Title 5
**Tutor Feedback**
Fall 2022

What class(es) have you done embedded tutoring for?

26 Responses

Biology 124	English 101	Math 100	Math 105	Math 121	Math 123	Math 141	Physics 161	PHSC 111
1	18	1	0	1	3	1	0	1
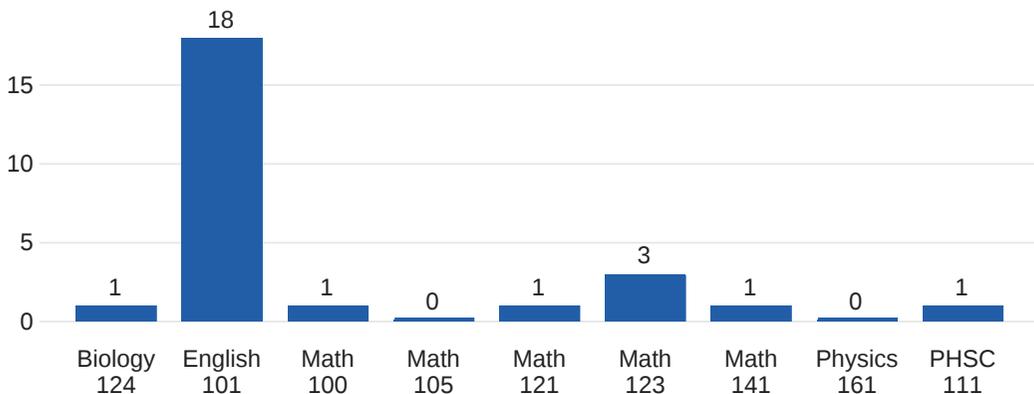
How satisfied are you with your tutoring training you received?

26 Responses

| Extremely dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Extremely satisfied
4%	0%	8%	23%	65%
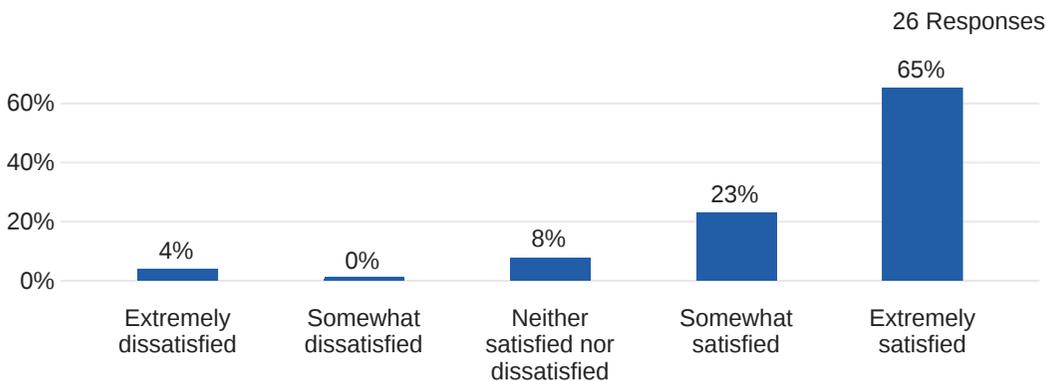
From your perspective as an embedded tutor, how satisfied are you with your tutoring experience this semester?

26 Responses

- Extremely dissatisfied: 4%
- Somewhat dissatisfied: 0%
- Neither satisfied nor dissatisfied: 19%
- Somewhat satisfied: 38%
- Extremely satisfied: 38%
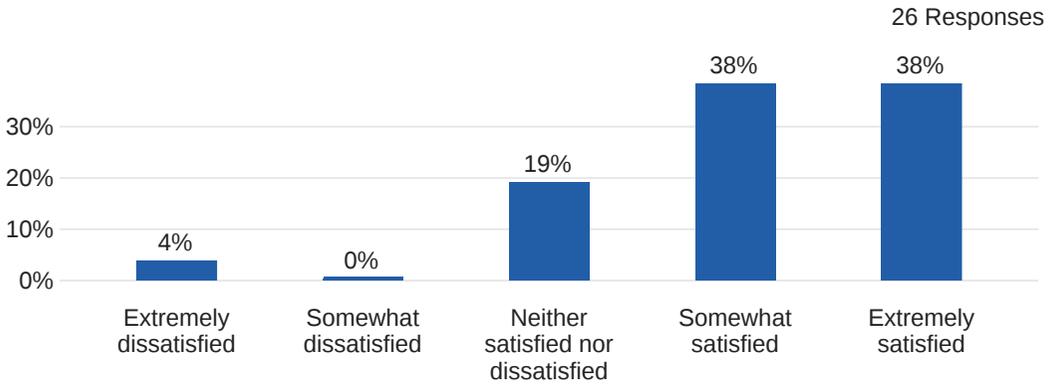
How regularly did you meet with the instructor for this course?

26 Responses

- Several times a week: 31%
- Once a week: 35%
- A couple times a month: 19%
- Once a month: 15%
- Never: 0%
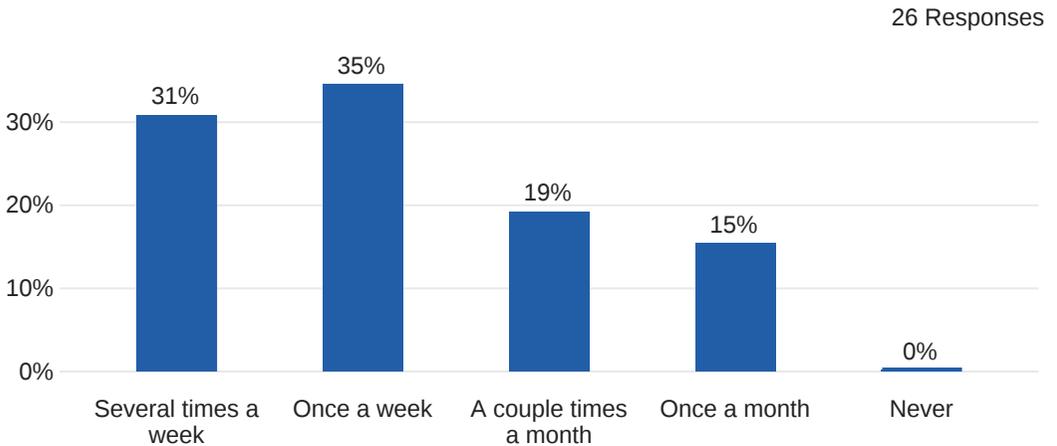
How many students would you estimate have engaged in embedded tutoring services thus far this semester in this class?

26 Responses

- Less than 5 students: 23%
- 5-9 students: 50%
- 10-14 students: 15%
- 15-19 students: 4%
- 20 or more students: 8%
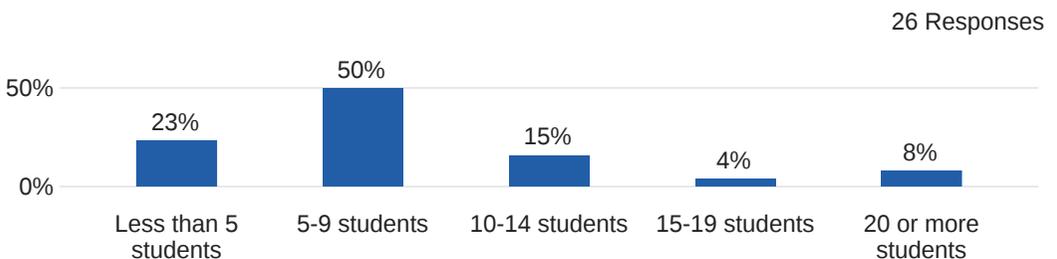
As a tutor, do you feel engaged in classroom activities?

88%

50%

12%

0%

Yes

No
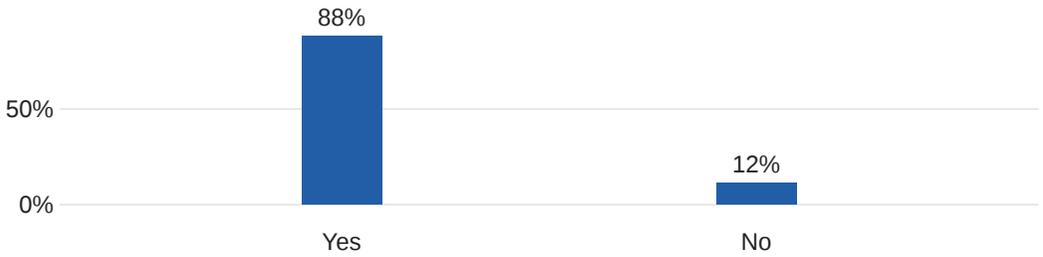
# Do you feel all students are aware of in-class tutoring services?

40%

42%

42%

20%

12%

4%

0%

0%

| Strongly disagree | Somewhat disagree | Neither agree nor disagree | Somewhat agree | Strongly agree |
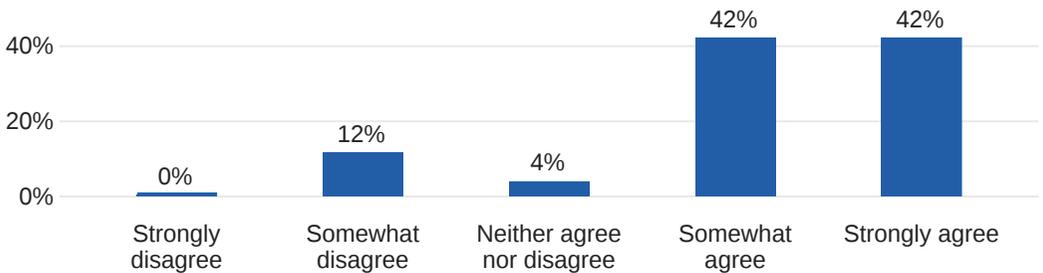
Out of class hours per week

Field	Min	Max	Mean	Standard Deviation	Variance	Responses	Sum
Hours per week	0	15	6	4	13	26	156

Are students utilizing your out of class tutoring hours?

77%

50%

23%

0%

Yes

No
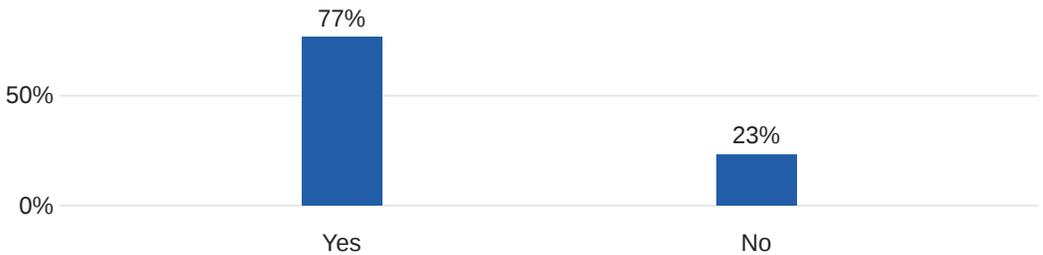
How frequently are they coming?

	Not at all	A little	A moderate amount	A lot	A great deal
	0%	35%	55%	10%	0%
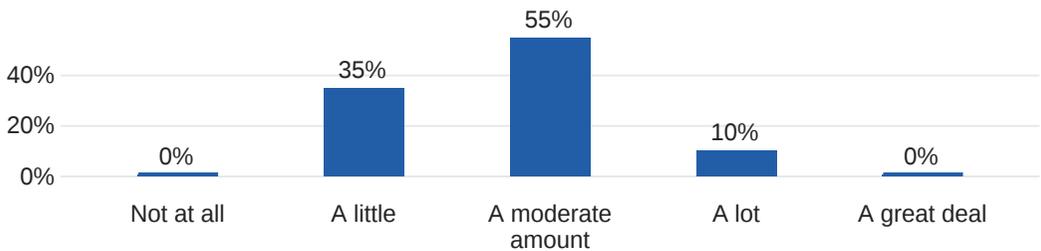
What do you think is the number one reason students do not engage with tutoring services?

What were the most effective ways your instructor engaged you in in-class activities?

When the students had to do work on their own.

Making me part of group discussions.

I have been more engaging during the lab. At the beginning of semester help them work with microscope, and during dissection, I would walk around the lab and help each group.

She gave out worksheets during class and allotted time for the students to work on it. They asked questions during this time.

During certain topics or examples in lecturing, I would be asked for insight/into my experiences in writing essays or coming in contact with the writing process. There are also times when there are humorous moments and I add more humor to get more students to get comfortable talking more and engage in discussions.

When asking questions, they would call on me as well. They would also make me go around each group and engage with them whenever they are doing any activities and work.

Had them required to meet with me for late essays. Assigned me to participate in discussion boards. At times ask for my input.

Group activities, where I walked around and helped with any questions before they went over the answers with the teacher.
I would also do kahoot quizzes and explain the answers.
I lastly, handed out flashcards and told them to write down their hardest concept from this unit and would do more practice problems on their confusion.

When students raised their hands and asked for my help specifically.

My instructor had me walk around while students were working on problems so i would be available for them to ask questions.

It was hard to be engaged in activities just because it was an online class. I think Prof. Read did an awesome job with mentioning myself and the other tutor so that students knew we existed. I also tried to participate in class discussion boards when available, but it was difficult to remember to do it.

She reminded students every class to see me for help if they felt they needed it.

Helping with leading conversation in discussions, going around to different groups to help them find information or discuss the topic, going hand-outs in class with students, setting an example for the standards the professor holds for note taking and level of engagement.

Having me join smaller discussion groups and talk about their answers etc

The instructor assigned me to a group whenever he had group activities in class.

I was an active part of discussion groups, often helping students engage with the texts. My professor also asked me to create example on the board and to help with explaining difficult topics

Weekly emails

Often asks for my input on class topics and discussions, and they have me check/work with students on assignments during class time like essays, outlines, thesis writing, etc.

Since it was an online class, there were no real in-class activities aside from discussion boards and my instructor does not engage with the students over discussion boards. I felt like I was on my own when it came to engaging with students.

As a tutor in a distance learning class, this was challenging. My professor did his best at including me and the other peer tutor in class announcements and provided us with our own discussion forum for sharing resources with students. By also having my own access to making announcements, I felt engaged with the class.

I was able to engage in reading together as a class. I participated in student activities like group activities, campus touring, Zoom meetings, and discussion boards.

having students meet with the mentor when absent or the start and towards the end of an assignment.

My instructor made me engaged in in class activities by placing me in groups alongside students.

I participated in class discussions, group activities. I took notes on class lectures and met with students that may have missed lectures.

My Professor had me do example discussion board posts, participate in class journals, allowed me to make announcements inside and outside of class (on canvas), and often asked my opinion or to answer questions in class.

If you could change one thing about the embedded tutoring experieince, what would it be?

If you could change one thing about the embedded tutoring experience, what would it be?

Would like the student to not be scared about failing and not knowing the material.

I would use students that recently took this class as embedded tutors.

There should be a definite name for what you would call the embedded tutor in that class that doesn't discourage the students from approaching the tutor due to a "status." Something should be tweaked around the idea that an embedded tutor isn't "superior" or "better" than the students in the class, just that they're the person the students can go to if they need help that's worded differently than the professor.

Be more interactive with students who I felt needed the most help.

Nothing as of right now.

Nothing.

A more upfront and explicit list of duties expected and required of me. Tell me when to walk around, when we're supposed to meet for debriefs, etc. moreover, I just felt completely "out of the loop" with the rest of the math department and other tutors. I didn't receive emails about meetings, important updates, etc. so I was always lagging behind or completely ignorant of pertinent information.

I've enjoyed my experience, just wished more students took advantage of the help.

Nothing

Having professors make it a requirement and enforce it for students to have at least one meeting/review session with their peer mentor at some point throughout the semester. Possibly the beginning/middle after the first papers have been turned in. That way students can meet their peer mentor, possibly for the first real-time one-on-one, and they can see what kind of help is available through the embedded tutor outside of class as well.

Making more mandatory meeting with the embedded tutor, especially at the beginning, even for just a check up. This would show that our services are quite helpful (and not so intimidating) and maybe encourage students to return to us throughout the semester

I should have probably emailed the students weekly to check up on them or remind them of due dates.

I wish more students engaged with me. I put together a few notes to help students on papers, but it wasn't utilized and the students struggled.

Change the way tutor/program effectiveness is quantified. With things as they are, as far as I understand it, the data does not take into account who interacts with the tutor when doing this, but holds the entire class performance against it. Even those students who don't seek out help, ghost instructor and tutor, or do not attend class and obviously receive low scores as a result at no fault of instructor/tutor. This is especially true since instructors are told not to drop those students anymore either, so it forcibly skews results away from program effectiveness. Seems a tad unfair and pointless to even collect the data at that point really.

More incentives for tutoring.

At the moment, there is nothing I would change about the embedded tutoring. I am extremely grateful I was able to do this job remotely.

From my experience, I tutored two courses and don't feel like there was anything that needed to be changed.

maybe having a day when professors have a writing day held in the writing center mandatory and having the students come up with one question to ask about the assignment

I would have been more involved in hosting out of class activities. It was my first semester so I learned a lot I would change about the way I am as a imbedded tutor.

I wish that more students would end the semester as excited and involved in the class and tutoring as they are in the beginning.

To implement a faculty mentor for the peer tutors. I know technically they are in many ways, however, often is geared toward the class specifics and not about the actual tutors growth in their own classes and academic goals.

What do you think we could do to improve embedded tutoring services?

What do you think we could do to improve embedded tutoring services?

I'm not sure because the students have to put their part.

Training is really important, and I would prepare Biology, Math, English tutors separately.

I think it's fantastic, but some of my students did not know about the ARC center and other school resources, maybe talking to some classes.

Many students can be quite unfamiliar with what an embedded tutor is which I feel needs to be mentioned more so students can understand the services that they have.

Nothing as of right now.

I don't think the school can do anything to help, I believe it's just the students who need to be comfortable to reach out for help.

Better communication / clear list of duties and responsibilities.

Perhaps making meeting with the embedded tutor outside of the class room (either go to office hours or contacting them through email) early in the class an assignment. Just to help break the ice when it comes to communicating with the tutor. They might be more willing to reach out to a tutor after that first encounter.

Nothing

I think the advertisement we started doing this semester for the PMC and the after-hours WC is on the right track to spreading the information on our services!

Just make it more of an integral part of day to day activities and assignments. The more exposure they have to the e.t. the more likely they are to reach out independently.

I'm not sure. Perhaps, their services could be more promoted for other students to be aware of that resource.

Maybe send out a school wide email, if it hasn't been done.

Would be nice to not have to manage multiple timesheets/logs for one job (i.e. Title V and our regular timesheets). Or just have a more unified system in place.

More incentives for tutoring, even if it means requiring tutoring for certain assignments.

I am not sure what could be done to improve embedded tutoring services. I had a great experience.

I think maybe a mandatory meeting once a month in-person with every embedded tutor would be beneficial. I think a meeting in an afternoon would help every embedded tutor share how their week is going or speak about any concerns they might have.

I feel like we have done what we can do I do not see much for improvement

I don't have any suggestions at the moment.

We need to figure out a way to keep the students engaged and involved.

Clearer expectations across the board. I have worked for a few Professors and each one is vastly different from the next in regards to involvement and participation. I know other tutors would benefit from clearer expectations and direction.