Tutoring Center:

• Program Review Non-instructional Cycle F 2015 Tutoring Center

SI Section Templates: PR Section 1.0, PR Section 4.1 - 4.2, PR Section 4.3 - 4.6, PR Section 6.0 SAP w/o Resource Requests

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Sorted by: Program

Tutoring Center

PR Section 1.0

Program Review Non-instructional Cycle F 2015 Tutoring Center

1.0

Mission, Vision, Core Values and College Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the Mission, Vision, Core Values and College Goals. Summarize how your program supports each area.

Mission: The Tutoring Center's mission is to assist students of all ages, abilities, and ethnicities in successfully completing their coursework and improving their learning skills.

This endeavor is accomplished through peer tutoring and expert tutoring. Tutors share their knowledge of the subjects with students, explaining difficult concepts, steps and methods, giving examples and being a sounding board to illuminate problems

Vision:

Core Values:

- Building skills that promote independent learners with an interest in lifelong learning,
- Student-centered learning
- Increasing critical thinking skills and applying information to new situations and setting,
- Developing effective study skills based on tutor's role-modeling skills
- Developing an environment of collaboration
- Promoting access and effective use of the tutoring services on campus.

Fullerton College Goals
Goal 1: Fullerton College will promote student success.
The Tutoring Center will support Goal 1 by:

• providing an academic, professional and friendly setting for students to work and receive tutoring for most subjects
- providing opportunities for student tutors to receive tutor training, and
- providing opportunities for student tutors to receive experience in tutoring.

Goal 2: Fullerton College will reduce the achievement gap.
The Tutoring Center will support Goal 2 by:

• informing students about helpful resources available on campus and other areas in the Academic Support Center, including the Writing and Skills Centers, and

- improving student success in coursework and increasing students' transferability.

PR Section 4.1 - 4.2

Program Review Non-instructional Cycle F 2015 Tutoring Center

4.1 - 4.2

4.1 List your SAO/SLOs and complete the expandable table below.

	Service Area Outcomes (SAO) / Student Learning Outcomes (SLO)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	A greater percentage of students will use the Tutoring Center's services.	Fall 2012, Spring 2013, Fall 2013, Spring 2014 Fall 2014, Spring 2015	Spring 2013, Fall 2013, Spring 2014 Fall 2014, Spring 2015	Spring 2013, Fall 2013, Spring 2014 Fall 2014, Spring 2015	3
2.	Upon successful completion of Humanities NO1F and Math NO1F Supervised Tutoring, students will be able to identify available resources and assistance that address the areas in need of improvement.	Spring 2015	Fall 2015	Spring 2015	1
3.	Upon successful completion of Humanities N01F and Math N01F Supervised Tutoring, students will	Spring 2013	Fall 2013	Spring 2014	1

	be able to report progress in selected areas of individualized units of study.				

4.2 Assessment: Complete the expandable table below.

Service Area Outcomes Assessment for the Student Services Division of Fullerton College			
Intended Outcomes	**Means of Assessment & Criteria for Success**	**Summary of Data Collected**	**Use of Results**
1. A greater percentage of students will use the Tutoring Center's services.	Tutoring Center users (academic year) / total Fullerton College student body (academic year)	When comparing 2012-13 to 2014-15, the data show the total number of distinct users has decreased by 3%, the total number of hours has decreased by 3%, and the total number of visits has decreased by 1%.	Evaluation and possible modification of Tutoring Center programs and promotion efforts
As a result of using the Tutoring Center's services, students will increase retention, success, and persistence in their courses.	Measured by tutor observations, coordinator observations, tutee reports, surveys, quantitative reports from the Office of Institutional Research	• Students report greater knowledge of resources available to them at the end of the semester than at the beginning. • Students who use the Tutoring Center show a greater rate of retention, success, and persistence than students who do not use the center.	Data is used to increase staffing, adjust hours of operation, schedule activities in the center, and enhance communication to students.

