

Academic Support Centers Workgroup Updates 9-3-2019

Hiring Workgroup

The hiring workgroup has been working closely with HR to finalizing a job description for tutors that encompass allows centers to hire the staff they need to support student success. A draft job descriptions and suggested pay scale for tutors are on pages 4-6. Next steps are to finalize the job description and get feedback from all the centers and the larger group.

Marketing Workgroup

The marketing workgroup held a Student Success Fair in March, 2019, was well received by both students and centers. The core planning team (Liza, John, Tannia, and Shazia) are planning to hold another fair in the fall, on September 18, and one in the spring. The workgroup has also started developing a "Marketing Checklist" for centers to use. A draft of this checklist is on Page 7. Sage reminded the group that the goal of the Academic Support Center project is to align the tutoring centers and encourage collaborative marketing strategies. Liza posted a draft of the checklist to the shared drive in June. John has refined it and will email it to the centers this week. Next steps are to gather feedback from students at the fair to continuously support both students and the centers.

Two emergent connections with Academic Support:

- Plans are underway to include Perkins funded tutoring information in the tutoring centers' brochure, website, and student portal.
 - Financial Aid and tutoring centers are working on mutually promoting one another to students.
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Outcomes Workgroup

They outcomes workgroup held a training in June, 2019 to teach centers how to write outcomes using the five column model, and how to use Nuventive Improve. Kate Morales (IT) and Emily Woolery (Outcomes) facilitated the training. Resources from the training are in the google drive as a pdf titled, "Tutoring Center Outcomes Training Resources.pdf" in the "Outcomes" folder. This workgroup recommends that each center use Banner/Apex to track students. Centers that also need to schedule appointments should use SARS in addition to Banner/Apex. Next steps involve developing standard definitions of usage, and creating an Argos report similar to SHR0036 that can give the centers all the data they need in one report.

Planning and Resources Workgroup

They held a PIE training in April, 2019 during which participants collaborated on writing shared internal and external conditions, as well as possible unit goals for those centers that are new to PIE. The expectation is that every center that offers tutoring has a PIE, or at least a unit goal on academic support in PIE that would feed into an integrated "Tutoring PIE." Next steps are unclear. Centers that did not have unit PIEs completed 2018-19 PIE.

The centers that did not establish student registration and tracking as labs have been set up starting 2019-20.

Training Workgroup

1. Developing a cross-campus tutor training package for all centers to use. Three 2-hour Canvas Units will include compliance training (e.g., Sexual Harassment Prevention, Mt. SAC Professional Protocols, and equity-based pedagogy). Tutors will be paid to attend. The group seeks to have the conceptual framework ready to present at the first large meeting in the fall. Target date is winter or spring 2020. David Charbonneau, Barbara Gonzalez, Dianna Rowley, and Marlene Espina are taking the lead.

2. Submitted a new noncredit local certificate for tutor training that includes VOC TUTOR 10A, 10B, 10C, 10R, 10D. These meet the College Reading & Learning Association certification, as well. This is a local noncredit certificate, currently in WebCMS queue for EDC review. Dianne Rowley and Barbara Gonzales took the lead.

3. Drafted a survey for tutoring centers to collect information regarding current practices in onboarding, ongoing training, and tutoring pedagogy; also asking centers to identify gaps and areas of support needed. Survey will be distributed mid-semester to all tutoring centers. Liza Becker, John Cardenas, and Lisa DiDonato are taking the lead.

As of 6/26/2019

The tutor training workgroup aims to:

- Develop and share a baseline onboarding tutor training proposal with the centers by June 30th, collect feedback until July 15th, and come up **with a final proposal by July 31st**. The final proposal will be given to Meghan and Madelyn to see if it is worth moving forward with developing a training for all tutors at Mt. SAC.
- (If the proposal is approved) Develop online tutor training modules in collaboration with HR, POD, and the larger ASC group.
- Develop SLOs for the online tutor training modules
- Hold an annual "train the trainers" to teach center staff how to train their tutors using the online module
- Implement the online tutor training modules

Possible topics that the online tutor training modules would cover include:

- Sexual Harassment/Title IX
 - ACCES Awareness
 - Customer Service
 - Equity mindedness
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Common Themes

- The centers need to be able to hire permanent tutors
 - There is a need for a manager that oversees tutoring at Mt. SAC. This person would write the tutoring PIE, check in on outcomes for each center, provide oversight and accountability, oversee ASC workgroups, help with scheduling center hours (staggered hours of operation for duplicated services), help with scheduling tutor trainings, help with marketing efforts, etc.
 - The centers need one or two researchers dedicated to academic support at Mt. SAC
 - Standardized job descriptions, training, and salary structure are necessary for tutors across Mt. SAC
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Outstanding Questions/Next Steps

Questions:

- Who is going to be responsible for I-9 classification? TB tests? Background checks? Best practices for working with HR need to be established.

