TUTORING PROCESS MANAGEMENT REPORT

Spring 2012
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To improve access to tutoring services by developing a vision of college-wide academic support

- To identify immediate and future tutoring needs by analyzing data gathered from faculty and student focus groups, interviews, tutoring statistics from TutorTrac
- To compare and contrast the NECC tutoring services with those at other colleges through site visits
- To create a unified plan for tutoring space at both campuses with input from faculty, students, tutoring professionals, and college administrators

Core principles

Assumption: The plan for college-wide academic support will be based upon quantitative and qualitative data.

Assumption: The team’s vision for tutoring services will reflect the visions of NECC’s students, faculty, staff, and administration.

Assumption: The team will work toward equity of services at Haverhill and Lawrence campuses, based upon specific needs of each campus.
### PROCESS MANAGEMENT TEAM MEMBERS

<table>
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<th>Team Sponsor</th>
<th>Team Leaders</th>
<th>Team Members</th>
<th>Team Resources</th>
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<tr>
<td>William Heineman</td>
<td>Janice Rogers</td>
<td>Michael Cross</td>
<td>Kathy Ronaldson</td>
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<td></td>
<td>Linda Shea</td>
<td>Linda Giampa</td>
<td>Rebecca Rose</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lynne Nadeau</td>
<td>Joseph Scascitelli</td>
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<td></td>
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<td>Gisela Nash</td>
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<td>Betsy Pardo</td>
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<td>Margaret Pothier</td>
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<td>Colleen Walsh</td>
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### PROJECT BACKGROUND

In August of 2011, the President’s Cabinet endorsed a Process Management team to study tutoring services at Northern Essex Community College. The sponsor, Bill Heineman, selected leaders who assembled the team for the Spring 2012 semester. The charge was to analyze how NECC can provide the best tutoring experience for its students. The team was asked to consider that:

1) The process of tutoring for students at NECC can be a highly disjointed one: There is different student support for developmental and college-level classes, the facilities in Lawrence are nothing like those in Haverhill, etc.

2) The organizational spread of tutoring (Foundational Studies Division, Learning Resources, and perhaps the new Student Success Center in Lawrence) raises questions about whether it is as efficient and effective (or if we can even determine whether it is) as it could be.
ARTC:
Academic Resource & Tutoring Center provides tutoring services for students in college-level courses.

Developmental labs:
Established to meet the needs of students in developmental and English as a Second Language (ESL) classes. Tutors in the English Language Center work with ESL students. Reading Center tutors address the needs of students in Basic Reading and College Reading. The Writing Center tutors students who are taking Introduction to Basic Writing and Basic Writing. The Math Center supports students in all levels of NECC math courses.

Learning assistance in developmental labs:
Students enrolled in developmental courses often have specific assignments or tasks that must be completed in the labs. This is where they receive the kind of individualized help that generally leads to solid skill development. They can also visit the labs to get help when they run into difficulties with the materials in their developmental courses. Learning assistance for developmental courses is provided by professional-level tutors.

Peer tutoring:
NECC students in the ARTC who provide walk-in and small-group instructional support to assist students in mastering course content for college-level courses.

Professional tutoring:
Professional tutors generally have a Masters Degree, and minimally a BA or BS degree with teaching experience in the targeted discipline. Professional tutors may be adjunct faculty, professional staff, or individuals working in a field related to the targeted discipline. Developmental tutoring is supplied by professional tutors.

Study groups:
Scheduled meetings of students in a specific class or program, led by an ARTC tutor. Also, informal meetings among classmates, where students assist each other with assignments, classroom content, etc.

Smarthinking:
Professional online tutoring services, funded through the ARTC, for students who require tutoring in subjects where, or at times when, face-to-face tutoring is not available.

Study-skills workshops:
Structured instruction, designed to enhance retention and academic success. Workshops are facilitated by professional staff or tutors and may include topics such as research-essay assistance, notetaking, test anxiety, learning-style assessment, time management, etc.
**Supplemental Instruction (SI):**
An academic assistance program for students enrolled in targeted college courses where the focus is on helping students acquire and refine the skills needed to master the course content. SI study sessions are held outside of class time and are usually conducted by trained peer tutors (SI leaders), who collaborate with the instructor. The SI leader attends class sessions and holds study sessions for two hours per week.

**TutorTrac:**
Online tracking software used for recording student visits in each of the tutoring centers.
Developmental Studies

Much of the history of tutoring at NECC has been devoted to services for developmental students. The Department of Academic Preparation (formerly Developmental Studies) is a centralized model, in which English as a Second Language (ESL) and the developmental areas are housed together in one department with a dedicated administrator; this structure has fostered a spirit of cooperation and collaboration. This model was chosen in the 1990s in response to best-practice recommendations that are still followed today. Grant funding was secured to establish the Developmental Learning Centers (Math, Reading, Writing, and ESL) with the purpose of supporting the developmental and ESL curricula. Over time most of the funding has been transferred to the college budget.

The centers are available to students who need assistance in building a stronger academic foundation and acquiring more skills in order to be successful in college-level courses. The math and writing labs have often supported students in college-level classes as well, because no other college-wide tutoring services existed. Developmental Learning Centers on the Haverhill and Lawrence campuses provide individual or group support on either a drop-in or scheduled basis. Professional tutors provide the services.

- **English Language Center** – provides one-on-one tutoring to students enrolled in the college’s ESL classes, as well as to former ESL students needing assistance in content-area courses.
- **Reading Center** – provides tutoring support to students enrolled in the Basic Reading, Basic Reading Lab, and College Reading courses.
- **Writing Center** – provides one-on-one tutoring to students enrolled in the Introduction to Basic Writing and Basic Writing courses.
- **Math Center** – provides walk-in and one-on-one tutoring to students in all levels of math courses, as well as workshops and preparation for the Accuplacer test. A mix of professional, paraprofessional, and peer tutors provides services.

