The dedicated tutor program for math ran in Spring 2013 as a pilot program to determine if the program would be beneficial to students in some of the basic skill courses. The classes chosen were Math 85 (Arithmetic Skills) and Math 95 (Pre-Algebra) since these are the foundation courses for higher level mathematics.

There were 4 Instructors and 4 dedicated tutors, the names of which are listed in the beginning in the document. Initially all tutors were assigned prior to classes beginning in January but due to circumstances beyond my control 2 of the tutors needed to drop out of the program. Initially Salomon Krupp, Lindsey Crocker, and Dottie Jacob were to be the dedicated tutors. Salomon’s schedule got very busy with the math lab as he was acting IS until one was hired and Lindsey became very ill and was not able to commit the time needed. As you know Lindsey passed away in April of this year. As a result I was scrambling to find capable tutors and it took me up to 2 weeks to finally get all the classes scheduled with tutors. The Friday before classes began I gave an overview of the program to the 3 initial tutors and all the instructors involved. When I finally had all tutors on board within 2 weeks time I contacted the tutors by home or email to give them an overview of the program. The overview included a write-up on the role and responsibility of a dedicated tutor. The Instructors also received a write up detailing their role and responsibility.
Comments from the tutors:

1. At the bottom of an exam, put the following statement.

   If a student is reluctant to ask for help this provides a way for them to ask without it being obvious to the whole class.

2. In regards to their class

   a. Andy Samuelson – Math 95   class met on Thursday at 6:10pm

      Was available right before class and that was the most convenient time for the students

      Students would come in for help right before an exam

      Don’t know the exact number of students in class – between 20 and 30

      The number of students who came the hour before class
      6 to 7 showed up at least once
      3 to 5 came more than once
      2 students came consistently

      Some students did make an appointment at a different time than the hour before class
      Sometimes he would tutor in a group or sometimes individually

   b. Jason Su   Math 95   class met Monday and Wednesdays

      He was available on Mondays an hour before class

      Not many students came at this time- more often than not no one would show

      He sat in on class on Wednesday

      He was available on Thursdays 2:00pm – 4:00pm

      There were about 25 students in class
c. Peggy Airey-Van Diem  Math 85 class met on Monday and Wednesday

Peggy was available before class on both Mondays and Wednesdays

Two of the students came in for help every week – these were older women

Other students who did come for help would show up only before a test

d. Dottie Jacob  Math 85  class met on Wednesday evening

There were 25 students in class

9 out of 25 students came in for help at least once

2 out of 25 would come in after Dottie approached them

Once Dottie started handing back quizzes and tests it gave her more credibility and students were more likely to let her help them

Dottie and Sean worked very well together. They would meet and discuss the class and how to get students to ask for help. Dottie’s schedule was very flexible and this certainly was a benefit to the class.
Summary Sheet for student surveys

In all 4 sections, students were given a 2 page survey to complete about their DT, tutoring services, and whether they would like the program to continue.

65 students participated in the survey. 2 classes of Math 85 – 37 students total took survey 2 classes of Math 95 – 28 students total took survey

See table below

As you will see from the table below – not only are students not making use of the dedicated tutor but they are also not utilizing other tutoring services at COM.

<table>
<thead>
<tr>
<th>CRN</th>
<th>Math 85</th>
<th>Math 85</th>
<th>Math 95</th>
<th>Math95</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in class (minus W)</td>
<td>11509</td>
<td>11510</td>
<td>10258</td>
<td>11512</td>
</tr>
<tr>
<td>Number students Took survey</td>
<td>28</td>
<td>25</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>Number students who took survey that worked with DT</td>
<td>16</td>
<td>21</td>
<td>18</td>
<td>10</td>
</tr>
<tr>
<td>Level satisfaction With DT</td>
<td>100% - High</td>
<td>71% - High</td>
<td>40% High</td>
<td>100% - High</td>
</tr>
<tr>
<td>Number of students Who worked with Math Lab tutors</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Level satisfaction with Math Lab tutors</td>
<td>100% - Average</td>
<td>75% - High</td>
<td>33% - High</td>
<td>75% - High</td>
</tr>
<tr>
<td>Number of students who worked with tutoring enter</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Level satisfaction with Tutoring center tutors</td>
<td>25% - High</td>
<td>83% - High</td>
<td>25% - High</td>
<td>100% - High</td>
</tr>
<tr>
<td>Want DT in future</td>
<td>81%</td>
<td>86%</td>
<td>78%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Summary sheet for Spring 2013 student success rates

<table>
<thead>
<tr>
<th>CRN</th>
<th>Math 85</th>
<th>Math 85</th>
<th>Math 95</th>
<th>Math 95</th>
</tr>
</thead>
<tbody>
<tr>
<td>11509</td>
<td>11510</td>
<td>10258</td>
<td>11512</td>
<td></td>
</tr>
<tr>
<td>First census</td>
<td>32</td>
<td>25</td>
<td>37</td>
<td>34</td>
</tr>
<tr>
<td>Withdrawals (W’s only)</td>
<td>4</td>
<td>0</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>#students finished Course</td>
<td>28</td>
<td>25</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>Passed grade with C or better</td>
<td>20</td>
<td>21</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td>% pass rate</td>
<td>71%</td>
<td>84%</td>
<td>77%</td>
<td>63%</td>
</tr>
</tbody>
</table>

I feel the program can have benefits but we need to get more involvement between students and dedicated tutors. I would like to add Math 101 to the list of courses for fall 2013.

