

The analysis of tutor feedback data from
the Fall 2016 tutoring session.

Tutor Data Analysis

Fall 2016

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POST-PROGRAM SURVEY ANALYSIS

Overview

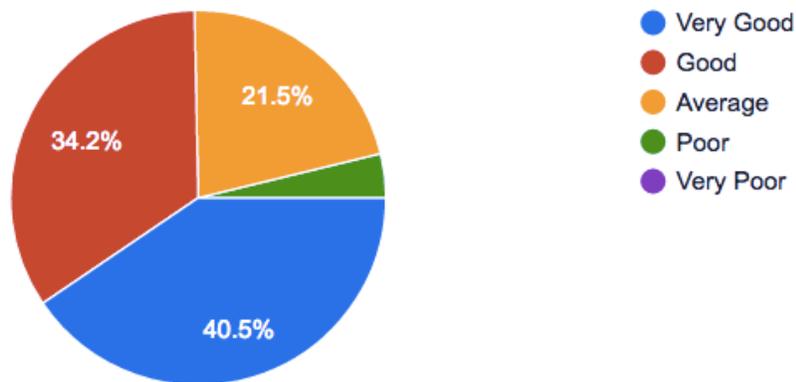
Participants in this survey had positive feedback for the program as a whole. The biggest challenge faced by about a quarter of our tutors was students not attending meetings, or lack of communication with their tutor. Short question responses allowed for vast amounts of information and feedback to be gathered, however the analysis of such data is difficult to describe in an analytical context. Therefore, survey revisions should include more multiple choice questions, with the option to comment.

Data Cleaning

A total of seventy-eight tutors completed the “Tutor Feedback” survey. Initial results were sometimes wrongly analyzed by the automated system (google survey), so re-processing of data was required through Microsoft Excel. Additionally, due to the heavy comment-based feedback, much of the analysis is not based on a numeric system. Where applicable, this will be noted in the following section.

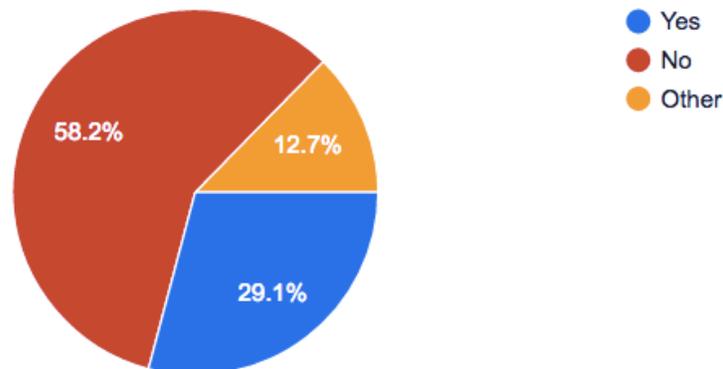
Questions and Results

- 1) **How has your overall experience been as an English tutor with Paper Airplanes?**
 - a. Scale range is “Very Poor-Poor-Average-Good-Very Good”
 - b. 59 tutors (74.7%) chose “Very Good/Good”
 - c. 3 (3.8%) chose “poor” with no “very poor” option chosen.



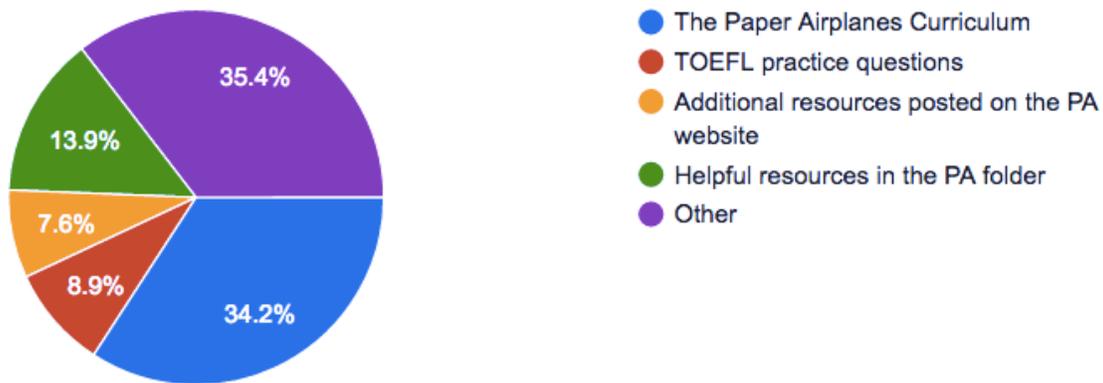
- 2) What were your expectations when you signed up to tutor? Were those expectations met? Why, or why not?
 - a. This is a short-answer question
 - a. The majority of responses were positive (about 70%) with expectations met.

