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BM-01 Marketing Research Tutoring Center

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Examining the Impact of a College Tutoring Center: Analyzing Attendance

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Abstract

This study explores the effectiveness of Spartanburg Methodist College's tutoring center from the perspectives of students and faculty. The study analyzes the impact of drop-in tutoring, commuter culture, invested time results, students with time conflicts, and Intelligent Tutoring Systems to identify any issues that need addressing to increase attendance. The findings suggest that attending the tutoring center ten or more times and using online tutoring has a positive impact on student success. Additionally, providing more expansive hours for commuter students can increase attendance. The study highlights that many students work while attending college, leading to burnout. Finally, the study identifies Intelligent Tutoring Systems as an efficient and effective alternative to traditional tutoring.

Literature Review

The following articles mentioned in this literature review provide insight into studies conducted by various people, including professors on behalf of Universities perceived tutoring and its effectiveness with students. The subjects referenced in this review include the integration of drop-in tutoring, commuter culture and involvement, invested time results, students with conflicting jobs, and Intelligent Tutoring Systems.

Commuter/Residential

In another instance, when looking toward something such as online tutoring that SMC can offer, another article stemming from the University of Maryland referenced how “Almost all tutors reported that their confidence has grown from tutoring online” (Gregg, 2021, pg. 21). By taking this into account, if we include the students who are shy to seek help in-person, alongside the students who are unable to come to campus for face-to-face tutoring sessions such as commuters, perhaps SMC should put more emphasis on the online tutoring availability. Although SMC has the option of scheduling tutoring sessions online, and the tutoring service online. I rarely see or hear anything said about it, so perhaps having more of the word regarding this service spread can be beneficial to increasing the attendance rate and utilization of those services overall. Moreover, in the very same article by Gregg, as he concluded his study, he concluded that they “plan to extend our reach by adding online tutoring appointments in the evenings and weekends when our in-person offices are closed” (Gregg, 2021, pg. 23).

Time Spent Tutoring Related to Student Success

A study was conducted in a medical school to test the effects of peer tutoring with medical students. A total of one hundred and sixteen students were used during the study (Gripay et al., 2022). Eighty of the students participated in tutoring, while thirty-six did not. Each student was in a different year of their studies. The reason why this study was conducted was because the school felt students did not want to participate in tutoring because of knowledge they had gained from internships (Gripay et al., 2022). Clinical examinations were given to determine the success of the students that were tutored and were not tutored. Results found that the students that participated scored 14.0 ± 1.05 in their first year of tutoring, while the students that weren't tutored scored 11.3 ± 2.3 (Gripay et al., 2022). In year two of the study, students that participated in tutoring scored 15.1 ± 1.5 while the students that weren't tutored scored 12.4 ± 2.2 (Gripay et al., 2022). After reviewing the results, it was determined that peer-tutoring led to better results for the students that participated.

Drop-in Tutoring

In one of the articles by Cooper (2010), he references the idea of drop-in tutoring as he attempts to determine the tutoring centers effectiveness for different students. He measures this effect based on a variety of factors, however some results I found particularly concerning are how “students who visited the TC 10 or more times were more likely to be still enrolled in school during any given quarter, when compared to students who did not visit the TC or who did so fewer than 10 times” (Cooper, 2010, pg. 6). Knowing this, although tutoring cannot be forced onto students, there are potential methods for reinforcement.

Design and Methods

The experiment was conducted over two weeks. Data was collected for three participants groups. One group included Freshman, Sophomore, Junior, and Senior students. The second group was the faculty, and the last group was the tutors.

When coming up with these questions, we had to think about a common college lifestyle correlating with jobs, school, and community activities. During this time, we had to accommodate commuters and residents because between these two factors there is a different impact on college students. We came up with a focus group for the questions because this group associates themselves with both residents and commuters. The group thought of the questions that we use for this project, and we feel like these would be good conceptual questions. The questions were thought out very carefully because it all had to associate with tutoring and how many students come into the tutoring center. Following up with the questions we wanted to run it by our tutoring coordinator, because we wanted the questions not only to make sense through students' eyes but to also make sure we were asking the right questions. The questions that were asked were based if the student was a commuter or a resident. If it was a commuter student, their answer would impact on them if they had a job or if they didn't have time to stay on campus because of other things that were going on in their lives. The most important question in my opinion was “why were you not able to attend the tutoring lab”- that question alone raising insight for the tutoring center in many ways.

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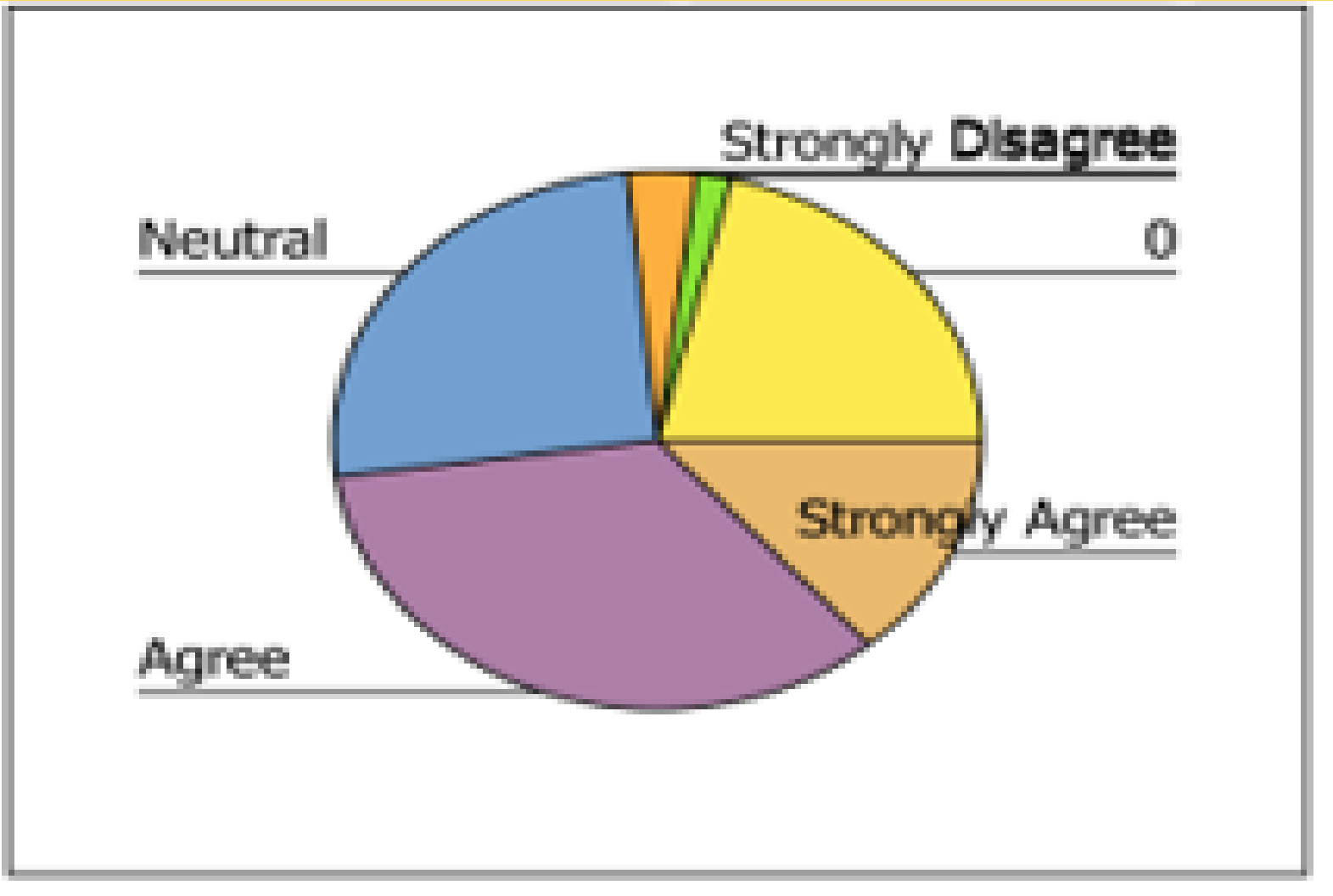


Figure 1 indicates how students feel that visiting the tutoring center is helpful.

