

**TUTORIAL CENTER
PROGRAM REVIEW Fall 2018**

Program: Tutorial Center

Division: SLPC

Date: October 22, 2018

Writer(s): Jin Tsubota

SLO/SAO Point-Person: Jin Tsubota

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 2017-18 academic year. It should describe plans starting now and continuing through 2018-19. 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 has specific questions to be filled out by all programs this year. The third section is an SLO/SAO update. The fourth section is a review of curriculum. Only programs with curriculum need to complete Section 4.

Topics: A list of topics of particular interest to Program Review readers can be found here:

<https://goo.gl/23jrxt>

Help: Contact Karin Spirm: kspirm@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 22.
- 4) Send an electronic copy of this form to Karin Spirm and your Dean by October 22.

Links:

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

Fall 2017 Program Review Updates: <https://goo.gl/pkv76m>

Frequently Asked Questions: <https://goo.gl/ilhRtt>

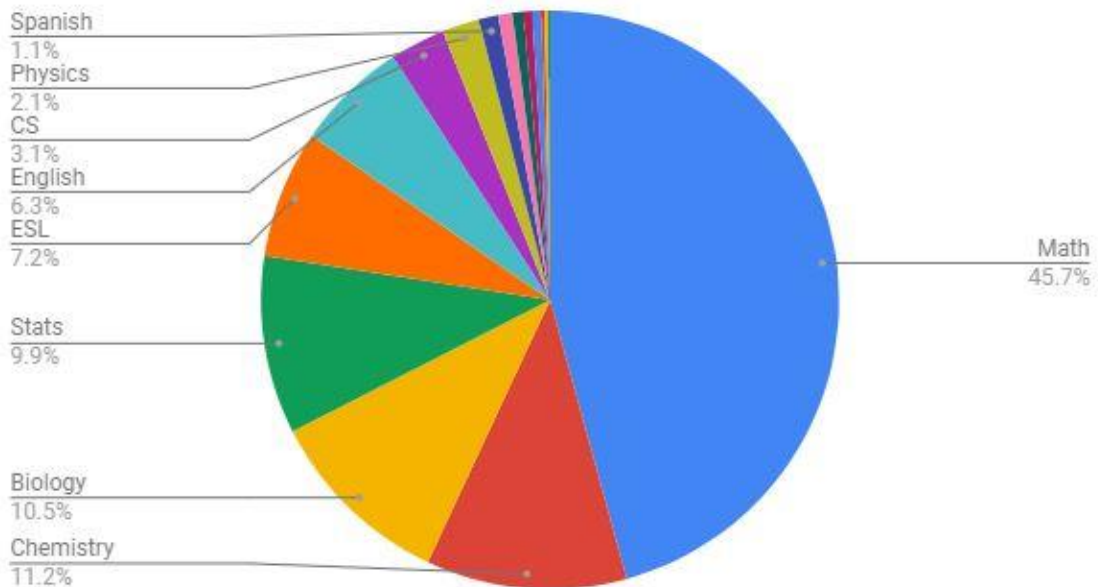
A. Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.

During the 2017-18 academic year¹, students at Las Positas College received 11,176 hours of in-person tutoring from 41 instructors and 95 peer tutors. Students studied in the Tutorial Center for 18,235 cumulative hours. In addition, 486 students received 714.75 hours of online tutoring via NetTutor.

Types of In-Person Tutoring

- **Drop-In Tutoring:** Unlimited drop-in tutoring was available during the 2017-18 year from both peer tutors and instructors.
 - 1,035 students received 2,382 and 971 hours of drop-in tutoring during the academic year and the ASLPC-sponsored Prep2Pass event, respectively.
 - 264 students received 479 hours of drop-in tutoring at the Reading and Writing Center (RAW)
- **Scheduled Tutoring:** Weekly scheduled small-group peer tutoring was available from community volunteers and paid peer tutors during the 2017-18 year. Tutoring availability was typically determined on a "first-come-first-served" basis. Scheduled peer tutoring was typically limited to two hours per week per student.
 - 1,007 students received 7,344 hours of scheduled tutoring.
 - During Spring 2018, the Tutorial Center continued to take paper requests for tutoring and began to use TutorTrac for digital scheduling.
 - **Scheduled Tutoring Demand:** STEM tutoring accounted for 83% of the 1,006 written requests for scheduled tutoring during the 2017-18 year. Indeed, the overwhelming majority of tutoring conducted during the year was STEM based.

2017-18 Tutor Requests by Subject



¹ Data reported for the 2017-18 academic year was collected from historical documents left from the previous part-time Tutorial Center Coordinator; the Las Positas Research, Planning & Institutional Effectiveness Department; and the Las Positas Teaching and Learning Center. Of note, the new full-time Tutorial Center Coordinator, Jin Tsubota, started the summer of 2018 and did not collect any data reported for the 2017-18 academic year.

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 2017).

Changes to Program: As of Fall 2018, the following changes have occurred at the Tutorial Center:

- Staffing: A full-time coordinator has been hired.
- Vision: A one-year Vision and Values Statement was drafted based on the existing Mission Statement for the Tutorial Center.
- Scheduling/Technology: All scheduling for tutoring is done by students online with TutorTrac.
- Curriculum: All classes have been updated on CurricUNET.
- SLOs: All SLOs and SAOs have been revised on eLumen.
- Budget: A tutoring budget from the General Fund, Basic Skills, and BSOTTS was clearly defined at the *start* of the semester.
- Digital Systems: All Tutorial Center documents and spreadsheets are being digitized and placed on a server.
- Expanded Services:
 - Additional tutoring hours are provided at the Math Emporium and Math Learning Center. These tutors are funded through the BSOTTS grant.
 - Tutoring is provided for Music and Graphic Design.

Needs for Program:

- Institutionalized Budget: As mentioned in previous Program Reviews, the Tutorial Center needs an institutionalized budget to expand, maintain, and improve academic support programs. With the coming implementation of AB 705 and the new funding model, stable long-term tutorial program development is essential for increasing student success rates. For example, after the BSOTTS grant expires in December 2018, the Tutorial Center budget will be cut by ~33% between the Fall and Spring semesters. Tutors may be laid off or have their hours cut if additional funding is not secured. Developing a robust tutoring program is difficult amidst the culture rebuilding that must happen after budget cuts.
- Collaboration: Campus-wide collaboration is needed to deliver tutorial services in a manner which increases success rates in courses. Data in Section 1 D indicates students with higher GPAs may use tutoring at higher rates than students with lower GPAs. Systems need to be created to identify and encourage struggling students in classes to use tutorial services at a higher rate to increase student success. For example, for some courses, scheduled peer-tutoring is only available for about two students in each section; to increase success rates, systems need to be created to deliver services to the two students who may need it the most.
- Textbooks: The Tutorial Center needs current textbooks for STEM classes to better support student success. Most the textbooks in the Tutorial center are out of date.
- Facilities: Facility needs are listed in Section 2 C

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	X	Services to Students
X	Curriculum committee items	X	Financial/Budgetary	X	LPC Collaborations	X	SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy	X	Technology Use
X	External Factors	X	Learning Support		Professional Development		

C. Reflection: What plans from the [2017 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews.

TutorTrac: Online tutor scheduling software has been implemented, eliminating the need to manually schedule thousands of tutoring sessions each semester. This was made possible by HSI purchasing TutorTrac and hiring a part-time Instructional Assistant to learn, implement, maintain, and train other staff during Spring, Summer, and Fall 2018.

Budget: The Tutorial Center general fund budget has been supplemented by the Basic Skills Committee and by the BSOTTS grant.

Additional achievements are listed above in Section 1 B.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://goo.gl/23jrxr				
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	x	LPC Planning Priorities	x	Services to Students
	Curriculum committee items	x	Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy	x	Technology Use
	External Factors	x	Learning Support		Professional Development		

D. 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 packets available; if your program does not have a data packet, 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: <http://www.laspositascollege.edu/research/progrev.php>

Course Success Rates Dashboard can be found at the bottom of this page: <http://www.laspositascollege.edu/research/outcomes.php>

During Fall 2017; 1,057 of 9,372 students (11%) used the Tutorial Center. Similarly, approximately 1,000 students used the Tutorial Center during Spring 2018².

Trend Overview:

- Outreach: Data indicates outreach efforts, outlined in last year's program review, for basic skills courses was effective. Similarly, students with disabilities used tutoring at higher rates than students without disabilities.
- Distribution: It seems that students with higher GPAs used tutoring at higher rates than students with lower GPAs. Female students used tutoring at higher rates than male students.

² During Spring 2018, the Tutorial Center switched usage recording systems from SARS to TutorTrac. Although usage data was available, no data was accessible for the total number of unique users between the two systems.

Trend Details: The 1,057 students receiving in-person tutoring for Fall 2017 can be categorized by the following criteria:

- **Basic Skills Course Status:** Students at Las Positas who were taking a basic skills course used tutoring at a higher rate than students who were only taking no basic skills courses.

Basic Skills Course Status	Basic Skills	No Basic Skills
Number of students who used tutoring for a course	364	693
Total number of students Fall 2017	1301	8071
% of students using tutoring	28%	9%

- **Disability:** Students at Las Positas who have any disability used tutoring at higher rates than students who do not.

Disability	Any Disability	No Disability
Number of students who used tutoring for a course	180	877
Total number of students Fall 2017	788	8584
% of students using tutoring	23%	10%

- **GPA:** Students at Las Positas with higher GPAs used tutoring at a higher rate than students with lower GPAs³.

GPA	0 - 2.49	2.5 - 2.99	3.0 - 3.49	3.5 and above	No GPA
Number of students who used tutoring for a course	121	145	146	151	494
Total number of students Fall 2017	1531	1398	1346	1129	3968
% of students using tutoring	8%	10%	11%	13%	12%

- **Gender:** Female students at Las Positas used tutoring at a higher rate than male students.

Gender	Female	Male	Unknown
Number of students who used tutoring for a course	631	407	19
Total number of students Fall 2017	4690	4523	159
% of students using tutoring	13%	9%	12%

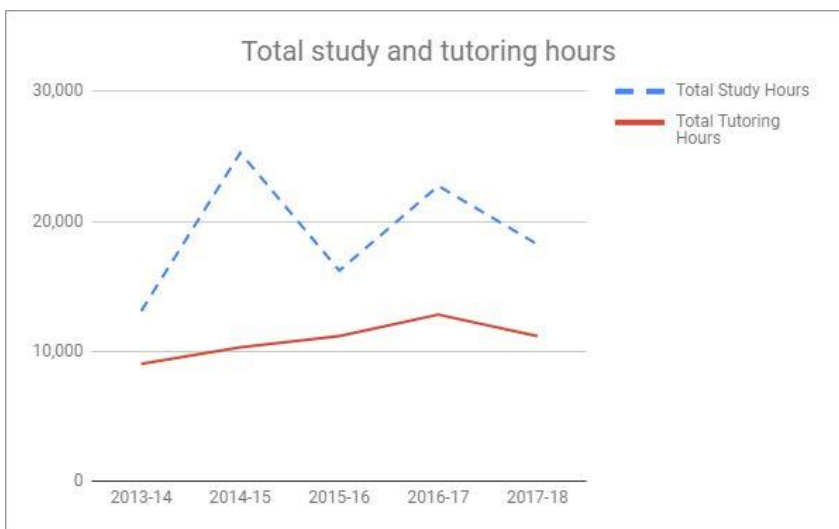
Mark an X before each area that is addressed in your response.			Definitions of terms: https://goo.gl/23jrxt		
Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	x	LPC Planning Priorities	x Services to Students
Curriculum committee items		Financial/Budgetary		LPC Collaborations	SLO/SAO Process
Enrollment Management		Human Resources		Pedagogy	Technology Use
External Factors	x	Learning Support		Professional Development	

³ This correlation may mean that higher-GPA students sign up for tutoring more or tutoring is working so well that it is increasing student GPAs significantly.

E. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:

- **Data generated by your program**
- **CEMC Data**
- **Labor Market Data**

In the past five years, there has been an overall increase in the total number of study and tutoring hours at the Tutorial Center. Despite some irregularities, there appears to be an upward trend.



Mark an X before each area that is addressed in your response.			Definitions of terms: https://goo.gl/23jrxt					
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input checked="" type="checkbox"/>	LPC Planning Priorities	<input checked="" type="checkbox"/>	Services to Students
<input type="checkbox"/>	Curriculum committee items	<input type="checkbox"/>	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Enrollment Management	<input type="checkbox"/>	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Technology Use
<input type="checkbox"/>	External Factors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	

F. 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 B-E).

Data from Fall 2017 indicates tutoring in the Tutorial Center is correlated with a 5% and 8% increase in success rates for STEM and Non-STEM classes, respectively. It appears that STEM tutoring efficacy is increasing, while Non-STEM tutoring efficacy is decreasing. Of course, causality and impact cannot accurately be inferred. Tutoring may cause higher success rates; or students with better habits of mind may seek out tutoring at higher rates. Differences between years can not accurately be analyzed since the current Tutorial Center Coordinator was not working during the years listed below.

Course Discipline	Received Tutoring in Course								No Tutoring in Course								Diff. in Success (row)
	Success		Non-success		Withdrawal		Total		Success		Non-success		Withdrawal		Total		
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	
STEM																	
Fall 2015	71	63%	17	15%	25	22%	113	100%	695	68%	116	11%	210	21%	1,021	100%	-5%
Fall 2016	110	67%	33	20%	22	13%	165	100%	704	67%	136	13%	216	20%	1,056	100%	0%
Fall 2017	185	75%	28	11%	33	13%	246	100%	1,054	70%	183	12%	271	18%	1,508	100%	5%
Non-STEM																	
Fall 2015	132	83%	15	9%	13	8%	160	100%	1,701	67%	423	17%	408	16%	2,532	100%	15%
Fall 2016	129	79%	23	14%	12	7%	164	100%	1,655	67%	426	17%	379	15%	2,460	100%	11%
Fall 2017	196	77%	42	17%	15	6%	253	100%	2,150	69%	426	14%	519	17%	3,095	100%	8%

Mark an X before each area that is addressed in your response.

Definitions of terms: <https://goo.gl/23jrxr>

<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input checked="" type="checkbox"/>	LPC Planning Priorities	<input checked="" type="checkbox"/>	Services to Students
<input type="checkbox"/>	Curriculum committee items	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Enrollment Management	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Technology Use
<input type="checkbox"/>	External Factors	<input checked="" type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	

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

Obstacles for the Tutorial Center during the 2017-18 academic year cannot accurately be assessed because the current Tutorial Center Coordinator was not working then. The following obstacles described are for the current 2018-19 academic year.

Scope: The Tutorial Center may be ill-equipped to provide the necessary support given the coming implementation of AB 705 and the new funding model. Given that approximately 66% of students arriving at Las Positas College are unprepared for college in both English and Math, the Tutorial Center does not have adequate resources to meet the needs of these students; the Tutorial Center currently provides services to approximately 12% of Las Positas Students. Carefully-crafted and robust systems and policies need to be developed to adequately serve these students and increase success rates.

Budget Instability: As mentioned previously, the Tutorial Center is expecting a ~33% reduction of funds between the Fall and Spring semesters when the BSOTTS grant expires in December 2018. Additionally, the Tutorial Center's temporary Instructional Assistant's contract expires in December 2018 resulting in a 20% reduction in staff hours. Given these circumstances and the enormous effort required to stabilize culture during reductions, the Tutorial Center may not be able

to fulfill Las Positas' planning priority of expanding Tutorial Services this year. Outreach has actually been minimized during Fall 2018 to "save" hours for Spring 2019 in hopes of mitigating the decrease in funding and the anticipated decrease in organizational morale.

Institutional Collaboration: Current Tutorial Center policies and procedures, external factors, and Las Positas planning priorities may be slightly misaligned. The planning priorities for Tutorial Services are to "[expand] tutoring services to meet demand and support student success in Basic Skills, CTE, and Transfer courses." Data presented in Section 1E and 1F indicate that tutoring services are both expanding and supporting student success, respectively. However, this may not significantly increase the percentage of students succeeding in courses if higher GPA students are using the resources at a greater rate, as indicated by data in Section 1D. Increasing the success rates of courses is important given the impending implementation of AB 705 and the new funding formula. This slight change in focus is consequential. If tutoring continues to be marketed school-wide as a "first-come first-served" scarce resource, students with the most agency and volition may hoard the resource leaving fewer tutoring hours for students who may actually need the help more. A shift needs to occur to create systems which increase success rates in courses by effectively delivering more instructional support to students who are struggling.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxr			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	x	LPC Planning Priorities	x	Services to Students
	Curriculum committee items		Financial/Budgetary	x	LPC Collaborations		SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy		Technology Use
x	External Factors	x	Learning Support		Professional Development		

H. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 2018-19.

The most important plan for this year is to co-create a five-year vision and associated values statement for the Tutorial Center. The purpose is to align all policies, procedures, curriculum, and systems to a common goal. This vision will also be aligned to institutional goals including, but not limited to, the implementation of AB 705 and the new funding formula. Input will be gathered from multiple stakeholders including Instructional Assistants, tutors, students, and faculty.

Additional plans include many success-based initiatives. The Tutorial Center will continue to collaborate with the Math and English departments to tailor tutoring support systems for the future implementation of AB 705. Systems, such as a student referral, will be prototyped to identify and encourage struggling students in classes to use tutorial services at a higher rate. Similarly, different systems will be prototyped to effectively deliver academic support for disproportionately impacted student groups. Likewise, increasing tutoring accessibility for ESL students will be addressed; instructions for the new online tutor scheduling system may be modified to accommodate students who have difficulties reading English or using technology.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxr			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	x	LPC Planning Priorities	x	Services to Students
	Curriculum committee items		Financial/Budgetary	x	LPC Collaborations		SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy		Technology Use
x	External Factors	x	Learning Support		Professional Development		

I. 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).

It is difficult to detail long-term strategic plans in the absence of a long-term Vision statement. General plans include creating, maintaining, and improving systems which increase student success rates in courses. These plans may include a tutoring referral system and embedded tutoring in different campus locations.

The Tutorial Center staff will also continue to attend and give input for all meetings related to the new multidisciplinary 2100 building which will house the new Tutorial Center and related services.

Mark an X before to each area that is addressed in your response.			Definitions of terms: https://goo.gl/23jrxr				
	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	X	Services to Students
	Curriculum committee items		Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy		Technology Use
	External Factors	X	Learning Support		Professional Development		

Section Two: Current Topics (Required for All Programs)

A. Educational Master Plan: A list of goals and strategies appears on page ii of the Educational Master Plan, which can be accessed here:

http://www.laspositascollege.edu/about/assets/docs/LasPositas_Ed_Master_Plan.pdf

If applicable, describe how your program's upcoming plans reflect the goals described in the college's Educational Master Plan (your plans are described in Section 1, Questions H-I, or on a previous program review if you did not complete this year's Program Snapshot).

Aligning the Tutorial Center's five-year vision with the Educational Master Plan (EMP) is essential for campus-wide collaboration as discussed in Section 1 G. Overlapping topics include:

- Educational Excellence, Basic Skills: Tutorial Center policies will be aligned the EMP goal of achieving educational excellence by "comprehensively [addressing] and [providing] for the needs of students requiring basic skills." Past outreach efforts have already shown to be effective. Collaborations to support students with basic skills have already begun during campus-wide AB 705 meetings.
- Educational Excellence, Tutoring Services: During Fall 2018, the Tutorial Center has already begun exploring "a range of options to expand tutoring services" as outlined in Section 1H. Some ideas include:
 - Student referrals for tutoring
 - Embedded tutoring with additional departments and learning community groups
 - Additional outreach and assistance for ESL courses

B. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? yes no

Program-set standard data can be found on this page:

<http://www.laspositascollege.edu/research/outcomes.php>

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

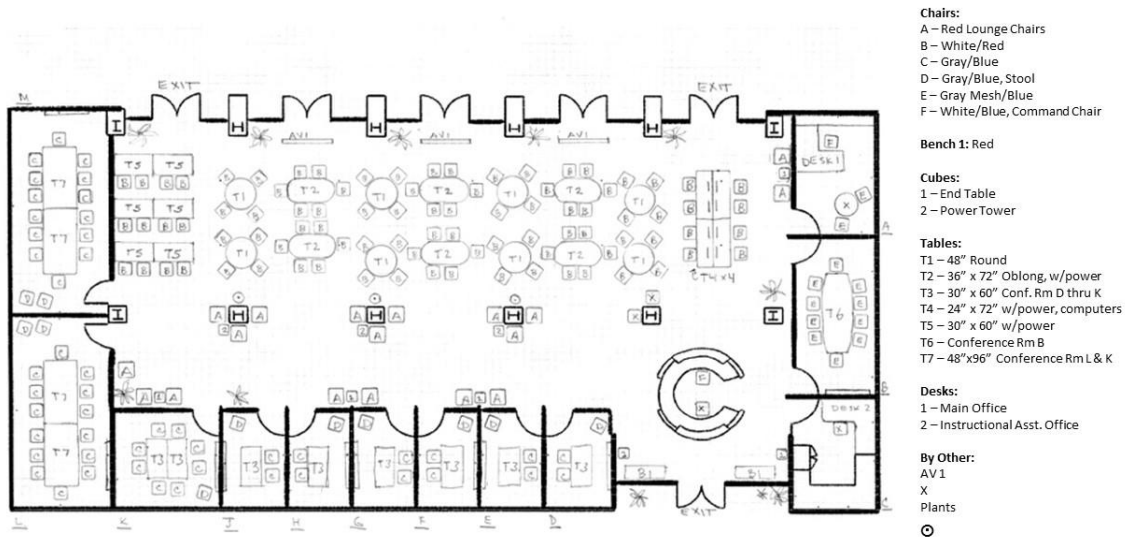
Not applicable

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

Facilities, Supplies, Equipment: The Tutorial Center is in need of the following:

- **New Furniture:** As stated in the previous year's program review, the Tutorial Center is in need of new furniture. Per last year's review, "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 [and furniture] is starting to show wear." A quote for new furniture has been submitted in Fall 2018 and is pending approval. See diagram below.

Las Positas College – Tutorial Center Layout



- **Digital Whiteboards:** Digital whiteboards are needed to compliment the multitude of ways Las Positas instructors are using digital technology. Many classes use online technologies to deliver content. Digital whiteboards will allow tutoring to integrate seamlessly with online course content. A quote for digital whiteboards has been submitted in Fall 2018 and is pending approval.
- **Automated Blinds:** As stated in the previous year's program review, blinds are needed for the Tutorial Center in the event of a lockdown. The current blinds on the west-facing wall do not adequately cover the windows and obstruct line of sight during a lock down. Virtually the entire west-facing wall is glass. Likewise, the current blinds do not adequately shield sunlight entering during the late afternoon. Students are unable to work in certain areas of the Tutorial Center in the afternoon due to the blinding sunlight. A request for quote has been submitted to a local company.
- **Lighting:** The lobby area of the Tutorial Center is grossly underlit during the night. Tutors complain it is similar to a "candlelight dinner." The five main light fixtures need to be replaced with fixtures with higher lumens. A request for quote has been submitted to a local company.
- **Carpet:** The carpet in the Tutorial Center needs to be repaired. It is torn and split in multiple locations.
- **Computer workstations:** The Tutorial Center may expand and embed tutors in additional locations on campus. If this is the case, additional TutorTrac computer stations will be needed to rigorously track attendance.

- **New facilities:** As mentioned in the previous year's program review, the Tutorial Center needs to be located in close proximity to other services to provide centralized learning support for LPC students. The Tutorial Center Coordinator needs to be involved with all design development meetings with the architect for the new Learning Center complex.

D. Professional Development

Section 87153 of California Education Code specifies the type of Professional Development activities that may be funded by the Community College Professional Development Program. You can review these activities here: <https://goo.gl/w8sqBM>

D1. Summarize the aspects of professional development that have been working well for your program. This might include the process of obtaining funds, the types of training your program members have been attending, etc.

Development of innovations in instructional and administrative techniques and program effectiveness: The implementation of the TutorTrac scheduling software has eliminated the need to schedule thousands of tutoring sessions by hand. Students now have the ability to schedule themselves, freeing up much needed time to maintain other aspects of the Tutorial Center. TutorTrac implementation was made possible by HSI hiring a part-time Instructional Assistant to learn, implement, maintain, and train other staff during Spring, Summer, and Fall 2018.

D2. Summarize any needs, desires and visions your program has regarding professional development, as well as any challenges.

Maintenance of technical knowledge and skills: Given the complexities of the new tutor-scheduling software, TutorTrac, periodic TutorTrac training needs to occur for the Tutorial Center Coordinator and Instructional Assistant. Similarly, spreadsheet and data-analysis training are required for the Instructional Assistant to maintain accurate records of hundreds of students receiving thousands of hours of support each year.

Retraining to meet changing institutional needs: The Tutorial Center Coordinator may need additional leadership coaching to meet changing institutional needs. In particular; AB 705, the chancellor's Vision for Success, and the new funding model may require dramatic changes to the Tutorial Center Program in coordination with multiple departments. Leadership coaching may facilitate these changes.

E. Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

Not Applicable

Section Three: SLO/SAOs (Required for All Programs)

A. In the box below, copy and paste your “Plans for Analysis of SLO/SAO Data” from last year’s Program Review. This plan can be found in the [2017 Program Review](#) Section 1 Question L.

(If discussing multiple PSLO/SAOs copy the box below as needed.)

Circle One: (Not Applicable; Plans for Analysis Not Available) CSLO PSLO SAO
Course, Program Name, or Student Service Area: (Not Applicable; Plans for Analysis Not Available)
Text of CSLO/PSLO/SAO: (Not Applicable; Plans for Analysis Not Available)
If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO. (Not Applicable; Plans for Analysis Not Available)

B. Below, report on your program’s progress on the plan described in Question (A) above.

Text of CSLO/PSLO/SAO: (Not Applicable; Plans for Analysis Not Available)
SLOs: Assessment data collected from _____ sections over _____ semesters. SAOs: Assessment data collected from _____ students over _____ semesters.
Describe the quantitative or qualitative results: (Not Applicable; Plans for Analysis Not Available)
Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future: (Not Applicable; Plans for Analysis Not Available)
What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes? (Not Applicable; Plans for Analysis Not Available)
DO you plan to continue tracking this SLO in the next year? Explain. (Not Applicable; Plans for Analysis Not Available)

C. Planning: What are your future plans (either new or continuing) for SLO/SAO analysis for next year? Identify the PSLOs, CSLOs, or SAOs that your program plans to focus on the upcoming year with subsequent analysis (next year's program review). (Copy the box below as needed.)

Circle One:

CSLO **PSLO** **SAO**

Course, Program Name, or Student Service Area:

Tutorial Center

Text of CSLO/PSLO/SAO:

All SAOs and SLOs for the Tutorial Center have been rewritten in Fall 2018 and are as follows:

SAOs

- Las Positas students should be able to describe and use the services of the Tutorial Center.
- Students who receive tutoring should experience a welcoming, empathetic, and supportive environment.
- Students who receive tutoring should improve their grades as a result of tutoring.

Tutor Training Courses (TUTR 17A, 17B, 17C) SLOs: Upon completion of this course, students should be able to:

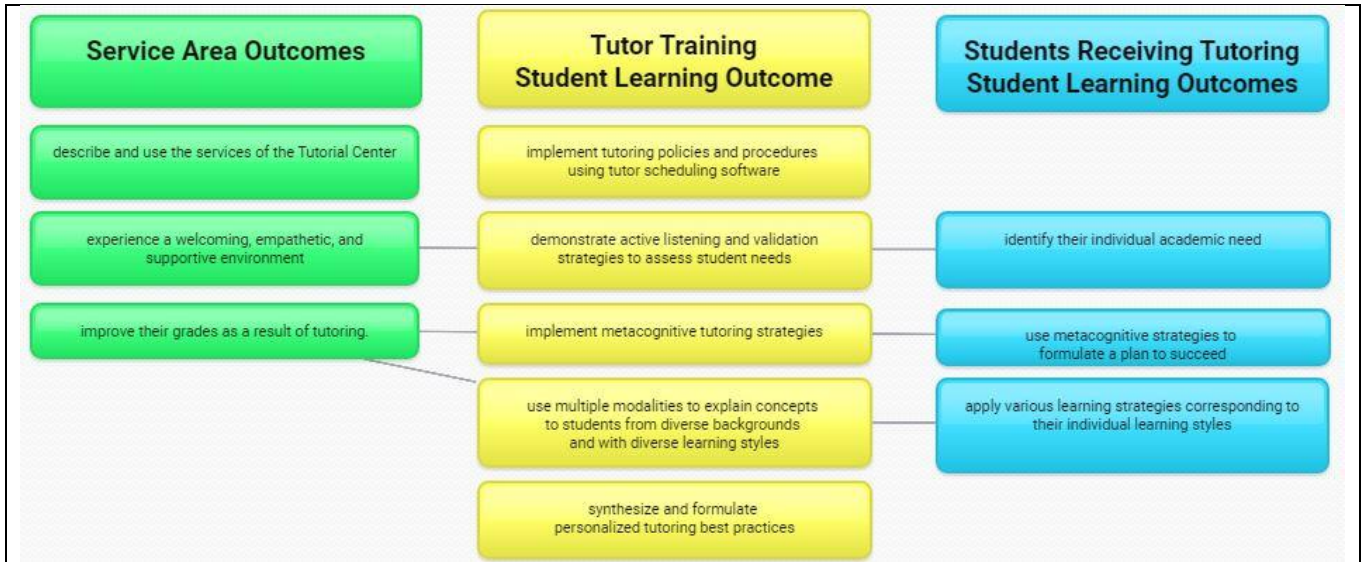
- implement tutoring policies and procedures using tutor scheduling software. (17A)
- demonstrate active listening and validation strategies to assess student needs. (17A, 17B, 17C)
- implement metacognitive tutoring strategies. (17B)
- use multiple modalities to explain concepts to students from diverse backgrounds and with diverse learning styles. (17C)
- synthesize and formulate personalized tutoring best practices. (17A, 17B, 17C)

Open-entry/open-exit supervised-tutoring course for students receiving tutoring TUTR 200(1) SLOs:

Students regularly receiving tutoring should be able to:

- identify their individual academic needs.
- use metacognitive strategies to formulate a plan to succeed.
- apply various learning strategies corresponding to their individual learning styles.

Furthermore, all SAOs and SLOs have been mapped and aligned to the outcomes of the students who are receiving tutoring to ensure they are learning and achieving success (see diagram below).



SAOs and SLOs will be analyzed to determine the strengths and weaknesses of the program. The above map will be used to determine how resources need to be allocated to ensure student success.

If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

(Not Applicable)

D. SLO/SAO Suggestions (optional): What questions or suggestions do you have regarding SLO/SAO planning, assessment and reporting?

(Not Applicable)

**Section Four: 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.

All courses have been updated Fall 2018 including:

- TUTR 17A
- TUTR 17B
- TUTR 17C
- TUTR 200(1)

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.

(Not Applicable)

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.

(Not Applicable)