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Using Tutoring to Promote Student Success at a Community College

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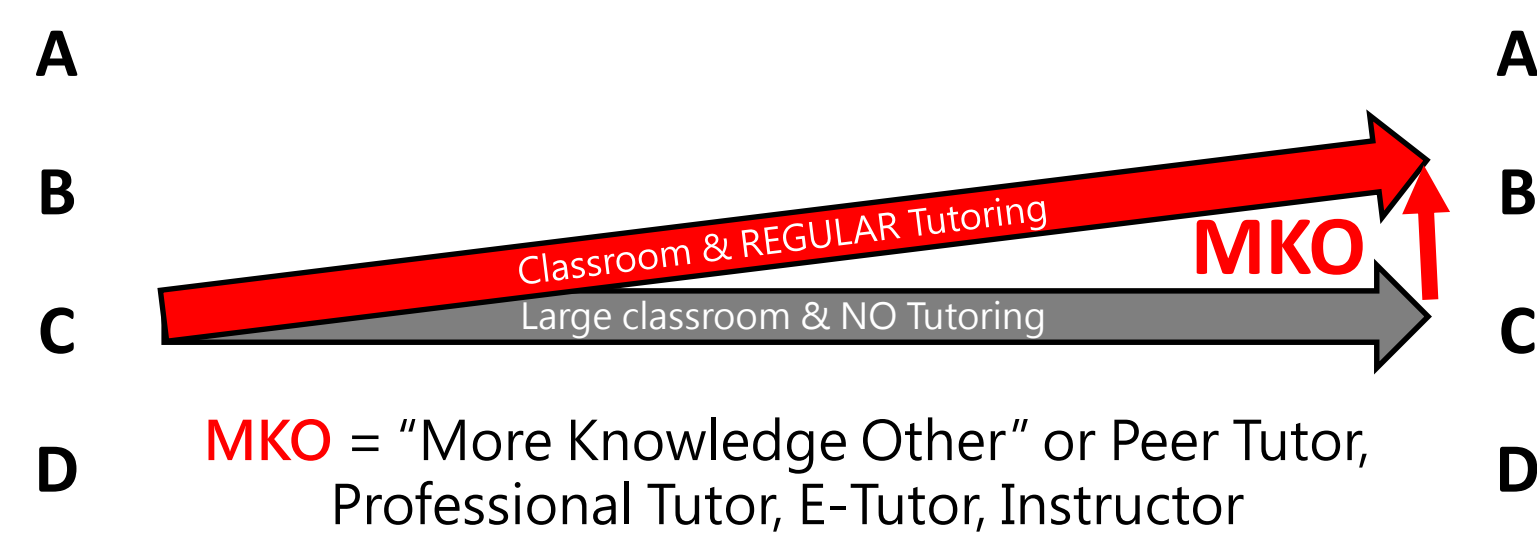# Using tutoring to promote student success at a community college

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Introduction

It is widely acknowledged that students who begin college by taking developmental curriculum are at a disadvantage in terms of likelihood of degree completion.

Research and practice has shown that students who use tutoring can improve course grades. Bloom's 1984 study demonstrated that one-on-one, face-to-face tutoring is effective.

A — A
B — B
Classroom & REGULAR Tutoring — **MKO**
Large classroom & NO Tutoring
C — C
D — D

MKO = "More Knowledge Other" or Peer Tutor, Professional Tutor, E-Tutor, Instructor

Current technology offers students the options of accessing on-campus learning centers in-person and/or using Web 2.0 resources for tutoring.

RESEARCH QUESTION: Given the current campus-based and online resources available, what are the best tutoring options for community college students?
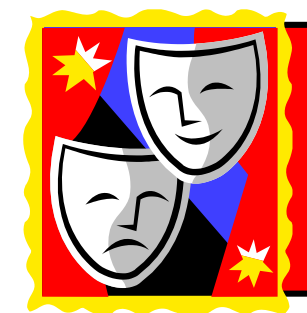
Background

It is widely acknowledged that students in developmental curriculum are at a disadvantage in terms of the likelihood of obtaining a degree. The question remains as to what extent tutoring (and types of tutoring) can positively impact student success rates.

