Bergen
COMMUNITY COLLEGE
Around the Corner, Ahead of the Curve

Program Review

A Formal Review Process for
Self-evaluation & Continuous Improvement

The Henry & Edith Cerullo Learning Assistance Center

Service Departments,
Instructional Initiatives and Organizational Units
Other Than Academic Disciplines

2013-14

Program Review Team

*The Cerullo Learning Assistance Center operates under the leadership of the
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BCC Vision, Mission and Values

Vision

As a college of choice, Bergen Community College provides a comfort level that enables students of all abilities to mature as learners and engaged citizens. A leading community college in the nation, the College creates a stimulating, rigorous, and inclusive learning environment. Use of innovative technology enhances learning experiences and widens access to learning media. Community and business leaders value the College as a reliable partner and principal provider of workforce development. Bergen County residents of all ages and cultural backgrounds appreciate the College as the hub of their educational and cultural activities.

Mission

Bergen Community College educates a diverse student population in a supportive and challenging academic environment that fosters civility and respect. The College offers a comprehensive set of accessible, affordable, high-quality credit and non-credit courses as well as degree and non-degree programs. Bergen provides lifelong learning opportunities for all members of the community. The College responds to community needs through workforce training and continuing education, and by developing programs for employers.

Values

To fulfill the vision and mission of Bergen Community College, we are committed to:
- integrity
- student success
- academic and institutional excellence
- lifelong learning
- respect
- accountability
- innovation

These core values will guide our daily endeavors.

CLAC Program Review

1. Mission/Vision

Mission Statement

The Cerullo Learning Assistance Center (CLAC) is committed to providing quality academic support accessible to all Bergen Community College (BCC) students. The CLAC comprises the Tutoring Center, Math & Science Walk-In Center, Writing Center, English Language Resource Center, and the Testing & Tutoring Center at the Meadowlands Campus; all centers offer various avenues of tutorial assistance to address the diverse needs of our student population. A dedicated and trained staff of Peer and Professional Tutors work together in a nurturing environment to foster independent learning while guiding students through their educational journey at BCC.

Vision

As a model of excellence, the CLAC provides centralized tutorial support services to stakeholders of Bergen Community College. The award-winning tutorial support available enhances learners' knowledge and skill base to help foster independent learning. Purposeful student-centered approaches guide the interaction between tutors and tutees. The CLAC commits to providing exemplary academic support, while staying abreast of technological and pedagogic advances to insure compliance with the institution's vision, mission, and values.

Goals & Objectives

The CLAC staff members work collaboratively in assessing and determining the unit's goals and objectives on an annual basis.

- The CLAC aims to have tutoring representation for all of BCC's primary courses, including all high-risk courses.

  - Objective: When visiting any of the CLAC locations, students will be given the opportunity to schedule appointments for 85% of their 100-level courses.

  - Objective: When visiting any of the CLAC locations, students will be given the opportunity to schedule appointments for 75% of their 200-level courses.

- Maintain the CLAC's high standing amongst peer tutoring centers across the nation by attending and presenting at regional and national conferences.

  - Objective: During regional and/or national conferences, the CLAC supervisory team will present on best practices to promote professional development among colleagues of the tutoring profession.

- Objective: Attend sessions highlighting internal areas of need during regional and/or national conferences.

- Demonstrate compliance with the institution's student-centered mission by offering excellent customer service to all CLAC stakeholders.

  - Objective: 70% of the CLAC attendees will report satisfaction with the tutorial services provided by the Tutoring Center, Math & Science Walk-In, and the Writing Center.

  - Objective: 70% of the CLAC attendees will report satisfaction with the front desk experience and facilities provided by the Tutoring Center, Math & Science Walk-In, and the Writing Center.

As a national award-winning center, the CLAC promotes excellence at BCC and raises its profile as an exemplary academic institution. The CLAC supports students, faculty, and administrators by helping foster independent as well as lifelong learning.

The tutoring center's services help to contribute to the college's goals by:
1. Helping to assist students' written and oral communication skills
2. Helping to strengthen students' quantitative knowledge and skills by reinforcing material from the classroom
3. Supporting students in their quest for scientific knowledge and reasoning skills
4. Assisting students with their information literacy as they pursue their academic research
5. Providing students with the skills to become lifelong independent learners

The CLAC offers guidance and confidence to tutees through the implementation of collaborative learning strategies that are consistent with the Socratic Method. Tutorial sessions are facilitated by trained tutors, who utilize purposefully selected techniques to improve learners' skills and engage them in their learning process; the three main principles associated with this model of academic support lie in the tutors' cognitive abilities to effectively redirect questions, exercise wait time, and check for understanding. Tutors are expected to actively listen to students' content-based concerns, identify critical areas for analysis as well as purposefully engage learners during their peer-facilitated sessions.

Data from Spring 2012 to Spring 2014 support that the tutorial assistance offered to the student population at BCC has a positive correlation to learner success as defined by: (a) term GPA, (b) cumulative GPA, (c) graduation rates, and (d) retention; please refer to tables 1-4 for the detailed description of this information.

Table 1 - Students' Term GPA

Received Tutoring	Sp12	Fa12	Sp13	Fa13	Sp14
Yes	2.68	2.68	2.75	2.74	2.75
No	2.52	2.36	2.58	2.53	2.41
Difference	+.16 (5.97%)	+.32 (11.94%)	+.17 (6.18%)	+.21 (7.66%)	+.34 (12.36%)

Table 2 - Students Cumulative GPA

Received Tutoring	Sp12	Fa12	Sp13	Fa13	Sp14
Yes	2.96	2.88	2.98	2.93	2.97
No	2.77	2.62	2.82	2.70	2.86
Difference	+.19 (6.42%)	+.26 (9.03%)	+.16 (5.37%)	+.23 (7.85%)	+.11 (3.70%)

Table 3 - Graduation Rates

Received Tutoring	Sp12	Fa12	Sp13	Fa13	Sp14
Yes	36%	25%	25%	12%	7%
No	29%	22%	20%	11%	6%
Difference	+19.44% (7 points)	+12% (3 points)	+20% (5 points)	+8.33% (1 point)	+14.29% (1 point)

Table 4 - Retention Rates

Received Tutoring	Sp12	Fa12	Sp13	Fa13	Sp14
Yes	65%	80%	67%	83%	N/A
No	52%	65%	53%	68%	N/A
Difference	25% (13 points)	18.75% (15 points)	20.90% (14 points)	18.07% (15 points)	N/A

A comprehensive data analysis is included in Appendix A1 and A2. The results showcase that students who visited any of the physical CLAC locations outperformed those to whom tutorial support was provided in an external environment. However, both populations outperformed students who received no tutorial assistance during spring 2012-spring 2014.

2. Overview

History of the Unit

In 1991, the BCC tutoring center was comprised of two small classrooms and a group of 20 tutors who provided limited support to about 500 students annually. At that time, tutoring was separated according to disciplines; however, in 1994, due to the need for consistent and streamlined resources, all disciplines, including the Educational Opportunity Fund (EOF) tutorial program, merged together to become the Tutoring Center. With each passing year, the demands on the tutoring center continued to increase.

The centralization of all tutorial services, including the writing walk-in and math computer center, at BCC was soon deemed necessary. Learners were in need of the consistency that stems from streamlined policies, procedures, and services that are in line with the institution's mission. Therefore, in the spring of 2005, plans were introduced to move the Tutoring Center, Math Center, and Writing Center to a new, refurbished site. As a result of the generous donation of the Cerullo family, which provided all of the furniture for the new space, the department was named the Henry & Edith Cerullo Learning Assistance Center. In 2006, the CLAC relocated to its current location in L-125; the English Language Resource Center remained in Ender Hall to accommodate its students.

Along with one-on-one appointments, drop-in assistance, in-class tutoring, and Supplemental Instruction (SI), the CLAC started to offer assistance in mathematics on a walk-in basis based on student demand. Originally, a single table was designated as the area where learners could receive assistance for brief questions in developmental mathematics. At that time the Math Walk-In (MWIN) service was created; this tutorial avenue was accommodated in room L-106, a classroom within the CLAC. However, due to the growing needs of the student population seeking tutorial support through the MWIN, space became limited once again; therefore, in the fall of 2008, this sub-center was transferred to L-127; this location was ideal since its proximity to L-125 allowed the staff as well as the students to experience efficiency and quality support. One year later, the MWIN expanded its services to students seeking help with college level mathematics. Renamed as the Math & Science Walk-In Center in Fall 2014, this sub-center is currently located in L-131, and offers assistance on a walk-in basis for mathematics as well as select science courses. Math and Science faculty liaisons hold their office hours in this sub-center as well as conduct student workshops for courses in these disciplines.

In 2006, The Writing Center was restructured and reintroduced to the college community. The growing needs of students in meeting the writing-intensive course requirements led to the reorganization of the Writing Center. For example, the Writing Walk-In was developed in an effort to serve students who needed quick assistance with citations, references, and other questions that did not require a full one-hour appointment. In 2010, the Writing Center was rebranded as offering assistance in Writing Across the Curriculum. The Reading Walk-In was introduced as a pilot offering reading assistance to students in 2011, and in 2013 it was rolled into an option as a full 50-minute appointment. In 2012, in a partnership with the Communications Department and the American Language Program, the Intercultural Conversation Partner (ICP) program was initiated, offering ESL students the chance to practice their English speaking and listening skills with fluent or native speakers.

The English Language Resource Center (ELRC), a computer and tutorial center, was established in 1994 through a grant. The college has supported its existence since that time. This sub-center offers one-to-one tutoring for students in the ESL program for reading, writing, grammar, and speech. Tutoring is also offered for students who are in college-level classes, but are having difficulty with speaking or writing English. In addition to tutoring, students can practice English on computers using the ELRC web pages, text companion websites, and software. Learners can also attend workshops, conversation groups, or borrow books from the lending library. The ELRC has a full-time supervisor, a part-time supervisor, and 15-20 peer and professional tutors who are native or fluent speakers of English. Due to growing demand, the ELRC was moved to a

newly renovated location in 2009 that provides a more adequate space for its services; as a result, attendance has remained consistent to just above half of the students in the ALP. In addition, twenty-five to thirty percent of the students who come for assistance are former ALP students or students in English Basic skills classes who speak English as a second language.

In 2010, The Testing & Tutoring Center at the Meadowlands campus officially opened its doors to serve students in Lyndhurst. This center mirrors the services available at the main campus. The Testing & Tutoring Center at the Meadowlands has provided, among other services, Supplemental Instruction (SI) at this location for HIS-101 and CRJ-107, which constitutes the CLAC's first SI offerings for the Humanities.

As this location is developing into a satellite campus, the Testing & Tutoring Center is supported by staff trained in both testing and tutoring. Even though the responsibility of both offices is shared, staff members are given the unique opportunity to engage closely with faculty, staff, and students of this tight-knit community.

In 2014, Vice-President of Academic Affairs Dr. William Mullaney successfully nominated the CLAC through the National College Learning Center Association for a national recognition. As a result, the center received the *2014 Frank L. Christ Outstanding Learning Center Award for Two-Year Colleges*. This award was truly an affirmation of the hard work and dedication of the staff members whose commitment to the institution and its learners is evident.

The CLAC has become an integral part of the college community. The achievements of the CLAC are due to the collaboration of administration, faculty, counselors, the CLAC dedicated Supervisors, tutors, and staff members. The participation of the faculty, especially the faculty liaisons, plays a vital role in the success of the Tutorial Services. It is truly amazing that such a large group of faculty is involved in the Centers.

The integration of these centers requires enthusiasm and dedication to continual self-assessment. The CLAC is proud of all that its tutors and students accomplish together and is happy to be a place that provides hope and support for all BCC students.

Organizational Structure

The Cerullo Learning Assistance Center (CLAC) operates under Academic Affairs and the Vice President of Academic Affairs, Dr. William Mullaney.

Along with the Office of Testing Services, the CLAC makes up the Learning Assistance Services branch of Academic Affairs.

The CLAC contains five centers:
- Tutoring Center
- Math & Science Walk-In Center
- Writing Center
- English Language Resource Center (ELRC)
- Testing & Tutoring Center at the Meadowlands Campus
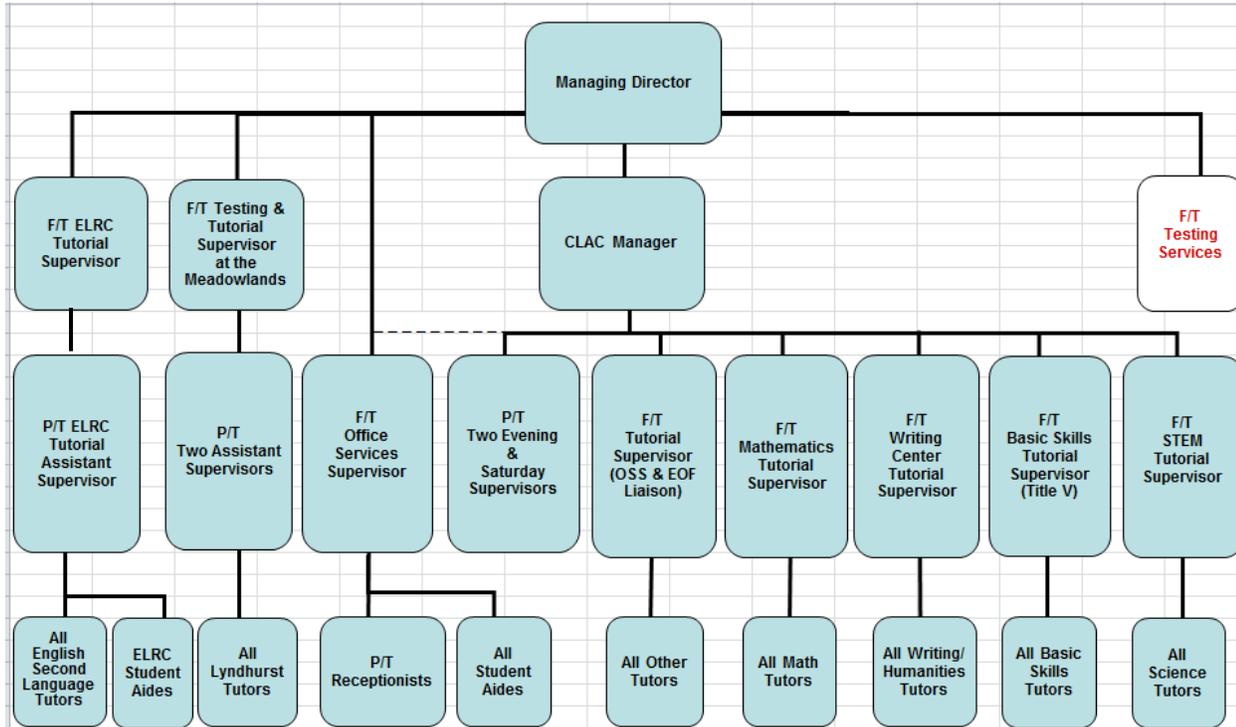
Administrative & Supervisory Staff

- Khairia Fazal, Managing Director of Learning Assistance Services (F/T)
- Margaret Maria Roidi, Cerullo Learning Assistance Center Manager (F/T)
- Candice Kaup Scioscia, Tutorial Supervisor (F/T)
- Madhvi Shah, Mathematics Tutorial Supervisor (F/T)
- John Findura, Writing Center Supervisor (F/T)
- Paul Fisher, Basic Skills Tutorial Supervisor/Title V (F/T)
- Linda Araya, STEM Tutorial Supervisor (F/T)
- Rosa Franco, Office Services Supervisor (F/T)
- James Carberry, Supervisor of Testing and Tutoring at the Meadowlands Campus (F/T)
- Gerswin Reynolds, Asst. Supervisor of Testing and Tutoring at the Meadowlands Campus (P/T)
- Stephanie Franco, Asst. Supervisor of Testing and Tutoring at the Meadowlands Campus (P/T)
- Marilyn Pongracz, Supervisor of the English Language Resource Center (F/T)
- Dale Egan, Asst. Supervisor of the English Language Resource Center (P/T)
- Elizabeth Pierce, Evening & Saturday Supervisor (P/T)
- Michael Valvano, Evening & Saturday Supervisor (P/T)
- Muriel Giblin, Receptionist (P/T)
- Laura Meola, Receptionist (P/T)
- Karen Munoz, Receptionist (P/T)
- Jasmin Mahmood, Receptionist (P/T)

- Season Schaefer, Receptionist (P/T)
- Christine Fleischmann, Receptionist (P/T)
- Marissa Schippert, Receptionist (P/T)

Culture of the Unit

The CLAC is a very close-knit group of individuals, each with their own specific areas of expertise. The supervisory team prides itself on their ability to work together and complement each other.

Khairia Fazal, Managing Director of Learning Assistance Services: She has dedicated over 20 years to developing a tutorial program to enhance student learning, along with design and maintenance for cohesiveness of the various areas needed to provide new opportunities for BCC students seeking academic assistance. During her years at BCC as Supervisor of the Tutoring Center, Manager of the Learning Assistance Center, Director of Learning Assistance Services and now Managing Director, Khairia has initiated various collaborative efforts in developing instructional strategies for a varietal subject area used in the Tutoring Center. In addition, she has promoted faculty enthusiasm and participation in the tutor training program, tutor recruitment, and student referrals for extra help. Born in Kabul, Afghanistan and fluent in Persian, Khairia started her education at Bergen Community College (BCC) when she hardly spoke a word of English. She holds an AS in Mathematics, a BS in Mathematics and Mathematics Education, and an MA in Education and Adult Education and Training. In addition to her administrative responsibilities, she has also instructed Developmental Mathematics for ten years as an adjunct at BCC. Khairia received the *President's Recognition Award* for her outstanding performance and dedicated service from BCC in 2004. She also received a Certificate of Appreciation in recognition of her commitment to BCC in 2010. Her tutoring program has been recognized as one of the "jewels" of BCC.

Margaret Roidi, CLAC Manager: Margaret started with the CLAC as a peer tutor, moved to a professional tutor then become a supervisor and now Manager. Born in Athens, Greece, Margaret is fluent in Greek and is a great asset when serving the international student population. Margaret is a member of various professional organizations and has presented at conferences for the National Tutor Association, the National College Learning Center Association, and the College Reading and Learning Association. Currently she teaches Success 101. She holds an AA in Cinema, BA and MA in Media and Professional Communication, and is completing a PhD in Education with specialization in Instructional Design for Online Learning.

Candice Kaup Scioscia, Tutorial Supervisor: Candice serves as the liaison between the CLAC and the Office of Specialized Services (OSS) and the Educational Opportunity Fund (EOF) office. Candice oversees a wide range of subject areas and has also taught English Basic Skills at BCC. She holds a BA in Creative Writing, an MA in English, and an EdM in English Education.

Madhvi Shah, Mathematics Tutorial Supervisor: From an Evening & Saturday Supervisor to the Mathematics Tutorial supervisor, Madhvi continues to demonstrate her commitment to the students of this institution every day. Madhvi is also fluent in Hindi and Gujarati. Madhvi holds an AS in Natural Sciences and Mathematics and a BS in Business Administration.

John Findura, Writing Center Supervisor: A widely published poet and critic, he is a member of numerous professional organizations and has presented for the National Tutor Association, the National College Learning Center Association, the College Reading and Learning Association and the Association of Writers and Writing Programs. John reintroduced the CLAC newsletter, which communicates the centers' accomplishments to the college community. John has also taught Composition and Literature at BCC. He holds a BA in English, an MFA in Poetry, and is completing a MEd (LAC, NCC) in Professional Counseling.

Paul Fisher, Basic Skills Tutorial Supervisor: Paul worked on numerous television shows in Los Angeles before coming to BCC as the Basic Skills Tutorial Supervisor. He holds a BA in History and an MPW in Writing.

Linda Araya, STEM Tutorial Supervisor: It is with pride that we witness many of the CLAC peer tutors and BCC students turn into professional tutors and then seek a supervisory position at the center. Linda is fluent in Spanish and holds a BS in Biology and is completing an MS in Biology.

Elizabeth Pierce, Evening & Saturday Supervisor: With a background in Human Resources, Beth uses her passion for data to help the center make the best possible use of its information. She runs all the CLAC reports and trains new peer and professional tutors. Elizabeth holds a BA in History and an MBA in Business Administration.

Michael Valvano, Evening & Saturday Supervisor: Michael's patience is demonstrated every pay period. The hundreds of timesheets that are checked and processed are due to the careful attention of Michael. Michael holds a BA in Political Science and Jurisprudence.

Marilyn Pongracz, ELRC Supervisor: Marilyn has done a superb job in enhancing a high tech multimedia center for students in the American Language Program. The ALP faculty value and rely on her expertise and services at the ELRC. She has taught a variety of ESL classes and is currently teaching the one-credit, tutoring-based course for struggling ESL students. She is also the Technology Coordinator for NJTESOL/NJBE, the state-wide organization for ESL and bilingual teachers from pre-school through college. In this position, she maintains and updates the website, including announcements, forms for membership, workshops, and conference registration, and the technical aspect of the quarterly online newsletter. She shares responsibility for monitoring the very active e-mail discussion list. She assists with technology at the Spring Conference, and often presents workshops there as well in addition to presenting at four NJEA conventions. She contributes a website review for the quarterly newsletter and attends the Executive Board monthly meetings. Marilyn holds a BM and MA in Music Education, and an MA in TESOL.

Dale Egan, Assistant ELRC Supervisor: Dale worked first as a peer tutor and then became a professional tutor. Later she was hired as the Assistant Supervisor for the ELRC. She has taught ALP reading, writing, and grammar classes and is currently teaching the other one-credit tutoring-based classes. She is known for her expertise in many areas, especially grammar. She has a BA in Communications and a MA in Urban Education with specialization in ESL.

James Carberry, Testing & Tutoring Supervisor at the Meadowlands Campus: Before joining the CLAC team he was the Testing Assistant at the Office of Testing Services. He holds a BA in Mathematics and is currently completing an MA in Applied Sociology.

Gerswin Reynolds, Assistant Testing & Tutoring Supervisor at the Meadowlands Campus: Gerswin began as a peer tutor then became a professional before moving to this position. Born in Cape Town, South Africa, he is conversant in Afrikaans. He holds a BA in History and an MA in Liberal Studies.

Stephanie Franco, Assistant Testing & Tutoring Supervisor at the Meadowlands Campus: Although Stephanie joined the CLAC team as a peer tutor of mathematics, she quickly became an integral part of the front desk operation as well as the supervisory team. From a Receptionist to the Interim CLAC Secretary, Stephanie is now contributing to the Meadowlands campus.

Historical Strengths of the Unit

In 2003, the tutoring center joined the College's Academic Affairs division. This transition allowed for better communication between the CLAC and the college's faculty, staff, and administration. As such, participation of faculty has increased; faculty members have been assisting the Center's efforts through referrals and workshop leadership, resulting in the continuous support the center has been experiencing to this day.

Tutor recruitment is a historically strong aspect of the center's success. The center employs qualified peer and professional tutors who demonstrate mastery of content and methodology; the former candidates are often members of the college's chapter of Phi Theta Kappa (PTK), Alpha Epsilon Phi, the Honors program, and the STEM Student Union, empowering their peers in the learning process. For example, in recent years, almost a dozen peer tutors have been named Class Valedictorians or Salutatorians. Also, peer tutors are frequent recipients of BCC Foundation scholarships and recognitions; in 2014, the College's first two recipients of the Jack Kent Cook Scholarship were peer tutors as well.

In 1998, the center was authorized to recruit and hire professional tutors in an effort to maximize the College's community relations. Professional tutors serve as subject-matter experts who bring to the center invaluable learning opportunities to BCC stakeholders; the degrees of this group range from Associates to Doctoral. It is a significant accomplishment for the CLAC that minimal recruitment efforts are required to reach out to qualified professional applicants. The center's reputation and its strong ties to the community foster a continuous stream of new hires.

Another noteworthy practice of the center is its commitment to professional development and lifelong learning. Over the past 20 years, the training initiatives to which the tutorial personnel have been exposed have expanded and been developed to accommodate the growing needs of the CLAC and its constituencies. In the formative years of tutor training, a single orientation was held; it was soon discovered that tutors needed more in depth exposure to content as well as methodology. Therefore, meeting sessions were coordinated with experienced tutors and faculty. Currently, mandatory biweekly tutor training sessions are held every semester; the tutors are required to attend sessions in their area that are led by the supervisory staff as well as

collaborating faculty. Although the benefits of this initiative are evident in the day-to-day tutorial setting, it is recommended that the center use a quantifiable method through which the return on investment can be assessed.

Principle Factors that Determine Success

One of the factors that contribute to the success of the Cerullo Learning Assistance Center is the centralization of the services which provide uniform assistance that can accommodate the needs of a growing and diverse population at BCC.

Another factor is the supervisory staff members who oversee designated disciplines and ensure that the latest best practices are implemented. Each supervisor is skilled in his/her respective area of specialization. Supervisors are responsible for recruiting, hiring, and evaluating tutors on a semester-by-semester basis; course offerings as well as students' requests are assessed in order to determine the number of tutors and the subjects for which their services are needed.

Finally, the CLAC is dedicated to continual self-assessment to improve its services.

Innovative Practices

Intercultural Conversation Partners (ICP) at BCC was begun as a collaboration between the Writing Center, the American Language Program, and the Communications Department. The objective is to match English-language learners with native or fluent English-speaking students for the opportunity to have meaningful cross-cultural conversations. Goals of the program aim to strengthen communication skills, expand cultural knowledge, promote cultural awareness, and build relationships among students.

ICP allows students to:
- Develop language and listening skills
- Understand verbal and nonverbal communication
- Learn about different cultures and understand diversity
- Create friendships with students on campus

The program is designed to help international students feel comfortable speaking the English language while developing confidence in their conversation skills.

International students who participate in ICP learn:
- Natural conversation outside of the classroom
- Conversation skills and comprehension strategies
- Common figures of speech, idioms and other language proficiencies
- Confidence and self-esteem

Bergen students selected each semester to work as Conversation Partners find this experience to be quite valuable for themselves and their international Conversation Partner.

Conversation Partners:

- Earn Service Learning credit
- Receive help with admission into the College's Allied Health programs
- Gain excellent volunteer experience to highlight on resume
- Improve communication and listening

Existing Resources

At present, the CLAC is comprised of the Tutoring Center, the Math & Science Walk-In, Writing Center, English Language Resources Center, and the Testing & Tutoring Center at the Meadowlands Campus. After a rigorous interview process, tutors are readily available to assist students seeking tutorial support. It is important to mention that upon hire, peer and professional tutors are expected to serve in any of the above-mentioned locations in an effort to maximize efficiency and streamline students' experiences at the center. Each tutor may provide support to learners in the one-on-one, drop-in, or walk-in setting; also, through study-groups, in-class/lab, SI, or workshops.

The center supervisors engage in cross-training on an ongoing basis. Each supervisor receives instruction in the basic functions of at least one other supervisory staff position.

Areas in Need of Enhancement

Awareness

It appears that the community's perception of the CLAC's resources and its services is that each center is independent of the others. However, the CLAC is a uniformed and streamlined department; the services offered and the means through which they are provided are fully centralized and closely monitored. The success of this program lies in the connection and continuous communication between all aspects of the operation. Therefore, additional opportunities for advertising and presentations within as well as outside of the institution should be utilized to communicate the operational structure of the CLAC.

The center can continue to promote its accomplishments through the publication of the CLAC newsletter and brochures while also highlighting services and updates through Bergen Daily and the college's social media outlets. What is more, the personnel plan to submit scholarly articles to respected publications of the tutoring profession in an effort to showcase its services as a national model of excellence.

Training

The CLAC employs a vast number of part-time workers on a semester-by-semester basis. The continuous transitions require optimal training procedures in order to ensure compliance with recommended tutorial practices as well as the college's mission and vision. Employees who are not provided with systematic and purposeful training experiences can hinder tutees' learning. It is important, therefore, to examine whether the development of consistent and streamlined procedures can nurture a community of CLAC employees into becoming independent and lifelong learners. The institution is currently utilizing Moodle as its chosen Learning

Management System (LMS) to offer online instruction to students; the learning assistance center can employ this LMS at no additional cost to its shareholders to develop a systematic and ongoing training program. This instructional initiative will include comprehensive self-paced teaching strategies with appropriate learning activities.

Personnel Transitions

Over the past four years, transitions have impacted the CLAC significantly. For example, interim supervisors, with limited hours, were expected to carry out the high-demand duties of full-time positions. At one time, three out of the five full time individuals occupying supervisory positions at the CLAC were asked to fulfill their responsibilities in 28 hours per week. Consequently, the aforementioned individuals' hours were deducted by seven hours, thus losing a full working day. The workload was split among the remaining supervisors, the Manager, and Managing Director to ensure that the students were not impacted. Despite the concerns and the issues that were generated due to the limitation of the personnel's hours, the CLAC staff members worked closely together to assist BCC students.

It has become evident that the transitions the CLAC experiences cannot be avoided; therefore it is necessary to create manuals for every position in an effort to accommodate seamless transitions. The purpose is to outline the role and responsibilities as well as the policies and procedures of the CLAC and the college for every employee, full-time and part-time.

Approval Process for Part-Time Personnel

The CLAC employs peer and professional tutors on a semester-by-semester basis. Since the needs of each academic semester vary, the CLAC supervisory team reviews and reevaluates each eligible candidate systematically; based on need, appropriate qualifications, and performance, peer and professional tutors are asked to serve the operational needs of the CLAC each semester. Although the process with peer tutors has been streamlined, the approval process of professional candidates has been problematic.

The necessary approval stages for professional part-time workers, which include tutors, front desk personnel and part-time supervisors, require the following signatures:
- Departmental approval from the CLAC Manager
- Departmental approval from the Managing Director of Learning Assistance Services
- Budgetary approval from the Executive Director of Finance
- Approval from the Vice President of Academic Affairs
- Official clearance from Human Resources (H.R.)

Due to a recent online approval process that was proposed by the Center and approved by the college, the CLAC has been able to obtain most approvals in a timely manner, except clearance from H.R.; it has been determined that the unacceptable periods of wait-time in obtaining said clearance have impacted the services the CLAC is expected to provide to the college community. For example, eligible candidates move on to other employment opportunities as it may take up to three weeks to obtain H.R. approval; most recently, in-class tutorial assignments, walk-in coverage, and support to the CLAC remote location were affected by the long delays in receiving

the final approvals. Also, oftentimes, although H.R. clearance has been provided, the relevant employment information has not been provided to the Payroll Department; thus, professional tutors, who were authorized to work, could not receive payment for hours worked.

Timesheet and Payroll Process

The CLAC utilizes a timesheet system in order to handle payroll to all 160 tutors. Tutors fill out timesheets in regards to hours worked. In the past, peer tutors' timesheets were due every two weeks. Payroll designated that professional tutors' timesheets were due on the weeks that the peer timesheets were not due. Starting spring 2015, both peer and professional tutors' timesheets are due twice a month on the same date. This is an improvement for the center; since all timesheets are due the same day there is less confusion for the tutors.

Tutors could potentially complete up to five different timesheets each pay period, due to the different budgets salaries can originate from, and the different grants Bergen Community College was awarded. The five timesheets are: (a) regular, (b) Title V, (c) EOF Permanent, (d) STEM/SI, and (e) Turning Point. The CLAC works very closely with the Educational Opportunity Fund (EOF) Grant, Developing Hispanic-Serving Institutions Program - Title V Federal Grant, Science Technology Engineering and Math (STEM) Grant, and The Transition and Postsecondary Programs for Students with Intellectual Disabilities Federal Program (TPSID/ Turning Points). If a tutor works with a student registered with the Office of Specialized Services (OSS) or the EOF office that student may qualify for additional tutoring assistance, and hence all hours used are paid for by the EOF and Title V Grants respectively. Additionally the center offers in-class tutoring, and any Title V designed courses with in-class tutoring from the CLAC get billed to the Title V Grant. In order to bill those grants, tutors are required to complete separate timesheets for each grant.

The CLAC also operates Supplemental Instruction (SI) for Science Technology Engineering and Math (STEM) courses, and all hours allocated to SI are paid for by the STEM Grant. To designate this, the tutor has to fill out a separate SI/STEM Timesheet for all SI hours. Any tutor hours appropriated by Turning Points is paid for by TPSID, and hence the tutor is required to fill out a separate timesheet for those hours as well. It has been determined that it is a timely procedure for the tutors to fill out these separate timesheets.

The Evening & Saturday Supervisors review the regular and EOF Permanent Timesheets, analyzing whether or not the hours worked match our scheduling system TutorTrac and are not to be paid for by SI/STEM, Title V, or Turning Points. If there is a mistake the supervisors cannot process the timesheet, and the tutor must come in to fix the error.

Additionally, the Evening & Saturday Supervisors must fill in the job codes, program codes, and department codes on every timesheet. This entire process, but specifically the reviewing and analyzing aspect, is very time consuming and impacts the center negatively. Since both peer and professional tutors' timesheets are due on the same date, during the week that timesheets are due the Evening and Saturday Supervisors' hours are entirely concentrated on reviewing and analyzing timesheets. This a very time consuming process and costs the center many man-hours of less than ideal use each pay period. The current timesheet system also prohibits the

supervisors from performing other duties, such as assisting the front desk staff, and supervising the employees. It is recommended that this entire process be automated in some way, perhaps through the CLAC's (already in existence) scheduling system TutorTrac. The Basic Skills Tutorial Supervisor and liaison with the Title V Grant reviews the Title V timesheets and the STEM Tutorial Supervisor reviews the SI Timesheets. The CLAC Manager reviews the Turning Point timesheets.

Quiet Room

Due to the success of the Tutoring Center, and growing awareness on the part of the faculty and students of the benefits of tutoring, the use of the service has increased significantly every semester. Because of the support received at the college for students with special needs, the services to this population have also grown; study groups, specifically, have resulted in successful outcomes for many students, but scheduling these at optimal times so that students can attend is a challenge. Additionally, when the Tutoring Center is experiencing high volume of incoming students, concentration can be hard to maintain. This especially affects the OSS population as oftentimes students have difficulty concentrating amid distractions.

A space that can serve the double function of an additional study group room and a quiet area for students referred by the OSS office would be the best solution to an increasing concern. The option of reorganizing the existing area of the CLAC should be explored while alternatives are considered.

3. Current Services

The CLAC offers 50-minute one-on-one sessions, walk-in assistance for all levels of mathematics, science, reading comprehension, Writing Across the Curriculum, English literature, the humanities, and ESL. Tutors are always available for learning and study strategies assistance.

The CLAC offers, on average, tutoring in 240 classes per semester.

