



## Spring 2018 Tutoring Center POS 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 86 respondents in the Spring 2018 semester.

### Summary of Findings

- 42% of respondents stated that the primary means of hearing about the TC was through their instructor.
- 45% of respondents mentioned that they did not have any class or program requiring them to attend tutoring while 28% stated that a course required them to attend.
- 34% of respondents spent 1-2 hours a week at the TC.
- 35% of respondents indicated tutoring as the service accessed followed by computers which was selected by 17% of respondents.
- 80% of respondents indicated tutoring as the most helpful service accessed.
- Math was the subject that 35% of respondents received help with; 26% received help with English.
- 99% of respondents strongly agreed or agreed that the TC helped improve their understanding of course learning outcomes.
- 98% of respondents were very satisfied or satisfied with the TC.
- 71% of respondents indicated they would be either very likely or somewhat 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 86 respondents, in the Spring 2018 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. Question two asked whether respondents were required to attend the TC by a program and/or class. Respondents were asked about the frequency with which they visited the TC each week in question three. Questions four, five, and six prompted respondents to indicate the TC services they accessed during the term, which resource or service that they found most helpful, and for what subject(s) they received tutoring. Question seven prompted respondents to indicate whether they felt the TC helped improve their overall understanding of the course learning outcomes utilizing the following 4-point Likert scale: 1=Strongly Agreed, 2=Agreed, 3=Disagree, 4=Strongly Disagree. 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: 1=Very Satisfied, 2=Satisfied, 3=Dissatisfied, and 4=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: 1=Very likely, 2=Somewhat likely, 3=Somewhat unlikely, and 4=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. Respondents who did not provide an answer, or had a "missing" response to questions were excluded from the analysis.

## Findings

Describe in detail using professional but readable vernacular the findings from the research. Include sufficient tables and graphs to illustrate the findings.

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

Table 1 lists the various ways respondents heard about the TC. Forty-two percent of the respondents indicated that they had heard about the TC from their instructor while 18% stated that they had heard about the TC from class visits.

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

Responses	#	%
Class Visit	28	17.8
Tutors	17	10.8
Social Media	2	1.3
Friend	18	11.5
Instructor	66	42.0
Promotional Materials (e.g., flyers, signs, etc.)	7	4.5
Programs (e.g., STEM, EOPS, DSPS, Transfer Center)	17	10.8
Other	2	1.3
<b>Total</b>	<b>157</b>	<b>100.0</b>

Note: Missing responses not included. It is possible that respondents selected more than one way of hearing about the TC.

The two respondents who stated that there was another reason not listed on the survey provided the following responses:

- Counselor
- ENGL-976/READ-980

Table 2 details the classes or programs that required the respondents to attend tutoring. Forty-five percent of respondents stated that they did not have any class or program requiring them to attend tutoring while 28% of respondents stated that the classes in which they were enrolled did have a tutoring requirement.

**Table 2. Respondents' selections to what using the TC was a requirement for.**

Responses	#	%
EOPS	6	6.8
STEM	6	6.8
Left Lane Program	7	8.0
Other Program	4	4.5
Classes	25	28.4
None	40	45.5
<b>Total</b>	<b>88</b>	<b>100.0</b>

Note: Missing responses not included. It is possible that respondents selected more than one way of hearing about the TC.

Table 3 illustrates how often respondents visited the Tutoring Center. Thirty-four percent of respondents spent 1-2 hours a week at the TC, and 24% of respondents visited the TC for 5 or more hours per week.

**Table 3. How often respondents visited the TC.**

Responses	#	%
Less than 1 hour a week	17	19.8
1-2 hours a week	29	33.7
3-4 hours a week	19	22.1
More than 5 hours a week	21	24.4
<b>Total</b>	<b>86</b>	<b>100.0</b>

*Note: Missing responses not included.*

Table 4 lists the TC resources and services accessed by respondents in the Spring 2018 term. Thirty-five percent of respondents indicated tutoring as the service accessed followed by computers as the service accessed by 17% of respondents.

**Table 4. TC services accessed by respondents.**

Responses	#	%
Tutoring	73	34.8
Workshops/Study Groups	34	16.2
Weekly Recurring Tutoring	15	7.1
Computers	35	16.7
Study Area	31	14.8
Books on reserve	4	1.9
Printer/Photocopier	16	7.6
Placement Test Preparation	0	0.0
Directed Learning Activities	0	0.0
Other	2	1.0
<b>Total</b>	<b>210</b>	<b>100.0</b>

*Note: Missing responses not included. It is possible that respondents selected more than one service.*

Two respondents provided comments about other services that they accessed at the TC:

- Quiz, test preparation
- Study guides

Table 5 lists the TC resources and services that respondents found the most helpful. The majority of respondents (80%) indicated tutoring as the service that they found most helpful, followed by the weekly recurring tutoring sessions (9%).

**Table 5. TC services that respondents found most helpful.**

Responses	#	%
Tutoring	35	79.5
Workshops/Study Groups	2	4.5
Weekly Recurring Tutoring	4	9.1
Computers	1	2.3
Study Area	1	2.3
Books on reserve	0	0.0
Printer/Photocopier	0	0.0
Placement Test Preparation	0	0.0
Directed Learning Activities	0	0.0
Other	1	2.3
<b>Total</b>	<b>44</b>	<b>100.0</b>

Note: Missing responses not included.

