CALIFORNIA COMMUNITY COLLEGES
AND
CONTRA COSTA
COMMUNITY COLLEGE DISTRICT

#89-0004
**Statewide Tutor Training Consortium: A Project to Develop Model Tutor Training Based on Research and Best Practice**

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<tr>
<th>FISCAL YEAR</th>
<th>ID NUMBER</th>
<th>COLLEGE</th>
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<td>1989-90</td>
<td>89-0004</td>
<td>Los Medanos</td>
<td>Contra Costa</td>
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**PROJECT TITLE**

**FUNDING CATEGORY & AWARD**

| Grant = $40,000 | E --- Improvement of Trad. Instruction Prog. | Developmental Model |

**PROJECT PRODUCT**

| Manual       | Faculty/Staff Develop | Tutoring         | Inter-Disciplinary |

**PROJECT DIRECTOR**

Ross B. McDonald, Instructor

**PROJECT SUPERVISOR**

Dan Henry, Dean Language Arts & Humanities

**PROPOSAL DESCRIPTION**

The project addressed nontraditional forms of instruction designed to improve the teaching abilities of existing faculty. Specifically targeted were the special learning needs of educationally disadvantaged students. The Statewide Tutor Training Consortium (STTC) integrated the efforts of six community colleges to produce tutor training materials. Elements of the training included systematic observation of successful tutors, synthesis of existing or development of new tutor training curricula and the development of a broad-based tutor training program to assist many educationally disadvantaged students.
The community colleges are on the threshold of enormous change as the so-called traditional student becomes one of many. New majority students, not classifiable by a fixed set of characteristics, are now walking in the open door of our community colleges. Because new majority students are disproportionately represented in the ranks of under skilled or ESL students, their increased presence reminds us anew of our commitment to give students the skills to succeed in higher education, to create opportunities for themselves, to recognize and make informed choices, and to articulate their ideas, dreams, and fears to others.

Many community colleges have developed tutorial programs to meet the needs of increasing numbers of students. Comprehensive research reviews in major national journals have reported the existence of associations between tutoring in elementary and secondary schools and specific measures of student gains. Evaluations of programs at the community college level have also shown that tutoring is an effective intervention for under skilled students.

Knowing that tutoring makes a difference is an extremely important step in the continuing effort to keep the open door of the community college from becoming a revolving door for the new majority student, but to maximize the effect of tutoring, minimum training curricula must be identified, defined, tested, and implemented at the state level.

If funded, the Statewide Tutor Training Consortium (STTC) will support a consortium of successful professionals in the field from six different community colleges to produce definitive tutor training materials for maximum tutoring effectiveness based on two main lines of effort. The first line of effort utilizes meticulous, systematic observations of the actual behaviors of a corps of the most successful tutors from several community colleges. The second, using a grant-within-a-grant structure, either synthesizes the best existing training curricula from established, successful programs or supports the development of new curricula. The combined outcome of these two lines of effort will be a methodical, broadly-based synthesis of tutor training topics and the accompanying goals, objectives, activities and materials for each topic. This project is the first of a three-year effort to produce, pilot-test, and disseminate effective training curricula. The MTTP is a large project requesting sizable investment, but it portends a tremendous impact on a critical need: training hundreds of faculty and providing them with sound curriculum with which to train thousands of tutors to assist hundreds of thousands of educationally disadvantaged students.
Students, present and future, no matter the college. 11 benefit from improved tutor training curriculum, tutor trainers and potential tutor trainers will have the opportunity for high quality in-service education, college programs will be enriched. Most importantly, the many students who benefit from tutoring will further benefit from effectively trained tutors. Therefore, this project has both immediate and long-range implications for hundreds of tutorial supervisors, thousands of peer tutors, and literally hundreds of thousands of underprepared students. The project addresses nontraditional forms of instruction, improves the teaching abilities of existing faculty, focuses specifically on the special learning needs of educationally disadvantaged students, and improves existing instructional programs.
Statewide tutor Training Consortium: A Project to Develop Model Tutor Training Based on Research and Best Practice

