

Tutoring Needs and Perceptions in Career Education

**SAN DIEGO & IMPERIAL COUNTIES
COMMUNITY COLLEGES**

Study Process Overview

Regional Workgroup

Literature Review

Interviews

Focus Groups

Survey

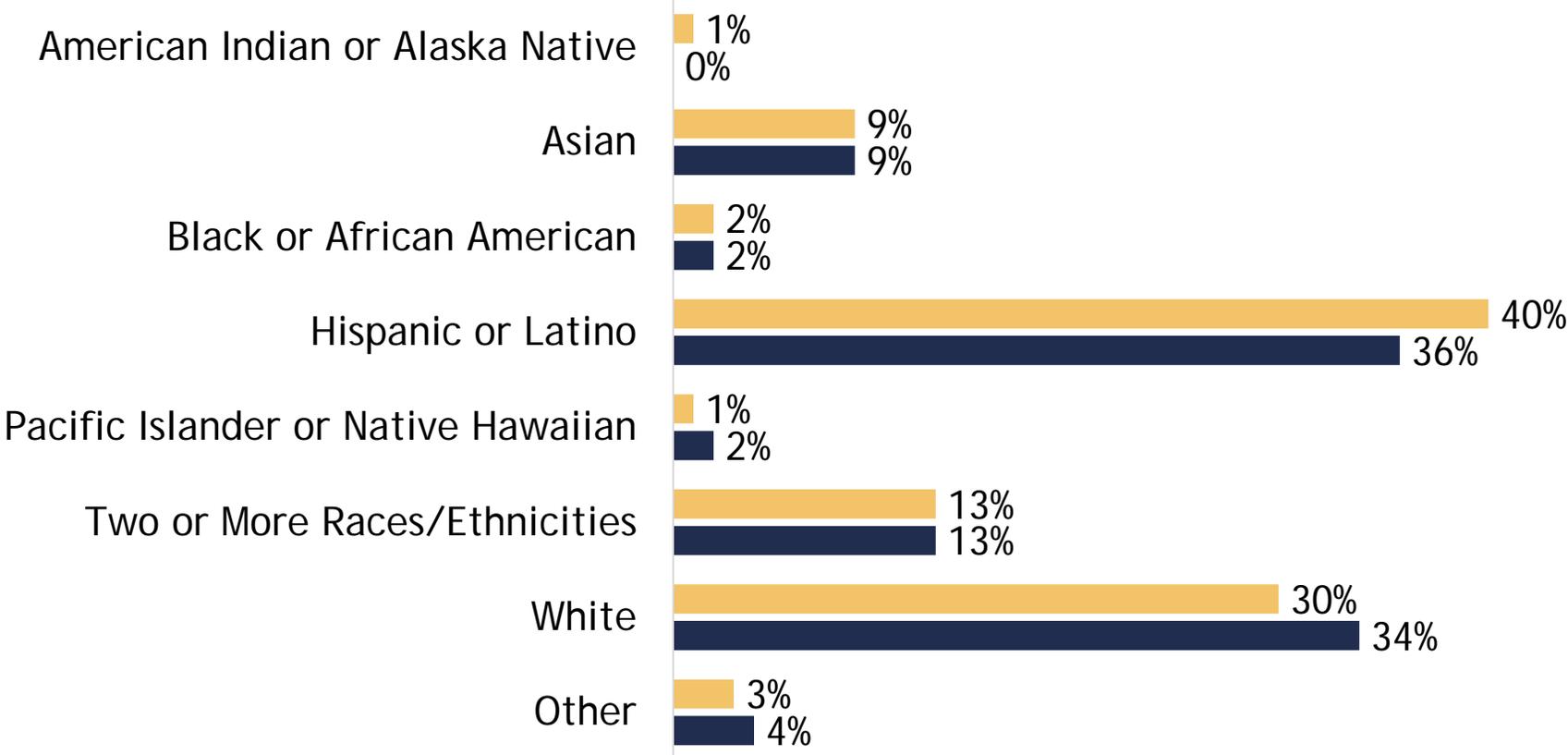
Analysis / Findings

Recommendations

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

■ Student Respondents (n=1,204)

■ San Diego-Imperial CE Students (n=100,555)



