



Student Success Center

Department Guide / Employee Handbook - 2nd Draft
11.16.2017



14120 All American Way
Westminster, CA 92683

Mission Statement

The Student Success Center provides study space and tutoring across disciplines to empower students to **Dream**, to be **Organized**, to **Learn**, to **Persist**, to **Have a plan**, to **Innovate**, and to **Never give up**.

Overview

Welcome to Coastline Community College's Student Success Department!

Peer tutoring is a core component of the work done at the Student Success Centers (SSC) because it is a way for students to learn and succeed at their studies. While tutoring does not replace instruction, tutoring can help students in many expected and unexpected ways during their journey in higher education.

The role of a tutor is an important one. It is one of communication, patience, kindness, and well-grounded academic standing.

This book is a comprehensive guide to working in the SSC as a tutor at Coastline Community College. Thank you for being part of our team and for taking time to read this book.

Table of Contents

Mission Statement	1
Overview	1
Table of Contents	2
Getting Started	7
How are tutors hired?	7
Who are we?	7
After being hired	7
Department Key Contacts	8
Leads	8
Subject Instructional Associates	8
Center Instructional Assistants	8
Center Phone Numbers	8
Tutors are Education Professionals	9
Instructors and Tutors have different yet equitable roles	9
Tutoring is about student empowerment	10
EDUC C101 - Tutor Training Course	11
Course Overview	11
Key Concepts	11
Employee Badges	12
Include the following information when requesting your ID	12
Parking Permits	13
Non-Coastline Students	13
Coastline Student-Tutors	13
Program Offerings	14

Le-Jao Center (Room 201)	14
Garden Grove Center (Info Commons Lab*)	14
Newport Beach Center (Room 118)	14
College Center (Room 400**)	14
Center Overview	15
Additional Locations For Tutoring	15
Garden Grove - Transfer Center	16
Newport Beach - Veterans Resource Center	16
Early College High School (Computer Lab) *Friday Only	16
Security Concerns	17
Public Safety Services Include	17
Duty Phones	17
Tutor Duties	18
Tutoring Goals	18
How Tutoring Goals are Achieved	19
Shift Requirements	19
Tutor Session Requirements	19
Printing	21
Tutor Session Reporting	22
Session Reporting Procedures	22
Other Key Points	22
Tutor Session Confirmation Form	25
Basecamp	26
Work Email	28
Timecard	28
Late and Absence Policy	33
Sick Leave	34

Checking Sick Leave Balance	34
Embedded Tutoring	35
Primary Goals of Embedded Tutoring	35
ET Expectations	35
ET Boundaries	36
Reporting Absences	36
Checking Work Email	36
Input Hours / Time Card	36
Faculty Responsibilities	36
Tutor Responsibilities	37
Online Embedded Tutoring	39
Supplemental Instruction Tutoring	40
Primary Goals of Supplemental Instruction	40
SI Leader Overview	40
SI Leader Expectations	40
SI Leader Boundaries	41
Checking In and Out	41
Reporting Absences	41
Checking Work Email	42
Input Hours / Time Card	42
Tracking Student Attendance	42
Laboratory Safety Protocol	42
Review Session	43
Preparation Time	43
Faculty Responsibilities	43
Tutor Responsibilities	44
Targeted Learning Assistance	46
Success Team	46

Review Sessions	46
TLA Duties	47
Tracking Student Attendance	48
Adding a Tutor to Canvas	48
Online Tutoring	52
Email Tutoring	52
Skype / Video Tutoring	52
Conduct During Skype Tutoring Session	54
Guiding Question Examples	55
Surface Pro Login	55
Software Options	55
Library Reserve / Equipment Check-Out Policy	57
Peer to Peer Tutor Observation	59
Accessibility & Availability	59
Interaction	60
Tutoring	60
Professional Development	61
Student Success Center Assessment (Surveys)	62
On-Site Survey Methodology	62
Online Tutoring Survey Methodology	62
Embedded Tutoring / SI Surveys	63
Administrator Procedures for ET / SI Surveys	63
Evaluation Procedures	63
Marketing & Outreach	64
Internal Promotion	64
External Promotion	64
Marketing Materials Include:	65
Effective Tutoring Strategies	65



Things to Keep in Mind	67
Learning Styles	67
Body Language	67
Sensitivity	67
Teaching Students How to Learn	67
Tutors do this by	67
Potential Problems for Tutors and Students	68
Student expects tutors to do the work for them	68
Student is not prepared or shows little effort	68
Student becomes too dependent	68
Student becomes too demanding	68
Student complains about an instructor	68
Student shows academic difficulties beyond our scope	69
Student divulges personal and/or health issues	69
Smarthinking Online Tutoring	70
Appendices	71

Getting Started

How are tutors hired?

- ❖ Tutors are hourly employees of the Coast Community College District. Anyone may apply to be a tutor. Tutors do not have to be current students in the District.
- ❖ Tutors can apply via the following link:
<https://www.governmentjobs.com/careers/cccld/jobs/1499870/pt-hourly-pool-tutor>
- ❖ Successful candidates have excellent standing in one or more academic subjects, good communication skills, and a desire to serve others and work in a team environment.
- ❖ Tutors are interviewed by Success Center Coordinator Danny Pittaway or an appropriate Manager.
- ❖ An offer of employment may be made at the time of the interview or shortly after.
- ❖ All incoming tutors are expected to register as a student for EDUC C101: Tutor Training, a 0.5 unit online course that forms the basis of training for all tutors, offered each term. It is typically completed in the first term of employment.

Who are we?

- ❖ Many Tutors are current Coastline students.
- ❖ Many are students at local 4-year or graduate institutions (e.g. CSUF, UCI, CSULB).
- ❖ Others are teachers at other local institutions.
- ❖ Tutors are at-will hourly employees who cannot work more than 150 days per fiscal year (July 1 through June 30).
- ❖ A typical tutor assignment is 12 hours per week to work in a Success Center while often supporting one or two online courses as an embedded tutor.
- ❖ Other tutors split time between on-site or online course embedded support and presence in the Success Center for drop-in tutoring.
- ❖ Tutors serve ALL students across ALL disciplines.
- ❖ Tutors specialize in writing, math, science, or accounting (with certain other subject specializations based on need / availability), but can assist any student with basic study skills and how to approach any class for success.

After being hired

- ❖ Contact Poomchai Chotima (pchotima@coastline.edu) to be scheduled as an on-site tutor at a Student Success Center location.
- ❖ Contact the appropriate subject Instructional Associate (IA) for embedded tutoring (ET) and / or supplemental instruction (SI).



- ❖ Make sure you are on Basecamp, which is our department communications portal (see section on Basecamp for more information).
 - If you have not been added to Basecamp, please send a request to your subject IA or Danny Pittaway (dpittaway@coastline.edu).
- ❖ Make sure you display your Coastline ID at all times to identify yourself as an employee.

Department Key Contacts

Below is contact information for key personnel in the department. For on-site scheduling contact Poomchai. For ET / SI tutoring, contact the appropriate IA. Most of your daily communication will be with the subject IAs or Center IAs.

Leads

Daniel Pittaway - Student Success Coordinator - dpittaway@coastline.edu

Poomchai Chotima - Instructional Associate - pchotima@coastline.edu

Subject Instructional Associates

Long Nguyen - Math IA (Math/Physics) - lnguyen479@coastline.edu

Heba Akleh - Science IA (Biology/Chemistry)- hakleh@coastline.edu

Josiah Golojuh - Writing IA (English/Accounting/all other subjects)
jgolojuh@coastline.edu

Center Instructional Assistants

Renée Torres (Instructional Associate) - rtorres93@coastline.edu

Patricia Garcia - pgarcia40@coastline.edu

Matthew Nguyen - mnguyen926@coastline.edu

Kristy Tang - ktang14@coastline.edu

Center Phone Numbers

Le-Jao Center: 714-241-6184 Ext. 17420

Garden Grove Center: 714-241-6209 Ext. 17318

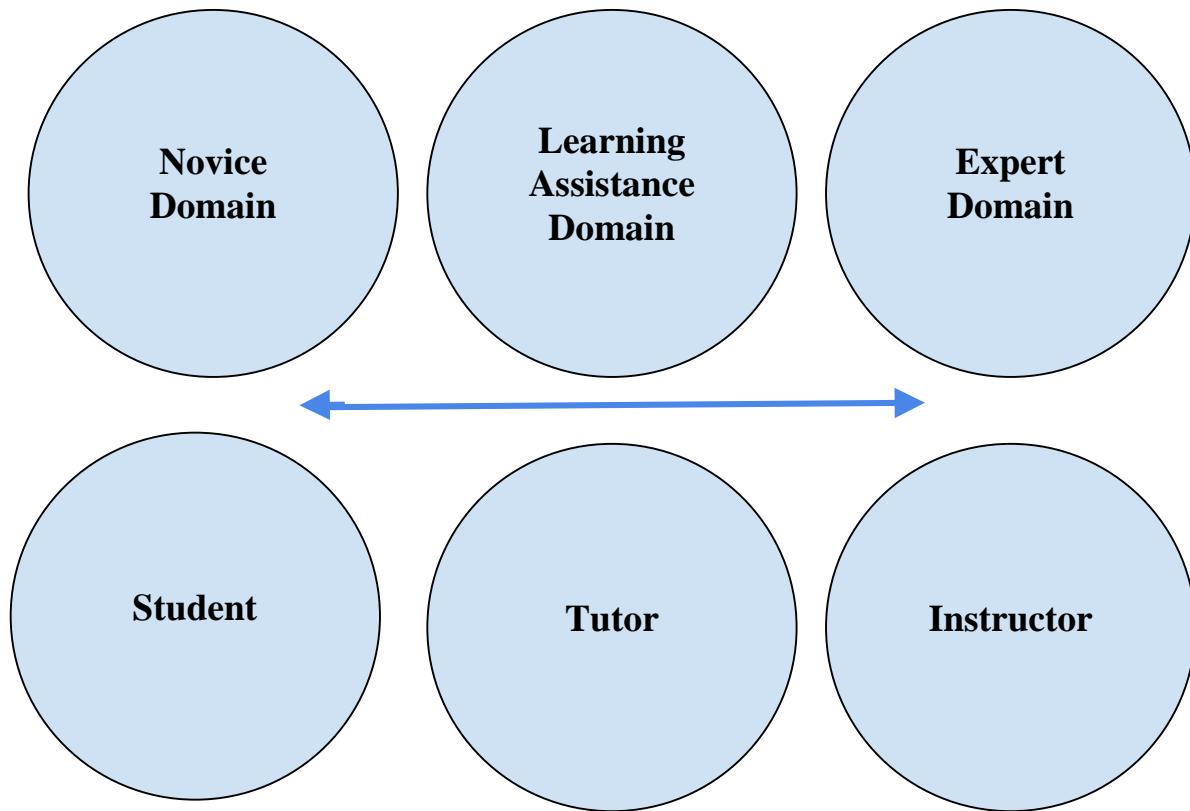
Newport Beach Center: 714-241-6213 Ext. 17210

College Center: 714-241-6237

Tutors are Education Professionals

Tutors occupy the space between the teacher (expert) and the student (novice). This is the Zone of Proximal Development; the concept of what a learner can do with help as opposed to without it. In many instances a student may fear approaching an instructor, an instructor may be busy, or any number of potential issues (often excuses) arise.

