



Tutoring Center - - 2023 - 2024

## Program Review All Fields

### Main

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Questions? Find answers in CurricUNET User Manual. ([http://www.Gavilan.edu/en/employee-services/office-of-instruction/curricunet/program\\_reviews/create\\_pr.html](http://www.Gavilan.edu/en/employee-services/office-of-instruction/curricunet/program_reviews/create_pr.html))

Overview

**Academic Year** 2023 - 2024

**Originator** Wong, Megan

**Division** Assessment/Review (Non instructional) - Instructional Support

**Department** Tutoring Center

**Program**

**Program Type** Instructional

### Co-Contributors

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Contributor

- Lystrup, Noah
- Nari, Jennifer

### Program Mission and Accomplishments

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## Gavilan College Mission Statement

**Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.**

**Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less).**

The Learning Commons and Tutoring Center support students in building their full academic potential by:

- supporting students of all backgrounds and abilities to develop and practice the cognitive and affective skills necessary to meet academic challenges;
- supporting students to become active, independent, help-seeking learners;
- providing welcoming, student-centered spaces--in person and online--for students to study, learn, and belong;
- systematically connecting students to campus resources; and
- integrating active, collaborative learning activities into instruction and extending learning outside of the classroom.

**On the PIPR website, locate and review your previous program plan and subsequent annual updates. After studying, please list**

Response and follow-up to previous program reviews

1. Goal	Accomplishments
<b>Increase number of courses and disciplines supported by Learning Commons</b>	<ul style="list-style-type: none"> <li>• semester-long study halls for athletes</li> <li>• embedded tutoring</li> <li>• academic support liaisons integrated into GP Student Success Teams for each CAP</li> </ul>
<b>Provide high-quality, 24/7 tutoring for on-campus, online, and off-site students</b>	<ul style="list-style-type: none"> <li>• added training topics from Level 1 and Level 2 ITTPC Certification.</li> <li>• increased # online hours and subjects</li> <li>• increased # embedded tutors in DE courses</li> <li>• prioritized embedding tutors on Hollister site</li> </ul>
<b>Formalize faculty endorsement of the learning assistance network</b>	<b>Spring 2020: The Academic Support Network Advisory Committee became a standing committee of the Academic Senate</b>
<b>Secure institutional support for LC model before Title V funding ends</b>	<p><b>October 2020: a new Title V grant picked up funding for many Learning Commons activities, including the Learning Commons faculty coordinator position, the Learning Activities faculty position, one instructional program specialist position, and some embedded tutoring activities, including tutor hours and part-time faculty hours. The current Title V grant ends in September 2025</b></p> <p><b>Fall 2023: secured institutional funding for FT Program Specialist</b></p>

- 2.
- 3.
- 4.

**Have the services of your program changed over the past three years? Please explain (300 words or less).**

The Learning Commons and Tutoring Center have fully merged into a single program called the "Tutoring Center" that provides all services previously provided through both programs and works closely with the Writing Center so that students have a "one-stop" for learning assistance and tutoring. The Learning Commons Coordinator and Learning Activities Faculty roles, funded through Title V, coordinate the activities of the Tutoring Center.

In 2020, in response to the pandemic lockdown, the Tutoring Center quickly expanded services to include robust online by-appointment tutoring and tech support and expanded embedded tutoring to more courses and types of courses to provide intrusive, just-in-time support to students taking academically challenging courses. In AY20/21, we served 64 classes with 26 tutors. In AY22/23, we served 76 classes with 34 tutors.

We provide high-quality training to every peer tutor on campus, and while the Peer Mentor training course (GUID 52) was not offered, we also trained all peer mentors on campus through GUID 28: Tutoring Techniques. We have revised the GUID 28 curriculum using equity-minded practices so that peer educators function as equity-minded practitioners and advocates on campus.

Our creation of the Academic Support Network as a sub-committee of the Academic Senate in 2020 has strengthened the network model of academic support on campus and has allowed us to reduce silo-ing and increase partnerships; one result is the creation of academic support liaisons as part of the Guided Pathways support teams (22/23).

