Student Services
Program Review 2009-2012

Section 1 is due by October 6, 2009

PROGRAM AREA: Tutorial Program

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

Progress on Goals, Objectives (2005-2009):
Please list each goal from goal's matrix and describe progress on each.

1. **On-line or email tutor**— This goal is still being discussed with the DE committee. We have not had the budget to purchase an on-line tutoring program like "SmartThinking," and after our pilot of the program which did not prove successful, nothing has been done to work with on-line tutoring to this point. I tried providing a tutor for email questions, but the students did not use this option either. I am working with Scott Vigallon and Richard Dry about a possible new program.

2. **Meet with instructors** – This is a continuing activity. Tutors meet with instructors of the classes for which they tutor. The coordinator makes presentations and gives orientations about the program to various classes. Campus wide email allows the coordinator to communicate with the LPC faculty. Faculty members have donated textbooks for our reserve bookcase. Math faculty member, Jim Hannon, led math workshops in the Tutorial Center.

3. **Extended hours** – Both activities in this goal were accomplished in 2007 when the Tutorial Center moved into Room 2401. Hours were extended to include Fridays and a part-time hourly classified Instructional Assistant was hired for 22 hours weekly. The number of students has increased and more of the "late afternoon and Friday" students are being served. Due to budget cuts in Fall 2010 we have scaled back hours for both center hours and assistant hours. This goal still needs to be realized in that both the Coordinator and an assistant are needed for more hours.

4. **New location** – In the Fall of 2007, the Tutorial Center moved into room 2401 in the new Multi-Disciplinary Building. This significantly enlarged location gave room for more tutors as we serve more students. It has revolutionized the program. Being near classrooms has made it convenient for students to stop by for tutoring or study time.

5. **Establish and assess student learning outcomes.** SLOs were established for Tutr 200

(supervised tutoring) and both tutor training classes and have been evaluated each semester. This will be a continuing activity.

Program Information

Staffing: D. Pauline Trummel, Tutorial Programs Coordinator/Instructor. Adjunct faculty—18 hrs weekly.
Cheri Morrell, Instructional Assistant—15 hrs/weekly

Location: Multi-Disciplinary Building 2400, Room 2401

Services: The Tutorial Center offers free tutoring and supplemental instruction for LPC students. Our website offers study skills help and an easy way to locate times that tutors are available. In addition, the room provides a quiet place for study and reading.

Program Components:

1. Hiring and training peer-tutors to meet the needs of LPC students' requests for tutoring. This is done on three levels in conjunction with the College Reading and Learning Association's Certification. Emphasis put on Level 1—training new tutors.
2. Scheduled and drop-in tutoring by peer tutors for LPC students.
3. Training and leading the Supplemental Instruction pilot program for two Math 65 classes.
4. Maintaining a tutorial website for study skills, schedules and a community service listing of local private tutors.
5. Outreach to the college community to inform of free services, classroom visitations and instructor drop-in hours.

	2007-2008	**2008-2009**	**2009-2010**
Number of Students Served:	1628	3287	2043

	2007-2008	**2008-2009**	**2009-2010**
Budget:			

1. **What is the program's connection/dialogue to other programs?**
   The Tutorial Program collaborates with transfer institutions around the nation in a three-tiered training program certified by the College Reading and Learning Association.

   The Coordinator is collaborating with the math department and basic skills committee to develop, train leaders and pilot a Supplemental Instruction program at LPC. The Tutorial Center also works in connection with the English Department through partnering with and housing the Writing Center. Instructors from various departments hold tutoring and study sessions in the Tutorial Center in order to serve their students, as well as other students.

   There is an on-going dialogue with instructors (usually informally) about tutoring and serving the needs of the LPC students. Many tutors visit the classes for which they tutor to introduce themselves and encourage students to seek tutoring.

2.   Please describe the status of Student Learning Outcomes (SLO) for your program.

Student Learning Outcomes have been written for both the tutor training courses (17,29) taught at LPC and the Tutr 200 course in which all students who receive tutoring are registered. The tutor training classes have been evaluated and a process is being developed in which to evaluate a segment of the tutor 200 class.

The SLOs for the Tutorial Classes are described below in the list.
Matrix is attached.

