SSC SEMESTER REPORT

SPRING 2017

"Teamwork is the ability to work together toward a common vision. The ability to direct individual accomplishments toward organizational objectives. It is the fuel that allows common people to attain uncommon results." – Andrew Carnegie

Study Skills Center

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http://www.imperial.edu/students/learning-services/study-skills-center/

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To Our Community

The staff at the Study Skills, STEM, and World Languages Tutoring Center would like to thank our community for the confidence and support we have received. We are happy to work alongside Instruction and Student Services to provide quality services for our students. We were able to work with multiple programs, such as Learning Services, Student Equity, EOPS, TALCAS, SSS Trio, and Distance Education. These programs gave us the opportunity to hire more tutors, expand our hours and locations, provide more availability of services for students, and continue innovating our services. More detailed explanations of the following programs are included in the subsequent pages.

"Committed to Student Success"

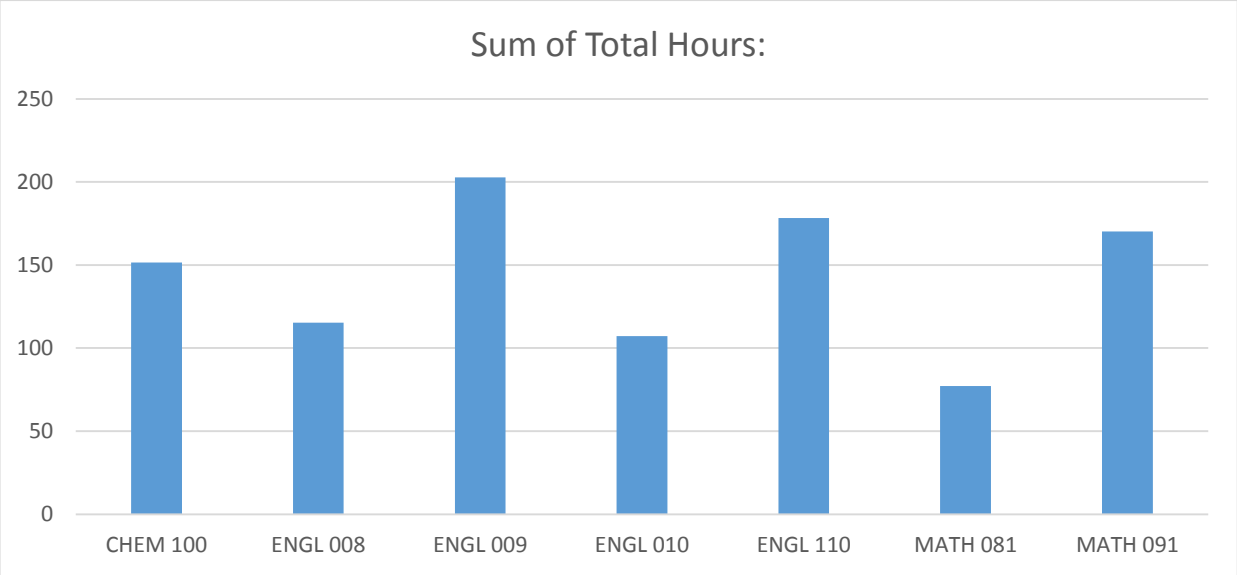
Josue Isai Verduzco
Learning Services Support Coordinator
June 16, 2017

Learning Services

Learning Services provided funding for all walk-in tutoring at the Study Skills Center (Library), STEM Center (Room 3700), World Languages Tutoring Center (Room 2600), as well as test proctoring services. It also provided for the overhead costs associated with all aspects of the centers, salaries for coordinators, and upkeep.

Total Expense: $ 20,313.25

Approx. number of hours provided:	1,824.50 hours
Approx. number of hours provided per week:	114 hours
Avg. rate per hour:	$ 11.13
Peak time of student visits:	College Hour (1:00 pm) Walk-in Tutoring



Top 7 subjects for student walk-ins

Tutors were available from 9:00 am to 7:00 pm to help students on a walk-in basis. English and mathematics tutoring were the two subjects that students requested the most.

STUDY SKILLS CENTER

Assigned to: Ana Karen Perez **Position:** Lead Tutor

DESCRIPTION

The Study Skills Center offers one-on-one tutoring for any subject without the commitment of setting appointments, so students are welcome to visit at any time. Tutors can provide assistance with general subjects such as math, science, and English. The SSC has resources such as laptops, whiteboards, and study rooms for all students and community members. This center is open from 9 am to 7 pm Monday-Thursday and from 9 am to 5 pm Friday. The goal is to help students succeed in their educational pursuits while providing all the help possible.

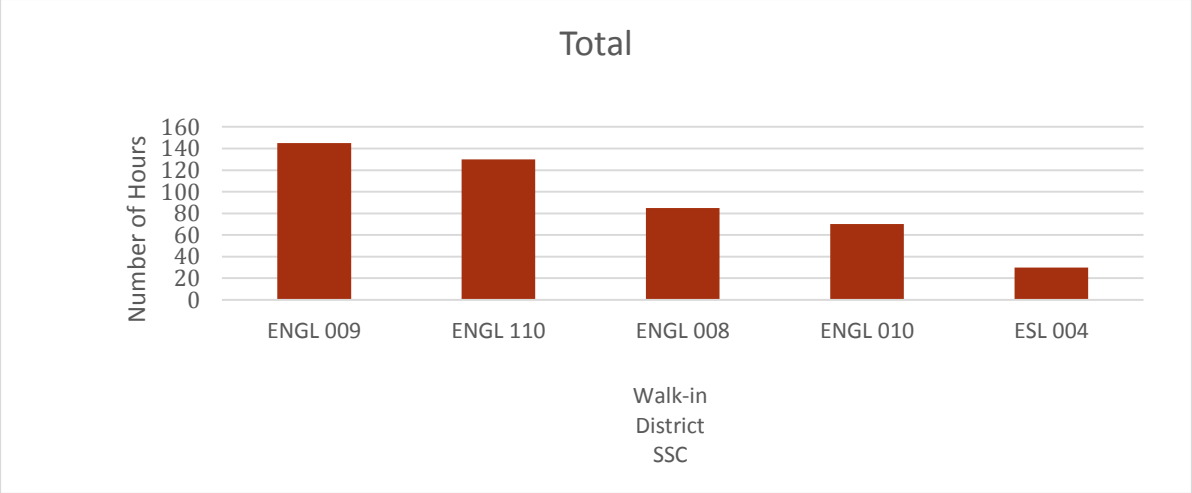
DATA

Machform-Spring 2017 Work Logs

Machform-Spring 2017 Tutoring Logs

Quantitative

- **Total students' Hours**: 459.25
- **Total students:** 200
- **Total tutors' Hours:** 992
- **Total tutors:** 32
- **Top 5 courses tutored**
  - MATH 091
  - CHEM 100
  - MATH 081
  - MATH 119
  - MATH 140



Top 5 Subjects for Student Walk-ins

Qualitative

Machform-Spring 2017 Student Surveys

On anonymous surveys, 7 students stated they would like more tutors to be available, and 2 students requested that there be tutoring for more subjects available. One student specifically said they would like tutoring offered for more science classes.

OBSERVATIONS

The most popular subjects during district hours were math and science. There was a total of 336.75 hours recorded for math courses and 63.5 hours for science courses, making it a total of 400.25 hours. Peak time was between 10am and 1pm.

RECOMMENDATIONS

Various courses should be added to the list of classes tutored, especially at the SSC, where most students visit. Also, all the services should be advertised to make students aware of the free assistance available to them. There are many students taking advantage of the services provided for them, but more could be done to remind students of the programs the Study Skills Center offers. For example, flyers could be placed around campus, announcements could be made during classes, and emails could be sent to students notifying them about our services.

WORLD LANGUAGES TUTORING CENTER

Assigned to: Alejandra Angulo • **Position: Lead Tutor**

DESCRIPTION

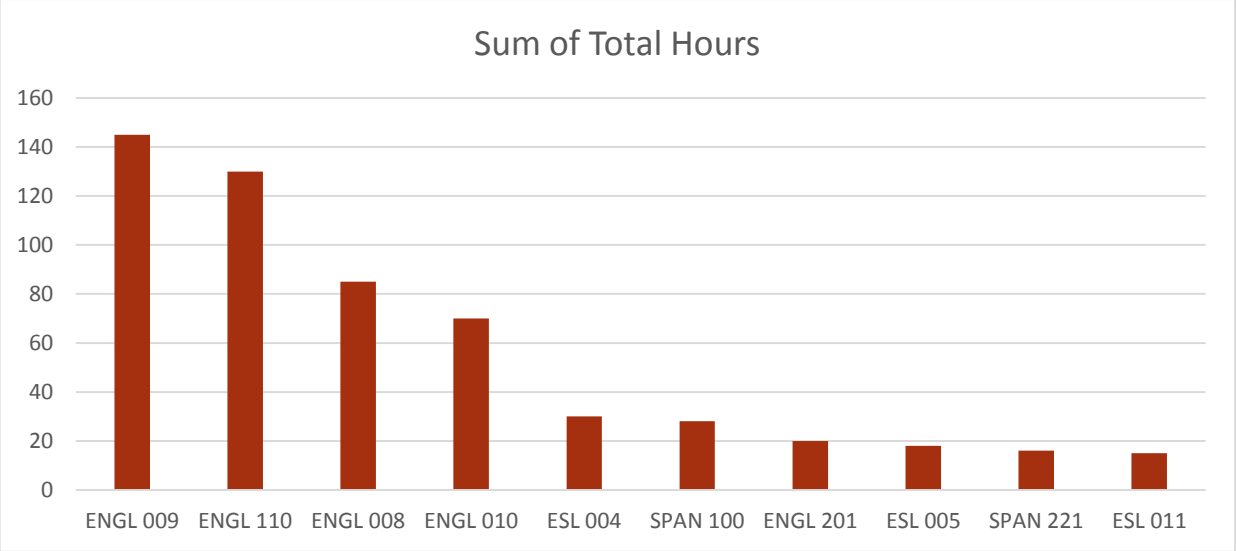
Students can come in and receive assistance from a tutor without the need to schedule an appointment. The World Languages Tutorial Center's (WLTC) goal is to create independent language learners and writers by providing students with the information, skills, and resources necessary to understand and complete assignments. The current tutorial services offered are American Sign Language, English, ESL, communication, and Spanish.