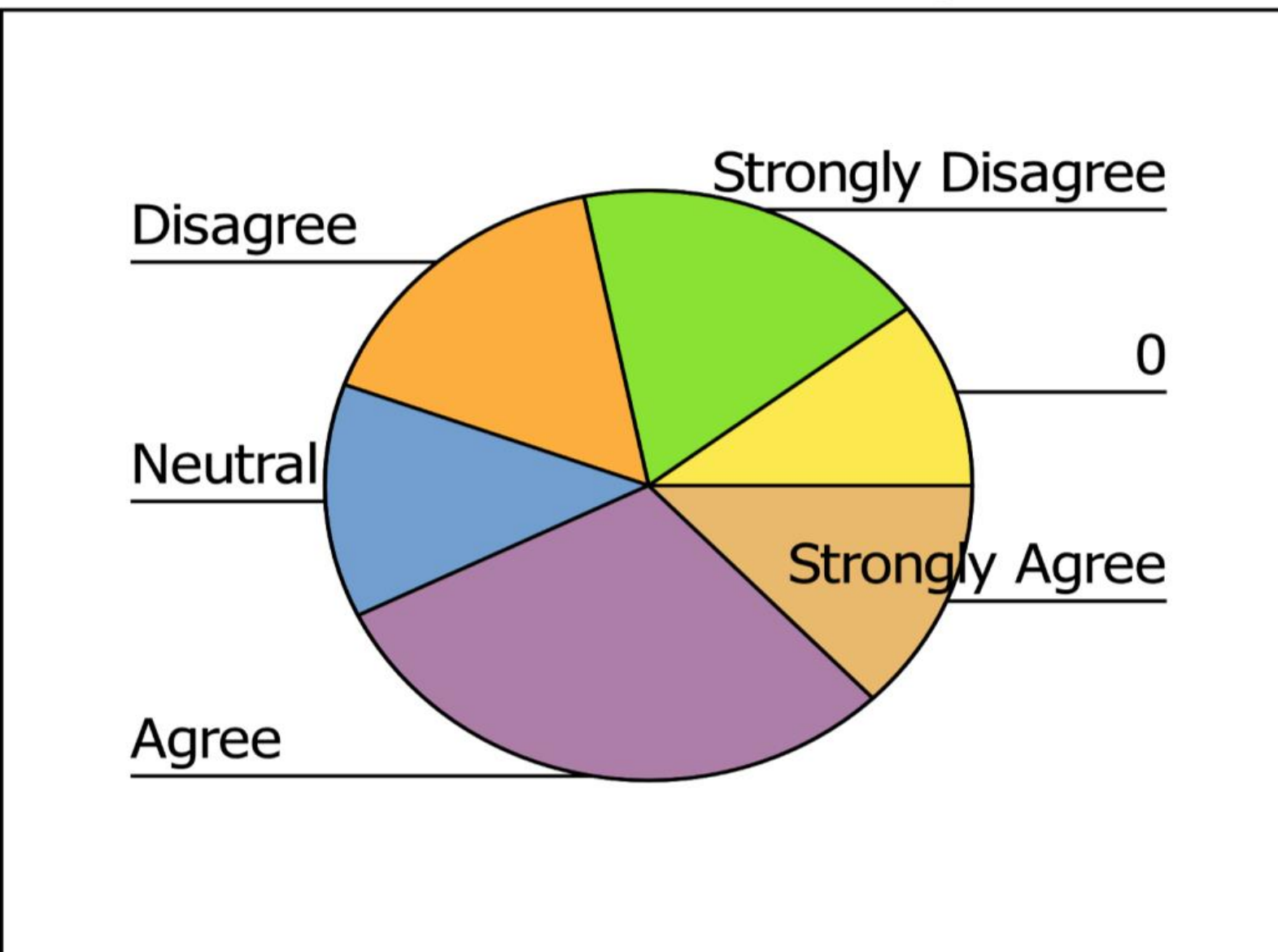


Figure 2 indicates that students have used the tutoring center during the semester.

