

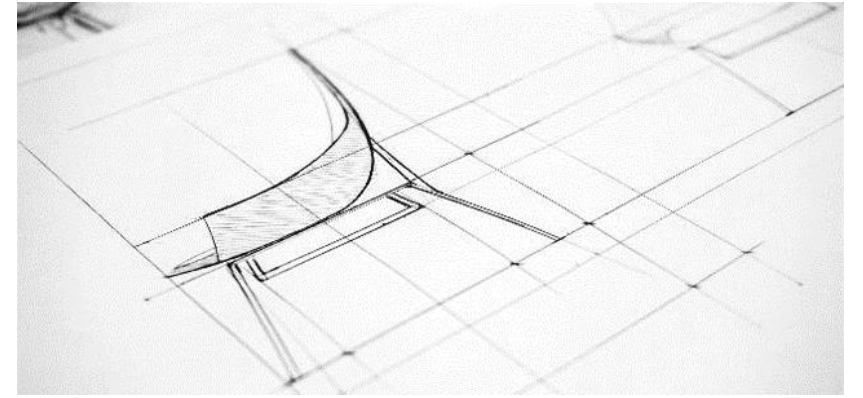


Leann Lo

# Inclusive Tutoring Practices

Using online tutoring to increase support across student populations





# Welcome!







Fresno Pacific University

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# Leann Lo

 Assistant Professor in Communication @  
fresno pacific University

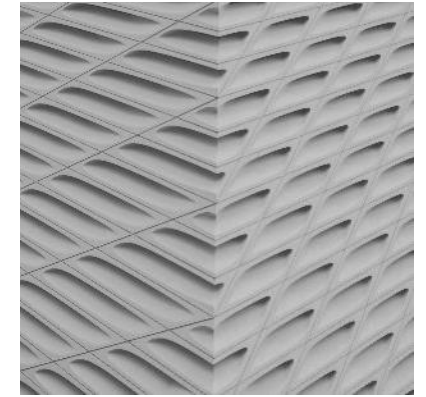
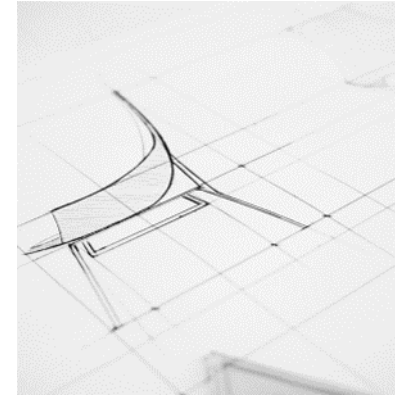
 Writing Tutoring Coordinator @ FPU's  
Academic Success Center

 MFA Critical Studies, Writing and Its  
Publics



## FPU at a glance:

- FPU is an HSI
- FPU is founded on Mennonite doctrine
  - 75<sup>th</sup> Anniversary 2019-20
- FPU is WASC Accredited
- Total Student Population: 4,109 students



# Fresno Pacific University

*Possible Happens Here*



# Fresno Pacific University

Our student population is divided into four different sub categories:



**Traditional Undergraduate**

(TUG)



**Degree Completion**

(DC)



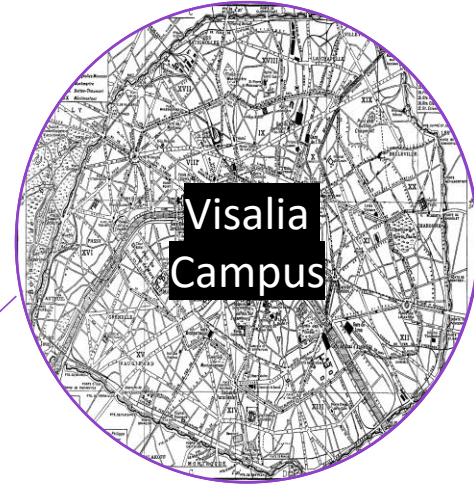
**Graduate**



**Seminary**



**Bakersfield  
Campus**



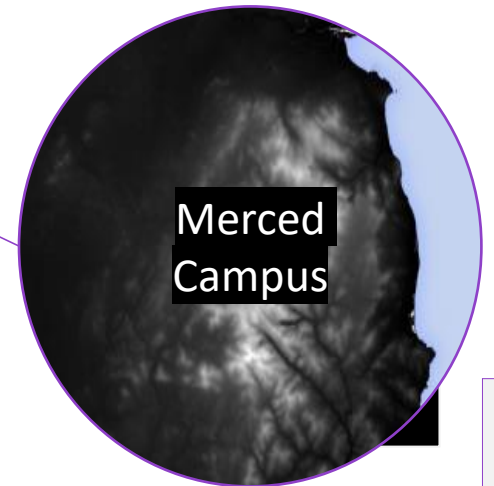
**Visalia  
Campus**



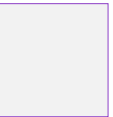
**Fresno Pacific Main  
Campus**



**North Fresno  
Campus**

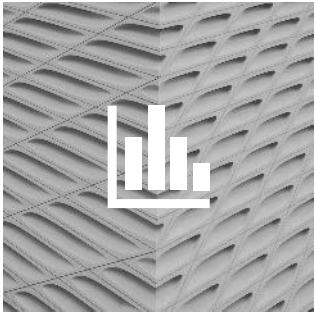


**Merced  
Campus**





# Traditional Undergraduate Students



## 963 Students

TUG students make up 23% of the student body



## Gender & Ethnicity

65% of the TUG population are women.

49.01% identify as Hispanic or Latino and 5.92% identify as Black or African American and 5.4% as Asian



## Top programs

The top 5 programs are: Psychology, Kinesiology, Criminal Justice, Liberal Studies, and Pre-Health



## Age

90% of TUG students are under the age of 25

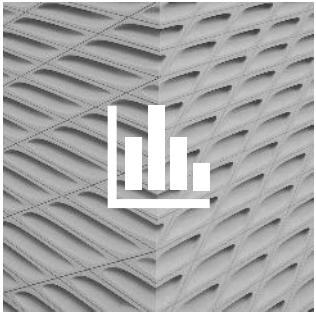
Mean age 21



## Financial Aid

96.46% of TUG students receive financial aid

# Degree Completion Students



1843

DC students make up 45% of the total student population



Gender & Ethnicity

77.77% of the DC population are women.

59.41% identify as Hispanic or Latino and 5.26% identify as Black or African American and 3.47% as Asian



Top programs

The top 5 programs are: Liberal Arts, Social Work, Early Childhood Development, Business Management, and Organizational Leadership



Age

21.98% of DC students are under 25, 28.27% are 25-29, with the remaining 49.76% over 30

Mean age 31



Financial Aid

88.88% of DC students are on Financial Aid



# Challenges Faced

**The challenges faced are specific not only to each population but can be unique to a certain demographic within each population**

Some challenges include:

- Technological literacy
- Imposter syndrome
- Writing anxiety
- Not having the right mindset for college



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# Student Body Breakdown

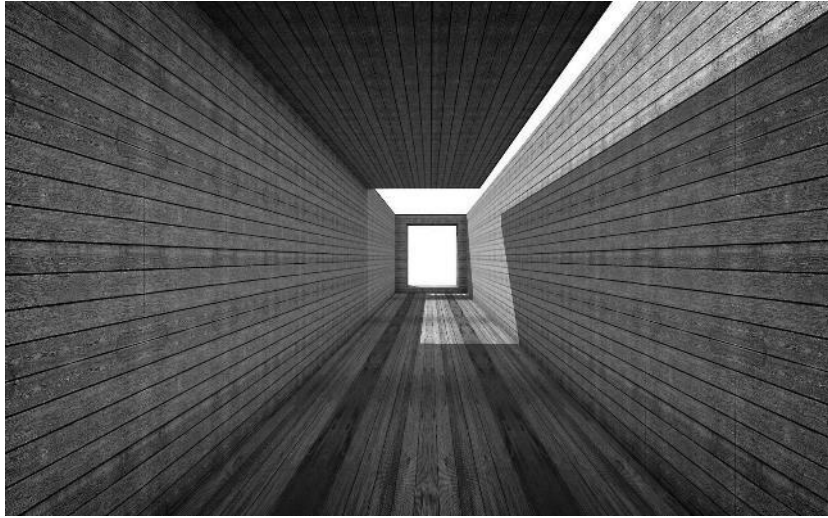
## Demographic

- Degree Completion Students
- TUG Students
- First Generation Students
- Minority Students
- Students Returning after 10 or more years away from higher education

## Potential barriers

- Mindset, technology
- Asking for help as weakness
- Imposter Syndrome
- Imposter Syndrome, family responsibilities
- Gaps in technological literacy



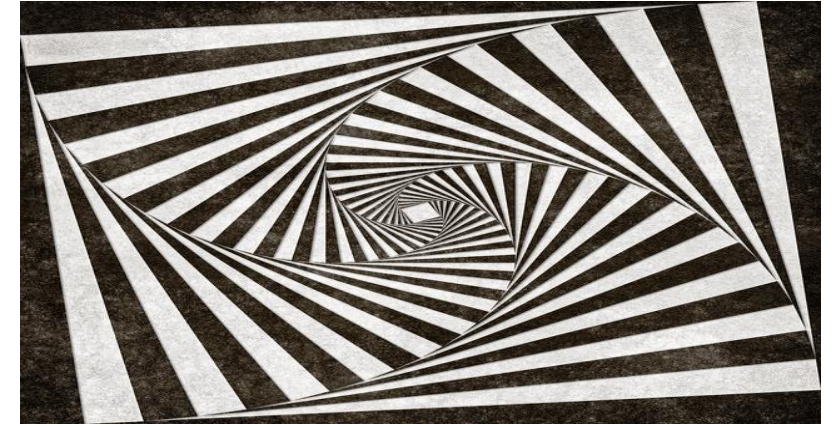


# The Research

This presentation used research on writing in universities, first generation students, Latinx students, returning students, and technological literacy.