DATA

Spring 2017 Work Logs

Spring 2017 Tutoring Logs

- **Total students' Hours**: 863.25
- **Total students:** 514
- **Total tutors' Hours:** 725.75
- **Total tutors:** 13
- **Top 5 courses tutored**
  - ENGL 009
  - ENGL 110
  - ENGL 008
  - ENGL 010
  - ESL 004



Several students expressed the desire for more tutoring hours and subjects tutored. Because many students work during the day and take night classes, there are no tutors available for the times that they would like to attend tutoring.

Spring 2017 Survey ➧ Entries ➧ #119

Displaying entry #119

Center	SSC (Library)
Tutoring Services you have used...	✔ Appointment ✔ Walk-in
Would you like to see more...	✔ Tutoring hours ✔ Subjects tutored
Please Explain	They should have more people at the center for those that have a bad schedule and work at the same time

OBSERVATIONS

Popular topics for tutoring at workshops, based on tutor log entries, include grammar, punctuation, MLA Format, and sentence structure. Also, a large amount of tutor logs shows that thesis statements, topic sentences, comma placement, and subject/verb agreement are a problem that students experience. Peak times occurred between 9-11 am and from 1-3 pm on Mondays, Tuesdays, and Wednesdays. The amount of walk-in students also seems to increase the day of / the day before essays were due, based on the amount of entries logged in by tutors working district hours.

RECOMMENDATIONS

Increasing the number of tutors available for walk-ins around the time most writing assignments are due would be beneficial to avoid overwhelming tutors with a large amount of students and assuring that the maximum numbers of students are being helped. Another thing that tutors and students would greatly benefit from is having updated MLA handbooks and other reference material that can be used during tutoring sessions. These reference books would also permit students to practice independently. During this time, a tutor would also be on hand to reinforce learning in case any questions arise.

EOPS

Assigned to: Jael Esqueda • **Position:** Professional Expert

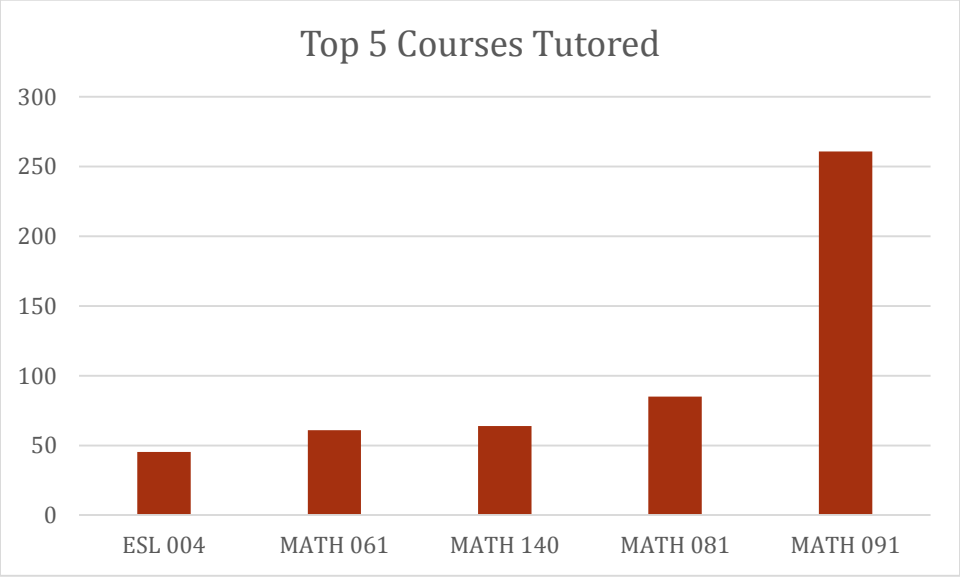
DESCRIPTION

- The Study Skills Center greatly appreciates the continuing collaboration with EOPS. EOPS students were provided tutoring in all subjects and were given appointments on a 1-1 basis.

DATA

Provide links to form used to gather data • **Quantitative**

- **Total students' Hours**: 1061.75
- **Total students:** 128
- **Total tutors' Hours:** 1125.25
- **Total tutors:** 47
- **Top 5 courses tutored**
  - Math 91
  - Math 81
  - Math 140
  - Math 61
  - ESL 004



EOPS

- **Qualitative**
  - No surveys available for this specific group of students.

OBSERVATIONS

EOPS student absences were not substantial.

RECOMMENDATIONS

It is recommended that the Study Skills Center continues to serve the EOPS program through 1-1 tutoring. Methods to further reduce student absences should be explored to maximize the learning services provided to the EOPS program.

SSStrio

Assigned to: David Greif

- **Position:** PE

DESCRIPTION

- Student Support Services trio program provides funding for students to attend tutoring.

DATA

- QUANTITATIVE

- **Total students' Hours**: 101.50
- **Total students:** 11
- **Total tutors' Hours:** 101.50
- **Total tutors:** 12
- **Top 5 courses tutored**
  - MATH 081
  - MATH 091
  - ENGL 008
  - BUS 126
  - BUS 105

Qualitative

- No surveys available for this specific group of students

OBSERVATIONS

- SSStrio students scheduled 17 different appointments with tutors during Spring 2017. Of those appointments, 4 were cancelled prior to completion of the Spring 2017 semester. The remaining 13 appointments attended tutoring throughout the Spring 2017 semester.

RECOMMENDATIONS

- SSSTrio, like Veterans, needs more exposure to generate student participation. Tutorial enrollment forms should to be updated to show all programs to avoid confusion when scheduling appointments. Counselors should use one consistent form to provide students seeking tutoring services.

Student Equity

Student Equity funding helped revamp the Study Skills Center in a number of ways. First, funding was used to create a professional development component to train all tutors. Second, it provided one-to-one tutoring for all students that met the campus-based criteria for Student Equity, which include DSP&S, SSSP, and VMSC students. Using Student Equity monies, the Study Skills Center was able to fund the Embedded Tutor Program.

Cost: **$ 97,620.74**

ONE-TO-ONE TUTORING

DSPS

Assigned to: Viviana Sanchez

Position: Lead Tutor

DESCRIPTION

The Study Skills Center provides the adequate resources and support to help all students succeed academically. The center has tutors who are ready to assist students in various subjects offered at the college. It offers a quiet environment with study rooms, computers, whiteboards, video magnifiers, and other tools for students with different disabilities. One-on-one appointments may be scheduled, and walk-ins are available throughout the semester. The center accommodates to students' needs while offering them tutorial services.

DATA

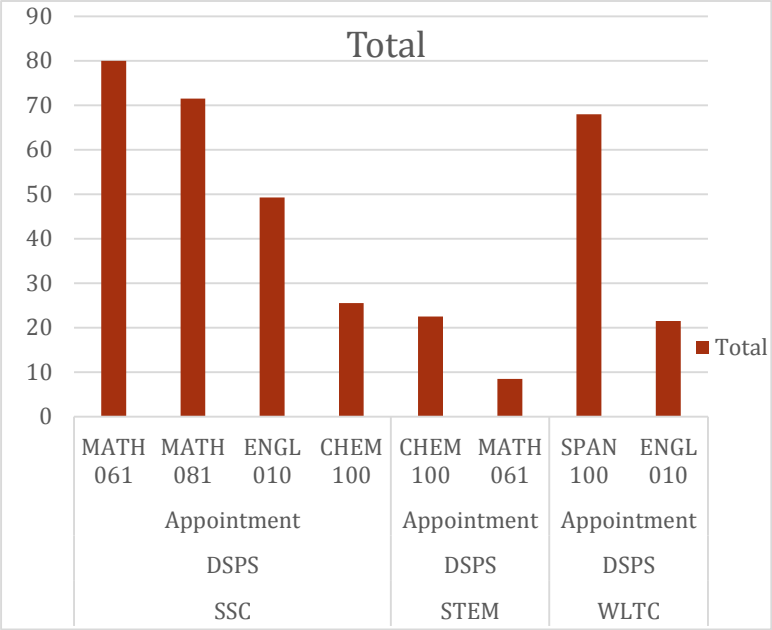
Spring 2017 Work Logs

Spring 2017 Tutoring Logs

Quantitative

- **Total students' Hours:** 1,197.25
- **Total students:** 126
- **Total tutors' Hours:** 1,389.00
- **Total tutors:** 51
- **Top 5 courses tutored**
  - MATH 061
  - ENGL 10
  - CHEM 100
  - SPAN 100
  - MATH 081

STUDENT EQUITY



Qualitative

Machform-Spring 2017 Student Surveys

OBSERVATIONS

Total DSPS hours by center:

SSC: 792.75

STEM: 66.25

WLTC: 338.25

Most students attended tutoring for help in math. Students showed a great need of tutoring in MATH 61 with concepts such as algebraic expressions, solving expressions, and graphing. English was another subject that students greatly needed help with. Students sought tutoring in grammar, brainstorming, organizing, and developing ideas for essays.

RECOMMENDATIONS

Having workshops for DSPS students in the subjects that they showed more need for help on would be ideal. Since many students came for tutoring to review for tests, workshops concentrating on MATH 61 can help students review concepts that they will be tested on. Moreover, English workshops focusing on brainstorming and organizing ideas can help

students improve on their writing skills. Having more appointments in the STEM center would be beneficial to the students since most students needed help on math. Having appointments in the STEM center would also increase the number of attendees. In the same manner, appointments in the WLTC can improve students' understanding about writing while providing the WLTC with more students.

