

# AQIP Action Project Report

An AQIP Action Project Report should be submitted at the completion of an action project, and annually for projects that are not completed in one year. AQIP Action Project Team responses keep the Steering Committee up to date with the project's progress and provide the information needed to complete the required HLC/AQIP documentation for action projects.

Reports should be completed and submitted to the AQIP Steering Committee by email ([aqip@southcentral.edu](mailto:aqip@southcentral.edu)) at the conclusion of a project and, when appropriate, annually from the project's start date.

Type of report (check the appropriate box): Annual Final

Action Project Name: *Increasing Student Participation in Tutoring at South Central College*

Action Project Purpose – Please give a brief summary of the project purpose.

The goal of this project is to identify factors that influence student participation in tutoring for identified high-risk courses, and to implement tutoring initiatives in these courses to increase usage of tutoring.

Action Project Membership – Please list the names of the project team members and their role at the college.

The project team was composed of faculty and Academic Support Center (ASC) staff: Annette Benson (Health Simulation Specialist / Nursing Instructor), Elaine Hardwick (Science Tutor), Teresa Neubert (English and Study Skills Tutor), Connie Oleson (Math Center and Peer Tutor Coordinator), Sue Steck (Biology Instructor), and Marilyn Weber (Academic Support Center Director)

Action Project Start Date: May 2015

Action Project End Date: September 2016

## Please address the following questions regarding your project.

### 1. List the project goals along with the metrics/measures you used for assessing the goals.

Objective 1a: Gather quantitative data to identify high-risk courses taught on both the North Mankato (NM) and Faribault (FBO) campuses.

Measure 1a: Office of Research and Institutional Effectiveness (ORIE) 3-year data (AY 13, 14, 15) report of quantitative data (e.g., count and percent of D, F, FN, and W per course) to identify high-risk courses.

Objective 1b: Assemble existing qualitative data from past ASC surveys to identify student self-reported factors influencing participation in tutoring.

Measure 1b: ASC survey data report

Objective 2: Create and administer a team- and ORIE-designed survey for identified high-risk courses to collect qualitative and quantitative data:

- with respect to factors influencing student participation in tutoring
- administer survey to students in these high-risk courses (Fall 2015)
- with 50% or more students completing and returning the survey

Measure: Survey creation, administration, and return.

Objective 3: Determine appropriate tutoring initiatives following ORIE analysis of (Objective 2) surveys.

Measure 3a: Identification of factors that influence tutoring participation.

Measure 3b: Selection of tutoring initiatives for identified courses based on identified factors.

Objective 4: Tutoring initiatives will be implemented Spring semester 2016 for each identified high-risk course based upon the Fall 2015 (Objective 2) survey.

Measure: At the end of Spring semester 2016, any increase in student usage will be determined by comparing Fall 2015 and Spring 2016 data:

- A. Percentage of students utilizing tutoring services, and
- B. Of students who used tutoring services, the average number of times each student utilized tutoring services

**2. Describe what was accomplished, referring to the quantifiable results that show progress. (If necessary, clarify how the original goals and anticipated outcomes may have shifted.)**

**See completed actions in number 1 above. (Explain and summarize results/shifts)**

Objective 1a: Gather quantitative data to identify high-risk courses taught on both the North Mankato (NM) and Faribault (FBO) campuses.

Based on ORIE (AY 13, 14, 15) data, we identified seven high-risk college-credit courses, i.e., those with high course enrollment but low success rate in terms of course grades below a 2.0 and/or a W/FN rate of at least 10%. In Table 1 (detailed in Appendix 2), the “D/F/FN/W (%)” (i.e., low success rate by definition above) is calculated by dividing the D/F/FN/W student count by the course enrollment student count.

The “FN” grade is a failure based on non-attendance. “W” refers to the student withdrawing from the course. The “D” and “F” grades represent 1.0 and 0.0 earned credits respectively. In all cases, these grades reflect a GPA of less than 2.0 for a course.

As noted in Appendix 2, AY13 data consists of only Fall 2012 semester data, whereas AY 14 and AY 15 consist of both Fall and Spring semester data.

Table 1. AY 13-15 cumulative D/F/FN/W data for selected high-risk courses.

Course	D/F/FN/W (%)	D/F/FN/W student count (n)	Course enrollment student count (n)
Introduction to Biology (BIOL 100)	46.6	69	148
Anatomy and Physiology I (BIOL 225)	37.4	43	115
Introduction to Chemistry (CHEM 108)	45.1	96	213
Principles of Macroeconomics (ECON 110)	43.1	50	116
College Algebra (MATH 120)	41.2	80	194
Ethics in Society (PHIL 100)	37.4	67	179
Introductory Physics (PHYS 101)	38.8	45	116

Classification a course as having a “low success rate” was based on the high percentage of students that fell into the D/F/FN/W category:

- four courses (MATH 120, ECON 110, CHEM 108, BIOL 100) had 41-47% of the enrolled students grouped into this category, and
- the remaining three high-risk courses (BIOL 225, PHIL 100, PHYS 101) had 37-39% of students receiving a course grade of D, F, FN, or W.

Objective 1b: Assemble existing qualitative data from past Academic Support Center (ASC) surveys to identify student self-reported factors influencing participation in tutoring.

We identified six factors that influenced student participation from past ASC survey data (Appendix 1) that were obtained from a 2014 Science Center survey (n = 71) and from a 2014-15 Tutors-Linked-to-Classroom survey (n = 51), and used to create the Fall 2015 survey (Objective 2):

- not having time for tutoring
- not needing the service
- not feeling comfortable with tutoring
- not knowing about the service
- having to work right after or before class
- not having transportation

Objective 2: Create and administer an ORIE-designed survey for identified high-risk courses to collect qualitative and quantitative data:

Working with ORIE staff, the project team created a survey that employed team-developed (Objective 1b) and demographic questions for Fall 2015 (Appendix 1, Fall 2015 survey).

Surveys were administered to students in the identified high-risk courses during Fall 2015 (October 26-30) to collect data with respect to factors that influence student participation in tutoring. A survey completion rate of 100% reflects the students in attendance the day the survey was administered, where 307 students (73/FBO; 234/NM; 486 total enrollment for non-online sections), comprising 63.2% of the total enrollment in the seven identified high-risk courses, took the survey.

Objective 3: Analyze all collected data following the survey of students in identified high-risk courses to determine appropriate tutoring initiatives.

Based on the Fall 2015 survey data, five major categories of factors that influence student participation in tutoring were identified and initiatives were designed to target these factors in the Spring 2016 semester (Table 2).

Fall survey data indicated that students who attended tutoring rated “personal connections” as important, with a 77% preference for speaking directly with a tutor. Students also indicated that the personal connection with advisors (24%) and instructors (63%) who promoted tutoring also influenced their participation. As such, many tutoring initiatives incorporated tutors, faculty, and advisors to promote tutoring.

