Writing and Library Research Peer Tutoring Program
Report for the 2008-2009 Academic Year

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<u>Background</u>

Now in its fourth year, the Writing and Library Research Peer Tutoring Program is a collaborative effort between the Office of the Campus Writing Coordinator, the UCI Libraries, and Student Housing to help undergraduate students with the demands of college writing through a peer assistance model. During the 2005-2006 pilot year, the peer tutoring program was offered in the two first-year residential communities, Mesa Court and Middle Earth Housing. Due to the pilot year's success, the program was extended and expanded during the 2006-2007 academic year, resulting in the availability of peer tutoring in four locations, the two first-year residential communities, Langson Library, and the Science Library.

For the past three years, 8 peer tutors have provided writing and research tutoring in the four locations listed above Mondays through Thursdays from 6pm to 9pm during Weeks 2 through 10 of every quarter. During Welcome Week, the peer tutors participated in three full days of training. Promotion and advertising of the Writing and Library Research Peer Tutoring Program during the 2008-2009 academic year included: an announcement to all Composition Program and FIP Instructors in the Fall, flyers in all new student orientation packets, flyers and posters throughout campus, and maintenance of the Peer Tutoring Program webpage. In addition, data was collected in the 2008-2009 academic year about how students learn about the program, their tutoring needs, and the program's impact on their writing and research.

Since its inception, data has been collected through sign-in sheets maintained by the tutors for all sessions, student intake forms completed prior to peer tutoring sessions, and an on-line survey students are encouraged to complete post their session about their tutoring experience. The intake form asks students to report the course for which they were seeking assistance, whether they were referred to the program, and if they were not referred, how they learned about the program. Over the course of the program's four years, the survey disseminated to students post their tutoring session has shifted from being a tool designed to primarily capture student opinions about the effectiveness of and their satisfaction with the peer tutors to a means for collecting information about the reasons students seek tutoring assistance and the degree to which students achieve the Writing and Library Research Peer Tutoring Program's three central goals:

1. to build students' confidence in their writing and research skills;
2. to assist students in the development of their writing and research skills; and
3. to provide students with feedback on their writing and/or research that facilitates students' ability to successfully complete their assignment.

In addition, since the Winter of 2007, all data collection, with the exception of the sign-in sheet, has occurred via EEE to allow for improved and increased data collection and ease of follow-up with students who've met with a tutor to complete an evaluation of their tutoring experience.[1]

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[1] Paper intake forms are made available in those instances when there were difficulties accessing the internet.

During the 2008-2009 academic year, tutors maintained sign-in sheets for all tutoring sessions, and students both completed an online intake form prior to their tutoring sessions, and were invited via email to evaluate their tutoring session, noting the degree to which their tutoring experience impacted the development of new writing/research strategies, their confidence in their skills, and their understanding and completion of their writing/research assignment. In addition, all Fall 2008 and Winter 2009 tutoring participants were surveyed to gather information about the degree to which they perceived their tutoring experience to have made an impact on the quality of their writing/research, their ability to both complete writing/research based courses and edit their own writing/conduct research. [2]

Results from the 2008-2009 evaluation, with comparisons to the findings from both 2006-2007 and 2007-2008, are presented below.

Intake Form Findings

During 2008-2009, more students (555 students) participated in peer tutoring quarterly than had been the case in either the 2006-2007 or 2007-2008 academic years with 227 students participating in 423 tutoring sessions in Fall, 164 students participating in 326 tutoring sessions in Winter, and 164 students participating in 343 tutoring sessions in Spring. Over the course of the year, the average student made 2 visits to the program.

Both the number of students utilizing the Writing and Library Research Program and the number of tutoring sessions has been steadily increasing each year since the program's inception. Compared to 2007-2008, the 2008-2009 academic year saw a 6% increase in the number of students utilizing the Writing and Library Research Peer Tutoring Program, a 14% increase in the number of tutoring sessions, and a slight increase in the number of visits students made to the program: from 1.8 visits to 2 visits.

As shown in Table 1, the number of students seeking tutoring assistance more than once in a given quarter peaked in Spring 2009 at 42% (69 students), compared to 31% (71 students) in the Fall, and 39% (64 students) in the Winter.

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[2] The intake form, student tutoring evaluation, and the tutoring reflection survey utilized during the 2008-2009 academic year are located in Appendix A.

Table 1: Number of Students and Visits by Quarter

Number of students and visits	Fall 2008	Winter 2009	Spring 2009
Number of students	227	164	164
Number of visits per student			
1 visit	156	100	95
2 visits	36	32	33
3 visits	17	12	14
4 visits	5	6	10
5 visits	2	4	6
6 visits	2	2	
7 visits	1	3	
8 visits	2	1	1
9 visits	1	1	
10 visits	2	2	
11 visits	1		2
12 visits		1	
13 visits	1		2
14 visits			1
26 visits	1		
TOTAL TUTORING SESSIONS	423	326	343

In collapsing the participant lists from each quarter, a number of interesting patterns emerge worthy of discussion here. As noted in Table 2, while the majority of students limited their utilization of the Writing and Library Research Peer Tutoring Program to one quarter, 12% (55 students) sought tutoring assistance in two quarters, and an additional 4% (20 students) sought tutoring assistance every quarter in 2008-2009.   Those students who utilized the program every quarter were the most frequent users of the program, with an average of 12.4 visits to a peer tutor in 2008-2009.

Table 2: Peer Tutoring Usage and Sessions for Single and Multiple Quarter Users

Student Usage in One or More Quarters	One Quarter	Two Quarters	Every Quarter	2008-2009
Number of students	391	55	20	555
Number of Tutoring Sessions	572	273	247	1092
Average Number of Visits	1.5	4.9	12.4	1.96

Courses which fulfill the lower division writing requirement have consistently been the primary courses for which students seek tutoring assistance since the program's inception and, as presented in Table 3, the same holds true for the 2008-2009 academic year. The primary courses for which students sought tutoring assistance were Writing 39A in Fall 2008, Writing 39B in Winter 2009, and Writing 39C in Spring 2009. As was the case in 2007-2008, Humanities 20, a course geared towards second language students, was among the top four courses for which students sought tutoring in Winter 2009. Also in Winter 2009, an upper-division writing course, Writing 139, was among the top courses for which students seek tutoring assistance. No upper-division writing course appeared on this list since the 2006-2007 academic year when Biology 100LW was among the top four courses for which students sought tutoring assistance.

