

**LEARNING
ASSISTANCE
CENTER ADVISORY
COMMITTEE
UPDATE TO
ACADEMIC
SENATE**



May 9, 2024

Some Good News From Fall 23

	SP 23: Weeks 1-16	NetTutor SP 23	FA 23: Weeks 1-16	NetTutor FA 23
DATE	1/31/23 - 6/6/23	1/31/23 - 6/6/23	8/21/23 - 12/15/23	8/21/23 - 12/15/23
			35.2% increase over Spring 23	530% increase over Spring 23

Some Good News From 23-24 Academic Year

- Tutoring saw over 870 unique students in Fall 23 and/or Spring 24

**DATA FROM FALL
22 PROGRAM
REVIEW +
COVERING FALL
18 TO SPRING 22**

STUDENT COURSE SUCCESS DATA

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Aggregated Difference in Success Rates For Students Utilizing Tutoring

YEAR	1 Session	1+ Sessions
2018-2019	+4%	+12%
2019-2020	+2%	+11%
2020-2021	+12%	+17
2021-2022	+8%	+14%

2018/19-2021/22 Disaggregated Success Data Summary

With two important exceptions, students from all groups experienced increases in course success over their campus-wide group average when they attended More Than One Tutoring Session in all four academic years.

- Exception 1: 18/19: the four Pacific Islander students who came to Tutoring more than once did not see an increase over Pacific Islander course success average campus-wide
- Exception 2: 20/21: one Native American/American Indian student came to Tutoring more than once but did not see an increase in success over the campus average for Native American/American Indian students

2018/19-2021/22 Disaggregated Success Data Summary of Relative Benefit of Attending More than One Session

- **Male students** who attended tutoring more than once achieved equal or greater course success increases as female students in all but one academic year. (Increases in course success for males for the four academic years: 11%, 10%, 19%, and 11%. Increases for females over the same years: 11%, 10%, 16%, 14%).
- **Pacific Islander students** achieved greater increases in course success than white students in three of the four academic years. (Pacific Islander student increases: -4%, 12%, 37%, 34%. White student increases: 9%, 8%, 13%, 10%).

2018/19-2021/22 Disaggregated Success Data Summary of Relative Benefit of Attending More than One Session

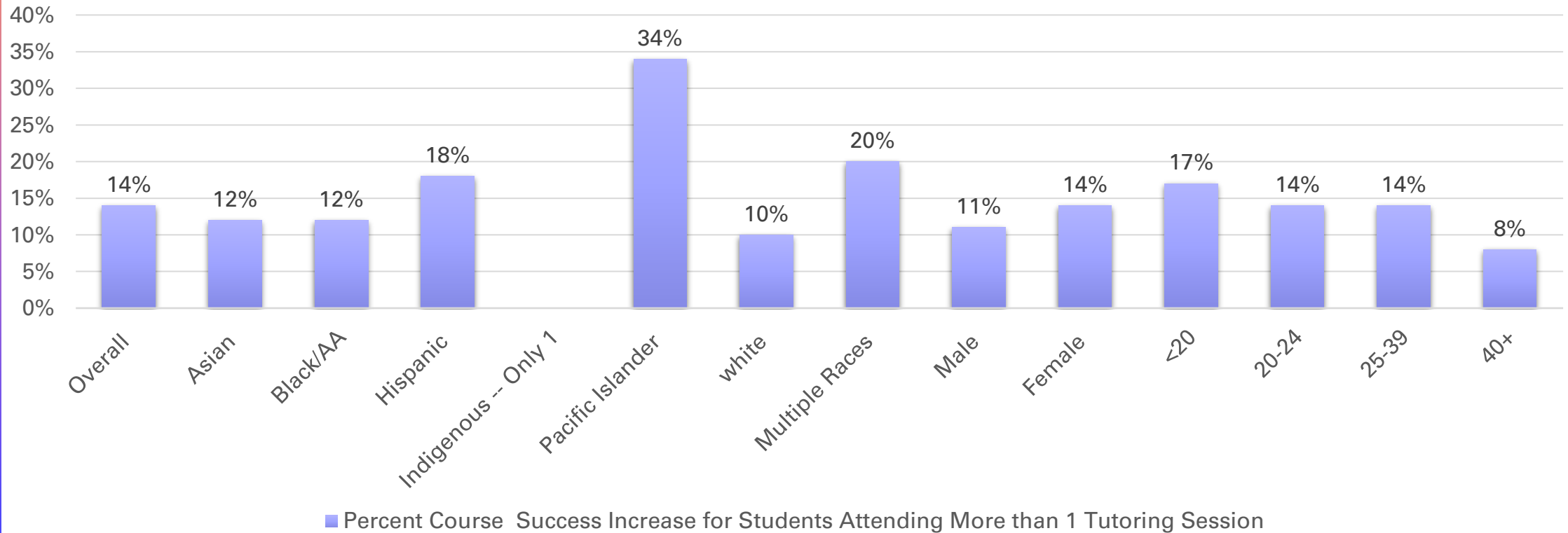
- **Native American/American Indian** students achieved greater increases than white students in two of the four years -- one year, no Native American Indian/American Indian students attended More Than One Tutoring Session (Native American/American Indian student increases: 17%, 16%, NA, -9%. White student increases: 9%, 8%, 13% 10%).
- **Black, Asian, and Hispanic/Latino students** all achieved greater increases in course success than white students in all four academic years.

2018/19-2021/22 Disaggregated Success Data Summary of Relative Benefit of Attending More than One Session

- Of the age groups, **students 40+** showed the smallest gains in course success, though they had the highest average success rate campus-wide of all the age groups. (Increases for students 40+ who attended More Than One Tutoring Session above the campus-wide averages for students 40+ average: 8%, 6%, 12%, 8%).

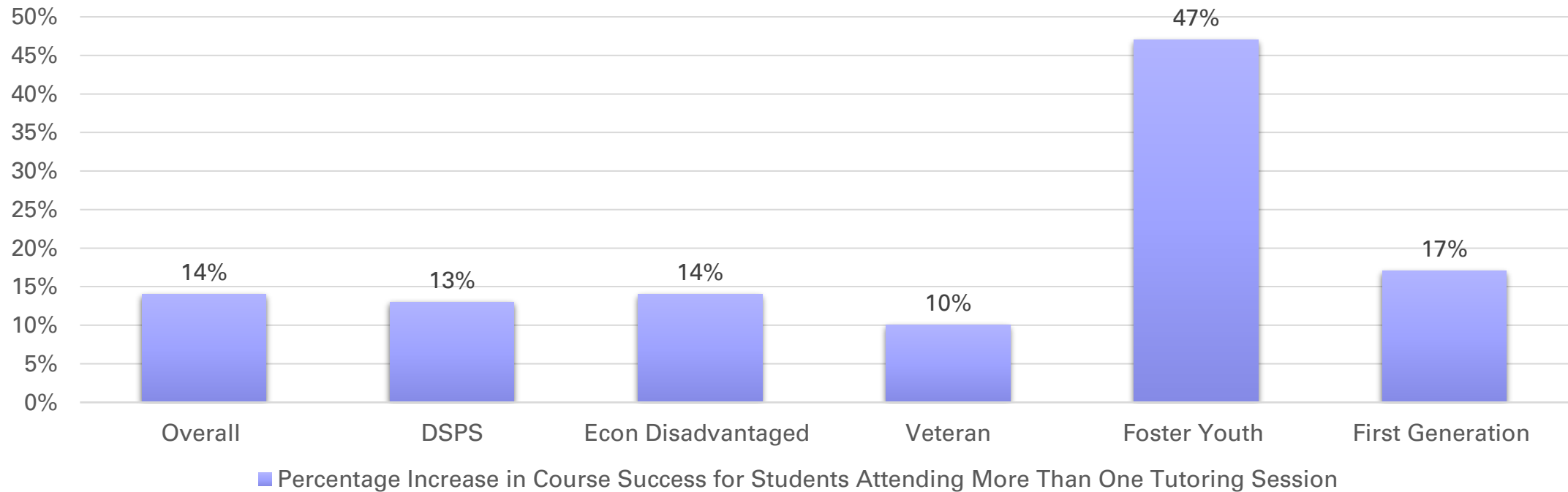
2021/2022 Percent Increases in Course Success for Students Attending More Than One Tutoring Session

Percent Course Success Increase for Students Attending More than 1 Tutoring Session



2021/2022 Percentage Increases in Course Success for Attending More Than One Tutoring Session

Percentage Increase in Course Success for Students Attending More Than One Tutoring Session



Overall Summary of Tutoring Access Gaps

- Males, LatinX students, and students aged 20-24 were underrepresented in accessing One Tutoring Session and More Than One Tutoring Session in all four years. (While we are most concerned about under-representation for groups attending More than One Tutoring Session -- as attending more than one session is associated with significantly higher course success outcomes -- the fact that these groups were consistently under-represented in both categories of attendance over all four academic years suggests a pervasive concern.
- Black Students, Indigenous students, students under 20, and Veterans were under-represented in at least one of the two categories (attending one session, attending more than one session) in all four academic years.
- Asian students were under-represented in at least one of the two categories (attending one session, attending more than one session) in three of the four academic years.
- Foster Youth were underrepresented in one or the other of the two categories (attending one session, attending more than one session) in two of the four academic years



ACCESS GAP DATA BY CENTER

Under-representation 2018-2022 ARC

	18-19 1 Sess.	18-19 1+ Sess.	19-20 1 Sess.	19-20, 1+ Sess.	20-21 1 Sess.	20-21 1+ Sess.	21-22 1 Sess.	21-22 1+ Sess.
Male	X	X		X	X	X	X	
Black	X	X	X					
Native American	X		X	X	X	X		X
Asian		X	X	X		X	X	X
Latino	X	X	X	X	X	X	X	
Pacific Isl.	X		X		X	X	X	
Multiple	X	X	X	X	X		X	X
< 20	X	X	X	X	X	X	X	X
20-24	X	X	X	X	X	X		
Veteran	X		X	X		X	X	
Foster			X	X				

Under-representation 2018-2022 STEM

	18-19 1 Sess.	18-19 1+ Sess.	19-20 1 Sess.	19-20, 1+ Sess.	20-21 1 Sess.	20-21 1+ Sess.	21-22 1 Sess.	21-22 1+ Sess.
Male	X	X	X	X	X	X	X	X
Black	X	X	X					
Native American		X	X	X		X	X	
Asian	X	X		X	X	X		
Latino		X		X		X		
Pacific Isl.			X		X		X	
Multiple				X			X	
< 20	X	X		X	X	X		X
20-24		X		X	X		X	
40+		X	X					
Veteran		X						X
Foster				X				X

Under-representation 2018-2022 WC

	18-19 1 Sess.	18-19 1+ Sess.	19-20 1 Sess.	19-20, 1+ Sess.	20-21 1 Sess.	20-21 1+ Sess.	21-22 1 Sess.	21-22 1+ Sess.
Male	X	X	X	X	X	X	X	X
Black	X	X	X	X	X	X		X
Native American	X	X	X	X		X	X	X
Asian	X	X	X	X	X	X	X	X
Latino		X	X	X	X	X	X	X
Pacific Isl.				X	X	X	X	X
Multiple	X	X	X	X	X	X		X
< 20		X		X		X		X
20-24	X	X	X	X	X	X	X	X
Veteran	X	X	X	X	X	X	X	X
Foster		X	X					X

LACAC 2024 Goals (approved 3/4/24)

GOAL 1: Support Ongoing Development and Adaptation of Tutoring Program to Meet Student Needs by Reviewing Data and Processes and by Providing Input

ACTION STEPS: What specific steps does the group need to take this year in order to successfully achieve this goal?

- Review usage, functions, staffing, facilities, and budgeting in light of Program Goals.
- Align/prioritize usage, functions, staffing, facilities, and budgeting in light of Program Goals.
- Continue to pursue eSars so that students can self-schedule appointments
- Continue to pursue technological alignment to collect apportionment.

LACAC 2024 Goals (approved 3/4/24)

GOAL 1: Support Ongoing Development and Adaptation of Tutoring Program to Meet Student Needs by Reviewing Data and Processes and by Providing Input

Accomplishments

- reviewed increased usage information and encouraged a return to multiple Tutoring sites on campus given the hiring of a replacement 1.0 Tutoring Center Specialist after a gap of nearly a year. The Writing Center will reopen in Fall 24.
- supported the conversion of two .475 Tutoring Center Specialist positions to a 1.0 position to allow more support and the eventual reopening of ARC – hopefully in Spring 2025. Dean Hurtado is pursuing the reorganization.
- encouraged continuing and expanded Tutoring representation at campus events, particularly those events associated with groups with equity gaps in access to tutoring acknowledging that this requires staff .
- supported increased collaboration between the Library and Tutoring.
- reviewed and provided input on NEW Mission and Vision Statement

Draft Cuyamaca Tutoring Mission

Empowering Every Student's Potential: Cuyamaca Tutoring is dedicated to fostering academic excellence, equity, and inclusivity. Through collaborative learning, mentorship, and personalized approaches designed to emphasize students' strengths, we promote a culture of collaboration, resilience, and lifelong learning. Our commitment extends beyond mere assistance; we aim to inspire confidence, promote learner self-awareness and adaptability, and cultivate the skills necessary for academic and personal success in a diverse and ever-changing world.

Draft Cuyamaca Tutoring Vision

Fostering Academic Success: Cuyamaca Tutoring envisions a future in which every student has access to personalized support tailored to their unique strengths, needs, and learning processes. We aspire to cultivate a culture of collaboration, innovation, and empowerment, in which students are inspired to excel academically, develop critical thinking skills, and achieve their full potential. By embracing diversity and inclusivity, we aim to cultivate a community where every individual feels valued, supported, and empowered to succeed in their educational journey and beyond.

LACAC GOAL 2: Improve Equity Gaps in Access to /Usage of Tutoring

ACTION STEPS: What specific steps does the group need to take this year in order to successfully achieve this goal?

Review equity gaps in access/usage

Prioritize services and functions

Identify new potential collaborations and strategies

LACAC GOAL 2: Improve Equity Gaps in Access to /Usage of Tutoring

Accomplishments:

reviewed equity gaps in usage.

encouraged engagement with the new Umoja counselor, tutoring initiated effort to recruit Umoja students to be tutors, and made a tentative plan to embed a tutor in the Umoja cohort English class in Fall 24

encouraged the Faculty Tutoring Coordinator to reach out to the Puente Counselor

encouraged participation in campus events designed to create community for Black/African American students. The Tutoring program participated in all four evenings of “Shut Up and Study” and all four evenings of “Hush Up and Study” in collaboration with the Library and Student Services.

Tutoring re-established a Tutoring presence in the DSPS High Tech Center.

Tutoring established collaborations with athletics for team study hall support.

PRESENTATION TITLE

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THANK YOU