Campus Tutoring Program

Evergreen Valley College

Fall 2011

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Department/Program Name: Campus Tutoring

Last Review: None Previously

Current Year: 2011

Preparers' Names: William Nguyen, Bryan Pham, Nasreen Rahim

Area Dean: Keith Aytch

Evergreen Valley College Mission Statement

With student learning as our primary focus, Evergreen Valley College's mission is to empower students to expand their human potential and succeed in a global, multicultural society. We prepare students of all ages and backgrounds for balanced and productive lives, so they can ultimately improve the workforce and quality of life in our communities.

We meet our mission through a wide spectrum of educational experiences, flexible methodologies, and support services for our students

Mission Statement for Campus Tutoring Program

The Evergreen Valley College Campus Tutoring Program provides tutoring and academic resources to EVC students campus-wide. Our mission is to ensure that students receive tutoring and support services for the subjects in which they need help to aid them on their paths toward academic success. The primary aim of Campus Tutoring is to complement classroom instruction with academic support to assist in empowering students as they embark on their journeys towards balanced and productive lives.

Program Description

EVC Campus Tutoring supports the campus by providing free drop-in tutoring and learning assistance to all students in a variety of subject areas, including but not limited to: English, English as a Second Language, Accounting, Math, Science, Spanish, Vietnamese, Oral Communication, History, Psychology, Music, Ethnic Studies, and Business as needed. Subjects tutored each semester are based upon student demand and tutor availability.

- Instructors refer students to tutoring by the Instructor Referral Form each semester. Students receive tutoring by first adding the 0 unit non-credit tutoring

course, Supervised Tutoring II 210. Thereafter, students are eligible for tutoring and may drop in for tutoring as often as they would like for the semester.

- Campus Tutoring takes place in two primary locations: Campus Tutoring Center in LE 237 in the library building and the Math and Science Resource Center (MSRC) in AD-141 in the Acacia building. While the MSRC provides tutoring in Math and Science, the Campus Tutoring Center provides students with tutoring in all other major subject areas.
- In addition to tutoring, Campus Tutoring also provides Study Skills Workshops as well as Conversation and Grammar groups to EVC students on a weekly basis. These are facilitated by Counselors and Student tutors.
- Campus Tutoring relies upon EVC students for tutoring, providing tutor training and paid job experience for student tutors. Tutors are comprised from EVC students recommended by EVC instructors as well as student and community volunteers. All paid tutors are trained through the II 90 Tutor Training course, a 1 unit online course taught by an EVC faculty member. In addition, the Tutoring Coordinator works alongside various EVC subject discipline faculty in providing additional training workshops for tutors throughout the semester. The objective of the II 90 course and tutor trainings is to provide the campus with qualified and experienced tutors who in turn refine their areas of expertise through tutoring and aid students towards proficiency in the subject(s) in which they need help.
- Campus Tutoring continues to improve upon its delivery of services to students. In addition to drop-in tutoring, Campus Tutoring works with special programs like EOP&S, ENLACE and AFFIRM to provide by-appointment, drop-in, and in-classroom tutoring to students.

- **Hours of Operation and Locations:**

Campus Tutoring Center, LE-237

Monday-Thursday 9:00 a.m.—6:00 p.m., Friday 9:00 a.m.—1:00 p.m.

Phone : (408) 274-7900 x6802

Website: http://www.evc.edu/tutoring_center/

Math and Science Resource Center (MSRC), AD-141

Monday-Thursday 9:00 a.m.—6:00 p.m.

Friday 9:00 a.m.—1:00 p.m.

Phone: (408) 274-7900, x6883

Website: http://www.evc.edu/mse/math center.htm

List of Staff and Titles

- William Nguyen, Tutoring and Learning Resources Coordinator
- Nasreen Rahim, II 90 Tutor Training Instructor
- Wendy Brashares, II 210 Supervised Tutoring Instructor, Campus Tutoring Program
- Sandra Wise, II 210 Supervised Tutoring Instructor,

  Campus Tutoring Program
- Abdollah Tabrizi, II 210 Supervised Tutoring Instructor, Math and Science Resource Center
- Bryan Pham, Instructional Support Lab Lead, Math and Science Resource Center
- Sawani Marks, Instructional Support Assistant, Math and Science Resource Center
- Nguyet Nguyen, Instructional Support Assistant, Math and Science Resource Center
- Jorge Vallin, Instructional Support Assistant for ENLACE, Math and Science Resource Center

Evergreen Valley College's Commitments to Action (CTAs)

Student Centered:
Provide tutoring and learning resources to EVC students in all major subject areas through academic assistance from qualified student tutors to meet student goals. Provide tutor positions to EVC students to foster confidence and further competence in subject disciplines between tutor and tutee alike.

Organizational Transformation:
Provide tutoring options that reach all EVC students in addition to creating communal drop-in locations where students can supplement their classroom learning through personalized guidance, support, and encouragement from student tutors, student peers, instructional assistants, and instructors.

Community Engagement:
Engage community with opportunities to share knowledge, experience, and skills as volunteer tutors for students.

Campus Tutoring CTAs and Status

Student Centered:
Assure that all courses where tutoring is in high demand have enough instructor-recommended tutors at all times.

> *Status*: Complete - While both the MSRC and Campus Tutoring have staffed their respective areas with enough tutors during peak times, mornings and late afternoons, in particular, due to student tutor class schedules as well as a reduced budget, early afternoon times have been more difficult to staff. Campus Tutoring is utilizing its volunteer and Financial Aid work-study tutors to aid in staffing times when there are fewer student tutors.

Provide EVC students with more interactive learning resources in addition to tutoring that better equip students with study skills necessary to succeed in their courses.

> *Status:* Complete - Campus Tutoring in conjunction with Counseling offers EVC students ongoing study skills workshops throughout each semester on a weekly basis. Skills covered include *Test Anxiety and Preparation, Learning Styles, Time Management and Procrastination, Note-Taking and Memorization Strategies, and Oral Presentation Anxiety*. These are study skills that can aid students regardless of their area of study. In addition, Campus Tutoring works with instructors, community volunteers, and students alike to provide EVC students with

conversation and grammar groups to allow a forum in which students can practice their listening and speaking skills.

Organizational Transformation:

Utilize tutors to aid students in the classroom as well as in person to assist students who cannot come to tutoring locations in the MSRC and Campus Tutoring.

Status: In progress – Campus Tutoring has begun utilizing tutors in the classroom to assist instructors and better aid students. Not only does this allow for more immediate help for the students, it also allows the tutor more familiarity with the instructor's course material and expectations. The in-class tutor has been available on a limited basis pending participating instructors and enough funding. Currently, the in-class tutor is working with basic Math courses with the goal of expanding next to ESL and English courses.

Evaluate tutors on a regular basis to assess their skills, professionalism, and effectiveness as tutors.

Status: Complete – Campus Tutoring and the MSRC regularly evaluate each tutor on their effectiveness as tutors as well as professionalism.

Community Engagement:

Provide community with opportunities to work with and aid students.

Status: Complete – Campus Tutoring utilizes an average of 7-10 volunteer tutors from the surrounding community to assist and tutor students in a variety of subject areas as well as facilitate conversation groups for ESL students. Community Volunteer Tutors often carry a distinguished professional and/or educational background, seeking to give back to their community with their skills and time.

Campus Tutoring Funding Sources:

The Tutoring Program's major source of funding has been a base budget line item provided by the college district in addition to a supplies budget. Categorical funding from EOP&S and VTEA has also supported Tutoring. While our current funding base was once stable and renewable, due to the current state community college budget situation, we have seen an unfortunate and significant reduction in all of our funding sources.

- The Campus Tutoring budget had remained the same since 1997 ($31,465.00/year), but as of the Spring semester of 2010, this amount was reduced to $28,765/year, a reduction of nearly $2700. The supplies budget was also significantly reduced due to budget cuts from $400 in years previous to $200 currently.

- Additional sources of funding have been and are being provided by federal state categorical EOP&S funds for drop-in and one on one appointment tutoring for EOP&S students. This amount has steadily declined from $20000/year in 2007 to only $10800/year currently, a reduction of $9200.

- Campus Tutoring also receives VTEA categorical funds for accounting and computer science tutors. This amount, $6648/year since 2007 has also seen a steep decline over the years, now $2397 in 2011, a reduction of $4251.

As demonstrated by the above reductions, funding for tutoring has significantly decreased over the last five years. In order for Campus Tutoring to adequately and effectively meet student needs with enough tutors and shorter wait times, each respective budget supporting tutoring should be restored to its original amount from 5 years ago before the cuts began, namely: $31,465.00/year from Campus Tutoring, $20,000/year, $400/year from Campus Tutoring Supplies, from EOP&S, and $6,648/year from VTEA. This would restore the reduced amount of $16,351/year total to Campus Tutoring, allowing the program to continue to ably serve students.

Despite the severe budget cuts, Campus Tutoring still thrives in an effort to meet EVC students' tutoring needs. With the aid of Financial Aid Work-Study students as well as Service Learning and Community volunteer tutors, we continue to stretch our resources as efficiently as possible.

External Contributing Factors

- There are a few external factors which impact Campus Tutoring with our diverse student population. There has been a significant increase in students seeking tutoring in Campus Tutoring, which may stem from a few reasons. The depressed unemployment market has left many individuals in the community without jobs. In order to equip themselves with the necessary career and language skills to succeed in an increasingly competitive job market, many students have made a concerted effort to utilize the resources available to them at EVC.

- As the majority of Campus Tutoring students are second language speakers, many of them come to Tutoring to improve upon the reading, writing, listening and speaking skills they are learning in their courses. Conversation and Grammar groups are offered on a weekly basis as well as drop-in tutoring for English and ESL. Many of the tutors are second language speakers themselves and therefore, can often empathize with and communicate with those students with limited English skills. Campus Tutoring aids students with many subjects, such as Accounting and History as well English and ESL while the MSRC tutors Math and Science, but as second language issues can impede understanding, many students come to both areas seeking help or clarification.

- While instructors do have office hours to assist students, and there are supplemental labs available to aid students, office hours are usually very limited, and the supplemental labs charge fees. EVC students may use Campus Tutoring without cost as it is included in their tuition. This allows them a resource to rely upon to refine and practice the skills they are learning in their courses that will allow them to function more effectively as they compete in the job market amidst the economic downturn.

External On-Campus Factors

- Recent administrative changes as well as significant budget cutbacks have challenged Campus Tutoring and the services we offer. As our Dean has had to take on additional duties outside our division, this has only served to increase our self-sufficiency and output. We continue to offer students tutoring and learning resources in a time where budget cuts seem to be the norm.

- In the last few years, different budgets supporting tutoring have either been reduced or become nearly non-existent. However, we continue to do more with less. Events like our evening Night on Caffeine tutoring event and free study skills workshops for all EVC students are among the offerings for our students in addition to tutoring.

- Tutors who previously tutored only one subject now tutor multiple subjects based on instructor recommendations to accommodate a dwindling budget along with the growth in students who seek tutoring services.

- Our community and service learning volunteers as well as EVC instructors have also lent a hand to keep pace with student tutoring requests despite our reduced budgets.

- As part of the Basic Skills initiative, in-classroom tutoring has also begun with tutors assisting instructors and students during class time in addition to drop-in tutoring.

- Students themselves have formed study groups in Campus Tutoring to aid and assist each other when there are fewer tutors. Campus Tutoring continues to thrive amidst economic adversity.

Internal Factors

- Perhaps the strongest internal factors have been the reductions in our budgets supporting tutoring. Significant cuts have occurred in the Campus Tutoring budget and the Tutoring Supplies budget as well as categorical funding from EOP&S and VTEA. As a result, fewer tutors are hired each semester despite the growing demand with more students coming to tutoring. Over the last few years, Campus Tutoring has increased its visibility due to classroom visits, Special Program and Counseling orientations, Campus Tutoring informative videos, emails to all registered EVC students, campus advertising, and instructor awareness. This has resulted in a marked increase in students, over double the amount of students from 2009. While this demonstrates a definite need for tutoring services throughout the campus, this also necessitates a need for more tutors. With a reduced budget, however, this need is difficult to meet, resulting in students waiting patiently for the few tutors we can hire as they multitask from student to student. Volunteers and work-study students have assisted in alleviating the tutors' workload, but Campus Tutoring is still stretched thinly with the limited manpower it does possess.

- The Tutoring supplies budget has also been severely reduced, resulting in a diminished amount of everyday necessities like pens, office equipment and paper. Campus Tutoring continues to be resourceful with its tutors and Coordinator often bringing in their own supplies and decorations to maintain the welcoming and dependable atmosphere students experience on a daily basis. In addition, paid tutors often come in earlier than their shifts or stay later in order to fulfill student needs for tutoring. Students themselves form study groups when a tutor is not available to assist each other. When supplies are low due to the reduced budget, it is not uncommon for tutors to rely upon each other to maintain the equipment.

