

Learning Support Services

Tutor Supervisor Handbook for Gateway & Drop-In Tutoring Programs



Spring 2019
12/11/2018

SBCC Vision Statement

Santa Barbara City College strives to build a socially conscious community where knowledge and respect empower individuals to transform our world.

SBCC Mission Statement

As a public community college dedicated to the success of each student . . .

Santa Barbara City College provides students a diverse learning environment that inspires curiosity and discovery, promotes global responsibility, and fosters opportunity for all.

History

The College recognizes tutoring as an important component among the reasons for student success. The tutoring program at Santa Barbara City College is free for all students. The tutors are selected based on a peer model, in which many of the tutors are students or near-peers. Therefore, tutoring not only positively impacts the student but also develops the skills of the individual serving as the tutor.

Since 2005, Santa Barbara City College has invested in the Partnership for Student Success as part of the Student Success Initiative. During the last 12 years, the Gateway program has expanded from an initial 60 courses to average 300 courses per a semester. In addition to the Gateway Program, students are also able to see Drop-In/General tutors in the Writing Center, Math Lab, EOPS Lab, STEM Center, Academic Achievement Zone as well as a department subject tutor. In order to match the needs of the students, SBCC tutors are located throughout campus, in two dozen different locations.

Table of Contents

Campus Resources

Encouraging Students to Seek Help	4—6
CLRC Services	7
Meet the CLRC Staff	8

Learning Support Services

Overview of Services	10
Tutoring Programs Comparison Overview	11

Gateway Tutoring Program

Description of Program	13
Staff	13
CRLA Certification	13
Gateway Tutor Training Requirement	13
Gateway Instructor Responsibilities/ Gateway Supervisors	14
Gateway Liaison Roles and Responsibilities	14
Gateway Hiring Deadline	14

Drop-In/General Tutoring Program

Overview of Drop-In/General Tutoring Program	16
List of Drop-In/General Tutor Supervisors	17
Drop-In/General Tutor Hiring Deadline	17

SBCC Tutor Hiring & Employment Information

New Tutor Hiring Process	19—20
Returning Tutor Hiring Process	21
Tutor Training Requirements	22
Optional Tutor Training Videos	23
Acceptance of Employment at SBCC by Student & Hourly Workers	24
Regulations Regarding Work Hours – Breaks and Sick Leave	25
SBCC Sexual Harassment Policy	26—28
Tutor Pay Rate Classifications	29
Tutor Pay Rate Increase Flowchart	30

Tutoring Guidelines and Information

General Guidelines for Tutors	32
The Do's of Enjoying My Tutoring Experience	33
National Tutoring Association Code of Ethics	34
Steps to an Effective Tutoring Session	35
Creative Ways to Use Tutors	36
The SBCC Tutor Network	37
SBCC Tutoring Locations	38
SBCC Map	39

Timesheets and Pay Dates

Online Timesheet Instructions for Supervisors	41—44
Tutor Payroll Schedule	45

Campus Resources



Encouraging Students to Seek Help

SBCC offers many forms of free student support services. Because many factors, both in and outside of the classroom, affect a student's academic success, tutors can support students to meet their academic goals by sharing information about valuable campus resources. If a student is unsure which services might be most helpful, see an academic counselor in the Academic Skills area of the Student Services building.

ACADEMIC ASSISTANCE

Learning Resource Center Academic assistance, video access for "plus-hours", learning materials, videotapes, multimedia tools; x2670; http://www.sbcc.edu/clrc/	
Writing Center Help with planning, drafting, revising; x2663	M-TH 9:00 a.m. – 7:00 p.m. F 9:00 a.m. – 3:00 p.m.
Tutorial Commons; x2667	M-TH 8:00 a.m. – 8:00 p.m.
Computer Commons; x2670/2658	F 8:00 a.m. – 4:00 p.m.
Eli Luria Library x2638; library.sbcc.edu	M-TH 7:30 a.m. – 11:00 p.m. F 7:30 a.m. – 4:30 p.m. Sat. 12:00 p.m.-5:00 p.m. Sun 11:00 a.m. – 11:00 p.m.
Math Lab- IDC 102 Individualized math assistance x2300	M-TH 8:00-8:00 p.m. F 9:00-2:00 p.m.
Gateway to Success Program- ECC 4 Gateway programs provide tutoring in the classrooms and in Gateway Centers. Information on Gateway Program and classes, Gateway tutoring: Contact Program Director-Vandana Gavaskar (x2673); Tutor Coordinator-Tori MacDonald (x4770)	M-TH 8:30 a.m. – 5:00 p.m. F 8:30 a.m. – 12:00 p.m.

FINANCIAL ASSISTANCE

EOPS- SS 240 Academic support, financial assistance and encouragement for eligible, financially disadvantaged and academically underprepared students.- x2279, www.sbcc.edu/eops	M-TH 8:00 a.m. – 6:00 p.m. F 8:00 a.m. – 4:00 p.m.
Financial Aid - SS 210 Grants, Loans, BOGW, Work study, scholarships, counselors; x2716 www.sbcc.edu/financialaid	M-TH 8:00 a.m. – 6:45 p.m. F 8:00 a.m. – 4:30 p.m.

REGISTRATION, TRANSCRIPTS, AND PETITIONS

<p>Admissions & Records - SS 110 Registration, add/drops, credit/no credit, petitions for special requests, transcripts, and academic records; www.sbcc.edu/admissions</p>	<p>M and TH 8:00 a.m. – 4:00 p.m. T and W 8:00 a.m. – 6:00 p.m. F 8:00 a.m. – 1:00 p.m.</p>
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PERSONAL HEALTH AND COUNSELING

<p>Health Services/Wellness - SS 170 Health information, first aid, over the counter medicines, Project HOPE/peer health education, insurance information; x2298 www.sbcc.edu/healthservices</p> <ul style="list-style-type: none"> • Medical Clinic: Diagnosis and treatment for acute medical issues, limited prescription medication at cost, limited low cost lab testing. • Men’s and Women’s Clinic: Pap smear, birth control, breast exams, HIV, STD testing and treatment, pelvic exams. • Personal Counselors are available to assist with stress management or other personal concerns. 	<p>M and TH 8:00 a.m. – 4:00 p.m. T and W 8:00 a.m. – 6:00 p.m. F 8:00 a.m. – 1:00 p.m.</p>
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ACADEMIC COUNSELING & ADVISING/ASSESSMENT/DISABLED STUDENT PROGRAMS & SERVICES

<p>Academic Counseling - SS 120 Educational and career goal planning, student success strategies, degree applications; x2285 www.sbcc.edu/counselingcenter</p>	<p>M and TH 8:00 a.m. – 4:00 p.m. T and W 8:00 a.m. – 6:00 p.m. F 8:00 a.m. – 1:00 p.m.</p>
<p>Disabled Student Programs & Services (DSPS)- SS160 x2364; www.sbcc.edu/dsps</p>	
<p>Transfer Center - SS 140 Articulation/transfer to four-year institutions-universities, transfer workshops, opportunities and connections; x2547 www.sbcc.edu/transfercenter</p>	<p>M and TH 8:00 a.m. – 4:15 p.m. T and W 8:00 a.m. – 5:00 p.m. F 8:00 a.m. – 1:00 p.m.</p>
<p>Assessment - SS 251 Math, writing, reading, placement exams. x2349 www.sbcc.edu/assessment</p>	<p>M, T, and TH 8:30 a.m. – 4:30 p.m. W, 8:30 a.m. – 6:00 p.m. F closed</p>
<p>Athletic Counseling - PE 212 Educational and career goal planning, student success strategies, degree applications.</p>	<p>TBD</p>

JOBS AND CAREER COUNSELING

<p>Career Center - SS 282 Career counseling, assessment, job referral; re-entry adults, job announcements, internships, volunteer information, Career Library; x2331/2332; www.sbccc.edu/careercenter</p>	<p>M and TH 8:00 a.m. – 4:15 p.m. T and W 8:00 a.m. – 6:00 p.m. F 8:00 a.m. – 1:00 p.m.</p>
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ATHLETICS/STUDENT LIFE

<p>Athletics - PE 301 Athletic teams, coaches, game schedules.; x2276 www.sbccc.edu/athletics</p>	<p>M-F 8:00 a.m. – 4:00 p.m.</p>
<p>Student Life/Clubs - CC 217 Student Senate, hobby, academic, special service clubs and Lost & Found; x2262 www.sbccc.edu/studentlife</p>	<p>M – F 8:30 a.m. – 4:30 p.m.</p>

MISCELLANEOUS

<p>Campus Store- East Campus x4047; www.sbccc.edu/bookstore</p>	<p>M-F 7:45 a.m. – 4:00 p.m.</p>
<p>Cashier's Office - SS 150 Parking permits, fees; x2397</p>	<p>M and TH 8:00 a.m. – 4:00 p.m. T and W 8:00 a.m. – 6:00 p.m. F 8:00 a.m. – 1:00 p.m.</p>
<p>Housing - CC 217 Bulletin board listing and housing website x2262; www.sbccc.edu/housing</p>	<p>M-F 8:00 a.m. – 4:30 p.m.</p>
<p>International Student Support Program- International Education Center x2240; www.sbccc.edu/international</p>	<p>M-F 8:00 a.m. – 12:00 p.m. M-F 1:00 a.m. – 4:00 p.m.</p>
<p>Security/ Parking Office – ECC 41 Escort service, call boxes around campus x2264; after hours and emergency: x2400; www.sbccc.edu/security</p>	<p>M-F 8:30 a.m. – 4:30 p.m.</p>

Cartwright Learning Resources Center



SBCC West Campus

721 Cliff Drive
Santa Barbara, CA
93109
805-965-0581
Ext. 2670
www.sbcc.edu/clrc

Dr. Vandana Gavaskar, Director
vsgavaskar@sbcc.edu / ext 2673

Barb Freeman, Supervisor
freeman@sbcc.edu / ext 2666

CLRC Staff provide free, friendly, and dependable support to all SBCC students, faculty, and staff in a studious environment that fosters concentration, collaboration and resourcefulness.

