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## ***Tutorials Center Program Plan 2014***

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### **I. Background and Analysis**

#### **A. Description of Area and Function:**

The Tutorials Center's (TC) mission is to provide free tutoring in a comfortable, focused, nonthreatening learning environment utilizing peer tutors. Peer tutors are enrolled Cabrillo College students who provide multi-subject (40 +/-) support to approximately 300 students each semester. Tutoring is available to any student who is currently enrolled in the course/s for which they need help.

The objectives of our program are to:

- increase effective study habits;
- attain better test-taking strategies;
- increase self-esteem, confidence, and personal responsibility;
- enhance academic success

Tutoring sessions are by appointment and are specific to the class and the instructor (for most classes). Participating in Tutorials entails a weekly commitment all semester and 24 hour notice if cancelling. The intake process is simple and must be done in person. Students provide some basic demographics and sign a Scheduling Agreement which outlines the expectations of both the tutor and the tutee. We also have educational materials students can check out to help them study i.e. skeletal bones, flashcards, anatomical models and molecular models.

The TC has five private tutoring rooms which have been recently upgraded with new tables, new white boards, fresh paint, clocks and educational posters/charts. In Spring 2014, we created another tutoring space near the front desk. In addition, there is a large open study area which was recently expanded to accommodate more students. Although housed in Tutorials, we consider this study area a shared space and it is available to any student utilizing the Learning Resource Center (LRC). We also offer tutoring in two other campus locations. Tutoring for Digital Media (DM) and Computer Applications/Business technology (CABT) takes place in the Computer Technology Center (CTC). In Fall 2013, the CABT Program Chair and CTC Director honored the TC request to create and allow access to an on-site tutoring room. Tutoring for Computer & Information Systems (CIS) takes places in the Science, Technology, Engineering, and Math (STEM) center.

In addition to the recent physical improvements to the TC, there has been a major purge of old files and a review and revision of all documents, policies, procedures, data collection, record keeping etc. Many changes have been made to reduce redundancy and to streamline and simplify processes for staff and students. Initiating regularly scheduled staff meetings has also improved the sense of 'team' and all input is respectfully considered.

Tutoring sessions may be individual or small group for 1-2 hours. When indicated and whenever possible, the TC provides extended services to DSPS/LS and EOPS. This may include additional tutoring time and/or one-on-one sessions.

To qualify for 2 hours a student must:

- Be a major in a Career Technical Education (CTE) program or;
- Be enrolled in a course that is a pre-requisite for that CTE major or;
- Be a recipient of an Extended Opportunity Program Services (EOPS) grant

Most math tutoring is done at the Math Learning Center (MLC) and/or the STEM center. These options are drop-in, last for 15-30 minutes, and are in open and noisy environments which can be challenging for some students. Tutoring in the TC lasts one hour and takes place in private rooms where concentration and focus can be maintained and visual aids are readily available. Many students need this type of learning environment to maximize the benefit of additional support. To qualify for math tutoring from the TC, a student must be a CTE major or have a referral letter from Disabled Student Programs Services (DSPS), Learning Skills (LS) or EOPS.

Based on program needs tutors are hired as: Student Assistants, Student Volunteers or Student Externs volunteering for work experience credit. All tutors are required to submit a Faculty Recommendation Form for the subjects they wish to tutor. They need to have completed these courses with a "B" or better and participate in an interview with the TC Coordinator. Tutors must also enroll in a one unit Tutoring Methods class (LIBR 203) at Cabrillo. Tutors in other programs may also enroll and are encouraged to do so. The training includes a handbook, role-playing, videos, and guest speakers on topics such as: How to Tutor Students with Learning Disabilities, How to Tutor Students with Psychological Disabilities, Codependency and Tutoring, Group Tutoring Techniques, Tutoring International Students, and Cross-Cultural Communication. There are also panels with instructors and staff discussing campus resources such as Fast Track to Work and EOPS programs.

The TC is certified by the College Reading & Learning Association's (CRLA), International Tutor Training Program Certification (ITTPC). Tutors have the opportunity to earn up to a Level III International Certificate. This certificate is based on the number of hours worked as a tutor and number of hours spent in training and education. A required one-unit class (LIBR 203 Tutoring Methods) is conducted every semester; it is comprehensive and addresses the required elements for CRLA Certification Levels I, II, and III. Once hired, tutors are encouraged to attend various campus training opportunities; they also participate in staff meetings held each semester.

PolyhedralDesign (Poly) is the computer program used by all programs in the LRC to track time: the number of hours each tutor is tutoring and the number of hours each student is tutored for each class. We can also generate reports by date and subject. Tutors and tutees log-in and log-out on Poly each session. In addition, tutors keep a manual record of their time spent tutoring. We also maintain a database that includes each student's major, class, instructor, tutor and whether they are CTE, DSPS/LS, EOPS, and General Education/Transfer (GE/T). This data can be sorted to produce specialized reports to share with various programs/disciplines.

