

**STUDENT DEVELOPMENT:  
LEARNING ASSISTANCE DEPARTMENT  
ASSESSMENT ABSTRACT**

**LERN 10: Introduction to Tutoring  
Assessment from Online Surveys of Tutors and Students Tutored**

Spring 2008

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**Learning Assistance Center Mission Statement:**

**Create positive learning experiences that support student learning.**

The aim of Learning Assistance Department academic support programs is to inspire motivation, confidence, independence, and enthusiastic, active learning. We are committed to helping students attain their academic, vocational and personal goals. As a diverse and collaborative learning community, we seek to continually improve strategies and services that benefit student learning.

**Student Learning Outcomes Assessment: LERN10: Introduction to Tutoring**

**1. Outcomes assessed**

LERN 10: Introduction to Tutoring - for CCSF students who are newly-hired to tutor in the LAC

WASC calls for colleges to develop Student Learning Outcomes for each course and program. The Learning Assistance Center at City College of San Francisco responded to this call by developing SLO's specific to our tutor training course. First, the faculties developed outcomes, activities, tutor reflections and faculty assessments. (See first four columns of chart below.)

Next we addressed the problem of evaluating the faculty assessments. The Learning Assistance Department developed two complimentary online surveys to assess the student learning outcomes in the tutor training course. We wanted to understand how the SLO's covered in the tutor training course were used in tutoring by tutors who completed the tutor training course. We also wanted to understand if students who are tutored by those tutors believe they are recipients of the same outcomes. (See fifth column of chart below.)

**2. Strategies used to assess the outcomes**

During Fall 07 we developed two online surveys (attached):

- Survey of Tutors who Completed LERN 10 Tutor Training
- Survey of Students Tutored in the Learning Assistance Center by those tutors who completed the training course.

Each online survey has twelve comparable questions that relate directly to the Student Learning Outcomes for that course. Each survey has an additional few questions. In addition each survey has a comments section.

Our first pilot involved 38 tutors who completed their online survey at the end of the Spring 08 Tutor Training course and 140 students who are being tutoring in the LAC completed their online survey mid-Spring 2008 semester.

We will continue surveying tutors and students for a couple more semesters to increase the sample. Spring 08 data will be combined with Fall 08 and Spring 09 data, and then we will assess outcomes thoroughly. In the mean time, we have made some preliminary outcomes.

### 3. Most significant findings directly from the raw data are below.

- **Most Used tutoring strategies: (4 = Very Much Used Only)**
  - Q8 Tutors are friendly and respectful (Tutors 71%; Students 71%)
  - Q5 Tutors explain using understandable words (Tutors 63%; Students 64%)
  - Q4 Tutors listen to students (Tutors 63%; Students 62%)
  - Q12 Tutors are engaged and enthusiastic (Tutors 61%; Students 58%)
  - Q1 Tutors have excellent knowledge of subject (Tutors 58%; Students 64%)
- **Next Most Used tutoring strategies: (3+4 Combined = Quite a bit and Very Much Used together)**
  - Q8 Tutors are friendly and respectful (Tutors 97%; Students 89%)
  - Q12 Tutors are engaged and enthusiastic (Tutors 98%; Students 83%)
  - Q4 Tutors listen to students (Tutors 95%; Students 88%)
  - Q1 Tutors have excellent knowledge of subject (Tutors 92%; Students 93%)
  - Q6 Tutors help students find own answers (Tutors 89%; Students 85%)
  - Q5 Tutors explain using understandable words (Tutors 87%; Students 90%)
- **Least Used tutoring strategies: (1 = Very Little Used Only)**
  - Q10 Tutors apply awareness of cultural differences (Tutors 8%; Students 10%)
  - Q7 Tutors incorporate study strategies into sessions (Tutors 8%; Students 9%)
  - Q9 Tutors use knowledge of learning styles (Tutors 8%; Students 8%)
- **Largest Discrepancies between tutor responses and student responses (4 = Very Much Used Only)**
  - Q7 Tutors incorporate study strategies into sessions (Tutors 32%; Students 55%) 23% difference
  - Q6 Tutors help students find own answers (Tutors 39%; Students 61%) 22% difference
  - Q2 Tutors use praise and motivation techs. (Tutors 37%; Students 58%) 21% difference
  - Q3 Tutors ask probing questions (Tutors 37%; Students 56%) 19% difference
- **Samplings of responses to qualitative questions on the two surveys:**
  - Tutors:** Most Used tutoring strategies:
    - Questioning, modeling, dialogues: 13
    - Praise, motivation: 4
    - Active listening: 3
    - Learning Styles: 4
  - Students:** Most Used learning strategies used on own:
    - Flash cards
    - Memorization
    - Repetition
    - Time management

### 4. Reflections and Implications

1. **Discrepancies.** The discrepancies of 19% - 22% for questions relating to study strategies, finding answers, using praise and motivation, and asking probing questions are intriguing. While neither tutors nor students think these tutoring areas are used a lot in their tutoring, students believe they are used significantly more than the tutors. Students rate their tutors more highly than the tutors rate themselves in these areas. Perhaps new tutors are more insecure of their abilities than they need to be.
2. **Follow-up Focus Groups.** Perhaps the tutors can shed some light onto reasons for the discrepancies between tutor and student responses on questions relating to study strategies, finding answers, praise, and questioning.
3. **Open-ended Comments.** The open comments sections at the end of the surveys brought in additional data quite different from the earlier questions. Four tutors mentioned they highly used learning styles even though that was one of the least used strategies overall. The students' were asked to list the strategies they used on their own. They listed strategies such as using flash cards, repetition, memorization techniques and time management. None of these strategies

were explicitly queried on the surveys, although they are taught in the tutor training sessions. The tutor training course will benefit from additional instruction in these areas.

4. **Tutor Course and Manual.** Tutors were asked if they use information from the training and tutor manual. 75% use them "quite a bit" to "very much," indicating that the training is useful. Tutors also complete a formal course evaluation at the end of the training where they generally indicate similar usages. Future tutor training sessions can benefit from additional emphasis being given to incorporating awareness of cultural differences, study strategies and learning styles into tutoring sessions. Future tutor training sessions can also benefit from more time spent on direct learning techniques such as flash cards, memorization, repetition, and time management.
5. **Student Studying and Study Groups.** Students were asked if they use information from tutoring in their classes. 81% use them "quite a bit" to "very much," indicating a strong connection between tutoring and course work. Students were also asked if they would be interested in joining a study group. 75% agreed. In numerous surveys throughout the years, students have indicated similar responses to study group interest. However, it is very difficult to satisfy this interest. When offered with specific study groups for their courses, students tend to decline. This question deserves additional study.
6. **End Notes.** We are beginning to see ways in which SLO's for LERN 10 are indeed being applied to students who are tutored. We are also starting to understand which SLO's tutors apply more/less frequently. This data will assist in the future development of course curriculum for Tutor Training. See final column in Rubric below.

### LERN 10: Introduction to Tutoring - Student Learning Outcomes

By the end of the semester, tutors will be able to

- (1) Demonstrate their ability to use effective student-centered techniques in their tutoring sessions, and
- (2) Evaluate their challenges and successes in tutoring.

LEARNING OUTCOMES	ACTIVITIES	TUTOR REFLECTIONS	ON-GOING FACULTY ASSESSMENT	ASSESSMENT FROM ONLINE SURVEYS
<b>#1 Purpose, Characteristics, and Goals of Tutoring</b>				
<ul style="list-style-type: none"> <li>▪ Determine characteristics of a good tutor</li> <li>▪ Determine personal tutor goals</li> <li>▪ Practice the Tutoring Cycle</li> </ul>	<ul style="list-style-type: none"> <li>▪ Purpose of tutoring</li> <li>▪ Tutor Code of Ethics</li> <li>▪ Characteristics of a positive tutor relationship</li> <li>▪ Tutoring Cycle</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discuss: What is the purpose of tutoring? What is your goal for your students this semester?</li> <li>▪ 5 Minute Paper: My goal for my students - what I hope for them to learn.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Are tutors aware of the importance of focusing on how to learn rather than giving the correct answer?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Online Surveys Question #6</li> <li>▪ Tutors and students agree that tutors do engage students in dialogue. However, there is a discrepancy of 22% with students believing their tutors help them find their own answers.</li> <li>▪ Therefore: Dialogue is essential for active learning. Focus tutors' attention towards this area to develop self-confidence.</li> </ul>
<b>#2 Positive Reinforcement and Questioning</b>				
<ul style="list-style-type: none"> <li>▪ Demonstrate benefits &amp; elements of positive reinforcement</li> <li>▪ Demonstrate effective questioning techniques</li> <li>▪ Define effective study techniques</li> </ul>	<ul style="list-style-type: none"> <li>▪ Positive reinforcement/praise</li> <li>▪ Questioning skills</li> <li>▪ Open-ended questions</li> <li>▪ Blooms Taxonomy for questioning</li> <li>▪ Direct study techniques</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discuss: Why is it so difficult to ask good questions? What makes a question good?</li> <li>▪ 5 Minute Paper: How I will incorporate questioning and positive reinforcement techniques in my own tutoring.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Are tutors able to ask open-ended questions?</li> <li>▪ Are the tutors able to give positive reinforcement and praise in appropriate ways?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Online Surveys Question #3</li> <li>▪ Students believe their tutors ask questions that make them think more often than tutors think they do. There was a 19% difference in student and tutor perceptions of tutors' abilities to ask probing questions.</li> <li>▪ Therefore: Provide additional time in tutor training for tutors to gain self-confidence in their questioning abilities.</li> </ul>

<b>#3 Active Listening and Independent Learning</b>				
<ul style="list-style-type: none"> <li>▪ Describe significance of verbal and non-verbal techniques that promote active listening</li> <li>▪ Demonstrate use of active listening techniques in tutoring sessions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Verbal and nonverbal active Listening</li> <li>▪ Independent learning skills</li> <li>▪ Personal Checklist of Listening Skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discuss: Listen actively to others while they tell a bit about a class problem they've encountered. You do the same. Tell how it felt to listen, be listened to.</li> <li>▪ 5 Minute Paper: How I will incorporate active listening and promoting independent learning into my tutoring.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Are tutors able to listen actively and with focused attention to their students?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Online Surveys Question #4</li> <li>▪ One of the three most-used and highly-rated tutoring strategies by both tutors and students.</li> <li>▪ Tutors consistently rate this section of training as most interesting.</li> <li>▪ Therefore: Continue to emphasize this area.</li> </ul>
<b>#4 Multicultural Awareness</b>				
<ul style="list-style-type: none"> <li>▪ Define "culture" and "diversity" and "cultural diversity"</li> <li>▪ Share personal cultural influences with others and listen actively to cultural influences of others</li> </ul>	<ul style="list-style-type: none"> <li>▪ Definitions of Culture and Diversity</li> <li>▪ Cultural groups and characteristics: beliefs, values, traditions, relationships, behaviors</li> <li>▪ Assumptions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discuss culture and diversity in small groups.</li> <li>▪ 5 Minute Paper: One area I hope to change in my tutoring sessions as reflected in my discussions on diversity and multicultural differences.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Are tutors able to listen actively to, and ask questions of, others when they speak about their cultures?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Online Surveys Question #10</li> <li>▪ One of the least used tutoring strategies despite training in this area.</li> <li>▪ Therefore: Infuse tutor training with time to determine how to integrate knowledge of cultural influences into tutoring.</li> </ul>
<b>#5 Learning Styles and Strategies</b>				
<ul style="list-style-type: none"> <li>▪ Define "Learning" as making connections</li> <li>▪ Determine personal learning style as right/left brain dominant</li> <li>▪ Describe use of pre and post tutoring activities using metacognition techniques</li> </ul>	<ul style="list-style-type: none"> <li>▪ "Learning" is making connections, connecting what you already know to something new that creates learning."</li> <li>▪ Left brain / right brain learning styles</li> <li>▪ Studying smarter is using background knowledge, metacognition, and elaboration skills for pre, during, and post tutoring activities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discuss: Learning is making connections, left and right brain learning styles, and how to study smarter using metacognitive techniques</li> <li>▪ 5 Minute Paper: My personal learning style and how I intend to adopt my style to that of students I tutor.</li> <li>▪ 5 Minute Paper: How I will incorporate metacognitive techniques into my tutoring.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Are tutors able to articulate their personal learning style and address how to adapt their style to the style of their students?</li> <li>▪ Are tutors able to incorporate metacognitive activities into their tutoring sessions?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Online Surveys Question #9</li> <li>▪ One of the least used tutoring strategies despite training in this area.</li> <li>▪ Therefore: Infuse tutor training with time to determine how to integrate knowledge of learning style differences into tutoring.</li> </ul>

## Comparative Results of Two Surveys: Tutors vs. Students Tutored in the LAC Spring 08

### Tutors

Q1_Knowledge	N	%
1-VeryLittle	1	3%
2-Some	2	5%
3-QuiteABit	13	34%
4-VeryMuch	22	58%
Grand Total	38	100%

Q2_Motivate	N	%
1-VeryLittle	2	5%
2-Some	4	11%
3-QuiteABit	18	47%
4-VeryMuch	14	37%
Grand Total	38	100%

Q3_Questions	N	%
1-VeryLittle	1	3%
2-Some	8	21%
3-QuiteABit	15	39%
4-VeryMuch	14	37%
Grand Total	38	100%

Q4_Listen	N	%
1-VeryLittle	1	3%
2-Some	1	3%
3-QuiteABit	12	32%
4-VeryMuch	24	63%
Grand Total	38	100%

Q5_Explain	N	%
1-VeryLittle	1	3%
2-Some	4	11%
3-QuiteABit	9	24%
4-VeryMuch	24	63%
Grand Total	38	100%

Q6_Find Answers	N	%
1-VeryLittle	1	3%
2-Some	3	8%
3-QuiteABit	19	50%
4-VeryMuch	15	39%
Grand Total	38	100%

Q7_Study Strategies	N	%
1-VeryLittle	3	8%
2-Some	11	29%
3-QuiteABit	12	32%
4-VeryMuch	12	32%
Grand Total	38	100%

Q8_Friendly-Respectful	N	%
1-VeryLittle	1	3%
3-QuiteABit	10	26%
4-VeryMuch	27	71%
Grand Total	38	100%

### Tutored Students

Q1_Knowledge	N	%
1-VeryLittle	1	1%
2-Some	9	6%
3-QuiteABit	40	29%
4-VeryMuch	90	64%
Grand Total	140	100%

Q2_Motivate	N	%
1-VeryLittle	4	3%
2-Some	19	14%
3-QuiteABit	35	25%
4-VeryMuch	81	58%
Grand Total	139	100%

Q3_Questions	N	%
1-VeryLittle	5	4%
2-Some	20	14%
3-QuiteABit	37	26%
4-VeryMuch	78	56%
Grand Total	140	100%

Q4_Listen	N	%
1-VeryLittle	4	3%
2-Some	13	9%
3-QuiteABit	36	26%
4-VeryMuch	86	62%
Grand Total	139	100%

Q5_Explain	N	%
1-VeryLittle	2	1%
2-Some	13	9%
3-QuiteABit	36	26%
4-VeryMuch	89	64%
Grand Total	140	100%

Q6_Find Answers	N	%
1-VeryLittle	6	4%
2-Some	14	10%
3-QuiteABit	34	24%
4-VeryMuch	86	61%
Grand Total	140	100%

Q7_Study Strategies	N	%
1-VeryLittle	12	9%
2-Some	22	16%
3-QuiteABit	28	20%
4-VeryMuch	77	55%
Grand Total	139	100%

Q8_Friendly-Respectful	N	%
1-VeryLittle	4	3%
2-Some	12	9%
3-QuiteABit	25	18%
4-VeryMuch	98	71%
Grand Total	139	100%

## Tutors

Q9_Learning Styles	N	%
1-VeryLittle	3	8%
2-Some	7	18%
3-QuiteABit	14	37%
4-VeryMuch	14	37%
Grand Total	38	100%

Q10_Cultural Awareness	N	%
1-VeryLittle	3	8%
2-Some	4	11%
3-QuiteABit	14	38%
4-VeryMuch	16	43%
Grand Total	37	100%

Q11_Enough Tutors	N	%
1-VeryLittle	2	5%
2-Some	10	26%
3-QuiteABit	9	24%
4-VeryMuch	17	45%
Grand Total	38	100%

Q12_Enthusiastic	N	%
1-VeryLittle	1	3%
3-QuiteABit	14	37%
4-VeryMuch	23	61%
Grand Total	38	100%

Q13_Supervisor Helpful	N	%
1-VeryLittle	8	21%
2-Some	7	18%
3-QuiteABit	7	18%
4-VeryMuch	16	42%
Grand Total	38	100%

Q14_Use Info from Training	N	%
1-VeryLittle	2	5%
2-Some	10	26%
3-QuiteABit	11	29%
4-VeryMuch	15	39%
Grand Total	38	100%

Q15_Use Info from Manual	N	%
1-VeryLittle	3	8%
2-Some	8	22%
3-QuiteABit	15	41%
4-VeryMuch	11	30%
Grand Total	37	100%

Q16_Program	N	%
1-LAC	33	87%
3-EOPS	3	8%
4-Other	1	3%
(blank)	1	3%
Grand Total	38	100%

## Tutored Students

Q9_Learning Styles	N	%
1-VeryLittle	11	8%
2-Some	17	12%
3-QuiteABit	48	35%
4-VeryMuch	63	45%
Grand Total	139	100%

Q10_Cultural Awareness	N	%
1-VeryLittle	14	10%
2-Some	14	10%
3-QuiteABit	36	26%
4-VeryMuch	74	54%
Grand Total	138	100%

Q11_Enough Tutors	N	%
1-VeryLittle	27	20%
2-Some	31	22%
3-QuiteABit	27	20%
4-VeryMuch	53	38%
Grand Total	138	100%

Q12_Enthusiastic	N	%
1-VeryLittle	3	2%
2-Some	20	14%
3-QuiteABit	35	25%
4-VeryMuch	80	58%
Grand Total	138	1

Q13_Staff Helpful	N	%
1-VeryLittle	8	6%
2-Some	19	14%
3-QuiteABit	26	19%
4-VeryMuch	86	62%
Grand Total	139	100%

Q14_Use info in Classes	N	%
1-VeryLittle	10	7%
2-Some	20	14%
3-QuiteABit	38	28%
4-VeryMuch	70	51%
Grand Total	138	100%

Q15_Join a Study Group?	N	%
1-VeryLittle	12	11%
2-Some	16	15%
3-QuiteABit	20	18%
4-VeryMuch	61	56%
Grand Total	109	100%

Q16_Subject	N	%
5-Science	43	31%
3-Math	38	27%
1-English	21	15%
6-ForeignLanguages	12	9%
7-Other	21	15%
2-ESL	3	2%
4-Acct/Econ	2	1%
Grand Total	140	100%

**Survey of Tutors  
Who Completed Tutor Training**

Please indicate how frequently you:	Very Little	Some	Quite a Bit	Very Much
1. Have excellent knowledge of the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Use praise and other motivational techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Ask probing, open-ended questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Listen carefully to students' answers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Explain using words students can understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Help students find their own answers through dialogue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Incorporate study strategies into sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Greet students in a friendly and respectful manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Look for students' learning styles and tutor using their style of learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Apply your awareness of cultural differences to your sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Find enough tutors are hired in your subject area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Are engaged and enthusiastic in your tutoring sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Look to your supervisor as a helpful resource	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Use information learned from the Tutor Training course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Use information learned from the Training Manual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Which program are you in?				
<input type="checkbox"/> LAC <input type="checkbox"/> LAC Writing Lab <input type="checkbox"/> EOPS <input type="checkbox"/> Other				
17. Which tutoring strategies do you use most?				
18. Additional comments.				

**Survey of Students  
Tutored in the Learning Assistance Center**

Please indicate how frequently you would agree with the following statements:	Very Little	Some	Quite a Bit	Very Much
1. The tutors have excellent knowledge of their subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The tutors motivate me to succeed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The tutors ask me questions that make me think.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The tutors listen carefully to my questions and ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The tutors explain using words I can understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The tutors help me find my own answers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The tutors give me useful study strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The tutors are friendly and respectful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The tutors seem to be aware of my learning style.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The tutors seem to be aware of cultural styles that make me comfortable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. There are enough tutors on the schedule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The tutors are enthusiastic about tutoring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The staff at the Tutorial Counter are friendly and helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I use information from tutoring in my other classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I would like to join a study group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. What subject do you use tutoring for most?				
<input type="checkbox"/> English <input type="checkbox"/> ESL <input type="checkbox"/> Math <input type="checkbox"/> Acct/Econ <input type="checkbox"/> Sciences <input type="checkbox"/> Foreign Languages <input type="checkbox"/> Other				
17. What learning strategies do you use most on your own?				
18. Additional comments.				