Key Findings and Recommendations



Finding #1

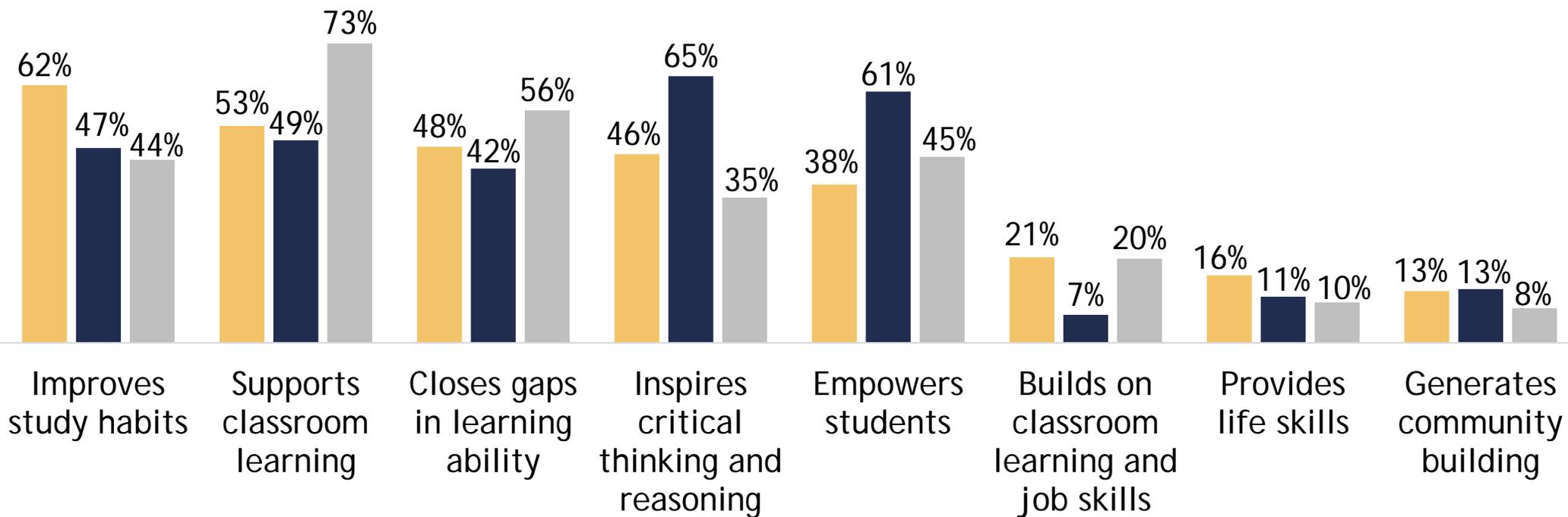
The region's community colleges would benefit from a unified vision and brand for tutoring

