TUTORING CENTER PROFILE

1) Mission, Key Goals, Key Functions

The mission of the Tutoring Center is to assist students who need academic support through a variety of strategies and services. The Tutoring Center helps students to become successful independent learners.

The key goals are to increase the post-secondary retention and success of approximately 650 disadvantaged students and to facilitate student learning for all students in their academic endeavors while at CCC.

Key functions supporting these goals include: to determine areas of student need, to estimate the number of tutors and times when tutoring in each area is needed, to hire tutors with requisite qualifications, and to provide tutoring at times convenient for students. To accomplish this: information, training sessions for tutors are organized on topics such as learning styles, characteristics of students with various learning needs and disabilities; college services are publicized to be sure all students are aware of available tutoring; classroom presentations are provided when requested; and, feedback from students is sought.

2) Core Programs and Services

The core program of the Tutoring Center is one-on-one, subject-specific tutoring provided by approximately 25 professional tutors. In the past, there has been a peer tutoring program through which students were trained to tutor other students. There have also been in-the-classroom workshops facilitated by tutors. The core program serves a variety of students including those in transfer courses leading to Health Sciences and other major A.S. programs, those who are under prepared and in developmental classes, and those with special needs.

3) Organizational Structure

Currently, the Dean for Learning Support Services (LSS) is responsible for all aspects of the Tutoring Center and he oversees the Math Lab and Writing Resource Center. The Dean for LSS reports directly to the Vice President for Academic and Student Affairs. The Dean has delegated a large part of the Tutoring Center operation responsibility to his Administrative Assistant. The Administrative Assistant schedules
the tutors and oversees student activities in the Tutoring Center. She is the first line of communication between the tutors and students who use the Center. She evaluates current needs and makes requests to the Dean to fulfill those needs. She keeps accurate records and prepares annual reports and grant proposals. There is also a full-time clerk/receptionist in the Tutoring Center.

4) Technologies, Equipment, and Facilities

The Tutoring Center is located on the ground floor of the newest building on campus, Lorusso Applied Technology Center. It has eight private tutoring booths and two open tutoring stations. There is a new copier and two printers in the Center as well as reference books and self-help materials (hard copy and software) for student and tutor use. There are twelve computers in the Tutoring Center. Two are for use by the support staff; the other ten are for use by tutors and students during the tutoring process. These ten computers are maintained and updated each semester by the CCCC Department of Information Technology, keeping them current with the other open computer labs on campus to ensure their usefulness in the tutoring process.

Tutoring appointments are made through a leased on-line appointment system owned by TimeTrade Systems. The students can make their own appointments on-line anytime of day, or they can have the staff at the Tutoring Center do it for them by calling or coming to the Center during working hours. The Administrative Assistant, working closely with TimeTrade, is responsible for maintaining the data files insuring they are current each semester. She is responsible for training users of the program in the Tutoring Center.

Finally, CCCC participates in eTutoring.org which is a collaborative, online tutoring program sponsored by the Connecticut Distance Learning Consortium (CDLC). In addition to providing almost 24 hours a day, seven days a week tutoring support for all our students, this program provides access to tutoring through technology for students who cannot get to campus to use the Tutoring Center. Our students also benefit by having access to tutors from all the Consortium colleges. The Dean is the eTutoring administrative support on the CCCC campus. He is able to monitor and pull reports on both our students using the program and our participating tutor.

5) Collaborative Relationships

The Tutoring Center has collaborative relationships with many offices/departments on campus. The O’Neill Center for Disability Services sends many of the students they support to the Tutoring Center for academic support. Both the Director of the O’Neill Center and the Learning Disabilities Specialist
provide training for our tutors, presenting information about helping those with both learning challenges and physical challenges. Our tutors seek their help on behalf of individual students when needed. Both the Coaches and Mentors Program and the Advantage Program use the Tutoring Center as additional academic support for their students. The tutor training organized by the Administrative Assistant in the Tutoring Center also includes training tutors in these two programs. In addition, the Coaches and Mentors Program tutors/advisors actually do their work in the Tutoring Center while the Advantage Program has its own tutoring space. The Diploma Plus program also uses the Tutoring Center space for tutoring/advising its students.

Collaboration with the Writing Resource Center and the Math Lab is on the staff support level. The clerk/receptionist enters the student log-in records for both these areas into an Excel file which totals the number of students and number of visits each semester. These totals are then used in annual reports.