Tutoring Methods

Tutoring delivered in three ways to writing students enrolled at Rhodes State College

Face-to-Face
- Appointment at on-campus Academic Success Center
- 45 minute session
- One-on-one meeting
- Paper handout provided
- Student completes activity & goals for the coming week

Synchronous Online
- www.etutoring.org during available hours
- 20 minute session
- One-on-one online chat
- Handout visible on shared screen; download option
- Student completes activity & goals for the coming week

Asynchronous Online
- www.studentlingo.com anytime
- 30 minute sessions
- Individual video viewing
- Download handout from web site
- Student receives a completion certificate

Tutoring Topics

Three topics represent supplemental skills for college students which support learning

Time Management
Prioritize study time & habits
Action steps
- Complete a weekly calendar
- Identify current good study habits
- Select a new proven study habit to practice in the coming week
- Write goals for next week

Reading Comprehension
Understand course material

Action steps
- Practice chunking on excerpts
- Practice annotation on excerpts
- Plan textbook reading system
- Write goals for next week

Note Taking Strategies
Organize & learn new course material
Action steps
- Outline reading assignments before class
- Cornell note taking system
- Techniques for using notes when studying
- Write goals for week

Evaluation Methods

Surveys & student performance recorded and analyzed

Student Survey Data

At beginning of semester
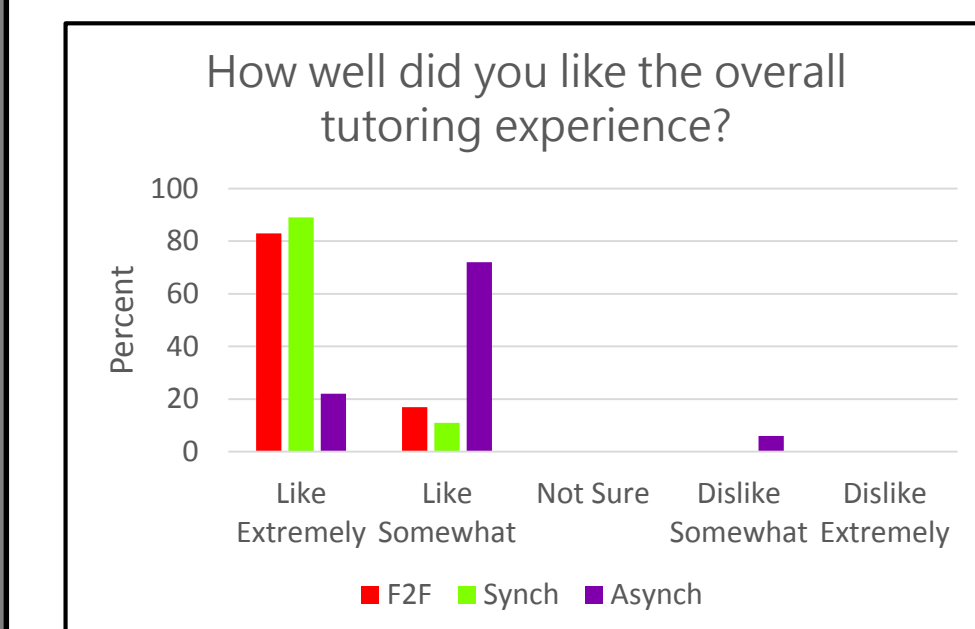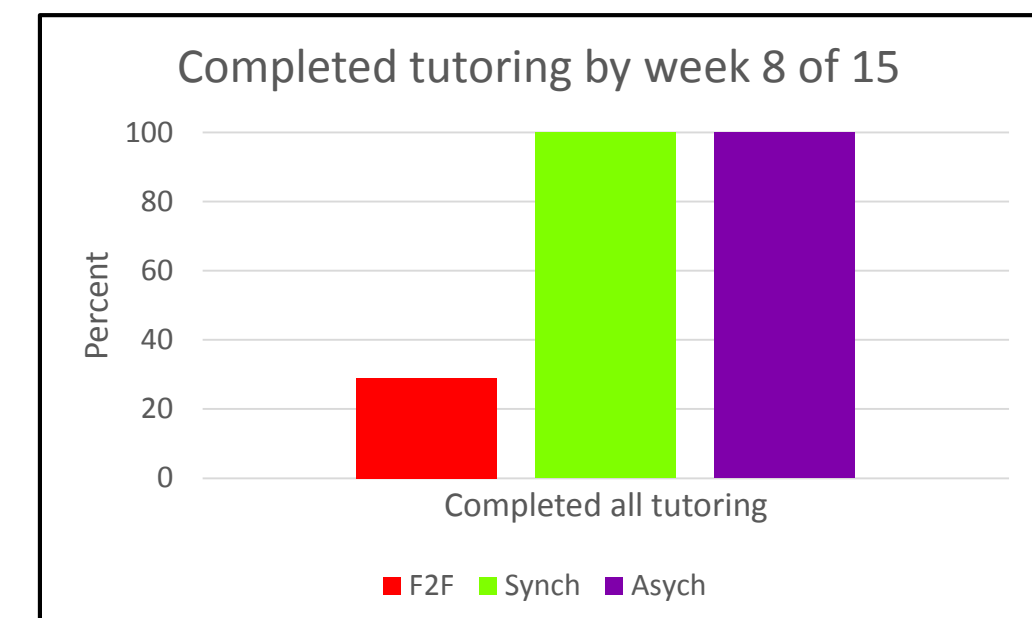After completing all tutoring sessions
At completion of semester

Student Performance Data

Instructor required assignments
Student retention in current semester
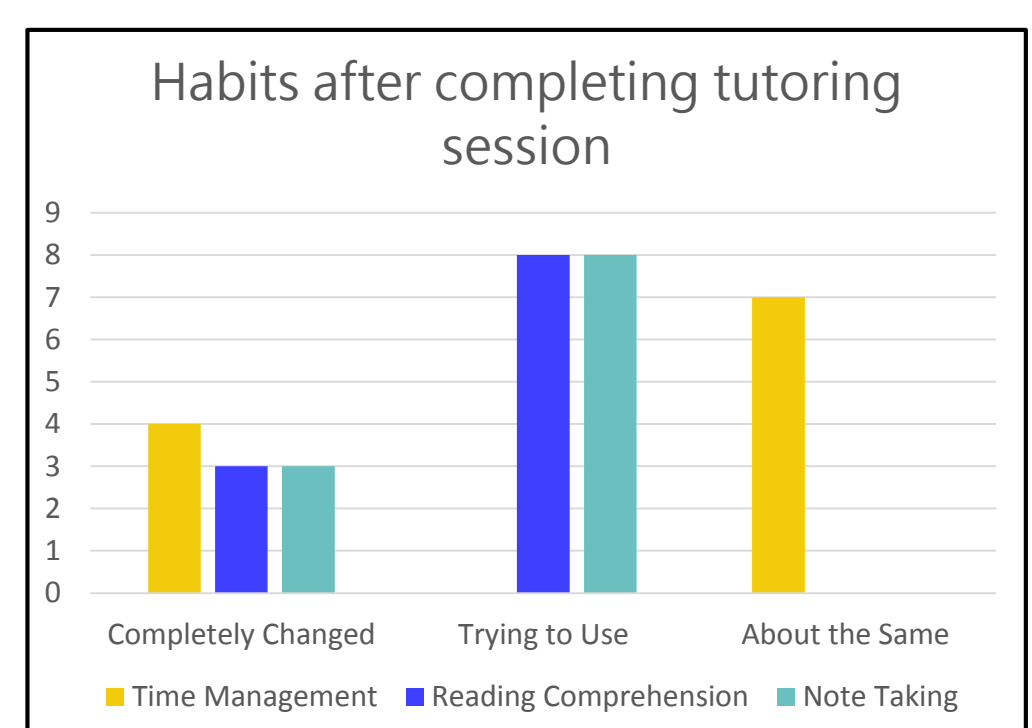Student persistence through graduation

Key Findings

Compliance – **ONLINE** - asynchronous & synchronous, completed earlier in the term than face-to-face.

Completed tutoring by week 8 of 15
Percent
100 80 60 40 20 0
Completed all tutoring
F2F Synch Asych

Acceptance – **SYNCHRONOUS** tutor preferred more than video tutor

How well did you like the overall tutoring experience?
Percent
100 80 60 40 20 0
Like Extremely | Like Somewhat | Not Sure | Dislike Somewhat | Dislike Extremely
F2F Synch Asynch

Impact – **NOTE TAKING** & reading comprehension more than time management habit changing reported

Habits after completing tutoring session
9 8 7 6 5 4 3 2 1 0
Completely Changed | Trying to Use | About the Same
Time Management Reading Comprehension Note Taking

Opportunities for improvement – **ACCESSIBLE** anytime **20 MINUTES** or less session length **INTERACTIVE** practice examples **FEEDBACK** **NARRATION ONLY** **FUN-FACTOR** **CERTIFICATE** is a resume builder

IDPT Capstone Project Objective

Given college students need for effective note taking skills, design interactive and engaging e-lessons on the Cornell note taking system.

Future Research

Implement Note Taking interactive e-learning solution

Evaluate
- Student Survey
- Course Assignment
- Reflection Paper
- Retention & Persistence

Literature Cited

Bloom, B. S. (1984). *The 2 sigma problem: The search for methods of group instruction as effective as one-to-one tutoring.* Educational Leadership, 13, 4-16.
Jacobs, Keil. (2008). *A comparison of two note taking methods in a secondary English classroom. Proceedings of the 4th Annual Grasp Symposium, Wichita State University*, retrieved from http://lsc.cornell.edu/LSC_Resources/cornellsystem.pdf.
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