

## Appendix 2

### PROGRAM REVIEW, COMMUNITY COLLEGE WRITING AND TUTORING CENTER.

Please answer the below questions for data compilation purposes.

#### Biographical Information

1. What is the highest level of ITTPC Certification that \* you have completed?

Currently working on Level 1

Level 1 - Certified Tutor

Level 2 - Advanced Certified Tutor

Level 3 - Master Certified Tutor

\* 2. How long have you been tutoring at TCC?

One quarter

Less than 1 year

1-2 years

3 years or more

\* 3. What is your student status?

I am a current student.

I was a student in the past.

I was never a student.

Please reflect on your time in Tutor Discussion Groups (TDGs) and while tutoring and reply to the below prompt.

5. What information from Tutor Discussion Groups (TDG) has been most helpful to you when tutoring?

Please explain:

\*Below are statements about your tutoring. Please read each one and indicate how often each statement is true of you. How often?

All questions have a 5-point Likert scale with Always to Never.

6. When I ask a student a question, I allow at least 3-5 seconds for the \* student to respond.

7. I ask questions that encourage students to relate an idea to something they already know.

8. I ask students questions that allow them to further explain, clarify, or reflect on their answers.

9. I provide context clues or background information that help students understand concepts.

10. I frequently paraphrase and reflect back the content of verbal messages that \* are given to me.

11. I listen and make sure I clearly understand the student's question before I start helping.

12. I feel confident that I can provide a clear explanation to students.

13. When a student doesn't understand something, I try an alternate explanation.

14. I incorporate other tools (like pictures, diagrams, graphs, apps, color coding) into my \* tutoring sessions.

15. I use reference books or notes when I tutor.

16. I direct the student to their textbooks or their notes while tutoring.

17. I share our center's handouts with students.

18. When helping students who are working on computers, I direct them to the available websites for extra support with their subject matter.
19. I suggest study skills to help the student learn the material \* effectively.
20. My sessions are clearly organized (ex. opening, addressing concerns, closing).
21. I provide or ask the student to provide a brief summary of what was covered in the tutoring session.
22. Are you a Liberal Arts (Writing and Social Sciences) or Quantitative Skills (Business, Math, Science) Tutor?\*

If you tutor both, choose the one that represents the majority of your student visits/appointments.

#### Questions for Liberal Arts Tutors

Please respond to the questions below referring to the rubric provided (also below).

Separate ideas by using bullet points and/or paragraph breaks.

23. A student comes in and says they don't have a topic for their paper. After a couple minutes, you realize that they don't understand the concept that the assignment is based on. What resources would you use? Give all that apply.
24. The same student now understands that the assignment requires them to choose and compare two literary works they have covered in class, but they still don't have a topic. What questions would you ask?
25. A student comes in and says that they failed their last exam. They are very upset because they thought they were prepared. What study strategies would you suggest?
26. The tutor verbally explains how a three-point thesis corresponds to the organization of the body paragraphs. The student still doesn't quite understand. What are some alternate ways to explain the same concept?
27. The student has a lengthy paper to write, and too many things to work on for the tutor to go over them in a half-hour session. What steps would the tutor take to help them set realistic expectations for what can be accomplished in that half-hour?

36. Is there anything you would like to share with us about your experience with tutor training?  
Thank you for completing this survey! We will share the results with you once they are compiled. :)

#### Tutor Survey Scoring Rubric

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	5	4	3	2	1
	Excellent	Good	Adequate	Fair	Lacking
23	Demonstrates extensive knowledge of resources	Has much knowledge of resources available (3-4)	Has adequate knowledge of resources available (2)	Has little knowledge of resources available (1)	Shows lack of knowledge of resources available and

	available (5 or more listed) and how to use them effectively.	listed) and knows mainly how to use them effectively	resources listed) and knows somewhat how to use them	resource listed) and does not know well how to use them.	how to use them. Not able to list an applicable resource.
24	Lists 6 or more good leading/probing questions	Lists 5 good leading/probing questions	Lists 3-4 adequate leading/probing questions.	Lists 1-2 okay leading/probing questions.	Not able to list a leading/probing question.
25	Lists 5 or more good study strategies to help the student prepare for a test.	Lists 4 good study strategies to help the student prepare for a test.	Lists 3 adequate study strategies to help the student prepare for a test.	Lists 1-2 okay study strategies to help the student prepare for a test.	Not able to list a study strategy to help the student prepare for a test.
26	Can think of and adequately explain multiple ways to explain the concept.	Can think of multiple ways to explain the concept. Has difficulty explaining these alternatives	Able to think of an alternative way to explain the concept and adequately explained alternative.	Able to think of an alternative way to explain the concept. Not adequately explained	Not able to think of an alternative way to explain the concept. Only uses explanation again.
27	Tutor upfront and helps student to understand realistic expectations for tutoring session.		Tutor upfront about what can be accomplished but not communicated well with student.		Tutor avoids confrontation. No Strategy or unclear strategy is given. Realistic expectations are not set.
28	Lists 5 or more good strategies to help the student gain independence.	Lists 4 good strategies to help the student gain independence.	Lists 3 adequate strategies to help the student gain independence.	Lists 1-2 okay strategies to help the student gain independence.	Not able to list a strategy to help the student gain independence.
29	Gives 3 or more good strategies to check for student understanding.	Gives 2 good strategies to check for student understanding.	Gives 1 good strategy to check for student understanding.	Gives 1 weak strategy to check for student understanding.	Does not give a way to check for student understanding.
30	Lists 5 or more good study strategies.	Lists 4 good study strategies.	Lists 3 adequate study strategies.	Lists 1-2 okay study strategies.	Not able to list a study strategy.