

4-17-2001

Assessing the Impact of A College- Community Homework Tutoring Program

Amy E. Bixler
Manchester College

Rusty Coulter-Kern
Manchester College

Follow this and additional works at: http://opus.ipfw.edu/stu_symp2001



Part of the [Psychology Commons](#)

Recommended Citation

Amy E. Bixler and Rusty Coulter-Kern (2001). *Assessing the Impact of A College- Community Homework Tutoring Program*.
http://opus.ipfw.edu/stu_symp2001/47

This Presentation is brought to you for free and open access by the IPFW Student Research and Creative Endeavor Symposium at Opus: Research & Creativity at IPFW. It has been accepted for inclusion in 2001 IPFW Student Research and Creative Endeavor Symposium by an authorized administrator of Opus: Research & Creativity at IPFW. For more information, please contact admin@lib.ipfw.edu.

ASSESSING THE IMPACT OF A COLLEGE-COMMUNITY HOMEWORK TUTORING PROGRAM

Amy E. Bixler, Rusty Coulter-Kern

Sponsor: Rusty Coulter-Kern

Department of Psychology

Manchester College

Recently, there have been calls for members of the community of higher education to recommit to public service. As a result, there is growing emphasis on using service learning to address community needs. However, many programs are either not assessed or only assessed anecdotally. The purpose of the present study was to assess the impact of a homework-tutoring program. For this, grounded theory, a qualitative research strategy, was used.

In the current study, librarians and tutors were interviewed, tutoring was observed and evaluations were given to parents and tutors in the program. Data indicates most children benefited from the homework-tutoring program. For example, in the first wave of survey data, 13 out of 16 parents (81%) reported that their child's grades at school had noticeably improved. In the second wave of survey data, 19 out of 21 parents (90%) reported that their child's grades at school had noticeably improved. Multiple data sources provided evidence for the following reasons for change: tutor-student bonding, academic skill development, and positive changes in student attitudes. In order to validate earlier research efforts, all categories of change were summarized and a questionnaire was developed to measure the impact of tutoring from the perspectives of both tutors and the parents of children tutored. In addition, the next phase of data collection will also include focus group data gathered from tutors in order to develop a theoretical model of how tutoring impacts change in students. Further research is needed using both qualitative and quantitative methods to assess variables that impact academic change.