Academic Resource & Tutoring Center

In 2005, a Process Management team proposed development of a full-service Academic Resource & Tutoring Center (ARTC) to “provide a comprehensive network of tutoring and supplemental learning services, all of which are designed to enhance student retention in college-level coursework.” The ARTC would expand tutoring to support college-level math, science, and English courses, and expand tutoring services for evening courses and on the Lawrence campus.

The ARTC debuted in the Fall 2005 semester, and was thereafter responsible for all college-level tutoring at both campuses. It supports students already enrolled in college-level courses who are looking for...
extra help. At the Haverhill and Lawrence campuses, the ARTC supplies a broad network of instructional support services that includes walk-in tutoring provided by professional and peer tutors, a college-level writing lab, study groups, and study-skills workshops. In Haverhill, most services are provided in a centrally located space that is staffed during the day; in Lawrence, the ARTC does not have a designated space, so services are provided in several temporary locations.

In the summer of 2010, the developmental Math Center and the ARTC’s academic math services combined to create a Math Center that supports developmental and college-level math tutoring. Located on both the Haverhill and Lawrence campuses, the centers are staffed by professional and peer tutors and have expanded hours for services.
Existing resources and unmet needs

The first stage of the project was to conduct a campus-wide assessment of current resources and services and to arrange for team visits to tutoring centers at other community colleges.

- Identify existing tutoring resources, currently being provided on both campuses (Organizational Charts/Contact Hours)
- Identify key elements of an excellent tutoring process (Relations Diagram)
- Generate feedback from faculty, staff, and students via SOAR (Strengths, Opportunities, Aspirations, Results) sessions (SOAR Workshops Summary)
- Examine models for tutoring services at other Massachusetts community colleges (Appendices B – H)
- Identify strengths and limitations of existing resources (Community College Visits)

ANALYSIS OF CURRENT TUTORING SERVICES
Academic Preparation – Spring 2012
Janice Rogers, Assistant Dean
Tammy Foster, Administrative Assistant

College Success Seminar
(1 Curriculum Coordinator - see Writing)

Developmental Math
4 FT Faculty
(1 Curriculum Coordinator & 1 Department Chair)

Developmental Writing
2 FT Faculty
(1 Curriculum Coordinator & 1 CSS Curriculum Coordinator)

ESL
PT Professional Staff Curriculum Coordinator (75%)
4 FT Faculty
(1 shared with CIT)

Developmental Reading
3 FT Faculty
(2 Curriculum Co-coordinators)

Math Center (Dev/College)
1 FT Professional Staff Coordinator
1 PT Professional Staff Coordinator (88%)
3 AFSCME Day Tutors (51%)
1 AFSCME Day/Evening Tutor (68%)
1 AFSCME Day/Evening Tutor (56%)
1 MCCC Evening Tutor (9%)
11 Peer/Professional Tutors

Writing Center
1 FT Professional Staff Coordinator (Acting)
3 AFSCME Day Tutors (51%)
1 MCCC Day Tutor (29%)
2 MCCC Evening/Sat Tutor (12%)
1 MCCC Evening/Sat Tutor (25%)

English Language Center
1 FT Professional Staff Coordinator
3 AFSCME Day Tutors (51%)
1 MCCC Evening/Sat Tutor (17%)

Reading Center
1 FT Professional Staff Coordinator
4 AFSCME Day Tutors (51%)
2 MCCC Evening Tutors (25%)

Writing Center (Acting)
3 AFSCME Day Tutors (51%)
1 MCCC Evening/Sat Tutor (12%)
1 MCCC Evening/Sat Tutor (25%)

1 MCCC Haverhill Day Generalist Tutor (23%)
(ESL & Reading)

1 MCCC Lawrence Evening Generalist Tutor (20%)
(Writing, ESL, & Reading)

6/1/2012
FT position = 1,950 hours/year (37.5 hours x 52 weeks)
Academic Resource & Tutoring Center - Spring 2012
Linda Shea, Assistant Dean
Eileen Hayes-Johnson, Administrative Assistant (PT)

- Tutor Coordinator (Haverhill) 100%
- Tutor Coordinator (Lawrence) 50%
- Clerk IV (Haverhill) 100%
- Peer/Professional tutors 17(H), 11(L)
  - Peer hours = 3385
  - Para/Professional hours = 2855

- Supplemental Instruction
  - Coordinator (L/H) 50%
  - SI Leaders - 15 (H), 11 (L)
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<tr>
<th></th>
<th>HAV</th>
<th>LAW</th>
<th>Total</th>
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<tr>
<td><strong>Fall 2011</strong></td>
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<tr>
<td>Writing Center</td>
<td>2358</td>
<td>1465</td>
<td>3823</td>
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<td>Reading Center</td>
<td>3845</td>
<td>1617</td>
<td>5462</td>
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<td>Math Center</td>
<td>3954</td>
<td>616</td>
<td>4570</td>
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<tr>
<td>Math Resource Center</td>
<td>672</td>
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<td>672</td>
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<tr>
<td>English Language Center</td>
<td>738</td>
<td>1439</td>
<td>2177</td>
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<td>Academic Resouce &amp; Tutoring Center</td>
<td>1210</td>
<td>220</td>
<td>1430</td>
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<td><strong>Total Contact Hours Fall 2011</strong></td>
<td><strong>12,777</strong></td>
<td><strong>5357</strong></td>
<td><strong>18,134</strong></td>
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<td><strong>Spring 2012</strong></td>
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<tr>
<td>Writing Center</td>
<td>1303</td>
<td>975</td>
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<td>English Language Center</td>
<td>581</td>
<td>1811</td>
<td>2392</td>
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<tr>
<td>Academic Resouce &amp; Tutoring Center</td>
<td>1268</td>
<td>237</td>
<td>1505</td>
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<tr>
<td><strong>Total Contact Hours Spring 2012</strong></td>
<td><strong>10,519</strong></td>
<td><strong>5900</strong></td>
<td><strong>16,149</strong></td>
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The Relations Diagram shows the key elements involved in an excellent tutoring process and their cause-and-effect relations. Arrow tails indicate root causes, and arrow heads indicate root effects. It is clear from the diagram that space is the primary element that, if improved, would have the greatest impact on other aspects of the process, such as staffing and hours, academic and developmental collaboration, and equity between campuses.
Arrow Tails = Root Cause
Arrow Heads = Root Effect
The Process Management team used the technique of brainstorming to determine the various sources of tutoring referrals on campus. Brainstorming is a technique used to generate ideas on a particular subject. The team collected ideas from all the members. It was determined that students may receive information or referral to tutoring from a variety of sources throughout the campus. The following diagram illustrates the many locations where students can obtain information about the Academic Preparation labs as well as the ARTC. Following the chart are definitions/explanations of what the team meant by these various sources.
 SOURCES OF TUTORING REFERRALS CHART

