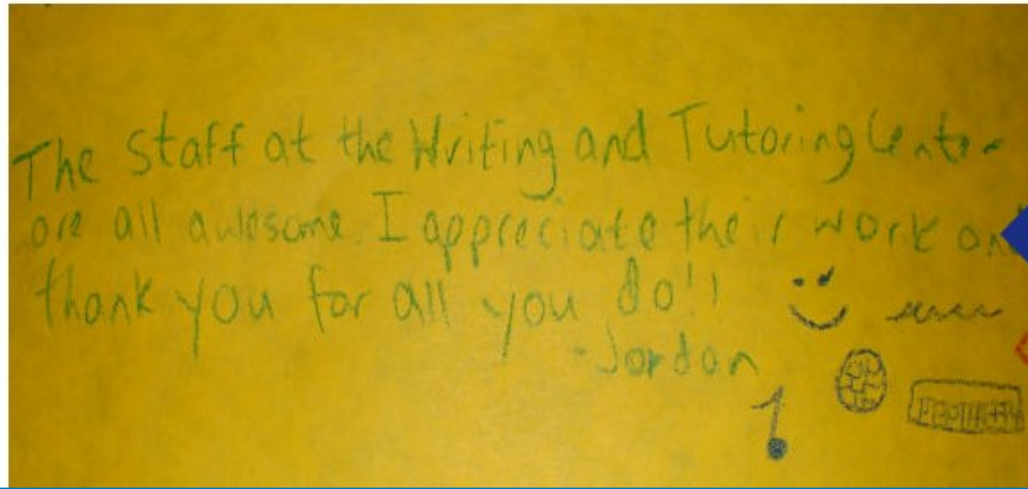


Tutoring & Writing Center

From our website: rollins.edu/library/twc

Students helping students! [Click on this link](#) to make an appointment with one of our peer tutors or writing consultants. Read on to see the difference and to see our staff lists.

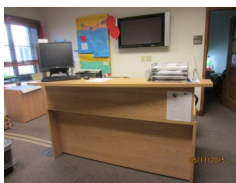


Meet the Staff

Looking for a list of our tutors and writing consultants? [Click here](#) for our full staff listing!

Looking Back at 2014-15

This academic year was our first year using *WOnline* for scheduling and storing data. The amount of data rose enormously with its electronic session reporting. **We have saved almost 10,000 sheets of paper (in 4,937 sessions)** and now have access to detailed information about the sessions and our clients' satisfaction with their tutors or consultants. Inside you'll see some quantitative data for tutors and writing consultants for each semester, what we've been able to collect in the past and what is new, thanks to *WOnline*.



Say goodbye to our front desk in the Lakeview area of Olin Library. Olin's Checkout and Reserves (Circulation Desk) staff and some work-study students will connect student clients with their tutors or consultants and show students how to make appointments.



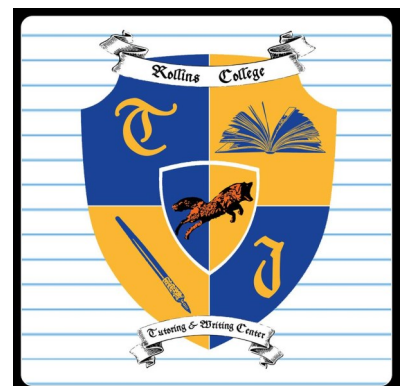
TJ's Tutoring and Writing Consulting at Olin Library

Rollins College, 1000 Holt Ave. 2744 Winter Park, FL 32789 USA
Suzanne Robertshaw, Coordinator of Peer Tutoring and Writing,
Olin 209, 407 646-2652 srobertshaw@rollins.edu
Sarah Hughes, Operations Coordinator, 407 646-2607, shughes@rollins.edu

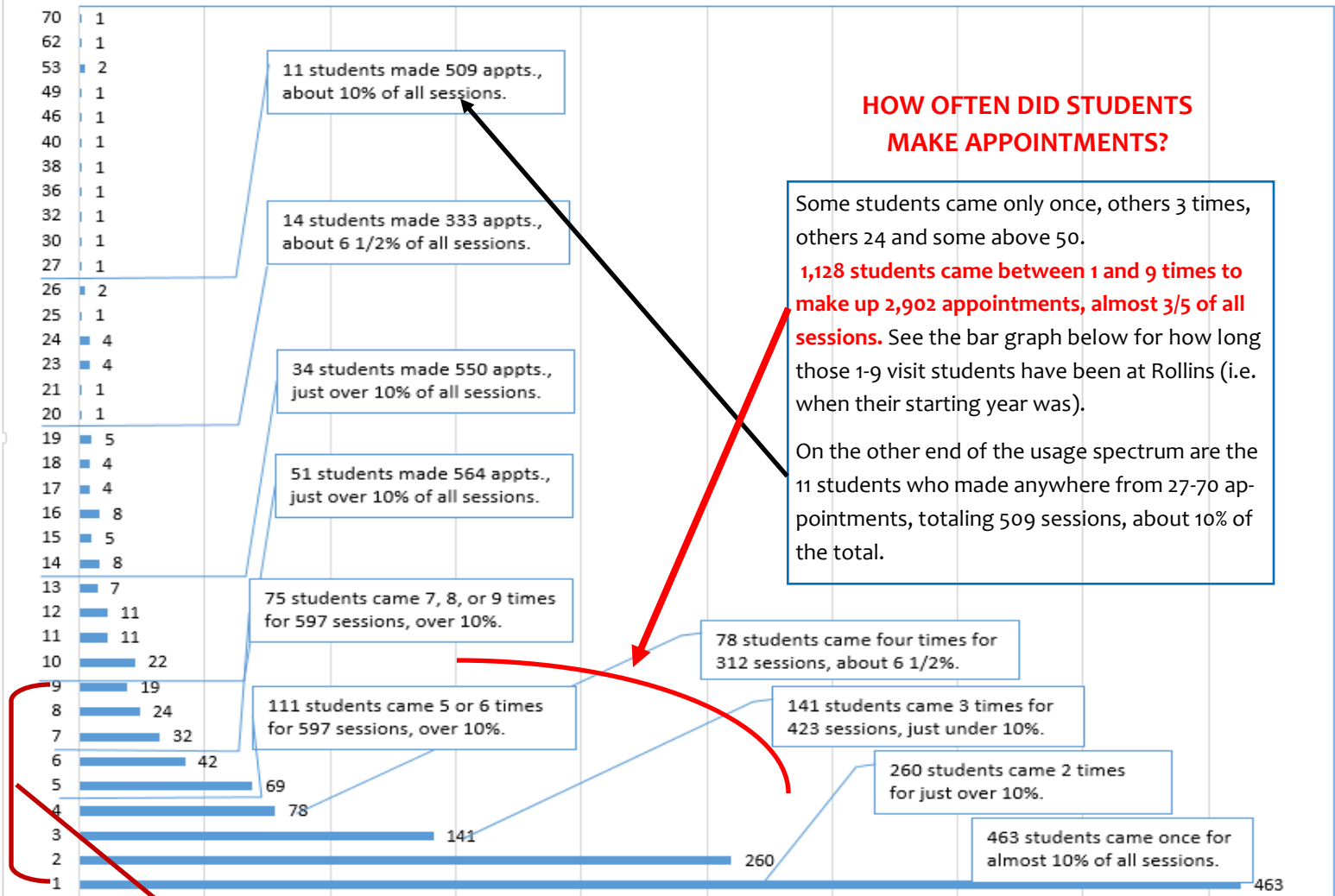
See our staff lists, apply to be on staff, find useful resources in our website:
<http://www.rollins.edu/library/twc/index.html>
Make your appointment from the R-Net links (Tutoring/Writing), from our website, or directly at <https://rollins.mywconline.com/index.php>

