



C U Y A M A C A  
· C O L L E G E ·

# **Annual Update Report**

SIS - Tutoring

## Increase Tutoring Usage While Addressing Equity Gaps in Usage

**Program Goal:** Increase usage of Tutoring services (access) to 15.7% of Cuyamaca students -- the level we saw in the 18/19 and 19/20 academic years -- while addressing equity gaps in usage.

**Goal Status:** Active

### Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Equitable Access:** Increase usage of Tutoring services (access) to 15.7% of Cuyamaca students -- the level we saw in the 18/19 and 19/20 academic years -- while addressing equity gaps in usage. (X)
- **Eliminate Equity Gaps in Course Success:** Increase usage of Tutoring services (access) to 15.7% of Cuyamaca students -- the level we saw in the 18/19 and 19/20 academic years -- while addressing equity gaps in usage. (X)
- **Increase Persistence and Eliminate Equity Gaps:** Increase usage of Tutoring services (access) to 15.7% of Cuyamaca students -- the level we saw in the 18/19 and 19/20 academic years -- while addressing equity gaps in usage. (X)

### Summary of Progress or Results

**Summary Date:** 01/08/2026

**Summary of Progress or Results:** In 2021-22 Tutoring saw 7.3% of all Cuyamaca students (838 unduplicated students).

In 2023-24, the year the Writing Center reopened, Tutoring saw 8.8% of all Cuyamaca students (1225 unduplicated students).

This increase is encouraging. We need to continue to find ways to communicate the availability of our free and services more effectively.

The Hispanic/Latinae access equity gap from 21/22 was eliminated – reduced to 2% -- in 23/24.

The male equity gap, however, increased from 12% to 13% from 21/22 to 23/24

**Reporting Period:** 2025 - 2026

**Status:** In Progress - will carry forward into next year

**What resources, if any, are needed to achieve this goal? (Select all that apply):** New faculty position, New classified position, Technology, Facilities renovation, Supplies, equipment, and/or furniture

**Action steps for this academic year.:**

Continue to find fadditional unding sources and opportunites to market out services.

Expand Tutoring Oreitnations and Tabling events.

Reopen the third Tutorig space -- the ARC Center -- in Fall 226.

## Adapt the Program to the Evolving Contexts in The Tutoring Field and at Cuyamaca College.

**Program Goal:** Adapt the program to the evolving contexts in the Tutoring field and at Cuyamaca College. (This goal involves ongoing adaptation of the Tutoring Program structure, locations, and use of technology given existing staffing and funding levels, student modality preferences, prioritization of functions based on available data, as well as refinement and further systematization of communication and collaboration with students, faculty, staff, and programs)

**Goal Status:** Active

### Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Equitable Access:** Adapt the program to the evolving contexts in the Tutoring field and at Cuyamaca College. (This goal involves ongoing adaptation of the Tutoring Program structure, locations, and use of technology given existing staffing and funding levels, student modality preferences, prioritization of functions based on available data, as well as refinement and further systematization of communication and collaboration with students, faculty, staff, and programs) (X)
- **Eliminate Equity Gaps in Course Success:** Adapt the program to the evolving contexts in the Tutoring field and at Cuyamaca College. (This goal involves ongoing adaptation of the Tutoring Program structure, locations, and use of technology given existing staffing and funding levels, student modality preferences, prioritization of functions based on available data, as well as refinement and further systematization of communication and collaboration with students, faculty, staff, and programs) (X)
- **Increase Persistence and Eliminate Equity Gaps:** Adapt the program to the evolving contexts in the Tutoring field and at Cuyamaca College. (This goal involves ongoing adaptation of the Tutoring Program structure, locations, and use of technology given existing staffing and funding levels, student modality preferences, prioritization of functions based on available data, as well as refinement and further systematization of communication and collaboration with students, faculty, staff, and programs) (X)

