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COMPLETE

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Page 1: I. Program Reflection and Description

Q1 Department(s) Reviewed:

Tutoring/Learning Asssitance

Q2 Lead Author and Collaborators:

Mary Graham, Corrine Hensley, Veronica Nieves, Taylor Fiehler, Samantha Lee, Maria Mendoza-Bautista, various faculty chairs, tutors and tutees from all centers

Q3 Dean:

Kerry Kilber Rebman

Instructional Comprehensive Program Review

Q4 Provide a list of the recommendations from your last program review and explain how you have addressed them. Previous years' program reviews can be found here, on the IPRPC Intranet site.

In 14-15 Tutoring received only commendations: "The use of data throughout should be a model to other departments. Every activity is extremely important with respect to student success, and resources should be institutionalized."

In 15-16 Tutoring received no recommendations and received appreciation for the high level of professionalization of the tutoring program and its support for programs and students.

There were no comments at all for 16-17.

For 17-18, The Writing Center received commendation for its use of data in SLO assessment, for beginning a modified Supplemental Instruction program called "Test Prep," and for its collaboration with both instructional and student services programs.

The ARC received commendation for the expansion of the online tutoring program. The committee also gave a gentle nudge, commending the use of "available" data and saying it looked forward to "more analysis" when "data becomes more available."

The STEM Center was commended for its expansion of hours and especially for the expansion of science tutoring. And while the committee commended the use of data, it gently acknowledged the difficulties of collecting data in the drop-in tutoring and group tutoring formats.

All three centers were commended for their move under the dean of Learning and Technology Resources to "streamline services across centers" and provide for more "efficient and effective use of human and fiscal resources."

So, better data collection in ARC and in the STEM Center were gently recommended. In 16-17, the Writing Center Director began oversight of the ARC in order to align practices – one of those being data collection. In 17-18, the Faculty Tutoring Coordinator also took on oversight of the STEM Center and again focused on data collection/ Currently, the data collection and reporting is aligned in all three centers. Tutoring even met with the campus researcher to align the format of the electronic record keeping to simply analysis.

Furthermore, all three centers have also aligned their SLOs and PLOs and their assessments of each.

Though there was no recommendation, it was clear that the committee, and our students, desired a further extension of tutoring hours. One grandmother who worked full-time and took care of a special needs grandchild explained that she had dropped her math class, the last class she needed to graduate, because she could not get evening tutoring.

In the past, extending hours into the evening had brought in few students. But that grandmother was right: night students had a right to on-campus support if the online tutoring did not work for them. So we chose to conduct all evening hours tutoring in one center to minimize need for staff and maximize usage. Beginning in Fall 2018, tutoring was extended from 6 until 8 PM on Tuesdays and Wednesdays. And we had 170 one-on-one session in those additional 4 hours of tutoring each week in that first semester.

Instructional Comprehensive Program Review

Q5 Provide a list of tenured/tenure track faculty and support staff in the program as of fall 2016.

Faculty:

Mary Graham reassigned at 70 percent to coordinate the Academic Resource Center and Writing Center.

Classified Staff:

Veronica Nieves: Full time, 12 month, classified Tutoring Center Specialist ARC

Amanda Parker: (substitute) full-time, 10 month Tutoring Center Specialist Writing Center

Corrine Hensley: 80 percent time, 11 month, Tutoring Center Specialist STEM Center

Emma Curtis: .47.5 percent time, 12 month, Tutoring Center Specialist ARC

Skylar Wang: .47.5 percent time, 12 month, Tutoring Center Specialist STEM

Taylor Fiehler: 47.5 percent, 10 month, Tutoring Center Specialist Writing Center

Q6 Provide your program's mission statement.

Our mission statement was selected by a vote of our own tutees. It is "We make good students better."

The underlying assumption is that ALL students are good students, and everyone can benefit from a little help sometimes.

Instructional Comprehensive Program Review

Q7 Describe how your program supports the mission and goals of the College.

Acceleration. Tutoring supports Acceleration by meeting students exactly where they are at. Tutors are trained to identify the tutee's zone of proximal development early in each session, so they are sure to be working in that tutee's specific area of need. Tutoring IS "just in time remediation."

Guided Student Pathways. Tutors support guided student pathways in two primary ways. 1) our tutors help students understand the relationship between concepts and skills they are studying today and concepts that will appear later in the term, in the program, and even in the workplace. They contextualize the learning. 2) They help students navigate the coursework of the major and of general education, and they help make tutees aware of campus resources to assist them in achieving their dreams. The Tutoring Center Specialists and Faculty Coordinator facilitate communication among tutors, faculty, and campus support programs so that students don't fall through the cracks. We have adopted a motto that when a student comes into a center for help of any kind, we try to meet that need right there. If we cannot, we either call ahead to wherever we are sending the student to for help to let them know the student is on his/her way, or we have someone walk the student over. Though the Writing Center has no lab tech, it has begun conducting computer workshops to help students log-in, access canvas, navigate canvas, and upload assignments because there was significant student need, and sending students to the Tech Mall often left students deflated and frustrated. The Writing Center also designed handouts for how to perform common computer tasks and translated them into Spanish and Arabic. Those are given to students when they are helped in the Writing Center computer lab, so that tutees can have something to refer back to later, when the staff aren't around to help.

Student Validation and Engagement: Tutoring is, itself, student engagement. The relationships developed between tutors and tutees, and between tutees and classified staff, help students feel part of the college. Some students eventually become tutors themselves.

Too, the confidence tutees report that they gain as they learn new skills and learn to plan next steps of action helps validate their self-perceptions as college students.

Institutional Health: No one instructor can meet every need of every student in every class. Tutoring is there to fill gaps, give students a peer perspective, help them navigate the mysterious and confusing ways of higher education, empathize with their challenges, and help them find solutions through campus resources. In a recent survey of tutoring users, 41-50 percent -- depending on the center in which the tutee completed the survey -- either "strongly agreed" or "agreed" that they might have dropped out of college without the help of tutoring. 54-60 percent "strongly agreed" or "agreed" that they might have dropped their class if it had not been for tutoring, and 52-61 percent "strongly agreed" or "agreed" that they might have failed their class without tutoring. Tutoring is an investment that keep students in class and in school, which helps the college be more efficient.

Q8 Provide the description of your program as it appears in the current college catalog, available here.

