Program histories:

Tutorial Services has existed for 40 years. As the only all-subject tutoring center at Mt. San Antonio College, Tutorial Services, with a staff of up to 100 hourly tutors, provides free tutoring to students in a variety of subjects: math, chemistry, physics, anatomy, physiology, biology, English, foreign languages, and social sciences. Of our total tutoring staff, 32 math tutors serve two tutoring labs in the math department: the Math Activities Resource Center (MARC) founded in 2002, focusing on the needs of developmental math students, and the Transfer Math Activities Resource Center (TMARC) founded in 2007 to provide college-level math tutoring support. We have recently implemented online tutoring in math, chemistry, and physics.

The Writing Center came into existence as the result of a Title V grant. In winter 2008, the center opened its doors offering peer tutoring, workshops, and computer lab assistance. The center focuses on the writing needs of students in a variety of disciplines. In 2009, the Writing Center added Tutors in the Classroom serving an average of 12 Basic Skills writing sections; in spring 2012, Directed Learning Activities were introduced to assist students with focused assignments offered by their instructors. Online writing tutoring has also recently been implemented. Today the Writing Center employs 27 hourly student tutors and 4 hourly instructor supervisors.

Program Objectives:

1. To increase student retention and persistence in high-risk courses
2. To make a positive impact on student learning
3. To provide each tutor with effective and comprehensive tutor training through courses, observation and evaluation, and mentoring for math and English tutors
4. To provide academic support services as part of learning communities and other campus retention efforts
5. To assess program effectiveness by gauging student outcomes in drop-in tutoring, Supplemental Instruction, study groups, and English workshops
6. To explore and develop online tutoring services
7. To provide staff development in quality principles, team work, office technology, and program planning, implementation, and evaluation
8. To recruit, hire, and maintain sufficient staff to meet tutoring demands, especially in difficult-to-recruit disciplines
9. To ensure students who use tutoring will be satisfied with the service
10. To improve tutoring for students in Basic Skills classes
11. To use available technology to gather data that can be used to improve program operations
12. To increase outreach to ESL, EOPS, Calworks/CARE, and DSP&S students, who may have limited access to tutoring
13. To help Mt. SAC students across the curriculum improve their writing skills
14. To empower students as they construct knowledge both on campus and the community at large
15. To coordinate with faculty and support staff at Mt. SAC in order to help students develop the foundational skills needed for academic success and lifelong learning

Both Tutorial Services and the Writing Center have made significant strides in the past few years toward reaching these objectives. See Supplementary Information for specifics.
Reporting Lines:

John Cárdenas is the Tutorial Services Supervisor working under the Director of the Learning Assistance Center, Bailey Smith. The Learning Assistance Center is comprised of Tutorial Services, Testing Services, the Learning Assistance Resource Center (a lab focusing on the needs of developmental students), and the Learning Lab (a computer lab of more than 150 computers). John has served as the Supervisor of Tutorial Services for about seven years prior to which he coordinated the Supplemental Instruction program for approximately five years. John is directly responsible for interviewing, hiring, scheduling, and disciplining part-time hourly tutors. He also oversees tutor training. John has taught the introductory tutor training course and has collaborated with faculty teaching the other tutor training courses. John oversees six permanent part-time employees and four full-time permanent staff. In addition to the above, John coordinates tutoring for various depts. on campus as needed—e.g., Disabled Students Program and Services, the Child Development Center, Business Economics, and Accounting. John also tracks the tutoring budget and coordinates program assessment efforts. He represents tutoring at three committees: the Learning Assistance Resource Center Steering Committee, the Basic Skills Tutoring Committee, and the Tutoring Advisory Committee.

Nicole Blean is the current Writing Center Supervisor, filling in for the Director, David Charbonneau, who is currently on extended leave. Nicole has worked in the Writing Center for about seven years as a full-time Writing Center Specialist prior to which she taught as an adjunct English faculty at Mt. San Antonio College and other area colleges. Nicole is responsible for scheduling, interviewing, hiring, and disciplining part-time hourly tutors and overseeing tutor training. She also oversees four part-time hourly instructor supervisors. She tracks the program budget and organizes program assessment efforts. She currently serves on the Tutoring Advisory Committee, the Basic Skills Project Managers’ Committee, and the ARISE Grant Operational Advisory Committee.