Table 6 lists the subject(s) that respondents received tutoring in through the TC. Thirty percent of the respondents indicated Math as the subject they received tutoring in followed by writing for 26% of respondents.

**Table 6. Subjects that respondents received tutoring in.**

Responses	#	%
Writing	36	25.5
Reading	19	13.5
Math	42	29.8
Science	21	14.9
Language	16	11.3
Did not receive tutoring	2	1.4
Other	5	3.5
<b>Total</b>	<b>141</b>	<b>100.0</b>

Note: Missing responses not included. It is possible that respondents selected more than one subject.

Table 7 illustrates the respondents' level of agreement that the TC helped them to improve their overall understanding of the course learning outcomes. Ninety-nine percent of respondents strongly agreed or agreed that the TC improved their understanding of course learning outcomes.

**Table 7. Level of agreement that the TC improved understanding of course learning outcomes.**

Responses	#	%
Strongly Agree	39	46.4
Agree	44	52.4
Disagree	0	0.0
Strongly Disagree	1	1.2
<b>Total</b>	<b>84</b>	<b>100.0</b>

Note: Missing responses not included.

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

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

Satisfaction Level	#	%
Very Satisfied	41	48.8
Satisfied	41	48.8
Dissatisfied	2	2.4
Very Dissatisfied	0	0.0
<b>Total</b>	<b>84</b>	<b>100.0</b>

Note: Missing responses not included.

Respondents were given the opportunity to provide comments on their level of satisfaction with the TC. Table 9 contains all of the responses provided. Out of the 28 responses provided, 19 (68%) were categorized as positive comments about the Tutoring Center or staff. The remaining 9 (32%) comments regarded issues that the TC can focus on to improve its services.

**Table 9. Comments about respondents' overall satisfaction with TC.**

<b>Positive Comments about TC or Staff (n=19)</b>
Always helpful and kind
Always helpful and making sure I understand the material
Always very helpful with studies
Everyone on staff has gone out of their way for my student life to succeed
Good staff, mandatory tutoring sucks
My tutor, [Name], is very knowledgeable and can explain the process very well
Staff is very helpful
The one on one help with the tutors has helped
The tutors in the Tutoring Center are very helpful and help out a lot
They explain in detail
They helped me with my writing
Tutors are all very friendly
Tutors are so friendly
Tutors come and assist me with any problems I had
Tutors help me right away and explain things slow and at my level
Very helpful
Very satisfied because they work well with you
[Name] and [Name] saved my grade multiple times :)
[Name], [Name], and [Name] are very helpful and do a great job at explaining the problem
<b>Issues to focus on (n=9)</b>
Could not get Math tutor to help
Could use an Arabic tutor since the class is offered
I've encountered a couple rude/impatient tutors, however a majority of the tutors are very helpful
More tutors for Math, especially upper level
Need more tutors!
The tutors for Organic Chemistry & Physics are limited. SBVC has more tutors for those subjects
Waste of time
We need more Stats tutors available due to the length of the equations
Would be beneficial to have more tutors for science

Table 10 illustrates the likelihood respondents would visit the TC, if it were to be open during weekend hours. Overall, 71% of respondents indicated they would be either very likely or somewhat likely to visit the TC during weekend hours.

**Table 10. Respondents' likelihood of visiting the TC during potential weekend hours.**

Likelihood of visits during the weekend	#	%
Very Likely	39	47.0
Somewhat Likely	20	24.1
Somewhat Unlikely	11	13.3
Very Unlikely	13	15.7
<b>Total</b>	<b>83</b>	<b>100.0</b>

Note: Missing responses not included.

Table 11 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 making the Tutoring Center more accessible by modifying hours to stay open on weekends, later on Friday, or to offer workshops at different times. Other comments either recommended specific areas for tutors to cover or tutor availability.

**Table 11. Open-ended suggestions on what services and/or changes respondents would like to see within the TC.**

<b>Increased Tutoring in Specific Areas (n=5)</b>
Arabic tutoring. CHEM 151 tutors
Child Development
More Computer Science
More Math (Statistics) tutors
More Music tutoring
<b>TC Hours and Accessibility (n=6)</b>
Being open on weekends would be very beneficial considering how many students go to school and often work part/full-time. Hours are often quite hectic
Honestly, I would love to see the Tutoring Center open on weekends. That would be a tremendous help! Please open it on the weekends!
Like I marked above, if the center was open on the weekends I would come to study. More workshops would be helpful for statistics.
More workshops because not everyone is available at one specific time
Stay open later on Friday
Workshops are mostly offered on days/times I cannot attend, maybe they can be offered online? It may help others to take them just like Lingo that is also a great service
<b>Tutor Availability/Other Suggestions (n=4)</b>
Just overall better response from the tutors. A lot of the times I would find myself waiting 20 minutes to receive help. Staff needs to be bigger
Longer helping times
Make a test bank. Reach out to clubs to find tutors
More than 1 hour of tutoring