**How could tutoring support equity efforts? E&E Committee responses.**

Tutoring is an equity issue because not all students come as prepared for college as others and need as much help learning how to learn at a college level as they do with learning the material for a specific class. Tutoring is an excellent vehicle for providing this support to students beyond the classroom, and greatly assists students who have to work/take care of family while going to school by being available later at night and on weekends.

1. There are students who can afford private tutoring, while others can't. Having free tutorial services helps to level the playing field.
2. For some students, tutoring can help build their foundational knowledge and skills necessary for the course they are taking. Students may be deficient in just one or two skills in which case, they shouldn't have to take a whole other course. Tutoring may be sufficient to help them here. This is connected to equity because students shouldn't be made to take extra courses that are unnecessary.
3. Tutoring can provide a safer and more supportive environment for students to ask questions. There is no "grade" involved and therefore, there isn't the same power dynamic that exists in the class.

I believe excellent personal tutoring is the difference between success and failure for many students, most particularly those who arrive at Foothill less prepared and often victims of a variety of prejudicial treatment in their previous educational systems.  The holes in their education could be due to migrant living (moving from school to school-as their parents seek employment, homelessness, foster care), or simply where education was not a priority, so the student was either at an inferior school or put in a program where less effort was expected and college not on their radar.  Students from another country with English insecurity, those who experienced previous teachers who due to a variety of low expectations for foreign students and those of color were placed in lower achieving non-college track programs, or simply those with inferior preparation in a subject or two-including how to take notes and read for content, most often do well as long as they receive tutoring opportunities to catch them up.

Providing equitable tutoring services can be defined as providing free, quality, and accessible resources for students especially underserved populations to aid in their academic/life/career success.

Free: Assist students who don’t have money to pay for private tutoring or for-profit tutors

Quality: Have trained faculty tutors in-person and online

Accessible: Be available 24/7, 365 days a year in-person and online

I think this is an obvious one, but what comes immediately to mind is the importance of having a level playing field for students. Tutoring can help with this in many ways. If we use peer tutors, students who might be intimidated to see their teachers can still get help with their classes. If we have second language tutors (which we once used in biology and it was awesome), students who struggle with English can get help with their classes. If we encourage students to BE tutors, students gain confidence and master content even more. Any way you slice it (and these is just a few ways), tutoring is the very definition of supporting equity.

The ability to provide free, high-quality tutoring assistance to students mitigates a resource issue by allowing  students struggling with a subject, needing strategies, tips and feedback on their efforts, or those wanting to stay organized and on top of their work the opportunity to do so (particularly those that wouldn't be able to afford it otherwise).

If equity is about meeting students where they are at and getting them where they need to be, then it's understood that every student will not enter a classroom with the same level of knowledge, skill, and preparation. The work to get students there has to happen both inside and outside of the classroom. The flexibility that a tutoring session can offer (time, structure, teaching style, etc) makes it so that as an institution we remain committed to the ideal of meeting students where they are at.