

Spring 2015

TLC NEWSLETTER



“Empowering Students to Achieve Success!”

TLC Hours

Monday-Thursday

7:30 am – 9:00 pm

Friday

7:30 am – 3:30 pm

Saturday

10:00 am – 2:00 pm

Staff Directory

Staff:

Jacob Lewellen – Director
Sam Crandall – Asst. Director
Glynette Hubach – Secretary
Tara Lawless – FT Math Tutor
Alexandra Cutler – PT Supervisor
Lorraine Frazier – PT Supervisor
Alexandra Cutler – PT Supervisor

Faculty:

Carolyn Brockman
Martha Crise
Lisa Marks
Jayna Spindler
Shelby Vicat
Kimberly Whalen

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Welcome to the **fifth** newsletter for the *Speckman* Tutoring & Learning Center! We hope you enjoy these articles and the many more to come in future semesters.

TLC Computer Center Gets an Upgrade!

Students taking CIS and programming courses now have brand new, faster computers to get the most out of their tutoring experience in the TLC. With the College’s conversion to Windows 8.1, older computers struggled to handle the demands of the new operating system. To maximize learning and minimize frustration, old computers have been replaced by new models ready to handle the software students need for their classes and everyday tasks like checking student email and using Blackboard, MyOTC, and OTC’s website. In addition, dedicated computers with dual monitors are available for students taking computer programming courses. Our computer tutors are excited to start the semester off “well-equipped” to help students achieve success!

By Lisa Marks, Instructor

TLC Offers World Languages Tutoring!

The Tutoring & Learning Center is excited to announce that we are once again offering language tutoring. Spanish, French, German and American Sign Language tutoring will be offered at no cost to students enrolled at OTC. Students are encouraged to come if they have questions and to practice communicating with their new language skills. Practice is vital for success when learning any subject; this is especially true of learning languages. Our tutors are ready and willing to not only answer questions but also to simply converse with students in their language of study. Come one, come all!

By Alexandra Cutler, PT Supervisor

Tutor Appreciation Week

April 13-18

TLC Perks

By Lisa Marks, Instructor

When tutors and receptionists take a job in the TLC, they know that one of the benefits of working here will be the chance to help others. It doesn't take them long to discover there are many more advantages in store for them as well. We asked them, "What's the coolest thing about working in the TLC?" and got some wonderful responses.

"I've gotten to know a lot of OTC staff I wouldn't have otherwise. Also, knowing more about TLC classes (including CAC 120 Keys to College Success) has encouraged me to take them myself. The TLC has become my "safe place" on campus. When I'm not on the clock, I can come in here and study in between classes. It's like I've found my little niche."

--Becky Schreiber, Receptionist

"I have learned a lot of patience, how to simplify things, how to be more professional while still maintaining enthusiasm, and the ability to talk to more people and not be so introverted. The people who work here are awesome. I cannot emphasize that enough. The students who show appreciation for the tutors for their help has been very awesome, too!"

--Matt Needham, Computer Tutor

TLC Tutors Are Top-notch

By Tara Lawless, FT Math Tutor

An untrained tutor is no better than not having any tutor at all.

The TLC's mission is to empower students to achieve success. One of the most important aspects in achieving that mission is providing trained and knowledgeable tutors to meet the needs of students. The TLC employs tutors for math, accounting, computers, programming, clinical sciences, chemistry, physics, world languages, and study skills.

Hiring Process

Before potential tutors are selected for an interview, they must first submit an OTC application for employment, have completed with an A or a B the courses they want to tutor, and received a recommendation from an instructor for employment. After those requirements are met, it will then be determined if they will be interviewed. Selected applicants go through two interviews, one with the Assistant Director of the TLC and another with the given subject supervisor. If they interview successfully and pass a background check, they are offered the position.

Mentoring

Once hired, a new tutor will start a two-week mentoring process. The first week will be spent watching 4 training videos, shadowing a Level II or III tutor, getting to know her way around the TLC, learning about the minimalist tutoring model, and asking a lot of questions. The following week, the mentor will follow the new tutor and watch her apply the tutoring techniques learned the previous week. The new tutor will also watch 4 more training videos and submit a one-page paper over each of the 8 videos.

