



GOVERNING BOARD REPORT

February 11, 2020

Tutoring Services at Palomar College

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Reviewed by Acting Superintendent/President, Dr. Jack Kahn*

Background

The tutoring opportunities provided to Palomar College students have played an important role in the success of our students. Student data from 2014 indicates, students who received tutoring succeeded in their related courses at a rate of 12% higher than students who did not receive tutoring.

Over the past thirty years, the tutoring services at Palomar College have expanded from primarily a one-stop tutoring center to at least sixteen distinct tutoring programs/locations throughout the District, including those at Camp Pendleton, the Teaching and Learning Centers at the Escondido, Rancho Bernardo, and Fallbrook Education Centers and services offered online. As our tutoring services expanded, so did faculty oversight, classified support, hourly tutoring staff, equipment and software.

Analysis

While College's tutoring centers over the years have provided an important service to our students, it has come at a significant cost to our district. The Fiscal Crisis and Management Assistance Team (FCMAT) report became the impetus by which we began to evaluate all District operations, including tutoring. The initial evaluation resulted in a reduction of \$33,250 in overall tutoring expenses.

There are two primary funding sources for tutoring services:

- General Funds (required for apportionment)
- Title V/HSI STEM, VA, SEA/BSI, CAEP, and Lottery funds for online tutoring subscription.

In order to receive apportionment for tutoring, each tutoring program must comply with a robust list of requirements and provide documentation for each of those conditions. Of the sixteen tutoring programs, six qualified to earn apportionment in Fiscal Year 2018-19 (FY18-19): Math Center, STAR, ESL, Reading, STEM, and Disability Resource Center.

In FY18-19, the College received a total of **\$92,612** (calculated using FY18-19 Career Development College Preparation - CDCP FTES rates).



Tutoring-Related Expenditures (Estimated for FY19-20)

Total Tutoring-Related Costs	Total Covered by Categorical Funds	Total Covered by General Fund
\$3,803,603.42	\$ 687,637.59	\$3,115,965.83

Breakdown of General Fund Costs (Estimated for FY19-20)

Academic Salaries/Benefits	\$70,125 \$701,253
Classified Salaries/Benefits	\$2,112,719
Hourly (incl. benefits)	\$267,840
Supplies	\$15,054
Online Tutoring	\$16,000

Discussion and Collaboration for Improved Cost Efficiencies

- Early in fall 2019, then Assistant Superintendent/Vice President of Instruction, Dr. Jack Kahn met with current and past Tutoring Committee Chairs, Katy Farrell and Leanne Maunu, to discuss potential ideas for future planning and cost-cutting parameters.
- During FY18-19, then Dean Sivert worked with Dr. Kendyl Magnuson to develop an in-house tracking system enabling the Centers to collect data required for apportionment and generation of reports. The new system, known as PAT 2.0, is nearly ready for implementation. A prototype will be previewed in early March 2020.
- In December 2019, Dean Pearl Ly met with the Tutoring Committee to discuss short-term reductions, the PAT 2.0 update, and general re-envisioning of tutoring for FY19-20. Dean Ly and Dean Justin Smiley then met with tutoring center leads for further discussion on cost reductions and redesign of tutoring services.
- The Math Center and STEM Center are moving forward with a plan to better leverage resources, with the hiring and training of all STEM tutors taking place in the STEM Center. The STEM Center currently has 1 FTE CAST employee and 1 FTE Classified employee.
- At present, Dean Fabienne Chauderlot is scheduling tours of other tutoring models at Community Colleges in southern California. The sites will include Mesa College, Saddleback College and/or Riverside City College, and possibly Southwestern College. Tour participants include tutoring center faculty and staff.
- Discussions and collaboration between administration, faculty, and staff regarding a redesign of tutoring services at the College are scheduled to continue. We need to find a model that is in the best interest of serving students while also fiscally responsible for the College. Due to the fiscal health of the District, it is imperative that a new model of tutoring services be implemented no later than July 1, 2020.

Tutoring at Palomar College

Presentation to the Palomar College Governing Board
February 11, 2020

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Tutoring & Student Success

- 2014 IRP Data: 12% higher success rates
- Accessibility
- Range of Services → *Tut Services website*

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Tutoring Committee

- Tutoring Committee *formed ~2012*
- Faculty Senate Committee
- Faculty leads of tutoring centers, classified tutoring center coordinators, and deans for LL and MSE
- Main Focus —
- Centralization of processes such as hiring, training, etc.

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Fall 2019

- September/October
 - Discussion of potential parameters guiding hourly cost reductions
- November
 - FCMAT recommendations
- December 2019
 - Meetings with Tutoring Committee
 - \$33,250 reduction in General Funds
 - Meetings with tutoring center leads for further discussion on reductions and redesign

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Fall 2019/Spring 2020

- Tutoring related costs (2019-2020) = \$3,803,603
 - General Fund = \$3,115,966
 - Categorical Funds = \$687,638 → BSI, HSI, SEA
- Revenue/Apportionment (2018-19)
 - \$92,612

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Next Steps

- February 2020
 - Tours of tutoring models at other CCCs → Mesa, Southwestern, Saddleback
 - Includes tutoring center faculty and staff
- February – May 2020
 - Discussions regarding redesign of tutoring at Palomar with administration, faculty, and staff
- July 1, 2020
 - Implementation of new model

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Questions?

Thank you.

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