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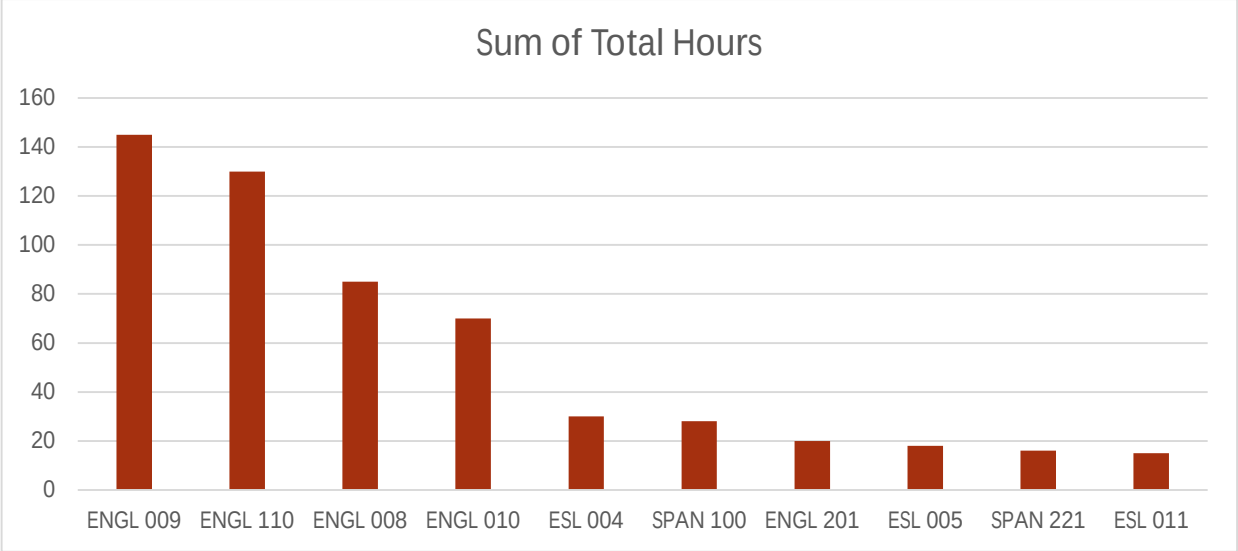
> ZE/E' ^ Zs/ ^

Total students' Hours: 863.25
Total students: 514
Total tutors' Hours: 725.75
Total tutors: 13
Top 5 courses tutored

- ENGL 009
- ENGL 110
- ENGL 008
- ENGL 010
- ESL 004



Several students expressed the desire for more tutoring hours and subjects tutored. Because many students work during the day and take night classes, there are no tutors available for the times that they would like to attend tutoring.

