Cypress College
Special Programs Quality Review Report

Program: Tutoring
Coordinator: Carol Welsh, Dean LLRC

Names of those participating in the report: Carol Welsh and Gilbert Contreras

Date: December 15, 2007

Program Mission:
The mission of the Tutoring at Cypress College is to:
* help students succeed in their courses;
* help students become better learners;
* help students at all levels of ability and preparation;
* provide students with a comfortable, supportive, and attractive learning environment.

Core Measures:
Cypress College tutoring within the Learning Resource Center is divided into three distinct programs, each offered within its own physical space, fiscally supported through distinct sources, and with somewhat distinct tutoring functions. These program components include 1) individualized tutoring, 2) the open lab, and 3) the math learning center.

I. Individualized Tutoring
Beginning mid-Spring 2006 the former CC writing center was moved from HUM to the LRC and writing center tutors were absorbed into a more comprehensive ‘individualized tutoring’ program. Individual and small group tutoring has expanded to include language arts, life and physical sciences, social sciences and accounting. In response to Fall 2006 student satisfaction surveys, tutoring services were extended to include Saturdays. Students are provided tutoring by appointment or on a drop-in basis. EOPS students are provided twice the time with a tutor, as non-EOPS students.

Table 1: Individualized tutoring usage statistics

<table>
<thead>
<tr>
<th>Measures</th>
<th>Fall 2006</th>
<th>Spring 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unduplicated students</td>
<td>397</td>
<td>613</td>
</tr>
<tr>
<td>Visits (sum)</td>
<td>943</td>
<td>2195</td>
</tr>
<tr>
<td>Visits (average)</td>
<td>2.4</td>
<td>3.6</td>
</tr>
</tbody>
</table>

1In Fall 2006, one student visited a tutor 41 times, while in Spring 2007 the same student visited a tutor 120 times. The majority (224 students in Fall 2006; 280 students in Spring 2007) visited a tutor only once the entire term. Therefore, the average number of student visits is inflated by a few students who visited more than 10 times in a single term. Policies now in place prevent any student from visiting a tutor more than three times each week for the same subject.

Table 2: Budget trends in writing center/individualized tutoring

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<tbody>
<tr>
<td>Allocated</td>
<td>$94,453</td>
<td>$103,204</td>
<td>$98,234</td>
<td>$312,057$^{1}$</td>
<td>$370,021$^{2}$</td>
</tr>
<tr>
<td>Actual Expenditures</td>
<td>$82,733</td>
<td>$106,504</td>
<td>$106,364</td>
<td>$262,102</td>
<td>NA</td>
</tr>
</tbody>
</table>

$^{1}$Includes Basic Skills Allocation of $74,253
$^{2}$Includes OTO funds for math/science tutors (formerly math learning center budget) & Basic Skills Allocation of $50,000.
II. Open Lab
The open lab is a new area in the LRC that provides 100+ students access to desktop computers equipped with DVD players, MS Office and other applications, flatbed scanners, various multimedia and adaptive equipment, and Internet access. In response to Fall 2006 student satisfaction surveys, operating hours of the open lab and the language lab were extended to include Saturdays. In mid-Spring 2006, the language lab was moved from HUM to a new language lab in the LRC, adjacent to the open lab. Students enrolled in language arts classes are required to spend time every week in the LRC. All students using the open lab or the language lab check in at the front counter in the open lab. SCE collects non-credit apportionment for all students using the open or language lab.

Table 3: Enrollments in language/open lab

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</thead>
<tbody>
<tr>
<td>Census enrollment at SCE</td>
<td>2314</td>
<td>1174</td>
<td>4819</td>
<td>3654</td>
<td>3233</td>
<td>1077</td>
</tr>
<tr>
<td>Total FTES at SCE</td>
<td>61.7</td>
<td>21.3</td>
<td>119.2</td>
<td>58.7</td>
<td>52.3</td>
<td>15.1</td>
</tr>
<tr>
<td>Resident FTES at SCE</td>
<td>55.3</td>
<td>19.1</td>
<td>111.6</td>
<td>54.0</td>
<td>47.9</td>
<td>13.5</td>
</tr>
</tbody>
</table>

Table 4: Budget trends in language/open lab

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<tbody>
<tr>
<td>Allocated</td>
<td>$159,706</td>
<td>$178,021</td>
<td>$181,996</td>
<td>$209,979</td>
<td>$203,810</td>
</tr>
<tr>
<td>Actual Expenditures</td>
<td>$150,305</td>
<td>$172,784</td>
<td>$157,014</td>
<td>$234,326</td>
<td>NA</td>
</tr>
</tbody>
</table>

1Does not include expenditures for one full-time Instructional Assistant in the Open Lab. 2006/2007 actual expenses for this SCE-funded position were $66,201; 2007/2008 expenses are projected at $70,505.