Recommendation #1

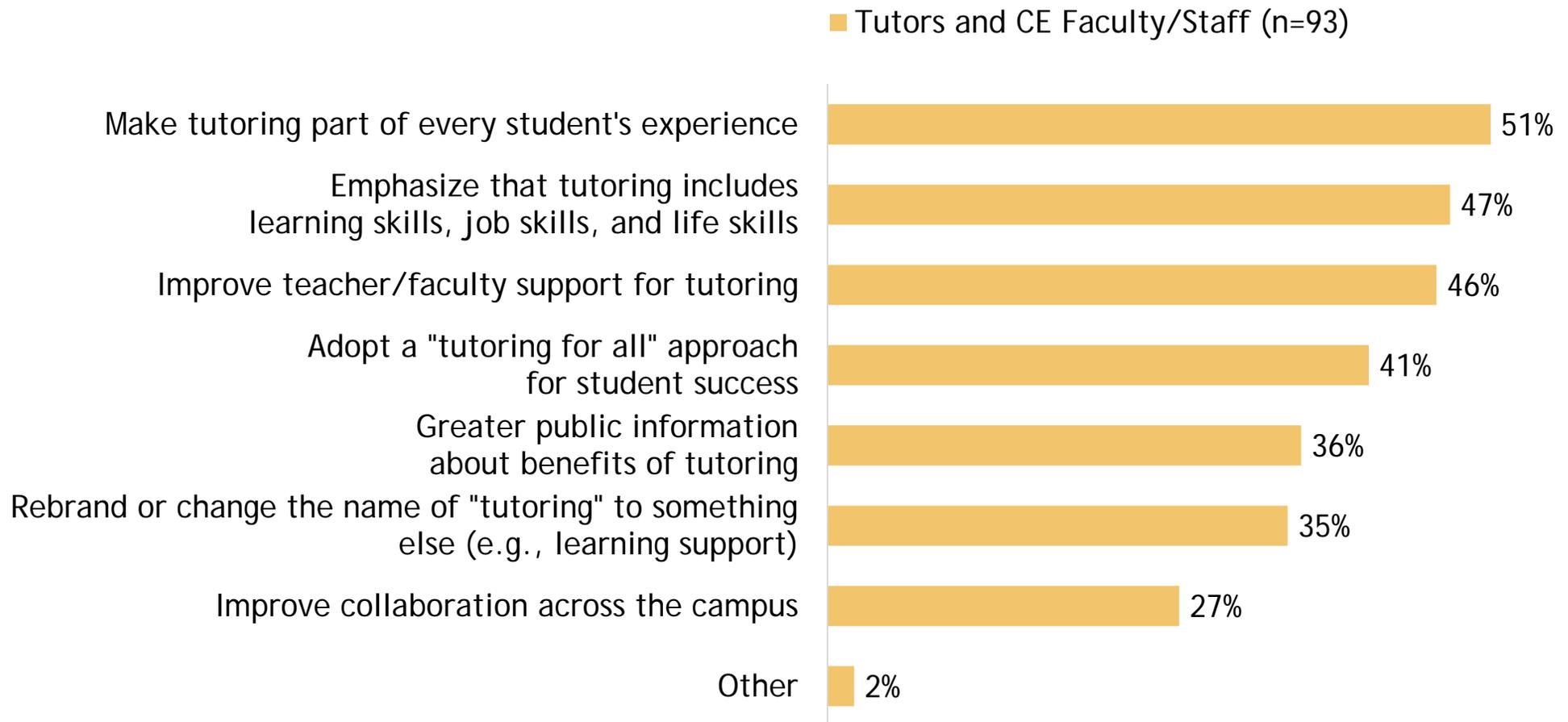
Establish a region-wide vision and culture of “tutoring for all” instead of “tutoring for remediation”

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

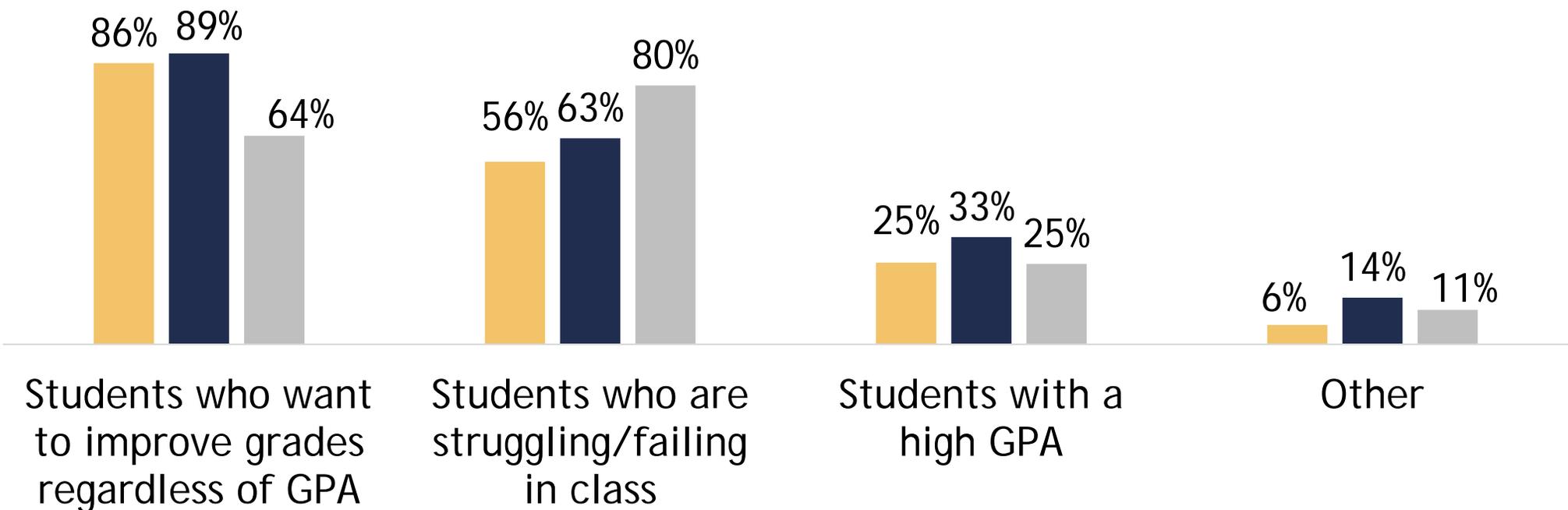
Tutoring is primarily perceived as a remediation service.

