



Tutoring Surveys

While research shows that high-impact tutoring programs consistently result in student learning gains, the benefits of tutoring can extend beyond academic learning. For instance, students may come to see more value in the subject, develop a connection with a caring adult, or even enjoy school more. Tutors also stand to benefit from their experiences instructing and interacting with students. Administering student and tutor surveys provides an opportunity to capture a broader scope of outcomes than test scores or grades. Moreover, surveys can start to shed light as to why a tutoring program is – or is not – successful and provide action-oriented insights into how to improve the initiative.

Types of surveys (and when to administer them)

Pulse Checks

To gauge how a tutoring program is going, you can administer brief, progress monitoring surveys to students and tutors. These pulse checks should be administered on a consistent basis, ranging from every other week to every month. Program leaders can pair the data from the frequent surveys with tutoring attendance records to take stock of how the tutoring program is proceeding and make real-time adjustments.

Extended Surveys

The extended surveys aim to assess a much broader range of outcomes. These surveys contain more questions and take longer to complete, so they should be used more sparingly. In general, it is recommended to administer the extended student and tutor surveys at the beginning and end of a tutoring program to assess changes over time. Importantly, the questions in these surveys can be administered to all students, not just those who receive tutoring (unless otherwise noted).

How to administer surveys

While you can always use paper and pen to administer surveys, the easiest way to collect data is to use an online survey platform. Some popular online survey platform options with free account options include Google Forms, Survey Monkey, and Qualtrics.¹

¹ These items were created to assess the target constructs using survey design best practices. Many of the scales were adapted from Panorama Education's Social-Emotional Learning Survey (www.panoramaed.com).

How to Analyze Survey Responses

Survey results can be used to better understand trends in how students and tutors experience your program. You can look at how students and tutors respond to each question on average and the full distribution of responses. Consider breaking down survey results by student demographics in order to understand how student experiences may differ across groups. You may also explore how student responses correlate with other academic outcomes measured in your setting.

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PULSE CHECKS











Student Version






Progress Monitoring – Recommended; Tutored Students Only

A frequent check-in survey to gauge how students are experiencing the tutoring sessions.

Item	Responses				
How confident are you that you can understand the material in your tutoring session?	Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How much did you enjoy your tutoring sessions?	Do not enjoy at all	Enjoy a little bit	Enjoy somewhat	Enjoy quite a bit	Enjoy a lot
To what extent did your tutor make it easier for you to understand your classwork?	Not at all	A little bit	Somewhat	Quite a bit	A lot
How confident are you that you can improve your grade in this subject?	Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How positive is your relationship with your tutor?	Not positive at all	Slightly positive	Somewhat positive	Quite positive	Extremely positive
How caring is your tutor towards you?	Not caring at all	Slightly caring	Somewhat caring	Quite caring	Extremely caring
How much do you feel you belong at your school?	Do not belong at all	Belong a little bit	Belong somewhat	Belong quite a bit	Completely belong

Grades K-3

Item	Responses				
How do you feel in your tutoring sessions?	Very bad 	A little bad 	Okay 	A little good 	Very good 
How do you feel about the subject?	Very bad 	A little bad 	Okay 	A little good 	Very good 

How do you feel about school, in general?	Very bad 	A little bad 	Okay 	A little good 	Very good 
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Tutor Version

Progress Monitoring – Recommended

A frequent check-in survey to gauge tutors' experiences.

Item	Responses				
How confident are you that you can help your students understand the material in a tutoring session?	Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How much do you enjoy your tutoring sessions?	Do not enjoy at all	Enjoy a little bit	Enjoy somewhat	Enjoy quite a bit	Enjoy a tremendous amount
How much do you think your students learn from you?	Almost nothing	A little bit	Some	Quite a bit	A tremendous amount
How confident are you that your students can improve their grade in this subject?	Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you that you can effectively teach this subject?	Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How positive are the relationships with your students?	Not positive at all	Slightly positive	Somewhat positive	Quite positive	Extremely positive
On most days, how enthusiastic are the students about tutoring?	Not enthusiastic at all	Slightly enthusiastic	Somewhat enthusiastic	Quite enthusiastic	Extremely enthusiastic
How positive is your working environment?	Not positive at all	Slightly positive	Somewhat positive	Quite positive	Extremely positive
To what extent do you receive the support you need to be a successful tutor?	Almost no support	A little bit of support	Some support	Quite a bit of support	A tremendous amount of support

EXTENDED SURVEYS

Student Version











TUTORING EXPERIENCE

Tutoring Experience – Recommended; Tutored Students Only

How positive students report the tutoring experience to be.

