



Writing, Reading, and Tutoring Center (WRTC)
Tutorial Services Handbook

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OC WRTC TUTORING CENTER

1. Department Overview

Mission of Writing Reading and Tutoring Center (WRTC):

“To Help Students Become Better Students.”

Goals:

Provide easily accessible and robust tutoring for all basic skills subjects, as well as the majority of Oxnard College’s offered subjects.

Who can use the WRTC?

All students and prospective students can utilize our services. Since any community member, whether adult, graduate, High Schooler, or otherwise, is a potential student of Oxnard College, the WRTC tutoring services are available to all.

This continued effort to help both students and the community at large can only increase community engagement with the college, and encourage increased enrollment and community improvements.

Not all Ventura County Community College District schools and departments offer services to those not enrolled in classes, or those enrolled whose main campus is another institution, so the WRTC is both unique and robust to encompass the needs of the VCCCD community at large.



STAFF PROCEDURES

2.WRTC STAFF AND FACULTY ROLES

Tutorial Services Specialist II:

- Collaborate with faculty and staff to identify tutoring needs for each discipline and department.
- Develop, coordinate and implement tutoring activities in collaboration with other college retention-related programs.
- Recruit, select, train and provide work direction to tutors and student assistants, and schedule hours, monitor performance, prepare and process payroll and other related records.
- Provide students assistance with appointment scheduling and assessment as needed.
- Coordinate program communication among students, tutors, faculty, and other departments.
- Conduct outreach activities to disseminate information regarding tutoring programs and independent study workshops.
- Promote services by attending meetings and creating marketing materials such as brochures, posters, literature, and website content.
- Research and collect data related to tutoring services to compile into meaningful reports.
- Monitor the budget of the assigned area and make budget recommendations as appropriate.
- Participate in a variety of meetings and workshops, including planning and assessment

- sessions with faculty, tutors, and students.
- Attend related staff meetings, tutorial conferences and workshops.
 - Schedule individual tutoring appointments, group sessions, and workshops.
 - Perform a variety of clerical and technical functions related to programs while maintaining program records and files.

Instructional Lab Technician I:

Under the direct supervision of the Dean, two Instructional Lab Technicians (one with an emphasis on and a background in Humanities and the other with an emphasis on and background in Math and Science) plan, organize, oversee, and support activities in the WRTC. The ILTs participate in recruitment, selection, training, and scheduling of tutors and greeters, and direct student personnel assigned to the center and the online student help desk. ILTs also provide some technical assistance to students, tutors, and greeters, specifically related to the online tutoring Zoom room, and other online learning management systems (e.g., Canvas).

Embedded Tutor Coordinator:

The embedded tutor coordinator is a faculty member who oversees the embedded tutor program. Job responsibilities include recruiting, hiring, training, and evaluating embedded peer and provisional tutors; collaborating with WRTC staff on hiring, scheduling, training and outreach; promoting the embedded tutor program to relevant departments on campus; and connecting with faculty in those departments. Additionally, the embedded tutor coordinator meets with faculty working with embedded tutors providing initial faculty training at the beginning of the semester, checking in with faculty throughout the semester, and surveying faculty at the end of the semester to facilitate evaluation of embedded tutors and the program. The ET coordinator also attends relevant local and national professional development opportunities including annual conferences for organizations such as the National Organization for Student Success (NOSS) and the College Reading and Learning Association (CRLA).

3. Tutor Roles

The tutors are located in the Writing Reading and Tutoring Center (WRTC), which is on the second floor of the Oxnard College Library and Learning Resource Center (OC LLRC). Tutors in the WRTC are either full-time students (**Student Workers**) or non-full time students/non-students (**Provisional Employees**). The **hourly pay** is the same for each designation, though there are some technical differences:

Student Employees:

- Must remain enrolled in at least 12 unit credits during the current or previous Spring or Fall term (i.e., if it's Summer, they must be enrolled in 12 credits for Spring, or have been enrolled in 12 credits last Fall).

- Unless registered with EOPS, EAC, or FWS departments, in which case 6 units is the minimum
- Can work a maximum of 6 hours a day.
- Can work no more than 20 hours weekly.
- Have their timesheets completed online through the employee portal, and submit twice monthly (and are paid twice monthly).

Provisional Employees:

- Can be students with less than 12 enrolled units, or non-students.
- Can work a maximum of 6 hours a day.
- Can work no more than 30 hours weekly.
- Submit online timesheets once a month (and are paid once monthly).

Tutors may assist students in their specialized subject areas and are encouraged to refer students to additional tutors and the student's professor if they are unable to help.

What a Tutor Can Do:

- Support someone to learn a certain skill with a personalized approach.

Support – Guiding and motivating.

A tutor is not there to do work for the student, but to guide and motivate them to work independently. Motivation will be enhanced through the use of a compliment sandwich during each session which should begin and end with a compliment and words of encouragement.

Someone - This implies a solo student.

Part of why tutoring is so effective is because it can be personalized to a student's needs. A classroom is less maneuverable.

A certain skill - Tutoring is targeted.

A course has curriculum that indicates the wider knowledge gained by the completion of it. A tutor can help students tackle the small stumbling blocks they may encounter on the way to getting there.

What a Tutor Cannot Do:

A student's homework. Tutors can assist with problems, but should work similar problems instead of exact problems when able. Tutors should also not edit a student's entire paper, but should find specific examples of improvements that the student can apply to their entire work.

Engage in anything related to grading or grade speculation. This is the province of the student's professor, and questions related to grades should be referred to that person. If the student is irate and would like to press an issue elsewhere, they can be referred to the Dean of the subject area of the class. Likewise, faculty members cannot require or allow tutors to engage in grading or related activities; any such requests should be reported to the Tutorial Supervisor so that the faculty can be advised on how best to utilize tutoring services.

Engage in controversial topics unrelated to the academic work being discussed. If the tutor is assisting with controversial topics related to a student's assignment, all judgements based on values or beliefs on the tutor's part should be withheld, and the focus should be placed on the student's work.