Hours of Operation

Learning Resources Center

Fall/Spring Hours

Monday – Thursday 8:00 am to 8:00 pm
Friday 8:00 am to 4:00 pm
Weekends- Closed

Summer

Monday- Thursday 8:00 am to 4:00 pm
Friday 8:00 am to 1:00 pm
Weekends- Closed

Writing Center

Fall/Spring Hours

Monday – Thursday 9:00 am to 7:00 pm
Friday 9:00 am to 3:00 pm
Weekends- Closed

Summer

Monday- Friday 9:00 am to 4:00 pm
Friday 9:00 am to 1:00 pm
Weekends- Closed

To learn more about the Learning Resources Center, visit the web site-

<http://www.sbcc.edu/learningresources/>





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To reach a staff member, call 805-965-0581, ext:

Vandana Gavaskar Director, Learning Support Services 2673

Barb Freeman Supervisor, Learning Resources Center 2666

Tutorial:

Jason Levy Tutorial Center Coordinator 2667

Media/Front Counter:

Julio Martinez Media Technician 2669

Violeta Casillas Office Assistant 2670

Computer Lab:

Regina Reese Lab Teaching Asst. 2658

Therese Schweidler Lab Teaching Asst. 2658

Writing Center:

Ivonne Ornelas Sr. Office Assistant 2663

Beth Taylor-Schott Lab Teaching Asst. 2671

**Natalie Damjanovich-
Napoleon Lab Teaching Asst. 2671**

Learning Support Services

Overview of Services

Learning Support Services falls under the campus faculty driven, faculty owned Partnership for Student Success. The Partnership includes a variety of learning and instructional support programs aimed at building academic success retention and persistence in basic skills, transfer level and specialized programs like: Express to Success (ESP), Education Opportunities Program and Services (EOPS), and English as a Second Language (ESL). The Partnership is propelled by assistance for all participants based on active mutual engagement of students, faculty, and tutors.

The Cartwright Learning Resources Center, home of Learning Support Services, is open Monday through Thursday, 8 a.m. to 8 p.m. on Fridays, from 8 a.m. to 4 p.m. Summer Session hours are 8 a.m. to 4 p.m., Monday through Thursday and Friday 8 a.m. to 1 p.m. Call ext. 2670 for information.

LSS Service Areas:

- **Tutorial Office:** Coordinating campus-wide tutorial services — including the hiring and training of tutors & listing of available tutor schedules.
- **Learning Assistance Center:** Providing a multimedia library for a variety of subjects, including those with “plus one hour” classes, as well as materials for the ANTH 121-126 classes.
- **Tutorial Commons:** Providing tutoring in a wide variety of subjects, one-to-one or in small groups.
- **Writing Center:** Offering assistance with prewriting organization, thesis and content development and general sentence-level mechanics, as well as online support through the OWL (online writing lab), available via the LSS website.
- **Computer Commons:** Providing general access to academic computer applications, including course specific software and word processing.
- **Computer-Assisted Instructional (CAI) Labs:** Supporting in-class use of instructional technology.
- **Math Lab:** Providing tutoring in a wide variety of subjects, one-to-one or in small groups.
- **Gateway Center:** Peer embedded tutoring for basic skills, first in sequence, transfer and STEM courses, iPATH, and Express to Success (ESP).

Tutoring Programs Comparison Overview

Learning Support Services encompasses two unique tutoring programs. This graph contains the important differences between our Drop-In/General Tutoring vs. Gateway Tutoring. When selecting a tutor please refer to these distinctions and inform your tutor for which s/he is selected to tutor.

	Drop-In/General	Gateway Program
What type of tutoring assignment does this tutor fulfill?	This tutor works for the academic department or general area.	This tutor is assigned to a specific class section.
Who selects the tutor?	Department Tutor Supervisor	Instructor
Who is the tutor's supervisor?	Department Tutor Supervisor	Instructor
What is the tutor training requirement?	Mandatory Tutor Training Workshop	Tutor Training Seminar
Is this tutor required to be a student?	No. This tutor can be either a student or non-student.	Typically, the tutor is a former student of the class and is familiar with the instructor's pedagogy.
What is the tutor's allocation of hours?	This depends on the tutoring allocation and the individual(s) pay rate. The department or general area receives a dollar amount.	For Gateway classes, typically it is a standard allocation of hours: 3 hrs. for non-writing 4 hrs. for writing
When can the tutor begin tutoring?	This depends on when the allocation begins and whether the tutor has a completed personnel action form (EPAF) for the particular job assignment. Tutors cannot begin working until the EPAF is completed and a timesheet is available to enter hours in Workforce (Time and Attendance System).	

Gateway Program

Description of Program

Part of the Partnership for Student Success, Gateway is a faculty-driven, faculty-managed program designed to help students achieve success in their first years of college.

The Gateway Program provides peer-embedded support for a wide variety of courses. In response to best practices in learning support services, peer tutors in the Gateway program are identified by their faculty for their abilities as peer leaders to support student learning in the classroom, and in independent sessions in campus labs.

Staff

	Title	Responsibilities
Dr. Vandana Gavaskar	Director of Gateway & Learning Support Services	Allocation and augmentation requests, tutor training, supporting faculty and gateway faculty, gathering attendance and success data and closing the loop
Tori MacDonald	Gateway Tutor Coordinator	Coordinating all aspects of the Gateway program: scheduling, tutor training, allocation and augmentation requests; gathering attendance and success data, supporting all faculty, tutors, and students; the Peer Mentor program.
Jason Levy	Tutorial Center Coordinator	Hiring all Gateway Tutors, gathering student success data and monitoring payroll activity.

Gateway Tutor Training Requirement

All new Gateway tutors are required to complete a Tutor Training Seminar. The seminars consist of five two-hour meetings. The training includes topics such as an introduction to tutor roles, effective sequences for tutoring sessions, questioning techniques, an introduction to Bloom's Taxonomy, learning styles, and training on cultural considerations. Gateway tutors must complete this seminar while in their first semester of tutoring in order for them to continue tutoring in subsequent semesters.

Gateway Instructor Responsibilities

Once instructors have their teaching schedules for the upcoming semester, they will need to request funding for Gateway tutoring. This can be done by responding to the request for funding email sent by Tori MacDonald, the Gateway Tutor Coordinator, or by contacting the Director, Vandana Gavaskar. Requesting faculty will receive an email communication regarding Gateway tutor allocation amounts for the semester. Requests for additional funds, including justifications, can be made to the Director, Vandana Gavaskar.

Instructors new to the Gateway program who would like to participate in the Gateway program should contact the Director, Vandana Gavaskar, before funds are allocated.

Gateway Instructors are Supervisors are responsible for maintaining regular contact with tutors assigned to their class, creating and submitting their tutor's schedule using the Gateway Tutor Information Form on the website by the second week of the semester, and tracking their tutor's progress throughout the semester, approving tutor time sheets, and responding to all communication from the Gateway program. These actions are critical to the success of the program.

Gateway Hiring Deadline:

The deadline to hire a Gateway tutor is the second week of the semester. The date for Spring 2019 is January 25th.

Drop-In/General Tutoring Program

Overview of the Drop-In/General Tutoring Program

Unlike the Gateway Program where the tutor is assigned to a specific section with an individual instructor, the Drop-In tutor is assigned to a department and will meet with students from different courses within that department. Rather than the instructor, the tutor's supervisor will be the **Department's** Tutor Supervisor.

Drop-In/General Tutoring Program Area	Description
Academic Achievement Zone	In the Student Athlete Academic Achievement Zone (AAZ), tutors assist student athletes in reaching their educational goals while attending SBCC. The program targets student athletes who are entering their first semesters at the college and who are considered academically underprepared as well as second-year students deemed academically at risk.
Academic Departments	Almost all departments receive a General Tutoring Budget and have a Tutor Supervisor for their department.
Disabled Students Program & Services	Disabled Students Programs and Services (DSPS) tutors work with students who have learning disabilities. Sometimes this tutoring involves special computer programs in the computer lab. DSPS tutors often work in the class and are mentored by the instructor.
Extended Opportunity Program & Services	EOPS tutors assist students who are enrolled in the Educational Opportunity Program with their course material in most subject areas (e.g. Math, English, Science, etc.) as well as with program guidelines. EOPS students are mostly full time students, who often work and raise families as well.