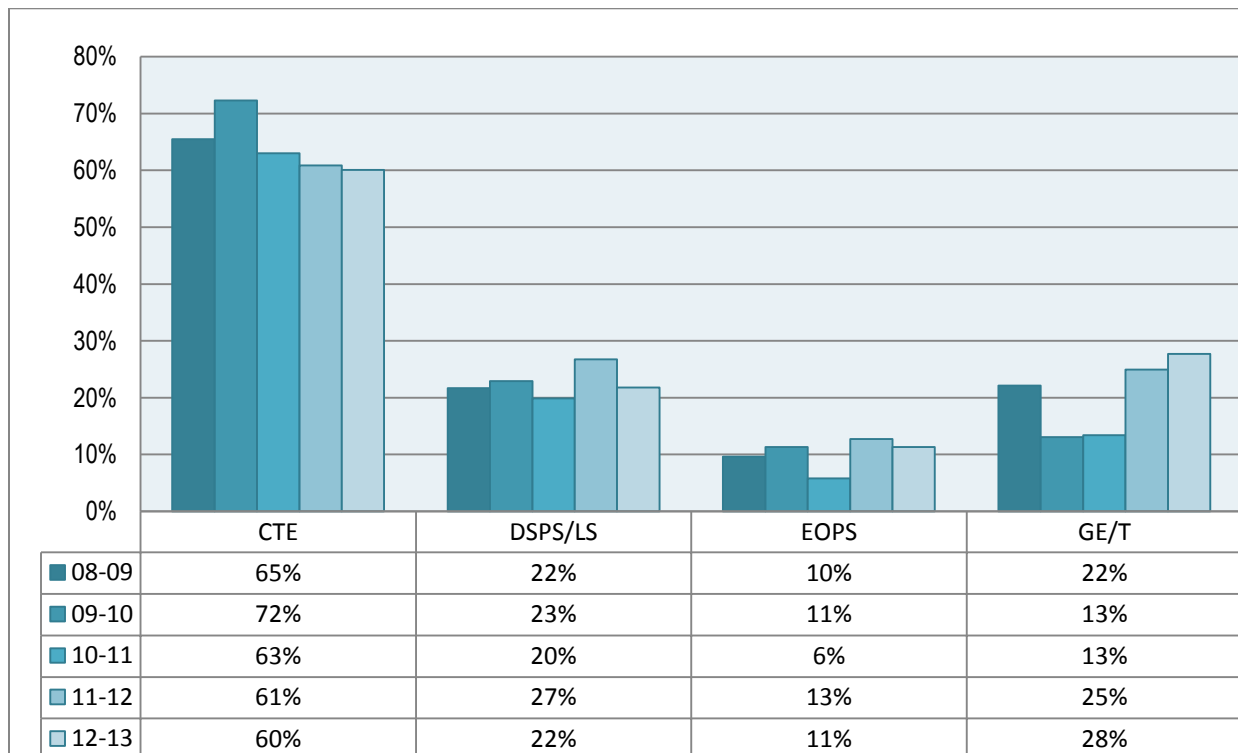
The TC is open Monday – Friday during Fall and Spring semesters and on a more limited basis during summer sessions. Our staffing includes 16-23 Student Assistants/tutors and one Coordinator (FT, 10 months).

Tutorial services are provided to any student who is currently enrolled in the course/s for which they need help, including students in the following programs:

- CTE-Career Technical Education (formerly VTEA)
- DSPS/LS-Disabled Student Programs Services/Learning Skills
- EOPS-Extended Opportunity Program Services
- GE/T-General Education/Transfer

The following table and graph show a breakdown of students receiving services for the last 5 years (FA/SP/SU). Many students are involved in more than one of the programs indicated above. Approximately 10% are 'duplicated' and sign up for more than one subject (usually 2).

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
	<b>Total</b>	<b>Total</b>	<b>Total</b>	<b>Total</b>	<b>Total</b>
<b>Total Students</b>	936	935	810	677	744
<b>Total Sessions</b>	1031	1020	897	743	814
<b>CTE</b>	613	676	589	412	447
<b>DSPS/LS</b>	203	214	186	181	162
<b>EOPS</b>	90	106	54	86	84
<b>GE/T</b>	207	122	125	169	206



## **B. Relationship with Other College Components:**

Learning Resource Center (LRC): Includes DSPS/LS, ESL, MLC, Reading Center, TC, and the Writing Center. On a regular basis the TC refers students to these drop-in centers for extra assistance or to meet additional needs. Our physical proximity allows the programs to work closely together. Staff can walk over and speak directly with each other if there is a specific or immediate concern. We can give each other direction, feedback and information on how best to work with a student and what their learning challenges may be. We jointly staff an LRC Information Desk and share an on-site academic counselor. The counselor is located at the Information Desk one day/week and is sponsored by Basic Skills funding.

The Writing and Reading Centers have been very supportive of the TC by allowing us to use their classrooms for tutoring. This sharing of space has been invaluable to us since we are often short of tutoring rooms. Our options for program growth would be restricted without this support. In addition, the Learning Center Directors have been helpful as back-up when the TC Coordinator is out of the office.

The TC is collaborating very closely with the ESL and Reading Center Director on the redesign, enhancement and expansion of tutor training. (See more in II. New Directions)

The LRC is a hub of activity and collaboration in which the TC Coordinator actively participates. The TC Coordinator attends monthly meetings with all the LRC Directors, DSPS/LS and the Director of the Library. The TC Coordinator recommends and contributes in the discussion of services, procedures, policies and promotion of the LRC. The TC Coordinator shares responsibility for ensuring that the LRC is a supportive, safe, accessible, welcoming and dynamic learning environment.

DSPS and LS: Rather than duplicating our tutoring services for their students, we serve their students in ways that meet their specific needs. Our tutor training directly addresses working with students with learning, physical or psychological disabilities. Staff from both programs give a presentation in the Tutoring Methods class. Due to budget cuts, funding from DSPS is no longer provided on a regular basis.

EOPS: The TC Coordinator attends the EOPS new student orientations every semester to promote the services. Rather than EOPS duplicating our tutoring services for their students, we serve their students in ways that meet the goal of providing "above and beyond" services. We provide one-to-one tutoring for them, as well as in a small group setting. The TC also provides and supervises tutors for the English language learners Summer Migrant Program. Due to budget cuts, funding from EOPS is no longer provided.