1. CPAC
2. SSC
3. PACE
4. CSS 101
5. Learning Accommodations
6. Library
7. Athletic Coaches
8. Faculty
9. Website
10. Bulletin Boards
11. Course Requirements
12. Syllabus
13. Self-identified
14. College-wide emails

Tutoring Services
1. **CPAC (Career Planning & Advising Center) One Stop Center**: Located on both campuses, the centers provide students with enrollment services (admissions, academic advising, financial aid, etc.). Tutoring information is posted in the centers.

2. **SSC (Student Success Center)**: Located on the Lawrence campus, the center offers retention services and connects students with services (including ARTC and Developmental Learning Centers) in the college and the community.

3. **PACE (Pathways to Academic & Career Excellence)**: Located on both campuses, PACE provides support services and programs to help students develop personal and academic skills, and assists with transfers to four-year colleges and universities.

4. **CSS 101 (College Success Seminar)**: This course prepares students for academic success by teaching techniques and resources to improve self-understanding, information literacy, and critical-thinking skills.

5. **Learning Accommodations**: The center evaluates and provides services to students with documented disabilities, and connects them to services at the college.

6. **Library**: The libraries on both campuses have white boards and electronic screen boards where tutoring subjects, hours, and workshop information are displayed. Some tutoring sessions are held in the library in Lawrence.

7. **Athletic coaches**: Coaches connect athletes with academic resources, tutoring, and student services at the college.

8. **Faculty**: Referrals of students identified by instructors as needing tutoring services.

9. **Website**: Comprehensive online information about tutoring services includes the ARTC and Developmental Learning Centers.

10. **Bulletin boards**: Information on tutoring services and workshops are posted on bulletin boards throughout the Haverhill and Lawrence campuses.

11. **Course requirements**: Students enrolled in developmental reading and writing courses are required to use the Reading, Writing, and English Language Centers as part of the curriculum.

12. **Syllabus**: Tutoring Information is often included in class syllabi.

13. **Self-identified**: Students seek tutoring services on their own.

14. **College-wide emails**: Routinely sent college-wide emails have detailed information about tutoring services, subjects and hours, workshops, etc.
SOAR WORKSHOPS SUMMARY

<table>
<thead>
<tr>
<th>SOAR session type</th>
<th>Number of sessions</th>
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<tr>
<td>Faculty interviews</td>
<td>7</td>
</tr>
<tr>
<td>In-class with students</td>
<td>12 (180 participants)</td>
</tr>
<tr>
<td>Open forums (faculty/staff)</td>
<td>2 (over 30 participants)</td>
</tr>
<tr>
<td>Open forum (students)</td>
<td>2 (14 participants)</td>
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**Strengths**
- Excellent services and tutors
- Location of developmental labs and proximity to classrooms

**Opportunities**
- Expanding hours with more evening hours
- More tutors
- Greater subject availability
- Equalize space in Lawrence
- DHHS: more professional development/connections for tutors to work with DHHS students
- Communications to college community
  * Clarity of services
  * More info to faculty members
- Greater need for science tutoring in Lawrence and Haverhill
- One unified writing center

**Aspirations**
- Create Science tutoring center similar to Math Center
- More space for group study
- More space for shared office space
- Marketing/branding
  * Electronic signage
- Equitable tutoring support
  * All centers serve developmental and academic tutoring
- Expanding services for ESL
  * Grammar workshops, etc.

**Results**
- Equitable services on both the Lawrence and Haverhill campuses with a space-appropriate tutoring center that is easily accessible to students, equipped with technology and resources and with adequate qualified staff, expanded marketing and branding to offer as much walk-in tutoring as possible.
Community College site visits: Middlesex Community College, Quinsigamond Community College, North Shore Community College

It was evident from the site visits that student success is paramount in all of the tutoring centers regardless of organizational structure. Tutoring models at the three colleges differed from one another as well as from the model at Northern Essex. The visits generated ideas for changes that NECC can consider, as well as identifying some of the strengths of our programs.

Northern Essex strengths

- Strong support for developmental curriculum
- Established on-going relationships with students
- Professional collaboration of center coordinators with faculty
- Tutoring addresses a broad range of academic content areas (walk-in tutoring and study groups)
- Innovative programs such as Supplemental Instruction (SI)
- Academic Resource & Tutoring Center has College Reading & Learning Association (CRLA) certification

Ideas generated from visits

- One central and integrated tutoring center that includes help desk – more transparency for students, staff, and faculty
- Science and Technology tutoring area
- Combined college-level and developmental writing center
- Branding to unite all centers under one umbrella of “NECC Tutoring Services”
- Electronic screens with daily tutoring schedules throughout the college
- Equitable services on both campuses
- Tutoring tours and information included in college-orientation and staff-development programs
Based upon the Process Management team’s collection of quantitative and qualitative data, which was collected through SOAR forums, site visits, and various interviews, the following recommendations are made to the Steering Committee:

**GENERAL RECOMMENDATIONS**

1) One central and integrated tutoring center that includes developmental and college-level tutoring.