In Table 2, the factor categories (in bold print) were further divided into sub-categories (in italics) that served as the basis for creating the tutoring initiatives. The project initiatives were accomplished by a variety of means which are designated as “Completed actions”. The list of factors and an overview of accompanying initiatives are described below:

- **Awareness** of tutoring:
  - o *tutoring services* – hardcopy and online schedules; descriptions and locations of services on bookmarks; verbal explanations during classroom visits; increased marketing using hallway monitors (NM campus); tabling by peer tutors three times during the Spring 2016 semester; faculty collaboration (see below); email communication to students
  - o *locations* – see “*tutoring services*” above
  
- **Time** available for tutoring:
  - o *tutoring schedules* - see “*tutoring services*” above
  - o *flexibility in tutoring* – hiring of additional tutors for multiple courses and/or courses not previously served (e.g. ECON 110; PHIL 100) along with additional access hours when possible
  - o *availability to spend time in tutoring* – refers to students finding the time in their schedule to participate in tutoring - we offered additional hours, tutors, and courses tutored, as well as reminders throughout the semester via listed initiatives
  
- **Availability** of tutored SCC courses:
  - o *tutored and non-tutored courses*- see “*flexibility in tutoring*” above;

- *tutoring schedules* - see “*tutoring services*” above
- **Tutoring services** structure and programming information
  - “*what we do*” in a tutoring session – see “*tutoring services*” above
  - *available resources*(e.g., *worksheets*) located in each tutoring center - see “*tutoring services*” above
- **Faculty & Staff participation in tutoring promotion** collaborative efforts between faculty, advisors (academic and TRiO), and ASC tutors with respect to information about services and programming
  - *access to tutoring schedules* – hardcopy and online versions and bookmarks given to faculty and advisors; postings on course D2L sites (see “*tutoring services*” above)
  - *knowledge of courses tutored* – see “*access to tutoring schedules*” and “*tutoring services*” above

The “completed actions” column displays the detailed efforts that were used to accomplish the designed tutoring initiatives. An “X” signifies accomplished initiatives for each factor category, whereas a blank indicates those factor/sub-categories that we were not able to address.

An example of the “X” designation is the “Personal connection made with classes” where tutors visited classrooms and verbally communicated tutoring services and programming.

“Availability to spend time in tutoring”, serves as an example of a blank (no “X”) indicating that the project was not able to complete an action for a specific initiative. For this particular sub-category, the title refers a student’s choice/ability to attend tutoring –tutoring is optional, and we are unable to influence a student’s personal schedule. However, we were able to have a personal connection to students throughout the semester to remind them of services, locations, and scheduled hours via classroom visits, email, schedule postings, and individual bookmarks to students (Table 2, 5). Table 5, details the interactions between members of the SCC community and shows the extent of initiatives and associated completed actions.

Table 2. Completed actions (tutoring initiatives) based on identified factors that influence student participation in tutoring.

Completed action	Five major factors that were identified to influence student participation in tutoring										
	Awareness		Time			Availability		Tutoring services		Faculty & Staff participation in tutoring promotion	
	<i>Tutoring services</i>	<i>Tutoring locations</i>	<i>Tutoring schedules</i>	<i>Flexibility in tutoring</i>	<i>Availability to spend time in tutoring</i>	<i>Tutored &amp; non-tutored courses</i>	<i>Tutoring schedules</i>	<i>“What we do” in a tutoring session</i>	<i>Available resources</i>	<i>Access to tutoring schedules</i>	<i>Knowledge of courses tutored</i>
Instructors added ASC webpage link to their D2L course	X	X	X	X		X	X	X	X	X	X
Personal connection made with classes	X	X	X	X	X	X	X	X	X	X	X
Tutors added to course D2L sites	X	X	X	X		X	X		X	X	X
Tutors re-visited classes after 3 <sup>rd</sup> or 4 <sup>th</sup> week	X	X	X		X	X	X		X		
Bookmarks & tutoring schedules given to instructors and advisors	X	X	X	X		X	X	X	X	X	X
Tutoring tabling events	X	X	X	X	X	X	X	X	X		
Tutoring schedules passed out in PHIL 100	X	X	X	X		X	X	X	X	X	X

Table 2. Completed actions (tutoring initiatives) based on identified factors that influence student participation in tutoring (continued).

Completed action	Five major factors that were identified to influence student participation										
	Awareness		Time			Availability		Tutoring services		Faculty & Staff participation in tutoring promotion	
	<i>Tutoring services</i>	<i>Tutoring locations</i>	<i>Tutoring schedules</i>	<i>Flexibility in tutoring</i>	<i>Availability to spend time in tutoring</i>	<i>Tutored &amp; non-tutored courses</i>	<i>Tutoring schedules</i>	<i>“What we do” in a tutoring session</i>	<i>Available resources</i>	<i>Access to tutoring schedules</i>	<i>Knowledge of courses tutored</i>
Tutoring video links posted on SCC media space	X	X		X		X	X	X	X		
Tutors were hired for newly identified high-risk courses	X	X	X	X		X	X			X	X
Tutoring schedules added to NM campus hallway monitors	X	X	X	X		X	X			X	X
Tutoring schedules were posted on course D2L sites	X	X	X	X		X	X			X	X
Emails from professional tutors sent to high-risk courses’ D2L class list	X	X	X	X	X	X	X			X	X
Tutoring services workshop during Jan 2016 Faculty workshop	X	X	X	X		X	X	X	X	X	X

Objective 4: Tutoring initiatives will be implemented Spring semester 2016 for each identified high-risk course based upon the October 2015 survey.

Measure: At the end of Spring semester 2016, any increase in student usage will be determined by comparing Fall 2015 and Spring 2016 data:

- A. Percentage of students utilizing tutoring services, and
- B. Of students who used tutoring services, the average number of times each student utilized tutoring services

We completed the project through a series of steps which included analyzing course and student data, creating and administering student surveys, and developing appropriate tutoring initiatives to address identified factors that influence student participation in tutoring.

Initially we expected to examine *Measure A and B* using the ASC database records for each semester. However, we do not know who or when students that utilized services might have withdrawn or stopped attending class, this type of data would not reflect the tutoring usage over the course of a semester because of changes in enrollment totals for each course during a semester.

A better comparison of tutoring usage is to compare the percentage (%) of change in usage based on beginning and ending enrollments in each course for each semester as shown in Table 3. Raw data was obtained from the ORIE enrollment database and ASC tutoring database. Calculations were performed as shown below:

Equation 1. Percent (%) usage range within a semester was calculated as follows:

- a. (Number of students tutored)/(beginning enrollment number)\*100%
- b. (Number of students tutored)/(end enrollment number)\*100%

Equation 2. Percent (%) change within a semester was calculated as follows:

$$\left[ \frac{(\text{Ending enrollment \%}) - (\text{Beginning enrollment \%})}{\text{Ending enrollment \%}} \right] * 100\%$$

Equation 3. Percent (%) change between semesters was calculated as follows:

$$(\text{Spring 2016 semester \% change}) - (\text{Fall 2015 semester \% change})$$

Table 3. Percent (%) tutoring usage by students enrolled in identified courses on both campuses.

Faribault (FBO)				North Mankato (NM)			
% usage within a semester				% usage within a semester			
Fall 2015				Fall 2015			
Course	% usage range	% change	% change between semesters	Course	% usage range	% change	% change between semesters
BIOL 100	10-12	17	17	BIOL 100	10-11	9	-9
BIOL 225	29-32	9	6	BIOL 225	32-37	14	13
CHEM 108	27-32	16	16	CHEM 108	35-39	10	10
ECON 110	N/A	N/A	0	ECON 110	N/A	N/A	0
MATH 120	17-18	6	20	MATH 120	43-55	22	0
PHIL 100	N/A	N/A	0	PHIL 100	N/A	N/A	0
PHYS 101	0	0	0	PHYS 101	19-21	10	7

  

Spring 2016			Spring 2016		
Course	% usage range	% change	Course	% usage range	% change
BIOL 100	N/A	N/A	BIOL 100	3-3	0
BIOL 225	11-13	15	BIOL 225	16-22	27
CHEM 108	N/A	N/A	CHEM 108	35-44	20
ECON 110	0	0	ECON 110	0	0
MATH 120	31-42	26	MATH 120	25-32	22
PHIL 100	0	0	PHIL 100	0	0
PHYS 101	0	0	PHYS 101	15-18	17

Discussion of Table 3 data.