Student Learning Outcomes Assessment for the Student Services Division of Fullerton College			
Intended Outcomes	**Means of Assessment & Criteria for Success**	**Summary of Data Collected**	**Use of Results**

1. Upon successful completion of Humanities NO1 F and Math NO1 F Supervised Tutoring, students will be able to identify available resources and assistance that address the areas in need of improvement.	Measured by staff observations, supervisor observations, and surveys	Spring 2015	Data is used to adjust staffing, add additional tutors based on tutoring subjects requested, and upgrade technology.
1. Upon successful completion of N01F Supervised Tutoring, students will be able to report progress in selected areas of individualized units of study.	Measured by tutor observations, coordinator observations, and tutee reports	Spring 2015	Evaluation and possible modification of Tutoring Center practices

PR Section 4.3 - 4.6

Program Review Non-instructional Cycle F 2015 Tutoring Center

4.3 - 4.6

4.3 How has assessment of program SAOs led to improvements in services provided to students by this program?

Assessment of the Tutoring Center SAO has led to enhancement of the program components, hours of operation, increase in staffing, and utilization of space.

4.4 How has assessment of SLOs led to improvements in student learning and achievement?

Assessment of the Tutoring Center SLOs has led to Tutoring Center training and meetings to continually be revised to incorporate new strategies to help students become independent learners. Tutors were trained in growth mindset, habits of mind, and to focus on the six factors identified by the RP Group in Student Support (re)Defined. By assessing if students are able to identify available resources and assistance, the Tutoring Center staff is able to follow up with students who need additional support in order to be successful students.

4.5 What challenges remain to make your program SAOs/SLOs more effective?

- Support from the Office of Institutional Research is necessary to assess SAOs and SLOs

- As the number of students using the resources in the Tutoring Center increase, the amount of space and funding needed to support these programs must also increase.
  - Increased usage increases the need of a permanent clerical assistance,
  - Increased usage without an increase of funding for additional staffing has led to

decreased individualized student assistance.

4.6 Describe how the program's SAOs/SLOs are linked to the college's goals.
(*See http://programreview.fullcoll.edu/*)

The Tutoring Center provides trained tutors, computers with academic software, and space for students to work on course material. The physical resources and personnel are all provided in order to promote student success. Students who utilize the tutoring services have higher rates of retention and success (charts section 2.5) so by increasing the number of students using the Tutoring Center we will work to support college Goal 1, objective 1, 2, and 6.

The Tutoring Center employs a diverse population of tutors in order to help create a welcoming environment for all students. In order to meet the college's goal of reducing the achievement gap (Goal 2, objective 2, 3, and 4), the Tutoring Center provides tutors for two programs that specifically work to address the needs of African-American and Hispanic students: Incite and the Student Diversity Success Initiative (SDSI).

The Tutoring Center also provides support for programs which directly impact the campus's strategic plan: ESL Specialist Tutors, Cosmetology Study Hour, Foreign Language, and VRC tutoring (Goal 1, objective 1, 2, and 3; Goal 2, objective 1).

4.7 Describe how the program's SAOs/SLOs support the achievement of the institution level SLOs.

Fullerton College Institution Level SLO	Tutoring Center SLO
Communication: Students will be able to apply the principles of language and rational thought to communicate effectively	As a result of regularly using individualized tutoring sessions in the Tutoring Center, students will increase success in the courses for which they receive tutoring.
Critical Thinking and Information Competency: Students will be able to think critically by analyzing data in addressing and evaluating problems and issues in making decisions	Upon successful completion of Humanities N01F and Math N01 F Supervised Tutoring, students will be able to identify available programs and assistance that address the areas in need of improvement
Global Awareness: Students will be able to demonstrate an understanding of the world	__
Personal Responsibility and Professional Development: Students will be able to demonstrate self-awareness, social and physical wellness, and workplace skills	Upon successful completion of Humanities N01F and Math N01 F Supervised Tutoring, students will be able to report progress in selected areas of individualized units of study.

4.8 A. What methods are used to assess the program's success in serving the student population that interacts with your program?

Evaluation of Program
The Tutoring Center employs several different methods to evaluate the success of its program. All students who use the Tutoring Center scan in and out of the center using their campus ID cards. Like other units of the Academic Support Center, TimeKeeper software tracks student hours, student sessions, and distinct users of the Tutoring Center. This software

also tracks the courses in which students seek help.

ESL Session Survey: Students working with an ESL Specialist tutor were asked to give feedback after each session. However, few students completed the surveys.

