

Bergen Community College

ASSESSMENT REPORT FORM ADMINISTRATIVE AND EDUCATIONAL SUPPORT

Assessment Period: 7/1/13 – 6/30/15

AES Department: Cerullo Learning Assistance Center - Testing and Tutoring at the Meadowlands

Department Head: Khairia Fazal, Managing Director of Learning Assistance Services

Department Assessment Liaison:

James Carberry, Testing and Tutorial Supervisor at the Meadowlands

David Hamoui, Former Testing and Tutorial Supervisor at the Meadowlands (Semester 1 & 2)

Date Submitted: 6/23/15

❖ **Mission/goal statement or description of the Department:**

The Cerullo Learning Assistance Center (CLAC) is committed to providing quality academic support accessible to all Bergen Community College (BCC) students. The CLAC comprises the Tutoring Center, Math Walk-In Center, Writing Center, English Language Resource Center, and the Tutoring Center at the Meadowlands Campus; all centers offer various avenues of tutorial assistance to address the diverse needs of our student population. A dedicated and trained staff of Peer and Professional Tutors work together in a nurturing environment to foster independent learning while guiding students through their educational journey at BCC.

❖ **Department's Core Objectives/Outcomes:**

- Design student-centered academic support services
- Develop academic support services
- Foster independent learning

SEMESTER 1: CREATING A DEPARTMENT-LEVEL ASSESSMENT PLAN

1. Department's Goal(s) or Outcome(s) to be assessed (from the above section):

Developmental and College Level Math students who frequently attend the Tutoring Center at the Meadowlands will achieve a statistically significant higher final grade and self-reported success* in their courses than a peer group that does not attend the Tutoring Center.

*Due to Departmental transitions, the self-reported success will be followed up next year.

Definitions

Success: higher final grade and self-reported course competence

Means of Assessment:

Tutortrac (the tutoring center's appointment and visit log software) will be used to document the students' history of usage at the Tutoring Center. Usage will include number of visits and total number of hours spent at the tutoring center. Datatel will be used to look up the final grade that the student earned in the course. An attempt will be made through surveys to determine whether other factors have an effect on the students' final grade such as GPA, major, and student's first language, etc.

- **Feedback from Vice President:**

SEMESTER 2: DEVELOPING ASSESSMENT TOOL (s) and TIMELINE

3A. Describe or attach assessment tool (s), including sources of data, timeline for data collection and how data will be analyzed.

Basic statistical software will be used to determine if there is a significant statistical correlation between a student's number of visits, total hours spent at the tutoring center, GPA, major and student's first language with the final grade the student received for the course during that semester. A greater emphasis will be placed on the metrics relevant to the tutoring center.

Sources of the data will be TutorTrac and Datatel. 3 sections of developmental mathematics will be randomly chosen for each semester and all the students will be analyzed

The timeline for data collection will be one full year (Fall to Spring of an academic year as there is no developmental math at the Meadowlands Campus during the summer.) for a total of 6 sections (3 per semester).

3B. Desired results department and Vice President would like to see.

The department would like to see a significant statistical correlation between the number of visits and hours spent in the tutoring center with the final course grade.

- **Feedback from CIE:**

SEMESTER 3: COLLECTING AND ANALYZING DATA

In July 2014, James Carberry became the new Supervisor and was handed over the assessment project. Department Head Khairia Fazal and Supervisor James Carberry discussed the project and collectively decided to narrow the scope of the assessment due to time constraints; however, there is an effort to follow through with some of the major parts of the original proposal.

Information from Institutional Research was requested on 3/20/15. The original data was received on 4/22/15 from Sarah Keenan.

Overview:

From this point forward, Developmental Math was focused on since it is the leading group of classes that students sought help for at the Meadowlands Tutoring Center. This project focused on whether Developmental Math students who frequently attend* the Tutoring Center at the Meadowlands will achieve a higher final grade in their course than the average grade for that specific course and section.

Data was requested from Institutional Research on March 20, 2015. The specific data that was requested consisted of student ID numbers, email addresses, names, and final grades of all students enrolled in Developmental Math courses at the Meadowlands Campus from Fall 2013, Spring 2014, and Fall 2014. All of this original data was received on April 22, 2015 from Research Assistant Sarah Keenan.

