



FHDA Institutional Research & Planning

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Ref: Class Assigned Tutor, Pilot Survey Results

Please find attached to this document tables with results for the four surveys used to evaluate the pilot for the Class Assigned Tutor Program in the winter quarter of 2010 at De Anza College (students, pre and post surveys; tutor survey; and, instructor survey). The student pre-survey was administered at the beginning of the quarter to assess the amount of time students spent on homework/projects for the class; students perceptions related to the importance of reading, writing, and analytical skills for succeeding in college, and their expectations regarding their improvement in class for those skills; and students expected grade outcome. The student post-survey was administered at the end of the quarter to assess whether the amount of time spent on homework/projects have changed after beginning to work with the class-assigned tutor; what type of activities or skills students worked with assigned tutors; and, students perceptions on how tutors may have influence their academic performance in the class. The instructor and tutor surveys were administered at the end of the quarter and their purpose was to gather information on the respondents experience with the program, particularly their perception regarding the influence of tutors on student's performance, perceived benefits of the program, and areas in need of improvement. Survey respondent head counts were 258 for the student pre-survey and 127 for the student post-survey¹; 10 for the instructor survey; and 9 for the tutor survey.² For the instructor and tutor surveys, the unit of analysis shown in the results, or record, is the combination of instructor-tutor.³

Key findings are summarized below:

- Student response rates in Table 1 (Student Survey: Head Count by Section and Survey; Success and Retention Rates by Section) shows limited and inconsistent participation in the student surveys when grouped by instructor/sections, which suggests lack of planning or

¹ Only records with a valid student ID were included in the analysis.

² Given the limited documentation on the sections/instructors and tutors who participated in the Program, response rates for tutor and instructor surveys were not calculated.

³ Instructors were asked to fill a survey for every tutor they worked with. The same applied to tutors.

organization within the program and/or inadequate monitoring of the data collection efforts and tutoring sessions.⁴

- Results in Table 2 (Student Survey: Frequency for Weekly Hours Spent on Homework/Projects, Pre and Post-surveys) and Table 3 (Student Post-survey: Frequency for Change in Amount of Weekly Hours Spent on Homework/Projects) suggest that most students spent more time on class assignment/projects at the beginning of the quarter than at the end of the quarter. However, about 40% of students who answered the post-survey reported that the amount of time they dedicated to assignments or homework for the class increased since they began working with the class-assigned tutor. Table 5 (Pre-survey: Correlation Coefficient between Expected Grade Outcome and Weekly Hours Spent on Homework/Programs) shows that the reported amount of time student spent on class assignments or homework was not related to a successful grade.⁵
- Correlations coefficients in Table 5 (Pre-Survey: Correlation Coefficient between Expected Grade Outcome and Weekly Hours Spent on Homework/Programs) and Table 8 (Student Pre-Survey: Correlation Between Grade Outcome and Students Perceptions on Importance of Reading, Writing, or Analyzing Information Skills and Expected Level of Improvement) shows that the best predictors of a successful grade are students' expectations regarding class grade, students' perceptions on the importance of writing skills to succeed in college, and students' expectations of how much they will improve their writing skills in the class (Tables 5 and 8). Simply put, students who expect a higher grade, give writing skills greater importance as a factor for succeeding in college, and expect higher improvement in the class are more likely to succeed in class when compared to students who expect a lower grade, think writing skills are not as important for succeeding in college, and expect a lower improvement in their writing skills.⁶
- Results in Table 9 (Student Post-Survey: Time Spent Working with Class-Assigned Tutor By Task) and Table 21 (Tutor Survey: Frequency for Classifications of Activities Tutors Worked with Students in the Writing Center) show that class assigned tutors worked mostly on helping tutees with their writing skills, which included reviewing written drafts, paragraphs, and sentences; checking grammar and developing proofreading skills; organizing ideas within a paragraph structure; and, brainstorming ideas for writing. Table 10 (Student Post-Survey: Degree of Help Provided by the Tutor by Skill Type) shows that about 36% of survey respondents received 'a lot' of help with writing skills, and 40% received 'some.'
- Regarding the tutors performance, as evaluated by instructors, the data shows no significant problems with most tutors. With the exception of one, Table 11 (Instructor Survey: Frequency for Instructors' Assessments of their Assigned Tutors' Performance) shows that tutors had the content knowledge/skills needed for the job, followed instructors' directives, were on time for meetings, and used the time effectively. Results in Table 12 (Instructor Survey: Frequency for Instructors' Assessments of Tutors' Influence on Tutees Academic Performance) shows that instructors reported that tutors may have influenced students' class performance by helping them improve the quality of their work and turning assignment on time.
- Regarding the benefits of the program, Table 14 (Instructor Survey: Frequency of Classifications of Instructors' Reported Benefits of Having a Class Assigned Tutor) shows that instructors may have benefitted from having someone to help them with class/support instruction, address students' special needs, and is already prepared/ready to work on

⁴ One of the tutors assigned to three classes admitted not providing any tutoring.

⁵ Given that grade outcomes for most of these sections are 'Pass' or 'No Pass,' and that most students in these sections passed the course, the statistical power of the analyses (i.e., finding significant and real results) is greatly reduced or underestimated.

⁶ The four students who expected a grade lower than C dropped or withdrew the class at the end of the term.

assignments or to address a student's referral. Table 24 (Tutor Survey: Frequency for Classifications of Reported 'Most Positive' Aspects of Class-Assigned Tutoring) shows that for tutors the more positive aspects for the program included being able to interact with students of different backgrounds and abilities; the 'expressed gratitude' by tutees and instructors; having a better understanding of students' problems and instructors' expectations; having well-defined tasks and exercises to work with students; and, being able to observe how tutees improved with tutoring.

- Regarding the areas in need of improvement from the instructors' point of reference, Table 15 (Instructor Survey: Frequency of Classifications for Program Areas in Need of Improvement) shows that the program needs to schedule regular meetings for all tutors and instructors to discuss and address common problems or issues; better match tutors and instructors, taking into account availability of times for tutoring/meetings; train or have tutors ready (set-up schedules, work hours, books) by the first week of class or very early in the quarter; and make sure instructors are ready to work with the tutor. Regarding tutors' suggestions for program improvement, Table 26 (Tutor Survey: Frequency for Classifications of Reported Program Areas in Need of Improvement) shows the need to encourage more students who need it to use the service; providing specific guidelines on work expectations for instructors, tutors, and tutees prior or at the beginning of the quarter; instructors agreeing on general guidelines on how to use services provided; instructors designing instructional plans to make better use of the tutors; and the expansion of the program.

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Table 1.**Student Survey: Head Count by Section and Survey; Success and Retention Rates by Section**

			Presurvey		Postsurvey		Participated in Presurvey and		Academic Performance	
Section Identifier	Prim Instruct Name	Enrollment at 1c	Count	Part Rate	Count	Part Rate	Count	Part Rate	Success Rate	Retention Rate
ESL 244.03	CHOI L	28	25	89%	0	0%	0	0%	61%	86%
ESL 261.05	NORMAN C	25	19	76%	0	0%	0	0%	72%	88%
ESL 263.62	PARKER K	23	20	87%	0	0%	0	0%	87%	96%
ESL 272.05	OMAN A	27	25	93%	0	0%	0	0%	70%	93%
ESL 272.61	ANDERSON G	27	1	4%	0	0%	0	0%	74%	81%
ESL 273.01D	NORMAN C	16	16	100%	13	81%	13	81%	63%	94%
ESL 273.02	WONG L	22	18	82%	16	73%	15	68%	91%	100%
EWRT200.03	GIARDINO A	30	26	87%	21	70%	20	67%	90%	100%
EWRT211.02	NADIMPALLI R	27	19	70%	18	67%	13	48%	81%	96%
EWRT211.06Y	HATTORI M	25	0	0%	1	4%	0	0%	88%	100%
EWRT211.10Y	HATTORI M	26	0	0%	2	8%	0	0%	85%	88%
EWRT211.11	SCOTT J	26	1	4%	0	0%	0	0%	85%	96%
EWRT211.13	NADIMPALLI R	25	11	44%	13	52%	6	24%	76%	88%
EWRT211.15	PESANO J	25	12	48%	0	0%	0	0%	84%	92%
LART200.01D	LISHA S	30	22	73%	22	73%	19	63%	80%	90%
LART200.61D	LISHA S	22	20	91%	17	77%	17	77%	100%	100%
LART211.01D	PANFILI N	25	0	0%	4	16%	0	0%	92%	96%
LART211.04D	PANFILI N	23	23	100%	0	0%	0	0%	87%	91%
Total		452	258	57%	127	28%	103	23%	81%	93%

Notes:

ESL 244.04 was cancelled.

Enrollment at 1c' identifies the number of students enrolled at first census, which is used to collect apportionment.

Table 2.

Student Survey: Frequency for Weekly Hours Spent on Homework/Projects, Pre and Post-Surveys

	All Respondents				Pre-Post Respondents Only			
	Presurvey		Postsurvey		Presurvey		Postsurvey	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Less than two hours per week	20	8%	43	34%	8	8%	32	31%
2-4 hours per week	95	37%	30	24%	36	35%	25	24%
5-6 hours per week	86	33%	33	26%	36	35%	28	27%
7-8 hours per week	28	11%	14	11%	15	15%	13	13%
More than 8 hours per week	28	11%	7	6%	7	7%	5	5%
Total	257	100%	127	100%	102	99%	103	100%
Mean Score	2.79		2.75		2.75		2.36	
Std Dev	1.10		1.05		1.05		1.19	

Notes:

Item 1. Presurvey: About how many hours per week do you currently dedicate to work for this class, not including class time? (For example, completing assignments, studying for a test, finishing a project)

Item 1. Postsurvey: Since you began working with a tutor, about how many hours per week do you dedicate or work for this class, not including class time? (For example, reviewing homework, studying for a test, finishing a project.)

Percentages are based on the number of students who answered the item.

Mean scores are based on a scale where 1 represents 'Less than two hours per week'; 2, '2-4 hours per week'; 3, '5-6 hours per week'; 4, '7-8 hours per week'; and, 5 'More than 8 hours per week.'

Table 3.

Student Post-Survey: Frequency for Change in Amount of Weekly Hours Spent on Homework/Projects

	All Postsurvey Respondents		Pre-Post Respondents Only	
	Count	Percent	Count	Percent
Increased	45	36%	40	39%
Decreased	13	10%	11	11%
Stayed the same	67	54%	51	50%
Total	125	100%	102	100%

Notes:

Original item: "Since you began working with a tutor, the number of hours you've spent on doing homework/projects for this class, not including class time, have ..."

Table 4.

Student Pre-Survey: Student Expectations on Class Grade Outcome

	Count	Percent
A	131	52%
B	95	37%
C	24	9%
D	2	1%
F	2	1%
Total	254	100%

Notes:

Original item: "Currently, what grade do you expect to earn in this class?"

Table 5.

Coefficient between Expected Grade Outcome and Weekly Hours Spent on Homework/Projects	
	Class Grade Outcome
Class Work Weekly Hrs	-0.11
Expected Grade*	0.44

Notes:

* $p < .001$

Hours per week on spent on class work' was coded as 1, 'o Less than two hours per week'; 2, ' 2-4 hours per week'; 3, '5-6 hours per week'; 4, '7-8 hours per week'; 5, 'o More than 8 hours per week.'

Expected' was coded as from 1 to 5, with the lower number representing a lower grade (A to F).

More than 90% passed the course.

Table 6.

Student Pre-Survey: Students Perceptions on the Importance of Reading, Writing, and Analytical Skills for Succeeding in College

	Reading skills		Writing skills		Analyzing information skills	
	Count	Percent	Count	Percent	Count	Percent
Very Important	217	84%	236	92%	208	81%
Somewhat Important	38	15%	19	7%	48	19%
Not Important	2	1%	2	1%	1	0%
Total	257	100%	257	100%	257	100%
Mean	2.83		2.90		2.79	
Std Dev	0.43		0.36		0.44	

Notes:

Original Item: "Please indicate how important do you think each of the following skills are for succeeding in college, and how much you expect to improve. Circle the number under the heading that best represents your answer."

Table 7.

Student Pre-Survey: Students Expected Level of Improvement by Skill Type						
	Reading skills		Writing skills		Analyzing	
	Count	Percent	Count	Percent	Count	Percent
A lot	140	56%	201	78%	158	62%
Some	91	36%	45	18%	85	33%
A little bit	21	8%	11	4%	11	4%
Total	252	100%	257	100%	254	100%
Mean	2.41		2.73		2.54	
Std Dev	0.74		0.55		0.65	

Notes:

Original Item: "Please indicate how important do you think each of the following skills are for succeeding in college, and how much you expect to improve. Circle the number under the heading that best represents your answer."

Table 8.

