The self-study sections of the Tutoring Center Program Review (Tutoring Center Profile and the Gauging Tutoring Center Performance) and the Program Review Report from the outside consultant, Lori Pennel, have been used to write this final report. The information contained in these reviews is now organized by program strengths, followed by program issues, and, finally, concluding with recommendations to strengthen the Tutoring Center Program.

Strengths

1. The Tutoring Center (TC) has clearly defined mission, key goals and key functions.

   • From the TC Profile: The Mission of the Tutoring Center is to assist students who need academic support through a variety of strategies and services. The Tutoring Center helps students to become successful independent learners. The key goals are to increase the post-secondary retention and success of approximately 650 disadvantaged students and to facilitate student learning for all students in their academic endeavors while at CCCC. Key functions supporting these goals include: to determine areas of student need, to estimate the number of tutors and times when tutoring in each area is needed, to hire tutors with requisite qualifications, and to provide tutoring at times convenient for students. To accomplish this: information, training sessions for tutors are organized on topics such as learning styles, characteristics of students with various learning needs and disabilities; college services are publicized to be sure all students are aware of available tutoring; classroom presentations are provided when requested; and, feedback from students is sought.

   • From the Gauging TC Performance: In the 2003 Strategic Plan, Section IV addresses animating the values of opportunity, quality, and integrity “that shape CCCC as a student-centered, community-based institution of learning.” Tutoring itself and the Tutoring Center exemplify these values. Tutoring is widely promoted on campus as free academic support for every student attending CCCC and the Center hours have expanded to meet the needs of CCCC students (opportunity). The Tutoring Center strives to offer appropriate academic support based on the individual student’s learning needs, using all the resources available here at CCCC to properly identify an individual’s learning challenges (quality). Tutor training, management and scheduling emphasize respect for every individual in contact with Tutoring Center employees — whether inside or out of the Tutoring Center (integrity). The tutoring schedule is student centered and differs from semester to semester as does the student population. Tutoring contributes to the
opportunity, quality, and integrity of the institution as evidenced by our student success rates and the stability in the number of students being tutored, both reported annually.

- From the outside consultant: This evaluator found the Tutoring Center and Math Learning Center to be strong programs overall. They fulfill their mission and are well-used by students at CCCC. The Tutoring Center is well-run and highly organized center that offers tutoring on a one-to-one appointment basis with students. The most well-defined program of the three programs under review, . . .

2. The tutors are the strength of the Tutoring Center.

- From the TC Profile: The core program of the Tutoring Center is one-on-one, subject-specific tutoring provided by approximately 25 professional tutors. There have also been in-the-classroom workshops facilitated by tutors. The core program serves a variety of students including those in transfer courses leading to Health Sciences and other major A.S. programs, those who are under prepared and in developmental classes, and those with special needs.

- From the Gauging TC Performance: The Tutoring Center's primary strength is the high caliber of its tutors. Currently, our tutors are all paid professionals.

- From the outside consultant: One of the strengths of CCCC's programs is the longevity of its tutors. Many have ties to Cape Cod that span decades and many teach as adjuncts which provides a strong connection with the student population. Tutors were interviewed from both the Tutoring and Math Learning Center. All the tutors interviewed came from the college’s pool of professional tutors. Many work across academic support programs on campus.

3. The current organization structure/support staff has strengthened the Program.

- From the TC Profile: Currently, the Dean for Learning Support Services (LSS) is responsible for all aspects of the Tutoring Center and he oversees the Math Lab and Writing Resource Center. The Dean for LSS reports directly to the Vice President for Academic and Student Affairs. The Dean has delegated a large part of the Tutoring Center operation responsibility to his Administrative Assistant. The Administrative Assistant schedules the tutors and oversees student activities in the Tutoring Center. She is the first line of communication between the tutors and students who use the Center. She evaluates current needs and makes requests to the Dean to fulfill those needs. She keeps accurate records and prepares annual reports and grant proposals. There is also a full-time clerk/receptionist in the Tutoring Center.

- From the TC Profile: Currently the Tutoring Center staff consists of a Dean, the Dean’s Administrative Assistant, a clerk/receptionist, and 25 part-time professional tutors. The current full-time staff has been in place since 2004, January (Dean and clerk) and April (Admin. Assist.). The administrative staff is a Hispanic man, the two support staff are Caucasian women, and the tutoring staff is highly diversified. The Dean has a Master’s Degree and has completed Doctoral course work. His assistant has a Bachelor’s Degree. The clerk/receptionist has a high
school diploma and has completed some college courses. The tutors have varying levels of college work from Associate Degrees through Master’s Degrees.