Integrated Learning Center (ILC): Tutoring is also available in Watsonville. Most tutoring offered in the ILC is a separate Watsonville service from the Aptos TC. However, the TC provides tutoring in Medical Terminology at the ILC whenever possible. MA 70 is a core course for 2 Allied Health Programs: Medical Assistant and Radiologic Technology. One section is usually offered in Watsonville but, even if it is not, we attempt to offer tutoring in Watsonville to accommodate South County students.

Learning Communities and Other College Departments: The Tutorials Center strives to work toward a more inclusive campus and integration of services through collaboration. Beginning Spring 2012, the Tutorials Center began sharing educational materials and tools, such as the human skeleton for Human Anatomy labs. To expand this service to include Microbiology and Physiology, the TC has purchased educational materials for students to borrow to help them study. These include: additional skeletal bones and skulls, hearts, brains, a spinal column with nerves, head/neck with muscles and veins, reference books and flashcards. Their use is promoted via instructors, fellow students and stand up table fliers. This has increased traffic and exposure to services in the TC while also easing the burden of space within the Biology Laboratory. Students in kinesiology and the Allied Health (ALH) programs are also encouraged to utilize these study tools. This has allowed for more student access to these important materials and has created an inspiring, supportive, collaborative and dynamic vibe between students as they help each other study and learn.

When available, the private tutoring rooms in the TC are open to any student who needs a quiet space to study including students from the ALH cohorts (Radiologic Tech, Medical Assisting, Nursing, and Dental Hygiene). This gives them access to white boards, charts and all study tools offered by the TC. This provides the opportunity to promote the services that Tutorials offers as well as all the other resources in the LRC.

Alpha Gamma Sigma (AGS): Cabrillo College Honor Society. The TC refers students to AGS for free tutoring if we cannot meet their need for scheduling or for the subject in which they need support. In Spring 2014, there was an increased effort for AGS student members to participate in the Business Tutoring program as volunteer tutors. The Business Tutoring program is coordinated by Michael Booth, Accounting and Finance Instructor. The TC is partnering with the Business Tutoring program by providing a private tutoring room and open tutoring space for drop-in tutoring every Wednesday, 2-4pm. The first day there were 17 students! It is anticipated that 5-15 students will use the TC each Wednesday. See more details in "II New Directions".

Other Tutoring Services: The Tutorials Center works with other campus tutoring services such as the Science Technology Education Engineering Math (STEM) which is home to Computer Information Systems (CIS), Mathematics, Engineering, Science Achievement (MESA), and the Physics Learning Center (PLC). On a regular basis we refer students to these drop-in centers for extra assistance or to meet additional needs and these centers refer students who need more in-depth and consistent support to the TC. Beginning Spring 2014 the TC hired a CIS tutor to work on-site in the STEM center.

Student Services: The TC Coordinator sits on the campus committees of Student Support Conference Team (SSCT) and People Empowering Each Other to Realize Success (PEERS). Both committees strive to address, support and offer referral for students and/or instructors working with students to help them address their individual challenges: academic, psychological or physical. The TC Coordinator is also an Advisor for the Women’s Educational Success (WES) program. WES provides emergency cash (for textbooks, bus passes etc.) to women to help them stay in school. This networking and collaboration increases the awareness of TC services and increases referrals to students for tutoring. These support services increase academic success.

**C. Costs:**

The TC, like its parent organization the library, contributes to student success throughout the campus. Although some FTEs are reported through Math 502 Supervised Tutoring, the TC is a campus expense. The budget has steadily decreased in the Tutorials Center over the past six years. From 1995-2006 the Griffiths family donated \$477,252 in non-endowed funds. Over the years, various amounts (\$45,000-\$60,000 per year) were allocated to the budget as needed by the previous Coordinator. The funds from this original contribution have been spent. Effective Spring 2011, our yearly allotment shrank to approximately \$2,500 per year. This reflects the interest on a \$62,500 endowment from the Griffiths. This gift was made in Summer 2007 and the interest contribution became effective Spring 2011. Due to the reduced funding stream, not only from the Griffith contribution but also the significant reductions from base and Basic Skills, and loss of funding from EOPS and DSPS the TC has suffered considerable financial cutbacks. The 2013/2014 budget would have been the lowest ever if not for the various one-time grants and donations which were actively pursued. The following table shows the income sources for the TC over the last 6 years.

INCOME Description	ALLOCATED					PROJECTED
	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014
Base	\$ 38,959	\$ 39,038	\$ 38,719	\$ 41,676	\$ 36,730	\$ 37,678
Base - Library Funds					\$ 13,814	
Disabled Students	\$ 22,681	\$ 21,941			\$ 2,011	
Griffith Donation Non-Endowed	\$ 46,358	\$ 52,312	\$ 57,469	\$ 39,610		
Griffith Donation Endowed			\$ 2,171	\$ 2,353	\$ 2,500	\$ 2,626
EOPS	\$ 10,164					
Basic Skills	\$ 15,269	\$ 17,055	\$ 4,900	\$ 4,900	\$ 4,899	\$ 4,900
VTEA	\$ 72,222	\$ 74,494	\$ 75,321	\$ 52,000	\$ 52,500	\$ 52,000
<b>One Time</b>	<b>\$ 205,653</b>	<b>\$ 204,840</b>	<b>\$ 178,580</b>	<b>\$ 140,539</b>	<b>\$ 112,454</b>	<b>\$ 97,204</b>
CABT						\$ 1,200
Herman Donation						\$ 27,289
MPF - grant						\$ 10,000
Student Senate						\$ 2,050
Summer Migrant Program						\$ 600
						<b>\$ 138,343</b>
<b>EXPENSES</b>						
TC Coordinator: 41,876 Salary 25,773 Cafeteria (Medical) Benefit 11,638 Taxes, Insur., Unemployment	\$79,287.00					
<b>SUB TOTAL</b>	<b>\$79,287.00</b>					
Student Assistants						<b>Balance of income</b>