List of Drop-In Tutor Supervisors:

Department	Supervisor
Accounting	Cornelia Alsheimer-Barthel
Anthropology	Phyllisa Eisentraut
Art Ceramics, Painting Lab, Printmaking, & Sculpture	Joseph Tamony
Athletic Achievement Zone	Michael Gamboa
Chemistry	Raeanne Napoleon
Computer (Learning Resource Ctr.)	Barb Freeman & Regina Reese
Computer (Library)	Sally Chuah
Extended Opportunity Programs and Services (EOPS)	Paloma Arnold
English as a Second Language (ESL)	Marit Ter Mate-Martinsen
Math Lab	Allison Chapin & Nina Grimison
MESA Center	Virginia Estrella
Music	James Watson
Nursing	Kathrine Olmstead
Philosophy	Marc Bobro
Political Science	Manoutchehr Eskandari-Qajar
Psychology	Stan Bursten
School of Modern Languages	Laura Gardinali
Sociology	Patrick O'Brien
STEM Center	Adolfo Corral
Theatre Arts	Katie Laris
Writing Center	Barb Freeman & Ivonne Ornelas Limon

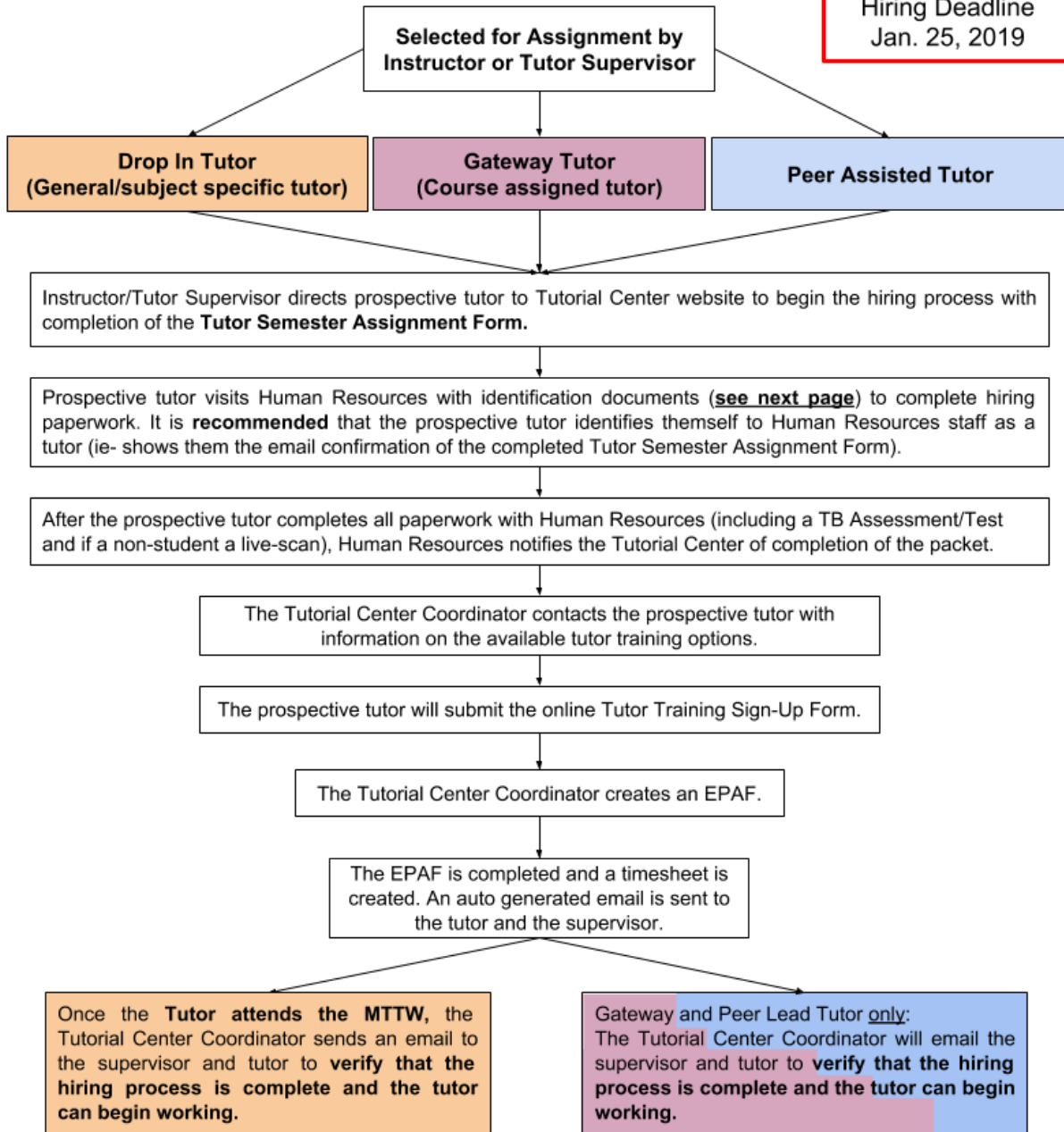
Drop-In/General Tutoring Hiring Deadline:

The deadline to hire a Drop-In/General tutor is the second week of the semester. The date for Spring 2019 is January 25th.

SBCC Tutor Hiring and Employment Information

New Tutor Hiring Process

Spring 2019
 Hiring Deadline
 Jan. 25, 2019



You will not be cleared to begin working until the process is complete: an EPAF is completed and a timesheet is created.

New Tutor Hiring Process

Spring 2019
Hiring Deadline
Jan. 25, 2019

Documents you should bring to Human Resources

Option 1: (**One** of the following items):

- US Passport or US Passport Card
- Permanent Resident Card or Alien Registration Receipt Card (Form I-551)
- Employment Authorization Document Card (Form I-766)
- Foreign Passport with Form I-94 or Form I-94A with Arrival-Departure Record and containing an endorsement to work. Or Form I-551 stamp (or printed notation)

Option 2: (**Two** items, one each from the following sections):

- US Social Security Account. Number card
- Birth Certificate (Form FS-240, FS-545, or DS-1350)
- Original or certified copy of a birth certificate issued by a state, county, municipal authority or outlying territory of the US bearing an official seal
- Native American tribal document (Form I-197)
- Employment authorization document issued by Department of Homeland Security (DHS).

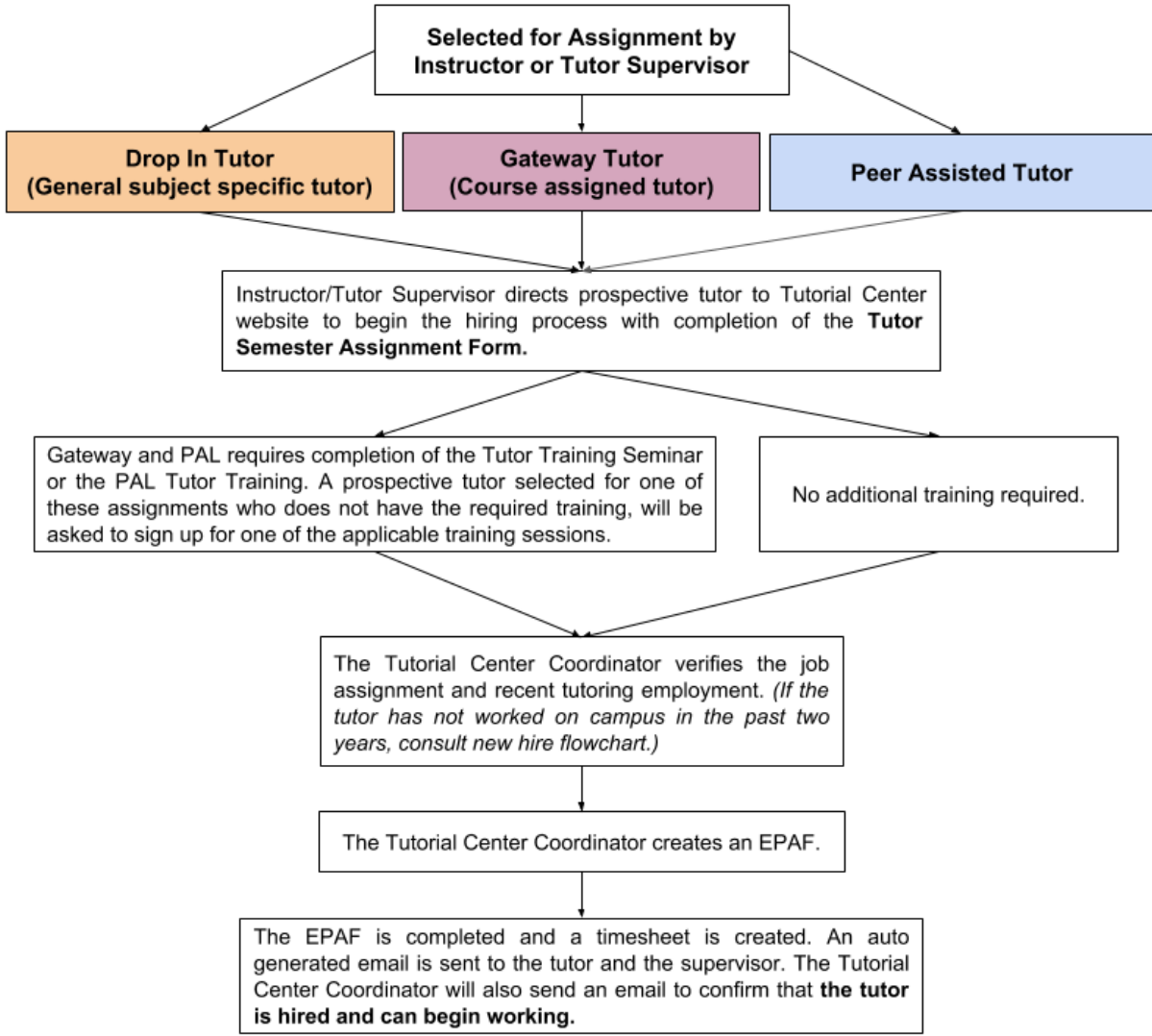
AND

- US or Canadian Driver's License or US ID Card
- School ID card with photograph
- US voter registration card
- US military card or draft card
- Military dependent's ID card
- US Coast Guard Merchant Mariner Document card
- Native American Tribal document

Returning Tutor Hiring Process

Whether a new or returning tutor, the prospective tutor is directed to Tutorial Center website **EACH SEMESTER** to complete online **Tutor Semester Assignment Form**. *(If the tutor has not worked on campus in the past two years, refer to the new hire flowchart.)*

**Spring 2019
Hiring Deadline
Jan. 25, 2019**



You will not be cleared to begin working until the process is complete: an EPAF is completed and a timesheet is created.

Tutor Training Requirements

All new tutors are required to complete tutor training.

Gateway Tutor Requirements

- New tutors are required and paid to attend a five-week Tutor Training Seminar **during their first semester** of tutoring.
- Successful completion is one of the criteria for a pay rate increase.
- Tutors completing the seminar are eligible for a College Reading & Learning Association certificate after completion of 25 hours of tutor. The tutor will report these hours on the Gateway Tutor Record Form.

Drop-In/General Tutor Requirements

- New tutors are required and paid to attend a three-hour Tutor Training Workshop **before they start tutoring.**
- General tutors may also voluntarily take a Tutor Training Seminar pending space availability.

Talk to the Tutorial Center Coordinator (Jason Levy) regarding the tutor training schedule and to sign up for a seminar or workshop.

Three-Hour Tutor Training topics include:

- the tutor's role
- listening skills
- questioning skills
- helping the student become an independent learner
- working with students with learning disabilities
- bridging cultural gaps
- preventing sexual harassment

Benefits include:

- ✓ an opportunity to learn effective tutoring practices
- ✓ an opportunity to get paid for the time you spend learning more about becoming an effective tutor

OPTIONAL TUTOR TRAINING VIDEOS

The following tutor training videos are optional but very valuable in enhancing tutoring skills. Please give the CLRC front counter person the video number and s/he will arrange a viewing station for you.

Video #	Tutor Training Videos (all 15 minutes unless otherwise noted):
5155	Introduction to Tutoring #1
5155	The First Session #2
5155	The Tutorial Plan #3
5155	Diagnosis and the Socratic Method #4
5156	Diagnosis Through Observation #5
5156	Tutoring Learning Skills #6
5156	Managing Group Tutorials #7
5156	The Tutor as Counselor #8
5157	Bridging the Cultural Gap #9
5157	Tutoring Physical Sciences #10
5157	Tutoring Social Sciences #11
5157	Tutoring Humanities #12
5158	Tutoring the Writing Process #13
5158	Tutoring ESL #14
5112	Editing Techniques for ESL students – Julie Alpert (50 mins)
8699	A Tutor’s Workshop: Students with Learning Disabilities (94 mins.)
5300	Dr. Stevens’ Eng. 111 Program: Critical Thinking Through Literary Criticism - Dr. Jim Stevens (28 mins.)
5331 or 0345	Convention to Mexican School System – Javier Rivera (33 mins.)
0182 or 7834	How Difficult Can This Be? (70 mins.)
0425	Writing Tutor’s Seminar – Takashi Funatogawa: Japanese Language Barriers to Writing Essays (60 mins.)

Acceptance of Employment by all SBCC Student Employees

- A. All Student Employees may not work more than 175 calendar days during a fiscal year (July 1 - June 30). Employment during intersessions and Summer session applies toward this limit.
- B. All Student Employees are limited to 8 hours per day, 5 days a week (Monday – Sunday), and 19.5 hours per week of employment during Fall, Spring and Summer semesters (if student is enrolled for Summer Session) and 1,000 hours per fiscal year (July 1 – June 30).
- C. Student Employees may work in excess of 19.5 hours per week (not to exceed 8 hours per day, 5 days a week or 40 hours per week) during intersessions or Summer session if they are not enrolled in Summer Session and if there are sufficient funds and the department has the need for the assistance. The ability to work these longer hours during intersessions and Summer session does not constitute a guarantee that FWS and GSE students will be given such employment.
- D. During the academic year, FWS and GSE students must be enrolled in a minimum of 6 units during the semester in which they work. International students must be enrolled in a minimum of 12 units.
- E. During the Summer or intersession, FWS and GSE students do not need to be enrolled, but must be pre-enrolled at SBCC in a minimum of 6 units in the subsequent term (12 units for International Students).
- F. Hours worked beyond those permitted in these rules or hours worked beyond those authorized by the supervisor will be considered voluntary and will not be compensated. Hours worked in excess of these rules and/or in excess of those authorized by a supervisor may not be “banked” and paid during a pay period when fewer hours are worked.
- G. A Student Employee may have more than one job on campus, but the combined hours from all jobs must not exceed the limits described above.
- H. If a FWS or GSE student will conclude all SBCC work during an intersession or Summer session, the student may work during that intersession or Summer session without being pre-enrolled in the subsequent SBCC session or semester if he/she is enrolled in at least ½ units during that final intersession or Summer session. International students are not eligible to work in the summer unless they qualify under D or E above.

Acceptance of Hourly Staff Employment at SBCC

Hourly Staff are employees hired on a temporary basis to work no more than 19.5 hours per week, and no more than 175 days per fiscal year, to fulfill a temporary need for the District. As a short-term hourly employee, you are not considered a regular employee of the District, and do not receive any employee benefits (i.e., sick pay, vacation pay, medical/dental, etc.). If your assignment extends to 175 days in a fiscal year, you will be terminated once that limitation is reached.

- Hourly Staff employees may not work more than 175 calendar days during a fiscal year (July 1 - June 30). Employment between terms and during Summer term applies toward this limit.
- Hourly Staff employees are limited to 8 hours per day, 19.5 hours per week of employment during Fall, Spring and Summer terms and 1,000 hours per fiscal year (July 1 - June 30).
- Hours worked beyond those permitted in these rules will be considered voluntary and will not be compensated. Hours worked in excess of these rules and/or in excess of those authorized by a supervisor may not be “banked” and paid during a pay period when fewer hours are worked.
- Hourly Staff employees may have more than one job at SBCC, but the combined hours from all jobs must not exceed the limits described above.

Applicable for both student and hourly staff employees:

I understand that this is “at will” employment. This means that I may be released at any time without notice or reason and I may resign my position at any time without notice or reason. I agree to work within the procedures described above. I will file time sheets that accurately report the hours worked. I understand that I must report all hours on the days actually worked. I understand that falsification of timesheets may be considered grounds for termination.

REGULATIONS REGARDING WORK HOURS FOR HOURLY & STUDENT EMPLOYEES

Lunch and Breaks

Per Human Resources, the labor laws are the same for students as they are for hourly staff as they are for permanent classified staff. Please refer to the CSEA agreement, Article 7.4 for detail.

WORK 6 HOURS OR MORE:

If you want to earn 6 hours pay, you must be here for 6.5 hours since you must clock out for a 30 minute break somewhere in the middle of your shift. If you do not want to take a 30-minute break, then you will be scheduled to work only 5.5 hours.

You also are entitled to a separate, paid 15-minute break within the first 4 hours worked.

WORK 4 HOURS OR MORE:

For each period of 4 hours you work in a day, you must take a 15-minute break sometime during the middle of those 4 hours (not at the end of your shift), but you are paid for this time and you *do not clock out* for this break. ***You cannot skip your 15 minute break(s).***

WORK FEWER THAN 4 HOURS

If you work fewer than 4 hours, you are not entitled to a 15 minute break.

TAKE YOUR BREAKS!

- ❖ They are important for your mental, physical and emotional well-being.
- ❖ They help your focus and concentration and your ability to manage stress.
- ❖ They allow you to work and assist others with patience and presence.

Sick Leave

For every 30 hours a Hourly/Student Employee works, 1 hour of sick pay will accrue in the Hourly/Student Employee's "Sick Leave Bank." After working for 90 calendar days, an employee may request paid time off for illness. Manager approval is required.

The maximum accrual is 48 hours per fiscal year, although maximum USAGE is 24 hours per fiscal year. In other words, an employee may be paid up to 24 hours per year, and the balance will roll into the next year.

Unused Sick Pay does not get paid out at the end of the employment.

SBCC Non-Discrimination/Sexual Harassment Policy

The policy of the Santa Barbara Community College District is to provide an educational and employment environment in which no person shall be denied full and equal access to, the benefits of, or be subjected to discrimination, in whole or in part, on the basis of ethnic group identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, or physical or mental disability, or on the basis of these perceived characteristics or based on association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that is administered by, funded directly by, or that receives any financial assistance from the State Chancellor or Board of Governors of the California Community Colleges.

The policy of the Santa Barbara Community College District is to provide an educational and employment environment free from unwelcome sexual advances, requests for sexual favors, sexual favoritism, or other verbal or physical conduct or communications constituting sexual harassment.

The following definition will aid in identifying the kinds of behavior which constitute sexual harassment:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

(1) Submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of instruction, employment, or participation in other college activity;

(2) Submission to or rejection of such conduct by an individual is used as a basis for evaluation in making academic or personnel decisions affecting an individual; or

(3) Such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creating an intimidating, hostile, or offensive college environment.

The policy of the Santa Barbara Community College District is to comply with the accessibility requirements of Section 508 of the *Rehabilitation Act of 1973* in the development, procurement, maintenance, or use of electronic or information technology and respond to and resolve discrimination complaints regarding accessibility.

Such complaints will be treated as complaints of discrimination on the basis of disability. This non-discrimination policy covers admission, access and treatment in college programs and activities—including, but not limited to, academic admissions, financial aid, educational services and athletics—and applications for, and treatment in, college employment.

In conformance with the requirements of Title II of the Educational Amendments of 1976, amending the *Vocational Education Act of 1963*, the college is committed to overcoming sex discrimination and sex stereotyping in vocational education programs.

Furthermore, in compliance with the *Vocational Education Guidelines for Eliminating Discrimination on the Basis of Race, Color, National Origin, Sex and Handicap*, lack of English language skills alone will not be a barrier to admission to and participation in vocational education programs. Any screening procedures for vocational programs will evaluate skill levels and proficiencies pertinent to the program as criteria for admission.

Employees, students, or other persons acting on behalf of the District who engage in discrimination as defined in this policy or by state or federal law may be subject to discipline, up to and including suspension, discharge, expulsion, or termination of contract.

Once a concern has been raised, Santa Barbara Community College District will follow its established policies and procedures which are based on board and administrative policies to address complaints of discrimination, harassment or retaliation made by students against the district, a district employee, other district students or a third party.

	SBCC Staff	Contact Information
For students and student-athletes	Christopher Johnson, Ed.D. Deputy Title IX Officer Associate Dean, Student Support Services	ckjohnson2@pipeline.sbcc.edu 805-730-4152 Office: Campus Center, Room CC-222
For faculty, staff and visitors	Monalisa Hasson, Ed.D. Title IX Officer Vice President, Director of Human Resources	mhasson@sbcc.edu 805-730-4734 Office: Student Services, Room 230

Additional Resources

Santa Barbara Police Department	Emergency: 911 Non-emergency: 805-897-2300
Santa Barbara Sheriff Department	Emergency: 911 Non-emergency: 805-681-4100
U.S. Department of Education, Office for Civil Rights	800-421-3481 ocr@ed.gov

Protection from Retaliation

Santa Barbara City College has a policy which prohibits retaliation against any employee or any student who reports an incident of alleged sexual harassment or sexual violence, or any employee or student who testifies, assists or participates in a proceeding, investigation or hearing relating to these allegations. Respondents are informed of this provision, and any retaliation should be reported immediately to the appropriate Title IX Officer.

Política contra la discriminación/Política contra el acoso u hostigamiento sexual

La política del Distrito de Santa Barbara Community College es la de ofrecer un ambiente educativo y de empleo, en el cual a ninguna persona se le niega el pleno y paritario acceso ni

sus beneficios, o ser sujeto de discriminación, totalmente o en parte, en base a su identificación con un grupo étnico, nacionalidad, religión, edad, sexo, raza, color, ascendencia, orientación sexual, discapacidad física o mental, o en base a la percepción de estas características, o en base a la asociación con una persona o grupo con una o más de estas características, ya sea percibidas o reales, en cualquier programa o actividad administrada, patrocinada directamente, o para la que recibe cualquier asistencia financiera del Canciller del Estado o de la Junta de Gobernadores de las Instituciones Postsecundarias de dos años (California Community Colleges Board of Governors).

La siguiente definición ayuda a identificar los tipos de comportamientos que constituyen el acoso u hostigamiento sexual:

La política del Distrito de Santa Barbara Community College es proporcionar un ambiente educativo y de empleo libre de solicitudes sexuales forzadas, solicitudes de favores sexuales, favoritismos basados en el sexo u otra conducta física o verbal o comunicación que constituye acoso u hostigamiento sexual.

Las solicitudes sexuales forzadas, solicitudes defavores sexuales y otra conducta verbal o física de naturaleza sexual constituyen acoso u hostigamiento sexual cuando:

1. La sumisión o el rechazo a tal conducta se expresa explícitamente como una condición para la instrucción, el empleo o la participación en una actividad de la universidad;
2. La sumisión o el rechazo a tal conducta por un individuo se usa como base para evaluar y tomar decisiones académicas o de personal que afectan al individuo; o

3. Tal conducta tiene el propósito o efecto de interferir desproporcionadamente con el rendimiento de una persona o de crear un ambiente universitario hostil, intimidador u ofensivo.

La política del Distrito de Santa Barbara Community College es la de cumplir con los requisitos de accesibilidad de la Sección 508 de la Ley de Rehabilitación de 1973 en el desarrollo, consecución, mantenimiento, o uso de información electrónica, o información tecnológica, y responder y resolver las quejas de discriminación relacionadas con la accesibilidad. Tales quejas se tratarán como quejas de discriminación basada en la discapacidad en cuestión.

La política de no-discriminación cubre la admisión, el acceso y el tratamiento recibido en los programas y actividades universitarios –incluyendo, pero no limitados a, la admisión académica, ayuda financiera, servicios educativos y deportes– y la solicitud a y el trato en el empleo en la universidad.

En conformidad con los requisitos del Title II de las Enmiendas Educativas de 1976, enmendando el Vocational Education Act de 1963, la Universidad se compromete a superar la discriminación sexual y los estereotipos en los programas de educación profesional.

Es más, en cumplimiento de las Guías para la eliminación de la discriminación en base a la raza, el color, la nacionalidad, el sexo y la discapacidad en programas de Educación Profesional, la falta de lengua inglesa en sí misma no será barrera para la admisión y participación en programas de educación profesional. Cualquier procedimiento de selección para programas profesionales evaluará los niveles de habilidad y destreza pertinentes al programa como criterio de admisión.

Los empleados, estudiantes u otras personas que actúen en nombre del Distrito y que actúen discriminatoriamente tal y como se define en este reglamento o en las leyes del estado o federales, están sujetos a medidas disciplinarias que pueden incluir la suspensión, el despido, la expulsión o la rescisión de contrato.

Para obtener más información, comuníquese con Santa Barbara City College, Recursos Humanos y Asuntos Legales, 721 Cliff Drive, Santa Barbara, CA 93109-2394, Tel (805) 965-0581X 2261

Una vez que se haya planteado una preocupación, el Distrito de Colegios Comunitarios de Santa Bárbara seguirá sus políticas y procedimientos establecidos que se basan en políticas administrativas y de la junta para abordar las quejas de discriminación, hostigamiento o represalias contra el distrito, un empleado del distrito y otros estudiantes del distrito o un tercero.

	Personal de SBCC	Información del contacto
Para estudiantes y estudiantes-atletas	<i>Christopher Johnson, Ed.D.</i> Oficial Adjunto del Título IX Decano Asociado, Servicios de Apoyo Estudiantil	<i>ckjohnson2@pipeline.sbcc.edu</i> 805-730-4152 Oficina: Campus Center, Habitación CC-222
Para profesores, personal y visitantes	Monalisa Hasson, Ed.D. Oficial del Título IX Vicepresidente, Director de Recursos Humanos	mhasson@sbcc.edu 805-730-4734 Oficina: Servicios para estudiantes, Sala 230

Recursos adicionales

Departamento de Policía de Santa Bárbara	Emergency: 911 Non-emergency: 805-897-2300
Departamento del sheriff de Santa Bárbara	Emergency: 911 Non-emergency: 805-681-4100
Departamento de Educación de EE. UU., Oficina de Derechos Civiles	800-421-3481 ocr@ed.gov

Protección contra represalias

Santa Barbara City College tiene una política que prohíbe las represalias contra cualquier empleado o estudiante que reporte un incidente de presunto acoso sexual o violencia sexual, o cualquier empleado o estudiante que testifique, ayude o participe en un procedimiento, investigación o audiencia relacionada con estas acusaciones. Los encuestados son informados de esta disposición, y cualquier represalia debe ser reportada inmediatamente al Oficial apropiado del Título IX.

Student/Hourly Tutor Classifications

Below are the pay rates and basic requirements for each level.

<u>Level</u>	<u>Basic Requirements</u>
Step I/II	<p>New tutor, preferably referred by instructor on the basis of skills assessment in subject areas requiring specialized skill and content knowledge; completion of entry-level mandatory tutor training requirements.</p> <p>All Gateway tutors must successfully complete a Tutor Training Seminar (TTS) within their first semester of tutoring in order to be re-hired. All tutors who want to be considered for Student/Hourly II must successfully complete the TTS.</p>
Step III	One semester of tutoring at Step I and successful completion of the Tutor Training Seminar (TTS).
Step IV	One semester of tutoring at Step II.
Step V	Equivalent tutor experience in assigned content area preferable, including all required training, PLUS AA, or 60 Transferable Units.

Step VI	<p>If an individual tutor was hired and qualified for this step prior to July 1, 2018.</p> <p>This amount is not offered for individuals who have not already reached this step. Equivalent tutor experience in assigned content area preferable, including all required training, PLUS BA, BS, or comparable relevant college level coursework.</p>
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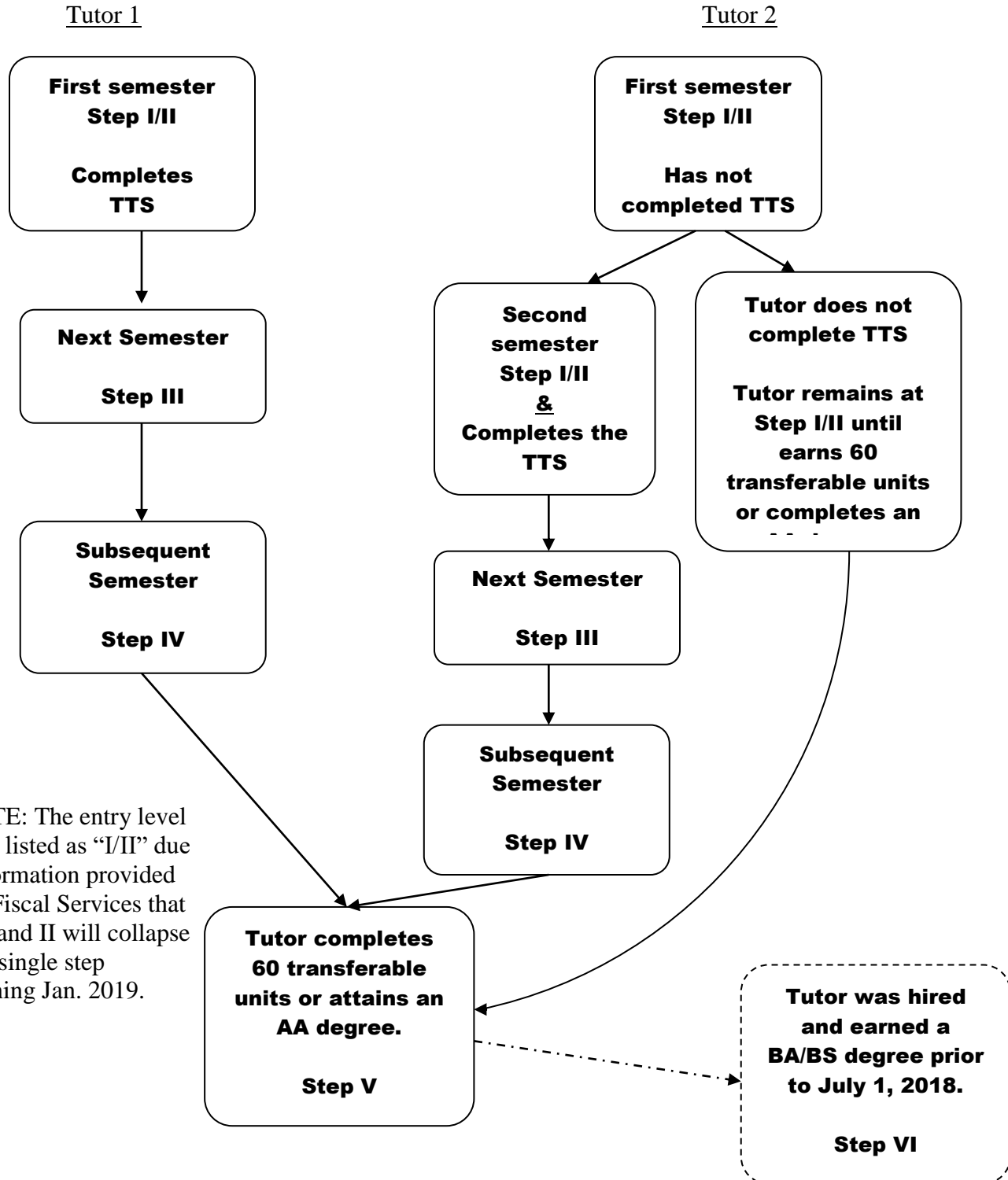
*Tutors that have worked prior to Summer II 2018 and qualified for either Step VI will remain at their respective step. These individuals will not be moved down a step.

