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: 63%
- Sophomore: 16%
- Junior: 10%
- Senior: 8%
- Post-Bac: 2%
- Grad: 1%

Age
- 18-22: 84%
- 23-25: 8%
- 26-older: 8%
## Results

<table>
<thead>
<tr>
<th>Native Language</th>
<th>Speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>101</td>
</tr>
<tr>
<td>Arabic</td>
<td>21</td>
</tr>
<tr>
<td>Japanese</td>
<td>16</td>
</tr>
<tr>
<td>Spanish</td>
<td>13</td>
</tr>
<tr>
<td>Chinese</td>
<td>6</td>
</tr>
<tr>
<td>Korean</td>
<td>4</td>
</tr>
<tr>
<td>Turkish</td>
<td>2</td>
</tr>
<tr>
<td>Amharic</td>
<td>1</td>
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<td>Russian</td>
<td>1</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>1</td>
</tr>
<tr>
<td>Serbian-Croatian</td>
<td>1</td>
</tr>
<tr>
<td>German</td>
<td>1</td>
</tr>
<tr>
<td>“Not English”</td>
<td>1</td>
</tr>
</tbody>
</table>
Results

Overall Services Used

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

Non-Native Services Used

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

Reasons to Use Services

<table>
<thead>
<tr>
<th>Question</th>
<th>Clarification</th>
<th>Help</th>
<th>Check</th>
<th>Reading</th>
<th>Cultural</th>
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</thead>
<tbody>
<tr>
<td>Math Responses</td>
<td>120</td>
<td>80</td>
<td>20</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Writing Responses</td>
<td>60</td>
<td>80</td>
<td>140</td>
<td>10</td>
<td>10</td>
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</tbody>
</table>
Results

Benefits to Tutoring

<table>
<thead>
<tr>
<th>Question</th>
<th>Overall</th>
<th>Non Native English</th>
<th>No Services</th>
<th>Grade not Benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
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</tr>
<tr>
<td>Understanding</td>
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<td></td>
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</tr>
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<tr>
<td>Writing</td>
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<tr>
<td>Speaking/comm</td>
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</tr>
</tbody>
</table>
Discussion

- Retention and GPA
- Peer-to-peer relationship
- Grammar → Understanding
- Those who do not use services
Conclusion

- Overall support for the new Learning Commons system