### Summary of Progress or Results

**Summary Date:** 01/08/2026

## Summary of Progress or Results

**Summary of Progress or Results:** AI. The rapid expansion of students using Artificial Intelligence in both productive and unproductive ways has impacted Tutoring. We were heavily impacted by students in some courses with pre-requisites struggling atypically with core skills and concepts. Some of these students explained to tutors that they didn't have fundamental skills because they had used AI in the prerequisite course. In one case, a student shared that AI had even "said" that learning those skills "wasn't important." This impacted our work in two ways: it necessitated additional tutoring support to remediate missing skills, and it demonstrated that the Tutors needed to have ways to talk to Tutees about the use of AI without judgement or blame.

In Fall 2025, we formulated a basic approach to discussing AI with tutees, helping them to understand different faculty have different expectations, where to look for faculty guidelines, and how and why to adhere to them. This approach was based off of similar guidelines being used at other California Community College Tutoring programs. A more formal anonymous survey of the tutors around what they see and hear about AI usage while tutoring and about the ways in which they use AI as students is queued up for Spring 2026.

Cuyamaca Tutoring is monitoring use of, and response to, AI within the region and nationally. Two of the Tutoring Center Specialists sits on the District AI Taskforce, and the Faculty Tutoring Coordinator sits on the Board of ACTLA, a national Tutoring organization that is carefully monitoring and responding to this issue. (Two years ago, two Cuyamaca Tutors served on a peer Education panel on the topic of Ai for the annual ACTLA Tutoring conference)

Adapted Hours to Funding. With increased wages, we have had fewer hours of tutoring that we can provide. So, rather than spreading very little tutoring out over many hours, the team chose to consolidate service into the hours of historical highest usage. The next analysis of our usage data will tell a more full story, but one example of this process succeeding was with nighttime ESL and English students. In Fall 24, we saw no students from ESL night classes – there were no English night courses. But in Fall 25, even though we didn't have any hours after 5 PM, we saw 46 ESL and English night students for a total of 186 sessions. (That was about 16% of the total Writing Center sessions for the Fall 25).

In order to accomplish this, we conducted additional evening Tutoring Orientation and ESL Canvas Workshops.

### Program Goal 3: Overcome Barriers to Collection of Apportionment on Tutoring Services

Resolve remaining barriers to apportionment collection and begin that collection while adhering to legal requirement's and all directives from the CCCCO.

**Reporting Period:** 2025 - 2026

**Status:** In Progress - will carry forward into next year

**Action steps for this academic year.:**

Continue to be responsive to changes as they occur.

## Overcome Barriers to Collection of Apportionment on Tutoring Services

**Program Goal:** Resolve remaining barriers to apportionment collection and begin that collection while adhering to legal requirement's and all directives from the CCCCO.

**Goal Status:** Active

### Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Equitable Access:** Resolve remaining barriers to apportionment collection and begin that collection while adhering to legal requirement's and all directives from the CCCCO. (X)
- **Eliminate Equity Gaps in Course Success:** Resolve remaining barriers to apportionment collection and begin that collection while adhering to legal requirement's and all directives from the CCCCO. (X)
- **Increase Persistence and Eliminate Equity Gaps:** Resolve remaining barriers to apportionment collection and begin that collection while adhering to legal requirement's and all directives from the CCCCO. (X)

### Summary of Progress or Results

**Summary Date:** 01/08/2026

**Summary of Progress or Results:** The Faculty Tutoring Coordinator continues to have discussions with various individuals at District; however, we are still waiting on implementation of SARS Trak or some other tool that can track contact minutes.

**Reporting Period:** 2025 - 2026

**Status:** In Progress - will carry forward into next year

**What resources, if any, are needed to achieve this goal? (Select all that apply):** Technology

**Action steps for this academic year.:**

Continue raising this issue wherver possible

**Summary Date:** 01/08/2026

**Summary of Progress or Results:** We are stalled on this goal depsite many meetings.

**Reporting Period:** 2025 - 2026

**Status:** In Progress - will carry forward into next year

**What resources, if any, are needed to achieve this goal? (Select all that apply):** Technology

**Action steps for this academic year.:**

We need to continue conversation at District and between the colleges s until a tool suitable for open-entry, open0exit tracking of minutes utilized is isimplemented.

