Executive Summary

The Tutoring Task Force formed in the fall of 2010 by the President and College Senate to recommend best practices for HFCC’s tutoring program has compiled a series of best practices to help our students succeed. The Task Force recognized that a comprehensive tutoring program along with counseling, financial aid, orientation, and other support services need to be integrated into the College’s structure in order for our students to improve their overall success rate. The Task Force recommends that a full-time position be created to incorporate tutoring in a comprehensive, cost-effective manner. This individual would be responsible for coordinating tutoring services. The tutoring services should have a centralized location with satellite locations for our off-campus sites. Multiple points of access for students are needed. The variety of formats should include appointment-based and walk-in tutoring, group and individual tutoring, and free on-line tutoring. The College’s major academic areas should be involved in developing discipline oriented tutoring. Since there are tutoring efforts presently operating on campus, the administrator in charge of the tutoring center needs to be actively involved in their operations so duplication of services do not occur, and students can be directed to the most effective tutoring support area.

Background

In the fall of 2010, the Tutoring Task Force was charged with making recommendations for the development of a comprehensive tutoring program at Henry Ford Community College (HFCC) and to present to the President and Senate its findings on an effective student-success oriented tutoring structure. The Task Force was charged with presenting its final report and recommendations to the College Organization at its May 2011 meeting. As part of the College’s continuing effort as reflected in its Strategic Plan to improve student success, this task force focused on how to expand access in college services, so students have a better opportunity to succeed in their academic endeavors and to ensure their successful transition in their overall academic goals. These two points reflect items 1d and 2b of the College’s 2009-2012 Strategic Plan.

The charge given to the task force stated:

**Rationale:** Henry Ford Community College, with its large enrollment increases, has attracted a very diverse student population. This diverse population of learners has brought new challenges to our community that need to be addressed to help a larger number of our students succeed. Thus, our present academic support services must address these critical needs in order for our students to meet their academic goals.

**Proposal:** The President of HFCC and the Senate will form an ad hoc committee (task force) that will explore and develop a comprehensive tutoring program that will coordinate the diverse needs of Henry Ford Community College students. The Task Force will provide a framework for implementing a successful tutoring program at the college that will address all areas of the College’s need to provide students tutoring support. In addition, the Task Force shall recommend an administrative structure [see
Suggested Framework], annual budget [see Appendix A], space allocation needs [see Appendix B], policies/procedures of operation [see Suggested Framework], training requirements [see Suggested Framework], and necessary assessment reports [see Suggested Framework].

Operational Details:

- The Task Force will consist of twelve members, six appointed by the President, one of whom will be a Vice President, and six by the Senate:

  **Senate Appointments**
  - Adam Cloutier, Mathematics
  - Cheryl Garrett, Biology
  - Robert James, CIS (Adj)
  - Jeff Morford, Mathematics
  - Kevin Trovini, English
  - Maureen Webster, Counseling

  **Presidential Appointments**
  - Reg Gerlica, V.P. Academic Education
  - Scott Still, English & World Languages
  - Peter Kim, English & World Languages
  - Katherine Howe, A.D. Nursing
  - Paul Fisher, Business
  - Barb Lukasiewicz, Director, Library

- The Task Force will be co-chaired by a Vice President and a member of the faculty.

- The Task Force will begin its work immediately upon approval of the President and the Senate and will present its final report and recommendations to the College Organization in May 2011.

The value of an effective tutoring center is reflected in North Central State College’s Achieving the Dream report. Using data compiled from 2008-2010, this AtD Leader College showed a dramatic increase in usage and success. During the first year of the revamped center’s operation, the tutoring center increased the number of students using the facility by 50%. This growth continued in 2010 as 800 students visited the facility in the fall quarter and 1,200 students visited the tutoring center in the winter quarter.

The increased usage also showed improved success rates for students using the facility. Students had higher completion and persistence outcomes than a 2008 comparison cohort:

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009 Solutions Cohort</th>
<th>2008 NCSC Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed* Any Dev Math</td>
<td>78%</td>
<td>38%</td>
</tr>
<tr>
<td>Completed Dev Math Sequence</td>
<td>50%</td>
<td>19%</td>
</tr>
<tr>
<td>Completed* Any Dev Writing</td>
<td>75%</td>
<td>63%</td>
</tr>
<tr>
<td>Completed Dev WRT Sequence</td>
<td>62.5%</td>
<td>56%</td>
</tr>
<tr>
<td>Completed* Dev RDG</td>
<td>77%</td>
<td>63%</td>
</tr>
<tr>
<td>Completed Gatekeeper ENG 101</td>
<td>44%</td>
<td>34%</td>
</tr>
<tr>
<td>Fall to Fall Persistence</td>
<td>55.5%</td>
<td>43.8%</td>
</tr>
<tr>
<td>Fall09 to Winter10 Persistence</td>
<td>83.3%</td>
<td>78.5% (2009 data)</td>
</tr>
</tbody>
</table>
All three of the major developmental areas of reading, writing, and mathematics showed improvement in both individual courses and sequence completion. Student persistence and completion of gatekeeper courses also improved.