III. Math Learning Center
In mid-Spring 2006, the math learning center was moved from SEM to a designated room in the Learning Resource Center. In response to Fall 2006 student satisfaction surveys, hours of operation were extended to include Friday afternoons and Saturdays. Presently there is no formal system in the math center to track student interaction time with tutors. Students are free to work on their own, in a group without a tutor, or with guidance from a tutor. SCE collects non-credit apportionment for all students using the open or language lab.

Table 5: Enrollments/activity in math learning center

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</thead>
<tbody>
<tr>
<td>Census enrollment at SCE</td>
<td>217</td>
<td>77</td>
<td>715</td>
<td>549</td>
<td>486</td>
<td>135</td>
</tr>
<tr>
<td>Total FTES at SCE</td>
<td>5.4</td>
<td>0.9</td>
<td>16.1</td>
<td>11.6</td>
<td>10.3</td>
<td>2.2</td>
</tr>
<tr>
<td>Resident FTES at SCE</td>
<td>5.3</td>
<td>0.9</td>
<td>15.2</td>
<td>11.0</td>
<td>10.1</td>
<td>2.1</td>
</tr>
</tbody>
</table>

Table 6: Budget trends in math learning center

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Allocated</td>
<td>$48,501</td>
<td>$15,309²</td>
</tr>
<tr>
<td>Actual Expenditures¹</td>
<td>$45,175</td>
<td>NA</td>
</tr>
</tbody>
</table>

1Table does not include expenditures for full-time faculty and three adjunct faculty in the math learning center. Expenses for these SCE positions for 2006/2007 was $105,362 and for 2007/2008 is anticipated at $123,429.

²One-time-only funding for tutors in math learning center are included in 2006-2006. In 2007-2008 funds for math tutors were transferred to the ‘individualized tutoring’ budget.
**Narrative: Strengths and challenges.**

**Strengths:** Major accomplishments of CC Tutoring Program(s) include:

I. **Individualized Tutoring in the LRC**
   - Highly qualified and motivated tutors are available Monday through Saturday for students enrolled in:
     - English, ESL and other Foreign languages, Reading
     - Social sciences
     - Business (to commence Spring 2008)
   - Extended hours of service to include Saturdays.
   - Conversation workshops developed for ESL students.
   - Formal training required of tutors in the LRC.
   - Installation and continued development of automated system for tracking student progress through tutoring appointments.
   - Web-based appointment calendaring system.
   - Acquisition of ancillary, subject-specific instructional materials.

II. **Open Lab/Language Lab**
   - Extended hours of service to include Saturdays.
   - Installation of PLATO reading software (“Personalized Instruction and Standards-Driven Assessment and Accountability”).
   - DVD players installed on all Open Lab/Language Lab computers.

III. **Math Learning Center**
   - Extended hours of service to include mid-afternoons, Friday afternoons and Saturdays.
   - Expansion of tutors to include biological sciences.
   - Formal training required of tutors in the math center.
   - Implementation of appointment system for tutors in the Math Learning Center.
   - Acquisition of ancillary, subject specific instructional materials.

**Challenges:** program. Identify the types of changes necessary for improvement. Please provide any insight into significant challenges or obstacles that may have curtailed the success of the

I. **Individualized Tutoring in the LRC**

   **Challenge: Staffing**
   - Day-to-day management of the expanding and population of subject-specific tutors is a concern. Recruiting, screening, interviewing, hiring, scheduling, training, mentoring, monitoring, etc. requires permanent, full time staff. Daily comprehensive oversight can be provided by a full time, permanent Manager (see Director of Academic Support Programs and Services at FC) with full time clerical support (see Tutor Coordinator at FC).

   **Challenge: Recruiting tutees**
   - Even though more students are using the services each semester, still more can be served. The problem may be lack of information about hours of operation and services offered. At a minimum an intuitive, robust LRC-Tutorial website with information about hours of free services, friendly atmosphere, and helpful staff can at least partially address this challenge.
   - Spending time with a tutor is not a course requirement. Perhaps an in-depth review of those courses with less than a 50% success rate, would be helpful. Information could be used to determine if there are viable options for requiring student time with a tutor.
I. Individualized Tutoring in the LRC (continued)

**Challenge: Space**
- Additional tutors are required for social science, business, and other courses as needed. Once on board, tutors require space to meet with their tutees. All tutor rooms are currently being used during peak times (when classes are not in session and when students seek assistance). Finding additional rooms in the LRC is not an option at this time. *Solution not determined at this time.*

**Challenge: Training**
- Our training program needs to be expanded and improved, ultimately offered to all potential tutors in the LRC. Training should include interpersonal communication as well as subject-specific content, collaborative learning techniques and learning theory. *This challenge can be addressed by collaboration between the LRC Special Projects Coordinator, the Language Arts Curriculum/Workshop professional expert, and the Math Learning Center Coordinator.*

