Dear Tutor,

Welcome to the Pikes Peak Community College DSSS tutoring program. Providing quality, exceptional service is our priority in Disabled Student Support Services. Students are the central focus of all DSSS services. We believe that all students are capable of learning and achieving. We make every effort to create a supportive environment where active learning takes place, and we are committed to fostering a dynamic, effective learning atmosphere.

In choosing to be a tutor, you have accepted an important and very satisfying responsibility. As a tutor, you have an opportunity to be instrumental in the success of the many students you serve. Your positive interaction with another student could make a critical difference in that student’s educational endeavors. Your role involves not only the command of an academic subject area, but also a strong command of interpersonal skills.

The purpose of this Tutor Training is to provide an orientation to the process of tutoring. In the following pages, you will find principles and procedures that have been developed by many educators. They are designed to help you achieve the best results possible in the tutoring process. This material is designed to help you become an efficient and effective tutor. If you begin to acquire a “feel” for tutoring after this training session, then it has served its purpose well.

Welcome to the exciting world of helping others become better learners!

Sincerely,

Meghan Fuller
Academic & Tutoring Coach
Disabled Student Support Services
Pikes Peak Community College

Meghan.fuller@ppcc.edu
(719) 502-3904
# Table of Contents

Definition of Tutoring .................................................................................................................. 1  
Role of the Tutor ........................................................................................................................... 1  
General Tutoring Tips and Techniques .......................................................................................... 2  
Asking the Right Questions ......................................................................................................... 4  
  
When asking questions, keep the following in mind: ................................................................. 5  
Active Learning ............................................................................................................................... 5  
Learning Styles ............................................................................................................................... 6  
  
Visual Learners ............................................................................................................................... 6  
Auditory Learners ........................................................................................................................... 6  
Tactile Learners ............................................................................................................................... 6  
Factors that Influence Learning ..................................................................................................... 7  
Students with Learning Disabilities .............................................................................................. 7  
  
Definition of Learning Disabilities ............................................................................................... 7  
Characteristics of College Students with Learning Disabilities .................................................... 8  
  
Oral Language Skills .................................................................................................................... 8  
Mathematical Skills ........................................................................................................................ 8  
Organizational and Study Skills .................................................................................................... 8  
Social Skills .................................................................................................................................... 8  
Examples of Accommodations for Students with Learning Disabilities ....................................... 9  
Adult Learners ............................................................................................................................... 10  
  
Trends in Adult Learning ............................................................................................................. 10  
Safety Procedures While Tutoring .................................................................................................. 11  
Session Reports and Sign in Sheets ............................................................................................... 12  
Payroll Procedures ........................................................................................................................ 12  
End of Semester Observation and Evaluation ............................................................................... 12  
Appendix ....................................................................................................................................... 13
Definition of Tutoring

Tutoring is a one-to-one or small group activity where a person who is knowledgeable and has expertise in a specific content area or discipline provides guidance, help, or clarification to those who do not. The goal of tutoring is to assist students to become independent learners and increase their motivation to learn. As a tutor, you will have an opportunity to be instrumental in the success of many students.

Role of the Tutor

The tutor plays a vital and multifaceted role in supporting students’ academic learning. Here is an overview of the roles a tutor often plays simultaneously.

1. The Tutor as a Helper

The tutor’s job is to help students learn and problem solve on their own. Tutors do not just give students answers; they are ready to help the student begin to make progress toward a solution. Tutors understand that learning is a process of comprehension, application, analysis, and evaluation. To assist in actively becoming involved in the learning process, tutors help students to:

- Know the type of problem being solved.
- Understand and use the vocabulary of the subject.
- Practice the application of principles.
- Realize that all learners make mistakes but that learning from one’s mistakes is a very effective way to learn.
- Perform the work themselves.
- Verbalize what they have learned.

2. The Tutor as a “Model Student”

Tutors are successful students, not experts. Tutors demonstrate the thinking, study skills and problem solving skills necessary to learn new information. Since tutors are successful learners, tutors exemplify the behaviors of a model student. They must assess the areas where a student may need additional assistance and take the time to share tips and strategies that work.

3. The Tutor as a DSSS Employee

As an employee, tutors help to preserve the reputation of DSSS and Pikes Peak Community College as a whole. Tutors follow the rules and policies outlined in this manual as well as stated during the tutor training. Also, tutors are responsible for explaining the center’s policies to the students utilizing our services. During the semester tutors should report any problems or concerns to the DSSS Director or the Academic & Tutoring Coach. Tutors are respectful to the students, DSSS staff as well as the faculty and administration at PPCC.¹

¹ Adapted from Employee Training Manual, Center for Academic Program Support, University of New Mexico. Adapted with permission from: Olga Thurman, Tutorial Support Services, El Paso Community College.
General Tutoring Tips and Techniques

1. Relax and be yourself.

You have been selected to tutor because you have qualities that make you a positive role model for your student.

2. Establish rapport.

Learn and remember your student’s names. Be friendly and sincere in your efforts to understand your student as a person with unique interests and academic needs. Create an atmosphere of mutual respect and confidence.

3. Respect your students.

No positive rapport can exist without mutual respect between tutor and student. Be non-judgmental, accepting their personal integrity without trying to manage or change their frame of reference to suit your own value system. Also remember that you are tutoring your peer. While he or she has a challenge in one subject area, you may have a challenge in another.


Information gained about your student’s challenges, problems, test scores, grades, etc., is strictly confidential.

5. Be sensitive to the individual needs of your students.

Your student might be embarrassed to ask for help. Offering help in a patronizing or condescending way can easily add to the feelings of inadequacy you are working to help them overcome. Consider such factors as the instructor’s style of teaching, the demands of the course. Learn about your student’s sensitivities and learning styles as well as their particular interests and talents.

6. Be informative without being intimidating.

Help the students understand what is expected of them by you and by the instructor. Make them aware of the scope of the subject to be covered as well as the requirements of individual assignments.

7. Be positive.

Your students may have had little success in school and need a rewarding experience. Focus on what the student is doing right. Help them recognize their strong points and work with them to strengthen their areas of challenge. Be honest, direct, and tactful. Praise and success are the best motivators.

8. Encourage independence.

Do not become a crutch. Your students must be aware at all times that you are not going to do their work. Let them know that they must put forth an effort in order to benefit from tutoring. Insist that they do their assignments, study on their own, and do their own thinking. In general, the less work
you do for your student, the better. Although it is quicker, easier, and less frustrating to do the work for him/her, it is of little permanent help to the student. If you do supply an answer, be sure that your student understands how you arrived at it and make sure you check for retention and understanding of that concept later on in the session.

9. **Be patient.**

Try not to act annoyed with student’s progress or lack thereof. Focus on the learning activity. Your annoyance may reinforce negative attitudes toward the course and their general ability.

10. **Be a “prompter.”**

Rather than feed the student answers, prompt the student to remain in an active role in the tutoring process. Engage him/her in a joint exploration of problems and concerns. The student should be talking about 75% of your session, with you talking the other 25% of the time. Don’t turn your tutoring time into just another class lecture.

11. **Be flexible.**

Remember that the style and content of the material to be learned should be adjusted to the individual being tutored. Be resourceful and use initiative in devising or trying new methods and approaches to learning the subject at hand.

12. **Encourage your students to focus on “learning how to learn.”**

Try to get them to concentrate on developing mental processes and learning strategies rather than on getting the “correct answers”. Poor use of time and lack of good study habits are major shortcomings. Help students to master techniques that will help them to become independent learners.

13. **Be a good listener.**

Be aware of both verbal and non-verbal clues. Listen carefully to all of the messages about their feelings, the progress being made, concerns with the subject matter and course requirements. If you end up doing most of the talking at tutoring sessions, something is wrong.

14. **Remember: You are a tutor, not the professor.**

You are not responsible for teaching or grading the course and must recognize and accept your limitations. Under no circumstances should a tutor degrade a faculty member. It is imperative that you maintain a professional attitude and behavior. If there is a major conflict, please consult with the DSSS Director or the Academic & Tutoring Coach for support and guidance.

15. **Have confidence in yourself, but don’t be afraid to ask for help and guidance.**

Don’t hesitate to say that you do not know an answer. Be willing to research the matter and get back to your students at the next session. Your students will enjoy finding out that you are human too!
As a tutor, you must learn to ask effective questions throughout a tutoring session—the more effective the questions, the better the response from the student. Here are several ways questioning can be used during a tutoring session.

1. **Ask questions to determine problem areas for the student.**

   The most frequent question in the tutor session is “What are you having problems with?” This question is an important one; however, problems can arise when tutors take the student’s answer at face value, instead of asking for more details. A good tutor will want to know more and one not as versed in the importance of using questions will plunge into an explanation without asking anything else. With more questions, the tutor is able to give more specific help and better diagnose the student’s problem.

2. **Ask questions to determine what a student knows.**

   Too often a tutor will focus on what a student does not know. However, it is important to evaluate what a student does know. A student’s knowledge will not only help the tutor give more specific instruction and provide the student with some positive reinforcement, but also provide a better starting point for instruction. This information is especially true in subjective areas such as writing and interpretation. Always ask: “What do you think and know about this?” “What are your ideas?” “Can you explain this to me?”

3. **Ask questions that help the student determine the right answer.**

   Generally, the student will always know more than he or she thinks, so it is often the tutor’s job to show a student what he or she does know. If you are reviewing problems with a student and the student is stumped for an answer, use questions to show him or her how to solve the problem. Ask things such as “What is the first step?” “At what point are you getting stuck?” “What is the rule concerning this area?” The questions you ask will vary, but well asked questions are often the key to helping a student overcome anxiety and realize that he or she possesses the knowledge to solve the problem.

4. **Ask questions to see if the student can apply new skills.**

   A very effective teaching tool is to have the student teach you. After you teach the student new skills, ask if he or she can explain to you how to solve the problem. Ask, “Can you show me the steps to solve this problem?” Try to get them to practice what they have learned and to apply it. This practice reinforces the learning process for the student and allows both student and tutor feedback on the effectiveness of the tutoring session.

5. **Ask questions to clarify something that is not clear.**

   When teaching new skills, the tutor should stop and ask, “Do you understand this?” “Do you have any questions about this?” Often, students are afraid to ask questions for fear of appearing incompetent. A student will often say he or she does not understand something but not be specific. Use questions as stated above to determine exactly where he or she loses understanding of the subject. Ask, “How much of the problem can you solve” and continue until you reach the part or step in the problem that he or she does not understand.
When asking questions, keep the following in mind:

1. **Ask open-ended questions.**
   Do not ask questions that require yes or no answers; instead, ask questions that require elaboration.

2. **Allow the student time to answer one question before moving on to the next.**
   Do not bombard a student with several questions in a row without allowing him or her time to answer. Also, do not rush a student’s answer. Give him or her time to analyze the question and answer before moving on to another one. Some tutors will give hints if the student does not answer in a reasonable time so as not to make the student embarrassed by lack of knowledge.

3. **Mix questioning with other tutoring methods.**
   Asking questions is very important and very effective, but a session with only questions can overwhelm a student and not allow the tutor to give enough feedback or instruction. You must learn to ask the best questions at the most appropriate times.

4. **Make questions specific.**
   Try to avoid general questions as much as possible. At times, you must be general, such as when you ask, “What are you having problems with?” However, always narrow the focus as much as possible once the general questions have been asked. Specific questions will help a tutor pinpoint the student’s needs.

**Active Learning**

What are the differences between passive learning and active learning? Imagine a tutor is helping a student work a homework problem. A passive learning tutor might immediately volunteer to show a student how to solve the problem, while an active learning tutor will ask the student which section of their textbook discusses the problem.

**Passive:**
- Tutor lectures or explains without engaging the student with questions.
- Tutor answers the student’s questions rather than asking the student to call upon prior knowledge and skill to try to figure them out, or to consult the lecture notes, textbook, or other reference materials.
- Tutor solves homework problems rather than asking the student to solve them.
- Fosters helplessness in students and tells them they can’t do these problems on their own.

**Active:**
- The student does participates in learning and seeks mastery of the material.
- Activities are structured so that the student is required to do the work.
- The student is engaged in the process summarizing the content he or she has learned.
• Makes tutoring more interesting and fun
• Fosters an appreciation of learning
• Helps student practice self-expression, critical thinking, and self-initiated inquiry

Learning Styles

The different approaches people use to learn or study are called learning styles. Everyone has a unique preference for how, when, where and with whom they would like to learn, and these preferences help to enhance learning potential. Learning styles do not reflect a person’s academic ability or achievements. Rather, the styles are a combination of environmental, emotional, sociological, physical and psychological factors that influence how a person receives, processes and stores new information. Often times a person has more than one learning style or preference. Therefore, it is good practice to present information in a variety of ways to help encourage the student to be successful regardless of how information is presented. Tutors must be sensitive to the signals that indicate a student’s learning style. There are four main learning styles: visual, auditory, read/write, and tactile.

Visual Learners
• Prefer to get information by seeing
• Have trouble following lectures
• Can potentially misinterpret words
• Graphics can reinforce learning
• Benefit from visual directions and clues
• Use flashcards, maps, graphs, color coding, and other visuals to increase understanding

Auditory Learners
• Prefer to get information by listening
• Have difficulty following written instruction
• Study by talking the information through with someone
• Learn by participating in discussions
• Benefit from verbalizing their thoughts
• Talk through steps in tasks
• Need more wait time for questions

Tactile Learners
• Like to work with their hands
• Learn better when physical activity is involved
• Pace or walk while reciting information on index cards
• Trace letters and words to remember facts
• Use movement to help reinforce the concept
• Use manipulatives and similar learning aids

2 Adapted from http://www.ccsf.edu/Services/LAC/lern10/newlearnsty.html
Factors that Influence Learning

Once a student has determined their learning style, it is important to consider the factors that can influence their learning both positively and negatively. There are several elements that can be important to consider as people attempt to learn new or difficult information. By paying attention to the elements that most affect a person’s learning you are being attentive to their learning style.

- Environmental factors such as sound, light, temperature, or room design
- Emotional factors such as personal motivation and responsibility
- Sociological factors such as the ability to work individually, work with peers, or work on a team
- Physical factors such as time, transportation, and food intake
- Psychological factors such as right/left brain dominance, or impulsive/reflective personalities

Students with Learning Disabilities

Nearly one of every ten students in post-secondary education has a learning disability. Some of these students were diagnosed when they were in elementary or secondary school and have therefore learned strategies in special education classes to increase their academic success. Others were not diagnosed until they reached college. For both groups, college presents special demands that can intensify the learning problems they have.

Definition of Learning Disabilities

Learning disabilities are not a visible disability like a physical impairment; they are believed to be caused by neurological deficits that affect the way students perceive, process, or express information. Students with learning disabilities have average to above average intelligence and experience significant discrepancy between their intellectual aptitude and academic performance. Their abilities fluctuate in different areas; a student may have extreme difficulty organizing and writing a paper, yet he or she may excel at math. A learning disability is frustrating. Persons with learning disabilities often have to deal not only with functional limitations, but also with the frustration of having to “prove” that their disabilities are real.

Because of the inconsistency associated with learning disabilities, it is easier to remember what disabilities are not included. A learning disability does not include the following:

- Mental retardation
- Emotional disturbances
- Language deficiencies

Adapted from http://www.vark-learn.com/english/index.asp
3 Adapted from http://www.ccsf.edu/Services/LAC/lern10/newlearnsty.html
Adapted from http://www.vark-learn.com/english/index.asp

3
A learning disability is inconsistent. It may present problems on Mondays, but not on Tuesday. It may cause problems throughout grade school, seem to disappear during high school, and then resurface again in college. It may manifest itself in only one special academic area, such as math or foreign language.

Characteristics of College Students with Learning Disabilities

Each student with a learning disability is unique. Generalizations cannot be made about someone just because they have a learning disability. The following is a partial list of the characteristics that may be present in college students with a learning disability.

Oral Language Skills

- Inability to concentrate on/comprehend oral language
- Difficulty concentrating in lectures, especially two to three hour lectures
- Difficulty in orally expressing ideas which he/she seems to understand
- Written expression is better than oral expression
- Poor vocabulary; difficulty with word retrieval
- Difficulty telling a story in proper sequence.

Mathematical Skills

- Incomplete mastery of basic facts (i.e. mathematical tables.)
- Reverse numbers (i.e. 123 to 231.)
- Confuses operational symbols, especially + and x.
- Difficulty aligning problems
- Difficulty recalling the sequence of operational processes
- Inability to understand and retain abstract concepts
- Difficulty reading and comprehending word problems

Organizational and Study Skills

- Difficulty scheduling time to complete short and long-term assignments
- Slow to start and complete tasks
- Repeated inability, on a day-to-day basis, to recall what has been taught
- No system for organizing notes and other material
- Difficulty changing from one task to another
- Difficulty completing tests and in-class assignments without additional time
- Poor strategies for monitoring errors.

Social Skills

- May be unable to detect the difference between a joking wink and a disgusted glance.
- Might not notice the difference between sincere and sarcastic comments, or be able to recognize other subtle changes in tone of voice.
- Difficulties in interpreting nonverbal cues
Examples of Accommodations for Students with Learning Disabilities

1. **Mathematics**
   - Explain the problem step by step:
   - Put one problem on a quarter sheet of paper or on a note card.
   - Define the vocabulary for the student.
   - Write down each term and draw a relationship to vocabulary they already know.

2. **Organization**
   - Show the student how to separate subjects.
   - Encourage one three-ring notebook or folder for each subject.
   - Use dividers to separate book notes from class notes and from other handouts

3. **Time Management**
   - Explain to the student that study time for them will be at least twice the number of clock hours spent in the classroom.
   - Ask to see their calendar to be sure that all assignments are being written down.
   - Encourage students to study in small sessions, not more than one hour at a time. Note whether this is realistic for this student.
   - Encourage them to make use of empty time such as travel, walking, eating, or exercising.

4. **Note Taking and Listening**
   - Write down each step, using a colored pen to highlight areas that the student does not know.
   - Explain how asking questions in class can help focus attention and clarify information.
   - If the student uses a note taker, use that person’s notes during the tutoring session.
   - Have the student talk back the information from class. You will have a better idea of what they do or do not know.

5. **Concentration**
   - Sit so that the student can see your face; if you sit across from the student be sure that the student is able to see materials completely, even if it means making extra copies for yourself.
   - Present the tutoring session in a multi-sensory way.
   - Use teaching aids to gain attention or use visuals, color coding, supplementary materials, repetition, examples, pictures, graphs, charts, or small group interaction.

6. **Memory**
   - Use color, diagrams, cartoons, tactile association, visualization techniques, and mnemonics to help draw relationships.
   - Organize information in clusters, or use association to increase memory
   - Explain information in a step-by-step format and encourage the student to use a tape recorder.
   - Encourage the student to read or talk information aloud and to tape record what needs to be remembered.

7. **Test Taking**
   - Use old tests in tutoring sessions.
- Examine the wording of the test questions and use that in tutoring
- Draw comparisons to students’ notes.
- If the instructor uses essay questions have students write out answers for you or bring in old essays to show as examples.
- Encourage students to answer easy questions first and read questions very carefully.  

**Adult Learners**

Community colleges throughout the state have a large population of “adult learners are students who are not enrolling immediately after graduating high school.” More often than not, limitations for adult learners are not due to an inability to do the work. In some cases an adult learner simply has not been introduced to effective study habits and now has to balance study with work and family. A bit of guidance will put students on the right track. The basic education skills of adult learners can often be improved by peer tutoring or in-class study groups. Oftentimes peer tutors are able to reach the student on a different level than the professional.

**Adult learners:**

- Act with reflection or learn by doing
- Enjoy working in small groups
- Want to feel engaged in what they are learning
- Are creative and adaptable
- Are often apprehensive or anxious
- Learn unevenly
- Have outside responsibilities beyond school
- View themselves as responsible, self-directed, and independent
- Prefer to make their own decisions
- Resent being treated like children
- Want practical lessons, satisfying personal goals
- Have varied life experiences
- Expect perfection from themselves

**Trends in Adult Learning**

- Adults seek out learning experiences in order to cope with specific life-changing events: marriage, divorce, a new job, a promotion, being fired, retiring, losing a loved one, or moving to a new city.
- Adults who are motivated to seek out a learning experience do so because they have a use for the knowledge or skill being sought. Learning is a means to an end, not an end in itself.
- Increasing or maintaining one’s sense of self-esteem and pleasure are strong secondary motivators for engaging in learning experiences.

---

• Adults need to be able to integrate new ideas with what they already know if they are going to keep - and use - the new information.
• Information that conflicts sharply with what is already held to be true, and thus forces a re-evaluation of the old material, is integrated more slowly.
• Information that has little “conceptual overlap” with what is already known is acquired slowly.
• Adults tend to compensate for being slower in some psychomotor learning tasks by being more accurate and making fewer trial-and-error ventures.
• Adults tend to take errors personally and are more likely to let them affect self-esteem.
• Adults have something real to lose in a classroom situation. Self-esteem and ego are on the line when they are asked to risk trying a new behavior in front of peers and cohorts.  

Safety Procedures While Tutoring

Tutoring sessions should occur in a safe environment. Your students have agreed to maintain a respectful and professional relationship with you, and we at DSSS do not anticipate any unsafe conduct. However, if you were to encounter a student that became disrespectful, created an uncomfortable or unsafe environment by displaying aggressive verbal and/or non-verbal behaviors, or who appeared highly anxious or threatening, please do not hesitate to end the tutoring session immediately and/or call Public Safety for help at 719-502-2911. We will support you in your decision.

• For safety purposes it is recommended that for all tutoring locations tutors should have an exit strategy. Examples of safe locations include a public space with high traffic, or a position in your meeting space where there would be no obstacle between the door and you if you had to exit the room quickly.
• If you feel unsafe, let your students know that you cannot continue the session in such conditions.
• Remind your students that the DSSS program has a counselor with whom they can meet to discuss personal difficulties which may have triggered the disruptive and unacceptable behaviors displayed during the tutoring session.
• If our DSSS counselor, Christine, is not available to see them right away, remind your students that PPCC also has a Student Counseling and Resource Center staffed by two counselors who are trained to help students deal with personal stressors.

If you should encounter such an unfortunate experience during your tutoring session, please come and talk to the DSSS office staff about the incident immediately. If the incident occurred outside of regular business hours, please leave us a detailed voicemail at 719-502-3900 or send an e-mail to Meghan.fuller@ppcc.edu and we will get back with you very shortly. We take the safety of our tutors very seriously. Under no circumstance will the DSSS staff tolerate aggressive and disrespectful behaviors during tutoring sessions.

5 http://adulted.about.com/cs/learningtheory/a/lrng_patterns.htm
http://honolulu.hawaii.edu/intranet-committees/FacDevCom/guidebk/teachtip/adults-3.htm
To make an appointment with the DSSS counselor, Christine, please call 719-502-3900 or 719-502-3906, or come to room A-201. To speak with a counselor from the Student Counseling and Resource Center, please call 719-502-4782 or go to room C-201a and C-201b.

Session Reports and Sign in Sheets

Tutors are required to turn in sessions reports within 48 hours of session’s ending with 24 hours being highly preferred. The session report will be available for you to download from the PPCC website and fill out online. They can be returned via email or printed off and handed in in-person. A sample session report can be found in the appendix.

In addition to session reports, tutors are expected to sign their students in and out of every session. The tutor will record the time the session began (as opposed to when it was scheduled to begin) and the time the session ended. There will be a space on the sign in sheet for the tutor to initial and for the student to sign. Tutors will keep a separate sign in sheet for each individual student they meet with. Sign in sheets are to be hand delivered to the DSSS office to be scanned and returned to the tutor before the end of each pay period.

Both the session report and the time sheet will be used to verify hours worked.

Payroll Procedures

Each pay period runs on a bi-weekly schedule. On the second Monday of a new pay period, the tutoring coach will email all tutors to remind them that the current pay period ends that following Friday. Tutors will submit hours worked on an electronic timesheet through their student portal. This and your sign in sheets must be submitted to the Tutoring Coach for approval by 5pm on the Thursday before the pay period ends. Correct timesheets will be approved no later than noon every other Friday. Session reports and sign in sheets will be used to verify if your timesheet displays the correct number of hours worked. If documentation is not submitted in a timely fashion, the tutor will be contacted via email and by phone to obtain these documents. If they are not provided within 48 hours, the tutoring coach cannot approve timesheets. If an electronic timesheet is not approved by the Friday deadline a paper timesheet may be submitted. Tutors can only be paid for hours worked and adequately documented.

End of Semester Observation and Evaluation

Twice each semester the tutoring coach schedules a time to observe a tutoring session for each active tutor. The tutoring coach observes and evaluates the tutor’s performance. Tutors receive an overall grade from a maximum of 4 points. Students will receive one evaluation form per tutor that they are working with. The student will rate the tutor on a similar 4 point scale. Overall score is based on the grades received from students’ evaluations, the Tutoring Coach’s observations, and overall job performance. Tutors may request a face-to-face meeting to discuss their evaluations.
Appendix

Sample Tutor Session Report

---

Pikes Peak Community College
Disabled Student Support Services
A201, 502-3900

TUTOR SESSION REPORT

Student's Name: Joe Cool
Date: 11/17/16 Tutor: Susie
Course: Statistics 120

1. Plan of Action: Briefly list the subjects/concepts you will be working on during this tutoring/mentoring session. Establish your goal for this tutoring/mentoring session.

Today we are working on Joe's statistics project. We will be practicing 1 and 2 sided t-tests and writing null and alternative statements. My goal is for Joe to feel confident finishing the project on his own tonight.

2. Concept(s) Covered and Student Accomplishments:

Joe was able to successfully calculate a 2-sided t-test with very little help from me. We went over the syllabus to his project and Joe took notes on what each section was asking. Next time we meet we are going to check Joe's project for accuracy.

3. Tutor's Comments: (Purpose or establish a goal or for next appointment; comment on student)

Joe is not always sure when to use a 1 sided test and when to use a 2 sided test. On our next appointment when we check Joe's project, my goal is for him to be able to accurately tell me when to use each test.

Start Time: 11:30 am
End Time: 12:30 pm

Submit
Sample Sign in Sheet

<table>
<thead>
<tr>
<th>Date</th>
<th>Time In</th>
<th>Time Out</th>
<th>Service Provided*</th>
<th>Staff</th>
<th>Participant Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Support</th>
<th>Counseling &amp; Mentoring</th>
<th>Cultural Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTU: Professional Tutoring</td>
<td>AA: Academic Advising</td>
<td>CA: Cultural Activities</td>
</tr>
<tr>
<td>PTUG: Professional Tutoring Group</td>
<td>CC: Career Counseling</td>
<td>CV: Campus Visit</td>
</tr>
<tr>
<td>EOL: Equipment Loan</td>
<td>FA: Early Alert</td>
<td>W: Workshop</td>
</tr>
<tr>
<td></td>
<td>FA: Financial Aid</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FI: Financial Literacy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IAP: Individual Academic Plan</td>
<td></td>
</tr>
</tbody>
</table>

*Note: Please identify service provided, and if it was related to academic support, counseling & mentoring, and/or a cultural event.