

Administrative, Educational and Student Support Units
Annual Assessment Findings Report

Directions: Use content from your 5-Year Assessment Plan, and data collected and analyzed to complete the Annual Assessment Findings Report for the corresponding year. Submit report electronically to aess@york.cuny.edu.

Assessment Year: 2018-2019

Division: Academic Affairs

Unit: Collaborative Learning Center

Date: July 22, 2019

Completed by: CLC Staff

Other contributors (e.g., person who analyzed data):

Unit Mission: The Collaborative Learning Center provides comprehensive, centralized tutorial services to all registered York College students. We endeavor to help students develop the necessary skills which will enable them to succeed in their college level classes and future careers.

1. Record each goal, corresponding outcome(s), measure(s), the target(s) of success, and if applicable, the student ILO(s). For each outcome listed below, describe the conclusions, significance and implications of the data collected for the assessment year indicated above (e.g., 2018-2019). Describe the results in comparison to the target of success, and if applicable, the student ILO(s) identified prior to data collection. What is your interpretation of the results?

Remember to use information from your approved 5-Year Assessment Plan.

Goal(s)	Outcome(s)	Student ILOs (if applicable)	Measures and Target of Success	Analysis, Findings, and Use of Results
Goal 1. Deliver quality tutoring that will enable students to improve their learning processes.	1.1 Students who use Collaborative Learning Center (CLC) services will provide information to improve student learning processes.	2. Diversity Recognize and appreciate unique differences across the human spectrum. 5. Self-reflection and accountability Reflect on their learning, identify challenges, create a plan	1.1a Focus group participants will provide feedback that should help us improve student learning processes.	1.1a Historical data for Academic Year (AY) 2018-2019 was gathered from a May 7, 2019 focus group consisting of 13 students responding to 12 questions. To aid in outreach, we sent an email blast to all students using CLC services and placed palm cards throughout the center advertising the focus group. Despite these efforts to attract more students in the Humanities, our efforts only netted one student from the Humanities.

Goal(s)	Outcome(s)	Student ILOs (if applicable)	Measures and Target of Success	Analysis, Findings, and Use of Results
		to meet the challenges, and improve decision-making.		<p>Focus group recurring themes were that tutoring begins too late into the semester (typically the third week of the semester). Focus group participants reported mixed reactions from professors concerning the CLC. Some professors will actively encourage students to come, while others actively discourage them. Also, despite encouragement by staff to use the WCOonline waiting list, it is underutilized due to student apathy. Session issues arose where some tutors are more adept at handling group sessions than others. It was also noted that group sessions are not always an effective way of dealing with demand. Students requested longer session times and more appointment availability. Students expressed dissatisfaction with session cancellations connected to tutor availability or absence. There is a disconnect between what the professor wants and what the tutor understands to be standard e.g. Modern Language Association (MLA) official guidelines vs. Professor expectations/preferences. Students desire to have more content aware Writing tutors for graduate level courses i.e. Occupational Therapy, Nursing.</p> <p>Focus Group Suggestions: Tutoring should begin as soon</p>

Goal(s)	Outcome(s)	Student ILOs (if applicable)	Measures and Target of Success	Analysis, Findings, and Use of Results
			<p>1.1b 40% of survey respondents will provide information that should help us improve student learning processes.</p>	<p>as classes begin especially for those courses with exams occurring in the first weeks of classes i.e. Chemistry, Biology etc. Students suggested that professors, students and tutors should talk about the CLC more to encourage usage of CLC services. Check number of cancelled appointments to gauge demand. We attempted to use this as a means of gauging demand. However, the limitations of WOnline are such that we cannot reliably filter out causes of cancellations.</p> <p>Another suggestion for promoting the waiting list was to advertise it with a video on the WOnline landing page and through WOnline blast notifications. We tried this step in April 2019 and in May 2019 the WOnline interface changed, and our video became defunct.</p> <p>1.1b 80.5% of total survey participants responded to the prompt asking to list two things learned from their tutoring session. Survey analysis indicated that one way to help student learning processes is to include “case study” and “medication and treatment” to the client report form speed notes. Grammar stood out as the term most reported at 22% followed by exam review at</p>

Goal(s)	Outcome(s)	Student ILOs (if applicable)	Measures and Target of Success	Analysis, Findings, and Use of Results
	<p>1.2 Writing skills workshops will help reinforce student knowledge of course content</p> <p>1.3 Students who utilize eTutoring will report they</p>		<p>1.2a Pre workshop student feedback should indicate whether Writing skills workshops help reinforce student knowledge of course content</p> <p>1.2b Post workshop feedback results will indicate writing skills workshops help reinforce student knowledge of course content</p> <p>1.3 40% of students who complete</p>	<p>13%, which suggests we should potentially provide more grammar and study review workshops.</p> <p>1.2a Pre-workshop feedback forms were used during spring 2019 and resulted in the following using a Likert scale: Confidence in their topic before the workshop was at a 3.6.</p> <p>1.2b Post-workshop feedback stated that the confidence level rose from 3.6 to 4.6. Students reported that the workshop reinforced what they learned in their courses with a 4.7 on a Likert scale.</p> <p>1.3 97.5% out of a total of 40 surveys reported high satisfaction with the service.</p>

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	are satisfied with the service.		the survey will report they are satisfied with the eTutoring service	
Goal 3 Collaborate with the College community to support student learning across disciplines.	3.1 The CLC will provide tutoring services for additional subject areas.	3.1 The CLC will provide tutoring services for additional subject areas.	3.1 CLC will provide tutoring services for at least one new subject area per year.	3.1 We added tutoring in three new subject areas in fall 2018 (Nursing, French and French Creole).

2. Action Plan. Using information from the Analysis, Findings, and Use of Results section above, what steps will you take to ensure recommended changes will be implemented and sustained? If no changes are being recommended, provide an explanation with supporting evidence. *(Add additional rows for outcomes, as needed by copying and pasting the appropriate outcome textbox. You may delete any unneeded textboxes.)*

Outcome 1.1 Students who use the Collaborative Learning Center (CLC) services will provide information to improve student learning processes.

Recommended changes **1.1a** : No change in the start of tutoring--While students would like tutoring to begin early, the start of tutoring is contingent upon when the first half of the tutoring budget is allocated and the number of hours tutors are given in accordance with the allocation. Planned change—To encourage faculty to promote the CLC, we will send email blasts offering them center visits with their classes in the first weeks before the center is open for tutoring to encourage usage of CLC services. Additionally, we will formulate standard syllabi language about CLC services which professors can include on their syllabi. In the past, we attempted to check the number of cancelled appointments to gauge demand. However, the limitations of WOnline are such that we cannot reliably filter out the causes for cancellations. We will edit the existing video promoting the waiting list and replace it on WOnline landing page as well as send emails via WOnline advertising the waiting list.

1.1b Changes to be implemented after analyzing the Student Satisfaction Surveys: include adding “case study” and “medication and treatment” to the client report form speed notes. Provide more grammar and study review workshops.

Outcome 1.2 Writing skills workshops will help reinforce student knowledge of course content.

Recommended changes: In order to standardize the survey tool across subject areas, we will tweak the workshop survey to assess the facilitator's professional behavior and knowledge and overall student satisfaction in addition to our previous questions.

Outcome 1.3 Students who utilize eTutoring will report they are satisfied with the service.

Recommended changes: With a satisfaction rating of almost 98%, we do not see a need at this time to institute any changes.

Outcome 3.1 The CLC will provide tutoring services for additional subject areas.

Recommended changes: At the suggestion of the World Languages department, we added French Creole and French tutoring in fall 2018 but had to discontinue offering them due to lack of student interest in spring 2019.

3. Communicating Results: While assessment results were not communicated by the projected date of February 15, 2019, recommendations and changes were subsequently emailed to all stakeholders via email. The Provost and tutors were emailed on Thursday, March 28, 2019. The students were also sent an email blast on the same date via the WCOonline platform.

4. Action Taken: Describe how you used the results from last year to inform your action this year. Narrative should include **action(s) taken or changes implemented** as identified by assessment activities completed (i.e., closing the loop). Indicate when the changes were implemented and when they will be reassessed to see if they helped to improve support outcomes (SOs) and/or student learning outcomes (SLOs).

We realized that targeting a specific group did not yield the results we were looking for in the turnout for the focus group. Therefore, our marketing has been broadened to be inclusive of the entire tutoring population. We worked closely with OIRA to fine tune the workshop and Student Satisfaction survey forms. We implemented use of the new forms in March 2019 and reassessed their effectiveness in June 2019.

5. Achievement Summary: York College is excited to hear about what is going well! Share your unit's proudest accomplishments for this assessment period.

We changed the Professional Development schedule from one academic year to five two-hour sessions offered over two days. Twenty-two tutors achieved Level 1 certification through the College Reading and Learning Association (CRLA). Our professional development series

meets CRLA requirements for Level 1 Certified Tutor, Level 2 Advanced and Level 3 Master Tutor.

One of our proudest accomplishments is the ability to offer asynchronous tutoring which allows students to obtain tutoring without being physically in the Center.

We are also proud of our collaboration with the Percy E. Sutton SEEK program and the TRiO SSS & YES programs to host National Tutor Appreciation Week events.

Another point of pride is the day long tutor conference, also in collaboration with the above mentioned programs, which brought together tutors across campus and featured a guest panel of tutors and workshops.

6. Assessment Plan Year Briefly outline the assessment plan for next year. Explain any revisions you will need to make based on results (e.g., revision in outcomes, target for success, measuring instrument). Attach an updated 5-Year Assessment Plan for your unit. (Remember to revise the years.)

Implement current goals and maintain the level of tutoring delivered by Level 1 College Reading and Learning Association (CRLA) certified tutors. Eliminate pre and post titles for workshop survey to make one survey to serve both purposes. Include additional goal: encourage students to become more cognizant of their learning processes to identify strengths and areas in need of improvement. Additional goal will be assessed through the Client Report forms.

7. Annual/Special Reporting (optional): Highlight accomplishments directly related to how assessment activities in your area contributed to the mission of the division and the College-- not assessed elsewhere, but related to operational effectiveness.