

2017-2018 TUTORING SURVEY RESULTS

Prepared by Lan Hoang (research analyst)

The 2017-2018 Tutoring Survey was conducted in mid-Spring 2018 in Sacramento City College (SCC) learning support areas (tutoring areas or tutoring labs/centers). The survey was administered in both paper and online (via SurveyMonkey) survey formats. The survey asked students who used the tutoring labs/centers about their perceptions on the effectiveness of tutoring in helping students to be active learners and supporting students' course success. This report provides the results for tutoring areas across the college. Results for individual lab areas will be provided to each lab separately.

To facilitate comparison to the previous year's survey results, this report has similar format and sections for the most part. 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. The last section analyzes the responses by different student groups. As there is expressed interest in demographic breakdown by lab/center, this report includes the information in Appendix II.

1. SAMPLE AND STUDENT PROFILE

The sample. The survey collected a total number of 691 responses from 674 respondents.¹ Duplicated responses within tutoring areas are removed. There are 38 duplicated responses across tutoring areas—these are only removed when examining the overall sample's demographic characteristics (i.e. student profile). Twelve tutoring areas had enough responses to report for that area specifically. Areas with 10 or less responses were grouped as "Other Labs" (see table below).

Number of Responses by Tutoring Area

Tutoring area	Number of respondents	Percent
Advanced Technology Design Lab	37	5.5%
Business & CIS Division Open Computer Lab	25	3.7%
Business Student Center	22	3.3%
ESL Lab	64	9.5%
Learning Skills and Tutoring Center	84	12.5%
Math Lab	134	19.9%
Photography	75	11.1%
Reading Lab	48	7.1%
RISE	17	2.5%
Science and Allied Health Tutoring Center	21	3.1%
West Sacramento Center	11	1.6%
Writing Center	116	17.2%
Other Labs*	20	3.0%
Total	674	100.0%
* <i>N ≤ 10, includes Athletic Study Skills Lab, Language & Literature Computer Lab, and MESA. Veteran's Resource Center had no survey responses. Davis Center had 15 responses but was not included in this report as the responses were returned after this report had been completed.</i>		

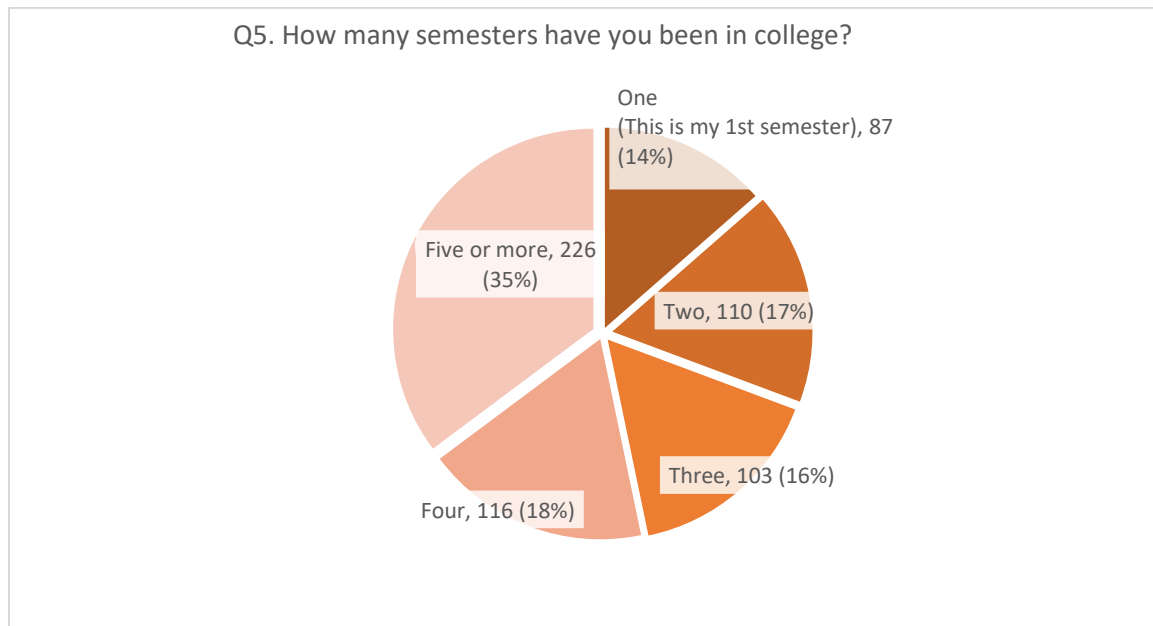
¹ Note that respondents whose age is under 18 were excluded.

Student profile. To examine the representativeness of the sample, we compared students' demographic distribution in the sample to the college's overall. The last column in the table below shows the percentage point differences between the sample's subgroup proportions and those of the college. The subgroup with the largest percentage point difference is the low-income one—the proportion of low-income students in the sample is higher than the college's by over 11%. The second and third largest percentage point differences are among students with disability and students in the 40+ age group—7.8% and 6.9% respectively. Appendix A shows demographic breakdown by lab/center. Note that because of deduplication, the total in the table below is not equal to the total number of responses used for analysis in the next sections.

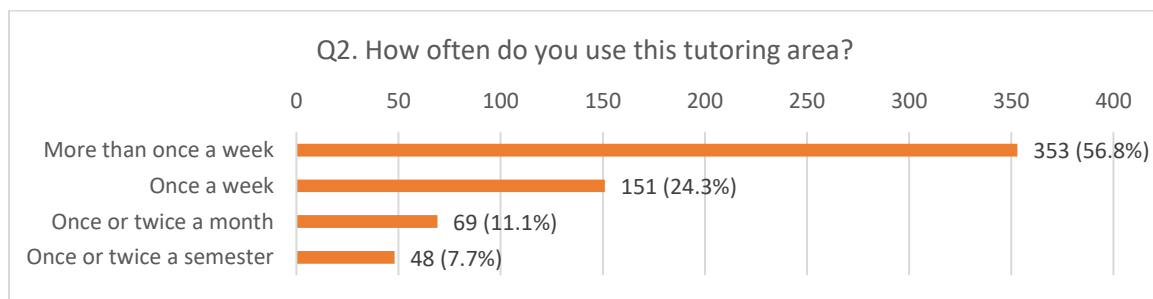
STUDENT DEMOGRAPHICS	Spring 2018 Survey Respondents		College overall Spring 2018 Profile Census	Percentage point difference
	Number	Percent	Percent	
AGE Group				
18 - 20	149	25.3	28.5	-3.2
21 - 24	126	21.4	27.1	-5.7
25 - 29	104	17.7	17.7	0
30 - 39	107	18.2	14.4	3.8
40 and Over	103	17.5	10.6	6.9
GENDER				
Female	344	58.4	57.0	1.4
Male	231	39.2	41.0	-1.8
Unknown	14	2.4	2.0	0.4
RACE/ETHNICITY				
African American	69	11.7	10.3	1.4
Asian	133	22.6	18.9	3.7
Filipino	13	2.2	3.0	-0.8
Hispanic/Latino	189	32.1	30.9	1.2
Multi-Race	27	4.6	6.6	-2
Native American*			0.3	
Other Non-White*			0.4	
Pacific Islander			1.3	
Unknown*			1.1	
White	136	23.1	27.1	-4
DISABILITY				
Yes	80	13.6	5.8	7.8
No	509	86.4	94.2	-7.8
LOW-INCOME				
Yes	446	75.7	64.5	11.2
No	143	24.3	35.5	-11.2
FIRST-TIME NEW				
Yes	39	6.6	4.9	1.7
No	550	93.4	95.1	-1.7
Total	589	100	100	0
* Groups with 10 or less responses were greyed out and marked with an *.				