## **Service Area Overview and Update**

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**Lead Author**

Mary Graham

**Collaborator(s)**

Thea Bugge, Taylor Fiehler-Roose, Veronica Nieves-Cortez, Saba Shafizadeh, Jessica Hurtado, Learning Assistance Center Advisory Committee (LACAC) members, Workforce Development Committee (WDC) members, various students, tutors, faculty, and deans

**Please briefly share the ways in which you collaborated with colleagues within and outside of your department to gather input to inform your program review.**

The Tutoring Center Specialists provided input throughout the year, especially during Summer 2025, on program response to outcomes data and on program function and processes. That group met once per week on most weeks during Fall 25, as well, and the team met formally to review the Annual Update items on December 16, 2025.

LACAC members provided input related to outcomes data, program priorities, and program function through committee meetings.

The Faculty Tutoring Coordinator presented at Academic Senate.

Students provided input through anonymous surveys.

The Workforce Development Committee graciously gave over most of one meeting in Fall 25 to discuss the Tutoring access gap for male students and to provide insights and suggestions.

Embedded Tutors and Faculty with Embedded Tutors provided input by way of anonymous surveys.

Students, Tutors, and Faculty shared comments in-person and by email throughout the year.

**Dean/Manager(s)**

Jessica Hurtado on major and minor program issues. Tammi Marshall, Jane Gazale, George Dowden on issues related to their divisions. Lauren Vaknin on issues related to student support. Aaron Bruce on data and equity efforts and marketing

**Please briefly share the ways in which you collaborated with your Dean on your program review to discuss your vision, goals, and resource needs/requests.**

We had monthly meetings, discussed items within LACAC, and met to discuss a draft of this annual update.

**Please summarize the significant changes and achievements that have occurred in your service area since the last program review.****Changes****HR Changes**

**The addition of the Special Provisional Employees category** is a very positive shift over where we were in Spring 25, when we were initially told we could only hire student workers. The goal is still to prioritize student workers, but this additional hourly worker category allows for critical flexibility, especially for Career Education programs in which students often quickly secure jobs in the field that pay much more than a Tutoring position does.

**The requirement for non-gcccd student tutors to pay for parking permits is an impediment to recruitment, given that those individuals are already paying for parking at another institution.**

**Changes in first day of work limitations for non-gcccd student workers based on IRS rules** mean that UCSD students, for instance, aren't able to begin until a few weeks into fall semester when their classes actually start. This impacts early semester tutoring availability in fall, precludes those Tutors

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from being embedded tutors in fall, and eliminates the option of pre-semester or early fall semester meetings or trainings for these tutors. GCCCD students cannot begin working until the first day of GCCCD classes. This also means they can no longer participate in training and meetings before classes begin in both fall and spring. Given the high turnover of our temporary workers, this has been a setback to properly preparing them.

**Additional cost for 3.5 hours of hourly employee training on FERPA, Title IX, Mandatory Reporting, etc** upon hire and then repeated annually for all hourlies has created an unexpected expense of more than \$4,200 for Spring 26 – or at least 245 hours of tutoring annually -- that we had not budgeted for. This HR training will be an additional expense each year going forward.

**AI. The rapid expansion of students using Artificial Intelligence in both productive and unproductive ways has impacted Tutoring.** We were heavily impacted by students in some courses with pre-requisites struggling atypically with core skills and concepts. Some of these students explained to tutors that they didn't have fundamental skills because they had used AI in the prerequisite course. In one case, a student shared that AI had even "said" that learning those skills "wasn't important." This impacted our work in two ways: it necessitated additional tutoring support to rapidly remediate missing skills, and it demonstrated that the Tutors needed to have ways to talk to Tutees about the use of AI without judgement or blame and also to remind students what human tutors can do that AI cannot.

In Fall 2025, we formulated a basic approach to discussing AI with tutees, helping them to understand different faculty have different expectations, where to look for faculty guidelines, and how and why to adhere to them. This approach was based off of guidelines being used at other California Community College Tutoring programs. A more formal anonymous survey of the tutors around what they see and hear about AI usage while tutoring and about the ways in which they use AI as students is queued up for Spring 2026. We also await guidance from the District AI Taskforce on which two of the Tutoring Center **Specialists sit.**

Cuyamaca Tutoring is monitoring use of, and response to, AI within the region and nationally. Two of the Tutoring Center Specialists sits on the District AI Taskforce, and the Faculty Tutoring Coordinator sits on the Board of ACTLA, a national Tutoring organization that is carefully monitoring and responding to this issue. (Two years ago, two Cuyamaca Tutors served on a peer Education panel on the topic of Ai for the annual ACTLA Tutoring conference)

**Increase in student preference for in-person Tutoring and in-person appointment-making.** It has been delightful to see more students choosing in-person Tutoring Sessions and making appointments in-person. This face-to-face contact provides the Tutoring Program the greatest opportunity to support students effectively and to easily share campus resources with them. It also helps create a sense of place within our Centers. We, of course, continue to have students making appointments by phone or email as well as choosing Zoom tutoring, and we will always support those contact strategies, as well. 31% of ARC sessions, 78% of Writing Center Sessions, and 85% of STEM Center sessions were in-person sessions in Fall 2025. Our expectation is that when ARC returns to having a sizable physical space of its own, close to the classrooms for the courses it serves rather than having its tutors in the STEM or Writing Centers, that the percentage of in-person sessions will increase.

**Preparation for return to three physical Tutoring spaces in Fall 2026.** The Tutoring team has been preparing for a return to three physical spaces in Fall 2026. The Academic Resource Center has been closed since the pandemic, and ARC Tutoring (Tutoring for Career Education courses and many general education programs from AHSS and some from AKHE) has been conducted in either the STEM Center or Writing Center or both since we returned to campus after the pandemic. The space previously used by ARC is currently being used by the Together we Rise and Black Student Success programs. The current plan is for ARC to move to the Tech Mall space in Fall 2026.

**The addition of a fourth Tutoring Center Specialist,** in line with the ASCCC position paper recommendations for levels of Classified Professional support in Tutoring for a college of our size, has freed up our staff for more Tutoring Orientations and ESL Canvas Workshops as well as for the two Zoom Saturdays that we added for Gear Up for finals. This fourth position replaced two previously existing .475 positions, which had allowed coverage later into the evening at two centers. A Board decision to approve only positions with full benefits made it impossible to replace the two .475 positions as they were. Thus, the two part-time positions were converted to a 1.0 position.

## **Achievements**

### **Increased Student Usage.**

In 2021-22 Tutoring saw 7.3% of all Cuyamaca students (838 unduplicated students).

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This increase is encouraging. We need to continue to find ways to communicate the availability of our free and services more effectively.

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**The Hispanic/Latinx access equity gap from 21/22 was eliminated – reduced to 2% – in 23/24.**

**Adapted Hours to Funding.** With increased wages, we have had fewer hours of tutoring that we can provide. So, rather than spreading very little tutoring out over many hours, the team chose to consolidate service into the hours of historical highest usage. The next analysis of our usage data will tell a more full story, but one example of this process succeeding was with nighttime ESL and English students. In Fall 24, we saw no students from ESL night classes – there were no English night courses. But in Fall 25, even though we didn't have any hours after 5 PM, we saw 46 ESL and English night students for a total of 186 sessions. (That was about 16% of the total Writing Center sessions for the Fall 25).