The Tutoring Center staff participates in Open House activities and Orientation activities to help acquaint students with our services and encourage their use of tutoring services early in the semester. There are posters up in every building and classroom on campus publicizing the tutoring services available free to our students. Bookmarks are provided with information about signing up for tutoring. For the first time, in Spring 2007, a guide-to-tutoring booklet for the current semester was published. It is intended to be a resource for faculty, staff, and students, cross-referencing courses with tutors. The plan is to update the booklet each semester.

As mentioned in the technology section of this profile, there is a collaborative relationship with CDLC to provide more academic support choices for CCCC students.

6) Staff Profile

Currently the Tutoring Center staff consists of a Dean, the Dean’s Administrative Assistant, a clerk/receptionist, and 25 part-time professional tutors. The current full-time staff has been in place since 2004, January (Dean and clerk) and April (Admin. Assist.). The administrative staff is a Hispanic man, the two support staff are Caucasian women, and the tutoring staff is highly diversified: 1) Native American, Peruvian, African American, Hispanic, Caucasian; 2) men and women; and, 3) young and old. The Dean has a Master’s Degree and has completed Doctoral course work. His assistant has a Bachelor’s Degree. The clerk/receptionist has a high school diploma and has completed some college courses. The tutors have varying levels of college work from Associate Degrees through Master’s Degrees.
The current staffing profile (a Dean, two full-time support staff and all part-time tutors) has been in place for the past five years but will be changing this summer (2007). The Dean is scheduled to retire and a vacant professional position, Director of Academic Support Services, will be filled. The new staffing profile will be a Director, a full-time clerk/receptionist, and the part-time tutors. These changes may be only temporary as the Vice President for Academic and Student Affairs is also leaving and there will be a new person in the Vice President position Summer 2007. The service to CCCC students should continue on the same level through this period of change.

7) Contributions to the College’s Academic Enterprise

The current Dean for Learning Support Services is also the Affirmative Action Officer of the College. He teaches one course a semester, serves on many standing and ad hoc committees, and is actively involved with the administration at CCCC. The current Administrative Assistant has served on standing and ad hoc committees, is active in the Support Staff Association, and has been instrumental in starting new professional training programs on campus. The resumes of both are attached. Several tutors are also adjunct faculty at CCCC or serve as academic advisors. Some of the tutors were once students at CCCC. Tutors’ resumes are on file in Human Resources.

8) Financial Overview

The Tutoring Center receives grant funding through the Massachusetts BHE McNair Disadvantaged Student Program to supplement the College funds dedicated to academic support. The McNair Grant Proposal is currently being prepared for the 2008 – 2009 budget years and will be submitted before the April 2, 2007 deadline. These funds are used primarily to pay the tutors’ wages. In the 2004/05 McNair funding period, funds were substantially cut from this source and the College budgeted more funds toward tutoring services; student academic support remained constant. In the 2006/07 funding period there was some increase but not up to the pre-2004 levels. Again, the College provided funds to continue student academic support at the same level. Funds are managed through individual Cost Centers by the Dean of Learning Support Services. He reviews the budget status reports monthly; passes this information to his assistant and Directors immediately.

9) Key Program, Operational, Resource, and Campus Environment Challenges

The key program challenge continues to be getting students to use the tutoring services. If they do not use the services offered, it will be hard to get the funding needed to continue to offer the services at the
current level. We need to be creative every semester to get new and continuing students to use our services.

The key operational challenge is having qualified and talented support staff and tutors available when the students are seeking help. When the students come for help as advertised and are not greeted in a friendly manner nor provided with efficient service, they will not return. When there is not a tutor scheduled for their particular course or all the appointments have been filled during their desired time, students may walk away and not return. Use of the Tutoring Center could decline and funds could be lost. Having capable, well trained support staff and hiring/scheduling tutors appropriately are essential for program success to continue and grow.

Funding resources are always a challenge. As State funding changes, other resources will be developed. The College Foundation includes the Tutoring Center in their funding goals and it is also a priority for the CCCC President.

Finally, the Fall 2006 move into the new Lorusso Technology Building seems to have been a positive one for the students. More students are using the tutoring services and they indicate they like the new, more private surroundings. Our next campus environment challenge will be outgrowing our new space. We have a smaller tutoring space than in the previous Tutoring Center location and have already experienced times when every space is filled. Plans need to be made for what to do when we outgrow our current space.

10) Organizational Improvement Approach

The approach for improvements to the tutoring program is based on student usage and student success. The number of students using the Center has increased steadily over the last three years. The Tutoring Center documents a student success rate for those students using tutoring services. This rate is compared to the student success rate for the College. Year after year, those utilizing the Tutoring Center succeed at a higher rate than does the College student population as a whole. Both student usage and success rates are documented in our Annual Reports. At the administrative level, retention and graduation results guide decisions, including funding and staffing decisions, for academic support programs.

