Name of Program	Division	Author(s)
Tutorial Center	Student Services	Pauline Trummel

INSTRUCTIONS:
1. This Annual Program Review covers the time frame academic year 2011-2012.
2. The planning should be for the academic year 2014-2015.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template (*e.g.*, Bio, math, EOPS)
4. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
5. To see how other programs completed sections in the Annual Program Review, visit the Examples Template on the PR website.   The examples are from a variety of programs and may give you ideas of how to respond for your own program.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR co-chairs Jill Carbone and Teri Henson. Concerns, feedback and suggestions are welcome at anytime to PRC representatives or co-chairs.
8. Instructions for submitting your Annual Program Review will be available at the start of the fall semester.

STATEMENT OF PURPOSE:

- Review and reflect on the student experience, with the goals of assessing and improving
  - student learning and achievement
  - services for students
  - program effectiveness.
- Provide a forum for each program's findings to be communicated to Administration
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements.
- Collect information that will contribute to institutional assessment and improvement.

I. MISSION

State the current program mission
(A mission statement should address the unique role and scope of the program. Consider the operating mission of your program. Identify specific purposes within your program (e.g., certificates, degrees, general education, matriculation, assessment). Avoid vague, overbroad language.)

> 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.

The mission of Las Positas College is:

Las Positas College is an inclusive, student-centered institution providing learning opportunities and support for completion of transfer, degree, basic skills, career-technical, and retraining goals.
(**NOTE:** this is the draft mission statement, currently under review.)

Discuss how the program supports the college mission.

> The Las Positas College Tutorial Center supports the mission of the college. It is student-centered and focused on learning support for all LPC students who take advantage of its services. Peer tutors and instructors offer free learning support. The drop-in tutoring, scheduled tutoring, assistance for reading and writing in the RAW Center, embedded tutoring in the math x labs, athlete tutoring for the basketball teams, and asynchronous online tutoring assist students in successful completion of their classes including general education and basic skills classes. By providing learning support, the Tutorial Center is assisting students in reaching their transfer and degree goals. The Tutorial Center also provides student assistant tutoring jobs to qualified students. This job assists them in retaining their own learning, mastering their material in a new way, and learning principles and methods to convey the subject matter to others which often helps them in their career goals.

II. PROGRAM ANALYSIS

A. Courses (For Instructional Programs Only)
1. Will any course outlines be revised or updated in the academic year 2014-2015?

    (Highlight the appropriate box to type in an X.)

    YES x   NO ☐

    If yes, in the table below, please list which courses will be revised or updated and the reason for the revision.

    (Click in the box under Courses to start entering information. Tab to move to the next box. Tab in the last box to create a new row.)

Course(s)	Reason for Revision
Tutr 17	The course needs revision since it has been in place since 1996 and needs to be updated. Although the basic core of the course is still followed, work needs to be done on it to make it reflect what is being done. Presently, it appears that the lecture/lab hours do not fit with the present design of .5 unit classes and this needs to be updated as well as the curriculum.

Click here to enter text.	Click here to enter text.

2. Will new curriculum (*e.g.,* course outlines, degrees) be submitted to the Curriculum Committee for the academic year 2014-2015?

YES x   NO ☐

If yes, please describe briefly what new curriculum is planned.

> LPC needs at least one additional tutor training class for experienced tutors. In addition to the original tutor training directed at new tutors, returning tutors need a deeper and higher level of principles and methods of tutoring. A second semester class for returning tutors has been requested by the tutors themselves. It is imperative that tutors receive the necessary classroom training in order to help them achieve the highest success with their students as is possible.

B. New Initiatives (AY 2014-15)

Are any new initiatives planned for the academic year 2014-15?
(Examples of new initiatives include, but are not limited to: new degrees or certificates, new pathways, new outreach efforts.)

YES ☐   NO x

If yes, please describe briefly what new initiatives are planned.

> Click here to enter text.

C. SLOs/SAOs

1. Status of course SLOs/SAOs and assessments for AY 2011-12.

(Since the Program Review process is beginning in 2013 and the assessments for AY 2012-13 will not be complete, analyze the assessments for the AY 2011-12). Click in the box under Number of Courses Offered. Press Tab to move to the next box. Press Tab at the end of the row to create a new row.

