GAVILAN COLLEGE
HISPANIC SERVING INSTITUTION

Tutoring Center - Office of VP Academic Affairs - Tutoring Center

Main

Overview
Academic Year 2024 - 2025
Originator Nari, Jennifer
Division Office of VP Academic Affairs
Department Tutoring Center
Programs

Co-Contributors

Questions? Find answers in CurricUNET User Manual. (http://www.Gavilan.edu/en/employee-services/office-of-instruction/curricunet/program_reviews/create_pr.html)

Contributor

- Lystrup, Noah
- Nari, Jennifer
- Wong, Megan

Annual Update

1. **Academic Year** 2025 - 2026
   New Goal
   Promote high-quality, informal student-led study groups
   End of Year Status
   Please describe your status (No more than 200 words)
   Planning
   Proposed Activity to Achieve Goal Add "study group" to reasons to visit the learning centers in GavConnect. Create and distribute best practices and resources for forming study groups, emphasizing benefits. Incentivize study groups by offering snacks, study tools, study materials, space, and support from peer tutors.
   Responsible Party Learning Commons Faculty Coordinator; Tutoring Center and Writing Center Program Specialist
   Total Three Year Resource Allocation Request 1200
   Timeline to Completion Month / Year Spring 2027
   How Will You Evaluate Whether You Achieved Your Goal Increase of student-led study groups reported in usage data Increase of students from wider range of disciplines in usage data Before and after surveys of study habits and behaviors show increases in effective study habits and behaviors.
   Additional Comments

We've been offering popcorn by paying for it out of our own, personal pockets at a cost of around $200/semester. This cost becomes significant over time—but we see how many students come into the space to form study groups and stay longer because there are snacks available to them. By securing a small, ongoing snack fund and tracking usage of the space, we expect to show an increase of study groups. By providing best practices for how to study to these groups, we expect to see an increase in effective study habits and behaviors. Students report that our environment is welcoming—and we want to go that next step to make the reasons it's welcoming sustainable and improve the quality of the social studying that happens when students stick around because there are snacks and a supportive social environment.

2. **Academic Year** 2025 - 2026
   New Goal
   Secure funding for Learning Commons Faculty Coordinator position.
   End of Year Status
   Please describe your status (No more than 200 words)
   The Title V grant currently funding this position ends in October 2025. This position is integral to the quality and quantity of academic support programs and services provided.

   Planning
   Proposed Activity to Achieve Goal Fall 2025: Submit staffing request for full-time Learning Commons Faculty Coordinator position. Spring 2024: Identify funding source for .67 FTE for when Title V funding ends in October 2025.
   Responsible Party VPAA; Dean of STEM and Learning Resources
   Total Three Year Resource Allocation Request 315000
   Timeline to Completion Month / Year May 2026
   How Will You Evaluate Whether You Achieved Your Goal FT position OR .67 FTE faculty position funded
   Additional Comments

3. **Academic Year** 2025 - 2026
   New Goal
   Support the development and growth of the Hollister Learning Center.
   End of Year Status
   Please describe your status (No more than 200 words)
   Planning
   Proposed Activity to Achieve Goal Onboarding of the new faculty coordinator and instructional program specialist for Hollister Learning Center Create position manuals. Establish lines of communication and procedures for program operations
   Responsible Party Dean of Student Learning and Student Success, STEM and Library, DE, and Tutoring; Learning Commons Faculty Coordinator
   Total Three Year Resource Allocation Request 0
   Timeline to Completion Month / Year December 2025
   How Will You Evaluate Whether You Achieved Your Goal Existence of position manuals Functional lines of communication and reporting structures between Hollister Learning Center and Learning Commons
   Additional Comments

4. **Academic Year** 2024 - 2025
   Previous Goals Increase usage of services in physical locations.
   Proposed Activity to Achieve Goal:
   Hire program specialist to increase the program's capacity to make tutoring available on the Hollister campus, during evening hours, and to students enrolled concurrently.

Responsible Party:
Dean of Student Learning and Student Success, STEM and Library, DE, and Tutoring
Total Three Year Resource Allocation Request:
1
Timeline to Completion Month / Year:
July 2025
How Will You Evaluate Whether You Achieved Your Goal:
Hours and locations of operation will expand to serve Hollister and evening students.
End of Year Goal Status Complete
Please describe your status (No more than 200 words)
- The PAF has been approved for an instructional program specialist to increase the program's capacity to make tutoring available on the Hollister campus and the job description has been sent to HR with the request to post the position as soon as possible (likely in January).

- A PAF has been approved and a job description sent to HR to hire a faculty coordinator for the Hollister Learning Center.

- Hiring these positions will allow us to offer additional in-person and online tutoring and expand program services to the Hollister campus learning center.

Did you request the same resources the previous year? If so, what was the result? Has there a been a significant change since your request?)
In anticipation of these positions being filled, hours and locations of operation have been expanded for Spring 2025 to serve Hollister (20 hours/week with 1-2 tutors per shift) and evening students (we'll be open an hour later for by-appointment online tutoring). There is no significant change at present—but if demands for tutoring increase, we may need to request additional funding to serve online, evening, and Hollister students.

Planning
Additional Comments
5. **Academic Year** 2024 - 2025
   Previous Goals Provide high support so that students can meet academic goals for success and completion.
    Proposed Activity to Achieve Goal:
   Bolster and implement an integrated model of academic support in collaboration with the Writing Center, library, and other campus programs to ensure learning and completion goals identified with the success teams for each pathway.
   Responsible Party:
   Learning Commons/Tutoring Center, Writing Center, & Library
   Total Three Year Resource Allocation Request:
   35000
   Timeline to Completion Month / Year:
   May / 2024
   How Will You Evaluate Whether You Achieved Your Goal:
   Some faculty within all pathways are trained and regularly participate in the integrated support model.
   End of Year Goal Status In Progress
   Please describe your status (No more than 200 words)
   We provide high support to students through direct tutoring and professional learning for faculty and peer tutors, enhancing the quality of student support.

1. Student Access: Tutoring is accessible through classrooms, learning centers (Hollister, Gilroy L168), and online platforms (Canvas, virtual appointments). This fosters help-seeking behaviors, a key learning outcome tied to successful course completion. Diverse, multilingual, and neurodiverse staff ensure students access various approaches to learning, with discipline best practices regularly integrated.

2. Peer Tutors: Gavilan peer tutors receive training aligned with ACTLA/CRLA standards, bolstered by paid professional learning. This enhances tutors' ability to address evolving academic needs, supporting sustainable student success. We've also hired tutors from a wider range of disciplines—allowing us to provide better support in each CAP.

3. Faculty: Faculty training focuses on embedding academic support within courses, helping students navigate pathways and persist through challenges. Faculty participation in success teams and use of learning center resources further strengthen these efforts. Program faculty coordinators are part of CAP teams—and we're working with these CAPS to build sustainable academic supports. It's an ongoing process, but we expect the usage data for Spring 2025 to show significant headway in supporting students with a wider range of majors than in the past.

Did you request the same resources the previous year? If so, what was the result? Has there a been a significant change since your request?)

We asked for double the funding for year two so that we can collaborate with more instructors. In 24/25, we collaborated with business, water management, and accounting instructors to hire and embed tutors and provide by-appointment tutoring. We're also working to better support the fire academy, ESL, and CTE courses. The request has not significantly changed.

Planning
Additional Comments

6. **Academic Year** 2024 - 2025

Previous Goals Increase the number of courses participating in the embedded tutoring program by 20% within 3 academic years.

Proposed Activity to Achieve Goal:

Identify challenging courses outside of English and Math and invite faculty to participate in the embedded tutoring program.

Responsible Party:

Tutoring Center and Writing Center Program Faculty and Staff

Total Three Year Resource Allocation Request:

141000

Timeline to Completion Month / Year:

May/2026

How Will You Evaluate Whether You Achieved Your Goal:

Courses supported by embedded tutoring increases by 20%.

End of Year Goal Status In Progress

Please describe your status (No more than 200 words)

In Fall 2023, we embedded tutors in 33 courses. In Fall 2024, we embedded tutors in 39 courses—close to a 20% increase. Courses for Spring 2025 are still being identified, but we will continue to expand embedded tutoring offerings to meet the 20% increase goal by the end of the three years stated in the goal.

Did you request the same resources the previous year? If so, what was the result? Has there a been a significant change since your request?)

The significant change is that we are hiring additional embedded tutors (5-7 for the Spring 2025 semester) to embed tutors in the additional Hollister courses. As more courses are offered in Hollister, we'll need additional resources to provide the same level of academic support to students on that campus.
Planning
Additional Comments

Resource Requests

Click Add Item to Enter a Resource Request

1. **1. Request Name (short title)** Embedded Tutoring
   2. Request amount 100000
   3. Type of Request Personnel
   4. Alignment to Goal(s) Increase the number of courses participating in the embedded tutoring program by 20% within 3 academic years.
   5. Is this a one-time or ongoing expense. Ongoing
   6. Category of Request (Select all that apply).

   7. The committee will separate goals with resource requests. Requests will be categorized into two groups: those to be ranked and those not ranked. The requests not ranked include Safety, Compliance, Personnel, and Position.
   Which of the following best describes your requests?

   8. Provide a complete description, justification, or rationale for the requested amount. Describe how it aligns to the selected goal(s) and your responses to the above questions. (300 words)
   From the Title V "Juntos" grant:" Embedded Tutors and Peer Coaches: In Year 5 of the grant, the college will begin to institutionalize the embedded tutor/peer coaching program. With increased student success, which in turn means more Student Success Allocations from the state, the program will be self-sustainable. (estimated ongoing annual costs ~ $85,000 – Gavilan is 100% committed to institutionalizing)" (page 21)

   Increases in student worker pay over the past 5 years mean that the estimated ongoing annual costs are now ~$96,500.

   Number of courses supported by embedded tutoring:

   AY20-21: 63; AY 21-22: 61; AY22-23: 76; AY23-24: 62; AY 24-25: 69

2. **1. Request Name (short title)** Social Study Groups
   2. Request amount 1200
   3. Type of Request Non Personnel
   4. Alignment to Goal(s) Promote high-quality, informal student-led study groups
   5. Is this a one-time or ongoing expense. Ongoing
   6. Category of Request (Select all that apply).

   - Instructional Supplies, Materials and Textbooks
   - Non-Instructional Supplies and Materials

7. The committee will separate goals with resource requests. Requests will be categorized into two groups: those to be ranked and those not ranked. The requests not ranked include Safety, Compliance, Personnel, and Position.
Which of the following best describes your requests?

8. Provide a complete description, justification, or rationale for the requested amount. Describe how it aligns to the selected goal(s) and your responses to the above questions. (300 words)

We've been offering popcorn by paying for it out of our own, personal pockets at a cost of around $200/semester. This cost becomes significant over time—but we see how many students (and faculty, and staff, and administrators) come into the space because the popcorn exists. Many of these students stay to form study groups and stay longer because there are snacks available to them. By securing a small, ongoing snack fund and tracking usage of the space, we expect to show an increase of usage in general, and study groups in particular. By providing best practices for how to study to these groups, we expect to see an increase in effective study habits and behaviors. Students report that our environment is welcoming—and we want to go that next step to make the reasons it's welcoming sustainable and improve the quality of the social studying that happens when students stick around because there are snacks and a supportive social environment.

3.   **1. Request Name (short title)** Learning Commons Faculty Coordinator
     2. Request amount 315000
     3. Type of Request Personnel
     4. Alignment to Goal(s) Secure funding for Learning Commons Faculty Coordinator position.
     5. Is this a one-time or ongoing expense. Ongoing
     6. Category of Request (Select all that apply).

     - Full-Time Faculty
     - Faculty Special Assignment or Reassigned Time

     7. The committee will separate goals with resource requests. Requests will be categorized into two groups: those to be ranked and those not ranked. The requests not ranked include Safety, Compliance, Personnel, and Position.
     Which of the following best describes your requests?

     - Personnel and Position: Requests that involve hiring, staffing, or reclassifying full-time or part-time faculty or staff. These requests are reviewed and approved through a separate process by the Faculty Staffing Committee or the Executive and Leadership Council.

     8. Provide a complete description, justification, or rationale for the requested amount. Describe how it aligns to the selected goal(s) and your responses to the above questions. (300 words)

     The Learning Commons Faculty Coordinator position provides faculty oversight over learning center operations, allows the college to collect apportionment for tutoring, teaches the tutor training course (GUID 28), works with faculty to identify and hire a diverse student tutor staff, serves on the student worker committee, consults with Academic Senate on student success matters pertaining to academic support, chairs the Academic Support Network Committee— which carries out the work of academic support on campus while connecting academic support services and programs with classrooms and other campus services and programs to ensure wrap-around support for students. The position ensures effective cross-disciplinary lines of communication and operations between academic support programs and ensures that academic support aligns with the college's strategic plan and best practices in the field. As we

continue to scale up embedded tutoring, online tutoring, Hollister tutoring, tutoring for CTE and community education courses, and tutoring and specific academic supports for each CAP as part of Guided Pathways, this position's duties are increasing to the point that a full-time faculty position would benefit the college and reduce the complications with adding additional part-time positions, which will be necessary to handle the increases in duties.

Executive Summary

Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for this year. Your audience will be your Peer Review Team, the program review Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).
The Learning Commons/Tutoring Center continues to excel in meeting its goals of providing sustainable, expansive academic support to Gavilan students. Key highlights include increased usage of services across embedded, in-person, and online tutoring formats, as well as growing requests for support in technology, Canvas navigation, and information literacy. Peer tutors remain the cornerstone of the program, fostering empathetic, motivational connections with students that faculty and staff cannot easily replicate.

This year, program efforts have focused on embedding tutors in 39 courses, close to the 20% increase goal set three years ago, and expanding services to Hollister. The coordinator iteratively revises the GUID 28 curriculum, ensuring peer tutors are prepared for the challenges posed by advancements in AI and shifting academic integrity practices. Additionally, the program has prioritized multilingual and neurodiverse support while broadening tutor expertise across disciplines to meet the evolving needs of students in different CAPs.

Looking forward, the program aims to support the growth of the Hollister Learning Center, increase bilingual English/Spanish tutoring options, and promote informal, student-led study groups. These goals reflect a commitment to strengthening Gavilan's supportive environment, enabling students to achieve academic success and persistence.

Attach Files

If there is any additional information regarding your program that you will like to have uploaded, please attach it here.
Attached File