



STUDENT SUPPORT AND EQUITY PROGRAMS
EOP Tutorial Services Evaluation Summary
AY 2009-2010 - StudentVoice
Assessment Report

Vicki Calderón, Coordinator

Choose One: Learning Outcome Assessment

Date of Assessment Implementation: Fall Quarter 2009 through Spring Quarter 2010

Date of Report: July 2010

Purpose of Assessment

The purpose of the assessment is to evaluate the one-on-one EOP tutorial program. Tutorial Services are designed to engage students holistically while using a wide array of learning/study strategies to assist them in becoming successful learners. By identifying students needs tutors do much more than impart subject specific information. Tutors promote learning strategies with tutees which focus on transferable skills which can be used for multiple courses. Student who participate in tutorial services are asked to complete an on-line questionnaire through "**Student Voice**". The survey asks participants to list two study strategies shared during tutorial sessions, and explain if he or she have found these strategies to be helpful in academic courses.

Targeted Learning Outcome

As a result of participating in a SSEP tutorial session, students will be able to explain how two learning/study strategies introduced during tutorial session(s) have positively impacted learning.

Assessment Method

Students participating in a one-to-one tutorial session during the first seven weeks of each quarter are contacted through e-mail by **StudentVoice**, and asked to complete an evaluation (survey) about their EOP tutorial experience. The evaluation is divided into two parts: an open-ended response for the learning outcome section about the shared learning/study strategies and their impact, and a second section, in which a four-point scale is used to rate the tutorial impact on learning as well as satisfaction with the tutorial services provided.

Results

Although the response rate to the **StudentVoice** EOP Tutorial Services Evaluation varied each quarter, this year's response rate was more than double that of the previous year. The high response rate was largely due to the intrusive phone follow-up on the part of the tutorial services staff.

- 81% response fall 2009
- 77% response winter 2010
- 61% response spring 2010
- 40% response fall 2008
- 42% response winter 2009
- 38% response spring 2009

98% of the respondents were able to list two study strategies shared during their tutorial sessions.

Although the students repeated most of the same categories of study skills as the previous year, "better use of the textbook as a resource" was added this year. Perhaps this is due to a new emphasis on reading during training sessions. The importance of reading in math and the sciences (as well as engineering) had not previously been stressed during training sessions as a valuable skill to be developed.

The key strategies mentioned as having the greatest impact were:

- Previewing and reviewing course material before and soon after each class session
- Greater (improved) use of the text as a resource
- Increased practice (and planning) time
- Communication with instructor

- Using exam preparation techniques
- Planning before writing and proofing before submitting papers
- Time management

The students' perceptions of the impact of the tutorial sessions on learning varied minimally from fall to spring. The majority of responses fell within four areas. Averages of the responses for the three quarters are as follows:

- 66% reported that what they learned in tutoring enabled them to remember information more easily
- 50% learned to review their notes within two days of class.
- 49% learned the advantages of preparing for class (skimming textbook assignment, reviewing last lecture notes, checking syllabus for topic, planning essay, etc.)
- 45% improved study habits (time management, selecting regular study location, taking short breaks, etc.)

Although students were able to list learned study strategies and the strategies' impact on learning, when asked to name the most important element(s) of the tutorial experience, students did not select the study strategies shared during their tutorial sessions, but instead mentioned the opportunities to: discuss, review, practice, learn alternative ways of solving problems and composing, and feeling comfortable asking questions, as the most important elements of the sessions. This mirrored almost identically the response to last year's evaluation. Students do not perceive suggestions for behavioral changes made within the framework of the tutorial session and yet applied after the tutorial session or as a result of suggestions made during the tutorial session as being as important as what takes place during the session.

As to the students' responses to the evaluation questions concerning their satisfaction with the tutorial assistance received (six questions rated on a 4-point scale), over 95% (fall) and 98% (spring) of the students reported satisfaction with the tutor(s) knowledge of the specific subject, professional demeanor and patience, and stated their tutor(s) encouraged them to summarize what they had learned during the session. Between 90-94% (fall) and 95-98% (spring) reported that EOP tutoring had a positive effect on their learning and also had increased their self-confidence as an independent learner. The improvement in the tutorial services and therefore greater satisfaction with the services is most likely the result of continued in-service training as well as a more experienced tutorial staff.

Conclusion

Tutorial services participant report to have absorbed and applied study/learning strategies shared in their tutorial sessions, and relate that tutoring has had a positive effect on their learning. Participants are able to list study strategies that have benefitted them.

Participants feel the greatest benefit of tutoring is what takes place during the tutorial session: the opportunity to practice, discuss and review course materials and problems in a comfortable and safe environment as well as learning alternative ways to solve problems. To a lesser extent, they valued the tutors' suggestions to experiment with new study strategies or to modify their study behavior in order to improve learning and academic performance.

Implications for Practice

- Tutors should be more intentional in their sharing of strategies and follow-up on their use to ensure application and the formation of new study habits.
- Continue to motivate tutors to prescribe appropriate study strategies which meet the needs of the individual student.
- Inquire with tutors as to best ways to approach student behavior modification when discussing the adoption of new study/learning strategies.