



Tutoring Center Services Benefit Students' Out-Of Class Work and Test Preparation

Prepared by the Office of Institutional Research

Preparing people to lead extraordinary lives

Report number: 11-01

January, 2011

Loyola's Center for Tutoring and Academic Excellence (CTAE) provides tutoring with the purpose of strengthening both students' general skills and their knowledge in specific content areas. In fall of 2010, 342 of 938 student users responded to a survey about CTAE services (36% response rate). Students were asked about their participation in, experience with, and evaluation of three CTAE services: Small Group Tutoring, Tutor-led Study Hall, and Academic Coaching.

This report summarizes results for the CTAE overall, as well as for Small Group Tutoring and Tutor-led Study Hall.¹ The main tables contain response averages (most responses were on a scale from 0 to 3) and percents (e.g., % satisfied/very satisfied); this report focuses on the percents in the top two response categories. (More detailed percentages are shown in Appendix Tables 1-4.) Because Small Group Tutoring participants were also surveyed in spring, 2010, a comparison of spring and fall results is also reported.

Key findings

Overall satisfaction and use

- Overall, respondents were satisfied with the CTAE (see Table 1). Eighty three percent said they were satisfied or very satisfied. The average response on a scale from 0 (not satisfied) to 3 (very satisfied) was 2.2.
- Respondents were also satisfied or very satisfied with the convenience of the CTAE location (81%) and hours (80%).
- Nearly 9 in 10 respondents reported participating in the Small Group Tutoring Program. Twenty one percent said they had participated in Tutor-led Study Hall, while only 2% said they had participated in Academic Coaching.

¹ Because so few respondents participated in Academic Coaching, the results of those evaluations are not analyzed.

Small Group Tutoring

- Of the 274 respondents who took part in Small Group Tutoring, 63% said they had improved or much improved as a student overall as a result of their participation (see Table 2).
- The specific gains respondents most frequently saw as a result of Small Group Tutoring were in benefiting from out-of-class work (67% improved or much improved) and in preparation for tests, quizzes, or other in-class evaluations (67%).
- Small Group Tutoring participants were least likely to report improvement in their time management skills (46% improved or much improved) and their study habits/techniques (55%).
- About 53% reported having improved or much improved in their grades as a result of Small Group Tutoring; another 35% said their grades had improved at least somewhat (see Appendix Table 2).
- Sixty one percent reported their academic self-confidence as improved or much improved.
- Approximately two thirds of Small Group Tutoring participants said that other students in their group were helpful or very helpful.
- Eighty three percent of respondents said they had attended their Small Group Tutoring sessions regularly.
 - Of those who did not attend regularly (46 students), the most common reason given was that they only attended when they needed assistance (65%).
 - Some had schedule changes that precluded them from attending (28%), some worried that they had missed too many sessions to come back (28%).
- Eighty two percent of participants said the online request system for Small Group Tutoring was convenient or very convenient.
- Eighty two percent of participants said they were likely or very likely to participate in Small Group Tutoring again in the future.
- Compared to those in spring 2009, Small Group Tutoring participants in fall 2010 who did not attend their sessions regularly were more likely to give as a

reason that they worried they had missed too many sessions to come back (see Table 3).

- Compared to spring 2010, a higher proportion of Small Group Tutoring participants in fall 2010 said it was likely or very likely that they would participate again in the program (82% vs. 74%).

Tutor-led Study Hall

- Just over half of the 64 respondents who participated in Tutor-led Study Hall said they had improved or much improved as a student overall as a result of the program (see Table 4).
- The area in which Tutor-led Study Hall participants were most likely to report being improved or much improved was in benefiting from out-of-class work (66%).
- They were least likely to report themselves as improved or much improved in their ability to benefit from in-class activities (48% improved or much improved), their time management skills (50%) and their study habits/techniques (52%).
- About half of participants in Tutor-led Study Hall said that it had improved or much improved their grades; another third said their grades were improved at least somewhat (see Appendix Table 4).
- Only 46% of respondents said they had attended Tutor-led Study Hall fairly regularly.
 - Of those 35 students who did not attend regularly, by far the most common reason for irregular attendance was only attending when needing assistance (94%).
- Two thirds of participants said they were likely or very likely to participate again in Tutor-led Study Hall.

