Colorado State University – Pueblo
Program Assessment Report for AY 2015-2016
Date: July 20, 2016

Program Name: CHASS Gen Ed Tutoring ("GET") Center
Department: Center for Academic Enrichment
Report Completed By: Chad Pickering (Writing Room and CHASS GET Coordinator)
Assessment Contributors (other faculty involved in this program's assessment): N/A

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

SLO #1
A. Which of the program SLOs were assessed during this cycle? Please include the outcome(s) verbatim from the assessment plan.
SLO 1: Students will feel welcomed in the GET Center and inclined to recommend the GET Center and its services to peers.

B. When was this SLO last assessed? Please indicate the semester and year.
Spring 2015.

C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the assessment process.
Questions 3 and 6 of the GET Center student survey, administered online via Campus Labs throughout the fall and spring semesters of AY 2015-2016, were used to assess SLO 1.

D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved.
A total of **116** and **116** responses were given to the two survey questions directly pertaining to this SLO during the fall and spring semesters of AY 2015-2016. The respondents were CSU-Pueblo students who were enrolled in lower-division general education courses in the humanities and/or social sciences and who participated in Gen Ed tutorial sessions during Fall 2015 and/or Spring 2016.

E. What is the expected achievement level, and how many or what proportion of students should be at it?
Students will indicate, at a rate of 75% or higher, that they felt welcomed in the GET Center. They will then indicate, at a rate of 75% or higher, that they "definitely would" or "probably would" recommend the GET Center and its services to others.

F. What were the results of the assessment?
Of 116 responses received, **116 (100%)** answered positively, indicating that students felt welcomed in the Writing Room. Furthermore, **110 (94.82%)** of 116 responses stated that students "definitely would" recommend the Writing Room to others, while **6 (5.17%)** stated they "probably would" do so.

G. What were the department's conclusions about student performance?
The results of the survey indicate that tutoring and reception staff are doing a fine job of ensuring that students who enter the Writing Room are greeted appropriately, provided with service, and generally made to feel welcome.

H. What changes/improvements to the _program_ are planned based on this assessment?
GET Center staff, both tutors and receptionists, will be further encouraged to greet all incoming students in a friendly and inviting manner, grant them full attention, and make every sincere effort to provide them with (or direct them to) the services they're seeking. The goal would simply be to ensure that students feel consistently welcomed in the GET Center and inclined to recommend it to their peers.

SLO #2

A. Which of the program SLOs were assessed during this cycle? Please include the outcome(s) verbatim from the assessment plan.
SLO 2: Students will gain a deeper understanding of the specific course content discussed during tutoring sessions.

B. When was this SLO last assessed? Please indicate the semester and year.
Spring 2015.

C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the assessment process.
Questions 4 and 5 of the GET Center student survey, administered online via Campus Labs throughout the fall and spring semesters of AY 2015-2016, were used to assess SLO 2.

D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved.
A total of **110** and **116** responses were given to the two survey questions directly pertaining to this SLO during the fall and spring semesters of AY 2015-2016. The respondents were CSU-Pueblo students who were enrolled in lower-division general education courses in the humanities and/or social sciences and who participated in Gen Ed tutorial sessions during Fall 2015 and/or Spring 2016.

E. What is the expected achievement level, and how many or what proportion of students should be at it?
Students will clearly identify the course for which they received tutoring. Students will then indicate, at a rate of 75% or higher, that their understanding of the course content discussed during tutoring sessions has improved as a result of meeting with a tutor.

F. What were the results of the assessment?
Tutoring sessions were focused upon content mostly from foreign-language courses (i.e., courses in Spanish, French, Italian, and German), though **6 (5.45%)** of 110 responses pointed to sessions focusing on content from political science and psychology courses. Also, of 116 responses, all **116 (100%)** indicated that students' understanding of the course content discussed during tutoring sessions improved. Written comments accompanying the positive responses substantiate the responses.

G. What were the department's conclusions about student performance?
These results indicate that Gen Ed tutors' efforts to enhance and improve students' understanding of course-specific content are thus far largely effective. The written comments accompanying the responses were particularly encouraging and indicative of the good pedagogical work carried out by tutors.

H. What changes/improvements to the <u>program</u> are planned based on this assessment?
New and continuing Gen Ed tutors will be further encouraged to acquaint themselves well with the content of the courses for which they provide tutoring. Furthermore, through ongoing training sessions and discussions, Gen Ed tutors will be encouraged to become knowledgeable about tutoring techniques, learning styles, and overall best practices in an effort to serve students more effectively and promote active learning.

SLO #3

A. Which of the program SLOs were assessed during this cycle? Please include the outcome(s) verbatim from the assessment plan.
Students will earn a passing grade (a "C" or higher) in each course for which they receive regular tutoring.

B. When was this SLO last assessed? Please indicate the semester and year.
Spring 2015.

C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the assessment process.
Data gathered from AIS was used to assess SLO 3.