GAUGING TUTORING CENTER PERFORMANCE

1. Mission and Strategic Position
1) In the 2003 Strategic Plan, Section IV addresses animating the values of opportunity, quality, and integrity "that shape CCCC as a student-centered, community-based institution of learning." Tutoring itself and the Tutoring Center exemplify these values. Tutoring is widely promoted on campus as free academic support for every student attending CCCC and the Center hours have expanded to meet the needs of CCCC students (opportunity). The Tutoring Center strives to offer appropriate academic support based on the individual student's learning needs, using all the resources available here at CCCC to properly identify an individual's learning challenges (quality). Tutor training, management and scheduling emphasize respect for every individual in contact with Tutoring Center employees - whether inside or out of the Tutoring Center (integrity). The tutoring schedule is student centered and differs from semester to semester as does the student population. Tutoring contributes to the opportunity, quality, and integrity of the institution as evidenced by our student success rates and the stability in the number of students being tutored, both reported annually.

2) The Tutoring Center's primary strength is the high caliber of its tutors. Currently, our tutors are all paid professionals. In the past, the tutoring staff included volunteer and peer tutors who, as a group, were not as reliable or dependable as the current staff. Our success is determined by student success. Student success is measured not only by the grade received in the class for which they received help, but also by how much more of an independent learner they have become. For the latter, progress is hard to measure other than anecdotally; tutors are continually expressing amazement at how students progress and are able to apply skills learned through tutoring to their other or future courses. Part of the strength of our tutoring staff is the personal connection made with the students during tutoring; students continually come back to let the tutors know how they are doing.

Implementing the online appointment system and participating in online tutoring have been the most innovative changes over the past three years. The appointment system has made it easier for both students and tutoring center staff to make and manage appointments. It has also provided more accurate appointment information for reporting and decision making concerning the future of tutoring at CCCC. Tutoring training and orientation sessions every fall were started three years ago and have had a positive impact on tutoring.

3) Several years ago, peer tutoring did exist at CCCC through the Department of Language and Literature but it was terminated due to lack of oversight. A peer tutoring program with strong leadership and oversight needs to be developed. Currently, tutors are not formally evaluated; the system that is in place to evaluate similar positions on campus does not apply coherently to the tutoring position. The new Director will be better able to evaluate tutors every semester (some are only with us one semester). A
system for anonymous student feedback should also be developed to be used in the evaluation of Tutoring Center services and the tutors. The Tutoring Center staff and tutors do not commonly interact with faculty. Tutors do not use faculty as a resource as they do others on campus. To inform everyone about tutoring, for Spring 2007 a tutoring guide was published and distributed to faculty and staff and made available to students. The Tutoring Center staff needs to continue its efforts to inform faculty, staff and students. One final need, the Tutoring Center should be certified through a national or international tutoring organization. The Dean’s assistant joined College Reading and Learning Association (CRLA), an international tutoring center certification organization. The tutor training she started is based on their program materials.

2. Strategic Planning

1) Tutoring is included with advising and other student services in the 2003 Strategic Plan. Currently, tutoring planning is driven by living within budget constraints and recent tutoring history. Consequently, short-term, semester-to-semester, reactive planning occurs. The Dean and his assistant are immediately involved in the short-term decisions and there is no long-term planning at this time.

2) TimeTrade Systems appointment program provides tutoring data for reporting purposes. Enrollment data is used in conjunction with this tutoring data to make decisions from semester to semester. Like semesters are compared, fall to fall and spring to spring. The data is used to decide how many hours of tutoring should be available in subject areas. For example, we have need for more hours in math, science, and computers; fewer hours for English and writing.

3) There is no formal plan or timetable for implementing the evaluation of tutors on a regular basis, attaining certification of the Tutoring Center, or developing a peer tutoring program. The only goal that is planned is the hiring of the Director of Academic Support Services, who will assume the planning responsibilities for tutoring at CCCC.

4) This program review is the process that will develop the very first action plan for the Tutoring Center.

5) The Dean and Vice President for Academic and Student Affairs have made all the decisions about the allocation of resources in support of the Tutoring Center program since there has been no action plan.

3. Leadership
1) The Dean for Learning Support Services serves as a liaison between the coordinator of the Tutoring Center and the Administration. He holds regular Division meetings but is most effective because he is visible and supportive on campus. His employees know how their work contributes to the success of Learning Support Services because results are shared with them. Also, the tutoring staff sees the results of their work in the students. The tutoring staff receives significant positive reinforcement from all with whom they interact.

2) The Dean promotes dialog among his staff. He gives feedback when requested but otherwise, leaves them alone to do their work. He encourages innovation and provides an atmosphere such that his employees keep him informed. He promotes open communication and creativeness; an example of this is seen in the advancement of the use of technology in the Tutoring Center.

3) The College allocates funds for professional development and the Dean encourages the tutors and support staff to use those funds. Also, professional organization membership fees (i.e., CRLA) are paid by the College. The Dean covers all costs for our tutor training as well as pays the tutors’ wages for their time in the training.

4) The Dean is always available to meet with individuals. He has supported employees and students in their personal improvement endeavors. He responds positively to requests for tutoring support materials such as books, software, or other media material. He is a strong liaison between the Division employees and the College administration. He encourages the use of technology. He responds immediately to environmental situations that interfere with providing tutoring services to the students.

4. Programs and Services

1) There are no tutoring targets. We strive to do better each semester. Whether we are doing better is gauged by comparing the number of unique students seen, the number of appointments made, and the success rate for each semester.

2) Not applicable.

3) Tutoring requirements are determined by enrollment figures, course schedules, and the tutoring history here at CCCC. Some examples: if enrollment figures are up we look at providing the same or more tutoring hours; the Chemistry lecture and labs times are checked to insure Chemistry tutors are available outside class times for both day and evening students; and, previous experience providing tutoring for specific academic and certificate programs is checked to make sure the programs haven’t changed their
course times. Faculty have also requested tutoring be available at specific times for the students in their classes. The Tutoring Center has been very effective at covering student needs.

4) The Tutoring Center staff use all means of communication available. When a student appointment is made, both the student and the tutor get a confirming email. The Tutoring Center is readily available by phone. There are posters, flyers, bookmarks, and now, a tutoring guide booklet with tutoring information. The Tutoring Center is welcoming and friendly through face-to-face interaction between students, tutors, and staff. Visiting and entering students are brought to the Tutoring Center during campus tours and the Tutoring Center coordinator makes group presentations when requested.

5) Complaints are made to either the Dean or his assistant. Complaints are addressed immediately and in a very pro-active manner. When necessary, changes are made to avoid future problems. Consequently, during the past three years there have been few complaints and no records have been kept.

6) There are no formal plans for the Tutoring Center. eTutoring will continue and will be encouraged to increase student use. An online appointment system will stay; it may change from TimeTrade to in-house in coming years, but we should not return to a manual system. As technology changes, we will investigate synchronistic and asynchronistic website or email tutoring support.

7) & 8) There are no programs or functions that we do that should be removed at this time. There is some duplication of tutoring between the Math Learning Lab and the Writing Center with the Tutoring Center; however, the different delivery of service for those two areas gives the students choices so that overlap may be minimal. Both the Math Learning Lab and Writing Center operate on a walk-in basis only and offer group tutoring. The only problems that have occurred are when those areas are not staffed properly or open during the hours advertised. The Coaches and Mentors Program and the Advantage Program offer tutoring to special groups of students, not to the general student population. The Tutoring Center collaborates with them to help all students get the support they need. For example, an Advantage Program tutor or Coaches and Mentors tutor may tutor someone for the Tutoring Center because of student scheduling difficulties and vice versa. The tutors at the Tutoring Center will help out their students when needed.

5. Diversity

1) The Tutoring Center currently has one bi-lingual tutor but in the past has had two or three on staff. The Tutoring Center staff knows multi-lingual advisors/instructors whom they call upon to help when needed.
We strive to get everyone help. When the need arises, all recruiting, hiring, retaining, and promoting of staff is an open, transparent process through Human Resources procedures.

The Tutoring Center staff work closely with Disability Services to provide support for both physically and mentally challenged staff and students. Dr. Richard Sommers and Ms. Joyce Chasson present at our tutor training program. We do outreach to the campus at Open House and Orientation and through all our advertising on campus.

2) Diversity permeates our recruitment, hiring, and retention of employees and our services to students. The evidence is in the diversity of the tutoring staff and students served with no complaints in this area in the past three years.

6. Measurement, Analysis, and Information Management

1) We have no competitors on campus.

2) The student success rate each semester gauges client satisfaction as well as student feedback. It has all been positive.

3) The appointment data and student transcripts in Jenzabar are used to assess outcomes. Tutoring increases are a result of these assessments.

4) There are no business outcomes.

5) We do not do diversity goals.

6) The campus recently was evaluated by the Office of Civil Rights for equal access requirements. We are in compliance and make corrections when and where needed. The Tutoring Center is located in a new building and is in compliance with access regulations. CRLA and NADE publications are consulted to guide our tutoring space set-up and are within the regulatory standards.

7) There is no formal assessment method to determine staff satisfaction. Informally, the Dean sees everyone almost everyday and uses face-to-face communications to assess everyone’s current well being.

8) Anyone wishing data about the Tutoring Center asks the Dean or the Dean’s assistant and it is provided. We do annual reports to the Vice President for Academic and Student Affairs and to the BHE
for the McNair Grant funds received. These reports include information on the number of students served and their success rate along with comparisons to previous years.

7. Human Resources

1) Student enrollment, State/College/Department budget limitations.

2) We have a sufficient number of qualified tutors and a pool of other qualified people who would like to tutor.

3) H.R. posts jobs when requested. We interview and determine if an applicant's expertise fits our tutoring needs. Once hired, staff is well-treated and we do not have a staff retention problem.

4) H.R. and Union review policies and procedures are followed when reviewing support staff. It is done both verbally and in writing. Staff is evaluated in terms of their job description and their duties in the Tutoring Center. Employees participate in professional development and training programs both on and off campus.

5) Recognition and attention.

6) Not applicable.

8. Financial Resources

1) Funds are received through grants and the College budgeting process. The Dean has oversight responsibilities through Department Cost Centers. The structure hasn't changed but the level of funding has increased over the last 5 years. The increase is due to increased student need and the institutions response to that need. As grant funding declines, the College will have to make decisions on the continuation of the tutoring program at CCCC. (See 9 in the Program Profile) In the past, the College has not allowed decreases in grant funding to adversely effect academic support.

2) The Vice President for Academic and Student Affairs with the Dean for Learning Support Services make the allocation decisions. They base the decisions on student need.

3) The tutoring services are not based on cost, just quality. With budget limitations, the Tutoring Center cannot afford everything so we help the neediest first. Productivity/efficiency measures include a
cancellation and no show policy. If students make a habit of missing or cancelling appointments, they lose the privilege of making appointments. They read and agree to this policy at their first tutoring session. There are no substitute tutoring services on campus. The Dean keeps monthly oversight of the budget; it works well as we manage the resources and services within the budget. Ninety percent of program funds are derived from the General Fund. The unit generates no income and its services are free so there is no cost comparison.

9. Facilities, Technology, and Equipment

1) The Tutoring Center space and equipment are well suited to support tutoring. It is well maintained and all needs are met. If tutoring continues to grow as it has over the past few years, more space may be needed. Additionally, we will need to maintain currency in technology in the Tutoring Center. The administration will need to be kept informed of the level of tutoring activity so that space and technical planning will be meaningful.

2) Technology is an important part of tutoring at CCCC. Our efforts to use technology productively have been successful. Researching, networking with similar users, and staying current with what is available have made it possible to submit successful proposals for technology based programs. CCCC Office of Information Technology supports us well. If we grow in space needs, it will mean our equipment needs will increase too. There are no projected technology needs, but there may be a need for multi-media equipment (cameras, microphones) in the Tutoring Center in the future to support synchronous or asynchronous communication between student and tutor.

10. Outreach and Engagement

1) Regarding collaborative relations, see 5 in the Program Profile. Collaboration supports student success and they become qualified professionals in the local community and beyond.

2) This has not been done in the past but the new Director of Academic Support will need to focus on this and set some goals for CRLA certification and maintaining professional relationships.

11. Legal and Ethical Responsibility

1) The Dean and his assistant know and follow institutional guide lines.
2) Confidentiality is practically impossible within the Tutoring Center physical environment. All conversations can be overheard and everyone is constantly reminded to keep voices low. When there is an issue that needs confidentiality, the parties involved move to a private space elsewhere. The Tutoring Center has a shredder so all records that do not need to be kept are shredded. The Dean’s assistant is located in the Tutoring Center and stays alert to confidentiality issues.

3) The laws and regulations pertaining to the tutoring process are covered during tutoring training sessions. These subjects are covered on the College level in professional training days and by support staff training sessions.

4) The Director of Disability Services and the Learning Disabilities Specialist present at tutor training and visit the Tutoring Center; they notice that we are operating within regulations. The Facilities Department monitors the building and tutoring space to maintain cleanliness and safety standards. Safety procedures are covered during tutor training as well as a discussion of what to do in case of emergency when in the Tutoring Center.

5) The move to the new space in Fall 2006 corrected a privacy issue the students had in the old space. The students like the more private tutoring cubicles in the new space. There have been no new mandates impacting our services.