SSSP

Assigned to: Ismael Garcia • **Position:** Lead Tutor

DESCRIPTION

- The Student Success and Support Program (SSSP) helps new students who are entering college with services that promote academic achievement and successful completion of degrees, transfer preparation, technical career education certificates, or career advancement. The goal of the Study Skills Center is also to help students complete their degree, which is why it provides free one-to-one tutoring to all students who need additional assistance in passing their classes or students who wish to sharpen their study skills.

DATA

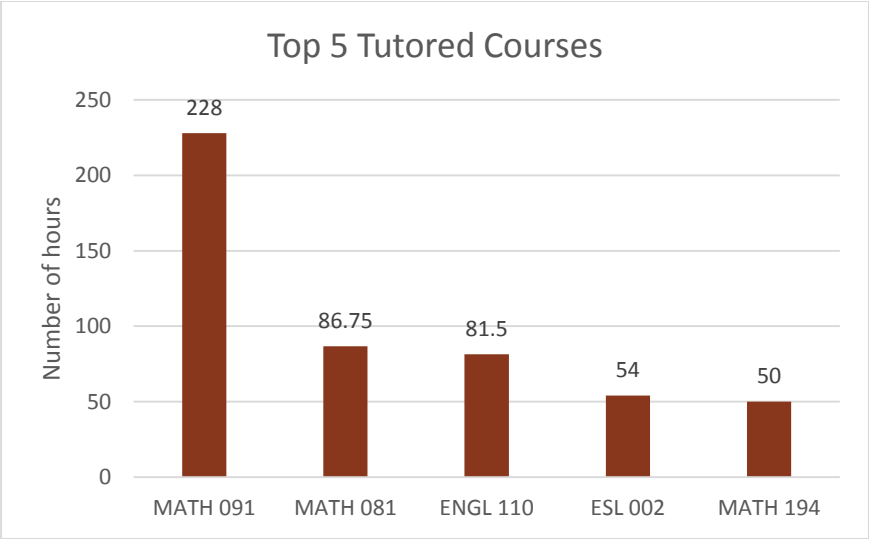
Spring 2017 Work Logs

Spring 2017 Tutoring Logs

Quantitative:

- **Total Students' Hours**: 1331 hours
- **Total Students:** 170 students
- **Total Tutors' Hours:** 1615.75 hours
- **Total Tutors:** 54 tutors
- **Top 5 Courses Tutored (from Total Students' Hours):**
    - MATH 091
    - MATH 081
    - ENGL 110
    - ESL 002
    - MATH 194

STUDENT EQUITY



https://forms.imperial.edu/machform/manage_entries.php?id=170198

- **Qualitative:**

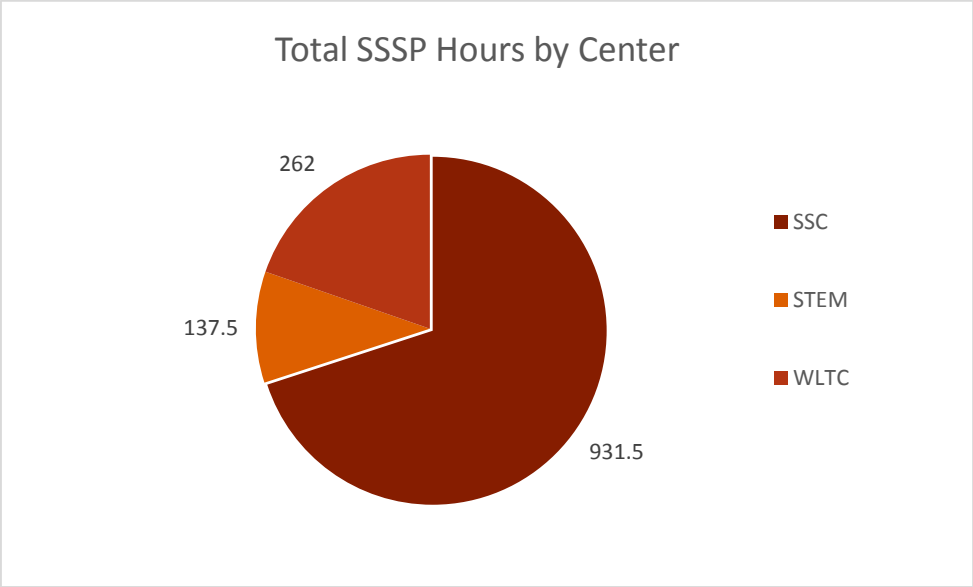
An anonymous survey was taken and students were invited to complete it to express their opinions. Most of the students were happy with the services provided and with the tutors' patience. However, a high amount of students requested having more tutoring hours available because work or other complications did not allow them to attend the available tutoring hours. Students also mentioned that having tutors who are able to tutor in more subjects would be beneficial since some tutors are not able to tutor a variety of classes, most of them being the upper-level math and science courses.

OBSERVATIONS

With tutors working 1615.75 hours and students coming in for tutoring for 1331 hours, that gives an 83% student-to-tutor proportion. There were a total of 231 no-shows, with some students being absent to both their weekly appointments up to 3 or 4 weeks in a row; this led to students losing valuable tutoring time.

STUDENT EQUITY

The total amount of SSSP one-to-one tutoring hours is as follows:



As shown by the graph, the Study Skills Center provided the greatest amount of one-to-one tutoring followed by the World Languages Tutorial Center. The reason being that the SSC and the WLTC are centralized within the college, whereas the STEM center is located further away. It is much easier for students to receive help when it is within reach.

RECOMMENDATIONS

The Student Success and Support Program should continue to allow students to request tutoring from the Study Skills Center, WLTC, and STEM center in order to keep assisting students. However, with the high amount of consistent no shows, the program should enforce its students to regularly attend their tutoring sessions to take advantage of the help that is available to them.

Veterans

Assigned to: David Greif

Position: PE

DESCRIPTION

- Tutoring information available to students within the Veterans program.

STUDENT EQUITY

DATA

- **Quantitative**
- **Total students' Hours**: 13
- **Total students:** 1
- **Total tutors' Hours:** 13
- **Total tutors:** 1

Provide links to form used to gather data • **Qualitative**

- No survey available from this student

OBSERVATIONS

The student attended all tutoring sessions available to her until late in the semester.

RECOMMENDATIONS

Veterans, like SSStrio, needs more exposure to generate student participation.

Tutorial enrollment forms need to be updated to show all programs to avoid confusion when scheduling appointments. Counselors should use one consistent form to provide students seeking tutoring services.

LEARNING INTERVENTION AND NETWORKING COMMUNITIES (LINC)

Assigned to: Jael Esqueda • **Position:** Professional Expert (LINC)

DESCRIPTION

Learning Intervention & Networking Communities (LINC) is composed of one-to-one sessions, workshops, and technology training. All three components address specific study skills needed to be successful in today's academic environment.

LINC has been modeled after several community colleges' study skills programs. These schools have established and implemented programs similar to LINC's individualized study skills sessions. Schools researched include Boise State University, University of St. Andrew's, and Ohio State University. LINC is

particularly modeled after the University of Wisconsin's Greater University Tutoring Service (GUTS) which provides study skills appointments as well as study skills workshops. After contacting several of these schools, strategies to assess students' study skills, implementing personalized plans, and building group workshops, specifically designed for our student population were able to be created.

This semester, LINC was able to serve students through individual sessions, bi-monthly group workshops, student-athlete workshops, and special workshops for the IVROP program.

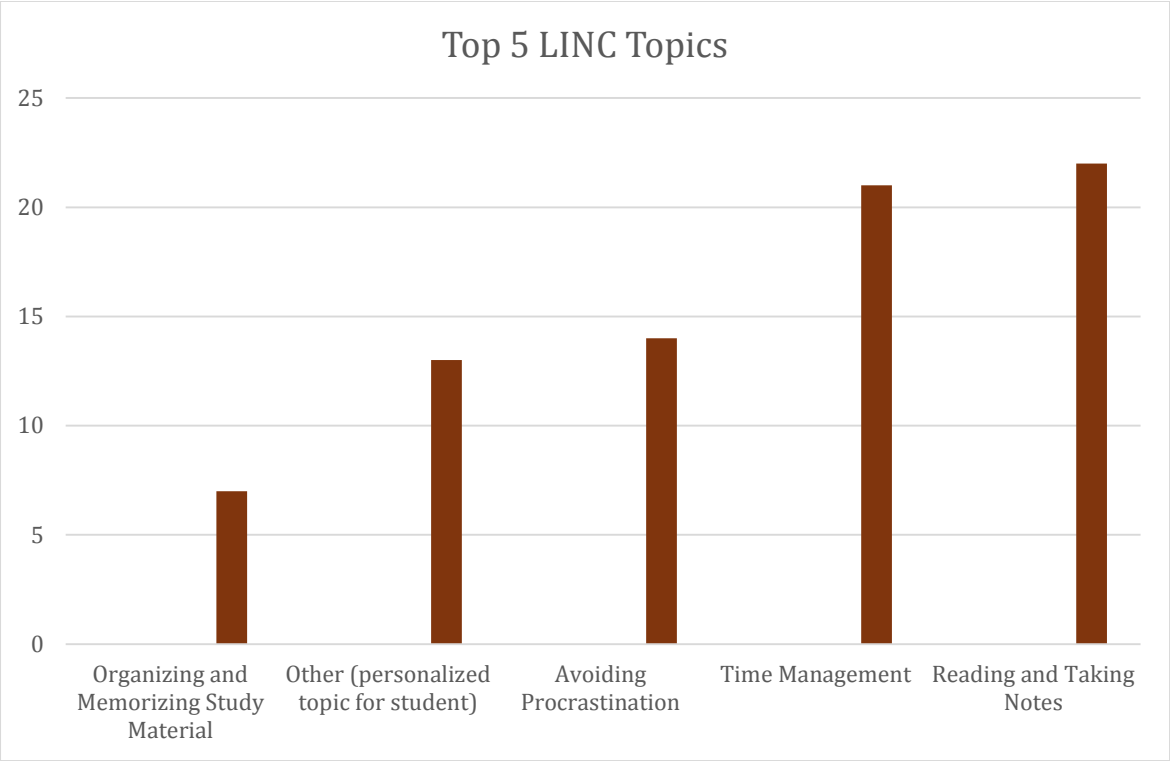
DATA

- QUANTITATIVE

- **Total Number of Visits:** 117
    - **Workshop Visits:** 32
    - **Individual Sessions:** 41
    - **Student-Athlete Visits:** 44
- **Total Number of Workshops Conducted Throughout the Semester:** 21

  (total includes workshops conducted for student-athletes and IVROP)
- **Total students' Hours**: 95
- **Total students:** 46 and 1 instructor
- **Total tutors' Hours:** 240.5
- **Total tutors:** 1
- **Top 5 LINC Topics**
    - Reading and Taking Notes
    - Time Management
    - Avoiding Procrastination
    - Other (personalized topic for student)
    - Organizing and Memorizing Study Material

STUDENT EQUITY



- **Qualitative**
- No surveys available for this specific group of students.