Item	Responses				
How confident were you that you could understand the material in your tutoring session?	Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How often did your tutor make you explain your answers?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How much did you enjoy your tutoring sessions?	Do not enjoy at all	Enjoy a little bit	Enjoy somewhat	Enjoy quite a bit	Enjoy a lot
How much did you look forward to your tutoring sessions?	Not at all	A little bit	Somewhat	Quite a bit	A lot
To what extent did your tutor make it easier for you to understand your classwork?	Not at all	A little bit	Somewhat	Quite a bit	A lot
How much did you learn from your tutor?	Almost nothing	A little bit	Some	Quite a bit	A great deal

Grades K-3

Item	Responses				
How do you feel in your tutoring sessions?	Very bad 	A little bad 	Okay 	A little good 	Very good 
How do you feel about the subject?	Very bad 	A little bad 	Okay 	A little good 	Very good 

SUBJECT ATTITUDES & BELIEFS

Self-Efficacy – Recommended; All Students

How much students believe they can succeed in achieving academic outcomes.






Instructions: Please answer the following questions about your experiences in this subject.

**Specify the subject you want students to respond about.*

Grades 4+

Item	Responses				
How confident are you that you can complete all the work that is assigned in your class?	Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident
When complicated ideas are presented in your class, how confident are you that you can understand them?	Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you that you can learn all the materials presented in your class?	Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you that you can do the hardest work that is assigned in your class?	Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you that you will remember what you learned in your current class, next year?	Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident

Grades K-3

Item	Responses				
How sure are you that you can learn what is taught in your class?	Not sure at all 	Slightly sure 	Somewhat sure 	Quite sure 	Extremely sure 

Effort – Recommended; All Students

How much effort students put into the subject and learning.






Instructions: Please answer the following questions about your experiences in this subject.

**Specify the subject you want students to respond about.*

Grades 4+

Item	Responses				
How much effort do you put into getting involved in discussions during class?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A great deal of effort
When your teacher is speaking, how much effort do you put into trying to pay attention?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A great deal of effort
How much effort do you put into your homework for class?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A great deal of effort
Overall, how much effort do you put forth during class?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A great deal of effort
How much effort do you put into learning all the material for class?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A great deal of effort

Grades K-3

Item	Responses				
How hard do you try in class?	Not hard at all 	A little bit hard 	Somewhat hard 	Quite hard 	Extremely hard 

Valuing of Subject – Recommended; All Students

How much students feel that the subject is interesting, important, and useful.











Instructions: Please answer the following questions about your experiences this subject.

**Specify the subject you want students to respond about.*

Grades 4+

Item	Responses				
How interesting do you find the things you learn in this class?	Not interesting at all	Slightly interesting	Somewhat interesting	Quite interesting	Extremely interesting
How often do you use ideas from this class in your daily life?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How important is it to you to do well in this class?	Not important at all	Slightly important	Somewhat important	Quite important	Extremely important
How much do you see yourself as a person who does well in this subject?	Not at all	A little bit	Somewhat	Quite a bit	A lot
How useful do you think this class will be to you in the future?	Not useful at all	Slightly useful	Somewhat useful	Quite useful	Extremely useful

Grades K-3

Item	Responses				
How important is it to you to do well in this subject?	Not important at all 	A little bit important 	Somewhat important 	Quite important 	Extremely important 
How useful do you think this subject will be to you in the future?	Not useful at all 	A little bit useful 	Somewhat useful 	Quite useful 	Extremely useful 

Engagement – Supplemental; All Students

How attentive and invested students are in the subject.





Instructions: Please answer the following questions about your experiences in this subject.

**Specify the subject you want students to respond about.*

Grades 4+

Item	Responses				
How excited are you about going to class?	Not excited at all	Slightly excited	Somewhat excited	Quite excited	Extremely excited
How often do you get so focused on activities in class that you lose track of time?	Almost never	Once in a while	Sometimes	Frequently	Almost always
In your class, how eager are you to participate?	Not eager at all	Slightly eager	Somewhat eager	Quite eager	Extremely eager
When you are not in school, how often do you talk about ideas from your class?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Overall, how interested are you in your class?	Not interested at all	Slightly interested	Somewhat interested	Quite interested	Extremely interested

Grades K-3

Item	Responses				
How excited are you about going to class?	Not excited at all 	Slightly excited 	Somewhat excited 	Quite excited 	Extremely excited 

RELATIONSHIPS & CLIMATE

Tutor-Student Relationships – Recommended; Tutored Students Only






How positive the relationship is between a student and their tutor.

Instructions: Please answer the following questions about your relationship with your tutor.

Grades 4+

Item	Responses				
How much do you enjoy learning from your tutor?	Not at all	Slightly	Somewhat	Quite a bit	A lot
How friendly is your tutor towards you?	Not friendly at all	Slightly friendly	Somewhat friendly	Quite friendly	Extremely friendly
How encouraging is your tutor towards you?	Not encouraging at all	Slightly encouraging	Somewhat encouraging	Quite encouraging	Extremely encouraging
How respectful is your tutor towards you?	Not respectful at all	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
At this point, how excited would you be to have your tutor again next year?	Not excited at all	Slightly excited	Somewhat excited	Quite excited	Extremely excited
How motivating do you find your tutor?	Not motivating at all	Slightly motivating	Somewhat motivating	Quite motivating	Extremely motivating
How caring do you think your tutor is towards you?	Not caring at all	Slightly caring	Somewhat caring	Quite caring	Extremely caring
How much do you like your tutor's personality?	Do not like at all	Like a little bit	Like somewhat	Like quite a bit	Like a lot
Overall, how much do you learn from your tutor?	Almost nothing	A little bit	Some	Quite a bit	A great deal

Grades K-3

Item	Responses				
How well do you get along with your tutor?	Not well at all 	A little bit well 	Somewhat well 	Pretty well 	Extremely well 

Teacher-Student Relationships – Recommended; All Students






How positive the relationship is between a student and their teacher (particularly with the teacher in the subject students are receiving tutoring in).

Instructions: Please answer the following questions about your relationship with your teacher.

Grades 4+

Item	Responses				
How much do you enjoy learning from your teacher?	Not at all	Slightly	Somewhat	Quite a bit	A lot
How friendly is your teacher towards you?	Not friendly at all	Slightly friendly	Somewhat friendly	Quite friendly	Extremely friendly
How encouraging is your teacher towards you?	Not encouraging at all	Slightly encouraging	Somewhat encouraging	Quite encouraging	Extremely encouraging
How respectful is your teacher towards you?	Not respectful at all	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
How excited would you be to have your teacher again next year?	Not excited at all	Slightly excited	Somewhat excited	Quite excited	Extremely excited
How motivating do you find your teacher?	Not motivating at all	Slightly motivating	Somewhat motivating	Quite motivating	Extremely motivating
How caring do you think your teacher is towards you?	Not caring at all	Slightly caring	Somewhat caring	Quite caring	Extremely caring
How much do you like your teacher's personality?	Do not like at all	Like a little bit	Like somewhat	Like quite a bit	Like a lot
Overall, how much do you learn from your teacher?	Almost nothing	A little bit	Some	Quite a bit	A great deal

Grades K-3

Item	Responses				
How well do you get along with your teacher?	Not well at all 	A little bit well 	Somewhat well 	Pretty well 	Extremely well 

Sense of Belonging – Recommended; All Students






How much students feel that they are valued members of the school community.

Instructions: Please answer the following questions about your school experiences, in general.

Grades 4+

Item	Responses				
How well do people at your school understand you as a person?	Do not understand at all	Understand a little	Understand somewhat	Understand quite a bit	Completely understand
How connected do you feel to the adults at your school?	Not connected at all	Slightly connected	Somewhat connected	Quite connected	Extremely connected
How much respect do students in your school show you?	No respect at all	A little bit of respect	Some respect	Quite a bit of respect	A lot of respect
How much do you matter to others at this school?	Do not matter at all	Matter a little bit	Matter somewhat	Matter quite a bit	Matter a lot
Overall, how much do you feel like you belong at your school?	Do not belong at all	Belong a little bit	Belong somewhat	Belong quite a bit	Completely belong

Grades K-3

Item	Responses				
How much do you feel like you belong at your school?	Do not belong at all 	Belong a little bit 	Belong somewhat 	Belong quite a bit 	Completely belong 

Rigorous Expectations – Supplemental; All Students

How much students feel that their teacher holds them to high expectations around effort, understanding, persistence, and performance in class.






Instructions: Please answer the following questions about this subject’s teacher.

**Specify the subject you want students to respond about.*

Grades 4+

Item	Responses				
How often does your teacher make you explain your answers?	Almost never	Once in a while	Sometimes	Frequently	Almost always
When you feel like giving up on a difficult task, how likely is it that your teacher will make you keep trying?	Not likely at all	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How much does your teacher encourage you to do your best?	Does not encourage me at all	Encourages me a little	Encourages me some	Encourages me quite a bit	Encourages me a lot
How often does your teacher take time to make sure you understand the material?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Overall, how high are your teacher’s expectations of you?	Not high at all	Slightly high	Somewhat high	Quite high	Extremely high

Grades K-3

Item	Responses				
How much does your teacher encourage you to do your best?	Not at all 	A little bit 	Somewhat 	Quite a bit 	A lot 

GENERAL ATTITUDES & BELIEFS

Growth Mindset – Supplemental, All Students

Student perceptions of whether they have the potential to change those factors that are central to their performance in school.