The Cerullo Learning Assistance Center (CLAC)
• Tutoring Center
• Math & Science Walk-In Center
• Writing Center
• English Language Resource Center
• Tutoring Center at the Meadowlands Campus
The CLAC Offers
• One-on-One Appointments
• Drop-In Assistance
• Math & Science Walk-In
• Writing Walk-In
• Reading Comprehension
• Supplemental Instruction (SI)

• In-Class Tutoring
• In-Lab Tutoring
• Permanent Appointments
• Study Groups
• Online Tutoring: SMARTHINKING
• Workshops
• Intercultural Conversation Partners
Math & Science Walk-In Center (MSWIN)
Room: L-131
In the MSWIN, students can receive quick assistance with:
• Assignments on MyMathLab, homework, or studying for an exam
• Obtaining practice worksheets or cumulative reviews for finals and proficiency tests
• Reinforcing learned concepts and applying them to solve problems
• Chemistry, Physics, Biology, and Computer Science upon tutor availability
Writing Center (WWIN)
Room: L-125
In the WWIN, students can receive quick assistance with:
• Writing and Reading Across the Curriculum
• English Basic Skills, Composition, and all Literature courses
• Developing writing, revision techniques, and time management skills
• Becoming familiar with citation guides such as MLA, APA, and Chicago
English Language Resource Center (ELRC)
Ender Hall-156
In the ELRC, students who are not native speakers can improve their English through:
• Individual tutoring
• Multimedia computer programs
• A borrowing library of audio CD's and books
• Conversation groups
• Workshops
Tutoring Center at The Meadowlands
LYN-202
• One-on-One Appointments
• Mathematics & Science Walk-In
• Writing & Humanities Walk-In
• Study Groups

Permanent Appointments

Permanent Appointments are readily available for students registered with either the Office of Specialized Services or with the EOF office. This allows those students to concentrate on their studies without worrying about the need to make appointments on an "as needed" basis. Permanent Appointments may initially be scheduled either in-person or through our website.

Workshops

The CLAC offers campus-wide workshops in numerous areas. Each semester we offer multiple workshops concentrating on the English Basic Skills Mastery Test; plus, we have recently offered workshops, led by either faculty and/or CLAC supervisory faculty, on *Reading Strategies*, *Writing Strategies*. *From Text to Comprehension*, Developmental Mathematics, College Level Mathematics, and *Preparing Your Transfer Essay*.

Study Groups

The CLAC offers weekly study groups for a variety of subjects. Students and faculty may choose to initiate this service to supplement lecture-based courses. Trained tutors facilitate a Q&A designed session where students have the opportunity to collaborate with their peers. Held in the CLAC, study groups are formed based on faculty and/or student request.

Supplemental Instruction (SI)

The CLAC has also successfully created a Supplemental Instruction program for high-risk courses.

Introduced in the early 1970s at The University of Missouri-Kansas City, Supplemental Instruction (SI) targets historically difficult courses and emphasizes collaborative learning based on the Socratic Method. SI sessions are facilitated by SI Leaders – trained tutors, who utilize purposefully selected techniques to improve learners' skills and engage them in their learning process; the three main principles associated with this model of academic support lie in the SI Leaders' cognitive abilities to effectively redirect questions, exercise wait time, and check for understanding.

The Leaders are expected to actively listen to students' content-based concerns, identify critical areas for analysis as well as strategically engage learners during their peer-facilitated sessions. The effective development of these intellectual skills requires the implementation of thorough training procedures; it is crucial that SI participants are exposed to an optimal learning environment. The University of Missouri-Kansas City has recommended an extensive range of individual as well as group activities, which include the construction of concept mapping; SI Leaders are asked to showcase the connections among learning strategies and core course concepts by visually connecting relevant items as well as selecting strategies through which the material can be communicated to learners with ease.

Tutors offer a unique support system to learners as the peer-to-peer interaction promotes a sense of comradeship between the two parties. ID supports the utilization of carefully embedded strategies that can accomplish elements that were developed during the 1970s. SI Leaders attend

every class of the participating course section and serve as model students, listening to the lecture and writing down the questions the students might have had in class to plan their sessions accordingly; thus, the connection between Leaders and learners is seamless. This model's success relies on the trust the faculty members have entrusted on the program and the Leaders' commitment to the Socratic Method.

In-Class Tutoring

In-Class Tutoring is a popular option for classes that do not need the intensive Supplemental Instruction service, but would still like assistance for their students in the classroom. In-Class Tutoring is designed to provide students with additional support during class. An In-Class Tutor attends class on a weekly basis and actively assists students who may not seek help on their own. In-Class Tutors encourage students to utilize the resources of the CLAC and become more comfortable approaching faculty with questions and concerns regarding course material. In-Class Tutors may also arrange study groups upon faculty and/or student request. Although In-Class Tutors work closely with faculty members, they do not serve as teaching assistants or conduct lectures/labs.

In-Class Tutorial support is most successful with courses/sections in which students are given hands-on activities during class time.

Please refer to Appendix B for the detailed role and responsibilities of the in-class tutor service.

In-Lab Tutoring

In-Lab Tutoring is another avenue of support provided by the CLAC. Upon faculty request and available resources, a tutor is assigned to attend a selected laboratory session on a weekly basis. The goal of In-Lab Tutoring is to 1) increase and individualize the level of interaction of students within the classroom by assisting the faculty member and responding to student questions and concerns, and 2) improve the rate of retention by reaching out to students that are in need of extra help, but may not seek assistance outside of the classroom. In collaboration with the instructor and the STEM Tutorial Supervisor, the In-Lab Tutor may arrange a study group and/or provide one-on-one tutoring sessions in the CLAC. An In-Lab Tutor, however, is not equivalent to a Teacher's Assistant (TA); hence, an In-Lab Tutor cannot conduct a laboratory session in the absence of the faculty member, nor assist in developing or grading exams and/or lab reports. The In-Lab Tutors' assignment can be customized to meet the needs of the students and faculty members for each individual course. Students using these services can reinforce learned concepts, and share their areas of confusion. Linda Araya coordinates In-Lab Tutoring for STEM related courses.

Please refer to Appendix C for the detailed role and responsibilities of the in-lab tutor service.

In-Class Tutoring for Paired Courses

The CLAC tutors provide in-class support for a variety of classes across the college including an innovative academic model which pairs English as a Second Language (ESL) classes with

Introductory Psychology and Sociology courses. The goal of these "paired courses" is to expose students to college level content while supporting their development in reading and writing English. Students apply reading comprehension and written forms (e.g., cause and effect, argumentation, compare and contrast) as they address the topics covered in class. Tutors who have background in both writing and the subject area are assigned to these classes.

In-class tutors serve a number of functions in the paired course model. They are an additional resource in the classroom, providing one-on-one and group support as students read, write, or discuss class material. They clarify psychology/sociology concepts while reinforcing writing fundamentals. A final facet of their work is providing one-on-one tutoring sessions in the CLAC and referring students to the English Language Resource Center for additional support.

In addition to in-class responsibilities, paired course tutors hold weekly review sessions designed to explain and reinforce material covered in class and to assist students with their written work. These sessions help students clarify assignments and develop strategies for research papers and other writing assignments, revise essays, and practice for the mastery exam. Any questions regarding psychology and course content are also addressed.

As a bridge between the reading and writing components as well as the subject of the paired course, in-class tutors support both the instructor and the students. Instructors benefit from the extra classroom resource which enables them to work individually or with smaller groups. Since ESL instructors do not specialize in Psychology or Sociology the tutors assist by explaining and elaborating on relevant concepts. Student learning is advanced because the tutor provides extra support both in and outside the classroom. Tutors also serve as informal mentors to the students by modeling effective learning techniques, providing feedback on their writing, and encouraging them in their studies. Student evaluations of paired courses consistently underscore the value of having an in-class tutor, citing the extra time and attention which helps them with writing and studying for exams.

Online Tutorial Support through Smarthinking

Online tutoring, via SMARTHINKING, is available for all currently enrolled BCC students and covers a wide number of subjects.

Online education has managed to capture learners' needs on a grand scale. Over the years, distance education has been transforming rapidly, allowing learners to experience unique and individualized opportunities for academic as well as professional development. As the means through which information is communicated to the target audiences have been enhancing, it is important to provide appropriate tutorial support in the online environment as well.

Distance education and tutoring can help bridge the gap among cultural and academic barriers. For example, the range of backgrounds of the individuals who may enroll in an online course can vary significantly from that of the traditional face-to-face setting. The benefits of fostering an intellectual exchange of concepts and ideals under the skillful facilitation of a tutor can be very rewarding. Therefore, a clearly defined code of conduct that addresses the uniqueness of the

online setting must be outlined to learners to ensure that their interaction is proper and in compliance with the institutions' ethical standards.

Distance education provides each individual with the opportunity to present aspects of his or her character and intellectual abilities through the careful selection of the written word.

Constituent Awareness

The CLAC promotes its program and services through publicity and public relations.

40" posters advertising the CLAC are placed throughout the campus and updated each semester. All maps of the campus also clearly indicate our location, while additional signage in the Pitkin Education Center provides directions to our location as well.

The CLAC appears in all college promotional materials such as the course catalogue, the BCC website, information and recruitment materials and the Bergen Daily email.

Creating a sense that tutoring is not just for remediation, we strive to point out that our name is the Cerullo Learning Assistance Center, and that Learning Assistance is what we do. Every presentation that the CLAC gives, whether to new students, faculty, or otherwise, focuses on the fact that most of the students we serve are not students who are in danger of failing a course; rather, most of our clientele is made up of students who want to make the jump from a C+ to a B, or a B+ to an A, or even those who have a 4.0 GPA and want to keep it. We pride ourselves on the number of Honors students who regularly attend sessions and in fact these Honors students do great service by showing other students how valuable learning assistance can be. The Center actively recruits these students.

The CLAC currently has 14 faculty liaisons. We are constantly in contact with all academic departments, Deans, faculty, and Student Services.

We produce numerous flyers and brochures illustrating our services. These items can be located in all academic departments as well as the Counseling Center, Student Life, the Student Center, the BCC Information Kiosk, the Library, and other locations throughout the campus.

The CLAC releases two newsletters each semester; one highlighting the Tutoring Center, Math & Science Walk-In, The Writing Center and the Tutoring and Testing Center at the Meadowlands Campus, and a second newsletter specifically focused on the English Language Resource Center and the ESL population. Both newsletters are disseminated in hardcopy, available on the CLAC website, and are also emailed as part of the Bergen Daily email.

At BCC all social media is under the auspices of the Department of Public Relations, and as such we work closely with the Managing Director of P.R. to connect with BCC students through Facebook and other social networking sites. All CLAC Publicity and P.R. is archived in the CLAC Manager's office.

To keep the BCC community updated about new trends and research in tutoring, each semester the CLAC supervisory staff gives a presentation at the BCC Day of Development – a day of in-service workshops for BCC staff and faculty.

Over the past five years, the Center personnel have been providing an extensive number of presentations for courses such as Success-101 and EBS.

Please see the Appendix D for examples of the CLAC brochures, flyers, and newsletter.

Assessment of Need & Satisfaction

TutorTrac is the web-based software the center is using to schedule and track student appointments, tutor schedules, room availability, and produce semester and annual reports. The CLAC personnel is able to make data-driven decisions based upon the information TutorTrac provides; center usage, tutor utilization, and subject demand are recorded and analyzed. Specifically, the utilization reports showcase the center peak times as well as lulls. Thus, the staff members make appropriate recommendations.

Across all services and centers, approximately 44,000 visits were recorded for the 235 subjects offered by the CLAC.

Customer Satisfaction

Matters of concern are addressed in an effective manner through the implementation of numerous procedures that are designed to aggregate and analyze for continuous improvement.

TutorTrac allows for students to evaluate each session upon completion. This documentation is used to promote ongoing enhancement opportunities. This information is reviewed on a weekly basis by the supervisory staff; depending on the content, appropriate action is taken. For example, if a student felt that the tutor might not have been knowledgeable about a given topic, the designated supervisor would approach the tutor to discuss the matter. The follow up procedure might include retraining or subject reassignment.

The center personnel maintain an open door policy that encourages both students and tutors to discuss any issues that may arise in a judgment-free environment.

Assessment has been an integral part of the tutorial operation. Past items assessed include, increasing the percentage of remedial mathematics students attending the center, training effectiveness, benefits of in-class support for TV students, and identifying best practices of assisting students in ALP courses. In 2012, the CLAC participated in an exemplary assessment initiative that focused on student satisfaction. This assessment prompted the center to institute an annual survey process through the Office of Institutional Effectiveness to all students who utilized the center or its services.

CLAC Assessment Processes

<u>Survey Questions</u>

1. How did you hear about Cerullo Learning Assistance Center (CLAC)? (Check all that apply)

Professor
BCC Staff Member
Student
Walk By
Flyer
Email
BCC homepage
Orientation
Other (please specify)

2. What services did you use in the CLAC? (Check all that apply)

One-on-one Appointments
Walk-in, last-minute Appointments
Permanent Appointments
Math Walk-In Center
Writing Walk-In Center
Supplemental
Study Groups
Online tutoring
Worked with a faculty member

3. Please rate your level of satisfaction regarding the front desk workers of the Cerullo Learning Assistance Center by identifying your agreement with the following statements

Front Desk Workers Provide Friendly Reception				
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Front Desk Workers Provide Helpful Service				
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Front Desk Workers Are Knowledgeable About Services				
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Front Desk Workers Communicate Clearly Person To Person				
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Front Desk Workers Communicate Clearly On The Phone				
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Other (please specify)

4. Please rate your level of satisfaction regarding the tutors of the Cerullo Learning Assistance Center by identifying your agreement with the following statements

Tutors Show Concern For Your Progress				
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Tutors Treat You With Respect				
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Tutors Are Knowledgeable About Subject Areas				
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Tutors Communicate Clearly				
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Tutors Answer Questions In A Reasonable Time				
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

5. Please rate your level of satisfaction regarding the facilities of the Cerullo Learning Assistance Center by identifying your agreement with the following statements

Physical Setting Is Comfortable					
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion

Other (please specify)

Atmosphere Is Favorable To Learning					
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion

Technology Is Relevant To Your Needs (I.E. Computers, Software, And Adaptive Technology)					
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion

Math Walk-In Is Staffed Appropriately

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion

Writing Walk-In Is Staffed Appropriately					
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion

Hours Are Convenient					
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion

Requests Are Answered Promptly					
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion

Service Options Meet Your Needs					
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion

Other (please specify)					

6. Please rate your overall level of satisfaction with the Cerullo Learning Assistance Center (includes Tutoring Center, Math Walk-In Center and Writing Walk-In Center).

Very satisfied	Somewhat satisfied	Neutral	Somewhat unsatisfied	Very unsatisfied

2011-2012 Results

3. Please rate your level of satisfaction regarding the front desk workers of the Cerullo Learning Assistance Center by identifying your agreement with the following statements

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	% of Agree or higher
Front desk workers provide friendly reception	41	54	12	8	6	79%
Front desk workers provide helpful service	46	52	14	6	3	81%
Front desk workers are knowledgeable about services	40	61	15	2	3	83%
Front desk workers communicate clearly person to person	40	62	10	5	3	85%
Front desk workers communicate clearly on the phone	34	54	19	2	7	76%
Front desk workers Average	201	283	70	23	22	81%

4. Please rate your level of satisfaction regarding the tutors of the Cerullo Learning Assistance Center by identifying your agreement with the following statements

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	% of Agree or higher
Tutors show concern for your progress	48	42	21	5	6	74%
Tutors treat you with respect	57	49	11	2	3	87%
Tutors are knowledgeable about subject areas	51	45	17	5	4	79%
Tutors communicate clearly	55	43	15	6	3	80%
Tutors answer questions in a reasonable time	48	43	15	5	8	76%
Tutors Average	259	222	79	23	24	79%

5. Please rate your level of satisfaction regarding the facilities of the Cerullo Learning Assistance Center by identifying your agreement with the following statements

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion	% of Agree or higher*
Physical setting is comfortable	40	55	11	9	6	1	**79%**
Atmosphere is favorable to learning	44	45	22	4	6	1	**74%**
Technology is relevant to your needs (i.e. computers, software, and adaptive technology)	39	44	20	6	3	9	**74%**
Math Walk-In is staffed appropriately	19	32	29	6	7	24	**55%**
Writing Walk-In is staffed appropriately	21	31	29	5	2	31	**59%**
Hours are convenient	36	56	14	8	8	1	**75%**
Requests are answered promptly	34	47	25	5	4	4	**70%**
Service options meet your needs	33	60	14	7	7	1	**77%**
Facilities Average	266	370	164	50	43	72	**71%**

6. Please rate your overall level of satisfaction with the Cerullo Learning Assistance Center (includes Tutoring Center, Math Walk-In Center and Writing Walk-In Center).

	Very Satisfied	Satisfied	Neutral	Somewhat Unsatisfied	Very Unsatisfied	% of Satisfied or higher
Cerullo Learning Assistance Center Overall	61	34	15	7	5	**78%**

	Stronly Agree/ Very Satisfied	Agree/ Satisfied	Neutral	Disagree/Somewhat Unsatisfied	Strongly Disagree/ Very Unsatisfied	No Opinion	% of Agree/ Satisfied or higher*
Average of All Questions	787	909	328	103	94	72	**76%**

*Does not included responses of "No Opinion"

Please refer to Appendix E for the 2011-2012 detailed results accompanied by the follow up assessment project for the 2012-2013 year.

2012-2013 Results

3. Please rate your level of satisfaction regarding the front desk workers of the Cerullo Learning Assistance Center by identifying your agreement with the following statements

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	% of Agree or higher	Rating Count
Front desk workers provide friendly reception	67	44	14	2	1	87%	128
Front desk workers provide helpful service	68	44	11	3	1	88%	127
Front desk workers are knowledgeable about services	66	39	16	4	0	84%	125
Front desk workers communicate clearly person to person	74	37	12	2	1	88%	126
Front desk workers communicate clearly on the phone	64	33	23	4	1	78%	125
				Other (please specify)		9	
Front desk workers Average	339	197	76	15	4	85%	

4. Please rate your level of satisfaction regarding the tutors of the Cerullo Learning Assistance Center by identifying your agreement with the following statements

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	% of Agree or higher	Rating Count
Tutors show concern for your progress	61	43	16	4	1	83%	125
Tutors treat you with respect	73	42	10	0	0	92%	125
Tutors are knowledgeable about subject areas	64	42	14	4	0	85%	124
Tutors communicate clearly	60	48	10	6	0	87%	124
Tutors answer questions in a reasonable time	64	47	9	3	1	90%	124
				Other (please specify)		6	
Tutors Average	322	222	59	17	2	87%	

5. Please rate your level of satisfaction regarding the facilities of the Cerullo Learning Assistance Center by identifying your agreement with the following statements

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion	% of Agree or higher*	Rating Count
Physical setting is comfortable	60	47	13	6	1	0	84%	127
Atmosphere is favorable to learning	59	43	17	4	3	1	81%	126
Technology is relevant to your needs (i.e. computers, software	60	38	17	3	1	7	82%	119
Math Walk-In is staffed appropriately	50	27	20	5	4	21	73%	106
Writing Walk-In is staffed appropriately	44	23	19	3	0	35	75%	89
Hours are convenient	56	48	11	9	1	1	83%	125
Requests are answered promptly	58	43	16	3	2	3	83%	122
Service options meet your needs	58	42	14	6	1	4	83%	121
				Other (please specify)			10	
Facilities Average	445	311	127	39	13	72	75%	

6. Please rate your overall level of satisfaction with the Cerullo Learning Assistance Center (includes Tutoring Center, Math Walk-In Center and Writing Walk-In Center).	Very satisfied	Somewhat satisfied	Neutral	Somewhat unsatisfied	Very unsatisfied	% of Agree or higher
Cerullo Learning Assistance Center Overall	81	30	10	4	3	87%
Response Percent	63.3%	23.4%	7.8%	3.1%	2.3%	
answered question						128
skipped question						1

	Strongly Agree / Very Satisfied	Agree / Satisfied	Neutral	Disagree / Somewhat Unsatisfied	Strongly Disagree / Very Unsatisfied	No Opinion	% of Agree / Satisfied or higher*
Average of All Questions	1187	760	272	75	22	72	84%

Please refer to Appendix E for the 2011-2012 detailed results accompanied by the follow up assessment project for the 2012-2013 year.

2013-2014 Results

3. Please rate your level of satisfaction regarding the front desk workers of the Cerullo Learning Assistance Center by identifying your agreement with the following statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	% of Agree or higher	Rating Count
Front desk workers provide friendly reception	59	30	11	3	3	84%	106
Front desk workers provide helpful service	57	35	9	3	3	86%	107
Front desk workers are knowledgeable about services	49	38	13	2	3	83%	105
Front desk workers communicate clearly person to person	56	32	13	2	3	83%	106
Front desk workers communicate clearly on the phone	50	30	17	4	3	77%	104
				Other (please specify)		N/A	
Front desk workers Average	271	165	63	14	15	83%	

4. Please rate your level of satisfaction regarding the tutors of the Cerullo Learning Assistance Center by identifying your agreement with the following statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	% of Agree or higher	Rating Count
Tutors show concern for your progress	51	36	13	1	5	82%	106
Tutors treat you with respect	68	33	3	0	1	96%	105
Tutors are knowledgeable about subject areas	58	37	7	2	2	90%	106
Tutors communicate clearly	57	35	10	2	2	87%	106
Tutors answer questions in a reasonable time	59	32	11	1	2	87%	105
				Other (please specify)		N/A	
Tutors Average	293	173	44	6	12	88%	

5. Please rate your level of satisfaction regarding the facilities of the Cerullo Learning Assistance Center by identifying your agreement with the following statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion	% of Agree or higher*	Rating Count
Physical setting is comfortable	51	37	11	3	0	0	86%	102
Atmosphere is favorable to learning	52	37	9	3	0	0	88%	101
Technology is relevant to your needs (i.e. computers, software	51	33	15	2	0	1	83%	101
Math Walk-In is staffed appropriately	40	24	12	12	4	10	70%	92
Writing Walk-In is staffed appropriately	38	26	15	2	0	17	79%	81
Hours are convenient	50	35	13	2	1	1	84%	101
Requests are answered promptly	49	32	16	3	0	4	81%	100
Service options meet your needs	46	36	14	2	2	2	82%	100
				Other (please specify)			N/A	
Facilities Average	377	260	105	29	7	35	78%	

6. Please rate your overall level of satisfaction with the Cerullo Learning Assistance Center (includes Tutoring Center, Math Walk-In Center and Writing Walk-In Center).	Very satisfied	Somewhat satisfied	Neutral	Somewhat unsatisfied	Very unsatisfied	% of Agree or higher
Cerullo Learning Assistance Center Overall	72	23	4	4	3	90%
Response Percent	67.9%	21.7%	3.8%	3.8%	2.8%	
				answered question		106
				skipped question		1

	Strongly Agree / Very Satisfied	Agree / Satisfied	Neutral	Disagree / Somewhat Unsatisfied	Strongly Disagree / Very Unsatisfied	No Opinion	% of Agree / Satisfied or higher*
Average of All Questions	1013	621	216	53	37	35	84%

Collaboration with BCC Stakeholders

Faculty Liaisons

The CLAC maintains a solid connection with the BCC community. Ongoing departmental and faculty collaboration fosters the continuous expansion of the tutorial services offered to BCC students.

Each semester the CLAC works closely with liaisons from various academic departments in an effort to ensure that there is ongoing open communication. Please refer to Appendix F for the detailed description of the faculty liaison role and responsibilities.

Below please find the faculty liaisons with whom the CLAC collaborated for the fall 2012 and spring 2013 semesters.

CLAC		Fall 2012 Faculty Liaisons		
TC		Name	Department	Credits
	1	Pamela Haji	English - EBS	3
	2	Gina Hermann	Communications	1.5
	3	Ruth Feigenbaum	College Level Mathematics	1.5
	4	Kaat Higham	College Level Mathematics	1.5
	5	Melanie Walker	Developmental Mathematics	1.5
	6	Susan Cohen	Developmental Mathematics	1.5
ELRC				
	1	Ed Murtha	ALP	3

CLAC		Spring 2013 Faculty Liaisons		
TC		Name	Department	Credits
	1	Pamela Haji	English - EBS	3

2	Gina Hermann	Communications	1.5
3	Ruth Feigenbaum	College Level Mathematics	1.5
4	Kaat Higham	College Level Mathematics	1.5
5	Priscilla Panza	Developmental Mathematics	1.5
6	Susan Cohen	Developmental Mathematics	1.5
ELRC			
1	Ed Murtha	ALP	3
2	Bina Dugan	ALP	1.5

CLAC	Fall 2013 Faculty Liaisons		
TC	**Name**	**Department**	**Credits**
1	Pamela Haji	English - EBS	1.5
2	Kelly Keane	English - EBS	1.5
3	Gina Hermann	Communications	1.5
4	Ruth Feigenbaum	College Level Mathematics	2
5	Kaat Higham	College Level Mathematics	2
6	Priscilla Panza	Developmental Mathematics	1.5
7	Susan Cohen	Developmental Mathematics	1.5
8	Lynda Box	Chemistry - Physical Sciences	1.5
9	Susan Klarreich	Chemistry - Physical Sciences	1.5
10	Marie McCrary	Physics - Physical Sciences	3
ELRC			
1	Ed Murtha	ALP	3
2	Bina Dugan	ALP	1.5

CLAC	Spring 2014 Faculty Liaisons		
TC	**Name**	**Department**	**Credits**
1	Pamela Haji	English - EBS	1.5
2	Kelly Keane	English - EBS	1.5
3	Ruth Feigenbaum	College Level Mathematics	2
4	Kaat Higham	College Level Mathematics	2
5	Priscilla Panza	Developmental Mathematics	1.5
6	Susan Cohen	Developmental Mathematics	1.5
7	Michael W. Pesa	Biology	1.5
8	Elena Tartaglia	Biology	1.5
9	Susan Klarreich	Chemistry	1.5
10	Lynda Box	Chemistry	1.5
11	Marie McCrary	Physics	1.5

12	Edward Nartowitz	Physics	1.5
ELRC			
1	Ed Murtha	ALP	3
2	Bina Dugan	ALP	1.5

CLAC	**Fall 2014 Faculty Liaisons**		
TC	**Name**	**Department**	**Credits**
1	Kelly Keane	English - EBS	3
2	Ruth Feigenbaum	College Level Mathematics	2
3	Kaat Higham	College Level Mathematics	2
4	Priscilla Panza	Developmental Mathematics	1.5
5	Scott Putorti	Developmental Mathematics	1.5
6	Louis Scala	Biology	3
7	Susan Klarreich	Chemistry	1.5
8	Lynda Box	Chemistry	1.5
9	Marie McCrary	Physics	1.5
ELRC			
1	Ed Murtha	ALP	3
2	Bina Dugan	ALP	1.5

CLAC Liaisons

Each of the center supervisors has responsibilities pertaining to a diverse range of departments and services. Below please find the CLAC liaisons to designated on-campus departments.

Khairia M. Fazal	Managing Director of Learning Assistance Services	Academic Leadership Forum
		CIE Assessment Liaison
		Foundation
		Achieving the Dream Team
Margaret M. Roidi	CLAC Manager	Human Resources
		CLAC/TC Assessment Liaison
		Smarthinking
		SI
		CLAC/TC Website
		Payroll
Candice Kaup Scioscia	Tutorial Supervisor	OSS
		EOF
		SI
		TutorTrac
		In-Class Tutoring

Madhvi Shah	Mathematics Tutorial Supervisor	Developmental & College Level Mathematics
		Math Hub & Annex
		In-Class Tutoring
John R. Findura	Writing Center Supervisor	Judicial Affairs
		Public Safety
		Wellness Center
		English Basic Skills/Composition/Humanities
		In-Class Tutoring
		In-Class Tutoring for Paired Courses
Paul Fisher	Basic Skills Tutorial Supervisor	Title V Grant
		Math Hub & Annex
		In-Class Support for Basic Skills
Linda Araya	STEM Tutorial Supervisor	STEM Grant
		STEM Student Union
		In-Lab Tutoring
		In-Class Tutoring
		STEM Courses/Departments
		SI
Rosa Franso	Office Services Supervisor	On Campus Employment Office
		Financial Aid
Elizabeth Pierce & Michael Valvano	Evening & Saturday Supervisor	Payroll
Marilyn Pongracz & Dale Egan	English Language Resource Center Supervisor & Assistant Supervisor	ALP
		CLAC/ELRC Assessment
		Liaison
		ELRC Website
		ICP
James Carberry / Gerswin Reynolds & Stephanie Franco	Testing & Tutoring Supervisor/ Assistants to the Testing & Tutoring Supervisor	Liaisons to the Paramus Testing & Tutoring
		Student Services
		OSS
		Judicial Affairs
		Testing & Tutoring Website

Constituencies

BCC Students

BCC has a current degree-seeking population of almost 17,000 students and almost 10,000 students in Continuing Ed and Certificate programs.

The CLAC services over 7,000 students each academic year through our numerous programs with over 40,000 individual student visits. The CLAC serves all currently registered BCC students, as well as college Faculty, Staff, the Administration, and Foundation.

Cohorts currently assisted include:

Traditional
Non-Traditional
Returning Veterans
Students registered with the Office of Specialized Services (OSS)
Students enrolled in the Transitional Program for Students with Intellectual Disabilities (TPSID)
Educational Opportunity Fund (EOF)
Title V
STEM
English Language Learners
Apprentices

BCC Students at the Meadowlands

At the Meadowlands Campus, the Testing and Tutorial services are combined to serve the needs of the target population. As a centralized tutorial program, the Testing & Tutoring Center at the Meadowlands follows the outlined procedures of the CLAC operation. Thus, this center provides service to the Meadowlands cohort in much the same way support is offered at the Paramus location. The services include one-on-one appointments, walk-in appointments, and permanent appointments. Constant communication between the center and the Meadowlands faculty members permits ongoing promotion of services.

One aspiration that is in the process of being fulfilled pertains to the recruitment of Meadowlands-specific tutorial personnel. In order to maximize efficiency, the tutors are scheduled based on the data TutorTrac provides as well as student demand.

Compliance

Americans with Disabilities Act (ADA) Compliance

Physical accessibility is crucial for ADA compliance. All areas of the CLAC, such as main doorways, paths, and tables are easily accessible and able to accommodate all populations. Soundproofing and noise-cancelling panels are incorporated to reduce the intensity of the sound produced by the student hub. However, a power-assisted door handle can be installed in designated location in order for all users to be able to open the center doors. Also, ADA-compliant tables should be requested to meet the needs of the OSS student population.

Family Educational Rights & Privacy Act (FERPA)

FERPA outlines the ethical and legal obligations of colleges and universities in protecting students' educational records. As college students' records are private, their access to tutoring sessions is confidential; thus, tutors are prohibited from disclosing any information about their tutees to a third party. A training session on July 25th, 2012, with a FERPA specialist allowed full- and part-time employees, including faculty, staff, and administrators, to receive appropriate information about the legal guidelines in protecting students' privacy.

All tutorial staff members across all CLAC centers are informed about FERPA and the ways this legislation applies to the tutorial setting. As the center receives frequent inquiries from third parties to disclose students' tutorial records, the staff members have developed procedures to effectively carry out their assigned duties and ensure that students' privacy is properly maintained.

Workplace Privacy & Employee Monitoring

The current center locations ensure that appropriate privacy is provided to the supervisory staff members; confidentiality is possible at their desks, while on the phone, or when addressing matters of concern. Due to the open arrangement of the tutorial area, students and tutors should feel comfortable discussing private concerns with the designated personnel in a safe environment. Also, students' and applicants' information is safeguarded.

All tutorial services are closely supervised and monitored. The center supervisors oversee the day-to-day operation during operational hours. Even though tutors are assigned to serve outside of the physical center, such as in-class or in music labs, supervision is still provided by the designated faculty members; also, impromptu visits from the CLAC personnel are carried out on a systematic basis.

Academic Integrity

One of the most challenging tasks for educators and institutions of higher learning is communicating effectively potential ethical and academic integrity concerns. The tutors are trained to recognize and report signs of potential breaches of academic integrity in students' work, such as plagiarism; the supervisors alongside the designated liaisons follow up on such situations to ensure that BCC's standards are upheld.

Compliance with Best Practices

The CLAC has been accredited by the College Reading and Learning Association to offer tutors Level 1 and Level 2 certification. Currently, the center is in the process of renewing this certification. This requires a report to the association with the details of the tutor training and experience. For a tutoring center to be able to offer these certificates, training must cover specific sets of topics, describe the assessment for these, and meet the required hours and types of training. The CLAC is in the process of meeting the requirements for Level 3 certification.

Strengths

Relationships between the CLAC and the college faculty are maintained through consultations the faculty liaisons and the attendance of supervisors at department meetings.

In order to reduce wait time for students making appointments, most of the tutors have been trained to work at the desk to fill in as needed or assist when the center is busy.

The variety of types of assistance, the number of tutors available, and range of subjects to include almost every course offered at the college have qualified the CLAC for the award of *Frank L. Christ Outstanding Learning Center Award*.

The effectiveness of each of the various services is systematically reviewed and improvements made based on the suggestions of the constituents.

4. **Resources**

Human Resources

The center employs a diverse body of full- and part-time staff members. The backgrounds of the CLAC personnel reflect the diverse student body of BCC, representing numerous countries, cultures, and languages.

The level of experience varies from new hires to over 20 years of experience. Below please find the breakdown of the languages with which the tutorial personnel is familiar.

Afrikaans	Japanese
Albanian	Korean
American Sign Language	Latin
Arabic	Mandarin
Cantonese	Polish
Croatian	Portuguese
English	Punjabi
Farsi	Russian
French	Spanish
German	Tagalog
Greek	Turkish
Gujarati	Ukrainian
Hebrew	Urdu
Hindi	Yoruba
Italian	

Professional Development

Conferences & Professional Development	Training
Ashbery Home School	Bergen Leaders Bystanders Training
Assessment Best Practices at BCC	Datatel
Association of Writers and Writing Programs	Effective Supervisory Techniques
Association for the Tutoring Profession (ATP)	Excel
Bread Loaf Writers Conference	FERPA
College Reading and Learning Association NJ/PA	Mental Health First Aid
Day of Development and Service	Moodle
National Association for Developmental Education (NADE)	Run Hide Fight (Safety)
National College Learning Center Association (NCLCA)	Sexual Harassment
National College Testing Association (NCTA)	SI Supervisor Training
National Tutoring Association (NTA)	Sources of Strength
New Jersey Higher Education OnLine Tutoring Symposium	TK20
NJTESOL/NJBE (ESL & Bilingual Educators)	Website Development
New Jersey Test Administrators Special Interest Group (NJTASIG)	Customer Service
TESOL International	
Tristate Best Practices	

Professional Memberships
American Counseling Association (ACA)
Association for Educational Communications and Technology (AECT)
Association for the Tutoring Profession (ATP)
College Reading and Learning Association (CRLA)
National Association for Developmental Education (NADE)
National College Learning Center Association (NCLCA)
National Tutoring Association (NTA)

Academic Degrees

The center supervisory staff is comprised of highly educated individuals. They hold degrees in numerous areas and specialties from cinema and poetry to mathematics and business administration. Below please find the breakdown of these degrees.
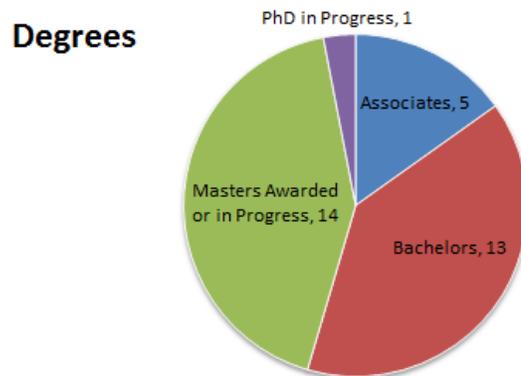
Physical Resources

<u>Facilities</u>

For an operation of over 200 staff, tracking employees and their respective assignments is an essential task during each business day; therefore, it is evident that the traditional pen and paper process has become obsolete due to the high margin of error and labor intensive characteristics. A program that is comprised of multiple sub-centers cannot operate efficiently without the ability for constant communication among its various components. Technology allows for appointments to be made in a single location for all areas and services offered rather than require the user to utilize additional resources; also, customers are offered immediate assistance despite their geographic location.

