

Developing a STEM Tutoring Center

- First Steps
- Tutor Hiring
- Tutor Training and Program Certification
- Marketing
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- Learning Center Management Products
- Evaluation and Reporting
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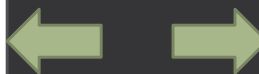
First Steps

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Additional
Ideas or
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First Steps

- Try to set reasonable, clear goals tailored to your institution in your initial strategic plan.
- Meet with/survey administrators, department chairs, student affairs directors, and/or students.
- Research or visit other centers
- Visit LSCHE (Learning Support Centers in Higher Education).
 - More than 500 pages of information. <http://www.lsche.net/>
- Attend an academic support conference.
- Join LRNASST (Open Forum for Learning Assistance Professionals), which has extensive advice on-line. <http://www.lists.ufl.edu/archives/lrnasst-l.html>
- Read *Starting a Learning Assistance Center: Conversations with CRLA members who have been there and done that.*
 - <https://www.crla.net/images/LSCHE/LSCHE-conversations.pdf>

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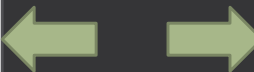
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Academic Support Conferences

- ACTLA (Association of Colleges for Tutoring and Learning Assistance)
 - <http://actla.info/>
- SECLCA (Southeast College Learning Center Association)
 - <https://nclca.wildapricot.org/southeastern>
- NCLCA (National College Learning Center Association)
 - <https://nclca.wildapricot.org/>
- CRLA (College Reading and Learning Association)
 - <https://www.crla.net/>
- International Conference on Supplemental Instruction
 - <https://info.umkc.edu/si/future-conferences/>
- ACTP (Association for the Coaching & Tutoring Profession)
 - <https://www.myactp.com/>

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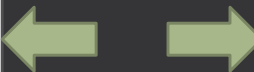
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LRNASST

Open Forum for Learning Assistance Professionals

- Free to subscribe
- Hosted by the University of Florida
- Can read the archives back to 1995
- <http://www.lists.ufl.edu/archives/lrnasst-l.html>

**Archives of LRNASST-L@LISTS.UFL.EDU
"Open Forum for Learning Assistance Professionals"**

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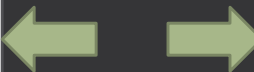
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Learning Support Centers in Higher Education

- <http://www.lsche.net>
- Conference calendar for many academic support conferences
- Scholars library
- Links regarding management of Support Centers
- Space designs
 - Layout and furniture
 - Décor
- On-line resources
 - How to implement on-line tutoring

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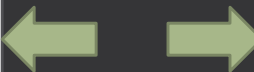
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Examples of Goals

- An additional xxx students will come for tutoring this semester compared to a year ago.
- The DFW rate for students who attend tutoring will be xx% smaller than that of the class as a whole (or those who did not attend tutoring).
- At least xxx percentage of students of yyy course came at least once (usually gateway courses).
- At least xxx percentage of students in yyy course received a C or higher in the course.
- The students attended at least xxx percentage of appointments that were scheduled.
- Overall student satisfaction was at least xxx on the questionnaire.

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Tutor Hiring

- Qualifications
 - Prospective tutor has an overall GPA of xx
 - Received xx or higher in yy course
- How do you plan to hire?
 - Faculty references
 - Interview process
 - Content exams to test subject knowledge
 - Mock tutoring session
 - Interview questions
- Helpful hints
 - Start early. How will you advertise the positions?
 - Application database (e.g., Qualtrics) to keep potential tutor relevant data and schedules all together

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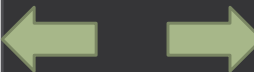
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Tutor Scheduling

- One of the most complex and time-intensive aspects of running the Center
- Ready access to tutor's schedules is needed. Significant scheduling decisions must be made "by hand."
- A feeling for how many tutors are needed in which discipline at what hours on what days is necessary to start. If data are taken on student attendance, staffing decisions are easier in future semesters.
- Decide if tutoring will occur largely with groups of students (often for Chemistry and Biology) or individually (often for Computer Science and Mathematics).
- When the Center is busy, ask tutors to expand their range (e.g., many Biology tutors can help with Freshman Chemistry).

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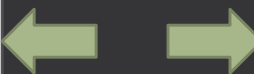
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Tutor Training

- Depends on institution resources (e.g. staff and budget)
- Training sessions vary from just an hour to 2-3 days. They can be run Center-wide or be focused on a specific discipline.
- Training Materials and Sites
 - On-line training
 - City College of San Francisco LAC
 - http://www.ccsf.edu/Services/LAC/Lern10_Online_Tutor_Training
 - Focusing on non-native English speaking students
 - City University of New York
 - <http://jjc.jjay.cuny.edu/erc/tutoring/>
 - Training via video
 - BYU Idaho Academic Support Centers Tutor Training Material
 - <http://www.byui.edu/academic-support-centers/tutoring-center/tutor-training-material>

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Tutor Training Books

- A Training Guide for College Tutors and Peer Educators, by Sally A. Lipsky
- The Master Tutor, The Cambridge Stratford Study Skills Institute
<http://www.cambridgestratford.com/tutoring/tutoring.html>
- Handbook for Training Peer Tutoring and Mentors by Karen Agee and Russ Hodges

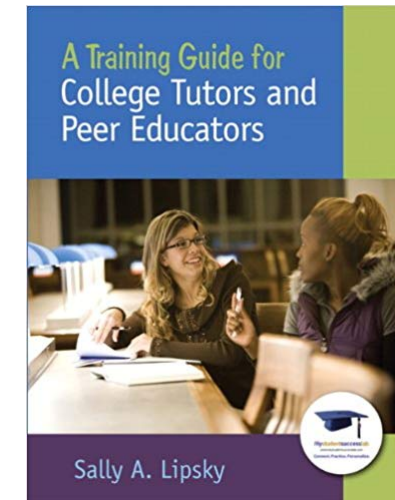
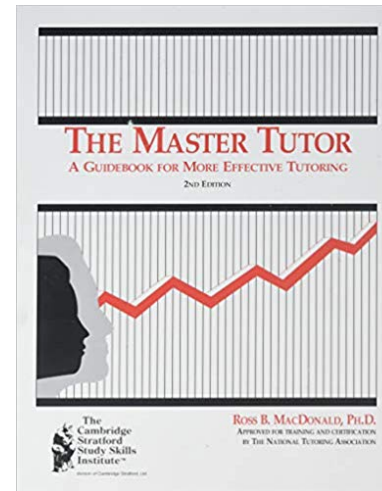


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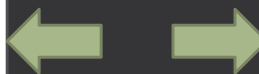
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Program Certification

- Institutions can certify their tutors in various national programs. It is not necessary to pursue certification, however.
- Many institutions go to various conferences to discuss the options with colleagues before choosing the which certification program to use.
- Certification programs include those below (please note that each program has different costs and different criteria).
 - CRLA (College Reading and Learning Association)
 - <https://www.crla.net/index.php/certifications/about-crla-certifications>
 - NCLCA (National College Learning Center Association)
 - https://nclca.wildapricot.org/leadership_cert
 - NTA (National Tutoring Association)
 - <https://www.ntatutor.com/certify.html>
 - ACTP (Association for the Coaching and Tutoring Profession)
 - <https://www.myactp.com/certification/>

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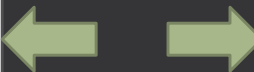
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Marketing

Marketing can be key to the success of the Center.

Make a concrete plan and devote the necessary resources to execute it.

- Center brochures and flyers
- Promotional items: bookmarks, pencils, T-shirts, punch cards
- Campus/student newspaper, video, audio, TV, radio
- Website/social media
- Student and faculty orientations
- Faculty development days or departmental meetings
- Tours, class visits, open houses
- Regular meetings with administrators, faculty, staff
- Set up a time to meet with each department head and be ready to discuss the program(s) of the success center as well as provide data from previous semesters or years
- Be sure to walk around and introduce yourself to the faculty

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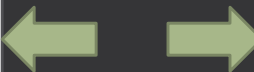
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Marketing Tips

- Be sure to keep website up-to-date. Place TBD if something is unknown.
- Create marketing items that do not require changes every semester.
- Use the lobby screens around the institution
- Provide a one page outline of hours, etc. that faculty can put in their learning management systems
- Visit faculty meetings in various departments to show statistics and highlight the importance of attending tutoring and being a tutor
- Keep advising staff up to date with your hours and plans
- Post pictures and names of your tutors at the entrance to the Center.

