Tutoring Center Report - Academic Year 2012/2013

Programs

Math, Statistics
The Tutoring Center's primary activity for 2012/13 was to provide peer tutor support for math and statistics. The peer workforce is comprised of student workers and students enrolled in MA211/ MA411.
CRLA level I certification is required of all tutors. The Learning Center provides Level I and Advanced Level II training.

Psychology
Provided administrative support, space and individualized CRLA certification training to the Psychology department's Psy225 students who support psychology students with the methods and statistics portion of the psychology curriculum.

Philosophy (Logic)
Fall 2012 we began supporting logic tutoring in collaboration with the Philosophy dept. We provided the space, training and place of employment. The Philosophy department reimbursed The Learning Center for the tutor's salary.

Other
Other subjects in which students received assistance in the Math Lab include:
CHEM, ACCT, ENGR, ET, CET, ECO, FIN, PHYSICS, Praxis, computer use and homework

I.   Past Year Activity: 2012-2013

The total number of student visits is estimated at 7109. Implementation of BlueSwipe data collection produced flawed numbers. See goal number 2 for explanation.

Tutoring hours summary:

	FA12	SP13
Total tutor hours available per week	223hrs/wk	247.5hrs/wk
Math 211 & 411 (for credit)	18hrs	6hrs
Staff (Math & Stats)	162hrs	181hrs
PSY225 (for credit)	43hrs	60.5hrs

Staffing Expenses:

Funding	Learning Center O/E	Work Study Funds	Grant	Total
Sum II 2012	1066.			1066.
Fall 2012	(Actual) 15875			15875
Spring 2013	(Actual) 18213			18213
Sum I 2013	Not budgeted	Funds Not available		406.00
YE12/13	**29175.00**	**Approximately 5835.00**		**34494.06**
YE11/12	**29793.00**	**9493.00**		**37174.00**

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A. PROGRESS MEETING ANNUAL GOALS
   1. *Certification for Level III*

   Progress (not complete) The cohort of tutors working towards level three certification completed the required activities and projects, but failed to finish their reflection pieces and collect and hand in the documentation for submission to CRLA. CRLA asks for examples of student work when a program is submitted for accreditation. This is the second time that a cohort has done most of the work, but didn't provide the coordinator with the final products for submission.

   What we learned
   Often the students who are interested in Master Level III certification are coming to the end of their career here at CCSU. They are completing internships, student teaching, observations etc. They begin the semester as a cohort, but gradually, more and more of their time is devoted to learning off campus. The coordinator suggests that this contributes to the breakdown of the cohort structure and completion.

   Action Plan
   - **Restructure Level III training so that it can be completed by an individual. This will require more supervision, but should result in completed accreditation and Level III tutor certifications.**

   2. *Implemented Blue Swipe technology 10/1/2012*

   Progress (Completed)
   The Learning Center implemented Blue Swipe data collection at multiple locations on 10/1/2012. The front reception area has two swipe units, the Tutoring Center has one welcome station and the conference room has one swipe for small groups such as Dean's List attendance. The Tutoring Center usage has been tracked entirely using Blue Swipe this year. Academic Interventions, Coaching and placement testing have been tracked by hand and with Blue Swipe.

   Assessment and usage tracking have always been challenging for the tutor lab. The nature of a drop in lab requires someone be stationed at all times when the lab is open to assist students with recording their visit appropriately or, as in the past, the tutors were responsible for catching each student as they arrived. Next, the data was entered manually into an excel spreadsheet. This system limited how we could compare the data with student information available in Banner. We hoped that using swipe technology would allow us to save time by removing the manual entry and run queries using Banner.

   The set up and transition to Blue Swipe was fairly simple. The tutor coordinator identified a few minor glitches with the software that were promptly corrected by IT.

   The data The total number of visits recorded for tutoring were down by approximately 1000 visits. Upon review, it was clear that there were inconsistencies in data collection.

   What we learned
   There were +/- 1500 student visits recorded in Blue Swipe that we believe, after comparison with Coaching records, were not accurately categorized. Also, there were many times when the Tutoring Center did not have a dedicated student worker to greet and swipe. We discovered early that, although possible, asking students to self-swipe would result in inaccurate numbers and categorizations. At those times, the student worker at the front desk was responsible for swiping all students entering the LC, answering phones, and answering visitor questions. We theorize that during busy periods, when the student workers were multi-tasking, students who were familiar with the Tutor Center were able to pass by without being recorded.

Action Plan
- **Increase Blue Swipe training for the student workers.**
- **Staff both workstations during peak traffic times.**
- **Submit request to IT to reduce the number of categories, i.e. TUTORING instead of tutoring psych, tutoring math, tutoring stats**

3. *Increase the number of tutors across campus granted CRLA certification.*
   Four TRIO tutors and one School of Business Tutor earned CRLA Level I Certification. Several Trio tutors are currently working on the independent portion of the training.

   What we learned
   Most individuals assigned to supervise tutoring are part-time, temporary staff members or staff members with competing priorities. The supervision and evaluation of tutors for the certification process requires continuity and foundational understanding of tutoring principles.

   Action Plan
   - **Develop concise foundational training materials to facilitate completion of supervisor training**

4. *Transition to new online course platform*.
   Progress (Completed)
   After training on Blackboard Learn, we decided instead to move tutor training to our website.

   What we learned
   While it requires more time for the coordinator to keep track of an individual's completion of requirements, it is a more user friendly, accessible way to deliver the independent portion of CRLA tutor training. The site is password protected so rather than having to enroll each student manually, supervisors give trainees the password. Site/program supervisors have control of who may begin training and when, removing an obstacle for the off-site supervisors/tutors across campus to beginning training.

5. *Improve materials on website.*
   Ongoing
   The majority of our efforts were focused on moving the Tutor Training materials from Blackboard Vista to web access. The move of both levels was completed in *April 2013*. Through this process, the tutor coordinator has become proficient enough with FinalSite to keep the Tutor Center's portion of the website current.

B. ADMINISTRATIVE CHANGES
   Staffing:
   The tutors are all current students and with this come benefits and challenges. The students are primarily math, science and technology students. Working in the center provides them with leadership opportunities, professional development and daily practice with content. The primary challenge for student workers is managing their personal lives, academic work and the demands of a challenging job. The first week of the spring semester, we had sudden loss of statistics tutors for various personal reasons. Working with the Math department, we identified, invited, screened, interviewed and hired 4 new tutors within 3 weeks.

   Meanwhile, the demand for higher level math and statistics tutors continues to grow. The Math Department has indicated that students are asking for more stats tutors and the department would like

us to hire tutors who have completed coursework beyond the level they are tutoring. This poses a challenge as we have a consistent demand for Business Statistics II support and a limited pool of students who would qualify to tutor under those requirements. We will continue the conversation and investigate the possibility of Supplemental Instruction as a solution.

MATH211-411 brings in a new cohort of tutors each semester that need to be trained and closely supervised. Many of these students are not yet able to tutor higher level math courses, *which increases the necessity to hire qualified higher level tutors.* In addition, the restructuring of the Mathematics Teacher Ed program to offer student teaching only in the fall, creates a mass exodus of experienced tutors. It requires active recruitment and collaboration with the Math Department during the summer to secure new tutors who are qualified to provide assistance. Most of these students are not eligible for work study. Training and supervising a new cohort each year is time intensive but necessary to maintain quality of service.

Infrastructure:

Improvements were made to the physical space in the Tutoring Center. Summer 2012 a video monitor was installed that allows training programs with multi-media instruction in our own physical space. WE are purchasing functional shades, have removed tables that were too small for group work to be replaced with tables that hold 6-10 people, and the area devoted to psychology tutoring has been remodeled with repurposed furniture to provide adequate room for two tutors and their tutees to work comfortably. Storage has also been improved so that the tutors can file their session documentation and reference materials out of sight.

C.   PROGRESS WITH ASSESSMENT

Surveys are available for tutees to fill out at all times. Tutors are responsible for securing a minimum of 10 tutee evaluations per semester. Tutors are also formally observed at least once during the semester. All math/psych tutors participating in Level I and Level II training who reached their minimum contact hours were granted certification.

 Out of *360* tutor evaluation surveys collected this year:
- **The average rating of the tutoring session** – 4.9 on a Likert scale of 1-5 [(1)very unsatisfied – (5) very satisfied
- **55%** reported that they would have dropped or failed the class without the assistance of a tutor
- **95%** reported that they expected their grade in the class to be higher as a result of working with a tutor
- **96%** reported that they would see the tutor they worked with again
- **97%** reported that they would recommend the service to other students

- **Students learned of the service through**:
  40% faculty   **37%** other students (an increase of 17%)
  14% marketing (bookmarks, posters, website)   **9%** other   **6%** gave no answer

- *Student remarks are available upon request.*

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II. Planning for 2013-2014

    A. Goals

- **Expand training for student workers to facilitate accurate data collection**
- **Develop concise tutor supervisor training content to improve compliance and increase tutor certification across campus**
- **Complete a Tutor Center Operations Manual.**
- **Develop a generic supervision of Tutors manual for distribution.**
- **Pilot supplemental instruction support of a chemistry course(s) SP14.**

    B. Collaborations

- **Continued -Mathematics Dept , Math 211/311/411 training, certification and supervision**
- **Continued - Psychology Dept, PSY225 Space, Training, Certification and scheduling appts. Continued - School of Business, TRIO, School of Engineering and Technology, Training and Certification**
- **Chemistry – new initiative**

    C. Needs

- **Printing for Students!!! Many students work in the tutor lab, yet have to go somewhere else to print their work to take to class. This is an ongoing request by students.** Last summer the possibility was investigated. As there is not a mechanism in place to use student printing fees to provide the service, we would have to absorb the cost. Currently, we do not have the funds.
- **A permanent, full time administrative faculty position.** The supervisory requirements for continued growth and development of collaborations with the various pockets of tutoring on campus support the need for additional administrative/supervisory support. As lab hours, the number of staff, and training requirements continue to expand – the supervisory responsibilities expand as well. Since SP05 the staff has grown from 5 tutors to 25, there are 2 levels of accredited training, pilots running of a 3rd and the number of students utilizing the services of the lab has increased 121 percent. In addition, the modification of the MA211-411 courses requires coordinating efforts for supervision and training for 3 separate courses with different requirements.