eTutor Alberta

15/08/14   Pilot 1 Review

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Introduction

Background

In May of 2013, eCampusAlberta proposed to the Alberta Senior Student Services Officers (SSSOs) to create a collaborative eTutoring service to provide online tutoring services for Alberta's post-secondary institutions. There were many benefits to entering a collaboration of this kind including the following:

• maximum range of online tutor availability by pooling valuable resources

• expanded access to online tutoring services for Campus Alberta learners

• tutoring that is not limited to campus physical services or hours of operation

• greater cross institutional collaboration, increased efficiency and sharing of resources, and opportunities to share ideas and partner regarding tutoring support

• online tutoring in both synchronous and asynchronous modes using a simple web-based platform

• platform where students login for access to an institutional home page for tutoring

• includes administrative reporting mechanisms

• central repository of all student submissions and tutor responses

The Connecticut Distance Learning Consortium (CTDLC) (www.etutoring.org) offered a platform and had experience working with other consortium groups similar to eCampusAlberta and partnering institutions. The CTDLC was already working with BC Campus and the WriteAway service established by the BC Electronic Library Network (BC ELN). In the creation of an Alberta eTutoring model, it was decided that the while the platform used would be eTutoring through CTDLC, the hosting of data would be through BC Campus (SFU, in particular) for the safety and security of information and privacy according to Canadian legislation.

Timelines for the eTutor Alberta project

• May 2013: Interest at SSSO level after discussion initiated by eCampusAlberta

• July 2013: a group of individuals across Alberta had an online meeting to view a demonstration and talk about interest as well as logistics; Project Lead hired

• October 2013: SSSOs asked to be Executive Sponsor and to formally commit institutions to project by October 10th

• November 1, 2013: 1st Advisory Committee Meeting

• February 24, 2014: eTutor Alberta officially launches 1st pilot with 9 participating institutions

• June 27, 2014: 1st pilot officially closes

• September 2, 2014: 2nd pilot scheduled to begin

- December 12, 2014: 2nd pilot scheduled to end

Model

During the first pilot, eTutor Alberta had nine participating institutions:

o   Bow Valley College

o   Grande Prairie Regional College

o   Lakeland College

o   Lethbridge College

o   MacEwan University

o   NAIT

o   Northern Lakes College

o   Olds College

o   Red Deer College

For the second pilot beginning in September 2014, eTutor Alberta is pleased to welcome Concordia University College of Alberta and NorQuest College.

The SSSO group of Alberta is the executive sponsor for the eTutor Alberta project (see Appendix 1 eTutor Alberta Structure and Roles). An Advisory Committee was created with representatives from each of the nine initial partner institutions. This Advisory Committee would function as the operational decision making body of eTutor Alberta and members would be responsible for reporting decisions back to their own SSSO. Between November 2013 and the launch of the pilot in February 2014, this Committee met every second week in order to make key decisions for the first pilot.

The first pilot was scheduled from February 24, 2014, to June 27, 2014. The Advisory Committee decided:

- Only asynchronous writing and eQuestion support would be offered for this pilot.
- Users would self register using an email address.
- To use the CTDLC model of managing by usage rather than FTE as used by WriteAway.
- Each institution has 150 hours of tutor time per term.
- Each institution had one primary tutor and one back up tutor to commit five hours per week. The five hours was set up using a flexible schedule based on day rather than set time blocks.
- CTDLC writing protocols were also used rather than creating eTutor Alberta specific protocols.

- Each institution is responsible for

  o hiring its own tutors,

  o assigning a primary institutional coordinator,

  o determining how to supplement existing institutional tutor services,

  o signing an MOU prior to participation in eTutor Alberta,

  o having tutors and the institutional coordinator sign confidentiality agreements prior to participation,

  o the printing and distribution of marketing materials provided by eTutor Alberta.

Mission

The primary mission of the eTutor Alberta (eTA) pilot project is to establish a collaborative asynchronous writing electronic tutoring service within Alberta's publicly-funded post-secondary institutions

Goals

The goals of the eTA pilot project are as follows:

• To successfully pilot and evaluate a collaborative asynchronous writing tutoring service.

• To be the front runners in developing a pathway for the expansion of online asynchronous and synchronous eTutoring covering a broad range of subject areas.

• To communicate the benefits of inter-institutional collaborative learner services.

• To secure long term provincial ministry and institutional funding to support the eTutoring initiatives.

Structure of the Assessment of Pilot 1

In performing an assessment of the first pilot of eTutor Alberta, general usage statistics were taken from the eTutor Alberta platform and several different stakeholder groups were consulted. The platform allows eTutor Alberta to examine general and institutional usage of the service, ESL usage, and repeat usage. The stakeholder groups consulted included students as the primary users of the service, the eTutors themselves, the Advisory Committee members, and the SSSOs of Alberta. The feedback of the SSSOs of Alberta was extremely important to obtain as this committee was asked to make a decision about readiness to move forward beyond the eTutor Alberta pilot. **This decision will be key in determining the future of eTutor Alberta**. See Appendix 2 for a breakdown of the major findings.

It should be noted that the information obtained from key stakeholders is self-reported satisfaction information and, as such, can be limited in that participants only report what they are comfortable reporting and each participant has a particular context which shapes interpretation of the service. It should also be noted that as a pilot run, there were unexpected events that may have affected service levels and access. For example, it was discovered early on in the pilot that the initial five hour per week per institution commitment did not always provide enough coverage to meet the expectation of peak usage times. For the second pilot, the Advisory Committee is creating a plan to increase the tutor coverage during anticipated peak times.

Findings and Discussion

During the first pilot run of eTutor Alberta from February 24 to June 27, 2014, **a total of 347 unique student accounts were created**. Figure 1 shows a breakdown of these student accounts by each of the nine initial partner institutions. A total of **400 submissions** were made during this time period: 383 of those were eWriting submissions (a submission of a paper for review) and 17 were eQuestions. Having worked with many institutions to assist their start up, CTDLC shared with the eTutor Alberta Advisory Committee that eTutor Alberta started strong and had great uptake of the service in the first pilot.
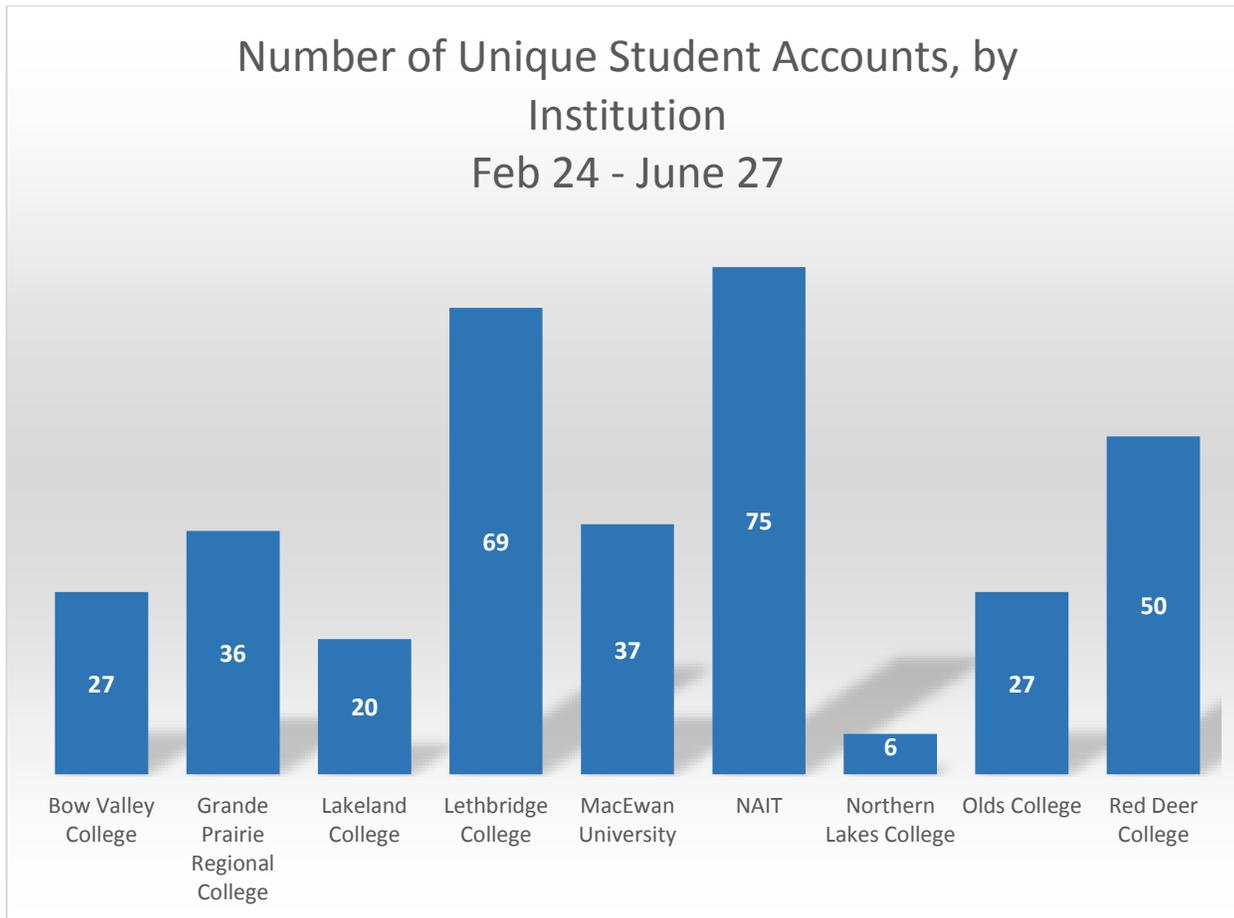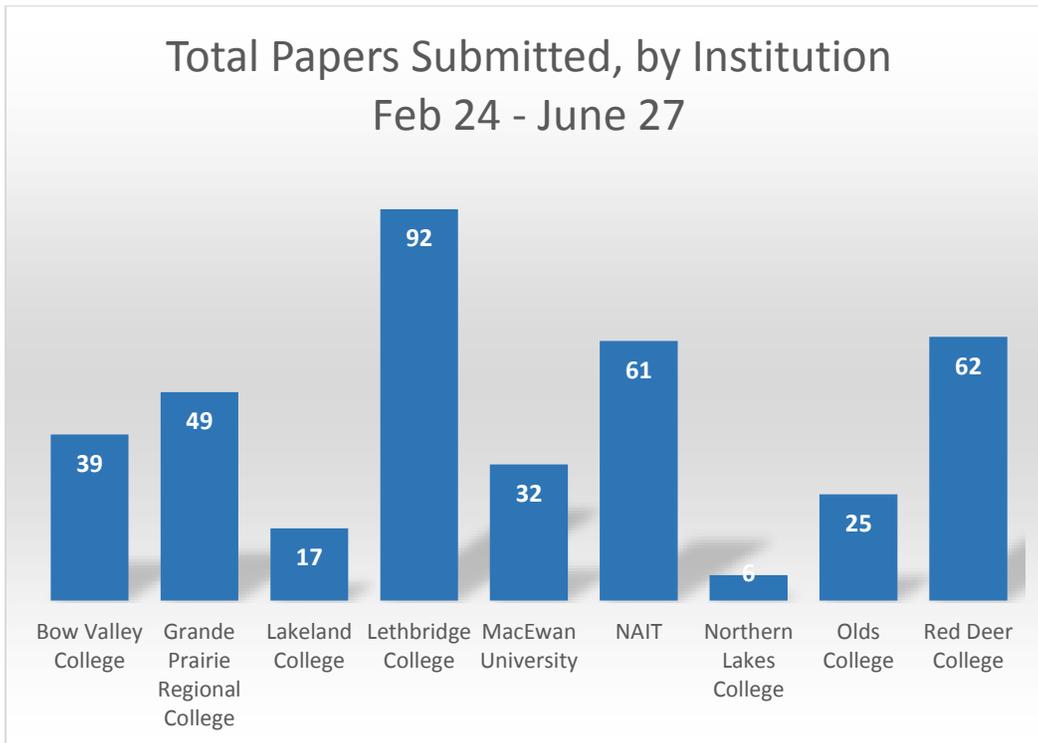
Number of Unique Student Accounts, by Institution
Feb 24 - June 27