Next Steps:

- Each group should revisit/update SWOT Analysis vis-à-vis the main principles for academic support
- Each group should revisit/update their task list

Cohort Tracking Project

Barbara has assigned a researcher (Wook Kim) to this project who is going to reach out to several student services centers, the writing center, and ASAC as a starting point for designing an APEX template for tutoring centers. Currently, the idea is that one APEX template for student services and one APEX template for academic support will be developed by IT. Each center would be able to customize those templates further. A representative from the Academic Support Centers project needs to be present at these meetings. Sage recommended John Cardenas to Barbara, but has not told John yet in case Meghan and Madelyn have an alternate suggestion. Wook should be invited to future large group ASC meetings.

Early Alert/Tutoring Referral System

A survey and focus groups were conducted to guide the redesign of the Early Alert /Tutoring Referral System in Banner. Ron Blean (IT) is excited to start working on this project based on the feedback we gathered. In order to do this we need institutional approval. Ron will need a team to discuss and agree on specific details of the program (what the referral system should say, how things will be routed, who should be notified, what happens when students go vs. do not go, information about the centers tutors can be referred to, etc.). If he is able to get this information, then the system could be put into effect as early as spring 2020.

Academic Support Center Online Banner Registration

A pilot has been implemented for online Banner registration for noncredit tutoring and learning support courses. The School of Continuing Education (SCE) and IT staff worked through the summer to implement a the pilot which is intended to eliminate all paper registrations, save staff administrative time, allow students to register and enroll immediately, and decrease the likelihood of lost attendance hours. Once potential issues were addressed through TEST with requests for input from RIE, Admissions, and IT, the online Banner registration pilot began on first day of fall semester. TERC, STEM Center, and MARC are the three pilot sites selected due to having very few CRNs assigned to the sites that may result in less of a potential impact on Banner during semester start. In just the first week of the semester, the pilot roll-out has been hugely successful with over 700 students registering through the Banner Self-Service menu and very few technical issues and unintended consequences. This process will be evaluated in 2-3 weeks and could potentially be rolled out to other centers if no issues arise.

The benefits of this process have already begun to be evident with positive feedback from site staff. Moreover, one promising practice emerged from this process which could be valuable and leveraged with the planned tutoring referral system. ***It was suggested to provide the CRNs of the pilot labs to the faculty whose courses were mapped to the lab CRNs.*** Students could then register for the labs in class based on a faculty referral. Many thanks to IT programmers, DBA, and business analysts, lab coordinators, and deans, along with the SCE Coordinator for moving this process to implementation. It is planned for all labs to have fully online registration by Winter 2020.

TUTOR

DEFINITION

Support students in improving academic achievement by assisting them in clarifying learning outcomes and in identifying, developing, and improving their study skills. Other assistance includes: reviewing assignments, discussing the assigned texts, helping students prepare for tests, providing guidance for students to formulate ideas for writing assignments/projects, or providing guidance in finding solutions to problems.

SUPERVISION RECEIVED AND EXERCISED

Receives general supervision from assigned management or supervisory staff. Exercises no supervision of staff.

CLASS CHARACTERISTICS

The primary role of the Tutor is to support student learning in the classroom by providing academic assistance for learning and mastering course content. This position requires the employee to have excellent communication skills and the ability to adapt his or her methods to meet the needs of the student, as well as have a desire to see students succeed at the College. The Tutor may be required to implement instructional activities in both individual and group tutorial sessions. Confidentiality with regard to academic progress and/or personal information concerning students must be maintained.