## Student and Program Outcomes

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College Goal for Student Achievement

**The following questions refer to data regarding student achievement.**

**Find your discipline's course success information. Consider your department success rate trends over the last three years. Compare your overall success to the college average.**

**Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data?**

N/A --we do not have access to this information on Tableau

We do collect tutoring usage data, including G00s and CRNs for embedded tutoring, so we have it to provide once an assessment mechanism is in place.

**Now find your division persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.**

**Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data.**

**Path: Tableau - Program Review/ Equity - D2. One Year Persistence Rate**

N/A --we do not have access to this information on Tableau

We do collect tutoring usage data, including G00s and CRNs for embedded tutoring, so we have it to provide once an assessment mechanism is in place.

Success

**The following questions refer to data regarding student achievement.**

**What are your set goals for course success? Do your individual course and department rates meet this goal?**

**Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?**

**Path: Tableau - Program Review/ Equity - D3. Course Rates by Unit**

Because this class is for tutors who are hired to be in our center, we want a 100% success rate. However, a few factors impact the success rates. One significant factor is that some students required to take the course over the last 3 years are peer mentors because the course they should have been taking--GUID/PSYC 52--was not offered. These students sometimes get frustrated or are not motivated to successfully complete the course because they do not find all of the content relevant (because it focuses on peer tutors, not peer mentors). Another factor that influences success rates is that high-achieving student tutors sometimes overburden themselves with too many priorities in the winter or summer intersession; this sometimes leads them to drop out of the course. The last factor is that sometimes students do not complete the course because they get another job or decide not to become a tutor for another reason.

**How many students did your area serve (if you don't have an exact count, please provide an estimate)? How did they perform in comparison to those that did not use your services, if applicable? Given this information, how has your service or area supported student success and retention over the past three years (200 words or less)?**

**See Success and Retention dashboard in Tableau's Program Review section.**

Approximately 6,000 students enrolled in 203 courses were served with embedded tutoring over the last three years. We do not have access to success and retention data for students enrolled in these courses. We do have the CRNs and would be thrilled to have success and retention data to compare these students' rates to the rates of students in non-ET-supported classes and to the general student population's rates.

501 students were served with one-on-one tutoring services over the last three years. We do not have access to success and retention data for students who used tutoring. While progress with a Tableau contractor was made towards creating a dashboard, technical questions program staff were unable to answer stalled progress in 2022. We do track G00s and would be thrilled to have success and retention data.

94 students were served by taking the tutor training course, GUID 28. We've trained 94 students as peer tutors and mentors in the last 3 years. We do not have a group to compare their performance to, but students taking this course have a 94.7% success rate and a 96.8% retention rate (20/21, 21/22, & 22/23).

## Equity

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Equity

**Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males, African American, Native American, Students with Disabilities and Foster Youth.**

**For EOPS/ CalWORKs, MESA, TRiO, Puente, and VRC: LOCATE Success and Retention dashboard in Tableau's Program Review section. Examine your equity results over the last three years. If there are differences in success rates and/ or retention across groups, comment on any differences in success rates across groups. Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps (200 words or less)?**

**For all other areas, how can your area help increase disproportionate student success? Contact your support team for any needed assistance in interpreting these data (200 words or less).**

**Please find Equity information in Tableau's Success and Retention dashboard.**

**Contact your support team for any needed assistance in using Tableau.**

**Tutoring Services**

We do not have access to the equity information in Tableau's Success and Retention dashboard. If the institution could help us to build cohorts to look at students who utilize the Tutoring Center and then pull those students' success and retention rates for their other classes, we could have a much deeper understanding of our impact and could assess that information to make changes to help students. We do collect the relevant information in hopes that we'll have the mechanism to do this one day.

## GUID 28

94.7% is the average success rate for students taking GUID 28 over the last 3 years. Students with the lowest success rates are white students (92.6%, 25 students) and students identifying multiple ethnicities (90%, 18 students). Asian, Filipino or Pacific Islander, Black or African American students have a 100% success rate (14 students), while Hispanic or Latinx students have a 94.7% success rate (31 students).

