Non-Instructional Annual Review
Tutoring Department

This document addresses the following SACSCOC requirements: CR 2.5, CS 3.3.1, and CS 3.5.1, CR 3.9.2, CR 3.13.3, and FR 4.5

Purpose

Amarillo College non-instructional areas consistently review data and strive for improvement. The purpose of this review is to demonstrate how AC non-instructional areas support AC's mission by "...*enriching the lives of our students and our community.*"

On an annual basis, the Program Review process will capture a holistic snapshot of strengths, weaknesses, and improvement plans based on institutional data and assessment information.

The information collected on this form will also serve to help your division complete the information required by SACSCOC for Amarillo College's continued reaffirmation efforts.

Response Length Suggestion: Most responses should be 2-3 sentences. If available, you may also provide a link to other documentation that answers each question.

I: Identification

1. **Department Title:**

   Tutoring Dept.

2. **Department Purpose Statement:**

   To promote student success by providing tutoring for students currently enrolled in academic courses.

3. **Department Review Year (i.e. Most Recent Academic Year)**

   2013-14

4. **Date of Submission:**

   7/1/2014

5. *Lead Person Responsible for this Department Review:*

   Name: Charlotte Goebel
   Title: Peer Tutoring Supervisor
   E-mail: cagoebel@actx.edu
   Phone Number: 806.371.5432

6. *Additional Individuals (Name and Title) Responsible for Completing this Department Review:*

II: Existing Data (Not Survey, Focus Groups, and/or Interviews)

AC staff/administrators collect and evaluate data related to people served.

1. What significant AC, state, federal, or other reports do you complete on an annual basis **and/or** what significant quantitative data do you collect or review on an annual basis?
   (Please provide links to data/report information or a succinct summary of your data findings.)

   > The most significant data is reported by semester (as instructed by the Tutoring Task Force) for each student who receives tutoring. It is stored on the J drive. The information includes (for each tutoring session) student's name, ID number, course ID, date, time in/time out, and final grade.

2. Based on the past year's data (referenced in Question #1), please evaluate your data and/or department.
   (Place an 'X' in each text box that corresponds to your evaluation. You may delete or add rows.)

Data Reported/Collected (Include Most Important Data)	Needs Improvement	Meets Standards	Exceeds Standards
1. Fall 13/Spring 14 tutoring by session		x	

3. (If applicable) If any area "Needs Improvement," please explain why (i.e. Analysis).

4. (If applicable) Based on the data above, what changes do you recommend (i.e. Action Plan)?

III: Existing Data (Based on Surveys, Focus Groups, and Interviews)
This Section Is Not Required for 13-14 Pilot Review

In this section, provide examples of ways you used survey data or qualitative research (interviews, focus groups, etc.) to make decisions.

PART A:

1. Over the past year, did your area collect and/or review any survey data or qualitative (focus group, interview, etc.) information?
   (Place an 'X' in the text box that corresponds to your response.)

Yes (If Yes, Proceed to PART A, Question #2)	No (If No, Proceed to PART B)

2. Summarize the most important information that was collected and/or reviewed **and** the results.

3. (If applicable) Based on the data above, what changes do you recommend (i.e. Action Plan)?

PART B:
Additional Comments Related to Surveys and Qualitative Research (Not Required):

IV: Institutional Initiatives

PART A –No Excuses:
Each department is expected to support student success initiatives.

1. List 1 or more ways your department <u>most</u> focuses on any of the No Excuses goals/initiatives.

> Tutoring focuses on improving student success by providing ongoing academic support, responding to the need for immediate individualized intervention, and targeting gatekeeper courses. The goal is to help students make a "C" or better in the courses for which they seek help.

2. Are there any changes your department has made over this past year to remove barriers to students and further the No Excuses goals <u>OR</u> to move the needle toward fulfillment of the No Excuses goals?
   - ➢ If so, please explain.
   - ➢ If not, but you plan to make changes that aid students success, please provide a few sentences explaining how you can better support No Excuses.

> Medical Terminology tutors were assigned to both the West Campus and Washington Street campus in an effort to maximize availability to students. Evening tutoring hours were also added.

PART B –Institutional Outcomes:
Each department is expected to provide quality student, customer, and/or client services.

1. For this review year, what is/were your department's <u>most important</u> goals (i.e. broad things you would like to accomplish)?

> The most important goal was to provide quality tutoring by targeting the individual's needs.

2. For this review year, what is/were your department's <u>most important</u> outcome/s that can be specifically measured and help you achieve your goals? Provide examples of 1-3 outcomes. (An outcome provides observable evidence that your student's or client's knowledge, skill, ability, attitude, or behavior has changed as a result of your efforts.)

> After receiving individualized Reading tutoring through the Tutoring Department, 60% of the students* enrolled in Tech I and Tech II classes during the 2013-2014 school year will complete Reading classes with a grade of C or better, as measured by student grade reports.
>
> *This includes only those students assisted by tutors hired by the Tutoring Dept. Additional students (not included in this group) were helped by tutors paid from the Reading Dept.

3. How does your department assess the above outcome/s? What were the results of your outcome assessment? What do your results tell you?

> N=59
> 37/59 = 63% completed Reading classes with a grade of C or better
>
> One project was to collaborate with the Reading Dept. to maximize student success by providing more individualized tutoring plans. Additional professional tutors were hired, then Reading Tech I and Tech II students were approached in a deliberate way, assessed, and assigned to a tutor who was ready to address their specific needs as documented.
>
> Individualized tutoring was effective and the results were good considering that most of these students were non-native English speakers. Will track again for 2014-15 as the tutors will have had several months of experience to refine the process.

4. What change/s has your department made in the past year or do you plan to make based on your assessment of any outcome?

> We plan to continue with this strategy and target more individuals to complete these developmental courses and enter into transfer level courses.

PART C –Strategic Planning:

Each department is expected to support AC's Strategic Planning initiatives.

1. Identify at least one strategy or task from the Strategic Plan your area currently addresses/evaluates.

> Task 1.1.1: Employees will use institutional data/evidence to determine sustainability and viability based on trend lines for instruction, academic support services, and student services.

2. (If applicable) What additional item/s should AC's Strategic Plan address?

PART D – Core Objectives (CR 2.10):

SACSOC guidelines require non-instructional areas to provide student support programs, services, and activities that are consistent with its mission and that promote student learning and enhance the development of its students.

At Amarillo College, a component of student learning is found present in the existence of AC's General Education Competencies. Due to recent mandate changes set forth by the Texas Higher Education Coordinating Board (THECB), AC has adopted the following General Education Competencies: Communication Skills, Critical Thinking Skills, Empirical and Quantitative Skills, Teamwork, Social Responsibility, and Personal Responsibility.

Although these competencies obviously relate to academia, many non-instructional areas also support some or all of these objectives.

<u>Some Examples of Ways Non-Instructional Areas Can Support Student Learning:</u>

<u>Personal Responsibility</u>: Any service that provides materials/information related to financial literacy, life planning, etc. to students could relate to personal responsibility. Also any measure of student personal responsibility (e.g. percent of students not dropped for non-pay, percent of students who pay their rent to AC housing on time, etc.) relates to this topic.
<u>Social Responsibility:</u> If students are able to serve or learn about ways to serve their community or world, this could relate to social responsibility.
<u>Communication, Critical Thinking, and Empirical and Quantitative Skills:</u> If a department teaches a skill/topic within the classroom or through a published document geared toward students, this skill/topic could relate to communication, critical thinking, or any of the other objectives—depending on the skill/topic being taught.
<u>Teamwork:</u> Any student organization/framework where students must work successfully within a group could equate to teamwork.

1. Does your area work (in-person, through publications, or through some other means) with students to learn/accomplish any of the following objectives?

Objective	Yes (If Yes to Any Area, Respond and Proceed to Part D, Question #2)	No (If No to All Areas, Proceed to Part D, Question #3)
Communication Skills	X	
Critical Thinking Skills	X	
Empirical & Quantitative Skills	X	
Teamwork		X
Personal Responsibility	X	
Social Responsibility		X

2. For each objective that received a "Yes" response, provide a bulleted list identifying how your department addresses each particular objective with AC students, any assessments related to your objective (if applicable), and any results related to your assessment (if applicable).
   ➢ Assessments can be indirect (e.g. surveys, focus groups, etc.) or direct.

> A tutor training program is now in place to help peer tutors use Bloom's Taxonomy and other principles to help achieve a higher level of teaching and learning. Tutors (most of whom are students) and tutees alike will benefit from completing the training which touches on everything from communication skills and quantitative skills to accepting personal responsibility for academic progress. As tutors go through the progressively in-depth modules, they (as well as the students they help) will learn and apply many of the objectives listed above.

3. Please indicate (place an X in the corresponding box/es) the mode of delivery by which you offer <u>any </u>support programs, services, and activities, to students.

In Person	Web	Phone	E-mail	Live Chat
X	X	X	X	X

4. Do you have plans to expand your learning objectives and/or modes of delivery? If so, how do you plan to expand these objectives/delivery modes? If not, why not?

> Two levels of tutor training are offered and another is being developed.

==This Section Is Not Required for 13-14 Pilot Review==

Amarillo College's non-instructional areas consistently have procedures in place that promote student confidentiality, staff efficiency, student success, and accountability.

Each non-instructional area will respond to the Core 5 (first 5) "Policies and Procedures" questions if they are pertinent to their area. If a department has additional questions they would like to include for accountability or some other purpose, they will also include those questions on this section of the form.

1. Please explain how your area supports the security, confidentiality, and integrity of student records and maintains special security measures to protect and back up data (CR 3.9.2)

2. How do you ensure that all of your employees are aware of student complaint procedures and that the procedures are handled in a way that is in accordance with the institutional policy of complaint procedures being reasonable, fairly administered, and well-publicized (CR 3.13.3)?

3. Has your area made any departmental changes based on student complaints? If so, what changes did you make (FR 4.5)?

4. Have you addressed any local, state, audit, or federal compliance issues that have caused you to make an adjustment to your department and/or a policy change? If so, please explain.

5. Have you made any changes to your department's policy or procedures over the past year that are otherwise not addressed in this review? If so, please explain.

1. What is the biggest issue/obstacle that your department currently faces?
   Please explain the issue, point to evidence supporting why your issue is important (addressed in this document or elsewhere), explain how you would like to fix the issue, and explain any budgetary constraints.

   The biggest challenges for the Tutoring Dept. are budget and space. Expanded tutoring requires more money to hire tutors and more space to work with students.

2. Additional Comments Pertinent to this Annual Review Evaluation (Not Required):