STUDENT SERVICES FEE

2019-20

DEPARTMENTAL REPORT TO THE COUNCIL ON STUDENT AFFAIRS AND FEES (COSAF)

Student Services Fee Recipient: **Academic Assistance & Tutoring Centers (AATC)**

Contact Name: **Carol Hunter**

Total 2019-20 Estimated Allocation: **$2,277,000**

Approximate Percent of the Total 2019-20 Campus Student Services Fee Revenue: **6.53%**

1. **Please provide a *general* description of your department's function:**

   > The Academic Assistance and Tutoring Centers (AATC) is a large centralized academic support unit in Student Affairs. We exist to help undergraduate students thrive at UC Davis and beyond. We provide an inclusive and interactive environment where students participate in reinforcing and retaining knowledge in multi-disciplinary writing, math and science through co-curricular academic services provided by both professional staff and peer tutors. **We strive to support students in developing the academic competence and confidence that will empower them to succeed at UC Davis.**

2. **Please list the departmental program(s) or service(s) *specifically funded by the Student Services Fee*:**

   > Pre and Concurrent Courses in math and physics taught by academic specialists
   > Workshops in chemistry, math, physics, and statistics taught by academic specialists
   > EDU 98 courses to support undergraduate writing taught by academic specialists
   > Drop-in tutoring in biology, chemistry, economics, math, physics, statistics, and writing provided by academic specialists and undergraduate student tutors
   > Writing Studio with academic specialists and undergraduate student tutors
   > Content Reviews in chemistry and math with undergraduate student tutors
   > Writing Individual Appointments with writing specialists and undergraduate student tutors
   > Online Math Jumpstart Program for incoming freshmen taught by academic specialists
   > Office Hours in math, chemistry, and physics provided by academic specialists
   > Aggie Grammar Guide-An online grammar reference guide provided by academic specialists

3. **Please provide information regarding the benefit to UC Davis students from the departmental program(s) or service(s) specifically funded by the Student Services Fee.**
   Be as specific and concise as possible. Include the specific type (e.g., undergraduate, graduate, professional, transfer, etc.) and an estimated number of students served.

   > 2018-19 (Estimate as of September 13, 2019): Undergraduate Students
   > 7,868 unique undergraduate students with 64,865 visits
   > 6,411 Freshman admits, 1,345 Transfers admits
   > 27% Freshman, 24% Sophomore, 25% Junior, and 24% Senior
   > Student Usage by College: 26% Agric & Environmental Sciences, 27% Biological Sciences, 10% Engineering, and 37% Letters & Science
   > Student reports and data show many benefits to UC Davis students:
   >
   > | | |
   > |---|---|
   > | Higher exam scores | More likely to be retained |
   > | Better prepared for mid-terms and finals | More likely to meet minimum progress |
   > | Higher GPA | Greater subject confidence |
   > | Less stress caused by academic preparation | |

SUPPLEMENTAL QUESTION FROM SUBCOMMITTEE (2019-20)

ACADEMIC TUTORING & SUCCESS CENTER

Question(s):

Do you receive funding other than the Student Services Fee or is the SSF all of your funding? The next question is based on one of the comments/recommendations COSAF made last year and were hoping to receive an update on: It was mentioned that the evaluation of tutors was being looked at. How is this progressing?

Response:

The information on % of student fees and the responses to the questions are attached. I also attached a copy of the UC Davis Student Satisfaction survey.

Carol Hunter
12/16/19

COSAF Assessment and Recommendations Student Services Fee Survey Closing Date: 5/3/19

As the oversight body for the Student Services Fee (SSF), the Council on Student Affairs and Fees has provided the following written feedback after an in-depth review of five SSF funded departments:
ACADEMIC ASSISTANCE AND TUTORING CENTERS
Presentation Date: 4/19/19 Presenters: Carol Hunter, Inez Anders

Question: Do you receive funding other than the Student Services Fee or is the SSF all of your funding?

2018-19: SSF made up 94.2% of AATC budget. Of the $2,254,037 total budget, $130,955 was non SSF.
2019-20: SSF made up 97.44% of AATC budget. Of the $2,280,000 estimated allocation, $58,360 was non SSF.

Question: The next question is based on one of the comments/recommendations COSAF made last year and were hoping to receive an update on: It was mentioned that the evaluation of tutors was being looked at. How is this progressing?

