Tutoring Services
The Center for Learning Advancement
ABSE, ALS, ESL, and Tutoring Programs

Unit Planning
Chapter 0
Alignment with Lane Community College

I. Alignment with Core Values

Learning

The Center for Learning Advancement:

- Provides an articulated curricula that gives students a foundation and basis for success in transition to academic courses, basic English and life skills to survive in a second-language environment, preparing for the GED test, entering the workforce, and reaching individually established learning goals.
- Measures program outcomes in listening, speaking, reading, writing, math, learning skills, basic and academic vocabulary, computer skills, getting employment, retaining a job, passing the GED Test, and transitioning to post-secondary education.
- Provides instruction that matches a student's preferred learning style
- Has a faculty that is well qualified and which continues to expand professional teaching skills

Diversity

The Center for Learning Advancement:

- Provides instruction and services to students who are 16 years of age and older
- Serves a broad range of students from different cultural, ethnic and socio economic backgrounds. More than 40 nations are represented.
- Provides instruction to English language learners, both resident and international
- Serves students with disabilities
- Serves inmates in Lane County Jail, adjudicated youth in Court School, and the Forest Work Camp-Elmira
- Serves broad range of students will skills from pre-literate to college graduates
- Has staff and faculty that reflects diversity and has broad intercultural experience

Innovation

The Center for Learning Advancement:

- Has programs which are proven innovators. Some examples include ALS is a League of Innovation Award winner, ESL is recognized as a model program in the state of Oregon and Lane County Jail ABSE program is a national best practice model
- Is a leader in educational innovation state-wide: ABSE was a program participant in national reading research project, and Equipped for the Future project. ABSE and ESL participate in state and national pilot programs

- Many faculty are state trainers for the Oregon Professional Development System, and publish articles, attend and/or present at statewide and national conferences.
- Faculty and staff diffuse innovations through formal and informal gatherings such as in-service trainings, and brown-bag lunch idea sharing.
- Has programs which seek new ways to respond to emerging students' needs by creating innovative instruction and services like "Puentes al Futuro", Women in Transition classes, Service Learning Component in ESL, and ABSE workforce readiness classes
- Serves teens referred from local high schools in GED program
- Provides instruction through innovative technology: Computers, wireless classrooms, distance learning, and WebCT.
- Has utilized innovative methods for increasing revenue by creating new programs that generate income such as the IESL program in ESL.

Collaboration
The Center for Learning Advancement:
- Has extensive collaborations with community partners: Department of Youth Services, Goodwill, Lane County Jail, Oregon Employment Department, Lane Workforce Partnership, Pearl Buck, River Road Elementary School, many local high schools, and Centro Latino Americano.
- Has extensive collaboration across the division and with other college programs:
  - ✓ ALS/ ABSE reading improvement grant
  - ✓ Women in Transition Program
  - ✓ ALS/ESL Bridge courses
  - ✓ ALS: "Puentes al Futuro
  - ✓ ALS: Health Science and Business
  - ✓ ALS: Testing for other departments
- Tutor Program connects with all departments to meet tutoring needs.

Integrity
The Center for Learning Advancement's:
- Programs maintain high standard of data quality assurance within program accountability system
- Courses consistently meet curricular objectives
- Faculty remain current as certified Holistic Writing Scorers
- Programs meet or exceed most measures on Indicators of Program Quality
- Teachers use professional practices in dealing with students and with each other.

Accessibility
The Center for Learning Advancement's:
- Classes are located at many sites in Lane County are offered at various times and days to accommodate students' schedules.
- ALS has evening and Saturday morning classes
- ABSE Classes are open entry/exit
- ABSE and ESL classes are free with minimal fees

- Programs have scholarships that are available for students who cannot afford to pay fees
- ESL program has bilingual staff in the reception area and signage in the reception and classroom areas

II. Alignment with Core Abilities

Communicate Effectively

A primary goal of the CLA, through ABSE, ALS, ESL, and Tutoring, is to train students to communicate effectively in spoken and written English through courses that specifically address reading, writing, listening, and speaking skills, and through learning-centered classroom techniques, which include:

- Small and large group discussions and student collaboration in classes
- Oral presentations
- One-on-one and small group interaction with peer tutors

Think Critically

The ability to think critically is an important goal of the CLA (ABSE, ALS, ESL, and Tutoring). Development of critical thinking skills is the primary objective of Effective Learning and Math courses and is a key component for all other courses that focus on the development of listening, speaking, reading, and writing skills. Instructors and tutors throughout the CLA facilitate the development of critical thinking skills by:

- Helping students identify mistakes and correct them
- Using real-life situations to facilitate learning
- Assigning problem-solving tasks
- Discussing a difficult assignment with a tutor and working through the problem
- Leading students to resources which can help them research a problem and solve it

Understanding the Relationship between Self and Community and the Development of Self Awareness and Personal Responsibility

The CLA, through ABSE, ALS, ESL, and Tutoring, empowers students by developing their intercultural competence and life skills and by introducing them to social and economic themes through:

- The offering of EL Civics classes and offering a civics component in many classes
- Service learning activities
- Encouraging open discussion in class
- The identification of individual learning styles
- Activities that develop the learners' knowledge of workplace practices and responsibilities
- Offering students the opportunity to take responsibility for their own learning through Tutoring Central when they need additional help

Explore Academic Disciplines

The CLA, through ABSE, ALS, ESL, and Tutoring, provides a gateway to college programs. CLA courses and programs introduce students to the academic possibilities available to them by:

- Offering courses in effective learning, reading, and writing which are designed to prepare students for college level instruction in the content areas
- Making academic skill building an integral part of the curriculum
- Introducing students to the procedures necessary for making the transition to degree-granting programs within the college
- Helping all students to develop their ability and confidence in academic courses by providing free tutoring in a variety of content areas

III. Alignment with Strategic Directions

Achieve financial stability

The CLA is helping the college achieve financial stability:
- Through responsible management of current budgets
- By generating ICP revenue for the college through IESL enrollment fees and ADM pass-through funds from local high schools
- By garnering grant revenue income for ABSE and ESL in excess of $400,000 (Accountability, Carl Perkins, EL Civics, Outreach, Comprehensive, Tutoring)
- By offering a large number of tuition-based courses in ALS which cover the cost of instruction (22 during the fall 2003 term).

Enhance the college climate

The CLA enhances the college climate:
- By providing a bilingual staff within some programs
- By being well-represented on college committees: e.g. Faculty Council, Diversity Committee, Bridge Committee
- By adding to the diversity of the college and enhancing the multicultural atmosphere by serving students with special needs and from a broad range of ethnic, racial, and socio-economic backgrounds and those with disabilities and a variety of learning styles.
- By stretching the boundaries of services by providing education to a broad spectrum of students, from pre-literate to college graduate.

Build organizational infrastructure

The CLA is helping to build the organizational infrastructure of the college:
- By creating a collaborative organizational model that exploits intersecting interests and expertise across the broad areas of the division
- Through its innovative cooperative management framework

Implement business, workforce development and extended learning reorganization by:
- Providing strong partnerships with One-Stop providers at the Workforce Network
- Providing class offerings in Outreach Centers around the county
- Piloting a collaborative training program, HOLA (Health Occupations/Language Acquisition), developed, administered, and delivered cooperatively by ABSE, ESL, and Workforce Network partners.

<u>Chapter 1: Unit Description</u>

Mission/Vision:
A mission/vision statement needs to be created.

Catalog Description:
- Tutoring Services

Tutoring Services is a centrally organized program which coordinates free drop-in tutoring occurring in many subject areas and centers on main campus. All tutoring is free to currently enrolled Lane students and provides one-on-one assistance in academic endeavors. Tutors will clarify information presented in class or textbooks, help students learn how to think about concepts in courses, engage in discussing ways to work problems, and help with effective ways to study and learn, and offer support and encouragement. Tutors will not complete a studentís homework, edit papers, do problems without direct student involvement and critical thinking in the process of learning, help with take-home tests, or rescue. Students are expected to take responsibility for their own learning, but tutors can empathize with the difficulty of a subject and offer coaching and guidance to make the process easier. For assistance in specific areas, visit the tutoring centers listed below. For general questions, contact Liz Coleman, Tutoring Services Coordinator by phone at (541) 463-5783, email at colemanl@lanecc.edu.

