

# Tutoring and Academic Support Center

## Annual Report 2018-2019



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## Executive Summary

This academic year tutors have met with over 1,000 individual students. There were over 4,000 student log-ins and more than 10,000 hours were spent in tutoring spaces. The impact tutors have on students is incredible. My favorite part of the semester is when I meet with tutors and discuss their time working with students. Tutors light up when they talk about making personal connections, when students return time and time again, and when students share success stories with them.

One of the challenges I had this year was figuring out where we were tutoring-wise. With the separation from and eventual dissolution of CAP, tutoring needed to create a new identity. This meant figuring out where we had come from and what we should head toward. I have spent a lot of time reading, watching webinars, and attending conferences to learn about best practices and current research regarding tutoring and learning. Many of these resources are now available for tutors, so we can all make sure we're keeping up with the practices and research in the appropriate fields. I have also looked over our historical data, trying to figure out what we have done in the past and if it was/is effective. Many of the changes and charts below will show our progress on these fronts. Some data will show we still have progress to make.

I know this report is long and that your time is important, so here are a few highlights I'm particularly proud of this year:

- Tutoring is almost paperless – we've moved to a new web-based tracking system called TutorTrac
- Training, professional development, end-of-semester meetings, and peer observations are now a regular part of our tutors' expectations
- We're using CAS Standards as our tool to measure our progress and frame this annual assessment
- We offer tutoring for a wide variety of subjects and courses and work with a diverse population
- Students using tutoring services often self-report their success after working with tutors, which aligns with our grade and persistence findings

We're continuing to forge ahead with more changes, keeping our practices student-focused and backed by research. Thank you so much for your continued support, thoughts, and ideas. If you have any questions about this report, please let me know. I'm happy to meet with you and discuss what's happening with tutoring.

There are many offices and people I would like to thank for helping me during this past year. First, I am very grateful to Craig Lamb, Judie Littlejohn, Flo Nolan, and everyone in the Online Learning suite. Thank you to Annette Zuber and our entire IR team who have helped gather and analyze the data in this report. And last, but not least, thank you to the numerous colleagues who have helped me bounce ideas around, given feedback, and have been willing to entertain conversations around data.

Chelsea O'Brien

Coordinator of Tutoring and Academic Support

## Statement of Purpose:

Create and maintain a learning environment committed to student achievement by hiring, training, and retaining personnel who are devoted to the learning, development, and success of everyone within the college community.

## Objectives:

- 1) Provide at least two professional development opportunities for tutors each semester.
  - a) How we met this objective:
    - i) Fall semester:
      - (1) Implicit Bias
      - (2) TutorTrac trainings
      - (3) SafeZone training
      - (4) Mental Health First Aid
    - ii) Spring semester:
      - (1) Mental Health First Aid
      - (2) Tutor Training
      - (3) Webinar: Tutor Training: How to Effectively Tutor Students with Disabilities
      - (4) Webinar: Would you like students to be 30% more engaged? Learn how with strengths-based education
      - (5) Webinar: Training Front Office Staff: Handling Difficult & Disruptive Behaviors
      - (6) Webinar: Teaching Students How To Learn 2.0: Strategies For Developing Critical Thinking Skills
      - (7) TutorTrac trainings
- 2) Tutors will be able to demonstrate how/if professional development opportunities contribute to their practice.
  - a) How we met this objective:
    - i) Tutors discuss trainings and peer observations in the end-of-semester evaluations
- 3) Provide multiple opportunities for students to build skills that will help them be successful, these opportunities will include: open, drop-in tutoring availabilities for major disciplines; one-on-one writing tutoring availabilities; at least 4 workshops to develop success skills each semester.
  - a) How we met this objective:
    - i) We offered at least 18 hours per week of drop-in tutoring for the following disciplines: writing, English, reading, developmental math, college-level math, computer science, and biology
    - ii) We offered at least 5 hours per week of drop-in tutoring for the following disciplines: physics, chemistry
    - iii) We offered at least 10 hours per week of tutoring available in the library
    - iv) We offered at least 20 hours per week of 1-on-1 appointments with reading/writing tutors
    - v) We offered more than 8 writing workshop sessions
- 4) Provide learning/tutoring opportunities to students not on the Batavia campus.
  - a) How we met this objective:
    - i) Each campus center offers tutoring
    - ii) We're offering online tutoring through the STAR-NY consortium

