

Tutoring Needs and Perceptions in Career Education



**SAN DIEGO & IMPERIAL COUNTIES
COMMUNITY COLLEGES**

Why?

- Strengthen student success in CTE Programs
- Perceived gaps in perceptions regarding tutoring & student needs
- Informed decision making before investing time and money

How?

- Regional Workgroup
- Literature Review
- Interviews
- Focus Groups
- Survey
- Analysis / Findings
- Recommendations
- Implementation

Recommendations

1. Establish a region wide 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 region wide strategic plan for CTE tutoring (after implementation) and continue to study tutoring in concept and practice

Finding #1

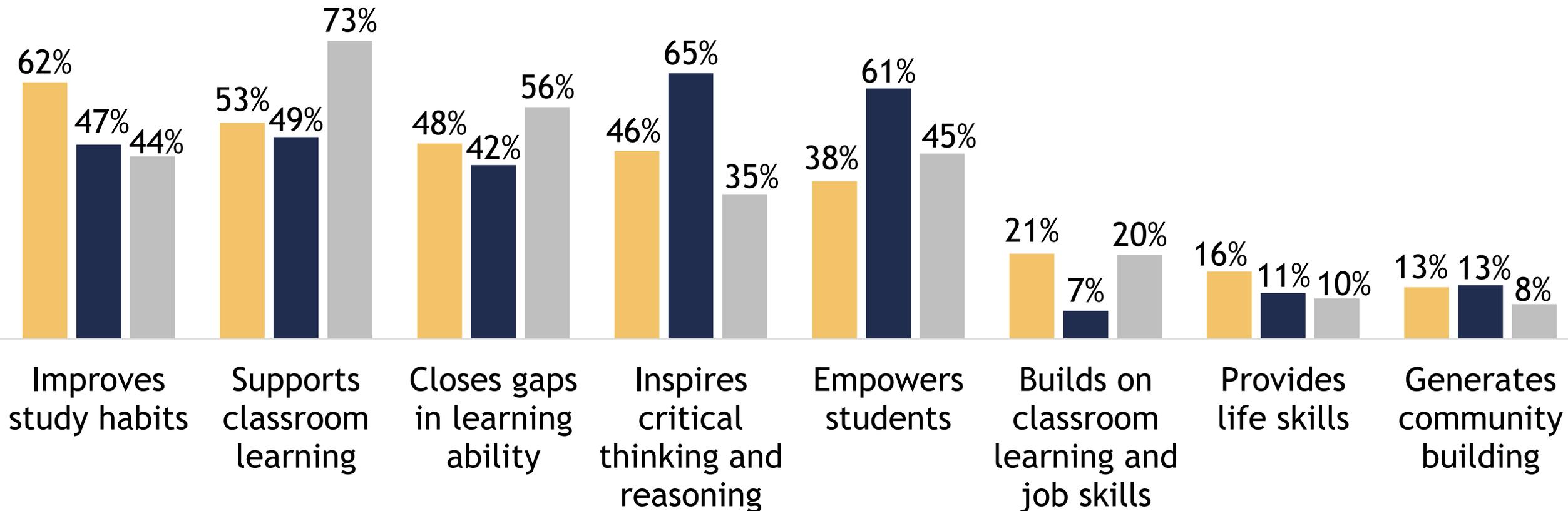
**The region's
community colleges
would benefit from a
unified vision and
brand for tutoring**

