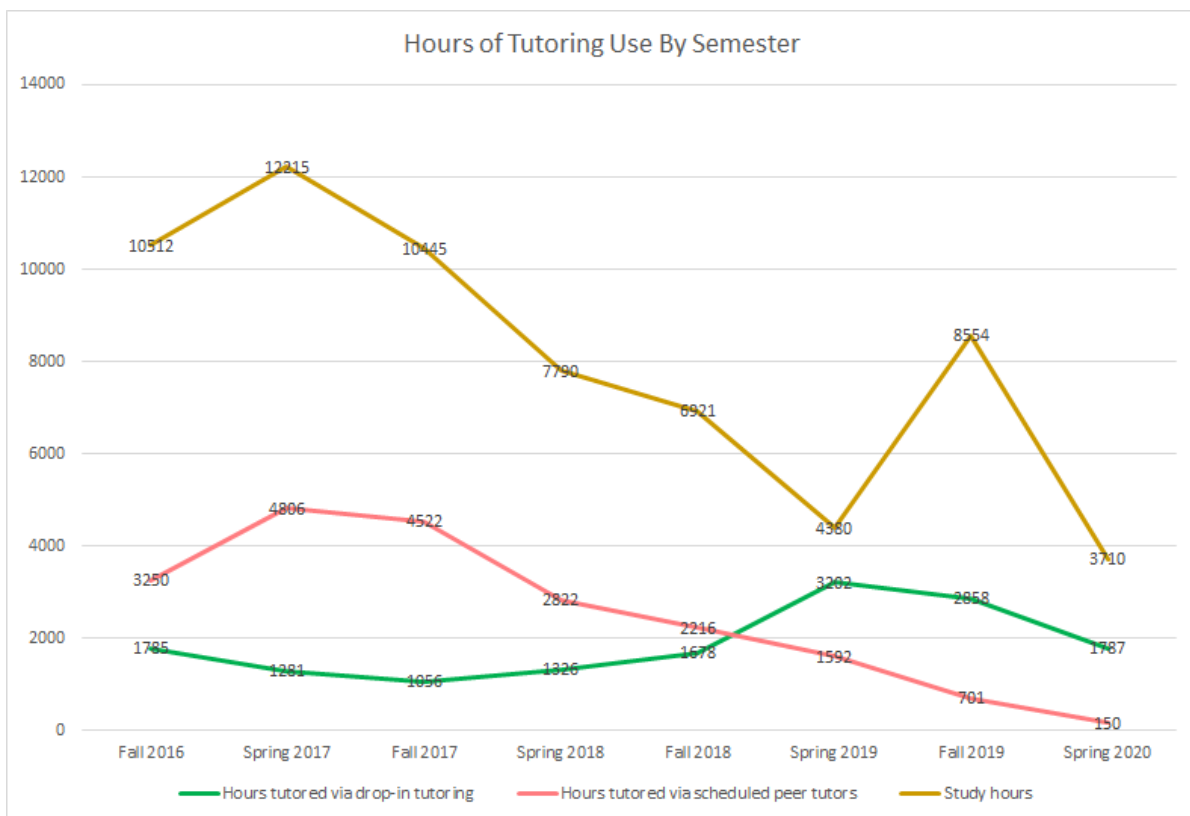
IR Data packets are available here: <https://bit.ly/2lYaFu7>

Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

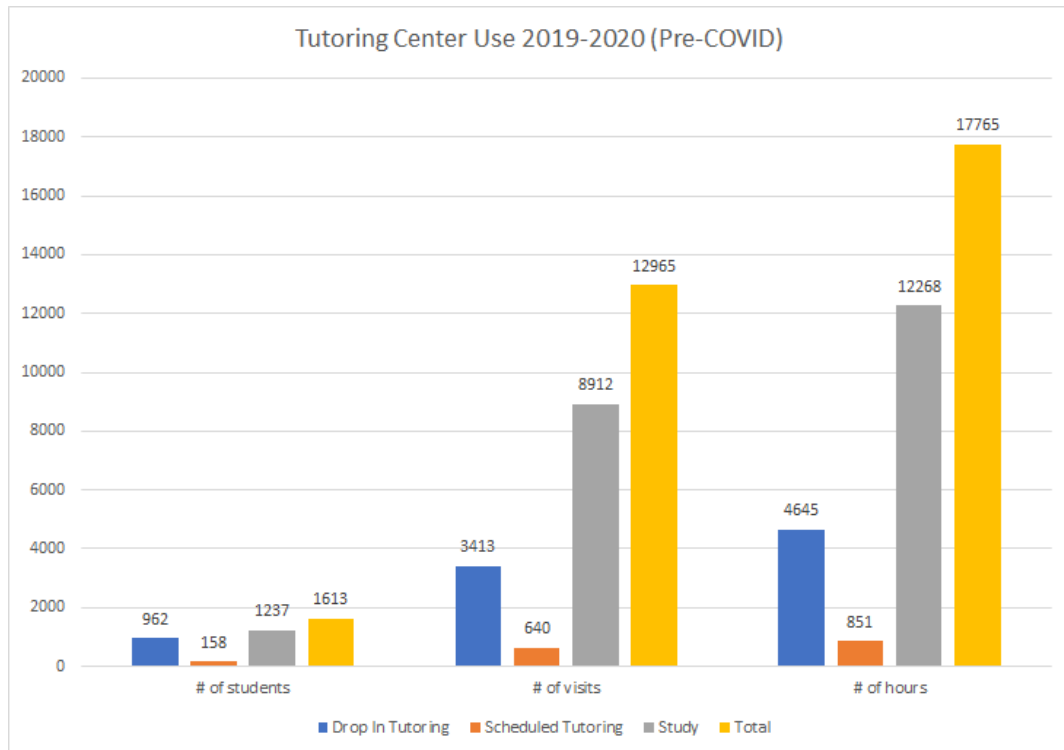
For assistance with this question, contact the Director of Institutional Research and Planning. <https://bit.ly/3fY7Ead>

Data from the below graph indicate:

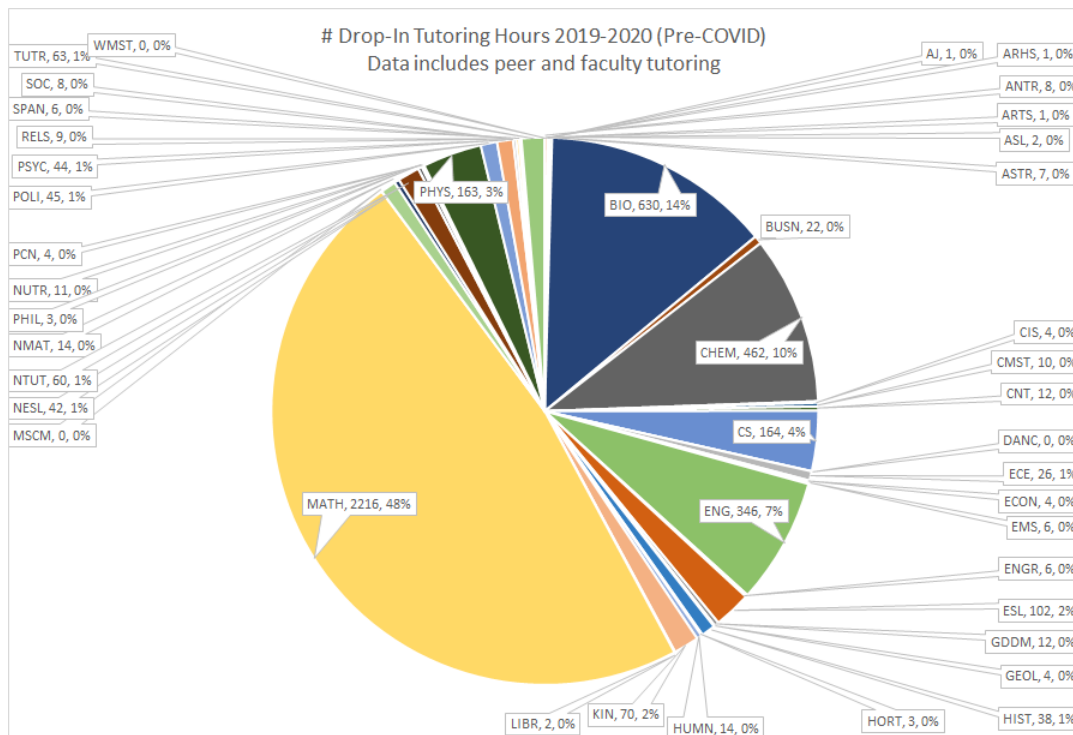
- Efforts to conduct more outreach and improve the Tutoring Center culture during the Fall 2019 were successful as students cumulatively spent nearly twice the amount of time studying in the Tutoring Center compared with Spring 2019
- Overall, group drop-in tutoring hours increased to mitigate the effects of budget instability
- One-on-one scheduled tutoring has nearly been eliminated
- The Spring 2020 shelter in place negatively impacted tutoring



Despite budget instability, the Tutoring Center was able to provide tutoring for over 1000 students who visited over 4000 times for over 5000 hours as indicated by the graph below.

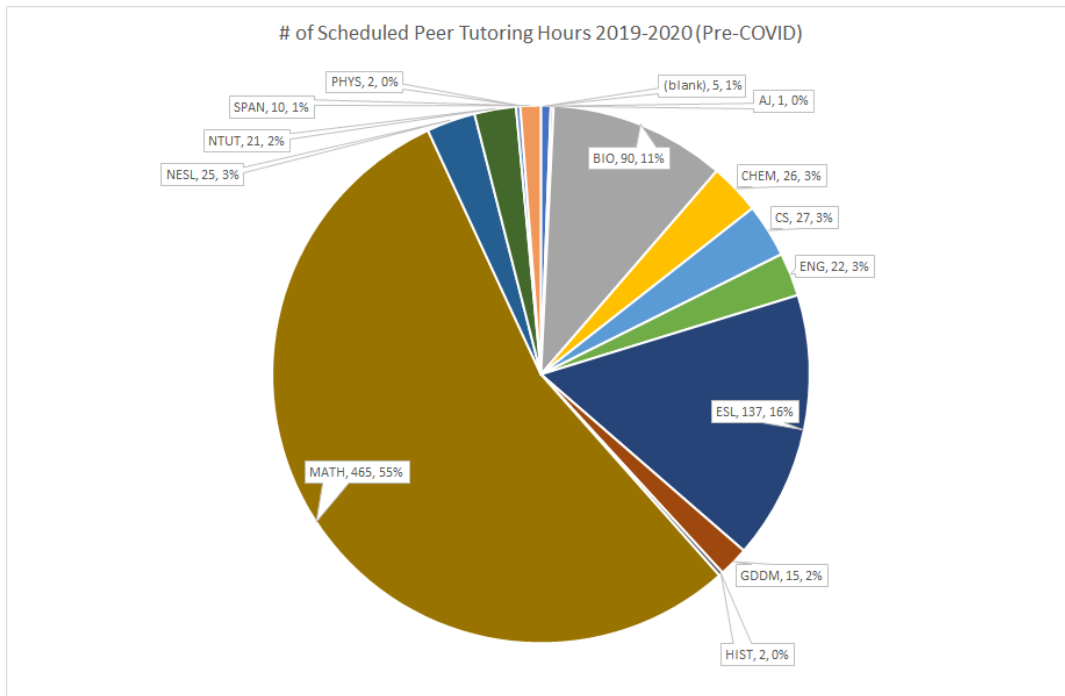


Drop-in tutoring was provided for 40+ subjects with Math, Biology, Chemistry, and English accounting for approximately 80% of all hours.