- Students have also enquired about evening or weekend tutoring as many cannot access Campus Tutoring during its open weekday hours. With the reduced budget, however, the center can only fund tutors during the day between Campus Tutoring and the Math and Science Resource Center (MSRC). Tutors cannot be hired for evenings simply because there is no funding, and since student traffic is highest between the hours of 9am and 6pm weekdays, this is where efforts are concentrated. It is not uncommon to see tutors as well as the coordinator or lab lead staying after hours, volunteering their own time to assist those evening students in need. In addition, the fiscal health of the district has raised much concern amongst staff and tutors due to the impending layoffs and the increasing budget deficit. An increased budget would go some way in reassurance and alleviating these issues.

- Campus Tutoring and the MSRC receive its funding apportionment based upon enrollment in the non-credit II 210 Supervised Tutoring sections. All students who receive tutoring must be enrolled in an II 210 section. Once enrolled, students must log in and out each time they visit tutoring in order for Campus Tutoring to track exactly how many hours students spend receiving tutoring. These hours are then sent to Admissions and Records at the end of each semester. In the Spring semester of 2008, the new and current SARS-TRAK timekeeping system was implemented in order to streamline our ability to track student hours. However, both Campus Tutoring and the MSRC who use SARS-TRAK separately to track their students lose student hours with this system for two reasons. First, many students forget to log in or out when they receive tutoring. Although tutors remind students to log in and out, with the high volume of students coming through both areas, it is nearly impossible to assure that each and every student is logged in.

- Furthermore, II 210 Supervised Tutoring sections can only add students until one month before the semester ends. Once the adding period ends, however, students can no longer add sections. While students are never turned away from tutoring, we cannot track their hours since they cannot enroll in tutoring. Their hours, therefore, cannot be counted even though they receive tutoring. In addition, from semester to semester, tutoring does often occur outside of the two main areas. The Bio Lab in Sequoia, for example, does house tutoring for Microbiology, Anatomy, Physiology, and Nursing pending the availability of a tutor. However, since there is no official II 210 section for the Bio Lab, student tutoring hours there also are not recorded. While students are seen and tutored, these hours are not tracked since they are not directly linked to a Supervised Tutoring section. This is also true of Summer semester tutoring. Each semester, the MSRC tutors an average of 120 students for approximately 2000 usage hours. However, since II 210 Supervised Tutoring sections are not offered with an instructor of record, these hours also are not reported. Some possible solutions for the future are to add a section of II 210 to the Bio Lab to have those students' hours recorded, open II 210 sections for the MSRC in the summer, and allow open enrollment in all sections of II 210 until the end of the semester, so all student tutoring hours can be recorded and reported.

- In accordance with the Title V regulation governing California Community Colleges, all students who receive tutoring must first be referred to tutoring by instructor referral. Campus Tutoring attains instructors' referrals at the beginning of each semester when all instructors are asked to fill out and sign a referral form, allowing all students in their courses to receive tutoring. However, each semester, there are instructors who do not fill out this form. As a result, some students who receive

tutoring are not referred by their instructors as they have not turned in their forms. Instructors must be reminded regularly to turn in these forms before their students seek tutoring to streamline the process.

- Title V regulations also mandate that the Coordinator of the Learning or Tutoring Center must be a faculty member. While Campus Tutoring does meet this regulation by utilizing a combination of faculty as II 210 Supervised Tutoring instructors, the actual Coordinator of Tutoring services is not a faculty member, but instead, a classified staff. To stay in compliance with Title V, the Coordinator position should be reclassified as a faculty position.

- Current staffing in the MSRC includes three instructional assistants and one lab lead, with Math instructors also tutoring during their office hours as the II 210 Supervised Tutoring faculty. While this set-up does meet student needs in terms of tutoring, the lab lead position is stretched thin. The Lab Lead's primary duty is to insure that the MSRC is equipped with enough resources to serve students. The three instructional assistants' primary duties are to assist instructors in tutoring students. However, the Lab Lead must also tutor students while handling the coordinating duties of the MSRC. This does not give the Lead enough time to tend to his duties (coordinating and scheduling tutoring, opening and closing a semester, maintaining computers and textbooks). With enough funding, the addition of more tutors to meet students' growing tutoring needs could go some way in allowing the Lab Lead to have enough time to complete his duties in the MSRC.

- While the MSRC benefits from Math and Science instructors who hold various office hours on a daily basis in the MSRC, thereby allowing students to benefit from receiving tutoring from instructors as well as tutors, instructors of other subject disciplines rarely hold office hours in Campus Tutoring. Having more of an instructor presence in Campus Tutoring would not only lend the program more tutors, but also more authority in particular subject areas as students would enjoy utilizing instructors as tutoring resources. Encouraging more instructors from various subject disciplines to hold their office hours in Campus Tutoring would alleviate some of the tutors' multi-tasking duties.

Program Strengths

Campus Tutoring Strengths:

- Campus Tutoring offers EVC students a convenient location for drop-in tutoring for all major subjects, excluding Math and Science which are tutored in the MSRC. Students do not need an appointment and can drop in as frequently as they would like for help. Subject schedules are posted every semester based upon tutor and subject availability. Students can check the tutoring times for the subjects where they require tutoring and drop-in for help during those times.

- While the MSRC tutors all Math and Science courses, Campus Tutoring offers tutoring in all other major subject areas. From semester to semester, subjects tutored differ based upon tutor availability. However, courses in high demand from students, such as English, ESL, Accounting, History, Spanish, and Communications are tutored every semester. Multiple subjects can be tutored in one convenient location. Based upon EVC instructor recommendation, tutors can often tutor multiple subjects, English and History, for example. Thus, students can meet with a tutor often for more than one subject.

- Campus Tutoring offers students ample space to receive tutoring in conjunction with the Open Computer Lab, whose floor shares space with Tutoring. Because students have access to computers, they can also receive help from tutors if they need assistance on the computers. There are also six study rooms equipped with computers for students to use for private group study or group tutoring. Students utilize the space to study as well as receive tutoring. With available tutors on hand, many students find it more convenient to do their homework in Campus Tutoring in case they have questions or need help.

- Campus Tutoring offers a centralized location in the Library building where students can access numerous resources in addition to tutoring. Through regular collaboration between campus faculty and staff, a plethora of learning resources is available in one convenient location for students. The Open Computer Lab offers students computer usage for academic purposes. Students also have access to the library which is located one floor above Campus Tutoring. Study Skills Workshops offered through Counseling are also available in the building on a regular basis. Special Programs like EOPS, ENLACE,

and AFFIRM also meet their students tutoring needs in Campus Tutoring. Events like *Night on Caffeine* are clear examples of this "one-stop" resource location for students (http://www.evc.edu/tutoring_center/fall_2011/Night_on_Caffeine.pdf). Students can access a variety of resources in one centralized location in Campus Tutoring. Additionally, the location of the MSRC in the Acacia building best suits students and faculty alike with its close proximity to Math classrooms and faculty offices.

- All tutors in Campus Tutoring as well as the MSRC are qualified based upon particular criteria. Tutors must be recommended by an EVC instructor, have a grade of "B" or higher in the course they wish to tutor, possess a cumulative 3.0 grade point average, be a currently enrolled EVC student in 6 units or more, and finally, enroll themselves in the II 90 Tutor Training course. Since tutors are EVC students, they are familiar with their students' instructors, textbooks, and teaching styles. EVC students also enjoy the opportunity to work on campus while aiding fellow students. In addition to student tutors, Campus Tutoring also utilizes knowledgeable and experienced community volunteers. Many are retired teachers or professionals using their skills to aid EVC students.

- All EVC tutors who pass their II90 Tutor Training course become certified tutors by the CRLA (California Reading and Learning Association). This certification not only ensures that tutors have completed necessary training requirements, but also demonstrates that Campus Tutoring is a vital component in student learning. EVC tutors complete 40 hours of tutor training covering 12 lessons online, at least 25 hours of actual tutoring of EVC students, and attend 3 workshops with the Tutor Training instructor in addition to various subject faculty workshops. Certification must be renewed and approved by the CRLA every 5 years (last done in 2010, see certification below).

- One-on-one appointment tutoring is also available to students from programs such as ENLACE and EOP&S. Students meet regularly with the same tutors every week in an effort to improve and succeed in their courses.

- In addition to tutoring, many learning resources are offered in Campus Tutoring each semester. Free conversation and grammar groups are offered every semester to aid those students who wish to improve their listening and speaking skills and have a forum with which to practice these skills. Study Skills

Workshops facilitated by EVC Counselors are also available on a weekly basis to students who wish to improve upon skills, such as *Test-Taking, Note-Taking, Oral Presentations, Learning Styles, Memorization, Personal Statements and Time Management.* Campus Tutoring also offers a variety of student handouts on skills, such as essay writing, grammar, punctuation, MLA and APA format, test preparation, and study skills to enhance student success. Events such as *Night on Caffeine* allow students the opportunity to receive evening tutoring and attend evening study skills workshops.

MSRC Strengths:

- For the MSRC, the current location is in the Acacia building where it is close to most math/science classes. This is convenient for math/science students to drop by before/after their class. This location is also close to most math/science faculty offices, inviting more faculty involvement in the MSRC.

- Adjunct and fulltime faculty volunteer to hold their office hours in the MSRC to help all students. This does not only bring a professional atmosphere to the MSRC but also the knowledge and expertise of the subjects to further benefit students.

- The MSRC also possesses a dynamic group of faculty, staff, and student tutors as well as volunteers from the surrounding community. This allows for a friendly atmosphere for students to come study individually or in groups.

- Resources such as current textbooks and student solution manuals are also available for most math and science classes for students to use in the center.

- Other resources in the MSRC which are not available from other areas on/off campus include:
  - Student computers with installed software specifically tailored to meet the needs of math and science students;
  - Easy access to student computers; no sign-up or waiting time;
  - Math/Science course-specific worksheets and handouts to enhance student success;
  - Hundreds of math and science books used for reference and research.

Program Weaknesses

Campus Tutoring Weaknesses

Most of the weaknesses related to Campus Tutoring stem from funding issues. In the last few years, each of our supporting budgets has been severely reduced due to the economic downturn. The program revolves around the amount of tutors it hires to aid students. With less funding comes fewer tutors. More and more students, however, continue to come to tutoring seeking help in their courses. Doing more with less has become commonplace as a result, but we are still deficient in some areas:

- Fewer tutors for less in-demand subjects, such as Business, Music, Automotive, Astronomy, Philosophy, Nutrition, Ethnic Studies, French, Administration of Justice
- Fewer one-on-one tutors: more small group tutoring takes place with fewer tutors.
- Shorter tutoring time (15-20 minutes) between tutor and tutee to accommodate growing number of students
- Longer wait time (20-25 minutes) for students awaiting tutoring as there are fewer tutors available
- Fewer tutoring supplies, such as pens, paper, white-out, dictionaries, markers, and office supplies
- Lack of evening tutoring due to shortage of tutors: Most of the traffic to tutoring is during the day, so tutors concentrate their efforts on this priority.
- While Campus Tutoring provides tutoring in a variety of subjects offered at EVC, it is lacking in subject-specific instructors. While the MSRC has Math instructors volunteering their office hours to aid and assist students there, Campus Tutoring does not have the same subject-specific instructor presence. This is perhaps due to the location in the library building. The MSRC is located nearby instructor offices in the Acacia building, making it more convenient for Math instructors to stop by. Campus Tutoring, by contrast, is not located nearby faculty offices. Campus Tutoring could strongly benefit from an English or ESL instructor's presence as the majority of tutees require help in these subjects, but most of the Language Arts offices are located across campus in the Roble building. More instructor presence in Campus Tutoring could go some way in connecting what the students do in their classrooms to what the tutors do in Campus Tutoring. While tutors are regularly trained by Language Arts faculty during the semester, having a faculty member present would allow tutors another resource from whom they could ask questions. The instructors could also assist students with tutoring and provide feedback to the Tutoring Coordinator to improve tutoring methods or policies.
- While Campus Tutoring and the MSRC are the primary locations for tutoring on campus, there are other areas from time to time which also provide tutoring. The

Biology lab in Sequoia offers tutoring in Nursing, Microbiology, Anatomy, and Physiology. However, Campus Tutoring cannot collect student hours for apportionment from the state since there is currently no Supervised Tutoring II 210 section for this area. Offering this section to any location involving tutoring on campus would greatly aid in collecting student hours which are integral in maintaining state funding for Tutoring.

