Tutoring and Academic Support Center

Annual Report 2019-2020

SUNY GCC
Genesee Community College

Contents

Executive Summary

I set some lofty goals this academic year – I wanted to increase the number of students who used tutoring services by 1% for each semester. This meant an increase to 10.4% of students in the fall and 13.9% in the spring. In order to reach these goals I started a few new initiatives, including classroom visits, a small, grass-roots marketing campaign, and celebrating Tutor Appreciation Week. In the fall, we surpassed my goal – we saw 12.5% of all GCC students. The spring was a different story, most likely due to the COVD-19 interruption; we saw a significant drop to 9.3%. In total, we had 4,867 log-ins and students logged almost 6,000 hours in tutoring locations.

A major change this academic year was consolidating tutoring locations in Batavia. One of my concerns was that the different spaces meant students might miss services offered in a separate location. For example, sometimes students seek help for their math class but we realize they really need help navigating their textbook and course resources. By consolidating all Batavia tutors in just a few locations, I hoped students would have an easier time finding the resources that could benefit them. Beginning in the fall, tutors were no longer located in D300 (science resource room) or D360 (math tutoring lab), and in the spring, tutors no longer staffed open labs in B307 or D210 (Hawkes labs). Tutors were located in D207 (the Writing Center), D209 (the Tutoring Center), the tutoring space in the Library, the Language Lab, and in the nursing building. In total, we decreased our footprint from 9 spaces to 5.

The disruption caused by COVID-19 forced us to fundamentally change how we operate and we did it quickly. All Batavia tutors were ready to work remotely by Monday, March 23rd and tutors from campus centers were added quickly after that. On April 1st, tutors from all of the campus centers, the part-time clerk for tutoring, and 1 tutor from Batavia were furloughed. The number of students we saw after GCC moved to remote delivery decreased drastically, which is a pattern that my colleagues nation-wide have reported. In order to better understand how we were doing and how much the pandemic changed our trajectory, in some charts and graphs you'll see the spring semester split between spring 1 and spring 2. I decided spring break is a clean way to show the differences in tutoring numbers before/during the pandemic response, any visits logged during spring break were counted as part of spring 1. Some of these charts and graphs are compared to last year, where the split is also spring break.

We worked to adjust our services to meet the new needs of our students. We added 2 new tutoring locations within TutorTrac once we moved to remote delivery: Online and Workshops. All tutors were re-assigned to Online and beginning April 1st students were only able to search for tutors in that location. STAR-NY, our evening tutoring consortium, extended their coverage through our finals week. We moved our workshops to a remote delivery model, including recording them and offering them through our Learning Center, which is a Blackboard organization.

I cannot begin to articulate how proud I am of GCC's tutors. They rose to the challenge of meeting with students remotely, adapted to changes in TutorTrac, met virtually, attended trainings, gave feedback, asked questions, and never gave up. Without this dedicated part-time staff, there is absolutely no way we could have done most of what we did this academic year.

Chelsea O'Brien

Coordinator of Tutoring and Academic Support

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

1) Provide at least two professional development opportunities for tutors each semester. How we met this objective:
    i) Fall semester:
        (1) Webinars, including:
            (a) Helping College Students Manage Stress Through A Mindfulness Program
            (b) Teaching Gen Z Students: Strategies For Dynamic & Engaging Learning Experiences
            (c) Practical Ways To Support LGBTQ+ Students In The Classroom
            (d) ACTLA Tutor Forum: Promoting Tutoring and Learning Assistance Programs
            (e) Front-Line Customer Service: Supporting Students on the Autism Spectrum, Intrusive Tutoring: Utilizing Advising
            (f) Coaching & Counseling Strategies To Enhance Tutoring Sessions
        (2) Instructions on new Wacom Tablets
        (3) ESL tutor training module
        (4) Additional resources in our Blackboard organizations (ex: remedial math research, MiniTab resources)
    ii) Spring semester:
        (1) 4-hour tutor training/workshop in January
        (2) 5 TutorTrac trainings
        (3) Additional resources in our Blackboard organizations (ex: Neuromyths article)
2) Tutors will be able to demonstrate how/if professional development opportunities contribute to their practice. How we met this objective:
    i) Tutors discuss trainings and peer observations in the end-of-semester evaluations (evaluations did not occur in the spring semester due to COVID-19)
3) 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. How we met this objective:
    i) Fall semester:
        (1) We offered tutoring 10am-7pm Monday through Thursday and 10am-1pm on Fridays in the Tutoring Center for drop-in visits
        (2) Writing tutors were available in the Writing Center 8:30am-4pm Mondays through Thursdays and 8:30am-2pm on Fridays by appointment or drop-in
        (3) Writing tutors were available in the Library 3pm-7pm Mondays through Thursdays for drop-in visits
        (4) The 4-part writing workshop series was offered and our first Math Bath scheduled
    ii) Spring semester:

    (1) Tutors were available in the Tutoring Center 10am-6pm Mondays through Thursdays and 9am-2pm on Fridays

    (2) Writing tutors were available 8:30am-4pm Mondays through Thursdays and 8:30am-2pm on Fridays

    (3) Writing tutors were available in the Library 3pm-7pm Mondays through Thursdays

    (4) We offered numerous workshops, take a look toward the end of this document at all of them!

    (5) We created a new Blackboard organization called the Learning Center. We loaded it with recorded workshops, resources, and review videos for students to use whenever and wherever they have access to the internet.

4) Provide learning/tutoring opportunities to students not on the Batavia campus. How we met this objective:

    i) We're offering online tutoring through the STAR-NY consortium

    ii) STEM tutors were trained to use Zoom – during the response to COVID-19, all GCC tutors moved to online delivery

5) Students using tutoring center resources will be able to articulate what they learned and/or how what they learned contributes to their success. How we met this objective:

    i) We developed and implemented a survey distributed to students visiting the Tutoring Center

    ii) Students have the ability to enter comments about their session when signing out of our spaces at TutorTrac kiosks

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. Eventually, this section will be phased out as we implement more best practices and integrate those into our overall assessment standards. Using these standards we've worked to make several changes:

1) Mission
   a) Tutors were offered additional training opportunities to learn about different instructional approaches
2) Program
   a) We revisited our statement of purpose, outcomes, and assessment measures, to be implemented in 2020-2021
   b) We promoted campus-wide understanding of how Tutoring and Academic Support meets the needs of our students
   c) We worked with MarCom to publish our events and services on the GCC website and social media accounts, we now have our own event calendar on GCC's webpage
   d) We exceeded our 2-year goal of having 4 workshops per semester, and we offered more than 15 workshops or events throughout the academic year
3) Organization and Leadership
   a) We embedded tutors in a variety of courses to allow our tutors to learn from faculty and to provide coverage for an increasing number of courses
   b) There are new training modules (working with students learning English) and topic-based resources (working with students who have learning disabilities) for tutors to continually learn and develop
   c) I joined the Learning Assistants listserv out of UCF, participate in monthly national conference calls, and participate in Western NY community college tutoring center calls
   d) Loy Gross and Mike Spink, working through the Perkins Grant but within Tutoring and Academic Support worked alongside Academic Coaches to plan and present multiple workshops
   e) Loy and Kiera Gross presented at RIT's TutorCon
4) Human Resources
   a) With help and advocacy from Gina Weaver, tutors are now paid in tiers based on their education level, and their wages were raised from the 2018-2019 academic year
   b) Provided training and checklists to student workers to better define their role within the Tutoring Center
   c) We expanded where the tutoring job posting was located to include job boards from local colleges and universities, increasing the number of applicants
5) Ethics
6) Law, Policy, and Governance
7) Diversity, Equity, and Access
   a) We developed a Diversity, Equity, and Inclusion statement: "Tutoring will endeavor to support our diverse student population, inclusive of protected and non-protected identities."