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 CE faculty and staff with regard to tutoring.

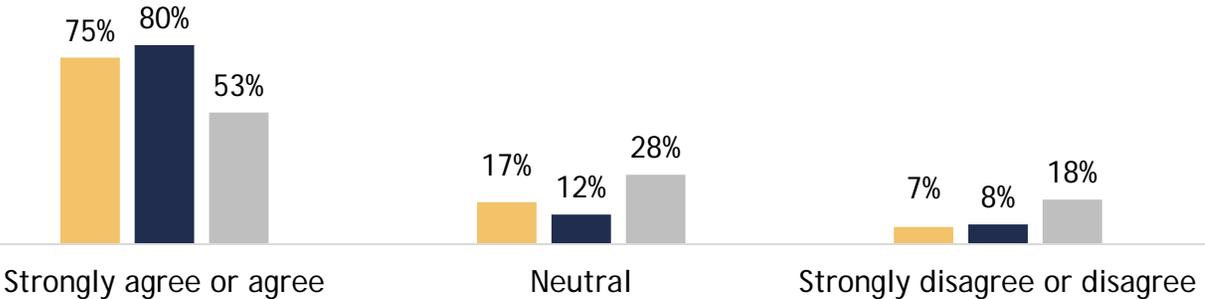
Recommendation #3

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

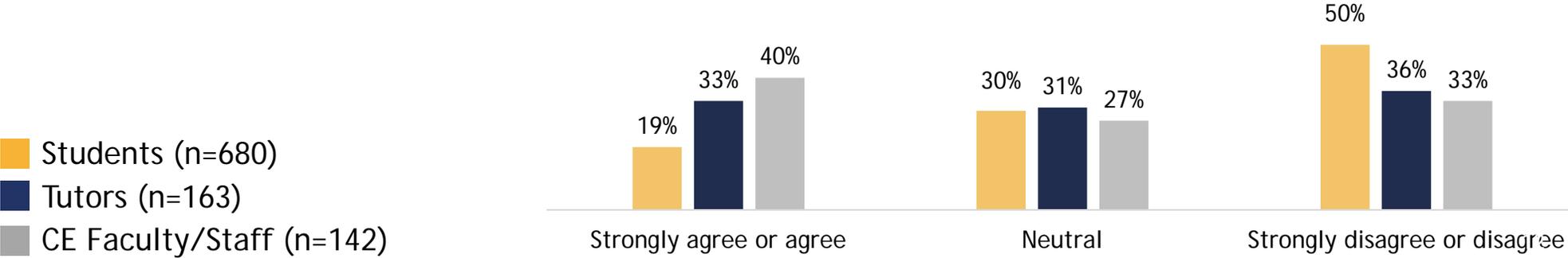
-

Varied Perceptions

“Tutoring Services are Offered at Convenient Times”



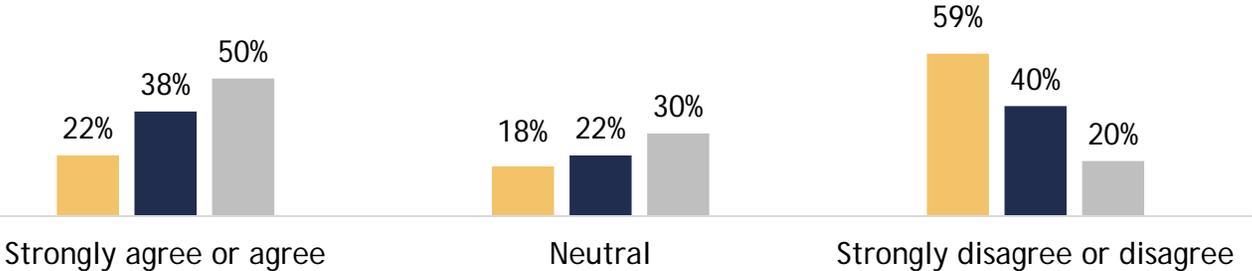
“Students Do Not Have Access or Time to Practice on Equipment or Software Learned in the Classroom”



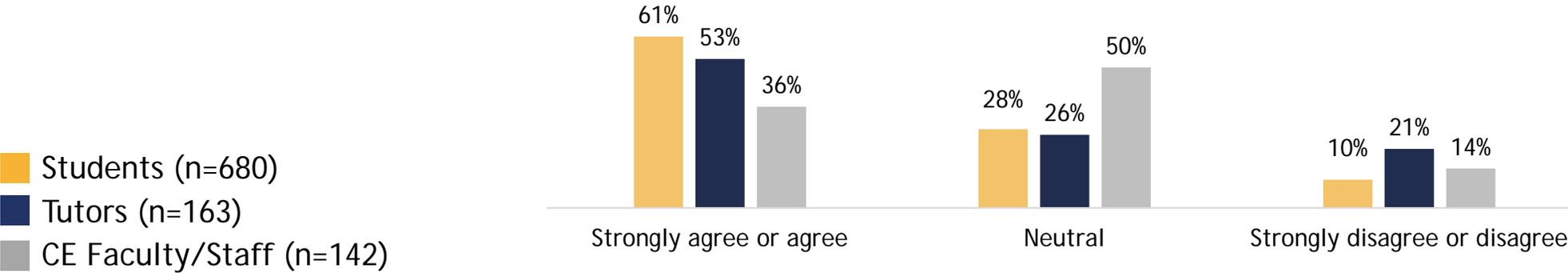
Students (n=680)
Tutors (n=163)
CE Faculty/Staff (n=142)

Varied Perceptions (continued)

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



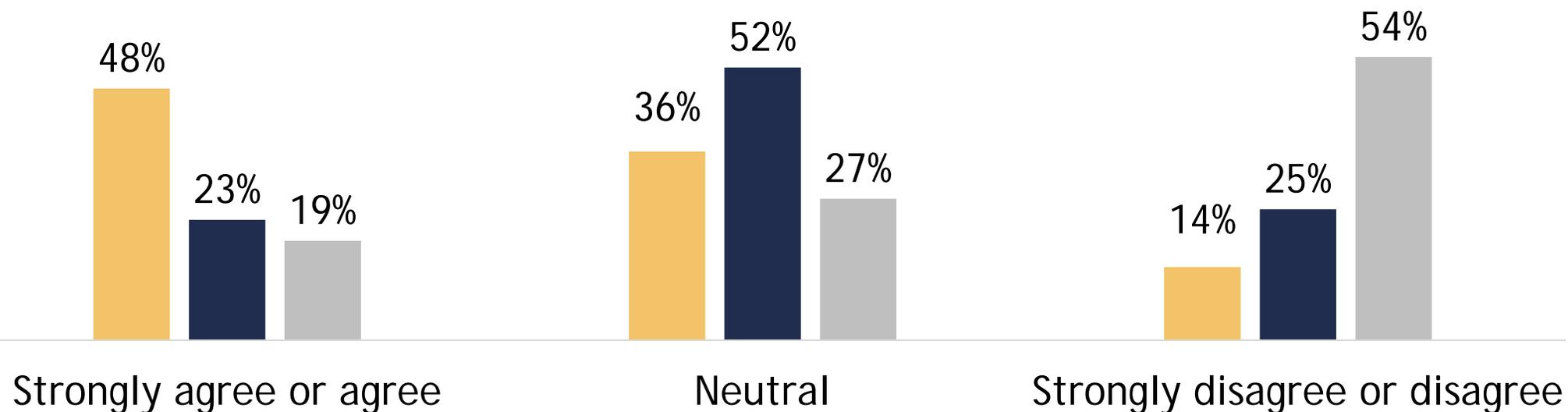
“There is a Sufficient Number of Math/English Tutors”



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

“There is a Sufficient Number of Tutors who Specialize in CE 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.

I wish there was a resource that would have explained how to tutor certain topics. Sometimes it can be very hard to explain some very easy concepts, because they seem so simple for a tutor but are very hard for students to grasp on.

~Tutor



Finding #5

Students, tutors, and CE 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.

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

A belief that tutoring is for all students (not just for low-performing students)

Professionalizing tutors as part of the college faculty learning team

More institutional support for tutors (e.g., resources, funding)

Better salary for tutors to compete with the market place

More face-to-face tutoring

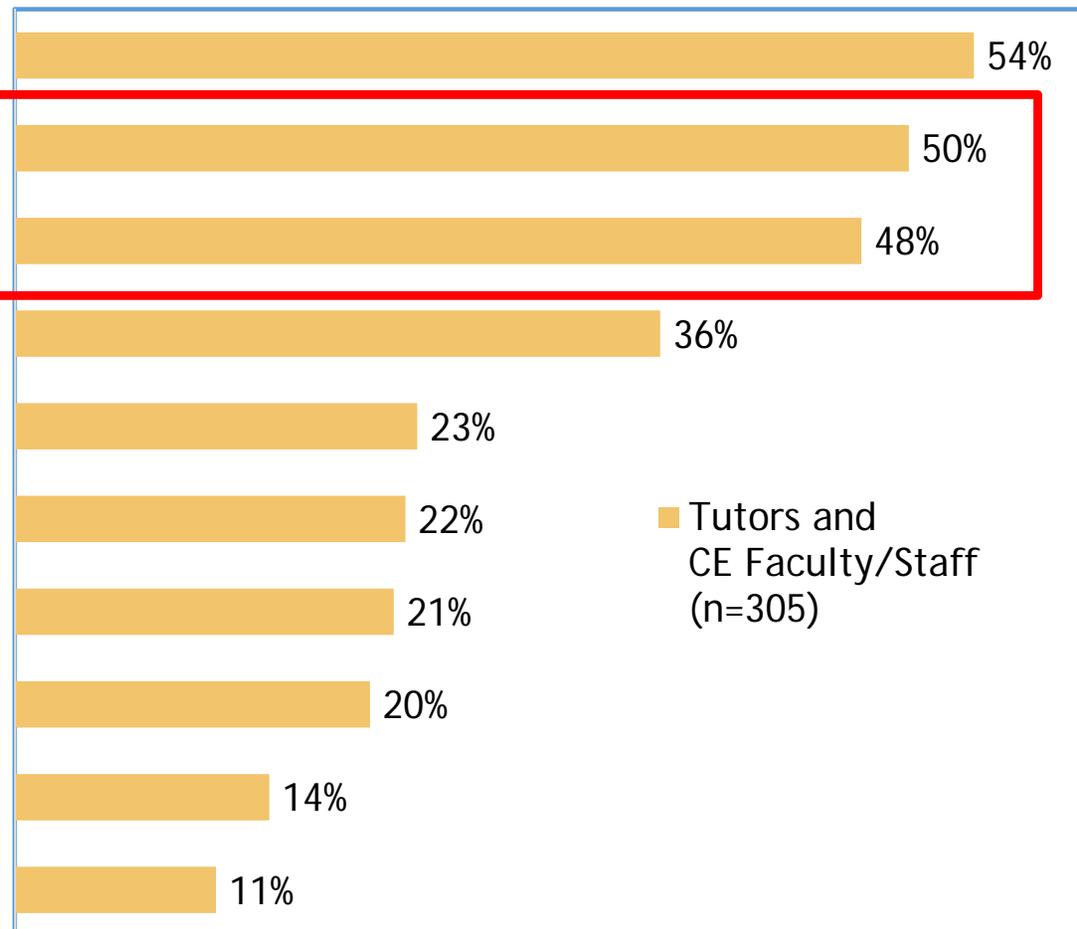
A solidary approach to student learning vs. isolated approach where tutoring happens in a vacuum

More technical equipment, tools, etc. specific to Career Education programs

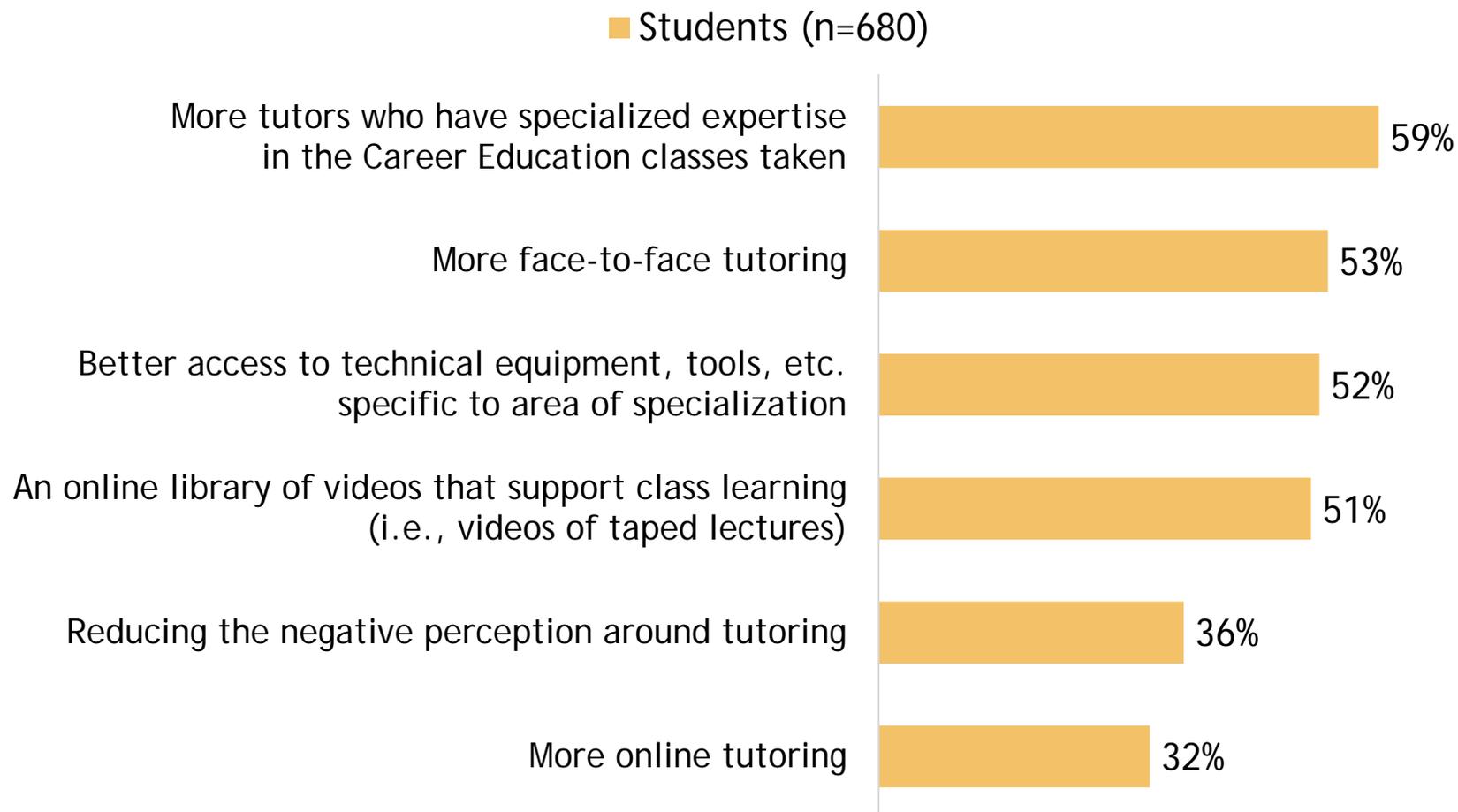
The negative perception around tutoring to be reduced

An online library of videos that support class learning (i.e., videos of taped lectures)

More online tutoring



Students' Suggestions on What Learnings Experiences They Need to be Successful



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 CE tutoring (after implementation) and continue to study tutoring in concept and practice.

“ ... Our APR (annual program review) data supports that since the creation of our lab students are more successful in retention and success rates...”

~CE Faculty



Implementation of 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 CE tutoring (after implementation) and continue to study tutoring in concept and practice

Questions & Discussion

Let us know what you think.

What are your questions?

How can you be involved?