

Assessment Plan Report

Tutoring Services
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Introduction:

Tutoring Services has been at LCC for ten years and it was time for the “CHECK” piece of the Plan, Do, Check, Act formula we used a few years ago at LCC. I started with many very large goals and quickly learned that I needed to pare it down. I essentially had three projects that had been on the back burner for a long time. This assessment grant encouraged me, with the support, to actively complete them, or to come much closer to the completion of them.

1. What: *Assess student satisfaction of tutors.*

Method: a. Provided a survey for students to comment on their individual success.
b. Review the ACT and CCESE survey results.

Process: a. Supplied forms for students to find and fill out anonymously beside the check-in/out computer of Tutor Central.
b. Examined ACT survey given in '04 and CCESE administered in '05.

Results: a. Received ten new comments – all of them stating that the grades they thought they would have gotten would be much lower (many failing) than the actual grade received. (See attached for actual student comments.)

b. The ACT survey showed that 80% of the students who had used Tutoring Services were either very satisfied or satisfied and the CCESE showed that student usage, satisfaction and feeling of importance of tutoring *significantly* higher at LCC than at other colleges that had administered the survey.

Conclusions: Students are very satisfied with the assistance they receive from the tutors and feel engaged actively with others in the tutor centers. Students who use tutoring become more confident and comprehensive in the understanding of the course material introduced in their courses. Students are frequently motivated and encouraged to keep trying, thus they stay in school. This demonstrates to me that the selection and training of these tutors is successful and the environments created in the tutoring centers are supportive learning environments.

2. **What:** Initial Goal: *Evaluate the success of LCC students who use tutoring compared to those who do not* so I can co-create more effective tutoring services where needed. I quickly realized it was too large to complete during one term with the other projects I was working on.

Revised goal: *I focused it on a comparison of the students who participated in the pilot projects for non-credit Supplemental Instruction (SI) sessions offered in a Culinary class* winter term. This was with the intention of exploring the feasibility of a non-credit supplemental instruction session for Intro to Accounting BT165 during AY '06-'07.

Method: Received student success data from the culinary department for those students who had received tutoring and SI during winter term.

Surveyed Accounting and other business students (238) about ways they would access help including small group, on-line, phone, drop-in, appointment, etc.

Process/Challenges: Received completion data on the culinary students from the culinary program. This was easy because it was only one class of students.

Creating the survey for business was challenging. Collaborating with the Accounting instructors to design the questions, and creating the instrument was a new challenge for me. I am grateful for the help received from Sylvia in IRAP. See attached copy.

Results: The students in a culinary class who used tutoring and or the SI sessions passed the course with a similar average GPA than those who didn't attend sessions. The A students averaged 3.6 hours in tutoring. The B students averaged 1.5 hours and the C students averaged 1.78 hours.

Of the 238 Accounting/Business students surveyed 229 had used the tutoring available. 64% of the Accounting students surveyed said they would be interested in attending regular study groups, and other methods of assistance that we have yet to provide.

Conclusion: The students in the culinary class, who got tutoring, received similar grades as those who did not, even though half of the class was struggling enough during week 2 that the instructor sought out some intrusive tutoring for them.

There appears to be enough interest among the Accounting students to plan the implementation of the non-credit SI pilot for next year. Due to budget cuts we will be redesigning the way tutoring is done for business and accounting students.

Next step: I am still waiting on more comprehensive data from IRAP to examine the general success of students who use tutoring compared to those who do not. It is a much larger population to examine and I will continue on this path to assure that the verbal statements made by students are backed up by actual grades and completion rates. This will be looked at throughout next year and beyond.

3. What: *Create a competitive hiring process for tutors* and ensure that the coordinators in all the tutor centers have input into the process and understand our obligation to use it.

Methods: Collaborated with coordinators to create a new job description and a menu of interview questions. I distributed them to all coordinators. Worked with LynneMarie in Human Resources to assure we are in compliance with the formal job class and our competitive hiring techniques.

Process/Challenges: The budget reductions and the fact that tutors are timesheet employees made the whole process very difficult. LynneMarie was very helpful in helping me understand compliance issues and supporting me in the process.

Result: The job posting to collect a pool of tutors is on LCC HR website. We will collect applications all summer from which we will (hopefully) hire in the fall.

Conclusion: Some coordinators still have questions and it will be an ongoing process throughout next year until it becomes more practiced and part of our regular pattern.