OBSERVATIONS

- The attendance reflected the topics that the students were most interested in. Self-referred students were more likely to come in rather than students from a specific program. The following number of sessions were conducted for each program:
  - 3 sessions for SSSP students
  - 16 sessions for DSP&S students
  - 10 sessions for EOPS students
  - 18 sessions for student-athletes
  - 44 students that were self-referred

The average number of visits per student was 2.07. The highest number of sessions a student attended was 10 with the minimum being 1.

RECOMMENDATIONS

In order to increase the number of students coming in to LINC sessions, it is highly recommended to send out a mass email to not only faculty and counselors (as we have been doing this semester) but also to be able to email out LINC information directly to students. LINC the potential to reach out to the student population and the community as well. During the Spring 2017 semester, two one-hour long LINC sessions were conducted for high school students in the IVROP program at social services.

Also, integrating LINC into required tutor training (in-person and online) and making the information available for embedded tutors to use in their review sessions will allow this information to become more readily available.

PEER LED TEAM LEARNING (PLTL)

Assigned to: Luis Rosas

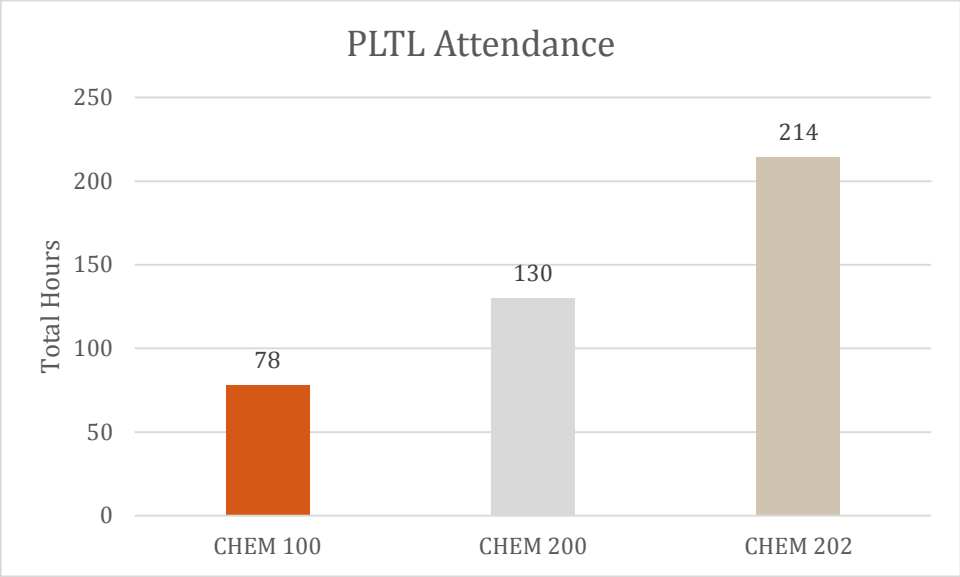
- **Position:** Lead Tutor

DESCRIPTION

PLTL is a program that provides students with a peer leader who facilitates learning in STEM courses. Starting Spring 2017, PLTL was led by Dr. James Fisher, chemistry professor at IVC. Peer leaders met with Dr. Fisher weekly throughout the semester. During these meetings, Dr. Fisher provided peer leaders with guidance and resource materials. In addition, students participating in the program meet weekly for two hours to reinforce learning on topics covered in class.

DATA

- QUANTITATIVE
- **Total students' hours**: 422
- **Total students**: 44
- **Total tutors' hours**: 259
- **Total tutors**: 6
- **Top 3 courses tutored**
  - CHEM 202 (214 Hours)
  - CHEM 200 (130 Hours)
  - CHEM 100 (78 Hours)



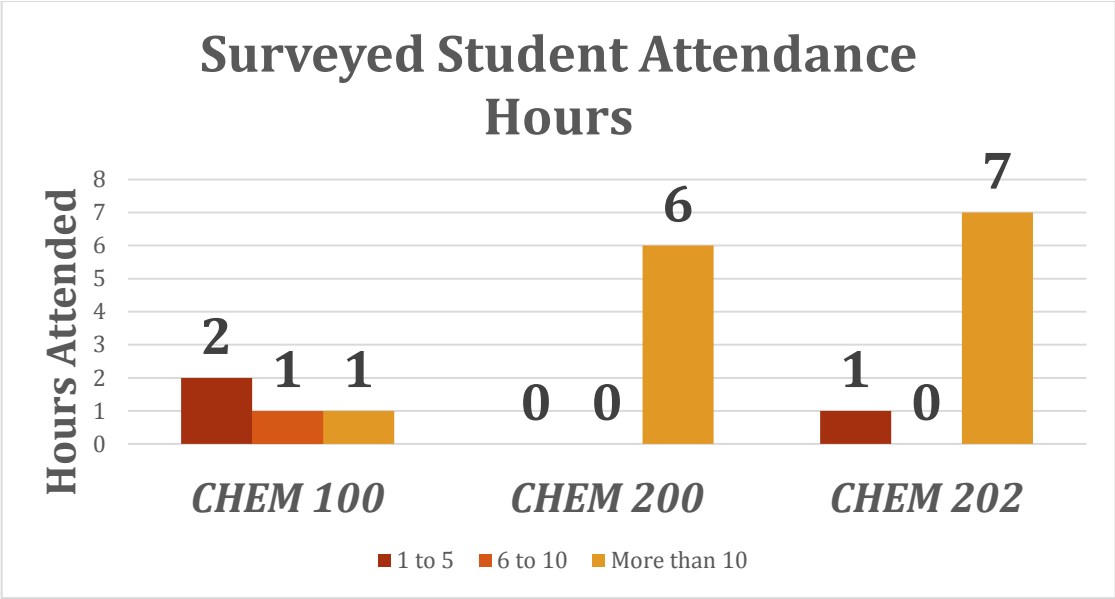
- **Qualitative**

Out of the 18 students surveyed, most agreed PLTL was helpful along with its tutors being an asset to the course. Of the 18 surveyed, 14 attended at least 10 sessions, and it has improved their overall grade in the course. Most students prefer having their PLTL sessions twice a week as the program is currently set. Lastly, all 18 surveyed students recommend PLTL to their friends or classmates. One survey from a PLTL tutor quoted, "I believe the stem center could be improved by having higher level chemistry tutors available during the day at more hours. Also, it would help a lot to have a chemistry professor in here at least for 2 days out of the week."

Spring 2017 Survey PLTL Survey PLTL Tutoring Log

OBSERVATIONS

The data provided shows that there is a significant amount of attendance for review sessions. What was expected was more students would attend review for CHEM 100, but CHEM 202 had more students attending probably due to the higher difficulty of the course.



RECOMMENDATIONS

Some students recommend PLTL sessions have review packets with an answer key. Other students want the reviews to correlate to the lesson learned on that same day. A recommendation from a tutor would be to have a designated space for PLTL, as its sessions may collide with Embedded Review sessions. It would be efficient to have the sessions after class or preferably at the college hour. Lastly one strategy that should be used to improve the program is more collaboration with the instructor and PLTL tutors.

ACADEMIC ENRICHMENT SERVICES (AES)

Assigned to: Christine Bermudez ● **Position:** Lead Tutor

DESCRIPTION

- Academic Enrichment Services provided a combination of academic tutoring and LINC services. This program was held Monday through Thursday from 2 pm to 3 pm. half an hour was dedicated to academic tutoring. Students had the opportunity to ask tutors for help in various subjects such as Math, English and Political Science. They had computer access to

work on projects or homework. The second half hour was dedicated to LINC, a program that focuses on self-development and study skills. The student athletes learned about several topics including Staying Motivated, Taking Notes and Time Management. The students were taught in a dynamic way – using hands on engagement activities with an accompanying power point.

DATA

Student Athlete Log In

Spring 2017 Work Log

Quantitative

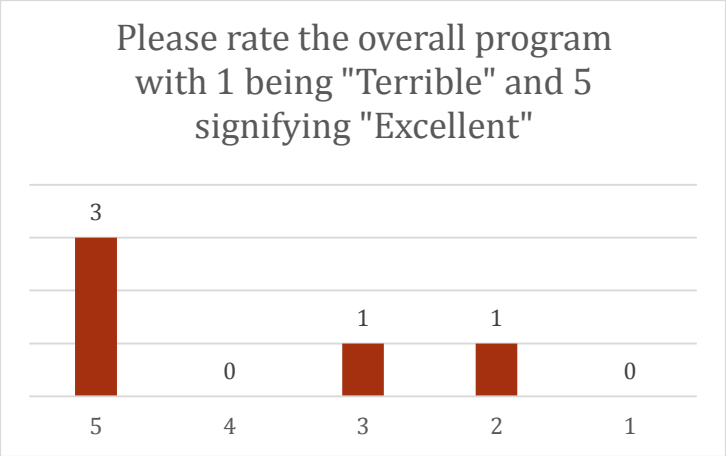
- **Total students' Hours**: 107
  Abraham Atondo - 10 hours
  Darien Broom - 9 hours
  Eugene Rice - 17 hours
  Jourdain Richard - 17 hours
  Marquice Brown – 9 hours
  Marquis Ellison – 17 hours
  Martin Mendez – 16 hours
  Perry Cromwell – 12 hours
- **Total students: 8**
- **Total tutors' Hours: 91. 50 hours**
- **Total tutors: 4**
- **Top 5 courses tutored**
  - MATH 71
  - POLS 102
  - MATH 81
  - COMM 100
  - SOC 101

Athlete Survey

Qualitative

There was a total of five survey entries. Three out of the five entries rated the overall program, with a five signifying excellent. All students felt that the tutoring portion of the Academic Enrichment Services was helpful and three out of five felt that the LINC portion

was helpful. Some comments were “It help by getting all of my homework done and studying early for my test” and “Ive picked my grade percentage up in my classes and have been able to maintain passing grades.”