Institution	Number
Bow Valley College	27
Grande Prairie Regional College	36
Lakeland College	20
Lethbridge College	69
MacEwan University	37
NAIT	75
Northern Lakes College	6
Olds College	27
Red Deer College	50

Figure 1: Number of Unique Student Accounts by Institution

Total Papers Submitted, by Institution
Feb 24 - June 27

Institution	Value
Bow Valley College	39
Grande Prairie Regional College	49
Lakeland College	17
Lethbridge College	92
MacEwan University	32
NAIT	61
Northern Lakes College	6
Olds College	25
Red Deer College	62

Figure 2: Total Papers Submitted, by Institution

Total eQuestions Submitted, by Institution
Feb 24 - June 27

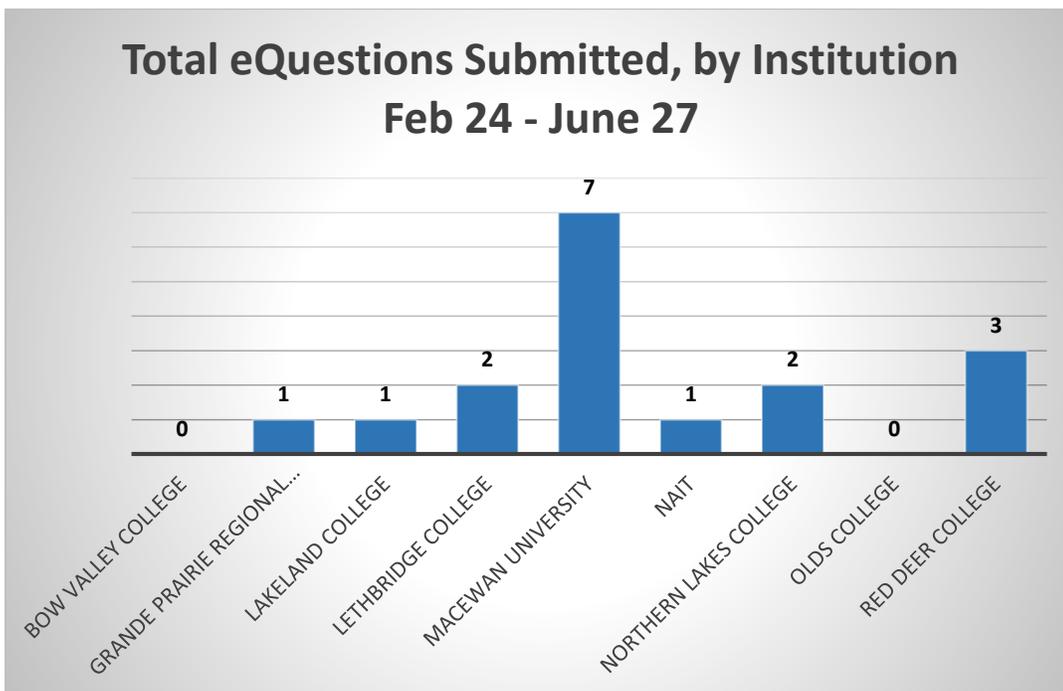| Institution	Value
BOW VALLEY COLLEGE	0
GRANDE PRAIRIE REGIONAL...	1
LAKELAND COLLEGE	1
LETHBRIDGE COLLEGE	2
MACEWAN UNIVERSITY	7
NAIT	1
NORTHERN LAKES COLLEGE	2
OLDS COLLEGE	0
RED DEER COLLEGE	3

Figure 3: Total eQuestions, by Institution

Figures 2 and 3 show the breakdown of both the eWriting and eQuestion submissions by institution. It is interesting to note in both of these figures that it is not necessarily the largest institution that had the most usage. In the case of the first pilot, **size of the institution was not a predictor of the use of the service.** The largest user of the eWriting service was Lethbridge College, a mid-sized institution.

Total Paper Submission by Week

Week 1: Feb 24 - Mar 2
Week 2: Mar 3 - Mar 9
Week 3: Mar 10 - Mar 16
Week 4: Mar 17 - Mar 23
Week 5: Mar 24 - Mar 30
Week 6: Mar 31 - Apr 6
Week 7: Apr 7 - Apr 13
Week 8: Apr 14 - Apr 20
Week 9: Apr 21 - Apr 25
Week 10: Apr 26 - May 2
Week 11: May 3 - May 9
Week 12: May 10 - May 16
Week 13: May 17 - May 23
Week 14: May 24 - May 30
Week 15: May 31 - Jun 6
Week 16: Jun 7 - Jun 13
Week 17: Jun 14 - Jun 20
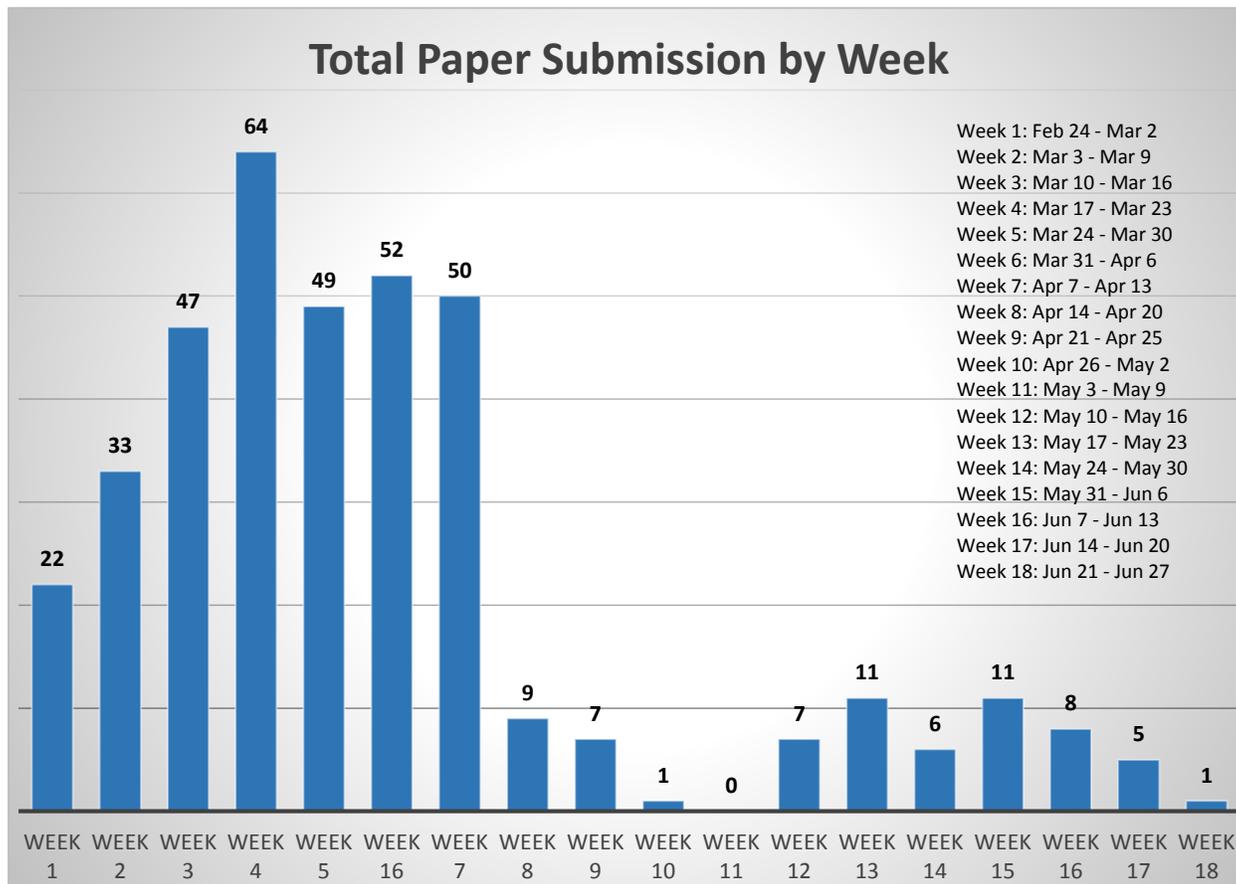Week 18: Jun 21 - Jun 27

Figure 4: Total Paper Submissions by Week (all Institutions)

Figure 4 examines eWriting submissions by week. Note that eTutor Alberta launched services on February 24, 2014, which was close to the midterm point for most programs. This would account for the extremely rapid pick up in the first few weeks. This also demonstrates that the institutions and service were well prepared to enter the pilot. Weeks 10 and 11 show very low numbers as these weeks were during the transition from Winter to Spring Semesters. There was a smaller uptake during weeks 12 to 15 due to smaller numbers of students enrolled in Spring Semester courses.
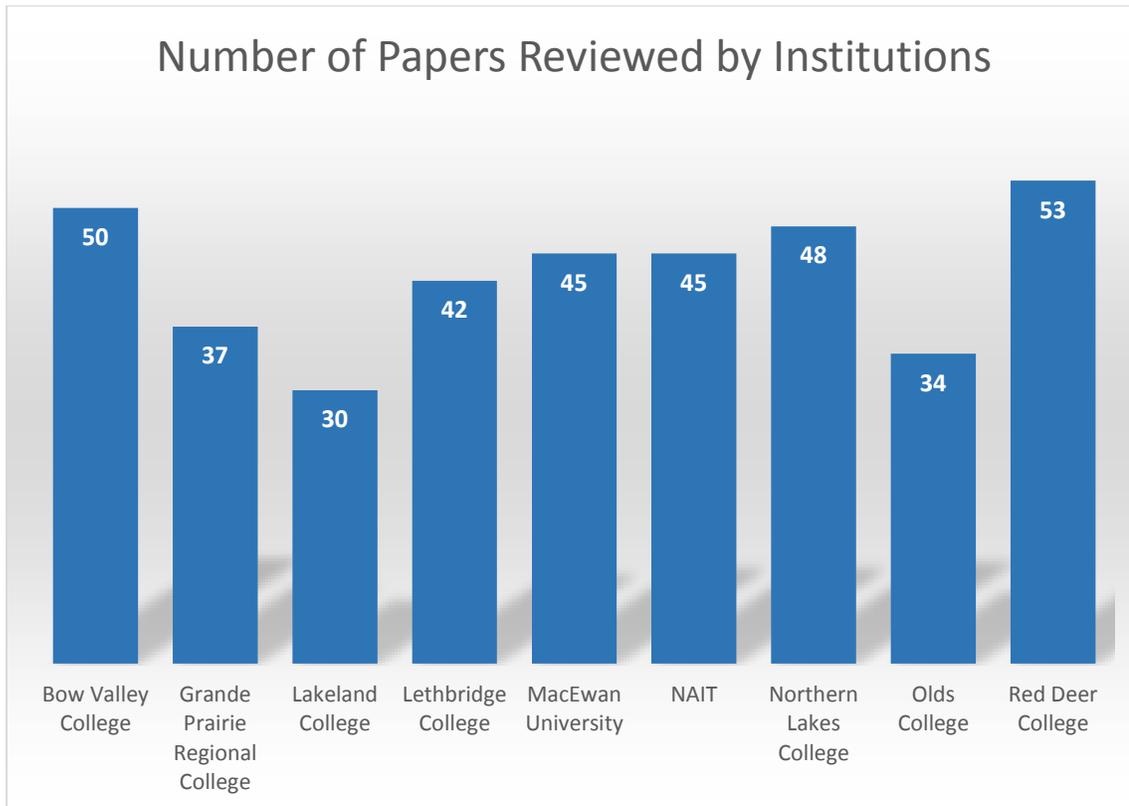
Number of Papers Reviewed by Institutions

Figure 5: Number of Papers Reviewed by each institution

Figure 5 shows the number of papers reviewed by each institution. The range is 23 with 30 papers being the lowest and 53 the highest. These numbers are fairly evenly distributed with an approximate average of 43 papers per institution.
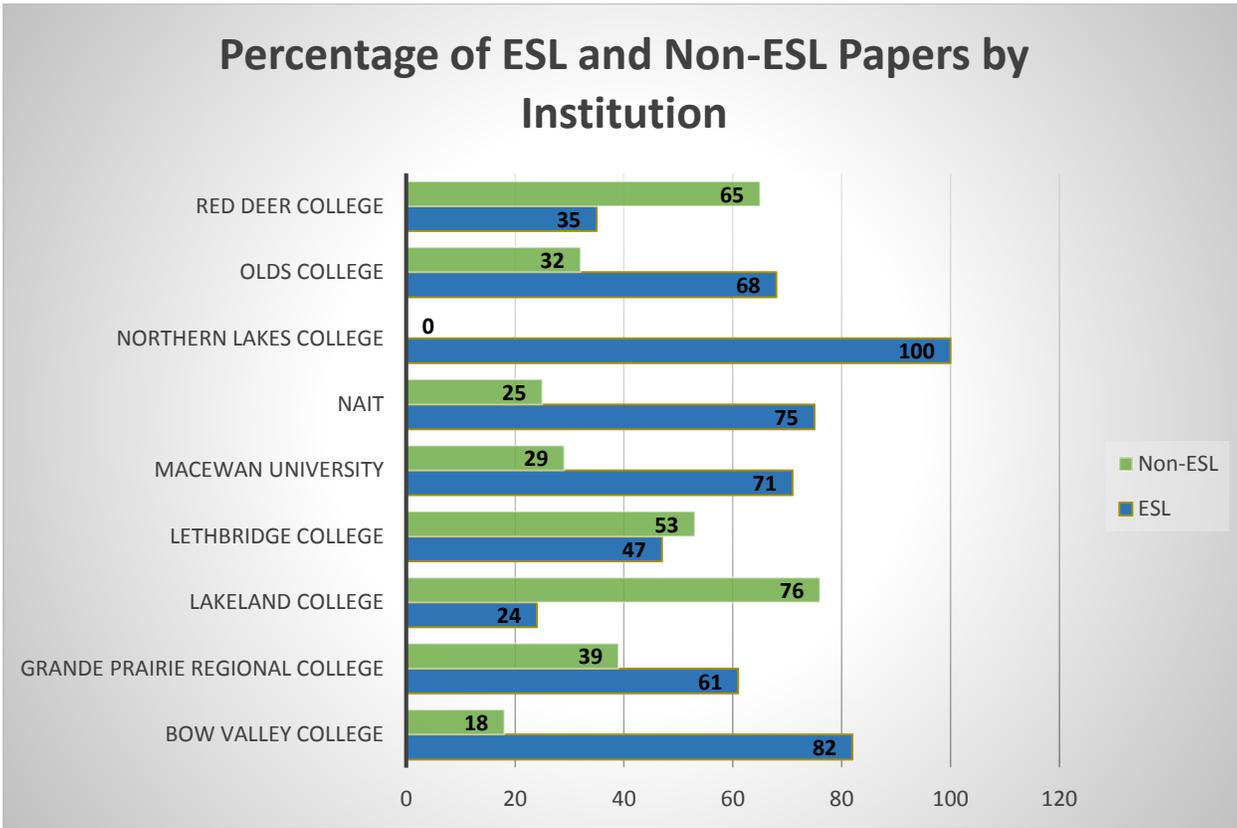
Percentage of ESL and Non-ESL Papers by Institution

Institution	Non-ESL	ESL
RED DEER COLLEGE	65	35
OLDS COLLEGE	32	68
NORTHERN LAKES COLLEGE	0	100
NAIT	25	75
MACEWAN UNIVERSITY	29	71
LETHBRIDGE COLLEGE	53	47
LAKELAND COLLEGE	76	24
GRANDE PRAIRIE REGIONAL COLLEGE	39	61
BOW VALLEY COLLEGE	18	82

Figure 6: Percentage of ESL and Non-ESL Papers, by Institution

ESL students self-identify for the eTutor Alberta service. Overall during the first pilot, **58 percent of students self-identified as being ESL students**. Figure 6 shows a breakdown by institution of ESL and non-ESL students. While overall the service worked with a larger percentage of ESL students, some of the larger use institutions like Lethbridge College and Red Deer College had a greater percentage of non-ESL students which brought eTutor Alberta's overall percentages closer to an even split between ESL and non-ESL student submissions. The service