Post-Mentoring

Even though the official mentoring is complete after the first two weeks, mentoring will continue throughout employment as tutors learn from one another. In an effort to always be improving, the mentors and new tutors provide feedback about the mentoring process to their supervisors so that changes can be made to the mentoring process, if necessary.

Tutor Training Meetings

Each August the TLC holds a 3-hour tutor training meeting where we discuss tutor certifications and any upcoming changes. Then during the fall and spring semesters, we hold 4 additional required tutor training meetings. Each meeting is an hour and a half; part of the meeting is subject specific (tutors meet with their subject supervisor) and the other portion of the meeting is a general session where we discuss the topics of probing questions, resources, diversity, brain learning, target populations, learning experience, or supervisory skills.



"The Marshmallow Activity" TLC Training on Teamwork

CRLA

In 2000, the TLC earned the College of Reading and Learning Association (CRLA) certification. Tutors themselves become CRLA certified on three Levels:



Level I (Certified Tutor) requires the completion of 25 in-person tutoring hours, 10 hours of training, and 8 reflection papers from training received during the mentoring period.

Level II (Advanced Tutor) requires an additional 25 in-person tutoring hours, 10 hours of training, review of Level 1 topics, and they must present a topic during the subject portion of a tutor training meeting.

Level III (Master Tutor) requires an additional 25 in-person tutoring hours, 10 hours of training, a review of Level I and II topics, a minimum of 4 hours mentoring a new tutor, and they must present a topic during the general session of the tutor training meeting.

Evaluations

As part of employment in the TLC, every tutor receives a yearly evaluation. Tutors are evaluated in areas such as professionalism, attitude, overall tutoring skills, time management, and ability to assess/meet student needs.

Receptionist Training

The TLC is committed to providing quality customer service from the moment a student walks through the door. The OTC Center for Workforce Development (CWD) developed an *Exceptional Customer Service* certificate program for the TLC's receptionists during the Fall 2014 semester in which three TLC receptionists earned their Level 1 Certificate. The CWD is a division of OTC with a very special mission: "to offer workforce solutions customized to each client we serve." They specifically designed the certification course to meet our unique needs: pre- and post- assessment, easy-to-understand and engaging format, train-the-trainer guide, and custom scenarios specific to OTC.

This semester, the Writing Center receptionists will be joining the training as well!

**CENTER FOR
WORKFORCE DEVELOPMENT**
OZARKS TECHNICAL COMMUNITY COLLEGE

Does your department need assistance in developing a workforce solution? Do you have an employee who could use a little coaching? We can help. Our CWD team includes experienced professionals, executives and business owners who have worked with hundreds of companies to develop fresh operational processes, leadership and quality initiatives, and technical skill and safety training. To request an appointment with one of our consultants, contact Sherry Coker at 417-447-8884 or email cokers@otc.edu. Let us help you get your team to the next level of success!

"By tutoring math, we get to learn a variety of math procedures. We try to tutor students using the same method the instructor presented in class, so it's cool to see how different instructors present the concepts. It helps us to see math from various perspectives."

--*Josh Gholson, Math Tutor*

"I get a great review of math, and tutoring has helped me to learn English even better!"

--*Na Pham, Math Tutor*

"They work around my school hours, which is great. It's very rewarding, and it also keeps me on track with my own studies. Helping students to learn new study strategies reminds me what I need to do as well. Tutoring someone else reinforces my own learning."

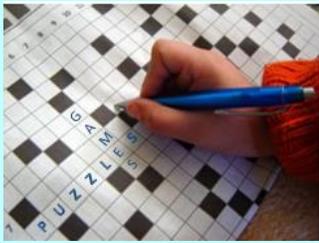
—*Hilliary Shumock, Computer and Study Skills Tutor*

"I have the opportunity to meet new students and work with great tutors."

--*Shawna Burns, Math Tutor*

"Tutor Appreciation Week!"

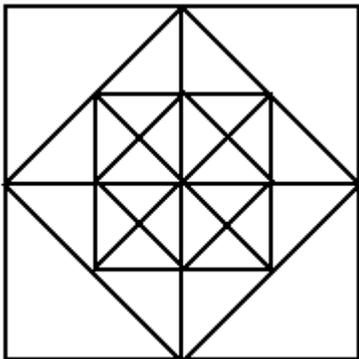
—*Johnna Lasmanis, Receptionist*



GAMES PUZZLES

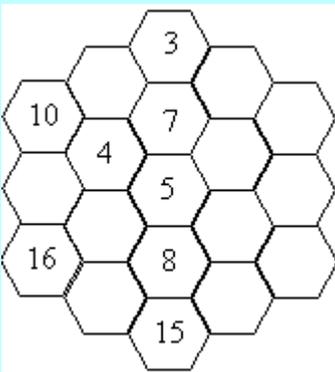
By Sam Crandall, Instructor

How Many Squares?



Beehive

Place the numbers 1-19 in the hexagons so that each vertical and diagonal line have the same total.



Q: Why should you never mention the number 288 in front of anyone? A: Because it is too gross (2 x 144 - two gross).

Q: Why is the longest human nose on record only 11 inches long? A: Otherwise it would be a foot.

Tutor Gains a Lesson in Courage

By Trista Lee, Math Tutor

Hi! My name is Trish, and I'm a math tutor here at OTC. I never dreamed that I would someday be working as a math tutor, mainly because it really never crossed my mind. I've always loved math and knew that I had a knack for explaining it but just never imagined that I would one day be helping students realize their goals.

That brings me to why I'm writing this article: to tell you about a recent experience I've had with a student here at OTC. His name is Aaron, who has a visual impairment. I have been given the privilege of being Aaron's reader, scribe, and math tutor last semester and for the upcoming semester. Working with Aaron has truly been a challenging experience for me, but in a *good* way. When I was asked if I would like to help tutor Aaron, I was at first hesitant about taking on such a daunting task—mainly because I had no idea how I would explain math to someone who is visually impaired—but Aaron has proven to me so many times now that where there's a will, there's a way. He had some bad experiences with math before I met him, but his courage is beyond belief! He gave me that chance to show him that learning math was possible, even for him.

Courage The quality of mind or spirit that enables a person to face difficulty, danger, pain, etc. without fear.

Origin: from the Latin "cor," meaning "heart"

Learning by trial and error, Aaron and I have developed our own system that works for us. We've had many laughs over some of the ways that I have had to explain things, but you know what has been the best of all? That with grit, patience and laughter, for both him and me, we can achieve anything! He told me around the middle of the semester that one day he wants to be able to teach *me* something; I told him he already had. When he asked what that was, I answered,

“You’ve taught me courage, hope, resilience, and determination, but most of all you’ve taught me that anything is possible if you just try.”

By the end of last semester, Aaron fell in love with math and now even wants to become a math tutor himself in the future. He asked me, “Do you think I could?” I said, “You can do whatever you set your mind to if you work hard at it. We’ve already proven that!”

TLC Staff Highlight

By Sam Crandall, Assistant Director

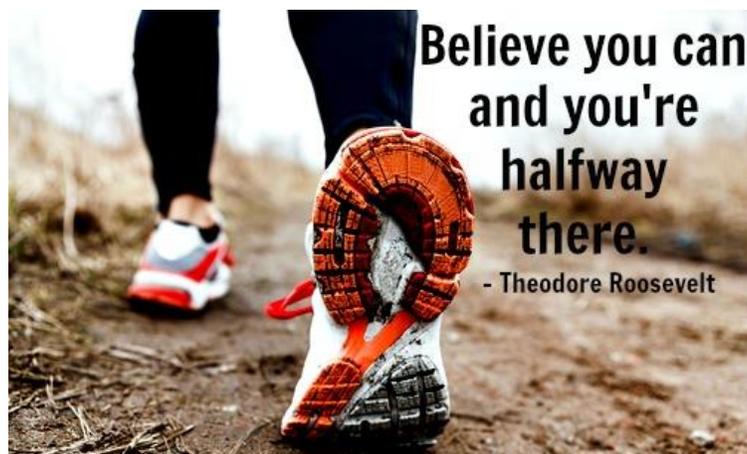
Maxine is an Anatomy & Physiology and Chemistry tutor at the TLC. She started work here as an internship for OTC's Honors Program and discovered she enjoyed the flexible schedule and better hours that would grant her more opportunities to stay home with her son, RJ.

