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TUTORING NEEDS AND PERCEPTIONS IN CAREER EDUCATION: SAN DIEGO-IMPERIAL



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CENTERS OF EXCELLENCE
FOR LABOR MARKET RESEARCH

**SAN DIEGO & IMPERIAL COUNTIES
COMMUNITY COLLEGES**



California
Community
Colleges

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EXECUTIVE SUMMARY

As efforts in *Guided Pathways* intensify, the San Diego-Imperial region requires a better understanding of the tutoring needs and perceptions of community college students, specifically Career Technical Education or Career Education (CE) students. In August 2018, the San Diego and Imperial Counties Community Colleges (hereafter referred to as “the region”) commissioned the Nonprofit Institute at the University of San Diego to conduct research about tutoring perceptions and practices across the region. This study considers input from focus groups and interviews; examines survey responses from students, tutors, and CE faculty and staff; and makes recommendations as to how the region can integrate tutoring to support students as part of *Guided Pathways*.

The research team captured 1,509 survey responses (1,204 students, 163 tutors, and 142 CE faculty and staff) from eight of the 10 community colleges in the region.¹ Additionally, participants elaborated on their perceptions, providing 1,800 substantive² qualitative comments through open-ended questions. A regionwide workgroup guided the research process, vetted and approved the survey, and reviewed study findings.

INSIGHTS

The research study explored the varying tutoring needs and perceptions of stakeholders in the region. Key insights derived from the research include:

- Positive perceptions of tutoring are high and negative perceptions of tutoring extremely low
- Tutoring takes on many forms and was described as both a transactional (immediate course success) and transformational (build skills and habits that support all learning) process
- There are some differences in the perception of tutoring between students, tutors, and CE faculty and staff, including, differing opinions about tutor preparation, access to specialized equipment, and the sufficiency of CE tutors and subject matter covered
- Tutoring resources are not perceived to be evenly distributed across the region
- There are barriers to pursuing tutoring. These include: limited offerings, scheduling conflicts and convenience, perceived stigma and embarrassment, and a lack of awareness about tutoring resources and benefits
- Professionalization of tutors and full integration of tutoring into pathways is desired
- Continuing and expanding all types of tutoring is supported
- The region lacks a unified strategy for CE tutoring

STUDENT, TUTOR, CE FACULTY/STAFF PERCEPTIONS

Students

For many students, tutoring directly supports classroom and future course work success and credential completion. Students express a need for tutors and for a variety of tutors. Students report a continuing need for tutors in traditional subjects and a need for tutors in additional subjects and technical areas. Tutors are valued by students and, for many, tutors play a key role in student success inside and outside of the classroom helping them in course completion and building long-term life skills. Despite the acknowledged benefits of tutoring, some students find it difficult to fit tutoring into their already busy schedules and some are embarrassed to seek tutoring because of the perceived stigma connected to seeking help in higher education.

¹ Participating colleges included: Grossmont College, Imperial Valley College, MiraCosta College, Palomar College, San Diego City College, San Diego Mesa College, San Diego Miramar College, and Southwestern College.

² Substantive was defined as remarks that elaborate responses to closed ended questions or identified new issues not captured in the closed ended questions.

Tutors

Tutors are passionate about the practice of tutoring. Tutors desire additional professional learning and are eager to learn from each other and to partner with CE faculty. Tutors also acknowledge a perceived stigma of tutoring as a barrier that precludes some students from pursuing tutoring.

CE Faculty and Staff

CE faculty and staff see an opportunity to develop a stronger partnership with tutors by conducting collaborative tutoring, and leveraging tutoring to build the campus community. Effective tutors are described as guides and process experts for students. Yet, tutor preparation and consistency are an area of concern for some CE faculty and staff. CE faculty and staff also reported perceived gaps in campus tutoring allocations of spaces, funding, and tutoring approaches/programs.

RECOMMENDATIONS

In consideration of the research findings, six interconnected recommendations are offered:

1 Finding: The region's community colleges would benefit from a unified vision and brand for tutoring.

Recommendation: Establish a region wide vision and culture of "tutoring for all" instead of "tutoring for remediation"

2 Finding: Tutoring is primarily perceived as a remediation service.

Recommendation: Reinforce the "tutoring for all" message across the region by conducting a communications and marketing campaign that promotes the overall benefits of tutoring

3 Finding: There is a need for coordinated, collaborative, and sustained professional learning for tutors and CE faculty and staff with regard to tutoring.

Recommendation: Provide professional learning for tutors, faculty, and staff, emphasizing that the objective of tutoring is to empower students and develop their critical thinking and reasoning skills

4 Finding: Formalizing and communicating tutoring practices across campuses can increase the impact that tutoring has on student retention and success.

Recommendation: Develop and maintain a formal process and/or tool (e.g., virtual repository) for tutoring stakeholders to share and communicate effective and impactful resources and practices

5 Finding: Students, tutors, and CE faculty and staff all agreed that the professionalization and expansion of tutoring would contribute to their success.

Recommendation: Prioritize and dedicate local and/or state resources to the professionalization and expansion of tutoring across colleges to increase equity and access for students

6 Finding: Additional research will help the region measure the effectiveness of a unified tutoring model, measure the success of innovative practices, and better understand barriers to CE tutoring.

Recommendation: Track outcomes of the region wide strategic plan for CE tutoring (after implementation) and continue to study tutoring in concept and practice

INTRODUCTION

To support the California Community Colleges Chancellor's Office's (CCCCO) *Vision of Success*³ in improving student outcomes for retention, persistence, and successful completion, the community colleges across the State of California are redesigning academic programs and student support services to implement and follow a *Guided Pathways* approach.⁴ The Guided Pathways model removes barriers that prevent student success.⁵

In response to a request from the CCCCCO to identify barriers to student success, apportionment and student self-referral for supervised tutoring were among the top of named barriers. The Board of Governors recognizes that "supervised tutoring is an important academic support service and an effective tool for colleges to support student in-class learning. It also supports the goals outlined in the CCCCCO's *Vision for Success* document and Guided Pathways framework, which emphasize the importance of engaging students early and providing them with the academic support needed to achieve their education goals."⁶

With the ongoing implementation of Guided Pathways the San Diego-Imperial region requires a better understanding of the tutoring needs and perceptions of community college students, specifically Career Technical Education or Career Education (CE) students. In August 2018, the San Diego and Imperial Counties Community Colleges commissioned the Nonprofit Institute at the University of San Diego (USD) to conduct research about tutoring perceptions and practices across the region. This study considers input from focus groups and interviews; examines survey responses from students, tutors, and CE faculty and staff; and makes recommendations as to how the region can integrate tutoring to support students as part of a regional Guided Pathways model.



³ californiacommunitycolleges.cccco.edu/portals/0/reports/vision-for-success.pdf

⁴ cccgp.cccco.edu/Portals/0/Implementing-Guided-Pathways-Tips-Tools.pdf

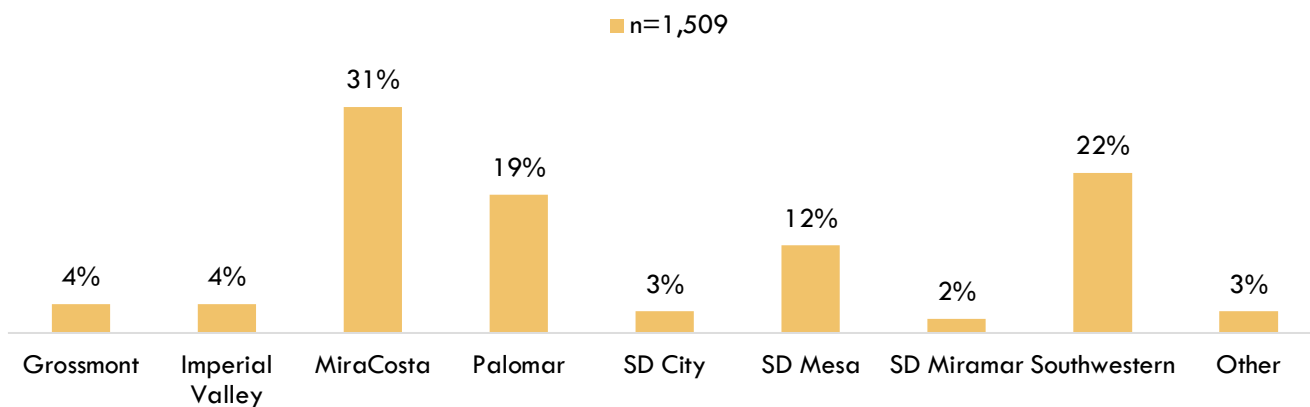
⁵ Student success is defined as successful completion of a course, program, and/or degree.

⁶ extranet.cccco.edu/Portals/1/Legal/Regs/Notice_Tutoring_Apportionment.pdf

OVERVIEW OF SURVEY RESPONDENTS

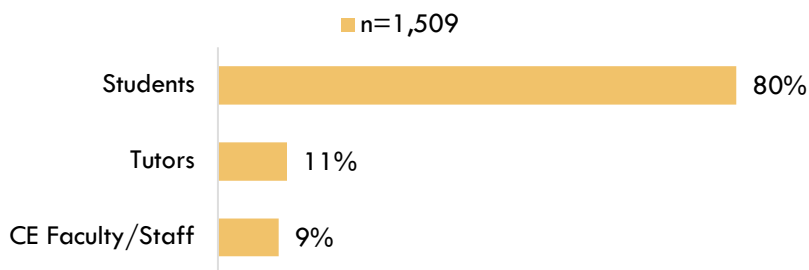
Qualitative information from interview and focus group participants was used to inform the development of a comprehensive tutoring survey.⁷ Between January and February 2019, the research team captured 1,509 survey responses from eight of the 10 community colleges in the San Diego-Imperial region: Grossmont College, Imperial Valley College, MiraCosta College, Palomar College, San Diego City College, San Diego Mesa College, San Diego Miramar College, and Southwestern College (Exhibit 1). (Although represented in the advisory group for the research project, for a variety of reasons, Cuyamaca College and San Diego Continuing Education did not actively participate in the survey.)

Exhibit 1: Percent of Survey Respondents by College (Primary Campus)



Survey respondents were organized into three types: 1) students, 2) tutors, and 3) CE faculty and staff. For the purpose of this study, if a respondent was both a tutor and a student, but identified as a tutor, then the respondent was placed in the “tutor” category. Similarly, if a respondent was both a tutor and student, but identified as a student, then they were placed in the “student” category. Of the 1,509 individuals who participated in the survey, 80 percent (1,204 respondents) identified as students (Exhibit 2). The majority of students (60 percent) have attended community college or continuing education for one to four years. Fifty-three percent of student respondents have achieved 24 or more units and 20 percent have achieved 12.5 to 24 units. Forty-six percent of student respondents identify as CE, 46 percent as transfer only, and eight percent as life-long learning.

Exhibit 2: Survey Respondents by Type

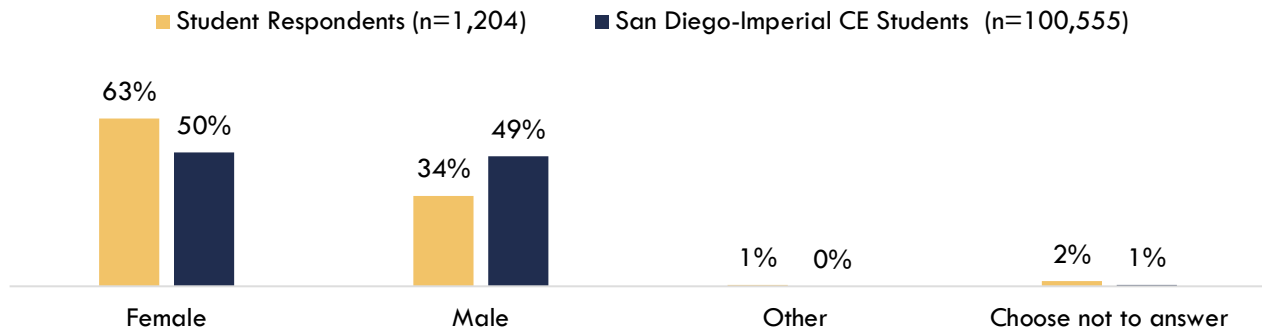


The region distributed the survey directly to students enrolled in CE courses through email (for more information on the methodology, see Appendix A). While the survey does not capture an equal number of responses from each college in the region, it does capture a moderately representative sample of the overall CE student population.

⁷ A description of research methods is presented in Appendix A. Interview and focus group findings are presented in Appendices B and C respectively.