ESL Specialist End of Session Survey 2014

I was able to get help on the topic I wanted.
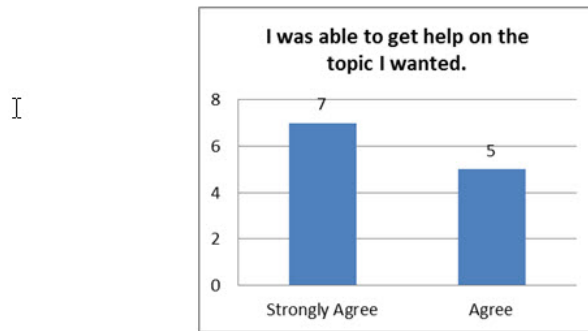
Besides these methods of evaluation, the Tutoring Center frequently requests data from the Office of Institutional Research to validate the success of students who use the Tutoring Center services. See section 2.5 above.

Effectiveness of the Program

The need for the services that the Tutoring Center offers is supported by the data that show an increase in the number of distinct users, hours, and visits at the Tutoring Center. Students continue to seek assistance voluntarily although a few disciplines require Tutoring Center visits. Demand is demonstrated in the number of students who seek assistance and the number of hours students are tutored.

The data below also indicate that the Tutoring Center is highly effective in helping to increase student completion, success, and persistence.

Demographics for Tutoring Center Students and Students Not Attending the Tutoring Center
Fall 2012-Spring 2015

Demographics	Tutoring Center					
Fall 2012	*Spring 2013*	*Fall 2013*	*Spring 2014*	*Fall 2014*	*Spring 2015*	
Male	46%	46%	48%	49%	44%	42%
Female	52%	53%	51%	50%	55%	56%
Unknown/No Response	2%	2%	1%	1%	1%	2%
American Indian/	0%	1%	1%	1%	1%	0%

Alaskan Native						
Asian/ Pacific Islander	22%	24%	22%	22%	19%	19%
Black Non-Hispanic	7%	7%	7%	5%	5%	5%
Hispanic	49%	49%	52%	52%	57%	57%
White Non-Hispanic	20%	18%	16%	18%	17%	17%
Other	0%	0%	0%	0%	0%	0%
Unknown/ No Response	2%	2%	1%	2%	2%	1%

Demographics	No Tutoring Center					
Fall 2012	*Spring 2013*	*Fall 2013*	*Spring 2014*	*Fall 2014*	*Spring 2015*	
Male	49%	48%	48%	48%	48%	48%
Female	50%	50%	50%	50%	50%	50%
Unknown/No Response	2%	2%	2%	1%	2%	2%
American Indian/ Alaskan Native	1%	1%	1%	1%	1%	1%
Asian/ Pacific Islander	17%	17%	17%	16%	17%	17%
Black Non-Hispanic	4%	4%	4%	4%	4%	4%
Hispanic	49%	50%	51%	53%	53%	54%
White Non-	28%	26%	26%	25%	24%	24%

Hispanic						
Other	0%	0%	0%	0%	0%	0%
Unknown/ No Response	2%	2%	2%	2%	2%	1%

Enrollment, Course Completion and Success Rates for Tutoring Center Participants*
Fall 2012-Spring 2015

Group	Enrollments	Completion Rate	Success Rate
Used Tutoring Center	10211	88%	76%
Did Not Use Tutoring Center	135321	81%	64%
Total	**145532**	**81%**	**65%**

The data above indicate that students see higher rates of completion and success when using the Tutoring Center. Please see the following sections for disaggregated data in these areas.

Enrollment, Course Completion and Success Rates by Term
All Students

Term	Tutoring Center			No Tutoring Center			
Enrollments	*Completion Rate*	*Success Rate*	*Enrollments*	*Completion Rate*	*Success Rate*	
Fall 2012	1791	90%	76%	19128	82%	65%	
Spring 2013	1728	88%	75%	21915	81%	65%	
Fall 2013	1638	88%	75%	23159	81%	63%	
Spring 2014	1529	87%	77%	24002	80%	63%	
Fall 2014	1731	87%	75%	23807	80%	63%	
Spring 2015	1794	87%	75%	23310	80%	64%	
Total	**10211**	**88%**	**76%**	**135321**	**81%**	**64%**	

The above data from the Office of Institutional Research indicate a positive difference in both completion and success rates when comparing students who used the Tutoring Center and students who did not during the past three academic years. Students who used the Tutoring Center had a 7% higher completion rate and a 12% higher success rate than those who did not. Thus, the Tutoring Center is doing an effective job of helping students complete their coursework and succeed.

