Program: Tutorial Center
Division: Student Services
Date: September 21, 2017
Writer(s): D. Pauline Trummel
SLO/SAO Point-Person: D. Pauline Trummel

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.*

Time Frame: *This Program Review should reflect on program status during the 2016-17 academic year. It should describe plans starting now and continuing through 2017-18. This document also provides the opportunity to describe more long-term plans (optional).*

Sections: *The first section of this Program Review focuses on general program reflection and planning. The second section is a review of curriculum. Only programs with curriculum need to complete Section 2. The third section is a CTE update, to be completed by CTE programs only.*

Topics: *A list of topics of particular interest to Program Review readers can be found here:*
https://goo.gl/23jrxt
Help: *Contact Karin Spirn:* *kspirn@laspositascollege.edu*

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: Meet with your dean to review this document before October 13.*

4) *Send an electronic copy of this form to Karin Spirn and your Dean by October 16*

Links:

Program Review Home Page: https://goo.gl/XATgjJ

Fall 2016 Program Review Updates : https://goo.gl/YV8QOt

Frequently Asked Questions: https://goo.gl/iIhRtt

Section One: Program Snapshot

A. Data Review: Describe any significant changes to your program's data since last year's Program Review Update (Fall 2016).

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 (**https://goo.gl/b59nCy**)
- CEMC Data
- Labor Market Data
- SLO/SAO Data

- The Tutorial Center continues in its pattern of growth. Since AY 2010-11, at least 1000 hours of tutoring have been added to the total hours each year (6,174; 7,650; 9,024; 10,294; 11,172; 12,832).

- According to the Office of Institutional Research and Planning's Student Satisfaction Survey (Oct 2016) 96% of students using the Center are satisfied or very satisfied with the service. 64% said the center was open when they needed it to be, although 29% said they had not heard of the Tutorial Center.

- Net Tutor, online tutoring, now allows us to provide better tutorial support for our distance education students, as well as on-campus students who desire tutoring when the Tutorial Center is closed or when students are not on campus. According to our Online Tutoring Survey in Spring 2017, 83% of those using online tutoring strongly agree or agree that they were pleased with the overall effectiveness of their NetTutor experience and would use it again.

- The number of tutors continue to grow as we seek to meet the needs of LPC students seeking tutoring. In Fall 2016, 51 student tutors were involved in the TUTR classes, with a high in Spring 2016 of 56. Due to budget constraints, we are endeavoring to make better use of the tutors by scheduling groups and hiring fewer tutors. In Spring 2017, 43 tutors were involved in the 3 classes.

B. Changes to Program and Needs: Describe any significant changes to your program or your program's needs since the previous Program Review Update (Fall 2016).

Changes to the Program:	Mark an X next to each area that is addressed in your response.	
- Tutor Trac has been purchased and is being installed and tested to go live in Spring 2018.	Definitions of terms: https://goo.gl/23jrxt	
- An On-Call Hourly Instructional Assistant was funded and hired by HSI to start during Fall 2017. Her primary function is working with Tutor Trac set up, information, and training tutors and students to use this powerful new program.		Community Partnerships/Outreach
		Curriculum*
		Enrollment Management
		External Factors
- LPC began using the online tutoring company, NetTutor, in Spring 2017.This allows the college to provide tutorial services for our distance education students as well as on-campus students who need	x	Facilities,** Supplies and Equipment (Including Software)
		Financial/Budgetary

	tutoring when the Tutorial Center is closed. It was especially helpful during Summer 2017 when the Tutorial Center was closed.	x	Human Resources
			Learning Support
	• To meet the need seen in the 2016 Student Satisfaction Survey that 29% of students had not even heard of the Tutorial Center, the coordinator and tutors are doing orientations in classes to inform students about the Center, free tutoring and varying ways to get tutoring including online.	x	LPC Planning Priorities https://goo.gl/LU99m1
			Pedagogy
			Professional Development
		x	Services to Students
			SLO/SAO Process
			Technology Use
	• The Tutorial Center is sending tutors to and funding tutors for the new Math Emporium program. This program requires an expanded commitment from the years we sent tutors to the Math X program. If we are to continue this, greater funding will be needed.	*Curriculum will also be addressed in Part 2 (Curriculum Review).	
		**Facilities will also be addressed in Question H.	
	• The Tutorial Center has always collaborated with other campus programs. Presently, the emphasis is to provide more tutoring in the Career & Technical Education classes (CTE). In addition to the CTE classes we already cover, this semester there are tutors available in VComm & Digital Media, which has not had tutors in the past. I've hired more tutors for CTE classes in general. In addition, there is a growing number of CTE students seeking tutoring in ECD, Music, and Engineering Tech.		
	• Tutoring Services is one of the planning priorities of the college. Due to this priority remaining on the list another year, the hope is that there will be a focus on the need for a full-time coordinator and institutionalized funding as we move toward a Unified Learning Center.		