Below are the success rates for Math 85, Math 95, and Math 101. I would like to see one of each of the Math 85, 95, 101 classes in the program for fall 2013. Depending on whether the program gets funded again this year for math I will email instructors to see if they would be willing to be involved in the program. As you can see Math 85 success rates are better than Math 95 and Math 101. I would like to keep at least one section of Math 85 since it is the first Math course in the sequence and it would be beneficial for those students to have extra support.

**Success rates – averages for all sections**

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall 2011</th>
<th>Spring 2012</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 85</td>
<td>70.59%</td>
<td>67.80%</td>
<td>51.85%</td>
<td>67.65%</td>
</tr>
<tr>
<td>Math 95</td>
<td>52.31%</td>
<td>40%</td>
<td>45.45%</td>
<td>52.94%</td>
</tr>
<tr>
<td>Math 101</td>
<td>43.66%</td>
<td>41.40%</td>
<td>38.89%</td>
<td>42.18%</td>
</tr>
</tbody>
</table>
There is most definitely a learning curve on how to best utilize the DT in the classroom and what an Instructor can do to encourage students to take advantage of the dedicated tutor.

1. There needs to be more communication and an ongoing dialogue between tutor and instructor and together they need to brainstorm ideas to encourage students to seek help.

2. One instructor took the suggestion of having tutors pass back exams and that did give credibility to the tutor and students were more apt to then seek help because now they knew that the tutor was aware of their performance in the class.

3. Some Instructors also allowed test corrections and the tutor was available to help with that and would sign off for those who came for help. Not many students took advantage of that.

4. Announce the program and introduce the tutor not only on the first day but multiple times during the first 3 weeks since students sometimes add late.

5. Not enough students are making use of the dedicated tutor

6. Recruit Instructors and DTs prior to the beginning of classes so that everyone is on board when classes resume.

7. It would be good to have a list of possible DTs that I can call. I don’t feel we have enough tutors to be able to open this program to all sections of Math 85, 95, and 101.

**Instructors and DTs**

1. New Instructors to the program would need to meet with the coordinator prior to the beginning of classes. The instructors need to be provided with a printout explaining their role and duties. They could also attend the orientation session.

2. DT’s need to contact their Instructor or Instructors and introduce themselves if it is a new team. DTs and Instructors need to decide
   a. when the best day is for the DT to be in the class.
   b. the preferred way to communicate: email, cell phone, in person

3. If the DT expects a set schedule without some flexibility, the program is probably not a good match for that person.

4. New DTs need to attend the DT orientation which will be given the first week of classes for the fall semester 2013.

5. DTs need to keep a log with the students’ names who come in for help. At the end of the term we can see how successful they were in the course.
Week 1 – Week 3 of the new semester

1. Instructors/DTs brainstorm on how to get students to work with the DT early in the semester. For example, have a homework assignment that must be checked with the tutor and initialed by the tutor.

2. For students who did not get the homework assignment initialed we need to find out the reason,
   - Was it a scheduling conflict?
   - Are they afraid to ask for help or don’t know how to ask for help?
   - Maybe they didn’t need help with the assignment.

3. DT’s need to learn all the students’ names.

4. DTs provide students with their email address on the first day so they can contact Tutor to schedule tutoring sessions.

5. DTs must be available just before/just after class. This is definitely needed for classes that meet once a week. DTs may need to stagger their hours on class days to accommodate more students.

6. It is important that Instructors identify “at risk” students early so the student(s) can be encouraged to seek help from the tutor.

7. Instructors should give more responsibility to the tutors while in class, such as passing back homework, quizzes, and tests. This demonstrates that the Instructor trusts the tutor and has confidence in him. This is valuable for the students to see.

Some of the concerns I have are addressed below:

1. To use students as tutors or not

   This does not mean that I think the tutors aren’t qualified I just feel that their flexibility is limited. Since many of these tutors are upper level students their course load is much more intense and more time consuming leaving them less time to be available for students. Also, some of these same tutors also tutor in the tutoring center and math lab which makes them less flexible in meeting with students. This semester I worked with the tutors I had available but in the future I would like to find qualified individuals who are not full-time students. We had one tutor in the program, Dottie Jacob, who is not a student a COM and she was able to meet with students almost anytime they were available. In fact, if she were walking around campus and saw students from her class she would approach them and encourage them to sit with her and do math. She happened to be on campus a lot which is not the norm but the point is that she was very flexible in allocating her time to the students.

2. Teaching the tutors to approach and encourage students to come in for help. It cannot be a passive position where tutors wait for students, the tutors need to become more
actively involved.

3. Make sure that the tutors communicate to the students when they will be available and if they state a time that they are available and no one repeatedly shows up then the tutor needs to inform students that he/she is no longer available at that time. This happened with one tutor where more times people would not show than would and the tutor would basically be sitting for an hour not tutoring but being paid.

4. I as coordinator needed to be more aware of how the program was working in each class. I did check in with the tutors throughout the semester but it might be a good idea for me to drop in periodically before or after class during their tutoring times to see the tutors interacting with the students and that way I can offer suggestions.

5. I feel the Instructor involved in the program needs to be fully committed to the program and be willing to work with his/her tutor. I didn’t get the feeling that there was much discussion happening between tutor and instructor except in one class.

6. Instructors need to identify “at risk” students in their class as soon as possible and then assign those students to the DT to work on particular assignments.

7. We had one instructor who taught 2 sections of the same class back to back but only one of the classes had a dedicated tutor. The Instructor would allow the students to attend either class so it was difficult for the tutor to build a relationship with the class to which she was assigned.

8. Whenever possible the Instructor should make use of the DT in class, could help with class work, homework, or possibly sit with an “at risk” student to make sure they are following the lecture.

9. Instructors should also make students aware of various websites that are helpful. www.interactmath.com is a free website