Conclusions

- Greater improvements were reported by students in

Small Group Tutoring than by those in Tutor-led Study Hall.

- The main improvements students saw as a result of both Small Group Tutoring and Tutor-led Study Hall were in benefiting from out-of-class work and in test/quiz preparation. Students saw less benefit in terms of improvement in time management and study habits/techniques.
- Small Group Tutoring seems to increase students' academic self-confidence.
- Eight seven percent of participants in Small Group Tutoring said that service had improved their grades at least somewhat; 84% of Tutor-led Study Hall participants said that service had improved their grades at least somewhat (see Appendix Tables 2 and 4).
- Small Group Tutoring participants were much more likely to attend their sessions regularly than were Tutor-led Study Hall participants (in each case, the survey results probably overestimate regular attendance, in part because regular attendees were more likely to respond to the survey than were those who did not attend regularly).
- The most common reason for not attending regularly (especially Tutor-led Study Hall) was that students only came when they needed assistance. Although not shown in the survey results, regularity of attendance seems to vary by academic subject; for example, Biology students tend to come only before tests, while Modern Language students come more often.
- There is general satisfaction with the CTAE; 97% of respondents said they were at least somewhat satisfied (see Appendix Table 1).
- To see whether experiences/evaluations of CTAE services vary by how long students have been in a tutoring program, future surveys will ask students how many semesters they have used CTAE services.

| Table 1 | | |
|---|---------|----------------------------------|
| Overall Satisfaction with and Use of the Tutoring Center, 2010 (averages and percents) | | |
| Overall satisfaction with Tutoring Center | | |
| <i>0 = Not satisfied; 1 = somewhat satisfied; 2 = satisfied; 3 = very satisfied</i> | Average | % satisfied/ very satisfied |
| Overall satisfaction | 2.2 | 83.1 |
| Convenience of Tutoring Center | | |
| <i>0 = not convenient; 1 = somewhat convenient; 2 = convenient; 3 = very convenient</i> | Average | % convenient/ very convenient |
| Location | 2.2 | 81.1 |
| Hours of operation | 2.1 | 80.4 |
| Participation in programs | | |
| | Average | % participated |
| Small Group Tutoring | --- | 88.6 |
| Tutor-led Study Hall | --- | 20.8 |
| Academic Coaching | --- | 2.0 |
| Total respondents | | 342 |

Source: Tutoring Center Satisfaction Survey, Fall 2010

| Table 2 | | |
|--|---------|----------------------------------|
| Student Experience and Evaluation of Small Group Tutoring, 2010 (averages and percents) | | |
| Amount of improvement through Small Group Tutoring | | |
| <i>0 = not improved; 1 = somewhat improved; 2 = improved; 3 = much improved</i> | Average | % improved/ much improved |
| Improved as student overall | 1.7 | 62.8 |
| Study habits/techniques | 1.5 | 54.7 |
| Time management | 1.4 | 45.8 |
| Benefit from in-class activities | 1.6 | 58.4 |
| Finding and understanding of critical context in texts | 1.6 | 59.5 |
| Benefit from out-of-class work | 1.8 | 67.0 |
| Preparation for tests/quizzes/in-class evaluations | 1.8 | 67.0 |
| Understanding of own learning style/needs | 1.6 | 56.9 |
| Confidence in ability to perform well academically | 1.7 | 60.8 |
| Grades | 1.6 | 52.6 |
| Helpfulness of peers | | |
| <i>0 = not helpful; 1 = somewhat helpful; 2 = helpful; 3 = very helpful</i> | Average | % helpful/ very helpful |
| Helpfulness of other students from same class in group | 1.9 | 65.9 |
| Attendance | | % yes |
| Attended sessions fairly regularly | | 83.2 |
| Reasons for not attending regularly¹ | | % yes |
| Only when needed assistance | | 65.2 |
| Worried had missed too many sessions to come back | | 28.3 |
| Uncomfortable learning in group setting | | 4.3 |
| Dropped the class | | 17.4 |
| Schedule changes so that could not attend | | 28.3 |
| Convenience of request system | | |
| <i>0 = not convenient; 1 = somewhat convenient; 2 = convenient; 3 = very convenient</i> | Average | % convenient/ very convenient |
| Convenience of online request system | 2.2 | 82.0 |
| Probability of future participation | | |
| <i>0 = not likely; 1 = somewhat likely; 2 = likely; 3 = very likely</i> | Average | % likely/ very likely |
| Likelihood of future participation | 2.4 | 82.1 |
| Total respondents² | 274 | |

Source: Tutoring Center Satisfaction Survey, Fall 2010

¹ Includes only those who did not attend regularly (only 46 students).

² Not all respondents who reported using Small Group Tutoring answered questions.

| Table 3 | | | | |
|---|---------------------|----------------------------------|-------------------|----------------------------------|
| Student Experience and Evaluation of Small Group Tutoring, 2009-10 (averages and percents) | | | | |
| | Spring, 2010 | | Fall, 2010 | |
| Amount of improvement through small group tutoring | | | | |
| <i>0 = not improved; 1 = somewhat improved; 2 = improved; 3 = much improved</i> | Average | % improved/ much improved | Average | % improved/ much improved |
| Improved as student overall | 1.7 | 57.8 | 1.7 | 62.8 |
| Study habits/techniques | 1.5 | 52.7 | 1.5 | 54.7 |
| Time management | 1.3 | 40.1 | 1.4 | 45.8 |
| Benefit from in-class activities | 1.6 | 56.2 | 1.6 | 58.4 |
| Finding and understanding of critical context in texts | 1.5 | 54.8 | 1.6 | 59.5 |
| Benefit from out-of-class work | 1.8 | 65.3 | 1.8 | 67.0 |
| Preparation for tests/quizzes/in-class evaluations | 1.7 | 63.5 | 1.8 | 67.0 |
| Understanding of own learning style/needs | 1.6 | 57.8 | 1.6 | 56.9 |
| Confidence in ability to perform well academically | 1.6 | 54.1 | 1.7 | 60.8 |
| Grades | 1.6 | 53.1 | 1.6 | 52.6 |
| Attended sessions regularly | | % yes | | % yes |
| Attended sessions fairly regularly | --- | 82.4 | --- | 83.2 |
| Reasons for not attending regularly* | | % yes | | % yes |
| Only when needed assistance | --- | 57.7 | --- | 65.2 |
| Worried had missed too many sessions to come back | --- | 7.7 | --- | 28.3 |
| Uncomfortable learning in group setting | --- | 7.7 | --- | 4.3 |
| Dropped the class | --- | 7.7 | --- | 17.4 |
| Schedule changes so that could not attend | --- | 15.4 | --- | 28.3 |
| Convenience of request system | | | | |
| <i>0 = not convenient; 1 = somewhat convenient; 2 = convenient; 3 = very convenient</i> | Average | % convenient/ very convenient | Average | % convenient/ very convenient |
| Convenience of online request system | 2.3 | 87.9 | 2.2 | 82.0 |
| Probability of future participation | | | | |
| <i>0 = not likely; 1 = somewhat likely; 2 = likely; 3 = very likely</i> | Average | % likely/ very likely | Average | % likely/ very likely |
| Likelihood of future participation | 2.0 | 74.0 | 2.4 | 82.1 |
| Convenience of Tutoring Center | | | | |
| <i>0 = not convenient; 1 = somewhat convenient; 2 = convenient; 3 = very convenient</i> | Average | % convenient/ very convenient | Average | % convenient/ very convenient |
| Location | 2.2 | 80.1 | 2.2 | 80.8 |
| Hours of operation | 2.2 | 80.7 | 2.1 | 82.5 |
| Total respondents | 148 | | 303 | |

Source: Tutoring Center Satisfaction Survey, Spring and Fall 2010

Note: Bolded red indicates statistically significant difference between spring and fall at .05 level.