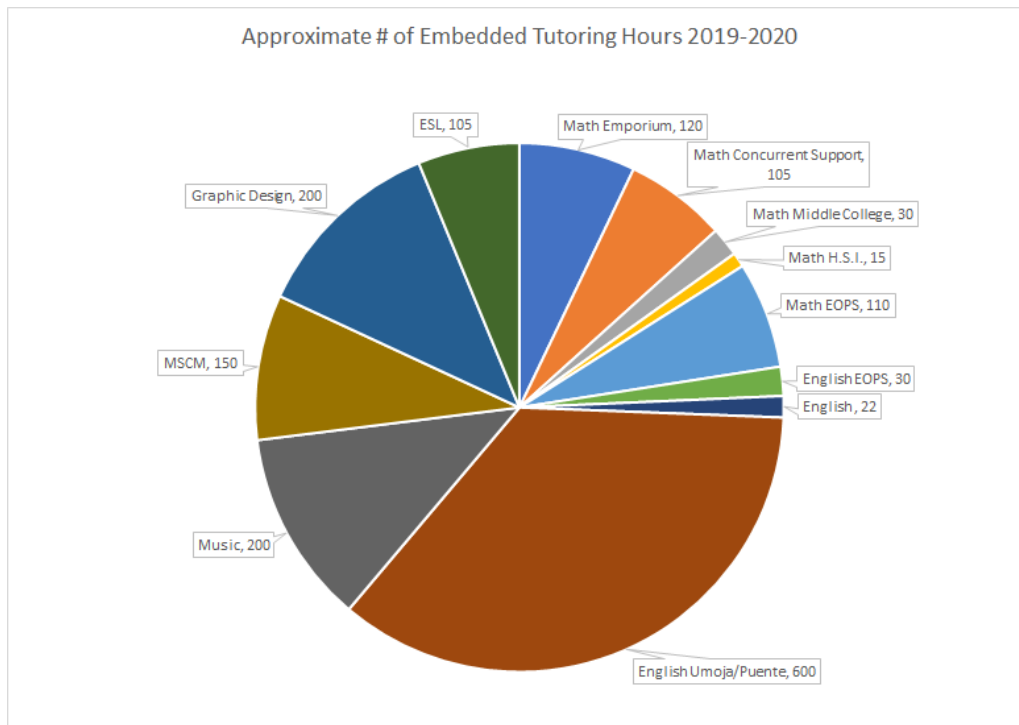




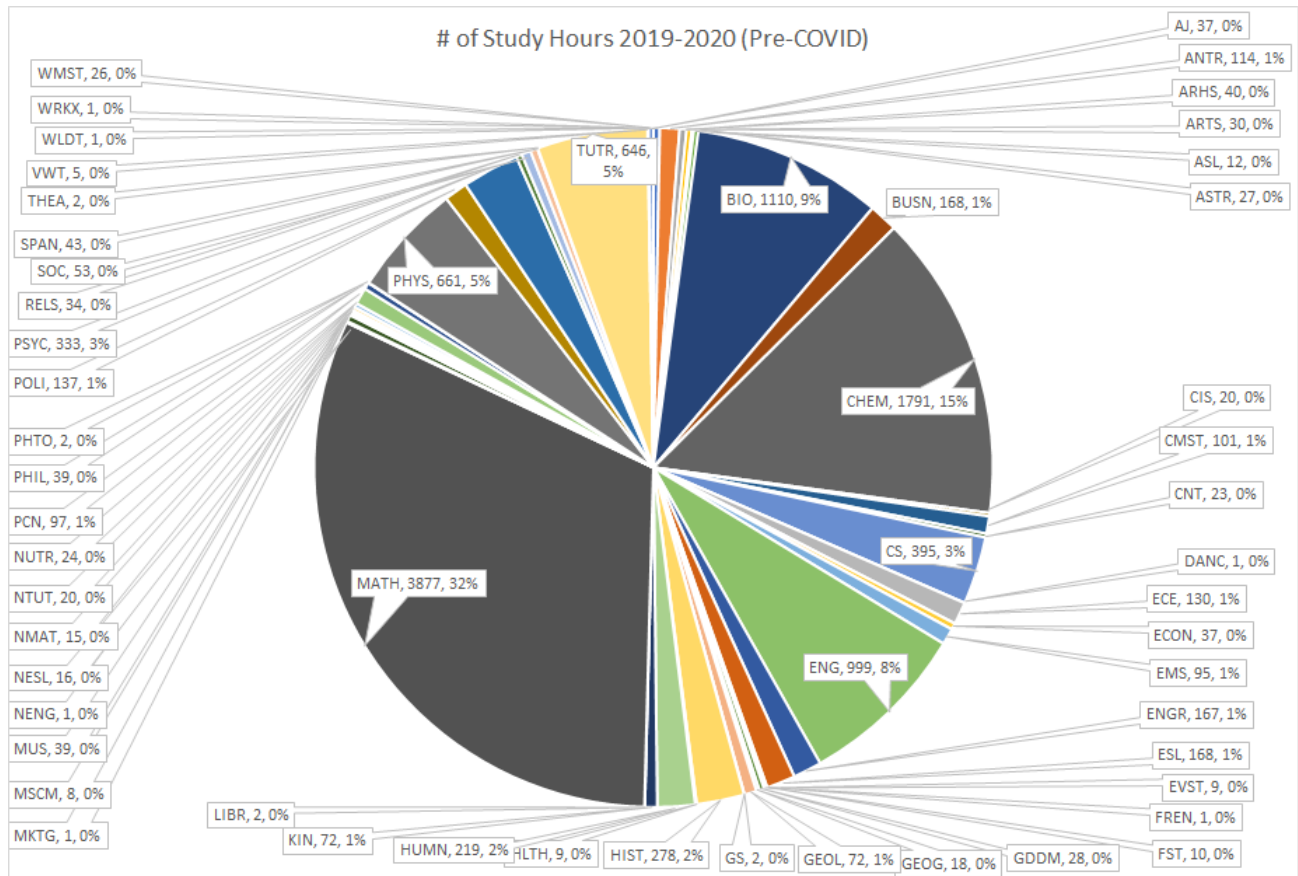
Similar to drop-in tutoring, scheduled tutoring hours were predominantly STEM focused. Of note, scheduled in-person ESL tutoring was very successful.



