

LOS MEDANOS  
COLLEGE

Please indicate which type of request you are submitting:

☒ **Program Improvement & Development** [complete Sections A, B, C, D, E (if applicable) & F]

☐ **Perkins** [check this box and follow all required steps to request Perkins IV funds. Eligibility criteria and application forms are available at [www.losmedanos.edu/sq/ResourceAllocationProcessRAP.asp](http://www.losmedanos.edu/sq/ResourceAllocationProcessRAP.asp)]

☒ **Program Maintenance** [complete Sections A, B, C & F]

☐ **Permanent Classified Staffing** [complete sections A, B, C, D, E & F]

**IMPORTANT INFO:**

- > Use one form for each proposal/project
- > It is the responsibility of the requestor to ensure that the forms are complete and all necessary signatures are obtained prior to being submitted
- > In order to be considered for 2015-16 funding, **RAP requests are due to the LMC Director of Business Services by 5:00 p.m. on Friday, February 27, 2015**

**SECTION A – REQUEST OVERVIEW**

**Project (Objective)/Request Title:** Tutoring for Brentwood Center.

**Department/Unit/Team:** Center for Academic Support, College-wide tutoring program.

**Submitted by:** Sandra Mills \_\_\_\_\_ 37591 \_\_\_\_\_ February 11<sup>th</sup> 2015

**Total budget request = \$** \_\_\_\_\_

\$8,286.47

**If unit/team is submitting more than one proposal in this category, please indicate priority ranking of this request (1 = highest priority):** \_\_\_\_\_ 1 \_\_\_\_\_

**For Program Maintenance, specify type of request:**

[check one]

- \_\_\_\_\_ Administrative/Instructional software
- \_\_\_\_\_ Media Equipment
- \_\_\_\_\_ Other Equipment
- \_\_\_\_\_ One-time Non-Equipment Purchase
- \_\_\_\_\_ Classroom/Student Services Furniture
- \_\_\_\_\_ Increase to Operating Funds
- \_\_\_\_\_ Facilities Modification

**SECTION B – REVIEW/SIGNATURES**

**For all staffing requests, the accuracy of salary and benefits figures must be confirmed with the LMC Business Office:** \_\_\_\_\_

Initialed by Director of Business Services

**For all technology-related requests (e.g. computers, software, A/V or media equipment, etc.) costs and compatibility must be confirmed with the LMC IT Department:** \_\_\_\_\_

Initialed by Technology Systems Manager

**IT/HR comments:** \_\_\_\_\_

**1<sup>st</sup> level review by Supervising Manager:** \_\_\_\_\_

Signature

2-24-15

Date

**2<sup>nd</sup> level review by Area Manager:** \_\_\_\_\_

Signature (Senior Dean/VP/President)

2/25/15

Date

## **SECTION C – PROJECT/POSITION OBJECTIVES**

Provide a description of the project being proposed, including:

- 1) **clear details about the scope of the project, as documented in the “Objectives” section of your department/team Program Review and planning document**
  - Provide for well-trained tutors for increased tutoring services at the Brentwood Center, so that students who attend the Brentwood Center have equal and fair access to tutoring services.
- 2) **a listing of quantifiable (benchmarked) desired outcomes and defined project timelines**
  - Outreach to college departments who have courses at Brentwood to establish tutor needs (ongoing).
  - Collaborate with Brentwood staff to assess tutor need and best times for tutoring (late spring 2015 and summer 2015, ongoing).
  - Create and implement a student survey for Brentwood students to gain an understanding of students’ needs (spring and fall 2015).
  - Establish tutor hiring processes in Brentwood so that we have a pipeline of tutors who attend the Brentwood Center from which to choose (spring 2015, ongoing).
  - Utilize established hiring and evaluation processes (ongoing).
  - Schedule sufficient tutors/tutor hours in Brentwood (ongoing).
  - Provide tutor training for all new Brentwood tutors which will consist of 2 day pre-semester tutoring and 6 ongoing sessions. Brentwood tutors will be included in current tutor training (ongoing).
  - Monitor and assess usage and need (ongoing)
  - Expand established TLO and SLO assessment cycle to Brentwood.

