The ACE Lab is every student's lifeline to success!

Academic Center for Excellence Annual Tutor Report

Fall 2017, Spring 2018, Summer 2018

Presented by:

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Purpose:

The purpose of the tutoring program is to offer free tutoring services for all LCC students. During the Fall 2017, Spring 2018, and Summer 2018 semesters the ACE (Academic Center for Excellence) Lab, located in the STEM department, was responsible for coordinating the tutoring services throughout campus. The ACE Lab has been responsible for tutoring services since the Fall 2016 semester. The goal is to assist any students needing help in classes and to improve and evaluate tutoring services throughout campus in order to increase retention and completion for LCC. The ACE Lab is data driven and focuses on collecting data regarding tutoring services and using the data to propose suggestions to be implemented at the LCC institution as a whole. Using data we also aim at being student driven by allowing students to dictate how we schedule and otherwise determine the operation of our tutoring services. All data collected is used to make adjustments before, during and after semesters. This is done to ensure we are providing the best tutoring services as possible. The tutoring services offered are every student's lifeline to success.

Recruitment Strategy:

In order to inform students of the ACE Lab, flyers (see appendix) were posted with information about the tutoring services offered. This was done throughout the year. These flyers were updated whenever times changed, then posted on campus bulletin boards and sent around via email to inform everyone about the tutoring services. Tutors also made individual schedules of their times to post in classes and hand out to students. Tutors were also constantly sent to classes to remind students about the ACE Lab.

During the first week of classes for the Fall and Spring semesters, surveys (see appendix) were given to random classes for students to complete. Each survey requested time information from students as to when they would most be available to visit with a tutor. This helped us determine the best times to schedule our tutors, which demonstrates one instance of how we are student driven. Handing out these surveys also gave us the opportunity to introduce the tutors and notify students about the services offered in the ACE Lab. This showed the students that tutors were available and we were basing the schedules off their input. This helps us further prove the ACE Lab is student and data driven. Professors also requested tutors to attend class and set up hours that they believed would best fit our student needs.

The Summer semester worked a little different. We had tutors embedded in the bridge classes for STEM and humanities to assist with the program. They also did a small amount of additional hours outside the bridge classes in order to provide tutoring services for other classes offered in the Summer but the main focus was assisting with the bridge programs first introduced by STEM and subsequently adopted by humanities.

ACE Lab Tutors

Requirements when hiring tutors:

All tutors were hired during the Fall 2017 semester and retained throughout the Spring 2018 semester. We lost a tutor half way through the Spring semester but quickly found a replacement.

Some tutors also stayed on board for the Summer bridge program with the addition of 4 new tutors for the Summer. Below are a list of requirements needed from our tutors.

- Tutors needed a letter of recommendation
- Unofficial transcripts
- At least one semester completed at Luna
- Completed the class that the tutor is applying to tutor in with at least a B (for embedded tutors)
- Complete Luna Community College Application Process
- All tutors were interviewed
- *Some exceptions can be given to these qualifications based on the discretion of the department director in which the tutor is applying in.*

Tutors where available for every subject area besides business. However, some of our math tutors where able to somewhat assist with the mathematical problems in business courses. There was a few students who came in requesting a tutor specifically in business towards the end of the Spring semester. All tutors tried to assist in every area regardless of which department they were assigned to when other tutors where not available. For instance, our STEM tutors could often times be found helping students in a public speaking classes and the humanities tutors would co-tutor along with our science tutor to help students in writing lab reports.

All our humanities tutors assisted in English classes, history classes, psychology classes, sociology classes, and criminal justice classes. They were also able to help students write essays in any/all classes or for other reasons such as speeches or scholarship purposes. One of our humanities tutor was able to assist in Spanish classes as well. The humanities tutors were located in the business building throughout the day to be closer to the classes they were tutoring for. They also scheduled evening hours in the ACE Lab to help maintain the operation of the ACE Lab and tutor in the evenings. We did lose one humanities tutor half way through the Spring semester but we were able to quickly replace him with an experienced tutor. The replacement tutor was also able to tutor in computer science.

Our STEM tutors were able to tutor in all math and science classes. Two of them were able to tutor in the upper level math classes such as calculus 1 and 2, trigonometry and statistics. These tutors held all their hours in the ACE Lab and also assisted in the evening operation hours.

We also had an allied health tutor throughout the year. During the Fall semester he would hold hours in the nursing building where the A&P class took place. After a low number of visits we decided to make an adjustment and embed the allied health tutor within the A&P 2 lab for the Spring semester. He assisted students with all the labs, which drastically increased the amount of visits he received.

All tutors were able to assist some high school students and other individuals that needed help with the Accuplacer test or random issues students came across in their Luna experience.

There was also nursing tutors that where simultaneously tracked through the nursing department and the ACE Lab for data purposes. The nursing tutors stayed in the nursing building and turned in the sign in sheets to the ACE Lab in order to track the visits.

The same tutors were retained from the Fall 2017 through the Spring 2018 semesters with the exception of our replacement tutor in the middle of the Spring semester. Wherever tutors were located they reported their visits to the ACE Lab in order to track the visits.

All our tutors were either present or past LCC students that were proficient in tutoring multiple classes for a given department. Below is the list of tutors we had for the 17-18 academic year.

STEM Tutors

- ➢ Auritha Roybal was our returning math tutor. She has experience with all the math professors and is proficient in all levels of math.
- ➢ JaMarcus Trujillo was our returning science tutor. He is experienced tutoring in all levels of science and was also able to assist students in our statistics class.
- ➢ Brittney Mares was our other math and science tutor. She is a former Luna student with plenty of experience within the department. She was able to tutor in all levels of math and science.
- ➢ Robert Kelly was officially a STEM tutor but was also able to tutor in multiple humanities courses.

Humanities Tutors

- ➢ Harain Aldama tutored in criminal justice and lower division math classes. He also attended English courses with some of our Spanish speaking students to translate material.
- ➢ Daniel Kelly was one of our humanities tutor. He was able to tutor students in English classes, history, sociology, psychology, criminal justice, public speaking, and students that needed general help on essays for various classes and scholarships. He left in the middle of the Spring semester but was quickly replaced.
- ➢ Jonathan Lujan was Daniels replacement. He was able to tutor in all the same areas as Daniel plus computer science classes in STEM.
- ➢ Sergio Hartshorne was our other humanities tutor. Sergio was able to tutor students in English classes, history, sociology, psychology, criminal justice, public speaking, and students that needed general help on essays for various classes and scholarships.

Allied Health Tutor

- ➢ Rosendo Gonzales was our allied health tutor. He is currently a newly accepted nursing student and experienced in the allied health classes. In order to reach more students during the Spring 2018 semester he was embedded within the A&P 2 labs.

Nursing Tutors

- ➢ Vanetia Gonzales current student in Level 1 Fall 17 and Level 2 student in Spring
- ➢ Jessica Martinez current student in Level 3 in Fall and Level 4 in Spring

Auritha, Daniel, Jonathan, Harain, and Robert also scheduled evening hours during the Fall and Spring semesters in order to help students in the evening and keep the ACE Lab open later for students that needed to use the computers for online classes or to complete homework. Softball and baseball players were also required to put in study hours in the evening that the tutors assisted with.

Summer Bridge tutors

STEM

- ➢ Auritha Roybal- Our most experienced tutor and graduate from LCC in General Science and Mathematics
- ➢ JaMarcus Trujillo- An experienced tutor in science and graduate of LCC in general Science
- ➢ Richard Trujillo- A recent graduate of LCC and second place winner in the Wolf's Den Competition
- ➢ Saige Martinez- A volunteer tutor in math during the Spring 2018 semester
- ➢ Elizabeth Conner- A recent LCC graduate and former LCC student body vice president
- ➢ Rosendo Gonzales- A tutor in allied health

Humanities

- ➢ Jonathan Lujan- Experienced LCC humanities tutor
- ➢ Giavanna LaFerriere- New tutor at LCC with a Master's degree from NMHU
- ➢ Aimee Lyn Stearns- New tutor at LCC and current graduate student at NMHU

Data Tracking:

In order to track usage, tutors were given individual sign in sheets (see appendix) for each tutor visitor to complete. The sign in sheet identified the student's name, the date, the time, the student type (if applicable), the course they received tutoring in, and the tutor's name. They then signed the back of the sheet to verify the tutoring. These sheets were collected every other week from the tutors and placed in a data base to track the usage of our tutors throughout the semester. Table 1(a) shows the breakdown of our 988 visits for Fall 2017 and table 1(b) shows the breakdown of our 846 visits for Spring 2018 based on which department the tutor was assigned to. STEM tutors covered all math, science and computer science classes. Humanities covered all English, history and behavioral science classes. Our allied health tutor cover A&P 1 and A&P 2 classes and labs. Nursing cover both 1st and 2nd level nursing classes.

In the Fall 2017 semester there was 538 visits in STEM accounting for 54% of the total visits, 356 visits in humanities accounting for 36% of the total visits, 69 visits in nursing accounting for 7% of the total visits, and 25 visits in allied health accounting for 3% of the total visits.

In the Spring 2018 semester there was 293 visits in STEM accounting for 35% of the total visits, 223 visits in humanities accounting for 26% of the total visits, 28 visits in nursing accounting for 3% of the total visits, and 302 visits in allied health accounting for 36% of the total visits.

Table 1(a): Department visits Fall 2017
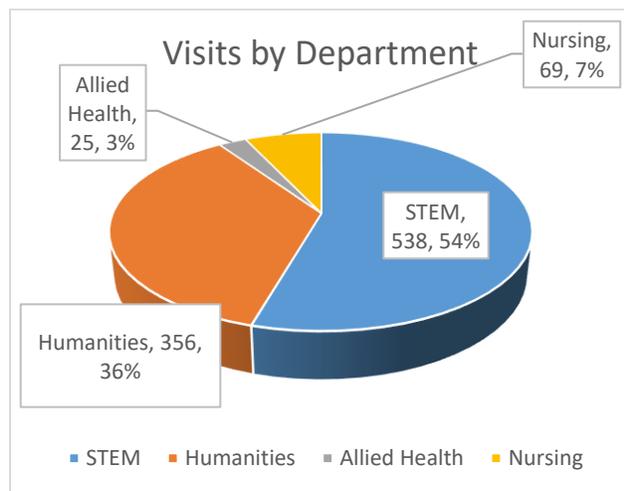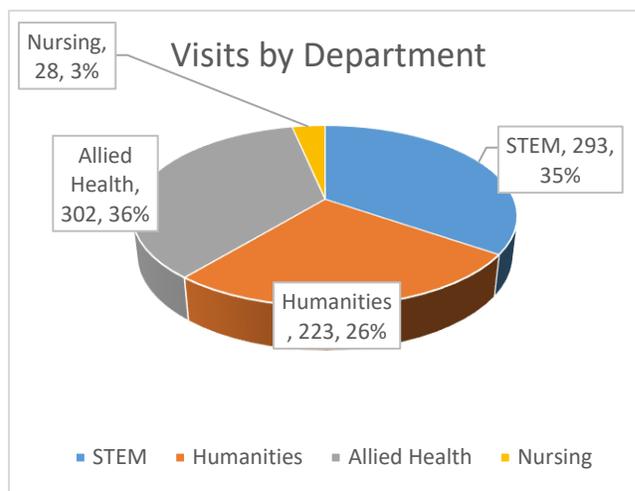
Table 1(b): Department visits Spring 2018

Table 2(a) indicates the amount of visits the tutors had per week in Fall 2017. Table 2(b) indicates the amount of visits the tutors had per week in Spring 2018.

Tutors where on board the first week of classes for both the Fall and Spring semester. During the first week of the semesters we get very few visits for tutoring so this gives us the opportunity to introduce the tutors to the classes and have students fill out the time survey (see appendix) in order to schedule our tutors based on student input. Overall, visits where fairly consistent per week with minor fluctuations.

