



Developing Lifelong Learners:

Assessing Student Learning in a
Tutoring Program

Lebanon Valley College



About Lebanon Valley College

- **Carnegie Classification:** Master's College & University – small programs
- **Total Undergraduate Enrollment:** 1712
- **Total Graduate Enrollment:** 204
- **% Residential** – 77% of full-time undergraduates
- **Degrees offered:** B.A., B.S., B.M., MAT, MBA, MSSE, MME, DPT
- **113 Full time faculty**



Institutional Expectations

- All academic programs, including Constellation LVC, are required to assess learning goals on an annual basis.
- All administrative units are required to complete an annual assessment report.
- Specific departments in Academic Affairs & Student Affairs are required to articulate student learning goals and assess student learning.
- All departmental learning objectives must be assessed on a three-year cycle.



Institutional Learning Goals

- **Synthesize and Integrate Knowledge**
- **Enhance Intellectual and Practical Skills**
- **Develop Intercultural Competence**



Institutional Learning Goals

Assessed by

- ✓ Academic Departments & Graduate Programs
- ✓ Library
- ✓ Global Education
- ✓ Counseling Center
- ✓ Residential Life
- ✓ Center for Disability Resources
- ✓ Intercultural and Inclusive Education
- ✓ Career Development
- ✓ Spiritual Life & Community Service
- ✓ Center for Writing Resources & Peer Tutoring

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What is assessed?

- Program effectiveness
- Efficiency of operation
- Support of strategic initiatives
- Student learning



Assessing Student Learning

Tutors

- Tutors will demonstrate professional, effective communication skills.
- Tutors will demonstrate and use effective conferencing techniques.
- Tutors will demonstrate critical thinking and problem-solving abilities.



Assessment Methods

Tutors

- ✓ Observation and evaluation by senior tutors
- ✓ Client survey
- ✓ Self-evaluation & reflection
- ✓ Exit survey & reflection



Results

Tutors

- *1-1 tutoring*: Scores in communication, conferencing, critical thinking, & problem-solving skills very high.
 - Based on client feedback
- *Group tutoring*: Sub-par scores in conferencing techniques, critical thinking, & problem-solving.
 - Based on client feedback and observations



Results (cont.)

- Self-evaluations revealed areas of weakness.
 - Asking questions to promote critical thinking
 - Goal-setting
 - Opening & closing a session
- All graduating tutors indicated that tutoring helped them develop skills beneficial to their professional careers.



Actions Planned

- Creation of IME 210: Theory & Practice of Tutoring
 - 1-credit tutor pedagogy course
 - Curriculum based on reported areas of weakness for group tutors
- Mandatory online training program through Canvas



Student Users (Clients)

- Student users will develop and apply effective learning strategies that promote independent learning.
- Student users will develop and apply the academic skills essential to their success.



Student Users (Clients)

- ✓ Surveys
- ✓ Reflections
- ✓ Tutor evaluations
- ✓ Retention data



Results

Clients

- Whether in a group or 1-1 tutoring setting, students reported that they generally struggle with studying effectively during independent study sessions, even if they habitually met with a tutor (> 20%).
 - Similar scores when tutors evaluated their clients.
- Tutors reported that their clients struggled the most with time management skills.



Results (cont.)

- A large portion of clients (> 90%) reported that tutoring helped them feel more prepared for class and more confident in their abilities to succeed in class.
- Those who met with a tutor on a more consistent basis (3x or more) saw overall improvements in their study skills, test preparation skills, & time management skills (> 88%).



Actions Planned

- Creation of summer online course FYE 099: College Rocks!
 - Academic Resource module
- Access4All resource website
 - Self-help tools
 - Writing support
- Resource project in IME 210



Questions?

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