Number of Courses Offered (AY 2011-12)	Number of Courses with SLOs (AY 2011-12)	Number of Courses Assessed within the last TWO years (AY 2010-11, AY 2011-12)
2	2	2

2. How frequently have course SLOs/SAOs been assessed? (e.g: every semester, every other semester, once a year.)

(This is a summary; it is not a list of courses and their assessment frequency.) Click in the box and begin typing. The box will expand as you type.

Once a year

3. Status of program-level SLOs/SAOs and assessments for AY 2011-12.

Number of degrees/certificates offered	Number of degrees/certificates with SLOs	Number of program level SLOs/SAOs

0	0	1

4. Analysis of SLO/SAO data for AY 2011-12.
   (Attach a summary of the program's AY 2011-12 SLO/SAO data as an appendix.)

   a. Please describe the program-wide dialogue on assessment results, including assessment of distance education courses. Where would one find evidence of this dialogue?

   (This section concerns the type and variety of dialog regarding assessment results, not the assessment results themselves. For examples of evidence, consider: meeting notes, program coordinator's records of dialogue, or email.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

   > After each Tutr 17 and Tutr 29 class has been completed, an evaluation is provided anonymously by the students. These evaluations are used to guide preparation for future classes. Each semester, students who have received tutoring complete an evaluation of the tutoring sessions and tutorial program. The results are summarized in Survey Monkey and reviewed by the staff and discussed with the Dean and/or Vice President of Student Services. Notes from meetings with the Dean and Vice President are kept by the Tutorial Programs coordinator for future reference. Meeting notes and emails are kept on programs with which we collaborate.

   b. Please summarize what was learned from the assessments, including distance education courses. How will these results be used for improvement/s?

   (Please provide at least two paragraphs. One paragraph should address face-to-face assessments, the other paragraph should address distance education assessments. If the course is taught in both face-to-face and distance education modes include a paragraph comparing the assessment results.)

   > The assessments given by tutors who take the Tutr 17 and Tutr 29 classes guide future classes. When a number of students answer "Things you still wish you knew" question with the same answer, that topic is included in a workshop or class session the next semester. On our student evaluation surveys given at the end of each semester, again, we carefully check to see how we can more fully meet students' needs and be more useful to the students who seek tutoring.

   c. To what extent will, and how, do assessment results support resource requests for AY 2014-15?

   > They fit directly to them. As an example, the number 1 item we most often are told needs to be changed is "more tutors, more hours of operation" This can only be done with more staffing and tutors.

   d. What are the general plans for assessments in the upcoming academic year AY 2014-15 (*i.e.* additional assessments or reassessment)?

   > We will continue to administer the student surveys for evaluation of the LPC Tutoring program and refer to results to plan the next academic year's program. It would be helpful to add even more specific correlations to tutoring and student grades from the Office of Institutional Research.

D. Student Data

1. Analyze the student data provided by the Office of Institutional Research (http://www.laspositascollege.edu/researchandplanning/ProgramReview.php) and other data as appropriate (for example: SARS-TRAK data, library student surveys).

   a. Please describe the program's dialogue about the student data. Where would one find evidence of this dialogue?

   (This dialog should be occurring as you write your Program Review of 2011-2012. Examples of evidence may include: agenda or minutes from workshops or meetings, internal reports. Smaller programs may want to consider discussing their data with related programs, their Dean, the Institutional Researcher or, for academic programs, adjunct faculty in the program.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

   > Evidence of the dialogue regarding the program data can be found in emails and conversations between the Tutorial Programs Instructor/Coordinator and the Dean of Student Services, Vice President of Student Services and the Tutorial Instructional Assistant. There have also been presentations made at each Division Meeting and emails sent out to faculty regarding this information. Information on the discussions, meetings where the data was discussed can be found in emails and in meeting notes. Data from the Tutorial Center is collected and distributed at the end of each semester to the Dean of Enrollment Services, Vice President and Dean of Student Services via email.

   b. Please summarize what the program learned from the student data. How will these results be used for improvement/s and planning?

