

## **Program Area: Tutoring**

### **Program Philosophy**

The Las Positas College Tutorial Program is dedicated to students' educational success. We provide quality learning-support for the diverse student population that is relevant to individual needs. We seek to provide services that will help students become independent, active learners and function successfully in an academic environment. We strive to create a positive and encouraging atmosphere for all students who use our services.

### **Goals/Objectives**

1. Offer accessible and equitable individual and group tutoring opportunities by subject areas which support classroom learning.
2. Promote tutorial services through greater visibility on campus, including, but not limited to classroom visitations and tutor tables
3. Develop specific tutoring plans for athletes and basic skills students.
4. Modify the tutor training program to include more extensive use of technology and address observed tutor weaknesses and needs.
5. Collaborate with faculty, counselors and support staff to develop relevant resources and materials to augment tutoring in the subject areas (including a textbook supply, faculty workshops for tutors, flyers, computer programs, as well as services for re-entry, EOPS & DSPS students).
6. Provide a different environment in which to give learning support that will meet the needs of the growing number of students, allow more time availability, a larger space for tutoring, and a less distracting venue.
7. Expand the Tutorial Center staffing, services, and resources equivalent to the growth of the college through recruitment strategies that will increase tutor and student enrollment. This may include partnering with a diversity of student clubs and community groups to provide tutors.
8. Document the time that it takes for students to get a tutor in order to better evaluate the tutorial program's needs.

### **Program Information**

#### **Staffing:**

D. Pauline Trummel, Tutorial Programs Coordinator/Instructor (Part-time faculty)

Mary Straight, Assessment/Tutorial Specialist (Full-time classified staff who splits her hours  $\frac{1}{4}$  for tutoring and  $\frac{3}{4}$  for assessment)

**Location:** Building 1000 "Assessment and Tutorial Center"

## **Program Area: Tutoring**

<b>Hours:</b>	Monday	9:00 a.m. – 3:00 p.m.*
	Tuesday	9:00 a.m. – 12:00 p.m.*
	Wednesday	9:00 a.m. – 3:00 p.m.*
	Thursday	9:00 a.m. – 3:00 p.m.*
	Friday	9:00 a.m. – 12:00 p.m.*

*\*Subject to change*

Building 1000 is used for assessment and orientation thirty-five weeks a year (including summer) which limits its availability for tutoring. When the Center is unavailable for tutoring due to assessment and orientation or closed, tutors may work with their students in the Learning Resource Center (LRC). Students receive tutoring on Tuesday and Friday afternoons as well as evenings in the LRC each semester.

### **Online Services:**

1. The Tutorial Center has a website available on the LPC Web Page. From this website LPC students may request a tutor, find helpful study skills sites or locate a private community tutors. LPC tutors receive updates and helpful tutoring information on this website.
2. The computers in the building have internet access.
3. Both staff and faculty members can be reached by email.

### **Program Components**

1. Hiring peer tutors to meet the needs of LPC students' requests for tutoring.
2. Tutor training classes on three levels in order to receive certification with the College Reading and Learning Association (Level 1: regular certificate; Level 2: advanced certificate; Level 3: master certificate).
3. Drop-in tutoring by instructors and peer tutors for the LPC student needing occasional assistance.
4. Scheduled tutoring by peer tutors for those desiring a tutor for the duration of the semester.
5. Group tutoring and study groups led by peer tutors.
6. Document Rack maintained and updated for LPC students providing free articles and materials on test anxiety, time management, study skills, and subject specific study skills.
7. Outreach to the college community to make sure all know of the free program/services, classroom visitations and instructor drop-in hours requested.
8. Evaluation of tutors and our program to improve services.

## **Program Area: Tutoring**

### **Data**

**Number of students:** The Tutorial Center served 586 students during the 2005-06 school year. We provided 3858 hours of drop-in and scheduled tutoring.