Tutoring is free to students, and supports the acquisition of course knowledge and skills as well as general study skills and strategies. Students may begin using tutoring at any time during the semester. Tutoring is offered in a variety of formats through the Academic Resource Center, the STEM Achievement Center, and the Writing Center depending on the subject matter. For more information, visit the website at: www.cuyamaca.edu/tutoring.

Page 2: II. Program Degrees and Certificates

Q9 Degree/Certificate #1

NA

Instructional Comprehensive Program Review

Q10 Degree/Certificate #2

NA

Q11 Degree/Certificate #3

NA

Q12 Degree/Certificate #4

NA

Q13 Please upload the awards data tables for your program. You can print that worksheet from the program review data report to PDF or copy and paste into a Word document the awards data table rows for your program from the college-wide program review data report, accessible here.

Respondent skipped this question

Page 3: III. Curriculum Review, Development and Assessment

Q14 Access the Five Year Curriculum Review Cycle. Have all of your active course outlines been reviewed within the last five years?

Respondent skipped this question

Q15 Write a paragraph about any changes planned for the curriculum, both areas of revision and areas of development and growth.

NA

Q16 Do you have an assessment plan on file with SLOAC? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu.

Yes

Q17 Following that assessment plan, is your program's data up-to-date and complete in Nuventive/TracDat (including methods of assessment, results, dialogue/actions and follow-up)? If you are not sure, please contact Institutional Effectiveness Specialist, Erich Kevari, at erich.kevari@gcccd.edu to submit your assessment data.

No

Instructional Comprehensive Program Review

Q18 What student learning-related successes and challenges have SLO results revealed for your department? Note: If SLO data are not offering useful feedback regarding student learning, and are not currently informing program improvements, please instead discuss the specific steps you plan to take to make learning outcomes and assessments more meaningful.

Our SLO assessments are current, and we do use them for continuous performance improvement, but we have not uploaded all of our documentation into TrackDat.

SLO 1 and 2 -- listed immediately below -- are both assessed in each and every tutoring session and the results are recorded on the Tutorial Record slips. Tutoring Center Specialists and the Faculty Tutoring Coordinator review these slips and utilize what they find there to design ongoing tutor training in order to assist tutors in being better able to help tutees accomplish both of these goals during their sessions. These are both crucial elements of tutoring. SLO 1 assures that tutees can articulate specific take away skills and knowledge from each session and SLO 2 assures that tutees can articulate specific plans of next steps tutees can/will complete after leaving the tutoring session. It is critical for tutors to have tutees articulate what they have learned, both to check tutee understanding and to help tutees move that information from short-term to long-term memory. And if the tutee walks out of the session without any plan for what to do next, then he or she hasn't really been helped at all in becoming a more independent learner. But neither of these steps is easy to get very pragmatic tutees to want to comply with until they are educated about the value of these activities AND until they experience the value of these steps for themselves. So tutors need very intensive and supportive training in how to help to guide tutees through these steps. In assessing Tutorial Record slips, we have seen that we need to help newer tutors identify strategies for drawing more specific information from tutees with regard to both SLOS.

SLO 1. Tutees will be able to articulate specific skills or knowledge gained during each tutoring session. (These may include one or more of the following: concepts they have learned or clarified; steps necessary to complete specific tasks, problems or assignments; study habits or learning strategies they will apply; positive student behaviors they will engage in; awareness of their strengths or weaknesses as a student; and/or campus resources they may utilize for support.)

SLO 2 Tutees will be able to articulate the next steps they will take after leaving the tutoring session in order to complete an assignment, learn a concept, or prepare for an exam.

Once per year, we also survey tutees to see how they rate their own experiences with regard to these SLOs and the PLO they most obviously connect to -- PLO 1: Promote tutee empowerment, independence, and long-term success through culturally conscious, learner-centered, process-oriented tutoring which promotes self-regulated learning.

Both our assessments of the Tutorial Record data and the student self-reports indicate that tutoring is highly successful in meeting these SLOs. A minimum of 88 percent of students in any given semester are walking out of their tutoring sessions able to articulate specific knowledge or skills that they have gained during the session as well as to articulate the next steps they can/will/should take on a project or in class. These are very positive results.

The STEM Center student survey data -- and our own assessments of tutorial record slips -- shows that students are reporting lower rates of leaving a session with a plan than we would like to see. (The STEM Center surveys show only 88.68 percent of tutees saying they left the session with a plan as compared to 98.36 percent of tutees in the Writing Center and 93.58 percent of tutees in the ARC). Math tutoring in STEM shifted from drop-in, 15-minute tutoring sessions to by-appointment, 30-minute sessions in Fall 2018. In the previous time-format, it was very difficult to get to this last step of the tutoring cycle, which is Next Steps. Clearly, we need to retrain tutors in how to focus in the longer model that includes this step. Too, there is a good deal of large workshop/group tutoring in the STEM center, and because students drop-in and out of those longer group sessions, it takes some organizational skills and gentle persistence to collect that information from tutees in that setting. This information also indicates a training opportunity coming out of this SLO assessment.

Q19 Do you have a PLO assessment plan on file with SLOAC? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu. **Yes**

Instructional Comprehensive Program Review

Q20 Please provide an analysis of your program learning outcomes (PLO) findings and what changes, if any were made as a result.

PLO 1. Promote tutee empowerment, independence, and long-term success through culturally conscious, learner-centered, process-oriented tutoring which promotes self-regulated learning -- PLO 1 was covered above as it is the PLO that is most immediately connected to the SLOs.

PLO 2. Positively impact student success, retention, persistence, improvement, and completion – with special focus on issues of disproportionate impact – this PLO will be addressed in the sections on access and success.

PLO 3: Support instructors and programs by providing individualized academic support that meets the specific needs of our diverse body of students. Tutoring is responsible for providing learning assistance for any student who seeks it in any course in any program on the campus. Some connections with programs are long-standing and highly integrated. While students with disabilities represent 9 percent of the campus, they represent 15 percent of the students seen by tutoring, and tutoring has a long history of successfully accommodating disabilities. (One Biology tutor has been creating manipulatives, items students can touch and move around, to tutor blind and low-vision students in the sciences, for instance). Math, English, and ESL have long-standing relationships with tutoring, and tutoring is highly integrated into their programs. Tutoring plays an important role each time the Paralegal Program goes through ABA accreditation. The Faculty Tutoring Coordinator meets with ABA representatives to share data on the support that tutoring provides for the Paralegal students. (in 2017-18, Tutoring added an asynchronous program for the growing number of online paralegal students. In this new pilot, both a writing tutor and a paralegal tutor offered asynchronous input on the tutee's writing assignment and on the tutee's potential growth as a paralegal and as a writer. Students were given the option to have feedback from only the paralegal tutor, but they consistently requested input from both tutors.)