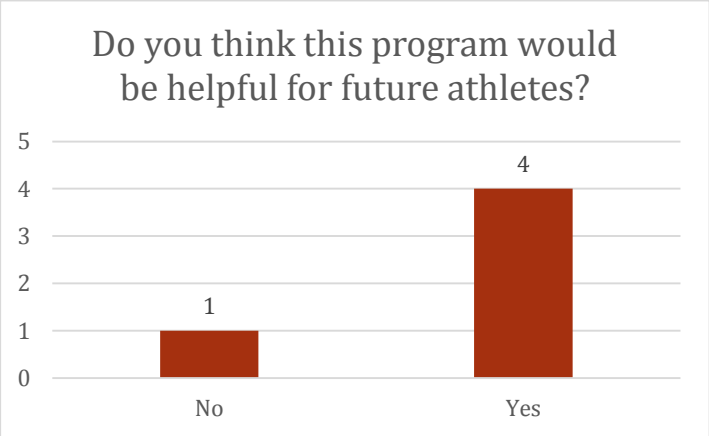


OBSERVATIONS

The data shows that the students found the AES program excellent. It turned out to be helpful and effective. The academic tutoring helped them feel more confident in their classes while LINC taught them to be better students.

RECOMMENDATIONS

The program should continue to future semesters. The program has been useful to the athletes. They have demonstrated that they need help with their courses. This program targets that and more. In the survey, we asked the athletes if they thought this program would be helpful for future athletes. Four out of the five responses stated “Yes”.



TALCAS

Due to the increasing number of students requesting tutoring, the Study Skills Center had to expand by opening other centers. The TALCAS Grant provided for the purchase of a modular (3700 building) and the furnishings necessary for the STEM Center to offer students walk-in tutoring in the sciences, technology, engineering, and mathematics courses. This center will also be used for faculty mentoring and for occasional STEM Club meetings.

TEST PROCTORING SERVICES

Assigned to: David Greif

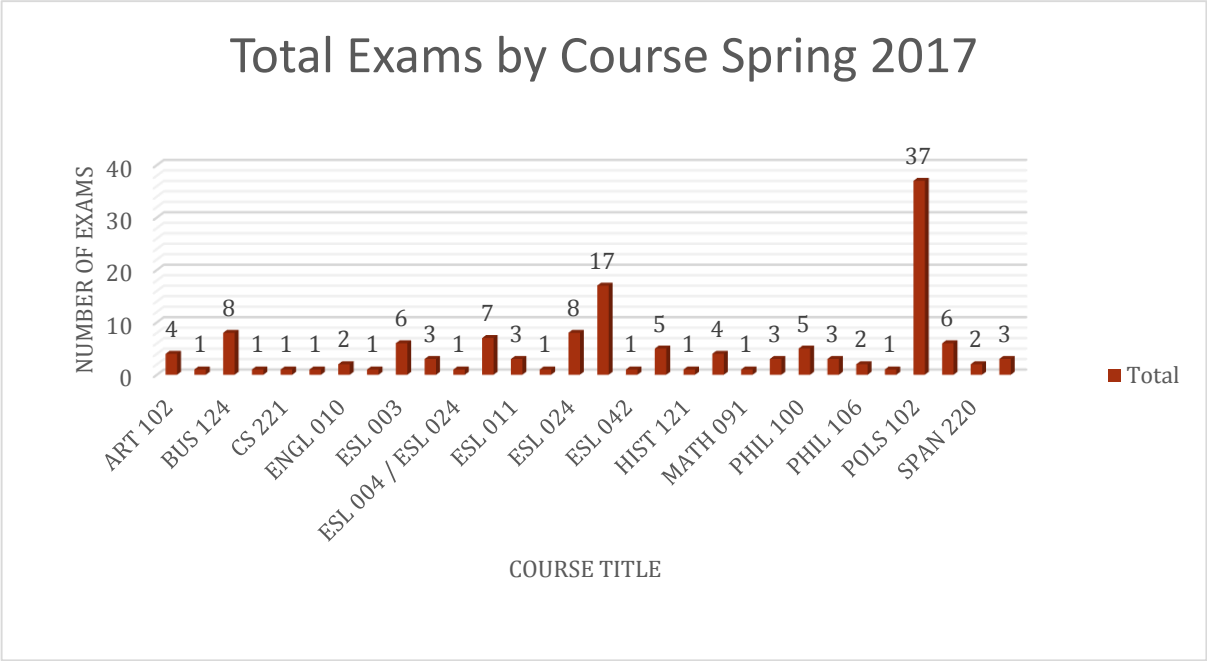
- **Position:** Professional Expert Proctor

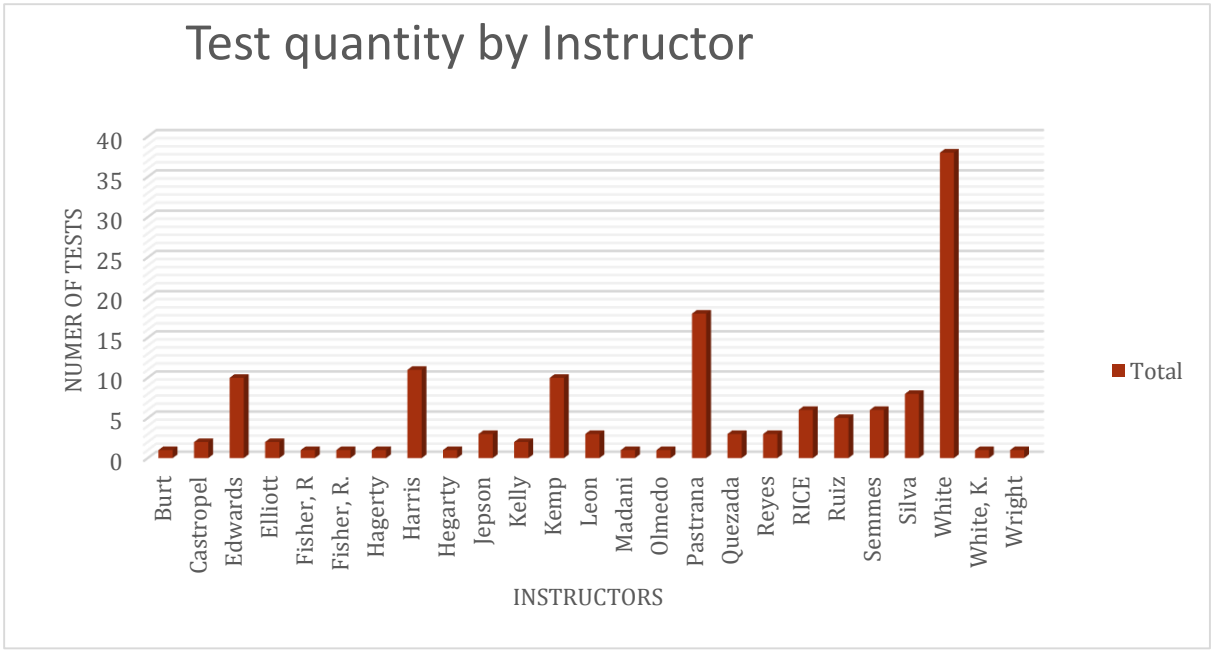
DESCRIPTION

- Test Proctoring is a resource available to students of IVC and the surrounding community. The center provides an opportunity for students to complete make up exams or to take exams for other institutions; students from other colleges who are in the area can use the test proctoring service. The center has procedures in place to make arrangements with other institutions to administer the tests. Students contact the center and make a test proctoring request. The Professional Expert (PE) will make the necessary arrangements with the instructor for the test to be administered. A 24-hour notice is required prior to the exam date in order to schedule a test proctoring appointment at the center. This service is a benefit to both students and instructors. Students can take exams at times conducive to their schedules and instructors will not have to take class time or office hours to administer the exams.

DATA

- Quantitative
- **Total exams for semester**: 139
- **Total time for exams:** 91 hours
- **Average time per exam:** 40 minutes
- **Number of instructors:** 24
- **Average number of tests per instructor:** 6
- **Most by one instructor:** 38 (White, K.)





No student surveys administered this semester

OBSERVATIONS

Some professors encourage their students to use the test proctoring center due to the high number of students from several professors. One issue is the various methods professors use

to communicate with the test proctoring center. Finally, ID verification has been an issue as students often do not have their student ID card and in some cases do not have any form of photo ID with them.

RECOMMENDATIONS

A preferred method established for requesting and confirming test proctoring would improve communication. This would eliminate delays in locating requests and/or documents needed to administer tests. As part of this process, the Test Proctor Mach Form should be used by all PE, counselors, and instructors. The Mach Form for Test Proctoring needs to be updated to include verification of ID sign off by the proctor. Surveys by students and professors would be an excellent tool to help identify issues and areas of improvement for the test proctoring center. Finally, an alternate location needs to be found for storing laptops so tutors do not interfere with on-going tests and the test proctoring does not interfere with tutors' access to resources.

STEM

Assigned to: Diana Aguirre Morales • **Position:** Lead Tutor

DESCRIPTION

- The STEM center was created to provide walk-in and appointment-based tutoring for students in the STEM areas. Students may choose to come in and receive academic help without having an appointment or might choose to request recurring appointments with the same tutor. Walk-in tutors provide help to students in courses dealing with science, technology, engineering, and mathematics. Tutoring is usually one-on-one, but it may be offered in small groups, depending on tutor availability at the time. It primarily specializes in providing aid in a variety of chemistry, biology, and mathematics courses. Desks, whiteboards, and technology are available at the center.

DATA

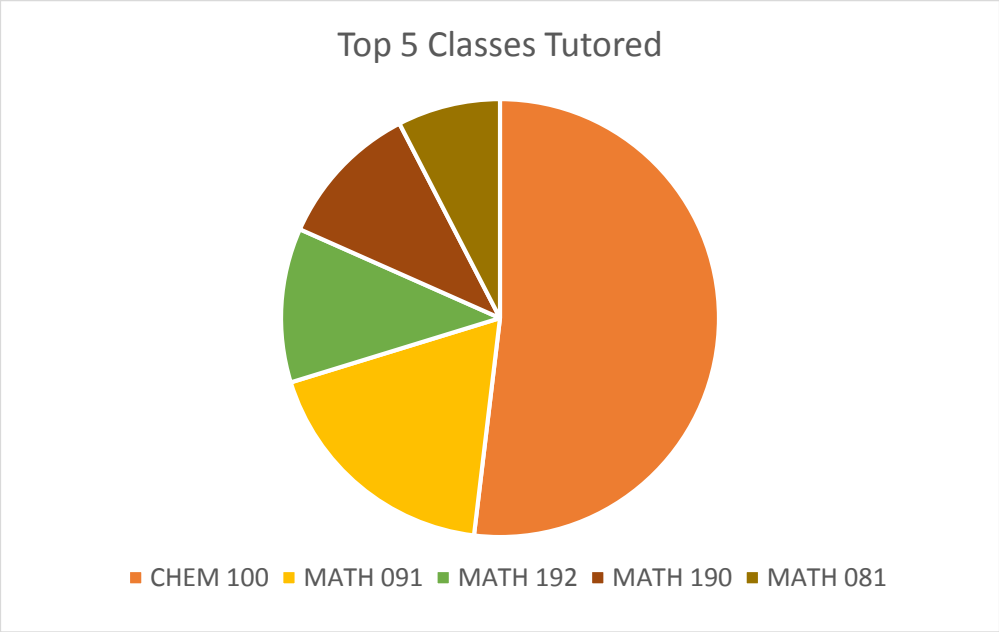
Spring 2017 Work Logs

Spring 2017 Tutoring Logs

- **Total students' Hours**: 223.75

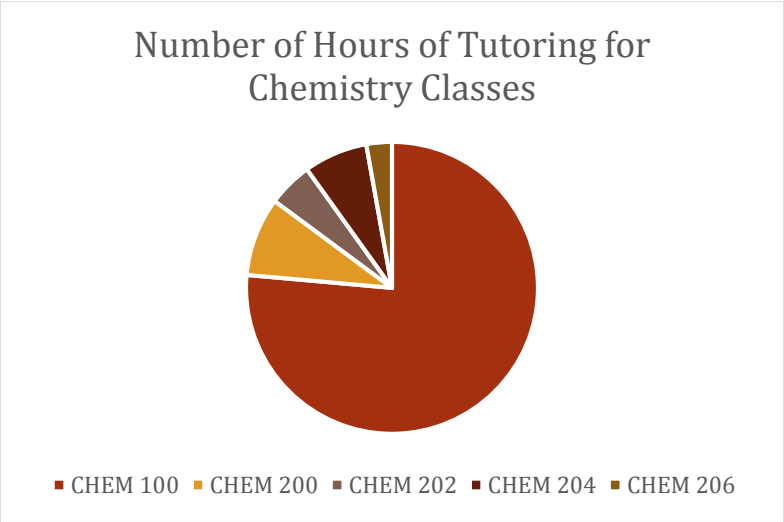
TALCAS

- **Total students:** 193
- **Total tutors' Hours:** 580.00
- **Total tutors:** 10
- **Top 5 courses tutored**
    - CHEM 100
    - MATH 091
    - MATH 192
    - MATH 190
    - MATH 081



Student Surveys

Students tend to have positive reviews about the tutors at the center, and they state being satisfied with the help they receive. None of the 9 student survey entries submitted included negative reviews. Student comments state the desire for a greater amount of tutors available and for the center to be open longer hours. One student suggested having tutors who specialize in nursing courses. Another student specified the desire to have more math tutors available, while another student specified a desire to have more tutors who can help with higher level chemistry classes.



OBSERVATIONS

Based on logs submitted by tutors, students seek tutoring when there is an upcoming exam in their class. Since many students ask for assistance in completing and reviewing study guides, review sessions where tutors help students work on study guides from the most popular courses could be implemented. Peak times occurred between 12pm to 2pm.

RECOMMENDATIONS

Opening the STEM center for longer hours and including a greater number of tutors who can help in mathematics and chemistry. Chemistry tutors should be available at all times throughout the day because a lot of the students visiting the STEM center ask for tutoring in that subject. The center should continue to provide these services to students since student surveys reveal that students are content with the help they receive at the STEM center.

TUTOR EXPO

WORKSHOPS FOR DIFFERENT COHORTS

SSC can create workshops for specific groups of students through LINC. We have already started this process by working with the men's basketball team and IVROP students. We have also done this through the creation of workshops specifically targeting incoming freshmen and students that have been out of school. We would also like to collaborate with Counseling Services from the IVC Student Health Center to create workshops targeting self-care. Also, we would like to further research to see what cohorts need specialized workshops.

TUTORING ORIENTATIONS FOR STUDENTS

Conduct short orientations for students that are new to IVC's Learning Services. Pasadena Community College conducts such orientations for ESL students. This assures that students' understanding of services has consistency and continuity and in turn can increase student satisfaction.

POSTER SESSIONS AT IVC

During this year's Tutor Expo, poster sessions were conducted during the lunch break. Our extensive reporting at the end of the semester analyzes student success rates and we are currently implementing this and finding ways to improve our data collection. The idea of a Poster Session during college events can assist us in providing this information to our students and faculty with the outcomes and impacts on student success rates. It will also assist in advertising Learning Services.

TUTORS AND STUDENT SUPPORT FACULTY COLLABORATION

The SSC should increase tutor and faculty collaboration. An idea presented at one of the workshops is that tutors and student support faculty meet once a month to cover topics such as social justice, culturally responsive teaching and learning, growth mindset, habits of the mind, and technology. Although LINC already covers the listed topics, we can create a project specifically designed to bridge that gap between students and faculty by allowing more interaction between student support faculty and tutors.

OBSERVATION FORMS

The SSC currently has observation forms for embedded tutors. It is highly recommended that we create and implement a general tutor observation form and sit in during walk-in sessions and one-to-one appointments. This will allow us to verify that tutors are focused on aspects such as clear communication, pace of the session, reinforcing positive methods, and building student confidence.

SUPPORT NETWORK AND ONLINE TUTOR REFERENCE

Creating a Support Network and Online Tutor Reference for tutors would allow us to streamline the time it takes a tutor to find help. This can be done through an online Canvas course or add a module to our current General Tutor Training course. Tutors would be able to have online access to a Conflict Resolution Guide as well as a discussion forum where tutors can discuss different topics while a lead tutor facilitates discussions. If tutors need to address

complaints, problems, and conflicts, they should directly refer to a lead tutor or professional expert.

TUTOR MENTORING SESSIONS

One interesting method addressed during the tutor expo was tutor mentoring sessions conducted by Pierce College. Pierce College has 200 tutors. All of their tutors are students and trainings are once a month (the first Friday of every month). Trainings are created to be a celebration potluck style. Tutors are not required to meet with a specific mentor on the same subject that they tutor. For example, math tutors don't have to meet with the math tutor mentor. These tutor mentoring sessions allow for connections to be created between tutors and tutor mentors. Sessions are usually outlined by questions. Meetings are 3 sessions per week, new tutors are required to attend two tutor mentoring sessions while continuing tutors are required to attend just one.

SIGN-UPS FOR TRAININGS

It is recommended that we follow a format for trainings sign-up similar to Pierce College's. Instead of 4 consecutive days of training, tutors can pick the meetings they would like to attend (as long as they complete the total hours of training). This allows to limit the number of people that attend each meeting (for example, six slots per meeting). This method does not allow everyone can make the meetings, but they are very flexible and also allows for crashers to attend.

TUTOR TRAINING

The following are tutoring strategies that we can apply in our tutor training and tutoring sessions:

TRAINING TOPICS

- Building Warm Relationships: An Exercise
  - All participants hold a mock conversation to practice productive relationship skills
- Humble inquiry
  - Activity to illustrate humble inquiry
- Growth Mindset vs. Fixed Mindset
  - Cultivate growth mindset among tutors so they in turn use with their students
- Autonomy

        - Supportive teaching improves student performance in both the near and long term
    - How to ask students the right questions
    - Learning to accept that introversion and tutoring are not mutually exclusive
        - Strategies to work with different personalities
    - Teach tutors different game so they can use in group tutoring review sessions. Making curriculum less intimidating.
        - More attractive/accessible
        - Done actively, not passively
        - Making things interactive
    - How to recognize your own biases
    - How to avoid tutor burn out
    - Integrate LINC to tutor training
    - Integrate the concept of tutors being Cognitive Coaches
    - Identify ESL student challenges and provide tutor trainings on how to address those challenges
        - Could adapt this approach to different subjects

GAMES FOR TUTORING

- Integrate the use of the program Kahoot to create games during tutoring and review sessions
- Some games that can be used:
    - Speaker/Drawer Game
        - Ambiguous instructions
        - Random messy intricate drawing, one explains while the other quietly draws
        - What would have changed if the drawer was able to ask questions
        - Objective: Teaching tutors about the miscommunication that may occur
- Grab Bag
    - Each students writes issue on a flash card because there are so many questions (large review sessions)
    - Students put in maybe an equation or a citation they can do together

PATHWAYS AND TUTORING COLLABORATION

The Study Skills Center will strive for a stronger connection with counselors to pinpoint needs that students have in order to address them. As community colleges transition to using the Pathways format, Learning Services is already trying to find ways to accommodate these possible future changes. For example, Pasadena Community College provides tutoring for its different Pathways. Each Pathway has a set of requirements which usually includes required tutoring. For example, the Athletes Pathway at PCC requires students that are participating attend a certain amount of tutoring hours and meetings with success coaches to keep their priority registration.

Embedded Tutor Program

Assigned to: Margarita Ramirez **Position:** Embedded Tutorial Program Specialist

Funded by: Student Equity-TALCAS

DESCRIPTION:

The Embedded Tutor Program (ETP) provides academic assistance both inside and outside the classroom to increase student success and retention rates. The ETP helps to improve student confidence and remove any stigmas associated with the need for tutoring. An embedded tutor is assigned to attend all sessions of a course, listen to the lecture, take notes, and assist students during lab or other class activities. In addition, embedded tutors provide two hours of review sessions per week for students in that course. The focus of the ETP is on clarifying content as well as encouraging student success habits.

During the spring 2017 semester, the Embedded Tutor Program had embedded tutors in 52 courses (8 Science, 12 English, 10 ESL, and 22 math courses). All embedded tutors completed the newly developed online ETP training as well as the General Tutor Training designed to familiarize tutors with the ETP guidelines, expectations, and tutoring techniques.

Tutor Observations:

Throughout the semester, embedded tutors were observed by lead tutors, professional experts, and the ETP Specialist during their review sessions to make sure they were following protocol. The ETP Specialist reviewed all observation entries and followed up with an email to give embedded tutors feedback and suggestions on what needed to be addressed.

Evaluations by Instructors:

Instructors participating in the ETP were asked to evaluate the embedded tutors' performance in the classroom. The responses received were very positive. Instructors felt that embedded tutors were an asset to the class, and that students really benefited from having the additional help. The following are some comments from instructors:

"She is a great tutor. She is knowledgeable about the subject area and follows along with my lectures well.

She will always help the students with their essays. She also reminds them that she has tutoring hours.

She is very proactive that way."

EMBEDDED TUTOR PROGRAM

"Karen has been a phenomenal asset to the class. She has learned the material well, and the students benefit from her. She has the largest after class review session group of all of my tutors. She has done an outstanding job."

"Sara is a tremendous asset to the class. She contributes to class discussions and adds very meaningful content. She is personable and approachable, so the students have no fear of seeking her out. This is the second time I've had Sara in my 005 class, so she has become an expert on the material. I wish I could have Sara in all of my classes."

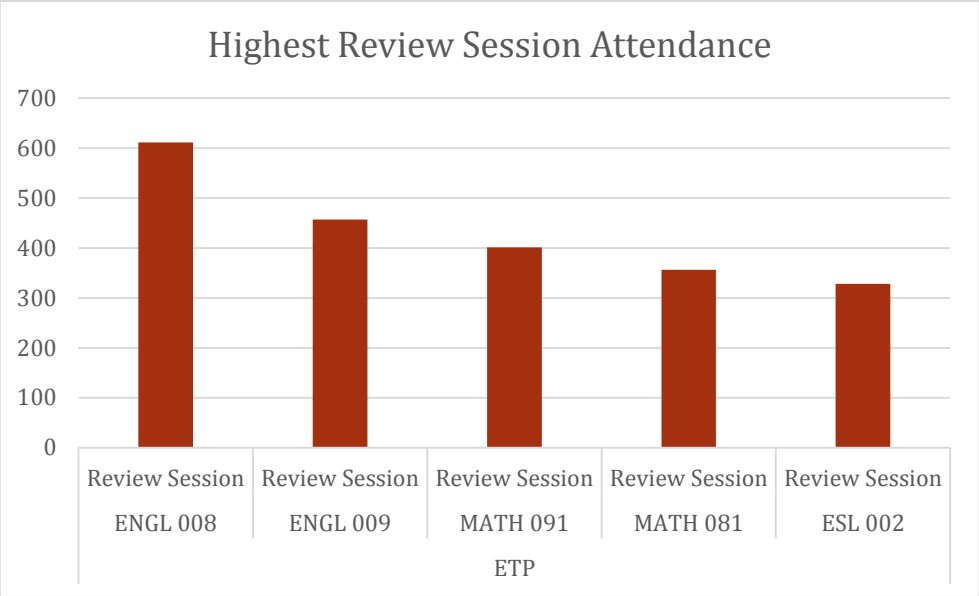
"Kathya is fabulous and has an excellent rapport with students. I love having her in the classroom."

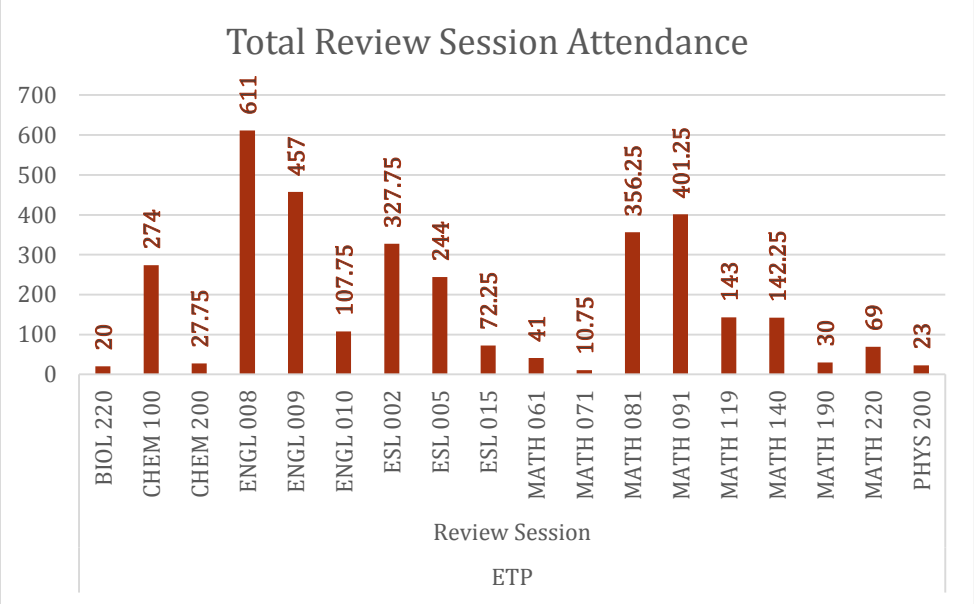
DATA

Mach forms-Tutoring Log

Mach forms-Work Log

- **Total student hours**: 3594.75
- **Total student attendance to review sessions:** 3547
- **Total tutor hours:** 4335.5 (class and review session)
- **Total tutors:** 40
- **Top 5 courses tutored:** N/A



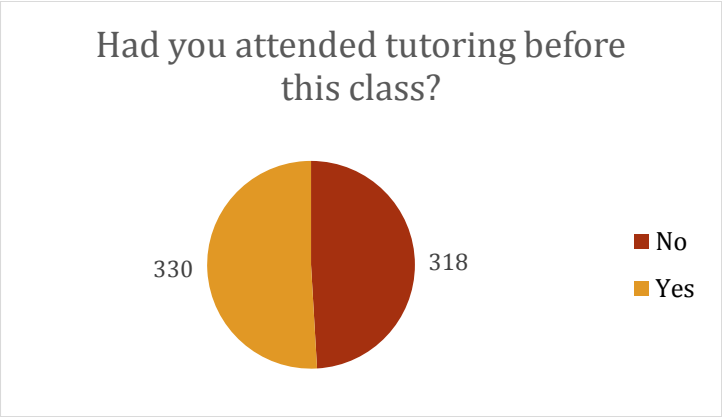


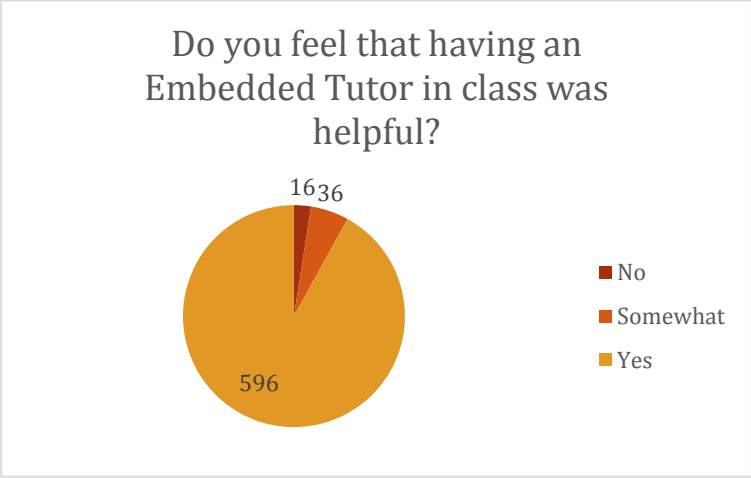
Surveys

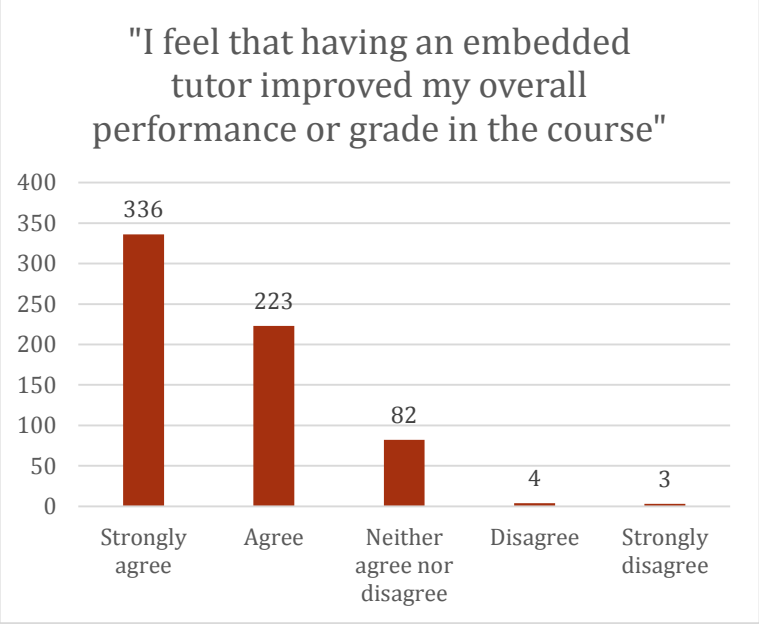
Mach forms-Embedded Tutor Program Survey

Students in all embedded tutor classes were asked to complete a survey to evaluate the tutor and the Embedded Tutor Program. 648 survey entries were received. The data is as follows:

EMBEDDED TUTOR PROGRAM







The following are some comments/suggestions from students on how to improve the ETP:

"Everything was great. I really appreciate my tutor's help."