As of Fall 2005 the Math Lab was no longer housed and partnered with the Tutorial Center so no Math Lab hours are designated to the Tutorial Center, thus the drop in number from the previous year.

**Number of tutors:** Forty-seven peer tutors served in the program during the 2005-06 school year. Five of these students were volunteers. Eighteen instructors (both full and part-time) provided drop-in tutoring hours on a volunteer basis.

**Budget:** \$33,218

**Technology Needs:**

1. The Tutorial Center is in need of an updated record-keeping program. It would be helpful to have one that will also assist in scheduling tutors and students.
2. The computers used for assessment should also include software that can be used for tutoring and Internet access by tutors. Music tutors have requested the installation of composition and music programs on the computers along with headphones in order to be able to tutor music students in this building.
3. The Tutorial Programs Instructor and Coordinator needs to be able to access and update the LPC Tutorial Center website in order to keep information current.
4. A DVD player needs to be installed and connected with the projector so that audio-visual media may be used in tutor training.

### **Committees and Collaboration**

1. The LPC Tutorial Program has collaborated with transfer institutions around the nation in a three-tiered training program certified by the College Reading and Learning Association. Upon completion of training at LPC, tutors receive certificates that may be presented to other CRLA certified schools guaranteeing them tutorial jobs on university or other college campuses as available.
2. Pauline Trummel, Tutorial Programs Instructor/Coordinator, is a member of the LPC Student Success Committee.
3. Pauline Trummel attends the Student Services Coordinators' Meetings.
4. Pauline Trummel is working with the EOPS program to provide tutors with extended hours available to the EOPS students.
5. Pauline Trummel is advisor for the Christ on Campus club.

## **Program Area: Tutoring**

1. **What is the program's relationship to the College's mission?**

The Tutorial Program is one of the high-quality, comprehensive educational programs and services provided by the college. The Tutorial program fosters student success and student support through the provision of trained peer tutors and volunteer instructors tutoring in the Tutorial Center.

2. **How does the program help fulfill the College's mission?**

By providing a broad tutoring program for the students of LPC, we are assisting students in reaching their goals of transferring to baccalaureate-granting institutions and entering into careers and advancement within a chosen field. We assist the college in providing basic skills in English and ESL instruction by enhancing and supplementing what goes on in those classrooms. This branch of student services fosters student success by providing helpful and supportive tutors, dedicated to students' educational success. As noted in our philosophy, we provide quality learning-support for the diverse student population that is relevant to individual needs. We seek to provide services that will help students become independent, active learners and function successfully in an academic environment. We strive to create a positive and encouraging atmosphere for all students who use our services.

3. **What is the program's connection/dialogue to other programs?**

The LPC Tutorial Program has a strong connection with other programs. Without the other areas on campus, we would not exist. Each area recommends students for tutoring. All our LPC students must receive an instructor recommendation before becoming a tutor. Each of our new tutors is required to interview one of the instructors in his/her tutoring subject. This builds a bridge between the instructors and tutors and often instructors will encourage their students to pursue tutoring as an option for success. Tutors also set up classroom visits at the beginning of each semester to introduce themselves to the instructors/students with whom they will work. We seek materials, support and ideas from instructors throughout the whole of LPC. We provide a location for instructors to meet with groups of their students through the instructor drop-in program. Each semester all instructors are contacted by mail and asked to volunteer an office hour in the Center. Throughout the semester, the Tutorial Programs Coordinator/Instructor may meet individually with instructors to discuss how tutors might best serve specific students.

Beginning in Spring 2006 the Tutorial Program linked with the EOPS program to provide training for EOPS tutors. The EOPS staff hires tutors who register for the LPC tutor training course. These tutors are trained and given the support and additional supervision that the general population LPC tutors receive.

4. **Please describe the status of Student Learning Outcomes (SLO) in your program.**

Outcomes have been established for assignments and activities and assessment techniques have been identified for Tutor 17 and Tutor 29 classes. Student Learning Outcomes have been written for students who receive tutoring as well. Implementation is planned for Fall 2006.