Table 3: Top Courses for Which Students Sought Tutoring Assistance

Fall Quarter 2008		Winter Quarter 2009		Spring Quarter 2009	
Top Courses	N	Top Courses	N	Top Courses	N
Writing 39A	102	Writing 39B	77	Writing 39C	67
Writing 39B	53	Writing 39C	38	Writing 39B	62
Humanities Core	48	Humanities Core	38	Humanities Core	35
Writing 37	28	Humanities 20C	21	Writing 39A	21
		Writing 139W	21		

Table 4 shows that over two-thirds of all peer tutoring sessions were attended by lower-division students. Upper-division students were most likely to participate in Winter 2009 tutoring sessions, the only quarter in which an upper-division writing course was among the top courses for which students sought tutoring.

Table 4: Class Standing of Peer Tutoring Program Users

Fall Quarter 2008		Winter Quarter 2009		Spring Quarter 2009	
Class Standing	N	Class Standing	N	Class Standing	N
Freshman	236 (57%)	Freshman	156 (48%)	Freshman	218 (64%)
Sophomore	73 (18%)	Sophomore	68 (21%)	Sophomore	47 (14%)
Junior	40 (9%)	Junior	45 (14%)	Junior	19 (6%)
Senior	65 (15%)	Senior	53 (16%)	Senior	47 (14%)
Graduate	3 (<1%)	Graduate	4 (1%)	Graduate	7 (2%)

Table 5 shows that between one fourth and one-third of the tutoring sessions resulted from referrals, with the majority of tutoring sessions initiated by students of their own accord. Of interest to note here is that the percentage of tutoring sessions resulting from referrals is higher than was the case in 2007-2008.[3]

Table 5: Percentage of Students Referred to the Peer Tutoring Program

Referral Status	Fall 2008	Winter 2009	Spring 2009
Referred	101 (25%)	118 (37%)	103 (32%)
Not referred	298 (75%)	203 (63%)	214 (68%)
Total	399	321	317

Because of the program's promotion and advertising efforts, students who were not referred to the Writing and Library Research Peer Tutoring Program were asked how they learned about this service. The results, presented in Table 6, confirm the effectiveness of the program's advertising efforts, with emails being most effective in Fall, flyers and posters being most effective in Winter, and course announcements being most effective in Spring. Equally important to note is that

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[3] Of all the students who participated in the Writing and Library Research Peer Tutoring Program, 37% were referred in 2006-2007, compared to 27% in 2007-2008, and 31% in 2008-2009.

student promotion of the program to their peers is consistently among the top two ways students learn about the program.

Table 6: Top Ways Non-Referred Students Learned about the Peer Tutoring Program

How Students Learned about the Peer Tutoring Program	Fall 2008	Winter 2009	Spring 2009
Emails/Websites	45 (18%)	22 (13%)	11 (7%)
Friend/RA	41 (17%)	28 (16%)	27 (17%)
Campus Flyers/Posters	30 (12%)	39 (22%)	25 (15%)
Library Advertisement	25 (10%)	25 (14%)	11 (7%)
Course Announcements	25 (10%)	21 (12%)	25 (15%)
Prior User		17 (10%)	18 (11%)
TOTAL	247	175	162

Table 7 displays student participation rates in peer tutoring collected through the intake forms.
- Though students sought tutoring assistance at all four locations, participation rates were consistently highest in Langson Library throughout the year.
- In fact, 32% of all tutoring sessions that took place during 2008-2009 took place in Langson Library, compared to 22% in Mesa Court, 25% in Middle Earth, and 20% in the Science Library. In addition, students tended to most actively take advantage of the program during Weeks 7 through 10 of each quarter, most likely because papers tend to be due at the end of the term.

Table 7: Participation by Location and Week of the Quarter

Quarter and Location	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Total
Fall Quarter 2008										
Langson Library	5	4	17	15	17	20	20	9	31	138
Mesa Court	0	10	24	8	10	14	12	4	18	100
Middle Earth	1	10	16	10	12	15	15	6	17	102
Science Library	4	11	16	6	5	11	8	5	17	83
Total Per Week	10	35	73	39	44	60	55	24	83	423
Winter Quarter 2009										
Langson Library	7	10	11	12	11	15	15	12	26	119
Mesa Court	0	5	5	3	5	9	14	13	13	67
Middle Earth	2	6	6	11	11	9	10	11	13	79
Science Library	1	6	6	4	3	6	9	8	18	61
Total Per Week	10	27	28	30	30	39	48	44	70	326
Spring Quarter 2009										
Langson Library	5	8	16	9	9	12	13	10	14	96
Mesa Court	3	5	8	8	3	13	6	12	19	77
Middle Earth	6	9	10	8	10	15	12	13	9	92
Science Library	1	3	14	4	6	8	13	9	20	78
Total Per Week	15	25	48	29	28	48	44	44	62	343

In summary, the data collected through the Tutoring Intake Forms show that students utilized the peer tutoring program primarily for assistance in courses that fulfill the lower-division writing requirement with an average of 2 visits per quarter. The most popular location for peer tutoring is Langson Library. While most students, both in 2008-2009 and in previous years, utilized the peer tutoring program on their own initiative, the number of students referred to the program increased in 2008-2009.