** Information about the corresponding wage to each step is found on Salary Schedule 22B.

*** The entry level step is listed as “I/II” due to information provided from Fiscal Services that step I and II will collapse into a single step beginning Jan. 2019.

Tutor Pay Rate Increase Flowchart

Starting pay for all tutors without degrees or their equivalent is Step I.



* NOTE: The entry level step is listed as “I/II” due to information provided from Fiscal Services that step I and II will collapse into a single step beginning Jan. 2019.

Tutoring Guidelines and Information

General Guidelines for SBCC Tutors

As an employee, you are expected to behave in a professional manner while working with students, even if the students are the same age as you are. Students whom you assist, in the lab, classroom, or in individual sessions, should feel comfortable and know that their needs are being met in a timely, efficient manner. You should also feel comfortable and clear about policies and practices that will ensure a safe and effective working environment. The following guidelines should be helpful to employees and students alike:

1. Your primary focus while tutoring should be on the student. Secondary focus should be the faculty and staff with whom you are working. Keep personal interruptions to a minimum during tutoring sessions. Be sure to turn your cell phone off.
2. Be on time and call well in advance if you are unable to keep your work commitment. See the staff contact list for phone numbers of supervisors. If appropriate, post a notice, or ask another employee to do so for you, in your tutorial area noting your absence.
3. Your attitude with the students and your fellow employees should always convey professional respect and courtesy. Be aware of personality and cultural differences in a way that will foster understanding, acceptance, and consideration for one another.
4. Be considerate of noise levels, behavior, or language that might compromise a learning environment. If you are working with a large group, it might be necessary to use a study room so you can carry on your discussion without interrupting others.
5. Always respect the confidentiality of the students and your fellow employees by refraining from giving out any of their personal information. Direct all such questions to your supervisor, or ask for the name of the person making the inquiry and inform your supervisor of the request.
6. Dress and personal hygiene should be consistent with what you would expect from any other professional work environment. As tutors, you are free to dress casually, but be aware of how your use of perfume, clothing, or other choices may interfere with the students' comfort level and ability to concentrate.
7. Respect the personal space and learning styles of others and familiarize yourself with the SBCC sexual harassment policy. When you are working with students whom you know as friends, be aware of your dual relationship and keep your tutoring session focused on their academic goals.
8. Remember that you are helping to empower students, not do their work for them. When giving instructions, offer clear verbal directions. When offering technical assistance, allow the student to use the equipment independently. This will foster student self-reliance and reduce over-dependence on the tutor. Do not correct work, but rather assist the student in moving through the process of discovery and adjustment that comes from your use of open-ended questions, patience, wait time, and encouragement.

The DO'S and Don'ts of tutoring:

BEFORE a tutor starts, the tutor will do the following:

- ✓ Each semester, **whether a new or returning tutor**, the tutor will submit a Tutor Semester Assignment Form.
- ✓ If a new general (non-Gateway) tutor, the tutor will complete the Mandatory Tutor Training Workshop before tutoring.
- ✓ If a new Gateway tutor, the tutor will complete the Tutor Training Seminar during the first semester of tutoring.
- ✓ Check to ensure the tutor has access to their timesheet located on the title "Time and Attendance" on the Employee Tab of Pipeline. If a tutor does not have access to their timesheet, then they are not cleared to begin working.

WHILE tutoring, the tutor will:

- ✓ **Not work in excess of the allocated hours.**
- ✓ Follow the **National Tutoring Association Code of Ethics** (see National Tutoring Association Code of Ethics found on page 35 of the Tutor Supervisor Handbook).
- ✓ Be on time for tutoring sessions and will stay for the whole session. If the tutor will be late, or not able to make a tutoring session, the tutor will call the supervisor and the Tutorial Center to inform them. The tutor will keep tutorial cancellations to a minimum and give 24 hours' notice when possible.
- ✓ Focus time and attention on tutoring students. The tutor will not read or grade papers and assignments, run errands, instruct classes, operate labs for instructors, give tests, or talk on the phone.
- ✓ **Only tutor on-campus Mondays through Fridays when school is in session in an approved location** (see SBCC Tutoring Locations found on page 39 of the Tutor Supervisor Handbook). The only exception is for math tutors eligible to work in the MATH Lab when the MATH Lab has weekend hours.
- ✓ Contact the supervisor and receive approval before adjusting the tutoring schedule.
- ✓ Not tutor the first week and the last week of the semester, unless special arrangements have been made.
- ✓ Submit an online time sheet by their due dates for each pay period. If the tutor misses submitting a time sheet on time, the tutor will contact the Tutorial Center Coordinator regarding the late time sheet submission procedures.
- ✓ Contact the **Tutorial Center (Ext. 2667)** with any questions.
- ✓ Be subject to dismissal, if the tutor does not follow any of the above procedures or guidelines above.

National Tutoring Association Code of Ethics

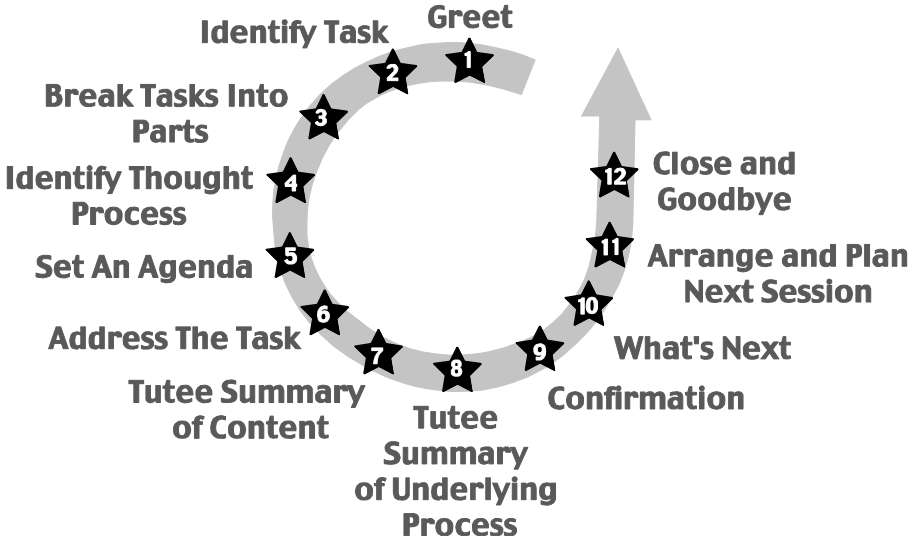
The National Tutoring Association is dedicated to providing its members with opportunities to achieve and maintain high professional standards for tutors and administrators of tutoring programs and services.

- I understand that my role as a tutor is to never do the student's work for him or her.
- I will give honest feedback to the student I serve and will not insult my student with false hope or empty flattery; I will always demonstrate faith in my student's learning abilities.
- I understand that my relationship to the student is professional and not personal.
- I will show respect for my student's cultural background and personal value system.
- I recognize that I may not have all the answers to student questions. In this event, I will seek assistance in finding answers to the student's questions and/or direct the student to an appropriate resource for the information.
- I will maintain accurate records of tutoring sessions as expected and required.
- I will respect my student's personal dignity at all times.
- I will be on time for tutoring appointments, not only out of courtesy, but to be a good example for my student to follow.
- I will keep all information about the student whom I am assigned confidential.
- I understand that my ultimate goal is to assist my student in learning how he or she best learns and to help my student develop the skills to achieve his or her best, most efficient learning.
- I will share any concerns I have with my supervisor.
- I expect to learn along with my student.
- I will keep current in both my subject area(s) and learning methodologies.
- I will remain flexible to my approach to student learning, respectful of the various learning styles.
- I will share techniques for improved study skills with my students.

The National Tutoring Association Tutor Code of Ethics is copyrighted by the National Tutoring Association, all rights reserved 2003. The National Tutoring Association Code of Ethics may be reprinted with acknowledgment to The National Tutoring Association who owns all rights.

Steps to an Effective Tutoring Session

Remember, you are not tutoring a subject (art, math, English, etc.), you are tutoring a student. Your goal is to guide the student through his or her own learning processes in order to foster independent learning, discovery, and confidence. Tutoring is guiding and supporting, not preaching or doing the work for the student. Use the following to keep the student in an active role during and after the tutoring session.



Beginning Steps	Task Steps	Closing Steps
<p>Step 1 - Greeting and Climate Setting: welcome the person, not the project</p>	<p>Step 5 - Set the agenda for the session: agree on what you will seek to accomplish together</p>	<p>Step 9 – Confirmation: did you accomplish what you set out to do? Ask the student if the session met their needs and expectations</p>
<p>Step 2 - Identification of task: help the student figure out what needs to be done</p>	<p>Step 6 - Addressing the task: use resources and open ended questions to help the student get the task done</p>	<p>Step 10 - What's next?: help the student identify what task or assignment is to be done at home or in the next session.</p>
<p>Step 3 - Breaking the task into parts: help the student learn the process instead of doing it for him or her</p>	<p>Step 7 - Tutee summary of content: confirm understanding by asking the student to summarize what was just accomplished</p>	<p>Step 11 - Arranging and planning the next session: be sure to choose mutually convenient times – and honor that commitment</p>
<p>Step 4 - Identification of thought processes which underlie task: what does the student understand and where does that understanding break down?</p>	<p>Step 8 - Tutee summary of underlying process: help the student's metacognitive awareness by talking about how the work got done</p>	<p>Step 12 - Closing and Goodbye: again, connect with person, not just the pride of accomplishing something together; leave on an encouraging note!</p>

Creative Ways to Use Tutors

Here is a list of possibilities you may want to explore with your tutor as you work together this semester. Let us know if you are doing something successful you want to share with other instructors and tutors and we'll include it here. Contact the Tutorial Center Coordinator at 805-965-0581 X 2667.

A few options for weekly tutorial times are:

- requiring tutoring appointments for some or all students
- having the tutor circulate a sign-up list at the beginning of the semester for individual, pair, or small group weekly appointments
- requiring all students to see a tutor during the semester as part of their course grade
- offering extra credit for tutorial appointments
- filling out a referral form to specify what work a student is to do during a required tutorial session
- arranging drop-in hours during a variety of time slots
- having the tutor meet with students to review their notes and discuss note taking strategies

In the classroom or lab, tutors can:

- help facilitate small group exercises or discussions
- assist students with peer response for essay writing
- work with individual students who require additional support
- assist students to learn how to effectively utilize software, tools, etc.
- work with individual students who require additional support

During drop-in appointments, tutors can:

- answer content-related questions or concerns
- assist students with study and organizational skills
- review essay drafts or work-in-progress with students
- review lecture material with students in preparation for exams, essays, or projects
- review Directed Learning Activities and short response assignments

Bring your tutor on board by:

- providing tutors with directed learning activities and/or additional worksheets or exercises to use with students to help strengthen students' content knowledge, skills, or test preparation
- developing assignments that contain a tutor component
- informing your tutor of schedule changes, tests, and assignments
- reminding your students of the tutor's drop-in hours and/or your requirements
- letting your tutor know how he or she is doing

Keep in touch with your tutor by:

- exchanging contact information and office hours
- meeting periodically to discuss tutoring arrangement and student progress

On-going communication between the instructor and tutor will ensure the most effective support of classroom instruction, course objectives, and student learning outcomes.

THE SBCC TUTOR NETWORK

You are not alone. Tutors are part of a network of academic support resources and personnel at SBCC. As you work with your tutees, remember that there are other types of assistance from which they may benefit. Get to know what other classes your tutees are taking to get a broader view of their academic interests and possible needs. Tutors can further support these students by referring them to additional campus resources. Use the list of CLRC services and the list of subject and tutoring sites found at the Tutorial Center and online (http://www.sbcc.edu/clrc/tutorial_center/tutor_schedules.php) to refer your tutees to additional resources.

Computer Tutors

Computer tutors assist in the CLRC and other computer labs across campus. Students receive help with technical problems, computer applications, options for saving their work, and other computer-related issues. Computer tutors also enforce computer and web activity guidelines for appropriateness in an academic setting.

DSPS Tutors, SS 160 (dpsphelp@sbcc.edu or ext. 2364)

Disabled Students Programs and Services (DSPS) tutors work with students who have learning disabilities. Sometimes this tutoring involves special computer programs in the computer lab. DSPS tutors often work in the class and are mentored by the instructor.

EOPS Tutors, SS 240 (eops@sbcc.edu or ext. 2279)

EOPS tutors assist students who are enrolled in the Educational Opportunity Program with their course material in most subject areas (e.g. Math, English, Science, etc.) as well as with program guidelines. EOPS students are mostly fulltime students, who often work and raise families as well.

Gateway Tutors, ECC 4 (gateway@sbcc.edu or ext. 4770)

Gateway tutors are assigned to specific classes and perform a variety of tutorial functions: one-on-one, small group, pre-exam review sessions, and/or in-class assistance.

STEM Tutors, CC 228 (stem@sbcc.edu or 805-730-4396)

STEM stands for *Science, Technology, Engineering and Mathematics*. The STEM Transfer Program's priority is to assist Hispanic and/or low income students in creating and following a streamlined educational plan that ensures transfer to a four-year institution in a STEM area.

Student Athlete Academic Achievement Zone, PE 214

The Student Athlete Academic Achievement Zone (AAZ) tutors assist student athletes in reaching their educational goals while attending SBCC. The program targets student athletes who are entering their first semesters at the college and who are considered academically underprepared and second-year students deemed academically at risk.

Subject Tutors (Visit Tutorial Center URL mentioned above for tutor schedules and locations.)

Subject tutors may work with students from a specific class or provide drop-in assistance to any student who is taking a course in that subject (e.g., history, Spanish, accounting, etc.). Subject tutors assist students in many different locations depending on the subject. Students can receive assistance with course content, exam preparation, essay content development, note taking, and other course-related issues.

Writing Tutors, CLRC (writingcenter@sbcc.edu or ext. 2663)

Writing tutors assist students in the CLRC Writing Center with essays and other papers for any SBCC course. Tutors assist students with pre-writing, organization, thesis and content development, sentence structure, essay format, and MLA and other citation guidelines. Writing Center resources and information are also available online.

SBCC Tutoring Locations

Subjects Tutored	Building/Location	Room/Area
Multiple subject tutoring	Cartwright Learning Resource Center	Tutorial Commons
Accounting	Business / Communication	BC 204
Art (Ceramics, Painting, Printmaking, Sculpture)	Humanities	Art Studios (1 st Floor)
Automotive Services and Technology	Occupational Education	OE 180 & A 123
Biological Sciences	Earth and Biological Sciences	EBS 125 B, 309, 312, 313, Atrium
Chemistry	Physical Sciences	PS 112
Computer Help (computer tutors hired by CLRC only)	Cartwright Learning Resource Center	Computer Commons
Computer Help (computer tutors hired by Library only)	Library	Reference Desk
Drafting/CAD	Occupational Education	OE 12 & 16
Earth Sciences	Earth and Biological Sciences	EBS 101, 115, 123, 125, Atrium
Engineering	Physical Sciences	PS 112
English as a Second Language (ESL)	English as a Second Language	ESL Room 5
Mathematics	Interdisciplinary Center	IDC 102 – Math Lab
Music	Drama/Music	-----
Nursing	Administration	A 277
Physics	Physical Sciences	PS 112
School of Modern Languages – Foreign Languages	Humanities	H 300, 303A
Theatre Arts	Drama/Music	DM 139
Writing (cross discipline)	Cartwright Learning Resource Center	Writing Center
Program	Building/Location	Room/Area
Athletics – Student Athlete Academic Achievement Zone (AAZ)	Physical Education	PE 214
Educational Opportunity Program and Services (EOPS)	Student Services	SS 242
Gateway section (course has an embedded tutor)	Gateway Center	ECC 4
Science, Technology, Engineering and Mathematics Transfer Program – STEM Center	Campus Center	CC 228

****Check the individual tutor schedules to find the tutor's location.****

SBCC Tutoring Locations



Timesheets and Pay Dates



Time & Attendance Instructions for Supervisors Approving Hourly Employee Timesheets

Effective August 11, 2016, all hourly employees are required to use the WorkForce EmpCenter time and attendance system to record their hours worked. Employees and Supervisors need to log into the system through Pipeline:

- Enter Pipeline
- Click the Employee tab
- Click Pay & Benefits
- Click on the link “Enter Time and Attendance System” on the bottom right of the page

Supervisors are required to review, edit (if necessary), save, and submit approved timesheets on the 11th day of each month.

Tutors should follow the instructions found on Pipeline under “Time & Attendance” for how to clock in and out or how to enter hours retroactively.

IMPORTANT DEADLINES:

- 10th Day of Each Month: Hourly employees must review their timesheets for accuracy, SAVE and SUBMIT them to their supervisor.
- 11th Day of Each Month: Supervisors review their employees timesheets for accuracy, SAVE, APPROVE and SUBMIT them.
- Last Business Day of Each Month: Paychecks are available in the Payroll Office for pick up and/or direct deposits are posted to banks.

Important Information Regarding Hourly Employees at SBCC:

- Hourly employees who are unable to use the Time & Attendance system have not been fully approved by Human Resources to work and they should cease working immediately.
- Manual paper timesheets are **no longer accepted** in Payroll (effective August 11, 2016).
- Hourly employees can only work up to 19.5 hours per week.
- Hourly employees can only work up to 1,000 hours per fiscal year (July 1 to June 30).
- Hourly employees can only work up to 175 days per year.

For questions, please call your supervisor and/or Payroll Department at x2386.

Exception/ALERT Handling




An exception/alert is a conflict noted between time and attendance information and the rules under which the time sheet is processed. Exceptions/alerts generate messages which appear in the **exceptions/alerts** tab on the **Time Entry** window. Some messages are informational and require no action; others require a satisfactory resolution before the time sheet can be successfully submitted. **Error level exceptions/alerts must be corrected before the respective time is paid.**

Each **exception/alert** shows:



- Date of the exception/alert
- Exception/alert message describing the problem
- Severity of the exception (Informational, Warning or **Error which requires action**)

If a time entry has a related exception/alert, a color-coded exception **pin** appears which, when clicked, displays the **exceptions/alerts** tab. The exception messages are also color-coded to identify the level of severity, and may trigger automatic email notifications of the exception/alert to you.

- **White:** No exceptions/alerts or only informational messages present
- **Yellow:** Warnings present
- **Red:** Errors present, requires action

Date		Pay Code
Thu 02/11	 	Please Select
Fri 02/12		Please Select

Time entries associated with exceptions/alerts appear on the timesheet marked with a colored pin. Click the pin to display the exception message.

Tue 02/16	 No time entered on a scheduled day.	Please Select			
Wed 02/17		Work Time	09:00 am	10:00 am	1.00

Correcting a Missed Clock Punch

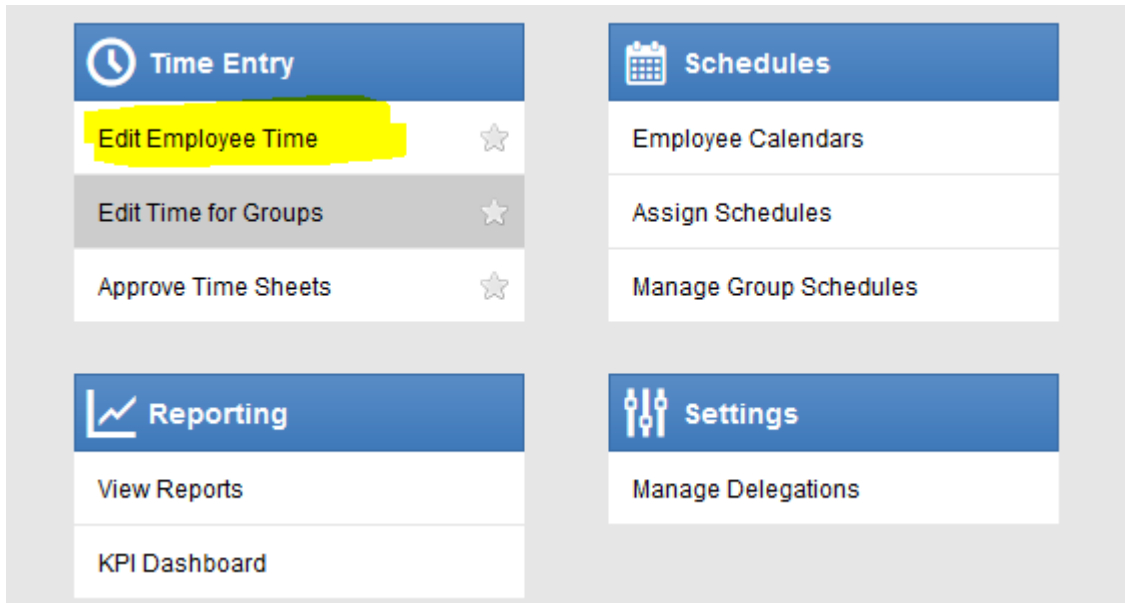
An employee is unable to clock in because the system is down. **How is this corrected?**

In the following scenario, an Hourly Employee arrives at 8:00 a.m. but he is **unable to clock in**. By the time his shift ends at 12:23 p.m., the timeclock system is working, so he is **able to clock out**. His timesheet looks like this (**highlight** added to the missed “clock in” punch):

Tue 08/09		Clock Time	 12:23 pm	0.00
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The next day (08/10), the employee’s manager is alerted about the missing punch. She now must **add the missed punch** to the employee’s timesheet.

The Manager’s home screen looks like this (**highlight** added):



After choosing “Edit Employee Time,” she will be able to search for the employee by name or K #. After pulling the employee up, she will see the following “Alert Message” (aka “Exception Message”) at the bottom of her screen:

Date	Exception Message	Severity
Tue 08/09	Clock Time: Missing In or Out Time.	Error (not paid)

The first column of the Exception Message shows the day of the missed punch (in this case, “Tue 08/09”).

The Manager should now scroll through the employee’s timesheet until she arrives at the day of the missed punch:

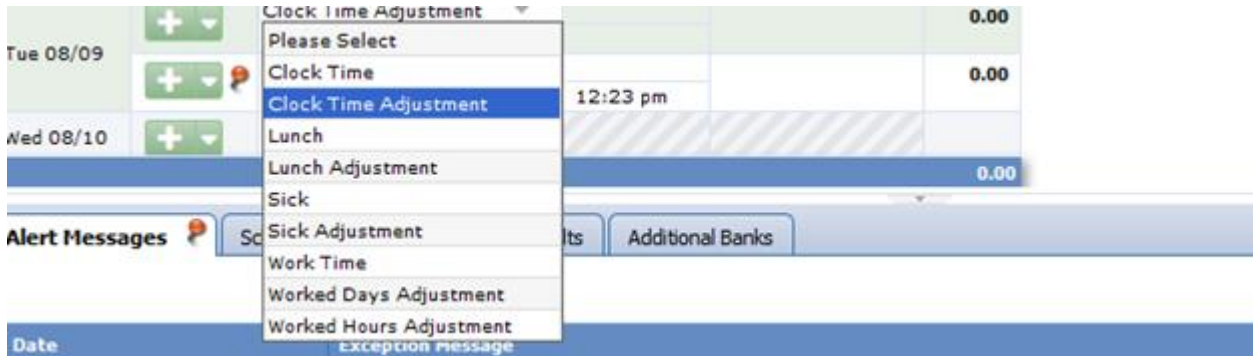
Tue 08/09	+ +	Please Select Clock Time	12:23 pm	0.00
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Notice that the last column, which tracks the total time, says “0.00.” The red pushpin signals the existence of an Alert Message.

The Manager must make a correction to the Pay Code “Clock Time.” Because the timeclock system does not allow the Manager to alter her employee’s punch in any way (i.e. a Manager cannot delete a Clock Time entry and start all over), she must use the code “Clock Time Adjustment” to show that her

employee clocked in at 8:00 a.m. that day while also acknowledging that the punch-out time of 12:23 p.m. was okay.

The Manager should go to the field directly above the “Clock Time” punch (where it says “Please Select”) and choose the Clock Time Adjustment as follows:

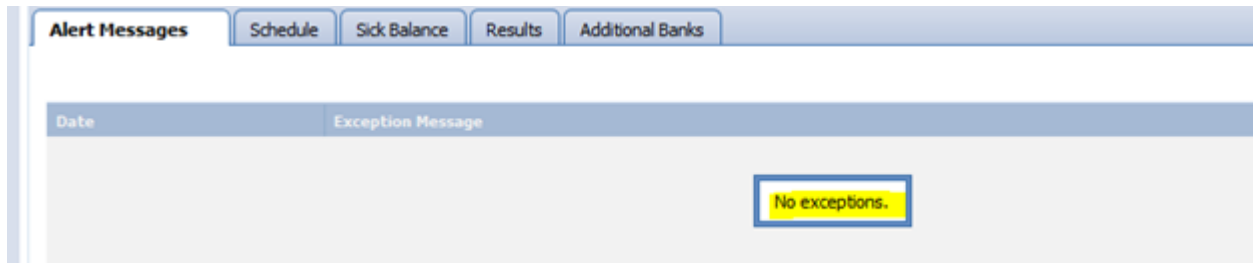


Now she should go over to the “Hours” column. The first entry is the missing punch; the second punch is the actual clock-out punch that the employee was able to record when he left the previous day:

Tue 08/09	+ ▼	Clock Time Adjustment	08:00 am		4.38
	+ ▼		12:23 pm		
	+ ▼	Clock Time			0.00
			12:23 pm		

Notice that the last column immediately shows the total time the employee worked on 08/09.

Finally the Manager hits the SAVE button at the top of the screen. The Alert Message disappears:



Payroll Schedule FY 18-19

PAY PERIOD (11th of month through 10th of next month)	TIME SHEETS DUE TO SUPERVISOR (1st workday after 10th of month)	PAYDAY (Last workday of month)
June 11 - July 10, 2018	Wednesday, July 11, 2018	Tuesday, July 31, 2018
July 11 - Aug. 10, 2018	Monday, August 13, 2018	Friday, August 31, 2018
Aug. 11 - Sept. 10, 2018	Tuesday, September 11, 2018	Friday, September 28, 2018
Sept. 11 - Oct. 10, 2018	Thursday, October 11, 2018	Wednesday, October 31, 2018
Oct. 11 - Nov. 10, 2018	Monday, November 12, 2018	Friday, November 30, 2018
Nov. 11 - Dec. 10, 2018	Tuesday, December 11, 2018	Friday, December 21, 2018
Dec. 11 - Jan. 10, 2019	Friday, January 11, 2019	Thursday, January 31, 2019
Jan. 11 - Feb. 10, 2019	Monday, February 11, 2019	Thursday, February 28, 2019
Feb. 11 - March 10, 2019	Monday, March 11, 2019	Friday, March 29, 2019
March 11 - April 10, 2019	Thursday, April 11, 2019	Tuesday, April 30, 2019
April 11 - May 10, 2019	Monday, May 13, 2019	Friday, May 31, 2019
May 11 - June 10, 2019	Tuesday, June 11, 2019	Friday, June 28, 2019
June 11 - July 10, 2019	Thursday, July 11, 2019	Wednesday, July 31, 2019

NOTE: TIME SHEETS SUBMITTED AFTER THE DUE DATE ARE SUBJECT TO PAYMENT ON THE FOLLOWING SCHEDULED PAY DATE.

STUDENTS & HOURLY: You can pick up your check at the Payroll Office, Adm. Bldg. 130.