Detailed Assessment Report for  
**2006-2007 Tutoring & Learning Center**

**Mission**

The mission of the Tutoring and Learning Center (TLC) is to help students develop the skills necessary to be successful learners through the creating of a supportive learning environment that fosters intellectual growth. In the supportive environment of the TLC, students work collaboratively to achieve academic success by gaining an understanding of their learning styles and by mastering learning strategies. Our goal is to help under-prepared students to prepare, prepared students to advance, and advanced students to excel.

**Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**

**O 1: Academic support services**

The Tutoring and Learning Center will be able to provide excellent academic support services (tutorials) to undergraduate students.

**Associations:**
CAS, CRLA, NADE

**General Education or Core Curriculum:**

1. Reading  
2. Writing  
4. Listening  
5. Critical Thinking  
6. Computer Literacy

**Institutional Priorities:**

1.1 Recruiting, retaining, and supporting a diverse, highly qualified student body, faculty and staff   
1.9 Involving the university community and other publics in the TAMU-CC mission and vision

**Strategic Plans:**

*Texas A&M-Corpus Christi*

1.1 Excellence  
4.4 Effectiveness

**Related Measures:**

**M 1: Student Satisfaction Survey**

Student Satisfaction Survey.

**Achievement Target:**

80% of students will rate TLC as providing excellent services.

**Findings (2006-2007) - Achievement Target Met**

90% of students rated TLC as providing excellent services to TAMUCC students.

**Related Action Plans:**

**Increase tutorials**

The Tutoring and Learning Center experiences almost 15% increase in students requesting services for tutors in the areas of math, science and the writing center.

For more information, see the *Action Plan Details* section of this report.
Expand services
Expand excellent academic support services to graduate students.
For more information, see the Action Plan Details section of this report.

Increase retention
Both the Academic Intervention Specialist and the Retention Specialist will increase the retention rates of at-risk students.
For more information, see the Action Plan Details section of this report.

Provide excellent services
TLC will continue to provide excellent services to underrepresented groups and at-risk students, first time freshmen students.
For more information, see the Action Plan Details section of this report.

M 2: Student retention
Student retention is tracked by the TLC Intervention Specialists.

Achievement Target:
87% of students completing the developmental education program are retained the following semester.

Findings (2006-2007) - Achievement Target Met
88% of students completed the developmental program and were retained for the next semester.

Related Action Plans:

Increase retention
Both the Academic Intervention Specialist and the Retention Specialist will increase the retention rates of at-risk students.
For more information, see the Action Plan Details section of this report.

Provide excellent services
TLC will continue to provide excellent services to underrepresented groups and at-risk students, first time freshmen students.
For more information, see the Action Plan Details section of this report.

Increase tutorials
The Tutoring and Learning Center experiences almost 15% increase in students requesting services for tutors in the areas of math, science and the writing center.
For more information, see the Action Plan Details section of this report.

M 3: Testing and identify "at-risk" students
By Fall 2006, over 1300 students will have completed the CSI and roughly half will be identified as "at-risk". The Retention Specialist assess mid-term progress and overall student success.

Achievement Target:
The Retention Specialist will create tailored student success plans for 100% of at-risk students before they enter a probationary status or are not permitted from re-enrolling.

Findings (2006-2007) - Achievement Target Met
The Retention Specialist, using the Noel-Levitz instrument CSI, created Academic Student Achievement Plans for all (100%) students identified as being at-risk by the retentions specialist.

Related Action Plans:

Increase retention
Both the Academic Intervention Specialist and the Retention Specialist will increase the retention rates of at-risk students.
For more information, see the Action Plan Details section of this report.

Provide excellent services
TLC will continue to provide excellent services to underrepresented groups and at-risk students, first time freshmen students.
For more information, see the Action Plan Details section of this report.
Increase tutorials
The Tutoring and Learning Center experiences almost 15% increase in students requesting services for tutors in the areas of math, science and the writing center. For more information, see the Action Plan Details section of this report.

M 4: Tutor Trac
Monitor the number of visits and length of time by using the computer software Tutor Trac.

Achievement Target:
The number of student visits and contact hours will increase by 5%.

Findings (2006-2007) - Achievement Target Met
The number of student visits and contact hours increased by 15.5% (visits) and 15.6% (contact hours).