•After seeing their presentation I understand the burden this department has and where our student money is going. I realize that most decisions aren't necessarily in the hands of the staff of the department however they do control the immediate. My recommendation to give them more money is not because I feel they have earned that money. Academic assistance and tutoring I feel only helps people that are already performing well and have ample financial resources. Statistics are not posted publicly on staff hired (both student and staff) and FTE's in actuality. To me, this department is failing severely to meet the demands of the school and the students paying for these peoples' paychecks. For example, you go into tutoring and tutors have maybe 1 hour left, you spend 45 minutes teaching them how to tutor you based on your specific lecture, then they leave without helping you or tell you they don't know. In the math tutoring areas you don't have a single page on a website that has all tutoring across the entire campus and when you do get to the math center across from the geology building. You will find math 21 tutors twiddling their thumbs while 17abc and 16ab students are challenged. I don't care what the problems internally are with this, the only focus should be the student. A math tutor should be able to tutor a student at any point within their studies and understand the math. If not, stop hiring students and hire professionals with less hours and you will get a greater productivity than now. Raise the bar for once.

Response:
I will make sure to provide specific and detailed information to the committee on the differences in AATC services and those offered by academic departments in future presentations. We do not, nor have we ever offered, tutoring in the math center across from the geology building. AATC Tutors do not work in the Calculus room but that room is staffed with Teaching Assistants. The feedback provided is clearly a description of the Calculus room which is not an AATC service. AATC provides a wealth of observations in our tutoring spaces to prevent the type of experience this person is sharing.

We now have a map on the tutoring website that shows all the consistent spaces for academic support. This map is also shared with academic departments who can decide to share with students.
https://tutoring.ucdavis.edu/tutoring-map

• Would it be possible to include a tutor evaluation for drop-
in tutoring sessions? I was excited to hear about the new tutor training requirements, is there any evaluation of the efficacy of these trainings going to be occurring? It would also be helpful to hear which grade levels you are primarily serving.
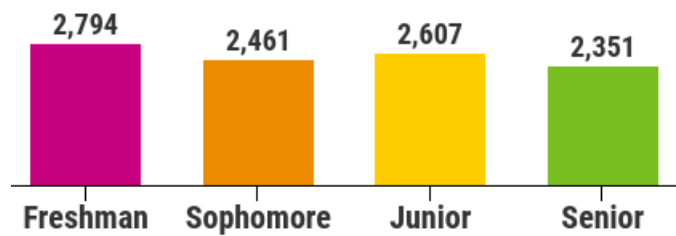
Response:
We have added a website on all sign-in sheets for students in the drop-in rooms to complete surveys. It is the first thing students see when signing in. We also have a place on our website for students to provide feedback. Drop-in tutoring has always been a difficult place for collecting feedback about the student experience. We have tried using scan codes for students that directly links to an online survey, paper surveys in the room, emailing students directly to complete surveys, and reminding students to complete surveys as they are leaving the drop-in space. We have not seen any increase in survey responses in the past year. In fact, only 23 students provided drop-in feedback compared to the 1.7k students who use all AATC services. One of the ways that we are now collecting feedback is by participating in the UC Davis Student Satisfaction survey. Students have an opportunity to provide feedback on their experiences using AATC services. The survey helped us see our strengths but also opportunities that included better space, more tutors, more hours, and quality tutors. I have attached the results of the survey for AATC.

The Tutor Training class outcomes are designed to help us determine that students are learning the pedagogy that influences tutor behavior. To follow up on the quality of tutors, all tutors are observed each quarter for those behaviors that are know to impact quality (teaching by asking questions, positive reinforcement, and feedback).

To address the continuous improvement of our tutors, the Director of Tutoring Services, Inez Anders, created a head subject tutor program. The head subject tutor is a student tutor designated to connect with faculty to help other tutors know about course material and changes in curriculum. This program has proven to be very beneficial in helping other tutors stay current on course material for specific faculty.

About AATC STUDENTS

Who is using AATC Services?

Freshman	Sophomore	Junior	Senior
2,794	2,461	2,607	2,351

2017-18

UC Davis Student Satisfaction Survey
Academic Assistance & Tutoring Centers

Workshops, supplemental group instruction, office hours and drop-in tutoring services are provided in a variety of subjects.

