



Achievement, Retention, Commitment to Higher Education Success

ARCHES Evaluation of Tutors

Assessment Report

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Choose One: Learning Outcome Assessment

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Purpose of Assessment

Overview of Program: ARCHES offers individualized peer tutoring for ARCHES participants. Each quarter, participants are eligible for one or two hours of free tutoring per week, per class. Participants are matched with a Peer Tutor who passed the class with a letter grade of B- or better. Based on the tutor/participant availability, a schedule is established for the entire quarter. In contrast to general university-wide tutoring, ARCHES will provide formats and tools 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 a particular class. In some instances, participants will have tutoring for two or more classes. Participants also have the opportunity to receive tutoring support when preparing for the GWT test.

Tutoring is used as a method to clarify information learned in class. It provides alternative techniques to comprehend material, reinforce learning, and introduce new academic skills and resources. The purpose of this assessment is to determine if ARCHES participants who utilize tutoring are benefiting by learning techniques and resources.

Division Learning Outcome Intellectual & Practical Competencies

Targeted 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.

Assessment Methodology

Tutoring participants completed an evaluation for each of their tutors on the 9th week of the quarter for fall 2015, winter and spring 2016. The evaluation was submitted electronically via Campus Labs and included questions on basic demographics, satisfaction with tutor, tutoring expectations and assess knowledge of learning techniques and resources. ARCHES met with each tutor quarterly to follow up on each of their assigned tutees and discuss whether the assessment goals are being met.

Results

The results revealed that ARCHES student participation in tutoring each quarter was very similar. The number of participants that received tutoring each quarter were: 39 in fall, 37 in winter, and 38 in spring. On average, 45% of students requested tutoring for more than one subject each quarter. The average completion rate of evaluations for each quarter is 68%, fall and winter quarter had return rates of 72% and 74% respectively, and 59% for spring quarter. The 15% difference is attributed to a larger amount of students who canceled tutoring services in spring quarter versus winter and fall quarters, ARCHES still requests evaluations from students even if they cancelled tutoring.

On average, 91% of participants were able to identify at least one resource they learned at the conclusion of tutoring services each quarter. The most common identified for each quarter were visiting professor during office hours and learning websites such as wolframalpha.com, Owl at Purdue, or aleks.com. In meeting with the tutors, they reported a higher percentage of teaching their tutees learning techniques and providing resources.

Ninety-six percent of participants were able to identify at least one learning technique throughout the academic year. Examples of techniques include practicing problems in alternative formats, flash cards, notetaking or outlines, and using real life examples for conceptual math problems. In the data collected from the open-ended responses from participants regarding learning strategies, there was a consistently theme of tutors teaching the content in different ways and focusing on the taking each problem step by step.

Conclusion

Overall, students are learning at least one learning technique and resource by the end of each quarter. Students were very intentional and thoughtful in their responses to these two learning outcomes. ARCHES meetings with tutors confirms the self-reported data of ARCHES participants. Tutors report that they are intentional in teaching learning strategies and demonstrating resources. 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. Participants comments include:

“David's teaching methods worked great and allowed me to make the really important connections in the material myself, not just him telling me. He was very accommodating and respectful”,

“Words are not enough to express my gratitude to Carmen Ng and all ARCHES' team at large. With God's blessings and your support in all aspects, I was able to achieve an A in all my midterms and final exam as well as all my other subjects. Carmen was an example of a hardworking, sharp and clever tutor. She taught me the drills for FRL 301, I was able to restore confidence in a subject that I've been postponing to take. Yet, now I wish I had this subject as a minor due to Carmen's help in restoring my confidence in the material and myself as well. Again thank you Arches for Carmen and a wonderful experience throughout this and every quarter.

This positive feedback demonstrates as students' feeling supported by their tutors and content with the ARCHES tutoring program.

As a result of ARCHES tutoring, 87% of participants stated that their grades improved. Most stated their grades went up by at least one grade point and in some cases students' grades went up by two grade points. Students shared an improved comprehension of the subject matter. Participants shared the following about their success:

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

“Yes, my tutor was really helpful in assisting me to complete the assignment parts that were inaccessible with the screen-reader. So, I was able to complete and submit my assignments according to the instructions; and hence I received better grades”,

“My grade would have definitely been worse off without the tutoring. There were numerous parts of my assignments that I didn't understand how to do them, and the sessions helped in that regard.”

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 during tutoring sessions and 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.

Implications for Practice

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. The timing of when evaluations are distributed to students will not change because ARCHES wants to capture the brunt of the students tutoring experience.

As a department, some practices and procedures during tutor training were modified. Our training program reinforced academic resources so that tutors are able to provide more alternative resources such as academic websites. Starting fall 2015 quarter, ARCHES invested in 6 iPads and trained tutors to use them during tutoring sessions. The goal is to expose ARCHES participants to apps and websites that will aid their learning. In addition, training emphasized more learning techniques that will help students think critically and become independent learners. There were more 1-on-1 meetings between Learning Specialist and each tutor to discuss the progress of ARCHES participants mid through the academic term. ARCHES is proud of the positive results these changes have had in improving the tutoring experience for our participants.