

PROGRAM REVIEW – CURRICULUM PACKET

2018-2019

TUTORING

This report includes course student learning outcome (cSLO) assessment summaries from 2015-16 to 2017-18.

Table 1. Course offerings per academic year from 2015-16 to 2018-19

Table 2. Course assessment status between 2015-16 and 2017-18

Table 3. cSLOs that were not assessed between 2015-16 and 2017-18

Table 4. cSLOs assessed and corresponding Data Evaluation

Table 5. cSLOs assessed and corresponding Data Planning

COURSE OFFERINGS

Table 1. Course offerings per academic year from 2015-16 to 2018-19

Course Name	2015-2016	2016-2017	2017-2018	2018-2019
TUTR G20	x	x	x	x
TUTR G107	x	x	x	x
TUTR G111	x	x	x	x

COURSE ASSESSMENT STATUS

Fully Assessed
↑

Partially Assessed
↔

No Assessment
↓

Table 2. Course Assessment Status between 2015-16 and 2017-18

*No enrollment data between 2013-14 and 2018-19

Course Name	Total cSLOs	No. cSLOs Assessed	Assessment Status	Last Term Offered	
TUTR G020	3	0 out of 3	No Assessment	↓	Spring 2019
TUTR G107	3	3 out of 3	Fully Assessed	↑	Spring 2019
TUTR G111	3	3 out of 3	Fully Assessed	↑	Spring 2019

Table 3. cSLOs that were not assessed between 2015-16 and 2017-18

Course Name	cSLO Name	cSLO to Assessed
TUTR G020	cSLO 1	Demonstrate how theories and practices learned in an academic setting can be applied and integrated into personal and professional pursuits.
TUTR G020	cSLO 2	Demonstrate life-long learning strategies that are based on on-going self-assessment, education, and acceptance of personal responsibility.
TUTR G020	cSLO 3	Be able to distinguish the appropriate learning skill to explain and apply it to the students' educational goal.

DATA EVALUATION

Table 4. cSLOs assessed and corresponding Data Evaluation.

*Denotes historical cSLOs.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
TUTR G107	cSLO 1	Spring 2018	The completion rate for these documents was 100%.All students appropriately completed all nine practicums required.In each practicum, the tutor identify the problem(s) their students were having, took action on how to solve that problem, and then identified an action plan for future sessions.
TUTR G107	cSLO 2	Fall 2015	In fall 2015, fourteen students took the assessment and 100% of the students answered correctly.
TUTR G107	cSLO 2	Spring 2016	In spring 2016, fifteen students took the assessment and 93% of the students answered correctly.
TUTR G107	cSLO 2	Spring 2017	The exam question results indicate 87% of the students answered this question correctly.The students are understanding the concept to help the student become an active learner.The student not answering the question correctly did not take the final exam and failed the course.This student will not continue as a tutor unless they repeat the class again and passes the exam.The successful students can use this concept to have more active participation in their tutoring sessions.Research has shown that more active participation in tutoring sessions provide for a better understanding of the concepts and materials discussed in the class.
TUTR G107	cSLO 3	Fall 2016	The results show that 92% of the students understood the concepts and steps of the SQ3R system.They also could understand the benefit of the system for their students.Reading textbooks can be difficult for students.Reading textbooks is different from pleasure reading and the textbooks are full of facts that students need to grasp and understand.Providing students with techniques to be better readers and be able to remember information is a significant benefit for our students.Students usually do not get this education in the classroom setting but the tutors can provide this education in a relax setting during the tutoring sessions.
TUTR G107	cSLO 3	Fall 2017	All students (100%) completed question #2 on the final exam correctly.This is extremely important because the purpose of the class is to provide instruction on learning skills and how to incorporate that information into the tutoring sessions.Tutors are recommended by the instructors primarily for their knowledge of the subject area.In this class, we try to make the students better tutors and provide them with information and concepts to convey to their students during tutoring sessions.The overall purpose is to teach their students how to be better students.
TUTR G111	cSLO 1	Spring 2016	In spring 2016, fifteen students took the assessment and 100% of the students received the Kognito certificate on being able to identify common signs of psychological distress.All studentswrote a 1/2 page summary on what they learned and their thoughts about how to use this information.
TUTR G111	cSLO 1	Spring 2018	There was a 100% completion by the students of this assignment.The purpose of this assignment is for the tutors to have a better understanding of the at-risk students they work with.The assignment is an avatar that takes the students through different scenarios.The student tutors will answer the questions asked of them and then the program responses by providing them the correct answer or prompting them or learning them to the better response.The student tutors are also to complete a 1/2 page written assignment to explain what they learned and how they can apply this information to their tutoring sessions and their personal life.
TUTR G111	cSLO 2	Fall 2015	In fall 2015, eight students took the assessment and 75% of the students answered correctly.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
TUTR G111	cSLO 2	Fall 2016	The results reveal that 100% of the student understood this concept and could apply it to their tutoring sessions and other educational situations. The students could list different levels of questions and then provide corresponding examples. Instruction for these concepts are done through lecture, videos, and activities and is a strong focus for this advanced tutor training course.
TUTR G111	cSLO 2	Fall 2017	The data indicates that 100% of the students were able to answer the final exam question on Questioning Techniques and assessment of their understanding. One of the purposes of this class is to learn about questioning techniques as it relates to tutoring and education. Students are provided a variety of Questioning Techniques so they have more ideas and tools for them to use during tutoring sessions. We want the tutors to be able to ask questions so their students have a better understanding of the material and concepts discussed in the class. Tutors asking low-level questions or closed ended questions are not getting the full benefit of questioning techniques in their tutorial sessions and furthermore not helping students with essay questions and more critical thinking techniques. This data shows these students are understanding and are able to use a variety of questioning techniques in their tutoring sessions.
TUTR G111	cSLO 3	Spring 2017	The results indicate that 100% of the students were able to answer the question correctly and understood the concepts. It is extremely important for the tutor to understand how much control is necessary in a tutoring session. Tutors that exert too much control may cause the student to become too dependent on the tutor. This can be a detriment to the student when the student takes an examine, explains concepts in a research paper, or discusses the concepts in class or with others. The correct control level will help the student become an independent learner and help in critical thinking processes. The students taking this class understood the concept and were able to determine how to use the concept in their tutorial sessions and other educational settings.

DATA PLANNING

Table 5. cSLOs assessed and corresponding Data Planning.

*Denotes historical cSLOs.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
TUTR G107	cSLO 1	Spring 2018	The student tutors complete this documentation to show the instructor they are using the material discussed in the classes appropriately. This provides real-life experiences on how to identify the real problems students are having, to find activities to help the students understand the materials presented in class, and then to determine action plans for the future. I will continue this assignment/documentation in the future classes. If the student is not completing the assignment appropriately or having difficulty, I will continue to meet with the student so they better understand the tutoring process.
TUTR G107	cSLO 2	Fall 2015	The students grasp the concept presented. This is the first time to analyze these concepts. The lecture and the corresponding activity regarding this concept must be effective. Will continue to explore new and more interesting ways to present this information.
TUTR G107	cSLO 2	Spring 2016	The students grasped the concept presented. This SLO was assessed during the 2015-2016 academic year and with 97% of the students grasped the

Course Name	cSLO	Semester Assessed	cSLO Data Planning
			concept. With these results, the lecture and corresponding activity must be effective. We will continue to explore new and more interesting ways to present this information. For 2017-2018, a new SLO will be assessed.
TUTR G107	cSLO 2	Spring 2017	This was a small class so we will continue to assess this SLO in the future. Overall, the students are grasping the concept and are using this information in their tutoring sessions. The purpose of this concept is to help the students become more active learners and have a better understanding of the concepts. If students can explain the concept, they have a better grasp of the materials.
TUTR G107	cSLO 3	Fall 2016	While the students showed a strong understanding of this concept, it would be good in the future to have more diverse activities to strengthen their understanding.
TUTR G107	cSLO 3	Fall 2017	The students in this class were very successful in this assessment and performed at the appropriate level. Next semester, we will assess another Student Learning Outcome (SLO) for this class.
TUTR G111	cSLO 1	Spring 2016	The results show the students were very successful in grasping the concepts presented in the Kognito training regarding identifying common signs of psychological distress. We are hopeful that funding for the Kognito program will continue for use in this class. From their summary statements, the students seemed to be very impressed with the information and were pleased to have the certificates for their portfolios. This is the first time we have assessed this SLO. We hope to do another semester with this SLO to see if the Kognito instruction is working for our students.
TUTR G111	cSLO 1	Spring 2018	There was excellent feedback in the students 1/2 page written assignment. The student tutors enjoyed and learned from the assignment in how to better work with their students. There are also other Kognito assignments that may be used in the future. The other Kognito simulations are for working with other populations of students such as LGBTQ and Veterans. This would be a benefit to for the students to learn to work with a variety of populations with specific needs.
TUTR G111	cSLO 2	Fall 2015	Overall, most students grasp the concept presented. We will continue to explore new and more interesting ways to teach this concept. The lecture and the corresponding activity regarding this concept is effective but there is room for improvement.
TUTR G111	cSLO 2	Fall 2016	We will continue to educate our tutors in these concepts with a variety of different educational formats. This way the students can see the concepts in different ways. Role playing may also be added to strengthen the students understanding and give them real life examples.
TUTR G111	cSLO 2	Fall 2017	The format and the instruction for this topic must be working and will be continued. Activities, lecture, videos, assignments, role-play and other educational formats are used to convey the information and give the students real-life examples on how to use questioning techniques in the educational setting. Many of our tutors want to continue in the educational or related field and will be using these techniques to help students learn in the classroom setting and in different levels of education.
TUTR G111	cSLO 3	Spring 2017	While the results are excellent, I hope to reassess this Student Learning Outcome in the future. This concept is very important to the tutoring and educational process. It is also one of our tutoring skills foundations to provide the students the tools to become successful students and have a focus on critical thinking techniques.