- Campus Tutoring is a resource available to registered EVC students only. However, we have seen an increase in students from San Jose City College seeking tutoring services at EVC. These students should be utilizing the Tutoring Center at SJCC as its tutors are more familiar with the courses and are equipped to handle the student traffic. EVC tutors can only handle the increasing number of EVC students seeking tutoring. These issues need to be addressed at SJCC to ensure that SJCC students utilize the campus tutoring service on site instead of seeking help at EVC.
- All new student tutors must pass the II 90 Tutor Training online course during their first semester of hire. While the tutors and instructor do meet in person three times during the semester, more face-to-face training would further benefit the tutors and their skills.
- Title V regulations require that the Coordinator of tutoring be a faculty member. Currently, Campus Tutoring is operating out of compliance with this regulation as the Tutoring Coordinator position is not a faculty position but a classified one. To stay in keeping with Title V regulations, the Coordinator position should be reclassified to a faculty position.

MSRC Weaknesses

- More student computer stations are needed as more and more courses are either online or use an online component. Math and science software such as Minitab is also needed.
- The MSRC also lacks evening and weekend hours due to the elimination of the center's evening/weekend staff position.
- Although tutoring is offered in the summer in the MSRC, positive attendance hours are not collected as there is no II 210 Supervised Tutoring faculty.
- More electrical outlets are needed on walls and tables for student use.
- A cash machine is needed for students to deposit money for printing purposes.

Program Areas for Improvement (Actions, Strategies and Timeline)

CTC (Campus Tutoring Center)

More funding from the Basic Skills Initiative is a strong possibility for Campus Tutoring. With more funding, Campus Tutoring aims to add the following by <u>Fall 2012:</u>

- More tutors for a variety of subjects, such as Business, Philosophy, Automotive, and Administration of Justice
- More tutors for core subjects, such as English, Math and Science
- More one-on-one and appointment tutoring for both Campus Tutoring and the MSRC
- Shorter wait times for students with more tutors available
- Evening hours for at least one evening per week to accommodate evening students
- Campus Tutoring also aims to add more II 210 sections in areas and at times where tutoring is taking place on campus. This includes the Biology lab as well as summer tutoring in the MSRC. Pending instructors of record in each area to stay in accordance with Title V regulations, this can be done.
- More data regarding tutoring and its effect on student success – Currently, Campus Tutoring assesses its services through student surveys which specifically ask whether or not tutoring played a role in a student's success in a particular course. This success can be more accurately measured by tracking students' grades at the end of the semester for the courses they received tutoring in. While the reasons for passing the course could include many (more studying, instructor-student interaction, study groups), if the student has been regularly coming to tutoring, their success in the course could be attributed in part to tutoring. Campus Tutoring has measured this progress through a smaller sample size in Fall 2010 for students who were placed on Early Alert, and this data supported the conclusion that Tutoring played an essential role in student success (see below graph).

MSRC (Math and Science Resource Center)

- For the MSRC, more communication between staff members will improve services offered to students. This will allow instructors, the lab lead, and instructional assistants to be on the same page in terms of policies and procedures.
- Occasionally, make-up tests are given in the MSRC by instructors. A more secure and sound procedure and environment must be created for this process.

- More one-on-one tutoring in addition to drop-in tutoring could aid improving student success rates. This could be made possible with more funding.
- Student surveys are given at the end of each semester in the Campus Tutoring Center to assess tutoring services. It is Campus Tutoring's aim to begin giving these same student surveys in the MSRC to assess services by Fall 2012.

Three Year Projection for Campus Tutoring:

Within the next three years pending additional funding which would result in the hiring of more tutors for more subjects. Campus Tutoring and the MSRC will continue to thrive as primary resources of academic assistance for EVC students through drop-in tutoring for all subjects. Additionally, there will be more in-classroom tutors in more Basic Skills disciplines such as Math, English, and ESL to provide more support to instructors and students in a classroom setting. With more tutors, more by-appointment tutoring will also be available to minimize wait times. More funding will also allow for more software programs, such as Listening, Speaking, and Pronunciation software for students to improve upon and practice their skills. Campus Tutoring will continue to collaborate and work alongside Counseling and the Library to offer EVC students Study Skills Workshops and Conversation Groups on a weekly basis.

Student Learning Outcomes for Campus Tutoring Program:

With the aid of tutors, students will:

1. Develop independence in learning that is self-paced and self-directed;
2. Be exposed to effective study skill and research techniques through personalized guidance;
3. Reach a higher level of competence in a particular subject through individualized, structured learning experience;
4. Become active in the learning process through collaboration and discussion;
5. Develop a positive approach toward learning through tutor support and encouragement.

Completed Survey Results of EVC Students in CTC Spring 2010 - Fall 2010

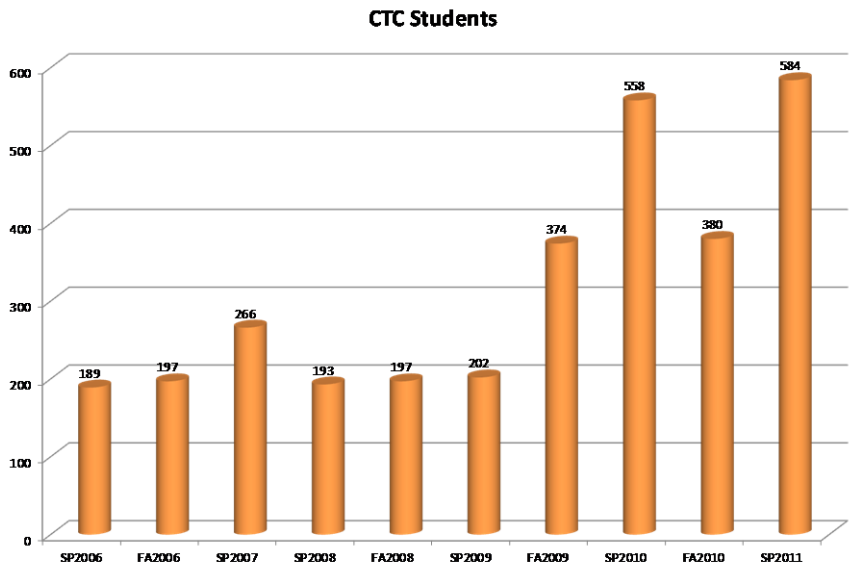
	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Are the Tutoring Center's Hours convenient for you?		2	10	35
2. Is the Tutoring Center effective in providing tutoring services in one or more of your classes?			6	41
3. Were tutors patient with you?			5	41
4. Were the tutors knowledgeable of their subject area?			6	41
5. Were the tutors able to present ideas in more than one way?			8	38
6. Were the tutors helpful in improving your performance in the course and/or your grade?			8	37
7. Was your wait less than 20 minutes?		8	6	40
8. Was the Tutoring Program Coordinator helpful in answering any questions you had regarding tutoring services?			6	40
9. Would you recommend the Tutoring Center to your peers?			9	37
10. Did the Tutoring Center help make a difference in your academic performance (e.g. your grade)?			5	42
11. Did the Tutoring Center/Tutors help you to become more competent and independent in the area(s) in which you needed help?			7	40

The above survey collects recent results from Student Surveys on Campus Tutoring which are given out toward the end of each semester in the Campus Tutoring Center. SLO's are assessed by student surveys following the end of each semester, and adjustments are made accordingly. Current areas for improvement based upon these surveys relate to Tutoring hours and wait times. With more funding, more tutors would aid in remedying these issues by adding some evening hours and shortening wait times for tutoring.

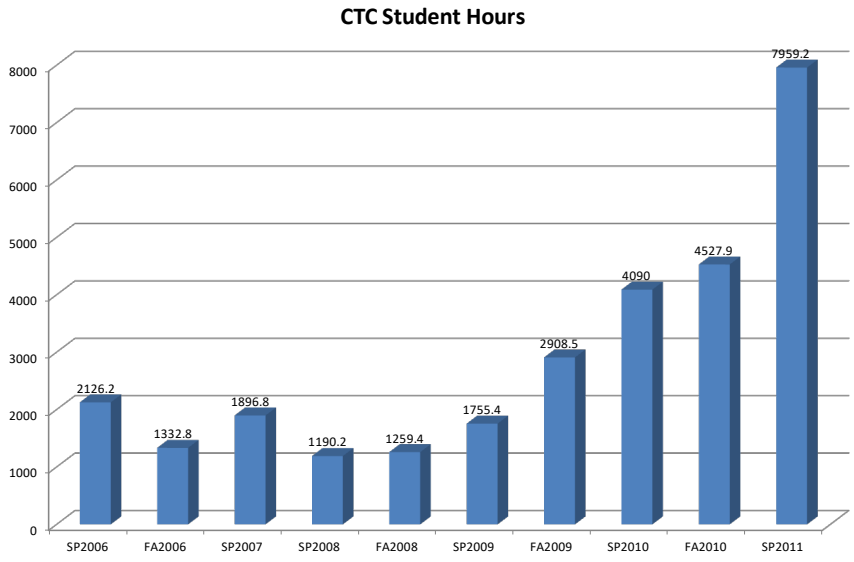
Student Demographics

For students who regularly use Campus Tutoring, the demographics are in keeping with the ethnic make-up of the campus. Asian and Hispanic students comprise the majority of our students (see below data); these groups also comprise the majority of students here at EVC (http://www.evc.edu/accreditation/self_study/EVC_Accreditation_Report.pdf). Thus, Campus Tutoring is adequately meeting the majority of EVC students' tutoring needs.

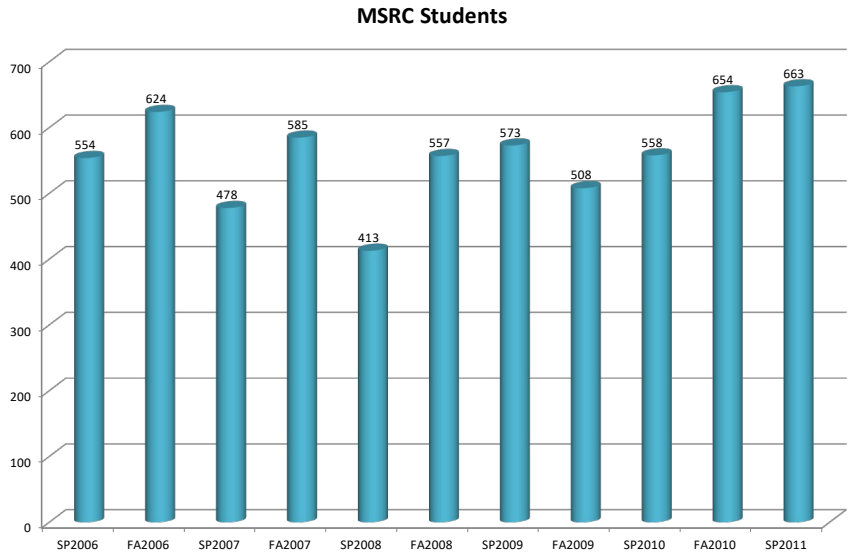
Campus Tutoring Program Data



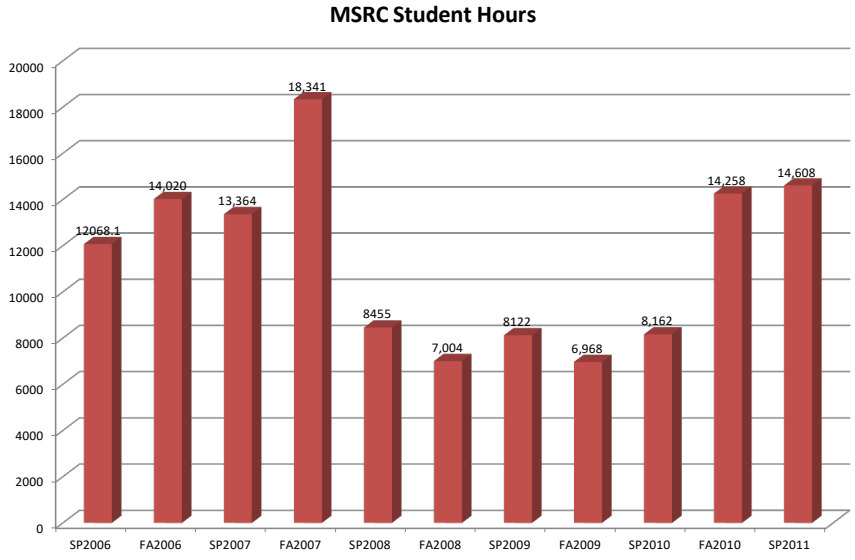
Number of Campus Tutoring Center Students per Semester



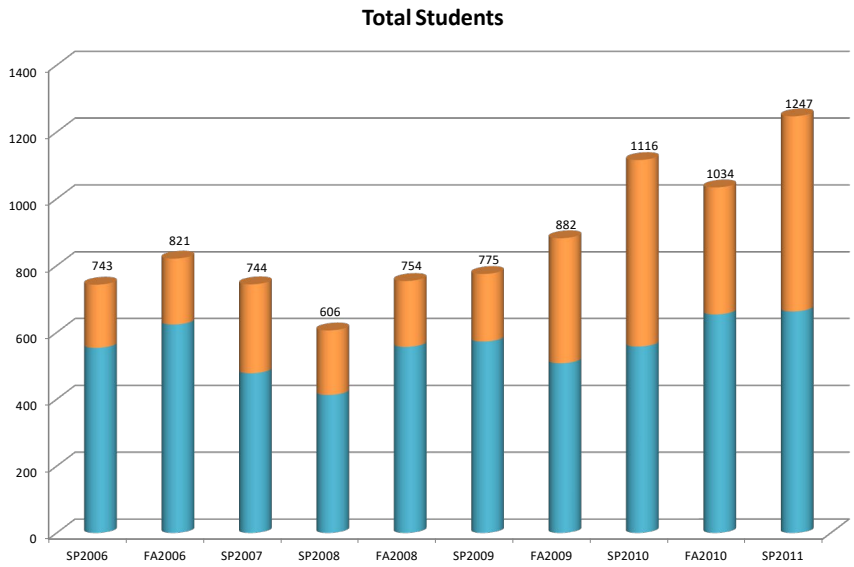
Number of Hours for Students Receiving Tutoring in CTC per Semester



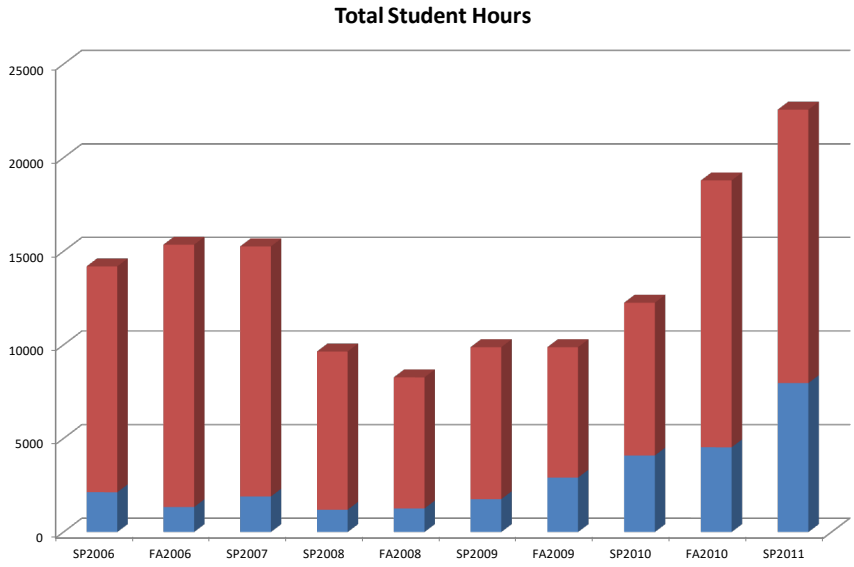
Number of MSRC Students per Semester



Number of Hours for Students Receiving Tutoring in MSRC per Semester

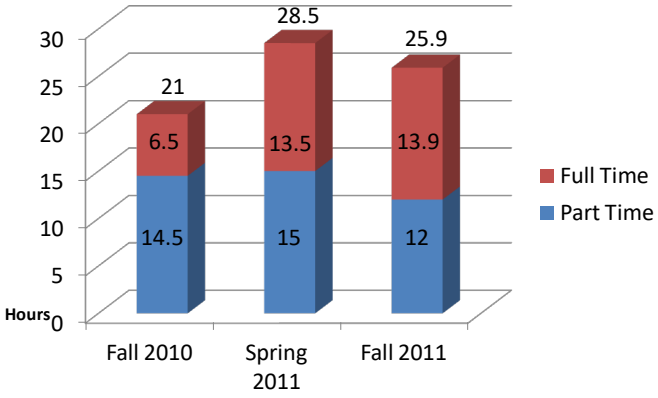


Students Receiving Tutoring in Both CTC and MSRC

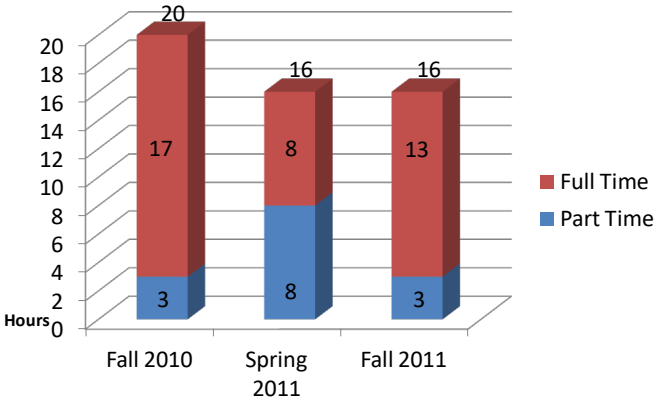


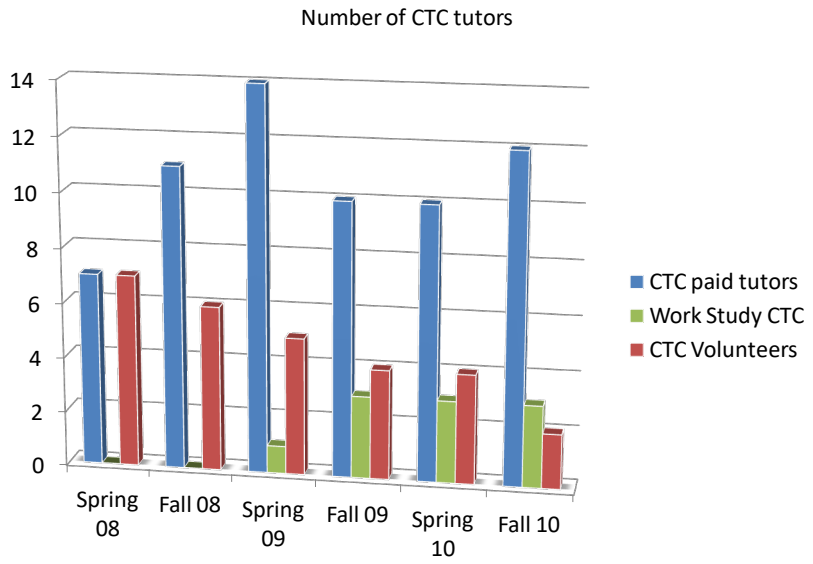
Number of Student Hours for Both CTC and MSRC

Campus Tutoring Center Faculty Hours Per Week
II 210 Supervised Tutoring

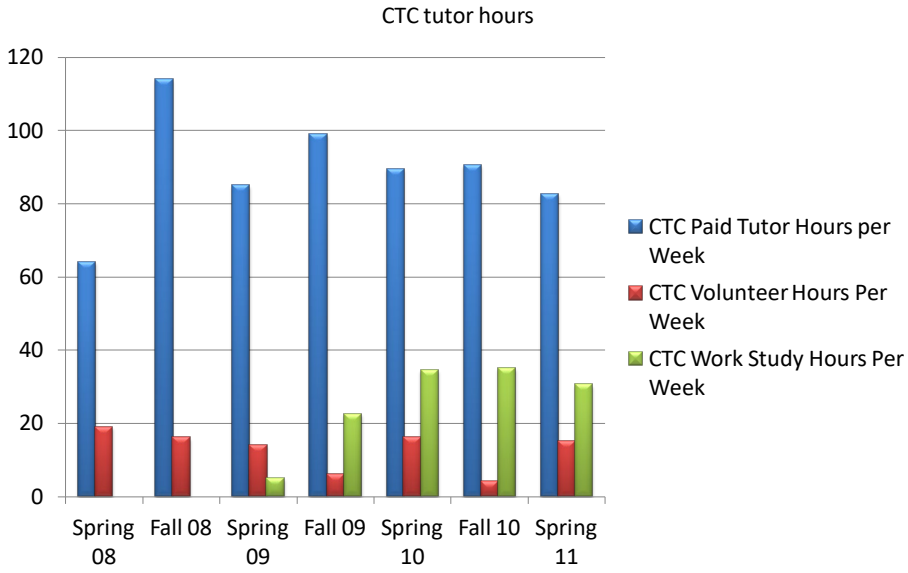


Math and Science Resource Center Faculty Hours Per Week
II 210 Supervised Tutoring

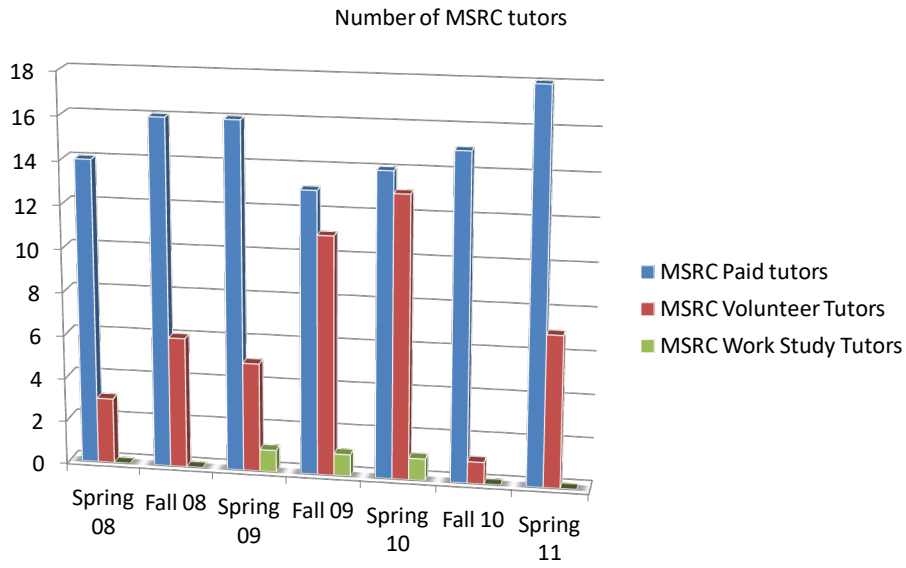




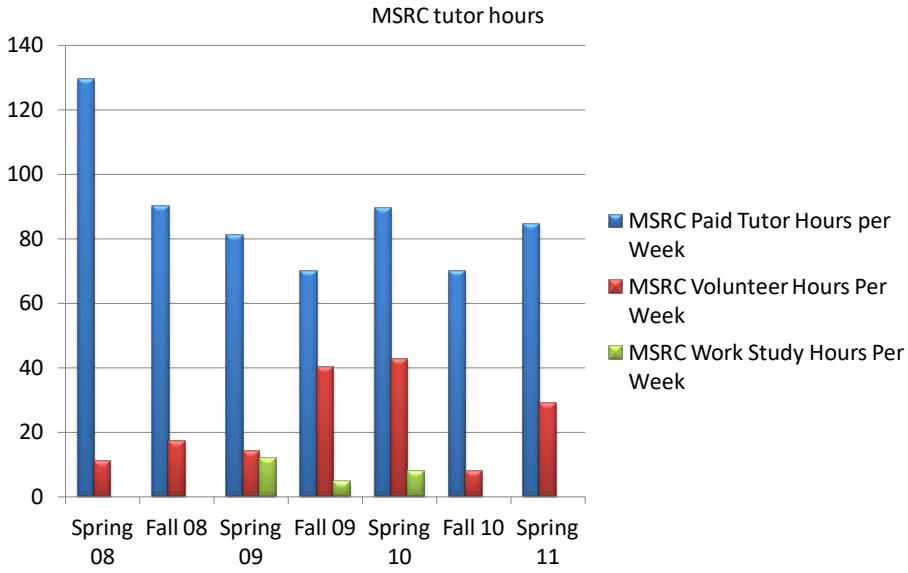
Tutors in Campus Tutoring Center



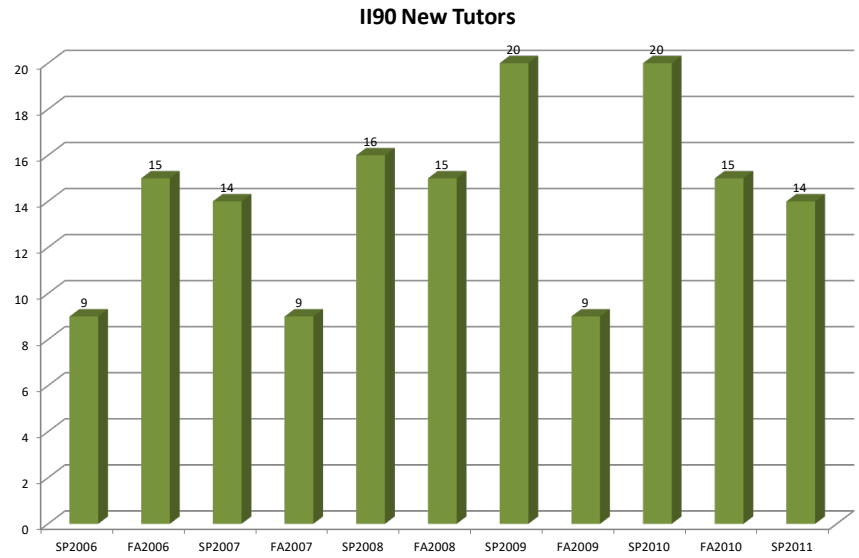
Number of Weekly Campus Tutoring Center Tutor Hours



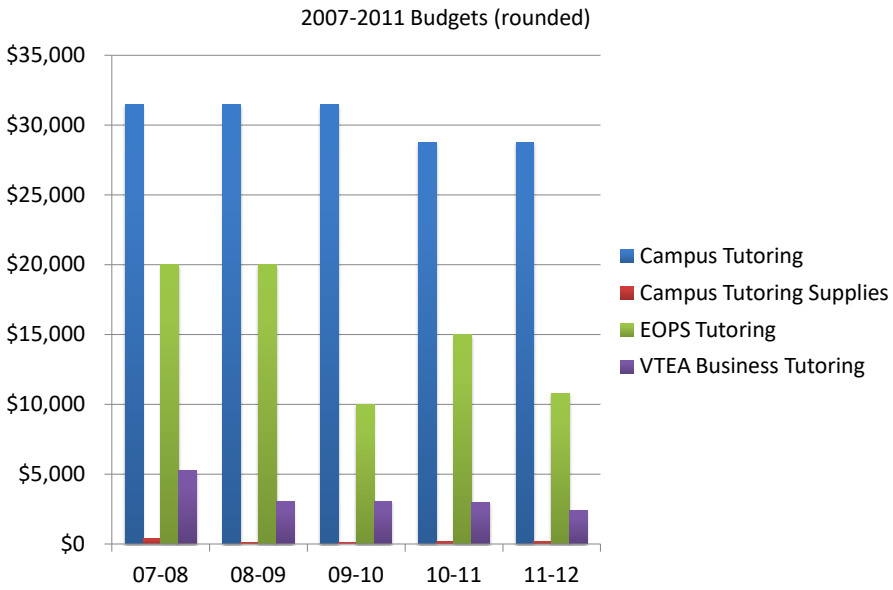
Tutors in Math and Science Resource Center



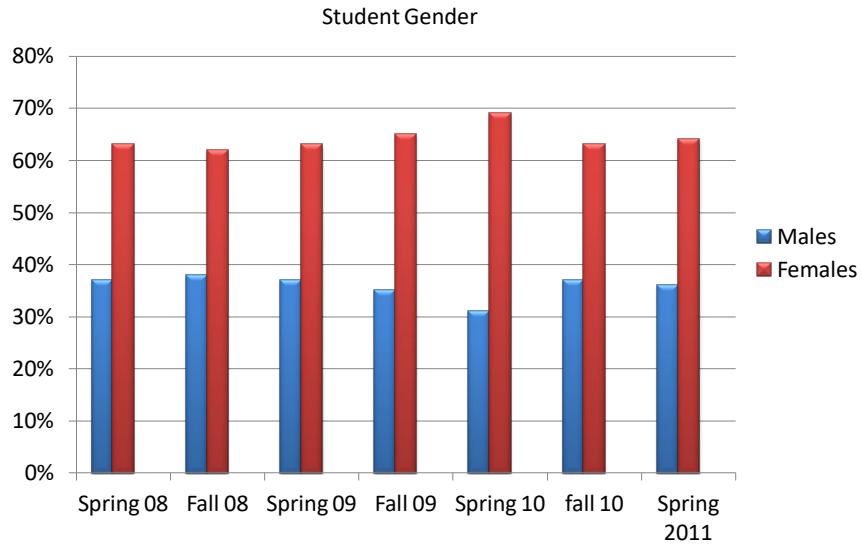
Number of Weekly Math and Science Resource Center Tutor Hours



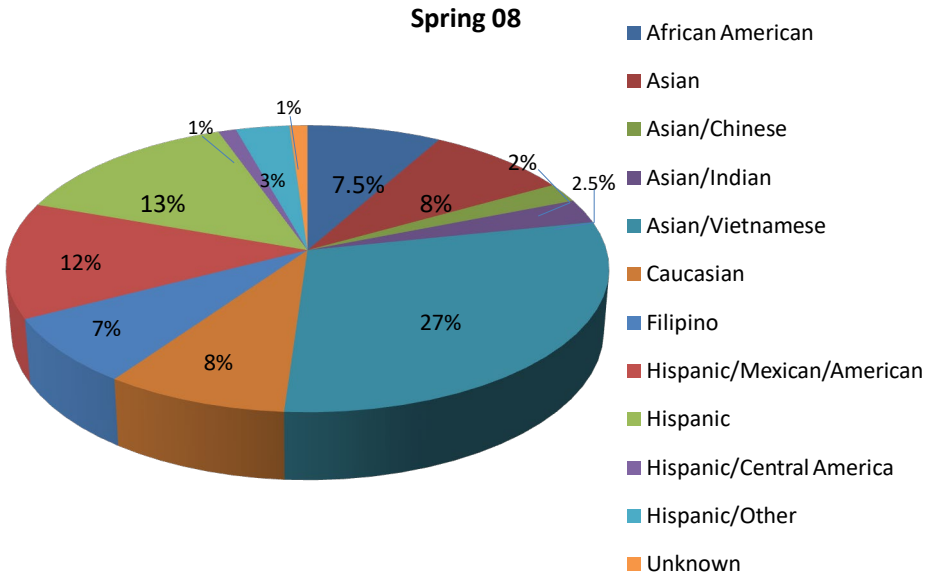
Number of New Tutors Enrolled in II90 Tutor Training



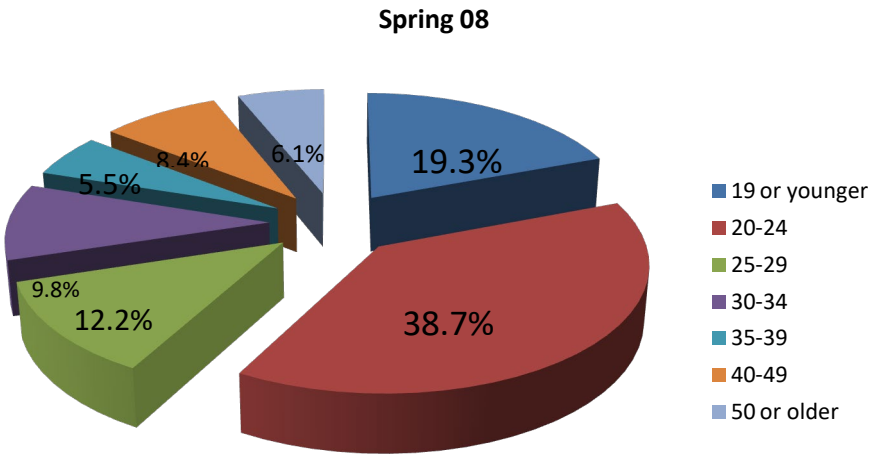
Student Demographics



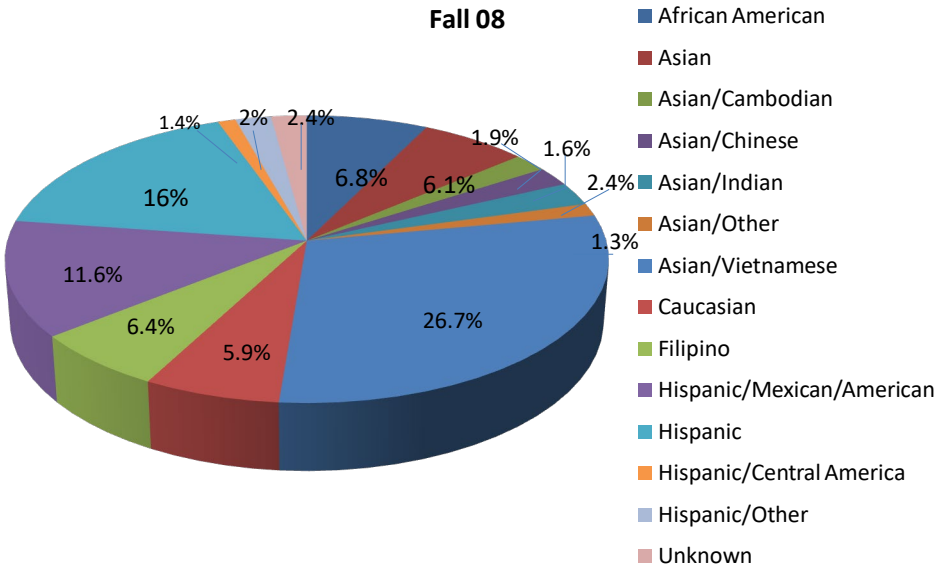
Students Enrolled in II210 Supervised Tutoring



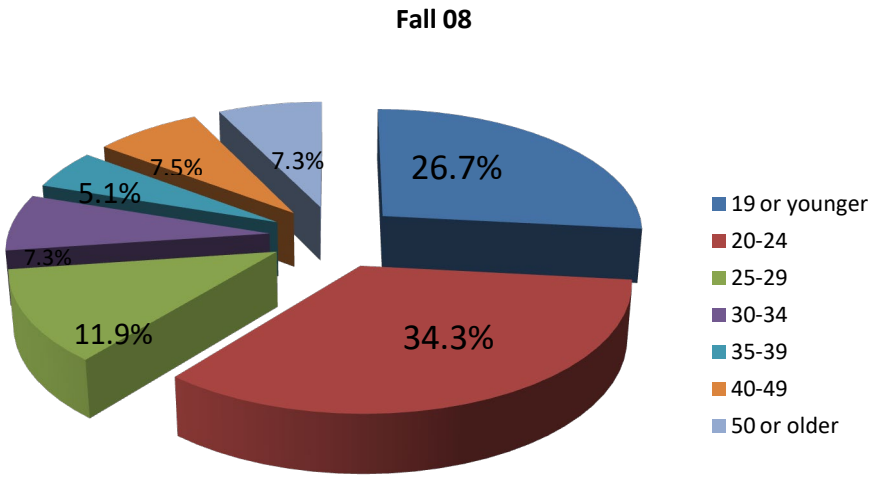
Student Ethnicity



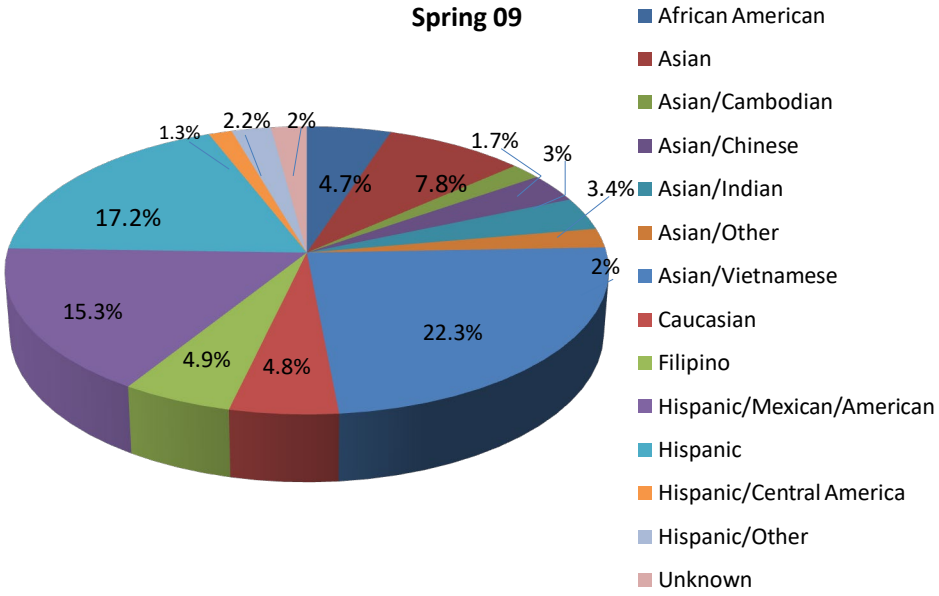
Student Age



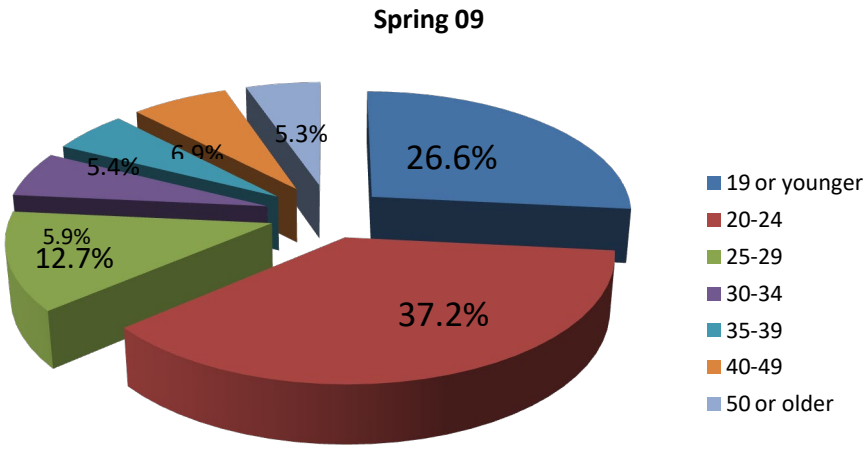
Student Ethnicity



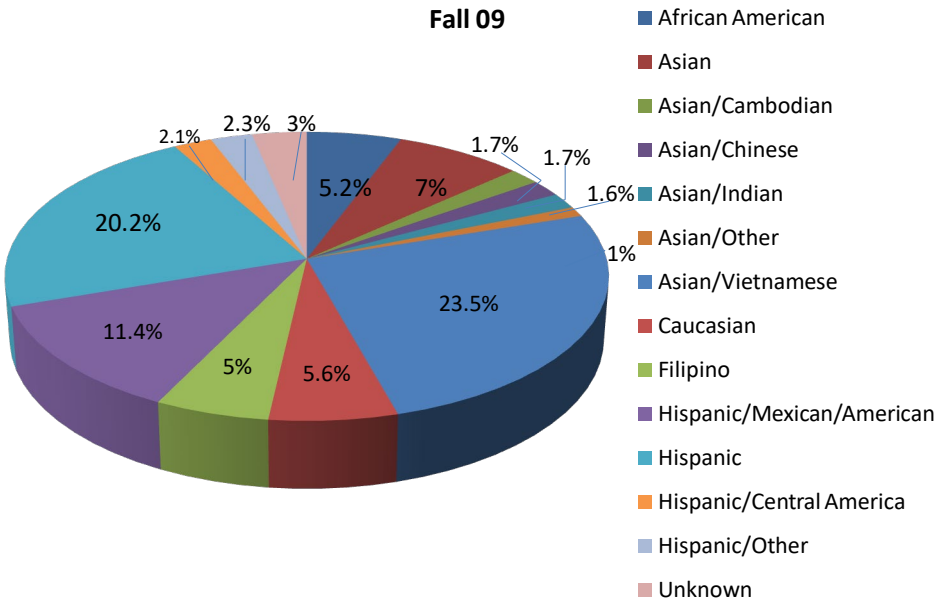
Student Age



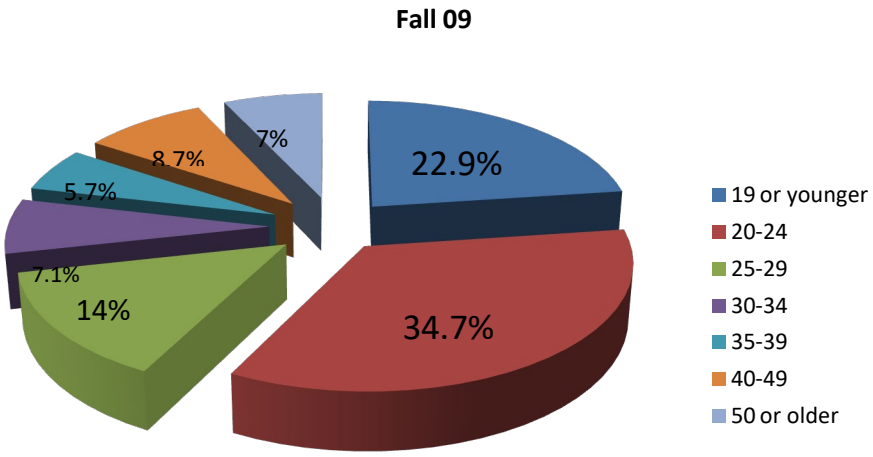
Student Ethnicity



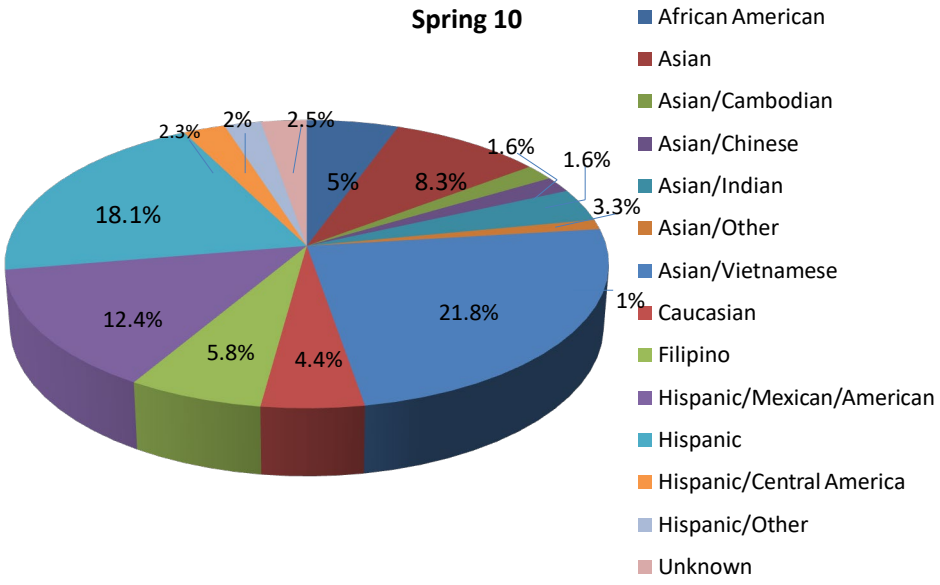
Student Age



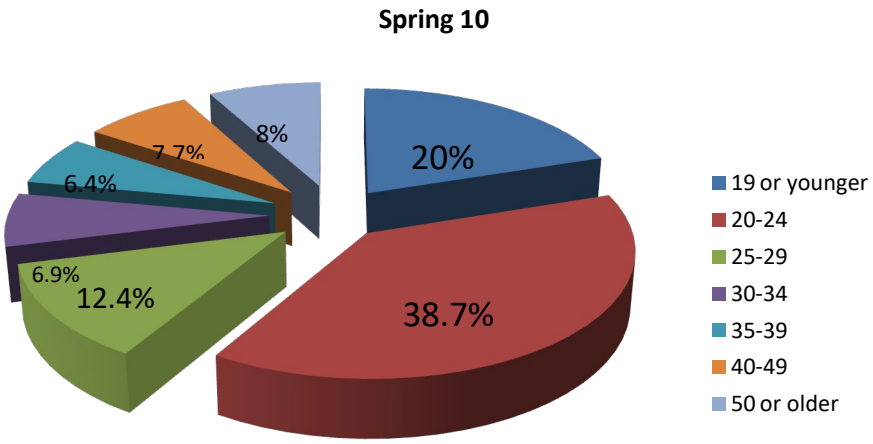
Student Ethnicity



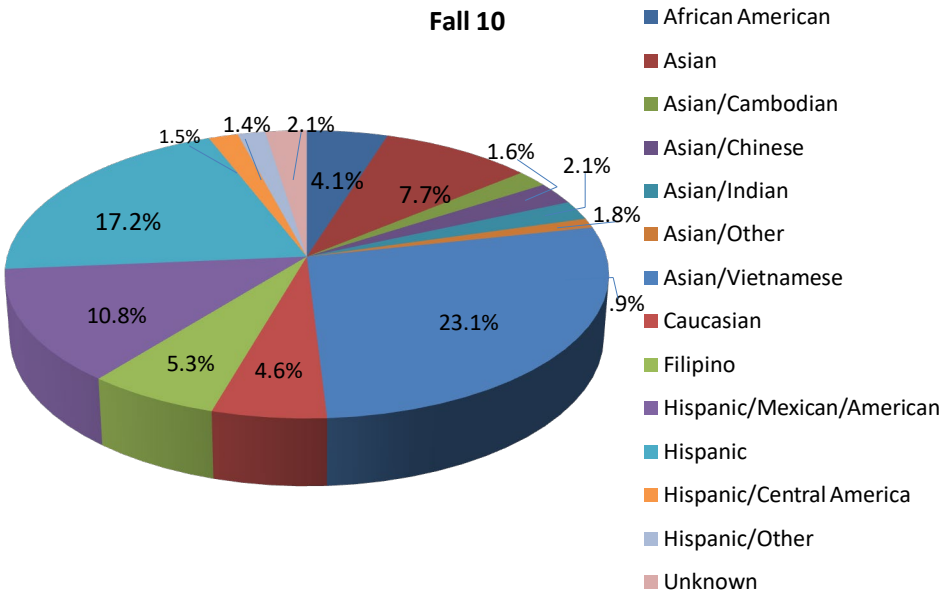
Student Age



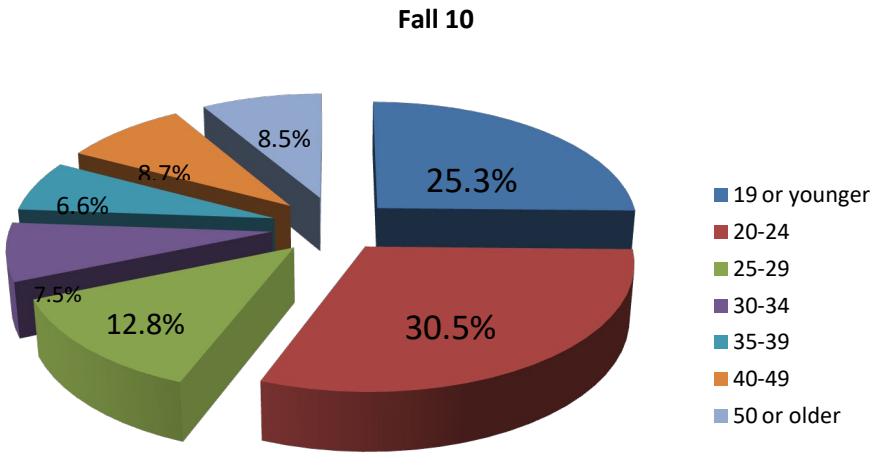
Student Ethnicity



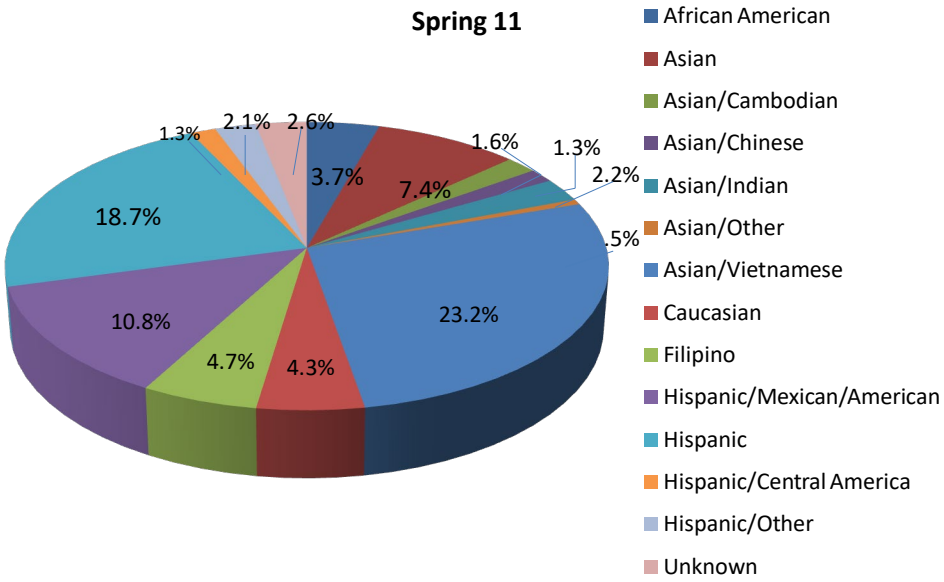
Student Age



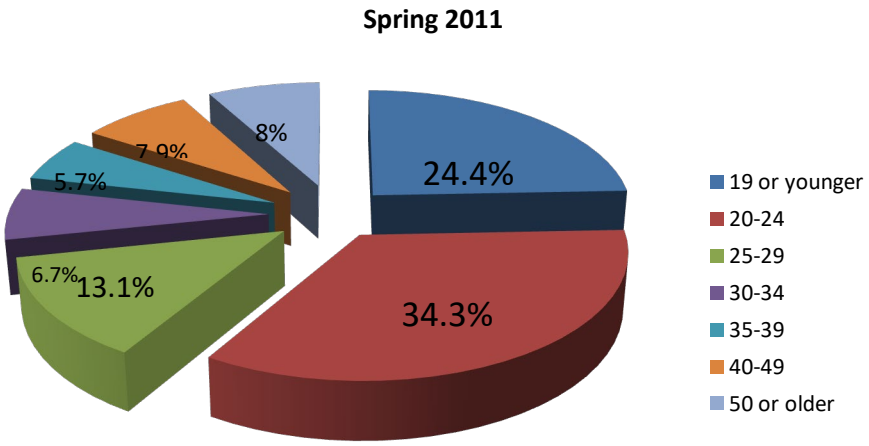
Student Ethnicity



Student Age



Student Ethnicity


Spring 2011
24.4%
34.3%
13.1%
6.7%
5.7%
7.9%
8%
19 or younger
20-24
25-29
30-34
35-39
40-49
50 or older

Student Age

II 90 Tutor Training Workshops

Meet with Professor Rahim in LE-237. New tutors are required to attend at least 3 of the workshops.