2. CHARACTERISTICS OF RESPONDENTS

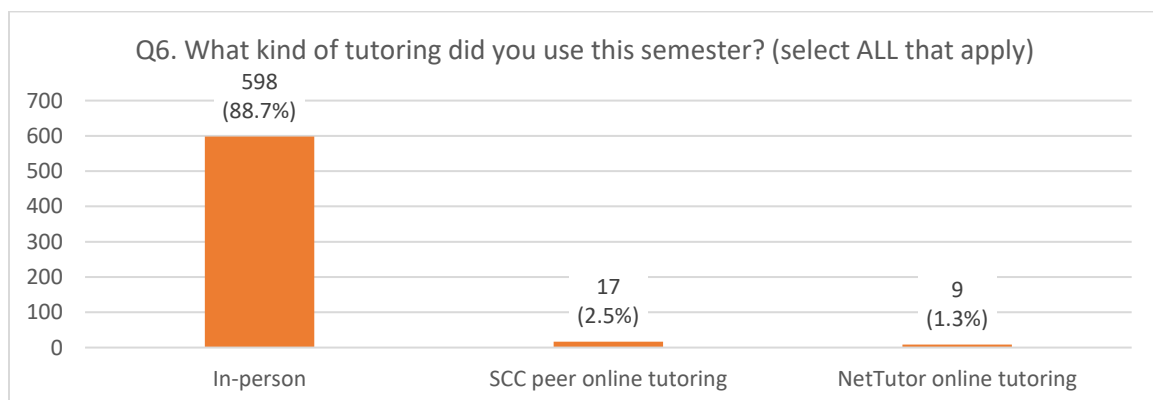
Semesters in college. Over one third of the respondents are in their third year of studies or having spent five or more semesters at the college. A similar percentage are in their second year of studies (three or four semesters) while the rest are in their first year (one or two semesters).



Lab use frequency. A majority of the respondents used the tutoring areas more than once a week. About a quarter used the lab/center once a week. Some only used the lab/center once or twice a month or less.



Types of tutoring used. The most common type of tutoring that students used was in-person tutoring. Only a few mentioned that they had used online tutoring.

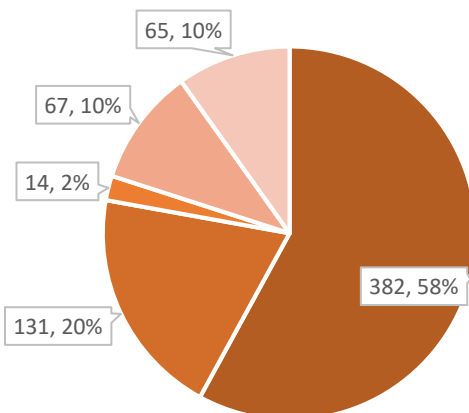


3. HOW DOES TUTORING HELP?

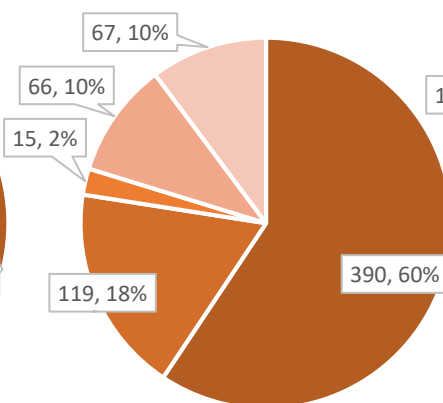
Study skills, campus resources, and student attitude. The survey asks questions about whether tutoring has helped students with areas such as improving study skills, finding campus resources, and developing positive attitude about the subjects students are studying. More than 78% of the respondents indicated that tutoring has been helpful for them in each of these areas, with over 58 percent expressing that they strongly agreed. Some respondents (13% or less) disagreed that tutoring was useful for them in those areas.²

Q3. Because of my work with the tutors....

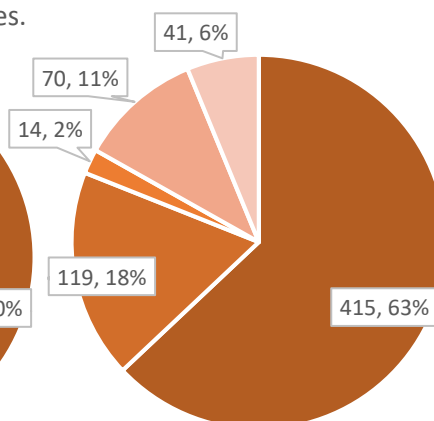
I learned to use better study skills.



I have been able to find and use campus resources.



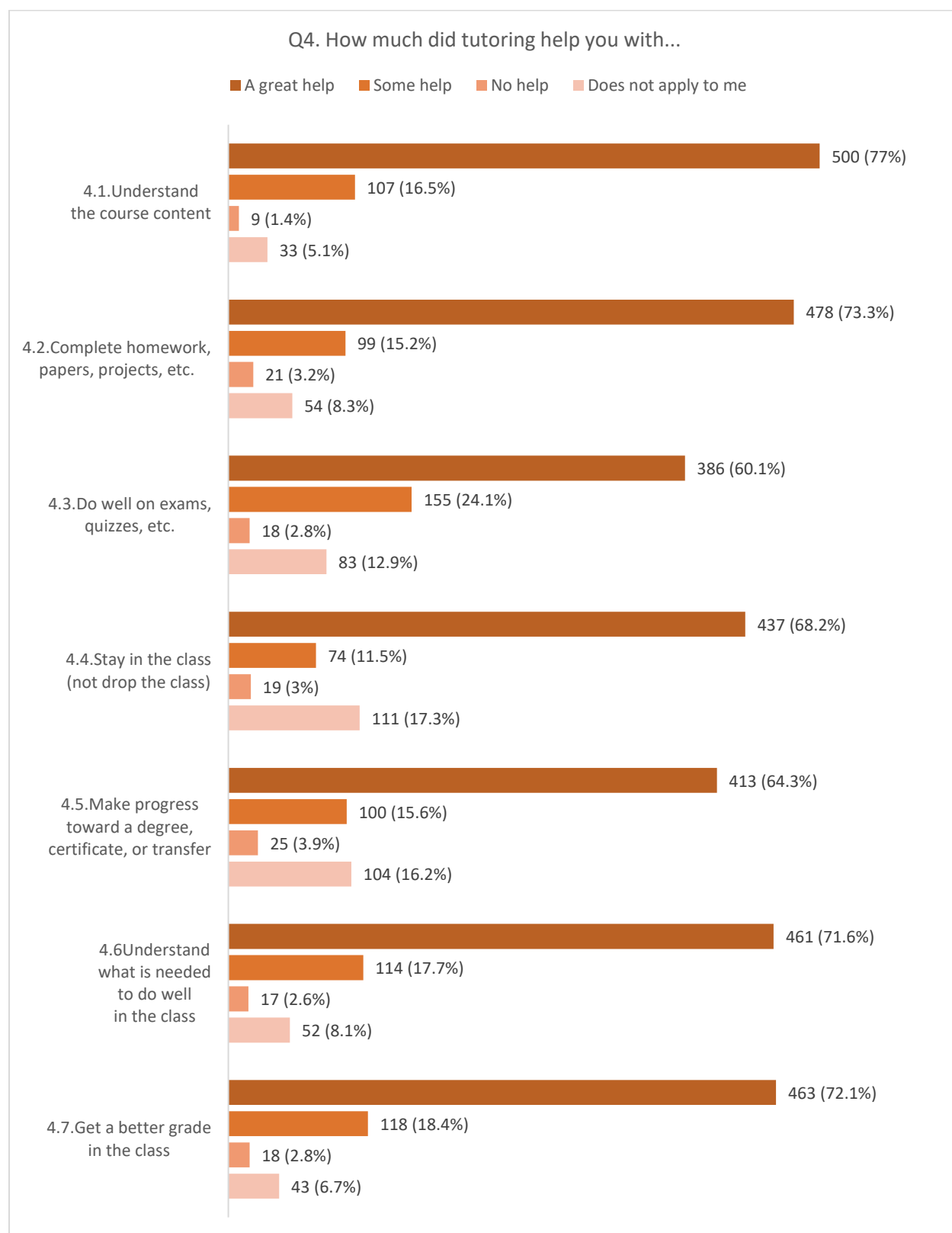
I have a more positive attitude about the subjects that I have been studying.