Using this data, Datatel was utilized to look up which Developmental Math course the students were enrolled in. There was a total of 897 enrolled students in Developmental Math at the Meadowlands Campus during these three semesters.

Tutortrac (the Tutoring Center's appointment and visit log software) was used to document the students' history of usage at the Tutoring Center. Usage included total number of visits during the semester for the student's specific Developmental Math course.

*Frequently attended= Students who attended tutoring three or more times

4. Summary of Results (attach aggregated data table, survey tool, etc., to support the summary)

Table 1: Student Utilization of Tutorial Support at the Meadowlands Campus

Semester	Developmental Course	Average Course Grade	Average Center Grade
2013 FA	MAT-011	1.7692	2.1429
2013 FA	MAT-031	1.5092	1.2778
2013 FA	MAT-032	1.5482	3.3750
2013 FA	MAT-035	1.9286	2.0000
2014 SP	MAT-011	2.1438	3.0000
2014 SP	MAT-031	1.5421	1.4286
2014 SP	MAT-032	1.5467	1.6250
2014 SP	MAT-035	1.7059	N/A
2014 FA	MAT-011	2.2717	1.2500
2014 FA	MAT-032	1.6078	2.5000
2014 FA	MAT-040	1.7333	2.3880
2014 FA	MAT-048	1.2353	0.0000

Average Course Grade= Average Grade for entire class

Average Center Grade= Average Grade for students who visited Meadowlands Tutoring Center 3 or more times

For the majority of classes, students who utilized the services at the Meadowlands Tutoring Center have a higher grade than the class average. Many of the students who did receive a failing grade or withdraw and used Tutorial Services were back trying their Developmental Math course again. This observation demonstrates that student persistence was indeed higher for learners who utilized the tutorial support services available at the Meadowlands Campus.

Some of the classes that produced a lower grade for tutored students were smaller in size and may only have a couple students who visited the Center three or more times. For example, MAT-048 in the Fall 2014 semester only had 17 students enrolled. There was only one student from this course that visited the Meadowlands Tutoring Center more than two times and unfortunately this student did not pass the course. All of the data will be provided along with this report.

Also, during the semesters of this assessment, there was a change between the algebra courses. MAT-031, MAT-032, and MAT-035 were eventually phased out and turned into MAT-040 and MAT-048. Even with this change, it is clear to see what courses tutored students were succeeding in and where there are struggles. These results do not solely determine our success as a tutoring center, but can give a glimpse of where improvements can be made.

5. Recommendations for Improvement:

The Meadowlands Tutoring Center is looking to improve in a number of areas:

- Enhance the current efforts to generate awareness.
 - The number of students has steadily increased over each semester. Serving more students will allow more thorough assessments and understanding of the college environment.
 - Awareness has increased over the past year, but more can be done to let the population know about the Testing & Tutorial location and services offered such as more advertising and an increase in faculty outreach.
- This assessment revealed that there were many students who made only one or two visits to the Tutoring Center.
 - The goal is to increase the number of visits from these students by assessing their needs and accommodating learner requests accordingly. In some cases, students may only have a few questions to ask that is the extent of their visit; perhaps walk-in hours should be advertised more extensively.
 - The ways through which the center may become more welcoming to students and faculty/staff is to foster a friendly and judgment-free environment that is not intimidating.
- It is crucial that the Testing & Tutoring Center at the Meadowlands Campus continues to communicate with the Math faculty. The invaluable feedback and expertise has allowed this center to offer better services to students.
 - It is important to mention that during the Spring 2015 semester, this center was supported by a Faculty Liaison for Developmental Math. This was a significant achievement that was met with positive feedback from students, faculty, and staff members; the position of faculty liaisons at the Meadowlands is truly a terrific link for the tutors to gain the insight of seasoned professionals.

▪ Feedback from Vice President:

SEMESTER 4: CLOSING THE LOOP AND SHARING KNOWLEDGE

6. Use of Results:

Reflecting upon the recommendations above, we propose the following actions be taken in the approaching semesters:

- Increase in advertising across campuses
- Develop stronger faculty outreach

- Sending tutors to the classroom to promote services
- Further foster relationships between the tutoring center and the courses offered at the Meadowlands, including Success 101

NOTE: Student's self-reported success will be pursued for next year's results to provide qualitative data.

▪ **Feedback from CIE:**

Last Updated: August 2013