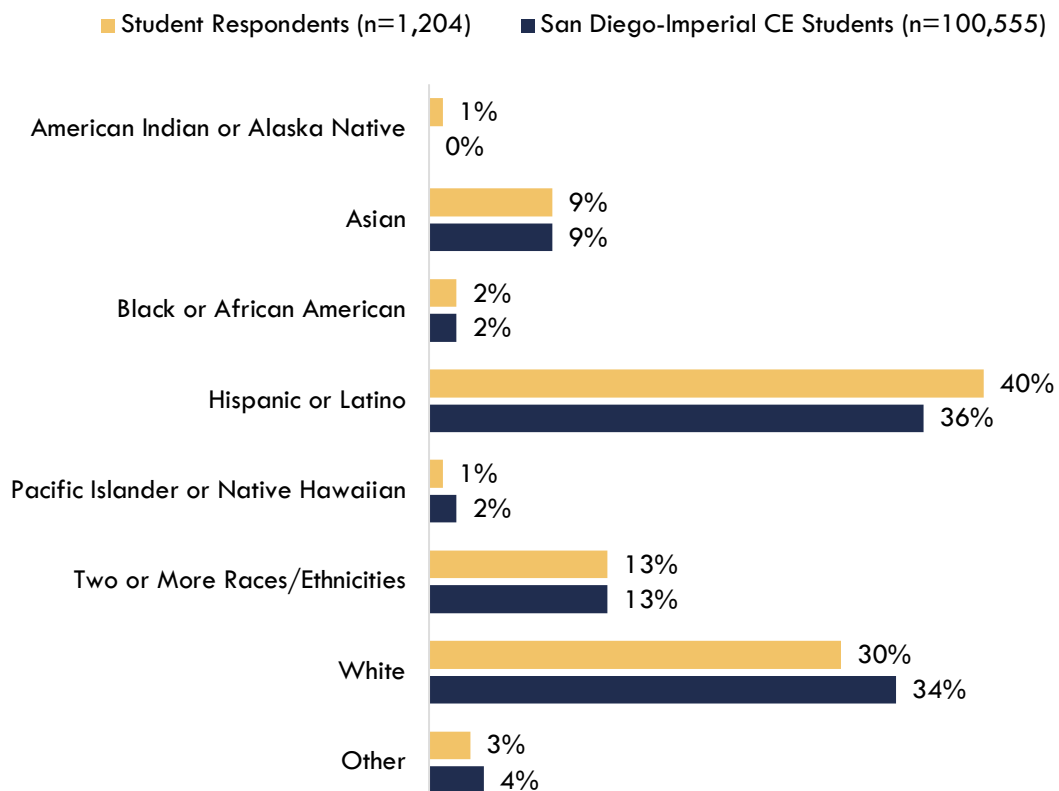
The following exhibits demonstrate the demographic breakdown of student survey respondents compared to the region’s CE student population. Of the 1,204 community college students who responded to the online survey, 63 percent were female, compared to 50 percent of San Diego-Imperial CE students (Exhibit 3).⁸

Exhibit 3: Gender Breakdown of Student Respondents vs. San Diego-Imperial CE Students



In terms of ethnicity, 40 percent of respondents were Hispanic/Latino and 30 percent were White, similar to the top two ethnic groups across the region’s CE student population (Exhibit 4).⁹

Exhibit 4: Ethnic Breakdown of Student Respondents vs. San Diego-Imperial CE Students



(Respondents were allowed to select more than one response and more than one response placed into “Two or More Races/Ethnicities”.)

⁸ California Community Colleges Chancellor’s Office (CCCCO) LaunchBoard. San Diego-Imperial. Program year 2016-17.

⁹ U.S. Census Bureau (2017). Hispanic or Latino Origin by Race, *Universe Total Population, 2017 American Community Survey 1-year Estimates*. Retrieved from factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_17_1YR_B03002&prodType=table.

DEFINITIONS AND PERCEPTIONS OF TUTORING

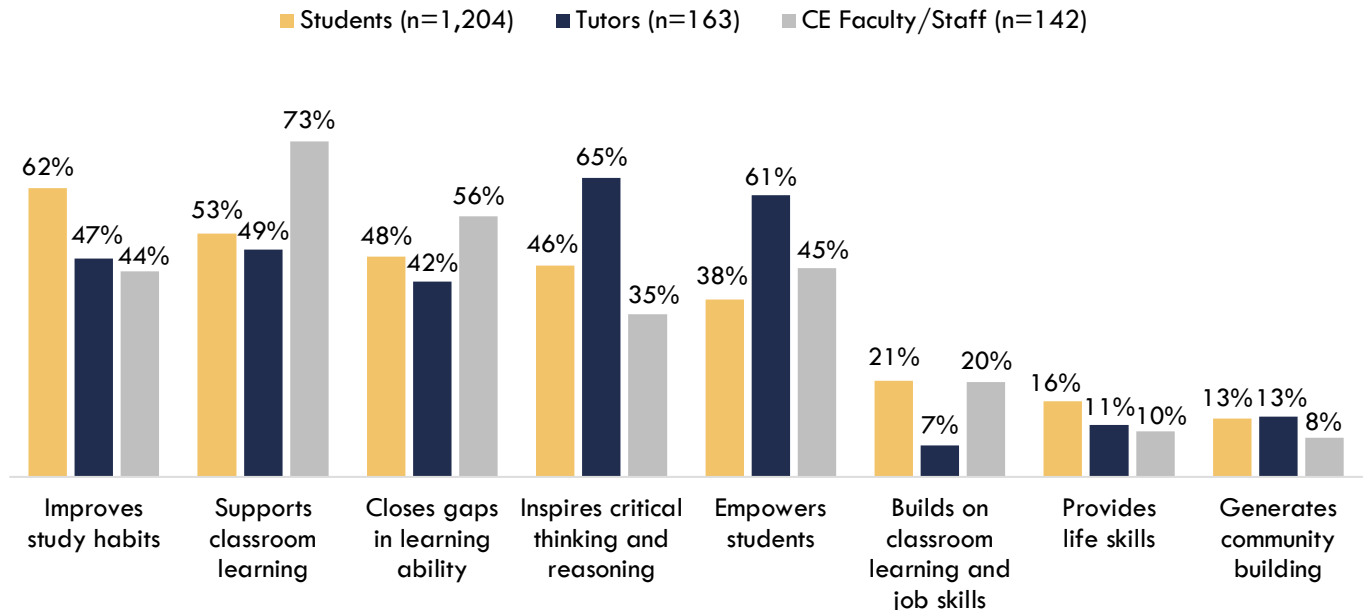
Interviews and focus groups with students, tutors, and CE faculty and staff indicated there are varying models of tutoring offered across the region’s community colleges, including, tutoring centers, online tutoring, embedded tutors, and supplemental instruction¹⁰. Further, the region does not have a standardized definition of “tutoring” used in CE or other college programs. These observations of multiple tutoring models and varying definitions of tutoring are consistent with the tutoring literature. While tutoring is an established pillar of higher education¹¹ and recognized as a method to enhance learning¹², tutoring has a variety of definitions and takes many forms.¹³ For example, a tutor may be a professional who helps students outside of classroom hours or a peer of approximately the same grade-level. Tutors may be volunteers or paid employees. Other forms and models of tutoring include embedded tutors¹⁴ and supplemental instruction (SI).

“Tutoring is essential for many students like myself, it has helped me be successful in subjects I was struggling with...”

- Student Survey Respondent

To better understand how the region’s students, tutors, and CE faculty and staff define “tutoring,” the survey provided a list of definitions from which respondents could select. Students, tutors, and CE faculty and staff all defined tutoring as a service that “supports classroom learning” as one of their top three definitions, with 73 percent of CE faculty and staff selecting this definition above all other options. “Improves study habits” was the top definition for students (62 percent), and “inspires critical thinking and reasoning” was the top definition for tutors (65 percent). Conversely, “builds on classroom learning and job skills,” “provides life skills,” and “generates community building” had the fewest number of respondents from all three groups (Exhibit 5).

Exhibit 5: Definition of “Tutoring” by Survey Respondent Group



(Percentages exceed 100 percent because respondents were asked to rank their top 3 responses. Survey responses were randomized for each respondent.)

¹⁰ Supplemental Instruction (SI) is a non-traditional form of tutoring that focuses on collaboration, group study, and interaction for assisting students.

¹¹ Dvorak, J. (2004). Managing tutoring aspects of the learning assistance center. *Research for educational reform*, 9(4), 39-51.

¹² California Ed Code, §88810(a)(5).

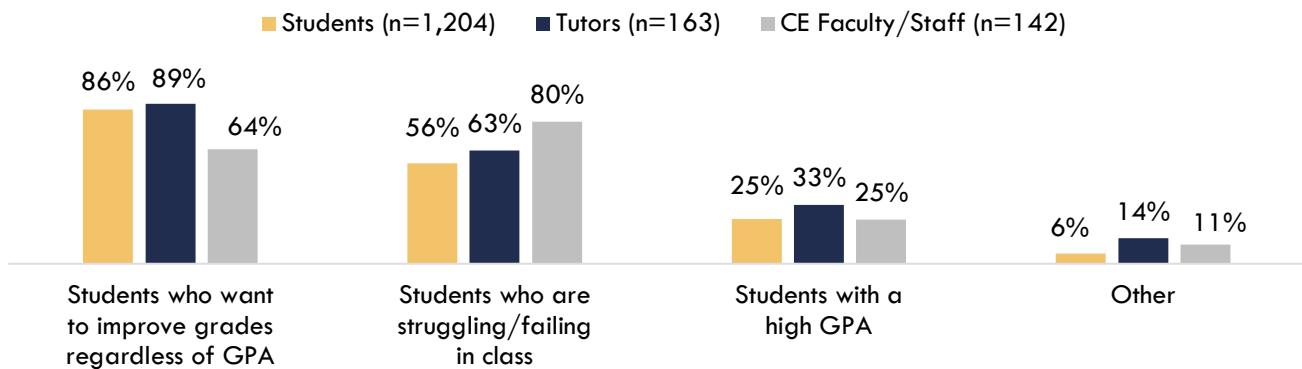
¹³ Cooper, E. (2010). Tutoring center effectiveness. *Journal of college reading and learning*, 40(2), 21-34; Hock, M. F., Deshler, D. D., & Schumaker, J. B. (1999). Tutoring programs for academically underprepared college students: A review of the literature. *Journal of College Reading and Learning*, 29(2), 101-122;

MacDonald, R. B. (2001). *The master tutor: A guidebook for more effective tutoring*. Cambridge Stratford Study Skills Institute.

¹⁴ Embedded tutoring is a form of Supplemental Instruction (SI) where a tutor works in the classroom under the instructor’s guidance to help students understand course concepts and enhance student engagement.

Students (86 percent) and tutors (89 percent) believe students seek tutoring because they want to improve grades regardless of their GPA. Eighty percent of CE faculty and staff respondents reported they believe students seek tutoring services when they are struggling or failing in class (Exhibit 6).

Exhibit 6: Type of Students Seek Tutoring Services by Survey Respondent Group

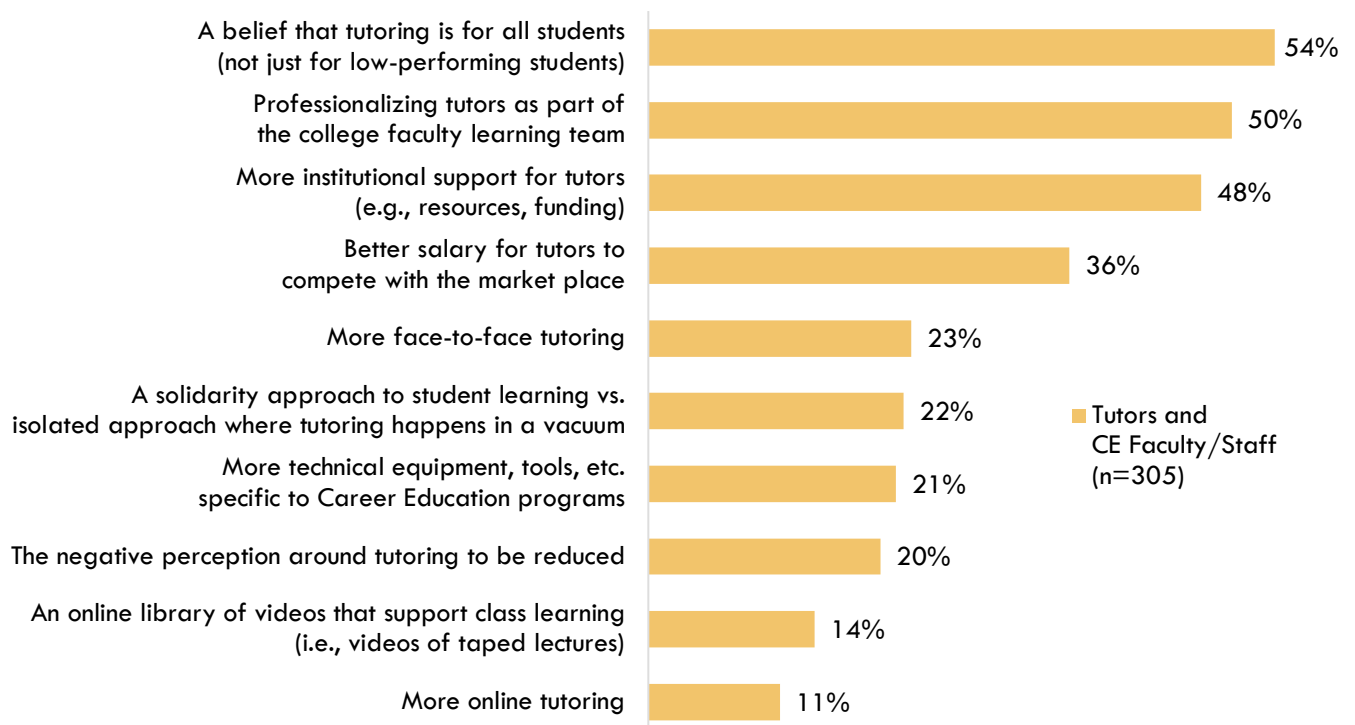


(Percentages exceed 100 percent because respondents were allowed to select more than one response. Survey responses were randomized for each respondent.)