---

## **SECTION D – PROJECT/POSITION RATIONALE**

Explain how this project/position contributes to the achievement of College goals and/or positively impacts student success. Using the information documented in the “Activities” section of your Program Review and planning documents, include:

- 1) **details about how the project/position will support department goals and College strategic goals/directions**

**College Strategic Goal: Increase equitable student engagement, learning, and success.**

- **1.3 Build and promote equitable engagement and learning opportunities.**
- **1.4 Increase and promote equitable access; improve access to Student Services at LMC sites.**

**Program goals:**

- To provide equitable and fair access to tutoring services at both LMC sites.
- To ensure that tutors will assist student in becoming critical thinkers as well as independent, self-reflective lifelong learners.
- To ensure all new tutors are continuously trained in cultural competence/humility and effective tutoring practices.
- To implement, collect, and analyze Tutoring Learning and Student Learning Outcomes (SLOs and TLOs attached).

**2) any research data (qualitative/quantitative) or assessment results that support the need for this project/position**

- In 2007, a study into the tutoring services on campus conducted by Catherine Cook recognized the inequity of tutoring services on campus. Over the last 14 years, the college-wide tutoring program has sought to provide equitable services to all campus departments. This study also documented the need for the same services at Brentwood. Although tutoring services at Brentwood are provided, tutoring services are far from equitable. This same study also documented the importance of providing effective ongoing tutor training and support (Cook, 2007).
- The 2014 reaffirmation of accreditation has recommends that the college “ensures that it is meeting identified needs of students at the Brentwood Center including quality and availability of student services...” (See Accrediting Commission letter attached).
- Current funding has limited the amount of tutoring hours we have been able to provide at Brentwood. Historically, Brentwood has been provided with 6-12 hours of tutoring. However, with increased enrollments at Brentwood and increased course offering, this is not enough nor is it proportional to the services offered at the Pittsburg campus.
- Brentwood math lab is currently noticing an increase in students using the math lab for chemistry and physics help. This is causing an increased burden on the Brentwood math lab which is overwhelmed with their own math students (see email from Jill DeStefano).
- Usage numbers for Brentwood general tutoring have declined as number of hours have declined.

**3) a listing of the type of program improvements/enhancements that will result from this project.**

- Establish a greater tutoring presence at the Brentwood campus.

- Provide for fair and equitable tutoring services at the Brentwood Center that is proportional to services offered at Pittsburg.
- Provide Brentwood students with greater access to tutoring services and hours.
- Provide well trained tutors. In order for tutors to be well trained, they must attend tutor training. The college-wide tutor program requires all new tutors must attend all tutor training session as a condition of employment. The training is considered part of their job; therefore, they are compensated.
- Allow for continuous assessment of tutor training and tutor services.

**If the request is submitted by Instructional/Student Services programs, identify how it will support enrollment growth, maintain enrollments, or reverse enrollment declines.**

The expansion of tutoring services at Brentwood will help maintain enrollment. Student tutors provide our students with support in their classes. This support goes beyond providing students with content knowledge. Tutors also help students learn study skills/strategies, help students become independent learners by incorporating the Socratic Method/inquiry into the tutor study sessions. In addition, tutors provide our students with encouragement and emotional support that help struggling students stay in classes. This support can also make the difference between failing and passing a class for our students.

---

## **SECTION E – STAFFING REQUEST**

**Proposed Position Title:** (Instructional Assistant) Graduate Assistant Writing Consultants

**Proposed Department/Program or Reporting Relationship:** Center for Academic Support Faculty Lead; Sandra Mills, Center Coordinator; Dean Nancy Ybarra.

