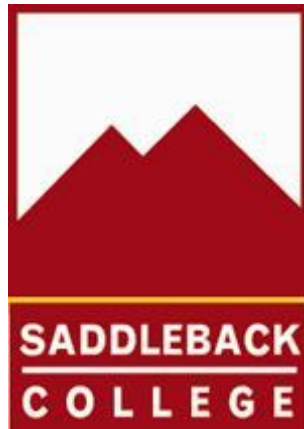


**Saddleback College
Program Review for the Learning
Assistance Program (LAP)**



Submitted Fall 2011

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Program Review Team Members

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Program Review Checklist

Date Completed	Action
Feb. 2011	Contact EPA Chair for orientation
Feb. 28, 2011	Form Program Review Team
Feb. 28, 2011	Gather documents (Org Chart/Staffing Profile/SLO Assessment Forms/Data Sets)
Feb. 2011 – Nov. 2011	Solicit input from faculty, students, and LAP staff
March 30, 2011	Determine if additional research is needed
April 27, 2011	Contact College Research Analyst if necessary
Mar. – Nov. 2011	Write Program Review report
	Submit report to Dean and EPA Chair for approval
	Report submitted to Academic Senate for approval
	Report submitted to the President and Vice President of Instruction
	Report posted to the EPA web site
	Presentation to the Consultation Council

Section 1: Program Overview

A. The Mission of the Program and its Link to the College's Mission, Vision and Strategic Directions

The Mission and Vision of the LAP directly mirror those of Saddleback College. In fact, the goals of the LAP are integrally connected to the Strategic Direction goals that make up Saddleback College's current Strategic Plan.

LAP Mission:

The Mission of the LAP is to empower Saddleback College students by providing comprehensive, high-quality tutoring in the basic skills that foster student learning, retention, persistence, and success in the attainment of academic degrees, certificates, transfers, and life-long learning.

LAP Vision:

The LAP will be the first choice of Saddleback students who seek tutoring in the basic skills necessary for academic success.

LAP's connection to Saddleback College's strategic directions:

Providing tutoring assistance to students not only relates to all of the college's strategic directions but also supports many of the specific goals that fall under each of them. The college's four strategic directions are to improve student preparedness, excel in college transfers, enhance resources, and foster innovation.

- The LAP improves student preparedness, providing tutoring support in the basic skills necessary to complete college-level work and to achieve career goals.
- The LAP provides assistance to help increase college transfers, by offering tutoring in most academic areas, including those which lead to degrees, certificates, and student transfers to four-year colleges and universities.
- The LAP helps to enhance resources, developing alternative sources of revenue to support student success through expanding its pool of volunteer tutors.
- The LAP employs innovative ways to enhance its program and to meet increasing student and workforce demands, including work with the Freshman Academy, use of community volunteers, and initiation of online tutoring.

B. Historical Background and Unique Characteristics of the Program

The LAP originated in 1978, housed in a classroom on the main floor of the Saddleback College library. In the 1980's the LAP relocated to two connecting classrooms on the library's third floor. During these years, students were rarely tracked for apportionment purposes. During the last 15 years, however, computer

software has been used to accurately and rigorously monitor student positive attendance for state apportionment.

The LAP is now temporarily located in the village on lower campus, as the program's permanent location on the main floor of the library is undergoing renovation. The center has typically provided tutoring assistance to approximately 5,000 Saddleback students each year and generated over 50,000 contact hours of tutoring assistance annually (a total of summer, fall, and spring hours).

Staffing: The LAP attracts students through innovative tutoring methods provided by 100 to 150 faculty-approved, trained tutors each semester; this number includes volunteers, paid tutors, student tutors, classified staff, and college professors. All of these individuals work together to help students succeed in their classes and to attain their educational goals.

The program currently has two class offerings and consists of two learning components. To use the center, students must enroll in TU 300, *Supervised Tutoring*, a zero unit, positive-attendance class; TU 300 students must concurrently be enrolled in another class at Saddleback College, one for which they are seeking tutoring assistance. The LAP also offers a two-unit, tutor-training class, TU 100: *Fundamentals of Peer Tutoring*.

The program's learning components are the LAP (the tutoring component) and the ICC (the Interdisciplinary Computer Center). Both provide direct assistance to students, helping them successfully complete their coursework for Saddleback College classes. The ICC offers 33 computers that students can use to access online tutorials, the Internet, Microsoft Office, My Site, and Blackboard, and the ICC is always attended by classified staff and tutors. These staff members assist students in using computer technology, helping them pursue their educational objectives and career goals.

C. Progress Since the Last Program Review

Online Tutoring:

As technology has had an ever-increasing influence on education, and distance education courses have continued to multiply, the need for online tutoring has become essential; for that reason, since the last program review, the LAP has begun to offer online tutoring for English composition classes. During the 2005/2006 academic year, changes to Title 5 made it possible to tutor students online and track the hours for positive attendance and apportionment, so in the spring of 2009, the LAP began a trial online-tutoring program for composition students enrolled in select distance-education classes. Since then, online tutoring has become available to all Saddleback students enrolled in composition courses.

Online English tutoring involves the use of CConfer software as well as a telephone. The CConfer software allows the student and tutor simultaneously to

see the student's paper online, and the phone allows them to discuss any suggested changes or applicable grammar rules. In the future, especially if we add math and science online tutoring, it will be necessary to improve this technology. Specifically, we will need software that allows the student and tutor to see each other (and any necessary white board writing) when discussing coursework.

Expansion of Basic Skills Tutoring:

Other progress since the last program review involves the expansion of basic-skills tutoring. The LAP provides basic-skills tutoring for all classes, including reading, math, science, English, and study skills. The LAP has also begun to focus on basic skills tutoring through coordination with the Freshman Academy program. In Freshman Academy classes, the LAP has provided an in-class tutor one hour per week, and in addition, this same tutor has offered focused group-tutoring sessions on a weekly basis.

In response to the college strategic direction of developing a comprehensive tutoring program to improve the progression rate of students in basic skills math, English, and ESL, additional tutoring areas are being formed outside of the LAP. This supplemental basic-skills tutoring will be funded through the Basic Skills Initiative.

Additionally, the LAP will fill a vacant *Instructional Assistant* position (that of a retired employee) with a basic skills specialist who will organize basic skills activities and act as a liaison between the LAP and the out-of-center tutoring areas. This individual will also offer a variety of basic skills workshops for staff, tutors, and students.

Implementation of an Instructor Generated Referral Protocol:

In the past few years, there has been an ongoing debate about what learning centers that claim State apportionment must do to conform to Title 5 requirements for instructor referrals. Some methods of implementing this policy could create cumbersome recordkeeping and paperwork for all involved: faculty, LAP staff, and students. To avoid such complications, the LAP (in a joint effort from Director Patti Weekes, Dean Kevin O'Connor, and Acting VP of Instruction Don Buche) developed a behind-the-scenes electronic referral system tied to class rosters; the default of this process grants a blanket referral for all students on an instructor's roster; however, it allows a faculty member to "opt out" if he or she does not want his or her students to use the LAP. This proposed procedure was presented to and approved by the Academic Senate on November 10, 2010, and was implemented during the Spring 2011 semester (see related Academic Agenda Item on page 43 for details). Although this process has been approved and implemented, the instructor referral process continues to be discussed at the State, District, and College level.

Increased Efficiency through Expansion of Volunteer Tutoring:

Due to the LAP's limited budget, combined with an increased demand for tutors, we have sought to increase our efficiency by recruiting more volunteer tutors. Specifically, a comparison of Summer/Fall 2009 to Summer/Fall 2010 shows a 14%

increase in volunteer tutoring hours. This has created a substantial cost savings (see chart below).

Semester	Volunteer Hours	Salary Saved
Summer 2009	615.5	\$ 5,231.75
Fall 2009	1,860.0	\$15,810.00
Spring 2010	2,129.0	\$18,096.00
Total 2009/2010	4604.5	\$39,137.75
Summer 2010	567.5	\$ 4,823.75
Fall 2010	2,823.5	\$24,000.00
Spring 2011	2,344.5	\$19,843.25
Total 2010/2011	5735.5	\$48,667.00

D. Discussion of How SLOs Have Been Utilized by the Program

In 2006, the LAP began using SLOs to measure student success in meeting the goals and objectives of both classes within our program: TU 100 and TU 300. Using SLOs has given us the ability to identify strengths and weaknesses within the program and to make some changes.

Verifying Strengths: Since the SLO process began, the LAP has tracked the success rate, persistence rate, and retention rate of students who use the LAP, comparing the results with the overall college population. In general, these results have shown that students who use the LAP are more successful than others in their college endeavors (see detailed results in Section E below as well as in the appendix, pages 25 and 34 to 42).

Improving Weaknesses:

The use of student surveys, especially the optional comment area, has provided the LAP with valuable student input that has helped us to identify weaknesses and improve our program.

Some weaknesses have been successfully addressed

- The 2006 survey indicated that students wanted more science tutors and a better distribution of math tutors, specifically requesting more math assistance in the morning. We have used this information to strengthen the program in multiple ways: (1) when an instructional assistant position opened, we hired a person with a strong math and science background, (2) when two of our part-time classified staff members requested a reduction in hours (an accounting tutor and an English tutor), we worked with the personnel office and CSEA to shift these hours to a math and science instructional assistant, one who had previously been working 15 hours per week and who now works 25 hours per week, (3) since we now have a 25-hour-per-week instructional assistant in math and science, this individual has begun to coordinate the tutors

in this area (volunteers, paid tutors, and student tutors) to create a balanced schedule, one that has a better distribution of LAP math/science tutors throughout the day.

- Several comments on the 2006 student survey suggested the LAP provide more supplies for math tutoring, specifically listing more scratch paper, calculators, and rulers. Many students also requested the purchase of at least one white board for students that are allergic to chalk dust. All of these adjustments have been made.

Some weaknesses have been partially satisfied

- Many students requested an improvement in LAP furnishings, noting "the tables and chairs are falling apart." While this remains a problem, as most of our furniture has come from surplus, this problem will be remedied when we move back into the renovated library building in 2012. The renovated facility will have all new furniture.
- On the 2006 student survey, a substantial number of students asked for more tutors. While we are limited in hiring more tutors due to budget constraints, the LAP has expanded its availability of tutors by increasing its use of volunteers, which has also served as an efficiency measure. Many volunteers are our most dedicated tutors. They include students who wish to show extensive volunteer service on their transfer applications (often aspiring to be part of the 100 or 200 Club)¹ and retired professionals who seek personal fulfillment by giving back to the community.
- The use of volunteers has been quite effective in providing more tutors for students; nevertheless, because the college's enrollment has substantially grown, we have been unable to keep pace with student demand. Moreover, on the spring 2011 survey, more than half of the students who offered constructive suggestions asked for more math tutors or for the center to be open longer hours.