Other relationships are less well established or less fully integrated. Sciences has long wanted one-on-one tutoring in addition to group tutoring, but limited resources have been a problem. However, this semester, we have been able to begin science one-on-ones for students other than those with disabilities.

There are also brand new relationships with Auto, drop in support visits from Writing Center tutors in EHSM classrooms to support EHSM writing assignments, the combined online support program between the Writing Center and ARC for online Paralegal students, a modification of record keeping practices for BOT, and modified forms for BOT and CIS to meet their program needs.

But there are always more relationships to establish and old relationships to innovate.

PLO 4. Promote pursuit of education and educational and career goals among our diverse pool of Cuyamaca Student and Cuyamaca Alumni tutors. It likely will not surprise anyone that ALL of the tutors who begin with us before they complete their associate's degree or transfer, and who continue working for tutoring for more than one semester, complete their AS/AA or transfer.

Many stay with us while they complete BA/BS. Some continue to tutor while they complete MA/MS -- or even MFA/PhD -- programs. The presumption would be that tutors were already good students and so were already going to complete. Yet, our tutors sometimes struggle -- sometimes at our campus and sometimes after transfer. Our ability to adapt to their academic scheduling needs is a feature of our employment that tutors regularly tell us assisted them in completing and after transfer. In a 2016 tutor survey, 94 percent of tutors said that the flexibility of hours helped them accomplish their academic goals. 96 percent said that the skills they learned as tutors helped them stay successful and focused as students, And 87 percent said the leadership opportunities provided to them helped them grown as individuals and/or helped them attain employment in their field.

Our tutors tend to stay until either education takes them to another city or state or until they get good jobs. Tutors departing in Spring 16, for instance, left us to take jobs with SPAWAR and the School of Education at San Diego State University. Two others headed off to medical school and one the Zoo Keeper program that trains staff for zoos around the world, including the San Diego Zoo and San Diego Zoo Safari Park.

Instructional Comprehensive Program Review

Q21 Is this a CTE Program?

No

Page 4: CTE Programs Only

Q22 If a CTE program, provide a list of the committee members of your Advisory Committee, the chair's name, and the meeting schedule (e.g., twice yearly)

Respondent skipped this question

Q23 Summarize the recommendations from the Committee.

Respondent skipped this question

Q24 Describe changes that have been made to the program as a result of the committee's recommendations

Respondent skipped this question

Q25 If a CTE program, please discuss your labor market information. You can access labor market information on the CTE Launchboard, CTE Program Reports that have been prepared for the Governing Board, or by contacting the IESE Office at brianna.hays@gcccd.edu.

Respondent skipped this question

Page 5: IV. Program Data Analysis

Q26 How has the program's student population changed over the past 5 years (e.g., student demographics, enrollment, etc.)? Note that you can access your program's data report and the college-wide data report here.

The more money we have, the more students we see. In Fall 2016, tutoring saw 14 percent of all students (unduplicated) in at least one center, one time (1399) – 11 percent of those were seen more than once in at least one center, and sometimes we saw those students in more than one center. In Fall 17, a better funded term, tutoring saw 17 percent (unduplicated) of the college's students (1639), and 13 percent of them were seen more than once in at least one center.

We are seeing more students from high-enrollment general education courses thanks to the use of embedded tutors. ARC tutoring is tricky because there are far too many subjects covered to have a tutor on duty for each and every course in every discipline at all times. We simply can't afford that, especially since some faculty do not refer students to tutoring in a way that gets them in our doors, so there are few students to see in some courses. So, ARC tutors were paid by appointment, only. But if few – or no -- students came, the tutors had to quit tutoring in order to obtain other employment. Sometimes no amount of advertising brought students in ARC's doors. We began to operate group tutoring which helped some. Then, in order to maximize ARC effectiveness further, we asked the Institutional Effectiveness office to identify those courses which are most often taken by students in their first year of college and from which there are the highest rates of student drops and/or failures. We chose to target our funding there and to embed tutors so as to pull students into the ARC who might not otherwise have gone there to seek support. (We have seen that embedded tutoring creates both an advertising opportunity for tutoring and a place for students and tutors to develop positive relationships. These relationships tend to pull in students who, in surveys, have self-identified that they would not otherwise have gone to tutoring but who were struggling). We are also be conducting Test Prep in some courses, a light version of Supplemental Instruction.

Instructional Comprehensive Program Review

Q27 How does the program's student population differ from the College's overall student population, if at all? Note that you can access your program's data report and the college-wide data report here.

The population that uses tutoring differs from the general college population in a number of ways.

In any given term, about 9 percent of students at the college have disabilities, while DSPS students make up about 15.5 percent of the tutoring population.

Roughly 52 percent of the college's students qualify as low-income, but low-income students make up about 79.5 percent of the tutoring population.

White students are over-represented by 17.7 percent. This is cause for concern, but it is difficult to make clear use of this data as Middle-Eastern students are currently counted in this category. Almost two-thirds of Writing Center visits, for example, are with students in ESL courses – most of whom are Middle-Eastern.

Hispanic students are currently under-represented by 12-18 percent – depending on the term. This is decidedly a concern.

Students 25 and older are also more heavily represented than students 24 and under.

Q28 What are the implications for ensuring the program is addressing the needs of its student population?

In Fall 2018, the Writing Center featured an Ofrenda, showed the movie Coco, and hosted a talk about the meaning of the Ofrenda and Dia de Los Muertos. We hope that more cultural events like these will help bring students in and make them feel included. One of our new part-time classified has 7 years of experience in HispanX/LatinX mentoring programs.

While our current classified staff are 2/5 LatinX, our tutoring force is always in flux. It is an ongoing effort to keep a diversified pool of tutors – especially given that our great LatinX tutors tend to go on to careers. We are reminding faculty that we would like the tutor recommendations to reflect the student population.

Our front desk staff, which tends to be work-study, are often predominantly Middle-Eastern. These folks act as ambassadors to the student population. It may be helpful to secure general fund money to hire more LatinX front desk staff to interface with students.

We have created both a Facebook page and an Instagram account for Tutoring to reach younger studnets and to promote events.

Q29 If you would like to attach any charts or additional documentation (aside from the program review report prepared by the IESE Office), please upload it using the button below.

Respondent skipped this question

Instructional Comprehensive Program Review

Q30 How has the program's success rate across all courses changed over the past 5 years?

Due to the way in which records were kept in STEM and ARC in the past, it is difficult to disaggregate for a full five years. Too, tutoring may have small numbers of a given ethnicity within any particular discipline in a given term. So, it will be another year or two before we can disaggregate for every discipline. Furthermore, the English, ESL, and Math Pathways have changed significantly in that time, making comparisons for these disciplines difficult.

Nevertheless, students in English 120 with support (English 20) who used tutoring over the last four terms, and who came to the Writing Center more than once, were consistently about 20.25 percent more likely to succeed the course than students who didn't use tutoring. Tutoring students in English 120/20 who came more than once were 10.5 percent less likely to drop than English 120/20 students who didn't use tutoring.

Students in English 120 without support, and who used the Writing Center more than once were 24.5 percent more likely to pass than their counterparts who did not use tutoring, and 16.5 percent less likely to drop.

Students in Math 160 with support (Math 60) who used STEM tutoring more than once, were, on average over the last four terms, 8 percent more likely to succeed if they used tutoring than if they did not, and 3.4 percent less likely to drop.

Students in Math 160 without support who used tutoring more than once were on average over the last four terms 19.25 percent more likely to succeed if they used tutoring than if they did not, and 14.75 percent less likely to drop.

A longitudinal study of ESL students under the old, long pathway showed they were twice as likely to make it to and pass transfer-level English if they used tutoring than if they did not.

Chemistry students who used tutoring were 17 percent more likely to succeed and 14 percent less likely to drop than their counterparts who did not use tutoring.

Biology students who used tutoring were 21 percent more likely to succeed and 9 percent less likely to drop than their counterparts who did not use tutoring.

Child Development students who used tutoring were 23 percent more likely to succeed and 16 percent less likely to drop than their counterparts who did not use tutoring.

Spanish reached out to Tutoring and said the following, "One of my projects as a new full-time faculty was to work hand in hand with tutors to improve success rates. Spanish 120 has the biggest improvement, it may be because I have taught most of these courses (I'm not bragging) and I have been trying different ways to make students go to tutoring. Moreover, embedded tutors have been mostly in Spanish 120, except last semester." Over Five years, Spanish 120 has moved from success rates of 51 to rates of 72 percent and 73 percent in the last two years, and the retention rates have moved from 70 percent to 84 percent and 82 percent in the last two years.

Our CTE data needs to be run again, but in the last data that we had, if we combined all of the disciplines tutored at the time the study was done, students who used tutoring were 13 percent more likely to succeed and 10 percent less likely to drop than their counterparts who did not use tutoring.

All traditionally underserved student groups who used ARC had higher success and retention rates if they used ARC than if they did not.

Instructional Comprehensive Program Review

Q31 The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade of A, B, C, or P out of those enrolled at census) for the College as a whole. Consider how your will program help the College reach its long-term goal of increasing the course success rate to 77%. Your program may have a program-specific goal for program-wide success rate that differs from the college goal, based on historical or contextual data/information. This is intended to provide a goal for improvement only; programs will not be penalized for not meeting the goal. What is your program's one-year (2019/20) goal for success rate across all courses in the program?

We would like to make a 12 percent difference in success rates and a 12 percent difference in retention rates in every discipline we tutor. We would also like to ensure that rates of success do not vary significantly for ethnic groups.

Q32 Which specific groups (by gender and ethnicity) have success rates lower than that of the program overall?

The Writing Center has had more detailed data for longer than the STEM and ARC, so it has been able to conduct a longitudinal study. STEM and ARC will have sufficient data to do so in the next year or two. (in any given term, the numbers of students of any given ethnicity may be small enough to skew the data. Thus longitudinal studies are a better way to really see your performance).

In a longitudinal study that looked at the long-term outcome of Writing Center user success at English 120, an outcome that until very recently required multiple semesters for many students -- showed that male and female Writing Center users did equally well. Asian and Hispanic/Latino students had the highest transfer-level English rates of all ethnic groups. African-American students had the lowest transfer-level completion rates.

Q33 What program (or institutional) factors may be contributing to these lower rates of success for these groups of students?

Low numbers of African-American students in the study may impact the African-American students' outcome.

Q34 What specific steps will the program take to address these equity gaps in the 2019/20 academic year?

Recruit more African-American tutors.

Focus on better outreach for African-American students.

Look for opportunities to make our centers more inclusive and to host cultural events.

Q35 How do these activities inform the long-term program goals that you are setting in this comprehensive program review?

We will focus on continuing to improve the welcoming, inclusive atmosphere and student-centered attitude of our centers.

Recruit a diverse pool of tutors.

The data also signals we are doing good work and should continue to do so.

Q36 If you would like to attach any charts or additional documentation (aside from the program review report prepared by the IESE Office), please upload it using the button below.

Respondent skipped this question

Instructional Comprehensive Program Review

Q37 Does your program offer any courses via distance education (online)? **Yes**

Page 6: Distance Education Course Success

Q38 Are there differences in success rates for distance education (online) versus in-person sections? **Respondent skipped this question**

Q39 If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities?

Our local, asynchronous online tutoring sees so many fewer students than the NetTutor contract service that is available to our students that we have not been able to conduct a meaningful comparison. Nor have the numbers been large enough to compare our local online tutoring to our face-to-face service. That data will be analyzed at the end of this year.

Page 7: Strengths, Challenges & External Influences

Q40 Please describe your program's strengths.

Data collection and utilization for program evaluation and improvement

Data utilization to drive resource allocation. (Tutoring is required to support any student who seeks or needs support in any campus course. All programs need more support for their students than they currently receive. So, it is important to be able to justify the distribution of funding).

A strong team of professionals who are dedicated to meeting students exactly where they are at.

A strong – and ever-evolving – tutor training program.

Good partnerships with many of the disciplines we serve.

A well-developed infrastructure to support tutoring. We now have a 100 percent reassigned Faculty Tutoring Coordinator We gave up one part-time classified position to fund all other classified positions out to be 12-month positions. This allows time in the summer for staff to accomplish those tasks they cannot do during the rush of the term and to support summer tutoring. It also allows time for the classified staff to be able to take vacation during non-peak times. We have also restructured the staff duties to allow the full-time staff to focus on running their Centers, and shifted payroll, budget tracking, and other critical support tasks to the part-time staff.

Instructional Comprehensive Program Review

Q41 Please describe your program's challenges.

Tutoring's greatest challenge is that tutor wages are funded primarily by a variety of restricted monies, and only secondarily by general fund unrestricted money. Each funder has its own goals and reporting requirements which must be juggled to cover the existing and not yet recognized needs of the entire campus.

While we have been able to attract strong classified staff, we have sometimes had to go out multiple times to find those people. And the great people we hire tend to take these positions in order to break into the educational setting, with eyes on eventually moving into some other position. Too, as one of our recent staff members who left for a position at UCSD said, "There isn't any opportunity for advancement within our program."

Tutoring is required to support any student who seeks or needs support in any campus course. All programs need more support for their students than they currently receive. All resource divisions are certain to disappoint someone.

WorkDay has been a nightmare. The challenges with payroll for NANCE workers on more than one smart key and for budget tracking has taken up an inordinate quantity of time that could otherwise be used to improve student outcomes.

Q42 Please describe external influences that affect your program (both positively and negatively).

It is wonderful that the state of California is gradually increasing minimum wage each year until we reach \$15/hour. That means an annual increase for tutors at all levels. However, that increase means an annual increase for tutors at all levels. Which means tutoring gets significantly more expensive each year. However, our rate of funding has not increased commensurately.

The lack of disposable income for the college means tutor wages must be funded primarily from soft monies. This makes our budgets unreliable and often focused on specific groups of students.

Page 8: V. Previous Goals: Update (If Applicable)

Q43 Would you like to provide an update for your previous Goal(s)? **Yes**

Page 9: Previous Goal 1

Q44 Previous Goal 1:

Acquire SARS Anywhere for all three tutoring centers for better/more efficient data tracking

Q45 Link to College Strategic Goal(s):

Basic Skills ,
Acceleration
Guided Student Pathways ,
Student Validation and Engagement ,
Organizational Health

Instructional Comprehensive Program Review

Q46 Goal Status

In Progress - will carry this goal forward into this year's comprehensive program review

Q47 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

Program assessment and general information sharing will both become easier with this innovation. We will focus on assessing in just how many ways these two elements were improved by access to SARS

Q48 Please provide the rationale for this goal:

This will allow tutoring to identify if students who are struggling are working with a DSPS, EOPS, or some other program or counselor, so that tutoring can reach out to seek additional support for that students. It will also let those programs see if students are using Tutoring and where they are seeking it.

Q49 Please provide the goal action steps for the year (previously "Activities"):

Pray that Jessica McKean can make this happen.

Q50 Do you have another goal to update?

Yes

Page 10: Previous Goal 2

Q51 Previous Goal 2:

Assist campus with addressing gaps in student computer skills which are limiting student success or causing them to drop classes by providing carefully timed workshops and handouts on computer skills

Q52 Link to College Strategic Goal(s):

Basic Skills ,
Acceleration
Guided Student ,
Pathways
Student Validation and ,
Engagement
Organizational Health

Q53 Goal Status

In Progress - will carry this goal forward into this year's comprehensive program review

Instructional Comprehensive Program Review

Q54 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

The Writing Center ran workshops in Fal 2018 and served over 300 students. We produced handouts on logging in, printing a document, saving a document, and uploading a document to canvas, and have them in three languages. In Spring 2019, we invited instructors to bring their classes in if they wanted, as some of them did not feel confident helping their students on their own.

If surveys indicate the service is useful to students, it is. If requests for assistance decrease – or become focused on higher order computer skills – we will have also have succeeded

Q55 Please provide the rationale for this goal:

All three tutoring centers have encountered students who have stated they will be dropping classes because they could not get logged in to the online textbook or have already lost points for failing to submit an assignment correctly in Canvas because they don't understand how to use Canvas. These issues are particularly common for our ESL population, some of whom have limited computer skills. The Writing Center encompass a computer lab, and the STEM center sits around one. Neither of these sites has a computer lab tech to assist students. So, why not use our staff to help?

Q56 Please provide the goal action steps for the year (previously "Activities"):

1) Track common requests for computer assistance 2) Design handouts with screen shots to address the most commonly seen issues (such as printing a document, saving a document, and submitting an assignment in Canvas). 3) Translate the documents into Spanish and Arabic. 4) Share documents with the front desk staff in all three tutoring centers 5) Arrange to offer computer skills workshops run by classified staff and tutors early in the term when students may otherwise be inclined to drop courses. 5) Work with faculty to identify other points in the semester when particular skills (such as using PowerPoint) may be critical for students and offer group tech tutoring 6) Expand this practice to include the STEM Center.

Q57 Do you have another goal to update?

Yes

Page 11: Previous Goal 3

Q58 Previous Goal 3:

Locate Space to Accomdoate TEST Prep -- Supplemental Instruction -- and quiet space for studnets with certain disabilities .

Q59 Link to College Strategic Goal(s)

Basic Skills ,
Acceleration
Student Validation and
Engagement

Q60 Goal Status

In Progress - will carry this goal forward into this year's
comprehensive program review

Instructional Comprehensive Program Review

Q61 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

If we are able to accommodate growth of Test Prep and the needs of students with disabilities, we will have succeeded.

Q62 Please provide the rationale for this goal:

The STEM center can become quite loud, making it difficult for blind students, students who are hard of hearing, students with ADD/ADHD, some students with PTSD, students with social anxiety and students on the spectrum. The ability to utilize a classroom on the main floor of the H Building whenever possible would allow our staff to have oversight of the sessions while accommodating student learning differences. The Writing Center launched a popular program of supplemental instruction called "Test Prep." However, the only rooms that can be utilized for this purpose are B 171 and B 172, as they are attached to the center and can easily be monitored. These rooms represent the only space for groups of 5-35 students to work with their embedded tutor. Currently there is greater faculty interest in this program than we can accommodate due to lack of access to the rooms. When possible, it would be wonderful to be able to use one or the other of these rooms

Q63 Please provide the goal action steps for the year (previously "Activities"):

Work with respective deans and department chairs to accommodate where possible

Q64 Do you have another goal to update?