   (Briefly discuss trends or significant findings regarding student retention, success rates, different cohorts of students, etc. Student data may suggest the need for changes in course offerings, scheduling, teaching methodology, outreach, processes, etc., or may lead to the creation of a new SLO/SAO.)

   > Student data was available from the Office of Institutional Research regarding students who train to be tutors in TUTR 17 and TUTR 29. Student data for this group of students reveals that the TUTR 17 and 29 courses are populated by continuing students (92% in 2011) who intend to transfer (73% in 2011) and attend LPC on a full-time basis (85%). 54% of the students enrolled in these classes have achieved enough credits to be considered sophomores. These are successful, talented LPC students who want to use their education to help their fellow students learn. Results of this type of data indicate that in supporting these students, increasing their numbers, and providing ongoing training to them to improve their tutoring skills, LPC is not only supporting all students who can and do take advantage of the Tutorial Center's services so that they can pursue their educational goals, but LPC is supporting the educational goals of the students who tutor. Other types of student data are mentioned in this report, such as student evaluations of TUTR 17 and TUTR 29, and point of service surveys of the students who receive academic support from the Tutorial Center. All of this data will be used to plan and improve the Tutorial Center's programs by computerizing the Tutorial Center's tracking system and expanding the number of students who can be helped to achieve their educational goals.

> According to the Office of Institutional Research's Satisfaction with Student Services Survey, 22% of LPC students have used the Tutorial Services and 89% of those are "satisfied" or "very satisfied" with the services offered.
>
> Data regarding tutorial sessions, progress, improvements and changes in services that students wish to see in the Tutorial Center is gathered through point of service surveys each semester.

c. To what extent, and how, do the student data results support resource requests?

(If relevant, <u>briefly</u> explain how your student data may be improved by acquiring new or additional resources (eg: faculty, classified personnel, instructional equipment, facilities) that you plan to request. You will be asked to provide more detailed information on the resource request forms; this is just a brief summary.)

> Student data supports the idea that with an expanded program that includes paid tutors as well as student tutors, even more students would take advantage of tutorial services on the campus, and that expansion could be vital to a greater number of students achieving their educational goals.

2. Enrollment Management **(Instructional programs only)**

a. What total FTEF was approved for the program in 2012-13? This data is found in your Discipline Plans.

> Click here to enter text.

b. If this amount differs from 2011-12, describe what changes have occurred.

(To find Total FTEF for AY 2011-2012 consult the Enrollment Management data on the IR website. (http://www.laspositascollege.edu/researchandplanning/ProgramReview.php). If your allocation was less than the previous year, comment on the types of courses that were cut. If the allocation was more, indicate which classes were added and why.)

> Click here to enter text.

c. Describe and explain any changes you anticipate in course offerings for the academic year 2014-15.

> LPC needs at least one additional tutor training class for experienced tutors. In addition to the original tutor training directed at new tutors, returning tutors need a deeper and higher level of principles and methods of tutoring. A second semester class for returning tutors has been requested by the tutors themselves. It is imperative that tutors receive the necessary classroom training in order to help them achieve the highest success with their students as is possible. This goal may or may not be accomplished in the 2014-2015 AY.

E. Human Resources (in AY 2011-12)
1. Please complete the following table.

(Enrollment Management data is posted on the IR website:
(http://www.laspositascollege.edu/researchandplanning/ProgramReview.php).

Total FTEF*	FTEF from Full-Time Faculty*	% FTEF from Full-Time Faculty **
Click here to enter text.	Click here to enter text.	Click here to enter text.

*   If your program consists of multiple rubrics (eg: Anatomy, Ecology, Microbiology) sum values from all rubrics

** If your program consists of multiple rubrics, use the following equation to calculate the % FTEF from Full-Time Faculty: Divide the FTEF from Full-Time Faculty by the Total FTEF and multiply by 100.

Type of Personnel	Number	Shared? With whom? If shared, state % of time assigned to the program	No. of hrs/wk	No. of mo/yr
full-time classified staff*	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
regular hourly classified staff**	1	Not shared with anyone	18	10
student assistants	17	At this time no student assistants are being shared with other programs.	Tutors work from 4-20 hours weekly	10

*   full-time: 20 hrs/wk (50%) to 40 hrs/wk (100%)

** regular hourly: 18 or fewer hrs/wk (45% or less)

2. Will human resources be adequate for the academic year 2014-15?

YES ☐   NO x

If No, briefly describe. Provide any data which support these needs.