E. Current Strengths, Opportunities and Challenges

Strengths:

Staff—The LAP has a strong complement of dedicated classified staff, tutors, and volunteers.

¹ People who volunteer 100 hours or 200 hours of service during a single semester

Program Success—Many of the program’s strengths related to student outcomes have been quantified by the College’s Research Analyst (see details in the appendix on page 25). In general, we have tracked the success rate, persistence rate, and retention rate of LAP students (those who use the center 6+ hours during a semester), comparing the results to the overall college population. We have also followed the demographics of LAP learners, making sure we reach a diverse population of students.

- On average, over the past 5 years (Spring 2006 through Spring 2011), LAP learners have had an 80.5% **success rate**, which is higher than the college-wide rate of 72.2%.
- On average, over the past 5 years (Spring 2006 through Spring 2011), LAP learners have had a 91.1% **retention rate**, which is higher than the college rate of 89.5%.
- On average—during the 2006-2007, 2007-2008, and 2009-2010 academic years—the **persistence rate** for LAP learners has been 87%, which is higher than the college-wide rate of 70%.

Strong Campus-Wide Faculty Support—On the Spring 2011 survey of LAP users, 67% of students responded that they first heard about the LAP from an instructor, and another 12% indicated they first learned about the LAP from a counselor. See documented results on page 35.

Demographics²—The LAP has been successful in serving a diverse student population, including students from 20 different ethnic groups and all age groups. These groups represent full-time, part-time, and zero-unit students, and include students seeking a variety of educational goals.

GENDER	
Males	41.8
Females	56.6
Decline to state	1.6
AGE	
Below 18	2.2%
18-21	46.2%
22-29	25%
30-39	11.8%
40-49	8.9%
50-59	5.9%
Over 59	2.1%

² These demographics were derived by the College's research analyst, using end-of-semester enrollments and including all students who used the LAP six or more hours during the semester

ENROLLMENT STATUS	
Full-time	59.0%
Part-time	37.8%
Zero-unit	3.2%

Listed below is the ethnic and goal information most frequently selected by LAP users (a complete listing is available in the appendix on page 32).

ETHNICITY	
White-Non-Hispanic	46.4
Decline to state	10.8%
Mexican, Chicano, Mexican-American	8.5%
Mixed Ethnicity	7.0%
Other Asian	4.1%
Black, African-American	3.5%
Other Hispanic	3.2%
South American	2.7%
Chinese	2.2%
Vietnamese	2.2%
EDUCATION GOAL	
Obtain a Bachelor's Degree after AA	43.5%
Obtain a Bachelor's Degree w/o AA	14.0%
Undecided on Goal	10.0%
4-year college std. taking crs. to meet 4-yr req.	6.9%
Obtain a vocational certificate	6.2%
Personal Development	3.3%

Opportunities: The LAP has the ability to grow and provide even more advantages to Saddleback College and its students. This growth, however, is limited by budget and facility challenges. In addition, if provided the necessary technology and staffing, we could have the significant opportunity to expand online tutoring services to include math and science tutoring, which could benefit many students.

Challenges:

Small Temporary Location—When the center had to temporarily relocate, our student enrollment and contact hours initially diminished due to three primary factors: (1) it took time for students to become familiar with our new location, (2) our remote location is inconvenient for students who want to get tutoring assistance between classes, (3) the seating capacity in our Village location is substantially smaller than in our previous location; around noon, the center's tables are often full, preventing some students from getting assistance.

Once students became familiar with our new location, we began to experience growth again. In fact, both our enrollment figures and contact hours have essentially returned to pre-move status. Specifically, a comparison of Spring 2010 (with 1622 enrolled students) to Spring 2011 (with 1799 students) shows an enrollment growth of almost 11%; the contact-hour data for this same period reveals a 22% increase.

Before Move (2009-2010 enrollment)

Year	Semester	Student Enrollment	Contact Hours
2010	Spring	1,622	17,635
2009	Fall	2,051	22,701

After Move (2010-2011 enrollment)

Year	Semester	Student Enrollment	Contact Hours
2011	Spring	1,799	21,520
2010	Fall	1,746	20,011

Once we return to our renovated facility, we anticipate both our enrollment figures and contact hours will continue to increase, provided that the seating capacity in the new center can sufficiently meet student demand.

Limited Budget—The LAP has a very limited and diminishing budget. An increased budget would allow the center to hire more tutors, and as a result, provide more services to students. In contrast, a decreased budget would present a grave challenge in attempting to maintain adequate services for students.

Limited Staff—Keeping the LAP operating effectively with minimal staffing is a constant challenge. There is an urgent need to add a second Office Assistant and another part-time Instructional Assistant. More details about these staffing needs appear in Section III A, page 19.

Also, because one employee recently retired—an Instructional Assistant who oversaw accounting tutoring and did some English tutoring—there is also a need to fill this position as soon as possible. Although this position was approved and advertised, the recruitment process was recently stopped by the Acting Vice President of Instruction. Filling this vacancy is critical to meet staffing and student needs.

Changes in Paid-Tutor Requirements—Recently adopted Saddleback College guidelines dictate that the LAP's paid professional tutors, those who hold a college degree and tutor for \$8.50 per hour, must get fingerprinted at their own expense to continue working. This could have a strong impact on the LAP's ability to retain and/or hire experienced tutors in the future. In addition, there is

some discussion about extending this policy to include volunteer tutors, and if this happens, it could have a devastating effect on our program.

Instructor-Referral—As discussed in Section IC, under "Implementation of Instructor-Generated Referral Protocol," in the past few years, there has been an ongoing debate about what learning centers that claim state apportionment need to do to conform to Title 5 requirements for instructor referrals. Meeting this requirement is a major challenge. To do so, the LAP (with approval of the Academic Senate) has implemented a behind-the-scenes electronic referral system related to class rosters; the default of this process grants a blanket referral for all students on an instructor's roster; however, it allows a faculty member to "opt out" if he or she does not want his or her students to use the LAP (see appendix page 43 for the exact wording of the electronic referral protocol). This process seems especially appropriate at Saddleback College since the LAP receives such strong faculty support on campus. Specifically, as the latest LAP student survey shows, 67% of students who use the center first heard about the LAP from an instructor, and another 12% first heard about the center from a counselor. See survey results on page 35.

To foster communication with faculty and to support the strategic directions of the college, the LAP is currently in the process of adding a faculty referral button to its website. This link would allow faculty members to provide electronic referrals for students as well as to indicate specific tasks or skills on which they would like their students working; this change could better meet the students' individual learning needs and help improve their preparedness. It would also allow a faculty member to recommend and refer a student to become a tutor.

Section II: Review Report

A. Faculty and Staff

Dean of Online Education and Learning Resources

1 full-time Director of Learning Assistance

12 Full-time faculty hours per week—(2-for-1 hours as part of load)

3 Part-time faculty hours per week (OSH)

9 part-time classified employees³

Paid tutors

Volunteer staff

Federal Work-study students

Classified and Faculty: The LAP is essentially run by one full-time Director/Associate Faculty member and a variety of part-time classified employees. The Program Director currently serves as Associate Faculty for the TU 100 class, totaling 3 faculty hours per week. Another faculty member (currently a full-time faculty member) spends 12 hours per week in the center, assigned to two sections of the TU 300 class. The classified staff consists of 6 part-time Instructional Assistants (currently only 5 as footnoted), 2 part-time Lab Technicians—Computers, and a part-time Office Assistant.

Paid Tutors: 20-30 tutors hold paid positions in the LAP, either as Professional Expert tutors (holding a college degree), or Student Help tutors (currently enrolled in 12 or more units). All paid student tutors are verified as qualified to tutor by Saddleback professors, and they must complete the LAP tutor training class, TU 100.

Volunteers: Many people volunteer time in the LAP as tutors. This group includes Saddleback professors, retired teachers, business professionals, graduate students, and Saddleback students. All volunteers are verified as qualified to tutor by Saddleback professors and go through the LAP training process before assisting students—regardless of their level of expertise.

Federal Work-Study Students: The LAP and ICC utilize the maximum number of FWS students and work hours available each semester. For the past several years, the average has been 3 work study students working in the LAP and 3 working in the ICC, with each student being assigned up to 15 hours per week. During the 2011 Fall Semester, however, both the number of work-study students and their hours were cut. We now have 2 students per area, working up to 10 hours per week.

³ Currently there are only 8 part-time classified staff members, as one vacancy remains unfilled. See page 12, "Limited Staff," for more details.

B. Curriculum and Instruction

The curriculum and instruction component of the LAP is comprised of two courses: TU 100 *Fundamentals of Peer Tutoring* (a positive attendance, 2-unit, transferable, open-entry, open-exit class) and TU 300 *Supervised Tutoring* (a positive attendance, zero unit, open-entry, open-exit class). TU 100, the tutor training class, adds to the overall efficiency of the program. This course requires that students complete at least 60 hours of tutoring in the LAP during the semester, and this provides Saddleback students with many more hours of “free” tutoring assistance. Most of the students who enroll in TU 100 transfer to four year colleges. Students who enroll in the TU 300 course are those who come to the center for tutoring assistance; typically, thousands of students enroll in TU 300 each semester. These students are a very diverse mixture of students with regard to gender, ethnicity, and educational goals (see pages 10, 11, and 31).

C. Student Success

Student success in the LAP is based on multiple factors: establishing a positive learning environment, tutoring in the basic skills needed to help students succeed in their Saddleback classes, and generally increasing the course retention rate at Saddleback College. Although these factors are not easily measured, using a student survey and working with the College Research Analyst have allowed the LAP to gather data that verifies the program’s success (see complete results in the appendix, pages 33-42). In addition, the LAP works with other college departments to help facilitate a broader scope of student success.

Student Satisfaction and the LAP’s Learning Environment:

A student survey has been used to measure student satisfaction with the LAP’s learning environment. The survey was given to LAP students during the spring 2011 semester and directly addressed the issues of their satisfaction, experience with, and feelings about the LAP.

Survey Results

- 94.6% of students “agreed” or “definitely agreed” that they were satisfied with the academic assistance they received in the LAP.
- 94.3% of students “agreed” or “definitely agreed” that the LAP improved their overall educational experience at Saddleback College.
- 97.7% of students “agreed” or “definitely agreed” that they felt comfortable asking questions of LAP tutors
- 96.6% of students “agreed” or “definitely agreed” that the LAP provided a positive learning environment.