C. Reflection: What plans from the 2016 Program Review Update or any previous Program Reviews/Updates have been achieved and how?

	• The need to purchase Tutor Trac has been on program reviews since 2005. Due to the high number of requests the Tutorial Center receives, we were at a point we could not keep up with scheduling students with tutors. This left students without tutors for a significant time between request and start date of tutoring. Some students were dropping their classes because they were unable to get tutors in a timely fashion. Last semester, both Chabot and LPC went together to request this powerful program. LPC Tutor Trac paid for by the HSI grant. It has various helpful functions--of foremost importance to us is the ability it gives students to schedule themselves with tutors and	Mark an X next to each area that is addressed in your response.	
		Definitions of terms: https://goo.gl/23jrxt	
			Community Partnerships/Outreach
			Curriculum*
			Enrollment Management
			External Factors
			Facilities,** Supplies and Equipment (Including Software)
			Financial/Budgetary

for tutors to check their weekly schedules. We are currently setting up the program, testing it and planning to roll it out live at the start of Spring 2018 semester for student and tutor use. An on-call hourly has been hired to teach students and tutors how to use this program and answer their questions regarding set up and scheduling. • To meet the accreditation requirements, a subscription to NetTutor was purchased and initiated in Spring 2017. This expanded the tutorial reach for LPC to distance education and night students who could not take advantage of on-site tutoring. Its importance was explained more thoroughly under "program change." Throughout the Spring and Summer 2017 we taught students how to sign up and use this program. In Fall 2017, as more classes have started using Canvas, accessibility is easier and students are making greater use of this resource. As an example, the Reading and Writing Center hours were cut this semester so NetTutor is available for students to submit their papers and receive feedback when RAW is not open.		Human Resources
	x	Learning Support
		LPC Planning Priorities https://goo.gl/LU99m1
		Pedagogy
		Professional Development
		Services to Students
		SLO/SAO Process
	x	Technology Use
	*Curriculum will also be addressed in Part 2 (Curriculum Review).	
	**Facilities will also be addressed in Question H.	

D. **Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions A, B or C).**

• Please refer to the chart at the bottom of this section as example of how tutoring has affected LPC students. These results show that grades are improving, students are completing classes, and the training classes for tutors are effective. • Programs developed for the Tutorial Center such as orientations at the beginning of each semester are now impacting the number of students who request scheduled tutors or come to drop-in tutoring. When students understand the process of getting a tutor, see the environment of the Center, and meet the staff, they are more likely to feel comfortable attending tutoring sessions. The number of orientations I do each semester is increasing and showing success in getting students to tutoring. • During Spring 2017 and now Fall 2017, we have been able to extend our hours of operation. This is allowing evening students to come to tutoring before their night classes. Another addition to increase the ability of night and Distance Education students to receive tutoring is the online NetTutor. As word spreads about hours of operation, attendance continue to increase.	Mark an X next to each area that is addressed in your response.	
	Definitions of terms: https://goo.gl/23jrxt	
		Community Partnerships/Outreach
		Curriculum*
		Enrollment Management
		External Factors
		Facilities,** Supplies and Equipment (Including Software)
		Financial/Budgetary
		Human Resources
	x	Learning Support
		LPC Planning Priorities https://goo.gl/LU99m1
		Pedagogy
		Professional Development
		Services to Students
		SLO/SAO Process
		Technology Use

		*Curriculum will also be addressed in Part 2 (Curriculum Review).
•	Hiring the on-call hourly has had an impact on tutoring not only in number of operating hours, but in having a staff member at the desk to answer questions and make sure students are getting the help they need.	**Facilities will also be addressed in Question H.

Results End-of-Semester Student Surveys					
Semester	**Attended 10 times or more**	**Grades improved**	**Dropped w/o tutoring**	**My tutor effectively used questioning methods**	**Visit Again**
Spring 2016	80%	86%	34% yes 44% possibly	95%	95%
Fall 2016	83%	90%	33% yes 38% possibly	95%	99%
Spring 2017	84%	91%	34% yes 40% possibly	95%	97%

E. Obstacles: What obstacles has your program faced in achieving plans and goals?

• The Tutorial Programs Instructor/Faculty Coordinator has been an adjunct faculty member since 1997. In the early days, when 18 tutors, tutored 1300 hours per year, this job was easily manageable in 15 hours weekly, but now there are 97 tutors tutoring 13,000 hours and the workload is overwhelming for the faculty coordinator who works 18 hours weekly. This position needs to be full-time in order to meet the demands of this continually expanding program. There is no time to implement new and innovative programs to reach LPC students including managing online tutoring or to complete tasks such as SLO work and updating course outlines. The Faculty Coordinator observes tutors, tutors consult with her to address questions they have about tutoring, and she meets with students who need additional encouragement and direction regarding tutoring or studying. The limited hours does not allow her to do this type work as much as it is needed. Throughout this program review there will be uncompleted items and issues that indicate the lack of work hours available to accomplish the tasks. • Due to the increase in students seeking tutoring and students studying in the Tutorial Center, we are often operating at full capacity in the 2401 Study, Tutoring and Reading Room. The small study rooms are perfect for tutoring, but there is a daily need to tutor in the main room because all small rooms are occupied. This means it can get a bit noisy and distracting to students who are receiving tutoring. 2401 will possibly be sufficient for another year or so at the present rate of growth but new facilities must be located or created for the future.	Mark an X next to each area that is addressed in your response. Definitions of terms: https://goo.gl/23jrxt |	Community Partnerships/Outreach
	Curriculum*
	Enrollment Management
	External Factors
	Facilities,** Supplies and Equipment (Including Software)
	Financial/Budgetary
x	Human Resources
x	Learning Support
	LPC Planning Priorities https://goo.gl/LU99m1
	Pedagogy
	Professional Development
	Services to Students
	SLO/SAO Process
	Technology Use | *Curriculum will also be addressed in Part 2 (Curriculum Review). **Facilities will also be addressed in Question H.

F. Short Term Planning: What are your most important plans (either new or continuing) for next year?

• The implementing of Tutor Trac in Spring 2018 is our first priority. This means a complete set up and training tutors in Fall 2017 followed by writing an instruction sheet for students to use in Spring 2018. We will change over from SARS to Tutor Trac at the end of the semester. We needed to have all our data for the semester in SARS for Fall 2017 before switching systems at the end of the semester. 100% of tutors will have their information in the system and know how to access their schedules and the on-call hourly instructional assistant will begin training tutors to use the program by November. Beta testing will begin in mid-October with 1-2 subjects. Once Spring 2018 begins, the on-call hourly will hold workshops to explain the new system to as many students as possible. These sessions will be developed before the end of Fall 2017. • Next semester, Spring 2018, the Tutorial Center will continue with the collaboration we are doing with math emporium. Our hope is that the HSI cohort members will be able to become tutors for math emporium, alleviating the need for tutors who are working in the Tutorial Center to go off site. We will plan no new collaborations with programs for Spring 2018 due to the fact that the Coordinator has no time in her 18 hours weekly to oversee any more new programs.	Mark an X next to each area that is addressed in your response. Definitions of terms: https://goo.gl/23jrxt

	Community Partnerships/Outreach
	Curriculum*
	Enrollment Management
	External Factors
	Facilities,** Supplies and Equipment (Including Software)
	Financial/Budgetary
	Human Resources
	Learning Support
	LPC Planning Priorities https://goo.gl/LU99m1
	Pedagogy
	Professional Development
x	Services to Students
	SLO/SAO Process
x	Technology Use

*Curriculum will also be addressed in Part 2 (Curriculum Review).

