Assistant Dean for Student Affairs, College of Natural Sciences and Mathematics

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DEPARTMENT MISSION STATEMENT:
The Assistant Deans for Student Affairs assist students in their matriculation at the university by providing an environment conducive to academic and personal growth. The Assistant Deans serve a vital role representing the division of Student Affairs within the academic colleges. Actively working with students, faculty and staff, the Assistant Deans integrate the holistic developmental philosophy of student affairs within the academic setting and engage the entire university community in academic and co-curricular learning.

PROGRAM/SERVICE OVERVIEW:
Name of program/service
The Opportunity Center for Science and Mathematics Students (OCSAMS), which is managed by the Assistant Dean for Student Affairs, is a resource center for students in the College of Natural Sciences and Mathematics (NSM). The Center provides places to study in groups or individually, computers, printers, a photocopier, access to information and resources, information about opportunities to get involved and free drop-in tutoring. A survey was administered through CampusLabs in Fall 2012 to assess the tutoring services provided by OCSAMS and determine its efficacy as self-reported by student tutees. It was also looked at why students sought out tutoring services, and inquired about their overall satisfaction with tutoring services and OCSAMS overall.

TYPE OF ASSESSMENT:
(To check mark any box below, please double click on the square and select “checked”.)
☐ External Reports
☐ Needs Assessment
☒ Program Evaluation
☐ Student Learning Outcomes
☒ Student Satisfaction Assessment
☐ Student Success
☐ Utilization Data

PROJECT SAMPLE:
42

DATA COLLECTION TIMEFRAME:
Fall 2012- 10/23/12-12/31/12

DATA COLLECTION METHODS:
Survey

LIMITATIONS:
This is a self-report tool asking students to assess the extent to which the tutoring affected their academic success. It is not verified by checking student grades or improvement through other means. In addition, only 40 students took the survey, out of a potential sample of 300+ students who received tutoring before and during the collection timeframe.

SUMMARY OF RESULTS:
Overall, the results of the assessment were very positive in terms of the students’ perceptions of how tutoring impacted them. The students indicated improvement in their grades following tutoring, better understanding of course material, more willingness to ask for help, and other positive improvements. There was also overall satisfaction with OCSAMS as a place to gather and get assistance from both the tutors and their peers who spend time at the Center as well.
KEY FINDINGS:

- The vast majority of students—66.67%—utilized the tutoring services multiple times every week with an additional 11.9% utilizing the services multiple times a month. This demonstrates that students are taking advantage of this service on an ongoing basis rather than just in times of crisis in order to be most effective in their courses. With 68.29% of students reporting that they first came for tutoring due to a homework, quiz, test, or lab grade with which they were dissatisfied, the high level of repeat usage might show that students recognize that continued usage can have a positive impact. The high repeat usage also could be interpreted to show a level of satisfaction with the services amongst the majority of students who completed the survey since they are willing to return regularly. (Figure 1).

- When asked why they utilized the tutoring services, 53.66% indicated they like one-on-one assistance.

- When asked about their understanding of course material in the subject for which they most frequently received tutoring before tutoring, 82.93% indicated it was “average,” “below average,” or “poor.” After receiving tutoring in that subject, 80.49% placed themselves in the “excellent” or “good” category and no students felt they were “below average” or “poor” any longer (Figures 2 and 3).

![Figure 1](image1.png)

![Figure 2](image2.png)

![Figure 3](image3.png)
Most students—68.29%—indicated they first sought tutoring because of a homework, quiz, test or lab grade with which they were dissatisfied, mostly having received a C or D with a few receiving an F. Most indicated their grade on their next homework, quiz, test, or lab after tutoring improved to an A, B, or C. Only 1 received a D and there were now 0 F grades indicated (Figures 4 and 5). This pair of questions, as well as the entire data set, was analyzed by the Center for Research on Educational Access and Leadership (CREAL)*. Their analysis showed:

“Students’ self-reported grades did have a significant increase after receiving tutoring (t [27] = -7.259, p < .000), indicating that students reported to have better grades in homework, quiz, test, or lab after receiving tutoring. Students also reported that their level of understanding of the course material for the subject they received tutoring most frequently, had increased significantly from before (M = 2.95, SD = .893) to after (M = 4.10, SD = .700) receiving tutoring (t [40] = -1.146).”

(Figure 6)

CREAL Data: Paired Samples Test

<table>
<thead>
<tr>
<th>Pair</th>
<th>Q7. What was the grade you received on your homework, quiz, test or lab before you received tutoring?</th>
<th>Q8. What was the grade you received on your next homework, quiz, test or lab, after you received tutoring?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error Mean</td>
</tr>
<tr>
<td>1</td>
<td>1.357</td>
<td>.989</td>
</tr>
<tr>
<td>2</td>
<td>1.146</td>
<td>.910</td>
</tr>
</tbody>
</table>

*Note: CREAL’s complete analysis is appended to this report.
• Students also expressed an improved level of confidence in asking others for help and in their ability to succeed in the course, as well as an improvement in their study skills, as a result of attending tutoring.

• Many students expressed a desire for more tutors and more hours of tutoring availability. Based on the OCSAMS budget in 2012-2013, both were relatively low, although some volunteer tutors helped supplement services as much as possible.

APPLICATIONS OF FINDINGS: (Please be as specific as possible.)

1. As competition for resources remains high due to limited budgets, this data will be used as a springboard for further assessment to show the positive impact of tutoring on students and the need to put resources toward it. This assessment is limited due to self-report and a small number of respondents, therefore, a new assessment will need to be designed that can more objectively look at improvement in grades before and after tutoring as reported by faculty or other means to get at this hard data. It will also be used to determine how to utilize the OCSAMS budget next year and find ways to shift resources in order to hire more tutors. In addition, the survey did show that the highest numbers of students are seeking tutoring in Chemistry, and therefore more tutors will need to have this expertise than in other subjects. This result has also been seen in the tutoring slips that are collected after each tutor session which list the subject tutored.

Finally, the overall tutor program will be looked at to ensure quality tutors are hired and well trained to meet the needs of the students. Over the past academic year, there were nearly 700 recorded tutoring sessions, so it is imperative we have a mechanism to ensure these are contributing to student success.