Below is a listing of the SLOs for the Tutorial Classes:

Course - TUTR17 - Tutor Training	NS	0	1	2	3	4	Assessment Scores By Level — Total

4 - Respect and Responsibility - Final Project or Exam / Full Semester
Students will be able to organize a tutoring session by determining a student's needs and setting session goals Rubric PDF

Fall 2009	6	0	0	0	4	7	**17**

Course - TUTR200 - Suprvsd Learn Assist-Ind Study	NS	0	1	2	3	4	Total

4 - Respect and Responsibility - Assignment / Point in Time
It is anticipated that students who regularly receive tutoring in the LC tutorial center will be able to identify their level of understanding of the course content after tutoring. Rubric PDF

Fall 2009	1	0	0	0	0	0	**1**

It is anticipated that students who regularly receive tutoring in the LPC Tutorial Center will be able to specify troublesome content areas to maximize the tutoring experience. Rubric PDF

Fall 2009	1	0	0	0	0	0	**1**

3 - Critical Thinking - Assignment / Point in Time
It is anticipated that students who regularly receive tutoring in the LPC Tutorial Center will be able to apply a variety of learning strategies to master material and develop study aids to correspond with individual learning styles. Rubric PDF

Fall 2009	1	0	0	0	0	0	**1**

Course - TUTR29 - Independent Study-Tutoring	NS	0	1	2	3	4	Total

3 - Critical Thinking - Assignment / Point in Time
Students will apply tutoring techniques taught in the class relevant to the tutoring experience, including problem-solving, critical thinking, and subject-specific applications. Rubric PDF

Fall 2009	0	0	0	0	2	3	**5**

Point of Service Surveys:
Number of surveys gathered: 88

Date range of survey(s):   Fall 2009

Attach copy of survey in Appendix.

Program Strengths Identified (utilizing survey data):
1.   Students rate the tutorial program environment is welcoming and user-friendly.
2.   The surveys indicate that the location of the Center provides a suitable and comfortable environment in which to study and work with a tutor.
3.   Students say that the tutorial program is helpful and responsive to the needs of LPC students.
4.   Surveys indicated that LPC students are satisfied with the overall quality of services received.
5.   Students surveyed indicated that the tutors and staff answer questions adequately and completely.

Areas of Improvement Identified:

1. The survey indicated that a percentage of students did not feel they were able to develop study skills and learning strategies to assist in their learning course content.

2. The survey indicated that the time it takes to be assigned a tutor and method of assignment needs to be improved.

3. The survey indicated that information about tutoring needs to be received at other locations on campus and in classes.

4. Students noted in the survey that the Study, Tutoring and Reading Room needs to be open for more hours weekly.

Course	SLO	Assessment Trends Summary	Possible Explanations	Course I
Example 1A (not based on real data)	**Using this worksheet, faculty will be able to use data to assess trends, analyze possible explanations and create action plans to improve student performance**	**While a large proportion of faculty are at the above proficient level we have a large proportion who are at the below proficient level and another large group who have not attempted the assessment.**	**Many faculty have not had the training or opportunity to work with data in this way. Faculty need work time (individually and in discipline groups).**	**We will provi and one-on-one out the worl decisions base Part of Town M**
TUTR17	**Respect/Responsibility: organize a tutoring session by determining a student's needs and setting session goals.**	On the basis of observation of weekly tutor logs, it is clear that the tutors are at or above a proficient level.	All tutors are trained in the classes on how to organize a sesssion and set goals. This has been effective.	We will contin and c
TUTR29	**Critical Thinking: Students will apply tutoring techniques taught in the class relevant to the tutoring experience.**	Upon observation, trained tutors are applying the techniques relevant to tutoring.	By using a matrix in observations, the tutors show they are able to apply the correct techniques for successful tutoring sessions	No further s follownig
TUTR200	**Critical Thinking: apply a variety of learning strategies to master material and develop study aids to**	Students indicate that they are developing learning strategies after tutoring	Students/tutors will continue to work together to keep the success in this area	Contir
TUTR200	**Respect/Responsibility: identify their level of understanding of the course content after tutoring.**	In viewing tutor logs, students are identifying elements which help them learn successfully	Students/tutors will continue to work together on tutor logs	
	Respect/Responsibility: specify troublesome content areas to maximize the tutoring experience.	Many students are unable to identify their troublesome areas before they begin tutoring sessions	Students know they have a problem they may not know how to express their need	This SLO may rewritten. It r ir

Student Services Program Review
Action Plan Template
2010-2011

I. Objective (Formerly Target):

Increase student retention through a Supplemental Instruction program that is effective, functional and permanent at Las Positas College, supervised and trained by the Tutorial Programs Coordinator, which assist full classes of students in developing study aids & strategies to learning course content.