Due to these cuts, not only have the subjects and number of tutoring sessions been reduced, directly reducing the numbers of students served, but the staff has been reduced from 2 FTEs (1 Laboratory Instructional Assistant (LIA) and 1 Program Coordinator) to 1 FTE. The remaining position is the TC Program Coordinator which is a full-time, 10 month position. The lack of support staff in this one-person service operation creates a very difficult situation in serving students while attempting to address program development and management. A work-study student assistant (SA) has filled a portion of the gap by providing support 19.5 hours/week. This means the TC Coordinator spends at least 50% time performing receptionist duties thus restricting the time spent on program growth and assessment and budget management and supervision. Aside from this, there are very intense times during the day (throughout the semester) when having 2 people staff the front desk is required in order to promptly attend to the number of students who line up for assistance. Since SAs are not long-term employees, turn-over requires the TC Coordinator to constantly retrain. This is a significant investment in time resulting in more time taken away from program management responsibilities. In addition, it is difficult to maintain quality and consistency with constant turn-over. In spite of these challenges, the TC Coordinator has worked very hard to maintain the number of students served by:

- Utilizing volunteer tutors such as retired instructors, student volunteers and students in the Cooperative Work Experience Education (CWEE) program
- Expanding the drop-in study time by offering more Educational Materials to check out
- Partnering with AGS and the Business Tutoring program to provide drop-in tutoring
- Increasing the group size (which is not always optimum for the tutor or the tutee)
- Pursuing supplemental funding. Since March 2013, there has been a successful effort to raise funds:
  - \$10,000 grant from the Monterey Peninsula Foundation received May 2013: to purchase Educational Materials and to add tutoring subjects/sessions
  - \$2,050 from Cabrillo's ASCC, December 2013: to purchase tables for the tutoring rooms to better accommodate increased group size
  - \$27,289 from Patti and Brian Herman, October 2013: for Program Development
  - \$2,011 from DSPS, December 2013: Fall 2013, 26% of students served were DSPS
  - \$1,200 from CABT, February 2014: to serve Spring 2014 students
  - \$600 Summer Migrant Program, Summer 2013: Administrative oversight

The TC is underfunded and this impacts overall services. It is difficult to plan without knowing exactly how much funding will be available. It is challenging to recruit and hire tutors, to make commitments to a schedule and to market services to students and instructors. With increased marketing and exposure, more students would know about and use this resource. However, without stable funding we will not be able to sustainably expand our offerings to meet the need.



## D. Administrative Unit Outcomes

The Administrative Unit Outcomes (AUO) established in 2012 are:

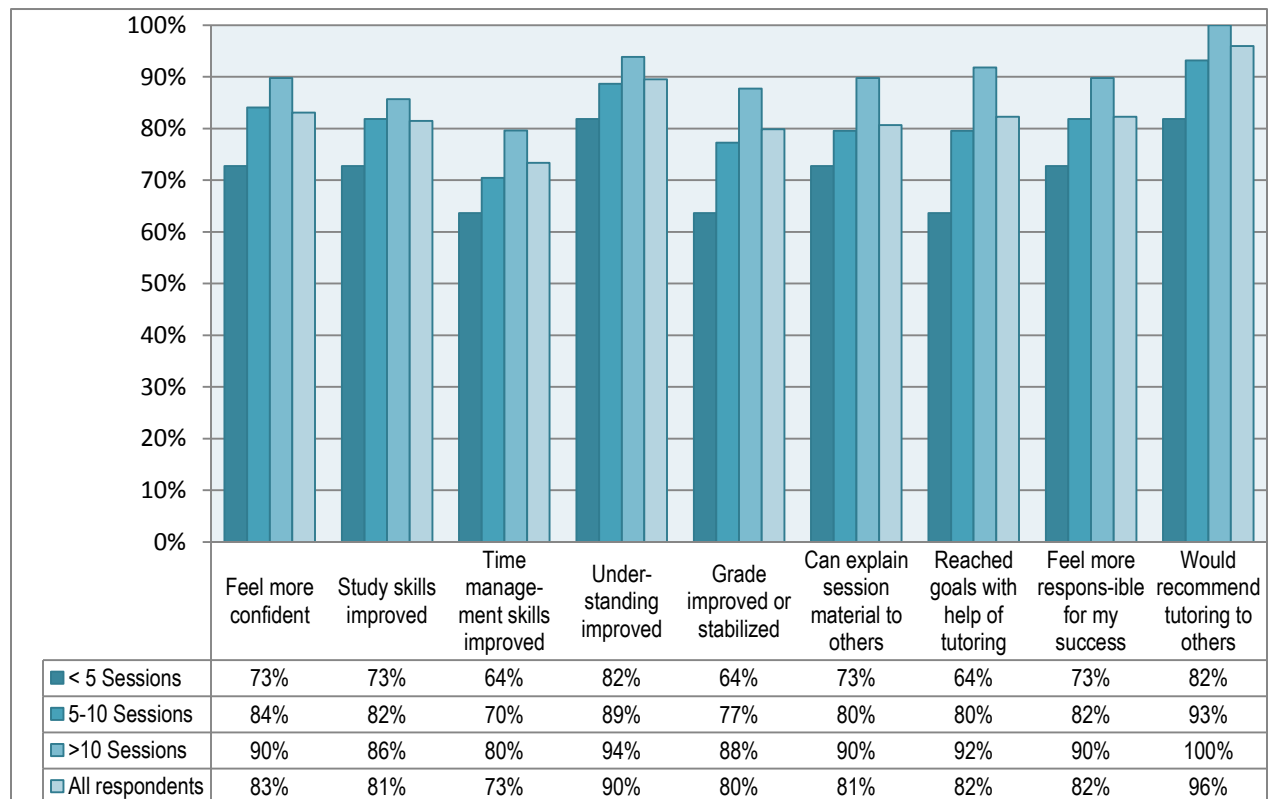
- After tutoring sessions, the student will demonstrate improved understanding of their course subject matter.
- After tutoring sessions, the student will be able to apply learned study habits to independent work.

### Assessment Method

- Evaluation and Assessment survey, given every Spring to students receiving tutoring
- Ongoing input from tutors and instructors

In Spring 2013, the TC Evaluation and Assessment survey was significantly revised after conducting research and receiving feedback and input from the SLO Coordinator. It has been revised again for Spring 2014 to include questions regarding on-line tutoring.

The graph reflects results from the Spring 2013 survey questions which relate to the AUOs. It clearly demonstrates that increased participation in tutoring resulted in increased improvement in academics and personal responsibility.



In the comments section of the survey, students expressed their gratitude and the positive impact this service has had on their academic success. They also expressed a desire for more scheduling options, more subject offerings and new chairs.

### Future and Ongoing Assessment

- The LRC is working with Planning and Research Office (PRO) to determine future studies for measuring student success.
- The data from Poly, the Evaluation and Assessment surveys, and our database will continue to be compiled and analyzed to address program enhancement.

The Tutorials Center has carefully considered student, faculty, and other feedback in order to increase effectiveness of the program. Some examples include an increase in TC Coordinator communications with instructors and PCs via emails and office visits for input and updates.

- Program Chairs (PCs) and instructors are contacted prior to the end of the semester for tutor recommendations for the following semester.
- Fliers are sent to the PCs prior to the Flex Week Department meetings so they can inform their staff of specific tutoring availability and other program resources.
- A recommended statement was sent to PCs to encourage their instructors to include it on their syllabi: ***The Tutorials Center offers FREE multi-subject tutoring by appointment. Second floor of the library (www.cabrillo.edu/services/tutorials/)***
- Requests are made of instructors for their syllabi so the tutors have a sense of the order and content of their lectures.
- Tutors are encouraged to meet with the instructors for the classes in which they tutor.
- Tutors visit the classes they are tutoring in to introduce themselves and the TC Program.

### Core Competencies

The communication core competency starts at the first visit. The intake process to register for tutoring includes reading, understanding and signing a Scheduling Agreement (contract) and registering on Poly. It continues through tutoring sessions that promote discussion and interaction between the tutors and the tutees. The ability to interpret written and verbal information and the ability to clearly communicate a question or an answer is essential and is encouraged and supported. Active learning (addressing various learning styles) is promoted through the use of educational materials utilized during the tutoring sessions, those created by the tutors and instructors, as well as through learning resources online.

Critical Thinking is addressed by the nature of the work taking place in the sessions. Students are required to come prepared to address questions they have, while also learning new methods with which to work through problem sets and study materials. Through discussion students learn how to think creatively and effectively about the work they face so that they are better prepared to succeed in a testing environment.

Global Awareness is addressed as students learn why the subjects they are learning are important and how those subjects relate to other courses and to the world on a larger scale. Group tutoring provides cultural awareness as students from diverse backgrounds and cultures work together.

Personal and Professional Responsibility is addressed from the very first encounter in the Scheduling Agreement where the expectations of the tutor and tutee are clearly outlined. Our “No show” rate has decreased substantially and students communicate with us more about missing appointments. Personal Responsibility is further evidenced by the amount of time students drop-in to study where the atmosphere is supportive and vibrant. Our assessment survey completed Spring 2013 included the following questions with the following results:

- Q13: My study skills have improved: 53% Strongly Agree; 28% Agree
- Q14: My time management skills have improved: 39% Strongly Agree; 35% Agree
- Q19: I now take greater responsibility for my success: 46% Strongly Agree; 36% Agree.

## **E. Student Success**

The benefits of tutoring have been widely documented in external studies. Staff from PRO will be working with the LRC to discuss potential reports for Cabrillo’s various learning centers which will detail the impact of our services on student success.

The TC Evaluation and Assessment survey demonstrates the benefit of peer tutoring with Q16: My grade has improved (or stabilized): 75% Agree/Strongly Agree.

## **F. Results of Surveys**

2012 PRO Campus Climate Report for the TC:

- Overall Experience: 4.09 (1=Very bad; 5=Excellent). The 2012 average for Tutorials is above the campus-wide average (3.80) and the program-wide average (3.86).
- Percent “Satisfied” with Overall Experience: 98%
- Excellent Ratings: 38% rated their experience with Tutorials as being "Excellent"

Spring 2013 TC Evaluation and Assessment:

- Part I (questions 1-11) relates to the tutor and the responses were very positive as evidenced in Question 11 which reflects an overall opinion. Some comments:  
“He's great with me who has a disability and he works well with others.”  
“She is smart, patient and very knowledgeable. I really enjoy her tutoring.”  
“Up to date on knowledge. Uses various methods to help me understand concepts.”

