



WIN Tutoring

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When you are referring to the data from this report, please remember to acknowledge that it was done through the department of Research and Institutional Effectiveness and that results of this report could not be possible without the assistance of the WIN Program.

Abstract

The WIN Program provides one-on-one tutoring to students who participate in athletics at Mount San Antonio College. It is imperative to provide tutors who are sensitive to the needs of the student athletes and provide alternative, instructional methods. Students should achieve, at least, a 2.0 G.P.A. in spring 2010 as a result of having participated in WIN. The efficacy of these tutorial services was examined through student focus groups where they were asked various questions regarding their experiences with tutoring. This was done to gauge any changes in student achievement, confidence levels, and learning strategies used. Their opinion about the setup of tutoring was also documented.

The WIN program is designed to assist student athletes at Mt. San Antonio College, academically, by providing tutoring. Tutors are hired to provide one-on-one tutoring to students in the WIN Program. Tutors were hired in fall 2009 to provide up to 2,800 tutoring hours to students in the WIN Program. The students should be able to demonstrate an understanding of the concepts learned in the tutoring session and be able to identify their plan for completing the assignment. They should be able to identify the ways in which the WIN has improved their study skills and positively impacted their academic progress. As a result of the WIN Program, students should obtain, at least, a 2.0 G.P.A. in spring 2010.

WIN tutors and ABE/WIN faculty worked collaboratively to create a rubric that would be used for tutoring sessions, which rated how well the students understood concepts presented in tutoring session¹. In addition, tutors will rate the students' success in identifying their plan for completing the assignments. Seventy-five percent of the students tutored in the WIN Program will score a *meets* or *exceeds expectations* rating on the rubric. The rubric was implemented in spring 2010. It is important to research how effective the WIN Program is at meeting the needs of student athletes. Any modifications that are necessary for program improvement can potentially be implemented as a result of this analysis. This data will guide any executive-level decision-making.

Purpose

This project aims to determine whether time spent in the WIN Program correlates with students' academic success and understanding of concepts presented. This will promote the inclusion of any changes which will, in turn, enhance the WIN Program's efficacy.

¹ See Appendix A for assessment instrument

Method

Participants

The participants for this project were 224 students during the spring 2010 semester.

Design

This study is a non-experimental cross-sectional design. All able and willing people participated.

Measures

Using the rubric, Students were rated on a 1-3 scale, with 1=below expectations, 2=meets expectations, and 3=does not meet expectations. They also created, with the help of RIE team, more clear and comprehensive descriptors of each rating, so that there was a consistency among raters on the scores. A scoring sheet that allowed the tutors to list multiple students' names and ratings was also created. The rubrics were completed in February 2010.

Procedure

At the beginning of the project, the tutors informed the students they were working on a project to assist students in learning better study habits. The tutors explained that they wanted the students to come prepared to each session only after they read the directions and had first attempted the work on their own. In addition, they told the students that they would be rating them on how well they demonstrated that they understood the material after tutoring and had a plan to complete the project. After the session was over, the tutors marked the students' ratings on a tally sheet. The tutors submitted the tally sheets to the WIN Program supervisor on a weekly basis, and she gave them to a staff member to compile. The data collection period was February 2010 to May 2010.

Results

Out of the 522 tutorial sessions, 224 unique students were tutored. Using the rubric described above, 94% of tutorial sessions scored a *meets* or *exceeds* expectations. The benchmark for success associated with this project was met; the goal was that 80% of students will *meet* or *exceed* expectations. Additionally, 79% of students tutored by the WIN tutorial services program achieved a G.P.A. for the spring 2010 term of 2.0 or higher; this is below the benchmark that all students tutored by the WIN tutorial services program would achieve a G.P.A. of 2.0 or higher.

Discussion

As a result of this project, WIN tutorial services was able to identify areas for improvements to the assessment cycle for next year, as well as, areas of achievement. The project found that students were more diligent about reading directions after they were instructed on how they would be evaluated for this project. This yielded better articulated questions when seeking tutorial support.

Limitations

As was noted by the WIN tutors, increasing the specificity of the assessment tool would result in increased accuracy of their ratings.

Recommendations

- Next assessment cycle should focus on the development of critical thinking skills of tutored students.

Tutoring Rubric – WIN Program

Q1: Student read the directions to the assignment? Yes No

		1 Below expectations	2 Meets expectations	3 Exceeds expectations
A	Student is able to describe clearly and in detail the problem he/she is having on the assignment or project.	Has a minimal level articulation. Requires assistance to describe his/her problem.	Identifies the problem and explains the causes of the problem.	Identifies the problem and presents a possible solution. (“I think this is the answer, I wanted to double check”)
B	Student will demonstrate their understanding of the concepts learned by: <ul style="list-style-type: none"> • Repeating the answer/solution/process for getting there • Writing the answer/solution/process 	Shows minimal ability to summarize the concepts from the tutoring session and additional assistance needed to complete the assignment.	Explains the concepts and strategies from the tutoring session needed to complete the assignment.	Draws connections to other assignments/concept (able to build on previous lessons)
C	Student is able to describe the next steps they will take to complete the assignment/project, prepare for a test or solve the problem they are having.	Requires assistance in listing the next steps needed to complete the assignment.	Breaks down the information learned in the tutoring session and uses it to list the next steps needed to complete the assignment	Demonstrates that the assignment will be completed with no additional assistance. (Can “send them on their way”; quickly understands the concepts and strategies presented in the tutoring session)

Name _____ Subject _____