Instructions: Whether a person does well or poorly in school may depend on a lot of different things. You may feel that some of these things are easier for you to change than others. When it comes to school, how possible is it for you to change:

Grades 4+

Item	Responses				
Being talented	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Liking the subjects you are studying	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Your level of intelligence	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Putting forth a lot of effort	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Behaving well in class	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
How easily you give up	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change

Learning Strategies – Supplemental, All Students

How well students deliberately use strategies to manage their own learning processes generally.

Instructions: Please answer the following questions about your experiences in school, generally.

Grades 4+

Item	Responses				
When you get stuck while learning something new, how likely are you to try a different strategy?	Not likely at all	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How confident are you that you can choose an effective strategy to get your schoolwork done well?	Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident
Before you start on a challenging project, how often do you think about the best way to approach the project?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Overall, how well do your learning strategies help you learn more effectively?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
How often do you use strategies to learn more effectively?	Almost never	Once in a while	Sometimes	Frequently	Almost always

Valuing of School – Supplemental, All Students

How much students feel that school is interesting, important, and useful.

Instructions: Please answer the following questions about your experiences in school, generally.

Grades 4+

Item	Responses				
How interesting do you find the things you learn in your classes?	Not interesting at all	Slightly interesting	Somewhat interesting	Quite interesting	Extremely interesting
How often do you use ideas from school in your daily life?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How important is it to you to do well in your classes?	Not important at all	Slightly important	Somewhat important	Quite important	Extremely important
How much do you see yourself as someone who appreciates school?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
How useful do you think school will be to you in the future?	Not useful at all	Slightly useful	Somewhat useful	Quite useful	Extremely useful

ASPIRATIONS

Future Course Taking – Recommended, All Secondary Students

Student perceptions of whether they'll take higher level math courses.

Instructions: Please answer the following questions about your plans for taking courses in this subject in the next few years.

**Specify the subject you want students to respond about.*

Grades 5+

Item	Responses				
How likely is it that you would enroll in a course in this subject if it was not required?	Not likely at all	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How interested are you in taking an honors-level course in this subject?	Not interested at all	Slightly interested	Somewhat interested	Quite interested	Extremely interested
How interested are you in taking an Advanced Placement-level course in this subject?	Not interested at all	Slightly interested	Somewhat interested	Quite interested	Extremely interested
How likely is it that you would major in this subject in college?	Not likely at all	Slightly likely	Somewhat likely	Quite likely	Extremely likely

College-Going Aspirations – Recommended, All Secondary Students

Student perceptions of whether they plan on going to college.

Instructions: Please answer the following questions about your future plans.

**Specify the subject you want students to respond about.*

Grades 5+

Item	Responses				
How important is it to you that you attend college?	Not important at all	Slightly important	Somewhat important	Quite important	Extremely important
How useful do you think college will be for your future?	Not useful at all	Slightly useful	Somewhat useful	Quite useful	Extremely useful

Item	Responses					
What is the highest level of schooling you hope to achieve?	Less than High School	High school degree but no college	Some college but no degree	Associate's Degree	Bachelor's Degree	Graduate Degree

EXTENDED SURVEYS

Tutor Version

TUTORING EXPERIENCE

Tutoring Experience – Recommended

How positive tutors report the tutoring experience to be.

Item	Responses				
How confident are you that you can help your students understand the material in a tutoring session?	Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you that you can engage students during a tutoring session?	Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How much do you enjoy your tutoring sessions?	Do not enjoy at all	Enjoy a little bit	Enjoy somewhat	Enjoy quite a bit	Enjoy a tremendous amount
How much do you look forward to your tutoring sessions?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
How much do you think your students learn from you?	Almost nothing	A little bit	Some	Quite a bit	A great deal

ATTITUDES & BELIEFS

Student Subject Matter and Tutoring Beliefs – Recommended

Questions about tutors' beliefs about students' capabilities in the subject matter.

**Specify the subject you want tutors to respond about.*

Item	Responses				
How much effort do your students put into learning the material for this subject?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A great deal of effort
How interested are your students in this subject?	Not interested at all	Slightly interested	Somewhat interested	Quite interested	Extremely interested
On most days, how enthusiastic are the students about the subject?	Not enthusiastic at all	Slightly enthusiastic	Somewhat enthusiastic	Quite a bit enthusiastic	Extremely enthusiastic
On most days, how enthusiastic are the students about the tutoring?	Not enthusiastic at all	Slightly enthusiastic	Somewhat enthusiastic	Quite a bit enthusiastic	Extremely enthusiastic

Self-Efficacy – Recommended

How much tutors believe they can succeed in helping students achieve academic outcomes.