# Writing Anxiety:

- Most research done involves classroom interactions
- In Kathleen Moore's "Gender and the Differential Effects of Active and Passive Perfectionism on Mathematics Anxiety and Writing Anxiety" a clear connection was made between the passive perfectionist (concerned with mistakes and doubts over action) and math and writing anxiety.
- Freshman writers: also dealing with the transition from high school writing to college writing



# Writing Anxiety



## “Overcoming Imposter Syndrome: How My Students Trained Me to Teach Them.” by Callie Womble Edwards

- Specific to teaching and classroom interaction
- Clear communication and expectations
- Flexibility and approachability of professors

What about in a tutoring center where we’re asking students to ask for help?

Brene Brown’s work on vulnerability and shame

- Vulnerable to ask for help
- Not asking for help linked to shame
- Shame is the deep sense that we’re flawed and therefore unworthy



# Imposter Syndrome

## “Adult Learners' Needs in Online and Blended Learning” By Diep et al

- Lower level needs (existence, relatedness) facilitate higher level needs such as growth

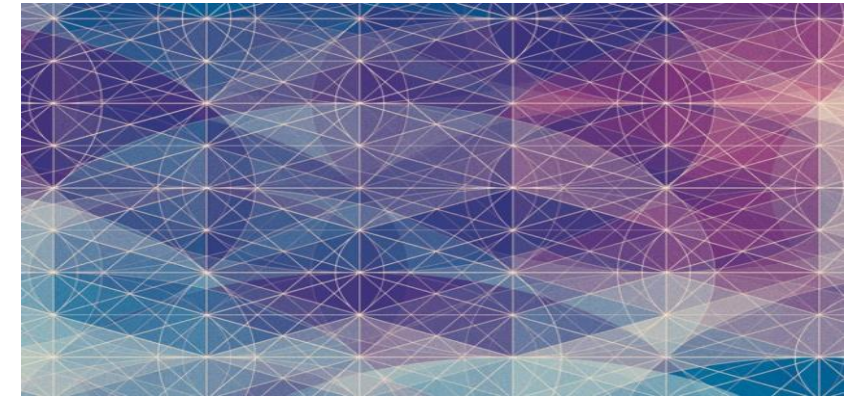


# Returning Students



# “Impostor Feelings as a Moderator and Mediator of the Relationship Between Perceived Discrimination and Mental Health Among Racial/Ethnic Minority College Students” By Cokely et al

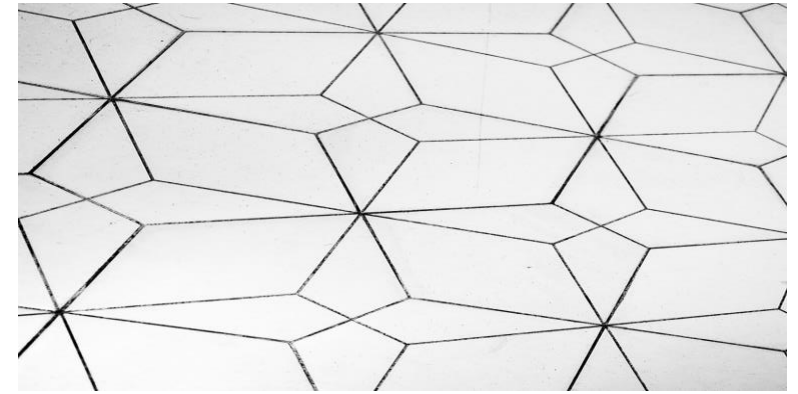
- African American Students: The higher the imposter-related feelings, the higher the anxiety and depression, with racism as a mediating force
- Latinx Students: Essentially the opposite, the higher the imposter feelings, the lower the anxiety and depression; authors cited fatalism as a possible reason
- Asian American Students: the higher the imposter-related feelings, the higher the anxiety and depression, though not related to racism



## Minoritized Students

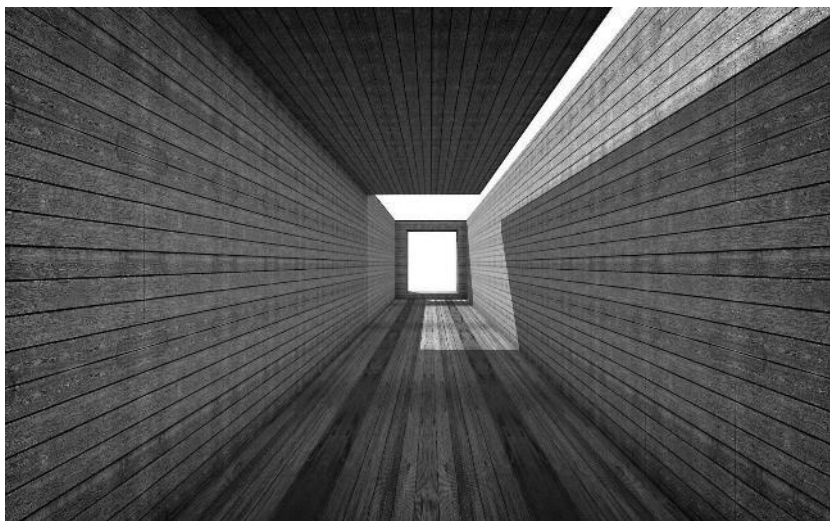
**“Being the First: Strategic Approaches to Promoting First-Generation Development and Success in Higher Education FPU is an HSI”** by Javier Patino