- iii) This spring we offered online (synchronous and asynchronous) writing tutoring
- 5) Students using tutoring center resources will be able to articulate what they learned and/or how what they learned contributes to their success.
  - a) How we met this objective:
    - i) As part of the tutoring process, tutors are expected to close the learning loop and ask what students have learned

## Assessment Standards

During the summer of 2018, in consultation with Dr. Craig Lamb, the Dean of Distributed Learning, I decided to begin using the CAS Standards as the set of standards to build toward. The [CAS Standards](#), which stands for the Council for the Advancement of Standards in Higher Education, are developed by a group of professional associations in higher education meant to be a baseline for a functional area. Each set of CAS Standards has 12 Parts:

- 1) Mission
- 2) Program
- 3) Organization and Leadership
- 4) Human Resources
- 5) Ethics
- 6) Law, Policy, and Governance
- 7) Diversity, Equity, and Access
- 8) Internal and External Relations
- 9) Financial Resources
- 10) Technology
- 11) Facilities and Equipment
- 12) Assessment

We're using the CAS Standards for Learning Assistance Programs. Based on these standards we've worked to make several changes:

- 1) Mission
  - a) We have a new Statement of Purpose
  - b) We have new outcomes
  - c) Beginning in spring 2019, we offered writing and study skills tutoring via Zoom
- 2) Program
  - a) We've developed this inaugural report to provide evidence of impact on students and stated outcomes
  - b) We've collaborated with colleagues in the English, ESL, math, and science programs
  - c) We've sent out several emails describing the services offered by the tutoring center
- 3) Organization and Leadership
  - a) We've established new expectations within the Tutoring Manual
  - b) We have been monitoring the budget to make sure students are served appropriately and resources are managed responsibly

- 4) Human Resources
  - a) We've established required training for all tutors, both peer and professional
  - b) We have new expectations that include peer observations and end-of-semester evaluations
  - c) We provide on-going access to trainings, videos, and resources via the Tutoring Blackboard organization
  - d) We have offered tutors resources to explore relevant theories and best practices in the fields of learning, instruction, and tutoring
  - e) We've offered multiple opportunities to explore different aspects of diversity and the demographics of our student population
- 5) Ethics
  - a) We offer training to better understand the ethics and policies of tutoring practices
- 6) Law, Policy, and Governance
- 7) Diversity, Equity, and Access
  - a) We provide training and resources to help our tutors understand the different world experiences of our students
  - b) With electronic tracking of student visits, we begin to understand who uses our resources
  - c) We work to make all tutoring and student resources as accessible as possible
  - d) We expanded our understanding and recognized of the needs of online and distance learning students by providing alternative ways of interacting with tutors
- 8) Internal and External Relations
  - a) We collaborated with the library staff to house tutors Monday through Friday in the tutoring room
  - b) We collaborated with the library staff to offer writing workshops
  - c) We're working to be integrated into the academic programs of some disciplines, such as English as a Second Language (ESL)
- 9) Financial Resources
- 10) Technology
  - a) We've moved to an almost paperless way to track tutoring across all GCC campus locations
- 11) Facilities and Equipment
- 12) Assessment
  - a) We're sending this report to the entire campus community
  - b) The annual report will also be available on tutoring's website

## Successful Course Completion and Persistence

### Successful (C- or better) Course Completion Rates

Counts of students for each course they took during the term.