Be mistreated or made to feel uncomfortable by a student, faculty member, or staff member. While tutors work with a variety of campus members, no one has the

right to be cruel or unkind to a tutor or any staff member. Unprofessional individuals can be asked to leave tutoring and return when calm, or can be escorted out by Campus Police if their behavior is troubling.

Force a student to do their work. Encouragement is important, but it should remain a positive experience for the student. Making them feel bad will prevent them from seeking help. Students experience plenty of pressure from personal and academic sources outside of the tutoring center, and don't need any from us. They came to get help, and should leave encouraged and with a clearer understanding of the material. Likewise, if a student isn't going to do their work, then they also don't need a tutor's assistance, and can return later when they're ready to participate.

4. Hiring

When hiring new tutors, there are three factors to consider:

- 1. Subject Matter Expertise*
- 2. Personality & Behavior*
- 3. Experience*

Subject Matter Expertise:

Tutors hired need to possess appropriate level skills in the area(s) they are expected to

assist students with. However, the communal nature of the WRTC fosters inter-tutor coordination, and tutors are strongly encouraged to assist each other as able to increase tutor skillsets. In addition, tutors are expected to adopt a growth mindset working to improve their tutoring skills through training, workshops, and professional development opportunities.

Personality & Behavior:

On occasion, an applicant with the appropriate subject matter expertise arrives, yet shows through a face to face interview and/or mock tutoring session that they do not have the temperament or communication style necessary to foster an encouraged and engaged learner community. Argumentative behavior, unwillingness to allow others to speak, and unwillingness to begin conversations with strangers are key roadblocks to successful tutoring, and do not make an excellent WRTC tutor. However, many kind and encouraging tutors are quiet or introverted, and as long as they are willing to reach out to every newcomer into the tutoring center, should not be excluded from consideration for hiring. Many times, a tutor's communication skillset improves and expands due to the WRTC environment, and they often become gregarious and encouraging to a high level.

Experience:

Many tutor applicants, especially those with degrees or substantial higher education coursework already completed, will have some experience with professional or volunteer tutoring. Professional experience is valuable, but so also is experience helping friends, family, and fellow classmates. Students who have this type of experience may not feel it worthy of adding to their application, but it is valuable and can come up during the interview process.

5. The Interview Process

WRTC Staff actively recruit tutors every semester through the VCCCD website, campus events and organizations, and outreach to faculty and the community. Interested applicants should directly contact WRTC staff to begin the process.

Recommendation: All applicants must provide a recommendation letter or email from faculty. For peer tutors, a recommendation must come from an Oxnard College or other VCCCD faculty member who has had the student in a course in the subject the tutor will be specializing in. The

recommendation should also confirm that the student received a B or better in that course. For provisional tutors, a recommendation must come from a faculty member or tutoring center director where the tutor worked with students in the subject the tutor will be specializing in.

Interview: All WRTC tutor applicants will be interviewed by at least two of the following: the Tutorial Services Specialist II, an Instructional Lab Technician, or the Embedded Tutor Coordinator. The interview will include questions about past experience and relevant skills, reasons for wanting to be a tutor, experience handling difficult situations, and future goals. The interview will also include a mock tutoring session so that the hiring committee can assess the applicant's ability to work with students on challenging assignments. For applicants who will be working with students on their writing assignments, they will additionally be asked to submit a writing sample and complete a grammar assessment at the time of the interview.

Following the Interview: After the interview, the hiring committee will discuss and review the applicants' qualifications, and an email will be sent to the applicants in a timely manner informing them about the position and outlining the next steps. The Tutorial Services Specialist II and the human resources department will then work with the applicant to complete the student or provisional worker hiring paperwork.

Every applicant will need to complete the appropriate application packet (either the Student Packet if they are taking/are enrolled in the future for 12 or more credits in a term, or the Provisional Packet if taking zero or less than 12 credits now/in the next term. Once an applicant accepts an offered position, all of the completed application materials (some included forms require the supervisor and Dean/Budget Manager's signatures) should be forwarded to the Payroll Accounting Technician. New hires will also be required to meet with human resources to complete the I-9 form and schedule a Live Scan (fingerprinting) appointment with

the OC Campus Police Department via the number on the form. The Live Scan process needs to be completed within 10 days of their first work day.

Lastly, all new hires should have their supervisor cover the “**NewHire_EmergencyProcedures_ Training_Document**” explained to them, and they should sign and date it when they are familiar with all of the procedures and information eluded to on the form. These should be kept on file by their WRTC Tutorial Services supervisor.

6. Hiring and Rehiring Administrative Procedure:

When submitting paperwork, all forms must be completed and sent in as one packet. If a Student Worker switches to Provisional, or vice versa, then they must undergo the new hire paperwork process.

All student Student Workers must be enrolled in a total of 12 units within the Ventura County Community College District (VCCCD); however, if they are registered with the EOPS, EAC, or FWS department, this requirement becomes 6 units. The potential Student Worker can be enrolled in any of the three VCCCD campuses (Oxnard, Ventura, or Moorpark College), and if the sum of their units meet the minimal unit requirement, they would be considered eligible by the HR department. Also, if a student is attending a college outside VCCCD (such as a UC or Cal State), and are considered enrolled full-time on their respective campus, then they would meet the minimal unit requirement.

Newly hired Provisionals must complete the “Provisional/Limited Term Authorization” form, but new Student Workers must complete the “Authorization of Employment for Student Hourly Help”. Both must also include the following forms:

- Online Employment Application
<https://www.governmentjobs.com/careers/vcccd/jobs/1431547/provisional-pool-generic-application>
- Relative Status Disclosure
- Retirement System Status Questionnaire
- Government paperwork (I-9, W-4, DE-4)
- Designation of Person to Receive Paycheck
- Oath or Affirmation of Allegiance for Civil Defense
- Emergency Contact Information
- Gender/Ethnicity and Disability Information
- Confidentiality Agreement
- Conviction Record Data Sheet

Rehiring/Returning Provisionals must submit the “Provisional/Limited Term Authorization,” “Relative Status Disclosure,” and “Retirement System Status Questionnaire” forms. However, rehiring/returning Student Workers submit “Authorization of Employment for Student Hourly Help,” “Relative Status Disclosure,” and “Retirement System Status Questionnaire” forms.