- A sample of X number of students from FPU’s 2018 Freshman Class were part of the study
- 58% felt prepared to come to college
- 87.5% agree on some level that they feel pressure from their family to succeed
- From the anecdotal evidence, students expressed that they wished people understood the pressure and expectations First Gen students face, presumably from their families as indicated by the survey questions and perhaps from themselves as well



# FPU First Gen Students





# What we've done

And lessons learned

# The Academic Success Center

The Academic Success Center is located on FPU's main campus

## Writing Tutoring

- The center and our peer tutors are certified through the College Reading and Learning Association
- 39 hours of tutoring per week
- Serves mostly TUG, some DC and Grad



## Subject Tutoring

- Our subject tutors offer tutoring in all GE courses including: Spanish, Biology, Chemistry, Math, Statistics, and Anatomy
- Serves mostly TUG, some DC

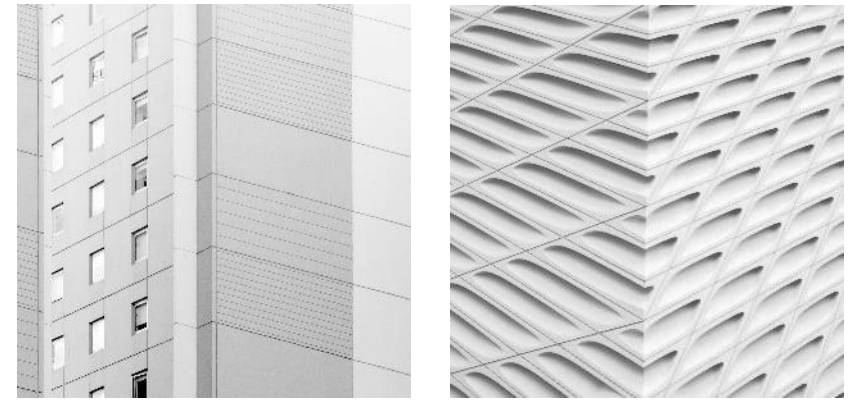


## Exam Proctoring

- Mostly for Athletes or Students with disabilities
- If a student misses a test, they can make an appointment to take the exam in our proctor room

# 2018-2019 Academic Year:

- Total interactions (tutoring, study hall, exam proctoring) for the year: 9,004
  - Headcount: 717
    - 66% female
    - 34% male
- Writing interactions (appointment and drop-in): 441 + 123 mandatory appointments in the beginning of the semester
  - Total 563 writing tutoring interactions
- Demographically: interactions
  - Hispanic: 53% (4,826)
  - White: 26% (2345)
  - Asian: 0.06% (555)
  - Black/African American: 0.05% (480)



## ASC Usage



# NetTutor

An Online Tutoring platform that offers three types (asynchronous, synchronous, question drop off) of tutoring in 32 subjects

## Beginning

Summer 2016

- NetTutor was bought with a Title V Stem grant in 2017
- Specifically for Math and Science Subjects
- Very very low useage
  - Required teachers to add it to their Moodle shell individually, each semester



## Pilot Phase

FA 2018 – Spr 19

- NetTutor was given to the ASC, letting all FPU students use it
- Public ASC Moodle Shell
- Grad, DC, TUG classes used it to guage useage and get feedback

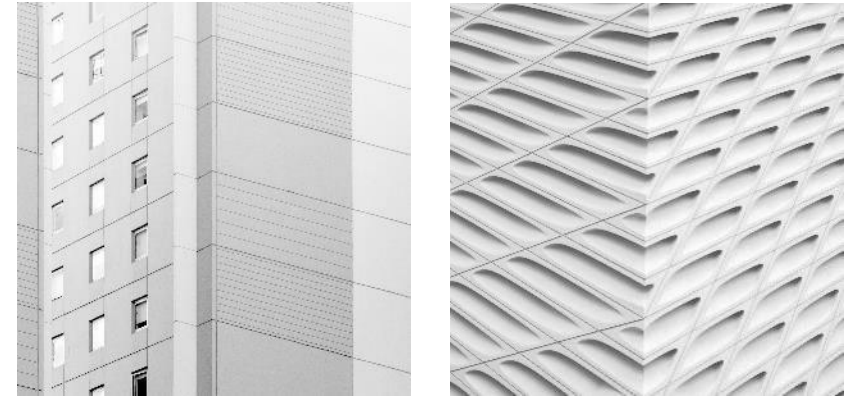


## Opening Up NetTutor

FA 19

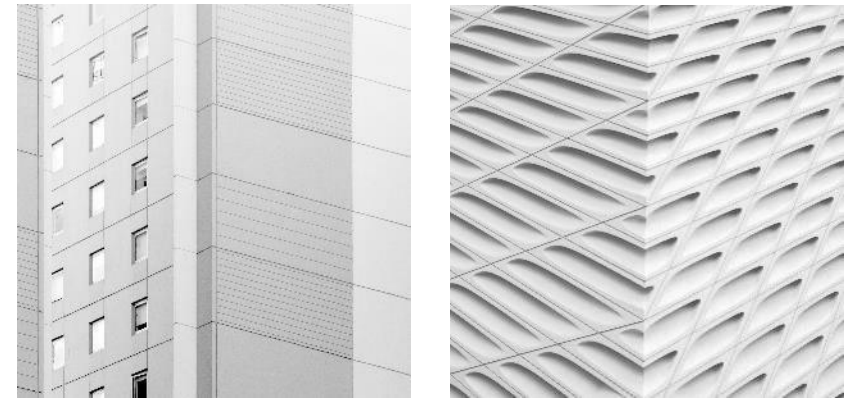
- Using the ASC Moodle Shell, we announced it to the regional campuses via news letters, some in-person meetings, and to the TUG population