Yes

Page 12: Previous Goal 4

Q65 Previous Goal 4:

Send Faculty Tutoring Coordinator to the annual Association for College Tutoring and Learning Assistance (ACTLA) conference.

Q66 Link to College Strategic Goal(s)

Basic Skills ,
Acceleration

Guided Student ,
Pathways

Student Validation and ,
Engagement

Organizational Health

Q67 Goal Status

In Progress - will carry this goal forward into this year's comprehensive program review

Q68 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

If the staff finds useful ideas to implement, the conference will have been worth it,

Instructional Comprehensive Program Review

Q69 Please provide the rationale for this goal:

Staying abreast of research and best practices in the field with regard to programming, training, and program evaluation are critical to a professionalized and responsive tutoring program. Usually, the Coordinator also presents, thus helping to keep the college in the forefront of the discipline.

Q70 Please provide the goal action steps for the year (previously "Activities"):

Coordinator will attend the conference and present information of note to The Tutoring Staff who will then determine what ideas they feel they can implement..

Page 13: VI. New Goals

Q71 Would you like to submit any new goal(s)? **Yes**

Page 14: New Goal 1

Q72 New Goal 1:

Expand, and improve tutoring services campus-wide to support students, faculty, and programs in their pursuit of success

Q73 Link to College Strategic Goal

Basic Skills Acceleration ,
Guided Student Pathways ,
Student Validation and Engagement ,
Organizational Health

Instructional Comprehensive Program Review

Q74 Please provide the rationale for this goal:

Tutoring has a positive impact on student success factors, and expanding this support will assist students, faculty, and program, alike. STEM tutoring increases the retention and success of all students, particularly those who are disproportionately impacted. For example, FYE students who used STEM tutoring were 24.5% (1.7 times) more likely to be successful in their math classes. Breaking the group of FYE students down even further, Hispanic students were 15.5% (1.4 times) more likely to be successful; students who checked two or more on ethnicity were 70% (3.3 times) more likely to be successful; and male students were 33.9% (2 times) more likely to succeed in their math classes if they received tutoring than if they did not.

The research is similar for disproportionately impacted students enrolled in math, biology, chemistry, and physics classes.

In a two and one-half year study, ESL and English students who used the Writing Center saw increases in retention and success over non-users (from 11.1 percent to 40.2 percent depending on the class) as well as greater likelihood of progressing to the next level of English or ESL. More recent studies have shown that ESL students who used the Writing Center were almost twice as likely to successfully complete transfer-level English as ESL students who did not use the Writing Center.

English students who used the Center were also more likely to successfully complete transfer-level English than English non-users of the Center. Additionally, Writing Center English users were more likely to complete a degree, certificate or transfer than English non-users of the same course level.

Some have argued that tutoring only sees the best students who naturally seek help. However, we see many students with academic challenges and who are first generation college students. In any given term, about 9 percent of students at the college have disabilities, while DSPS students make up about 15.5 percent of the tutoring population. Roughly 52 percent of the college's students qualify as low-income, but low-income students make up about 79.5 percent of the tutoring population.

And the students themselves tell us they struggle. In a recent survey of tutoring users, 41-50 percent -- depending on the center in which the tutee completed the survey -- either "strongly agreed" or "agreed" that they might have dropped out of college without the help of tutoring. 54-60 percent "strongly agreed" or "agreed" that they might have dropped their class if it had not been for tutoring, and 52-61 percent "strongly agreed" or "agreed" that they might have failed their class without tutoring. Tutoring is an investment that keeps students in class and in school, which helps the college be more efficient.

Q75 Please provide the goal action steps for the year (previously "Activities"):

Secure funding and look for fulcrum points to apply tutoring resources, do good work, assess the outcome, and evaluate to inform the allocations and practices following year.

Q76 How will the goal be evaluated?

If we are able to assist more students, assist students in better ways, better identify where to apply resources, and/or work more effectively with programs to target their critical needs, we will have succeeded. But, of course, we will conduct data analysis through the IE office to determine how we did.

Q77 Do you have another new goal?

Yes

Instructional Comprehensive Program Review

Q78 New Goal 2:

Secure funding for Student hourlies to supplement Federal Work-study and CalWORKS front desk coverage in all three tutoring centers and to support students with computer needs in the Writing Center computer lab (which has no lab tech).

Q79 Link to College Strategic Goal

Basic Skills Acceleration ,
Guided Student Pathways ,
Student Validation and Engagement ,
Organizational Health

Q80 Please provide the rationale for this goal:

All three tutoring centers use Federal Work-study and CalWORKS students to handle the process of making student appointments, checking out materials to students, calling to cancel appointments if tutors are out sick, maintaining the database of information gathered from each tutoring session and entering it into an excel spreadsheet, helping students with general questions, and helping students with computer questions. However, it can be difficult to find highly skilled FWS or CalWORKS students with strong English language skills. Too, we may hire and train the necessary number of student aid workers only to have them receive additional grant awards and lose their work-study awards. We then have difficulty covering the operations of each center. The Writing Center and STEM Center are further impacted because they are the second and third largest open computer labs on campus, but they have no lab techs.

Q81 Please provide the goal action steps for the year (previously "Activities"):

Secure funding to hire student hourlies to fill out the staff needs not covered by Federal Work Study and CalWORKS.

Q82 How will the goal be evaluated?

We will evaluate efficiency and student support through surveys of students and staff.

Q83 Do you have another new goal?

Yes

Page 16: New Goal 3

Q84 New Goal 3:

Further develop a welcoming and inclusive environment in each center.

Instructional Comprehensive Program Review

Q85 Link to College Strategic Goal

**Student Validation and
Engagement**
Organizational Health

Q86 Please provide the rationale for this goal:

Students need to feel welcome, accepted, and included in order to seek help and to relax enough to learn effectively.

Q87 Please provide the goal action steps for the year (previously "Activities"):

Acquire toys and children books for STEM and ARC -- the Writing Center has already done this -- in order to make student parents feel welcome and to allow them to relax. Having toys for children to play with while parents make an appointment, work on a computer, or work with a tutor allows the child to feel comfortable and the parent to relax.

Post staff boards that let students see photos of the tutors-- who should reflect them-- or images the tutors have selected to represent themselves. These boards will also tell a little bit about the tutors' stories as students.

Survey students to determine what kind of art or images -- or actions -- will make them feel welcome and included.

Conduct cultural events like the Ofrenda display and showing of Coco the Writing Center did in Fall 2018.

Q88 How will the goal be evaluated?

Center Climate Surveys

Q89 Do you have another new goal?

Yes

Page 17: New Goal 4

Q90 New Goal 4:

Continue, refine, and expand Tutor Apprenticeship (Shadowing), Tutor Training, and ongoing tutor professional development – including training in diversity, equity, and inclusion.

Q91 Link to College Strategic Goal

Basic Skills
Acceleration
Guided Student
Pathways
Student Validation and
Engagement
Organizational Health

Instructional Comprehensive Program Review

Q92 Please provide the rationale for this goal:

Research has shown that tutors without training do not positively impact student success factors. The research also shows that the most effective tutor training includes training in the promotion of metacognition, and that ongoing training is critical for maximal program success. Tutors need the tools and support to help students learn to help themselves; otherwise, tutors will simply fall back on telling tutees answers or doing the work for them. Too, tutors need to learn to identify and adapt to the ways in which individual tutees learn best, and they need to be conscious and competent in dealing with students with disabilities, first generation college students, and students from backgrounds that are not identical to their own. Our tutors complete a short, paid apprenticeships program before they begin tutoring, attend 30 hours of paid group training with the Faculty Tutoring Coordinator in their first semester of tutoring, and attend ongoing meetings and training with the Faculty Tutoring Coordinator and the Learning Assistance Center Specialists to provide input on procedures; reflect on their own strengths and weaknesses as tutors; share challenges and solutions; and gain new knowledge in areas such as cultural awareness, supporting students in the acquisition of college reading skills, Teaching Men of Color in the Community College, promoting Growth Mindset through careful use of reinforcement, the prevalence of hunger and homelessness among the student population and the campus resources to assist with these challenges, etc.

Q93 Please provide the goal action steps for the year (previously "Activities"):

Our apprenticeship and new tutor training will continue. We will also continue to conduct end-of-term meetings at each Center to identify issues that need to be addressed and then conduct pre-semester training to meet those identified needs.

Q94 How will the goal be evaluated?

Each training includes an evaluation by participants. Furthermore, we will be looking to see if skills taught are being implemented effectively as we conduct tutor evaluations each year.

Q95 Do you have another new goal? **No**

Page 18: Resources Needed to Fully Achieve Goal(s)

Q96 Is the program requesting resources this year to achieve this goal? **Yes**

Page 19: VII. Faculty Resource Needs

Q97 Are you requesting one or more faculty positions to achieve this goal? **Yes**

Page 20: Faculty Position Request(s)

Instructional Comprehensive Program Review

Q98 Please remember to complete the Faculty Position Request Form (accessible here, under Staffing Request Information) for this position that you are requesting and upload it using the button below. The Faculty Position Request Form (In Word) can be located here (under Staffing Request Information). Brief Description of the Position Requested:

Learning Assistance (LA) Faculty Coordinator. This full-time position ensures that we have critical oversight of operational items such as budget, hiring, Workday issues, daily work direction in the centers, as well as programmatic and planning items, such as ensuring that the centralized tutoring model is intact, writing program review and annual updates and evaluating programs and services. In addition, Learning Assistance is required for Accreditation purposes and this role will help to ensure we are offering these services in the best way possible to support student success.

Q99 Faculty Position Request 1 - Related Program Goal(s):

All program goals are related to this position

Q100 Faculty Position Request Upload 1: Please upload the completed faculty request form using the button below. You can access the Word version of the Faculty Position Request Form here (under Staffing Request Information).

Faculty Request LA Coordinator_kkr.docx (19KB)

Q101 Faculty Position Request 2 (if applicable): Please remember to complete the Faculty Position Request Form (accessible here, under Staffing Request Information) for this position that you are requesting and upload it using the button below. The Faculty Position Request Form (In Word) can be located here (under Staffing Request Information). Brief Description of Position Requested:

Respondent skipped this question

Q102 Faculty Position Request 2 - Related Program Goal(s):

Respondent skipped this question

Q103 Faculty Position Request Upload 2: Please upload the completed faculty request form button below. You can access the Word version of the Faculty Position Request Form here (under Staffing Request Information).

Respondent skipped this question

Page 21: VIII. Classified Staff Resource Needs

Q104 Are you requesting one or more classified positions to achieve this goal? **No**

Page 22: Classified Staff Position Request(s)

Instructional Comprehensive Program Review

Q105 Classified Staff Position Request 1: Please remember to complete the Classified Staff Position Request Form (accessible [here](#), under Staffing Request Information) for this position you are requesting. Brief Description of Position Requested:

Respondent skipped this question

Q106 Classified Staff Position 1 Related Program Goal(s):

Respondent skipped this question

Q107 Classified Staff Position Request Upload 1: Please upload a completed Classified Position Request Form using the button below. You can access the Word version of the Classified Position Request Form [here](#) (under Staffing Request Information).

Respondent skipped this question

Q108 Classified Staff Position Request 2: Please remember to complete the Classified Staff Position Request Form (accessible [here](#), under Staffing Request Information) for each position you are requesting. Brief Description of Position Requested:

Respondent skipped this question

Q109 Classified Staff Position 2 Related Program Goal(s):

Respondent skipped this question

Q110 Classified Staff Position Request Upload 2: Please upload a completed Classified Position Request Form using the button below. You can access the Word version of the Classified Position Request Form [here](#) (under Staffing Request Information).

Respondent skipped this question

Page 23: IX. Technology Resource Needs

Q111 Are you requesting technology resources to achieve this goal?

No

Page 24: Technology Request(s)

Q112 Technology Request 1: Please remember to complete a Technology Request Form for each request. You can access the online Technology Request Form [here](#): Technology Request Form.

Respondent skipped this question

Q113 Technology Request 2: Please remember to complete a Technology Request Form for each request. You can access the online Technology Request Form [here](#): Technology Request Form.

Respondent skipped this question

Page 25: X. Perkins and Strong Workforce Resource Needs

Q114 Are you requesting Perkins and/or Strong Workforce resources to achieve this goal? **Yes**

Page 26: Perkins Request and Strong Workforce

Q115 Perkins Request and Strong Workforce 1: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle.