Aspects of the program that helped make it successful included a tiered training program that consisted of three levels similar to those described by the College Reading and Learning Association (CRLA): professional, advanced, and master tutor. To achieve the master tutor level, tutors must attend quarterly meetings to continually improve their skills. Another key factor was the development of a policies and procedures manual that allowed for a consistent training of new tutors. Another important aspect was the open communication maintained with faculty to hear both positive and negative feedback.

Current, less centrally coordinated tutoring efforts at HFCC – specifically, those presently administered through the Learning Lab – have already proven effective. A recent report produced by HFCC’s Institutional Research Office determined that those students who came to the Lab to “See an instructor” – a self-identified reason for visiting the Lab that is specified upon sign-in at the Lab – saw average retention rate increases of roughly 15% as measured over the semesters/academic years winter 2009 through winter 2011 and compared to students who did not visit the Lab for such support. (Please note: the designation “See an instructor” is a catch-all category currently used by students seeking academic assistance from either instructors or peer tutors on duty in the facility.)

While these same students also saw a nearly negligible decrease in overall grade-point average, this pattern emerges as a function of a corresponding and pronounced increase in course persistence rates. In other words, those students who received academic support in the Lab were more likely to complete and even pass their courses than their non-support-seeking counterparts at the cost of a .06 decrease on average in cumulative GPA. Meanwhile, the tutored students, on average, passed 69.3% of the courses and 68.7% of the credit hours they attempted while the control group passed 65.4% of each respectively. The tutored students also withdrew or dropped nearly 6% fewer of their courses/credit hours than their non-tutored counterparts. Such data indicate the value of academic support outside of the classroom at HFCC and suggest that more thoroughly coordinated and extensive tutoring efforts should yield even more dramatic results.

<table>
<thead>
<tr>
<th>Courses Passed</th>
<th>Credits Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Receiving Addt’l. Instruction in the Lab</td>
<td>69.3%</td>
</tr>
<tr>
<td>All Other Students</td>
<td>65.4%</td>
</tr>
</tbody>
</table>

Trends in National Measurements of Student Success

One of the concerns the new director of our tutoring center will have to face is the appropriate measures of this student success initiative. There are competing measures at the state and national level that need to be reviewed. Because we are a member of the Achieving the Dream
program, we have implemented their model of reviewing student success initiatives through five measures:

- Course Completion
- Advancement from remedial or developmental to credit-bearing courses
- Completion of college-level gatekeeper math and English courses
- Term-to-term and year-to-year retention
- Completion of certificate or degrees

However, other measures of student success exist. One traditional measure has been graduation rates. A very valid criticism of this measure is that it does not work well for community colleges because it defines success as completing an associate’s degree within three years. However, since most community college students attend part-time, it is difficult to complete within that time frame. Also, many are non-traditional students and require a great deal of developmental work before they begin their college-level course work. Moreover, given the broader mission of community colleges, many students enroll in these institutions in pursuit of transfer credits or a certificate – in other words, with no intention of ever graduating.

Accordingly, a more recent attempt to define and measure student success is the Voluntary Framework of Accountability (VFA) that is being piloted by forty community colleges. This effort is a joint collaborative of the American Association of Community Colleges (AACC), the Association of Community College Trustees (ACCT), and the College Board. The VFA is an effort to identify measures that reflect institutional effectiveness.

One of the duties of the tutoring center director should be a yearly report that provides the college with indicators of the center’s effectiveness.