- January 2016 – July 2018 (Beginning)
  - 649 minutes used
    - 26 live tutor sessions, 11 drop off
  - Math accounted for 36 out of 37 appointments
  - 23 students, 9 students repeated at least once
- August 2018 – May 2019 (pilot)
  - 3059 minutes used
    - 38 live sessions, 62 drop off
  - Math highest at 48 sessions, Writing second at 31 sessions
  - 100 students, 12 students repeated at least once
- Summer 2019 (limbo)
  - 684 minutes used
  - 22 sessions, 18 live and 4 drop off
  - Writing highest at 15
  - 22 students
- August 2019 – March 7 2020
  - 3838 minutes used
  - 168 sessions, 69 live, 99 drop off
  - Writing highest at 72, Business second at 46 (Math is at 13 sessions)
  - 168 students, 32 students repeat at least once



# NetTutor Usage

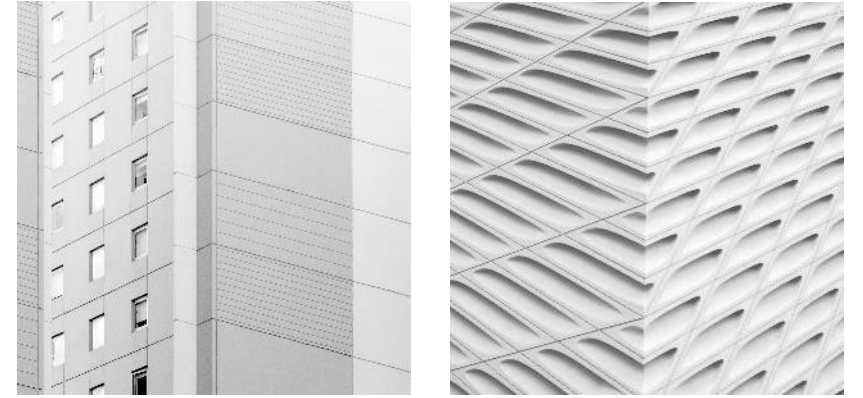
- August
  - 265 minutes
- September
  - 620 minutes
- **October**
  - **1,244 minutes**
- November
  - 270 minutes
- December
  - 257 minutes
- January
  - 180 minutes
- **February**
  - **936 minutes**
- March (first week)
  - 66 minutes



# NetTutor Use by month

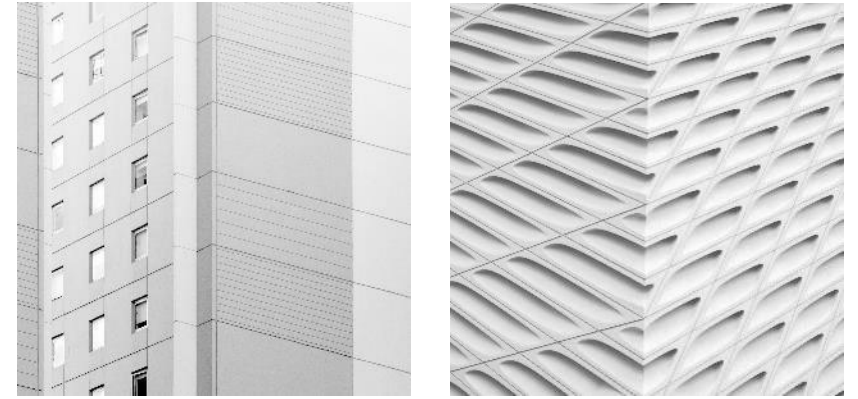


- Visalia, Fresno, Bakersfield, and Merced: budgeted for two writing tutors per campus
- SOS Tutors
- Challenges staffing those positions



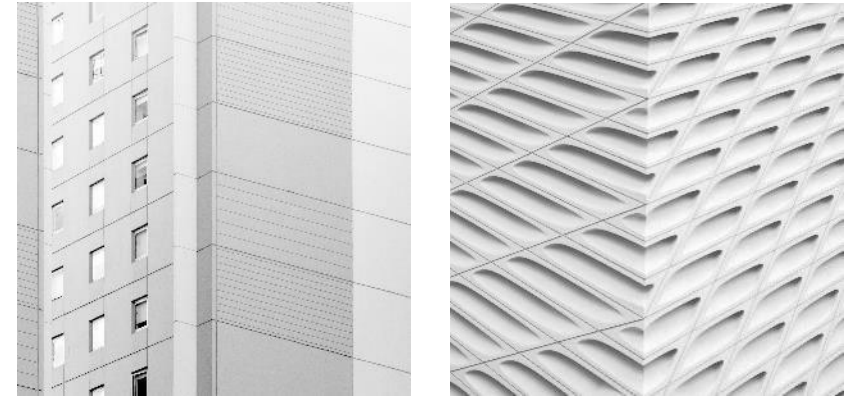
## Tutoring at the Regional Campuses

- Feedback about online tutoring
- Pilot to address concerns
- Challenges & Results



# Online Tutoring Pilot with ASC Writing Tutors

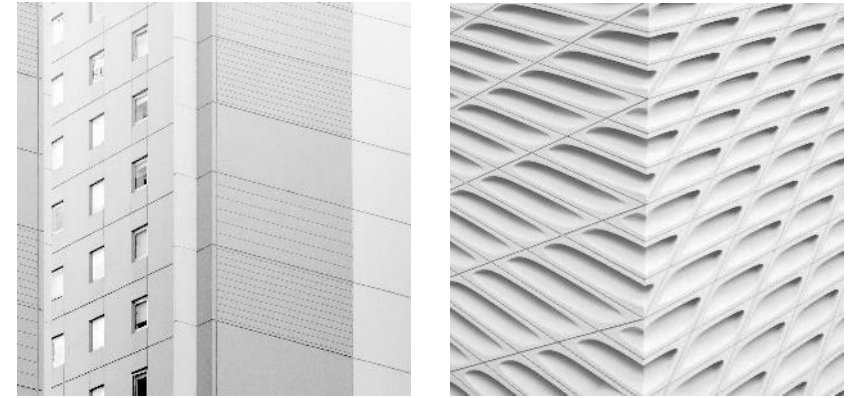
- Writing Workshop, part 4 of a 4 part series
- Collaboration with the track coach
- Challenges



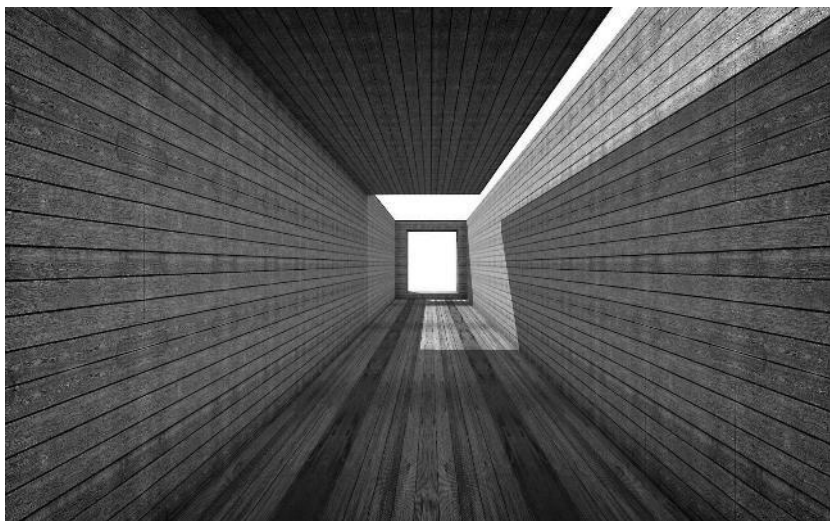
# Writing Workshop



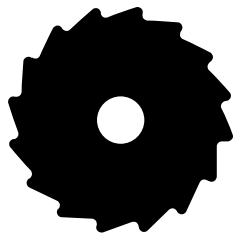
- Collaboration with First Year Experience Mentors
- Two years
  - Feedback from tutors, students, and mentors informed changes made the second year
- Results



**Pilot: All Freshman  
Mandatory Visit to  
the ASC**

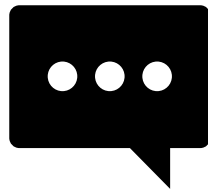


What our plans  
our for the future



## Keep what's working

We want to keep the services that we know are working such as NetTutor and our TUG tutoring services and center.



## Taking feedback

We want to keep welcoming feedback from instructors, students, and mentors on what our students needs are and suggestions on how best to meet those needs.



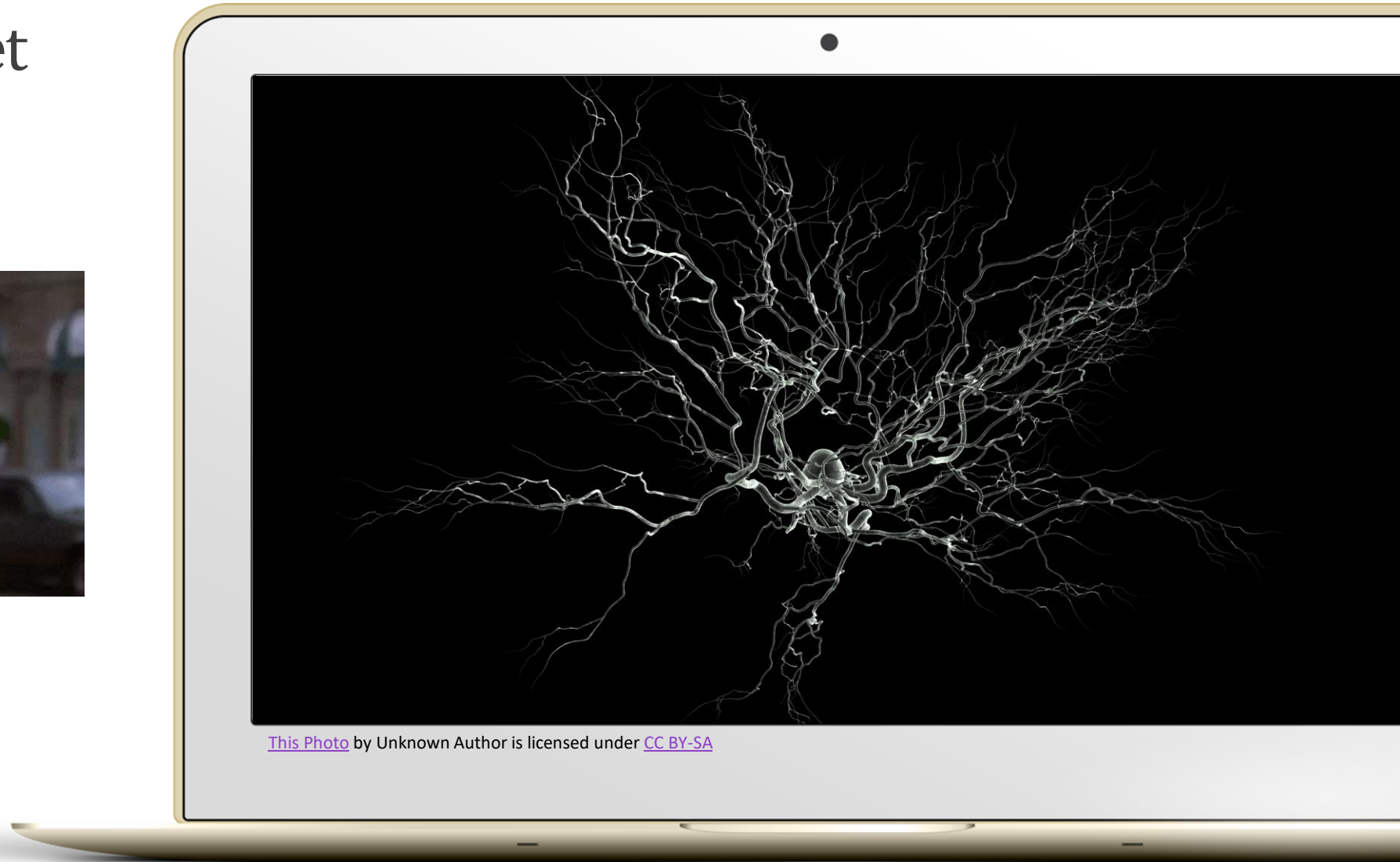
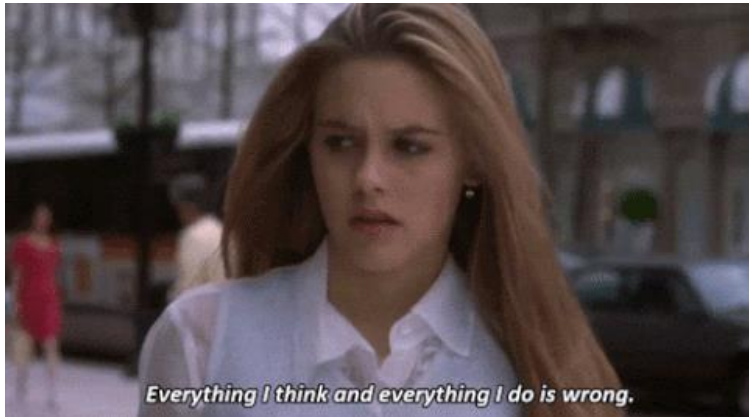
## Brainstorming

Continue brainstorming and problem solving to create solutions to the gaps in services.



# Problem: Imposter Syndrome & Mindset

Solution:



# Problem: Writing Anxiety

Solution: workshops

- Writing Workshops at Main and Regional Campuses
- E workshops
- Continued collaboration with instructors



# Problem: Digital Literacy

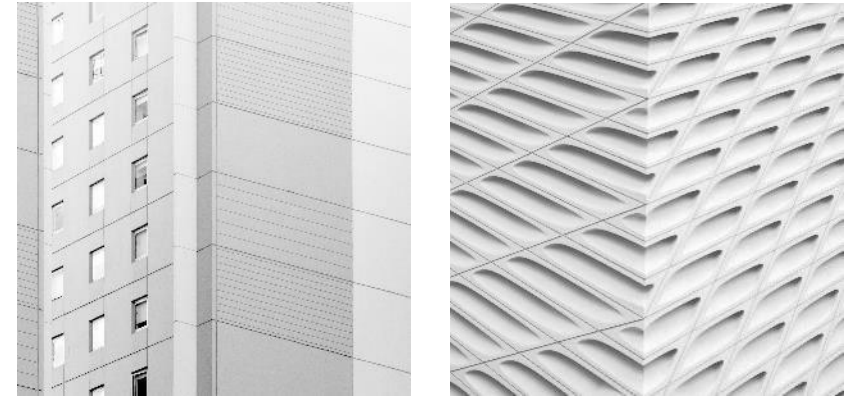
## Solution: workshops and partnerships

- Workshops specifically for tech basics and Moodle basics (possible collaboration with FPU's Center for Online Learning)
- Integrated tech help into writing tutoring
- Community partnerships
  - Visalia County Library (adds the personal touch the students have asked for)



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- We set out on a mission to find “the solution” to fill the gaps in support services to our Degree Completion students only to find their issues were shared with their TUG counterparts
- When we broke down the population by demographic rather than student population the barriers they faced became more clear and defined
- We need a medley of solutions to reach all demographics in our student populations
- So far: Main Campus Tutoring, NetTutor, and Regional Campus tutoring work
- Future goals to continue to find the mix that works: community and campus-wide partnerships and workshops

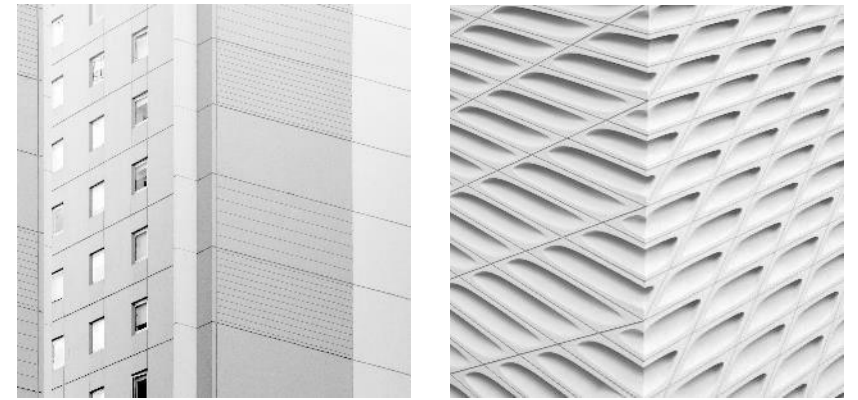


# Summary

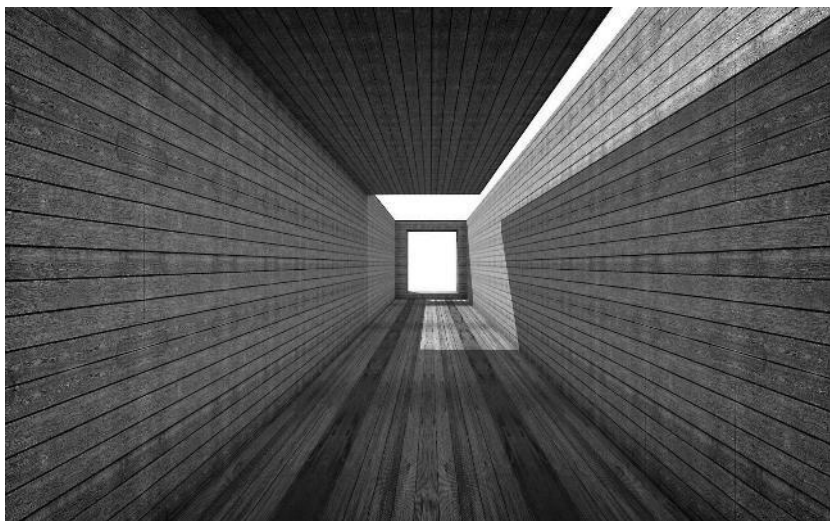
There is no one  
size fits all



- Diep, Anh Nguyet, et al. “Adult Learners’ Needs in Online and Blended Learning.” *Australian Journal of Adult Learning*, vol. 59, no. 2, July 2019, pp. 223–253. *EBSCOhost*, [search.ebscohost.com/login.aspx?direct=true&AuthType=ip,uid,url&db=eric&AN=EJ1235812&site=eds-live](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,uid,url&db=eric&AN=EJ1235812&site=eds-live).
- Edwards, Callie Womble1. “Overcoming Imposter Syndrome and Stereotype Threat: Reconceptualizing the Definition of a Scholar.” *Taboo: The Journal of Culture & Education*, vol. 18, no. 1, Winter 2019, pp. 18–34. *EBSCOhost*, [search.ebscohost.com/login.aspx?direct=true&AuthType=ip,uid,url&db=eue&AN=139003022&site=eds-live](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,uid,url&db=eue&AN=139003022&site=eds-live).
- Moore, K. “Gender and the Differential Effects of Active and Passive Perfectionism on Mathematics Anxiety and Writing Anxiety.” *COGNITION BRAIN BEHAVIOR*, no. 4, 2010, p. 333. *EBSCOhost*, [search.ebscohost.com/login.aspx?direct=true&AuthType=ip,uid,url&db=edsbl&AN=RN283703391&site=eds-live](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,uid,url&db=edsbl&AN=RN283703391&site=eds-live).
- Patino, Javier. “Being the First: Strategic Approaches to Promoting First-Generation Development and Success in Higher Education FPU is an HIS” Fresno Pacific University, 2019.



## Works Cited



Questions?

Contoso Ltd.

Thank You

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