**Indicate type of staffing being requested:**

- \_\_\_\_\_ New permanent classified position
- \_\_\_\_\_ Increase to existing permanent classified position
- \_\_\_\_\_ Hourly classified
- \_\_\_\_\_ Faculty (hourly, reassigned time, or stipend)
- XX \_\_\_\_\_ Student assistant(s)
- \_\_\_\_\_ Consultants/Professional Expert(s)

Estimated FTE needed for position (e.g. number of hours per week, months per year, full-time/part-time, etc...):  
20 hours per week for 32 weeks to be divided over two semesters.

- 1) **Provide a justification for the position request, including:  
Historical staffing levels for the department/program (reference existing budgets for hourly or permanent staff, if applicable).**

The existing budget for the campus-wide student tutors is \$41,276.00.

This budget provides for campus-wide general-tutoring which includes all general education courses, CTE courses, and science courses (graph provided) at both the Brentwood and Pittsburg campuses. This budget is also used to provide tutor training to all new tutors. With the Brentwood Center thriving and offering more and more courses, there is greater need to provide more tutoring services at the Center. Tutoring services at Brentwood have been limited to 6 to 12 hours a week, which is woefully inadequate. Moreover, the Brentwood Center has increased science courses which places greater demand for tutors at the Brentwood Center. With increased demand for tutors at the Brentwood Center and additional requests for tutors from more departments/courses at the Pittsburg campus means that the current budget is overextended. Therefore, we are requesting additional funds to provide Brentwood with greater services as well as funds to train additional tutors.

- 2) **Specific responsibilities to be assigned to this position (Including existing job classification:**

Tutors will provide Brentwood students support either in groups, one-on-one sessions, or in labs for general content and science courses. Tutors will work with students on content as well as study skills/strategies. All new tutors are also required to attend both the pre-semester tutor training and the ongoing training sessions. We will also need funding to pay for approximately 5 tutors to participate in 28hours of tutor training during their first semester.

- 3) **how this position will address long-term staffing issues or operational problems.**

This request will allow the college-wide tutoring program to increase access to tutors at the Pittsburg and Brentwood sites and maintain the quality of the current tutor training.

---

## SECTION F – BUDGET

Indicate duration of funding request:

\_\_\_\_\_ One year  
\_\_\_\_\_ Two years  
\_\_\_\_\_ **XX** Ongoing  
\_\_\_\_\_ Other (please specify \_\_\_\_\_)

**Provide an explanation of the budgetary needs associated with this project/position, including how the funding will be used to support the project and yield a successful outcome:**

This request is to fund additional tutoring hours needed at the Brentwood Center.

The Center for Academic Support is being asked to provide more at the Pittsburg campus as well provide equitable services at the Brentwood Center. However, the current budget of \$41, 000 is overextended. This budget is used to pay for tutor training as well as general content, CTE and Science courses for both sites. Although the Center has tried to increase services as much as possible, there has not been an increase to this budget. Consequently, the Brentwood Center has very few hours for tutoring services. The additional funding will be used to offer the Brentwood Center with equitable tutoring services that is proportional to the Pittsburg campus.

Currently, the Center for Academic Support offers approximately 80 hours of tutoring services at the Pittsburg campus and only 5-9 hours of tutoring at the Brentwood Center. FTEs reported for spring 2015 are 623.45 for Brentwood and 2,852.55 for Pittsburg. This proportion  $623.45/2852.55$  is a 4:1 ratio (see numbers provided by Grace Villages). The 4:1 ratio was the same in fall 2014 with Brentwood headcount for FA 13 was 2,353 and LMC was 8,725 (see numbers provided by Dean Ybarra). This suggests that the Center should offer approximately 4:1 ratio of 17.5 -20 hour per week including an additional 5 -8 hours of Biology Lab. All new tutors will also need to attend tutor training of 12 hours of pre-semester training and additional 16 hours of ongoing training. One of the goals/main objectives of the campus-wide tutor program is to ensure that all new tutors are well trained since well-trained tutors provide students with quality learning opportunities. Therefore, all tutors are paid for attending tutor training sessions. Since it the hope of the Center to hire tutors from the Brentwood Center, an additional estimate of 4-5 new tutors will be added to our tutor training list. Thus, this request includes funding for 5 new tutors per year to attend the training sessions. The total budgetary needs requested is for student tutors for 20 hours per week for 16 -17 weeks for Fall 2015, and Spring 2015, and additional funding for 28 hours tutor training for 5 new tutors.

Funding this request will offer greater access to tutoring support and establish greater tutoring presence at the Brentwood Center. In addition it will provide for fair and equitable tutoring services at the Brentwood Center. Moreover, tutors will receive the same quality training ensuring that services offered are of the same caliber as tutoring services at Brentwood.

More importantly, this request will help us to identify needs of students at the Brentwood Center as well as ensure the quality of our tutoring support services as stipulated in the Accreditation Reaffirmation letter.

**Provide a line item budget for the request (be sure to include each element in the narrative above):**

CATEGORY	DESCRIPTION	AMOUNT
Supplies [including taxes, S&H costs, etc...]		
Equipment [including taxes, S&H costs, etc...]		

LOS MEDANOS  
COLLEGE

Software [including taxes, S&H costs, etc...]		
Inter-program charges [e.g. copies, postage, etc...]		
Travel		
Consultant/vendor fees		
Staffing [include salary and benefits]		
Classified – permanent (new or increase) [calculate benefits at 21.238% of salary]		
Classified – hourly [calculate benefits at 9.467% of salary]		
Faculty – hourly [calculate benefits at 7.267% of salary]		
Faculty – re-assigned time or stipend [contact LMC Business Office for details]		
Health Benefits (medical, dental and vision) (Estimated at mid-tier: \$30,518.76/yr)		
Student assistant(s) [calculate benefits at 1.767% of salary]	20hrs X 17 wks = 340 X \$9.93 = 3,376.20 x .01767 = \$3435.86 X 2 = <b>\$6871.71</b> <b>Tutor Training:</b> 28hrs X 5 X 9.93 = \$1,390.20 X .01767 = <b>\$1,414.76</b> <b>\$6871.71 + 1,414.76 = 8,286.47</b>	<b>\$8,286.47</b>
Other		
<b>TOTAL BUDGET REQUEST</b>		<b>\$8,286.47</b>



**ACCREDITING  
COMMISSION  
for COMMUNITY and  
JUNIOR COLLEGES**

*Western Association  
of Schools and Colleges*

10 COMMERCIAL BOULEVARD  
SUITE 204  
NOVATO, CA 94949  
TELEPHONE: (415) 506-0234  
FAX: (415) 506-0238  
E-MAIL: [accjc@accjc.org](mailto:accjc@accjc.org)  
[www.accjc.org](http://www.accjc.org)

Chairperson  
STEVEN KINSELLA  
Administrative Member

Vice Chairperson  
SUSAN KAZAMA  
Academic Member

President  
BARBARA A. BENO

Vice President  
SUSAN B. CLIFFORD

Vice President  
KRISTA JOHNS

Vice President  
GARMAN JACK POND

Associate Vice President  
JOHN NIXON

Associate Vice President  
NORVAL WELLSFRY

February 6, 2015

Mr. Robert Kratochvil  
President  
Los Medanos College  
2700 E. Leland Road  
Pittsburg CA 94565

Dear President Kratochvil:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting on January 7-9, 2015, reviewed the Institutional Self Evaluation Report and the Report of the External Evaluation Team that visited Los Medanos College October 6-9, 2014.

**College Accreditation Reaffirmed:**

The Commission took action to **reaffirm accreditation** and require the College to submit a Follow-Up Report in October, 2015. The Report will be followed by a visit by Commission representatives.