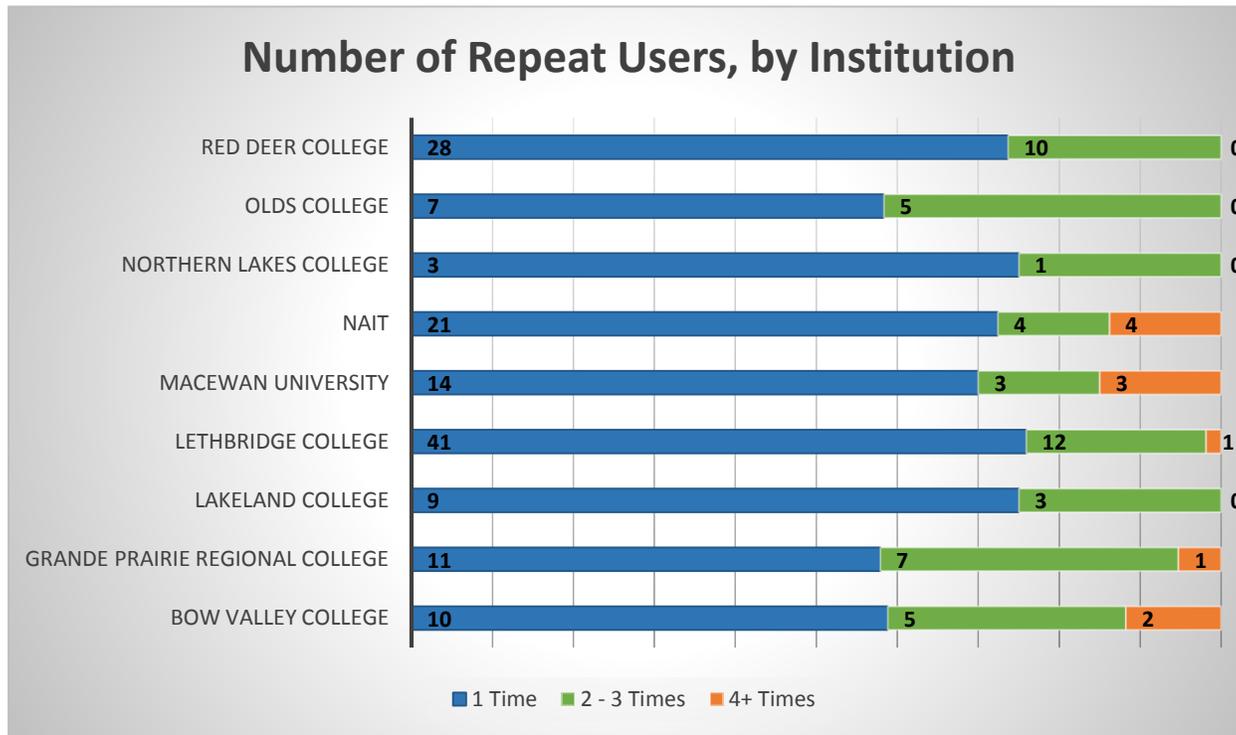wide spilt was 58 percent ESL submissions and 42 percent non-ESL submissions

Number of Repeat Users, by Institution

Institution	1 Time	2 - 3 Times	4+ Times
RED DEER COLLEGE	28	10	0
OLDS COLLEGE	7	5	0
NORTHERN LAKES COLLEGE	3	1	0
NAIT	21	4	4
MACEWAN UNIVERSITY	14	3	3
LETHBRIDGE COLLEGE	41	12	1
LAKELAND COLLEGE	9	3	0
GRANDE PRAIRIE REGIONAL COLLEGE	11	7	1
BOW VALLEY COLLEGE	10	5	2

■ 1 Time ■ 2 - 3 Times ■ 4+ Times

Figure 7: Number of Repeat Users, by Institution

Students varied in the amount of times they used eTutor Alberta; as one will see, **the majority of students used the eTutor Alberta service once.** Overall 144 (70%) students used the service once, 50 (25%) used it two to three times, and 11 (5%) used the service four or more times during the first pilot. Figure 7 shows this repeat use broken down by institution.
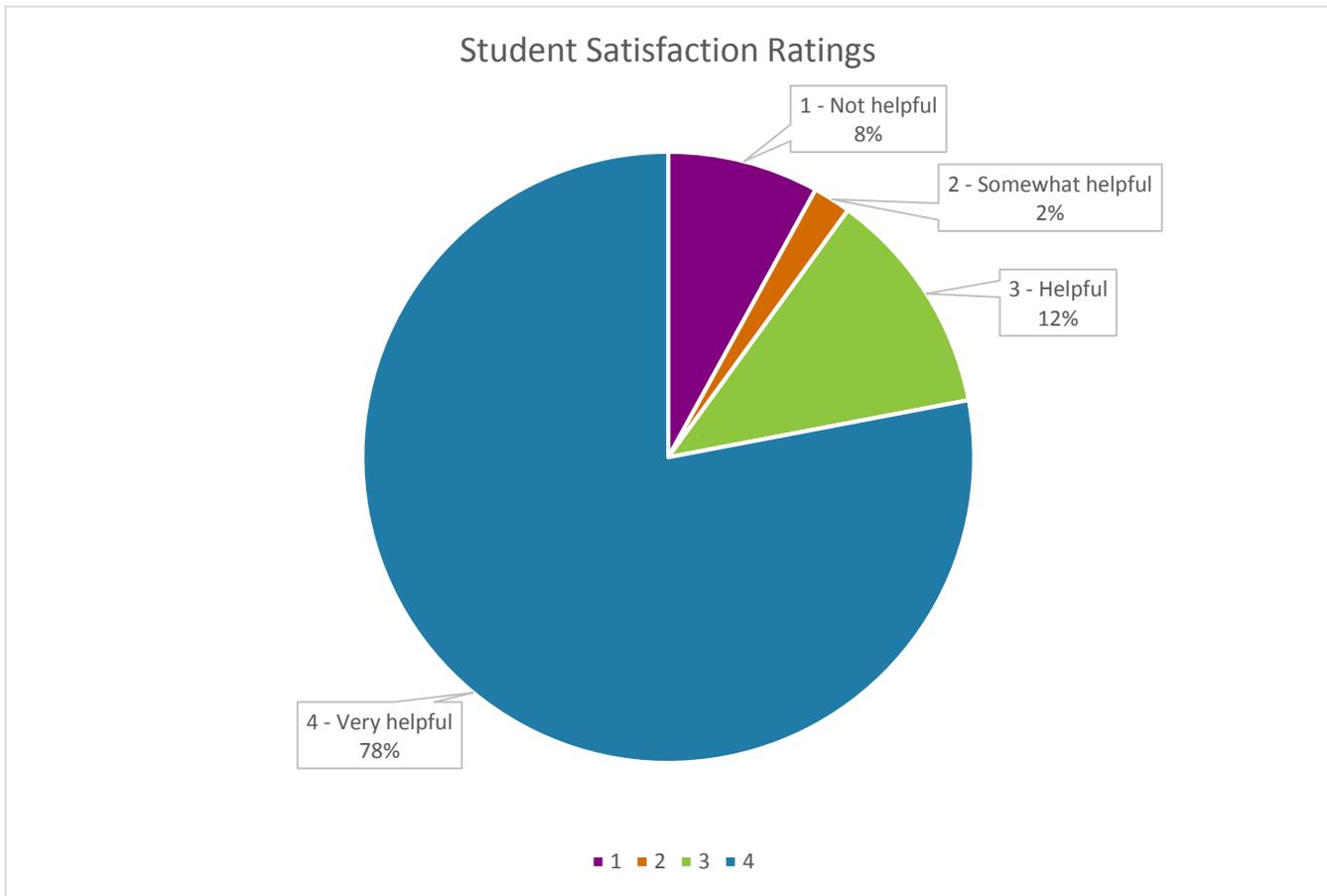
Figure 8: Student Satisfaction Ratings

Every student who used the eTutor Alberta service was sent a survey to provide feedback on the experience. Out of the 400 submissions, eTutor Alberta received 50 responses (12.5% response rate). Each respondent was asked to rate the level of helpfulness on a scale of 1 (not helpful) to 4 (very helpful). As displayed in Figure 8, **90 percent of the students rated the eTutor Alberta service as being either very helpful or helpful.** This indicates that from the student perspective, eTutor Alberta is a valued and useful service.

This feeling is also indicated in the text responses received from students. In examining these text responses, several themes emerged. Three major categories were identified: perceived quality, student expectations, and future use of service. These categories and themes are identified in Table 1.

Perceived Quality	Student Expectations
• Service	• Tutor attributes
• Tutor	• Feedback received
• Feedback	• Turnaround time
Future use of service	

Table 1: Themes from Student Feedback Survey

Perceived Quality deals with student comments regarding the quality of either the service itself, the tutors, or the feedback students received. **Overall, the quality of eTutor Alberta service, the tutors, and the feedback was perceived as being high**.

It should be noted that a very few comments were somewhat negative, and these may have more to do with misunderstandings of what the service offers more than anything. Comments surrounding feedback indicated that many students felt that the service should have provided proof reading or editing services. This may have led to the few students that rated the service or feedback provided as being lower in quality. **The service must state and educate that it is not a proofreading/editing service.**

The Student Expectations category explores student comments regarding their individual tutor attributes, the feedback they received, and the turnaround time for the service. Overall students felt their tutors were supportive. **Examples of tutor descriptors include the following: encouraging, helpful, fast and friendly, professional, and constructive**. Some students felt the timelines were surprisingly quick, "The feedback was very quick, it came back within 24 hours to the first draft, and the same day to the second draft". Others felt that it was slow, "The wait was longer than anticipated…". **Expectations on eTutor Alberta turnaround time must be made clear to all students.** The majority of student comments indicated that they would use the eTutor Alberta service in the future.

