

Colorado State University – Pueblo Academic Program Assessment Report for AY 2013-2014

Program: CHASS General Education Tutoring Center

Completed by: Felicia Tapia (Interim Writing Room, OWL, & Gen Ed Tutoring Coordinator)

Due: June 2, 2014

Date: May 19, 2014

Assessment contributors (other faculty involved in this program's assessment): _____

Please complete this form for each undergraduate, minor, certificate, and graduate program (e.g., B.A., B.S., M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, and submit it to the dean of your college/school as per the deadline established. The dean will forward it to me as an email attachment before June 2, 2014. You'll also find the form at the assessment website at <http://www.colostate-pueblo.edu/Assessment/ResultsAndReports/Pages/default.aspx>.

Please describe the 2013-2014 assessment activities for the program in Part I. Use Column H to describe improvements planned for 2014-2015 based on the assessment process. In Part II, please describe activities engaged in during 2013-2014 designed to close-the-loop (improve the program) based on assessment activities and the information gathered in 2012-2013. Thank you.

I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.

A. Which of the program SLOs were assessed during this cycle? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed? Please indicate the semester and year.	C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved.	E. What is the expected achievement level and how many or what proportion of students should be at it?	F. What were the results of the assessment?	G. What were the department's conclusions about student performance?	H. What changes/improvements to the <u>program</u> are planned based on this assessment?
TLO #1: Tutors will assess students' needs and adjust information delivery accordingly.	This was not assessed previously.	The Tutor Evaluation Rubric was used to gauge tutors' ability to assess students' tutoring needs and tailor information delivery accordingly (see Addendum A).	All CSU-Pueblo undergraduate and degree plus student CHASS Gen Ed Tutors were assessed. Fall N= 0 Spring N= 8	Eighty percent of tutors will score 4 and 5 on the Sessions and Content Knowledge categories of the Tutor Evaluation Rubric.	Writing Room Coordinator and CHASS GET Coordinator did not complete the Tutor Evaluation Rubrics for the Fall 2013 Semester. For the middle of the Spring 2014 Semester, 5 out	Student tutors did not reach the expected achievement level of 80% of tutors scoring at 4 and above on both the Sessions and Content Knowledge categories. When analyzing the scores, the department noted that two tutors who scored poorly in the-	Gen Ed Tutoring relies on professor referrals for tutors and operates under the assumption that tutors will be qualified. Moreover, a tutor's ability to understand content knowledge in a class can vary from being able to teach content information and use professionalism in the GET Center. To help reduce or

					<p>of 8 tutors (62.5%) scored 4 and above on the Sessions category of the Tutor Evaluation Rubric. Similarly, 62.5% of the tutors scored 4 and above on the Content Knowledge category. When reevaluated at the end of the Spring 2014 Semester, both percentages remained at 62.5%; however, an increase within the desired score range was noted in both categories. For example, a score of 4 mid-semester increased to a score of 4.5 by the end of the semester.</p>	<p>se areas were both new tutors to the GET Center. Both tutors were not accepting of tutor training and following program policies and procedures. Both individuals will not be rehired.</p>	<p>eliminate tutors scoring low on the Tutor Evaluation Rubric, GET Center staff will screen potential tutors more thoroughly. Further, staff will try to present training material to be more effective, including introducing and discussing the expectations laid out in the Tutor Evaluation Rubric. Tutors will be encouraged to participate in Wiki discussions to acknowledge and address understanding of the rubric. In addition, GET staff will discuss the rubric with tutors as soon as the tutor is hired and encourage the tutor to refer to the rubric to guide performance and expectations.</p>
TLO #2: Tutors will develop professional skills and learn and utilize tutoring pedagogy.	This was not assessed previously.	The Tutor Evaluation Rubric was used to assess tutors' professional skills and use of tutoring pedagogy (see Addendum A).	All CSU-Pueblo undergraduate and degree plus student CHASS Gen Ed Tutors were	Eighty percent of tutors will score 4 and 5 on the overall Tutor Evaluation Rubric.	Writing Room Coordinator and CHASS GET Coordinator did not complete the Tutor Evaluation Rubrics for the	Although eighty percent of tutors did not score 4 and 5 on the overall Tutor Evaluation Rubric, the tutors did demonstrate higher scores by the	Similarly to the outcome and proposed changes/improvements to TLO #1, to help reduce or eliminate tutors scoring low on the Tutor Evaluation Rubric, GET Center

