

# Learning Resource Center

Town Hall  
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[foothill.edu](https://www.foothill.edu)

# Learning Resource Center Tutoring Formats

## WLC

Writing & Spanish

Faculty and Peer  
drop-in and  
appointment  
tutoring

Embedded peer  
tutors

## STEM Center & Foundations

STEM & Accounting

Faculty drop in  
tutoring

Embedded peer  
tutors

## Pass the Torch

English, ESL, math,  
chemistry,  
humanities and  
social sciences

Facilitated peer  
led study teams

# What are We Talking About



## Increase Access

Increase subjects covered

Increase drop-in, appointment and embedded peer tutoring

## Manage Budget Constraints

Extend use of existing COVID money

Identify other sources of funding

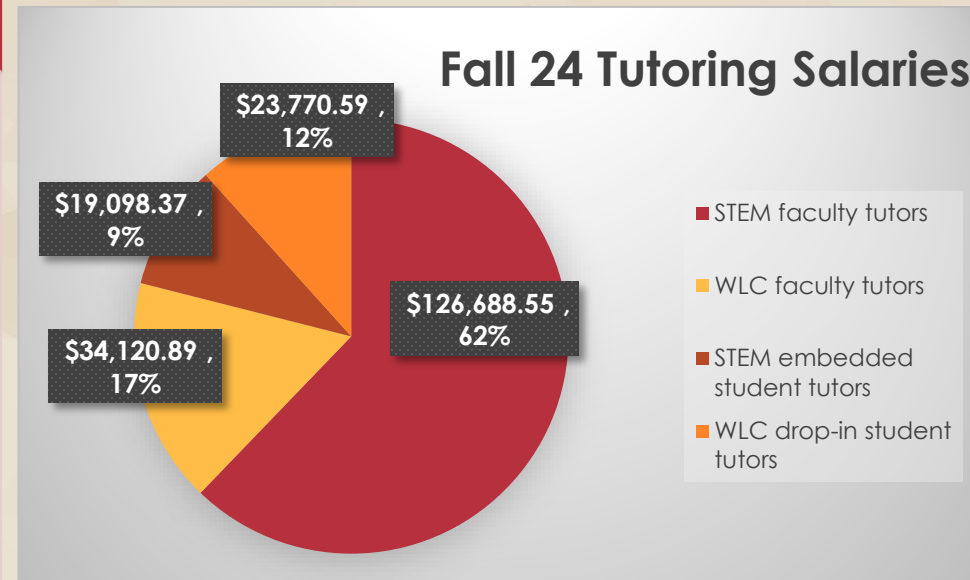
# Existing Resources in the LRC

## Permanent Staff

- Dean (shared with library)
- Admin Asst (shared with library)
- 2.5 Program Coordinators (shared with ETI)

## ~\$670K this year

- \$95K: LRC B Budget
- \$150K: Student Equity (formerly Basic Skills) Fund
- \$2.5M total: COVID Block grant allocated to LRC: \$425K/year through 26-27



- Fall 24 average faculty salary and benefits \$80/hr and average peer salary and benefits \$20/hour
- Some tutoring takes place outside of LRC with other funds such as MESA, Allied Health (~\$75K/yr of COVID grant)
- Pass the Torch tutoring costs are not shown in the Fa 24 salaries plot

# Impact of Faculty vs Peer Tutoring

- We have limited Foothill data on the efficacy of faculty tutoring as compared to peer tutoring
- We have one study in Math 10 of embedded peer tutors and embedded Supplemental Instruction faculty tutors (Fa 18 and Win 19)
- No significant difference in course pass rates; equity gaps similar
- No significant difference in students' reported experience (129 responses)

Embedded Peer Tutor	Math 10 (Fa 18 and Win 19) Study	Embedded Faculty Tutor
63%	Pass rate	62%
72%	Tutor "very" or "moderately" helpful	75%
80%	Enough in-class support	78%
45%	Worked with tutor in class at least once per week	23%

# Some possible next steps for the LRC

## Quantify student demand/need

- Benchmark with CCCs of similar size for hours and subjects
- Identify classes in need of extra support based on success data
- Gain faculty input outside the areas covered: look to program review reports and RAG requests; consult department chairs and Senate
- Work with ASFC on a student survey

## Develop a model of subjects and hours for AY 25 26

- Make data driven decisions on subjects to cover
- Work backwards from budget on hours and peer versus faculty tutoring
- Research the impact of faculty tutors as compared to peer tutors
- Include a robust portfolio of peer drop in tutoring to support the research

