

## Editorial

*Assessing On-Campus Tutorial Services*

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Although primarily associated with course learning outcomes, assessment continues to be a buzz word in academia, guiding administrative program processes and affecting decision-making. On-campus tutorial support services are oftentimes faced with the pragmatic and time consuming aspect of leading systematic and holistic assessment procedures that can identify and evaluate the connection between services and learner success.

The challenge for tutorial administrative personnel lies in the ways through which successful assessment initiatives can be adapted seamlessly to help support a unit's mission while determining the effect on students' final course grades and perceived success.

How can tutoring professionals incorporate effective assessment procedures and manage the day-to-day operation while dedicating time and effort to conduct meaningful assessment? A few issues that may come to mind when discussing assessment can pertain to the perceived effect such a project might have on the program, the budget, and the parties involved. The current data-driven climate of academic institutions can seem intimidating for tutorial personnel whose expertise is in creating a nurturing environment in which learners feel comfortable enough to seek assistance; however, the positive impact assessment may have is oftentimes overlooked.

Assessment projects can strengthen a unit's goals and establish a solid link between tutorial assistance and student success. Also, obtaining and analyzing students' perceptions of the quality of the tutorial services received is crucial in terms of determining services, staffing, and even hours of operations. As technology continues to enter and influence educational processes from content development to delivery, tutorial settings can evaluate the means through which such tools can be incorporated to assist and promote independent learning.

A few assessment topics to consider are:

- Overall student satisfaction of tutorial services and facilities.
- The effect of discipline-specific tutoring on tutees' final course grades when compared to those of learners who did not participate in on-campus tutorial activities.
- The performance of students receiving tutorial support inside the classroom versus at the on-campus tutorial setting.
- Campus awareness of the tutorial support services offered on-campus.

Assessment can certainly take significant time and effort. Allocating resources and assigning personnel to participate can be difficult, but the long term benefits of creating

annual goals based on data can solidify requests for tutor pay increases, the need for program certification, the development or incorporation of tutor training programs, and national conference participation.

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