

# STUDENT SUCCESS CENTER HANDBOOK

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**Uvalde-Main Campus**  
2401 Garner Field Rd.  
Uvalde, TX 78801  
830-591-4173

**Eagle Pass Campus**  
3101 Bob Rogers Dr.  
Eagle Pass, TX 78852  
830-758-4126

**Del Rio Campus**  
207 Wildcat Drive  
Del Rio, TX 78840  
830-703-1580

**Crystal City Campus**  
215 W. Zavala St.  
Crystal City, TX 78832  
830-374-2828



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# Getting Started

If you have not worked on campus before, the first step to employment at the Student Success Center is to complete the employee application.

Part time employees (not work study or adjunct) must complete a full SWTJC employment packet that includes the Personnel Action Request Form (PARF), W-4 Form, I-9 Form, Employee Acknowledgment of the Alliance form, and the Workplace Harassment certificate.

Work Study employees (student enrolled for at least 1.0 hour a semester at SWTJC) must complete an employment agreement (green) form, W-4 Form, I-9 Form, Employee Acknowledgment of the Alliance form, and the Workplace Harassment certificate.

The workplace harassment certificate must be completed online, a certificate will be available to be printed. Attach this certificate to the remainder of the packet before returning it to the Student Success Center.

In addition to the completion of the packet, you will also be required to submit two copies of your I.D. Acceptable forms of identification can be found on the back of the Employment Eligibility Verification page in your payroll packet.

## Disclaimer

The Student Success Center acknowledges the fact that this handbook may not address every question or circumstance. As the Student Success Center continues to develop, it may be necessary to make adjustments to policies and procedures. At the Student Success Center's sole and absolute discretion, it reserves the right to revise, expand, and/or retract any policies and procedures of this handbook deemed appropriate. The Student Success Center will notify staff, tutors, supplemental instructors, and student employment of any changes as they transpire.

## Mission Statement

The Student Success Center provides support with the goal of increasing student success by assisting students in making a seamless transition from beginner courses to university degree completion.



# SSC Staff & Operating Hours

Student Success Center Staff  
Director: Randa Schell

## Uvalde Campus

Coordinator:  
Ana Lisa Conde

Administrative Asst.:  
Pat Perez

Fall/Spring  
Hours :

M 8:00-6:00 pm  
T 8:00-6:00 pm  
W 8:00-6:00 pm  
TH 8:00-6:00 pm  
F 8:00-12:00 pm

## Del Rio Campus

Coordinator:  
Stephanie Cerna

Administrative Asst.:  
Laura Gloria

Fall/Spring  
Hours:

M 8:00-6:00 pm  
T 8:00-8:00 pm  
W 8:00-8:00 pm  
TH 8:00-5:00 pm  
F 8:00-4:00 pm

## Eagle Pass Campus

Coordinator:  
Claudia Valdez

Administrative Asst.:  
Blanca Herrera

Fall/Spring  
Hours:

M 9:00- 6:00 pm  
T 9:00-9:00 pm  
W 9:00-9:00 pm  
TH 9:00-6:00 pm  
F 8:00-4:00 pm

## Crystal City Campus

Coordinator:  
Idalia De la Cruz

M 8:00-9:00 pm  
T 8:00-9:00 pm  
W 8:00-9:00 pm  
TH 8:00-9:00 pm  
F 8:00-5:00 pm

## Summer Hours: (All Campuses)

M – Thurs.: 8:00 - 6:00 p.m.  
Friday: 8:00 -12:00 pm

\*Hours are subject to change.



# Campus Services & Programs

## Writing Center

Krystal Ballesteros-Uvalde  
Stephanie Cerna-Del Rio  
Rita Ortiz-Eagle Pass  
Idalia De La Cruz-Crystal City

## TRIO Student Support Services

Albert Alonzo-Uvalde  
Blanca Chavarria-Del Rio  
Luis Ruiz-Eagle Pass  
Josie Verjan-Crystal City

## Student Life/Activities

Krystal Ballesteros-Uvalde  
Claudia De La Garza-Eagle Pass  
Eva De Anda-Del Rio  
Cruz Mata-Crystal City

## Library

Karen Baen-Uvalde  
April Cole-Eagle Pass  
Sandy Colombo/Dora Padilla-Del Rio

## Disability

Krystal Ballesteros-Uvalde  
Brenda Hoffman-Eagle Pass  
Marilyn Casson-Del Rio  
Krystal Ballesteros -Crystal City

## Veteran Affairs

Steve Martinez-Uvalde  
Brenda Hoffman-Eagle Pass  
Marilyn Casson-Del Rio  
Cruz Mata-Crystal City

## International

Yesenia Silva-Uvalde  
Delia Esquivel-Eagle Pass  
Eva De Anda-Del Rio  
Cruz Mata-Crystal City

## Distance Learning

Angelica De Hoyos-Uvalde  
Raul Lozano-Eagle Pass  
Gabriela Davis-Del Rio

## Financial Aid

Yvette Hernandez-Uvalde  
Janell Fernandez-Eagle Pass  
Sonia Adan-Medina- Del Rio

## Registrar's Office

Luis Fernandez-Uvalde  
(main campus only)

Housing and Residence Life

Oscar Garcia-Uvalde  
(main campus only)

Student Gymnasium Center

Landra Fowler-Uvalde  
(main campus only)

Advising/Counseling Department

Lorena Lopez-Uvalde  
Brenda Hoffman-Eagle Pass  
Marilyn Casson-Del Rio  
Cruz Mata-Crystal City

Help Desk (all campuses)

(830) 591-7323



# Student Success Seminars

## Topics of Discussion:

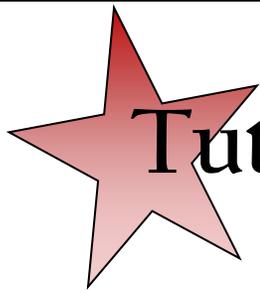
- Creating a Resume
- Critical Reading and Writing Strategies
- Writing Techniques: Invention, Organization and Editing
- Writing Techniques: MLA Formatting and Documentation
- Financial Aid 101
- Single Parenting and the College Student
- Choosing the Right College
- Time Management
- Study & Test Taking Skills
- Plagiarism
- Pathway to Student Success
- Test Anxiety Management

\*Topics subject to change by campus



# SSC Policies & Guidelines

1. Individual tutoring available on walk-in basis.
2. Please come in with an assignment to work on or a specific problem area.
3. You are welcome to study here. You are welcome to ask tutors brief questions as you study if they are not helping someone else.
4. Turn off cell phones inside the SSC. Feel free to use your phones outside.
5. Understand that the SSC is not a computer lab. If you are playing games or visiting inappropriate websites, or if it appears that you are doing something non-academic, you will be asked to give up the computer so another student can work on academics.
6. Understand that the tutors are not your instructors. They are experienced students who can help with assignments, and as peers who can help you find information you need. Always check with your instructors about course expectations.
7. You have the right to make an appointment with an SSC Coordinator about any problems with the SSC you might have.
8. Students are expected to be respectful to SSC staff and center along with adhering to SWTJC's Student Code of Conduct Handbook.