1. Specific Educational Program Being Addressed

Community college educators, seriously concerned about the open door's propensity to revolve, generally agree that a tutorial program which supplements existing instruction and services can significantly improve skill-poor students' chances of succeeding in college courses. At least, general agreement can be inferred from the fact that over 90% of California's community colleges employ tutors. An increase in underprepared students, the emergence of the new majority, and our awareness that new majority students comprise a disproportionate percentage of underprepared students increased public attention to the suggestion that declining standardized test scores indicate declining literacy skills, and recent mandates about assessment procedures have placed tremendous pressure on support services in the California community colleges, especially tutorial programs and services. If we are to help underprepared students with matriculating through the system, then our specialized interventions, and especially tutoring, must be the best that can be delivered. Tutoring is an essential link between the demands of the college environment and the state of students' preparedness. Remedial instruction, English as a Second Language instruction, and support services, which are "important and essential functions of the community colleges" (AB 1725) tend to rely heavily on tutoring assistance to reach the needs of individual students.

Meanwhile, community colleges have been vociferously criticized as "Mickey Mouse" and ineffective. Tutorial personnel continue to renew their commitment to the individual and the society, intuitively aware that propagating past educational inequities by continuing to exclude student groups (especially traditionally excluded minorities and re-entry women) undercuts the very purpose of community colleges. High standards are to be valued provided that high quality support services undergird them. We should insist on high standards, but we should also insist that necessary assistance be available to students to help them become able to meet those standards.

In general tutorial program developers have loyally clung to the basic tenets of Section 84381 of Article 7 of the California Education Code. They have developed "non-traditional forms,
content, and methods of instruction." They have taken the lead in addressing "special learning needs of educationally disadvantaged students." They have pioneered "programs for improving teaching abilities of faculty members." They have taken the lead in developing "educational services for new clientele, including older working adults." In short they have made Herculean "efforts to improve traditional instructional programs."

Tutoring makes a difference. Evaluation studies have been carried out, strongly reinforcing suspicions of a credible link between tutoring and specific measures of student gain (retention, grades, reading and writing improvement, for example). The Fund for instructional Improvement generously funded one such study at Los Medanos College in 1983-84. That study, using quantitative and qualitative data, uncovered a significant amount of data supporting the contentions of the program developers -- significant student gains were demonstrated for those students who were referred for tutoring and received it as compared to those who were referred but didn't receive the tutoring. In all phases of the data collection this conclusion was evident. Approximately seventy-five students, both tutored and non-tutored, were interviewed in depth. Overwhelmingly, both groups reported that they believed tutoring helped improve grades and keep students in schools. In fact, statistical procedures confirmed that course grades of tutored students were significantly higher than a comparable nontutored group. Also, gains on a standardized reading test were discovered to be significantly higher for tutored students as compared to their non-tutored peers (MacDonald, 1986). In a recent study at California State University at Hayward demonstrated that tutoring improved the quality and depth of tutored students responses (Brown, 1987). Other colleges' evaluation studies, both in-house and external, have reported similar, though sometimes not so profound, results.

Research on elementary and secondary-level tutoring programs has also produced correlations between tutoring and student learning gains. At least four major reviews using sophisticated meta-analytic statistical techniques, have been published in national journals reporting gains associated with tutorial assistance (Cohen, Kulik, & Kulik, 1982; Devin-Sheehan, Feldman, & Allen, 1976; Ellson, 1976; and Rosenshine & Furst, 1969). In short, tutoring seems to work.

Knowing that tutoring makes a difference is an extremely important step in the continuing effort to keep the open door of the community college from becoming a revolving door for increasing numbers of students who want to succeed, are capable of succeeding, but who need additional short-term help. Tutors, then, and the programs which employ them, are often at the essential point of contact between high-risk students and success in higher education. The complexity of the problems associated with meeting the needs of our student population in an environment of tightening standards, limited slots for admission to four-year colleges and universities, significant demographic changes, and highly competitive job markets might be most dramatically encapsulated in the hundreds of one-to-one contacts between a peer tutor and a struggling student on any given day at any of a 107 community colleges. In effect, some of the most important problems that the whole system currently faces are being placed on the shoulders of minimally trained, but socially conscious Deer tutors who take a few hours a week from their own studies to help others succeed. It’s amazing that tutoring is as successful as it is. But accepting a modicum of success is not enough. We must maximize the effect.
It's not enough to know that X number of tutoring contacts correlate with Y amount of student gain. We know that "Unpreparedness...is a problem of enormous magnitude and complexity, needing a long-range solution rather than short-term holding actions," (CPEC, Promises to Keep, Remedial Education in California's Public Colleges and Universities, 1982). It's time to push ahead toward long-range solutions. The next step is clear: we need to know what it is about tutoring that makes a difference and insist that tutors be trained to do those things. We need to define the most necessary components of tutor training and we then need to cull from among the best training ideas, methods, activities, and materials currently available and make these accessible to all programs involving community college tutors.

To maximize the effect of tutoring, minimum training guidelines need to be implemented at the state level. This effort should be accomplished through two simultaneous processes: (a) sound research specifically designed for the purpose, and (b) the gathering and synthesizing of shared knowledge and skills of professionals in established, proven programs.

This proposal requests substantial funding for such an effort. The funds will be used to form a consortium of experienced professionals leaders who lead successful tutoring programs from colleges carefully selected to represent the diverse qualities of California's community colleges. The consortium will work with tutorial supervisors from across the state to develop a model tutor training curriculum. Los Medanos College, Yuba College, Sacramento City College, Santa Barbara City College, Compton Community College, and Mount San Jacinto College are committed to taking the lead in the effort to develop training curriculum based on systematic observations and evaluations of a corps of highly successful tutors. One representative from each school will become a member of a consortium, the responsibility of which will be to carry out the objectives and activities of this proposed project under the leadership of the Project Director.

Each of the five proposed members is a tutor trainer or supervising administrator at his/her respective campus. Each participant is a proven, respected leader and a creative thinker. If the proposal is funded, the Project Director will reduce his normal teaching for each of the two semesters of the project. Despite the de facto cut in salary which would result, the Project Director is pleased with the challenge and committed to the outcome. The Project Director is a recognized expert in the tutoring field. His work on tutoring processes and programs has influenced others across the country as well as in Europe.

There's no question that tutor training curriculum are eagerly desired by community colleges. At annual state-wide conferences hosted by the Association for California College Tutoring and Learning Assistance (ACCTLA), sessions on tutor training are typically filled to overflowing with people needing information and ideas. Over the last five or six years, Los Medanos College, for example, has literally been besieged by requests for any information relating to tutor training. Students in the beginning and advanced training classes are more accustomed to sharing the classes with visitors than not. It seems that nearly every one agrees that systematic tutor training is the central component of a successful tutoring program and thus a central component in the open door/revolving door struggle.
The realities demand that all tutors receive systematic training. Yet, training is not currently based on careful study of how successful programs conduct tutor training or on how successful tutors actually conduct tutoring sessions. There simply is not enough research on tutoring processes in the community college setting on which responsible educators could base development of tutor training courses. And there is certainly not enough known about tutoring processes in relation to the needs of the new majority. Further, in the interest in guaranteeing equal access to all students in the California community colleges (no Matter which campus) shouldn't all tutors receive a minimum of training covering specifiable topics?

REVISED PROPOSAL: STATEWIDE TUTOR TRAINING CURRICULUM

1. Introduction

Following is a modification of the original proposal to fund a Statewide Tutor Training Consortium. The main change in the project is that one of two strands have been eliminated as explained in the next two sections. The elimination of one strand aligns the activities and objectives with the approved budget. Reductions in expenditures have been accomplished primarily in personnel salaries. However reductions were also necessary in contract services, travel, and supplies.

The remaining parts of this modified proposal present and explain changes in the activities and objectives. This is not intended to be a completely new proposal. Readers will be aided by referring occasionally to the original proposal, a copy of which is attached.
2. Specific Problems Being Addressed

[REVISED]

2. Specific Problem
The Tutor Training Project proposes to form a consortium of successful professionals in the field from six different community colleges to methodically develop a broad-based understanding of the trainable aspects of the tutoring process and transpose this insight into tutor training curriculum.

If funded, this project will produce definitive tutor training materials for maximum tutoring effectiveness based on meticulous systematic observations of the actual behaviors of a corps of the most successful tutors from several community colleges. This project is the first of three steps in what is envisioned as three-year effort to produce, pilot-test, and disseminate effective training curriculum.

Thus, this proposal builds on existing knowledge to address areas in which, little or no systematic inquiry has been conducted. Further, it provides the next logical step in the continuing effort to provide quality educational opportunity for ALL students who can profit from instruction. The consortium members are committed to this effort.
3. Population To Be Served

[NO “POPULATION” ACCOMPANIES THIS DOCUMENT.]
4. Objectives

[REVISED]

Objectives The proposal originally had two simultaneous lines of effort: research on tutorial interaction (RTI) and survey and synthesis of existing training (SET). The project is modified to focus on the RTI line. There are good reasons for this focus.

1. Funds requested have been reduced by 43.5%. To attempt the same project would be foolish. Focusing the existing funds on the RTI effort ensures that those objectives can be adequately met.

2. The RTI effort is a better use of the funds. Gathering valid and reliable data about effective tutoring interaction requires the participation of several colleges which, taken together, represent different geographic and demographic characteristics of the California Community Colleges. Only a concerted well-funded project can bring together experienced professionals from these colleges to gather and analyze the data and extend results into useful and appropriate tutor training curriculum.

On the other hand, the SET component is accomplished to some degree, albeit haphazardly, by conference activities. Active professionals in the field snare their curriculum and pedagogy with other professionals through regional and state-wide meetings of the professional tutoring organization, the Association for California College Tutoring and Learning Assistance (ACCTLA).

3. The RTI effort develops information in a critical, but previously unresearched, area. Research has not yet uncovered that which constitutes effective tutoring behaviors. Basic questions such as how much should a tutor talk? How responsive should the tutor be to students’ questions? Is it the tutors job to provide answers? In what form? Should the tutor encourage certain behaviors from the tutee? If so what kinds? How? What factors are important influences of variations in tutor behavior? What behaviors distinguish successful cross-ethnic tutorials? Cross-language tutorials? These end other such questions are at the heart of the tutoring effort. The incredibly large numbers of underprepared students and the increasingly elevated expectations of them make the answers to these types of questions the highest priority in learning assistance.

The Research on tutorial Interaction (RTI) component has five objectives:

(1) to develop an instrument and procedure for conducting systematic observations of highly successful tutors;
(2) to develop appropriate, easy to use, and adaptable criteria and techniques for the assessment of tutee gains which can be directly linked to the tutorial sessions;
(3) to identify, observe and evaluate six highly successful tutors from each of the six consortium colleges;
(4) to define effective tutoring behaviors; and
(5) to define and develop clear curricular materials for training effective tutoring behaviors.
The 5 objectives of the Survey of Existing Training (SET) component will NOT be addressed:
(1) to identify topics for inclusion in the model tutor training curriculum;
(2) to develop guidelines for topic proposals;
(3) to solicit topic proposals for the model curriculum from experienced tutor trainers.
(4) to select a pool of curriculum developers. each assigned to a topic,
(5) to provide funds and technical assistance to the selected developers for formulating
goals, defining objectives, developing materials, and enumerating activities for the
assigned topic;

What were proposed as combined RTI and SET objectives now just apply to the RTI
component:
(1) to create a handbook detailing goals, objectives, materials, and activities for tutoring
training in effective tutorial interaction;
(2) to formulate plans end procedures for pilot testing, evaluating, and modifying this
curriculum during the 1989-1990 school year;
(3) to subunit the handbook and a final report to the supervisors of the Funds for
Instructional Improvement, to participating colleges, and to attendees at the 1990
Annual Meeting of ACCTLA.
5. Workplan Narrative

4. Works Statement
The work statement is organized into the following six brief sections: rationale for participating college selection, statement of personnel needed for project completion; relationship between the project and ACCTLA, the existing state-wide tutoring and learning assistance organization; equipment needed; and the evaluation plan. The fifth section lists the objectives for the project.

==================================================================
Rationale for Selection of Participating Colleges and Personnel no change
Personnel
no change

Equipment Needed [REVISED]
no change

Evaluation Plan
no change
==================================================================

[WORKPLAN --- REVISED]
Project Timeline Including Objectives, Activities. Materials

Prior to 9/15/89: Advance Preparation
During this phase of the project, the Project Director, with suggestions from the Outside Consultant, will plan the first consortium meeting, prepare an agenda, fine tune the research design, and prepare necessary materials and instructions to inaugurate the two strains of the project.

9/15/89: Convene consortium and form two action teams.
During this initial stage of the project, the Project Director will convene the first of four consortium meetings. This meeting will be held in the northern half of the state at Los Medanos College. In addition to developing working relationships among Project Associates, the purposes of this meeting are to:
• review project goals, objectives, procedures, activities, budget, and participant responsibilities;
• review and fine-tune a formative evaluation plan devised by the Project Director;
• set group tasks;
• confirm subsequent meeting dates;
• and begin group work.