	<b>Fall 2018</b>	<b>Spring 2019</b>
<b>Tutored</b>	71.0%	75.2%
<b>Un-tutored</b>	72.9%	72.0%
<b>All students</b>	<b>72.8%</b>	<b>72.2%</b>

### Successful (C- or better) Course Completion Rates

Counts of students for each course they were tutored in during the term.

<b>Times tutored</b>	<b>Fall 2018</b>	<b>Spring 2019</b>
<b>1</b>	69.3%	75.7%
<b>2</b>	70.8%	70.8%
<b>3-4</b>	74.2%	75.8%
<b>5+</b>	71.7%	76.4%

### Persistence Rates

Unduplicated students (students tutored one time in one course)

	<b>Fall 2018</b>	<b>Spring 2019</b>
<b>Tutored</b>	80.3%	NA
<b>Un-tutored</b>	71.6%	NA
<b>All students</b>	<b>72.4%</b>	<b>NA</b>



## Grades and Withdrawal Rates

Students are duplicated for each course they took during the term.

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>W</b>	<b>F</b>
<b>Fall 2018</b>						
Tutored	23.7%	30.8%	17.2%	3.3%	3.9%	21.1%
Un-Tutored	39.4%	23.1%	12.0%	4.5%	6.6%	14.5%
<b>All Students</b>	<b>38.9%</b>	<b>23.3%</b>	<b>12.1%</b>	<b>4.5%</b>	<b>6.5%</b>	<b>14.7%</b>
<b>Spring 2019</b>						
Tutored	30.4%	30.7%	14.5%	3.0%	3.0%	18.5%
Un-Tutored	40.0%	21.7%	12.0%	4.1%	7.2%	14.9%
<b>All Students</b>	<b>39.4%</b>	<b>22.3%</b>	<b>12.1%</b>	<b>4.1%</b>	<b>6.9%</b>	<b>15.1%</b>

## Overall GPA

	<b>Fall 2018</b>	<b>Spring 2019</b>
Tutored Students	2.74	2.65
Un-Tutored Students	2.60	2.58
<b>All Students</b>	<b>2.61</b>	<b>2.59</b>

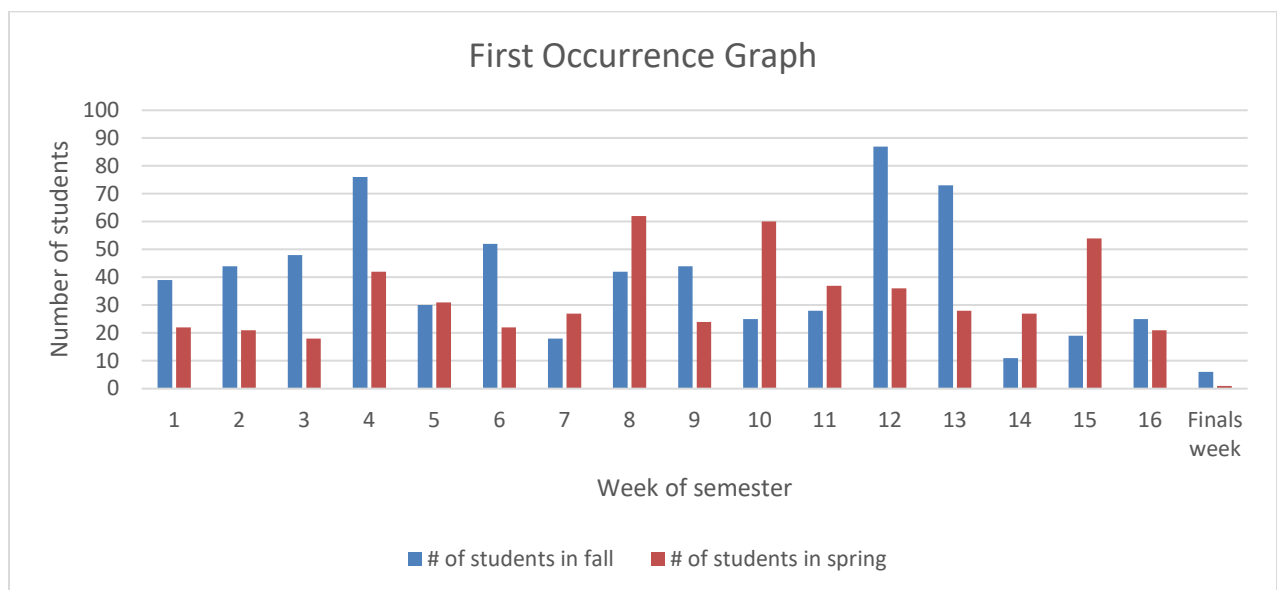
## First occurrence of individual tutoring log-in