Q1: Tutor is patient and supportive

Q2: Tutor is on time and respectful

Q3: Tutor knows subject area/s

Q4: Tutor presents information in different ways

Q5: Tutor explains ideas and concepts clearly

Q6: Tutor encourages me to ask questions

Q7: Tutor listens and tries to understand

Q8: Tutor asks questions, has me do the work

Q9: Tutor asks me to explain what I learned

Q10: Tutor does the work for me

Q11: I would recommend this tutor: 87% Strongly Agree; 8% Agree= 95%

- Part II (questions 12-20) relates to the AUOs, the tutee, and their experience; these responses were also very positive (see graph Pg. 10).
- Comments section of the survey:
  - “Tutorials has been a life saver!”
  - “Thanks for these opportunities-they definitely make the difference in my confidence.”
  - “It has eased anxiety before tests and I am doing well on exams.”
  - “It's great to have this as a resource; add more hours for students that need extra help.”

## II. New Directions

- **Staffing:** The Tutorials Center faces the challenge of having been reduced from 2 FTEs to 1 FTE (10 month) while still expected to meet or exceed the student load served before the reduction. Although measures have been taken to streamline processes, the workload has not declined to account for the loss of the second staff position. In fact, with the recent growth of the TC program since Spring 2013 (Business Tutoring, ALH tutoring, Educational Materials drop-in, additional and/or new subjects plus future plans) the activity and workload has increased. Program Development, budget management and supervision of 17+ tutors is challenging for a one-person program especially when the Coordinator spends at least half the time staffing the front desk. In addition, breaks, meetings, and illnesses are a challenge to cover with a single-person department.
- **Budget:** Identify sustainable, stable and consistent funding. Although extremely beneficial, one-time contributions make it difficult to plan and maintain services from semester to semester. Additional funding from the Library is sometimes required to address any unforeseen expenses. With the shrinkage of the department's budget over several years, it has been an ongoing challenge to maintain, much less grow, services. However, efforts will continue to be made to enhance services within fiscal constraints. The Tutorials Center strives to provide high levels of service with fewer resources through maintaining a focus on opportunities for innovation and collaboration.
- **Collaboration:** Beginning in 2012, there has been a very strong emphasis on collaboration and sharing spaces and resources among the programs located in the LRC. The central shared spaces were opened up, with the resulting areas now available to any of the centers, a shared information desk was set up Fall 2013, and an academic counselor was added Spring 2014. The centers know that by collaborating and making use of each center's cyclical variability in demand, we are more likely to have sufficient resources to meet student needs. Through collaboration, the Tutorials Center has been able to much more effectively serve the student population while also making the best use of space, staffing, and resources. Also, expansion of collaboration with other tutoring and learning centers elsewhere on campus ensures that students' needs are met.

- **New subjects:** In Summer 2013, a report was requested from the PRO identifying courses with low success rates to determine in which subjects students need support. An on-going attempt will be made to continue to offer (and hopefully increase) those subjects we currently tutor in and to add those we do not offer, with special attention to CTE programs/pre-reqs and transfer requirements. New courses 2013/2014: ASL, CIS, CABT, History 17A, Philosophy, Psychology, French, German, Italian, EMT 183/L.
- **Business Tutoring:** In Spring 2014, an AGS member and TC accounting and math tutor identified members qualified to tutor in Accounting and Economics. These students and other accounting students volunteer to tutor for drop-in Business Tutoring, M-Th, 2-4. The TC is host to the Wed. sessions. This means we provided a private tutoring room and study space. The first day we had 17 students! Obtaining space for these sessions has been challenging for the Business Tutoring program. Sessions and have been scheduled in various locations on campus which is not optimum for consistency. Fall 2014, the TC will host all 4 days.
- **Allied Health Tutoring:** There has been a history of utilizing independent contractors to tutor the ALH programs. Not only is this no longer financially feasible but it was not campus-based and therefore limiting in how many students were served. In 2013/2014 the TC piloted peer tutoring in Nursing which proved to be very successful. The tutor started as a Level III nursing student and tutored Level II; the following semester as a Level IV student she tutored Levels II and III. Meetings have been held with ALH PCs to encourage the development of this resource for their programs. Radiologic Technology hopes to participate in this program Fall 2014. This model provides the campus-based support students are seeking and deepens and reinforces the knowledge and understanding of the tutor. This experience further prepares them to take the NCLEX or other required testing. Not only will this program result in confident, capable and knowledgeable health professionals to serve our communities but this type of mentoring and commitment to success will reinforce the excellent reputation of Cabrillo's ALH Programs.
- **Expand drop-in study time:** The TC has expanded the Educational Materials library for students to use. New materials include: brain, heart, head/neck muscles, spinal cord and molecules models and flashcards. After TC promotion, and word of mouth, participation has increased dramatically. For example, in Fall 2013, 24 students registered for drop-in study with "Bones". As of the 6<sup>th</sup> week of Spring 2014, 51 students had registered for drop-in study with "Bones". These figures do not include Bio 4 Anatomy students who were already registered and participating in weekly tutoring sessions. In addition to their weekly sessions, these students dropped-in to study with "Bones" as well. These drop-in sessions result in spontaneous study groups as students share the bones, their knowledge, and their study tips. They then share their phone numbers to arrange off-campus study time. Their creativity about the study strategies is inspiring. One group recorded a student on their cell phones as he held up various bones and described everything in great detail! What a way to reinforce your

knowledge. Each student had their own video to review at home, on the bus or whenever they had time.

