

Program Review – Tutoring

2024

Qualitative analysis of existing tutoring functions related to 1) Student Success, 2) Equity, and 3) Institutional Capacity strategic priorities

a) a lack of adequate, consistent funding to support tutoring needs, particularly in: gateway courses, higher level science courses, and bachelor's programs;

- TRIO funded position serves TRIO (1:1), CAMP (1:1), and drop-in (general) advising for whole college
- TRIO funding for position diminished over time due to COLA increases impacting other staff/faculty on the TRIO budget.
- Minimum wage increases as mandated by state results in fewer dollars to pay tutors, and therefore fewer tutoring options

b) decentralized administrative oversight;

- SVC has added new programs (BAS in particular), without subsequent funding for support services such as tutoring to augment these additions.
- There has not been a systematic way to capture student demand by course subject, in part due to limited institutional data capacity and analysis

c) concurrent tutoring activities offered in many disparate areas on campus with little to no coordination, e.g. Math center, Writing center, Library tutoring, nursing tutoring, TRIO tutoring, science tutoring, peer tutoring, etc.; and

d) limited staffing support

- The college has not provided operational funding for tutoring but instead relied on TRIO, Perkins, and S&A annual requests to piece together a single position.

What services do we currently have?

- Tutoring drop in
- Writing Center
- 1:1 tutoring appointments for equity cohorts (TRIO, CAMP, CAP)
- Computer labs

How are students referred to these?

- TRIO, CAMP, CAP, STEM faculty, FQE and NSR
- Quarterly email reminders to students
- Classroom visits from Tutoring Manager (tours offered)

How are we assessing?

- Program Review in context of Student Services
- Program Review in Academic Affairs
 - Usage analysis on subscriptions

What are we doing about it?

- Hired a new dean
- Learning Resource Coordinator
- Added funding structure (course fees) to significantly increase overall tutoring budget and remove reliance on S&A funding
- Implementing automated check-in system for tracking student use

Results of student learning are used to support learning support practices.

- Tutoring, access to computer labs
- Available to students; generically planned and accessed based on student initiated
- Exist for campus overall and for specific groups and faculty advisors referred (FQE, NSR)