"It would be nice to have review sessions on the syllabus or posted on the class."

"He is a really great tutor. He has knowledge of the material and he can explain what he knows clearly."

"Tutor was great, maybe a longer review session allowance before a big test, like instead of an hour, maybe two for those students that wish to stay and spend more time reviewing the course material."

"More Embedded Tutors for other courses!"

"There was no need for improvement because my tutor was very helpful and explained everything well."

"My experience with our embedded tutor was great. She always knew the subject we were covering and was prepared to help with notes she had taken during class."

"I think the tutors give enough help as it is just sometimes it may be better to have at least 2 embedded tutors in classes such as this" (student in CHEM 200).

"Good program, no improvements."

"Since Jeff helped out in tutoring my grade started to go up; he is very informed in the class, very helpful. I give him 5 stars. Embedded tutor is a great thing for difficult classes." (Student in BIO 220).

"I really loved the embedded tutors! Just wish I had one for my Econ class..." (Student in a large lecture CHEM 100 class, 3 embedded tutors).

"Longer study sessions.

OBSERVATIONS

The number of students who had not attended tutoring before has changed from past semesters. More students are seeking tutoring now. 59% of students had not attended tutoring in Fall 2016, compared to 49% this semester.92% of students answered that having an embedded tutor in class was helpful. 52% of students "strongly agreed" and 34% "agreed" that having an embedded tutor improved their overall performance or grade in the class. A recurring request from students' surveys was to have longer/more review sessions, especially for classes over 3 units or college/transfer level courses.

EMBEDDED TUTOR PROGRAM

RECOMMENDATIONS

Students may benefit from having three hours of review sessions per week for classes that are four units or more. Also, instructors could be asked to be more involved in assisting the tutors with materials for the review sessions. In addition, it would be helpful for students to know in advance if a class will have an embedded tutor at the time they register, so classes could be posted on the schedule. Instructors should consider giving students extra credit points for those who attend review sessions or make it part of their grade (i.e. attend at least 5). Toward the end of the semester, some instructors started doing that and more students attended.

DATA

	Embedded		Non-Embedded	
Class	Success Rate	Retention Rate	Success Rate	Retention Rate
BIO 220	76.50%	80.00%	83.33%	86.44%
CHEM 100	55.17%	72.41%	51.00%	71.00%
CHEM 100	83.33%	93.33%	51.00%	71.00%
CHEM 100	81.25%	90.62%	51.00%	71.00%
CHEM 100	76.67%	96.67%	51.00%	71.00%
CHEM 200	91.00%	94.00%	48.00%	67.00%
PHYS 200	78.00%	87.00%	NA	NA
ENGL 008	48.27%	93.10%	50.00%	86.84%
ENGL 008	43.33%	86.67%	50.00%	86.84%
ENGL 008	60.00%	85.71%	50.00%	86.84%
ENGL 009	33.33%	57.58%	50.92%	77.17%
ENGL 009	62.50%	75.00%	50.92%	77.17%
ENGL 009	66.67%	81.48%	50.92%	77.17%
ENGL 009	65.71%	80.00%	50.92%	77.17%
ENGL 009	43.33%	80.00%	50.92%	77.17%
ENGL 009	48.38%	90.32%	50.92%	77.17%
ENGL 10	60.00%	90.00%	26.92%	61.53%
ENGL 10	65.51%	89.66%	26.92%	61.53%
ENGL 10	60.00%	96.67%	26.92%	61.53%
ESL 002	83.87%	93.54%	N/A	N/A
ESL 002	87.50%	96.75%	N/A	N/A
ESL 002	80.64%	87.09%	N/A	N/A
ESL 001	75.00%	96.88%	75.82%	81.31%
ESL 005	62.50%	96.88%	83.00%	100.00%
ESL 005	75.00%	93.75%	83.30%	100.00%

EMBEDDED TUTOR PROGRAM

	Embedded		Non-Embedded	
Class	Success Rate	Retention Rate	Success Rate	Retention Rate
ESL 015	73.00%	96.00%	88.00%	92.00%
ESL 015	90.00%	97.00%	88.00%	92.00%
ESL 015	89.00%	93.00%	88.00%	92.00%
MATH 61	81.00%	100.00%	48.00%	79.00%
MATH 71	75.67%	94.59%	49.07%	81.37%
MATH 71	85.29%	91.17%	49.07%	81.37%
MATH 81	36.00%	90.00%	64.71%	86.27%
MATH 81	77.00%	100.00%	64.71%	86.27%
MATH 81	32.00%	76.00%	64.71%	86.27%
MATH 81	32.00%	65.00%	64.71%	86.27%
MATH 91	44.00%	84.00%	58.25%	80.35%
MATH 91	47.00%	89.00%	58.25%	80.35%
MATH 91	49.00%	87.00%	58.25%	80.35%
MATH 91	29.00%	74.00%	58.25%	80.35%
MATH 91	16.00%	48.00%	58.25%	80.35%
MATH 91	19.00%	42.00%	58.25%	80.35%
MATH 91	34.00%	68.00%	58.25%	80.35%
MATH 91	31.00%	59.00%	58.25%	80.35%
MATH 119	60.86%	82.60%	65.28%	80.31%
MATH 119	70.59%	79.41%	65.28%	80.31%
MATH 140	42.00%	62.00%	N/A	N/A
MATH 140	46.42%	53.33%	N/A	N/A
MATH 140	37.50%	50.00%	N/A	N/A
MATH 190	38.00%	65.00%	76.00%	97.00%
MATH 220	90.00%	93.00%	N/A	N/A

STAFF

JOSUE VERDUZCO
LEARNING SERVICES SUPPORT COORDINATOR

JAEL ESQUEDA
TUTORIAL SPECIALIST

MARGARITA RAMIREZ
EMBEDDED TUTORING SPECIALIST

BLANCA MARTIJA
TUTORIAL SPECIALIST

COLLABORATORS

Fisher, James
Kemp, Elizabeth
Howell, Kevin
Pastrana, Leticia
Rice, Sydney
Zambrano, Oliver

PROFESSIONAL EXPERTS

Professional experts have played a vital part in the development of projects at the Study Skills Center. This year, several professional experts were hired to help facilitate the substantial growth of the SSC. Their duties include training, coordinating, mentoring, supervising and facilitating the transition to the new tutoring centers; STEM and WLTC. Also, one of them was assigned the task to help develop our learning Intervention program: LINC. Here is a list of our professional experts and a brief description:

- Margarita Ramirez- Embedded Tutorial Specialist and STEM coordinator
- Jael Esqueda- LINC Tutorial Specialist
- Blanca Martija- World Languages Tutorial Specialist
- Ricardo Montano- World Languages Tutorial Specialist and Canvas Trainer
- Alejandro Marquez- STEM Center Tutorial Specialist
- David Greif – Test Proctoring Specialist

STAFF

LEAD TUTORS

Angulo, Alejandra
Bermúdez, Christine
Garcia, Ismael
Rosas, Luis

APPRENTICE TUTORS

Aguirre, Diana
Benitez, Jaime
Greif, David
Quezada, Vanessa
Reyes, Gilberto
Reyes, Juanita
Sanchez, Viviana

PEER TUTORS

Alvarez, Betsy
Arteaga, Paola
Barajas, Benjamin
Benitez, Jaime
Bermudez, Christine
Bonilla, Yuri
Brinkman, Haley
Cárdenas, Jessica
Carrillo, Adriana
Castilla, Timothy
Cortez, Bianeth
Cortez, Chelsea
Cota, Hector
Derma, Allyson
Diaz, Teri
Espejo, Karla
Favela, Graciela
Fenley, Nick
Ferrel, Isaac
Fink, Sara
Galeana, Aimee
Garcia, David
Garibay, Jose
Gomez, Atalie
Gonzalez, Kain
Gonzalez, Mariana
Guluarte, Diana
Guzman, Brianna
Gutierrez, Priscilla
Huerta, Ruben
Inzunza, Cinthia
Johnson, Jose
Lawson, Avery
Ledon, Metzly
Lewis, Dalton
Lopez, Armando
Lopez Garcia, Fernando
Martinez, Jonathan
Mayorga, Antonio
Meza, Anthony
Miramontes, Gabriela
Morán, Valeria
Moreno, Ana
Moreno, Jose
Olmedo, Bernardo
Ornelas, Alfredo
Pantele, Jeff
Paredes, Cindy
Peña, Humberto
Perez, Ana Karen
Placeres, Abigail
Placeres, Josue
Plascencia, Krystal
Ponce, Karen
Quijano, Edward
Reyes, Carlos
Rosas, David
Ramirez, Oscar
Ruiz, Pedro
Saines, Alan
Sabala, Alexander
Saldana, Gabriel
Silva, Kathia
Theuret, Bethany
Torres, Daniel
Tostado, Ricardo
Tylenda, Andrew
Villa, Karen