Students' Evaluations of Tutoring

The response rate for tutoring evaluations varied somewhat by quarter; 45% (192 out of 423) of the Fall tutoring sessions were evaluated compared to 40% (131 out of 326) in Winter Quarter, and 39% (135 out of 343) in Spring Quarter. Overall, student response rates were higher than had been the case in both 2007-2008 and 2006-2007, which is especially noteworthy since in 2006-2007, as an incentive for students to evaluate their tutoring sessions, a student was selected each quarter to win a $100 gift certificate. Equally worth noting is that the response rates are much more consistent across quarters than had been the case in the previous two years.

As noted in Table 8, the primary reason students reported for visiting the Writing and Library Research Peer Tutors was proofreading, followed by development of ideas in the Fall, and editing skills in the Winter and Spring Quarters. Proofreading and editing have consistently been among the top four reasons students give for utilizing the program since its inception. Further, as has been the case since 2006-2007, students were least likely to report library research strategies among their reasons for participating in the Writing and Research Peer Tutoring Program.

Table 8: Reasons for Seeking Assistance from a Peer Tutor

Reasons for Seeking Peer Tutoring	Fall 2008	Winter 2009	Spring 2009
Proofreading	79 (41%)	45 (35%)	37 (27%)
Editing Skills	21 (11%)	27 (21%)	29 (21%)
Organization	20 (10%)	11 (8%)	15 (11%)
Development of ideas	23 (12%)	17 (13%)	18 (13%)
Writing Strategies	8 (4%)	3 (3%)	5 (4%)
Developing/writing the thesis	18 (9%)	5 (4%)	20 (15%)
Understanding the writing/research assignment	13 (7%)	20 (15%)	9 (7%)
Library research strategies	1 (1%)	0 (0%)	2 (1%)
Other	9 (5%)	2 (2%)	0 (0%)
Evaluation Form Completers	192	130	135

Table 9 displays the results by quarter for students' perceptions about their peer tutor's interpersonal skills. Over 80% of students agreed or strongly agreed that their tutor's interpersonal skills were good which is fairly consistent with the results from 2007-2008.

Table 9: Students' Assessment of the Peer Tutors

Survey Item [a]	Fall 2008 n=192	Winter 2009 n=131	Spring 2009 n=135
The tutor's interpersonal skills were good.	n=191 84%	n=131 81%	n=133 86%

[a] The results displayed represent the percentage of students that agreed or strongly agreed with the statement.

The survey items concerned with the achievement of the program's three central goals are displayed in Table 10.

- Similarly to the previous two years, students were more likely to report seeking tutoring assistance for writing versus research.
- Unlike the previous two years, more students agreed that they developed new writing strategies versus research strategies.
- Similarly, more students reported that they were more confident in their writing skills versus their research skills as a result of their tutoring.
- Students reported higher levels of agreement in the Winter and Spring Quarters that as a result of their tutoring experience, they developed new writing strategies, were more confident in their writing skills, and understood the prompt for their writing assignment.
- As was the case in 2007-2008, students in the Winter Quarter reported the highest level of agreement that as a result of the tutoring experience, they were more confident in their research skills (79%), and that their tutoring session helped them both understand (81%) and complete their research assignments (83%).

- In the Spring Quarter, students reported the highest level of agreement around the impact of tutoring on their development of new writing strategies (88%), their confidence in their writing ability (87%), and their understanding of the writing assignment prompt (89%).

Table 10: Tutoring Outcomes

Survey Item [a]	Fall 2008 n=192		Winter 2009 n=131		Spring 2009 n=135	
As a result of my tutoring experience:						
I have developed new writing strategies.	n=178	75%	n=116	85%	n=124	88%
I am more confident in my writing.	n=175	72%	n=111	82%	n=126	87%
I have developed new research strategies.	n=108	67%	n=81	73%	n=75	68%
I am more confident in my research skills.	n=107	67%	n=78	79%	n=73	75%
My tutoring experience helped me:						
Understand the prompt for my writing assignment.	n=175	76%	n=110	84%	n=119	89%
Complete the writing assignment for my course.	n=176	84%	n=110	94%	n=114	91%
Understand the research assignment for my course.	n=106	73%	n=77	81%	n=74	78%
Complete the research assignment for my course.	n=105	75%	n=77	83%	n=70	76%

[a] The results displayed represent the percentage of students that agreed or strongly agreed with the statement.

The higher percentage of students rating their experience with the program as excellent or good in the Spring Quarter, as displayed in Table 11, seems to be consistent with the increase in the level of agreement students reported in the achievement of the writing related tutoring outcomes. It is also important to note that the percentage of students rating their experience with the Writing and Library Research Peer Tutoring Program positively increased compared to both 2006-2007 and 2007-2008, with 83% of respondents in Spring 2009 rating the program positively compared to 67% of Spring 2008 respondents, and 80% of Spring 2007 respondents.

Table 11: Overall Evaluation

Survey Item [a]	Fall 2008	Winter 2009	Spring 2009
How would you rate your experience with the Peer Tutoring Program?	82%	78%	83%

[a] The results displayed represent the percentage of students that rated the program "excellent" or "good".

Similarly, as shown in Table 12, 93% of the students stated they would likely use the peer tutoring program again, compared to 89% in 2007-2008 and 92% in 2006-2007.

- As was the case in the previous two years, the percentage of students who stated they would likely use the program again slightly declined from the Winter and Spring Quarters.
- Unlike the previous two years, the percentage of students who stated they would likely refer their friends to the program steadily increased each quarter.

Table 12: Likelihood of Referring Friends and Utilizing the Peer Tutoring Program

Survey Item	Fall 2008	Winter 2009	Spring 2009
Repeat Use of Peer Tutoring Program			
Very Likely and Likely	178 *(94%)*	126 *(96%)*	121 *(93%)*
Not Likely	11 *(6%)*	5 *(4%)*	9 *(7%)*
Referral of friends to Peer Tutoring Program			
Very Likely and Likely	171 *(90%)*	119 *(91%)*	122 *(94%)*
Not Likely	19 *(10%)*	11 *(8%)*	8 *(6%)*

Overall, the Tutoring Evaluation numerical results, coupled with the written comments located in Appendix B suggest that the majority of students gain a great deal through the program including feeling more confident about their skills, developing new writing and research strategies, and gaining a better understanding of and ultimately being able to complete their course assignments. Though there continue to be a few concerns raised by students about the program, most notably the waiting time to see a tutor, these comments are few in contrast to the number of concerns raised in 2007-2008, suggesting that the concerns students raised last year about the program have largely been addressed.

Findings from Tutoring Experience Reflection Survey

In Spring 2009, all students who met with a peer tutor in Fall 2008 or Winter 2009 were invited to complete a survey designed to gather information about the impact of peer tutoring on the quality of their writing/research skills and their ability to successfully complete writing/research courses. A total of 62 Fall 2008 tutoring participants and 52 Winter 2009 tutoring participants completed the reflection survey for a 26% and 32% response rate, respectively. Though these response rates are higher than those from 2007-2008, they remain low. As a result, the results and findings of the Fall and Winter Tutoring Experience Reflection Surveys may not accurately or completely reflect student perceptions of the impact of peer tutoring; generalizations should therefore be made with caution.

The results displayed in Table 13, coupled with the written comments located in Appendix D, mirror the findings from the Peer Tutoring Evaluations.
- More than 70% of the students who met with a peer tutor in either Fall 2008 or Winter 2009 reported that the quality of their writing/research improved.
- Students who participated in Fall 2008 tutoring reported the largest gains around their ability to be a better editor of their own writing.
- Compared to the results from the 2007-2008 reflection survey, students in 2008-2009 were more likely to report that the quality of both their writing and research had improved, that they were a better editor of their own writing, and that they had been more successful in completing writing and research courses as a result of their tutoring experiences.

Table 13: Long Term Gains from Peer Tutoring

As a result of my tutoring experiences:	Fall 2008 n=62		Winter 2009 n=52	
The quality of my writing has improved.	n=57	72%	n=48	77%
I have been more successful in completing writing courses.	n=55	71%	n=46	74%
I am a better editor of my own writing.	n=56	80%	n=46	70%
The quality of my research has improved.	n=34	71%	n=34	71%
I have been more successful in completing courses where research plays a central role.	n=33	67%	n=34	71%
I am a better researcher.	n=33	70%	n=32	63%

[a] The results displayed represent the percentage of students that agreed or strongly agreed with the statement.

Conclusions and Recommendations

As a whole, the findings from the Intake Forms, Tutoring Evaluations, and Tutoring Experience Reflection Survey provide solid information about the ways in which students utilize the Writing and Library Research Peer Tutoring Program, the ways in which it impacts writing and library research both in the short and long term, and how the program can be strengthened. Based on the Tutoring Intake Forms, students who utilize the Writing and Library Research Peer Tutoring Program are likely to be first-year students, seeking assistance primarily with proofreading and editing/development of ideas, and, on average, are choosing to visit a tutor 2 times a quarter. In addition, the percentage of students being referred to the program increased in 2008-2009 which may suggest that faculty are more aware of the program and its ability to help students complete their writing and research assignments.

Through the Tutoring Evaluations, over 90% of the students reported they would both likely utilize the service again and recommend it to their peers, thereby confirming their satisfaction with the Writing and Library Research Peer Tutoring Program. While students seeking tutoring in all four locations, Langson Library experienced a significantly higher level of demand than the other three tutoring locations throughout the 2008-2009 academic year as had been the case in 2007-2008. Nonetheless, this disparity in usage did not seem to result in large numbers of students expressing concerns about the waiting time to see a tutor, or the amount of time tutors are able to spend with students as had been the case in 2007-2008.

The data collected through the Tutoring Evaluations confirms that students use the peer tutoring program primarily for assistance with writing and that their participation in the program serves to help them both understand and complete their course assignments. Though the majority of all students, regardless of the reason for visiting a peer tutor, report gains, the percentage reporting gains increased from the Fall to Spring Quarters, with the highest gains reported in the Winter Quarter. Unlike previous years, students who sought assistance with research reported somewhat lower gains in confidence and the development of new strategies compared to their peers who sought assistance with writing.

The data collected through the Tutoring Experience Reflection Survey among Fall 2008 and Winter 2009 tutoring users suggest that the Peer Tutoring Program has a positive impact on the quality of students' writing and research skills beyond the completion of a specific course assignment. The

greatest impact of the program for students seems to be on the quality of their writing and their self-editing skills.

In light of these findings, the following is a list of recommendations:

1. The efforts to promote and advertise the Writing and Library Research Peer Tutoring Program appear to be effective. Because the program is designed to assist all undergraduate with the demands of college writing and research, it would seem that the program should be promoted not only to Composition and FIP Instructors but to Upper-Division Writing Faculty as well.

2. Though the program seems to have found effective means for managing student demand for tutoring assistance, with few students reporting concerns about the time they need to wait to see a tutor or the limited amount of time a tutor is able to spend with a student, there are a small number of students who are using the program almost weekly in a given quarter or throughout the year. While obviously this positively reflects on the value of the program, it is unclear that the program was designed to fulfill this level of need or even should fulfill this level of need. Consideration should be given to limiting the number of times a given student can utilize the program both to ensure that a small number of students do not dominate the tutors' time and to ensure that other students who need writing and research assistance are also helped.

Evaluation and Data Collection Tools

Writing and Library Research Peer Tutor Program Intake Form (available on EEE)

Your Name (First and Last):_____

Your Student ID:_____

Your Email Address:_____

I am a:

□ Freshman   □ Sophomore   □ Junior   □ Senior   □ Graduate Student

Class for which you're seeking tutoring assistance:_____

Class Instructor's Name:_____

Were you referred to the Writing and Library Reach Peer Tutors?   □ Yes   □ No

If so, who referred you (i.e. name of professor)?_____

If you were not referred to the Writing and Library Research Peer Tutoring Program, how did you hear about the program?_____

My tutoring session took place in:
□ Langson Library   □ Science Library   □ Middle Earth   □ Mesa Court

<p style="text-align:center"><u>Tutoring Evaluation</u> (available on EEE)</p>

What was the primary reason for visiting the Writing and Library Research Peer Tutor Program? (select only one)

- □ Understanding the writing/research assignment
- □ Research strategies
- □ Developing/Writing the thesis
- □ Writing Strategies
- □ Other:_____
- □ Development of ideas
- □ Editing Skills
- □ Organization
- □ Proofreading

<u>Writing Skills</u>
Please skip this section if you did utilize the peer tutoring program for writing assistance.