INSIDE THIS REPORT

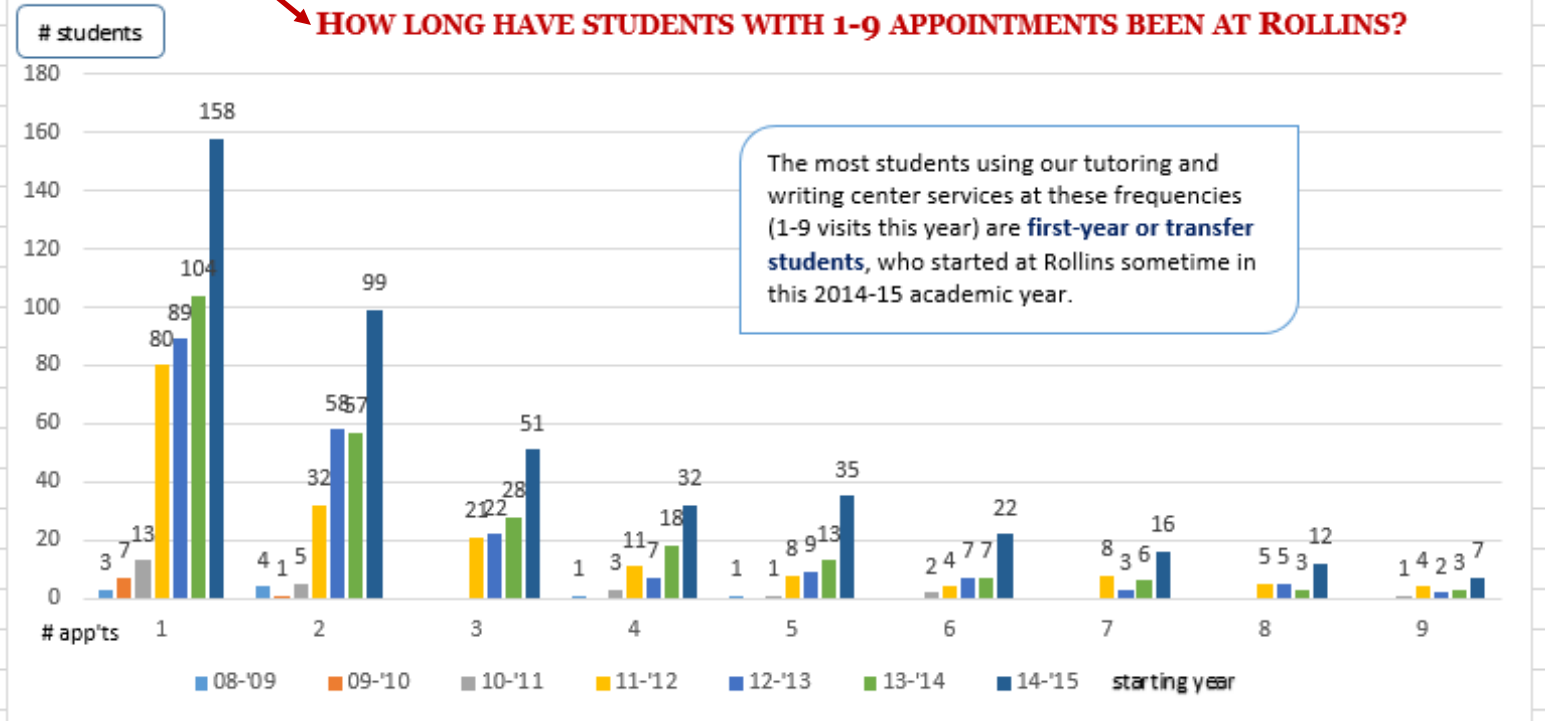
Frequency of Visits	2
Our Students & Systems	3
Paper Sessions	4-5
Required Sessions	6
Surveys & Locations	7
Top 15 f14 & s15	8-9
CRLA certification	10



2014-15 Frequency of Student Sessions with Tutors or Writing Consultants



HOW LONG HAVE STUDENTS WITH 1-9 APPOINTMENTS BEEN AT ROLLINS?