Survey Comments:

On an optional portion of the survey that reads, "Please give us your feedback on the LAP," several students wrote comments that support these statistical findings. These comments included things like the following⁴:

- "Great tutors, awesome place"
- "One of the best programs ever!"
- "LAP is professional, enriching, and awesome."

Student Success and Retention:

Two methods have been used to measure student success and retention: the survey given to LAP students during the spring 2011 semester that directly addresses these issues and data compiled by the college's Research Analyst that compares the success rate, retention rate, and persistence rate of LAP users compared to the college wide population.⁵

Survey Results:

- 94.5% of students "agreed" or "definitely agreed" that the LAP has helped them improve their overall preparedness, helping them complete their Saddleback College courses.
- 78.4% of students "agreed" or "definitely agreed" that without the LAP, they might have received a lower grade in and/or dropped one or more of their classes.

Survey Comments: On an optional portion of the survey that reads, "Please give us your feedback on the LAP," several students wrote comments that support these statistical findings. These included the following:

- "LAP is amazing—without it I would have failed my math class"
- "Huge benefit to students and a critical part of my education"
- "I could not pass my math class without the personal tutoring"
- "Allows me to complete and understand assignments"
- "Has really helped me when I was struggling in my classes."

⁴ A complete list of comments is available on pages 36 to 42.

⁵ A chart of the Research Analyst's data is available on page 25 of the Appendix.

Research Analyst's Data regarding LAP users' Success Rate, Retention Rate, and Persistence Rate Compared to the General College Population (also reported in Section 1E):

- On average, over the past 5 years (spring 2006 through spring 2011), LAP learners have had an 80.5% **success rate**, higher than the college-wide rate of 72.2%.
- On average, over the past 5 years (spring 2006 through spring 2011), LAP learners have had a 91.1% **retention rate**, higher than the college rate of 89.5%.
- On average—during the 2006-2007, 2007-2008, and 2009-2010 academic years—the **persistence rate** for LAP learners has been 87%, higher than the college-wide rate of 70%.

Promoting Success with Other College Departments: The LAP and ICC work with many other departments on campus to help facilitate student success. The LAP staff makes presentations in Applied Psychology, ESL, English, science, and math classes to make students aware of the resources available in the LAP. We work with EOPS, special services, and Freshman Academy staff in providing tutoring assistance for special needs students. LAP staff members also provide study sessions for select classes, primarily for math and chemistry, as requested by instructors. Working with faculty and the ITC, we have also made some specialized software programs available for students to use in the ICC.

D. Facilities, Technical Infrastructure, and Resources

Facilities: The library building is currently being renovated, so beginning with the spring 2010 semester, the LAP was temporarily relocated to a space in the village on lower campus. In the current location, space is sometimes quite limited. In fact, during busy times—especially around the noon hour—the center frequently runs out of table space, leaving no room for tutors to meet with students. Once the library renovation is complete and the LAP moves into its permanent space, we hope this issue will be resolved.

Technical Infrastructure and Resources: As more and more classes require the use of technology, the Interdisciplinary Computer Center in the LAP has been a critical resource for students, especially those with limited computer experience. Instructional Assistants and tutors work closely with students using technology, helping them to complete their assignments and enabling them to pursue their educational objectives and career goals. Students frequently need assistance with word processing, email, printing, and conducting Internet searches to complete their course assignments. This technological support positively impacts the students at Saddleback College. In the ICC, 33 computers are available to link students with specific subject online tutorials, provide Internet access, allow them to word process

course assignments, and communicate with professors. Attendants are always available to help them when problems and/or questions arise. Nevertheless, technical support for the hardware and software (as well as periodically updating the equipment) is an ongoing concern.

In addition, as discussed in section 1C, additional resources and technology will be needed if we expand to include online math and science tutoring. Specifically, we will need more dedicated terminals for online tutoring as well as software that will allow the student and tutor to see each other (and any necessary white board writing) when discussing coursework.

E. Service, Community Outreach, and Economic Development

College Outreach Programs: One way the LAP has traditionally facilitated community outreach is through participation in College Outreach Programs like *Family Night*, *Senior Day*, and *Welcome Day*. In our new location, this has proven difficult since the center is too far out of the way for campus tours to visit. Once we move back into the library, we hope to resume participation.

Class Visitations and Tours: At the beginning of each semester, the LAP offers to send a staff member to visit classes, explaining the services available in our center. This resource is especially utilized by English, English as a second language, applied psychology, and chemistry professors. Other faculty members sometime bring their classes to the LAP for a short tour of the facility.

Website Links: The LAP maintains a link on our college website that directs students to quality tutorials available on the Web. These tutorials are arranged by subject matter and are available in such areas as English, ESL, History, Math and Science.

Section III: Needs Assessment and Annual Update

A. Statement of Program's Current Situation

The primary needs of the LAP follow: (1) to get approval to fill a vacant Instructional Assistant position, (2) to hire two additional part-time classified staff positions, (3) to acquire an increased budget for tutors.

B. Human Resource Needs

Filling Vacant Classified Staff Position—Instructional Assistant: The individual who held the Instructional Assistant position in accounting recently retired, and her position remains unfilled; filling this position is crucial to meet both scheduling and student needs.

Hiring a Classified Staff—Office Assistant: One of the crucial classified staff positions in the LAP is the Office Assistant. This person schedules student appointments, makes sure that students using the center have properly enrolled in TU 300, and coordinates all the tutors' schedules. Unfortunately, this staff member only works 25 of the 54 hours per week the LAP is open. Recently, through the classified prioritization process, an additional 25-hour-per-week Office Assistant position has been approved; however, it has yet to be funded and filled. This lack of staffing presents a continual challenge.

Hiring a Classified Staff—Instructional Assistant: The LAP is also in great need of additional Instructional Assistants. Currently, the combined hours of the three math/science Instructional Assistants cover only 49 of the 54 hours per week that the LAP is open. Also, the combined hours of the two English/ESL Instructional Assistants cover only 39 of the 54 hours per week that the LAP is open, and one of these positions is designated as a 10-month employee.

Furthermore, there is an increased need to expand the LAP's online tutoring program, extending it to math and science students, and this will not be possible without additional staffing. The current lack of staffing in this area already presents a constant challenge,⁶ and providing this additional service would only diminish the number of tutors available for regular drop-in math and science tutoring.

Additional Budget for Tutors: On the spring 2011 student survey, over fifty percent of the students that chose to write suggestions in the comment section did so to request more tutors and increased LAP hours. These comments included the following statements:

- "There needs to be more tutors who can help with Math 10 ..."
- "For math, ...there are limited math tutors..."

⁶ The top request on the LAP's Spring 2011 student survey was for more math and science tutors

- "...need to make it [LAP] bigger with more help."
- "...more math tutors available please..."
- "I feel that LAP should keep on more paid tutors..."

Over time, the LAP has seen a substantial decrease in its budget to pay tutors, and this has had a direct impact on the service we can offer students.

C. Instructional/Service Needs

The Fundamentals of Peer Tutoring class (TU 100) needs to be offered each semester. For the first time since 1985, during the Fall 2011 semester, TU 100 was pulled during the 3rd week of classes due to low enrollment. Historically, TU 100 has filled slowly since it is an open-entry, positive-attendance class, allowing tutors to enroll at anytime during the semester. This 2-unit class, Fundamentals of Peer Tutoring, is a significant part of the LAP program, and it supports students, faculty, and student success in many ways.

- Students in TU 100 help support the College's Strategic Direction of Student Preparedness: those who enroll in TU 100 help other students improve their skills by tutoring a variety of subjects in the LAP.
- The TU 100 class improves the overall efficiency of the program. Specifically, the lab-hour portion of this course involves enrolled students tutoring other students in the LAP, increasing the availability of support on campus without increasing the LAP's tutor budget,
- TU 100 serves as the foundation for the LAP's Teaching Assistant Program, a program that helps both faculty and students: (1) it helps interested faculty by providing a tutor/teaching assistant in the classroom, and (2) it helps the students in these classes by providing weekly group tutoring sessions in the LAP.
- Many students feel that completing TU 100 and tutoring in the LAP help with the transfer process: (1) TU 100 students often discuss their tutoring experience in their personal statements as a way of demonstrating strength in their major and discussing personal qualities that tutoring develops, like patience and compassion; (2) they believe tutoring reinforces their knowledge and helps them perform better in their classes.
- TU 100 appears on the students' transcripts and provides documented proof of their semester-long tutor training; this training is often accepted at 4

year institutions, allowing LAP tutors to get hired as tutors immediately upon transfer.

- The class serves as a screening process to identify those who excel in tutoring, people skills, and dependability. After completion of the course, these students are often hired as LAP paid tutors.
- The experience of tutoring inspires many students to become teachers, helping them to identify a career goal and to acquire related job skills (strategic direction #1, goal #2).

D. Research Needs

To show the LAP's impact on students' success, retention, and persistence, it is necessary to acquire help from the College Research Analyst. These factors are not easily measured, but the Research Analyst makes it possible. Since our initial program review and SLO study, the Research Analyst has determined the success rate, retention rate, and persistence rate of students who use the LAP 6+ hours per semester as well as the corresponding rates of the general college population. These studies verify the substantial success of LAP users (see appendix pages 17 and 25).

E. Technical, Equipment and Other Resource Needs

Budget Needs: To meet students' tutoring needs (as discussed above), an increased tutor budget would be required. The LAP currently has a very limited budget with which to pay tutors.

Furnishings: The LAP has a great need for improved furniture, but this will be met when the center returns to its renovated area in the library, as the renovation will include all new furnishings.

Technical Equipment Needs: The LAP has several needs in this area.

Maintenance and Updating of Equipment—First of all, the need for continued maintenance and scheduled updating of computer equipment in the ICC is essential.

Equipment and Software for Online Tutoring—In the near future, the LAP will need to add dedicated equipment with the necessary software to expand its online tutoring program to include math and science students. This resource will not only be helpful for the general student body at Saddleback College who need assistance with basic skills but will also be of vital importance for Distance Education students. The addition of this equipment has been incorporated into the plans for the renovated library.

F. Facilities Needs:

Our temporary facility in the Village has been adequate although somewhat remote and too small to best meet student needs. We are hopeful these issues will be resolved once we return to our permanent location in the library.