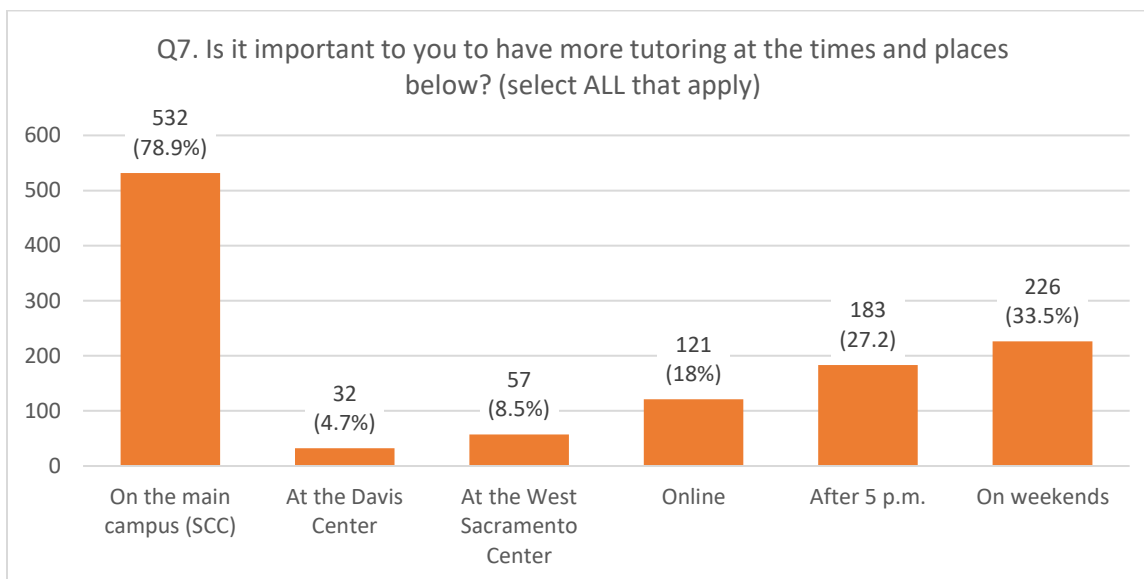
- Strongly agree
- Slightly agree
- Slightly disagree
- Strongly disagree
- Does not apply to me

² One of the tutoring areas reported that there were respondents who were confused about the wording used in the survey question regarding their level of agreement, thinking that “strongly disagree” would indicate tutoring was helpful. The area staff suggested that this might have been because the options for “disagree” was listed before the “agree” options while students might have been more accustomed to “left-to-right, positive-to-negative” order. The staff raised concern that there might be more students who were confused but did not ask for clarification and thus might have mistakenly chosen a negative answer. However, as the next question in the survey also laid out answer choices in a consistent order, i.e. negative-to-positive (see Appendix C for the survey question form), and there has not been any report on confusion about this question, there is not enough evidence to call into question the validity of the survey results. However, we might reconsider the order of answer options in future surveys.

Classwork. Most of the respondents reported that tutoring has been helpful for their classwork. More than 60 percent indicated that tutoring was a great help in each of the areas asked. About 4 percent or less thought that tutoring was not useful.



Tutoring time/place. Almost 80 percent of the respondents expressed that they would like to see more tutoring on the main campus. Over a quarter thought that more tutoring in the evening was important and over a third felt that there should be more tutoring on weekends.



4. ADDITIONAL COMMENTS AND AREAS FOR IMPROVEMENT

The survey received 194 additional comments (29% of the total responses). Most of the comments are positive, confirming how helpful tutoring services have been to the students' success and progress (147 comments, 76% of the comments added). Among these comments, more than half emphasize the helpfulness of both tutors and staff (89, 61%). The positive comments are also appreciative of the resources available to the students, including the space, equipment, computers, and software. There are a few negative comments about tutors' effectiveness and attitude.

A number of comments make suggestions about how the tutoring services can improve (49, 25%). Many suggested that there should be more tutors available, especially at peak hours, in the evenings, and on weekends. Students expressed that they would like to have more tutors for more advanced courses (such as Chemistry 400 or Calculus). They also suggested that it would be helpful to have bigger space, a printer, more anatomy and physiology models, and snacks available.

5. RESPONSES AMONG DIFFERENT STUDENT GROUPS

We performed statistical tests³ to examine the differences in the perceptions of students in different demographic groups, i.e. age, race, disability (DSPS), low income (BOGW), and first-time new college students (SSSP). A statistically significant result⁴ would imply that the differences observed are not random and might have been attributable to the demographic groups to which students belong. The table on the next page summarizes the statistical test results. Checked boxes

³ Chi-square tests

⁴ $p \leq .05$

with grey background indicate items with differences being statistically significant. No statistical significance was found in responses by gender or SSSP status.

By age group, students in the 21-24 and 40+ age groups express higher satisfaction with tutoring services than students in other age groups, specifically in areas such as improving study skills, developing more positive skills, understanding course contents, and understanding what is needed to do well in the class. By race/ethnicity, African American and Hispanic/Latino students appear to perceive the tutoring services they received as being more helpful than do their Asian and White peers in areas such as understanding the course content, doing well on exams, quizzes, etc., staying in class, and making progress toward a degree, certificate, or transfer. Low-income students, i.e. students who received the BOGW waivers, express a stronger perception of tutoring helpfulness than non-low-income students, specifically in terms of helping them to improve learning skills, develop positive attitude about the subjects, complete homework, stay in class, make progress in their programs, and understand what is needed to do well in the class. Appendix B includes graphs and tables detailing these differences.

Items with Responses Significantly Differed by Group Membership

<i>Shading indicates statistically significant difference</i>			
Question item	Age	Race	BOGW
3.1. I learned to use better study skills.	✓		✓
3.2. I have been able to find and use campus resources.			
3.3. I have a more positive attitude about the subjects that I have been studying.	✓		✓
4.1. Understand the course content.	✓	✓	
4.2. Complete homework, papers, projects, etc.			✓
4.3. Do well on exams, quizzes, etc.		✓	
4.4. Stay in class (not drop the class).		✓	✓
4.5. Make progress toward a degree, certificate, or transfer.		✓	✓
4.6. Understand what is needed to do well in the class.	✓		✓
4.7. Get a better grade in the class.			

APPENDIX A. SURVEY RESPONDENTS' DEMOGRAPHIC BREAKDOWN BY LAB/CENTER

Note: Subgroups with $N \leq 10$ are greyed out. In cases where there are only two categories (Yes or No in Disability status, Low-income status, and First-time new college students), the other category numbers are also greyed out to protect respondents' identity.

Age Group		AT Design Lab	Athletic Study Skills Lab	Business & CIS Division	Business Student Center	ESL Lab	Language & Literature Computer Lab	Learning Skills and Tutoring Center	Math Lab	MESA	Photo	Reading Lab	RISE	Science and Allied Health	West Sac Center	Writing Center	Total
18 - 20	N							20	34		12	21				33	157
	%							25.3%	27.4%		16.7%	47.7%				30.8%	25.0%
21 - 24	N							14	34							19	134
	%							17.7%	27.4%							17.8%	21.4%
25 - 29	N							16	23		12					21	109
	%							20.3%	18.5%		16.7%					19.6%	17.4%
30 - 39	N					16		12	13		18					20	110
	%					26.2%		15.2%	10.5%		25.0%					18.7%	17.5%
40+	N					20		17	20		20					14	117
	%					32.8%		21.5%	16.1%		27.8%					13.1%	18.7%
Total	N	31	8	25	21	61	2	79	124	10	72	44	15	18	10	107	627
	%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Gender		AT Design Lab	Athletic Study Skills Lab	Business & CIS Division	Business Student Center	ESL Lab	Language & Literature Computer	Learning Skills and Tutoring	Math Lab	MESA	Photo	Reading Lab	RISE	Science and Allied Health	West Sac Center	Writing Center	Total
Female	N	13		11	12	33		53	71		40	34		13		67	367
	%	41.9%		44.0%	57.1%	54.1%		67.1%	57.3%		55.6%	77.3%		72.2%		62.6%	58.5%
Male	N	17		11		27		23	49		30					39	244
	%	54.8%		44.0%		44.3%		29.1%	39.5%		41.7%					36.4%	38.9%
Unknown	N																16
	%																2.6%
Total	N	31	8	25	21	61	2	79	124	10	72	44	15	18	10	107	627
	%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