**Student Pre-Survey: Correlation Between
Grade Outcome and Students Perceptions on
Importance of Reading, Writing, or Analyzing
Information Skills and Expected Level of
Improvement**

	Class Grade Outcome
<i>How important...</i>	
Reading skills	0.06
Writing skills	0.19**
Analyzing information skills	0.05
<i>Expect to improve...</i>	
Reading skills	-0.03
Writing skills	0.10*
Analyzing information skills	0.08

Notes:

* $p < .01$; * * $p < .001$;

'Class Grade Outcome' was coded as 1 for passing the course ('C' or higher grade outcome, or 'P') and 0 for 'Did not Pass' (lower than a 'C' grade outcome, 'W', or 'P')

'How important...' was coded as 1 for 'Not important'; 2, 'Somewhat Important'; and 3, 'Very Important.'

'Expect to improve...' was coded as 1 for 'A little bit'; 2, 'Some'; and 3, 'A lot.'

Table 9.

Student Post-Survey: Time Spent Working with Class-Assigned Tutor By Task								
Response Count								
Response	Conversation Skills	Reading Comprehension/Vocabulary	Research of sources /Citing sources	Brainstorming ideas for writing	Revising sentences and paragraphs	Organization/Paragraph structure	Reviewing written drafts	Grammar/Proofreading skills
A lot	15	21	19	38	52	45	39	43
Some	58	58	44	46	51	43	55	55
None	48	42	56	37	22	35	30	27
Total	121	121	119	121	125	123	124	125
Mean	1.65	1.74	1.58	1.91	2.20	2.02	2.02	2.09
St Dev	0.75	0.79	0.82	0.88	0.78	0.87	0.80	0.78

Response Percentage								
	Conversation Skills	Reading Comprehension/Vocabulary	Research of sources /Citing sources	Brainstorming ideas for writing	Revising sentences and paragraphs	Organization/Paragraph structure	Reviewing written drafts	Grammar/Proofreading skills
A lot	12%	17%	16%	31%	42%	37%	31%	34%
Some	48%	48%	37%	38%	41%	35%	44%	44%
None	40%	35%	47%	31%	18%	28%	24%	22%
Total	100%	100%	100%	100%	100%	100%	100%	100%

Table 10.

Student Post-Survey: Degree of Help Provided by the Tutor by Skill Type								
	Reading skills		Writing skills		Analyzing information skills		Confidence in my academic skills	
<i>Response</i>	Count	Percent	Count	Percent	Count	Percent	Count	Percent
A lot	14	12%	43	36%	31	25%	26	21%
Some	52	43%	48	40%	56	46%	53	44%
None/Not at all	55	45%	30	25%	35	29%	42	35%
Total	121	100%	121	100%	122	100%	121	100%
Mean	1.60		2.02		1.90		1.79	
St Dev	0.74		0.86		0.80		0.81	

Notes:

Original item: "To what extent did working with the class assigned tutor help you improve on each of the following?"

Table 11.

Instructor Survey: Frequency for Instructors' Assessments of their Assigned Tutors' Performance

	Count	Pct
Was on time for our meetings/class	10	91%
Had the content knowledge/skills needed for the job	9	82%
Followed my directives	9	82%
Used time efficiently (time on task)	10	91%
Worked well with students of diverse backgrounds	0	0%
Total Records	11	100%

Notes:

Original item: "1) Please evaluate the tutor assigned to the class by answering each of the following items. The tutor assigned to my class..."

The original item included a scale of 1 to 3 ('Never,' 'Sometimes' and 'Always'). However, the data provided for the analysis only included characteristics.

A record relates to one instructor answering questions for one tutor.

'Worked well with students of diverse backgrounds' might have been difficult to assess by the instructors if they did not observe tutoring sessions.

Table 12.

Instructor Survey: Frequency for Instructors' Assessments of Tutors' Influence on Tutees Academic Performance

	Not at all		Somewhat		A lot	
	Count	Pct	Count	Pct	Count	Pct
<i>Students'...</i>						
Quality of assignments/projects (e.g., followed specifications)	2	18%	6	55%	2	18%
Turning assignments/projects on time	2	18%	7	64%	1	9%
Class engagement	5	45%	5	45%	0	0%
Overall academic performance	2	18%	8	73%	0	0%
Total Records	11	100%	11	100%	11	100%

Notes:

Original item: "To what extent do you think having the tutor work with students in or outside of class may have influenced the extent to which your students..."

A record relates to one instructor answering questions for one tutor.

Table 13.

Instructor Survey: Frequency for Classifications of Things Instructors Would do Differently

	Count	Pct
Tutor and instructor need to be better prepared ahead of the beginning of the quarter, including developing plans for the class that includes the tutor	4	36%
Better scheduling of tutoring sessions (i.e., more convenient for students)	2	18%
Require student to see the tutor	2	18%
Do not require tutoring	1	9%
Have tutor in classroom	1	9%
Earlier tutoring Referral	1	9%
Have the tutor come to class	1	9%
Meet with the tutor regularly.	1	9%
Organize group tutoring in class	1	9%
Total Records	11	100%

Notes:

Original item: "What would you do differently?"

A record relates to one instructor answering questions for one tutor.

Table 14.

Instructor Survey: Frequency of Classifications of Instructors' Reported Benefits of Having a Class Assigned Tutor

	Count	Pct
Having someone to help with class/support instruction	4	36%
Providing help to address students' special needs.	3	27%
Having a tutor already prepared/ready to work on assignment	1	9%
Have a tutor for referrals	1	9%
Total Records	11	100%

Notes:

Original item: "4) What were the main benefits of having a tutor available to work with student in your class/or outside of the class?"

A record relates to one instructor answering questions for one tutor.

Table 15.**Instructor Survey: Frequency of Classifications for Program Areas in Need of Improvement**

	Count	Pct
Regular meetings for all tutors and instructors to discuss and address common problems or issues.	4	36%
Better match of tutor and instructor, taking into account availability of times for tutoring/meeting.	4	36%
Tutors need to be prepared (e.g., setting up schedules, textbooks) from the beginning of the quarter.	1	9%
Instructor needs to be prepared to work with tutor.	1	9%
Total Records	11	100%

Notes:

Original item: "How can this intervention be improved? (Please include any suggestions for instructor who may participate in the future on this program.)"

A record relates to one instructor answering questions for one tutor.

Table 16.
Instructor Survey: Frequency for Instructors' Responses Regarding Future Participation in the Program or Recommendation to Others

<i>Response</i>	Participate Again		Work with the Same Tutor		Recommend the Program to Others	
	Count	Pct	Count	Pct	Count	Pct
Yes	9	90%	7	70%	9	90%
No	2	20%	3	30%	1	10%
Total Instructor Head Count	10	100%	10	100%	10	100%

Table 17.

Tutor Survey: Frequency for Number of Times Tutors Met with Assigned Instructor

	Count	Pct
<i>Approximate number of times</i>		
Once	3	23%
Two to three	2	15%
Four	2	15%
Eight	4	31%
Twelve	2	15%
Total Records	13	100%

Notes:

A record relates to one tutor answering questions for a given instructor. Total tutor head count was 9, instructor head count 12.

Original item: "How often did you meet with the instructor?"

Table 18.

Tutor Survey: Frequency for Classifications of Tutor's Descriptions of their Relationship with Assigned Instructor

	Count	Pct
Constant in-class collaboration.	2	15%
Initial good meeting, no communication afterwards, no	3	23%
Little contact, little collaboration, little tutoring.	1	8%
Mostly communication by email	3	23%
Positive, easy to approach.	3	23%
Role as a tutor was developed as it "went along."	1	8%
Total Records	13	100%

Notes:

A record relates to one tutor answering questions for a given instructor. Total tutor head count was 9, instructor head count 12.

Original item: "Describe your interaction with the instructor."

Respondents answers we re-phrased and classify within categories.

Table 19.

Tutor Survey: Frequency for Number of Times Tutor Worked in the Classroom

	Count	Pct
None	7	54%
Weekly	4	31%
Every two weeks	2	15%
Total Records	13	100%

Notes:

A record relates to one tutor answering questions for a given instructor. Total tutor head count was 9, instructor head count 12.

Original item: "How many times per week were you in the classroom?"

Table 20.

Tutor Survey: Number of Tutors that Worked with Tutees in the Writing Center

	Count	Pct
Never	3	23%
At least once	10	77%
Total Records	13	100%

Notes:

A record relates to one tutor answering questions for a given instructor. Total tutor head count was 9, instructor head count 12.

Original items: "Did you meet the students outside of the class in the WRC?"

Table 21.

**Tutor Survey: Frequency for Classifications of Activities Tutors Worked with
Students in the Writing Center**

	Count	Pct
Reviewing written drafts	10	77%
Revising sentences and paragraphs	9	69%
Grammar/ proofreading skills	9	69%
Organization/paragraph structure	8	62%
Brainstorming ideas for writing	7	54%
Reading Comprehension/Vocabulary	2	15%
Research of sources/citing sources	1	8%
Conversation Skills	1	8%
Total Records	13	100%

Notes:

A record relates to one tutor answering questions for a given instructor. Total tutor head count was 9, instructor head count 12.

Original item: "In the WRC, of the activities below, which activities did you help students with?"

Table 22.

**Tutor Survey: Frequency for Classifications
of Factors that May Have Motivated Tutees
to Seek Tutoring**

	Count	Pct
Required by instructor	6	46%
Assignment deadline	5	38%
Desire to improve	2	15%
Extra credit	2	15%
Fear of failing	1	8%
Tutor being in classroom	0	0%
Total Records	13	100%

Notes:

A record relates to one tutor answering questions for a given instructor. Total tutor head count was 9, instructor head count 12.

Original item: "What do you think motivated students to see you outside of class?"

Respondents answers we re-phrased and classify within categories.

Table 23.

Tutor Survey: Mean Scores for Areas or Ways in which Tutors May Have Influence Tutees

<i>Help tutees...</i>	Mean
Improve tutees' quality of written work	3.86
Understand requirements of assignments	3.75
Be Engaged or more motivated	3.13
Read and comprehend material	2.38
Improve conversation/class participation	2.25

Notes:

Scores ranged from 1, 'No influence,' to 5 'Significant influence.'

A record relates to one tutor answering questions for a given instructor. Total tutor head count was 9, instructor head count 12.

Original item: "To what extent do you think that your work with the students inside or outside the class may have influenced their..."

Table 24.

Tutor Survey: Frequency for Classifications of Reported 'Most Positive' Aspects of Class-Assigned Tutoring

	Count	Pct
Interacting with students of diverse backgrounds or abilities	4	31%
Expressed gratitude by tutees and instructor	3	23%
Being able to bond with more than one person from the same class.	1	8%
Better understanding of students' problems and instructors' expectations.	1	8%
Having well-defined tasks, exercises to work with students	1	8%
Observe tutees improve with tutoring	1	8%
Total records	13	100%

Notes:

A record relates to one tutor answering questions for a given instructor. Total tutor head count was 9, instructor head count 12.

Original item: "What has been the most positive aspect of being a Class-Assigned Tutor?"

Respondents answers we re-phrased and classify within categories.

Table 25.

**Frequency for Classifications of Reported 'Most Negative' Aspects of Class-
Assigned Tutoring**

	Count	Pct
Having to change/modify tutoring based to accommodate instructor teaching methods.	3	23%
Seeing students giving up after providing significant help.	1	8%
Total Records	13	100%

Notes:

A record relates to one tutor answering questions for a given instructor. Total tutor head count was 9, instructor head count 12.

Original item: "What has been the most [negative] aspect of being a Class-Assigned Tutor?" There was a typo in the original item and only a few students answered the intended item.

Respondents answers we re-phrased and classify within categories.

Table 26.

**Tutor Survey: Frequency for Classifications of Reported Program Areas in Need
of Improvement**

	Count	Pct
Instructors should encourage more students who need it to use the service.	4	31%
Specific guidelines on work expectations for instructors, tutors, and tutees at the beginning of the quarter, if not prior to the beginning of the quarter.	3	23%
Expand the program	1	8%
General guidelines across instructors on how to use the services provided.	1	8%
Instructors should plan/design instruction to take advantage of the tutor.	1	8%
Total Records	13	100%

Notes:

A record relates to one tutor answering questions for a given instructor. Total tutor head count was 9, instructor head count 12.

Original item: "What suggestions do you have on how to improve the program?"

Respondents answers we re-phrased and classify within categories.

Table 27.

**Tutor Survey: Frequency for Tutor Interested
in Participating in the Program For Next
Quarter**

	Count	Pct
Yes	7	78%
No	2	22%
Total Head Count	9	100%

Notes:

A record relates to one tutor answering questions for a given instructor. Total tutor head count was 9, instructor head count 12.

Original item: "Are you interested in continuing as a Class-Assigned Tutor?"