D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved.
CSU-Pueblo students who were enrolled in lower-division general education or developmental courses within the humanities or social sciences and who participated in Gen Ed tutoring sessions during Fall 2015 and/or Spring 2016 semesters were asked by their tutors to complete the student survey once per week for the duration of time when they were receiving Gen Ed tutoring.

E. What is the expected achievement level, and how many or what proportion of students should be at it?
Data collected from AIS Student Grades will show that at least 75% of students who received regular tutoring (six sessions or more) for particular courses during a semester received a grade of "C" or higher for those courses.

F. What were the results of the assessment?
In Fall 2015, there were **12** students who received regular tutoring at the GET Center. Of those 12, **9 (75%)** students received a grade of "C" or higher. With regard to the **3** regularly returning students who did not receive at least a "C" or higher, **1** student received a "NC" designation (typically given to students who audit courses), **1** student received a "D+" as a final grade, and **1** student was participating in tutoring sessions as a way of preparing for an upcoming study-abroad semester (and so no course grade was given).

G. What were the department's conclusions about student performance?
These results continue to suggest that receiving regular tutoring for specific general education courses is very effective in ensuring successful completion of these courses—that is, completing these courses with passing grades at minimum. The results indicate that when students develop an ongoing rapport with a peer tutor who can support learning by reinforcing course content and promoting good study habits, students often become further motivated to succeed in their courses.

H. What changes/improvements to the <u>program</u> are planned based on this assessment?
Through ongoing training sessions and discussions, Gen Ed tutors will continue being encouraged to familiarize themselves further with course content, effective study skills, rapport-building interpersonal techniques, and best practices in peer-to-peer instruction. Such development can only aid the GET Center's efforts to promote student learning and successful completion of courses.

<u>SLO #4</u>
A. Which of the program SLOs were assessed during this cycle? Please include the outcome(s) verbatim from the assessment plan.
Students will be able to identify and elaborate upon areas of the GET Center's services that may be strengthened, modified, or otherwise improved upon.

B. When was this SLO last assessed? Please indicate the semester and year.
Spring 2015.

C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the assessment process.
Questions 7 of the GET Center student survey, administered online via Campus Labs throughout the fall and spring semesters of AY 2015-2016, was used to assess SLO 4.

D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved.

A total of **61** responses were given to the survey question directly pertaining to this SLO during the fall and spring semesters of AY 2015-2016. The respondents were CSU-Pueblo students who were enrolled in lower-division general education courses in the humanities and/or social sciences and who participated in Gen Ed tutorial sessions during Fall 2015 and/or Spring 2016.

E. What is the expected achievement level, and how many or what proportion of students should be at it?
At least 50% of students will, in writing, identify and elaborate upon at least one area of the GET Center's services that they feel can be improved in some way.

F. What were the results of the assessment?
Of the 116 total respondents, **61 (52.58%)** offered written responses concerning how to improve the Writing Room's services. Written responses varied in terms of their content, of course. Of the 61 responses, **31 (50.81%)** clearly state that satisfaction with the GET Center's services is high and that no changes or improvements are needed or recommended. **Two** responses indicated some concerns regarding the level of ambient noise in the room and the extent to which this noise can be distracting to students. **One** response expressed a need for tutors to appeal to differing learning styles (i.e., a combination of verbal and visual techniques that together can elucidate complex ideas), and **1** other response pointed to the need for better materials (specifically, dry erase markers and erasers).

G. What were the department's conclusions about student performance?
The results indicate that students who use the GET Center's services have, at least to some extent, considered ways to make those services more satisfactory or to address certain perceived problems. The expressed concerns of particular interest are those relating to noise levels in the room and their effect on students' ability to concentrate during tutoring sessions, as well as those relating to the pedagogical practices of tutors.

H. What changes/improvements to the <u>program</u> are planned based on this assessment?
Though the majority of responses received suggest that the GET Center's services are largely satisfactory and in no need of improvement, the Gen Ed Tutoring coordinator will attempt to address suggestions raised by respondents. All staff members working in the GET Center/Writing Room will continue to be encouraged to remain quiet and courteous (to the greatest extent possible) whenever Gen Ed tutoring sessions are taking place. Also, training sessions with Gen Ed tutors will continue to emphasize the value of appealing to students with varying learning styles.

<u>SLO #5</u>
A. Which of the program SLOs were assessed during this cycle? Please include the outcome(s) verbatim from the assessment plan.
Students will use the GET Center's services in increasing numbers and will also meet with a GET Center tutor regularly (six times or more per semester) in increasing numbers.

B. When was this SLO last assessed? Please indicate the semester and year.
Spring 2015.

C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the assessment process.
Data gathered from AIS was used to assess SLO 5.

D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved.
CSU-Pueblo students who were enrolled in lower-division general education or developmental courses within the humanities or social sciences and who participated in any number of Gen Ed tutorial sessions during the fall and spring semesters of 2015-2016 were included in the assessment of SLO 5.