Targeted embedded tutoring was reduced due to budget instability. Of note, embedded Umoja/Puente tutoring was preserved.



Math, Chemistry, Biology, English, and Physics were the subjects most commonly studied for in the Tutoring Center.



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

**D. Short Term Planning: What are your most important plans, either new or continuing, for next year? Describe plans starting now and continuing through AY 21-22. (Optional: You may also describe long-term plans if desired.)**

The most important plan for the Tutoring Center is to secure stable funding to confidently hire more than eight tutors to support the entire student body of Las Positas College. This will allow the Tutoring Center to move forward with the college's planning priorities to increase student success by coordinating needed academic support and building capacity to resolve inequities. Similarly, this is also in alignment with the Educational Master Plan goals to

- provide quality learning support and appropriate staffing levels,
- address the educational needs of a diverse student population,
- create supportive services,
- address the needs of basic skills students,
- assist underprepared students, and
- expand tutoring services

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

## Section Two: Institutional Planning Topics (Required for All Programs)

**A. Equity [Student Equity and Achievement Committee]: Please describe any recent actions your program has taken to increase equity and/or any challenges your program faces in promoting equity and equity-based decision-making? Areas to consider include students impacted by race/ethnicity, gender, sexuality, age, or disability status, as well as students who are disproportionately impacted due to the shift to remote instruction.**

For assistance with this question, contact the Director of Student Equity and Achievement. [<https://bit.ly/3fY7Ead>]

The Tutoring Center continues to design, create, and implement equitable systems to deliver high-quality learning support. Recently the Tutoring Center has:

- Secured funding for continued embedded English Umoja/Puente tutoring
- Provided highly individualized tutoring for select students in need of specific accommodations
- Removed barriers to access by
  - Providing Wi-Fi access and study space for the Umoja/Puente tutor
  - Transitioning almost all tutoring to a drop-in model
  - Creating and staffing a virtual front desk to help students get tutoring
  - Creating self-paced learning modules in the Supervised Tutoring course so students may easily access other support options such as the RAW center, smartshops, or Math concurrent support classes
  - Providing an on-campus study space for students during our shelter in place
  - Creating an online real-time display of how many available seats are at the Tutoring Center so students know the likelihood of securing a seat before driving to campus
- Trained tutors to support students who may benefit the most from tutoring. Training topics include: interpersonal skills, active learning, checks for understanding, active listening, metacognition, hidden curriculum, schema activation, goal setting, growth-mindset praise, checks for understanding, acculturation, stereotype threat, Socratic method, scaffolding, technology use, self-care, time management, internal locus of control, and self-directed neuroplasticity.

**B.**

**SLOs/SAOs [SLO Committee]:**

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

- B1: Instructional Programs with PSLOs
- B2: Instructional Programs without PSLOs or with Special Circumstances
- B3: Non-Instructional Programs

Skip to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

**B1: Instructional Programs with PSLOs**

In this year’s Program Review, and in support of Accreditation, we would like a snap-shot on how your program plans to collect, discuss and report assessment findings to develop best practices for teaching and student learning (“closing the loop”).