We are hopeful that the new facility will have adequate capacity, especially during busy times, to accommodate all students seeking tutoring assistance. This has been a problem in our current location. Other concerns about our new location involve areas that may be taken and redesigned as administrative offices, decreasing the space for students and staff in the LAP/ICC.

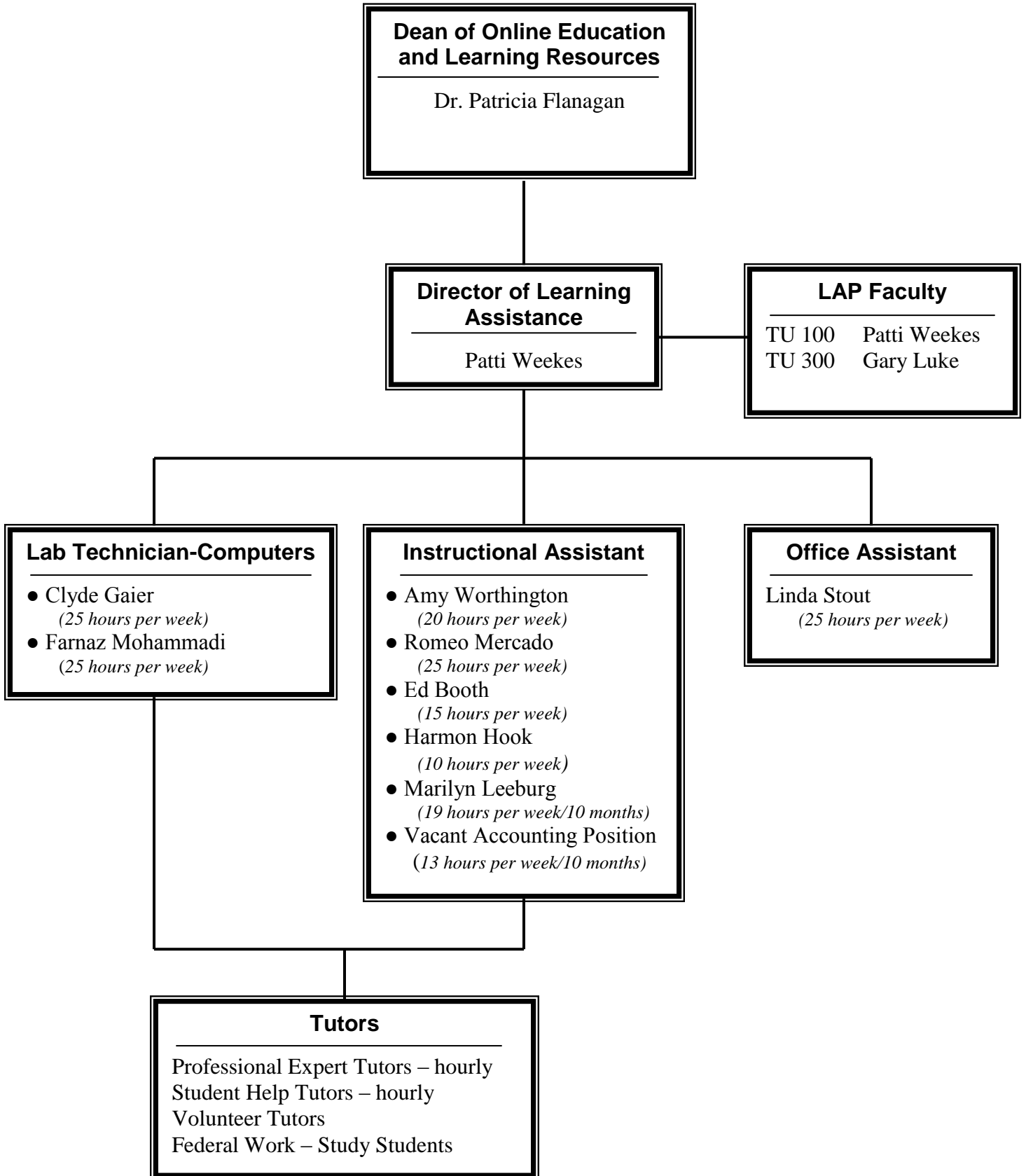
G. Marketing and Outreach Needs

The LAP needs to do more to maximize its marketing and outreach potential. Many students are on campus for a year or more before they learn about the tutoring center; in fact, the LAP Spring 2011 survey indicated that 30% of LAP users did not begin using the LAP until their 2nd or 3rd semester on campus (see page 34).

The LAP is currently coordinating with other instructional and student service groups on campus, brainstorming possible courses of action to make students more aware of the services available on campus. In particular, the LAP's Program Director serves on both the student success and basic skills committees. The goal is to increase students' awareness of the resources available in the LAP in order to help them be more successful. Specifically, the LAP is dedicated to assisting students with basic skills; our goal is to help improve students' success in their degree programs, certificate programs, and the transfer process. Suggestions have included utilizing the marquee to advertise, taking out a weekly advertisement in the *Lariat*, and developing a sign program that recognizes certain offices as being student-service related. No action has been taken yet, but we are dedicated to further outreach.

Section IV: Appendices

Program Organizational Chart



Five Year Staffing Plan

Position	Staffing Levels for Each of the Previous Five Years					% change from Year 1 to Year 5
	2005/6	2006/7	2007/8	2008/9	2009/10	
Managers	1	1	1	1	1	0%
Bargaining Classified Staff FT	0	0	0	0	0	0%
Bargaining Classified Staff PT	9	9	9	9	9	0%
Non-bargaining staff FT	0	0	0	0	0	0%
Non-bargaining Staff PT (tutors)	26	29	26	28	26	0%
FWS/Student Workers	6	6	6	6	6	0%
Faculty FT	1 @ 1 class	1 @ 1 class	1 @ 1 class	1 @ 1 class	1 @ 2 classes	100%
Faculty PT	1 @ 2 classes	1 @ 2 classes	1 @ 2 classes	1 @ 2 classes	1 @ 1 class	-100%

Current LAP staffing differs considerably from this chart. Specifically, this required chart only covers annual data through the 2009-2010 school year (Summer 2009, Fall 2009, Spring 2010), making it difficult to illustrate changes that occurred mid-year, during the spring of 2010.

Furthermore, some changes occurred in the LAP following the time covered by this chart—during the summer and fall of 2010 and the spring of 2011. These changes, which are not reflected above, are outlined below:

- The LAP/ICC used to have 6 Federal Work Study students each semester, each working 15 hours per week; we are currently allotted only 4 students, each working 10 hours per week, a loss of 50 hours per week.
- There used to be 3 sections of TU 300, but there are now only 2.
- The FT faculty advisor used to be assigned to one section of TU 300 as part of load, but he is currently being assigned 2 (the LAP Director is no longer assigned to this class)
- The LAP Director does not have a faculty assignment this semester, Fall 2011, because TU 100 was pulled due to low enrollment.

SLO-Research Analyst Generated Data

	RETENTION RATE			SUCCESS RATE	
Semester	LAP students with 6+ hours	College rate		LAP students with 6+ hours	College rate
Sp. 2006	93%	90%		80%	69%
Fall 2006	93%	89%		80%	69%
Sp. 2007	93%	90%		83%	72%
Fall 2007	95%	89%		83%	72%
Sp. 2008	95%	89%		83%	71%
Fall 2008	91%	90%		82%	73%
Sp. 2009	91%	89%		80%	73%
****LAP Moved to the Village****					
Fall 2009	87%	90%		78%	73%
Sp. 2010	86%	90%		78%	74%
Fall 2010	89%	90%		80%	75%
Sp. 2011	89%	89%		79%	73%
AVERAGE	91.1%	89.5%		80.5%	72.2%

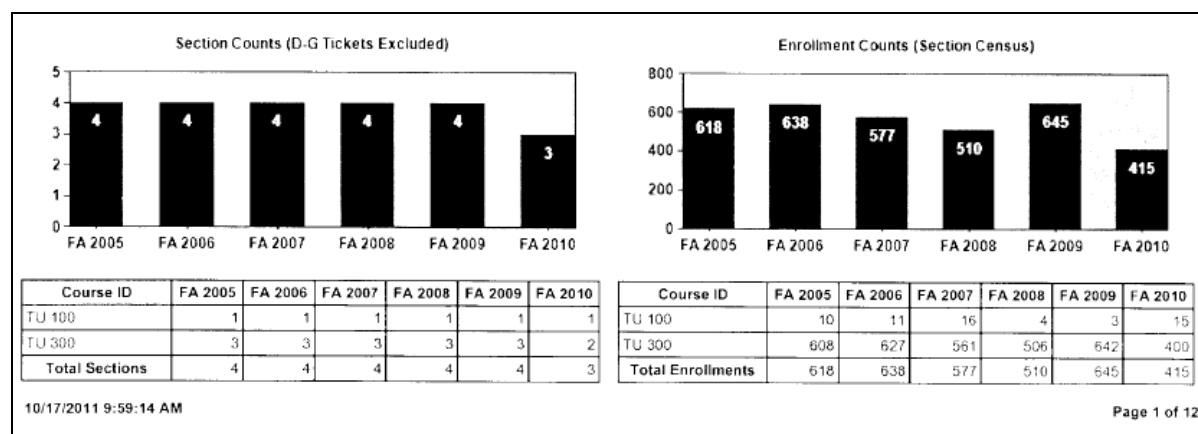
ANNUAL PERSISTENCE RATE		
Year	LAP students with 6+ hours	College rate
2006-2007	83%	69%
2007-2008	89%	70%
2008-2009	90%	69%
2009-2010	92%	75%
2010-2011*	81%	67%
AVERAGE	87%	70%

PROGRAM REVIEW: INFORM DATA SETS

Problem: The *Program Review Handbook* indicates that each instructional program's report needs to include applicable "Instructional Program Review Data Sets". When we gathered this information, it quickly became clear that these data sets are not relevant to our program. The data sets are derived from 1st Census information, and since both courses in our program (TU 100 and TU 300) are positive attendance, open-entry, open-exit classes (classes where the majority of students enroll after the first census), the information in the data sets does not accurately represent our program.

Solution: Saddleback College's research analyst annually compiles data used by the LAP to measure Student Learning Outcomes (SLOs); this data better represents our program than the InForm Data Sets. Therefore, while this appendix includes the required "Instructional Program Review Data Sets" below, each section includes an explanation as to why the data set is not applicable, and when appropriate, references the more accurate data.

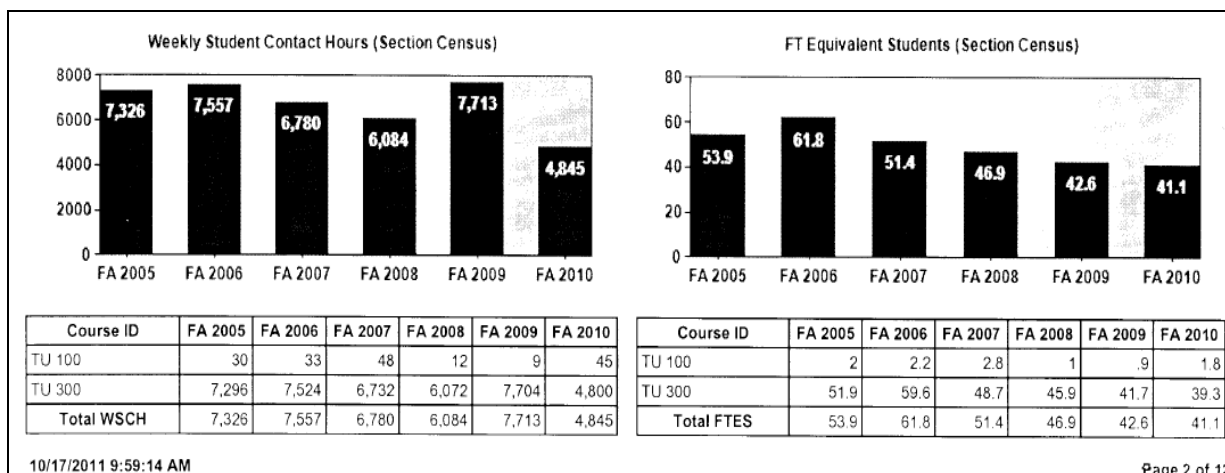
Data Set #1: Section Counts and Enrollment Counts



While these section counts are accurate, the enrollment counts are not an accurate reflection of the LAP's program. Given that both TU 100 and TU 300 are open-entry, open-exit classes, enrollment counts taken at the first census date do not accurately reflect the cumulative nature of our program. Most students do not enroll in the tutoring classes, especially TU 300, until later in the semester when they need help with assignments. With both TU 100 and TU 300, end of semester head counts provide a much better picture of the LAP program. See the chart provided below as well as additional relevant data on page 12.

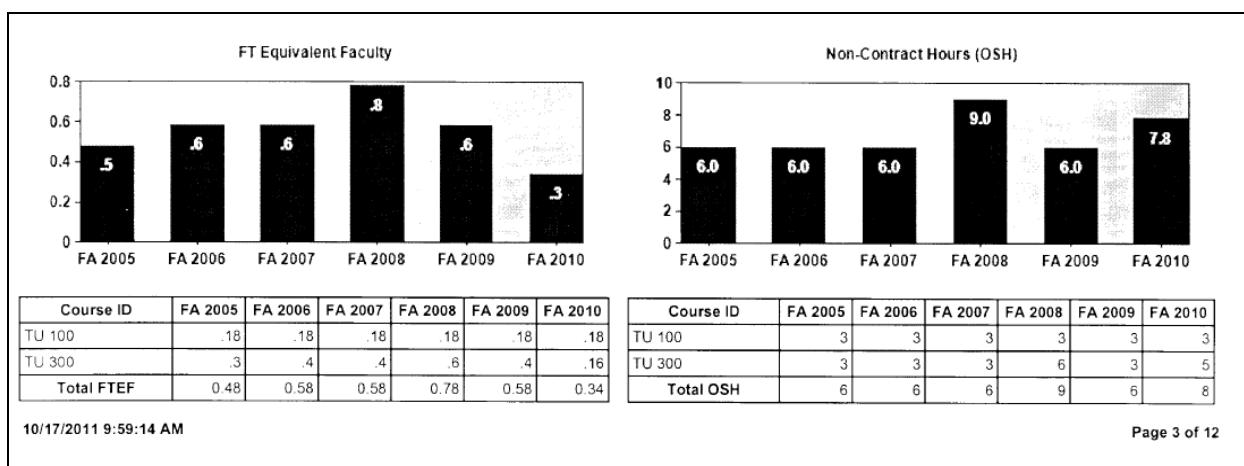
Course ID	FA 2005	FA 2006	FA 2007	FA 2008	FA 2009	FA 2010
TU 100	16	15	19	7	9	25
TU 300	1672	1725	1702	1810	2051	1746
Total Enrollments	1688	1740	1721	1817	2060	1771

Data Set #2: Weekly Student Contact Hours



Since the enrollment counts taken at the first census do not accurately reflect our program (see explanation for data set #1), any information that builds upon this data, like WSCH and FTES, is also inaccurate.

Data Set #3: FT Equivalent Faculty and Non-Contract Hours (OSH)

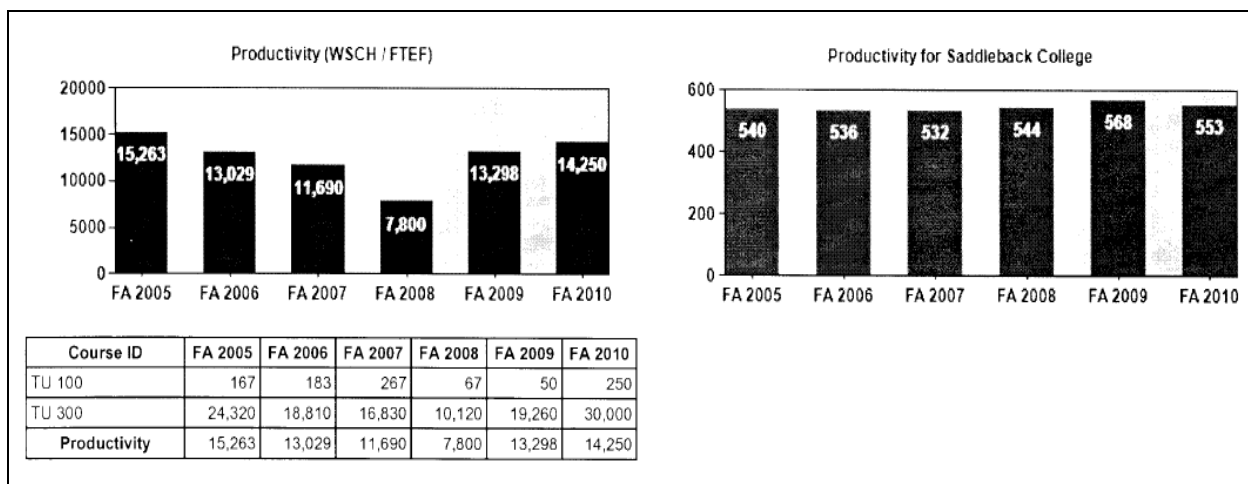


Having nothing to do with first census data, this information should be accurate, but it is not because of clerical problems. Prior to the Fall 2010 semester, the LAP Director was assigned 3 OSH for TU 100 and 3 OSH for TU 300. Beginning with the Fall 2010 semester, the Director was no longer assigned to TU 300, increasing the load hours of the assigned faculty advisor. However, none of the faculty advisor's hours should be reported as OSH; they should always be load.

In other words, the Non-Contract hours (OSH) for Fall 2008 and Fall 2010 are both wrong.

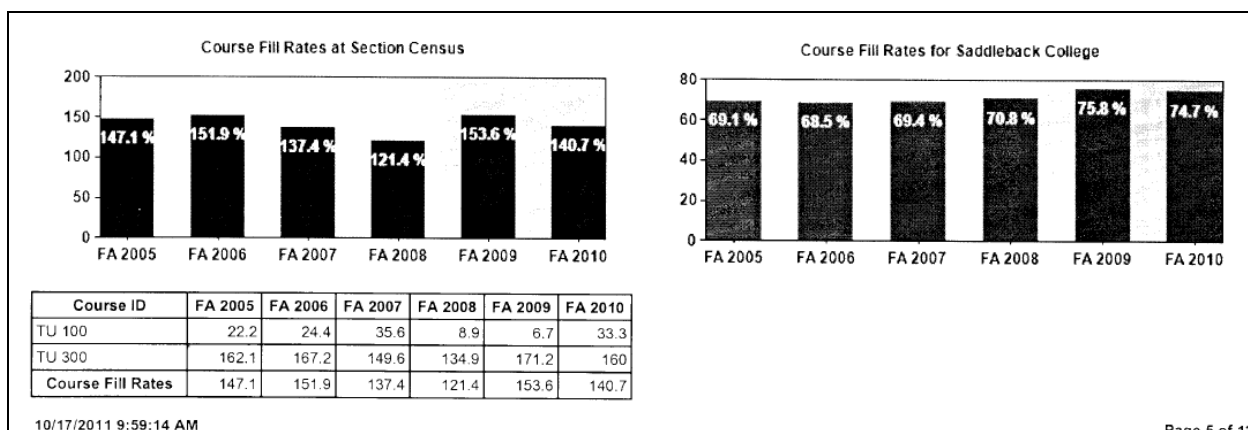
- Fall 2008 should show 3 OSH for TU 100 and 3 for TU 300, totaling 6 OSH.
- Fall 2010 should show 3 OSH for TU 100 and 0 for TU 300, totaling 3 OSH. It should also show the corresponding increase in FTE equivalent faculty hours.

Data Set #4: Productivity



Since this productivity data builds upon the WSCH and FTEF information reported in Data Set #2, which is not an accurate representation of our program, the information in this section is also inaccurate.

