



## Achievement, Retention and Commitment to higher Education Success (ARCHES)

### “Evaluation of ARCHES Tutoring”

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**Type of Assessment:** Evaluation

**Date of Assessment Implementation:** 2010/2011 Academic Year (Assessment focused on Fall 2010)

**Date of Report:** July/2011

#### **Purpose of Assessment**

ARCHES evaluated students after receiving consistent, weekly tutoring that utilizes methods that address disability-related needs. It was our belief that ARCHES students would demonstrate an increase in their competency and ability to understand the subject material.

#### **Targeted Learning Outcome**

After receiving consistent, weekly tutoring ARCHES students will demonstrate an increase in their competency and ability to understand the subject material. Originally utilized as a learning outcome, ARCHES has been undergoing some improvements in their overall assessment and evaluation methods and this year we have been re-tooling our learning outcome so next year we can focus on overall student learning as a result of ARCHES participation.

#### **Assessment Methodology**

Several methods were used to evaluate and assess the learning over the 2010/2011 academic year.

(1) Student Survey: Utilized to gauge students' perception of success in the class based on tutoring interaction and outcome. Surveys were completed and analyzed at the completion of each quarter (Fall, Winter, & Spring). Surveys were handed out to each student for each class they received tutoring in. For this assessment we focused on Fall 2010 data. There were 59 surveys distributed, 4 surveys that were not returned, which gives us a total of 55 surveys returned during Fall. Surveys included both Likert Scale Quantitative Data and Open Ended Response Qualitative Data. (2) Evaluation: completed by both the tutee and tutor to gauge success of tutoring process and proper match between tutee/tutor. (3) Informal Observations: Done during the tutoring sessions to assess value of tutoring component. (4) Tracking (Database Verification): verification of tutoring attendance/occurrences to measure the number of student tutoring appointments completed.

#### **Results**

For the 2010/11 academic year, ARCHES provided approximately 2067 hours of tutoring to student participants. Tutoring was provided in over 213 classes throughout the year and we served roughly 133 unique students throughout the academic year. For **Fall 2010** this includes 40 unique students who received tutoring in 59 classes which provided 534 hours of tutoring (this is inclusive of students who received multiple sessions of tutoring throughout the quarter). For **Winter 2011** this includes 47 unique students who received tutoring in 75 classes which provided 747 hours of tutoring (this is inclusive of students who received multiple sessions of tutoring throughout the quarter). For **Spring 2011** this includes 46 unique students who received tutoring in 79 classes which provided 780 hours of tutoring (this is inclusive of students who received multiple sessions of tutoring throughout the quarter).

Focusing on the Fall 2010 Assessment of tutoring, 59 tutor evaluation surveys were distributed and 55 were returned. Our completion rate for Fall 2011 was 93%. To evaluate the overall effectiveness of tutoring we focused on the following questions from the tutor evaluation surveys: **(1)** Tutoring experiences met my expectations, **(2)** Tutoring helped me understand and apply course content better, and **(3)** Tutoring impacted knowledge in the subject matter. Finally as we tried to implement **(4)** the introduction of new study skills/learning strategies within tutoring, we wanted to evaluate whether students were indeed introduced to these areas.

**(1)** Tutoring experiences met my expectations – 38 students (70%) strongly agree, 11 students (20%) agreed, 3 students (5%) felt neutral, and 3 students (5%) disagreed to the question. **(2)** Tutoring helped me understand and apply course content better – 42 students (76%) strongly agreed, 8 students (15%) agreed, 3 students (5%) felt neutral, and 2 students (4%) disagreed to the question. **(3)** Tutoring impacted knowledge in the subject matter – 28 students (51%) felt it was very effective, 17 students (31%) felt it was effective, 7 students (12%) felt neutral, 1 student (2%) felt it was somewhat effective, and 2 students (4%) gave no response. **(4)** Introduction of new study skills/learning strategies within tutoring – 19 students (35%) responded that they were introduced to new study skills/learning strategies and 35 students (64%) responded not introduced with 1 student (2%) did not respond to the question.

### **Conclusion**

90% of the students who received tutoring during Fall 2010 agreed or strongly agreed that their tutoring experience met their expectations. With only 5% feeling indifferent and 5% disagreeing that tutoring did not meet their expectations. In understanding the course content better and becoming more knowledgeable within the content matter out of 110 possible responses, 86% of students felt tutoring assisted them in this area; with 9% feeling neutral about this and 3% feeling it had some impact but did not really agree.

Finally, out of 55 students 35% reported that new strategies and skills were introduced throughout their tutoring sessions providing us with some information that tutors have been working towards implementing this practice.

### **Implications for Practice**

The evaluation helps us to gauge the outcomes and impact that tutoring has on our student's perception of tutoring meeting their expectations and providing them with the content and assistance to understand and apply the knowledge they are learning in their subject matter. In the future years we will continue to look at our students learning as a result of tutoring and assess them with the following implications:

- **ARCHES tutors are introducing new concepts/skills and strategies throughout tutoring and further training and development in tutors may increase implications (however it is valuable to note that some students may not feel that the concepts/skills or strategies are "new" or valuable as a result).**
- **ARCHES is moving away from individual learning outcomes for each ARCHES component and as a result are trying to increase and improve pieces of the tutoring process that affect ARCHES participants' development and learning overall as a result of the program – not just tutoring.**
- **ARCHES is in development of a more holistic learning outcome to encompass ARCHES pulling from each content areas as a means of evaluating student learning as a result of ARCHES**
- **ARCHES is able to see how we are meeting our students needs and allow us to see how we can shape the assessment and evaluation to get the core of what tutoring is offering and we have recently updated our survey tool once again with this information in mind**
- **ARCHES continues to work hard in making a strong impact through peer to peer tutoring that can assist students in the academic and holistic development at Cal Poly Pomona**