# Tutor Policies & Guidelines

1. Be on time. Students are depending on you. You are modeling a work ethic and professionalism as a part of the SSC “culture of excellence.”
2. If you are sick, please call as early as possible so we can find a replacement.
3. In case of an emergency, please call us as soon as possible.
4. Turn off cell phones inside the SSC. Feel free to use your phones outside.
5. Plan ahead at least two weeks before you need to rearrange your work hours to study for a test, or for whatever reason you might need some hours off.
6. You cannot refuse to see a student during work hours to complete your own homework assignments.
7. It is not a good idea to give out personal information—phone numbers, addresses, etc.—to student’s.
8. Check your work boxes daily for messages and important information.

## Compensation

Part time employees will be paid on a bi-weekly basis.

Work study employees will be paid on a monthly basis.

Timesheet data entry process for both part time and work study employees must be done online thru Web Time Entry Form. Employees will need to log on to Web Advisor using their username and password. Once signed in, click on EMPLOYEE, and the web time entry form, with the corresponding payroll dates to fill in, will be available.

Employee can click SUBMIT (to save) every time they go in to add or change hours.

EXAMPLE:           Time In: 08:00AM Time Out: 12:00PM  
                          Time In: 01:00PM Time Out: 03:00PM

You can enter hours daily or weekly. If you need a third line to enter hours in a day, on the right side, you can click in the box that reads “Insert Line”, then click “Submit”.

At the top right hand corner employee will see the date and time that the time entry is due to their supervisor. Once entry form is ready for submission to supervisor, employee must click on sign box that reads “Checking the box becomes your electronic signature acknowledging your submitted time as accurate and ready for supervisor approval”.

Failure to submit entry form by the date and time deadline will result in no paycheck for the employee.

Once submitted, the supervisor will receive an email notifying them the employee has submitted their time entry and is ready for review, approval, or rejection. The supervisor will have the option to make any adjustments as needed and a space for comments will be available in case time entry needs to be rejected. In such case, the employee will receive an email informing them that their time entry has been rejected. If the supervisor does not need to make any adjustments on the employees time entry form, they will click on the sign and approve box so the time entry can go directly to payroll for processing.

Employees: Please remind supervisors that your time entry has been submitted so they can log-in and approve the timesheet.

Supervisors: You will have a date and time deadline to approve the time entry for payroll. Failure to approve time entry will result in no paycheck for the employee.



# Student Success Center Advising

Assesses the student's stage of development (academic, career, and transfer) and promotes student growth by determining suitable developmental tasks while assisting students in establishing realistic and attainable academic/career goals.

Advise students on academic, career and transfer assistance to promote personal growth. Identifies the educational and career options appropriate for each student and assists with the analysis of each option. Sets up an action plan for the student to explore alternative careers and related majors.

Identifies options for student to satisfy degree requirements, evaluates and makes recommendations on to student's program of study and assists students in completion.

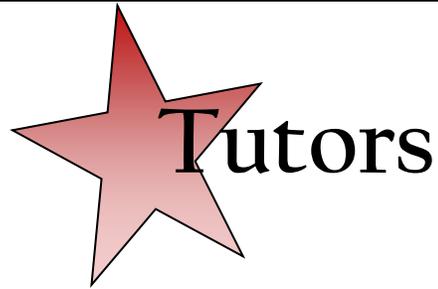
Monitors academic progress of students through the agreement of an Individual Academic Plan (IAP), determines eligibility and satisfactory progress toward degree. Identifies current and potential needs or problem areas (e.g., study skills, tutoring) and refers student to appropriate campus resources for assistance, also communicates concerns to counseling and administrators when necessary.

Maintains student files and records, documents all pertinent student information, updates computerized information system regarding changes to student status (i.e., lifting registration flags).

Interprets and explains Student Success Center and college policies and procedures, participates in preparation and presentation of orientations and presents academic information to new students during orientation.

Gathers and/or calculates necessary information such as GPA's or enrollment statistics and prepares various reports as requested.

Assists students with admission and registration and provides guidance in course selection in keeping with the student's interests, values and abilities for future transfer plans.



## **Job Description**

Tutors provide individual and small group tutoring sessions in subjects in which the tutor is qualified and recommended by a faculty member. The tutor facilitates learning as a guide and coach to assist the student to become a successful, independent learner. The purpose of tutoring is to increase and enhance mastery of concepts or applications of a specific course of study. Tutors integrate effective study and learning strategies to maximize the student's potential for academic progress. As a member of the Student Success Center team, tutors are expected to contact instructors and maintain on-going communication with the Coordinator. Tutors are also expected to refer students to other appropriate college resources as needed. Tutoring is a supplement to teaching.

## **Responsibilities**

1. Tutor students in specific course material and integrate study and learning strategies to promote independent learning. This can be done on a one-to-one or small-group basis.
2. Maintain a consistent weekly schedule of work hours in the Student Success Center for walk-ins.
3. Meet with the instructor (s) of the course (s) you are tutoring and discuss your role as a tutor and obtain any information that will assist you to effectively tutor. Visit classes in your subject area to let students know of your availability.
4. Complete the required tutor training seminar at the start of the semester as required by the Student Success Center Coordinator.
5. Keep regular and accurate records of tutoring sessions using the appropriate forms kept at the administrative assistant's desk.
6. Make appropriate referrals to other campus resources and inform the Student Success Center Coordinator of any referral.

7. When not tutoring, develop handouts and other instructional materials, work on projects assigned by the Coordinator, and help to keep the center running smoothly and efficiently.
8. Complete monthly timesheets accurately and submit online via web advisor in a timely manner.

# Tutors

## **Job Requirements**

Demonstrate an ability to quickly establish rapport and communicate well with students.

Complete the course (s) in which he/she wishes to tutor earning a B+ or better. A grade of "A" is preferred.

Complete recommendation forms from two different instructors from the appropriate department.

Exhibit excellent interpersonal communication skills and ease in relating to people from varying educational, cultural, and social backgrounds.

Exhibit excellent level of responsibility, reliability, and punctuality.

Exhibit appropriate and professional behavior at all times.

Complete SWTJC application forms.

Interview with the SSC Coordinator.

# Tutors

## TUTOR BILL OF RIGHTS\*

1. Learn effective tutoring techniques: learning strategies, communication skills, and ways to reinforce learning.
2. Be treated with respect by the student and tutoring staff and appreciate differences of ethnicity, race, gender, and age.
3. Be treated as a tutor, not as an instructor or instructional assistant.
4. Expect the student to come prepared for work and to focus on subject matter during the tutoring session.
5. Expect sessions to begin on time with the attention of the student for the entire tutoring time.
6. Be comfortable with telling the student, “I don’t know, but I will find out.”
7. Discuss with an instructor regarding course work or expectations.
8. Refer problems to the supervisor and be informed of the results.
9. Refuse to do a student’s work, but always encourage the student to become an independent learner.
10. Expect the student to come to a session alcohol and drug free.
11. Expect the tutoring center to maintain appropriate rules to promote effective tutoring such as space, noise, conduct, and standards of dress and cleanliness.

\*Copied from Eastfield College Student Support Services Tutor Handbook

## **Purpose of Tutoring**

1. To improve the educational achievement of the student.
2. To enhance student self-esteem and confidence in his/her ability to learn.
3. To introduce the student to the world outside the classroom through interaction with an experienced and concerned tutor.
4. To allow for immediate and constructive feedback.
5. To improve student motivation and performance.
6. Personal concern for your student is your greatest asset as a tutor. Keep in mind that what you do is as important as what you say. Work to build a relationship of mutual confidence with your student(s).

## **What to Expect From a Tutoring Session**

Tutors here at the SSC are not replacements for your instructor. They will ask that you do the "work," and they will suggest ways to make your "work" more effective, and they will encourage your efforts. Tutors will explain concepts in different ways, they will use reference books and show you how to use them, and they will share study and learning strategies with you. It is your responsibility to come to a tutoring session well-prepared. So, in light of these tutors' training, expect the following:

Expect to do most of the talking.

Expect to bring your assignments, drafts, homework, and textbooks so you can fully explain to your tutor what you are trying to accomplish or don't understand.

Expect the tutor to model ways of solving math, writing, science, etc. problems. Tutors will not do your homework for you.

Expect the tutor to be honest about how much s/he can help if you come in right before something is due.

Expect all of your own work, and your grade is your responsibility.

Expect to come for help in plenty of time to actually improve-not hours before or even the day before a paper is due or an exam is given.

Expect to be listened to and respected and encouraged.

Expect tutors to stay on the task at hand.

## **Steps in the Tutoring Cycle**

1. Greeting and Climate Setting
2. Identification of Task
3. Breaking the Task Into Parts
4. Identification of Thought Processes
5. Set an Agenda for the Session
6. Addressing the Task
7. Student Summary of Content
8. Student Summary of Thought Processes
9. Confirmation
10. What Next?
11. Planning for the Next Session
12. Closing/ Saying Good-bye

# Tutors

## Effective Ways to Work with Students

1. Be an active listener. Let the students know that what they say is important.
2. Ask questions and restate their ideas in your own words to make sure that you understand.
3. Encourage students to do their own thinking. Be patient, i.e., give them plenty of time to answer. Silence can mean they are thinking of organizing what they want to say or write.
4. Be sensitive to the student's needs. Provide suggestions, information sources and help if your student does not know the answer.
5. If you don't know an answer or are unsure of what to do, admit it to the student(s) and work it out together.
6. Comment or apologize when you make a mistake. It is important for the student to know that no one is perfect.
7. Encourage students. Focus on and reinforce the student's successful work with positive language. Give encouragement and praise positive behavior and work attitude.
8. Students learn at their own pace. Do not feel responsible for judging a student's abilities, progress, or behavior.
9. Respect a student's privacy. If a student or a professor reveals personal information, regard it as confidential.
10. Keep your commitment. The students will respect you and look forward to your assistance. If you know you will be absent, tell them in advance. Do not make promises you cannot keep; students remember everything.
11. Be gracious and sympathetic with students' efforts.
12. Maintain a sense of humor. Enjoy yourself!

# Tutors

## Self-Assessment

The self-assessment is a reflection of your work throughout the semester. All tutors are required to complete a self-assessment at the end of each semester. You can turn in your self-assessment to a coordinator.

### **Self-Assessment Directions**

Format:

1 single spaced page; double-spaces between paragraphs

Name, Student Success Center, and date in the upper left-hand corner.

An interesting title. (hint: title your piece after you've finished it. Titles are often hidden in the body of a text).

Here are some questions you can use to compose your assessment on your development as a tutor. These are merely prompts to get you thinking.

What was your best session with a student? Why?

What are your tutoring strengths?

What are some things you still struggle with?

Who has been a model/mentor for your tutoring? How?

Has your tutoring experience helped you in your classes? Why or Why not? If it has helped, how?

What else would you like to know about tutoring (suggestions for training?)

There is no magic formula or model text for this self-assessment; just be able to show that you can evaluate the strengths and weaknesses of your work.



# Frequently Asked Questions

So you're a tutor now. You work at the SSC. You know your subject and you know you can be helpful. But tutoring is its own beast, different from anything else because of the interaction between tutor and student. Here are common questions and concerns from previous tutors

## **What if I don't know an answer?**

That's totally ok. Remember, you're there to assist the student, not be another professor. You don't have to know everything. Just be honest with your student. You don't want to give them the wrong answer or some bad advice. Also, use your fellow tutors. They are wonderful resources. Use them.

## **What if I have a problem with a student?**

We never want this to happen. Maybe a student is disrespectful or makes you feel uncomfortable. Maybe they never come prepared or are always late. When this happens, go speak to the SSC Coordinator. Your comfort is just as necessary for the success of the tutoring session as the students.

## **The student is unprepared. What should I do?**

This varies greatly between the tutors. Personally, I send them away. The policy of the SSC is that if they are unprepared, they don't get tutoring. Simple as that.

## **A student is blaming me for getting a bad grade. Help!**

It's not your duty to get them any kind of grade. Do we as tutors become invested in the success of some of our students? Absolutely. But, at the end of the day, it is *their* grade and *their* responsibility to earn the grade they want.

## **A student keeps talking to me outside of work and asks help. How can I tell them I don't want to tutor them outside of work?**

I recommend just being up front about it. Tell them that you're off the clock. That they should make an appointment to speak with you. Or set up a private tutoring situation in which they pay you. I prefer to keep the students at a professional distance and don't

usually take my regular SSC tutors on as private tutors. But again, this is a personal choice you have to make as a tutor.

### **How many students should I expect to tutor?**

The number of students you should expect varies greatly. Tutors for some subjects receive more requests than others. You should also expect a lot more students during the last month of the semester than during the first months.

### **Are students difficult to deal with?**

Not at all! It is true that certain students might not have the best attitude, but most of the students who come to the SSC do so because they really want help. They are usually very attentive and willing to listen to your advice.

### **How can I let students know that I am available for tutoring?**

Many instructors will let you tell their classes that you are tutoring in the SSC. You may also make flyers and post them in classrooms where your subject is taught.

### **What will I actually do during a tutoring session?**

You will not be teaching; you will be guiding the student through the material and making sure they are on the right track. Have your student explain key concepts to you. Ask the student to find specific sections of the textbook which deal with what they are having trouble with. Gently correct them when they make mistakes, guide them in the right direction, and help them to find the answers when they have no idea.

Hopefully some of these questions and answers have helped answer some of the bigger questions that you'll come across in your new job here at the SSC. Here are a few words of advice:

Have fun. The student won't feel comfortable if you don't!

Be on time. No one likes tardiness, least of all your student.

Be honest. If you don't know or don't feel comfortable, say so. No one expects you to be perfect.

Finally, make friends with your fellow tutors. These are your peers and allies in tutoring. And they understand your need for sanity.

Good luck in your time as a tutor. And remember, like your students, never feel afraid to ask questions!



# Useful Resources

## **Study tools**

<http://www.khanacademy.org/>

Khan Academy has an excellent array of educational videos covering a diverse number of subjects. These videos are occasionally entertaining and often quite helpful for visual learners.

<http://academicearth.org/>

Academic Earth has videos of college classes (usually a semester's worth of material) given at major universities. Watching videos of a class you are currently taking will help you to gain additional perspective on the material as well as allowing you to learn from a professor who might better suit your learning style. You may also find a number of classes that you want to watch in your free time.

<http://www.flashcardexchange.com/>

The Flash Card Exchange is a massive collection of flash card sets created by other students. These flash cards are available online for free and often cover textbooks used by VSU professors. You can keep track of which flashcards you are doing well with and which ones you need to study more. The site keeps detailed statistics of your success rates.

## **Time Management**

<http://www.toodledo.com/>

This site is a free online to-do list. You can add to-dos and reminders to several different calendars and sync them to your tablet or smartphone.

<http://lifehacker.com/>

Lifehacker offers many tools and tricks which can help you to be a more productive and more efficient student.

## **Presentation**

<http://prezi.com/>

Prezi is a roaming presentation viewer. A new take on the slide show.

<http://pbworks.com/>

Group collaboration tool. Share documents, comment, and interact with your group any time of the day.

# Tutor Info Sheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Email: \_\_\_\_\_ SWTJC ID: \_\_\_\_\_

Cell Phone: \_\_\_\_\_ Home Phone: \_\_\_\_\_

*Please list the subjects and course numbers of the classes in which you would like to tutor:*

Subject \_\_\_\_\_ Course# \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Please list the hours you are able to work each day:*

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday

# Student Success Center Handbook Agreement

- Payroll Packet (Submit completed packet to SSC Administrative Assistant)
- Complete all the paperwork
- Provide copy of Driver's License and Social Security Card
- Complete online Workplace Harassment Training and print certificate
- Complete the Tutor Info Sheet
- Received Tutor Job Description
- Received Student Employment Payroll Calendar
- Received and read the Student Success Center Handbook

I verify that I have completed all of the above tasks. I understand my rights and responsibilities as a tutor at the Student Success Center as explained to me upon hiring as well as in the Student Success Center Handbook.

---

Sign Name

---

Date

---

Print Name

---

Supervisor Signature

*After completing all necessary items, please return this page as well as the Tutor Info Sheet to SSC coordinator.*

## Student Success Center Employee Confidentiality Statement

As an employee of Southwest Texas Junior College at the Student Success Center, I understand that I may have access to confidential information such as grades, student records, test results, student progress in class, and similar data. I am aware that I may receive verbal or written communication with my supervisor, course instructor, or other students concerning course grades which should be kept confidential. I also understand that employment with the Student Success Center means I must accept responsibility to preserve the confidentiality of this information and that failure to adhere to these guidelines may result in the termination of my employment.

Employee Name \_\_\_\_\_

Employee Signature \_\_\_\_\_

Date \_\_\_\_\_



# Writing CENTER HANDBOOK

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## Uvalde-Main Campus

2401 Garner Field Rd.  
Uvalde, TX 78801  
830-591-2908

## Eagle Pass Campus

3101 Bob Rogers Dr.  
Eagle Pass, TX 78852  
830-758-5035

## Del Rio Campus

207 Wildcat Drive  
Del Rio, TX 78840  
830-703-1580

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215 W. Zavala St.  
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## Disclaimer

The Writing Center acknowledges the fact that this handbook may not address every question or circumstance. As The Writing Center continues to develop, it may be necessary to make adjustments to policies and procedures. At the Writing Center's sole and absolute discretion, it reserves the right to revise, expand, and/or retract any policies and procedures of this handbook deemed appropriate. The Writing Center will notify staff, tutors, supplemental instructors, and student employment of any changes as they transpire.

## Writing Center Mission

The Writing Center is committed to supporting student efforts to improve comprehensive writing skills. We promote success in student writing which will aid students in their quest to enter the job market, transfer to senior colleges and universities, and pursue their professional and personal goals. Our ultimate goal is that every student who visits the Writing Center exhibits improved writing skills when they leave, and that repeat visits to the Writing center promote a cumulative, positive effect on student writing skills. We do not “teach” or offer the “quick fix.” We strive to provide the tools and guidance to help others become successful writers who can think critically and communicate effectively. The Writing Center provides a learning environment where novice and experienced writers can explore new perspectives and strategies to improve their writing skills.

# Philosophy

*“The first steps to learning to think better, therefore, are learning to establish and maintain the sorts of social context, the sorts of community life that foster the sorts of conversation members of the community value.” – Kenneth A. Bruffee*

Peer-tutoring enables the student and tutor to engage in academic discourse and collaborative learning, which are both essential in achieving success in any field of study. Regardless of a student’s writing or comprehension level, the Writing Center values each student’s writing as a substantial contribution to the discourse of the academic community. Through peer-tutoring, students are given the opportunity to meet the standards and challenges they encounter in their courses. Writing is communication, and in order to help students overcome challenges in writing, we engage students in discussion about writing, and thereby, cultivate their critical thinking and communication skills.



# Writing Center Staff & Operating Hours

**Writing Center Staff**  
Director: Randa Schell

## Uvalde Campus

**Tutoring Specialist:**  
Krystal S. Ballesteros

Fall/Spring  
Hours :

M 8:00-6:00 pm  
T 8:00-6:00 pm  
W 8:00-6:00 pm  
TH 8:00-6:00 pm  
F 8:00-12:00 pm

## Del Rio Campus

**Coordinators:**  
Stephanie Cerna  
Dr. Sarah Roche

Fall/Spring  
Hours:

M 8:00-6:00 pm  
T 8:00-8:00 pm  
W 8:00-8:00 pm  
TH 8:00-5:00 pm  
F 8:00-4:00 pm

## Eagle Pass Campus

**Coordinator:**  
Rita L. Ortiz

Fall/Spring  
Hours:

M 9:00-7:00 pm  
T 9:00-7:00 pm  
W 9:00-7:00 pm  
TH 9:00-7:00 pm  
F 8:00-4:00 pm

## Crystal City Campus

**Coordinator:**  
Idalia De la Cruz

M 8:00-9:00 pm  
T 8:00-9:00 pm  
W 8:00-9:00 pm  
TH 8:00-9:00 pm  
F 8:00-5:00 pm

## Summer Hours: (All Campuses)

Mon. – Thurs.: 8:00 - 6:00 p.m.  
Friday: 8:00 -12:00 pm

\*Hours are subject to change.



# Campus Services & Programs

SWTJC Web Page Address [www.swtjc.edu](http://www.swtjc.edu)

## Southwest Texas Junior College

Uvalde	830-278-4401
Del Rio	830-775-1555
Eagle Pass	830-758-4100
Crystal City	830-374-2828

Admissions 830-591-7255

Registrar 830-591-7276

## Bookstore

Uvalde Campus	830-591-7270
Del Rio	830-775-1562
Eagle Pass	830-758-4108

Business Office 830-591-7356

Campus Housing 830-591-7284

Carl D. Perkins 830-591-7324

Dean of Admissions & Student Services 830-591-7284

Director of Student Engagement & Success 830-591-7296

## Disability Support Services

Uvalde, Hondo, Del Rio & Crystal City	830-591-2908
	830-591-4152
	830-591-2944
	830-591-4173

Eagle Pass Campus	830-758-4102
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## Financial Aid

Uvalde	830-591-7368
Eagle Pass	830-758-4116
Del Rio	830-703-1579

Library

Uvalde	830-591-7367
Eagle Pass	830-758-4107
Del Rio	830-703-1563

Student Success Center

Uvalde	830-591-4173
Eagle Pass	830-758-4126
Del Rio	830-703-1580
Crystal City	830-374-2828

Student Support Services	830-591-7296
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Testing Center	830-591-7346
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Writing Center

Uvalde	830-591-2908
Eagle Pass	830-758-5035
Del Rio	830-703-1580
	830-703-4837



# Writing Center Policies & Guidelines

1. Individual tutoring is available on walk-in basis.
2. Students should come in with an assignment to work on or a specific problem area.
3. Students are welcome to study in the WC. Students are welcome to ask tutors brief questions as they study if they are not helping someone else.
4. Turn off cell phones inside the WC. Students should feel free to use their phones outside.
5. Understand that the WC is not a computer lab. If students are playing games or visiting inappropriate websites, or if it appears that students are doing something non-academic, students will be asked to give up the computer so another student can work on academics.
6. Tutors are not teachers. They are experienced students who can help with assignments, and as peers who can help students find information they need. Students should always check with their instructors about course expectations.
7. Students have the right to make an appointment with a WC Coordinator/Tutor Specialist about any problems with the WC you might have.
8. Students are expected to be respectful to WC staff and center along with adhering to SWTJC's Student Code of Conduct Handbook.