Reaffirmation is granted when the institution substantially meets or exceeds the Eligibility Requirements, Accreditation Standards, and Commission policies. Reaffirmation with a Follow-Up Report is required when there are deficiencies leading to noncompliance which do not create an immediate risk to the institution's quality and effectiveness. However, if they are not addressed and fully resolved in a short time, they may threaten quality and effectiveness, and lead to increased noncompliance.

Los Medanos College should submit the **Follow-Up Report by October 15, 2015.**<sup>1</sup> The Report should demonstrate that the College has resolved the deficiencies which led to noncompliance, and that it meets the Standards. The Report should address the recommendations noted below.

**Need to Resolve Deficiencies:**

The Accreditation Standards, as an integrated whole, represent indicators of academic quality and institutional effectiveness. Deficiencies in institutional policies, procedures, practices, and outcomes which lead to noncompliance with any Standards will impact quality at an institution, and ultimately the educational environment and experiences of students. The Commission found Los Medanos College deficient in meeting the following Eligibility Requirements and Accreditation Standards from College Recommendation 1 and College/District Recommendation 1: Eligibility Requirements 14 and 16, and Standards II.B.1; II.B.3.a, II.B.4; II.C.1, II.C.1.c, II.C.2; III.B.1, and III.A.1.c.



Mr. Robert Kratochvil  
Los Medanos College  
February 6, 2015

The Commission requires that institutions address recommendations for increasing institutional effectiveness as an aspect of maintaining compliance with Standards and continuous quality improvement.

**College Recommendation 2:** In order to improve the effectiveness of its resource allocation process, the team recommends that the College close the loop by systematically assessing the effective use of financial resources allocated through the Resource Allocation Process, and use the results of the assessment as the basis for institutional improvement. (Standards III.D.1.a; III.D.4)

Los Medanos College conducted an educational quality and institutional effectiveness review as part of its self evaluation. College-identified improvement plans are another important outcome of the comprehensive self-evaluation process. These plans provide a way for the institution to link its self-evaluation to the regular, ongoing evaluation of institutional plans and processes and to integrate accreditation self-evaluation into the ongoing planning and improvement efforts at the institution. The College will want to track and document changes coming out of its self-identified improvement plans for reporting during the accreditation cycle.

The External Evaluation Report that was sent to the institution provides details of the team's findings with regard to each Eligibility Requirement and Accreditation Standard and should be read carefully and used to understand the team's findings.

The guidance and recommendations contained in the External Evaluation Report represent the best advice of the peer evaluation team at the time of the visit but may not describe all that is necessary for the College to come into compliance. The College's own self evaluation and responsive action is a vital part of a successful, voluntary, peer evaluation process. Institutions are expected to take all action necessary to continuously comply with Eligibility Requirements, Accreditation Standards, and Commission policies. The Commission wishes to remind you that while an institution may concur or disagree with any part of the Report, Los Medanos College is expected to use the External Evaluation Report to improve educational programs and services.

I have previously sent you a copy of the External Evaluation Report. Additional copies may now be duplicated. The Commission requires that the College give the Institutional Self Evaluation Report, the External Evaluation Team Report, and this letter appropriate dissemination to College staff and to those who were signatories of the College Self Evaluation Report. This group should include the Chancellor, campus leadership, and the Board of Trustees.

The Commission also requires that the College's Institutional Self Evaluation Report, the External Evaluation Team Report, and this Commission action letter be made available to students and the public by placing a copy on the College website.

## Mills, Sandra

---

**From:** DeStefano, Jill  
**Sent:** Friday, January 30, 2015 2:02 PM  
**To:** Hsieh, Durwynne; Cabral, Scott; Rickman, Jancy; Gravert, Dennis; Bonner, Jeanne; Liubicich, Danielle; Pedersen, Ryan; Crowder, Kurt  
**Cc:** Moore, A'kilah; Newman, Gail; McLean, Sharen; Love, Virginia; Horan, Kevin; Mills, Sandra  
**Subject:** Student Content Tutors in Brentwood

---

Hello all,

I'm not sure who exactly should/can take the ball and run with this issue, so I've included all of you. Please jump in if you have ideas or can help.