EXAMPLES OF ESSENTIAL FUNCTIONS (Illustrative Only)

When assigned as an Academic Peer Tutor, duties may include, but are not limited to, the following:

1. Tutor one-on-one and/or in small group instructional sessions in various subjects.
2. Identify individual learning styles and facilitate independent learning, problem solving, and critical thinking.
3. Provide individualized content and skill-development tutoring to assigned students (tutees).
4. Assist students in improving academic achievement by meeting with them to clarify learning strategies and work on study skills.
5. Help students set academic and personal goals and monitor progress toward those goals.
6. Prepare for tutoring sessions by reviewing program-based training materials such as, handouts and/or bookwork, reviewing class materials, discussing texts, or working on solutions to problems.
7. Begin all sessions promptly, use time for academic tasks, and focus on the student's needs.
8. Maintain accurate and up-to-date records of each tutoring session.
9. Attend and complete tutor training and development sessions required by the tutoring center or program employing the tutor.
10. Develop a good understanding and knowledge of college services and resources.
11. Perform tutorial outreach to disseminate information regarding tutorial services; promote tutorial services by representing the department at various meetings; assist in the preparation of academic support brochures, pamphlets, posters, and other literature.
12. Monitor student attendance; maintain files for each student, and provide instructors with updates on student progress as needed; maintain and update student files for each program; and schedule students for additional individual help sessions as required.
13. Other related duties as assigned.

In addition to the above, when assigned as an Academic Peer Group Leader (Supplemental Instruction Leader, Tutor in the Classroom, Academic Peer Coach), duties may include, but are not limited to, the following:

1. Tutor groups in various subjects.

2. Plan for and conduct weekly sessions that focus on interactive learning through collaborative learning, Socratic Method, and study skills review.
3. Act as a model student in the classroom, taking notes, quizzes, and tests as needed, and becoming familiar with course requirements and assignments.
4. Act as liaison between students and faculty member.
5. Assist in facilitating class discussions as needed.
6. Articulate the goals and methods of the academic program to the students.
7. Complete required surveys and weekly paperwork in a timely, accurate, and thorough manner.
8. Comply with the policies and procedures of the academic program.
9. Meet regularly with the academic program manager for training, support, and evaluation of SI or group sessions, classroom activities, and completion of weekly paperwork.
10. Meet weekly with the instructor to discuss course content and student progress.
11. Promote Academic Peer Group sessions in class.

In addition to the above, when assigned as an Academic Mentor, duties may include, but are not limited to, the following:

1. Mentor and assist in training of Academic Peer Tutors and Academic Peer Group Leaders individually and in group settings.
2. Support new tutors with questions about content, policies, and procedures.
3. Perform other assistance such as, reviewing class material, discussing the text, predicting test questions, formulating ideas for papers, or working on solutions to problems.
4. Observe and evaluate assigned tutors.
5. Monitor tutor attendance; maintain files for each tutor, and provide managers with updates on tutor progress as needed; maintain and update tutor files for each program; and schedule tutors for additional training sessions as required.

QUALIFICATIONS

Knowledge of:

1. Subject matter

Skills & Abilities to:

1. Apply critical thinking principles.
2. Communicate effectively orally and in writing.
3. Utilize good organizational and time management skills.
4. Establish and maintain cooperative working relationships with staff, administrators, faculty, students, and others contacted in the course of performing assigned duties.
5. Work independently with indirect supervision.
6. Follow written and oral directions.
7. Communicate subject matter.
8. Listen and answer questions during tutoring sessions.
9. Understand and utilize different learning styles including active learning and peer-to-peer techniques.
10. Demonstrate interest in teaching and helping others learn in a group setting.
11. Use initiative and judgment in working independently while recognizing matters that should be referred to supervisor.
12. Provide clear evidence of sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.
13. Demonstrate patience and empathy.

14. Respect all members of Mt. San Antonio College.

Education and Experience:

1. **Academic Peer Tutor and Academic Peer Group Leaders:** Completion of at least one semester of college course work with an overall GPA of 3.0 or higher
 - a. Content area competency evidenced by a grade of an "A" or "B" in subject(s) you wish to tutor or group lead and the completion of the following Minimum Competency Standards:
 - i. Math tutor applicants: Completion of College Algebra or equivalent with a grade of "B" or better.
 - ii. Other tutor applicants: Completion of English IA or equivalent with a grade of "B" or better.
2. **Academic Mentor:** Completion of Level 2 CRLA certification (NADE or another appropriate organization also accepted) with two (2) years' experience in a learning lab, tutorial center, learning resource center, or the equivalent. Completion of certifications as provided by the College's policy on tutor training and development.

