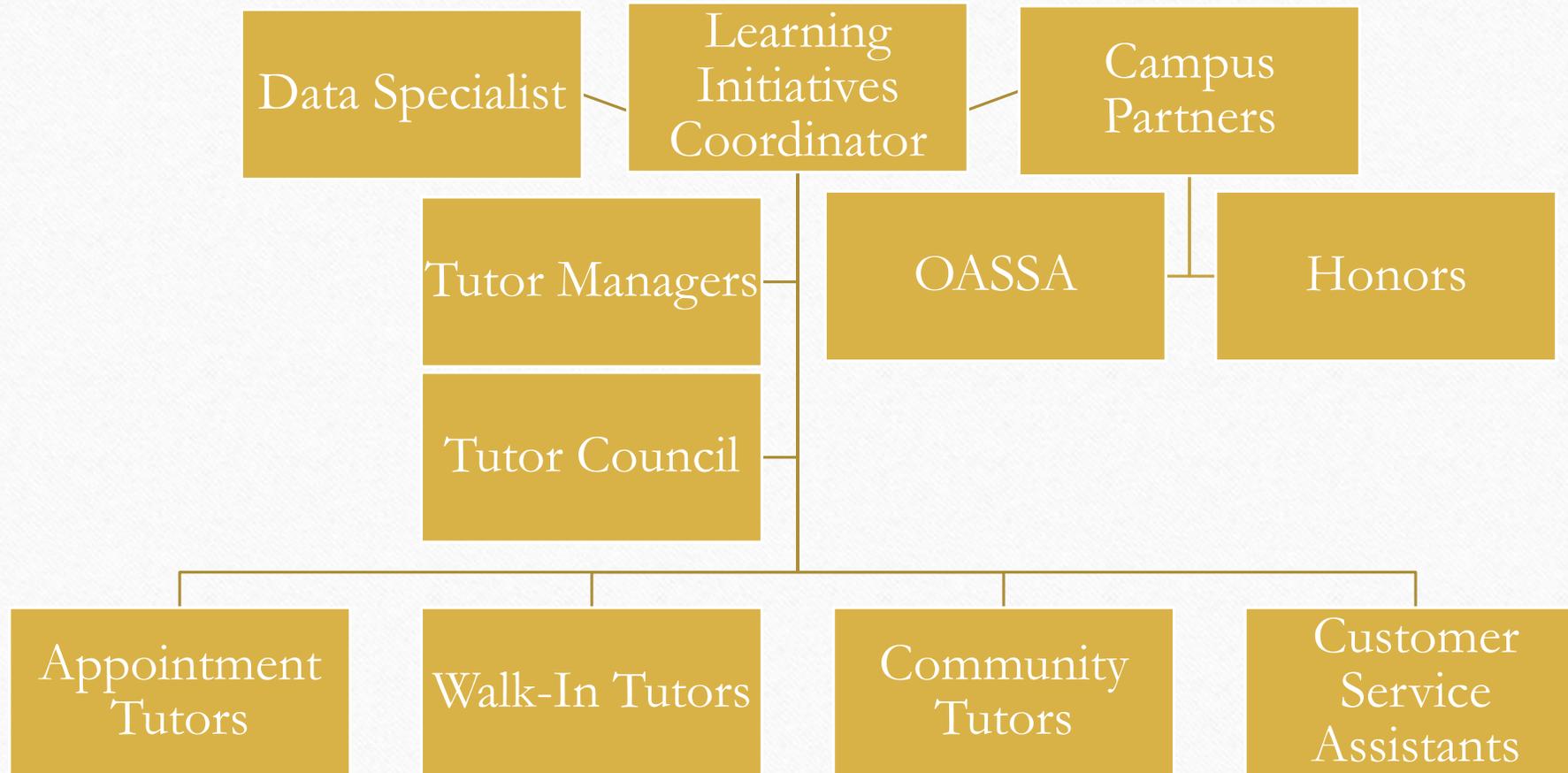# Assessing Tutoring

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Participant Learning Outcomes

- Define ways to assess and evaluate student success;

- Understand how data can be used to make changes; and

- Modify OLR's assessment strategies to fit your program's needs.