For any questions regarding the hiring/rehiring process, or to obtain the forms, contact the campus Payroll Accounting Technicians in the Fiscal Services department.

7. Training

Tutor Training Workshops are mandatory paid opportunities for all tutors to have access to ongoing professional development to best meet the needs of our students guiding them toward success. Tutor training workshops allow tutors to learn from each other through collaboration, share and discuss recent research, and continue to grow as educators.

The WRTC conducts three types of training: Ongoing Tutor Training, New Tutor Training, and Embedded Tutor Training. All tutor training is designed following the tutor training protocols outlined in the CRLA certification standards.

Ongoing Tutor Training – Mandatory ongoing tutor training occurs every other week throughout the semester and is designed and presented by WRTC staff. All tutors, whether they are new or experienced, are required to attend the trainings. For those who are unable to attend, they must review the materials from the missed workshop and complete an activity in the WRTC Canvas Shell for that week. In addition to sessions that include best practices in tutoring, there are breakout sessions that address subject-specific tutoring practices. For example, writing tutor training workshops may

focus on assisting students with essay structure or grammar points; math tutor training workshops may bring in math faculty to provide a model of working with math students at specific levels. WRTC staff will reach out to other faculty to provide similar models in all areas of subjects tutored. Guest speakers from student services are also invited to provide information and answer questions about available resources for students.

Topics chosen for training include those outlined in CRLA Level Certification Standards as listed below:

Level 1 CRLA topics:

Category:	Select at least:	Topics:
Basics	4	<ul style="list-style-type: none"> ● Administrative Policies, Record Keeping and Reporting ● Conducting a Successful Session ● Role of the Tutor ● Tutoring Do's and Don'ts
Communication	2	<ul style="list-style-type: none"> ● Active Listening and Responding ● Communication Styles ● Question Asking Strategies ● Tutoring Conversations
Learning or Studying	2	<ul style="list-style-type: none"> ● Advanced Study Skills ● Course and Syllabus Analysis ● Goal Setting and Planning ● Learning Theories in Academic Support Services ● Time Management for Tutors and Tutees ● Use of Graphic Organizers
Ethics and Equity	1	<ul style="list-style-type: none"> ● Compliance with the Privacy Act (FERPA) ● Professional Ethics (Academic Integrity and Academic Honesty, Copyright Compliance, Plagiarism) ● Title IX and/or Sexual Harassment

Electives	1	<ul style="list-style-type: none"> ● Institutional Policies and Procedures ● Modeling Problem Solving ● Practical Applications of Contemporary Research in the Field ● Substitution of One Topic from Level 2 or 3 ● Other Topic based on Institutional and/or Programmatic Need
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New Tutor Training – During the first semester a tutor is hired, they attend new tutor training in addition to the ongoing tutor training. New tutors attend a 2-hour session before the semester begins for their initial orientation. They then attend training workshop sessions every other week throughout the semester, which also include assignments to be completed in the WRTC Tutor Canvas Shell. This training introduces tutors to best practices in tutoring and covers relevant topics from the CRLA suggested tutor training topics. Additionally, peer mentor tutors attend these sessions to offer advice and answer questions. New tutors also shadow experienced tutors until WRTC staff and the tutor feel ready for the tutor to work on their own with students.

Embedded Tutor Training – Embedded tutors are required to attend additional training workshops designed to support their tutoring responsibilities in the classroom. This training is designed and presented by the Embedded Tutor Coordinator. Embedded tutors attend at least 4 sessions of training throughout the semester to offer them opportunities to collaborate and discuss relevant topics and situations they encounter, as well as share content they have created for their courses. The Embedded Tutor Coordinator also provides models of content to post in the Canvas shell connected to the courses the tutors are embedded in. In addition, recent research on best practices of embedded tutoring is shared and practiced in the sessions. Guest speakers are invited to present on relevant topics

8.Evaluation

Tutors will undergo an evaluation process each semester. Tutors will be observed at least once by an ILT, TTSII, or Embedded Tutor Coordinator during the semester. In addition, data will be gathered from the student surveys, and for embedded tutors, a faculty survey will be taken. Near the end of each fall semester, an informal evaluation will take place as a discussion with the Tutorial Services Specialist II or the Embedded Tutor Coordinator about the tutor’s performance that semester. Any concerns from the tutor or supervisor will be discussed and plans for improvements, if necessary,

will be made.

Near the end of the spring semester, a formal evaluation will take place. The same data will be gathered and a more formal discussion will take place between the tutor and supervisor. In addition, tutors will be required to submit a one-page self-evaluation that outlines the tutor's strengths and successes for the past year and the tutor's challenges and areas for growth and learning. Based on the results of the observations, surveys, self-evaluations, discussions, and tutor preference, a tutor will or will not be offered a position for the following year.

9. Hiring and Training for Greeters

Hiring Process

All potential Greeters must be student workers enrolled in at least 12 community college or university units. Once an available Greeter position is announced (either online through our website or through a job flyer), interested individuals contact the Tutorial Specialist II to set up an interview. During the interview, a candidate for Greeter is asked a series of questions meant to provide the Tutorial Specialist II and at least one of the

Instructional Lab Technicians with a sense of how well he or she might perform the duties of a Greeter. Those questions consist of the following:

Greeter Interview Questions

- 1.) How long have you been a college student?
- 2.) Have you declared a major? If so, what is that major and why did you choose it?
- 3.) How familiar are you with OC's WRTC?
- 4.) Please provide us with a previous experience where you had to engage with the general public.
How did you feel?
- 5.) Describe a time you had to perform in a fast-paced environment, and how comfortable you were with it?
- 6.) What technology have you used in school, work, or in your personal life? Describe how comfortable you are in learning new technology, please provide an example.
- 7.) Describe an experience in your life when you encountered diversity.
- 8.) Talk about a difficult situation or conflict that you encountered, and how did you address it?
- 9.) Why do you want to be a greeter?

