Tutoring Assessment	
Spring 2017	
Program: Student Support Services: Tutoring	**06/26/2017**
Program Mission Statement: Student Support Services provides programming and support to promote retention and degree completion.	

Outcome 1	
Outcome	Students who access tutoring on a regular basis (3 or more times a semester) should show greater success in classes overall.
Methods of Assessment	1) Compare GPA of students who have not accessed tutoring regularly (-W's) : GPA students (-W's) accessing tutoring ≥3 per semester
Measures/Levels of Expectation	1) GPA of tutored students should be comparable or higher. Goal is for the GPA to be higher by .25 points or more each semester.
Assessment Results	1) On average, GPA of tutored students was .66 points higher than that of non-tutored students in this semester.
Use of Results for Program Improvement	The result for this semester exceeds the goals as set above.

Tutoring Assessment **Spring 2017**	
Program: Student Support Services: Tutoring	**Date Submitted: 06/26/2017**
Program Mission Statement: Student Support Services provides programming and support to promote retention and degree completion.	

Outcome 2 *(You need at a minimum one learning outcome)*

Outcome	Students who receive tutoring regularly will be more successful in the classes for which they are seeking tutoring than their classmates who do not seek tutoring.
Methods of Assessment	1) Class grade for students who have not accessed tutoring regularly (-W's) : Class grade for students (-W's) accessing tutoring ≥ 3 per semester for that class 2) % W's among students who have not accessed tutoring regularly in the course : % W's among students accessing tutoring $\geq$ 3 per semester in that course 3) % Failures among students who have not accessed tutoring regularly in the course : % Failures among students accessing tutoring ≥ 3 per semester in the course
Measures/Levels of Expectation	1) Average of class grades for students seeking tutoring regularly will be at least .25 points higher than the average of students enrolled in the class who have not accessed tutoring regularly. 2) Withdrawal rates for students who seek tutoring regularly should be lower than W rate for students who do not seek tutoring 3) Failure rates for students who seek tutoring regularly should be lower than F rate for students who do not seek tutoring .
Assessment Results	1) Average of class grades for students seeking tutoring regularly was .11 points higher than the average of students enrolled in the class who have not accessed tutoring regularly in this semester. This is less than the stated goal of .25 point increase in class grades. 2) Withdrawal rate for students who seek tutoring regularly was 17% lower than W rate for students who do not seek tutoring

	regularly in this semester.
	3) Failure rate for students who sought tutoring regularly was 2% higher than Failure rate for students who did not seek tutoring. This is a troubling statistic and will be examined in detail later.
Use of Results for Program Improvement	1) The result for this semester does not meet the goal as set above. This is a departure from the previous three semesters, when the goal was met or almost met. Looking at individual class data, there is not much to explain this departure. A couple of classes, (EN 112 and MT 85) had outlying results where tutored students' average grades were lower than those of non-tutored students, and other classes had very similar grade results. Looking at EN 112, most tutored students did well in the class with only one D and one F earned by tutored students. As mentioned in previous reports, we are in the process of reassessing our delivery of tutoring for students in EN 111 and EN 112, but the results of these changes will not be noted for a semester or two. 2) The result for this semester meets the goal of a lower W rate, and it is comparable to the rate of the previous semester. This semester student withdrawal rates were more moderate in all classes among tutored students, with the highest percentage of withdrawals (14% &18%) in MT 130 & MT 103respectively. 3) The result for this semester is troubling, as tutored students had a higher failure rate than non-tutored students. Problem areas this semester were in MT 85, where 50% of tutored students failed the course. In actual numbers, this is 2 students among the only 4 who sought tutoring help in the class this spring. As often happens in small student groups, the effect of just a couple of students seems to have a disproportionate effect on the overall statistics.

Tutoring Assessment	
Spring 2017	
Program: Student Support Services: Tutoring	**06/26/2017**
Program Mission Statement: Student Support Services provides programming and support to promote retention and degree completion.	
Outcome 3	
Outcome	Students who access tutoring should feel more confident and positive about their classes and learning and feel that they are receiving adequate help from caring, capable staff in a welcoming environment.
Methods of Assessment	1) **Student feedback on tutoring center assessments, done every semester in the tutoring center.**

	2) Usage of tutoring center by student body, especially numbers who return for multiple tutoring sessions.
Measures/Levels of Expectation	1) A) At least 80% of students will answer 4 -5 (out of 5) on a Likert Scale rating the tutoring center on Hours, Atmosphere, and resources available. B) At least 80% of students will answer 4 -5 (out of 5) on a Likert Scale rating tutors on Knowledge, friendliness, professionalism, and attitude. 2) A) At least 50% of students currently enrolled in traditional college programs will utilize the tutoring center. B) At least 50% of students who visit the tutoring center will return for 3 or more sessions with tutoring.
Assessment Results	1) A) For the Fall 2016 semester, 94% of student responses rated the tutoring center 4 or 5 on Hours, Atmosphere, and Resources. B) For the Fall 2016 semester, 97% of student responses rated tutors 4 or 5 on Knowledge, Friendliness, professionalism, and attitude. 2) A) This semester, 118 students visited the tutoring center for a total of 721 tutoring interactions. This equals 29% of student population, 405 in this semester, according to data provided by spring statistics summary. B) This semester, 56 students visiting the tutoring center returned for 3 or more sessions with tutoring, for a total of 416 tutoring interactions. This equals 47% of students who visited the tutoring center and falls below our goal for students returning for multiple sessions with tutors.
Use of Results for Program Improvement	1) A) The result for this semester exceeds the goals as set above. B) The result for this semester exceeds the goals as set above. 2) A) The goal of 50% may be unrealistic and will be reassessed for the Fall 2017 semester, in light of the data collected over the last 4 semesters. We will attempt an increase in use and traffic that is realistic in light of use in earlier semestesrs. B) The fact that students surveyed were very satisfied with tutoring, yet many students did not return for more than two visits, could indicate several things. Perhaps the student sample we surveyed is not diverse and random enough to provide quality data. Additionally, some students may be mandated to attend tutoring for a couple of assignments, but not feel a need for tutoring on a weekly basis. In order to collect data more effectively, the following changes will be implemented beginning in the Fall of 2017. • Newly designed surveys will attempt to ascertain student motivation for seeking tutoring

	- Follow up surveys will be sent via email or other means to students who attend tutoring once or twice but do not return to tutoring again - Online and physical suggestion boxes will be provided for students to give input and ideas anonymously at any time during the semester. Results and newly determined data points for these items will be included in later assessment documents.
Action Items:	Outcome 1) Continue to train tutors as mentors who will provide help with study skills and time management, as well as individual assignment assistance. Outcome 2) - Reassess our data collection and consider the inclusion of GTC students, where failure and withdrawal rates are high due to factors beyond our control - Work with English faculty to improve delivery of tutoring to EN 111 and EN 112 students, including examining group tutorials, SI, and other models that may be more helpful for students. Outcome 3) - Schedule and execute regular data collection in the form of satisfaction surveys in the tutoring center. - Design surveys that may give more information about students who do not return to the tutoring center after one visit. - Create a suggestion box, in the center and online, to get input from students who may have concerns they don't express to tutoring center staff directly.