Overview. Utah State University (USU) Academic Success Center (ASC) Math and Statistics Drop-in Tutoring Center provides free tutoring assistance to students in seventeen specific courses from MATH 0995 (College Mathematics Preparation) to MATH 2280 (Ordinary Differential Equations) and STATS 1040 (Introduction to Statistics) to STATS 3000 (Statistics for Scientists).

Assessment Name: ASC MST Evaluation / Feedback Form

Analysis of Data. Through survey feedback the Center continuously reviews results and impacts of their services. This allows sustained enhancement and refinement of the assistance provided to students in order to ensure the fulfillment of the needs of an ever-changing, dynamic and vibrant student population.

The Center routinely gathers statistics on satisfaction of students using services on the campus. The following charts indicate students who use the center’s evaluations and feedback on the center.

Knowledge Gained. Based on the review of the evaluations and feedback from the students who use the Math and Statistics Drop-in Tutoring Center, it is clear to see that overall students are very pleased with the services provided.

Over 91% of students who submitted feedback felt the tutors knew the subject matter well. Nearly 85% felt that tutors used effective examples, and nearly 92% indicated that tutors helped them resolve their questions. Most telling is the fact that 98% of the students indicated that they would return to the tutoring center for additional help.

Feedback indicates that 50% of the students who responded received assistance from a tutor within five (5) minutes of the time they requested help (logged their name on the Tutoring “Queue”). An additional 40% of the students received help within 15 minutes. Only 10% of the students ever waited longer than 15 minutes to receive assistance.

Optional write in comments (25% of the students provided these) were also generally positive with the majority of the write in comments being positive and several of the neutral or negative geared towards things other than tutor skill. The most common negative feedback was that the system used to “Queue” students’ needs to be updated, that students would like more tutors working at the same time. There were two instances where students felt that the tutors needed to do better in their tutoring.

Potential Methods of Improvement. In order to sustain or enhance services to students the Tutoring Center will focus on four areas. They are:

- Reviewing schedules to ensuring that the Tutoring Center hours coincide with the times when traditionally high usage rates exist
- Reinforcing the provide assistance to students aspect with the tutors – no student should ever leave feeling more confused or frustrated than when they come in
- Improving the “Queueing” system used so that students have a clear understanding of where they are at in the queue when waiting for assistance from a tutor
- Expand the survey coverage by automating the survey and the results through use of a Qualtrics survey

NOTE: The data was gathered over the course of four (4) weeks from late October to late November 2017 using a check box survey built on a 5 x 8 card. As of 29 November 2017 a total of 106 students provided anonymous feedback using this form.
Write in Comments By Students. Nearly 25% of the students who visited the Tutoring Center that provided a Feedback / Evaluation Form provided “optional” write in comments. The majority of the comments were viewed as positive. Comments considered positive are coded in green below. There were some neutral comments (coded in black) and a few negative comments (coded in red).

- I love tutoring lab.
- I love the tutoring center. Thank You.
- Thank you for your prompt reply. Thank you for your patience in explaining each step of the homework problem. Keep explaining at our level and keep being patient. Thanks for all you do!
- So helpful!
- "Tutor Name" is a great tutor!
- "Tutor Name" is stellar! Thanks for the help!
- Math tutoring lab is doing fantastic. Nice quiet working environment and very helpful tutors.
- The Tutoring Center is very helpful. I'm taking two math classes next semester and will definitely be coming back a lot.
- Great resource, helps a lot!
- It was great.
- It's really nice to have somewhere to do my homework and get some help!
- This lab saved me!
- Is "tutor name" single? Because not only is "tutor name" a great tutor, but they are gorgeous.
- I really appreciate the help and having a tutor center open Saturdays are great.
- My Calc grade blows - it's not them, it's me.
- Didn't need help with problems, just concepts I had trouble understanding in textbook. Used good examples / drawings to explain concepts.
- She went over the subject well but I didn't get a chance to run through different questions on my own w / coaching.
- Some tutors are very well versed. The why of it...some are not.
- My only complaint is the "queue" board. It is messed up very often by other students, putting their name in the wrong spot. It is not a big deal but it is frustrating. Maybe a sign as dumb as that sounds explaining the process.
- Other than that it is a great place.
- Could use more people, but understand labor costs a lot! Overall good job!
- More tutors! & a better queue system, preferably electronic
- Left feeling a lot more confused.
- Need more employees. More Tutors
- There should seriously be a limit to how long a tutor can help someone for. I can't tell you how many times I had to leave before getting help because there was one or two tutors, who were both helping the same person for 30 minutes.
- I think that if a tutor comes to help you and are unable to, you should get the first priority for another tutor who could, rather than just having to put your name back on the board.
- More tutors to help.
Chart 1 – Distribution of Respondents by Course Number. This chart is a comparative analysis of courses the students who used the Drop-in Tutoring Center and provided feedback were enrolled in.

There were a total of 106 students who provided feedback. Of these the following is correct:

1. The highest number of students who provided feedback are enrolled in MATH 1060 (nearly 25%)
2. The lowest number of students who provided feedback are enrolled in MATH 0995 or MATH 2280 (less than 1%)
3. These numbers tend to coincide with usage data based on the population
Chart 2 – Referral Source. This chart is an analysis of how students heard about services provided by the USU ASC Math and Statistics Drop-in Tutoring Center. Students were asked to check as many of the sources as they felt were applicable based on how they found out about the Tutoring Center. The largest single referral source were classroom instructors, followed closely by peers or other campus friends who were familiar with the Center. The lowest number was the internet or web based information. Many of those who checked other indicated they saw signs or flyers on campus advertising the Tutoring Center.
**Chart 3 – Frequency of Visits.** This chart shows indicates how frequently students reported that they visited the Drop-in Tutoring Center. Nearly a quarter of the students who completed the survey were in the tutoring center for the first time. Nearly 70% of the students completing the survey indicated that they visit the tutoring center at least weekly.
Chart 4 – Student Wait Time. This chart is a depiction of how long students say they waited for assistance when using Tutoring Center. This is the period of time between when they add their name to the “Queue” asking for assistance and the time that a tutor actually arrives at their desk to assist them. Overall the wait time as reported by the students completing the survey is less than five minutes for the majority of the students. Very few (less than 10%) had to wait an extended period (15 minutes or more).
Chart 5 – Tutor Knowledge of Subject Material. This chart is an assessment of the tutor’s knowledge of the subject material as reported by the students completing the survey. Well over half of the respondents strongly agreed that the tutors knew the requisite Subject Material. Only one student out of 106 felt that the tutors did not know the subject matter well. Responses provided were Strongly Agree (59 Respondents / 56%), Agree (38 Respondents / 36%), Neutral (8 Respondents / 7%), Disagree (1 Respondent / <1%), or Strongly Disagree (0 Respondents / 0%).
Chart 6 – Resolution of Questions. This chart indicates how many students felt that the tutors were able to help them resolve the questions they had regarding their math or statistics assignments. The vast majority strongly agreed that the tutors were able to help them resolve their questions. Only two (2) of 106 students felt that their problems were not resolved (less than 2%). Responses provided were Strongly Agree (73 Respondents / 69%), Agree (24 Respondents / 23%), Neutral (7 Respondents / 6%), Disagree (1 Respondent / <1%), or Strongly Disagree (1 Respondent / <1%).
Chart 7 – Grade Improvement. This chart indicates how many students felt that attendance at the Tutoring Center has improved their test scores or grades in math and statistics. The vast majority strongly agreed that the tutoring has had a positive impact on their overall grades. Only four (4) of 106 students felt that tutoring did not improve their grades or scores. (less than 4%). Responses provided were Strongly Agree (69 Respondents / 67%), Agree (19 Respondents / 18%), Neutral (14 Respondents / 13%), Disagree (3 Respondent / <2%), or Strongly Disagree (1 Respondent / <1%).
Chart 8 – Planned Use of the Tutoring Center. This chart indicates how many students indicate that they plan to use the tutoring center again. Over 98% of the students indicated that they would return to the tutoring center again. Only two (2) of 106 students indicated that they would not return (less than 2%). Responses provided were Strongly Agree (94 Respondents / 89%), Agree (10 Respondents / 9%), Neutral (0 Respondents / 0%), Disagree (2 Respondents / <2%), or Strongly Disagree (0 Respondent / 0%).