Increase in tutoring usage between semesters

FBO campus tutoring usage for the BIOL 225 course ranged between 29-32% (Fall 2015) and 11-13% (Spring 2016). Based on enrollments, usage increased 9% (Fall 2015) and 15% (Spring 2016). For this course, there was an increase from Fall 2015 to Spring 2016 with respect to tutoring usage between semesters of 6%. MATH 120 (FBO) was another course that had an increase (20%) in tutoring usage between semesters.

In a similar fashion, the NM campus BIOL 225, CHEM 108, and PHYS 101 courses also had an increase in tutoring usage between semesters of 13%, 10%, and 7% respectively.

### N/A and 0% designations for tutoring within or between semester

For the FBO campus Spring 2016 semester, BIOL 100 and CHEM 108 were not offered so the percent usage range is designated as N/A, hence “% change between semester” values were calculated using on the Fall 2015 usage data. These values, 17% and 16%, respectively represents the change in tutoring usage within the Fall 2015 semester only.

There was no tutoring offered on either campus for ECON 110 or PHIL 100 during the Fall 2015 semester because there was no known need prior to this project. The tutoring usage between semesters for these courses is represented by the Spring 2016 semester tutoring usage only. For ECON 110, the Spring 2016 0% usage is due the instructor’s practice of working with students in the course when they attended office hours – as such, we assume that ECON 110 students did not need additional assistance for the Spring 2016 semester. For PHIL 100, the Spring 2016 course offerings were either hybrid (one section in FBO and in NM included in this project) or entirely online (data not used for this project). For the two hybrid course sections, we assumed that students were not necessarily on-campus for tutoring services, hence the 0% probably reflective of this course format.

While the MATH 120 (NM) enrollments were different for each semester, the usage within a semester was the same at 22% which results in the between semester tutoring usage reported value of 0%.

The NM BIOL 100 course within-semester tutoring usage values of 9% (Fall 2015) and 0% (Spring 2016) resulted in a 9% decrease (-9) in tutoring usage between semesters due to the latter within semester usage value. And finally, while tutoring was available for PHYS 101 on the FBO campus, students did not attend tutoring either semester so the between semester value is 0%.

### Further discussion/assumptions

Near the end of Spring 2016 semester, students in the high-risk courses were given both the standard ASC tutoring evaluation (Appendix 1, ASC/Spring 2016 tutoring evaluation) and a project team-ORIE developed exit survey (Appendix 1, Spring 2016 survey) to obtain feedback of their tutoring experiences. Again, 100% of the students in attendance the day of ORIE survey administration (April 26-29) completed the ORIE exit survey - 193 (NM and FBO) of 347 (55.6%) of students enrolled in the seven high-risk courses. Instructors teaching hybrid courses administered the surveys during their face-to-face meeting. For the ASC Spring 2016 survey, instructors distributed these surveys to students on the same day as the ORIE survey, and students had the option to either complete the ASC survey that day and return to the instructor or complete at a later time and return to one of the tutoring centers. Of the students in attendance, 25% completed the ASC Spring 2016 survey.

We are assuming that when students are not on campus or are on campus for a limited time when enrolled online and/or hybrid courses, the current tutoring services and programming may not meet their needs. Spring 2016 ORIE exit survey illustrated that approximately 34% of students used tutoring (Table 4). This is in agreement with ASC historical data which indicates that up to 66% of SCC students do not take advantage of this free service.

Table 4. Student responses to the ORIE Spring 2016 survey question: If you have not used the free, on-campus tutoring services, why not? (select all that apply). Fall 2015 response data shown in **(blue)**. The N/A response was not included in the Fall 2015 survey.

Student responses	Percent response (%)		
	Yes	No	N/A – I have used the tutoring services
I don't know what to ask or in which areas I need help.	8 <b>(18)</b>	58 <b>(82)</b>	34
I received help with my course from a friend/family member	17 <b>(11)</b>	48 <b>(89)</b>	34
I did not know that there was tutoring available for my class.	0.5 <b>(7)</b>	65 <b>(93)</b>	34
I believe tutoring is only for low performing students.	2 <b>(4)</b>	64 <b>(96)</b>	34
I am primarily an online student so I am rarely on campus.	3 <b>(5)</b>	63 <b>(95)</b>	34
I asked my class instructor for help instead.	16 <b>(24)</b>	50 <b>(76)</b>	34
I do not have the time.	28 <b>(40)</b>	38 <b>(60)</b>	34
I hired a private tutor.	0 <b>(1)</b>	66 <b>(99)</b>	34
I do not want to study with other people.	3 <b>(6)</b>	63 <b>(94)</b>	34
I was not able to find tutoring for my class.	0 <b>(2)</b>	66 <b>(98)</b>	34
I do not feel comfortable asking for help.	7 <b>(18)</b>	59 <b>(82)</b>	34
I used Smarthinking (online tutoring).	4 <b>(4)</b>	62 <b>(96)</b>	34

When asked if the reason for not participating in tutoring was because “I am satisfied with my grade at this time which is an A (13, 66), B (11, 32), or C (4, 2)”, only 48% of the Spring 2016 and 35% of the Fall 2015 students answered this question. There was a 0% response rate for both semester for a “D or F” grade. In Spring 2016, 65 students (71%) who responded to this question answered “N/A - I have used the tutoring services”.

The 6% of Spring 2016 respondents who selected “Other” provided the following reasons: “I feel dumb”, “don’t think I would benefit from a tutor”, “wasn’t sure who to ask or where to go”, “times did not work with schedule”, “I should have but it didn’t cross my mind”, and “Live far from campus.” Though several of our initiatives focused on some of these issues (e.g., extended hours and classroom visits).

Both ORIE Fall 2015 and Spring 2016 surveys had many of the same questions to allow for comparisons between the semesters to determine if tutoring initiatives were effective. It appears that some of the initiatives, such as classroom visits and promotion by faculty and staff, may have influenced students to at least have a better understanding of tutoring services and programming. For example, there was a decrease in the percentage of students that were not aware of tutoring for their class from Fall 2015 to Spring 2016 of 7% to 0.5%, respectively.

Furthermore, promotion of tutoring via “personal connection” by tutors, faculty, and advisors appears to have influenced students to attend tutoring based on decreases of 10% and 11%, respectively, for the “Yes” response to survey questions “I don’t know what to ask or in which areas I need help” (10%) or “I do not feel comfortable asking for help” (11%) (Table 4).

While the results in tutoring usage (Table 3) may not show increases for all courses, ORIE survey results indicate that the initiatives implemented in Spring 2016 at least raised awareness of services and programming which may have played a role in the observed increases for some high-risk courses.

**3. Describe how members of the SCC community participated in this project. (Show the breadth of involvement over the project’s duration.)**

There were many SCC community members involved in this AQIP project and their roles were diverse. ASC Staff including professional and student tutors were involved throughout the entire project from May 2015 through September 2016. (See Table 5). We continued the use of a majority initiatives into the 2016-17 Academic Year.

Table 5. AQIP Project participation by SCC community members.

SCC community member	Initiatives			
	Website	Tutoring schedules <sup>1</sup>	Tutoring personnel/locations <sup>2</sup>	Other
<b>Academic Support Center (ASC)</b>  Office staff	-Tutoring schedules posted	-Tutoring schedules posted on ASC boards (interior and exterior office space)  -Tutoring poster (names, courses, locations) posted on boards  - <i>Illuminate</i> /student e-newsletter postings of schedules/locations	-Tutoring schedules/locations posted on ASC boards (interior and exterior office space)  -Tutoring poster (names, courses, locations) posted on boards  - <i>Illuminate</i> /student e-newsletter postings of schedules/locations	-Informational breakout session on tutoring services for Jan 2016 Faculty/Staff workshop  -Office Manager created new bookmark for ECON 110  -Marketing of “Math Center Open House”  -Assistance with all AQIP project materials, reports, etc
<b>Tutor Coordinators</b>	- Posted Math Center videos of tutoring locations/services	- Sent emails to students about tutoring schedule/services  - Sent updated tutoring schedules in weekly emails to students (D2L class list)	- Sent emails to students about tutoring schedule/services  - Sent updated tutoring schedules/locations in weekly emails to students (D2L class list)	- Posted Math Center videos of tutoring locations/services to “Media Space”  -“Math Center Open House” (Pi-, Square Root Day)

		<p>-Tutoring schedules/locations posted on boards (interior and exterior ASC spaces)</p>	<p>- Posted Math Center videos of tutoring locations/services</p> <p>-<i>Illuminate</i>/student e-newsletter postings of schedules/locations</p> <p>-Tutoring schedules/locations posted on boards (interior and exterior Center space)</p>	<p>-Coordinated tabling for peer tutors</p> <p>-Hired tutors for ECON 110 and PHIL 100;</p> <p>-Additional tutors assigned to PHYS101</p> <p>-Informational breakout session on tutoring services for Jan 2016 Faculty/Staff workshop</p> <p>-Initiated request to have tutors added to D2L course class list</p> <p>-Created AQIP project flyer "Implications of AQIP Data. How YOU &amp; the ASC can partner to promote about tutoring services"</p> <p>-Created tutoring poster (names, courses, locations) posted on boards</p> <p>-Team member assistance with all AQIP project materials, reports. etc</p>
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<b>Professional tutors</b>		<ul style="list-style-type: none"> <li>- Sent emails to students about tutoring schedule/services</li> <li>- Sent updated tutoring schedules in weekly emails to students (D2L class list)</li> <li>-Distributed schedules/locations to professional advisors and high-risk course instructors</li> <li>-FBO tutoring schedule/location flyer made available in A-116</li> </ul>	<ul style="list-style-type: none"> <li>- Sent emails to students about tutoring schedule/services</li> <li>- Sent updated tutoring schedules/locations in weekly emails to students (D2L class list)</li> <li>-Created monitor slides with tutoring locations and courses tutored</li> <li>-Illuminate/student e-newsletter postings of schedules/locations</li> <li>-FBO tutoring schedule/location flyer made available in A-116</li> </ul>	<ul style="list-style-type: none"> <li>-Created monitor slides with tutoring locations and courses tutored</li> <li>-Disseminated to all instructors the AQIP project flyer "Implications of AQIP Data. How YOU &amp; the ASC can partner to get the word out about tutoring services"</li> <li>-Initiated request to have tutors added to D2L course class list</li> <li>-Team member assistance with all AQIP project materials, reports. etc</li> </ul>
<b>Peer tutors</b>	-FBO tutor access to ECON 110 D2L site	-Tabled and passed out schedules	-Visited classroom	<ul style="list-style-type: none"> <li>-Hired for newly identified high-risk courses (PHIL 100; ECON 110; PHYS 101)</li> <li>-Team member assistance with all AQIP project materials, reports. etc</li> </ul>
<b>Graphics</b>		-Posted on NM campus monitors		-Printing of promotional materials
<b>Instructors</b>	-Added ASC link to course D2L site	-Passed out tutoring schedules	<ul style="list-style-type: none"> <li>-Led tours of tutoring spaces</li> <li>-Allowed tutors to visit classrooms</li> </ul>	-Received bookmarks to disseminate to students

	-Allowed tutors to be added to course D2L sites	-Posted tutoring schedules on course D2L sites		-Administered our surveys -Provided course materials for tutor use  -Provided tutoring recommendations for academic year 2017  -Continual promotion of tutoring services to all (course) students
<b>Office of Research &amp; Institutional Effectiveness</b>				-Design and analysis for Fall 2015 and Spring 2016 survey
<b>Professional advisors</b>				-Received bookmarks and schedules to disseminate to students
<b>Students</b>				-Completed Fall 2015 and Spring 2016 surveys  -Participated in tutoring  -Completed ASC tutoring evaluation  -Completed AQIP project tutoring evaluation

<sup>1</sup> Tutoring schedules were comprehensive and included all tutored courses **on both campuses**

<sup>2</sup> NM (ASC, B-132; Math Center, E-125; Science Center, C-115; Write Spot, B-132); FBO (ASC, A-116)

**4. Describe the effect this project has/will have on the institution, students and/or others. What can be identified as good practice from which other institutions may benefit?**

The effects of this project for both campuses are summarized in Table 6 below:

Table 6. Institutional and student effects of the AY16 AQIP tutoring project.

SCC community member	Effect category	Specific nature of effect
ASC	Data collection	"High-risk" course data collection (see Objective 1a)
		<p>Differentiate between "high-risk" vs "high-stakes". "High-stakes" are considered gateway/required courses for admission to a specific program, whereas "high-risk" is defined in Objective 1a.</p> <p>These two types of courses may be one-in-the-same for certain programs, e.g., Anatomy &amp; Physiology 1, BIOL 225, was identified as "high-risk" for this project, and is also a "high-stakes" course for admission to the nursing program.</p>
	Provision of services	<p>Provide tutoring services based on:</p> <ul style="list-style-type: none"> <li>- campus (e.g., some courses are taught on each campus with alternating semesters)</li> <li>- course type (face-to-face; hybrid; online only)</li> </ul>
	Marketing of services	Continual promotion of services to students, advisors, and faculty (especially adjuncts who may be new to SCC or on campus for only one semester)
		Continue our collaboration with instructors (see below)
		<p>Use various means of promotion including:</p> <ul style="list-style-type: none"> <li>- peer and/or professional tutor classroom visits during the semester</li> <li>- hallway monitors</li> <li>- tabling during all-campus events (e.g., Welcome Week)</li> </ul>

		- provision of tutoring schedules and bookmarks to instructors and advisors
Deans, Program Directors, various committees	Information share	Provide data (as described above) for decision-making
Instructors	Tutoring promotion	Brought classes to visit the tutoring sites
		Provided tutoring schedules and/or bookmarks to students during office hours
		Reminded students of free tutoring services throughout the semester
	Provision of materials	Added professional tutors to: - D2L class lists - online homework sites
		Gave tutoring sites textbooks and other hard-copy resources
	Peer tutor referral	Suggestion of students that would be successful peer tutors are given to our tutor coordinator each semester
Students		Access Monday-Friday with at least 40 hr/week for tutoring for 38 courses, including the seven identified as “high-risk”
		CRLA-certified tutoring for courses in technical, LAS, AA, nursing, and other degree/certificate programs (see below).
		Additional tutors hired/trained for the identified “high-risk” courses
		Access to course- and/or program-specific resources created by professional tutors (e.g., nursing video “Reading to Remember”; Quizlet online flashcards for SCC Biology and Health Core courses)
		Access to study skills consultation: - by specific appointment - embedded in tutoring appointment
		Provision of online and hard-copy study skill and content resources, some created by peer and/or professional tutors
		Additional resources presented in GPS LifePlan workshops each semester during Fall & Spring semesters

