Appalachian State University
National Center for Developmental Education

Program Evaluation Using NADE Guidelines
Tutoring Program at Texas A&M University-Corpus Christi

By
Grace Langford

2006 KELLOGG INSTITUTE PRACTICUM
Practicum Advisor: Hunter R. Boylan, Ph.D.
Summer 2007
II. Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Cover Page</td>
<td>1</td>
</tr>
<tr>
<td>II. Table of Contents</td>
<td>2</td>
</tr>
<tr>
<td>III. Abstract</td>
<td>3</td>
</tr>
<tr>
<td>IV. Objectives of the Study</td>
<td>3</td>
</tr>
<tr>
<td>V. Benefits of the Study</td>
<td>5</td>
</tr>
<tr>
<td>VI. Procedure of the Study</td>
<td>5</td>
</tr>
<tr>
<td>VII. Results of the Study</td>
<td>6</td>
</tr>
<tr>
<td>Program Overview</td>
<td>6</td>
</tr>
<tr>
<td>Institution Mission Statement, Principles</td>
<td>7</td>
</tr>
<tr>
<td>TLC Mission Statement</td>
<td>8</td>
</tr>
<tr>
<td>TLC Program Goals and Objectives</td>
<td>9</td>
</tr>
<tr>
<td>Objectives</td>
<td>10</td>
</tr>
<tr>
<td>TLC Components</td>
<td>11</td>
</tr>
<tr>
<td>Instructional Delivery System</td>
<td>12</td>
</tr>
<tr>
<td>Staffing</td>
<td>14</td>
</tr>
<tr>
<td>Theoretical Framework</td>
<td>14</td>
</tr>
<tr>
<td>Self-Study</td>
<td>21</td>
</tr>
<tr>
<td>Summary</td>
<td>22</td>
</tr>
<tr>
<td>Final</td>
<td>23</td>
</tr>
<tr>
<td>Scoring</td>
<td>24</td>
</tr>
<tr>
<td>Summary and Action Plan</td>
<td>25</td>
</tr>
<tr>
<td>Data Results</td>
<td></td>
</tr>
<tr>
<td>Fall Terms</td>
<td></td>
</tr>
<tr>
<td>Spring Terms</td>
<td></td>
</tr>
<tr>
<td>Charts</td>
<td></td>
</tr>
<tr>
<td>Goals</td>
<td></td>
</tr>
<tr>
<td>Final Interpretation</td>
<td>41</td>
</tr>
<tr>
<td>VIII. Conclusions and Recommendations</td>
<td>42</td>
</tr>
<tr>
<td>XI. References</td>
<td>43</td>
</tr>
<tr>
<td>XII. Impact Letter</td>
<td>44</td>
</tr>
</tbody>
</table>
ABSTRACT

Boylan, Bliss, and Bonham (1997, as cited in Boylan, 2002) indicated that programs emphasizing the evaluation of their outcomes were more likely to retain students and to have higher pass rates in developmental courses. With this in mind, program evaluation is paramount in ensuring the delivery of effective and efficient academic support programs. Often program administrators rely on their own instincts and passions to conclude with what their students really need and, whether the program’s practices are delivering effective services. When it comes to students’ education, trial and error might just not be the way to go. Program evaluation is critical in improving delivery mechanisms to increase efficiency, reduce cost, identify program strengths/weaknesses and guide administrators to make the necessary changes that will improve the program/course.

Objectives of the Study

The objective of this study is to use the National Association for Developmental Education (NADE) tutoring program evaluation component guidelines to assess program practices and assess components of a program for the purposes of program evaluation and certification. Such guidelines include:

1. Review theoretical foundations, the mission, goals, history, and organizational structure of the Tutoring and Learning Center at Texas A&M University-Corpus Christi, Corpus Christi, Texas (TAMUCC).
2. Use corresponding information to document and explain the content presented by the program component. Follow the specific requirements on the Certification Checklist for Tutoring Services Components.
3. Provide verification (i.e., a copy of the College of Reading and Learning Association
(CRLA) certificate) that the tutor training program is certified by the CRLA.

4. Identify members of the Self-Study team, and select a Self-Study instrument. Conduct the Self-Study and summarize strengths and areas that might need improvement.

