Learning Center

Annual Report 2020-2021

Contents

Executive Summary

Beginning in the fall 2020 semester, we changed our working name from the Tutoring Center to the Learning Center. This change allows us to speak more broadly to our work. We help students figure out how to learn and be better students. We explore students' strengths and weaknesses, and then build on those strengths. We have conversations about time and resource management to help students be successful in all aspects of their lives. What we do is significantly more than discipline-based tutoring and now our name reflects that.

This academic year was challenging for the Learning Center, as all of our services were offered and delivered remotely. I had to change outreach tactics, since digital bulletin boards and fliers were no longer pertinent. I began doing targeted outreach over email. We worked closely with MarCom to push our events through social media and the carousel on the main website.

Due to the significant changes in engagement with students, we also shifted how we offered workshops and opportunities to interact with us. Research shows us that online students want to, or need to, work with campus resources differently than residential students. We spent a lot of our time building digital resources. Our YouTube channel went live with over 30 short, accessible, bandwidth-friendly videos. We opened a Discord server, where students can interact with each other, tutors, and other members of the GCC community. Our Blackboard organization grew, and is still growing, to meet the needs of learners looking for help and resources asynchronously.

With the challenges facing us for the 2020-2021 academic year, our Plan of Achievement was to serve 5% of the student body each term. In the fall we had a total of 767 visits with 169 individual students, totaling about 3.6% of students based on census. In the spring we had 829 visits with 175 individual students which was about 4.8% of the student body based on census. You might notice different totals in our charts and graphs. These totals do not include ACE students or those who did not choose a specific course when working with tutors.

I recognize spring 2020 through spring 2021 come with giant asterisks, but it's important for us to see how things change and shift across time. This year's data show the largest gap in GPAs, fall-to-spring persistence, and course completion rates between tutored and untutored students. It's important to recognize the students who sought our services had the time and space to do so, which not all of our students do. We will need to continue to follow the research and best practices to find new ways to serve more of our students.

Last, but certainly not least, my team and I completed our Functional Area Review this year. I very much look forward to working toward our new goals and Statement of Purpose, building additional Plans of Achievement, and sharing our findings with all of you.

Chelsea O'Brien

Statement of Purpose

Create and maintain a learning environment committed to student achievement by hiring, training, and retaining personnel who are devoted to the learning, development, and success of everyone within the college community.

Objectives

Provide at least two professional development opportunities for tutors each semester.

> All tutors are required to participate in two professional opportunities each semester and they discuss these opportunities during their end-of-semester meeting with the coordinator. There are ample articles, videos, and other resources available in the Blackbord organization and they are allowed to read or attend outside opportunities, too.

Tutors will be able to articulate how/if professional development opportunities contribute to their practice and student success.

> Tutors review their participation in professional development opportunities at the end of each semester. They are asked to reflect on what those opportunities meant to them, how lessons can be applied to their work, as well as what types of opportunities they would like to partake in in the future.

Provide multiple opportunities for students to build skills that will help them be successful, these opportunities will include: open, drop-in tutoring availabilities for major disciplines; one-on-one writing tutoring availabilities; at least 4 workshops to develop success skills each semester.

> Each semester we offered one-on-one appointments and beginning in the fall we opened our Discord server to asynchronous and drop-in availability. We continued to offer workshops, both live and through Blackboard modules.

Provide learning/tutoring opportunities to students and staff not on the Batavia campus.

> Brown bag lunches focused on a variety of topics were open to all GCC staff this spring. All tutoring appointments and events were offered virtually and were open to all GCC students.

Provide opportunities to provide feedback and articulate how the tutoring center has helped them work toward their personal goals

> At the end of tutoring sessions, tutors share a link where students can anonymously provide feedback about the tutor, session, and overall Learning Center. The survey specifically asks what the student learned in the session.

Help students become more independent

> The learning outcomes for each of our workshops include helping students become more independent in order to help them be successful students.

Provide students with an increased knowledge of how they learn and the best way to use that knowledge for their academic success, college career, and life-long learning through developing appropriate strategies.

> We offer workshops focused on learning and study strategies. Tutors also have resources available to review study and learning strategies to share with students.