Group efforts in the meeting will result in a statement of procedures, the refinement of an observation instrument and an evaluation instrument for the RTI component, and a firm meeting schedule for the duration of the project.

9/16/89: Begin work on the Project
The first efforts will be to review and modify the research design and procedures prepared by the Project Director and the Outside Consultant. Participants, the Project Associates from YC, SCC, and the Project Director from LMC, will also review and refine an observation instrument, an evaluation instrument, and a set of directions for responsible, accurate, and ethical recording currently being pilot tested under a small grant from the Academic Senate at LMC.

Through 11/16, 11/17/89: Distribution of Materials and Soliciting of Feedback and Commentary
Work-in-Progress will be disseminated to tutor trainers for feedback and evaluation. In addition to telephone and mail responses, a portion of the program at the ACCTLA Conference on 11/16 and 11/17 will be given to an update on and discussion of the project.

12/15/89: Conclusion of Preliminary Data Collection
Collection, indexing, and preliminary review of taped sessions and evaluation forms. Training of transcribers.

2/1 6/90: RTI strand
Preliminary analysis of data.

3/2/90 and 3/3/90: Preliminary Data Analysis
Consortium meeting. Formative evaluation of progress to date. Each participant delivers progress report to others. Comments and evaluative information will be incorporated into plans for remainder of semester.

4/20/90 and 4/21/90: Final Data Analysis
Project Director formulates draft of final RTI report summarizing findings and making training recommendations in conjunction with other Northern California Project Associates and outside consultant. Translate findings into tutor training modules. Duplicate materials for upcoming consortium meeting. Reconvene consortium

Write Final Report Write draft report, solicit feedback from consortium members. Fine tune model tutor training curriculum. Conduct final evaluation and solicit final evaluation report. Incorporate comments, feedback, findings and a clear plan for the next step into the final report to be submitted by Friday, June 15, 1990.
6. Expected Outcomes

Expected Outcomes
This project is intentionally state-wide in scope. It is intended to impact tutoring in all community colleges in the state and the policies which govern tutoring. There are two main outcomes of the project and several incidental results. The first major outcome of the project is definitive research on effective tutoring behaviors. It seeks to answer the question: what behaviors are most highly correlated with students' learning ratings of satisfaction and developing independence? This project will gather a large quantity of data, subject it to rigorous analysis, carefully analyze the findings, and translate those findings into two or three modules which will then be incorporated into the training curriculum.

Second, the training will reflect the needs of and be responsive to a diverse student population. As no single school is a perfect microcosm of the state's diverse community college population, the selection of schools for this consortium has been made very carefully so as to typify this diversity: large and small, urban and rural, high and low SES, and ethnic diversity are all represented by the six consortium schools. Training modules and analysis of effective tutoring will be subject to rigorous "reality checks" by experienced personnel from these schools. When individuals in the consortium ask, "Does this module in the training make sense for my program and our students," they will in effect be asking for the many schools and populations similar to their own. Once the training curriculum has been developed and pilot tested then, it can be disseminated across the state by the trainers who developed it and the those who pilot tested it. Thus, the long-range goal of the effort is to magnify its impact by "pyramiding" knowledge. If one trains five, and those five each train five then, in three steps all community colleges can be reached.

The project has several other benefits as well. Communication among supervisors of tutoring programs will be strengthened. It will also create a ready pool of schools and trainers for the next phase of the overriding task: pilot testing in the 1990-41 school year. A permanent library of transcribed audio and video tapes will be created and can be used to enhance the training modules. Finally, it is expected that by defining the curriculum for effective tutorial interaction, the project participants can begin discussions with state-level personnel regarding developing guidelines for tutoring and tutor training for all California community colleges. For the same reasons that qualifications, training, and functions of classroom instructors are clearly defined, qualifications training and functions of tutors should also be clearly defined. This project intends to cause the initiation of this very important discussion.
7. Evaluation Plan

[NO “EVALUATION” ACCOMPANIES THIS DOCUMENT.]
8. Dissemination Plan

[NO "DISSEMINATION" ACCOMPANIES THIS DOCUMENT.]
9. Budget Narrative

[NO “BUDGET NARRATIVE ACCOMPANIES THIS DOCUMENT.”]