## GOOD PRACTICES

### 1) “High-risk” versus “High-stake” courses

The ASC will collect “high-risk course” data on an annual basis and evaluate its services for “high-risk” and “high-stakes” courses. For example, Philosophy (PHIL 100) was identified as a “high-risk” course, yet is one of many Gen Ed courses available to students, whereas the Anatomy & Physiology course (BIOL 225) is a pre-requisite for admission to the Nursing Program is a “high-stakes” course. For PHIL 100, failure or withdraw does not necessarily affect progress toward program completion, yet for BIOL 225, a failure or withdraw prevents a student from timely progression through a program curriculum (e.g., Nursing).

### 2) Data-driven decision making

Provision of this course data will allow Deans/Directors to make informed decisions about tutoring services they would like to have for courses in their programs. As well, other committees or groups (e.g., Student Life) can use the data to plan retention and/or completion initiatives.

Likewise, the data will also allow the ASC to target marketing and plan for services on both the North Mankato and Faribault campuses. For example, Faribault student comments on exit surveys let us know that the human anatomy model access is limited and we are now working with the Biology Department to provide tutoring in the anatomy lab on this campus.

The SCC tutoring program on both campuses is certified by the College & Reading Learning Association (CRLA) international certified program/peer tutors. As evidenced by positive student and instructor comments during this project and in previous years, students benefit from tutors in trained in tutoring techniques as well as knowledgeable in specific content areas. The ASC will continue this training and was recently awarded CRLA-certification through 2021.

### 3) Support of tutoring services through SCC community member involvement

Both the Fall 2015 and Spring 2016 student surveys indicated that course instructors played an important role in tutoring service awareness. The ASC is continuing our efforts to provide tutor schedules and bookmarks to instructors, as well as other SCC community members (e.g., TRIO, professional advisors), so that these SCC community members are able to provide the materials to students that are in need of additional academic support.

Instructors were also key in providing the tutoring sites with course-specific resources such as textbooks and online access (D2L, homework sites). We also rely on instructors for peer tutor referrals to keep our tutoring sites open at least 40 hr/week during the semester.

#### 4) Support of students through tutoring services

Students are aware of the free tutoring services available on both campuses, either on-campus (Fall/97%; Spring/98%) or online Smarthinking tutoring (Fall/71%; Spring/79%).

Survey data also showed that students that participated in tutoring prefer on-campus tutoring (42-47%) that is in an interactive one-on-one format with a professional or peer tutor. Yet many are interested in study groups, SCC-specific online tutoring, and alternate hours (e.g., weekend, evening).

Even though the interest is stated, only about one-third (Fall/32%; Spring 36%) participated in tutoring, which matches ASC historic data collected since 2013. Time seems to be the barrier to participation in tutoring (Fall/39%; Spring/27%) and this “time factor” may be influenced more so due to the increase use of online homework as cited elsewhere in this report. The slight increases in awareness and participation from Fall 2015 to Spring 2016 may be attributable to the various initiatives that were enacted at the beginning of the Spring semester 2016 based on Fall 2015 survey data. Marketing and promotion will continue with instructors, advisors, hallway monitors, and tabling.

Overall, surveys indicated that students prefer to have personal interaction with tutors and pay attention to their instructor’s advice to seek out tutoring when needed.

### **5. Describe the challenges the college might encounter when successfully completed for institutionalizing the project’s goals.**

The project discovered challenges that affected measurable outcomes as described below.

#### 1) Course enrollment & type

Face-to-face courses require students to be on campus whereas students enrolled in online courses (hybrid or online-only) may not be on campus. As such, tutoring for these courses may not be available to these students. To initially identify “high-risk” courses, the project team relied on campus data from the past three years – many of the identified courses were face-to-face at that time rather than online offerings as occurred for Spring 2016.

For this project, PHIL 100 was either online-only or a hybrid course for Spring 2016 – when students were here on campus, course-specific tutoring may not have fit into their schedules.

Moreover, based on Spring 2016 surveys, students chose not to participate in tutoring and/or may have dropped/withdrew from the course prior to survey administration.

The overall college enrollment and/or number of sections of identified courses offered for Spring 2016 were decreased from previous years and/or from Fall 2015. These changes affected the numbers of students that would potentially utilize tutoring services.

## 2) Consistent staffing

Especially for the STEM areas, staffing of *qualified* professional and peer tutors resulted in limited service hours and expertise that lead to decreased utilization of students in identified courses, especially those that are “high-stakes” (e.g., BIOL 225).

## 3) Instructor “Buy-In”

Instructors may not have promoted services for Spring semester 2016. For example, during this semester, instructors “tutored” office hour visits, did not promote tutoring services using bookmarks or schedules, and/or did not bring their classes to the tutoring sites for a visit.

## 4) Resources

Funding to financially support additional tutoring resources, such as additional human anatomy models for the Faribault campus, extended tutoring hours, after-hours D2L chatrooms, SCC-specific online tutoring, and peer tutors in classrooms, is not currently allocated to include support for these tools. This has an effect on the number of students that potentially would participate in tutoring services.

Also, hiring of qualified peer tutors is hampered by their employment in higher paying part-time jobs. Potential tutors are working full-time in healthcare fields at high pay, and/or are busy with their program of study.

## 5) Student “Buy-in”

Even though 93-98% of Fall 2015 and Spring 2016 students indicated that they were aware of free tutoring services, 25-37% are not interested in using tutoring either face-to-face individual or group tutoring. While resources currently do not support alternative tutoring formats for SCC-specific courses (e.g., online SCC-specific tutoring or chat service), 44-77% of student responses on both surveys indicated that these services are of interest, whether individual- or study group-based, with 72-77% having a preference for “live chat” with an SCC tutor. This alternative format preference may be emphasized by the very limited initiative actions that can be completed since participation in tutoring is voluntary and the promotion of tutoring (by the

ASC, instructors, and advisors) is the only action that can be done to affect the factor “Availability to spend time in tutoring” (Table 2).

**6. In light of the project goals, current circumstances, institutional learning from the project, and anticipated challenges, what are the next steps that must be taken to complete or institutionalize the results of this action project? Can you provide a recommended timeline?**

#### INSTITUTIONALIZATION OF PROJECT OUTCOMES

##### 1) ASC

- Throughout a semester:

- Hiring of qualified peer tutors
- Collaborating with instructors for compliance
- Visiting classrooms (professional and/or peer tutors)
- Coordinating services with student needs

##### 2) Instructors

- Throughout a semester:

- Visiting tutoring sites (Week 1)
- Allowing tutor visits (Weeks 1 through 6)
- Provision of tutoring bookmarks and schedules (on an “as needed” basis)
- Posting of tutoring site information on D2L course site

##### 3) Marketing

- Throughout a semester:

- Provision of marketing materials to students, instructors, advisors
- Posting of tutor services on hallway monitors, boards, etc

##### 4) Resources

- 6 months prior to start of a semester:

- Funding for professional and peer tutors
- Funding for tutoring (e.g., models) & marketing materials

##### 5) Assessment by course instructor and/or department

- At the end of each semester:

- Institutional Research report on DFW for a course
- Determine factors that resulted in DFW with follow-up initiative proposals to improve course retention and completion

**7. Provide any additional information or concerns that reviewers and others should understand about this project.**

**NEGATIVE FACTORS**

Biology tutoring usage was negatively impacted due to the professional biology tutor re-assignment for fall and spring semester, plus the limited expertise and/or hours from a temporary employee and the peer tutors.

The usage of online homework requirements for many SCC classes has resulted in a decline in students using group tutoring for courses that were developed in previous years. Students cite lack of time to spend with a study group due to the time required to do the online homework. This has also resulted in students requesting one-on-one assistance with targeted questions which leads to the need for additional tutors to fill the requests for tutoring.

Instructor buy-in may increase student participation in tutoring since survey data has noted that instructors play an important role in tutoring awareness. Instructors can remind students that tutoring is not only for struggling students, but also for students that want to maintain passing and/or improve an existing grade, master the material for subsequent courses, improve study skills, etc.

**POSITIVE FACTORS**

Deans/Directors and the Academic VP are interested in knowing which courses have high withdraw rates and low final grades and are supportive of targeted initiatives to help students achieve success in the courses and increase retention and degree completion. SCC budgets could reflect programmatic funding to target initiatives to increase successful course, thus program and degree, retention and completion.

A concept for further consideration for our college is how to respond to the number one reason students do not use tutoring, which is lack of time. The concept of students needing to spend time on their studies in order to achieve successful completion of courses is broad and could be addressed by multiple departments and staff on campus.

**SUMMARY**

While clearly not all students have a need for tutoring, or are unable to participate due to time constraints (whether real or perceived), tutoring is a best practice for successful completion of courses, retention in a program of study, and degree completion. Since the student surveys showed a gap between interest and usage of tutoring, consideration of new tutoring initiatives, such as a student tutor in select classes (“Supplemental Instruction”), additional online tutoring

available from SCC tutors, and expanding hours to include evening hours are areas for further development.

Appendix 1: Project surveys.

**ASC/Science Center survey, page 1.**

Science Center, C-115 Program major \_\_\_\_\_  
Spring 2014, Anonymous survey

1. Are you aware that there is free on-campus tutoring services for science at SCC? \_\_\_ No \_\_\_ Yes

2. If you answered yes, how were you made aware of these services? Please check all that apply.

\_\_\_ Tutor classroom visit \_\_\_ Bookmark \_\_\_ ASC website \_\_\_ Advisor \_\_\_ Instructor

\_\_\_ Friend \_\_\_ Poster \_\_\_ SCC website \_\_\_ Other

3. If you **have not** used the free on-campus tutoring services offered for Science courses, please choose all that apply.

\_\_\_ I do not know what to ask or which areas I need help.

\_\_\_ I do not have the time due to work and/or family obligations.

\_\_\_ I do not think that tutoring will help me.

\_\_\_ I do not need any help with this class as I am satisfied with my grade at this time which is a/an (please circle one letter grade): A B C D F

\_\_\_ I do not want to study with other people (please explain).

\_\_\_ I do not feel comfortable asking for help (please explain)

\_\_\_ Other (please explain)

4. If you **have** used the free tutoring services for Science courses, please choose all that apply.

\_\_\_ I like drop-in and have questions answered when needed.

\_\_\_ I like to review the models.

\_\_\_ I like to have quiet study space.

\_\_\_ I want to maintain my grade for this course as I am satisfied with my grade which at this time is a/an (please circle one letter grade): A B C D F

\_\_\_ I want to improve my grade for this course which at this time is a/an (please circle one letter grade):

A B C D F

\_\_\_ Other (please explain)

**ASC/Science Center survey, page 2.**

5. Which of the following would most likely encourage you to use the free tutoring services for science courses - either individually or with a study group (choose all that apply).

- grade incentive for consistent attendance at study group
- evening and/or weekend hours
- online tutoring through SCC tutors
- D2L live chat at scheduled hours in the evening for a specific course
- Nothing - I do not want to use the tutoring services
- Nothing - I currently use the tutoring services
- Other (please explain)

6. Have you utilized the online resources provided by the Science Center? (please choose all that apply)

No  Yes

***Quizlet:***

If yes, please circle the amount of time (given in hours) you have spent on the site: <1 1 2 3 4 >5  
I have printed the pages to study.

***Purpose Games:***

If yes, please circle the amount of time (given in hours) you have spent on the site: <1 1 2 3 4 >5  
I have printed the pages to study.

7. Were you aware that handouts/activities to review course content are available from the Science Center? (please check all that apply)

- Yes – I do not need extra materials to review course content.
- Yes – I find these resource materials helpful for reviewing course content.
- No - I was not aware that there were resource materials like this available.
- No – I will stop by the Science Center to look over and maybe use some of these materials.

8. Other comments/suggestions:

## Student Evaluation of Tutors Linked to Classrooms

As you answer the following questions, please think about the experience of having a tutor linked with your English course this semester. Think about your interactions with this tutor. Think about the tutor's role in your classroom. And imagine how your experience this semester would have been different without the tutor present.

**Directions:** Check the answers that best match your opinions.

1. How would you describe the **benefit** of having a tutor present in your English classroom?

<input type="checkbox"/>	I did <u>not</u> benefit.
<input type="checkbox"/>	I benefited somewhat.
<input type="checkbox"/>	I benefited greatly.

2. How many times did you **interact** with the tutor this semester in your classroom?

<input type="checkbox"/>	1-5 times
<input type="checkbox"/>	6-10 times
<input type="checkbox"/>	11 or more times

3. How would you describe your **comfort level** interacting with the tutor in your classroom?

<input type="checkbox"/>	I was <u>not</u> comfortable.
<input type="checkbox"/>	I was somewhat comfortable.
<input type="checkbox"/>	I was very comfortable.

4. How would you describe the **knowledge** of the linked tutor?

<input type="checkbox"/>	<u>Not</u> very knowledgeable
<input type="checkbox"/>	Somewhat knowledgeable
<input type="checkbox"/>	Very knowledgeable

5. Would you recommend that other students register for an English course that has a linked tutor?

<input type="checkbox"/>	Yes, because it is very helpful
<input type="checkbox"/>	Yes, because it is somewhat helpful
<input type="checkbox"/>	No, because it is not helpful
<input type="checkbox"/>	I don't know.

**ASC/TLC survey, page 2.**

6. Check **ALL** of the English/Writing topics the tutor helped you with this semester. **You may check more than one.**

<input type="checkbox"/>	understanding grammar rules
<input type="checkbox"/>	understanding punctuation rules
<input type="checkbox"/>	using technology: D2L/MS Word
<input type="checkbox"/>	writing thesis statements
<input type="checkbox"/>	organizing my ideas
<input type="checkbox"/>	correcting fragments and run-on
<input type="checkbox"/>	writing topic sentences
<input type="checkbox"/>	I received no help from the tutor.

