**Non-Instructional Annual Review  
 Tutoring**

This document addresses the following SACSCOC requirements: \_\_(if applicable) \_and IE Topics 2.5, 3.3.1, and 3.5

**Purpose**

Amarillo College non-instructional area’s 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:**

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| Tutoring Dept. |

1. **Department Purpose Statement:**

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

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

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| 2014-15 |

1. **Date of Submission:**

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| 7/20/2015 |

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

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| Name: Charlotte Goebel  Title: Peer Tutoring Supervisor  E-mail: [cagoebel@actx.edu](mailto:cagoebel@actx.edu)  Phone Number: 806.371.5432 |

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

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***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.)**

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| 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. (Pdf Spreadsheets for FA14 and SP15 attached.)  I also turn in monthly reports with an annual summation at the end of the year. This information includes number of students served broken down by courses with cost estimates and outcomes (final grades.) |

1. **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.)**

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| **Data Reported/Collected**  **(Include Most Important Data)** | **Needs Improvement** | **Meets Standards** | **Exceeds Standards** |
| 1. Fall 14/Spring 15 tutoring |  | x |  |

1. **(If applicable) If any area “Needs Improvement,” please explain why (i.e. Analysis).**

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

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***III: Existing Data (Based on Surveys, Focus Groups, and Interviews)***

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.)**

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

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

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

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PART B:

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

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| For 2015-16, we will have a short survey for tutors and tutees to complete. |

***IV: Institutional Initiatives***

PART A –No Excuses:

Each department is expected to support student success initiatives.

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

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| 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. |

1. **Are there any changes your department has made over this past year to remove   
   barriers to students and further the No Excuses goals OR 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.**

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| On the Washington Street Campus, Tutoring was moved from the Lynn Library basement to the first floor in order to maximize visibility and availability to students. During FA13 and SP14, there was a total of 1236 tutoring sessions. For FA14 and SP15, 1671 tutoring sessions took place, for a **35% increase**. |

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 most important goals (i.e. broad things you would like to accomplish)?**

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| The most important goal for 2015/16 is to provide more tutors and extended hours. |

1. **For this review year, what is/were your department’s most important 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.)

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| 1. After receiving individualized Reading tutoring during the 2014-2015 year, an increased  number of Reading Tech I and Tech students will received a grade of C or better as  measured by student grade reports.  2. After receiving tutoring for HITT 1305 (Medical Terminology), at least 70% of the students  will complete with a grade of C or better, as measured by student grade reports. |

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

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| 1. Of the students who received individualized Reading tutoring during the 2014-15 school year, 66% completed Tech I or Tech II with a grade of C or better, as measured by student grade reports.  N=79  52/79 = 66% (This was an increase from 62% for 2013/14)  \*This includes only those students assisted by tutors hired by the Tutoring Dept. Additional tutoring was done by the Reading Dept.  Collaborated with the Reading Dept. to maximize student success by providing individualized tutoring plans. Reading Tech I and Tech II students were approached in a deliberate way, assessed, and assigned to a one-on-one professional tutor who addressed their specific needs.  2. After receiving tutoring for HITT 1305 (Medical Terminology), 71% of the students completed with a grade of C or better, as measured by student grade reports. (Students who failed a test were required to see a tutor for at least 30 minutes prior to taking the next exam.)  N = 204  145/204 = 71%  (2014/15 was the first year to offer HITT tutoring on West Campus, so there is no comparison with last years’ results.)  Results: Individualized tutoring was effective and the results were good. Will track again for 2015-16.  Provided walk-in tutoring 30 hours per week for students enrolled in Medical Terminology. Any student could take advantage of the opportunity, but students who failed a test were required to meet with a tutor before the next exam. |

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

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| We plan to continue with this strategy. For 2015-16, we will strive to serve more students by extending weekday and Saturday hours.  Tutoring will be available two hours later (until 7 pm), Monday through Thursday for Fall 2015. |

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.**

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| 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. |

1. **(If applicable) What additional item/s should AC’s Strategic Plan address?**

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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.

Some Examples of Ways Non-Instructional Areas Can Support Student Learning:

Personal Responsibility: 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.

Social Responsibility: If students are able to serve or learn about ways to serve their community or world, this could relate to social responsibility.

Communication, Critical Thinking, and Empirical and Quantitative Skills: 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.  
Teamwork: 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?**

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| **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 |  |  |
| Personal Responsibility | x |  |
| Social Responsibility |  |  |
| Note: May Insert other Objective/s |  |  |

1. **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](http://www.actx.edu/iea/filecabinet/425).

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| A mandatory tutor training program is now in place to help tutors learn and use principles to help achieve a higher level of teaching and learning. As tutors go through the progressively in-depth modules, they (as well as the students they help) will learn and apply many of the skills and concepts listed above. |

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

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| **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?**

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| Two levels of tutor training are offered and another level for tutors who supervise other tutors is being developed. |

***V: Policies and Procedures***

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)**

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| N/A |

1. **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)?**

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| Tutors receive this information during orientation and tutor training before each semester begins. |

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

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| During the spring semester, a student contacted the Vice President’s office with the complaint that she was not receiving enough help in a class. I collaborated with the student, her Advisor, and her instructor to make sure everyone was aware of the walk-in tutoring and one-on-one tutoring that was available. We offered the student additional morning, afternoon, evening and weekend hours to meet with tutors, then sent everyone involved a weekly spreadsheet of each tutoring session so we would all be up to date on the services offered and the progress we were making.  As for departmental changes that were made, for Fall 2015 we will have extended hours, including walk-in tutors until 7 pm and Saturday tutors for some courses. |

1. **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.**

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| No. |

1. **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.**

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| No. |

***VI: Conclusions***

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.**

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| The biggest budget challenge is extending hours of walk-in tutoring to 7pm with possible Saturday or Sunday hours. This will be addressed by studying attendance patterns and adjusting accordingly. |

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

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