- From the outside consultant: Administrators, staff and tutors are deeply committed to support services at Cape Cod Community College. Those interviewed spoke passionately about the work they do and the students they serve. This evaluator praises their professionalism, accountability, dedication and responsiveness to the CCCC community.

4. The Tutoring Center has strong leadership; contributions to the College’s academic enterprise are encouraged.

- From the TC Profile: The current Dean for Learning Support Services is also the Affirmative Action Officer of the College. He teaches one course a semester, serves on many standing and ad hoc committees, and is actively involved with the administration at CCCC. The current Administrative Assistant has served on standing and ad hoc committees, is active in the Support Staff Association, and has been instrumental in starting new professional training programs on campus. Several tutors are also adjunct faculty at CCCC or serve as academic advisors. Some of the tutors were once students at CCCC.

- From the Gauging TC Performance: The Dean for Learning Support Services serves as a liaison between the coordinator of the Tutoring Center and the Administration. He holds regular Division meetings but is most effective because he is visible and supportive on campus. His employees know how their work contributes to the success of Learning Support Services because results are shared with them. Also, the tutoring staff sees the results of their work in the students. The tutoring staff receives significant positive reinforcement from all with whom they interact. The Dean promotes dialog among his staff. He gives feedback when requested but otherwise, leaves them alone to do their work. He encourages innovation and provides an atmosphere such that his employees keep him informed. He promotes open communications and creativeness; an example of this is seen in the advancement of the use of technology in the Tutoring Center. The College allocates funds for professional development and the Dean encourages the tutors and support staff to use those funds. Also, professional organization membership fees (i.e., CRLA) are paid by the College. The Dean covers all costs for our tutor training as well as pays the tutors’ wages for their time in the training. The Dean is always available to meet with individuals. He has supported employees and students in their personal improvement endeavors. He responds positively to requests for tutoring support materials such as books, software, or other media material. He is a strong liaison between the Division employees and the College administration. He encourages the use of technology. He responds immediately to environmental situations that interfere with providing tutoring services to the students.

5. The Tutoring Center uses technology to improve student academic support services.

- From the TC Profile: There are twelve computers in the Tutoring Center. Two are for use by the support staff; the other ten are for use by tutors and students during the tutoring process. These
ten computers are maintained and updated each semester by the CCCC Department of Information Technology, keeping them current with the other open computer labs on campus to ensure their usefulness in the tutoring process. Tutoring appointments are made through a leased on-line appointment system owned by TimeTrade Systems. The students can make their own appointments on-line anytime of day, or they can have the staff at the Tutoring Center do it for them by calling or coming to the Center during working hours. The Administrative Assistant, working closely with TimeTrade, is responsible for maintaining the data files insuring they are current each semester. She is responsible for training users of the program. Finally, CCCC participates in eTutoring.org which is a collaborative, online tutoring program sponsored by the Connecticut Distance Learning Consortium (CDLC). In addition to providing almost 24 hours a day, seven days a week tutoring support for all our students, this program provides access to tutoring through technology for students who cannot get to campus to use the Tutoring Center. Our students also benefit by having access to tutors from all the Consortium colleges. The Dean is the eTutoring administrative support on the CCCC campus. He is able to monitor and pull reports on both our students using the program and our participating tutor.

- From the Gauging TC Performance: Implementing the online appointment system and participating in online tutoring have been the most innovative changes over the past three years. The appointment system has made it easier for both students and tutoring center staff to make and manage appointments. It has also provided more accurate appointment information for reporting and decision-making concerning the future of tutoring at CCCC. Technology is an important part of tutoring at CCCC. Our efforts to use technology productively have been successful. Researching, networking with similar users, and staying current with what is available have made it possible to submit successful proposals for technology based programs. CCCC Office of Information Technology supports us well. If we grow in space needs, it will mean our equipment needs will increase too. There are no projected technology needs, but there may be a need for multi-media equipment (cameras, microphones) in the Tutoring Center in the future to support synchronistic or asynchronistic communication between student and tutor.