Immediately following the interview, the Tutorial Specialist II provides the candidate with a "hear by date" (a date by which the candidate will be notified as to whether or not he or she has been selected). Once the potential greeter exits, the Tutorial Specialist II and the Instructional Lab Technician(s) deliberate and decide on whether or not to hire an individual. If the Tutorial Specialist II and the Instructional Lab Technician(s) decide to move forward, the candidate is notified by the Tutorial Specialist II regarding next steps.

Training Process:

During the first week of every new semester, the Instructional Lab Technicians host a one hour training for new and returning greeters. These trainings are meant to provide an overview of the responsibilities of the greeter position, and serve as a “refresher course” for returning greeters. These trainings cover topics such as how to access and interpret the Tutor Subject Proficiency Chart in order to match a student with the appropriate tutor, how to correctly log a student in and out for tutoring, how to manage logging in multiple students at one time, and the importance of efficiency and a welcoming environment. These training sessions also serve as a way for greeters to get to know one another, and receive answers to any questions a greeter may have pertaining to the position.

10. Tutor Time Tracking

Accudemia, an online time tracking system, is used for both student and tutor attendance. It is able to set up a sign-in station on various tablets and laptops. Once active, these stations allow tutors to directly log in and out of their shift by entering in their campus ID number and individualized password.

Temporarily, due to the COVID-19 pandemic, when the tutor arrives into the online LRC Zoom room, they send a #Slack message into the “log” channel, which is then entered manually into Accudemia. Any discrepancies or questionable entries are verified with the Zoom log report.

Accudemia Sign-in Station:



Welcome to the Oxnard College Library Learning Resources Center

[SIGN-IN](#) / [SIGN-OUT](#)

The login interface is divided into two columns. The left column, labeled "OPTION 1", contains the text "Swipe your card in the card reader" and a blue icon of a card reader. The right column, labeled "OPTION 2", contains the text "Type your User ID", a blue circular icon with a person silhouette, a white text input field, and a blue "Go >" button. At the bottom left of the interface, it says "DC LLRC". At the bottom right, there are links for "No login?" and "Guest Sign In".

- Tutors In
- New Student
- Forgot Password?

11. Payroll Process

Provisional and Student Workers submit hours by logging into my.vccd.edu. The online timesheet must be filled by clicking on each day worked, then entering in the total hours for that day, and saving. This must be done repeatedly for each individual day in the timesheet. Once completed, click “Submit Time”, which will be queued for approval. If an error requires correction, the employee must click on the “Return Time” option that will allow them to make the necessary changes.

The submitted timesheets are approved online by the relevant supervisor. The Accudemia “Tutor Pay” report is used to verify the accuracy of the hours entered. If there are discrepancies, then the acting coordinator (the TSSII) assists the supervisor in resolving the issue. Provisional timesheets are due by the last day of each month, but Student Workers are turned in on the 15th and last day of each month.

Questions regarding timesheets and paychecks for both Provisional and Student Worker Tutors should be directed to the current Payroll Accounting Technician.

12. Absence and Late Procedures

Because the WRTC has such varied hours, there is no guarantee that a time slot will be filled. If a tutor is absent or late, and there is a need for services, the entire tutoring staff will be notified, with the date and time, to request assistance filling the coverage gap.

However, any EAC 1-on-1 appointments and general coverage cannot be guaranteed during periods of a tutor’s absence, so students are to be notified when an absence or tardiness occurs (when

there is advanced notice).

Lateness and Absences:

When a tutor provides advance notice that they will be late or absent, the online tutoring schedule will be updated. This is an embedded Google calendar, which is accessible to everyone online. The Greeters and ILTs stations will have access to a more detailed version of these calendars to more adequately assist students. There will be monitors in the Learning Resource Center that will display this information for the public. Also, QR codes will be set up for tutees to scan and access the calendar on their mobile devices.

Excessive Lateness and Absences:

The WRTC understands that our staff has educational, career, and personal responsibilities beyond the center. Advanced notice is strongly urged in order to minimize and mitigate any interruptions to provide tutorial support. A record using Google Sheets will be utilized to assist in seeing trends of excused or unexcused lateness and absences. If this reveals a concerning pattern, then the respective supervisor or coordinator will intervene by checking in on the employee. In order to promote a welcoming and supportive work space, steps will be taken to address the issue on a case-by-case basis. This could include, but not limited to, an adjustment of scheduled hours or connecting the worker to adequate campus resources. In cases of continuous repetitive lateness or absences that continue after supportive intervention/check in occur, then additional corrective or supportive action will be taken as needed by the respective supervisor. It is important to note that both Provisional and Student Worker positions are at-will employees, and if the situation persists, then reduction of hours or termination is a valid option.

In cases of a tutor being terminated, as at-will employees, they can be removed from the schedule anytime, and deactivated in the Oxnard College employee system with an email requesting that they be made inactive to the Payroll Accounting Technician.

13. Schedule Creation

Creating the schedule for the WRTC is the most crucial role for the coordinator as it impacts students and WRTC users most directly. The overall general attendance is highest Monday to Thursday between 11:00 AM to 5:00 PM, and the lowest attendance is often on Fridays and early morning and late evenings. Students commonly seek tutoring for entry level Writing/Reading and Math. Because of this, most tutor and staffing will go towards entry level courses that are related to Math and Writing/Reading during the peak hours. There will also be minimal staffing in the early mornings and late evenings for the few students that are only able to make it into the WRTC at those times. It's important to note that various other subjects that fall under Languages and Sciences are also supported during these high traffic times, as well as several of the higher level courses as needed.

Generally, the WRTC should have of 2, or more, Math and Writing/Reading tutors and a minimum of 1 tutor for Languages and Sciences during Monday to Thursdays from 11:00 AM to 5:00 PM. During the lower attendance hours, 1 to 2 tutors adequately covers the traffic into the WRTC. To more effectively provided coverage, tutors that can support in multiple areas are scheduled to fill in gaps during peak and low attendance hours.

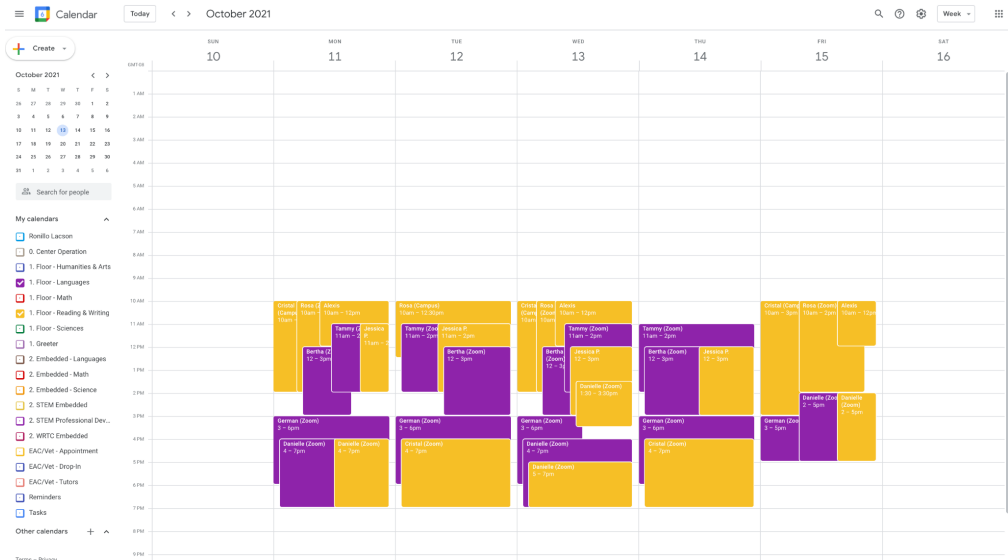
The first step in creating a schedule is to gather all employee availability. This is done using Google forms (see below). This provides a spreadsheet of the days and times they are able to work for the WRTC. However, it is understood that this is tentative and an employe's schedule is permitted to change as needed throughout the semester.

The screenshot shows a Google Form titled "Spring 2022 Availability". Below the title is a subtitle: "Please select the blocks of times you are available, each one is a 30 min. interval". There is a "Name" field with a red asterisk and a "Short answer text" input box. Below that is an "Availability" section with a grid of checkboxes. The grid has 5 rows for days of the week (Mon. to Fri.) and 12 columns for 30-minute intervals from 9:00 to 2:30. All checkboxes are currently unchecked.

	9:00 ...	9:30 ...	10:00...	10:30...	11:00...	11:30...	12:00...	12:30...	1:00 ...	1:30 ...	2:00 ...	2:30 ...
Mon.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fri.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Once availabilities are acquired, then grouping up tutors into their general subject areas (Math,

Sciences, Languages, Writing/Reading) allows the coordinator to see the availability for floor coverage. Either a spread sheet or calendar program can be used to visually organize the schedule and check for adequate coverage (see below).



Time	Monday	Tuesday
8:00 AM		Klara F. (Emb)
8:15 AM		Klara F. (Emb)
8:30 AM		Klara F. (Emb)
8:45 AM		Klara F. (Emb)
9:00 AM	Devin C.	Rosa M.
9:15 AM	Devin C.	Rosa M.
9:30 AM	Devin C.	Rosa M.
9:45 AM	Devin C.	Rosa M.
10:00 AM	Devin C. (Emb)	Klara F. (Emb)
10:15 AM	Devin C. (Emb)	Klara F. (Emb)
10:30 AM	Devin C. (Emb)	Klara F. (Emb)
10:45 AM	Devin C. (Emb)	Klara F. (Emb)
11:00 AM	Devin C. (Emb)	Klara F. (Emb)
11:15 AM	Devin C. (Emb)	Klara F. (Emb)
11:30 AM	Devin C.	Rosa M. (Emb)
11:45 AM	Devin C.	Rosa M. (Emb)
12:00 PM	Devin C.	Rosa M. (Emb)
12:15 PM	Devin C.	Rosa M. (Emb)
12:30 PM	Devin C.	Rosa M. (Emb)
12:45 PM	Devin C.	Rosa M. (Emb)
1:00 PM	Klara F. (Emb)	Rosa M.
1:15 PM	Klara F. (Emb)	Rebecca G.
1:30 PM	Klara F. (Emb)	Rebecca G.
1:45 PM	Klara F. (Emb)	Rebecca G.
2:00 PM	Klara F. (Emb)	Rebecca G.
2:15 PM	Klara F. (Emb)	Rebecca G.
2:30 PM	Klara F. (Emb)	Rebecca G.
2:45 PM	Klara F. (Emb)	Rebecca G.
3:00 PM	Klara F. (Emb)	Rebecca G.
3:15 PM	Klara F. (Emb)	Rebecca G.
3:30 PM	Klara F. (Emb)	Rebecca G.
3:45 PM	Klara F. (Emb)	Rebecca G.
4:00 PM	Klara F. (Emb)	Rebecca G.
4:15 PM	Klara F. (Emb)	Rebecca G.
4:30 PM	Klara F. (Emb)	Rebecca G.
4:45 PM	Klara F. (Emb)	Rebecca G.
5:00 PM	Klara F. (Emb)	Rebecca G.
5:15 PM	Justin R.	Rebecca G.
5:30 PM	Justin R.	Rebecca G.
5:45 PM	Justin R.	Rebecca G.
6:00 PM	Justin R.	Rebecca G.

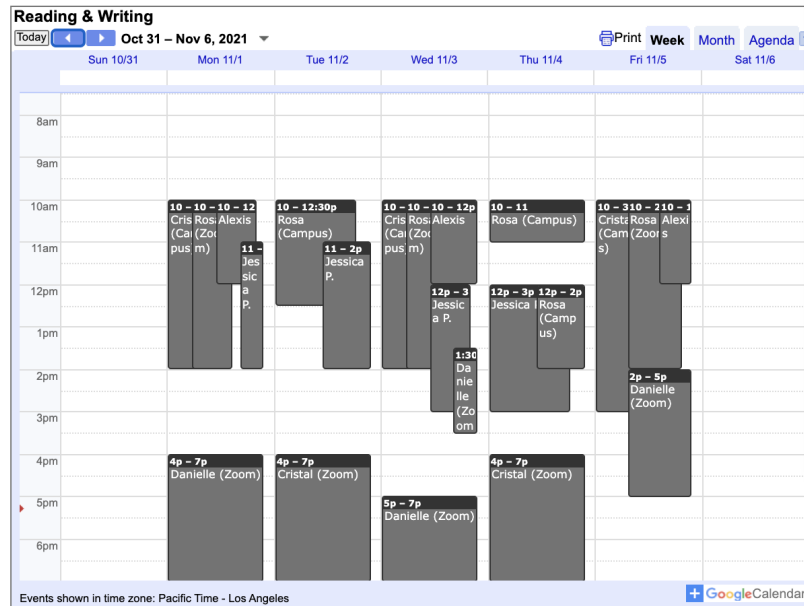
Once adequate coverage is provided for all general subjects, then tutors are sent a simplified version of their schedule in an email.

Once the schedule is finalized, then the information is entered into a Google Calendar that is linked to an embedded publicly displayed calendar on the Oxnardcollege.edu/tutoring webpage (see below). This will be updated live when there are schedule changes, late notifications, or absences.

Writing & Reading Tutor Schedule

[Home](#) > Writing & Reading Tutor Schedule

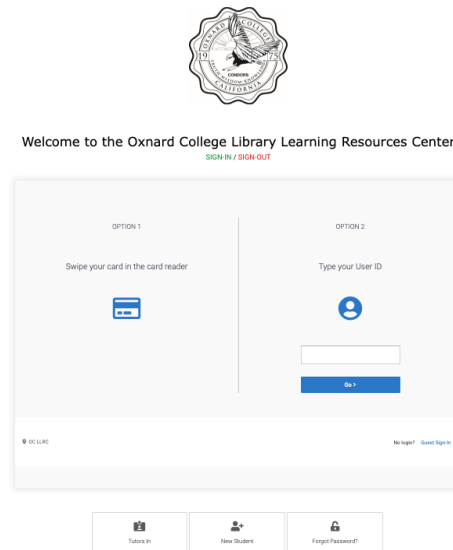
Go live with the Tutors and Illumineers in the LRC Zoom Rooms



The hours of operation is determined by pass data and can be found on the landing page for tutoring (Oxnardcollege.edu/tutoring). Along with the availability for tutoring schedules. There is also a master schedule online interactive spreadsheet titled “Subject Proficiency,” which Greeters, Staff, and ILTs have access. This is used to help students connect to the tutor for a specific subject. It also holds the full weekly schedule of tutors and highlights who can tutor what subjects.

14. STUDENT LOGIN SYSTEM AND REPORTS

Accudemia, an online attendance tracking software, is used to log students in and out of tutoring sessions. The first point of contact of tutees will be the Greeters. In order to assist student connect accurate tutorial support service, the tutee will log in with the Greeter before seeing a tutor using the log in station:



In order to capture accurate data, Greeters are trained to collect the 900#, service used, and class the student is coming into the WRTC for support. Once the student is logged in, then the Greeter will guide the student to the tutor on shift that can best assist. Accurate data is key to generating effective reports. Often, self logging leads to incomplete or inaccurate data. Greeters play an important role to prevent, or reduce, the error of data collection.

Reports are generated based on the data collected. At the end of each semester, the raw data is download from Accudemia as a CVS read only file. It contains the students information It contains students name, 900#, email, Subject, Date of session, login time, logout time, and service. This information is then transferred into an Excel file that organizes the information for various purposes. This includes which subjects students most commonly came in for support, visits during which day and time, frequency of visit and any other related inquiries. The compiling of this information fall under the responsibilities of the TSSII and is primarily used for Program Review and analysis of treend to aid in decision making for hours of operation or services in demand.

15. EAC 1-ON-1 TUTORING REQUESTS

The Educational Assistance Center (EAC) assists students who require additional accommodations to succeed in their classes. One of these accommodations that may be offered is a 1- on-1 tutoring session with an WRTC tutors.

1-on-1’s are typically 30 minute to one hour sessions weekly at a predetermined time, with one session available per subject (so, if an EAC student needs help in a MATH and an ENGL course, they may have two 3 sessions weekly.) These sessions can take place in one of the private study rooms if the student requests, which must be reserved ahead of time with the Circulation Desk.

The WRTC does not set up these 1-on-1’s without first receiving an email verification from an EAC counselor or the EAC director. At which point, the TSSII will reach out to the student to meet in person or over the phone to make the accommodations. Once adequate scheduling is made, then both the EAC tutee and the WRTC tutor are emailed with the appointment information. Along with the schedule, the email (shown below) will also include the guidelines and policy of the appointment. It is a policy that if an EAC tutee has 2 unexcused absences, then further appointments will be canceled to free up the resources for other EAC students. A record of these appointments are made on an Excel sheet, which is shared with the EAC director.

When the EAC student shows up for their appointment, they inform the Greeter that they are there for an appointment with a specified tutor. The Greeter will log them into Accudemia and connect the student with their tutor. If the student is absent without any notification, the tutor will inform their coordinator, and that absence will be recorded.

===== Confirmed Appointment Email =====

Hello,

This email confirms your appointment listed below. Our tutoring center is located in the library. When you arrive, please go to the second-floor and sign in at the check in stations near the stairs, and the Greeter there will help you find your tutor.

Additionally, you are agreeing to the tutoring appointment guidelines.

GUIDELINES

Please read these guidelines carefully and if you have any questions feel free to contact us prior to the start of your appointments.

- These are weekly meetings and your attendance is required and expected.
- Only three excused absences will be permitted for the semester. If you need to miss an appointment you must inform the Library Learning Resource Center (LLRC) staff immediately by email (rlacson@vcccd.edu) or by phone (805) 678-5243
- If you miss any appointments without notification or if you exceed the three excused absence maximum, your appointments will be cancelled
- You are expected to come prepared with your course material to your appointment.
- Tutors, staff and faculty will treat you respectfully and welcome you to our Library. We expect the same level of respect in return.

You are expected to adhere to these guidelines and any violation of the guidelines may lead to cancelling your appointments.

TUTORING APPOINTMENT

Subject: ****

Appointment: ****

Tutor: ****

Start Date: ****

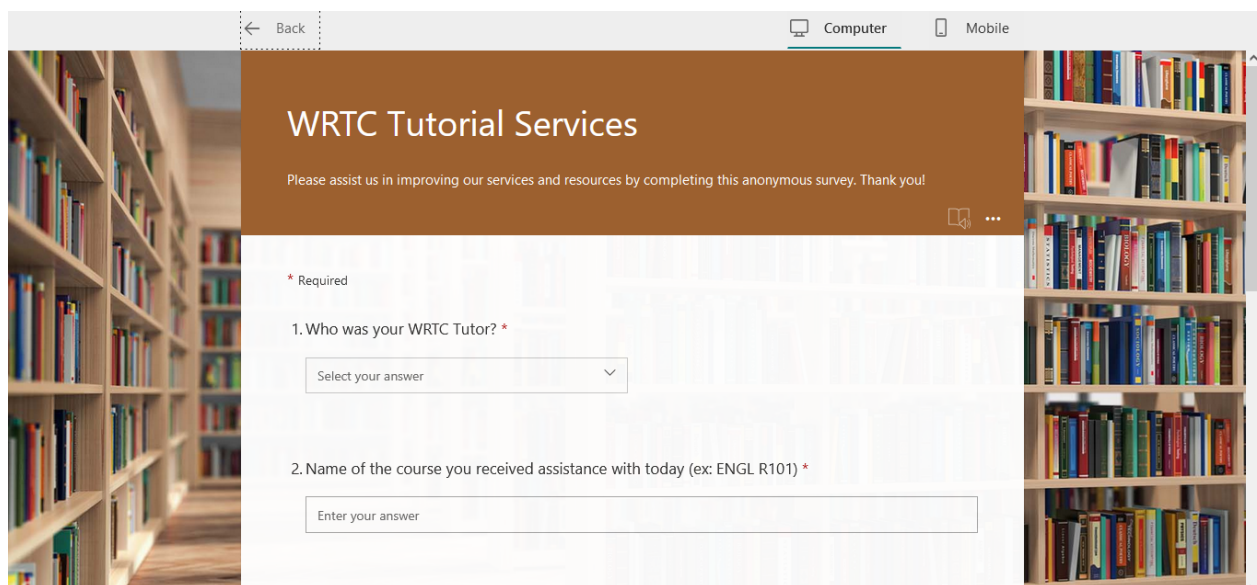
End Date: ****

Please feel free to contact me if you have any questions or concerns regarding your one-on-one appointment.

16. “HOW DID WE DO?” SURVEY REPORT

Our brief nine question “WRTC Tutorial Services” survey is meant to capture the WRTC experience of our tutees. The survey is completely digital, and filled out (anonymously) by our visiting tutees once they finish a session with one of our tutors. Our survey collects the following data:

- Name of the tutor who assisted the tutee
- The course the tutee received assistance with
- The modality of tutoring services received (online or in person)
- Whether or not the tutor asked to see the assignment prompt
- How the tutee heard about the WRTC
- A six part ranking of the tutee’s overall experience at the WRTC

A screenshot of a Microsoft Forms survey titled "WRTC Tutorial Services". The survey is displayed on a mobile device, as indicated by the "Mobile" label in the top right corner. The background of the survey is a photograph of a library with bookshelves. The survey text reads: "Please assist us in improving our services and resources by completing this anonymous survey. Thank you!". Below this, there are two required questions. The first question is "1. Who was your WRTC Tutor? *" and has a dropdown menu with the placeholder text "Select your answer". The second question is "2. Name of the course you received assistance with today (ex: ENGL R101) *" and has a text input field with the placeholder text "Enter your answer".

The WRTC Tutorial Services survey was created using Microsoft Forms, and tutees are informed right away that their answers are completely anonymous.

	Strongly Disagree	Disagree	Neutral or Not Applicable	Agree	Strongly Agree
My tutor answered the question(s) I came in with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt welcomed by my tutor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My tutor provided me with the knowledge and skills I need to feel confident moving forward	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My tutor provided me with clear "next steps," or a plan for what to do next	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I found my tutorial session to be helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend the WRTC to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The above image is a screenshot of the short, six part section of the survey that provides WRTC Staff with information regarding the tutee’s overall experience at the center.

Questions
Responses 4

WRTC Tutorial Services

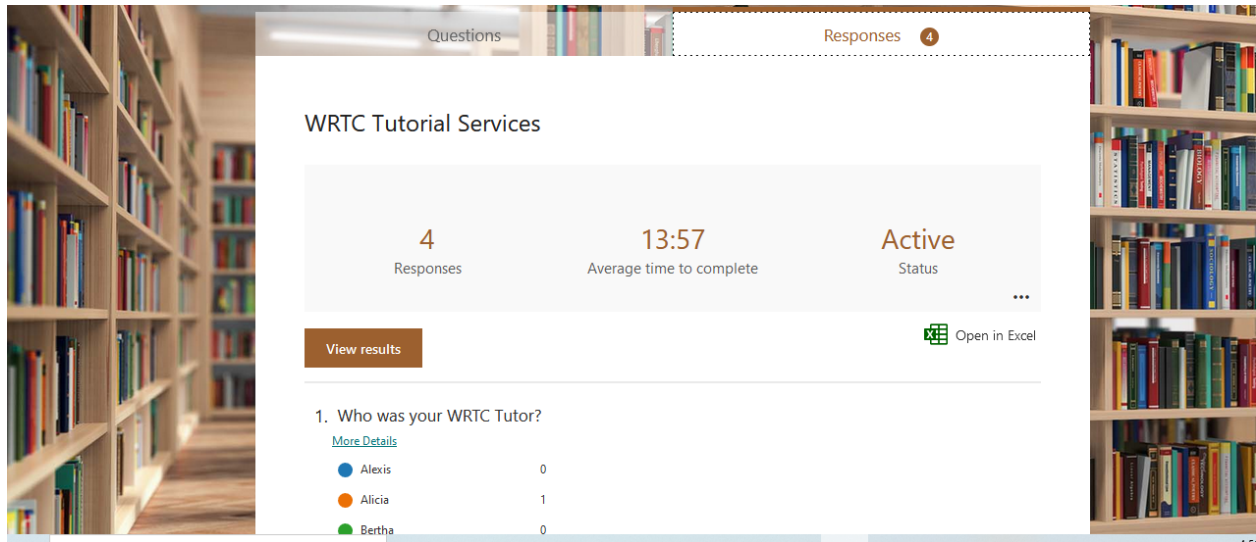
Please assist us in improving our services and resources by completing this anonymous survey. Thank you!