K W ^

Assigned to: Jael Esqueda Position: Professional Expert

DESCRIPTION

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DATA

Provide links to form used to gather data Quantitative

Total students' Hours Wí ì ò í X ó ñ

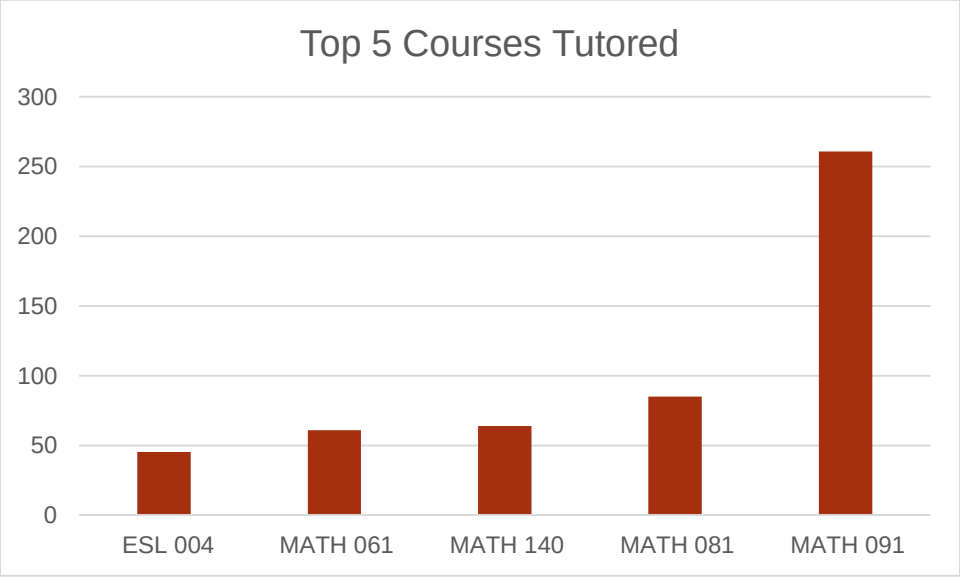
Total students: 128

Total tutors' Hours: 1125.25

Total tutors: 47

Top 5 courses tutored

- Math 91
- Math 81
- Math 140
- Math 61
- ESL 004



K W ^

Qualitative

No surveys available for this specific group of students.

OBSERVATIONS

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RECOMMENDATIONS

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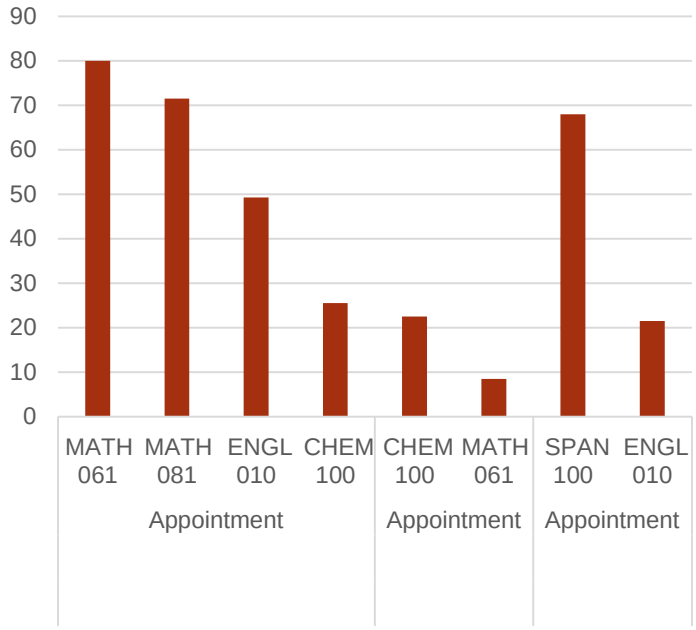

Qualitative

Machform-Spring 2017 Student Surveys

OBSERVATIONS

Total DSPS hours by center:

SSC: 792.75

STEM: 66.25

WLTC: 338.25

Most students attended tutoring for help in math. Students showed a great need of tutoring in MATH 61 with concepts such as algebraic expressions, solving expressions, and graphing. English was another subject that students greatly needed help with. Students sought tutoring in grammar, brainstorming, organizing, and developing ideas for essays.

RECOMMENDATIONS

Having workshops for DSPS students in the subjects that they showed more need for help on would be ideal. Since many students came for tutoring to review for tests, workshops concentrating on MATH 61 can help students review concepts that they will be tested on. Moreover, English workshops focusing on brainstorming and organizing ideas can help

^dh Ed Yh/dz

https://forms.imperial.edu/machform/manage_entries.php?id=170198

Qualitative:

An anonymous survey was taken and students were invited to complete it to express their opinions X D } • š } (š Z • š µ v š • Á Œ Z ‰ ‰ Ç Á] š Z š Z • Œ À] • ‰ Œ } patience. However, a high amount of students requested having more tutoring hours available because work or other complications did not allow them to attend the available tutoring hours. Students also mentioned that having tutors who are able to tutor in more subjects would be beneficial since some tutors are not able to tutor a variety of classes, most of them being the upper-level math and science courses.

OBSERVATIONS

With tutors working 1615.75 hours and students coming in for tutoring for 1331 hours, that gives an 83% student-to-tutor proportion. There were a total of 231 no-shows, with some students being absent to both their weekly appointments up to 3 or 4 weeks in a row; this led to students losing valuable tutoring time.

