

ARCHES Evaluation of Tutors

ARCHES – a SSS TRiO Project

Julie Aguilera and Patricia Durán-Quezada,

PURPOSE OF ASSESSMENT

ARCHES offers individualized peer tutoring for ARCHES participants. We provide specialized training uniquely tailored to the needs of students with cognitive, learning, and sensory impairments. Participants will meet a minimum of 10-20 hours with their tutor for any particular class. In some instances, participants will have tutoring for two or more classes. The purpose of this assessment is to determine if ARCHES participants who utilize tutoring are benefiting from 1) learning techniques and 2) resources implemented by their respective tutor.

METHODOLOGY

Tutoring participants completed an evaluation for each of their tutors on the 9th week of the quarter for fall 2016, winter and spring 2017. The evaluation was submitted electronically via Campus Labs and included questions on basic demographics, satisfaction with tutor, tutoring expectations, and assessing knowledge of learning techniques and resources. ARCHES supervisors met with each tutor quarterly to follow up on each of their assigned tutees and discuss whether the assessment goals are being met.

Learning Outcome: As a result of participating in a quarter-long tutoring program, 80% of ARCHES participants will be able to identify at least one resource and one learning technique by the end of the quarter.



"...I went from failing the course to understanding all the material and passing..."

RESULTS

One hundred and fourteen students received tutoring in 2016-2017. On average, 45% of students requested tutoring for two or more subjects each quarter. The average completion rate of evaluations was 71%. The results revealed that ARCHES student participation in tutoring each quarter was very similar.

91% of participants were able to identify at least one resource they learned at the conclusion of tutoring services each quarter. In meeting with the tutors, they reported a higher percentage of teaching their tutees learning techniques and providing resources.

96% of participants were able to identify at least one learning technique throughout the academic year. There was a consistently theme of tutors teaching the content in different ways and focusing on the taking each problem step by step.

Resources Learned

- Wolframalpha.Com
- OWL at purdue
- Aleks.Com

Learning Techniques identified

- Practicing problems in alternative formats
- Flash cards
- Notetaking or outlines
- Using real life examples for conceptual math problems

Conclusion & Implications

Overall, students have reported learning at least one learning technique and one resource by the end of each quarter. On average, **97%** of participants agreed that their tutor was knowledgeable in the subject matter; **91%** indicated that their tutor taught them how to think critically when solving problems; and **87%** of participants stated that their grades improved.

The results of these evaluations is exciting news because it demonstrates that ARCHES tutors are competent in their subject matter and are helping students succeed in their classes. This evaluation revealed that tutors understand the importance of being patient and persistent during tutoring sessions. Additionally, tutors are implementing different approaches in teaching the course content, as some students with disabilities often need additional time to solve problems effectively. In some cases, tutors provide equity in learning for some students who do not have their content in an accessible format.

The results of these evaluations confirm that the changes and investments ARCHES has made in training our tutors has had a positive impact on our students. Evaluations are distributed to students in order to provide opportunities for student feedback and assess the impact of the students tutoring experience.

She taught me the drills for FRL 301, I was able to restore confidence in a subject that I've been postponing to take.