Commented [RL1]: Here we are inconsistent as well. "students" and "you"



# Writing Center Seminars and Workshops

## Topics of Discussion:

- APA Formatting and Documentation
- MLA Formatting and Documentation
- Writing Techniques: Invention, Organization, and Editing

\*Topics subject to change by campus



# Services for Off-Campus, Distance Education Students

The Writing Center offers feedback and tutoring services to off-campus, distance education students via email or Campus Cruiser (Portal).

**Distance education students** who wish to submit their writing for feedback from a Writing Center peer tutor should do so by email, which will be provided by the instructor. Assignments should be submitted at least five (5) working days before the due date.

**Distance education faculty** who require their classes to submit assignments to the Writing Center should contact the Uvalde Writing Center Tutor Specialist to set-up class rosters and assignment information in the Portal. The class roster will be added to the WRIT 0100 class and an assignment tab will be created for Writing Center feedback that is in advance of the regular date for the assignment. The feedback due date should allow for at least five (5) working days for the student to receive their feedback, discuss, and revise their work.

Students will receive comments regarding their writing assignments from one of the trained study leaders or from the Writing Center Coordinator/Tutor Specialist. The Writing Center does not re-teach class material or provides editing/revising services for students. Students should expect to be engaged in a conversation about their writing assignments in which they can learn strategies for improving their own writing.



# Writing Center Job Descriptions

## Writing Center Coordinator:

The Writing Center Coordinator is responsible for ensuring that the Writing Center provides quality services and tutoring in writing across the curriculum for students ranging from the ESL and Developmental Education levels to graduate students in SWTJC and SRSU-RGC. Duties include:

- Hires, trains, and supervises peer writing tutors.
- Documents the use of services provided by the Writing Center via Estudios in an effort to assess the program's efficiency and progress.
- In an effort to assess and continually improve the quality and impact of services, the WC Coordinator monitors grades for those students who receive tutoring.
- Works closely with faculty in ensuring students' completion and success in writing courses by providing feedback, guidance, and instructional support inside and outside the classroom.
- Collaborates with other WC coordinators and Tutor Specialists in drafting and updating resources, initiatives, and documents for the Writing Center, tutors, faculty, and staff.
- Assists advisors and counselors with registration and advising during peak periods.
- Assists the Student Success Center coordinator with the IAP program and other events and duties as assigned.
- Creates and provides workshops and presentations Student Success Seminars and as requested by faculty.
- Creates/Updates materials and resources for tutors, students, and faculty when necessary.
- Ensures that all lab equipment runs properly and is responsible for maintaining and ordering office supplies.
- Organizes events that promote writing and student engagement (annual Halloween Short Story Contest).
- Collaborates and assists with other departments as needed in projects and events that promote student engagement and success.
- Teaches one section of College Success Skills during every fall and spring semester.
- Attends mandatory meetings, forums, seminars, and professional development sessions/conferences.
- Performs other duties as requested.

## Tutoring Specialist:

**Description of Job Duties:** The Tutoring Specialist/Professional Tutor is responsible for hiring, training, observation, and supervision of 10+ peer tutors. *The following responsibilities are intended only as illustrations of the various types of work to be performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.*

- Serves as faculty liaison for the Department of Student Engagement and Success.
- Creates and implements new ways for students to receive tutoring as needs arise. Assesses the tutoring program.
- May assist in writing proposals for funding through grants.
- Assists the Coordinator in managing the day to day operations of the Student Success Center and the Writing Center.
- Responds to inquiries from potential participants, faculty, and staff regarding the tutoring program.
- Maintains documentation and records of communications with students via Estudias.
- Contributes to the overall success of students, the SWTJC tutoring program, the Department of Student Engagement and Success, and the College.
- Performs other duties as assigned.
- Creates and implements trainings for tutors at least twice per semester.
- Provides resources for tutors and interacts extensively with academic and student services departments across campus.
- Monitors and evaluates progress of students who are receiving tutorial assistance.
- Serves as faculty liaison for the Department of Student Engagement and Success by collaborating with faculty to identify students who will benefit from tutoring, provide supplemental instruction programs, and offer resources pertaining to learning styles and study strategies.
- Ensures computer lab equipment and software is kept up to date to meet the needs of students.
- Places requests for resources, repairs, and helpdesk tickets.

## Peer Tutors:

**Description of Job Duties:** Tutors provide individual and small group tutoring sessions in subjects and assignments related to writing. The tutor facilitates learning as a guide and coach to assist the student to become a successful, independent learner and writer. The purpose of tutoring is to increase and enhance mastery of concepts or applications of a specific course of study. Tutors integrate effective study and learning strategies to maximize the student's potential for academic progress. As a member of the Writing Center team, tutors are expected to contact instructors and maintain on-going communication with the Coordinator or Tutor Specialist. Tutors are also expected to refer students to other appropriate college resources as needed. Tutoring is a supplement to teaching.

### **Responsibilities:**

1. Tutor students in specific course material and integrate study and learning strategies to promote independent learning. This can be done on a one-to-one or small-group basis.
2. Maintain a consistent weekly schedule of work hours in the Writing Center for walk-ins.
3. Meet with the instructor (s) of the course (s) they are tutoring and discuss their role as a tutor and obtain any information that will help them tutor effectively.
4. Visit classes in their subject area to let students know of your availability.
5. Post fliers around campus each semester to promote the WC and notify students of your availability.
6. Complete the required tutor training seminar at the start of the semester and other meetings or workshops as required by the Writing Center Coordinator/Tutor Specialist.
7. Keep regular and accurate records of tutoring sessions using the Tutor Session Request Form.
8. Make appropriate referrals to other campus resources and inform the Writing Center Coordinator/Tutor Specialist of any referral.
9. When not tutoring, develop handouts and other instructional materials, work on projects assigned by the Coordinator/Tutor Specialist, and help to keep the center running smoothly and efficiently.
10. Complete monthly timesheets accurately and submit online via web advisor in a timely manner.
11. Meet regularly with the WC Coordinator/Tutoring Specialist for professional development and discussion of ongoing areas of concern or suggestions.



# Hiring Procedures for Peer Tutors

**Commented [ksb2]:** Randa mentioned including how we recruit, hire & train our peer tutors. Idk if we should come up with a separate procedure or if this along with the following pages will suffice.

If a student has not worked on campus before, the first step to employment at the Writing Center is to complete the employee application.