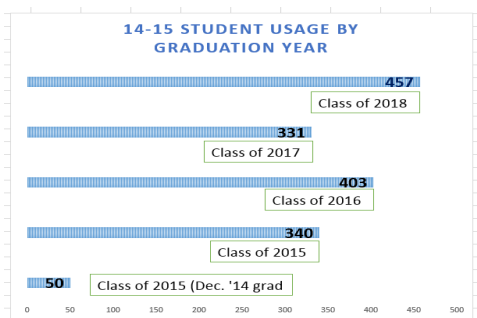
Who are our student clients? How often do they make appointments? What are their needs? When in their college career do they come? Which professors require students to make appointments with tutors or consultants? What do students like, or not, about their time with us?

WOnline, with its online reporting, has given us much richer data to mine for answers to these questions. Some comes from students' registration data (home language, first semester at Rollins College, graduation year). All the other data comes from the online reports that tutors and writing consultants fill out each for of their appointments.

During the almost 5,000 appointments this year, peer educators helped students try new study and writing techniques, get a more realistic check on where they stood, and make adjustments in the future. Online reports serve as reminders to students and feedback on sessions to professors and administrators.

From 1985 until fall 2014, peer tutors and writing consultants filled out three-ply (or two-ply in later years) 8 1/2 x 11 session notes (see the image below). We gave students the top copy, we sent professors the next copy in campus mail, and we kept the third copy for reference. Changing from paper (analog) to digital reporting was the biggest change for our 90+ tutors and writing consultants this year as we started using WOnline. Along with checking off category boxes (see p. 4-5 for that data), tutors and consultants write summaries of their work. Some do this during the session, on laptops or in computer labs, while others fill out the reports afterward. Students, professors, staff and tutors get these digital reports once the report is saved. WOnline also sends a link to the student inviting them to fill out a survey on their session and tutor or consultant (see facing page). We hope to do some qualitative research using NVivo on the almost 5,000 session summaries this coming year.

Some examples: (Unlike the first example, writing consultants usually write much longer summaries than tutors do!)
"Relate back to the main point." "The reaction order equations were fairly tricky but i think we figured it out. You can always check to see if the finer details are right. You've become very good at writing the lab reports so I think that part will be easy to do as long as the equations make sense. This chapter is tricky so we'll try to meet up again soon."



TJ's Student Resource Center Writing Notes

Date: _____ on _____ at _____
 Time: _____ Class: _____ # Time used: _____ # Requested rate: _____
 Create (s name): _____ Professor: _____ Assignment: _____ Due date: _____

Chief concern:

What we discussed:

- assignments
- essays
- research
- reading
- writing
- grammar and mechanics
- other

You brought:

- assignment
- draft of _____ page
- notes/outline
- research work

We talked about:

- assignment
- ideas and devel.
- ideas
- evidence/suppor
- organization
- grammar and mechanics
- other

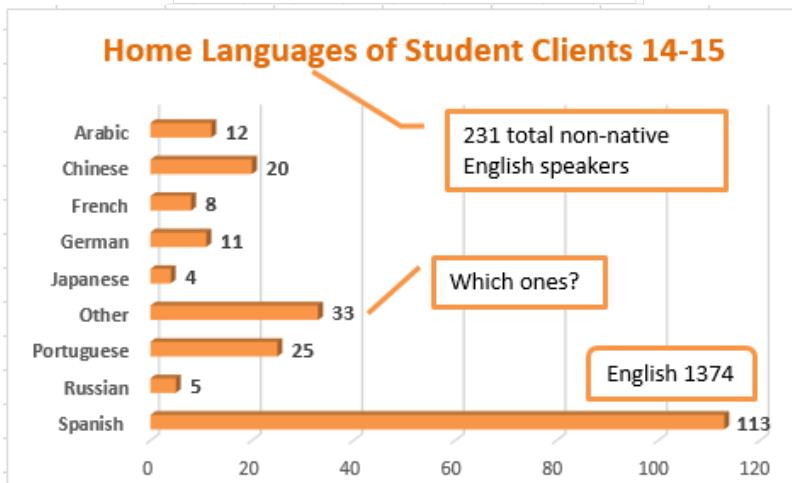
What to keep in mind:

When you see:

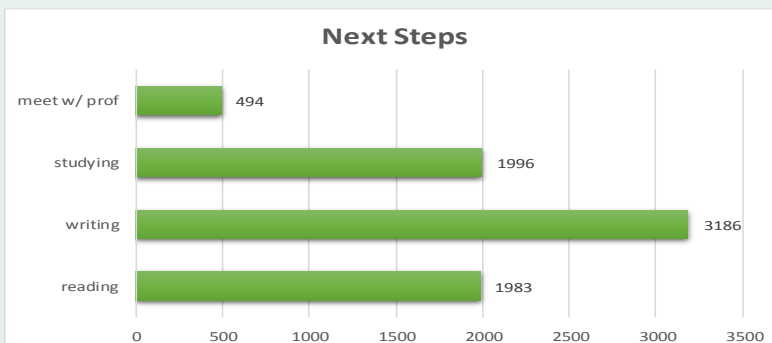
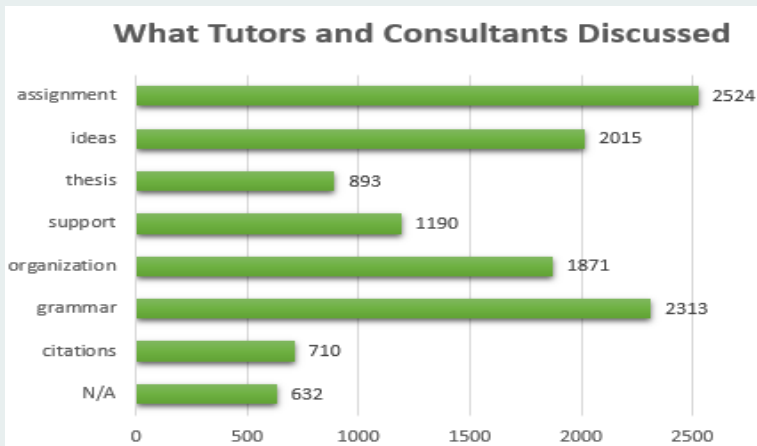
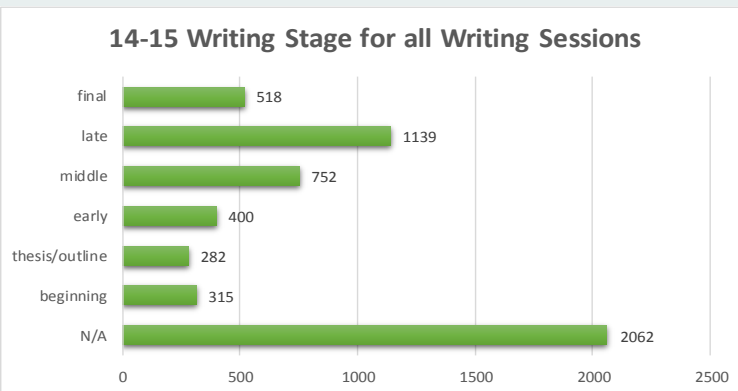
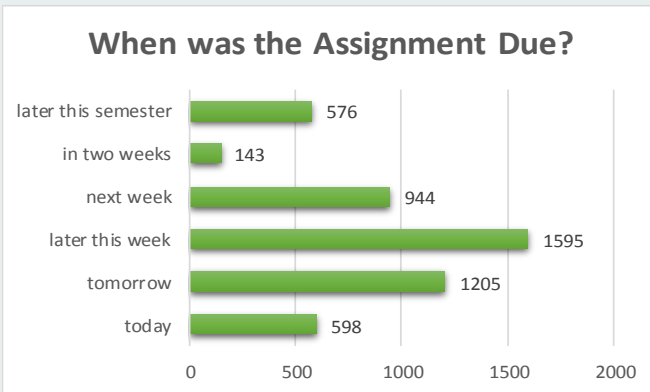
- beginning ideas
- ideas/outline
- early draft
- late draft
- final draft

