



Preparing people to lead extraordinary lives

Tutoring Center Survey, 2010

Participants in Group Tutoring Likely to Take Part Again

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One of the main services provided by Loyola's Tutoring Center is small group tutoring. In spring of 2010, the Tutoring Center conducted a survey to assess experience and satisfaction with small group tutoring.

All 624 individuals who had participated in small group tutoring during the 2009-10 academic year (fall 2009 or spring 2010) were asked by to complete the online survey. Of those, 148 responded, for a response rate of 24%. With this low a response rate, results should be considered suggestive only, as there is a low likelihood that respondents are representative of group tutoring participants.

Key findings

Improvement and collaboration

- Students were asked how much their group tutoring had helped them to improve in various areas, where responses were on a scale with 0 = not improved, 1 = somewhat improved, 2 = improved, and 3 = much improved.
- The average level of improvement overall reported by respondents was 1.7; that is, between somewhat improved and improved, but closer to improved. Fifty eight percent said they were improved or much improved overall.
- The most improvement in a specific area reported by respondents was in benefiting from out-of-class work, at 65% improved or much improved (1.8 average), followed by ability to prepare for tests, with 64% improved or much improved (1.7 average).
- Fifty eight percent of respondents said they were improved or much improved in their understanding of their own learning style (1.6 average).
- Fifty six percent said they had improved or improved much in how they benefited from in-class activities (1.6 average).
- Fifty five percent said that their ability to find and understand critical content was improved or much improved (1.5 average).
- Fifty four percent said their confidence in their ability to perform well academically was improved or much

improved (1.6 average), while 53% said their grades were improved or much improved (1.6 average).

- Fifty three percent said their study habits/techniques were improved or much improved (1.5 average), while only 40% said their time management skills were improved or much improved (1.3 average).
- On the scale of 0 = not helpful, 1 = somewhat helpful, 2 = helpful, and 3 = very helpful, respondents reported at 1.7 the helpfulness of collaborating with their peers in their tutoring groups. Fifty nine percent agreed that collaboration with peers was helpful or very helpful.

Attendance and non-attendance

- Eighty two percent of respondents said they had attended their group tutoring sessions regularly.
- Of the 18% who said they didn't attend regularly, the main reason was that they attended only when they needed assistance (58%). Because the number of respondents who didn't attend regularly was so small (only 26 students), however, these results especially should not be considered representative.

Convenience and probability of future participation

- Respondents reported that the online tutoring request system was convenient (2.3 average, 88% convenient or very convenient)
- They also reported that the Tutoring Center was in a convenient location (2.2 average, 80% convenient or very convenient) and had convenient hours (2.1 average, 81% convenient or very convenient).
- About three quarters of respondents said it was likely or very likely that they would participate in group tutoring in the future.

Conclusions

- Because of the low response rate, all of the results should be interpreted as suggestive only. The likelihood that respondents are representative of all small group tutoring participants is low.
- Most respondents said they attended their sessions regularly, although it is likely that those who did not attend regularly were less likely to respond to the

survey in the first place. In addition, because attendance is self-reported, students may be over-reporting their attendance. The level of irregular attendance is a concern, as it limits the effectiveness of the Tutoring Center.

- A key reason for irregular attendance at group tutoring sessions seems to be that students attend only when they needed assistance. This corresponds to comments written in by students, where quite a few mentioned that individual tutoring was much more useful than group tutoring.
- Respondents found the hours, location, and online tutoring request system to be relatively convenient.
- About three quarters of respondents said it was likely or very likely that they would participate in group tutoring in the future.

- Relative to other outcomes, respondents received more benefit from small group tutoring in their abilities to benefit from out-of class work and to prepare for tests. They reported less improvement, however, in their time management and study habits/techniques.
- The meaning of these results is unclear. On almost all of the skills and outcomes included in the survey, between half and 65% of respondents reported that they were improved or much improved as a result of small group tutoring. Conversely, more than 40% said that they had benefited only somewhat or not at all. It is difficult to interpret, without knowing program objectives or benchmarks, whether or not these results represent effectiveness of small group tutoring.

Table 1		
Tutoring Center: Student Satisfaction with Small Group Tutoring		
Amount of improvement through small group tutoring		
<i>0 = not improved; 1 = somewhat improved; 2 = improved; 3 = much improved</i>	Average	% improved/ much improved
Overall	1.7	57.8
Benefit from out-of-class work	1.8	65.3
Ability to prepare for tests	1.7	63.5
Understanding of own learning style	1.6	57.8
Benefit from in-class activities	1.6	56.2
Find and understand critical content	1.5	54.8
Confidence in ability to perform well academically	1.6	54.1
Grades	1.6	53.1
Study habits/techniques	1.5	52.7
Time management	1.3	40.1
Collaboration with peers		
<i>0 = Not helpful; 1 = somewhat helpful; 2 = helpful; 3 = very helpful</i>	Average	% helpful/ very helpful
Helpfulness of collaboration with peers	1.7	58.9
Attended sessions regularly		
		% yes
Attended sessions regularly	---	82
Reasons for not attending regularly*		
		% yes
Attended only when needed assistance	---	58
Schedule change precluded attending	---	15
Worried that missed too many sessions	---	8
Uncomfortable in group learning situation	---	8
Dropped the class	---	8
Convenience of Tutoring Center		
<i>0 = not convenient; 1 = somewhat convenient; 2 = convenient; 3 = very convenient</i>	Average	% convenient/ very convenient
Location	2.2	80.1
Hours	2.1	80.7
Online tutoring request system	2.3	87.9
Probability of future participation		
<i>0 = not likely; 1 = somewhat likely; 2 = likely; 3 = very likely</i>	Average	% likely/ very likely
Probability of future participation	2.0	74

Source: Tutoring Center Satisfaction Survey, Spring 2010

* Includes only those who did not attend regularly (only 26 students).