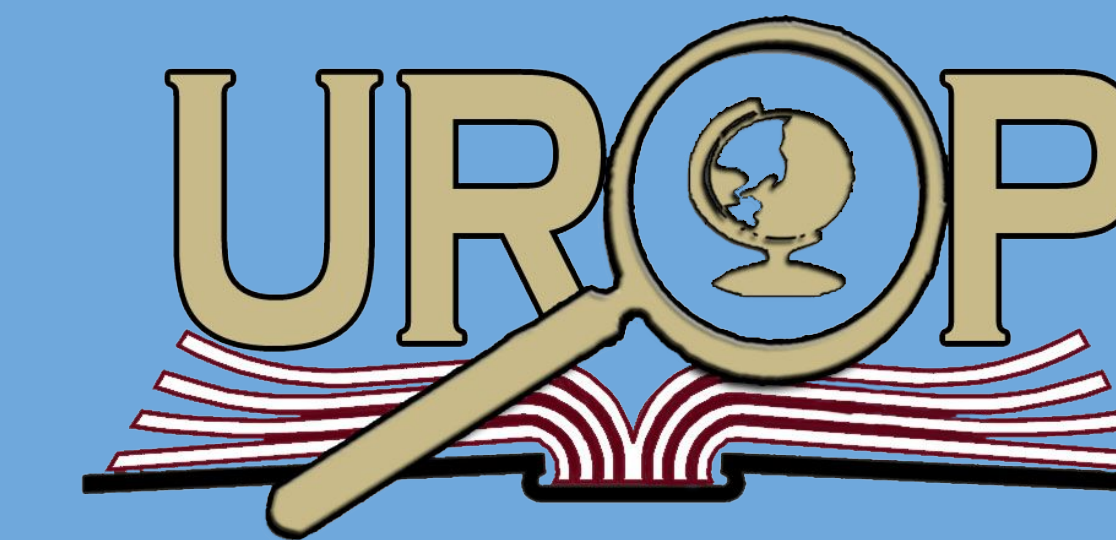




Undergraduate Student Perceptions and Valuation of Campus-based Group Tutoring



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INTRODUCTION

Group tutoring is one of the offered resources at Florida State University's (FSU) Academic Center for Excellence (ACE). ACE's function is "helping students develop study skills and success habits" (ACE). While there are many different types of tutoring and study options to attend, the project explores the reasons students choose to attend group tutoring sessions and students' perceptions of effectiveness with group tutoring sessions to potentially identify improvements. The participants of the study are undergraduate students at FSU who have attended at least one group tutoring session provided by ACE either in the last month of the 2021 fall semester or the first month of the 2022 spring.

BACKGROUND

Group tutor sessions are widely accessed by students enrolled in rigorous STEM curriculum. At FSU's ACE, a weekly schedule is posted for group tutoring sessions that are free to all undergraduate students. Based on the ACE Annual Report 2020-2021, "during the pandemic, [ACE was] able to provide online group tutoring to 1,261 unique students in 18 challenging courses" (p. 21). Initial discussion of this potential research project led to an investigation of prior research to review. A literature review was first completed to determine the amount of previous research of undergraduate university students receiving group tutoring and the result was meager. In addition to a gap in the research literature, most of the studies found regarding group tutoring were completed with elementary or middle school student populations. The researchers did not find the prior research with K-8th grade students to be applicable to the study's questions in the context of an academic success center at a large-enrollment, research-intensive, public university. This gap in research compelled the researchers to investigate this topic further to discover the personal decision-making variables of undergraduate students' attending group tutor sessions and their experiences with these sessions.

METHODS

For the mixed method study, the researchers conducted literature reviews for studies regarding undergraduate students' choices and values in participating in group tutoring sessions. The search parameters included research articles published within peer-reviewed sources, publication dates from 2010 to 2021, and undergraduate student populations (i.e., approximate student ages of 18 – 25 years) as study participants. These searches resulted in 15 publications of which 4 were influential to this study. The researchers organized the article references into a spreadsheet, reviewed them, and added annotations. Upon identifying the gap in the literature, the researchers created a semi-structured interview protocol, interview questions, demographic survey, and a recruitment flyer used with student participants. ACE faculty identified recent group session participants and participated in distributing the recruitment flyer.

Day	Course	Time	Tutor
SUNDAY	COP 5074	12:00-1:30 PM	W3B C084 1622
	PSB 3009 (Feb 27)	2:00-4:00 PM	W3B C040 / 921 0330 2733
	CHM 1045	2:00-3:15 PM	W3B C061
	CHM 2210	3:15-4:45 PM	W3B C039
MONDAY	CHM 1045	1:30-4:45 PM	W3B C061
	COP 5383	4:30-6:00 PM	952 9007 3178
	MAC 2233	5:00-6:00 PM	W3B C060
	CHM 1045	6:00-8:00 PM	972 8037 2705
TUESDAY	MAC 2372	4:00-5:00 PM	W3B C041
	BSC 1070	4:00-6:00 PM	W3B C061
	ACG 2071	5:00-6:00 PM	W3B C061
	CHM 1045 (Feb 23)	6:45-7:15 PM	W3B C061
WEDNESDAY	CHM 1045 (Feb 23)	7:45-8:15 PM	W3B C061
	CHM 1045	4:00-6:00 PM	972 8037 2705
	CHM 2210	4:30-6:00 PM	W3B C060
	ACG 2021	4:30-5:30 PM	W3B C041
THURSDAY	CHM 1045 (Mar 1)	5:00-6:00 PM	W3B 2009
	PHY 2046C	5:00-6:00 PM	W3B C061
	BCH 4051	5:30-6:30 PM	W3B C060
	CHM 2210	6:30-7:30 PM	W3B C060
FRIDAY	MAC 1114	6:30-7:30 PM	W3B C061
	CHM 2210	6:30-8:00 PM	W3B C039
	BSC 2071 (Mar 1)	7:30-8:30 PM	W3B C060
	STA 2023	10:00-11:00 AM	W3B C061
SATURDAY	MAC 1140	4:00-5:00 PM	W3B C061
	MAC 2311	5:00-6:00 PM	W3B C061
	CHM 1045	12:30-1:30 PM	W3B C061
	PHY 2046C (Mar 3)	5:00-5:30 PM	W3B C061
SUNDAY	ACG 2071	5:00-6:00 PM	95 9770 4878
	CHM 2210	5:30-7:00 PM	W3B 2041
	PHY 2053	6:00-6:30 PM	W3B C061
	CHM 1045 (Mar 3)	6:00-7:15 PM	W3B C060
MONDAY	BCH 4051	7:00-8:00 PM	W3B C040 / 974 3502 5109
	CHM 2210	7:30-8:45 PM	W3B C060
	PCB 3063	2:30-4:30 PM	W3B C061
	PCB 3063	2:30-4:30 PM	W3B C061

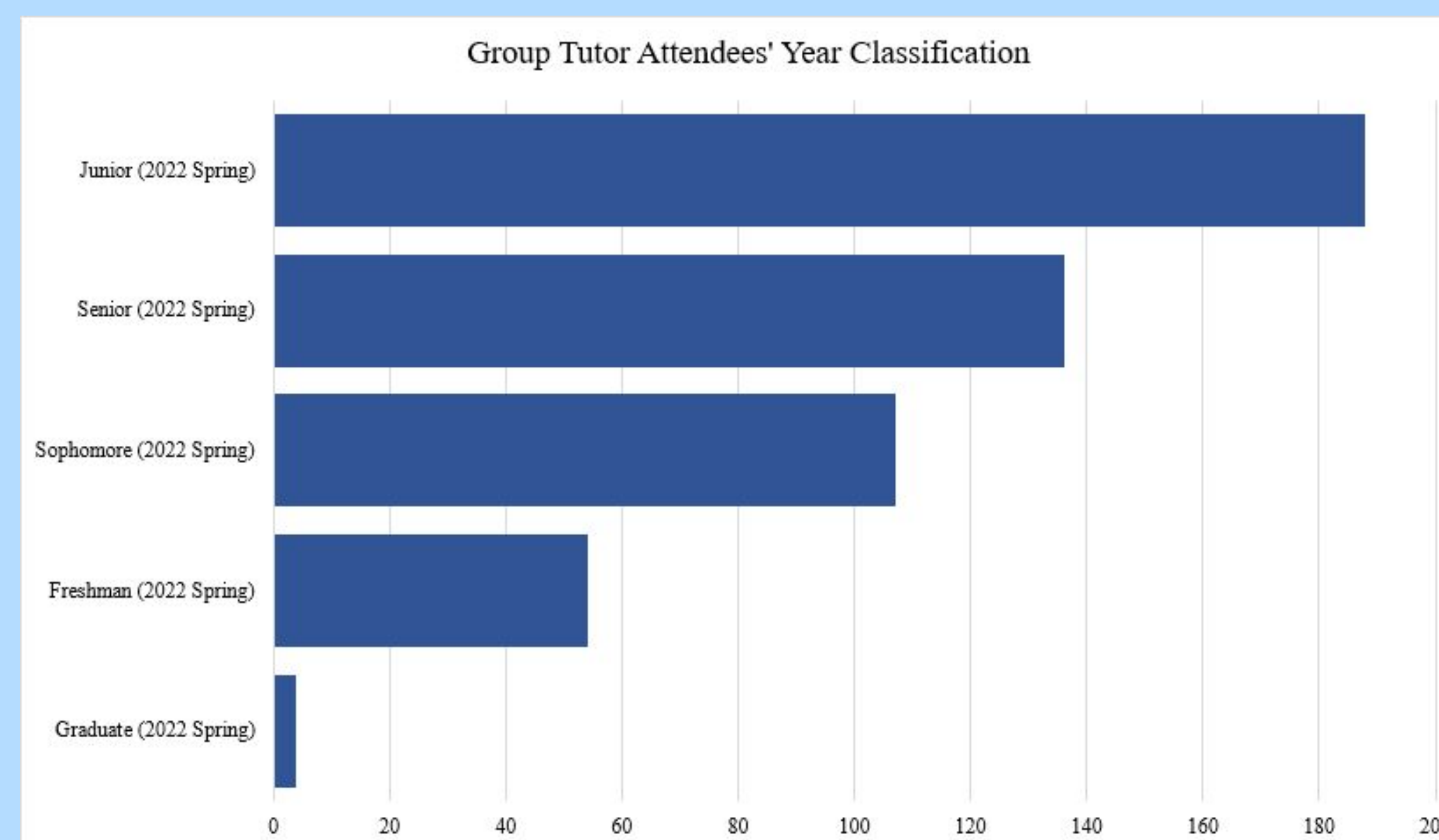


Figure 1: Graph of year classification of the 489 attendees during 01/10/22- 02/11/22

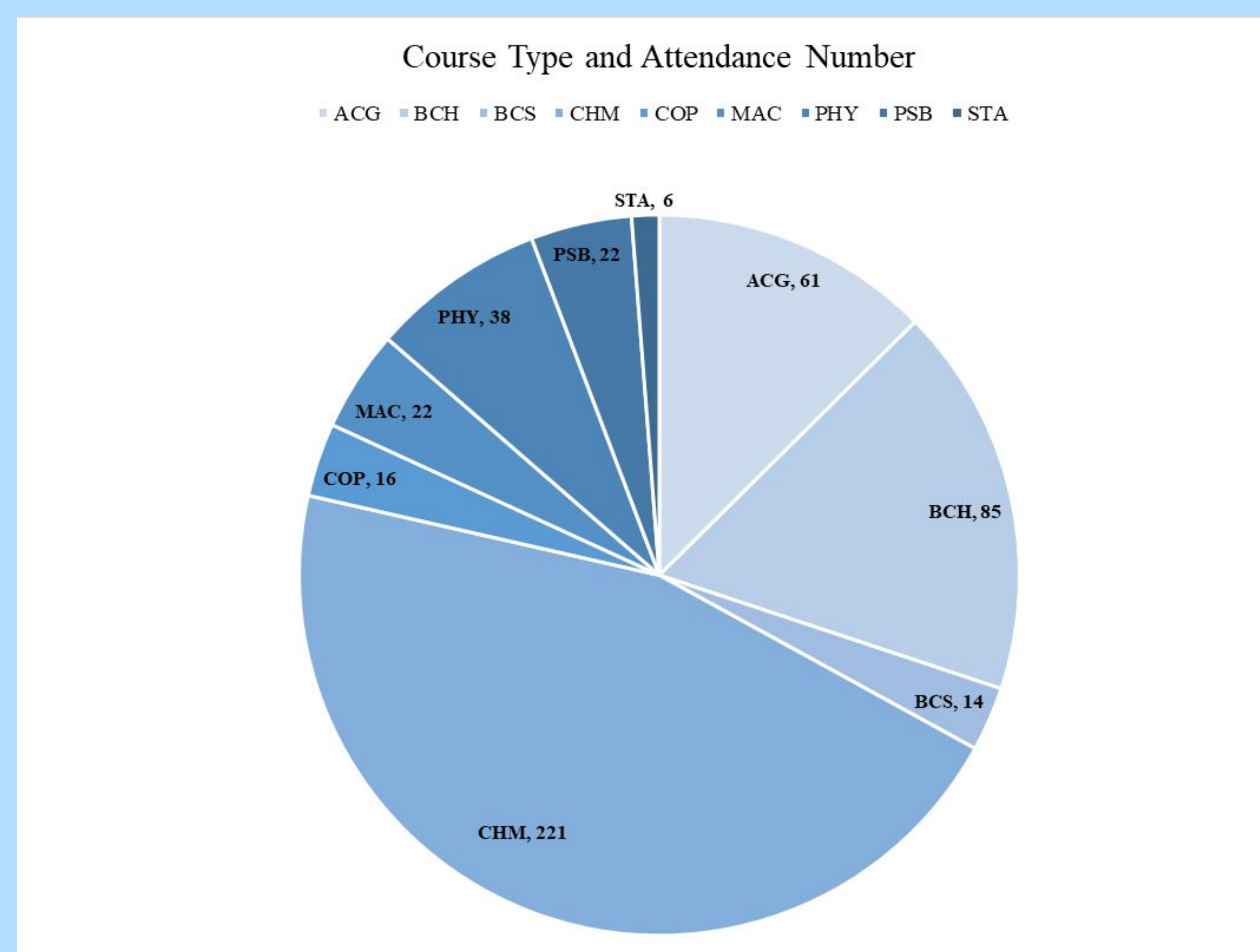


Figure 2: Pie chart of the type of courses with group tutoring sessions and the attendance number from 01/10/22- 02/11/22 based on attendance data

RESULTS

The project is currently collecting interview data that is not included in the current study results. Our study results include 30 survey responses (02/08/22 – 02/22/22) and the group tutor attendance data, N= 489, from Weeks 2 – 6 of the semester (01/10/22 – 02/11/22). Participant demographic data identified Junior students as attending the group sessions most frequently (n=188) followed by Senior student attendance (n=136). Students in their first-year attended group sessions the least (n=54). The majority of group session attendance consist of Juniors (40%) and Seniors (24%). On average, Tuesday is the day of the week with the highest attendance, n=201, during our four weeks of data collection. However, Tuesday of each week had more options for attendance, n=10, over Sunday (n= 8), Mondays (n= 5) , Wednesdays (n=3), Thursdays (n=9), or Friday (n=1). 221 of the tutoring sessions attended have been for chemistry courses; the most attended session being for course CHM-2210. So far this semester, 22 courses have group tutoring sessions provided by ACE. Based on the researchers' survey, the majority agreed [strongly, somewhat] that their major concerns were addressed (90%), the session was an effective use of time (86%), participants left the session knowing what to do next (90%), and that they are likely to attend another session (93%). The majority also identified conditional attendance meaning that they would only attend a group tutoring session if they were struggling in the course. In response to COVID-19 disruptions to in-person attendance in 2020, the ACE tutors began to offer tutoring sessions via Zoom which is a continued attendance option in 2022. The majority (55%) stated that they prefer in-person sessions compared to online sessions, while a minority (14%) identified no preference.

CONCLUSION

Based on the research, the ACE is supporting undergraduate student success through provided group tutoring sessions. Students who attend these group tutoring sessions are satisfied with the help they receive. Over the course of this research, the schedule procedure changed from different weekly schedules to one consistent schedule with little variation week by week. This allows students to plan attendance for the entire semester. While 489 students did attend during the first half of the semester, this is a small number compared to the estimated enrollment (11,500) of the courses for which the groups sessions were offered. Study limitations include the duration of data collection the first half of the semester and the number of completed surveys and interviews by the presentation date. Although not statistically generalizable to other universities in the U.S., these results were informative to the researchers and shared with the ACE's tutoring program.

REFERENCES

<https://ace.fsu.edu/sites/g/files/upcbnu296/files/2021-10/AceReport-2021.pdf>
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