

# Course Embedded Tutoring FIG Final Report

Winter & Spring 2023

The FIG consisted of members for different areas across the college campus. Members included:

1. Ingrid Nordstrom – Writing
2. Wendy Rose - Math
3. Jeneva Anderson – Biology
4. Stacey Kiser – Biology
5. Julie Pfaff - ABSE
6. Meggie Wright - Library/OER
7. Terry Macedo Ivanauskas - Social Science/Economics
8. Judith Kelly - ABSE & Academic & Tutoring Services tutor
9. Claire Graman - Academic & Tutoring Services tutor
10. Jacob Digioa-Miller - Academic & Tutoring Services tutor & Lane student
11. Sara Pittman - Academic & Tutoring Services

**Topic:** Course Embedded Tutoring (CET)

**Overall question:** "How would the college begin, expand, and enhance embedded tutoring to support student success at Lane?"

Used throughout the FIG were two Jamboards one focused on guiding questions for each meeting and another focused on Roles, Responsibilities, and Training.

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## Meetings Overview

**Meeting #1:** January 30, 2023

Topic: Overview of CET

Meeting conversation framed by reading Supplemental Instruction and Embedded Tutoring Program Assessment: Problems and Opportunities and Evidence to Support Peer Tutoring Programs at the Undergraduate Level articles; reviewed different program's websites and program materials that other schools had shared.

Members shared their experience with course embedded tutoring - including successes and challenges. Conversation also focused on the challenges students and instructors

are facing in the classroom. The FIG decided to focus on training, defining roles and responsibilities, and how to recruit tutors.

**Meeting #2:** February 23, 2023

**Topic:** Roles, Responsibilities, & Training

Before the meeting, members watched [Bringing Tutors into the Classroom: Piloting Embedded Tutoring](#) and [Embedded Tutoring for Faculty](#) in addition to reviewing training materials from other colleges that had been shared.

During the conversation, a few key areas for support that could be addressed in a CET program surfaced, specifically helping students' digital literacy skills and navigating the learning environment, enriching the learning environment (especially online) by having someone besides the instructor to interact with students, and helping students connect to campus resources. We decided to focus on defining roles and responsibilities.

**Optional Meeting:** March 8, 2023

Chat with [Glendale Community College's](#) course-embedded tutoring program.

Guiding questions/topics:

1. Overview of Glendale Community College and how CET fits into the overall scope and is funded.
2. How do you select courses, tutors, etc.?
3. What does training for both faculty and tutors look like?
4. How do you measure success/evaluate CET?
5. Share some successes and some obstacles? How'd you overcome the obstacles?
6. Any lessons learned?

**Meeting #3:** March 22 , 2023

**Topic:** Roles and Responsibilities (with some thoughts on training)

Four roles were defined for the CET program: tutor, faculty, Academic & Tutoring Services, and students. Google Docs were created for each role and members began listing what each role should be responsible for based on personal experience and from reviewing different programs. Responsibilities from surveying approximately 20 different programs were added to each role as well and sorted into categories based on similarities. Through this process, areas for training began to emerge. Also, members that attended the chat with Glendale Community College shared their take-aways with the group.

#### **Meeting #4:** May 2 , 2023

##### **Topic:** Roles and Responsibilities Continued

The four roles were revisited with a focus on the role of the student in a course embedded program. Areas that needed further clarification:

- When should a tutor refer the student back to the instructor?
- When could a tutor be a best fit for helping students?

Recommendation: provide a general overview of do's and don'ts document and something that explains the difference between the tutoring models available.

#### **Optional Meeting:** May 10, 2023

Chat with Mesa Community College's course-embedded tutoring program.

Guiding questions/topics: (same as with Glendale Community College). Mesa Community College shared all their CET materials with the FIG.

#### **Meeting #5:** May 18, 2023

##### **Topic:** CET FIG Wrap-Up - Reflection on CET

Shared take-aways from meeting with Mesa Community College. Members of the FIG shared their take-aways from this experience. Biggest area of interest, how could members stay engaged with course embedded tutoring and help advocate for the program.

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## **Outcomes and Benefits of FIG**

Benefits from participating the Course Embedded Tutoring FIG:

1. Becoming more aware of the nuances related to creating an embedded tutoring program at Lane. This experience increased many participants' understanding of what a CET

program could accomplish, how to foster faculty buyin, and what the specific roles are of tutors, faculty, and ATS.

2. Learning how CET can benefit students across campus and in other areas and that programs like CET and tutoring can help students with more than just academic content.
3. "Hearing from people who serve in different (non-faculty) roles, especially those who have actually worked as CETs. As faculty members we often think about ourselves and our students and fail to give enough consideration to the vast and varied team that supports student (and faculty!) success at an institution." – Julie Pfaff
4. "It felt really good to meet with a group of people who are interested in moving this program forward. Our discussions focused on what is possible, and though no one ever shied away from discussing the challenges and institutional constraints, everyone maintained positive energy and showed a clear desire to get something done. That felt good." – Ingrid Nordstom

What was helpful:

1. The readings - specifically the ones that outlined the roles and responsibilities of tutors, faculty, and ATS.
2. The talks with other campuses -
  - a. They showed what's possible, what's working/not working at other campuses and they showed how those institutions overcome hurdles.
  - b. They also highlighted some common challenges across institutions and provided a model for what could work at LCC.
  - c. It was helpful to see other campus data about increased student retention and success.
  - d. "Learning more about what other programs aspire to and how they manage their constraints helped me think about what's possible at Lane in a new light." –Julie Pfaff

Sharing of learning:

1. The roles and responsibilities of tutors, faculty, students, and ATS will be used as a framework for creation of the roles and will be a part of training tutors and faculty.
  - a. This framework will also be apart of discussions with areas as we bring more areas into the the program
2. Individuals members will share what they learned from this FIG with others in their departments and to help advocate for the program