**Suggested Framework for Comprehensive Tutoring at HFCC**

In accordance with its charge, the Tutoring Taskforce has researched best practices in tutoring methodologies, reviewed information about tutoring facilities and programs at community colleges around the country and gathered data about our own institution. After considering all of this material collectively, the Taskforce has amalgamated the following recommendations as critical steps in improving and further developing tutorial offerings at HFCC:

- **A centralized Tutoring Center should be instituted on main campus with satellite locations established only as appropriate.**
  - Best practices suggest that, to the degree it is possible, tutorial support should be made available in one central location. This:
    1. Provides the best institutional efficiency by preventing unnecessary duplication of services
    2. Streamlines coordination of tutorial services/offerings and
    3. Most importantly, simplifies the process for students, identifying a single, unique location as the starting point for seeking academic support.
  - The few decentralized exceptions that might be made for tutoring offerings would include the satellite campuses, which should each maintain their own specified
tutoring facilities, Perkins-funded professional tutors who are hired under very stringent accounting guidelines and those disciplines/courses requiring tutors to have access to equipment that is unwieldy, cumbersome or too costly to maintain in the centralized tutoring facility.

- To the degree that it is possible, physical centralization of tutoring services is preferable; however, the most important aspect of a centralized Tutoring Center would be centralized administration of all college-wide tutoring services. In other words, the most important function would be its capacity for centrally managing and coordinating all tutoring activities throughout the College.

- **Once consolidated, such a center should provide comprehensive tutoring.**
  - As with most of the established facilities taken into consideration, HFCC’s Tutoring Center should make assistance available for as many courses as possible.
  - Several of the facilities benchmarked accomplished this by providing a combination of regularly scheduled tutoring in common areas of need supplemented by “a la carte” tutoring, a service triggered by student request and provided on an as-needed basis.

- **Although centralized, such a center should offer multiple points of access for students in need, offering a variety of formats and delivery methods, such as:**
  - Appointment-based tutoring
  - Walk-in based tutoring
  - Referral-based tutoring
  - Group & Individual tutoring
  - Tutoring at satellite locations (as needed/as is explained above)
  - Free online tutoring

- **The Tutoring Center must be administrated by a full-time employee dedicated to managing the facility and backed by a support/clerical staff of an appropriate size.**
  - Virtually every facility that was benchmarked for the purposes of this report was headed by a full-time administrator backed by a full support staff. Regardless of how this administrative position is filled – be it a faculty reassignment or an outside hire – it must be filled on a **full-time** basis.
  - The main duties of this administrator would include:
    1. Managing the physical facility
    2. Interfacing with divisions and departments to create and adjust tutorial programs as necessary
    3. Supervising the tutors on a day-to-day basis, including:
      - Interfacing with Human Resources and the Job Placement Office to ensure that all necessary employment paperwork and training is completed
      - Providing generic training on issues such as basic tutoring protocol and methodology
      - Collecting time cards, ensuring they are accurate and submitting them to payroll
4. Coordinating hiring efforts with appropriate faculty and through various funding sources – i.e. various academic divisions, Assisted Learning Services, etc. – to minimize duplication and ensure maximum scope of services offered
5. Researching and implementing latest tutorial practices, pedagogy and technology
6. Supervising tutoring support staff

- **Tutor oversight should be shared between the Tutoring Center administrator and appropriate divisions/departments.** Specifically, individual instructors should be assigned to cultivate tutoring programs within their respective disciplines.
  - Release time should be granted for up to ten different participating disciplines/departments per term on an as needed basis to recruit, screen, interview and hire tutors in his/her area and then provide discipline-specific training, mentorship and supervision to these tutors throughout their employment in the Tutoring Center.
  - These instructors will collaborate with the Tutoring Center administrator, providing timely updates on new hires and resignations and working cooperatively to create appropriate tutoring schedules.
  - The tutor center administrator will retain authority and responsibility for all day-to-day supervision of tutors as outlined above.
  - The administrator and assigned faculty shall collaboratively determine what sort of training is most appropriate for tutors in each area – for example, which tutors may be best served by attending CRLA workshops or receiving some type of certification, etc. – as budgetary constraints allow.

- **Evaluating tutor services will be a primary function of the Tutoring Center and main responsibility of its chief administrator.**
  - Tutor services will be reviewed to consider staffing requirements based upon enrollment figures and student course success rates along with establishing and measuring metrics for examining the success of tutoring as an intervention strategy.
  - The Tutoring Center’s administrator shall be responsible for offering guidance to faculty and staff in developing additional academic support programs, such as tutoring, supplemental instruction or MPASS.
  - The Tutoring Center should serve as a central repository of all such data and should coordinate efforts and establish initiatives to refine and improve tutorial offerings and academic support.

- **A Tutoring Advisory Committee should be created to assist in reviewing the College’s tutoring services and to which the Tutoring Center’s administrator should report.**

- **The newly established Tutoring Center will need to work in close cooperation with the various existing entities – such as the Learning Lab and Assisted Learning Services (ALS) – to coordinate tutorial offerings for students, minimizing gaps and**
duplication in services and ensuring students – and tutors – do not get “lost in the shuffle.”