Some notes on the chart below:

- Totals for “# of students in spring” does not count any 1-on-1 tutoring during spring break
- The differences among 16-, 12-, and 8-week courses are not taken into consideration
- “First occurrence” is by student, a student who sought tutoring for multiple courses is counted only once.

### First Occurrence Chart

Week	# of students in fall	# of students in spring
1	39	22
2	44	21
3	48	18
4	76	42
5	30	31
6	52	22
7	18	27
8	42	62
9	44	24
10	25	60
11	28	37
12	87	36
13	73	28
14	11	27
15	19	54
16	25	21
Finals week	6	1

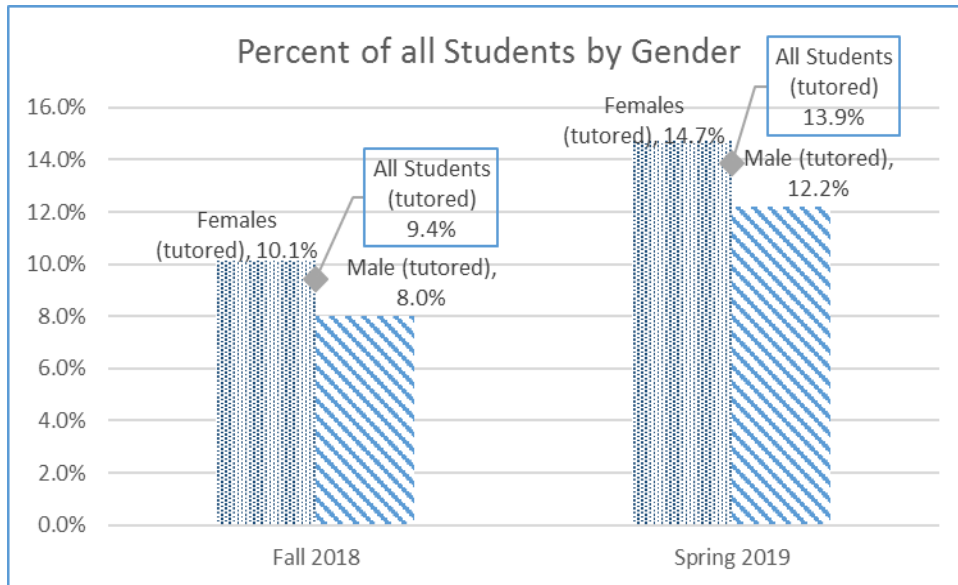


## Tutee Demographics

Some notes on the charts below:

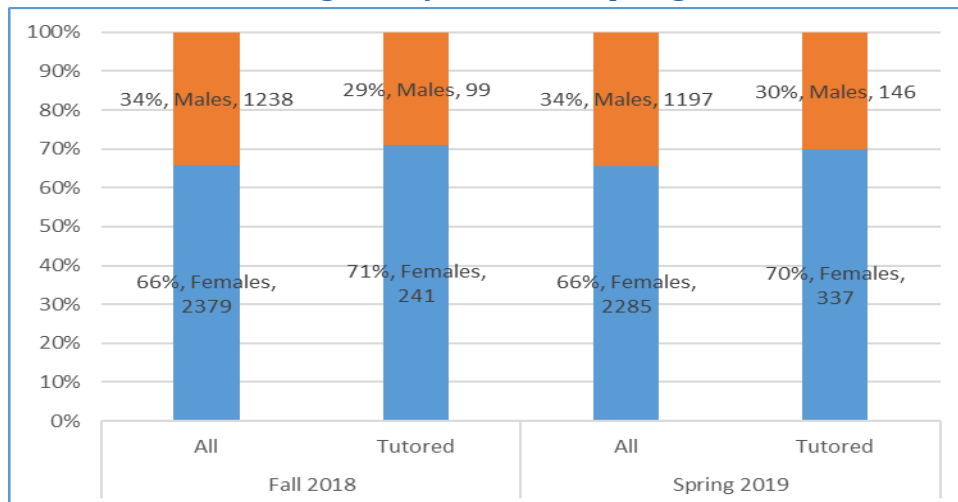
- Data concerning gender is currently collected as and assumed to be binary, lived experience may not be reflected in the binary option model
- Data concerning ethnicity may be self-reported as a single identity marker, but students may identify as having multiple ethnicities
- All data in the demographics portion of this report are self-reported

### Tutoring Use by Gender – Fall 2018



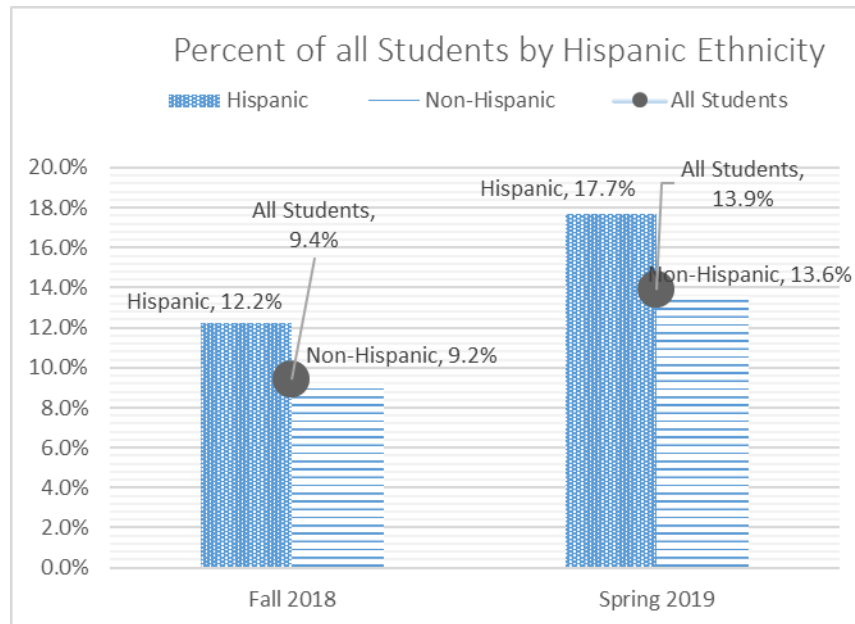
This means 9.4% of all students were tutored. 10.1% of female students were tutored and 8% of male students were tutored

### Tutoring Use by Gender – Spring 2019



This shows that 66% of the student body were female and 71% of those tutored were female.

## Tutoring Use by Ethnicity



This shows that 9.4% of all students were tutored. Students who identify as Hispanic were tutored at a higher rate than non-Hispanic students.

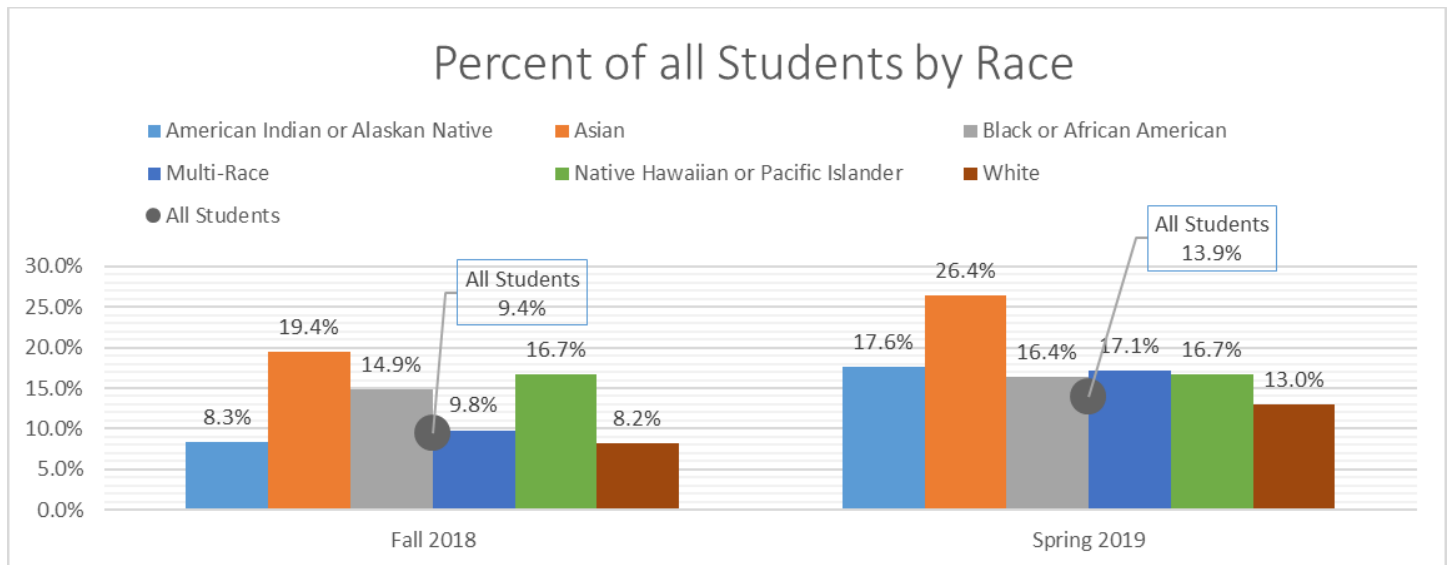
## Log-in Counts Broken Down by Ethnicity

Students Served	Fall 2018	Spring 2019	Total
	No. of Log-ins	No. of Log-ins	No. of Log-ins
American Indian or Alaskan Nat	14	31	45
Asian	97	187	284
Black or African American	267	255	522
Multi	93	130	223
Native Hawaiian or Pacific Isl	4	1	5
Unknown/Unidentified	96	136	232
White	1007	1789	2796
	1578	2529	4107

## Time Spent in Tutoring Broken Down by Ethnicity

Log-ins by Hours	Fall 2018 No. of Hours	Spring 2019 No. of Hours	Total No. of Hours
American Indian or Alaskan Nat	14.1	42.4	56.5
Asian	80.5	102.3	182.8
Black or African American	394.1	285.8	679.9
Multi	121.7	152.1	273.9
Native Hawaiian or Pacific Isl	3.8	0.6	4.4
Unknown/Unidentified	135.7	142.3	278.0
White	1099.8	2244.3	3344.1
<b>Total</b>	<b>1849.7</b>	<b>2969.8</b>	<b>4819.5</b>

## Tutoring Use by Race



## Log-in Counts Broken Down by Campus:

Log-ins by Hour	Fall 2018 No. of Hours	Spring 2019 No. of Hours	Total No. of Hours
<b>Albion</b>	219.9	114.2	334.1
<b>Arcade</b>	44.5	69.9	114.4
<b>Batavia</b>	1402.7	2209.0	3611.7
<b>Dansville</b>	92.48	46.2	46.2
<b>Lima</b>	135.7	19.2	154.9
<b>Medina</b>	25.0	174.6	199.6
<b>Warsaw</b>	21.9	336.7	358.6
<b>Total</b>	1849.7	2969.8	4819.5