**Fall All-Tutor Meeting explored the weight of empathic distress and the path to, and value of, compassion work in Tutoring.** Tutoring is not easy work. In addition to tutors needing skills in the subject matter, in how to communicate successfully with a broad range of communication styles, in helping students navigate their own feelings around belonging and school, in meeting students exactly where they are at with regard to an assignment or skill, and in helping tutees understand the goals and processes of tutoring – including its metacognitive aspects -- tutors must also navigate the cumulative fatigue of the many strong emotions – and sometimes challenging behaviors -- tutees can bring into the tutoring space. This Fall, Tutoring approached the basics of empathic distress and of compassion – as defined by the Stanford Center for Compassion and Altruism Research and Education -- as they relate to both the experiences of both the Tutors and the Tutees. Based on feedback from that meeting, follow up conversations with Cuyamaca Tutors, and conversations with peer educators from multiple California Community Colleges who attended a Zoom workshop presentation by the Cuyamaca Faculty Tutoring Coordinator in November, Cuyamaca Tutoring will dig more deeply into these topics and also into issues such as how to understand and avoid unskillful communication and how to deal with feeling triggered in the Spring 2026 All-tutor Meeting. According to tutors, these discussions so far have been valuable in helping them feel positive about their work and in helping them communicate skillfully during unexpected or difficult situations. Most importantly, these conversations have helped them to avoid internalizing these types of experiences negatively.

**Clarifying, streamlining, and reallocating classified professional responsibilities in order to refocus team energies on identified program focal points.** Beginning late in Spring 2025, then focusing more heavily during Summer 2025, and continuing in Fall 2025, The Tutoring Center Specialists and Faculty Tutoring Coordinator met regularly to review, streamline, and codify processes and timelines, and to redistribute program duties. This process helped the team to clarify program priorities, provided a shared resource for process steps and timeframes, and began to even out workloads among the staff – some of whom have been with the program for many years and some of whom are much newer to the program.

**Two Zoom Saturdays added for Gear Up for Finals.** In an effort to provide additional access opportunities towards the end of the semester, Tutoring added four hours of tutoring in popular disciplines on Saturday, November 15 (Week 14) and Saturday, December 6 (Week 15). Usage was limited to 11 students, but this is the first year that students and staff have heard about such an opportunity. If funding permits, we will try again in Spring 26, to see if we can find more effective ways to advertise.

**Bridging support with Puente and Umoja.** Cuyamaca Tutoring worked with the Library and the Puente and Umoja Programs for study sessions. The Tutoring Coordinator met with the Umoja coordinator to encourage Umoja students to join the Cuyamaca Tutoring, and three Tutoring Team members offered to serve as Puente Mentors.

**Increase in students seeking anatomy tutoring in the Tutoring Area because of Anatomy Models available there.** Tutoring received funding in late Fall 24 to purchase some of the Anatomy models deemed most essential by the Anatomy faculty. These models were for use in the first floor Tutoring Area of the H Building. They were purchased in Spring 2025 and began being used late in that term. In Fall 2025, we saw an increase in students seeking out anatomy Tutoring in the STEM Tutoring space. (Prior to that, students were only able to use models within the second floor Anatomy lab). While the Biology department has long been – and continues to be – a very gracious partner, having tutors working with students in the second-floor lab requires that there be classified or faculty oversight from Tutoring in that space. This is challenging, as oversight is also required downstairs in the Tutoring area. Too, the second-floor Anatomy lab is sometimes in use for instructional purposes during Tutoring hours, and so is not always available for Tutoring use at times when tutors are available. Now, students may use those Tutoring anatomy models which Tutoring currently possesses while working with a tutor or under the supervision of a Tutoring Center Specialist within the STEM Tutoring space on the first floor of the H building. The library also requested models so that after STEM Tutoring closes, students may work with models in the library, as well. Tutoring will continue to build out resources to support both anatomy and Physiology gradually – which also protects the critical resources that belong to the Biology department.

**INCREASING INCLUSION FOR FARSI/DARI SPEAKING STUDENTS.**

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**Support for Middle Eastern Music Festival.** While there is a robust sense of community among the Arabic-speaking students on campus, the Farsi/Dari-speaking students have been more isolated due to their more limited numbers, the limited numbers of Farsi/Dari speakers among the faculty and staff, and a lack of culturally relevant campus events focused specifically on Farsi/Dari-related traditions. Because of Tutoring's close connection with the ESL Program and its students, these gaps were very clear. In Spring 25, Tutoring began looking for ways to create more inclusion for these students. Tutoring partnered with ESL and World Languages to support the Performing Arts Department with their wonderful Middle Easter Music Festival, in an effort to help Performing Arts expand the already successful and impressive event and make it more "Pan Middle Eastern." Tutoring recruited skilled musicians focused on traditional instruments used in Farsi/Dari-speaking countries, ensured signage in Farsi, and even convinced the amazing musician volunteers to provide traditional instruments for the instrument "petting zoo."

**Shabe-Yalda.** In December 2025, with the promotional assistance of ESL, Performing Arts, and World Languages, and the space and technical support of Performing Arts, Tutoring sponsored Shabe-Yalda, a traditional secular celebration of the Winter Solstice. Traditionally, musicians play and recite poetry from beloved poets like Hafez and Rumi, and red foods, like pomegranates and watermelon, and nuts are served. The volunteer musicians played and recited the poems in both Farsi and English. 53 students, 9 staff, and 3 guests attended. Two quick comments from the event help capture the essence of the student feedback: "Yalda is a very special celebration for our people... thank you" and "Thank you for bringing me, Professor Laurie. This is exactly what I needed!" A special thanks to Saba Shafizadeh, Tutoring Center Specialist in the Writing Center, for his attention to this community.

### Attach Related Documents - Service Area Overview and Update

[TutoringSAO1Spring24.pdf](#);

[Tutoring Centers ARC STEM WC Student Demographics and Outcomes 2021-2022.xlsx](#);

[Cuyamaca-Tutoring-Access Report-2324-Final-2025-06-26.pdf](#)

## Student Learning Outcome/Service Area Outcome Assessment and Student Success

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### Student Access, Learning, and Achievement

**Student Services areas collect data in many different ways. This may include the number of students, employees, or community members served, survey results, or other reports prepared by the department and external organizations. Which data was used for your service area?**

Anonymous surveys of faculty, students, and tutors.

Data collected on each Tutoring session by Cuyamaca Tutoring and carefully reviewed for data accuracy before being sent to IESE for analysis

**Please discuss any equity gaps in access or success the data revealed. What action will the department or discipline take to address these equity gaps? If equity gaps have been reduced or eliminated, please share what the program did to achieve this. If equity gaps still exist, consider the specific steps your department will take to address equity gaps.**

### SUCCESS DATA

The most recent report on the Course Success impact of Tutoring from the IESE Office is from the 2021-22 academic year. It revealed that students who utilized Tutoring more than once were, on average, 14% more likely to succeed in their classes than students who did not utilize Tutoring or didn't use it more than once.

And all ethnic groups who attended more than 1 Tutoring Session saw greater increases in course success than their white counterparts -- EXCEPT the Indigenous group, which had only one student.

Given this positive picture of the impact of Tutoring on course success for all ethnic groups except Indigenous students, a clear take away for Tutoring is the importance of eliminating Tutoring access gaps. Especially for Indigenous students.

### ACCESS DATA

**The 2021-22 access gap for Hispanic/Latinae students was 6%, and in 2023-24 that gap was reduced to 2%.**

We hired additional Hispanic/Latinae Tutors, trying wherever possible to hire native Spanish-speakers

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We reached out to Together we Rise/Black Student Success Center and had Tutors visit for study sessions and to explain services. We also worked with the Library, which hosted study events.