Recommendation #1

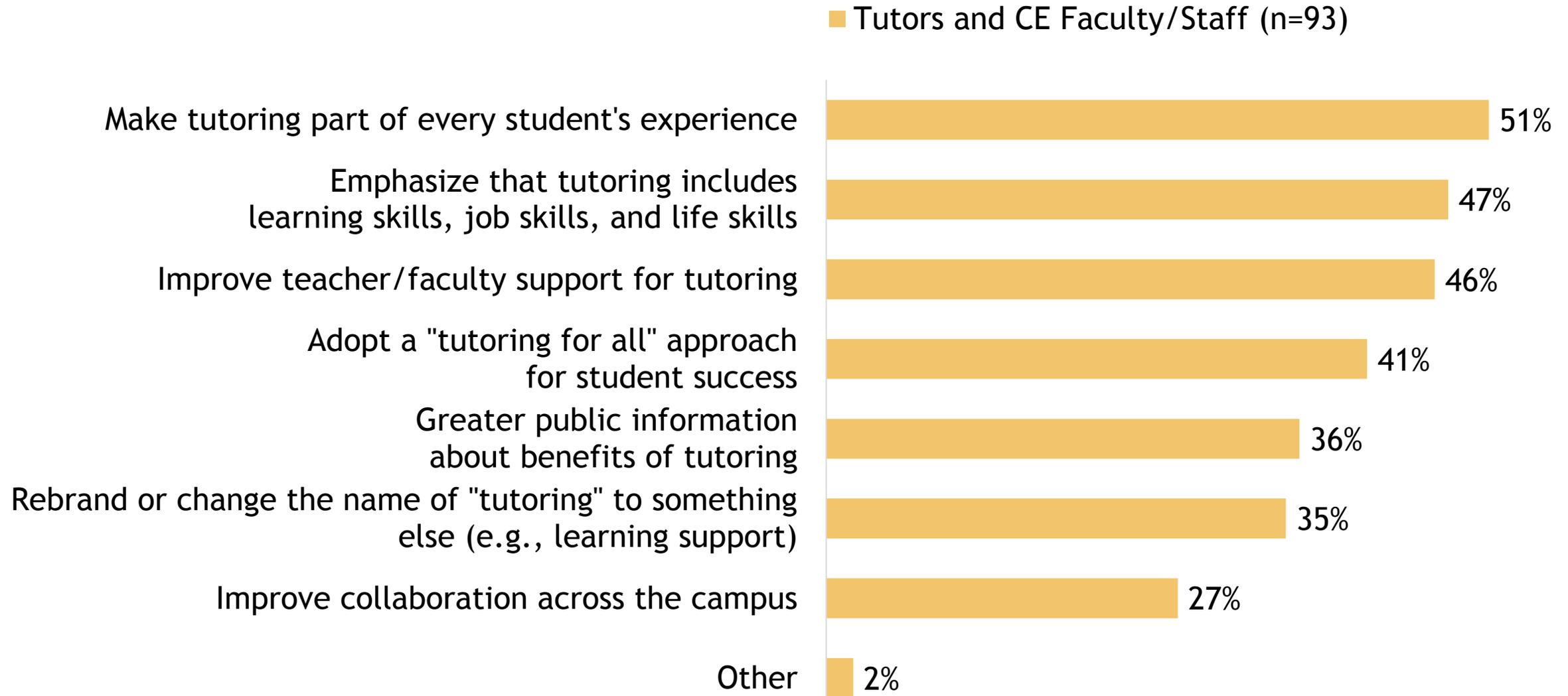
**Establish a region-wide
vision and culture of
“tutoring for all” instead of
“tutoring for remediation”**

Definition of “Tutoring” by Survey Respondent Group

■ Students (n=1,204) ■ Tutors (n=163) ■ CE Faculty/Staff (n=142)



How do we reduce the negative perception of tutoring?



