

2016-17 TUTORING SURVEY RESULTS

During the Fall 2016 Semester, SCC learning support areas conducted a survey of students, asking about their perceptions of the effectiveness of tutoring. The survey asked students to evaluate the extent to which tutoring helped them to be active learners and supported their success in their courses. This report provides the results for tutoring areas from across the college.

The report begins with a brief description of the sample and profile of students who had used the tutoring labs. The next three sections present the survey results on students' characteristics, their perception of tutoring usefulness and areas for improvement. Overall results for individual lab areas will be provided to each lab. The last section analyzes the responses by different student groups.

1. Sample and Student Profile

Sample. The tutoring survey collected over a thousand responses during Fall Semester 2016. After removal of duplicated responses, the remaining sample includes a total number of 871 responses. Thirteen tutoring areas had enough responses to report for that area specifically. Areas with fewer than 10 responses were grouped as "Other Lab" (see Table 1).

Table 1. Number of Responses by Tutoring Area

Tutoring Area	Number	Percent
AT Design Lab (including Graphic Design)	41	4.7
Athletic Study Skills Lab	16	1.8
BUS Student Center	13	1.5
Davis LRC (including Davis Writing Center)	31	3.6
ESL Center	197	22.6
Learning Skills & Tutoring	73	8.4
Math Lab	142	16.3
MESA	18	2.1
Other Lab *	24	2.8
Photo Lab	82	9.4
Reading Lab	50	5.7
RISE	27	3.1
Science & Allied Health Tutoring Center (formerly HOPE)	29	3.3
Writing Center	128	14.7
Total	871	100.0
* n smaller than 10--includes Academic Computing Lab - Business; Academic Computing Lab - LRC; Business Division CIS Lab; Electronics Technology; Fitness; Language & Literature Computer Lab; Math27; Music Lab; and all West Sacramento labs.		

Student profile. Student profile in the sample closely follows the college's overall student profile by gender, age, and income, i.e. slightly more female students; most frequent age ranging between 18-20 and 21-24; and many from low income households. Specifically, a majority of the

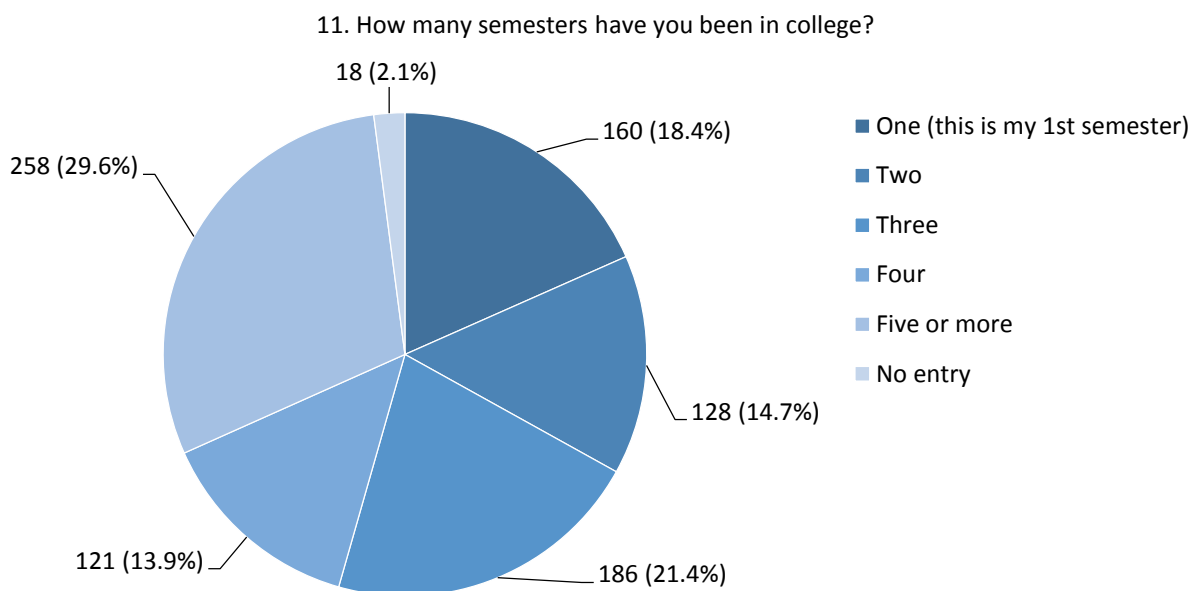
students in the sample are female (60.4%). About half are within 18-20 and 21-25 age ranges, more than three quarters are low income students, and most are SSSP. Asian and Hispanic/Latino students are the most frequent users of tutoring in the sample, followed by White and African American. It appears that most of the students who sought tutoring demonstrated a higher course success rate than college average. See Appendix 1 for detailed student respondent profile breakdown.

The next three sections provide results of the survey questions by student characteristics, their perception of tutoring usefulness and areas for improvement.

2. Characteristics of Respondents

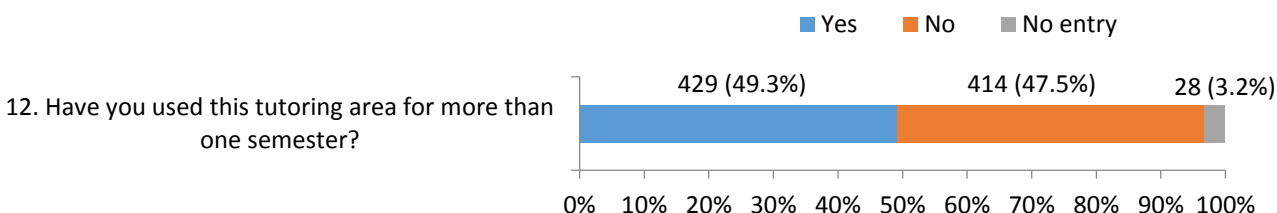
Semesters in college. About one third of the respondents are in their first year of studies at the college while the rest are in their second or third year (Figure 1).

Figure 1. Respondents' Semesters in College



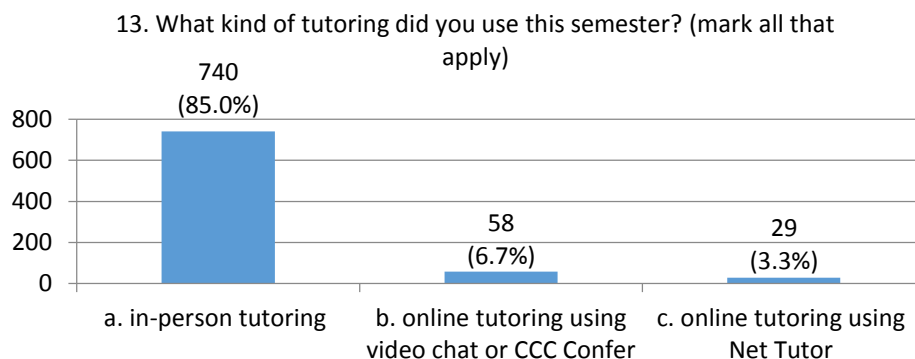
Returning tutoring users. About half of the respondents had used the tutoring area for more than one semester (Figure 2).

Figure 2. Returning Tutoring Users



Types of tutoring used. Most of the respondents had used in-person tutoring; about 10 percent of the respondents had used online tutoring.

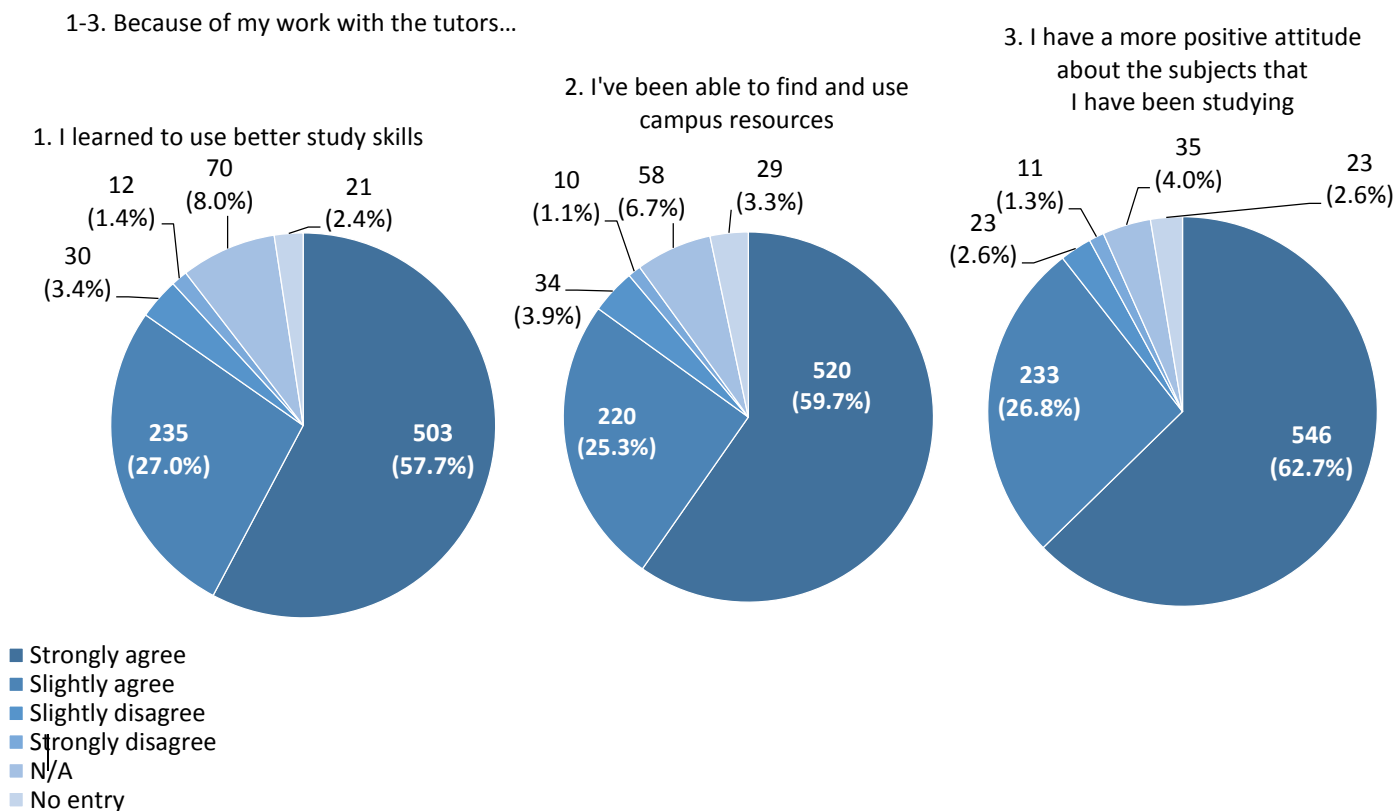
Figure 3. Types of Tutoring Used



3. How Does Tutoring Help?

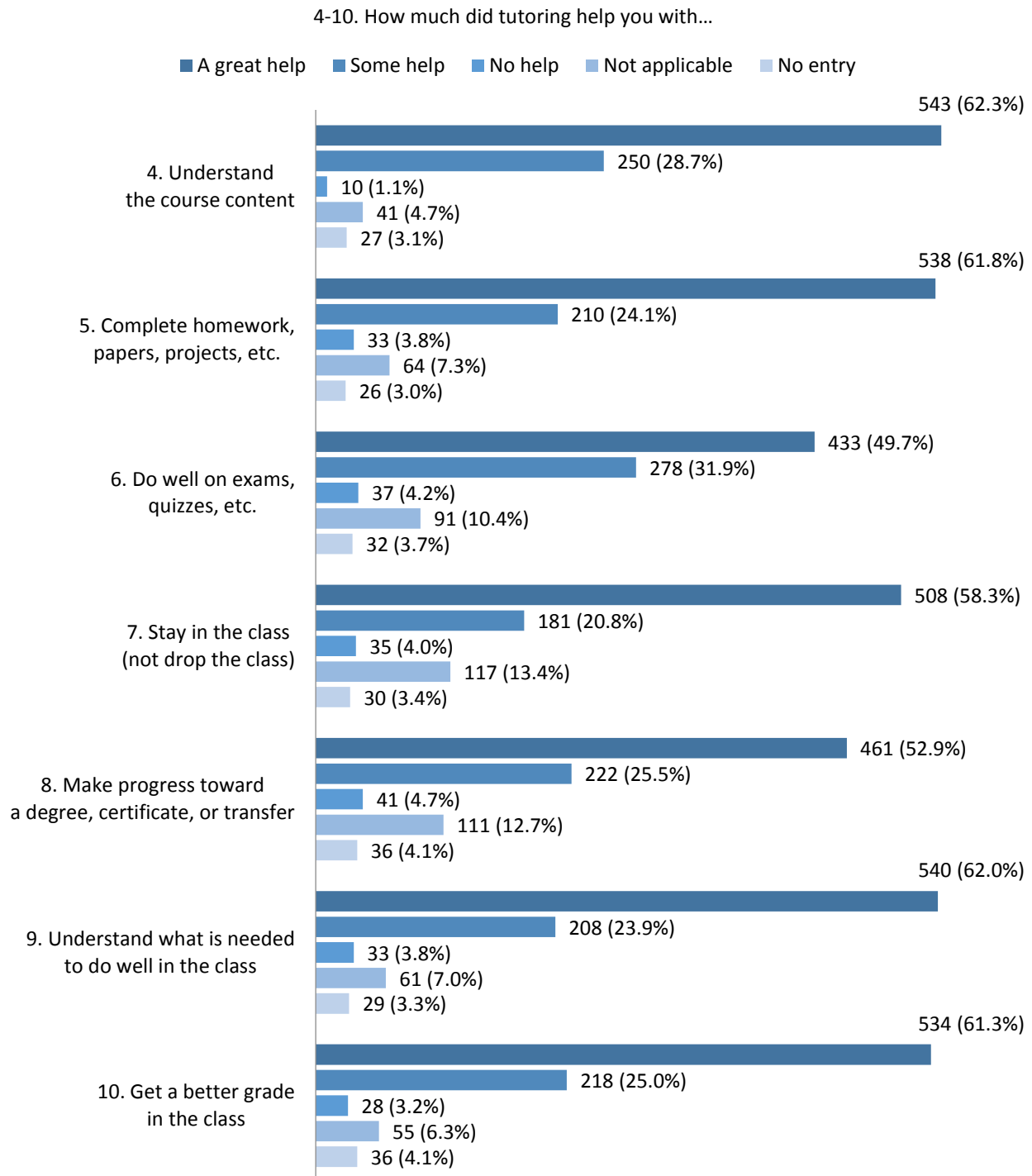
Study skills, campus resources, and student attitude. This section presents results related to study skills, campus resources, and student attitude about the subjects that the students are studying. More than 84% of respondents expressed that tutoring has been useful for them in each of these areas, with over 57% strongly agreed that tutoring was helpful. Very few respondents, less than 2%, strongly disagreed that tutoring was helpful in each of the areas (Figure 4).