- b. When expectations were not met, they were usually due to the following issues:
 - i. Poor attendance by the student (approximately 25%)
 - ii. Lack of personal connection with the student (approximately 4%)
 - iii. Tutor expected rapid success of student (approximately 4%)
- 3) How many hours did you spend working with your student? Estimate if you are unsure of the exact amount.
 - a. This was a short-answer question.
 - i. It may be implied that tutors did not read the question correctly, giving answers such as “20 hours”.
 - 1. Of the correctly completed answers, 1-2 hours a week was the average response.
- 4) What were major problems, if any, with your student? i.e. attendance, not doing homework, etc.
 - a. This was a short-answer question
 - i. Most individuals expressed no problems with their student
 - 1. The most commonly expressed issue was attendance or communication issues (lack of response) 35%
 - 2. Technology was also noted as a lesser issue (connectivity issues) 18%
 - 3. Issues with students not doing homework 15%
 - a. One individual specified that she experienced some harassment from her student and his family.
- 5) Are you interested in being a manager next term?
 - a. This was a “yes-no-other” answer option, with “other” prompting a comment box.
 - a. 23 (29.1%) are interested in being tutors.



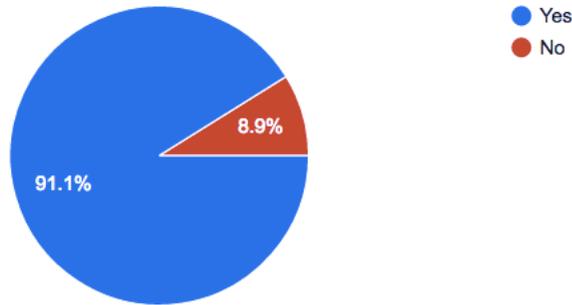
Resources and Teaching

- 6) Which resources and materials did you predominantly use for lessons?
- Responses included the following:
 - The Paper Airplanes Curriculum (27 participants)
 - TOEFL practice questions (7 participants)
 - Additional resources posted on the PA website (6 participants)
 - Helpful resources in the PA folder (11 participants)
 - Other (28 participants)



- 7) What additional resources, if any, would help make your experience better?
- This was a short-answer question
 - Tutors offered a vast amount of suggestions, some of which included writing resources, reading activities, videos, resources to help them navigate their relationship with their tutor, and TOEFL materials.
- 8) What would you like more guidance on to prepare you for tutoring your student? Which materials and resources would be helpful?
- This is a short-answer question
 - There was a wide array of answers that fell under the following umbrella areas:
 - How to teach by phone/through skype – 6 responses
 - Student profiles or English levels– 5 responses
 - Grammar guidelines – 4 responses
 - How to teach about US culture – 3 responses
 - A facts sheet (What to do if my student doesn't do their homework; what to do if Skype isn't working; what to do if my student is not attending lessons" – 3 responses
 - How to structure a lesson – 3 responses
 - More interaction with managers – 2 responses
 - List of conversation topics – 2 responses
 - How to establish a relationship with tutor – 2 responses
- 9) Do you have access to Google Docs while Skyping during your lessons?

- a. This is a “yes-no” question.
- b. 72 (91.1%) responded yes.

