A Collaborative Effort in Planning, Conducting, and Assessing

Long Night Against Procrastination

OR

How TutorTrac and SurveyTrac were used with Campus Labs
Creating a culture of evidence starts with the Student Affairs Strategic Plan

GOAL TWO
Excellence in Educational Partnerships

Partners being:

Learning Support Center
Center for Academic Writing
Ronald Williams Library
First meeting was held March 23, six weeks prior to the event on April 22, 2014 and objectives and performance outcomes for the event were determined. Promotional materials were also planned. Six individuals were on the committee.

Second and last meeting to finalize plans for the event and assign tasks to be completed before event was held April 9.
1. Connect students to academic support and library services
   ● Attendance support by TutorTrac log in procedures
   ● Success defined as three visits per tutor

2. Provide students with effective support from the student’s perspective
   ● Students express a feeling of support from either CAW, LSC, or Library or all three

3. Encourage future use of academic and library support services
   ● Students express plans for future usage of support services in library
   ● Use TutorTrac to find same student usage in Summer ‘14 and Fall ‘14
Planning: Some Tips Learned

- Start with Student Affairs Strategic Plan and Goals
- Identify and invite partners
- Assign someone to record meeting notes with goals and performance outcomes stated and share on Google Docs
- Determine roles for each person on planning committee and future meeting dates
Conducting
Conducting: Procedures

- Participants
- Stations
- Time frame

Come to the Long Night Against Procrastination
Ronald Williams Library, 4th Floor
Tuesday, April 22
7:00 pm to Midnight

Walk-in Sessions
- Writing tutors
- Math tutors (090 & 100-level)
- Reference Librarian

Free coffee and snacks!
Assessing

Student Data
Assessing: Demographics

Ethnicity

- 2 or more races: 1
- Asian: 7
- Black or African American: 11
- Hispanic: 20
- Unknown: 1
- White: 20
Demographics

Gender

Female 31 (52%)
Male 29 (48%)
Demographics

Age

- 19: 2
- 20: 7
- 21: 7
- 22: 5
- 23: 4
- 24: 2
- 25: 2
- 26: 4
- 27: 5
- 28: 2
- 29: 2
- 30: 1
- 31: 1
- 32: 1
- 33: 1
- 34: 1
- 35: 1
- 36: 2
- 37: 2
- 38: 2
- 39: 2
- 40: 1
- 41: 1
- 42: 1
- 43: 1
- 44: 1
- 45: 1
- 46: 1
- 47: 1
- 48: 1
- 49: 1
- 50: 2
- 51: 1
- 52: 1
- 53: 1
- 54: 1
- 55: 1
- 56: 1
- 57: 1
- 58: 1
- 59: 1
- 60: 1
- 61: 1
- 62: 1
- 63: 1
- ??: 1
Assessing

Pre- and Post-Survey Data
Q1. How did you hear about this event? (Check all that apply)

<table>
<thead>
<tr>
<th>Count</th>
<th>Respondent %</th>
<th>Response %</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>12.70%</td>
<td>9.76%</td>
<td>Classmate</td>
</tr>
<tr>
<td>29</td>
<td>46.03%</td>
<td>35.37%</td>
<td>Flyers on campus</td>
</tr>
<tr>
<td>8</td>
<td>12.70%</td>
<td>9.76%</td>
<td>Learning Support Center tutor</td>
</tr>
<tr>
<td>6</td>
<td>9.52%</td>
<td>7.32%</td>
<td>Center for Academic Writing tutor</td>
</tr>
<tr>
<td>17</td>
<td>26.98%</td>
<td>20.73%</td>
<td>Email announcement</td>
</tr>
<tr>
<td>1</td>
<td>1.59%</td>
<td>1.22%</td>
<td>Facebook</td>
</tr>
<tr>
<td>3</td>
<td>4.76%</td>
<td>3.66%</td>
<td>Instructor</td>
</tr>
<tr>
<td>3</td>
<td>4.76%</td>
<td>3.66%</td>
<td>Librarian</td>
</tr>
<tr>
<td>2</td>
<td>3.17%</td>
<td>2.44%</td>
<td>Screens in the Student Union</td>
</tr>
<tr>
<td>5</td>
<td>7.94%</td>
<td>6.10%</td>
<td>Other (please specify)</td>
</tr>
</tbody>
</table>

Responses:
- Guy handing out flyers in computer lab (1, 20.00%)
- Walk in (4, 80.00%)

63 Respondents
82 Responses
Q1. How did you hear about this event? (Check all that apply)

- Classmate: 12.7%
- Flyers on campus: 46.03%
- Learning Support Center tutor: 12.7%
- Center for Academic Writing tutor: 9.52%
- Email announcement: 26.98%
- Facebook: 1.59%
- Instructor: 4.76%
- Librarian: 4.76%
- Screens in the Student Union: 3.17%
- Other (please specify): 7.94%
Q2. Have you ever worked with a tutor at NEIU before tonight?

- Yes: 68.25%
- No: 31.75%
Q3. How LIKELY are you to make an appointment with a tutor next semester?

- Very likely: 69.24%
- Somewhat likely: 12.7%
- Somewhat unlikely: 3.17%
- Very unlikely: 4.76%
- I don't know/Not applicable: 9.62%
Q4. How LIKELY are you to ask a librarian for help next semester?

- Very likely: 48.39%
- Somewhat likely: 29.03%
- Somewhat unlikely: 6.45%
- Very unlikely: 9.68%
- I don't know/Not applicable: 6.45%
Q1. How would you rate your tutoring session experience?

- Very Good: 86.27%
- Good: 11.76%
- Fair: 0%
- Poor: 1.96%
- Very Poor: 0%
Q2. How LIKELY are you to make an appointment with a tutor next semester?

- Very likely: 76.47%
- Somewhat likely: 9.8%
- Somewhat unlikely: 3.92%
- Very unlikely: 1.96%
- I don't know/Not applicable: 7.84%
Q3. How likely are you to ask a librarian for help next semester?

- Very likely: 64.71%
- Somewhat likely: 21.57%
- Somewhat unlikely: 5.88%
- Very unlikely: 1.96%
- Don't know/Not applicable: 5.88%
Pre- and Post-Survey Change

Likelihood of Seeing a Tutor

- Very likely: Pre 70%, Post 76%
- Somewhat likely: Pre 13%, Post 10%
- Somewhat unlikely: Pre 3%, Post 4%
- Very unlikely: Pre 5%, Post 2%
- I don't know / NA: Pre 10%, Post 8%
Pre- and Post-Survey Change

Likelihood of Seeing a Librarian

- **Very likely**: 48% Pre, 65% Post
- **Somewhat likely**: 29% Pre, 22% Post
- **Somewhat unlikely**: 6% Pre, 6% Post
- **Very unlikely**: 10% Pre, 2% Post
- **I don’t know / NA**: 6% Pre, 6% Post
Implications

- Follow up on students
- Offer more intentional night-time tutoring hours
- Seek other avenues to reach Freshman students
- Invite additional partners within Student Affairs to be involved in future events, such as Academic Advising
- Budget for events of this nature
- Remember: enthusiasm makes a difference and is infectious!