As a program, please select one PSLO for a degree or certificate to focus on. This PSLO should reflect one area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, to update pedagogy, equity issues, or to examine a new degree/certificate, etc.

In this section, describe your plan for assessment data to be collected, analyzed and discussed, and reported out in next year’s Program Review. Your plan should identify the CSLOs that feed into your selected PSLO so that a complete data set is collected. You may choose to do this over one or two semesters. In next year’s Program Review, you will be asked to summarize your SLO assessments, analysis of those findings, and proposed changes that may be implemented to improve teaching and student learning.

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

**B1a. In the space below, insert the complete wording of the PSLO and potential reason(s) for selecting it for analysis.**

**B1b. In the table below, list the CSLOs that feed up to the identified PSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen.** (If this different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to [mwiest@laspositascollege.edu](mailto:mwiest@laspositascollege.edu) and [ahight@laspositascollege.edu](mailto:ahight@laspositascollege.edu) )

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021
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**B1c. When will analysis and discussion of the assessment data be completed (during next year’s Program Review is an option)? The reporting out of the “closing the loop” analysis will be part of next year’s Program Review.**

**B2: Instructional Programs without PSLOs or with Special Circumstances**

If your department does not have PSLOs, you may choose one CSLO to focus on. This option may also be used if there is a strong departmental rationale for focusing on a single CSLO.

As a department, please select a course to focus on. The selected course and one of its CSLOs should reflect an area that you would like to investigate in depth. For example, your selection may focus on a course to improve student success, to update pedagogy, to analyze equity issues, etc.

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

**B2a. In the space below, describe the rationale (such as this is not a degree-granting program, we focus mainly on non-degree courses, etc.)**

The Tutoring Center is not a degree- nor a certificate-granting program.

**B2b. In the space below, insert the complete wording of the CSLO and reason(s) for selecting it for analysis.**

“Upon completion of TUTOR 17A, the student should be able to describe the essential components of the beginning, middle, and end of a tutoring session.”

This SLO was selected for analysis because it is the most important for conducting a successful tutoring session

**B2c. In the table below, list the CSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen.**

(If this is different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to [mwiest@laspositascollege.edu](mailto:mwiest@laspositascollege.edu) and [ahight@laspositascollege.edu](mailto:ahight@laspositascollege.edu) )

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021
Upon completion of TUTOR 17A, the student should be able to describe the essential components of the beginning, middle, and end of a tutoring session.		X	

**B2d. When will analysis and discussion of the assessment data be completed? (During next year's Program Review is an option.) The reporting out of the "closing the loop" analysis will be part of next year's Program Review.**

Analysis and discussion will be completed by next year's Program Review.

### **B3: Non-Instructional Programs**

***In this year's Program Review, and in support of Accreditation, we would like a snap-shot of how your student service area plans to collect, discuss, and report assessment findings to develop best practices for teaching and student learning ("closing the loop").***

Please select one SAO to focus on. This SAO should reflect an area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, increase best practices, to address equity issues, or to examine a new service/program, etc. The intent is for this section to be useful for reflection to develop best practices for serving students.

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

**B3a. In the space below, insert the complete wording of the SAO and potential reason(s) for selecting it for analysis.**

**B3b. When and how will this SAO be assessed and data entered into eLumen? (If this different than the submitted template plan, please update and resubmit the template plan. Send the updated template to [mwiest@laspositascollege.edu](mailto:mwiest@laspositascollege.edu) and [ahight@laspositascollege.edu](mailto:ahight@laspositascollege.edu) )**

**B3c. When will analysis of the assessment data will be completed (during next year's Program Review is an option)? The reporting out of the "closing the loop" analysis will be part of next year's Program Review.**

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### Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [<https://bit.ly/3fY7Ead>]

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

**A. Title V Updates [Curriculum Committee]:** Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below. Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).

No courses require an update.

**B. Degree/Certificate Updates [Curriculum Committee]:** Are there any programs requiring modification? List needed changes below.

No programs require any modification.

**C. DE Courses/Degrees/Certificates [Distance Education Committee]:** 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.

There are no plans to add DE courses as all courses already have approved DE addendums.