The tutor enters the Learning Assistance Domain, creating a middle ground between the novice and the expert. Some tutors are far more advanced, but in essence they only need to be a few steps deeper into that zone than the students. Also, the student most often views the tutor as a peer, where they view the teacher as a sometimes untouchable expert.



Instructors and Tutors have different yet equitable roles

Both occupy the instructional domain. Both are advanced on the subject compared with the students. Tutors can focus on study skills and learning strategies in a broad sense, as well as focusing on the specific needs of the student. Together, teachers and tutors have a powerful impact, and a far more substantial one than either party on their own. Consider the dynamic if a sports team, a teacher may be like a team coach; a tutor may be like a personal trainer.

Tutoring is about student empowerment

Tutoring can address specific academic needs, but also helps to foster a *growth mindset* (one's belief in one's own learning ability), through simple encouragement and support. Tutors can be viewed as model students. Beyond subject expertise, tutors are expert students. Tutors model and exhibit successful student behaviors at all times, inside and outside the classroom or learning center.

Tutors demonstrate the Successful Habits of Mind in each tutoring session through use of **DOLPHIN** (**D**ream, **O**rganize, **L**earn, **P**ersist, **H**ave a plan, **I**nnovate, **N**ever give up).

EDUC C101 - Tutor Training Course

Course Overview

In **EDUC C101**, you will learn strategies for effective tutoring. Discover how to motivate, foster independence, stimulate active learning, and build confidence in the learner; identify factors that affect student learning such as language and cultural differences; learn how to handle difficult tutoring situations, and to identify and cope with different learning styles. It is an 8 Week course, Graded or Pass/No Pass option. Transfer Credit: CSU. 0.5 units.

EDUC C101 is the most important training element for our department, and tutor training is required for all tutors to ensure a level of professionalism among our tutors. The course is taken during the tutor's first semester of service.

Tutors need to register and sign up for the class and pay for it through the Coastline Community College website, like a normal student taking a class at Coastline.

Key Concepts

In **EDUC C101** we emphasize our core ideals via the concept of **DOLPHIN**.

- ❖ **Dream**
- ❖ **Organize**
- ❖ **Learn**
- ❖ **Persist**
- ❖ **Have a Plan**
- ❖ **Innovate**
- ❖ **Never give up**

The course also includes an introduction to current andragogy:

- ❖ Reading Apprenticeship
- ❖ Habits of Mind
- ❖ Growth Mindset
- ❖ Grit
- ❖ And more

The key focus is on tutors as professional educators. The class is our laboratory to experiment as you gain actual experience in your on-site, embedded tutoring, or supplemental instruction assignment. This allows you to learn the principles of professional tutoring, while simultaneously implementing them in a real-world setting.

The class allows you to take the info in the text and the reading, bring it to an active learning environment, and truly put it to the test. Return to the course discussion board and share your experiences while, in kind, learning from others.

Employee Badges

As a tutor, you are a Coastline employee. Once your employment is approved by the Board of Trustees, you will be given two numbers. Your “C0” number, needed to be added to assist online classes and other resources, and your “E” number, needed to access different employee resources. To obtain either of these numbers, contact Poomchai Chotima after your official start date.

If you do not have an ID badge, please email Kathy McKindley (kmckindley@coastline.edu). Please include all of the information below, along with a headshot (a photo above the shoulders).

Include the following information when requesting your ID

- ❖ **Legal Name** (as found in Banner):
- ❖ **Familiar Name**: (Legal name is Katherine but they go by Kathy)
- ❖ **Employee number** (provide “E” number):
- ❖ **Work Site** (area facility that you will be working at):
- ❖ **Supervisor’s Name**: Dana Emerson
- ❖ **Dean’s Name**: Dana Emerson
- ❖ The campus you want your badge to be sent.

When the badges are ready they are sent to the Student Success Center you will be working at care of an IA. The on-site IA will inform you if / when they receive your badge. If you want your badge replaced, other than in the event it is lost or stolen, you will be responsible for the cost.

You must wear your badges **at all times when on shift**. It is how other staff and students will identify you as an employee.

Parking Permits

Be sure to check with your campus on where it is appropriate to park. Be sure to always properly display your vehicle. Citations will be issued by Campus Security if the parking permit is not current and not properly displayed.

Non-Coastline Students

For employees, parking permits can be acquired at the Fountain Valley Business office. Tutors need to fill out a Parking Permit Application. Please see the front desk at your campus and request a copy of the form and complete the form before going to the business office to expedite the process. Tutors will then take the form to the second floor of the Fountain Valley Office to get an employee-parking pass. Be sure to bring your Employee ID when you go.

Coastline Student-Tutors

Tutors who are currently Coastline students must follow the regular parking regulations and purchase a parking permit online.

Student parking can be purchased via the following link:

<https://www.credentialsops.com/CGI-BIN/gacgiord.pgm?ALUMPP020635>

Program Offerings

Coastline has four different locations that offer peer tutoring:

Le-Jao Center (Room 201)

14120 All American Way

Westminster, CA 92683

Garden Grove Center (Info Commons Lab*)

12901 Euclid Street

Garden Grove, CA 92840

Newport Beach Center (Room 118)

1515 Monrovia Ave.

Costa Mesa, CA 92663

College Center (Room 400**)

11460 Warner Avenue

Fountain Valley, CA 92708

*Group study sessions can be held at the table in the **International Resource Center (IRC)** Room 104 per availability.

Held in a shared space with **Outreach, Career Services, and Associated Student Government.

At these different Centers, tutors are scheduled to work regular shifts, usually specializing in Math, Science, English, and/or Accounting. Many of our tutors specialize in more than one subject, and our Centers' schedules reflect that (example below, please find our current full schedule in the appendix).

	Writing	Math &	Science	Accounting
Tuesday	9 a.m. – 2 p.m. (Jamie) 10 a.m.–4 p.m. (Matthew)* 11 a.m. – 5 p.m. (Deana) 2-8 p.m. (Vannear)	9 a.m.–3 p.m. (Anthony N) 3 – 8 p.m. (Peyman) 3 - 8 p.m. (Pete)	9 a.m.–3 p.m. (Anthony N) 3 - 8 p.m. (Pete)	2 - 8 p.m. (Maryann)
Wednesday	9 a.m. -12 p.m. (Sara) 9 a.m. – 2 p.m. (Jamie) 10 a.m.–4 p.m. (Matthew)* 2 – 8 pm. (Marissa)	9 a.m.–1 p.m. (Anthony N) 12 – 4 p.m. (Aileen) 3 – 8 p.m. (Peyman) 3 – 8 p.m. (Sarah)	9 a.m.–1 p.m. (Anthony N) 12 - 4 p.m. (Aileen) 3 – 8 p.m. (Sarah)	2 – 8 p.m. (Maryann)
Thursday	9 am. – 12 pm. (Sara) 10 am. – 4 p.m. (Chris) 2 – 8 p.m. (Vannear) 4 – 8 p.m. (Kathleen)	9 a.m. – 1 p.m. (Aileen) 10 a.m. - 3 p.m. (Pete) 3 – 8 p.m. (Chrissy) 3 – 8 p.m. (Sarah)	9 a.m. – 1 p.m. (Aileen) 10 a.m. – 3 p.m. (Pete) 3 – 8 p.m. (Chrissy) 3 – 8 p.m. (Sarah)	

Center Overview

Tutoring at all Centers is on a drop-in basis, meaning that students do not have to make appointments, nor are there limits on the amount of help that they can receive. As tutoring is on a drop-in basis, however, tutors may have to work with more than one student at any given time, so the abilities to multitask and to be able to help students help themselves is key.

The primary function of the Student Success Center is tutoring, therefore they are not quiet spaces. They are places of lively conversation and education, a give and take between student and tutor. There are “Quiet Zones” at each center, where tutoring will not take place, however, no center is guaranteed to be quiet. However, there is a quiet study area at the Le-Jao in the Student Resource Center, adjacent to the Student Success Center. Please refer students to this area they ask for a quiet study space on campus.

These spaces welcome all actively enrolled students from the Coast Community College District (Coastline, Golden West, and Orange Coast) to study, receive assistance from a tutor, and to use our computers and resource to achieve their goals.

We offer students the following services:

- ❖ Free access to tutors who provide guidance for any assignment in any class in any discipline.
- ❖ Tables and desks for individual or group study.
- ❖ Internet-connected computers for research, email, and homework.
- ❖ Limited free printing available at the Le-Jao, Garden Grove, and Newport Centers.

Additional Locations For Tutoring

Please see the schedule in the appendix for the full schedule:



Garden Grove - Transfer Center

12901 Euclid Street

Garden Grove, CA 92840

Newport Beach - Veterans Resource Center

1515 Monrovia Ave.

Costa Mesa, CA 92663

Early **College High School** (Computer Lab) *Friday Only

2990 Mesa Verde Dr. E

Costa Mesa, CA 92626

Security Concerns

Tutors are free to contact security with any question or concerns they feel are appropriate. You can approach the security officers personally, call the duty phone of your campus, or call the office of Public Safety (located on the first floor of the Fountain Valley Center).

Public Safety Services Include

- ❖ Safety escorts
- ❖ Initial investigation and documentation of campus incidents
- ❖ Dispute resolution

Please note that Public Safety Officers are not sworn peace officer and are unarmed.

