

College Online Tutoring Program Benchmarks

Primary Research
Group Inc.

College Tutoring Program Benchmarks

Peipei Pang



College Tutoring Program Benchmarks:

COLLEGE TUTORING PROGRAMS BENCHMARKS. ,2024 **College Tutoring Program Benchmarks** Primary Research Group,2014 College Tutoring Programs Benchmarks ,2020 This report brings data and commentary from 44 American colleges and universities about their tutoring programs Among the topics covered tutoring by students faculty adjuncts and professional tutors use of various types of tutoring embedded tutors online tutoring group tutoring by appointment and walk in tutoring for example Program budget tutor salaries technology use integration into the library and into retention efforts and training programs for student tutors The study also presents highly detailed data on the overall growth rate of tutoring on college campuses and the extent of use of different kinds of tutors and tutoring approaches Data in the report is broken out for public and private colleges by enrollment size tuition level Carnegie class and by type of tutoring program i e for the overall college for a specific subject matter or for a specific student population type Provided by the publisher **College Tutoring Programs Benchmarks** Primary Research Group Staff,2016 The 112 page report brings data and commentary from 44 American colleges and universities about their tutoring programs Among the topics covered tutoring by students faculty adjuncts and professional tutors use of various types of tutoring embedded tutors online tutoring group tutoring by appointment and walk in tutoring for example Program budget tutor salaries technology use integration into the library and into retention efforts and training programs for student tutors The study also presents highly detailed data on the overall growth rate of tutoring on college campuses and the extent of use of different kinds of tutors and tutoring approaches Data in the report is broken out for public and private colleges by enrollment size tuition level Carnegie class and by type of tutoring program i e for the overall college for a specific subject matter or for a specific student population type Just a few of the report s many findings are that 70 45% of survey participants offered a walk in tutoring service for which an appointment was not necessary Private colleges were much more likely than public ones to offer online tutoring For community colleges student tutors accounted for only 52 77% of total tutoring staff hours The more a college charges for tuition the greater the likelihood that it offers a training or certificate program for student tutors 54 55% of colleges charging less than 4 500 in annual tuition offer training or certificate programs for student tutors while 81 82% of colleges charging more than 27 000 annually offer such program *COLLEGE ONLINE TUTORING PROGRAM BENCHMARKS. ,2020* *COLLEGE TUTORING PROGRAMS BENCHMARKS, 2020 EDITION. ,2020* This report brings data and commentary from 44 American colleges and universities about their tutoring programs Among the topics covered tutoring by students faculty adjuncts and professional tutors use of various types of tutoring embedded tutors online tutoring group tutoring by appointment and walk in tutoring for example Program budget tutor salaries technology use integration into the library and into retention efforts and training programs for student tutors The study also presents highly detailed data on the overall growth rate of tutoring on college campuses and the extent of use of different kinds of tutors and tutoring approaches Data in

