

1) In order to receive apportionment from the state for positive attendance hours, students who receive tutoring must enroll in a non-credit course. Enrollment in the non-credit course also generates WSCH for the college. College of Marin students who currently receive tutoring are not enrolling in the course. Section 58168 in Title V describes this requirement:

Student attendance in tutoring is eligible for apportionment only in a noncredit course offered under the provisions of Education Code section 84757(a)(2).

2) According to Title V, students who receive tutoring must enroll in a non-credit course. To enroll in this course, students must be referred to the program by either a counselor or a faculty member. Currently, the Tutoring Program does not have a referral system in place. However, it should be noted that this requirement is currently under review by the statewide Academic Senate. Section 58170 in Title V describes this requirement:

Students enroll in the Supervised Tutoring course, through registration procedures established pursuant to section 58108, after referral by a counselor or an instructor on the basis of an identified learning need.

**6. List all staff members in the program. Include their names, titles, qualifications, FTE equivalents, and funding source.**

Tutoring Center Coordinator: Oksana Pensabene, 1.0% FTE  
35-45 part time peer tutors

**7. What are the demographics of the students in the program and how do these demographics compare to the overall college population?**

The program serves all students at the college including international students, basic skills students, students who have physical or learning disabilities, and students of multiple ethnic, cultural, and socio-economic backgrounds. We offer tutoring for all levels of courses including basic skills and transfer level courses. On average, more than half of the tutors employed during a semester speak more than one language. When English as a Second Language (ESL) students request tutoring explanations in their native languages, an attempt to accommodate their requests is made whenever possible.

## Measuring Student Progress

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**1. How is student progress tracked within the program? How well are students progressing through the program? Include data to support your assertions, if it is available.**

Each semester, students complete two evaluations that ask a series of questions about their experiences in the TLC. The Tutoring Center Evaluation survey (see Attachment A) asks students to rank a series of statements regarding the program and whether they feel tutoring impacted their academic success. Since the last program review, an additional survey, The Math Peer Tutoring

Evaluation (see Attachment B), has been added to evaluate the efficacy of math tutoring in the TLC. The ranking scale includes strongly agree, agree, neutral, disagree, and strongly disagree.

Total number of Tutoring Center Evaluations and Math Peer Tutoring Evaluations from spring 2012 - fall 2014: **200** (see Attachment C and D)

**SLO #1: Tutoring helped me to understand the course material better.**

Survey question: Tutoring is helping me improve my grades at COM.  
91% of those surveyed strongly agreed or agreed. 9% were neutral.

**SLO #2: I would like the tutors to be available more on nights and weekends.**

Survey question: I would like the tutors to be available more on nights and weekends.  
63% of those surveyed strongly agreed or agreed. 37% disagreed or strongly disagreed.

**SLO #3: Tutoring helped me to improve my performance on assignments and exams.**

Survey question: Tutoring helped me to improve my performance on assignments and exams  
100% of those surveyed strongly agreed or agreed.

**Student Learning Outcomes Matrix**

I	II	III	IV
<b>Course or Program Learning Outcomes</b>	<b>Assessment Method</b> Include assessment method and who, what, when, how	<b>Assessment Results Report</b> Include main findings, date and report authors	<b>Use of Results</b> How will instructors modify instruction and/or assessment if appropriate? Include date of discussion and date of implementation.
<b>Tutoring helped me to understand the course material better.</b>	<b>End of the semester survey given to students in the TLC</b>	91% of those surveyed strongly agreed or agreed. 9% were neutral.	We will revise tutor training fall 2015 to make sure tutors are using assessment techniques with students to measure understanding.
<b>I would like the tutors to be available more on nights and weekends.</b>	<b>End of the semester survey given to students in the TLC</b>	63% of those surveyed strongly agreed or agreed. 37% disagreed or strongly disagreed.	We are requesting additional staff so we can offer tutoring during more hours.
<b>Tutoring helped me to improve my performance on assignments and exams.</b>	<b>End of the semester survey given to students in the TLC</b>	100% of those surveyed strongly agreed or agreed.	We will attempt to continue to maintain this excellent outcome.