## **SWTJC**

Part time employees (not work study or adjunct) must complete a full SWTJC employment or packet that includes the Personnel Action Request Form (PARF), W-4 Form, I-9 Form, Employee Acknowledgment of the Alliance form, and the Workplace Harassment certificate.

Work-study employees/Peer tutors (student enrolled for at least 1.0 hour a semester at SWTJC) must complete an employment agreement (green) form, W-4 Form, I-9 Form, Employee Acknowledgment of the Alliance form, and the Workplace Harassment certificate.

The workplace harassment certificate must be completed online, and a certificate will be available to be printed. Attach this certificate to the remainder of the packet before returning it to the Writing Center.

In addition to the completion of the packet, work study employees will also be required to submit two forms of identification. Acceptable forms of identification can be found on the back of the Employment Eligibility Verification page in your payroll packet.

## **RGC**

RGC students must complete the RGC student employment application and submit required paperwork before being interviewed. Students are required to complete new hire paperwork after the interview process.

**Prospective peer tutors from both RGC and SWTJC are required to turn in a writing sample and a letter of recommendation from a faculty member along with the application in order to be considered.**

# Compensation

Part time employees will be paid on a bi-weekly basis.

Work study employees will be paid on a monthly basis.

Timesheet data entry process for both part time and work study employees must be done online thru Web Time Entry Form. Employees will need to log on to Web Advisor using their username and password. Once signed in, click on EMPLOYEE, and the web time entry form, with the corresponding payroll dates to fill in, will be available.

Employee can click SUBMIT (to save) every time they go in to add or change hours.

EXAMPLE:           Time In: 08:00AM Time Out: 12:00PM  
                          Time In: 01:00PM Time Out: 03:00PM

Employees can enter hours daily or weekly. If a third line is needed to enter hours in a day, on the right side, click the box that reads "Insert Line," then click "Submit."

The date and time the timesheet entry is due for supervisor approval is visible at the top right hand corner. Once the entry form is ready for submission to supervisor, employee must click on sign box that reads "Checking the box becomes your electronic acknowledging your submitted time as accurate and ready for supervisor approval." Failure to submit the entry form by the date and time deadline will result in delay of paycheck for the employee.

Once submitted, the supervisor will receive an email notification indicating that the employee has submitted the timesheet entry and it is ready for review, approval, or rejection. The supervisor will have the option to make any adjustments as needed and a space for comments will be available in case time entry needs to be rejected. In such case, employees will receive an email informing them that their time entry has been rejected. If supervisors do not need to make any adjustments on the employees time entry form, they will click on the sign and approve box so the time entry can go directly to payroll for processing.

**SRSU-RGC employees must sign in on Banner (via [srsu.edu](http://srsu.edu)) under the employee tab.**

Employees: Please remind supervisors that your time entry has been submitted so they can log-in and approve the timesheet.

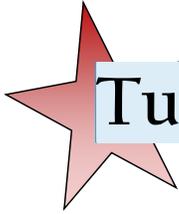
Supervisors: You will have a date and time deadline to approve the time entry for payroll. Failure to approve a timesheet entry results in the withholding of an employee's paycheck.



# Peer Tutors

## Eligibility

- Demonstrate an ability to quickly establish rapport and communicate well with students.
- Complete the course (s) in which he/she wishes to tutor with a B+ or better. A grade of “A” is preferred.
- Prospective tutors must have a GPA of 2.5 or above (3.0 preferred).
- Provide a writing sample that displays student’s best written work.
- Academic transcripts
- Exhibit excellent interpersonal communication skills and ease in relating to people from varying educational, cultural, and social backgrounds.
- Exhibit excellent level of responsibility, reliability, and punctuality.
- Exhibit appropriate and professional behavior at all times.
- (SWTJC tutors) Complete SWTJC application forms.
- (SRSU-RGC tutors) Complete SRSU-RGC application forms.
- Interview with the WC Coordinator/Tutoring Specialist.
- Provide at least one letter of recommendation from a faculty member (preferably a former writing instructor).



# Tutor Policies & Guidelines

**Commented [RL3]:** I switched this all to third person because it was inconsistent. I know it may seem repetitive, but I would rather have the whole handbook remain consistent. I think the only exceptions are the Tutor Bill of Rights and the Resources for Peer Tutors.

1. Tutors must be on time. Students depend on them and they are modeling a work ethic and professionalism as a part of the WC “culture of excellence.”
2. If a tutor is sick and cannot come to work, the protocol is to call as early as possible so the supervisor can find a replacement.
3. In case of an emergency, tutors should call their supervisor as soon as possible.
4. Cell phones must be off or on silent in the WC. Tutors may take phone calls outside the WC.
5. Tutors must plan ahead at least two weeks before they need to rearrange their work hours to study for a test, or for whatever reason they may need to request hours off.
6. **Tutors cannot refuse to see a student during work hours to complete their own homework assignments.**
7. It is not a good idea to give out personal information—phone numbers, addresses, etc.—to students.
8. Tutors must check their work boxes/tutor binders daily for messages and important information.
9. Tutors must abide by all requirements outlined in job description and any others deemed necessary by the Writing Center Coordinator/Tutoring Specialist at their job site.



# TUTOR BILL OF RIGHTS\*

1. Learn effective tutoring techniques: learning strategies, communication skills, and ways to reinforce learning.
2. Be treated with respect by the student and tutoring staff and appreciate differences of ethnicity, race, gender, and age.
3. Be treated as a tutor, not as an instructor or instructional assistant.
4. Expect the student to come prepared for work and to focus on subject matter during the tutoring session.
5. Expect sessions to begin on time with the attention of the student for the entire tutoring time.
6. Be comfortable with telling the student, “I don’t know, but I will find out.”
7. Discuss any issue or question with an instructor regarding course work or expectations.
8. Refer problems to the supervisor and be informed of the results.
9. Refuse to do a student’s work, but always encourage the student to become an independent learner.
10. Expect the student to come to a session alcohol and drug free.
11. Expect the tutoring center to maintain appropriate rules to promote effective tutoring such as space, noise, conduct, and standards of dress and cleanliness.



# Resources for Peer Tutors

**Commented [RL4]:** I tried my best to keep this consistent because it seems that some sections are directed to students and others for tutors. In order to avoid confusion, I tried to switch it to where we only direct it for tutors, since the section title specifically indicates for peer tutors.

## Purpose of Tutoring

1. To improve the educational achievement of the student.
2. To enhance student self-esteem and confidence in his/her ability to learn.
3. To introduce the student to the world outside the classroom through interaction with an experienced and concerned tutor.
4. To allow for immediate and constructive feedback.
5. To improve student motivation and performance.
6. Personal concern for your student is your greatest asset as a tutor. Keep in mind that what you do is as important as what you say. Work to build a relationship of mutual confidence with your student(s).

## What to Expect From a Tutoring Session

Peer tutors at the Writing Center are not replacements for instructors, and they are **not editors**. They will ask that students to do the "work," and they will suggest ways to make their "work" more effective, and they will encourage students' efforts. Tutors will explain concepts in different ways, they will use reference books and show students how to use them, and they will share study and learning strategies with students. It is a student's responsibility to come to a tutoring session well-prepared. Before students request a session in the Writing Center, they should expect the following:

Expect to do most of the talking.

