Department Annual Report & Program Review

2012-2013

Academic Tutorial Services

Document Prepared By:

Yumi Watanabe
Department Information

**Documentation**

**Names of programs within the Department**

**Academic Support Center** offers a variety of tutoring services. There are 6 subject-specific drop-in tutorial labs as well as more intensive appointment-based small group tutoring.

- **Drop-in Tutorial Labs**
  - Biology Learning Center
  - Business & Accounting Tutorial Lab
  - Calculus & Physical Science Tutorial Lab
  - Health Sciences Resource & Tutorial Lab
  - Language Arts Tutorial Lab
  - Mathematics Tutorial Lab

- **Appointment-Based Tutoring**
  - Group Tutoring for Developmental English and math courses.
  - Small Group Peer Tutoring for various courses (this program is undergoing re-design)

**Mission/Purpose Statement(s)- Department & Programs**

**Academic Support Center Mission:**

Empower students to become independent, life-long learners.

**Academic Support Center Goals:**

- Assist students to be successful with their coursework in line with classroom instruction.
- Engage students in their college experience by creating opportunities to interact with peers, faculty and staff based on individuals’ learning goals.
- Assist students to learn and apply the skills to become more independent learners.

The services ASC provides are an integral part of the mission of this college which states, “GRCC is an open access college that prepares individuals to attain their goals and contribute to the community.” Academic Support Center’s faculty and staff face the struggles and frustrations of our students in their classes on a daily basis. We exist to support all students who come to GRCC with the hope of achieving their life-long goals. We collaborate with academic departments, their faculty, and other services and support departments in order to provide access to our students’ educational opportunities as well as providing continuous support until they attain their academic goals.
Document the department history from the last eight years

Grand Rapids Community College has a long history of commitment to student success through tutoring and academic support. Academic Support tutoring services began in 1980. Over the last three decades, Academic Support programs have grown and adjusted to meet the needs of our changing student population. Today, our department provides various tutoring/academic support services within the structure described above. Here are the highlights of changes in the last eight years.

2006-2007
- Fall 2006 – we offered tutoring training in a workshop format for the first time. Online tutor training modules also began.

2007-2008
- Summer Bridge Program for Dev Ed Math began.
- BLC (Biology Learning Center) Awareness Week began in Fall 2007.
- Tutoring program began utilizing TutorTrac tracking system.
- Spring 2008 - the contract was ratified which accreted the lab coordinators into Faculty association.

2008-2009
- Language Arts Tutorial Lab became part of Academic Support Center.
- Summer Bridge Program for Dev Ed English began.
- English Group Tutoring began in January of 2009. (Math Group Tutoring has been established since 2004.)
- We began offering Online Tutoring on a limited basis.

2009-2010
- Structured Learning Assistance (SLA) was offered for Biology, Nursing, English, and Math.

2010-2011
- GRCC Tutoring Program was certified by College Reading & Learning Association (CRLA) at Level I.
- Math Fast Track program was launched.
- Off-site location tutoring (Lakeshore campus, etc) began.
- EN 240 which incorporates tutoring experience for the writing students was launched. This provided writing fellows for the Language Arts Tutorial Lab with no additional cost to the department. – Fall 2010
- Appointment-based tutoring began utilizing TutorTrac appointment system.
- Structured Learning Assistance (SLA) was converted to Integrated Tutorial Services (ITS).

2011-2012
- Nursing Jump Start Program began.
- Biology Workshops began (BI101, BI117, and BI121 to start. BI117 is no longer offered.)

2012-2013
- Collaboration with the College Success Center began. Fast Track Program were offered to Math, English, and Reading.
• At Fall 2012 Tutor Training, we began recognizing the tutors who earned the CRLA certification.
• The P.L.A.C.E. (Providing Learning Atmosphere through Coaching & Encouragement) opened, Fall 2012.
• Academic Support left School of Student Affairs and began reporting to the Dean of Student Success & Retention – Winter 2013

Program Student Learning Outcomes

1. Students will understand the expectations of the courses or the programs for which they seek assistance and develop their own academic goals.
2. Students will achieve their goals for the courses or the programs for which they seek assistance.
3. Students will have confidence and be self-sufficient to achieve their goals.

Document the program history from the last eight years or duration of program (for programs currently being offered)

Please see the department history section above.