Instructions: Please answer the following questions about your beliefs about tutoring in this subject.

**Specify the subject you want tutors to respond about.*

Item	Responses				
How confident are you that you can help your students improve their grade in this subject?	Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you that you can effectively teach this subject?	Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you that you can engage students who typically are not motivated?	Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident
When complicated ideas are presented in your class, how confident are you that you can help students understand them?	Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you that you can help your students who are facing the biggest challenges learn?	Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident

RELATIONSHIPS & CLIMATE

Tutor-Student Relationships – Recommended

How positive the relationship is between a student and their tutor.

Instructions: Please answer the following questions about your relationships with your students.

Item	Responses				
How much do you enjoy tutoring your students?	Not at all	Slightly	Somewhat	Quite a bit	A tremendous amount
How friendly are your students towards you?	Not friendly at all	Slightly friendly	Somewhat friendly	Quite friendly	Extremely friendly
How often do you say something encouraging to your students?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How respectful are your students towards you?	Not respectful at all	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
At this point, how excited would you be to tutor this group of students again next year?	Not excited at all	Slightly excited	Somewhat excited	Quite excited	Extremely excited
How motivating do students find the activities that you plan for tutoring?	Not motivating at all	Slightly motivating	Somewhat motivating	Quite motivating	Extremely motivating
How caring do you think your students are towards you?	Not caring at all	Slightly caring	Somewhat caring	Quite caring	Extremely caring
How much do you like your students' personalities?	Do not like at all	Like a little bit	Like somewhat	Like quite a bit	Like a tremendous amount
Overall, how much do your students learn from you?	Almost nothing	A little bit	Some	Quite a bit	A great deal

Relational Self-Efficacy – Supplemental

Perceptions of tutors' relationship building abilities.

Instructions: Please answer the following questions about your relationships with your students.

Item	Responses				
How confident are you that you can build positive relationships with all your students?	Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you that you can support your students emotionally?	Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How much can you do to make your students enjoy coming to school?	Almost nothing	A little bit	A moderate amount	Quite a bit	A great deal
How much can you do to get your students to trust you?	Almost nothing	A little bit	A moderate amount	Quite a bit	A great deal
To what extent do you feel capable of designing relationship building activities for your tutoring sessions?	Not capable at all	Slightly capable	Somewhat capable	Quite capable	Extremely capable
If a relationship with a student starts out poorly, how confident are you that you can improve that relationship later in the year?	Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How much can you do to cultivate a positive relationship with students who are not performing well?	Almost nothing	A little bit	A moderate amount	Quite a bit	A great deal
How confident are you that you can build positive relationships with students who come from different backgrounds than you?	Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident

Educating All Students – Supplemental

Tutor perceptions of their readiness to address issues of diversity.

Item	Responses				
How easy do you find interacting with students who are from different cultural backgrounds than your own?	Not easy at all	Slightly easy	Somewhat easy	Quite easy	Extremely easy
How comfortable would you be incorporating new material about people from different backgrounds into your instruction?	Not comfortable at all	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable
How knowledgeable are you regarding where to find resources for working with students who have unique learning needs?	Not knowledgeable at all	Slightly knowledgeable	Somewhat knowledgeable	Quite knowledgeable	Extremely knowledgeable
In response to events that might be occurring in the world, how comfortable would you be having conversations about race with your students?	Not comfortable at all	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable
When a diversity-related issue arises in class, how easily can you think of strategies to address the situation?	Not easily at all	Slightly easily	Somewhat easily	Quite easily	Extremely easily

PROFESSIONAL EXPERIENCE

Work Climate – Recommended

Tutor perceptions of their working environment and support.

Item	Responses				
To what extent do you feel like a respected member of the community?	Not at all	A little bit	Somewhat	Quite a bit	Completely
Overall, how positive is your working environment?	Not positive at all	Slightly positive	Somewhat positive	Quite positive	Extremely positive
To what extent do you receive the support you need to be a successful tutor?	Almost no support	A little bit of support	Some support	Quite a bit of support	A tremendous amount of support
How often do you have to spend time outside of working hours preparing for tutoring sessions?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How likely is it that you will continue tutoring after this semester?	Not likely at all	Slightly likely	Somewhat likely	Quite likely	Extremely likely
To what extent has your experience as a tutor made you want to pursue a career in education?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount