



Spring 2016 Tutoring Center Point of Service Survey Results

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Purpose of Brief

The purpose of this brief is to illustrate the findings of point of service surveys administered by the TC to 248 respondents, in the Spring 2016 semester.

Summary of Findings

- 55% of respondents selected “Professor” as the primary means of hearing about the TC followed by “Programs” selected by 31% of respondents.
- 80% of respondents indicated tutoring as the service accessed followed by study area selected by 53% of respondents.
- 59% of respondents specified Math as the subject they received tutoring in, and 55% of respondents specified Writing.
- 55% of the respondents indicated that using the TC was not a requirement, while 45% of respondents indicated using the TC was a requirement.
- 58% of respondents visited the TC often, and 32% of respondents visited the TC sometimes.
- 96% of respondents felt that the TC helped improve course grade(s).
- 98% of respondents were Satisfied or Very Satisfied with the TC.
- 77% of respondents indicated they would be Somewhat Likely or Very Likely to visit the TC during weekend hours.

Overview

The Tutoring Center (TC) offers tutoring in a variety of subjects (including Math, English, Reading, and the Sciences), at no cost to students. Students may work one-on-one with trained, knowledgeable tutors, or in groups with other students studying the same topics. The purpose of this brief is to illustrate the findings of point of service surveys administered by the TC to 248 respondents, in the Spring 2016 semester.

Methodology

The point of service survey was administered in paper form to respondents by the TC. The survey consisted of a total of 10 questions. The first question, a multiple-choice question prompted respondents to indicate how they heard about the TC. An open-ended follow up question allowed respondents to specify other ways not listed they may have heard about the TC. Questions two and three in the same way, prompted respondents to indicate the TC services they accessed during the term, and what subject(s) they received tutoring in. Question four asked respondents if using the TC was a requirement. If yes was selected, question five prompted respondents to select what it was a requirement for with an opportunity to provide an answer if not offered in the choices. Question six asked respondents how often they visited the tutoring center utilizing the following 3-point Likert scale: 3=Often, 2=Sometimes, and 1=Rarely/Never. Question seven prompted respondents to indicate whether or not they felt the TC helped improve their course grades by selecting yes or no. Additionally, the survey included another Likert-scale question by which respondents were prompted to rate their level of overall satisfaction with the TC. The following 4-point Likert scale was utilized: 4=Very Satisfied, 3=Satisfied, 2=Dissatisfied, and 1=Very Dissatisfied. Question nine asked respondents to rate their level of likelihood in visiting the TC, if it were to be opened during weekend hours. The following Likert-scale was utilized: 4=Very likely, 3=Somewhat likely, 2=Somewhat unlikely, and 1=Very unlikely. Lastly, the survey provided an open-ended question where respondents were able to suggest services and/or changes they would like to see within the TC. To organize feedback received, suggestions were categorized by topic. A limitation to grouping any open-ended responses into categories is that researchers may group them differently. Additionally, since the survey is completely anonymous and no identifying information was collected, there is a possibility that the same student may have completed multiple surveys.

Sample

In Spring 2016 the survey was completed by a total of 248 respondents. Respondents who did not provide an answer, or had a “missing” response to questions were excluded from the analysis.

Findings

Tables 1 through 5 illustrate the results of the findings from the TC point of service survey.

Table 1a lists the various ways respondents heard about the TC. More than half of the respondents selected “Professor” (55%) as the primary means of hearing about the TC followed by “Programs” (31%).

Table 1a. Respondents' answers to how they heard about the TC.

Modalities	#	N	%
Professor	137	248	55.2
Programs (STEM, EOPS, Transfer Center, etc.)	82	248	33.1
Class Visit	73	248	29.4
Friend	67	248	27.0
Tutors	53	248	21.4
Promotional Materials (flyers, signs, etc.)	20	248	8.1
Other	17	248	6.9
Social Media	3	248	1.2

Note: It is possible that respondents selected more than one way of hearing about the TC.

Table 1b includes other means not listed that respondents may have heard about the TC. The most frequent other way of hearing about the TC was in additional places not listed, such as the library or at their place of employment.

Table 1b. Respondents' other means of hearing about the Tutoring Center.

Other Modalities Not Listed
Additional Referrals (n=8)
Assessment
Orientation
Counselor
Library referred
Previous class ENG 976
Was told about it upon enrollment
Website
Work
On Own (n=3)
stumbled upon it.
walk in
went there myself
Miscellaneous (n=3)
Been here before
I live here
Looking for services

Table 2a lists the TC services accessed by respondents in the Spring 2016 term. The majority of respondents (80%) indicated tutoring as the service accessed, followed by study area as the service accessed by 53% of respondents.

Table 2a. TC services accessed by respondents in the Spring 2016 term.

Services	#	N	%
Tutoring	198	248	79.8
Study area	132	248	53.2
Computers	92	248	37.1
Printer/Photocopier	78	248	31.5
Workshops/Study Groups	76	248	30.6
Weekly Recurring Tutoring	51	248	20.6
Books on reserve	9	248	3.6
Other	6	248	2.4
Placement Test Preparation	1	248	0.4
DLA's	0	248	0.0

Note: It is possible that respondents selected more than one serviced accessed during the term.

Table 2b includes other TC services not listed that respondents' may have accessed in the Spring 2016 term.

Table 2b. Other services not listed accessed by respondents in the Spring 2016 term.

Other Services Not Listed
English papers
Reading only
Reading sessions
the rooms
Writing

Table 3a lists the subject(s) that respondents received tutoring in through the TC. More than half of the respondents (59%) indicated Math as the subject they received tutoring in, followed by Writing for 55% of respondents.

Table 3a. Subjects respondents received tutoring in.

Subjects	#	N	%
Math	145	248	58.5
Writing	137	248	55.2
Science	62	248	25.0
Reading	44	248	17.7
Language	32	248	12.9
Did not receive tutoring	16	248	6.5
Other	4	248	1.6

Note: It is possible that respondents selected more than one subject they received tutoring in.

Table 3b includes other TC services not listed that respondents may have accessed during the Spring 2016 term.

Table 3b. Other subjects not listed accessed by respondents in the Spring 2016 term.

Other Subjects
All classes
business
comm
Study skills

Table 4 illustrates respondents' answers to whether using TC was a requirement. Fifty-five percent of the respondents indicated that using the TC was not a requirement, while 45% of respondents indicated using the TC was a requirement.

Table 4. Respondents' answer to whether using TC was a requirement.

Is using the TC a requirement?	#	%
No	136	55.1
Yes	111	44.9
Total	247	100.0

Note: Any "missing" responses were not included in this table.

Table 5 includes a list of what using the TC was a requirement for if respondents answered yes to the previous question. Fifty-three percent of respondents specified using the TC was a requirement for class, followed by Left Lane (25%). The other additional responses provided by respondents, indicated utilizing the TC was a requirement for academic probation and counselor.

Table 5. Respondents' selections to what using the TC was a requirement for.

Requirement For:	#	%
Class	70	53.8
Left Lane	33	25.4
EOPS	4	3.1
Stem	16	12.3
Other	7	5.4
Total	130	100.0

Note: Any "missing" responses were not included in this table.

Table 6 illustrates how often respondents visited the Tutoring Center. More than half of the respondents (58%) visited the TC often, and 32% of respondents visited the TC sometimes.

Table 6. How often respondents visited the TC.

Frequency of Visits	#	%
Often	144	58.3
Sometimes	78	31.6
Rarely/Never	25	10.1
Total	247	100.0

Note: Any "missing" responses were not included in this table.

Table 7 illustrates respondents' answers to feeling the TC helped them improve course grades(s). The overwhelming majority of respondents (96%) felt that the TC helped improve course grade(s).

Table 7. Respondents' answers to feeling the TC helped improve course grades(s).

Did TC help improve course grade(s)?	#	%
Yes	234	96.3
No	9	3.7
Total	243	100.0

Note: Any "missing" responses were not included in this table.

Table 8 demonstrates respondents' level of overall satisfaction with the TC. Ninety-eight percent of respondents were either Satisfied or Very Satisfied with the TC.

Table 8. Respondents' level of overall satisfaction with TC.

Satisfaction Level	#	%
Very Satisfied	142	57.3
Satisfied	102	41.1
Dissatisfied	2	0.8
Very Dissatisfied	1	0.4
Total	247	100.0

Note: Any "missing" responses were not included in this table.

Table 9 illustrates the likelihood respondents would visit the TC, if it were to be open during weekend hours. Overall, 77% of respondents indicated they would be either Somewhat Likely or Very Likely to visit the TC during weekend hours.

Table 9. Respondents' likelihood of visiting the TC during potential weekend hours.

Likelihood of visits during the weekend	#	%
Very Likely	76	30.8
Somewhat Likely	115	46.6
Somewhat Unlikely	29	11.7
Very Unlikely	27	10.9
Total	247	100.0

Note: Any "missing" responses were not included in this table.

Tables 10 is a list of respondents' suggestions to services/and or changes they would like to see within the TC. The most frequent suggestion mentioned was in regards to the service improvements, specifically the suggestion for more tutors.

Table 10. Open-ended suggestions on what services and/or changes respondents would like to see within the TC.

