



Research Brief

No. 1733 ♦ July 2019

Results of the Embedded Tutor/Counselor Feedback Survey

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The Embedded Tutoring program at Santa Monica College (SMC) involves having student tutors provide individualized support and assistance to students during class time. The embedded tutor works directly with the instructors to design and lead classroom activities as well as provide one-on-one or small group tutoring to ultimately increase students' understanding of course concepts and enhance student engagement. The embedded tutor attends all the scheduled class meetings.

The Embedded Counseling program at SMC places academic counselors in selected class sections for which individualized counseling and workshops on counseling topics (financial aid, educational planning, etc.) take place during scheduled class time. In addition, the embedded counselor proactively outreaches to students enrolled in the designated classes for individual counseling outside of class time.

The tutors and counselors were embedded in selected math classes during the spring 2019 semester. A survey was administered to all students enrolled in courses with an embedded tutor, counselor, or both to assess their perceived impact of the program on their learning experience. This research brief describes the findings of the survey.

Survey Respondents

The survey was administered both online and on paper in the classroom by faculty teaching math classes with embedded tutors/counselors. A total of 359 and 297 students completed the survey assessing embedded tutors and counselors, respectively.

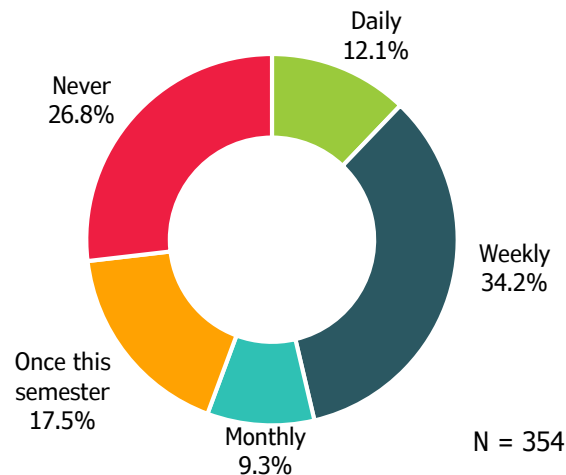
Over half of survey respondents indicated they were enrolled in a MATH 20 (Intermediate Algebra) or MATH 50 (Pre-Statistics) section with an embedded tutor. The largest proportion of survey respondents (64.3%) to the embedded counseling survey reported having enrolled in MATH 50 (Pre-Statistics). See Table 1.

Table 1. Percentage of Survey Respondents by Enrolled Math Course

Math Course	Embedded Tutor Survey		Embedded Counseling Survey	
	Count of Respondents	% of Respondents	Count of Respondents	% of Respondents
MATH 1	39	10.9%	52	17.5%
MATH 18	15	4.2%	0	0.0%
MATH 20	98	27.3%	12	4.0%
MATH 31	30	8.4%	0	0.0%
MATH 50	88	24.5%	191	64.3%
MATH 54	26	7.2%	24	8.1%
MATH 81	19	5.3%	0	0.0%
MATH 84	6	1.7%	0	0.0%
MATH 85	16	4.5%	18	6.1%
Unknown	22	6.1%	0	0.0%
Total	359	100.0%	297	100.0%

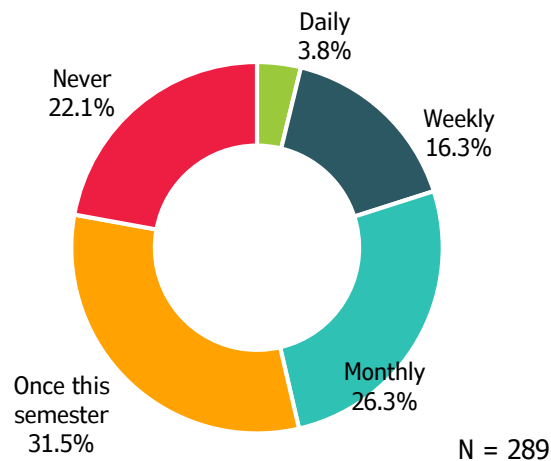
About 46% of math students reported that, on average, they interacted with the embedded tutor on a regular basis (Daily, 12.1% plus Weekly, 34.2%; see Figure 2). The largest proportion of students indicated they interacted with a tutor on a regular basis (34.2%), however, a quarter of students said they *never* interacted with their embedded tutor (26.8%).

Figure 2. Percentage of Survey Respondents by Frequency of Interactions with Embedded Tutor



When compared to frequency of interactions with embedded tutors, students reported interacting with their embedded counselors less frequently. The largest proportion of students indicated they met with the embedded counselor once during the semester (31.5%) while about 26% reported interacting with the counselor about once a month. Approximately 22% of students said they *never* interacted with their embedded counselor (see Figure 3).

Figure 3. Percentage of Survey Respondents by Frequency of Interactions with Embedded Counselor



Embedded Tutor Results

EXPERIENCE WITH EMBEDDED TUTOR

Students were asked to report their level of agreement with statements describing their experiences with their embedded tutor. The results are described in Table 4.

A large majority of students indicated they agreed or strongly agreed that their embedded tutor helped them understand math concepts better (75.9%), cared about their learning (81.4%), and was easy to talk to (85.3%). Disproportionately fewer students (about 4 in 10) indicated that they agreed or strongly agreed that their embedded tutor knew their name (39.6%) and served as a mentor (39.6%).

Table 4. Percentage of Survey Respondents by Agreement Level on Experience with Embedded Tutor Survey Items

Survey Item	Strongly Agree/Agree	Somewhat Agree/Somewhat Disagree	Strongly Disagree/Disagree	Total*
The embedded tutor helped me understand the math concepts better.	75.9%	17.9%	6.2%	100% (N = 291)
The embedded tutor cares about my learning.	81.4%	17.9%	0.7%	100% (N = 307)
The embedded tutor is easy to talk to.	85.3%	12.5%	2.2%	100% (N = 313)
The embedded tutor knows my name.	39.6%	30.0%	30.4%	100% (N = 293)
The embedded tutor is a mentor to me.	39.6%	41.7%	18.8%	100% (N = 288)

*Excludes students who indicated "Does not apply"

PERCEIVED IMPACT OF EMBEDDED TUTORS

Students were asked to report their level of agreement with statements describing the perceived impact of having an embedded tutor in their math class. The results are described in Table 5.

Approximately two-thirds of students reported that they agreed or strongly agreed that they feel more confident about succeeding in the course and college overall as a result of working with an embedded tutor. Over 8 in 10 students reported that as a result of having an embedded tutor in their math class, they know where to ask for help. About 6 in 10 students indicated they feel less math anxiety after working with an embedded tutor.

Table 5. Percentage of Survey Respondents by Agreement Level on Impact of Embedded Tutor Survey Items

Survey Item <i>As a result of working with the embedded tutor in my class...</i>	Strongly Agree/Agree	Somewhat Agree/Somewhat Disagree	Strongly Disagree/Disagree	Total*
I feel more confident that I am able to succeed in my course.	66.9%	27.2%	6.0%	100% (N = 302)
I feel more confident that I am able to succeed in college overall.	63.6%	30.1%	6.3%	100% (N = 302)
I know where to ask for help in my math class.	85.8%	12.1%	2.2%	100% (N = 323)
I feel less anxiety about learning math.	61.1%	28.3%	10.6%	100% (N = 311)

*Excludes students who indicated "Does not apply"

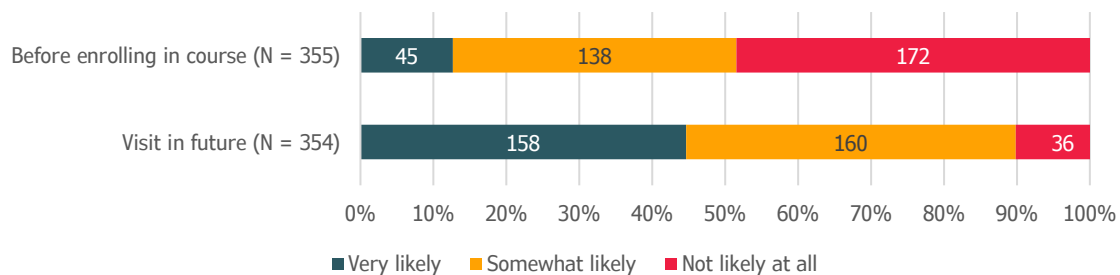
CURRENT STATUS OF EMBEDDED TUTOR

Over 88% of survey respondents said that their embedded tutor was still attending their class (as of May 2019). About 9% said they were unsure and 3% said their embedded tutor was no longer in the course. Among the 3% of students who reported no longer having an embedded tutor, 100% indicated that the loss of the embedded tutor has not affected their learning in the course.

LIKELIHOOD OF VISITING A TUTORING CENTER

Students were asked their likelihood of visiting a tutoring center at SMC both before enrolling in the math course with an embedded tutor and in the future (see Figure 6). Before enrolling in the course, approximately 13% of students reported being very likely to visit a tutoring center. However, the percentage increase to 45% for likelihood of visiting in the future. In fact, 9 in 10 say they are at least somewhat likely to visit a tutoring center. The data suggest that having exposure to an embedded tutor may increase students' likelihood of accessing tutoring services in the future.

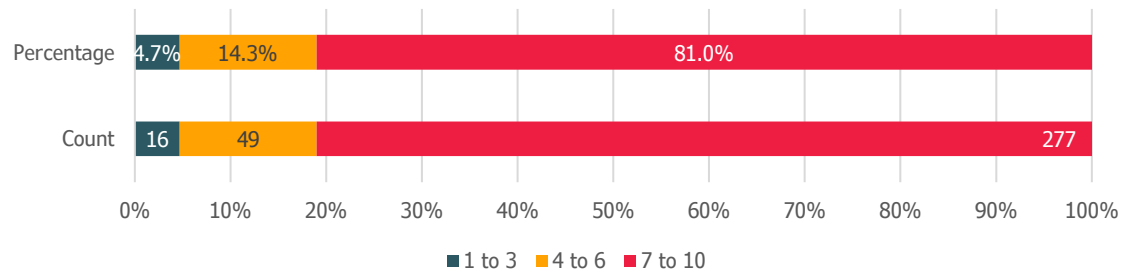
Figure 6. Percentage of Survey Respondents by Likelihood of Visiting SMC Tutoring Center



LIKELIHOOD OF RECOMMENDING A COURSE WITH AN EMBEDDED TUTOR

A vast majority of students (81%) indicated that on a scale of 1 (definitely not) to 10 (definitely) they would recommend a course with an embedded tutor to a friend or classmate as indicated by scores given of 7 or higher. See Figure 7.

Figure 7. Percentage of Survey Respondents by Scale Range (1 to 3, 4 to 6, 7 to 10) of Recommending Course with Embedded Tutor



OPEN-ENDED RESPONSES

Students were given an opportunity to respond to two open-ended questions about what they liked most about having an embedded tutor in their classes and suggestions they may have to improve the program. The most common answers are summarized below:

- What students liked most:
 - Increased access to and availability of academic support and assistance
 - Having a designated point person to ask for help
 - Easier to ask a peer questions than faculty (more approachable, more responsive, more thorough)
 - Having extra help, practice, and attention
 - Reduced anxiety about math or asking for help
 - Having someone to answer questions about topics beyond math (how to navigate SMC, etc.)
- Suggestions for improvement:
 - Increase advertisement of embedded tutoring program
 - More embedded tutors per class for larger class sizes
 - Offer embedded tutors outside of class time
 - Increase opportunity for interaction with embedded tutor inside of class
 - More proactive tutors (reach out to students instead of waiting for students to ask for help)

Embedded Counseling Results

EXPERIENCE WITH EMBEDDED COUNSELOR

Students were asked to report their level of agreement with statements describing their experiences with their embedded counselor. The results are described in Table 8.

A large majority of students indicated they agreed or strongly agreed that their embedded counselor was available outside of class time (78.6%) and cared about their success at SMC (83.3%). Disproportionately fewer students agreed/strongly agreed with statements about their embedded counselor helping them complete a relevant educational plan (58.3%) and determine financial aid status (45.4%).

Table 8. Percentage of Survey Respondents by Agreement Level on Experience with Embedded Counselor Survey Items

Survey Item	Strongly Agree/Agree	Somewhat Agree/Somewhat Disagree	Strongly Disagree/Disagree	Total*
The embedded counselor helped me complete an educational plan that was relevant to me.	58.3%	32.6%	9.2%	100% (N = 218)
The embedded counselor helped me determine my financial aid status.	45.4%	32.7%	21.9%	100% (N = 196)
The embedded counselor was available outside of class time.	78.6%	18.9%	2.5%	100% (N = 243)
The embedded counselor cares about my success at SMC.	83.3%	14.3%	2.4%	100% (N = 251)

*Excludes students who indicated "Does not apply"

PERCEIVED IMPACT OF EMBEDDED COUNSELORS

Students were asked to report their level of agreement with statements describing the perceived impact of having an embedded counselor in their math class. The results are described in Table 9.

About 60% of students indicated they agreed/strongly agreed that working with an embedded counselor improved their confidence in being able to succeed in college, increased their knowledge about college resources, and made them feel better prepared to complete their educational plans.

Table 9. Percentage of Survey Respondents by Agreement Level on Impact of Embedded Counselor Survey Items

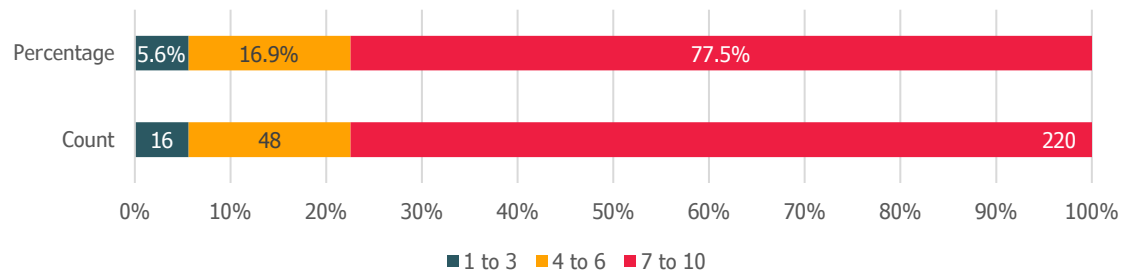
Survey Item <i>As a result of working with the embedded counselor in my class...</i>	Strongly Agree/Agree	Somewhat Agree/Somewhat Disagree	Strongly Disagree/Disagree	Total*
I feel more confident that I am able to succeed in college.	59.4%	36.1%	4.4%	100% (N = 249)
I know more about resources and services available to SMC students than before.	56.1%	40.4%	3.5%	100% (N = 255)
I feel better prepared to take the steps to complete my educational plan.	58.6%	37.8%	3.6%	100% (N = 249)

*Excludes students who indicated "Does not apply"

LIKELIHOOD OF RECOMMENDING A COURSE WITH AN EMBEDDED TUTOR

About three-quarters of students indicated that on a scale of 1 (definitely not) to 10 (definitely) they would recommend a course with an embedded counselor to a friend or classmate as indicated by scores given of 7 or higher. See Figure 10.

Figure 10. Percentage of Survey Respondents by Scale Range (1 to 3, 4 to 6, 7 to 10) of Recommending Course with Embedded Counselor



OPEN-ENDED RESPONSES

Students were given an opportunity to respond to two open-ended questions about what they liked most about having an embedded counselor in their classes and suggestions they may have to improve the program. The most common answers are summarized below:

- What students liked most:
 - Increased awareness of programs and services
 - Increased knowledge of practical information (how to transfer, applying for financial aid)
 - Improved access and convenience of seeing a counselor
 - Being connected to someone on campus
 - Being confident about “being on track” towards goals
 - Getting questions about college processes answered more quickly
 - Reminders about important dates and deadlines
- Suggestions for improvement:
 - More classroom visits from counselors
 - Allowing special priority to see counselor outside of class for students enrolled in embedded course
 - More individualized attention (beyond broad topics covered in class)