Table 2(a): Visits by week Fall 2017

Visits by Week

Week	Nursing	Allied Health	Humanities	STEM
Week 16 Dec 4-8	1	0	32	15
Week 15 Nov 27-Dec 1	1	0	41	25
Week 14 Nov 20-24 Thanksgiving	1	0	27	20
Week 13 Nov 13-17	1	0	22	31
Week 12 Nov 6-10	1	0	34	36
Week 11 Oct 30-3	3	17	6	23
Week 10 Oct 23-27	2	2	19	36
Week 9 Oct 16-20	6	0	14	37
Week 8 Oct 9-13	8	3	36	46
Week 7 Oct 2-6	20	0	19	44
Week 6 Sept 25-29	11	1	16	54
Week 5 Sept 18-22	13	1	12	39
Week 4 Sept 11-15	0	1	37	46
Week 3 Sept 4-8	0	0	13	46
Week 2 Aug 28- Sept 1	0	0	11	35
Week 1 Aug 21-25	0	0	2	15

Legend: Nursing, Allied Health, Humanities, STEM

Table 2(b): Visits by week Spring 2018

Visits by Week

Week	Nursing	Allied Health	Humanities	STEM
Week 17 May 7-11	0	0	11	13
Week 16 Apr 30- May 4	0	0	14	16
Week 15 Apr 23-27	0	0	22	22
Week 14 Apr 16-20	0	16	19	15
Week 13 Apr 9-13	0	30	10	23
Week 12 Apr 2-6	0	27	10	11
Week 11 Mar 26-30	0	19	3	18
Week 10 Mar 19-23	0	27	5	11
Week 9 Mar 12-16 Spring Break	0	0	0	0
Week 8 Mar 5-9	9	30	32	17
Week 7 Feb 26-Mar 2	0	27	12	22
Week 6 Feb 19-23	7	29	12	21
Week 5 Feb 12-16	9	32	25	32
Week 4 Feb 5-9	0	23	28	27
Week 3 Jan 29- Feb 2	0	26	15	19
Week 2 Jan 22-26	2	16	3	22
Week 1 Jan 16-19	0	0	0	5

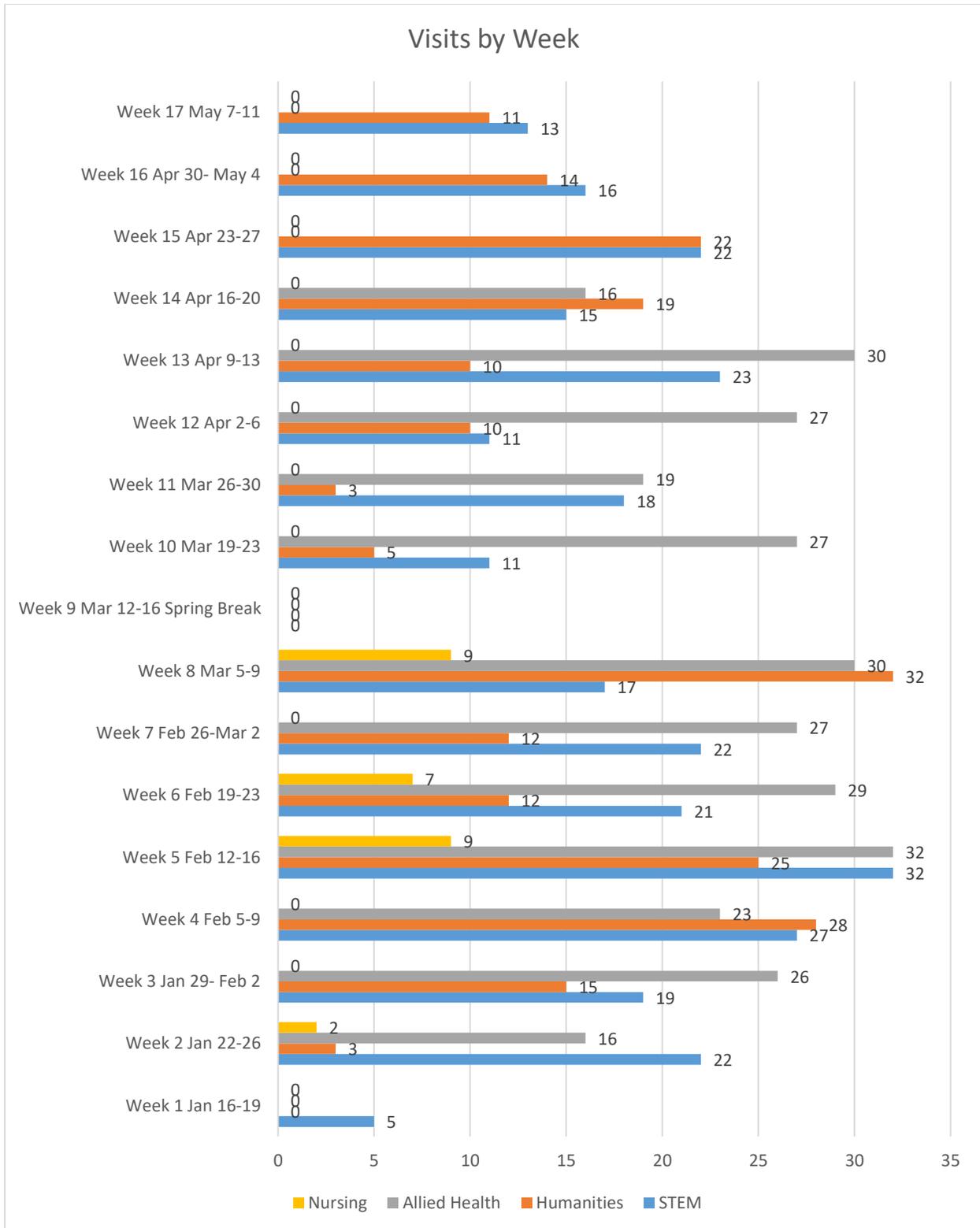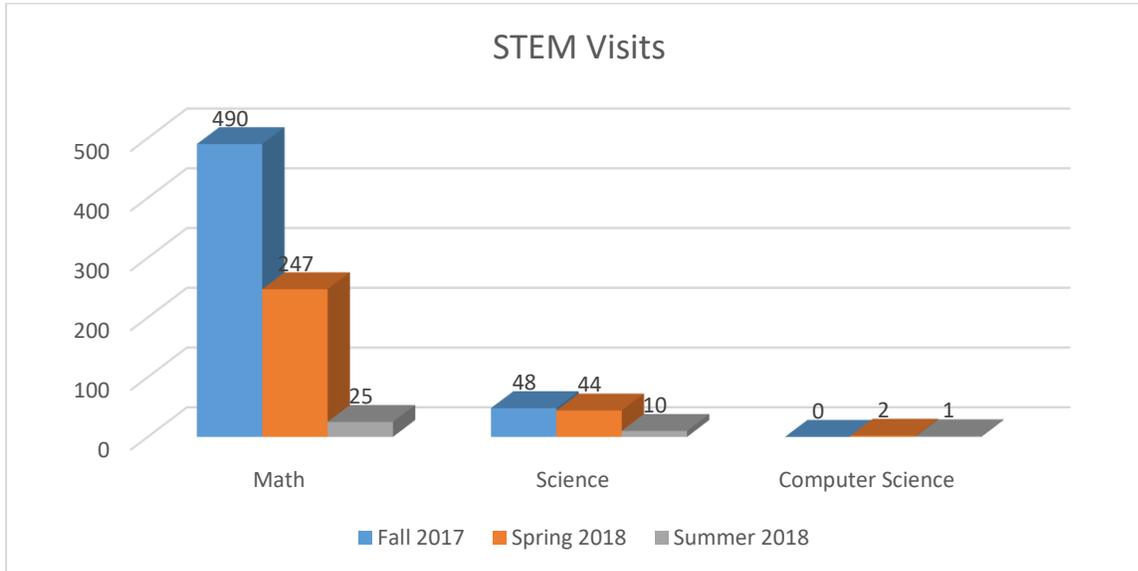Nursing Allied Health Humanities STEM

Table 3(a) breaks down the number of visits for our STEM tutors based on subject; Table 3(b) shows the number of visits for our humanities tutors based on subject; and table 3(c) shows the visits we had for our nursing tutor, our Spanish translator/tutor and for subjects we classified as
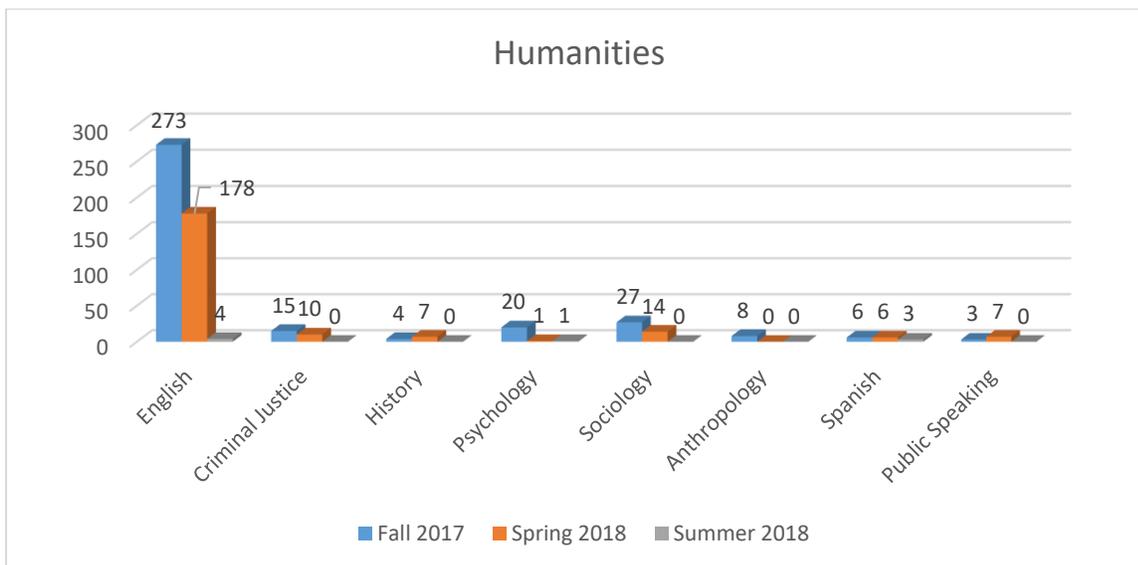
other. Within STEM, math received the highest amount of visits for every semester and within humanities English received the most amount of visits. In allied health it was all for assistance in the A&P 1 and 2 courses and labs.

Table 3(a): STEM Tutor Visits

STEM Visits

| Subject	Fall 2017	Spring 2018	Summer 2018
Math	490	247	25
Science	48	44	10
Computer Science	0	2	1

Math covered everything from general math to calculus 2; Science covered everything from environmental to chemistry

Table 3(b): Humanities Tutor Visits

Humanities

Subject	Fall 2017	Spring 2018	Summer 2018
English	273	178	4
Criminal Justice	15	10	0
History	4	7	0
Psychology	20	1	1
Sociology	27	14	0
Anthropology	8	0	0
Spanish	6	6	3
Public Speaking	3	7	0

English covered everything from basic writing to freshman composition II while, Spanish translation covered subjects in all areas with students that needed assistance translating

Table 3(c): Other Visits

Other Visits
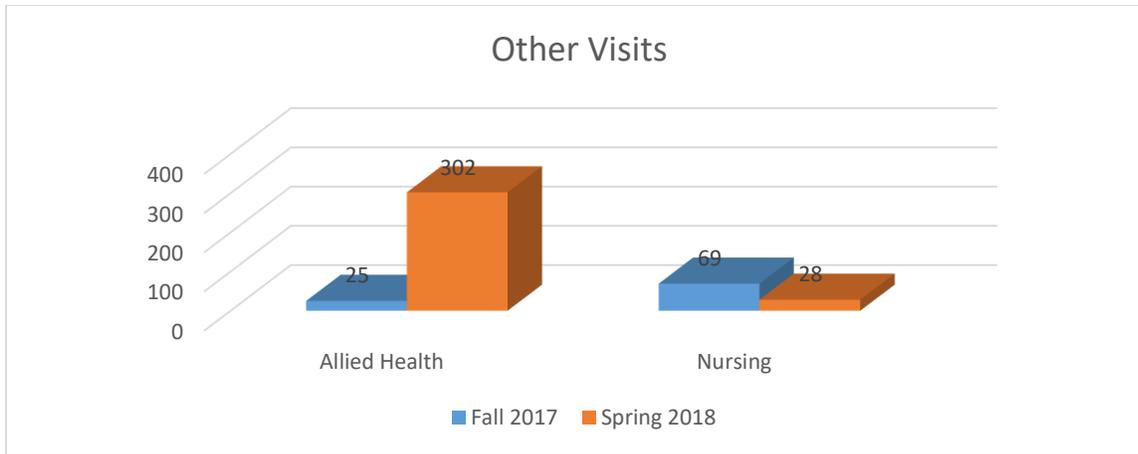
The ACE Lab also tracked the hours of contact between students and tutors throughout the year. Table 4(a) shows these hours of contact for the Fall 2017 semester and table 4(b) shows these hours of contact for the Spring 2018 semester.