We expanded Tutoring Orientations in which Tutors visited classrooms or faculty brought their students to one of the Tutoring Centers in order to get the word out to students about Tutoring services

In addition to general Tutor Training in principles and strategies of education and of Tutoring, tutors also complete an asynchronous training we designed to help them more fully explore the impact of structural racism, microaggressions, and issues of belonging on student success. This training also focuses on what tutors can do to help students normalize struggle and doubt and to feel supported by and connected to the campus. Tutors consistently respond that this training helps them to better serve students and that it made them feel more supported as students, as well.

We had tutors and staff of multiple language backgrounds table at multiple campus events – including the New Student Orientation.

Embedded Tutoring reached people in classes who might not otherwise have come to tutoring sessions. A consistent, friendly face within their classrooms can have a significant impact on how likely some students are to venture in our spaces.

**The 2021-22 access gap for male students was 12%, and in 2023-24 that gap increased to 13%.**

We will continue to hire more male tutors.

When there are no male tutors in a discipline, we will bring male tutors from other disciplines in for Tutoring Orientations both inside of classrooms and within our centers.

While we have not had good luck with this, we will continue to seek out male tutees willing to make brief videos focusing on the value they found in Tutoring or what almost prevented them from using Tutoring.

In Spring 2026, we will begin collecting information on Embedded Tutor-Student contacts within a classroom or lab setting. It may be that more male students are receiving support from a tutor within a classroom – and then are not coming to a Tutoring Center for a session – than we realize.

Partnering with faculty to conduct a brief survey of students in their courses to determine why those students who do not use Tutoring do not use it.

We will expand -- and rename – the Understanding and Combating Structural Racism asynchronous tutor training so that it includes sections on gender-related barriers in society and higher education and also barriers for our LGBTQIA students.

We will request that the 2024-25 Tutoring data analysis from the IESE office disaggregate information on male students so we have a better picture of which male students we are and are not seeing. This may help us better target our marketing.

**Data for Indigenous and Pacific Islander students were suppressed due to the small group sizes among tutoring attendees.**

Clearly this indicates that we have work to do better reaching these student populations. We will see if any of our other interventions impact this shortcoming of our program.

## Related Documents - Student Access, Learning, and Achievement

[Cuyamaca-Tutoring-Access Report-2324-Final-2025-06-26.pdf](#);

[Embedded Instructor Survey F25.pdf](#);

[Relative Course Success Benefit for Attending More than One Session.docx](#);

[Tutoring Centers ARC STEM WC Student Demographics and Outcomes 2021-2022.xlsx](#)

## Service Area Assessment

**Did your program complete and submit SLO/SAO assessment in the last year?**

Yes

**Which SLO/SAOs did you assess in the last year?**

SAO 3 Support instructors and programs by providing individualized academic support that meets the specific needs of our diverse body of students.

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**SAO 3 Support instructors and programs by providing individualized academic support that meets the specific needs of our diverse body of students.**

**SAO 4 Promote pursuit of education and educational career goals among our diverse pool of Cuyamaca Student and Cuyamaca Alumni tutors.**

**If you did not assess in the last year, please share why, including whether your program is experiencing barriers to assessment or data submission, and/or if your program would benefit from outcomes and assessment support.**

SAO 1 “Promote tutee empowerment, independence, and long-term success through culturally conscious, learner-centered, process-oriented tutoring which promotes self-regulated learning” will be assessed again in Spring 2026 through a survey of students who accessed tutoring. This SAO was not assessed this year.

**Please share any outcomes assessment projects your service area has completed in the last year and how the service area used the results for improvement.**

**SAO 2 Positively impact student success, retention, persistence, improvement, and completion – with special focus on issues of disproportionate impact.**

These analyses have to be conducted by the IESE Office based off of data carefully collected by Cuyamaca Tutoring for each tutoring session. The most recent report on the Course Success impact of Tutoring from the IESE Office is from the 2021-22 academic year. It revealed that students who utilized Tutoring more than once were, on average, 14% more likely to succeed in their classes than students who did not utilize Tutoring or didn't use it more than once. And all ethnic groups who attended more than 1 Tutoring Session saw greater increases in course success than their white counterparts -- with the exception of the Indigenous group, which had only one student.