TUTORS AND CE FACULTY AND STAFF

Perhaps related to the belief that students seek tutoring services because they are struggling in class (Exhibit 6), tutors and CE faculty and staff also reported for them to be more successful in their roles, the colleges should promote the belief tutoring is for all students (not just low-performing students). Professionalizing tutors as part of the college faculty learning team was another aspect that respondents noted would promote tutoring success (i.e., instead of being hourly employees, they should become classified employees with benefits) (Exhibit 7).

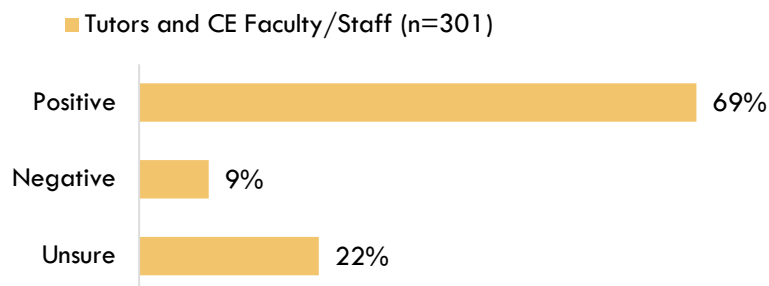
Exhibit 7: Suggestions on What Tutors and CE Faculty/Staff Need to be More Successful



(Percentages exceed 100 percent because respondents were asked to rank their top 3 responses. Survey responses were randomized for each respondent.)

In focus groups with tutors and CE faculty and staff, some participants indicated students tend to perceive tutoring negatively (e.g., only failing students go to tutoring or seeking tutoring is a sign of weakness). To better understand if this was a prevailing belief, the survey asked each group about students' perception of tutoring. Sixty-nine percent of tutors and CE faculty and staff indicated they believe students' perception of tutoring is "positive" (Exhibit 8).

Exhibit 8: Tutors and CE Faculty and Staff Beliefs of Students' Perception of Tutoring

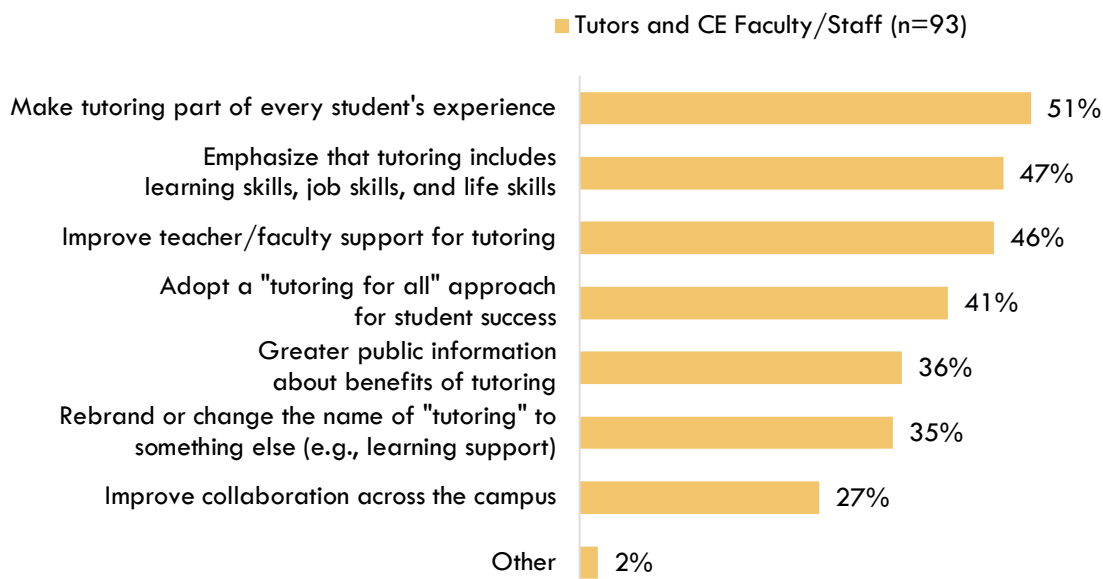


In contrast, nine percent of tutors and CE faculty and staff reported students' perception was negative and the remaining 22 percent were unsure. When asked about ways to reduce negative perceptions of tutoring (Exhibit 9), the top three responses selected were: 1) Make tutoring part of every student's experience; 2) Emphasize that tutoring includes learning skills, job skills, and life skills; and, 3) Improve teacher/faculty support for tutoring.

"The stigma of needing a tutor is one of the highest barriers college students face."

- Tutor Survey Respondent

Exhibit 9: Tutors and CE Faculty and Staff Suggestions for Reducing the Negative Perception of Tutoring



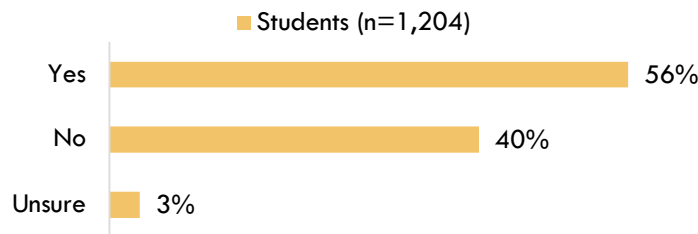
(Percentages exceed 100 percent because respondents were asked to rank their top 3 responses. Survey responses were randomized for each respondent.)

STUDENT EXPERIENCE WITH TUTORING

UNDERSTANDING WHY STUDENTS DO (OR DO NOT) SEEK TUTORING

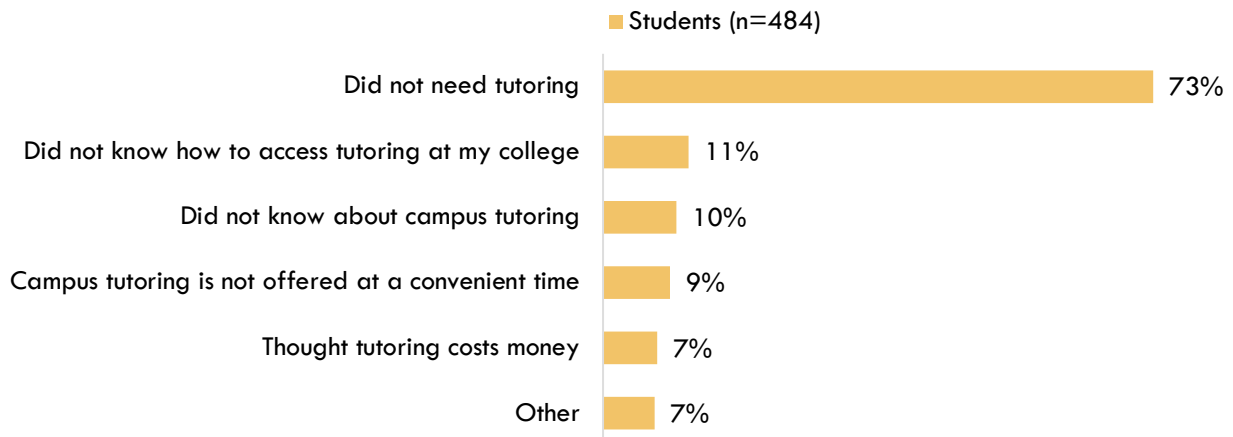
While 86 percent of student survey respondents believe students sought out tutoring services to improve grades regardless of GPA (Exhibit 6), when asked if they received tutoring services during their time as a community college student, 40 percent (484 respondents) reported “No” (Exhibit 10). As these respondents were currently enrolled at the time they participated in the survey, it remains to be seen if they will seek tutoring services in the future.

Exhibit 10: Percentage of Student Respondents Who Received Tutoring as a Community College Student



Of the 484 student survey respondents who have not received tutoring, 73 percent indicated they “did not need tutoring” as one of the main reasons for not receiving tutoring (Exhibit 11). It should be noted the survey did not explore in sufficient detail how students who indicated they “did not need tutoring” came to this understanding. Therefore, it is unclear how the decision to not seeking tutoring may be connected to a lack of understanding about the benefits of tutoring, barriers to pursuing tutoring, or other misinformed beliefs about tutoring. Additional research about how students come to assess their personal tutoring needs is required.

Exhibit 11: Reasons Why Students Did Not Receive Tutoring as a Community College Student



(Percentages exceed 100 percent because respondents were asked to select “all that apply.” Survey responses were randomized for each respondent.)

Furthermore, 68 of the 484 students used an open-ended format to provide additional thoughts on why they did not seek tutoring. Analysis of these open-ended responses identified two strong supplementary themes. The first finding is that students do not have time in their schedules to seek tutoring outside the classroom. One survey respondent commented they are, “very busy with life, it’s hard to make it to campus [for tutoring].” The second finding is associated with perceived stigmas about tutoring. These students described anxiety, shyness, insecurity, hubris, or shame as reasons for not seeking tutoring.

Students’ Personal Reasons for Not Seeking Tutoring:

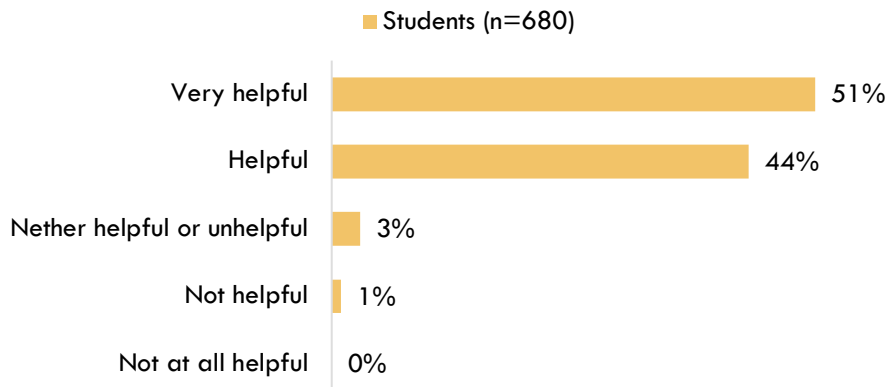
- “Anxiety”
- “Too nervous”
- “Was too afraid to bring it up to others”
- “Too stubborn/brushed off need for tutoring”
- “Too shy”
- “Prideful”

There is a complexity and dynamic to students not pursuing tutoring or not receiving tutoring that needs to be explored in further detail to best address student perceptions and needs.

THE STUDENT TUTORING EXPERIENCE

Of the 680 student respondents who have received tutoring as a community college student, 51 percent found tutoring to be “very helpful,” followed by 44 percent who found it to be “helpful.” Less than two percent of students found their experience with tutoring “not helpful” or “not at all helpful” (Exhibit 12). When broken down by demographics, the overall tutoring experiences of students by ethnicity and gender do not differ much from the aggregate.

Exhibit 12: Overall Experience of Students Who Received Tutoring

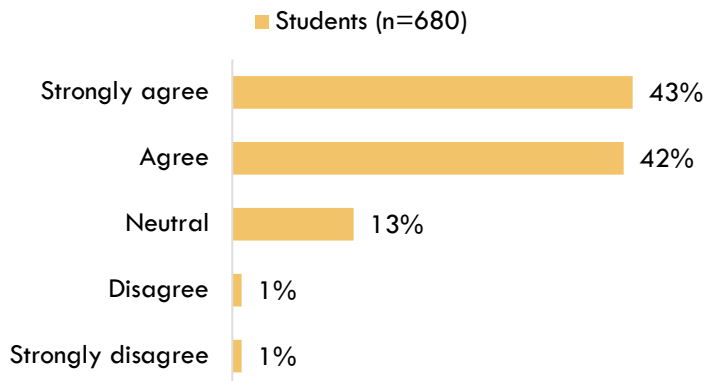


In addition to finding tutoring helpful, 85 percent of student respondents who received tutoring “strongly agree” or “agree” their tutors were effective in addressing their learning needs and challenges, while only two percent “strongly disagree” or “disagree” their tutors were effective in addressing their learning needs and challenges (Exhibit 13).