b) All workshops and resources within our Blackboard organization called the Learning Center are accessible and all videos are captioned
   c) In the fall and early spring, STEM tutors were trained to work with students via Zoom, and beginning in March, all tutors were trained to use Zoom
8) Internal and External Relations
   a) We continue to work with faculty and program directors to meet the needs of their students
9) Financial Resources
10) Technology
   a) We're making TutorTrac more user friendly by posting our upcoming workshops sign-in page and the students' main menu
   b) We post updates and links in the Tutoring module within myGCC
   c) We established a new Blackboard organization called the Learning Center, where we post workshops and learning resources
11) Facilities and Equipment
   a) We removed all unused storage cabinets located in the Tutoring Center
   b) We consolidated the spaces where tutoring was offered and worked toward rebranding our spaces
   c) Facilities painted the Learning Center and Writing Center
   d) We changed our hours to meet student needs and visit patterns – opening later in the morning, closing at 6pm, and offering more tutoring on Fridays
   e) We reorganized the Tutoring Center to make it easier to navigate for students and tutors
   f) I submitted multiple capital project requests to create a single entry-way, make the offices private, and make the space more efficient
12) Assessment
   a) We, along with the developmental English faculty, decided on a certification program for the Writing Center
   b) With this second annual report and our modified outcomes, we have established a process to document and measure our progress toward goals
   c) We implemented a session survey for students visiting the Tutoring Center which could be submitted anonymously – this survey was moved to an electronic format for all tutors to use during the COVID-19 response

Successful Course Completion and Persistence

Successful (C- or better) Course Completion Rates

Counts of students for each course they took during the term.

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

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

Counts of students for each course they were tutored in during the term based on how many times they logged in for each course.

Times tutored	Fall 2018	Spring 2019	Fall 2019	Spring 2020
1	69.3%	75.7%	73.8%	64.0%
2	70.8%	70.8%	73.5%	72.2%
3-4	74.2%	75.8%	75.0%	77.0%
5+	71.7%	76.4%	83.3%	83.3%

Persistence Rates

Unduplicated students (students tutored one time in one course)

	Fall 2018	Fall 2019
Tutored	80.3%	85.1%
Un-tutored	71.6%	71.8%
All students	72.4%	73.5%

Grades and Withdrawal Rates

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

	A	B	C	D	W	F
Fall 2019						
Tutored	35.0%	28.4%	13.3%	4.8%	2.7%	15.7%
Untutored	40.7%	22.9%	11.9%	4.3%	6.1%	14.0%
All Students	40.4%	23.2%	11.9%	4.4%	6.0%	14.1%
Spring 2020						
Tutored	40.1%	24.6%	10.2%	3.9%	8.4%	12.8%
Untutored	43.8%	21.0%	9.7%	3.6%	9.1%	12.9%
All Students	43.7%	21.1%	9.7%	3.6%	9.0%	12.9%

Overall GPA

	Fall 2018	Spring 2019	Fall 2019	Spring 2020
Tutored Students	2.74	2.65	2.79	2.81
Un-Tutored Students	2.60	2.58	2.62	2.64
All Students	**2.61**	**2.59**	**2.64**	**2.66**

First occurrence of individual tutoring log-in

Some notes on the chart below:

- The differences among 16-, 12-, and 8-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 2019	Spring 2020
1	46	44
2	32	38
3	81	94
4	72	40
5	33	51
6	36	37
7	27	17
8	46	22
9	22	8
10	17	24
11	21	16
12	26	7
13	21	13
14	28	7
15	10	5
16	22	6
Finals Week	8	2

First Occurrence Graph

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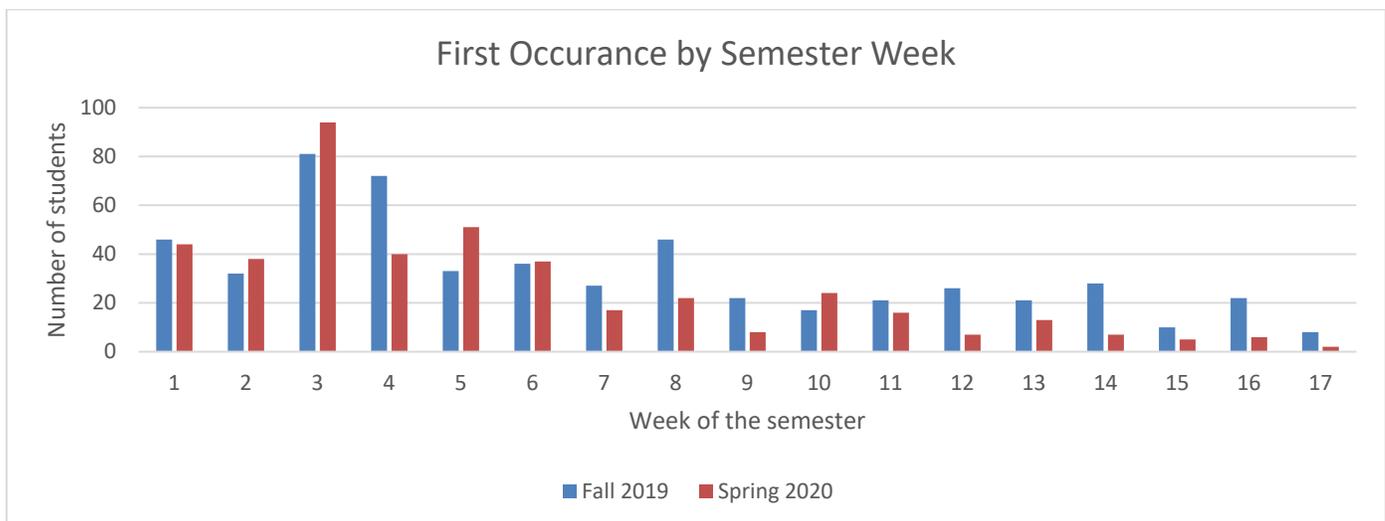
Tutee Demographics

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 identify as having multiple identities
- All data in the demographics portion are self-reported

Tutoring Use by Gender – Percent of All Students

Percent of all Students by Gender

Fall 2019:
- Females (tutored), 12.4%
- Males (tutored), 12.8%
- All Students (tutored) 12.5%

Spring 2020:
- Females (tutored), 9.7%
- Males (tutored), 8.5%
- All Students (tutored) 9.3%
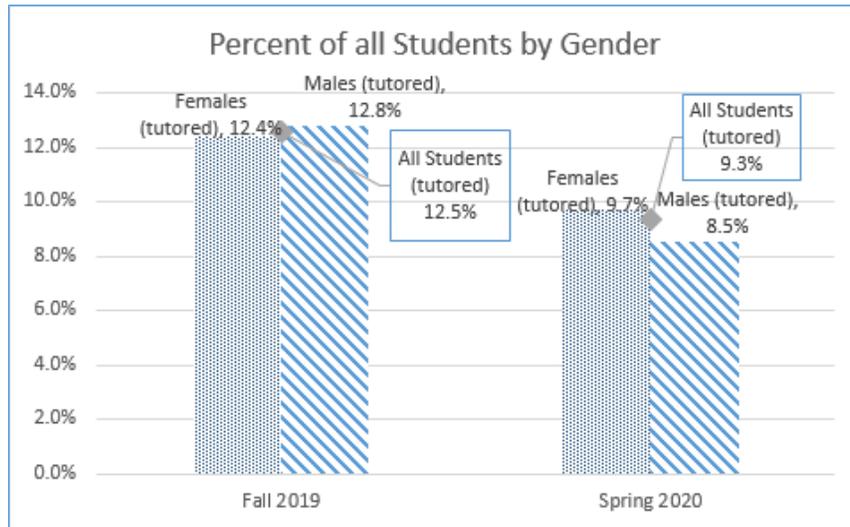
Tutoring Use by Gender Compared to GCC Population