> 1. The present Instructional Assistant I works 18 hours a week. As the program is growing, a person is needed to work more hours. We are presently hiring for an Instructional Assistant 1 who will work 18 hours. As the program grows there is a demonstrated need to provide more hours beyond the 18-hour position.

2. The adjunct instructor presently teaches two tutor training classes (Tutr 17 and 29). More CAH needs to be provided so that another class can be added.

3. More tutors need to be hired for pay to meet the growing need of tutors. From AY 2011-12 to AY 2012-13 the number of tutors decreased by nine but the number of tutoring hours increased by 12.1% and it has been increasing each year. We do not have the number of paid tutors to support this growth.

3. Are there Staff Development needs for the academic year 2014-15?

YES x   NO ☐

If yes, elaborate. Provide any data which support these needs.

1. The Tutorial Programs Instructor/Coordinator would benefit from attending a tutorial conference to keep up with best practices and collaborate with colleagues throughout the United States. It has been thirteen years since a conference has been funded for the Coordinator.

2. If LPC is able to begin Supplemental Instruction or a modified supplemental instruction program as has been suggested, the Coordinator (and possibly one other faculty member) should be sent to University of Missouri, Kansas City for the appropriate training seminar in the summer prior to beginning such a program.

3. Upon the purchase of Tutor Trac (see technological resources) the Instructional Assistant should receive the training provided by the company to understand and make full use the new program. Numerous reviews indicate this training is necessary if the program is going to work smoothly for a school.

F. Technological Resources
Are there any **new** technological needs for the academic year 2014-15?
(Do not discuss your existing technology, including replacements and repairs of existing technology. DO discuss new needs.)

YES x   NO ☐

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: enrollment information related to the growth of your program, workforce demands/trends, obsolete or outdated equipment and/or software.)

1. To keep up with the growing demands of tutor registration and scheduling, the comprehensive program Tutor Trac must be purchased. There were plans two years ago to purchase this program for the benefit of students/tutors and removing the burden of pen/paper registration and assignments, but it was not done. The interim dean at the time was going to put the instructional equipment request paperwork through but decided she would fund it another way. Tutor Trac was never funded or purchased. This needs to be a priority as both the Instructor/Coordinator and Instructional Assistant are part time employees. So much time is spent on the scheduling that other work is not getting done or those staff members are working significantly more hours than they are being paid to keep up with the demand.

2. It would be beneficial for students being tutored in online and/or hybrid classes to have the use of computers. Though the Tutorial Center has remained computer free in order to keep students from using them for non-instructional matters, the Tutorial Center could benefit from five computers being added in room B for use by tutors/students in tutoring sessions only. More and more homework is being done on a computer and all students do not have laptops to bring to tutorial sessions. Tutors/students are finding it frustrating that they cannot use computers during their sessions. One computer room would be valuable.

G. Facilities, Equipment, and Supplies Resources

Are there any <u>new</u> facility, equipment or supply needs for the academic year 2014-15?
(In this section consider new facilities, equipment and/or supplies that are needed to support your program. This does not include your current items that need replacement. Definitions of these terms may be found in the glossary.)

YES x   NO ☐

If yes, briefly describe. Provide any data which support these needs.
(Examples of relevant data might include: data on program's growth, change in curriculum, ADA regulations, etc.)

1. The Tutorial Center would benefit from having a "smart room" set up in Room M so that workshops and classes using this room would be able to use projectors.
2. Approximately four-five computers need to be added to room B to assist in tutoring students with online/hybrid classes.

H. Financial Resources

1. Is there a Program budget for the academic year 2014-15? (Include any co-curricular funds)

    YES ☐   NO x

    If yes, please briefly describe amount and general uses.

    > Click here to enter text.

2. Are there any **new** financial needs for the academic year 2014-15?
    (Examples of new financial need might include: new funding needed for upcoming events, new initiatives, changes in curriculum that require new training beyond what staff development can provide, request for release time for something new, etc.)