II. Plan to Accomplish the Objective/Goal:

Plan: Supplemental Instruction at LPC

	Activity	Timeline	Responsibility
a.	Evaluate the pilot Supplemental Instruction program to determine its viability at LPC	Fall 2010-Spring 2011	Tutorial Coordinator Cindy Keune, Math instructor Lisa Everett, Basic Skills committee chair
b.	Support 2 LPC classes with SI	Spring 2011	Trummel, Keune, Everett and involved faculty
c.	UMKC SI training for Coordinator and another faculty member	Fall 2011	Finances – Basic Skills committee. Attend: Pauline Trummel, Cindy Keune
d.	Add additional SI leaders and support additional classes with SI	Fall 2011 and continuing	Tutorial Coordinator Faculty members desiring SI
e.	Create semester by semester statistics to support continuing the program	On-going	Tutorial Coordinator Statistics Instructor

III. How Will You Measure the Effectiveness of This Objective/Goal?

This goal will be measured by the number of students participating, their retention in the class, and their final grades as compared to non-SI students in the same class. Establish permanent funding mechanism within the college to support the program after Basic Skills money is gone.

IV. How Does This Goal Relate To/Support the College's Strategic Plan 2010-2015?

This relates to both Goal 1: teaching and learning and Goal 6: Excellence in teaching

V.   Estimated Resource Requirement
(Please indicate if resources are needed "one time" or if they are ongoing.)

Category	Description	Estimated Cost (if known)
Personnel	More hours for Pauline Trummel for training and supervision of SI program. Pay and development of SI Leaders	
Supplies	Materials for training students and use for SILs	
Facilities	Use of 2401M for SI sessions; and another classroom if/when program outgrows 2401M	
Other	Training Conference at UMKC for Pauline Trummel (including travel & hotel)	

**Student Services Program Review
Action Plan Template
2010-2011**

I.   Objective (Formerly Target):

Establish successful communication methods to reach faculty, staff and students with information about the Tutorial Center.

II.   Plan to Accomplish the Objective/Goal:

Plan: Communication with the Campus

Activity		Timeline	Responsibility
a.	Send out group email at the beginning of each semester to inform faculty about services	January and August (continuing)	Tutorial Coordinator Instructional Assistant
b.	Participate in Expo and Major Exploration Fair. Provide information at other venues	August & October (Continuing)	Tutorial Coordinator LPC tutors
c.	Classroom visitations/orientations	January and August	Tutorial Coordinator LPC Tutors
d.	Maintain a Tutorial Center website on the LPC site with pertinent information.	On-going	Tutorial Coordinator Instructional Assistant

III.   How Will You Measure the Effectiveness of This Objective/Goal?

A record of classroom visits will show how many contacts were made by tutors and coordinator. An end of the semester survey will be given and response to questions will indicate if the students heard in their classes, from instructors, or Expo.

IV.   How Does This Goal Relate To/Support the College's Strategic Plan 2010-2015?

Goal #8 Communication; Goal #4 Accountability

V.   Estimated Resource Requirement
(Please indicate if resources are needed "one time" or if they are ongoing.)

Category	Description	Estimated Cost (if known)
Personnel	Pauline Trummel, LPC tutors	
Supplies	Printing materials – e.g. bookmarks, flyers	Not known
Facilities		
Other	Printing of Large SI and Tutorial Banners	$100

Student Services Program Review
Action Plan Template
2010-2011

I. **Objective (Formerly Target):**

Create more efficient methods for the LPC students to request and be assigned to a tutor

II. **Plan to Accomplish the Objective/Goal:**

Plan: **Requests for Tutoring**

Activity		Timeline	Responsibility
a.	Develop more efficient forms for the tutorial registration process	Fall 2011	Tutorial Coordinator
b.	Increase the instructional assistant hours back to 22 hours to assist in scheduling.	Fall 2012	Student Services Administration
c.	Survey the students Informally regarding the process of requesting a tutor	End of Semester survey Spring 2011 (on-going)	Tutorial Coordinator LPC students who seek tutoring
d.	Create a new on-line tutor registration form for the website for ease of registration off campus	Fall 2011	Tutorial Coordinator LPC Web Designer

III. **How Will You Measure the Effectiveness of This Objective/Goal?**

The majority of responses on the informal student survey will indicate support of the new way of registering. Record of comments throughout the semester regarding method of registration and getting a tutor. An assistant will be working in here a minimum of 22 hours a week.

