



Procedural Guidelines

Center for University Progress (CPU) Polytechnic University of Puerto Rico Tutoring Services

www.pupr.edu/cpu02

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CONCEPT

The Center for University Progress (CPU, for its Spanish acronym) was established in 2002 as part of the activities of the Title V project which ended in 2006. After this period, the Center became part of the institutional commitments to support students and was assigned to the Office of the Dean of Arts and Sciences. Thanks to this effort, it continues to this day to offer students academic support services during the first years of their college career (the first 72 credits).

The CPU is a mentoring program directed to the constant search for alternative tutorial support to adequately meet the changing needs of the student population of the Polytechnic University of Puerto Rico. It works closely with the Office of the Dean of Arts and Sciences and the academic departments, as well as with the counselors and subject coordinators, who serve as links between the tutors and professors. The objective of our Center is to reinforce the students' academic skills to help them to reach their careers and professional goals. Our tutorial team consists of professional tutors (some of them also professors) and advanced student, who serve as Peer Tutor. The CPU uses diverse methodologies to offer tutoring. The students receive the service in small groups in which, in addition to clearing their doubts, they learn how to develop or strengthen their teamwork skills, among other advantages. Tutoring is offered in the areas of mathematics, English, Spanish, Chemistry, Physics and some engineering courses as Static, Computers, Programming, Probability and Statistics, among others, depending on the availability of tutors.

Students who attend regularly will be evaluated using a method inspired by modern pedagogies, and also be awarded honor points that will be added to the course grade, according to the standards of each professor.

CPU WORK TEAM

We have a team composed of committed tutors who are constantly trained through retention and teaching-learning strategies workshops. The group of tutors consists of eleven full-time tutors and seven part-time tutoring students. Their duties are described in the document entitled ***Tutor Duties and Responsibilities*** (*Deberes y Responsabilidades del Tutor*). The tutors are evaluated at least once a year, usually in the FALL quarter. The ***Tutor Survey*** (*Encuesta del Tutor*) and the ***CPU Services Satisfaction Survey*** (*Encuesta de Satisfacción con los Servicios del CPU*) are the two instruments that help us evaluate our performance. In addition, we have a Language Laboratory Technician, who is responsible for the administration and maintenance of the Laboratory; an Administrative Assistant and a Director.

TUTORING SERVICES

We offer tutoring sessions for students enrolled in the most demanded courses by quarter, from Monday to Thursday from 7:00 am to 8:30 pm, and Friday by prior arrangement. Some of these courses are: MATH-0102, MATH-0106, MATH-0110, MATH-1330, MATH-1340, MATH-1350, MATH-1360, MATH-1370, MATH-2310 and MATH-2320; SCIE-0110, SCIE-2430, SCIE-2440, SCIE-1210 and SCIE-1220; and SPAN and ENGL 0100 and 0110 and some engineering courses (ENGI 2110, CECS 2200, 2201, etc.). On Friday, we enter data, attend professional development workshops, and collaborate in departmental activities or other institutional activities.

LANGUAGE LAB

The language laboratory is designed so that students can practice skills transmitted in class and simultaneously keep in touch with technologies from the 21st century. There are several educational programs focused on developing the four English language arts in addition to various platforms that integrate both the Internet and the Institution's Blackboard Enterprise resources. Most of these resources can work remotely, always supervised by a tutor or technician, for the greater benefit of the student. The laboratory

has a physical capacity of thirty (30) students. Each computer has a separate audio system, Internet access and the ability to record tasks through a microphone. We employ several platforms and educational programs. These include: Blackboard Enterprise, English Discoveries, English Central, Tell Me More, and YouTube. In addition to online resources, we also have audiovisual facilities (projector, smart board) and use traditional teaching methods.

Each student is supervised by the technician for the proper handling of equipment through “Robotel LogoLab”, a learning management program that also enables remote interaction, among other benefits.

In its distance learning version, the Laboratory can double its capacity through online tutoring and learning modules.

METHODOLOGY

The services offered by the Language Laboratory use an interactive methodology with a communicative approach, which is adjusted to the peculiarities of the languages that the laboratory provides.

This approach is strengthened by incorporating technological components (computer system, CD - ROM, videos, audio, smart board, etc. . .). We offer the perfect combination of classroom teaching and virtual media support (English Central, Tell Me More, English Discovery and Blackboard Enterprise), so that students are constantly interacting with the English language. They will find in the Language Lab software programs that promote interaction, facilitate language resources and maximize practice inside and outside the classroom, which as a whole accelerate the learning process.

Our methodology also includes:

- A variety of educational methodologies.
- Lexical phrases practice.
- The use of modern media materials (online news reports from real, authentic contexts).
- Task-based activities.

- Vocabulary and current expressions practice.

Regulations

To Students and Lab Users:

- Access to the Language Lab is exclusive for the Institution's students and properly authorized personnel.
- Access is subjected to the assigned schedule. Students without an assigned session will only be attended with previous appointment, depending on the availability.
- The management of the Language Lab, its hardware and software is assigned to the Lab Technician.
- The personnel responsible for the Language Lab (technician, tutors and professors on shift) are in charge of supervising the execution of the established regulations.
- The use of the Internet is restricted to the material authorized by professors or the personnel in charge.
- No food, beverages, or chewing gum are allowed.
- Neatness and hygiene are compulsory in the study area.
- The equipment must be used adequately.
- The personnel of the Language Lab must be respected at all time.
- All attendance register must be signed daily.
- The use of hardware susceptible to computer virus is prohibited (pen drive (USB), CD and DVD).
- Introducing sharp objects that can damage the hardware is forbidden (pen, blades, key, etc.).
- Wrecking the equipment and its audiovisual devices is prohibited (monitor, CPU, keyboard, speakers, etc.).
- Visitors need to keep a good individual and collective behavior.
- As soon as you enter the Lab, revise the general state of the computer and its devices and report immediately any irregularity.
- Use, during the course of the trimester, the same equipment assigned by your instructor.
- Do not move or reallocate the furniture or the hardware assigned to the Language Lab.
- Avoid engaging in activities different from the ones authorized, such as one that can wreck the equipment.
- Students using the Lab's equipment and devices for purposes other than those foreseen, without prior personnel authorization, would be initially warned. In case of recurrence, he/she would be suspended from the Language Lab for the rest of the course and forfeit the grade designated to the lab.
- Wrecking the furniture or equipment or using it for unforeseen purposes can result in sanctions according to the rules established on the Student's Manual.

- Professors who intend to use the Language Lab must reserve a date with a two weeks minimum notice and provide the material needed. Coordination must be settled with the Language Lab Technician.

CPU ADVERTISEMENT

The Center for University Progress services are advertised to the new students during the general orientation, in which it is explained how they can participate in our tutoring program and they are given a brochure. Regular students are informed through visits to classrooms during the first week of classes. In these visits they are given a brochure and are informed of enrollment schedule. They are also notified by institutional mail and social networks. In addition, banners and informative signs are displayed in strategic areas of the institution.

CPU ENROLLMENT

Students interested in receiving tutoring lessons can come into our offices on the 3rd floor of the Main Building (M-305) and hand in the enrollment form to request a tutoring section of the course that they are interested in. To do this, they must complete the **Enrollment Form** (*Formulario de Matrícula*) (see attachment). If there is not a section available, they are asked to fill out a **Request Form** (*Hoja de Petición*) (see form), so we can call them when we have a space for them.

CONTRACT AND STUDENT INTERACTION SHEET

All students who attend tutorials will have a record in the CPU system with the student contract signed by them, in addition to their Interaction Sheet. The Interaction Sheet is the evaluation document used by the tutor during the tutorial. The student will sign and write the date and the tutor will write the topic, level (interaction key) and their observations.

TUTORIAL'S INTERACTION KEY

The interaction key is the method used to identify the thinking processes of the student during each visit. Students are aware that they will be evaluated in accordance with this key as a means by which they can learn from their knowledge acquisition processes. The key must appear in the CPU-TV system for each session, to verify the student's progress with the discussed topics and gather the Center's statistics. The interaction key is divided into four levels that seek to measure the achievement of students during each visit:

Level I = identification of the material of interest

Generally, the student can effectively describe or communicate specific information or exercise that has taken him/her to the Center.

Level II = organization and selection of the main idea of the material

Generally, the student is able to express the idea or purpose of the exercise.

Level III = deconstruction of the whole into its parts and vice versa

Generally, the student identifies the laws that construct and deconstruct the exercise in each process and masters them.

Level IV = evaluation and synthesis of the exercise

Generally, the student analyzes his/her entire cognitive process and establishes his/her learning priorities (creates his/her own method). This is reflected in his/her academic achievement.

CPU OPERATING SYSTEM

It was created to generate tracking statistics on attendance and student progress. It also allows the entry of the tutorials block offered each quarter (tutor, course, time, day, and classroom). From the operating system we obtain the following reports:

CENTER FOR UNIVERSITY PROGRESS REPORTS

By professor: It contains the students enrolled and the number of times they have attended the tutoring classes. This report is given to professors at the beginning of each quarter.

Students per professor for *all* professors: It contains all the professors with the

students who attend classes at the CPU.

Students per course: This report contains the number of students enrolled during each quarter, per course.

Students per Tutor: It contains the students enrolled in each section, per tutor. This report will be handed to the tutors to let them know who their students are.

Number of hours per tutor: It contains the total amount of tutorials offered by each tutor per quarter, measured by hours. It monitors the actual work of the tutor, and also that the data entry is being done on time.

Total amount of students enrolled per course: This report transfers to % the number of students enrolled in each course for which we offer tutorial lessons, per quarter.

OBTAINING HONOR POINTS

Students may receive honor points that are added, as a bonus, to their course grade, for attending tutorials in a regular basis and at the course professor's discretion. The way in which the points will be awarded may vary depending on the material and the criteria set by each professor. The maximum amount of points that can be awarded is 15 points.

How to Obtain Honor Points:

Points are awarded by combining two criteria: attendance and academic achievement.

- Students must be officially enrolled in tutoring lessons.
- They have to attend tutoring lessons at least six times.
- Students must have a satisfactory performance in tutoring lessons (Demonstrate academic achievement).
- The tutor will send a report with the score to the professors.
- The professor will determine how to award points.

Determining Honor Points:

1. Of the total amount of points, 50 % will be from attendance, as recorded in the CPU System and Interaction Sheet, and added as follows:

- a) If the student has 12 or more visits, 100% of the points. (7.5)
- b) If the student has 10 to 11 visits, to 90 % of the points for attendance. (6.75)
- c) If the student has attended 9 times, 80 % of the points for attendance. (6)
- d) If the student has attended 8 times, 70%. (5.25)
- e) If the student has attended 7 times, 60%. (4.5)
- f) If a student has attended 6 times, 50%. (3.75)
- g) If the student has attended 5 times or less, no points are awarded. (0)

Unless it is a level IV, 40 % = 3 points

2. The remaining 50 % of the honor points corresponds to the level of interaction or academic achievement that dominates in the student's record:

- a) If Level IV dominates, all points. (7.5)
- b) If Level III predominates, 90 % of the points. (6.75)
- c) If Level II predominates and is mostly combined with levels II and IV; 80 % of the points will be added. (6)
- d) If Level II predominates and is mostly combined with Level III; 70 % of the points will be added. (5.25)
- e) If Level II predominates and is combined with Level I, no points will be awarded. (0)
- f) If Level I dominates, no points will be awarded. (0)

SURVEYS

CPU Services Satisfaction Survey: It consists of two sections (Administrative Aspects, 7 items; and Tutoring Services, 10 items) and a space for written feedback in which the students express their opinion about the Center's services.

Tutor Survey: It consists of ten questions and a space for student comments to assess the tutor's execution.

Results: The completed forms are sent to the Planning and Development Office, where they are tabulated, and the results are sent to the CPU. The CPU team meets to discuss the results and then the director meets individually with each tutor to discuss their results. If necessary, an improvement plan is established.

STUDENTS RECORDS MANAGEMENT

- Student's records are identified by Student Identification Number.

- Documents related to the registration process are stored at the end of each quarter.
- The enrollment sheets are grouped by course and subject at the end of the quarter and digitally archived. They are scanned and grouped by subject and course.
- The interaction forms are handled by each tutor during the tutorials. When completed, at the end of the quarter, the Interaction forms are scanned and filed by tutor and quarter. The forms are kept for two quarters. The information is also included in the CPU System.
- The petition forms are processed on the first Friday following the end of the initial enrollment process. They are grouped by course, time and subjects. All the petitions that can be addressed are grouped with regular registration forms. The petition forms are given a different color to distinguish them from enrollment forms. At the end of the quarter, they are scanned and the original documents are saved for two quarters.
- For Honor Points, each tutor completes a report in digital format. With the data, a master document is prepared. The report is organized by professor and course it is sent in digital format to all professors who have students enrolled in tutoring through the institutional mail. In addition, hard copies are sent to the academic departments so that the information is delivered to professors in their boxes.
- Documents related to the registration process are stored at the end of each quarter.
- The enrollment sheets are grouped by grade and subject at the end of the quarter and digitally archived. They are scanned and grouped by subject and course.
- The interaction sheets are handled by each tutor during the tutorials. After the tutoring sessions ended at the end of the quarter, the Interaction sheets are scanned and archived by tutor and quarter. The sheets are kept for two quarters. The digital file is also included through the CPU System.
- The petition sheets are processed on the first Friday following the end of the initial enrollment process. They are grouped by course, time and subjects. All the petitions that can be addressed are grouped with regular registration sheets. The petition sheets are grouped by different colors to distinguish them from regular documents. At the end of the quarter, they are scanned and the original documents are saved for two quarters.

- For Honor Points, each tutor completes a report in digital format. With the data, a master document is prepared. The report is organized by teacher and course. It is sent to all teachers who have students enrolled in tutoring. It is a report with the honor points in digital format which is sent through the institutional mail. In addition, hard copies are sent to the academic departments so that the information is delivered to teachers in their mailboxes.