The CLAC uses the TutorTrac software to capture, analyze, and report usage data. Reports are run on TutorTrac on a regular basis to find patterns in attendance, center utilization, tutor utilization, course and specific class information, as well as scheduling and budgetary concerns.

Permanent Appointments for students registered with either the Office of Specialized Services of the EOF office may schedule their appointments through the CLACs website, eliminating the need to call the center or be available in person.

The five-year-old student computers in the main Tutoring Center, Writing Center, Math & Science Walk-in center, and the ELRC, were replaced before the Fall 2014 semester began. The IT department determines the replacement cycle for all of the college computers; however, constituents can request upgrades if needed. Currently, some staff computers have not yet been replaced although they have passed the five-year deadline.

The receptionists' desks, office furniture, dividers, computer and study tables, and chairs for the main CLAC center were purchased through a donation of funds. In the ELRC sub-center, the receptionist desk, dividers, and some chairs were acquired when the room was acquired and renovated. All other furniture for the ELRC, Math & Science Walk-In center, and study group rooms was purchased gradually as the CLAC budget allowed, or acquired through the college furniture exchange. The tables in the study group rooms are computer tables. They need to be replaced to allow more flexibility for changing activities in the rooms.

Technology

The CLAC utilizes JAWS and the Kurzweil suite of programs to assist students with visual disabilities as well as students with reading comprehension difficulties or language issues.

- **ZoomText:** a software program that allows individuals to enlarge images or text on the computer screen, as well as choose to have the text on the screen read to them.
- **JAWS:** "Job Access for Windows and Speech" is a screen reader program which allows people who are visually impaired to gain access to information on their computers.
- **Kurzweil 1000**: a software program that enables a visually impaired user to gain access to both electronic and printed material by speaking aloud text which has been scanned or copied.
- **Kurzweil 3000:** a tiered assistive reading, writing, and learning software program to assist struggling readers, including individuals with learning disabilities. The software is also helpful for English Language Learner and students with disorders such as attention deficit hyperactivity disorder (ADHD).

These computers are also equipped with scanners so students can scan and visually/aurally adjust documents as necessary. What is more, there is a computer with a keyboard specially designed for visually impaired students.

The CLAC makes its hardcopy material available to all students via downloadable .pdf documents on the CLAC's website. The same materials are also available either in the center or online with individual QR codes for easy downloading onto mobile devices, such as iPads, iPhones, or Android systems. Many of our Tutor Trainings are recorded and available as videos on our Moodle site for tutors to reference. Also available via Moodle-based video are reading and writing discussions featuring BCC Composition and Literature as well as English Basic Skills faculty. The CLAC owns a copy of a set of videos on tutoring methodology which are paired with questions for online tutor training in Moodle. Due to the unique challenges of ESL tutoring, the ELRC has developed modules on Moodle so tutors can review grammar, learn about appropriate behavior in cross-cultural situations, and follow best practices for tutoring reading, writing, grammar, and speech.

The CLAC communicates via social networking with the BCC community through the "Mr. BCC" Facebook page as well as "Bergen Daily" emails that every member of the community receives.

Other Resources

The ELRC serves as a tutorial center as well as a resource room for ESL students. The computers there are used for practicing English, and the software is maintained in collaboration with the IT department. This center also has reference books and a lending library which uses the main library's database for students to borrow books. New books and replacements are purchased regularly depending on changing demand. The ELRC also maintains web pages on the college site for students to practice English in their classes or anywhere on or off campus.

The Tutoring Center keeps a collection of text and reference books for tutors to use with students. Also, periodic tables are conveniently located in the study group rooms to allow quick access to chemistry-specific information. Several whiteboards are located throughout the center for student and tutor use.

The Math & Science Walk-In Center has an extensive collection of worksheets for extra practice with students. These are continually revised and new resources are created. Collaborative effort with the faculty liaisons allows the CLAC to produce handouts and practice sheets. The list of center resources grows from semester to semester, and new projects are initiated as the need arises. Tutors are also given an opportunity to assist in these projects and provide recommendations to add to the existing collection of resources.

Below please find the resources available in the Math & Science Walk-In Center:

Mathematics
Practice sheets for several different levels ranging from basic mathematics to calculus, elementary statistics, and contemporary math
Online resources, which can be found on the Tutoring Center website
Deck of cards and set of dice for students studying probability
Calculators are available for students and tutors to use and for students to borrow when taking an exam
Posters displaying curve sketching for Calculus I
Study group rooms equipped with whiteboards and markers
Current textbooks for all levels
Chemistry
Molecular model kit
Copies of the Periodic Table available as a handout to students
Large Periodic Table located in one of our study group rooms (room L-107)
Practice worksheets separated by topic (eg. Balancing equations, nomenclature, etc.)
Current textbooks for all levels
Biology
Microscope
Full human skeleton and skull
Software containing the different systems as well as practices quizzes for labeling
Current textbooks for all levels
Computer Science

Dev C++ installed in all of the computers in the Center
Current textbooks for all levels

Financial Resources

As a community college in Northern New Jersey, the allocation of country and state funds influence the financial resources that are made available to the CLAC. The budget is dependent upon allocations from the college, which are directly linked to enrollment.

Fiscal Year 2014

Current Unrestricted Funds Budgeted, Revenues, FY2014

State of New Jersey, 10.7%

Tuition & Fees, 70.5%

Bergen County, 15.7%

Other Sources, 3.1%

Source: Bergen Community College, Office of Budget and Finance
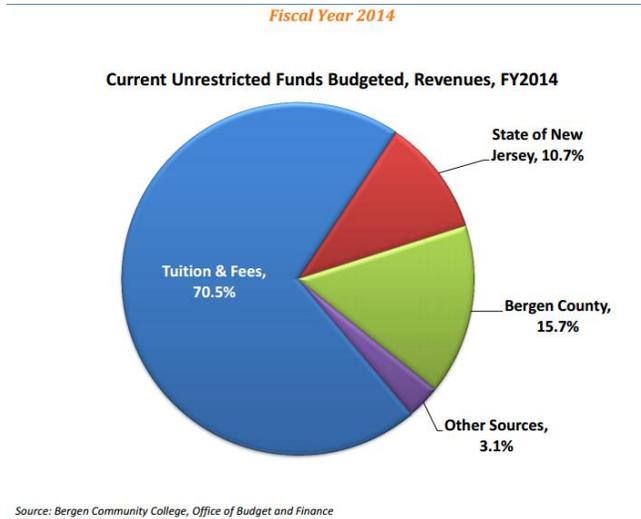
The CLAC provides tutorial support for the Title V and STEM grants; the tutorial aspect of the TPSID (Turning Points) grant was also supported during the academic years 2011-2013. The CLAC staff members have been actively involved in these grants, attending meetings and coordinating tutorial support to accommodate the needs of these students.

The two major grant initiatives for which tutorial support has been provided are Title V and STEM. The CLAC managed to effectively meet the needs of the designated cohorts by offering targeted services, such as in-class tutoring, SI, and in-lab tutoring. See Table 1 – Grant Financial Contribution

Title V Financial Contribution	
Year	
2012	2013
$ 71,137.27	$ 53,478.14

Title V Financial Contribution

	2012	2013
$80,000.00		
$70,000.00		
$60,000.00		
$50,000.00		
$40,000.00		
$30,000.00		
$20,000.00		
$10,000.00		
$-		

STEM GPS Financial Contribution	
Year	
2012	2013
$ 15,467.63	$ 13,993.01

STEM GPS Financial Contribution

	2012	2013
$15,500.00		
$15,000.00		
$14,500.00		
$14,000.00		
$13,500.00		
$13,000.00		
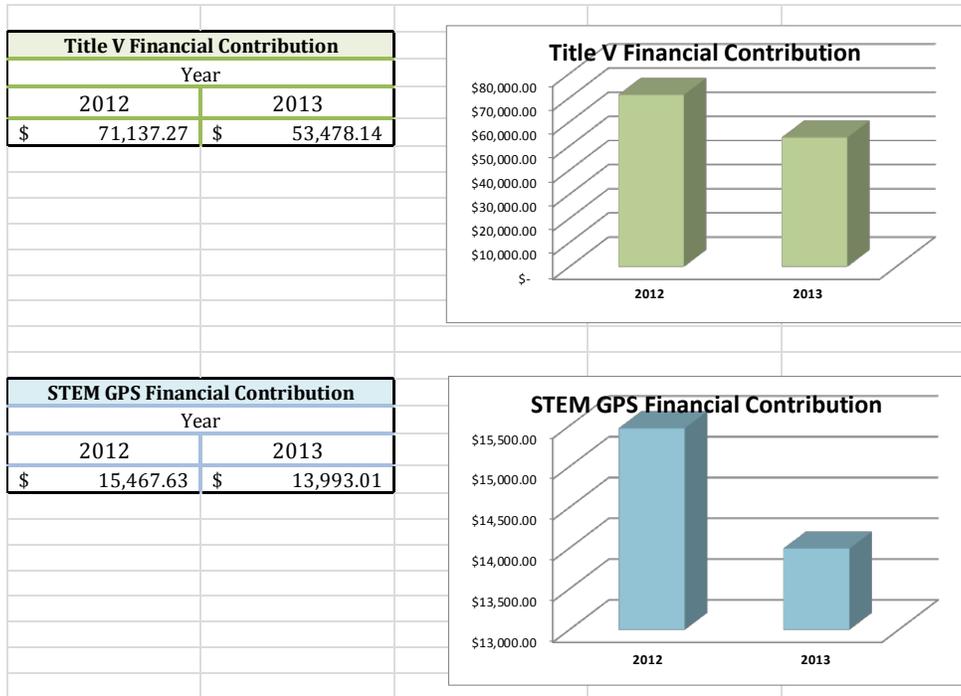
Table 1 – Grant Financial Contribution

Title V

Title V allowed the CLAC to branch out and expand its In-Class Tutoring services to developmental courses.

The tutorial needs of the TV grant required the time and effort of a full time supervisor; please refer to Appendix G for the job description of the Basic Skills Tutorial Supervisor. Thus, through this initiative, the CLAC obtained a full time position to facilitate all developmental courses. Also, this position helped accommodate requests for presentations that generate further awareness about the tutorial services on campus.

- Drastically increased In-Class Tutoring for developmental mathematics and English basic skills –see Table 2 – TV In-Class Assignments
- Developed reading comprehension tutorials
- Supported the one-on-one appointments of the designated cohorts for the first two year of the grant
- Provided Math Hub and Annex support for the self-paced mathematics courses

TV In-Class Assignments

Spring 2013 ■ Fall 2013 ■ Spring 2014 ■ Fall 2014

	Spring 2013	Fall 2013	Spring 2014	Fall 2014
MAT 010	2	8	7	6
MAT 011	5	27	11	20
MAT 031	10	18	8	0
MAT 032	5	12	7	11
EBS 011	2	8	2	7
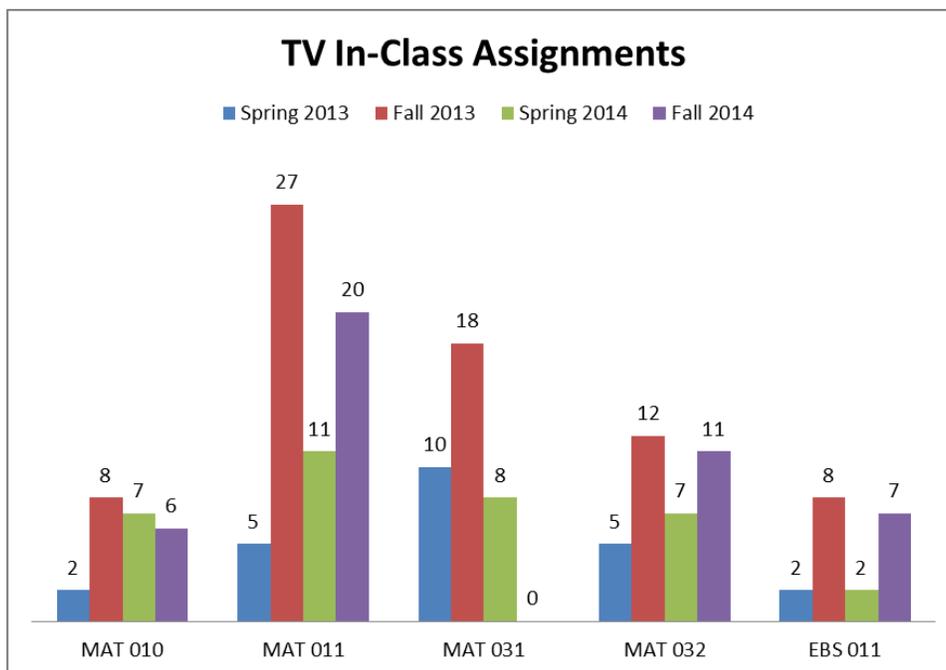
Table 2 – TV In-Class Assignments

STEM

The tutorial offerings for college level mathematics and sciences as well as the SI program thrived due to the administrative support and the funding the STEM initiative provided.

The most significant contribution of the STEM grant was the implementation of the full-time position of the STEM Tutorial Supervisor; please refer to Appendix H for the job description. This grant-funded position allowed the center to increase the number of tutorial offerings for sciences as well as college level mathematics.

- Increase of tutors for Biology, Chemistry, and Physics
- Supplemental Instruction (SI) became a fully STEM-funded initiative; see Table 3 – SI Offerings
- In-Lab Tutoring was created, fully funded STEM initiative
  - In-Lab Assignments
  - Introduction to Chemistry
  - General Chemistry II
  - Introduction to Physics
- Developed and implemented the model for the Math & Science Walk-In Center (MSWIN)
- Release time for STEM faculty liaisons

Spring 2012	Summer I 2012	Summer II 2012	Fall 2012	Spring 2013	Summer I 2013
BIO-101(x2)	MAT-280	CHM-100 (x2)	BIO-101 (x2)	BIO-101 (x2)	MAT-180
			CHM-100 (x2)	CHM-140 (x2)	BIO-101
			CHM-140	MAT-160	
				MAT-180	
				MAT-280	

Summer II 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015
CHM-140	MAT-160	MAT-160	CHM-100	CHM-140	BIO-101
	MAT-180	MAT-180		MAT-160	CHM-100
	MAT-280	MAT-280		MAT-180	MAT-160
	CHM-100	MAT-281		MAT-280	MAT-180
	PHY-290	BIO-101 (x2)		CRJ-107	MAT-280
	CHM-100				

Table 3 - SI Offerings

5. Planning

The center's planning processes are based on transparency and holistic practices that promote collaboration and input from all supervisory team members.

Short-term, supervisors collaborate on hiring needs on a semester-by-semester basis, including rehiring of current tutors. The team works closely in identifying core annual goals, assessments, and planning based on relevant data, such as annual qualitative and quantitative surveys.

Long-term planning is based on the same principles as the short-term but involves projects of a larger scope, such as the connection to the college's mission and strategic planning and strengthening the tutor training processes by incorporating web-based training modules. Another long-term planning project is to continue the mirroring of services across all centers and campuses as well as the fulfillment of the requirements of recommended best practices for the tutoring profession.

Strengths

Strengths in regards to planning arise from the ability of the supervisory team to work in collaboration with each other and their respective faculty liaisons. Each supervisor brings in different perspectives and expertise to each planning project. One particular area of strength for the CLAC is assessment, where the CLAC's latest assessment project was rated as "exemplary" by the CIE.

Recommendation for Improvement

Time for reflection and evaluation of resources is necessary for the center to properly organize, assess, and plan for the coming semesters and academic year. This time was always a valuable

opportunity that is eroding with the addition of multiple fall, spring, summer, and winterim semesters; the center continues to offer tutorial support to students throughout the academic year with no time for reflection and evaluation of resources. Perhaps, evaluation periods can be included in each semester to allow for appropriate reflection time.

Summary

Mission, Goals and Objectives

- Effectively met the outlined mission, goals, and objectives on an annual basis

    - <u>Goal 1</u>: The CLAC aims to have tutoring representation for all of BCC's primary courses, including all high-risk courses
        - 89% of 100-level courses*
        - 75% of 200-level courses*
        - *Fall 2014

    - <u>Goal 2</u>: Maintain the CLAC's high standing amongst peer tutoring centers across the nation by attending and presenting at regional and national conferences
        - The CLAC is a national award-winner; *2014 Frank L. Christ Most Outstanding Learning Center Award for Two-Year Colleges*

    - <u>Goal 3</u>: Demonstrate compliance with the institution's student-centered mission by offering excellent customer service to all CLAC stakeholders.
        - 2011-2012: **78%** center satisfaction
        - 2012-2013: **87%** center satisfaction
        - 2013-2014: **90%** center satisfaction

Strengths

- BCC students are exposed to centralized tutorial support
- The range of available tutorial services is extensive
- Continual self-assessment to improve services
- Diverse and unified staff members
- Faculty collaboration and active participation in tutor training and program evaluation
- Integration within the college community
- Facilities are conducive to learning
- Proven track record of student success
- Positive correlation with retention and graduation rates
- Foster lifelong learning
- Continuous contribution to the college and the community

Challenges

- Provide competitive opportunities and financial incentives for staff that are in line with regional rates
- Create ongoing professional development opportunities to help the staff members achieve consistent performance
- Create a comprehensive written documentation of each position and its responsibilities
- Streamline the hiring process for peer and professional tutors
- Automation of The current timesheet processes are ineffective

Celebration & Recognition

- Recipient of the *2014 Frank L. Christ Most Outstanding Learning Center Award for Two-Year Colleges*
- The Tutor Award Ceremony has become a yearly event at the college for celebrating the work of the tutors, the faculty liaisons, and the staff.
- Participation in the NTA Tutor Appreciation Week
- Articles published in recognition of the CLAC's success in college and county media
- Finalist for the Association for the Tutoring Profession (ATP) Tutoring Program Award of Excellence

Action Plan

1) Goal: Restructure current tutor training practices
   a) Objective: Obtain *Master Tutor Trainer* certification for all qualifying tutorial supervisors
      i) Timeframe:
      ii) Responsible Party(ies):
      iii) Resource Implications: Financial resources are needed for the certification application(s)
   b) Objective: Develop online tutor training modules for new and returning tutors
      i) Timeframe:
      ii) Responsible Party(ies):
      iii) Resource Implications: Availability of the necessary resources
   c) Objective: Create a learning objective-based initiative for systematic face-to-face tutor training
      i) Timeframe:
      ii) Responsible Party(ies):
      iii) Resource Implications: Resources pertaining to time allocation
   d) Objective: Assess the effectiveness of the CLAC tutor training initiatives
      i) Timeframe:
      ii) Responsible Party(ies):
      iii) Resource Implications: Resources pertaining to time allocation

2) Goal: Review options for expanding the Writing Center
   a) Objective: Assess student usage of the Writing Walk-In Center
      i) Timeframe:
      ii) Responsible Party(ies): Writing Center Supervisor
      iii) Resource Implications: Resources pertaining to time allocation
   b) Objective: Collect student feedback via SurveyMonkey
      i) Timeframe:
      ii) Responsible Party(ies): Writing Center Supervisor, CLAC Manager, CIE
      iv) Resource Implications: Resources pertaining to time allocation as well as funds available for survey giveaways, such as gift cards

3) Goal: Implement an outreach campaign for CLAC stakeholders
   a) Objective: Design a systematic outreach plan for students that targets core timeframes during each semester
      i) Timeframe:
      ii) Responsible Party(ies):
      iii) Resource Implications: Resources pertaining to time allocation
   b) Objective: Design a systematic outreach plan for faculty and staff that targets core timeframes during each semester
      i) Timeframe:
      ii) Responsible Party(ies):
      i) Resource Implications: Resources pertaining to time allocation

Appendix A1

July 30, 2014

Tutoring Program Review

The Tutoring Program Review provides information and analysis on the number, profile and outcomes of Bergen Community College students who received tutoring over five semesters from Spring 2012 to Spring 2014

Contents

Figures

Tables

Executive Summary

The purpose of the Tutoring Program Review was to provide information about the number, profile and outcomes of students who received tutoring over five semesters from Spring 2012 to Spring 2014. Two categories of students were analyzed:

Internal Users: students who physically visited at least one of the Cerullo Learning Assistance Center (CLAC) sub-centers for one on one appointments, drop in assistance, math and science walk in, writing walk in, study groups, workshops, smart thinking, or intercultural conversation.

External Users: students receiving assistance in class, in lab, and through supplemental instruction.

Lists of student identification numbers of internal users were provided by the tutoring center for each semester and were used to query Datatel. Course section codes in which tutorial assistance was given were specified by the tutoring center for the external students for each semester. The course section codes were used to obtain the associated student identification numbers which were used to query Datatel. Demographic information for all students enrolled in BCC was also requested and provided for Fall 2011 and Fall 2012 from the BCC Fact books.

Overview of the findings

One of the principal findings from the Tutoring Program Review was that Internal Users were more successful than External Users in terms of their cumulative GPA, term GPA, credits accumulated at the specified semester, completed semester credits and graduation rate.

The following paragraphs provide an overview of all of the findings of the Tutoring Program Review.

Usage of the Tutoring Center

The tutoring centers served an average of 2140 internal users per semester from Spring 2012 to Spring 2014 and a total of 10,700 internal users in the five semesters.

The tutoring center served an average of 1005 external users per semester from Spring 2012 to Spring 2014 in an average of 62 course sections per semester from Spring 2012 to Spring 2014. A total of 5025 external users were served in a total of 309 course sections in the five semesters.

Gender

A higher proportion of the internal users from Spring 2012 to Spring 2014 were female. The external users from Spring 2012 to Spring 2014 were approximately evenly distributed between the genders. There

were more female students enrolled in Bergen Community College (BCC) in Fall 2011 and more male students enrolled in BCC in Fall 2012.

Ethnicity

The majority of students enrolled in BCC in Fall 2011 and Fall 2012 were White and Hispanic followed by Asian and Black. White and Hispanic students also constituted the majority of both internal and external users from Spring 2012 to Spring 2014.

Citizenship

The majority of BCC students enrolled in Fall 2011 and Fall 2012 were citizens of the USA, followed by Korea and Columbia. Similarly, both the internal users and the external users from Spring 2012 to Spring 2014 were most frequently citizens of the USA, followed by Korea and Colombia.

Cumulative and Term GPA

The average cumulative GPA and the average term GPA for internal users were over 2.0 in each semester from Spring 2012 to Spring 2014. The average term GPA of internal users increased by 0.07 points between Spring 2012 and Spring 2014.

The average cumulative GPA and the average term GPA for external users receiving tutoring in the specified course sections improved over the semesters from Spring 2012 to Spring 2014. Both term and cumulative GPA scores for external users in the specified course sections from Spring 2012 to Spring 2014 were lower than the term and cumulative GPA scores of the internal users.

Major

Both Internal and External users were most frequently taking the major AS.PS.GEN, followed by AA.LA.GEN.

Where they are in their academic program

Internal users had accumulated credits at the specified semester ranging from 42 to 36 in the five semesters from Spring 2012 to Spring 2014. Whereas external users had accumulated credits at the specified semester ranging from 32 to 24 in the five semesters from Spring 2012 to Spring 2014

Credits attempted and completed in each semester

Both Internal and External users attempted 10 to 11 credits on average from Spring 2012 to Spring 2014. Internal users completed 10 credits on average from Spring 2012 to Spring 2014 whereas External users completed 8 to 9 credits on average from Spring 2012 to Spring 2014.

Retention and Graduation

57

The rate of student retention to the next semester was similar for both internal and external users. The graduation rate for internal users was higher than external users in all five semesters.

College Demographics[1]

Gender

There was a lower proportion of male students enrolled in BCC in Fall 2011 and a higher proportion of male students enrolled in Fall 2012.

Figure 1 Gender of all students enrolled in Bergen Community College in Fall 2011 and Fall 2012


	Fall 2011	Fall 2012
■ Female	8840	7319
■ Male	8431	9696
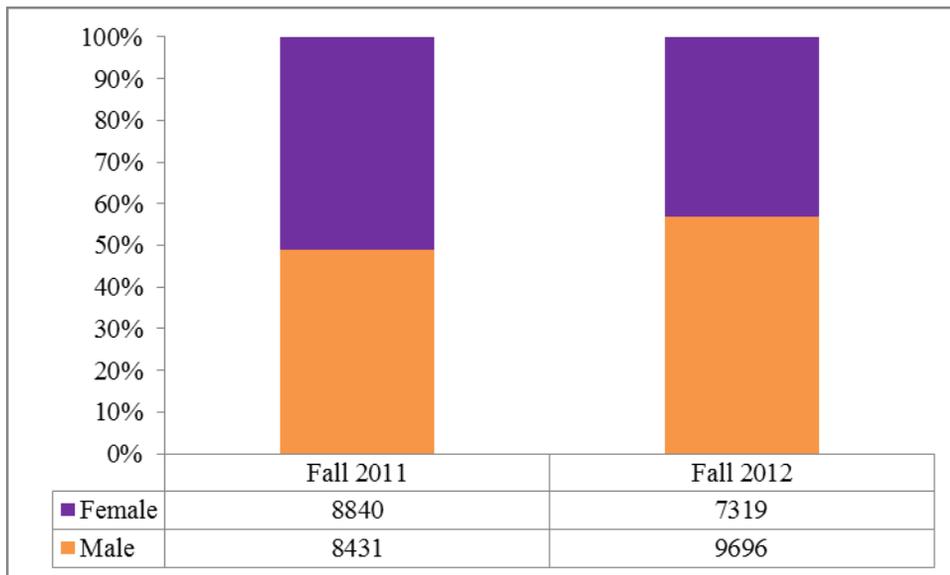
Table 5 Gender of all students enrolled in Bergen Community College in Fall 2011 and Fall 2012

Gender	Fall 2011	Fall 2011 %	Fall 2012	Fall 2012 %
Male	8431	49%	9696	57%
Female	8840	51%	7319	43%
Total	17271	100%	17015	100%

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[1] College demographic data taken from BCC Factbook 2012-2013 and BCC Factbook 2011-2012

Ethnicity

The majority of students enrolled in BCC in Fall 2011 and Fall 2012 were White and Hispanic, followed by Asian and Black, constituting 7% and 6% of students respectively.

Figure 2 Race Ethnicity of all students enrolled in BCC in Fall 2011 and Fall 2012
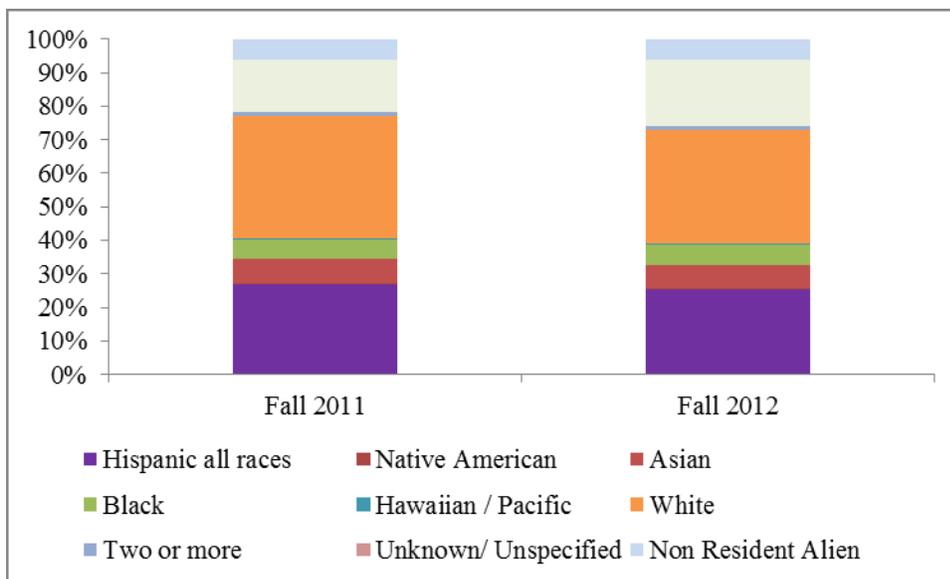

Table 6 Race Ethnicity of all students enrolled in BCC in Fall 2011 and Fall 2012

Race Ethnicity	Fall 2011	Fall 2011 %	Fall 2012	Fall 2012 %
Hispanic all races	4674	27%	4341	26%
Native American	30	0%	25	0%
Asian	1271	7%	1184	7%
Black	1001	6%	1011	6%
Hawaiian / Pacific	32	0%	54	0%
White	6335	37%	5826	34%
Two or more	156	1%	187	1%
Unknown/ Unspecified	2701	16%	3358	20%
Non Resident Alien	1071	6%	1029	6%
Total Enrollment	17271	100%	17015	100%

Country of citizenship

The vast majority of students enrolled in BCC in Fall 2011 and Fall 2012 were citizens of the USA. Korea and Colombia were the second and third most frequent countries of citizenship of BCC students.

Figure 3 Country of citizenship of students enrolled in BCC in Fall 2011 and Fall 2012
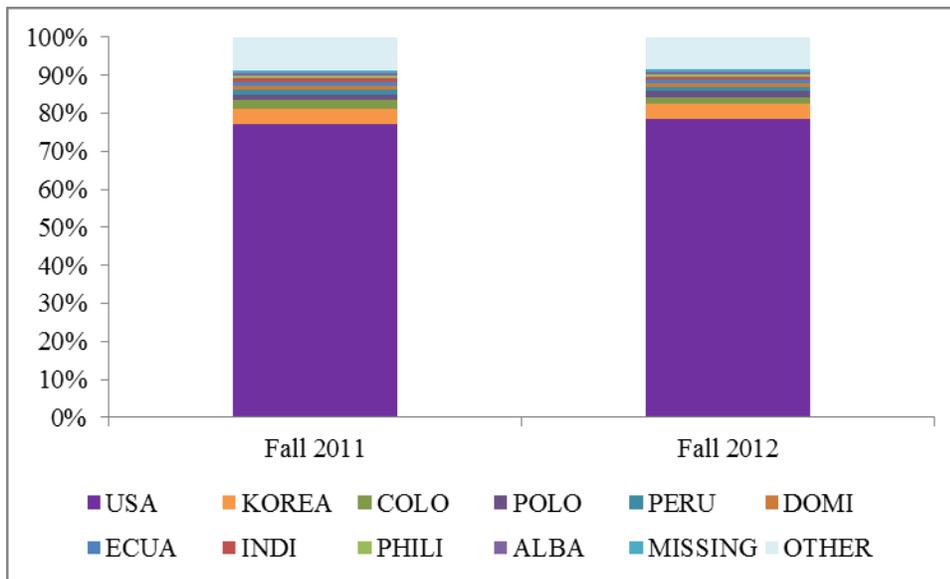

Table 7 Country of citizenship of students enrolled in BCC in Fall 2011 and Fall 2012

Citizenship	Fall 2011	Fall 2011 %	Fall 2012	Fall 2012 %
USA	13327	77%	13383	79%
Korea	721	4%	648	4%
Colombia	362	2%	320	2%
Poland	263	2%	239	1%
Peru	202	1%	186	1%
Dominican Republic	192	1%	172	1%
Ecuador	166	1%	160	1%
India	165	1%	155	1%
Philippines	122	1%	107	1%
Albania	98	1%	94	1%
Missing	157	1%	117	1%
Other	1496	9%	1434	8%
Total	17271	100%	17015	100%

Internal Users from Spring 2012 to Spring 2014

The tutoring center served an average of 2140 unique internal users per semester from Spring 2012 to Spring 2014.

Table 8 Count of internal user students served by the tutoring center

Student Count	2012SP	2012FA	2013SP	2013FA	2014SP	Mean
Duplicated Students	2111	2319	2091	2283	2106	**2182**
Unique students	2079	2298	2019	2251	2053	**2140**

Gender

The proportion of female internal users was consistently higher than male internal users.

**Figure 4 Gender of internal users from Spring 2012 to Spring 2014**

	Sp12	Fa12	Sp13	Fa13	Sp14
Missing	20	47	55	138	150
Male	790	866	773	883	802
Female	1269	1385	1191	1230	1101
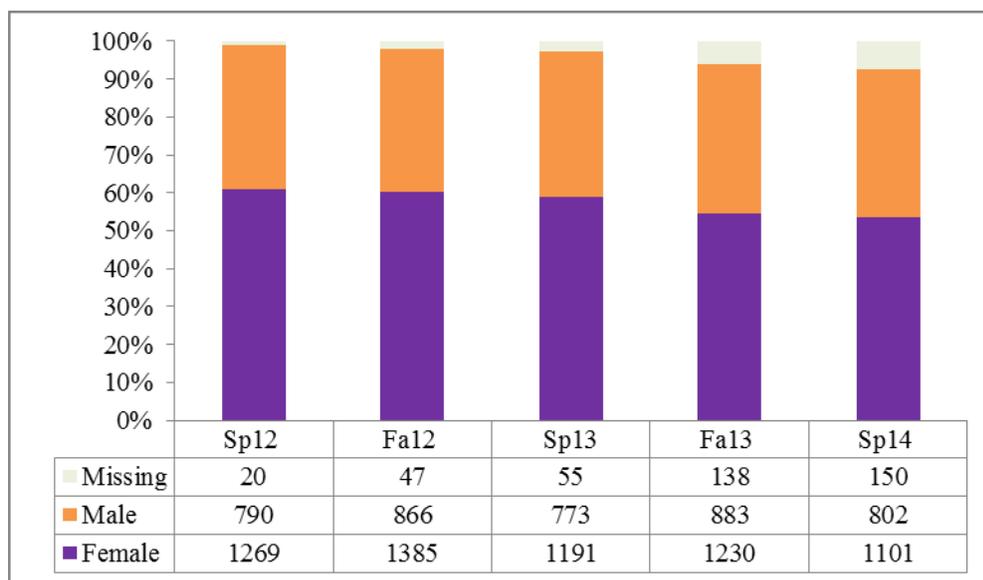
Table 9 Gender of internal users from Spring 2012 to Spring 2014

Gender	Sp12	Sp12 %	Fa12	Fa12%	Sp13	Sp13 %	Fa13	Fa13 %	Sp14	Sp14 %
Female	1269	61%	1385	60%	1191	59%	1230	55%	1101	54%
Male	790	38%	866	38%	773	38%	883	39%	802	39%
Missing	20	1%	47	2%	55	3%	138	6%	150	7%
Total	2079	100%	2298	100%	2019	100%	2251	100%	2053	100%

Race Ethnicity

The majority of internal users receiving tutoring were White and Hispanic.