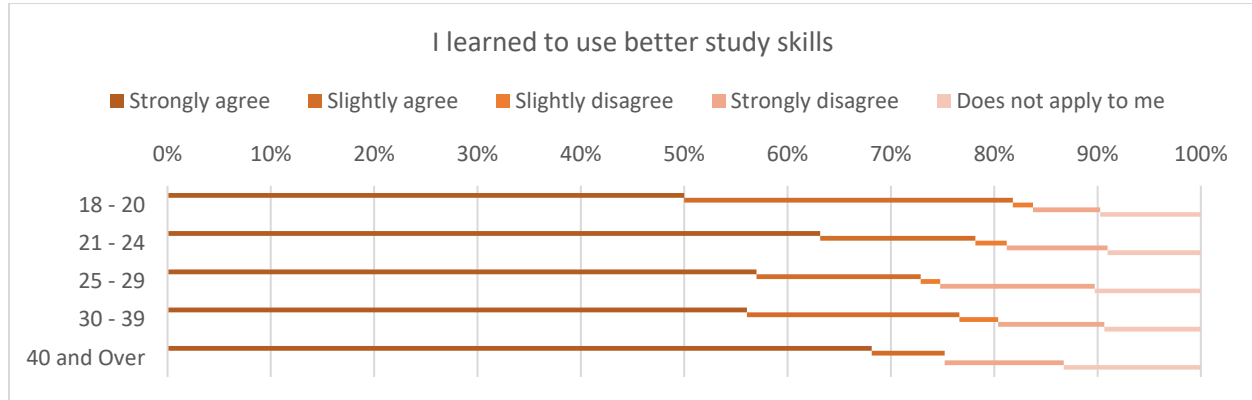
Race/ Ethnicity		AT Design Lab	Athletic Study Skills Lab	Business & CIS Division	Business Student Center	ESL Lab	Language & Literature Computer Lab	Learning Skills and Tutoring Center	Math Lab	MESA	Photo	Reading Lab	RISE	Science and Allied Health	West Sac Center	Writing Center	Total
African American	N							16	24							13	80
	%							20.3%	19.4%							12.1%	12.8%
Asian	N					30		11	12			16				38	139
	%					49.2%		13.9%	9.7%			36.4%				35.5%	22.2%
Filipino	N																13
	%																2.1%
Hispanic /Latino	N	11				13		30	46		23	15				28	202
	%	35.5%				21.3%		38.0%	37.1%		31.9%	34.1%				26.2%	32.2%
Multi- Race	N																27
	%																4.3%
Native American	N																
	%																
Other Non- White	N																
	%																
Pacific Islander	N																11
	%																1.8%
Unknown	N																
	%																
White	N					15		16	32		24					21	143
	%					24.6%		20.3%	25.8%		33.3%					19.6%	22.8%
Total	N	31	8	25	21	61	2	79	124	10	72	44	15	18	10	107	627
	%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Disability status (DSPS)		AT Design Lab	Athletic Study Skills Lab	Business & CIS Division	Business Student Center	ESL Lab	Language & Literature Computer Lab	Learning Skills and Tutoring Center	Math Lab	MESA	Photo	Reading Lab	RISE	Science and Allied Health	West Sac Center	Writing Center	Total
No	N							62	108							90	536
	%							78.5%	87.1%							84.1%	85.5%
Yes	N							17	16							17	91
	%							21.5%	12.9%							15.9%	14.5%
Total	N	31	8	25	21	61	2	79	124	10	72	44	15	18	10	107	627
	%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

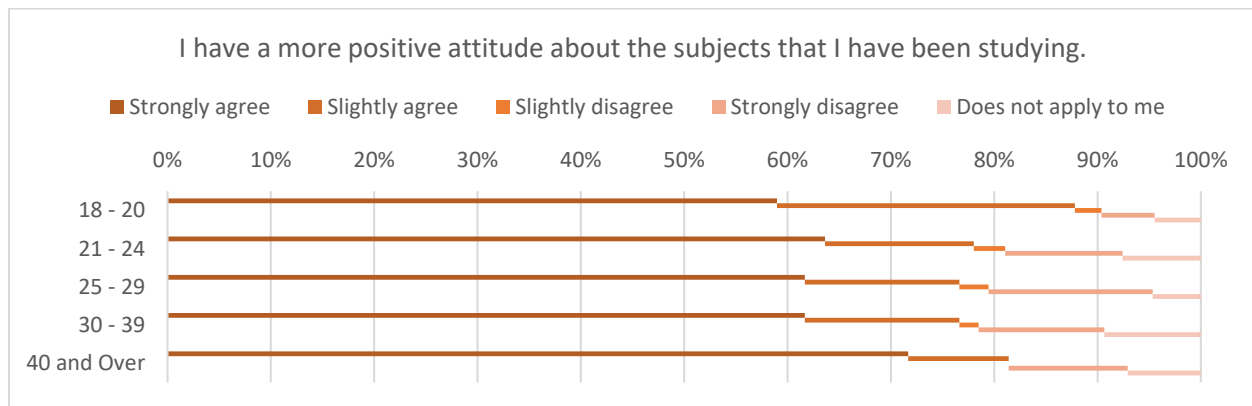
Low Income (BOGW)		AT Design Lab	Athletic Study Skills Lab	Business & CIS Division	Business Student Center	ESL Lab	Language & Literature Computer Lab	Learning Skills and Tutoring Center	Math Lab	MESA	Photo	Reading Lab	RISE	Science and Allied Health	West Sac Center	Writing Center	Total
No	N	16						18	28		31					21	148
	%	51.6%						22.8%	22.6%		43.1%					19.6%	23.6%
Yes	N	15						61	96		41					86	479
	%	48.4%						77.2%	77.4%		56.9%					80.4%	76.4%
Total	N	31	8	25	21	61	2	79	124	10	72	44	15	18	10	107	627
	%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

First-time new college students (SSSP)		AT Design Lab	Athletic Study Skills Lab	Business & CIS Division	Business Student Center	ESL Lab	Language & Literature Computer Lab	Learning Skills and Tutoring Center	Math Lab	MESA	Photo	Reading Lab	RISE	Science and Allied Health	West Sac Center	Writing Center	Total
No	N																586
	%																93.5%
Yes	N																41
	%																6.5%
Total	N	31	8	25	21	61	2	79	124	10	72	44	15	18	10	107	627
	%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