Internal collaborations & partnerships

• Academic Departments
  – Tutorial Lab Coordinators are aware of trends and changes that occur in the disciplines they support. These academic departments include Nursing, Dental, Business, Biology, English, Language & Thought, Math, and Physical Sciences.
  – In addition to above departments, we are receiving requests for tutoring for Psychology, Political Science, History, Music, Culinary Arts, and Criminal Justice.

• Non-credit programs
  – We are receiving more requests from non-credit side of our college, especially for Medical Assisting program.

• Disability Support Services
  – We often collaborate with DSS to support the specific needs of our students with disabilities.

• Counseling & Advising
  – Students are often referred to us directly by their counselors or advisors. When we become aware of special needs of certain students, we do our best to meet these needs.

• Distance Learning & Instructional Technology
We work closely with DLIT on projects related to the Distance Learning College Action Project.

• College Success Center
  – We provide some of the interventions for the College Success Program. For example, our Language Arts Tutorial and Math Tutorial Labs developed the curriculum and delivered the content for Fast Track Program.

• Achieving the Dream initiatives
  – Math Tutorial Lab was part of the effort for the AtD math initiative.
  – EN 100 ITS coordinated by the Language Arts Lab is part of AtD English initiative.

• Academic Foundations Program and its faculty coordinators
  – Summer Bridge Program for EN 097 and MA 095-097.
  – Literacy Empowerment Project for RD.
  – The Lab Coordinators support for AFP faculty coordinators and their effort.

• Service Learning
  – EN240 Writing fellows work with SL.

• Honors Program
  – EN tutors and coordinator contribute to Honors Program and events

• Lakeshore and other off-site locations
  – We provide tutors for Lakeshore, M-Tec, and other locations.

• Alpha Beta Omega
  – We provide tutors for ABO.

• Athletic Department
  – We coordinator Student Athletes Study Tables and provide tutors.

• Wyoming Middle College
  – We provide a tutor for the Wyoming Middle College

• GED & ESL programs
  – We provide tutors for GED & ESL programs in Adult Education department.

• Turning Point Academy
  – We provide a tutor for Turning Point Academy

External collaborations and partnerships

• The external use/demand for students in health programs at GRCC is high in all areas (Nursing, Dental, OT, and RT). To meet these demands, many partnerships are formed with health facilities in the community to offer clinical education experiences for students. The Health Lab has specifically formed partnerships with
the greater Grand Rapids area health consortium for health education using simulation in order to enhance support of all students.

- Academic Support staff has met with KISD staff in order to discuss ways to help high school students make smooth transitions from high school to post-secondary education.
- The tutorial services provided in the Business & Accounting Tutorial Lab as well as Health Sciences Resource & Tutorial Lab are closely tied to accreditation of the programs these labs support. The Business Department is currently seeking ACBSP accreditation. The Nursing Department is accredited by NLNAC.
- Our services are closely tied to initiatives related to Achieving the Dream. Our services are part of the nation-wide effort in closing the achievement gap and improving completion rates of community college students.
- Our program is certified by College Reading & Learning Association. In order to adhere to the best practices of the field and provide the best support possible for our students, we are required to offer training that meets the standards set forth by CRLA.
- We also strive to meet the standards set forth by the relevant professional organizations such as National College Learning Center Association, Michigan Tutorial Association, Michigan Developmental Education Consortium, and other professional organizations related specifically to each of the disciplines we support.

**Evaluation Questions**

1. Is the purpose/mission statement for the department/program(s) current and relevant?

   We believe the purpose/mission statement for our department is both current and relevant. It certainly encapsulates our belief that the success of our students must carry them beyond their experience here at GRCC. We take our mission statement very seriously, and we have begun incorporating it more intentionally in our tutor training program in order to infuse our mission in all that we do.

2. Does the program design and structure reflect external standards and best practices? Please explain.

   GRCC Tutoring Program has been certified by College Reading & Learning Association (CRLA) since 2010. We strive to adhere to the standards and best practices of the field. Over this academic year, we have analyzed our operations more thoroughly. The following has become evident upon our analysis:

   1) The current appointment-based peer tutoring structure does not promote our department’s mission which states, “Empower students to become independent,
life-long learners.” We need to help our students acquire sufficient study skills by the time they are enrolled in more advanced courses.

2) We currently provide peer tutors for any student who requests them; as the demands have increased, the cost of providing peer tutors has become difficult to control.