Figure 4. Perception on Study Skills, Campus Resources, and Student Attitude



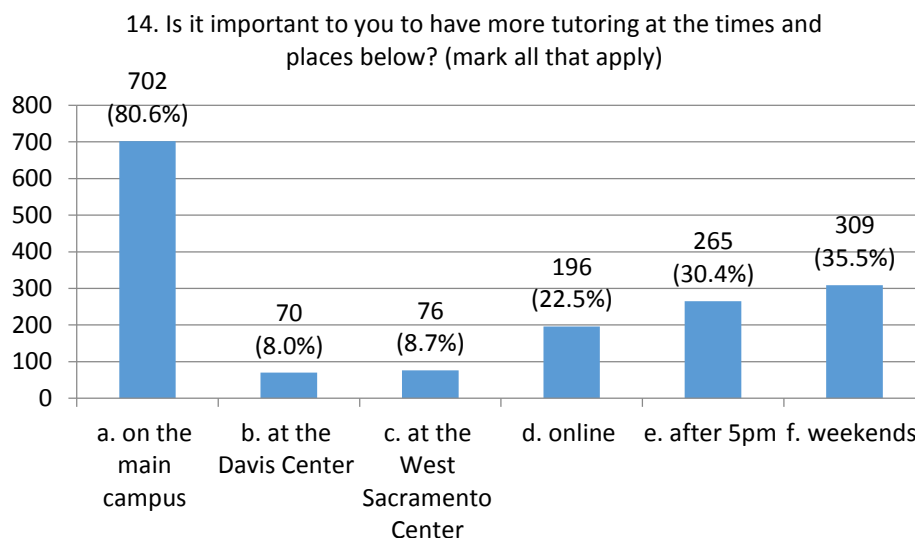
Classwork. Most of the respondents think that tutoring has been helpful. Particularly, over half of the respondents strongly agreed that tutoring was a great help in each of these areas. Less than 5% of the students thought that tutoring was of no help (See Figure 5).

Figure 5. Perception on Classwork



Tutoring time/place of importance. Many respondents (over 80%) felt that it is important to have more tutoring on the main campus (Figure 6). While some felt that additional tutoring at the Centers and online was important, one third of the respondents expressed the need for more tutoring availability after work hours and on weekends. Specifically, as expressed in students' written comments, this seems to be the need of working students who are not able to utilize tutoring services during normal work hours.

Figure 6. Tutoring Time/Place of Importance



4. Additional Comments and Areas for Improvement

The survey also asked students to provide additional comments. There are 103 additional comments provided by respondents. More than one third of the comments expressed praises for tutoring services on their supportiveness and helpfulness, of which half are for individual tutors and their competency.

Students' comments also emphasize the need for the availability of walk-in appointment, longer time per tutoring session, more tutors, and after hour and weekend tutoring. A few students mentioned that the tutoring room condition (quietness) played a role in their perception of usefulness. In addition, some students expressed that they did not use tutoring services because they had already received exceptional help from their own course instructor/professor. There are a couple of negative comments on tutors' attitude as unsupportive when tutors chit-chat with each other in the tutoring room or when students perceived tutors as being ineffective.

5. Responses among Different Student Groups

Statistical tests¹ were performed to examine whether the responses on tutoring usefulness (survey questions 1-10) are dependent on students' gender, age, race, BOGW, and disability status. No

¹ Chi-square tests

statistical significance is found in responses by gender and SSSP status², indicating that responses are independent on students' gender and SSSP status. Similar results were found for most of the items by race and disability status. Table 2 below lists items with responses significantly differed by group membership³. (See Appendix 3 for bar charts illustrating the distributions of responses to these items by groups). The results indicate that students' perceptions on tutoring usefulness are likely to differ by students' age and BOGW status⁴. Older students seemed to express higher satisfaction with tutoring services than younger students. BOGW recipients appeared to perceive tutoring as being more helpful than did non-recipients. Students' perceptions are also likely to differ by race and disability status, specifically on tutoring usefulness in helping them complete homework, papers, projects, etc. For this question, African American and Filipino students demonstrated more satisfaction than Asian peers while respondents with disability showed more satisfaction than those without disability.

Table 2. Items with Responses Significantly Differed by Group Membership

Question item	Age	Race	Disability	BOGW
1. I learned to use better study skills.	✓			✓
2. I have been able to find and use campus resources.				✓
3. I have a more positive attitude about the subjects that I have been studying.	✓			✓
4. Understand the course content.				
5. Complete homework, papers, projects, etc.		✓	✓	✓
7. Stay in class (not drop the class).	✓			✓
8. Make progress toward a degree, certificate, or transfer.	✓			
9. Understand what is needed to do well in the class.	✓			
10. Get a better grade in the class.	✓			

² $p > .05$

³ $p < .05$

⁴ BOGW fee waiver is an indicator of low income status.

APPENDIX 1. STUDENT RESPONDENT PROFILE

Groups with less than 10 respondents are marked with “*”.

1. Survey respondents by AGE

AGE Group	Number	Percent
Under 18*	-	-
18 - 20	234	26.9
21 - 24	193	22.2
25 - 29	125	14.4
30 - 39	132	15.2
40 and Over	183	21.0
Total	871	100.0

2. Survey respondents by GENDER

GENDER	Number	Percent
F	526	60.4
M	326	37.4
U	19	2.2
Total	871	100.0

3. Survey respondents by RACE/ETHNICITY

RACE/ETHNICITY	Number	Percent
African American	96	11.0
Asian	262	30.1
Filipino	16	1.8
Hispanic/Latino	241	27.7
Multi-Race	35	4.0
Native American*	-	-
Other Non-White*	-	-
Pacific Islander	15	1.7
Unknown*	-	-
White	195	22.4
Total	871	100.0

4. Survey respondents by DSPS status

DSPS	Number	Percent
Yes	128	14.7
No	743	85.3
Total	871	100.0

5. Survey respondents by BOGW status

BOGW	Number	Percent
Yes	676	77.6
No	195	22.4
Total	871	100.0

6. Survey respondents by SSSP status

SSSP	Number	Percent
Yes	140	16.1
No	731	83.9
Total	871	100.0

7. Survey respondents by COURSE SUCCESS RATE

COURSE SUCCESS RATE	Number	Percent
Below college average	178	20.4
College average or higher	693	79.6
Total	871	100.0

APPENDIX 2. SURVEY RESPONSE SUMMARY

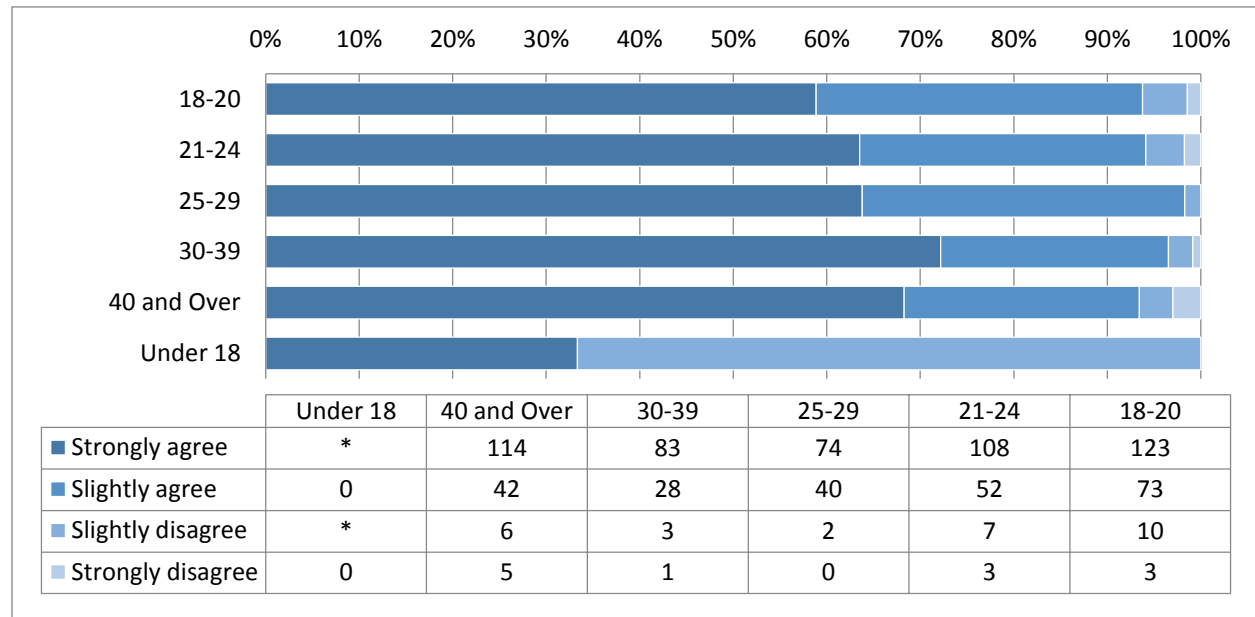
1 Strongly agree – 4 Strongly Disagree – 5 NA							
<i>Because of my work with the tutors, I...</i>	N	1	2	3	4	5	No Entry
1. I learned to use better skills.	871	503	235	30	12	70	21
		57.7%	27.0%	3.4%	1.4%	8.0%	2.4%
2. I have been able to find and use campus resources.	871	520	220	34	10	58	29
		59.7%	25.3%	3.9%	1.1%	6.7%	3.3%
3. I have a more positive attitude about the subjects that I have been studying.	871	546	233	23	11	35	23
		62.7%	26.8%	2.6%	1.3%	4.0%	2.6%
1 A great help – 2 Some help – 3 No help – 4 NA							
<i>How much did tutoring help you...</i>	N	1	2	3	4	No Entry	
4. Understand the course content.	871	543	250	10	41	27	
		62.3%	28.7%	1.1%	4.7%	3.1%	
5. Complete homework, papers, projects, etc.	871	538	210	33	64	26	
		61.8%	24.1%	3.8%	7.3%	3.0%	
6. Do well on exams, quizzes, etc.	871	433	278	37	91	32	
		49.7%	31.9%	4.2%	10.4%	3.7%	
7. Stay in the class (not drop the class).	871	508	181	35	115	30	
		58.3%	20.8%	4.0%	13.4%	3.4%	
8. Make progress toward a degree, certificate, or transfer.	871	461	222	41	110	36	
		52.9%	25.5%	4.7%	12.7%	4.1%	
9. Understand what is needed to do well in class.	871	540	208	33	60	29	
		62.0%	23.9%	3.8%	7.0%	3.3%	
10. Get a better grade in the class.	871	534	218	28	53	36	
		61.3%	25.0%	3.2%	6.3%	4.1%	
Number of semesters							
	N	1	2	3	4	≥5	No Entry
11. How many semesters have you been in college?	871	160	128	186	121	258	18
		18.4%	14.7%	21.4%	13.9%	29.6%	2.1%
1 Yes – 2 No							
	N	1	2	No Entry			
12. Have you used this tutoring area for more than one semester?	871	429	414	28			
		49.3%	47.5%	3.2%			
1 in person tutoring – 2 online video chat or CCC confer – 3 online Net Tutor							
13. What kind of tutoring did you use this semester (mark all that apply)	N	1	2	3			
	871	740	58	29			
		85.0%	6.7%	3.3%			
14. Is it important to you to have more tutoring at the times and places below? (mark all that apply)	N	Number	%				
14.1. On the main campus.	871	702	80.6				
14.2. At the Davis Center.	871	70	8.0				
14.3. At the West Sacramento Center.	871	76	8.7				
14.4. Online.	871	196	22.5				
14.5. After 5 PM.	871	265	30.4				
14.6. Weekends.	871	309	35.5				

APPENDIX 3. RESPONSE DISTRIBUTION AMONG STUDENT GROUPS

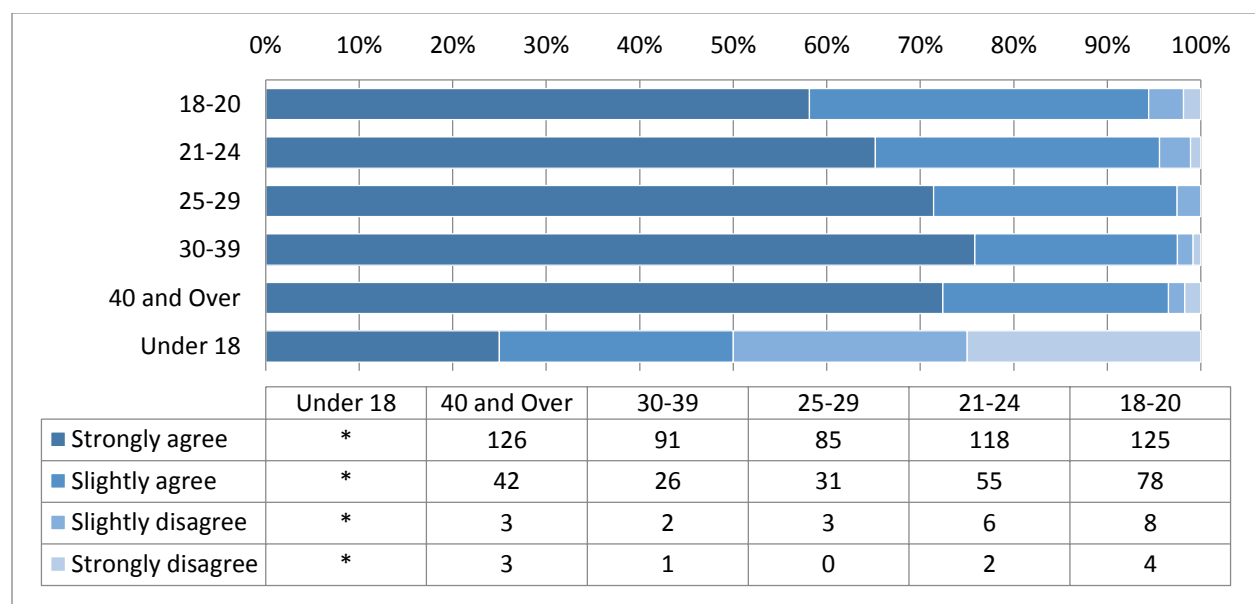
Appendix 3 displays distribution of responses by different student groups for question items that were found to be statistically significant in Section 5. Note that graphs do not show N/A and missing data. Groups with less than 10 respondents are marked as “*”.

1. Distribution by AGE groups

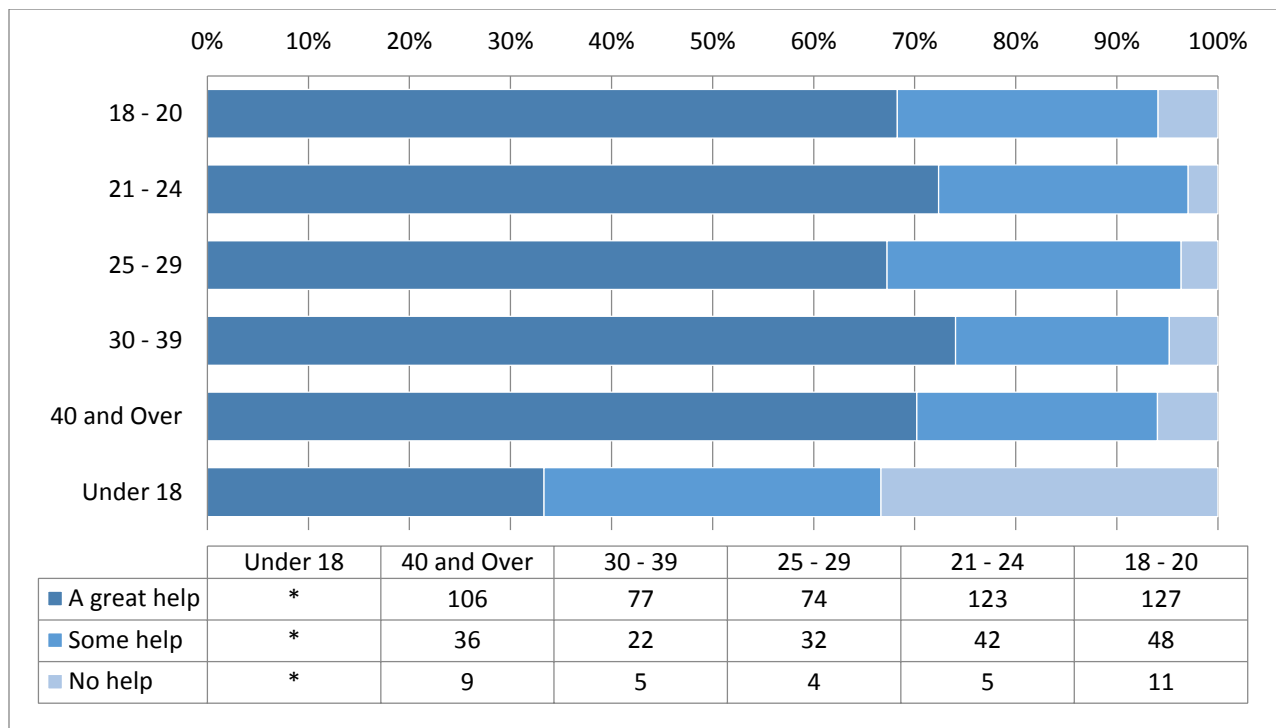
Question 1. I learned to use better study skills.



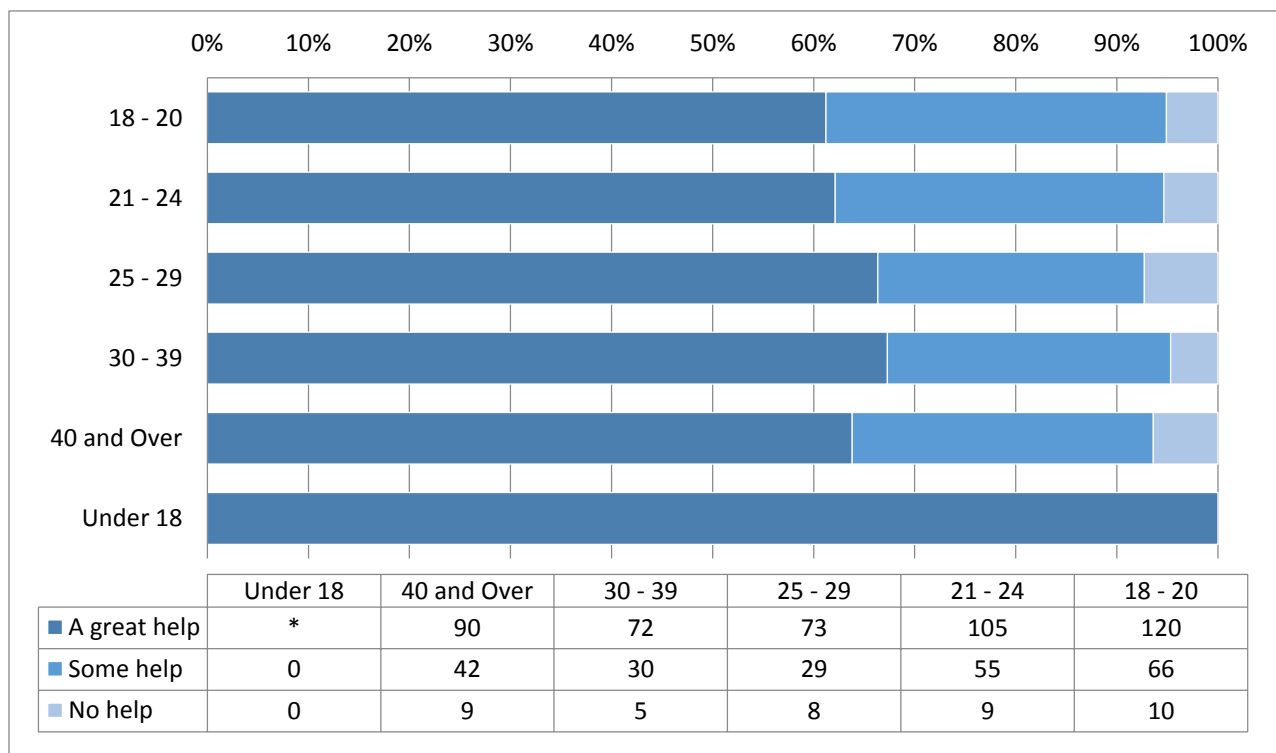
Question 3. I have a more positive attitude about the subjects that I have been studying.



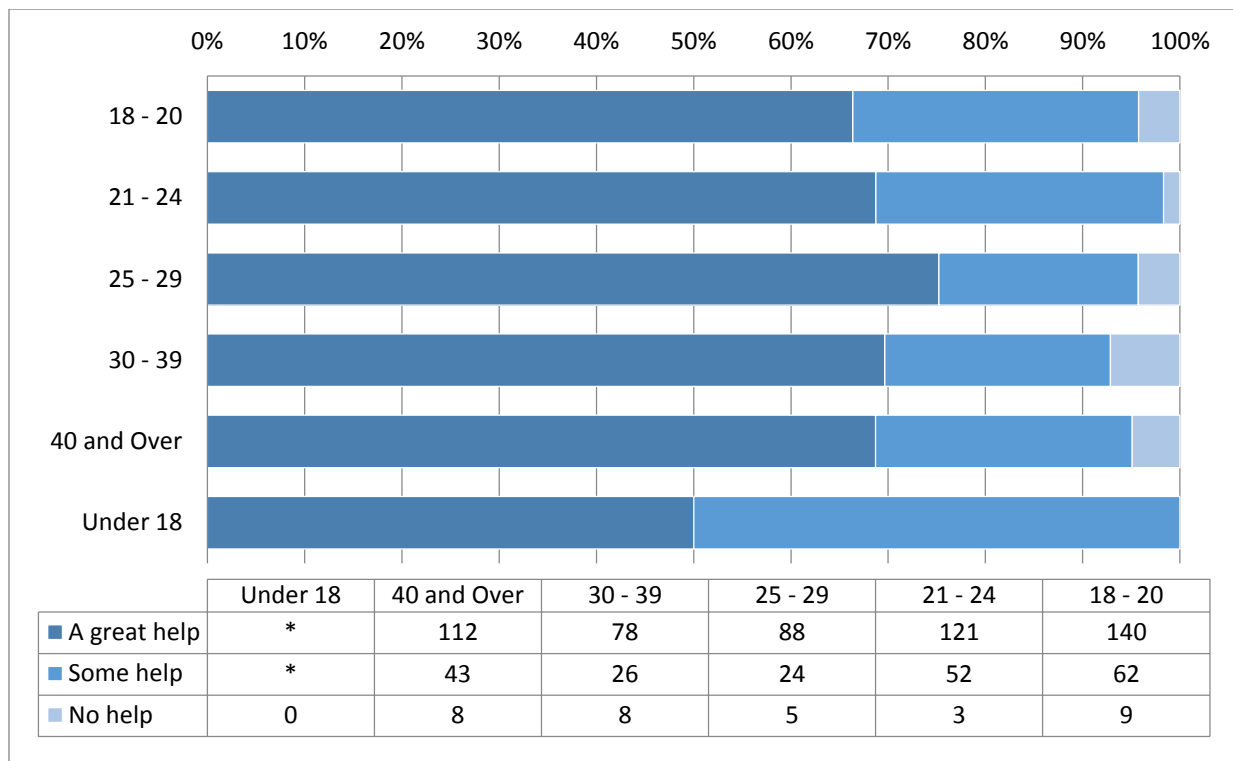
Question 7. How much did tutoring help you stay in class (not drop the class)?



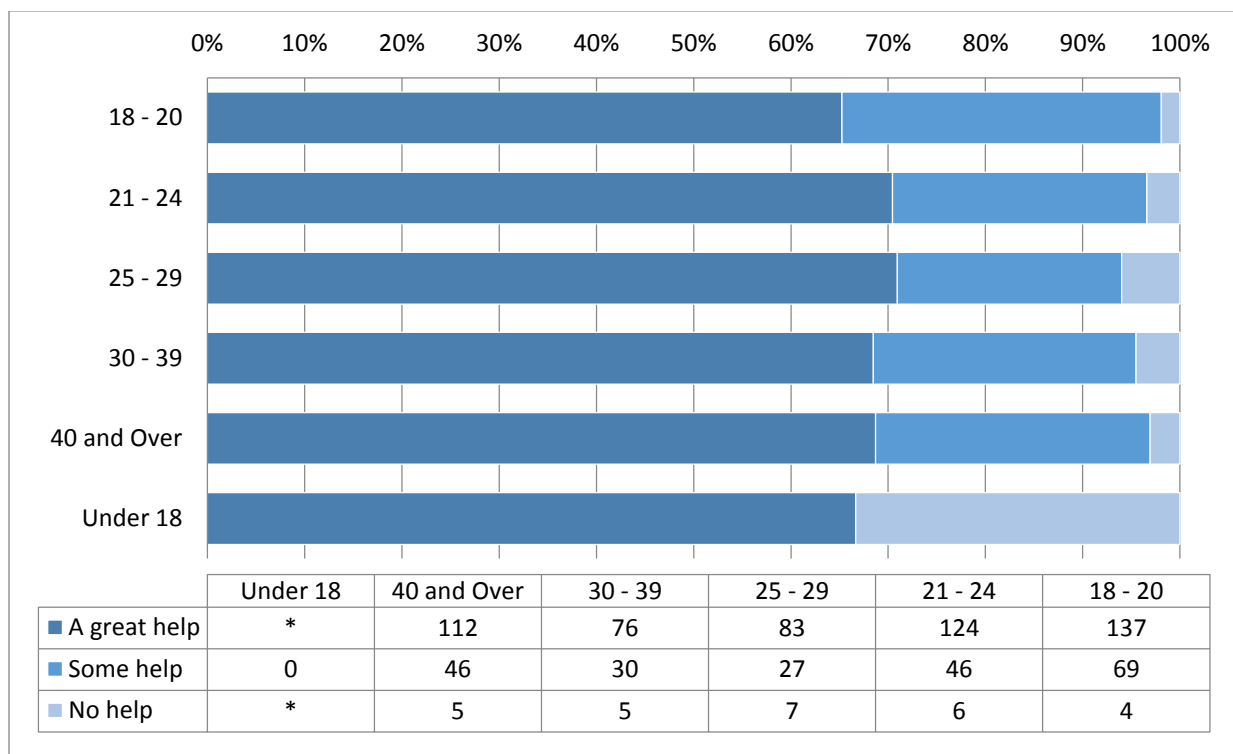
Question 8. How much did tutoring help you make progress toward a degree, certificate, or transfer?



Question 9. How much did tutoring help you understand what is needed to do well in the class?

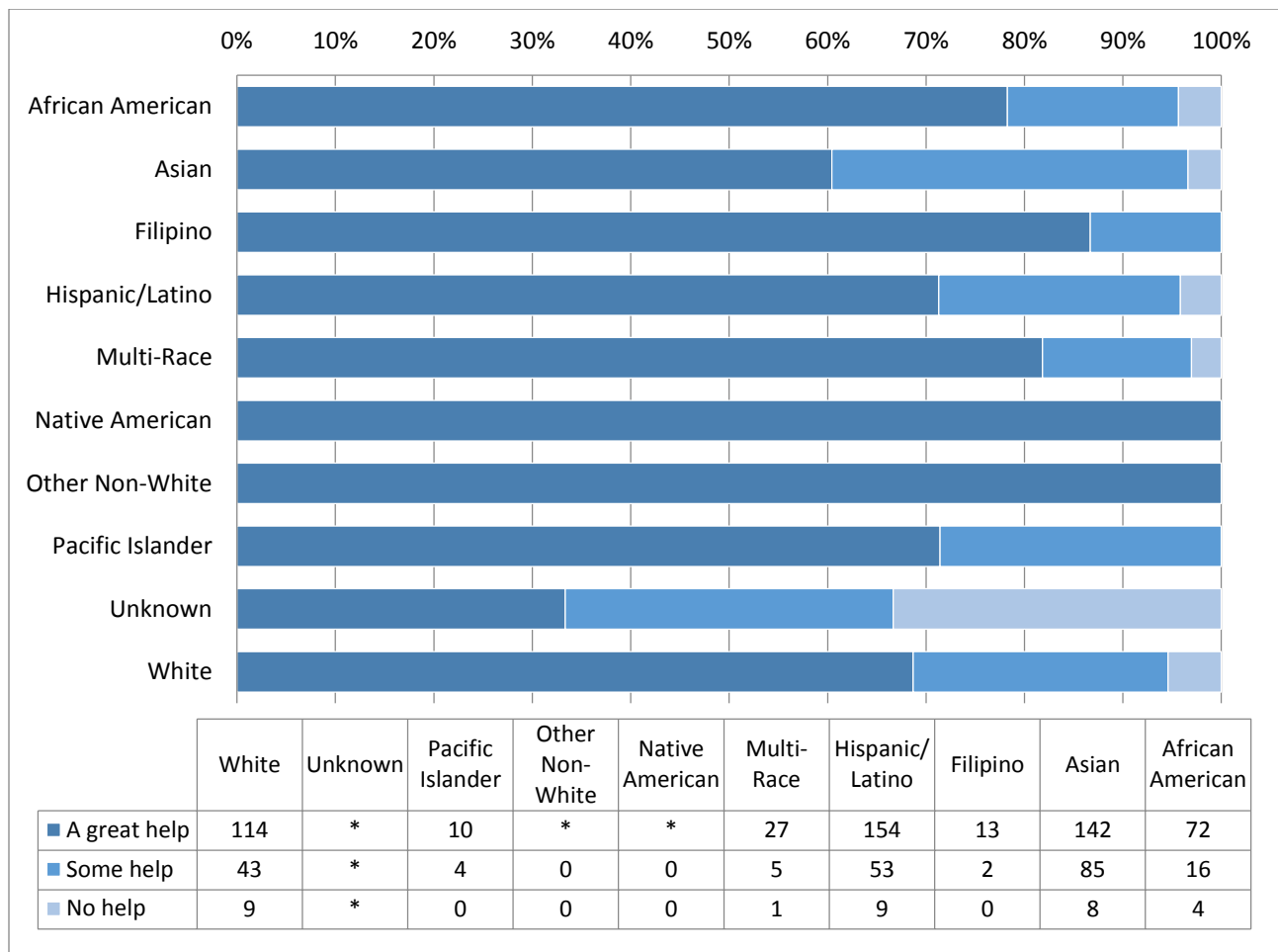


Question 10. How much did tutoring help you get a better grade in the class?



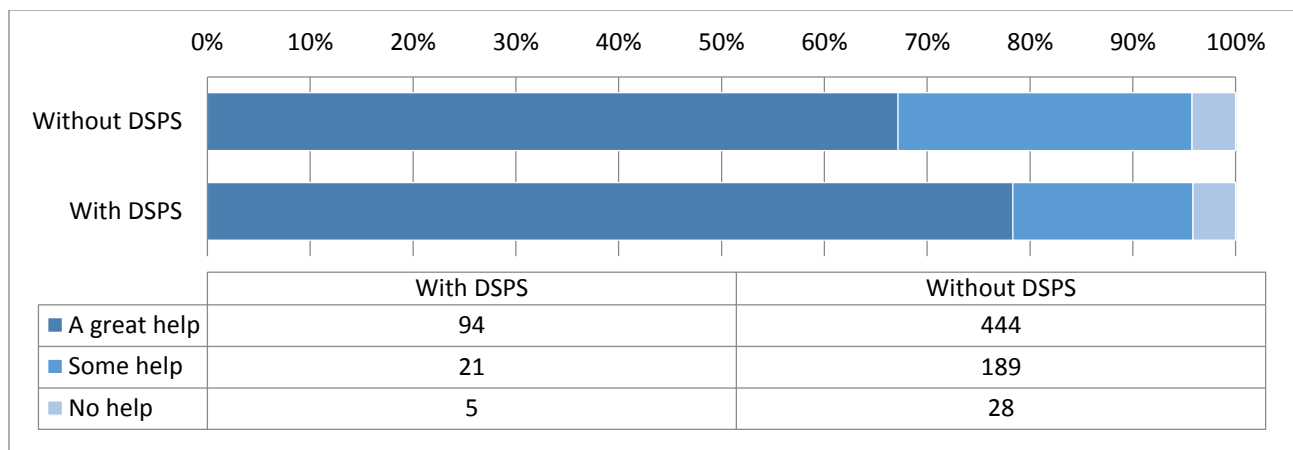
2. Distribution by RACE/ETHNICITY

Question 5. How much did tutoring help you complete homework, papers, projects, etc.?



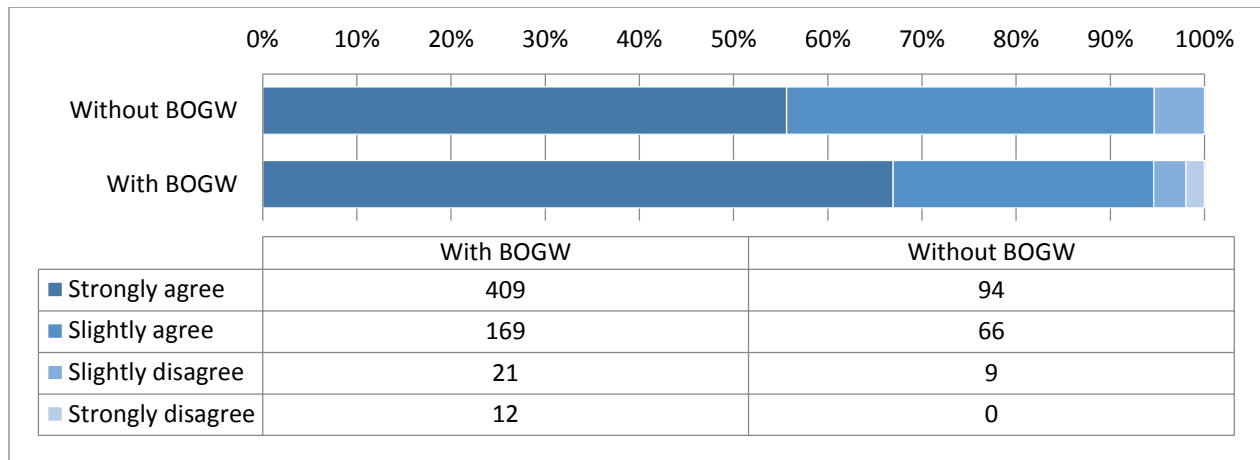
3. Distribution by DSPS status

Question 5. How much did tutoring help you complete homework, papers, projects, etc.?

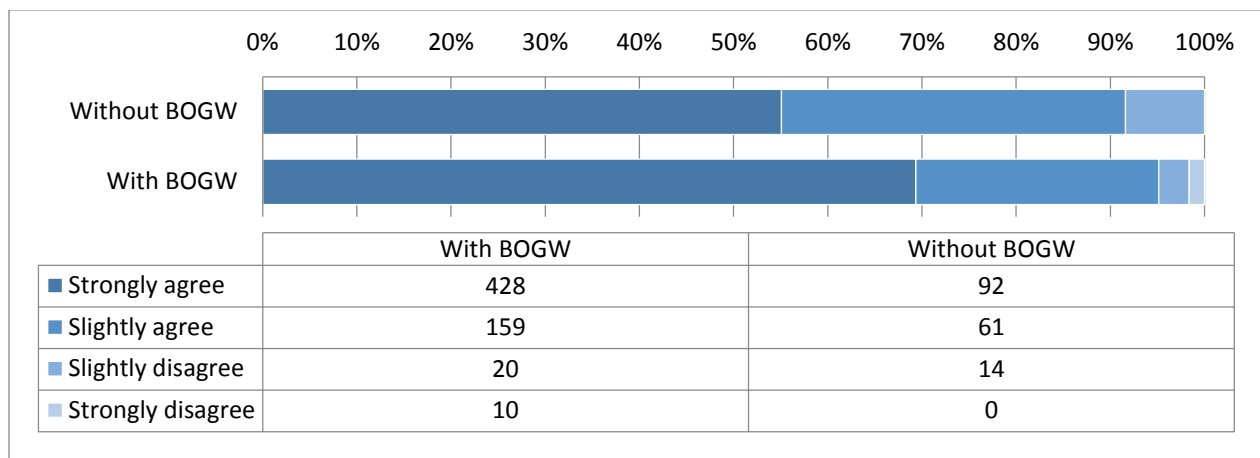


4. Distribution by BOGW status

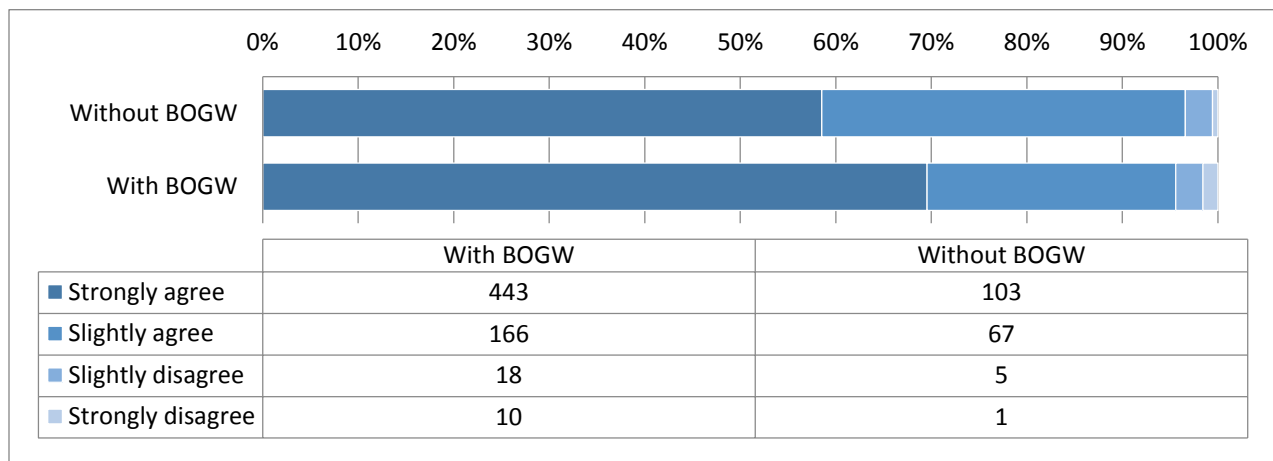
Question 1. I learned to use better study skills.



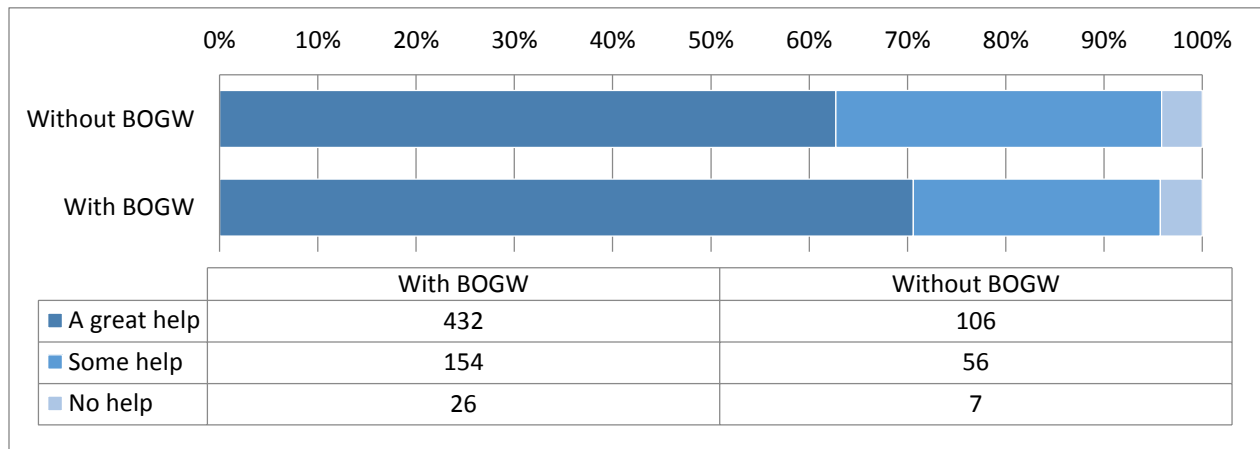
Question 2. I have been able to find and use campus resources.



Question 3. I have a more positive attitude about the subjects that I have been studying.



Question 5. How much did tutoring help you complete homework, papers, projects, etc.?



Question 7. How much did tutoring help you stay in class (not drop the class)?

