Learning Enhancement Center

Tutor Handbook

2013
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Introduction to the Learning Enhancement Center

University of La Verne Mission Statement

Through its academic and co-curricular programs, the University provides rich educational opportunities that relate to both the academic and personal development of its students. For its undergraduates the University offers a challenging general education program, as well as a strong knowledge base in a particular discipline. Graduate programs at La Verne are offered in selected professional disciplines. These programs are aimed at the practicing professional, and seek to integrate theory and practice.

Philosophically, the University emphasizes four major concerns that affirm a positive and rewarding life for its students.

1. A Values Orientation
   The University affirms a philosophy of life that actively supports the health of the planet and its people. The University, therefore, encourages students to become reflective about personal, professional, and societal values in the light of this affirmation.

2. Community and Diversity
   The University promotes the goal of community within a context of diversity. The University, therefore, encourages students to understand and appreciate the diversity of cultures which exists locally, nationally, and internationally. It also seeks to promote appreciation of biodiversity by helping students understand the impact/dependence of human beings on their environment.

3. Lifelong Learning
   The University commits itself to an approach to education that is lifelong in nature. Therefore, it teaches students how to learn, how to think critically, how to do responsible research, and how to access and integrate information in order to prepare them for career growth and flexibility and continued personal growth.

4. Community Service
   The University believes that service is a primary goal of the educated person. The University therefore encourages its students to experience the responsibilities and rewards of serving the human and ecological community.
Peer Tutors and the University of La Verne Mission Statement

Tutors are encouraged, through meetings and informal discussions, to explore their values, why they have chosen to help fellow La Verne students, and what it means to be a tutor. Training covers topics concerning cultural differences, the needs of international students, and appreciating community and diversity in the La Verne student body. Tutors are trained to help students become self-sufficient learners to promote lifelong learning. Tutors perform community service by helping La Verne students succeed in their classes.

Learning Enhancement Center Mission Statement

It is the mission of the Learning Enhancement Center to help all La Verne students become self-sufficient and lifelong learners by providing them with the opportunity to refine papers, clarify concepts and theories, receive supplemental instruction from their peers, and participate in LEC-sponsored academic workshops. The LEC serves all undergraduate La Verne students—traditional or non-traditional, whether on the main campus or at a La Verne regional center. The LEC provides a comfortable and welcoming environment in which students are encouraged to lower their stress levels, improve their self-efficacy, and reach their academic potentials.

Message from the Director

College is a time of great change—as a student, your identity is changing; your relationship to your family, friends, and community is changing; your perspective on the world is changing.

College also changes your understanding of what it means to know something. Step back and assess what you’re learning at La Verne—in the big picture, it’s less about specific facts and theories than it is about how those facts and theories are produced. While you will inevitably forget much of the what your classes present to you, you will never lose the ways that they have taught you to think. Information is ultimately less important than the processes which produce it.

The Learning Enhancement Center is here to support you as your learning process evolves and grows. The services we offer, especially our one-on-one tutoring and our supplemental instruction program, have been linked to
improved course performance, grade point averages, and self-efficacy. Likewise, students who engage with others through the process of tutoring often report higher levels of confidence, increased motivation to accomplish academic tasks, and a more engaged sense of self-regulation.

Our goal in the LEC is to help you develop sustainable and successful learning habits. We encourage you to think of yourself as active participants in the production of new knowledge in the world and to experience the Learning Enhancement Center as a place where you can find support for that journey—through well-designed instructional support, one-on-one peer collaboration, and a genuinely welcoming environment.

We look forward to working with you,

--Matt Nelson, MFA, MA
Director, Learning Enhancement Center
What Peer Tutors Do

Peer Tutor Job Description

The Learning Enhancement Center is primarily a student-assisted facility for ULV faculty, staff, and students. The LEC is available to undergraduate, RCA, and CAPA students. Services provided include scheduled and drop-in tutoring for a variety of disciplines, study group facilitation, seminars, as well as workshops on study strategies, academic skills, and computer software applications. The center is under the supervision of Matt Nelson, the LEC Director.

All applications for peer tutoring positions will be reviewed, and selections will be made based on the Director and/or Assistant Director’s assessment(s) of the following qualifications:

- A strong academic background in the subjects to be tutored (minimum overall GPA of 3.0 and a letter grade of B or better in the courses you wish to tutor);
- Sensitivity to the diverse socioeconomic, cultural, ability, and academic backgrounds of LEC students;
- Ability to communicate challenging material or information to students, especially those with introductory knowledge in particular subject matter;
- Ability to listen to the needs of students and work cooperatively in setting realistic and productive tutoring session goals; and
- Dependability and personal accountability for keeping appointment times and using LEC resources.

Job responsibilities include:

- Scheduling meetings, single session or regular sessions, with students on an individual or group basis for tutoring;
- Familiarizing yourself with and helping maintain available resources for students and staff in the LEC;
- Referring students and/or staff to appropriate resource materials based on individual needs;
- Gathering and reporting accurate data for each student and/or session;
- Reporting any problems with schedules and/or tutees to the Director of the LEC;
- Attending a one-day tutor-training orientation session prior to the beginning of each regular semester (fall and spring);
• Attending at least two professional development/tutor staff meetings during each regular semester (fall and spring); and
• Other duties as assigned by the LEC Director and/or Assistant Director.

If you are interested in becoming a tutor with the Learning Enhancement Center and believe you meet the desired qualifications, please obtain a tutor application and departmental recommendation form from the LEC.

Submit the completed application, recommendation form, and a current résumé to either Matt Nelson (Director, ext. 4775, mnelson2@laverne.edu) or Ebony Williams (Assistant Director, ext. 4045, ewilliams@laverne.edu) in the Learning Enhancement Center. To ensure we can contact you for an interview, please include a valid phone number and email address on your application.
Confidentiality & Ethics

FERPA Information for Tutors

What is FERPA?

The Family Educational Rights and Privacy Act of 1974, as amended, helps protect the privacy of student education records and extends the right to limit the disclosure of information from the records. The intent of the legislation is to protect the rights of students and to ensure the privacy and accuracy of education records. FERPA applies to all institutions that are recipients of federal aid administered by the Secretary of Education.

Who is protected under FERPA?

Students who are currently or formerly enrolled, regardless of their age or status in regard to parental dependency are protected under FERPA. Students who have applied but have not attended an institution and deceased students do not come under FERPA guidelines.

What are educational records?

With certain exceptions, an education record is any record (1) from which a student can be personally identified and (2) maintained by the university. A student has right of access to these records. Education records include any records in whatever medium (handwritten, print, magnetic tape, film, diskette, etc.) that are in the possession of any school official. This includes transcripts or other records obtained from a school at which the student was previously enrolled.

General Dos & Don’ts

DO refer requests for information from the educational record of a student to the proper education record custodian.
DO NOT put papers, graded exams or lab reports containing student names and grades in publicly accessible places. Students are not to have access to the scores and grades of others in class in ways that allow other students to be identified.

DO NOT request information from the educational record custodian without a legitimate, educational interest and the appropriate authority to do so.

DO NOT share student educational record information, including grades or grade point averages, with other faculty or staff members of the University unless their official responsibilities identify their “legitimate educational interest” in the information for that student.

DO NOT share information from a student’s educational record, including grades or grade point averages, with parents or others outside the institution, including letters of recommendation, without written permission from the student.

When in doubt, err on the side of caution and do not release student educational information. Simply contact the Office of the Registrar for guidance.

Additional information about FERPA may be obtained from the Office of the Registrar (909) 593-3511, Ext. 4000, from AACRAO (www.aacrao.com), and from the Family Policy Compliance Office (www.ed.gov/offices/OM/ferpa).
LEC Statement on Ethics

*Adapted from the Program Standards of the CAS*
*(Council for the Advancement of Standards in Higher Education)*

The Learning Enhancement Center is committed to maintaining the highest standards of ethical behavior in all our dealings with students, faculty, staff, and the public.

- All LEC staff including Tutors and Center Supervisors must ensure that confidentiality is maintained with respect to all communications and records considered confidential unless exempted by law.

- The LEC applies a similar dedication to privacy and confidentiality to LEC research data gathered concerning individuals.

- LEC staff members must recognize and avoid personal conflict of interest or the appearance thereof in their transactions with students and others.