Preferred Qualifications:

1. Bachelor's degree from an accredited institution in a discipline related to the activities of the Success Center to which assigned.
2. At least one full semester of formal tutoring experience.
3. Completion of a Mt. SAC tutoring course.

Licenses and Certifications:

Required: None.

Preferred: Tutor Certification by a professional academic support organization such as CRLA. NADE, or another appropriate organization.

PHYSICAL DEMANDS

Must possess mobility to work in a standard office setting and use standard office equipment, including a computer; vision to read printed materials and a computer screen; and hearing and speech to communicate in person and over the telephone. This is primarily a sedentary office classification although standing and walking between work areas may be required. Finger dexterity is needed to access, enter, and retrieve data using a computer keyboard or calculator and to operate standard office equipment. Positions in this classification occasionally bend, stoop, kneel, reach, push, and pull drawers open and closed to retrieve and file information. Incumbents must possess the ability to lift, carry, push, and pull materials and objects up to 20 pounds.

ENVIRONMENTAL ELEMENTS

Incumbents work in an office environment with moderate noise levels, controlled temperature conditions, and no direct exposure to hazardous physical substances. Incumbents may interact with staff, students, and/or the public in interpreting and enforcing departmental policies and procedures.

Recommended Pay Scale

Student Tutors*	Level I	Level II	Level III	Level IV	Level V
	12.00	12.25	12.50	12.75	13.00

*This is unchanged from the normal student worker pay at Mt. SAC

Tutor	Level I	Level II	Level III	Level IV	Level V
-Academic Peer Tutor	13.00	15.00	17.00	19.00	21.00
-Academic Peer Group Leader					
-Academic Mentor					

DRAFT (V3, June 3) L.P., L.B., S.O.

Dear Student Success Centers,

As you may know, the Tutoring Centers' Student Success Fair was a major success! Now we need to keep the momentum going. So . . .

How can you continue to get the word out to students about your center?

The Academic Support/Tutoring Coordinators Marketing subgroup has come up with a few suggestions to help you market your center:

- ☐ **Targeting your student base:** Which groups of students does your center serve?
 - Connect with the right faculty and counselors who are in direct contact with your students
 - Go to the appropriate Department Chair Meetings
- ☐ **A visible presence:** Are your **posters** and **flyers** up-to-date with all of your current services?
 - It is so important that you have a visible presence on campus. Put your **flyers** in key locations, at front desks where it is easy for students to grab.
 - Make sure your flyer has something eye grabbing on it, state your information clearly, and don't forget to put a map somewhere on your flyer!
- ☐ **Make them notice:** Do you have a **banner with your center's name/services** in a visible place outside your building?
 - Many times students are just going from class to class, a clear banner stating that you are a study or tutoring center will bring in more foot traffic passing by!
 - Remember, students want things to be easy, they don't want to search for you
- ☐ **Things change:** Is the Mt. SAC **website updated** with correct information, hours and services?
 - If not, contact your division office and ask them which project specialist is in charge of editing your website
 - Put this on your to-do list or assign someone to check once per term, at the very least.
- ☐ **Promotional boost:** Advertise your special services on the campus **marquees**!
 - Go to <https://www.mtsac.edu/marketing/> where there are logos, templates and tools that you can utilize to market your center
 - Contact Marketing to help you get the word out by giving your center a "shout out" on the various TV monitors on campus
 - Encourage students to post images of your center's events at **#MtSACtutoring** on Instagram.
- ☐ **Share your successes:** Create a clear, easy-read **flyer for Flex Day** with stats about how your center has helped student success!
 - What better way to reach out to faculty than on a day where they are all required to show up?
 - This is your opportunity to shine. Again . . . faculty are our life-line to students. We need to take every opportunity we can to go through them.

If you need any suggestions or help marketing your center, feel free to reach out to the resources we have listed above, as well as us, your marketing committee.

We are here for you, so you can be there for your students!

Sincerely, Mt. SAC Student Success Marketing Committee