

## EVALUATION! EVALUATION! EVALUATION!

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The College Reading and Learning Association's qualifications for tutor training program certification require evaluations of tutors. Certified programs must have a formal evaluation process that is implemented on a regular basis and the results of the evaluation process must be shared with the tutor evaluated.

Reasons to incorporate evaluations into a tutor training program include:

- Tutees can give their views on how the peer tutors are helping to increase tutee understanding and helping in some cases to raise grades of tutees; these assessments can apply to individual tutoring sessions as well as group review sessions.
- Faculty members who work closely with tutors can assess how the peer tutors are helping students in addition to providing input regarding tutor ability and attitude.
- The tutor coordinator can conduct program evaluations and can gain valuable information from the tutor evaluations submitted by tutees and faculty.
- Positive evaluations can impact the morale of the peer tutors as well as provide publicity for their effectiveness.
- The strength and effectiveness of the peer tutors and the entire program can be improved through overt and subtle changes based upon ongoing feedback.
- Awareness of the tutoring program and the services offered through the learning center can be enhanced among students and faculty.

The coordinator of a tutor program can do more than just evaluate; he/she can

capitalize on the evaluation opportunity to build cooperation, mutual understanding, and increased use of services among, students, and faculty. The following steps outline this strategy:

- The coordinator can introduce the evaluation process to the tutors by showing them the instruments to be given to faculty and tutees. The coordinator can go over the questions that will be asked and the type of comments solicited as well as how the responses will be used.
- The tutors can discuss the evaluation instrument and make recommendations concerning questions that will obtain the answers that will be the most beneficial to them and to the program.
- The coordinator can ask a faculty member or two to help review and revise an evaluation instrument that covers the scope of work between faculty and tutors and/or other aspects of the program.

Through this collaborative effort with tutors and faculty, the program coordinator can obtain an instrument that both recognizes those doing a good job and heightens awareness of areas needing improvement.

An evaluation of tutors by tutees (see Example A entitled Student Evaluation of Learning Center Peer Tutor Program Fall 2002) poses questions about the tutor's ability and if the tutor would be recommended to other students. A section for comments is valuable and usually generates many positive comments that can be shared with tutors. When compiled, results from tutor evaluations show at Wayne State University, for example, that eight out of ten students would recommend the use of a tutor to a friend. The coordinator can use this information as a tool to reward and motivate tutors to do their best.

If faculty members participate in program services, their input will also be valuable to the tutors and program coordinator. At Wayne State College, each academic department chooses whether a review session will be given in advance of a major exam. If a session is given, the department determines if the peer tutor will create the review sheet or will use the professor's prepared review sheet. As the students evaluate the tutors (Example B), the students can indicate the value of the review session and the effect of the review sheet(s). This process of evaluation and feedback helps to develop good working relationships with the various academic departments involved in the review sessions and with individual faculty members.

Faculty members working with peer tutors are asked to evaluate them once per year (Example C). In addition, peer tutors have the opportunity to evaluate the tutor program, its director, secretary, tutor office assistant, and all facets of the program (Example D).

The evaluation process occurs on a regular basis and at regular times during the academic year. Faculty members evaluate the tutors at or near the end of the fall semester. Tutees evaluate tutors in the spring semester during the two weeks prior to midterm and one week after midterm. Evaluation collection boxes are placed in each tutoring space (academic buildings and Learning Center tutor room), as well as in the library. The tutors conduct their program evaluations at or near the close of each semester while their self-evaluations can be spaced throughout the year.

Sharing the number of tutors and number of student contacts campus-wide is valuable. These figures let students, faculty and administration know of the work done by the peer tutors and regular evaluations reinforce the program's "user-friendly" status.

EXAMPLE A

**STUDENT EVALUATION OF LEARNING CENTER PEER TUTOR PROGRAM**

*Fall 2002*

**Tutor Name:** \_\_\_\_\_

**Subject Area or Class:** \_\_\_\_\_

The Learning Center requests that you evaluate the tutoring assistance you have received at WSC. We feel that your feedback as a person receiving the tutoring assistance is very important to achieving our goal of a quality program. Your honest responses will be appreciated. You need not sign this form.

1. The tutor knows and understands the subject matter of this course.  
(circle one) *Always* *Most of the Time* *Sometimes* *Rarely*
2. The tutor explains ideas.  
(circle one) *Always* *Most of the Time* *Sometimes* *Rarely*
3. The tutor listens to me and tries to understand my problem(s)/question(s).  
(circle one) *Always* *Most of the Time* *Sometimes* *Rarely*
4. The tutor is attentive during the tutoring session.  
(circle one) *Always* *Most of the Time* *Sometimes* *Rarely*
5. The tutor asks me questions, has me work problems, has me explain, has me summarize, and has me give examples in order to check my understanding.  
(circle one) *Always* *Most of the Time* *Sometimes* *Rarely*
6. The tutor is patient with me. (circle one) *Always* *Most of the Time* *Sometimes* *Rarely*
7. The tutor is friendly and courteous to me.  
(circle one) *Always* *Most of the Time* *Sometimes* *Rarely*
8. The tutor encourages me and makes me feel like I have the ability to do well.  
(circle one) *Always* *Most of the Time* *Sometimes* *Rarely*
9. The tutor goes faster or slower to meet my needs.  
(circle one) *Always* *Most of the Time* *Sometimes* *Rarely*
10. Would you recommend the tutor program to other students?    \_\_\_ YES            \_\_\_ NO

Additional comments regarding WSCs Peer Tutor Program:

Are you a    Freshman \_\_\_    Sophomore \_\_\_    Junior \_\_\_    Senior \_\_\_    Graduate \_\_\_

Thank you for your cooperation! Please put your completed evaluation in the box provided or send to the Learning Center through campus mail or return it to the Learning Center Office (Student Center room 12) as soon as possible. If you have any questions, please call the Learning Center Office at 375-7496.

EXAMPLE B

Tutor Name: \_\_\_\_\_  
Class: \_\_\_\_\_  
Date of Session: \_\_\_\_\_

**STUDENT EVALUATION OF WORKSHOP/REVIEW SESSION TUTORING**

The Learning Center requests that you evaluate the tutoring assistance you have received at WSC. We feel that your feedback as the person who has attended a workshop or review session is very important to our goal of maintaining a quality program. Your honest responses will be appreciated. You need not sign this form.

1--strongly disagree; 2--disagree; 3--neutral; 4--agree; 5--strongly agree

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. The tutor was knowledgeable about the topic of the session and the course. | 1 | 2 | 3 | 4 | 5 |
| 2. The tutor asked us for questions and comments.                             | 1 | 2 | 3 | 4 | 5 |
| 3. The tutor's rate of instruction was appropriate.                           | 1 | 2 | 3 | 4 | 5 |
| 4. The tutor was friendly and courteous.                                      | 1 | 2 | 3 | 4 | 5 |
| 5. I believe this session was helpful to me as a student.                     | 1 | 2 | 3 | 4 | 5 |
| 6. I plan on using one or more of the techniques discussed.                   | 1 | 2 | 3 | 4 | 5 |
| 7. I would recommend other students attend similar sessions.                  | 1 | 2 | 3 | 4 | 5 |
| 8. What was the most helpful topic discussed?                                 | 1 | 2 | 3 | 4 | 5 |

9. What was the least helpful topic discussed?

10. Additional comments:

Are you a Freshman \_\_\_ Sophomore \_\_\_ Junior \_\_\_ Senior \_\_\_ Graduate \_\_\_

Thank you for your cooperation! Please put your completed evaluation in the box provided or send to the Learning Center via campus mail.

EXAMPLE C

**FACULTY EVALUATION  
OF LEARNING CENTER'S PEER TUTOR PROGRAM  
INDIVIDUAL EVALUATION  
SPRING 2002**

**TUTOR** \_\_\_\_\_ **DEPARTMENT:** \_\_\_\_\_

**SUBJECT AREA 1** \_\_\_\_\_ **SUBJECT AREA 2** \_\_\_\_\_

1. Were tutor introductions made in your classes? YES NO  
 Were copies of the tutor hours distributed and posted? YES NO
  
2. Are you generally satisfied with the quality of this tutor's help? YES NO
  
3. Does the tutor keep in regular contact with you?  

<input type="checkbox"/> ONCE/WK	<input type="checkbox"/> TWICE/WK	<input type="checkbox"/> ONLY BEFORE EXAMS
<input type="checkbox"/> RARELY	<input type="checkbox"/> NEVER	<input type="checkbox"/> ONCE/MONTH
  
4. Do you feel the number of contacts is adequate? YES NO
  
5. Did you see the tutor's monthly student contact sheet? YES NO
  
6. Is the tutor requested to hold review sessions prior to your exams? YES NO
  
7. Is the tutor requested to hold workshops? YES NO N/A
  
8. Are you consulted on the review sheet for your input/comments for the review or workshop? YES NO N/A
  
9. To your knowledge, have the students in your department found this tutor's services helpful?  

YES, VERY HELPFUL	YES, SOMEWHAT HELPFUL	NOT HELPFUL
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10. In your opinion, how could this tutor improve?
  
11.  REHIRE       REHIRE WITH RESERVATIONS       DO NOT REHIRE

*Thank you for completing the evaluation form. Please return to  
Dorothy Weber, Learning Center via campus mail*

EXAMPLE D

**PEER TUTOR PROGRAM EVALUATION  
Spring 2002**

Please fill out the following Peer Tutor Evaluation form for use in the fall semester. Please rank each statement using the following criteria: 5-Excellent, 4-Good, 3-Average, 2-Needs Improvement, 1-Poor. This evaluation will be used to improve our program.

**LEARNING CENTER TUTOR PROGRAM STAFF**

The Director has been helpful in establishing a positive tutoring atmosphere. 5 4 3 2 1

I can go to the Director with tutor-related questions/problems and receive answers. 5 4 3 2 1

The Learning Center secretary's communication by telephone or in person is pleasant and she answers questions to the best of her knowledge. 5 4 3 2 1

The tutor office assistant is courteous, helpful and effective in carrying out his duties. 5 4 3 2 1

Additional suggestions or comments regarding the Learning Center staff:

**ORIENTATION/TRAINING/MEETINGS (Evaluate in the space provide about each month's topic)**

**JANUARY 6**

- Time-line
- Last semester evaluations
- Advanced tutors worked with new tutors - class introduction's
- Master tutors present tutoring problems and offer solutions
- Film: "How Hard Can This Be?", write a one page response
- Plan tutor semester schedule

**JANUARY 21** - Martin Luther King Dinner

**JANUARY 24** - MBT1 Workshop and forms review (new tutors)

**FEBRUARY**

- Guest Speaker: Vice-President of Administration & Finance, Carolyn Murphy
- The Economics of WSC - What projects are in progress or in the planning stages?

**MARCH 14**

- Amy Mancini-Marshall: First-hand experience of graduate school, life after WSC
- Dorothy Weber: Reading tips, before, during, and after reading, note-taking choices

(continue on reserve)

**APRIL 11**

- Socratic questioning
- Question strategies using Bloom's Taxonomy
- WSC Campus Tutor Talk Videos

**APRIL 25** - End of the semester wrap-up

**ORIENTATION TRAINING MEETINGS.** (continued)

An adequate orientation was available for tutor preparation. 5 4 3 2 1

Dates and times of meetings are adequate. 5 4 3 2 1

I would like to see the following topics covered in orientation/monthly meetings:

Do you feel that the honor system for attendance by tutors worked well? YES NO

Do you feel that the posting of notes concerning tutors being absent met with the students' needs? YES NO

Additional suggestions and comments regarding orientation/training/meetings:

**FACILITIES** (tutoring rooms, Learning Center classroom, division building)

Student Center tutor room facilities are adequate to serve the *students'* needs. 5 4 3 2 1 NA

Academic buildings for tutoring are adequate to serve the students' needs. 5 4 3 2 1 NA

Student Center tutor room facilities are adequate to serve the needs. 5 4 3 2 1 NA  
(computer/printer)

Academic buildings for tutoring are adequate to serve the needs. 5 4 3 2 1 NA

Tutoring signs (indicating subject area) used on partitions or on tables. 5 4 3 2 1 NA

Additional comments or suggestions regarding tutoring facilities and location:

**PUBLICITY**

Adequate publicizing was done regarding:

Applications	5 4 3 2 1	tutor hours	5 4 3 2 1
pictures (Stater)	5 4 3 2 1	flyers	5 4 3 2 1
class introductions	5 4 3 2 1	final tutor hours before	
web page tutors/hrs	5 4 3 2 1	holidays/semester breaks	5 4 3 2 1

Suggest additional avenues of publicity which could be utilized in your area: