

**Center for Academic Support
And
College-wide Tutoring Program
Customer Satisfaction Survey
Fall 2011**

The Center does bi-annual satisfaction surveys. Our last customer satisfaction survey was completed in Fall 2011. The survey was a two-part survey that asked one overall question about the help they received at the Center and then asked students to respond to questions concerning either Reading and Writing Consultants or Peer Tutoring. Students were asked to complete the survey after they had worked with a Consultant or Peer Tutor during a two week time period. This survey was given to students who use the reading and writing consultant service and the peer-tutoring services. The survey asked students to rate their satisfaction with both the Reading and Writing Consultant and tutoring services they received in the Center. Overall, 90% of students who completed a survey reflected that they were happy with the services they received and only 1% of those surveyed responded that they were not happy with our services. Of those who responded to questions about working with a consultant, 85% answered that working with a consultant has affected the way they work on a paper or assignment and 78% of respondents reflected that they believed working with the consultant has helped them succeed in college courses and only 5% felt that working with consultants has not helped them in college courses. Of those students who worked with peer tutors, 87% of respondents reflected that peer tutors “always” encourage them to use different strategies (using graphs, pictures, predicting etch) to solve problems, which helps them to solve similar problems/assignments. In addition, 79% reported that the tutor “always” helped them to learn skills such as reading the textbook effectively and taking effective notes that aided them to be successful in other courses.

Students who use tutoring services were given a survey depending on if they used “in-class” tutoring or “drop-in” tutoring which asked students to report the reason for visiting a tutor, and if they used any other services. The survey also asked students to list services and how they found out about the services. For students to be proficient, they must list the Center for Academic Support and at least one other resource.

The team found that 35% of our students who used “in-class” tutoring to be proficient. Of which, 32% learned this information from their tutors. For the students who used the “drop-in” service, 39% were proficient and of this, 29% reported they were provided this information from their tutors. The results suggest that more emphasis on resource awareness for tutors is needed.

All students, both in Pittsburg and Brentwood who used tutoring services were given a survey that asked students to rate how tutoring has affected their confidence in six areas. The scale used ran from 1: decreased confidence to 5: greatly increased.

In each of the questions six questions asked students averaged at 3.3 through 4.5.

Students scored an average of 3.3 when asked about note taking skills with most students noting that there was not any change to their note taking abilities. When asked about explaining material in their own words, students predominately answered that they saw an increase in their ability. The majority of students with an average of 4.4 reflected that their abilities greatly increased when attempting exercises/assignments on their own. Similar results were found for learning and retaining coursework which resulted in an average of 4.2. The highest result, with an average score of 4.5, was seen in the survey came from question 6: "seeking help outside the class time from tutors or instructors. The results show that tutoring does increase confidence in student's abilities in learning material independently and attempting and seeking help on their own suggesting student s are motivated by learning and that tutoring helps student to understand that they must take responsibility to learn the material. However, it also seems that student's confidence is not affected when it comes to note-taking and finding information on their own. This is may be happening because tutors are not discussing this in tutorials and/or students and tutors are not placing any value on these when it comes to tutorials. These results have been used to place more emphasize on the note-taking skills in tutor training, and using this skill in a tutoring session.

Next customer satisfaction survey will be completed in Fall of 2013.