Like many of OTC's students, Maxine returned to education later in her life. She recalled that her decision to go back to college occurred after a bad breakup and a 3rd shift gas station job that left her little time with her son. She had woken up from a nap one day to discover RJ had poured cereal out all over the floor, covering the kitchen with a crunchy mess. She remembered thinking, "I can't do this the rest of my life. I have got to go to school."

Following a friend's advice, Maxine enrolled at OTC with hopes of being accepted into the Occupational Therapy Assistant program, which is notoriously competitive. In high school, Maxine had focused on aspects of her social life more so than academics, as evidenced by a 1.9 GPA. She knew that things would need to be different in college for her to succeed in her goals, hopes, and dreams.

Maxine says, "The temptation when you are a parent is to place your child as the most important thing in your life. When you go back to school, however, you must learn to prioritize your school work as the most important, because that school work will lead to a better career which in turn will lead to a better life for your child." Maxine recommends the 4 to 1 rule, which says that for every credit hour, you should spend 3-4 hours engaged in homework and/or study time each week. While you may not use all the hours each week, it is better to have more time set aside than you need. Realizing that going to school full time (12 credit hours), meant at least 36 hours of homework/study, Maxine chose to quit her full-time job and seek part-time work.

Maxine's resolve was truly unwavering. With a GPA of 3.9 (2 whole points higher than her high school GPA), Maxine has been admitted into the OTA program and is living her dream working her clinical hours, teaching a lab course, and continuing to tutor for the TLC! Tutoring has helped



her gain confidence in herself and her abilities. She has piloted several programs in the TLC including Online Science Tutoring, tutoring in the NKM Science Suite, and study skills presentations for the Middle College.

Maxine's primary advice to students is to **believe in themselves.**

Where are They Now?

By Jacob Lewellen, Director

Chris Eakins—Science Tutor

How long has it been since you worked in the TLC?

I last worked in the TLC in May 2014.

What was the best part of working in the TLC?

The people that work at the TLC are some of the most enjoyable people I've ever worked with!

Where do you work?

I'm an electrical engineering intern at Cross Discipline Engineering, LLC. I also work as a TA for Missouri State, instructing and grading electrical engineering labs.

In what city and state do you live?

Springfield, MO

Name 3 significant things that have changed since you worked in the TLC.

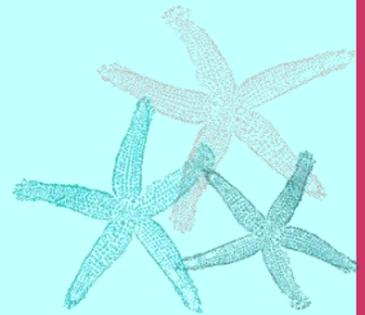
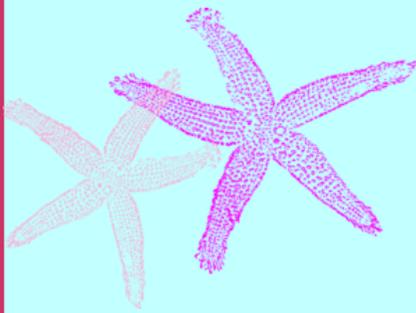
I'm considering joining the United States Air Force as an officer (currently going through the selection steps).

I'm now a dual major, physics and electrical engineering, and I'm attending MSU full time.

I've started an electrical engineering research project, and I hope to have it published by the end of this year.

Please let us know anything else you would like included.

I really enjoyed working at the TLC! I hope it continues to grow and help people achieve their higher education dreams for years to come!



Certifications

Level 1

Shawna
Sarah
Rachael
Rachel
Trista
Victor
Serge
Na
Seth

Level 2

Ronald
Tim
Elizabeth
Iria
Lea
Hanna
Na
Mena

Level 3

Ren	Dustin
Oana	Snow
Chuck	Marie
Lindsey	Lewis
Josh	Maxine
Dallas	Billy