As a result of my tutoring experience:
I have developed new writing strategies.
Strongly Agree   Agree   Disagree   Strongly Disagree   Not Applicable

I am more confident in my writing skills.
Strongly Agree   Agree   Disagree   Strongly Disagree   Not Applicable

My tutoring experience helped me:
Understand the prompt for my writing assignment.
Strongly Agree   Agree   Disagree   Strongly Disagree   Not Applicable

Complete the writing assignment for my course.
Strongly Agree   Agree   Disagree   Strongly Disagree   Not Applicable

<u>Library Research</u>
Please skip this section if you did utilize the peer tutoring program for research assistance.

As a result of my tutoring experience:
I have developed new research strategies.
Strongly Agree   Agree   Disagree   Strongly Disagree   Not Applicable

I am more confident in my research skills.
Strongly Agree   Agree   Disagree   Strongly Disagree   Not Applicable

My tutoring experience helped me:
Understand the research assignment for my course.
Strongly Agree   Agree   Disagree   Strongly Disagree   Not Applicable

Complete the research assignment for my course.
Strongly Agree   Agree   Disagree   Strongly Disagree   Not Applicable

<u>Overall Benefits of the Tutoring Experience</u>
The tutor's interpersonal skills were good.
Strongly Agree Agree   Disagree   Strongly Disagree

How would you rate your experience with the Peer Tutoring Program?
Excellent   Good   Average   Fair   Poor

Based on your experience:
How likely are you to use the Peer Tutoring Program again?
Very Likely   Likely   Not Likely

How likely are you to refer friends to the Peer Tutoring Program?
Very Likely   Likely   Not Likely

Please use the following space for any comments or suggestions about the Writing and Library Research Peer Tutoring Program.

APPENDIX B
Student Evaluation Comments

<u>Fall Quarter 2008 (n=192)</u>

<u>Please use the following space for any comments about the Writing and Library Research Peer Tutoring
Program.</u>
- Brian is one of the best tutors at UCIrvine I have ever seen. He is very patient, nice and helpful.
- Christina did a wonderful job at the Writing and Library Research Peer Tutoring Program on October 13, 2008. She is very easy going, very nice, and very approachable. I definitely find her to be very helpful because she is very knowledgeable in the field of writing. In addition, she has a very good passion to teach and help students improve in their writing skills. I have learned more about grammar as well as expressing myself through writing from her than anyone else at UCI. Overall, she is AMAZING!! Thanks Christina...you ROCK!! :)
- Deana Ong helped me on proofreading my essay. We went over every sentence and looked for grammar errors.
- Deana Ong really helped me. We went over every sentence to check for language errors. She is a great tutor.
- Deanna helped me for about two hours develop my thesis, and understand what my assignment really asked for. She even stayed with me for 40 minutes after 9:00 to make sure that I left with a complete thesis. She did a good job not just by helping me, but also by giving me the confidence to not quit on my essay.
- Deanna Ong really helped me on my rough draft, making my essay clearer to the readers.
- Deanna was great. She really helped me a lot.
- Diana helped me a lot as well as Quacum.
- Diana is amazing!!!
- Diana was amazing she is super patient and kind. I feel like she actually cared about me and my grade.
- Great program, accessible. Keep up the good work!!!
- Hoa helped me develop my thesis into an argumentative thesis and Deanna gave me comments on how I could improve my paper.
- I am an international student and I wanted peers to check my grammar. However, she did not do it because other students are waiting for her help. She stopped checking on the way. I heard that this system welcomes all students even regardless of their writing skill levels, but she did not welcome me because my writing skill is low and I could not understand her suggestion well due to my language barrier. She did not try to help me understand. I will never use this system.
- I attended the tutoring session on Thursday evening. She helped me with grammar mistakes, which is my weakest point in writing. She made sure my paragraphs were written smoothly so it is easy for any reader to understand clearly. She truly took the time to help me on my essay.
- I believe that my experience was not very helpful because I did not have much time to work with the peer tutor. It was almost time for the session to end and I felt rushed. Also the tutor was not very informed about my assignment. I believe that if I had more time with the tutor the experience may have been more beneficial.
- I did not feel that the tutor was capable of giving me much help into how to edit my paper. Most of what the tutor told me I asked about how to fix certain aspects of my paper that he didn't know. I went with the intention of having some read and help me to shape my essay into a more coherent paper, but that didn't happen. Even though the tutor didn't give me much help I did feel that they were friendly and personable.
- I DIDN'T LIKE THE PEER TUTOR WHO HELPED ME. I MEAN, I HAVE HAD GONE TO PEER TUTORING BEFORE AND THAT PEER TUTOR WAS REALLY REALLY AWFUL. SHE WAS NO HELP AT ALL. I ASKED HER TO EDIT MY PAPER FOR GRAMMAR MISTAKES....SHE DIDN'T DO IT. SHE WAS YAWNING THE WHOLE TIME. BIG DISAPPOINT!!!
- I love Diana she was amazing I went to mesa at the computer lab and she was awesome!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!! SHE IS SOOO SMART!!!!
- I love it.
- I loved my tutor, Prairie. She is excellent!
- I think it offered good feedback to improve my paper's organization with respect to time the assignment was due.