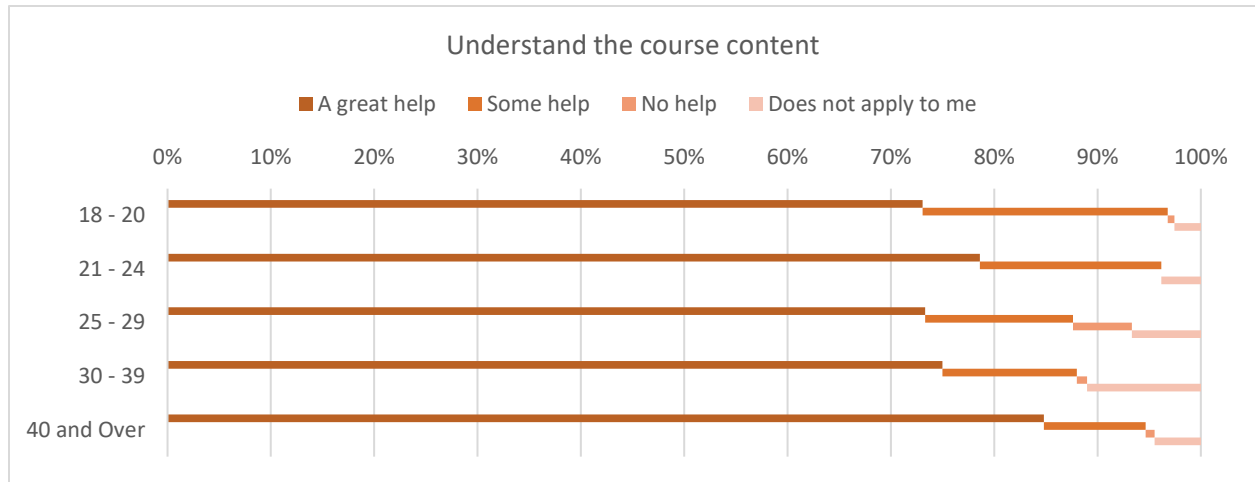
APPENDIX B. RESPONSE DISTRIBUTION AMONG STUDENT GROUPS



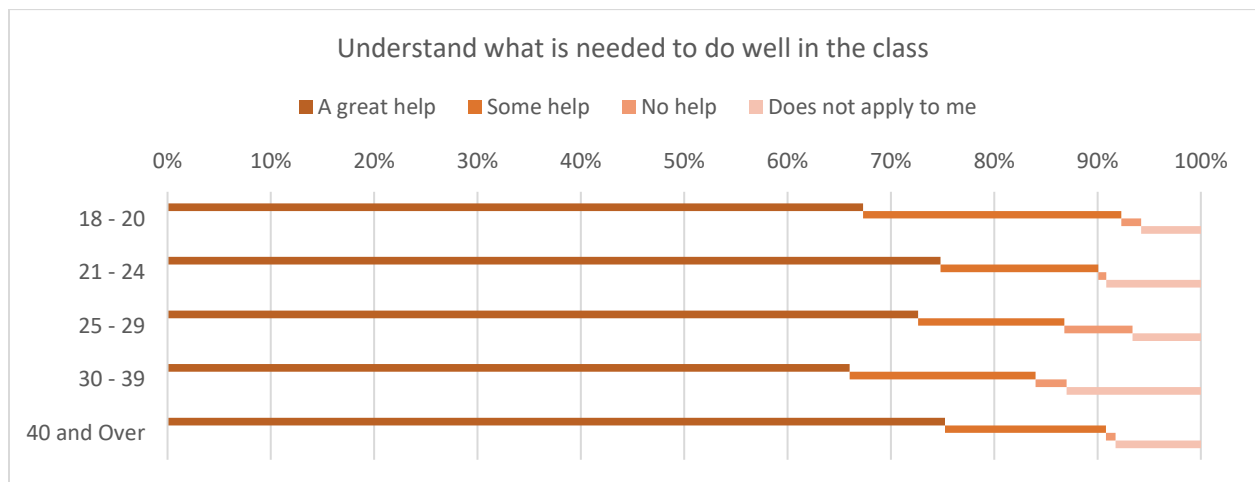
I learned to use better study skills												
Age Group	18 - 20		21 - 24		25 - 29		30 - 39		40 and Over		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Strongly agree	77	50.0%	84	63.2%	61	57.0%	60	56.1%	77	68.1%	359	58.5%
Slightly agree	49	31.8%	20	15.0%	17	15.9%	22	20.6%	8	7.1%	116	18.9%
Slightly disagree	3	1.9%	4	3.0%	2	1.9%	4	3.7%	0	0.0%	13	2.1%
Strongly disagree	10	6.5%	13	9.8%	16	15.0%	11	10.3%	13	11.5%	63	10.3%
Does not apply	15	9.7%	12	9.0%	11	10.3%	10	9.3%	15	13.3%	63	10.3%
Total	154	100%	133	100%	107	100%	107	100%	113	100%	614	100%



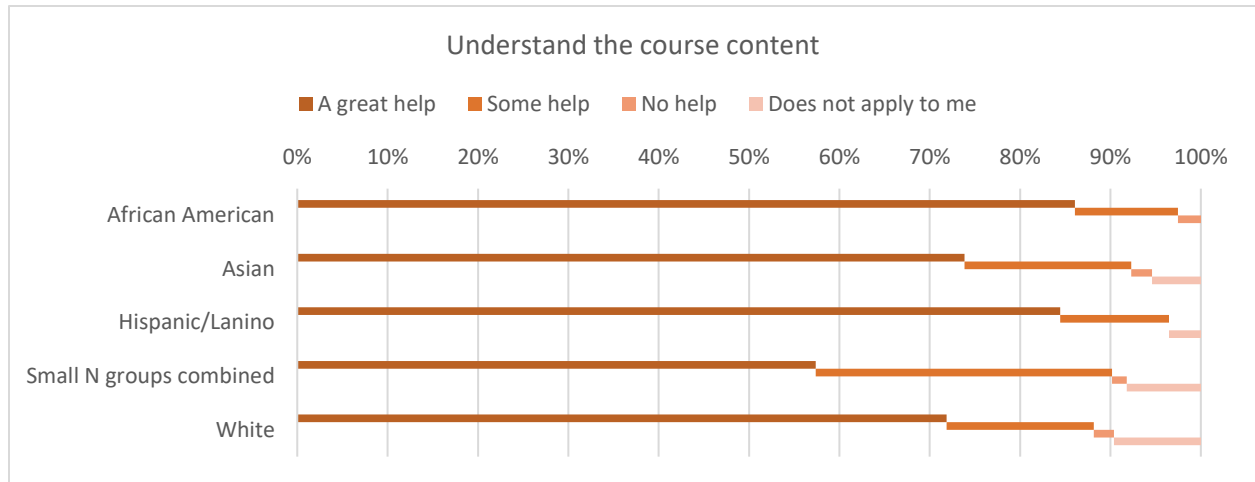
I have a more positive attitude about the subjects that I have been studying												
Age Group	18 - 20		21 - 24		25 - 29		30 - 39		40 and Over		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Strongly agree	92	59.0%	84	63.6%	66	61.7%	66	61.7%	81	71.7%	389	63.3%
Slightly agree	45	28.8%	19	14.4%	16	15.0%	16	15.0%	11	9.7%	107	17.4%
Slightly disagree	4	2.6%	4	3.0%	3	2.8%	2	1.9%	0	0.0%	13	2.1%
Strongly disagree	8	5.1%	15	11.4%	17	15.9%	13	12.1%	13	11.5%	66	10.7%
Does not apply	7	4.5%	10	7.6%	5	4.7%	10	9.3%	8	7.1%	40	6.5%
Total	156	100%	132	100%	107	100%	107	100%	113	100%	615	100%