Finding #2

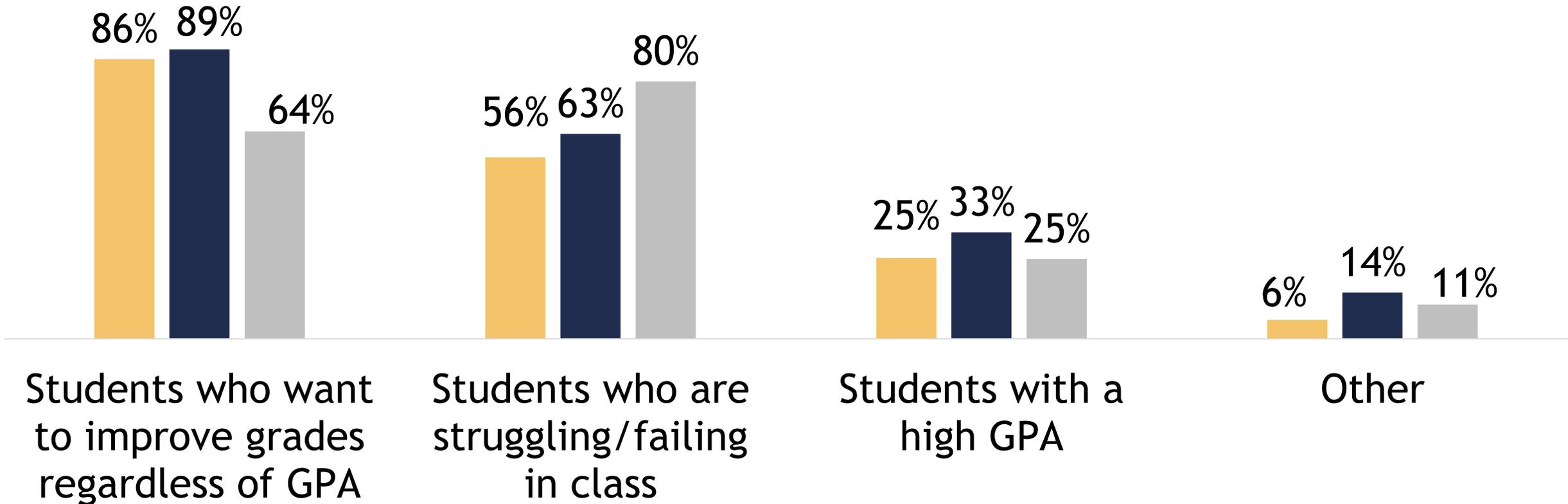
Tutoring is primarily perceived as a remediation service.

Recommendation #2

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

Type of Students Seek Tutoring Services by Survey Respondent Group

■ Students (n=1,204) ■ Tutors (n=163) ■ CE Faculty/Staff (n=142)



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”

Finding #3

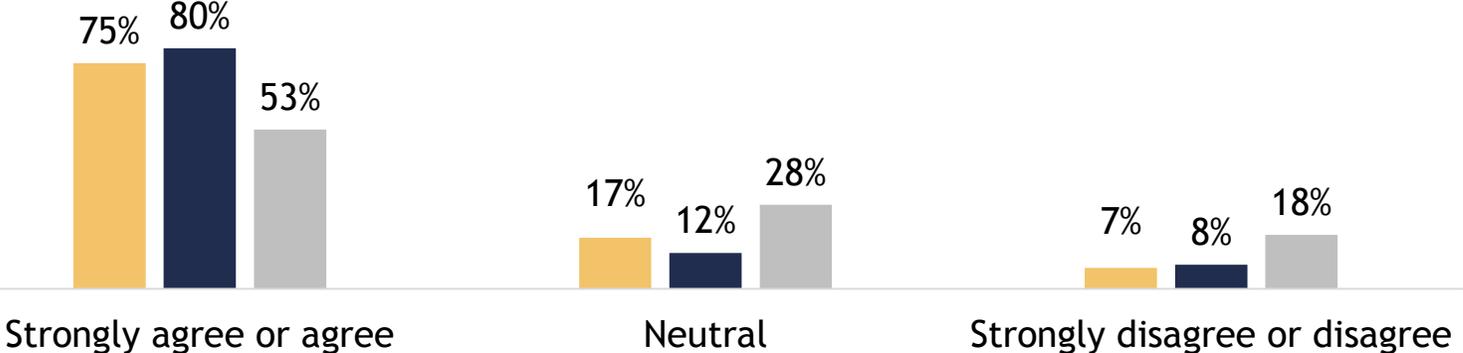
There is a need for coordinated, collaborative, and sustained professional learning for tutors and CTE faculty and staff with regard to tutoring.