Suggestions to services/ and or changes
Service Improvements (n=68)
?dd hisotry tutors or services.
A career variety of subjects for tutoring. Ex. Accounting
a computer support person
A few more tutors
Accounting
Better notifications of the upcoming workshops.
Better phone service.
Better phone service. Better wifi
Better wifi connection.
calculator workshops
free printing for school work.
Have a time when the students can reserve a room and not get kicked out.
Have the tutors really engage with students.
Hire qualified student. Students who deserve it.
Hire students who know the material instead of hiring students who failed classes.
I like to have tutoring center in the weekend.
I think it would be best if the tutoring center were opened on Saturdays because there would be times I would get stuck on something and it would be a good idea to come in and get help.
I would like it to be quieter.
I would like to go during weekend hours please!
I would like to see at least 2 members for tutoring at a time to cater to more students coming into the center.
If possible more one on one.
Make the one tutor available that you need on a weekly basis.
Making appointments for math and science would be nice online.
Math and Psy
Math handouts back in math room.
Maybe hire more tutors! Plus weekend times would be helpful.
More availability to see a tutor when being a walk-in.
More higher up math tutors
More science tutors
More science tutors and more tutors for stats.
More statistic tutors.
More statistics tutors available each day.
More stats tutors please.
More stats tutors! esp. for weekly recurring appointments.
More time
More tutoring hours on friday.
more tutors
More tutors for each subject @ different hours.
More tutors in the evenings.
More tutors later evenings / scaners
More tutors on busy days.
More tutors to help.

(Table 10 Continues!)

(Table 10 Continued!)

More tutors!
More tutors. Appointments are hard to get.
Name tags need to be more visable
Need more math tutors
None, just open hours on weekends.
Nothing much, just weekly tutoring.
Open on the weekends
Some classes this campus offers do not have enough tutors for the subject. ex. math 15 only two tutors for the class and they are not available enough.
Some of the tutors seem to like to chat together, so maybe have them more alert to people needing help. Thank you!
Sometimes the computers seem to lag, even after restarting, but I know that's just more of network usage - computer update- IT- related issue, so that doesn't really apply to the tutors. The tutors are super helpful even when understaffed during ce
Specific workshops for upper level math courses.
the ANAT 151 tutor was not available on Mon and Wed. as I work on Tues and Thurs. and can't get these days off from my employer.
The tutor pay more attention to student that need help much of the time spent is trying to get their attention while they talk among eachother, and maybe they can be more willing to help. For example, they act like they don't know how to help in s
The weekend to see tutors.
The weekend would be helpful.
The wifi can be an issue somtimes. It's a tad unreliable for those who bring in their own PCs.
Tutor for the hard classes like stats, economics.
Tutors to check up on the students.
Tutors who are not students of Crafton.
Variety of subjects and yeah
Walk in services.
Weekend hours would be amazing, even if only offered 1 or 2 times a month. If at all possible.
Weekend hours. Signs promoting a more quiet atmosphere when in the side computer room. No talking on cell phones signs.
Weekend tutoring after 3 PM. More tutors available.
Weekends!!!
X box/ more group sessions.
Compliments (n=15)
I like it how it is now.
I think that the way it is, is good.
I think this place is great, it's like my second home.
I think you guys do a good job. The only thing is that it would be good if it was bigger because sometimes there is not enough room.
I wouldn't have done as well as I did if it wasn't for the tutors at the center. Couldn't ask for better instructor. Very patient and knowledgeable. Maybe more anatomy models. Thank you!!
I've been coming to the tutoring center for 6 semesters, and each semester you improve your services. As of now, you're perfect as is.
It's good how it is.
None. They're doing a great job.
None. Tutors are extremely helpful!! :)
Nothing really, I find it great.
Nothing, everything is great.
Nothing, they are doing a wonderful job. :)
Nothing, this thing is very helpful and every student should go to the tutoring center.
You guys are awesome! Thank you so much for all you do!!
You guys are doing great!

(Table 10 Continues!)

(Table 10 Continued!)

Accommodations (n=14)
A.C. es hot
Allow food and drink.
Allow food in the tutoring center!
Bigger tutor center.
Child care?
Coffee, good coffee, live angles or something, also sushi chef would be appreciated.
I would like it to be bigger like the library. Each discipline to a room.
Maybe have more rooms for both tutors and students studying in groups.
More chairs to sit in the tables.
more seating/bigger tutoring center.
Open study rooms
Student can rent a room to use the whiteboard.
the no eating policy, many study in here for hours, so being abl eto snack on something should be allowed.
They should let us eat food/drink beverages. I feel like I do better when I study and eat at the same time.
None (n=33)
Everything is pretty decent.
I can't think of any.
I do not see any need for change.
I don't have any change in mind.
I have no suggestions
I would like to change nothing. Some of the harder sessions.
Just stay around! I need tutoring!!
N/A = 8
None= 11
None at the time.
None see no flaws.
None, it is fine the way it is.
Nothing=2
Nothing I can think of as of now :)
Nothing, it has all the basic necessities to enhance the learning environment.