IV. **How Does This Goal Relate To/Support the College's Strategic Plan 2010-2015?**

Goal #3: Accountability Goal #7: Diversity and Pluralism

V. **Estimated Resource Requirement**
(Please indicate if resources are needed "one time" or if they are ongoing.)

Category	Description	Estimated Cost (if known)
Personnel		
Supplies	Printing costs for new forms	
Facilities		
Other		

Student Services Program Review
Action Plan Template
2010-2011

I. Objective (Formerly Target):

Students who regularly receive tutoring in the LPC Tutorial Center will be able to specify troublesome content areas to maximize the tutoring experience.

II. Plan to Accomplish the Objective/Goal:

Plan: Identification of Challenges

	Activity	Timeline	Responsibility
a.	Tutors will be trained to assist students in identifying troublesome content in order to receive tutoring in it. (Through role playing and teaching)	Spring 2011	Tutorial Instructor/Coordinator
b.	All tutors will use the Tutor Log to identify the content on which students want to work in a session and determine if it was helpful	Fall 2010 and on-going.	LPC Tutors and students under supervision of Tutorial Coordinator.
c.	Students will fill out an end-of-the-semester survey and answer the question: "Did you learn how to identify and work on troublesome content in tutoring sessions?"	Spring 2011 On-going.	Tutorial Coordinator LPC students

III. How Will You Measure the Effectiveness of This Objective/Goal?

The LPC tutors will evaluate their Tutor Logs to determine how many times their students were able to note the troublesome content then successfully work on that through the tutoring session.

IV. How Does This Goal Relate To/Support the College's Strategic Plan 2010-2015?

Goal #1: Teaching and Learning

V. Estimated Resource Requirement
(Please indicate if resources are needed "one time" or if they are ongoing.)

Category	Description	Estimated Cost (if known)
Personnel	LPC Tutors and Coordinator	On-going
Supplies	Tutor Logs printing cost	On-going
Facilities	2401	On going
Other		

Program Review Type	Discipline/Unit (ex. CHEM, Research, Library, A&R, AUTO)	Division (Instructional Program Review Only)	What do you want to accomplish? (Objective)	How do you plan to accomplish this?	What is/are your measurement criteria? (How will you measure and document effectiveness?)	Which College Strategic Goal(s) does this objective address? (all that apply 1-10)	Does this objective address an Accreditation Recommendation or Planning Agenda?	When do you plan to start?	What resources will this take? (all that apply)	What Institutional Process/ Committee/Office will you need? (all that apply)	Specify if Other process	Prioritized
Student Services	Tutorial Center	Student Services	Increase student retention through a Supplemental Instruction program that is effectvie, functional and permanent	Begin a pilot program during the 2010-11 school year in two Math 65 classes and add classes in subsequent semesters.	Student retetention, progam operation (Y/N) and establsihing perm fndiong base via CEMC process	1 Teaching and Learning, 5 Resource Developme nt and Allocation	Not sure	Spring 2011	Financial, Ongoing, Non-Financial, Ongoing	Research/Evaluati on, Dean/Vp Budget Allocation, CEMC, Basic Skills, Research/Evaluati on, Dean/Vp Budget Allocation, CEMC, Basic Skills, staff development	Budget process?	High Priority
Student Services	Tutorial Center	Student Services	Create a more efficient method to request and be assigned a tutor	Forms, use of SI, an instructional assistant at least 22 hours/ week to assist registration	Data evaluation from computer and registration records	3 Accountabil ity, 7 Diversity and Pluralism	Not sure	Fall 2011	Non-Financial, Ongoing, Financial, Ongoing	Technology Committee, Distance Education		High Priority
Student Services	Tutorial Center	Student Services	Establish successful communication methods to reach faculty, staff, and students with Tutorial information	Email, participation in campus events, classroom visits, website	Student survey results	8 Communic ation and Infrastructu re, 3 Accountabil ity	Not sure	Fall 2011	Financial, Ongoing	My own Discipline		Medium Priority
Student Services	Tutorial Center	PE/Athletics /Health and Wellness	Students who regularly receive tutoring will be able to specify troublesome content areas	Through SI and tutoring students will be guided to understand how to express their need	Tutor/Student interaction; tutor request forms	1 Teaching and Learning	Not sure	Fall 2011	Non-Financial, Ongoing	My own Discipline		Low Priority