E. What is the expected achievement level, and how many or what proportion of students should be at it?
Data collected from the GET Center logs in AIS Student Tracking will show that the number of regularly returning students and the total number of individual (unduplicated) students who used the GET Center during AY 2015-2016 exceeds the corresponding numbers from the preceding academic year by any amount.

F. What were the results of the assessment?
In Fall 2015, the GET Center served **24** unique (unduplicated) students. Of those 24, **12 (50%)** were regularly returning students. By comparison, in Fall 2014, the GET Center served **44** unique students; of those 44, **28 (63.63%)** were regularly returning students. As a side note, there were **180** total tutoring sessions that occurred in Fall 2015 and **443** that occurred in Fall 2014.

In Spring 2016, the GET Center served **18** unique students. Of those 18, **8 (44.44%)** were regularly returning students. By comparison, in Spring 2015, the GET Center served **25** unique students; of those 25, **13 (52%)** were regularly returning students. As a side note, there were **125** total tutoring sessions that occurred in Fall 2015 and **227** that occurred in Fall 2014.

G. What were the department's conclusions about student performance?
The results show an overall decline, from AY 2014-2015 to AY 2015-2016, in the number of unique students served and the proportion of regularly returning students. The results also continue to demonstrate that the GET Center tends to serve a higher amount of unique students and sees a higher proportion of returning students during the fall semesters (in comparison to the spring semesters). Use of the GET Center generally appears to be lower during spring semesters. The overall decline in numbers between AY 2014-2015 and AY 2015-2016 is discouraging, and we wonder if the lower numbers in AY 2015-2016 are connected in any way to larger trends in enrollment and retention—and, more specifically, to lower enrollment perhaps in lower-division foreign-language courses offered at CSU-Pueblo. These lower numbers appear to be in spite of increased class visits from Gen Ed tutors themselves, who are encouraged to reach out to students directly about the services offered at the GET Center.

H. What changes/improvements to the <u>program</u> are planned based on this assessment?
The Gen Ed Tutoring coordinator will attempt to forge stronger relationships with faculty members teaching lower-division foreign-language courses (in Spanish, French, Italian, and German) in an attempt to foster even greater encouragement from faculty to seek tutoring at the GET Center. Also, the coordinator will engage in greater outreach to faculty members teaching general education courses in other disciplines (psychology, political science, etc.). Efforts to increase awareness of the GET Center will continue throughout the next academic year. Class visits, both from Gen Ed tutors and from the Gen Ed Tutoring coordinator, will continue to highlight the benefits of receiving services at the GET Center. Advertisements will continue to be placed in appropriate venues (the "Howl" newsletter, the E-mail Digest, etc.).

PART 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.
SLO 4: At least 50% of all students who take the survey will, in writing, identify and elaborate upon at least one area of the GET Center's services that they feel can be improved in some way.
SLO 5: Data collected from the GET Center logs in AIS Student Tracking will show that the number of regularly returning students and the total number of individual (unduplicated) students who used the GET Center during one semester exceeds the corresponding numbers from the preceding semester by any amount.

B. When was this SLO last assessed? Please indicate the semester and year.
SLO 4 and 5: Spring 2015

C. What were the recommendations for change from the previous assessment?
SLO 4: Revise the survey question associated with this SLO to affect the amount and quality of responses received.
SLO 5: Increase efforts to advertise the presence of the GET Center and the services it offers throughout the campus in an attempt to increase the amount of unique (unduplicated) students and regularly returning students who use the GET Center's services.

D. Were the recommendations for change acted upon? If not, why?
SLO 4: Yes. The pertinent survey question was revised to encourage survey takers to offer a written response regarding how best to improve the GET Center's services.
SLO 5: Yes. Efforts to further make the GET Center and its services better known throughout the campus increased somewhat over the past academic year. The coordinator presented the GET Center's services at the CHASS meeting during Convocation Week, ads were placed in venues such as the "Howl" newsletter, and Gen Ed tutors themselves were encouraged to visit appropriate classes (specifically, lower-division foreign-language classes) to reach out to students directly.

E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
SLO 4: The change proved effective. After the pertinent survey question was revised, more than 50% of survey takers offered a written response to the question (regarding suggestions for improving the GET Center's services), thereby offering GET Center staff an improved idea of how students feel about the quality of services.
SLO 5: Efforts to increase the presence of the GET Center on campus were apparently not effective with regard to increasing the amount of unique students served and the proportion of regularly returning students during AY 2015-2016. As stated previously, the coordinator will attempt to forge stronger relationships with faculty members teaching lower-division foreign-language courses as well as faculty members teaching general education courses in other disciplines in an effort to increase the encouragement students receive from instructors regarding the benefits of using the GET Center.

PART III. Miscellaneous matters.
Requests for tutoring not provided by the GET Center:

SPN 301, 303 (Rueda, Ribadeneira) – requested on Gen Ed Tutoring request form in Fall 2015

MCCNM 425 (Ebersole) – requested in person in Fall 2015