Expect to bring your assignments, drafts, homework, and textbooks so you can fully explain to your tutor what you are trying to accomplish or don't understand.

Expect the tutor to provide examples and suggestions to help you improve your draft and explain errors. Tutors will not write or "revise" papers for you. Tutors will not tell you what to write, and they will not translate for you.

Expect the tutor to be honest about how much s/he can help if you come in right before some-thing is due.

Expect to be held accountable for you own work, effort, and grades.

Expect to come for help with plenty of time to actually improve your work—not hours before or even the day before a paper is due or an exam is given.

Expect to be encouraged, respected, and challenged.

Expect for tutors to listen to your questions and concerns.

Expect tutors to stay on the task at hand.

**Commented [RL5]:** This is the section I have a problem with. All the items are in second person and they are for students. I suggest to either take this out and place it in page 8.

## Steps in the Tutoring Cycle\*

1. Greeting and Climate Setting
2. Identification of Task
3. Ask Student to Complete Tutor Session Request Form
4. Breaking the Task into Parts
5. Identification of Thought Processes
6. Set an Agenda for the Session
7. Addressing the Task
8. Provide Summary of Commentary in Tutor Session Request Form
9. Address Additional Questions or Concerns
10. Confirmation
11. What Next?
12. Planning for the Next Session
13. Closing/ Saying Good-bye

### Effective Ways to Work with Students

1. Be an active listener. Let the students know that what they say is important.
2. Ask questions and restate their ideas in your own words to make sure that you understand.
3. Encourage students to do their own thinking. Be patient, i.e., give them plenty of time to answer. Silence can mean they are thinking of organizing what they want to say or write.
4. Be sensitive to the student's needs. Provide suggestions, information sources and help if your student does not know the answer.
5. If you don't know an answer or are unsure of what to do, admit it to the student(s) and work it out together.
6. Comment or apologize when you make a mistake. It is important for the student to know that no one is perfect.
7. Encourage students. Focus on and reinforce the student's successful work with positive language. Give encouragement and praise positive behavior and work attitude.
8. Students learn at their own pace. Do not feel responsible for judging a student's abilities, progress, or behavior.
9. Respect a student's privacy. If a student or a professor reveals personal information, regard it as confidential.
10. Keep your commitment. The students will respect you and look forward to your assistance. If you know you will be absent, tell them in advance. Do not make promises you cannot keep; students remember everything.
11. Be gracious, sympathetic, and **patient** with students' efforts.
12. Maintain a sense of humor. Enjoy yourself!

## **Self-Assessment**

The self-assessment is a reflection of your work throughout the semester. All tutors are required to complete a self-assessment at the end of each semester. You can turn in your self-assessment to a coordinator.

### **Self-Assessment Directions**

Format:

- 1 single spaced page; double-spaces between paragraphs
- Name, Student Success Center, and date in the upper left-hand corner.
- An interesting title. (hint: title your piece after you've finished it. Titles are often hidden in the body of a text).

Here are some questions you can use to compose your assessment on your development as a tutor. These are merely prompts to get you thinking:

- What was your best session with a student? Why?
- What are your tutoring strengths?
- What are some things you still struggle with?
- Who has been a model/mentor for your tutoring? How?
- Has your tutoring experience helped you in your classes? Why or Why not? If it has helped, how?
- What else would you like to know about tutoring (suggestions for training?)
- There is no magic formula or model text for this self-assessment; just be able to show that you can evaluate the strengths and weaknesses of your work.



# Frequently Asked Questions for Peer Tutors

You are a tutor now, and you work at the SSC. You know your subject and you know you can be helpful, but tutoring is its own beast. Tutoring is different from anything else because of the interaction between tutor and student. Here are common questions and concerns from previous tutors:

## **What if I don't know an answer?**

Not knowing all the answers is okay. In fact, no one expects you to have all the answers. Remember, you're there to assist the student, not be another professor. You do not have to know everything. Just be honest with your student. You do not want to give them the wrong answer or some bad advice. Also, use your fellow tutors. They are wonderful resources.

## **What if I have a problem with a student?**

We never want this to happen. Maybe a student is disrespectful or makes you feel uncomfortable, or perhaps they never come prepared, or are always late. When this happens, go speak to the WC Coordinator. Your comfort is just as necessary as the students' for the success of the tutoring session.

## **The student is unprepared. What should I do?**

This varies greatly between the tutors. Personally, I kindly ask them to return with all the necessary materials. The policy of the WC is that if they are unprepared, they cannot receive tutoring.

## **A student is blaming me for getting a bad grade. Help!**

It is not your duty to get them any kind of grade. Do we as tutors become invested in the success of some of our students? Absolutely. However, at the end of the day, it is *their* grade and *their* responsibility to earn the grade they want.

## **A tutee keeps talking to me outside of work and asks help. How can I tell them I don't want to tutor them outside of work?**

Be honest with the tutee and tell them that you are off the clock and that they should visit one of the Centers during operating hours, or set up a private tutoring situation in which they pay you. We urge you to keep students at a professional distance. However, tutoring outside of the Writing Center on your own time is your personal decision.

**How many students should I expect to tutor?**

The number of students you should expect varies greatly. Tutors for some subjects receive more requests than others. You should also expect a lot more students during the last month of the semester than during the first months.

**Are students difficult to deal with?**

Not at all! It is true that certain students might not have the best attitude, but most of the students who come to the WC do so because they really want help. They are usually very attentive and willing to listen to your advice.

**How can I let students know that I am available for tutoring?**

Many teachers will let you tell their classes that you are tutoring in the WC. You may also make flyers and post them in classrooms where your subject is taught.

**What will I actually do during a tutoring session?**

You will not be teaching; you will be guiding the student through the material and making sure they are on the right track. Have your student explain key concepts to you. Ask the student to find specific sections of the textbook which deal with what they are having trouble with. Gently correct them when they make mistakes, guide them in the right direction, and help them to find the answers when they have no idea.

Hopefully some of these questions and answers have helped answer some of the bigger questions that you'll come across in your new job here at the SSC. Here are a few words of advice:

Have fun. The student won't feel comfortable if you don't!

Be on time. No one likes tardiness; least of all your student.

Be honest. If you don't know or don't feel comfortable, say so. No one expects you to be perfect.

Finally, make friends with your fellow tutors. These are your peers and allies in tutoring, and they understand your need for sanity.

Good luck in your time as a tutor. Please remember that like your students, never feel afraid to ask questions!



# Frequently Asked Questions for Students

## **Where is the Student Success & Writing Center?**

Uvalde: located in the S. Fly Building

Eagle Pass: located in D129 inside the Sul Ross – RGC building

Del Rio: located in Room 301, Technology Building

## **Why should I go to SSC/WC?**

Learning takes a lot of time and effort. Everyone, no matter how capable, can benefit from spending additional time studying with others. The earlier in the semester you take advantage of Tutoring and the Writing Center, the more you will benefit. Although participating in Student Success Center services does not guarantee a passing or improved grade, those who utilize our services are typically more successful.

## **Is tutoring available?**

Yes, tutoring is available Monday through Friday during fall, spring, and summer semesters. Please refer to page 5 in this handbook for hours based on location. Tutors are available for most subjects including math, biology, accounting, writing, government, and history.

## **Do I need anything to use SSC and WC resources? Will it cost anything?**

In order to make use of the SSC and WC and any of their resources, you will need your student I.D. The SSC and WC are free for students who attend any SWTJC campus. WC services are also available and free to RGC students.

## **Do you accept walk-ins for tutoring?**

Yes. Depending on tutor availability, we will gladly accept walk-in tutorial sessions.

Yes; the SSC and WC operate solely on a walk-in system.

## **What do I need to bring with me for tutoring?**

Students need to bring their course syllabus, course material, current assignments, and graded assignments/tests. This material is needed so that the tutor and student may pinpoint problem areas and work through them effectively.

**Commented [RL6]:** I suggest this, since what is written above may imply that we accept appointments or may use another system.

**Do I have to sign-in and sign-out if I only want to study?**

Every student that comes in any Center needs to sign-in and sign-out, even if it is only to study. The purpose for signing-in and signing-out is:

- 1.) To monitor facility usage
- 2.) Monitor subject matter sought to hire tutors appropriately, and
- 3.) Documentation for faculty when giving extra-credit for tutor assistance

**Can you tutor me in a high school class?**

The SSC and WC can only tutor students who need assistance in courses in which they are currently enrolled at SWTJC. This includes dual-enrollment classes. All others should seek private tutoring. RGC students must also be enrolled in courses in order to receive tutoring in the WC.

**Can I drop off a paper to be “fixed,” “edited,” or “revised” in the Writing Center?**

All tutoring sessions must be held in person to better facilitate the learning process. A student is not allowed to drop off their assignments and must actively engage in the entire tutoring session.

**What other services are available besides tutoring?**

All of our labs are equipped with computers, and are available to every student attending SWTJC and RGC. Labs also have several resources for students including handouts and reference books. Textbooks are also available for use in the lab or on a limited basis for check out. The SSC and WC also provide seminars and workshops throughout the long semester. Calculators are available to be checked out for use within the center or throughout the semester, and the student must provide a current Student I.D. Calculators must be returned before the student checks out or leaves, unless he or she has checked it out for the semester. The center holds TI-83's. Be sure to check your Portal and campus announcements for upcoming seminars, workshops, and events.

**Do I have to incorporate every suggestion the tutor has for my assignment/paper?**

Every student is ultimately responsible for their own work. Each tutor will give suggestions to the student to use at their discretion and is not a guarantee for improved grades.

**Can I print my documents at the SSC/WC?**

Printing is not available at the SSC; however, the Writing Center offers FREE printing for writing-related assignments only.



## Resources for Faculty

The Writing Center is committed to providing services for students and faculty. Upon request, an instructor may request a writing tutor, tutor specialist, or Coordinator to present a workshop or provide guidance during a particular in-class activity or peer-review workshop. Instructors may also call or email to request additional resources or assistance from the Writing Center.

## Additional Resources for Students

Students may use textbooks, dictionaries, and other supplemental resources when working independently or with a tutor in the Writing Center. Computers are also available for students to utilize for academic purposes.

# Internet Resources

## MLA Style

### OWL Purdue Online Writing Lab

This website provides examples and instructions for formatting, in-text citation, and the works cited list.

<http://owl.english.purdue.edu/owl/resource/747/01/>

### The Writing Center at College of the Sequoias

This online Writing Center provides detailed information for in-text documentation and the works cited list. It also provides tips for research, the writing process, and formatting.

<http://www.coswritingcenter.org/category/mla/>

### William College Libraries

This site provides instructions and examples for formatting parenthetical references and a works cited list.

<http://library.williams.edu/citing/styles/mla.php>

### <http://www.studyguide.org/MLAdocumentation/html>

Lists only examples of sources for the works cited page

## APA Style

### OWL Purdue Online Writing Lab

This site provides examples and instructions for formatting, in-text citation, and the references list.

<http://owl.english.purdue.edu/owl/resource/560/01/>

### The Writer's Handbook: APA Documentation Guide – by the Writing Center at the University of Wisconsin Madison

<http://writing/wisc.edu/Handbook/DocAPA.html>

### University of Minnesota – Crookstone Library

This site provides a selected list of examples for the APA reference list.

<http://umclibrary.crk.umn.edu/apa6thedition.pdf>

## **Chicago Style**

### [Chicago-Style Citation Quick Guide](#)

This site provides additional examples for references in Chicago Style.

[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

## **Time Management**

### <http://www.toodledo.com/>

This site is a free online to-do list. You can add to-dos and reminders to several different calendars and sync them to your tablet or smartphone.

### <http://lifelhacker.com/>

Lifelhacker offers many tools and tricks which can help you to be a more productive and more efficient student.

## **Presentations**

### <http://prezi.com/>

Prezi is a roaming presentation viewer; a new take on the slide show.

### <http://pbworks.com/>

Group collaboration tool. Share documents, comment, and interact with your group any time of the day.

## **Study tools**

### <http://www.khanacademy.org/>

Khan Academy has an excellent array of educational videos covering a diverse number of subjects. These videos are occasionally entertaining and often quite helpful for visual learners.

### <http://academicearth.org/>

Academic Earth has videos of college classes (usually a semester's worth of material) given at major universities. Watching videos of a class you are currently taking will help you to gain additional perspective on the material as well as allowing you to learn from a professor who might better suit your learning style. You may also find a number of classes that you want to watch in your free time.

<http://www.flashcardexchange.com/>

The Flash Card Exchange is a massive collection of flash card sets created by other students. These flash cards are available online for free and often cover textbooks used by VSU professors. You can keep track of which flashcards you are doing well with and which ones you need to study more. The site keeps de-tailed statistics of your success rates.

# Tutor Info Sheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Email: \_\_\_\_\_ SWTJC ID: \_\_\_\_\_

Cell Phone: \_\_\_\_\_ Home Phone: \_\_\_\_\_

*Please list the subjects and course numbers of the classes in which you would like to tutor:*

Subject \_\_\_\_\_ Course# \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Please list the hours you would to work each day:*

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday

# Writing Center Handbook Agreement

Payroll Packet (Submit completed packet to SSC Administrative Assistant)

- Complete all the paperwork
- Provide copy of Driver's License and Social Security Card
- Complete online Workplace Harassment Training and print certificate
- Complete the Tutor Info Sheet
- Received Tutor Job Description
- Received Student Employment Payroll Calendar
- Received and read the Writing Center Handbook

I verify that I have completed all of the above tasks. I understand my rights and responsibilities as a tutor at the Student Success Center as explained to me upon hiring as well as in the Student Success Center Handbook.

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Sign Name

---

Date

---

Print Name

---

Supervisor Signature

*After completing all necessary items, please return this page as well as the Tutor Info Sheet to SSC coordinator.*

### Writing Center Employee Confidentiality Statement

As an employee of Southwest Texas Junior College/SRSU-Rio Grande College at the Writing Center, I understand that I may have access to confidential information such as grades, student records, test results, student progress in class, and similar data. I am aware that I may receive verbal or written communication with my supervisor, course instructor, or other students concerning course grades which should be kept confidential. I also understand that employment with the Writing Center means I must accept responsibility to preserve the confidentiality of this information and that failure to adhere to these guidelines may result in the termination of my employment.

Employee Name \_\_\_\_\_

Employee Signature \_\_\_\_\_

Date \_\_\_\_\_