			<p>assessed.</p> <p>Fall N= 0 Spring N= 8</p>		<p>Fall 2013 Semester.</p> <p>For the overall mid-semester Spring 2014 Tutor Evaluation scores, 50% of tutors scored between 4 and 5. At the end of the semester, that number increased to 62.5%.</p>	<p>end of the spring semester, jumping from 50% of tutors scoring at 4 or 5 to 62.5% of tutors scoring at 4 or 5, overall. We believe this is due to continued training and discussion about the expectations of each tutor throughout the semester.</p>	<p>staff will screen potential tutors more thoroughly. Further, staff will try to present training material to be more effective, including introducing and discussing the expectations laid out in the Tutor Evaluation Rubric. Tutors will be encouraged to participate in Wiki discussions to acknowledge and address understanding of the rubric. In addition, GET staff will discuss the rubric with tutors as soon as the tutor is hired and encourage the tutor to refer to the rubric to guide performance and expectations.</p>
<p>SLO #1: Students will discuss course content and apply that knowledge to course discussions and readings.</p>	<p>Spring 2013.</p>	<p>To assess SLO #1, a survey was e-mailed each fall and spring semester to students who participated in a CHASS GET session (see Addendum B).</p> <p>Fall N=32 Spring N=37 Combined N=69</p>	<p>The individuals assessed were CSU-Pueblo students who participated in at least one CHASS GET session.</p>	<p>The expected achievement level is that students will identify understanding course material as agree or strongly agree at a rate of 70%. Further, students will identify preparing for class as agree or strongly agree at a</p>	<p>For both fall and spring semester, no responses to the e-mailed survey were received.</p>	<p>No conclusions can be inferred regarding students' application of session content to course discussions and readings because no student responses were received.</p>	<p>To improve the program, we will use a different mode to collect surveys. As a sampling, surveys will be administered during weeks 6, 7, and 8 directly after the session is completed in order to increase response rate.</p>

				rate of 70%. Finally, students will identify developing study strategies as agree or strongly agree at a rate of 70%.			
SLO #2: Students who visit their CHASS GET tutor 6 times or more for a class will receive a passing grade for that course at a rate of 75%.	Spring 2013	Session Information and AIS Grade Reports were used to assess SLO #2 (see Addendum C).	CSU-Pueblo students who participated in 6 or more CHASS GET sessions were assessed. Fall N= 19 Spring N= 19 Combined N= 38	Students who visit their CHASS GET Tutor 6 times or more for a class will receive a passing grade for that course at a rate of 75%.	In the fall semester, 79% of students who visited their CHASS GET Tutor 6 times or more for a class received a passing grade for that course. These findings include two withdrawals and two Fs. For the spring semester, 95% of students who visited their CHASS GET Tutor 6 times or more for a class received a passing grade for that course. This statistic includes one withdrawal. Fall and spring combined shows that for the 2013	The assessed group met and exceeded the desired achievement level of 75% of the students receiving a passing grade.	We plan to continue to encourage and emphasize to students that continued tutoring throughout the semester can help the student better understand course content to pass the class.

					<p>academic year, 86.84% of the specified student group received a passing grade.</p> <p>Fall= 79% Spring= 95% Combined= 86.84%</p>		
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Comments:

II. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this cycle that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) did you address? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment?	D. Were the recommendations for change acted upon? If not, why?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
SLO #1: Students will discuss course content and apply that knowledge to course discussions and readings.	Spring 2013	Rather than rely on sending the online survey to students, tutors will provide a paper survey at the end of their session scheduled for the week after midterms.	No. The decision was made to try to e-mail the survey again to establish consistency in hopes of a better response rate.	The decision to continue to e-mail surveys was not effective. No surveys were completed. The next step is to change the modality of administering surveys.
SLO #2: Students who visit their CHASS GET tutor 6 times or more for a class will receive a pass-	Spring 2013	We will continue to encourage students to attend their scheduled sessions regularly. Tutors will be trained to establish individual goals based on students' needs so that there is additional incentive	Yes. Tutors were trained to establish individual goals based on students' needs to encourage the student to return for sessions, thus, helping the student earn a passing grade.	The changes were effective. We will continue to train tutors to establish individual goals with students to help students stay committed to tutoring with the expected outcome that students who experience more tutoring sessions have a 75% rate of completing

ing grade for that course at a rate of 75%.		to return for sessions.		the course with a passing grade.
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Comments:

Tutor Evaluation Rubric

Category	Unacceptable (1)	Poor (2)	Required (3)	Good (4)	Excellent (5)
Professionalism	<ul style="list-style-type: none"> *takes phone to sessions *arrives late for work *doesn't check in with the front office *ignores co-workers and students *stays at the OWL computers *does not inform supervisor of absences *engages inappropriate topics of conversation 	<ul style="list-style-type: none"> *leaves students waiting while putting away personal items *focuses on Facebook and personal emails rather than observing sessions *has to be told when students arrive *has to be told to turn in confirmation page and enter hours 	<ul style="list-style-type: none"> *arrives on time and prepared to work *greet each person who comes in the space *sits down directly with the student to begin the session *checks folder and wears name tag *enters hours weekly *returns all forms timely, completely, and accurately *follows policies and procedures without having to be reminded *refrains from inappropriate conversation topics 	<ul style="list-style-type: none"> In addition to rating 3 *invites students to return and reminds of scheduled appointments *observes sessions taking place in the space (if student no-shows appointment) *assists other staff without interrupting or having to be asked 	<ul style="list-style-type: none"> In addition to ratings 3 and 4 *creates an inviting space for students and co-workers *makes students feel welcome and heard

Sessions	<ul style="list-style-type: none"> *takes students home-work, books, and papers *leaves the students during a session *sits across rather than next to students *ignores students *corrects homework or edits *writes on students' notes and assignments *does all the talking *doesn't make eye contact with the students *makes the students uncomfortable 	<ul style="list-style-type: none"> *tells rather than teaches *fails to establish a clear agenda for the session *covers more than three topics in a session *makes minimal eye contact *ignore students' requests 	<ul style="list-style-type: none"> *establishes comfortable meetings with students *asks to see students' assignments *discusses due dates and points in the studying/ learning process *establishes a clear agenda and maintains focus throughout sessions *establishes a shared space for working together during sessions *teaches rather than edits or tells 	<p>In addition to rating 3</p> <ul style="list-style-type: none"> *engages students in sessions and the learning process *develops one specific focus for a session *enables students to establish a process for studying, retaining, taking notes, and increasing fluency in the subject 	<p>In addition to ratings 3 and 4</p> <ul style="list-style-type: none"> *fosters understanding of the information presented in sessions *maintains appropriate focus and attention on students during sessions *establishes supportive, consistent sessions with students
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Content Knowledge	<ul style="list-style-type: none"> *fails to refer to any resources *makes up information *uses or encourages a translator, conjugator, or similar device/service as a “solution” 	<ul style="list-style-type: none"> *avoids explaining/lack of understanding in the topic *is unaware of grammar, theory, or relevant course knowledge *fails to use appropriate resources 	<ul style="list-style-type: none"> *able to assess students’ understanding and provide appropriate explanation and information *refers students to appropriate resources and demonstrates use *explains processes *utilizes students’ works for examples 	<p>In addition to 3</p> <ul style="list-style-type: none"> *provides opportunities for students to practice—understands well enough to generate examples to benefit understanding *demonstrates clear modeling for studying and using resources *utilize resources and teach students how to do the same 	<p>In addition to 3 and 4</p> <ul style="list-style-type: none"> *demonstrates familiarity with multiple resources and approaches to subject material *seeks and creates beneficial resources for sessions
Paperwork and Session forms	<ul style="list-style-type: none"> *leaves information blank on session forms *takes session forms from the office 	<ul style="list-style-type: none"> *submits illegible information on session forms *does not include session details (“verbs” is not a clear description) *leaves off time information for sessions *does not turn in weekly confirmation forms *doesn’t enter hours into PAWs 	<ul style="list-style-type: none"> *reviews session forms for complete information and asks students for clarification *provides clear overview of session content *includes session start and end time *submits forms in a timely fashion 	<ul style="list-style-type: none"> *provides developed notes for sessions (worked on –er conjugation of chapter 8 verbs) 	<ul style="list-style-type: none"> *helps others accurately complete session forms

