# 2026-27 Comprehensive Program Review

**Program: Tutoring Center**

**Division: BSSL**

**Writers: Jin Tsubota**

**SLO/SAO Point-Person: Jin Tsubota**

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**Email your completed form to Karin Spirn and your dean by November 2, 2026.**

**Helpful Links:**

- ★ Tools for Writers - with contacts and info for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Discipline Data Packets – institutional research about disciplines and student services
- ★ Course Success Rates Dashboard – allows you to research your program's success rates

**Detailed information and instructions appear at the end of this form**. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

# Section 1: Program Reflection and Planning

*These questions appear on all Program Reviews including comprehensive and updates.*

1. Please describe your program's most important **achievements** in year 25-26.

**Micro Web Application (App) Development:** The Tutoring Center staff used generative AI to create custom web apps to streamline operations. Although each individual web app represents a small incremental improvement, the cumulative effects of using all the following web apps has contributed to both the quantity and quality of service. All of the following web apps and data visualization tools were created with Claude.

- **Frictionless Access:**
  - **Drop-in Calendar**: A filterable drop-in tutoring calendar was embedded on the Tutoring Center website to give students easy access to drop-in tutoring schedules for 100+ courses. This has removed the "friction" of students logging in to Penji, our tutor scheduling app, to access drop-in tutoring schedules. We also developed a custom website to disseminate instructions on how to embed our drop-in calendar directly into Canvas sites, giving faculty and classified professionals the ability to give students tutoring information directly in their Canvas shells.
  - **Tutoring Subjects**: Similarly, we developed an intersectional infographic so students can easily see how many tutors, subjects, and courses we support. The tooltip hover function of the infographic eliminates the need to even click, creating a smooth frictionless experience. Prior to using this infographic, the only way to access the information was through a spreadsheet.
- **Outreach:** We created a schedule visualization tool to aid in our outreach efforts. For example we used the tool to quickly identify days and times for specific classes (such as Math 21 and Math 39) to coordinate short in-class tutoring presentations.

- **Analysis:** We created a service area outcome (SAO) customer service evaluation kiosk and dashboard to monitor the quality of tutoring. Of note, at the time of this writing 510/623 (82%) ratings indicate our service is "unbelievably good."
- **Timesheet:** We created two bookmarklets, website bookmarks stored in a web browser that contains code that adds new features to a website. In particular we created a student-assistant timesheet filler bookmarklet that helps tutors fill in their timesheet by autofilling days of the week and totaling hours. We also created a student-assistant timesheet checker bookmarklet that helps administrators verify timesheets by automating the following tasks with one click:
    - Round entries to the nearest 0.25 hours
    - Remove trailing zeros
    - Verifying no students worked over 20 hours in a week
    - Verifying no students worked over 8 hours in a day
    - Totaling hours
    - Fixing incorrect day entries

  The implementation of both of these tools has eliminated manual verification of arithmetic. A process that would typically take hours of tenkey entering and emailing to verify timesheets each month now takes about two minutes.

- **Operations**: We also created micro web apps to support Tutoring Center operations. In particular, we made a custom gantt chart, budget tracker, tutor coaching report, and tutor hiring calculator. (Links for these tools are not provided as they contain editable budget and operational information.)

**Scope:** The Tutoring Center continues to provide a wide breadth of tutoring support with a limited quantity of tutors. For example, during Spring 2026:

- 26 tutors offered support for 148 courses in 36 subjects. Each week tutors offered approximately:
    - 31 hours of front desk support
    - 65 hours of drop-in tutoring
    - 23 hours of appointment-based tutoring
    - 72 hours of embedded tutoring (Math, English, Music, JAMS, Welding)
        - Of note, the Tutoring Center supported AB 1705 implementation by embedding tutors in the Math Concurrent Support classes and the English Center.
- Hundreds of students used tutoring services. For example:
    - 556 students signed in to study (Of note the actual count may be twice this as many did not bother signing in.)
    - 137 students used drop-in (Of note the actually count may be twice this as many did not sign in.)
    - 51 students signed up for an appointment
        - Of note, 119/337 (35%) of completed appointments were for ESL conversation practice.
    - 108 students received online tutoring via NetTutor

| | **Tutoring Center** | | **Net Tutor** |
|---|---|---|---|
| | **Number of tutors** | **# of courses/ # subjects supported** | **# of subjects supported** |

| | | | |
|---|---|---|---|
| **Summer 2025** | 6 | 42 courses/18 subjects | 28 subjects |
| **Fall 2025** | 32 | 132 courses / 29 subjects | 28 subjects |
| **Spring 2026** | 26 | 148 courses / 36 subjects | 28 subjects |

| Approximate number of hours scheduled per week | | | | | | |
|---|---|---|---|---|---|---|
| | **Hours Open for Study** | **Front Desk** | **Drop-In** (in person) | **Appointments** | **Embedded** | **NetTutor** |
| **Summer 2025** | 24 | - | 24 | 1 | (Math 18 hrs) | - |
| **Fall 2025** | 36.5 | 30.5 | 46.5 | 16 | 44 (Math 30, Music 14) | - |
| **Spring 2026** | 36.5 | 31 | 65 | 23 | 72 (Math 42, Music 7, JAMS 2, Welding 10, English Center 11) | - |

| Number of students signed in to use service | | | | | |
|---|---|---|---|---|---|
| | **Study** | **Drop-In** | **Appointments** | **Embedded** | **NetTutor** |
| **Summer 2025** | 58 | 21 | 17 | - | 14 |
| **Fall 2025** | 773 | 137 | 77 | - | 56 |
| **Spring 2026** | 556 | 137 | 51 | - | 108 |

| Number of sessions recorded | | | | | |
|---|---|---|---|---|---|
| | **Study** | **Drop-In** | **Appointments** | **Embedded** | **NetTutor** |

| | | | | | |
|---|---|---|---|---|---|
| **Summer 2025** | 161 | 35 | 52 | - | 82 |
| **Fall 2025** | 5258 | 352 | 275 | - | 139 |
| **Spring 2026** | 2805 | 479 | 337 | - | 345 |

| Number of recorded hours students studied or received tutoring | | | | | |
|---|---|---|---|---|---|
| | **Study** | **Drop-In** | **Appointments** | **Embedded** | **NetTutor** |
| **Summer 2025** | 204 | 18 | 6 | - | 106 |
| **Fall 2025** | 4561 | 243 | 283 | - | 66 |
| **Spring 2026** | 2612 | 590 | 347 | - | 183 |

2. Please describe your most important **challenges** in year 25-26

The Tutoring Center faces equity, success, and wellness challenges related to the impacts of isolated institutional systems that were not designed with academic support programs in mind. At best, these systems are adequate, at worst they have overlapping negative impacts, compounding the burden on employees and creating unexpected downstream issues. The challenges these systems create can, perhaps, be best illustrated with comparisons with systems that work better.

**Funding:** Per our understanding, Las Positas has an adequate system to allocate funding and resources for full-time faculty and classified professionals. We have a college committee dedicated to making recommendations on how to allocate resources.

In contrast, there is no system in place to allocate funding to pay for part-time student assistant tutors as illustrated by the unplanned compilation of funding sources listed below.

**Tutoring Center Annual Budget for Tutors**

| AY | Gen funds | SEA | AB 1705 | AB 19 | FWS | CalWorks | Total | Average tutor pay rate | ~ Hours of tutoring we can fund |
|---|---|---|---|---|---|---|---|---|---|
| 20-21 | $39,706 | $17,590 | | $38,034 | $9,204 | $7,770 | $112,304 | $14.00 | 8022 |
| 21-22 | $39,706 | | | $84,628 | $4,350 | | $128,684 | $15.00 | 8579 |
| 22-23 | $41,797 | $81,000 | | $21,113 | | | $143,910 | $16.00 | 8994 |
| 23-24 | $41,797 | $61,000 | | | | | $102,797 | $16.25 | 6326 |
| 24-25 | $41,797 | $54,000 | | | | | $95,797 | $16.75 | 5719 |
| 25-26 | $31,797 | $30,000 | $38,000 | | | | $99,797 | $17.25 | 5785 |
| 26-27 | $41,797 | $10,000 | $48,000 | | | | $99,797 | ~$17.65 | ~5654 |
| 27-28 | $41,797* | | | | | | $41,797* | ~$18.25 | ~2290 |

*Note: This figure represents the Tutoring Center's anticipated 27-28 budget as of 10/14/26

Funding tutors each year is an ad hoc process and impedes the program's ability to serve students effectively. At best, Tutoring Center general funds remain stable, despite rising tutor wages dictated by the minimum wage. Escalating costs without a corresponding budget increase results in a decreased quantity of tutoring. As illustrated in the chart above, the program's capacity to serve students has continued to decline since the 2022-23 academic year, from 8994 hours to potentially ~2290 hours, a ~75% decrease that would limit student access to academic support services. With the end of the AB 1705 grant during Summer 2027 and decreasing SEA funds, the Tutoring Center currently has limited funding sources for the 2027-28 academic year.

A previous program review summary indicates the Tutoring Center is suffering from "funding and resources instability." Although funding is indeed unstable, this adjective fails to describe the structural issue that is causing our problems. The fact of the matter is that there is no formal system to allocate funding to the Tutoring Center. In the absence of this, the "funding and resource instability" will not be resolved as is evidenced by the fact that this funding instability has been brought forth in the 2018, 2019, 2020, 2021, 2022, 2023, 2024, and 2025 Program Reviews and in the 2021-2026 Educational Master Plan and the Quality Focus Essay in the 2022 Institutional Self-Evaluation Report.

**Hiring Paperwork:** Collecting hiring paperwork in most companies, we assume, is a centralized process handled by human resources. This makes sense; batch processing numerous sensitive documents is best delegated to trained professionals whose sole job is to do this.

In contrast, the Las Positas Chabot Community College district has a decentralized hiring process in which each hiring manager is responsible for collecting hiring paperwork. Neither of the two full-time employees at the Tutoring Center have ever received training (or compensation for working out of class) to process sensitive hiring paperwork such as i-9 and W-4 forms. This system shifts the burden of this task down the organizational hierarchy to those least qualified to do it. For example, as mentioned in the Tutoring Center 2023 Program Review, in one year, 753 digital documents were collected or generated to hire 24 student tutors. Many hiring

documents must be printed, physically signed, and rescanned. Of the 753 documents collected that year, 253 documents contained errors. Each error represented an email, phone call, or conversation that needed to happen to fix the error. Although the Tutoring Center's hiring paperwork collection process has now been streamlined so that there are now only a handful of errors in the hundreds of documents we process each year, hiring tutors is still an eight-week process each semester. Our district's hiring paperwork process has shifted the burden downstream and created a labor-intensive process that is often invisible to those not involved.

**Payroll**: It seems our district has smooth payroll processes for full-time employees as evidenced by the fact that 100% of my paychecks in the last eight years have been accurate and deposited on time.

In contrast, payroll processes for part-time student assistants result in nearly 100% of student tutors having inaccurate paychecks each month. Student assistant timesheet submission processes continue to appear to conflict with Labor Code 212, in which "no person … shall issue payment of wages due … as an advance of wages to be earned" and may be considered a misdemeanor for those assigning wages. Current district deadlines require student assistant timesheet submission before the end of pay periods, which means tutors "project" hours before they work them, resulting in hundreds of inaccurate timesheets annually, dozens of hours of administrative work to reconcile pay discrepancies, and increased administrative burden on Tutoring Center staff. Similar to hiring paperwork processes, student assistant payroll workflows have shifted the burden downstream and created a labor-intensive process that is often invisible to those not involved. Of note, these issues have been brought forth in the 2022, 2023, 2024, and 2025 Tutoring Center Program Reviews. Las Positas' Whistle Blower Protection procedure (AP 7700) was invoked in May of 2024 to bring these issues to the college's administration. To date, no resolution has been implemented.

**Budget Tracking**: Per our understanding, Las Positas College has several systems in place to track budgets as evidenced by the budget updates we receive and the existence of budget committees in our shared governance structures.

In contrast, it seems there are no budget tracking workflows for part-time student assistants. Per our understanding there are no college-approved budget tracking, expense tracking, or budget forecasting tools for us to use. For example, when our tutors are paid with categorical funds, the Tutoring Center staff do not even have access to see this information in Banner. In the absence of these budgeting tools (or the funding to purchase them), we've created our own vibe-coded budget tools. Although these tools are adequate, they are far from optimal as they are still heavily reliant on error-prone processes, such as manual entries, that cannot be compared with actual budgets in Banner.

**Sexual Harassment Training Compliance Issues:** Per our understanding, it seems Human Resources has adequate systems in place to ensure full-time employees receive their SB 1343 mandatory biannual sexual harassment training as evidenced by the reminder emails we get to complete our Keenen Sexual Harassment training every two years.

In contrast, since the Fall 2021 semester, student tutors have not been receiving these required sexual harassment training emails from the district. As of June 30, 2025, Human Resources has informed the Tutoring Center that "there is no timeline for completion" on resolving this issue despite the fact that the Tutoring Center has received hundreds of emails indicating that "All non-supervisor/administrator employees are required to complete Keenan's Sexual Harassment Prevention for Non-Managers (SB 1343): Full Course (California) training. Soon after your employees are approved to work, they will receive a generated email, (to their Zonemail email), with information on how to proceed with the on-line training." Similar to the issues listed above, this has

shifted the burden downstream and created a labor-intensive process that is often invisible to those not involved. The Tutoring Center provides supplementary privacy and harassment training for all new tutors in lieu of the SB 1343 approved training. Of note, this issue was also brought forth in the 2024 and 2025 Tutoring Center Program Reviews.

**Summary and Analysis:** It seems Las Positas College has several robust systems in place to support full-time and part-time faculty teaching. Evidence is ample that our college has a great culture that supports teaching. This is an obvious insight. However, the value of this insight becomes apparent when it is compared with the systems, or lack of systems, we have for the services that support students outside of teaching. From this vantage point, it becomes painfully clear that our college lacks the systems and workflows needed to create efficient and impactful support services outside of teaching. Unfortunately, the lack of systems does the opposite; they have compounding and unexpected negative effects that are detrimental to program efficacy.

When two seemingly unrelated issues such as hiring paperwork and budgeting intersect, the effects are not just cumulative, they are compounding and unexpected. For example, during the Spring 2026 semester, we completed two overlapping eight-week hiring cycles since we received conflicting reports on our anticipated budget. Doubling our workload forced us to take shortcuts in our processes which resulted in errors. These errors negatively affected new tutor onboarding and detrimentally affected tutor culture. Six months later we are still trying to operationalize values into behaviors for the handful of tutors who "slipped through the cracks" during our onboarding process. This is a nontrivial matter. This represents dozens of hours of wasted time and opportunity cost that could be better spent serving students. Instead of using a smooth system, we are stuck with the invisible burden of doubling our work in a compressed timeframe.

Based on this, it seems the college planning priority of "coordinating needed academic support" does not accurately describe the "change in college practices and processes" the Tutoring Center needs. Coordinating support will always be inefficient and inequitable if the burden is disproportionately distributed downstream and we do not have smooth budgeting and hiring systems. College practices and processes can not be changed if they do not exist.

As a matter of fact, the lack of systems that support the Tutoring Center make all our college's aspirational language seem irrelevant and contemptuous, as if we are regarded as undeserving of respect or concern. For example, we say "students first," but have error-prone processes that almost guarantee all our student assistant timesheets will be inaccurate. We have a health and wellness priority in which we celebrate taking breaks during our meetings as a commitment to our mental health, however, we have a student-assistant payroll process that does little for our mental health at it may criminalize full-time employees of the Tutoring Center as we are required to assign wages before they are earned and spend dozens of hours reconciling payroll discrepancies. We have college values in which we are to "[demonstrate] civic … responsibility" and "[promote] ethical behavior," yet none of our student tutors receive their legally required sexual harassment training. We have another college value in which we are to "[hold] firm in the belief that each of us makes an astonishing difference." Although inspiring and hopeful, this value is insidious and inequitable in that, just like all the other issues above, the burden is placed downstream and not on the system (or lack thereof) that caused the inequity. The Tutoring Center has been "holding firm to the belief" we may have an institutionalized budget as brought forth in the 2018, 2019, 2020, 2021, 2022, 2023, 2024, and 2025 Program Reviews and in the 2021-2026 Educational Master Plan and the Quality Focus Essay in the 2022 Institutional Self-Evaluation Report, however, no progress has been made. In the absence of structural systems, processes, and strategic technology implementation, at best we can only profess our values, but never make them a reality.

3. What are your upcoming **plans**? Please note any ways that these support student achievement and equity.

**Micro Web App Development:** The Tutoring Center continues to explore ways to design and create micro web apps to create "frictionless access" to human-centered tutoring services. In the absence of college- or district-wide strategic technology implementation, we plan to continue to move forward and make our own custom software to meet our unique needs. This is in alignment with Las Positas' goals around achievement and equity. In particular, we believe changing the processes, methods, and structures in which students learn about tutoring will benefit a diverse student body who may have previously had challenges accessing tutoring.

Of note, as of the time of this writing, the Tutoring Center has no plans to use generative AI to create tutoring "chatbots." This omission is intentional. Normalizing generative AI use through the use of AI "tutors" may have unintended negative consequences such as codependence on AI, cognitive surrender, AI complacency, and detrimental learning outcomes. Our previous attempts to create an AI tutor indicate that generative AI is extremely bad at 1) checking for understanding and 2) graphically displaying information. In the absence of these two critical tutoring best practices, it seems the best AI tutors can only 1) guess at what a student needs to learn and 2) generate words to describe complex problem-solving processes. Although this may be adequate for students who already have the habits of mind and rigor to learn on their own, it seems this is inadequate for students who lack conceptual understanding of foundational topics.

**Curriculum/Training:** The Tutoring Center is using new training methods to better support students.
First, all our tutoring training courses (TUTR) have been converted to non-credit courses (NTUT). For marginalized tutors who face economic hardship, this structural change reduces the economic burden of paying for their job training.

Second, the NTUT curriculum includes tutoring best practices to better support student learning. As we all know, asking for help can be challenging for students, especially for those who have been labeled as "behind." Our new training encourages tutors to build trust, take the initiative to connect, address the emotional needs of students, and identify hidden curriculum topics that may benefit students.

**Leadership Development:** The Senior Instructional Assistant at the Tutoring Center will attend the Classified Leadership Institute for Professionals workshop series to develop their leadership and management skills.

# Section 2: SLOs/SAOs

*This section is completed every three years as part of the Comprehensive Program Review, with brief annual check-ins on the Program Review Updates. The following resources will be useful when completing this section:*

- Three-Year Assessment Template
- Aggregated and Disaggregated Data from the following sources:

- ELumen (if saved--no longer available online)
- CurrIQunet
- Student Success Dashboard

**1. During the 2023-2026 three-year assessment cycle that just concluded, what did your program set out to learn through your PSLO/CSLO/SAO assessments?**

As the Tutoring Center has both SAOs and SLOs, we set out to learn two things.

- First, we wanted to determine the best way to collect SAO data since email surveys have extremely low response rates.
- Second, we wanted to determine best practice to better train tutors to support students with basic skills in light of AB 1705 legislation. We also wanted to create new SLOs once we learned these best practices.

We learned that:

- We can get a lot more SAO data using a customer service evaluation kiosk compared with using email surveys.
- Our future SLOs should focus on how each tutor's default tutoring strategy evolves from direct instruction, to checks for understanding, to active listening.

**2. Based on your analysis of your PSLO/CSLO/SAO assessment data, what conclusions did you draw about student outcomes and equity in your program?**

We cannot come to any definitive conclusions about student outcomes and equity in our program as it is extremely difficult to ascertain outcome and equity data for the hundreds of students who use the Tutoring Center. Having said that, we assume the following:

- Based on the data on our dashboard, student outcomes may have improved. At the time of this writing 510/623 (82%) ratings indicate our service is "unbelievably good," 337 responses indicate we have "excellent customer service," and 92 responses indicate the student felt "a lot more confident."
- We may have improved our equitable access to tutoring by changing the processes, methods, and structures in which students access tutoring. In particular, we may have removed the "friction" involved with asking for help. Our customer service may have benefited a diverse student body who may have previously had challenges accessing tutoring.

**3. Explain potential plans to improve student outcomes and close equity gaps.**

We plan to improve our SAO data by creating systems in which we operationalize our values into measurable behaviors. In particular, we will look for more ways to improve our tutors' customer service skills. Similarly, we will also look for ways to improve our tutors' teaching skills. In particular, we will examine how our tutors' default tutoring strategy evolves from direct instruction, to checks for understanding, to active listening.

**4. Describe any obstacles that you encountered in your assessment process and any supports that would be helpful.**

We would like to meet with other departments that have SAOs so that we can brainstorm ways to better capture and improve our SAOs.

We would like support from the Institutional Research team to determine the efficacy of tutoring. Without recent and regularly collected data on success and persistence, we can not assess program efficacy.

# Section 3: Data Discussion

This section is completed every three years as part of the Comprehensive Program Review. Workshops and office hours will be offered in Fall 2026 to support Program Review writers.

**1. RPIE Data Review:** Discuss any significant trends in the data provided by the Office of Research, Planning, and Institutional Effectiveness (or any other data you use for decision-making and planning).

*(**Note**: Not all Programs have RPIE data available; if your program does not have a data packet or dashboard data, you may note that in the response box and reach out to the RPIE team.)*

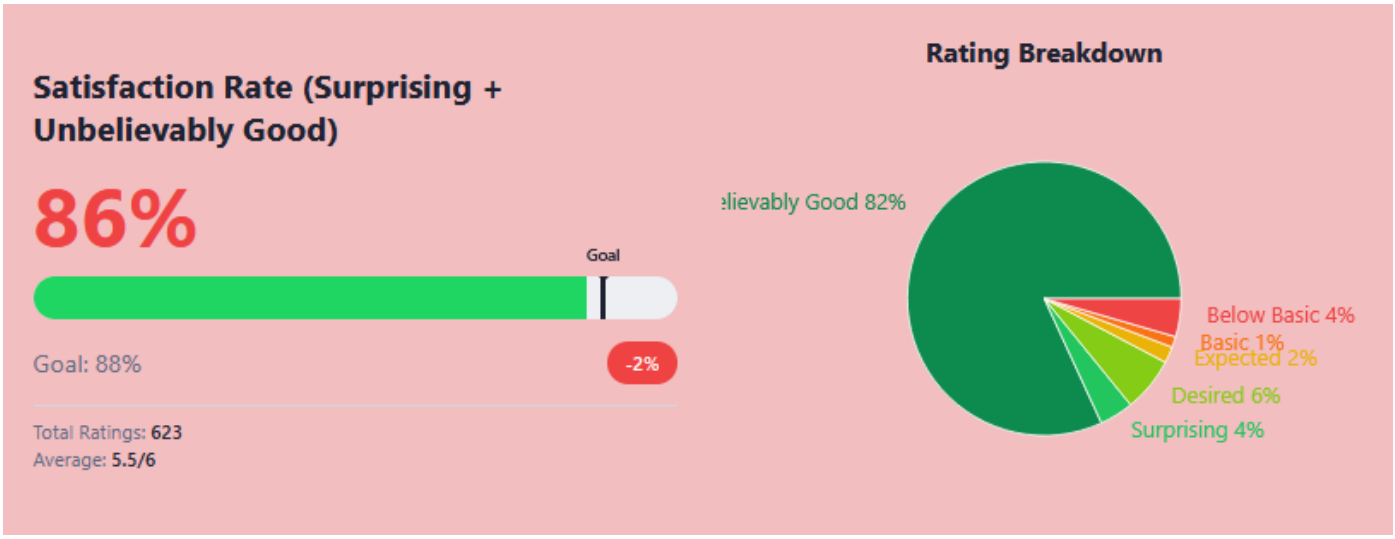
Data may come from:

- RPIE Data Packets
- Transfer data
- Succes Rates Dashboard (scroll down on page)
- Requested data from the Office of Research, Planning, and Institutional Effectiveness (RPIE)
- SLO/SAO data
- Data from program-created surveys or investigations
- Any other relevant source of quantitative or qualitative data

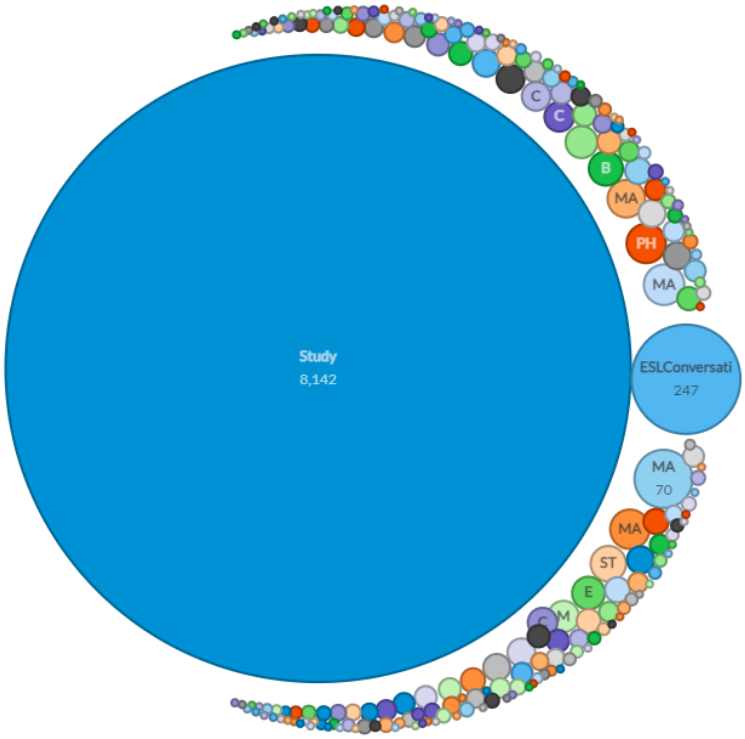
**Course Success:** 100% of our tutors passed their training courses. This is an improvement from previous years/semesters. This may be an indicator that we may have:

- Improved our recruiting process and are selecting the best applicants from a larger pool.
- Improved our onboarding process and setting tutors up for success.
- Improved our ability to provide differentiated support for our tutors who are struggling.

**Tutoring Quality:** Survey data as of 10/14/26 indicate tutoring quality is unbelievably good" 510/623 (82%).




**Tutoring Quantity:** During the 2025-2026 academic year, 1500 students signed in to use services at the Tutoring Center during 9583 visits for 8748 hours for 225 different classes. Of note, studying accounted for 8142 of the visits. ESL conversation practice accounted for 247 visits. Also of note, these values are estimates as many students don't sign in as we advocate for "frictionless access" to remove any barriers.




**2. Equity:** Did your data reveal any patterns of inequity? If so, please explain those patterns and any actions that should be taken at the program or college level.

Recent student success, persistence, and equity data related to tutoring is not available. Past data indicate Tutoring Center use is correlated with ~10% increase in success and ~20% increase in persistence.

**3. Course Modality (Instructional Programs Only):** In reviewing your program's data packet and Succes Rates Dashboard, are there differences in success rates by modality (i.e. face-to-face, asynchronous, synchronous, hybrid, or hyflex)? If so, reflect on what might account for differences and any actions that should be taken. (Non-instructional programs may also choose to reflect on online vs. in-person services if applicable).

Not applicable.

**4. Program-Set Standard (Instructional Programs Only):** The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly below 95% of the rolling 5-year average. There is no punishment for not meeting the standard, and many valid reasons this may occur. When a program does not meet this standard, they are 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

5a. Did your program meet its program-set standard for successful course completion in AY25-26?

Yes__x__ No____

5b. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests. Success rates for individual courses can be found on the Success Rates Dashboard.

Not applicable.

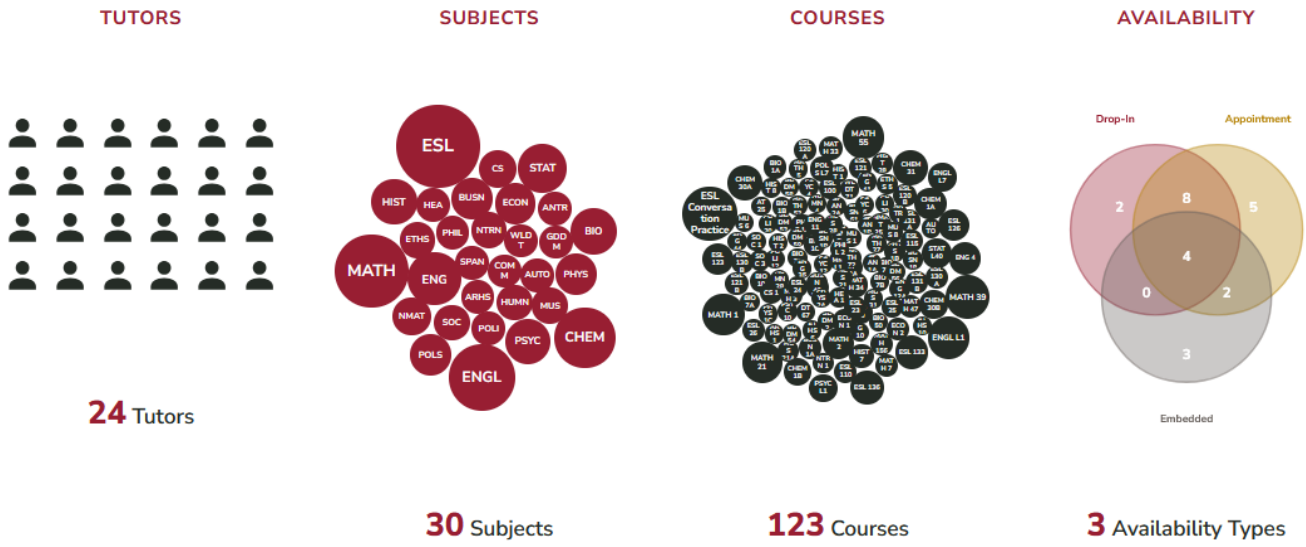
# Section 4: Special Topics

*These questions have been chosen for this year's Comprehensive Program Review to meet reporting mandates (for accreditation, Ed. Code, or other sources).*

**1. Mission:** Describe 1-3 examples of how your program's work has aligned with the college's mission, vision, values, and/or educational master plan over the past three years. (Possibilities might include new initiatives, resource allocation/use, program improvements, or other activities).

- Mission, Vision, and Values
- Educational Master Plan

1. The Tutoring Center has changed its programming to offer the most comprehensive system of tutoring possible (EMP Goal A7) despite decreasing funding. For example, as of 2024, the Tutoring Center continues to offer in-person summer hours. We provide embedded tutors for the English Center and Math Concurrent support classes to support AB 1705 implementation. We also changed hiring practices to ensure the limited number of tutors we can hire each semester can support the highest of courses possible as illustrated by our Fall 2026 offerings below.




2. In the absence of a college- or district-wide strategic technology implementation plan, the Tutoring Center has moved forward with creating micro web apps using generative AI to optimize the use of technology in our processes and practices to meet student learning needs and support program effectiveness (EMP Goal C4) as listed below.
    a. **Frictionless Access:**
        i. **Drop-in Calendar**: A filterable drop-in tutoring calendar was embedded on the Tutoring Center website to give students easy access to drop-in tutoring schedules for 100+ courses. This has removed the "friction" of students logging in to Penji, our tutor scheduling app, to access drop-in tutoring schedules. We also developed a custom website to disseminate instructions on how to embed our drop-in calendar directly into Canvas sites, giving faculty and classified professionals the ability to give students tutoring information directly in their Canvas shells.

ii. **Tutoring Subjects**: Similarly, we developed an intersectional infographic so students can easily see how many tutors, subjects, and courses we support. The tooltip hover function of the infographic eliminates the need to even click, creating a smooth frictionless experience. Prior to using this infographic, the only way to access the information was through a spreadsheet.

b. **Outreach:** We created a schedule visualization tool to aid in our outreach efforts. For example we used the tool to quickly identify days and times for specific classes (such as Math 21 and Math 39) to coordinate short in-class tutoring presentations.

c. **Analysis:** We created a service area outcome (SAO) customer service evaluation kiosk and dashboard to monitor the quality of tutoring. Of note, at the time of this writing 510/623 (82%) ratings indicate our service is "unbelievably good."

d. **Timesheet:** We created two bookmarklets, website bookmarks stored in a web browser that contains code that adds new features to a website. In particular we created a student-assistant timesheet filler bookmarklet that helps tutors fill in their timesheet by autofilling days of the week and totaling hours. We also created a student-assistant timesheet checker bookmarklet that helps administrators verify timesheets by automating the following tasks with one click:

   i. Round entries to the nearest 0.25 hours
   ii. Remove trailing zeros
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   iv. Verifying no students worked over 8 hours in a day
   v. Totaling hours
   vi. Fixing incorrect day entries

   The implementation of both of these tools has eliminated manual verification of arithmetic. A process that would typically take hours of tenkey entering and emailing to verify timesheets each month now takes about two minutes.

2. Regular Substantive Interaction (Instructional Programs Only)

To meet our college, ACCJC, state, and federal standards, **all online instructors** must demonstrate "**regular and substantive interaction**" (RSI) with students. That is, we must be clearly providing instruction and interacting with our online students, just like we would in an on-campus class. The following reflection questions allow us to capture how RSI is occurring in our classes.

The following documents explain requirements and best practices for RSI:

- ACCJC Quality Continuum Rubric for Distance Education
- Regular and Substantive Interaction (RSI) requirements

| |
|---|
| 2a. If your program offers DE courses, how are Regular and Substantive Interaction (RSI) requirements met in your area? Examples appear on the DE addendums of your Course Outlines of Record. Place an X next to each method used in your courses. |

| | |
|---|---|
| | Course materials make clear to students how often and when the instructor will interact with students (e.g. syllabus/home page lists email/office hours/other ways to communicate and typical response times) |
| | Provides direct instruction over Zoom (e.g. regularly scheduled live online class sessions in synchronous/hybrid/hyflex courses) |
| | Provides direct instruction through instructor-created videos (e.g. lecture videos created using Studio in asynchronous courses) |
| | Provides additional information from various sources/mediums to engage students with course content (e.g. instructor-curated content in Canvas pages that help deepen students understanding of course content) |
| | Facilitates discussions (e.g. through Canvas discussion boards, Pronto, Studio, or Hypothesis) |
| | Provides feedback on students' coursework (e.g. through detailed rubrics and/or assignment comments in Speedgrader; note: a grade alone does not quality as RSI, nor does auto-graded feedback students may get through completing publisher content) |
| | Responds to students' questions (e.g. through timely responses to student messages in Canvas Inbox, discussion boards, social annotation assignments) |
| | Facilitates student success through ongoing outreach (e.g. posts announcements; uses "Message Students Who" to encourage struggling students to attend office hours or access free tutoring) |
| | Other [explain]: |

2b. What challenges if any have you faced in implementing RSI? What additional training or resources might instructors in your program need to increase the quality of RSI in online courses?

Not applicable.

# Section 5: Program Review Feedback

What questions or suggestions do you have about this year's Program Review forms or process?

It seems the Tutoring Center program review should not be summarized with instructional programs. As a non-instructional program, the Tutoring Center needs are unique. Aggregating the Tutoring Center needs with instructional programs will, inevitably, diminish the saliency of our needs. Perhaps program reviews from non-instructional programs should be summarized separately.

# Detailed Instructions

**Instructions**

1. Send an electronic copy of this form to Program Review chair, Karin Spirn, and your Dean by Monday, November 2.
2. Please respond to questions with enough detail to present your information; it doesn't have to be long.
3. If the requested information does not apply to your program, write "Not Applicable."
4. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.
5. Optional/suggested: Communicate with your dean while completing this document.

**Sections:** There are five sections to the document:

1. Program Reflection and Planning
2. SLO/SAO Review
3. Data analysis
4. Special topics
5. Feedback on the PR template and process

**Time Frame:** This Program Review should reflect your program status during the 25-26 academic year. It should describe plans starting now and continuing through 2026-27. It is fine to discuss topics beyond these time frames, but please specify the time frame in your responses.

**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 inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

**Equity**: Here is the LPC definition of equity, which is a guiding principle in reviewing programs: "Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus."

**Please note:** Program Review is NOT 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.

**Helpful Links:**

- ★ Tools for Writers - with contacts for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Fall 2023 Program Reviews
- ★ Program Review FAQs

For help with your program review, please contact Karin Spirn at kspirn@laspositascollege.edu