Related Action Plans:
Increase tutorials
The Tutoring and Learning Center experiences almost 15% increase in students requesting services for tutors in the areas of math, science and the writing center. For more information, see the Action Plan Details section of this report.

Expand services
Expand excellent academic support services to graduate students. For more information, see the Action Plan Details section of this report.

Increase retention
Both the Academic Intervention Specialist and the Retention Specialist will increase the retention rates of at-risk students. For more information, see the Action Plan Details section of this report.

Provide excellent services
TLC will continue to provide excellent services to underrepresented groups and at-risk students, first time freshmen students. For more information, see the Action Plan Details section of this report.

O 2: High student retention
The Academic Intervention Specialist will be able to provide excellent services to the developmental education program that results in high developmental student retention.

Associations:
NADE, CRLA, CAS, TADE

General Education or Core Curriculum:
1 Reading
2 Writing
5 Critical Thinking
6 Computer Literacy
8 Understand how to be responsible member of society
11 Develop personal values for ethical behavior
13 Use logical reasoning in problem solving

Institutional Priorities:
1.1 Recruiting, retaining, and supporting a diverse, highly qualified student body, faculty and staff
1.6 Promoting efficient and effective use of time, resources and technology
1.9 Involving the university community and other publics in the TAMU-CC mission and vision

Strategic Plans:
Texas A&M-Corpus Christi
1.1 Excellence
4.4 Effectiveness
Related Measures:

**M 1: Student Satisfaction Survey**
Student Satisfaction Survey.

**Achievement Target:**
80% of students will rate TLC as providing excellent services.

**Findings (2006-2007) - Achievement Target Met**
90% of students rated TLC as providing excellent services to TAMUCC students.

**Related Action Plans:**

*Increase retention*
Both the Academic Intervention Specialist and the Retention Specialist will increase the retention rates of at-risk students.
For more information, see the *Action Plan Details* section of this report.

*Provide excellent services*
TLC will continue to provide excellent services to underrepresented groups and at-risk students, first time freshmen students.
For more information, see the *Action Plan Details* section of this report.

*Increase tutorials*
The Tutoring and Learning Center experiences almost 15% increase in students requesting services for tutors in the areas of math, science and the writing center.
For more information, see the *Action Plan Details* section of this report.

**M 2: Student retention**
Student retention is tracked by the TLC Intervention Specialists.

**Achievement Target:**
87% of students completing the developmental education program are retained the following semester.

**Findings (2006-2007) - Achievement Target Met**
88% of students completed the developmental program and were retained for the next semester.

**Related Action Plans:**

*Increase retention*
Both the Academic Intervention Specialist and the Retention Specialist will increase the retention rates of at-risk students.
For more information, see the *Action Plan Details* section of this report.

*Provide excellent services*
TLC will continue to provide excellent services to underrepresented groups and at-risk students, first time freshmen students.
For more information, see the *Action Plan Details* section of this report.

*Increase tutorials*
The Tutoring and Learning Center experiences almost 15% increase in students requesting services for tutors in the areas of math, science and the writing center.
For more information, see the *Action Plan Details* section of this report.

**M 3: Testing and identify "at-risk" students**
By Fall 2006, over 1300 students will have completed the CSI and roughly half will be identified as "at-risk". The Retention Specialist assess mid-term progress and overall student success.

**Achievement Target:**
The Retention Specialist will create tailored student success plans for 100% of at-risk students before they enter a probationary status or are not permitted from re-enrolling.

**Findings (2006-2007) - Achievement Target Met**
The Retention Specialist, using the Noel-Levitz instrument CSI, created Academic
Student Achievement Plans for all (100%) students identified as being at-risk by the retentions specialist.

**Related Action Plans:**

**Increase retention**
Both the Academic Intervention Specialist and the Retention Specialist will increase the retention rates of at-risk students. For more information, see the *Action Plan Details* section of this report.

**Provide excellent services**
TLC will continue to provide excellent services to underrepresented groups and at-risk students, first time freshmen students. For more information, see the *Action Plan Details* section of this report.

**Increase tutorials**
The Tutoring and Learning Center experiences almost 15% increase in students requesting services for tutors in the areas of math, science and the writing center. For more information, see the *Action Plan Details* section of this report.

**M 4: Tutor Trac**
Monitor the number of visits and length of time by using the computer software Tutor Trac.

**Achievement Target:**
The number of student visits and contact hours will increase by 5%.

**Findings (2006-2007) - Achievement Target Met**
The number of student visits and contact hours increased by 15.5% (visits) and 15.6% (contact hours).

**Related Action Plans:**

**Increase retention**
Both the Academic Intervention Specialist and the Retention Specialist will increase the retention rates of at-risk students. For more information, see the *Action Plan Details* section of this report.

**Provide excellent services**
TLC will continue to provide excellent services to underrepresented groups and at-risk students, first time freshmen students. For more information, see the *Action Plan Details* section of this report.

**Increase tutorials**
The Tutoring and Learning Center experiences almost 15% increase in students requesting services for tutors in the areas of math, science and the writing center. For more information, see the *Action Plan Details* section of this report.

**O 4: Enhance the student`s use of TLC tutorial services**
Through the use of academic intervention and the assistance of the retention specialist the students will be able to increase the use of TLC tutorial services.

**Associations:**
CAS, NADE, CRLA, NTA

**General Education or Core Curriculum:**
1. Reading
2. Writing
3. Speaking
5. Critical Thinking
6. Computer Literacy
10. Understand how science & technology affect lives
12. Develop the ability to make aesthetic judgments
13. Use logical reasoning in problem solving
14. Understand the interrelationships of disciplines

**Institutional Priorities:**
1.1 Recruiting, retaining, and supporting a diverse, highly qualified student body, faculty and staff
1.6 Promoting efficient and effective use of time, resources and technology
1.9 Involving the university community and other publics in the TAMU-CC mission and vision

**Strategic Plans:**

*Texas A&M-Corpus Christi*

1.1 Excellence
2.2 Engagement
4.4 Effectiveness

**Related Measures:**

**M 1: Student Satisfaction Survey**

Student Satisfaction Survey.

**Achievement Target:**

80% of students will rate TLC as providing excellent services.

**Findings (2006-2007) - Achievement Target Met**

90% of students rated TLC as providing excellent services to TAMUCC students.

**Related Action Plans:**

**Increase tutorials**

The Tutoring and Learning Center experiences almost 15% increase in students requesting services for tutors in the areas of math, science and the writing center.

For more information, see the Action Plan Details section of this report.

**Expand services**

Expand excellent academic support services to graduate students.

For more information, see the Action Plan Details section of this report.

**Increase retention**

Both the Academic Intervention Specialist and the Retention Specialist will increase the retention rates of at-risk students.

For more information, see the Action Plan Details section of this report.

**Provide excellent services**

TLC will continue to provide excellent services to underrepresented groups and at-risk students, first time freshmen students.

For more information, see the Action Plan Details section of this report.

**M 2: Student retention**

Student retention is tracked by the TLC Intervention Specialists.

**Achievement Target:**

87% of students completing the developmental education program are retained the following semester.

**Findings (2006-2007) - Achievement Target Met**

88% of students completed the developmental program and were retained for the next semester.

**Related Action Plans:**

**Increase retention**

Both the Academic Intervention Specialist and the Retention Specialist will increase the retention rates of at-risk students.

For more information, see the Action Plan Details section of this report.

**Provide excellent services**

TLC will continue to provide excellent services to underrepresented groups and at-risk students, first time freshmen students.

For more information, see the Action Plan Details section of this report.

**Increase tutorials**
The Tutoring and Learning Center experiences almost 15% increase in students requesting services for tutors in the areas of math, science and the writing center.
For more information, see the Action Plan Details section of this report.

M 3: Testing and identify "at-risk" students
By Fall 2006, over 1300 students will have completed the CSI and roughly half will be identified as "at-risk". The Retention Specialist assess mid-term progress and overall student success.

Achievement Target:
The Retention Specialist will create tailored student success plans for 100% of at-risk students before they enter a probationary status or are not permitted from re-enrolling.

Findings (2006-2007) - Achievement Target Met
The Retention Specialist, using the Noel-Levitz instrument CSI, created Academic Student Achievement Plans for all (100%) students identified as being at-risk by the Retention Specialist.

Related Action Plans:
Increase retention
Both the Academic Intervention Specialist and the Retention Specialist will increase the retention rates of at-risk students.
For more information, see the Action Plan Details section of this report.

Provide excellent services
TLC will continue to provide excellent services to underrepresented groups and at-risk students, first time freshmen students.
For more information, see the Action Plan Details section of this report.