## **Program Area: Tutoring**

### **Program Strengths Identified**

1. Successful tutoring is offered that supports classroom learning.
2. Students' and tutor questions are answered adequately and completely.
3. Students understand the services and resources available from the Tutorial Center.
4. Services are provided in a professional and efficient manner.
5. Tutors and staff are helpful and responsive to student needs.
6. The Tutorial Center environment is "user-friendly" and welcoming.
7. Students who received tutoring are satisfied and recommend it to other students.

### **Program Weaknesses Identified**

1. The Tutorial Center needs more room in which to operate. Sharing the building with assessment severely limits the usage of space in the building and forces tutors to work elsewhere making it more difficult to be observed and evaluated.
2. The wait-time for tutors needs to be lessened to one to two weeks at the most.
3. The website is not used as much or as effectively as it could be.
4. More tutoring during evenings and Fridays and Saturdays needs to be available.
5. More support for on-line and evening students should be available.
6. More textbooks should be provided for reference in the Tutorial Center.

### **Program Implications**

1. Hire more tutors, get returning tutor schedules earlier, and establish a system to more quickly match tutor and student in order that all students can meet with a tutor within one week of filing a tutor request form. Recruit more tutors to work evenings and weekends to support the evening, weekend, and on-line students.
2. Find a location that will house the Tutorial Program separate from the Assessment Program.
3. Open the Tutorial Center on Friday mornings. Hire a part-time hourly classified person in order to extend the hours of building availability.
4. Initiate a publicity campaign to better inform LPC students about the Tutorial Center's services, resources and website.
5. Design a program (such as email tutoring) to assist on-line students or those working off-campus.

## **Program Area: Tutoring**

6. Work collaboratively with faculty, counselors and support staff to develop relevant tutorial center resources and programs (including a supply of textbooks, faculty workshops for tutors, flyers, computer programs, services for re-entry and DSPS students) and suggestions.

### **Staff Needs:**

#### Faculty Positions

- 1.0 FTE – Faculty Tutorial Coordinator
- 0.5 FTE – Faculty Tutorial Instructor

#### Classified Positions

- 1.0 FTE – Support Staff
- 0.25 FTE – Tech Support Specialist
- 1.0 FTE – Tutorial Assistant Coordinator

### **Facility Needs:**

1. The Tutorial Center needs to remain a friendly, relaxed atmosphere that encourages students to seek out tutoring and then feel comfortable during tutoring sessions. The room therefore, should be a large, welcoming room decorated in a comforting palate, which is also important for minimizing the stress many students bring with them.
2. The Tutorial Center needs a designated space to meet the present needs and accommodate future growth. At present we are housed in ½ of the Assessment and Tutorial Center and only have room for 13 tutor/student combinations. At present the situation is not at all adequate and tutors must work in other locations which is not advantageous for evaluations and consistency. Estimated minimum space needed is 1,700 square feet.
3. The Tutorial Center must be accessible to all students including those with disabilities.
4. The Tutorial Center needs a well-lighted and spacious area that will allow a variety of seating arrangements. The main need in the Tutorial Center is enough two person tables and ergonomically sound chairs to meet the growing need. At least two 6-8 person group tables are needed for the instructors and study groups. Comfortable lounge seating is also needed for those who concentrate better in a more relaxed environment.
5. Two areas that would be helpful:
  - a. An outdoor area for students and tutors to meet outside during a lunch time and/or meet the needs of some students who desire fresh air and a more quiet environment.
  - b. A quiet room that is apart from the main room for those who have focusing problems.
6. The Center needs to be a “smart classroom” to incorporate the technology used in the tutor training classes.
7. The Coordinator/Instructor needs an office.
8. There needs to be a reception area and work station for the student assistant or staff person.
9. The room needs to have bookshelves, whiteboards, bulletin boards, 2 file cabinets.

## PROGRAM ACTIVITY PLAN

Program Area: Tutoring

Targets	Activities	Person(s) Responsible	Timeline	Measurable Objectives
<p>Target 1 – Quicker service. Hire more tutors, get returning tutor schedules earlier, and establish a system to more quickly match tutor and student in order that all students can meet with a tutor within one week of filing a tutor request form.</p> <p><u>Target 2 – More Tutors</u> <u>Recruit more tutors for evening and Saturday students as well as athletes and basic skills students</u></p> <p>Target 3 – Publicity Campaign and Greater Visibility Initiate a publicity campaign to better inform LPC students about the Tutorial Center’s services, resources and website. Promote tutorial services through greater visibility on campus.</p>	<p>Require tutors to give a tentative schedule for the next semester at the “end-of-semester” conference.</p>	<p>Coordinator and returning tutors</p>	<p>Fall 2006</p>	<p>A tentative schedule for each returning tutor will be on file before the end of the semester.</p>
	<p>Give students a list of instantly available drop-in tutors until private tutor is assigned.</p>	<p>Coordinator and Student Assistant who processes the request forms.</p>	<p>Begin Fall 2006-in place Spring 2007</p>	<p>Abbreviated list will be available for students beginning in the Fall 2006; full list by Spring 2007</p>
	<p>Document time it takes for students to be assigned a tutor</p>	<p>Coordinator</p>	<p>Fall 2006 and continuing each semester</p>	<p>At least three new tutors will be hired from the “Tutoring Table” placed in front of 700 during the second week of school.</p>
	<p>Hire new tutors during the first week of school in order to have tutors ready to fill requests.</p>			
	<p>Place recruitment flyers on campus for evening and Saturday tutors</p>	<p>Coordinator</p>	<p>Spring 2006</p>	<p>Math, English and Science tutors will be available to meet the needs of evenings, weekend students &amp; athletes</p>
	<p>Meet with the coaches to determine need of athletes</p>	<p>Coordinator</p>	<p>Fall 2006</p>	<p>During evaluations there will be a rise in the number of students who know the services of the ATC.</p>
	<p>Provide a “Tutoring Table” during the second week of school to inform students of resources and services</p>	<p>Coordinator and advanced tutors</p>	<p>Fall 2006</p>	<p>Tutors will report the number of bookmarks they distributed and the number of presentations made.</p>
	<p>Distribute information about ATC in classes at beginning of each semester.</p>	<p>Tutors</p>	<p>Fall 2006</p>	<p>Record number of people accessing site and growth patterns</p>
	<p>Check the website for number of people who have accessed it each semester</p>	<p>Elizabeth Noyes And Coordinator</p>	<p>Fall 2006 – Spring 2008</p>	

## PROGRAM ACTIVITY PLAN

Program Area:        Tutoring

Targets	Activities	Person(s) Responsible	Timeline	Measurable Objectives
<p><u>Target 4 – On-line or Email tutor</u> Design a program (such as email tutoring) to assist on-line students or those working off-campus.</p> <p><u>Target 5 – Meet with Instructors</u> Work collaboratively with faculty, counselors and support staff to develop relevant tutorial center resources and programs (including a supply of textbooks, faculty workshops for tutors, flyers, computer programs and services for re-entry and DSPS students) and receive suggestions for the Tutorial Center.</p> <p>Target 6 – Extended Hours Open the Tutorial Center on Friday mornings. Hire a part-time hourly classified person in order to extend the hours of building availability.</p> <p>Target 7 – New Location Find a location that will house the Tutorial Program separate from the Assessment Program.</p>	<p>Hire and train a tutor who will answer tutoring questions via email</p>	<p>Coordinator Tutors</p>	<p>Spring 2008</p>	<p>At least one tutor will be in place to answer email tutoring questions daily.</p>
	<p>Provide LPC students with an on-line tutoring service (such as Smarthinking)</p>	<p>Dean of Student Services</p>	<p>Fall 2010</p>	<p>An on-line tutoring program will be in place for LPC students.</p>
	<p>Discuss the needs and issues of the Tutorial Center with faculty in various disciplines</p>	<p>Coordinator</p>	<p>Spring 2007</p>	<p>Use interview forms. Keep on file.</p>
	<p>Replenish supply of textbooks in the Tutorial Center</p>	<p>Coordinator and staff; bookstore staff and faculty</p>	<p>Begin Fall 2006- Spring 2008</p>	<p>A usable supply of textbooks will be shelved in the ATC.</p>
	<p>Subject area tutor workshops will be presented by faculty</p>	<p>Coordinator arranged; faculty led.</p>	<p>Fall 2008</p>	<p>Workshops presented; evaluations completed</p>
	<p>Open Center on Friday mornings</p>	<p>Coordinator</p>	<p>Spring 2007</p>	<p>Center will be open.</p>
	<p>Hire a part-time hourly classified person to assist in tutoring and managing the Tutorial Center</p>	<p>VP Student Services</p>	<p>Fall 2008</p>	<p>A part-time hourly person will be hired and working in the Tutorial Center.</p>
<p>New location for the Tutorial Center</p>	<p>VP Student Services Dean Student Services Coordinator</p>	<p>As soon as possible. Immediate Need</p>	<p>The Center will be housed in a new location that is larger.</p>	
<p>Target 8 - Establish and assess student learning outcomes</p>	<p>Work collaboratively with other student services programs to align outcomes</p> <p>Participate in Student Learning Outcomes (SLO) workshops</p> <p>Investigate assessment tools</p>	<p>Program Administrator Program Coordinator Staff</p>	<p>2007-2008</p>	<p>Learning outcomes established One cycle of assessment completed</p>



Service Area: **TUTORIAL CENTER**

INTERNAL EVALUATION ANALYSIS: Service Area Goals

Completed: Spring 2006

Sample Size: (n= 6 )

<u>Overall Objectives:</u>	<u>Current Level of Effectiveness</u>		
	<u>Mean Rating Score</u>	<u>Variance Factor</u>	<u>Grade</u>
<b><u>Goal #1</u></b> Offer accessible and equitable individual and group tutoring opportunities by subject areas which support classroom learning.	3.33	0.66	B +
<b><u>Goal #2</u></b> Maintain an on-going tutor-training program for beginning through advanced tutors that will encourage and enhance quality tutoring.	3.60	0.30	A -
<b><u>Goal #3</u></b> Provide materials that will assist in developing positive study skills and time management abilities in the support of student academic success.	2.83	0.16	B
<b><u>Goal #4</u></b> Collaborate with faculty, counselors and support staff to develop relevant resources and materials to augment tutoring in the subject areas (including a textbook supply, faculty workshops for tutors, flyers, computer programs, as well as services for re-entry, EOPS & DSPS students)	3.50	1.00	B +
<b><u>Goal #5</u></b> Promote tutorial programs and services in the internal and external college community.	3.16	0.16	B
<b><u>Goal #6</u></b> Expand the Tutorial Center staffing, services and resources equivalent to the growth of the college through recruitment strategies that will increase tutor enrollment. This may include partnering with a diversity of student clubs and community groups to provide tutors.	3.33	0.33	B +
<b><u>Goal #7</u></b> Facilitate access to tutoring for on-line and evening students—as well as those who are studying off-campus—with an on-line request for tutoring, on-line study skill and time management articles and the development of an on-line or email tutoring program.	2.40	1.80	C +

**Comments: Suggested Changes/Improvements**

Goal # 2

- don't know if it's 'ongoing'

Goal # 7

- other than on-line request for tutor, I don't see that any of these other things are available
- I'm not aware of tutoring available for these areas, but it may exist
-

**STUDENT SERVICES PROGRAM REVIEW: SATISFACTION/USAGE DATA**  
 Service Area: **TUTORIAL CENTER**

**Point of Service Student Satisfaction Level Ratings**

Data Source: Student Services Program Review Student Evaluation Survey (Spring 2006)  
 Sample Size: (n= 68 )

**Response Analysis**

Question #1		Mean Rating	
Did the program staff answer you questions adequately and completely?	0 1 2 3 4	<u>Score</u>	<u>Grade</u>

Not Answered	0 1 2 3 4	Answered	3.82	A
Adequately/Completely	<----->	Adequately/Completely		

**Question #2**

Do you understand services and resources available to you in this service area?

Do Not Understand	0 1 2 3 4	Completely Understand	3.65	A -
	<----->			

**Question #3**

Was the service you received was provided in a professional and efficient manner?

Not Efficiently Provided	0 1 2 3 4	Service Efficiently Provided	3.87	A
	<----->			

**Question #4**

Was the service you received helpful and responsive to your needs?

Not Helpful or Responsive	0 1 2 3 4	Very Helpful and Responsive	3.81	A
	<----->			

**Question #5**

Was the basic service area environment welcoming and "user-friendly?"

Not User-Friendly	0 1 2 3 4	Very User-Friendly	3.88	A
	<----->			

**Question #6**

Were you satisfied with overall quality of the service you received?

Not Satisfied	0 1 2 3 4	Very Satisfied	3.65	A -
	<----->			

**Question #7**

Would you recommend this service to other students?

Not Recommend	0 1 2 3 4	Highly Recommend	3.90	A
	<----->			

**Question #8**

Do you use the Las Positas College web site to access information about this service area or program?

Never Use Web Site	0 1 2 3 4	Frequently Use Web Site	2.09	B
	<----->			

**Student Comments:**

STUDENT SERVICES SATISFACTION/USAGE DATA

Service Area: **TUTORIAL CENTER**

**Comparison of Service Area Usage and Satisfaction Level Percentages**

Data Source: Student Satisfaction Survey Fall 2005

Sample Size: (n=895)

Operational Definitions

Usage Level= Percentage of students that indicated they had utilized service area.

Satisfaction Level= Percentage of students that indicated they were satisfied with service area utilized.

Quality of Service Evaluation Rating Scale: 4 = Excellent (Satisfied)  
 3 = Very Good (Satisfied)  
 2 = Satisfactory (Satisfied)  
 1 = Poor (Not Satisfied)  
 0 = Very Poor (Not Satisfied)

**Analysis: All Students**

Service Area: **Tutorial Center**

Usage Level (%) = 42.0

Overall Level

Satisfaction (%) = 96.0

Grade= A

Evaluation Rating Level (%)

Excellent 28.0  
 Very Good 37.0  
 Satisfactory 31.0  
 Poor 4.0  
 Very Poor 0.0

Satisfaction Categories (%)

(Group = All Students)

Grade

Quality of Service 94.0 A  
 Knowledge of Staff 92.0 A-  
 Helpful Attitude of Staff 93.0 A  
 Wait-Time for Service 86.0 B  
 Location of Service 94.0 A

**Comparison Analysis: New Students and Continuing Students**

Sample Size: New (n=271) Continuing (n=349)

<u>Service Area</u>	<u>Usage Level</u> (%)		<u>Satisfaction Level</u> (%)	
	New	Continuing	New	Continuing
<b>Tutorial Center</b>	38.0	49.0	98.0	94.0
			Grade= A	A

Evaluation Rating Level (%) - New

Excellent 28.0 Students  
 Very Good 42.0  
 Satisfactory 28.0  
 Poor 1.0  
 Very Poor 1.0