5. Address the Fundamental Question listed on the Minimum Data Template for each level of certification by reviewing the Minimum Data.

6. Interpret existing data.

7. Discuss and analyze data for each goal by explaining what it demonstrates about the program component.

8. Formulate component design changes to improve services to students and student success as appropriate, based on the trends and patterns collected from the baseline data coupled with the results of the Self-Study.

9. From the list of changes possible, select those that can realistically be put into action.

   Record those design changes identified for implementation (i.e., your Action Plan) on the Program Component Improvement Analysis Form.

10. Summarize and analyze comparative data in relation to baseline data for each goal.

11. Compare term to equivalent term, and look for trends and patterns between baseline and comparative data that help to understand what is now happening in the component as a result of the implementation of the Action Plan.

12. Record this information on the Program Component Improvement Analysis Form, and be sure to include the raw data on which analysis is based.


14. Complete the Certification Checklist and the Application Cover Sheet. Assemble the
application in the order specified by the checklist. Submit the completed application for review.

**Benefits of the Study**

Important benefits of the study include maintain the highest performance standards that have been established by NADE, continue to monitor tutoring practices established by NADE, establish and maintain professional standards in order to be recognized by the University community as a legitimate academic support service, and monitor and evaluate tutoring program annual using NADE guidelines. The results will be shared with Provost Roundtable and Presidents Cabinet.

**Procedure of the Study**

The procedure of the study consists of following the NADE certification criteria to evaluate programs and assess potential program modifications and improvements. The main steps and study objectives include: selection of self evaluation instrument, establish a series of meetings with department constituents to review data and set data retrieval datelines–updates; meet with program key players to inform them of project requirements including the Tutoring and Learning Center Director, Retention Specialist personnel, Academic Intervention Office personnel and developmental education faculty; attend required NADE certification training institute (at 10/17/06 CRLA Conference); start the review and organization of materials according with NADE certification requirements, submit mid-term report, complete NADE application for certification, review findings and submit final report.

**Results of the Study**

The self-evaluation instrument choices provided by the NADE certification guidelines include: NADE Self-Evaluation Guides (Clark-Thayer), CAS Standards for Learning
Assistance, and What Works: Research–Based Best Practices in Developmental Education (Boylan). For this study, the NADE self-evaluation guides were selected. Meetings with key players were conducted and used to address questions and issues to clarify the gathering and production of the required data. Throughout the fall 2006 semester, key players produced and compiled required reports and evidence. Key players attended the mandatory NADE Certification Training Institute offered at the October 2006 CRLA conference in Austin, Texas.

As indicated in the mid-term report, the review and organization of materials started at the end of the fall 2006 semester. For the purpose of this study results of the certification guidelines were compiled and summarized in five (5) fundamental sections. These sections: are steps 1-3 Program Overview, 4 Self-study, 5-7 Data, 8-10 Goals, and 11-14 Final Interpretation.

Program Overview

The Tutoring and Learning Center (TLC) coordinates all efforts related to tutoring and developmental education at TAMU-CC. In 1994, the TLC opened its doors and began to serve students. Since then, the TLC has evolved into a highly regarded academic department and has positioned itself as a well-trained and well-organized part of the University’s long standing reputation for excellence in academic student services. The TLC has earned national recognition for excellence during a period when student enrollment increased at unprecedented rates serving students with certified peer tutors and professionally trained advisors and counselors, all dedicated to the success of our diverse student population. The TLC is a component of the University’s Enrollment Management Office and its 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.

Institution’s Mission Statement
Texas A&M University-Corpus Christi is devoted to discovering, communicating, and applying knowledge in a complex and changing world. The University identifies, attracts, and graduates students of high potential, especially those from groups who have been historically under-represented in Texas higher education. Through a commitment to excellence in teaching, research, and service, Texas A&M University-Corpus Christi prepares students for lifelong learning and for responsible participation in the global community.

Institutional Principles

Texas A&M University-Corpus Christi is committed to the realization of its vision, the accomplishment of its mission, and the attainment of its goals by:

- Recruiting, retaining, and supporting a diverse, highly qualified student body, faculty and staff;
- Establishing a culture of professionalism and responsibility;
- Fostering free and open intellectual inquiry, accomplishment, and expression;
- Ensuring respectful, fair, and equitable treatment of all individuals;
- Fostering an open, shared, and participatory decision making process;
- Promoting efficient and effective use of time, resources and technology;
- Providing an active campus life that extends teaching and learning beyond the classroom.

Tutoring and Learning Center Mission Statement

The TLC is an academic student support program that is committed to helping students
reach their own educational goals and succeed in the university environment. TLC programs are
designed to improve the retention and graduation rates of Texas A&M University-Corpus Christi
students.

**TLC Program Goals and Objectives**

The program goals and objectives include,

- Identify the academic needs of TAMU-CC students;
- Increase program awareness to ensure proper utilization of services;
- Work with faculty to promote continuity and cohesiveness of instruction;
- Increase the number of tutors to accommodate incoming students’ needs;
- Utilize program evaluation techniques to continually ensure appropriateness of program;
- Work with all related parties to improve retention rate of all students in developmental
  education courses;
- Improve the pass rates of students taking the state mandated Texas Higher Education
  Assessment (THEA);
- Systematic evaluation of at-risk students programs and strategies to ensure applicability of
  course of action to achieve positive results.
TLC Program Components

The TLC’s primary commitment is assisting at-risk and underprepared students with the TLC’s peer tutoring program. Tutors serve students in a wide range of subjects across the curriculum, including English (writing, grammar), math (Algebra, Linear Algebra, Math Modeling, Trigonometry, Pre-Calculus, Discrete, Statistics, Calculus I, Calculus II, and Calculus III), science (Biology, Genetics, Comparative Vertebrate, Organic Chemistry, General Chemistry, Cell Biology, Principles of Ecology, Marine Ecology, Vertebrate Biology, Anatomy, General Physics, and Biochemistry), accounting, music theory, history, and political science. Tutors also offer assistance with other subjects on demand when available. With the assistance and dedication of our College Reading and Learning Association (CRLA) certified peer tutors, we received the National Tutoring Association’s 2004 Excellence Award. Our national recognition allows the TLC to continue to challenge its peer tutors and staff members to work hard and strive for more.

The TLC also coordinates and implements the University’s Academic Achievement Program (developmental education) by providing individualized guidance and assistance to students to ensure that any student identified as needing developmental coursework is placed in the appropriate classes and is assigned to tutoring sessions that coincide with whatever developmental subject is in question. The TLC collaborates with the Academic Advising Office to maximize a “team” approach to advising students. For example, students requiring developmental education are advised and enrolled in basic academic skills courses. TLC specialists create an “Individual Success Plan” (ISP) tailored to individual student needs. Academic advisors work with the Academic Intervention Specialists to help develop these ISPs, recommending courses, course loads, appropriate learning communities, and mandatory tutorials.
In conjunction with the Department of English and the First-Year Learning Communities Program, the TLC operates the University's Writing Center. 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). The 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.

The Supplemental Instruction Program (SI) is another unique component of the TLC designed to increase student performance and retention. The SI program targets large entry-level, high-risk courses and provides students with regularly scheduled, out-of-class peer facilitated group study sessions. An example of such a course is a first-year Environmental Science class which can have up to 100+ students. Like all other tutors, all Supplemental Instruction Leaders participate in the CRLA tutor training.

**Instructional Delivery System**

The peer tutors serve students on a drop-in basis for high demand subjects and by special appointment when necessary. Students, in most cases, are tutored in groups unless one-on-one assistance is needed. The Writing Center employs specially trained writing consultants who are available to meet with students and discuss their assignments; generally, sessions last for approximately 30 minutes. The Writing Center consultants are usually English graduate students, and are trained by the Faculty Partner in appropriate writing center practices. This training is held each semester, and is continued in weekly staff development meetings.
Staffing

The TLC’s full-time staff includes the Director, an Assistant Director, two (2) academic intervention specialists, one (1) retention specialist, one (1) business support specialist, (1) system support specialist, (1) research assistant, and approximately 60 tutors/writing consultants, and SI leaders. The following provides a brief job description for each position:

- **TLC Director**: supervises the overall operation of the Tutoring and Learning Center to make sure the goals of the program are met and are consistent with the mission of the institution.
- **TLC Assistant Director**: coordinates and supervises the day-to-day activities and is responsible for the management of the tutoring program.
- **Senior Academic Intervention Specialist**: coordinates activities related to SI and manages all registration activities related to developmental education.
- **Academic Intervention Specialists**: counsels and advises at-risk students enrolled in developmental education.
- **Academic Retention Specialist**: develop and coordinates activities to retain at-risk students (alternative admission, probation, etc).
- **Business Support Specialist**: coordinates administrative activities for the center involving payroll, personnel files, and assists the assistant director with financial matters.
- **Research Assistant**: collects all student information for the TLC database.
- **System Support Specialist**: Supervises the TLC’s student microcomputer lab and provides technical support to the Center.
- **The TLC employs 50-60 part-time tutors, computer lab technicians, SI leaders and writing consultants.**
Theoretical Framework

Academic support service is a field of practice within developmental education in higher education that is based on a theoretical foundation of developmental psychology and learning centered theory. Developmental education is evident at all levels of the learning spectrum and is sensitive and responsive to the individual learners and their differences and needs. Learning and student success is widely impacted by many factors that include environment, faculty, and student characteristics. The developmental education program at Texas A&M University-Corpus Christi precepts include programs that are centralized within the university’s Tutoring and Learning Center, and in collaboration with the college departments experience a higher degree of student success than programs on campus that work in isolation. An interdisciplinary approach between content areas and academic student support services provide a broad base of assistance for students and allows a transition into higher academia. The academic support services include tutorials, supplemental instruction, counseling, academic intervention, advising and counseling for at-risk students. These are elements that are important ingredients of student persistence that in turn helps with student retention (Tinto, Pascarella, Terenzinzi, and Boylan).

Students attending the Tutoring and Learning Center have access to a structured and non-threatening environment. Tutors assist students with developing methods of feedback that allows for further study while developing strategies to meet those needs and monitor their progress. Active learning strategies that can be utilized in the classroom are stressed by trained staff. The Tutoring and Learning Center is committed to preparing students to become independent learners; these independent learning styles will increase the likelihood that the students will succeed in an institution of higher education (Bandura, Zimmerman). The Tutoring and Learning Center believes strongly in the NADE’s motto, “helping the underprepared to prepare, the
prepared to advance, and the advanced to excel” (“NADE History,” 2000)

The Texas A&M University-Corpus Christi Tutoring and Learning Center program is guided by the premise that all students are capable of learning, and understanding that learning takes place at various speeds (Piaget 1964b). A primary focus is the continued success formulas that are assisting first-time, first-year students to be retained at higher rate for those students receiving assistance from the TLC. Well trained and well prepared tutors have learned a methodology that creates a nurturing and caring environment which allows students to be motivated to learn regardless of their background.

The TLC offers year round staff training. This preparation ensures that all peer tutors and Supplemental Instruction Leaders receive certification from the CRLA which awards certificates at the regular level, advanced level and master levels. The TLC received certification from CRLA for all levels through the year 2008. The TLC’s main purpose for establishing certification is two-fold. First of all, it allows the Tutoring and Learning Center tutors to receive recognition and positive reinforcement for their successful work as recognized by a national and international organization. Secondly, the certification aids in setting standards for the minimum skills and training that tutors need in order to be in tune with the most current and up to date information guaranteeing complete student satisfaction.

Regular and systematic program evaluation is necessary to maintain an award winning quality program. The relationship that has been established by the nurturing staff at the Tutoring and Learning Center is only emphasized by the staff evaluations conducted after the completion of every semester. Student evaluations have only confirmed what the University acknowledges and that is the string of academic student success. The Tutoring and Learning Center at Texas A&M University-Corpus Christi embraces the concept of quality improvement and is working
towards national certification.

Self-Study

The evaluation criteria process, as listed in the guidelines, include: 1. Interpretations - the left margin of the guide provides an area for notes regarding that particular statement. 2. Evidence - the right margin of the guide is used to document pertaining evidence. 3. Score – a scale from 1 (non-compliance) to 5 (compliance) is used. 4. Summary scoring – specific strengths and weaknesses are listed in this area and a plan of action is develop. 5. Final scoring summary and action plan – should provide a clear picture of the program strengths and areas in need of improvement. The tutoring services areas evaluated are organized in thirteen sections followed by a final scoring, summary and action plan section. The thirteen areas are organized as: I: Mission, Goals and Objectives, II: Program, III: Leadership and Management, IV: Organization and Administration, V: Human Resources, VI: Funding, VII Facilities, VIII: Legal Responsibilities, IX: Equal Opportunity, Access and Affirmative Action, X: Campus and Community Relations, XI: Awareness of Individual Differences, XII: Ethics, and XIII: Evaluation.

Summary

Over the last twelve years, the Tutoring and Learning Center at Texas A&M University-Corpus Christi has had a remarkable impact on students. The Tutoring and Learning Center is an academic student support program that is committed to helping students reach their own educational goals and succeed in the university environment. The Tutoring and Learning Center has been part of this campus since 1994, and its programs are designed to improve the retention and graduation rates of Texas A&M University-Corpus Christi students.

Primary Services: The center’s primary service is the peer-tutoring program that offers tutorial

Component I refers to the mission, goals, and objectives of the program. The tutoring program has a clear and well defined mission, goals and objectives and is consistent with the overall institution’s mission statement. This information is promptly disseminated among new employees and reviewed during every staff orientation. The program has the strong support from upper administration. The rating for component one is 100%.

Component II refers to general and specific program standards. The overall rating for this area was 97%. The program has been in existence for over twelve years and consists of a structured program that yet allows for flexibility to ensure that all students’ academic needs are taken in to consideration. Over the years, several improvements have been made to ensure the consistency and applicability of the services; the program is tailored to the needs of this institution’s population.

Component III refers to program leadership and management. This area also received a rating of 100%. The excellent leadership provided by the director who continually lobbies for the support of the upper administration ensuring financial funding and recognition within the university community. All members of the full time staff hold professional degrees. The Tutoring program is highly structured and daily operations are in place. All jobs descriptions are available in writing at the TLC office as well as at the HR office. All staff members have ample
opportunities to participate in professional development and to attend national and local professional conferences. Program administrators are members of professional associations such as CRLA, NADE, Texas Association for Developmental Education (TADE), National Tutor Association (NTA), National Academic Advising Association (NACADA), etc. Staff members participate in universities committees, provide expertise to other universities programs, and provide guidance for academic support services to other university groups.

Component IV refers to organization and administration. The main objective of this area is to identify the tutoring program position within the learning assistant program. The tutoring program is one of the main services offered by this department; a large portion of funding and support is used to facilitate the tutoring operation. Faculty and tutoring staff communicate to ensure that tutoring subjects offered are consistent with student demand. Faculty provides solid support for tutoring services as well. Tutoring program procedures are available and are subject to revision when necessary. All tutoring program job descriptions are available and organizational charts provides job functions and relationships. This component received a score of 93%.

Component V refers to human resources. The TLC follows all university HR regulations and procedures. The number of full time staff is subject to institutional funding and part time employment is up to the discretion of the department head. Professional and clerical staff is qualified and they carry out their responsibilities efficiently and professionally. Specific hiring guidelines are in place, yearly and semester evaluations are conducted, rules and expectations are provided and procedures for non-compliance are applied when necessary. There is a strong commitment to fair employment practices in the department and tutoring program. Salaries are commensurate with similar positions in the institution. Employee ethnic makeup is consistent
with the university population. All staff is subject to regular training and tutors are encouraged to comply with training for certification purposes. Tutor training models teaching/learning theories and methods that are current and supported by research and authoritative literature. Rating for this component is 92%.

Component VI refers to funding. As an academic support service component, budget allocation for tutoring and other programs is allocated yearly. Additional funding is generated by material fees and by student support services. Increase in funding is dependant on student expected growth; currently 60% of total department funding is allocated for tutoring. Yearly budget pool allocation requires funding to be used for staff development, travel and for memberships. Rating for this component is 96%.

Component VII refers to facilities. Space is limited; tutoring areas for science and math are adequate but are located outside main department area. The writing center area is limited to two cubicles and the remaining space is shared by the accounting, computer science, history, and Spanish tutors. All facilities are in compliance with ADA regulations. The Tutoring and Learning Center is centrally located in the second floor of the Bell Library. Some administrators share office space. Room accommodations for workshops and training sessions follow the institution’s room requests guidelines; preference is given to room assignment for classes. All facilities are properly maintained by the university’s physical plant personnel. Due to size of tutoring areas, office and other department areas are exposed to noise and heavy traffic. Furnishings are geared for the use of students and dedicated for specific purposes. Equipment and resources are upgraded routinely and numbers are adequate for size of operation. Storage area is limited. Rating for this area is 82%. Concerns include lack of space, which discourages students from attending tutorials and affects staff morale.
Component VIII refers to legal responsibilities. Legal counsel is provided by the institution. Legal responsibilities are mandated by A&M system. Policies and procedures are in place to limit liability exposure for the institution and staff. All legal issues and updates are disseminated in a timely manner among all university constituents. Emergency procedures for crisis management are in place. A&M requires every unit to have specific, up-to-date emergency procedures clearly posted and disseminated among all employees. This component rating is 95%.

Component IX refers to equal opportunity and affirmative action. The tutoring program provides students and employees with a clear sense of equal opportunity and affirmative action. It is the program goal to create a working and study environment conducive to learning. All students are welcome and encouraged to attend or become part of the program. All tutoring sessions are ready and available for all university students. The Tutoring program adheres to nondiscriminatory personnel policies regarding race, gender, religion, age origin, color, disability and sexual preference for student, professional, and support staff. HR guidelines are followed for promoting hiring and evaluating personnel. Women and men are equitably represented in the tutoring program. An array of tutoring hours provides access to all university students. Tutoring and academic support services are commensurate with the student’s demand. The tutoring program is structured, yet flexible enough to meet the needs of all university students seeking help. Rating for this area is 95%.

Component X refers to campus and community relations. Collaborations: The Tutoring and Learning Center has been part of numerous collaborations with different departments on campus since 1994. The following are a few examples: The Title III and Title V Federal Grant Programs collaborated with the Tutoring and Learning Center for recruitment and training of tutors, and hiring an Intervention Specialist to assist the Tutoring and Learning Center part-time.
with advising and counseling of at-risk students.

The Tutoring and Learning Center and the First Year Writing Program collaborated for a faculty member to be reassigned to quarter-time status to fill the role of “Faculty Partner in Writing to the Tutoring and Learning Center”. The College of Science and Technology’s AMP Program also collaborated with the Tutoring and Learning Center by providing additional tutors to assist students in math and science. The Computer Science Program received a grant that provides computer science tutors for computer science majors. The Tutoring and Learning Center has provided training and accommodations for five computer science tutors. The rating for this component is 100%.

Component XI refers to awareness of individual differences. Diversity training is fully integrated into the tutor training. Special attention is always placed in ensuring that individual differences are welcome and embraced. Tutoring programs are tailored to meet the individual needs of students. Multiple variables are taken in consideration when delivering tutoring services to ensure that the program reaches the majority. During orientation, staff is informed of all services offered to students by other groups, departments and community alliances. Staff is encouraged to become familiar with other campus resources and act as a referral source when necessary. The rating for this component is 98%.

Component XII refers to ethics. Guidelines in regards to professional behavior, expectations, and acceptable practices to ensure that the proper learning environment for both students and tutors is promoted are in place. Rules of conduct, expectations, and job descriptions are provided to all staff and are reviewed every semester during staff orientation to ensure clarification or introduce updates. Strict adherence to privacy policy is explained and expected from every member of the tutoring and learning center at all times. Fair and equitable access to
all tutoring services is a highly promoted at the TLC. Conflict resolution training is provided to all staff members and students, and opportunities for intervention is encouraged. All financial matters are handled according to the A&M system regulations. To encourage staff members to demonstrate respect for one another and the students, diversity and well as professional behavior training is conducted on a regular basis. Tutors are made aware of their limitations and are allowed to tutor in areas they are qualified for and refer to others when not able to assist students. Ethical standards are reviewed every semester during orientation. This rating for this component is 97%.

Component XIII refers to evaluation. Systematic program evaluation is conducted on a regular basis. Cohorts are evaluated to assess program effectiveness in the delivery of services. Student evaluations are conducted every semester and are evaluated to ensure that all variables are taken in consideration when implementing changes. Faculty feedback is obtained and is used to provide consistent delivery of services with faculty expectations. All tutors are evaluated by a supervisor and students as well as through self-evaluations. Procedures are in place for assessing student and tutor needs. Student learning styles as well as academic needs are reviewed when tailoring tutoring program. All students receiving services are required to sign in and out into a student attendance database and information is used to evaluate student demand and progress. Cost effectiveness of program is always evaluated by the TLC staff and reports are provided to upper administration to ensure the proper adherence to policies and ensure funding for future semesters. Rating for this section is 92%.

Final Scoring summary and action plan

The overall percentage average score is 95.2% The strengths of the tutoring program include the leadership, organization, staff development activities, good standing in the university community,
strong support from upper administration, a program that is highly structured, effective training and dissemination of policies, ethics and rules of conduct, and clear expectations, and the program is regularly evaluated. Areas of concern include lack of space. Although the Tutoring and Learning Center is centrally located, its physical space is rather limited. The overall space is not sufficient to meet the needs of the program and as it continues to grow, the leaning environment might be jeopardized and cause student and staff dissatisfaction. This can represent a detriment to the program. The lack of sufficient space limits the services offered as multiple subject areas share the same space and this causes high levels of noise. Tutors and students have been adjusting to this kind of environment, but soon these conditions may cause students to stop visiting the TLC. The action plans consists of continued lobbying for more physical space and encouraging students to voice their opinions and support the allocation of more physical space to the TLC.
Data Results

The Tutoring and Learning Center conducts formative research-based evaluations at regular intervals throughout the academic year to help improve, validate, generate support, and demonstrate accountability for the program. Boylan, Bonham, White, and George (2000) indicate that systematic evaluation should collect data at three levels (as cited in Boylan, 2002). The primary level begins by describing the number of students served by the center and the hours of tutoring available. The secondary level describes short-term effects such as semester-to-semester grades. The tertiary level details long-term retention, grade point averages, and graduation. The NADE certification data requirements include primary level data for the general level and secondary level for the advance certification. This report includes four years of data collected and compared to meet the primary level criteria. The type of data included is organized as follows: number of students’ visits, per term and per year; number of individual, unduplicated students served, per term and per year; and number of students organized by ethnic background, sex, and percentage of student from total university population.

The Tutoring and Learning Center has collected the following summative research-based data which measures the outcomes of services provided for the last four (4) years. The following table shows number of students, visits, hours per term and by service received during the fall 2003 through spring 2007.
The primary level of evaluation included the fall of 2003 through spring 2007. The data is organized in two sets by term (fall, spring). The first set of data includes fall 2003, 2004, 2005, and 2006 during which an average of 1,870 different students received services from the center. These students made 58,014 visits for a total of 93,483.7 contact hours. The ethnicity of the students is broken down as 50.8% White/Non-Hispanic, 4.9% Black/Non-Hispanic, 38.8% Hispanic, 2.8% Asian/Pacific Islander, .5% Native American and 2.2% International. (See chart1)

Student visits were also organized by type of service received (Tutoring, Writing Consultation and Microcomputer Lab). Totals and percent change from term to term are shown as well. (See charts 2, 3, and 4)

Lastly, student data was organized by sex with corresponding percent change per term; ethnic background by service, ethnic background and corresponding percent change; and TLC student percentage per term of total university enrollment. (See charts 5, 6, 7, and 8)

### Fall Terms

<table>
<thead>
<tr>
<th></th>
<th>Tutoring</th>
<th>Writing Consultation</th>
<th>Lab</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>897</td>
<td>296</td>
<td>1013</td>
<td>1527</td>
</tr>
<tr>
<td>2004</td>
<td>922</td>
<td>283</td>
<td>1083</td>
<td>1824</td>
</tr>
<tr>
<td>2005</td>
<td>987</td>
<td>330</td>
<td>1152</td>
<td>2046</td>
</tr>
<tr>
<td>2006</td>
<td>1012</td>
<td>458</td>
<td>1096</td>
<td>2083</td>
</tr>
</tbody>
</table>

### Spring Terms

<table>
<thead>
<tr>
<th></th>
<th>Tutoring</th>
<th>Writing Consultation</th>
<th>Lab</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>602</td>
<td>298</td>
<td>793</td>
<td>1358</td>
</tr>
<tr>
<td>2005</td>
<td>669</td>
<td>372</td>
<td>865</td>
<td>1518</td>
</tr>
<tr>
<td>2006</td>
<td>706</td>
<td>391</td>
<td>925</td>
<td>1670</td>
</tr>
<tr>
<td>2007</td>
<td>816</td>
<td>452</td>
<td>1069</td>
<td>1926</td>
</tr>
</tbody>
</table>
The second set of data covers spring 2004, 2005, 2006, and 2007 in which an average of 1,618 different students received services from the center. These students made 51,002 visits for a total of 82,207.4 contact hours. The ethnicity of the students is broken down as 50.8% White/Non-Hispanic, 5.3% Black/Non-Hispanic, 36.9% Hispanic, 3.3% Asian/Pacific Islander, .6% Native American and 3.1% International. (See chart 9).

Student visits were also organized by type of service received (Tutoring, Writing Consultation and Microcomputer Lab). Totals and percent change from term to term are shown as well. (See charts 10, 11, and 12)

Lastly, student data was organized by sex with corresponding percent change per term; ethnic background by service, ethnic background and corresponding percent change; and TLC student percentage per term of total university enrollment. (See charts 13, 14, 15, and 16)
Insert all charts here.
The immediate goals at this point are to organize the existing secondary and tertiary level data semester-to-semester grades and grade point averages for the students that received services through the TLC and compare to students enrolled in the same courses but did not received TLC services; present self-evaluation and data results to president’s cabinet and address the current space issues; and include the secondary and tertiary level data in the NADE Certification application to complete the data requirements.

**Final Interpretation**

All of the data collected indicates that the Tutoring and Learning Center is effective in its goal of assisting students with their academic needs. The increase in number of student visits and number of tutoring sessions are strong indications that the services at TLC are being utilized. The percent of students that received services through TLC out of the total university population per term shows a constant level of service utilization for the fall terms ranging from 19.4% to 24.3% and for the spring terms 17.9% to 23.8%. The high scoring on the self-evaluation report indicates that the program is in compliance with the standards set by NADE; however, the current lack of sufficient space might cause the program to stagger. TAMUCC President Flavius Killebrew Momentum 2015 Initiative VI: Recruit, Retain and Graduate a Diverse and Highly Qualified Student Body include enrolling an additional 120,000 Hispanic students in higher education by 2015. A&M-Corpus Christi will mirror the state population in its enrollment by recruiting, retaining, and graduating a diverse, highly qualified student body (Momentum2015). With this in mind it is crucial the TLC operation continues growing to accommodate the students’ needs of this ever growing institution.

**Conclusions and Recommendations**
This program evaluation revealed several strengths and weaknesses of the TLC program at TAMUCC. The overall ratings of the self-evaluation indicate the program’s compliance with the NADE guidelines for certification. The overall percentage average score is 95.2%. The strengths of the tutoring program include the leadership, organization, staff development activities, good standing in the university community, strong support from upper administration, a program that is highly structured, effective training and dissemination of policies, ethics and rules of conduct, and clear expectations, and the program is regularly evaluated. Areas of concern include lack of space. Although the Tutoring and Learning Center is centrally located, its physical space is rather limited. The overall space is not sufficient to meet the needs of the program and as it continues to grow, the learning environment might be jeopardized and cause student and staff dissatisfaction. This can represent a detriment to the program. The lack of sufficient space limits the services offered as multiple subject areas share the same space and causes high levels of noise. Tutors and students have been adjusting to this kind of environment, but soon these conditions may cause students to stop visiting the TLC.

Recommendations consist of continued lobbying for more physical space and encouraging students to voice their opinions and support for the allocation of more physical space to the TLC by conducting service (specifically physical accommodation) surveys, explore other options such as on-line tutoring and satellite tutoring, and presenting practicum findings to upper administration as well as results from the NADE certification application.
References


Momentum 2015 Ten-Year Vision: Texas A&M University-Corpus Christi