Strengths

Knowledgeable Staff
Helpful Staff
Courteous Staff

2019

680
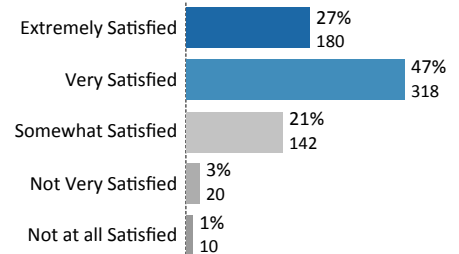respondents

Opportunities

Understands My Needs and Requirements
Facilitates Problem Resolution
Moving in a Positive Direction

Overall Satisfaction

Thinking of your OVERALL experience with this department, how would you rate your satisfaction with it during the past 12 months in meeting your department's needs?

3.95
mean

Standard Deviation
0.86

Extremely Satisfied		27% / 180
Very Satisfied		47% / 318
Somewhat Satisfied		21% / 142
Not Very Satisfied		3% / 20
Not at all Satisfied		1% / 10

Mean Scores   Below 3.00 - Low | 3.00 to 3.59 - Marginal | 3.60 to 4.29 - Good | 4.30 & above - Excellent

#	Question	2019
1	Thinking of your OVERALL experience with the Academic Assistance and Tutoring Centers, how would you rate your satisfaction with it during the past 12 months in meeting your needs?	3.95
2	Understands my needs and requirements	3.96
3	Accessible to customers (via phone, voicemail, e-mail, etc.)	3.91
4	Responsive to requests or problems within an acceptable time	3.96
5	Facilitates problem resolution	4.03
6	Knowledgeable staff	4.15
7	Courteous staff	4.29
8	Helpful staff	4.26
9	Effectiveness of website to communicate important information and services	3.96
10	Moving in a positive direction to better meet my needs	4.04

Background

- 2019 was the inaugural Student Satisfaction Survey
- Survey Period: April 8, 2019 to May 3, 2019
- 35,372 students were invited to take the survey; 4,138 (12%) responded
- 26 administrative units participated in the survey
- Survey consisted of 10 standard satisfaction questions + 1 NPS + up to 5 supplemental questions
- Verbatim comments: 2 standard (Like best, Improve) + customer service recognition
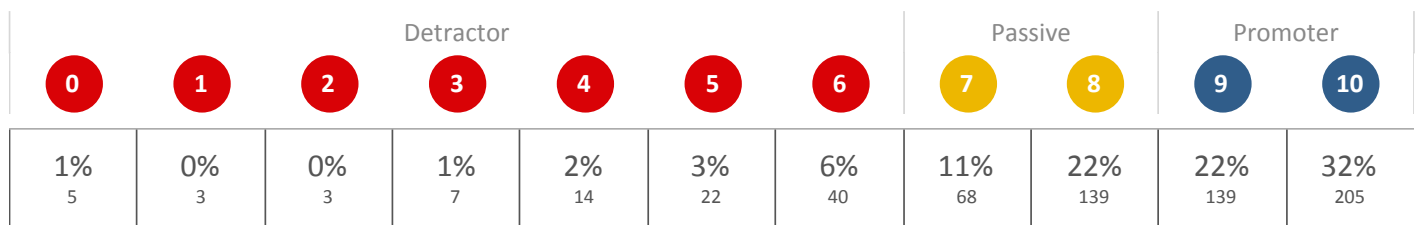
Net Promoter Score

Below 0 - Low | **0-19 - Marginal** | **20-49 - Good** | **50 & above - Excellent**

The Customer Satisfaction Survey includes the question **"How likely is it that you would share a positive impression of the Academic Assistance and Tutoring Centers with other students?"** answered on a scale from 0 to 10. The Net Promoter Score is calculated as follows: the percent falling in the lowest segment (red section below) is subtracted from the percent falling in the highest segment (blue section below) to determine the Net Promoter (NPS) score.

2019

39 NPS

53.3% - 14.6% = 39

	Detractor							Passive		Promoter	
0	**1**	**2**	**3**	**4**	**5**	**6**		**7**	**8**	**9**	**10**
1%	0%	0%	1%	2%	3%	6%		11%	22%	22%	32%
5	3	3	7	14	22	40		68	139	139	205

About NPS

The Net Promoter Score (NPS) is widely used in business to determine growth potential [1]. Different types of customers can have positive or negative effects on the success of the survey unit. The NPS identifies them as follows:

Detractors
Score 0-6 on the Recommend question. These are dissatisfied customers who will not promote or recommend the survey unit at all and may provide negative information to others.

Passives
Score in the neutral sections of the Recommend question (7-8). These are passive, neutral customers, who, while perhaps satisfied, are likely to do nothing to actively contribute to the success of the survey unit.

Promoters
Score 9-10 on the Recommend question. These are satisfied and enthusiastic customers.

The NPS score can potentially range from +100, where all customers are Promoters, to -100, where all customers are Detractors. Evaluation of the NPS is based on the following scale:

Below 0 – LOW
0 to 19 – MARGINAL
20 to 49 – GOOD
50 & above - EXCELLENT

The cut-off points were developed by examining the distribution of NPS scores from over 300 survey departments rated by over 24,000 total customers from seven Universities (CSU Cal Poly, CSU Chancellor's Office, CSU Fullerton, CSU San Marcos, UC Davis, UC Riverside, and UC San Diego) participating in customer surveys. Along with Overall Satisfaction and unit Strengths and Opportunities, the NPS provides an externally-validated benchmark to help track progress over the course of future evaluations.

[1] Reichheld, Frederick F. (December 2003). _"One Number You Need to Grow"_. _Harvard Business Review_.

UC Davis Student Satisfaction Survey
Academic Assistance & Tutoring Centers

Workshops, supplemental group instruction, office hours and drop-in tutoring services are provided in a variety of subjects.

Correlation with "Overall Satisfaction"

Strengths and Opportunities by Survey Question With Axes at the Average Question Mean and Average Question by "Overall Satisfaction" Correlation
Correlation Coefficient Average = **0.66,** Mean Average = **4.06**
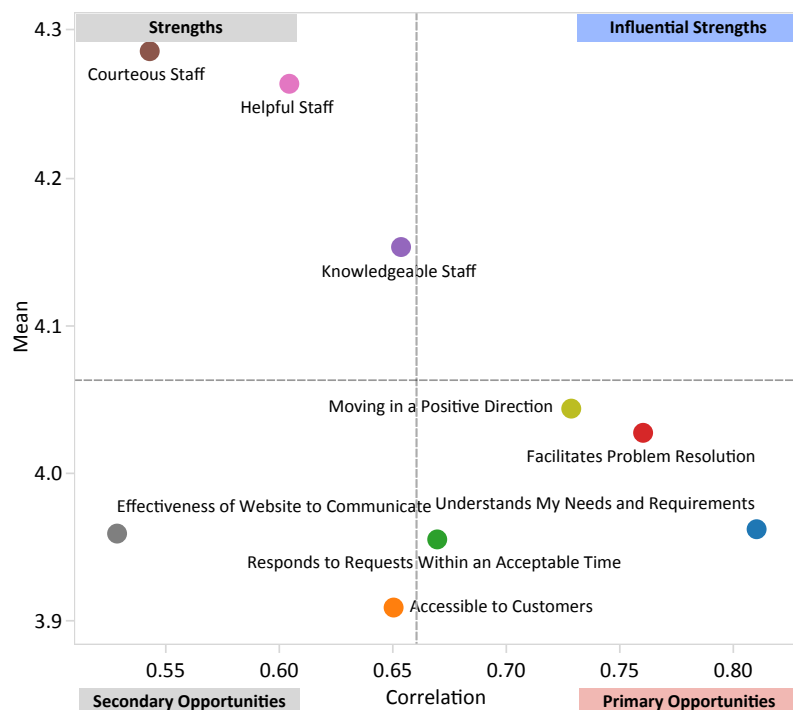
Legend:
- ● Accessible to Customers
- ● Courteous Staff
- ● Helpful Staff
- ● Knowledgeable Staff
- ● Moving in a Positive Direction
- ● Facilitates Problem Resolution
- ● Responds to Requests Within an Acceptable Time
- ● Understands My Needs and Requirements
- ● Effectiveness of Website to Communicate

Strengths
Higher than average mean score, lower than average correlation. "Keep up the good work"

Influential Strengths
Higher than average mean score, higher than average correlation. "Keep an eye on"

Secondary Opps
Lower than average mean score, lower than average correlation. "Low Priority"

Primary Opps
Lower than average mean score, higher than average correlation. "Concentrate Efforts"

List of Strengths & Opportunities by Question   ST - Strength | IS - Influential Strength | PO - Primary Opportunity | SO - Secondary Opportunity

#	Question	Mean	Corr	Str/Opps
2	Understands my needs and requirements	3.96	0.81	PO
3	Accessible to customers (via phone, voicemail, e-mail, etc.)	3.91	0.65	SO
4	Responsive to requests or problems within an acceptable time	3.96	0.67	PO
5	Facilitates problem resolution	4.03	0.76	PO
6	Knowledgeable staff	4.15	0.65	ST
7	Courteous staff	4.29	0.54	ST
8	Helpful staff	4.26	0.60	ST
9	Effectiveness of website to communicate important information and services	3.96	0.53	SO
10	Moving in a positive direction to better meet my needs	4.04	0.73	PO

Satisfaction Mean Scores by Classification Below 3.00 - Low | 3.00 to 3.59 - Marginal | 3.60 to 4.29 - Good | 4.30 & above - Excellent

	Overall Satisfaction	Understands My Needs and Requirements	Accessible to Customers	Responds to Requests Within an Acceptable Time	Facilitates Problem Resolution	Knowledgeable Staff	Courteous Staff	Helpful Staff	Effectiveness of Website to Communicate	Moving in a Positive Direction
Freshman	3.96 (579)	3.97 (575)	3.89 (461)	3.95 (526)	4.04 (530)	4.17 (575)	4.30 (575)	4.28 (574)	3.94 (509)	4.04 (549)
None	4.07 (14)	3.93 (15)	4.00 (15)	4.14 (14)	4.15 (13)	4.20 (15)	4.13 (16)	4.06 (16)	4.07 (15)	4.00 (16)
Transfer	3.88 (77)	3.89 (74)	4.00 (64)	3.98 (66)	3.94 (71)	4.04 (74)	4.25 (76)	4.20 (76)	4.07 (67)	4.06 (70)

Number of respondents in parenthesis: (n). The (n) is not shown when the number of respondents is fewer than five

Satisfaction Mean Scores by Division and Classification Below 3.00 - Low | 3.00 to 3.59 - Marginal | 3.60 to 4.29 - Good | 4.30 & above - Excellent

		Overall Satisfaction	Understands My Needs and Requirements	Accessible to Customers	Responds to Requests Within an Acceptable Time	Facilitates Problem Resolution	Knowledgeable Staff	Courteous Staff	Helpful Staff	Effectiveness of Website to Communicate	Moving in a Positive Direction
AE	Freshman	3.86 (175)	3.90 (172)	3.83 (146)	3.88 (160)	3.90 (157)	4.09 (172)	4.31 (173)	4.22 (172)	3.90 (156)	3.94 (162)
	Transfer	4.03 (32)	3.94 (32)	3.96 (27)	3.96 (28)	3.97 (29)	4.17 (30)	4.38 (32)	4.31 (32)	4.07 (27)	4.14 (29)
BI	Freshman	3.97 (193)	4.02 (192)	3.90 (145)	3.95 (176)	4.10 (179)	4.20 (191)	4.28 (191)	4.33 (191)	4.01 (167)	4.08 (184)
	Transfer	4.00 (14)	3.92 (12)	4.00 (10)	4.09 (11)	3.92 (13)	3.92 (13)	4.15 (13)	4.15 (13)	4.30 (10)	4.27 (11)
EN	Freshman	4.07 (57)	4.04 (56)	3.91 (43)	3.94 (54)	4.15 (54)	4.11 (57)	4.27 (56)	4.25 (56)	3.71 (49)	4.11 (56)
	Transfer	3.00	2.50	5.00	3.00	3.50	3.50	3.50	4.00	4.00	3.00
GS	None	4.20 (5)	4.00 (6)	4.33 (6)	4.17 (6)	4.17 (6)	4.33 (6)	4.00 (6)	4.17 (6)	4.33 (6)	4.17 (6)
LS	Freshman	4.02 (154)	3.98 (155)	3.96 (127)	4.01 (136)	4.06 (140)	4.23 (155)	4.31 (155)	4.29 (155)	3.98 (137)	4.09 (147)
	Transfer	3.72 (29)	3.93 (28)	4.00 (26)	4.04 (25)	3.96 (27)	4.00 (29)	4.21 (29)	4.10 (29)	4.00 (28)	3.96 (28)
LW	None	4.00	4.00	4.00	4.00	4.00	4.50	4.50	4.50	3.50	4.00
MD	None	3.00	2.00	2.00			4.00	4.00	4.00	5.00	3.50
SM	None	3.00	3.00	3.00	3.00	3.00	4.00	3.00	2.00	3.00	3.00
UE	None	4.33	4.33	4.00	4.33	4.33	4.00	4.33	4.00	3.67	4.00
VM	None	4.50	4.50	4.50	4.50	4.50	4.00	4.50	4.50	4.50	4.50

Number of respondents in parenthesis: (n). The (n) is not shown when the number of respondents is fewer than five.
Blank cells: respondents did not provide an answer to the question.