During the Fall 2017 semester there was a total of 1196.67 contact hours

- ➢ 757.8 hours of contact were in STEM for math tutoring accounting for 64% of the hours of contact between tutor and student.
- ➢ 312.62 hours of contact were in tutoring in Humanities, accounting for 26% of the hours of contact between tutor and student.
- ➢ 26.63 hours of contact were for tutoring in Allied Health, accounting for 2% of the hours of contact between tutor and student.
- ➢ 99.62 hours of contact were for tutoring in Nursing, accounting for 8% of the hours of contact between tutor and student.

During the Spring 2018 semester there was a total of 1123.22 contact hours

- ➢ 392.9 hours of contact were in STEM for math tutoring accounting for 35% of the hours of contact between tutor and student.
- ➢ 167.3 hours of contact were in tutoring in Humanities, accounting for 15% of the hours of contact between tutor and student.
- ➢ 533.42 hours of contact were for tutoring in Allied Health, accounting for 47% of the hours of contact between tutor and student.
- ➢ 29.6 hours of contact were for tutoring in Nursing, accounting for 3% of the hours of contact between tutor and student.

Table 4(a): Hours of contact Fall 2017

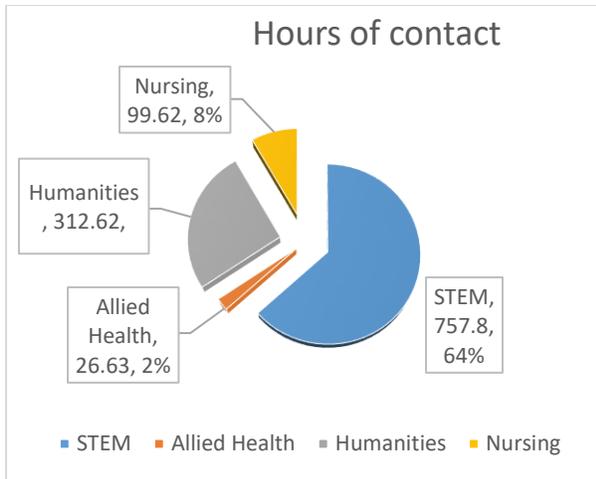**Table 4(b): Hours of contact Spring 2018**
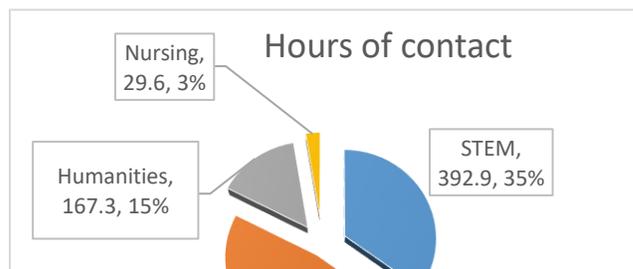
Table 5(a) shows the amount of visits per month from the Fall 2017 semester through the Spring 2018 semester. There is very little variation in the amount of visits we receive per month. The beginning of the semester is usually low and the end is also low not because of the lack of visits but because there's only a week of classes in the last month of the semester.
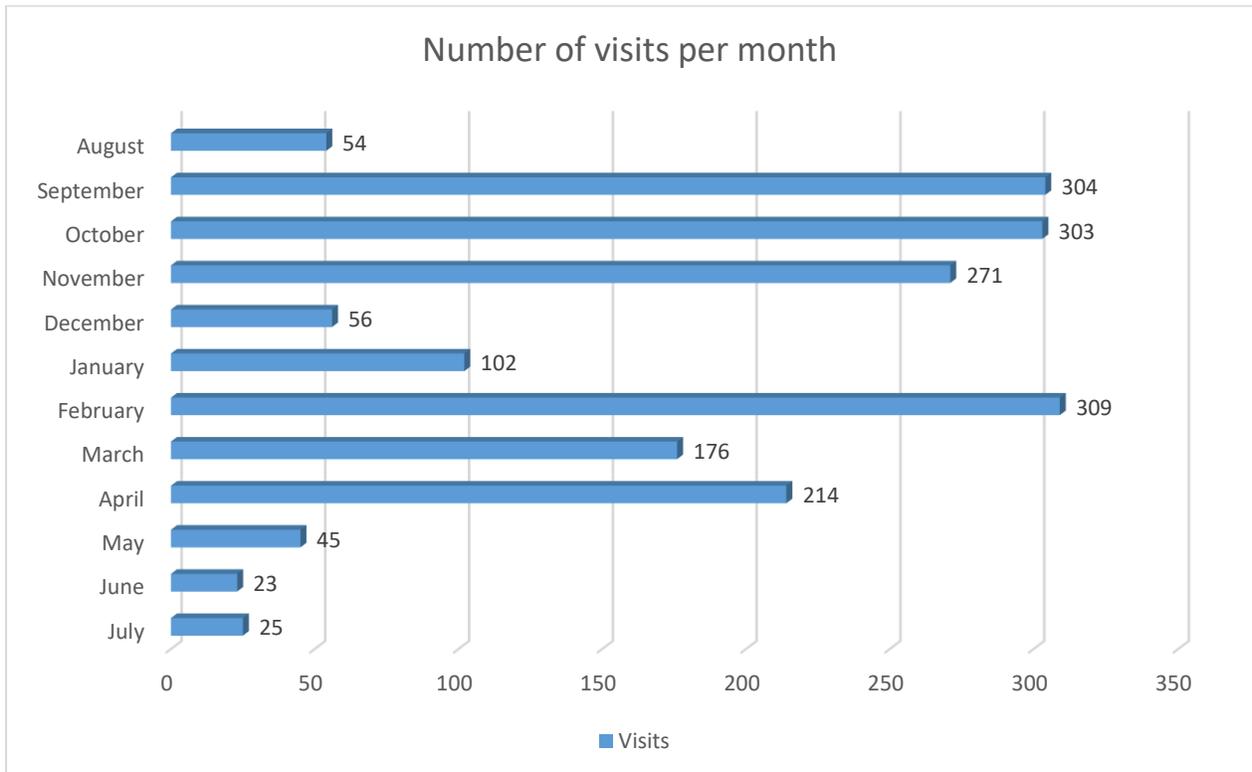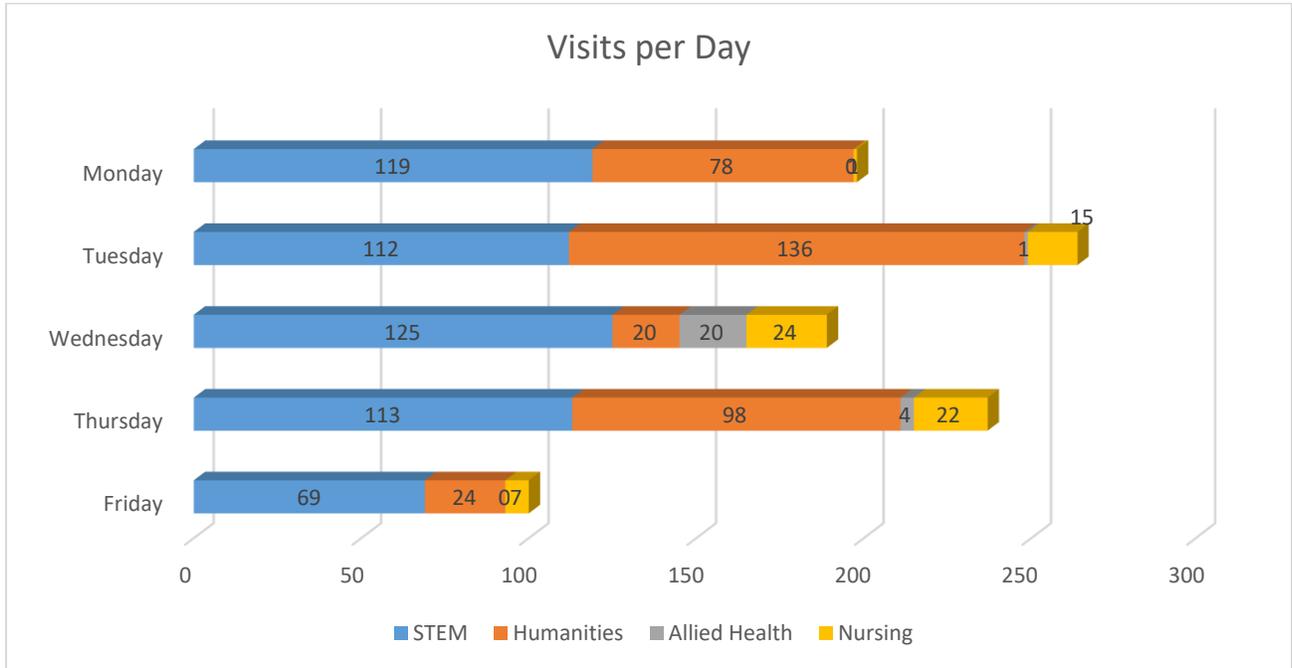
Table 5(a): Monthly Visits

Table 5(b) shows the amount of visits per day in the Fall 2017 and table 5(c) shows the amounts of visits per day in the Spring 2018. We can see that Friday was our slowest day for both semesters and other days where similar as far as the amount of visits.