2) Equitable services on both campuses.

3) A new Science and Technology tutoring center.

4) A single Writing Center for all levels of writing (developmental and college-level).

5) Branding to unite all centers under one umbrella of “NECC Tutoring Services.”

**RESOURCES NEEDED**

1) In-house assistance with branding (website, publications, advertisement, etc.).

2) Electronic bulletin boards for daily tutoring schedules throughout the college.

3) Tutoring tours and information included in new-student orientation, new-faculty orientation, and staff-development trainings.

4) Expansion of hours to include evenings.

5) Professional development for tutors working with targeted student populations (e.g., DHHS, LAC).
SPACE NEEDED

1) Development of a comprehensive tutoring location in Lawrence. Options:
   a. New or newly dedicated space/building.
   b. L200 dedicated to tutoring services.
   c. Library/tutoring services combined in one location (QCC model).

   Immediate need: Appropriate space for academic tutoring in Lawrence for Fall 2012.

2) Branding and expansion of comprehensive tutoring location in Haverhill.
   a. “Hallway of help” on second floor of Spurk building.
   b. A help desk to direct students to proper services.
   c. Classroom C203 re-purposed as additional Math Center space (vacate existing third-floor space in C300).
   d. C200 suite (Linda Murphy’s/Jennifer Fitzgerald’s current office space, and previous PACE office) renovated as area for coordinator meetings, tutor trainings, workshops, one-on-one or small-group tutoring.

See following Gantt Chart for proposed timeline for recommendations.
### Implementation (GANTT) Chart – Process Management: Tutoring

*Note: Lined boxes indicate planning period; colored boxes indicate implementation date*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Summer 2012</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Summer 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
<th>Fall 2014</th>
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<tbody>
<tr>
<td>Increase Haverhill Math Center space</td>
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<td>Identify appropriate space in Lawrence for academic tutoring</td>
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<td>Offer in-service tutor training on working with targeted student populations</td>
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<td>Create integrated tutoring services unit</td>
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<td>Create a brand for the tutoring services unit</td>
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<td>Create a single Writing Lab</td>
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<td>Create a Science and Technology Lab</td>
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<td>Expand opening hours on both campuses</td>
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<td>Expand tutoring area in L200 --OR-- Combine library &amp; tutoring space in Lawrence</td>
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The Process Management team for tutoring wishes to thank the following NECC contributors to our research or project:

Donna Bertolino
Tammy Foster
Eileen Hayes-Johnson
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Kathy Ronaldson
Rebecca Rose
Joe Scascitelli
Suzanne Van Wert
Marguerite White

All NECC students, staff, and faculty who participated in the SOAR sessions

For the time and enthusiasm with which the professionals at three other community colleges hosted our visits, our heartfelt thanks to: Jo Mucci, Director of Academic Support, and Noreen McGuiness, Coordinator of Learning Technologies, Middlesex Community College; Tom Mahoney, Tutoring Manager, North Shore Community College; Andrea MacRitchie, Dean for Library and Academic Support Services, Quinsigamond Community College.
COMMUNITY COLLEGE INTERVIEW QUESTIONS

Administrative/Structure/Tutors
What department/division houses your tutoring services? Describe the reporting line. (Try to get at who coordinates tutoring at their campus. Do they have a director/dean/coordinators, or one administrator in charge?)

Describe the physical space/location for tutoring services. Are they on both/all campuses?

What types of tutors do you use (e.g., peer, professional, other)? What training is provided? Are your tutors certified? (for example, CRLA certification)

What services are grouped under “tutoring”? For example, does the tutoring area provide academic or study-skills workshops? Manage online tutoring of any kind? Provide faculty with teaching assistants?

Describe the academic subject areas for which you have tutoring services. Are there any special situations, such as support for targeted populations (e.g., students in developmental courses or receiving accommodations for documented disabilities)?

What do you think the strengths and weaknesses are of the structure for tutoring services at your college?

What data-gathering service do you have? TutorTrac? Sign-in? Other?

How do students find out about tutoring services? Referrals? Any mandatory tutoring?

What are the hours that tutoring is offered to students?

How would you rate the overall awareness of tutoring services at your campus?

Do you gather student feedback on satisfaction with the quality/availability of tutoring services?
Northern Essex Community College Tutoring Process Management team
Jo Mucci, Director of the Academic Support Department, and Noreen McGuiness,
Coordinator of Learning Technologies

Administrative/Structure/Tutors
What department/division houses your tutoring services? Describe the reporting line. (Try to get at who coordinates tutoring at their campus. Do they have a director/dean/coordinators, or one administrator in charge?)

Joe Mucci: Director of Academic Support Department oversees tutoring at both campuses. Two full-time coordinators report to Director. Director also oversees online success coaching (a new service of Academic Support) and the Language Arts Center (lab with listening station).

1) Math Center, Faculty Coordinator. They use a national math model, “Ramp Up.” This consists of instructors and professional tutors in class, and professional and peer tutors in the designated lab time

2) Learning Technologies, Professional staff member oversees training of all tutors.

Other areas do not have coordinators: use a lead tutor model
Reading Lab (Lead tutor) Reading only has professional tutors.

Writing Lab (Lead tutor) Writing peer tutors are required to have completed Comp 2 and completion of Literature course is desirable.

Science (Lead tutor) Employ all levels of tutors.

Computer Science (Lead tutor) Employ all levels of tutors.

ELL: No space dedicated to ELL but ELL tutoring is offered in the writing area (all tutors are professional).

Students visit the reading and writing labs in small groups of 5-7. Students in basic reading and basic writing are required to attend one hour per week and sign up for a time slot in class. Attendance is good according to Jo.

Describe the physical space/location for tutoring services. Are they on both/all campuses?
Each campus has a tutoring center that provides both developmental and academic tutoring. All of the areas serve both types of students—there is no distinction. There are separate dedicated spaces for many types of tutoring, reading, math, writing, science, computer, business. Tutoring is offered both by appointment and as a drop-in service.

**What types of tutors do you use (e.g., peer, professional, other)? What training is provided? Are your tutors certified? (for example, CRLA certification)**

Professional tutors ($22.99 per hour), Peer tutors ($9 per hour) and Peer mentors who assist in learning communities ($10 per hour), Paraprofessional-graduates with 2 year degree ($12.50)

None of the professional tutors work more than 940 hours per year—all are non-benefitted (leave time only). All tutors are expected to attend training including learning styles, Socratic method, note-taking, communication skills, and the goal is CRLA certification for all levels peer to professional. They also work with New England Peer Tutors Assn. (NEPTA) Peer tutors are “never alone” —there is always a professional nearby.

**What services are grouped under “tutoring”? For example, does the tutoring area provide academic or study-skills workshops? Manage online tutoring of any kind?** MCC provides an array of academic and study-skills workshops. They are members of The Connecticut Distance Learning Consortium. Each member of the consortium is required to provide online tutoring services.

Middlesex employs an online tutor who works off-campus 15 hours per week during the academic semester and is dedicated to answer questions from the entire consortium. In return, MCC students have access to 24/7 tutoring in a variety of subjects. Peer tutors are also assigned to work in all computer labs on campus to assist students with formatting and other technology needs.

**Provide faculty with teaching assistants?**

All learning communities have Peer mentors.

**Describe the academic subject areas for which you have tutoring services. Are there any special situations, such as support for targeted populations (e.g., students in developmental courses or receiving accommodations for documented disabilities)?**

Tutoring is available for Writing, Reading/Study Skills, Math, Science, Accounting, Business Economics, Computers, and ELL.

**What do you think the strengths and weaknesses are of the structure for tutoring services at your college?**

**Strength:** Innovative programs such as “Ramp up.” The college looked at persistence/retention in math and decided to allow for more individualized learning. Some students have finished 3 courses in one semester.
Staggered hours for staff allow for extended hours for tutoring.

**Weakness/Need:** More full time coordinators to run our programs. Director does not have any administrative support.

**What data-gathering service do you have? TutorTrac? Sign-in? Other?**

MCC uses the SARS system for sign in and it is integrated with Banner. There is a kiosk in every center but they also keep paper records as not everyone signs in.

**How do students find out about tutoring services? Referrals? Any mandatory tutoring?**

All tutors make visits to classrooms. The faculty refers students. The center offers study skills and other workshops to the general population. There is mandatory tutoring tied in with writing, reading, and math. Some individual faculty do require students to attend tutoring (i.e., business faculty member who requires it for his students every semester).

MCC allows students to schedule tutoring “by appointment” as well as offering drop-in tutoring.

**What are the hours that tutoring is offered to students?**

Varies by subject. No tutoring at either campus after 6PM.

**How would you rate the overall awareness of tutoring services at your campus?** Very good-

**Do you gather student feedback on satisfaction with the quality/availability of tutoring services?**

Survey Monkey is used at the end of every semester in all Reading courses. Students fill out a short survey at the end of each session.
Notes from visit to North Shore Community College Tutoring Center/Services

4-9-12

We met with Tom Mahoney, Tutoring Manager and his supervisor, Martha Brine, Dean of Retention and Student Success

- Tutoring, Advising, Trio, Disability Services, and a Retention Specialist report to her; all are under Enrollment Services rather than Academic Affairs.
- There are no ties to the curriculum, but that may change with an upcoming Math redesign
- Each of these areas has a manager- only Tom is Professional Staff, the others are Non-Unit Professionals

Tom oversees all of the tutoring on both campuses and has a part-time 25-hr coordinator for the Lynn campus

- The centers are staffed with professional tutors- non-benefitted MCCC Staff Assistants- and peer tutors who are Work-Study students
- There is a push from upper administration to use only professional tutors, but Tom finds that the best tutors for higher level courses such as Calculus 3 are students who have recently completed the courses.
- Another issue he raised is that there is also pressure from above to have tutors for courses required for entry into nursing, Rad Tech, and other key programs. This takes away resources for developmental-level tutoring
- They are using CRLA materials for training and are working on getting certified
- There is no SI offered due to union concerns about faculty workload
- There are no workshops offered through the centers

The space in Danvers is not centralized. In Lynn there are three adjacent classrooms used for tutoring.

- One center in the Science building is for science and writing tutoring
- A Math Center is in the main student services building
- The assistive lab for students with disabilities is within the Advising Center
- Online tutoring is provided through the Connecticut Consortium

Services are equivalent on both campuses

- Services are provided on a drop in basis with some study groups; no workshops are offered
- Hours are 9-7pm Mon-Thurs and 9-12 on Fri on both campuses; no weekend hours
• Usage in Lynn is higher than in Danvers
• High-level math is offered in Lynn only
• Math is the most used service, then Sciences, then Writing

Services are advertised around the campus

• Student orientation sessions, NSCC webpage, and electronic bulletin boards advertise services
• Through activities of a special task force
• Referrals are made via the Early Alert and Midterm Alert system for new students- 5 levels of response include “needs tutoring”

Usage data is collected through SOAPPT in Banner- a screen to allow tracking of visits with dates and times

• Students log in to Banner when they visit a center
• Perkins/CVTE and non-Perkins students are tutored and tracked separately (this causes conflict)
Northern Essex Community College: Tutoring Process management team
INTERVIEW Quinsigamond Community College 3-27-12
Andrea MacRitchie, Dean of Learning Resources: Jane Picket, Individualized Learning Center Coordinator: Kirsten Herd, Communication Skills Center Coordinator

Administrative/Structure/Tutors
What department/division houses your tutoring services?
Communications Skills Center includes writing (developmental and college), reading, ESL, and speech-reports to Dean of Humanities.
Math Center (includes developmental and college-level) reports to Dean of Math.
Individualized Learning Center includes all other subjects (not Math or English)-reports to Library Dean.
Transition Center-supports developmental students and also house disability services-reports to Director of Disability Services

Describe the physical space/location for tutoring services. Harrington Learning Center is a comprehensive well-designed space that was built specifically for tutoring and library services.