Office: (714) 241-6360

Public Safety Officers at each of our Campuses carry duty cell phones during hours of campus operation: **Monday-Friday 7:30AM – 10:30 PM**

Duty Phones

Garden Grove (714) 981-2237

Le-Jao (714) 981-2245

Newport Beach (714) 981-2235

For more information on Security, please see the Public Safety: Safety Tips & Resources pamphlet.

Tutor Duties

The first and foremost job of a tutor is to tutor in your assigned subject. Tutors who are confirmed to tutor multiple subjects (i.e. English and Math) can assist in the other subject as needed. Meaning, if there are several students awaiting English assistance and you are capable of tutoring the subject, please step-in and help both the students and your fellow tutor.

In the event that a student comes in for a subject you are not capable of tutoring, first inform them where they can find the help they need, by directing them to the hours of a tutor knowledgeable in that subject. Before the student leaves spend time going over basic study techniques and strategies.

Tutors are expected to periodically greet / check in on students, as well as offer students assistance and let them know where they can find you. Also, strike up friendly casual conversation, make the SSC a safe and enjoyable place to be. If you will be going off shift and are still working with a student, be sure to introduce him or her to the tutor coming on shift.

Tutors are required to inform an IA when they are taking any breaks (regular breaks and lunch). Tutors need to inform the IA where they will be in the event that a student needs help.

As hourly employees tutors can be alone in the lab, and if no IA is present, a tutor should sit at the front desk in order to greet and assist students as they enter the lab. Students should never be alone in any room on campus. Therefore, there should always be at least one tutor or IA in the center during operating hours.

Tutoring Goals

- ❖ To promote and support active independent learning.
- ❖ To develop a positive approach to learning.
- ❖ To aid in developing a higher student competence and confidence.
- ❖ To create an encouraging safe environment where learning takes place at the student's pace.

How Tutoring Goals are Achieved

- ❖ Engaging in a discussion about what the student knows and doesn't know about a subject.
- ❖ Allow students to find the answers on their own, using textbooks, course materials, notes, etc.
- ❖ Using Question-and-Answer techniques that help the student process information and transfer knowledge into their long-term memory.
- ❖ Creating opportunities for students to practice what they are learning by reviewing problems and other activities.
- ❖ Reviewing notes, previously-graded assignments, projects and/or test to identify strengths and weaknesses.
- ❖ Look over course material to help formulate a study and / or tutoring strategy.

Shift Requirements

- ❖ Attend all scheduled shifts / class sessions, please arrive on time.
- ❖ Greet students as they enter the center or pass your work area.
- ❖ Do not be hunched over your computer or a book (if using headphones, use only earbuds and keep only one in).
- ❖ Be open and approachable.

Tutor Session Requirements

- ❖ Ask the students name at the start of the session.
- ❖ Remain open and approachable, but maintain an appropriate professional distance.
- ❖ Use guiding questions to help students identify problem areas or areas of concern.
- ❖ Students should determine the focus of the session, with appropriate direction or redirection by the tutor.
- ❖ Use active learning techniques (questions, etc.) to propel the session forward.
- ❖ Use examples to demonstrate concepts and theories; provide opportunities to practice.
- ❖ Incorporate academic skills assistance when possible.
- ❖ Assist with practice problems / exercises.
- ❖ Focus on the unique needs of each student.
- ❖ Demonstrate a genuine interest in the students and a general enthusiasm.
- ❖ Do not be directive and give students answers and key points, but use a feedback loop to allow the student to discover them.



- ❖ Do not assist with quizzes or tests.
- ❖ Be patient if the student makes slow progress or if the student becomes frustrated with his or her rate of progress.
- ❖ Be honest about what you know and do not know, looking up a piece of information you are not familiar with is a powerful educational tool.
- ❖ Complete accurate session records, online after every session.



Printing

An individual student printing should not exceed approximately 10 pages per day. Some students may need more than 10 pages, for example, they may have a 14-page paper due. Ask them if a long document is something they are turning in to the professor, if so, allow them to print the full document even in excess of 10 pages.

All printers should default to double sided printing if possible. This is part of an effort to reduce waste and to be greener.

Students cannot pay to print as there is no way to collect and secure the money. They cannot bring paper from home and cannot use “scratch” paper to print. Students also cannot open the printer or power it on or off. They should not touch or interact with the printer, aside from retrieving their paper after it has been printed. Please assist students who are having difficulty printing.

Tutor Session Reporting

Please follow the below protocol for administering our qualitative tutoring session report form. Your priority is always to help the student, if the completion of this form gets in the way of that please first focus on the student, however, our goal is to capture every unique tutoring interaction. This information will be returned to the college and impact instruction, showing us areas of potential growth.

Session Reporting Procedures

- ❖ At the beginning of the tutoring session note the student's name and subject / class title. You can use the paper form to take notes, or input it directly on the digital form.
- ❖ Throughout the interaction take notes if possible, again, focus on helping the student. If you are not taking notes throughout the session, input the information *immediately* upon completion of the session.
- ❖ For SI / Group sessions, you do not need to input each student's name, but list it as a group, i.e. "Chem 140 SI Group."
- ❖ After the session input the information digitally. Click the following link to do so:
<https://goo.gl/forms/6zgLwY4wrrl5huZX2>
- ❖ The link can also be found on Basecamp front page.
- ❖ If another student is waiting please see to their needs first and digitally input the information later in your shift.
- ❖ If you have a paper copy that has not been input and your shift is complete, please give it to an IA for input, but make sure it is clear that the data has NOT been processed. Otherwise, the IA will assume it has and dispose of the form
- ❖ After the information is submitted, please give the hard copy (if you have one) to an IA or nearest support staff for disposal.

Other Key Points

- ❖ Hard copies are recommended for note taking, but not required. The paper forms serve as a tool for recording the interaction while you are working with the student.
- ❖ Input the data via the Google form immediately after the interaction if you did not take notes, if you have notes, wait until it is convenient (doing so the same day).
- ❖ This is NOT limited to on-site tutoring, but online tutoring interactions as well. On the form, please note if the session is performed over Skype, email, etc.

- ❖ We have no target number, due to the nature of this information, the number of reports should be determined by the number of interactions. We are looking for qualitative info on the specific impacts we have as tutors.
- ❖ If the Center becomes busy, your priority remains assisting students. This information is helpful and significant, but should not get in the way of student success. Fill out the form when appropriate and when convenient.
- ❖ If you are unable to input the data please give to a subject IA and let them know you were not able to do so and they will input it for you.

Coastline Tutoring Session Report

Tutors, please use this form to report on each tutoring session.

Tutor's Name

Your answer

Student's Name

Your answer

Length of session

- 0-10 minutes
- 10-30 minutes
- 30-60 minutes
- 60+ minutes

Class Title (or subject)

Your answer



Tutor Session Confirmation Form

Many students come for tutoring and are required to document that visit for their class assignments. Some of these students, such as **EOPS Students** bring their own form, however, many students do not bring anything. In the event that a student needs you to sign something please use the **Tutor Session Confirmation Form**.

This form includes basic information about the interaction. It also has a key question, if the student brought a rubric or an assignment prompt for you to review. A student is not required to bring a prompt, however, it helps you significantly as a tutor to review the assignment prompt. Simply circle “no” if they do not bring one and continue with the session.

The Form Includes

- ❖ Names
- ❖ Date
- ❖ Class Title
- ❖ Start / End Time
- ❖ Brief Focus
- ❖ Rubric
- ❖ Question
- ❖ Signatures

Sign the form and be sure to have the student co-sign before you hand the form over to them.

These forms are not for our purposes, but are a way to formalize and provide consistency with information that is returned to the instructor. We are aiming to replace a random signature on a paper or homework assignment you reviewed as well as to encourage students to fully share the assignment requirements with a tutor.

Basecamp

Basecamp is our online department hub and home. Here you will find important department and college information, invitations to professional development events, policy information, tutoring resources, general updates and more.

Our Success Center Basecamp can be found via the following link:

<https://basecamp.com/2615739/projects/5679734>

When you are hired Danny or an IA will send you an invitation to Basecamp, be sure to accept immediately. Although you will still have to process paperwork before you can officially start, Basecamp is the first place you will use to familiarize yourself with our department.

If you are not on Basecamp please inform an IA and ask to be invited.

After accepting your invitation, immediately upload a profile picture. A profile picture is required. With multiple SSC locations some tutors may not be regularly seen, so this allows for some level of familiarity when we cannot regularly see each other. Please use a headshot (a photo above the shoulders) so we can see what you look like and get to know each other online.



[**Josiah Golojuh**](#)



[**Daniel Pittaway**](#)



[**Heba Akleh**](#)

The steps are as follows:

1. Click the confirmation / invitation link in the email.
2. Enter your full name (first and last as it will appear on the schedule).
3. Enter / confirm your email address.
4. Create a password.
5. You're now part of Basecamp!

Check regularly, if you are on shift, start your shift by opening up Basecamp and checking throughout the day. While on shift leave it open on your computer. If you are off for several days, try to check it every few days. Adding email keeps you updated automatically by receiving messages posted to Basecamp.

Perhaps best of all, tutors are free to post here! Share your experiences, thoughts, best practices, and so on. For example, share a story of a student who struggled with a subject all of his life, only to finally have a breakthrough while working with you. Post social invitations, professional recommendations, and work appropriate personal content here, such as significant announcements, babies, engagements, etc. We are a big department; use this platform to keep others you may not see on a daily basis in the loop.

Work Email

All employees are assigned a work email. All work communication must come via this email. It is crucial for you to know your work email. Check it regularly, every day you are on shift and at least every other day when you are not working as information about shifts, pay, and more are sent ONLY to your work email.

Please note, if you are a Coastline student who has also been hired to tutor, you must use THIS email for work related correspondence and your student email for class related correspondence.

The work email is made from your **MyCCC username**.

For example: Long's username is **Inguyen479** followed by **@coastline.edu**

Therefore his email is: **Inguyen479@coastline.edu**

To open your Coastline Email open the following link in your preferred web browser: owa.ccccd.edu and enter your MyCCC credentials.

You may contact any IA if you are a new tutor and don't have access to your work email.