Given this positive picture of the impact of Tutoring on course success for all ethnic groups except Indigenous students, a clear take away for Tutoring is the importance of eliminating Tutoring access gaps. Especially for Indigenous students.

We do have more current Access data.

**The 2021-22 access gap for Hispanic/Latinas students was 6%, and in 2023-24 that gap was reduced to 2%.**

**The 2021-22 access gap for male students was 12%, and in 2023-24 that gap increased to 13%**

Data for Indigenous and Pacific Islander students were suppressed due to the small group sizes among tutoring attendees.

**SAO 3 Support instructors and programs by providing individualized academic support that meets the specific needs of our diverse body of students.**

In Fall 2025, Tutoring conducted an anonymous survey of instructors who had an Embedded Tutor.

100% of respondents to the survey of faculty who had Embedded Tutors in Fall 25 “agreed” or “strongly agreed” that having an Embedded Tutor helped them meet student needs

100% of respondents to the survey of faculty who had Embedded Tutors in Fall 25 “agreed” or “strongly agreed” that having an Embedded Tutor helped them feel supported by the college

100% of respondents to the survey of faculty who had Embedded Tutors in Fall 25 “agreed” or “strongly agreed” that they would want an Embedded Tutor again – though one faculty member indicated they would prefer to have an Embedded Tutor only during peak times of the semester.

This information assures us of the value of Embedded Tutoring and of the way in which we prepare tutors for that work.

The fact that one instructor felt that an Embedded Tutor could simply visit the course intermittently at peak told us a couple of things. First, that faculty are likely very conscious of the cost of an Embedded Tutor. Secondly, that we might not have explained the value to the Tutor being in the classroom regularly to hear all directions and discussions throughout the course and to become a reliable and comfortable presence for students. If, given this information, faculty still prefer that type of approach, we can certainly adhere to their wishes.

**SAO 4 Promote pursuit of education and educational career goals among our diverse pool of Cuyamaca Student and Cuyamaca Alumni tutors.**

Currently, we have 8 Classified Professionals and 11 Faculty within the district (one faculty member is at Grossmont College, all others are at Cuyamaca College) who were first Cuyamaca College Students and then Cuyamaca College Tutors before ultimately securing their employment as Classified Professionals or Faculty at the college(s).

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This information does not include the many former Cuyamaca students who became Cuyamaca tutors and then entered education at other institutions outside of the GCCCD within the county, state and the country.

This information suggests that we are helping Cuyamaca students acquire valuable skills towards employment.

### Related Documents - Service Area Assessment

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[Embedded Instructor Survey F25.pdf](#);

[Relative Course Success Benefit for Attending More than One Session.docx](#);

[Tutoring Centers ARC STEM WC Student Demographics and Outcomes 2021-2022.xlsx](#);

[Tutoring SAO 4 Former CC Students became tutors are now working at Cuyamaca or Grossmont 2025.docx](#);

[TutoringSAO1Spring24.pdf](#)

## Program Goals

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## Submission

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**Program Review response is complete and ready for review.**

Yes - Response is complete and ready for review

## Dean Approval and Feedback

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**I have reviewed the program review with the author and provided feedback.**

Yes - Review and feedback complete

### Feedback

Mary and I met to discuss the draft of the program review, I provided recommendations. A few collaborations that were important to share; the UMOJA and Puente Learning Communities study jam (with tutors) at the library. Along with the focus on how tutoring is attempting to revisit the conversation around eSARS. We also discussed the funding request to purchase more anatomy models for the tutoring center. Overall it is a great Program Review.