Description: **CETutoring**
Amount Requested \$: **\$130,000**
Related Program Review Goal(s): **New Goal 2 -- expand (and maintain) services**

Q116 Perkins Request and Strong Workforce 2: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle. **Respondent skipped this question**

Page 27: XI. Supplies/Equipment Resource Needs

Q117 Are you requesting supplies and/or equipment resources to achieve this goal? **Yes**

Page 28: Supplies/Equipment Request(s)

Q118 Supplies/Equipment Request 1: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis.

Description: **Toys and decorations to make the centers more inclusive**
Amount Requested \$: **\$300.00**
Related Program Review Goal(s): **New Goal 3 -- enhance welcoming and inclusive environment**

Q119 Supplies/Equipment Documentation 1: Please upload any supplies/equipment quotes or additional documentation for this request. **Respondent skipped this question**

Q120 Supplies/Equipment Request 2: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis. **Respondent skipped this question**

Instructional Comprehensive Program Review

Q121 Supplies/Equipment Documentation 2: Please upload any supplies/equipment quotes or additional documentation for this request.

Respondent skipped this question

Page 29: XII. Facilities Resource Needs

Q122 Are you requesting facilities resources to achieve this goal?

No

Page 30: Facilities Request

Q123 Facilities Request 1: Please provide the information below and remember to complete the online Facilities Request Form, accessible here: Facilities Request Form

Respondent skipped this question

Q124 Facilities Request 2: Please provide the information below and remember to complete the online Facilities Request Form, accessible here: Facilities Request Form

Respondent skipped this question

Page 31: XIII. Professional Development Resource Needs

Q125 Are you requesting professional development resources to achieve this goal?

Yes

Page 32: Professional Development Request

Q126 Professional Development Request 1: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

Description:

Travel and conference

Amount Requested \$:

\$2000.00

Related Program Review Goal(s):

Previous Goal 4: Send Faculty Tutoring Coordinator to the annual Association for College Tutoring and Learning Assistance (ACTLA) conference.

Q127 Professional Development Request 2: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

Respondent skipped this question

Page 33: XIV. Other Resource Needs

Q128 Are you requesting any other resources to achieve this goal? **Yes**

Page 34: Other Resource Request

Q129 Other Resource Request 1: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.

Description:	Student Hourlies
Amount Requested \$:	\$18,000
Related Program Review Goal(s):	Secure funding for Student hourlies to supplement Federal Work-study and CalWORKS front desk coverage in all three tutoring centers and to support students with computer needs in the Writing Center computer lab (which has no lab tech).

Q130 Other Resource Request 2: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.

Description:	Tutor Training
Amount Requested \$	\$18,000
Related Program Review Goal(s):	Continue, refine, and expand Tutor Apprenticeship (Shadowing), Tutor Training, and ongoing tutor professional development – including training in diversity, equity, and inclusion.

Page 35: Executive Summary

Instructional Comprehensive Program Review

Q131 Executive Summary

Tutoring is an accreditation requirement. The responsibility of the Learning Assistance/Tutoring program is to provide academic support to every student, in every course, in every discipline who seeks it, and to provide support to any instructor who seeks to establish a partnership with LA -- and even some who don't.. One key challenge of the program is to do all of that on finite resources, most of which come from grants with many restrictions and individual reporting standards. Too, grant money ebbs and flows. A second challenge is to divide resources in ways that support maximum student impact, which recognize that all academic departments are deserving of support, and which seek to address issues of disproportionate impact throughout the college. In spring 2017, the Learning Assistance Program saw 17 percent of all students on campus -- 14 percent of them multiple times, and many in multiple centers.

The program encompasses three tutoring Centers, but also includes hosted tutoring in computer labs and the Veteran's Center, etc. Currently, there is one Faculty Coordinator on reassigned time, three full-time classified, Learning Assistance Center Specialists -- one of which is responsible for each center and any related hosted sights -- and two part-time (47.5 percent) Learning Assistance Center Specialists who provide program support. There are also 16-30 Work Study and CalWORKS students who person the front desks at each center and provide an array of data entry and other student and program support functions. And there are anywhere from 50-85 tutors ---depending on budget. The team is very collaborative and student-centered.

The program's decisions about resource allocation are data drives, as is the tutoring practice. LA collects a large quantity of data -- both qualitative and quantitative -- and regularly shares that data within the program to improve service. Our SLOs are assessed in each and every tutoring session. We have a robust tutor training program that includes an apprenticeship or shadowing period, 30 hours of classroom instruction and observations, as well as ongoing training. Tutors are trained to meet students exactly where they are at -- in the course, in their self-mage as students, in their study and student skill levels, in their learning styles and in their personality types. We are seeking funding for ongoing training and training of new tutors as there is always turnover. Those SLO assessments and student surveys indicate what further training is needed.

Getting funding to meet demand and to innovate is our primary challenge. As the state wages go up, the same amount of funding leads to fewer hours of tutoring -- and our funding is erratic due to its dependence on grants which come and go. Too, there is turn over in our classified staff as they strengthen their skill sets and identify higher paying jobs in education that appeal to them. This leads to time spent hiring and training.

Our program touches so many others that it is difficult to summarize our outcomes. We make profound positive impact on student success. We serve a disproportionately large number of low-incomes students and students with disabilities, which indicates we are not simply serving the students most likely to seek help. In a recent survey of tutoring users, 41-50 percent -- depending on the center in which the tutee completed the survey -- either "strongly agreed" or "agreed" that they might have dropped out of college without the help of tutoring. 54-60 percent "strongly agreed" or "agreed" that they might have dropped their class if it had not been for tutoring, and 52-61 percent "strongly agreed" or "agreed" that they might have failed their class without tutoring. Tutoring is an investment that keeps students in class and in school, which helps the college be more efficient.

Hispanic/Latino students are underrepresented -- though those we see are well served. This speaks to the need for outreach, for more tutor diversity, especially in Math, and to a concerted effort to make every student feel welcome and validated. Climate surveys and more cultural events like the Ofrenda display and Coco viewing the Writing Center hosted in Fall 2018 are also in order.

Our plans are to continue to improve and refine our program, expand it, apply it with laser focus in the most critical spaces that can help the college move the needle.

Q132 Are you ready to submit your program review? If you click "No," you will be redirected to the start of the program review module. **Yes**
