The Institute for Learning and Teaching
Tutoring Task Force

1. **Ideally, what would be included in a program designed to provide the best tutoring to students at the University?**

   Providing Access to Tutoring

   - Tutor profiles that would help tutees identify potentially strong tutors (e.g., by helping tutees see tutors' level of expertise in a subject, helping tutees understand tutors' instructional style, helping tutees see whether the tutor has taken a particular course at CSU). (First Meeting)
   - Making tutoring accessible for even low income students. (CG)
   - A submission process where all tutoring programs at CSU provide current information with details about their programs (who can receive services, location, times, etc.) so that students are able to access correct information about tutoring in their courses (HL)
   - A streamlined process to match students with private tutors (website, portal, etc.) (HL)
   - TILT could host college mentors. Mentors could help students taking courses in a particular college learn general study skills (i.e., not course-specific content or skills). The Society of Women Engineers has done this, although Engineering dropped it for cost reasons.
   - It might be useful to consider a way of letting students know what kind of services are available in various tutoring programs. This would be a descriptive system, as opposed to an evaluative system. It would allow students to understand what is available through various tutoring groups on campus.

   Recruiting Effective Tutors

   - Finding ways to get good tutors. (First Meeting)
   - Developing incentives to get top students involved in tutoring (e.g., awards, special cords to be worn at graduation) (First Meeting)
   - I think the main goal of the program should be to attract and train quality students to tutor their peers. There needs to be incentive, aside from money, for such students to commit to the program. Cooperation between the university (TILT?) and individual representatives from specific departments of the university may be an efficient way to regulate and streamline a quality, university-wide system. In Geosciences there is a glaring need for tutoring and, in my opinion, a number of Geo majors that are willing and qualified to serve as tutors. By bringing our top Geo students into contact with struggling undergraduates I see an opportunity for learning by both parties involved. (KS)
   - We might also consider partnering with honor societies and service clubs. I brought the idea up with Mortar Board last year that they might provide tutoring services. These are accomplished students of junior level and above who need to do service. Each month they pick a cause to help with. I'd bet they they could provide tutoring for free in return for donations to one of the causes they support. I think that this would be a great use of their time and energy, and we'd get some high quality tutoring at a reasonable cost. I would guess that Golden Key and other organizations might be interested as well. I could see this working very well. Students donate $5 - $10 per hour of tutoring assistance to a specified cause, they get a good fellow student (who,

presumably, has been through some training) to work with them, the tutors fulfill their service mission and get some valuable experience. . (BJ)

- Strategies to promote faculty/staff/departmental buy-in, support, and collaboration (MT)

Ensuring Effective Tutoring: Selection

- Criteria for the hiring of tutors for official programs (GPA, faculty recommendation, essay, etc.) (HL)
- Faculty involvement/input in official tutoring programs (HL)
- Strong departmental/faculty support – Ideally, I'd like to see a faculty liaison within each department where we provide tutoring (TLV)
- With the tutor certification program, it would be helpful to include a tutoring start up guide so that departments who are interested in creating a tutoring program have a solid starting off point. (TLV)

Ensuring Effective Tutoring: Training

- A tutor certification program (e.g., minimum GPA in a course, faculty/staff recommendations, application form and process such as that currently used by College of Liberal Arts, completion of sexual harassment training, completion of workshops, presentations by SAGE staff and faculty affiliates, background checks, completion of supervised tutoring hours in a tutoring setting) (First Meeting)
- Training system for private tutors to become certified (HL)
- TILT could offer training, in collaboration with AAC, to allow tutors to become CRLA certified.
- Training sessions might also focus on peer coaching, study groups, and supplemental instruction techniques.
- Establishing a centralized training and hiring system for tutors who do not work for a specific program on campus. Comprehensive tutoring website that included all tutoring resources on campus and a listing of tutors for hire with direct links to their "tutoring profile"/contact information; TILT Learning Programs have the start of something like this. (CG)
- I quite like the idea of a tutor certification program. I think that this would be of real value to the students seeking tutoring, but it would also help attract tutors. If they could complete certification and then do some tutoring and this could be something they could point to, that would be a real plus for them as they apply to grad schools, etc. (BJ)
- A list of topics that all tutors should be trained on (HL)
- Background checks for any student who wants to tutor (HL)
- Establishing a centralized training and hiring system for tutors who do not work for a specific program on campus. Comprehensive tutoring website that included all tutoring resources on campus and a listing of tutors for hire with direct links to their "tutoring profile"/contact information; TILT Learning Programs have the start of something like this. (CG)
- Cultural competence/diversity training (TLV)
- It would be great to offer a 1 cr. tutoring course that we could require our tutors to attend before serving as a tutor. (TLV)
- I think it would be beneficial to train tutors in providing assistance with presentations – we could have tutors available who would help students to fine tune their class presentations, no matter what class they're enrolled in. To do this we would likely need a private room set up so that students can practice presentations. (TLV)
- **Training for Students:** TILT could sponsor sessions on how to make the most of your time with a tutor. This could be publicized on the TILT Web site. TILT could also provide training in the form

of streaming video, Web-based FAQs. This training could also be required of students in particular learning communities, programs, or groups.

Ensuring Effective Tutoring: Assessment

- Tutor evaluations (First Meeting)
- I'd also suggest that there be a system by which students could give informal feedback on tutors, something like RamRatings. If this was moderated, we could keep the comments thoughtful and helpful. Generally, I've had good luck with systems to encourage such feedback. . (BJ)
- Evaluations of tutors by both tutees and supervisors (MT)
- Feedback/evaluations of program by tutors (This semester, we had our tutors complete a survey, with the option to complete it anonymously) (MT)
- Defined and measurable program goals (MT)