**Figure 5 Races / ethnicities of internal users from Spring 2012 to Spring 2014**
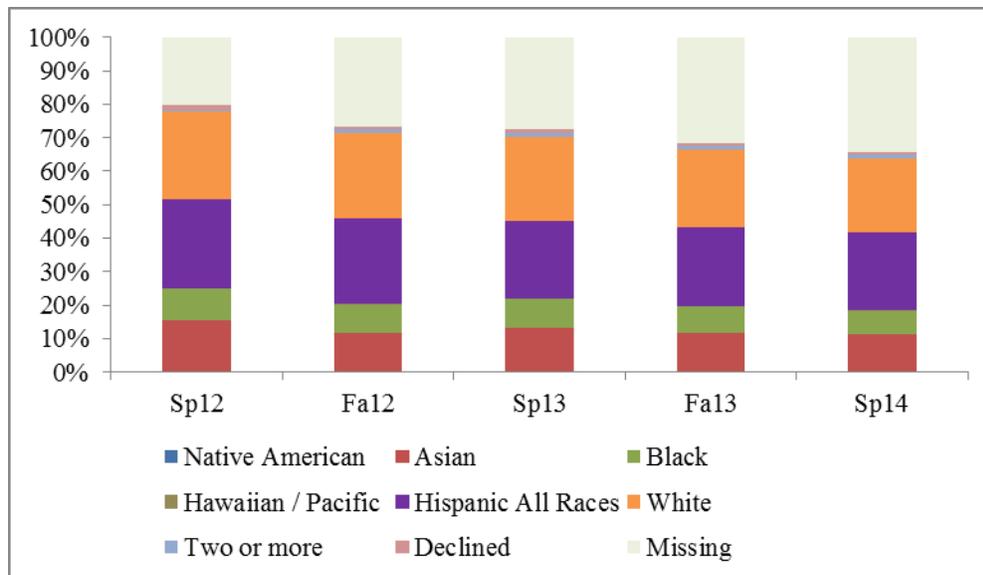
Table 10 Races / ethnicities of internal users from Spring 2012 to Spring 2014

Race/Ethnicity	Sp12	Sp12 %	Fa12	Fa12%	Sp13	Sp13 %2	Fa13	Fa13 %	Sp14	Sp14%
Native American	3	0%	2	0%	4	0%	3	0%	1	0%
Asian	318	15%	266	12%	260	13%	257	11%	231	11%
Black	197	10%	196	9%	178	9%	179	8%	141	7%
Hawaiian / Pacific	4	0%	2	0%	4	0%	3	0%	4	0%
Hispanic All Races	553	27%	589	26%	469	23%	531	24%	480	23%
White	545	26%	584	25%	503	25%	526	23%	453	22%
Two or more	11	1%	25	1%	24	1%	20	1%	24	1%
Declined	30	1%	23	1%	24	1%	17	1%	12	1%
Missing	418	20%	611	27%	553	27%	715	32%	707	34%
Total	2079	100%	2298	100%	2019	100%	2251	100%	2053	100%

Country of Citizenship

The majority of internal users were US citizens. Frequencies for the top countries of citizenship of internal users are displayed in Figure 6 and Table 7. All other countries of citizenship after the ten most frequent are combined into the 'Other' category.

**Figure 6 Top ten countries of citizenship of internal users from Spring 2012 to Spring 2014**
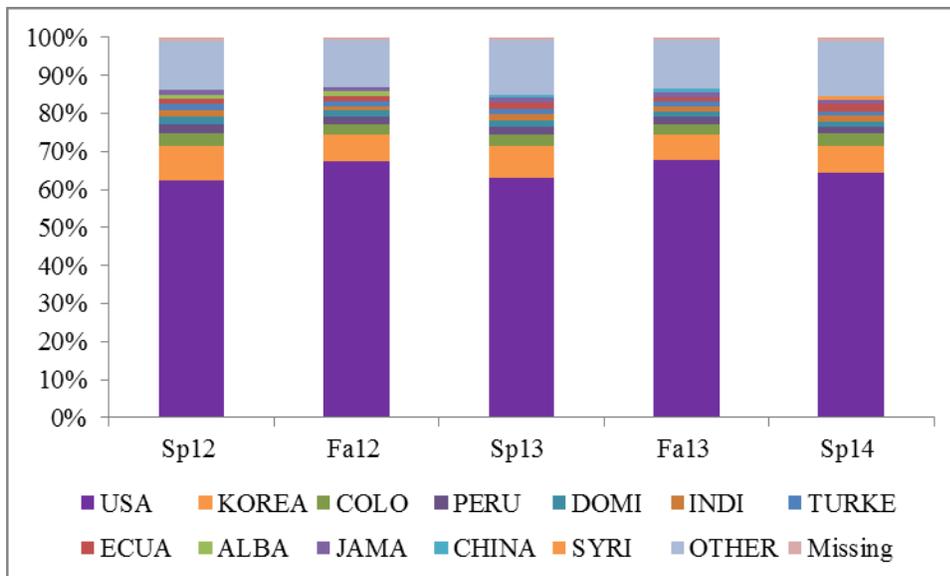
Table 11 Top ten countries of citizenship of internal users from Spring 2012 to Spring 2014

Citizenship	Sp12	Sp12 %	Fa12	Fa12 %	Sp13	Sp13%	Fa13	Fa13 %	Sp14	Sp14 %
USA	1299	62%	1552	68%	1273	63%	1523	68%	1320	64%
Korea	186	9%	157	7%	167	8%	152	7%	149	7%
Colombia	73	4%	61	3%	66	3%	65	3%	65	3%
Peru	48	2%	48	2%	37	2%	42	2%	35	2%
Dominican Republic	40	2%	37	2%	34	2%	34	2%	32	2%
India	35	2%	25	1%	33	2%	29	1%	30	2%
Turkey	35	2%	34	1%	27	1%	24	1%	24	1%
Ecuador	30	1%	32	1%	34	2%	28	1%	36	2%
Albania	22	1%	29	1%						
Jamaica	21	1%	20	1%	28	1%	31	1%	25	1%
China					17	1%	19	1%		
Syria									22	1%
Other	271	13%	289	13%	289	14%	291	13%	294	12%
Missing	19	1%	14	1%	14	1%	13	1%	21	1%
Total	2079	100%	2298	100%	2019	100%	2251	100%	2053	100%

Cumulative and Term GPA

The average cumulative GPA and the average term GPA for internal users were both over 2.0 in each semester from Spring 2012 to Spring 2014. The average term GPA improved by 0.07 points between Spring 12 to Spring 14.

**Figure 7 Cumulative and Term GPA of internal users from Spring 2012 to Spring 2014**

	Sp12	Fa12	Sp13	Fa13	Sp14
■ # Stus w cum GPA	2079	2298	2019	2251	2053
■ # Stus w term GPA	2069	2290	1999	2240	2042
● Mean Cum GPA	2.96	2.88	2.98	2.93	2.97
◆ Mean Term GPA	2.68	2.68	2.75	2.74	2.75
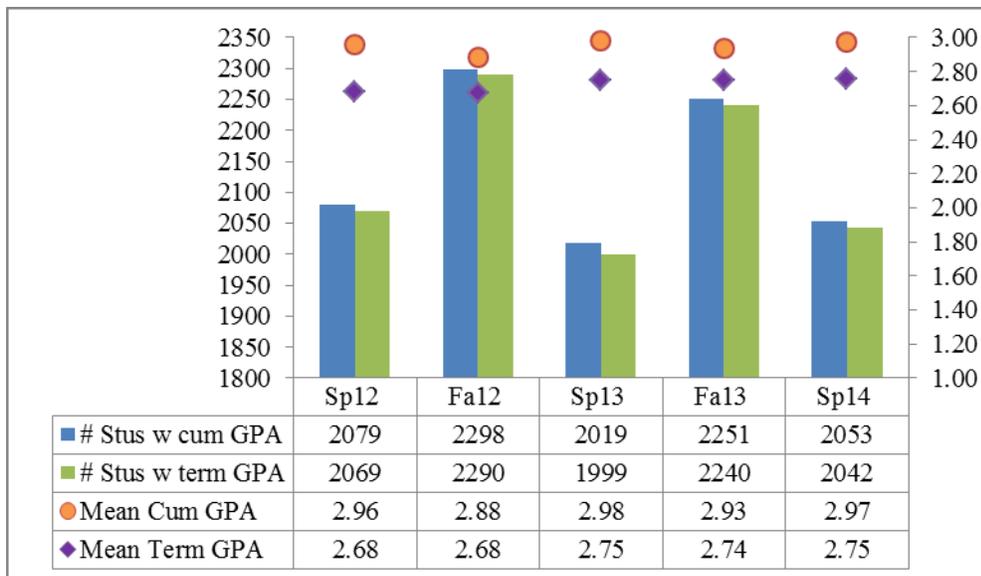
Table 12 Cumulative and Term GPA of internal users from Spring 2012 to Spring 2014

GPA	Sp12	Fa12	Sp13	Fa13	Sp14
# Students with cumulative GPA	2079	2298	2019	2251	2053
# Students with term GPA	2069	2290	1999	2240	2042
Mean Cumulative GPA	2.96	2.88	2.98	2.93	2.97
Mean Term GPA	2.68	2.68	2.75	2.74	2.75
Total students	2079	2298	2019	2251	2053

Major

Internal users receiving tutoring were most frequently taking the major AS.PS.GEN, followed by
AA.LA.GEN.

Figure 8 Top ten majors of internal users from Spring 2012 to Spring 2014
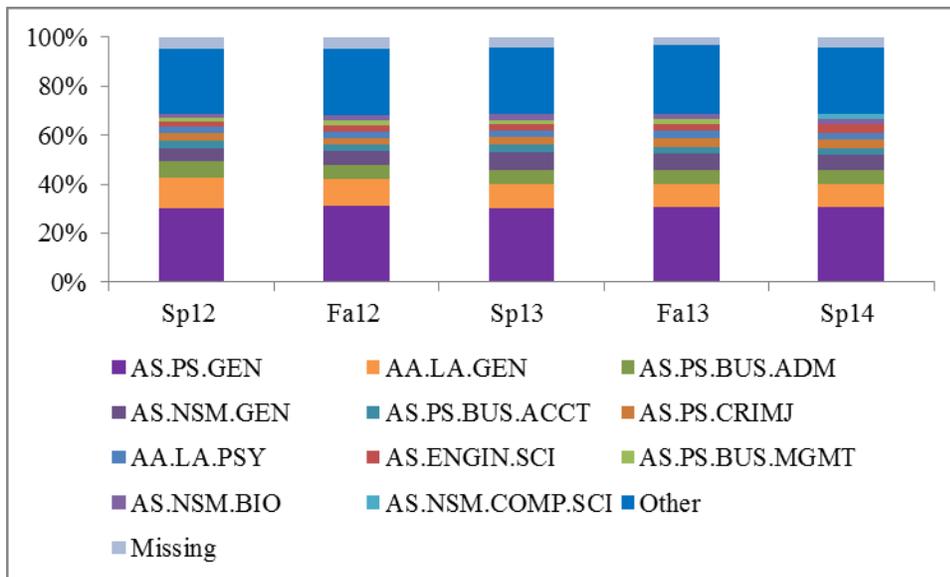
Table 13 Top ten majors of internal users from Spring 2012 to Spring 2014

Active Program	Sp12	Sp12 %	Fa12	Fa12%	Sp13	Sp13%	Fa13	Fa13%	Sp14	Sp14%
AS.PS.GEN	630	30%	714	31%	612	30%	696	31%	628	31%
AA.LA.GEN	262	13%	256	11%	196	10%	210	9%	196	10%
AS.PS.BUS.ADM	135	6%	125	5%	113	6%	122	5%	113	6%
AS.NSM.GEN	108	5%	138	6%	151	7%	155	7%	135	7%
AS.PS.BUS.ACCT	65	3%	61	3%	68	3%	64	3%	52	3%
AS.PS.CRIMJ	63	3%	60	3%	60	3%	79	4%	71	3%
AA.LA.PSY	55	3%	59	3%	48	2%	65	3%	52	3%
AS.ENGIN.SCI	44	2%	58	3%	59	3%	66	3%	82	4%
AS.PS.BUS.MGMT	39	2%	47	2%	32	2%	40	2%		
AS.NSM.BIO	32	2%	49	2%	44	2%	47	2%	39	2%
AS.NSM.COMP.SCI									41	2%
Other	550	26%	619	27%	549	27%	638	28%	560	27%
Missing	96	5%	112	5%	87	4%	69	3%	84	4%
Total	2079	100%	2298	100%	2019	100%	2251	100%	2053	100%

Where are they in their academic program

Where the internal users are in their program was measured by their accumulated credits at the specified semester.

Figure 9 Average accumulated credits of internal users from Spring 2012 to Spring 2014

	Sp12	Fa12	Sp13	Fa13	Sp14
■ # of students	2068	2287	1999	2239	2041
▲ Mean Credits Accumulated	41.87	35.73	41.61	37.37	40.48
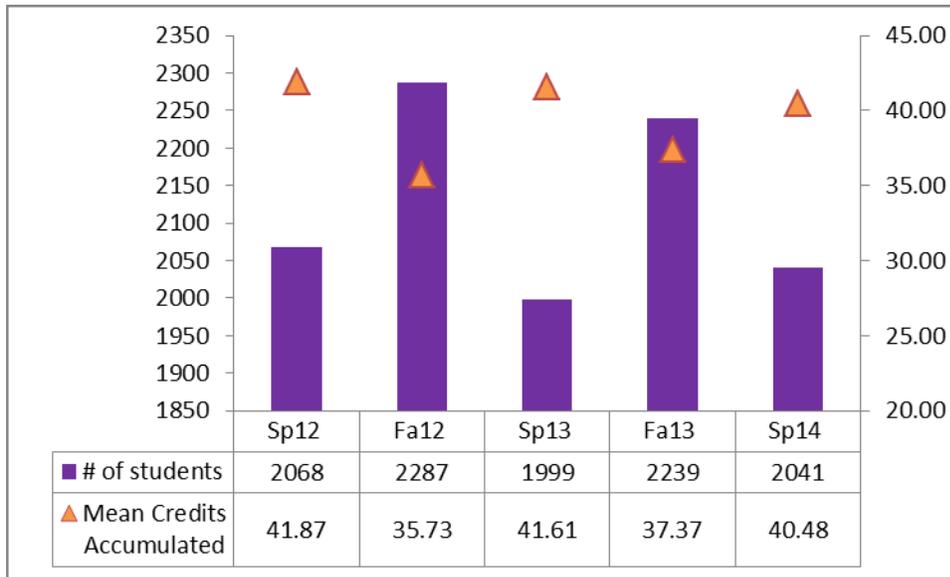
Table 14 Average accumulated credits of internal users from Spring 2012 to Spring 2014

Credits accumulated	Sp12	Fa12	Sp13	Fa13	Sp14
# of students with accumulated credits at the specified semester	2068	2287	1999	2239	2041
Mean Credits accumulated at the specified semester	41.87	35.73	41.61	37.37	40.48
Total students	2079	2298	2019	2251	2053

Credits enrolled during each designated semester

Figure 10 and Table 11 below show the average credits attempted and completed by internal users from Spring 2012 to Spring 2014.

Figure 10 Term Credits attempted and completed of internal users from Spring 2012 to Spring 2014

	Sp12	Fa12	Sp13	Fa13	Sp14
■ # of stus w compl credits	2029	2269	1968	2218	2002
■ # of stus w att credits	2062	2285	1995	2235	2036
■ Mean Credits compl	9.72	9.77	9.93	10.12	9.86
● Mean Credits att	10.15	10.70	10.43	10.83	10.81
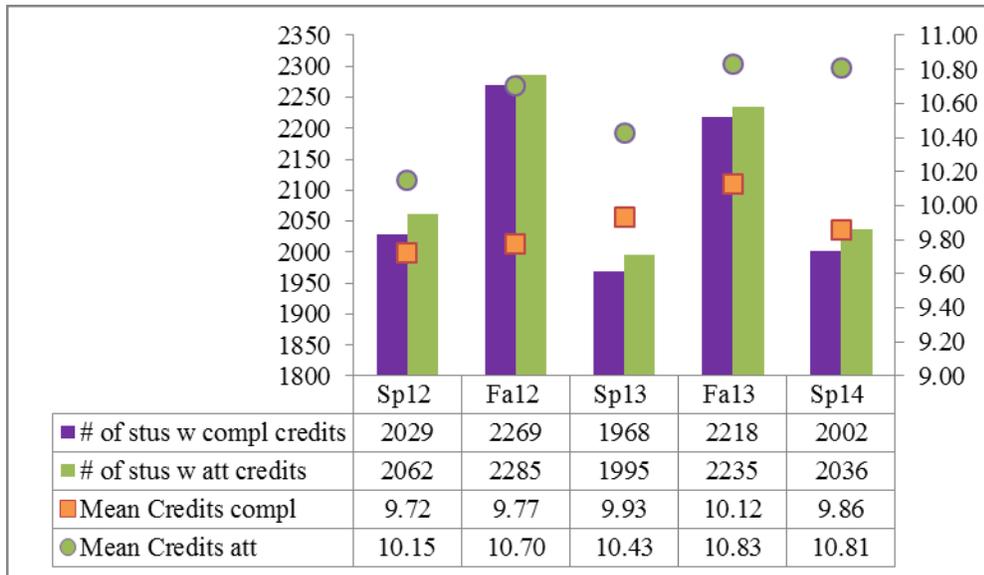
Table 15 Term Credits attempted and completed of internal users from Spring 2012 to Spring 2014

Credits completed	Sp12	Fa12	Sp13	Fa13	Sp14
# of students with completed credits	2029	2269	1968	2218	2002
# of students with attempted credits	2062	2285	1995	2235	2036
Mean Credits completed	9.72	9.77	9.93	10.12	9.86
Mean Credits attempted	10.15	10.70	10.43	10.83	10.81
Total students	2079	2298	2019	2251	2053

Did the students enroll in the coming semester and did they graduate
Figure 11 and Table 12 below show the retention and graduation rates of internal users from Spring 2012 to Spring 2014.

Figure 11 Retention and graduation of internal users from Spring 2012 to Spring 2014.

	Sp12	Fa12	Sp13	Fa13	Sp14
▪ Total Students	2079	2298	2019	2251	2053
▪ Graduated ever	796	606	515	317	181
▪ Grad after tut*	751	567	494	279	147
▪ Retained**	1348	1833	1342	1863	
▪ Grad aft tut. Rate	36%	25%	25%	12%	7%
● Grad ever rate	38%	26%	26%	14%	9%
◆ Retention rate	65%	80%	67%	83%	
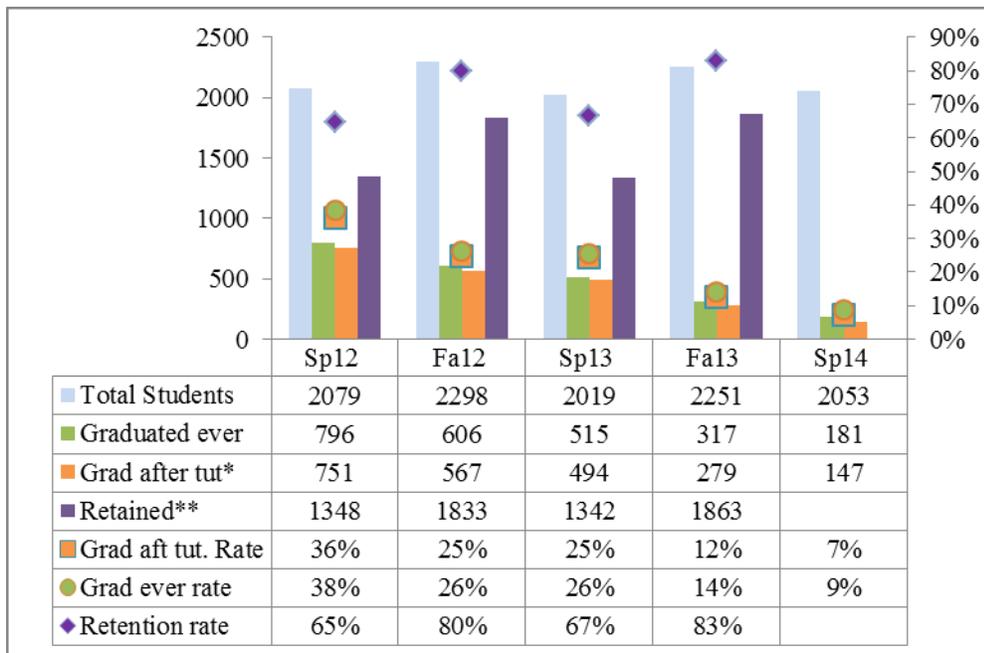
Table 16 Retention and graduation of internal users from Spring 2012 to Spring 2014.

Graduation / Retention	Sp12	Fa12	Sp13	Fa13	Sp14
Total Students	2079	2298	2019	2251	2053
Graduated ever	796	606	515	317	181
*Graduated after the semester that tutoring was received	751	567	494	279	147
**Retained to the next semester	1348	1833	1342	1863	
Graduated after tutoring Rate	36%	25%	25%	12%	7%
Graduated ever rate	38%	26%	26%	14%	9%
Retention (to the next semester) rate	65%	80%	67%	83%	

External Users from Spring 2012 to Spring 2014

The tutoring center served an average of 1005 unique external users per semester from Spring 2012 to Spring 2014 in an average of 62 unique course sections per semester from Spring 2012 to Spring 2014.

Table 17 Count of external users served by the tutoring center from Spring 2012 to Spring 2014

Student Count	2012SP	2012FA	2013SP	2013FA	2014SP	Mean
Duplicated Students	699	1053	1151	1754	1185	1168
Unique students	646	825	937	1539	1078	1005

Table 18 Count of unique course sections in which tutoring was given to external users from Spring 2012 to Spring 2014

Course Section	2012SP	2012FA	2013SP	2013FA	2014SP	Mean
Unique Course Sections	34	57	61	93	64	62

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Gender

The proportions of female and male external users in the course sections specified was approximately equivalent for the semesters from Spring 2012 to Spring 2014.[2]

Figure 12 Gender of external users in the specified course sections from Spring 2012 to Spring 2014

	Sp12	Fa12	Sp13	Fa13	Sp14
Missing	5	13	17	100	79
Male	318	411	476	764	550
Female	323	401	444	675	449
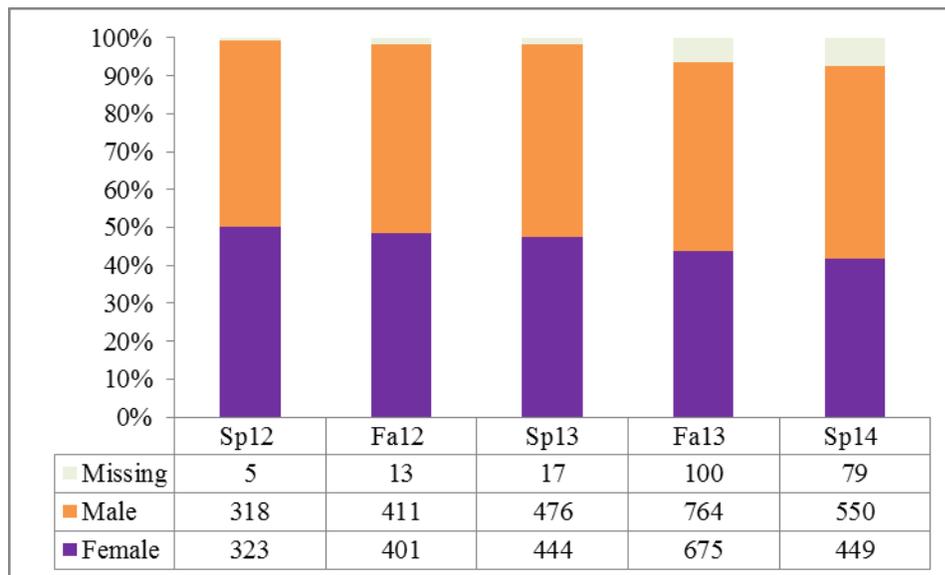
Table 19 Gender of external users in the specified course sections from Spring 2012 to Spring 2014

Gender	Sp12	Sp12 %	Fa12	Fa12%	Sp13	Sp13 %	Fa13	Fa13 %	Sp14	Sp14 %
Female	323	50%	401	49%	444	47%	675	44%	449	42%
Male	318	49%	411	50%	476	51%	764	50%	550	51%
Missing	5	1%	13	2%	17	2%	100	7%	79	7%
Total	646	100%	825	100%	937	100%	1539	100%	1078	100%

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[2] Due to the proportion of males remaining the same over the five semesters and the proportion of females declining only as the missing cases increased.

Race Ethnicity

The majority of external users in the specified course sections from Spring 2012 to Spring 2014 were Hispanic and White.

Figure 13 Race / Ethnicity of external users in the specified course sections from Spring 2012 to Spring 2014
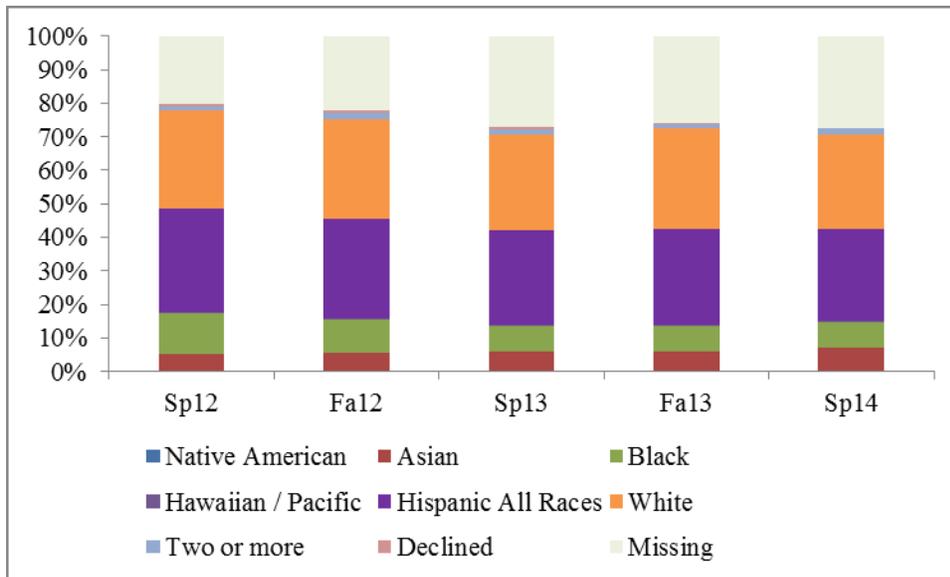
Table 20 Race / Ethnicity of external users in the specified course sections from Spring 2012 to Spring 2014

Race/Ethnicity	Sp12	Sp12 %	Fa12	Fa12%	Sp13	Sp13 %2	Fa13	Fa13 %	Sp14	Sp14%
Native American	1	0%	1	0%	1	0%	5	0%	1	0%
Asian	33	5%	44	5%	53	6%	89	6%	77	7%
Black	79	12%	84	10%	73	8%	117	8%	81	8%
Hawaiian / Pacific	2	0%	3	0%	2	0%	3	0%	3	0%
Hispanic All Races	198	31%	245	30%	264	28%	437	28%	294	27%
White	190	29%	245	30%	270	29%	465	30%	307	29%
Two or more	8	1%	14	2%	14	2%	17	1%	18	2%
Declined	5	1%	6	1%	6	1%	8	1%	2	0%
Missing	130	20%	183	22%	254	27%	398	26%	295	27%
Total	646	100%	825	100%	937	100%	1539	100%	1078	100%

Country of Citizenship

The majority of external users were US citizens. Frequencies for the top countries of citizenship of external users are displayed in Figure 14 and Table 17. All other countries of citizenship after the ten most frequent are combined into the 'Other' category.

Figure 14 Top ten countries of external users from Spring 2012 to Spring 2014
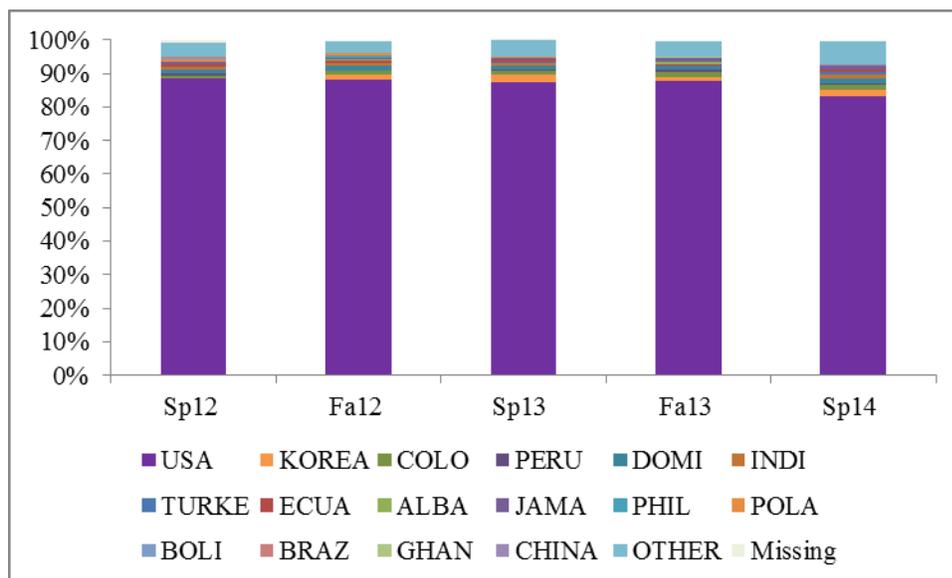
Table 21 Top ten countries of external users from Spring 2012 to Spring 2014

Citizenship	Sp12	Sp12 %	Fa12	Fa12 %	Sp13	Sp13%	Fa13	Fa13 %	Sp14	Sp14 %
USA	573	89%	726	88%	820	88%	1352	88%	896	83%
Korea			13	2%	20	2%	19	1%	20	2%
Columbia	5	1%	11	1%	12	1%	21	1%	17	2%
Peru	5	1%			4	0%	11	1%	5	0%
Dominican Republic	6	1%	12	1%	10	1%	15	1%	18	2%
India	4	1%	5	1%	7	1%			10	1%
Turkey					4	0%	6	0%	8	1%
Ecuador	6	1%	7	1%	6	1%	6	0%	9	1%
Albania			4	0%			9	1%		
Jamaica	5	1%	3	0%	4	0%	16	1%	11	1%
Philippines			6	1%						
Poland	5	1%	5	1%	5	1%				
Bolivia	2	0%								
Brazil	2	0%								
Ghana							5	0%		
China									5	0%
Other	27	4%	31	4%	43	5%	75	5%	74	7%
Missing	6	1%	2	0%	2	0%	4	0%	5	0%
Total	646	100%	825	100%	937	100%	1539	100%	1078	100%

Cumulative and Term GPA

The average cumulative GPA and the average term GPA for external users in the specified course sections improved over the semesters from Spring 2012 to Spring 2014. Both term and cumulative GPA scores for external users in the specified course sections from Spring 2012 to Spring 2014 were lower than the term and cumulative GPA scores of the internal students receiving tutoring.

Figure 15 Cumulative GPA and Term GPA of external users in the specified course sections from Spring 2012 to Spring 2014

	Sp12	Fa12	Sp13	Fa13	Sp14
■ # Stus w cum GPA	646	825	937	1539	1078
■ # Stus w term GPA	646	825	937	1539	1078
● Mean Cum GPA	2.24	2.35	2.44	2.50	2.60
◆ Mean Term GPA	1.90	2.29	2.26	2.39	2.37
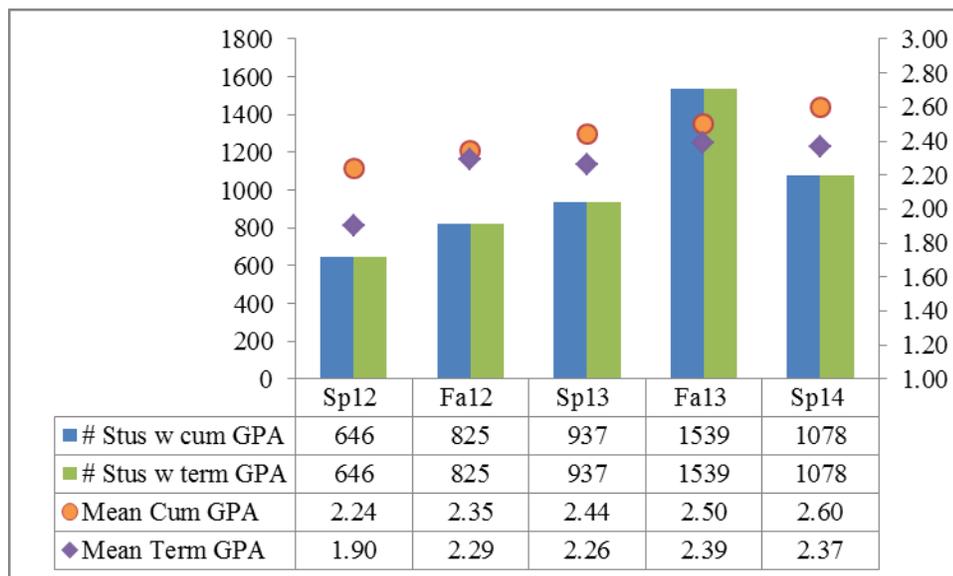
Table 22 Cumulative GPA and Term GPA of external users in the specified course sections from Spring 2012 to Spring 2014

GPA	Sp12	Fa12	Sp13	Fa13	Sp14
# Students with cumulative GPA	646	825	937	1539	1078
# Students with term GPA	646	825	937	1539	1078
Mean Cumulative GPA	2.24	2.35	2.44	2.50	2.60
Mean Term GPA	1.90	2.29	2.26	2.39	2.37
Total students	646	825	937	1539	1078

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Major

External users were most frequently taking the major AS.PS.GEN, followed by AA.LA.GEN.

