



## **SUCCESS PROGRAMS/SUCCESS CENTERS**

### **MISSION STATEMENT**

The mission of the Success Centers is to supplement and enhance classroom instruction by assisting students in developing the skills and strategies they need to become confident, independent, active, and life-long learners. The Success Centers are committed to assessing student learning as a means of improving student success.

### **PROGRAM GOALS**

1. Success Programs will regard Southwestern Illinois College students as the central focus of the Success Center program.
2. Success Programs will provide resources and services that promote cognitive, affective, and socio-cultural learning and, thus, address the needs of the whole student.
3. Success Programs will provide services and resources to faculty, staff, and administrators that enhance and support classroom instruction and professional development activities.
4. Success Programs will support the academic standards and requirements of Southwestern Illinois College.

### **STUDENT GOALS**

5. Students will recognize the expectations of higher education.
  - 5.1 Students will identify the hours of study time expected for their course load.
  - 5.2 Students will interpret their class syllabus to determine instructor expectations (attendance policy, grading scale, assignment schedule, Blackboard use, etc.).
  - 5.3 Students attending Preventing Plagiarism workshops will accurately interpret the college plagiarism policy.

- 5.4 Students attending Preventing Plagiarism workshops will identify strategies for preventing plagiarism in their writing.
- 6.** Students will apply appropriate learning tools to meet their course requirements.
- 6.1 Students will utilize handouts, textbooks, checklists, the periodic table, instructional videos, and other tools when completing an assignment.
- 7.** Students will use college technology and course specific software programs.
- 7.1 Students will demonstrate the ability to access and navigate eSTORM, SWIC email, and Blackboard.
- 7.2 Students will complete assignments using course specific software programs (WileyPlus, Aplia, MyEconLab, InSite, MyMathLab, etc.).
- 8.** Students will demonstrate personal accountability for their learning.
- 8.1 Students will prepare for tutoring sessions (show tutor the assignment, notes, etc.).
- 8.2 Students will engage fully in tutoring sessions by asking and answering pertinent questions.
- 8.3 Students will articulate their goals for a piece of writing and state their concerns with the draft.
- 9.** Students will be able to plan, monitor, and evaluate their own learning processes and use appropriate study strategies to adjust accordingly.
- 9.1 Students will recognize patterns of errors and devise ways to fix them.
- 9.1.a Math students will demonstrate the ability to correctly add, multiply, subtract, and divide integers.
- 9.1.b Math students will utilize tools from math software such as MyMathLab to verify and check their steps in solving various math problems.
- 9.1.c Math/science/business students will demonstrate their ability to check their work by testing the validity of their answer.
- 9.1.d Chemistry students will recognize compound components and demonstrate the ability to correctly name components and compounds using nomenclature rules.
- 9.2 Students will demonstrate critical thinking in their writing regarding audience awareness and development of content.
- 9.3 Students will use the checklist provided in a tutoring session to make appropriate revisions to their draft.

## **TUTOR/STUDENT WORKER GOALS**

- 10.** Tutors will identify and employ a variety of tutorial approaches as appropriate when working with students.
  - 10.1 After initial tutor training, tutors will recognize and explain tutoring concepts and strategies.
  - 10.2 Tutors will illustrate a concept using at least two different learning styles (auditory, visual, and kinesthetic) using various tools and techniques such as presenting written material orally; offering visualization with drawings, graphs, and whiteboards; moving and manipulating objects such as models, flashcards, and through hands-on technology such as iPads.
  
- 11.** Tutors/student workers will display professional behavior and work effectively with students and staff from diverse backgrounds.
  - 11.1 Tutors/student workers will politely greet all visitors to the Success Center and effectively determine their needs.
  - 11.2 Tutors/student workers will accept all tutoring or work assignments promptly and in a professional manner.
  
- 12.** Tutors will communicate effectively verbally, nonverbally, and in writing with a variety of audiences (students, peer tutors, staff, and instructors).
  - 12.1 English tutors will assist students in meeting writing assignment guidelines by reviewing their drafts and providing clear, detailed feedback on a checklist.
  - 12.2 Tutors will provide positive verbal and non-verbal cues to tutees during the tutoring session.
  
- 13.** Tutors will explain facts, abstract ideas, and complex procedures to others in a variety of formats.
  - 13.1 Tutors will create model problems, sentence examples, sample diagrams, and mnemonic devices to explain academic concepts.
  - 13.2 English tutors will explain citation style guidelines and direct students in properly citing a research paper in MLA, APA, or Chicago/Turabian style.
  - 13.3 Math/science/business tutors will explain and model the steps to solve a specific problem type.

**14.** Tutors/student workers will demonstrate efficient use of college technology and a variety of course related software programs.

14.1 Tutors/student workers will explain college technology and/or course specific software to students and monitor their understanding.

**15.** Tutors/student workers will accept constructive criticism and seek guidance from specialists and staff to improve their tutoring and/or student worker performance.

15.1 Tutors/student workers will identify their weaknesses and devise methods of improving their performance.

**16.** Tutors/student workers will demonstrate competence in life skills (e.g., time management, problem solving, professional responsibility, etc.) that can be transferred to future professional opportunities.

16.1 Tutors/student workers will prioritize duties while rotating to best serve students.

16.2 Tutors/student workers will demonstrate professional responsibility by working their scheduled hours, calling in when sick, and finding substitutes when possible for planned absences.

**17.** Senior tutors will demonstrate leadership and mentoring skills.

17.1 Senior tutors will complete a mentoring session with less experienced tutors.

17.2 Senior tutors will produce a multimodal project to share with other tutors.

*Submitted by: Judy O'Heron*

*Division: Success Centers*

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