- Who was your WRTC Tutor? *

Select your answer ▼
- Name of the course you received assistance with today (ex: ENGL R101) *

Enter your answer

As illustrated in the screenshot above, any WRTC Staff member (including the Tutorial Services Specialist II, the Instructional Lab Technicians, and the Embedded Tutor Coordinator) has access to the anonymous responses to our survey.



The Tutorial Services Specialist II, the Instructional Lab Technicians, and the Embedded Tutor Coordinator may use the information gathered by the survey to assess the quality of our services.

17. CLASSROOM VISITS

Classroom visits by tutors can be offered or requested for 2 reasons:

1. To Introduce WRTC tutoring services to the student body of the class and encourage center usage
2. To assist students with an assignment being worked on in class

In the first case, such tutor visits are best made by experienced tutors familiar with all WRTC services, and preferably tutor in the same subject as the course (though this is not absolutely necessary). The purpose is to put a personable face onto tutoring, which is often scary to students who are afraid they'll be noticed and judged for needing help in a subject. In these visits, tutors should be provided with handouts that provide general information about the WRTC including hours and location. These visits can be requested by faculty, or suggested by the center (faculty consent is required in the latter cases.)

In the second case, faculty must request such assistance, and tutors expert in the area of the course must be utilized. It's important to make clear to the tutor and the faculty member that a tutor cannot single-handedly teach course material or engage in any grading or grade-advising activities. Tutors can, however, help students understand the material presented in the course and assist on a purely academic level. These visits are especially useful for courses that have occasional projects or assignments in-class that a tutor could help students to understand.

In both cases, Classroom Visits can be offered by the WRTC but require faculty consent to schedule and enact. There is no form for these services, but they can be requested via phone, email, or in person.

18. EMBEDDED TUTORING AND WORKSHOPS

Embedded Tutoring:

The WRTC Embedded Tutor program works to provide embedded tutors for English, ESL, Spanish, and other courses where there is a need. Embedded tutors are hired by the same process as all WRTC tutors and are assigned weekly hours in the WRTC.

What is embedded tutoring?

Embedded tutoring, assigning a tutor to support students in a particular course section, "has been identified as an effective practice to improve persistence and enhance student achievement" (Kleinman, Scioscia, and Toriello).

It provides students with immediate access to a tutor, creates a connection and familiarity with a tutor, and acts as a bridge to the Writing, Reading, and Tutoring Center. The embedded tutor also provides a bridge between the instructor and student that helps the student move toward the domain of expertise.

Embedded tutors provide more individualized attention and assistance during class activities, and motivate students' participation and engagement in a classroom setting. In embedded tutoring, a tutor works in the classroom under the instructor's guidance to help students understand course concepts and enhance student engagement. The tutor may attend all, or only certain class meeting days each week. In the classroom, the tutor functions as:

- a peer tutor, providing support to students as they work with the class content and texts
- a mentor, helping students foster connections with support services
- a model student, demonstrating effective student behaviors and successful academic habits

Role of Embedded Tutors

The Embedded Tutor may engage in the following types of activities:

- help facilitate small group exercises or discussions
- offer the perspective of an experienced student in class discussions
- work with individual students who require additional support during class activities
- assist students to learn how to effectively utilize software, tools, etc.
- guide students, provide feedback, and answer questions during in-class hands-on practice

Things the Embedded Tutor is NOT permitted to do:

- teach new concepts the course instructor has not already introduced

- lead the class without the instructor present
- grade assignments
- enforce class management or discipline policies
- function as a personal assistant to the instructor

Role of faculty member

It is important for the course instructor to consider how the tutor will be engaged in class during each individual class meeting, and design class activities that include active tutor participation.

Instructors should

- communicate regularly with Embedded Tutor Coordinator and the embedded tutor outside of class
- support and market the embedded tutor in the classroom including regular reminders of the tutors hours in the WRTC and special study sessions
- devote a section of the syllabus to the embedded tutor and WRTC tutoring services
- allow embedded tutors to share their experience with the class
- collaborate with the tutor on ways to improve student success

Communication between Faculty and Tutors

Tutors will attend an initial meeting with the instructor of the course. Tutors will also visit the instructor's office hours every other week to check in, go over upcoming assignments and discuss any concerns or ideas. Tutors will also be given access to the Canvas shell associated with that course so that the tutor will be prepared to guide students through the assignments. Whenever possible, the embedded tutors will be placed with a faculty member that they have had as an instructor.

Training

In order to be given an embedded tutor, the faculty member will be required to attend an initial training with the Embedded Tutor Coordinator consisting of a session at the beginning of the semester, and check-ins at the middle and end of the semester.

Embedded tutors will also attend training sessions designed and presented or facilitated by the Embedded Tutor Coordinator as described previously. As all of the embedded tutors are also WRTC tutors, they will attend the regular workshop/training sessions that cover best practices of tutoring and specific sessions on supporting students' writing and reading. Embedded tutors will also attend additional training/workshop sessions that address best practices of embedded tutoring. At these trainings, they will also be sharing their concerns and successes working with students in the classroom.

Workshops: The WRTC provides weekly in-person workshops on various topics leading to student success. The workshops are designed and presented or facilitated by the Tutorial Services Specialist II and the Instructional Lab technicians. Topics include study skills, writing skills, reading and notetaking skills, research techniques, and problem-solving strategies for math and science.