Data Set #5: Course Fill Rates

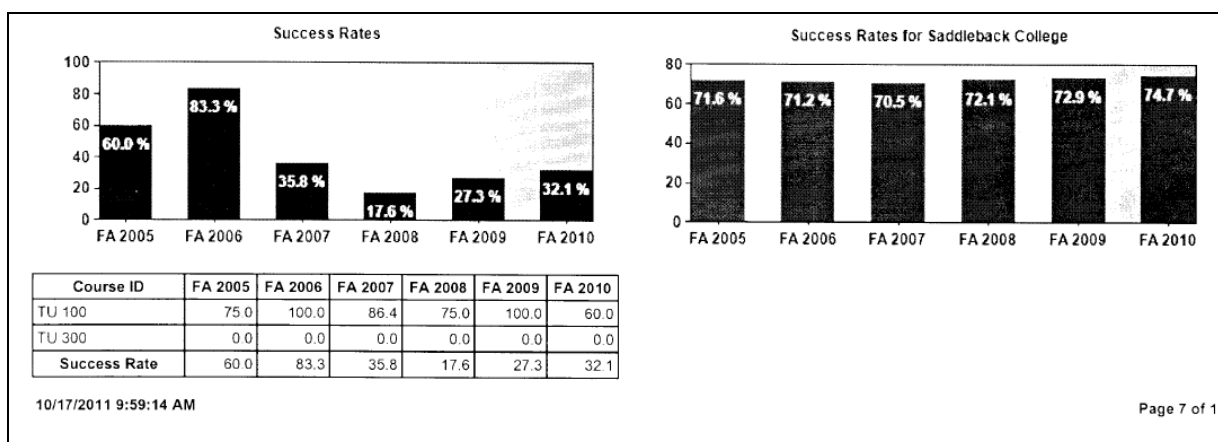
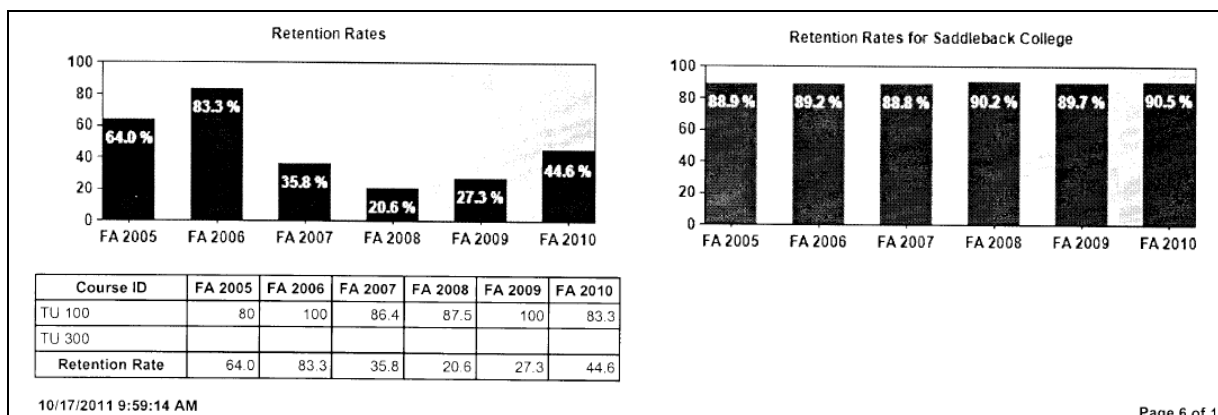


This section examines the course fill rates for TU 100 and TU 300. Since it uses the first census information, it does not accurately represent our program for two reasons:

(1) The majority of our enrollment occurs after the first census date, so these fill rates inaccurately represent our program. For example, in the fall of 2011, 507 students enrolled during the first three weeks, but an additional 206 added in the fourth week, 154 during the fifth week, 80 during the sixth week, etc.

(2) These calculated results do not seem to account for the fact that each TU 300 section allows 999 students to enroll. Using Fall 2010 as an example, the data indicates the fill rate of the program to be 140.7%, but in actuality, TU 100 was 33.3% full, one of the two sections of TU 300 (with 400 out of a possible 999 students) was 40% full, and the additional section of TU 300 was 0% full.

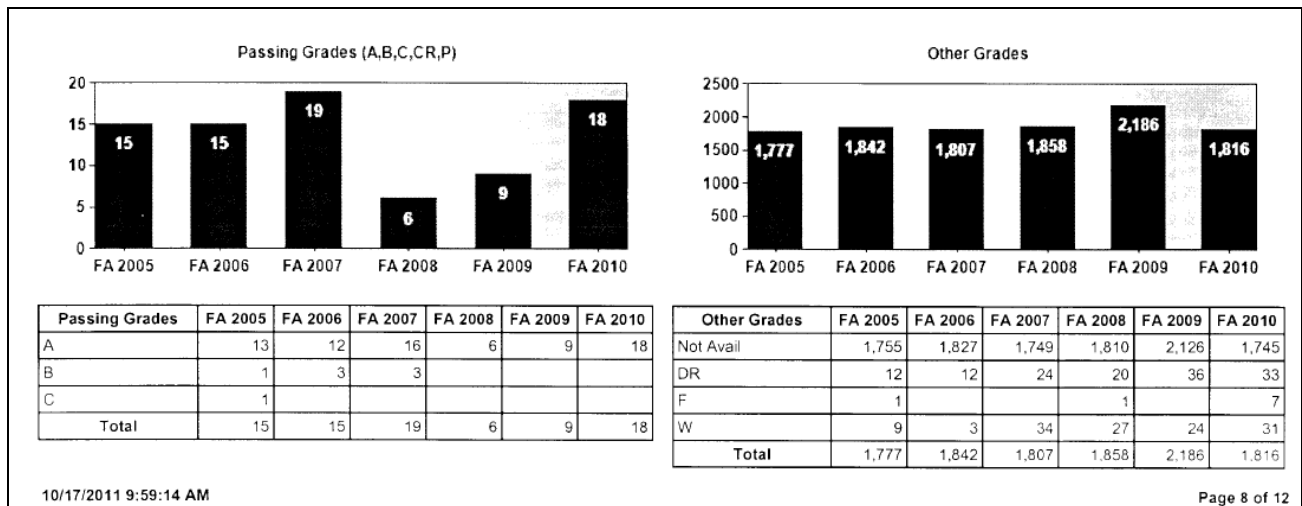
Data Sets #6 and #7: Retention Rates and Success Rates



Since TU 100 is an open-entry, open-exit class, the retention and success rates (based on those enrolling and dropping before the first census) do not accurately reflect our program. Students in TU 100 continue to add the class throughout the semester, so the actual retention and success rates for this class may be substantially different than what is reported here at first census.

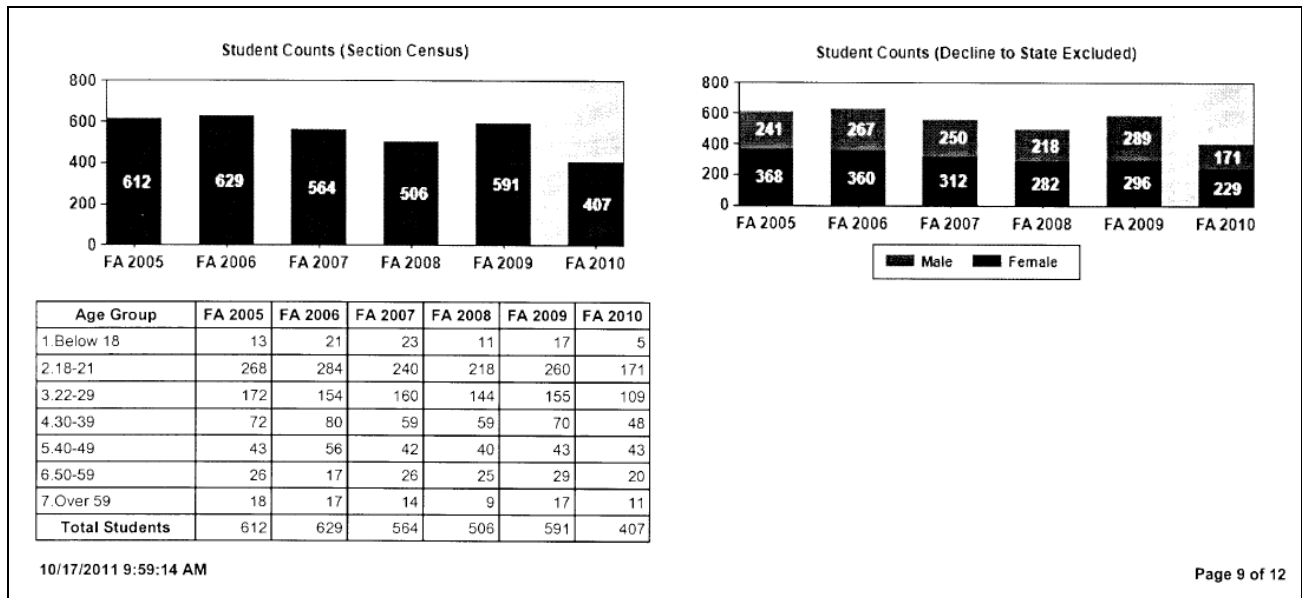
Most importantly, the LAP's greatest impact on retention and success (as well as persistence) is not addressed by looking at the data for our classes. Specifically, when students enroll in TU 300, seeking tutoring assistance for their academic classes, it can have a substantial impact on their overall college retention and success rates. Annually, this data is researched and compiled by the college's research analyst; it was also addressed by a 2011 LAP student survey. See pages 15, 16, and 24 for these results.

Data Set #8: Passing Grades



Since this grade information is derived from end-of-the-semester data, it is a somewhat accurate representation of our program; however, since the results combine one section of TU 100 (a graded, 2-unit course with modest enrollment) with three sections of TU 300 (an ungraded, zero-unit class with massive enrollment) the data can mislead.

Data Set #9: Student Counts



Since this data is based on first-census student counts, and the majority of LAP students do not enroll until much later in the semester (see explanation for data set #1), the results do not accurately reflect of our program. Age and gender information calculated by the college's research analyst for the LAP (see pages 10-11) is a much better guideline.

Data Sets #10 and 11: Ethnicity and Educational Goal

Ethnicity	FA 2005	FA 2006	FA 2007	FA 2008	FA 2009	FA 2010
White, Non-Hispanic	256	285	273	256	266	184
Decline to state	70	79	35	33	60	47
Mexican, Chicano, Mexican-American	56	48	49	45	64	34
Mixed Ethnicity	19	21	21	13	30	25
Other Asian	19	19	16	12	25	22
Chinese	18	13	15	24	24	11
South American	19	20	14	15	17	11
Japanese	25	24	16	13	7	8
Korean	14	19	23	8	15	11
Filipino	18	14	19	12	13	7
Middle Eastern	20	18	20	10	7	2
Other Hispanic	10	14	15	15	13	10
Black, African-American	20	17	9	6	12	11
Vietnamese	17	13	9	9	14	10
Other Non-White	13	6	7	15	11	7
Indian Sub-Continent	6	6	9	6	6	3
American Indian, Alaskan Native	2	6	7	7	3	1
Central American	7	7	3	2	3	2
Cambodian	1		1	1	1	1
Pacific Islander, Hawaiian	1		1	1		
Loatian			1	2		
Other Pacific Islander	1			1		
Pacific Islander, Guamanian			1			
Total Students	612	629	564	506	591	407

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Educational Goal	FA 2005	FA 2006	FA 2007	FA 2008	FA 2009	FA 2010
Obtain a Bachelor's degree after Assoc.	233	225	235	225	254	177
Obtain a Bachelor's degree w/o Assoc.	76	85	87	71	82	57
Undecided on goal	56	60	45	49	70	39
Obtain a voc certificate and transfer	74	82	62	40	32	19
Prepare for a new career	57	60	36	41	36	15
Personal Development	36	25	28	15	28	18
Obtain two-year voc. degree w/o transfer	18	24	22	17	8	9
Improve basic skills	15	19	15	19	19	8
Discover/develop career interests	22	13	10	7	9	9
Advance in current job/career	13	16	9	12	11	6
4 yr col std taking crs to meet 4 yr requirements					20	27
Obtain a non-voc degree w/o transfer	3	8	8	3	10	10
Obtain a voc certificate w/o transfer	4	6	2	4	8	6
Maintain license	3	4	3	2	2	4
Complete credits for HS diploma or GED	2	1	2	1	2	3
		1				
Total Students	612	629	564	506	591	407

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Since this data is based on first-census student counts, and the majority of LAP students do not enroll until much later in the semester (see explanation for data set #1), the results do not accurately reflect of our program. Ethnicity and Educational goal information calculated by the college's research analyst for the LAP (see page 32) provides a more accurate resource.