6. **The Tutoring Center has collaborative relationships on CCCC campus.**

- From the TC Profile: The Tutoring Center has collaborative relationships with many offices/departments on campus. The O’Neill Center for Disability Services sends many of the students they support to the Tutoring Center for academic support. Both the Director of the O’Neill Center and the Learning Disabilities Specialist provide training for our tutors, presenting information about helping those with both learning challenges and physical challenges. Our tutors seek their help on behalf of individual students when needed. Both the Coaches and Mentors Program and the Advantage Program use the Tutoring Center as additional academic support for their students. The tutor training organized by the Administrative Assistant in the Tutoring Center also includes training tutors in these two programs. In addition, the Coaches and
Mentors Program tutors/advisors actually do their work in the Tutoring Center while the Advantage Program has its own tutoring space. The Diploma Plus program also uses the Tutoring Center space for tutoring/advising its students. Collaboration with the Writing Resource Center and the Math Lab is on the staff support level. The clerk/receptionist enters the student log-in records for both programs into an Excel file which totals the number of students and number of visits each semester. The Tutoring Center staff participates in Open House activities and Orientation activities to help acquaint students with our services and encourage their use of tutoring services early in the semester.

From the Gauging TC Performance: There are no programs or functions that we do that should be removed at this time. There is some duplication of tutoring between the Math Learning Lab and the Writing Center with the Tutoring Center; however, the different delivery of service for those two areas gives the students choices so that overlap may be minimal. Both the Math Learning Lab and Writing Center operate on a walk-in basis only and offer group tutoring. The only problems that have occurred are when those areas are not staffed properly or open during the hours advertised. The Coaches and Mentors Program and the Advantage Program offer tutoring to special groups of students, not to the general student population. The Tutoring Center collaborates with them to help all students get the support they need. For example, an Advantage Program tutor or Coaches and Mentors tutor may tutor someone for the Tutoring Center because of student scheduling difficulties and vice versa. The tutors at the Tutoring Center will help out their students when needed. Collaboration supports student success and they (the students) become qualified professionals in the local community and beyond.

From the outside consultant: Although the three support programs share the common goal of supporting student learning, there are few, if any, opportunities for staff in these three programs to interact. Often the programs support the same students but there is no formal way of sharing information. Several tutors expressed the desire to have more interaction with the academic departments.

7. Programs and Services are strong.

From the Gauging TC Performance: There are no tutoring targets. We strive to do better each semester. Whether we are doing better is gauged by comparing the number of unique students seen, the number of appointments made, and the success rate for each semester. Tutoring requirements are determined by enrollment figures, course schedules, and the tutoring history here at CCCC. Some examples: if enrollment figures are up we look at providing the same or more tutoring hours; the Chemistry lecture and labs times are checked to insure Chemistry tutors are available outside class times for both day and evening students; and, previous experience providing tutoring for specific academic and certificate programs is checked to make sure the programs haven't changed their course times. Faculty have also requested tutoring be available at specific times for the students in their classes. The Tutoring Center has been very effective at
covering student needs. The Tutoring Center staff use all means of communication available. When a student appointment is made, both the student and the tutor get a confirming email. The Tutoring Center is readily available by phone. There are posters, flyers, bookmarks, and now, a tutoring guide booklet with tutoring information. The Tutoring Center is welcoming and friendly through face-to-face interaction between students, tutors, and staff. Visiting and entering students are brought to the Tutoring Center during campus tours and the Tutoring Center coordinator makes group presentations when requested. Complaints are made to either the Dean or his assistant. Complaints are addressed immediately and in a very pro-active manner. When necessary, changes are made to avoid future problems. Consequently, during the past three years there have been few complaints and no records have been kept.

**Issues**

1. **Getting students to use the tutoring services in an on-going challenge.**
   - From the TC Profile: The key program challenge continues to be getting students to use the tutoring services. If they do not use the services offered it will be hard to get the funding needed to continue to offer the services at the current level. We need to be creative every semester to get new and continuing students to use our services. There are posters up in every building and classroom on campus publicizing the tutoring services available free to our students. Bookmarks are provided with information about signing up for tutoring. For the first time, in Spring 2007, a guide-to-tutoring booklet for the current semester was published. It is intended to be a resource for faculty, staff, and students, cross-referencing courses with tutors. The plan is to update the booklet each semester.
   - From the Gauging TC Performance: To inform everyone about tutoring, for Spring 2007 a tutoring guide was published and distributed to faculty and staff and made available to students. The Tutoring Center staff needs to continue its efforts to inform faculty, staff and students.
   - From the outside consultant: One way to increase awareness among students is to bring the Tutoring Center to them.

