ASSESSMENT PLAN – AY17-18

Program: Student Support Services: Tutoring	**Revised 06/29/2017**

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 students who do not access 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. * Note on data collection: For the purposes of this data, we will only look at students who are traditional and enrolled in the general college programs. Non-traditional, certificate (CNA/ PN) and GTC foundations students will be removed from this data. In the case of students in the Success First program, GPA will be calculated using their pre-college level classes and credits.
Assessment Results	
Use of Results for Program Improvement	If student GPA's are not showing positive improvement as a result of tutoring, we need to reassess tutoring strategies. Tutors should be communicating methods for study and organization to students that will impact their overall performance in school. Tutor training in the areas of peer mentoring and study skills training will need to be undertaken to improve GPA's across the board.

ASSESSMENT PLAN TEMPLATE – AY17-18	
Program: Student Support Services: Tutoring	**Revised 06/29/2017**

Program Mission Statement:
Student Support Services provides programming and support to promote retention and degree completion.

Outcome 2	
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 do not access tutoring regularly (-W's): Class grade for students (-W's) accessing tutoring ≥ 3 per semester for that class 2) % W's among students in the course who do not access tutoring regularly: % W's among students in the course accessing tutoring ≥ 3 per semester in that course 3) % Failures among students in the course who do not access tutoring regularly: % Failures among students accessing tutoring ≥ 3 per semester in the course * Note on data collection: For the purposes of this data, we will only look at students who are traditional and enrolled in the general college programs. Non-traditional, certificate (CNA/ PN) and GTC foundations students will be removed from this data. In the case of students in the Success First program, GPA will be calculated using their pre-college level classes and credits.
Measures/Levels of Expectation	1) Average of class grades for students seeking tutoring regularly will be at least .25 points higher than the average students enrolled in the class who do not access tutoring regularly. 2) Withdrawal rates for students who seek tutoring regularly should be at least 10% lower than W rate for students who do not seek tutoring 3) Failure rates for students who seek tutoring regularly should be at least 10% lower than F rate for students who do not seek tutoring
Assessment Results	
Use of Results for Program Improvement	If average student grades are not higher for students seeking tutoring, we need to reassess the tutoring assistance they are receiving, including tutor skills and training.

<table>
<tr><td colspan="2" align="center">**ASSESSMENT PLAN TEMPLATE – AY17-18**</td></tr>
<tr><td>**Program: Student Support Services: Tutoring**</td><td>**Revised 06/29/2017**</td></tr>
<tr><td colspan="2">**Program Mission Statement:**
Student Support Services provides programming and support to promote retention and degree completion.</td></tr>
<tr><td colspan="2">**Outcome 3**</td></tr>
<tr><td>**Outcome**</td><td>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.</td></tr>
<tr><td>**Methods of Assessment**</td><td>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.**</td></tr>
<tr><td>**Measures/Levels of Expectation**</td><td>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. (Satisfaction surveys are anonymous and will be counted for any tutoring center attendee, regardless of program enrollment.)

   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. (Satisfaction surveys are anonymous and will be counted for any tutoring center attendee, regardless of program enrollment.)

2)

   A)   At least 50% of students currently enrolled in traditional college programs will utilize the tutoring center. (Enrollment will be calculated by using 20th day statistics and subtracting the number of certificate students (PN) and GTC foundations students. Students using tutoring who are enrolled in PN or GTC foundations will not be counted in the tutoring numbers.)

   B)   At least 30% of students who visit the tutoring center will return for 2 or more sessions with tutoring. (Students using tutoring who are enrolled in PN or GTC foundations will not be counted in the tutoring numbers.)

   C)   Students who attend the tutoring center once or twice will be surveyed separately in an attempt to find ways to better engage and serve these students and encourage repeat attendance where appropriate.</td></tr>
<tr><td>**Assessment Results**</td><td></td></tr>
<tr><td>**Use of Results for Program Improvement**</td><td>If student satisfaction is below our expectations, then student suggestions need to be addressed and better training and supervision of tutors is indicated.</td></tr>
</table>