the report is broken out for public and private colleges by enrollment size tuition level Carnegie class and by type of tutoring program i e for the overall college for a specific subject matter or for a specific student population type Provided by the publisher College Online Tutoring Program Benchmarks ,2020 **College Tutoring Programs Benchmarks, 2017 Edition** Primary Research Group Staff,2016 The 112 page report brings data and commentary from 44 American colleges and universities about their tutoring programs Among the topics covered tutoring by students faculty adjuncts and professional tutors use of various types of tutoring embedded tutors online tutoring group tutoring by appointment and walk in tutoring for example Program budget tutor salaries technology use integration into the library and into retention efforts and training programs for student tutors The study also presents highly detailed data on the overall growth rate of tutoring on college campuses a *Resources in Education* ,1994 **Mathematics Benchmarking Report** ,2001 *Tutor Evaluation by Self-Assessment for Chabot College Tutorial Instructional Program* Charles R. Natson,1998 Society s evolving perception of the role of and value of higher education relates to education s role in employment Employment is the most cited reason for school completion The creation of peer tutoring programs was to improve the academic performance of underprepared students This study evaluated tutors registered in the Tutorial Training Course T 15 at Chabot College Hayward California The Tutor Evaluation and Self Assessment Tool TESAT was utilized to measure the tutors performance Thirty tutors performed the pre and post assessments The instructor also evaluated the tutors with the TESAT after the tutors post assessments to investigate the relationship between the tutors and their instructor s perception of their tutorial skill The tutors rated themselves as being proficient There was a moderate correlation between the tutors and the instructor s assessments Attempts are currently being made to certify Chabot College s Tutorial Instructional Program with the College Reading and Learning Association This certification in the field of tutorial education will assist the enhancement of the tutoring profession **Resources in Education** ,1997 **The Benchmark** ,1989 **Admission Policies and Attrition Rates in California Community College Nursing Programs** Jean Ann Seago,2003 **Improving a Peer Tutor Training Program at an Urban College** Ashley Rankin,2021 This thesis equivalent is a theoretical performance improvement project of a peer tutoring program It focuses on the literature on peer tutor training programs in higher education and provides recommendations for design solutions and evaluation tools based on best practices The lack of studies on proper training and evaluation within the field of tutoring also lead to a general search on best practices in instructional design that could then be applied within the context of peer tutoring This would corroborate the decisions of the tutoring programs reviewed in the literature and fill in the gaps when necessary This thesis equivalent originally began with the intention of doing a thorough needs assessment of a peer tutoring program at an urban college and proposing performance improvement interventions and subsequent evaluation tools Data collection from surveys focus groups and observation would have provided valuable information from tutors tutees and other stakeholders that would have guided

improvements to the program Issues gaining research ethics approval from the college combined with the Covid 19 pandemic made it apparent that data collection would not be possible within a reasonable timeframe The proposed data collection tools for a needs assessment were created and included to be used when pursuing data collection becomes feasible again This study has relied on primary sources to fill in the gaps on what I may have gleaned from the data had I been able to collect An analysis based on the literature identified a few major issues with the peer tutoring program First there is no current evaluation in place to determine if the training provided to tutors is effective Second learning objectives were never discussed or made explicit before the creation of the current training program I proposed modifications to the current peer tutoring program based on observations and my findings in the literature Interventions included making it a recognized tutor certification program adding training content to include metacognitive skills self regulation and scaffolding Modifications to the training delivery included more emphasis on situated learning with role play exercises and observation Evaluation tools were created to assess the modified peer tutoring program

SUNY Educational Opportunity Program New York (State). Legislature. Legislative Commission on Expenditure Review,1986 **A Review of Programs Involving College Students as Tutors Or Mentors in Grades K-12** Elizabeth R. Reisner,Christene A. Petry,Michele Armitage,1990

Results Count ,1998 *A Training Guide for College Tutors and Peer Educators* Sally A. Lipsky,2011 For courses in Training Tutors Peer Education and Mentoring Paraprofessional Helping and Leadership Strategies *A Training Guide for College Tutors and Peer Educators* presents relevant and research based methods for successful academic support sessions for tutors and peer educator trainees in an adaptable user friendly and interactive format By mirroring appropriate methods for organizing and presenting material in an academic support session *A Training Guide for College Tutors and Peer Educators* allows the reader to experience for themselves the practices and strategies they will apply as future tutors and peer educators Based on solid learning theory the activities assessments examples and features included in this flexible and engaging text simulate recommended peer educator practices and emphasize guiding college students to become active self monitoring and independent learners While teaching readers the key research based elements of quality peer assistance this first edition guide also incorporates a comprehensive list of topics represented in certification programs Peppered with practical examples and interactive problem solving scenerios that readers can immediately apply in their positions trainees will learn how to plan for sessions how to assess students learning how to create collaborative activities how to integrate college learning strategies and how to approach common issues faced on the job **The Iowa Program Standards for Interventions in Behavioral Disorders** ,1988 This curriculum project was undertaken with these concerns in mind 1 some programs provided appear to be primarily focused on controlling undesirable behavior rather than teaching more appropriate behaviors 2 some programs appear to be largely academic in nature and 3 some programs do not provide for systematic reintegration to regular education for these students p i

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