Create opportunities to raise awareness of tutoring center and create an environment where GCC tutoring services/center is an integral part of college culture (measured by student use and marketing, by the number of co-presented workshops, co-coordinated projects, class presentations)

> This year we expanded the number of courses where tutors were embedded. We also worked with Blackboard administrators to expand where the Tutoring module appears. We partnered with Student Engagement and Inclusion on a movie night at the end of the fall semester. Overall, we have made progress but there is a significant way to go.

Assessment Standards

To make sure we're following best practices, we build our goals and plans based on the CAS Standards, which stands for the Council for the Advancement of Standards in Higher Education. More specifically, we're using the CAS Standards for Learning Assistance Programs. As we progressed through our Functional Area Review, we found that we currently meet most required standards and recommended guidelines. Instead of reviewing that lengthy process here, below are some highlights on recommendations for continuing our progress:

- Incorporate more robust wireless access to students who bring their own devices
- Participate in professional development opportunities in regard to legal obligations and ethical considerations
- Offer additional opportunities to assist students in better understanding diverse academic perspectives
- Expand Brown Bag Lunch series
- Expand resources for tutors regarding referring to other GCC offices

Successful Course Completion and Persistence

Successful (C- or better) Course Completion Rates

Rate of students for each course they took during the term. ACE students taught at local high schools are excluded.

	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
Tutored	71.0%	75.2%	76.0%	71.5%	70.8%	78.8%
Un-tutored	72.9%	72.0%	73.3%	67.4%	67.4%	70.6%
All students	72.8%	72.2%	73.4%	67.5%	67.5%	70.8%

Successful (C- or better) Course Completion Rates Based on Tutoring Visits

Rate of tutored students for each course they were tutored in during the term based on how many times they logged in for each course. ACE students taught at local high schools are excluded.

Times Tutored	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
1	69.3%	75.7%	73.8%	64.0%	66.3%	68.4%
2	70.8%	70.8%	73.5%	72.2%	64.5%	85.3%
3-4	74.2%	75.8%	75.0%	77.0%	79.5%	77.1%
5+	71.7%	76.4%	83.3%	83.3%	77.8%	94.9%

Persistence Rates (re-enrolled spring)

Unduplicated students (students tutored at least one time in one course)

	Fall 2018	Fall 2019	Fall 2020
Tutored	80.3%	85.1%	83.3%
Un-tutored	71.6%	71.8%	69.3%
All students	72.4%	73.5%	70.0%
Difference between tutored and untutored	8.7%	13.3%	13.4%

Grades and Withdrawal Rates

Students are duplicated for each course they took during the term.

	A	B	C	D	W	F
Fall 2020						
Tutored	46.5%	16.8%	11.4%	3.2%	5.4%	16.8%
Untutored	40.6%	19.9%	10.4%	4.3%	6.9%	17.9%
All Students	40.7%	19.9%	10.4%	4.2%	6.8%	17.9%
Spring 2021						
Tutored	39.9%	23.5%	15.8%	5.5%	2.2%	13.1%
Untutored	43.8%	20.0%	10.3%	4.0%	5.8%	16.0%
All Students	43.8%	20.1%	10.5%	4.0%	5.8%	15.9%

Overall GPA

	Fall 2018	Spring 2019		Fall 2019	Spring 2020		Fall 2020	Spring 2021
Tutored Students	2.74	2.65		2.79	2.81		2.78	2.85
Untutored Students	2.60	2.58		2.62	2.64		2.55	2.64
All Students	2.61	2.59		2.64	2.66		2.64	2.66
Difference between tutored and untutored	.15	.07		.17	.17		.23	.21

First occurrence of individual tutoring log-in

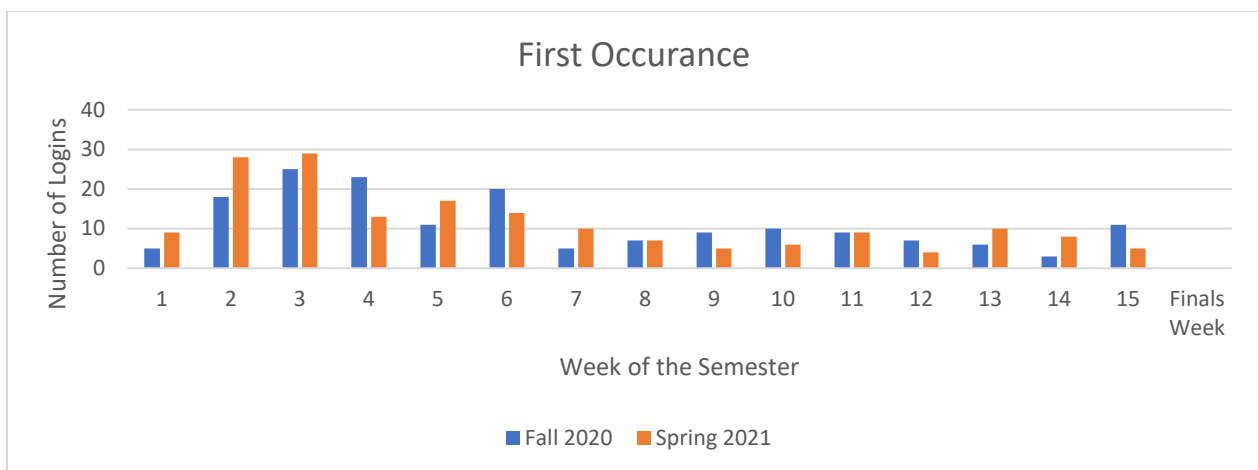Some notes on the chart below:

- The differences among 15-, 12-, and 7-week courses are not taken into consideration.
- "First occurrence" is by student, a student who sought tutoring for multiple courses is counted only once.

First Occurrence Chart

Week	Fall 2020	Spring 2021
1	5	9
2	18	28
3	25	29
4	23	13
5	11	17
6	20	14
7	5	10
8	7	7
9	9	5
10	10	6
11	9	9
12	7	4
13	6	10
14	3	8
15	11	5
16	0	0
Finals Week	5	9

First Occurrence Graph

Using the numbers from the chart above, the first occurrence graph is below:
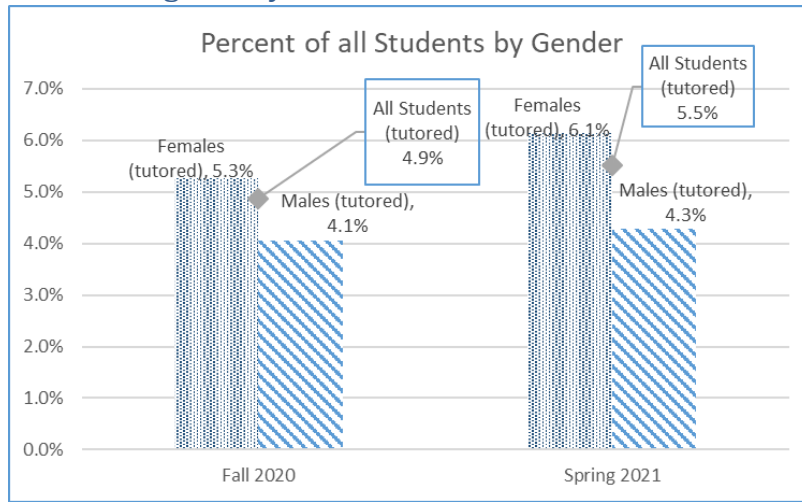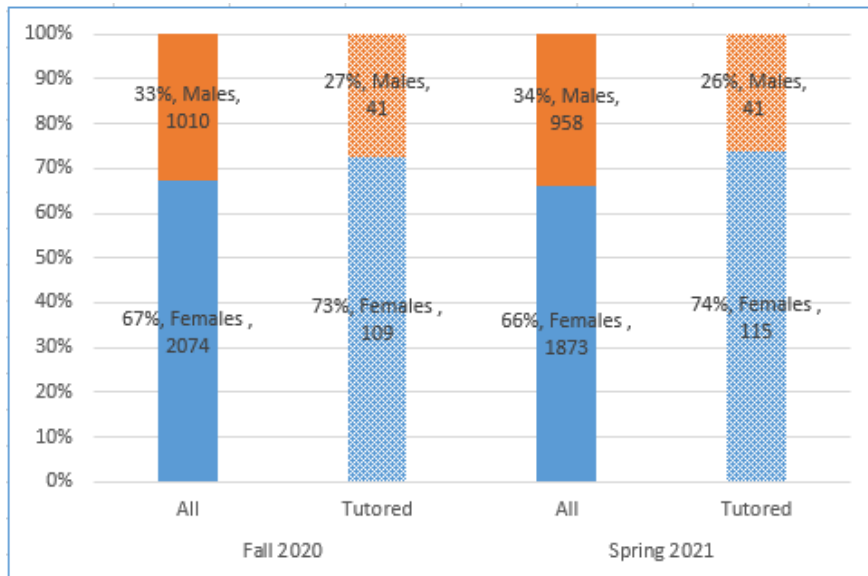
Tutee Demographics

Some notes on the charts below:

- Data concerning gender is currently collected as and assumed to be binary, lived experience may not be reflected in the binary option model
- Data concerning race and ethnicity may be self-reported as a single identity marker, but students may have and experience life as having multiple racial identities
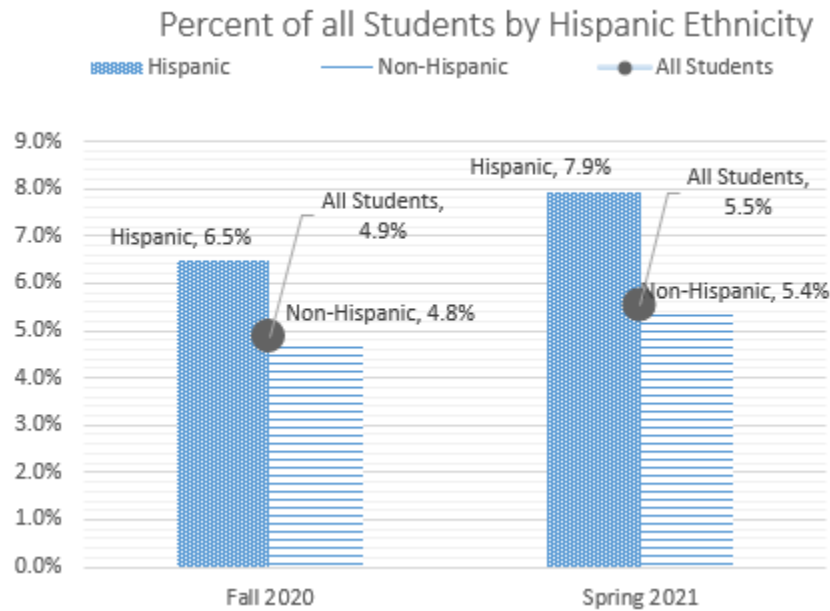- All data in the demographics portion are self-reported and may change from term to term

Tutoring Use by Gender – Percent of All Students

Tutoring Use by Gender Compared to GCC Population

Tutoring Use by Ethnicity

Percent of all Students by Hispanic Ethnicity

Legend: Hispanic, Non-Hispanic, All Students

- Fall 2020: Hispanic, 6.5%; All Students, 4.9%; Non-Hispanic, 4.8%
- Spring 2021: Hispanic, 7.9%; All Students, 5.5%; Non-Hispanic, 5.4%

Log-in Counts Broken Down by Race

Race Description	Fall 2020 (count)	Spring 2021 (count)	Total (count)
American Indian or Alaskan Native	0	0	**0**
Asian	149	98	**247**
Black or African American	139	116	**255**
Multi-Race	4	16	**20**
Native Hawaiian or Pacific Island	0	1	**1**
Unknown/Unidentified	68	90	**158**
White	280	294	**574**
Total	**640**	**615**	**1255**

Time Spent in Tutoring Broken Down by Race (in hours)

Race Description	Fall 2020 (hours)	Spring 2021 (hours)	Total Time (hours)
American Indian or Alaskan Native	0.0	0.0	**0.0**
Asian	91.8	55.9	**147.6**
Black or African American	105.8	84.9	**190.7**
Multi Race	3.2	15.8	**19.0**
Native Hawaiian or Pacific Island	0.0	0.5	**0.5**
Unknown/Unidentified	42.3	62.4	**104.7**
White	191.6	175.8	**367.4**
Total	**434.7**	**395.2**	**829.9**

Tutoring Use by Race
ACE students taught at local high schools are excluded.
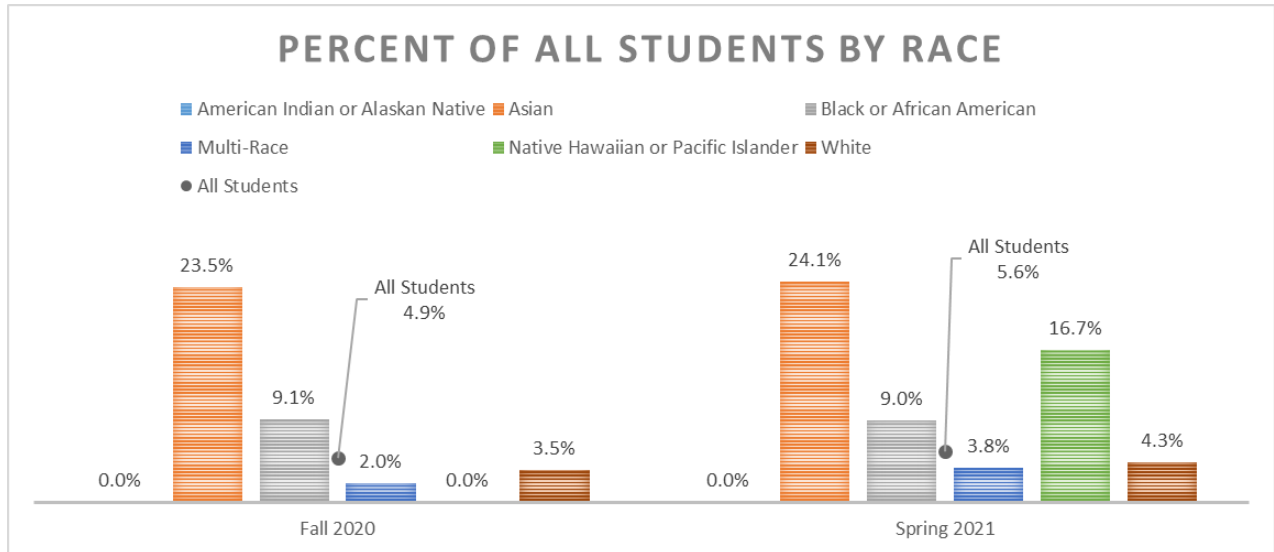
Log-ins and Hours by Location
In previous reports there have been multiple locations listed, including all tutoring spaces in the various campus centers. This year all tutoring took place remotely, so only one location is listed.

Long-ins
Number of times students logged into each tutoring location.

Location	Fall 2020	Spring 2021
Online	638	615

Number of Hours
Number of hours logged by students in each tutoring location.

Location	Fall 2020	Spring 2021
Online	434.6	395.2

Courses in which tutoring was provided

When students make an appointment or log into a tutoring location, they are required to choose a "subject". Our software provides all of the courses in which they are enrolled, as well as non-course options. Non-course options are things like "quiet work space" or "general writing help".

Fall 2020 (n=56)

ACC 101
ACC 102
BIO 100
BIO 102
BIO 104
BIO 123
BIO 152
BIO 153
BIO 201
BUS 101
BUS 201
BUS 205
BUS 213
BUS 214
CHE 100
CHE 101
CIS 102
CIS 116
CIS 125
CPS 101
CSN 115
ECO 101
ENG 091
ENG 100
ENG 101
ENG 102
ENG 105
ESL 091
ESL 093
ESL 100
GEO 101
HIS 101
HIS 102
HIS 203
HIS 204
HUS 101
LIT 211
MAT 091
MAT 092
MAT 102
MAT 108
MAT 116
MAT 121
MAT 129
MAT 136
MAT 140
PED 255
PHY 121
PSY 101
PTA 106
SOC 101
SOC 210
SPE 108
THM 116
THM 201
VET 100

Spring 2020 (n=55)

ACC 101
ACC 102
ACC 106
ASL 101
ASL 102
BIO 104
BIO 152
BIO 153
BUS 201
CEP 101
CHE 100
CHE 101
CHE 102
CIS 112
CIS 125
CIS 221
CPS 101
CRJ 101
CRJ 110
CSN 115
EDF 201
ENG 091
ENG 100
ENG 101
ENG 102
ENG 105
ENG 106
ESL 091
ESL 100
ESL 110
HIS 102
HIS 105
HIS 203
HUS 113
JOU 101
LIT 201
MAT 091
MAT 092
MAT 102
MAT 108
MAT 129
MAT 137
MAT 140
MAT 141
MAT 247
NUR 122
PHI 103
PHY 100
PSY 101
PSY 210
REA 101
SPE 108
THE 202
THM 101
THM 202

Top 10 Courses Selected When Logging In

Fall

Fall 2019 Courses	Fall 2019 Number of Log-ins	Fall 2020 Courses	Fall 2020 Number of Log-ins
MAT 091	417	ENG 105	78
MAT 092	283	MAT 092	70
ESL 100	135	ENG 101	49
MAT 108	130	ENG 102	46
ENG 101	101	ESL 100	43
MAT 129	98	MAT 091	43
ENG 100	83	ACC 101	31
CHE 100	74	ESL 091	27
ENG 102	66	CHE 100	25
ACC 101	48	ENG 100	18

Spring

Spring 2020 courses	Number of Log-ins	Spring 2021 courses	Number of Log-ins
MAT 091	161	ENG 101	86
MAT 092	145	ENG 100	71
ESL 100	111	MAT 141	44
MAT 129	71	ESL 091	33
ENG 102	68	ESL 100	32
MAT 108	66	ENG 091	31
ENG 101	64	MAT 129	30
ENG 100	62	MAT 091	28
SPE 108	36	CHE 101	25
ESL 091	24	MAT 092	25

Non-Course Log-ins

Prior to spring 2020, when students stopped by any tutoring space without an appointment they had the ability to select a non-course option. During the 2020-2021 academic year we expanded these non-course options so that students could use these to search for and create appointments with tutors.

2019-2020 Academic Year

Option	Fall 2019	Spring 2020
Academic Success Skills	13	10
ACE Student	4	1
Computer Help	3	17
Final Exam/Project	55	7
Quiet Study Space	489	172
Workshop	109	8
Writing Help	33	34

2020-2021 Academic Year

Option	Fall 2020	Spring 2021
Academic Success Skills	14	17
Classroom Tech	0	1
Computer Help	3	0
ESL Practice	0	12
Foundational Math	4	4
Tutoring Guide	0	3
University Math	3	1
Workshop	5	4
Writing Help	24	28

Courses with Embedded Tutors

Fall 2020
ACC 101
ACC 102
ESL 091
ESL 093

Spring 2021
ACC 101
ACC 102
ECO 101
ENG 100
ESL 091
ESL 100

Student Success Workshops

The workshops listed below were offered live with a facilitator. We also offer most of these workshops as self-paced modules in our Blackboard organization.

Fall 2020

September: Managing College Communications, How do I Learn?, Successful Learning Strategies, Bridging the Gap: To Better Learning, Timely Time Management

October: Successful Note-taking, When a Course Becomes Difficult, Study Skills Shopping Mart

November: Planning My College Path

December: Blue and Gold Study Squad: Virtual Movie Night, Learning Center Ask Me Anything, Relax & Review, Study & Games, Math & Computers Ask Me Anything

Spring 2021

January: Managing College Communications

February: Managing College Communications, Time Management

March: When a Course Becomes Difficult, Successful Learning Strategies, Managing College Communications

May: Blue and Gold Study Squad: virtual drop-in hours, Ask Me Anything topics including biology, chemistry, final projects, memory science, math, and accounting, Math Dungeons & Dragons, A&P Jeopardy, Math Games

STAR-NY

STAR-NY is a tutoring consortium of about 20 SUNY schools. STAR-NY operates Sunday through Thursday 7pm until midnight in a chat- and whiteboard-based platform. During the fall and spring terms, tutors cover a variety of disciplines through bachelor's level courses.

	Fall 2020	**Spring 2021**
Hours	8.4	16.43
Logins	19	31

Student Feedback

At the end of sessions, tutors share a link so students can provide feedback from their sessions. The examples below are responses to the question "How can the Learning Center be better?".

- It's already really great!
- This could not be better.
- Being my first experience, I thought everything went excellently.
- I do not know, because the explanation was easy to understand even for me as an international student.
- The two times that I have done it they where both very friendly
- Understanding what all the tutors help for
- Honestly don't know it was amazing.
- Nothing, she explained everything to my understanding
- More night hours & WEEKENDS
- I enjoyed how it was, I like how she shared a screen with me so I could see how she was doing the problems, that was helpful.
- Make the tutors available everyday, instead of part time.
- I didn't expect it would be so helpful and fun, so I'm not sure. The reason I said the Center doesn't give me what I expect is because I never considered its impact.
- I think they are doing a great job!
- I am not sure. I think that it was very helpful and informative. The tutor was friendly and helpful.
- If possible, I would like to use Tutoring service during Saturday and Sunday, too.
- The tutoring session would be better if the session were recorded so we can hear it again.
- It is already really good!
- I believe its fine the way it is.
- Couldnt be better it was great.