Fall 2019:
- All: 35%, Males, 1250; 65%, Females, 2290
- Tutored: 36%, Males, 160; 64%, Females, 284

Spring 2020:
- All: 35%, Males, 1090; 65%, Females, 2042
- Tutored: 32%, Males, 93; 68%, Females, 199
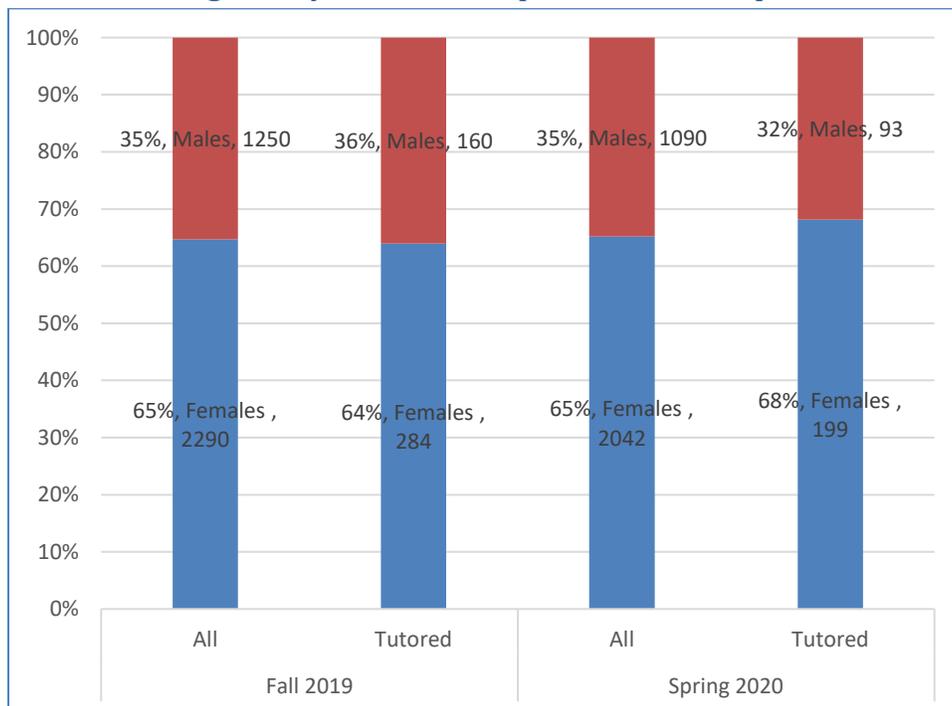
Tutoring Use by Ethnicity
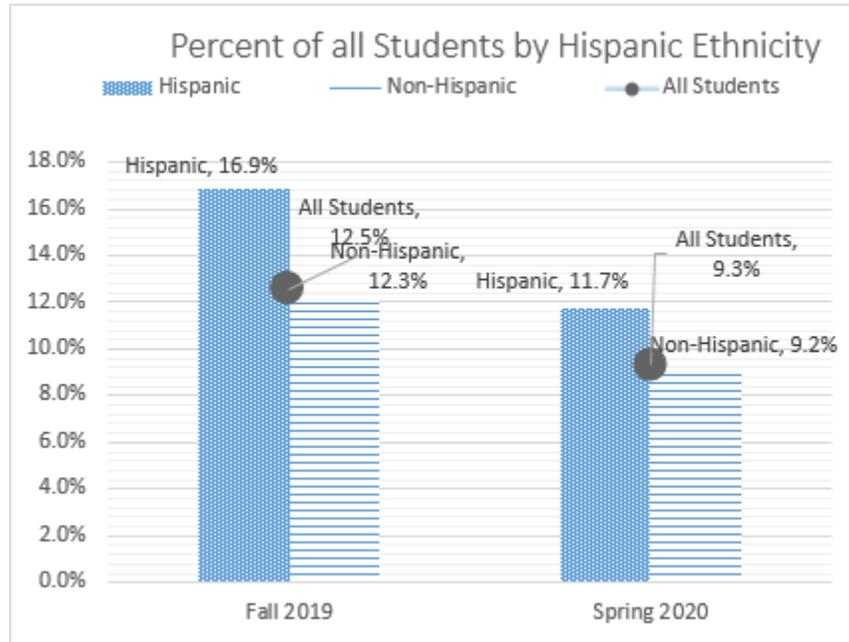
Log-in Counts Broken Down by Race

Race Description	Fall 2019	Spring 2020	Total
American Indian or Alaskan Native	19	31	50
Asian	311	191	502
Black or African American	235	144	379
MultiRace	130	48	178
Native Hawaiian or Pacific Island	6	2	8
Unknown/Unidentified	73	28	101
White	1452	773	2225
Total	2226	1217	3443

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

Race Description	Fall 2019	Spring 2020	Total
American Indian or Alaskan Native	17.3	42.6	60.0
Asian	188.6	111.6	300.1
Black or African American	238.5	123.6	362.1
MultiRace	166.3	53.9	220.2
Native Hawaiian or Pacific Island	3.8	0.8	4.6
Unknown/Unidentified	83.1	26.0	109.1
White	1562.5	1462.0	3024.5
Total	2260.1	1820.4	4080.6

PERCENT OF ALL STUDENTS BY RACE

Legend:
- American Indian or Alaskan Native
- Asian
- Black or African American
- Multi-Race
- Native Hawaiian or Pacific Islander
- White
- All Students

Fall 2019
- American Indian or Alaskan Native: 15.6%
- Asian: 36.6%
- Black or African American: 15.8%
- All Students: 12.5%
- Multi-Race: 16.1%
- Native Hawaiian or Pacific Islander: 0.0%
- White: 10.7%

Spring 2020
- American Indian or Alaskan Native: 10.3%
- Asian: 35.7%
- Black or African American: 9.6%
- All Students: 9.3%
- Multi-Race: 10.7%
- Native Hawaiian or Pacific Islander: 3.2%
- White: 8.2%

Log-ins and Hours by Location

Long-ins

Number of times students logged into each tutoring location.

Location	Fall 2019	Spring 2020 - 1	Spring 2020 - 2
Albion	246	145	1
Arcade Lab 1	107	2	
Arcade Lab 2	95	30	
B307 - 3rd Floor Hawkes Lab	97		
Claras Commons (Dansville)	69	31	1
D207 - Writing Center	352	124	2
D209 - Tutoring Center	1260	528	
D210 - 2nd Floor Hawkes Lab	139		
InClass Workshop	18		
Language lab	13	20	
Library	105	43	
Lima	72	68	
Math 213 Lab (Dansville)	133	36	
Medina	118	68	
Nursing	155	98	
Online			320
Warsaw 309	69	44	
Warsaw 310	138	111	
Total	3186	1348	324

Number of Hours

Number of hours logged by students in each tutoring location.

Location	Fall 2019	Spring 2020 - 1	Spring 2020 - 2
Albion	212.67	138.61	0.75
Arcade Lab 1	127.58	2.73	
Arcade Lab 2	136.63	81.07	
B307 - 3rd Floor Hawkes Lab	100.12		
Claras Commons (Dansville)	52.43	19.47	0.5
D207 - Writing Center	189.42	135.02	0.63
D209 - Tutoring Center	1515.47	774.97	
D210 - 2nd Floor Hawkes Lab	114.79		
InClass Workshop	18		
Language lab	9.88	20	
Library	54.74	26.37	
Lima	103.43	99.52	
Math 213 Lab (Dansville)	209.49	267.5	
Medina	122.95	76.9	
Nursing	154	83.03	
Online			220.73
Warsaw 309	109.36	141.49	
Warsaw 310	143.12	512.87	
Total	3374.08	2379.55	222.62

Courses in which tutoring was provided

When students 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 a few non-course options. Non-course options are things like "quiet work space" or "general writing help". The courses listed below were all self-selected by students when they log in.

Fall 2019

ACC-101
ACC-102
ART-103
ART-104
ART-105
ART-110
ART-123
ASL-101
ATH-233
ATH-235
BIO-102
BIO-104
BIO-108
BIO-152
BIO-153
BIO-201
BIO-LB1
BUS-101
BUS-205
BUS-214
CEP-101
CHE-100
CHE-101
CHE-LB1
CIN-147
CIN-246
CIS-102
CIS-116
CIS-127
COM-101
CPS-101
CRJ-101
CRJ-110
CRJ-113
CRJ-205
CRJ-206
ECO-101
ECO-105
EDF-100
EDF-201
EGR-108
ENG-091
ENG-100
ENG-101
ENG-102
ENG-105
ESL-091
ESL-100
ESL-110
FYE-100
GEO-101
HED-113
HED-204
HED-209
HIS-101
HIS-102
HIS-203
HIS-204
HIS-217
HON-203
HUR-101
HUS-101
HUS-250
LIT-203
MAT-091
MAT-092
MAT-102
MAT-108
MAT-116
MAT-121
MAT-129
MAT-136
MAT-137
MAT-140
MAT-142
MAT-245
MUS-101
MUS-203
NUR-211
NUR-220
NUR-250
PED-104
PED-109
PED-144
PED-152
PED-250
PED-258
PED-271
PHI-101
PHY-121
POS-101
PSG-110
PSY-101
PSY-202
PSY-211
PTA-106
PTA-202
PTA-LB1
REA-091
REA-101
SOC-101
SOC-204
SPA-101
SPE-108
SPE-109
THE-106
THM-101
THM-103
THM-116
VET-100

Spring 2020

ACC-101
ACC-102
ACC-106
ACC-201
ACC-212
ACC-215
ART-103
ART-104
ASL-101
ATH-234
ATH-236
BIO-102
BIO-104
BIO-108
BIO-116
BIO-152
BIO-LB2
BUS-101
BUS-201
BUS-213
BUS-214
CEP-101
CHE-100
CHE-101
CHE-102
CHE-LB1
CIN-205
CIS-102
CIS-113
CIS-116
CIS-125
COM-110
CRJ-101
CRJ-110
CRJ-112
CRJ-113
CRJ-118
CRJ-209
ECO-101
EGR-117
EGR-215
ENG-091
ENG-100
ENG-101
ENG-102
ESL-091
ESL-100
GEO-101
HED-204
HIS-101
HIS-102
HIS-203
HIS-204
HUS-101
LIT-201
LIT-203
MAT-091
MAT-092
MAT-102
MAT-108
MAT-122
MAT-129
MAT-136
MAT-137
MAT-140
MAT-142
MAT-247
MAT-255
MET-101
MUS-101
NUR-211
PED-172
PED-180
PED-255
PED-271
PED-277
PHI-103
PHY-100
PHY-122
PLG-125
POS-203
PSY-101
PSY-202
REA-091
REA-101
SOC-101
SOC-115
SPA-101
SPE-108
THE-101
THE-202
THE-212
THM-101
THM-114
THM-118
THM-202

Top 10 Courses Selected When Logging In

Fall

Fall 2018 Courses	Fall 2018 Number of Log-ins	Fall 2019 Courses	Fall 2019 Number of Log-ins
MAT-091	472	MAT-091	417
MAT-092	315	MAT-092	283
BIO-152	88	ESL-100	135
MAT-108	77	MAT-108	130
MAT-129	73	ENG-101	101
BIO-153	72	MAT-129	98
MAT-102	54	ENG-100	83
MAT-141	53	CHE-100	74
CIS-116	37	ENG-102	66
ENG-100	32	ACC-101	48