3) Direct supervision of peer tutors by those who have adequate content and specific knowledge is needed in order to ensure the quality of tutoring provided by our tutors. The current structure does not allow for this type of supervision.

4) Attention is needed for courses which are required for degree completion, yet lack a subject-specific drop-in tutorial lab such as PS and PY courses.

5) Most AFP courses are not suited for the peer-tutoring format. (The needs of students in these courses demand more experience from tutors.) and as a result, we are in the process of redesigning appointment based peer tutoring program in order to improve the efficiency and quality of our overall tutoring program.

In order to address these issues, Academic Support is re-designing our appointment-based peer tutoring service. Here are some of changes we plan to implement effective Fall of 2013.

- We will evaluate and limit the courses for which we provide appointment-based peer tutoring in order to address #1 above.
- All students who seek tutoring will be asked to utilize drop-in tutorial labs before seeking the appointment-based tutoring option if the tutorial labs are available for the courses in which they seek tutoring. This is also an attempt to encourage them to become as independent as possible before providing them with more intensive tutoring.
- All tutors who assist in subjects that are also covered by drop-in tutorial labs will work in these tutorial labs in order to gain experience and be supervised by the faculty tutorial lab coordinators.
- We will provide drop-in tutorial hours led by professional tutors for PS 110 and PY 201. We plan to staff professional tutors with both the content and writing skills necessary to assist these students with critical writing skills in the content areas.

3. Do the Program Learning Outcomes reflect the demonstrable skills, knowledge, and attitudes expected of students by the end of the program? Are the Program Learning Outcomes clearly stated and measurable? Please explain.

We believe that our Program Learning Outcomes reflect the skills, knowledge and attitudes expected of students who receive our services. However, the measurability of our outcomes is very difficult to attain. In addition, while we believe the increased level
of confidence for our students is certainly something we need to strive for, we realize that it is difficult to take action based on the survey responses. We may need to choose a different outcome or we may need to consider other ways of measuring the outcomes.

4. Are all four of the ILOs and associated competencies integrated into the program? Do students have the opportunity to build the knowledge, skills, and attitudes associated with the ILOs throughout the program? Please explain.

Communication Skills – We expect the students to be able to communicate clearly what they are seeking assistance in. This includes the instructions they receive from their instructors on assignments or how they articulate what they are confused about. We assist them in this process by helping them diagnose their own difficulties with their course work.

Critical Thinking Skills – We expect the students to think through the problems on their own. We provide tutoring in such a way to empower our students by enabling them to think critically through their assignments. We also train our tutors with this in mind. We don’t simply give students the answers. We help them figure things out by leading them step by step in our tutoring sessions.

Social Responsibility Skills - This ILO is not addressed directly through our services. However, we emphasize the responsibilities as tutors when we hire and train them. We expect our tutors to be the role models for other students.

Personal Responsibility Skills – We emphasize the importance of helping our students become independent learners. Over the course of the semester or their time at GRCC, we help them to become more resourceful and be accountable for their own learning, studies and in turn for achieving their own goals.

5. Does the program prepare students for a constantly changing environment, and prepare students to expect and manage change? Please explain.

We deliver our service with awareness that we need to prepare our students for their next step in their academic career. We do so by being intentional in the way we deliver our service as well as the extent of service we provide for students based on the expected requisite skills and knowledge for various courses. We understand that the
support we provide for them must empower them instead of making them more dependent. We are aware the demands our students face today and we anticipate the demands they will face in the future in order to support them as effectively as possible.

Faculty & Staff

Documentation

Professional Development Activities

Jodie Boelens (Health Lab Coordinator)

- Conference related to the education of Associate Degree Nurses – Nov 2012
- Courses toward Masters degree – Fall 2012 & Winter 2013

Colleen Copus (Math Lab Coordinator)

- The Michigan Mathematical Association of Two-Year Colleges Conference – Oct 2012
- Courses toward Masters degree – Fall 2012 & Winter 2013

- The Engaging Leader – Jul 2012
- Building Accountability – Aug 2012
- AFP Learning Day – Feb 2013
- Leadership Through Developing, Empowering and Delegating – Mar 2013

Brian Daily (Business & Accounting Tutorial Lab Coordinator)

- WebAccessible Instruc Video – Fall 2012
- Online Hybrid Certification Course – Winter 2013

Holly Hoare (Biology Learning Center Coordinator)


- The Engaging Leader – Jul 2012
- Leadership Through Developing, Empowering and Delegating – Mar 2013
Kellie Roblin (Language Arts Tutorial Lab Coordinator)