Table 5(b): Visits per day Fall 2017

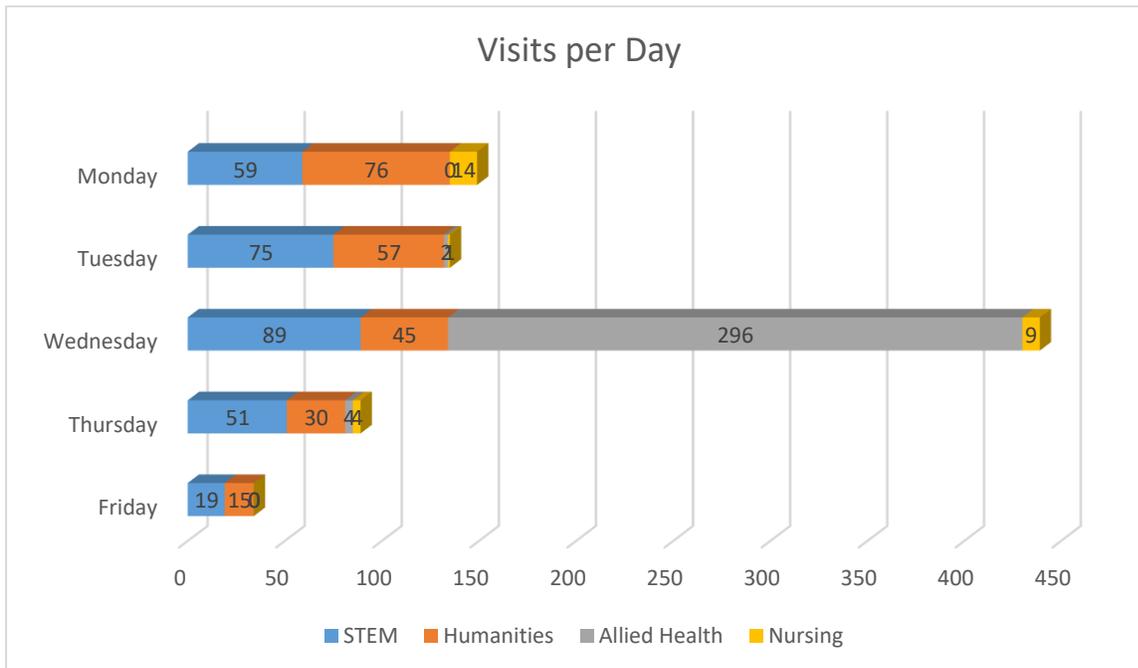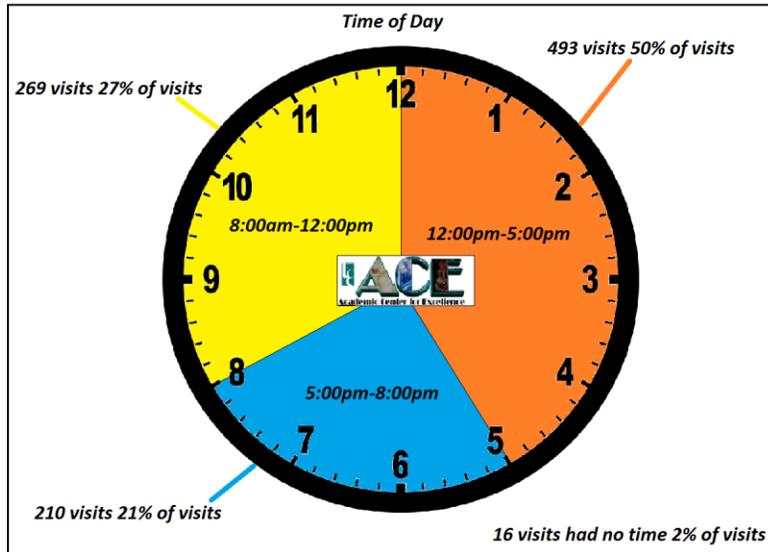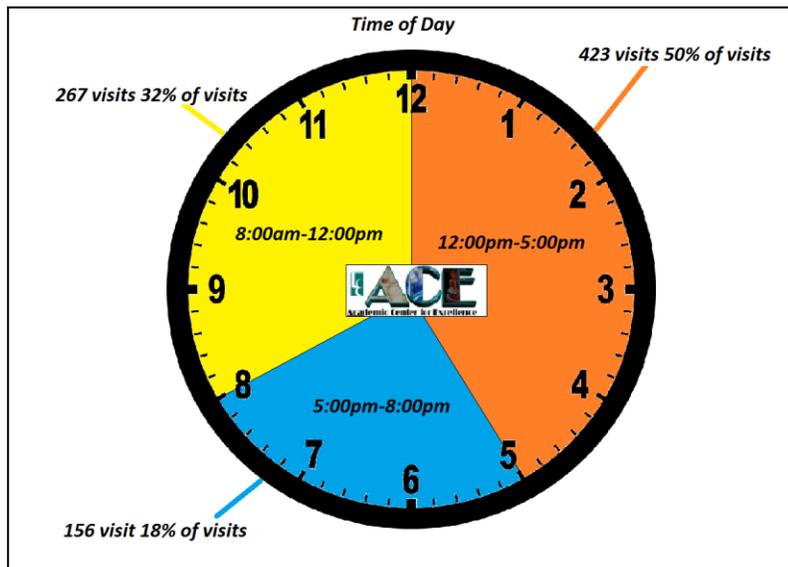**Table 5(c): Visits per day Spring 2018**

Table 5(d) shows the times of visits throughout the day in the Fall 2017 semester and table 5(e) shows the times of visits throughout the day in the Spring 2018 semester. A majority of the visits come between 12:00pm and 5:00pm.

Table 5(d): Time of day Fall 2017

**Table 5(e): Time of day Spring 2018**

The ACE Lab also gets additional information to monitor the type of students utilizing the tutoring services. We have some students that identify as baseball players, softball players, dual credit/GED students, as well as veterans. Table 6(a) shows how many tutoring visitors identified themselves with any additional information from Fall 2017, Spring 2018 semester, and Summer 2018 semester. Table 6(b) shows how many visits these particular students accounted for.

Table 6(a): Individuals with additional info
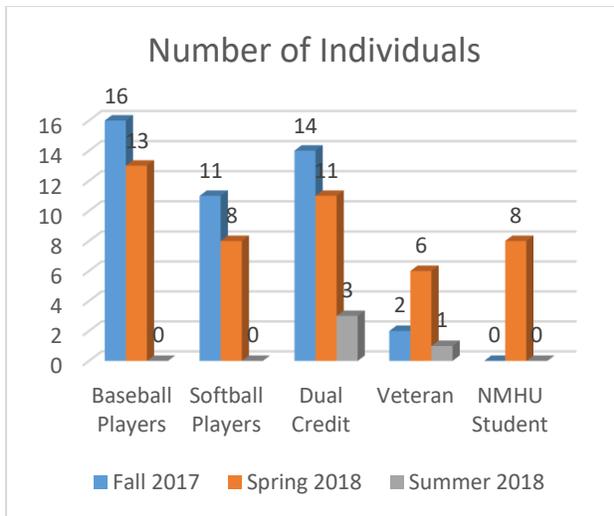
Table 6(b): Number of visits
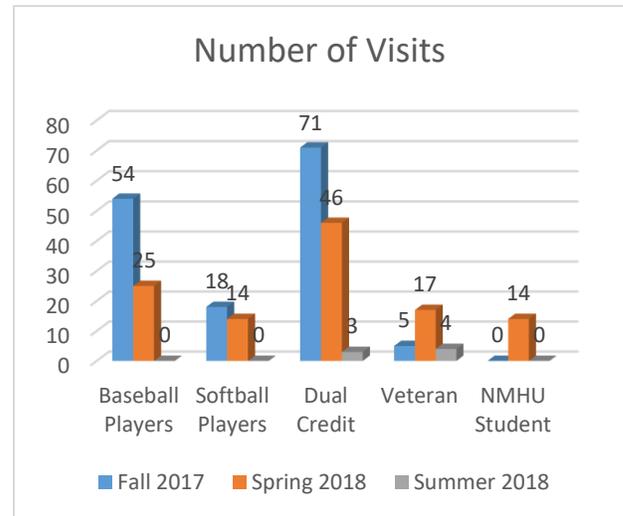
Rather than simply using the visits as a determination for success, we also looked at the grades of our most consistent visitors in order to determine if our tutors where truly serving our students in a meaningful way. The following tables show the students that came in for tutoring more than 5 times in a given subject and the grades they earned at midterm and their final grades.

• Table 7(a) shows the grades of our constant visitors in science for the Fall 2017 semester. Overall, 100% of those students passed with a C or better and 33% of these students had an increase from midterm to finals in their grades.

Table 7(a): Fall 2017 grades for consistent visitors in science

Student	Subject	Visit	Midterm Grade	Final Grade
Student 1	Science	5	C	B
Student 2	Science	5	F	C
Student 3	Science	6	C	C

- Table 7(b) shows the grades of our constant visitors in math for the Fall 2017 semester. Overall, 93% of those students passed with a C or better, 7% withdrew from the math class they were taking, 33% of these students had an increase from midterm to finals in their grades, and 13% had a decrease in their grades but still earned a C or better.

Table 7(b): Fall 2017 grades for consistent visitors in math

Student	Subject	Visit	Midterm Grade	Final Grade
Student 1	Math	5	U	S
Student 2	Math	5	B	A
Student 3	Math	7	S	S
Student 4	Math	9	W	W
Student 5	Math	11	A	A
Student 6	Math	21	U	S
Student 7	Math	21	S	S
Student 8	Math	26	B	A
Student 9	Math	29	B	C
Student 10	Math	31	D	C
Student 11	Math	37	B	B
Student 12	Math	41	A	A
Student 13	Math	43	S	S
Student 14	Math	49	A	B
Student 15	Math	59	S	S

- Table 7(c) shows the grades of our constant visitors in English courses for the Fall 2017 semester. Overall, 100% of those students passed with a C or better and 36% of these students had an increase from midterm to finals in their grades.

Table 7(c): Fall 2017 grades for consistent visitors in English

Student	Subject	Visit	Midterm Grade	Final Grade
Student 1	English	5	A	A
Student 2	English	5	S	S
Student 3	English	5	D	B
Student 4	English	5	S	S
Student 5	English	5	U	S
Student 6	English	6	S	S
Student 7	English	8	C	B
Student 8	English	9	S	S
Student 9	English	10	C	C
Student 10	English	14	S	S
Student 11	English	19	D	C

- Table 7(d) shows the grades of our constant visitors in other humanities courses for the Fall 2017 semester. Overall, 100% of those students passed with a C or better and 50% of these students had an increase from midterm to finals in their grades and 50% had a decrease in their grade but still passed the class with a C.

Table 8(d): Fall 2017 grades for consistent visitors in additional humanities courses

Student	Subject	Visit	Midterm Grade	Final Grade
Student 1	soc	10	B	C
Student 2	cjs	6	B	A

Spring 2018

- Table 7(e) shows the grades of our constant visitors in math courses for the Spring 2018 semester. Overall, 100% of those students passed with a C or better and 18% of these students had an increase from midterm to finals in their grades.

Table 7(e): Spring 2018 grades for consistent visitors in math

Student	Subject	Visit	Midterm Grade	Final Grade
Student 1	math	6	S	S
Student 2	math	6	A	A
Student 3	math	9	B	B
Student 4	math	9	B	B
Student 5	math	13	C	C
Student 6	math	13	B	A
Student 7	math	14	A	A
Student 8	math	14	S	S
Student 9	math	15	S	S
Student 10	math	24	B	B
Student 11	math	32	B	A

- Table 7(f) shows the grades of our constant visitors in science courses for the Spring 2018 semester. Overall, 100% of those students passed with a C or better, 50% of these students had an increase from midterm to finals in their grades and 25% had a decrease but still earned a C or better.

Table 7(f): Spring 2018 grades for consistent visitors in science

Student	Subject	Visit	Midterm Grade	Final Grade
Student 1	science	6	A	B
Student 2	science	8	C	B
Student 3	science	8	B	A
Student 4	science	15	A	A

- Table 7(g) shows the grades of our constant visitors in English courses for the Spring 2018 semester. Overall, 100% of those students passed with a C or better and 40% of these students had an increase from midterm to finals in their grades.

Table 7(g): Spring 2018 grades for consistent visitors in English

Student	Subject	Visit	Midterm Grade	Final Grade
Student 1	English	5	C	B
Student 2	English	13	B	A
Student 3	English	14	S	S
Student 4	English	11	A	A
Student 5	English	22	A	A

End of semester survey

Being data and student driven the ACE Lab also gives an end of semester survey (see appendix) to gain the students input. This survey was given to a random sample of classes in humanities and STEM. Frequent users of the ACE Lab were also given a survey. Surveys were gathered and each response was accounted for. There was a total of 126 surveys completed in the Fall 2017 semester.

Table 8(a) shows the responses for the Fall 2017 semester for the following questions:

- ➢ Have you ever utilized a tutor for any subject?
  - o If you answered yes for which classes?
- ➢ If you have never used the tutoring services, why not? (Check all that apply)
- ➢ Do you plan on utilizing tutoring services in the future?
  - o Why or why not?

Some students had multiple responses for the second part of question 1 (Which classes have you utilized a tutor in) because they visited with a tutor for multiple subjects. Out of the 126 total surveys, 67 responded they have used a tutor. When asked if they would use tutoring in the future 110 responded yes. Students were allowed to identify more than one subject they used a tutor in. There was 38 surveys identifying the usage of a tutor in the STEM department, which included all math classes, all computer science classes, and all science classes. There was 57 surveys that identified the usage of a tutor in the humanities department, which included all English classes, all history classes, public speaking, and all behavioral science classes. There was 1 survey that identified the usage of a tutor in the allied health area.

Table 8(a): End of semester survey results Fall 2017

Question	Yes		No	
Have you ever utilized a tutor for any subject?	67		59	
Do you plan on utilizing tutoring services in the future?	110		16	
	STEM	Humanities	Allied Health	
For which class or classes have you used a tutor?	38	57	1	
	Tutoring times are inconvenient	I did not know about tutors at LCC	I do not feel tutoring is necessary	Other
If you have never used the tutoring services, why not?	8	6	26	20

Below are a few comments from those responding "other" as to why they did not utilize tutoring besides the reasons given on the survey:

➢ "Had assistance at home"
➢ "Did not have time"
➢ "Didn't need a tutor"
➢ "No time"
➢ "No time, live out of town"
➢ "So far my classes have been easy so I haven't need help"
➢ "I studied a lot of the material on my own"
➢ "Never found a reason to use them"
➢ "Haven't need it yet"
➢ "Got tutoring elsewhere"

Table 8(b) shows the number of responses for each of the rating scale questions. Overall, students highly rated our tutors.