Source(s) of Funding:

- District funding
- Basic Skills Initiative
- Title V grant
- Pathways for Success grant
- ARISE grant
- ASPIRE grant

Services and Students Served:

Tutorial Services offers drop-in tutoring, study groups, and Supplemental Instruction. We have an online appointment-making system for writing, chemistry, and physics. We recently implemented online tutoring in math, chemistry, and physics.

In the 2012-2013 academic year, Tutorial Services served 5,905 students for a total of 52,681.1 hours. The MARC and TMARC saw 10,164 students for a total of 141,925.9 hours. In addition to math, the highest-demand subjects have been English composition (college and developmental), chemistry, physics, and Japanese.
The Writing Center offers drop-in tutoring, workshops, Tutors in the Classroom, and Directed Learning Activities. The same WC Online appointment system used by Tutorial Services is also used by the Writing Center. Online tutoring for writing has recently been implemented.

In the 2012-2013 academic year, the Writing Center served 7,360 students in tutoring for a total of 29,760 hours.

**Program Locations & Facilities:**

Tutorial Services is housed in the Learning Technology Center in Building 6; the MARC & TMARC are located in the math dept. in Building 61. Each center is comprised of a counter area, lab facilities, and computer access. Math software is available in the MARC and TMARC. White boards, resource sheets, and a ready supply of scratch paper on our numerous tables complete the tutoring environment. Each center checks out textbooks, calculators, and small white boards for student use.

The Writing Center is located in the middle of campus in Building 26B. The center consists of two computer classrooms with 30 computers each and a computer lab with 35 computers. The tutoring area includes seven tables for one-on-one and group tutoring. Grammar software is available on all computers; the center also includes a selection of grammar, style, and documentation handouts.

**Training Guidelines:**

- **Selection:** Tutors at both centers are selected on the basis of several criteria: grade of B or better in subject, 3.0 GPA, faculty recommendations, high-demand subject or gateway course, STEM courses, and availability. Writing tutors at both locations are required to submit a writing sample with instructor’s comments.

- **Content Review:** All drop-in tutors at both centers undergo diagnostic evaluations for content and must make improvements in identified areas.

- **Tutor Training I:** Training takes a number of forms: 1) Tutors are peer mentored at both locations; 2) tutor meetings are scheduled throughout the semester to address particular areas of concern, such as addressing the needs of Basic Skills students and working with Learning Disabilities. Guest speakers from the READ, ESL, Library, and DSP&S depts. have presented during these monthly meetings. Cross-trainings with the Writing Center have also been scheduled and will continue. These paid meetings focus on communication and team building.

- **Tutor Training II:** All tutors at both locations are required to go through the tutor training course sequence taught by Mt. San Antonio college faculty from the Learning Assistance, English, and Mathematics departments. Each course includes Student Learning Outcomes to gauge student learning and measure the success of our various instructional efforts. These courses are one-unit six-week courses that meet for a total of 16.5 hours per course.

  - TUTR 10A: Introduction to Tutoring – required of all tutors. Generally taken within the first eight weeks of employment. Course emphasis is on introducing student tutors to general issues in tutoring, learning theories, and tutoring methods. The course provides a means by which tutors may apply and reflect upon their experiences in the form of weekly journals and summarize their learning in the form of a group presentation at the course final exam.
Tutor training is deepened and expanded for all tutors by the subject-specific courses offered:

- **TUTR 10B:** Tutoring in the Language Arts – required of all English and American Language tutors. Generally taken in the second semester of employment. Writing tutors from both the Writing Center and Tutorial Services are required to take this course.
- **TUTR 10D:** Tutoring in Mathematics – required of all math tutors. Generally taken in the second semester of employment.
- **TUTR 10R:** Tutoring in Reading – our newest course is required for writing tutors assisting students in READ courses offered by the Learning Assistance Center. The course is generally taken in the second or third semester of employment.