^dh Ed Yh/dz

The total amount of SSSP one-to-one tutoring hours is as follows:

As shown by the graph, the Study Skills Center provided the greatest amount of one-to-one

^dh Ed Yh/dz

DATA

Quantitative

Total students' Hours Ẃï

Total students: 1

Total tutors' Hours: 13

Total tutors: 1

Provide links to form used to gather data

^dh Ed Yh/dz

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DATA

QUANTITATIVE

Total Number of Visits: í í ó

- Workshop Visits: ï î
- Individual Sessions: ð í
- Student-Athlete Visits: ð ð

Total Number of Workshops Conducted Throughout the Semester: î í

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Total students' Hours Wð ñ

Total students: 46 and 1 instructor

Total tutors' Hours: 240.5

Total tutors: 1

Top 5 LINC Topics

- Reading and Taking Notes
- Time Management
- Avoiding Procrastination
- Other (personalized topic for student)
- Organizing and Memorizing Study Material

^dh Ed Yh/dz

RECOMMENDATIONS

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Assigned to: Luis Rosas

Position: Lead Tutor

DESCRIPTION

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Assigned to: À] 'Œ](Position: WŒ}(••]}v o Æ‰ Œš WŒ} š}Œ

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OBSERVATIONS

Based on logs submitted by tutors, students seek tutoring when there is an upcoming exam in their class. Since many students ask for assistance in completing and reviewing study guides, review sessions where tutors help students work on study guides from the most popular courses could be implemented. Peak times occurred between 12pm to 2pm.

RECOMMENDATIONS

Opening the STEM center for longer hours and including a greater number of tutors who can help in mathematics and chemistry. Chemistry tutors should be available at all times throughout the day because a lot of the students visiting the STEM center ask for tutoring in that subject. The center should continue to provide these services to students since student surveys reveal that students are content with the help they receive at the STEM center.

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WORKSHOPS FOR DIFFERENT COHORTS

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TUTOR MENTORING SESSIONS

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Assigned to: Margarita Ramirez Position: Embedded Tutorial Program Specialist

Funded by: ^šµ vš rdµ]šÇ^

DESCRIPTION:

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Tutor Observations:

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Evaluations by Instructors:

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DATA

Mach forms-Tutoring Log

Mach forms-Work Log

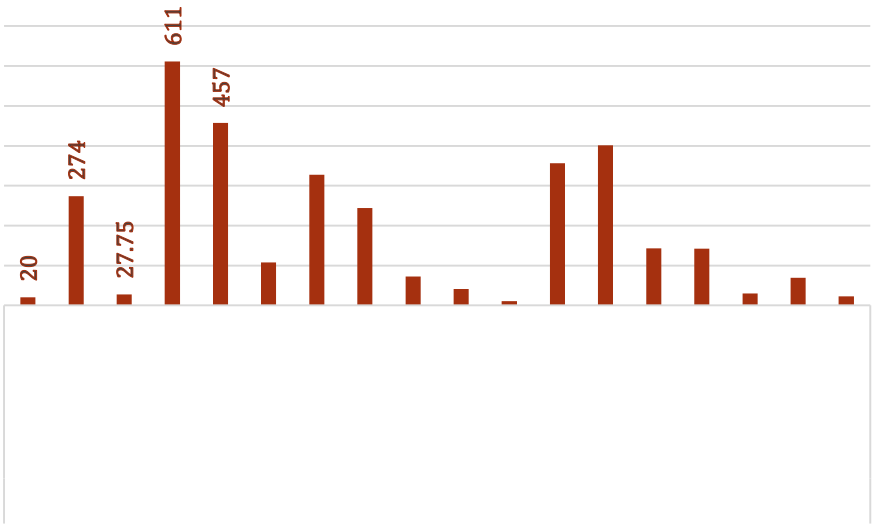
Total student hours W ï ñ õ ð X ó ñ

Total student attendance to review sessions: 3547

Total tutor hours: 4335.5 (class and review session)

Total tutors: 40

Top 5 courses tutored: N/A



Surveys

Mach forms-Embedded Tutor Program Survey

Students in all embedded tutor classes were asked to complete a survey to evaluate the tutor and the Embedded Tutor Program. 648 survey entries were received. The data is as follows:

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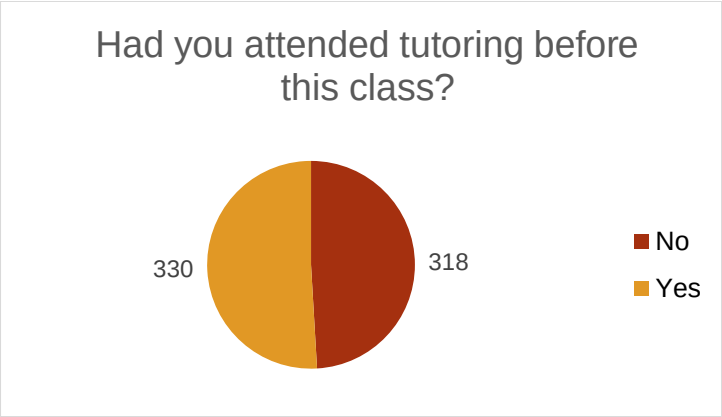
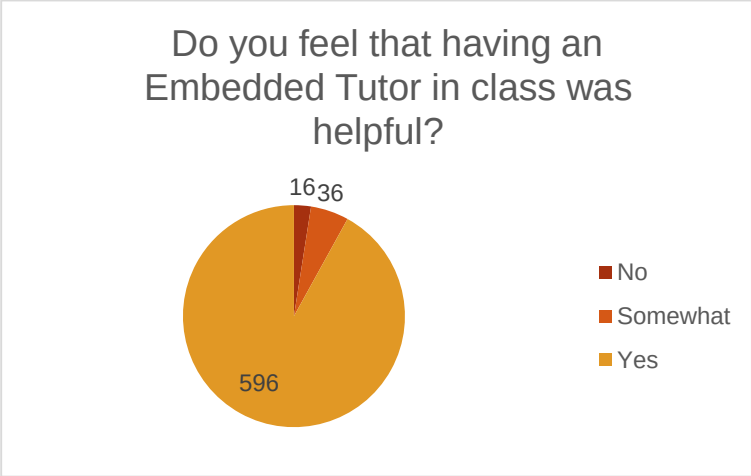
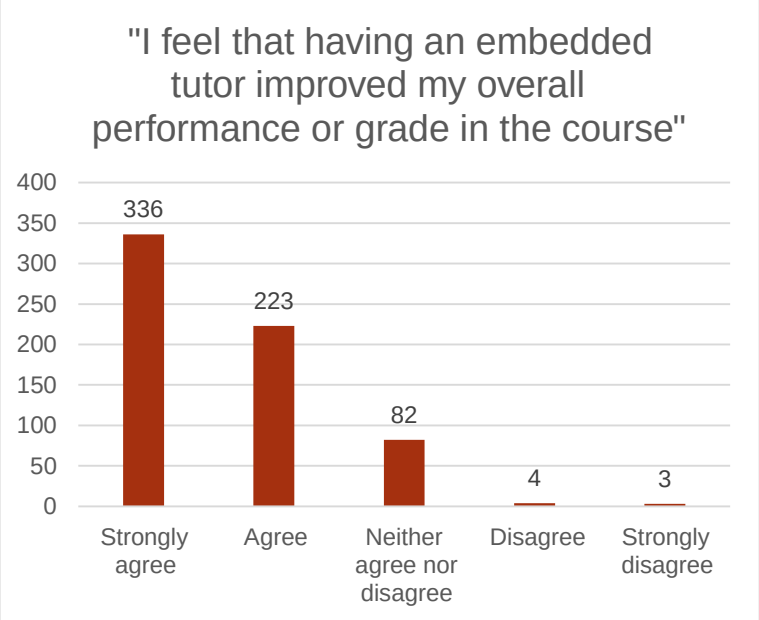

Had you attended tutoring before this class?
330
318
No
Yes


Do you feel that having an Embedded Tutor in class was helpful?
16
36
596
No
Somewhat
Yes


"I feel that having an embedded tutor improved my overall performance or grade in the course"
400
350
300
250
200
150
100
50
0
336
223
82
4
3
Strongly agree
Agree
Neither agree nor disagree
Disagree
Strongly disagree

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The following are some comments/suggestions from students on how to improve the ETP:

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RECOMMENDATIONS

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DATA

	Embedded		Non-Embedded	
Class	Success Rate	Retention Rate	Success Rate	Retention Rate
BIO 220	76.50%	80.00%	83.33%	86.44%
CHEM 100	55.17%	72.41%		