What types of tutors do you use (e.g., peer, professional, other)? What training is provided? Are your tutors certified? (for example, CRLA certification)
Professional and peer tutors are employed. Salary is $10 to $11 per hour for all. Most tutors in the Communication Skills Center and the Individualized Learning Center are professional. Math tutors must have completed Calculus 2.

What services are grouped under “tutoring”? For example, does the tutoring area provide academic or study-skills workshops? Manage online tutoring of any kind? Provide faculty with teaching assistants? Describe the academic subject areas for which you have tutoring services. Are there any special situations, such as support for targeted populations (e.g., students in developmental courses or receiving accommodations for documented disabilities)?
The tutoring centers provide self-paced learning, self-assessment, and credentialing. They do not have an SI program or provide teaching assistants. They offer online tutoring via Smarthinking. Tutoring is by appointment and drop in. Appointment time is limited to one hour per week. The Transitions Center offers study skills, time management, note taking, and also helps students who need assistance with the transition to the general tutoring centers. Transitions tutors also tutor reading and writing to students
who have completed less than 30 credits and need additional help in the transition to college. Students can schedule one-on-one tutoring appointments or utilize drop-in sessions at the Transition Center. They also offer an Introduction to Assistive technology.

**What do you think the strengths and weaknesses are of the structure for tutoring services at your college?**

Staff identified the reporting structure as both a positive and a negative. The center directors work closely with the academic areas and attend department meetings. They feel very supported. On the flip side, the fact that they do not have a central reporting structure sometimes impedes communication among the centers.

**What data-gathering service do you have? TutorTrac? Sign-in? Other?**

The centers all utilize TutorTrac for data gathering.

**Students**

**How do students find out about tutoring services? Referrals? Any mandatory tutoring?**

Some students are required by faculty to attend tutoring. There is not a built-in lab session or a course requirement.

**What are the hours that tutoring is offered to students?**

Tutoring is available 8AM –9PM Monday-Thursday, 8AM-4PM Friday and 9AM-3PM Saturday in the Math, Communication Skills and Individualized Learning Centers. (Subject tutors are not available all day in the ILC-schedule similar to the ARTC.) The Individualized Learning Center is open from 8AM-4PM, Monday – Friday and one evening per week.

**How would you rate the overall awareness of tutoring services at your campus?**

Excellent, the Harrington Learning Center was designed to house the Library, the Tutoring Center, and everyone on campus is aware of the services.

**Do you gather student feedback on satisfaction with the quality/availability of tutoring services?**

On a center by center basis-no specific plan. Communication Skill Center administered an online semester end survey.
INTERVIEW QUESTIONS FOR BRISTOL COMMUNITY COLLEGE
Director Ron Weisberger
Center’s Website: http://www.bristol.mass.edu/Students/tasc/index.cfm

Administrative/Structure/Tutors
1. What department/division houses your tutoring services? Describe the reporting line. (Try to get at who coordinates tutoring at their campus? Do they have a director/dean/coordinators, or one administrator in charge?)
   - Reports to Dean of Developmental Education
   - The Director of Tutoring and Academic Support Center coordinates tutoring for all three campuses. Working on hiring two coordinators for the other 2 campuses.
2. Describe the physical space/location for tutoring services. Are they on both/all campuses?
   - Tutoring Center is located in a large room in the main academic building. They have 6-7 tables with 12 computers.
   - Space in other campuses is not as big, but big enough to keep a few tables.
3. What types of tutors do you use (e.g., peer, professional, other)? What training is provided? Are your tutors certified? (for example CRLA certification)
   - Use peer tutors (have around 100 of them); community volunteers, paraprofessional (tutors with Associates Degree), and a few professional tutors (mainly for labs-mentioned below)
     - They are CRLA Certified, Levels 1-3.
     - Training is provided by director (2 day training at the beginning of the semester), workshops throughout the year and also training is provided by attendance to conferences such as New England Peer Tutor Association (NEPTA) and Learning Assistance Association of New England (LAANE).
4. What services are grouped under “tutoring”? For example, does the tutoring area provide academic or study-skills workshops? Manage online tutoring of any kind? Provide faculty with teaching assistants? Describe the academic subject areas for which you have tutoring services. Are there any special situations, such as support for targeted populations (e.g., students in developmental courses or receiving accommodations for documented disabilities)?
   - Developmental laboratories are another service that’s provided by the tutoring center. These labs are part of the class and “learning specialists” (tutors) circle the lab to help students with assignment. The courses that use this service are developmental writing, reading, math and ESL. They use Title 3 and TRIO funding to pay for this service.
Tutoring is provided for all academic areas. Tutoring is offered by appointment. For Accounting and some sciences they use the labs, just like they do the developmental courses (mentioned above).

5. What do you think the strengths and weaknesses are of the structure for tutoring services at your college?
   - Strength: The use of peer tutors makes a difference with students, helps them relate.
   - Weakness: Would like better and more up to date furniture for center. More funding would be great so he can hire two part-time staff to help with center’s administrative work, such as payroll and form intakes.

6. What data-gathering service do you have? TutorTrac? Sign-in? Other?
   - They use TutorTrac to schedule and track appointments.
   - Folder is created for every student who enters the center. Folders are kept for 2 years. A "Blue Sheet" is kept in this folder where tutors write what happens in session and what’s the plan for the following session with student.