2. **Funding is another on-going challenge.**
   - From the TC Profile: The Tutoring Center receives grant funding through the Massachusetts BHE McNair Disadvantaged Student Program to supplement the College funds dedicated to academic support. The McNair Grant Proposal is currently being prepared for the 2008-2009 budget years and was submitted March 30, 2007. These funds are used primarily to pay the tutors' wages. In the 2004/05 McNair funding period, funds were substantially cut from this source and the College budgeted more funds toward tutoring services; student academic support remained constant. In the 2006/07 funding period there was some increase but not up to the pre-2004 levels. Again, the College provided funds to continue student academic support at the same
level. Funds are managed through individual Cost Centers by the Dean of LSS. He reviews the budget status reports monthly; passes this information to his assistant and Directors immediately. As State funding changes, other resources will be developed. The College Foundation includes the Tutoring Center in their funding goals and it is also a priority for the CCCC President.

- From the Gauging TC Performance: Funds are received through grants and the College budgeting process. The Dean has oversight responsibilities through Department Cost Centers. The structure has not changed but the level of funding has increased over the last 5 years. The increase is due to increased student need and the institutions response to that need. As grant funding declines, the College will have to make decisions on the continuation of the Tutoring Program at CCCC. In the past, the College has not allowed decreases in grant funding to adversely effect academic support. The Vice President for Academic and Student Affairs with the Dean for Learning Support Services make the allocation decisions. They base the decisions on student need. The tutoring services are not based on cost, just quality. With budget limitations, the Tutoring Center cannot afford everything so we help the neediest first.

Productivity/efficiency measures include a cancellation and no show policy. Ninety percent of program funds are derived from the General Fund. The unit generates no income and its services are free so there is no cost comparison.

- From the outside consultant: Cape Cod has suffered funding cuts to their grant programs as have many of their sister institutions in Massachusetts. At some point the College may not be able to match those cuts dollar for dollar and the Tutoring Center, Math Learning Center, and Writing/Resource Center may be adversely affected. (See Issue 3 regarding cutting expenses using peer tutors.)

3. Peer and volunteer tutors, should they be utilized in the Tutoring Center?
- From the TC Profile: In the past, there has been a peer-tutoring program through which students were trained to tutor other students.
- From the Gauging TC Performance: Several years ago, peer tutoring did exist at CCCC through the Department of Language and Literature but it was terminated due to lack of oversight. A peer tutoring program with strong leadership and oversight needs to be developed.
- From the outside consultant: A revitalized peer tutor program would help to stretch the tutoring budget for all programs. A pay scale consistent with the Math Tutoring Center would allow peers to be hired at a reduced rate of $10.00 per hour. An expanded base of peer tutors would benefit all tutoring programs at CCCC.

4. Tutoring evaluation/Student feedback, there is currently no system in place.
- From the Gauging TC Performance: Currently, tutors are not formally evaluated; the system that is in place to evaluate similar positions on campus does not apply coherently to the tutoring position. A system for anonymous student feedback should also be developed for use in the evaluation of Tutoring Center services and the tutors.
• From the outside consultant: The college administered the Noel-Levitz Student Satisfaction Inventory in the spring of 2006 and students rated tutoring availability favorably and indicated that support services adequately meet their needs. A scheduled meeting of the Student Senate conflicted with this evaluator’s visit and therefore no students were interviewed directly. A letter from a student was presented and she gave the Tutoring Center and her tutor much praise.

5. **Upcoming organization structure/support staff changes will be a challenge.**
   - From the TC Profile: The current staffing profile (a Dean, two full-time support staff and all part-time tutors) has been in place for the past five years but will be changing this summer (2007). The Dean is scheduled to retire and a vacant professional position, Director of Academic Support Services, will be filled. The new staffing profile will be a Director, a full-time clerk/receptionist, and the part-time tutors. These changes may be only temporary as the Vice President for Academic and Student Affairs is also leaving and there will be a new person in the Vice President position Summer 2007. The service to CCCC students should continue on the same level through this period of change. The key operational challenge is having qualified and talented support staff and tutors available when the students are seeking help. When the students come for help as advertised and are not greeted in a friendly manner nor provided with efficient service, they will not return. When there is not a tutor scheduled for their particular course or all the appointments have been filled during their desired time, students may walk away and not return. Use of the Tutoring Center could decline and funds could be lost. Having capable, well trained support staff and hiring/scheduling tutors appropriately are essential for program success to continue and grow.
   - From the outside consultant: Many changes are about to take place at Cape Cod. The Dean of Learning Support Services is about to retire, as is the Vice-President of Academic and Student Affairs. The position of Director of Academic Support Services, which has been vacant since 2001, is about to be filled. It is not clear to this evaluator whether the Director of Academic Support Services will also oversee the Math Learning Center and the Writing/Resource Center but there are benefits to consolidating all three programs under the leadership of one director. These include a shared vision for the three support programs; the ability to provide consistency in hours of operation and quality of services; and streamlined budgeting process.
   - Note: After Ms. Pennel submitted the above, the filling of the position of Director of Academic Support Services was delayed until the new Vice President of Academic and Student Affairs is in place. This magnifies the organization/leadership void that will exist when the current Dean for Learning Support Services retires.

6. **Equipment and facilities will be issues as the Tutoring Center needs change.**
   - From the TC Profile: The Tutoring Center is located on the ground floor of the newest building on campus, Lorusso Applied Technology Center. It has eight private tutoring booths and two open tutoring stations. There is a new copier and two printers in the Center as well as reference books and self-help materials (hard copy and software) for student and tutor use. The Fall 2006
move into the new Lorusso Technology Building seems to have been a positive one for the students. More students are using the tutoring services and they indicate they like the new, more private surroundings. Our next campus environment challenge will be outgrowing our new space. We have a smaller tutoring space than in the previous Tutoring Center location and have already experienced times when every space is filled. Plans need to be made for what to do when we outgrow our current space.

- From the Gauging TC Performance: The Tutoring Center space and equipment are well suited to support tutoring. It is well maintained and all needs are met. If tutoring continues to grow as it has over the past few years, more space may be needed. Additionally, we will need to maintain currency in technology in the Tutoring Center. The administration will need to be kept informed of the level of tutoring activity so that space and technical planning will be meaningful.

- From the outside consultant: Staff and tutors offered praise for the new Tutoring Center in the Lorusso Applied Technology Center. One concern however, is that the space will be inadequate as student usage grows.

7. Affiliations with regional and national learning assistance professionals need strengthening.

- From the Gauging TC Performance: The Tutoring Center should be certified through a national or international tutoring organization. The Dean’s assistant joined College Reading and Learning Association (CRLA), an international tutoring center certification organization. The tutor training she started is based on their program materials. This has not been done in the past but the new Director of Academic Support will need to focus on this and set some goals for CRLA certification and maintaining professional relationships. CRLA and NADE publications are consulted to guide our tutoring space set-up and are within the regulatory standards.

- From the outside consultant: Staff are affiliated with the College Reading and Learning Association (CRLA) and steps are being taken to document and certify the tutor training program currently in place.

8. Organizational Improvement Approach/Strategic Planning

- From the TC Profile: The approach for improvements to the tutoring program is based on student usage and student success. The number of students using the Center has increased steadily over the last three years. The Tutoring Center documents a student success rate for those students using the tutoring services. This rate is compared to the student success rate for the College. Year after year, those utilizing the Tutoring Center succeed at a higher rate than does the College student population as a whole. Both student usage and success rates are documented in our Annual Reports. At the administrative level, retention and graduation results guide decisions, including funding and staffing decisions, for academic support programs.

- From the Gauging TC Performance: There are no formal plans for the Tutoring Center. eTutoring will continue and will be encouraged to increase student use. An online appointment system will stay; it may change from TimeTrade to in-house in coming years, but we should not
return to a manual system. As technology changes, we will investigate synchronistic and asynchronistic website or email tutoring support. There are no programs or functions that we do that should be removed at this time. There is some duplication of tutoring between the Math Learning Lab and the Writing Center with the Tutoring Center; however, the different delivery of service for those two areas gives the students choices so that overlap may be minimal. Both the Math Learning Lab and Writing Center operate on a walk-in basis only and offer group tutoring. The only problems that have occurred are when those areas are not staffed properly or open during the hours advertised. The Coaches and Mentors Program and the Advantage Program offer tutoring to special groups of students, not to the general student population. The Tutoring Center collaborates with them to help all students get the support they need. For example, an Advantage Program tutor or Coaches and Mentors tutor may tutor someone for the Tutoring Center because of student scheduling difficulties and vice versa. The tutors at the Tutoring Center will help out their students when needed.

- Tutoring is included with advising and other student services in the 2003 Strategic Plan. Currently, living within budget constraints and recent tutoring history drives tutoring planning. Consequently, short-term, semester-to-semester, reactive planning occurs. The Dean and his assistant are immediately involved in the short-term decisions and there is no long-term planning at this time. The TimeTrade Systems appointment program provides tutoring data for reporting purposes. Enrollment data is used in conjunction with this tutoring data to make decisions from semester to semester. Like semesters are compared, fall to fall and spring to spring. The data is used to decide how many hours of tutoring should be available in subject areas. For example, we have need for more hours in math, science and computers; fewer hours for English and writing. There is no formal plan or timetable for implementing the evaluation of tutors on a regular basis, attaining certification of the Tutoring Center, or developing a peer tutoring program. The only goal that is planned is the hiring of the Director of Academic Support Services, who will assume the planning responsibilities for tutoring at CCCC. This program review is the process that will develop the very first actions plan for the Tutoring Center. The Dean and Vice President for Academic and Student Affairs have made all the decisions about the allocation of resources in support of the Tutoring Center program since there has been no action plan.

**Recommendations** (in no particular order)

1. A formal process for student evaluation should be implemented for all programs. Student feedback is a valuable way to measure the effectiveness of programs and respond to changes in need. Additionally, a process for coordinators to evaluate tutors must be developed. Coordinators should use a combination of observation, self-evaluation and individual meetings to assess the effectiveness
of all peer and professional tutors on a yearly, if not semester, basis. The evaluation process would help to improve services and can be used to recognize exceptional tutors.

2. Suggestions to further expand communication between faculty and tutors would be to host an open house for faculty to meet tutors; invite faculty to Tutoring Center Meetings; and to create a faculty liaison program. Faculty liaisons would be responsible for communicating department news and other pertinent information to the Tutoring Center. Faculty Liaisons could also be instrumental in identifying potential peer tutors for employment.

3. One concern is that the space will be inadequate as student usage grows. Plans need to be made for what to do when we outgrow our current space. With the Writing Resource Center (WRC) located directly beside the Tutoring Center, one suggestion would be to relocate several of the English and ESL tutors to that room to free up space in the Tutoring Center to accommodate additional students.

4. One way to build a peer tutor program (once it is re-organized with strong oversight) is to solicit faculty referrals. A referral program would give faculty a formalized way of recommending peer tutors for employment. Additionally, the program would allow for more interaction between faculty and support programs on campus.

5. One way to increase awareness among students is to bring the Tutoring Center to them. Staff and tutors could visit classrooms at the beginning of the semester and at mid-term to promote the Tutoring Center. A brief description of the Center, along with the newly developed SOS Tutoring Guide could be discussed and distributed.

6. The College should consider membership in the Learning Assistance Association of New England (LAANE). LAANE is the New England affiliate of the National Association of Developmental Education (NADE). LAANE holds an annual conference each fall along with regional workshops. More information about the organization can be found at http://www.laaneorganization.net/index.html. Additionally, the 2008 NADE conference will be hosted in Boston from February 26 – March 1, 2008. NADE is a dynamic conference devoted to the academic success of students. More information about NADE can be found at http://www.nade.net. Finally, the best training conference for Learning Assistance Professionals is the Winter Institute currently sponsored by the University of Texas at Austin. Held the first week of January, this conference is different than other conferences. Participants attend workshops as a group and are assigned a mentor who is a leader in the field. The Institute focuses on providing participants with experiences that can be translated into actions that can be implemented upon return to their institutions. Visit the following website for more information about the Institute http://www.pvc.maricopa.edu/~lsche/winterinstitute.htm. Staff may also join LRNASST, the listserv created for learning assistance professionals. Started in 1994 at the Winter Institute, the listserv provides a way for learning assistance professionals and developmental educators to communicate and ask questions through email. Information on how to subscribe may be found at http://www.pvc.maricopa.edu/~lsche/resources/lrnasst.htm.
7. Suggestions to promote program interaction would include division meetings with all three programs, team meetings to discuss strategies for working with students, group training sessions for tutors and staff from all programs.

8. The formalized referral process for students should be re-invigorated. The student referral form should be updated and used as a means for faculty to formally refer students to the Tutoring Center.

9. Formation of a CCCC tutoring oversight/planning committee should be considered. It is suggested that it include an administrator, the coordinator for the Tutoring Center, faculty, tutor, and student. This committee could stay abreast of tutoring issues both here at CCCC and in the broader scope of the learning support profession to help with long-range planning for the strengthening of tutoring programs at CCCC.