Table 8(b): End of semester survey results for Fall 2017

Questions rated on a 1-5 scale: 1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree N/A						
Total amount of surveys completed=124						
Question	1	2	3	4	5	N/A
I know where to go for tutoring.	8	5	6	14	71	4
Having a tutor makes me more confident about passing my classes	10	1	11	20	60	17
I know how to contact the tutors if I have any questions	5	7	15	17	64	6
The knowledge and skills of the tutors helped me to better understand my course lessons	5		6	23	55	28
The tutors treat me and other students with respect	4	2	2	12	68	28

Overall, the tutors were effective and helpful	3	1	3	14	63	33
I am doing as well as I expected to in my courses	3	2	14	30	55	10

Students were also asked to make any comments, concerns or suggestions and why they will be using tutoring in the future. No comments were left out. If any negative statements were made, we also included those. Any negative responses can be used to grow and improve our services.

Student Comments from survey:

- "They are very helpful"
- "I haven't used one but I will in the future to improve in my grades"
- "I've been around the tutors even though I haven't needed their help yet, but they always are helping someone. I believe next semester I will be needing that help and know where to find them"
- "It helps me understand better and gives me the personal time to learn"
- "English tutors are honest and very helpful"
- "Tutors are more helpful because they help one on one"
- "They need a better place cause there's to many interruptions"
- "Writing tutors need access to PC's"
- "They have helped me succeed on my essays"
- "They give you a lot of help. Also, they help your stress go down"
- "I really appreciate the time they took and all the help they gave me to help me understand"
- "They're awesome at what they do. So helpful!"
- They are a big help
- Helpful
- They help me a lot
- To get help for my class
- Helped me out a bit
- They helped me pass my classes
- They have been helpful in achieving knowledge
- Because they are great
- Double check work
- They helped me pass
- They helped me a lot with essays and math
- Improves confidence
- Because they're wonderful
- I might need help
- They will help me pass classes
- Help pass my classes
- Because it would help get a better understanding of everything
- Great help and teaching
- Very helpful
- We need them
- To get more help

➢ It helped me pass my classes
➢ It's helpful
➢ Because I feel the need to be tutored
➢ Will be taking math in the Spring
➢ Because it helps better my writing
➢ They are the bomb.com
➢ Because this helps me pass my classes
➢ They are helpful
➢ They are very helpful
➢ I want to if I'm able to fit it in to my schedule
➢ I might go if I don't improve I need help in math
➢ Yes because I may struggle in the future
➢ If classes are hard I know they can help me
➢ The tutors are amazing with all students.
➢ They do everything they can to help you understand the concepts of the subject you're working on
➢ Thank you Daniel for reviewing my papers!!

Below are comments as to why they may not use tutoring in the future:

➢ Graduating this year
➢ Don't think I need them
➢ It's not necessary
➢ I went for algebra and I wasn't happy. The tutors where not concentrated
➢ I don't plan to but I might
➢ I have never relied on a tutor and feel I do best on my own

There was a total of 163 surveys completed for the Spring 2018 semester.

Table 8(c) shows response for the Spring 2018 semester for the following questions:

➢ Have you ever utilized a tutor for any subject?
  o If you answered yes for which classes?
➢ If you have never used the tutoring services, why not? (Check all that apply)
➢ Do you plan on utilizing tutoring services in the future?
  o Why or why not?

Some students had multiple responses for the second part of question 1 (Which classes have you utilized a tutor in) because they visited with a tutor for multiple subjects. Out of the 163 total surveys, 106 responded they have used a tutor. When asked if they would use tutoring in the future 130 responded yes. Students were allowed to identify more than one subject they used a tutor in. There was 64 surveys identifying the usage of a tutor in the STEM department, which included all math classes, all computer science classes, and all science classes. There was 70 surveys that identified the usage of a tutor in the humanities department, which included all English classes, all history classes, public speaking, and all behavioral science classes. There was 16 survey that identified the usage of a tutor in the allied health area.

Table 8(c): End of semester survey results Spring 2018

Question	Yes	No		
Have you ever utilized a tutor for any subject?	106	57		
Do you plan on utilizing tutoring services in the future?	130	33		
		STEM	Humanities	Allied Health
For which class or classes have you used a tutor?		64	70	16
	Tutoring times are inconvenient	I did not know about tutors at LCC	I do not feel tutoring is necessary	Other
If you have never used the tutoring services, why not?	5	2	24	22

Below are a few comments from those responding "other" as to why they did not utilize tutoring besides the reasons given on the survey:

➢ No time
➢ Was too busy this semester
➢ Hard cause I live out of town
➢ No time, uses NMHU tutors during class
➢ Too busy
➢ My work times don't work with tutoring times
➢ They all seemed to be taken with tutors already scheduled
➢ This semester wasn't as challenging
➢ I was embarrassed
➢ Didn't require help
➢ Never got around to it

Table 8(d) shows the number of responses for each of the rating scale questions. Overall, students highly rated our tutors.

Table 8(d): End of semester survey results for Fall 2017

Questions rated on a 1-5 scale: 1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree N/A						
Total amount of surveys completed=124						
Question	1	2	3	4	5	N/A
I know where to go for tutoring.	2	2	5	30	119	4
Having a tutor makes me more confident about passing my classes	2	1	15	38	88	18
I know how to contact the tutors if I have any questions	5	12	26	28	86	5
The knowledge and skills of the tutors helped me to better understand my course lessons	4	0	10	44	76	28
The tutors treat me and other students with respect	2	0	2	24	112	22

Overall, the tutors were effective and helpful	2	0	9	22	97	32
I am doing as well as I expected to in my courses	4	0	24	59	71	4

Students were also asked to make any comments, concerns or suggestions and why they will be using tutoring in the future. No comments were left out. If any negative statements were made, we also included those. Any negative responses can be used to grow and improve our services.

Student Comments from survey:

- They are very helpful
- They help me get better grades
- They help me understand my assignments
- Tutoring services help me to succeed in class
- They are a very useful resource
- I don't have many suggestions for the tutors. I just wanted to note, that I appreciate the late hours that they are available. I work full time and have a lot of night classes, so it is very helpful
- I completed assignments faster with their help
- Helped me to understand the material better
- If a situation on an assignment was difficult, the tutor walks me through it
- Need more math tutors, specifically in calculous 1
- I go to the library more times than the ACE Lab to study or do homework. The ACE Lab could get crowded at times
- My only suggestion is for a group place where not only tutors but students could help out each other
- Having something similar to the tutoring program at Highlands
- They help me understand what my instructor sometimes can't
- The tutors are great and always help as many people as they can. Even when they are unsure on the question/problem they will continue to try their hardest to help or find the answer
- I will probably need it in the future
- They help me with my work and understanding of the material
- They are very helpful
- They always helped make my work better
- I think the ACE Lab and the tutors should have longer hours, 8pm is early
- Some tutors suck, others didn't
- I did not use any but I believe if I did I would have done better in my classes
- Tutors where always available
- It works!
- They need more biology tutors
- I've been here a while and I need to start seeing tutors so I can finally pass all my classes
- Hell yes, it helps so much
- One tutor gave me false help on math homework. Bombed it!
- To better improve my learning skills
- I need them

- ➤ They come in handy
- ➤ There are always tutors and I found that helpful
- ➤ A second opinion from the tutors could be very useful on my work

Below are comments as to why they may not use tutoring in the future:

- ➤ Graduating this year
- ➤ Not coming back next semester
- ➤ I'm already acing all my classes
- ➤ Leaving LCC
- ➤ Graduating

Luna Community College Summer Bridge Program

During the Summer 2018 semester ACE Lab tutors were also involved in the bridge problem developed by the STEM and Humanities department. These Summer bridge programs were highly beneficial for our LCC students and tutors were a key component to their success.

Math 102 Course

- ➤ Auritha Roybal- Our most experienced tutor and graduate from LCC in General Science and Mathematics
- ➤ JaMarcus Trujillo- An experienced tutor in science and graduate of LCC in general Science
- ➤ Richard Trujillo- A recent graduate of LCC and second place winner in the Wolf's Den Competition
- ➤ Saige Martinez- A volunteer tutor in math during the Spring 2018 semester
- ➤ Elizabeth Conner- A recent LCC graduate and former LCC student body vice president
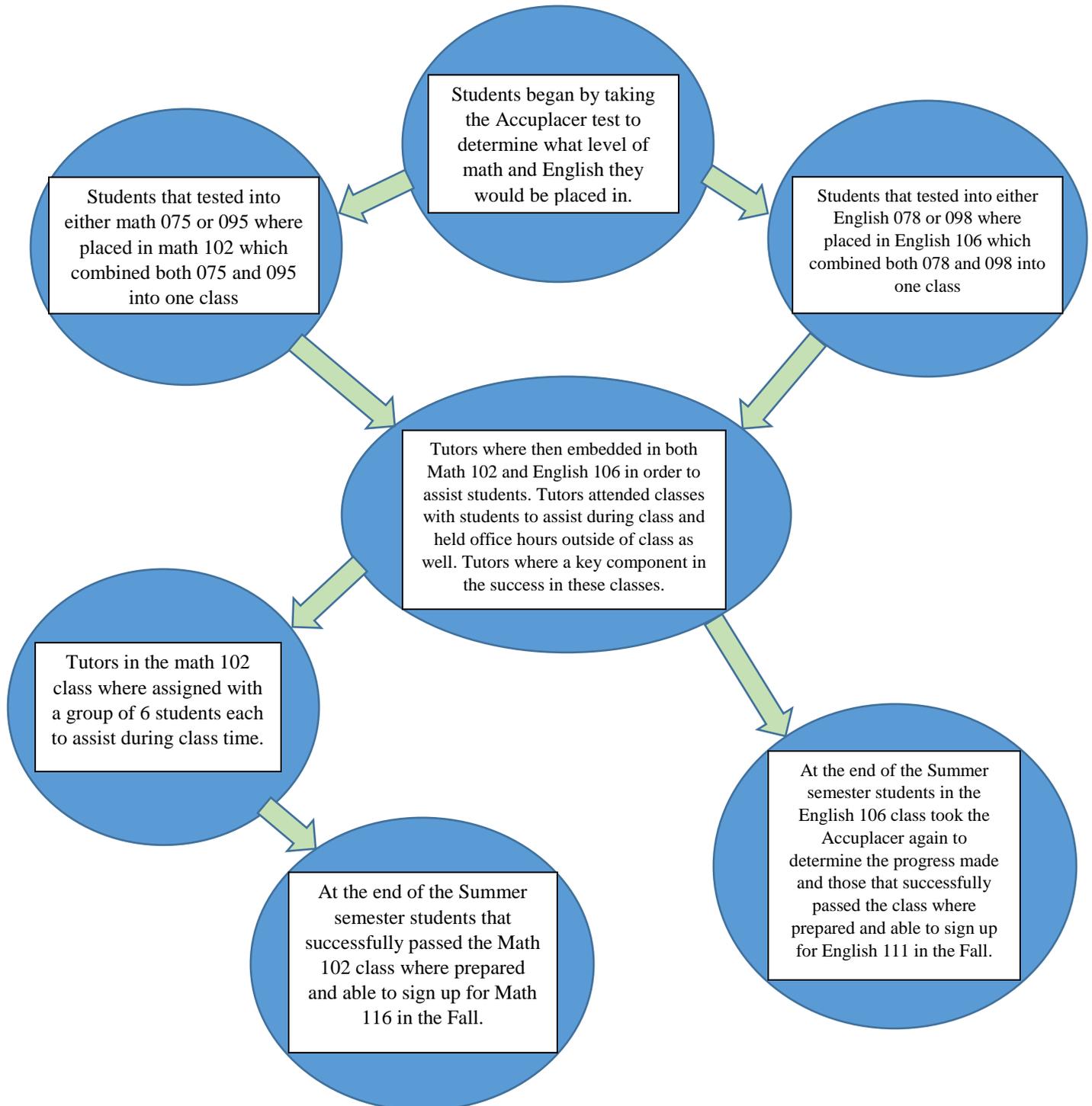- ➤ Rosendo Gonzales- A tutor in allied health

English 106 Course

- ➤ Jonathan Lujan- Experienced LCC humanities tutor
- ➤ Giavanna LaFerriere- New tutor at LCC with a Master's degree from NMHU
- ➤ Aimee Lyn Stearns- New tutor at LCC and current graduate student at NMHU

Each tutor was instrumental to the success of the students within this program. With the Success of the students LCC has adopted these courses to replace the lower level math and English courses to benefit our students. Tutors will continue to work with these classes since there is a heavy workload for the students enrolled in these classes.