Spring 1

Spring 1 2019 Courses	Spring 1 Number of Log-ins	Spring 1 2020 courses	Spring 1 Number of Log-ins
MAT-092	339	MAT-091	145
MAT-091	242	MAT-092	129
ENG-101	52	ENG-101	64
MAT-108	46	MAT-129	58
MAT-129	37	MAT-108	45
ENG-102	33	ENG-100	42
ENG-100	31	ENG-102	39
MAT-102	31	ESL-100	38
HIS-204	25	SPE-108	36
ESL-100	20	CHE-100	23

Spring 2

Spring 2 2019 Courses	Spring 2 Number of Log-ins	Spring 2 2020 Courses	Spring 2 Number of Log-ins
MAT-129	220	ESL-100	73
BIO-152	207	ENG-102	29
MAT-091	191	ESL-091	24
MAT-092	115	MAT-108	21
BIO-153	53	ENG-100	20
CHE-100	42	ENG-101	16
MAT-108	36	MAT-091	16
MAT-102	35	MAT-092	16
ENG-102	34	MAT-129	13
MAT-141	28	HIS-204	6

Non-Course Log-ins

Prior to March 17th, students could select any of the options below for their purpose of being in a tutoring space. Academic Success Skills, Computer Help, Workshop, and Writing Help were made available so students could make appointments via TutorTrac once we moved to remote services.

Option	Fall 2019	Spring 2020-1	Spring 2020-2
Academic Success Skills	13	3	7
ACE Student	4	1	
Computer Help	3	17	
Final Exam/Project	55	7	
Quiet Study Space	489	171	1
Workshop	109	8	
Writing Help	33	21	13

Student Success Workshops

Fall 2019

Classroom Visits: VET-112-01, ENG-101-06, CRJ-205-01, ENG-101-18, FYE-110-49, FYE-100-47, FYE-100-94

October: How to Research

November: How to Outline, Writing a First Draft, Editing and Drafting

Spring 2020

January: Managing College Communications, Planning for my Success

February: Timely Time Management, Annotating Success

March: When a Course Becomes Difficult

April: Timely Time Management, Adapting Your Learning Style, Planning Your Path

May: Science Bash, Math Bash

Student Learning Communities

Spring 2020

ASL, Soft Math Warm Math, Lunch & Learn

Student Feedback

Before March 17th students could leave feedback via TutorTrac as they logged out; below are some selections of that feedback. All tutor names have been redacted, but all comments remain as students wrote them.

- He is really helpful
- very helpful ☺
- Awesome staff
- [Tutor] is an amazing tutor!
- Wonderful help!I am much more confident in my paper.
- Helpful advice on how to shorten a paper and how to use online resources to add more details. GREAT SESSION!
- thanks for the help ☺
- Very thorough and helpful.
- Fantastic and was able to get an amazing second perspective on my writing. Why did I not come here earlier??
- very helpful for me I wish I could have more help I really need it but my classes interfere with the tutor scheduale
- Very helpful!! Got me on the right track to typing my 12 page paper.
- staff was very helpful and very patient thank you.
- [tutor] was a huge help with everything. Very patient and was able to help prepare me for my test!
- starting to understand bits and pieces more. def helping understadn key points and tie things together. Also was able to get some seets for helping keep my work neater as I learn where things go. Thank you
- Very helpful, 10/10 would come back again
- [Tutor] helped me today and she was awesome! Super helpful and very nice and gave me some great tips and advice.
- [Tutor] helped me with my English and gave me some very good key points. I really enjoy her help and will definitely ask for future help.
- it was very helpful to me. Thanks.
- very kind and helpful. Thank you !
- [Tutor] is very helpful with accounting!
- The wait is too long today. I was unable to receive assistance with chemistry.
- This was the best tutoring session ive ever had, and ive attended FLCC and MCC while being on sports teams with forced learning periods like these and never had the help like i had today, i want to keeep coming back.
- [Tutor] is the best tutor!!
- Very helpful, very willing to assist me.
- thanks very very very very helpful
- very quiet so it was nice to have that work environment.
- everyone is really nice and supper helpful. i love doing homework here
- ...i guess math isnt THAT bad.......