The largest equity gap is who is enrolled in the course, and thus who our tutors are. Hispanic or Latinx students make up 34% of students enrolled in GUID 28 over the last three years, but 43% of Gavilan students identified as Hispanic or Latinx. White students: 28.7% students enrolled in GUID 28, 19% students enrolled at Gavilan. We have work to do to make sure that students recruited to be tutors reflect Gavilan's student population.

Ways we can work to decrease gaps:

- Open hiring procedures to directly reach out to students instead of relying on instructor recommendations.
- Actively seek peer tutors from special programs.
- Use the equity framework to evaluate and transform hiring requirements, hiring materials, and the interview and hiring process to provide just access.
- Shift campus culture around what makes a student a qualified peer tutor.

## Our Equal Employment Opportunity (EEO) Plan States

**"Ensuring equal employment opportunity involves creating an environment that fosters cooperation, acceptance, democracy, free expression of ideas and is welcoming to persons of all gender expressions, persons with different abilities, and individuals from all ethnic and other groups protected from discrimination."**

**What is your area doing to support district efforts in creating an inclusive college environment? With what departments are you partnering? Did you identify barriers and institute change? How is you creating/ ensuring diversity in your department or in the classroom?**

**Some examples might be sponsoring cultural events and diverse speakers on issues dealing with diversity, exploring how to infuse diversity into the classroom and curriculum, integrating diversity into the evaluation of employees, promoting learning opportunities and personal growth in the area of diversity, or evaluating how the physical environment can be responsive to diverse employee and student populations.**

Here are some of the activities and partnerships:

- equity-minded training built into tutor training (i.e. linguistic justice, culturally relevant pedagogy, critical race theory, strengths-based approaches, psychological safety)
- centering student voices in program decisions (we have a weekly meeting and work with tutors to create/modify program policies/procedures (i.e. advertising, website content, workshop content/design, hiring practices), determining how the physical space looks and feels (i.e. what hangs on the walls, game/puzzle table, placement of furniture), and to create events (i.e. Open House, Calaveras)

- hiring students from all disciplines/majors who reflect Gavilan's overall demographics
- identifying and moving away from carceral logics-->transforming practices and policies to be consent-based and cooperatively built with students to support student success
- partnering with Human Resources to change punitive evaluation processes for student tutors to a strengths-based process that promotes ongoing learning, self-reflection, and professional learning.
- At the beginning of each semester, we have student tutors complete an inquiry window activity to identify barriers to positive student experiences. We categorize this information, and then we share it with administration and request a meeting to discuss solutions for both short-term/low hanging fruit issues/fixes and long-term needs/problems.
- The faculty coordinator has served on the equity committee and regularly completes IDEAA-related training, courses, and workshops and brings that knowledge and those skills back to academic support and the campus.

**Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ?**

**Path: Tableau Program Review/ Equity D9. Course Success Rates Locate your department. Filter by Delivery Methods**

**Helpful question: If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?**

Tutoring Services N/A

GUID 28: Tableau did not provide me with the "filter by delivery methods" option.

## Learning and Area Outcome

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Have you reviewed all of your Service Area Outcomes (SAOs) to ensure that they remain relevant for evaluating the performance of your area?

**Are your SAOs mapped in curiQunet?**

No

**Are your SAOs up to date in curriQunet?**

No

**Have your SAOs been assessed in the last five years?**

No

**Have you reviewed all of your SAOs to ensure that they remain relevant for evaluating the performance of your area?**

No

**If you answered no to any of the above questions, what is your plan to bring your assessments into compliance (200 words or less)?**

We need to create SAOs and upload them into CurriQunet. And then we need to assess them.

## Outcome Assessments

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Review Outcomes data located in the Course and Program Reports for your area (path below).

After you have examined your results, reflect on the data you encountered.

Services Area Outcomes (SAO)

**Review your SAOs data located in curriQunet. What is your department's acceptable achievement score goal for each outcome?**

N/A

Institutional Learning Outcomes (ILO)

**How do your SAO support the college ILOs? Be specific (200 words or less).**

N/A

**Are you meeting your SAO success goals? What patterns stand out in your results? If your SAO results are lower than your goals, what are your plans to improve them (200 words or less)?**

N/A

## Curriculum and Course Offerings Analysis

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**Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to propose (200 words or less).**

We plan to work with the Academic Support Network Committee to revise the Peer Education Leadership Basic and Advanced Certificates to be a Certificate of Achievement using courses already being taught at Gavilan and using certificates from other campuses across the state as models.

**Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).**

GUID 52 will be taught again regularly starting in Spring 2024. While this is not a course within this program, it's an essential offering we've advocated to be taught again so that peer mentors and peer tutors can pursue professional learning while earning credit and the Peer Education Leadership Certificate (Basic or Advanced).

This course is also essential to create the Certificate of Achievement.

**Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day? (300 words or less).**

In the last 3 years, we've tested GUID 28 with a variety of locations, times, and delivery methods. We regularly poll students to learn about what delivery methods and schedules work best. This has allowed us to create a tentative pattern that works best to provide access to most, if not all, incoming tutors: in the summer intersession, the course is taught face-to-face in the Learning Commons before tutor obligations (i.e. Math bootcamp, STEM symposium) begin; in the winter intersession, the course is taught as a DE course, part synchronous (live) and part asynchronous before tutor obligations (i.e. Math bootcamp) begin.

The one ongoing issue is GECA student access in the winter. Unfortunately, GECA begins too early in January for the course not to overlap with their semester. However, GECA student tutors can take the summer course. We will continue to work with GECA students and all other students to provide just access to the course, and thus to the opportunity of being a peer tutor on campus.

## Program and Resource Analysis

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**Please list the number of Full and Part Time faculty, staff and/ or managers/ administrator positions in this program over the past three years. Focus on your individual program.**

Program and Resource Analysis

### 1. 2020

**How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?**

2014

**Full Time Faculty**

0

**Part Time Faculty**

1

**Full Time Staff**

0

**Part Time Staff**

1

**Full Time Mgr/Admin**

0.00

**Part Time Mgr/Admin**

0.00

2. **2019**

**How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?**

1914

**Full Time Faculty**

0

**Part Time Faculty**

1

**Full Time Staff**

0

**Part Time Staff**

1

**Full Time Mgr/Admin**

0.00

**Part Time Mgr/Admin**

0.00

3. **2018**

**How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?**

**Full Time Faculty**

**Part Time Faculty**

**Full Time Staff**

**Part Time Staff**

**Full Time Mgr/Admin**

**Part Time Mgr/Admin**

4. **2018**



**How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?**

2341

**Full Time Faculty**

0

**Part Time Faculty**

1

**Full Time Staff**

0

**Part Time Staff**

1

**Full Time Mgr/Admin**

0.00

**Part Time Mgr/Admin**

0.00

### Faculty Percentages

## Percentage Full to Part Time Faculty

Year:2018

FT = 0%

PT = 100.00%

Year:2019

FT = 0%

PT = 100.00%

Year:2020

FT = 0%

PT = 100.00%

**How have and will those with reassigned time, grant commitments and activity, projected retirements and sabbaticals affect personnel and load within the past in the next three years? What future impacts do you foresee (200 words or less)?**

The Title V grant that pays for the .67 FTE PT faculty position will end in September 2025. It is unclear where funding for this position will come from in the future.

Without funding for a faculty coordinator, the college will no longer be able to collect apportionment for supervised tutoring.

The program's activities have significantly expanded and scaled up over the last three years (i.e. embedded tutoring is 80% larger than it was 3 years ago). Staffing, however, has not increased to match. With new responsibilities, such as GavConnect and Guided Pathways Success Teams, the workload is increasing for both the program specialist (this program currently shares 1 FT program specialist with another program, the Writing Center) and the faculty coordinator.

Without increasing the faculty coordinator's workload, the work will be unsustainable within a year or two. It's already straining at the seams now (e.g. this PIPR program review is a year late because the coordinator did not have the capacity last year).

Another example: this year, we had 13 courses that wanted but did not receive an embedded tutor because we did not have the capacity to hire and train more tutors. This trend of not being able to provide timely and sufficient academic support will only continue without increased FTEs in the program.

### **Additional Comments**

The chart didn't allow me to select the last 3 years, so here's the key:

2020 = 20/21

2019 = 21/22

2018 = 22/23

## Evaluation of Resource Allocations

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**List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. For annual college budget request appropriations, reference your previous three-year plan and annual updates.**

**Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? For college budget request appropriations, list the result of the evaluation strategy outlined in your previous three-year plan and annual updates. For all other sources of funding, list the results of the evaluation strategy contained within the program or grant plan.**

**Did you receive additional funds?**

No

## Program Productivity

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### Program Productivity Measurements

Determine the number of students you assist annually. Using the data provided by the business office, calculate your average cost effectiveness per student. **If you do not have student contact, please fill out Total allocated budget and Total spending.**

### Year and Student count

**Evaluate your program costs. Are your costs in alignment with your budget? If not, what improvements can be made? Please explain any trends in spending, inconsistencies and unexpected results.**

## Integrated Planning and Initiatives

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**What other areas is your program partnering with (i.e. guided pathways, grant collaboration, etc.) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the department and your Integrated Planning/ Guided Pathways partners' plans for the next three years (200 words or less)?**

**Guided Pathways:** Completion Team: create Success Teams model for each CAP; Success Teams: integrate academic support activities across CAPs & academic support liaisons for CAPs

**2020-2025 Title V grant:** professional learning for all embedded tutoring faculty, funding for PT faculty to participate in embedded tutoring, training for all embedded tutors across programs and disciplines, special projects to increase and improve academic support

**Writing Center:** in person and online one-stop tutoring, tutor training, shared program specialist, supervision of tutoring for apportionment, increase # trained ET faculty & pay PT faculty

**STEM Center & Math Lab:** train all tutors (GUID 28 & ongoing ET training), increase # trained ET faculty & pay PT faculty, use of the same online scheduling system (WCONLINE) for appointments

**Library:** use of the same online scheduling system (WCONLINE) for appointments, information literacy and other library training to peer tutors, campus events

**Academic Support Network Committee:** co-chair, networking of academic support program faculty, staff, and tutors: common goals, training, support use of GavConnect to connect students to academic support services (provide training, troubleshoot, representative on GavConnect implementation team)

**Distance Education:** NetTutor access & advertising

**Student Worker Committee:** policies and procedures for student workers & supervisors

## Other Opportunities and Threats

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**Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the Educational Master Plan, changes in matriculation or articulation, student population, community and/ or labor market changes, EMSI data and etc. Helpful Question: What are the departmental plans for the next three years (200 words or less)?**

**Opportunities (threats bolded):**

- Increase the number of trained faculty participating in embedded tutoring with **funding for PT faculty**
- increase the number of tutors for social sciences and humanity courses with **training and funding for PT faculty**
- improve **just access** to timely tutoring for historically underserved student populations
  - Hollister students
  - DE students
  - evening students
  - special programs
- IDEAA-informed hiring practices
- Guided Pathways CAPs: innovate and integrate academic supports for each CAP
- replace **carceral logics** with a critical care web model
- secure institutional or other sustainable funding for the Learning Commons coordinator position and the integrated academic support model before **Title V funding ends in September 2025**.
- Advocate for an increase in the Learning Commons/Tutoring Center Coordinator FTE or additional faculty release time position to support scaled-up embedded tutoring (**we're at/beyond sustainable capacity**).
- Assess the embedded tutoring model once the campus has an equity framework, and then make changes to close **equity gaps**.

- Advocate for the design of the program's space in the new LSRC building to be agile, student-centered, and future-ready.
- Make the peer tutor student worker position more attractive (i.e. create a Peer Education Leadership Certificate of Achievement, increase the starting wage, create a guaranteed minimum of hours).

### **What are you discovering about instruction and/or services in this remote environment that you would want to maintain post-pandemic?**

During the pandemic, the Tutoring and Writing Centers led academic support efforts by building a fully functional online tutoring program and providing just-in-time support to instructors and students using technology and iLearn. We've continued that work--and those connections--and are well into post-pandemic. Based on what we learned, here's what we have maintained:

- continue offering robust online tutoring to support DE and evening students
- simplifications to website (<https://www.gavilan.edu/student/learningcommons> (<https://www.gavilan.edu/student/learningcommons>)) to make accessing tutoring simple.
- use single scheduling system (WCONLINE) for all tutoring and (aspirational) all academic supports.
- offer tutor training in both face-to-face and DE formats each academic year to provide better access to potential tutors
- increase embedded tutoring efforts (e.g. in-class tutoring, training, & outside-of-class study sessions) and decrease offering one-off academic support activities (e.g. workshops)
- provide technology-rich spaces for students to actively participate in DE courses from campus
- break down divisions between programs (in person and online) to make the student experience more welcoming and less frustrating. Along with this, continue building a strong network between academic supports so that faculty, staff, and tutors know and work with each other.

### **What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed?**

As we scale up embedded tutoring and hire more tutors, the workload on faculty and staff increases. Without additional FTEs to support the work, the quality or quantity or both of our activities will diminish. With the new Hollister building and the new LSRC building, we have excellent opportunities to fully embed and integrate high-quality academic supports into the student success work we do at Gav--but

Issues Exacerbated or Emerging:

- **Additional FTEs:** to support scaled up activities (e.g. embedded tutoring, Hollister tutoring, DE tutoring, Student Success CAP liaison work), the faculty coordinator position needs additional FTES and/or another faculty position needs to be funded.
- **Apportionment:** to continue collecting apportionment, the faculty coordinator position needs to be funded once the Title V grant ends.
- **Data:** without access to timely, accurate data, an equity framework, and training to interpret data in a meaningful way, we cannot appropriately assess tutoring and other academic support activities.
- **Shortage of Peer Tutors:** We have a shortage of subject tutors in the social sciences, humanities, business, ESL, and accounting. As we scale up embedded tutoring, offer more online hours, and offer tutoring in Hollister, we will need to hire more students as peer tutors.
  - **low hourly wages** discourage students in historically underserved populations to work as peer tutors; often, these students are obligated to take higher-paying jobs off-campus to secure basic needs for themselves and their families. Besides lack of time, this is what students who are interested but ultimately don't work for us often report as their reason.
  - **hiring only Gav students:** One way to increase # tutors would be to hire former Gavilan tutors who are currently students at a UC or CSU. This would have many benefits, including strengthening the network between tutors, reducing turnover, and infusing Gavilan with current UC and CSU knowledge, and mentorship between students.

- **Certificate of Achievement:** We need to find inventive ways to make being peer tutor more attractive. One way (that would also be good for Gavilan) is creating a peer education leadership certificate of achievement.

## Additional Questions

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**Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.**

**1. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development?**

We are institutionalizing a training each Convocation/Staff Development Day to help faculty understand best practices for utilizing embedded tutors as well as time for instructors to meet with their embedded tutors to plan for the upcoming semester utilizing those best practices. This ongoing training helps shift stigmas around tutoring and learning assistance and provides opportunities for faculty across disciplines to integrate robust academic supports into their curriculum.

We also partner with the professional learning faculty coordinator to provide instruction and instructional support workshops (e.g. Artificial Intelligence, Linguistic Justice, student tutor panels on how students experience instruction).

We have one-on-one conversations with faculty about instructional practices and how to integrate tutoring and other academic supports into their curriculum. Class visits and workshops (e.g. "understanding assignments," "how to navigate iLearn") offer faculty opportunities to observe how their students experience and learn and to get our support in transforming their policies and assignments to reduce student confusion and increase student engagement and success.

We also offer assistance by sharing equitable, humanized policies that have been shown to increase student success, especially for historically underserved students (e.g. ungrading, liquid syllabi, warm andwise feedback). Sometimes, faculty work with us to work through sticking points or talk through changes they want to make to increase student success.

**2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college mission and college goals for success and completion.**

We are in the process of hiring a full-time program specialist to share with the Writing Center (will replace 3 PT positions). We do need a part-time program specialist for the Hollister site. We are also in need of a 20% faculty release position to act as our embedded tutoring liaison because the embedded tutoring program has grown significantly in the last 3 years and we are at/beyond capacity to scale up.

As we integrate Guided Pathways and keep at the forefront our commitment to offer high-quality, targeted support for students in each CAP, it is urgent that we have classified and faculty support to ensure that our students have access to tutoring and that faculty have consistent support in utilizing their embedded tutors.

**3. What, if anything, is your program doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of our continually changing constituencies, and reflect the make-up of our student body?**

We regularly center student voices (tutors, tutees, and potential tutees) to assess our program and services, including everything from hiring practices to daily operational policies and procedures. The faculty coordinator participates in shared governance, attends workshops and conferences, and initiates productive

conversations with folx from all areas of campus to understand and work toward opportunities to better meet students and instructors where they are and work toward student success.

We are attending and presenting at conferences, sharing our best practices, and networking with other program coordinators around the state who are excited by the work we are doing and want to learn more. In many ways, the integrated, network model of learning assistance that we've cultivated at Gavilan is unique and something for our college to be quite proud of.

**4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight?**

I managed to get them all in there, I think ;)

**Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record.**

We need a more appropriate review form for instructional support programs like library, tutoring, writing center, STEM center, Math Lab, etc. The old combination was better--but not perfect.

We need a data dashboard for tutoring and other programs that rely on cohorts (G00s and CRNS)--and relying on faculty without data backgrounds to design it with a developer hasn't (and won't) work. I just don't have the expertise needed, as much as I wish I did.

## Goals

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### Three-Year Program Plan Goals

- 1. Increase the number of courses participating in the embedded tutoring program by 20% within 3 academic years.**

**Connection of Goal to Mission Statement, Strategic Plan**

**([http://www.gavilan.edu/administration/master\\_plan/docs/SP\\_GoalsStrategiesDraft-final.pdf](http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf)) and SAO Results**

Expanding embedded tutoring into more courses will support Guided Pathways as part of the Learning Commons/Tutoring Center work in Success Teams for each pathway/CAP. Expanding tutoring into courses affected by changes to remedial course offerings (AB 1705) also fits with the call to pair high expectations with high support (Vision for Success Goal #3). Students who connect with an embedded tutor have a stronger sense of belonging on campus, have clearer and easier access to campus resources, forge stronger connections to faculty and academic supports, and develop stronger help-seeking behaviors. Instructors who integrate embedded tutoring into their courses report having a better understanding of their students' experiences in their classes and on campus and are better prepared and equipped to intentionally transform their classes to be student-centered and prioritize learning and student success.

**Proposed Activity to Achieve Goal\*\***

Identify challenging courses outside of English and Math and invite faculty to participate in the embedded tutoring program.

**Responsible Party**

Tutoring Center and Writing Center Program Faculty and Staff

**Fund amount requested. If a collaboration, what % required from each partner?**

20% faculty release time	support required to scale up embedded tutoring (training and mentoring of tutoring, scheduling, faculty collaboration, assessment).	\$5,000 (\$3,467.78 - \$5,464.80)
Faculty Engagement & Professional Learning (x 10 faculty members)	Pay faculty to participate in training, collaborate with embedded tutors and staff, and participate in program assessment.	\$4,500
Embedded Tutors (10)	Pay embedded tutors to support 10 courses at a rate of \$17-18/hr x 4-6 hrs/wk	\$14,000 (\$17.50/hr x 5 hrs/wk x 16 wk x 10 tutors)
		<b>Total: \$23,500/ academic semester</b>

**Total Three Year Resource Allocation Request**

141000

**Timeline to Completion Month / Year**

May/2026

**How Will You Evaluate Whether You Achieved Your Goal**

Courses supported by embedded tutoring increases by 20%.

2. **Provide high support so that students can meet academic goals for success and completion.**

**Connection of Goal to Mission Statement, Strategic Plan**

([http://www.gavilan.edu/administration/master\\_plan/docs/SP\\_GoalsStrategiesDraft-final.pdf](http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf))

**and SAO Results**

As the college implements Guided Pathways success teams, the integrated model of support used by the Tutoring Center, Writing Center, and library is essential to providing high-quality, sustainable support to students on each pathway. The integrated model of support pairs high support with high expectations, a goal of the Vision for Success, which serves our college's commitment to helping students stay on their path and to ensure learning. Students enrolled in classes supported by our integrated supports are more likely to seek help (learning outcome: develop help-seeking behaviors) when they encounter academic challenges and are more likely to successfully complete challenging coursework and courses.

We'll build a cohort of 2-3 faculty members per pathway/CAP, with the goal of building cohorts within each pathway within 3 years.

**Proposed Activity to Achieve Goal\*\***

Bolster and implement an integrated model of academic support in collaboration with the Writing Center, library, and other campus programs to ensure learning and completion goals identified with the success teams for each pathway.

**Responsible Party**

Learning Commons/Tutoring Center, Writing Center, & Library

**Fund amount requested. If a collaboration, what % required from each partner?**

Source: Guided Pathways 100%

- Faculty stipends: 10-15 hours/semester for each faculty member for training and planning
- cohorts of 2-3 faculty/pathway each academic year (3 faculty/cohort in 8 pathways = 24 faculty within 3 years)
- First year = \$5,000 (2 cohorts, 6 faculty)
- Second year= \$10,000 (4 cohorts, 12 faculty)
- Third year= \$20,000 (8 cohorts, 24 faculty)

**Total Three Year Resource Allocation Request**

35000

**Timeline to Completion Month / Year**

May / 2024

**How Will You Evaluate Whether You Achieved Your Goal**

Some faculty within all pathways are trained and regularly participate in the integrated support model.

3. **Increase usage of services in physical locations.**

**Connection of Goal to Mission Statement, Strategic Plan**

([http://www.gavilan.edu/administration/master\\_plan/docs/SP\\_GoalsStrategiesDraft-final.pdf](http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf))  
and SAO Results

- increase student sense of belonging on / connection to the college
- increase student help-seeking behaviors
- pair high expectations with high support (Vision for success goal #3)
- meet students where they are and connect them with campus resources
- provide equitable tutoring and learning support no matter which campus a student goes to or at what time of day (e.g. online, Hollister, evening hours)

**Proposed Activity to Achieve Goal\*\***

Hire program specialist to increase the program's capacity to make tutoring available on the Hollister campus, during evening hours, and to students enrolled concurrently.

**Responsible Party**

Dean of Student Learning and Student Success, STEM and Library, DE, and Tutoring

**Fund amount requested. If a collaboration, what % required from each partner?**

[Need budget]

**Total Three Year Resource Allocation Request**

1

**Timeline to Completion Month / Year**

July 2025

**How Will You Evaluate Whether You Achieved Your Goal**

Hours and locations of operation will expand to serve Hollister and evening students.

## Executive Summary

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**Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the PIPR Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).**

Our program has witnessed significant growth and adaptation, reflecting our commitment to excellence and continuous improvement. Spring 2023 saw a remarkable surge in participation, with enrollment numbers more than doubling from Spring 2022. This not only underscores the increasing demand for our services but also highlights our success in reaching and engaging students.

The Fall 2023 semester marks another milestone as we have embedded 18 dedicated tutors in 33 courses, supporting 16 instructors. Notably, our emphasis has shifted towards English courses, where we now support 31 courses, up from the previous four semesters, which averaged 24-25. This reflects our responsiveness to evolving student needs and the importance of strong written and verbal communication skills.

With growth comes new challenges. We received an overwhelming number of requests for embedded tutors in the Tutoring and Writing Center, surpassing our capacity due to a shortage of available tutors. Our commitment to addressing this gap is evident in our experimentation with online scheduling, featuring drop-in tutor sessions to ensure students continue to receive the support they need.

As we look to the future, our program's overarching goals for the next three years are clear. We aim to sustain the momentum of our growing enrollment by expanding our tutor base, particularly in response to the burgeoning demand for STEM support and the new Hollister site. We will continue to refine our online offerings to meet students where they are, enhancing the accessibility of our services. Moreover, we will explore innovative strategies to overcome tutor shortages and ensure no student is left without the support they need.

Our program is committed to delivering exceptional support to students, fostering academic success, and promoting a culture of learning and achievement.

## Attach Files

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Attached File