Saturday, February 25 11:00 a.m. – 12:00 p.m.

Topic: Orientation to Moodle and course requirements

Wednesday, March 8 12:15 p.m. – 1:15 p.m.

Topic: Getting Started

Thursday, March 23 1:00 p.m. – 2:00 p.m.

Topic: Pros and Cons: "Don't touch that pencil while tutoring."

Wednesday, April 19 1:00 p.m. – 2:00 p.m.

Topic: What's more important, listening or talking?

Wednesday, May 10 12:15 p.m. – 1:15 p.m.

Topic: Can a tutor hinder independent thinking?

II 90 Tutor Training Sample Online Course Assignments

Lesson	Topic	Graded Assignments
One	Introduction to Tutoring	Lesson 1 Quiz Lesson 1 Discussion
Two	The First Session	Lesson 2 Quiz Lesson 2 Discussion
Three	Expectations and Responsibilities	Lesson 3 Quiz Lesson 3 Discussion
Four	Expectations and Responsibilities	Communication skills Assessment Lesson 4 Quiz Lesson 4 Discussion
Five	Study Skills	Learning Strategies Assessment Lesson 5 Quiz Lesson 5 Discussion
Six	Learning Styles	Personal Learning Style Assessment Lesson 6 Quiz Lesson 6 Discussion
Seven	Group Tutoring	Lesson 7 Quiz Lesson 7 Discussion
Eight	Learning Disabilities	Lesson 8 Quiz Lesson 8 Discussion
Nine	Cultural Differences	Lesson 9 Quiz Lesson 9 Discussion
Ten	Students at Risk of Failing	Lesson 10 Quiz Lesson 10 Discussion
Eleven	Tutoring ESL Students	Lesson 11 Quiz Lesson 11 Discussion
Twelve	Tutoring Math	Lesson 12 Quiz Lesson 12 Discussion
Thirteen	Final Evaluation	None—please turn in the course evaluation!

TUTOR CONTRACT AGREEMENT

1. **TRAINING**. All tutors are required to have training. Enroll in II 90 on-line Tutor Training for 1 unit and complete the individualized modules, or indicate that you have completed training. Semester completed: _____.
2. **TUTOR MEETINGS**. Tutors are required to attend all tutor meetings and workshops. If unable to attend, notify **Tutor Program Coordinator, William Nguyen,** and other arrangements will be made.
3. **BE RELIABLE**. If you cannot make it to a scheduled tutoring session, you must notify the program coordinator. Phone number in LE-237 is **274-7900 X6802** . . . MSRC in AD-141 is **274-7900 X6883.**
4. **BE ON TIME**. Tutors are expected to be on time for assigned tutoring sessions and to leave at the scheduled time. A tutor may not work more than the assigned hours each week unless agreed upon with the program assistant. This is due to budget restrictions.
5. **COMMUNICATION**. Each tutor has a folder for communication from the program coordinator and instructor. Always check your folder for messages. Also check the Bulletin Board for new postings.
6. **NAME TAGS**. Tutors must wear a name tag while on duty. Your name tag should be kept in your folder except when you are tutoring.
7. **BE PREPARED**. Know the course content or schedule. Be focused and ready to tutor when you clock in.
8. **HOMEWORK**. Tutors may not work on their own homework during assigned tutoring time unless there are no students in the center. Attention to the client is priority. Tutors should demonstrate body language receptive to helping students. Use of the computers is restricted to off duty time.
9. **REMINDERS**. A tutor is responsible for seeing that TUTEES LOG-IN and LOG-OUT FOR EACH AND EVERY TUTORING SESSION. This is a major source of funding for us. TUTORS MUST ALSO SIGN THEIR NAME ON THE SUBJECT SIGN-IN SHEETS each time they tutor a student, noting what TIME THE TUTORING SESSION BEGAN AND WHAT TIME IT ENDED.
10. **PROCEDURES**. Tutoring is offered to students on a drop in basis, and tutors will be scheduled for a block of time. If you need to change your schedule, let me know right away so we can change your hours on the Tutors' Bulletin Board.
11. **CONFIDENTIALITY**. Tutors often hear about a student's personal and academic life. Do not discuss these matters with other students or tutors. If you have a concern, discuss it with William or with the Tutor Training Instructor, Professor Rahim.
12. **TIMESHEETS**. Tutors log in and out daily. Prior to the 20th of every month, time sheets will be prepared and you will be asked to check yours and sign it. Payday is the 10th of the following month. **Pick up your checks in the Student Accounts Office Room AC-115.**

I agree to follow these procedures, and I understand my responsibilities.

Print Name **Signature** **Coordinator's Name** **Date**

EVC TUTOR EVALUATION FORM

Tutor: _____

Student ID#

_____

Semester _____

Punctuality

_____

Reliability

_____

Attitude

_____

Interpersonal Skills

_____

Teamwork

_____

Work Ethic

_____

Client Input

_____

Attending Training/?

_____

Completing Coursework?

_____

Additional Notes:

_____

_____

William Nguyen, Tutor Program Coordinator **Date**

Self-Evaluation for Tutors

Employee Information

Tutor Name:		Student ID:	
Subject Area(s):		**Semester:**	

Self Evaluation

1. Was I punctual and reliable in keeping to my work schedule?
   _____ Yes _____ No _____ Most of the Time

2. Was I as patient and conscientious in helping students, as I would like to be?
   _____ Yes _____ No _____ Most of the Time

3. Did I practice tutoring strategies that I learned in training?
   _____ Yes _____ No _____ Most of the Time

4. Was I respectful and consistent in dealing with staff and students?
   _____ Yes _____ No _____ Most of the Time

5. Was I responsive to suggestions about change or improvement?
   _____ Yes _____ No _____ Most of the Time

6. Was I honest in tutoring students, including when I couldn't help them or just didn't know the answer?
   _____ Yes _____ No _____ Most of the Time

7. Did I demonstrate responsibility and professionalism as an employee of this college?
   _____ Yes _____ No _____ Most of the Time

Additional Comments:

EVC Campus Tutoring Center

Instructor Recommendation

Dear Professor _____

_____ has used your name as a reference in his/her tutor application. We want to hire the best-qualified tutors possible, so it is important to us to know whether you recommend this student. Your help is greatly appreciated.

1- How long have you known this individual and in what capacity?

2- What is your impression of his/her academic ability?

3- What courses/subjects do you feel he/she is qualified to tutor?

_____ _____

Your Signature Date

Thank you very much for your time. If you have any additional comments or questions concerning the Campus Tutoring Center, please call me at 274-7900 **x6802** or drop by **LE-237**. Please return this recommendation to **William Nguyen**, Tutoring Program Coordinator wlliam.nguyen@evc.edu

Campus Tutoring Program

Evergreen Valley College

Room LE-237

In order to streamline the process for EVC students who seek tutoring services, I would like to ask for your referral. This referral is needed to stay in accordance with Title V regulations, which stipulate the following:

Students receiving tutoring (students who are enrolled in noncredit "Supervised Tutoring") must be referred by a counselor or an instructor. Students cannot refer themselves for tutoring.

Please list the courses you are teaching this semester where you feel students require tutoring. All of your students will then be eligible for tutoring. Your referral is very important to us**. Please return this form to the green Tutoring Center drop-box in Reprographics. Thank you.**

Professor:_____Department:_____Semester_____

Course	Registration ID #	Section #

1. _____

2. _____

3. _____

4. _____

5. _____

Signature:_____ Date:_____

CRLA Tutor Program Recertification Approved in 2010

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORING • MENTORING

Purpose

The purpose of the ITTPC program is twofold. First, it provides recognition and positive reinforcement for tutors' successful work from an international organization, CRLA. Second, CRLA's tutor certification process sets an internationally accepted standard of skills and training for a program to certify their tutors.

Congratulations! CRLA's International Tutor Program Certification has now certified your tutor training program for the campus site(s) named below for the "Dates Valid for" listed. Your institution & program name, and the level(s) certified will soon be added to our CRLA-ITPC website, **http://www.crla.net/itpc/current_certifications.htm**.

CURRENT Institution / *Program Details: regarding your program's current CRLA-ITPC status:

[**Include** these **"*Program Details"** when contacting us to ensure an accurate reply to your inquiries. Thank you.]

State & Country: ***CA, USA***

Inst-Campus @ City: ***Evergreen Valley College - San Jose Campus @ San Jose***

Program Name: ***Campus Tutoring Center Program***

Program Webpage: http://www.evc.edu/tutoring_center/

Contact(s), Title: ***Mr. William Nguyen, Tutoring Coordinator***

Now Certified for: ***Level 1/Certified Tutor 7/1/2010 - 8/31/2015 (5 years)***

Overall Reviewer(s) Comments: *"Program provided documentation of several types of training and admin. forms. Training course is online hybrid which provides tutors with flexibility in completing training."*

FREE WORKSHOPS

Free Study Workshops

- Worried about your tests or presentations?
- Not sure how to manage your time?
- Having problems taking notes in class?

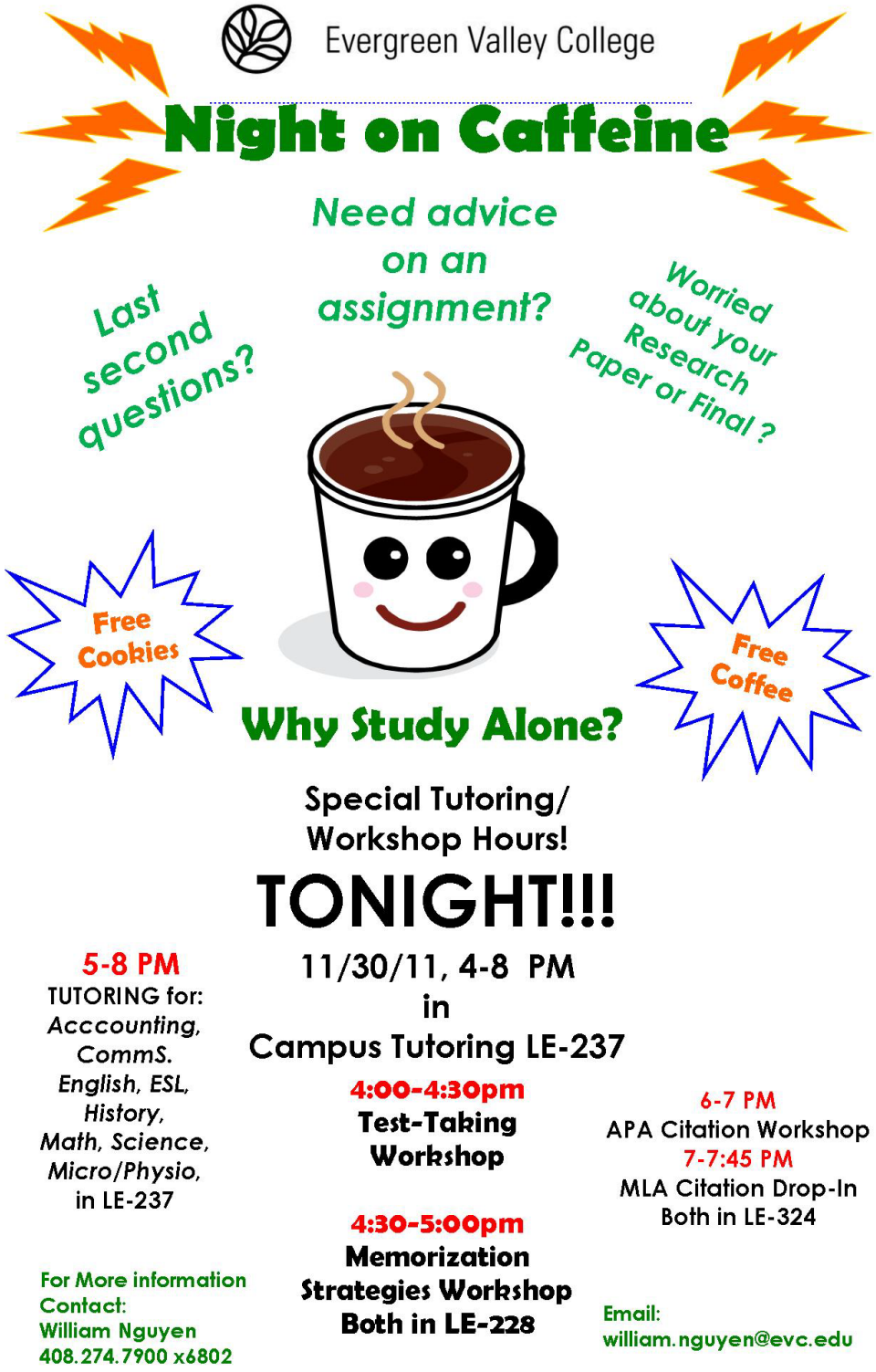
Come to our FREE study skills workshops!

