

Tutoring Advisory Committee

Fall 2018 Update to
Academic Senate Council

TAC Charge (Amended)

- * To provide support and advocacy for tutoring services and promote dialogue to increase graduation rates, transfer success, persistence and retention of DVC students.
- * To investigate, develop, and implement valid research methods for measuring effectiveness of tutoring on an ongoing basis.
- * To provide communication, cohesion, and sharing of best practices among the tutoring centers, the DVC community, and students.
- * To monitor and recommend improvements to tutoring programs and advise on their needs, funding requests, and curricular and instructional issues related to the tutoring programs.

TAC Membership 2018

- * Katy Agnost, English
- * Maria Giuli, Economics/Soc. Sci
- * Evan Large, Physics
- * Heather Lee, English Lab Coordinator
- * Adam Perry, Communication Studies
- * Kevin Powell, Business Lab Coordinator
- * Clint Ryan, Math
- * Roxann Schmidt, SRC Reading and Writing Lab Coord.
- * Kyle Whitmore, Athletics
- * Christine Worsley, Dean Kinesiology/Athletics/Dance

TAC: 2017 Accomplishments

Online tutoring: 5 hours per semester per student via Net Tutor

- * 299 students used NetTutor in 29 areas totalling 701 sessions

Tutoring Learning Outcomes: approved by ASC

Tutoring Survey measuring new outcomes

Faculty Tutoring Coordinator

Tutoring website

Outreach

- * Coordinators meetings (fall and spring)

- * Fall FLEX: tutoring area tour

2018 TAC Goals

- * Accreditation work
- * Data collection (using SARS and card readers to capture student information and demographics)
- * Funding for tutoring areas and advocacy for programs through program review and other college processes
- * Continued outreach to instructors and labs
- * Tutoring coordinators meetings
- * Research and promote tutoring interventions to address AB 705 and other statewide changes
- * In-class survey to capture students who don't come to tutoring (ongoing goal)
- * Help vulnerable students have better access to tutoring
- * Continued tutor-training efforts

Looking Ahead: Curricular and Cultural Changes

- * AB 705: eliminates required remediation in English and math. Incoming students will be placed using high school grades into transfer-level classes, some with co-requisite courses for success. The number of students in college-level courses will jump in fall 2019.
- * Funding model changes: student success and completion part of new model starting fall 2019.
 - * Students need to complete transfer-level English and math within their first year.

Immediate Challenges to Tutoring

- * First Time/Full Time/ Free: How to support students
- * AB 705: How to get interventions in place by fall 2019
- * Funding model (2019)
- * Achievement Gap: Need to transform how we deliver tutoring to reach students to close the gap at the same time programs and funding models are changing
- * Inequality of tutoring services funding
- * Program review process & resource allocation
 - * Communication Studies (A-band) and Math (B-band) tutoring requests not funded

How ASC can help:

- * Clarify role of program review resource requests and allocation;
- * Clarify access to other sources of funding for areas looking to start or grow programs that will address current and future needs (Dev Ed/3SP/Equity);
- * Advocate for tutoring interventions now (AY 2018/19) to prepare for changes in 2019/20 that directly impact student success (and college funding).