External
- Certification to Teach English as a Foreign Language via Lingua (this was funded by IIPD grant) – Summer 2012
- Michigan College English Association Conference – Fall 2012
- Teachers as Writers Workshop, National Writing Project – Winter 2013

Internal
- English Rubric Training – Sep 2012
- AFP Learning Day – Feb 2013
- Leadership Through Developing, Empowering and Delegating – Mar 2013

Laurie Witczak (Academic Support ESP)

Internal
- Institute for Healing Racism – Oct 2012
- Business Writing for Employees – Oct 2012
- Boundaries In the Work Place – Mar 2013
- Happiness Habits – Mar 2013

Faculty & Staff Accomplishments/Awards

Jodie Boelens (Health Lab Coordinator)
- Was awarded IIPD grant to attend the conference on education of associate nursing degree in November 2012.

Colleen Copus (Math Lab Coordinator)
- Presented “Internet: Distraction or Resource” at the Michigan Mathematical Association of Two Year Colleges Conference – Monroe Community College – Oct 2012
- Presented on “Tutoring Services” at Adjunct Faculty Learning Day – Feb 2013

Brian Daily (Business & Accounting Tutorial Lab Coordinator)
- Completing the Online Hybrid Certification Course offered by DLIT.

Holly Hoare (Biology Learning Center Coordinator)
- Presented on “Tutoring Services” at Adjunct Faculty Learning Day – Feb 2013
- Serving as Michigan Community College Newsletter Editor

Kellie Roblin (Language Arts Tutorial Lab Coordinator)
- Presented “Improving the Survival Rate for Freshman Composition Students” at Michigan College English Association – Fall 2012
- Presented on “Tutoring Services” at Adjunct Faculty Learning Day – Feb 2013
Faculty Development for Upcoming Year

All staff in Academic Support would like to receive more specific training related to ADA compliance. In particular, we feel it is still vague as to what exactly needs to be done to make the learning resources via our Blackboard sites accessible to students with disabilities.

Colleen Copus (Math Lab Coordinator)
- Considering presenting at Michigan Tutoring Association conference in Fall 2013

Brian Daily (Business & Accounting Tutorial Lab Coordinator)
- Plan to obtain Level I Learning Center Leadership Certification through the National College Learning Center Association.

Holly Hoare (Biology Learning Center Coordinator)
- Considering presenting at Michigan Tutoring Association conference in Fall 2013
- Considering attending National Association of Biology Teachers Conference.

Kellie Roblin (Language Arts Tutorial Lab Coordinator)
- Considering presenting at Michigan Tutoring Association conference in Fall 2013

Evaluation Questions

1. Is the professional development faculty/staff are receiving sufficient for them to maintain currency in their field and area(s) of expertise?

The lab coordinators would benefit greatly with additional opportunities for professional development in order to stay current in the field as well as learning the best practices. Ideally, they should have the opportunity to attend a conference or other professional development opportunity which specifically address their content area/field at least once a year. Even though they take advantage of the IIPD and other professional development funds available to them, the funds currently available are not sufficient for them to attend these events often.

2. Are additional faculty/staff development resources needed to support the goals of the department over the next four years?

All faculty/staff can benefit greatly with specific training related to ADA compliance. More clear leadership and communications in this area are needed.
Department/Program Data

Documentation

Program Outcomes & Indicators (data that will be used to measure success)

1. Students will develop clear academic goals.
   - 75% of students surveyed will indicate that they have clear expectations for the course as a result of tutoring.
2. Students will accomplish their academic goals
   - Course GPA’s are higher for those who utilize tutoring compared to those who do not.
   - 75% of students surveyed will indicate tutoring contributed positively to their performance at GRCC.
   - 75% of students surveyed will indicate that they have more confidence in their ability to succeed in the assignment they are given in the course.
   - 75% of students surveyed will indicate that they have more confidence in their ability to succeed in the courses as a result of tutoring.

Number of students served by the department and program(s)

Unduplicated Student Count

<table>
<thead>
<tr>
<th></th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>2,456</td>
<td>2,841</td>
<td>1,784</td>
<td>1,204</td>
</tr>
<tr>
<td>Business &amp; Acct.</td>
<td>2,715</td>
<td>2,853</td>
<td>3,138</td>
<td>2,986</td>
</tr>
<tr>
<td>Calc &amp; Phys Sci</td>
<td>2,373</td>
<td>2,505</td>
<td>1,139</td>
<td>1,236</td>
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<tr>
<td>Health Sciences</td>
<td>1,144</td>
<td>1,169</td>
<td>1,329</td>
<td>1,259</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3,141</td>
<td>3,326</td>
<td>3,289</td>
<td>3,166</td>
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<tr>
<td>Reading &amp; Writing</td>
<td>1,619</td>
<td>1,917</td>
<td>1,692</td>
<td>1,754</td>
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<tr>
<td>Group Tutoring</td>
<td>N/A</td>
<td>274</td>
<td>500</td>
<td>466</td>
</tr>
<tr>
<td>Peer Tutoring</td>
<td>742</td>
<td>790</td>
<td>863</td>
<td>855</td>
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<tr>
<td>The P.L.A.C.E.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>411</td>
</tr>
<tr>
<td>English Computer</td>
<td>N/A</td>
<td>7,430</td>
<td>8,479</td>
<td>9,510</td>
</tr>
<tr>
<td>Math Computer</td>
<td>N/A</td>
<td>6,159</td>
<td>5,746</td>
<td>5,658</td>
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<tr>
<td>Science Computer</td>
<td>N/A</td>
<td>N/A</td>
<td>3,389</td>
<td>3,865</td>
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</table>

Number of Visits

<table>
<thead>
<tr>
<th></th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>18,178</td>
<td>19,251</td>
<td>6,515</td>
<td>5,066</td>
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</table>
### Academic Tutorial Services Program Review

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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Business &amp; Acct.</td>
<td>18,876</td>
<td>18,860</td>
<td>19,268</td>
<td>18,243</td>
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<tr>
<td>Calc &amp; Phys Sci</td>
<td>19,616</td>
<td>19,385</td>
<td>9,582</td>
<td>10,622</td>
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<tr>
<td>Health Sciences</td>
<td>8,963</td>
<td>8400</td>
<td>9,412</td>
<td>8,258</td>
</tr>
<tr>
<td>Mathematics</td>
<td>18,184</td>
<td>19,966</td>
<td>19,095</td>
<td>16,964</td>
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<td>Reading &amp; Writing</td>
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<td>5,897</td>
<td>4,803</td>
<td>4,894</td>
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<td>Group Tutoring</td>
<td>N/A</td>
<td>1,813</td>
<td>3,917</td>
<td>3,914</td>
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<td>Peer Tutoring</td>
<td>6,371</td>
<td>4,401</td>
<td>5,118</td>
<td>5,267</td>
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<tr>
<td>The P.L.A.C.E.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>2,366</td>
</tr>
<tr>
<td>English Computer</td>
<td>N/A</td>
<td>38,993</td>
<td>45,074</td>
<td>55,940</td>
</tr>
<tr>
<td>Math Computer</td>
<td>N/A</td>
<td>23,816</td>
<td>22,432</td>
<td>25,917</td>
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<tr>
<td>Science Computer</td>
<td>N/A</td>
<td>N/A</td>
<td>22,579</td>
<td>28,172</td>
</tr>
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</table>

**NOTE:** The following will explain some of the inconsistencies which appear in the data provided in the above two tables.

- In Fall 2011 we separated the computer areas from Biology Learning Center and Calculus Lab to create a separate computer lab. This explains the drop in numbers for each of the two labs beginning this semester. Significant tutoring still goes on in the computer lab.
- Language Arts Lab (Reading & Writing Lab) was not part of Academic Support until 2009.
- Math tutorial lab used to track the usage for both computer lab and the tutorial lab together. The separate tracking began on 2008. We were using LabTrac for computer lab. We began using TutorTrac for computer labs during Fall 2010, since LabTrac was not reliable.
- The P.L.A.C.E. was brand new as of Fall 2012. This is a drop-in place for All AFP courses except for MA098.

**Evaluation Questions**

1. To what extent are the targets for core department & program indicators (outcomes) being met? Are the various sub-populations meeting the targets at the same rate? Please address each outcome/indicator.

   Based on the gathered data and survey results, we feel that students who utilize our service do well regarding setting realistic expectations for the courses they are enrolled as well as for their academic career. However, as we have mentioned above, we continue to improve our services to more effectively meet students’ needs. We are in the process of re-designing our service delivery model in order to improve the quality and efficiency of our tutoring services. The data gather this academic year will serve as the baseline for us to measure any improvements.
Assessment of Student Learning

Documentation

- Program Learning Outcome(s) that you assessed this year.
  1. Students will achieve their goals for the courses or the programs for which they seek assistance.
  2. Students will have confidence and be self-sufficient to achieve their goals.