*Tutorial Services and the Writing Center are also collaborating to further meet CRLA requirements by the implementation of workshops addressing specific CRLA training topics. These trainings are the result of mutual efforts and rely upon the feedback of each center. The workshops are required training in order for tutors to attain Level II and III certification. See pages 15-17 in the attached ITTPC 3rd Stage Application for specifics.*

- **Evaluation Process:** Tutors at both locations are observed, evaluated, and meet to discuss areas of strength and growth with a mentor tutor of their particular area. Tutors are evaluated for content knowledge and tutoring skills including session opening and closing, use of the Socratic Method, appeal to Learning Styles, communication and feedback, etc.
- **Hours Requirement:** Tutorial Services tracks tutoring hours via tutor logs; the Writing Center tracks via the WC Online appointment system, the walk-in tutoring list, and the Directed Learning Activity sign-up sheet.
- **Training Description:** All training is tutor-trainer supervised. Training sizes in Tutorial Services vary from sixty to seventy tutors for general meetings to ten to fifteen tutors for subject-specific training. General meetings occur twice a semester; area-specific meetings are two-three times per semester based on need. At the Writing Center, tutor meetings are scheduled seven times per semester. The tutor training courses typically see anywhere from 20 to 35 student tutors. Meeting length is anywhere from one to two hours. The tutor training courses meet once a week for six weeks for a total of 16.5 instruction hours each. Presentations are live, discussion-based, and problem-solving oriented. Power point presentations and videos are incorporated but are not the primary means of conveying information.

**Supplementary Information:**

- The addition of the TMARC in 2007 has resulted in a great increase in the number of students served over the prior CRLA certification: in 2007-2008, total students served by Tutorial Services and the MARC were 10,941 for a total of 107,219.4 tutoring hours compared to 16,069 students (46.86% increase) and 194,607 hours (81.5% increase) in 2012-2013.
- A Tutoring Advisory Committee comprised of representatives of the various tutoring centers on campus was convened in 2008. Accomplishments over the last few years include a faculty tutoring referral process in the campus portal, a faculty lab attendance verification report system, an all-campus tutoring brochure, and an all-tutoring channel in the portal. The Tutoring Advisory Committee has also sought to bring more uniformity to tutoring across campus by requiring student tutors from such various programs as EOPS, the Speech & Sign Success Center, and the WIN program (student athlete tutoring) to go through the tutor training course sequence.
• The TUTR 10 course training sequence was expanded in 2009 with TUTR 10R.
• TUTR 10A course curriculum was recently strengthened as a result of tutor feedback. Course content has been revised to more directly address students’ affective, cognitive, and metacognitive needs.
• Each course in the TUTR 10 course sequence has undergone at least one round of Student Learning Outcomes Assessment.
• A full-time Tutorial Services Assistant II was hired in 2009 to assist with math tutor training and strengthen tutoring in all math levels.
• A Speech & Sign Success Center (SSSC) was introduced in 2009 to address the needs of students in Speech and American Sign Language. The center is currently under the supervision of the Speech dept., although Tutorial Services is responsible for hiring and training the tutorial staff.
• Writing tutoring was introduced to the Learning Lab in 2011 to provide on-site assistance to students working on papers and research.
• Program Objectives progress:
  o To increase student retention and persistence in high-risk courses:
    ▪ 2012-2013 data show tutoring retention in Humanities and Social Sciences was 95.04% compared to 88.03% for the non-tutored population. Students served by the MARC and TMARC were retained at 86.71% compared to 79.91% for non-MARC/TMARC users. Language study group users were retained at 96.05% compared to 85.18% for non-study group users.
    ▪ Regarding persistence, a study conducted by the Office of Research found that tutored students in Basic Skills courses were 14% more likely to enroll in the next or higher course in English, 6% more likely in Pre-Algebra, and 12% more likely in Elementary Algebra.
  o To make a positive impact on student learning:
    ▪ A recent math tutoring assessment showed that students tutored on linear equations increased from 18.4% scoring in the 3-4 point range on a 4 point rubric on a pre-test to 84.2% scoring in the 3-4 point range on a post-test.
    ▪ A recent English tutoring sentence boundary pre-assessment in Tutorial Services found that students scored an average of 50.61% correct and an average of 74.69% correct on the post-test.
    ▪ Basic Skills writing students who visited the Writing Center in fall 2011 and spring 2012 had a success rate ("C" or better) of about 80% compared to overall course success of about 58%. Basic Skills writing students who visited Tutorial Services in 2011-2012 had a success rate of about 78.71%.
    ▪ A study conducted by the Office of Research found that students repeating a Basic Skills course (math or English) and participating in tutoring are 14% more likely to pass the course than repeating students who did not get tutoring
  o To provide each tutor with effective and comprehensive tutor training through courses, observation and evaluation, and mentoring for math and English tutors:
    ▪ A recent math tutor training assessment on word problems showed that tutors overall scored 33.3% in the 3-4 point range on a 4 point rubric on a pre-test assessment; after the training, scores increased to 73.3%.
  o To explore and develop online tutoring services:
    ▪ Online tutoring was introduced in 2009-2010. As of 2012-2013, online tutoring had increased by 57% over 2011-2012. Online tutoring is now available in almost all levels of math, chemistry, physics, and writing.
To provide staff development in quality principles, team work, office technology, and program planning, implementation, and evaluation:

- Staff have collaborated in the conception and implementation of a 5-Year Plan to assess questions of quantity and quality. Results collected as to quantity have shown that the tutor-to-student ratio in such high usage environments as the MARC and TMARC is below commonly accepted standards.
- Quality has been addressed by an in-house study showing that average math tutor diagnostic exam scores in the past few years have declined, perhaps as a result of changes in the college hiring policy with respect to short-term and student workers that have prevented us from hiring and/or retaining an outside pool of qualified candidates. To address this decline, we have revamped our math tutor selection process and established a minimum content score on the diagnostic exam. The math department has endorsed our revised standards.

To recruit, hire, and maintain sufficient staff to meet tutoring demands, especially in difficult-to-recruit disciplines:

- A Hiring Task Force successfully lobbied the college to expand the definition of student workers hired as tutors to include half-time students at any college or university. This has enabled us to retain trained, experienced tutors we otherwise would have lost.

To ensure students who use tutoring will be satisfied with the service:

- A longitudinal survey of graduating and/or transferring students (n = 10,013) conducted by the Office of Research at Mt. SAC over the years 2007-2012 found that:
  - 66.34% of students surveyed had used Tutorial Services; 63.69% had used the MARC; 42.42% had used the Writing Center.
  - 95.9% of students were Satisfied to Very Satisfied with tutoring in the Writing Center; 95.55% of students were Satisfied to Very Satisfied with tutoring in Tutorial Services; 95.31% of students were Satisfied to Very Satisfied with tutoring in the MARC.

To improve tutoring for students in Basic Skills classes:

- Result from math student assessments have led to the development of new resource sheets in basic skills math. They have also highlighted common error patterns students make, which tutors have been trained on.
- An ESL-training was recently held for writing tutors to help them understand the needs of second language students, common error patterns, and ways to improve the language acquisition process. This was a cross-training with the Writing Center.

To use available technology to gather data that can be used to improve program operations:

- The campus adopted an Argos reports-generating system which has greatly facilitated tracking students served and success and retention. The available data have clarified areas of biggest success and where our biggest challenges lie.

To increase outreach to ESL, EOPS, Calworks/CARE, and DSP&S students, who may have limited access to tutoring:

- Tutorial Services has presented at several ESL Conferences in recent years to introduce campus tutoring to incoming second language students
- EOPS is represented at Tutoring Advisory Committee meetings
- DSP&S continues to refer students needing accommodations to Tutorial Services where regular appointments are scheduled with tutors
Future areas of growth:

- Publicizing tutoring across campus to students in the campus portal via a video series
- Investigating the early alert potential of a newly developed faculty referral screen in the campus portal
- Aligning the tutor-to-student ratio in all tutoring locations with commonly accepted standards
- Continuing to assess tutoring quality in content and tutoring skills
- Establishing better cross-course communication in the TUTR 10 series to ensure consistency of standards
- Continuing to collaborate with the Writing Center on tutor training to meet CRLA requirements