History
The Tutor Task Force, formed in 1995, was a committee of individuals from all parts of campus that researched tutor programs at other Oregon community colleges with the realization that Lane was one of the few that didn't offer tutoring. It was their research and groundwork that inspired the college to find permanent, recurring funding for a tutoring program. Previously, student volunteers had tutored in exchange for one tuition-free class per term. Tutoring existed in math, sciences and writing. In 1996, $50,000 was allocated to hire a half-time coordinator and tutors. The coordinator worked with the Tutor Task Force to implement the vision shared by all parties. By 1999, the Tutor Task Force members decided that the coordinator could fulfill the job with the assistance of the other coordinators in the various academic disciplines and disbanded. The coordinator pulled the department employees together to create a central tutor system with standard tutoring practices. Additional subject areas were added, new centers were built thanks to the bond project, and seven years after it's inception, tutoring is available to all students on main campus.

Degrees and Certificates

CRLA tutor Certification is awarded to tutors who complete the "regular" level and the "advanced" level coursework. Students who receive tutoring attain greater success and the college benefits from better retention.

Organizational Structure
One .75 Coordinator of Tutoring Services.
- ❖ Oversees the creation of the vision including standard policies, tutor trainings and best practices.
- ❖ Involved in CRLA (College Reading and Learning Association) at the state and national level where other tutor coordinators learn and share continuing best practices.
- ❖ Trains all tutors initially and provides ongoing support.
- ❖ Gathers coordinators in specific subject areas so they can assist and support each other and remain current in updated tutoring strategies.
- ❖ Informs the student body and staff of tutoring services available on campus.
- ❖ Collects combined data and submits for FTE.

Four full-time staff are hired and funded by the specific departments to run the tutoring labs within specific disciplines:
- ❖ Math
- ❖ Science
- ❖ Music
- ❖ Foreign Languages

Three part-time coordinators in the following subjects:
- ❖ The English department pays a part-time instructor 15 hours per week to coordinate the Writing Center.
- ❖ Tutoring Services pays for a lead tutor/coordinator in the Business/Accounting area.
- ❖ An instructor in CIT who has the duty of selecting a current tutor for the CIT lab as part of regular duties.

Staff/Faculty:
Liz participates in many college-wide committees including:
- ❖ Student Retention
- ❖ Diversity Team
- ❖ United Way/Foundation
- ❖ Participation on many hiring committees in various departments.
- ❖ Initiated and hosted the first of an annual meeting of statewide tutor coordinators.
- ❖ Current Spanish student at LCC.

Chapter 2: Program Outcomes (Curriculum)

Program Outcomes:

Tutoring is learner-centered. Students seek assistance in many subject areas including:

- Writing-across the curriculum
- Math (basic arithmetic – calculus)
- Sciences
- Music
- Computer information or user support
- Accounting/business

Tutors are available day and night 5 – 6 days per week. Tutors are scheduled to meet demand at peak times while also being available to serve less traditional evening students. Students are not given quick answers, but led to improve learning skills, which assist in the long-term success of each student. Many students say that they would have had to drop a course, failed it, or had to quit school, if the constant support and assistance of tutors were not available.

Program Accreditations/National Standards

International CRLA (College Reading and Learning Association) Certification was acquired in 1999. Documentation of tutor hiring, training, supervision and evaluation practices had to be submitted and evaluated. Additionally CRLA Tutor Certification course curriculum for both the regular and advanced levels were submitted, evaluated, and certified.

Core Ability Outcomes

Tutoring Services encourages learning in both the students and the tutors and both parties benefit equally.

- ❖ Tutors are trained in effective communication skills, to think critically about the way a student is learning or setting up blocks to his/her learning and to problem solve a better learning approach for each individual student. In addition to helping the student at hand, this enhances the tutor's (also a student) own learning capacity which continues to improve as they share the information and the strategies.
- ❖ Tutors are expected to act as employees of the college, to interact with tutors from different subject areas, and are trained in cultural competence. Thus students, who are hired as tutors, learn how to wear two hats, the student paying tuition and the employee acting in a professional capacity with peers. This creates a steep learning curve for some.

- ❖ Trained tutors working with individual students can't help but transfer the above skills to the student as the tutor models appropriate learning behavior and provides tips for the student to do the same. Some of this comes in dissuading negative self-talk, or unnecessary complaints about the learning process.
- ❖ All individuals (tutors and students) are empowered and function at a higher lever after each interaction. Each interaction is unique and tutors use a variety of strategies to encourage the student to deepen his/her understanding of the subject.
- ❖ Students have a safe place; filled with understanding, compassionate people who make a complex subject a series of small, manageable steps. Students gain confidence with the subject and his or her own ability to learn. The student gains long lasting life skills about how to achieve success and acknowledge when they do succeed.

Course Level Course Outcomes

CRLA Tutor Certification Course - Regular and Advanced levels. Syllabi are attached.

Outcomes for Regular level:

- ❖ Understanding cultural differences
- ❖ Identifying learning styles; self and students'
- ❖ Identifying strengths and weaknesses in communication skills
- ❖ Improve individual study skills and be able to share it with another learner
- ❖ Improve personal questioning skills and become familiar with the Socratic method of learning.

Outcomes for Advanced level:

A much more thorough discussion and understanding of:

- ❖ Cultural competence (including white privilege)
- ❖ Learning styles (including Multiple Intelligences)
- ❖ Communication skills

Instructional methods

The Tutor Certification Course is taught using the Socratic method. Many handouts are distributed to guide the students in applicable small group discussions and problem solving experiences. The instructor does not lecture; instead the tutors are asked questions about the content and guided through the labyrinth of possible solutions. Tactics in open-ended questioning are explored. I demonstrate how to get the student to explain the material back to the tutor, assuring retention.

The same strategies are used in tutoring. Tutors respond to student's questions with other leading, open-ended questions This helps the student learn where to look for answers, builds confidence that the student can find information on his or her own, encourages practice the new skill and allows trust in his or her ability to learn and understand the material. Students, who attend tutoring, learn how to be better learners. Tutors help student learn study

strategies that encourage more holistic learning. Tutors help the students apply new material to something that is familiar, penetrating the long-term memory. These strategies are very effective for the students who are responsive and choose to go the extra mile and really learn.

__Instructional Environment__
Training classes are taught in a large open center with ability for many group activities. Tutoring is provided in large, open, naturally lit facilities complete with quiet study rooms, computer stations or labs.
See Chapter 4 for improvements needed.

Advisory Committee
There is no advisory committee. Feedback from students is requested and received in the following formats:
- ❖ Student Focus groups organized by the office of instruction have mentioned tutoring the past two years and adjustments have been made based on student feedback.
- ❖ Tutors enrolled in the tutor certification class must ask 10 students to evaluate their sessions.
- ❖ Evaluation forms are available in all centers at all times. Feedback is requested on a regular basis.
- ❖ We have just begun a mid term Tutor area evaluation process with Business/Accounting in which all students in class will fill out a brief evaluation form.

Chapter 3:
Program Outcomes Data

Enrollment data:

<u>Program Level</u>: During academic year 2002-2003, Tutoring Services served 3,817 students for a total of 50,000 hours.

<u>Course level:</u>
- ❖ Math - 460 students for 3,116 hours
- ❖ Science - 663 students for a total of 29,511 hours
- ❖ Foreign languages - 299 students for 560 hours
- ❖ Computers applications - 272 students for 755 hours
- ❖ Writing - 1,075 students for 1,846 hours
- ❖ Accounting/Business - 572 students for 8,217 hours
- ❖ Other Tutor Central subjects - 130 students for 680 hours

<u>Student FTE/Faculty FTE ratios</u>
Student usage (above) does not accurately reflect student FTE as submitted to the state for reimbursement. A student must have received at least 6 hours of tutoring to be submitted to the state for reimbursement. Registration data has been harder to capture since the transition to Banner, but generally we had been submitting approximately 60 FTE per year, through Continuing Ed.
Tutoring services pays for one .75 faculty member and $75,000 to pay tutors campus-wide.