## Log-ins by Location for the Fall 2018 and Spring 2019

Location	Subcenters	Log-ins	Hours
<b>Albion</b>	Albion	376	334.1193
<b>Arcade</b>	Arcade Lab 1	82	114.3725
<b>Arcade</b>	Arcade Lab 2	151	268.2853
<b>Batavia</b>	B307 - 3rd Floor Hawkes Lab	512	614.5873
<b>Batavia</b>	C209 - Dean of Students	302	284.2638
<b>Batavia</b>	D207 - Writing Center	168	68.91667
<b>Batavia</b>	D209 - Tutoring Center	205	214.3228
<b>Batavia</b>	D210 - 2nd Floor Hawkes Lab	317	517.7577
<b>Batavia</b>	D300 - Science Resource Room	514	622.286
<b>Batavia</b>	D360 - Math Tutoring Center	537	653.738
<b>Batavia</b>	Language lab	10	6.583333
<b>Batavia</b>	Library	105	55.486
<b>Batavia</b>	Nursing	10	17.01667
<b>Batavia</b>	Testing Center	7	3.873333
<b>Dansville</b>	Math 213 Lab	149	284.5673
<b>Dansville</b>	Claras Commons	46	46.24833
<b>Lima</b>	Lima	118	154.9412
<b>Medina</b>	Medina	179	199.5873
<b>Warsaw</b>	Warsaw 309	50	57.87033
<b>Warsaw</b>	Warsaw 310	269	300.6897

## Courses in which tutoring was provided

When students log into a tutoring location, they are required to choose a “subject”. Our software provides all of the courses in which they are enrolled, as well as a few non-course options. Non-course options are things like “quiet work space” or “general writing help”. The courses listed below were all self-selected by students when they log in.

### Fall 2018

ACC-101  
ACC-102  
ACC-106  
ACC-211  
ART-103  
ART-104  
ASL-101  
BIO-100  
BIO-104  
BIO-108  
BIO-150  
BIO-152  
BIO-153  
BIO-201  
BUS-101  
BUS-214  
CEP-101  
CHE-100  
CHE-101  
CHE-201  
CIS-116  
CIS-125  
CPS-101  
CRJ-110  
CRJ-112  
CSN-115  
EDF-201  
EDF-250  
ENG-100  
ENG-101  
ENG-102  
ENG-214  
ESL-091

ESL-100  
ESL-110  
FBM-101  
FRE-101  
FYE-100  
HIS-101  
HIS-204  
HUR-101  
HUS-101  
MAT-091  
MAT-092  
MAT-102  
MAT-108  
MAT-121  
MAT-129  
MAT-136  
MAT-137  
MAT-140  
MAT-141  
MAT-245  
MUS-203  
NUR-210  
PHI-101  
PHO-118  
PHY-121  
PHY-131  
PSG-105  
PSY-101  
REA-101  
SOC-101  
SPA-101  
SPA-102  
SPA-201  
SPE-108  
THE-101

THM-101  
VET-245  
VET-246

### Spring 2019

ACC-101  
ACC-102  
ACC-106  
ACC-201  
ACC-212  
ACC-215  
ART-103  
ART-104  
ASL-101  
ASL-102  
BIO-100  
BIO-102  
BIO-104  
BIO-108  
BIO-116  
BIO-152  
BIO-153  
BUS-101  
BUS-214  
CEP-101  
CHE-100  
CHE-101  
CHE-102  
CHE-202  
CIN-205  
CIN-242  
CIS-116  
CPS-101  
CRJ-101

CRJ-205  
CRJ-206  
CSN-115  
CSN-202  
ECO-101  
EDF-201  
EDF-202  
ENG-091  
ENG-100  
ENG-101  
ENG-102  
ENG-105  
ESL-091  
ESL-100  
GEO-101  
HED-113  
HED-204  
HIS-102  
HIS-104  
HIS-105  
HIS-203  
HIS-204  
HUS-101  
HUS-113  
HUS-201  
LIT-201  
LIT-203  
LIT-211  
MAT-091  
MAT-092  
MAT-102  
MAT-108  
MAT-121  
MAT-122  
MAT-129