Timecard

Time cards are due on the 10th of each month. Email reminders are posted on Basecamp when time cards are due. However, you should input your time daily, i.e. at the end of each shift and submit on or just before the 10th. When your time card is completed, push "submit timecard". Once submitted, it cannot be changed or altered. If you made a mistake, contact an IA.

Please do not ever work more than 8 hours in a day, if you work for more than 6 hours you must take a 30 minute lunch, be sure your time card reflects this. Do not work: 1) over 20 hours in a week, 2) more than 4 days per week, and 3) more than 150 days in a year. Work only your assigned hours, if you must work beyond that (again, not exceeding 20 hours) please be

sure that time is approved by an IA before you put it on your time card. If you arrive late, report your time of arrival and end your shift at the regular time. You cannot make up the missed time.

Fill out a time card on your MyCCC Employee Tab by doing the following:

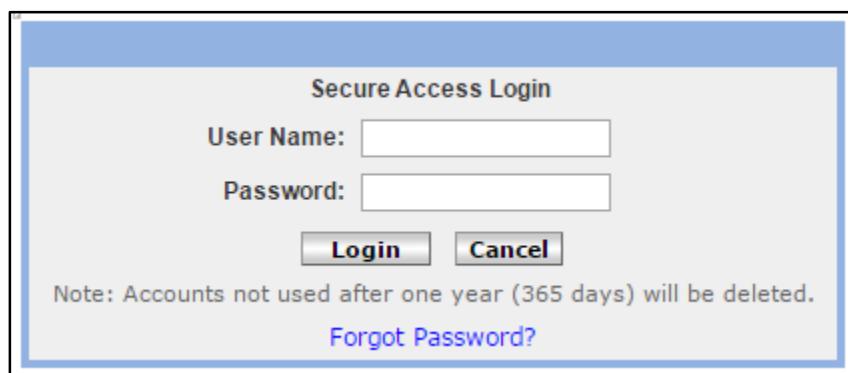
1. Go to www.coastline.edu and click the MyCCC tab near the top.



2. Click "Login to MyCCC."



3. Sign in with your Coastline credentials.



4. Go to the Employee Tab.

My Account
Content Layout

Welcome Nicole Marie Rehnberg
You are currently logged in.

Home Student Employee CCC Student Resources

5. Look at the middle column, find “Employee Time Reporting,” and click “Click Here to Access Time Reporting.”

DegreeWorks for Staff

Launch DegreeWorks
DegreeWorks is the new degree audit and tracking system for Coast Community Colleges that provides a more accessible, convenient, and organized way to assess academic progress.

Use the links below to request technical support or learn more about DegreeWorks.

[DegreeWorks Support](#)
[Technical Support Request](#)
[Frequently Asked Questions](#)
[Counselor Guide](#)
[Update Student Data](#)

District Tools

Coast Reports

Employee Time Reporting

Click Here to Access Time Reporting

Learning Management Systems on-site Demonstrations

Click here for demonstrations

6. Select the Pay Period and Status of the month you worked in the dropdown menu.

Pay Period and Status

Jul 01, 2016 to Jul 31, 2016 Not Started ▾

7. Select a day in which you want to input hours that you worked, and click “Enter Hours.”

Friday
07/01/2016
Enter Hours
Enter Units
0
0

8. Enter hours as HOURS: MINUTES, noting AM and PM. A 30-minute break must be taken after a shift of six hours.

Date:	Friday, Jul 01, 2016			
Earnings Code: Web Time Entry HOURS Worked				
Time In	Time Out	Total Hours		
9:00	AM ▼	12:00	PM ▼	0
12:30	PM ▼	5:30	PM ▼	0
	AM ▼		AM ▼	0
	AM ▼		AM ▼	0
	AM ▼		AM ▼	0
				0

9. Select “Next Day” and enter hours for all shifts worked that month.

Time Sheet	Next Day
Add New Line	Save
Copy	Delete

10. Upon entering all worked hours, select “Preview,” and ensure that all hours are correct.

Earning Code	Total Hours	Total Units
Web Time Entry HOURS Worked	78	
Web Time Entry UNITS Worked		0
Total Hours:	78	
Total Units:		0
<input type="button" value="Position Selection"/> <input type="button" value="Comments"/> <input type="button" value="Preview"/> <input type="button" value="Submit for Approval"/> <input type="button" value="Restart"/> <input type="button" value="Next"/>		

11. If everything is in order, click “Submit for Approval.”

Earning Code	Total Hours	Total Units
Web Time Entry HOURS Worked	78	
Web Time Entry UNITS Worked		0
Total Hours:	78	
Total Units:		0

[Position Selection](#) [Comments](#) [Preview](#) [Submit for Approval](#) [Restart](#) [Next](#)

Late and Absence Policy

As a tutor, you are an education professional and are expected to attend your shifts. If you are running late or will be absent from your scheduled shift at the Student Success Center, contact your Subject IA and your Student Success Center as soon as possible. If you know that you will be absent (conference, vacation, etc.) contact Poomchai and your Subject IA so they can arrange for a substitute to be sent in, ensuring full coverage for all subjects at all Centers.

As we work in a shared space at College Center and do not have an onsite IA, please let Josiah and the other tutor on shift know about your absence. For ET / SI assignments, please inform the subject IA and the instructor.

Le Jao

Poomchai Chotima - pchotima@coastline.edu

Newport Beach

Patricia Garcia - pgarcia40@coastline.edu

Matthew Nguyen - mnguyen926@coastline.edu

Garden Grove / Fountain Valley

Josiah Golojuh - jgolojuh@coastline.edu

Subject IAs

Long Nguyen (**Math / Physics**)- lnguyen479@coastline.edu

Heba Akleh (**Biology / Chemistry**) hakleh@coastline.edu

Josiah Golojuh (**English / ESL / Humanities / Accounting**) jgolojuh@coastline.edu

The Subject IAs will then send weekly lists of reported absence / attendance to Poomchai. Please do not overwhelm Poomchai with emails when you will be out, you will only need to contact her about your absence if your shift is at the Le Jao Success Center.

Please see the section on sick leave for related information.

Sick Leave

As a tutor, you are eligible for a maximum accrual of 24 hours per fiscal year (July 1 – June 30). A maximum of 24 hours of sick leave may be used per plan year and unused sick leave will not be carried over to the next year. The sick leave can be used for yourself and family members. You are eligible to use sick leave on the 90th calendar day of employment. Input sick time, again not exceeding 24 hours, in your time card under the category for “sick time.”

To use the sick leave, please notify your subject IA and your center (email or call) immediately at the time you are sick – early on your scheduled work day or a day before your scheduled work day. If you continue to be sick on the following day, please notify your subject IA and your center again that you are still and are not able to work.

You can request sick leave in advance if the use of sick leave is foreseeable (medical appointment, or care of family members). Please notify Poomchai and your Subject IA as soon as possible, so that Student Success Center can have enough time to find a replacement.

Checking Sick Leave Balance

To check your eligibility and sick leave balance, you may register to the Employee Information System (EIS) – MyCCC under employee tab. Use your E employee ID (on your ID badge) to register and follow the instructions. Add “90000” at front of your employee ID to make 10 digits.

Embedded Tutoring

An Embedded Tutor (ET) attends all class sessions and provides drop-in tutoring at one of the Success Center location per their regular center schedule. Embedded tutoring is most common in English, Math, Accounting, and Social Science disciplines. It is important to remember that the tutor is assigned to the classroom to assist the students, not serve as an instructional aide or teaching assistant to the instructor. Embedded tutoring is a partnership between the faculty member and a tutor to support our students' success.

If the course is online, the tutor is added to the course Canvas page to assist students (See the guide "How to add a Tutor to Canvas"). Instructors are encouraged to communicate with their ET to establish how the tutor will assist students.

Primary Goals of Embedded Tutoring

- ❖ Offer extra help to students to become independent learners.
- ❖ Assist students in reaching a higher level of competence in a particular subject.
- ❖ Assist student in becoming active in the learning process.

Tutors must report to their Subject IA. Tutors are employed by Coastline and are paid through a grant given to the Student Success Center, **instructors do not oversee tutors**. In the classroom, you work with the instructor and for the students.

ET Expectations

- ❖ Actively attend all lecture and lab sessions in order to stay connected to the class and to anticipate areas for reinforcement or clarification when meeting with students.
- ❖ Clarify any content, comprehension, or studying-related issues students may be having.
- ❖ Actively tutor students during class as appropriate.
- ❖ Communicate regularly with the instructor to establish class norms and to work as a team for the benefit of students; communicate regularly with the Subject IA.
- ❖ Follow all College/District policies and regulations.

ET Boundaries

- ❖ Do not grade papers / exams or have access to individual students' grades.
- ❖ Maintain Student Confidentiality. Student information is confidential and should not be shared with anyone outside of Coastline Community College.
- ❖ Do not prepare lecture material for the instructor.
- ❖ Do not teach / oversee the class in lieu of the instructor.
- ❖ Do not proctor exams in or outside of the classroom or Student Success Center.

Reporting Absences

- ❖ Please send Subject IA an email.
- ❖ Be sure to inform the instructor that you will not be in.

Checking Work Email

- ❖ You must use your @coastline.edu email to send information about students to your instructor/staff and to communicate with any students.
- ❖ Check your @coastline.edu email every day you work and at least every few days when you are not working.

Input Hours / Time Card

- ❖ Review how to input regular working hours and sick pay hours.
 - You begin to receive sick pay after 90 working days.
- ❖ Time cards are due the 10th of every month.
 - Poomchai Chotima will send out email reminders on Basecamp when timecards are due.
- ❖ Please do not ever work:
 - More than 8 hours a day.
 - More than 20 hours a week.
 - More than 4 days per week.
 - More than 150 a year.
- ❖ Tutors will not be paid for any extra hours that is not approved beforehand.

Faculty Responsibilities

- ❖ Make the tutor feel welcome and informed. Please introduce the tutor to the class and the class to the tutor.