<u>Capacity analysis</u>:
Although we have tutors scheduled for many hour per week, because of the drop-in nature of the tutoring service and the procrastination patterns of students, it is impossible to schedule tutors so all student's needs are met. There are many times when panicked students seeking tutors outnumber the amount of tutors available.

Student Success Data:

<u>Student retention ratios:</u>
Students who receive tutoring feel supported and encouraged that they can complete their courses successfully. Students who begin using the tutor centers early in the term notice that their comprehension of the subject is enhanced, thus their grades improve. They emerge more confident in their abilities to learn and more comfortable with the college environment. Those students, who begin late in the term, feel lost and behind in their studies, can also come in for reassurance that they will do better next time. The current panic leads to better planning next time.

See testimonials attached.

Student completion rates
NA

Facilities and equipment – Tutor Central Only
- ❖ Space description: The tutor centers are all new bond projects. They are large spaces. Adequate in size and in excellent locations.
- ❖ Utilization Ratios: NA
- ❖ Equipment Inventory: 13 computers and one printer in the computer lab. One computer at the front desk, two computers for staff, one printer for staff. Two video cameras, many adding machines, various office supplies, dictionaries, and textbooks for the center.
- ❖ Replacement cycles: Computers will need to be replaced every 5 years. Some of the office supplies need to be replaced annually as they disappear.

Chapter 4:
Analysis of Expected Performance versus Actual Performance

<u>Strengths</u>
- ❖ Tutoring Services is providing high quality tutoring to students in most subject areas that have requested tutoring.
- ❖ It is a free service to credit students that is offered in newly created, modern environments. All the centers are well located, so students have easy access to them.
- ❖ The tutors are trained and CRLA certified. They have support from each other and coordinators in each area.
- ❖ Tutors, being students themselves, understand the expectations of instructors better than if they were professional tutors. The tutors can also empathize with struggling students and offer constructive ways to improve learning skills.
- ❖ Tutoring Services has effectively brought coordinators from various departments together to offer mutual support, and introduce best practices. All tutors are trained together so the interdepartmental support is carried through the tutors and students.
- ❖ Each department functions autonomously, tying the tutors for each subject area back to the individual department. This allows the curriculum for the specific subject to be addressed appropriately.

Chapter 5 – Improving Future Performance

***Please Note: Initiative 1 and 2 are being requested jointly by
Tutoring Services, EFLS, and Business***

1　　　　**Hire a full-time, faculty member to coordinate the Writing
Center.**

Description:
　　　　Coordination for the Writing C enter is inadequate. The Writing Center
　　　　served over 1000 students last year, twice as many students as Math or
　　　　Science, each of which has a full time coordinator. The English department
　　　　currently funds a timesheet coordinator for 15 hours per week. This is not
　　　　enough time for the coordinator to be immersed in the efforts of the
　　　　department, support the tutors hired, and work with the team of tutor
　　　　coordinators. Some writing instructors do not regularly refer students to
　　　　the Writing Center because they are uncertain or unaware of what will be
　　　　provided. More coordination will allow better streamlining with the
　　　　English department as well as the other subject areas that require writing
　　　　from their students such as; social sciences, sciences, arts, etc. I have a
　　　　vision of an exceptional Writing – across the curriculum- Center where
　　　　tutors will be trained in a variety of writing styles, and needs.

Expected date of completion
6/12/04

What are the outcomes?
- ❖ With a full-time person who is well imbedded in the English department,
  serving as composition Coordinator, and part of the instructional faculty, the
  Writing Center will be able to do a better job reinforcing the new standard
  writing course curriculum.
- ❖ The Writing Center coordinator will be able to make more contacts with
  faculty from other subject areas, allowing for more support for students
  enrolled in other courses.
- ❖ The Tutoring Services Coordinator will be freed up to do more of the college-
  wide and state level coordination which is needed to keep this program
  functioning efficiently.

Resources needed:　　　A full–time faculty salary. A space for this faculty
　　　　　　　　　　　　member.

