

The Tutoring Center
Narrative for Assessment Report
Michael Morsches, Coordinator of the Tutoring Center

Introduction:

The overarching 2006-2007 goals for the Tutoring Center that impacted the center's assessment and outcome goals were:

- To provide students assistance in basic computer skills and create tutorial sessions and materials designed to assist student with basic computer programs
- To establish tutoring center operation hours based on the needs and flow pattern of students
- To establish a college Reading and Learning Association (CRLA) International Tutoring Certification program at CSU
- Institute weekly training sessions for tutors and center staff
- To develop supplemental tutoring and study materials for core courses
- To design a comprehensive Supplemental Instruction (SI) program for targeted first-year courses
- To create adaptive strategies that would be effective for students with disabilities, particularly in mathematics and science

For the F05/S06 calendar year, there was no direct supervision of the tutors in the tutoring center, and no coordinated assessment plan. Therefore the first priority this year has been an analysis of the existing services, before we created an assessment plan for intended outcomes. This preliminary analysis was completed in December 2006, and we have created assessment goals for the Fall 2007 semester.

Preliminary Data:

During the Fall 2006 semester, 151 students came to the Tutoring Center for a total of 263 hours (an average of 1.75 hours per student). We tutored students in eight subjects – Biology, Chemistry, Computer Basics, Economics, French, Developmental Math, Physics, and Spanish. We adjusted our scheduling and subject offerings and saw a dramatic increase in the Spring 2007 semester (despite the fact that spring semesters are historically lower than fall semesters). In the Spring 2007 semester, we saw 100 students for 451 hours (an average of 4.5 hours per student). We tutored students in 11 subjects – Arabic, Biology, Computer Basics, Chemistry, French, Developmental Math, Physics, Religion, Sociology, Spanish, and Study Skills. This was accomplished, in large part, to the 25+ hours of tutor-training that focused on tutor/student relationships and study skills.

Assessment Plan (Fall 2007):

Given the increased and stabilized traffic through the Tutoring Center, we will be able to assess tutoring outcomes with more efficacy in the future. We plan to do an Analysis of Variance to determine if there is a significant difference between the hours spent in the lab and subsequent course grades (this can be done efficiently at this time as we have captured all of the students who came through the Tutoring Center in PeopleSoft and have created the appropriate queries). Additionally, we plan to continue to refine our evaluation form to capture student satisfaction in regards to the effectiveness of the tutoring sessions and the utility of the study strategies we now integrate into the sessions.

Program: <u>Tutoring Center</u>	Completed By: <u>Michael Morsches</u>
Department: <u>Comprehensive Learning Center</u>	Date: <u>5/9/07</u>

Goal 1: Create tutoring resources for basic computer assistance and adaptive strategies for students with disabilities

Outcomes	Research Methods	Findings	Review	Actions
A. Students will demonstrate improvement in using select computer programs and completing tasks that require technology.	CLC evaluation forms, tutoring logs, Peoplesoft queries (analysis of student course outcome and group comparisons)	Tutor and student feedback: The students adjusted rapidly to the various software applications with the aid of the tutors. Most of the students were then able to work independently with the programs after several visits.	The data was collected by our two graduate students who then discussed the findings with the Coordinator of Tutoring	Based on the needs expressed by students, we concentrated more resources on Excel and Powerpoint software.
B Students with disabilities will be able to benefit from tutoring through the use of extended and adaptive strategies.	Student grades and feedback from the Office of Disabilities. We tracked the student's satisfaction through the semester as well as their grades in the course	The students benefited from the adaptive, one-on-one sessions, and their grades improved steadily over the semester	We worked with the Office of Disabilities, who in turn, worked with the subject teachers	We purchased additional supplies, and worked with the Office of Disabilities to provide our tutors access and training in adaptive software



Goal 2: To create and integrate study skills components into the existing tutoring services				
Outcomes	Research Methods	Findings	Review	Actions
A Students will learn about discipline related study strategies while receiving tutoring	CLC evaluation forms, tutoring logs, Peoplesoft queries (analysis of student course outcome and group comparisons)	Most students appreciated the inclusion of study strategies into the sessions, witnessed by the fact that the average number of sessions per student doubled between Fall and Spring (1.75 hours in the lab to 4.5.)	The tutors shared their experiences during training sessions and weekly meetings.	We have worked to include at least one aspect of study skills into every tutoring session, and plan to network more closely with the Focus Center on referrals.
B. Students will create learning products during tutoring sessions	Tutors have collected examples of these products (i.e., charts, graphs, concept cards, etc.)	Students appreciated the concrete product, liked creating their own and asked less for tutor generated products.	The tutors shared these products during training sessions and weekly meetings.	We have shared these products in our meetings, and the tutors are planning to develop more resources related to their disciplines.



Goal 3: To understand the needs and flow of students coming into the Tutoring Center, and to adapt the tutoring schedule accordingly

Outcomes	Research Methods	Findings	Review	Actions
A. Students will have greater access to the tutoring center	We examined the sign-in sheets and queried students for their preferred times and subjects	We found that we had steady traffic throughout the week	The tutors discussed availability with the students, and we processed requests from dozens of students inquiring about our hours and subjects tutored (by telephone and web requests)	We adjusted the Spring 2007 schedule based on the feedback we received in the Fall 2006 semester
B. Students will utilize more resources in the tutoring center	We examined the sign-in sheets and queried students about which services they wanted and which subjects they needed assistance with	We found that students wanted more math tutoring, study skills and basic computer assistance.	We incorporated discussion sessions into our tutor training to process feedback and to track the changes we made to our schedule and offerings.	We maintained the changes we made, and average student visits have increased. We increased the tutoring availability in the late morning/early afternoon periods, and we increased our math tutoring. We also increased our offerings in Study Skills and Basic Computer Assistance