- LEC staff members work with students' academic coursework; therefore, they must be knowledgeable of policies related to academic integrity, plagiarism, student codes of conduct, and other similar policies. All staff members must be cognizant of the implications of these policies.

- LEC staff members must strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal. Statements or claims made about outcomes that can be achieved from participating in LEC programs and services must be truthful and realistic. All LEC staff members must maintain the highest principles of ethical behavior in the use of technology.

- Staff members must not participate in any form of harassment including behavior that demeans persons or creates an intimidating, hostile, or offensive campus environment. LEC staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

- When handling institutional funds, staff members must ensure that such funds are handled in accordance with responsible accounting procedures.
LEC Policies, Rules, and Guidelines

Dress Code for Tutors and Center Supervisors

Since we interact with several different groups (students, faculty, and community members) appropriate office wear is preferred. We encourage all student workers to arrive at work in attire that is acceptable for an academic environment. Here are some guidelines (subject to change):

**Shirts:** Shirts that are neat in appearance are acceptable.

Please do not wear shirts that
• Display potentially offensive images or language;
• Bear your midriff or back; or
• Show excessive cleavage.

**Pants:** Jeans, khakis, or other pants are acceptable. Pants must not be excessively baggy or revealing. Pants with tears or holes are not acceptable.

**Skirts/Shorts:** Skirts and shorts are acceptable provided they are neat in appearance, professionally appropriate, and not too short (more 6” above the knee).

**Shoes:** Any shoes that are in decent shape are acceptable. Please do not wear shoes that are excessively dirty or contain rips or large holes.

The LEC tries to maintain a comfortable and professional environment. Above all, please use common sense when considering your appearance at work.

Even if you are simply stopping by to check appointments or fill out your time card, you are still acting as an employee and representative of the LEC and must be dressed appropriately.

Questions about this policy should be directed to the Director of the Learning Enhancement Center.

Safety Rules

- Beverages and food are not to be in close proximity to computers.
- No smoking in the Learning Enhancement Center.
• All injuries occurring in the Learning Enhancement Center will be reported to the Director immediately.

• Damaged carpeting that may result in injury will be reported to the Director immediately.

• Loose wires, cords and telephone cords will not be placed in areas where people walk. Any such wires or cords will be reported to the Director immediately.

• File drawers are not to be left open at any time, and only one file drawer in a cabinet may be open at one time.

• Attempting to repair computer equipment is not allowed. Report any problems to the Director or Instructional Technology Specialist immediately.

• Never stand on a chair with wheels to reach something on a high shelf. Be sure that someone else is present when standing or reaching for higher items that could result in injury.

• Household extension cords will never be used; only approved power surge adapters are to be used.

• All lights, computers, and printers are to be turned off at the end of the working day.

• All events in which you are involved or serve as a witness involving injury or accident, unacceptable behavior, suspicious activity, or personnel violations should be reported to the Director using the Incident Report form, available online.

• Failure to comply with the above safety rules will result in discipline: 1st instance, verbal warning; 2nd instance, written warning; 3rd instance, dismissal from position

**Tutor Responsibilities**

1. Maintaining user confidentiality according to FERPA.

2. Knowing your boundaries and when to refer students elsewhere.
3. Arriving on time and prepared for tutoring appointments (including a positive attitude and appropriate dress).

4. Completing accurate time cards.

5. Contacting tutees in the event you need to cancel a tutoring appointment.

6. Collecting and reporting student and session data accurately and thoroughly.

7. Asking questions when you do not understand.

8. Giving every student the best you have to offer.

9. Adhering to the guidelines and philosophy of the LEC.

Dealing with Distressed or Dangerous Students

General Guidelines (for all the below situations)

- Alert the Center Director as soon as possible (in person or by cell phone).
- If you believe the situation warrants a genuine threat to your safety or to the safety of other University personnel, then contact Campus Safety and 911.
- Do not agree to keep suicidal thoughts or threats “confidential” – do not agree to keep information confidential before you know what the information entails.
- File an official Incident Report form detailing the incident and your involvement.
- Do not leave campus with a dangerous or distressed student; stay visible and alert to ensure your own safety.

Suicidal Thoughts

- Ask the student to articulate his/her level of seriousness of suicide.
- Ask the student if she/he has had such thoughts before and if he/she has ever spoken with a professional about such thoughts.
- Recommend the student seek the attention of the Counseling Center (emergency counselors are available) or, if serious, to seek assistance at a local hospital.
**Suicidal Threats**
- Ask the student if you can accompany him/her to the University Counseling Center; do not leave the campus with the student.
- If you view the threat as credible and believe the student will injure or kill himself/herself, contact Campus Safety and, if instructed, 911.
- Keep the student alert and talking; try and prevent agitation or emotional “triggers”.
- Stay with the student as long as he/she remains on campus and in a visible and safe location until responders arrive.

**Homicidal Thoughts/Threats**
- Recommend the student seek assistance at the University Counseling Center or a local hospital.
- If you believe the student intends to legitimately injure or kill another individual, contact 911 and follow all instructions.
- Alert Campus Safety or have someone else alert them and follow all instructions.
- Remain calm and use common sense to keep yourself safe.

**Dangerous Students (IMMEDIATE DANGER/CRITICAL SITUATION)**
- Remain calm and proceed to a secure location as soon as it is safe for you to do so.
- If possible and safe to do so, contact 911 and inform emergency responders of all details of the situation as you know it.
- Stay in the safe location until official police, fire, paramedic, or campus safety personnel alert you that the situation has been resolved.

**Responding to Work-Place Injuries or Medical Emergencies**
**(Injured person employed by La Verne)**

**Less Serious**
* (minor bumps, cuts, bruises, etc.)
- Call Human Resources at extension 4076, 4077 or 4078 as soon as possible.
- Avoid contact with blood.
- File an official Incident Report form describing the incident and your involvement.

**Serious and Very Serious**
- Call Human Resources at extension 4076, 4077 or 4078
- Call Campus Safety at extension 4950 or #6666 (mobile).
- Avoid contact with blood.
- Consider notifying family with injured person’s permission.
- Blood must be cleaned up and disposed of by trained personnel only.
- Resist transporting injured in personal vehicle, unless there is no other choice. The driver should not be alone with the injured.
- File an official Incident Report form describing the incident and your involvement.

**Serious, but time less critical**  
(*moderate bleeding, lacerations, sprain pain, etc.*)
- If at times other than normal business hours, refer injured to Central Avenue Urgent Care Center or as a second choice, to Pomona Valley Community Hospital emergency room.

**Very Serious, TIME IS CRITICAL**  
(*unconscious, severe bleeding, not breathing, no pulse*)
- Dial 9-911. Be prepared to give a clear description.  
<table>
<thead>
<tr>
<th>Nature of injury</th>
<th>Bleeding</th>
<th>Conscious</th>
<th>Electrical injury</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pulse</td>
<td>Breathing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Meet emergency medical responders at the street.
Pomona Valley Hospital/Medical Center
1788 North Garey Avenue
Pomona, CA 91767
(909) 865-8500

Central Avenue Urgent Care Center
8891 Central Avenue
Montclair, CA 91763
(909) 625-4848

Emergency Evacuation Procedures

In this event:
1. Fire alarms or verbal notice will be used to sound the evacuation.
2. Remain calm, walk quickly but do not run.
3. Exit via stairway, DO NOT USE ELEVATORS.
4. Follow instructions of the Building, Floor Safety Representatives and Campus Safety Department or other emergency personnel.
5. Seek out and give assistance as needed to any disabled persons in the area.
6. If time permits, turn off the power to all electrical equipment and close doors.
7. Go to the designated Evacuation Assembly Area for your building. These are located outside away from the building. Keep roadways and walkways clear for emergency vehicles.
8. WAIT FOR INSTRUCTIONS from emergency personnel. DO NOT RE-ENTER THE BUILDING until instructed to do so by the Campus Safety Department or other emergency personnel.

Earthquake

During an Earthquake:
1. Stay in the building. Do not evacuate until instructed by Emergency personnel or the area appears to be unsafe.
2. During the shaking take shelter under tables, desks, or similar sturdy places.
3. Keep away from overhead fixtures, windows, filing cabinets and bookcases, or any tall object.
4. Assist any disabled persons in the area and find a safe place for them.
5. If you are outside, stay outside. Move to open areas away from buildings, trees, power-lines and roadways.
6. If you are driving pull over and stop. Do not stop under overpasses, near trees, light poles, power lines, and near buildings.

After an Earthquake:
1. Check for injuries; give or seek first aid.
2. Be alert for safety hazards; fire, electrical, gas leaks, etc.
3. DO NOT use telephones. DO NOT use roadways unless necessary. Keep them open for emergency use.
4. Be prepared for aftershocks.
5. Cooperate, keep informed and remain calm.

Evacuation after an Earthquake:
1. Seek out any disabled or injured persons in the area and give assistance. Exit via stairway. DO NOT USE ELEVATORS.
2. Beware of falling debris or electrical wires as you exit.
3. Go to your designated Evacuation Assembly Area or an open area away from buildings, trees, power-lines, and roadways.
4. Wait for instructions from emergency personnel.

Fire

Everyone should be on the alert for fire hazards. Report any fire hazard to Safety at ext. 4723.

**Upon Discovery of a Small Fire:** (A fire that is waste basket size or smaller.)
1. Immediately call Campus Safety 6666 from a safe location.
2. Alert occupants in the immediate area. Sound the fire alarm if necessary.
3. Evacuate the area if needed. DO NOT USE ELEVATORS, USE THE NEAREST STAIRWAY.
4. If trained and it is safe, attempt to extinguish the fire.

**Upon Discovery of a Large Fire:**
1. Pull emergency alarms and give verbal alarm.
2. Call 9-911 or 911 from a safe location.
3. Call Campus Safety extension 6666 from a safe location.
4. Evacuate the building, alerting people as you go. Seek and assist any disabled persons in evacuating the building.
5. Exit via stairway, DO NOT USE ELEVATORS.
6. Make sure all doors leading to the main hallways are closed to prevent further spread of smoke and flames.
7. If you have to exit through smoke, crawl to the exit. Cleaner air will be one to two feet above the floor.
8. Once outside, move to the designated Evacuation Assembly Area for your building. This is an open area at least 150 feet away from the effected building(s). (See Emergency Evacuation Area List) AVOID INNER COURTYARDS. Keep roadways and walkways clear for emergency vehicles.
9. Wait for instructions from Campus Safety or emergency personnel. DO NOT RE-ENTER THE BUILDING UNTIL INSTRUCTED TO DO SO.

If Trapped During A Fire:
Before opening any door, feel it near the top. If it is hot, do not open it. Use another exit. If you should become trapped, do the following:
1. Call Campus Safety at extension 6666 and tell them your exact location and your situation.
2. Place a blanket or similar article along the bottom of the door to keep out smoke. If possible, wet the material first.
3. Close as many doors between you and the fire as possible.
4. Hang a light colored material (sheet, jacket, tablecloth, etc.) out of the window to attract the of rescue teams below. DO NOT JUMP.

**Clothing Fire:**
- If your clothing is on fire. Drop to the floor and roll.
- If someone else’s clothing is on fire, smother the fire with a blanket, rug, or heavy coat. Call for help. Administer first aid if trained.

**Fire Extinguisher Operation**
Fire extinguishers should only be used by trained personnel on small (no larger than waste paper basket size) fires.
If you have been trained and if the fire is small (waste basket size or smaller) with no heavy black smoke and you know what is burning, locate the appropriate fire extinguisher and approach the fire keeping low to the floor to avoid any smoke. Follow the P-A-S-S procedure that you learned during you fire extinguisher training:
Never enter a room filled with smoke and always keep an exit at your back.
P – Pull the pin on the handle.
A – Aim at the base of the fire from 6 to 8 feet away.
S – Squeeze the handle.
S – Sweep from side to side at the base of the fire until extinguished.

**Explosion**
In the event of an explosion in the building, take the following actions:
1. Immediately take cover under tables, desks or other such objects that will give protection against flying glass and debris.
2. After the effects of the explosion have subsided, call **Campus Safety 6666**.
3. If necessary, activate the building alarm system.
4. Evacuate the immediate area of the explosion.
5. Seek and assist any disabled persons in evacuating the building. Exit via the stairway, DO NOT USE ELEVATORS.
6. Once outside, move at least 150 feet away from the effected building to the designated Evacuation Assembly Area for your building (see list). Keep roadways and walkways clear for emergency vehicles.
7. WAIT FOR INSTRUCTIONS from emergency personnel. DO NOT RE-ENTER THE BUILDING until instructed to do so by the Campus Safety Department or other identified Emergency personnel.
Power Outage

In the Event of a Power Outage:
1. Between 7:30 am and 4:00 p.m., notify Facilities Management ext.: 4725.
   Phones may not be operating properly. If there is no answer, send a messenger to the Facilities Management Office by runner.
2. **After hours, notify Campus Safety 6666.**
3. If evacuation of the building is necessary, exit via stairway, **DO NOT USE ELEVATORS.**
4. Seek and assist any disabled persons in evacuating the building.
5. Laboratory personnel should secure experiments or activities that may present a danger with the electrical power off or when it is restored unexpectedly. Notify the lab instructor immediately and contact the lab manager **if a specific hazard exists or call 6666 after hours.** If there are special procedures you wish to be carried out in the event of a future power outage, make prior arrangements with the Environmental & Safety Specialist.
6. When mechanical ventilation is interrupted, vapors or chemicals may reach hazardous concentration levels. To avoid this, use natural ventilation and clean up or put away chemicals and close containers. If this is not possible, respirators may be required.

Elevators

In the Event Other People Are Trapped in an Elevator:
1. Tell the passengers that you will get help.
2. Call Campus Safety ext. 6666.
3. Try to keep the trapped passengers calm. Talk to them until a Campus Safety Officer or others such as elevator service technician arrives.

If You Are Trapped In An Elevator:
1. Use the Emergency Telephone in the elevator to call for help. If there is no phone, push the Emergency Bell button. Continue to intermittently push the alarm bell button until someone responds.
2. Stay in the elevator until an elevator technician arrives to help you out. Do Not attempt to rescue yourself by climbing out through any opening.
Evacuation of Disabled Persons

Visually Impaired Persons
In the event of an emergency, tell the person the nature of the emergency and get consent from them by offering to guide them to the nearest emergency exit. Have the person take your elbow to escort them. (This is the preferred method when acting as a “sighted guide.”)

Hearing Impaired Persons

Two methods of warning are:
1. Writing a note, telling what the emergency is and the nearest evacuation route. For example: “FIRE-go out the rear door to the right and down-NOW!”
2. Turn light switch on and off to gain attention and then indicate with gestures what is happening and what to do.

Area of Refuge
If someone is unable to be evacuated take them to an “Area of Refuge”. This could be an enclosed stairwell, office, or restroom protected by fire doors and walls. Have them wait there. Notify the Campus Safety or Fire Department personnel as soon as possible of the victim’s location.

Hazardous Material Spill or Release Chemicals and Solvents

If immediate fire or health hazard exists or medical assistance is required, call Campus Safety ext. 6666, activate alarm, evacuate area and await assistance. For small spills not involving immediate danger to life and or property:
1. Confine the spill.
2. Evacuate the immediate area and limit access.
3. Notify area supervisor.
4. Consult the Material Safety Data Sheet before attempting a clean up to determine the hazards associated with the chemical.
Any spill that can potentially cause injury to a person or property must be reported to Safety at ext. 4723/4516.

http://sites.laverne.edu/risk-management/emergency-procedures/

University Policies
Alcohol and Drug Enforcement Policies

The University of La Verne is a "dry" campus. The University policy prohibits possession and/or consumption of any alcoholic beverage while on University property.

This policy also prohibits the possession of empty alcoholic beverage containers, even as mementos or decoration. The University holds those present and/or sponsoring organizations accountable for disorderly behavior.

Any student under the influence of alcohol on University property or jurisdiction will be held accountable for his/her actions. All students present in rooms where alcohol is being possessed or consumed will be held accountable, regardless if they have or have not been drinking. The use or possession of any illegal drugs, including marijuana, on campus is expressly forbidden.