* Includes only those who did not attend regularly (only 26 students in spring, 46 students in fall).

| Table 4 | | |
|--|---------|------------------------------|
| Student Experience and Evaluation of Tutor-led Study Hall, 2010 (averages and percents) | | |
| Amount of improvement through Tutor-led Study Hall | | |
| <i>0 = not improved; 1 = somewhat improved; 2 = improved; 3 = much improved</i> | Average | % improved/ much improved |
| Improved as student overall | 1.5 | 54.7 |
| Study habits/techniques | 1.4 | 51.6 |
| Time management | 1.4 | 50.0 |
| Benefit from in-class activities | 1.4 | 48.4 |
| Finding and understanding of critical context in texts | 1.5 | 54.7 |
| Benefit from out-of-class work | 1.7 | 65.6 |
| Preparation for tests/quizzes/in-class evaluations | 1.6 | 60.9 |
| Understanding of own learning style/needs | 1.5 | 52.4 |
| Confidence in ability to perform well academically | 1.5 | 54.7 |
| Grades | 1.5 | 51.6 |
| Attendance | | % yes |
| Attended sessions fairly regularly | --- | 46.2 |
| Reasons for not attending regularly¹ | | % yes |
| Only when needed assistance | --- | 94.3 |
| Uncomfortable learning in group setting | --- | 2.9 |
| Dropped the class | --- | 11.4 |
| Schedule changes so that could not attend | --- | 8.6 |
| Probability of future participation | | |
| <i>0 = not likely; 1 = somewhat likely; 2 = likely; 3 = very likely</i> | Average | % likely/ very likely |
| Likelihood of future participation | 2.1 | 67.2 |
| Total respondents² | 64 | |

Source: Tutoring Center Satisfaction Survey, Fall 2010

¹ Includes only those who did not attend regularly (only 35 students).

² Not all respondents who reported using Tutor-led Study Hall answered questions.

| Appendix Table 1 | | | | |
|--|----------------|----------------------|------------|-----------------|
| Overall Satisfaction with the Tutoring Center, 2010 (frequencies) | | | | |
| | Percent | Percent | Percent | Percent |
| Overall satisfaction with Tutoring Center | | | | |
| | Not satisfied | Somew hat satisfied | Satisfied | Very satisfied |
| Overall satisfaction | 2.6 | 14.3 | 41.7 | 41.4 |
| Convenience of Tutoring Center | | | | |
| | Not convenient | Somew hat convenient | Convenient | Very convenient |
| Location | 4.9 | 14.0 | 40.4 | 40.7 |
| Hours of operation | 7.1 | 12.5 | 46.3 | 34.1 |

Source: Tutoring Center Satisfaction Survey, Fall 2010

| AppendixTable 2 | | | | |
|--|----------------|---------------------|------------|-----------------|
| Student Experience and Evaluation of Small Group Tutoring, 2010 (frequencies) | | | | |
| | Percent | Percent | Percent | Percent |
| Amount of improvement through Small Group Tutoring | | | | |
| | Not improved | Somewhat improved | Improved | Very improved |
| Improved as student overall | 8.8 | 28.5 | 46.4 | 16.4 |
| Study habits/techniques | 13.1 | 32.1 | 44.2 | 10.6 |
| Time management | 20.1 | 34.1 | 33.7 | 12.1 |
| Benefit from in-class activities | 14.2 | 27.4 | 40.5 | 17.9 |
| Finding and understanding of critical context in texts | 14.1 | 26.4 | 40.1 | 19.3 |
| Benefit from out-of-class work | 12.8 | 20.1 | 42.9 | 24.2 |
| Preparation for tests/quizzes/in-class evaluations | 8.4 | 24.5 | 41.4 | 25.6 |
| Understanding of own learning style/needs | 14.2 | 28.8 | 38.3 | 18.6 |
| Confidence in ability to perform well academically | 12.8 | 26.4 | 40.7 | 20.1 |
| Grades | 12.9 | 34.6 | 32.4 | 20.2 |
| Helpfulness of peers | | | | |
| | Not helpful | Somewhat helpful | Helpful | Very helpful |
| Helpfulness of other students from same class in group | 10.7 | 23.3 | 30.0 | 35.9 |
| Convenience of request system | | | | |
| | Not convenient | Somewhat convenient | Convenient | Very convenient |
| Convenience of online request system | 4.8 | 13.2 | 39.3 | 42.6 |
| Probability of future participation | | | | |
| | Not likely | Somewhat likely | Likely | Very likely |
| Likelihood of future participation | 4.4 | 13.6 | 16.1 | 65.9 |

Source: Tutoring Center Satisfaction Survey, Fall 2010

Appendix Table 3
Student Experience and Evaluation of Small Group Tutoring, 2009-10 (frequencies)

| | Spring, 2010 | | Fall, 2010 | |
|---|--------------|--------|------------|--------|
| | Percent | Number | Percent | Number |
| Amount of improvement through small group tutoring | | | | |
| Improved as student overall | | | | |
| Not improved | 10.2 | 15 | 8.8 | 24 |
| Somewhat improved | 32.0 | 47 | 28.5 | 78 |
| Improved | 40.1 | 59 | 46.4 | 127 |
| Much improved | 17.7 | 26 | 16.4 | 45 |
| Study habits/techniques | | | | |
| Not improved | 18.9 | 28 | 13.1 | 36 |
| Somewhat improved | 28.4 | 42 | 32.1 | 88 |
| Improved | 39.9 | 59 | 44.2 | 121 |
| Much improved | 12.8 | 19 | 10.6 | 29 |
| Time management | | | | |
| Not improved | 20.4 | 30 | 20.1 | 55 |
| Somewhat improved | 39.5 | 58 | 34.1 | 93 |
| Improved | 26.5 | 39 | 33.7 | 92 |
| Much improved | 13.6 | 20 | 12.1 | 33 |
| Benefit from in-class activities | | | | |
| Not improved | 15.8 | 23 | 14.2 | 39 |
| Somewhat improved | 28.1 | 41 | 27.4 | 75 |
| Improved | 40.4 | 59 | 40.5 | 111 |
| Much improved | 15.8 | 23 | 17.9 | 49 |
| Finding and understanding of critical context in texts | | | | |
| Not improved | 19.2 | 28 | 14.1 | 38 |
| Somewhat improved | 26.0 | 38 | 26.4 | 71 |
| Improved | 39.0 | 57 | 40.1 | 108 |
| Much improved | 15.8 | 23 | 19.3 | 52 |
| Benefit from out-of-class work | | | | |
| Not improved | 11.6 | 17 | 12.8 | 35 |
| Somewhat improved | 23.1 | 34 | 20.1 | 55 |
| Improved | 40.8 | 60 | 42.9 | 117 |
| Much improved | 24.5 | 36 | 24.2 | 66 |
| Preparation for tests/quizzes/in-class evaluations | | | | |
| Not improved | 10.8 | 16 | 8.4 | 23 |
| Somewhat improved | 25.7 | 38 | 24.5 | 67 |
| Improved | 42.6 | 63 | 41.4 | 113 |
| Much improved | 20.9 | 31 | 25.6 | 70 |

continued...

| Appendix Table 3, continued | | | | |
|---|---------------------|--------|-------------------|--------|
| Student Experience and Evaluation of Small Group Tutoring, 2009-10 (frequencies) | | | | |
| | Spring, 2010 | | Fall, 2010 | |
| | Percent | Number | Percent | Number |
| Understanding of own learning style/needs | | | | |
| Not improved | 15.6 | 23 | 14.2 | 39 |
| Somewhat improved | 26.5 | 39 | 28.8 | 79 |
| Improved | 37.4 | 55 | 38.3 | 105 |
| Much improved | 20.4 | 30 | 18.6 | 51 |
| Confidence in ability to perform well academically | | | | |
| Not improved | 13.5 | 20 | 12.8 | 35 |
| Somewhat improved | 32.4 | 48 | 26.4 | 72 |
| Improved | 37.8 | 56 | 40.7 | 111 |
| Much improved | 16.2 | 24 | 20.1 | 55 |
| Grades | | | | |
| Not improved | 12.2 | 18 | 12.9 | 35 |
| Somewhat improved | 34.7 | 51 | 34.6 | 94 |
| Improved | 35.4 | 52 | 32.4 | 88 |
| Much improved | 17.7 | 26 | 20.2 | 55 |
| Convenience of request system | | | | |
| Convenience of online request system | | | | |
| Not convenient | 3.0 | 4 | 4.8 | 13 |
| Somewhat convenient | 9.1 | 12 | 13.2 | 36 |
| Convenient | 38.6 | 51 | 39.3 | 107 |
| Very convenient | 49.2 | 65 | 42.6 | 116 |
| Probability of future participation | | | | |
| Likelihood of future participation | | | | |
| Not likely | 9.6 | 14 | 4.4 | 12 |
| Somewhat likely | 16.4 | 24 | 13.6 | 37 |
| Likely | 33.6 | 49 | 16.1 | 44 |
| Very likely | 40.4 | 59 | 65.9 | 180 |
| Convenience of Tutoring Center | | | | |
| Location | | | | |
| Not convenient | 2.1 | 3 | 4.8 | 13 |
| Somewhat convenient | 17.8 | 26 | 14.4 | 39 |
| Convenient | 37.7 | 55 | 41.3 | 112 |
| Very convenient | 42.5 | 62 | 39.5 | 107 |
| Hours of operation | | | | |
| Not convenient | 2.9 | 4 | 5.3 | 14 |
| Somewhat convenient | 16.4 | 23 | 12.2 | 32 |
| Convenient | 43.6 | 61 | 47.1 | 124 |
| Very convenient | 37.1 | 52 | 35.4 | 93 |

Source: Tutoring Center Satisfaction Survey, Spring and Fall 2010

| Appendix Table 4 | | | | |
|--|--------------|-------------------|----------|---------------|
| Student Experience and Evaluation of Tutor-led Study Hall, 2010 (frequencies) | | | | |
| | Percent | Percent | Percent | Percent |
| Amount of improvement through Tutor-led Study Hall | | | | |
| | Not improved | Somewhat improved | Improved | Very improved |
| Improved as student overall from TSH | 15.6 | 29.7 | 40.6 | 14.1 |
| Study habits/techniques | 15.6 | 32.8 | 45.3 | 6.3 |
| Time management | 17.2 | 32.8 | 45.3 | 4.7 |
| Benefit from in-class activities | 23.4 | 28.1 | 37.5 | 10.9 |
| Finding and understanding of critical context in texts | 18.8 | 26.6 | 45.3 | 9.4 |
| Benefit from out-of-class work | 12.5 | 21.9 | 48.4 | 17.2 |
| Preparation for tests/quizzes/in-class evaluations | 14.1 | 25.0 | 48.4 | 12.5 |
| Understanding of own learning style/needs | 15.9 | 31.7 | 42.9 | 9.5 |
| Confidence in ability to perform well academically | 15.6 | 29.7 | 45.3 | 9.4 |
| Grades | 15.6 | 32.8 | 40.6 | 10.9 |
| Probability of future participation | | | | |
| | Not likely | Somewhat likely | Likely | Very likely |
| Likelihood of future participation | 3.1 | 29.7 | 25.0 | 42.2 |

Source: Tutoring Center Satisfaction Survey, Fall 2010