Tutor Program Structure

What is "success" in Tutoring?

In short, we help students be as successful as they want to be academically.

Our Tutors say:

- "those who need help feel comfortable asking questions"

- "students come in to actually learn and not just get good grades on homework"

- "Tutoring is a community of people working together to solve a problem"

How does Tutoring contribute to student success?

- We create an inclusive and accessible atmosphere by focusing on:
  - Intercultural Competency and
  - Communication strategies to demonstrate understanding.
- We help students identify as learners by:
  - Exploring strategies that enhance their learning and academic performance and
  - Inspiring students to become engaged and empowered learners who are prepared to meet academic and personal challenges.
- We provide continuous professional development to help Tutors facilitate an experiential atmosphere for peer learning.

How do we assess Tutoring?

1. Data Management Software (TutorTrac)
2. Student Clients
3. Tutors & other Team Members
4. Professional Development
5. Campus Partners

Client Usage & Feedback

Student Clients

1. Usage Data (Quantitative & Qualitative)

   - TutorTrac log-in and out

   - Client provides context for visit on Intake Sheet (recorded same night in Google Doc)

2. Immediate Onsite Client Feedback (Qualitative)

   - Likert scale and open ended questions (recorded same night in Google Doc)

   - Onsite intervention by Tutor Managers for high & low satisfaction with session

   - Contributes to mid-semester Tutor performance assessments & coaching

Employee Participation & Satisfaction

1. Time Sheets & Payroll Data (Quantitative)
   - Log-in and out of TutorTrac for work hours
   - Active & idle time (TutorTrac and Payroll)
2. Appointment Reflections (Qualitative)
   - Written by Tutor in TutorTrac immediately after session
   - Visible to campus partners for needed interventions (OASSA)
3. Mid-semester Performance Assessment (Qualitative)
4. Mid-semester Employee Climate Survey (Qualitative)
5. Feedback from Team Meetings & Trainings (Qualitative)

Professional Development

1. 3-tiered structure; face-to-face
   - Tier I: learning & the brain (new tutors)
   - Tier II: creativity & critical thinking (2nd semester tutors)
   - Tier III: personal contributions to program (3rd semester and beyond)
2. Tutor Training Module; face-to-face (new tutors)
3. Monthly Team Meetings; face-to-face
   - Contributions from Tutor Council
4. University & Office Compliance; online through Isidore each semester

Examples of data-based changes

1. Tutor Feedback
   - Clients just want answers for homework
   - Clients do not come prepared with textbooks, notes, and questions
   - Sessions were becoming too long and unproductive
2. OLR responses
   - Marketing campaign emphasizing "Tutoring is not about answers. It's about building skills for learning."
   - Signs posted at check-in desk indicating needed materials and preparation, prompted by Customer Service Assistants
   - Training Tutors on how to address client demands and lack of preparation
   - 45-minute reminders recommending clients to work independently and return with any questions

Examples of data-based changes

1. High cost of Tutor payroll
   - Data indicated high idle time for walk-in tutors for low-traffic courses
   - Idle time: paying Tutors to wait for clients
   - How can we provide Tutoring but not pay for excessive idle time?
2. OLR Response
   - Distinguish high-traffic and low-traffic courses and move low-traffic courses to Appointment only
   - Hybrid Walk-In Model: Walk-In Tutors take appointments during Walk-In hours to decrease idle time
   - Upcoming: Idle Tutors will conduct peer observations

This is a lot but…

- Before FA10, OLR collected no data whatsoever.

- This is not the work of one individual. A team of professionals have worked together to respond to Tutoring needs based on data.

- Implement changes incrementally in order to make it manageable and review all aspects of what goals are being accomplished.

Questions?

Please feel free to contact me about ideas, questions, or assistance you may have about assessing student success.

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