Violation of either the alcohol or drug policy may result in one or more of the following sanctions:
- Referral to on-campus alcohol/drug education meetings
- Social suspension
- Termination of student housing contracts
- Suspension or dismissal from the University of La Verne
- Possibility of criminal sanctions

http://laverne.edu/safety-parking/safety/alcohol-drugs/

Hate Crime Policy

A Hate Crime is defined as a crime where "the victim is intentionally selected because of the actual or perceived race, gender, religion, sexual orientation, ethnicity, or disability of the victim".

The University of La Verne expressly prohibits any act which would be considered a hate crime.

http://laverne.edu/safety-parking/safety/hate-crime/

Workplace Violence Policy
Any and all forms of violence, threatening behavior, and/or harassment that takes place on or affects any University site, including any location that is considered an extension of the workplace is prohibited by policy.

This includes threatening behavior, violent actions, and harassment between University employees; by employees directed against students or visitors; and by students, or visitors directed against La Verne employees or students.

The University will actively work to prevent and eliminate violence, threatening behavior, and harassment on campus and will respond promptly and decisively to violence, threatening behavior, and harassment. The Director of Campus Safety is responsible for the follow-up investigation on all allegations of workplace violence.

http://laverne.edu/safety-parking/safety/violence-policy/

**Sexual Assault Policy**

The University of La Verne does not tolerate sexual assault in any form. The University will promptly investigate all allegations of sexual assault and take appropriate action when necessary.

Any student who individually or in concert with others participates in any of the following is subject to University discipline as well as criminal prosecution:

- **RAPE:** Rape is defined as two persons engaged in an act of sexual intercourse that is against the will of one of the persons. Sexual intercourse, when an individual is incapable of giving consent, is also rape. In any incident of alleged rape, the victim should:
  - Contact Campus Safety personnel as soon as possible after the incident
  - Do not wash, shower, douche, use the toilet or change clothing prior to a medical exam in order to preserve evidence
  - If the suspect is a stranger, obtain as much information as possible regarding physical description and oddities, and vehicle description

- **SEXUAL ASSAULT:** Sexual Assault is defined as sexual conduct, which is perpetuated against an individual against his or her will.

**Reporting Sexual Misconduct**

Any person who believes that he or she has been victimized by such acts is encouraged to report such an incident to University officials, law enforcement officials, or both. He or she will be supported by the University in a confidential manner.
Any incident of sexual assault can be reported to any faculty or staff member on campus, including the following: Dean and Associate Dean of Student Affairs, Campus Safety Staff, Campus Ministry, Health Services, and the Housing and Residence Life Staff.

**Sanctions**
Violations of La Verne's policy on sexual assault will be subject to various sanctions including, but not limited to, the following: cancellation of housing contract; suspension from the University; dismissal from the University. Both the accused and the accuser will be informed of any campus disciplinary procedure. The University will make changes in a victim's academic and living situation, if at all possible, in order to reduce the trauma of the incident. The complete policy is contained in the University Handbook.

http://laverne.edu/safety-parking/safety/sexual-assault/
**General Information**

*Student Employment*

At the University of La Verne, students can serve on campus in a variety of positions throughout several departments on either a Federal Work Study (FWS) or non-Federal Work Study basis. Peer tutors in the Learning Enhancement Center are non-Federal Work Study positions. A peer tutor’s pay rate is determined by the Office of Student Employment and contingent upon the student employee’s length of time working in a student employment position. To qualify for a student employment position, the student must complete the appropriate documents through the Office of Student Employment legitimizing the student employee’s ability to work in the United States. International students require separate procedures for working on campus. Available positions can be located on the Office of Student Employment’s job posting boards. More information about your rights and responsibilities as a Student Employment worker can be found online with the Office of Financial Aid: [http://sites.laverne.edu/financial-aid/student-employment-information/](http://sites.laverne.edu/financial-aid/student-employment-information/).

**Payroll**

Student employees are limited to working a total of 20 hours per week during the semester and 40 hours per week during the summer, winter, and spring breaks. This includes any and all student employment positions a student employee may hold. **If you work in multiple student employment positions, you should inform the Director of the Learning Enhancement Center upon hire.** Student employees may work no more than five straight hours without a 30 minute, unpaid break period. Employees may not work or be at work during their break periods.

**Getting Paid**

- Each tutor should have a timesheet in his/her folder. If you do not have one for the applicable pay period, please let the Director know.
- Complete your correct timecard by checking the pay ending (PE) date at the top of the card.
- Complete your timecard at the end of each shift, not at the beginning.
- No fractions are allowed on any timecard—use .00, .25, .50, or .75 for each quarter hour.
- DO NOT fill out time cards for other LEC staff under any circumstances.
- Sign the card.
- Check the Payroll department website if you have questions regarding when to turn in your time card or when you get paid:  
  http://sites.laverne.edu/payroll/time-sheets-and-time-cards-due-date/

**Time Card**

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### SEMI-MONTHLY TIME CARD—STUDENT EMPLOYEE

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<th>Name: _______________________________</th>
<th>DEPT #: __________________________</th>
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<tr>
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**TOTAL REGULAR HOURS: 5.5**

**Supervisor:** Matt Nelson  
**End Date:** 2012-06-30  
**Over Age 25:**

FOR PAYROLL OFFICE USE ONLY
Time Sheet Rounding Procedure

The clock above is sectioned off into four “Windows” to demonstrate how hours are rounded in fifteen-minute increments.

NOTE:
If you arrive or leave in the **53 minute to 7 minute** window, round the time to the hour (.00), e.g., round to 8:00 am if you arrive at 7:53 am.

If you arrive or leave in the **8 minute to 22 minute** window, round the time to the quarter-hour (.25), e.g. round to 8:15 am if you arrive at 8:10 am.

If you arrive or leave in the **23 minute to 37 minute** window, round the time to the half-hour (.50), e.g., round to 8:30 am if you arrive at 8:35 am.

If you arrive or leave in the **38 minute to 52 minute** window, round the time to three-quarter hour (.75), e.g., round to 8:45 am if you arrive at 8:50 am.
Tutor Training & Assessment

Tutor Training

Tutor Orientation
At the beginning of each of the two major semesters (fall and spring), the Learning Enhancement Center hosts a paid, one-day tutor orientation program. Every new tutor is required to participate in the full-day program (8:30am-5:00pm with a one-hour unpaid lunch break). Every returning “veteran” tutor is required to attend the half-day program (1:00-5:00pm). The goal of orientation is to introduce new tutors to the goals and philosophy of the LEC, provide instructional training in basic peer tutoring approaches and techniques, and allows the entire tutoring staff to come together for networking, idea sharing, and support. Failure to attend orientation without first making alternative arrangements with the LEC Director is subject to disciplinary action and, possibly, removal from the LEC tutoring staff.

Staff & Training Meetings
Every regular semester (fall and spring), the LEC provides several opportunities for staff meetings and professional development. These meetings are traditionally offered during different days and time periods, to increase the likelihood of tutor availability. Every LEC tutor is required to attend at least two of these meetings each semester. Staff and training meetings are provided to (1) keep tutor staff current on policy or procedure changes within the LEC or the University, (2) give support to tutor staff regarding particular tutoring situations, and (3) provide specialized training in a variety of topics, primarily derived from the CRLA guidelines for tutor training.

CRLA Certification
The Learning Enhancement Center is certified by the College Reading & Learning Association. As such, the LEC can provide training and tutoring opportunities for peer tutors who wish to improve their knowledge, experience, and professional development as tutors. Through a combination of tutoring experience and tutor training initiatives, tutors can achieve up to three levels of CRLA certified expertise. CRLA-approved training is outlined on the CRLA website here: http://www.crla.net/ittpc/certification_requirements.htm.

CRLA Level I: 10 hours of training
25 hours tutoring

CRLA Level II: 20 total hours of training
50 total hours of tutoring

CRLA Level III: 30 total hours of training
75 total hours of tutoring
Peer tutors who achieve any level of CRLA certification are eligible for a pay rate increase (subject to Director and Student Employment approval). Level I tutors can earn up to $9.10 per hour; Level II tutors can earn up to $9.50 per hour, and Level III tutors can earn up to $10.00 per hour.