MAT-136  
MAT-137  
MAT-140  
MAT-141  
MAT-142  
MAT-255  
MET-101  
NUR-210  
NUR-220  
NUR-230  
NUR-250  
NUR-CL4  
NUR-CL5  
PED-113  
PED-150  
PED-171  
PED-172  
PED-285  
PHI-101  
PHI-103  
PHY-100  
PHY-132  
POS-105  
PSY-101  
PSY-202  
PSY-250  
SOC-101  
SPA-101  
SPA-102  
SPE-108  
THE-202  
THE-203  
THE-210  
THM-117  
THM-202

## Top 10 Courses Selected When Logging In

Fall 2018

Course	Number of Log-ins
MAT-091	472
MAT-092	315
BIO-152	88
MAT-108	77
MAT-129	73
BIO-153	72
MAT-102	54
MAT-141	53
CIS-116	37
ENG-100	32

Spring 2019

Course	Number of Log-ins
MAT-092	454
MAT-091	435
MAT-129	257
BIO-152	211
MAT-108	82
ENG-102	67
MAT-102	66
ENG-101	59
BIO-153	54
CHE-100	45



## Student Success Workshops

### Fall 2018

Workshop	# of Attendees	# of Times Offered
How to Research	3	3
How to Outline	3	3
Writing a First Draft	1	3
Editing & Drafting	0	3
ESL Brown Bag Lunches	43	4
Totals	50	16

### Spring 2019

Workshop	# of Attendees	# of Times Offered
How to Research	1	3
How to Outline	0	3
Writing a First Draft	0	3
Editing & Drafting	0	3
A&P Workshops	9	3
Totals	9	15

## Tutor Information

### Number of Tutors Employed

Tutors	Fall	Spring
Albion Peer Tutors	0	0
Albion Professional Tutors	4	4
Arcade Peer Tutors	0	0
Arcade Professional Tutors	3	3
Batavia Peer Tutors	7	7
Batavia Professional Tutors	18	20
Dansville Peer Tutors	0	0
Dansville Professional Tutors	2	2
Lima Peer Tutors	0	0
Lima Professional Tutors	2	2
Medina Peer Tutors	1	1
Medina Professional Tutors	3	3
Warsaw Peer Tutors	0	1
Warsaw Professional Tutors	5	5

## Trainings offered and attendance

Some notes on the charts below:

- Most webinars are made available to tutors via the Tutoring Blackboard organization, this information only counts tutors who attended on the scheduled day
- These data only count campus center tutors who coordinated webinar viewing with Batavia
- One-on-one training meetings are not counted

Fall 2018 Sessions	# of Attendees
<u>TutorTrac Trainings:</u>	
10/2 9:30am-10:30am	0
10/3 9:30am-10:30am	0
10/3, 2pm-3pm	0
10/17 2pm-3pm	0
10/19 9am-10am	3
10/22 3pm-4pm	0
10/24 1pm-2pm	0
<u>In-person Trainings</u>	
9/5 Implicit Bias Training	
10/26 SafeZone Training	3
12/19 Mental Health First Aid	2

Spring 2019 Sessions	# Of Attendees
<u>Workshops</u>	
1/9 Mental Health First Aid	0
1/15 Tutor Training	6
<u>Webinars</u>	
1/28 How to Effectively Tutor Students with Disabilities	0
1/29 Would you like students to be 30% more engaged? Learn how with strengths-based education	1
1/23 Training Front Office Staff: Handling Difficult & Disruptive Behaviors	1
3/13 Teaching Students How To Learn 2.0: Strategies For Developing Critical Thinking Skills	2
4/10 Mental Health 101: What are Co-Occuring Disorders?	0
5/9 Mental Health 101: Anxiety Disorders	1
<u>Tutor Track Trainings</u>	
5/9 11am-11:30am	0
5/14 1:30pm-2pm	0