We currently have no student tutors scheduled in Brentwood for chemistry or physics, and one biology tutor who is schedule in the lab. Is only one tutor scheduled in our CORE, but not in these subjects. There are quite a few issues with this:

1. We've increased the Brentwood science offerings in Brentwood, and apparently eliminated almost all science tutoring.
2. The number of available student tutor hours in Brentwood should be proportional to that in Pittsburg (based on the number of sections at each). We only have three hours per week of peer tutoring in Brentwood. And it is all on one afternoon. This should be higher for all subjects.
3. The Brentwood math lab staff is already overwhelmed with trying to help all of our math students. We have seen a marked increase in the number of students who are using the Math lab for chemistry and physics help. This takes time away from our math students, but we don't want to turn the science students away as they have no other resources on campus.

What needs to happen so that we have more STEM (minus the M, I've got that covered) tutors in Brentwood? Who is or should be responsible for setting the number of hours required for each subject? What else am I forgetting?

Thank you all. I just really want to support all of our students.

Jill

## Mills, Sandra

---

**From:** Ybarra, Nancy  
**Sent:** Friday, February 20, 2015 1:45 PM  
**To:** Mills, Sandra  
**Subject:** BRT enrollment #s for RAP

Hi, Sandra.

Brentwood headcount for FA 13 was 2,353 and LMC was 8,725. So it is approximately a 4:1 ratio. This means that we should try to have 1 tutor in BRT for every 4 tutors at LMC.

So if we have 48 tutors at LMC, that would be 12 tutors at BRT, for example.

Do let me know if I can help with the RAP. I feel bad for changing it up on you...

Hope that helps.  
Nancy

## Mills, Sandra

---

**From:** Villegas, Grace  
**Sent:** Friday, February 20, 2015 8:38 AM  
**To:** Mills, Sandra  
**Subject:** RE: FTES-FTEF

Told you ... ☺ I aim to please

---

**From:** Mills, Sandra  
**Sent:** Friday, February 20, 2015 8:35 AM  
**To:** Villegas, Grace  
**Subject:** RE: FTES-FTEF

Wow that was fast. Thank you.  
Sandra

---

**From:** Villegas, Grace  
**Sent:** Friday, February 20, 2015 8:32 AM  
**To:** Mills, Sandra  
**Subject:** FTES-FTEF

BRT-  
FTES= 623.45  
FTEF= 39.721

PITT-  
FTES= 2852.55  
FTEF= 180.462

*Grace Villegas*  
*Scheduling Specialist*

**LOS MEDANOS**  
**COLLEGE**

2700 East Leland Road  
Pittsburg, California 94565  
[gvillegas@losmedanos.edu](mailto:gvillegas@losmedanos.edu)  
(925) 473-7407

# **Peer Tutoring**

## **Spring 2015**

---

(Taken from Center for Academic Support services booklet)

The Center for Academic Support and the Brentwood Center will continue to provide outstanding peer tutoring thanks to our maroon-clad tutors, aka "The Maroon Squad." The Center's tutors can help both high achievers and struggling students meet and exceed their own expectations by offering students ways to become self-sufficient, life-long learners.

### **Appointment and Drop-in Procedures**

Depending on the tutor, availability may be on a drop-in or appointment basis.

#### **Appointments**

- Students can schedule appointments in person with the front desk receptionist or by calling:  
**(925) 473-7590.**
- Students must make appointment at least **24 hours in advance.**
- Students are expected to keep appointments made. If you are unable to keep an appointment, please call or come in to cancel as soon as possible.

#### **Drop-in**

- To see a drop-in tutor, simply come to the Center for Academic Support or the Brentwood Center during their scheduled hours and check in with the front desk staff.

Center for Academic Support Peer Tutoring Services (Spring 2015).

Anthro 5, 6, 7	Sarah	By special arrangement only		By special arrangement only		
Art12, Art History, Humanities	Zander	10-12 lab	4-7 by appt	10-12 lab		
Art History, Humanities, Art	Ali		By special arrangement only		By special arrangement only	
Bio 5, 10 Math34	Christa	1-3 by appt only		2-5 drop-in		
Bio 8	Sabrina	3-5 drop-in	2-4 by appt only		3-5 by appt only	
Bio 10	Maria		10-12 by appt only		10-12 by appt only	
Bio 10, 20	Ahmad	2-4 by appt only		2-4 by appt only		

Bio 10, 20, & 21	Kirsten	11-1 by appt only	2-4 by appt only			
Bio 20, 21	Charrell			9-11 by appt only		10-12 drop-in

Center for Academic Support Peer Tutoring Services (Spring 2015).

Bio 30	Samantha			5-7 by appt only		
Bio 30	Billy	4-5 in Brentwood		4-5 In Brentwood		
Bio 10, 40	Josh O.			3-5 by appt only		
Bio 40, Bio 45	Justin	3-6 drop-in			11-1 by appt only	
Bio 40	Brianna		4-7 by appt only			
Bio 40	Denisse				2-5 by appt only	
Business Bus 18, 35	Manuel				4-6 Computer Business Lab	

Business 03, 18, 35 Mangt 50	Richard		10-12 drop-in, 4-6 drop-in		4-6 drop-in	
Economics, Business	Anna	1-3 by appt		3-4 by appt		10-12 by appt
ESL	Silvia		10-11 ESL Lab			

Center for Academic Support Peer Tutoring Services (Spring 2015).

ESL	Quynh		5-6 drop-in	1-2 drop-in		
ETEC 4, 10, 12, 20, 22, 24 PTEC 10, 12	Kevin		9-11 drop-in	3-6 by appt only	9-11 drop-in	
ETEC 10, 12	Cody		7-9 ETEC lab 4-6 by appt only		7-9 ETEC lab 4-6 by appt only	
French	Maha		10-2 by appt only	9-12:30 by appt only	10-2 by appt only	
Math 34	Christa	1-3 by appt only		2-5 drop-in		

Music	Tim	2-3, 5-7 drop-in				
Photo 72, Photoshop	Jaime					
Physics 15, Bio 10	Nicholas			2-3 by appt only	2-4 by appt only	10-11 by appt only



Center for Academic Support Peer Tutoring Services (Spring 2015).

Poli Sci	Collin	3-5 by appt only	3:30-5:30 Transfer Academy		1-3 by appt only	
Psych 11	Cande		1-3 by appt only	12-1 by appt only 1-3 drop-in		
Recording Arts	Erin				3-7 by appt only	
Recording Arts	Paul				3-7 by appt only	

<u>Areas</u>	<u>Tutor</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
RNURS	Stacy		2:30-4:30 drop-in			
Sociology	Kayla	1-3 drop-in 5-7 by appt only				
Spanish 50, 51	Silvia				10-11 drop-in	

**Spring 2015 ANATOMY LAB SCHEDULE**

**Tutors: Josh, Joshua O. Justin, and Brianna**

---

January 23rd	Mini-lab	10:00-2:00
January 30th	Mini-lab	10:00-2:00
February 20nd	Full-lab	9:00-3:00
March 13th	Full-lab	9:00-3:00
April 10th	Full-lab	9:00-3:00
April 24th	Mini-lab	10:00-2:00
May 1st	Mini-lab	10:00-2:00
May 15th	Full-lab	9:00-3:00

**Spring 2015 BRENTWOOD PEER TUTOR SCHEDULE**

(Room 13)

Monday	Billy	4:00-5:00pm
Wednesday	Billy	4:00-5:00pm
Thursday	Zander	4:00-7:00pm

**Brentwood Tutoring Subjects**

Billy: Bio 5, 10, & 30

Zander: Art, Art History, Humanities, General