Tutor Assessment

**Tutor Performance Evaluation Process**

In an effort to ensure the LEC is employing well-trained, empathetic, passionate, communicative, patient tutors, each tutor will undergo a performance evaluation every regular semester. The performance evaluation process consists of the following:

**Fall Semester**
- Participate in tutor orientation
- Participation (at least two) in staff/training meetings
- Session observations conducted by the director and/or assistant director
- Mid-semester performance review (meeting between the tutor and director)
- 1-page Action response narrative (due to the director two weeks after the mid-semester review)
- End-of-the-Semester Performance Evaluation

**Spring Semester**
- Participate in tutor orientation
- Participation (at least two) in staff/training meetings
- Session observations conducted by the director and/or assistant director
- Mid-semester performance review (meeting between the tutor and director)
- 1-page Action response narrative (due to the director two weeks after the mid-semester review)
- End-of-the-Semester Performance Evaluation

The results of your end-of-the-semester performance review will determine your future employability with the Learning Enhancement Center. In addition to the items above, faculty and student feedback, survey results, reliability and dependability, and professional development will also be considered.
**Tutor Evaluation Form**

**Pre-Session**

1. Was the tutor on time and prepared for the session?  
   ___ Yes ___ No ___ N/A
2. Did the tutor greet the student in a friendly way?  
   ___ Yes ___ No ___ N/A
3. Did the tutor ask the student about signing in to AccuTrack?  
   ___ Yes ___ No ___ N/A
4. Did the tutor discuss the student’s previous experiences with the LEC?  
   ___ Yes ___ No ___ N/A
5. Did the tutor complete the appropriate introductory paperwork with the student?  
   ___ Yes ___ No ___ N/A
6. Did the tutor remind the student about the progression of a normal tutoring appointment?  
   ___ Yes ___ No ___ N/A
7. Did the tutor ask questions about the student’s goals for the session?  
   ___ Yes ___ No ___ N/A
8. Did the tutor help the student prioritize his/her goals?  
   ___ Yes ___ No ___ N/A

**In-Session**

1. Did the tutor ensure he/she was not appropriating the student’s work?  
   ___ Yes ___ No ___ N/A
2. Did the tutor provide choices for the student when appropriate?  
   ___ Yes ___ No ___ N/A
3. Did the tutor share physical space with the student in a way that was nonthreatening yet collaborative?  
   ___ Yes ___ No ___ N/A
4. Did the tutor use multiple resources and/or strategies to convey information or illustrate a point?  
   ___ Yes ___ No ___ N/A
5. Did the tutor allow the student to guide the direction of the session while still keeping him/her on track?  
   ___ Yes ___ No ___ N/A
6. Did the tutor manage the session time well?  
   ___ Yes ___ No ___ N/A
7. Did the tutor assist the student in tracking his/her progress during the session?  
   ___ Yes ___ No ___ N/A
8. Did the tutor provide encouragement?  
   ___ Yes ___ No ___ N/A
9. Did the tutor provide constructive criticism and clear areas for improvement?  
   ___ Yes ___ No ___ N/A
10. Was the tutor’s strategy use flexible to meet the needs of the student?  
    ___ Yes ___ No ___ N/A
11. Did the tutor attempt new strategies if one was not working with the student?  
    ___ Yes ___ No ___ N/A

**Post-Session**

1. Did the tutor allow the student a chance to ask final questions?  
   ___ Yes ___ No ___ N/A
2. Did the tutor assist the student with reviewing their accomplishments?  
   ___ Yes ___ No ___ N/A
3. Did the tutor ensure the student sees himself/herself as the source?  
   ___ Yes ___ No ___ N/A
4. Did the tutor help the student identify future goals?  
   ___ Yes ___ No ___ N/A
5. Did the tutor help the student formulate a plan for accomplishing those goals?  
   ___ Yes ___ No ___ N/A
6. Did the tutor offer to make an additional appointment with the student?  
   ___ Yes ___ No ___ N/A
7. Did the tutor formally close the session?  
   ___ Yes ___ No ___ N/A
Tutor Observation Notes

Tutor Strengths

Tutor’s Areas for Improvement
STUDENT JOB PERFORMANCE REVIEW

Dear Supervisor,

We encourage you to set student employee work standards and expectations and to review your student’s performance. Discussing your appraisal with your student can be of benefit to both you and your student worker. He/She can be evaluated at any time and we request that you send a copy to the Office of Student Employment.

<table>
<thead>
<tr>
<th>JOB DIMENSIONS</th>
<th>PERFORMANCE STANDARDS</th>
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<tr>
<td></td>
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<td>Attendance</td>
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<td>Quality of Work</td>
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<td>Quantity of Work</td>
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<td>General Attitude</td>
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<td>Ability to work with others</td>
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<td>Cooperation with supervisor</td>
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<td>Personal habits</td>
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</table>

Comments: __________________________________________________________________________________________

________________________________________________________________________________________

Supervisor’s Signature ___________________________ Date __________ Student Signature __________ Date __________

My signature does not imply that I agree with the above appraisal.
Tutoring 101

General Tutor Information

Completing Your Tutoring Schedule

- Tutoring availability for the semester may be submitted online using the Learning Enhancement Center’s New Schedule & Off-Time Request form. You may access the form here: [http://sites.laverne.edu/learning-enhancement-center/lec-staff-information/sched-time-off/](http://sites.laverne.edu/learning-enhancement-center/lec-staff-information/sched-time-off/).

- In the days provided, indicate the times you are available (up to 15 hours maximum per week). Please note: this form is to share your availability and may not result in your actual semester hours. Your availability will undergo review by the LEC Director who will contact you via email to secure your actual tutoring schedule for the semester based on Center need.

- It is your responsibility to check your tutor schedule every morning. You can check your schedule online by logging in to your WCOnline tutor account, by calling the front desk (x. 4342) during operating hours, or by stopping by in person. Students can, and often do, book appointments up to the Center’s closing time the evening before so it’s important you check your appointments on the day of your shift.

 Cancelling or Rescheduling an Appointment:

- If you are sick or will not be able to make an appointment it is your responsibility to contact the student with whom you have the appointment.

- First, call the LEC at ext. 4342 and let the Center Supervisor know that you will not be able to make your appointment. The Center Supervisor will cancel the appointment through WCOnline; however, you should still contact the student to follow up with the cancellation. If you do not have the student’s phone number, you may ask the center supervisor to look it up for you. DO NOT, however, request that the Center Supervisor call the student, as it is your responsibility to call the tutee to cancel your appointment.

- Second, make every attempt to contact the student in order to let them know you will not be able to make your appointment. If you cannot reach the student, call the LEC and let the Center Supervisor know that the student may still arrive for the cancelled appointment. Have the Center Supervisor inform the student that you will be unable to keep your appointment, and that the student may reschedule their appointment for another time.

- If you do not show up for a tutoring appointment (no-show), or do not attempt to contact the student to reschedule or cancel, disciplinary action is warranted. This may consist of a verbal warning, suspension, or termination depending on the circumstances surrounding the incident.

- The same procedure should be followed if you need to change an appointment with a student.
**Tutoring Groups**

As a general rule, the LEC provides both individualized and group tutoring opportunities. Through the scheduling system, each tutor is only permitted one student per appointment; occasionally, more than one student may arrive for your appointment if a group project is the session’s focus. Tutoring groups can be more difficult to manage; however, some general guidelines apply:

- If you’re meeting with one student about a group project where each member has divided the project into different portions (for which each individual writer is responsible), you should focus only on the portion written by the person with whom you are meeting;
- Encourage the student to make a group appointment that invites all group members in for tutoring or project review together;
- Try to minimize your involvement in key group decision making processes (allow the group to work together toward consensus regarding the project);
- Don’t take sides with group members; instead, talk about possibilities, challenges, or possible effects of particular decisions and allow the group to make the final decision;
- Encourage the group to come to a consensus about what goals they have for the session;
- Pay particular attention to the management of time during a group session and encourage group members to keep tabs on the time as well.

**Welcoming New Tutees: Student Contract for Services**

If it’s your tutee’s first time in the Learning Enhancement Center, pay particular attention to your behaviors and words. First impressions are important, and if a student does not enjoy his or her first visit, he/she is unlikely to return and, even worse, more likely to tell friends not to utilize our services also. Here are some guidelines for first-time visitors:

- Assist them with the *Student Contract for Services* by helping to explain any confusing parts;
- Use the Contract to discuss what you can and cannot do and set initial boundaries;
- Use this time to get to know your tutee and what they may be interested in gaining from tutoring;
- Ask them what expectations they have and correct any that may be beyond your scope as a peer tutor.
**WC Online**

WCOnline is an entirely web-based scheduling system; that means everything WCOnline does (including booking, canceling, reviewing, and documenting tutoring students, tutors, and sessions) happens through the Internet. All appointments are booked by phone or in person through a Center Supervisor. Students are not at this time permitted to book their own appointments.

**Viewing Your Appointments**

Each tutor has been given “Basic Administrator” rights on WCOnline. This means you can view your tutoring appointments, file Session Report forms, and perform a host of other functions (with limited capabilities). You may view your tutoring appointments from any computer with internet access using the following process:

1. Go to the LEC’s WCOnline homepage: [http://laverne.mywconline.com](http://laverne.mywconline.com)
2. Log in to your account using your La Verne email as the User Name (ex: jane.smith@laverne.edu) and the password that was given to you at orientation (or your current password if you’ve already changed it).
3. Click “Log In”
4. The screen will then load with the current week’s tutoring schedule. You can move between weeks by selecting the “Previous Week,” “Next Week,” or “Calendar” functions at the top of the screen.
5. Your appointments will appear in orange (or red if it’s an online appointment). You can click on the individual appointment to see more information about the tutee, including the course, project, and what the student wants to work on during your session together.
6. Appointments that have not yet been booked will remain available (colored in white) up until the following day. No same day appointments are permitted.

**Marking an Appointment as a No Show**

If the student does not arrive for his/her session within 15 minutes of the appointment’s scheduled start time, you should mark the student as a No Show.

1. Log in to your WCOnline account, locate the appointment, and open the appointment reservation
2. Scroll toward the bottom of the reservation
3. Click the box next to “Missed”
4. Click “Save Changes.”
**Filing a Student Report Form**

After every tutoring session, you should file a Student Report Form which should provide an overview about how you and your tutee spent your tutoring time. Student Report Forms (also called Client Report Forms) can be filed at any time for an appointment (there is no expiration time); however, you should file reports as close to your actual appointment as possible to ensure you can recount important details. You may return to previous reports to review them at any time.

1. Log in to your WCOnline account, locate the appointment, and open the appointment reservation.
2. Scroll toward the bottom and select “Add New” Student Report Forms.
3. In the **Date** field, be sure to select the correct length of time to record the “Actual Length of Appointment.”
4. Complete the required fields. Be sure to indicate “N/A” in the “Post-Session Follow-Up” – this field is reserved for graduate tutors.
5. **If the student wants a copy** of the Student Report Form (this takes the place of the old Session Verification Form), select the first box for “Email Client Report Form to Client/Student.”
6. **Do not email** the form to yourself (Resource) or to Administrator.
7. Click “Save Report.”
The Six Goals of Tutoring

Adapted from The Master Tutor, by Ross MacDonald

1. **Promote independence in learning**
   Help your students help themselves: tutor so that students are not dependent on your assistance.

2. **Personalize instruction**
   Work with students to help them discover their best learning strategies.

3. **Facilitate tutee insights**
   Provide opportunities and support so students find out how to discover the answers for themselves.

4. **Provide a student perspective**
   You have an automatic connection with a student because you’re a student yourself—with inside knowledge about how to navigate difficult subject matter.

5. **Respect individual differences**
   Focus on what you can do for the student, not on what you may perceive are the student’s problems. However, the student’s success is ultimately his or her own responsibility. If you’re being asked to do the impossible, see the LEC staff to work out solutions.

6. **Follow your job description**
   Make sure you have a copy of your job description and know what is expected of you.
The Tutoring Cycle
Adapted from *The Master Tutor*, by Ross MacDonald

1. **Greet**
   - Say Hello to your students and ask how things are going.
   - Arrange seating so that everyone in a group session can see each other and participate; in an individual session, sit side-by-side.

2. **Identification of Task**
   - Provide the opportunity for the student to set the agenda for the session.
   - Ask open-ended questions to determine what the student needs help with.

3. **Break the Task into Parts**
   - Help the student figure out each step in the things they want to accomplish in the session.
   - Restate what they want to work on to reinforce the separate tasks.

4. **Identification of Thought Processes which Underlie the Task**
   - Ask questions like, “How would you proceed?” or “How could you figure this out?” to help the student use their own learning strategies.
   - Refer the student to the course materials to guide them through the process.

5. **Set an Agenda for the Session**
   - Ask the student how they want to spend the rest of the time in your session and help them set the agenda.
   - Follow the agenda, but be flexible if you need to change the plan.

6. **Address the Task**
   - Proceed with the agenda that the student has set, using course materials and the student’s own knowledge and goals.
7. Tutee Summary of Content

- At some point, the student may spontaneously explain the material in a burst of understanding.
- This gives you the opportunity to see what they really do understand, and review what may still be missing in their explanation.

8. Tutee Summary of Underlying Process

- Guide the student to explain what you did in the session to help solve the problem, write the paper, or whatever they need help with.
- You may have to initiate this step in early sessions by asking, “How did you solve that?” or “If you saw the same thing on a test, how would you go about answering it?”

9. Confirmation

- Reinforce specific accomplishments, rather than over praising.
- When a negative evaluation needs to happen, make sure it applies to both of you rather than just the student.

10. What next?

- Help the student think about the next step, whether it’s further study, revision, continuation of an assignment, etc.

11. Arranging and Planning the Next Session

- Plan the next scheduled appointment by giving the student the opportunity to decide if and when they’d like to meet again.
- Also, give the student the opportunity to decide what the next session could focus on.

12. Closing and Good-bye

- Another obvious but important step is to say good-bye. You can take this opportunity to thank the student for some specific thing they did, so that everyone leaves on a positive note.
Process of Peer Tutoring Model

**General Rules (Both Math & Writing):**
1. The only way to guarantee your time with a tutor is by booking an appointment. You cannot book a same-day appointment.
2. You cannot "book" time to meet with a drop-in tutor.
3. You must sign in and complete all necessary documentation when you arrive and depart.
4. LEC staff cannot sign in on your behalf and you cannot "call ahead" for preferential service.

**Math Drop-in Rules:**
1. Math drop-in tutoring takes place on a group basis; while you may receive one-on-one assistance from the drop-in math tutor, you will be sharing that time with other students needing assistance.
2. Please share LEC space and resources with other students at the drop-in table.

**Writing Drop-in Rules:**
1. Writing drop-in tutoring takes place one-on-one and sessions are provided on a first come, first-served basis (according to the sign-in sheet).
2. You may sign in to reserve your spot at any point during the same day as the drop-in tutoring shift; however, you must remain in the LEC to save your space (you may not sign up, leave, and return later).
3. Arriving for drop-in tutoring does not guarantee that you will actually meet with the tutor. If other students (who signed in before you) are in line, especially if you arrive toward the end of the drop-in period.
4. Writing drop-in sessions are limited to 30 minutes per session with no more than one hour of usage per week (Monday-Sunday); if you require more than one hour with a tutor, please make an appointment.
5. Drop-in services end at the end of the tutor's shift. It is possible you may not be seen if you are in line behind several other students when the tutor's shift ends. The LEC does make an effort to warn students if they may not get in to see the tutor, but we cannot guarantee it.
Customer Service Philosophy
Why do successful companies place such importance in their employees’ interactions with their customers? Because the rewards of superior customer service include repeat business (loyalty), positive word-of-mouth marketing (referrals), and above average output (longevity). “Superior customer service” is defined as our ability to consistently exceed the needs of our clients and guests, and is best exemplified when their needs are placed in our highest priority, whether in person, over the telephone, or in emailed correspondence. Our clients and guests deserve to be treated with professionalism, honesty and respect, with services provided in a courteous, accurate and responsive manner.

Standards in Conduct – General Rules of Superior Customer Service
- You have only one chance at a first impression. Excellent customer service should best serve your client and bolster his or her positive opinion of the University of La Verne community. Poor customer service, however, will stay in the memory of your client or guest long past their interaction with you, and can have lasting, negative repercussions for the community as a whole.
- Smile; it conveys your friendly, approachable demeanor to the client or guest.
- Pause in your conversation with a friend or colleague to assist a client or guest whenever possible.
- Listen closely to what you are being told or questions you are being asked to ensure you understand the full meaning. Ask for more information, if needed, to clarify your understanding of the client’s or guest’s words.
- Do not interrupt your client or guest. Allow them to finish their thought before you respond.
- Do not speak with food in your mouth, cover your mouth while speaking, or obstruct your speech in any manner.
- Always speak to your clients and guests in a clear voice, using terms of courtesy whenever possible. Say “please,” “thank you” and “you’re welcome.”
- Refer to someone with whom you are unfamiliar with appropriate title (Mr., Mrs., Miss, Dr., Prof., etc.)
- Use “Sir” or “Ma’am” in a respectful manner when applicable.
- Make eye contact with your client or guest when possible. Failure to do so can be construed as being dishonest or insincere in your speech.
- Be mindful of cultural differences that may exist between you and your client or guest. Do not assume they will infer the intent of something you say. Try to avoid slang terminology, local colloquialisms and acronyms whenever possible, as your audience may not understand the meaning.
• Be aware of the speed of your speech, being mindful that a language barrier may necessitate adjusting your typical pattern of speech. Whether in person or via telephone, always slow your speech when providing numbers, especially telephone numbers. Repeat the number for clarification.

• Be sensitive to the volume of your speech, considering your surroundings as well as the content of your words. Lower your level, as necessary, if the conversation is sensitive in nature or spoken within close proximity of others. Raise your level, as necessary, if your client or guest is having difficulty hearing you.

• Do not make a promise that you do not keep. Always follow-up promptly when further action is required.

• Go above and beyond what is required. Strive to always exceed your clients’ and guests’ expectations.
Being Professionals as Tutors
(from *The Bedford Guide for Writing Tutors* by Leigh Ryan)

- Teachers need to be sure they are evaluating a student's own work; therefore, *never write any part of a student's paper*. Instead of writing sections of students' papers for them, use guiding questions and comments to help them recognize their difficulties and come up with their own solutions.

- Never comment negatively to students about a teacher's teaching methods, assignments, personality, or grading policies.

- Never suggest a grade for a paper.

- Never criticize the grade a teacher has given a paper.

- Honor the confidentiality of the tutoring relationship.

Limitations of the Tutor's Role
(Adapted from *The Master Tutor*, by Ross MacDonald)

**Clearly Out of Bounds**

*Personal problems*

- Student is having psychological problems
- Student is having family conflicts
- Student is overburdened by work/school/family obligations

*What to do about it*

- Refer! Let the student know where they can get help for those problems.
- Re-schedule, if needed. Can the student focus on the session?

**The Grey Area—But Still Out of Bounds**

*Academic Problems: Examples*

- *Student wants you to do the work for them*
- Professor puts down students who aren’t doing well
• Student expects you to teach them entire subject in one or two sessions
  **What to do about it**
• Say no by saying yes to what you **can** do.

  *Remember the six goals of tutoring: if a student’s or professor’s request goes against those six goals, it’s probably out of bounds.*

**Communication Options**

  *Adapted from *The Master Tutor*, by Ross MacDonald*

• **Initiation**
  Initiation statements intend to cause a response. Initiations are usually questions, but can also be statements or unfinished sentences.

• **Reply**
  Respond to an initiation. The tutor should avoid over-explaining, allowing the student to take over the response at some point.

• **Evaluation**
  Positive evaluations are most effective when they are used sparingly and applied specifically. Negative evaluations should be turned into opportunities for the student to correct their own work or explain on their own.

• **Explanation**
  Explanations are not directly requested but come up from necessity in a session. Explanations can elaborate, illustrate, or summarize for the students.
• **Active Listening**

  Active listening encourages the student to explain, elaborate, etc. on their own by nodding or inserting “Uh-huh” or “Yeah” at appropriate places in the student’s talk.

• **Quiet**

  Keeping quiet during a student’s explanation or questions allows them to answer or explain on their own, and reduces the dependency on tutor explanations.

**Cross-Cultural Communication**

(from *The Bedford Guide for Writing Tutors*, by Leigh Ryan)

• Many ESL students are diligent students who have done well in most classes. They are not used to having trouble in a class and problems with understanding English may be especially frustrating. So be patient!

• You may need to rephrase or repeat things often. Remind yourself that if you had to learn their language, you might need a little help too.

• For writing tutors, respond to the paper’s content and organization first, instead of correcting grammar right away.

• Try not to give the student too much information at once. Concentrate on one or maybe two concepts per session, and plan which elements you’ll cover at the next session.

• Do your best to make students comfortable. Encourage them to ask questions to make sure what you’ve explained is clear.

• Give directions as simply as you can. If you’re not sure if a student understands something, ask them to explain it or give an example. Explain again if they don’t understand.

• If you have difficulty understanding your student, watch their facial expressions. Sometimes that will help you understand what they’re saying. Another technique is to ask the student to write down what
they’re saying, and encourage them to ask you to write down what you’re saying.

- For writing tutors, remember that plagiarism isn’t necessarily a violation of the rules in all cultures. You still need to explain our rules for documenting sources and doing original work, but just remember that the student is probably not deliberately breaking rules.

- You do not have to be an expert on grammar to work with students learning a foreign language. Adults learning another language usually need a helpful native speaker to suggest correct usage and help with writing.

**Asking Good Questions**
Tutoring and mentoring aren’t about knowing all the right answers—it’s really about asking the best questions. If you can learn how to do this, you can be a facilitator and problem-solver. Here are some suggestions for asking good questions.

Try to get a sense of the total picture of the student:

**Introductory Questions—Establishing Familiarity**

- Name? Grade? Interests?
- What do you have to do for homework?
- Where are you having problems?
- What does your teacher think you need help with?
- Have you been getting help from friends, teachers…?

**Assessment of Situation**

- Are you going to school regularly? When you are there, are you paying attention, or spacing out?
- Have you talked to your teacher? What does your teacher say?
- What is the most stressful part of school for you?
- What’s the most important thing for us to do today?
Identifying student’s “most pressing need”

- Do you have a homework assignment or directions?
- Could I see your notebook and class notes—do you think you’re taking good notes?
- How do you feel?
- When is your homework due, or what are your other deadlines?

Questions for the end of the meeting:

- Has this helped you?
- What can I bring to our next meeting that might help you?
## Difficult Tutoring Situations and Approaches

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Approaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hopelessness.</td>
<td>Determine what the tutee does know and discuss that—show that there is some foundation.</td>
</tr>
<tr>
<td>I’ll never get it.</td>
<td>Begin from what the tutee knows and build toward increasingly complex material.</td>
</tr>
<tr>
<td>I’m stuck.</td>
<td>Reinforce success.</td>
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<tr>
<td></td>
<td>Offer continual support.</td>
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<tr>
<td>Bafflement, disorientation, disorganization.</td>
<td>Utilize the approaches for Blocking.</td>
</tr>
<tr>
<td>I don’t know what the professor wants.</td>
<td>Give structure and order to the tutee’s session, notes, and papers.</td>
</tr>
<tr>
<td>I studied for the test and got a D.</td>
<td>Downplay your role.</td>
</tr>
<tr>
<td></td>
<td>Focus again and again on specific tasks.</td>
</tr>
<tr>
<td></td>
<td>Involve student continually with questions, problems.</td>
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<tr>
<td></td>
<td>Explain significance of active participation to learning.</td>
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<tr>
<td>Global interest but little specificity.</td>
<td>Explan counterproductive nature of this eagerness.</td>
</tr>
<tr>
<td>Enthusiasm about being with tutor, but passive in actual tutoring.</td>
<td>Be understanding; yet assure the tutee that there is time.</td>
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<tr>
<td>High level of expectation.</td>
<td>Utilize approaches already listed.</td>
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<tr>
<td>Inability to concentrate on tasks.</td>
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<tr>
<td>High expectations—demands of self.</td>
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<tr>
<td>Talk of limited time, long-range goals versus immediate tasks.</td>
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<tr>
<td>Global interest—enthusiasm.</td>
<td></td>
</tr>
<tr>
<td>Sullenness, hostility, boredom. Disinterest in class, work, tutor. Defensive posture toward class, work and tutor. Easily triggered anger.</td>
<td>- Allow tutee to ventilate. - Spend first session on building relationship. - Be pragmatic, yet understanding. (“Look, I know this class is a bore, but you need it to graduate. Let’s make the best of it.”) - Establish your credibility; indicate past success in similar situations. - If it comes up, assure the tutee that complaints about a class are confidential.</td>
</tr>
</tbody>
</table>

| Non-involvement—inattention. Boredom. Little discussion initiated—few questions. | - Attempt to build a relationship and mobilize the student. - Utilize as many mobilizing techniques as possible—probing questions, problem solving, mini-tasks to be accomplished. - Reinforce all activities and successes. |

| Manipulation Verbal ability—glibness vs. writing/problem solving skills. Nonspecific praise of tutor’s skills. | - Downplay your role. - Focus the student on specific tasks; involve student with questions/problems. - If evasion continues, ask why the tutee has come for tutoring and what the tutee expects from you. (For example: “You know, we’ve met several times already, but we haven’t gotten much done. What do you think we should plan for future sessions?”) |

Adapted from: Rose, M. University of California, Los Angeles and Rose, M. Fairmont State College, WV
Resisting | Passivity | Evasion
---|---|---

**Twenty-five Pointers for Tutors**

1. Treat your tutees as equals.
2. Don’t worry about mistakes—they provide the best opportunities for teaching and learning.
3. Don’t be critical of your tutees.
4. Recognize your differences, a vital step to building a tutoring relationship.
5. Recognize your commonalities, a vital step to building a tutoring relationship.
6. Be supportive of tutees’ efforts as well as of their accomplishments.
7. Be hopeful.
8. Make learning active, fun, visual and hands-on.
9. Keep your eye on the significance of your effort in your tutees’ lives.
10. Do not use bribes or gifts to motivate your tutee.
11. Be willing to share your experiences when you think it’s appropriate.
12. Don’t make empty promises.
13. Don’t forget how important you are—your tutee depends on you.
14. Be on time.
15. Use differences between you and your tutee to open up honest conversations.
16. Forgive your errors and those of your tutee—they were unintentional.
17. Be open-minded.
18. Be empathetic toward your students and their experiences.
19. Be observant and pay attention to what your tutees enjoy and how they learn.
20. Incorporate tutee interests into your activities and assignments.
22. Set educated goals and strive for them.
23. Ignore labels—they only show you part of a person.
24. Be respectful.
25. Remember that your students have much to teach you.

Forms

Tutor Information Sheet

__________________________________________  __________________
(Name - print)  (ID #)

(Home phone #)  (Cell phone #)

__________________________________________  Student Status
(Street address)

__________________________________________  □ UG, 1<sup>st</sup> yr
__________________________________________  □ UG, 2<sup>nd</sup> yr
__________________________________________  □ UG, 3<sup>rd</sup> yr
__________________________________________  □ UG, 4<sup>th</sup> yr +
__________________________________________  □ Credential
__________________________________________  □ Masters
__________________________________________  □ Doctoral
__________________________________________  □ Faculty

Demographic Information

Race/Ethnicity

□ Hispanic or Latino  (Email address – La Verne)
□ African/ African American
□ Asian
□ White/European (Non-Hispanic origin)
□ Other (Pacific Islander, Native Hawaiian, American Indian)
□ Middle Eastern
□ Multiracial/Multiethnic (2 or more races/ethnicities)
□ Prefer not to disclose

Education Level

□ Associate’s Degree
□ Bachelor’s Degree
□ Master’s Degree
□ Doctoral/Advanced Degree

Courses You Can Tutor

__________________________________________  __________________
__________________________________________  __________________
__________________________________________  __________________

How many hours per week are you willing to tutor? ________________________
What kinds of students would you be especially willing to tutor?³

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¹ The information collected on this sheet will only be shared with ULV employees with primary interest. Information may be collected and reported in LEC reports but will not include identities. If any information on this sheet changes prior to the next semester, you are responsible for updating it.
² In order to strive to make the LEC as culturally diverse as the student population it serves, the LEC would like to collect this information from you in an effort to improve our commitment to tutor diversity.
As an employee of the Learning Enhancement Center (Tutor, Center Supervisor, and/or as a Supplemental Program Instructor), I understand that I may have access to confidential student information such as grades, student records, test results, student progress in class, and similar data. I am aware that I may participate in or receive verbal or written communication from my supervisor, course instructor, or other students concerning course grades which should be kept confidential.

I also understand that employment at the Learning Enhancement Center means that I am responsible for preserving the confidentiality of this information per the Family Education Rights and Privacy Act (FERPA). I also understand that more information regarding FERPA is available to me in the Tutor Handbook (on the LEC website) and it is my responsibility to be aware of all FERPA-related guidelines regarding student educational records.

Failure to adhere to these guidelines is grounds for termination of my employment.

I have read the above employee confidentiality statement and understand and accept the responsibility to preserve the confidentiality of privileged information.

__________________________________________________________  ______________________________
(Employee signature)                                           (Printed name)

__________________________________________________________
(Today’s date)

3 As a tutor with the LEC, you are committed to working with any student if you are available and the subject area matches that of your hiring strengths (unless otherwise determined by the LEC Director).
You have the right to obtain a copy of this statement, the original of which will remain in your employee file in the possession of the Learning Enhancement Center Director or Assistant Director.

Tutor Letter of Agreement
If I agree to be a tutor in the Learning Enhancement Center, I agree to the following obligations and responsibilities:

1. **Time Reporting:** I will complete my timecard or timesheet on a daily basis, or every day that I tutor in the LEC. I will accurately record only the hours I actually tutor, participate in Tutor Training, or perform other LEC duties as available to me in items 4 and 5 of this agreement. I will not take my timecard outside of the LEC. I understand that reporting my time inaccurately for personal gain is fraudulent, consequences for which may include termination.

2. **Appointment Verification:** I will check my tutoring schedule on the morning of the days I tutor to verify my appointments for that day. It is my responsibility to call a student at least 24 hours in advance if I am unable to keep an appointment. One appointment missed without notification will result in a period of probation. Two appointments missed will result in termination. (I understand that canceling an appointment the same day is equivalent to missing an appointment, even in cases of illness or accident.)

3. **Tutor No Shows:** I understand that not arriving for a scheduled tutoring appointment is a very serious matter. As such, it is my responsibility to know what appointments I have for the day and not rely solely on email appointment confirmation notices. Further, I understand that not knowing about a scheduled appointment is not an acceptable excuse for not showing up for an appointment.

4. **Student No Shows:** I will report a student as a “No Show” if the student does not arrive within 15 minutes of the appointment’s start time. I then have the option of either taking the session period unpaid or performing alternate LEC-related duties during the session period for compensation. I must notify the assistant director and/or director within 20 minutes of the session start time.

5. If a student cancels his/her scheduled appointment within two hours of the appointment start time, I then have the option of either taking the session period unpaid or performing alternate LEC-related duties during the session period for compensation. I must notify the assistant director and/or director at the session’s start time.

6. I will attend the tutor orientations held prior to the start of the fall and spring semesters at the times indicated by the LEC director; I recognize that failure to attend or make alternate arrangements with the director may result in termination.

7. I will attend the tutor staff/professional development meetings as schedule by the LEC director during the course of each semester. If I do not attend at least two of the four available meeting each semester, I recognize I can be terminated.
8. I will conduct all tutoring sessions in the LEC and within the hours that the LEC is open.

9. I will use the textbooks and materials provided in the tutor cabinet for tutoring purposes only. I am also aware they are to remain in the center at all times.

10. I will keep accurate files on each student that I tutor, and per FERPA regulations, I will not discuss a student’s progress outside of the LEC confines and only with the LEC Director, the Assistant Director, or the Instructor.

**Acknowledgement of Received Policies**

Learning Enhancement Center
Acknowledgement of Received Policies

As an employee of the Learning Enhancement Center (Tutor, Center Supervisor, and/or Supplemental Instruction Leader), I understand it is my responsibility to be aware of, follow, and enforce all policies and procedures.

I acknowledge that I have received a copy of and/or have been made aware of the procedures by which I may access the following:

- Dress Code policy
- Safety Rules
- Drop-In Tutoring Rules
- Tutor Responsibilities
- LEC Statement on Ethics
- Tutor Handbook

__________________________________________  _______________________________________
(Employee signature)                        (Printed name)

_________________________
(Today’s date)