- I think it's great because it can help you look for your own mistakes and fix them. If you have any problems the peer tutors will tell you the possibilities on how you can fix them.
- I think that it would be useful to have bio major tutors at the science library especially when students need help with 100lw papers. English major tutors would not know what to put in a lab report for bio.
- I think the tutor did a good job of closely reading and critiquing my essay - the purpose of my visit was to polish an already finished and proofread essay, so there was no need to assess the prompt or writing strategies as much. However, I feel like the tutor did her task well for what was needed for my particular essay.
- I think the tutors are very helpful and friendly.
- I think there should be more tutors. When I went there that night, there was only one tutor and three students waiting in a line, and one student got a paper with seven pages. The tutor was so helpful for my writing. Hope they can help more students like me! :)
- I was told more of what I was doing wrong, more than how I could change what I did. I already knew what I did wrong, I needed help on how to fix certain things. Maybe it was that we both had different intentions of what I went into learn than what they were supposed to help us with. But overall, it was still helpful that I went in and I probably will use it again in the future.
- I will use peer tutoring again because I will do EVERYTHING (legally and morally) possible to get the best grades possible on my paper. However, my tutor was not very assertive, though he told me that I needed better topic sentences - which helped me edit my paper to have those.
- I would like it more if the peer tutor could write on our papers.
- It was a good experience.
- It was very helpful and I have intentions of using the resource again and of course recommended to other fellow class mates.
- It was very helpful and I will probably do it again!
- My peer tutor was fantastic and she helped me to get over my writers block and I produced a very good essay!
- My peer tutor, Patrick, was exceptional and he literally sat by me and made sure I'd have a strong paper. there are no words to describe how good he was. He saved my paper. This guy should be a professor or writing teacher, since he actually helped with my paper. Like he told me what ideas didn't work, and how my paper was wrong grammatically. Best peer tutor ever. I referred him to all my friends for future peer tutoring.
- My tutor Daphne Le was very kind and helpful. It was absolutely worthwhile discussing my paper with her.
- My tutor was patient and helpful in editing my paper and making sure my ideas were clear and flowed smoothly. I think I felt a little more confident after meeting with her because she didn't seem to have to make too many changes! But I definitely plan to use the program again for my next paper.
- My tutor was Prairie and she is an amazing tutor. She helped me understand the prompt and helped me think of ideas to start writing my paper.
- My tutor was Prairie. She was an awesome tutor and helped me edit my paper. She also gave me ideas on how to make my paper better. I really liked this tutor.
- My tutor was really helpful. She didn't take over the paper but she helped me figure out how I could make my paper better.
- My tutor was Sarah and she was really good. She helped me brainstorm which allowed me to start writing my rough draft.
- Sarah is friendly.
- She was very friendly and helpful. I am just not a very strong writer, and I didn't want to re-write my whole paper, but she did give me some very good advice.
- Thanks a lot! I got an A on my first essay. :D
- Thanks for providing the service! It helped me so much and it was very nice of the tutor to stay in ten minutes after her shift to help me. Thanks again.
- The Mesa tutor was enthusiastic, very nice, and helpful.
- The only problem I found with the peer tutor was that she was most focused on finding grammatical errors. She made my paper better with grammar, but she did not provide much input with what I needed, which was the organization and development of my essay. The peer tutoring was still helpful but not with what I mostly needed help.
- The peer tutor, Hoa, really helped me understand the prompt and organize my thoughts to help me write my essay easily.
- The peer tutoring really helped me develop my ideas as well as reinforced my current ones. I was able to see my topic with a better focus after the session and I think that really will help my paper go over the

top. I will definitely use this service for my future papers and writing questions, as well as have already recommended it to friends.
- The tutor gave me a good tip on researching articles, and that helped me do research for the paper. She was also nice. However, I don't feel like she fully understood the prompt (though she did read it) and I don't think she was confident enough to help push me toward a clearer thesis. I will follow up this session with tutoring at the LARC and will return to the Library Tutors when my paper is closer to completion. From watching the tutor talk to several students, it seems that the tutors can probably help more with grammatical errors than with overall structure, organization, and development of the essay.
- The tutor tells us more than the professor, he taught me how to write the essay in a more structure way and detail instead of only about grammar.
- The tutor that helped me was excellent in helping me proofread my paper; she was extremely helpful and encouraging.
- The tutor was very friendly and approachable. Very patient, even though my paper was a complete mess.
- The tutor was very friendly, and gave very good advice. I went there not feeling very confident about my paper, and I left know that I could improve my paper to make it a good paper.
- The tutoring should set time for each student. Last time when I went to the tutoring, my tutor spent almost 45 minutes for my two previous fellow students. As a consequence, I only had a very short period, 45 minutes with her because there were 3 more students waiting for being helped. Therefore, I think the program should set time limit for each student to prevent the tutor from ending the session with each student within short time. Moreover, by doing that, the students need not to be waiting in the room hours in order to get help. The students, as a consequence, can sign in, go out to edit paper and come back to get tutoring. Last time, I had to wait an hour and a half in the room and did not leave because I did not know when it would be my turn.
- Through library materials
- Tutors told me vaguely what's wrong w/ my paper, but gave no suggestions about how to fix it. I already know what is wrong, so I would like some suggestions. I am not asking for any specific answer, just a suggestion.
- Very helpful when asking a question.
- When I went to the room there was only one tutor and 4 people waiting in the line. I think if there are more tutors it will be more helpful for the students. So the tutor won't have to be tired until he gets to a new student and we won't have to wait that long.

Winter Quarter 2009 (n=131)

Please use the following space for any comments about the Writing and Library Research Peer Tutoring Program.
- A job well done Fantastic
- all of the tutors comments conflicted with my teachers' comments and it wasn't helpful at all
- Deanna was a big help for me. She really spent the time to look over my whole paper to proofread it and make sure I know what the problems were. I was very appreciative of the help and will definitely use it in the future.
- Deeana Ong was very sweet and very helpful. I'd personally recommend her to everyone who needs help with writing.
- During finals, increase the peer tutoring hours because it gets quite crowded.
- excellent and hard working peer tutor.
- Good Work
- Helpful, good interpersonal skills.
- Hoa is a genuinely caring peer tutor. He went over 9pm to help me with my assignment and he seemed happy to help. I came in with a very sketchy thesis and by the end he had helped me create a more concise and comprehensive thesis.
- Hoa is an amazing peer tutor. He has genuine love for writing and for helping his peers. I came in really confused about my thesis and unable to start my assignment because I felt as if I had so many things to say but not sure how to write it. Hoa listened to me and made some very clever suggestions about how to organize my paper. That night I came back home and started writing my paper. I think that his technique of organizing papers will help me with my other classes as well.
- I enjoyed my experience there. I definitely felt that i will get a better grade on my paper due to Prairie's help.

- I really appreciated Sarah, my peer tutor. She was very kind to me, and helped me a lot.
- I would not go back for tutoring from the guy who tutors on Monday at Mesa Court, but the other tutor (the girl) is good.
- It helped a lot.
- It is good to work with the tutor.
- It took a little too much time (1 hour) until I actually get the tutoring.
- Patrick is an excellent peer tutor
- Patrick was very patient and used great examples to help me understand the prompt.
- Peer tutoring is very helpful. I'd like to see more of them on campus.
- Point out more flaws in the essays, i.e. grammar, awkward sentence structure.
- Sarah is very helpful because she provides specific examples and relates her opinions on my topic. She always has fresh new ideas to juice up my paper. :)
- Sarah was a good tutor that gave me idea on how I should approach on editing my paper. She gave me lots of idea on the best ways to proofread my paper. She was clear and understandable; I felt comfortable talking to her about my writing problems. I was not embarrassed to tell her the part that I was having a hard time in and she was able to clear up all the mistakes I had.
- The girl tutor was really friendly, and she gave me constructive criticism and I learned a lot from her. But, the boy tutor woke up on the wrong side of the bed that day. He was antisocial, and he just read through my paper without a word, then he asked me questions that make me feel like I'm an idiot. Instead of suggesting to me that I should elaborate on my thesis, he rudely said, "Then why didn't you just write that." I felt that his interpersonal skills are lacking and that he needs to take some kind of uni studies class to refine them. But, I cannot give the peer tutors a bad review on account of him because the girl was very helpful and I will ONLY go back to her for advice.
- The program helps a lot just by proofreading my essay. Thanks. =)
- The revisions and comments on my paper from the peer tutor were very helpful. Thanks!
- The tutor Patrick Sung was very helpful for editing my grammar. His comment was very clear and professional!
- The tutors are nice and friendly.
- There should be more than one peer tutor at Langson Library. Christina is great!
- They are really awesome, they help me a lot with my essays
- Very nice and helpful. Thanks!

Spring Quarter 2009 (n=109)

Please use the following space for any comments about the Writing and Library Research Peer Tutoring Program.
- Amazing
- Deanna was very helpful with my developing my thesis.
- Deanna was very helpful.
- Deanna really helped me develop a lot of writing skills. Thank you
- Excellent Help
- Good job. I love this program.
- Grammar error revising was good, but my essay was off-topic but he didn't point it out. I have to write it again. Although this time was not that helpful, this is very helpful service to me, so I will use it again.
- I attended Daphne's writing section and was quite disappointed with her performance, first waited 2 hours of my time waiting for her help and when given the time with her did not accomplish anything, gave me nothing.
- I honestly think that the male writing tutor at Mesa Court is rude and I can tell he does not want to be there. He helps a little, but when he does he does it in a rude manner. On the contrary, the female writing tutor at Mesa Court is really helpful and she helped me do well on my research essays.
- I just want to say that the tutoring program is of great help. And the tutor whom I go to get help from is very patient and always willing to help.
- I like to acknowledge Deanna, who tutors at the community center at Mesa Court, because she is very helpful and enthusiastic. Because of her cheerful attitude, I did the peer writing tutor more often.

- I need help for Writing 39AP. Therefore, the research questions were not applicable. And Patrick in the Science Library is a great tutor to seek help with, because he tried to explain my problems to me and gave me ideas of writing my essay.
- I really liked how my writing tutor helped me proofread my entire essay and gave me feedback to help me improve my writing. She was really patient and willing to help me with my paper. I will definitely recommend this program to other people.
- I think this is a great program.
- I wanted to mention that Sarah is an excellent tutor and is always willing to help.
- I went to see the peer tutor twice last week. I am not sure which of the two girls this survey is for, thus I am answering for both of my experiences. Those two girls are GOD I Love them I am getting 100 in my papers I would not get that score without their help Thank you
- It is the best
- It was great! Thanks for the help
- It would be better if my peer advisor had more patience and actually show that he wants to be to help students.
- It's wonderful! Please keep the program; it's valuable for writers of all levels!
- Most useful program available when teachers and TA's are out of the office in the evening.
- Sarah is a friendly peer tutor who I find easy to talk to and get help from she spots out the mistakes I make in my paper and help me find out my weaknesses in writing great tutor over all
- Sarah is a great peer writing tutor
- She helped me so much and I got an A on my paper! Thank you so much!
- She was exceptionally helpful. She made sure to tell me what was good AND bad about my writing and helped me fix my mistakes in a positive and encouraging manner. I will definitely go back.
- The program has helped me a lot during the entire spring quarter. The two girls that are there they had proof read my papers and they were polite and nice. However, the guy that I saw last week was very short and he refuse to helped me because he said he is not there to help with grammar. Whether this statement is true or not he should be able to help me at least reading my paper and giving me some feedback instead of reading just 1/4 of my paper and with a big attitude. I would appreciate it if this guy can be more courteous and more customer service oriented yet more helpful
- The waiting time was too long (40 minutes)
- This program has been very helpful for me. Thus I would like the program hours be extended.
- This quarter's tutor is by far the best. She is very helpful, and encourages thinking.
- Tutor was very helpful.
- Very helpful!

APPENDIX D
Fall 2008Tutoring Experience Reflection Survey Comments
(n=62)

Please share below any other long-terms gains you have made related to writing as a result of your Fall Quarter 2008 experiences with Writing and Library Research Peer Tutoring.

- I am better at sentence structures.
- I can write my essay with less grammatical errors.
- I have gained more confidence in my writing and improved in analyzing my essays.
- I have learned to edit my papers so much better now than how I originally started. I feel more comfortable writing papers and expressing my ideas on paper.
- I have sought the Writing and Library Research Peer tutoring program twice. Both of those times, the list was full, and the tutor spend a great deal of time with one paper, which left him/her no time to help other individuals who waited more than an hour. I suggest that (unless there is barely anyone in the writing center) the tutor should devote no more than 15 minutes. And if the tutor is done with the 15 minutes for every person, the persons who need more help can sign up again. I strongly encourage this idea. I have waited a long time to get help, and after 2 hours, I still don't get any.
- I learned to review and revise better
- I learned to use more compelling words in my writing instead.
- I now feel confident with writing research papers.
- I only went once, but the girl helped me with writing a thesis
- I was able to correct my own errors
- I was able to see what kinds of things as I read through my paper that i should be looking for in improving it.
- I was accepted in the UCDC program. (I hope that counts.)
- I was afraid of writing assignments, but I gain competence to writing.
- I went in because I required someone to help proofread my grad school application. Christine was extremely helpful and made many brilliant suggestions. With the application I gained a place at USC. I found the peer tutoring scheme incredibly useful and have recommended it to other students.
- It was just really helpful!!!!
- It's hard to gauge what happens as a result of what - I also went to LARC writing assistance - which was super helpful - and office hours to ask my Professors and TAs to look over my drafts.   Overall, my writing has improved at UCI - but it is probably due to the COMBINATION of many factors.
- Knowing that there are people that that I can go to for advice and help on papers.
- The knowledge of know that a tutor is there to help me if needed
- The peer tutors helped me analyze my writing so that I could rephrase or reword my sentences to communicate my ideas clearly and concisely. I have been very grateful for all of their help, especially with teaching me techniques to analyze my own writing rather than simply correcting my papers.
- Helped me proof read.
- I am more aware of following the prompt, sticking to details, and grammatical errors. I do not wait last-minute to complete assignments as much, and I analyze given texts better.
- I barely made any progress
- I learned the difference between Social Science and Literary Journalism writing styles. I learned to limit the use of the passive voice, and replace it with the active voice.
- I only went once and it was to help finalize my paper.
- I really learned how to write in a more comprehensible manner and more understandable as well. It really helped me dramatically, and should be continued.
- It was good. Actually it was a big help in my first quarter, but I could not count on it. One time I drove 80 miles to get there and it was nobody there, and several times I was told to go to other libraries because they were busy, so I did not use your help anymore. But for the start it was a big help. Thanks.
- It was helpful, but I wouldn't say my growth came from the two times I went to tutoring. Was it worth my time? Yes, but not earth shattering.
- I've been able to organize my thoughts better!
- My grade gets better
- None. I was there for help on a very specific assignment. At the time, I thought it was very helpful and felt really great about it. The person even said that in regards to the content of my paper, it was professional journal quality. I made all the suggested changes. I got a C on the paper and was very shocked and

upset. I do not in any way blame the tutor for this. I think the peer tutors are great for general writing assistance, but not for help on specific assignments. That was my mistake.
- punctuation Rephrasing sentences concepts in paper
- The tutors were very helpful. I hope to see them again next in the fall quarter.
- Through Writing and Library Research Peer Tutoring, I have gained a lot of insight and advice on how to further enhance the argument being made in my paper.

Please share below any other long-terms gains you have made related to research as a result of your Fall Quarter 2008 experiences with Writing and Library Research Peer Tutoring.
- I can apply it to other classes other than writing
- I did not do any research.
- I have made better decisions on where to do my research for certain papers and how to put the information on my papers and citing them.
- One of the tutors showed me some research tips that are super helpful for Literature courses. I have also had librarians come to several of my classes to teach research (in Criminology, Social Ecology, and Literary Journalism) so the general improvement of my research skills is likely due to a combination of several factors.
- The experience with peering tutor was great, but there is some limitation because they are not experts in some specific field.

Winter 2009Tutoring Experience Reflection Survey Comments
(n=52)

Please share below any other long-terms gains you have made related to writing as a result of your Winter Quarter 2009 experiences with Writing and Library Research Peer Tutoring.
- After finished winter quarter, I could write an essay with much less errors than before.
- Christina and Patrick helped me read my writing and make my word choice/phrasing more clearly.
- I am trying to get better with my grammar issue
- I gain more experience in writing a college level paper.
- I have been more careful with my wording.
- I learned a lot about how to utilize the library's website along with other databases that I would never know about.
- I learned not to use "that" as often.
- I think I've already shared before.
- I was clearer about what I need to focus on in order to improve my writing. Objective advice for my writing always helps see more mistakes.
- If I have any more research paper that I need help, I will go to tutor.
- Knowledge of how to support thesis statements using evidence.
- My primary use of the tutoring lab is proofreading. My positive experiences with Brian (who does not work in the lab anymore) were very useful in helping me to identify common grammar mistakes that I make and how to avoid them in my writing.
- Thanks to tutoring I now realize that I make less grammatical mistakes. But if I do commit mistakes I am able to correct almost all of them by myself. I should also mention that Sarah is an excellent tutor. She is patient, approachable and always willing to help.
- The peer tutoring program allowed me to seek the opinion of other people who are unfamiliar with the given prompt, thus ensuring that I am clearly addressing and explaining my topic.

Please share below any other long-terms gains you have made related to research as a result of your Winter Quarter 2009 experiences with Writing and Library Research Peer Tutoring.
- I am more analytical and understanding of whether or not an argument flows or not; I give most credit to my professor than the peer tutor though (I only sought assistance from the peer tutor once).
- My paper has even more mistakes after going to the tutor center!!
- The tutors need to be more critical.