- Please list the measures of student learning that were used this year.
  1. For outcome #1, we selected two courses from each subject area and compared the course GPA’s for those who utilize the tutoring vs. those who do not.
  2. A survey was conducted to gather information regarding the effectiveness of tutoring services. There were questions pertaining to both outcomes #1 and #2 above.

- Document the data and findings
  1. **Course GPA Comparison**: We chose two courses from each discipline supported by drop-in tutorial labs. The results are as follows.

<table>
<thead>
<tr>
<th>Course</th>
<th>% Utilization</th>
<th>5 or More Visits (≥2 for R&amp;W)</th>
<th>Less Than 5 Visits (&lt;2 for R&amp;W)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Course GPA</td>
<td>Count</td>
</tr>
<tr>
<td>Biology Learning Center</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BI 101</td>
<td>2.72%</td>
<td>20</td>
<td>634</td>
</tr>
<tr>
<td>BI 121</td>
<td>17.47%</td>
<td>87</td>
<td>2.510</td>
</tr>
<tr>
<td>Business &amp; Accounting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA 256</td>
<td>25.62%</td>
<td>104</td>
<td>2.394</td>
</tr>
<tr>
<td>BA 257</td>
<td>39.75%</td>
<td>64</td>
<td>2.213</td>
</tr>
<tr>
<td>Calculus &amp; Physical Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA 133</td>
<td>13.89%</td>
<td>30</td>
<td>2.490</td>
</tr>
<tr>
<td>PH 245</td>
<td>52.73%</td>
<td>29</td>
<td>2.357</td>
</tr>
<tr>
<td>Health Sciences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DXX 104</td>
<td>72.73%</td>
<td>40</td>
<td>2.934</td>
</tr>
<tr>
<td>NUR 101</td>
<td>82.43%</td>
<td>61</td>
<td>3.148</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA 098</td>
<td>9.48%</td>
<td>101</td>
<td>1.838</td>
</tr>
<tr>
<td>MA 107</td>
<td>11.40%</td>
<td>182</td>
<td>1.958</td>
</tr>
<tr>
<td>Reading &amp; Writing</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>EN 097</td>
<td>5.93%</td>
<td>64</td>
<td>2.630</td>
</tr>
</tbody>
</table>
Academic Tutorial Services Program Review

| EN 100 | 6.26% | 51 | 2.523 | 764 | 1.897 |

**Observations:**

1. Overall, the data show that students who utilize the tutorial labs more than 5 times (more than 2 times for Writing), their course GPA’s are better compared to students who do not utilize the tutorial labs. We realize that this may or may not be the direct measure of the effectiveness of our services.

2. We believe that the utilization percentages are indicative of the general motivation level of students who typically enroll in those courses. This information can be useful in our marketing effort.

2. **Surveys:** The tutorial labs and the appointment-based peer tutoring programs conducted surveys in Fall 2012. The table below shows the response rate for each area.

<table>
<thead>
<tr>
<th>Area</th>
<th>Responses/# sent</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business &amp; Accounting</td>
<td>144/1272</td>
<td>11.3%</td>
</tr>
<tr>
<td>Biology</td>
<td>66/534</td>
<td>12.4%</td>
</tr>
<tr>
<td>Calculus &amp; Physical Science</td>
<td>44/535</td>
<td>8.2%</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>102/556</td>
<td>18.6%</td>
</tr>
<tr>
<td>Language Arts (Writing Ctr)</td>
<td>84/657</td>
<td>12.8%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>146/1420</td>
<td>10.3%</td>
</tr>
<tr>
<td>Peer Tutoring</td>
<td>77/428</td>
<td>18.0%</td>
</tr>
</tbody>
</table>

Included in the survey were following three questions where they were asked to rate our services (5=Strongly Agree, 1=Strongly Disagree):

1. The tutorial lab contributed positively to my performance at GRCC.
2. After my visits(s), I had more confidence in my ability to succeed in the assignment I was working on.
3. After my visit(s), I have more confidence in my ability to succeed in my courses.

