

External Evaluation for
Inter American University of Puerto Rico
Ponce Campus
Cyber Tutoring Center
Child Care Access Means Parents in School

By: Dr. Laura M. Pietri

Program Goals and Objectives Evaluation

As proposed , the program administrator has recruited qualified personnel in order to provide services in the tutoring center. The core tutorial personnel consists of four IAU students and seven rotating tutors during the regular semester. During the summer (2010) a total of nine students were employed as tutors. Two key full time employees are CPR and first aid certified. The tutoring center has been included in the Institutional Emergency Plan and response in compliance with applicable laws, regulations , guidelines and codes.

Inter American University participating students are parents, head of household and recipients of the Pell Grant. They were recruited and selected according to the established criteria in the proposal. For the 2009-2010 academic year 21 students participated in both semesters and 16 during the summer session. Two students participated for one semester only.

Credits attempted by participants as well as credits approved were compared in the following tables. Students attempted an average of 13.48 credits in August as compared to 12.19 credits in January.

Group Statistics

semestre participando		N	Mean	Std. Deviation	Std. Error Mean
creditos intentados	agosto	21	13.48	1.778	.388
	enero	21	12.19	3.326	.726
creditos aprobados	agosto	21	12.57	2.249	.491
	enero	21	11.29	3.552	.775

With regards to their GPA, students maintained on average a 3.3 for the mean throughout the academic year.

Group Statistics

semestre participando		N	Mean	Std. Deviation	Std. Error Mean
promedio	agosto	21	3.2738	.50554	.11032
	enero	21	3.3110	.55393	.12088

The following table shows the participant's attempted credit hours for the year(including summer):

creditos intentados

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	11	19.0	19.0	19.0
	4	2	3.4	3.4	22.4
	5	2	3.4	3.4	25.9
	6	3	5.2	5.2	31.0
	12	19	32.8	32.8	63.8
	13	7	12.1	12.1	75.9
	14	3	5.2	5.2	81.0
	15	5	8.6	8.6	89.7
	16	5	8.6	8.6	98.3
	17	1	1.7	1.7	100.0
	Total	58	100.0	100.0	

The following table shows the participants' approved credit amounts for the academic year:

creditos aprobados

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	12	20.7	20.7	20.7
	4	2	3.4	3.4	24.1
	5	2	3.4	3.4	27.6
	6	4	6.9	6.9	34.5
	9	3	5.2	5.2	39.7
	10	1	1.7	1.7	41.4
	12	15	25.9	25.9	67.2
	13	10	17.2	17.2	84.5
	14	3	5.2	5.2	89.7
	15	3	5.2	5.2	94.8
	16	2	3.4	3.4	98.3
	17	1	1.7	1.7	100.0
	Total	58	100.0	100.0	

Students' GPA for the year was computed (including summer session)

promr

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid below 2.0	1	1.7	1.7	1.7
2.0 to 2.99	11	19.0	19.0	20.7
3.0 to 3.49	23	39.7	39.7	60.3
3.5 to 4.0	23	39.7	39.7	100.0
Total	58	100.0	100.0	

The correlation between attempted credits and approved credits is positive and statistically significant:

Correlations

		creditos intentados	creditos aprobados
creditos intentados	Pearson Correlation	1	.931**
	Sig. (2-tailed)		.000
	N	58	58
creditos aprobados	Pearson Correlation	.931**	1
	Sig. (2-tailed)	.000	
	N	58	58

** . Correlation is significant at the 0.01 level (2-tailed).

Students in CCAMPIS (21) were active in the program for both semesters during the 2009 -2010 school year. A total of seven of these students also took summer classes (summer 2010). A total of 16 students were able to register for summer credit while their children were at the tutoring center.

Parental Satisfaction Evaluation:

The Parental Satisfaction Evaluation questionnaire was given to 12 parents to explore their level of satisfaction related to the Tutoring Program in which their children had been participating. This questionnaire consists of eight items developed to give parents the opportunity to report their level of satisfaction in the following areas:

- 1) tutoring schedules
- 2) place where the Tutoring took place
- 3) observed level of improvement in the child's/student's ability to complete homework
- 4) communication between tutor and child/student
- 5) interest shown by their child in the Tutoring process
- 6) parent's understanding of the functions and tasks of the tutor
- 7) the parent's overall evaluation of their child's level of improvement in academic performance
- 8) the parent's overall evaluation in regards to the effectiveness of the Tutoring Program.

The questionnaire uses what is known as a Licker Scale score, consisting of five columns to choose from in which each one stands for a value and level of satisfaction in each of the eight categories mentioned previously. The score choices are as follows: (1) = "Poor"; (2) = "Deficient"; (3) = "Average"; (4) = "Good" and (5) = "Excellent". There is also a space given for Suggestions/ recommendations or Comments at the end.

The following are the results of the Evaluation questionnaire:

1. Seven out 12 parents (58.3%) , evaluated the Tutoring Program as "Excellent" in all the areas. Of these, four made comments such as:

"Very good program, I am very happy and my son likes it a lot, Thanks to the program for their help."

"Excellent tutors. My son improved very much and he likes the program very much."

"The program should continue since it is of great help and importance for the kids and students."

"Everything very good, my kids showed a great deal of interest."

2. Roughly, Forty-two percent, (41.97%), of the parents evaluated the program from "Excellent" to "Good" in the various areas of the questionnaire.

3 , Three (3) parents evaluated the program as “Excellent” in seven out of eight areas, evaluating as “Good” just one area,. One (1) of these parents evaluated as “Good” the area related to his/her child’s level of improvement (item 7); and two (2) other parents evaluated as “Good” the place where the Tutoring was offered. Only one parent out of these three made a comment:

“The Tutoring has been excellent and they have helped me in my career and have helped my daughter improve, especially in the English class since she has a patient and efficient tutor. Only in the Spanish class they are not very strong...they have to put more effort and tell the tutor to be more assertive with the student [in this area]...in all other courses I have no complaints.”

4.One(1) parent, evaluated the tutoring program as “Excellent” in 5 out of the eight areas and “Good” in 3 areas (the child’s improvement in the completion of homework, the interest the child showed in the tutoring, and overall improvement in the child’s academic performance) . The remaining parent evaluated the program as “Excellent “ in 4 out of the eight areas, whereas three of the areas evaluated as ”Good” were the same as the parent mentioned previously , with the addition of the area related to the Tutoring Schedule also evaluated as “ Good” .

It is important to indicate that none of the eight items or criteria was evaluated less than “Good” by any of the parents.

Table A gives a summary of the scoring per item and percentage reflecting the parents’ level of satisfaction as they self reported it. Notice that items/criteria number 4, 6 and 8 scored a 5 point in the scale which stands for “Excellent” level of satisfaction by One- hundred percent (100 %) of the parents. In other words, all parents report that the communication between the tutor and the student/child, their understanding of the tasks/functions of the tutor and the overall effectiveness of the Tutoring Program is “Excellent”. From all parents only three (3) considered their child’s overall academic performance improvement was just “Good”, while nine (9) considered it “Excellent”.

In Table B there is a summarization an scoring of the recommendations and comments expressed by seven (7) parents. There are recommendations to continue the Tutoring Program, to evaluate to add tutoring on an everyday and weekend basis, and there are parents that give recognition to the university for having this program, emphasized the need for it and how much it helps them as well as their kids.

TABLE A. Scores and percentage per area/ item of the Parental Satisfaction Evaluation questionnaire.

AREA / ITEM	*SCORES	[# of parents/12]	(%)
1-Tutoring schedule-	5	11/12	92.0 %
	4	1 /1 2	8.0 %
2-Place of tutoring	5	11 /12	92.0 %
	4	1 /12	8.0 %
3-Improvement in homework	5	10 /12	83.0 %
	4	2 /12	17.0 %
4-Communication between tutor and child/student	5	12 /12	100 %
5-Child's Interest in Tutoring	5	10 /12	83.0 %
	4	2 /12	17.0 %
6-Understand Tutor tasks/ functions	5	12 /12	100 %
7-Child's overall Academic Improvement	5	9 /12	75 %
	4	3 /12	25 %
8-Overall effectiveness of The Tutoring Program	5	12 /12	100 %

*NOTE-Scores according to the Licker Scale used in the questionnaire: 4= Good; 5= Excellent. Percentages were rounded.

TABLE B. Summary of recommendations and comments given by seven (7) parents at the end of the Evaluation.

Recommendation	# of parents	%
“Evaluate to include tutoring during the Day and Weekends “	1 /12	8.0 %
“Increase/ strength of the Spanish course tutoring”	1 /12	8.0 %
“For the program to continue”	1/ 12	8.0 %
“It helps the university student as well as their child”	3/12	25.0 %
Additional Comments		
“Tutoring have been excellent...my kid has improved a lot especially in the English class...”		
“...the program is of great help and importance to us (the University) students and our kids.”		
“It is of great help that the tutoring program offered by the University.”		
“Very good program, I’m happy and my kid likes it very much. Thanks to the program for its help.”		
“Excellent tutors. My son improved very much and he likes the program.”		
“Everything very good, my kids showed a lot of interest.”		

Conclusions

1. The program seems to be well managed and efficiently rendering the proposed services to IAU students and their children.
2. Efforts to recruit qualified students must be sustained in order to reach program goals with regards to the amount of participants (70).
3. Supervision of contracted personnel must be an ongoing in order to guarantee the best quality of service.