

Author: Stori, Mikaela, A

Title: *Training Assessment: Identifying Opportunities for Tutors at CVTC*

The accompanying research report is submitted to the **University of Wisconsin-Stout,**

Graduate School in partial completion of the requirements for the

Graduate Degree/ Major: MS Training and Development

Research Adviser: Jeannette Kersten, EdD

Submission Term/Year: Spring 2013

Number of Pages: 54

Style Manual Used: American Psychological Association, 6th edition

I understand that this research report must be officially approved by the Graduate School and that an electronic copy of the approved version will be made available through the University Library website

I attest that the research report is my original work (that any copyrightable materials have been used with the permission of the original authors), and as such, it is automatically protected by the laws, rules, and regulations of the U.S. Copyright Office.

My research adviser has approved the content and quality of this paper.

STUDENT:

NAME Mikaela Stori

DATE: May 15, 2013

ADVISER:

NAME Jeanette Kersten, EdD

DATE: May 15, 2013

**This section for MS Plan A Thesis or EdS Thesis/Field Project papers only
Committee members (other than your adviser who is listed in the section above)**

1. CMTE MEMBER'S NAME: DATE:

2. CMTE MEMBER'S NAME: DATE:

3. CMTE MEMBER'S NAME: DATE:

This section to be completed by the Graduate School

This final research report has been approved by the Graduate School.

Director, Office of Graduate Studies:

DATE:

Stori, Mikaela A. *Training Assessment: Identifying Opportunities for Tutors at CVTC*

Abstract

School can be a struggle at any level and the use of tutors can be beneficial in limiting the struggle. What if the tutors struggled themselves? However, the tutors may struggle not with the coursework but how they help or interact with their tutees potentially hindering the success of the tutoring session. The tutors struggle may lie in the quality of the tutor training program, if there is one at all. The purpose of this study was to evaluate the current training program, identify the discrepancies in training, and identify opportunities for improvement for the Chippewa Valley Technical College Peer Tutoring Program. Participant observation and a survey were used and developed when assisting in gathering appropriate information and data to complete the study. The overall results of the study were inconclusive due to survey development design flaws. However, the recommendations uncovered because of the results of the study identified multiple methods of improvement for the tutor/tutee meeting space, future assessment assistance, and the communication process between the tutors and the professors of the tutees , to name a few. The results are a starting point for assessing tutor programs with the intention of bettering the service at any level.

Acknowledgments

I would like to thank my family and friends for supporting my studies throughout this entire rollercoaster over the last few years. I would especially like to thank all who helped me throughout this entire process.

Table of Contents

	Page
Abstract	2
Chapter I: Introduction	7
Statement of the Problem.....	9
Purpose of the Study.....	9
Assumptions of the Study.....	9
Definition of Terms.....	9
Limitations of the Study.....	10
Methodology	10
Summary.....	11
Chapter II: Literature Review	12
Successful Tutoring Environments.....	12
Development of Tutors	15
Learning Environment.....	16
Observation.....	18
Evaluation	20
Summary.....	21
Chapter III: Methodology.....	22
Subject Selection and Description.....	22
Instrumentation.....	22
Data Collection Procedures.....	23
Data Analysis	23
Limitations	23

	5
Summary	24
Chapter IV: Results	25
Item Analysis.....	25
Summary	31
Chapter V: Discussion	33
Limitations of the Study.....	33
Conclusions	33
Recommendations	35
Summary	36
References	37
Appendix A: Letter of Invitation	40
Appendix B: IRB Approval Letter	41
Appendix C: IRB informed consent form	43
Appendix D: Brinkerhoff’s Approval	45
Appendix E: Brinkerhoff’s Evaluation Strategy: Evaluation as Organization Development	46
Appendix F: Brookfield’s Approval.....	47
Appendix G: Brookfield’s Critical Incidence Questionnaire	48
Appendix H: Field Notes Template.....	49
Appendix I: Survey Questions.....	50

List of Tables

Table 1: Question 1 - How long have you been a peer tutor with CVTC?	26
Table 2: Question 13 - Was the online application process difficult, neutral, or easy?	26
Table 3: Question 22 - Was the Flash drive you received in the beginning of the semester helpful?	27
Table 4: Question 27 - Do you find tutees lose their ability to concentrate when they have worked for a certain length of time?	27
Table 5: Question 29 - Does the training materials suggest breaks for tutee group or one-on-one sessions?	28
Table 6: Question 30 - Why did you want to become a peer Tutor?.....	28
Table 7: Question 31 - How likely are you to continue as a peer tutor for next semester?.....	29

Chapter I: Introduction

Chippewa Valley Technical College (CVTC) located in Eau Claire, Wisconsin provides many different programs and opportunities for students. The Academic Services Department offers a peer tutoring program which enlists the assistance of approximately 42 students with varying backgrounds in liberal arts, business management, and administrative professionals to name a few. The program has a lab in the Academic Services Department where they host all one-on-one peer tutoring sessions. The lab is staffed by tutors and faculty members.

To become a peer tutor, students apply online (Welcome to My CVTC, 2012). The applicant is also required to provide a recommendation letter from an instructor, participate in a background check, and meet with the Peer Tutor Coordinator to gauge compatibility (P. Garcia, personal communication, October 16, 2012). Once the student becomes a peer tutor, they are a peer tutor as long as they are enrolled as a student with CVTC.

Peer tutor training prior to Spring semester 2012 consisted of the following requirements: attending a monthly meeting, peer tutor orientation, individualized training, and an end semester evaluation. Monthly meetings provide an opportunity for the tutors to interact and collaborate with each other. (P. Garcia, personal communication, November 13, 2012). Peer tutor orientation provides an outline of the program, preparation for tutoring sessions, conducting tutor sessions, record keeping, and the common scenarios that could occur. Returning peer tutors are only required to attend the monthly meetings as returning peer tutors have already completed the tutor orientation. Individual training sessions provide an opportunity for the tutors to focus on opportunities for improvement related to coursework and mentorship (P. Garcia, personal communication, November 13, 2012). The end of semester evaluation is sent by email to the peer tutors to obtain evaluation feedback from the semester.

Training is not a unique concept; training at a university level has proven to improve opportunities in the workforce. Holzer (2012) believes creating training programs on campuses can directly benefit employers and labor market needs. Training programs at a university level may build on the skills relevant for a wide array of occupations (Holzer, 2012). CVTC's Peer Tutoring program revised training may not only assist students but also the Peer Tutors' future occupations.

A current evaluation of the response rate indicates 5 out of 61 tutors responded to the written survey at the end of the Fall 2011 semester. The Spring 2012 semester survey resulted in 5 out of 43 tutors responding to the survey. The survey submitted to the peer tutors has not changed since the beginning of the peer tutoring program in 1985 (P. Garcia, personal communication, December 10, 2012). Although the response rates are consistent, these low response rates may be due to the barriers evaluations contain: no clear picture how the results will be used, negative survey results, lack of knowledge to develop a survey, and unclear expectations regarding the necessity of the survey (Derven, 2012). Upon completion of the written survey, verbal comments were stated by the peer tutors highlighting areas where training was missing (P. Garcia, personal communication, December 10, 2012). The verbal critique of the program from multiple peer students prompted a need to revise training.

Peer tutor training for CVTC was revised in the Spring 2012 semester. The revised peer tutor training was designed to increase opportunities for peer tutors to improve skills. There are three one-hour training modules for each semester per year. Each peer tutor is invited to each training module but is only required to attend one per semester. Training module 1 consists of: cultural awareness such as traditional beliefs, meanings of words, phrases, gestures, and learning styles (Craker, 2012). Training module 2 is comprised of: active listening techniques, study

habits and styles, critical thinking, and positive reinforcement (Craker, 2012). Training module 3 is specific to math, science, social studies, and English (Craker & Garcia, 2012).

Statement of the Problem

Despite the peer training, feedback from the peer tutors suggest there is a training gap. Discrepancies in training experiences may be creating an environment where students seeking assistance from peer tutors may not be provided quality service. This could result in students not utilizing this resource.

Purpose of the Study

The purpose of this study is to evaluate the current state of CVTC's Peer Tutoring Program as a result of the program revision of 2012. The goal is to identify opportunities for improvement within the existing training process. A second goal is to identify existing program opportunities for improvement of program development and sustainability, using Brinkerhoff's Success Case Method, Brookfield's Critical Incidence Questionnaire, and Appreciative Inquiry.

Assumptions of the Study

1. Adequate sample size of peer tutors for this study.
2. Peer tutors in the study sample will have experience with past and current training methods.
3. Peer tutors are available to participate in the study.

Definition of Terms

Impostership. The sense teachers possess that they do not really deserve to be taken seriously as competent professionals because they know they do not really know what they're doing (Brookfield, 2002, p.35).

Inclusive classroom. The characteristics of an inclusive school include a supportive environment, positive relationships, feeling of competence, and opportunities to participate (Sprecht, 2012).

Learning environment. The sum of the internal and external circumstances and influences surrounding and affecting a person's learning. (Mosby's Medical, 2009).

Peer tutoring. Structured dyadic interaction between two students wherein one student provides the other with academic instruction, presents items of an academic task, corrects errors and/or provides feedback about the accuracy of responses (DuPaul, 1995, p.193).

Reflective. Characterized by or given to meditation or contemplation; thoughtful (American Heritage, 2000).

Limitations of the Study

The limitations to this study are as follows:

1. Timeframe to distribute the survey at the end of the Fall 2012.
2. Response rate that is historically low due to the quality of the survey
3. Lack of peer tutor involvement in the survey design.

Methodology

Two methods of instrumentation will be used to gather data to for this study: observation and survey techniques. Participant observation methods will be used to identify content for survey question development. The second method of instrumentation will be development of a survey based on observation, collaboration and review of existing survey questionnaires. Brinkerhoff's Success Case Method, Brookfield's Critical Incidence Questionnaire, and Appreciative Inquiry will be referenced in the framework of the survey design.

Summary

CVTC has a peer tutoring program which was revised in 2012. The purpose of this study is to evaluate the current state of the peer tutoring program. Chapter 2 will provide a review of the following categories of literature: successful learning environments, overview of best practice models for training peer tutors, and application of an evaluation model applicable to this study. Chapter 3 will discuss the two methods that will be used for this study; observation and survey. Chapter 4 will describe the results of the study. Chapter 5 will discuss the findings and provide recommendations for future research.

Chapter II: Literature Review

Chapter 2 will provide a review in the following areas tutors come across with their physical environment and assistance to students. Chapter 2 will also highlight methods necessary to critique the training. The literature review will discuss the following categories of literature: successful tutoring environments, development of tutors, learning environment, observation and evaluation.

Successful Tutoring Environments

Tutors have benefited from assisting their peers, classrooms, programs, and campuses. Tutoring has led to students being grouped together which have enabled the tutors and students to support each other's learning (Sobral, 2002). Sobral's (2002) identified reasons students were motivated to become peer tutors:

- Develop skills through experience;
- Explore potential career choices;
- Gain academic credit;
- Spend free time wisely;
- Work with staff members who are their mentors (Sobral, 2002, p. 1065).

The impact of tutoring has benefited students and universities. According to Sobral (2002), a campus's main purpose for supporting peer tutoring programs was to "...broaden academic development, increase participation...and contribute towards bettering the learning environment" (p. 1065).

According to the Lehigh University College of Education: Center for Promoting Research to Practice, peer tutoring was identified as a strategy "...meant to supplement the teacher-directed instruction in the classroom, not replace it" (Project REACH, 2012). The

strategy focused support on the student and provided assistance from different avenues. Lehigh University's reasoning why peer tutoring worked for them was as follows:

- Students received feedback and error correction immediately and more frequently;
- Students were engaged in active learning, not passive learning;
- Many students learned more and experienced more engagement and “on-task” behavior when instruction was at a brisk pace;
- Students were more “on-task” and motivated to learn;
- Peer tutoring provided students with valuable opportunities to practice their social skills in a structured environment (Project REACH, para. 2).

Lehigh University was not the only institution to highlight the benefits of tutoring. A study sponsored by the Center for Effective Collaboration and Practice (CECP) and completed by the National Association of School Psychologies created a bulleted list to showcase the benefits of tutoring. Tutors provide students:

- Someone to sit next to them and personally explain the work in a way that is just right for them;
- More opportunities to talk about what they are learning;
- More opportunities to ask questions when they are confused without fear;
- Someone who can tell them whether their answers are right or wrong promptly;
- Someone to help and encourage them to finish assignments (DuPaul, 1995).

The College Parents of America (CPA) (Nelson, 2010) promoted tutoring services information which assisted parents of college students. The CPA highlighted the “...unique advantages of peer tutors...” and identified how “...parents need to be aware that peer tutoring is used by many colleges because it is effective” (Nelson, 2010, para. 3). Advantages CPA identified included:

- Peer tutors often had the same or similar struggles as their tutee;
- Peer tutors spoke the same language and connected with the student;
- Peer tutors served as role models for their student tutees;
- Peer tutors often provided social support as well as academic support (Nelson, 2010).

Lee (2010) highlighted the benefits of CPA. The author also determined the following additional benefits:

- The student can learn from the peer's instruction gaining problem-solving knowledge and skill;
- Through peer interactions, mutual discussions, students can develop communication, presentation and explanation ability; by sharing experiences and works, students may reduce learning anxiety (p.7)

A final promotion to successful tutoring environments was identified by a sports psychology symposium (2004) which showcased studies that specified 3 findings: peer tutors spontaneously emerge, gender and knowledge gaps between tutor/tutee affect performance, and peer tutors enjoyed positive feelings as a result of the experience. The study's findings expanded peer tutors' benefits to participative learning, relationships, confidence, commitment, empathy, and behavior (Arripe-Longueville, 2004). All benefits and characteristics related to physical activity and motor skill settings described both peer tutors in the classroom and non-traditional peer tutors outside of the classroom.

Furthermore, research supported how tutors have provided positive services to campuses. The common link between tutors and their peers showcased a unique relationship built to aid in each other's successes. These relationships provided support of the benefits of learning environments in conjunction with sustaining peer tutoring services for students.

Development of Tutors

Guidelines have been created to provide support to tutors assisting students in a one-on-one or small group basis. International Bureau of Education (IBE) (Topping, 2000) created a pamphlet on “*How to be a good tutor*”. Topping (2000) opined these guidelines and provided a basis for the development of training programs specific to peer tutoring. The first note from the pamphlet was to avoid lectures and keep the tutoring session simple. The tutoring session assisted the lecture by providing positive instruction and versatility through explanation of explained questions or problems (Topping, 2000).

The next concept was to concentrate, as the tutor, on the task at hand. IBE outlined the need to stay focused on relevant topics. Recommendations to avoid irrelevant topics included randomized homework problems by mixing difficult questions with easier questions (Topping, 2000).

Additionally, Topping (2000) recommended that the tutor ask the student open-ended questions which provided an opportunity to talk through the problem. Topping described three main points to this technique:

- Ask necessary questions which get the tutee to “...apply, analyze, predict, classify, synthesize, understanding (or misunderstanding)”;
- Avoid overwhelming the student and allow time for the student to process;
- Allow the student to fully understand the curriculum. Do not provide the answer as the tutor; instead provide clues to steer the student in the correct direction (Topping, 2000. p.12).

Diefenderfer (2009)¹ proposed additional characteristics for tutor identification and selection. The author described four traits of a good tutor: patience, flexibility and willingness to

¹ Note. From “What types of people make good tutors,” by Alison Diefenderfer, 2009, Suite 101: Educational Issues, Copyright 2009 by Alison Diefenderfer. Reprinted with permission.

learn, humor and friendliness, and time management. The author opined another potential trait of a good tutor is to be a “B” student instead of an “A” student. (Diefenderfer, 2009).

Diefenderfer (2009) focused on the tutor’s tolerance and creativity when confronting difficult situations. The first trait, patience, highlighted the student’s lack of ease when completing course material. This idea was true for the student and the tutor. The tutor, who was once a “B” student, had hoped for someone else to complete their coursework; instead the tutor showed patience building on a trait common to peer tutors. This skillset was applied to the tutee situations where the tutor worked at the student’s pace instead of the tutor dictating the speed at which they would work (Diefenderfer, 2009). The next trait; flexibility and willingness to learn, implied the tutor had the capability and knowledge of the coursework to provide examples which suited the student’s “natural pace”.

The final traits focused on providing the student camaraderie, structure and time management. The third trait included the tutor’s sense of humor and ability to be friendly. This trait provided an ability to assist the tutee in building confidence and breaking down barriers to trust in the tutor (Diefenderfer, 2009). The fourth trait, time management, showcased the tutor’s ability to be prepared for the tutoring session; being prepared highlighted having all materials ready and organized, on-time for the sessions, and good communication (Diefenderfer, 2009). Diefenderfer (2009) stated “For effective tutoring sessions, an open dialogue and calming, respectful environment must be quickly established so that business can quickly occur effectively” (para. 8).

Learning Environment

Brookfield (2002) described how learning environments can be threatened affecting tutors and students. Brookfield (2002) depicted four lenses which affect learning environments: 1) autobiographical experiences in learning, 2) learners’ eyes, 3) colleagues’ experiences, and 4)

theoretical literature (p. 31). Teachers who were actively reflective were more likely to discern the differences between appropriate instruction, free from error evaluation measures, and interpersonal skills (Brookfield, 2002). Reflective can be defined as “characterized by or given to meditation or contemplation; thoughtful” (American Heritage, 2000).

Autobiographical experiences of learning. Brookfield (2002) described each lens in the context of effect on the impact in the learning environment. Each perspective depicted moments or experiences which shaped student/teacher interaction. An illustration depicted by the autobiographical experiences of learning lens related to how teachers attempted to model their teaching habits or style on their past positive and negative experiences (Brookfield, 2002). The idea to be reflective meant to constantly expose the faults and benefits based on their current situation.

Learners’ eyes. The second “reflective lens” or “learner’s eyes” as described by Brookfield (2002) supported the need to have a rounded viewpoint to benefit the learning environment. This lens focused on “seeing yourself through learners’ eyes...” (Brookfield, 2002, p. 33). The focus of this lens was how the student perceived the methods or support. Feedback provided by the learners’ eyes assisted the teacher in becoming responsive to teaching curriculum to the next class (Brookfield, 2002). The teacher gained a better sense as to how information and teaching methods were perceived.

Our colleagues’ experiences. The third lens described utilizing colleagues as a confidant; providing support and unrestricted feedback about their skills and methods unknown to them (Brookfield, 2002, p. 34). Peer or colleague support groups allowed the teacher to share experiences from the classroom. Brookfield (2002) found this provided support and built confidence in the teacher’s skillset and methods of instruction. Without the support from “our

colleagues' experiences" there was no other outlet which provided an understanding allowing teachers to identify their expectations and ideas (Brookfield, 2002).

Theoretical literature. Brookfield (2002) determined theoretical literature as a way of studying concepts to "...combat the sense of impostership that frequently troubles their experience" (p. 34). Lack of confidence created an automatic distrust from students due to the teacher's self-destruction in the classroom. Building confidence and bypassing assistance from their peers, teachers focused on educational or theoretical literature. The literature provided the supplemental knowledge teachers needed to understand problematic situations or dilemmas (Brookfield, 2002).

Observation

Four methods have been found to dictate interactions during observation; behavioral, direct, indirect, and participant. Each method has provided insight of varying degrees which has allowed for observation to be beneficial in many industries. For instance behavioral observation pertained to situations where behaviors were being evaluated on whether the action being carried out was correct or incorrect according to the process depicted by the industry (Alvero & Austin, 2004). The observer utilized a checklist outlining actions normal to the process. The data collected from the observer guided changes to improve behavior (Alvero & Austin, 2004). Utilizing behavioral observation has been simple to implement, however Aver and Austin (2004) cautioned the observer may be affected by the observations witnessed.

Direct observation has been described as the method which quantifies the measurable units observed into an operation definition defining the behavioral parameters: time and frequency (Hintze, 2005). According to Hintze (2005) when direct observation was implemented, it was not uncommon to utilize multiple forms when comparing individuals or a group. The multiple forms of direct observation assisted in creating a base result when

comparing against the data. However, before the data was analyzed it needed to be free from measurement errors in order to showcase what was accurately intended. Once the measurement error was identified, the evaluators could improve the observational system. This reduced error and increased the sensitivity to the differences in behavior (Hintze, 514).

Indirect observation or indirect performance was based on second-hand information (Uggerslev & Sulsky, 2002). Second-hand information has been categorized as written and verbal communication from coworkers, customers, clients, employees, subordinates, the rater's colleagues, superiors, or the "physical evidence" of an employee's work (Uggerslev & Sulsky, 2002). With indirect observation, negative feedback produced a higher confidence in the performance rating when compared to positive feedback.

Specifically, there were 2 ways indirect observation has affected judgments. First, when conversational communication was compared to written communication. Conversational communication allowed for more inquiry and interpretation whereas written communication was restricted to exactly what was displayed on the page(s) (Uggerslev & Sulsky, 2002). The second compared the meanings of information processed, either verbally or written. The information intended may have been processed differently when spoken compared to written (Uggerslev & Sulsky, 2002). The meaning behind the written information had been lost in translation.

The final method, participant observation, can be defined as the "means of collecting evidence...it requires skill, knowledge and understanding" (Vinten, 1994). The most common form of participant observation occurred when a researcher has pursued an opportunity to become a member of a group such as with tribal cultures in remote locations. Vinten (1994) determined that there were two forms of participant observation, covert and overt. Overt participant observation has traditionally been the most common form practiced, due to potential ethical issues covert participant observation could cause (Vinten, 1994). Difficulty with

participant observation ensued when it became time to track information using covert participant observation. Vinten (1994) also found that it was difficult to take notes during a conversation, making it impossible to determine the right time to stop a conversation. This created a hazard in determining what was necessary information and what was not.

Evaluation

Training evaluation models have substantiated benefits and identified opportunities for improvement of programs and curriculum. Evaluations provided having aided in changing multiple perspectives to support change. Brinkerhoff's Strategy for Training Evaluation and Brookfield's Critical Incident Questionnaire are two evaluation methods highlighted.

Brinkerhoff (2005) created a method called The Success Case Method (SCM) which is defined as "...a process for evaluating the business effect of training that is aligned with and fulfills the strategy discussed" (Brinkerhoff, 2005, p.90), see Appendix E on pg. 46. The SCM was created to convince others on the effect of training (Brinkerhoff, 2005). The SCM process consisted of 2 steps; survey and interviews (Brinkerhoff, 2005). Surveys consisted of brief questions posed to participants who attended the training. The smaller group was asked to participate in the second step of Brinkerhoff's SCM interviews. The interview's purpose was to explain the value of learning and ascertain the performance factors which accomplished the best results (Brinkerhoff, 2005). The SCM process has assisted organizations in identifying successful and unsuccessful attempts at change and improvement.

In addition to Brinkerhoff's Success Case Method, Brookfield's (1995) Critical Incident Questionnaire (CIQ), see Figure 2 on pg. 22, consisted of 5 questions which ranged in varying degrees of inquiry and student engagement. The results of the questions provided a basis for matching themes for that week of classes or day of curriculum. The themes identified by the questionnaire were discussed with the class to stimulate communication between the teacher and

the students (as cited in Glowacki-Dudka & Barnett, 2007). New forms of communication were found to increase understanding and trust among students which allowed the teacher to further develop instructional delivery skills. Brookfield's CIQ focused on the student's perspective of the coursework and instruction.

Summary

Chapter 2 reviewed the following categories of literature: successful tutoring environments, best practice models for training peer tutors, the application of observation, and the application of the evaluation models: Brinkerhoff's Success Case Model and Brookfield's Critical Incidence Questionnaire. Chapter 3 will discuss the methods that have been used for this study: observation and survey. The observation method will be participant observation and the survey will consist of questions based on observation, collaboration and review of existing survey questionnaires.

Chapter III: Methodology

This study has been designed to assist in the identification of gaps within the newly re-structured training program for Peer Tutors at Chippewa Valley Technical College (CVTC). Bypassing the current response trend of 5 out of 61 tutors' responses in the Fall 2011 semester and 5 out of 43 tutors' response, in the Spring 2012 semester. The methodology for this study included observation and survey in relation to Brookfield's Critical Incidence Questionnaire and Brinkerhoff's Success Case Method.

Subject Selection and Description

The sample population for the study was be Peer Tutors (N=37) employed by the Academic Services Department at CVTC during the Fall 2012 semester. The observation component of the study included one peer tutor and student dyad. The peer tutors employed during Fall 2012 semester will be invited to conduct the survey (see Appendix I) in the beginning of the Spring 2013 semester. The total tutors employed by CVTC are 42.

Instrumentation

The research conducted observation of one peer tutor and student dyad and developed a survey, using the following theoretical models for observation and development of survey questions: Brinkerhoff's Success Case Method, Brookfield's Critical Incidence Questionnaire and Appreciative Inquiry. Permission to use Brinkerhoff's Success Case Method was obtained from the author (see Appendix D). Permission to use Brookfield's Critical Incidence Questionnaire was obtained from the author (see Appendix F). The survey questions were deployed using the Qualtrics™ online survey software through the University of Wisconsin Stout. The peer student and the tutor signed an informed consent form granting permission to participate in the study (see Appendix C). Prior to deploying the survey the peer tutors were informed of providing consent to participate or the option to withdraw from the study (see

Appendix C). The study and survey questions were submitted to the IRB for approval.

Data Collection Procedures

Participant observation was projected to be conducted during the beginning weeks of the Spring 2013 semester. Observation provided valuable insight to the interactions between a peer tutor and a tutee; providing assistance in the development of the framework for survey questions. Bracketing of assumptions occurred by documenting researcher perceptions in a separate column on the field notes template. Bracketing of assumptions focused on what was occurring with the observation (Polkinghorne, 1989). Brinkerhoff and Brookfield gave their permission to utilize their evaluation models in the framework of the survey questions listed in appendices C and E. A 35 question survey created with Qualtrics™ software was administered to an estimated sample size of 34 CVTC peer tutor students by email, listed in Appendix H. Consent for the research found in Appendix C, conducted with the CVTC peer tutors was once the survey was submitted.

Data Analysis

Skip level analysis was used in defining both tutor groups surveyed. Qualitative, quantitative, and rich text analysis was utilized to assist in identifying themes amongst the data. A comparison between what will be observed and what the survey data depicted was used to conclude if the data lines up with each other or if there may be a discrepancy. The research advisor for this study will be employed as the second review for data analysis.

Limitations

Timeframe to distribute the survey at the end of the Fall 2012.
Response rate that is historically low due to the quality of the survey.
Lack of peer tutor involvement in the survey design.

Summary

Chapter 3 provided an overview of the methodology and methods that will be used in this study. Observation and survey methods will be used in an online Qualtrics™ survey based on the methodology of Brinkerhoff's Success Case Method, Brookfield's CIQ, and Appreciative Inquiry. Chapter 4 will present the observation field notes depicting observed: actions/behaviors, research/comments, analysis, and a bracketing bias with the researcher's perceptions from a tutoring session and the results from the Qualtrics™ survey.

Chapter IV: Results

The purpose of this study was to evaluate the existing condition of CVTC's Peer Tutoring Program and identify areas for improvement in the training process to increase program development and sustainability. The study was completed utilizing participant observation and by conducting a survey using Qualtrics™ software through the University of Wisconsin-Stout. The survey was sent to 34 CVTC peer tutors to be completed between the dates of February 15th, 2013 through February 22nd, 2013. Seventeen participants responded to the survey, resulting in a 50% response rate.

Item Analysis

Observation. The results of the participant observation presented a tutor/tutee dyad on February 13, 2013. During the observation, a journal based bracketing method was used and field notes written (see Appendix H). During the observed tutoring session, the tutor exhibited a calm demeanor as evidenced by the tutor leaning in to converse with the tutee in a relaxed posture. This allowed the tutee to vocalize concerns, as explicated by: "I don't understand" or "I understand this problem now but have difficulty on the test".

The tutor/tutee relationship appeared to demonstrate teamwork observed as relaxed body language with congratulatory gestures when the tutor/ tutee dyad discovered mutual success. However, during the tutor/tutee session there was no observation of the diminishing returns of time, which was exuded by the tutee's inability to concentrate and retain materials. The tutee demonstrated fatigue as evidenced by delayed response times when asked direct questions, difficulty with information recall, and lack of focus on specific tasks. Observation of the tutor/tutee dyad resulted in an additional question set incorporated into the Qualtrics™ Survey related to tutee fatigue.

Survey. The overall results of the survey reflected the respondents were "delighted" with

the training materials previously provided. Of survey respondents, 59% stated no improvements were necessary for the tutoring program with CVTC. The overall subjective analysis suggests the CVTC Peer Tutoring program is beneficial to both the tutors and the tutees.

Quantitative analysis. Table 1 highlights the significance of the information in relation to the length of time each participant has been employed by CVTC's Tutoring Program.

Table 1

Question 1 - How long have you been a peer tutor with CVTC?

Response Variable	Response Rate	Min Value	Max Value	Mean	Total Responses
Less than 1 semester	15%	1	4	2.20	20
1-2 Semesters	65%				
2-3 Semesters	5%				
3 or more semesters	15%				

Of the respondents who participated in the survey, 65% participated in the program for 1 to 2 semesters. In addition, 15% of all survey respondents have participated in the tutor program for less than 1 semester. These two groups comprise of 80% of the survey respondents, identifying a low percentage of survey respondents who have been with the CVTC Peer Tutor program for longer than 2 semesters.

Table 2 features the value of CVTC's Peer Tutoring application process and its ease of use.

Table 2

Question 13 - Was the online application process difficult, neutral, or easy?

Response Variable	Response Rate	Min Value	Max Value	Mean	Total Responses
Difficult	33%	1	3	2	3
Neutral	33%				
Easy	33%				

Of the respondents who participated in the survey, consensus about the difficulty level of the application process was delineated in 3 ways, each resulting in 33% of respondents stating

the online application process was equally difficult, neutral, or easy. The results were inconclusive in determining whether the online application process was effective or needed improvement (N=3). Thus, it was difficult to discern the possible types of continuous improvement processes that may be needed.

Table 3 focuses on of the effectiveness and use of the current distribution of training material.

Table 3

Question 22 - Was the Flash drive you received in the beginning of the semester helpful?

Response Variable	Response Rate	Min Value	Max Value	Mean	Total Responses
Didn't read it	25%	1	5	3.75	4
Would have preferred training in person	25%				
Read it and the information was helpful	50%				

Survey respondents were divided in regard to this question, revealing 25% preferred training in person rather than through a Flash drive. Also, 25% of survey respondents did not read the training materials provided on the Flash drive. The results indicate that the Flash drive was read by 50% of the survey respondents. Therefore, the use of the Flash drive for future avenues of sharing training materials is inconclusive and may not be of benefit to peer tutors.

Table 4 emphasizes the significance of the needs through the participant observation activity.

Table 4

Question 27 - Do you find tutees lose their ability to concentrate when they have worked for a certain length of time?

Response Variable	Response Rate	Min Value	Max Value	Mean	Total Responses
Yes	25%	1	2	1.75	4

No	75%				
----	-----	--	--	--	--

This question determined whether the respondents were aware of tutee fatigue during tutoring sessions. Of the respondents who participated, 75% stated that tutees did not lose their ability to concentrate during tutoring sessions. The results may indicate that respondents did not notice tutee fatigue. The discrepancy between the observation and survey response results may render the participant observation data inconclusive and further research is needed in this area.

Table 5 focuses on the impact of the training the tutors receive specifically in relation to a tutee's need for breaks during sessions.

Table 5

Question 29 - Does the training materials suggest breaks for tutee group or one-on-one sessions?

Response Variable	Response Rate	Min Value	Max Value	Mean	Total Responses
Yes	25%	1	2	1.75	4
No	75%				

Of the survey respondents who participated, 75% stated the training materials did not discuss the concept of breaks during training. However, 25% of the respondents did believe the training suggested the use of breaks for tutees. The results highlight a potential communication opportunity surrounding the topic of tutee breaks covered during training sessions with peer tutors. Further research is needed in order to assess this issue

Table 6 highlights the importance of why the CVTC Tutor's chose to become tutors on campus.

Table 6

Question 30 - Why did you want to become a peer Tutor?

Response Variable	Response Rate	Min Value	Max Value	Total Responses
Want to help	100%	1	4	17
Monetary Gain	35%			

Resume Builder	71%			
Course Review	47%			

Of the participants, 100% identified with “want to help” as the main reason for becoming a peer tutor. The second highest response, 71%, was related to resume building for future job interviews. Of the response variable choices, “monetary gain” had the lowest response rate of 35% of the survey respondents.

Table 7 features the significance of how many participants plan on returning as survey respondents for the following semester.

Table 7

Question 31 - How likely are you to continue as a peer tutor for next semester?

Response Variable	Response Rate	Min Value	Max Value	Mean	Total Responses
Very Likely	59%	1	4	3.24	17
Likely	12%				
Unlikely	24%				
Very Unlikely	6%				

Of survey participants, the participants that listed “likely” or “very likely” to return as a peer tutor comprised of 71%. The remaining 30% of survey respondents listed unlikely or “very unlikely” to return as peer tutors. However, all participants who listed “unlikely” or “very unlikely” to return identified “graduating” or “transferring to another school” as primary reasoning for leaving.

Qualitative analysis. The qualitative analysis identified two themes based on the responses submitted by the respondents for questions 31 and 35, *How likely are you to continue as a peer tutor for next semester* and *Please provide additional comments or suggestions for the peer tutoring program*. The method for the analysis was based on coding and repetition of common related statements using Microsoft Excel. A second reviewer was used to verify categorization and identification of themes. The following themes and subthemes were identified:

- Desire to help
 - Methods to improve the program
- Opportunity to gain skills
 - Leaving due to graduation or transfer to another school

Desire to help. The first theme, desire to help, describes the main reason the respondents chose to become peer tutors. Survey respondents expressed how peer tutoring provided a sense of personal satisfaction gained from providing peer tutoring services. The respondents stated to have found a sense of enjoyment and fulfillment. This was evidenced by the following comments: “Peer tutoring is helping me, while I get to help others...I really like the feeling of helping someone. And I love to see their faces when they understand something for the first time. It’s priceless.” Respondents assisted tutees and identified methods to improve the program as evidenced by the following comment: “I feel that there should be a room or class where we can go to be alone, or a quiet place with a few computers or cubicles”.

Opportunity to gain skills. The second theme, opportunity to gain skills, illustrates how respondents identified the tutoring position as an opportunity to improve professional skills prior to graduation and enrollment in the workforce. Survey respondents who represented this theme highlighted the tutors’ enjoyment in terms of future career choices as evidenced by the following comments:

“I like to help; it is a good review technique. Tutoring also helps me to gain communication and listening skills that I need to be successful in my future career...I want to be an educator and enjoy the learning process. [It is] also a way to make money without traveling to another location.”

While this may be an opportunity to gain skills, peer tutors may not be returning due to graduation or transfer to another school. This was evidenced by: “I will graduate in May 2013.

I'm not sure if I'll return to tutor or not. I want to seek full time employment first and see what that will leave time for.”

Survey design. The study for the CVTC Peer Tutor training program was successful but also flawed. Once the survey was completed, there were several issues based on the results and survey design. Upon closer reflection, the survey design may have been flawed at 3 tiered levels.

Primary. The skip logic allowed survey participants to bypass identified sections of the survey. In essence, this provided inaccurate information for individuals who answered “1-2 Semesters” for question one. Those participants were not included in one section of the survey, “All Peer Tutor Questions”. These respondents were moved to the end of the survey which prevented the respondents from providing additional data for the questions missed. This ultimately hindered the overall collection of data related to decreased respondents and resulting analysis.

Secondary. Peer tutor questions were unanswered due to a low number of participants in this survey. This was related to sample size. A larger sample size would have been beneficial in terms of reliability and validity. Long (2000) recommended that the suggested minimum sample size for a survey is 50 participants. The small sample size of 34 peer tutors made the analysis difficult to determine impact. Further discussion will occur in chapter 5 on this topic.

Tertiary. The final concern with the design of the survey involved the short answer question segments. In the design stage of the survey an attempt was made by the researcher to force responses. Survey respondents who chose not to answer text formatted answers entered letters or numbers to progress to the end of the survey.

Summary

The results of the survey provided insight that the CVTC Tutoring Program is a positive and beneficial opportunity for students interested in peer tutoring. Survey respondents identified

opportunities for improvement in the areas of: desire to help and opportunities to gain skills. In addition to the results, the design of the survey limited the analysis and understanding of the potential impact of the results. Chapter 5 will discuss the findings, limitations, conclusions and recommendations for the CVTC Peer Tutoring program.

Chapter V: Discussion

The study was developed to identify the needs of the CVTC Peer Tutoring training program. The study has described multiple areas in the literature review which identified the traits and characteristics of how to develop tutors, the learning environment, different methods of observation, and ways to help evaluate the training. This chapter will discuss the conclusions and recommendations identified by the study, literature review, and the results of the survey.

Limitations of the Study

1. The limitations to this study are as follows:
2. Timeframe to distribute the survey at the end of the Fall 2012.
3. Response rate that is historically low due to the quality of the survey
4. Lack of peer tutor involvement in the survey design.

Upon completion of the study, new limitations emerged. These limitations included a delay in data collection and survey design flaws. The data collection was completed at the end of February-March 2013 instead of the intended completion date at the end of the Fall 2012 semester. Precautions for potential survey flaws were accommodated during the initial development of the survey. However, the survey still had flaws related to survey logic, low response rates, and text formatted questions, which affected the results.

Conclusions

The findings from the survey and the research discovered during the literature review directly correlates with two sections from the literature review titled: Successful tutoring environments (Sobral, 2000) and Development of tutors (Topping, 2000; Diefenderfer, 2009). This research highlighted the characteristics and rationalizations as to why individuals become tutors. The comparable skills listed from the survey and the literature were:

- develop skills through experience;

- explore potential career choices;
- peer tutors often had the same or similar struggles as their tutee (Sobral, 2002).

The next comparison was based on the participant observation of the tutor/tutee dyad.

The observation drew attention to the interactions of both the tutor and the tutee emphasizing the characteristics and qualities mentioned throughout the literature review; specifically from Topping's pamphlet on "*How to be a good tutor*" (2000). The presentation of the research from the literature may have only been a single representation but the tutor provided the following literature comparisons from Topping (2000):

- positive instruction and versatility through explanation of explained questions or problems;
- avoid overwhelming the student and allow time for the student to process;
- allow the student to fully understand the curriculum.

The comparison of the results focused on the research depicted in the Learning Environment section in Chapter two. For this study, the specific research from the literature was based on Brookfield's (2000) four lenses which can affect the learning environment.

Brookfield's research depicted topics about teachers and professors and their interactions with the tutors in the classroom. For this particular study, Brookfield's lenses did not apply to the CVTC's Peer Tutoring training program. The peer tutors at CVTC did not interact with the professors in a classroom setting or outside of the classroom. The tutor may have spoken with the professor about the tutee but only if a previous relationship was established.

In addition, the results of the survey for this study were limited due to a flaw in the survey design. The final questions from the survey requesting the tutors to be specific about their needs were the only valid pieces of information providing insight on the tutors' needs. The flawed survey design was related to the quality of questions presented, small sample size of peer

tutors who participated, and survey question design errors. In conclusion, the survey may not have asked the right questions to provide insight into the needs of the tutors, tutees, and the tutor training program.

Recommendations

The CVTC Peer Tutoring training program appears to be effective for the tutors based on the survey responses. However, opportunities for improvement exist based on the tutors' qualitative responses. Below are recommendations for enhancement of the current CVTC peer tutoring program and opportunities for future research.

- 1) Create consultation areas that provide privacy for tutors and tutees.
- 2) Improve communication through online software capable of supporting a designated drop box for tutees to submit work. The drop box would be used as a method all tutors and professors would have access to share studying techniques or information about a specific course.
- 3) Provide administrative assistance for peer tutors and tutees.
- 4) Revise and redesign the survey questions and format. Distribute the revised survey at regular intervals.
- 5) Convert to an online survey medium instead of the current evaluation format of a Microsoft Word document, which could help increase response rates.
- 6) Replication of the revised and reformatted electronic survey with the intent to analyze trend data and implement a continuous improvement plan and process.
- 7) Include questions in the revised survey that solicit ideas from participants identifying opportunities for continuous improvement and sustainability of the peer tutor experience and program.

Summary

Chapter 1 described why this study was developed due to the CVTC's peer tutoring program revision in 2012. The purpose of this study was to evaluate the current state of the peer tutoring program. Chapter 2 provided a review of the following categories of literature: successful learning environments, overview of best practice models for training peer tutors, and application of an evaluation model applicable to this study. Chapter 3 discussed the two methods used for this study; observation and survey. Chapter 4 depicted the results of the study. Chapter 5 discussed the findings and provided recommendations for future research.

References

- Alvero, A., & Austin, J. (2004). The effects of conducting behavioral observations on the behavior of the observer. *Journal of Applied Behavior Analysis*, 34(4), 457-468.
- American Heritage. (4th ed.; 2000). *Reflective*. Boston, MA: Houghton Mifflin Company.
Retrieved from <http://www.thefreedictionary.com/reflective>
- Arripe-Longueville, F. (2004). NASPSPA abstracts: Peer tutoring-Strategies for enhancing motor skill acquisition and psychosocial development. *Journal of Sport & Exercise Psychology*, 26, S6-S8.
- Brookfield, S. D. (1995a). *The classroom critical incident questionnaire*. Retrieved from http://stephenbrookfield.com/Dr._Stephen_D._Brookfield/Critical_Incident_Questionnaire_files/CIQ.pdf.
- Brookfield, S. D. (1995b). *The getting of wisdom: What critically reflective teaching is and why it's important. becoming a critically reflective teacher*. San Francisco: Jossey-Bass.
- Brookfield, S. D. (2002). Using the lenses of critically reflective teaching in the community college classroom. *New Direction for Community College*, 118, 31-38.
- Brinkerhoff, R. O. (2005). The success case method: A strategic evaluation approach to increasing the value and effect of training. *Advances in Developing Human Resources*, 7(1), 86-101.
- Craker, M. *PowerPoint slides from Peer tutoring training session 2 – Spring 2012*. (Available from: Pang Garcia, 113, Business Education Center; Academic Services, Chippewa Valley Technical College, Eau Claire, WI 54701)
- Craker, M. *PowerPoint slides from Peer tutoring training session 3 – Spring 2012*. (Available from: Pang Garcia, 113, Business Education Center; Academic Services, Chippewa Valley Technical College, Eau Claire, WI 54701)

- Craker, M., & Garcia P. *PowerPoint slides from Peer tutoring training session 4 – Spring 2012*
(Available from: Pang Garcia, 113, Business Education Center; Academic Services,
Chippewa Valley Technical College, Eau Claire, WI 54701)
- Derven, M. (2012, November). Building a strategic approach to learning evaluation. *T+D*, 54,
54-57.
- Diefenderfer, A. (2009). What types of people make good tutors. *Educational Issues*. Retrieved
from <http://suite101.com/article/what-types-of-people-make-good-tutors-a122357>
- DuPaul, G. J. (1995) Peer tutoring procedures for general education classrooms. *NASP
Communique*, 23(7), 193-196.
- Glowacki-Dudka, M., & Barnett, N. (2007). Connecting critical reflection and group
development in online adult education classrooms. *International Journal of Teaching and
Learning in Higher Education*, 19(1), 43-52.
- Hintze, J. M. (2005). Psychometrics of direct observation. *School of Psychology Review*, 34(4),
507-519.
- Kaufeldt, M. (1999). *Begin with the brain: Orchestrating the learner-centered classroom*.
Retrieved from http://beginwiththebrain.com/physical_environment.php
- Holzer, H. J. (2012). Better skills for better jobs. *Issues in Science & Technology*, 28(2), 31-40.
- Lee, I-C. (2010). The effect of learning motivation, total quality teaching and peer-assisted
learning on study achievement: Empirical analysis from vocational universities or
colleges' students in Taiwan. *The Journal of Human Resource and Adult Learning*, 6(2),
56-73.
- Long, L. (2000). Surveys from Start to Finish. *ASTD: Info-line*, 13.
- Mosby's Medical dictionary. (8th ed.; 2009). *Learning environment*. Retrieved from
<http://medical-dictionary.thefreedictionary.com/learning+environment>

- Nelson, V. (2010). *College parents of America: Why peer tutoring may be helpful for your college student*. Retrieved from <http://www.collegeparents.org/members/resources/articles/why-peer-tutoring-may-be-helpful-your-college-student>
- Polkinghorne, D. R. (1989). Phenomenological research methods. In R.S Valle & S. Halling (Eds.). *Existential – phenomenological perspectives in psychology: Exploring the breadth of human experiences* (pp.41-60). New York, NY: Plenum Press.
- Project REACH. (2012). Lehigh University, *Strategies for teachers: Peer tutoring*. Retrieved from http://www.lehigh.edu/projectreach/teachers/peer_tutoring/peer_tutoring_open.htm
- Sobral, D.T. (2002). Cross-year peer tutoring experience in a medical school: Conditions and outcomes for student tutors. *Medical Education*, 36(11), 1064-1070. doi:10.1046/j.1365-2923.2002.01308.
- Topping, K. (2000). Tutoring. *The International Bureau of International Education: Educational Practices*. 5, 1-33. Retrieved from http://www.ibe.unesco.org/fileadmin/user_upload/archive/publications/EducationalPracticesSeriesPdf/prac05e.pdf
- Uggerslev, K.L., & Sulsky, L.M. (2002). Presentation modality and indirect performance information: Effects on ratings, reactions, and memory. *Journal of Applied Psychology*, 87(5), 940-950.
- Vinten, G. (1994). Participant observation: A model for organizational investigation. *Journal of Managerial Psychology*, 9(2), 30-38.
- Waddell, D.L., & Dunn, N. (2005). Peer coaching: The next step in staff development. *Journal of Continuing Education in Nursing*, 36(2), 84-89.
- Welcome to my CVTC. (n.d.). Retrieved from <https://org.cvtc.edu/CookieAuth.dll?GetLogon?curl=Z2FstudentZ2520focusedZ2FPeerTutoringZ2Fdefault.aspx&reason=0&formdir=6>

Appendix A: Letter of Invitation



Eau Claire Campuses
Clairemont
West
Gateway

620 W. Clairemont Ave.
Eau Claire, WI 54701-6162
715-833-6200
Fax 715-833-6470
www.cvtc.edu

Bruce A. Barker, President

December, 11 2012

To Whom It May Concern,

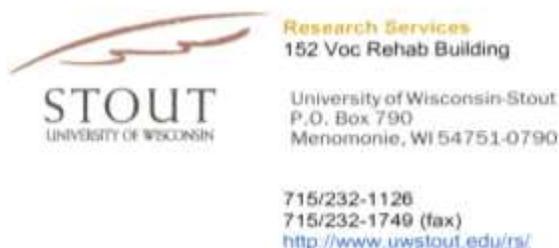
I have agreed to allow Mikaela Stori to work on evaluating the peer tutor training program at Chippewa Valley Technical College for her master's thesis. She will be evaluating the peer tutoring training program for her thesis starting Fall 2012 semester thru Spring 2013 semester. If there are any questions or concerns, I can be reached at 715.833.6278 or by email at pgarcia2@cvtc.edu.

Sincerely,

A handwritten signature in black ink that reads 'Pang Garcia'.

Pang Garcia
Academic Services Assistant
Peer Tutor Coordinator

Appendix B: IRB Approval Letter



January 14, 2013

Mikaela Stori
 Training and Development
 UW-Stout

RE: Training Assessment: Identifying Opportunities

Dear Mikaela,

The IRB has determined your project, "*Training Assessment: Identifying Opportunities*" is **Exempt** from review by the Institutional Review Board for the Protection of Human Subjects. The project is exempt under **Category # 2** of the Federal Exempt Guidelines and holds for 5 years. Your project is approved from **1/14/ 2013**, through **1/13/ 2018**. Should you need to make modifications to your protocol or informed consent forms that do not fall within the exemption categories, you will need to reapply to the IRB for review of your modified study.

If your project involved administration of a survey, please copy and paste the following message to the top of your survey form before dissemination:

This project has been reviewed by the UW-Stout IRB as required by the Code of Federal Regulations Title 45 Part 46

If you are conducting an **online** survey/interview, please copy and paste the following message to the top of the form:

“This research has been reviewed by the UW-Stout IRB as required by the Code of Federal Regulations Title 45 Part 46.”

Informed Consent: All UW-Stout faculty, staff, and students conducting human subjects research under an approved “exempt” category are still ethically bound to follow the basic ethical principles of the Belmont Report: 1) respect for persons; 2) beneficence; and 3) justice. These three principles are best reflected in the practice of obtaining informed consent from participants.

If you have questions, please contact Research Services at 715-232-1126, or foxwells@uwstout.edu, and your question will be directed to the appropriate person. I wish you well in completing your study.

Sincerely,

Susan Foxwells

Susan Foxwell
Research Administrator and Human Protections Administrator,
UW-Stout Institutional Review Board for the Protection of Human Subjects in Research (IRB)

Appendix C: IRB informed consent form

Consent to Participate in UW-Stout Approved Research

Title: Training Assessment: Identifying Opportunities for Tutors at CVTC

Research Sponsor:

Dr. Jeanette Kersten
715-232-5229

kerstenj@uwstout.edu

Investigator:

Mikaela Stori
952-380-6870
storim@my.uwstout.edu

Description:

The research I intend to perform will evaluate the restructured training CVTC has developed for their peer tutoring program. Gain perspective on what training may be missing from the peer tutor training, suggestions for improvement, and to gather general data. An observation will be conducted with one tutor and one student interaction dyad where the tutor and the student will be offered, explained, and the chance to sign the informed consent form. If they so choose, the tutor and the student will have the option to withdraw within 7 days of the observation. There will also be a second reviewer of the data collected; my research advisor Dr. Jeanette Kersten.

Risks and Benefits:

There are no foreseeable risks to participating in this research. The benefits for the research: improvement of the peer tutor training, creating precedent for programs across Wisconsin, improve quality of tutee homework assistance, and more involvement for the program from peer tutors.

Special Populations:

The research will involve Chippewa Valley Technical College students employed as Peer Tutors.

Time Commitment and Payment:

The time commitment to complete the survey will be 20 minutes. There will be no compensation outside of the peer tutors current wages.

Confidentiality:

Your name will not be included on any documents. I do not believe you can be identified by the information gathered.

Right to Withdraw:

Your participation in this study is entirely voluntary. You may choose not to participate without any consequences. You have the right to stop the survey at any time. However, if you are participating in an anonymous online survey and should you choose not to participate, once you submit your response the data cannot be linked to you and cannot be withdrawn.

IRB Approval:

This study has been reviewed and approved by The University of Wisconsin-Stout's Institutional Review Board (IRB). The IRB has determined that this study meets the ethical obligations

required by federal law and University policies. If you have questions or concerns regarding this study please contact the Investigator or Advisor. If you have any questions, concerns, or reports regarding your rights as a research subject, please contact the IRB Administrator.

Investigator: Mikaela Stori
952-380-6870
storim@my.uwstout.edu

Advisor: Dr. Jeanette Kersten
715-232-5229
kerstenj@uwstout.edu

IRB Administrator
Sue Foxwell, Research Services
152 Vocational Rehabilitation Bldg.
UW-Stout
Menomonie, WI 54751
715.232.2477
foxwells@uwstout.edu

Statement of Consent:

“By completing the following survey you agree to participate in the project entitled, Training Assessment: Identifying Opportunities for Tutors at CVTC.”

Appendix D: Brinkerhoff's Approval

Robert Brinkerhoff [robert.brinkerhoff@wmich.edu]

To:Stori, Mikaela

Monday, December 10, 2012 4:36 PM

Hello Mikaela - you are welcome to use and edit the graphic, providing citation as you note. I have attached a Word file, only one I have, and it is not very good. I suggest you make your own, but you can use any parts of this you wish.

Robert O. Brinkerhoff
Professor Emeritus, Western Michigan University
Office: 269 629 4161; cell 269 352 4642

Stori, Mikaela
To:robert.brinkerhoff@wmich.edu

Monday, December 10, 2012 11:26 AM

Hi -

My name is Mikaela Stori and I am a graduate student at the University of Wisconsin-Stout. I am contacting you to ask for your permission to use your information about the Success Case Method research in my chapter 2 literature review for my master's thesis. Would you be willing to share the "Strategy for Training Evaluation: Building Organizational Learning Capability" model as a Word document? Could I also adjust some of the questions from the model to adapt to my study? I would cite you and give you credit for the information.

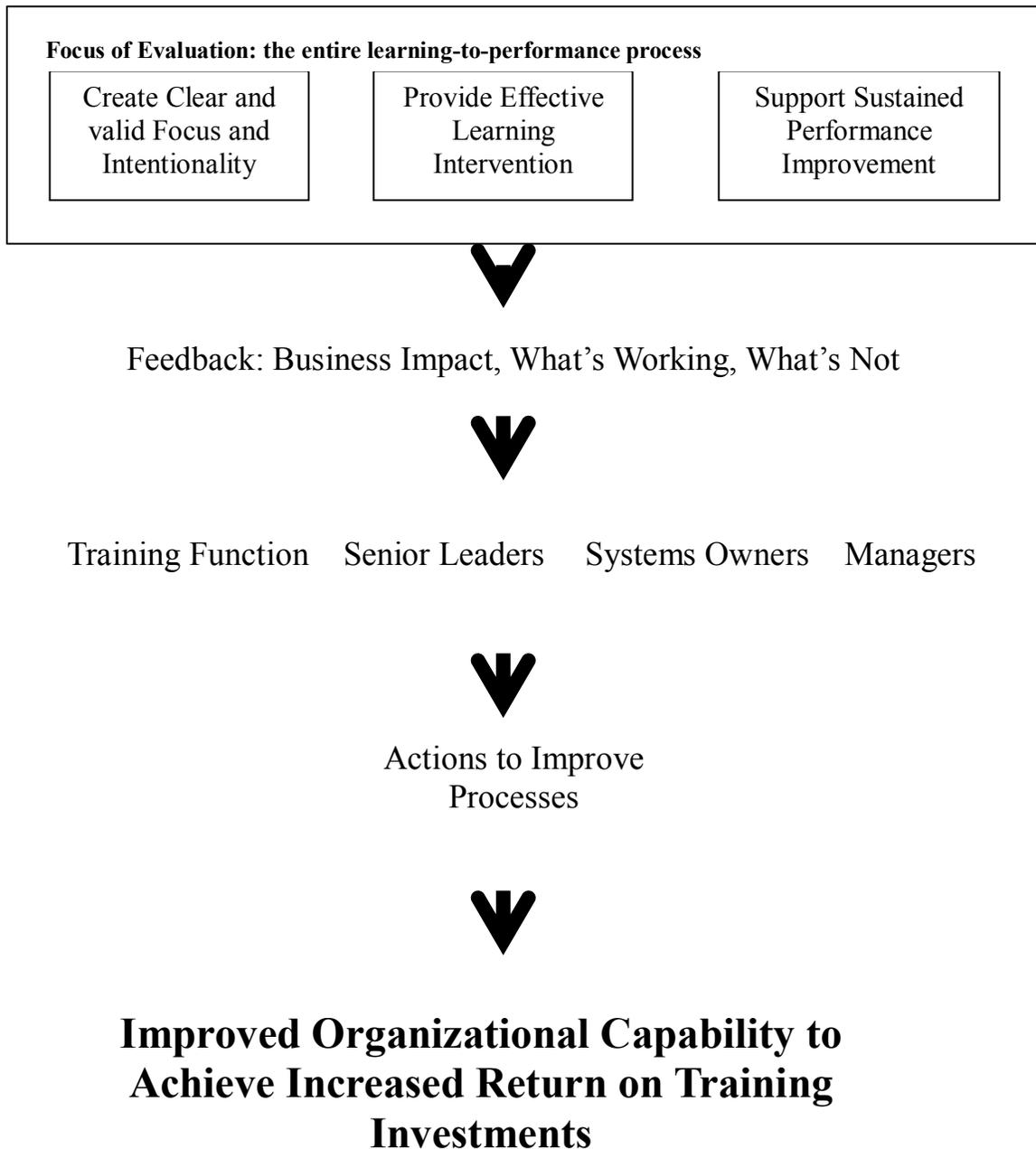
I really appreciate your assistance with my master's thesis.

If you have any questions please let me know.

I look forward to hearing from you.

Mikaela Stori
MSTD Graduate Student
University of Wisconsin-Stout

Appendix E: Brinkerhoff's Evaluation Strategy: Evaluation as Organization Development²



² Note. From "The Success Case Method: A Strategic Evaluation Approach to Increasing Value and Effect of Training," by Robert O. Brinkerhoff, 2005, *Advances in Developing Human Resources*, 7(1), p. 89. Copyright 2005 by Robert O. Brinkerhoff. Reprinted with permission.

Appendix F: Brookfield's Approval

Brookfield, Stephen D. [SDBROOKFIELD@stthomas.edu]

To:Stori, Mikaela

Saturday, December 15, 2012 4:41 PM

Mikaela,

Absolutely, use anything of mine that you find on my home page with my permission.

Good luck,

Stephen Brookfield

Stori, Mikaela

To:sdbrookfield@stthomas.edu

Thursday, December 13, 2012 6:27 PM

Hi Professor Brookfield -

I understand this is a busy time for you with it being the end of the semester. I apologize for asking for so much in such a short amount of time, but it would mean a great deal if I could get at least your permission to adapt your research to my master's thesis. I will gladly cite and give you all of the credit for the information.

I appreciate your time and look forward to hearing from you soon.

Happy Holidays,

Mikaela

Mikaela Stori

MSTD Graduate Student

University of Wisconsin-Stout

Stori, Mikaela

To:sdbrookfield@stthomas.edu

Monday, December 10, 2012 11:11 AM

Hi -

My name is Mikaela Stori and I am a graduate student at the University of Wisconsin-Stout. I am contacting you to ask for your permission to use your information about a couple areas of your research in my chapter 2 literature review for my master's thesis. I am interested in your information about "Four Critically Reflective Lenses" in chapter 2 of "Becoming a Critically Reflective Teacher" and the Critical Incident Questionnaire. Would you be willing to share the Critical Incident Questionnaire as a Word document? Could I also adjust some of the questions from the Critical Incident Questionnaire to adapt to my study? I would cite you and give you credit for the information.

I really appreciate your assistance with my master's thesis.

If you have any questions please let me know.

I look forward to hearing from you.

Mikaela Stori

MSTD Graduate Student

University of Wisconsin-Stout

Appendix G: Brookfield's Critical Incidence Questionnaire³

The Classroom Critical Incident Questionnaire

Please take about five minutes to response to the questions below about this weekend's class. Don't put your name on the form – your responses are anonymous. If nothing comes to mind for any of the questions just leave the space blank. At the next class we will share the group's response with all of you. Thanks for taking the time to do this. What you write will help us make the class more responsive to your concerns.

At what moment in class this weekend did you feel most engaged with what was happening?

At what moment in class this weekend were you most distanced from what was happening?

What action that anyone (teacher or student) took this weekend did you find most affirming or helpful?

What about the class this weekend surprised you the most? (This could be about your own reactions to what went on, something that someone did, or anything else that occurs).

³ *Note.* Retrieved from Stephen D. Brookfield's website, http://stephenbrookfield.com/Dr._Stephen_D._Brookfield/Critical_Incident_Questionnaire_files/CIQ.pdf, by Stephen D. Brookfield, 1995. Copyright 1995 by Stephen D. Brookfield. Reprinted with permission

Appendix I: Survey Questions

CVTC Peer Tutor Qualtrics™ Survey

By completing the following survey you agree to participate in the project entitled, "Training Assessment: Identifying Opportunities for Tutors at CVTC". Your experiences as a CVTC Tutor can provide valuable feedback on the training you have received. This survey is completely anonymous and confidential so please share your true feelings and responses. We will use the results of this survey in upcoming planning for tutor training. This survey should take 5-10 minutes to complete.

This research has been reviewed by the UW-Stout IRB as required by the Code of Federal Regulations Title 45 Part 46.

Q1 How long have you been a peer tutor with CVTC?

Less than 1 semester (1)

1 - 2 semesters (2)

2 - 3 semesters (3)

3 or more semesters (4)

Old Peer Tutor Questions

KEY

Cultural Awareness - Involves continually developing your awareness of your own and others' cultures, especially differences in attitudes or values.

Learning Styles - Different approaches or ways of learning (i.e. Visual, Auditory, or Kinesthetic Learners).

Difficult Situations - i.e. "My tutee is constantly complaining about his/her instructor....what do I do?"

Q2 To what extent have you used the following training sessions in a way that you believe has made a difference? Please reference key above.

	Never (1)	Rarely (2)	Occasionally (3)	All of the Time (4)
Training Session 1 (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3 Please explain your response.

KEY

Active Listening - A communication technique that requires the listener to understand, interpret, and evaluate what they hear.

Study Skills - How to read a textbook, how to take notes, how to study for tests.

Critical Thinking - Analyzing, Synthesizing, Reasoning, Reflecting, Evaluating Information

Socratic Questioning - Seeks to get the other person to answer their own questions by making them think and drawing out the answer from them.

Positive Reinforcement - A technique used to encourage a desirable behavior.

Q4 To what extent have you used the following training sessions in a way that you believe has made a difference? Please reference key above.

	Never (1)	Rarely (2)	Occasionally (3)	All of the Time (4)
Training Session 2 (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5 Please explain your response.

KEY

Tips and Tricks: Math, Science Reading, Writing, & Social Sciences

Q6 To what extent have you used the following training sessions in a way that you believe has made a difference? Please reference key above.

	Never (1)	Rarely (2)	Occasionally (3)	All of the Time (4)
Training Session 3 (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7 Please explain your response.

Q8 Which session did you feel the most engaged? Please explain.

Q9 What about the training sessions surprised you? Please explain.

Q10 How many training sessions did you attend during the Spring 2012 semester?

1 (1)

2 (2)

3 (3)

Did not attend (4)

Q11 Please explain why you were only able to attend 1 training session.

Q12 Please explain why you did not attend any training sessions.

-----New Peer Tutor Questions

Q13 Was the online application process:

Difficult (1)

Neutral (2)

Easy (3)

Q14 How could the online application process be improved?

Q15 What training topics did you feel were beneficial during the training/orientation?

Q16 Was there enough time for the training/orientation?

Strongly Disagree (1)

Disagree (2)

Agree (3)

Strongly Agree (4)

Q17 What additional information would you have liked to see during the training/orientation?

Q18 Did you feel prepared after the training?

Yes (1)

No (2)

Q19 In what ways did you feel prepared? Please describe.

Q20 In what ways did you not feel prepared? Please describe.

Q21 In what ways could the training/orientation training sessions be improved?

All Peer Tutor Questions

Q22 Was the Flash drive you received in the beginning of the semester helpful? Please mark all that apply.

Didn't read it (1)

Read a couple documents (2)

Read it but the information was not helpful (3)

Would have preferred training in person (4)

Read it and the information was helpful (5)

Q23 Please rate the training materials from the following semesters:

	Dissatisfied (1)	Satisfied (2)	Very Satisfied (3)	Not Applicable (4)
Spring 2011 (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fall 2011 (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spring 2012 (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fall 2012 (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q24 Please explain why you were satisfied or very satisfied with the training materials?

Q25 What caused your low level of satisfaction? Please check all that apply.

Unnecessary information (1)

Irrelevant information (2)

Not enough information (3)

Never came across an applicable situation (4)

Other: (5) _____

Q26 Why were the training materials not applicable?

Q27 Do you find tutees lose their ability to concentrate when they have worked for a certain length of time?

Yes (1)

No (2)

Q28 How long into the session did you think the tutee lost their concentration?

30 minutes (1)

45 minutes (2)

1 hour or more (3)

Q29 Does the training materials suggest breaks for tutee group or one-on-one sessions?

Yes (1)

No (2)

General Peer Tutor questions

Q30 Why did you want to become a peer tutor? Please check all that apply.

Want to help (1)

Monetary gain (2)

Resume builder (3)

Course review (4)

Q31 How likely are you to continue as a peer tutor for next semester?

Very Unlikely (1)

Unlikely (2)

Likely (3)

Very Likely (4)

Q32 Please explain your rationale.

Q33 What is your gender?

Male (1)

Female (2)

Q34 What is your current age range?

18-25 (1)

26-35 (2)

36-45 (3)

> 46 (4)

Continuous Improvement

Q35 Please provide additional comments or suggestions for the peer tutoring program.