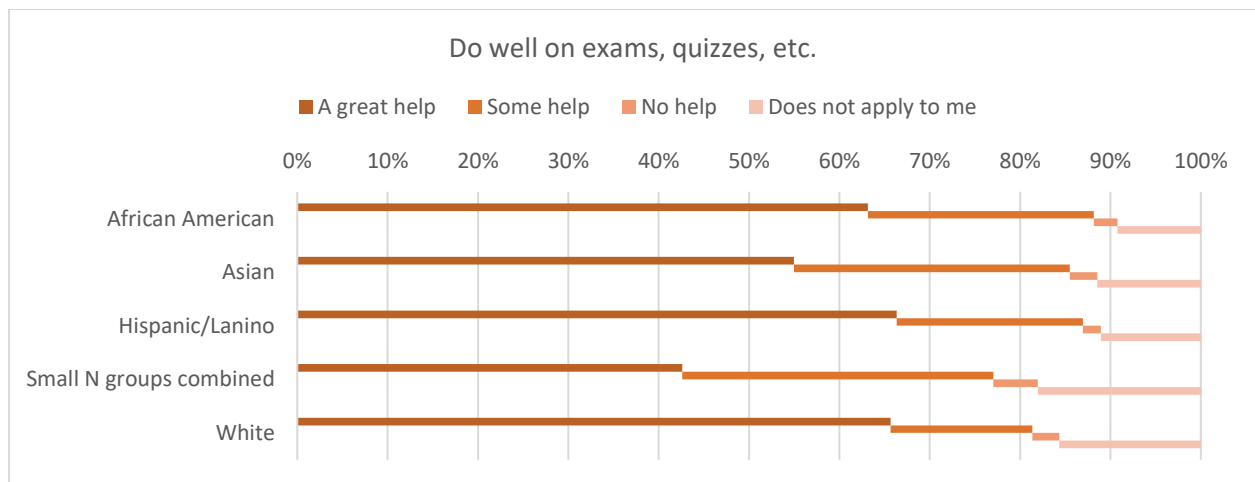
Understand the course content												
Age Group	18 - 20		21 - 24		25 - 29		30 - 39		40 and Over		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
A great help	114	73.1%	103	78.6%	77	73.3%	75	75.0%	95	84.8%	464	76.8%
Some help	37	23.7%	23	17.6%	15	14.3%	13	13.0%	11	9.8%	99	16.4%
No help	1	0.6%	0	0.0%	6	5.7%	1	1.0%	1	0.9%	9	1.5%
Does not apply	4	2.6%	5	3.8%	7	6.7%	11	11.0%	5	4.5%	32	5.3%
Total	156	100%	131	100%	105	100%	100	100%	112	100%	604	100%



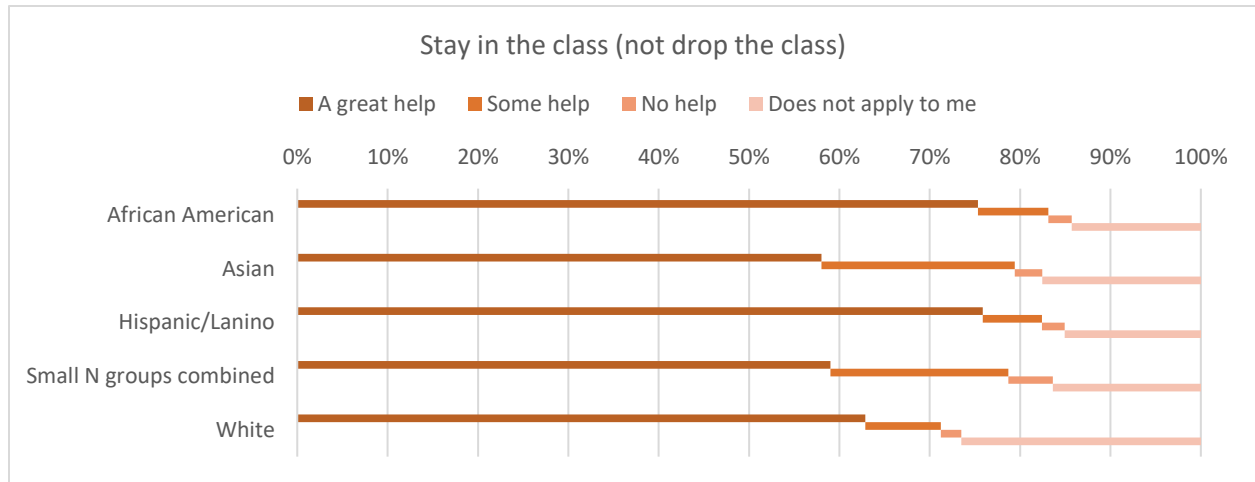
Understand what is needed to do well in the class												
Age Group	18 - 20		21 - 24		25 - 29		30 - 39		40 and Over		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
A great help	105	67.3%	98	74.8%	77	72.6%	66	66.0%	82	75.2%	428	71.1%
Some help	39	25.0%	20	15.3%	15	14.2%	18	18.0%	17	15.6%	109	18.1%
No help	3	1.9%	1	0.8%	7	6.6%	3	3.0%	1	0.9%	15	2.5%
Does not apply	9	5.8%	12	9.2%	7	6.6%	13	13.0%	9	8.3%	50	8.3%
Total	156	100%	131	100%	106	100%	100	100%	109	100%	602	100%



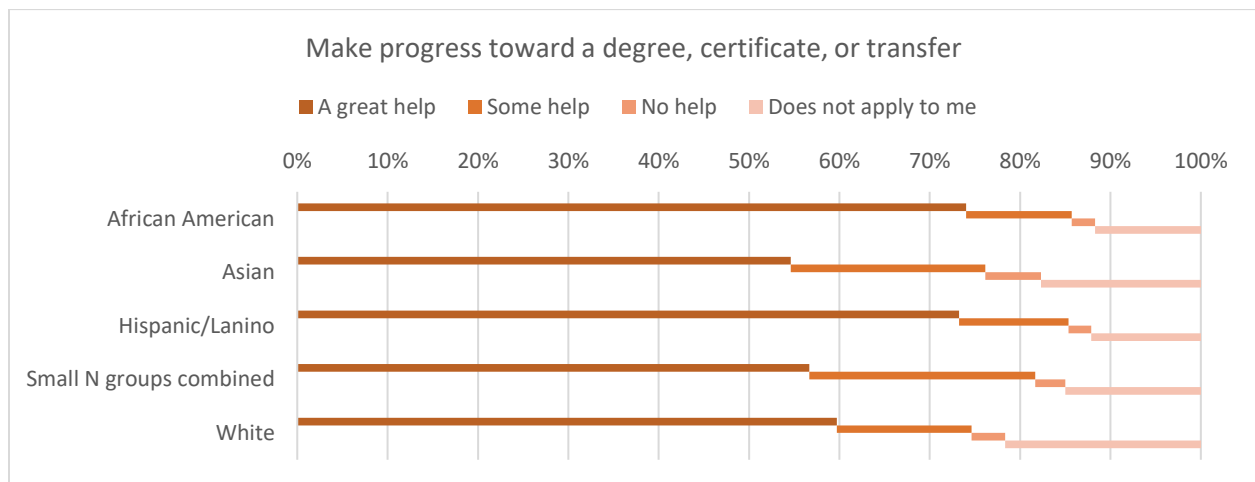
Understand the course content												
Age Group	AfricanAmerican		Asian		Hispanic/Latino		Small N groups		White		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
A great help	105	67.3%	98	74.8%	77	72.6%	66	66.0%	82	75.2%	428	71.1%
Some help	39	25.0%	20	15.3%	15	14.2%	18	18.0%	17	15.6%	109	18.1%
No help	3	1.9%	1	0.8%	7	6.6%	3	3.0%	1	0.9%	15	2.5%
Does not apply	9	5.8%	12	9.2%	7	6.6%	13	13.0%	9	8.3%	50	8.3%
Total	156	100%	131	100%	106	100%	100	100%	109	100%	602	100%



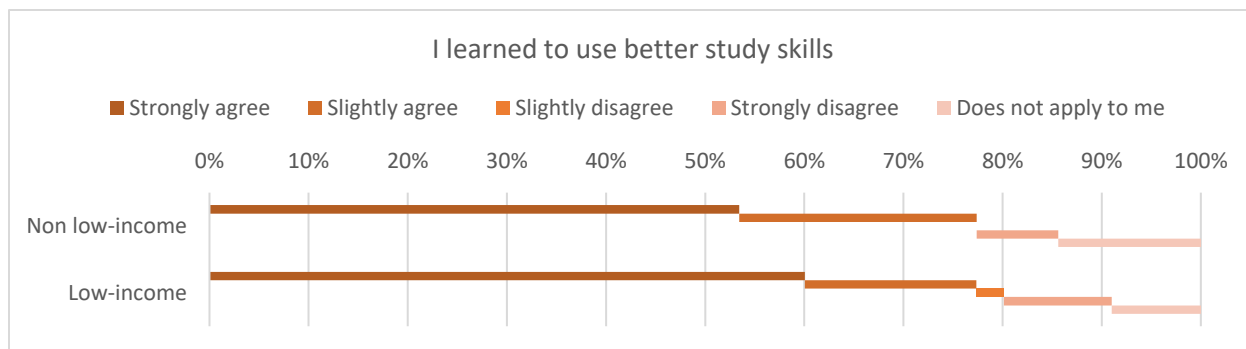
Do well on exams, quizzes, etc.												
Age Group	AfricanAmerican		Asian		Hispanic/Latino		Small N groups		White		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
A great help	48	63.2%	72	55.0%	132	66.3%	26	42.6%	88	65.7%	366	60.9%
Some help	19	25.0%	40	30.5%	41	20.6%	21	34.4%	21	15.7%	142	23.6%
No help	2	2.6%	4	3.1%	4	2.0%	3	4.9%	4	3.0%	17	2.8%
Does not apply	7	9.2%	15	11.5%	22	11.1%	11	18.0%	21	15.7%	76	12.6%
Total	76	100%	131	100%	199	100%	61	100%	134	100%	601	100%



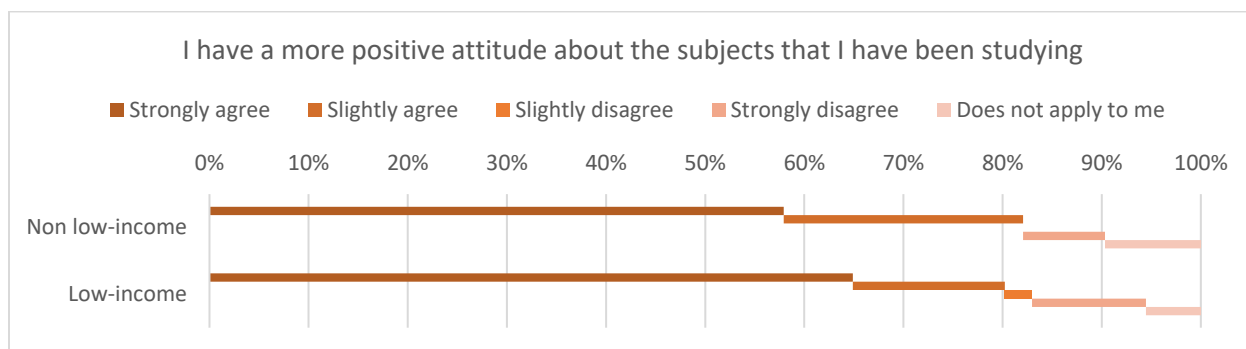
Stay in the class (not drop the class)												
Age Group	AfricanAmerican		Asian		Hispanic/Latino		Small N groups		White		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
A great help	58	75.3%	76	58.0%	151	75.9%	36	59.0%	83	62.9%	404	67.3%
Some help	6	7.8%	28	21.4%	13	6.5%	12	19.7%	11	8.3%	70	11.7%
No help	2	2.6%	4	3.1%	5	2.5%	3	4.9%	3	2.3%	17	2.8%
Does not apply	11	14.3%	23	17.6%	30	15.1%	10	16.4%	35	26.5%	109	18.2%
Total	77	100%	131	100%	199	100%	61	100%	132	100%	600	100%



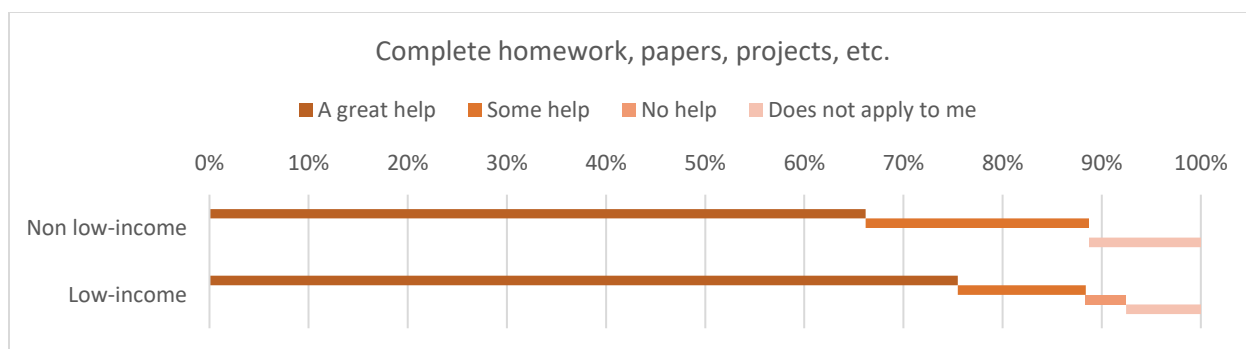
Make progress toward a degree, certificate, or transfer												
Age Group	AfricanAmerican		Asian		Hispanic/Latino		Small N groups		White		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
A great help	57	74.0%	71	54.6%	145	73.2%	34	56.7%	80	59.7%	387	64.6%
Some help	9	11.7%	28	21.5%	24	12.1%	15	25.0%	20	14.9%	96	16.0%
No help	2	2.6%	8	6.2%	5	2.5%	2	3.3%	5	3.7%	22	3.7%
Does not apply	9	11.7%	23	17.7%	24	12.1%	9	15.0%	29	21.6%	94	15.7%
Total	77	100%	130	100%	198	100%	60	100%	134	100%	599	100%



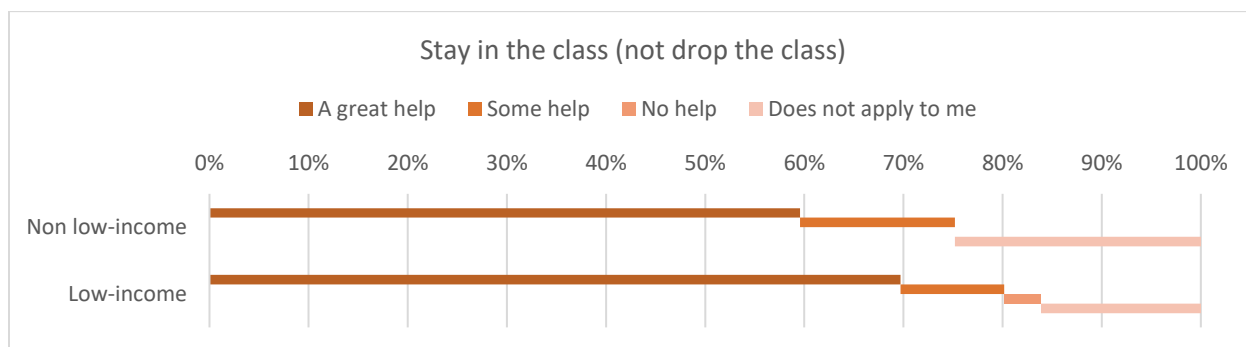
I learned to use better study skills						
Low-income status	Non low-income		Low-income		Total	
	N	%	N	%	N	%
Strongly agree	78	53.4%	281	60.0%	359	58.5%
Slightly agree	35	24.0%	81	17.3%	116	18.9%
Slightly disagree	0	0.0%	13	2.8%	13	2.1%
Strongly disagree	12	8.2%	51	10.9%	63	10.3%
Does not apply	21	14.4%	42	9.0%	63	10.3%
Total	146	100.0%	468	100.0%	614	100.0%



