



C U Y A M A C A
• C O L L E G E •

Annual Update Report

SIS - Tutoring

Increase Tutoring Usage While Addressing Equity Gaps in Usage

Program Goal: Increase usage of Tutoring services (access) to 16% of Cuyamaca students -- the level we saw in the 18/19 and 19/20 academic years -- while addressing equity gaps in usage.

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Eliminate Equity Gaps in Course Success:** Increase usage of Tutoring services (access) to 16% of Cuyamaca students -- the level we saw in the 18/19 and 19/20 academic years -- while addressing equity gaps in usage. (X)
- **Increase Equitable Access:** Increase usage of Tutoring services (access) to 16% of Cuyamaca students -- the level we saw in the 18/19 and 19/20 academic years -- while addressing equity gaps in usage. (X)
- **Increase Persistence and Eliminate Equity Gaps:** Increase usage of Tutoring services (access) to 16% of Cuyamaca students -- the level we saw in the 18/19 and 19/20 academic years -- while addressing equity gaps in usage. (X)

Summary of Progress or Results

Summary Date: 12/31/2024

Summary of Progress or Results: Tutoring has a demonstrated positive impact on course success for almost all groups of students. In the attached chart, you will see that in three of the four years assessed in our most program review, all traditionally underserved demographic groups except for 1 in each of the three years experienced greater increases in course success impact after attending two or more tutoring sessions than their white counterparts. In one year, all of these groups did.

Tutoring, however, cannot improve course success for students it does not see. In the 18/19 and 19/20 academic years, 16% of all Cuyamaca students attended One or More Tutoring Sessions. However, despite our best efforts to reach and to accommodate students during the pandemic, we only saw 6% of Cuyamaca students in 20/21 and 7% in 21/22. Thus, in order for our program to positively impact student outcomes to the greatest degree possible -- part of our Service Area Outcome 2 -- we need to ensure that we are seeing more students, and especially students from groups that are currently under-represented.

Likewise, in order for Tutoring to assist in the elimination of equity gaps in course success -- which also falls within our Service Area Outcome 2 -- we need to ensure equitable usage -- especially for those groups experiencing the most consistent and significant equity gaps in course outcomes

In spring 2025, we will have data on the percentage of students accessing tutoring in the 23/24 school year, and we will also have demographic data on access. We are excited to be able to get this information each year from now on.

Reporting Period: 2023 - 2024

Status: In Progress - will carry forward into next year

1/30/2025

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Summary of Progress or Results

What resources, if any, are needed to achieve this goal? (Select all that apply): Supplies, equipment, and/or furniture

Action steps for this academic year.:

- 1) Analyze 23/24 data in Spring 2025 to assess our progress towards meeting this goal.
- 2) Request a budget augmentation to embed tutors in additional courses – especially those commonly taken by first year students and which have high DFW rates in an effort to increase our access to our most diverse and at-risk students and to help keep them in college.
- 3) Communicate findings with faculty, staff, and students.

Adapt the Program to the Evolving Contexts in The Tutoring Field and at Cuyamaca College.

Program Goal: Adapt the program to the evolving contexts in the Tutoring field and at Cuyamaca College. (This goal involves ongoing adaptation of the Tutoring Program structure, locations, and use of technology given existing staffing and funding levels, student modality preferences, prioritization of functions based on available data, as well as refinement and further systematization of communication and collaboration with students, faculty, staff, and programs)

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Eliminate Equity Gaps in Course Success:** Adapt the program to the evolving contexts in the Tutoring field and at Cuyamaca College. (This goal involves ongoing adaptation of the Tutoring Program structure, locations, and use of technology given existing staffing and funding levels, student modality preferences, prioritization of functions based on available data, as well as refinement and further systematization of communication and collaboration with students, faculty, staff, and programs) (X)
- **Increase Equitable Access:** Adapt the program to the evolving contexts in the Tutoring field and at Cuyamaca College. (This goal involves ongoing adaptation of the Tutoring Program structure, locations, and use of technology given existing staffing and funding levels, student modality preferences, prioritization of functions based on available data, as well as refinement and further systematization of communication and collaboration with students, faculty, staff, and programs) (X)
- **Increase Persistence and Eliminate Equity Gaps:** Adapt the program to the evolving contexts in the Tutoring field and at Cuyamaca College. (This goal involves ongoing adaptation of the Tutoring Program structure, locations, and use of technology given existing staffing and funding levels, student modality preferences, prioritization of functions based on available data, as well as refinement and further systematization of communication and collaboration with students, faculty, staff, and programs) (X)

Summary of Progress or Results

Summary Date: 12/31/2024

Summary of Progress or Results

Summary of Progress or Results: Hired and continue to train a Tutoring Center specialist for the Writing Center, which allowed that center to reopen in Fall 24 and conduct 1,050 sessions.\

In the process of hiring a fourth Tutoring Center Specialist to replace the two .475 positions which had become frozen.

Responding to an increase in student preference for in-person sessions.

Reporting Period: 2023 - 2024

Status: In Progress - will carry forward into next year

What resources, if any, are needed to achieve this goal? (Select all that apply): Technology

Action steps for this academic year.:

1. Establish and update a plan for Tutoring locations and hours of operation based on staffing and on student need.
2. Continue to train all classified staff on all classified tasks but seek to divide labor in a way that maximize program effectiveness and staff engagement
3. Continue to monitor student preferences for service modality and adapt accordingly and gradually
4. Partner with Grossmont to pursue re-evaluation of the tutor Salary Schedule as the schedule established years ago is collapsing and begins tutors at statewide minimum wage
5. Evaluate technology as it relates to programmatic needs – both apportionment collection and student ease of scheduling
6. Examine and continue to adapt and refine communication with students, faculty staff, and programs of Cuyamaca College.

Overcome Barriers to Collection of Apportionment on Tutoring Services

Program Goal: Resolve remaining barriers to apportionment collection and begin that collection while adhering to legal requirement's and all directives from the CCCCCO.

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Eliminate Equity Gaps in Course Success:** Resolve remaining barriers to apportionment collection and begin that collection while adhering to legal requirement's and all directives from the CCCCCO. (X)
- **Increase Equitable Access:** Resolve remaining barriers to apportionment collection and begin that collection while adhering to legal requirement's and all directives from the CCCCCO. (X)
- **Increase Persistence and Eliminate Equity Gaps:** Resolve remaining barriers to apportionment collection and begin that collection while adhering to legal requirement's and all directives from the CCCCCO. (X)

Summary of Progress or Results

Summary Date: 12/31/2024

Summary of Progress or Results: Previously, apportionment for Tutoring could only be collected if it was funded with General Fund Unrestricted (GFU) monies. The majority of our Tutoring, however, has been funded by state and federal restricted (GFR) dollars, making apportionment collection something of a lower priority for us, though we have been updating and maintaining program details towards this goal for several years. In January, 2024, long-time, concerted statewide advocacy efforts finally paid off in a 1/21/24 memo from the CCCO allowing for the collection of Tutoring apportionment on both state-funded GFU and GFR monies – provided certain criteria are met.

Our program meets all of those criteria with two exceptions. 1) We do not currently have working technology to track positive attendance on live or online tutoring – though we have been in the queue to reinstate SARS TRAK for the purpose for in-person tracking for several years. 2) Because we cannot currently track positive attendance hours, we do not currently enroll students into our non-credit Tutoring course (IS 198) though the course is up to date and ready to go.

It is our sincere hope that opportunity to earn some income on Tutoring will help us to apply a little pressure this year to get one or another positive attendance tracking mechanism in place, so that we can begin collecting apportionment on at least in-person tutoring – or, perhaps, in-person and online Tutoring, both.

Reporting Period: 2023 - 2024

Status: In Progress - will carry forward into next year

What resources, if any, are needed to achieve this goal? (Select all that apply): Technology

Action steps for this academic year.:

- 1) Revisit with district and campus technology areas the options for tracking non-credit hours to determine which technology might be able to be put into place the most quickly.
- 2) Push for implementation of that technology ASAP.
- 3) Identify the smoothest mechanism for enrolling students into the Non-credit Supervised Tutoring course (IS 198).
- 4) Prepare and communicate information for Instruction, Student Services, and Students about new procedures.
- 5) Maintain ALL required criteria for apportionment collection and be prepared for any possible state audits.

Service Area Overview and Update

Lead Author

Mary Graham

Collaborator(s)

Tayler Fiehler-Roose, Veronica Nieves, Saba Shafizadeh, Tutors, and Tutees

Initial Collaboration Date with Service Area Team

08/18/2024

Dean/Manager(s)

Jessica Hurtado Soto

Initial Collaboration Date with Dean/Manager

12/10/2024

Please summarize the significant changes and achievements that have occurred in your service area since the last program review.

Staffing and Locations. We hired and have been in the process of training a replacement Tutoring Center Specialist. Because of this, that, we were able to reopen the Writing Center, re-establishing a second location for Tutoring on campus. The Writing Center conducted 1,050 tutoring sessions in Fall 2024.

HR Prohibition of Adjunct Faculty Serving as Tutors. District raised concerns about Adjunct Faculty also working as Tutors, and right before the start of Fall 24 semester we lost four tutors who had also been hired as adjunct faculty for fall. (It is interesting to note that those individuals were tutors first and became adjunct faculty later). This negatively impacted Math Tutoring, in particular.

Promoting Tutor Exploration of Educational Careers. In spring 25, six former Cuyamaca Tutors are scheduled to work as adjunct faculty for the college. (Five of these began their higher educational experiences as Cuyamaca students). Another tutor has been hired as a TA at San Diego State University.

Professional Development -- Tutors at Annual ACTLA Conference. We helped three tutors create proposals and then prepare presentations for the 49th Annual ACTLA (Association of College for Tutoring and Learning Assistance) Conference in Spring 2024. They were very excited to have the experience and to add the items to their resumes. Sixteen other tutors attended the conference, which was held over Zoom to accommodate peer educators as well as faculty, staff, and administrators.

Professional Development -- Tutors Participating in the Fall 23, Spring 24, and Fall 24 3CSN

Wayfinding Series. 36 tutors, total, participated in these three online professional development activities for peer educators (tutors and mentors), faculty, and staff from throughout the CCC.

Maintaining Currency in the Field – Tutoring Coordinator. Mary Graham, the Professional Development Coordinator for ACTLA, teamed up with two ACTLA Past Presidents to lead a Strand Spotlight Presentation entitled "Embodied Practices: Respecting the Emotional Labor of Tutoring and Learning" at the 49th Annual ACTLA Conference in Spring 24.

Mary Graham also presented on behalf of the ASCCC and ACTLA at the summer 24 Curriculum Institute. That presentation was on current requirements for collecting apportionment on Tutoring. Embedded Tutoring and SI, and Data Collection and Analysis. Mary also led workshops in Fall 23, Spring 24, and Fall 24 for 3CSN's Wayfinding series, which provides professional development for peer educators, faculty, and staff in the California Community Colleges.

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We piloted **hosting tutors in the High Teach Center for DSPS** students who need that technology or simply feel more comfortable in that setting. For the sake of efficiency, we will likely just arrange individual sessions in that setting if needed rather than having tutors there with standing hours that may or may not be used.

We participated in both **Shut Up and Study** and **Hush Up and Study** as well as other study-related events at the library.

We had planned to embed a tutor in Umoja cohort English class, but the course ended up not being offered.

After many years of statewide advocacy, **new guidance from the CCCCO made the collection of apportionment for Tutoring much more worthwhile for the college.** This has moved up apportionment collection as a priority.

Student Learning Outcome/Service Area Outcome Assessment and Student Success

Student Access, Learning, and Achievement

Student Services areas collect data in many different ways. This may include the number of students, employees, or community members served, survey results, or other reports prepared by the department and external organizations. Which data was used for your service area?

Because Tutoring is a student-by-student intervention, much of our data has to be analyzed by the IESE office. Having gone through the Comprehensive Program Review Process two years ago, and knowing the college has many research needs, we did not ask for additional analyses – though we will get an update on our access demographics in spring.

In Spring 24, we conducted a survey of students who attended one or more sessions in Fall 23 or Spring 24. This was part of our SAO 1 assessment. Our other three SAOs will be assessed over the next two years.

Please discuss any equity gaps in access or success the data revealed.

Access data summary from 2018-2022

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 highly 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.

Success data summary from 2018-2022

Course Success. For this section, we will focus almost exclusively on the data from 2018-2022 around course success increases for students who attended More Than One Tutoring Session because that seems the most likely to reflect Tutoring impact. With two important exceptions that we will cover below, 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. The important exceptions were in 18/19, when the four Pacific Islander students who came to Tutoring more than once did not see an increase over the Pacific Islander course success average campus-wide, and in 20/21 when the one Native American/American Indian student who came to Tutoring more than once did not see an increase in success over the campus average for Native American/American Indian students.

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We need to pay special attention to the outcomes for these groups. (It should, however, be noted that the small n's in these years may have some impact on these outcomes. In both cases, students from those groups in those academic years did see increases if they attended One Tutoring Session, and in the years when the number of Native American/American Indian students who attended More Than One Tutoring Session was more than one student, those students demonstrated increased success. Also, in other academic years in which more or less Pacific Islander students attended More Than One Tutoring Session, they also saw increases).

We examined the overall increases in success for each group in order to identify if traditionally better served groups were receiving greater benefit from attending More Than One Tutoring Session than traditionally under-served groups.

Male students who attended tutoring more than once gained as much or more increased course success 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 in course success for females over the same years: 11%, 10%, 16%, 14%).

Pacific Islander students received 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%).

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, which we have indicated in the following data with the designation "NA." (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.

Of the age groups, students 40+ showed the smallest increases in course success, though it should be noted that 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%).

What action will the department or discipline take to address these equity gaps? If equity gaps have been reduced or eliminated, please share what the program did to achieve this. If equity gaps still exist, consider the specific steps your department will take to address equity gaps.

We will continue to look for opportunities to embed a tutor -- and then recruit a tutor -- from an Umoja Cohort Class.

Service Area Assessment

Did your program complete and submit SLO/SAO assessment in the last year?

Yes

Please share any outcomes assessment projects your service area has completed in the last year and how the service area used the results for improvement.

We assessed SAO 1 with a student survey that found 96% of respondents Strongly Agreed or Agreed that their work with the tutors made them more confident in approaching new course material and tasks. This was very affirming.

74.49% of respondents also told us that the best way to get other students to come to tutoring is to get instructors to recommend tutoring throughout the semester., which means we need to redouble our efforts at helping faculty remind students about our services.

Program Goals

Submission

Program Review response is complete and ready for review.

Yes - Response is complete and ready for review

