

Students Learning Outcome and Assessment Plan Rio Hondo College

Department/program: Social Sciences/Education

Date: May 10, 2007

Course title/number: Tutorial Skills ED 90

Participating Faculty: Karleen Curlee

State Student Learning Outcome:

Given training in tutoring theory, the student will be able to plan at least three tutoring sessions, using appropriate tutoring components, approaches, and strategies.

Proposed Types of Assessment to be used: (attach rubric)

After a variety of practice activities in this one-unit course, students will be asked to develop a tutoring plan for hypothetical community college students. This written plan will be evaluated by how well the ED 90 student is able to tailor tutoring sessions to a specific learner's individual strengths and weaknesses. The written plan may be a stand-alone project or part of the final exam.

Collection and Evaluation Process:

Each student is evaluated on a weekly basis by the instructor. If the student's class average falls near 70%, extra one-to-one assistance will be offered to help upgrade his or her average. If at the end of the semester, the student's average falls below 70%, resulting in a No Credit, a conference will be held with the LAC to determine that student's future status as a tutor. This course is offered during the spring only and is taught by one instructor.

Changes being considered (if any):

Review and recommendations; scheduled completion date: Spring 2007

Rubric for Evaluation of a Student Learning Outcome

Course: Tutorial Skills

SLO: Given training in tutoring theory, the student will be able to plan at least three tutoring sessions, using appropriate tutoring components, approaches, and strategies.

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For each performance standard described in the SLO, describe the criteria for various levels of meeting that standard. Three levels is recommended, but you may use more. Be as specific as possible, so that new instructors would understand the criteria.

Attach this to the SLO and Assessment Plan.

Performance standard	<i>Excellent</i>	<i>Satisfactory</i>	<i>Unsatisfactory</i>
Identifies the components of an ideal tutoring session. (i.e. greeting, setting the agenda, breaking the assignment into smaller parts)	Is able to successfully list and describe at least ten components of an ideal tutoring session.	Is able to successfully list and describe eight to nine components of an ideal tutoring session.	Is able to successfully list and describe seven or fewer components of an ideal tutoring session.
Explains the two basic tutoring approaches to be used in peer tutoring: the Socratic method and the informational method.	Successfully explains the differences between the Socratic method and the informational method and the audience best suited for each.	Successfully explains the differences between the Socratic method and the informational method, but cannot accurately describe the audience best suited for each.	Cannot successfully explain the differences between the Socratic method and the informational method or the audience best suited for each.
Identifies strategies that may be used during tutoring sessions.	Is able to successfully select and explain at least eight tutoring strategies and how they may be utilized during tutoring sessions.	Is able to successfully select and explain five to seven tutoring strategies and how they may be utilized during tutoring sessions.	Is able to successfully select and explain four or fewer tutoring strategies and how they may be utilized during tutoring sessions.

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Worksheet on Student Learning Outcomes Rio Hondo College

Course title: Tutorial Skills ED 90

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Participating Faculty: Karleen Curlee

What are the primary purposes students have in taking the course?

Very Often Often Seldom

Prerequisite for another course:	_____	_____	_____
Solely for GED requirement	_____	_____	_____
Part of a major program	_____	_____	_____
Certificate/employer exam	_____	_____	_____
Life skill/ lifelong learning	_____	_____	_____
Other: <u>LAC requirement</u>			

<p style="text-align: center;">Situation:</p> <p style="color: red;">Describe the situation or conditions for demonstrating the SLO. What tools/information are they given?</p>	<p style="text-align: center;"><i>Given the following condition(s) ...</i></p> <p>Given training in tutoring theory,</p>
<p style="text-align: center;">Behavioral objective:</p> <p style="color: red;">What should they be able to do? Describe the activity/demonstration.</p>	<p style="text-align: center;"><i>The student will ...</i></p> <p>be able to plan at least three tutoring sessions,</p>

Performance standards:
How well should they do it? State
the standards for the successful
outcome.

To the following standard
using appropriate tutoring components, approaches, and
strategies.