Participation	<ul style="list-style-type: none"> *avoids discussions *wears headphones *works on computer and ignores activities in the space *hostile to supervisor and experienced tutor guidance 	<ul style="list-style-type: none"> *fails to complete readings, tasks, and assignments *constantly texting while at work *ignores guidance and advice 	<ul style="list-style-type: none"> *checks in with front office staff *logs into the wiki *listens to information and instruction and applies throughout work performance 	<ul style="list-style-type: none"> *thoughtfully comments on wiki posts and pages *observes sessions beyond training 	<ul style="list-style-type: none"> *asks to help with projects and assist with program developments *help other tutors during and outside sessions
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CHASS Gen Ed Tutoring Survey

CHASS Gen Ed Tutoring Survey

Introduction

Please help the Gen Ed Tutoring Center in our assessment of services by answering the following questions. Your participation is not anonymous, but it is confidential.

Identify how you disagree or agree with the following statements.

1. Working with my tutor helped me understand the idea(s) for the course.

- ☐ Strongly disagree
- ☐ disagree
- ☐ agree
- ☐ strongly agree

2. My tutor helped me learn how to work with class material.

- ☐ Strongly disagree
- ☐ disagree
- ☐ agree
- ☐ strongly agree

3. My tutor taught me about resources and/or techniques to improve my study skills.

- ☐ Strongly disagree

- ☐ disagree
- ☐ agree
- ☐ strongly agree

4. I was better prepared for class and exams because I worked with a Gen Ed Tutor.

- ☐ Strongly disagree
- ☐ disagree
- ☐ agree
- ☐ strongly agree

5. I understood the materials for the class because I worked with a Gen Ed Tutor.

- ☐ Strongly disagree
- ☐ disagree
- ☐ agree
- ☐ strongly agree

6. Working with a Gen Ed Tutor improved my overall performance in the class.

- ☐ Strongly disagree
- ☐ disagree
- ☐ agree
- ☐ strongly agree

7. Working with a tutor has been useful in classes other than the one I came in for (e.g. applying study skills, using strategies for studying).

- ☐ Strongly disagree
- ☐ disagree

- agree
- strongly agree

Addendum C

Passing Grade Percentages

Table 1. Students earning passing grades who visited the CHASS GET 6 times or more.

Sessions	FA 2013	SP 2014	Total
Students ¹ with passing grades ²	15	18	33
Students ¹ with failing or W grades	4	1	5
Percentage Pass	79%	95%	86.84%

1. Students who visited a CHASS GET tutor six or more times during the semester per class.

2. Passing grades as defined by the Faculty Advising Handbook (pg. 9) and 2013-2014 CSU-Pueblo Catalog (pg. 49).

Source: Student Academic Services, CHASS GenEd Tutoring Center Logs, 2013-2014