**Embedded Tutor Assessment: Spring 2019, Fall 2019, Spring 2020**

**Completed July 2020 by M. McDaniel**

**Introduction**

The Embedded Tutor Program began in Spring 2018 under the leadership of Dr. Elizabeth Kalbfleisch. The program at that point was not coordinated with the Academic Success Center, and data on usage was not collected. In Fall 2018, the new Writing Director continued the program and sought to expand it, and worked to coordinate that program with the data collection abilities of the Academic Success Center. The two were merged in Spring 2019, and thus began the collection of relevant data. Three semesters of data on the embedded tutor program have thus been collected to the present moment. However, after each semester information from the previous semester was used to slightly alter the following semester. As a whole this data will reflect the overall program, rather than how a particular semester worked. In particular, Spring 2020 was a semester interrupted by coronavirus, and classes were taught online halfway through. Thankfully, all the tutors were trained in online tutoring, and tutoring data should be complete for this semester.

The embedded tutor program was intended to help students in certain W courses get better tutoring by having access to a dedicated tutor in their class. This tutor would be familiar with the coursework and the requirements of the faculty, and therefore provide more focused and relevant tutoring support.

**Data and Assessment Goals**

Since the goal of the embedded tutoring was to create more focused, efficient, and relevant tutoring support, the assessment has attempted to determine if this goal was met. To assess this goal, we looked at the grades and GPAs of students in the relevant sections, and compared that to how often they went to the tutors. Since students who are struggling may be the ones more likely to go to a tutor, we compare term and cumulative GPAs to determine if going to a tutor had a positive effect on the following semester’s GPA.

Another, although not explicitly stated, goal was to determine if the embedded program was more economically efficient or effective than regular writing tutoring. This was determined by looking at usage per cost of the tutor. For the regular writing tutoring, the goal has been 70% efficiency, and most semesters it is close to that if not surpassing it.

**Spring 2019 Data**

Out of the 280 students in an embedded tutor section, only 35 (12.5%) visited an embedded tutor. In terms of efficiency this was well below the industry standard of 70%. An important reason was that not all faculty required attending a tutor session in the course grade. One of the struggles with requiring tutoring is that students have complicated schedules, and the students’ schedules did not always match up well with the tutor’s schedule.

Of the 35 students in Spring 2019 who attended tutor sessions, 16 attended one session, 17 attended two sessions, and 2 attended three sessions. Of the 16 who only attended one session, they averaged a B- in the course, but saw their term GPAs and cumulative GPAs increase for that semester. This small increase for their term GPA (average 0.05 points) did not translate to other semesters. Students term and cumulative GPAs returned to the level before the students were in the embedded tutor course.

Of the 17 students who attended two sessions, they averaged a B-/B in the course, and also saw their term GPAs increase for that semester, of about 0.15 points. This also did not translate to future semesters. Students term and cumulative GPAs returned to the level before the students were in the embedded tutor course.

Of the 2 students who attended three sessions, they averaged a C/C+ in the course. They both saw large increases in their term GPAs for that semester of about 0.5 points. Although they did not sustain the increased GPA, the following semesters were approximately 0.15 points higher than the semester before they were in the embedded tutor course.

Although the sample size of this data is small (only 35 students), preliminary data suggests that students who visited an embedded tutor at least one saw temporary gains, but students needed to visit a tutor at least three times for lasting impact.

Students who never visited an embedded tutor averaged a B in the course, and remained very consistent in their term and cumulative GPAs. Although a large sample size (with grades ranging from A+ to Fs), it also suggests that simply having a tutor in the classroom did not largely affect the students grades that semester of future semesters.

**Fall 2019 Data**

Out of the 236 students in an embedded tutor section, only 67 (28.4%) visited an embedded tutor. In terms of efficiency this was well below the industry standard of 70%, but slightly better than Spring 2019 (12.5%). An important reason was that not all faculty required attending a tutor session in the course grade. However, even when it was required, not all students attended a session. One of the struggles with requiring tutoring is that students have complicated schedules, and the students’ schedules did not always match up well with the tutor’s schedule.

Of the 67 students in Fall 2019 who attended tutor sessions, 20 attended one session, 20 attended two sessions, 10 attended three sessions, 9 attended four sessions, and 8 attended five or more sessions. Of the 20 who only attended one session, they averaged a B+ in the course, and saw increases in their term GPAs (0.2) and cumulative GPAs (0.01) for that semester. This is an improvement from the previous semester, albeit in such a small amount that it is not significant.

Of the 20 students who attended two sessions, they averaged a B+/A- in the course, and also saw increases in their term (0.11) and cumulative (0.03) GPAs for the semester. The increases were better than for those in Spring 2019, but comparable to those attending a single tutoring sessions.

Of the 10 students who attended three sessions, they averaged a B in the course. They saw decreases in their term (-1.0) and cumulative (-0.06) GPAs for that semester. Although these students were better average students than those in previous semesters who attended three sessions, they did not see particular gains from attending tutoring sessions.

Of the 9 students who attended four sessions, they averaged a B in the course. They saw decreases in their term (-0.14) and cumulative (-0.15) GPAs for that semester. Of the students who attended tutoring sessions they were generally worse students, who continued to do badly.

Of the 8 students who attended five or more sessions, they averaged a B+/A- in the course. They saw increases in their term (0.1) and cumulative (0.04) GPAs for that semester.

Although the sample size of this data is small (only 67 students), preliminary data suggests that students who visited an embedded tutor did improve: most (38) improved in both term and cumulative GPAs; while a third (19) decreased in both term and cumulative GPAs.

Students who never visited an embedded tutor averaged a B in the course, and remained very consistent in their term and cumulative GPAs. Although a large sample size (with grades ranging from A+ to Fs), it also suggests that simply having a tutor in the classroom did not largely affect the students grades that semester or future semesters.

**Spring 2020 Data**

Out of the 158 students in an embedded tutor section, 67 (42.4%) visited an embedded tutor. In terms of efficiency this was well below the industry standard of 70%, but also shows a much better attendance than Spring 2019 (12.5%) or Fall 2019 (28.4%). This shows that faculty and students were getting used to the idea of mandatory visits to tutors, but may also reflect the easier scheduling of some students during the pandemic (although some students may have found their schedules more constrained in the pandemic). Even in Spring 2020, not all the faculty required their students to attend a tutor session. Two of the sections were taught by a faculty who required attendance- and this greatly increased the number of sessions. Unfortunately there were two sections of which not a single student attended a tutor session.

Of the 67 students in Spring 2020 who attended tutor sessions, 13 attended one session, 27 attended two sessions, 16 attended three sessions, 6 attended four sessions, and 5 attended five or more sessions, with one student attending 14 sessions. Of the 13 who only attended one session, they averaged a B in the course, and saw slight decreases in their term GPAs (-0.05) and slight increases in their cumulative GPAs (0.016) for that semester. Considering the small number, the changes are not significant, but are consistent with previous semesters.

Of the 27 students who attended two sessions, they averaged a B- in the course, and also saw very slight increases in their term (0.013) and cumulative (0.007) GPAs for the semester. The increases were comparable to the slight increases seen in students who attended a single tutoring session.

Of the 16 students who attended three sessions, they averaged a B- in the course. They saw slight increases in their term (0.1) and cumulative (0.02) GPAs for that semester. These students did not show remarkable differences from students who attended one or two sessions in Spring 2020.

Of the 6 students who attended four sessions, two received B-s in the course, but the other four students took a P in the course. Overall, they saw substantial decreases in their term (-0.67) and cumulative (-0.12) GPAs for that semester. Of the students who attended tutoring sessions they were generally worse students, who continued to do badly. This is consistent with previous semesters.

Of the 5 students who attended five or more sessions, they averaged an A- in the course. They saw slight decreases in their term (-0.065) and cumulative (-0.0025) GPAs for that semester.

Although the sample size of this data is small (only 67 students), the data suggests that students’ grades and GPAs did not substantially change from visiting embedded tutors. Half (34) of the students saw decreases in their GPAs, while the other half (33) saw their GPAs stay stable (for those who already had 4.0s) or increases in their GPAs.

Students who never visited an embedded tutor averaged a B+ in the course, and remained very consistent in their term and cumulative GPAs. Although a large sample size (with grades ranging from A+ to Fs), it also suggests that simply having a tutor in the classroom did not largely affect the students grades that semester or future semesters. In Spring 2020 it seemed that students who were already strong mostly avoided making a tutoring session.

**Overall Analysis of Embedded Tutor Program**

Over the past three semesters in which we have collected data from the embedded tutor program, the analysis has revealed that:

* Faculty are very hesitant to require attending tutoring sessions even though it is highly recommended;
* Students do not attend tutoring sessions unless it is required;
* Students who do attend the embedded tutoring sessions between one and four times do not show marked improvements in their term or cumulative GPAs; and
* Students who attend more than five sessions may show marked improvements in their work, but there are not enough students in that sample size to make a definitive statement.

**Conclusions and Suggestions for Future Improvement**

Based on the available data, it is clear that the embedded tutor program is not meeting standard efficiency at this point. Since it is clear that the faculty and embedded tutors themselves see a great deal of value (from surveys) in the program, I suggest that the embedded tutor program be removed for Fall 2020 to be re-evaluated, re-structured, and hopefully re-instated in an improved form in Spring or Fall 2021.