**Program Efficacy Report  
Spring 2010**

**Name of Department**: Tutoring

**Efficacy Team: Dawn Adler and Troy Sheffield**

**Overall Recommendation (include rationale):**

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| **Continuation:** Tutoring is an essential ingredient for student success. The dedication to providing services to students makes this department very successful and student oriented. This is a center FOR students RUN by students. The Tutoring Department continues to seek additional ways to communicate hours and services to the campus. The area does not have a full-time faculty member, as a result, issues such as the development of SLOs, assessment of SLOs and content review become problematic. It is important that the committee refer this situation to the VPI for possible solutions. |

| **Strategic Initiative** | **Institutional Expectations** | |
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| **Does Not Meet** | **Meets** |
| **Part I: Access** | | |
| ***Demographics*** | *The program does not provide*  *an appropriate analysis regarding identified differences in the program’s population compared to that of the general population* | *The program has almost equal numbers of male and female tutors. They have developed steps to address the fact that fewer males receive tutoring than the ratio of men to women on campus.* |
| **Efficacy Team Analysis and Feedback: Meets**  The Tutoring staff reflects the diversity of the campus. In addition they have developed actions to address the lower ratio of males who seek tutoring vs. their actual ratio on campus. | | |
| ***Pattern of Service*** | *The program’s pattern of service is not related to the needs of students.* | *The program provides significant hours of service and would provide more if they had more staff.* |
| **Efficacy Team Analysis and Feedback: Meets**  There are some constraints to offering tutoring in the evening beyond the three days a week when the center is open until 9:00 p.m. Some evening and Saturday tutoring is made available by appointment.  Their publication of the ‘yellowpage’ via email two to three times a semester, plus various other forms of outreatch indicate the intent to communicate as fully as possible with the campus. | | |
| **Part II: Student Success** | | |
| ***Data demonstrating achievement of instructional or service success*** | *Program does not provide an adequate analysis of the data provided with respect to relevant program data.* | *The department has developed a tutor survey and uses the results for improvement.*  *If applicable, supplemental data is analyzed.* |
| **Efficacy Team Analysis and Feedback: Meets**  The Tutor Survey is to be commended as one way to obtain feedback from the users of its services. The department reviews the survey and makes improvements on the basis of the results. | | |
| ***Student Learning Outcomes*** | *Program has not submitted student learning outcomes for all courses certificates or degrees. Does not have a three-year plan on file.*  *Program has not analyzed assessment results and implemented changes where appropriate.* | *Tutor Training, or ACAD 010, has course outlines and three student learning outcomes.*  *There are no SLOs for ACAD 600A-1x4, however, plans are in place to create a survey that would attempt to correlate usage vs. success in coursework.* |
| **Efficacy Team Analysis and Feedback: Does not meet**  The department has student learning outcomes for one area, ACAD 010. ACAD 600 are in the developmental stage. They have not cycled in the assessment of the outcomes for the current SLOs so they are unable to use information to improve effectiveness. Plans are in place to develop additional SLOs for the other course, however, it is dependent upon obtaining correlational information. Although they have made some program changes such as placing ACAD 010 on Blackboard they indicate that having no FT faculty to write and/or update curriculum and develop SLOs is a problem. In addition, funding for TutorTrac has been denied, thus it is difficult to obtain data. The team recommends that faculty in the library, the Coordinator of Professional Development, along with those in areas which use the tutor program work with the department to develop SLOs and engage in suggestions on how to measure them. The institutional researcher and research assistant should be included in the assessment discussion to support the development of various measurements. | | |
| **Part III: Institutional Effectiveness** | | |
| ***Mission and Purpose*** |  | *The program has a mission and it links clearly with the institutional mission.* |
| **Efficacy Team Analysis and Feedback: Meets**  Their mission supports the college’s mission. | | |
| ***Productivity*** | *The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.* | *Unfortunately, Datatel does not warehouse data pertinent to productivity for this area.* |
| **Efficacy Team Analysis and Feedback: Meets**  The tutoring area produces “in house” data on hours of usage per semester. The area has increased the number of students needing its service since 2008. It is suggested that once SARS has been implemented that the tutoring area work with the DETS personnel on supporting data for student use and success. | | |
| ***Relevance, Currency, Articulation*** | *Some content review is not up to date.* |  |
| **Efficacy Team Analysis and Feedback: Meets**  Currently they do not have any applicable courses to articulate. Content review is up to date. General Studies, ACAD600IX4 is out of date and should be addressed or eliminated. | | |
| **Part IV: Planning** | | |
| ***Trends*** | *The program does not identify major trends, or the plans are not supported by the data and information provided.* | *The programidentifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provides data from internal research or research from the field for support.* |
| **Efficacy Team Analysis and Feedback: Meets**  The program has identified a number of creative ways the program serves faculty and students (small group tutoring, using AGS Honor students, staffing with FWS students etc.). In addition, the development of “Hurl-a-Squirrel” Thursdays and Mozart Mondays demonstrate their attention to innovative ways to help students. | | |
| ***Accomplishments*** | *The program does not incorporate accomplishments and strengths into planning.* | *The program incorporates substantial accomplishments and strengths into planning.* |
| **Efficacy Team Analysis and Feedback: Meets**  The program is dedicated to bring high levels of accomplishment to their work and instilling that ethic with their peer tutors. They have developed successful “in reach” to the campus by presenting programs to traditional and non-traditional audiences. Their ‘yellowpage’ publication welcomes all areas of the campus inviting students to use tutoring services. Hours of operation are strong in meeting students’ needs. | | |
| ***Weaknesses/challenges*** | *The program does not incorporate weaknesses and challenges into planning.* | *The program incorporates weaknesses and challenges into planning.* |
| **Efficacy Team Analysis and Feedback: Meets**  The area has acknowledged their lack of relevant data and has attempted to remedy this. The team discussed possible solutions they need to explore. They recognize a weakness in the program by solely relying on peer tutoring. The program would be strengthened by encouraging faculty to tutor within the center. | | |
| **Part V: Technology, Partnerships & Campus Climate** | | |
|  | *Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships or Campus Climate.*  *Program does not have plans to implement the strategic initiatives of Technology, Partnerships or Campus Climate* | *Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.*  *Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.* |
| **Efficacy Team Analysis and Feedback: Meets**  The technology used within the center includes Blackboard and WiFi. A stronger interface with technology available within the campus for data collection and analysis is encouraged.  The area is known for its warm, clean and welcoming environment so it meets the campus climate initiative.  The center is interactive with many groups within the campus, creating strong partnerships. They also communicate, share ideas and best practices with other colleges. | | |