“I absolutely love it. I have severe panic attacks when I don’t understand what I’m learning, (afraid of failing) and no matter what the tutors will sit down with me and walk me through step by step the problem at hand.”

- Student Survey Respondent

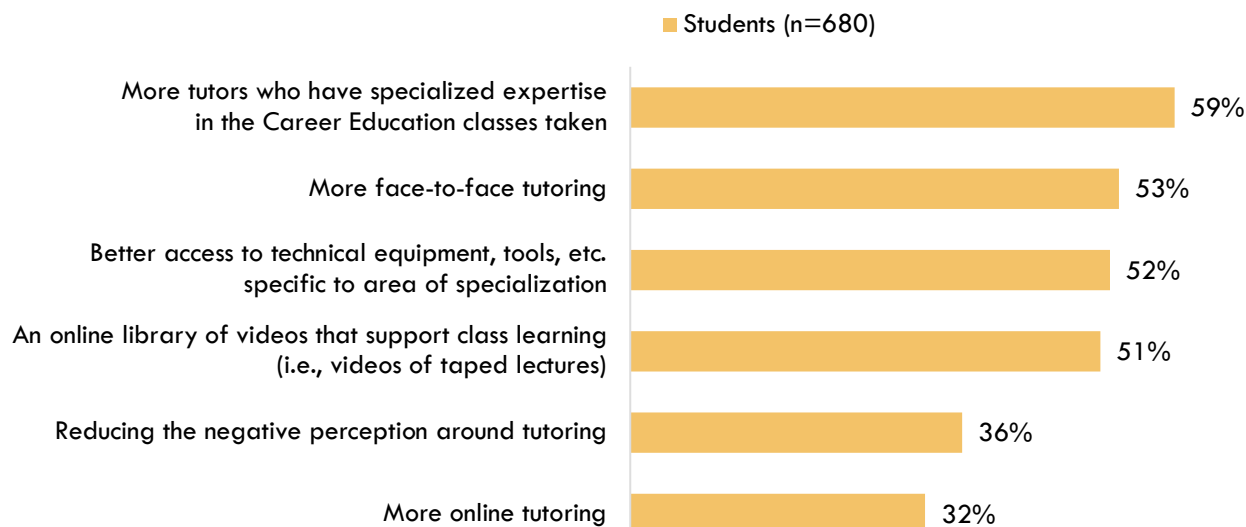
Exhibit 13: Level of Agreement that “Tutors Were Effective in Addressing [Their] Learning Needs/Challenges”



Additionally, according to students who received tutoring, 89 percent “strongly agree” or “agree” the tutoring environment is welcoming and effective for learning (Exhibit 15.A). The student tutor experience is exceptionally positive with very low negatives surrounding tutoring. These Exhibit 13 and Exhibit 15.A observations also track very well with the tutor and CE faculty and staff perception that students hold a positive perception of tutoring (69 percent), while 20 percent were unsure, and eight percent felt students held a negative perception about tutoring (Exhibit 8).

The students were then asked what learning experiences would help them successfully complete classes. More than 50 percent reported they would like “more tutors who have specialized expertise in the CE classes taken,” “more face-to-face tutoring,” and “better access to technical equipment, tools, etc. specific to area of specialization” (Exhibit 14).

Exhibit 14: Students’ Suggestions on What Learnings Experiences They Need to be Successful



(Percentages exceed 100 percent because respondents were asked to rank their top 3 responses. Survey responses were randomized for each respondent.)



COMPARING TUTORING PERCEPTIONS AND EXPERIENCES

In addition to asking students about their experiences, the survey also compares student responses with responses from tutors and CE faculty and staff. The following exhibits list the statements that students, tutors, and CE faculty and staff were asked to respond to and graphically highlights the level in which each group agreed with those statements (Exhibit 15.A – Exhibit 15.G). Of the seven statements, students, tutors, and CE faculty and staff had differing opinions about the following:

- “Students Do Not Have Access or Time to Practice on Equipment or Software Learned in the Classroom” (Exhibit 15.D)
- “There are Not Enough Tutors to Meet Students’ Needs at the Tutoring Center” (Exhibit 15.E)
- “There is a Sufficient Number of Math/English Tutors” (Exhibit 15.F)
- “There is a Sufficient Number of Tutors who Specialize in CE Programs” (Exhibit 15.G)

“My first few years at college I was truly alone, I did not really receive a lot of support from my family especially on how to do things and what not. A few tutors and professors I came to meet basically made the first few years enjoyable and [put me] at ease.”

- Student Survey Respondent

Exhibit 15.A: “The Tutoring Environment at the College is Welcoming and Effective for Learning”

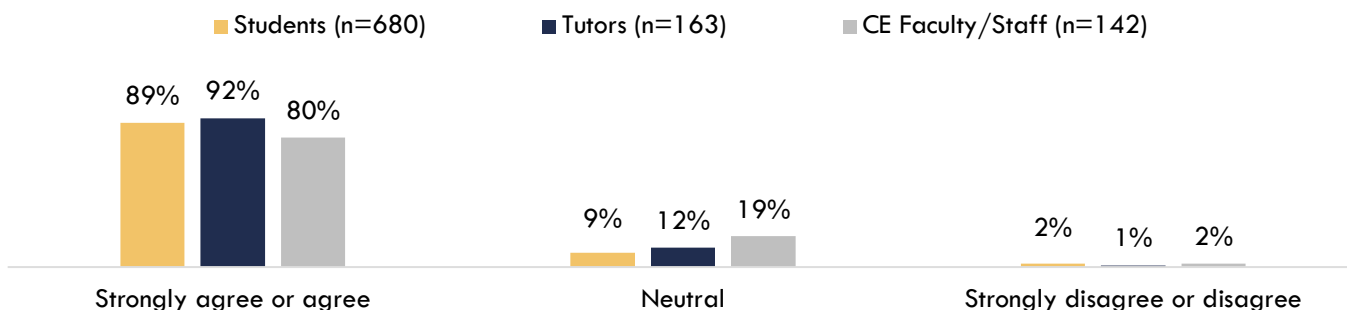


Exhibit 15.B: “Tutoring Services are Offered at Convenient Times”

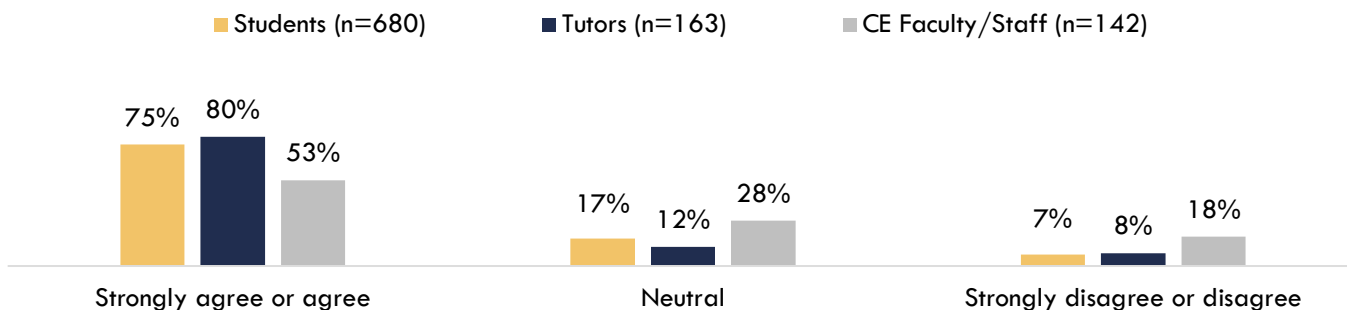


Exhibit 15.C: “Only Students Who Have Difficulty Learning Should Receive Tutoring”

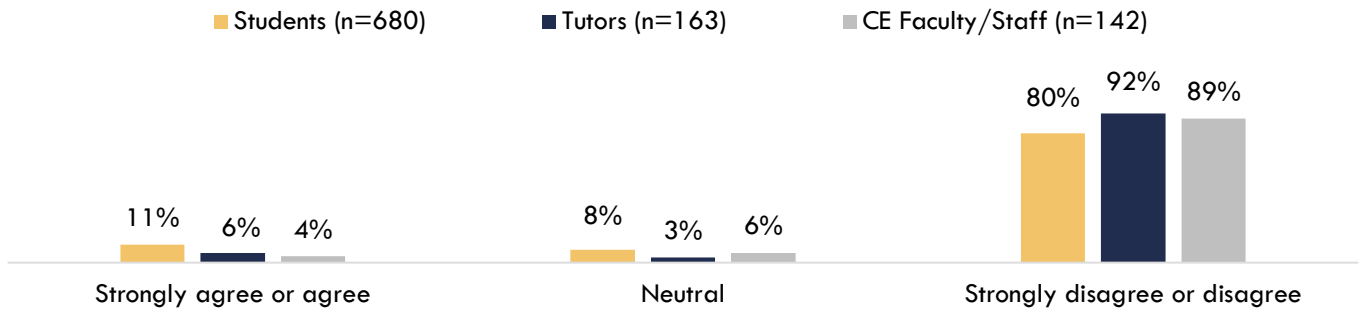


Exhibit 15.D: “Students Do Not Have Access or Time to Practice on Equipment or Software Learned in the Classroom”

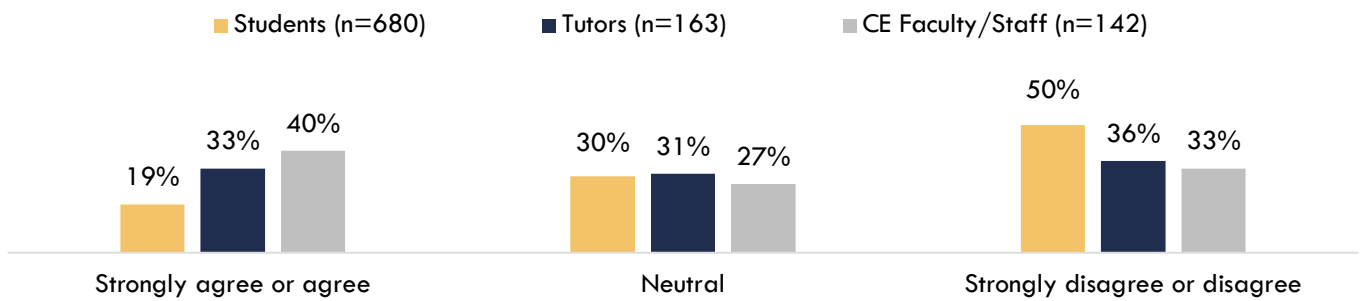


Exhibit 15.E: “There are Not Enough Tutors to Meet Students’ Needs at the Tutoring Center”

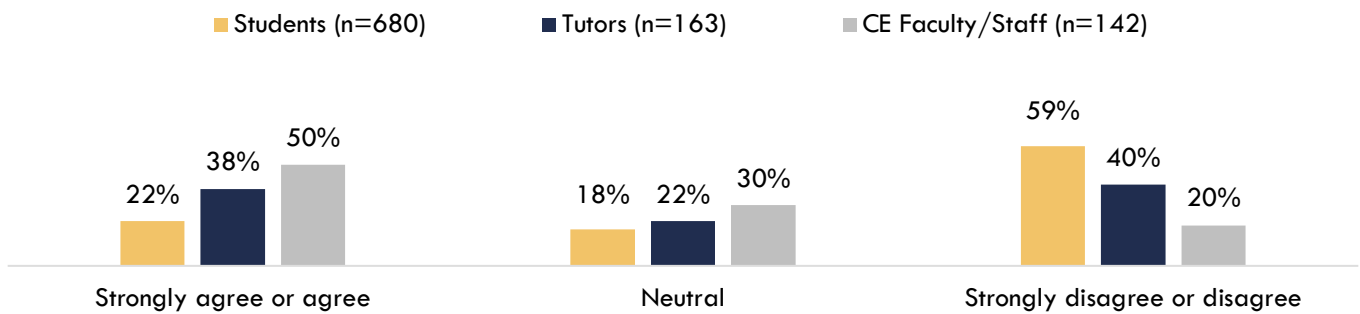


Exhibit 15.F: “There is a Sufficient Number of Math/English Tutors”

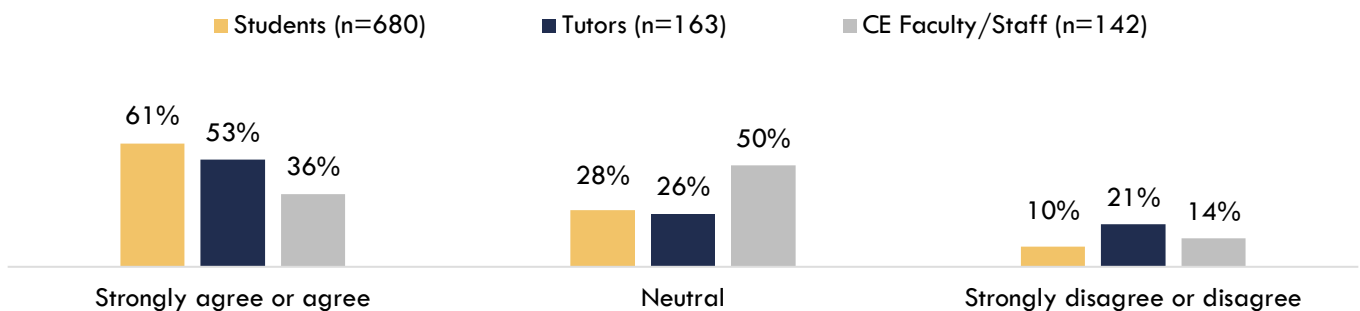
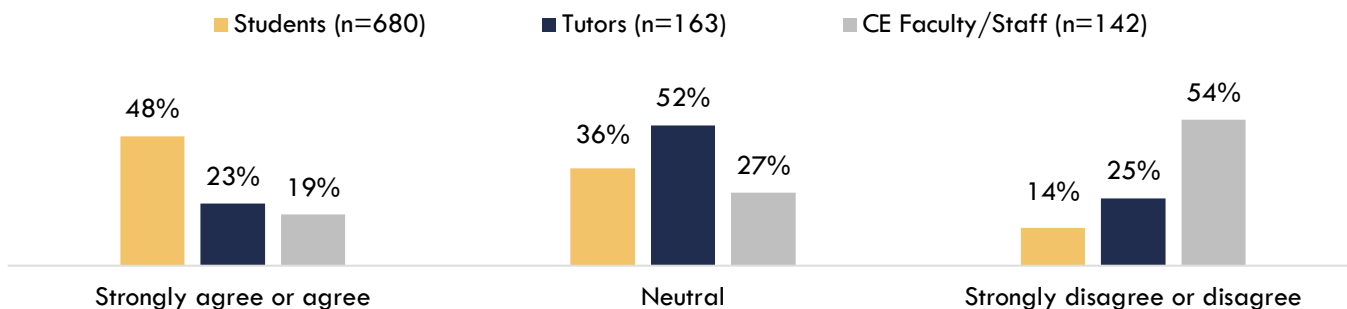


Exhibit 15.G offers some additional insight into student needs and perceptions. Previously, in Exhibit 14, 59 percent of students highlighted a need for more tutors who specialize in CE classes and more specialized CE tutors was the top need to be more successful in learning. Yet, in Exhibit 15.G, almost half of the students (48 percent) “strongly agree” or “agree” there is a sufficient number of tutors who specialize in CE programs (36 percent are “neutral” and 14 percent “strongly disagree” or “disagree”).

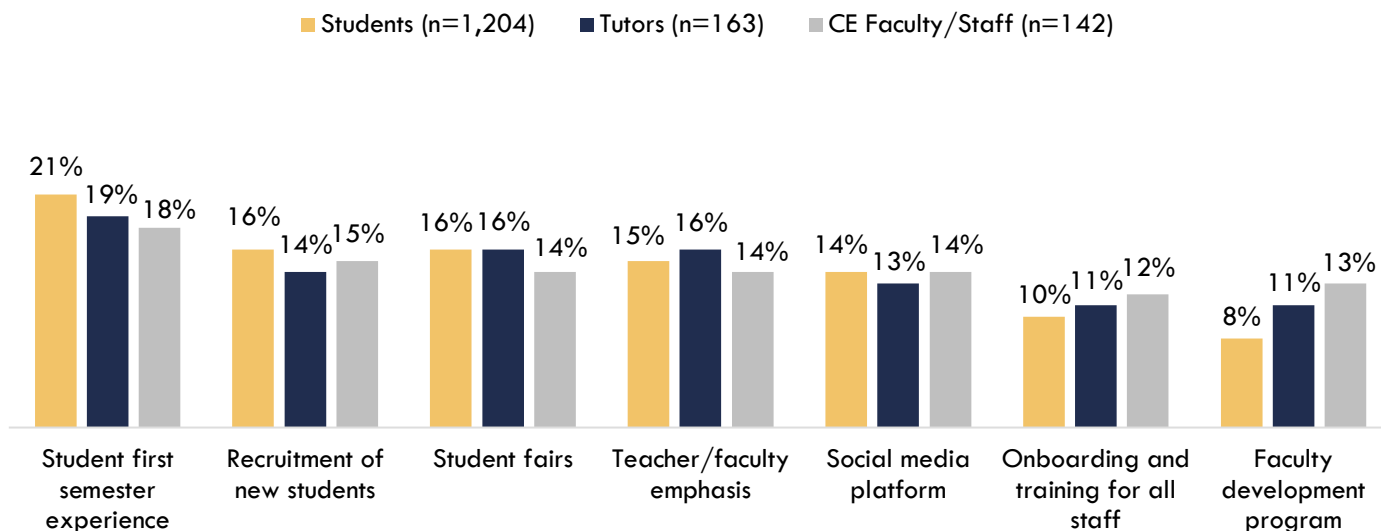
Among the same pool of student respondents, 59 percent expressed a need for more tutors with specialized expertise in CE classes, while 48 percent agree there is a sufficient number of tutors who specialize in CE programs. This difference is likely influenced by the nuanced wording of the questions. Throughout the survey students are clear they find tutoring helpful and have a positive feeling toward tutoring. While students want more specialized CE tutoring, their positive feelings and perceptions of tutoring may influence and dissuade negatively reflecting (disagreeing) on the availability of CE tutors in Exhibit 15.G. Further, students that are able to successfully enter into a tutor arrangement may be inclined to agree with the statement in Exhibit 15.G, while still recognizing a need for more specialized CE tutors (Exhibit 14).

Exhibit 15.G: “There is a Sufficient Number of Tutors who Specialize in CE Programs”



Throughout interviews, focus groups, and survey responses, all respondents agreed that there are benefits to tutoring. When asked where to promote tutoring, students, tutoring, and CE faculty and staff reported that the benefits of tutoring should be promoted during the student’s first semester experience, as well as, during recruitment of new students, student fairs, teacher/faculty emphasis, and on social media (Exhibit 16). Overall, respondents point to the need for an all-encompassing marketing and communications campaign to promote tutoring.

Exhibit 16: Where the Benefits of Tutoring Should be Promoted by Respondents



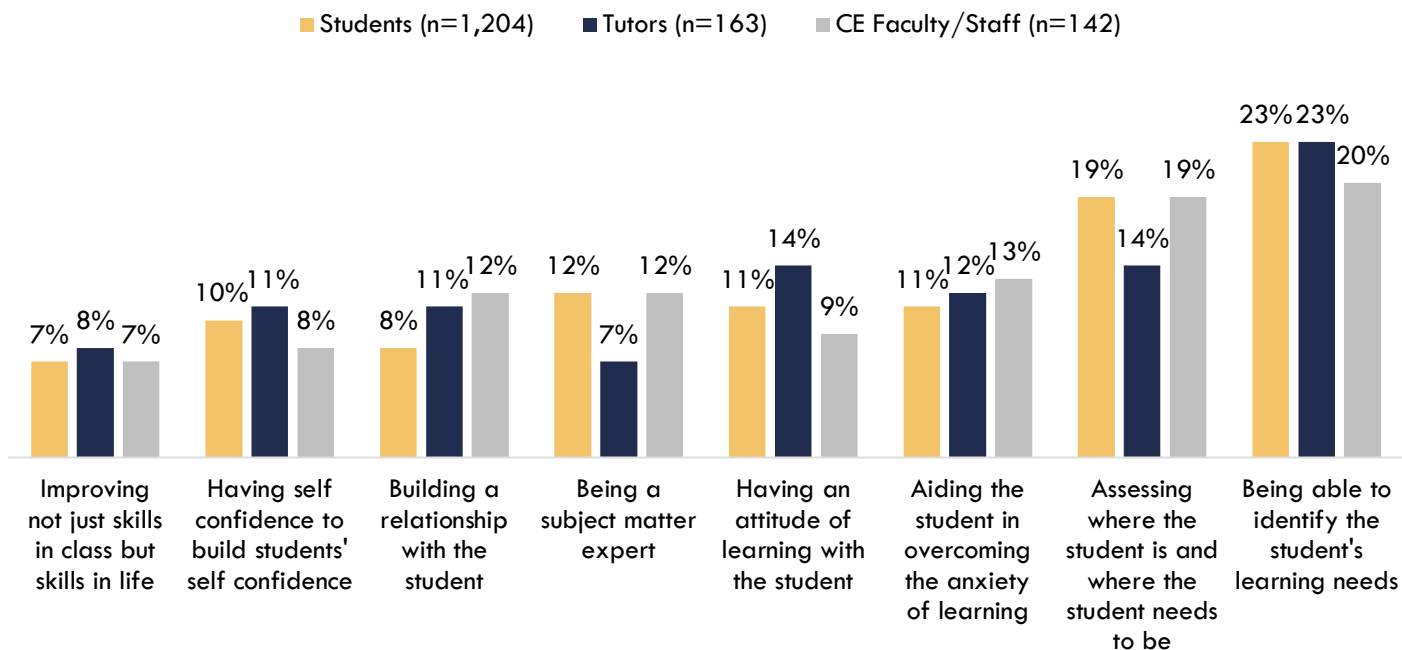
(Percentages exceed 100 percent because respondents were allowed to select “all that apply.” Survey responses were randomized for each respondent.)

Effective tutors are seen by students, tutors, and CE faculty and staff as having skills in both the cognitive domain (specialized skills, subject matter expert, ability to identify student needs, content knowledge) and affective domain (patience, empathy, understanding student needs, nurture culture of learning, affective support) (Exhibit 17). There is a similar level of agreement among students, tutors, and CE faculty and staff that effective tutors are able to identify a student's learning needs and assess gaps. Rather than “giving” students the answers, effective tutors are described as guides who show versus tell.

“View the student as the content expert and the ‘tutor’ as the process expert. Give the students ownership of all decisions during the process without evaluating.”

- Faculty Survey Respondent

Exhibit 17: Desired Skills Tutors Must Possess by Survey Respondent Group



(Percentages exceed 100 percent because respondents were asked to rank their top 3 responses. Survey responses were randomized for each respondent.)

ANALYSIS OF QUALITATIVE SURVEY QUESTIONS

FOCUS Analysis

Survey participants provided 1,566 additional comments through two open-ended questions inquiring on “innovative ways [to] aid in tutoring students” and “if there is anything else [they] would like to provide regarding tutoring.” Employing both qualitative software and manual coding and evaluation tools, all open-ended answers were analyzed to identify themes, insights, and outliers. The findings were sorted per a FOCUS analysis. FOCUS sorts the observations by *Future Considerations, Opportunities, Challenges, Unique Perspectives, and Strengths*. The analysis presented here triangulates with the survey findings and further contextualizes key aspects of the study.

Future Considerations	Opportunities	Challenges	Unique Perspectives	Strengths
<ul style="list-style-type: none"> · New directions · Areas for new funding · Unbudgeted · Longer term 	<ul style="list-style-type: none"> · Areas to expand · Areas to trim · Trends to consider · More immediate 	<ul style="list-style-type: none"> · Areas for improvement · Perceptions inconsistent with intent · Weaknesses · Threats 	<ul style="list-style-type: none"> · Surprises · Outliers · Perhaps, mentioned infrequently, yet noteworthy 	<ul style="list-style-type: none"> · Positive observations · Advantages · Affirmations

Students

Students express a need for tutors and for a variety of tutors. In addition to highlighting a continuing need for tutors in traditional subjects of math, science, languages, and writing, students see a need for tutors in additional subjects and technical areas. Further, the comments underscore the survey findings that tutors are valued by students and, for many, tutors play a key role in student success inside and outside of the classroom. Student comments also describe hurdles to utilizing tutoring, including, making time for tutoring and student anxiety.

FOCUS Analysis of Student Comments (1,246 comments)

Future Considerations	<ul style="list-style-type: none"> · Create a formal tutor certificate program · Provide one-on-one online tutoring · Align online videos of lectures or video tutorials with class lectures (YouTube alone viewed as insufficient) · Make available professional mentors in addition to tutors · Begin tutoring from first day of classes (vice starting tutoring services ~three weeks into semester)
Opportunities	<ul style="list-style-type: none"> · Tutors should have comprehensive interpersonal skills · Need to address gap in tutors for: <ul style="list-style-type: none"> - Foreign born students and English as a Second Language (ESL) students - First generation college students and students without a culture of education · Tutors needed in basis skills, English, languages, and basic math, science and writing classes
Challenges	<ul style="list-style-type: none"> · There is a stigma surrounding tutoring · Students express fear, anxiety, shyness, or insecurity requesting tutor support · Tutors need to provide more than the answers (show vs. tell)
Unique Perspectives	<ul style="list-style-type: none"> · Some students are not able to spend more time beyond class work in tutoring · Tutoring can be viewed as exceeding minimum course requirements · Tutors for advanced level courses may be construed as supplanting the independent learning skills of higher education (“at some point we should be able to do it on our own”)
Strengths	<ul style="list-style-type: none"> · Overall, students have very positive perception of tutor program and strongly supported · Tutors are needed and helpful

Tutors

Tutors desire additional professional learning; they are eager to learn from each other and are willing to share high impact practices. Tutors value partnering with faculty. Tutors are also passionate about the practice of tutoring. Tutors acknowledge a perceived stigma of tutoring as a barrier that precludes many students from pursuing tutoring.

FOCUS Analysis of Tutor Comments (224 comments)

Future Considerations	<ul style="list-style-type: none"> Establish an online repository of tutoring best practices and tools Consider pay structure and reclassification of tutors' employment status Allow tutors to work full-time
Opportunities	<ul style="list-style-type: none"> Expand tutor professional learning and training Better coordinate the efforts of faculty and tutors Ensure consistency in programming Improve cultural competency in programs and training
Challenges	<ul style="list-style-type: none"> Tutor programs need more support and resources (e.g., tools, technology, time) Tutors need training Some tutors feel out of sync with faculty Stigma prevents some students from accessing tutoring Tutors are not fully equipped to support ESL and special needs students
Unique Perspectives	<ul style="list-style-type: none"> Tutors are undervalued Hold tutors accountable for outcomes Poor tutors should be replaced
Strengths	<ul style="list-style-type: none"> Tutors enjoy the role and work Tutors are invested in and derive personal satisfaction from student success Tutor program is needed and valued; tutoring has an important role on campus Tutoring provides benefits for both the tutor and the student

CE Faculty and Staff

CE faculty and staff see an opportunity for additional partnering with tutors, collaborative tutoring, and leveraging tutoring to build the campus community. Tutors are viewed as promoting a welcoming environment on campus. Further, tutors are guides and process experts for students. Tutor preparation and consistency are areas of concern for CE faculty and staff. In addition, CE faculty and staff see gaps in campus tutoring allocations of spaces, funding, and approaches/programs.

FOCUS Analysis of CE Faculty and Staff Comments (96 comments)

Future Considerations	<ul style="list-style-type: none"> Expand the formal role of tutors Consider new pay and benefit approaches for tutors Online tutoring Build "communities" of learners through tutoring Offer associate faculty the chance to be tutors; consider tutoring as a faculty classification
Opportunities	<ul style="list-style-type: none"> Provide professional learning for tutors Tutoring in collaborative learning environments (e.g. groups) builds student confidence Explore the efficacy of embedded tutoring models Tutoring creates welcoming and trusting environments with instructors, tutors, and students working together, in and outside of the classroom Raise faculty awareness of tutoring benefits and opportunities
Challenges	<ul style="list-style-type: none"> Faculty need training on tutors and tutor program Tutors do not know topic or have poor skills in topic assigned Tutors who just "provide the answers" instead of encouraging active problem solving
Unique Perspectives	<ul style="list-style-type: none"> Tutors are undervalued Tutors can be change agents to promote equity in higher education
Strengths	<ul style="list-style-type: none"> Tutors are valued and strongly supported Tutor program plays an important role on campus and is needed

KEY FINDINGS AND RECOMMENDATIONS

This study was developed to assist the community colleges in their Guided Pathways implementation efforts. The voices of students, tutors and CE faculty and staff underscore the importance of clarifying and promoting tutoring to support student retention and success. As a result, this study proposes that the San Diego and Imperial Counties Community Colleges develop and implement a regionwide strategic plan for Career Education tutoring, and include the following recommendations constructed from the research's key findings:

1. Establish a regionwide vision and culture of “tutoring for all” instead of “tutoring for remediation”
2. Reinforce the “tutoring for all” message across the region by conducting a communications and marketing campaign that promotes the overall benefits of tutoring
3. Provide professional learning for tutors, faculty, and staff, emphasizing that the objective of tutoring is to empower students and develop their critical thinking and reasoning skills
4. Develop and maintain a formal process and/or tool (e.g., virtual repository) for tutoring stakeholders to share and communicate effective and impactful resources and practices
5. Prioritize and dedicate resources to the professionalization and expansion of tutoring across colleges to increase equity and access for students
6. Track outcomes of the regionwide strategic plan for CE tutoring (after implementation) and continue to study tutoring in concept and practice

1

Finding: The region's community colleges would benefit from a unified vision and brand for tutoring.

Interviews, focus groups, and survey responses indicate that there are differing opinions regarding the objective of tutoring: Students primarily defined tutoring as a service that “improves study habits” and CE faculty and staff defined it as a service that “supports classroom learning.” Conversely, tutors believed that tutoring develops skills **beyond the course material** and defined tutoring as a service that **“inspires critical thinking and reasoning”** and **“empowers students.”** Students, faculty, and staff's primary belief that tutoring supports study habits and classroom learning may help explain why 484 student respondents reported that they did not seek tutoring services; they simply did not need additional classroom support.

Additionally, while the majority of tutors and CE faculty and staff believe that students have a generally positive perception of tutoring, when asked about ways to reduce negative perceptions of tutoring, they suggested making “tutoring part of every student's experience” and emphasizing “that tutoring includes learning skills, job skills, and life skills.”

Recommendation

Establish a regionwide vision and culture of “tutoring for all” instead of “tutoring for remediation”

The workgroup for this study should convene key stakeholders across the San Diego and Imperial Counties Community Colleges to develop a unified vision and confirm that the objectives of tutoring are to:

- Empower students
- Inspire critical thinking and reasoning
- Be a part of every student's experience
- Include learning skills, job skills, and life skills

This unified vision will define how the region promotes and communicates the benefits of tutoring, as well as provide a framework for professional learning opportunities for tutors, faculty, and staff.

2

Finding: Tutoring is primarily perceived as a remediation service.

CE faculty and staff (80 percent) believe that students seek or use tutoring services when they are struggling or failing in class. Correspondingly, the majority of tutors and CE faculty and staff reported that for them to be more successful in their roles, the colleges should promote the “belief that tutoring is for all students (not just low-performing students).” This suggests that they do not believe that tutoring is currently encouraged to be part of every student’s college experience.

Students indicated that the type of students who seek tutoring services are those who “want to improve grades, regardless of GPA.” Again, students believe that the objective of tutoring is to improve grades.¹⁵ Focus groups and open-ended survey responses further support this finding as students expressed that they did not seek tutoring because they were ashamed, shy, embarrassed, or too proud to ask for assistance.

Recommendation

Reinforce the “tutoring for all” message across the region by conducting a communications and marketing campaign that promotes the overall benefits of tutoring

Once a unified vision for tutoring has been established, the region should conduct a marketing campaign that promotes 1) the unified vision and culture; 2) tutoring centers and tutoring as part of Guided Pathways; 3) benefits of tutoring; and 4) academic support available to CE students outside of the classroom. Ideally, the region could leverage the existing marketing consultants hired by the Regional Consortium¹⁶ and this study’s workgroup members to provide direction for the marketing campaign, outlining specific regional and campus actions.

Marketing materials should address perceived stigmas (e.g., negative perceptions); include available dates, times, and resources for tutoring; and stress that tutoring is free. Engagement in the process of creating the marketing plan and materials will also help synchronize the vision of tutoring among students, tutors, and CE faculty and staff across the region.

According to survey responses from students, tutors, and CE faculty and staff, the best time to promote the benefits of tutoring is during the students’ first semester experience.



¹⁵ The survey limited the students’ options/responses to focus primarily grades, which may have exacerbated the prevailing perception that tutoring is meant to simply improve study habits and classroom learning in the survey responses.

¹⁶ gcccd.edu/sdic-regional-consortium

3

Finding: There is a need for coordinated, collaborative, and sustained professional learning for tutors and CE faculty and staff with regard to tutoring.

Tutors and CE faculty and staff do not have an aligned understanding (or vision) of tutoring. In comparing their perceptions and experiences, tutors and CE faculty and staff generally agree that tutoring is positive, but had differing opinions about how tutoring is operationalized:

- 53 percent of CE faculty and staff vs. 80 percent of tutors agree that tutoring is offered at convenient times
- 40 percent of CE faculty and staff vs. 33 percent of tutors agree that students do not have access or time to practice on equipment or software learned in the classroom
- 50 percent of CE faculty and staff vs. 38 percent of tutors agree that there are not enough tutors to meet students' needs at the tutoring center
- 36 percent of CE faculty and staff vs. 53 percent of tutors agree that there is a sufficient number of Math and English tutors
- 54 percent of CE faculty and staff vs. 25 percent of tutors disagree that there is a sufficient number of tutors who specialize in CE programs

Unaligned perspectives hamper the campus and student's understanding of tutoring, particularly when students rely on CE faculty and staff for guidance on the objectives of tutoring.

As previously mentioned, tutoring is perceived as a remediation service, suggesting that the relationship between tutors and students are commonly transactional—simply interacting to complete a task at hand. However, as shown in the FOCUS analysis of this study, tutoring creates a welcoming and trusting environment for instructors, tutors, and students to work collaboratively within and outside of the classroom. The relationship between tutors and students can be transformational: All survey respondents agreed that for tutors to be effective, they need to be able to identify a student's learning needs and assess gaps. Rather than “giving” students the answers, effective tutors are described as guides who show versus tell. As one faculty member would describe it, “View the student as the content expert and the ‘tutor’ as the process expert. Give the students ownership of all decisions during the process without evaluating.”

Recommendation

Provide professional learning for tutors, faculty, and staff, emphasizing that the objective of tutoring is to empower students and develop their critical thinking and reasoning skills

The region could provide professional development for tutors, faculty, and staff that reflects the regionwide, unified vision for tutoring.

For faculty and staff, the Regional Consortium is developing a Strong Workforce Program (SWP) Institute that targets a paradigm shift¹⁷ at the classroom level (i.e., redesigning the student experience in the classroom to focus on student retention and success). Tutoring practices that 1) emphasize critical thinking and reasoning beyond learning the course material and 2) have demonstrated an impact of improving student success outcomes (e.g., retention, persistence, completion) should be highlighted as promising practices at the SWP Institute. Highlighting impactful tutoring practices as part of the SWP Institute adds clarity to the connection between the two different, but interconnected initiatives, Guided Pathways and Strong Workforce Program.

For tutors, a standardize training model that recognizes the transactional relationship between tutors and students, but primarily focuses on the transformational relationship can develop tutors into “change agents” that promote equity in higher education. Tutors should have patience, empathy, and the ability to nurture a culture of learning. Because many colleges employ students as tutors, training them to be able to identify students' learning needs and assess gaps develops them not only as tutors, but also as professional mentors to their peers.

¹⁷ According to prior research, community colleges often have a culture of focusing on “the perceived deficits of the student rather than looking at the institutional processes, policies and procedures that are barriers to students' successful completion.” Cooper, Donna. “Exploring Embedded Remediation for Community College Career Technical Education Pathways: Promising Practices.” 2014. (Similar findings cited in the study from Bailey et al., 2009; Boylan et al., 2005; Fowler & Boylan, 2010, Shullock & Moore, 2007.)

Recommendation (continued)

Additionally, the professional learning efforts should leverage existing training platforms and organizations, including the California Community College Success Network (3CSN)¹⁸ – Learning Assistant Project – Yearly Event Tutor Expo, and the International College Reading & Learning Association Certification, and the Association of College for Tutoring and Learning Assistance (ACTLA). A new CE Teaching and Tutoring Conference for CE faculty and tutors can also promote professional learning. Efforts can be linked to external accreditation, Performance Review File (PRF) for tenure, and Continuing Education Units.



4

Finding: Formalizing and communicating tutoring practices across campuses can increase the impact that tutoring has on student retention and success.

In addition to a lack of a unified vision, there is no unified process of sharing best/promising practices across colleges in the region. Although tutors were enthusiastic about sharing helpful tips and resources in interviews and focus groups, there is currently no formal mechanism for distributing information about practices that tutors, faculty, and staff implement within and outside of the classroom that are impactful and supportive of student success and retention.

Tutors and CE faculty and staff stressed the importance of ongoing communication among faculty, tutors, institutions, and students for them to have a common understanding of tutoring and shared tutoring objectives across colleges. Tutors and CE faculty and staff develop CE tutoring practices and tools at their respective campuses, but those resources are often unknown to other colleges.

Recommendation

Develop and maintain a formal process and/or tool (e.g., virtual repository) for tutoring stakeholders to share and communicate effective and impactful resources and practices

Access to shared resources and practices allows colleges to provide consistent and effective tutoring services at each campus. A digital repository, for example, complements the coordinated professional learning (professional development) for tutors and CE faculty and staff. The repository would include effective and ineffective strategies and promote tutor and CE faculty and staff interaction, partnering, and joint professional learning. These tutoring stakeholders could build on and expand on each other's innovative tutoring approaches and modalities.

¹⁸ One of the 3CSN's Community of Practice, the Learning Assistance Project, holds a yearly event named the "Tutor Expo."

5

Finding: Students, tutors, and CE faculty and staff all agreed that the professionalization and expansion of tutoring would contribute to their success.

According to survey responses, students suggested that “more tutors who have specialized expertise in Career Education classes [that they take],” “more face-to-face tutoring,” and “better access to equipment, tools, etc. specific to [their] area of specialization” would help them successfully complete courses. Additionally, students’ qualitative responses to the survey stress that there is a gap in tutors for foreign-born, ESL, and first-generation students.

When asked what they need in order to be more successful in their roles, tutors and CE faculty and staff selected “prioritize professionalizing tutors as part of the college faculty learning team” and “more institutional support for tutors (e.g., resources, funding)” as two of the top three suggestions. Additionally, the majority of CE faculty and staff believe that there is not “a sufficient number of tutors who specialize in CE programs.”

Investments in tutoring are not equal across campuses. Some—not all—colleges in the region have already committed to prioritizing and funding the expansion and integration of professional tutors in the campus learning culture. For example, tutors are seen as professional mentors at some colleges; some CE programs have embedded tutors, exploring a new type of position that combines the role of a CE instructional labor assistant and a tutor; and some colleges treat them as classified employees with benefits instead of being hourly employees.

Recommendation

Prioritize and dedicate resources to the professionalization and expansion of tutoring across colleges to increase equity and access for students

Because CE tutoring does not have a uniform model and is not synchronized across the region, CE students do not receive the same level or quality of tutoring support at each campus. The region should develop models of CE tutoring that campuses can implement. Professionalizing tutoring involves standardizing key aspects of tutoring (e.g., dedicated facilities or spaces, pay schedules, training for tutors), and maintaining an institutional culture of “tutoring for all” (i.e., integrating tutoring as part of every student’s experience).

This will require a sustained investment at the local and/or state level. A sustained investment in tutoring could also maintain 1) the coordinated professional development across the region and at individual colleges and 2) the formal process of sharing information among tutoring stakeholders, as mentioned above. Supporters of Career Education and Guided Pathways (e.g., statewide associations) can also advocate for a sustained funding or allocation model specifically for tutoring.

6

Finding: Additional research will help the region to measure the current effectiveness of an unified tutoring programs, to measure success of innovative practices, and better understand barriers to CE tutoring.

The scope of this study was not exhaustive; it does not measure the impact of that tutoring has on student success and retention on campuses that invested in integrating tutoring as part of the overall student learning experience, nor does it compare those outcomes with outcomes at colleges that have not invested in an integrated tutoring model. Colleges that invest in tutoring have conducted campus-specific studies, but that type of data collection and analysis have not been done in aggregate at the regional level.

Additionally, students reported that one of the barriers that prevented them from seeking tutoring was their lack of time; they have difficult schedules (e.g., working and attending school full-time). They recommended more online tutoring for Career Education; however, this suggestion is based on survey responses, and the region cannot know the effectiveness of implementing a new intervention without conducting a pre- and post-implementation study.

Recommendation

Track outcomes of the regionwide strategic plan for CE tutoring (after implementation) and continue to study tutoring in concept and practice

As previously mentioned, this study proposes that the region develop and implement a strategic plan for CE tutoring; however, the implementation of the strategic plan must be measured to confirm, to what extent, does the professionalization of tutoring across campuses actually impact student retention and success. The region should develop a standardized data collection process that 1) measures and documents the effectiveness of the strategic plan at the institutional and regional level and 2) makes recommendations for future improvements.

A workgroup (built upon the one convened for this study) can formulate and prioritize relevant and timely research questions for future study. Likewise, the workgroup can serve as a hub for sharing findings from ongoing and future studies.

APPENDIX A: METHODOLOGY

In August 2018, the San Diego and Imperial Counties Community Colleges commissioned the Nonprofit Institute at the University of San Diego to conduct interviews, focus groups, and surveys with community college students, tutors, and CE faculty and staff about tutoring in Career Education.

ADVISORY GROUP

The region gathered an advisory group (or workgroup) to provide overall guidance for this research project. The workgroup met periodically throughout the project. The workgroup provided background and information to researchers, including recommending and introducing the research team to resources, providing points of contact, and coordinating interviews and focus groups with students, tutors, and CE faculty and staff.

This study's advisory group consisted of:

Christine Balderas, San Diego Mesa College*	Dr. Mark Manasse, San Diego Mesa College*
Dr. Danene Brown, San Diego Mesa College*	Symone McDaniels, Grossmont College
Dr. Donna Cooper, Fresno City College*	Dr. Anne Ngo, MiraCosta College*
Dawn Diskin, San Diego Miramar College*	Tina Ngo Bartel, COE*
John Edwards, Centers for Excellence for Labor Market Research (COE)*	Monica Romero, San Diego Mesa College*
Mike Fino, MiraCosta College*	Shayla Sivert, Palomar College
Mary Graham, Cuyamaca College*	Ed Smith, San Diego City College
Tania Haddad, Southwestern College	Lance Soukhaseum, San Diego City College*
Shawna Hutchins-Williams, Southwestern College	Fari Towfiq, Palomar College
Stephanie Lewis, San Diego Continuing Education*	Keith Turner, Grossmont College*
Dennis Lutz, Palomar College*	Josue Verduzco, Imperial Valley College*
	Carol Wilkinson, San Diego Continuing Education

*indicates current members

A lead group from the workgroup met virtually every other week throughout the project and reviewed research findings and recommendations included in this report.

The advisory group and research team approved the following research questions to guide the research project:

- What are the needs of CE (students, faculty, and tutors) to establish effective tutoring support in the San Diego-Imperial region?
- What perceptions do CE students, faculty, and tutors have of current tutoring support in the San Diego-Imperial region?
- How can CE students, faculty, and tutors work with each other through three different lenses: regionally, institutionally, and by sector/industry?
- What types of professional learning do CE faculty in the San Diego-Imperial region need in conjunction with tutoring philosophies to improve student outcomes?

SURVEY DESIGN

The research team employed a sequential exploratory mixed methods research design. Qualitative interviews and focus groups were conducted; the findings of which were used to shape a primarily quantitative survey.

Interviews

Fifteen individual interviews of region CE leaders were conducted to understand the varying perspectives and expectations of CE, CE tutoring, and the research project. The interview process included interview guides, recordings, jot notes, and transcription. Thematic content analysis and coding of the interviews for broader patterns of meaning and needs was employed to reveal emerging patterns across the interviews and interview data set. The findings from the informational interviews are summarized in Table 1.

An analysis of the interview data set points to four areas of CE tutoring needs in the region: 1) a strategic region wide approach to CE tutoring; 2) a common definition of CE and CE tutoring; 3) a CE tutoring model for community colleges to apply to respective campuses; and 4) addressing the tough and difficult issues of facilities, infrastructure, and funding.

Table 1. Interview Themes (n = 15 interviews)

Emergent Themes (14)		Themes Categories		Needs
No overarching vision for tutoring in the district or at the region level	→	Vision for region tutoring	→	Strategy document for region's tutoring
Desire for better/improved collaboration/coordination at each school and across the district/region	→	Collaborative and coordinated district/region tutoring approach		
Varying models of tutoring in CE (none, embed, aide/tutor, etc.)	→	Explore varying tutor approaches	→	Develop model of region's tutoring
Tutoring in CE is different; aide or tutor requires specific knowledge (technical, clinical, etc.)				
Challenges of using experienced students as tutors in a one- or two-year program	→	Limits of student-tutor model	→	
Differing district/region definitions of tutoring	→	Codify regions tutoring concept	→	Define and codify region's tutoring
Non-standard lexicon and terms around tutoring and tutoring methods				
Differing training standards/delivery methods				
Better linking of student outcomes/success to tutoring				
Lack of overall CE faculty and student knowledge of tutoring programs and impact	→	Training for CE faculty and tutors	→	
Lack of facilities for tutoring in CE locations; identified "hot spots" for tutoring	→	Facilities/space/location for CE tutoring	→	Determine facilities and funding for region's tutoring
Real concerns over funding streams (grant/soft based vs. line item budget)	→	Funding	→	
Concerns over how to implement the new funding formulas in relation to tutoring				
Emphasis for shared funding (state, region, district, college)				

Focus groups

The focus groups ranged from four to eight people and each group discussed CE tutoring for approximately 90 minutes. CE students, tutors, faculty and staff, across the region's community college campuses, were invited to join the focus groups. Held at multiple campuses, with many participants traveling from other campuses to attend the focus group, there was one faculty focus group, one tutor focus group, and two student focus groups. A moderator, employing an interview guide, facilitated a free and open discussion. In two of the sessions focus group participants were invited to draw on a white board what CE tutoring should look like. Incentives included lunch and a drawing for a \$25 VISA gift card at the conclusion of the focus group

The focus groups were held in October and November 2018. There were two student focus groups, one tutor focus group, and one faculty focus group. CE students, tutors and faculty, across the region's community college campuses, were invited to join the focus groups. Focus groups were held at San Diego City College, Mesa College, and MiraCosta College and attendees were a mix of mix of CE and non-CE students, tutors, and faculty from these three colleges and also Miramar College. Focus group incentives included lunch and a drawing for a \$25 VISA gift card at the conclusion of the focus group. A moderator, employing an interview guide, facilitated a free and open discussion. In two of the sessions, focus group

participants were invited to draw on a white board what CE tutoring should look like. The findings from the focus groups are in provided in Appendix C.

Survey

Findings from the interviews and focus groups informed a mixed methods survey consisting of qualitative and quantitative questions, including, multiple choice, select all that apply, agreement scale, ranking, and open-ended questions was developed. Further, employing display logics and skip logics, the survey experience was varied and, while many questions were answered by all respondents, many others were tailored for student, tutor, and CE faculty and staff insights. Where an individual was both a student and tutor, they selected the survey path (student or tutor) they identified with the most.

The advisory group, CE Deans, and the Regional Oversight Committee reviewed, vetted, and approved the survey prior to launch. The survey was 14 to 16 questions, took approximately 15 minutes to complete, and was open January 18, 2019 through February 27, 2019. The findings from the survey are discussed in the main report. The survey questions and responses are provided in Appendix D.

The students and tutor survey invitations included a survey participation incentive for a \$50 VISA gift card. The CE faculty and staff survey invitation did include an incentive. The tutor drawing was for one of two \$50 VISA gift cards and the student drawing was for one of four \$50 VISA gift cards. At the end of the survey students and tutors entered the drawing by providing an email address.

For students, the survey solicitation process varied from campus to campus depending on the respective policies and processes for outreach to students. CE Deans were requested to facilitate the process on each campus. Some campuses emailed students through the CE faculty, other campuses sent out emails through their research and planning offices. Campus social media was also utilized to recruit student participation. Of note, the students taking CE classes are not exclusively CE students or CE majors. As a result, a range of CE, life-long learning (LLL), and transfer students (students pursuing transfer to a four-year university) participated in the survey. Similarly, for tutors and CE faculty and staff a college administrator emailed a solicitation announcement and a survey link to a list of their college's tutors and to a list of their college's CE faculty and staff. Student and tutor email solicitation include a VISA gift card drawing incentive. CE faculty and staff were not offered an incentive to participate.

APPENDIX B: SURVEY TOPLINE RESPONSES

A summary of the survey questions and their aggregated responses are provided in this section.

Q1. Do you give your consent to participate in this survey? By marking yes, you agree to participate as a volunteer AND that you are 18 years old or above.

Yes, I agree to participate and give my consent	1509
No, I do not want to participate	34
Total	1543
<i>n=1,543 (required for all survey participants)</i>	

Q2. Which of the following BEST describes your current role at your community college/continuing education site?

Student only	1036
Student and Tutor, but identify more as a Student	168
Tutor only (e.g., on the floor/general tutor, embedded tutor/SI, and/or online tutor)	111
Tutor and Student, but identify more as a Tutor	52
Faculty or Staff	142
Total	1509
<i>n=1,509 (Students, Tutors, and CE Faculty and Staff)</i>	

Q2a - As faculty or staff, which of the following BEST describes your current role at your community college/continuing education site?

Classroom Faculty (with experience working in a tutoring center as a faculty member)	19	13.48%
Classroom Faculty (with no experience working in a tutoring center as a faculty member)	81	57.45%
Non-classroom Faculty (with experience working in a tutoring center as a faculty member)	6	4.26%
Non-classroom Faculty (with no experience working in a tutoring center as a faculty member)	1	0.71%
Staff (with experience working in a tutoring center as a faculty member)	16	11.35%
Staff (with no experience working in a tutoring center as a faculty member)	18	12.77%
Total	141	100%
<i>n=141 (CE Faculty and Staff)</i>		

Q3a - Which of the following BEST describes why you (student)

CE = Career Education; programs designed for immediate employment or specialized training to develop job-related skills and prepare for any necessary certification/licensing, or career advancement	550	45.68%
LLL = in pursuit of Life-Long Learning	96	7.97%
Transfer Only = designed for students pursuing transfer to four-year universities	558	46.35%
Total	1204	100%
<i>n=1,204 (Students)</i>		

Q3b - Which area BEST describes your (tutor) current role?

I am a CE Tutor; CE = Career Education; programs designed for immediate employment or specialized training to develop job-related skills and prepare for any necessary certification/licensing, or career advancement	15	9.26%
I am NOT a CE Tutor	101	62.35%
I am BOTH a CE Tutor and Tutor for other subjects	14	8.84%
I don't know	32	19.75%
Total	162	100%
<i>n=162 (Tutors)</i>		

Q3c - Which area BEST describes your (faculty/staff) current role?

Career Education Faculty; programs designed for immediate employment or specialized training to develop job-related skills and prepare for any necessary certification/licensing, or career advancement	104	73.76%
Non-Career Education Faculty	37	26.24%
Total	141	100%
<i>n=141 (CE Faculty and Staff)</i>		

Q4a - How long have you (student/tutor) attended community college/continuing education?

Less than 6 months	188	15.61%
6 months to a year	156	12.96%
1-2 years	413	34.30%
3-4 years	317	26.33%
5 years or more	130	10.80%
Total	1204	100%
<i>n=1,204 (Students)</i>		

Q4b - How long have you (tutors/faculty/staff) worked in your current role?

Less than 6 months	29	9.57%
6 months to a year	26	8.58%
1-2 years	61	20.13%
3-4 years	57	18.81%
5 years or more	130	42.90%
Total	303	100%
<i>n=303 (Tutors and CE Faculty/Staff)</i>		

Q5 - Which college/site do you (student, tutor, faculty) primarily attend?

Grossmont	60	3.91%
Imperial Valley	60	4.04%
MiraCosta	468	30.95%
Palomar	287	19.02%
San Diego City	45	2.98%
San Diego Mesa	181	11.99%
San Diego Miramar	30	2.12%
Southwestern	332	22.00%
Other	45	2.98%
Total	1509	100%
<i>n=1,509 (Students, Tutors, and CE Faculty and Staff)</i>		

Q5a - How many college units have you (student) currently achieved?

Zero (0) units	59	4.88%
0.5 to 6 units	66	5.45%
6.5 to 12 units	129	10.66%
12.5 to 24 units	235	19.42%
24+ units	633	52.31%
Unsure	88	7.27%
Total	1204	100%
<i>n=1,204 (Students)</i>		

Q6 - I (student/tutor/faculty/staff) would define tutoring as a service that...

Improves study habits	896
Supports classroom learning	826
Closes gaps in learning ability	729
Inspires critical thinking and reasoning	708
Empowers students	634
Builds on classroom learning and job skills	290
Provides life skills	233
Generates community building	185
Other	2
<i>n=1,509 (Students, Tutors, and CE Faculty and Staff); selected top three from list provided</i>	

Q7 - I (student/tutor/faculty/staff) believe that students who seek and/or use tutoring services are...

Students who want to improve grades regardless of GPA	1351
Students who are struggling/failing in class	909
Students with a high GPA	402
Other, please specify:	22
<i>n=1,509 (Students, Tutors, and CE Faculty and Staff); selected all that apply</i>	

Q8 - (student/tutor/faculty/staff) Which of the following skills must tutors possess to be effective?

Being able to identify the student's learning needs	1013
Assessing where the student is and where the student needs to be	813
Aiding the student in overcoming the anxiety of learning	510
Having an attitude of learning with the student	507
Being a subject matter expert	506
Having self-confidence to build student self-confidence	457
Building a relationship with the student	376
Improving not just skills in class but skills for life for student	305
Other	6
<i>n=1,509 (Students, Tutors, and CE Faculty and Staff); selected top three from list provided</i>	

Q9a - Have you (student) received tutoring during your time as a community college/continuing education student?

Yes	680	56.54%
No	484	40.13%
Unsure	40	3.33%
Total	1204	100%
<i>n=1,204 (Students)</i>		

Q9b - Select all the reasons why you (student who had not received tutoring) were unable to receive tutoring available from your community college/continuing education site:

I did not know about campus tutoring	47
Campus tutoring is not offered at convenient times	43
I do not know how to access tutoring at my college	55
I did not need tutoring	354
I thought tutoring costs money	35
Other, please specify:	33
<i>n=484 (Students who selected "No" in Q9a); selected all that apply</i>	

Q9c - My (student received tutoring) overall experience with tutoring has been:

Very helpful	349	51.32%
Helpful	296	43.53%
Neither helpful or unhelpful	23	3.38%
Not helpful	10	1.47%
Not at all helpful	2	0.29%
Total	680	100%
<i>n=680 (Students who selected "Yes" in Q9a)</i>		

Q10a - Based on your (tutor/faculty/staff) experience with tutoring, how strongly do you agree with the following statements?

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
In general, students are engaged in the tutoring process and want to learn.	32.64%	53.82%	10.42%	3.13%	0.00%
The tutoring environment at the college is welcoming and effective for learning.	49.12%	40.64%	9.19%	0.71%	0.35%
Students do not have access or time to practice on the equipment or software they learn in the classroom.	9.47%	26.52%	29.55%	26.14%	8.33%
There are not enough tutors to meet students' needs at the tutoring center.	15.52%	27.08%	25.63%	24.91%	6.86%
There is a sufficient number of math/English tutors.	10.33%	35.95%	35.54%	13.22%	4.96%
In addition to content knowledge, tutors also need soft skill (training in communication skills, emotional intelligence, cultural competency, etc.).	62.41%	27.93%	7.93%	1.72%	0.00%
There is a sufficient number of tutors who specialize in Career Education programs.	4.78%	16.09%	39.57%	26.09%	13.48%
Tutor(s) do not have the technical skills to help students with the class students are enrolled in.	5.04%	9.71%	24.46%	44.96%	15.83%
Tutoring services are offered at convenient times for students.	24.30%	44.01%	19.01%	10.21%	2.46%
Only students who have difficulty with learning should receive tutoring.	1.02%	4.08%	4.08%	33.67%	57.14%
There is not enough funding to support the tutoring needs of Career Education students.	23.85%	24.69%	38.91%	8.37%	4.18%
<i>n=305 (Tutors and CE Faculty and Staff)</i>					

Q10b - Based on your (student who received tutoring) experience with tutoring, how strongly do you agree with the following statements?

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The tutor(s) was(were) effective in addressing my learning needs/challenge.	43.47%	42.14%	12.61%	1.04%	0.74%
The tutoring environment at the college is welcoming and effective for learning.	54.69%	34.72%	9.09%	1.19%	0.30%
I did not have access or time to practice on the equipment or software that I learned in the classroom.	8.01%	11.21%	30.78%	31.67%	18.33%
There were not enough tutors to meet my needs at the tutoring center.	8.05%	14.24%	18.27%	38.70%	20.74%
There is a sufficient number of math/English tutors.	23.88%	37.34%	28.69%	7.53%	2.56%
There is a sufficient number of tutors who specialize in Career Education programs.	19.16%	29.20%	36.68%	11.50%	3.47%
The tutor(s) did not have the technical skills to help me with the class that I was/am enrolled in.	5.62%	10.76%	14.20%	43.21%	26.21%
Tutoring services are offered at convenient times for me.	29.27%	46.06%	16.94%	5.35%	2.38%
Only students who have difficulty with learning should receive tutoring.	6.38%	5.04%	8.16%	28.34%	52.08%
<i>n=680 (Students who selected "Yes" in Q9a)</i>					

Q11a - What do you (tutor/faculty/staff) believe is the student's perception of tutoring?

Positive	208	69.10%
Negative	26	8.64%
Unsure	67	22.26%
Total	301	100%
<i>n= 301 (Tutors and CE Faculty and Staff)</i>		

Q11b - The best way to reduce the negative perception associated with tutoring would be to (tutor/faculty/staff that are unsure or believe students have negative perception from Q11a)

Make tutoring part of every student's experience	49
Emphasize that tutoring includes learning skills, job skills, and life skills	46
Improve teacher/faculty support for tutoring	45
Adopt a "tutoring for all" approach for student success	40
Greater public information about benefits of tutoring	35
Rebrand or change the name of "tutoring" to something else (learning support, student empowerment, etc.)	34
Improve collaboration across the campus	26
Other	2
<i>n=94 (Tutors and CE Faculty and Staff who selected "Negative" or "Unsure" in Q11a); selected top three from list provided</i>	

Q12a - What learning experiences would help you (students—except those unsure on Q11a) successfully complete classes?

More online tutoring	396
Reducing the negative perception around tutoring	445
An online library of videos that support class learning (i.e., videos of taped lectures)	629
Better access to the technical equipment, tools, etc. specific to my area of specialization	641
More face-to-face tutoring	647
More tutors who have specialized expertise in the Career Education classes I am taking	718
Other	16
<i>n=1,164 (Students who selected "Yes" or "No" in Q9a); selected top three from list provided</i>	

Q12b - To be more successful in my primary role (as a tutor, faculty, or staff), I need...

A belief that tutoring is for all students (not just for low performing students)	162
Professionalizing tutors as part of the college faculty learning team (become classified vs. hourly employee with benefits)	151
More institutional support to tutors – resources, funding	143
Better salary for tutors to compete with the market place	109
More face-to-face tutoring	68
A solidarity approach to student learning vs. isolated approach where tutoring happens in a vacuum	66
More technical equipment, tools, etc. specific to Career Education programs	64
The negative perception around tutoring to be reduced	60
An online library of videos that support class learning (i.e., videos of taped lectures)	43
More online tutoring	34
<i>n=305 (Tutors and CE Faculty and Staff); selected top three from list provided</i>	

Q13 - The benefits of tutoring should be promoted where?

Recruitment of new students	949
Student first semester experience	1187
Onboarding and training for all staff	594
Faculty development program	536
Student fairs	921
Social media platforms	851
Teacher/Faculty emphasis	869
Other, please specify:	56
Total	5963
<i>n=1,509 (Students, Tutors, and CE Faculty and Staff); selected all that apply</i>	

Q14 - Which of the following best describes your ethnicity, racial background or heritage? (Select all that apply.)

American Indian or Alaska Native	6	0.42%
Asian	130	9.03%
Black or African American	32	2.22%
Hispanic or Latino	518	36.00%
Native Hawaiian or Pacific Islander	18	1.25%
White	494	34.33%
Mixed (selected more than one identifier)	183	12.72%
Other	58	4.03%
Total	1439	100%
<i>n=1,439 (Students, Tutors, and CE Faculty and Staff); respondents could skip the question; data coded to create mixed category for those that selected more than one identifier</i>		

Q15 - Please indicate your gender identity.

Female	922	63.28%
Male	497	34.11%
Other	9	0.62%
Choose not to answer	29	1.99%
Total	1457	100%
<i>n=1,457 (Students, Tutors, and CE Faculty and Staff); respondents could skip the question</i>		

Q16 - What is your age bracket?

18 - 20	390	27.10%
21 - 24	318	22.10%
25 - 34	299	20.78%
35 - 44	178	12.37%
45 - 54	129	8.96%
55 - 64	95	6.60%
65 or older	30	2.08%
Total	1439	100%
<i>n=1,439 (Students, Tutors, and CE Faculty and Staff); respondents could skip the question</i>		

Q17 - What innovative ways have you experienced or know about that have aided in tutoring students?

Qualitative open-ended replies. See “Analysis of Qualitative Survey Questions” section of this study.

Q18 - If there is anything else you would like to provide regarding tutoring?

Qualitative open-ended replies. See “Analysis of Qualitative Survey Questions” section of this study.

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