To help students prepare for their tests and oral presentations, Campus Tutoring and Counseling are offering **FREE Study Skills Workshops** in the **Learning Resource Center (LE228).**

October Workshop Schedule

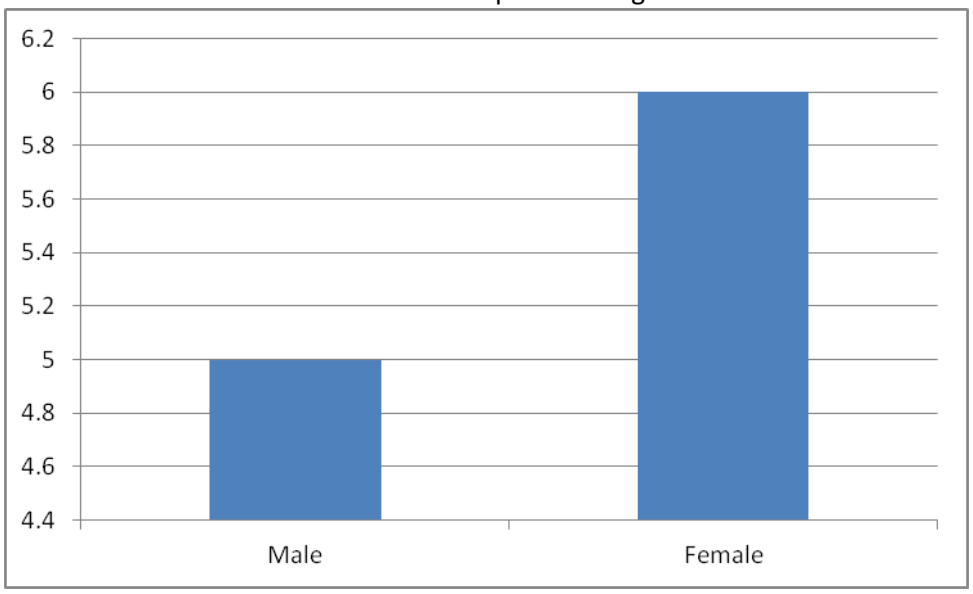
Day	Time	Subject	Instructor
Tue, 10/4	2:00pm-2:30pm	Test Anxiety	Leslie Williams
Wed,10/5	4:00pm-4:30pm	Procrastination and Time Management	Leslie Williams
Tue, 10/11	2:00pm-3:00pm	Note-taking and Memory Strategies	Leslie Williams Leslie Williams
Wed,10/12	4:00pm-4:30pm	Presentation Anxiety	
Tue, 10/18	2:00pm-2:30pm	Test Anxiety	Leslie Williams
Wed,10/19	4:00pm-5:00pm	Note-taking and Memory Strategies	Leslie Williams
Tue, 10/25	2:00pm-2:30pm	Presentation Anxiety	Leslie Williams
Wed,10/26	4:00pm-4:30pm	Test Anxiety	Leslie Williams

Location: LE 228(Library building, ground floor)


Evergreen Valley College
Night on Caffeine
Need advice on an assignment?
Last second questions?
Worried about your Research Paper or Final ?
Free Cookies
Free Coffee
Why Study Alone?
Special Tutoring/ Workshop Hours!
TONIGHT!!!
5-8 PM
TUTORING for:
Acccounting, CommS. English, ESL, History, Math, Science, Micro/Physio, in LE-237
11/30/11, 4-8 PM
in
Campus Tutoring LE-237
4:00-4:30pm
Test-Taking Workshop
4:30-5:00pm
Memorization Strategies Workshop
Both in LE-228
6-7 PM
APA Citation Workshop
7-7:45 PM
MLA Citation Drop-In
Both in LE-324
For More information Contact:
William Nguyen
408.274.7900 x6802
Email:
william.nguyen@evc.edu

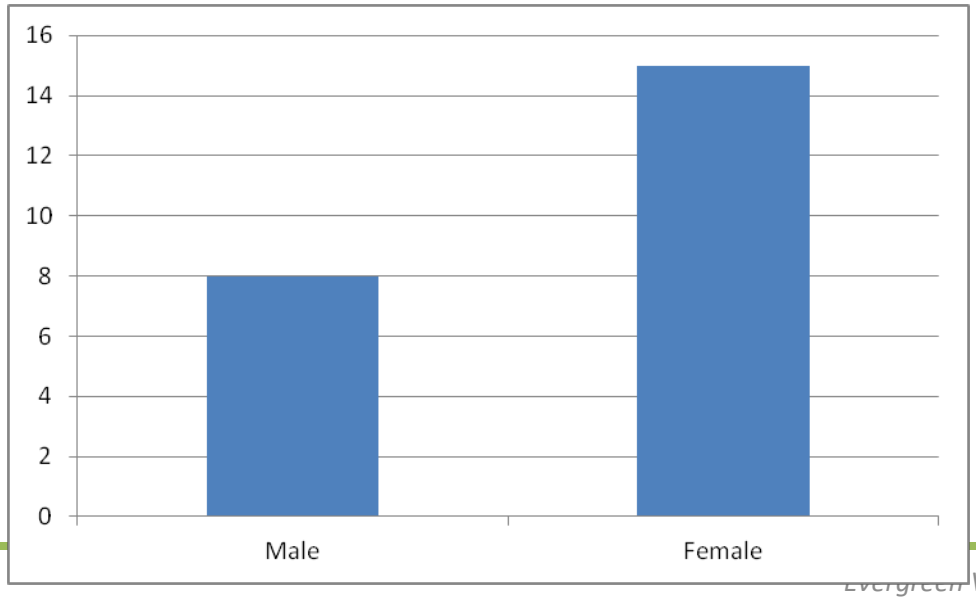
Tutor Demographics, Spring 2009 (Based Upon New Hires)	
Male	**5**
Female	**6**

EVC Campus Tutoring Tutors



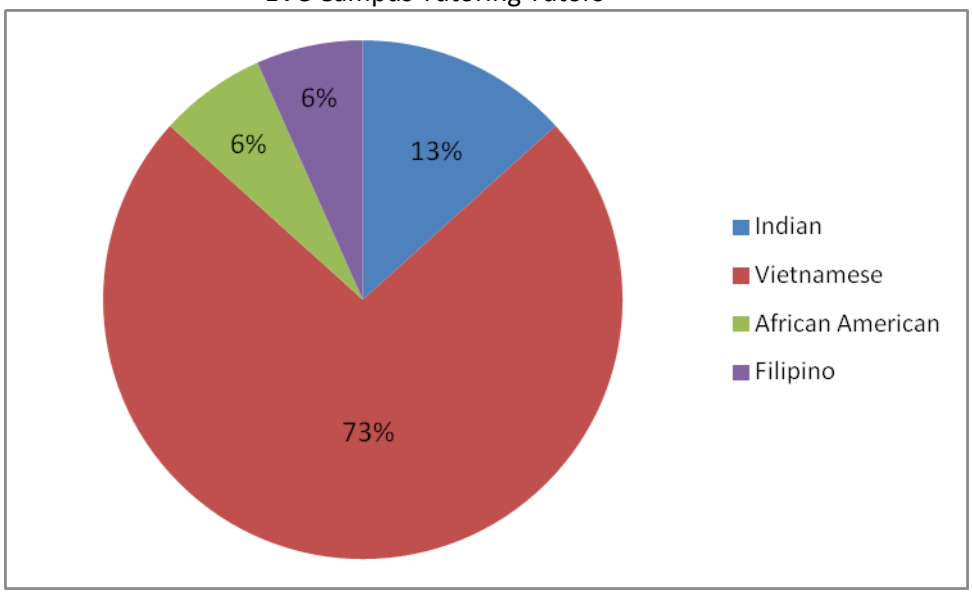
Fall 2011	
Male	**8**
Female	**15**

EVC Campus Tutoring Tutors



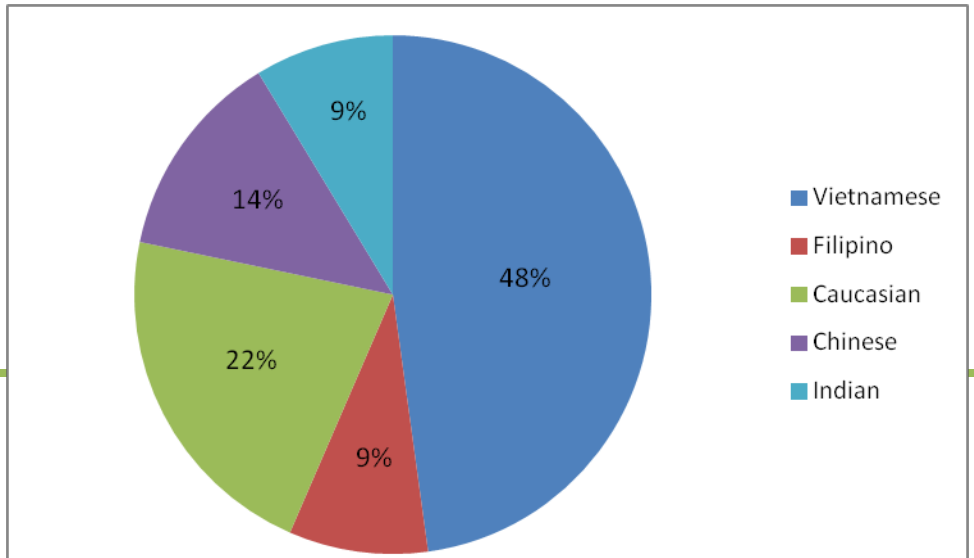
	Spring 2008
Indian	2
Vietnamese	11
African American	1
Filipino	1

EVC Campus Tutoring Tutors



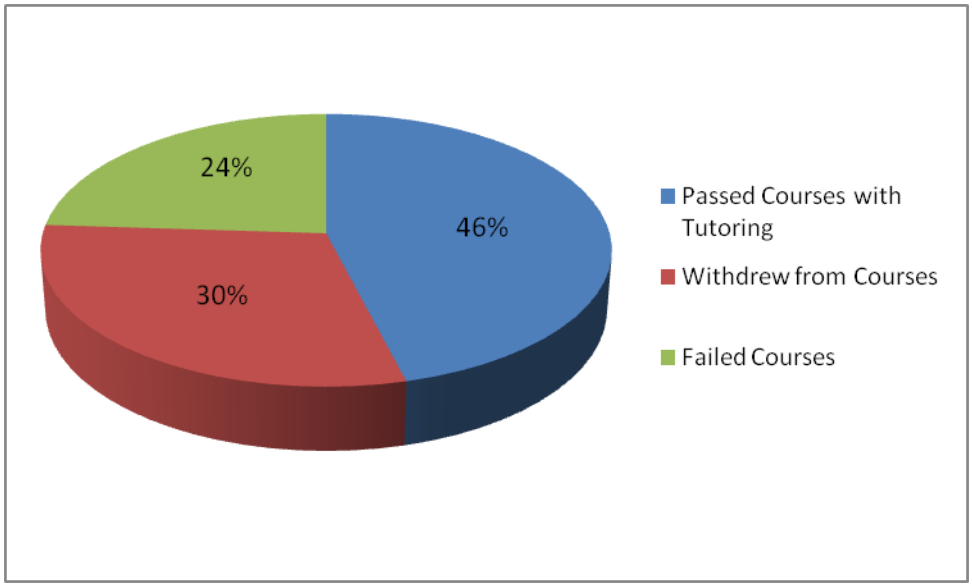
	Fall 2011
Vietnamese	11
Filipino	2
Caucasian	5
Chinese	3
Indian	2

EVC Campus Tutoring Tutors



Early Alert Students, Fall 2010 (Students who received Early Alert for Academic Probation)

- **Passed Courses with Tutoring** **46%**
- **Withdrew from Courses** **30%**
- **Failed Courses** **24%**



- **46% of these students received Tutoring and passed the courses which they had received Early Alerts in.**
- **30% of these students withdrew from their courses (W), likely as a result of Early Alert.**
- **24% of these students failed their courses despite intervention.**