The eTutors themselves were also consulted on various aspects of the service. Eight of the fifteen eTutors invited completed the feedback survey, a response rate of 53 percent. Figure 9 shows the satisfaction rating of eTutors based on four different areas of the eTutor service.
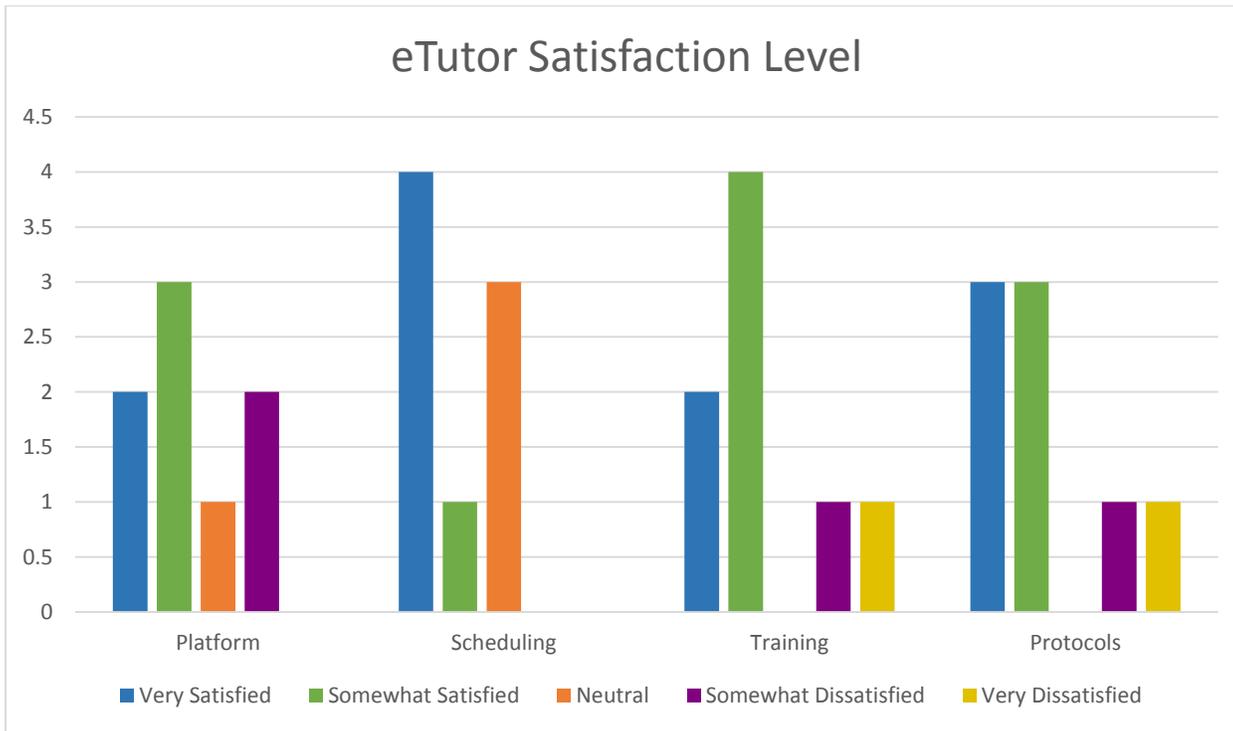
Figure 9: eTutor Satisfaction Level

Satisfaction for the eTutor Alberta platform was a bit mixed. **Sixty three percent of eTutors were either very satisfied or somewhat satisfied with the eTutor Alberta platform**, 12 percent rating neutral, and 25 percent being somewhat dissatisfied. Four of the participating tutors left comments regarding the platform. Three of these four indicated that they had difficulty navigating or finding resources while using the platform.

The majority of eTutors were satisfied with the scheduling process with 62 percent rating either very satisfied or somewhat satisfied and 38 percent being neutral. The two comments provided for this question support this rating. The issue of covering holidays and weekends was raised in the comments. In order to maintain 24 hour a day, 7 day a week access to the eTutor Alberta service, eTutors need to be flexible in the hours they can offer. This is a situation that the Advisory Committee will need to work on throughout the second pilot and continuing in the future. In discussions with the Advisory Committee, this is likely a growing pain associated with the first pilot: until eTutor Alberta experienced this, it was not anticipated and had not been discussed with CTDLC or WriteAway. In conversations surrounding scheduling for the fall 2014, all Institutional Coordinators have been informed that maximum flexibility from eTutors is desired and that weekends and holidays must be covered in some way.

Satisfaction levels with the training provided were also high with 75 percent of eTutors being either very satisfied or somewhat satisfied. Looking to the three comments provided, it appears that feedback and regular training or professional development sessions would be appreciated. Part of the role of the eTutor Alberta Coordinator is to form a community of practice amongst the eTutors to establish more conversations about the eTutoring model and philosophy. It is hoped that this community of practice will help with clarity and consistency surrounding eTutoring and what makes up a quality response.

The satisfaction level with the eTutoring protocols was also high. **Seventy-six percent of eTutors responded that they were either very satisfied or somewhat satisfied with the protocols**.

Overall the eTutors appear to be satisfied. It is anticipated that any concerns will be alleviated with increased communication surrounding the aims and philosophy of eTutor Alberta, clarification of some of the language used, and the building of a community of practice for eTutors.

The Advisory Committee also provided information on satisfaction levels with eTutor Alberta as well. Out of the thirteen Advisory Committee members invited, eight participated in this feedback survey (response rate 62%). Figure 10 provides a visual of the satisfaction level based on different areas of the service.
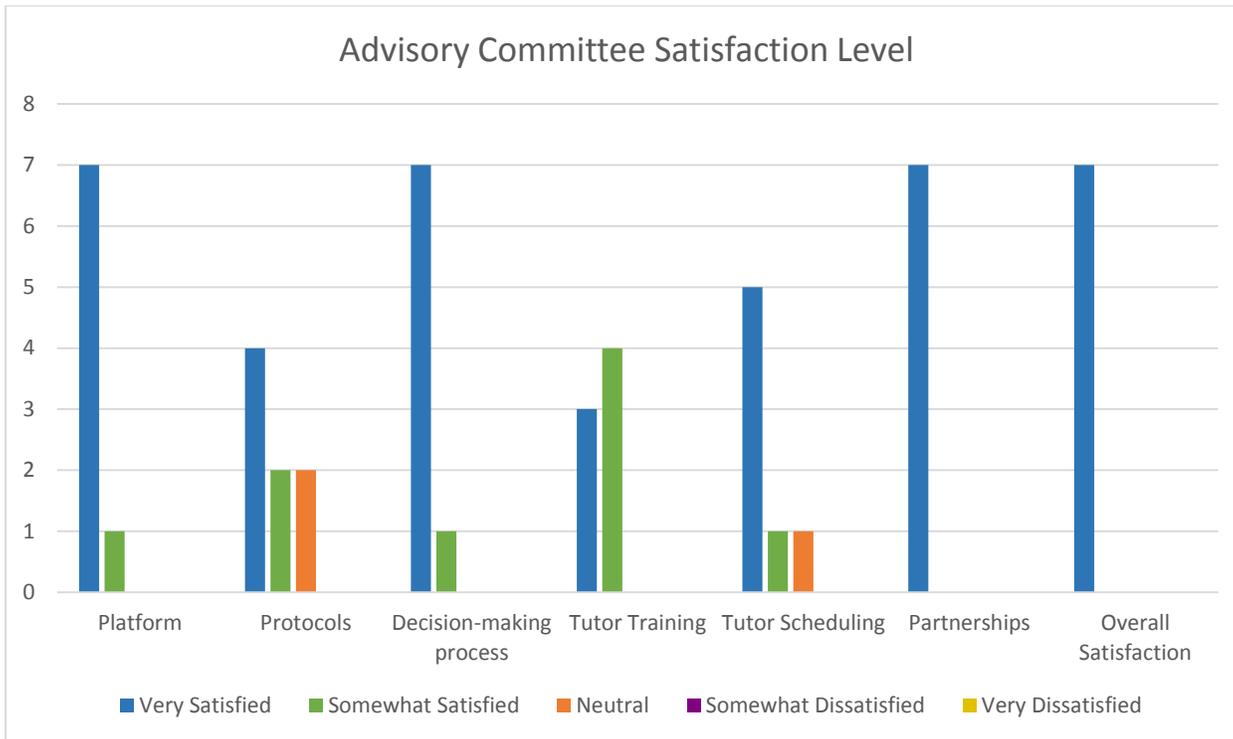
Advisory Committee Satisfaction Level

Figure 10: Advisory Committee Satisfaction Level

One hundred percent of the Advisory Committee were either very satisfied or somewhat satisfied with the eTutor Alberta platform. This rating is echoed in the comments for this question with participants commenting on the ease of use and access, support from the CTDLC and eTutor Alberta, and the low amount of technical difficulties experiences.

With regards to the eTutor protocols, **75 percent of the Advisory Committee were either very satisfied or somewhat satisfied** and the remaining 25 percent were neutral. In the four comments provided, consistency amongst tutor responses and turnaround times were discussed. It was suggested that the issues of consistency and turnaround times could be address through training, workshops, rubrics, and the establishment of an eTutor community of practice.

The Advisory Committee was asked to rate satisfaction with the committee being the main decision making body and raising other issues to the SSSO level. **One hundred percent agreed that they were very satisfied or somewhat satisfied with the decision making process**. The five comments provided were also positive and indicated that the

advisory group enjoys working together, likes being collaborative, likes having a voice in the process, and feels that the group worked with the best interests of all institutions involved.

When asked about the tutor training provided **100 percent of the group reported that they were very satisfied or somewhat satisfied**. The four comments provided reveal that while the group was satisfied they also see room for improvement. It was suggested that regular training sessions or meetings would be a good idea in order to build a community of practice or support network for tutors, and it was also suggested that more training is necessary to improve rigor and responses to ESL papers. Regular monitoring of the eTutor's responses was also recommended, and it was suggested that someone central, for example the eTutor Alberta Coordinator, be responsible for this.

Eighty-five percent of the Advisory Committee was very or somewhat satisfied with the scheduling of the eTutors. Five comments were provided for this question. The main concerns surround tutor hours and volume of work. One commenter touched on the distribution of hours across the week and mentioned that weekends, evenings, and holidays may need to be staffed by more institutions to distribute the times more evenly. One of the issues eTutor Alberta will face in the future is flexibility of tutor hours in order to adequately staff weekends, holidays, and evenings. The Advisory Committee will continue to discuss this issue to come up with ways to maintain student access to the service.

On the partnership between eTutor Alberta, CTDLC, and BC Campus, the respondents unanimously agreed that they were very satisfied. This satisfaction is echoed in the comments, and no additional suggestions were made regarding this partnership.

One hundred percent of the Advisory Committee participants agreed that they were very satisfied with the eTutor Alberta service overall. The comments were also very positive with participants mentioning their satisfaction with the collaboration, the timeliness of the service, and a general feeling of excitement regarding the future of this project. Overall, this is one of the strongest endorsements of the eTutor Alberta project as those who have been working most intimately with the project and those who have seen its work on campus are most satisfied with it.

The Alberta Senior Student Support Officers (SSSO) committee was also consulted as stakeholders. The SSSO committee is the Executive Sponsor of the eTutor Alberta project, and as such their feedback is vital. This

committee consists of both representatives from institutions that participated in eTutor Alberta and those that did not participate. Thirteen members of the SSSO body participated in this feedback survey. Six of the SSSOs represented institutions that did not take part in eTutor Alberta, and seven of the SSSOs represented institutions that did participate. The response rate for institutions involved in eTutor Alberta was 78 percent (seven out of nine participating institutions). Questions in this assessment tool asked for feedback on satisfaction of those that did participate, information on whether those that did not participate would be interested in the future, and feedback regarding the future of eTutor Alberta.
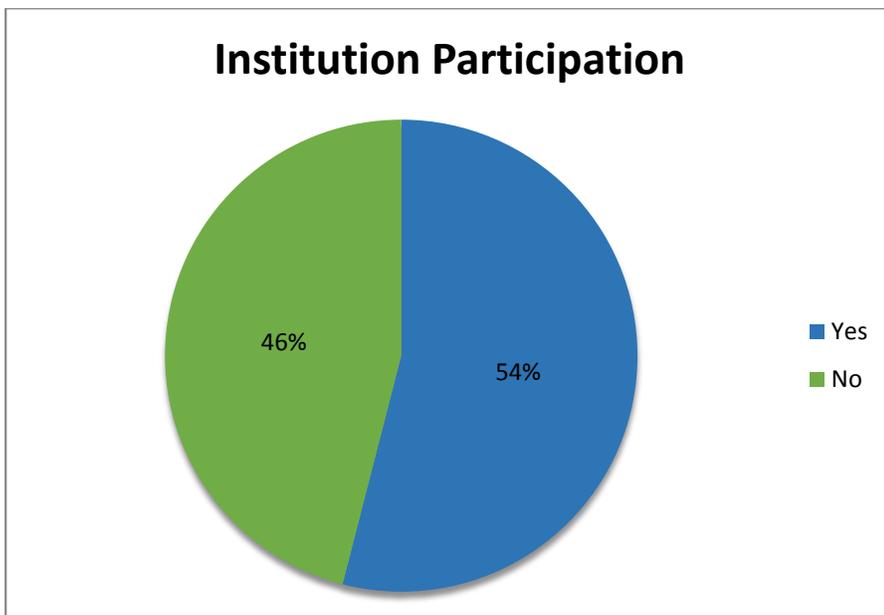

Figure 11: Institution Participation

Figure 11 shows the percentage of respondents that represented institutions that did participate versus those that did not. The responses were fairly evenly distributed with 54 percent participating and 46 percent not participating. Those who did not participate were asked if they would be interested in participating in eTutor Alberta in the future. Of the six who responded to this question, four indicated that they might be interested but were not sure (and may need more information). One indicated that they offer their own program; however, it is important to note that many other institutions in the eTutor Alberta consortium offer their own programs as well, so this should not exclude participation; in fact, eTutor Alberta is meant to supplement already existing services. One institution indicated that the service would not apply to them given that they are an on-site residential master's level

institution; the on-site location is not an issue for eTutor Alberta as it caters to those who are both on and off-campus; however, eTutor Alberta does not currently have any other institutions with graduate level studies. This may not always be the case though.

The respondents from institutions that did participate in eTutor Alberta were asked some extra questions. The first series asked about satisfaction levels with the services as Figure 12 shows.
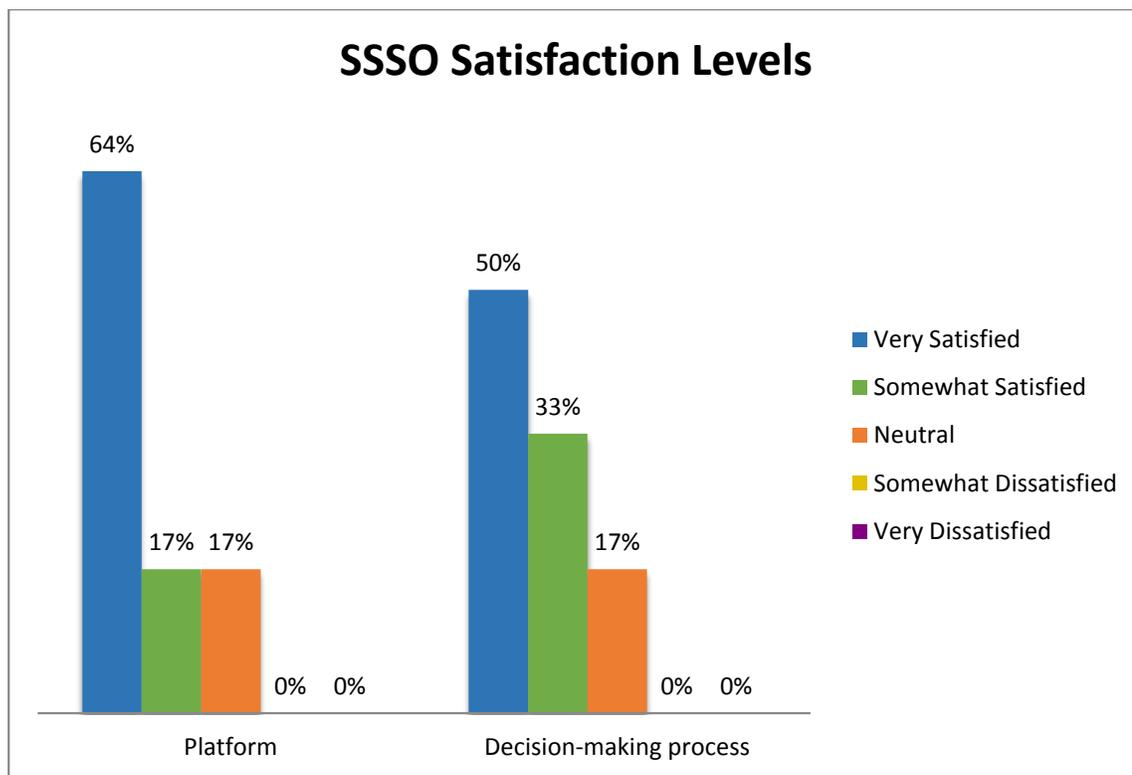

Figure 12: SSSO Satisfaction Levels

Eighty-four percent of the SSSO respondents who participated in eTutor Alberta were very or somewhat satisfied with the eTutor Alberta platform. Comments indicated that anecdotal information from faculty and students was good, and no major issues were encountered. It was also noted that evaluation is necessary to demonstrate effectiveness of the service. This report is intended to provide an initial evaluation of the eTutor Alberta service to

participating institutions as well as to all stakeholders and decision-makers. Should eTutor Alberta continue its service past the second pilot scheduled until December 2014, it is recommended that ongoing evaluations occur.

83 percent SSSOs were very or somewhat satisfied with the decision-making processes of the Advisory Committee as the main decision-making body and the SSSOs dealing with other items. Out of four comments provided, it was twice mentioned that the organization of institutions makes it difficult to find one singular ideal reporting body. Originally there were discussions with the SSSO Committee as to whether the ideal Executive Sponsor would be the SSSOs or Senior Academic Officers (SSAOs). As work had already begun with SSSOs, the decision was made to keep the executive sponsorship with the SSSOs for the duration of the pilot.

Representatives of participating institutions were also asked if their institution is ready to move beyond the second pilot (ending December 12, 2014). Figure 13 shows that **83 percent of participating institutions are ready to move beyond the pilot of eTutor Alberta; this is a significant finding as six out of the seven who responded indicated readiness to move forward with eTutor Alberta.**
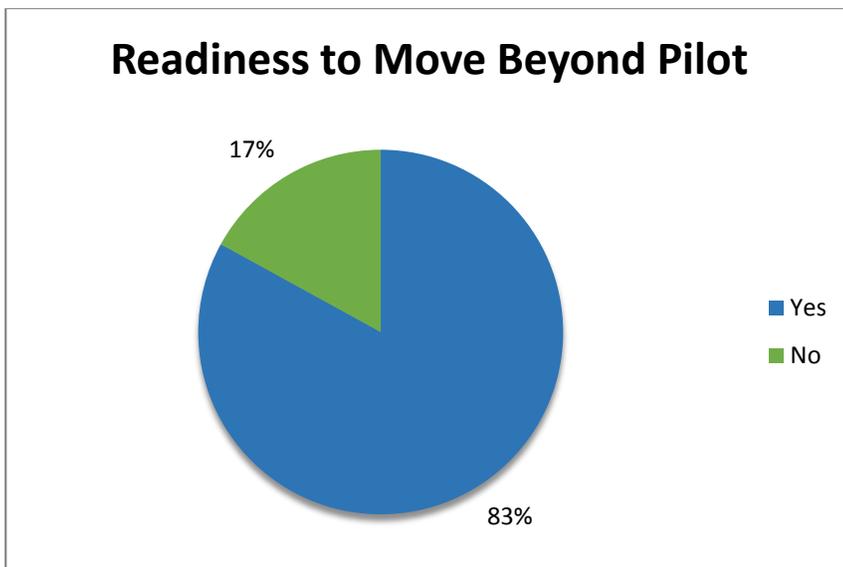

Figure 13: Readiness to Move Beyond Pilot

The one SSSO participant who indicated their institution was not ready to move beyond the pilot clarified their institution's position: the commenter explained that their answer to this question would be contingent on more information on how use will be determined and reported, how peak periods will be handled, how hours will be

handled when some institutions have a higher usage than others, and evidence of effectiveness. Some of these questions are addressed in this report, notably how information is used and reported, while other concerns will be further analyzed in the second pilot.

All of the SSSOs were asked about their perceptions of the usefulness of the eTutor Alberta service. **Ninety one percent of the SSSOs rated the eTutor Alberta service as either very or somewhat useful.** This percentage represents ten SSSOs out of eleven agreeing that eTutor Alberta is useful while one remained neutral. Figure 14 shows this breakdown.
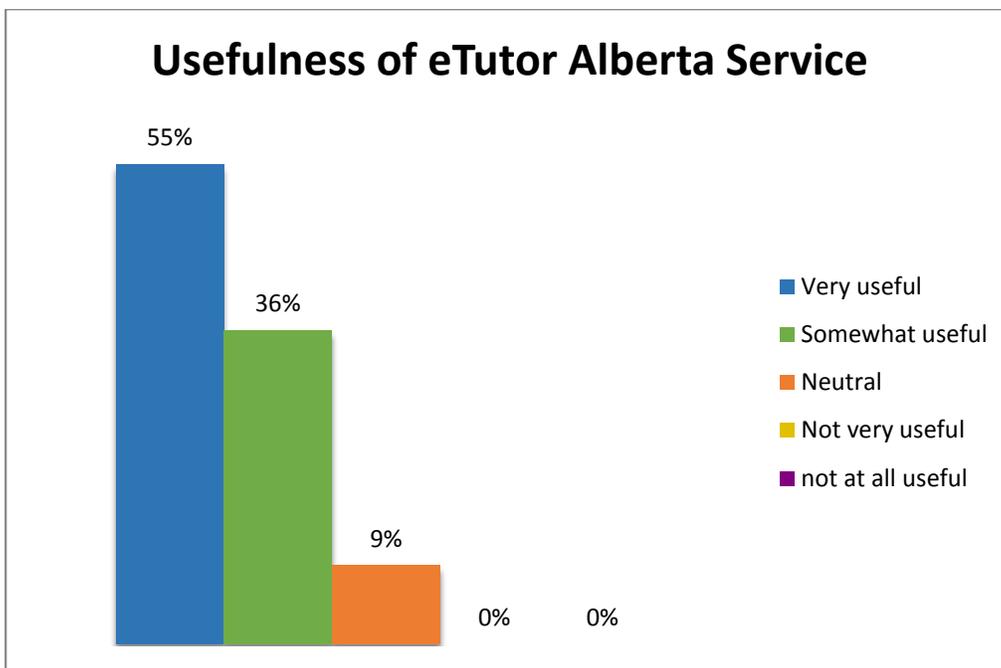
Usefulness of eTutor Alberta Service

Figure 14: Usefulness of eTutor Alberta Service

The usefulness of eTutor Alberta is clear even at senior levels in Alberta's Post Secondary institutions.

SSSOs were asked for feedback on the subjects covered by eTutor Alberta. Currently the service offers asynchronous writing support and eQuestions. Figure 15 shows that **91 percent of SSSOs are interested in eTutor Alberta expanding subject offerings in the future.** This interest in expanding the subject areas offered by eTutor Alberta indicates that the SSSO group is invested in the future of eTutor Alberta.

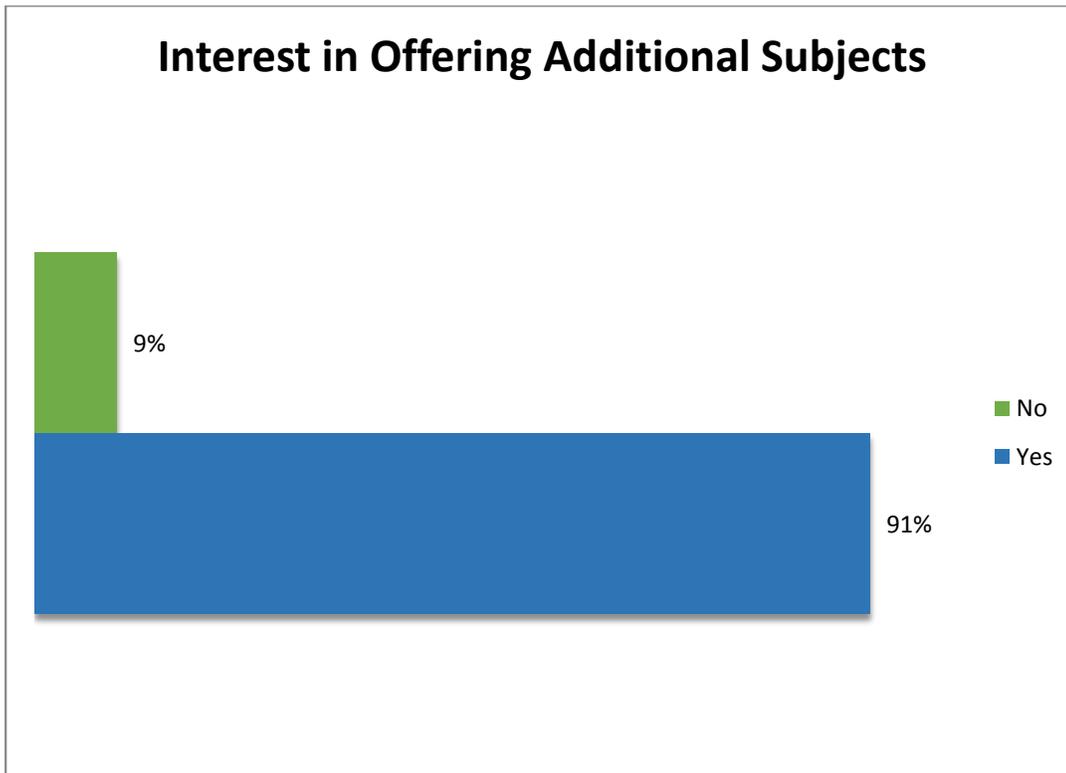**Interest in Offering Additional Subjects**

9%

■ No
■ Yes

91%

Figure 15: Interest in Offering Additional Subjects

Respondents were asked to elaborate by listing subject areas of interest. Subject areas of interest were:

- Math and statistics
- Science (anatomy, physiology, chemistry)
- Common courses like Introduction to Sociology
- Computer skills
- Study skills
- Academic Upgrading (upgrading high school)

SSSOs were asked if they felt that they (as a committee) should continue to sponsor eTutor Alberta. Of the nine SSSOs who responded, six answered "yes" and the other three were unsure, needed more information or were not certain that the SSSOs were the appropriate senior group (perhaps the SAO or aligned with organizational structure which would be difficult to do given that it varies by institution). If eTutor Alberta continues beyond the pilot, SSSOs may wish to discuss this further.

Finally, SSSOs were asked to comment on eTutor Alberta in general. Responses ranges from people repeating that they felt the service is useful, questions about future funding, praising the collaborative nature of the project, to requesting more data on the project. Future funding of the eTutor Alberta project has been outlined by eCampus Alberta but may need some further communication or clarification in light of this comment. For a breakdown of costs associated with eTutor Alberta please see Appendix 3: eTutor Alberta Financials.

Recommendations and Conclusion

The data obtained from the eTutor Alberta platform shows that the service during the first pilot had a quick uptake, with a smaller peak in the spring. It will be necessary to monitor the activity of the second pilot as it covers the entire fall term. Some of the quick uptake in the first pilot may have been due to the fact that eTutor Alberta launched in late February which is close to most midterms. Identifying the patterns of use for the different terms will be a work in progress.

Overall it appears that stakeholder groups are very supportive of the eTutor Alberta project. The large majority of students, eTutors, Advisory Committee members, and SSSOs surveyed indicated a **high level of satisfaction** with the services provided by eTutor Alberta. However, there are some areas for further work including student expectations of the service, tutor expectations of the service, understanding and communication of the philosophy behind eTutor Alberta, regular tutor training, and coordinating the balance of institutional student usage versus institutional tutor hours. The following recommendation directly address these concerns.