Figure 16 Top ten majors of external users from Spring 2012 to Spring 2014
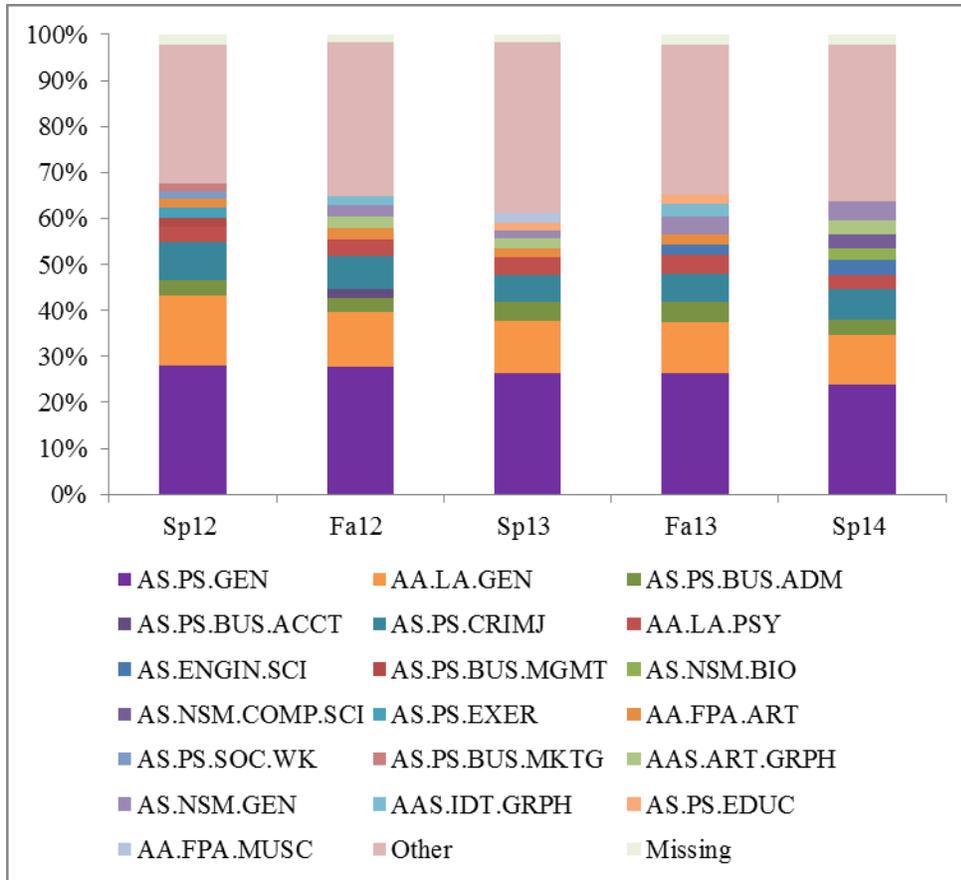
Table 23 Top ten majors of external users from Spring 2012 to Spring 2014

Active Program	Sp12	Sp12 %	Fa12	Fa12%	Sp13	Sp13%	Fa13	Fa13%	Sp14	Sp14%
AS.PS.GEN	181	28%	229	28%	247	26%	405	26%	258	24%
AA.LA.GEN	98	15%	99	12%	106	11%	169	11%	116	11%
AS.PS.BUS.ADM	22	3%	25	3%	40	4%	70	5%	36	3%
AS.PS.BUS.ACCT			16	2%						
AS.PS.CRIMJ	53	8%	58	7%	54	6%	93	6%	72	7%
AA.LA.PSY	22	3%	31	4%	35	4%	64	4%	31	3%
AS.ENGIN.SCI							36	2%	36	3%
AS.PS.BUS.MGMT	12	2%								
AS.NSM.BIO									28	3%
AS.NSM.COMP.SCI									32	3%
AS.PS.EXER	15	2%								
AA.FPA.ART	12	2%	19	2%	19	2%	35	2%		
AS.PS.SOC.WK	11	2%								
AS.PS.BUS.MKTG	10	2%								
AAS.ART.GRPH			22	3%	20	2%			34	3%
AS.NSM.GEN			19	2%	16	2%	59	4%	43	4%
AAS.IDT.GRPH			16	2%			43	3%		
AS.PS.EDUC					15	2%	30	2%		
AA.FPA.MUSC					22	2%				
Other	195	30%	278	34%	346	37%	502	33%	368	34%
Missing	15	2%	13	2%	17	2%	33	2%	24	2%
Total	646	100%	825	100%	937	100%	1539	100%	1078	100%

Where are they in their academic program

Where the external users are in their program was measured by their accumulated credits at the specified semester.

Figure 17 Average accumulated credits of external users from Spring 2012 to Spring 2014

	Sp12	Fa12	Sp13	Fa13	Sp14
■ # of students	646	825	937	1539	1078
▲ Mean Credits Accumulated	23.67	24.09	27.67	25.90	31.07
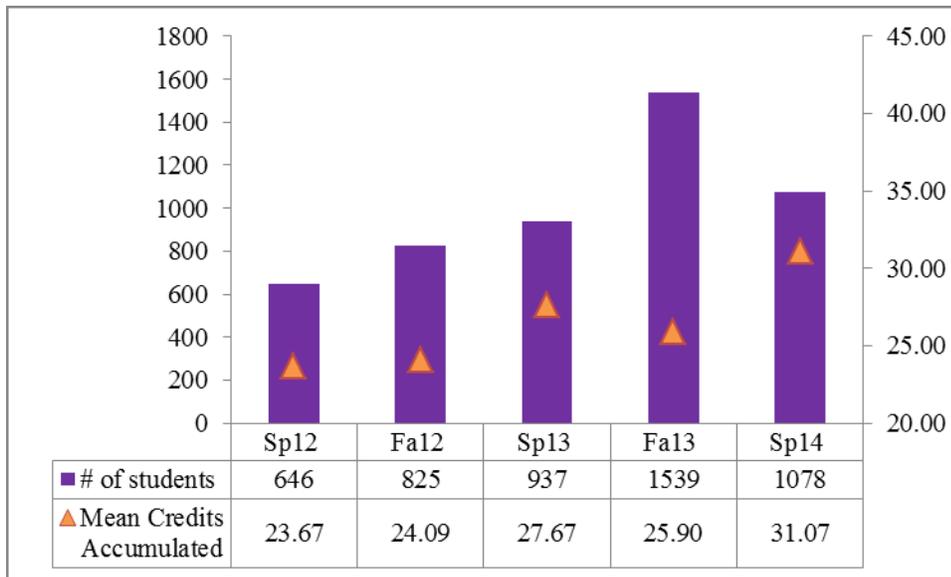
Table 24 Average accumulated credits of external users from Spring 2012 to Spring 2014

Credits accumulated	Sp12	Fa12	Sp13	Fa13	Sp14
# of students with accumulated credits at the specified semester	646	825	937	1539	1078
Mean Credits accumulated at the specified semester	23.67	24.09	27.67	25.90	31.07
Total students	646	825	937	1539	1078

Credits enrolled during each designated semester

Figure 18 and Table 21 below show the average credits attempted and completed by external users from Spring 2012 to Spring 2014.

Figure 18 Credits attempted and completed by external users from Spring 2012 to Spring 2014

	Sp12	Fa12	Sp13	Fa13	Sp14
# of stus w compl credits	627	813	924	1517	1057
# of stus w att credits	646	825	937	1539	1078
Mean Credits compl	7.66	8.87	8.56	9.26	8.95
Mean Credits att	9.81	10.95	10.5	11	11.12
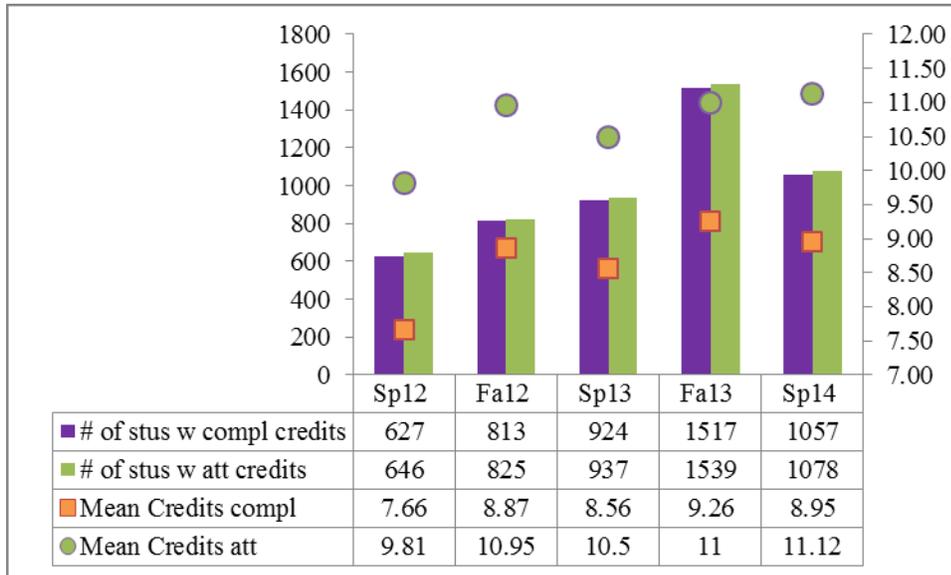
Table 25 Credits attempted and completed by external users from Spring 2012 to Spring 2014

Credits completed	Sp12	Fa12	Sp13	Fa13	Sp14
# of students with completed credits	627	813	924	1517	1057
# of students with attempted credits	646	825	937	1539	1078
Mean Credits completed	7.66	8.87	8.56	9.26	8.95
Mean Credits attempted	9.81	10.95	10.5	11	11.12
Total students	646	825	937	1539	1078

Did the students enroll in the coming semester and did they graduate

Figure 19 and Table 22 below show the retention and graduation rates of external users from Spring 2012 to Spring 2014. The graduation rate for external users is lower in all semesters than for internal users.

Figure 19 Retention and graduation of external users from Spring 2012 to Spring 2014

	Sp12	Fa12	Sp13	Fa13	Sp14
■ Total Students	646	825	937	1539	1078
■ Graduated ever	85	110	88	67	30
■ Grad after tut*	83	109	87	61	28
■ Retained**	437	653	643	1278	
● Grad ever rate	13%	13%	9%	4%	3%
■ Grad aft tut. Rate	13%	13%	9%	4%	3%
◆ Retention rate	68%	79%	69%	83%	
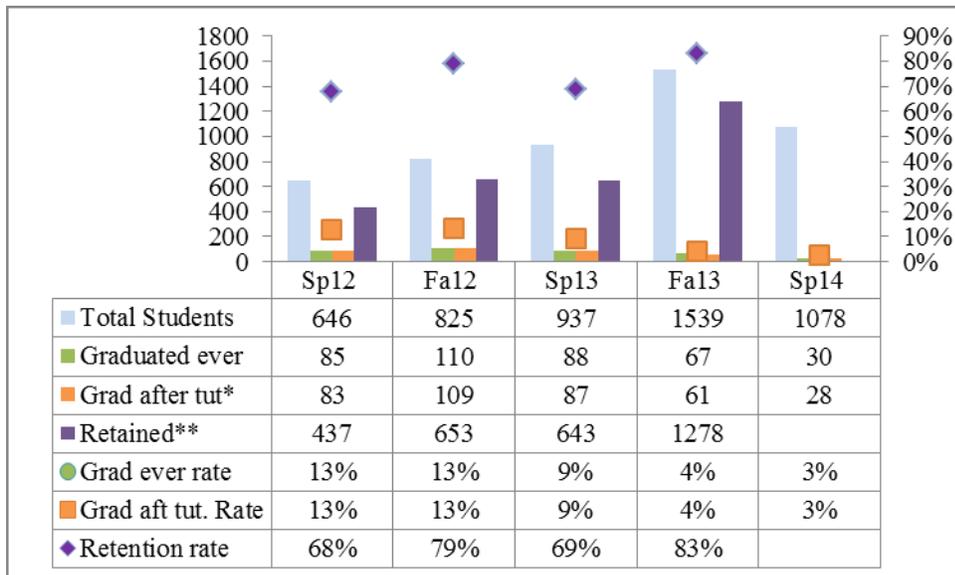
* Graduated after the semester that tutoring was received
** Retained to the next semester

Table 26 Retention and graduation of external users from Spring 2012 to Spring 2014

Graduation / Retention	Sp12	Fa12	Sp13	Fa13	Sp14
Total Students	646	825	937	1539	1078
Graduated ever	85	110	88	67	30
Graduated after tutoring	83	109	87	61	28
Retained to the next semester	437	653	643	1278	
Graduated after tutoring rate	13%	13%	9%	4%	3%
Graduated ever rate	13%	13%	9%	4%	3%
Retention (to the next semester) rate	68%	79%	69%	83%	

October 8, 2014

Tutoring Follow-up Report

The Tutoring Follow-up Report analyzed the number, profile and outcomes of Bergen Community College students who did not receive any tutoring over five semesters from Spring 2012 to Spring 2014. This analysis provides a comparison group for the previous Tutoring Program Review which analyzed the number, profile and outcomes of Bergen Community College students who received tutoring over the same five semesters from Spring 2012 to Spring 2014.

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Executive Summary

The purpose of the Tutoring follow up report was to provide information about the number, profile and outcomes of students who did not receive tutoring in any of the five semesters from Spring 2012 to Spring 2014. This analysis provides comparative information for the previous Tutoring Program Review which analyzed the number, profile and outcomes of Internal and External Users of the Cerullo Learning Assistance Center (CLAC) sub-centers.

Student identification numbers (IDs) and demographic information were obtained for semesters Spring 2012 to Spring 2014 from the IR office All Enroll Files. The student IDs were used to query outcomes information in Datatel. The IDs of students who had been identified as Internal Users and External Users in the Tutoring Program Review were removed from the dataset leaving only students enrolled in the semesters Spring 2012 to Spring 2014 who did not receive tutoring in any of those semesters.

This report details the profiles and outcomes of BCC students enrolled in semesters Spring 2012 to Spring 2014 who did not receive any tutoring (ie. It excludes the Internal and External Users of the tutoring center).

Overview of the findings
The principal finding from the Tutoring Follow-up was that BCC students who did not receive tutoring in any of the semesters from Spring 2012 to Spring 2014 had worse outcomes than internal users of the tutoring center in the same semesters in terms of their cumulative GPA, term GPA, credits accumulated at the specified semester, completed semester credits, retention rate and graduation rate.

The following paragraphs provide an overview of all of the findings of the Tutoring Follow-up:

Gender

A slightly higher proportion of the BCC students who did not receive tutoring in any of the semesters from Spring 2012 to Spring 2014 were male. The Tutoring program review showed that a higher proportion of the internal users from Spring 2012 to Spring 2014 were female. The external users from Spring 2012 to Spring 2014 were approximately evenly distributed between the genders.

Ethnicity

The majority of BCC students who did not receive tutoring in any of the semesters from Spring 2012 to Spring 2014 were White and Hispanic followed by Asian and Black. White and Hispanic students also constituted the majority of both internal and external users from Spring 2012 to Spring 2014.

Citizenship

The majority of BCC students who did not receive tutoring from Spring 2012 to Spring 2014 were citizens of the USA, followed by Korea, Columbia and Poland. Similarly both the internal users and the external users from Spring 2012 to Spring 2014 were most frequently citizens of the USA, followed by Korea and Colombia.

Cumulative and Term GPA

The average cumulative GPA and the average term GPA for BCC students who did not receive tutoring were over 2.0 in each semester from Spring 2012 to Spring 2014.

The average cumulative GPA for BCC students (2.6-2.9) who did not receive tutoring was lower than the average cumulative GPA for internal users (2.88-2.98), but higher than the average cumulative GPA for external users (2.2-2.6).

The average term GPA for BCC students (2.4-2.6) who did not receive tutoring was lower than the average term GPA for internal users (2.7-2.8) but higher than the average term GPA for external users (1.9-2.4).

Major

BCC students who did not receive tutoring from Spring 2012 to Spring 2014 were most frequently taking the major AS.PS.GEN, followed by AA.LA.GEN. Both Internal and External users were also most frequently taking the major AS.PS.GEN, followed by AA.LA.GEN.

Where they are in their academic program

BCC students who did not receive tutoring had accumulated credits at the specified semester ranging from 31 to 35 in the five semesters from Spring 2012 to Spring 2014. Internal users had accumulated credits at the specified semester ranging from 36 to 42 in the five semesters from Spring 2012 to Spring 2014. Whereas external users had accumulated credits at the specified semester ranging from 24 to 31 in the five semesters from Spring 2012 to Spring 2014.

Credits attempted and completed in each semester

BCC students who did not receive tutoring attempted 9 credits on average from Spring 2012 to Spring 2014 and completed 8 credits on average from Spring 2012 to Spring 2014. Both Internal and External users attempted 10 to 11 credits on average from Spring 2012 to Spring 2014. Internal users completed 10 credits on average from Spring 2012 to Spring 2014 whereas External users completed 8 to 9 credits on average from Spring 2012 to Spring 2014.

Retention and Graduation

The rate of student retention to the next semester of students who did not receive tutoring was lower than the rate of student retention to the next semester of both internal and external users. The graduation rate of students who did not receive tutoring was lower than internal users in all five semesters and higher than external users in all five semesters.

BCC students enrolled in the semesters from Spring 2012 to Spring 2014 (excluding internal and external users of the tutoring center)

Table 1 shows the count of BCC students enrolled in the semesters from Spring 2012 to Spring 2014 excluding internal and external users of the tutoring center in any of those semesters.

Table 27 Count of students enrolled

Student Count	2012SP	2012FA	2013SP	2013FA	2014SP
Unique students	11799	11302	9696	9992	9652

Gender

The proportion of male students who did not receive tutoring in semesters Spring 2012 to Spring 2014 was slightly higher than female students who did not receive tutoring.

Figure 20 Gender of BCC students who never received either internal or external tutoring

	Sp12	Fa12	Sp13	Fa13	Sp14
Male	5951	5801	4970	5351	5139
Female	5848	5501	4726	4641	4513
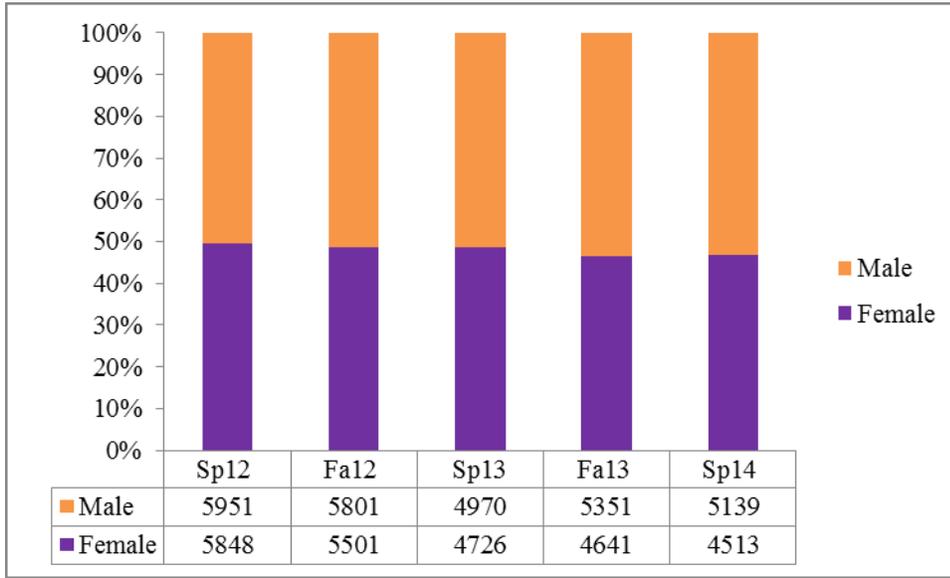
Table 28 Gender of BCC students who never received either internal or external tutoring

Gender	Sp12	Sp12 %	Fa12	Fa12%	Sp13	Sp13 %	Fa13	Fa13 %	Sp14	Sp14 %
Female	5848	50%	5501	49%	4726	49%	4641	46%	4513	47%
Male	5951	50%	5801	51%	4970	51%	5351	54%	5139	53%
Total	11799	100%	11302	100%	9696	100%	9992	100%	9652	100%

Ethnicity

The majority of students who did not receive tutoring in any of the semesters from Spring 2012 to Spring 2014 were White and Hispanic, followed by Asian and Black.

Figure 21 Race Ethnicity of students who did not receive tutoring in any of the semesters from Spring 2012 to Spring 2014
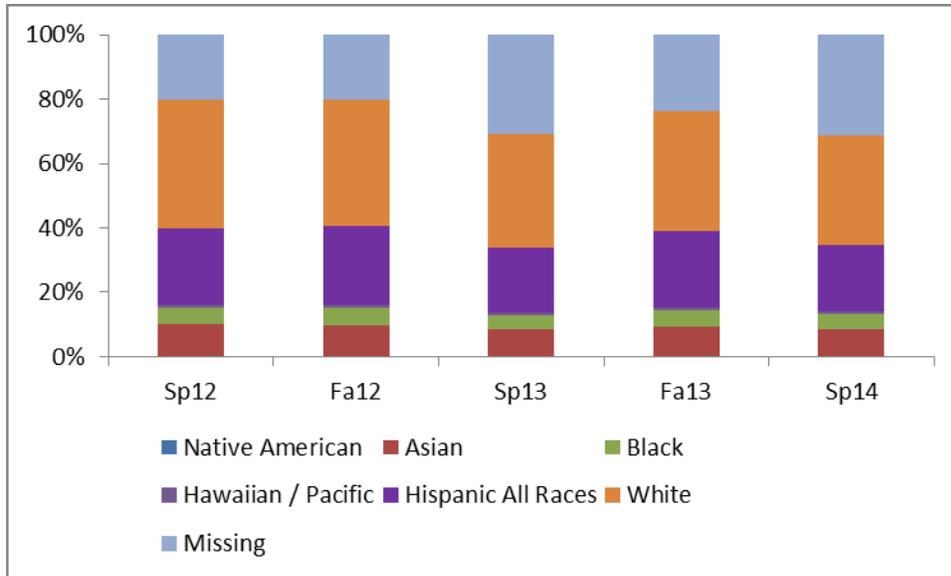
Table 29 Race Ethnicity of students who did not receive tutoring in any of the semesters from Spring 2012 to Spring 2014

Race / Ethnicity	Sp12	Sp12 %	Fa12	Fa12%	Sp13	Sp13 %	Fa13	Fa13 %	Sp14	Sp14%
Native American	12	0%	18	0%	8	0%	8	0%	9	0%
Asian	1198	10%	1067	9%	819	8%	931	9%	810	8%
Black	598	5%	628	6%	423	4%	493	5%	449	5%
Hawaiian / Pacific	60	1%	79	1%	73	1%	91	1%	79	1%
Hispanic All Races	2831	24%	2806	25%	1948	20%	2359	24%	2000	21%
White	4716	40%	4430	39%	3434	35%	3728	37%	3275	34%
Missing	2384	20%	2274	20%	2991	31%	2382	24%	3030	31%
Total	11799	100%	11302	100%	9696	100%	9992	100%	9652	100%

Country of citizenship

The vast majority of students enrolled in BCC in semesters Spring 2012 to Spring 2014 who did not receive tutoring were citizens of the USA. Korea, Poland and Columbia were the second, third and fourth most frequent countries of citizenship of BCC students who did not receive tutoring.

Figure 22 Top ten countries of citizenship of students enrolled in BCC in semesters Spring 2012 to Spring 2014 who did not receive tutoring
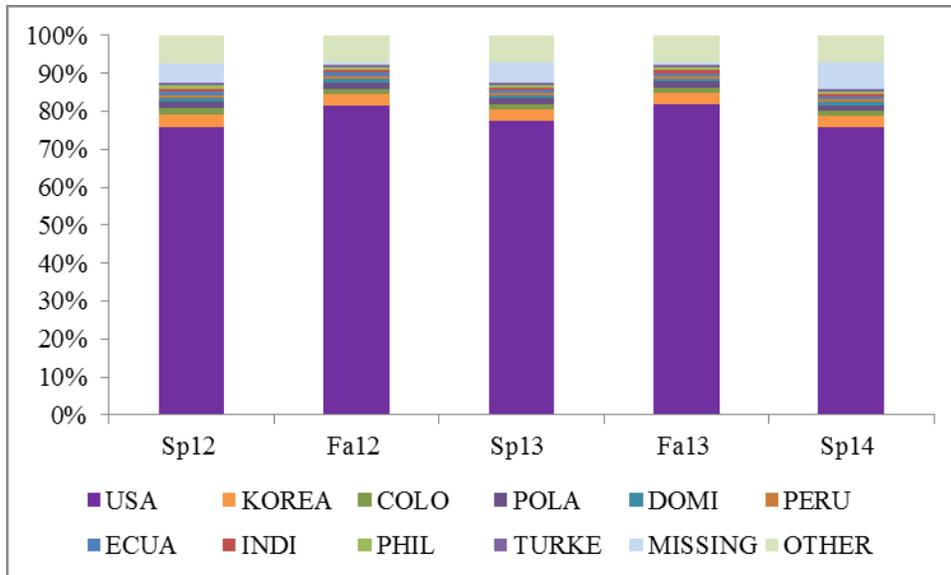
Table 30 Top ten countries of citizenship of students enrolled in BCC in semesters Spring 2012 to Spring 2014 who did not receive tutoring

Country of Citizenship	Sp12	Sp12 %	Fa12	Fa12 %	Sp13	Sp13%	Fa13	Fa13 %	Sp14	Sp14 %
USA	8960	76%	9198	81%	7516	78%	8178	82%	7331	76%
Korea	394	3%	344	3%	281	3%	309	3%	270	3%
Columbia	199	2%	170	2%	127	1%	141	1%	129	1%
Poland	195	2%	184	2%	165	2%	147	1%	154	2%
Dominican	109	1%	99	1%	70	1%	75	1%	80	1%
Peru	95	1%	97	1%	63	1%	77	1%	72	1%
Ecuador	82	1%	92	1%	71	1%	67	1%	68	1%
India	103	1%	90	1%	69	1%	78	1%	66	1%
Philippines	100	1%	83	1%	66	1%	79	1%	70	1%
Turkey	77	1%	66	1%	59	1%	52	1%	48	0%
Missing	600	5%	66	1%	527	5%	86	1%	695	7%
Other	885	8%	813	7%	682	7%	703	7%	669	7%
Total	11799	100%	11302	100%	9696	100%	9992	100%	9652	100%

Cumulative and Term GPA

The average cumulative GPA and the average term GPA for students enrolled in BCC who did not receive tutoring were both over 2.0 in each semester from Spring 2012 to Spring 2014.

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Figure 23 Cumulative and Term GPA of BCC students who did not receive tutoring from Spring 2012 to Spring 2014

	Sp12	Fa12	Sp13	Fa13	Sp14
■ # Stus w cum GPA	11799	11302	9696	9992	9652
■ # Stus w term GPA	11799	11302	9696	9992	9652
○ Mean Cum GPA	2.77	2.62	2.82	2.70	2.86
◆ Mean Term GPA	2.52	2.36	2.58	2.53	2.41

Table 31 Cumulative and Term GPA of BCC students who did not receive tutoring from Spring 2012 to Spring 2014

GPA	Sp12	Fa12	Sp13	Fa13	Sp14
# Students with cumulative GPA	11799	11302	9696	9992	9652
Mean Cumulative GPA	2.77	2.62	2.82	2.70	2.86
# Students with term GPA	11799	11302	9696	9992	9652
Mean Term GPA	2.52	2.36	2.58	2.53	2.41

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Major

Students enrolled in BCC who did not receive tutoring in the semesters from Spring 2012 to Spring 2014 were most frequently taking the major AS.PS.GEN, followed by AA.LA.GEN.

Figure 24 Top ten majors of students BCC who did not receive tutoring in the semesters from Spring 2012 to Spring 2014
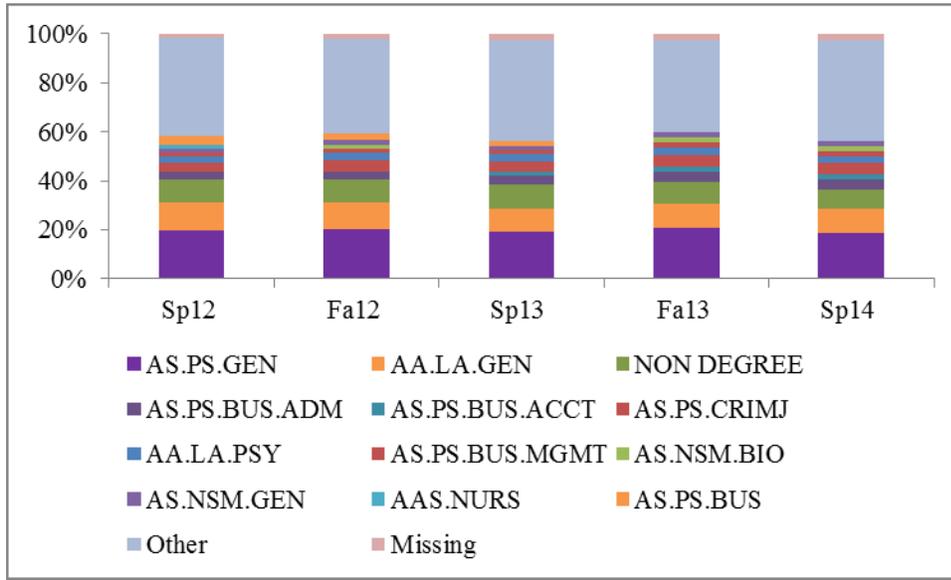
Table 32 Top ten majors of students BCC who did not receive tutoring in the semesters from Spring 2012 to Spring 2014

Active Program	Sp12	Sp12 %	Fa12	Fa12%	Sp13	Sp13%	Fa13	Fa13%	Sp14	Sp14%
AS.PS.GEN	2324	20%	2283	20%	1850	19%	2061	21%	1802	19%
AA.LA.GEN	1355	11%	1272	11%	947	10%	997	10%	946	10%
NON DEGREE	1122	10%	1014	9%	948	10%	879	9%	787	8%
AS.PS.BUS.ADM	347	3%	394	3%	355	4%	413	4%	393	4%
AS.PS.BUS.ACCT					162	2%	201	2%	197	2%
AS.PS.CRIMJ	428	4%	491	4%	375	4%	471	5%	425	4%
AA.LA.PSY	345	3%	350	3%	292	3%	336	3%	297	3%
AS.PS.BUS.MGMT	169	1%	197	2%	158	2%	187	2%	180	2%
AS.NSM.BIO			195	2%			206	2%	193	2%
AS.NSM.GEN	178	2%	204	2%	157	2%	225	2%	228	2%
AAS.NURS	200	2%								
AS.PS.BUS	420	4%	304	3%	226	2%				
Other	4751	40%	4378	39%	3993	41%	3761	38%	3944	41%
Missing	160	1%	220	2%	233	2%	255	3%	260	3%
Total	11799	100%	11302	100%	9696	100%	9992	100%	9652	100%

Where are they in their academic program

Where the students enrolled in BCC who did not receive tutoring in the semesters from Spring 2012 to Spring 2014 are in their program was measured by their accumulated credits at the specified semester.

Figure 25 Average accumulated credits of students enrolled in BCC who did not receive tutoring from Spring 2012 to Spring 2014
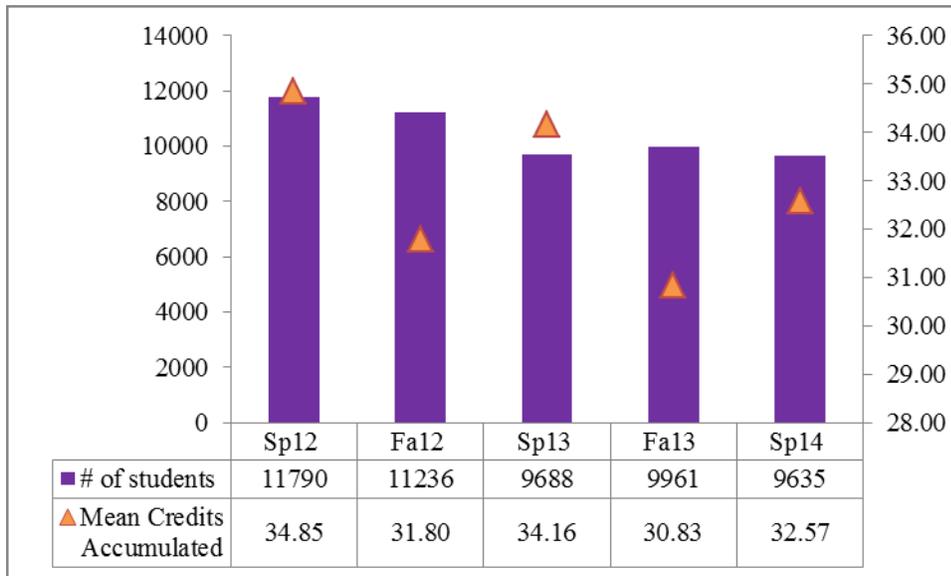
Table 33 Average accumulated credits of students enrolled in BCC who did not receive tutoring from Spring 2012 to Spring 2014

Credits accumulated	Sp12	Fa12	Sp13	Fa13	Sp14
# of students with accumulated credits at the specified semester	11790	11236	9688	9961	9635
Mean Credits Accumulated	34.85	31.80	34.16	30.83	32.57
Total students	11799	11302	9696	9992	9652

Credits enrolled during each designated semester

Figure 7 and Table 8 below show the average credits attempted and completed by students enrolled in BCC who did not receive tutoring from Spring 2012 to Spring 2014.

Figure 26 Term Credits attempted and completed of students enrolled in BCC who did not receive tutoring from Spring 2012 to Spring 2014

	Sp12	Fa12	Sp13	Fa13	Sp14
■ # of stus w compl credits	11291	10887	9397	9595	9097
■ # of stus w att credits	11759	11136	9666	9932	9603
■ Mean Credits compl	7.55	7.59	7.51	8.02	7.70
● Mean Credits att	8.49	9.30	8.64	9.19	8.72
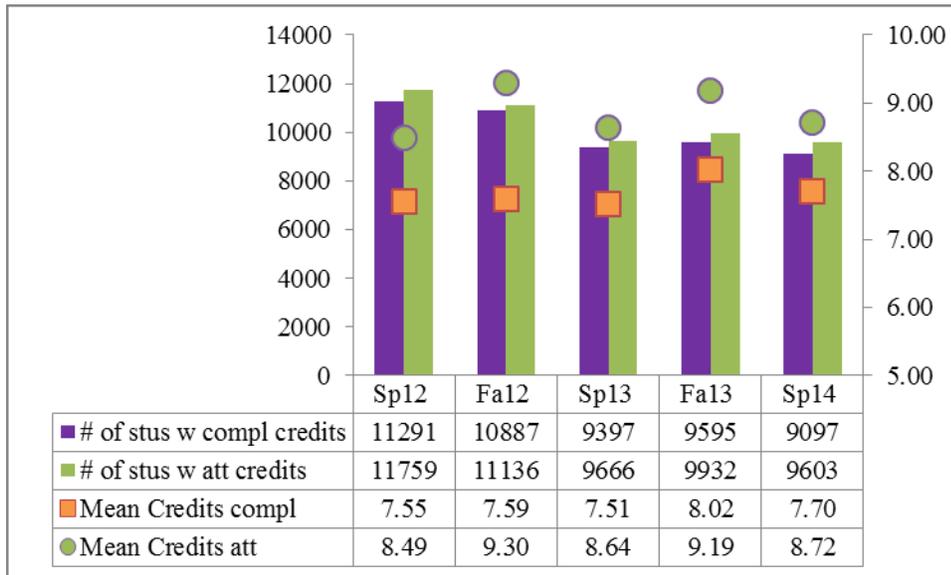
Table 34 Term Credits attempted and completed of students enrolled in BCC who did not receive tutoring from Spring 2012 to Spring 2014

Credits completed	Sp12	Fa12	Sp13	Fa13	Sp14
# of students with completed credits	11291	10887	9397	9595	9097
Mean Credits completed	7.55	7.59	7.51	8.02	7.70
# of students with attempted credits	11759	11136	9666	9932	9603
Mean Credits attempted	8.49	9.30	8.64	9.19	8.72
Total students	11799	11302	9696	9992	9652

Did the students enroll in the coming semester and did they graduate

Figure 8 and Table 9 below show the retention and graduation rates of students enrolled in BCC who did not receive tutoring from Spring 2012 to Spring 2014.

Figure 27 Retention and graduation of students enrolled in BCC who did not receive tutoring from Spring 2012 to Spring 2014.

	Sp12	Fa12	Sp13	Fa13	Sp14
Total Students	11799	11302	9696	9992	9652
Graduate after semester	3385	2501	1952	1078	603
Retained	6117	7292	5100	6788	
Grad aft sem rate	29%	22%	20%	11%	6%
Retention rate	52%	65%	53%	68%	
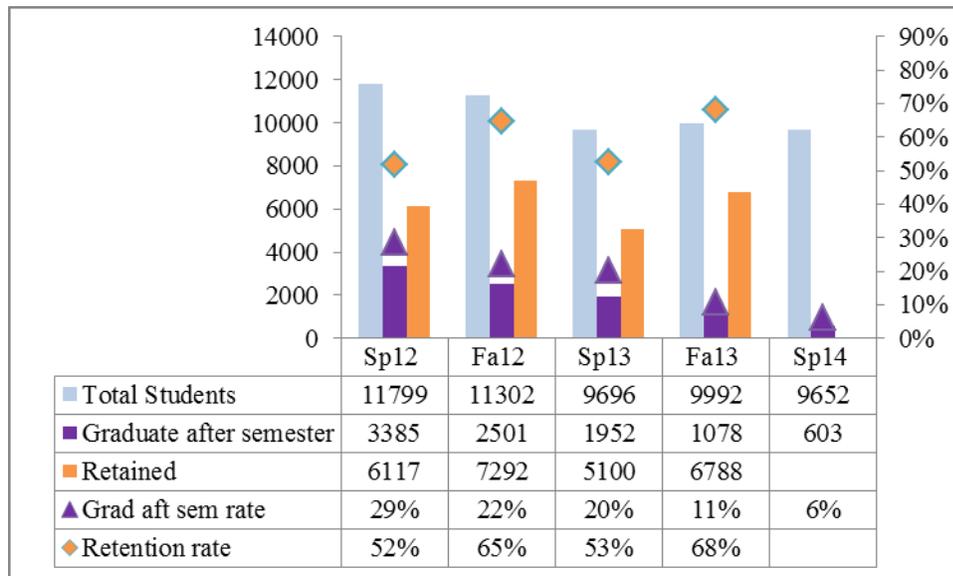
Table 35 Retention and graduation of students enrolled in BCC who did not receive tutoring from Spring 2012 to Spring 2014

Graduation / Retention	Sp12	Fa12	Sp13	Fa13	Sp14
Total Students	11799	11302	9696	9992	9652
Graduated after semester	3385	2501	1952	1078	603
Retained to the next semester	6117	7292	5100	6788	
Graduated after semester rate	29%	22%	20%	11%	6%
Retention rate	52%	65%	53%	68%	

How many of the internal and external users overlap?

The CLAC further requested information on how many of the internal users were also external users in the semesters Spring 2012 to Spring 2014.

Table 36 External users who were also internal users

Total Internal Users	Total External Users	Overlap
10,700	5025	1729

Appendix B

In-Class Tutoring
Cerullo Learning Assistance Center (CLAC)

Brief Overview of In-Class Tutoring
In-Class Tutoring is another avenue of support provided by the CLAC. Upon faculty request and available resources, a tutor is assigned to attend a selected course on a weekly basis.

The goal of In-Class Tutoring is to:

1) increase and individualize the level of interaction of students within the classroom by assisting the faculty member and responding to student questions and concerns.
2) improve retention by reaching out to students who are in need of extra help, but lack the self-confidence to seek assistance outside of the classroom.
3) act as a liaison and advertisement for the tutoring center. In the classroom these specially trained tutors are ambassadors for the center, identifying students in need and suggesting the proper course of action for them, when those students might not have considered the tutoring center at all.

An In-Class Tutor is *not* equivalent to a Teacher's Assistant (TA); hence, an In-Class Tutor cannot conduct a class in the absence of the faculty member nor assist in developing or grading exams.

The Role of an In-Class Tutor

The role of an In-Class Tutor can be customized to meet the needs of the students and faculty members.

- In collaboration with the instructor, the In-Class Tutor may also arrange a study group and/or provide one-on-one tutoring sessions in the CLAC. Students using these services can reinforce learned concepts, study, do homework, and share their areas of confusion.

The Benefits of In-Class Tutoring

- The individualized attention offered by an In-Class Tutor serves to clarify learned concepts.
- The interaction between the tutor and students within the classroom helps to ease the anxiety of those students who may be hesitant in approaching the CLAC for extra help.

- Since the tutor attends class along with the students, he/she becomes familiar with each instructor's methodology. Therefore, students are more responsive and willing to seek one-on-one assistance at the CLAC.
- Students see and respond positively to the collaborative effort of the tutor and the instructor in guiding them through the course.
- The weekly interaction between the faculty member and the tutor serves to guide and motivate the students towards their academic success.

The Role of Faculty

Faculty members play a vital role in ensuring the success of In-Class Tutoring. Therefore, it is crucial that faculty who believe in the benefits of In-Class Tutoring or are willing to experiment with this type of support, request an In-Class Tutor.

Support and cooperation from faculty ensures the success of this service. The following guidelines are designed to facilitate the In-Class Tutoring process:

1) An In-Class Tutor can be requested via e-mail, mroidi@bergen.edu. This service will be provided based on tutor availability.
2) Within the request faculty should include the following course information: title, number, location, and days and times the course meets.
3) Faculty will introduce and convey the role of the In-Class Tutor to the class at the beginning of the semester.
4) Faculty will strongly encourage the students to actively partake in study groups and/or one-on-one sessions with the tutor.
5) Faculty will inform the tutor, and the designated CLAC supervisor, when there is no class being held or when an exam is given, allowing the tutor to be available in the CLAC instead.
6) Faculty will initial tutor timesheets as a means of verifying an In-Class Tutor's attendance.

The feedback from faculty and tutors regarding their experiences with In-Class Tutoring serves as a strong indication that this service indeed achieves favorable results. The CLAC will be conducting a survey during each given semester to collect student, faculty, and In-Class-Tutors' responses to this program.

Appendix C

STEM In-Lab Tutoring
Cerullo Learning Assistance Center (CLAC) & STEM

<u>Brief Overview of In-Lab Tutoring</u>
In-Lab Tutoring is another avenue of support provided by the CLAC. Upon faculty request and available resources, a tutor is assigned to attend a selected laboratory session on a weekly basis.

The goal of In-Lab Tutoring is to:

1) increase and individualize the level of interaction of students within the classroom by assisting the faculty member and responding to student questions and concerns.
2) improve the rate of retention by reaching out to students that are in need of extra help, but lack the self-confidence to seek assistance outside of the classroom.

An In-Lab Tutor is *not* equivalent to a Teacher's Assistant (TA); hence, an In-Lab Tutor cannot conduct a laboratory session in the absence of the faculty member nor assist in developing or grading exams and/or lab reports.

<u>The Role of an In-Lab Tutor</u>

The role of an In-Lab Tutor can be customized to meet the needs of the students and faculty members.

- In collaboration with the instructor and the STEM tutorial supervisor, the In-Lab Tutor may also arrange a study group and/or provide one-on-one tutoring sessions in the CLAC; students using these services can reinforce learned concepts, study, do homework, and share their areas of confusion.

<u>The Benefits of In-Lab Tutoring</u>

- The individualized attention offered by an In-Lab Tutor serves to clarify learned concepts and/or difficult laboratory sessions.
- The interaction between the tutor and students within the classroom helps to ease the anxiety of those students who may be hesitant in approaching the CLAC for extra help.
- Students see and respond positively to the collaborative effort of the tutor and the instructor in guiding them through the laboratory session.
- The weekly interaction between the faculty member and the tutor serves to guide and motivate the students towards their academic success.

<u>The Role of Faculty</u>

Faculty members play a vital role in ensuring the success of In-Lab Tutoring. Therefore, it is crucial that faculty who believe in the benefits of In-Lab Tutoring or are willing to experiment with this type of support, request an In-Lab Tutor.

Support and cooperation from faculty ensures the success of this service. The following guidelines are designed to facilitate the In-Lab Tutoring process:

1) An In-Lab Tutor can be requested via e-mail, laraya@bergen.edu. This service will be provided based on tutor availability.
2) Within the request faculty should include the course: title, number, location, and days and times the course meets.
3) Faculty will introduce and convey the role of the In-Lab Tutor to the class at the beginning of the semester.
4) Faculty will strongly encourage the students to actively partake in study groups and/or one-on-one sessions with the tutor.
5) Faculty will inform the tutor and the STEM Tutorial Supervisor when there is no class being held or when an exam is given, allowing the tutor to be available in the CLAC instead.
6) Faculty will initial tutor timesheets as a means of verifying an In-Lab Tutor's attendance.

The feedback from faculty and tutors regarding their experiences with In-Lab Tutoring serves as a strong indication that this service indeed achieves favorable results. The CLAC will be conducting a survey during each given semester to collect student, faculty, and In-Lab-Tutors' responses to this program.

Appendix D

The Henry & Edith Cerullo Learning Assistance Center

Named #1 Tutoring Center in the Nation for Two-Year Institutions!

MISSION STATEMENT

The Cerullo Learning Assistance Center (CLAC) is committed to providing quality academic support accessible to all Bergen Community College (BCC) students. The CLAC comprises the Tutoring Center, Math & Science Walk-In Center, Writing Center, English Language Resource Center, and the Testing & Tutoring Center at the Meadowlands Campus; all centers offer various avenues of tutorial assistance to address the diverse needs of our student population. A dedicated and trained staff of Peer and Professional Tutors work together in a nurturing environment to foster independent learning while guiding students through their educational journey at BCC.

Khairia Fazal, Managing Director of Learning Assistance Services
201-879-7908

Margaret Roidi, CLAC Manager
201-493-4093

Candice Kaup Scioscia, Tutorial Supervisor
201-879-3754

Madhvi Shah, Mathematics Tutorial Supervisor
201-879-7056

John Findura, Writing Center Supervisor
201-879-7136

Paul Fisher, Basic Skills Tutorial Supervisor - 123 Connect
201-879-7837

Linda Araya, Interim STEM Tutorial Supervisor
201-879-3559

Staysha Taylor, Secretary
201-879-5464

Elizabeth Pierce, Evening & Saturday Supervisor
201-879-3505

Michael Valvano, Evening & Saturday Supervisor
201-879-3555

Bergen COMMUNITY COLLEGE

The Cerullo Learning Assistance Center (CLAC) comprises the Tutoring Center, Math & Science Walk-In Center, Writing Center, the English Language Resource Center, and the Testing & Tutoring Center at the Meadowlands Campus.

Peer and Professional Tutors are employed in all divisions of the CLAC.

Tutoring Center
www.bergen.edu/tutoring

- One-on-One Appointments
- Drop-In Assistance
- Math & Science Walk-In
- Writing Walk-In
- Reading Comprehension
- Supplemental Instruction (SI)
- In-Class Tutoring
- In-Lab Tutoring
- Study Groups
- Permanent Appointments
- Workshops
- Online Tutoring: SMARTHINKING
- Intercultural Conversation Partners (ICP)

Math & Science Walk-In Center (MSWIN)
Room: L-131

In the MWIN, students can receive quick assistance with:

- Assignments on MyMathLab, homework, or studying for an exam
- Obtaining practice worksheets or cumulative reviews for finals and proficiency tests
- Reinforcing learned concepts and applying them to solve problems
- Basic Mathematics, Algebra, Pre-Calculus, and Calculus I
- Chemistry, Physics, Biology and Computer Science upon tutor availability

Writing Center (WWIN)
Room: L-125

In the WWIN, students can receive quick assistance with:

- Writing and Reading Across the Curriculum
- English Basic Skills, Composition, and all Literature courses
- Developing writing, revision techniques, and time management skills
- Becoming familiar with citation guides such as MLA, APA, and Chicago

English Language Resource Center (ELRC)
Room: Ender Hall-156

Marilyn Pongracz, Supervisor
Dale Egan, Assistant Supervisor

In the ELRC, students who are not native speakers can improve their English through:

- Individual tutoring
- Multimedia computer programs
- A borrowing library of audio CD's and books
- Conversation groups
- Workshops

Contact: 201-879-5292

Tutoring Center at The Meadowlands
Room: LYN-202

James Carberry, Testing & Tutoring Supervisor

- One-on-One Appointments
- Mathematics & Science Walk-In
- Writing & Humanities Walk-In
- Study Groups

Contact: 201-879-7867

Services	Supplemental Instruction (SI)	In-Class Tutoring	Study Group
Faculty collaboration for data collection is required	✓	✓	
Faculty or student request is needed			✓
Formal faculty request is needed	✓	✓	
Peer to peer interaction	✓	✓	✓
Q & A format		✓	✓
Session days/times are scheduled based on students' availability	✓		✓
Sessions are held in the CLAC	✓		✓
Specially trained Tutors	✓	✓	✓
Student driven sessions	✓		✓
Tutor actively assists students in class		✓	
Tutor attends class every week	✓	✓	
Tutor facilitates each session by redirecting questions, exercising wait-time, and checking for student understanding	✓		
Tutor and program are introduced the first day of class	✓		
Tutor serves as a model student in class	✓		
Tutor works closely with the faculty member	✓	✓	

THE HENRY & EDITH CERULLO LEARNING ASSISTANCE CENTER
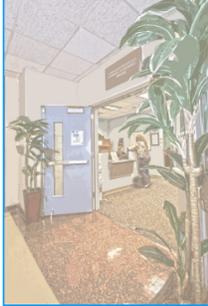
Opening the Door to Academic Success

Bergen COMMUNITY COLLEGE

Free Tutoring
Supplemental Instruction (SI)
In-Class Tutoring
Study Groups

Avenues of Tutorial Support

Supplemental Instruction (SI)

Supplemental Instruction (SI) is a learning-enhancement program based on the Socratic method; ultimately, the SI model combines "what to learn with how to learn."

The SI Leader, a specially trained tutor, attends every class of the participating course/section. SI Leaders are model students; they take notes while planning their weekly SI sessions and follow the faculty member's methodology.

SI sessions are scheduled in the CLAC based on the availability of the students from the participating course/section. Each session is designed to help students review course material while developing effective study habits.

SI Leaders work in conjunction with the faculty and the CLAC Supervisors. This closely monitored service begins the first day of the semester.

stemGPS
SCIENCE • TECHNOLOGY • ENGINEERING • MATH
GRADUATION PATHWAY to SUCCESS

In-Class Tutoring

In-Class Tutoring is designed to provide students with additional support during class. An In-Class Tutor attends class on a weekly basis and actively assists students who may not seek help on their own.

In-Class Tutors encourage students to utilize the resources of the CLAC and become more comfortable approaching faculty with questions and concerns regarding course material. In-Class Tutors may also arrange study groups upon faculty and students' request.

Although In-Class Tutors work closely with faculty members, they do not serve as teaching assistants or conduct lectures/labs.

In-Class Tutorial support is most successful with courses/sections in which students are given hands-on activities during class time.

connect

Study Groups

The CLAC offers weekly study groups for a variety of subjects.

Faculty may choose to initiate this service to supplement lecture-based courses.

Trained tutors facilitate a Q&A designed session where students have the opportunity to collaborate with their peers.

Held in the CLAC, study groups are formed based on faculty and/or student request.

Please note: CLAC services are based upon request and dependent on available resources.

If you would like to receive further information or utilize these services, please contact:

Margaret Roidi, CLAC Manager
mroidi@bergen.edu

THE HENRY & EDITH CERULLO LEARNING ASSISTANCE CENTER (CLAC)

CLAC STAFF

Khairia Fazal, Managing Director of Learning Assistance Services

Margaret Maria Roidi, Manager of the CLAC

Candice Kaup Scioscia, Tutorial Supervisor

Madhvi Shah, Mathematics Tutorial Supervisor

John Findura, Writing Center Supervisor

Paul Fisher, Basic Skills Tutorial Supervisor

Linda Araya, STEM Supervisor

Staysha Taylor, Secretary

Elizabeth Pierce, Evening & Saturday Supervisor

Michael Valvano, Evening & Saturday Supervisor

Marilyn Pongracz, ELRC Supervisor

Dale Egan, ELRC Assistant Supervisor

James Carberry, Tutorial & Testing Supervisor at the Meadowlands Campus

Gerswin Reynolds, Assistant Tutorial & Testing Supervisor at the Meadowlands Campus

The Henry & Edith Cerullo Learning Assistance Center Rated #1 Tutoring Center in the Country

On October 2nd, The Cerullo Learning Assistance Center was awarded the Frank L. Christ Outstanding Tutoring Center award at the National College Learning Center Association's annual conference in Albuquerque, New Mexico.

On hand to accept the award were Managing Director Khairia Fazal, CLAC Manager Margaret Maria Roidi, Writing Center Supervisor John Findura and STEM Grant Coordinator Luis De Abreu.

The CLAC team submitted an application offering an in-depth description and analysis of the tutoring services that stretched out over an 80-page document.

The purpose of the NCLCA Frank L. Christ Outstanding Learning Center Award is to give national recognition to the work done by learning centers and to foster their future growth and development.

Each year, NCLCA may recognize two learning assistance centers for excellence: one two-year college and one four-year college or university. Previous winners include Dutchess Community College, Purdue University, Ball State University, Clemson University and the University of Texas.

Frank L. Christ was the founder of the Winter Institutes for Learning Assistance Professionals and was actively involved with learning assistance for over 40 years. He was the founder and past coordinator (1972-1990) of the award-winning Learning Assistance Support System at CSU Long Beach. Frank was also a founder and past president of the Western College Reading Association, now known as the College Reading and Learning Association. Frank was a prolific author of books, monographs, and scholarly articles.

John Findura, Margaret Maria Roidi, Khairia Fazal and Luis De Abreu
accept the Frank L. Christ Outstanding Tutoring Center Award

What Makes The CLAC the Premiere Tutoring Center in the U.S.?

CLAC Facts, Part 1

Along with the Office of Testing Services, the CLAC makes up the Learning Assistance Services branch of Academic Affairs.

The CLAC contains five centers: The Tutoring Center, The Math & Science Walk-In Center, The Writing Center, The English Language Resource Center (ELRC), and the Testing and Tutoring Center at the Meadowlands.

The CLAC employs over 150 part-time tutors. The Mission Statement is congruent with our division and institutional mission:

The Cerullo Learning Assistance Center (CLAC) is committed to providing quality academic support accessible to all Bergen Community College (BCC) students. The CLAC comprises the Tutoring Center, Math Walk-In Center, Writing Center, English Language Resource Center, and the Tutoring Center at the Meadowlands Campus; all centers offer various avenues of tutorial assistance to address the diverse needs of our student population. A dedicated and trained staff of Peer and Professional Tutors work together in a nurturing environment to foster independent learning while guiding students through their educational journey at BCC.

Khairia M. Fazal, Managing Director of Learning Assistance Services

Our professional and clerical staff aim to support the CLAC's mission. In addition to the tutorials offered, the CLAC accommodates the needs of the Intercultural Conversation Partners program; this initiative effectively utilizes student volunteers, who in turn receive service learning credits from the college.

Each year, we develop and follow a plan based upon feedback from students, faculty, and staff as well as internal program assessments.

The CLAC utilizes a Two-Year Assessment Plan that we share with the Vice President of Academic Affairs.

We use systematic annual assessments and program reviews using members of our staff, other college faculty and administration, and outside parties to cogently guide our department.

Our equipment and furnishings are excellent as we have individual computer stations, "quiet" cubbies, computers with specialized software for ESL students and hard of hearing students as well as art and computer animation specific stations. We are equipped with two smart rooms, numerous smart boards, a drafting table, and access to any technical equipment that a student may need.

The CLAC assists over 7,000 students each academic year through our numerous programs with over 40,000 individual student visits. Cohorts currently assisted include: Traditional, Non- traditional, Returning Veterans, OSS, EOF, TV, STEM, TPSID, ESL, CCDE, Apprentices, and Dual-enrolled.

The CLAC serves all currently registered BCC students, as well as college Faculty, Staff, the Administration, Foundation, and alumni.

Each semester, the CLAC gives an orientation presentation to all full-time and adjunct faculty members, highlighting our services and describing programs that we offer. Our supervisory team gives dozens of presentations, at faculty request, to sections of Developmental and College Level Math, English Basic Skills, Composition and Literature, Psychology, and hard sciences such as Chemistry and Physics. We also offer a presentation to each and every section of Success 101, a "first year experience" course the college offers. Upon request, we give in-class presentations on numerous topics ranging from MLA and APA formatting of papers, to conducting research and writing research papers.

Our full range of services includes:
One-On-One Tutoring, Mathematics & Science Walk-In, Writing Walk-In, Reading Comprehension Appointments, Supplemental Instruction, In-Class Tutoring, In-Lab Tutoring, Computer Software Tutorials, Online Tutoring (SMARTHINKING), Study Groups, Workshops, ESL Conversation Groups, ESL Borrowing Library, Intercultural Conversation

Partners, Faculty Project Assistance (including thesis and dissertation assistance), Program-Specific Assistance (EOF Summer Program, Boot Camp, Basic Skills Review, Accuplacer Assistance), and Nursing/Pharmacology assistance.

The CLAC offers tutoring in 240 classes offered during the spring 2014 semester.

The CLAC offers 50 minute one-on-one sessions, walk-in assistance for all levels of mathematics, science, reading comprehension, writing across the curriculum, English literature, and the humanities. Tutors are always available for learning and study strategies assistance. We keep meticulous track of who our students are, who has referred them, what they require assistance with, and how we may best assist them.

Permanent Appointments are readily available for students registered with either the Office of Specialized Services or with the EOF office. This allows those students to concentrate on their studies without worrying about the need to make appointments on as "as needed" basis. Permanent Appointments may be initially scheduled either in-person or through our website.

The CLAC offers campus-wide workshops in numerous areas. Each semester we offer multiple workshops concentrating on the English Basic Skills Mastery Test; plus, we have recently offered workshops, led by either faculty and/or CLAC supervisory faculty, on Reading Strategies, Writing Strategies. From Text to Comprehension, Developmental Mathematics, College Level Mathematics, and Preparing Your Transfer Essay. We also offer Supplemental Instruction sessions (led by S.I. Leaders) and Study Groups in Chemistry, Physics, Biology, Pre-Calculus, Calculus I, and Calculus II.

The CLAC has also successfully created a Supplemental Instruction program for High Risk courses. Introduced in the early 1970s at The University of Missouri-Kansas City, Supplemental Instruction (SI) targets historically difficult courses and emphasizes collaborate learning based on the Socratic Method. SI sessions are facilitated by SI Leaders – trained tutors, who utilize purposefully selected techniques to improve learners' skills and engage them in their learning process; the three main principles associated with this model of academic support lie in the SI Leaders' cognitive abilities to effectively redirect questions, exercise wait time, and check for understanding.

The Leaders are expected to actively listen to students' content-based concerns, identify critical areas for analysis as well as strategically engage learners during their peer-

facilitated sessions. The effective development of these intellectual skills requires the implementation of thorough training procedures; it is crucial that SI participants are exposed to an optimal learning environment. The University of Missouri-Kansas City has recommended an extensive range of individual as

Dr. William Mullaney, Vice President of Academic Affairs

well as group activities, which include the construction of concept mapping; SI Leaders are asked to showcase the connections among learning strategies and core course concepts by visually connecting relevant items as well as selecting strategies through which the material can be communicated to learners with ease.

Tutors offer a unique support system to learners as the peer-to-peer interaction promotes a sense of comradeship between the two parties. SI supports the utilization of carefully embedded strategies that can accomplish elements that were developed during the 1970s. SI Leaders attend every class of the participating course section and serve as model students, listening to the lecture and writing down the questions the students might have had in class to plan their sessions accordingly; thus, the connection between Leaders and learners is seamless. This model's success relies on the trust the faculty members have entrusted on the program and the Leaders' commitment to the Socratic Method.

In-Class Tutoring is a popular option for classes that do not need the intensive Supplemental Instruction

106
CIE:AM100214

FALL HOURS OF OPERATION:

Monday	9:00 am — 8:00 pm	
Tuesday	9:00 am — 8:00 pm	
Wednesday	9:00 am — 8:00 pm	
Thursday	9:00 am — 8:00 pm	
Friday	10:00 am — 5:00 pm	
Saturday	10:00 am — 4:00 pm	

The Learning Assistance Center operates under the leadership of the Vice President of Academic Affairs, Dr. William Mullaney

MISSION STATEMENT

The Cerullo Learning Assistance Center (CLAC) is committed to providing quality academic support accessible to all Bergen Community College (BCC) students. The CLAC comprises the Tutoring Center, Math Walk-In Center, Writing Center, English Language Resource Center, and the Tutoring Center at the Meadowlands Campus; all centers offer various avenues of tutorial assistance to address the diverse needs of our student population. A dedicated and trained staff of Peer and Professional Tutors work together in a nurturing environment to foster independent learning while guiding students through their educational

Tutor Serves as Panelist at NYC ComicCon

On Saturday, October 11th, peer tutor Fatima Zenine Villanueva participated as an invited panelist at the NYC ComicCon. Fatima sat on a panel titled "The Mary Sue Presents – Strong Female Characters: The Women Shining in Geek Media," put together by the website TheMarySue.com.

The description of their panel stated: "We often ask to see 'strong female characters' in our geek media and are critical when Creators fall short but this Panel will focus on the positive representations of women, both as they exist now and as they've evolved over time and those creating them. We'll also be discussing the impact positive representations had on the lives of

Fatima Zenine Villanueva

the Panelists and their hopes for the future."

During the panel, they were asked about their experience with game development and the video game characters that have inspired them. They also talked about what to do when consuming media, and the importance of being a conscious consumer when it comes to video games-, stating that it is good to think about what kind of games you are playing and it is okay to criticize and analyze these games.

Fatima spoke on behalf of Code Liberation Foundation, an organization that provides free programming workshop for anyone who identifies as a woman. The purpose of CLF is to even out the skewed gender demographics in the game industry. Only about 4% of game programmers are women, and they are trying to change that.

service, but would still like assistance for their students in the classroom. In-Class Tutoring is designed to provide students with additional support during class. An In-Class Tutor attends class on a weekly basis and actively assists students who may not seek help on their own. In-Class Tutors encourage students to utilize the resources of the CLAC and become more comfortable approaching faculty with questions and concerns regarding course material. In-Class Tutors may also arrange study groups upon faculty and students' request. Although In-Class Tutors work closely with faculty members, they do not serve as teaching assistants or conduct lectures/labs.

In-Class Tutorial support is most successful with courses/sections in which students are given hands-on activities during class time.

Online tutoring, via SMARTHINKING, is available for all currently enrolled BCC students and covers a wide number of subjects.

Distance education provides each individual with the opportunity to present aspects of his or her character and intellectual abilities through the careful selection of the written word.

Appendix E

BERGEN COMMUNITY COLLEGE

Assessment Report for (Department or Unit):
Cerullo Learning Assistance Center

Department/Unit Leader:
Lena Bakir / Margaret Maria Roidi

Assessment Period:
2011-2012

Submitted by:
Margaret Maria Roidi and Sean Tanner

1. Intended Outcome (Goal):
Students participating in the Cerullo Learning Assistance Center's satisfaction survey will reply to 70% of the survey questions with scores indicating "agree/satisfied" or "strongly agree/very satisfied."

* Please note that the original intended goal submitted was modified to reflect the rating options available to the survey participants. The original intended goal was:

Students participating in the Cerullo Learning Assistance Center's satisfaction survey will reply to 70% of the survey questions with scores of 3 or higher (indicating "satisfied" to "very satisfied").

2. General Education Requirement(s) to which the intended outcome relates:
N/A

3. Section(s) of the Strategic Plan to which the intended outcomes relates:
1.3─Help students better navigate the college experience through the focused coordination and development of student communications, registration, financial and support services, advisement, and inter-office process improvement.

2.2─Build community, and improve two-way communication on campus through the development of interdepartmental and cross-disciplinary collaborative projects, electronic discussion boards, and dialogues processes.

CIE:AM100214

3.1─Renew academic programs and develop new credit and noncredit programs and classes to meet career and workforce needs, the demands of the new economy, and changing demographics.

3.3─Increase the integrity, accuracy and consistency of college information and data.

5.1─Increase efficiency in our use of fiscal resources, and implement expense control measures to ensure affordability for our students.

4. Means of assessment, sources of data, and desired result:
The CLAC satisfaction survey will be administered online using SurveyMonkey. Links to the survey will be emailed to all students who have filled out a student contract for the Spring 2012 semester as of 3/12/2012, using the email addresses listed in TutorTrac. Voluntary student responses will be collected during the period from 3/12/2012 to 4/2/2012. The CLAC desires that at least 70% of questions will be answered with a value of "agree/satisfied" or better. The email and survey can be found below:

Email to CLAC Students

Dear BCC Student:

The Cerullo Learning Assistance Center would like to thank you for using its services. We would appreciate your feedback regarding your experiences at our center.

Please complete the brief student satisfaction survey by visiting the link below:
https://www.surveymonkey.com/s/SH9K5YP

Thank you,
Margaret Maria Roidi
Interim Manager
The Cerullo Learning Assistance Center (L125)
Bergen Community College
400 Paramus Road L-125
Paramus, NJ 07652
201-493-4093
mroidi@bergen.edu

----- Sent by mroidi usr:[1.56.0.0.0.22]

CLAC Satisfaction Survey

1. How did you hear about Cerullo Learning Assistance Center (CLAC)? (Check all that apply)
Professor
BCC Staff Member
Student
Walk By
Flyer

Email
BCC homepage
Orientation
Other (please specify)

2. What services did you use in the CLAC? (Check all that apply)

One-on-one Appointments
Walk-in, last-minute Appointments
Permanent Appointments
Math Walk-In Center
Writing Walk-In Center
Supplemental
Study Groups
Online tutoring
Worked with a faculty member

3. Please rate your level of satisfaction regarding the front desk workers of the Cerullo Learning Assistance Center by identifying your agreement with the following statements

Front desk workers provide friendly reception

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |

Front desk workers provide helpful service

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |

Front desk workers are knowledgeable about services

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |

Front desk workers communicate clearly person to person

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |

Front desk workers communicate clearly on the phone

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |

Other (please specify)

4. Please rate your level of satisfaction regarding the tutors of the Cerullo Learning Assistance Center by identifying your agreement with the following statements

Tutors show concern for your progress

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |

Tutors treat you with respect

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |

Tutors are knowledgeable about subject areas

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |

Tutors communicate clearly

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |

Tutors answer questions in a reasonable time

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |

Other (please specify)

5. Please rate your level of satisfaction regarding the facilities of the Cerullo Learning Assistance Center by identifying your agreement with the following statements

Physical setting is comfortable

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | No Opinion |

Atmosphere is favorable to learning
Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree   No Opinion

Technology is relevant to your needs (i.e. computers, software, and adaptive technology)
Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree   No Opinion

Math Walk-In is staffed appropriately
Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree   No Opinion

Writing Walk-In is staffed appropriately
Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree   No Opinion

Hours are convenient
Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree   No Opinion

Requests are answered promptly
Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree   No Opinion

Service options meet your needs
Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree   No Opinion

Other (please specify)

6. Please rate your overall level of satisfaction with the Cerullo Learning Assistance Center (includes Tutoring Center, Math Walk-In Center and Writing Walk-In Center).

Very satisfied   Somewhat satisfied   Neutral   Somewhat unsatisfied   Very unsatisfied

---

5. Summary of Results:

Satisfaction Based on the Result of Each Statement

70% or more students responded to 16 out of 18 area specific statements with "Agree" or "Strongly Agree."

Significantly more students responded to the two statements that scored less than 70% than indicated that they used the designated service; the two statements were: *Math Walk-In is staffed appropriately*, scored *55%* and *Writing Walk-In is staffed appropriately*, 59%. Only 37% of students surveyed said that they used the Math Walk-In, but 77% of students surveyed responded to the statement *Math Walk-In is staffed appropriately* with an response other than "No Opinion." Similarly, only 29% of students surveyed said that they used the Writing Walk-In, but 73% of students surveyed responded to the statement *Writing Walk-In is staffed appropriately* with a response other than "No Opinion."

Satisfaction Based on the Result for Each Area

The average number of "Agree" or "Strongly Agree" responses for each area (front desk workers, tutors, and facilities) was over 70%.

Students agreed or strongly agreed with statements concerning their satisfaction with front desk workers 81% of the time. Students agreed or strongly agreed with statements concerning their

satisfaction with tutors 79% of the time. Students agreed or strongly agreed with statements concerning their satisfaction with CLAC facilities 71% of the time.

Satisfaction Based on the Result for Question 6

78% of students indicated that their level of overall satisfaction with the CLAC was either "Satisfied" or "Very Satisfied."

Satisfaction Based on the Average of all the Responses

In 76% of all relevant statements, (questions 3, 4, 5, 6 disregarding responses of "No Opinion"), students responses were "Very Satisfied," "Satisfied," "Strongly Agree," or "Agree."

*Please refer to tables found on pages 5 and 6 for the detailed description of the results.

3. Please rate your level of satisfaction regarding the front desk workers of the Cerullo Learning Assistance Center by identifying your agreement with the following statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	% of Agree or higher
Front desk workers provide friendly reception	41	54	12	8	6	79%
Front desk workers provide helpful service	46	52	14	6	3	81%
Front desk workers are knowledgeable about services	40	61	15	2	3	83%
Front desk workers communicate clearly person to person	40	62	10	5	3	85%
Front desk workers communicate clearly on the phone	34	54	19	2	7	76%
Front desk workers Average	201	283	70	23	22	81%

4. Please rate your level of satisfaction regarding the tutors of the Cerullo Learning Assistance Center by identifying your agreement with the following statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	% of Agree or higher
Tutors show concern for your progress	48	42	21	5	6	74%
Tutors treat you with respect	57	49	11	2	3	87%
Tutors are knowledgeable about subject areas	51	45	17	5	4	79%
Tutors communicate clearly	55	43	15	6	3	80%
Tutors answer questions in a reasonable time	48	43	15	5	8	76%
Tutors Average	259	222	79	23	24	79%

5. Please rate your level of satisfaction regarding the facilities of the Cerullo Learning Assistance Center by identifying your agreement with the following statements

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion	% of Agree or higher*
Physical setting is comfortable	40	55	11	9	6	1	**79%**
Atmosphere is favorable to learning	44	45	22	4	6	1	**74%**
Technology is relevant to your needs (i.e. computers, software, and adaptive technology)	39	44	20	6	3	9	**74%**
Math Walk-In is staffed appropriately	19	32	29	6	7	24	**55%**
Writing Walk-In is staffed appropriately	21	31	29	5	2	31	**59%**
Hours are convenient	36	56	14	8	8	1	**75%**
Requests are answered promptly	34	47	25	5	4	4	**70%**
Service options meet your needs	33	60	14	7	7	1	**77%**
Facilities Average	266	370	164	50	43	72	**71%**

6. Please rate your overall level of satisfaction with the Cerullo Learning Assistance Center (includes Tutoring Center, Math Walk-In Center and Writing Walk-In Center).

	Very Satisfied	Satisfied	Neutral	Somewhat Unsatisfied	Very Unsatisfied	% of Satisfied or higher
Cerullo Learning Assistance Center Overall	61	34	15	7	5	**78%**

	Stronly Agree/ Very Satisfied	Agree/ Satisfied	Neutral	Disagree/Somewhat Unsatisfied	Strongly Disagree/ Very Unsatisfied	No Opinion	% of Agree/ Satisfied or higher*
Average of All Questions	787	909	328	103	94	72	**76%**

*Does not included responses of "No Opinion"

1. How did you hear about Cerullo Learning Assistance Center (CLAC)? (Check all that apply)

	Response Percent	Response Count
Professor	50.8%	61
BCC Staff Member	14.2%	17
Student	35.0%	42
Walk By	30.0%	36
Flyer	6.7%	8
Email	7.5%	9
BCC homepage	8.3%	10
Orientation	15.0%	18
Other	5.0%	6
(please specify)		12
answered question		**120**
skipped question		**3**

2. What services did you use in the CLAC? (Check all that apply)
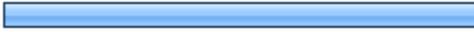
		Response Percent	Response Count
One-on-one Appointments		83.7%	103
Walk-in, last-minute Appointments		25.2%	31
Permanent Appointments		22.0%	27
Math Walk-In Center		36.6%	45
Writing Walk-In Center		29.3%	36
Supplemental Instruction		1.6%	2
Study Groups		13.8%	17
Online tutoring		3.3%	4
Worked with a faculty member		5.7%	7
	answered question		123
	skipped question		0

CIE:AM100214

3. Please rate your level of satisfaction regarding the front desk workers of the Cerullo Learning Assistance Center by identifying your agreement with the following statements

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Response Count
Front desk workers provide friendly reception	33.9% (41)	44.6% (54)	9.9% (12)	6.6% (8)	5.0% (6)	121
Front desk workers provide helpful service	38.0% (46)	43.0% (52)	11.6% (14)	5.0% (6)	2.5% (3)	121
Front desk workers are knowledgeable about services	33.1% (40)	50.4% (61)	12.4% (15)	1.7% (2)	2.5% (3)	121
Front desk workers communicate clearly person to person	33.3% (40)	51.7% (62)	8.3% (10)	4.2% (5)	2.5% (3)	120
Front desk workers communicate clearly on the phone	29.3% (34)	46.6% (54)	16.4% (19)	1.7% (2)	6.0% (7)	116
					Other (please specify)	11
					answered question	121
					skipped question	2

4. Please rate your level of satisfaction regarding the tutors of the Cerullo Learning Assistance Center by identifying your agreement with the following statements

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Response Count
Tutors show concern for your progress	39.3% (48)	34.4% (42)	17.2% (21)	4.1% (5)	4.9% (6)	122
Tutors treat you with respect	46.7% (57)	40.2% (49)	9.0% (11)	1.6% (2)	2.5% (3)	122
Tutors are knowledgeable about subject areas	41.8% (51)	36.9% (45)	13.9% (17)	4.1% (5)	3.3% (4)	122
Tutors communicate clearly	45.1% (55)	35.2% (43)	12.3% (15)	4.9% (6)	2.5% (3)	122
Tutors answer questions in a reasonable time	40.3% (48)	36.1% (43)	12.6% (15)	4.2% (5)	6.7% (8)	119

Other (please specify)	11

answered question	122
skipped question	1

5. Please rate your level of satisfaction regarding the facilities of the Cerullo Learning Assistance Center by identifying your agreement with the following statements

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion	Response Count
Physical setting is comfortable	32.8% (40)	45.1% (55)	9.0% (11)	7.4% (9)	4.9% (6)	0.8% (1)	122
Atmosphere is favorable to learning	36.1% (44)	36.9% (45)	18.0% (22)	3.3% (4)	4.9% (6)	0.8% (1)	122
Technology is relevant to your needs (i.e. computers, software, and adaptive technology)	32.2% (39)	36.4% (44)	16.5% (20)	5.0% (6)	2.5% (3)	7.4% (9)	121
Math Walk-In is staffed appropriately	16.2% (19)	27.4% (32)	24.8% (29)	5.1% (6)	6.0% (7)	20.5% (24)	117
Writing Walk-In is staffed appropriately	17.6% (21)	26.1% (31)	24.4% (29)	4.2% (5)	1.7% (2)	26.1% (31)	119
Hours are convenient	29.3% (36)	45.5% (56)	11.4% (14)	6.5% (8)	6.5% (8)	0.8% (1)	123
Requests are answered promptly	28.6% (34)	39.5% (47)	21.0% (25)	4.2% (5)	3.4% (4)	3.4% (4)	119
Service options meet your needs	27.0% (33)	49.2% (60)	11.5% (14)	5.7% (7)	5.7% (7)	0.8% (1)	122

Other (please specify)	13
answered question	123
skipped question	0

6. Please rate your overall level of satisfaction with the Cerullo Learning Assistance Center (includes Tutoring Center, Math Walk-In Center and Writing Walk-In Center).

		Response Percent	Response Count
Very satisfied		50.0%	61
Somewhat satisfied		27.9%	34
Neutral		12.3%	15
Somewhat unsatisfied		5.7%	7
Very unsatisfied		4.1%	5
	answered question		122
	skipped question		1

Q1. How did you hear about Cerullo Learning Assistance Center (CLAC)? (Check all that apply)

1	I first took the initiative on my own. I have permanent tutoring through special services and EOF program.	Mar 30, 2012 8:50 AM
2	Professor Balsaddare	Mar 29, 2012 9:58 PM
3	E O F	Mar 27, 2012 2:39 PM
4	my friend	Mar 20, 2012 9:06 PM
5	OSS	Mar 13, 2012 5:38 PM
6	Professor Baldassare	Mar 13, 2012 11:33 AM
7	Oss	Mar 12, 2012 8:31 PM
8	We had an orientation that our professor set up	Mar 12, 2012 7:25 PM
9	inquired immediately regarding tutoring when I first started in Sept. 2010	Mar 12, 2012 4:49 PM
10	I previously used it.	Mar 12, 2012 4:41 PM
11	eof	Mar 12, 2012 2:21 PM
12	eof	Mar 12, 2012 2:21 PM

Q3. Please rate your level of satisfaction regarding the front desk workers of the Cerullo Learning Assistance Center by identifying your agreement with the following statements

1	I strongly agree for those that have been there awhile. It will take a bit longer for those that are new because of the new computer system.Some people have people skills and others do not.	Mar 30, 2012 8:50 AM
2	I wish there will be more staff so that the waiting time can be shortened.	Mar 30, 2012 8:15 AM
3	i came to the front desk to register and got yelled at to hurry up, and that I should know how this goes!	Mar 29, 2012 11:53 AM
4	One person should do all. Not everything. One person to answer calls, another to answer student questions, another to do paper/computer work...	Mar 27, 2012 9:35 AM
5	theres never anyone at the front desk	Mar 26, 2012 8:37 AM
6	I left a message for a return call (on 2 different occasions) and never received a call back. When I did call back to make an appointment and still no answer, I hung up. The male who was there at the time called me back and said, "yes, you called twice?"... if they returned my call 4 hours earlier there wouldn't be such an attitude from this guy!!! I understand being busy, but to say that to me? You might want to go over customer service with him!	Mar 20, 2012 6:09 PM
7	Call backs and messages given to the person who is out on a timely basis, would be great!	Mar 14, 2012 11:08 PM
8	It appears the front desk staff is overwhelmed. All 4 times I approached front desk I was ignored, and got the feeling I was bothering them. Every time I was there a tutor jumped in to offer assistance.	Mar 14, 2012 7:36 AM
9	Front desk are friendly if they are in a good mood, specially in the writing area. I know is a free service, but they need to be more nice and capable to help us.	Mar 13, 2012 8:45 AM
10	registered at the student center	Mar 12, 2012 4:25 PM
11	They are understaffed. I've walked in about 2-3 times and each time there is a student worker balancing phone calls/appointments/walk-ins/long lines. They need 2-3 more workers at the desk.	Mar 12, 2012 11:35 AM

Q4. Please rate your level of satisfaction regarding the tutors of the Cerullo Learning Assistance Center by identifying your agreement with the following statements

1	The tutors that I have experience with I strongly agree with. There have been some, on a rare occasion, that has been rude.	Mar 30, 2012 8:50 AM
2	Yes, tutors are knowledgeable but whats the point of having the information in a tutoring center, if you don't plan to share it.	Mar 29, 2012 11:53 AM
3	need to improve quickbook 2011 skills	Mar 27, 2012 3:03 PM
4	Some are less knowledgeable than others & have to go to a supervisor to get answers.	Mar 27, 2012 10:10 AM
5	There are some tutors that are not student-friendly; they keep to themselves.	Mar 27, 2012 9:35 AM
6	i often feel rushed	Mar 26, 2012 8:37 AM
7	some tutors english are not well. Maybe they are very good about the subject, but they can not explain well.	Mar 20, 2012 9:06 PM
8	I have been blow off twice for my appointments since going there from the start of the fall semester. My appointments were made a week in advanced and was not set up with anyone who was available	Mar 20, 2012 6:09 PM
9	Research paper or essays are impossible review in an hour appointment. Tutors take long time to do it.They never finish and i have to start over for the next appointment. I lost time.	Mar 13, 2012 8:45 AM
10	The students do not help too much	Mar 12, 2012 1:30 PM
11	Juan Carlos is the best tutor I have had at BCC for math. The reason is because he is patient and helps ME go through the problem, rather than doing it for me. He guides me while I do it instead of showing me. Some of the other tutors I have had just start talking and solving the problem for me, and it doesnt really help- of coures I know THEY can solve the problem, but for me to really learn it, I have to be able to solve it myself.	Mar 12, 2012 12:27 PM

	Q5. Please rate your level of satisfaction regarding the facilities of the Cerullo Learning Assistance Center by identifying your agreement with the following statements	
1	I am very appreciative for the time that the tutors give to assist those who want and need the tutoring center. The atmosphere can be favorable at times. I have found that there has been times recently that it has been very loud between the tutors and the students. I know that the center does get busy, it just doesn't necessary need to get so loud where you can no here yourself think.	Mar 30, 2012 8:50 AM
2	Why have a tutoring center if you can only be in there for two hours at a time?	Mar 29, 2012 11:53 AM
3	some computers and their mouses are dusty/don't work properly	Mar 28, 2012 11:30 AM
4	need to reserve the computer site only in other room (be quiet)	Mar 27, 2012 3:03 PM
5	not enough help, always feel rushed, very loud	Mar 26, 2012 8:37 AM
6	I understand there are a lot of students getting assistance, but there is no room or privacy. The noise is very distracting.	Mar 20, 2012 6:09 PM
7	for the past 3 weeks, i've tried to make an appointment for a physics tutor, they we all unavailable. I have to say that was very disappointing. You need to hire more physics tutors.	Mar 13, 2012 12:34 PM
8	The new system makes student lost 20 minutes between check in and out.	Mar 13, 2012 8:45 AM
9	cubicle was freezing!!!	Mar 13, 2012 12:13 AM
10	There is not enough Accounting Tutors and that is needed. Spoke to a lot of students that cannot get a tutor appointment for Accounting because there is one Tutor.	Mar 12, 2012 10:08 PM
11	The math toturs dont really help you	Mar 12, 2012 1:30 PM
12	Need more tutors available after 5PM (not just 1 per hour for math) if you work full time, it is difficult to get after 5pm appointments	Mar 12, 2012 12:27 PM
13	More often than not, there is no one sitting at the front at the Math Walk-In. The first time I was there I stood at the doorway for about 15 min and wasn't greeted and since it was my first time I had no idea what to do, if there was a form to fill out, or anything. I ended up walking out and my math teacher had to explain to me how it works.	Mar 12, 2012 11:35 AM

6. Recommendations for improvement:

Upon the completion of the survey, the CLAC Supervisory staff discussed the results and collaborated to develop effective strategies to improve the services offered.

Below please find the CLAC staff's recommendations to improve the quality of services offered based on the survey results:

- Reinforce the CLAC's policy of tutors being present at the designated area to greet their students; each respective Supervisor will be notified immediately of the tutors who do not fulfill this aspect of their responsibilities and take appropriate action

- Train tutors to use TutorTrac in order to assist the front desk in making appointments; these tutors would be able to accommodate students' requests during peak times

- TutorTrac is being utilized by all CLAC facilities; the wait time for registering students will continue to decrease as their information is now directly imported from Datatel.

- Student aides' change of schedule requests will follow the same guidelines as tutors'; a two-week notice will be provided to allow the staff to properly find coverage

- Ongoing customer service trainings will be conducted throughout every semester by the CLAC staff and outside personnel. It was suggested that the staff incorporates training materials such as Dale Carnegie book titled, *How to Win Friends and Influence People*. This recommendation will ensure that the front desk workers and the tutors maintain a constant customer service approach

- Ongoing sensitivity trainings will be scheduled throughout every semester by the CLAC and BCC staff to ensure that the students' experience at the CLAC will be satisfactory

- The CLAC has requested the immediate upgrade of all outdated computer mice and towers from the help desk

- Implement a reward system for tutors and student aides to recognize outstanding work performance; for example, "Tutor/Student Aide of the Month"

7. Actions taken based on recommendations:

The CLAC staff members successfully implemented the recommendations proposed above during the 2012-2013 academic year.

Additionally, another survey was made available for a two week period from April 8th to April 20th of 2013. The data collected are meant to record students' perception a year after said recommendations were implemented.

Below please find the detailed updates on each recommendation made:

- Reinforce the CLAC's policy of tutors being present at the designated area to greet their students; each respective Supervisor will be notified immediately of the tutors who do not fulfill this aspect of their responsibilities and take appropriate action

  o Each supervisor was immediately contacted via email to address such matters. This communication system allowed the CLAC staff to document properly and follow up on situations

- Train tutors to use TutorTrac in order to assist the front desk in making appointments; these tutors would be able to accommodate students' requests during peak times

- o 14 tutors were trained to work at the front desk on an as needed basis; six professional and eight peer

- TutorTrac is being utilized by all CLAC facilities; the wait time for registering students will continue to decrease as their information is now directly imported from Datatel

  - o The TutorTrac/Datatel communication decreased the wait time for registering new students. However, the server remained a concern as there were extended periods of time during which it took up to 10 minutes to make/cancel a single appointment. This situation resulted in long lines of students

- Student aides' change of schedule requests will follow the same guidelines as tutors'; a two-week notice will be provided to allow the staff to properly find coverage

  - o Coverage for the front desk improved significantly. Student aides and receptionists were asked to provide their immediate supervisor with advance notice for any schedule change. A formal Student Aide/Receptionist Application was created and implemented in the Spring 2013, allowing a thorough screening process prior to providing employment

- Ongoing customer service trainings will be conducted throughout every semester by the CLAC staff and outside personnel. It was suggested that the staff incorporates training materials such as Dale Carnegie book titled, *How to Win Friends and Influence People*. This recommendation will ensure that the front desk workers and the tutors maintain a constant customer service approach

  - o Peer and professional tutors attended mandatory biweekly TTMs each semester. During these sessions, each respective supervisor stressed the importance of customer service, modeling good behavior and eagerness to assist others

  - o Staysha Taylor held two receptionists and student aide training sessions on February 25th and 28th of 2013. The staff members were reminded of their responsibilities and the importance of maintaining a customer service oriented demeanor at all times

- Ongoing sensitivity trainings will be scheduled throughout every semester by the CLAC and BCC staff to ensure that the students' experience at the CLAC will be satisfactory

  - o On September 4th and 7th 2012, Personal counselor Eileen Purcell, Professor Lori Talarico, and Peer Mentor Manager Ann Gill attended and presented at the Fall 2012 General Tutor Training meetings

  - o On March 26th and 29th 2013, Coordinator of Deaf Services Tia Ivanko conducted two training sessions addressing deaf culture and education

- On Thursday April 11th and Monday April 15th, Academic Counselor Linda Seidman conducted a training session for the CLAC front desk staff members titled "Red Flags"

- During Fall 2012 and Spring 2013, Margaret M. Roidi conducted individual training sessions for tutors assigned to work with students from the Transitional Program for Students with Intellectual Disabilities (TPSID) initiative

- The CLAC has requested the immediate upgrade of all outdated computer mice and towers from the help desk

  - All of the requested computer mice were updated; over the summer of 2013, the computers will be upgraded as part of the campus wide initiative

- Implement a reward system for tutors and student aides to recognize outstanding work performance; for example, "Tutor/Student Aide of the Month"

  - Below please find the model reward system which will be implemented in the Fall of 2013:

Tutor Rewards Program:

All tutors will be issued lanyards with which they will be able to properly display their Tutor Identification Cards. This will allow tutors to be more easily identified and will make certain their Tutor Identification Cards are visible.

Rewards will be issued for the following:
- Unsolicited positive student feedback to a supervisor
- Unsolicited faculty/staff feedback to a supervisor
- Supervisor observation of a tutor providing superior service*
- Unsolicited tutor observation of another tutor providing superior service*

*Superior Service is to be defined as going above and beyond normal tutoring services while adhering to the CLAC policies and procedures and their job description.

For each occasion of the above, the tutor will be given a small silver star pin which can be attached to their lanyard.

On the occasion of a fifth silver star, the tutor will be awarded a gold star pin.

These pins may be worn at all times in the CLAC as recognition of their outstanding service.

CLAC Satisfaction Survey Spring 2013

SurveyMonkey

1. How did you hear about the Cerullo Learning Assistance Center (CLAC)? (Check all that apply)

	Response Percent	Response Count
Professor	60.2%	77
BCC Staff Member	15.6%	20
Student	22.7%	29
Walk By	34.4%	44
Flyer	9.4%	12
Email	11.7%	15
BCC homepage	16.4%	21
Orientation	10.9%	14
Class Presentation	5.5%	7
Other	3.1%	4
(please specify)		9
answered question		128
skipped question		1
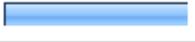
2. What services did you use in the CLAC? (Check all that apply)

		Response Percent	Response Count
One-on-one Appointments		80.5%	103
Drop-in, last-minute Appointments		13.3%	17
Permanent Appointments		14.1%	18
Math Walk-In Center		47.7%	61
Writing Walk-In Center		28.1%	36
Reading Walk-In		7.8%	10
Supplemental Instruction		3.9%	5
In-Class Tutoring		9.4%	12
Study Groups		5.5%	7
Online tutoring - SMARTHINKING		5.5%	7
Intercultural Conversation Partners		1.6%	2
Worked with a faculty member		7.0%	9
	answered question		128
	skipped question		1

127

3. Please rate your level of satisfaction regarding the front desk workers of the Cerullo Learning Assistance Center by identifying your agreement with the following statements

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Count
Front desk workers provide friendly reception	52.3% (67)	34.4% (44)	10.9% (14)	1.6% (2)	0.8% (1)	128
Front desk workers provide helpful service	53.5% (68)	34.6% (44)	8.7% (11)	2.4% (3)	0.8% (1)	127
Front desk workers are knowledgeable about services	52.8% (66)	31.2% (39)	12.8% (16)	3.2% (4)	0.0% (0)	125
Front desk workers communicate clearly person to person	58.7% (74)	29.4% (37)	9.5% (12)	1.6% (2)	0.8% (1)	126
Front desk workers communicate clearly on the phone	51.2% (64)	26.4% (33)	18.4% (23)	3.2% (4)	0.8% (1)	125

Other (please specify)	9

answered question	128
skipped question	1

4. Please rate your level of satisfaction regarding the tutors of the Cerullo Learning Assistance Center by identifying your agreement with the following statements

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Count
Tutors show concern for your progress	48.8% (61)	34.4% (43)	12.8% (16)	3.2% (4)	0.8% (1)	125
Tutors treat you with respect	58.4% (73)	33.6% (42)	8.0% (10)	0.0% (0)	0.0% (0)	125
Tutors are knowledgeable about subject areas	51.6% (64)	33.9% (42)	11.3% (14)	3.2% (4)	0.0% (0)	124
Tutors communicate clearly	48.4% (60)	38.7% (48)	8.1% (10)	4.8% (6)	0.0% (0)	124
Tutors answer questions in a reasonable time	51.6% (64)	37.9% (47)	7.3% (9)	2.4% (3)	0.8% (1)	124

Other (please specify)	6
answered question	126
skipped question	3

5. Please rate your level of satisfaction regarding the facilities of the Cerullo Learning Assistance Center by identifying your agreement with the following statements

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion	Rating Count
Physical setting is comfortable	47.2% (60)	37.0% (47)	10.2% (13)	4.7% (6)	0.8% (1)	0.0% (0)	127
Atmosphere is favorable to learning	46.5% (59)	33.9% (43)	13.4% (17)	3.1% (4)	2.4% (3)	0.8% (1)	127
Technology is relevant to your needs (i.e. computers, software, and adaptive technology)	47.6% (60)	30.2% (38)	13.5% (17)	2.4% (3)	0.8% (1)	5.6% (7)	126
Math Walk-In is staffed appropriately	39.4% (50)	21.3% (27)	15.7% (20)	3.9% (5)	3.1% (4)	16.5% (21)	127
Writing Walk-In is staffed appropriately	35.5% (44)	18.5% (23)	15.3% (19)	2.4% (3)	0.0% (0)	28.2% (35)	124
Hours are convenient	44.4% (56)	38.1% (48)	8.7% (11)	7.1% (9)	0.8% (1)	0.8% (1)	126
Requests are answered promptly	46.4% (58)	34.4% (43)	12.8% (16)	2.4% (3)	1.6% (2)	2.4% (3)	125
Service options meet your needs	46.4% (58)	33.6% (42)	11.2% (14)	4.8% (6)	0.8% (1)	3.2% (4)	125
					Other (please specify)		10
					answered question		127
					skipped question		2

6. Please rate your overall level of satisfaction with the Cerullo Learning Assistance Center (includes Tutoring Center, Math Walk-In Center and Writing Walk-In Center).

		Response Percent	Response Count
Very satisfied		63.3%	81
Somewhat satisfied		23.4%	30
Neutral		7.8%	10
Somewhat unsatisfied		3.1%	4
Very unsatisfied		2.3%	3
	answered question		128
	skipped question		1

Q1. How did you hear about the Cerullo Learning Assistance Center (CLAC)? (Check all that apply)

1	Professor Thomas Casey	Apr 15, 2013 1:58 PM
2	Professor Lynda Box	Apr 15, 2013 9:54 AM
3	Svokos	Apr 10, 2013 3:07 PM
4	Brother	Apr 10, 2013 2:12 PM
5	saliba	Apr 10, 2013 11:54 AM
6	I knew every college has learning center	Apr 9, 2013 7:34 AM
7	counselor	Apr 8, 2013 7:26 PM
8	in class	Apr 8, 2013 1:44 PM
9	Tutors	Apr 8, 2013 10:34 AM

Q3. Please rate your level of satisfaction regarding the front desk workers of the Cerullo Learning Assistance Center by identifying your agreement with the following statements

1	Meadowlands only	Apr 16, 2013 11:17 PM
2	Margaret at the front desk is Phenomenal.	Apr 16, 2013 9:50 AM
3	They don't CANCEL what u ask them to. They cancel all.	Apr 15, 2013 8:46 PM
4	They usually do not answer phone calls and rarely call back.	Apr 15, 2013 5:00 PM
5	Some did not communicate with tutor that I was going to be late.	Apr 15, 2013 1:17 PM
6	The front desk never knows when you ask them what tutors are coming in for the walk-ins	Apr 8, 2013 10:27 PM
7	They seeme d preoccupied with other things. I could not tell whom I was supposed to speak with. Felt unimportant	Apr 8, 2013 3:21 PM
8	They are always pleasant, great attitudes and go out of way to give advice and suggestions	Apr 8, 2013 3:02 PM
9	The computers always take a very long time to confirm appointments	Apr 8, 2013 10:41 AM

	Q4. Please rate your level of satisfaction regarding the tutors of the Cerullo Learning Assistance Center by identifying your agreement with the following statements	
1	Meadowlands only	Apr 16, 2013 11:17 PM
2	I wish they can follow my text book!	Apr 15, 2013 8:46 PM
3	As in most formal settings, tutors/teachers do not/cannot provide conceptual or philosophical. bases for the subject. This would make a world of difference for me.	Apr 15, 2013 9:49 AM
4	This only applies to Martina Yusef and Maria (Martina for Statistics and Maria for Algebra)	Apr 9, 2013 12:08 AM
5	I think you need more statistics tutor because I always have to wait awhile for someone to come in. It seems as though theres only a few tutors for statistics.	Apr 8, 2013 10:27 PM
6	I am extremely satisfied with the ones I am using in the Meadowlands. Highly professesional and caring. I do not use Paramus	Apr 8, 2013 3:21 PM

Q5. Please rate your level of satisfaction regarding the facilities of the Cerullo Learning Assistance Center by identifying your agreement with the following statements

1	I will never thank you enough... So THANK YOU ALL!	Apr 17, 2013 9:49 AM
2	Meadowlands only	Apr 16, 2013 11:17 PM
3	It's too loud being right next to the student center. Hard to concentrate sometimes. Please move it back where it was.	Apr 10, 2013 2:12 PM
4	Even though i had a really nice experience with my tutor. I must add that i needed more time other than twice a week. I feel that I would of done much better had I been reinforcing & applying my studies more frequent during the week. If there is anything that I as a student felt unpleased it would be the time given a week for a student. It would be very helpful to provide more help for the student in that way. Thank you	Apr 10, 2013 6:26 AM
5	free tutors talk and that is disturbing.	Apr 9, 2013 7:34 AM
6	Martina and Maria are the best tutors by far. I won't not be going if they were not there.	Apr 9, 2013 12:08 AM
7	It's a bit distracting having the Walk-ins in the student center because theres always loud music playing that can be a distraction.	Apr 8, 2013 10:27 PM
8	Meadowlands only. david is the person in charge and he runs a very effective group that is totally focused on clients the moment they arrive	Apr 8, 2013 3:21 PM
9	I wish starting earlier in the day and had more weekend hours	Apr 8, 2013 3:02 PM
10	It is very hard to get tutors for the higher math courses (after CalcI)	Apr 8, 2013 10:41 AM

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Appendix F

Role & Responsibilities of Faculty Liaisons

The Cerullo Learning Assistance Center (CLAC) has been providing tutorial support for over 20 years to Bergen Community College's (BCC) students. Our center provides a number of support avenues, including, but not limited, One-on-One Tutoring, Study Groups, Supplemental Instruction, In-Class Tutoring, Online Tutoring, Walk-In services, and Conversation Groups. The CLAC is staffed with more than 170 peer and professional tutors in a variety of content areas; over 9,000 students a year utilize all centers and services.

Based on the needs of students and tutors, faculty support is crucial in providing exceptional academic assistance. Therefore, the benefits of having participating faculty liaisons within the CLAC are invaluable.

Dedicated to their content area, CLAC faculty liaisons are encouraged to participate in tutor training sessions, enhance center resources, be available for tutor support and serve as liaisons between their respective departments and the CLAC.

If you would like to become a faculty liaison in the CLAC:
- Meet with the CLAC Manager, Margaret Roidi, to discuss what you intend to accomplish while serving in this capacity
- Complete the "Request Form for Administrative Assignments" (located on the BCC "Documents and Forms" page) and submit the paperwork to your Department Chair for approval; a copy of this form should also be provided to the CLAC Manager
- Upon completion of your CLAC assignment, please forward an "End of Term Accomplishment" report to your Department Chair, Dean, CLAC Manager, and Academic Vice President

* Deadlines for application submissions are: Fall-May 15; Spring-November 15; Summer-April 30

Outlined below is a detailed summary of the role of faculty liaisons within our department as well as the responsibilities of the collaborating CLAC supervisors:

The Role of Faculty Liaisons
- Serve as liaison between the respective department and the CLAC
- Set instructional goals for tutors in consultation with teaching faculty in respective subject areas
- Meet with respective CLAC supervisor on a regular basis to collaborate on:
  1. Aiding in the recruitment of tutors
  2. Designing instructional strategies for tutors
  3. Overseeing the implementation of the instructional design
  4. Monitoring and evaluating utilization of resources and determining needs for new acquisitions
  5. Assisting in the research and development of tools for outcomes assessment
  6. Developing tutor training activities
  7. Conducting small group workshops for students on specific topics
  8. Initiating any projects to enhance the quality of tutorial services

Responsibilities of the CLAC Supervisor
- Oversee the day-to-day operation of the respective CLAC facility
- Recruit, hire, train, and evaluate peer and professional tutors
- Maintain the center's records and prepare reports

CIE:AM100214

- Coordinate with faculty liaison(s) to implement instructional designs
- Collaborate with tutors, faculty liaisons, respective department faculty, and the Manager of the Learning Assistance Center to provide tutorial assistance
- Serve as a resource for BCC students, tutors, and faculty
- Research and recommend software and hardware for the center
- Monitor and maintain hardware and software to ensure proper utilization
- Interact with students on an individual basis to develop learning strategies and study plans

Appendix G

BERGEN COMMUNITY COLLEGE

JOB DESCRIPTION

TITLE: Basic Skills Tutorial Supervisor

DEPARTMENT: Cerullo Learning Assistance Center/Academic Affairs

FUNCTION: To provide, coordinate and assess tutorial services for the Developmental Math and EBS student cohort as designated by the Title V Grant.

REPORTS TO: Manager of CLAC

SUPERVISES: Tutors who work with Title V students and tutors who are on in-class assignment in Title V classrooms

MAJOR RESPONSIBILITIES:

Responsibilities include but are not limited to:

- Recruiting, hiring, and evaluating tutors
- Assist in coordination of training with CLAC supervisory staff and designated faculty
- Serve as a liaison between the CLAC, Developmental Math Dept., EBS Dept., and Title V Co-coordinators
- Provide information about Developmental Math and EBS students' performance in the center to the Title V Co-Coordinators for grant purposes
- Meet with Dev. Math and EBS students and discuss CLAC policy and procedures
- Generate reports regarding Dev. Math and EBS student attendance and progress within the CLAC
- Research, recommend, implement and assess resources, applications, procedures and activities for Dev. Math and EBS students and tutors
- Participate in institutional assessment process by evaluating Dev. Math and EBS tutorial performance in the CLAC
- Provide immediate assistance for tutors' and students' questions

MINIMUM QUALIFICATIONS

- Excellent communication skills and Computer proficient
- Outstanding interpersonal skills
- Able to relate to students and tutors

CIE:AM100214

- Knowledgeable about scheduling and reporting procedures
- Bilingual (English/Spanish) a plus

Education: Associate's degree required.

Experience: Minimum of 3 years of supervisory experience in an educational setting.

Bergen Community College is an equal opportunity employer and does not discriminate on the basis of race, color, religion, age, sex, national origin, disability, or veteran status.

Submitted by:_____Date:_____
Name/Title

Approved by:_____Date:_____
Name/Title

Reviewed by:_____Date:_____
Human Resources

Board Approval:_____Date:_____
Board Approval

THE COLLEGE RESERVES THE RIGHT TO MODIFY JOB DESCRIPTIONS AT ANY TIME WITH OR WITHOUT NOTICE

Appendix H

BERGEN COMMUNITY COLLEGE

JOB DESCRIPTION

TITLE: STEM Tutorial Supervisor

DEPARTMENT: Cerullo Learning Assistance Center/Academic Affairs

FUNCTION: To provide, coordinate and assess tutorial services including supplemental instruction (SI) for STEM students as designated by the STEM Grant.

REPORTS TO: Manager of CLAC

SUPERVISES: All Science tutors

MAJOR RESPONSIBILITIES:

Responsibilities include but are not limited to:

- Serve as a liaison between the Cerullo Learning Assistance Center (CLAC), STEM faculty, and STEM coordinators
- Collaborate with the CLAC Manager, Mathematics Tutorial Supervisor, CLAC staff members, and the grant team
- Recruit, hire, train, and evaluate Science, Technology and Engineering peer and professional tutors
- Assist the Mathematics Tutorial Supervisor in the recruiting, hiring, training and evaluating of College Mathematics peer and professional tutors
- Assist in coordination of training tutors with STEM faculty
- Implement the in-class/in-lab STEM tutoring including scheduling, monitoring, and evaluating the in-class/in-lab tutoring for STEM classes
- Assist the CLAC Manager in coordinating, implementing and monitoring the Supplemental Instruction program in relation to STEM courses
- Coordinate and schedule Study Groups and workshops for STEM classes
- Coordinate and schedule appropriate tutorial support at the STEM Learning Center
- Provide immediate assistance for STEM tutors' and students' questions
- Provide information about STEM students' performance in the center to the STEM coordinators for grant purposes
- Generate reports regarding STEM student attendance and progress within the CLAC

- Participate in institutional assessment process by evaluating STEM tutorial performance in the CLAC
- Research, recommend, implement and assess resources, applications, procedures, and activities for STEM students and tutors
- Back up ordering for STEM items covered by the grant
- Other duties as assigned

MINIMUM QUALIFICATIONS

- Excellent communication skills and computer proficient
- Outstanding interpersonal skills
- Able to relate to students and tutors
- Knowledgeable about scheduling and reporting procedures
- Bilingual specially English/Spanish a plus

Education: Bachelor's Degree is required, demonstrated knowledge in college level STEM related courses.

Experience: Must have effective supervisory experience in an educational setting, preferably in higher education environment or learning center environment. Excellent organizational, interpersonal, oral and written communication skills required. Must be able to work with a diverse population. Bilingual (English/Spanish) preferred.

Bergen Community College is an equal opportunity employer and does not discriminate on the basis of race, color, religion, age, sex, national origin, disability, or veteran status.

Submitted by:_____Date:_____
Name/Title

Approved by:_____Date:_____
Name/Title

Reviewed by:_____Date:_____
Human Resources

Board Approval:_____Date:_____
Board Approval

THE COLLEGE RESERVES THE RIGHT TO MODIFY JOB DESCRIPTIONS AT ANY TIME WITH OR WITHOUT NOTICE

Appendix I: External Evaluator's Report

       The external evaluator's report was received on September 15, 2015. Dr. Pamela Bandyopadhyay serves as the President of the National Tutoring Association (NTA) as well as Associate Dean of the Division of Academic Development and Support at Hudson Community College. Based on her observations, the CLAC exceeds the standards of the national tutorial profession. Attached please find the detailed report she submitted.

2015 Program Review
of Bergen Community College's
Henry & Edith Cerullo Learning
Assistance Center

Conducted By: Pamela Bandyopadhyay, Ph.D.

President of the National Tutoring Association

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Introduction

Tutoring is one of the oldest forms of educational innovation. Tutoring has been in existence in the United States since the seventeenth century when Harvard College was created in 1636. During the colonial period, aristocrat families from Virginia used to send their children to the boarding schools, named "dame schools" in England to prepare them for the college admission tests. Even after entering Harvard College, the majority of the students continued to receive group tutoring every week with the same tutors (Gordon and Gordon, 1990). After 379 years, we still offer group tutoring. The tutoring component of education has evolved tremendously. Whether it is an Ivy League college or a community college, tutoring is part and parcel of higher education.

The crucial factors currently facing higher education are accommodating society's strong desire for increasing students' learning and assuming more responsibility for what students learn. Due to recent changes in the Pell Grant laws and regulations, there is a substantial change in America's higher education, and it has been reflected in the demographics of the student body of many inner-city higher education institutions, especially two-year community colleges. The number of semesters that students are allowed to receive the Pell Grant has been significantly decreased. Therefore, students will have less time to graduate if their college education relies on the Pell Grant funded financial aid. This change will have an impact on many students' education endeavors, which in turn will have a tremendous effect on student retention and completion rates in the community colleges. All colleges are trying to increase enrollment, and class sizes are becoming larger and larger. As a result, the colleges are forced to hire more and more adjunct instructors. In a class of 25-35 students, it is impossible for an instructor to give individualized attention to each student. Therefore, students seek help from tutors when they are unable to understand the course content or want to reinforce their classroom learning. Many colleges around the nation have developed Task Forces on College Completion. These colleges included their respective tutorial services personnel in the conversations about how they can help students to graduate within the stipulations of the Pell Grant. The tutorial personnel (including tutors and administrators) have bigger roles to play in the College Completion Initiative.

Community colleges were created based on the philosophy of democracy; any student can enter a community college regardless of his/her socioeconomic status or educational capabilities (Illich, Hagan, & McCallister, 2004). Community colleges offer less-advantaged students the opportunity to attend college via an open-door policy, thereby giving these students access to higher education (Rendon, 2000). Consequently, community colleges are under an enormous amount of pressure to educate an increasingly diverse group of students, equip them with the skills for the worldwide marketplace, and prepare them to be effective and responsible members of society.