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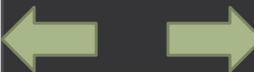
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Social Media Tips

- Rule of thumb: Don't start a social media platform unless you can post at least two times a week
- Hire a student media consultant who understands what is popular
- Create a calendar at the beginning of the semester with “back-up posts” that are ready to go in case there is nothing current to say
- Options:
 - Hiring notices
 - Hours and change of hours
 - Pi Day, birthdays of famous scientists, Nobel and Fields medal announcements, National Days (National Popcorn Day)
 - Workshops and seminars
 - Memes (science jokes)
 - Drawings (winners only announced on a social media site so they have to follow)
- Instagram is more student-oriented while Facebook is more parent-oriented.
- Twitter may allow you more feeds from other sites



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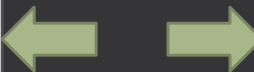
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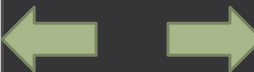
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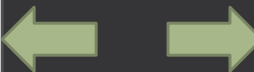
Written Center Policies

- Policies for the Center
 - Several institutions publish policies for the students online and/or in the Center.
 - Examples include: No food or drinks, appointment policies, and homework policies



Written Policies for the Tutors

- Examples of Tutor Handbooks
 - Harvard Handbook for Peer Tutors
 - http://bsc.harvard.edu/files/bsc/files/tutor_handbook_revised_august_20_2013.pdf
 - University of Rochester CETL Tutor Training Manual
 - https://www.rochester.edu/college/cetl/assets/pdf/tutortrainingmanual_2017.pdf
 - De Anza College Student Success Center Tutoring Handbook
 - <https://www.deanza.edu/studentssuccess/academicskills/f12tutorhandbook.pdf>



Management Products

This is a key part of your Center's work. This system will collect the data that you need to show the importance of your efforts.

Check:

- What your institution already uses
- Is there a campus program that can create an in-house system?
- Cost?
- Can it integrate with your grade software?
- Can it keep data from multiple years?
- Can it create mid-semester assessments?
- Does it integrate with student's semester schedule?



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Center Evaluation: Opinions

- Online Surveys
 - Try to use a program that will organize the data for you, e.g., Qualtrics
 - You will probably get more accurate data if students fill out the questionnaire anonymously
 - In-person results in better data than on-line (on-line response rates can be less than 10%)
- In-person Surveys
 - Sheets of paper with tutors and Likert scales
 - Students check off their tutor each time they come in
 - Much higher response rate than on-line, but responses may be coming from a limited number of students
 - Can run competition between tutors with prizes for the tutors with the most surveys turned in (prorated by number of hours in the Center if you wish, but some hours are much busier than others)

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Center Evaluation: Data

- Attendance by department and course
- Attendance by week and by day (work to even out attendance if possible)
- Attendance by subject and by hour (necessary to plan for number of tutors in future semesters)
- The Network of STEM Education Centers has developed an Excel spreadsheet that does many of the calculations useful for a report to the administration. Format your data as shown below and try the Excel sheet at xxxxx.

Center	Student ID	Date	Time In	Time Out	Course	Section	Subject	Student Name	Consultant	Grade
STEM	1865333	43342	0.522222		PHYS 1111		PHYS	Dunn, Eliza		3.33

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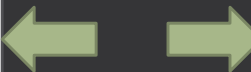
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Tutor Evaluation

- Observations conducted by staff
 - Assesses tutoring skills
 - Assesses professionalism
 - Assesses student response
- Some institutions conduct one observation, two observations, or three observations typically around the 4th, 8th, and 12th week of courses.

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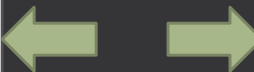
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Semester or Annual Reports

- Start small – data tables to show effectiveness may be all that you need
- Start with a 2-3 page Executive Summary and assume that is all that will be read
- Connect with Institutional Strategic Plan
- Focus on numerical progress
 - Student visits per course and comparison of visits year to year (fall to fall and spring to spring)
 - Surveys of student satisfaction (one - two pages max)
- And consider
 - Extent of use of Center for various courses and sections
 - DWF rates with and without tutoring (decide on number of visits, e.g. any, > 5)
 - Course average with and without tutoring (decide number of visits, e.g. any, > 5)
 - Changes since previous year
 - Future plans
- Mature Centers can consider much more elaborate reports:
 - http://www.lsche.net/?page_id=8324

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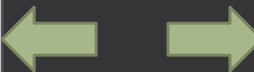
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Advisory Board

- Provide advice and counsel
- Promoting the academic support programs
- Often meet two or three times during the academic year
 - For example: August, January, and May
- Possible members:
 - Department Chairs
 - Faculty
 - Administrators
 - Staff
 - Advisors
 - Students
 - Veteran's Affairs
 - Athletics

Start with a luncheon to say thank you to the different departments for helping out over the past semester or year and let them know that during the luncheon, you wanted to introduce the Faculty Advisory Board.



Craig, A., Richardson, E., & Harris, J. (2018). Learning center advisory boards: Results of an online exploratory survey. *The Learning Assistance Review*, 23(2), 85-112.

A (very) Short Bibliography

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