Assessment Report Tutoring Services June 2016

We used multiple assessment strategies in tutoring services area to gauge our success in the fulfillment of our mission and goal accomplishment.

Marketing our academic services by making faculty knowledgeable and then spreading that word of mouth. Determining if the word of mouth by faculty was one of the reasons that tutees came to find and utilize our services was our goal. Tutees are asked in the survey how they came to use and learn about tutoring on campus. Results were favorable with 58 tutees mentioning that it was due to faculty alerting them to our services. Our efforts with faculty departments and sections did affect awareness and usage. We will continue our training and marketing efforts with instructors prior to each semester and during the semester to be sure our services stay fresh on tutees minds as their 2nd best academic resource.

Keeping our delivery model of academic tutoring up-to-date and on the cutting edge of best practice is important to tutoring services. The standard face-to-face individual peer tutoring model along with supplemental instruction type group study model has been the norm for many years. Gauging the willingness of tutees to attend a drop in model of assistance and the willingness of the tutors to be agreeable to offering drop in tutoring in addition to appointment based service was an assessment this year. Hiring a tutor for math drop in tutoring was the strategy implemented. This tutor was located within the math faculty office area and the hours provided were marketed via hard copy signage, through faculty awareness and through announcements to sections. Results showed that both tutors and tutees were willing to utilize this additional service array. In fact, many tutees were more willing to attend a drop-in offering rather than take the time to schedule an appointment in advance. The additional service of drop in tutoring in a few high demand content areas will be added to the service array this year. There are many instances that can prove the benefit of a few short minutes to clarify a concept for tutees. Prior knowledge that a learning support center/area is available to visit to get immediate concerns discussed will make the Tutoring & Learning Center even more of an integral component to academic success. Continual marketing will occur to ensure that tutees are aware of this service. The tutor schedule will need to be conducive to a gap of time that is helpful to serving multiple students during the timeframe as a drop-in. Tutors, as they are hired with our program, will be expected to add some drop in hours to their availability. Rock solid time keeping and attendance will be an integral way of managing data and determining the success of the additional academic service.

Communication of the programs usage policies is an integral part of the Tutoring & Learning Center mission and ultimate success. If users are not aware of how to track or confirm appointments they have made, missed or cancelled sessions are inevitable. Staff was asked to communicate verbally at the time of appointment scheduling, the details on how to use outlook e-mail invites to accept the tutoring appointment. This policy was also added to the outlook e-mail and tutors were asked to again communicate this policy during first appointments with the tutee. This semester’s deliberate intention to the communication details proved to be a success. Comparison of prior semester cancelled and missed appointment data showed that these events were down. The result will guide our further usage of these strategies in future semesters to facilitate the most efficient usage of services for our students that we serve.