Recommendation #3

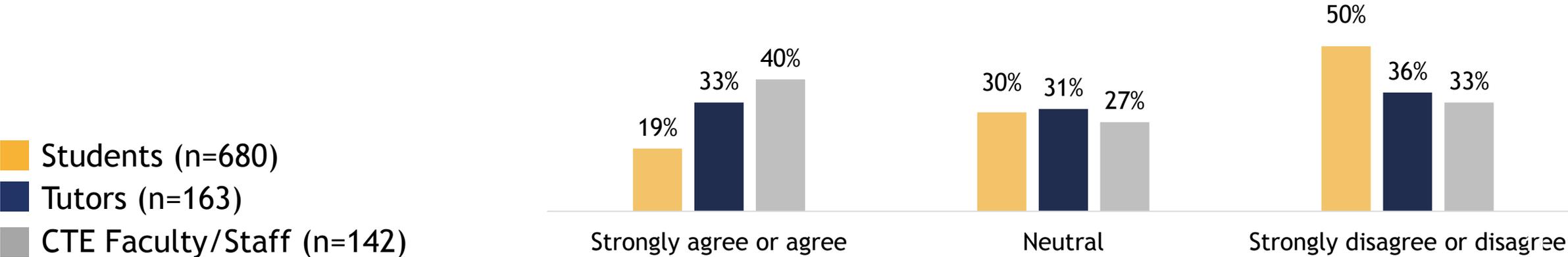
Provide professional learning for tutors, faculty, and staff, emphasizing that the objective of tutoring is to empower students and develop their critical thinking and reasoning skills.

Varied Perceptions

“Tutoring Services are Offered at Convenient Times”



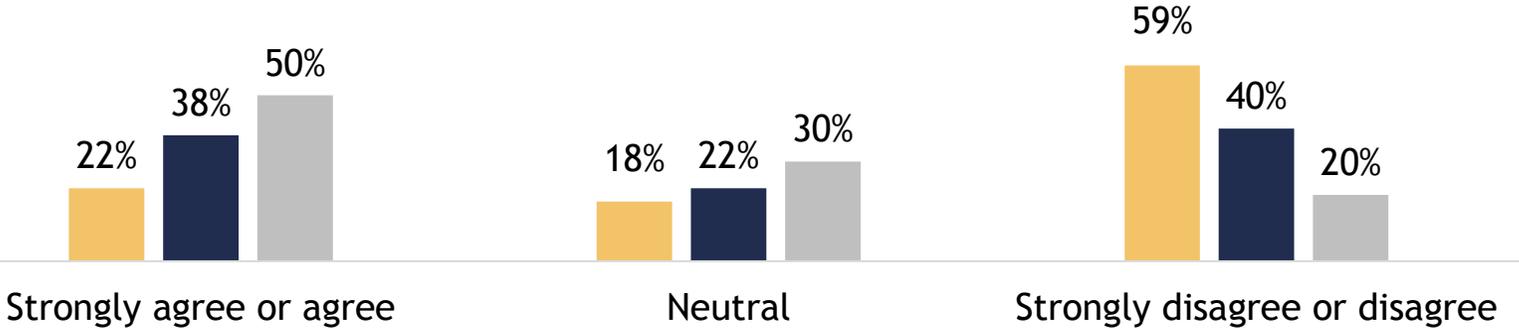
“Students Do Not Have Access or Time to Practice on Equipment or Software Learned in the Classroom”



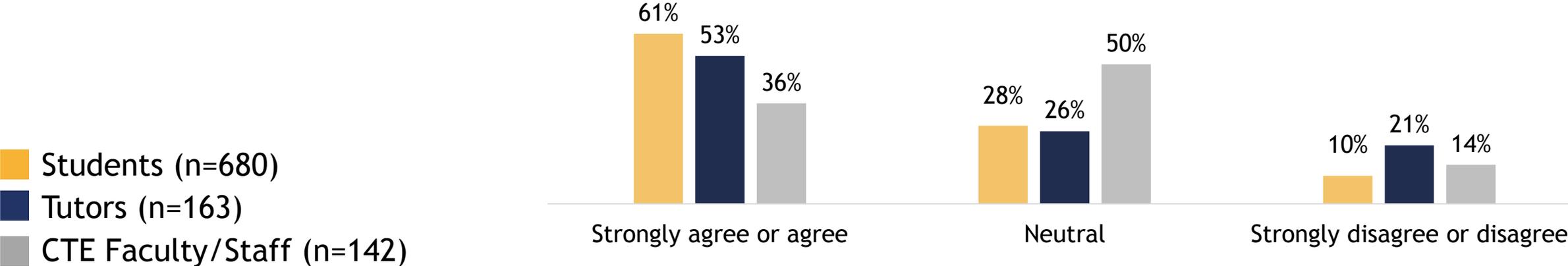
Students (n=680)
Tutors (n=163)
CTE Faculty/Staff (n=142)

Varied Perceptions (continued)

“There are Not Enough Tutors to Meet Students’ Needs at the Tutoring Center”



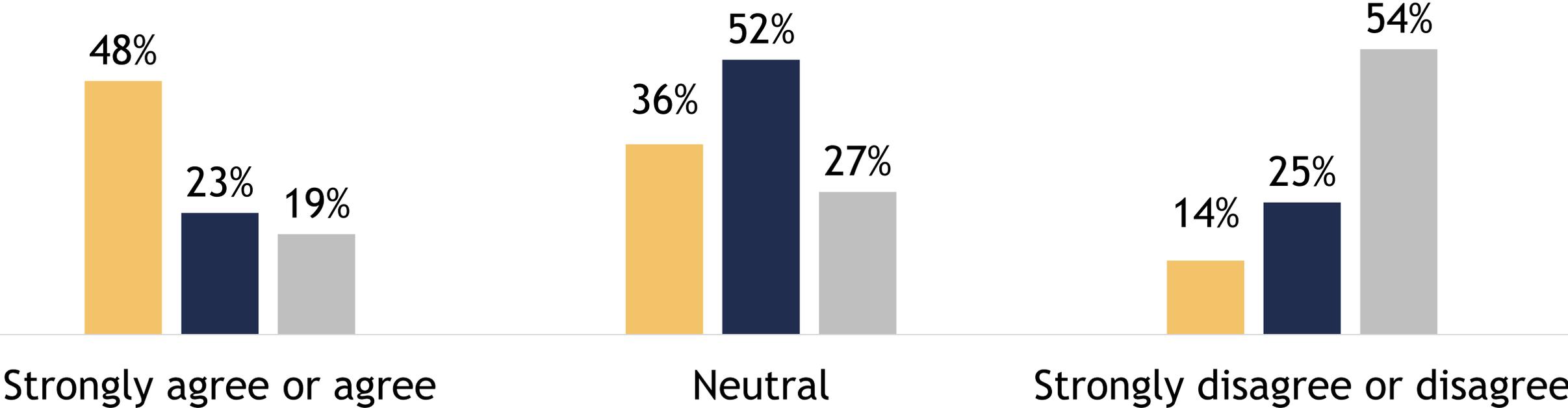
“There is a Sufficient Number of Math/English Tutors”



Students (n=680)
Tutors (n=163)
CTE Faculty/Staff (n=142)

“There is a Sufficient Number of Tutors who Specialize in CTE Programs”

■ Students (n=680) ■ Tutors (n=163) ■ CE Faculty/Staff (n=142)



Finding #4

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

Recommendation #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.

Finding #5

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

Recommendation #5

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

Finding #6

Additional research will help the region to measure the current effectiveness of an ununified tutoring programs, to measure success of innovative practices, and better understand barriers to CTE tutoring.

Recommendation #6

Track outcomes of the region-wide strategic plan for CTE tutoring (after implementation) and continue to study tutoring in concept and practice.