1. **Learning Lab**
   - Given the difficulties and complexities of teaching composition, as was the case with virtually all of the college’s benchmarked, an independent Writing Office should be maintained separate and distinct from the Tutoring Center. This office should continue to operate as it has historically – as a subordinate branch of the Learning Lab facility, both physically and organizationally.
   - While the Tutoring Center will develop peer tutoring services in math, reading, and writing, the challenges of meeting the needs of developmental students are best served by the well-trained, degreed, and in most cases, certified professionals in the Learning Lab.
   - The current model in writing and math – which is comprised of a two-tiered approach, utilizing both instructors and peer tutors – has proven effective but could potentially benefit from the inclusion of a third tier of “professional tutors” as well. The Reading Office might also consider revising and updating its structure and approach similarly.
   - As will be the case with the new Tutoring Center, all three of these areas might also examine the possibility of adding a variety of delivery methodologies beyond the current drop-in only arrangement. For example, the Reading, Writing and Math Office might consider offering appointment-based tutoring, online services, etc.
   - To closely coordinate services for students and avoid giving them the “run-around,” the Tutoring Center and Learning Lab should be located in close physical proximity to one another – at a minimum housed in the same building but preferably, if at all possible, adjacent to one another.

2. **Assisted Learning Services:**
   - ALS presently provides peer tutoring in the following subjects: medical terminology, biology, chemistry, mathematics, physics, French, Arabic, and Spanish. Currently, most of these tutors physically complete their work in the Learning Lab, but could and should be relocated into the Tutoring Center once created.
     - ALS envisions the centralized tutoring coordinator undertaking the responsibilities of hiring, training, and supervising the peer tutors, as well as evaluating the success of their efforts. The additional funding in the new facility should allow for expansion of tutoring and the capability of delivering support in a variety of formats: online, group, and individualized. This exciting prospect will serve as a strong retention tool and help students to reach their career goals sooner and more proficiently.
   - Professional tutors assist students in the following programs: Architectural Construction, Accounting, Drafting, Paramedic, Nursing, Ophthalmic Technology, Pharmacy Technology, Physical Therapy Assistant, and Surgical Technology.
• As Perkins-funded personnel hired under very stringent accounting guidelines, these professional tutors would of necessity physically remain in the career areas in which they work (to comply with Perkins guidelines) and would report directly to ALS personnel.
• Staff in ALS will continue to administer the professional tutoring in these restricted programs, and adhere to the strict reporting guidelines of accounting, evaluation, and inclusion of designated services for special populations.

The ALS office, however, would work in close cooperation with Tutoring Center administration relative to these tutors, providing timely schedules for their hours of availability and sharing accounting and assessment reports.
Appendix A: Proposed Annual Budget

<table>
<thead>
<tr>
<th>Tutoring Services Budget Suggestions</th>
<th>Cost</th>
<th>#</th>
<th>pay rate</th>
<th>hours per week</th>
<th>total hrs sem</th>
<th>Fund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Tutoring Services</td>
<td>$90,000.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Gen</td>
</tr>
<tr>
<td>Annual Operational Expenditures</td>
<td>$20,000.00</td>
<td>$ 110,000.00</td>
<td></td>
<td></td>
<td></td>
<td>Gen</td>
</tr>
<tr>
<td>*Peer Tutors</td>
<td>$27,190.00</td>
<td>$137,190.00</td>
<td>25</td>
<td>$7.25</td>
<td>5-10</td>
<td>75-150</td>
</tr>
<tr>
<td>ALS Professional Tutors</td>
<td>$18,000.00</td>
<td>$155,190.00</td>
<td></td>
<td></td>
<td></td>
<td>Perkins</td>
</tr>
<tr>
<td>Division-Oriented Faculty Supervisors</td>
<td>$17,000.00</td>
<td>$172,190.00</td>
<td>10</td>
<td>3 hrs e.c.</td>
<td>per yr</td>
<td>Gen</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$172,190.00</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*tutor at 5 hours
$543.75
1
$7.25
5
75

*tutor at 10 hours
$1,087.50
1
$7.25
10
150
Appendix B: Proposed Space Allocation

- Tutor Training Area: 300 sq. ft.
- On-Line Tutoring Area: 145 sq. ft.
- Computer Lab: 664 sq. ft.
- Conference Room: 508 sq. ft.
- Welcome area: 60 sq. ft.
- Directors Office: 145 sq. ft.
- Specialized Tutoring Area: 500 sq. ft.
- Student waiting area