

TUTOR HANDBOOK



1601 EAST 27TH STREET, SCOTTSBUFF, NE 69361-1899
PHONE: (308) 635-6073 - FAX: (308) 635-6055

CONTENTS

WELCOME.....	1
BACKGROUND AND PROGRAM GOALS.....	2
PROFESSIONAL STUDENT SUPPORT SERVICES STAFF	3
GENERAL INFORMATION.....	4
Philosophy.....	4
Tutor Ethics.....	4
Procedures	5
Where to Tutor.....	5
Faculty/Tutor Relationships.....	5
Record Keeping.....	5
Payroll.....	5
Missed Appointments.....	5
Tutor Evaluations.....	6
Study Skills.....	6
Tutor Training.....	6
TUTOR EVALUATION FORM.....	7
AFFIRMATIVE ACTION/EQUAL OPPORTUNITY STATEMENT.....	8

WELCOME TO THE WNCC TUTOR PROGRAM

As a tutor, you will play a vital roll in the academic lives of the students who are seeking support from our Program.

The Program has several resources to assist you in your work. One is this guideline, which we ask that you read carefully before you begin tutoring. Use it as a reference as questions arise.

Other resources are your coordinator, Judy Smith, who will also answer any questions and the faculty member for whom you are tutoring.

Another resource is the training that is available every semester. Tutors will be asked to attend sessions that are necessary to round out current skills and sessions that will help with understanding students' needs. Tutors will be required to view a tutor training video series the first weeks of employment. We appreciate your service to our students, and we hope your experience in the ILAC Tutoring Program is a valuable one.

Judy Smith
ILAC Director/Tutor Coordinator

TUTOR GUIDELINES

BACKGROUND AND PROGRAM GOALS

The ILAC Tutoring Program is an academic support program designed to help eligible students remedy deficiencies that may hinder them in college. These students, many of whom are referred by academic departments and other campus programs, generally need tutoring to compensate for insufficient academic skills. The goal of the Program is to increase the retention and graduation rate of eligible students.

Our certified tutors (those with teaching degrees) and peer tutors (undergraduate students who are recommended by faculty as being outstanding in their field) make up our tutoring staff. We value our tutoring staff highly, since the success of our Program depends heavily on their expertise and commitment. To help acquaint you with our staff, our procedures, and your responsibilities, this manual provides general information and guidelines by which the tutoring component of the Program operates. The Tutor Program at WNCC has been nationally certified through the CRLA (College Reading and Learning Association). Tutors who successfully meet all requirements of tutor training and tutor 25 hours will receive an increase in salary for their efforts.

PROFESSIONAL STAFF

ILAC DIRECTOR/TUTOR COORDINATOR: **Judy Smith** - The Coordinator has the primary responsibility for the tutorial and evaluation aspects of the program and is responsible for recruiting, selecting, assigning, supervising, and evaluating tutors. The coordinator maintains tutor and student files and supervises other paperwork related to the program. The coordinator arranges work schedules, maintains communication with College faculty and staff on tutoring services provided, and is also responsible for arranging tutor-training sessions each semester. The coordinator can assist tutors with any problems they may have concerning the tutoring of students.

TUTORS: The program hires "certified" tutors and "peer" tutors each year.

Tutor Qualifications

1. Knowledge of tutored subject area (3.0 or higher GPA)
2. Good interpersonal communication skills
3. Sensitivity to students who are struggling academically
4. Sensitivity to students from non-traditional backgrounds
5. Responsible and organized
6. Willing to serve as a positive role model to program students

Tutor Responsibilities

1. Assist students in understanding subject matter
2. Assist students in improving academic skills
3. Emphasize students' growth toward academic independence
4. Create an atmosphere of encouragement and support
5. Refer students to counselor to find appropriate help for other problems in their lives
6. Contact instructors and coordinator when appropriate for assisting students
7. Attend tutor-training sessions and use other resources to improve tutoring skills
8. Maintain weekly contact with tutor coordinator
9. Turn in sign-in sheets to coordinator each Friday
10. Complete payroll paperwork by the assigned dates requested by the Business Office (usually around the 5th and 20th of each month)

GENERAL INFORMATION

PHILOSOPHY

Tutoring at WNCC emphasizes students' responsibilities. Our tutors are trained to help students learn to be academically independent. This means that tutor behavior in all sessions will help students think for themselves and acquire good study habits. Questioning by tutors is the preferred instructional method. It helps students arrive at the answers to their questions on their own, thus strengthening their confidence and thinking skills. We show respect to all students regardless of age, race, physical or mental limitations. Our mission is to show a genuine concern for the education of our students and provide all possible assistance necessary to fulfill the quest for educational success.

TUTOR ETHICS

1. Begin tutoring at a level well within the grasp of the student.
2. Evaluate students' work in terms of the progress they have made in the tutorial session, rather than in terms of a grade.
3. Avoid assuming the role and responsibilities of the instructor.
4. Be sensitive to wrong answers.
5. Do not comment negatively to students on faculty grading policies, their teaching, or their personality.
6. Guide your student toward doing his/her own work and thinking. Give assistance only when needed.
7. Be honest with the student when you don't know the answer. You may ask another tutor or the instructor for help.
8. Unless another tutor asks for help, don't interrupt a tutoring session with your suggestions. Too many tutors can confuse the student.
9. Always explain to your students what you are doing and why.
10. Look for ways to make the material meaningful to the student. Try to get the student to become an active participant in the session.
11. Determine what you need to know to better tutor in your subject area.
12. Honor the confidentiality of the tutorial relationship.
13. Know how and when to refer a student for professional guidance.
14. Always call the ILAC if you will be late or have to miss a tutoring session. Also try to notify the student if a scheduled appointment has been made.

PROCEDURES

Where to tutor: Tutor rooms are available and should be used as much as possible to retain a "quiet" atmosphere in the ILAC. However, if no rooms are available, tutors should use an area of least distraction to other ILAC students and indicate your presence with a tutor sign. If you have a group and would like to use the Assessment Room or Testing Room, you may do so providing you check the schedule for availability for the time you will need it.

Faculty/Tutor Relationship: You have been referred by faculty members (with Division Chair approval) to tutor in our program. **It is your responsibility to work closely with the subject matter faculty whose students you are serving.**

On initial contact with your faculty you should obtain a course syllabus, handouts indicating number and types of assignments, special papers due, test dates, and any other special instructions. You should plan to meet with your subject matter faculty at regular scheduled intervals throughout the year. We serve our students better if we, the tutors, and the faculty are consistent in our methods of instruction.

Record Keeping: We encourage students to keep the same tutor as much as possible. When a student comes to you, have the student sign your Tutor Contact Sign-In Sheet, entering date, name, time spent with student (in minutes), course to be tutored, and course instructor. The course must be specific, not just algebra, but Intro to Algebra, Intermediate Algebra, College Algebra, etc. Also be sure the writing can be read. Turn in your Sign-In Sheet every Friday to the Coordinator.

Payroll: Pay rates are established by the College. Certified tutors and peer tutors are paid with funds through the institution.

All tutors must complete a hard copy time log and a computerized time log and submit them to the Tutor Coordinator. The Coordinator will verify the hours by signing the time sheet and forwarding the computerized log to the Financial Aid secretary. Tutors should keep a copy for their records. Time sheets must be complete and accurate.

Pay periods are usually on the 15th and 30th of each month. Time sheets must be turned in to the Coordinator no later than the date listed by the Business Office as Pay Period End Date. If they are received after this date, the tutor will have to wait until the next pay period to be paid. Pay checks are picked up at the Business Office.

Missed Appointments: Students and tutors are expected to treat their tutoring appointments as they would their classes: be there every time, on time, and prepared. Students who miss

prearranged appointments more than twice with the same tutor without prior notification, will be referred to the College Counselor or Advising Specialist who will determine if another problem exists. Upon the advice of the Counselor or Specialist, the Coordinator will approve continued tutoring or dismiss the student from the services of that tutor. Missing three appointments by tutors without prior notification will be grounds for dismissal from employment.

Tutor Evaluation: The Coordinator will conduct evaluations of tutors near the middle of each semester. The Coordinator will give feedback to the tutors and then place the evaluations in the tutors' files where they are available at all times to tutors (see attached Tutor Evaluation Sheet). Tutors will be asked to evaluate the Program and submit their responses to the Tutor Coordinator.

Study Skills: Tutors are encouraged to promote study skills in some way, such as giving students a review of time management skills, note taking skills, test taking skills, etc. Tutors should encourage student attendance and provide information about the times and dates of workshops given each semester in:

Time Management	Stress
Test Anxiety	Study Techniques
Memory Skills	Assertiveness

You as tutors have learned to be successful students. You are encouraged to promote the skills that worked best for you. Some of these techniques may work for your students, some may not. For this reason it is important for you to review study skills material and attend workshops as necessary.

Tutor Training:

The tutor program is certified by the College Reading and Learning Association (CRLA). Tutor training sessions are provided by the Tutor Coordinator each semester. It is highly recommended that tutors attend the 10-hour training sessions. Each session is given twice each day for a period of 10 days. Upon completion of the training and 25 hours of tutoring experience, tutors will receive a Certificate of Completion, a CRLA Tutor pin, and receive a 50 cent per hour increase in pay and thus will become classified as "Master Tutors". It is to your benefit to receive the certification and gain the training and skills that will make you better able to serve the students of WNCC.

Again, we appreciate your service to our students, and we hope your tutoring experience will be both enjoyable and valuable.

STUDENT EVALUATION OF TUTOR
Western Nebraska Community College

Student's Name: _____

Tutor Name: _____

Course: _____

Date: _____

1. How many times a week did you meet with your tutor? _____
For how many weeks? _____
2. What aspects of your tutoring sessions were most worthwhile?
 - a)
 - b)
3. What aspects of your tutoring sessions may carry over to other areas of study (such as use of time, study strategies, etc.)?
 - a)
 - b)
4. Your tutor assisted you in learning the course material...
 - a) very well
 - b) well
 - c) average
 - d) below average
5. Your tutor demonstrated positive traits for promptness and dependability...
 - a) very well
 - b) well
 - c) average
 - d) below average
6. Please state the grade you were earning when you started your tutoring sessions. _____
7. Please state the grade you expect to earn for the semester. _____
8. If there were negative aspects to your tutoring sessions, please describe them below:

9. Student Support Services is continually looking for ways to improve the Tutor Program. Please list your suggestions below:

- a)
- b)

Affirmative Action/Equal Opportunity Statement

Western Nebraska Community College does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, marital status, or military veteran status, as is defined by law, in employment, admission, or operation of its educational programs and activities, as prescribed by Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Executive Order 11246, as amended, sections 503 and 504 of the Rehabilitation Act of 1974 and 1975, and other federal and state laws and regulations. Inquiries concerning the application of these laws and regulations to the college may be direction to the College's Affirmative Action Officer, Mr. David Groshans, Human Resources, Scottsbluff, NE 69361, (308) 635-6105; or the Director, Office for Civil Rights, U.S. Department of Education, Washington, D.C. 20201.

WNCC is an EO/AA institution.