Table 9(a) shows a brief breakdown of how the Summer Bridge programs where developed and subsequently run in the Summer.

Table 9(a): Summer Bridge Program

Students began by taking the Accuplacer test to determine what level of math and English they would be placed in.

Students that tested into either math 075 or 095 where placed in math 102 which combined both 075 and 095 into one class

Students that tested into either English 078 or 098 where placed in English 106 which combined both 078 and 098 into one class

Tutors where then embedded in both Math 102 and English 106 in order to assist students. Tutors attended classes with students to assist during class and held office hours outside of class as well. Tutors where a key component in the success in these classes.

Tutors in the math 102 class where assigned with a group of 6 students each to assist during class time.

At the end of the Summer semester students that successfully passed the Math 102 class where prepared and able to sign up for Math 116 in the Fall.

At the end of the Summer semester students in the English 106 class took the Accuplacer again to determine the progress made and those that successfully passed the class where prepared and able to sign up for English 111 in the Fall.

During the bridge program, visits where not counted because the tutors where required to attend class every day for the entire semester and assist everyone in the class. Table 9(b) shows the grade break down and average grade for each tutor group in the math 102 class and table 9(c) shows the grade distribution in this class. Overall, the program was a success and tutors where key to the success of these programs and students.

There was a total of 30 student signed up for the math 102 course. Out of the 30 students, 28 (93%) earned a grade of C or better and 2 student (7%) earned a D or lower.

Table 9(b): Summer bridge math 102 student grades and group average

Tutor Group 1	Grade		Tutor Group 2	Grade
Student 1	96%		Student 1	94%
Student 2	90%		Student 2	93%
Student 3	90%		Student 3	92%
Student 4	84%		Student 4	89%
Student 5	80%		Student 5	84%
Student6	74%		Student6	81%
Group 1 Average	**86%**		**Group 2 Average**	**89%**

Tutor Group 3	Grade		Tutor Group 4	Grade
Student 1	94%		Student 1	98%
Student 2	79%		Student 2	94%
Student 3	75%		Student 3	91%
Student 4	75%		Student 4	90%
Student 5	75%		Student 5	78%
Student6	48%		Student6	71%
Group 3 Average	**74%**		**Group 4 Average**	**87%**

Tutor Group 5	Grade
Student 1	91%
Student 2	82%
Student 3	82%
Student 4	77%
Student 5	71%
Student6	63%
Group 5 Average	**78%**

A's	B's	C's	D's	F's

Table 9(c): Summer bridge math 102 grade distribution

Grade Distribution Math 102

D's, 1, 4% F's, 1, 3%
C's, 9, 30%
A's, 12, 40%
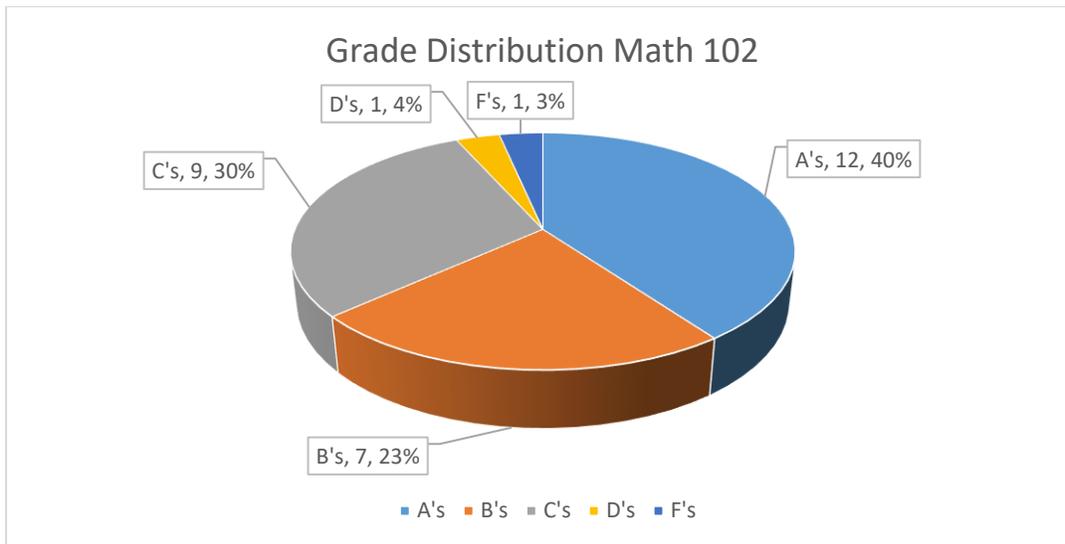B's, 7, 23%

■ A's ■ B's ■ C's ■ D's ■ F's

Table 9(d) shows the grade break down and Table 9(e) shows the Accuplacer tests before and after the class for English 106. There was 12 students in the English 106 class. Overall the grades for the class stayed nearly the same from midterm to finals with the class averaging an 83% at midterms and finals. Even though grades remained relatively the same, 6 out of the 12 students (50%) raised their Accuplacer placement by one level, 2 out of the 12 (17%) raised it by 2 levels, 3 out of the 12 (25%) remained at the same level and 1 of the 12 (8%) withdrew.

Table 9(d): Summer bridge English 106 grades

Student	Midterm Grade	Final Grade	Increase
Student 1	86%	86%	0
Student 2	98%	98%	0
Student 3	87%	86%	-1
Student 4	94%	95%	+1
Student 5	90%	90%	0
Student 6	92%	91%	-1
Student 7	98%	98%	0
Student 8	71%	68%	-3
Student 9	95%	95%	0
Student 10	92%	93%	+1
Student 11	W	W	0
Student 12	95%	96%	+1
Total	83%	83%	

Table 9(e): Summer bridge English 106 Accuplacer results

Student	1st Accuplacer class placement	2nd Accuplacer class placement	Levels increased
Student 1	78	98	+1
Student 2	98	111	+1
Student 3	98	98	0
Student 4	78	111	+2
Student 5	78	98	+1
Student 6	78	78	0
Student 7	98	111	+1
Student 8	78	78	0
Student 9	78	111	+2
Student 10	98	111	+1
Student 11	W	W	0
Student 12	78	98	+1

Table 9(f) shows the grade distribution in the Summer Bridge English 106 course. Overall, the class was a success. Out of the 12 students 11 (92%) passed with a C or better with 8 (67%) earning an A, 2 (17%) earning a B, and 1 (8%) earning a C.

Table 9(f): Summer Bridge English 106 grade distribution

Grade Distribution English 106

F's, 0, 0%
W, 1, 8%
D's, 0, 0%
C's, 1, 8%
A's, 8, 67%
B's, 2, 17%

A's · B's · C's · D's · F's · W
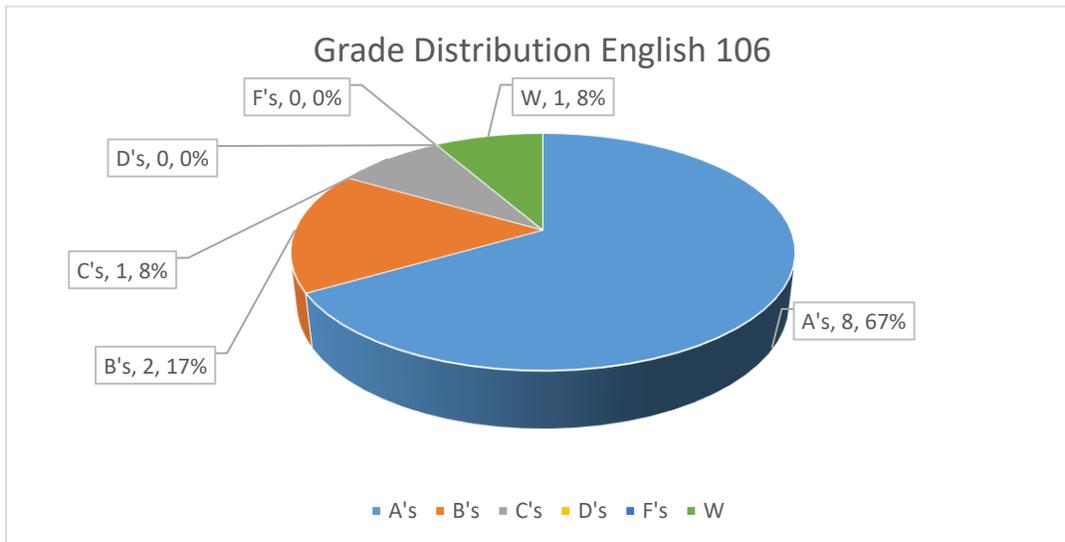
Overall Progression

Table 10(a) shows the amount of visits we received the last six semesters per department. We had a significant increase in visits during the Fall 2017 from the previous Fall semester for all areas. There was a slight decrease for the Spring 2018 semester in STEM and Humanities from the Fall 2017 semester but was still similar to the Fall 2016 and Spring 2017 semesters. Allied health had an extreme increase during the Spring 2018 semester due to the embedded tutor.

Table 10(a): Semester visit progression per department
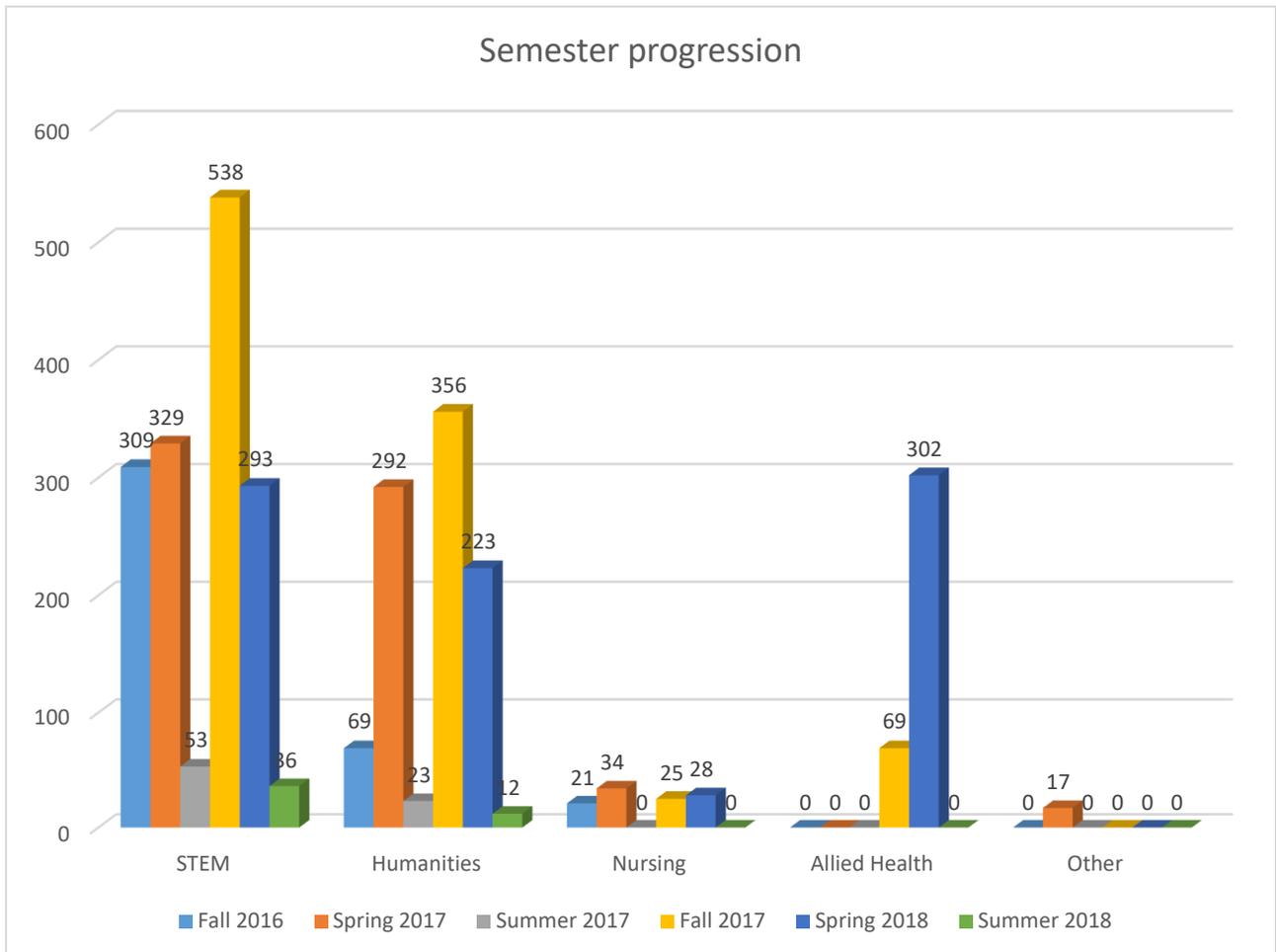
Table 10(b) shows the total amount of visits for the last six semesters in all areas combined. We have had an increase since the ACE Lab took over tutoring services in all areas.

Table 10(b): Total visit semester comparison

Semester progression

Student Visits

Fall 2016 · Spring 2017 · Summer 17 · Fall 17 · Spring 18 · Summer 18
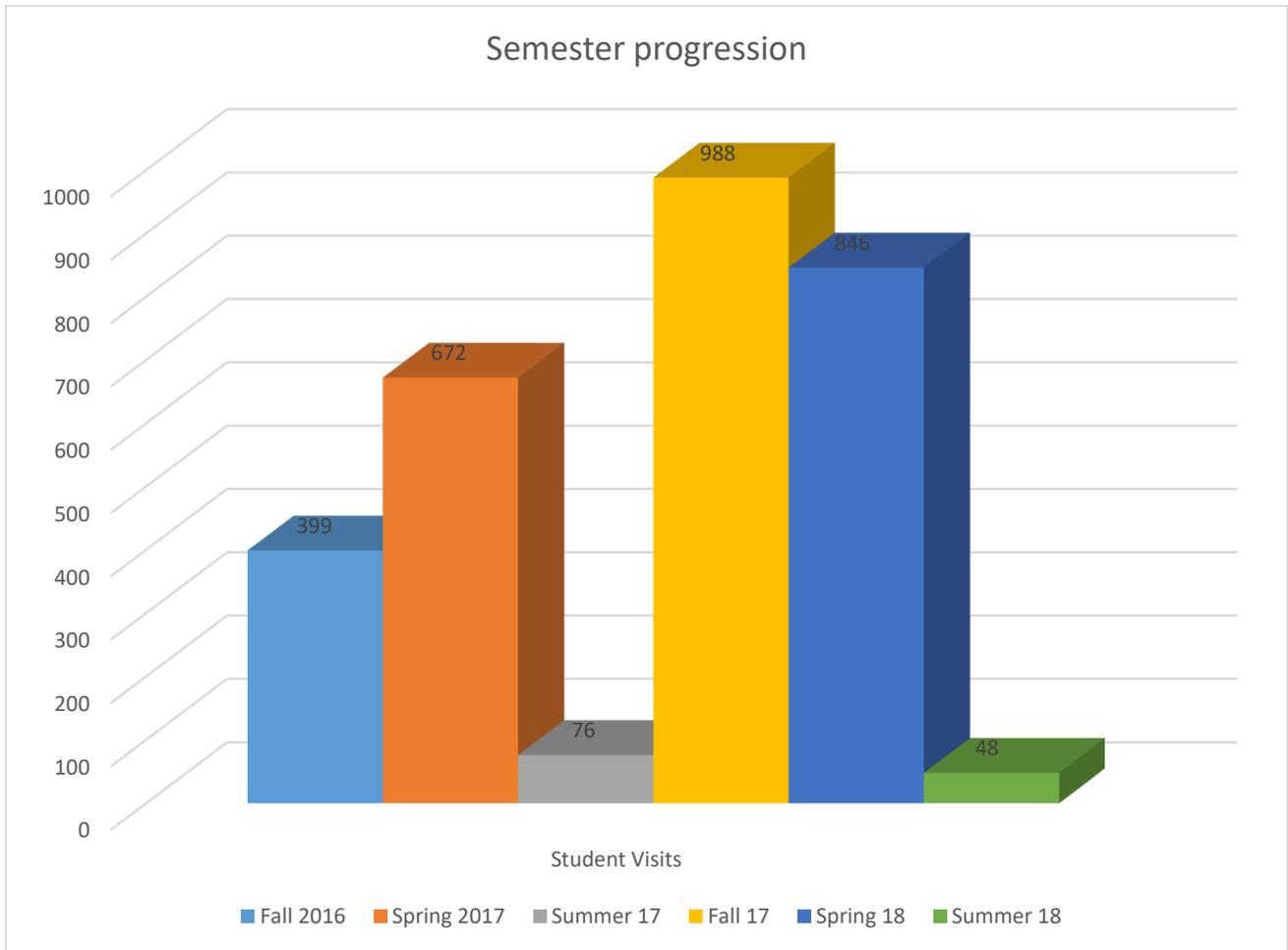
Summary/Justification

Overall, the ACE Lab has been a key component in the success of many students. We have helped a lot of students and aim at improving our services to further assist our Luna students.

Using all the data we can make appropriate recommendations and improvements to an already useful service. Like any other program we have faced some obstacles, one being the location of some of our tutors. Since some tutors are not located in the same area it was difficult to communicate and monitor the progress of these tutors. However, having the tutors located in the same area were classes are being taught gave them the ability to talk with specific classes. We also encountered some down time for our tutors. This down time was not significant enough to cut hours but there was still free time. Tutors were sent to classes to remind students about their services to fill this free time.

The strengths of this program was the tutors themselves. We had a great group of individuals that cared about students. They were also very experienced and skilled in all subjects for their given department. The hiring recommendations and requirements will stay the same since we have been able to hire great tutors. Being data driven has been and will continue to be of high importance. Since data is constantly being collected we are better equipped to show the progress of our tutors. We can also use the data collected to determine the future of our services. All the data collected shows the progress, need and appreciation for this very important service offered by the ACE Lab and specifically our tutors.

The Fall semesters have been our most successful semesters as far as visits. STEM and Humanities had significant increases in the Fall semesters and we anticipate the Fall 2018 semester being even more productive.

For the upcoming semester we will have tutors scheduled throughout the day with a concentration on the hours of 12:00pm-5:00pm since those where the times that received the most visits in past semesters. We will also be placing a little more importance to evening hours for the math bridge course and student athletes that are required to put in study hall hours that take place in the ACE Lab in the evenings. We will continue to embed specific tutors, for instance the allied health tutor into A&P labs since they had a drastic change in visits when that specific tutor was in the labs assisting. We will also be embedding tutors in specific courses in STEM with requests from professors. The ACE Lab will still be maintain Friday tutor hours but we will limit them due to the low visits on that particular day in past semesters.

With the addition of our new math 102 course and English 106 course, after the initial Summer bridge program was a success, we anticipate the Fall 2018 math 102 class and English 106 course to be a great success as well. During the Summer 2018 semester tutors where embedded within the bridge classes for STEM and Humanities and we will continue with that method to maintain the success of our students within those specific courses. Tutors will attend class everyday along with the students and assist for every class. Since this class will be a permanent replacement for the lower level math courses the ACE Lab will collect attendance records of the students in the class since tutors will be assisting within the class.

STEM

Since we will have the math 102 class, plus a full STEM schedule during the Fall 2018 semester, the STEM director has requested a total of 8 tutors for STEM. I believe this is an acceptable request due to the numbers of our past Fall semesters and implementation of our new math 102 course. The amount of hours should be a maximum of 22 hours per week for each tutor. We will not give all tutors the maximum amount of 22 hours unless necessary but there should be room to work with for various reasons. This will be determined by STEM director and ACE Lab coordinator.

Humanities

Humanities also had increases in visits for the Fall semesters and will implement the new English 106 course as well. The humanities director has requested 4 tutors. I believe this is an acceptable amount of tutors to have within this department along with the maximum amount of hours being 22 hours per week for each tutor. We will not give all tutors the maximum amount of 22 hours unless necessary but there should be room to work with for various reasons. This will be determined by Humanities director and ACE Lab coordinator.

Allied Health

During the Spring 2018 semester we had an extreme increase in visits for allied health. This was due to the decision from the Allied Health director and ACE Lab coordinator to embed the tutor in the A&P 2 labs. This will be done once again for the Fall 2018 semester. The allied health director has requested one tutor with the maximum amount of 22 hours per week depending on various reasons. This will be determined by the allied health director and ACE Lab coordinator.

Business

We have never had a tutor in the business department but requests from students to the ACE Lab coordinator and Business director have occurred. Business director has requested 1 tutor for the accounting classes. Upon further discussion between ACE Lab coordinator and Business director the decision was made to hold off until the Fall semester begins to determine student interest and need for a business tutor. If a tutor is needed the maximum hours of 22 should be allowed. This tutor will start with 12 hours a week to determine student need, then a decision will be made by ACE Lab coordinator and Business director to either increase hours or keep the same hours depending on student visits.

All tutors should be allowed a maximum of 22 hours per week. Tutors will be given between 12-22 hours per week depending on the following reasons:

- ➢ Which courses directors and ACE Lab coordinator decide to embed a tutor (embedded tutors are required to log more hours due to the assistance they give in class and during their office hours)
- ➢ Students request for more tutors or more hours (often times students come in to study with a tutor and they need to go beyond the scheduled hours posted)

➢ The increase or decrease of visits (if visits are increasing for a specific subject area during certain times of the semester (midterms, test dates ect.., tutors may be required to do additional hours and if visits are decreasing we may decrease the amount of hours)
➢ The operation of the ACE Lab in the evening (students utilize the ACE Lab during the hours of 5pm-8pm. The athletic department also requested we have tutors available for athletes in the evening… Baseball and softball players are required (by their coaches) to log study hall hours every week and this is done in the ACE Lab usually from 7pm-8pm everyday)
➢ More hours may be needed for specific tutors if all tutor positions are not filled

As the semester progresses directors and ACE Lab coordinator will discuss increasing or decreasing hours based on these factors. Pay will remain at $10.09/hr.

Projected Budget

Table 11 shows the projected budget for the Fall 2018 and Spring 2019 semesters. The actuals for 17-18 included $49,964.67 in hourly pay and $14,989.40 in benefits totaling $64,954.07. The total estimate for 18-19 is $68,450.56 in hourly pay with $20,535.17 in benefits totaling $88,985.73. That would be an increase of $24,031.66. We may not reach that total estimate in actual spending but I believe this is a small increase considering all the data provided plus the addition of our new math 102 and English 106 classes. *The ACE Lab and tutoring service is every student's lifeline to success!*

Table 11: Fall 2018-Spring 2019 Budget Estimate

Dept.	Tutor	Per/hr	Hours Per Week	Fall total weeks	Total amount of hours for Fall	Spring total weeks	Total amount of hours for Spring semester	Total amount of hours for Fall and Spring	Total estimated amount to be spent
STEM	Tutor 1	$10.09	22	16	352	16	352	704	$7,103.36
STEM	Tutor 2	$10.09	22	16	352	16	352	704	$7,103.36
STEM	Tutor 3	$10.09	20	16	320	16	320	640	$6,457.60
STEM	Tutor 4	$10.09	15	16	240	16	240	480	$4,843.20
STEM	Tutor 5	$10.09	15	16	240	16	240	480	$4,843.20
STEM	Tutor 6	$10.09	15	16	240	16	240	480	$4,843.20
STEM	Tutor 7	$10.09	12	16	192	16	192	384	$3,874.56
STEM	Tutor 8	$10.09	12	16	192	16	192	384	$3,874.56
Humanities	Tutor 1	$10.09	22	16	352	16	352	704	$7,103.36
Humanities	Tutor 2	$10.09	20	16	320	16	320	640	$6,457.60
Humanities	Tutor 3	$10.09	15	16	240	16	240	480	$4,843.20
Allied Health	Tutor 1	$10.09	22	16	352	16	352	704	$7,103.36
Total									**$68,450.56**
Benefits									**$20,535.17**
TOTAL Estimate for Fall 2018 and Spring 2019									**$88,985.73**

Appendix

- Beginning of semester time survey
- Flyers and Schedules
- Tutoring sign in sheet
- End of semester survey

Beginning of semester time survey

LCC Tutoring   Current class_____

Please check any and all times you would be available and willing to come in to utilize our tutors.

Do you think you will be utilizing a tutor in any class this semester? Yes/No What class or classes?_____

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00am					
9:00-10:00am					
10:00-11:00am					
11:00-12:00am					
12:00-1:00pm					
1:00-2:00pm					
2:00-3:00pm					
3:00-4:00pm					
4:00-5:00pm					
5:00-6:00pm					
6:00-7:00pm					
7:00-8:00pm					

**If you have any comments, concerns or suggestions please feel free to write them on the back of this survey. Your input is very important to us. Thank you!!

Tutoring sign in sheet

LCC Tutoring

Print Name Clearly Please!
First Name

_____

Last Name

_____

Date _____

Time In _____ : _____ am/pm

Time Out _____ : _____ am/pm

Student Type
(Check if applicable)
○ Baseball   ○ Softball
○ Veteran   ○ GED student
○ NMHU student
○ Dual Credit/High school
  WLV/LVCS/Mora/Pecos/Other

Course/Subject

_____

Tutor Name

_____

Front Side

Back Side

How satisfied are you with the service your tutor provided?

○ Very Satisfied
○ Satisfied
○ Neutral
○ Unsatisfied
○ Very Unsatisfied

Student Signature _____

Tutor Signature _____

End of semester survey

LCC end of semester tutoring survey   Class_____

Please respond to each question to the best of your ability.

1-Strongly Disagree   2- Disagree   3- Neutral   4- Agree   5- Strongly Agree   N/A- Not available

1. Have you ever utilized a tutor for any subject? Yes/No If you answered yes for which class or classes_____	
If you have never used the tutoring services, why not? (check all that apply) _____ Tutoring times are inconvenient _____ I do not feel tutoring is necessary _____ I did not know about tutors at LCC _____ Other (please explain) _____ _____	
2. I know where to go for tutoring. 1 2 3 4 5 N/A	6. The tutors treat me and other students with respect. 1 2 3 4 5 N/A
3. Having a tutor makes me more confident about passing my classes 1 2 3 4 5 N/A	7. Overall, the tutors were effective and helpful 1 2 3 4 5 N/A
4. I know how to contact the tutors if I have questions 1 2 3 4 5 N/A	8. I am doing as well as I expected to in my courses 1 2 3 4 5 N/A
5. The knowledge and skills of the tutors helped me to better understand my course lessons. 1 2 3 4 5 N/A	9. Do you plan on utilizing tutoring services in the future? Yes/No Why or why not? _____

*If you have any additional comments, concerns or suggestions please write them on back of the survey.

Flyers and schedules: Fall 2017

Need a Tutor?

The Academic Center for Excellence (ACE) is here for you!! When you join the ACE team, you are a part of a great program that builds on your interests and helps you to achieve academic success. ACE provides integrated student support services that build on your strengths and interests. Our tutors are talented and more than capable in helping you to succeed.

The ACE Lab's main priority is to empower students and help them excel academically. Stop by to meet with our tutors. We look forward to meeting you!!

Tutor	Subject	Monday	Tuesday	Wednesday	Thursday	Friday
Auritha	Math/Science	8:00am-10:00am	8:00am-10:00am & 5:00pm-8:00pm	8:00am-10:00am & 5:00pm-8:0pm	8:00am-10:00am & 2:00pm-3:00pm	8:00am-11:00am
JaMarcus	Science/Stats	1:00pm-8:00pm	10:30am-1:30pm	10:30am-1:30pm	10:30am-1:30pm	10:00am-12:00pm
Brittney	Math/Science	3:00pm-8:00pm		12:00pm-2:30pm	10:30am-1:30pm	12:00pm-4:30pm
Harain	Spanish/Humanities and Lower Division Math	2:00pm-5:00pm	2:00pm-6:00pm	2:00pm-5:00pm	11:00am-5:00pm	
Daniel	English/Criminal Justice/Sociology/Essay Writing	9:00am-3:00pm	2:00pm-8:00pm		2:00pm-8:00pm	
Sergio	English/History/Essay Writing	8:00am-12:00pm	12:00pm-3:00pm		8:00am-10:00am	10:00am-1:00pm
Rosendo	Allied Health	11:00am-4:00pm	11:30am-3:00pm	5:00pm-6:00pm	8:00am-10:00am 11:30am-3:00pm	
Robert	STEM and Humanities	11:00am-3:00pm	12:30pm-5:00pm		3:00pm-8:00pm	

ACE Lab Hours
Monday-Thursday 8:00am-8:00pm
&
Friday 8:00am-5:00pm

STEM Tutors are Located in the Maria H. Paiz Administration Building TE-120 (ACE). Humanities Tutors are located in the School of Business Building room 113 until 5:00pm. Allied Health tutor is located in the nursing building. All STEM and Humanities Tutors will be located in the ACE Lab after 5:00pm

*Times may also change throughout the semester based on student need or appointments. If you need to set up a specific time with our tutors please let us know For more info contact Ray Varela at (505)-454-5306 or rvarela@luna.edu

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Need a Tutor?

Flyers and schedules: Spring 2018

Need a Tutor?

Tutor	Subject	Monday	Tuesday	Wednesday	Thursday	Friday
Auritha	Math/Science	4:30pm-8:00pm	4:30pm-8:00pm	4:30pm-8:00pm	8:00am-9:00am & 1:30pm-5:00pm	
JaMarcus	Science/Stats	10:00am-11:00am	9:00am-12:00pm & 5:00pm-6:00pm	10:00am-11:00am	9:00am-1:00pm & 3:00pm-5:00pm	10:00am-11:00am &12:00pm-5:00pm
Brittney	Math/Science	10:00am-11:00am	5:00pm-6:00pm	10:00am-11:00am	9:00am-1:00pm & 3:00pm-5:00pm	10:00am-11:00am & 12:00pm-5:00pm
Harain	Spanish/Humanities and Lower Division Math			8:00am-10:00am 12:00pm-4:00pm & 5:00pm-8:00pm		8:00am-10:00am
Daniel	English/Criminal Justice/Sociology/Essay Writing	4:00pm-8:00pm	12:00pm-2:00pm & 3:00pm-8:00pm		12:00pm-2:00pm & 3:00pm-8:00pm	
Sergio	English/History/Essay Writing	9:00am-12:00pm	12:00pm-3:00pm		8:00am-10:00an & 2:00pm-4:00pm	11:00am-1:00pm
Rosendo	Allied Health	1:00pm-5:00pm	2:30pm–4:00pm		2:30pm–4:00pm	1:30pm-3:30pm
Robert	STEM and Humanities	12:00pm-5:00pm	11:00am-12:00pm & 1:00pm-2:00pm	1:00pm-5:00pm	11:00am-12:00pm 1:00pm-2:00pm & 5:00pm-8:00pm	

Times may also change throughout the semester based on student need or appointments. If you need to set up a specific time with our tutors please let us know

The Academic Center for Excellence (ACE) is here for you!! The ACE team is a great program that focuses on your academic success. The ACE tutors are available to help in any subject area you are struggling in. ACE provides integrated student support services that build on your strengths and interests. Don't just get by your classes, ACE them!! The ACE Lab's main priority is to empower students and help you excel academically. Stop by to meet with our Tutors. We look forward to meeting you!!

ACE Lab Hours
Monday-Thursday 8:00am-8:00pm
&
Friday 8:00am-5:00pm

STEM and Allied Health Tutors are Located in the Maria H. Paiz Administration Building TE-120 (ACE Lab). Humanities Tutors are located in the School of Business Building room 113 until 5:00pm. All Tutors will be located in the ACE Lab after 5:00pm

For more info contact Ray Varela at (505)-454-5306 or rvarela@luna.edu

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Need a Tutor?

Tutor	Subject	Monday	Tuesday	Wednesday	Thursday	Friday
Auritha	Math/Science	4:30pm-8:00pm	8:30am-9:30am And 4:30pm-8:00pm	4:30pm-8:00pm	8:30am-9:30am And 1:30pm-4:00pm	
JaMarcus	Science/Stats	10:00am-11:00am	8:00am-12:00pm	10:00am-11:00am	9:00am-1:00pm & 3:00pm-5:00pm	10:00am-11:00am & 12:00pm-5:00pm
Brittney	Math/Science	10:00am-11:00am	8:00am-10:00am	10:00am-11:00am	9:00am-1:00pm & 3:00pm-5:00pm	10:00am-11:00am & 12:00pm-5:00pm
Harain	Spanish/Humanities and Lower Division Math	12:00pm-1:30pm		12:00pm-4:00pm & 6:00pm-9:00pm	2:00pm-5:00pm	9:00am-11:00am
Jonathan	Humanities/Computer Science	3:00pm-5:00pm & 6:00pm-9:00pm	4:00pm-9:00pm	3:00pm-6:00pm	4:00pm-9:00pm	
Sergio	English/History/Essay Writing	9:00am-1:00pm	12:00pm-3:00pm	9:00am-11:00am	8:00am-10:00am & 2:00pm-4:00pm	11:00am-1:00pm
Rosendo	Allied Health	1:00pm-5:00pm	2:30pm-4:00pm		2:30pm-4:00pm	1:30pm-3:30pm
Robert	STEM and Humanities	1:00pm-5:00pm	11:00am-12:00pm & 1:00pm-2:00pm	1:00pm-5:00pm	11:00am-12:00pm 1:00pm-2:00pm & 5:00pm-9:00pm	

Times may change throughout the semester based on student need or appointments. If you need to set up a specific time with our tutors please let us know.

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Monday-Thursday 8:00am-9:00pm
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Friday 8:00am-5:00pm

STEM and Allied Health Tutors are Located in the Maria H. Paiz Administration Building TE-120 (ACE Lab). Humanities Tutors are located in the School of Business Building room 113 until 5:00pm. All tutors will be located in the ACE Lab after 5:00pm

For more info contact Ray Varela at (505) 454-5306 or

Approved 4/17/18 Srv

Finals are almost here!

Tutors in all areas

Auritha— Math
JaMarcus— Science and Stats
Brittney— Math and Science
Hara— Humanities and Lower Division Math

Jonathan— Humanities and Computer Science
Sergio— Humanities
Rosendo— Allied Health
Robert— STEM and Humanities

Finals Week May 7-11 2018

STEM and Allied Health Tutors are located in the Maria H. Paiz Administration Building TE-120 (ACE Lab)

Humanities Tutors are located in the Business Building room 113 until 5:00pm.

All tutors will be located in the ACE Lab after 5:00pm

For more info contact Ray Varela at (505)-454-5306 or rvarela@luna.edu

Approved 4/6/18 Say

Flyers and Schedules: Summer 2018

Summer Tutors

Tutor	Subject	Monday	Tuesday	Wednesday	Thursday	Friday
Auritha	Math					8:00am-12:00pm
JaMarcus	Science					8:00am-12:00pm
Richard	Science/Math					8:00am-12:00pm
Liz	Math	12:00pm-3:00pm	12:00pm-3:00pm	12:00pm-3:00pm	12:00pm-3:00pm	
Ross	Math					1:00pm-5:00pm
Jonathan	Humanities/Computer Science	8:00am-1:00pm	12:00pm-2:00pm	12:00pm-2:00pm	12:00pm-2:00pm	12:00pm-1:00pm
Gia	Humanities	12:00pm-2:00pm	12:00pm-2:00pm	12:00pm-2:00pm	12:00pm-1:00pm	12:00pm-1:00pm
Aimee Lynn	Humanities	12:00pm-2:00pm	12:00pm-2:00pm	12:00pm-2:00pm	12:00pm-1:00pm	12:00pm-1:00pm

The ACE (Academic Center for Excellence) Lab is here to help you enjoy your summer. Stop by to use our computers for online classes, homework, or visit with our tutors for help in any subject area to ensure you have a stress free summer and succeed in all your summer classes.

Math and Science Tutors are Located in the Maria H. Paiz Administration Building TE-120 (ACE Lab)

Humanities Tutors are located in the School of Business Building room 113.

For more info contact Ray Varela at (505) 454-5306 or rvarela@luna.edu

TE-120
ACE Lab Summer Hours
Monday-Friday
8:00am-5:00pm

SUMMER

Approved 6/12/18 Say