Crafton Hills College

Research Brief

Results of the Spring 2013 Reading Support Program Evaluation from Students in Reading 925

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Purpose of Brief

The purpose of this brief is to illustrate the results of the Crafton Hills College Reading Support Program evaluation completed by 105 student respondents.
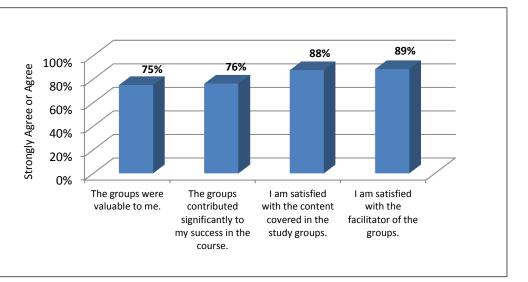
Summary of findings

- 89% of the respondents were satisfied with the facilitator of the groups

- 88% of the respondents were satisfied with the content covered in the study groups

- 76% of the respondents felt that the groups contributed significantly to their success in the course

- 75% of the respondents felt that the groups were valuable

Overview

The Reading Support Program at Crafton Hills College (CHC) facilitated by Tutoring Center Reading Paraprofessionals in collaboration with Introduction to Reading (Reading 925) instructors aims to support students with supplemental reading activities outside of the classroom. Small groups of 3-7 students were identified by four different instructors teaching the course. Students were required to meet with reading paraprofessionals from the Center on a weekly basis for 50 minutes and participate in additional reading activities. The staff from the Tutoring Center provides services designed to address student academic needs and promote student success and achievement in the classroom.

Figure 1: Percentage of respondents who agreed or strongly agreed with the following statements

Methodology

Figure 1 and Tables 1 and 2 illustrate results from the Spring 2013 Reading Support Program Evaluation completed by 105 student participants in the program. The evaluation asked students to rate their level of agreement with statements about the program. Additionally, students also provided suggestions or comments about the program in an open-ended format. Individual names have been removed from the comments and suggestions and replaced with [Name].

Findings

Seventy-five to 89% of the respondents agreed or strongly agreed that contribution from the groups, their value, the content and facilitation were effective. Respondents also provided comments and suggestions about the program. These were organized into the following six categories: program effectiveness, program staff compliments, lack of program effectiveness/no need to participate, optional basis, program improvement suggestions, and no suggestions provided. The categories were identified by the researcher and a limitation is that different reviewers of the open-ended comments might identify different categories and/or categorize the comments differently.

Table 1: Number and percent of respondents who agreed or disagreed with the following statements.

Statement	Disagree		Strongly Disagree		Agree		Strongly Agree		Total
	#	%	#	%	#	%	#	%	
The groups contributed significantly to my success in the course.	17	**16.2**	8	**7.6**	61	**58.1**	19	**18.1**	105
The groups were valuable to me.	22	**21.2**	4	**3.8**	54	**51.9**	24	**23.1**	104
I am satisfied with the content covered in the study groups.	7	**6.7**	6	**5.7**	69	**65.7**	23	**21.9**	105
I am satisfied with the facilitator of the groups.	6	**5.7**	6	**5.7**	55	**52.4**	38	**36.2**	105

Note: There is a response missing on this table

Table 2: Respondents' Categorized Comments.

Program Effectiveness (n=19)
• It's much needed.
• I like study groups. It helped me with reading.
• I really enjoy that they help us go through the things we struggle in.
• I've only been to one lesson but it helped.
• It helps a lot. I understand my class more because of the group sessions.
• Continue with the support program. It not only helps us, but it forces us to make a habit of going to the library/tutoring building.
• The group contributes to my success. It teaches me responsibility and I learn more depth of the class through the tutor. My tutor does an outstanding job and I have no complaints.
• The group helps me to better understand what we learned in class.
• The study groups really help if you go to them.
• It helped me out a lot with my grammar and reading. I comprehend things better.
• I believe things are going fine, no need for change.
• I personally have not attended one of these study/tutor groups, but I have heard good feedback from my classmates.
• I thought it was good and effective; however, I was always so busy and tired to go. It did help though.
• Not really. It's a great program and it is effective.
• Sometimes is boring, but it is also a little helpful for the exams and quizzes.
• Working in groups really helps. It's great!
• Overall, tutoring is very fun!
• Pretty cool
• Awesome
Program Staff Compliments (n=14)
• The instructor helped me with my class work.
• [Name] always explains things carefully so everyone understands
• It was cool! [Name] was rad!
• The teachers were really nice and helped me tremendously with my vocabulary.
• I really enjoyed how [Name] explained things so well and quickly. I honestly hope they have groups like these next semester.
• I have gone to every one of my groups with [Name]. I get a lot of help and have learned some extra skills as well. I also go to her outside of group for questions and she has helped me. Please keep this program and [Name]. Thank you!
• [Name] does a wonderful job at helping me with my reading class.
• [Name] helps me with all my questions. She is really good and helpful.
• [Name] is awesome.
• You are amazing
• The tutoring center is helpful when I need help in a topic.
• Tutor was great as well as staff.
• She is very helpful; with her help it gets me to understand my work better.

Lack of Program Effectiveness /No Need to Participate   (n=12)

- Waste of time; it's okay
- Don't have groups!
- No, not really other than the groups allow me to express myself.
- Honestly, I went a few times but I felt like it didn't help. I also became very busy.
- I don't need the tutoring to succeed in this course. I succeed very well on my own. I sometimes just go in the tutoring center and go on the computer just to get my attendance then leave when I'm finished.
- I have gone every time and it just isn't my thing. I can study better at home by myself.
- I have only been once and though I'm doing well in my class, It's just not for me, I don't need it
- I really haven't been going 'cause I really don't need it. The class is really easy; not that hard...easy A+.
- I went to the first two group sections and I'm not one for group learning. I felt it was a waste of my own study time for all my other classes. Not everyone needs help or group help when it comes to studying and I'm one of those people.
- I feel that if I already know how to do the work and get a good grade then why go to get help wen I don't need it.
- Since the semester started, I went every week up until about three weeks ago because it was completely pointless. We didn't discuss reading or learning except one or two times. We just sat and chatted. Nobody except one other girl came to tutoring on my day. I feel like it was a waste of time.
- The tutor stopped showing up about three to four weeks ago, so I stopped going. Also, I feel like I don't need the tutoring.

Optional Basis   (n=10)

- Not everyone should have to go. It should be a choice.
- I don't think everyone should have to go.
- Have the study group be optional because most of the time half the students don't show up.
- If we need it we need it. If we don't need it, I don't think we should have to go. C+ or lower = we go. B or higher = have option to go.
- I don't think tutoring should be mandatory for a class. It should be your choice to go if you need it or not.
- If you know what you're doing, no point in going. I think people who need it should go.
- I think tutoring should only be mandatory if you have a "C" or lower, but if you have a "B" or higher it should be optional.
- Yes I do, they should not be a part of our grade, let us go if we need the help.
- Honestly, I have never been to one because I have a full-time job and taking care of my daughter. I also don't see the point if I'm passing the class and passing all the tests now. If I was failing then it would be different. I just don't have the time.
- Although I have only been to tutoring for my English class once, I feel that it was a waste of time for me. I understand all the material covered and have maintained a high grade on tests. I do, however, appreciate the option of having tutoring.

Program Improvement Suggestions   (n=10)

- Have more workers so my schedule isn't really super tight.
- I suggest that the study groups are bigger numbers than just 4 people in a group per tutor because sometimes you have to come on a day that you don't have class and some of us don't live nearby. Thanks.
- It would be nice if the tutors were there every week instead of not showing up at all
- Make it a bit shorter, an hour is too long because there's not much material to cover.
- Make things a bit more interesting!
- I just felt like I was being talked to like a 5-year-old.
- I have only been to tutoring twice and it helps, but both times I was there she was late like 10-15 mins.
- Need more work; less talk about life. Pointless to even go.
- I found that the content discussed was too similar to class that it is boring.
- I think there should be a better more interesting way to learn for people who have a hard time. For me it's useless.

No Suggestions Provided   (n=3)

- No, I don't have any.
- No, I do not. Thank you.
- Not at this time