    YES x   NO ☐

    If yes, briefly describe. Provide any data which support these needs.

    1. The program continues to grow and, at present, the majority of tutors are volunteering or tutoring for credit—providing only a few hours a week. More tutors need to be hired who could work 10-15 hours a week and provide the commitment to a paid job. This

> commitment is not always solid with volunteers
>
> 2.   The Basic Skills initiative has been providing funding for the LPC Tutorial Center for quite a few years and that will be coming to an end in 2013-14. This will severely impact the operation and budget of the Tutorial Center. A new source of funding needs to be secured before this time. It is hoped that the Tutorial Program can be institutionalized and fully funded from the General Fund.
>
> 3.   In Fiscal Year 2011-12 the Tutorial Program was funded from the general fund at a grand total of $83,049 for Instructor/Coordinator, Instructional Assistant, Tutors and benefits. In Fiscal Year 2012-13 the grand total was $66,466 (funds coming from general fund $41,718, Basic Skills $24,748.) The program is continuing to grow each year and the funding needs to be commensurate with the growth to hire tutors for the need.

I. Other information pertinent to the program.

In the space below, discuss any other information which is pertinent to the program. Examples include

- Internal or external impacts on program
- (*e.g*., mandates from state, curriculum changes in one program that impact another, loss of resources due to budget cuts, changes in college mission, goals, etc.)
- Other internal or external data *(data not discussed above)*

> 1.   The discussion is underway as how to blend the various tutorial programs (Tutorial Center, Reading and Writing Center, ILC, & Athletic tutoring) into one program. At this point there is no conclusion but whatever is decided may impact the Tutorial Center as it is currently operating
>
> 2.   Providing tutoring to LPC students is an important part of student success

III. SUMMARY

A. **Summarize objectives accomplished since the Program Review Update (2012)**
      (The 2012 Academic Program Review Updates can be found on the Grapevine

   http://grapevine.laspositascollege.edu/programreview/ipr2010-11.php

   (Click on your discipline name.) Your brief discussion may include objectives accomplished since the 2010 program review, even if not discussed in the Update.)

> 1.   **Students who regularly receive tutoring in the LPC Tutorial Center will be able to specify troublesome content areas to maximize the tutoring experience.** This objective has been completed by specific training for tutors on how to assist students to identify the troublesome content, the use of a tutor log to define the trouble and

see how it is addressed and information from student surveys given each semester indicate that 93% agreed or strongly agreed that they were able to express this.

2. **Increase student retention through a Supplemental Instruction program**. A pilot program was run and evaluated during the 2010-11 school year and due to budgetary constraints it was decided that Basic Skills would no longer finance the program but it would be instituted in the future.

3. **Create more efficient methods for the LPC students to request and be assigned a tutor**. The Tutor Trac program was evaluated and demonstrated and a request was written to purchase this program. The interim dean decided against turning in the request for this equipment and it was not purchased. It is imperative that this be purchased, a staff member trained and students begin using this as we can no longer keep up with the "by hand" requests and assignments. This is one of the priorities on this Program Review.

4. **Establish successful communication methods to reach faculty, staff and students with information about the Tutorial Center.** This is an on-going objective but there has been much progress made through the sending out of emails throughout the semester, presenting at division meetings, maintaining an updated website and classroom visitations. We will continue to provide information for Senior nights and other events at the school.

B   Summarize objectives not accomplished since the program review update (2012) and why not.
(Your brief discussion may include objectives not accomplished since the 2010 program review, even if not discussed in the Update.)

1. **Create more efficient methods for the LPC students to request and be assigned a tutor**. The Tutor Trac program was evaluated and demonstrated and a request was written to purchase this program. The interim dean decided against turning in the request for this equipment and it was not purchased and we did not receive this important tracking, scheduling and tutor/student matching program. It is imperative that this be purchased, a staff member trained and students begin using this as we can no longer keep up with the "by hand" requests and assignments. This is one of the priorities on this Program Review.

C. What are the objectives for the academic year 2014-15?
(Summarize briefly the objectives you plan to accomplish or begin in 2014-15. You will describe your plan to implement/achieve these objectives in the Program Effectiveness Plan in Part IV.)

