



Efforts Report: Data from Fall 2007 to Spring 2011

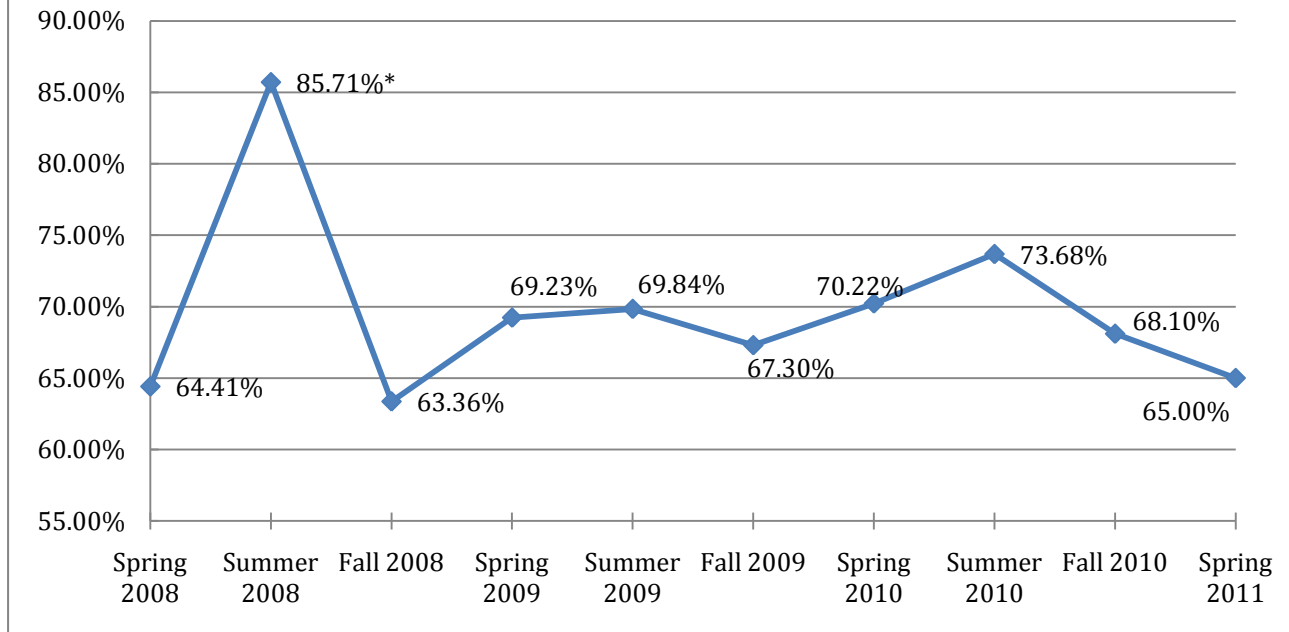
Compiled by Mason Tudor, Academic Support Center Coordinator



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KENTUCKY COMMUNITY & TECHNICAL COLLEGE SYSTEM

Tutoring Participant Success Rates

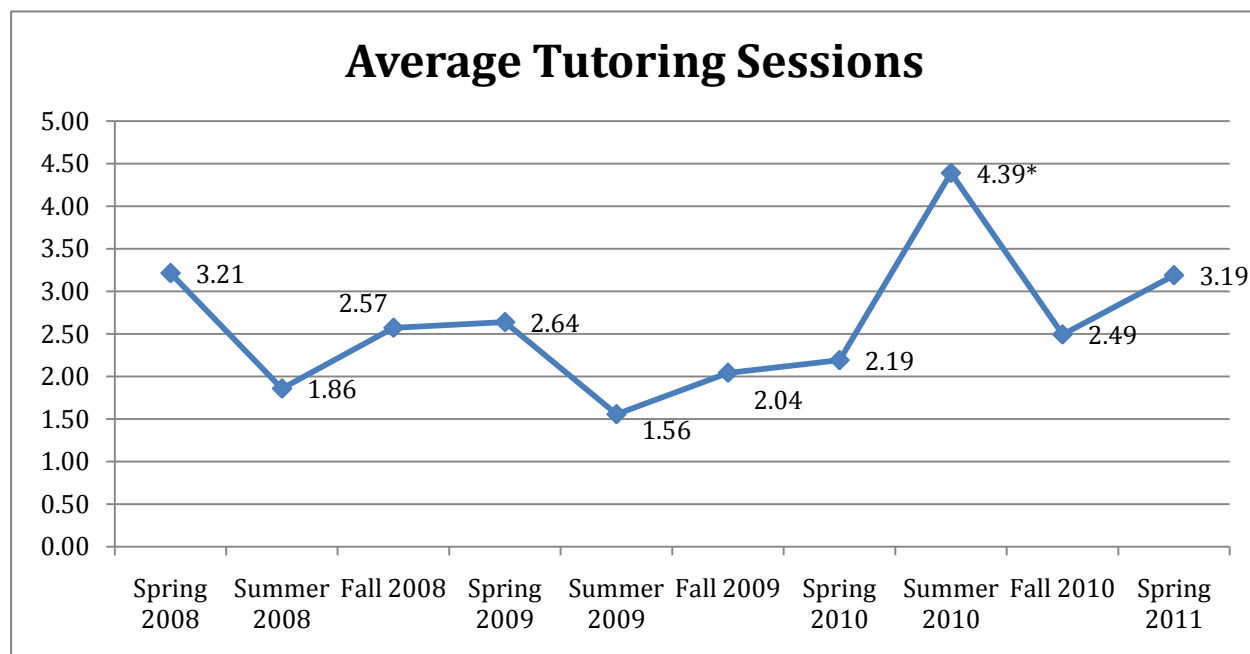


*This data represents a low usage term. With only 14 participants, the success rate data will be biased toward success.

The Academic Support Center has produced a general climbing tendency in its clients' pass rates. This pass rate trend is likely a reflection of continued improvement in training procedure, and one the more marked shifts, from 67.30% (in Fall 2009) to 70.22% (in Spring 2010) with essentially the same staff is very significant because two innovations occurred between these semesters: the tutor-mentor program and strategies-based approaches to content tutoring. The tutor-mentor program paired newer tutors with more experienced tutors for the purposes of training and performance critique. The strategies-based tutoring approach assisted tutors in focusing on skills its clients lacked (such as effective note taking, memory aids, effective study planning, etc.), and the method also assisted tutors in continuing a development of key skills for particular content areas (such as review techniques, organization, etc.) over several tutoring sessions. The pass rate includes A, B, C, D, and P; whereas, E, F, and W represent the other part of the whole. Audit and Incomplete entries are excluded from this data, and they constitute less than 1% of the original data set. The downward trend in the latest data set (Spring 2011) is alarming and the Coordinator will study the participants and make comparisons between those students and students in the same classes (all of whom did not utilize tutoring services). In the scenario where these students have outperformed their peers, the program will make an addendum to its next annual data report. In the scenario where its participants perform at the same level or lower than their peers, the coordinator will develop an action plan to discover and address any program deficiencies.



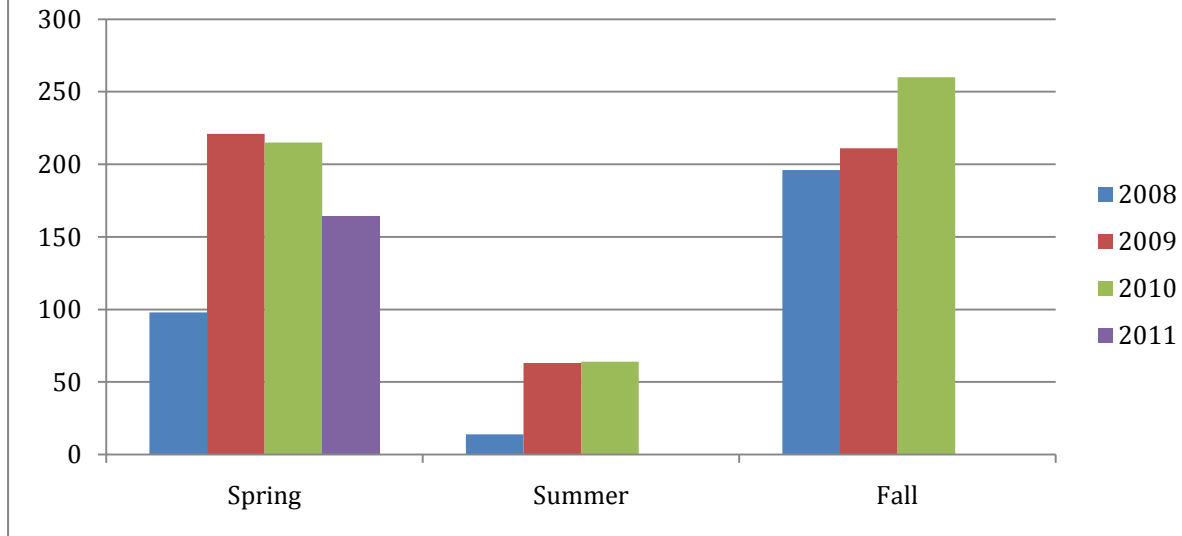
Average Tutoring Sessions



*This semester's data may be skewed due to a cohort of computer clients who utilized the maximum number of tutoring hours possible.

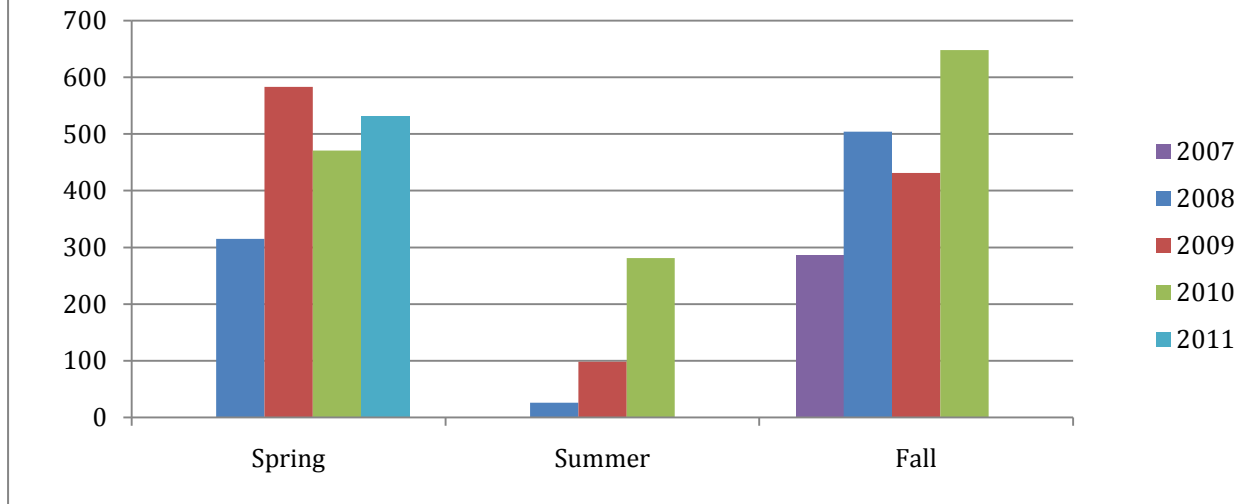
In various publications about the impact of tutoring upon student performance, the number 3 usually represents a tipping point for efficiency of time and usage. In other words, the gain (of approximately 5%) is the highest at this point in comparison to other sessions. Logically, the benefit does increase above this 3 tutoring session attendance, but the greatest impact per session is noted at session 3. In charting the average tutoring sessions (believing that average tutoring sessions and average pass rate would correlate directly), the Coordinator has identified several factors which possibly influence average tutoring sessions for the client base. Summer sessions are predictably lower, which seems to correspond to lower attendance on campus in most regards. Fall sessions are typically lower than Spring sessions. The Fall usually presents students with the highest percentage of new tutoring staff. Successful veterans leave at the end of Spring (with graduation). Student motivation is higher in the Spring (after an initial rush in the Fall, many students with low motivation levels may not have returned for the Spring). Some variations may be related to less general trends, such as tutors' charisma levels, Coordinator presence within the center, and marketing. The most exciting trend is the general upward trend in the Average Tutoring Sessions once it was identified as a goal in Summer 2009.

Number of Tutoring Participants



Number of participants is a piece of raw data, which can be used to quantify usage; however, this data does not include all of the services the Academic Support Center offers. Students seeking less than a minimum amount of assistance are not documented. Examples that would not meet our qualifications for a minimum amount of assistance would be if a student needs assistance logging in to a web class, changing his/her email password, or would like help with one math problem he/she could not successfully complete. We tend to practice a "3 questions and it's a session rule." Some of the same disparities between Spring and Fall (with predictably lower rates in the Summer) exist in this area as in average tutoring sessions. The graphic makes very clear a declining trend in spring semesters and a growing trend in fall semesters. These trends are probably tied to a culture of confidence (or even an opposing situation with decreased motivation), as well as the number of credential-seeking enrollees. In the next annual data report, the number of participants should likely be tied to students enrolled in the courses served by the program.

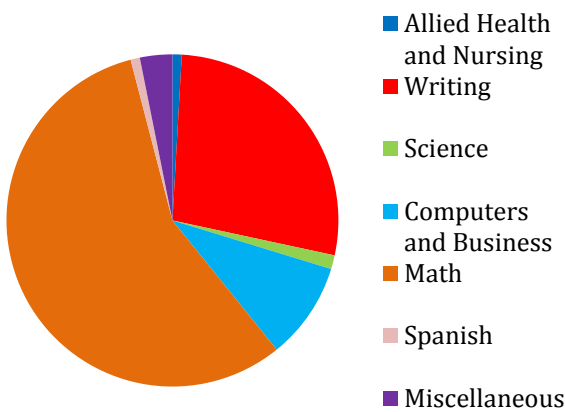
Number of Tutoring Sessions



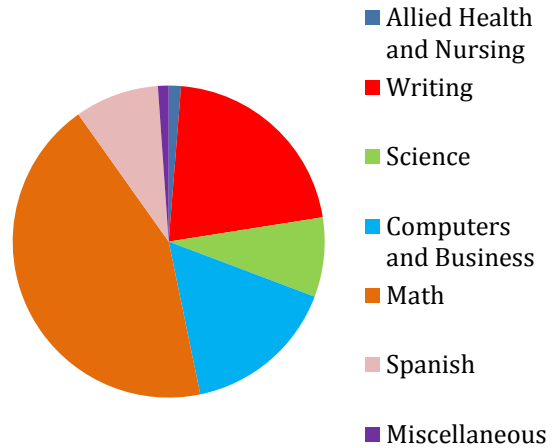
*The Academic Support Center is able to reliably use data on number of tutoring sessions beginning in Fall 2007.

This information is also raw data and should be considered in the same manner as the Number of Participants data. We do not track students with minimal requirements for assistance. Some trends here seem alarming at first glance. The decline in session from Spring 2009 to Spring 2010 and from Fall 2008 to Fall 2009 are most likely related to a decrease in number of participants, but an increase in self-efficacy reinforcement could also account for a decline in number of total tutoring sessions. The upward movement over the past year marks success of the program's goal to tutor students more often over the course of the semester.

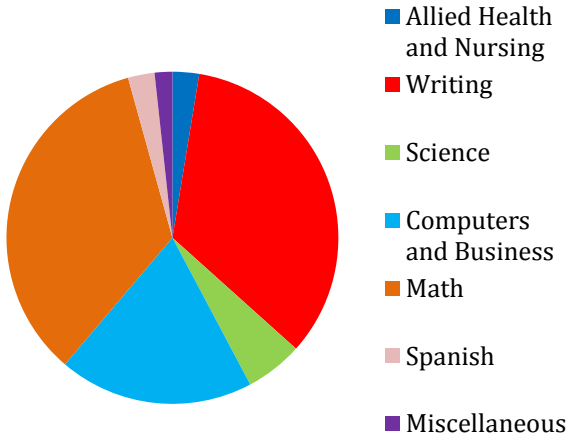
Usage by Subject Fall 2009



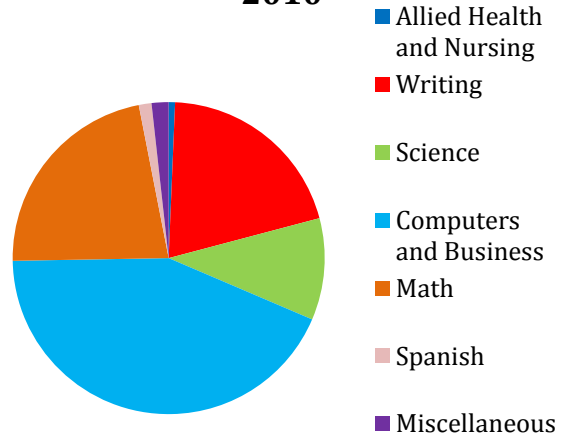
Usage by Subject Fall 2010



Usage by Subject Spring 2010



Usage by Subject Spring 2010



Usage over the past two years shows a diversification. Math has continued to grow in number of sessions per semester, but other subjects (Writing, Computers and Business, and Science) have grown at a much faster rate. This growth is encouraging in light of the Academic Support Center's online schedule, which gives hours of availability for 40+ different courses.

Sessions per Course							
Fall 2010				Spring 2011			
ACC 201	1	HIS 108	1	ACC 201	5	MAT 116	15
BA 160	2	IT 100	11	ART 106	1	MAT 126	1
BIO 112	5	MT 110	49	BA 120	5	MAT 146	3
BIO 130	5	MT 115	3	BIO 112	11	MAT 150	29
BIO 135	2	MT 120	36	BIO 120	1	MAT 155	3
BIO 137	30	MT 145	10	BIO 135	2	MAT 170	6
BIO 139	2	MT 150	50	BIO 137	32	MAT 175	1
CHE 140	3	MT 155	8	CHE 170	2	MT 120	22
CHE 145	2	MT 170	6	CIS 100	172	MT 55	17
CHM 170	2	MT 175	18	CIS 130	7	MT 65	62
CIS 100	57	MT 185	1	CMS 185	2	NPN 201	1
CIS 120	2	MT 55	34	COM 181	1	NSG 101	2
CIS 130	21	MT 65	41	COMPASS	6	PHY 231	1
COM 181	1	NRS 101	7	ECO 101	2	POL 101	1
COMPASS	18	OST 110	1	ENC 90	6	PSY 154	1
ECO 201	2	PHB 131	1	ENC 91	30	PY 110	1
ECO 202	4	PHY 231	1	ENG 101	19	SPA 101	1
ENC 90	15	PSY 110	2	ENG 102	37	SPA 102	5
ENC 91	34	RDG 20	1	IT 100	4	STA 291	2
ENG 101	46	RDG 30	2	MAT 110	12		
ENG 102	39	SPA 101	55	MAT 115	3		

Staffing selection is influenced by usage. This chart will inform hiring and scheduling of the tutoring staff next year.



Summary of Data Collected

	Number of Students	Number of Sessions	Pass Rate	Average Sessions per Client
Spring 2008	98	315	64.41%	3.21
Summer 2008	14	26	85.73%	1.86
Fall 2008	196	504	63.36%	2.57
Spring 2009	221	583	69.23%	2.64
Summer 2009	63	98	69.84%	1.56
Fall 2009	211	431	67.30%	2.04
Spring 2010	215	471	70.22%	2.19
Summer 2010	64	281	73.68%	4.39
Fall 2010	260	648	68.10%	2.49
Spring 2011	164	532	65.00%	3.19



Summary of Services Offered

The Academic Support Center offers walk in tutoring and appointment-based tutoring for up to 45 difference courses offered through West Kentucky Community and Technical College. The tutor training program is certified at Level 1 through the College Reading and Learning Association (<http://www.crla.net/>). The ASC also offers Supplemental Instruction (University of Missouri at Kansas City model— <http://www.umkc.edu/cad/si/>) in BIO 137; SI adds a SI Leader to the course and enhances lecture instruction with targeted study strategy and group content review. The ASC is also offering COMPASS test preparation for the mathematics section of the COMPASS for WKCTC students.

Summary of Accomplishments

- ASC worked with more than 1,000 students this academic year.
- ASC awarded three staff members with CRLA Level 1 Certification.
- ASC Coordinator selected as Director for CRLA ORV Region.
- ASC Coordinator presented at 32nd annual NISOD conference.
- ASC tutors provided the tutoring support for the Math Emporium Lab (the Transition Math Redesign).
- ASC training included formal reading training provided by Megan Dotson, Reading Faculty member at WKCTC.
- ASC Coordinator presented for the multiple campus professional development for the Dental Hygiene/Dental Assisting program on “Brain Learning and Learning Styles” applications.

Current Initiatives

- CAS Self Assessment (over half completed)
- NADE Certification
- ATP Certification
- Level 2 Tutor Training Certification (nearly complete)
- NCLCA Level 4 Certification for ASC Coordinator
- COMPASS preparation for reading
- Radiography Program’s Success Initiative
- ENG 102 Online Restructuring
- Math Lab Training

The Academic Support Center values its relationship with all of WKCTC’s faculty and staff. The program is particularly proud of its purposeful associations with Adult Education, Student Support Services, and our ASC Faculty Liaisons (John Moore, Julie Thompson, David Heflin, Laura Durbin, Kim Russell, Heather Coltharp, and Kevin Gericke).