Almost 50% of America's students receive their first-year of education from community colleges (Smith, B.L. et al., 2004; Kisker & Oulcalt, 2005). According to the Center for Community College Student Engagement (CCCSE) report (2012), 72% of the students who took College Placement Tests need at least one developmental course. Community colleges have multiple roles to play: that is, the establishment of minimum qualifications for job access, the stepping stone to a bachelor's degree, the pivotal educational services for job training and re-training, the haven for those who require a second chance, and the initial opportunity for the surging immigrant population (Carnevale, 2000). Required educational qualifications and skills for the global job market have changed over the past few decades. The present economy not only requires more academic skills but also general leadership skills, problem solving, and communication skills; the community college is the perfect place to gain these valuable skills (Carnevale, 2000). However, giving students access to higher education is no longer enough. We must ensure equity in the attainment of academic credentials or other student goals. The academic support services departments across the nation play a significant role in fulfilling the access to success mission of the community colleges. Numerous studies show that students who participate in tutoring have higher GPAs and pass rates. The National Survey of Student Engagement, conducted at more than 600 educational institutions across the country found that engagement among students is crucial to academic success and promotes lifelong learning (Kuh, 2007). According to Chickering & Reisser (1993), the learning environments where students have continuous contact with each other can produce a significant amount of learning. Tinto (1997) claims that greater student participation is, overall, a fine predictor of strides in learning. Getting involved in the community college socially and otherwise is difficult because many

students commute and work, and thereby, are not able to take part in common campus organizations and other activities. Tutorial centers or learning centers are the right places for community college students to mingle with other students and create the feeling of community. Learning assistance centers (or tutoring centers) offer peer tutoring, group tutoring, instructor-student interaction, and administrator-student interaction. This in turn helps community college students feel a sense of community. Enright (1997) claims that these activities help to increase student retention.

Overview

The goal of this review is to determine the effectiveness of Bergen Community College's Henry and Edith Cerullo Learning Assistance Center (CLAC). Self-evaluation of any learning assistance center is extremely important to identify the strengths and weaknesses of the program, and it also provides invaluable feedback, which helps the program administrators to improve existing services and add new services. The self-evaluators are more aware of the program, personnel, stakeholders, institutional issues, and resources that are available to run the program. Having an external evaluator review a program brings expertise and impartialities in the review results. An outside evaluator might see things from different perspectives than an inside evaluator. An external evaluator brings a more objective perspective to the analyses of the program. It is easy for many practices of a learning assistance center to be continued because they are the way things have been done in the past, but an external evaluator with an outside perspective can more readily identify where there is room for improvement. An external evaluator has perspectives from one or more similar programs and can use this expertise to compare and contrast the program that is being evaluated in order to determine the best practices. New ideas introduced from an external evaluator can help members of the learning assistance center consider their operations from different perspectives and help fit their center into the broader picture of learning centers. An external evaluator can lend credibility to a learning center's assessment procedures because it shows that the center has been evaluated from as many different viewpoints as possible. When a program evaluation combines reports from internal and external evaluators, it always adds strengths, depth, and rich information to the review report.

Program Evaluation

The administrators and staff members of CLAC identified the need for program evaluation. They recognized the purpose of the program evaluation, which helped them to gather the information that they needed to examine. They formed a Program Review Team. Dr. William Mullaney, Vice President of Academic Affairs, provides the leadership of this program. The self-evaluation Program Review Team consisted of the Managing Director of Learning Assistance Services, Manager of CLAC, Writing Center Supervisor, English Language Resource Center Supervisor, STEM Grant Coordinator, Testing and Tutorial Supervisor, Manager of Testing Services, and an English faculty member. The National Tutoring Association President reviewed the program as an external evaluator. She also holds the position of Associate Dean for the Division of Academic Development and Support Services at a neighboring community college. In addition, she has been providing leadership for that college's Academic Support Services Department for the past 25 years. Therefore, she possesses a great deal of experience and knowledge about how a tutorial program should be reviewed. The CLAC Program Review Team collected and analyzed the quantitative data, which was used to assess the program's effectiveness in reaching the goals and objectives. The analyses of the data helped both of the reviewers (internal and external) to better understand the outcomes of the CLAC programs by answering the questions such as - was there any effect on the retention and grades of students who attended tutorial sessions. These data were also used to determine if the goals and objectives of CLAC were met.

Data Collection

In order to create a detailed "holistic" picture and increase the richness and depth of this review (Creswell, 1998), the external reviewer used a combination of quantitative and qualitative data. As previously mentioned, the quantitative data were provided by the CLAC Program Review Team and the qualitative data were collected by the external reviewer conducting three informal focus group sessions in order to get feedback from the students, tutors, and faculty liaisons. In addition, three informal interview sessions (one with the CLAC supervisors, one with the CLAC Manager and the Managing Director of Learning Assistance Services, and one with the Vice President of Academic Affairs) were conducted. The purpose of these focus groups and

interview sessions was to determine the satisfaction of the stakeholders, effectiveness of the department, and support of the higher level administrators.

To collect the qualitative data, the external reviewer used a notebook, voice recorder, and several evaluation forms provided by the National Tutoring Association (Appendix A) to record the observation notes. The focus group interview questions were developed by the external evaluator (Appendix B). A total of 10 students attended the Focus Group for Students, approximately 25 tutors attended the Focus Group for Tutors, and three faculty members attended the Focus Group for Faculty Liaisons. During the supervisory staff interview session, 10-12 CLAC full-time and part-time administrators and supervisors participated.

The focus group sessions took place in vacant rooms in the tutoring center. Each of the three focus groups sessions (student, tutor, and faculty liaison) lasted for approximately thirty minutes. Participation in the focus group sessions was voluntary, and all participants agreed to be audio taped. The interview session with the CLAC Program Review Team lasted for seventy-five minutes, and the interview with the Managing Director of Learning Assistance Services and the Manager of CLAC lasted for fifteen minutes. The final interview with the Vice President for Academic Affairs lasted for thirty minutes. The external evaluator took notes when the interview sessions were conducted, but they were not recorded using a voice recorder. The external evaluator tried to create a relaxed environment for the focus group sessions so that the participants, particularly the students and tutors, would feel comfortable expressing their viewpoints during the discussion. The focus group sessions were conducted in well lit, quiet, and airy rooms. At the beginning of each focus group session, the Manager of CLAC introduced the external evaluator to the participants, and the evaluator briefly explained the purpose of the session. Prior to the date of the focus group sessions, all of the students, tutors, CLAC staff members, and faculty liaisons were clearly explained the purpose of these sessions by the Manager of CLAC. The external evaluator also explained very clearly that she would record their comments in order to write a complete report. She said that the participants' names would never be revealed in the report, and the recording would be destroyed as soon as the writing of the report was completed. The external reviewer does not claim to be an expert in conducting focus group interview sessions; however, she has sufficient working knowledge to adequately conduct these focus groups and interview sessions. She personally facilitated all of the sessions.

The participants were told that they should feel free to leave the focus group at any time or pass on any question that they felt uncomfortable answering. Open-ended focus group interview questions (Appendix B) were specifically created for each focus group by the external evaluator to bring multiple perspectives to the program review. The external evaluator visited all of the centers (Tutoring Center, English Language Resource Center, Writing Center, and Math and Science Center). Since the on-site visit took place on a Friday during the summer, she was not able to observe many activities. She was able to observe two tutorial sessions, one on English and other one on Chemistry. Some students were working at the Math and Science Center.

Analyses of the Qualitative Data

The external reviewer took notes about the focus group participants' non-verbal communications such as facial expressions, body language, etc. After all of the focus group and interview sessions had been transcribed, the reviewer printed out hard copies of each transcription. Next, she read and re-read each transcription while simultaneously making marginal notes in order to identify the important comments of the participants. Approximately 40 students, tutors, and faculty liaisons participated in three focus group sessions that were conducted on July 31, 2015.

The summaries of the focus group sessions are as follows:

Student Focus Group

Ten students participated in the first focus group session. During the focus group session, the students were asked various questions regarding the services that they received and their overall experiences in the centers (Appendix B). The students said that they heard about the services that are offered during orientation and through the advertisements (flyers and brochures). They were also referred by the faculty and other students. One of the students said that he attends tutoring sessions once a week, and others said that they attend sessions three or four times per week. One student said that he visits the Math and Science Center every day because he loves the environment. The students mentioned that as part of the registration process they sign a form that states the policies and procedures, but most of them said that they signed it but didn't read it.

The students said that they utilized various services such as tutoring by appointment, walk-in tutoring, and workshop sessions, such as exam preparation. They said that sometimes the tutor helps them to create a study plan depending on how much help they need. They mentioned that the majority of the time the sessions are productive and helpful because the tutors are knowledgeable, organized, and eager to help. One student said that she asks for a different tutor if she feels that the session was not productive. The tutors give the students a better understanding of what is being taught in the classroom. The students feel that most of the time the tutors are easier to understand than the faculty. The tutors encourage the students to use class materials, develop their ideas, work on their own, and become independent learners. As a result of attending tutoring sessions, the students believe that their skills have improved, and they gained a greater understanding of the subject matter, which has allowed them to make progress toward their academic goals. Most of them said that they do not have time to complete the survey that is given at the end of each session, but they complete the survey that is sent to them at the end of each semester. They stated that they would definitely use the services again and recommend the services to other students. The aforementioned comments agree with the quantitative data analyses provided by the CLAC Program Review Team.

Overall, the students felt very satisfied with the services offered by CLAC. However, they did make a few suggestions for improvement. One student mentioned that some of the tutors speak too loudly during the sessions, and this makes her feel uncomfortable because everyone can hear the discussion that is happening between her and the tutor. Another student stated that there should be more tutors available for Business and Natural Science related subjects. The students suggested that the administrators should look at data regarding students' majors to be able to maintain a more equitable balance in the number of tutors they hire for various subjects.

Tutor Focus Group

Twenty-five tutors participated in the second focus group session. Some of the tutors are peer tutors and others are professional tutors. During the focus group session, the tutors were asked various questions regarding the services and their overall experiences working in the centers (Appendix B). They were asked how long they have been working for CLAC, and their responses ranged from one semester to one and a half years. Most of them said that they heard

about the position through faculty and other tutors and not through an advertisement. Some of the tutors mentioned that they were referred by faculty. They stated that they enjoyed being tutors. The thing that they said that they liked best about being tutors is being able to make a difference and help people. The aspect of the job that they liked least about being a tutor is that sometimes the students want the tutor to do the work for them.

The external evaluator asked the tutors questions regarding the training that they received and the observations that were conducted. They explained that they were interviewed and assessed by a supervisor before they were hired. They were given a manual that contains the CLAC policies and procedures. In addition to attending training and orientation sessions, weekly or bi-weekly training is conducted by their supervisors. Faculty liaisons also train the tutors. The training consists of tutoring techniques, methodology for tutoring, and content based training. Role playing took place during some of the training sessions. Tips about what to do and not do with a student was part of the training. The tutors said that they did not observe/shadow other tutors as part of their training. However, they received tips from the other tutors during orientation sessions and in the centers. They said that the supervisors sometimes observed them tutoring but not on a scheduled basis. One of the tutors said that the supervisors walk around the center and informally observe the sessions and provide feedback as needed. Another tutor mentioned that she was observed when she was working with a student who had a learning disability.

The tutors made positive comments and some suggestions regarding various aspects of their experience working for CLAC. The tutors feel that the training is beneficial for them and helps them build their skills as tutors. One tutor said that she would like there to be more training sessions that cover strategies for working with students who have learning disabilities. The tutors are pleased with the resources available to them in the centers, but they wish that these resources were easier to access without having to wait at the front desk. The tutors mentioned that students are not always prepared with the necessary items for the tutorial sessions. The tutors are not sure if the front desk staff specifically tells the students to make sure to bring the appropriate materials such as a notebook, textbook, and pen to the sessions. The tutors feel that the CLAC leadership is outstanding and very supportive. The leadership effectively communicates with the tutors and values their input.

Faculty Liaison Focus Group

Three faculty liaisons (two math faculty members and one science faculty member) participated in the third focus group session. During the focus group session, the faculty were asked various questions regarding the services offered by CLAC and their overall experiences as faculty liaisons (Appendix B). The faculty mentioned that they have been faculty liaisons for various lengths of time. One of them said that she started out working in the center and became a faculty liaison after she became a faculty member. Another faculty member stated that she has been working at BCC for twenty-nine years. She has always been involved with CLAC in one way or another over the years, so she was asked to be a faculty liaison.

The faculty said that there is a link between the Math Department and the Math and Science Center. There is a high demand for tutors for mathematics and science courses. The faculty liaisons offer training for tutors for college-level classes, especially Calculus. The training consists of tutoring techniques, methodology for tutoring, and content based training. The faculty offer bi-weekly training session, work with the tutors in groups, and present during tutor orientation sessions. They also create training videos on specific content related topics.

The faculty liaisons act as mentors for the tutors. They offer office hours in the Math and Science Center, so that they can assist the tutors. Sometimes they help the tutors during tutoring sessions. The faculty liaisons have a great bond with the tutors and the students. The students feel comfortable in the Math and Science Center. Many of the students do their homework in the center and ask for help if they have trouble with an assignment. It helps the students to develop relationships, and there is always someone to help them.

The faculty feel that having in-class tutors and SI Leaders in the classrooms is a great way to get students to reach out and come for help in the centers because they develop a rapport with the students. One of the faculty stated that it would be great if there were and in-class tutor or SI Leader in every class that BCC offers because they help to enhance student learning.

The faculty mentioned that several boot camps are offered through the STEM Grant. They stated that boot camps are offered for a specific class or to prepare students for the College Placement Test. They said that the students who attend the boot campus are usually good students and not

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the students who are struggling. The students who are struggling are the students who would benefit most from the boot camps. One of the faculty mentioned that there is not enough data available at this time regarding the success of the boot camps.

Overall, the faculty feel extremely satisfied with the services, training, and support offered by the CLAC administrators. They said that they really love being faculty liaisons. The faculty comments echo the perception that the CLAC Program Review Team mentioned in its report. However, during the focus group session, the faculty offered some suggestions for improvement. The Math and Science Center should be bigger and open for more hours. The center should have more rooms to conduct workshops and study sessions. These rooms should have substantial board space so that the tutors can have the students work out problems on the board. There should be a large space to conduct review sessions. The faculty need to be encouraged to send their students to the review sessions. CLAC needs more faculty support. In order to encourage faculty to participate, it would be a good idea to have faculty who give one hour of their office hours in the center credit for one and a half office hours. One of the faculty liaison mentioned that they do something like this at Morris County College.

Program Review

Strong Points of the Program:

Effective Tutoring for a Wide Range of Subjects- High self-esteem is one of the major motivational factors in learning. During the site visit, the external evaluator observed a tutoring session on chemistry. When the external evaluator observed the tutoring session, she used the Observation Checklist that she created (Appendix C). The way the chemistry tutor was asking questions and was trying to get answers from the tutee was impressive. It definitely helped the tutee to enhance her confidence and critical thinking skills. CLAC achieved its goal of offering tutoring for almost all of the 100 and 200-level courses. Even with this wide range of subjects, the tutors are clearly effective, as both the quantitative and qualitative data show. Students who attended tutoring had increased GPAs, earned more credits, higher retention rates, and higher graduation rates than the students who did not attend tutoring. According to the CLAC Program Review report, 86.7% of the students said that they were "Very satisfied" or "Somewhat satisfied" with the CLAC services. Both the quantitative and qualitative data analyses demonstrate that this is an effective program. It must focus on maintaining this high level of excellence while expanding.

Strong Leadership Team- The CLAC Program Review report reveals and the site visit of the external evaluator confirms that the Cerullo Learning Assistance Center has evolved tremendously since 1991. This transformation would not have been possible without the leadership and support of Dr. Mullaney and the hard work and dedication of Ms. Khairia Fazal, Managing Director of CLAC, Margaret Roidi, Manager of CLAC, CLAC supervisors, staff members, faculty liaisons, and tutors. Overall, the tutors are the foundation of a successful learning/tutoring center. Tutors play a paramount role in the day to day success of the centers. It is obvious that BCC offers a successful tutorial program to its students. CLAC has a clearly defined organizational chart, and the administrators have expertise in their respective fields. It is evident that the administrators are able to maintain clear lines of communication between each other, their tutors, and the faculty to determine the needs of the student population. The cyclical assessment procedures used by CLAC ensure that the services are continually improving.

Faculty Liaisons- The concept and execution of Faculty Liaisons is exemplary and clearly goes a long way toward including tutoring as a vital part of the academic programs at BCC. Students' learning is greatly impacted by the interaction between students and faculty (Smith, 1993). Faculty are the main line of contact with students. Having such an extensive team of faculty dedicated to the goals of the Cerullo Learning Assistance Center ensures that there will be clear communication between the faculty, students, and CLAC administrators. The Faculty Liaisons are able to work in concert with the CLAC administrators in order to line up the academic support services with the academic curriculum. This is a program that other schools would do well to emulate.

Suggested Areas of Improvement:

Align Mission Statement with BCC Mission and Student Learning Outcomes- The Cerullo Learning Assistance Center should consider revising its mission statement to more closely align with the overall mission statement of Bergen Community College. The BCC mission statement highlights "a supportive and challenging academic environment that fosters civility and respect." The CLAC mission statement should be directly tied the BCC mission statement. The BCC mission statement also highlights "lifelong learning opportunities for all members of the community," and it may be worthwhile to consider incorporating this into the CLAC mission statement. CLAC should also ensure that it has clearly outlined Student Learning Outcomes (SLOs) for students who use its services and ensure that the mission statement is closely aligned to these SLOs.

The external evaluator did not find any specific Student Learning Outcomes in the CLAC Program Review Report, but page 6 contains the following five points that seem similar to Student Learning Outcomes:

The tutoring center's services help to contribute to the college's goals by:

1. Helping to assist students' written and oral communication skills
2. Helping to strengthen students' quantitative knowledge and skills by reinforcing material from the classroom
3. Supporting students in their quest for scientific knowledge and reasoning skills

4. Assisting students with their information literacy as they pursue their academic research

5. Providing students with the skills to become lifelong independent learners

Perhaps the CLAC administrators should review and revise these points so that they can be clearly presented as Student Learning Outcomes.

Continue to Improve Training Procedures- Tutors play a tremendous role in the learning equation, particularly at open access community colleges where students come from a variety of educational backgrounds and are often underprepared. Therefore, tutors should be specifically trained so that they can help these students to enhance their learning and achieve their academic goals. The responsibility of any learning center is to foster the advancement of tutoring to enhance student academic growth. The role of a tutor is to empower tutees to become successful independent learners. The success of a tutorial program depends on the quality of the tutorial personnel, especially the tutors. Professional development is key in building the skills of the staff and ensuring the quality of services offered by the program. New tutors can benefit from shadowing/observing more experienced tutors. The tutors' expertise can be enhanced if they are trained by professional trainers. The National Tutoring Association offers a variety of tutor training options, including on-line training. It also offers personal and institutional tutor certification and on-line tutoring certification. As the CLAC Program Review indicates (both self-review and external review), training a large number of part-time employees on a semester-by-semester basis is a continual challenge. A plan to implement on-line training and additional opportunities for the professional development of tutors would be beneficial for all of the stakeholders. The CLAC Manager, supervisors, and the faculty liaisons provide year round training for the tutors. Knowing the course content and training someone how to deliver the content is not the same thing. All of the CLAC personnel and faculty liaisons can obtain training from the NTA and receive certification as certified tutor trainers. In addition, it would be beneficial if the tutors could receive training about how to work with students who have special needs. There are low cost options to have a trainer visit the campus to train the tutors. The Youth Consultation Service is an organization that maintains programs for children with special needs throughout the state of New Jersey. This organization provides special education training for tutors to be better able to work with students who have special needs.

Increase the number of tutors available for walk-in tutoring sessions- CLAC offers appointment based tutoring for most courses, and walk-in tutoring is also offered. According to the Spring 2013 survey, only 54% of students chose "Strongly Agree" or "Agree" that the "Writing Walk-in is staffed appropriately," while the results for "Math Walk-in is staffed appropriately" were higher at 60.7%. The high number of "Neutral" or "No Opinion" answers may be due to students who were not interested in or did not use this service. In order to increase satisfaction with walk-in tutoring, the CLAC administrators need to schedule more tutors for walk-in sessions. It is also important to ensure that tutors are available to help students with various subjects.

Review options for expanding in-class tutoring and Supplemental Instruction- External users only accounted for about half of the tutoring covered in the report. In addition to SI leaders, in-class tutors are assigned to paired courses and labs based on the requests of faculty. These features should all be kept in place but expanded into more areas where possible. While the CLAC Program Review Team found that internal users were more successful than external users, external users were still more successful than the general student population. Many community colleges have instituted extensive programs with tutors in the classroom that are highly beneficial to students.

There are several possibilities for expanding in-class tutoring and Supplemental Instruction so that tutoring services would reach a higher percentage of students. This would help with the goal to "Implement an outreach campaign for BCC students" and could also aid in achieving the goal to "Offer consistent tutorial services across campuses" by assigning in-class tutors to classes that take place at various BCC locations. A dedicated part-time or full-time supervisor specifically focused on in-class tutoring may also be beneficial.

The first area of review would be the implementation of mandatory in-class tutors for a larger number of specific courses. A review should be conducted of the courses that would be most benefited by having an in-class tutor or SI leader in the classroom. Courses to consider include low-level developmental classes and high-risk courses where a significant percentage of students earn grades of D, F, or W. Linked courses are also a fantastic opportunity to have the same tutor working with the same group of students in different classes. Members of CLAC should be part

of any discussions about linked courses such as Learning Communities or Accelerated Learning Programs because in-class tutors and SI Leaders can play vital roles in the success of these programs.

Tutors who will be working in the classrooms should receive additional training for this purpose. Tutors who have previous experience working in a center are often good choices to select for working in the classrooms. Faculty should also be trained in the best practices for utilizing a tutor's presence in the classroom. Students should be encouraged to meet with their in-class tutor outside of the class.

Expanding the presence of CLAC in classrooms can have many benefits to the students of BCC and can help to achieve CLAC's goals. Tutors will have increased visibility outside of the centers, which can aid in the objective to "Better familiarize faculty and staff of the CLAC services and resources." Students in these classes will become knowledgeable about the services offered by CLAC and be aware that they can go to CLAC for assistance in any of their classes. Having the support of a tutor in the classroom will increase student success, which will aid in the overall goals of BCC.

Review implementation of academic enrichment workshops in the summer- Many students who do not pass a developmental education course only need some more time working with the material before they are proficient and can move on to the next level. However, under the traditional semester, a student who does not pass a course in May would need to wait until the fall to repeat the course and show that he/she has gained proficiency at the end of December. This seven month delay not only slows student progress but causes students to lose momentum and to become discouraged.

Implementing academic enrichment workshops during the summer can be a great way to aid these students and improve the retention rate of developmental students. These workshops could be made available to students who must repeat a course in the fall. The workshop would give students the opportunity to work with tutors for approximately four weeks in the summer and then be re-tested for the opportunity to pass the course. Supervisors from the Cerullo Learning

Assistance Center could work with faculty liaisons to develop workshop outlines for tutors to follow based on the appropriate curriculum.

The workshops may be most successful if they are offered at no cost to the students since many students rely on financial aid that would not be available. Grant money may be available to fund these workshops, and it may be possible to use a portion of the CLAC budget or to collaborate with related academic departments to acquire funding. The students would have already spent a semester working on the material with an instructor, and the tutors would have already been trained and had experience working with students. Therefore, these workshops could prove to be a low-cost initiative that would make a big impact on improving student retention. As a new initiative, it would also help with outreach in promoting the CLAC services and would bring additional students to CLAC.

Recommendations regarding access to materials- When a student registers for tutoring, the front desk staff should explain the policies and procedures stated on Student Agreement Form to the student so that he/she is aware of the materials that need to be brought to a tutoring session.

Review options for expanding tutoring spaces- Complaints about noise in the tutorial centers being distracting for students seemed to be persistent even in the Spring 2013 survey. These comments were written in by students. In order to assess the severity of this issue, the next survey should use a Likert Scale and include dedicated questions about this issue. In 2013, about 80% of the students agreed or strongly agreed with "Atmosphere is favorable to learning," while the remaining 20% may have had some reservations. The results of this question should also be analyzed by the individual centers because different locations may have more distractions than others. It might be helpful to review options for expanding or redesigning the centers in order to minimize distractions and increase student satisfaction with the environment. Furthermore, it might be a good idea to look into purchasing a Smart Board for each of the centers.

Review options for expanding the Writing Center Space - Writing Centers are equipped with writing specialists who are trained to teach writing as a process. Writing Centers play an important part in the support structure of a college, particularly at community colleges where many students arrive underprepared and need significant work to make advances in their reading

and writing skills. Writing Centers allow students to receive the individualized attention and feedback needed outside of the classroom in order to keep up with the course material and succeed in their classes. Tutors are able to use questioning and collaborative discussion to meet students at their current level in a way that is often not possible in a classroom where the instructor must focus on what is best for the class as a whole. Writing Centers aid in student retention, and the focus on writing aligns with what is commonly identified as a crucial skill for college and employment. Studies such as Habley and McClanahan's (2004)"What Works in Student Retention?" have identified Writing Centers as a crucial part of the support services that aid in student retention.

The Writing Center of BCC is currently housed in the back of the tutorial center. It appears that students, faculty, and staff members of BCC utilize the Writing Center (WC) extensively. The space in a WC should be designed in a way that makes the students feel comfortable and promotes productivity. If students are comfortable writing in the space, they are more likely to use the tutoring services and other services that the WC offers. The WC plays a vital role in student success at BCC. Therefore, it should be more visible and appealing to the students. The Managing Director of the Learning Assistance Center, Manager of CLAC, and Writing Center Supervisor should evaluate how the space is being utilized to meet the needs of the students and discuss ways that the Writing Center can be redesigned or expanded and made more visible to students. The administrators should create a survey that can be used to gather information about how students utilize the space and illicit any suggestions that the students have about making the Writing Center more user friendly. They should also survey the tutors and faculty liaisons who utilize the WC. Afterwards, the administrators can use this information to develop a plan for redesigning the space and making it more visible.

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NATIONAL TUTORING ASSOCIATION EVALUATION FORM

TUTOR TRAINING

	Demonstrates no evidence of *understanding* target concept	Demonstrates Basic *understanding* of target concept	Demonstrates satisfactory understanding of target concept	Demonstrates satisfactory *implementation* of target concept	Demonstrates full *competency* of target concept and has implemented concept into tutoring program
Established training schedule	1	2	3	4	5
Secured suitable training environment	1	2	3	4	5
Has written training objectives	1	2	3	4	5
Has clearly defined tutor policies and procedures	1	2	3	4	5
Includes role playing with experienced tutors	1	2	3	4	5
Includes listening skills	1	2	3	4	5
Includes questioning skills	1	2	3	4	5
Includes discussion on positive reinforcement	1	2	3	4	5
Includes information on how to deal with student frustrations	1	2	3	4	5
Includes Tutor Code of Ethics	1	2	3	4	5
Includes discussion of the tutor's role	1	2	3	4	5
Includes discussion of student's ideas	1	2	3	4	5
Utilizes Peer Tutor Manual	1	2	3	4	5
Allows tutors to participate in tutoring session with experience peer tutor	1	2	3	4	5
Provides opportunity for ongoing training	1	2	3	4	5

TOTAL POINTS [ ] [ ] [ ] [ ] [ ]

AGGREGATE SCORE [ ]

THE TUTORING PROCESS

	Demonstrates no evidence of *understanding* target concept	Demonstrates Basic *understanding* of target concept	Demonstrates satisfactory understanding of target concept	Demonstrates satisfactory *implementation* of target concept	Demonstrates full competency of target concept and has implemented concept into tutoring program
Developed procedure to gather student data	1	2	3	4	5
Understands student transcript analysis	1	2	3	4	5
Utilizes teacher questionnaire	1	2	3	4	5
Tutors conducting effective initial sessions	1	2	3	4	5
Tutors take inventory of materials	1	2	3	4	5
Tutors conduct check of study management skills	1	2	3	4	5
Tutors complete evaluation form	1	2	3	4	5
Tutors address specific student requests	1	2	3	4	5
Tutors complete study plan form	1	2	3	4	5
TOTAL POINTS					
				AGGREGATE SCORE	

ADMINISTRATION

	Demonstrates no evidence of *understanding* target concept	Demonstrates Basic *understanding* of target concept	Demonstrates satisfactory *understanding* of target concept	Demonstrates satisfactory *implementation* of target concept	Demonstrates full competency of target concept and has implemented concept into tutoring program
Has clearly articulated goals and objectives	1	2	3	4	5
Has written mission statement	1	2	3	4	5
Has identified coordinator	1	2	3	4	5
Has identified support staff	1	2	3	4	5
Secured suitable location	1	2	3	4	5
Developed tutor job description	1	2	3	4	5
Developed tutor recruitment plan	1	2	3	4	5
Has identified Tutors	1	2	3	4	5
Developed procedure to manage student records	1	2	3	4	5
Developed procedure for scheduling with tutors	1	2	3	4	5
Developed plan to promote program in local community	1	2	3	4	5
Has attained NTA membership	1	2	3	4	5
Has identified student target population	1	2	3	4	5
Has process to select students to be tutored	1	2	3	4	5
Has established student policies and procedures	1	2	3	4	5
TOTAL POINTS					

AGGREGATE SCORE

APPENDIX B
FOCUS GROUP QUESTIONS

<u>Student Focus Group Questions</u>

1. How did you hear about the tutorial services that are being offered?

2. How often did you utilize tutorial services?

3. What type of services do you use (tutoring sessions, workshops, etc.)?

4. Why did you decide to attend tutoring sessions?

5. Were the center's student policies and procedures explained to you?

6. Did you and the tutor create a study plan for you?

7. Did you feel that the tutorial sessions were productive?

   If yes, why?

   If no, why not?

8. What did you find most helpful during the tutoring sessions?

9. Was the tutor easy to understand?

10. Were you encouraged to use your class materials such as lecture notes, textbooks, dictionaries, etc. during the tutoring sessions?

11. Were you encouraged to share your ideas about the coursework and prompted to continue working on your own?

12. On your own, were you able to use what you learned during the tutoring sessions? If so, please explain.

13. During the sessions, did you and the tutor work on activities to build your studying and time management skills?

14. Did the tutors' questions and comments improve your understanding of the coursework?

15. After attending tutoring, do you feel that you have gained a stronger understanding of the subject(s) and made progress toward your academic goals?

16. Do you feel that your academic skills have improved as a result of attending tutoring sessions?

17. Did you complete a survey after your tutorial session(s)?

18. Did you attend any of the supplemental workshops? (i.e. MLA or APA Style Guide Workshops, Composition Writing Workshops, ESL Grammar Workshops, Exam Preparation Workshops, etc.)

    If yes, did you feel the workshops helped you achieve your academic goals?

19. Will you use the tutorial services again?

    If yes, why?

    If no, why not?

20. Would you recommend the tutorial services to other students?

21. Do you have any additional comments or suggestions?

Tutor Focus Group Questions

1. How long have you tutored for CLAC?

2. Why did you become a tutor?

    What do you like best about being a tutor?

    What do you like least about being a tutor?

3. Please describe the training that you received before you started working as a tutor?

    Did you receive a Tutor Manual?

    Did you shadow/observe other more experienced tutors?

    Did you complete an evaluation form at the end of the training?

4. Is there an established schedule to provide tutors with continuous training?

5. How often are you trained?

6. How often are you observed?

7. Do you do role playing during training?

8. Please tell me about some of the topics that were covered during the training sessions.

9. Do you complete evaluation form after the training?

10. Please describe the resources and materials you have available when tutoring.

11. Overall, are you satisfied with the materials that students bring to their tutorial sessions?

12. Do you feel that the students are getting adequate attention and support during your tutoring sessions?

13. How effective is the leadership of CLAC?

    Do you feel that the leadership of CLAC values your input in making decisions?

14. Does the leadership of CLAC communicate important information to you?

    How do they relay this information to you?

15. Overall, are you satisfied with the training and support offered by CLAC?

16. What would you change, if anything, about CLAC and the services that are offered?

Faculty Liaison Focus Group Questions

1. How long have you been a Faculty Liaison for CLAC?

2. Why did you become a Faculty Liaison?

    What do you like best about being a Faculty Liaison?

    What do you like least about being a Faculty Liaison?

3. Please describe the training that you received before you started working as a Faculty Liaison?

4. Did you complete an evaluation form at the end of the training?

5. How do you aid in the recruitment of the tutors?

6. What type of training sessions do you offer for tutors?

7. Please tell me about some of the topics that were covered during the training sessions.

8. Is there an established tutor training schedule?

9. Do you observe the tutors?

10. Do you use role playing during training?

11. Do the tutors complete evaluation forms after the training?

12. What type of workshops do you offer for students?

    Please tell me about some of the topics that were covered during the workshop sessions.

    Is there an established workshop schedule?

    Do the students complete evaluation forms after the workshops?

13. Please describe the resources and materials you have available when working as a Faculty Liaison.

14. Do you feel that the students are getting adequate attention and support during the tutoring sessions?

15. How do you assist in the research and development of tools for outcome assessment?

16. Please tell me a little bit about the projects that you have initiated to enhance the quality of tutorial services.

17. How effective is the leadership of CLAC?

    Do you feel that the leadership of CLAC values your input in making decisions?

18. Does the leadership of CLAC communicate important information to you?

    How do they relay this information to you?

19. Overall, are you satisfied with the services, training, and support offered by CLAC?

20. What would you change, if anything, about CLAC and the services that are offered?

APPENDIX C
TUTORING SESSION OBSERVATION FORM

Observation Checklist

Adapted from University of Nebraska-Lincoln (December 2006) and Northampton Community College Learning Center (May 2008)

Observer:_____Tutor:_____

Date:_____Course:_____

Tutee(s):_____

Type of Activity: _____

	YES	NO
Greeted tutee by name		
If new tutee, reviewed policies and procedures with the student		
Had a study plan for the student		
Prepared for the session		
Worked with tutee to create objectives for the session		
Displayed friendliness		
Established a rapport with student		
Encouraged tutee to initiate first task: to open book, to write, to explain need, etc.		
Gave clear instructions		
Used appropriate questions and cues		
Presented material at reasonable pace		
Allowed tutee to work independently		
Used materials effectively		
Kept lesson focused on objective		
Gave feedback about performance		
Asked tutee to complete evaluation		
Made notes about the session and plans for the next session in the study plan		
Confirmed next appointment		

Observation Checklist
Adapted from Northampton Community College Learning Center (May 2008)

Comment on and rate each as follows: 1—**Proficient; 2---Satisfactory; 3—Needs Improvement**

Body Language and eye contact:_____

Opening of session/set priorities:_____

Amount of time tutor talked vs. amount of time tutee talked:_____

Uses questioning to draw out tutees understanding/involves tutee in session:_____

Pauses and wait time for tutee to answer:_____

Use of examples for clarification:_____

Use of class notes and/or textbooks:_____

Gives equal time to tutees in a group session:_____

Willing to assist other tutors/administrative staff:_____

Keeps tutoring schedule accurate and up to date:_____

Closing of session:_____

Comments:_____
_____
_____
_____
_____