03. Responding to Institutional Needs

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Responding To Institutional Needs

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1 Introduction

The needs of each institution of higher education can be extracted from the core mission of the college. This mission can be expressed in a variety of ways and is usually published online for the public, and also included in student and faculty handbooks or governance documents. In a random internet search, institutional missions were found in the form of statements of principles and practices [1], core beliefs [2], and mission and strategic plans [3]. Each of these statements is an expression of the institutional values, and the mission of the QMaSC should mirror these values.

Some QMaSC directors have been recruited from within the institution because of their passion for quantitative literacy and education. Those internal candidates are usually already familiar with the curriculum, the students, and the administration on their campus. Others, who are recruited externally, may only know what they have researched about the college and what they learn during the interview process. This chapter will help external hires as they learn the institutional culture, and internal recruits as they transition into the administrative capacity of a QMaSC director.

2 QMaSC Placement and Mission

A QMaSC might be housed in one specific department, such as Mathematics or Statistics. A QMaSC could also be housed in a larger academic support center and report to the director of that...
center. Others are completely stand-alone entities that report directly to deans or other academic administrators. As the QMaSC director learns the organizational structure in which the QMaSC resides, it will become easier to focus on very specific goals and a clearly defined mission.

The QMaSC at Vassar College (Quantitative Reasoning Center), established in 2011, is a part of the Learning, Teaching and Research Center with the following mission:

The Learning, Teaching, and Research Center (LTRC) is dedicated to addressing the needs of Vassar’s diverse student body. Our goal is to enable students to maximize their unique educational experiences at Vassar College. We therefore provide an extensive range of academic resources that foster the fundamental aim of a liberal arts education: to facilitate the intellectual and professional growth of ethical, informed, and reflective students who can engage creatively with important social issues. The LTRC houses a peer-staffed Writing Center and Quantitative Reasoning Center, including a Supplemental Instruction Program for select quantitative analysis (QA) courses. We also offer expert learning support with a focus on developing individual academic skills. [4]

Here are a few programs or initiatives offered by the QMaSC at Vassar that align with the overarching LTRC mission:

- **An extensive range of academic resources**
  - Drop-in tutoring offered Sundays, 1:00 pm–11:00 pm, and Monday–Thursday, 3:00 pm – 11:00 pm
  - Supplemental Instruction for selected quantitative courses
  - Designated tutors for selected quantitative course

- **Facilitate intellectual growth of students**
  - Opportunities for students to review subjects and experience deep learning by teaching peers

- **Facilitate professional growth of students**
  - Annual training for in-house staff (tutors and supplemental instruction leaders)
  - Training for departmental academic interns who tutor for select course
  - Collaborations with regional tutoring programs for an annual tutor training conference in which tutors present workshops, preside over sessions, and receive credits towards certification hours where eligible (see Appendix A for the 2014 conference agenda)

If a QMaSC is a stand-alone center or housed in a department that may not have such a clear “mission statement,” the director should refer to the faculty governance/handbook, student handbook, or other similar documents to learn the college’s values and mission.
3 Inherited Mission(s)

In some cases, the QMaSC is expected to fulfill certain needs that are already identified, which may include the merging or transfer of pre-existing services or programming. For example, one of the purposes of the Vassar Quantitative Reasoning Center (QRC) is to support the quantitative analysis (QA) courses designed to equip all students with quantitative reasoning skills. Vassar defines quantitative reasoning as “the ability to understand and evaluate arguments framed in quantitative or numerical terms; to analyze subject matter using quantitative techniques; to construct and evaluate quantitative arguments of one’s own; and to make reasoned judgments about the kinds of questions that can be effectively addressed through quantitative methods” [5]. Various courses across the curriculum are tagged “QA” and are often encountered by students pursuing STEM degrees (Science, Technology, Engineering, and Math). In an effort to increase retention of students in the STEM pipeline, Vassar implemented the Supplemental Instruction (SI) Program. As the QRC is commissioned to support the QA curriculum, SI is an inherited QRC program.

SI is a nationally renowned program originally established at the University of Missouri-Kansas City (UMKC) that targets historically difficult courses and provides students the opportunity to engage with their course materials outside the classroom [6]. At Vassar, students voluntarily attend weekly review sessions facilitated by SI Leaders, who are undergraduate peers who have taken the courses and done well.

The QMaSC director should learn about programs or initiatives that should be implemented or sustained upon arrival. Some of these programs, such as SI, offer training that will help the QMaSC director learn more about the programs’ mission and structure. The SI Supervisor training is offered annually at UMKC and is an invaluable resource for those QMaSC directors who supervise SI, or for QMaSC directors who plan to implement SI to support the established mission of their center [7].

4 Identifying And Responding to Institutional Needs

The QRC at Vassar came about as a result of a series of faculty conversations regarding ways to support and improve the QA program. An article published prior to the opening of the QMaSC highlights the foundational mission of the QRC (see Appendix B). Some QMaSC directors may not have such a template to follow, but as evident in the push for the Vassar QRC, there is usually a cohort of faculty and administrators who could offer guidance.

The following template for Vassar identifies the main categories that embody the institutional needs of any college/institution—students, staff, faculty, and the administration:

Student Needs
Responding to student needs takes many forms. At Vassar, the QRC is charged with supporting the courses that have been tagged as QA. In order to graduate, a student must take at least one QA designated course, which include many introductory courses required for STEM majors and medical school. This requirement can be taken at any time, but the majority of students enrolled in these courses are freshman who have to adjust to the new amount of schedule freedom, the culture of the institution, and expectations of different faculty, while balancing social and extracurricular interests. The SI program connected to many of these courses is a great way to support freshman as they transition into traditionally difficult STEM courses (including General Chemistry, Organic Chemistry, Calculus, and Physics) and to college life. SI offers a way for freshman (and other students) to meet their classmates in an informal environment with emphasis on collaborative learning and study skills.

**Student Populations Served**

A QMaSC director should determine if there are certain student populations that will require specific types of support. Based on the mission of the institution, these populations will vary. The spectrum of students a QMaSC might support include:

- High-achieving/honor students
- Underprepared Students
- Minority/Underrepresented Students
- Students with Disabilities
- Veterans
- Adult/non-traditional students
- First generation students
- Students with math anxieties

The above list is not all-inclusive, but does cover the spectrum of students that might be supported by a QMaSC. Depending on the student population at the institution, the QMaSC could support students as early as pre-admission or even post-graduation. For instance, a community college QMaSC might offer pre-admission support for college placement tests, such as ACT® Compass or Accuplacer. The Math Center at Holyoke Community College offers math prep classes that prepare students for the Accuplacer test [8].

**Staffing Needs**

In defining ways to respond to the needs of each and all students groups, the director will need to determine what support will be provided for the QMaSC to implement and sustain its initiatives.
At Vassar, peer educators staff the main QRC programs with financial support from the LTRC and one of the dean’s offices. Research and discussions about additional support mechanisms are currently underway (including alumni donations/gifts and grant-funding).

A QMaSC could be staffed with peer educators and/or professional peer tutors or instructors. The staffing will determine what types of programs or support the QMaSC will offer. It is common for professional QMaSC staff to teach courses designed to target students needing more review of foundational math topics (from arithmetic to precalculus). Community colleges, which often serve underprepared students or adult students who have been out of school for extended periods, offer a variety of these developmental courses in math or statistics. Small highly selective liberal arts colleges also offer courses to groups of students who might not have the skills they need to transition smoothly into the standard quantitative courses. The Quantitative Reasoning program at Wellesley College, for example, administers a quantitative skills assessment at orientation, and if students do not pass, they enroll in the QR Basic Skills Course (QR 140), which is taught by a professional staff member.[9]

**Staff Recruitment**

The QMaSC director, when responsible for hiring staff, is responsible for ensuring that they are trained and have support to do the job(s) for which they are hired. At Vassar, the SI leaders and tutors participate in a pre-semester training program each fall. Returning staff members are called upon to lead and mentor the new/junior staff members, and other campus offices are invited to inform staff where to direct students when they are not able to meet their needs. Appendix C includes a copy of the most recent two-day training agenda for the fall of 2013. Because the QRC at Vassar supports quantitative courses across the curriculum, the training is open to students within departments who also serve as peer tutors for quantitative courses not supported by QRC staff.

The QMaSC director should rely on faculty and peer educators to help recruit students who have done well in their quantitative and math courses and who show potential to serve as model students and peer educators.

In addition to recruiting staff who have the content mastery and communication skills required, it is important to have a diverse staff. Diversity in a QMaSC is not always easy to achieve or sustain, since the qualifications are restricted to a select pool of candidates. The campus offices of affirmative action and human resources may help with strategies to ensure that the hiring process is accessible and equitable for all candidates.

A QMaSC that houses a service where students are offered assistance with homework or in preparation for graded work must take care to ensure that the institutional guidelines for academic integrity are upheld.[10] Time should be spent in QMaSC staff training discussing academic honesty and how to uphold it when supporting students with course work. The published statement of the college’s honor code could be included in a staff handbook.
Academic Use of Technology

Institutions of higher education use many forms of technology to recruit, market, advertise, and support their mission. Students are often required to use these various types of technology in quantitative and math courses, some of which they are savvy with and others where they might have some challenges [11]. A QMaSC with a mission to support specific courses should be aware of programs students are expected to utilize. QMaSC staff working with these students should be proficient in these programs, and the QMaSC should have the software available when appropriate.

Technology support could present itself as more of an academic support need especially for students in distance education programs; therefore the QMaSC director should make sure all staff are given the appropriate access and training [12].

Numerous course management programs are online (e.g., Moodle or Blackboard), and students should learn those systems to find lecture notes and assignments, and sometimes to interact with the instructor and or classmates. The technical support teams on each campus usually offer basic support for such programs, however, some quantitative and math courses use specialized programs or software for online coursework (i.e. Mastering Physics) or for data analysis (i.e. SPSS or R). Select Q-Tutors at Vassar can help with content in various quantitative courses and are given some teaching assistant privileges for respective online course programs.

Microsoft Excel is also a common tool used in quantitative and math courses. The Vassar Q-Center usually employs a few peer tutors who can help students with their basic Excel questions in addition to specific subject areas. Many of the students at Vassar have their own laptops and the software needed for their courses, so the Vassar QRC does not offer a computer lab with these programs. At other institutions, the QMaSC might provide a computer lab with these programs for students who do not have access on their own.

Technology Used in Outreach

A QMaSC can be a hidden treasure on a college campus. Students are bombarded with lots of information when they arrive. And even when students have been on a campus for several semesters, they may be unaware of all of the resources that are available to them.

A QMaSC should take advantage of the technology that students are socially drawn to, such as Facebook and Twitter. These social media outlets can connect students to the QMaSC in a less intimidating way and allow students to communicate freely with each other. The Vassar QRC uses Facebook to advertise center hours, schedule changes, closures, and special events. Students who have a Facebook account can see the most up-to-date feeds, managed by a senior peer tutor selected by the QMaSC director (see Appendix F for Vassar Q-Center Facebook Sample).

In addition to the Facebook page, the Vassar QRC has an institutionally supported website [ltrc.vassar.edu/qrc] for prospective students, other departments, and other institutions or
community members who may want to learn more about the Vassar QRC. The QRC staff is also added to a “Vassar QRC” course Moodle Page where they share resources, particularly session review materials from previous SI leaders.

Faculty Needs

Faculty needs are often intertwined with the student needs. With growing course enrollments, departmental staffing constraints, and varying preparation of enrolled students, faculty may rely heavily on support from the QMaSC. Some Math or Statistics departments house courses taught by QMaSC staff, connecting the QMaSC more intimately to the curriculum.

Alternatively, a QMaSC may host workshops that offer review of materials that courses do not dedicate class time to covering. Faculty may require some students to attend, whereas in some cases they may also be strictly voluntary. SI or other peer-led review/study sessions housed in a QMaSC can be built in to a course and bear weight on the final course grade.

The QMaSC director should meet with appropriate department chairs or course coordinators frequently to stay in tune with their needs. A great way to strengthen the relationship between the QMaSC and the faculty is to share the QMaSC vision at faculty departmental or divisional meetings so they know which needs the QMaSC can address.

Communication of the QMaSC vision is particularly important for new faculty as they are transitioning into new responsibilities and often have other pressing demands that keep their focus on teaching and/or research. A great place to connect with new faculty is during their orientation because they will get to meet the QMaSC director and find ways to collaborate with the QMaSC to in turn help meet student needs.