1. Creation of a student expectation document outlining what students can expect and the philosophy behind the service aimed at both students and faculty
2. Creation of a community of practice for eTutors including both a support network and regular training or professional development
3. Regular feedback provided to eTutors on their work with students
4. Creation of regular reports on usage of the service available to any interested party
5. Creation on a working group through the Advisory Committee on the subject of managing peak times and institutional usage

6. Decision by late August from the Advisory Committee on recommending to the SSSOs that eTutor Alberta move beyond the pilot

In reviewing the data and information, it is clear that there is support for the continuation of the eTutor Alberta service. Students, eTutors, the Advisory Committee, and the SSSO Committee all provided extremely positive feedback regarding the first pilot (see Appendix 2: Major Findings). The support of the SSSO group in particular is resounding with **83 percent of the already participating institutions ready to commit to continuation beyond the second pilot, and 91 percent of the SSSO group in favor of expanding services in the future**. Support for the service is also indicated in its growth from nine institutions to eleven this fall. Through the first pilot, lessons have been learned and implementing the recommended changes should ensure an even more successful second pilot in the fall. It is with great excitement that eTutor Alberta begins its second pilot and looks towards a bright future.

Appendix 1: eTutor Alberta Structure and Roles
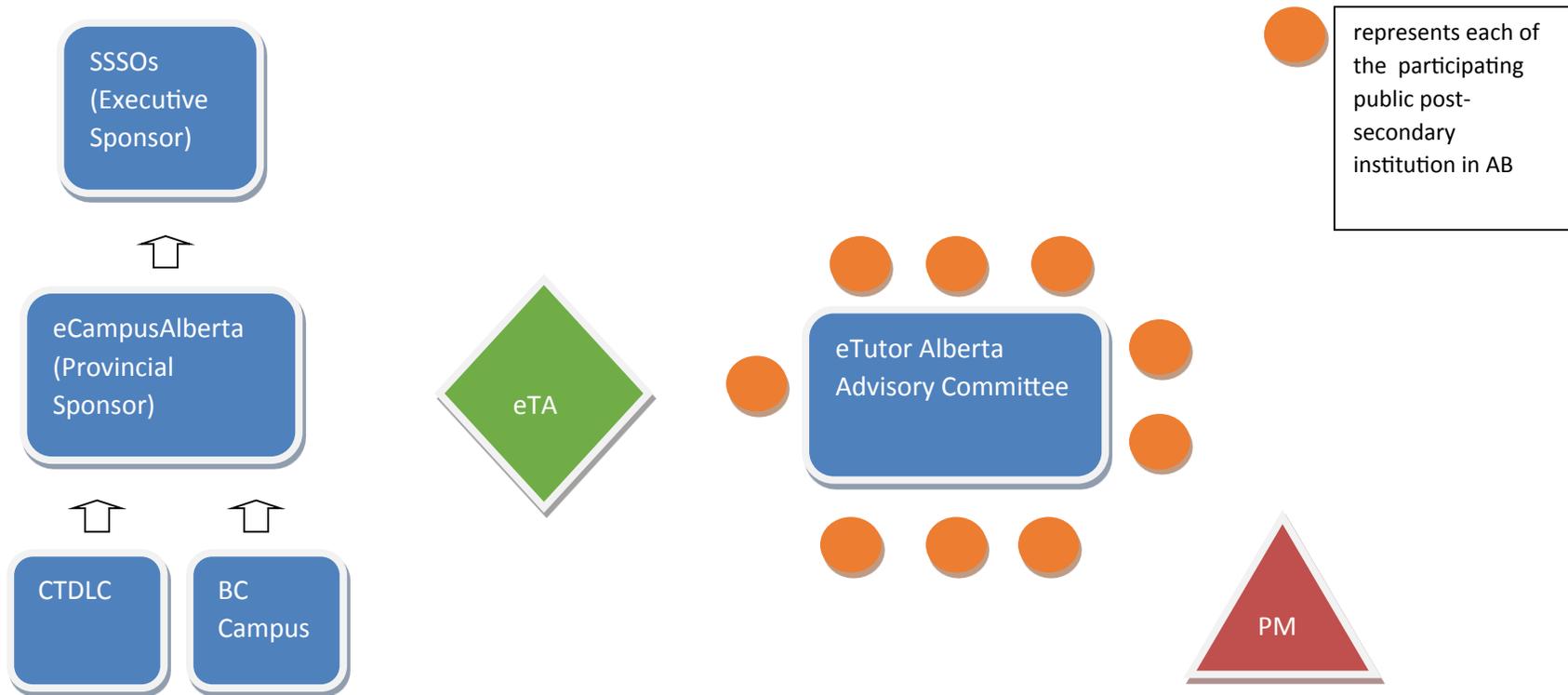
SSSO's - Senior Student Services Officers – executive sponsor of the project and official liaison between eCampusAlberta and the project

eCampusAlberta – the provincial sponsor of the project and the major organizer behind this first year initiative; eCA is also funding the first year initiative

CTDLC – Connecticut Distance Learning Consortium – providers of the eTutoring.org platform – the tutoring platform being used. Also provide expertise in the eTutoring.org model and overall support

BC Campus – providing the hosting environment for the platform in Canada and support for the shared service operations plus operational/technical support

eTA Coordinator – the eTutor Alberta Coordinator is a position that is responsible for all administration of the program, liaise with each institutional member, liaise with CTDLC, BC Campus and eCampusAlberta

eTutor Alberta Advisory Committee – operational decision making body – reports back through SSSOs. Individual members accountable back to their SSSO and their own supervisors

PM (Project Manager) – project support – provides operational support to the advisory committee and communicates to all

Appendix 2 Major Findings

Use of the Service

a total of **347** unique student accounts were created

400 submissions

size of the institution was not a predictor of the use of the service

58 percent of students self-identified as being ESL students

the majority of students used the service once

Student Feedback

90 percent of the students rated the eTutor Alberta service as being either very helpful or helpful

Overall, the quality of service, the tutors, and the feedback was perceived as being high

The service must state and educate that it is note a proofreading/editing service

Examples of tutor descriptors include the following: encouraging, helpful, fast and friendly, professional, and constructive

Expectations on turnaround time must be made clear to all students

eTutor Feedback

Sixty three percent of eTutors were either very satisfied or somewhat satisfied with the eTutor Alberta platform

The majority of eTutors were satisfied with the scheduling process with **62 percent** rating either very satisfied or somewhat satisfied

75 percent of eTutors being either very satisfied or somewhat satisfied (with training)

Seventy-six percent of eTutors responded that they were either very satisfied or somewhat satisfied with the protocols

Advisory Committee Feedback

One hundred percent of the Advisory Committee were either very satisfied or somewhat satisfied with the eTutor Alberta platform

75 percent of the Advisory Committee were either very satisfied or somewhat satisfied (with eTutor protocols)

One hundred percent agreed that they were very satisfied or somewhat satisfied with the decision making process

100 percent of the group reported that they were very satisfied or somewhat satisfied (with tutor training)

Eighty-five percent of the Advisory Committee was very or somewhat satisfied with the scheduling of the eTutors

On the partnership between eTutor Alberta, CTDLC, and BC Campus, the respondents **unanimously agreed** that they were very satisfied

One hundred percent of the Advisory Committee participants agreed that they were very satisfied with the eTutor Alberta service overall

SSSO Feedback

Eighty-four percent of the respondents who participated in eTutor Alberta were very or somewhat satisfied with the eTutor Alberta platform

83 percent of the group were very or somewhat satisfied (with the decision making process)

83 percent of participating institutions are ready to move beyond the pilot

Ninety one percent of the SSSOs rated the eTutor Alberta service as either very or somewhat useful

91 percent of SSSOs are interested in eTutor Alberta expanding subject offerings in the future

Appendix 3: eTutor Alberta Financials

eTutor Alberta Project Financials

eCampusAlberta sponsored the Pilot of eTutor Alberta.

eTutoring Costs - Pilot 2014	Total	eCA costs	Comments
Start-Up/Training	$ 7,500.00	$ 7,500.00	100% CT
Institution Fee (9x License/Hosting)	$ 22,500.00	$ 22,500.00	50/50 split: **$2,500**/campus/year
Project Manager	$ 50,000.00	$ 50,000.00	
CTDLC Coordination Contract	$ 5,000.00	$ 5,000.00	
eTutor Alberta Coordinator (.5FTE)	$ 30,000.00	$ 30,000.00	
Totals	**$ 115,000.00**	**$ 115,000.00**	

eCA covered all project costs, while institutions resourced the institutional coordinators and tutors.

Included within the sponsorship was Project Adminstration, coordination, website, marketing and promotions.

eTutoring Costs - Year 2*	Total	Comments
CTDLC Support/Training	$ 2,500.00	100% CT
Institution Fee (11 x License/Hosting)	$ 27,500.00	**$2,500**/campus/year (CTDLC and BC Campus)
eTutor Alberta Coordination (Shared Costs: salary, MKTG, Website, Coordination, travel)	$ 80,000.00	eTutor Alberta Coordinator + Consortium support
Total (11 institutions)	$ 110,000.00	
eCA Administration Fee	$ 16,500.00	
Total Cost	**$ 126,500.00**	
Per institution	$ 11,500.00	

* The cost per institution is determined by the number of participating institutions. Total fixed costs include the coordination, licensing, hosting, marketing, website, travel. The number of participating institutions informs the total cost per institution.

For example if 7 institutions choose to continue the breakdown would be the following:

		Comments
CTDLC Support/Training	$ 2,500.00	100% CT
Institution Fee (7 x License/Hosting)	$ 17,500.00	50/50 split: **$2,500**/campus/year
eTutor Alberta Coordination (Shared Costs: salary, MKTG, Website, Coordination, travel)	$ 80,000.00	
Totals (7 institutions)	$ 100,000.00	
eCA Administration Fee	$ 15,000.00	
Total Cost	**$ 115,000.00**	
Per institution	$ 16,428.57	