

September 19, 2013

Tutoring Center Assessment

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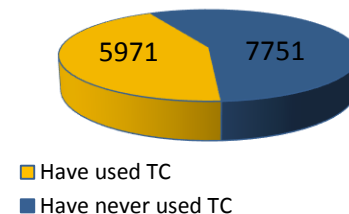
The Tutoring Center (TC) uses the *TutorTrac* program to record students' use of the TC, the number of visits, and subjects/courses tutored. This report summarizes that data as it pertains to three topics: 1) volume of service delivery; 2) description of TC users; and 3) benefits correlated with TC usage.

WWU Students Use the TC Extensively

Last year 3,483 students logged in for 43,448 visits to the TC, a 186 percent increase in number of visits since 2007-2008. The 2012-13 visits were for:

- **47%** Math 99-118, 156-157, 240
- **28%** Chemistry 101, 121-123, 351-353
- **7.5%** Physics 101, 102, 104, 114-116, 161-163
- **17.5%** Other, including Biology, Decision Sciences, Economics, and Philosophy 102

Snapshot: of the 13,722 students registered at WWU during spring quarter 2013, 37 percent (5,971) had used the TC at some point during their time at WWU with an average of 16.6 visits per student.



Who Are These Students?

2007-12 users were freshman (22%), sophomores (32%), juniors (29%), and seniors, (17%) at the time of their visits; female (57%) and male (43%); first-generation students (32%); and students of color (27%).

More than 90 percent of TC tutoring is for courses which satisfy math and science GUR requirements, but it's not safe to assume that a typical TC user comes to the TC merely to survive GURs. In a spring 2012 survey, 62.8 percent of respondents indicated they come to the TC "for help with major courses/pre-requisites," while just 35.3 percent identified "GUR assistance" as a reason for their visit.

Does the TC Help? How?

Many factors can affect academic performance, making it difficult to determine exactly how using the TC affects student learning; further, since TC users are self-selected, comparing them with non-users is not a study of truly random samples. Evaluation of five years of TC data, however, shows a consistent and significant correlation between utilizing TC services and

- Higher retention/persistence
- Greater likelihood of selecting STEM and high-demand majors.

From 2007-08 to 2011-12, **persistence (defined as graduation or continuing enrollment)** of students who visited the TC during their first year was significantly higher than that of students who did not. The effect was more significant for students of color and first-generation students than for TC users not in those groups, and more pronounced for students who visited the TC multiple times.

Students who visited the TC during their first year were also more likely to **declare STEM and other high-demand majors** than students who did not. The effect was more significant for students of color, first-generation students, and Pell-eligible students than for TC users not in those groups, and more pronounced for students who visited the TC multiple times.

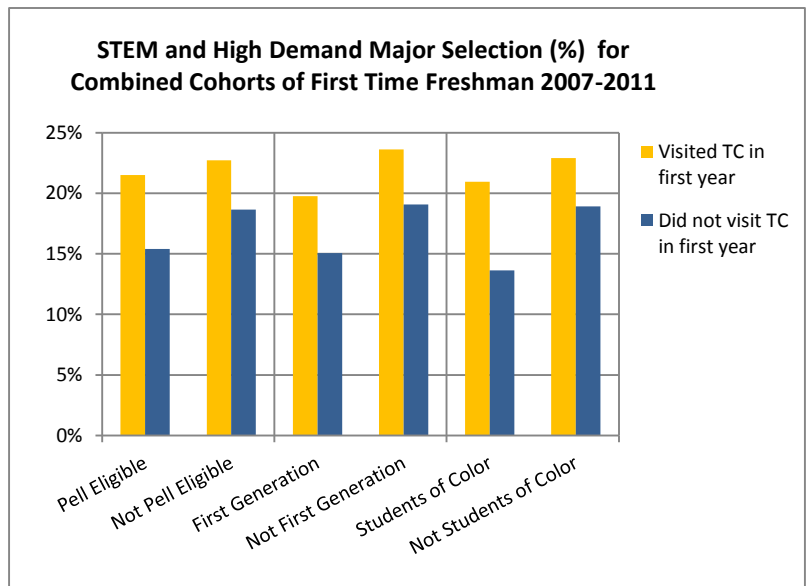
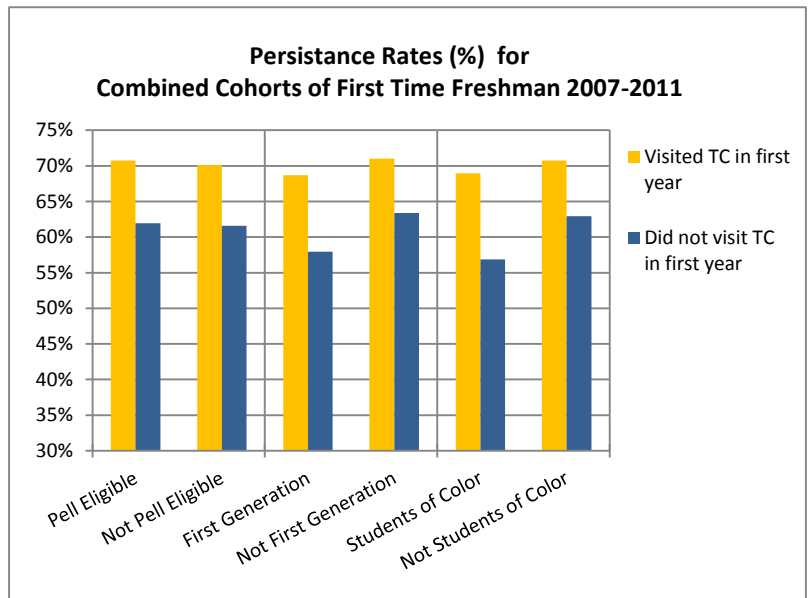
Summary

Student use of the Tutoring Center is extensive and increasing, and TC clients represent a cross section of WWU’s student population. While some students come to the TC to survive math and science GURs, a majority seek help to ensure good performance in courses and pre-requisites for their majors. Among educational benefits correlating with TC usage are higher retention and greater tendency to declare STEM and other high-demand majors.

Notes

2007-2012 data analysis was performed by Sharon Schmitz and Brendan Costello from the WWU Office of Institutional Research. More detailed research results are available on request.

TC employment also provides benefits to student employees—tutors, peer advisors and study-group facilitators—including: a superb review of subjects tutored; development of communication and leadership skills; academically-based work experience; convenient on-campus employment and financial support of educational goals.



Date: August 1, 2012

To: Linda Beckman, Eileen Coughlin, Chris Cox, Steve Gammon, Frank Halgren, Brad Johnson, Michael Lorenzen, Tina Loudon, Rick Osen, Steven Vanderstaay, Carmen Werder, Sara Wilson, Tjalling Ypma

From: Barbara Quick, Assistant Director, Learning Support Services

Re: Tutoring Center, 2011-2012

The Tutoring Center (TC) supports students in WWU math and science GURs through peer “drop-in” tutoring and tutor-facilitated study groups. The TC also offers academic success presentations and individual study skills tutoring appointments.

In 2011-12, 3,322 students made 38,585 visits for 55,134 hours of TC services; these figures are significantly higher than those of the year before. The TC’s move to a larger and more central location in WL280 is at least partly responsible for the increase.

TC Usage	2010-11	2011-12	% Change
Students	2921	3322	13.72%
Visits	29303	38585	31.68%
Hours	38470	55134	43.32%

Over 92 percent of the TC’s visits are for math and science GURs (see table, right). Approximately half of all students using the TC are in their first year at WWU.

Demand for TC services has increased much faster than TC funding (see table below). In response, services have been re-structured for greater efficiency: individual subject tutoring is no longer offered, tutor-facilitated study groups have been established as a lower-cost service format, and collaborative focus areas (allowing one tutor to help multiple students in the same course) are increasingly emphasized during drop-in tutoring hours.

Courses Tutored	201140-201220		201040-201120	
	Visits	% TTL	Visits	%Ttl
GUR courses				
Biology 101, 204-206	2461	6.66%	1287	4.48%
Chemistry 101, 121-123	10573	28.59%	7372	25.65%
Econ 101, 206, 207	376	1.02%	141	0.49%
Geol 101, 211	68	0.18%	24	0.08%
Math 099-118, 156-157, 240	17468	47.24%	15382	53.51%
Philosophy 102	537	1.45%	644	2.24%
Physics 101-123	2637	7.13%	2320	8.07%
Total GURs Tutored	34120	92.27%	27170	94.52%
Non-GURs (inc. C351-353)	2857	7.73%	1575	5.48%
All	36977	100.00%	28745	100.00%

	SVCS (INC. SUMMER)	COST: STUDENT STAFF			COST: PERM. STAFF	COST: ALL STAFF
	Visits	Hours	\$/Hour	Total Wages	Annual Salaries	Wages and Salaries
2007-08	14,623	5775	8.83	\$50,994.00	\$82,000.00	\$132,994.00
2011-12	38,128	9087*	9.04	\$82,151.00*	\$81,333.00	\$163,484.00
Change	23,505	3312	0.19	\$31,157	-\$777.00	\$30,490.00
% Change	160.7%	57.4%	2.2%	61.1%	-.94%	22.9%

*An additional 2,050 hours were funded by \$20,480.61 Work Study.

In 2011-12, the TC employed 51 outstanding students, providing them valuable work experience, an excellent review of academic subject matter, and leadership opportunities in addition to an hourly wage. More than 9 percent of the TC’s operating budget is used for student wages.