Increase tutorials
The Tutoring and Learning Center experiences almost 15% increase in students requesting services for tutors in the areas of math, science and the writing center.
For more information, see the Action Plan Details section of this report.

M 4: Tutor Trac
Monitor the number of visits and length of time by using the computer software Tutor Trac.

Achievement Target:
The number of student visits and contact hours will increase by 5%.

Findings (2006-2007) - Achievement Target Met
The number of student visits and contact hours increased by 15.5% (visits) and 15.6% (contact hours).

Related Action Plans:
Increase tutorials
The Tutoring and Learning Center experiences almost 15% increase in students requesting services for tutors in the areas of math, science and the writing center.
For more information, see the Action Plan Details section of this report.

Expand services
Expand excellent academic support services to graduate students.
For more information, see the Action Plan Details section of this report.

Increase retention
Both the Academic Intervention Specialist and the Retention Specialist will increase the retention rates of at-risk students.
For more information, see the Action Plan Details section of this report.

Provide excellent services
TLC will continue to provide excellent services to underrepresented groups and at-risk students, first time freshmen students.
For more information, see the Action Plan Details section of this report.
Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 3: Provide excellent services to at-risk students.
The Retention Office and the Retention Specialist will be able to provide excellent academic support services to first year at-risk students.

Associations:
CAS, NADE, TADE, CRLA, Make sure that Texas Higher Education state mandated policies are being met. Make sure that the University is in full compliance.

General Education or Core Curriculum:
1  Reading
2  Writing
3  Speaking
4  Listening
5  Critical Thinking
6  Computer Literacy
8  Understand how to be responsible member of society
11  Develop personal values for ethical behavior
12  Develop the ability to make aesthetic judgments
13  Use logical reasoning in problem solving
14  Understand the interrelationships of disciplines

Institutional Priorities:
1.1  Recruiting, retaining, and supporting a diverse, highly qualified student body, faculty and staff
1.6  Promoting efficient and effective use of time, resources and technology
1.9  Involving the university community and other publics in the TAMU-CC mission and vision

Strategic Plans:
Texas A&M-Corpus Christi
2.2 Engagement
4.4 Effectiveness

Related Measures:

M 1: Student Satisfaction Survey
Student Satisfaction Survey.

Achievement Target:
80% of students will rate TLC as providing excellent services.

Findings (2006-2007) - Achievement Target Met
90% of students rated TLC as providing excellent services to TAMUCC students.

Related Action Plans:

Increase retention
Both the Academic Intervention Specialist and the Retention Specialist will increase the retention rates of at-risk students.
For more information, see the Action Plan Details section of this report.

Provide excellent services
TLC will continue to provide excellent services to underrepresented groups and at-risk students, first time freshmen students.
For more information, see the Action Plan Details section of this report.

Increase tutorials
The Tutoring and Learning Center experiences almost 15% increase in students requesting services for tutors in the areas of math, science and the writing center.
For more information, see the Action Plan Details section of this report.
**M 2: Student retention**

Student retention is tracked by the TLC Intervention Specialists.

**Achievement Target:**

87% of students completing the developmental education program are retained the following semester.

**Findings (2006-2007) - Achievement Target Met**

88% of students completed the developmental program and were retained for the next semester.

**Related Action Plans:**

- **Increase retention**
  Both the Academic Intervention Specialist and the Retention Specialist will increase the retention rates of at-risk students.
  For more information, see the *Action Plan Details* section of this report.

- **Provide excellent services**
  TLC will continue to provide excellent services to underrepresented groups and at-risk students, first time freshmen students.
  For more information, see the *Action Plan Details* section of this report.

- **Increase tutorials**
  The Tutoring and Learning Center experiences almost 15% increase in students requesting services for tutors in the areas of math, science and the writing center.
  For more information, see the *Action Plan Details* section of this report.

**M 3: Testing and identify "at-risk" students**

By Fall 2006, over 1300 students will have completed the CSI and roughly half will be identified as "at-risk". The Retention Specialist assess mid-term progress and overall student success.

**Achievement Target:**

The Retention Specialist will create tailored student success plans for 100% of at-risk students before they enter a probationary status or are not permitted from re-enrolling.

**Findings (2006-2007) - Achievement Target Met**

The Retention Specialist, using the Noel-Levitz instrument CSI, created Academic Student Achievement Plans for all (100%) students identified as being at-risk by the Retention Specialist.

**Related Action Plans:**

- **Increase retention**
  Both the Academic Intervention Specialist and the Retention Specialist will increase the retention rates of at-risk students.
  For more information, see the *Action Plan Details* section of this report.

- **Provide excellent services**
  TLC will continue to provide excellent services to underrepresented groups and at-risk students, first time freshmen students.
  For more information, see the *Action Plan Details* section of this report.

- **Increase tutorials**
  The Tutoring and Learning Center experiences almost 15% increase in students requesting services for tutors in the areas of math, science and the writing center.
  For more information, see the *Action Plan Details* section of this report.

**M 4: Tutor Trac**

Monitor the number of visits and length of time by using the computer software Tutor Trac.

**Achievement Target:**

The number of student visits and contact hours will increase by 5%.

**Findings (2006-2007) - Achievement Target Met**
The number of student visits and contact hours increased by 15.5% (visits) and 15.6% (contact hours).

**Related Action Plans:**

**Increase retention**
Both the Academic Intervention Specialist and the Retention Specialist will increase the retention rates of at-risk students. For more information, see the *Action Plan Details* section of this report.

**Provide excellent services**
TLC will continue to provide excellent services to underrepresented groups and at-risk students, first time freshmen students. For more information, see the *Action Plan Details* section of this report.

**Increase tutorials**
The Tutoring and Learning Center experiences almost 15% increase in students requesting services for tutors in the areas of math, science and the writing center. For more information, see the *Action Plan Details* section of this report.

---

### Details for Action Plans Established This Cycle

**Expand services**
Expand excellent academic support services to graduate students.

- **Priority:** Low
- **Responsible Person/Group:** Gerardo Moreno
- **Additional Resources Needed:** Additional tutors such as increasing the number of writing consultants to address the needs of graduate students including doctoral students.

**Increase retention**
Both the Academic Intervention Specialist and the Retention Specialist will increase the retention rates of at-risk students.

- **Priority:** High
- **Responsible Person/Group:** Gerardo Moreno
- **Additional Resources Needed:** Additional tutors and one(1) fulltime staff to assist with retention efforts.

**Provide excellent services**
TLC will continue to provide excellent services to underrepresented groups and at-risk students, first time freshmen students.

- **Priority:** High
- **Responsible Person/Group:** Gerardo Moreno
- **Additional Resources Needed:** Additional space, funding, tutors, laptops.

**Increase tutorials**
The Tutoring and Learning Center experiences almost 15% increase in students requesting services for tutors in the areas of math, science and the writing center.

- **Priority:** High
- **Responsible Person/Group:** Gerardo Moreno
- **Additional Resources Needed:** Additional space for tutoring in the areas of math and especially in the Writing Center. The Writing Center is in desperate need of additional space.

---

**Annual Reports**

**Executive Summary**
The aim of the Tutoring and Learning Center (TLC) is simply to provide academic support
services to all university students and that aim has not changed over the years. It has become one of the more highly regarded academic departments at Texas A&M University-Corpus Christi. TLC programs reinforce the university’s vision and mission to help retain and graduate students of high potential; especially those from groups who have been historically under-represented in South Texas higher education. Hispanic students receiving tutoring have increased their GPA, and retention and graduation rates have increased as well. The goal of the Tutoring and Learning Center (TLC) at Texas A&M University-Corpus Christi is to provide academic support services to all university students and most recently TLC has played an important part in the University’s efforts to support the state’s “Closing the Gaps” initiative. It has become one of the more highly regarded academic departments at Texas A&M University-Corpus Christi. TLC programs reinforce the university’s mission to identify, attract, and graduate students of high potential especially those from groups who have been historically underrepresented in Texas Higher Education. Hispanic students receiving tutoring have increased their GPA, and retention and graduation rates have increased as well. In 2005-06 the number of Hispanic students receiving assistance from the Tutoring and Learning Center was 1,108 different students with a grand total of 6,124 visits, and 9,063 hours.

**Contributions to the Institution**

The Tutoring and Learning Center conducts formative research-based evaluations at regular intervals throughout the academic year to help improve, validate, generate support, and lastly, demonstrate accountability for the program. Dr. Hunter Boylan, the Director of the National Association of Developmental Education states that summative research-based data should be collected to indicate student progress. The Retention Office is responsible for identifying the most at-risk first year students and this is done by utilizing the Noel-Levitz College Student Inventory. The Retention Office implemented the mandatory completion of this instrument by all first-time incoming students during summer orientation 2006. In the fall 2006 roughly 1,300 first time incoming students completed the College Student Inventory. Roughly 500 of these students are identified as Hispanic. These results from this instrument provide insight to faculty and staff on the student’s demographics, such as their generation status, family income. The CSI was used on campus previously but was only offered to incoming students in an email. Many Hispanic students do not have home access to a computer or the internet and are less likely to complete forms or questionnaires online. Requiring all students to complete the instrument during summer orientation raised the completion rates nearly 70% for Hispanic students. Currently there is not enough data at this time to make a clear conclusion on the effectiveness of the CSI at Texas A&M University – Corpus Christi. Noel-Levitz and other independent resources, provide information that demonstrates the usefulness of this survey and its success in increasing retention amongst Hispanic students. Using the CSI data will create a support environment for Hispanic students in their first years of college and provide them with the necessary guidance to become successful upperclassmen and TAMUCC graduates. The Retention Specialist works with two populations, AA’ and AV’s. Out of these two populations, Hispanic students are given extra attention due to their added ‘at-risk’ status. AA students are in the first half of their high school class but did not achieve a sufficient SAT/ACT score to grant admission. These students are usually active in extracurricular activities. AV Students are in the bottom half of their high school class and also did not achieve a sufficient test score to receive admission to the University. 200 AV students were required to meet with the Retention Specialist and complete an ASAP contract, out of this group roughly half participated in the program. Utilizing their CSI scores recommendations were made for these students regarding tutoring, social activities or counseling. The students meet with the Retention Specialist five times during the course of the semester. The meetings are usually scheduled around important class assignments such as exams or papers. During the mid semester the Retention Office requests that professors of the AV students submit grade and attendance information. These results are discussed with the students and used to implement mandatory tutoring sessions or to provide information regarding withdrawal from classes. 400 of these evaluations were sent out and 147 were returned. Utilizing this method seven out of the one hundred students did not return of the spring semester. Three of these seven students identified themselves as Hispanic. Both AA and AV students should be required to participate in the ASAP contract. These students will have a hold placed on their records if they fail to meet with the retention specialist or comply with the ASAP agreement. The majority of Hispanic students who attend TAMUCC come from first generation households. Often these students enter our University with little understanding of the expectations that professors and staff hold for them. The
ASAP reinforces these skills and helps guide all students who have never experienced interaction with higher education. The ASAP will increase graduation rates amongst Hispanic students who will in turn use the skill the leaned in the program to guide and support upcoming Hispanic students. The Academic Intervention Specialists work in a collaborative effort with the Transition Center and Retention Specialist to reach out to probationary students in an effort to increase retention and the number of students that successfully complete their education and graduate. Hispanics represent the largest group (56%) of students the Developmental Education Program serves. In fall 2005, Latino/Hispanic students represented 200 out of 364 enrolled students. This is 56% of 12th class day total of 364 students. 188 Hispanic students remained enrolled for the Fall 2005 semester. This indicates a 94% rate of semester retention for Hispanics. When broken down by the 3 different areas of Read, Math and Writing, Hispanics occupied 75 seats in Reading, 169 seats in Math 0398/0399 and 40 seats in Writing. At the end of the Fall 2005 semester, 45.3% Hispanic students had completed their developmental education in Reading, 32.5% completed Math 0398/0399, and 42.5% completed Writing. In spring 2006, Latino/Hispanic students represented 111 out of 191 enrolled students. This is 58% of 12th class day total of 191 students. 105 Hispanic students remained enrolled for the Spring 2006 semester. This indicates a 95% rate of semester retention for Hispanics. When broken down by the 3 different areas of Read, Math and Writing, Hispanics occupied 27 seats in Reading, 100 seats in Math 0398/0399 and 12 seats in Writing. At the end of the Spring 2006 semester, 18.5% Hispanic students completed their developmental education in Reading, 32% completed Math 0398/0399, and 25% completed Writing. The Latino/Hispanic completion rate for Fall 2006 showed a steady increase from previous semesters. For Fall 2005 37.3% of Hispanics completed their developmental education program, and 42.9% of Hispanics completed their program in Fall 2006. This represents a 5.6% increase in Hispanics developmental completion when comparing Hispanics to Non-Hispanics. TLC measured how many of the Hispanic students who used ours services received a C or better in the course(s) in which they were receiving tutoring. We compared all Hispanic students who received tutoring and those who did not, but were in the same course. Over a 3 year period, 80.21% of students that received assistance from the center made a C or better. When this percentage of C or better students is broken down by ethnicity, 77% are Hispanic. Measuring beyond grades that the students made in their individual courses, TLC also measured how the students performed overall by looking at grade point averages (GPA). The GPA for the Latino/Hispanic population from Fall 2005, showed a significant increase from Fall 2005 to Fall 2006. Hispanics showed an increase of 4.6% as compared to the Non-Hispanic population of a 2.2% increase. The increase of Hispanics GPA doubled as compared to the Non-Hispanic GPA increase. These figures are for students in developmental education courses. TLC also measured the retention rates of students by tracking whether students were retained or graduated from the University. The figures showed that the average retention/graduation rate for Hispanic students receiving assistance from TLC is 88%. All of the data collected, whether quantitative or qualitative, helps to demonstrate that the Tutoring and Learning Center is effective in its goal of assisting Hispanic students with fulfillment of their academic goals. The number of student visits, coupled with the number of tutoring sessions; are strong indications that the services at TLC are being utilized. With the constant evaluation of our work, the Tutoring and Learning Center and its programs will continue to stand by its reputation of university compliance and “Closing the Gaps” initiative.

**Highlights**

The TLC Assistant Director completed her studies at the Kellogg Institute and is a certified Developmental Education Specialist. TAMUCC joins a handful of institutions around the country that has two developmental education specialists on their campus.

**Teaching Activities**

The Tutoring and Learning Center has a unique collaboration with the Department of English and the First-Year Learning Communities Program to operate the University’s Writing Center. The TLC is assigned a “Faculty Partner in Writing” who is reassigned (for one course per semester, or one quarter time) to the Writing Center to provide expertise in writing center theory, to professionalize the practices of the writing consultants, to represent the center in state and national professional organizations, to assist faculty with using writing effectively in their teaching, to promote the writing center with our campus community, and to work directly with developmental and non-developmental students on their writing. The Writing Center makes its services as accessible as possible; it also provides online assistance to writers and online registration for in-class visits and workshops (available upon faculty request).
Writing Center’s consultants assist writers from across campus with their writing assignments with the vision of helping writers to become more independent and self-directed learners and writers. We continue to improve our goal of staying as consistent as possible to the tutoring recommendations from the College Reading and Learning Association and the International Writing Centers Association.

Research and Scholarly Activities
TLC personnel have presented at conferences dealing with tutoring students and in particular students of color. Most recently the director presented at the CEDAR Conference at TAMUCC on the topic of diversity. The TLC assistant director and director have attended conferences on developmental education and continue to be involved with such scholarly activities such as the Kellogg Institute at Appalachian State University training for working with students in developmental education, tutorials, supplemental instruction, retention efforts, working with underrepresented population and working with at-risk students. The TLC staff is also taking scholarly activities by completing additional professional development efforts: The Retention Specialist will complete Masters Degree in May The TLC Assistant Director completed her Masters Degree in December 2007. The Academic Intervention Specialist has started the Master’s Degree Program in Guidance and Counseling. The Director of the Tutoring and Learning Center is completing the dissertation phase of the doctoral program.

Public/Community Service
TLC acts as resource for the community when students and parents from area high schools are looking for tutors for their children. TLC acts as liaison with these individuals and puts them in contact with the appropriate tutors. The referrals are free of charge to the community.

International Activities
The increasing number of internationa students attending TLC has tripled over the last two years. The ESLI is graduating more students and those students are attending the Writing Center in large numbers and requesting services. The large population of Chinese students requesting our services has tripled and the Writing Center is having difficulty accommodating them. TLC does not have the resources in terms of trained personnel. Dr’s Babbili and Billeau are very aware of this problem and we have met on two occasions to discuss some solutions. TLC has made it clear that we are willing to take on the challenge but resources must be made available.

Anticipated Challenges
The big challenges have remained the same: 1. Space to accommodoate the growing number of students attending TLC. 2. Additional funding to increase the number of tutors, SI Leaders, Writing Consultants to accommodate the growing number of students requesting services. 3. One full-time staff member to assist TLC with their retention efforts. The additional staff member would be utilized to assist the current retention specialist to help with the increasing number of students that have identified as being at-risk.