

PROGRAM REVIEW Fall 2019

Program: Tutoring Center

Division: SLPC

Date: 10/21/19

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.

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 2019-20 academic year. It should describe plans starting now and continuing through 2020-21. 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 a review of curriculum. The fourth section is a review of data for CTE programs. Only programs with curriculum need to complete Section 3, and only CTE programs need to complete Section 4.

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

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 21.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by October 21.

Links:

Program Review Home Page: <https://bit.ly/2Y0j7fW>

Fall 2018 Program Review Updates : <https://bit.ly/2GIWzsM>

Frequently Asked Questions: <https://bit.ly/2DHLnfj>

Section One: Program Snapshot

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.

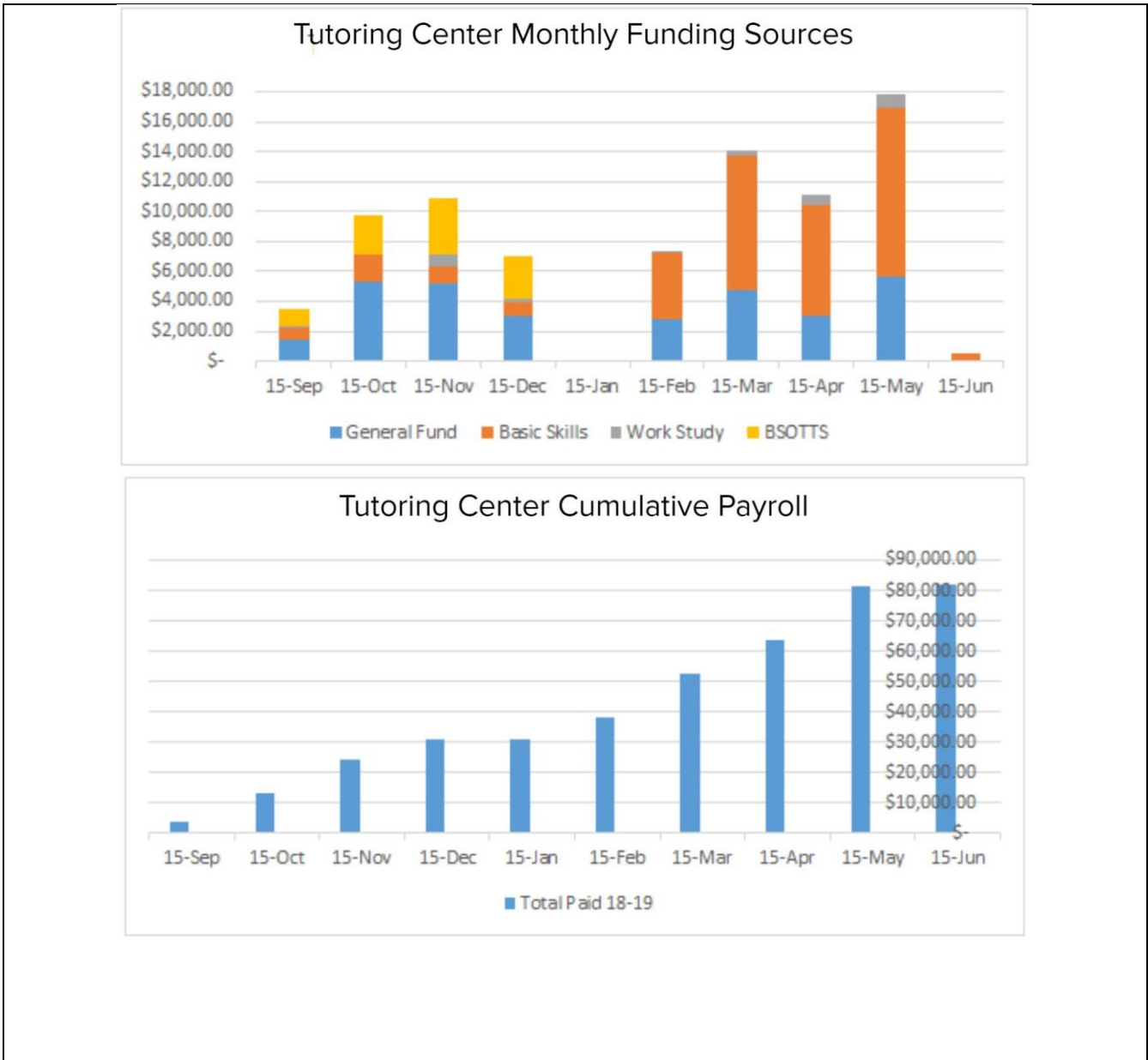
The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Snapshot was submitted in the following semester: Fall 20_____.

- A. 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.**

Examples of program descriptions can be found here: <https://bit.ly/2VwjNvZ>

During the 2018-19 academic year, 1,517 students at Las Positas College received 7,546 hours of scheduled or drop-in tutoring from 36 instructors and 94 peer tutors. Math accounted for approximately half of all tutoring. Embedded tutoring was piloted or was continued in a variety of locations and programs including the Math Emporium, Math Learning Center, Umoja, HSI, CalWORKs, ESL class, English class, Music class, Graphic Design class, and Middle College. Students studied in the Tutoring Center for 13,450 cumulative hours. In addition, 572 students received 707 hours of online tutoring via NetTutor.

Tutors were cumulatively paid \$81,741 during the 2018-19 year. Funding came from the general fund (\$31,294), Basic Skills (\$37,044), work study (\$3,104), and the BSOTTS grant (\$10,300).



B. 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.

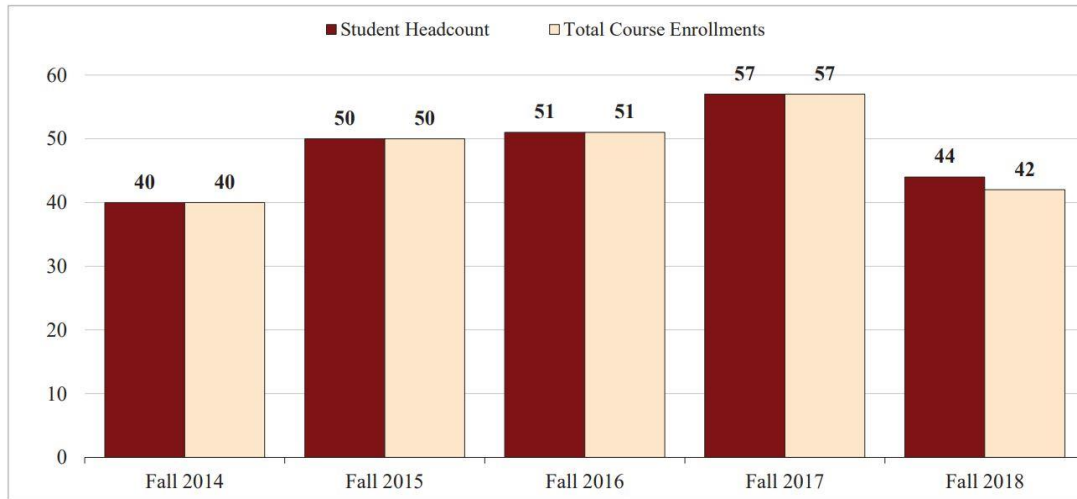
IR Data packets are available here: <https://bit.ly/2lYaFu7>

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

Institutional Research data indicate high tutor turnover seems to be an ongoing issue at the Tutoring Center. Streamlined recruitment and hiring processes need to be established.

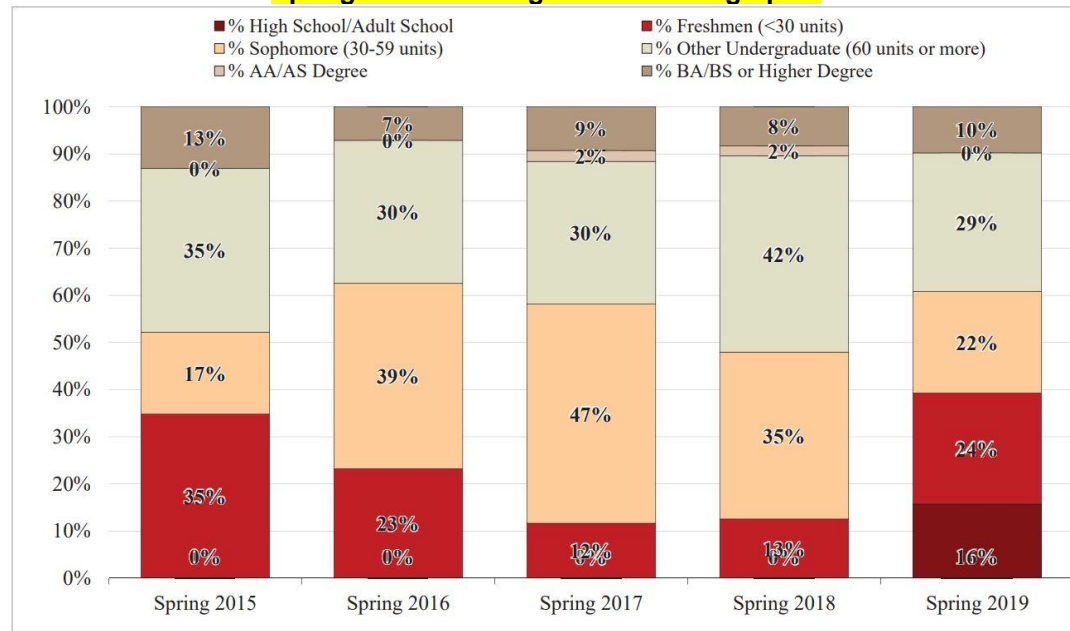
Enrollment for the tutor training classes was lower during Fall 2018 illustrating the inability to hire tutors on short notice in September when the new Tutoring Center Coordinator started.

Fall Enrollment Tutor Training Courses



During Fall 2018, tutors with less units were actively recruited with the intent of increasing long-term retention of tutors. It seemed many tutors in the past quit because they were graduating or transferring. As noted in the graph below, the percentage of college freshman and concurrent-enrollment high school tutors increased during Spring 2019.

Spring Tutor Training Course Demographic



Despite actively recruiting tutors who had fewer units, the withdrawal rate (9%) for the first tutor training course (TUTR 17A) seems to be higher than normal. This may be an indication hiring tutors at the last minute can lead to lower rates of retention.

2018-19 Tutor Training Course Success, Non-Success, and Withdrawal Rates

			2018-19	
			Num	Pct.
TUTR 17	Overall	Success		
		Non-success		
		Withdrawal (W)		
		Total		
TUTR 17A	Overall	Success	49	89%
		Non-success	1	2%
		Withdrawal (W)	5	9%
		Total	55	100%
TUTR 17B	Overall	Success	26	93%
		Non-success	1	4%
		Withdrawal (W)	1	4%
		Total	28	100%
TUTR 17C	Overall	Success	12	100%
		Non-success		
		Withdrawal (W)		
		Total	12	100%

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

Definitions of terms: <https://bit.ly/2LqPxOW>

	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	X	Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items	X	Human Resources		Pedagogy		Student Equity
	External Factors	X	Learning Support		Professional Development		Technology Use

C. 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:

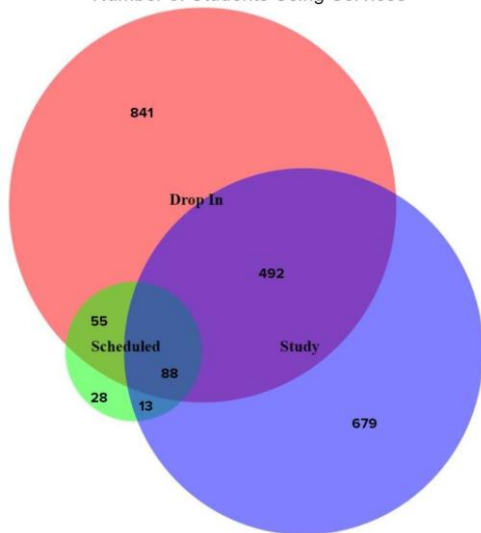
- Data generated by your program
- CEMC Data
- Labor Market Data

During the 2018-19 academic year, 1,517 students received 7,546 hours of tutoring. Despite implementing a cloud-based scheduling system to replace manual scheduling, the overwhelming majority of students received drop-in tutoring compared with scheduled tutoring as indicated by the graphs and diagrams below. Also of note, many students used the Tutoring Center as a place to study, indicating the need for additional study spaces.

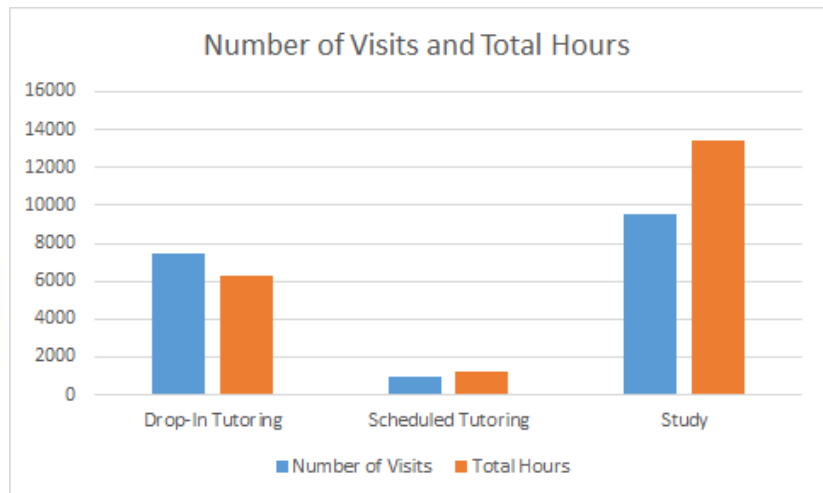
2018-2019 Tutoring Center Visits

Type of Tutoring	Number of Students Using Services	Number of Visits	Total Hours
Drop-In Tutoring	1476	7419	6311
Scheduled Tutoring	184	976	1235
Study	1272	9505	13450
Total	2196	17900	20997

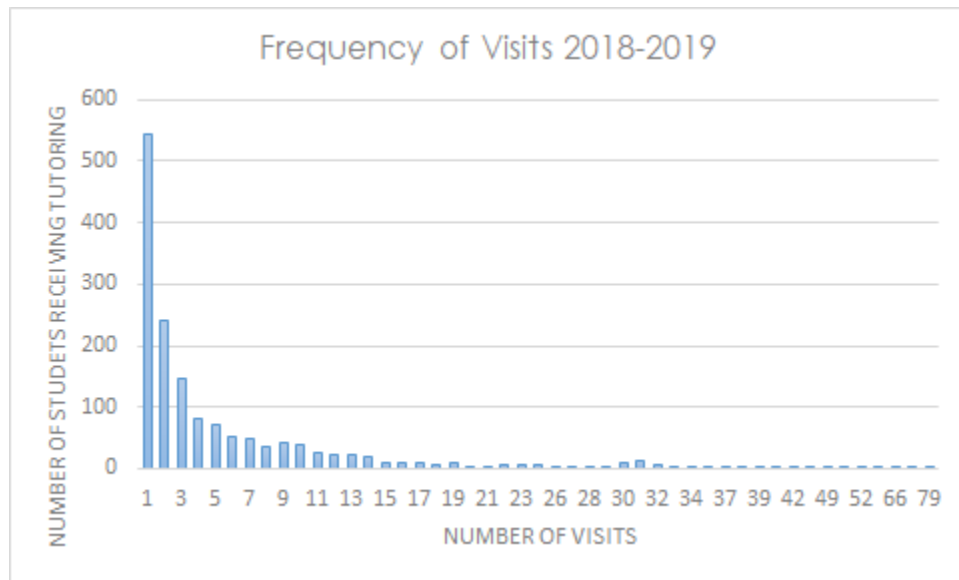
Number of Students Using Services



Number of Visits and Total Hours



It seems the Tutoring Center has difficulty retaining students. Data from 2018-2019 indicates most students who received tutoring do not come more than two times. Of note, 36% (543 of 1517) and 16% (242 of 1517) of students who received tutoring only visited only once and twice, respectively. Additional data needs to be gathered to determine what may be causing low rates of retention and if it affects student success, retention, or learning outcomes.



One possible cause for low retention rates at the Tutoring Center may be due to low levels of supervised tutoring in which tutors receive ample feedback to improve the quality of their service. There is only one full-time faculty member and one full-time instructional assistant for every 60 tutors, making supervision and feedback difficult given the 7,546 hours of tutoring conducted. A 1:30 staff to tutor ratio seems insufficient compared with other tutoring centers. The chart below from a February 2014 survey from the Association of Colleges for Tutoring and Learning Assistance generally shows better staff to tutor ratios at college tutoring centers.

Administrator-to-Staff Ratios for Tutoring Centers (February 2014)

College	Administrators	Tutors	Ratio	Student Population
University of New Haven	2.5	73	1:29.3	6,500
UConn-Storrs	4	94	1:23.5	30,474
Sacred Heart University	6	105	1:17.5	6,407
University of Bridgeport	1	17	1:17	4,842
University of Hartford	2	38	1:19	7,025
Dutchess Community College*	1	18	1:18	10,329
The Military College of South Carolina*	6	68	1:11.3	3,402

Tallahassee Community College	4	100	1:25	20,610
Princeton University	6	85	1:14.17	8,014
Northern Kentucky University	2	100	1:50	15,738
University of Florida*	2	19	1:9.5	51,725
NYU Polytechnic School of Engineering	2.5	36	1:12	4,600
University of South Florida, Tampa	9	~201	1:22.3	32,000
Clemson University	13.5	~200	1:14.8	16,800

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
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Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process	
Curriculum Committee Items	X	Human Resources		Pedagogy		Student Equity	
External Factors	X	Learning Support		Professional Development		Technology Use	

D. Accomplishments: What plans from the [2018 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. Please highlight any positive impacts to students.

Accomplishments from the 2018-2019 academic year involve automating and piloting systems to more efficiently and equitably deliver tutoring services. As noted in the previous section, a low staff to tutor ratio makes it difficult to adequately supervise and provide feedback to tutors. Automated systems lessen the burden on staff with the intent to free up more time. The following steps were implemented to streamline processes.

First, long-term mission, vision, and values statements for the Tutoring Center were created to achieve organizational alignment. A participatory decision making process was used to get “buy in” from staff. With over 60 tutors serving over 1,500 students each year, it’s crucial for a singular vision to exist to align and streamline all policies, processes, and procedures to promote student success. In the absence of regular tutor supervision and feedback, a shared system of values helps create a consistent culture that is needed until more structured observation practices can be implemented. The new mission, vision, and values statements are as follows;

Mission: The Tutoring Center is dedicated to students' educational achievement by providing high-quality learning support relevant to individual needs of the diverse student population and to providing services that will help students become self-reliant, active, and life-long learners.

Vision:

- We take time for personal well-being because it leads to student success.
- We have exceptional customer service.
- We have smooth systems and processes that promote our values.
- We significantly increase success and retention rates.

Values:

- Camaraderie
- Integrity
- Personal well being

Second, all tutor training courses have been completely revised including updated teaching best practices. The curriculum is designed in a way to give tutors more autonomy and encourage tutors to become more self-reliant. For example, all tutor training courses now incorporate scheduled peer-to-peer observations to provide feedback for tutors. Similarly, online discussion boards provide tutors with additional opportunities to collaborate and share best practices with each other.

Third, all systems have been digitized to free up much-needed administrative time. For example, all standard forms were digitized, eliminating the need to recreate entire forms every time a change needs to be made. A shared folder on the server was created eliminating the need to constantly switch computers. Spreadsheets are now used extensively to track which courses the 60 tutors could teach, forecast budgets, and analyze tutoring trends. A non-instructional Canvas site was established for communication purposes, eliminating the need to individually email updates to tutors. Instructional videos were made for students to teach themselves how to sign up for tutoring instead of asking tutors and staff at the front desk.

Finally, a variety of embedded tutoring programs were established or maintained to more equitably deliver services to students with the greatest need. For example, Umoja and Puente have a dedicated embedded English tutor. CalWORKs and HSI both have embedded math tutors. The ESL department has an embedded tutor and four additional scheduled peer tutors.

The impact of these changes is difficult to measure given the limits to administrative time to actually measure the changes. Tutoring Center staff reported positive changes as well; staff indicated they no longer feel as if they are "drowning" from the quantity of work. Anecdotal evidence from students of embedded tutoring programs has been overwhelmingly positive.

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

E. Uncompleted Plans: What plans from your 2018 Program Review have not been achieved and why?

As mentioned in the "Accomplishments" section above, many "internal" systems were revised, digitized, or automated to free up administrative time. The lack of administrative time and support is the primary reason the following two equity-related plans from the 2018 Program Review were not met.

Referral System: A campus-wide rigorous tutoring referral system needs to be implemented to identify students who need to strengthen basic skills such as communication skills, quantitative reasoning, or critical thinking. This system is needed to conduct targeted outreach to students who need the most help. The goals of a campus-wide tutoring referral system are in line with AB 705 implementation, Guided Pathways, and the new funding formula. An efficient tutoring referral system is also needed to collect apportionment for tutoring.

User-Friendly Scheduling: Alternatives to TutorTrac, the online tutor scheduling software, need to be researched to remove barriers to access. Many ESL students with limited computer fluency experienced greater difficulty scheduling a tutor with our new online system. Similarly, many students complained of the poor user interface of TutorTrac. In many cases, we returned to manually scheduling since the user interface of TutorTrac is too difficult for some students to navigate.

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

F. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Please highlight any negative impacts for students.

Challenges, obstacles, and needs for the Tutoring Center can broadly be classified in six categories.

Time: As noted previously, there is currently little administrative time to implement projects to improve the Tutoring Center. Two options are identified to address the issue: 1) hire additional help or 2) create systems to minimize, outsource, and automate responsibilities. The lack of administrative time to adequately coordinate services negatively impacts over 1,500 students who use the Tutoring Center.

Equitable Distribution of Tutoring: As noted in the previous Tutoring Center Program Review, data showed that students with higher GPAs are opportunity hoarding tutoring services. If this is the case, tutoring may actually be exacerbating the equity gap instead of closing it. Systems need to be created to divert resources to students in the lower GPA bands.

Access: Even if resources are funneled to students with lower GPAs, there are still many barriers to entry for tutoring. Challenges include overcoming students' hesitation to seek assistance and purchasing user-friendly tutor scheduling software.

Retention: As mentioned previously, over half of the students getting tutoring only come once or twice. This negatively affects students because they may not be getting the consistent support needed to experience success.

Quality: Preliminary data from the office of Research Planning and Institutional Effectiveness indicate increasing the quantity of tutoring, without increasing tutor support, may have diminishing or negative returns on investment. Systems need to be created to better support tutors to improve student success in all courses.

Budget Instability: The Tutoring Center requires \$82,000 of institutionalized funding. The difficulties in planning and programming over 7,500 hours of tutoring for over 1,500 students is exacerbated by budget instability. At the time of this writing the Tutoring Center does not have a budget for the Spring 2020 semester due to unforeseen circumstances, such as administrative turnover. Aside from the obvious problem of not having any tutoring for the college next semester, the ambiguity of the budget has immediate cultural consequences for the Tutoring Center

that are very difficult to fix. As noted previously, a tremendous amount of time was invested in creating a set of shared values and a consistent culture needed to promote student success at the Tutoring Center. This social currency was eroded because there is less trust in the institution. Student tutors who depend on and were expecting a steady paycheck are now in a compromising situation. Student tutors should not bear the financial burden of budget instability. It is the antithesis of Las Positas' planning priorities to "build capacity to resolve inequities" and "[coordinate] needed academic support"; Las Positas' Mission Statement of being "California's premiere Community College" by "providing ... educational support" and "setting the standard"; and the California Community College's Vision for Success goal of eliminating equity and achievement gaps. We can do better than this.

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	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	X	Services to Students
	Course Offerings	X	Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items	X	Human Resources		Pedagogy	X	Student Equity
	External Factors	X	Learning Support		Professional Development	X	Technology Use

G. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 20-21.

Short-term plans for the Tutoring Center can be broadly classified in nine categories.

Equitable Distribution of Tutoring: As mentioned previously, data suggests tutoring may be exacerbating the equity gap. Three systems/programs are being implemented in an attempt to equitably distribute resources.

- A student assistant was hired specifically to conduct targeted outreach. Outreach efforts have been shifted from broadly advertising tutoring to a more focused approach. Data suggests more skilled students may be opportunity hoarding tutoring resources. Outreach is currently being conducted to basic skills courses to funnel resources to those with the greatest need. Similarly, a campus-wide referral system is being prototyped to selectively outreach to students who may need basic skills support in communication, quantitative reasoning, and critical thinking; regardless of what course they are in.
- To overcome barriers to access, embedded tutoring programs will be continued and/or expanded for disproportionately impacted student groups.
- Encouraging faculty to host office hours in the Tutoring Center may be another excellent opportunity to address the equity gap. For example, at least three faculty members meet at the Tutoring Center to provide support for a weekly Umoja study session.

Access: Removing explicit and implicit barriers to access will benefit all students and may also address the equity gap.

- An explicit barrier to access is that scheduling tutoring on a large scale is complicated. There is no simple and equitable way to match the individual needs of thousands of students with the competencies of 60+ tutors and 30+ instructors. It is a very time-intensive process that requires thoughtful consideration to each unique student's needs to provide qualified competency pairing of tutoring services. Further exacerbating the issue is every student and tutor have different availabilities every semester. Our scheduling software is able to accommodate some of these issues, however, the user interface of the software is substandard. Plans to remove scheduling barriers include:
 - Researching alternative scheduling software with better user interface.
 - Redesigning drop-in tutoring schedules to better accommodate varying student schedules.

- Encouraging faculty to hold office hours in the Tutoring Center. For example, the Chemistry department created an exemplary system in which 10 faculty members hold weekly office hours in the Tutoring Center and advertise they are available to help *any* Chemistry student.
- Overcoming implicit barriers to access may prove to be more challenging. For example, the vulnerability associated with asking for help may be too daunting for students despite the prospective benefit of receiving support and improving their grade. Similarly, some male students do not even consider getting tutoring because they may associate self-reliance as a sign of masculinity. (Data from last year's Program Review indicate male students use the Tutoring Center at a lower rate.) Finally, some students may just associate tutoring with being incompetent and see tutoring as part of a deficit model of education. Plans to overcome implicit barriers include:
 - Hiring tutors who are able to empathize with these barriers or may have experience overcoming them.
 - Training tutors and front desk staff to empathize with these barriers.
 - Creating outreach materials that specifically frame these issues in a positive light.
 - Collaborating with faculty and staff who have already developed the social currency with students to overcome these barriers.

Retention: Similar to the access issues above, plans to increase the Tutoring Center's retention rates include both explicit and implicit strategies. Explicit strategies include supporting tutors more and improving the customer service at the front desk. Implicit strategies involve creating systems and policies to increase the social currency between students and tutors. One student reported that tutoring needs to be "small and intimate" and their classmates never came back for drop-in tutoring because they felt they didn't get the individualized support they needed in a large drop-in setting. Indeed, even some tutors complained they are unable to support students adequately given the time constraints. It seems the solution involves helping fewer students for longer periods of time, however, this approach may add barriers to access instead of reducing them. Current plans involve brainstorming alternative ideas that meet both needs.

Hiring: Hiring procedures will be modified to improve the staff to tutor ratio and to address issues of equity, access, and retention listed above. First, tutors with greater weekly availability will be recruited. This will hopefully reduce the overall number of tutors and administrative oversight needed. Second, applicants will be screened based on a variety of criteria. For example, tutors with greater ethnic diversity will be recruited. Ideally the demographics of the tutors will mirror that of the school. Applicants will also be screened based on their course competencies. The collective competencies of the tutors should ideally match the tutoring needs of the student population. Similarly, applicants with greater evening availability will be recruited to better serve the needs of students who work full time. Tutors with fewer cumulative units will be recruited. Finally, tutors will be screened for their ability to empathize with disproportionately impacted students and/or with implicit issues related to access and retention.

Training: In the absence of recruiting the perfect tutors every semester, tutor and staff training needs to be improved to meet all the needs listed above. Plans include:

- Supporting implementation of tutoring best practices.
- Training tutors on issues related to equity, access, and retention.
- Conducting observations and providing feedback.
- Professionalizing tutors to assume additional responsibilities to free up administrative time.

Reorganization: Research will be conducted to determine the feasibility of hiring professional fulltime tutors. Professional tutors would greatly eliminate the administrative oversight needed to constantly hire and train dozens of student tutors every semester.

Apportionment: Plans to properly collect apportionment includes refining a campus-wide tutoring referral system for students who need to strengthen basic skills such as communication skills, quantitative reasoning, or critical thinking. Similarly, systems need to be created to encourage referred students to sign up for NTUT 200 that do not create additional barriers to access.

Data: Data collection systems need to be built to better assess if tutoring leads to greater success rates. Questions to consider include:

- Are tutoring resources funneled towards students with the greatest need?
- Are tutoring resources funneled to courses or departments with the greatest need?

- What types of tutoring leads to success?
- How much tutoring leads to success? Is there a correlation between tutoring retention and success?
- Do tutoring success rates justify the cost of tutoring under the new funding formula?

Budget: Temporary funding will be sought for the Spring 2020 semester. Institutionalized funding will also be sought. As mentioned in the “Challenges, Obstacles and Needs” section, at the time of this writing there is no budget for the Tutoring Center for the Spring 2020 semester to pay for tutors to provide any services.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
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H. 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).

All short-term plans listed above are also long-term plans. In addition, the Tutoring Center staff will continue to attend and give input for all meetings related to the new multidisciplinary 2100 building which will house the new Tutoring Center and related services.

Mark an X before to each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
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Section Two: Current Topics (Required for All Programs)

A. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

Program-set standard data can be found on this page:
<http://www.laspositascollege.edu/research/outcomes.php>

(Data for AY 18-19 will be available by the beginning of Fall 2019).

Did your program meet its program-set standard for successful course completion?
 yes no

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

B. SLOs/SAOs: Describe an example of how your program used course SLO data (SLOs) or SAO data from last year (2018-19) to impact student learning, access, achievement, or other services to students. (Copy the box below if you would like to discuss multiple examples).

Course (SLOs only): Upon completion of TUTOR 17A, the student should be able to synthesize and formulate tutoring best practices.
SLO or SAO:
Describe the quantitative or qualitative results: Overall, students enrolled in the tutor-training courses did not master the ability to synthesize and formulate personalized tutoring best practices.
Discuss any actions taken so far (and results, if known): For the Fall 2019 semester, lesson plans were backwards mapped to the SLO to ensure mastery. Strategies include spaced and varied practice throughout the semester during multiple assignments. Ideally this will improve the quality of tutoring and hence the success rates for a variety of courses.
Discuss your action plan for the future:

C. Program SLOs (Degree/Certificate granting programs only): Describe an example of how your program used program-level SLO data (PSLOs) from last year (2018-19) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate:
Program SLO: Students who used the Tutoring Center should experience a welcoming, empathetic, and supportive environment.
Describe the quantitative or qualitative results: Although data from the Spring 2019 online PSLO survey was overwhelmingly positive, only 86 students had replied. Given over 2,000 students used the tutoring center, the data is inconclusive.
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future: Additional systems need to be created to adequately capture data.

D1. SLO/SAO Progress Review: To see if your program is up to date with the creation of SLO/SAOs, please consult the list available here: <https://bit.ly/2LggoKy>. List any courses or services areas that do not have SLOs or SAOs approved. These SLOs/SAOs need to be submitted to eLumen by November 18 to become active for Spring 2020; please work with your SLO/SAO coordinator.

n/a

D2. This question has been removed.

D3. This question has been removed.

E. This question has been removed.

F. Student-Centered Funding Formula (SCFF): The state funding allocation model has shifted to include socio-economic status and student achievement metrics. LPC will begin to be funded by this model by AY 21-22. The district and college are using this opportunity to develop projects that support these funding considerations and the needs of our students. The projects should help LPC achieve the goals listed below.

Goals for SCFF Projects

- Ensuring eligible students receive financial aid, if desired
- Removing barriers that hinder students from moving toward their goals
- Offering additional information and support about educational pathways
- Offering academic support that increases English/math completion in the first year
- Enhancing career readiness through coursework
- Increasing completion of degrees and certificates
- Increasing transfers and transfer readiness

F1. SCFF Actions Taken: Describe one initiative or action your program or area has taken in support of one of the goals in the list above.

- What was the action?
- What was the result, if known?
- If your action or initiative was successful, please explain why and whether it could be used in other areas or scaled for use across the campus.
- If your action or initiative was not successful, please indicate why (lack of resources, unforeseen variables, etc.)
- If you did not take any actions in support of the goals above, you may write “N/A.”

As of the time of this writing, a campus-wide tutoring referral system is being piloted with the Math Department. The short-term goal is to increase math completion rates by marketing tutoring services to math students with the greatest need. In particular, tutoring referrals are being gathered for students who need assistance with strengthening basic skills such as communication skills, quantitative reasoning, or critical thinking. To date, 37% of math faculty referred over 300 students who may be in danger of not passing their class. Referred students are emailed newsletters and other marketing materials for the Tutoring Center. Individual math instructors are emailed detailed reports on who is receiving tutoring in their courses. Results from this initiative have not been gathered yet. If successful, this system can easily be scaled since all referrals will be captured electronically.

F2.

Future Strategies (optional): Please describe any possible strategies or actions that your program or the college could use to support the goals listed above. What resources would be needed?

The Tutoring Center can offer academic support to increase completion rates and remove barriers in four ways.

- First, the Tutoring Center can continue to pilot, refine, and implement targeted outreach efforts for students in danger of failing or withdrawing from Math or English courses.
- Second, embedded tutoring programs can be continued and refined to deliver academic support for students with the greatest need, hopefully eliminating the vulnerability associated with seeking help.
- Third, tutors can be trained to coach and mentor students to eliminate implicit internalized barriers that prevent them from seeking help.
- Fourth, the Tutoring Center can continue to encourage Math and English faculty to hold office hours in the Tutoring Center. If multiple faculty members are willing to meet with any student who needs help in the Tutoring Center, this would dramatically increase the availability and accessibility

of academic support. As noted in the “Short-Term Planning” section, the Chemistry department already created an exemplary model for this.

Required resources for the successful implementation of these projects, first and foremost, involves an institutionalized budget to guarantee consistent programming for the Tutoring Center. In addition, tutors would need professional development and equity training to begin to understand the social and psychological internalized barriers that prevent students from succeeding. Coordinating office hours in the Tutoring Center may prove to be a simpler task. Additional administrative time would be required to build social currency with faculty members to convince them to use the Tutoring Center for their office hours.

G.

Student Equity and Achievement Program: To ensure equitable outcomes for vulnerable student populations, Las Positas College plans to close equity gaps in the areas listed below. For each area/metric, the listed impacted groups have had proportionately lower rates than other groups.*

Area/Metric	Impacted Groups
Access: Enrollment at LPC	Black or African American (Female), Black or African American (Male), Filipino (Female), White (Female)
Readiness: Completion of both transfer-level Math & English	American Indian or Alaska Native (Female), Black or African American (Female), Black or African American (Male), Hispanic or Latino (Male/All), First Generation (Male/All), Foster Youth (Female), Foster Youth (Male), LGBT (All)
Retention: Retention from Fall to Spring	Black or African American (Female/All), First Generation (Female/All), Foster Youth (Male)
Completion: Completion of an Associate Degree, Certificate	American Indian or Alaska Native (Male/All), Asian (Male), Black or African American (Male/All), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), Foster Youth (Male), LGBT (Female), LGBT (Male)
Completion: Transfer to a Four-Year Institution	Disabled (Male/All), Black or African American (Female), Hispanic or Latino (Male), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), First Generation (Female), Foster Youth (Male), LGBT (Female)

*The full list of impacted groups with supporting data can be found here: <https://bit.ly/2XZVGDb>

G1. Equity Actions: Describe any actions your program has taken in the past two years (2017-2019) or actions currently in progress to improve the metrics above for the impacted groups listed (for example, to increase the ability for African American students to enroll in classes at LPC, or to increase the ability of LGBT students to complete Associate’s Degrees or Certificates). What has been the effect of these actions, if known?

In addition to offering tutoring to all students, the Tutoring Center aided the college readiness of African American, Latino, and Foster Youth students by providing targeted outreach, embedded tutoring, and reserved spaces for study.

- For example, an embedded English tutor provided extensive academic support for Umoja students for two semesters. This semester, at least three faculty members meet at the Tutoring Center to provide support for a weekly Umoja study session.
- This semester, the Puente cohort also received extensive support from an embedded English tutor. Similarly, an embedded math tutor helped the HSI cohort for two semesters.
- Tutoring outreach was conducted specifically for the CalWORKs program for two semesters. An embedded math tutoring program was piloted this semester with the EOPS and CalWORKs programs.

G2. Equity Challenges: Describe any challenges your program has faced in promoting equity and equity-based decision making in the metrics listed above (or any other areas).

The Tutoring Center faces six main challenges in promoting equity at Las Positas.

- **Opportunity Hoarding:** Data from last year's Program Review indicates broad indiscriminate marketing for the Tutoring Center may have resulted in opportunity hoarding from higher-GPA students. This may be exacerbating the equity gap instead of closing it. Indeed, the students with the agency, habits of mind, and volition to request tutoring may also already have the skill set needed to pass their courses. Equitable systems need to be created, implemented, and sustained to funnel resources to students with the greatest learning need.
- **Achievement-Based Tutor Recruitment:** It seems faculty tend to encourage their highest-performing students to become tutors. Although this seems logical, the absolute "best" students from each class do not necessarily make for the best tutors. Occasionally the most academically advanced tutors have difficulty empathizing with students who are struggling. On a similar note, achievement-based recruitment seems to be skewing the demographics of the tutors. Currently less than 10% of tutors are of Latin American descent despite a student population of over 30% Latino students. Ideally the demographics of the tutors should match that of the student population. Equitable tutor recruitment policies need to be implemented.
- **Demand-Based Programming:** Historically programming for the Tutoring Center was based on demand; if students asked for tutoring for a particular subject, the Tutoring Center would make efforts to provide support for that subject. Demand, however, is not the same as need. As mentioned above the students who have the habits of mind to advocate for themselves may not be the same students that need the help. Systems at the Tutoring Center need to be reexamined to develop more equitable programs that address needs not demands.
- **Lack of Tutor Professional Development Opportunities:** As mentioned in the "Future Strategies" section, extensive tutor training is required to dismantle the social and psychological internalized barriers that prevent students from succeeding. Similarly, tutors need to be trained to identify and remove systemic barriers in the Tutoring Center. More importantly, tutors need the time and space to co-create a culture that promotes camaraderie, integrity, and personal wellbeing. Additional systems need to be automated, outsourced, or minimized to free up administrative time to provide tutor training opportunities.
- **Budget Instability:** As mentioned previously, an institutionalized budget is required to guarantee consistent programming for the Tutoring Center.
- **Lack of Trust:** Implementing equity-based programs requires extensive institutional, interpersonal, and internalized trust. Trust, unfortunately, takes a long time to build and is easy to dismantle. It requires investing in relationships and taking the time to do what's right for others. Trust can easily erode with any one of the following challenges the Tutoring Center manages daily: budget

instability, leadership turnover, miscommunications, lack of transparency, misunderstanding, and the lack of time to build connections, community, and culture. Systems need to be created and implemented to foster a greater sense of trust within the Tutoring Center and with the departments, programs, and students it supports.

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

**Section Three: 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.

n/a

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

**Section Four: CTE Updates
(CTE Programs Only)**

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program represent a training need that is not duplicated in the college's service area? (Please note: your labor market data should be current within two years. Contact [Vicki Shipman](#) or the current CTE Project Manager for access to data).

n/a

B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

n/a

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact [Vicki Shipman](#) or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? If not, what program improvements may be made to increase this metric?

n/a

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

n/a

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

n/a

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings**? If not, what program improvements may be made to increase this metric?

n/a