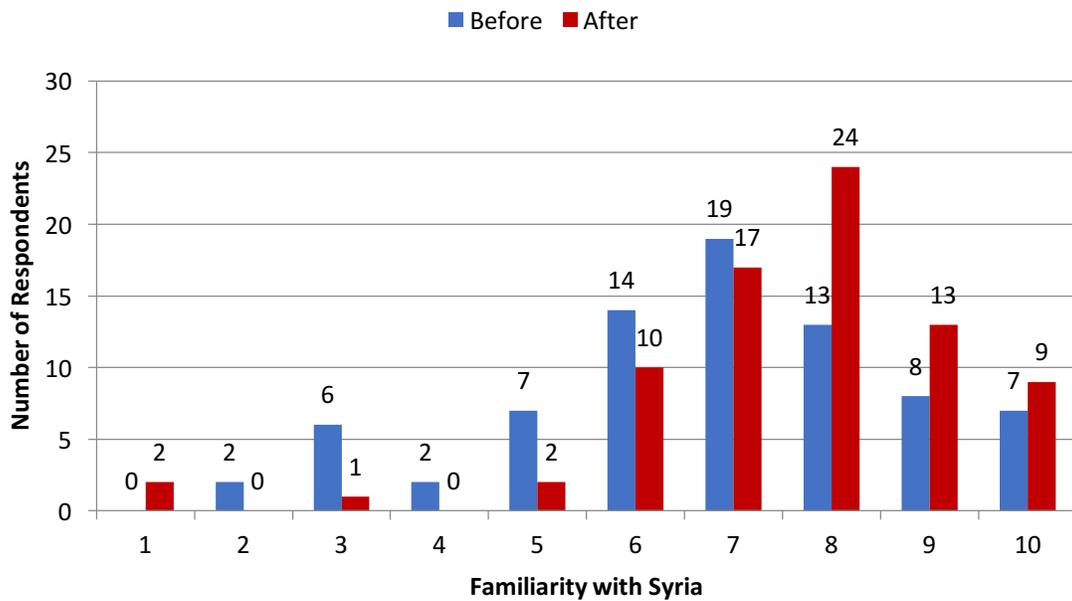


Personal Experience

Questions 10 and 11 were meant to be directly compared:

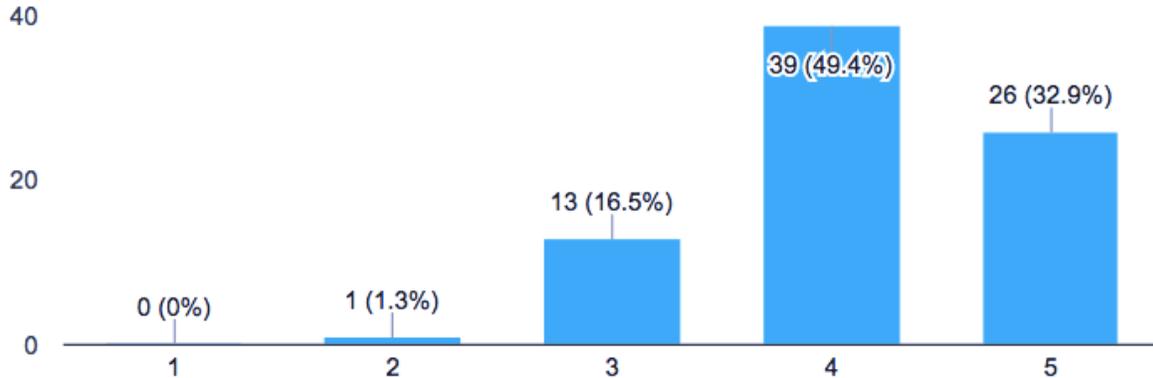
- 10) How much did you know about Syria (culture, current conflict, political situation, etc) prior to volunteering for Paper Airplanes?
- 11) How much do you know about Syria (culture, current conflict, political situation, etc) after volunteering for Paper Airplanes?

Both questions were based on a 1-10 scale. The below graph compares these questions, #10 data in blue, and #11 data in red, ultimately indicating a shift towards greater knowledge after engaging in the program.



12) Does the Syrian conflict feel closer or further away after tutoring? Do Syrians seem relatable?

- a. This scale was on a 1-5 points base, with 1 being “The Syrian conflict feels very far away from my life” to 5, “The Syrian conflict feels like it is happening to my siblings, friends, neighbors”



13) Do you believe your abilities as a mentor and leader have developed through this experience? Why or why not?

- a. This was a short-answer question
- About half of all tutors responded “yes” with a range of answers
 - The other half answered with varying responses from “a little” to “no” or touched on other aspects where they felt they had improved, such as the ability to listen.

14) Please describe any formative moments you have had as part of your experience with Paper Airplanes.

- a. This was a short-answer question.
- b. The majority of answers were “N/A” “Not sure” and “I don’t know” as a response to this question was mandatory on the survey.
- c. Some responses are as follows:
- I learned a lot about my student's experience trying to gain work in Turkey and the challenges she faces with her family, which she was open to share with me and which really inspired me and made me want to help her in any way I can to become a translator and fulfill her dreams. Though we are not tutoring anymore I still text with [the student] occasionally as we created both a mentor/student relationship and a friendship, which I think is an exceptional part of this program in connecting students.
 - I think understanding the process of learning the English language has been very interesting to me. Also, my student has opened up to me about the difficulties of living as a refugee, and that has definitely impacted me.

It is very impactful to actually know someone who is living through the Syrian refugee crisis.

- iii. I can't pinpoint an exact moment, but it was really amazing to develop a friendship and learn so much about Syrian culture and Islam! I feel like the model of this program is the best way to combat the fear and islamophobia that has taken over America.

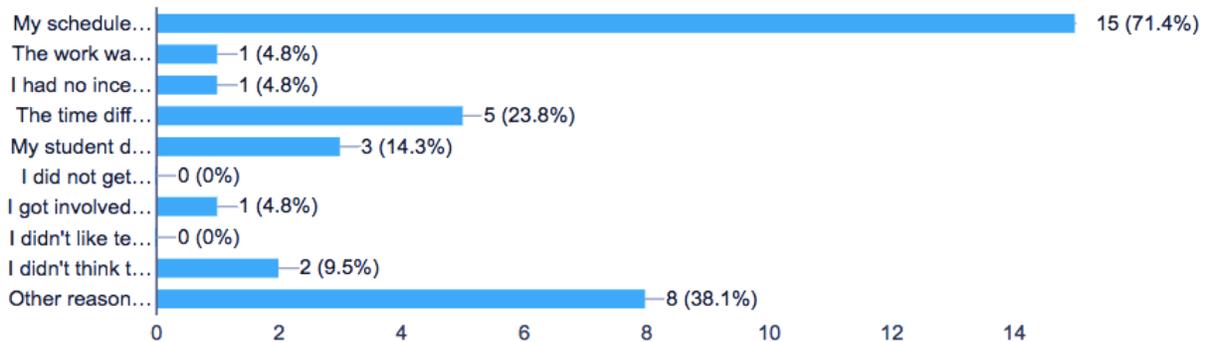
1. Please see main report for all responses.

15) Do you want to continue tutoring with Paper Airplanes? If so, please provide your name below.

- a. Please see full report for tutor names.

16) If "no," please select the following reason(s) why you are not continuing:

- a. There were a total of 36 responses.
- b. The main reason why people were not continuing was due to a conflict in schedule (15, or 71%)



- c. Responses on the chart above are as follows:
 - i. My schedule is too busy (15 responses)
 - ii. The work was unrewarding (1)
 - iii. I had no incentive to continue (1)
 - iv. The time difference was too challenging (5)
 - v. My student didn't show up to meetings (3)
 - vi. I did not get along with my student (0)
 - vii. I got involved in other activities (1)
 - viii. I didn't like teaching English (0)
 - ix. I didn't think teaching English was very helpful for my student (2)
 - x. Other reasons (8)

17) If you selected "other reasons" above, or have general feedback, please tell us more below:

- a. Main answer was "N/A," "not applicable," or "I will be continuing".
- b. Other answers included studying abroad (1) double of their current work load (2) traveling (2) preference to in-person volunteering (1) lack of organizational communication (1) student stopped responding to tutor (1)

18) Share any comments or recommendations you have for Paper Airplanes. Honesty is strongly encouraged.

- a. Please see full report for a list of comments as they are diverse and unique.

Analysis and Recommendations

To ensure more clarity in the definition of terms, and to understand responses from the survey with clarity, revising the next survey to have less “short answer” questions and more multiple choice (with comments or “other” selection possible, where appropriate) is suggested, as it would mainstream data and lower the chances of any possible misinterpretation.

Adding questions directed at the success of the student from the tutor’s perspective as well as their thoughts on the relationship may yield interesting findings in the future (for example “My student’s English has improved” and “My relationship with my student was strong”). It would be interesting to compare data between a relationship that was classified as “strong” and “weak.”

Furthermore, asking for basic information such as “age, gender, languages spoken, student’s name, student’s gender, languages spoken by the student” may assist in future data gathering, to see if age and gender are related to the relationship formed between the tutor and student.

The largest frustration expressed by the participants of this survey was in regards to inconsistent or unreliable meeting from students. Some tutors expressed understandings of this, while others were frustrated, which may affect attitudes towards the program.