Evaluation Rating Level (%) - Continuing

Excellent 25.0 Students  
 Very Good 39.0  
 Satisfactory 30.0  
 Poor 6.0  
 Very Poor 0.0

Satisfaction Categories (%)

(Group = New)

Grade

Quality of Service 95.0 A  
 Knowledge of Staff 92.0 A-  
 Helpful Attitude of Staff 93.0 A  
 Wait-Time for Service 87.0 B  
 Location of Service 93.0 A

Satisfaction Categories (%)

(Group = Continuing)

Grade

Quality of Service 94.0 A  
 Knowledge of Staff 91.0 A-  
 Helpful Attitude of Staff 95.0 A  
 Wait-Time for Service 88.0 B+  
 Location of Service 95.0 A

**Note:**

New enrolled group includes new (first term any college), transfer (first term at Las Positas/previously attended another college), and returning (previously attended Las Positas) students responding to survey. Continuing group includes only students that attended Las Positas during Fall Semester.

**Comparison Analysis: Full-Time Students and Part-Time Students**

Sample Size: Full-Time (n=517) Part-Time (n=257)

<u>Service Area</u>		<u>Usage Level (%)</u>		<u>Satisfaction Level (%)</u>	
Full	Part	Full	Part	Full	Part
<b>Tutorial Center</b>		46.0	29.0	97.0	95.0
		Grade=		A	A

<u>Evaluation Rating Level (%)</u> -Full-Time			<u>Evaluation Rating Level (%)</u> -Part-Time		
Excellent	27.0	Students	Excellent	30.0	Students
Very Good	39.0		Very Good	39.0	
Satisfactory	31.0		Satisfactory	27.0	
Poor	3.0		Poor	5.0	
Very Poor	0.0		Very Poor	0.0	

<u>Satisfaction Categories (%)</u> (Group = Full)			<u>Satisfaction Categories (%)</u> (Group = Part)		
		<u>Grade</u>			<u>Grade</u>
Quality of Service	95.0	A	Quality of Service	91.0	A-
Knowledge of Staff	93.0	A	Knowledge of Staff	92.0	A-
Helpful Attitude of Staff	92.0	A-	Helpful Attitude of Staff	93.0	A
Wait-Time for Service	83.0	B-	Wait-Time for Service	91.0	A-
Location of Service	93.0	A	Location of Service	91.0	A-

**Note:**

Full-time group includes students enrolled in 12 units or more.

Part-time group includes students enrolled in less than 12 units.

**Comparison Analysis: Day Students and Evening Students**

Sample Size: Day (n=702) Evening (n=91)

<u>Service Area</u>		<u>Usage Level (%)</u>		<u>Satisfaction Level (%)</u>	
Day	Evening	Day	Evening	Day	Evening
<b>Tutorial Center</b>		41.0	25.0	97.0	94.0
		Grade=		A	B+

<u>Evaluation Rating Level (%)</u> -Day			<u>Evaluation Rating Level (%)</u> -Evening		
Excellent	28.0	Students	Excellent	18.0	Students
Very Good	39.0		Very Good	44.0	
Satisfactory	30.0		Satisfactory	33.0	
Poor	3.0		Poor	6.0	
Very Poor	0.0		Very Poor	0.0	

<u>Satisfaction Categories (%)</u> (Group = Day)			<u>Satisfaction Categories (%)</u> (Group = Evening)		
		<u>Grade</u>			<u>Grade</u>
Quality of Service	94.0	A	Quality of Service	95.0	A
Knowledge of Staff	92.0	A-	Knowledge of Staff	99.0	A
Helpful Attitude of Staff	92.0	A-	Helpful Attitude of Staff	95.0	A
Wait-Time for Service	85.0	B	Wait-Time for Service	94.0	A
Location of Service	93.0	A	Location of Service	88.0	B+

**Note:**

Day group includes students enrolled only in day or combination of day and evening courses.

Evening group includes students enrolled only in evening and/or Saturday courses