Enrollment, Course Completion and Success Rates by Term
First Time Freshman

Term	Tutoring Center			No Tutoring Center		
Enrollments	*Completion Rate*	*Success Rate*	*Enrollments*	*Completion Rate*	*Success Rate*	
Fall 2012	332	92%	76%	3171	86%	64%
Spring 2013	70	89%	73%	1067	79%	53%
Fall 2013	254	92%	78%	3603	83%	59%
Spring 2014	58	88%	77%	1034	73%	45%
Fall 2014	245	90%	72%	3427	81%	57%
Spring 2015	329	88%	74%	3571	80%	58%
Total	**1288**	**90%**	**75%**	**15873**	**81%**	**58%**

* 582 students listed on the Tutoring Center rosters did not have any Academic History for the term they were a participant and as such they are not included in any of the tables or figures in this report.

The above data shows an increase in the rates of completion and success when comparing students who do not use the Tutoring Center with those who do. Students who used the Tutoring Center had a 9% higher completion rate and a 17% higher success rate that those who did not.

Enrollment, Course Completion and Success Rates by Term
Basic Skills Courses: English, ESL, and Math

Term	Tutoring Center			No Tutoring Center		
Enrollments	*Completion Rate*	*Success Rate*	*Enrollments*	*Completion Rate*	*Success Rate*	
Fall 2012	100	51%	40%	1416	61%	45%
Spring 2013	118	72%	54%	1317	63%	44%

Fall 2013	101	58%	46%	1783	61%	43%
Spring 2014	70	57%	44%	1789	58%	39%
Fall 2014	109	48%	35%	1715	58%	41%
Spring 2015	101	51%	38%	1580	57%	39%
Total	**599**	**56%**	**43%**	**9600**	**60%**	**42%**

The data above indicate that students enrolled in basic skills English, ESL, and Math see a 4% lower rate of completion and a 1% higher rate of success when using the Tutoring Center.

Persistence Rates for Tutoring Center Participants Enrolled in Basic Skills Courses
Enrolled in at least one Basic Skills course during the primary term and at least one course
(Basic Skills or other) during the subsequent term

Term	**Tutoring Center During Primary Term**		**No Tutoring Center During Primary Term**	
Enrollments in Primary Term	*Percent Enrolled in Subsequent Term*	*Enrollments in Primary Term*	*Percent Enrolled in Subsequent Term*	
Fall 2012-Spring 2013	100	86%	1416	78%
Spring 2013-Fall 2013	118	83%	1317	68%
Fall 2013-Spring 2014	101	92%	1783	76%
Spring 2014-Fall 2014	70	71%	1789	61%
Fall 2014-Spring 2015	109	87%	1715	74%

However, the data above show that students enrolled in basic skills English, ESL, and Math see higher rates of persistence during the same period.

Enrollment, Course Completion and Success Rates by Race/Ethnicity for All Students
All Students, Fall 2012-Spring 2015

Demographics	Tutoring Center			No Tutoring Center		
Enrollment	*Completion*	*Success*	*Enrollment*	*Completion*	*Success*	
American Indian/ Alaskan Native	50	88%	80%	1076	80%	65%
Asian/ Pacific Islander	2173	90%	81%	22628	82%	69%
Black Non-Hispanic	616	86%	66%	5150	75%	51%
Hispanic	5376	87%	73%	69794	80%	61%
White Non-Hispanic	1785	89%	79%	34129	83%	69%
Other	25	88%	72%	179	83%	71%
Unknown/ No Response	185	84%	75%	2333	78%	61%

The disaggregated data above indicate a dramatic difference in both completion and success rates when comparing students who used the Tutoring Center and students who did not during the past three academic years. Black Non-Hispanics show the highest rates—those who used the Tutoring Center had an 11% higher completion rate and a 15% higher success rate than students who did not use the center.

Enrollment, Course Completion and Success Rates by Race/Ethnicity for First Time Students

First-Time Students, Fall 2012-Spring 2015

Demographics	Tutoring Center			No Tutoring Center		
Enrollment	*Completion*	*Success*	*Enrollment*	*Completion*	*Success*	
American Indian/ Alaskan Native	3	87%	73%	116	82%	61%
Asian/ Pacific	228	93%	82%	2206	85%	68%

Islander						
Black Non-Hispanic	124	89%	66%	868	70%	36%
Hispanic	724	89%	73%	9030	82%	57%
White Non-Hispanic	195	92%	80%	3266	84%	65%
Other	0	--	--	15	96%	74%
Unknown/ No Response	14	97%	92%	370	59%	21%

The disaggregated data above indicate a substantial difference in both completion and success rates when comparing first time students who used the Tutoring Center and students who did not during the past three academic years. Once again, Black Non-Hispanics show the highest rates—those who used the Tutoring Center had a 19% higher completion rate and a 30% higher success rate than students who did not use the center.

Persistence Rates for Tutoring Center Participants
Enrolled in at least one course during the primary term and at least one course during the subsequent term

Term	**Tutoring Center During Primary Term**		**No Tutoring Center During Primary Term**	
Enrollments in Primary Term	*Percent Enrolled in Subsequent Term*	*Enrollments in Primary Term*	*Percent Enrolled in Subsequent Term*	
Fall 2012-Spring 2013	1791	92%	19128	76%
Spring 2013-Fall 2013	1728	74%	21915	62%
Fall 2013-Spring 2014	1638	87%	23159	73%
Spring 2014-Fall 2014	1529	74%	24002	60%
Fall 2014-Spring 2015	1731	87%	23807	71%

Furthermore, the data also indicate a significant increase in persistence when comparing students who do not use the Tutoring Center with those who do. During fall 2012 to spring 2015, students who used the Tutoring Center were, on average, 14.4% more likely to enroll in a course at Fullerton College during the subsequent term, when compared to students who did not use the Tutoring Center.

> B. What do the results of the above methods of assessment indicate about the effectiveness of the program?

The results of the above methods of assessment indicate that the Tutoring Center continues to increase the number students it serves. This is evident in the number of users, hours, and visits recorded. Moreover, the number of male compared to female students utilizing the services in the center is relatively close in number. The data also indicates that students see higher rates of completion and success when using the center. Black Non-Hispanic students who used the Tutoring Center had an 11% higher completion rate and a 15% higher success rate than students who did not use the center. Hispanic students had a 7% higher completion rate and a 12% higher success rate than students who did not use the center. Thus, the Tutoring Center is helping close the achievement gap in the rates of completion and success. Moreover, 100% of all students who use ESL Specialized Tutoring and completed the ESL Tutoring Feedback Form indicated they "Strongly Agree" or "Agree" that they received help with the topic they wanted to focus on. Finally, trends indicate that the number of students utilizing the resources offered in the Tutoring Center continues to increase; therefore, it is evident that additional space is an immediate topic to address.

> C. How were the assessment results used to make improvements to services provided by this program? Please provide examples.

Based on the results of these analyses, the Tutoring Center has increased staffing, modified operating hours, tailored tutoring activities to student needs, created innovative collaborative projects, reached out to campus programs with categorical funds, and developed and/or enhanced programs.

PR Section 6.0 SAP w/o Resource Requests

Program Review Non-instructional Cycle F 2015 Tutoring Center

Action Plans

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1	
Strategic Action Plan Name: (formerly called short-term goal)	Organize Tutoring Center to be more responsive to campus tutoring needs, in proportion to courses taught by discipline. Improve serving students in a timely manner at all points of service (check-in, appointment scheduling, phone support, etc.), thereby increasing the number of students served in the center.
List College goal/objective the plan meets:	College Goal #1: Increase student success Objective #1: Address the needs of under-prepared students Objective #2: Increase course retention and success Objective #6: Increase the persistence rate of students

	College Goal #2: Reduce the achievement gap Objective #2: Increase success rate of Hispanic and African-American students by at least 2% Objective #3: Increase success rate of Hispanic and African-American students by at least 2% Objective #4: Increase persistence rate of Hispanic and African-American students by at least 2%
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Hire a full-time ten-month clerical assistant.
What *Measurable Outcome* is anticipated for this SAP?	Greater correspondence between courses taught by discipline and allocation of tutors and tutoring hours. Greater efficiency in checking-in students, making appointments, answering phone calls, and compiling statistical reports
What specific aspects of this SAP can be accomplished without additional financial resources?	None

STRATEGIC ACTION PLAN # 2	
Strategic Action Plan Name: (formerly called short-term goal)	Further prepare student and professional tutors to engage tutoring activities interactively in order to promote student motivation and develop self-efficacy.
List College goal/objective the plan meets:	College Goal #1: Increase student success Objective #1: Address the needs of under-prepared students Objective #2: Increase course retention and success Objective #6: Increase the persistence rate of students College Goal #2: Reduce the achievement gap Objective #2: Increase success rate of Hispanic and African-American students by at least 2% Objective #3: Increase success rate of Hispanic and African-American students by at least 2% Objective #4: Increase persistence rate of Hispanic and African-American students by at least 2%
Briefly describe the	Facilitated and organized by Tutoring Center Coordinator. 10 trainings

SAP, including title of person(s) responsible and timeframe, in 150 words or less.	per semester that meet guidelines and principles of CRLA Certification.	
What *Measurable Outcome* is anticipated for this SAP?	Increase in number of tutors achieving CRLA Certification	
What specific aspects of this SAP can be accomplished without additional financial resources?	Every aspect	

STRATEGIC ACTION PLAN # 3

Strategic Action Plan Name: (formerly called short-term goal)	Online tutoring in math and English courses.
List College goal/objective the plan meets:	College Goal #1: Increase student success Objective #1: Address the needs of under-prepared students Objective #2: Increase course retention and success Objective #6: Increase the persistence rate of students College Goal #2: Reduce the achievement gap Objective #2: Increase success rate of Hispanic and African-American students by at least 2% Objective #3: Increase success rate of Hispanic and African-American students by at least 2% Objective #4: Increase persistence rate of Hispanic and African-American students by at least 2%
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The Academic Support Center – Tutoring Center will evaluate the effectiveness of online tutoring in math and English courses. Dean, LLRISPS, Tutoring Center Coordinator, Math faculty, English faculty
What *Measurable Outcome* is	Increase retention and success rates of students who use online tutoring.

anticipated for this SAP?	
What specific aspects of this SAP can be accomplished without additional financial resources?	None

STRATEGIC ACTION PLAN # 4

Strategic Action Plan Name: (formerly called short-term goal)	Tablet loan project
List College goal/objective the plan meets:	College Goal #1: Increase student success Objective #1: Address the needs of under-prepared students Objective #2: Increase course retention and success Objective #6: Increase the persistence rate of students College Goal #2: Reduce the achievement gap Objective #2: Increase success rate of Hispanic and African-American students by at least 2% Objective #3: Increase success rate of Hispanic and African-American students by at least 2% Objective #4: Increase persistence rate of Hispanic and African-American students by at least 2%
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Pilot a tablet loan program to provide, no more than 30 higher need low-income students, access to digital textbooks. Students may also apply for funds, up to $200 per student, to purchase online textbooks.
What *Measurable Outcome* is anticipated for this SAP?	Increase student retention, success, and persistence
What specific aspects of this SAP can be accomplished without additional financial resources?	None

STRATEGIC ACTION PLAN # 5	
Strategic Action Plan Name: (formerly called short-term goal)	Embedded Tutoring for Foreign Language Classes Pilot
List College goal/objective the plan meets:	College Goal #1: Increase student success Objective #2: Increase course retention and success Objective #6: Increase the persistence rate of students
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Provide Embedded Tutoring for Foreign Language Classes; specifically, Spanish, French, Chinese, German, and Japanese. Embedded Tutors aid faculty in reaching students who have academic challenges as well students who excel by providing them with enriching activities inside and out of the classroom, such as workshops, individualized and group tutoring. Responsible persons are Dean of LLRISPS and Director of ASC. Projected timeframe is fall 16.
What *Measurable Outcome* is anticipated for this SAP?	An increase in the number of students utilizing the Tutoring Center services and an increase in the performance of those students in their Foreign Language courses. Increase a stronger rapport between not only the instructor and the tutor but also between the tutor and the students in the class.
What specific aspects of this SAP can be accomplished without additional financial resources?	None