LAP Students' Ethnic and Goal Information as Determined by the College's Research Analyst using End-of-Semester Enrollment

Note: These demographics only include students who used the LAP six or more hours during the semester

Ethnic distribution for students enrolled in TU 300 with 6+ positive attendance hours for Fall 2010	
	Percent
American Indian, Alaskan Native	0.2
Black, African-American	3.5
Cambodian	0.2
Central American	0.6
Chinese	2.2
Decline to state	10.8
Filipino	2.9
Indian Sub-Continent	0.8
Japanese	0.2
Korean	2.1
Mexican, Chicano, Mexican-American	8.5
Middle Eastern	0.3
Mixed Ethnicity	7.0
Other Asian	4.1
Other Hispanic	3.2
Other Non-White	1.9
Pacific Islander; Hawaiian	0.2
South American	2.7
Vietnamese	2.2
White, Non-Hispanic	46.4

Education goals for students enrolled in TU 300 with 6+ positive attendance hours for Fall 2010	
	Percent
4 yr col std taking crs to meet 4 yr requirements	6.9
Advance in current job/career	2.2
Complete credits for HS diploma or GED	0.8
Discover/develop career interests	1.9
Improve basic skills	2.4
Maintain license	0.3
Obtain a Bachelor's degree after Assoc.	43.5
Obtain a Bachelor's degree w/o Assoc.	14.0
Obtain a non-voc degree w/o transfer	1.6
Obtain a voc certificate and transfer	4.6
Obtain a voc certificate w/o transfer	1.6
Obtain two-year voc. degree w/o transfer	1.9
Personal Development	3.3
Prepare for a new career	4.8
Undecided on goal	10.0



LAP Student Survey

Please take a few minutes to complete this survey so that we can use your response to continue providing quality assistance to our Saddleback students.

Tell us about yourself....

1. How many semesters have you attended classes at Saddleback College?
 - 1 2-3 4-5 6 or more
2. How many semesters have you been coming to the LAP?
 - 1 2-3 4-5 6 or more
3. What is your primary reason for taking classes at Saddleback College?
 - AA Degree Certificate Transfer to 4-year university Self-enrichment
4. Please check all of the LAP services you use. (Check as many as apply)
 - Computer Lab English Tutoring
 - Math / Science Tutoring Group Workshops
 - Other Tutoring

If you checked "other tutoring" above please tell us what subject area: _____
5. How did you first hear about the LAP?
 - Other students or friends Lariat Newspaper
 - Instructor LAP Brochure
 - Counselor Other _____

Please respond to the following items by checking the choice that you feel best represents how you feel as an LAP learner.

Item	Definitely Agree (5)	Agree (4)	Maybe (3)	Disagree (2)	Not At All.. Strongly Disagree (1)	Not Applicable
6. The LAP has improved my overall preparedness, helping me to complete my Saddleback College courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Without the LAP, I might have received a lower grade in and/or dropped one or more of my classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I have been satisfied with the academic assistance I have received in the LAP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The LAP has improved my overall educational experience at Saddleback College.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I feel comfortable asking questions of LAP tutors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The LAP provides a positive learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. (Optional) Please give us your feedback on the LAP. _____

Thank you very much for completing this survey. Revised 4/16/2011

Survey LAP Student Survey Results 2011

Learning Assistance Program (LAP)

Number of evaluated questionnaires: 267

Survey Results

Question	Result	n
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Tell us about yourself...

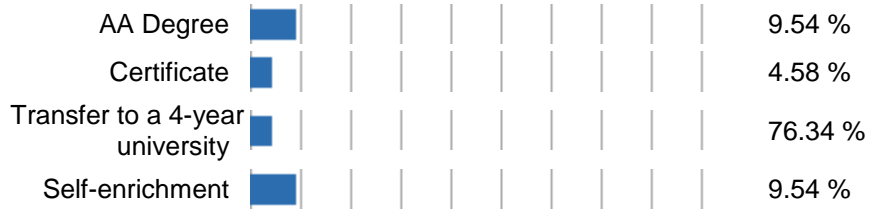
How many semesters have you attended classes at Saddleback College?		263
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How many semesters have you been coming to the LAP?		266
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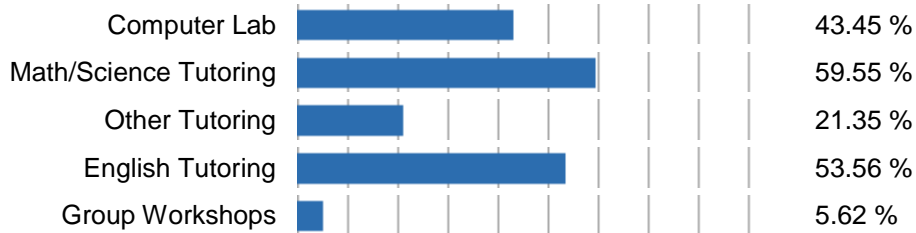


What is your primary reason for taking classes at Saddleback College?		262
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267

Please check all of the services you use. (Check as many as apply)

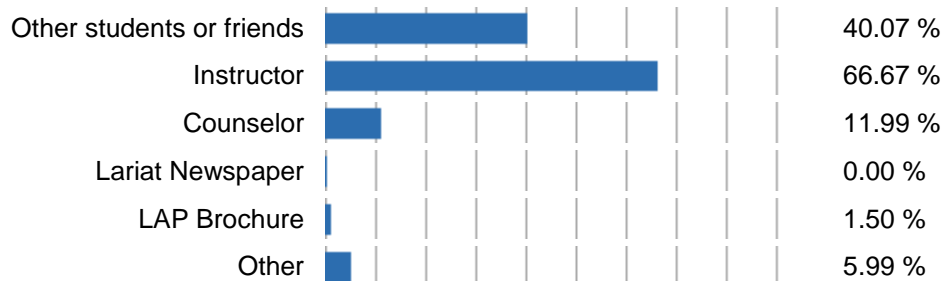


If you checked "other tutoring" above, please tell us what subject area:

- accounting (14 Counts)
- accounting 1A (1 Count)
- accounting 1B (1 Count)
- accounting/business (1 Count)
- econ. accounting (1 Count)
- Spanish (7 Counts)
- Italian (6 Counts)
- speech (2 Counts)
- logic (1 Count)
- history (2 Counts)
- psychology paper (2 Count)
- psychology (2 Counts)
- psych, sociology papers (1 Count)
- history, personal statements (1 Count)
- sociology and government (1 Count)
- biology, physics, etc. (1 Count)
- chemistry (2 Counts)
- want to start using (math) (1 Count)
- essay writing tutoring (1 Count)

How did you first hear about the LAP?

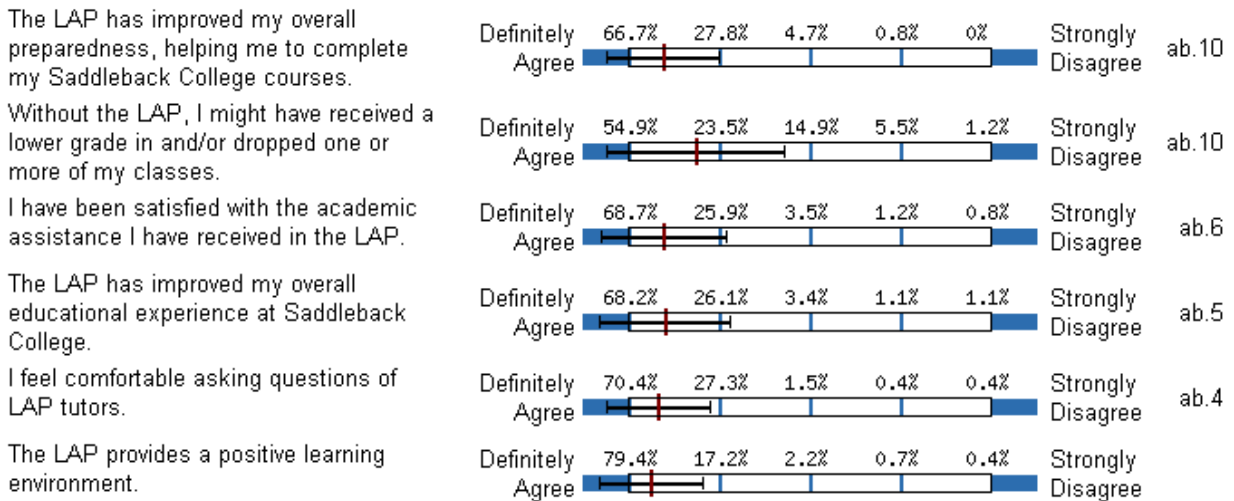
267



If you checked "other" above, please tell us where you first learned about the LAP:

- walking by (2 Counts)
- special services (1 Count)
- school website (1 Count)
- APSY class (1 Count)
- staff working in the IMC lab (1 Count)
- by asking what is LAP is how I knew about it (1 Count)
- found it randomly (1 Count)
- tutor came to the class (1 Count)
- Saw LAP sign in the library (1 Count)
- EOPS (1 Count)
- LAP tutor Nicolas Frega (1 Count)
- I asked where the learning center was (1 Count)
- by visiting (1 Count)
- applied as a computer lab assistant (1 Count)
- Saddleback website (1 Count)
- Internet Saddleback website (1 Count)

Please respond to the following items by checking the choice that you feel best represents how you feel as an LAP learner



OPTIONAL: Please Give Us Your Feedback on the LAP

Very helpful

I could not pass my math class without the personal tutoring. Also the studying vibe is really good. I get a lot done here.

I tutor at the LAP and can say that students are courteous, appreciative, and very much grateful for the help received.

Can get very noisy making it a bit difficult for concentration :-)

English is my second language, and with the LAP tutoring, it helps my English grammar and vocabulary.

I really like and appreciate the tutoring staff of the LAP. This place has changed my academic life. I am sure that it will improve my grades.

I am very thankful for the help LAP provides. LAP is my favorite place to study and improve my knowledge. Thank you LAP!! :-)

Thank you!!!

I love LAP. It has helped me get good grades for every semester that I have attended.

The LAP is a great place for students to come, learn, get feedback on papers, etc. It is very useful for students of all subjects. These two complaints are suggestions for improvement: (1) I think for a student wanting to become a tutor, it would be beneficial if Ms. Weekes could interact with the student tutors more--at least say hi and maybe check on their progress (2) also, that the receptionist who helps students when they first come in could be kind and patient with students who have never been to the LAP; the process should be explained to them about registering (before logging in for the first time) in a way that is not demeaning and explain that they need to go to the computer lab to register. Aside from these things, the LAP is a great place to grow and learn. (Oh, and why is there a water cooler with no cups?)

Great people working the LAP.

Has helped me so much with English, calculus, and chemistry. Gives me a great place to focus :) !!

Keep the LAP open!!!

Sometimes it becomes a little noisy, so much that I can't focus with the tutors.

I am very grateful and appreciate the service of the LAP. I come from Irvine to the LAP and pass by Irvine Valley College because of the LAP's services at Saddleback College. The LAP is great support for students and encouragement for students to follow education with confidence

They are great

The LAP is like my second home. Here I finish my homework, and I feel really comfortable asking for help.

All of the teachers are good and very kind.

I love the LAP because everyone is so happy and patient with their students.

Great tutors, awesome place.

There needs to be more tutors who can help with Math 10 (stats). I have spent too much time waiting for help. When I do get help, it is great.

Great services...working hand in hand with students.

The LAP is a great tool that every student should use or at least know about. Longer Friday hours should be in place!

The tutors are very good.

The LAP has helped me so much. The tutors are so nice and friendly. Rosa and Chelsea have been helping me with my Chem. Homework, and they are amazing tutors.

That is a wonderful place to learn more and improve skills. Thank you for your nice work.

I love coming to the LAP. I have more hours accumulated here than in the language lab. I find it helpful not only because of the learning environment, but also because of the knowledgeable tutors.

I was a tutor for longer than I was a student. Because of this, I have realized the tutors actually are very professional and do not receive enough credit. Friendly, helpful staff! Love the free food!

Wish I could get an appointment by phone.

Romeo is great and Harmon is great, too. Quick precise answers to questions are important.

The LAP beats IVC! Thanks to the LAP!

Very useful. Math has always been a source of frustration for me. I am glad there are help options available.

I appreciate the LAP for all the above but I get very annoyed when I am in urgent need to see a tutor, and then I see students having needless conversations with them, instead of getting the help they need.

Awesome!

One of the best programs ever! I wish I could spend more than half an hour with the tutors for a hard subject like English.

Great mix of staff.

I had a very good experience

It's somewhere I look forward to coming, on a weekly basis

The LAP has helped me be better at math, in understanding the basics of mathematics

Very nice people willing to adapt to different learning styles :-)

Great place to study. Since the library is closed.

Allows me to complete and understand assignments

LAP is awesome :-)

I am very grateful for LAP staff and tutors. They definitely helped me a lot during my academic progress at Saddleback College.

Thanks

Love it!! <}

Love you guys!

Five stars

For math, I have had some trouble asking questions because there are limited math tutors compared to all the different levels of students attending in LAP to get help; therefore, I have to wait sometimes up to ten minutes to get help on one of my math problems. So if there are many questions, there is no way to get the help you are hoping to get. English tutors are very good, especially because it is one on one.

I love LAP!!!

I love Homa for Italian!

Great tutors.

It's great!!!!

Awesome! :-)

That was really useful for my English 340 essay.

LAP is really great but I think the time should be longer than 30 min.

Overall, I am happy with this program.

GREAT

Very friendly and helpful. Thank you, Dick!)

I love the LAP!)

LAP is professional, enriching, and awesome.

Great help for me.

Instructors are nice and helpful.

It has really helped me with accounting.

Very satisfied.

Very good place for a student who needs help

I love the assistance provided by the LAP

It's good

LAP is great and it needs to be made bigger and have more help. *(1 Count)*

Having access to homework manager problems on campus certainly helped out with my accounting course.

More tutors are needed during the "busy" time of day, especially in math because students have to fight for the tutors' attention

It has helped me to finish all my homework on time and answer my questions as an ESL student

Harmon, Ed Romeo, Dennis all awesome. Amy & Shirley are wonderful. Plus Linda is especially helpful.

LAP has helped me improve in my writing skills and has taught me how to become a better writer

Great! But more math tutors available please; sometimes I don't get any questions answered. But thanks a lot. It's been very helpful

The mix of student and professional tutors is very effective. The interactive and unstructured format of the LAP promotes learning in a friendly, helpful environment. Thank you!

I love the LAP! I tell all my friends who attend Saddleback to utilize it. Free tutoring is a wonderful service!

I love the LAP, but I did not start using it until my second year. I feel it needs to be targeted more to first year students as well.

Everybody is very nice and welcoming. Romeo is fantastic; he is always willing to help and has always had the knowledge to help.

The help I have received from the LAP has been nothing short from outstanding. I had not gotten anything higher than a "C" before, but since the LAP has been helping me with my essays, it has gone up all the way to an "A" grade.

I love the LAP as a place to come do homework in a semi-structured environ. Sometimes tutors aren't very helpful, but I just ask someone else.)

The LAP is amazing--without it I would have failed my math class. The tutors are all so nice, patient, and helpful!

I feel that LAP should keep on more paid tutors. Both tutors and students benefit from the experience. (1 Count)

It's great!!

I would like to have more available tutor time.

Everyone is great :-)

I like this place.

No complaints. I like everything in the LAP

It's a really good program and helpful.)

Keep up the good work

Very friendly place

It is great :-)

Great job! Thank you!

It is extremely helpful!

Great service! Enjoy the help

I love this place and wish I would have realized how helpful it was sooner.

Patti does a great job. The tutors all seem to have a very positive, helpful attitude.

Very good tutors. They're very helpful and give good advice.

It really does help. The tutors are very smart.

LAP provides students with a great service, and the tutors are nice to students.

It is a good program (actually better than IVC)

The LAP has a wonderful staff, and I feel comfortable asking questions

It's such a heart-warming place, filled with great positive attitudes from the tutors.)

The LAP tutors are all great! I have had nothing but a very positive and supportive academic experience. I would recommend additional group work rooms. It can sometimes get noisy when trying to do group work.

The tutor (Homa) is very patient with my poor Italian and very knowledgeable. I have learned a lot! Thanks

Homa was superbly-helpful and brought more to my learning than any class I've had at Saddleback

I needed to have more knowledge on computers. Help has been great! Thank you!)

The help is available to the student in case the teacher isn't able to accommodate the student's needs (office hours). It can be a little too noisy in the LAP, though, when it gets busy.

I love that LAP is here whenever I need them. And I love that it's free of charge.

I enjoy how the LAP is well organized and eagerly accommodating. Also the staff is friendly.

The LAP has been of great assistance to me. The help that the tutors provide is very much appreciated. Thank you! :-)

Has helped a lot with my learning and helping me understand!

I've tutored here for approx. 5 years. I'm crazy about the place!

LAP is great. A huge benefit to students and a critical part of my education. Tamar is an amazing tutor for math. She has helped me tremendously.

The LAP is extremely helpful and the tutors are very friendly and patient. Great learning environment. It has definitely helped me in chemistry.

When I first got to college, I started as an ESL student. I was afraid to come to the LAP to ask for help, but one day, I was required to go by one of my English classes, and since then, I love this place. I am now transferring and this was also thanks to tutors who helped me with my English papers. LAP is awesome!

The LAP has been a very helpful and a safe place to study. I really enjoy being here. Thanks! Keep up the good work.

It is great to have this service available for students although it would be nice to have longer hours on Fridays.

The tutors offered me great support. They are well prepared. I advise each fellow student to come to LAP, as it will definitely help them!

This is a wonderful place to study! It feels like a home away from home.

LAP is a good place to help me get a good grade and improve my education. Every time I have problems with math, English writing, accounting or something, I come here to get help from the tutors.

I am so thankful for Saddleback giving us free tutoring services. I am not good in math and all the tutors have helped me improve in learning and actually studying for my tests. Thank you!

The LAP has really helped me when I was struggling in my classes. It is also a great place to just do homework. I have made good friends here! *(1 Count)*

LAP has been a very useful resource to tap into when I could not find an answer on Internet or was unable to ask in class

I'm happy the LAP system is in effect. I'm required to get my essays proofread, but I will definitely return for future class essays.

LAP has improved my learning skills. I was always comfortable asking questions from the LAP tutors and staff, and I have learned a lot from them. Thank you all.

SADDLEBACK COLLEGE ACADEMIC SENATE

Agenda Information Item

Date: November 10, 2010

Submitted by: Patti Weekes, Kevin O'Connor, Don Busche

Topic: Implementation of an instructor-generated electronic referral protocol.

As a part of Title 5 requirements and the Saddleback College 2010 – 2013 Strategic Plan, an instructor-generated electronic tutor referral protocol is being recommended as an addition to MySite faculty rosters for the Spring 2011 Semester.

Establishing this instructor-generated electronic referral:

1. Fills the Title 5 requirement for apportionment.
2. Completes not only a tactic in Saddleback College's Strategic Plan, but also addresses a key BSI goal: making student success a college-wide endeavor.
3. Establishes direct instructor referral for student learning needs.
4. Promotes learning assistance for student success.
5. Encourages academic support dialogue among the instructor, student, and Learning Assistance Program (LAP).

The suggested wording for the electronic referral:

In support of student success, I refer all students listed on this roster to tutoring assistance in the LAP, if available. Please contact Patti Weekes, (insert email envelope link here), Director of Learning Assistance, to discuss specific learning needs for your students. YES , No .