<input type="checkbox"/>	writing clearly
<input type="checkbox"/>	adding supporting details
<input type="checkbox"/>	citing sources
<input type="checkbox"/>	brainstorming
<input type="checkbox"/>	outlining
<input type="checkbox"/>	other—signing up for my classes I need to become a sociologist

7. Check **ALL** of the study skills topics the tutor helped you with this semester. **You may check more than one.**

<input type="checkbox"/>	Managing my time
<input type="checkbox"/>	Taking notes
<input type="checkbox"/>	Studying for tests
<input type="checkbox"/>	Organizing my materials
<input type="checkbox"/>	Checking D2L and email
<input type="checkbox"/>	Other—help understand English grammar Bethany formed a study group
<input type="checkbox"/>	I received no help from the tutor.

8. What was **most helpful** to you this semester about having a tutor linked to your classroom?

9. What are your **suggestions** for improvement?

10. Besides working with the tutor in your classroom, did you also attend **study groups** with the tutor outside the classroom?

<input type="checkbox"/>	1-3 times
<input type="checkbox"/>	4 or more times
<input type="checkbox"/>	<b>NO</b> , I did not attend study groups.
<input type="checkbox"/>	

**If YES**, describe your experience. In what way was the study group helpful or not helpful?

**ASC/TLC survey, page 3.**

**If NO**, explain why you chose not to participate in study groups outside of class.

11. How many times did you visit the **writing center** this semester to get help from **any** tutor?

	0 times.
	1-3 times
	4 or more times

12. How do you think your time spent with the tutor(s) this semester **affected your writing skills**?

	Working with the tutor(s) did <u>not</u> improve my writing skills.
	Working with the tutor(s) improved my skills a little.
	Working with tutor(s) improved my skills greatly.



### Tutoring Participation Survey – AQIP Action Project

Your responses will be treated as **confidential information** and will only be part of a composite report where individual responses can't be identified.

Respond to each question by coloring in the shape next to the best answer.

Please **USE BLACK OR BLUE PEN**, not pencil, to complete the evaluation.

- 
1. **What do you consider to be your home campus?**     Faribault     North Mankato     Both
  
  2. **This semester, are you:**     Full-time (12 or more credits)     Part time (11 credits or less)
  
  3. **Are you repeating this course?**     Yes     No
  
  4. **Are you aware of the following services at SCC?**
    - a. Free, on-campus tutoring services     Yes     No
    - b. Free, online tutoring services (Smarthinking)     Yes     No
  
  5. **If you answered “Yes” to question 4, how did you become aware of these services?**  
*Select all that apply.*

<input type="radio"/> Tutor classroom visit	<input type="radio"/> Advisor	<input type="radio"/> Email	<input type="radio"/> Illuminate/student newsletter
<input type="radio"/> SCC website	<input type="radio"/> Instructor	<input type="radio"/> Poster	<input type="radio"/> Academic Support Center (ASC) website
<input type="radio"/> Friend	<input type="radio"/> Bookmark	<input type="radio"/> Other, please specify: _____	
  
  6. **Have you used these tutoring services? Select all that apply:**  
 Yes, on-campus     Yes, online (Smarthinking)     No, neither
  
  7. **If you HAVE used the free, on-campus tutoring services, please select all that apply:**
    - I like the walk-in sessions where I am able to have questions answered when needed.
    - I like to use the resources (e.g. science models, worksheets, textbooks, videos).
    - I like to work with someone who can answer my questions.
    - I liked to work with someone who is able to explain the material in a different way.
    - I like interacting with an SCC tutor.
    - Tutoring helped me improve my study skills.
    - Tutoring exposes me to outside resources that help me understand the course material better.
    - I want to maintain my current grade for this course, which is: A B C D F (please circle one letter grade)
    - Other, please explain: \_\_\_\_\_
  
  8. **If you HAVE NOT used the free, on-campus tutoring services, why not? Select all that apply.**

<input type="radio"/> I don't know what to ask or in which areas I need help.	<input type="radio"/> I do not have the time
<input type="radio"/> I received help with my course from a friend/family member.	<input type="radio"/> I hired a private tutor.
<input type="radio"/> I did not know that there was tutoring available for my class.	<input type="radio"/> I do not want to study with other people.
<input type="radio"/> I believe tutoring is only for low performing students.	<input type="radio"/> I was not able to find tutoring for my class.
<input type="radio"/> I am primarily an online student so I am rarely on campus.	<input type="radio"/> I do not feel comfortable asking for help.
<input type="radio"/> I asked my class instructor for help instead.	<input type="radio"/> I used Smarthinking (online tutoring)
<input type="radio"/> I don't need help with this class as I am satisfied with my grade at this time, which is: A B C D F (please circle)	
<input type="radio"/> Other, please explain: _____	
  
  9. **If you were to attend a tutoring session, who would you like to lead the session? Select all that apply.**

<input type="radio"/> Instructor	<input type="radio"/> Peer/student tutor
<input type="radio"/> Professional tutor	<input type="radio"/> Student in my class

Please turn over →

**10. The following tutoring services are currently offered at SCC through the Academic Support Center.**

**For each, please indicate if you have used the service or if you would be interested in using it.**

- | Have used                | Interested               | Not Interested           |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**11. Which of the following, if any, would encourage you to use the free tutoring services for courses,**

**for either individual tutoring or with a study group? Select all that apply.**

- Individual Study Group
- Evening hours
  - Weekend hours
  - Online tutoring through SCC tutors (e.g. D2L chat/discussion with tutor)
  - Online live chat at scheduled hours in the evening for a specific course
  - Online SCC study group (e.g. chat discussion with tutor & classmates)
  - Tutoring at a location that allows food (e.g. cafeteria)
  - Assistance with childcare
  - Nothing – I do not want to use the tutoring services
  - Nothing – I currently use the tutoring services
  - Other, please explain: \_\_\_\_\_

**12. If you have any other comments or suggestions regarding tutoring at SCC, please share them.**

**13. What is your age group?**  Under 22  23 - 35  36 and over

**14. What is your major?** \_\_\_\_\_



### Tutoring Participation Survey – AQIP Action Project

Your responses will be treated as **confidential information** and will only be part of a composite report where individual responses can't be identified.

Respond to each question by coloring in the shape next to the best answer.

Please **USE BLACK OR BLUE PEN**, not pencil, to complete the evaluation.

- 
1. **What do you consider to be your home campus?**     Faribault     North Mankato     Both
  
  2. **This semester, are you:**     Full-time (12 or more credits)     Part time (11 credits or less)
  
  3. **Are you repeating this course?**     Yes     No
  
  4. **Are you aware of the following services at SCC?**
    - a. Free, on-campus tutoring services     Yes     No
    - b. Free, online tutoring services (Smarthinking)     Yes     No
  
  5. **If you answered “Yes” to question 4, how did you become aware of these services?**  
*Select all that apply.*

<input type="radio"/> Tutor classroom visit	<input type="radio"/> Instructor	<input type="radio"/> Illuminate/student email updates
<input type="radio"/> SCC website	<input type="radio"/> Advisor	<input type="radio"/> Academic Support Center (ASC) website
<input type="radio"/> D2L course site	<input type="radio"/> Poster	<input type="radio"/> Hallway monitor slide
<input type="radio"/> D2L course news feed	<input type="radio"/> Email	<input type="radio"/> Tabling by ASC student tutors
<input type="radio"/> Bookmark	<input type="radio"/> Friend	<input type="radio"/> Other, please specify: _____
  
  6. **Have you used these tutoring services? Select all that apply:**  
 Yes, on-campus     Yes, online (Smarthinking)     No, neither
  
  7. **If you HAVE used the free, on-campus tutoring services, please select all that apply:**
    - I like the walk-in sessions where I am able to have questions answered when needed.
    - I like to use the resources (e.g. science models, worksheets, textbooks, videos).
    - I like to work with someone who can answer my questions.
    - I liked to work with someone who is able to explain the material in a different way.
    - I like interacting with an SCC tutor.
    - Tutoring helped me improve my study skills.
    - Tutoring exposes me to outside resources that help me understand the course material better.
    - I want to maintain my current grade for this course, which is: A B C D F (please circle one letter grade)
    - Other, please explain:
  
  8. **If you HAVE NOT used the free, on-campus tutoring services, why not? Select all that apply.**

<input type="radio"/> I don't know what to ask or in which areas I need help.	<input type="radio"/> I do not have the time
<input type="radio"/> I received help with my course from a friend/family member.	<input type="radio"/> I hired a private tutor.
<input type="radio"/> I did not know that there was tutoring available for my class.	<input type="radio"/> I do not want to study with other people.
<input type="radio"/> I believe tutoring is only for low performing students.	<input type="radio"/> I was not able to find tutoring for my class.
<input type="radio"/> I am primarily an online student so I am rarely on campus.	<input type="radio"/> I do not feel comfortable asking for help.
<input type="radio"/> I asked my class instructor for help instead.	<input type="radio"/> I used Smarthinking (online tutoring)
<input type="radio"/> I don't need help with this class as I am satisfied with my grade at this time, which is: A B C D F (please circle)	
<input type="radio"/> Other, please explain: <div style="border: 1px solid black; height: 30px; width: 100%;"></div>	

Please turn over →

**9. The following tutoring services are currently offered at SCC through the Academic Support Center.**

**For each, please indicate if you have used the service or if you would be interested in using it.**

- Have used Interested Not Interested  
\_\_ \_\_ Face-to-face study group  
\_\_ \_\_ Face-to-face individual tutoring  
\_\_ \_\_ Tutor in the classroom

**10. Which of the following, if any, would encourage you to use the free tutoring services for courses,**

**for either individual tutoring or with a study group? Select all that apply.**

- Individual Study Group  
\_\_ \_\_ Evening hours  
\_\_ \_\_ Weekend hours  
\_\_ \_\_ Online tutoring through SCC tutors (e.g. D2L chat/discussion with tutor)  
\_\_ \_\_ Online live chat at scheduled hours in the evening for a specific course  
\_\_ \_\_ Online SCC study group (e.g. chat discussion with tutor & classmates)  
\_\_ \_\_ Tutoring at a location that allows food (e.g. cafeteria)  
\_\_ \_\_ Assistance with childcare  
\_\_ \_\_ Having a student in the classroom  
\_\_ \_\_ Nothing – I do not want to use the tutoring services  
\_\_ \_\_ Nothing – I currently use the tutoring services  
\_\_ \_\_ Other, please explain: \_\_\_\_\_

**11. If you have any other comments or suggestions regarding tutoring at SCC, please share them.**

**12. What is your age group?** \_ Under 22 \_ 23 - 35 \_ 36 and over

**13. What is your major?** \_\_\_\_\_



## Appendix 2: High-risk course selection data.

High-risk college-credit courses were selected based on the following criteria (Objective 1a): *“high course enrollment but low success rate in terms of course grades below a 2.0 and/or a W/FN rate of at least 10%”*.

This criteria translates into a grade of D (1.0) or F (0.0). Students receiving either of these grades attended the course and took the final exam. The “F/N” grade represents failure due to non-attendance. The “W” represents a student withdrawing from the course by a specific date.

As shown in the following Appendix 2 table, seven courses (BIOL 100; BIOL 225; CHEM 108; ECON 110; MATH 120; PHIL 100; PHYS 101) were chosen, each with a cumulative D/F/FN/W percentage of >37% for AY 13-15.

The cumulative course values are shown in the first column of the table. Under the course name is the cumulative D/F/FN/W value for the AY 13-15. Below this cumulative D/F/FN/W percentage is the count of students that received one of these grades. For example, in BIOL 100, 46.6% (n=69) of students received a D/F/FN/W grade.

For each course, the remaining rows detail the percentage of individual, or combination thereof, for D, F, FN, and W grades per AY semester. For example, the BIOL 100 data displays the following information is:

- For the AY 13 Fall 2012 semester, designated as 20133, 13.6% of enrolled students earned a “D” grade, 9.1% earned a F grade, 4.5% earned a FN grade, and 13.6% earned a W grade.
- A combination of “D-F” and “FN-W” allows a comparison between these two groups based on attendance. For BIOL 100, the comparison is 22.7% (D-F) to 18.1% (FN-W) for 20133.
- Overall for the 20133 semester, 40.9% were in the D/F/FN/W grade category (n=22 total class enrollment).

**\*\*Note that AY 13 data consists of only Fall 2012 semester data (20133) whereas the other AY data sets are composed of both Fall and Spring semester data.**

Appendix 2: High-risk course selection data (continued).

Course Total % (Count)	Academic Year (AY)																							
	AY 13				AY 14				AY 15															
	Fall 2012 (20133)		Fall 2013 (20143)		Fall 2014 (20145)		Fall 2014 (20153)		Fall 2015 (20155)		Spring 2015 (20155)													
	D	F	FN	W	D	F	FN	W	D	F	FN	W												
BIOL100 46.6 (69)	13.6	9.1	4.5	13.6	16.0	12.0	8.0	16.0	11.6	9.3	16.3	11.6	4.3	4.3	17.4	17.4	17.1	15.7	8.6	14.3	22.8	22.8	45.7 (35)	
BIOL225 37.4 (43)	0.0	7.4	7.4	18.5	8.0	4.0	8.0	20.0	8.7	4.4	8.7	13.0	10.0	0.0	5.0	15.0	9.1	18.0	4.5	18.2	27.1	27.1	50.0 (22)	
CHEM108 45.1 (96)	11.4	4.5	6.8	15.9	11.5	7.7	9.6	15.4	9.3	11.6	9.3	14.0	9.6	15.4	7.7	17.3	9.1	18.0	4.5	18.2	27.1	27.1	50.0 (22)	
ECON110 43.1 (50)	14.3	14.3	0.0	9.5	12.0	12.0	12.0	12.0	9.1	9.1	9.1	9.1	12.0	12.0	12.0	12.0	13.0	8.7	8.7	8.7	8.7	8.7	21.7	21.7
MATH120 41.2 (80)	7.1	14.3	0.0	14.3	16.7	10.0	13.3	13.3	15.1	5.7	7.5	9.4	13.0	6.5	10.9	10.9	10.8	8.1	10.8	10.8	18.9	18.9	43.4 (23)	
PHIL100 37.4 (67)	7.0	9.3	2.3	9.3	15.8	5.3	5.3	7.9	15.6	8.9	8.9	11.1	16.7	3.6	10.7	10.7	10.8	8.1	10.8	10.8	18.9	18.9	40.5 (37)	
PHYS101 38.2 (45)	10.0	5.0	5.0	15.0	8.3	0.0	12.5	12.5	12.1	8.0	8.0	8.0	12.5	4.2	12.5	12.5	16.0	8.0	8.0	8.0	24.0	24.0	44.0 (25)	
	15.0	20.0	20.0	20.0	8.3	0.0	33.3 (24)	25.0	20.1	16.0	16.0	16.0	16.7	16.7	25.0	25.0	41.7 (24)	41.7 (24)	41.7 (24)	41.7 (24)	41.7 (24)	41.7 (24)	44.0 (25)	