Question 1 aims to assess outcome #1 while Questions 2 & 3 aim to assess outcome #2. The following tables shows the percentages of responses with ratings of 5 (Strongly Agree) or 4(Agree) for each area.

<table>
<thead>
<tr>
<th>Area</th>
<th>Question 1</th>
<th>Question 2</th>
<th>Question 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business &amp; Accounting</td>
<td>89.6%</td>
<td>86.1%</td>
<td>86.1%</td>
</tr>
<tr>
<td>Biology</td>
<td>83.3%</td>
<td>83.3%</td>
<td>80.3%</td>
</tr>
<tr>
<td>Service</td>
<td>Score 1</td>
<td>Score 2</td>
<td>Score 3</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Calculus &amp; Physical Science</td>
<td>77.3%</td>
<td>81.8%</td>
<td>68.2%</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>82.3%</td>
<td>74.5%</td>
<td>74.5%</td>
</tr>
<tr>
<td>Language Arts (Writing Ctr)</td>
<td>85.7%</td>
<td>85.7%</td>
<td>84.5%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>83.6%</td>
<td>84.2%</td>
<td>79.5%</td>
</tr>
<tr>
<td>Peer Tutoring</td>
<td>84.4%</td>
<td>N/A</td>
<td>79.2%</td>
</tr>
</tbody>
</table>

**Observations:**
1. The results were positive across all areas.
2. Even though this information gives us certain level of assurance for the effectiveness of services we provide, we feel that it is not constructive as the information leads to very little or no action.

**Additional Tasks/Work**
- Review all publications, website, catalog to ensure consistency of information
- Complete Follow-Up Checklist
## GRCC Program Review Follow-Up Action Checklist

<table>
<thead>
<tr>
<th>Action Needed?</th>
<th>Brief Action Statement</th>
<th>Resources Needed</th>
<th>Academic Year for Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### DEPARTMENT

<table>
<thead>
<tr>
<th>Internal Collaborations &amp; Partnerships</th>
<th>X</th>
<th>• We are currently going through structural changes due to departure of director. Clear vision and leadership will be needed to minimize confusion that can result from all the changes.</th>
<th>Ongoing</th>
</tr>
</thead>
</table>

| External Collaborations & Partnerships | X | • Continue to strengthen partnerships for Simulation work in health area  
• Continue to collaborate closely with KISD staff in order to help area high school students to transition smoothly to post-secondary education. | Ongoing |
|----------------------------------------|---|---------------------------------------------------------------------------------|---------|

### FACULTY/STAFF

| Faculty/Staff professional development | X | • Increase professional development opportunities to stay current in the field.  
• More specific training for ADA compliance in order for our resources to be accessible to students with disabilities. |          |
|----------------------------------------|---|---------------------------------------------------------------------------------|---------|
### Academic Tutorial Services Program Review

| MISSION/PURPOSE (Department & Program) | | | |
|-------------------------------------|---|---|
| Mission/Purpose | X | |

| Target Audience | X | We are evaluating who (which courses) should have access to appointment peer tutoring | 2013-2014 |

| Service Eligibility Requirements | X | We are developing a method by which we screen students more carefully so that the appointment-based tutoring support is being provided to those students who are also holding themselves accountable. | 2013-2014 |

| DATA | | | |
|-------------------------------------|---|---|
| Student Enrollment (# students served) | X | |
| Department Outcomes | X | |
| Department Indicators | X | |
### Academic Tutorial Services Program Review

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| Program structure | X | • As mentioned above, we are going through significant changes.  
• We are also re-designing the way we offer apt-based peer tutoring and the way these peer tutors are supervised. | |
| Alignment with external standards | X | | |
| Program Outcomes | x | • Even though the survey results indicate that tutoring has positive impact on students’ confidence, it is difficult draw any conclusion for future actions. | |
| Program Learning Outcomes | X | • Even though the survey results indicate that tutoring has positive impact on students’ confidence, it is difficult draw any conclusion for future actions.  
• We may need to come up with a different learning outcome or find out other ways to measure the outcomes. | 2013-2014 |
| ILOs | | | |
| Preparing students for change | X | | |

---

**ASSESSMENT OF STUDENT LEARNING**
<table>
<thead>
<tr>
<th>Identifying Measures for each Program Learning Outcome</th>
<th>X</th>
<th>• See the section for Program Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting out longitudinal data in a meaningful format</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Creating meaningful improvement projects</td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>

**OTHER**

Other:

Other:

Other:

Other: