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Brost, Jolene, M. ***An Evaluation of the Peer Tutoring Program at Chippewa Valley Technical College in Eau Claire, WI***

Abstract

The purpose of this evaluation is to determine the effectiveness, weaknesses and feasibility of the peer tutoring program at Chippewa Valley Technical College (CVTC) in Eau Claire, WI from the initial match making process to the end grade result. The evaluation will also identify any opportunities to make improvements to this program. The methods used included a survey designed by the evaluator and distributed to the instructors, tutors, and tutees at CVTC. The evaluation concentrated on the processes and products of both the fall 2010 and spring 2011 semesters peer tutoring program at CVTC. The final conclusions of this evaluation are that the peer tutoring program at CVTC is indeed useful for students but does need some revision. The evaluation has confirmed what the administration believed was true while pointing out some new areas to be looked at further. The initial process of setting up a tutoring match should be streamlined and promoted more so both faculty and students gain a better understanding and tolerance of the programs paperwork and timetable.

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Chapter I: Introduction

In our modern world education has not evolved as much as some of us may think. We are still focusing the majority of our resources both financial and human on sitting students in classrooms and presenting information to them to process. Not all students are able to learn in this method and so some sort of tutoring program is in place in the many of our schools either formally or informally. Tutoring itself is not a new concept in that from the beginning of mankind, one individual has certainly helped others grasp concepts like hunting, building, farming, and the list could go on and on.

The basic description of student peer tutoring is that it is the processes in which students help other students learn while simultaneously learning themselves. This process may take the form of one-on-one coaching, facilitated study groups, entire classroom involvement, virtual tutoring, and bi-directional tutoring. For many years institutions of higher education have initialized and made use of peer tutoring programs to assist struggling students achieve a higher degree of success and increase retention rates. Chippewa Valley Technical College (CVTC) located in Eau Claire, WI has had such a program in place since the fall of 1985; however there is only a slight understanding of the program's qualities and insufficiencies among school administrators. Therefore a request has been made that the program be evaluated so a better overall understanding will be gained. The objective of this evaluation is to provide a clear picture of the program itself concentrating on the initial set up of the tutoring matches, the value of the program based on student successes and/or failures, and the budget concerns of the future direction of the program. The evaluation will examine the peer tutoring program at Chippewa Valley Technical College from and for the perspective of student tutors, tutees, instructors, peer tutoring coordinators, and CVTC administrators.

Statement of the Problem

There is a problem which exists in that peer tutoring programs along with other programs need to be evaluated so a determination can be made within school systems if the program is indeed a benefit or drain on resources. As with almost all educational programs these days, the feasibility of providing peer tutoring services to students at no cost to them has become an item for discussion and review. The distribution of general budget dollars and increased competition for grant monies has burdened post-secondary schools to evaluate programs and services for students to justify the dissemination of the decreasing appropriations. While evaluating monetary concerns it makes sense to evaluate the peer tutoring program at CVTC for overall effectiveness and potential weaknesses and make recommendations to that may help guide the success of the program for years to come.

The evaluation will concentrate on the processes and products of both the fall 2010 and spring 2011 semesters peer tutoring program at CVTC. The program will be evaluated from the perspective of faculty, students, and administration. A comparison will also be made to the other Wisconsin Technical College System (WTCS) schools and their peer tutoring programs through a report that was just generated by the WTCS system.

Purpose of the Evaluation

The purpose of this evaluation is to determine the effectiveness, weaknesses and feasibility of CVTC's Peer Tutoring Program from the initial match making process to the end grade result. The evaluation will also identify any opportunities to make improvements to this program. The results and recommendations of the evaluation will also serve to inform and educate the administration at CVTC to the value of continuing to support monetarily and

organizationally. There may also be the possibly of expanding the peer tutoring program at CVTC.

Assumptions of the Evaluation

There are always assumptions to be considered with any evaluation process and this evaluation is not exempt. The following is a list of assumptions which need to be considered for this evaluation.

1. This evaluation makes the assumption that by and large peer tutoring programs are beneficial to the tutors, the students receiving tutoring, and to the educational facility providing the tutoring.
2. This evaluation makes the assumption that the term peer tutoring includes tutoring that occurs when the tutor is older than the person being tutored as well as those the same age.
3. This evaluation assumes that all the instructors and students surveyed did indeed provide through and truthful answers to the survey questions.
4. This evaluation makes the assumption that recommendations will be considered by the administration of CVTC but that the program will indeed stay in place in some form or another.
5. Since surveys and questionnaires can be influenced by the sensed lack of anonymity, it is assumed that all respondents will answer without the fear of repercussions based on their responses.

Definition of Terms

Peer Tutoring. Peer tutoring is a program which may be formal or informal in which individuals of the same societal group come together, one to help and one to receive help for a certain class, subject or topic.

Tutor. A tutor is the individual who is providing the instruction to another individual or group and is not the instructor.

Tutee. A tutee is the individual who is receiving the tutoring.

ClassWide Peer Tutoring (CWPT). ClassWide Peer Tutoring is a reciprocal, peer facilitated instructional strategy in which students of the same classroom tutor one another using the prearranged curriculum (Abbott, Greenwood, Buzhardt, & Tapia, 2006).

Classwide Student Tutoring Teams (CSTT). In Classwide Student Tutoring Teams, a variation of CWPT, students work in teams and tutoring roles rotate (Maheady, Mallette, & Harper, 2006, p. 68).

Reciprocal Peer Tutoring (RPT). The RPT strategy is a collaborative learning strategy in which students take turns alternating between the role of tutor and tutee (The Access Center, 2004).

LEAP. The LEAP program is a nationally recognized tutoring program utilized at some post-secondary schools which involves peer tutors, faculty, and students in both social and educational sceneries (Colvin, 2007).

Peer Assisted Learning System (PALS). The PALS model is a variation of the CWPT model which was developed at George Peabody College according to Fuchs and Fuchs (as cited by Maheady et al., 2006, p. 67).

PERACH. PERACH is a peer tutoring project which was designed as a support service for post-secondary students who have a learning disability (LD) (Vogel, Fresko, & Wertheim., 2007).

START. The START program is a classroom wide peer tutoring program started at The Ohio State University (Maheady et al., 2006. p.68).

Limitations of the Study

This evaluation is limited by the information received back form the surveys and questionnaires which were sent out to instructors, tutors, and tutees. There may also be some limitations in accessing the financials of the current peer tutoring program at CVTC as far as the general budget amounts. The evaluation is being limited to two semesters worth of data but this should be sufficient to generate valuable recommendations for the advancement of the CVTC peer tutoring program. The evaluation of this peer tutoring program is being done for internal use and the results and recommendations may not be of value to other institutions of higher learning.

Methodology

Significant personal involved in this evaluation are Juli Baker, the current director of peer tutoring at CVTC and Pang Garcia, the current coordinator of the peer tutoring program at CVTC. In addition, the evaluator has considerable prior experience with the peer tutoring program at CVTC but was no longer connected with the program at the time the evaluation was conducted.

The remainder of this paper includes a literature review done for the purpose of researching various tutoring programs and projects being utilized by various post-secondary

schools. This review will provide the evaluator with a more comprehensive knowledge base of the various tutoring programs in use as well as the evolution of peer tutoring. The paper will also include the evaluation of the peer tutoring program which was done for the spring semester of 2011 and the fall semester of 2011. This evaluation includes surveys, questionnaires, budget analysis, and comparisons to other WTCS peer tutoring programs. Finally this paper will conclude with the results of the evaluation and recommendations that are based on the evaluation.

Chapter 2: Literature Review

In a utopian reality, every student would be capable of going from his or her first day of school right into their high school or college graduation without any hesitation or bumps in what would become their chosen educational path. All students would be completely prepared, competent, and analogous to handle the rigors of standardized academia as they enter the school building for the first time. Unfortunately, our society is not a utopia and not all students are adequately prepared, skilled, or analogous to trudge on through school processing the multitude of information presented to them in the traditional classroom setting. The school house cannot be a place in which students sit and absorb knowledge from a lecturing teacher because students and their learning styles are as individual as snowflakes. Therefore, we need to facilitate learning through many different approaches. One of the most common and time tested methods is some variation of a formal or informal peer tutoring program.

Evolution of Peer Tutoring Programs

Most educators and educational institutions define peer tutoring as a frequently utilized support service wherein one individual who has a more complete knowledge base in a certain subject assists others in obtaining a greater understanding of the subject. The worthy side effects of peer tutoring could include an increase of student motivation and confidence for the tutee along with increased retention and a gain of social maturity for the tutors. To completely understand the methods of peer tutoring, we must first look at the progression of peer tutoring itself and the evolution of the individual programs.

Even though the concept of individuals helping one another learn something new or complicated has been with us since the beginning of time, the first recorded more formalized and systematic peer tutoring procedure came about in the late 1700's. Coincidentally this more

formal peer tutoring process came about due to school budget concerns at that time. Peer tutoring became an effective way of giving underprivileged, at this time, only male children a reasonable shot at an education (Dabkowski, 2000). The credit for creating this formalized process of peer tutoring goes to Andrew Bell according to the sources researched.

Andrew Bell was the superintendent of a boy's school in England and since school funds were tight, he began to construct a way of saving money on writing materials. He derived the idea by watching students draw in the sand at the beach and introduced the concept of placing sand in trays for economical writing material says Sinclair Goodland. Goodland goes on to say since the teachers at Bell's school thought the idea was ridiculous, Bell started using student monitors to verify the trays were being used. The usage of student monitors turned out to be the more important discovery rather than the use of sand in trays to try to save money (as cited in Dabkowski, 2000). As a result, we can recognize by utilizing student monitors to oversee writing practice in sand to save money was the beginning of the peer tutoring programs in existence today.

Another benefit to engaging the use of student monitors was teachers could maintain classroom harmony by assigning a monitor to observe detached groups of students while the main teacher was attending to the core student body. Goodland provides another example of a teacher who followed Bell's lead and provided students monitors for struggling students while maintain order in the classroom. This teacher, Joseph Lancaster also of England, decided that boys with a little knowledge were *qualified* candidates to teach those who knew less so he gave them the tools needed to do so. Lancaster would provide his tutors with instructional materials including answer keys to assist fellow students learn the material while being monitored by older students and Lancaster himself since he was in the classroom teaching other students. The idea

was students who were not directly receiving instruction from Lancaster would not have the chance to become idle and possibly disruptive. The students providing the tutoring also experienced a growth in familiarity with the subject matter and responsibility in the tutoring process states Goodland (as cited in Dabkowski, 2000).

The formal structure of a peer tutoring program did not cross the pond to the United States for some time and it is generally believed that the government officially recommended students teaching students in the educational reforms of the 1960's. Of course it is difficult to determine exactly if and when informal tutoring programs were introduced into schools but one can assume the aforementioned did indeed take place. Whether the peer tutoring program was informal or formal we can be assured these programs did exist and were beneficial to the students both receiving and providing the tutoring.

Benefits and Drawbacks of Peer Tutoring Programs

The benefits of a successful peer tutoring program will clearly outweigh the drawbacks of the program or the program would definitely cease to exist. The well-known benefits to peer tutoring are the increased academic gains and social enhancement outcomes of the peer tutoring program. According to Santee and Garavalia (2006), some benefits to the tutee include working with someone who they relate to, an increased enthusiasm for learning, and an increased comfort level for performance related discussions. They go on to say that benefits to the tutors may be as valuable and can include the reinforcement of skills, gain a broader understanding of the subject area, and increase their confidence levels. Research has found peer tutoring can provide more than twice as much achievement than computer aided instruction, three times more than reducing class size, and almost four times more than lengthening the school day (Jenkins, 2002, p. 65). Another significant outcome of peer tutoring is the relationship that develops between the tutor

and tutee which can be reinforced when they feel they are working toward a commonly defined goal (Vogel, Fresko, & Wertheim, 2007, p. 486).

Additionally there can be benefits to the educational institution as well, such as a way to address accountability, provide better assessment, and improve outcomes for the various stakeholders as reported by Miller (as cited in Colvin, 2007, p. 165). In the midst of the financial situation of today's educational system, school districts need to evaluate additional ways to ensure continued academic achievement and instituting a peer tutoring program may be the ideal way. As money for additional teachers dwindles, utilizing students and volunteers to provide peer tutoring will benefit the school's bottom line. Decreasing drop-out rates and producing quality workers are equally important reimbursements for a post-secondary educational facility to incorporate a peer tutoring program (Colvin, 2007, p.166). Research done by Levin, Glass and Meister, peer tutoring was found to be more cost effective than Computer Aided Instruction, reducing class size, and increasing the length of the school day (as cited by Kalkowski, 1995).

In contrast there are some drawbacks to peer tutoring programs. Most of these drawbacks seem to be directly related to the structure and administering of the program. Santee and Garavalia (2006) indicated that although peer tutoring allowed faculty and staff to spend less time face to face with students, there is a possibility they were spending the saved time or more on overseeing the peer tutoring program. This may be through training and supervising tutors and taking care of administrative concerns (p. 9). The most successful peer tutoring programs appear to need a high level of structure, comprehensive training plan, and supervision to ensure a smooth operation which requires an extended element of time must be invested. This success can be obtained by careful implementation and vigilant regulation.

Sometimes the peer tutoring matches are such that they can be a detriment to both parties involved rather than providing a meaningful tutoring experience. Colvin (2007) specified power and resistance are conjointly vital in the reciprocity of the tutoring relationship. Tutors may not enter into the tutoring in power position until they have proven themselves helpful. If this does not happen then the tutee/s may be resistant to the tutoring process and the relationship must be continually negotiated (p. 177-178). Research results from a survey done on twenty-five universities indicated there were some difficulties in peer tutoring programs which involved students with learning disabilities. The tutors in this survey stated they lacked the skills to deal with the learning disability, the tutees were unable to describe their learning needs, and trouble developing the relationship with the tutee (Vogel, Fresko, & Wertheim, 2007, p. 491). Voluntary peer tutoring programs may also have to contend with the decreased level of tutee participation so time must be spent on training tutees as well.

Current Peer Tutoring Models

To better evaluate a peer tutoring program one must first be familiar with the current peer tutoring models being utilized across the country today. There are different designations applied to these peer tutoring programs such as peer learning, peer education, partner learning, peer teaching, and many more without a doubt. As far as this literature review is concerned all of these different designations will be considered on equal terms as ultimately they are simple a difference in title alone. The concentration in turn will focus on the way these programs are structured, administered, and feasible whether it is one-on-one, in groups, class-wide, or whole school interaction.

By far the most common group of programs falls into the one-on-one model with many variations occurring in this category. By definition one-on-one peer tutoring is essentially self-

explanatory but the dynamics of the match can vary from program to program as well as within programs. Peer tutoring matches can occur between same-age individuals and cross-age individuals where-in the tutor is older than the tutee and has more mastery of the subject area being tutored. Another variation could happen in the way the tutoring is presented, meaning the tutoring could occur face-to-face or virtually across the internet or phone.

In addition to one-on-one tutoring, group tutoring is becoming more prevalent as educational institutions determine it is more economical to have one tutor helping several students at a time. An informational analysis done by the Council of Exceptional Children (1988) states the following:

> Small group instruction can be superior to one-on-one instruction in terms of student performance in several curriculum areas; it provides higher levels of teaching time, correct student response, teacher-to-student interaction, and student-to-student interaction, while on-task behavior and comparable levels of self-stimulation were maintained. (p. 3)

The same would hold true for small group peer tutoring, provided the tutors are effectively trained to handle groups of tutees, elicit and verify student responses, and facilitate the student-to-student interaction.

In both the one-on-one and group tutoring methods a program may want to institute Reciprocal Peer Tutoring (RPT). The declaration by Fantuzzo, King and Heller which states "students prompt, teach, monitor, evaluate, and encourage each other" is the basis of the RPT method (as cited in The Access Center, 2004, p.11). Students participating in this peer tutoring method alternate the roles mentioned above while in pairs or groups thereby tutoring as well as being tutored (The Access Center, 2004, p. 11). For intention of making sure this method works,

the roles need to be equivalent so as to encourage an atmosphere of acceptance while providing all students to make their individual choices throughout the whole process (p. 13).

There have been several different whole classroom peer tutoring programs formed over the years and much research has been done regarding each one. First, there was a highly structured peer tutoring model being widely utilized in some school systems called the ClassWide Peer Tutoring (CWPT) program. In this model an entire class is involved in the peer tutoring process. Each student in the classroom is paired with another student and the lessons are written in such a way so one student teachers the other student and the roles are repeatedly reversed during the tutoring session. CWPT allows all students in the class to experience one-on-one tutoring both from other students and the teacher. This model also provides somewhat immediate response time in relation to error correction along with numerous opportunities to contribute answers. Since the instruction is fast-paced and student led, it could provide the teacher time to work individually with each student while simultaneously monitoring the classroom (Abbott, Greenwood, Buzhardt, & Tapia, 2006, p. 48).

Additionally, variations of the CWPT have been designed. The Peer Assisted Learning Strategy (PALS) according to Fuchs and Fuchs, was originally created for use in second to fourth grade classrooms more than 20 years ago but has since been expanded to include all grades (as cited by Maheady, Mallette, & Harper, 2006, p. 67). The PALS programs have been found to return improved statistics in reading fluency rates and comprehension in all students regardless of academic levels including students with a learning disability. The same research indicates this program is an efficient and socially acceptable classroom-based participation model (p. 68).

The Ohio State University in Columbus, OH has produced a class wide peer tutoring program called START. In this program all students in the classroom take part concurrently in

the tutoring either in pairs or groups which are randomly selected or pre-determined by the instructor. In a typical week, the students work together three or four times for thirty minutes each session while following a curriculum assigned by the instructor. The students apply a completely organized system of tutoring which includes pre-testing, practice, performance charting and tracking, and maintenance testing. Tutors in this program are taught to use a two-step prompting approach to hopefully illicit appropriate responses from the tutees (Maheady, Mallette, & Harper, 2006, p. 68).

Another variation on CWPT is the Classwide Student Tutoring Teams (CSTT) model in which students work in small four member groups called learning teams. The members of the group take turns reading and replying to study guides the teacher has developed. They may also be using teacher generated concept cards and recording points for correct answers while the role of the tutor rotates clockwise through the group. The teacher will address new material in class and then allow the learning teams to meet for a pre-determined time limit such as thirty minutes to run-through the new material together instead of doing it individually. The tutor's role is to maintain student attention, access the study guide, and reduce speculation about the material whereas the teacher's role is to monitor the teams and reward certain non-competitive behaviors (Maheady, Mallette, & Harper, 2006, p. 68-69).

Some school districts take the CWPT model and apply it widespread through their schools, thereby, reaping the benefits of CWPT for the whole school. The school wide model is simply an expansion of the class wide models and no pertinent research was found relating to this type of tutoring. In all the tutoring models discussed support from the school administration is an important piece of a successful peer tutoring program.

Comparison of Peer Tutoring Models

A comparison must be made between the different peer tutoring models so an educational facility can make a practical and deliberate decision when instituting a peer tutoring program. The organization needs to look at the needs of students and teachers in their system as well as the resources available. While all peer tutoring models tout increased academic benefits and social enhancement for students and more accountability and better assessment for the institution, there are certain characteristics that differ from model to model. Below is Table 1 which compares the diverse models discussed above pointing out some of the similarities and differences in the models ((Maheady, Mallette, & Harper, 2006, p. 66-86).

Table 1

Comparison of Peer Tutoring Models

MODEL	Structure	Type of Interaction	Effectiveness	Teacher Involvement	Resources Needed
One-on-One	Unstructured	One way tutoring or reciprocal	Yes for one student at a time and more in math than reading	Matching and monitoring	Training of tutors
Small Group	Somewhat structured	One way tutoring	More so than one-on-one	Grouping and monitoring	Training of tutors
Class Wide	Very controlled	Reciprocal sometimes through rotation	Engages all students in class	Must have invested teachers	Training of students and teachers and curriculum developed
School Wide	Very controlled	Reciprocal sometimes through rotation	*no external research found	Must have invested schools and teachers	Training of whole school and curriculum developed

The table intends to provide a starting point of insight into the various peer tutoring models but many other factors come into play when developing the most successful program for each individual school.

Parties interested in implementing a peer tutoring program must also keep in mind that leadership as well as teachers must be invested in the program, remember tutoring is only one portion of overall student success, and programs need be monitored and evaluated constantly no matter which model is chosen. Without these, the peer tutoring program will not survive and produce the desired results.

Summary

Overall peer tutoring programs are an effective educational approach to help ensure student academic gains as well as enhanced social interaction while providing support to the amplified teacher to student ratios and declining budgets which are being placed on schools today. These programs can be executed on a small scale or a large scale depending on the current needs of the educational facility. Implementation can be relatively easy after conducting investigating differing models and conducting a needs analysis.

Peer tutoring can allow teachers to cope with a reduced amount of teaching time, more demanding curriculum and providing suitable ways to accommodate varied learning needs of all students at all times. Instead of the traditional teacher lead learning, students can be provided with a more collaborative learning style that provides engaging learning and more social interaction. Through the use of peer tutoring programs, students of all skill levels are given the opportunity to gain both academic and social skills.

Although the high startup costs, planning time, teacher and student training, consultation, and ongoing program monitoring may be a consideration according to Greeenwood, Carta, and

Kamps. They go on to state that peer tutoring costs may be lower than other student support programs (as cited by Kalkowski, 1995). These cost benefits are becoming more and more important when choosing which programs to include or not to include every year when school budgets time comes around.

The same information can be utilized for peer tutoring programs already in place and being evaluated. In the analysis of PERCH, a large peer tutoring program, it was found the continuation of a peer tutoring program is dependent on the satisfaction of the tutors and tutees (Vogel, Fresko, & Wertheim, 2007, p. 489). Vogel, Fresko, and Wertheim go on to state, an evaluation of student services such as peer tutoring happen regularly to guarantee schools are getting the maximum use from limited resources (p. 492). Ultimately, providing some sort of peer tutoring program in addition to the traditional classroom delivers a more effective and successful outcome.

Chapter III: Methodology

The basic description of student peer tutoring is that it is the processes in which students help other students learn while learning themselves. This process may take the form of one-on-one, groups, class wide, and whole school tutoring. For many years institutions of higher education have initialized and made use of peer tutoring programs to assist struggling students achieve a higher degree of success. The concept of students helping students through a peer tutoring program appears to be a win-win for all involved as long as the program is periodically assessed. Therefore, the peer tutoring program at Chippewa Valley Technical College (CVTC) is being evaluated so a better understanding will be gained. The goal of this evaluation is to provide a clear picture of the program itself concentrating on the initial set up of the tutoring matches, the value of the program based on student successes and/or failures, and the budget concerns of the future direction of the program. The evaluation will examine the peer tutoring program at Chippewa Valley Technical College from the perspective of student tutors, tutees, instructors, peer tutoring coordinators, and CVTC administrators.

The purpose of this evaluation is to determine the effectiveness of CVTC's Peer Tutoring Program from the initial match making process to the end result. The evaluation will also identify opportunities to make improvements to this program. The scope of this evaluation will concentrate on the processes and products of the fall 2010 and spring 2011 semesters of peer tutoring at CVTC.

Selection and Description of Subjects

The researcher is employed as Adult Education Services Instructor at Chippewa Valley Technical College located in the mid-western region of Wisconsin. Chippewa Valley Technical

College is a two year college which is a part of the larger entity of Wisconsin Technical College System serves an eleven-county area. This technical college currently provides more than 50 areas of study between the several campuses in Eau Claire and the regional campuses in the Wisconsin cities of Chippewa Falls, Menomonie, Neillsville, and River Falls. The enrollment at CVTC generally totals more than sixteen thousand students made up of full-time and part-time students, along with credit and non-credit students. The main focus of CVTC is to educate an effective workforce for this district of the WTCS as well providing a stepping stone for students on their way to a four-year college.

Chippewa Valley Technical College does currently have a peer tutoring program in place but it has not been evaluated since its beginning in 1985. The evaluation was conducted on several groups throughout the college and includes data from a WTCS report comparing all of the 16 technical schools in membership. One of the groups this evaluation will concentrate on is the credit students at CVTC who received tutoring services in either the spring or fall of 2011. Additionally, the groups of students providing the tutoring and instructors utilizing the peer tutoring services were examined.

The principal audience for this evaluation is the Academic Development department of Chippewa Valley Technical College. The evaluation is gathering the data needed for the Academic Development department to make an educated decision about the Peer Tutoring Program. Furthermore the evaluation will have repercussions for the Peer Tutoring Coordinator and Peer Tutoring Assistant both those currently in the position and those in the future. Administrators all the way up to the president of CVTC are interested in the results of the evaluation. Furthermore, the evaluation results will impact those students providing peer tutoring and those students receiving the tutoring.

The principle function of this evaluation is to determine the effectiveness, any weaknesses, and the overall feasibility of CVTC's Peer Tutoring Program. The evaluator will also aim to identify opportunities to make improvements and/or modifications to the peer tutoring program. The results of the evaluation are presented in chapter 4 of this paper and the final determination of any improvements and/or modifications of the program are at the disposal of the interested stakeholders.

For the purpose of this evaluation, no distinction is made regarding which campus the tutoring took place or in what subject area is involved. There are no restrictions regarding receiving peer tutoring services based on the campus on which the student attends or in the subject area tutoring is needed. Captured in Table 2 below are the number of tutors, tutees, and instructors involved in the evaluation. The data is broken down into the fall of 2010 semester and the spring of 2011 semester.

Table 2

Number of subjects used in evaluation

	Tutors	**Tutees**	**Instructors**
Fall 2010	64	106	58
Spring 2011	35	104	55

Methods

The various methods in place for this evaluation include qualitative surveys and questionnaires and quantitative reports on tutoring matches, grades, and budget amounts. A report from WTCS is also used as an informational comparison tool to better gain an overall picture of where CVTC exists in relationship to the other WTCS schools. Many different techniques were employed while seeking answers to the key questions of this evaluation. The following

discussion outlines the design plan for the evaluation and relays the methods that were utilized to obtain pertinent data.

To begin evaluating the peer tutoring program at CVTC, a short online survey was sent to all instructors with at least one student receiving tutoring in any class at CVTC during the fall semester of 2010 or the spring semester of 2011. These instructors were asked to respond to questions regarding the peer tutoring process from their perspective. The questions targeted the process of peer tutoring from the initial request to the arrangement of the match between tutor and tutee.

A second online survey was also sent to all students who either received or provided tutoring during the same time period. Since this survey was sent to both tutors and tutees, the questions were left very generic in nature while still gathering the needed data pertinent to the evaluation. The students were asked to respond to questions regarding the peer tutoring process from initial request for tutoring through the match creation. It is hoped these surveys will provide valuable insight into the perceptions of the program.

The evaluation also included a comparison of the incoming grades tutees were earning at the time of the initial request for tutoring and the grade received after tutoring and the course was complete. These initial grades were supplied by the instructor of the course at the time the request for tutoring was made. The final grades were retrieved from the internal database at CVTC at the end of the appropriate semesters.

Additionally, the evaluator utilized a questionnaire to determine the overall feelings of the tutees regarding the peer tutoring experience. This questionnaire was sent in paper form to tutees at the end of each semester a student was involved in the peer tutoring program. The

tutees were provided with a self-addressed stamped envelope to increase the number of returned questionnaires.

The peer tutoring budget data for the fall semester 2010 and spring semester 2011 was also reviewed in combination as the fiscal year 2010-2011. This unrestricted data was retrieved from the business office of CVTC. The budget contains monies from both public and grant-funded sources and was compared as such. The documentation of funding sources of other colleges was also compared here through the use of the WTCS survey that was conducted in May, 2011.

Design

The basic design of this evaluation will utilize a management-oriented approach to respond to the key questions. The peer tutoring program initial set-up process, success rates, and budget usage will be analyzed and audited. Connoisseurship and criticism will be used to compile an assessment of the program using comments received from the questionnaires administered.

Key Questions

The evaluator will address the goals of the evaluation through the following questions:

1. What is the initial set up process to commence tutoring and create matches of the peer tutoring program, what is your role in this process, and is this process working as well as it could be?
2. What is success/failure rate of the peer tutoring program at CVTC for the fall 2010 and spring 2011 semesters based on grades and evaluations given to both tutors and tutees utilizing the program?

3. What is the current peer tutoring budget including grant dollars and are these dollars being used effectively?
4. What comparison can be made between CVTC peer tutoring program and the other WTCS School's programs?

The compilation of the results garnered from these methods is revealed in chapter 4 of this document. Keeping the goal of this evaluation in mind the evaluator, through the methodology used is confident the results of the evaluation can transformation academic atmospheres and improve student outcome.

Chapter IV: Evaluation Findings

The uncomplicated explanation of a peer tutoring program is simply the processes in which students help other students learn while learning themselves. This process may take the form of one-on-one, groups, class wide, and whole school tutoring. For many years institutions of higher education have initialized and made use of peer tutoring programs to assist struggling students achieve a higher degree of success. The theory of students helping students through a peer tutoring program gives the impression of a win-win situation for all involved as long as the program is periodically assessed. Therefore, the peer tutoring program at Chippewa Valley Technical College (CVTC) is being evaluated so a better understanding will be gained. The goal of this evaluation is to provide a clear picture of the program itself concentrating on the initial set up of the tutoring matches, the value of the program based on student successes and/or failures, and the budget concerns of the future direction of the program. The evaluation will examine the peer tutoring program at Chippewa Valley Technical College from the perspective of student tutors, tutees, instructors, peer tutoring coordinators, and CVTC administrators. The findings of the evaluation are compiled in the following discussion.

Peer Tutoring Process

Key question number one was addressed through the distribution and completion of an online survey given to instructors, tutors, and tutees of the peer tutoring program at CVTC. The survey was looking for input on how instructors and students, both tutors and tutees, became aware of the program, what they think of the initial set up process, and what their role in this process entails. Several surveys were used to obtain information from instructors, tutors, and tutees. Table 3 below summarizes the results from the survey which was given to fulltime, part time, and adjunct instructors at Chippewa Valley Technical College. Seventy two instructors at

CVTC responded to this online survey which was presented through the use of Survey Monkey during the thirteenth week of classes during the fall semester of 2011. The survey indicated the questions were to be based on either the fall 2010 or spring 2011 semesters and were only sent to those instructors who utilized the program during the aforementioned terms. An example of this survey can be found in Appendix A.

Table 3

Results of CVTC Instructor Survey

Question	Yes	No		
As an instructor at CVTC, do you utilize the Peer Tutoring Program at CVTC?	54	18		
Do you have a clear understanding of the paperwork required for the Peer Tutoring program?	61	11		
Do you feel the paperwork required is relevant?	48	24		
Do you need additional training to understand any of the Peer Tutoring process?	16	56		
Overall, how do you feel the Peer Tutoring process works?	**Very Smoothly**	**Okay**	**Cumbersome**	**No Opinion**
	33	24	4	11

A second online survey was distributed again using Survey Monkey to all the tutors and tutees who utilized the peer tutoring program during the fall 2010 and spring 2011 semesters. The tutors and tutees that participated in the peer tutoring program at CVTC were all given the same survey and these students were asked about their views of the initial set-up process of

tutoring matches to determine what they think of the process. They were also asked how they learned about the program, the process details of the program and their overall impressions of the program. The results of the survey were collected, tabulated, and are presented in Table 4 below. Surveys were received back from 56 students.

Table 4

Results of Tutor and Tutee Survey

Question	**Answers**				
What is your role in the peer tutoring process at CVTC?	**Tutor**			**Tutee**	
	29			27	
How did you learn about the peer tutoring program at CVTC?	**From Instructor**	**Prior Usage**	**Another Student**	**Advertising**	**Other**
	18	11	14	5	8
Question	**Yes**			**No**	
Was the process to receive or become a tutor explained to you at the time you learned about the program?	42			14	
Do you have a clear understanding of the paperwork required for the Peer Tutoring program?	23			33	
Do you feel the paperwork required is relevant?	20			36	
Other than being outdated, did the Power Point video help you understand the Peer Tutoring process?	39			17	
Do you need additional training to understand any of the Peer Tutoring process?	29			27	
What was the turnaround time for setting up your Peer Tutoring match?	**1-3 days**	**4-6 days**	**7-9 days**	**More than 10 days**	
	8	14	22	12	
How were you contacted when your match was set up?	**By Phone**		**By Email**	**In Person**	
	18		34	4	

Overall, how do you feel the Peer Tutoring process works?	Very Smoothly	Okay	Cumbersome	No Opinion
	10	28	16	2

Refer to Appendix B for the example of surveys sent to the above populations in order to gather the necessary input.

Success/Failure Rates

To answer key question number two, the tutee grades of 106 students receiving tutoring during the fall of 2010 and 104 students during spring 2011 were looked at pre and post tutoring. By looking at the grades before and after receiving tutoring, the success rates of the program can be determined. These grades were put into Table 5 (see below) and categorized by percentage of change in grades increasing, decreasing, no changes, and withdrew or audited the class.

Table 5

Grade Change Data Including the Percent of Increase or Decrease

Change in Grade	Number of Students	Percent of Change
Increase	121	58%
Decrease	33	15%
No Change	23	11%
Withdraw/Audit	32	15%
*** One student passed away during the spring 2011 semester**		

The tutees also completed a questionnaire regarding their tutoring experience and reported in they felt their experience was a success or not. This questionnaire was distributed on paper at the conclusion of each semester. The tutees that withdrew or audited a class also were asked two additional questions. This data that was collected is located below in Table 6 and any discrepancy in numbers is due to unanswered questions.

Table 6

Results of Tutoring Experience Questionnaire

Question	Yes	No
Are you satisfied with the grade you received in the class?	37	30
Are you completing the course?	42	16
In general, were you satisfied with your tutoring experience?	40	15
Would you recommend this program to another student?	38	9
Do you plan to retake this class?	15	35
Will you want a tutor?	15	14

The last question asked was open ended and listed below are an accumulation of the responses received which have not been altered in any way:

Do you have any suggestions to make the program more effective?

- Having practice tests for the nursing classes.
- More sample tests available to study from.
- I don't at this time except it's a great program for students like me who struggle with test taking.
- Nothing…excellent program!!
- No, it was helpful to me.
- Should get elder or older to be tutors not like those youngster don't even care.
- You do very good.
- Install all programming languages on computers in academic services. If not all computers at least 2-4.
- Maybe setting up a tutor room in the health building.
- More choices of tutors.
- Allow off campus study in order to allow more flexibility with difficult schedules.

Refer to Appendix C for the example of the questionnaire sent to the tutees at the completion of each semester in order to gather the necessary input.

Budget Findings

Key question three was regarding the budget of the peer tutoring program and if that budget was being utilized in the best possible way. First the budget numbers were retrieved from the business office at CVTC. It was determined that the peer tutoring budget is made up of both general dollars and grant dollars received from multiply grant sources. Below is a listing of the budget source, the amount allocated for each source, and the dollar amount utilized from each source. This data was taken from the fiscal year 2010-2011 at CVTC and is seen beneath outlined in Table 7.

Table 7

CVTC Peer Tutoring Budget Showing Source, Allocated, and Utilized Amounts Fiscal Year 2010-2011

Budget Source	Allocated Amount	Utilized Amount
General Budget	$7500	-$8275.50
Multicultural Grant	$2125	-$3206.49
Non-Traditional Grant	$850	$611.52
Disability Services Grant	$4865	$1254.50

Comparison to other Wisconsin Technical College System (WTCS) Schools

The final key question is addressed through a survey that was written and distributed to all sixteen WTCS schools. The complete survey can be found in Appendix D, but for the purposes of this evaluation only the following questions and responses regarding the funding sources were included in Table 8 which is located below. This tabled information shows where CVTC lines up according to funding sources with the other WTCS schools.

Table 8

Funding Sources in WTCS Schools

WTCS School	Funding Source
Blackhawk Technical College	FWS, Perkins, District
Chippewa Valley Technical College	Grants and college general budget
Fox Valley Technical College	Fund 1, project/grant
Gateway Technical College	General "hard" budget and minimal grant money
Lakeshore Technical College	Perkins
Madison Area Technical College	Perkins, district dollars, TRIO, FWS
Mid-State Technical College	Perkins
Milwaukee Area Technical College	Grants, operating budget
Moraine Park Technical College	VEA and hard dollars
Nicolet Technical College	Grant and local
Northcentral Technical College	Perkins and Work study
Northeast Technical College	Perkins for students in 6+ credits District funds for 5 and below
Southwest Technical College	Student Success Grant-Perkins
Waukesha Technical College	General Fund
Western Technical College	Perkins
Wisconsin Indianhead Technical College	Grants

Observations

The findings made during this evaluation include the following observations of the usage of the peer tutoring program at Chippewa Valley Technical College. There are more than three hundred full-time, part-time, and adjunct instructors at CVTC. Since only 72 instructors responded to the survey, this represents approximately a quarter of the overall faculty unit. Out of the 72 instructors who responded to the survey, 54 indicated they utilize the program which

calculates out to 75% of instructors utilizing the program. The administrators of the program are under the impression that instructors that do not use the program would have been less likely to complete the survey; therefore they feel 75% is an inflated number to represent instructors making use of the program.

The observations garnered from the survey given to the tutors and tutees showed that many feel the initial set up process is taxing. The administration feels that students may be stressed enough when requesting a tutor that having overwhelming paperwork and confusing policies and guidelines just adds to their stress. This is evident when more than half of those surveyed feel don't have a clear understanding of the paperwork and would welcome additional training to understand the processes. There is also a problem when the turnaround time to get matched and start tutoring is more than a week for 61% of the students responding to the survey. The video explaining the program seems to be helpful to students in relaying the program requirements.

Based on the comparison of the student grades pre and post tutoring, the program does indeed provide a successful service to students. The percent of students whose grade increased was fifty eight percent compared to those who decreased at fifteen percent. There were 63% of students satisfied with their grades while only 37% were dissatisfied with the grade they received.

The budget findings were surprising in that both the general category and the multicultural grant category were over budget. Since budget dollars are utilized for paying the tutors for tutoring and additional training this showed that the peer tutoring program was utilized more than expected in fiscal year 2009-2011. Since grant dollars can change from year to year, it is difficult to anticipate how much will be available for use.

Another interesting fact was that the budget dollars are all earmarked for tutoring and none for the administration of the program. One of the Instructional Assistants in the Academic Services department is contracted to spend fifty percent of his/her job administering the program. There is also a four hour per week per semester faculty load that one of the instructors in the Academic Services department can choose to oversee the program. Since faculty load is chosen by seniority and schedules very often change each semester, there is no guarantee of continuity of administration of the program from semester to semester.

The evaluation results were reviewed and various conclusions and recommendations were made in regards to the peer tutoring program at CVTC. These conclusions and recommendations are listed in chapter 5 of this document.

Chapter V: Conclusions and Recommendations

The basic description of student peer tutoring is that it is the processes in which students help other students learn while learning themselves. This process may take the form of one-on-one, groups, class wide, and whole school tutoring. For many years institutions of higher education have initialized and made use of peer tutoring programs to assist struggling students achieve a higher degree of success. The concept of students helping students through a peer tutoring program appears to be a win-win for all involved as long as the program is periodically assessed. Therefore, the peer tutoring program at Chippewa Valley Technical College (CVTC) is being evaluated so a better understanding will be gained. The goal of this evaluation is to provide a clear picture of the program itself concentrating on the initial set up of the tutoring matches, the value of the program based on student successes and/or failures, and the budget concerns of the future direction of the program. The evaluation will examine the peer tutoring program at Chippewa Valley Technical College from the perspective of student tutors, tutees, instructors, peer tutoring coordinators, and CVTC administrators. The conclusions and results of this evaluation are included below.

Conclusions

The final conclusions of this evaluation are that the peer tutoring program at CVTC is indeed useful for students but does need some revision. The evaluation has confirmed what the administration believed was true while pointing out some new areas to be looked at further. The initial process of setting up a tutoring match should be streamlined and promoted more so both faculty and students gain a better understanding and tolerance of the programs paperwork and timetable. The indication of students and instructors was the process was unclear and cumbersome so therefore additional steps should be taken to further this research.

The success rate of the program is good but could be better as a higher percentage of increased grades should continue to be a goal of the program. This fact is inherently valuable to the overall retention plan of the college. Further research should be done to ensure the increase in grades received. The possibility of expansion into different tutoring models should also be looked at as a potential solution.

Since the budget is utilized for actual tutoring and tutor training it is hard to find any areas that could be cut. The administrations use of grant monies is commendable and should be continued but increasing the general budget would be a show of support for the program from the leadership at CVTC.

When comparison is made to the other WTCS schools, CVTC is consistent with the other schools in the WTCS in funding sources. The most prevalent source other than the general budget fund provided by each district is funds received from the Carl Perkins Vocational and Technical Education Grant also known as the Student Success Grant. There are several other grants mentioned and CVTC would be wise to check into these funding sources when grant requests are written again.

Recommendations

This evaluator has the following recommendations for the peer tutoring program at Chippewa Valley Technical College:

- An effort needs to be made to increase awareness of the peer tutoring program with the faculty at Chippewa Valley Technical College. Perhaps a reminder at in-service each semester would facilitate this need.

- An effort could also be made to educate the faculty why the required paperwork is relevant. Explanation of the rationale behind the requirements would alleviate many of the misconceptions.
- Streamlining paperwork and education for both the tutors and tutees would enhance the program immensely. A closer evaluation of the required paperwork is needed to determine ways to streamline.
- A dedicated position to administer the program would likely produce a more cohesive program and shorten the turnaround time for setting up the matches. Creating an ownership in the program through a dedicated position would ultimately strengthen the program as well as provide a single information center.
- Additional and updated videos should be created for students and/or faculty to provide more a comprehensive understanding of the program. Since these provide a valuable service it is important to update and replace these as deemed necessary.
- The budget should be increased if at all possible and more grant dollar sources should be investigated especially if no more dollars are available from the general fund.

Additionally, the evaluator would like to thank the Academic Services department at Chippewa Valley Technical College for allowing this evaluation to take place. Although there are some areas of the peer tutoring program that need improvement, the overall feeling of the evaluator is that the program should continue as it is a valuable service to students. The evaluation done here is only the beginning and should be continued into the future to ensure a practical perceptiveness is retained on this program.

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Appendix A

Survey of CVTC Instructors

Please take time to respond to the following questions about the Peer Tutoring Program at CVTC:

1) As an instructor at CVTC, do you utilize the Peer Tutoring Program at CVTC?
   a) Yes
   b) No

2) Do you have a clear understanding of the paperwork required for the Peer Tutoring program?
   a) Yes
   b) No

3) Do you feel the paperwork required is relevant?
   a) Yes
   b) No

4) Do you need additional training to understand any of the Peer Tutoring process?
   a) Yes
   b) No

5) Overall, how do you feel the Peer Tutoring process works?
   a) Very Smoothly
   b) Okay
   c) Cumbersome
   d) No Opinion

Appendix B

Survey of CVTC Tutors and Tutees

Please take time to respond to the following questions about the Peer Tutoring Program at CVTC:

1. What is your role in the Peer Tutoring process?
   a) Tutor
   b) Tutee

2. How did you learn about the Peer Tutoring Program?
   e) From an instructor
   f) Prior usage
   g) From another student
   h) Advertising
   i) Other

3. Was the process to receive or become a tutor explained to you at the time you learned about the program?
   a. Yes
   b. No

4. Do you have a clear understanding of the paperwork required for the Peer Tutoring program?
   a. Yes
   b. No

5. Do you feel the paperwork required is relevant?
   a. Yes
   b. No

6. Other than being outdated, did the Power Point video help you understand the Peer Tutoring process?
   a. Yes
   b. No

7. Do you need additional training to understand any of the Peer Tutoring process?
   a. Yes
   b. No

8. What was the turnaround time for setting up your Peer Tutoring match?
   a. 1 to 3 days
   b. 4 to 6 days
   c. 7 to 9 days
   d. More than 10 days

9. How were you contacted when your match was set up?
    a. By phone
    b. By email
    c. In person

10. Overall, how do you feel the Peer Tutoring process works?
    a. Very Smoothly
    b. Okay
    c. Cumbersome
    d. No Opinion

Appendix C

Student Evaluations of Tutoring Experience

This information will be kept confidential. It will be used for tutor training and to make program improvements.

1) Are you completing the course?
   a) Yes
   b) No

2) If not, did you withdraw, or audit?
   a) Yes
   b) No

3) Will you be repeating the course next semester?
   a) Yes
   b) No

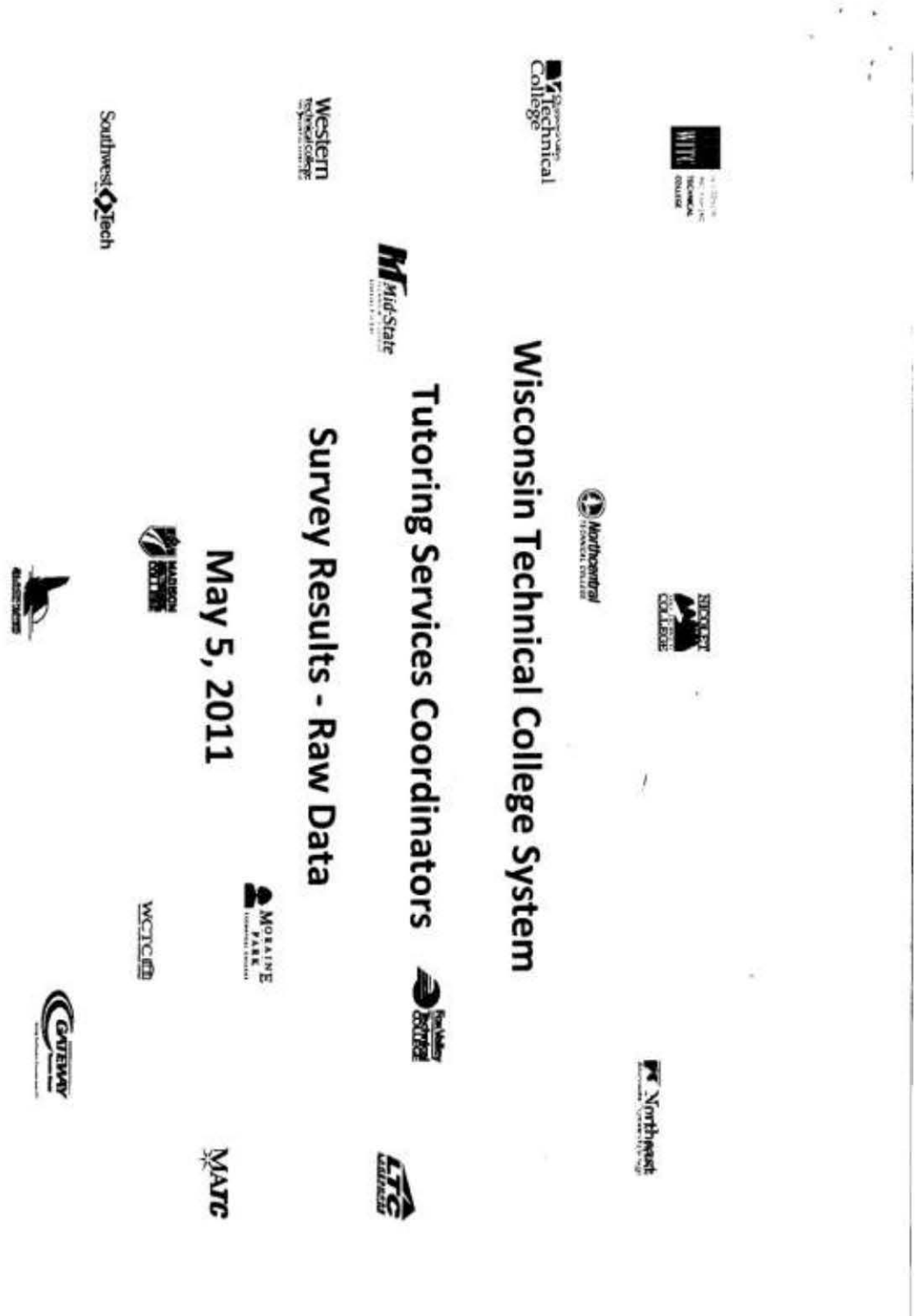
4) Will you want a tutor?
   a) Yes
   b) No

5) In general, were you satisfied with your tutoring experience?
   a) Yes
   b) No

6) Do you have any suggestions to make the program more effective?

Appendix D

Wisconsin Technical College System Tutoring Services Coordinators Survey Results-Raw Data



WTCS Tutoring Services Survey Responses - Program Management

Questions for District-wide tutoring services	1. Name of office(s) that coordinate(s) tutoring	2. What tutoring formats are provided at your college? Indicate which office provides each type of service.					
		Appointment-based	Walk-in	SI	Online	phone	Other
Blackhawk	Academic Support Division, Career Services	Career Services	Academic Support Division	Academic Support Divison	none	none	none
Chippewa Valley	Academic Services	Academic Services - Peer tutoring	Academic Services - instructors	In development	none	none	none
Fox Valley	Educational Support Services	Educational Support Services	Educational Support Services	GOAL	Rarely	none	none
Gateway	Academic Support Center(-Kenosha), Academic Development	Limited	98%, Academic Development	none	none	none	none
Lakeshore	Peer Tutoring Office, Academic Skills Center	Peer Tutoring	Academic Skills Center	study groups, coordinated through the class	Peer Tutoring-piloting	none	none
Madison Area	Peer Tutoring Office, CPAAC, Writing Center	Peer Tutoring, Writing Center	Peer Tutoring, CPAAC, Writing Center	CPAAC	none	none	TelePresence
Mid-State	Student Support	Student Affairs	none	ASC through Gen Ed	none	none	none
Milwaukee Area	Tutoring Services, Academic Support Offices	Tutoring Services	Tutoring Services and Academic Support Offices	Tutoring Services	Tutoring Services	Academic Support Offices	none
Moraine Park	Disability Resource Center	Students make appointments in our center	If there is a support professional available	none	have tried to implement, hard to be successful	Occcasionally	off campus at local library
Nicolet	Academic Success	Academic Success	Academic Success	Academic Success	Academic Success	Academic Success	
Northcentral	Student Success Center, Business & IT, Nursing Program	SSC	SSC/Business & IT	Nursing	SSC-NetTutor, Business & IT	SSC	Some tutoring occurs in the Learning Center
Northeast	Student Success, Support Svcs, Tutoring Dept	Stu Success & Tutor Dept. Nursing stu sign up for 1 hr sess. Reducing 1:1 as it seems less effective & more costly	Stu Success & Tutor Dept for Nursing, Mfg Tech Hall, CAD/Revit, Acct & computer ques related to credit courses	Stu Success & Tutor Dept. High failure rate class instr are asked to recruit stu in 2-3 wks to set up SI	May go to Smart Thinking for writing assistance	Stu Success & Tutor Dept. tried 2X, not as successful as Doc Cam Tutoring	1. Doc Cam tutoring to Reg campuses 2 Math/Write fac mentor tutors and assist stu in Tutor Dept. 3. Math Fac sched in Mfg hall
Southwest	Support Services Center, Academic Success Center	Support Services Center	none	none	none	none	none
Waukesha	Academic Support, Peer Tutor	Yes	none	none	none	none	none
Western	Academic Success Center	Academic Success Center	Academic Success Center	none	Online Writing Center coord by ASC	none	none
Wisconsin Indianhead	Student Success Center-Superior Study Skills - Rice Lake	Student Success Center-Superior Study Skills - Rice Lake	Student Success Center-Superior Study Skills - Rice Lake	none	none	none	none

WTCS Tutoring Services Survey Responses - Program Management cont.

Questions for District-wide tutoring services	3. What are your funding sources for tutoring?	4. What system are you using to track tutor utilization?	5. Is your tutoring program certified? If yes, please describe (certifying agency, levels, etc)
Blackhawk	FWS, Perkins, District	Data Base	No; however in the Supplemental and Walk-in tutoring, the instructors are certified.
Chippewa Valley	Grants and college general budget	Excel spreadsheet, student time clock. Researching new system.	No
Fox Valley	Fund 1, project/grant	Student group, hand tally	No
Gateway	General "hard" budget and minimal grant money	"homegrown" sign-in program, ggg, Access 2003	no
Lakeshore	Perkins	Excel spreadsheet	don't think so
Madison Area	Perkins, district dollars, TRIO, FWS	TutorTrac 4.0 for most walk-in centers, paper log from for 1:1 tutoring and SI	No
Mid-State	Perkins	Excel	No
Milwaukee Area	Grants, operating budget	Tutor Trac at DT campus, paper attendance sheets at other campuses	CRLA, Reg, Adv, and Master level
Moraine Park	VEA and hard dollars	paper request form/client rpt, track hrs w/tutor support and course compl rates. Compile all info at end of each term	No
Nicolet	Grant and local	No software	no
Northcentral	Perkins and Work study	OneNote and FormBoss and Excel	No
* **Northeast**	Perkins for stu in 6+ credits, District funds for 5 and below	initiating People Soft tracking via student portal	No, but looking into CRAL, NADE and NCLOA from WLAN mtg in Platteville
Southwest	Student Success grant - Perkins	Excel	No
Waukesha	General Fund	Access	No
Western	Perkins	Red Canyon	No
Wisconsin Indianhead	grants	CRS Grant Activity forms, E-time in People Soft, Excel spreadsheet recording hours served	No

Jan Norton – Oshkosh (UW)
Jan - contact thru
Jim Rockman @ Madison
helps ē tutor recruitment / tutor confidence
looks good on a resume
transferable to other colleges
helps them be better @ their job

CRLA
not cost effective
takes too long
pick + choose what
you want
make it your
own

ask
Mary Grove
about tutors
being work study
students

WTCS Tutoring Services Survey Responses - Tutor Data

Questions for District-wide tutoring services	6. What kinds of tutors work at your college? Indicate which office uses each kind of tutor:				7. What are the eligibility requirements to become a tutor?
	Faculty	Peer	Professional	Volunteer	
Blackhawk	Academic Support Divison	Career Services	Academic Support Divison	No	Peer tutor -- recommended by an instructor, A or B in subject they are tutoring in, work study eligible. Faculty/Professional Tutors -- bachelor's degree, course work in area that they are tutoring in
Chippewa Valley	Academic services instructors	Academic Services peer tutors	we have working professionals that are also tutors	we occasionally have volunteer tutors in our ELL/AS labs	instructor recommendation, grade of A/B+, OK criminal background check
Fox Valley	No	Yes	No	A few, but it is frowned upon	Pass course w/B or better, instructor recommendation, app & interview
Gateway	1 FT +adjuncts in Academic Support Center	Academic Support Center	Academic Support Center	No	Adjunct qualifications are the same as for FT GTC instructors
Lakeshore	Yes	Yes	No	dislocated workers that can't get paid to tutor	certain GPA, instructor referral and approval
Madison Area	Writg Center WC, CPAAC	PT	WC	no, tried it once, won't do it again	Final grade of B or better in course to be tutored, instructor recommendation
Mid-State	no	Student Affairs	Student Affairs	Student Affairs	Experience in education or tutoring
Milwaukee Area	A few in Academic Support Centers	Tutoring Services	Tutoring Services	No	B or better in course plus 3.0 overall GPA, pass crim. Bckgrnd check for prof tutors, instructor recommend for stu, pass interview w/a manager
Moraine Park	None	Disability Resource Center	Disability Resource Center	Disability Resource Center	Instructor recommend, Retired prof, past stu who aren't working.
Nicolet	Academic Success	Academic Success	Academic Success		Instructor endorsement
Northcentral	Yes	Yes	Yes	No	Peer-B or better in class they are tutoring or staff referrall, Nursing-Adjunct typical hiring process, Work Study-work study fund and B or better
Northeast	Assist & mentor stu tutors	90% of tutors are Peers	none	hire people from community to work w/stu but they are paid	Referred by instructor or community member, show credentials
Southwest	Academic Success Center	Support Services Center	No	Support Services Center	Final grade of B or better, clean background check
Waukesha	No	Yes	No	No	6 cr/+, B or better in course, instructor recommendation
Western	Comm skls instr	all crs except writ	no	no	instructor recommendation and/or grade of A
Wisconsin Indianhead	No	Superior and Rice Lake	No	No	Instructor referral, knowledgable in subject area, reliable, positive attitude

WTCS Tutoring Services Survey Responses - Tutor Data cont.

Questions for District-wide tutoring services	8. What type of training is provided for tutors?	9. How many tutors were hired last year (2009-2010)?	10. How much are tutors paid (current year)?
Blackhawk	None	Peer - 15 Prof - 4 Faculty 7	Peer-$8/hr Prof - $16.50/hr
Chippewa Valley	Orientation w/faculty, in-house PPT, video series w/discussion board, mid-term meeting, instructor follow-up to daily log notes	70 fall, 58 spring	$8.50 for first semester, $9.50/individual and $10/group after first term
Fox Valley	written orientation, Q & A	144	8.25/hr, 8.50/hr for 2+ stu
Gateway	written guidelines, brochure & news letters; info meetings w/fac, paired w/exp tutor	10-14 per semester	$10.00
Lakeshore	handbook and review with coordinator	50?, 12	Adjunct/retired - $34/hr, students -$10 (9.94)
Madison Area	4 hours initial, in-person, 5 more online, up to 2 more in seminar format through term	184	$8.95/hr
Mid-State	one on one and just started group tutor traiing	70	$7.55
Milwaukee Area	online orientation, 10 hrs face:face at start of term, ongoing thru term, observation of sessions and feedback	100	$8/hr for new tutors, increase to $9/hr after 1 yr, $10/hrif tutor has degree.
Moraine Park	review guidelines	130-140	$7.25/hr
Nicolet	orientation	not sure, come from diff areas	depends on level
Northcentral	Meeting with Tutor Coordinator for one to one training and electronic supplements (articles/how to's). Adjunct meet with Nursing faculty/tutor coordinator	40	$8.05 hr
Northeast	See # 5	80	Group tutors=$9/hr, 1:1 =$8/hr
Southwest	10 min presentation from Support Service staff/faculty	15	$7.25
Waukesha	none	55	$8.75
Western	one-on-one meeting	45 Plus 5 retr tutors	$7.70/hr
Wisconsin Indianhead	Orientation	8 in Superior, 10 in Rice lake	$8.50/hr

WTCS Tutoring Services Survey Responses - Tutee/Student Data

Questions for District-wide tutoring services	11. What are the eligibility requirements to receive a tutor?	12. Please describe any restrictions placed on how much/what type of tutoring a student can receive.	13. How many students requested services last year (2009-2010)? OR	14. How many student received services last year (2009-2010)?
Blackhawk	asking	2 hrs/wk of tutoring allowed	Peer - 70 Prof/Fac=-203	Peer-60, Prof/fac-203
Chippewa Valley	grade, instructor approval, or member of grant-funded group (disabilty, multicultural or NTO)	generally, each student may receive 2 hours/week, exceptions made on a case-by-case basis	fall 189, spring 136	Fall 174, s pring 126
Fox Valley	grade of low C or less for currently enrolled students, teacher consent, complete request form	3 hrs/wk/subject, on-campus, no GOAL or GED/HSED	450	418
Gateway	Desire to excel, self-referral & instructor recommendation	Time limits are imposed to encourage independence; 1:1 not always available, group study encouraged	N/A, 9,795 hours of student support logged	N/A, 9,795 hours of student support logged
Lakeshore	self or instructor referral	up to 3 hrs/credit	120?	N/A
Madison Area	For 1:1 Peer Tutoring, current term credit course enrollment. WC does not specify. CPAAC is for ndeg, but serves anyone.	No formal restrictions, but suggest no more than 2 hr/session and 6 hr/wk	N/A	2142 stu
Mid-State	not achieving C, disadvantaged for acad, econ, phys or lang reasons; elig certification from Stu Affairs required, but staff also make referrals	5 hrs/wk max.	N/A	N/A
Milwaukee Area	currently registered in college course	Stu apply for appts in 2 classes at once, with good attendance, more can be added. 3 missed appts, no more tutoring allowed. SI/walk-in is open to all	3,400	3,300
Moraine Park	Instr sign request form, Stu w/disability request more tutoring outside DRC speak w/program associate	3 hrs/wk for peer tutoring, DRC limited to 2 hrs/wk, but more allowed if staff is available, Some tech tutoring can only be done by peers	not tracked	140-150
Nicolet	need	2 hrs at a time for peer	N/A	peer, about 47 plus labs & program
Northcentral	Currently enrolled in class, majority of student need to be Perkins eligible, however exceptions considered on a case by case basis	Determined individually	300	N/A
Northeast	struggling with course competency	1:1 limited to 2 hrs/wk, stu asked to try group prior to 1:1, which is not guaranteed. No limit on group tutoring	1107	997 (10% had under 6 credits)
Southwest	must be attending class	3 hrs/class	27	21
Waukesha		6 hrs/wk max	N/A	100
Western	At risk of failing class; not skipping; studying amply; reading assignments, etc	depending on course, open tutoring (no restrictions) or 1:1 usuallly 1-3 hrs/wk	N/A	416
Wisconsin Indianhead	Student need, counselor referral, instructor referral	Tutoring needs to take place in the Rice Lake Study skills Center or on Superior Campus in Student Success Center	Not sure at this time	not sure at this time

WTCS Tutoring Services Survey Responses - Challenges/Concerns

Questions for District-wide tutoring services	Current/upcoming challenges
Blackhawk	finding qualified tutor, funding, administration of program, tutor monitoring, space for tutoring, training, local level planning
Chippewa Valley	We are looking for ways to improve our current system so we can be more efficient and serve a larger population. As part of this improvement, we realize that we need a better tracking system, more funding for tutors and program administration, as well as ways to better communicate with our tutors/tutees
Fox Valley	No dedicated space for tutoring, funding
Gateway	unknown plans for changes in tutoring services and formats, stu w/very low basic skills placed in college-level classe & expect miracles from ASC.
Lakeshore	budget/enrollments
Madison Area	implementing Tutor Trac appointments, planning Stu Success Ctr, budgets
Mid-State	
Milwaukee Area	updating website, working w/IT 4.0, getting stu to attend appts, lack of funding to meet demand, how to institute volunteer prog, how to promote service w/o depleting budget
Moraine Park	finding qualified tutors, matching stu w/tutors, missed appts, stu using 10-15 hrs/wk, Funding, nursing tutoring, academic course tutoring, tutoring for the same instructor again and again, group tutoring
Nicolet	Can't let students volunteer
Northcentral	Funding/staffing. In anyone using an online tutor training? How to get certified?
Northeast	more staff to expand services. **How do other colleges define tutor eligibility?**
Southwest	finding tutors for health classes, stu using tutor as sub for reading or doing assignments
Waukesha	budget
Western	finding qualified tutors who have time and finding a space for them to tutor
Wisconsin Indianhead	We are working towards a district-wide tutoring program to become more consistent and unified. We would like to develop a required online tutor training program. What are the requirements for developing a certified tutoring program?