

A. Give this Action Project a short title in 10 words or fewer:

Tutors without Borders

B. Describe this Action Project's goal in 100 words or fewer:

Improve the success measured by passing grades and retention of students at risk of course failure by adding supplemental teaching activities of tutoring in the classrooms and tutoring sessions held in highly trafficked student areas on campus.

C. Identify the single AQIP Category which the Action Project will most affect or impact:

Helping Students Learn

D. Describe briefly your institution's reasons for taking on this Action Project now -- why the project and its goals are high among your current priorities:

The Strategic Planning Process for the Colorado Community College System has developed three key criteria to measure college performance. Improving student retention is one of these criteria.

For the past two years the student population of Red Rocks Community College has been comprised of 50 percent first generation students, which can be a contributing factor to students becoming frustrated with their college experience resulting in a higher drop out rate for these students. The college is launching a systemic review of our learning support programs to determine if the activities conducted by these programs are being used effectively by first generation students as well as other categories of students that may also be at risk for failure.

Three years of survey data from the Community College Survey of Student Engagement between 2003 and 2005 indicates that less than 20% of responding students access learning support services. The fall to fall retention rate for first time degree seeking students is 64.3%. These data can be interpreted to indicate a gap in that not all students that could potentially benefit from supplemental teaching services are accessing those resources.

E. List the organizational areas - -institutional departments, programs, divisions, or units -- most affected by or involved in this Action Project:

The Learning and Resource Center which houses the majority of student support services that includes academic testing, assessment, services for special populations, the writing and math centers and tutoring are the primary institutional stakeholders in the process of reviewing the learning support services currently offered and as a result of those analyses developing activities such as Tutors without Borders to improve student outcomes.

F. Name and describe briefly the key organizational process(es) that you expect this Action Project to change

Currently students must receive a referral from their instructor to access one-one tutoring in the Learning and Resource Center. Students may be hesitant to request this assistance, also as a commuter campus that caters primarily to working students finding time outside of class to be on campus to attend tutoring sessions during scheduled hours is problematic. Tutoring services are available on line 24-7 however for students struggling with basic developmental skills online tutoring may not be the most appropriate option. Tutors without Borders partners tutors with faculty to bring tutoring services into the classroom. Drop in tutoring sessions are held as part of Tutors without Borders on a regular schedule in the cafeteria, student lounge and other areas across the campus.

G. Explain the rationale for the length of time planned for this Action Project (from kickoff to target completion):

The Tutors without Borders activities will be monitored over one full academic year to provide sufficient usage data to measure effectiveness.

H. Describe how you plan to monitor how successfully your efforts on this Action Project are progressing:

Satisfaction surveys and tracking student progress over time will be the primary means of monitoring effectiveness.

I. Describe the overall "outcome" measures or indicators that will tell you whether this Action Project has been a success or failure in achieving its goals:

Usage numbers will be tracked and compared to the numbers of students in the same time period from a year earlier accessing tutoring through the traditional process in the Learning and Resource Center. Student surveys will be used to measure student satisfaction with the tutoring services. A representative sample of students accessing the Tutors without Borders will be tracked to measure course completion/passing rates and retention.

J. Other information (e.g., publicity, sponsor or champion, etc.):

Tutors without Borders tutoring sessions are well publicized across the campus using consistent signage. The Learning Support Services Fair which is held at least once each semester helps students to become more familiar with the array of resources available to them to improve their success in the classroom.

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