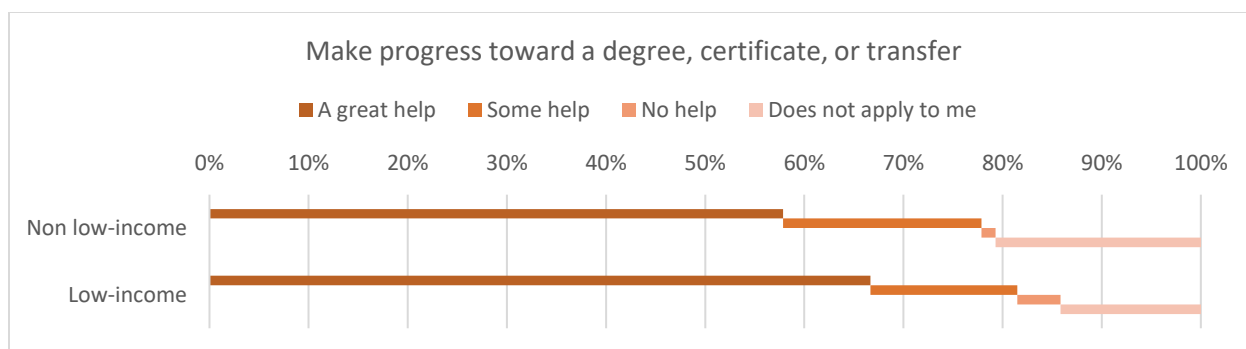
I have a more positive attitude about the subjects that I have been studying						
Low-income status	Non low-income		Low-income		Total	
	N	%	N	%	N	%
Strongly agree	84	57.9%	305	64.9%	389	63.3%
Slightly agree	35	24.1%	72	15.3%	107	17.4%
Slightly disagree	0	0.0%	13	2.8%	13	2.1%
Strongly disagree	12	8.3%	54	11.5%	66	10.7%
Does not apply	14	9.7%	26	5.5%	40	6.5%
Total	145	100.0%	470	100.0%	615	100.0%



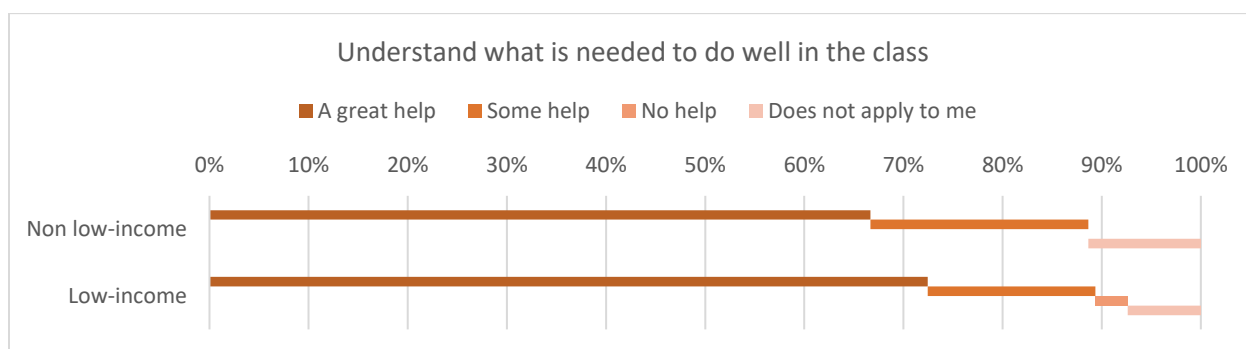
Complete homework, papers, projects, etc.						
Low-income status	Non low-income		Low-income		Total	
	N	%	N	%	N	%
A great help	94	66.2%	351	75.5%	445	73.3%
Some help	32	22.5%	60	12.9%	92	15.2%
No help	0	0.0%	19	4.1%	19	3.1%
Does not apply	16	11.3%	35	7.5%	51	8.4%
Total	142	100.0%	465	100.0%	607	100.0%



Stay in the class (not drop the class)						
Low-income status	Non low-income		Low-income		Total	
	N	%	N	%	N	%
A great help	84	59.6%	320	69.7%	404	67.3%
Some help	22	15.6%	48	10.5%	70	11.7%
No help	0	0.0%	17	3.7%	17	2.8%
Does not apply	35	24.8%	74	16.1%	109	18.2%
Total	141	100.0%	459	100.0%	600	100.0%



Make progress toward a degree, certificate, or transfer						
Low-income status	Non low-income		Low-income		Total	
	N	%	N	%	N	%
A great help	81	57.9%	306	66.7%	387	64.6%
Some help	28	20.0%	68	14.8%	96	16.0%
No help	2	1.4%	20	4.4%	22	3.7%
Does not apply	29	20.7%	65	14.2%	94	15.7%
Total	140	100.0%	459	100.0%	599	100.0%



Understand what is needed to do well in the class						
Low-income status	Non low-income		Low-income		Total	
	N	%	N	%	N	%
A great help	94	66.7%	334	72.5%	428	71.1%
Some help	31	22.0%	78	16.9%	109	18.1%
No help	0	0.0%	15	3.3%	15	2.5%
Does not apply	16	11.3%	34	7.4%	50	8.3%
Total	141	100.0%	461	100.0%	602	100.0%

APPENDIX C. SURVEY QUESTION FORM

Sacramento City College
February 2018



Tutoring Survey Spring 2018

You can also scan this QR code to complete
the survey online. Or follow this link
<http://www.surveymonkey.com/r/ND6Y2J2>

Dear Student,

The tutoring area would like you to complete this brief survey about the tutoring you received in this lab or center at SCC. Your responses will inform us of your experiences and help make institutional improvements in order to better serve your educational needs at SCC. This survey should take approximately 5 minutes to complete.

We appreciate your honest feedback and thank you for your time and participation.

Please note:

- Your participation is completely voluntary. You do not have to take the survey if you do not want to.
- You do not need to enter your name on the survey.
- We will not use your name when we share the information from this survey. You will remain anonymous, and any information you share will be reported only in aggregate.
- Your answers will not affect your grade in any course you are taking at SCC.
- Your answers will not affect your relationship with the tutoring area.
- You may skip any question and may stop taking the survey at any time.

STUDENT ID NUMBER:

W-							
----	--	--	--	--	--	--	--

1. For which tutoring lab or center are you completing this survey? (select ONE)

- | | |
|--|--|
| <input type="checkbox"/> Advanced Technology Design Lab | <input type="checkbox"/> MESA |
| <input type="checkbox"/> Athletic Study Skills Lab | <input type="checkbox"/> Photography |
| <input type="checkbox"/> Business & CIS Division Open Computer Lab | <input type="checkbox"/> Reading Lab |
| <input type="checkbox"/> Business Student Center | <input type="checkbox"/> RISE |
| <input type="checkbox"/> Davis Center | <input type="checkbox"/> Science and Allied Health Tutoring Center |
| <input type="checkbox"/> ESL Lab | <input type="checkbox"/> Veteran's Resource Center |
| <input type="checkbox"/> Language & Literature Computer Lab | <input type="checkbox"/> West Sacramento Center |
| <input type="checkbox"/> Learning Skills and Tutoring Center | <input type="checkbox"/> Writing Center |
| <input type="checkbox"/> Math Lab | |

2. How often do you use this tutoring area?

- | | |
|--|---|
| <input type="checkbox"/> More than once a week | <input type="checkbox"/> Once or twice a month |
| <input type="checkbox"/> Once a week | <input type="checkbox"/> Once or twice a semester |

3. Check one box in each row to indicate if you agree or disagree with the statements below:

<i>Because of my work with the tutors...</i>	Strongly Disagree	Slightly Disagree	Slightly Agree	Strongly Agree	Does not apply to me
I learned to use better study skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have been able to find and use campus resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a more positive attitude about the subjects that I have been studying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Check one box in each row to indicate if you feel that tutoring is *making a difference* in the following ways:

<i>How much did tutoring help you...</i>	No help	Some help	A great help	Does not apply to me
Understand the course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complete homework, papers, projects, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do well on exams, quizzes, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stay in the class (not drop the class)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make progress toward a degree, certificate, or transfer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand what is needed to do well in the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Get a better grade in the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. How many semesters have you been in college?

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 or more

6. What kind of tutoring did you use this semester? (select ALL that apply)

- ☐ In person tutoring ☐ SCC peer online tutoring ☐ NetTutor online tutoring

7. Is it important to you to have more tutoring at the times and places listed below? (select ALL that apply)

- ☐ On the main campus (SCC) ☐ Online
☐ At the Davis Center ☐ After 5 p.m.
☐ At the West Sacramento Center ☐ On weekends

8. If you have any other comments, please write below.