**Remaking Tutoring for Student Success: Focus on Modes and Measures**

During the 2015-16 academic year, the Tutoring for Student Success Committee was formed as part of the Strategic Plan. Subgroups A, B, and C were formed to gather information on six key areas:

* Subgroup A: various tutoring services, locations, student users, hours, etc. at VU and research of tutoring at other institutions; tutoring marketing at VU and at other institutions.
* Subgroup B: faculty expectations for student use of tutoring/study sessions and research of expectations at other institutions; tutor training (actual and needs) at VU and at other institutions.
* Subgroup C: lab/center usage at VU and at other institutions; services offered, used, and needed at VU and other institutions.

**VU AQIP Tutoring Committee Report—Summary Recommendations**

* System-wide guidelines need to be developed for tutors (tutoring manual). The guidelines will help tutors understand their role.
* System-wide guidelines need to be developed for students who use tutoring services. The guidelines will help students understand what to expect from tutoring and what is expected of them during tutoring.
* Develop system-wide tutor training. Certified tutor training should be investigated: College Reading and Learning Association and National Tutor Association.
* Streamline tutoring services and resources to provide consistency and easy accessibility for students.
* Develop a list of tutoring services and resources that can be distributed to students, faculty members, and other University departments.
* Increase efforts to market tutoring and the student resources available. This could include lists on the VU website, Blackboard courses, social media, and common student visitor locations such as resident halls, student union, etc. Tutoring and service language should be clear to students.
* In order to address the need for all campuses to have access to some type of tutoring, online tutoring could be made available to all campuses and sites. This would not only ensure access, but would also allow for services to be accessed at a wider variety of times. Research suggests that students do not always make the best use of student-centered support services, which could be due to students being unaware of the services or for fear of being stigmatized by using them. In some cases, the services are difficult to access for commuter and non-traditional students. (Heldenfels et. al., 2011)
* Collection of data concerning lab usage should continue, but with a more streamlined approach. It would be preferable for each lab to collect the same data in the same manner to provide data consistency. A system-wide tracking system should be implemented. Detailed data should be collected on services such as dates, times, subject, etc.
* Offer tutors some form of professional development, release time for study, or guaranteed promotion with significant raises to encourage tutors to improve their subject matter knowledge and best tutoring practices.
* Appoint an individual responsible for making sure that tutoring training, marketing, and communications are up-to-date.

**VU AQIP Tutoring Consultant Report—Summary**

Johanna Dvorack, Director Emerita, Educational Support Services at the University of Wisconsin-Milwaukee, visited Vincennes University’s Vincennes campus June 8-9, 2016, to evaluate tutoring and to provide recommendations for improving tutoring. Dvorack was provided the AQIP Tutoring Committee’s report (minus recommendations), usage data, and survey data prior to her visit. While on campus, Dvorack toured the labs across campus and met with various constituencies, including students, lab personnel, faculty, and Jasper personnel.

Dr. Dvorack identified the following **strengths**: a broad array of tutoring opportunities, a positive view of tutoring services by students and faculty, and an impressive number of spaces and staff to provide academic support.

Dr. Dvorack’s **recommendations** follow:

* Centralize tutoring under a single Director of Tutoring/Academic Support Services responsible for training, marketing, budgeting, and overseeing staffing and hiring operations. The Director would provide leadership; coordinate a mutual operational structure; standardize staffing, training, and evaluation functions; and enhance communication and marketing efforts to more efficiently use of resources, eliminate duplicated services, and provide more comprehensive programs and services.
* Separate testing space from tutoring space in the Math/Science labs to provide for more conducive test-taking space.
* Provide space for group tutoring (3-5 students + tutor) for courses with the highest DFW risk, perhaps second floor of LRC.
* Use like terminology for all locations the provide tutoring. For example, various locations across the UWM campus use PASS—Panther Academic Support Services—to prefix the centers’ names.
* Consider a more visible location for the Student Success Center.
* Expand online tutoring to provide better support to online students, on-campus students, and those at distant sites using *Blackboard Collaborate*. Invest in interactive white boards (e.g., *Smartboards*) and training.
* Consider purchasing hours from an online tutoring service to provide more access on weekends when labs are closed.
* Review methods for walk-in tutoring and for testing policies.
* Review professional and support staff salaries and come up with an equitable plan as there are large discrepancies between grant-funded programs and VU-funded programs.
* Consider hiring peer mentors to improve retention.
* Increase funding for expanded academic coaching, including hiring and training peer mentors.
* Purchase or develop a standardized attendance tracking system for all labs/centers. Assessing services is key to strategic planning.
* Review all marketing to determine currency and effectiveness. Currently, services are too difficult to locate on the VU webpage (can be found only under the Vincennes campus).
* Provide regular and standardized training and orientation for tutors.
* Increase professional development opportunities for lab/center staff.