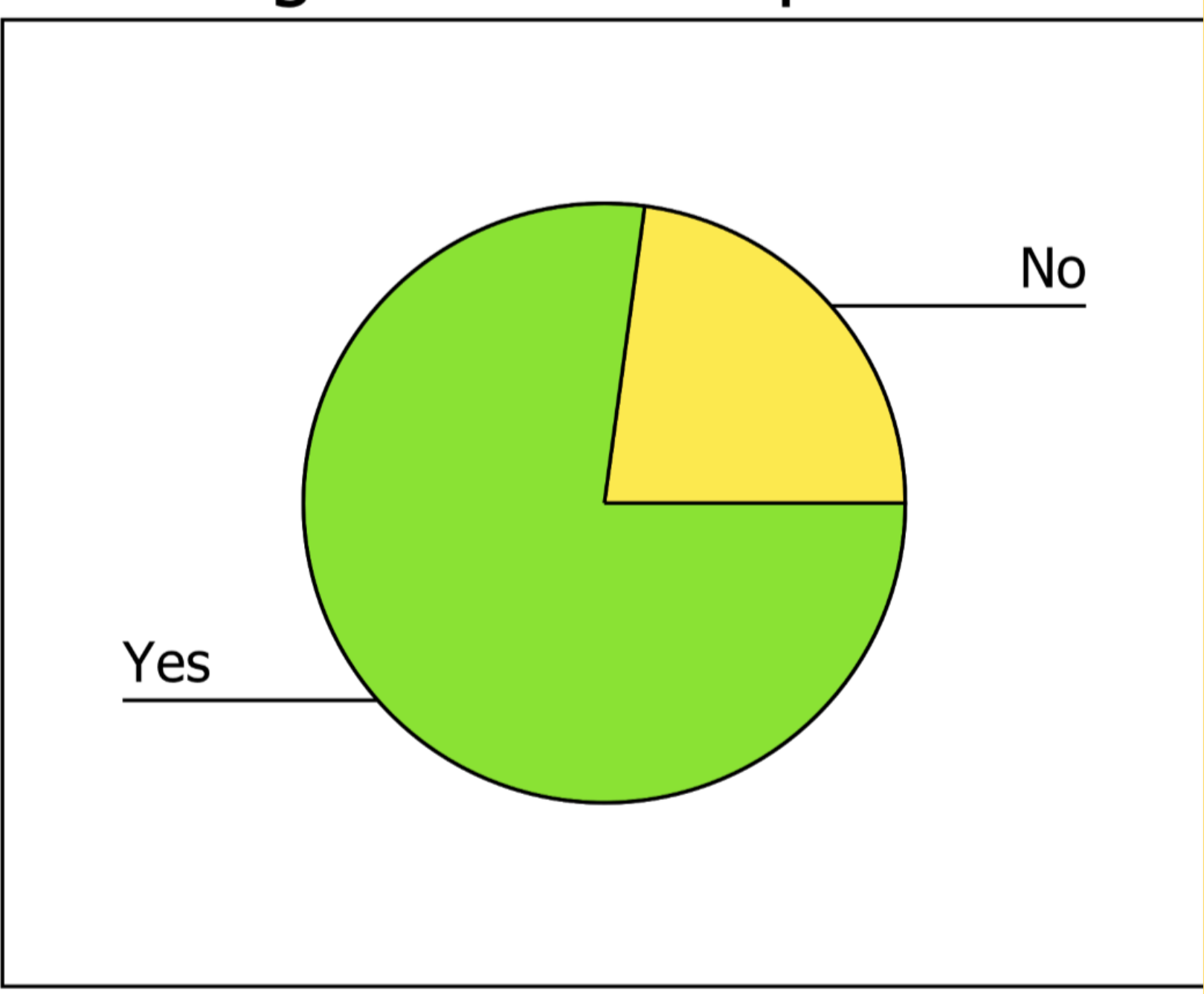


Figure 3 indicates the whether the tutoring center information is present on Syllabi.

