Assessing the Expectations for Learning Commons Tutoring

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The ARC

- Academic Research Commons adopted Winter 2013
- Representatives from various student services
- Learning Commons
  - Writing Center
  - Math Center
  - Supplemental Instruction

History of Tutoring

- Writing Center

- Math Center

- Supplemental Instruction

Research

- History of centers ⟶ ARC

- Staff, faculty, and administrators have had

  clear expectations

- Purpose: join students into the conversation

Participants

- Learning commons recruiting
- Class visits
  - two English 100T classes
  - two English 101 classes
  - one English 102 class
  - one Math 100C class
  - one Math 100B class
  - three University English as a Second Language (UESL) grammar and writing courses
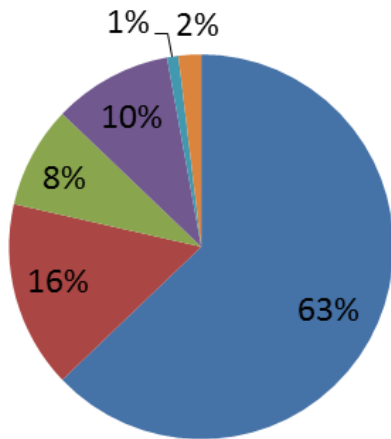- 231 surveys collected

Survey

- Age
- Class standing
- Native language
- Years studying English
- Learning Commons tutoring services used
- Frequency of use
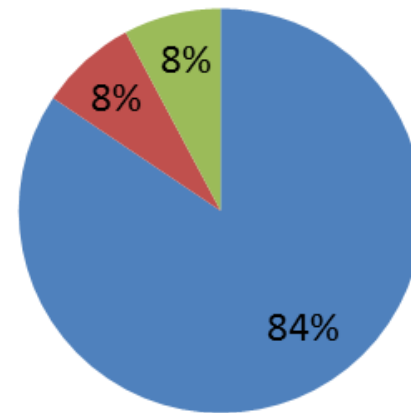- Reasons for use
- Benefits of use

Results

Class Standing

- Freshman
- Sophomore
- Junior
- Senior
- Post-Bac
- Grad

1% 2%
10%
8%
16%
63%

Age

- 18-22
- 23-25
- 26-older

8%
8%
84%

Results

Native Language	Speakers
English	101
Arabic	21
Japanese	16
Spanish	13
Chinese	6
Korean	4
Turkish	2
Amharic	1
Russian	1
Vietnamese	1
Serbian-Croatian	1
German	1
"Not English"	1

Results

Overall Services Used

- Math tutoring: 18%
- Writing tut: 42%
- SI: 2%
- Study Groups: 7%
- No services: 31%
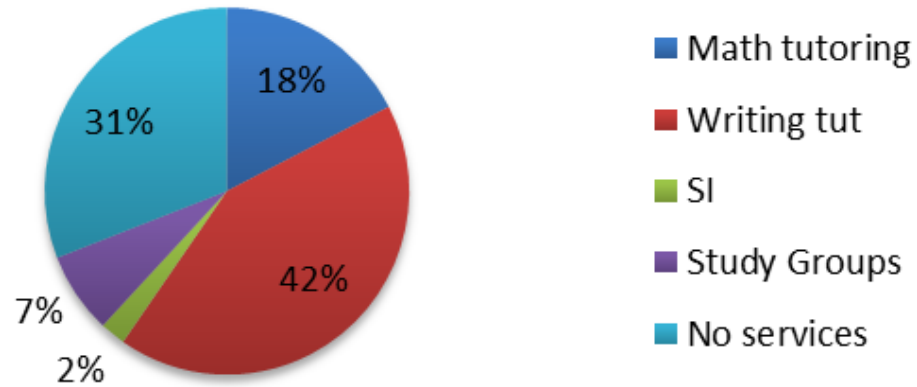
Non-Native Services Used

- Math tutoring: 13%
- Writing tut: 42%
- SI: 4%
- Study Groups: 4%
- No services: 37%
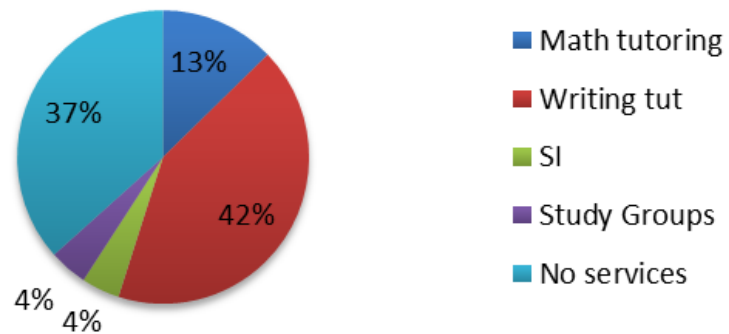
Results

Reasons to Use Services

Math, Writing responses across Clarification, Help, Check, Reading, Cultural questions.
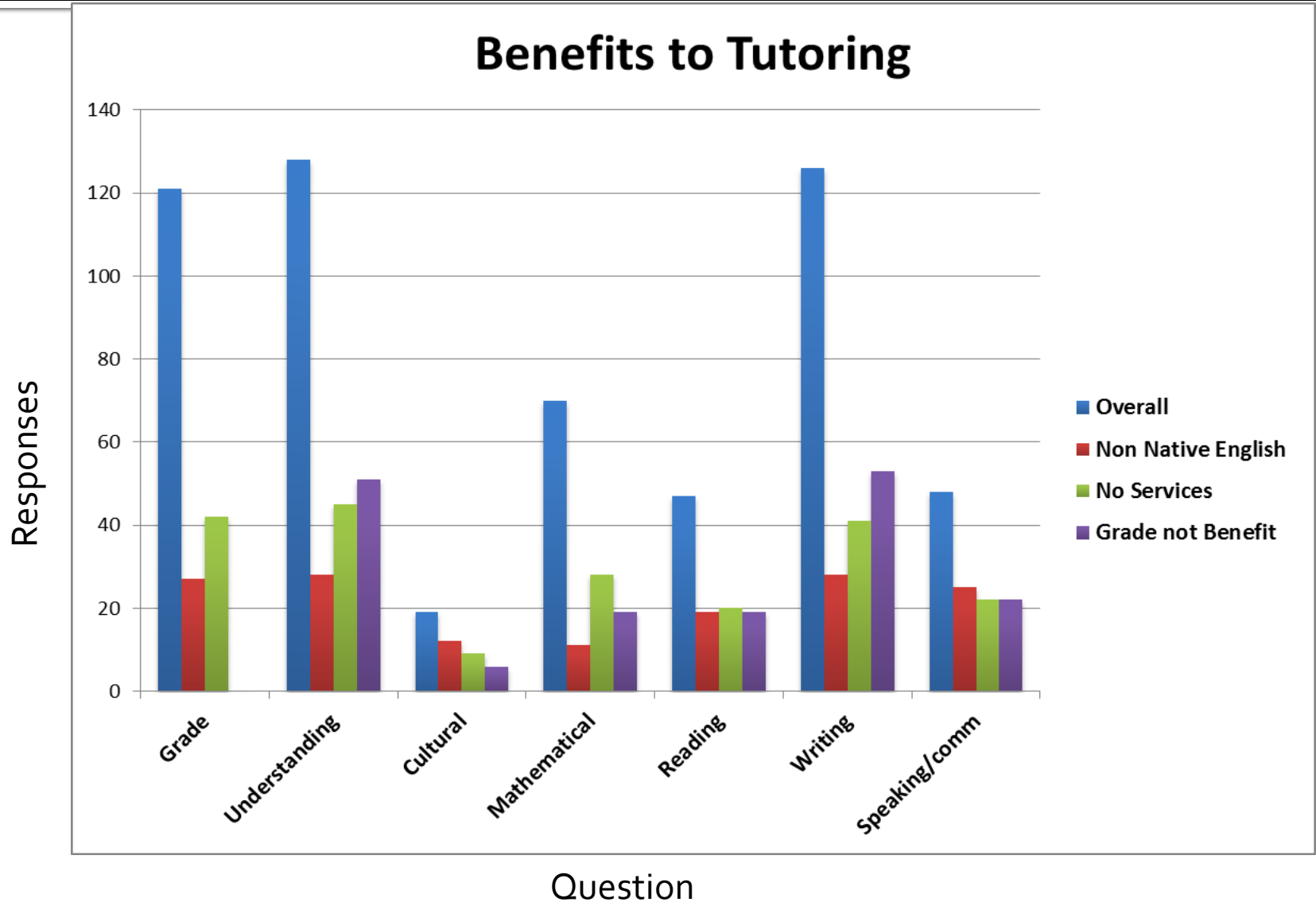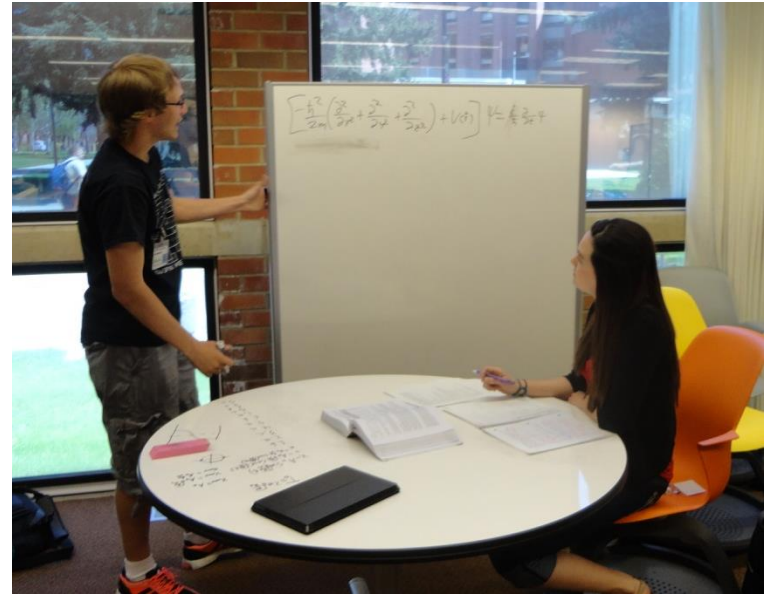
Results

Benefits to Tutoring
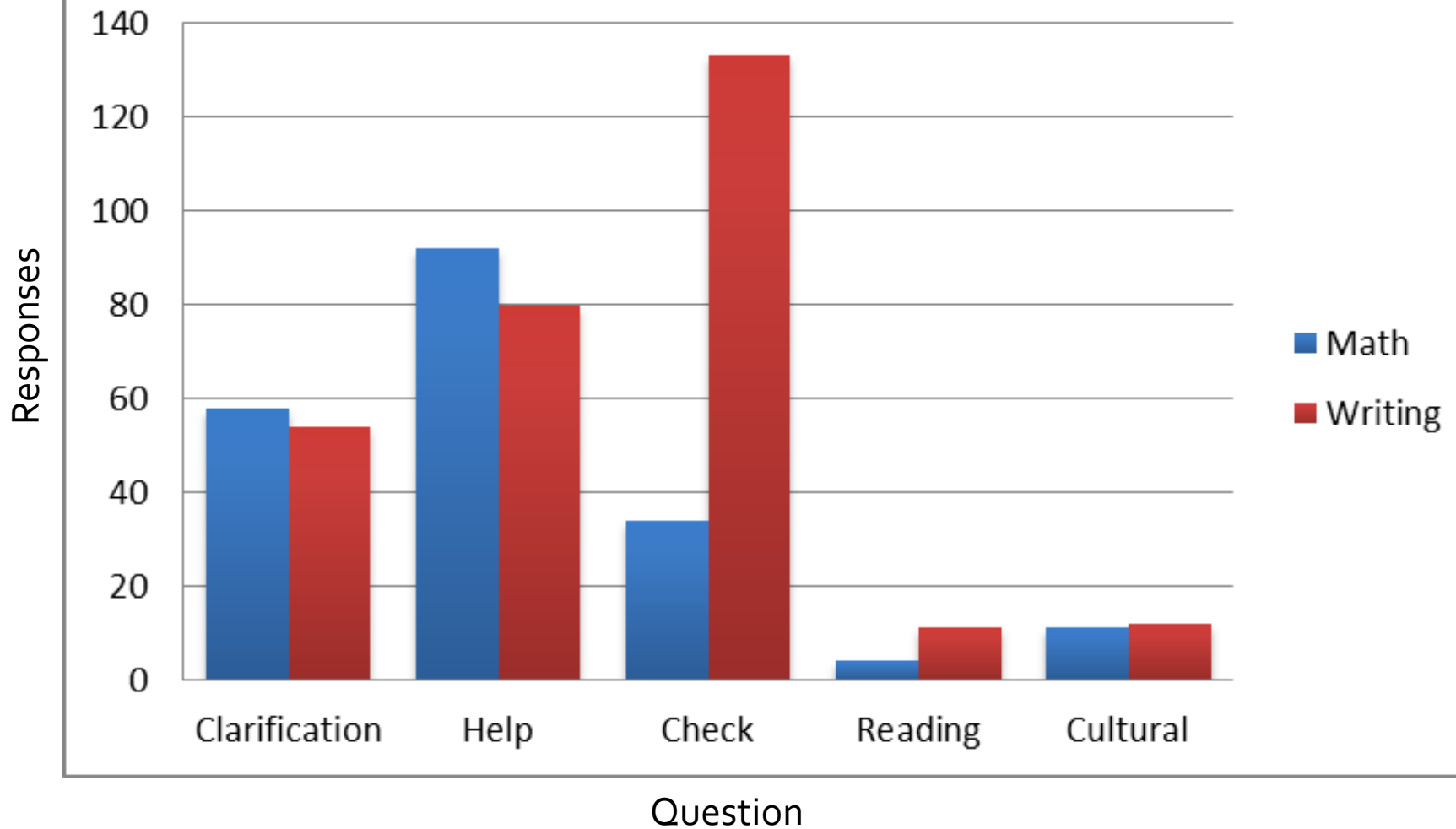
Discussion

- Retention and GPA

- Peer-to-peer relationship

- Grammar $\longrightarrow$ Understanding

- Those who do not use services

Conclusion

- Overall support for the new Learning Commons system