**Challenge: Tracking student progress**
- Web-based appointment calendaring and student tracking system will improve when district student info (BANNER) and the TutorTrac are fully integrated. *This requires on-campus computer technical support in coordination with district IT staff.*

II. Open Lab/Language Lab

**Challenge: monitoring**
- Ensuring students use the open lab for instructional purposes, and for a reasonable amount of time is an ongoing challenge. It is physically impossible to monitor 100+ computers at the same time, unless a desktop monitoring application is installed. With the purchase of such an application comes the requirement to staff a desk where monitoring takes place during all hours of operation. *On the other hand, a required computer log-in program coupled with a time-limit requirement would partially address this concern. An automatic, appropriate computer use policy statement-agreement requirement would help address the problem of excessive and improper use of computers in the open lab, the language lab and the math learning center.*

III. Math Learning Center

**Challenge: Tracking student outcomes**
- Tracking student-tutor interaction will inform us about subject/skill specific challenges within developmental math courses. *This challenge can be addressed by the LLRC Dean, LRC Special Projects Coordinator and the Math Learning Center Coordinator.*

**Challenge: Developing subject-specific academic support workshops**
- Math success and content-specific workshops need to be developed and offered on a regular basis by qualified staff. *The Math Center Coordinator can oversee this effort.*

**Challenge: Recruiting tutees**
- While there is an increase in number of math center users, there is still potential to assist more students. *An in-depth review of those math courses with less than a 50% success rate, would be helpful. Information could be used to determine if there are viable options for requiring student time with a tutor.*
Long-range Plan and Objectives

I. Goal: **Enhance tutorial services for students in historically difficult transfer-level courses and well as developmental courses.**

   Supports Strategic Direction (if applicable): **Direction 1: Goal 2.1: Develop, promote, and implement a comprehensive tutoring program meet the needs of students.**

   1. Objective: **Offer individualized writing assistance to students enrolled in any course where writing is required. Expand subject-specific tutoring to include all transfer-level mathematics, language arts, social science, natural science, business, creative arts, and occupational courses.**
      
      1.1 Person(s) responsible: Dean, LLRC
      1.2 Timeframe: **Summer 2008 - ongoing**
      1.3 Fiscal resources needed (if not applicable, indicate “NA”). **Ongoing fiscal resources approved through campus planning/budget process.**

   2. Objective: **Implement tutoring support in courses with less than a 50% success rate.**
      
      1.1 Person(s) responsible: Dean, LLRC
      1.2 Timeframe: **Summer 2008 - ongoing**
      1.3 Fiscal resources needed (if not applicable, indicate “NA”). **Ongoing fiscal resources approved through campus planning/budget process.**

II. Goal: **Improve tracking of student progress in tutoring programs at CC.**

   Supports Strategic Direction (if applicable):

   1. Objective: **Implement BANNER/TutorTrac data integration and pilot test online appointment system.**
      
      1.1. Person(s) responsible: Dean, LLRC, in collaboration with Academic Computing staff, District IT, and TutorTrac technical support.
      1.2. Timeframe: **Spring 2008 – Summer 2008**
      1.3. Fiscal resources needed (if not applicable, indicate “NA”): **NA**

   2. Objective: **Collect and analyze data from Individualized tutoring program**
      
      2.1. Person(s) responsible: Dean, LLRC
      2.2. Timeframe: **Summer 2008**
      2.3. Fiscal resources needed (if not applicable, indicate “NA”)

III. Goal: **Develop and implement a comprehensive tutor training program.**

   Supports Strategic Direction (if applicable):

   1. Objective: **Investigate existing general, collaborative and subject-specific tutor training programs, materials and methods (‘best practices’). Develop general and specific training manual and methods. Pilot-test training materials and methods, evaluate, redesign as needed.**
      
      1.1 Person(s) responsible: Dean, LLRC & Special Projects Director
      1.2 Timeframe: **Spring – Summer 2008.**
1.3 Fiscal resources needed (if not applicable, indicate “NA”): NA

2. Objective: Implement formal tutor training program.
   2.1 Person(s) responsible: Special Projects Director
   2.2 Timeframe: Fall 2008-Spring 2009
   2.3 Fiscal resources needed (if not applicable, indicate “NA”): Special Projects Director – contract continuation (2008-2009)

IV. Goal: Monitor student computer use in open lab, language lab, and math learning center.

Supports Strategic Direction (if applicable):

1. Objective: Install log-in and time-limit applications - including acceptable use agreement.
   1.1 Person(s) responsible: LLRC Dean, in collaboration with Direct, Academic Computing
   1.2 Timeframe: Spring 2008 – ongoing
   1.3 Fiscal resources needed (if not applicable, indicate “NA”): NA