Returning faculty may be interested in QMaSC-sponsored sessions or workshops that address their needs regarding teaching pedagogy for quantitative and math courses, or even ways to incorporate technology. This type of faculty development may not be in the mission of the QMaSC. If another center or office hosts such faculty development programming, a QMaSC director could collaborate or participate as an opportunity to learn more about the faculty needs, challenges, and current best practices.

Administration Needs

A QMaSC director may report to a dean or other administrative director in student affairs, or the chair of a Mathematics or Statistics department. Many of these reporting structures require a type of report, in the form of progress report, quarterly reviews, or annual reports. These reports help administrators stay in tune with what is happening in the departments/programs they oversee, evaluate budgetary needs, measure program effectiveness, and monitor if programming is meeting expectations as stated in the mission or vision statement. There are various ways in which QMaSC programs and initiatives can be assessed. An office of institutional research is also a good reference
point for QMaSC directors seeking to implement the appropriate assessment tools.

At Vassar, the QRC reports directly to the director of the Learning, Teaching and Research Center (LTRC). Reports to the LTRC director are also shared with the dean in the Office of the Dean of Studies, which is a part of the larger Dean of the College division and the Office of the Dean of the Faculty. Since these offices currently fund the majority of the QRC programs, the reports usually highlight the use of services and the growth and/or development of programs that support the mission of the institution.

Assessment data at Vassar, which would include more feedback from faculty, the staff, and a peer tutor self-review, serves as a professional development tool. This will allow the QMaSC director to better support staff as they grow in their roles as peer educators, and to respond appropriately to the needs of the institution.

The Vassar SI program provides an end-of-term survey that is administered in class along with the course evaluations (which provides a high response rate). In the fall semester of 2012, the QRC invested in the Remark Software by Gravic, Inc [14]. Paper forms are created so that selected fields can be scanned, then transferred to a spreadsheet and analyzed by Remark (sample SI evaluation form in Appendix E). In addition to SI program evaluations, the SI leaders are observed in the form of a teaching observation each semester by the QMaSC director and separately by another peer SI leader. SI leaders also take attendance at each session and during their office hours in the Q-Center. Attendance data is then compared to final grades, but to date, no significant correlation has been found between session attendance and grades. The Vassar QRC is collaborating with a faculty statistician to do more extensive analysis of the collected data, possibly correlating it with admissions data for high school GPA and standardized test scores.

5 Responding to Changing Institutional Needs

It is impossible to meet every institutional need, especially because they change so often. Departments add, modify, and discontinue quantitative and math courses based on departmental and larger curricular needs. Faculty who are hired may have short-term or adjunct appointments, making faculty development initiatives unproductive. Since students are only at the institution for about four years (two years at community colleges), staffing a QMaSC requires constant recruitment and training. The pre-college skill sets of each admitted class of students vary, requiring more attention to these ever-changing needs. Staffing and resource needs can be stifled by budgetary constraints. Most importantly, if the mission of an institution evolves, the mission of QMaSC should follow suit.

QMaSC directors should maintain regular communications with their reporting directors and administrative or faculty governing bodies to learn about the evolving institutional changes. Professional organizations are also a great resource for strategies to address institutional changes, for in
higher education they seem to follow current trends. And finally, a QMaSC director should utilize
the appropriate assessment tools that will best inform the development of current strategic plans.

As the QMaSC director begins to launch or further develop programs, further training or certification may be required. The QMaSC director will also be assessed in the form of an administrative review of some sort; therefore, an additional mission of the QMaSC should be to keep all staff equipped to do their jobs effectively. Peer tutoring staff can be trained in-house or sent to other trainings or conferences (such as the MATE conference for tutors, see Appendix A). The QMaSC director should stay connected with professional organizations, such as Mathematics Association of America, Northeast Consortium on Quantitative Literacy, and the National Numeracy Network, to name a few. Membership and participation in these organizations will keep the QMaSC director connected to the larger QMaSC community, network with peers, and often learn of best practices that will help achieve the QMaSC mission.

6 QMaSC Intersections

Given the breadth of needs in a given student population, a QMaSC director should stay informed about resources available on campus that intersect with the daily work of the QMaSC. Below is a sample list of offices that can offer support to a variety of students who may also use QMaSC resources:

- First Year Programs
- Career Development
- Disability Services
- Other tutoring/academic support spaces (i.e. departmental)
- Psychological Counseling Services
- Dean of Studies
- Programs designed for first generation, low-income, or underrepresented students
- Veterans Support Services

The QMaSC director might network with these offices by nature of the organizational structure, or perhaps by just meeting with representatives individually to share the work of the QMaSC and learn about the work of the respective offices. The challenges that students face on each campus are often quite similar, but can vary within populations. Open communication with various offices is a great way to learn of ways to reach students who may otherwise not reach out independently for support from the QMaSC.
7 Bibliography


Figure 1: Tutor Training Conference Agenda (1)
Figure 2: Tutor Training Conference Agenda (2)

Workshop Descriptions

*Mandatory for CRIA Level 1 certification*

**M.I. (Multiple Intelligences) the TRUE HERO** — Are you a HERO of the Multiple Intelligences? Well if you need more assistance this workshop will help you fight for the civilians (our tutees) to surpass these villains (classes). This workshop will provide a broader understanding discussing different learning styles among tutees. We will discuss how each style’s “likes” to learn and which style preference and modes in which particular tutees learn best to maximize their learning potential. So our tutees can successfully “fight” through their exams.

Heather Breitholtz, SUNY Orange

**A Super Hero for All: Tutoring Diverse Students** — This presentation will help student tutors develop new strategies and techniques to deal with the challenges of tutoring students from diverse cultural, academic and socioeconomic backgrounds. Although many student tutors themselves come from diverse backgrounds; there are common tutoring and problereading issues that student tutors will encounter and should be prepared to face in order to successfully become a Super Hero to their tutee.

Karen Tomkins-Tenle, Richard Cusano, Julia Cox, Elizabeth Hamberger, Marist College

**Active Listening: A Super Power!** — How well do you really listen? Do you show the tutee that you care about being there with them? This workshop is designed to develop necessary skills in active listening. Techniques discussed and practiced will include paraphrasing, minimal encouragements, use of “I” statements, emotional labeling, open ended questions, effective pauses, and mirroring.

Cynthia Worrad, Dutchess Community College

**Super Strategies to Increase Comprehension When Reading Texts** — Just opening a textbook and reading without proper preparation does not increase retention and recall in the classroom or during tests. Be a hero. Learn how to help students increase comprehension when reading texts. Pre-reading preparation includes organization, activating schema, “diagramming the question,” and reading actively. Workshop will focus on “diagramming the question,” which applies best to humanities courses such as history, psychology, or sociology. Learn by doing with opportunities for hands-on application.

Kathleen Egan, West Point

**Clear Communication: A Super Hero’s Skill** — Ever try to teach someone how to tie your shoe? At first it may seem to be an easy task, but when actually explaining the steps as someone is following your verbal instructions, you may feel you need superhuman powers! This interactive workshop highlights the importance of carefully choosing how you communicate when explaining content or giving instructions. Participants will explore different ways to communicate as teams try to construct a tool needed to survive on an island.

Jennifer Wragge, Dutchess Community College

**Developing the “Super Human” Ability of Critical Thinking** — Good thinking skills are a must in college as well as in life. To conquer life’s hurdles, students need to be able to reason, apply, evaluate and problem solve. Learn how to help your tutees develop their critical thinking skills.

Joseph Durdan, Dutchess Community College

**Tackling Ethical Issues That Occur in Tutoring** — Situations arise in tutoring that require tutors to call upon ethical standards of conduct in order to support “truth and justice.” In this workshop tutors discuss situations they have encountered or expect to occur. Frequent ethical issues may include responsibility, respect, fairness, professionalism, and confidentiality. Identifying and dealing with appropriate boundaries is a common issue.

Bianca Koessler, Dutchess Community College

**X-ray Vision is Not Needed: Awareness, Knowledge and Empathy Are: Assisting Students with Learning Disabilities** — Many students “battle” learning disabilities. Super tutors “see” the signs of these “invisible disabilities” and are equipped to help their tutees “win” the learning battle. This presentation will introduce the tutor to common indicators of learning disabilities and provide strategies for assisting tutees. Clips from Richard Larvie’s video “How Difficult Can This Be?” will provide an awareness as to what it is like to be temporarily learning disabled.

Sally Weglarz, Dutchess Community College

**Coordinator Connection** — A time for coordinators to meet and discuss issues and best practices
Appendix B: Articles highlighting the need for a QMaSC at Vassar College

The Miscellany News

Students push to reinstate old SAVP position

Elisabeth Jordan

On Wednesday, April 16, the Vassar Student Assembly (VSA) passed two resolutions, one in response to the misinformation and inaccuracies in the Office of Health Education regarding the provision of a Crisis Assistance & Violence Prevention (CAVP) service. The second resolution, introduced by the VSA, called for the reinstatement of the position of SAVP.

Many members of the VSA acknowledged the need for a Crisis Assistance & Violence Prevention (CAVP) service, which provides students with resources and guidance in dealing with mental health issues and crisis situations. The resolution aims to ensure that students have access to the necessary support and resources to address these issues effectively.

Local school in danger of closing

Sarah Bagley

On Monday, May 11, the Oakland School Board will vote on a proposal to close the district's oldest elementary school, Civic Center Elementary School. The proposal, which has been a subject of intense debate among community members, has sparked a fierce backlash from those who believe the school should be kept open.

The school, which has been in operation for over 100 years, serves students from kindergarten to fifth grade. The proposed closure would eliminate 200 students, including a significant number of students from low-income families.

Civic Center to host legendary Flaming Lips

Erik Lennartsson

The Flaming Lips, a popular band known for their unique sound and experimental nature, will be performing at Civic Center Elementary School on Saturday, May 16, as part of the school's annual arts festival. The event is expected to attract a large crowd of fans from across the region.

The band, known for their dynamic performances and interactive stage presence, will be playing a mix of their classic hits and new material, showcasing their unique musical style to the delight of the audience.

VC to form center for QA courses

Miles Haugen

Vassar College has announced plans to establish a new Quantitative Reasoning Center (QRC) to enhance the teaching and learning of quantitative skills across the curriculum. The center, expected to be housed in the J. Cole, Big Daddy Kane center for QA courses, will be located in the J. Cole, Big Daddy Kane center for QA courses, which is currently under construction.

The center will provide students with a dedicated space to practice and improve their quantitative reasoning skills, with the ultimate goal of equipping them with the necessary tools to succeed in a data-driven world.
April 15, 2010

Vassar to create Quantitative Reasoning Center

Vassar's New Quantitative Reasoning Center

As with the current Writing Center, the Quantitative Reasoning Center will aim to:
- enhance students' quantitative reasoning abilities;
- provide peer-to-peer training for quantitative classes;
- contribute to faculty development initiatives for teaching quantitative reasoning;
- train our two new courses each year.

The director of the Center will:
- train and supervise student peer tutors;
- meet with individual students;
- consult with faculty teaching courses that fulfill the College's Quantitative Reasoning requirement;
- teach one or two courses each year.

The new Center will be a significant step forward in preparing students for the quantitative demands of the 21st century. It will provide a strong foundation for students to understand and analyze data, make informed decisions, and solve complex problems.

This initiative is part of a broader effort to integrate quantitative reasoning across the curriculum and to develop a more coherent and comprehensive approach to teaching and learning. The new Center will work closely with other departments and programs to ensure that students develop the skills they need to succeed in a data-driven world.

Teachers focus on new media

Caroline Chomper

The weekend, Vassar College hosted the third annual teachers, teaching, and technology conference focusing on the use of technology in educational settings. The conference featured workshops and seminars on using technology to enhance student engagement and learning. These sessions included a range of topics, from digital storytelling to game-based learning, providing educators with practical strategies to incorporate technology into their teaching.

Vassar plans carbon analysis

Matthew Strong, Jillian Shea, News Bureau

The Vassar College Sustainability Committee has received a grant from the Environmental Research Institute to purchase a new carbon analysis instrument. The instrument will be used to measure the carbon footprint of Vassar's operations, helping the College to better understand its impact on the environment and to identify opportunities for reducing its carbon footprint.

This initiative is part of Vassar's larger sustainability efforts, which include initiatives to reduce energy consumption, increase the use of renewable energy, and promote sustainable practices on campus.

Using the carbon analysis instrument, the College will be able to track and measure its carbon emissions, providing valuable information for decision-making and strategic planning.

Miscellaneous News / Vassar College
10 Appendix C: Fall 2013 Peer Educator Training Agenda, Vassar College

QRC PEER EDUCATOR TRAINING 2013

TRAINING SCHEDULE
Friday, August 30
(WITH NOTES FOR TRAINER/DIRECTOR)

9:00 am Welcome
   Introductions
9:30 am Opening Activity
9:45 am Peer Educators
   About the QRC
10:00 am Know Your Value
10:10 am Role Overview
10:20 am Powerful Learning Experiences - (Group Activity)
11:00 am Differentiated Instruction: One Size Does Not Fit All (Neva Lozada)
12:00 pm Lunch Break (one wrap/cookie per person)
12:45 pm Video Clips (Key Components To Effective Tutor)
1:00 pm Video Reflection
1:10 Staff Handbook
   Responsibilities
   General Guidelines
1:20 Opening and Closing a Session
1:40 Video – Remain Professional
   (http://www.youtube.com/watch?v=6oT5Wj0hM5A)
   Video Reflection
1:50 Tutor Session Guidelines Continued
2:00 Scenario Discussions (Led by Returning Tutors)
2:10 Exercise Summary – Visit Overall Goals of Tutoring/Handbook
2:20 Staff Handbook
   Policies/Procedures – End with Scheduling
2:40 PAPERWORK
   Student Employment Forms
   Confidentiality Agreement
   Employment Agreement
2:50 pm Scheduling!
3:20 pm Closing Remarks
   Class Visits (template email for Faculty from Paige)
   POSSE VETERANS
   WEBSITES (ltrc and FB)
QRC PEER EDUCATOR TRAINING 2013

DAY 2: SI LEADERS
Saturday, August 31

Agenda Outline

Meet Your Peers

Personal Goals

The SI Program (p.10-11)

Class Introductions

Tasks of the SI Leader (p.12-13)

SI leader and Professor (p.16-17)

SI Leader and Student (p.27-28)

Opening the SI Session (p.29)

Conducting the Session (p.30)

Helpful Resources

Nuts & Bolts

Policies & Procedures
Appendix D. Vassar College Peer Educator Application

VASSAR COLLEGE
Quantitative Reasoning Center
Q-Tutor Job Application

Please return the completed application form to Susan Ward, Library 122 (her desk is in the front of the Writing Center/Q-Center space in the Library). She is usually at her desk between 9am-12pm and 2-5pm, Monday-Friday. Applications are due by Friday, January 31 at 4:30 pm.

General Information

Last ___________________________ First _______________________________

Student ID Number (999): __________________________

Cellular phone number: __________________________

Current Classification (circle one): Freshman Sophomore Junior Senior

Which course(s) are you applying to be a Q-Tutor for? (i.e. Econ 100, Math 220, Math 221…)

*Preference will be given to students who can work full time (6hrs/week)

Academic Information

Major (s): __________________________ Correlate(s): ______________________________

Cumulative GPA: __________________________

Please list grades received in the course(s) for which you are applying to tutor. If you did not take the course at Vassar, please list grades for courses in the subject area(s) you are interested in.

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Experience
Please provide brief answers to the following questions.

1. Why do you want to be a Q-Tutor?

2. What academic, work, or personal experiences do you see as potentially helpful in preparing you to be an effective peer tutor?

3. Did you visit the Q-Center when taking the course for which you are applying to be a tutor?

4. If you answered yes to #3, please describe your experience. If you answered no, please share your reasons for not attending.

5. What would you like to gain from the experience of being a Q-Tutor?
References

List as references two members of the Vassar faculty; at least one should be for the subject in which you would like to be an SI Leader. If both are in the same department, that is fine.

Name ______________________________ Dept. __________________

Name ______________________________ Dept. __________________

Scheduling  In the space below please provide your SPRING 2014 CLASS SCHEDULE

Course (Chem 244) Time (12:30-12:50pm) Days (MWF)

1.

2.

3.

4.

5.

****In the space below note any commitments I should be aware of (i.e soccer, EMT) and the days/times you are committed. I will compare all of the selected Q-Tutors’ schedules to set our regular group meeting time for the semester.

****Special notes below (anything else I need to know??)
### Fall 2013 Supplemental Instruction Evaluation

Please Provide Your Name and Session Information (Omit Any Non-Letter Characters in Your Name)

**FILL IN THE OVALS (DO NOT CIRCLE THEM!!!):**
- **CORRECT** ○
- **INCORRECT** örü

<table>
<thead>
<tr>
<th>First Name (first 4 letters)</th>
<th>Last Name (first 4 letters)</th>
<th>Session Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>O A</td>
<td>O A</td>
<td>CHEM-108-31 MWF 0830AM-1020AM Haley Merritt</td>
</tr>
<tr>
<td>O B</td>
<td>O B</td>
<td>CHEM-108-33 MWF 1200PM-1250PM Natalie D’Cunto</td>
</tr>
<tr>
<td>O C</td>
<td>O C</td>
<td>CHEM-125-31 TR 0900AM-1015AM Mohammed Abdelaziz</td>
</tr>
<tr>
<td>O D</td>
<td>O D</td>
<td>CHEM-125-32 TR 1030AM-1145AM Mohammed Abdelaziz</td>
</tr>
<tr>
<td>O E</td>
<td>O E</td>
<td>CHEM-244-31 MWF 0930AM-1010AM Collin White-Draco</td>
</tr>
<tr>
<td>O F</td>
<td>O F</td>
<td>CHEM-244-32 MWF 1020AM Marcos Vargas</td>
</tr>
<tr>
<td>O G</td>
<td>O G</td>
<td>CHEM-244-33 MWF 0930AM-1020AM Anthony Khosdary</td>
</tr>
<tr>
<td>O H</td>
<td>O H</td>
<td>CHEM-244-34 MWF 1200PM-1330PM Collin White-Draco</td>
</tr>
<tr>
<td>O I</td>
<td>O I</td>
<td>MATH-121-01 MWF 0930AM-1010AM Noelie Sawyer*</td>
</tr>
<tr>
<td>O J</td>
<td>O J</td>
<td>MATH-121-02 MWF 1030AM-1120AM Noelie Sawyer*</td>
</tr>
<tr>
<td>O K</td>
<td>O K</td>
<td>MATH-125-01 MWF 0930AM-1020AM Laura Schacht</td>
</tr>
<tr>
<td>O L</td>
<td>O L</td>
<td>MATH-125-02 MWF 1030AM-1120AM Christopher Brown</td>
</tr>
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**PLEASE FILL IN THE CIRCLE THAT BEST REPRESENTS YOUR RESPONSE.**

<table>
<thead>
<tr>
<th>Your class year:</th>
<th>Are you pre-med?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0</td>
</tr>
<tr>
<td>Sophomore</td>
<td>0</td>
</tr>
<tr>
<td>Junior</td>
<td>0</td>
</tr>
<tr>
<td>Senior</td>
<td>0</td>
</tr>
</tbody>
</table>

**Are you pre-med?**
- **Yes** ○
- **No** sı
Please evaluate your SI leader and the SI sessions you attended.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>The class instructor encouraged students to attend SI:</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SI sessions helped me understand this subject better:</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SI helped improve my problem-solving skills:</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>My grades improved because I attended SI sessions:</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>Attending SI encouraged me to study with a</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>SI sessions have made me confident in my own abilities:</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>The SI leader was organized and prepared for each session:</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>The SI leader used the time well:</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>The SI leader made me feel welcome and at ease:</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>The SI leader was confident and knowledgeable of the subject:</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
</tr>
</tbody>
</table>

Please provide reasons for not attending some or all of the SI sessions offered for your class.

<table>
<thead>
<tr>
<th>Reason</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>I did not need the extra sessions</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I needed more one-on-one help</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I prefer individual study time only</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>The times/days were inconvenient</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I felt uncomfortable asking for help</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sessions frequently canceled/rescheduled</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Did you visit your professor during office hours?</th>
<th>Did you visit your SI Leader during office hours?</th>
<th>Did you visit department interns during office hours?</th>
<th>Did you use the Q-Tutors in the Q-Center?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Any Comments or Feedback?
13 Appendix F. Vassar College Q-Center on Facebook