- **Math tutors:** With the addition of Math 142 Intermediate Algebra for Non-Science Majors (CTE majors) and the absence of the DSPS/LS lab we have a high request for math tutoring. The drop-in programs do not always meet the need for students. They only last for 15-30 minutes and are in open and noisy environments which can be challenging for some students. Tutoring in the TC lasts one hour and takes place in private rooms where concentration and focus can be maintained and visual aids are readily available. Many students need this type of learning environment to maximize the benefit of additional support. Our group size is limited to 3 but many students require individual assistance. Although, we are able to accommodate many students, we have not been able to meet the demand due to budget constraints.
- **Space expansion:** In Spring 2014, expanded study and tutoring space was successfully created with reorganization of furniture, but we still need more tutoring space. The other programs in the LRC have been very generous in the use of their classrooms and we will continue to take advantage of this resource. The Library has small group study rooms which the TC has been able to use on a limited basis.
- **Partnership with Extension Community Education:** We are developing an afternoon Academic Enrichment program beginning Summer 2014. This effort will enhance the S4C collaborative and the Student Success Initiative by reaching out and strengthening our links to community groups and Cabrillo's middle and high school feeder schools. There will be two segments to this program; the academic based program will be held in the TC. This will take advantage of our low-demand time, expose students to college and get them ready for returning to school.
  - July 7-August 1 arts based: visual and performing arts
  - August 4-August 15 academic based: math, science, writing
- **LIBR 203 Tutoring Methods class:** Review, revise and update curriculum adhering to CRLA requirements. Effective Fall 2014, the Director of the ESL Lab and the Reading Center will be teaching this class. We are working closely together to address training requirements. Ideas include: plans to ladder the course to offer supplemental training and/or specific subject training in collaboration with other 502 Supervised Tutoring classes; hybrid or on-line non-credit training; and alternative certification.
- **On-line tutoring:** On-line/Distance Education students and/or for students who have scheduling challenges and are not available during the day need more options for support. In Fall 2013, the TC coordinated a webinar for the LRC with *Smart Thinking* and will continue to explore other options.

### III. Program Goals and Recommendations

Recently passed state legislation, the Student Success Initiative directs community colleges to refocus on helping students reach their goal of earning a degree, certificate, career advancement or transferring to a four-year institution within six years and requires colleges to post a scorecard to communicate completion rates. There are many articles, specifically “Background Research: Tutoring Programs, 2009 Institute of Government and Public Affairs, University of Illinois “, which document the benefits of peer tutoring. The Tutorials Center provides an important resource for the success of our students; yet, it suffers from reduced funding, reduced staff and reduced tutoring support for students during a time when the resource is the most needed.

1. **Support Staff:** Providing more staffing to the Tutorials Center will help meet the Governing Board’s goal of making student success a priority. Many campus instructional areas benefit from the student successes achieved by the Tutorials Center, including ALH, CABT, CIS, DSPS, EMT, EOPS and NAS. There is the potential to reach more students if there is sustainable funding and sustainable support for program development. A one-person program has inherent limitations as to how much work can be accomplished. Program Development, budget management and supervision of 17+ tutors is especially challenging when the Coordinator spends at least half the time staffing the front desk. In addition, breaks, meetings, and illnesses are a difficult to cover with a single-person department. The increased activity in the TC (which has been noted by all programs in the LRC) directly results in increased work to be done. This emphasizes the need for a part-time support staff position. This will ensure that the TC staff will be able to continue serving students during all hours of operation.

Reinstate a support staff position by adding a 75% 10 month Program Specialist I

Costs: \$23,942 per year

2. **Increase tutoring sessions:** To further the Governing Board’s goal of ensuring student success, **sustainable** funding for hiring more tutors is needed. The sheer volume of courses offered at Cabrillo makes it difficult to extend tutoring for each course. The TC can expand its services with an increased tutoring budget.

Cost: \$20,000 per year

3. **Materials/Equipment Budget:** Visual and kinesthetic aids are critical to addressing various learning styles. Providing more educational materials will help meet the Governing Board’s goal of making student success a priority. A modest budget would provide more study tools for more students and expand drop-in study time.

Cost: \$500 per year.

4. **Staff Workstations:** In Fall 2013, the Cabrillo College Safety Consultant determined that the 2 desks in the TC are deficient as workstations and are not ergonomically correct. This results in awkward, unhealthy posture and discomfort. An appropriate,

comfortable, organized workstation will result in a healthy, effective and efficient staff better able to serve students.

Cost: \$1,500.00, one-time

5. **Chairs:** The chairs in the tutoring rooms are unsanitary and weak. They have lost their structure making them uncomfortable. The upholstery is filthy, and the cushions are completely worn down. Students report that they are forced to slouch to try to get comfortable. Poor posture causes aching and leads to distraction and lack of focus. Improved comfort will increase attention and result in successful tutoring sessions.

Cost: \$3,600 for 32 chairs, one-time



## Occupational Program Assessment Analysis

Use the form below to summarize the results of the department meeting in which you discussed the results of your program's assessment process. Include this form in your Instructional Plan and incorporate the results into the narrative of your instructional plan.

<b>Department</b>	<b>Tutorials</b>				
<b>Meeting Date</b>	<b>3/14/14</b>				
<b>Number of Faculty participating in dialogue</b>  <b>Number of Faculty sharing Assessment Results</b>  <b>Total number of staff/faculty in department</b>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; border-bottom: 1px solid black;"><b>Fulltime</b></td> <td style="text-align: center; border-bottom: 1px solid black;"><b>Adjunct</b></td> </tr> <tr> <td colspan="2" style="height: 100px; vertical-align: top;">           1 Staff: Coordinator-100% 10 months         </td> </tr> </table>	<b>Fulltime</b>	<b>Adjunct</b>	1 Staff: Coordinator-100% 10 months	
<b>Fulltime</b>	<b>Adjunct</b>				
1 Staff: Coordinator-100% 10 months					
<b>SLO(s) Competency Measured</b>	<b>Demonstrate improved understanding of their course subject matter.</b>  <b>Apply learned study habits to independent school work.</b>				
<b>Assessment Tool (Briefly describe assessment tool)</b>	<b>Tutorials Center Survey</b> <b>Tutor and Instructor Input</b> <b>Data Analysis by Planning and Research Office</b>				
<b>Assessment Results (Summarize the overall results of your department including any students needs and issues that emerged)</b>	<b>Overall: Students are filled with gratitude and achieved their academic goals. The Tutorials Center has met planned AUOs. Based on the PRO survey the TC has scored high in positive feedback.</b>  <b>Students need more subjects and more scheduling options.</b>				
<b>Next Step in the Classroom to Improve Student Learning</b>  <b>List all the items faculty felt would help them improve student</b>	<ul style="list-style-type: none"> <li>○ State goals or objectives of assignment/activity more explicitly</li> <li>✓ <b>Continue implementing and updating feedback loop.</b></li> <li>○ Revise content of assignment/activities</li> <li>○ Increase student collaboration and/or peer review</li> </ul>				

<p><b>learning</b></p> <p><b>When filling out this form on a computer, please indicate selections by deleting unselected items</b></p>	<ul style="list-style-type: none"> <li>○ Provide more frequent feedback on student progress</li> <li>○ Increase guidance for students on assignments</li> <li>○ Use methods of questions that encourage competency</li> <li>○ Increase interaction with students outside of class</li> <li>○ Collect more data</li> </ul>
<p><b>Next Step in the Department to Improve Student Learning</b></p> <p><b>Check all that the department felt would help them improve student learning</b></p> <p><b>When filling out this form on a computer, please indicate selections by deleting unselected items</b></p>	<ul style="list-style-type: none"> <li>○ Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods</li> <li>○ Consult teaching and learning experts about teaching methods</li> <li>✓ <b>Consult tutoring community at large.</b></li> <li>✓ <b>Seek professional development opportunities.</b></li> <li>○ Encourage faculty to share activities that foster competency</li> <li>○ Write collaborative grants to fund departmental projects to improve teaching</li> <li>○ Visit classrooms to provide feedback (mentoring)</li> <li>○ Create bibliography of resource material</li> <li>○ Analyze course curriculum to determine that competency skills are taught, so that the department can build a progression of skills as students advance through courses</li> <li>✓ <b>Continue working toward collaboration with other campus departments.</b></li> </ul>
<p><b>Priorities to Improve Student Learning</b></p> <p><b>List the top 3-6 things faculty felt would <u>most</u> improve student learning</b></p>	<p><b>Students are prepared before their sessions begin.</b></p>
<p><b>Implementation</b></p> <p><b>(List the departmental plans to implement these priorities)</b></p>	<p><b>Develop pre-semester communications that can be replicated on a semester to semester basis.</b></p> <p><b>Provide more in-class visits by tutors/Tutorials staff to promote the service.</b></p>
<p><b>Timeline for Implementation</b></p> <p><b>(Make a timeline for implementation of your top priorities)</b></p>	<p><b>Timeline and communications plan developed by Spring 2013.</b></p> <p><b>Collaboration with instructors initiated by end of Spring 2013.</b></p>

**Tutorials Program Planning  
Goals and Recommendations**

	Description:	Cost
1.	<b>Reinstate support staff: 75%, 10 month Program Specialist II. Program is currently one-person FT, 10 mths</b>	<b>\$23,942 per year</b>
2.	<b>Increase tutoring sessions with sustainable funding.</b>	<b>\$20,000 per year</b>
3.	<b>Materials/Equipment budget for education materials/study tools for expanded drop-in study time.</b>	<b>\$500 per year</b>
4.	<b>Staff workstations: 2 ergonomically correct workstations.</b>	<b>\$1,500 one-time</b>
5.	<b>Student chairs for the tutorials rooms (32).</b>	<b>\$3,600 one-time</b>

# TUTORIAL SERVICES EVALUATION & ASSESSMENT

*Please, tell us what you think. Use 1 form for each tutor. All responses are confidential.*

STUDENT ID# \_\_\_\_\_

DATE: \_\_\_\_\_

Number of sessions with this tutor: Less than 5 \_\_\_\_\_ 5-10 \_\_\_\_\_ More than 10 \_\_\_\_\_

Use the following scale (please circle):

5 = Strongly Disagree	4 = Disagree	3 = Neutral (Okay)	2 = Agree	1 = Strongly Agree
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**PART I**

TUTOR: \_\_\_\_\_ SUBJECT/S: \_\_\_\_\_

1. Patient and supportive	5	4	3	2	1
2. On time and respectful	5	4	3	2	1
3. Knows subject area/s	5	4	3	2	1
4. Presents information in different ways	5	4	3	2	1
5. Explains ideas and concepts clearly	5	4	3	2	1
6. Encourages me to ask questions	5	4	3	2	1
7. Listens and tries to understand	5	4	3	2	1
8. Asks questions, has me do the work	5	4	3	2	1
9. Asks me to explain what I learned	5	4	3	2	1
10. Does the work for me	5	4	3	2	1
11. I would recommend this tutor to another student	5	4	3	2	1

**PART II**

**TUTEE (That's you)**

12. My confidence has increased	5	4	3	2	1
13. My study skills have improved	5	4	3	2	1
14. My time management skills have improved	5	4	3	2	1
15. My understanding has improved	5	4	3	2	1
16. My grade has improved (or stabilized)	5	4	3	2	1
17. I can explain what I learned in my sessions to others	5	4	3	2	1
18. I reached my goals with the help of tutoring	5	4	3	2	1
19. I now take greater responsibility for my success	5	4	3	2	1
21. I would recommend tutoring to another student	5	4	3	2	1

**PART III**

**OFFICE STAFF**

22. Helpful	5	4	3	2	1
23. Professional	5	4	3	2	1
24. Explained program policies clearly	5	4	3	2	1

**OVERALL COMMENTS:**