Students

7. How do students find out about tutoring services? Referrals? Any mandatory tutoring?
   - Students hear about the center through flyers all over campus, word of mouth, and faculty referrals. They also have TVs all over campus and they run ads on that too.
   - Mandatory attendance for the developmental labs.

8. What are the hours that tutoring is offered to students?
   - Monday-Thursday 8 AM - 8 PM, Friday 8 AM - 4 PM, and Saturday 9 AM - 12 PM.

9. How would you rate the overall awareness of Tutoring Services at your campus?
   - Students are pretty aware of the center and its services.

10. Do you gather student feedback on satisfaction with the quality/availability of tutoring services?
    - They have evaluation forms for tutors at the end of the semester.
    - For students, they have them do a short evaluation after their session, but this varies. Nothing standard.
INTERVIEW QUESTIONS FOR BUNKER HILL COMMUNITY COLLEGE
Coordinator: William (Bill) Pendergast

Administrative/Structure/Tutors

1. What department/division houses your tutoring services? Describe the reporting line. (Try to get at who coordinates tutoring at their campus? Do they have a director/dean/coordinators, or one administrator in charge?)
   - Bill reports to the Dean of College Passways Program and Academic Support. Tutoring falls under the Support Services Division.
   - Bill coordinates all tutoring on campus with the help of an Administrative Assistant. They have an Evening Supervisor position, currently vacant.

2. Describe the physical space/location for tutoring services. Are they on both/all campuses?
   - Tutoring center is located in "E Building"; it's a good location. It's connected to other buildings on campus.

3. What types of tutors do you use (e.g., peer, professional, other)? What training is provided? Are your tutors certified? (for example CRLA certification)
   - They use peer tutors, paraprofessional (Associates Degree), and professional tutors (Bachelor’s Degree or higher).

4. What services are grouped under “tutoring”? For example, does the tutoring area provide academic or study-skills workshops? Manage online tutoring of any kind? Provide faculty with teaching assistants? Describe the academic subject areas for which you have tutoring services. Are there any special situations, such as support for targeted populations (e.g., students in developmental courses or receiving accommodations for documented disabilities)?
   - Only provide tutoring services. Currently working on developing workshops on time management and study skills, but don’t have that service now.
   - Provide tutoring in all academic subjects. If they don’t have a tutor in a particular subject, they try to get one.
   - All tutoring is offered by appointment (.5 hour appointments); they always have tutoring available in writing and math.
   - Tutoring is available for all students regardless of academic level.
   - Provide Smarthinking, but they don’t manage it.

5. What do you think the strengths and weaknesses are of the structure for tutoring services at your college?
   - Strength: Use a lot of peer tutors, which helps ease students’ anxieties about the academic process. They also help to give other information about the college. Another strength, have huge retention with peer tutors and professional tutors.
   - Weakness: Not enough people use the service. Even though they do a lot of advertising and are open 7 days/week, students don’t go in as much as they would like.
6. What data-gathering service do you have? TutorTrac? Sign-in? Other?
   • They use TutorTrac for information on the frequency of tutoring in a particular subject.
   • Keep a folder for every student that comes into the center (kept for a semester). In folder they keep notes about the tutoring session and any concerns student has.

Students
7. How do students find out about tutoring services? Referrals? Any mandatory tutoring?
   • Students find out about services from their professors, flyers, and class visits. First week of class visit every class with information on center.
   • Attend support services fair at the beginning of the semester.
   • Professors bring their classes to the center.
   • No mandatory tutoring.
8. What are the hours that tutoring is offered to students?
   • Fall and Spring Semester Hours: Monday to Thursday from 8:30 a.m. to 8:00 p.m., Friday to Sunday from 8:30 a.m. to 4:00 p.m.
   • Summer Semester Hours: Monday - Thursday, 10:00 a.m. - 6:00 p.m.
9. How would you rate the overall awareness of tutoring services at your campus?
   • Students have a good awareness of their services, but again would like to see more traffic.
10. Do you gather student feedback on satisfaction with the quality/availability of tutoring services?
    • Do student evaluation at end of session, but not consistent. Also information gathered from these evaluations not too helpful.
    • Brainstorming on a more formal process where they can gauge the type of services that people are getting.

Center’s Website: http://www.bhcc.mass.edu/inside/205
INTERVIEW QUESTIONS FOR MOUNT WACHUSETT COMMUNITY COLLEGE
Director: Christopher Doyle

Administrative/Structure/Tutors
1. What department/division houses your tutoring services? Describe the reporting line. (Try to get at who coordinates tutoring at their campus? Do they have a director/dean/coordinators, or one administrator in charge?)
   - Christopher reports to the Dean of Academic Support and Library Services and the Dean reports to the Academic Vice President.
   - The director coordinates tutoring with the help of administrative assistant.
2. Describe the physical space/location for tutoring services. Are they on both/all campuses?
   - The college has 3 campuses: Gardner - Main Campus, Leominster, Devens and Burbank
   - On the main campus, tutoring takes place in the first floor of the library. Half of the library’s main floor is designated for tutoring. In Leominster, they share the space with the one-stop student center. Tutoring has nothing to do with the center; they just have a space there. On the Devens campus, they’re in their early stages and they have a small room, where they tutor students 1-2 times per week.
3. What types of tutors do you use (e.g., peer, professional, other)? What training is provided? Are your tutors certified? (for example, CRLA certification)
   - They use Peer tutors ($8 p/h), Paraprofessionals ($10.75 p/h) - Associates Degree, and Professional tutors ($22.99 p/h - union position).
   - Director does in-take training, tutor meets with administrative assistant for HR/payroll paperwork and the director does a few trainings during the semester.
   - They’re CRLA Certified (level 1).
4. What services are grouped under “tutoring”? For example, does the tutoring area provide academic or study-skills workshops? Manage online tutoring of any kind? Provide faculty with teaching assistants? Describe the academic subject areas for which you have tutoring services. Are there any special situations, such as support for targeted populations (e.g., students in developmental courses or receiving accommodations for documented disabilities)?
   - Only responsible for tutoring, they refer students to other offices for study skills and any other needs that may arise.
   - In Leominster even though they’re in the One Stop Center, they only focus on tutoring.
   - Tutor in all subjects, see high traffic in the sciences and math.
   - Tutoring services are offered by appointment for subjects other than Math and Writing (walk-in for these two subjects).
   - Tutoring is available for all students regardless of academic level.
5. What do you think the strengths and weaknesses are of the structure for tutoring services at your college?
   - Strength: New location is great (first year in the library), brings in traffic.
   - Weakness: Space is an issue, would like more space. It gets too crowded sometimes. Even though it's great to be in library, it's also an issue because people that don't need their services are still in their space. Would like to have more availability for the night population.

6. What data-gathering service do you have? TutorTrac? Sign-in? Other?
   - They don’t use any electronic data tracking service; everything is paper based. Use Banner to enter usage report. Currently researching a better way to track. Looking to change to TutorTrac.

**Students**

7. How do students find out about tutoring services? Referrals? Any mandatory tutoring?
   - Students find out about tutoring through classroom visits, flyers, and faculty referrals.
   - No mandatory tutoring.
   - Will be starting an SI program this fall with grant money.

8. What are the hours that tutoring is offered to students?
   - Monday-Thursday 8:00 am – 7:00 pm, Friday 8:00 am – 4:00 pm.

9. How would you rate the overall awareness of Tutoring Services at your campus?
   - Christopher feels there is good visibility with the 8 AM - 4 PM student population. Would like to have better visibility with the evening students.

10. Do you gather student feedback on satisfaction with the quality/availability of tutoring services?
    - Students fill out an evaluation at the end of the tutoring session.
    - Would like to get more feedback, looking to expand on evaluation methods.

Center’s Website: http://mwcc.edu/lib/asc
INTERVIEW QUESTIONS FOR SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
Coordinator: Myrna Rivera-Sablak

Administrative/Structure/Tutors
1. What department/division houses your tutoring services? Describe the reporting line. (Try to get at who coordinates tutoring at their campus? Do they have a director/dean/coordinators, or one administrator in charge?)
   • Part of the Enrollment Management Division and Myrna reports to the Assistant Vice President.
   • Myrna coordinates tutoring at the Student Success Center and manages the tutoring budget. They do not have centralized tutoring, so academic departments also provide tutoring in the same subjects that may be tutored at the Student Success Center.
   • They also have two professional staff who coordinate the Student Success Center, a receptionist that greets the students, and a part-time lab technician.
2. Describe the physical space/location for tutoring services. Are they on both/all campuses?
   • Good space, located in Building 27, an academic building. They have 3 mini meeting rooms, a presentation lab that holds 20 computers, and in the main room they have another 25 computers.
3. What types of tutors do you use (e.g., peer, professional, other)? What training is provided? Are your tutors certified? (for example CRLA certification)
   • Use Peer tutors ($8.50), Paraprofessional ($12) and Professional ($22.33).
   • No certification.
4. What services are grouped under “tutoring”? For example, does the tutoring area provide academic or study-skills workshops? Manage online tutoring of any kind? Provide faculty with teaching assistants? Describe the academic subject areas for which you have tutoring services. Are there any special situations, such as support for targeted populations (e.g., students in developmental courses or receiving accommodations for documented disabilities)?
   • Only provide tutoring services. Refer students to other offices to help with academic skills, disability, etc.
   • Provide tutoring in all subjects. 1 on 1 tutoring offered by appointment. Academic departments usually offer walk-in tutoring. Services sometimes are doubled, but they see it as a plus because student can take advantage of both.
   • Tutoring offered for all students regardless of academic level.
5. What do you think the strengths and weaknesses are of the structure for tutoring services at your college?
   • Strength: Able to offer 1 on 1 tutoring in any subject.
• Weakness: Time with tutors not enough, according to students. Would like to be able to hire some tutors for more than 18.5 hours a week, but can’t because she’d need to pay for benefits if she does.

6. What data-gathering service do you have? TutorTrac? Sign-in? Other?
• They do not use any data-gathering service. All paper based. They use "Datatell" (like Banner) to track numbers.
• Use GMail calendar to keep track of tutors appointments.

Students
7. How do students find out about tutoring services? Referrals? Any mandatory tutoring?
• Students find out about tutoring through their website, flyers, 1 Stop referrals, advising and professor referrals.
• No mandatory tutoring done at the Student Success Center.

8. What are the hours that tutoring is offered to students?
• Monday through Thursday, 8 a.m. - 7 p.m., Friday, 8 a.m. - 4 p.m.

9. How would you rate the overall awareness of Tutoring Services at your campus?
• Students are aware of their services, feels they take good advantage.

10. Do you gather student feedback on satisfaction with the quality/availability of tutoring services?
• Conducts student surveys a couple of weeks after midterms and only for student who attend the Student Success Center.

Center’s Website: http://www.stcc.edu/success/
NECC Developmental Math Tutoring Center Results. Please go to Institutional Research site:

http://facstaff.necc.mass.edu/departments-and-organizations/institutional-research-and-planning/research-planning/whats-new/

Under Spring reports, click on: Developmental Math Tutoring Center Results, Spring 2011

APPENDIX I

NECC College Math Tutoring Center Results. Please go to Institutional Research site:

http://facstaff.necc.mass.edu/departments-and-organizations/institutional-research-and-planning/research-planning/whats-new/

Under Spring reports, click on: College Math Tutoring Center Results, Spring 2011

APPENDIX J