- ❖ Feel comfortable in explaining to the tutor how you want him or her to interact with your students, whether online or in person.
- ❖ Provide the tutor with a copy of your syllabus and other necessary handouts.
- ❖ Give the tutors regular guidance as to what you expect him or her to help with.
- ❖ Encourage the tutor to join the class in learning activities.
- ❖ Adjust your way of teaching so that having the tutor around can greatly contribute to your students' performance as well as their persistence.
- ❖ Promote a togetherness concept and get excited about working as a team in collegial agreement.
- ❖ Adopt a realistic "no blame" policy, realize that the best training tutors can get is in the classroom, and prepare for the role of an occasional pedagogical and subject matter trainer.
- ❖ Assist in the promotion of student surveys and encourage students to give feedback about the service.
- ❖ Don't be afraid to communicate directly with the tutor about how he or she is doing.
- ❖ NEVER allow your tutor to grade, see grades or have any access to grades.
- ❖ Communicate with the IA as needed, with questions, concerns, suggestions or positive feedback.

Tutor Responsibilities

- ❖ Discuss with the teacher on day one (or sooner) how you can assist the students and what you feel your strengths are in the classroom.
- ❖ Attend all class sessions, unless the instructor says not to come, such as on a test day. Report, only the time you attended class on your timecard.
- ❖ Communicate regularly with your subject IA, with questions, concerns, suggestions or positive feedback.
- ❖ If class lets out early, you may go home. Again report only the time you attend class on your timecard, or you may finish your hours working in the Student Success Center.
- ❖ Be active in asking the teacher any questions you might have.
- ❖ For on-site classes, when appropriate, walk around the class in order to help students.
- ❖ Share your work email and Student Success Center hours (if applicable).
- ❖ Be patient and polite with the students; be professional and respectful with the teacher.
- ❖ Get to know the classroom culture well.
- ❖ If you are running late, or will be absent, notify the teacher and the appropriate subject IA, mark your actual time of arrival on your timecard.
- ❖ Follow all College / District policies and regulations.



- ❖ Do not translate for students, unless you have the teacher's permission. Instead, help the students find alternative ways to express the idea.
- ❖ Do not do work for the students. Instead, use questions, demonstration, practice, examples and other approaches for the students to get it.
- ❖ Do not teach / oversee the class or act as a substitute for the instructor.
- ❖ Distribute your time amongst all student, not just an individual or a group of students.
- ❖ Never grade students work! Under no circumstances should the tutor grade work or have access to student grades.

Online Embedded Tutoring

For online courses the tutor should be added to Canvas (see Guide on adding a tutor to Canvas). The Instructor will add the tutor to Canvas, under the role of “Tutor.” Then the tutor will have access to the course shell and online course material.

The main function of an online tutor is to be active in the discussions. The tutor should step in and give their insight when appropriate and needed. The tutor should never dominate a discussion, but have a clear and strong presence.

Most online assignments are given to be worked during regular onsite hours. There can be exceptions for limited additional hours granted to work outside the normal onsite hours. Do not work any additional hours without approval from your subject IA.

A tutor for an online course may also rely heavily on email tutoring. Tutors need to share their emails with the students and must regularly check their email to ensure student requests for Skype or email tutoring are met in a timely fashion.

All other rules for regular embedded tutoring apply to online tutoring.

Supplemental Instruction Tutoring

A Supplemental Instruction (SI) leader is similar to an embedded tutor in that they attend all lecture and lab sessions. SI leaders attend all lectures and lab sessions as well as conduct a weekly review (typically 1-2 hours) with students. SI leaders are common in science courses.

It is important to remember that the tutor is assigned to the classroom to assist the students, not serve as an instructional aide or teaching assistant to the instructor. Tutors must report to the Science IA, Heba Akleh. Tutors are employed by Coastline and are paid through a grant given to the Student Success Center. **Instructors do not oversee or supervise SI leaders.** In the classroom, you work with the instructor and for the students.

SI leaders are typically students who have taken and excelled in a science course at Coastline. For example, a student who takes Anatomy in the fall may return as an SI leader in the spring. SI leaders generally have a bachelor's degree in a related science or other applicable expertise.

Primary Goals of Supplemental Instruction

- ❖ Offer extra help to students to become independent learners.
- ❖ Assist students in reaching a higher level of competence in a particular subject.
- ❖ Assist student in becoming active in the learning process.
- ❖ Hold a minimum of 1 hour weekly review session with students.

SI Leader Overview

1. You are employed by Coastline and are paid through a grant given to Student Success Center.
2. Instructors do not oversee tutors/SI Leaders.
3. Report incidents, requests, absences, etc. to the science IA (Heba Akleh).

SI Leader Expectations

- ❖ Actively attend all lecture and lab sessions in order to stay connected to the class and to anticipate areas for reinforcement or clarification when meeting with students.

- ❖ Invite students from the class to attend a weekly review session (of 1 to 2 hours duration) to clarify any content, comprehension, or studying-related issues students may be having.
- ❖ Follow up to determine your room assignment for your weekly review sessions.
- ❖ The Campus Facilitators will NOT assign SI leaders a lab for their review sessions.
- ❖ You CANNOT take models from a lab room and move them to your review room.
 - Therefore, you should encourage the students to make use of the time that they have in the lab room during their class time to examine the models.
- ❖ Have a plan for each weekly review session; track attendance at each review session
- ❖ Actively tutor students during class if permitted by the instructor.
- ❖ Communicate regularly with the instructor to establish class norms and to work as a team for the benefit of students; Communicate regularly with the Science IA.
- ❖ Follow all College/District policies and regulations.

SI Leader Boundaries

- ❖ Do not grade papers or have access to individual students' grades.
- ❖ Maintain student confidentiality, student information is confidential and should not be shared with anyone that is not a Coastline Community College employee.
- ❖ Do not prepare lecture material for the instructor.
- ❖ Do not teach / oversee the class in lieu of the instructor.
- ❖ Do not work from home (all compensated work must be in a supervised environment).
- ❖ Do not proctor exams in or outside of the classroom or Student Success Center.
- ❖ Do not be present in the laboratory without the instructor present, it is a liability to yourself and the students.

Checking In and Out

- ❖ You are required to check in and out at each campus.
- ❖ Please check in with the following people via the sign in sheet.
 - Newport Beach- SSC front desk NBC (Heba, Patricia, Matthew).
 - Garden Grove- SSC tutoring pod (Josiah).
 - Westminster: Le Jao- SSC front desk (Poomchai).

Reporting Absences

- ❖ Please send Science IA an email.
- ❖ Be sure to inform the instructor that you will not be in.

Checking Work Email

- ❖ You must use your @coastline.edu email to send information about students to your instructor/staff and to communicate with any students.
- ❖ Check your @coastline.edu email every day you work.

Input Hours / Time Card

- ❖ Review how to input regular working hours and sick pay hours.
 - You begin to receive sick pay after 90 working days.
- ❖ Time cards are due the 10th of every month.
 - Poomchai Chotima will send out email reminders on Basecamp when timecards are due.
- ❖ Please do not work more than:
 - 8 hours a day.
 - Over 20 hours a week.
 - More than 4 days per week.
 - More than 150 a year.
- ❖ Tutors will not be paid for any extra hours that is not approved beforehand.
- ❖ Take a lunch break if working over 6 consecutive hours.

Tracking Student Attendance

- ❖ Please set up an excel sheet and work time table.
 - The table will include the following columns 1) Student ID Number, 2) Student Name (Last, First), and Time-In and Time-Out.

Last Name, First Name	Student ID #	Course #	Date	Time in	Time out	Total Time (hr:min:sec)
Kimura, Heba	C02541328	BIOL C210	8/30/17	2:00:00 PM	3:00:00 PM	1:00:00

- ❖ It must be on CCC school gmail account.
- ❖ Send Science IA an editable link of the file to hakleh@student.cccd.edu
- ❖ Student attendance must be input the day of your review.

Laboratory Safety Protocol

- ❖ **Must** wear lab coat, closed toed shoes, goggles, and gloves when working with dissections or lab experiments- regardless if the instructor makes the students do it or

not. This is a safety concern and you will be sent to the manager's office if found not following safety protocol.

- SI leaders should act as a model student.
- ❖ If you or a student is injured- report to Instructor and Science IA immediately.
- ❖ *SI Leader cannot be present in the laboratory when the instructor is not present.*

Review Session

- ❖ Required, 1 hour review per week.
 - The review occurs the day of class, directly before or after class.
- ❖ Any additional reviews MUST BE APPROVED BEFOREHAND by Science IA through email.
- ❖ Tutors will not be paid for any extra hours that is not approved beforehand.

Preparation Time

- ❖ Is used to make review sheets and print materials for students to use in the review.
- ❖ You have 30 minutes of prep time, per 1 hour review, per week.

Faculty Responsibilities

- ❖ Make the tutor feel welcome and informed. Please introduce the tutor to the class.
Allow time for tutor to introduce their rule in class.
- ❖ Feel comfortable in explaining to the tutor how you want him or her to interact with your students.
- ❖ Provide the tutor with a copy of your syllabus and other necessary handouts.
- ❖ Give the tutors regular guidance as to what you expect him or her to help with.
- ❖ Use the tutor to join the class in learning activities to guide students and answer questions.
- ❖ Adjust your way of teaching so that having the tutor around can greatly contribute to your students' performance as well as their persistence.
- ❖ Promote a togetherness concept and get excited about working in collegial agreement.
- ❖ Adopt a realistic "no blame" policy, realize that the best training tutors can get is in the classroom, and prepare for the role of an occasional pedagogical and subject matter trainer.
- ❖ Don't be afraid to communicate directly with the tutor about how he or she is doing.
- ❖ NEVER allow your tutor to grade, see grades, have any access to grades, or teach the class.

- ❖ Communicate with the IA as needed, with questions, concerns, suggestions or positive feedback.

Tutor Responsibilities

- ❖ Be sure to follow all safety rules in the lab (i.e. wear goggles, gloves, lab coat).
- ❖ Discuss with the teacher on day one (or sooner) how you would like to assist with the class and what you feel your strengths are in the classroom.
- ❖ Communicate regularly with your subject IA, with questions, concerns, suggestions or positive feedback.
- ❖ Communicate regularly with the instructor to establish class norms and to work as a team for the benefits of students.
- ❖ Actively attend all lecture and lab session in order to stay connected to the class and to anticipate areas for reinforcement or clarification when meeting with students.
- ❖ Actively tutor students during class, where and when appropriate.
- ❖ Invite students from the class to attend a weekly review session (of 1 to 2 hours) to clarify any content, comprehension, or studying-related issues students may be having.
- ❖ Be active in asking the teacher any questions you or students might have.
- ❖ Have a plan for each weekly review session; track attendance at each review session.
- ❖ When appropriate, walk around the class in order to help students.
- ❖ Communicate regularly with your subject IA.
- ❖ Follow all College / District policies and regulations.
- ❖ Be patient and polite with the students; be professional and respectful with the teacher.
- ❖ Get to know the classroom culture well.
- ❖ If you are running later or will be absent, notify the teacher and the appropriate subject IA, mark your time of arrival on your timecard.
- ❖ Do not translate for students, unless you have the teacher's permission. Instead, help the students find alternative ways to express the idea.
- ❖ Do not do work for the students. Instead, use questions, demonstration, practice, examples and other approaches for the students to get it.
- ❖ Do not teach the class or act as a substitute for the instructor.
- ❖ Do not prepare lecture material for the instructor.
- ❖ Distribute your time amongst all student, not just an individual or a group of students.
- ❖ Do not grade students work! Under no circumstances should the tutor grade work / exams or have access to student grades.
- ❖ Have a plan for each weekly review session; track attendance at each review session
- ❖ Actively tutor students during class if permitted by the instructor.



- ❖ Communicate regularly with the instructor to establish class norms and to work as a team for the benefit of students; Communicate regularly with the Science IA.
- ❖ Follow all College/District policies and regulations.
- ❖ Follow safety protocol in laboratories (wearing your lab coat, goggles, etc.)
- ❖ Do not meet with students outside of work hours.

Targeted Learning Assistance

Targeted Learning Assistance (TLA) is a long-term pilot, where groups of STAR students will have assigned tutors. STAR students are part of a program to graduate or transfer within two years, granting them guaranteed seats in required classes. These tutors will go alongside the students and support them as they take English C099 or Math C030 and progress with them into the Spring semester. Tutors supporting this program are committed for a year. TLA tutors will follow the guidelines of an ET / SI.

Success Team

The success of this pilot is built on and around a team dynamic. It is not just a tutor, but a team of people who supports these students. That team includes:

Librarian	Instructor	Tutor	Subject IA
Student		Academic Success Coach	

The ET will be assigned to a group of STAR students. There are four groups, two Math and two English, with one class of each subject at Garden Grove and Newport Beach. There are currently a total of 7 tutors supporting these students, 2 Math & 2 English at Newport and 2 Math & 1 English at Garden Grove.

Review Sessions

This is an advanced Embedded assignment, most similar to being an SI leader. Tutors will work an assigned schedule based on the days their classes meet with a review session on Friday morning. Other hours will be utilized to function as office hours held in the Student Success Center. The Friday session will be held in the Student Success Center or in a classroom. Should a room be needed contact your subject IA and they will make a room reservation. Tutors will

hold a joint review session on Friday and potentially a midweek review session, per the availability of a majority of students in each class.

Tutors need to meet with the instructor in order to properly plan the review sessions, and to have the greatest impact in class. Therefore, TLA tutors are required to meet with the instructor 30 minutes prior to class and to follow up after class for several minutes.

The Friday session will also have a counseling component. The structure of the sessions is up to the team, however, it will include:

- ❖ Success Coach lead activity.
- ❖ Subject reviews (per needs).
- ❖ Study time with tutor assistance.

Tutors are to work no more than 3 days per week, reporting the flex hours on Fridays. Shifts over 6 hours must include a 30 minutes lunch break. TLA tutors have more flexibility and should not be relied on to be center tutors and should not be listed on the center schedule. However, they will assist in the center when on-site and any changes must be approved by their subject IA. Beyond these assigned center and classroom hours, TLA Tutors will make themselves available via email “off hours,” including on weekends. These hours will be assigned flex hours.

These tutors will focus on the assigned STAR students, those students, are and remain their top priority; however, they are available to all students in the class. All students are welcome to visit the TLA tutors during Success Center Office hours as well as the Friday review session. Be sure to take attendance for the midweek or Friday reviews, as well as when students visit you during your office hours.

TLA Duties

- ❖ Actively attend all lecture and lab sessions in order to stay connected to the class and to anticipate areas for reinforcement or clarification when meeting with students.

- ❖ Invite students from the class to attend a weekly review session (of 1 to 2 hours duration) to clarify any content, comprehension, or studying-related issues students may be having.
- ❖ Follow up to determine your room assignment for your weekly review sessions.
- ❖ Have a plan for each weekly review session; track attendance at each review session
- ❖ Actively tutor students during class if permitted by the instructor.
- ❖ Communicate regularly with the instructor to establish class norms and to work as a team for the benefit of students; Communicate regularly with the Science IA.
- ❖ Follow all College/District policies and regulations.

Tracking Student Attendance

- ❖ Please set up an excel sheet and work time table.
 - The table will include the following columns 1) Student ID Number, 2) Student Name (Last, First), and Time-In and Time-Out.

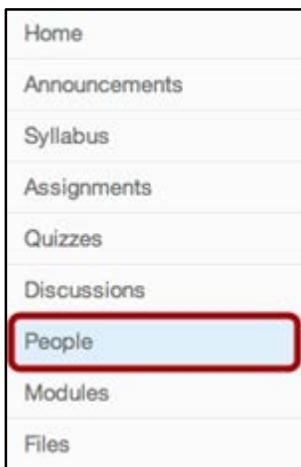
Last Name, First Name	Student ID #	Course #	Date	Time in	Time out	Total Time (hr:min:sec)
Kimura, Heba	C02541328	BIOL C210	8/30/17	2:00:00 PM	3:00:00 PM	1:00:00

- ❖ It must be on CCC school gmail account.
- ❖ Track both review session meetings and when students visit during office hours.

Adding a Tutor to Canvas

The following is the process for adding someone, in this case, a tutor, into Canvas. Note: Adding you in this role is at the instructor's discretion and based on his or her use of Canvas. However, you are encouraged to be added if the Canvas component of the course is significant.

1. Click **People** in the Course Navigation menu on the left side of the Canvas course.



2. Click + People (Add People).



3. Input the MyCCC username

Add People

Type or paste a list of email addresses below:

"Example Student" <student@example.com>, "Lastname, Firstname" <firstlast@example.com>, justAnEmailAddress@example.com

Type Name

Role: Teacher

Section: CourseDev_Daniel_Pittaway_

Next

You can add a tutor using their MyCCC username. For example, Josiah's Coastline ID is `jgolojuh@coastline.edu`, therefore his MyCCC username is `jgolojuh`. The associated email needs to be your `@coastline.edu` email.

4. Select the role of the user in the **Role** menu.

Add People

Type or paste a list of email addresses below:

"Example Student" <student@example.com>, "Lastname, Firstname" <firstlast@example.com>, justAnEmailAddress@example.com

Role: Teacher

Section: CourseDev_Daniel_Pittaway/_/

Next

5. Select the role of **Tutor** from the drop-down menu and click next.

Role: Teacher
Grader
TA
Evaluator
Designer
Observer
Tutor

Section: CourseDev_Daniel_Pittaway/_/

Next

6. Click **Add Users** when the tutor's name and login appears.

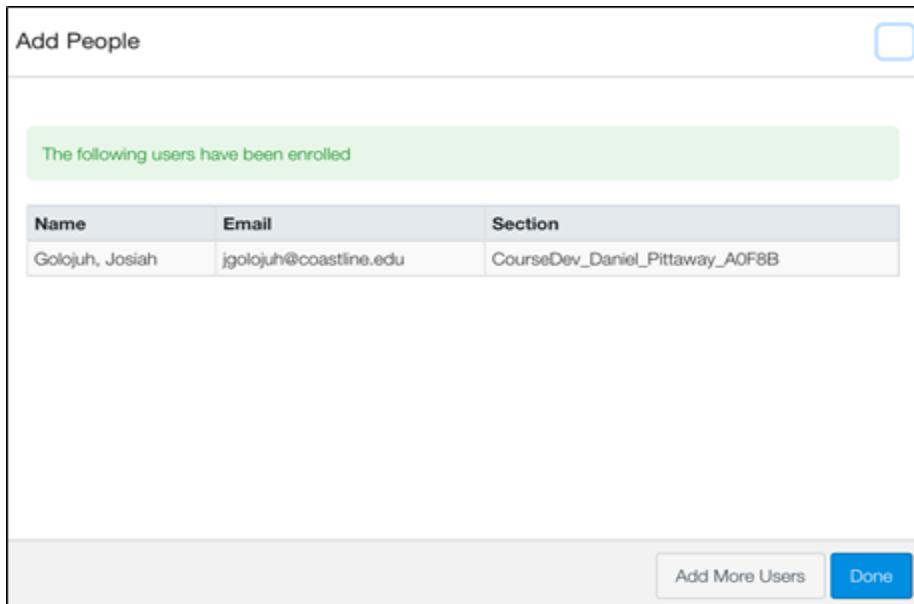
Add People

Validated and ready to add 1 users:

Name	Email/Login
Josiah Golojuh	jgolojuh

Start Over Add Users

7. Select **Done** on the Confirmation screen.



The screenshot shows a user interface for adding people to a course. At the top, a header bar has colored segments: gold, teal, orange, and dark brown. Below the bar is a title 'Add People' and a small blue square icon. A green message box displays the text 'The following users have been enrolled'. A table below lists one user: Golojuh, Josiah, with the email jgolojuh@coastline.edu and the section CourseDev_Daniel_Pittaway_A0F8B. At the bottom are two buttons: 'Add More Users' and a blue 'Done' button.

Name	Email	Section
Golojuh, Josiah	jgolojuh@coastline.edu	CourseDev_Daniel_Pittaway_A0F8B

Note: If the system doesn't recognize the name you are trying to add, please send an email to canvashelp@coastline.edu and they will let you know what information to use.

Online Tutoring

Email Tutoring

Many students request information or assistance via our student success Center email account (success@coastline.edu). The account is monitored by an assigned tutor and / or an IA. The monitor will filter through the emails, send Skype requests to the appropriate subject IA, forward questions he or she cannot answer, and of course respond to student requests for help.

Most of the tutoring here, aside from departmental or college questions, falls into English and the Humanities. A tutor or IA will respond with feedback on these and reach out to the appropriate subject IA. Jamie also logs all email correspondence.

Additionally, some of our incarcerated students will send request for assistance to our Corrlinks account.

Skype / Video Tutoring

We offer Skype / online tutoring in all disciplines with an emphasis on math. Keep in mind that tutors can check out one of the Microsoft Surface Pros, which is kept on reserve at the Student Success Center sites (Le-Jao, Newport Beach, and Garden Grove.) Tutors need to have an employee ID number to check out a Surface Pro. See the check-out policy for information on checking items out.

If the session will be conducted via Skype, be sure to set up a Coastline appropriate Skype username associated with your work email. The format should be the word “coastlinetutor,” a period, followed by your first name.

For example, Peter Smith would create a Skype ID of: **coastlinetutor.peter**

If you have the same first name as another tutor, meaning the username would not be available, add your last initial, so our second Peter Smith would be: **coastlinetutor.peters**

If need be you can then add a number to the name, so our third Peter Smith would be: **coastlinetutor.peters1**

All tutors should keep their work email and Basecamp open during their SSC shifts, in order to promptly respond to any requests for online tutoring.

If you see a request from a student for Skype Tutoring on Basecamp during your shift, please take the initiative to email the student (using your work email). An IA may also reach out to you directly to ask you to contact a student with an online tutoring need. If you are not working with another student at the time, you are required to tutor the online student.

You can copy and paste the email template below. Feel free to personalize the template, but keep the key information: your name, your shift(s), and your Skype username.

"Hello...

My name is _____, I am a tutor at Coastline Community College. I received a request for an online tutoring session via Skype to work with you.

My shifts are:

Monday 1pm to 5pm

Thursday 12pm to 6pm

Wednesday 1pm to 5pm

What is your availability? What time you would like to set an appointment for a Skype tutoring session? If you are not available during my work hours, let me know the best time for you and another tutor will reach out to you.

You will need a Skype account to connect to our tutors. Please create the Skype account if you don't already have one. Remember to include your Skype ID when you reply.

My Skype ID is coastlinetutor.peter

I look forward to meeting you on Skype.

Sincerely,

Peter"

Wait for the student to reply to your email. If the student is available during your hours, you can set up a Skype tutoring session with him or her. If the student schedule conflicts with yours, you may post student's available time(s) on the same request thread on Basecamp, or inform the appropriate subject IA.

Conduct During Skype Tutoring Session

- ❖ Greet student and introduce yourself.
- ❖ Ask for student's information (First, Last Name, student ID, Class, Instructor), use the Tutor Session Report form.
- ❖ Input this information into the "Skype Student Attendance" Google Spreadsheet (you will need a Gmail account to access the doc).
- ❖ Skype Student Attendance can be found via the following link:
https://docs.google.com/spreadsheets/d/1z9NGyJrZSbMa0Srn_KrjarBmzjM8JISuZGz...
- ❖ If you need access to Skype Student Attendance Google spreadsheet, email Long Nguyen (lnguyen479@coastline.edu)

During the meeting, try to encourage student to be proactive in the tutoring session.

For example: the student presents to you a math problem and asks for your help. Don't rush to show the student how to solve the problem right away; instead, ask some stimulating questions to make student become more proactive in the learning session.

Guiding Question Examples

- ❖ What section, chapter or concept that is needed to solve this problem?
- ❖ Do you have any suggestions where we could start?
- ❖ I believe this should be the first step... What do you think it will be on the second step?
- ❖ Do you see any other approach for this problem?

At the end of the online tutoring session, the tutor should provide a quick recap of what concepts that he or she went over with the students. If the session is during the survey period, send an online survey link at the end of the session.

Surface Pro Login

If you were not given a Surface Pro at the start of the semester you can check one out with a front desk IA. All Surface Pros have a same password to login. The password to operate the Surface Pro is: "**C0astline**" to login the device.

Notice: the first letter **C** is capital followed by the **number zero**

Software Options

Windows Journal is a pre-installed software that is on all Surface Pros. You can use a Surface Pro's pen to write on this software and choose to share screen with Student via Skype, so the student can see what you write.

There is an online app called **Whiteboard**. First, go to the following link: <https://awwapp.com/>

Then click the icon to invite people, on the toolbar on the left of the whiteboard. Then select "Share This Board." Then send that link with the student. With this app, both the tutor and the



student can write at the same time live in real time. You just need with the share the link to student via Skype Chat.

Writing tutors can simply add “Comments” on a **Word Document**. To do so, select “Insert” and then select “Comment.” Be sure to inform students this is how you made suggestions on the document.

Another option for writing tutors is **Google Docs**. With Google Docs you can chat in real time, typing on the same shared Document as you discuss via Skype. Also, similar to a Word Document, you can write notes and comments, which are much more clearly visible.

Library Reserve / Equipment Check-Out Policy

Students are able to check out any of our available resources for use in the center (items include; headphones, books, calculators, etc.). Please note, students cannot check out tablets or laptops, those items are exclusively for staff use. Items CANNOT leave the center, and tutors cannot check them out for students.

The front desk IA will have the keys, all items will be checked out with them. Tutors should not keep the keys, they should remain with the front desk IA. The front desk person will keep the keys on their person. Upon a shift change the person going off shift will inform the person coming on shift of any currently checked out items, using the Front Desk IA shift change checklist.

Front Desk IA Checklist

Outgoing IA (First Name & Initials)	Incoming IA (First Name & Initials)	Date	Time	Materials Checked Out (calculators, textbooks, etc.)	Tutors on Shift (call-outs, late, subs.)	Keys Exchanged	Notes
Josiah JDG	Heba HA	8/23/2017	1:00p	JDG / HA	JDG / HA	JDG / HA	

Students will sign the items out with a legibly written name, phone number, and student ID number. If needed, student ID / name can be verified by checking Civitas.

Tutors need to use only their Employee ID number and a phone number to sign out an item.

Students are responsible for items they check out and will be held accountable for items that are lost or not returned. Likewise, tutors are responsible for items they check out.

Tutors can sign items out for their own use or use while working with a student, using ONLY their Employee ID and phone number. They cannot then let the student use the item. For the student to use it the tutor will have to return the item and have the student check it out. The person listed as having signed it out is responsible for the item.

A list of books can be found here:

https://docs.google.com/spreadsheets/d/1zp5G6ip3I2X-g_7OTGUFsDOG8hLutERMbJZ8VtNKLI/edit#gid=1703499018

You can also direct students to the Coastline website, on the library page.

However, we can never guarantee that we will have a book, meaning it may be on the list, but may or may not be in the center at this time.

Note: Some of the books at Garden Grove were donated by instructors (when marked as such, usually with the instructor's name somewhere inside the book) and are property of that instructor on loan to the SSC for student use.

Peer to Peer Tutor Observation

As a part of program improvement and professional development, each tutor will spend time observing another tutor. This observation will occur once per semester, where each tutor will be observed once and observe another tutor once. The observation will be based on three key categories **Accessibility & Availability, Interaction with Student, and Tutoring of Student**.

These categories are then broken down into five more specific sub-categories. The Observing Peer will check the box next to the subcategory to note the occurrence of the observation in that category. The tutors job is not contingent on this observation, it is simply a tool for professional development “peer observation.” The functional portion of this observation should be approximately 20 minutes.

Please note, that when you are performing the observation of another tutor you need to be sure to inform the student what is happening. Assure them, they are not being observed, but the tutor is.

The purpose of this is to give positive, but honest feedback. It is about enhancing areas that can be improved, areas of weakness, but also about focusing on the strengths. Herein comes the second goal of this observation method, and perhaps the most significant, noting what is working. Focus heavily on what your peer is doing that is working.

After the observations, both tutors and an IA will meet to discuss the observations and give continued feedback. At which point the paper records will be disposed of. The following are the standards of protocol for a professional Coastline tutor:

Accessibility & Availability

- ❖ Greets students entering the center and upon students approach to their station.
- ❖ Approachable - In station and open to student approach, not hunched or withdrawn.
- ❖ Checks-in with students - Gets up and moves around center checking on student needs.
- ❖ Friendliness - Polite and cordiale to both students, staff, and other personnel.
- ❖ Respectful of other students / staff - Considerate of time, volume, and space considerations.

Interaction

- ❖ Listens to student - Is not merely directive, but allows student to drive session.
- ❖ Demonstrates patience - Does not get frustrated when student struggles with a concept.
- ❖ Supports student - Is aware of specific needs of student and works with them.
- ❖ Professionalism - Engages in generally professional behavior / language.
- ❖ Knowledge of subject / content area - Demonstrates an advanced level of knowledge.

Tutoring

- ❖ Demonstrates / Models strategies / techniques - Use assorted strategies based on need.
- ❖ “I do, we do, you do.” / Scaffolding - Tutor does, then together, then allows student.
- ❖ Guides with questions - Asks questions to test understanding and redirect as needed.
- ❖ Allows student to ask questions (Creates a feedback loop) - To redirect as needed.
- ❖ Has student reflect learning (Think-alouds) - Has student reaffirm what they just learned.

Professional Development

As a tutor, you are an education professional. At Coastline, we have different professional development opportunities, such as tutor training and EDUC C101, but we also encourage our students to attend and participate in outside events sponsored by such higher education organizations, such as 3CSN and NADE. 3CSN, for example, holds Tutor Expo every year, an annual conference by and for postsecondary tutors, faculty, staff, and administrators connected to tutoring and learning assistance within the community college system.

You are encouraged to participate in and present at Tutor Expo. You can present as an individual, based on your own knowledge and experience, or as a team. Perhaps you are an English tutor and you pair with another English tutors to focus on how to relay advanced composition topics to ESL students. You could consider presenting with the team from your shift, an example of cross discipline tutoring with Math, English, and Accounting. Be thoughtful, be creative, and show others the great impact we have and the great potential impact they can have.

As a community, we post opportunities of this nature on Basecamp, but for more information, look at these websites:

3CSN: <http://3csn.org/>

NADE: <http://www.nade.net/>

CRLA: <https://www.crla.net/>

Student Success Center Assessment (Surveys)

Throughout the semester, we ask students that we work with on-site, online, and in classrooms to fill out surveys so that we are able to assess the efficacy of the work that the Student Success Center performs. This information helps us understand student needs more clearly, evaluate the success of our current program, and garner ideas to improve our program in the future. The information gathered from this process is also used in reports and presentations that help us maintain funding for our department.

Please work as a team with the other tutors and staff at your center to distribute surveys to get as much student feedback as possible. Surveys are to be administered for a 6 week period during the middle of the semester. The dates will flex slightly, with a 2 week extension possible. If the period is extended, all sites continue to administer surveys. ALL surveys (on-site, in class, and online) should be conducted during this time. Possible exceptions can be made for ET / SI courses that are 8 weeks.

Below you will find steps to assure we get the best possible data during our Survey period.

On-Site Survey Methodology

- ❖ Surveys are to be administered during the designated period ONLY.
- ❖ Students will fill out the survey upon completion of their visit to the center (i.e. after or just before they log out).
- ❖ Students can fill out **ONE** survey each time they visit a center. One survey per visit per day. A student could fill out multiple surveys if they visit multiple centers in a single day.
- ❖ Students should **NOT** sign their name to the form. It is important that the feedback remains anonymous.
- ❖ Completed surveys should be placed in a secured area (i.e. Garden Grove, filing cabinet next to tutoring pod, College Center, filing cabinet in Out Reach room, Newport, folder on the wall by the front desk).

Online Tutoring Survey Methodology

Please share the following link upon the completion of a session (i.e. after Skype or with an email response):

https://docs.google.com/forms/d/e/1FAIpQLSdbHFvHmBBawW12or9m5os9ndrbGxgCt4U1e0q22zNFDw8pcw/viewform?usp=sf_link

- ❖ Surveys are to be administered during the designated period ONLY.
- ❖ Students will fill out the survey upon completion of an online tutoring session.
- ❖ Students can fill out **ONE** survey after each session. One survey per session. A student could fill out multiple surveys if they have multiple online tutoring sessions in a single day.
- ❖ Students should **NOT** sign their name to the form. It is important that the feedback remains anonymous.

Embedded Tutoring / SI Surveys

Evaluation Materials Include:

- ❖ One page survey sheet (ESL Classes may include a Vietnamese Survey on the back)

Administrator Procedures for ET / SI Surveys

The evaluation should be conducted by either the course Instructor or an Instructional Associate (IA). The surveys must not be handled by the course's Embedded Tutor (ET).

Evaluation Procedures

1. Please distribute materials, one to each student.
2. Have the students respond to the questions, for any questions requiring a written answer, ask them to write as legibly as possible. Additional comments can go on the bottom and back of the survey.
3. Be sure they DO NOT sign their names to the form. Remind them the importance of the information remaining anonymous.
4. Upon completion of all surveys, please put both completed and extra forms back in the enveloped. Seal the envelope and return to the IA.
 - a. The ET / SI should not handle, distribute, or collect the survey.

Marketing & Outreach

Marketing and outreach is the idea of promoting the Student Success Center based on two key areas, 1) Internal Promotion (i.e. within Coastline) and 2) External Promotion (outside events).

Internal Promotion

At the beginning of each semester each subject IA will generate a list of courses that fall into their discipline. The IA will promote services, including offering an ET or SI for their classes. They will also all share marketing materials and information. IAs will also offer to visit onsite classes and speak on behalf of the department. IA will do their best to create relationships with the instructors and students to help organically promote our services through referrals. IAs also attend faculty and staff meetings to promote our services.

Another key component to internal marketing is our ETs & SIs. These students, while they directly serve the needs of the students in their classes, also need to promote our centers. Sharing the materials listed below and informing the students of the various services we provide.

The third area is to promote at Coastline events, such as Dolphin Days. During these internal events the subject IAs will table and share paper copies of our department materials. Ask students what classes they will be taking and inform them what we can tutor, and again work to build relationships. Share the broad range and expertise of our tutoring.

External Promotion

These are events either held outside of Coastline (off site) or at Coastline, but for outside parties (i.e. potential students or community partners). During these internal events the subject IAs will table and share paper copies of our department materials. Promote the college in a general sense and how we are fundamental to student success. Share the broad range and expertise of our tutoring.



Marketing Materials Include:

- ❖ 2 page color flyer
- ❖ Single page alternate flyer
- ❖ Schedule flyer
- ❖ Smarthinking flyer

Effective Tutoring Strategies

- ❖ Be patient.
- ❖ Smile and be sincere.
- ❖ Use open-ended questions to guide the student in the right direction without giving them the answer.
- ❖ Be specific in your feedback and advice
- ❖ Hold back and let students talk, work, and figure things out for themselves. Give students a chance to correct themselves. With writing, this can be done by having students read their work out loud, with a pen in hand. In math, this can be done by having students explain their process in solving a particular problem.
- ❖ Focus on patterns: when students know how to handle a certain type of a problem, they are able to do similar problems in the future (think of the old saying: "If you give a man a fish, you feed him for a day. If you teach a man to fish, you feed him for life.")
- ❖ Focus on progress: remind students of all that they have accomplished.
- ❖ Utilize the **Reading Apprenticeship** framework of helping students become more aware of how they think they read and learn.
- ❖ Foster a **Growth Mindset** in students by praising their efforts and helping them see incremental gains in their learning.
- ❖ Help students understand that college is difficult for everyone and that they are not alone.
- ❖ Be aware of your environment: don't get trapped in endlessly tutoring one student if others are waiting.
- ❖ Encourage students to become independent learners.
- ❖ Model and espouse the values in **DOLPHIN** (**D**ream, **O**rganize, **L**earn, **P**ersist, **H**ave a **p**lan, **I**nnovate, **N**ever give up).



- ❖ Remember that you have insight into learning and overcoming academic obstacles, that faculty may no longer have because they are not students. Use this to your advantage to be an advocate of student success.

Things to Keep in Mind

Learning Styles

- ❖ Pay attention to and talk to students about the different ways they learn and work with them to build strategies keeping these things in mind. Don't assume that students know all of the information covered in the course and review with attention to detail.
- ❖ Remember that the students you work with may learn differently than you.

Body Language

- ❖ Use positive, friendly, attentive, and professional body language: face the tutee, nod, maintain eye contact, and smile.
- ❖ Be mindful of subtle negative body language: arms folded and inattentive to students' work or questions.
- ❖ Remember that your personal comfort distance may be different from other students'.

Sensitivity

- ❖ Be polite and calm when interacting with students. Avoid any display that could be interpreted as confrontational or aggressive.
- ❖ If you feel as though miscommunicated cultural cues are interfering with your tutoring sessions, address the issue directly by approach the topic with curiosity and openness.

Teaching Students How to Learn

- ❖ Tutors should model strategies for finding solutions to do work on their own. Teaching students how to learn means:
 - Promoting their independence in learning.
 - Providing them with a perspective on becoming a life-long learner.
 - Fostering their self-confidence as learners.

Tutors do this by

- ❖ Being mindful of who is doing the work and who is doing the talking while working with students.
- ❖ Asking the student as they prepare to leave what their next steps are and where they will go next.

Potential Problems for Tutors and Students

Student expects tutors to do the work for them

Remind students that tutors are there to help the student learn how to help themselves, and that your primary goal as a tutor is to help them be independent. When they are taking a quiz, test, or in their career, they will need to be able to work alone.

Student is not prepared or shows little effort

Students may not be prepared for tutoring the first time they come in because they may not know that we offer tutoring or may not know how tutoring works. Make sure that when you work with students, that you encourage them to be their own self-advocate in their education and to make sure that they have the materials (books, calculators, attitude) that is necessary for success.

Student becomes too dependent

Review their goals and priorities for the class to ensure that you are helping them reach those needs effectively. You can always encourage them to work with another tutor by reminding them that working with multiple people gives them multiple perspectives to the same material.

Student becomes too demanding

It is never appropriate for anyone to be rude, mean, hostile, or condescending to you, especially at work. If any interaction makes you feel uncomfortable, talk to an IA discreetly, outside and away from students. If you have had a poor experience, they may be able to provide insight. If an issue persists or escalates, please contact an IA at your location for further assistance. If an interaction is too much, then immediately contact security and your campus main office. The IA must write a Maxient report to document disruptive behavior, concerning behavior, sexual misconduct with student involvement, and academic dishonesty.

Student complains about an instructor

Sometimes students will be frustrated with the many different facets of a course, including the instructor. While a shared opinion about that instructor may strengthen your relationship with

the student, it is unprofessional to speak ill of a colleague (as instructors are your colleagues) and it will ultimately sidetrack the student from mastering the material, as well as imply our center is unprofessional.

Student shows academic difficulties beyond our scope

These difficulties may be more extensive than the scope of the work done by the SSC. Encourage them to talk to their instructor with their concerns about their class. If there are higher concerns, the instructor can encourage them to access resources on-site or online. Ultimately, as a tutor, you are there to help facilitate learning.

Student divulges personal and/or health issues

Be human and caring, but also do recognize to the student that you are not a clinician. Encourage the student to seek the help that they need, whether it be through Coastline's Special Programs department, insured care, or community counseling or clinics. For more information, contact Celeste Ryan (cryan@coastline.edu) in Special Programs.

Smarthinking Online Tutoring

Coastline Community College provides students with access to online tutoring services from Smarthinking. With Smarthinking, students can chat with a live tutor up to 24 hours a day from ANY internet connection. Tutors are available to work with you in a wide range of subjects including writing (for any course), math (basic math through calc II), accounting, statistics, finance, economics, biology, nursing & allied health, physics, chemistry, office applications, and Spanish. You can also submit completed drafts of your writing assignments from any course to Smarthinking's Writing Center for a tutor to review. The tutor will provide you with detailed, personalized feedback about your paper, typically within 24 hours.

Smarthink is an outside paid service that is not operated by Coastline's tutors or our center. Please assist students on-site, online, etc. during our operating hours, however, for students in need of off hour assistance please refer them to Smarthinking.

Please see appendix for details on how to use Smarthinking.



Appendix A

Schedules - Placeholder (Include full & flyer version)

Appendix B

Sign-In Sheets - Placeholder (Include GG Tutor, Student, Shift Change IA Checklist, Library Form, Surface Pro Checklist)

Appendix C

Report Forms - Placeholder (Include Session, Peer to Peer, Session Conf)

Appendix D

Flyers - Placeholder (Current promotional material)

Appendix E

Surveys - Placeholder (Per locations / per type, ET/SI)



Appendix F

EDUC 101 Syllabus- Placeholder

Appendix G

Smarthinking Guide - Placeholder

Appendix H

Meeting Notes

Appendix I

Student Code of Conduct