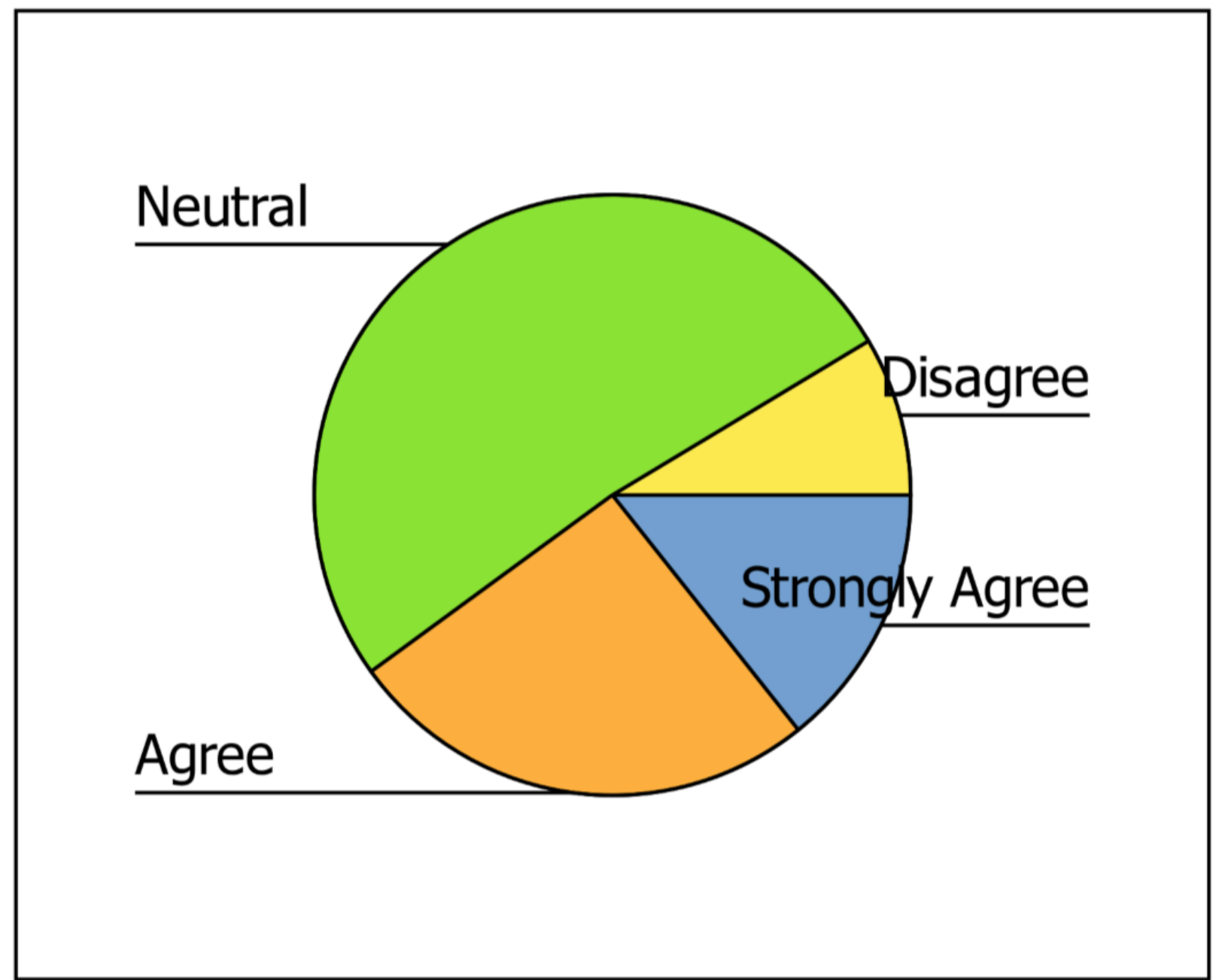


Figure 4 indicates how faculty answer the question that they feel students have improved after going to the tutoring center.

Design and Methods

Through resident's eyes, we had a different set of questions for them involving around what the tutoring lab could do better or how they can make it easier for the students to come or get help from them.

Email

After speaking about the tutoring center, we reached out to the tutoring coordinator to figure out information. Some of the information we asked about included the subject the students request for the most, how often the center is visited, and if the current hours of the center effect how often students visit. The tutoring coordinator responded and provided all this information. Once the information was received, we spoke as a group and figured out which questions should be included in the survey we created.

Results

The survey conducted had a total of one hundred forty responses. However, of the one hundred forty responses received, twenty-three of the respondents had to be removed since they did not complete the survey thoroughly. It was found that with these twenty-three respondents, they failed to complete the first half of the survey for parking, while others failed to complete the second half consisting of tutoring.

After filtering out the ineligible respondents, a total of one hundred seventeen respondents was left to extract data from.

In the experiment, there was data being shown that student were using the tutoring in the past. It was mainly males using the tutoring center rather than females. There was also a significant percent of student(.623) saying that they are satisfied with the help from the student center.

Discussion/ Conclusion

In summary, the findings of this project research has helped determine the factors that should be consider when proceeding with the goal of increasing the student attendance rate for tutoring. Furthermore, considering that all of the information relates to the primary objective of tutoring, the tutoring center can consider and implement the feedback gathered from the students. Ultimately, this information will help the tutoring center move forward, bring about new ideas, and improve their service that they provide to students.

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