1. **Create more efficient methods for the LPC students to request and be assigned a tutor.** Purchase the Tutor Trac program in order to do this.

2. **Collaborate more fully with other disciplines to provide information about tutoring to assist students getting successful tutoring.** This has been successful thus far but there is so much more to do. As an example, tutors are presently being embedded into math x classes and it is hoped this program will continue and be more effective.

Presentations, orientations and instructor information will help reach the students.

3. **Develop a new training class and redo the present Tutr 17.**

D. For all needs identified in Part II, summarize how these needs will affect student learning/achievement and impact the program.
(This brief summary should capture the effects on students and the program if the needs are met or unmet.)

Student learning and achievement is impacted, directly and substantially, by the kind of individualized educational help offered by the Tutorial Center. We will be impacted by the Student Success Act, and its focus on the continuing academic progress of LPC students and therefore need to hire more tutors and have more funding in order to meet the needs of students. Students will need to pass their classes on the first or second try, due to the new repeatability laws in the state. This makes the tutorial center key to student learning and achievement, especially for those students who are taking a course for the second time. We will be severely limited due to our part-time staff member and adjunct faculty in timely scheduling and tutor/student assignments if we do not get the Tutor Trac technology, and expand the program be able to serve all students who request services..

Continue to the next page to complete the form.

Name of Program	Division	Author(s)
Tutorial	Student Services	Pauline Trummel

IV. PROGRAM EFFECTIVENESS PLAN

Instructions: In the table below, indicate how you plan to measure the effectiveness of each objective summarized in Part III and the resources needed.

Suggested: 0-5 Objectives (focus on a few)

Rank	Priority 1=essential 2=important 3=nice to have	Objective	SLO's/SAO's linked to objective	College goal(s) linked to objective ‡	How will effectiveness be measured?	Category*	Resources needed	Committee
1	1	1. Obtain Tracking Software 2. Obtain Computers for the Tutorial Center to use 3. Implement and train staff for the new software. 4. Teach students to make use of the software for registering and requesting tutors.	SAO Students will be able to access Tutorial Services in a timely manner and utilize the latest types of tutorial equipment and techniques to help them achieve their educational goals		Effectiveness will be measured by the number of students able to take advantage of tutorial center services, and the increased ability to track their use.	Human, Technological	Human, Tech	RAC, other committees that deal student services technology resource distribution.
2	2	1. Interact with	SAO		Effectiveness	Human,	Human,	RAC, other

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		campus constituencies to disseminate more information *2. Offer orientations and information to promote Tutorial services* *3.Develop a Tutorial Center Facebook page that provides up-to-date information about services in addition to the website* *4. Participate in student events on campus*	Students will understand and be able to identify services offered to them at the Tutorial Center.		will be measured by student survey.	technological,	technological	*committees that deal student services technology resource distribution*
3	2	1. Review SLOs in eLumen for TUTR200 2. Engage in a dialogue with the VPSS and the DSS regarding	SAO Students will better undertand their objectives for taking TUTR 200 and enrolling for		Student satisfaction surveys Existence of new SLOs for TUTR 200	Human, Technological	Human, Technological	N/A

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		goals for the class. 3. Rewrite SLOs for TUTR200 to align them with college mission and goals.	Tutorial Services.					
4	1	1. Portions of class sessions will focus on organization and needs assessment 2. Students will keep a tutor log to provide information to the instructor 3. Write curriculum for a new tutor class that will help tutors continue to improve their skills.	SLO for TUTR17 Students will organize a tutoring session by conducting a needs assessment, setting out session goals, and having a "next step" to continue their education as tutors.		Student surveys. Weekly Tutor logs Creation of a second course	Human	Human	RAC, Curriculum, Enrollment Management
5	1	1. Class attendance	SLO for TUTR29		Observation by instructor	Human	Human	N/A

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		2. Conferences with instructor	Students will apply tutoring techniques in the class relevant to the tutoring experience, including problem solving, critical thinking, and subject-specific applications		Reflective paper written at the end of the semester Tutor surveys			

*human, technological, facilities/supplies, financial, other

‡When College Goals become available, this column will be activated.