**Facilities will also be addressed in Question H.

G. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

• During Spring 2016, President Russell asked Pauline Trummel, Instructor/Faculty Coordinator of the Tutorial Center, to lead a workgroup for the purpose of presenting a plan for the future unified learning center at LPC. Six faculty/staff worked together during the Spring semester to create a plan:
  Pauline Trummel, Tutorial Center
  Toby Bielawski, RAW Center
  Jonathan Brickman, ESL
  Jennie Graham, Math Emporium
  Tina Inzerilla, Library
  Greg Johns, Computer Center
	Mark an X next to each area that is addressed in your response.
	
	Definitions of terms: https://goo.gl/23jrxt

	Community Partnerships/Outreach
	Curriculum*
	Enrollment Management
	External Factors
	Facilities,** Supplies and Equipment (Including

Pauline read literature, interviewed directors of learning centers, visited three schools in the Phoenix area, collaborated with others, and wrote the proposal for a learning center to be housed in the new 2100 building that will be built in the next three to five years. The long-term plan and fulfillment of the present planning priority (Tutoring Services: Expand tutoring services to meet demand and support student success in Basic Skills, CTE, and Transfer courses) would be the creation of a large, multidisciplinary learning center in a new building (the new 2100) overseen by a full time director and various staff members. The complete report was sent to the President's office and the office of the Vice President of Student Services.	Software)

	Financial/Budgetary
	Human Resources
x	Learning Support
	LPC Planning Priorities https://goo.gl/LU99m1
	Pedagogy
	Professional Development
	Services to Students
	SLO/SAO Process
	Technology Use

*Curriculum will also be addressed in Part 2 (Curriculum Review).

**Facilities will also be addressed in Question H.

H. Do you have any facilities needs that are currently unmet? If yes, please describe.

- 2401 has been the Tutorial Center since the Multi-disciplinary building opened in 2007. After ten years of heavy use by students and tutors (e.g. last year alone there were 35,560 student contact hours for both tutoring and study) the room is starting to show wear. Couches need to be cleaned and repaired, some carpet squares need to be replaced, and individual tutoring and study rooms need to be painted. The rubber lining along the windows in offices and study rooms consistently come loose and fall down. In times past, M&O has temporarily fixed it but it always loosens up and falls out. In the event of an earthquake, this would be dangerous and possibly allow the glass to fall it. It needs a permanent fix immediately. The office chairs for the instructional assistant (room C) and coordinator (room A) are not ergonomically correct, broken, and need to be replaced as soon as possible.

- After the "shelter in place" situation this semester, I identified several items to promote safety in an emergency that needs to be completed as soon as possible. First, blinds need installing over the hallway windows and doors and in room M where students would be used to lockdown, which can be lowered in an emergency. The room needs blinds to match the ones on the outside windows. Secondly, 2401L is the only large room without a complete wall of windows. If blinds could be pulled down in room M this would be a second room to shelter in a lockdown, although the full wall of windows would not be ideal. In a lockdown, where a room is needed to shelter people out of view, room L is presently our only option. This room needs a lock on the door so it can be hand locked in an emergency. We have three of rooms (Pauline's Office, room A; Cheri's office, Room C; RAW Center, Room D that lock with the same key and we need L to be done the same way).

- The **main** facilities request is for a new and larger location for a Learning Center on this campus. As discussed in "Long Term Goals" new facilities are greatly needed already for the Tutorial Center and as the campus moves to the Learning Center complex we will need a floor in the new building to house all the programs going together to provide centralized learning support for LPC students. For specifics, please see the plans submitted to the President and Vice President of Student Services.

I. Mission: Explain how your program's plans and accomplishments support the mission of Las Positas College:

> *Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.*

The LPC Tutorial Program supports the College mission statement in that tutoring directly relates to providing support for the completion of student's transfer, degree, basic skills, career-technical and retraining goals. This year's Tutorial Center goal was to add more tutorial support in CTE classes, music classes, and ECD classes. I also met my goal to make sure all basic skills classes were covered by tutors. There has been significant improvement hiring tutors for CTE and basic skills classes and supporting these students as we have supported the degree and transfer students on campus. In addition to student support, as the Tutorial Program continues to grow and changes into a Learning Center within the next few years, this service will more broadly reach the needs of students for learning support in a centralized location.

J. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? ___x_yes _____no

(This data can be found here: https://goo.gl/b59nCy)

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

N/A

K. SLO/SAO Reflection: Describe an example of how your program used course SLO data (CSLOs), Student Service Area Outcome (SAO) data or Program SLO data (PSLOs) from last year (2016-17) to impact student learning or achievement. Focus on PSLOs or CSLOs where you have multiple semesters of data to analyze. (Copy the box below if you would like to discuss multiple examples.)

Course Name, Program Name or Student Service Area: Tutorial Center
Text of the 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, use of laptops while being tutored, knowledge and application of metacognitive study methods, and students understanding their own learning style. • Regarding equipment: We received the ten laptops for students and tutors to use early in Spring 2017. This has allowed tutors to meet the needs of their students. The checkout system has proven successful and the laptops are used regularly. 2. We just received Tutor Trac and as has been mentioned elsewhere in this Program Review. Although we will not be able to use it for registration purposes until Spring 2018. We are making headway in setting up the program so that it will run smoothly in the Spring.

- 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. Tutors discuss how using these skills/techniques will enhance their study and assist them in achieving their educational goals. Tutorial sessions are organized around this study method.

Discuss and reflect upon student achievement for this SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future:
- I have already explained the actions we are taking to implement Tutor Trac in Spring 2018.
- Student surveys indicate that 84% of students are getting help from their tutors to understand metacognition and learning styles.

What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes in student achievement?

- The reason this SAO exists is that in the past students' understanding of learning styles and effective study methods were weak. Through money from a grant, I was able to purchase the ThinkWell-LearnWell metacognition charts for each tutoring room. It was not until I taught the tutors how to use the charts and assessments, did the student surveys show better results. Now, this material is thoroughly covered in Tutr 17A class sessions with a review in Tutr 17B.
- The more thoroughly I teach the use of metacognitive study methods and learning styles to the tutors, the better the tutors explain these methods to their students, and that students know how to use these methods.

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 2017 surveys indicates that 84% of the students surveyed were very satisfied with 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. Upon registration, students are encouraged to a. come prepared, b. be able to identify on what they need or want to work, 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): There will be continued work in the tutor training classes assist tutors in better leading their students to being prepared (with books, notes, and questions), being able to state what is needed during the session and being able to identify what material is causing challenges.

Discuss your action plan for the future: The advanced tutors in Tutr 17C, helped to design a new Tutor Log to better assist with the topics of goal setting for the tutorial session. They led a session during new tutor class (Tutr 17A) explaining how to help students self-identify their needs and challenges. Advanced tutors reflected on these issues as well how to assist students in these areas. The goal is to raise the percentage points on student surveys from 75% in Fall 2016 to 80% Spring 2017. In reality, according to the student surveys in Spring 2017 responding to the question "I was able to identify and communicate what I needed to work on," 93% agreed or strongly agreed, 89% agreed or strongly agreed that they came prepared. This is better than projected.

L. Plans for Analysis of SLO/SAO Data: Identify the PSLOs, CSLOs, or SAOs that your program plans on focusing on the upcoming year with subsequent analysis. (Copy the box below as needed.)

Circle One: CSLO/PSLO/SAO Analysis of the CSLO's and SAOs will be analyzed Spring 2018 semester. The instructor and faculty coordinator works only 18 hours a week running this large program and it will take longer to get it done. I thought I had done more work, but it appears I need to set more up in the new eLumen.
Course, Program Name, or Student Service Area:
Text of CSLO/PSLO/SAO:
If you plan on analyzing a PSLO, identify the CSLOs that feed into the PSLO that will need to be assessed.

Section Two: Curriculum Review
(Programs with Courses Only)

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

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

According to Curricunet, Tutr 200 is in need of and overdue for updating. I will complete the update for this course in Fall 2017 or Spring 2018, depending on the time available. I just learned it needed an update last semester and am not on campus during the summer.

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

N/A

C. DE Courses/Degrees/Certificates: 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