List the possible funding sources:
　　　　　　Currently, EFLS funds the 15-hour coordinator from ICP funds.
　　　　　　Perhaps that money can be re-allocated. Also the English
　　　　　　department provides release time for one faculty member to act as
　　　　　　the composition coordinator. This position would cover that

responsibility. If there is a dollar amount attached to each of those things, it will no longer be needed from the English department. **New funding would be needed.**

2. **Hire a full-time classified coordinator for Business/Accounting tutors.**

Description:
The coordination for Business/Accounting is inadequate. Business serves approximately the same number of students as math and science, each of which has a full time coordinator. Tutoring for the business department is continuing to grow. Just this fall the number of students served has increased 10% from last fall. Tutoring Services has been allocating more dollars to hire tutors, and provided a higher hourly rate to a lead tutor to serve as the coordinator. Tutors for accounting are difficult to find. Once they complete the program, they graduate and enter the job market. Due to lack of funds, many of the tutors are volunteers who are current students knowing they can learn more by helping others. This creates an unprofessional workforce at times. The communication between the department instructors and the tutors has been less than adequate, creating a lack of continuity between the classroom curriculum and the tutoring area.

Expected date of completion
6/12/04

What are the outcomes:
- ❖ More continuity between the curriculum being taught in class and the support given out of class to give the students appropriate support to enhance student learning.
- ❖ The coordinator will be a part of the department staff so will be able to give more immediate feedback from the many students receiving tutoring. Better ongoing training to tutors in the changes to curriculum
- ❖ The quality of tutors will be more professional.

Resources needed: A full-time classified (Instructional specialist) position. A space for this employee to work.

Possible funding sources: **New funding would be needed.**

3. Improve the acoustics in Tutor Central.

Description:
The sound echoes throughout the space and creates conflict and distraction for students trying to study quietly. The lights buzz and the sound is of the pitch that causes migraines for some of the staff and students. Often many people are in the room at one time and it is very difficult to concentrate. Conflicts between the more verbal tutor area (Accounting) and the very quiet area (Writing) occur creating a disharmonious environment.
Outcomes: With acoustical baffles the echoes will disappear. As a result the space will be much quieter and easier for students and tutors to work.

Expected date of completion
6/12/04

Resources needed: $5,000

Funding Sources: Tutoring Services has $5,000 allocated from a donation received several years ago. Facilities will need to install it. **No new funding needed.**

Org & Prog Codes
505310   111000

4. Understand the new state legislature's inability to reimburse community colleges for lower division college course tutoring.

Description:
 It is important to understand what is legal to collect for this year. To assure that we are working with other community college tutor programs to try to convince the state to recommit to funding the tutoring areas. To know which data we can collect on and which we cannot, hopefully getting reimbursement on as much as possible.

What are outcomes? A clearer understanding of statewide changes to reimbursement policy. The highest possible FTE reimbursement that is legally possible.

Expected date of completion
6/12/04

Resources needed: Liz Coleman, Tutoring Coordinator's time. **No new funding needed**.

5.   Improve the methods of collecting student data of Tutoring Services. Purchase a computer system (possibly the card swipe type used in PE) with appropriate data base capability to share with Science and Math Resource rooms.

Description
As the numbers of students increase, we need to capture an accurate count of students using this valuable service. Tutoring Services is therefore requesting the purchase of a *Computer Systems West* computer with card swipe capability.

Outcomes: Better, more accurate reporting of students usage of tutors. Possible implementation with Banner for easier registration of appropriate students.

Resources needed: Funds to buy the system software. Tutoring Coordinator's time to research and coordinate with math and science. Funding to pay a computer tutor to assist in the implementation.

Funding sources: TACT

I.   TACT Funds
   A. Category of Request: Improve accounting of student FTE

   B.   Unit Technology Plans:
       As stated above, the state is mandating better accounting of student FTE for Tutoring Programs. The hardware requested will provide the Tutoring Services with the means to efficiently account for all the students who utilize the Tutoring Center.

▪ **Cost breakdown**
       $2600 for the computer
       <u>$ 400</u> for the additional software and hardware
       $3000 Total