Length of app. _____ Writing Consultant: _____ Tutor: _____
 Feedback: (text) (see rate) or (text) (see rate) @rollins.edu

Make a future appointment with a:
 tutor consultant staff member



APPOINTMENTS FOR PAPERS WITH WRITING CONSULTANTS AND TUTORS



All of our peer educators need to determine the needs of the students they are working with. Fundamental to this analysis are the assignments and the learning behaviors of the student clients.

Writing centers and tutoring programs strive to help students understand the learning and writing process. In their digital session reports, peer educators indicate what they actually spent time doing, even if it's five minutes for one thing and 35 minutes for another.

These categories remind students of everything involved in learning and writing. They also act as prompts to follow as tutors and consultants conduct their sessions.

The charts on these two pages quantify in the aggregate what this year's sessions involved, where peer educators and student spent time, and what they discussed doing next.

DUE DATE & WRITING STAGE

On the individual level, students and professors can see how the needs of each student and their paper draft were categorized and addressed. The summaries that tutors write in each report (see page 3 for examples) give more specific information to remind students after the session, to inform professors about student needs and consultant/tutor strategies, and to reveal to program administrators what happens in the almost 5,000 sessions per year.

Peer educators can see how their colleagues are writing up their summaries: how much detail, how many suggestions for future work, how many (if any) references for students to consult, etc. They also look at some of these in individual conferences with the Coordinator as they discuss what they do in their sessions, what they have learned in training and on the job, what they do differently after gaining experience and with different clients.

APPOINTMENTS FOR PAPERS WITH CONTENT TUTORS

Content tutors know the courses they tutor and the professors who teach them. In writing- and reading-intensive courses, tutors bring content expertise and experience to the session.

Students come to content tutors for papers when they want feedback on connecting course themes, using appropriate evidence to support claims, organizing and acknowledging disciplinary knowledge in appropriate ways.

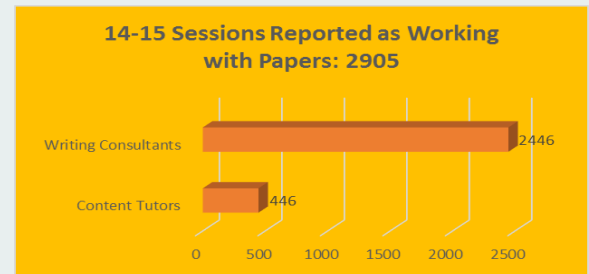
Some students see the same tutors for non-writing tasks: studying for exams, understanding and practicing concepts, etc. It is these tutors' contextual knowledge that makes professors want them working as tutors and that makes students choose to see them instead of, or in addition to, writing consultants.

DATA-DRIVEN TRAINING

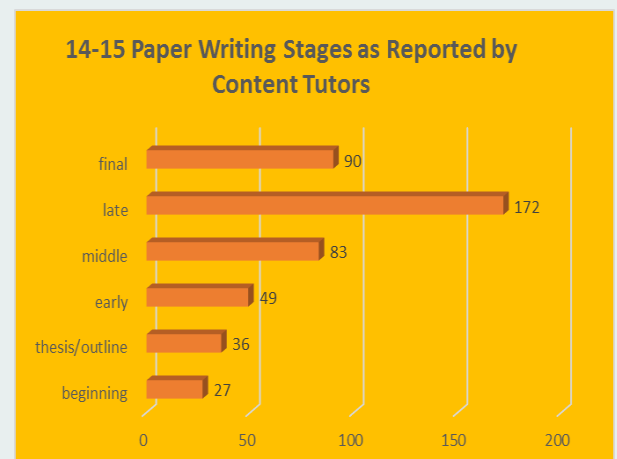
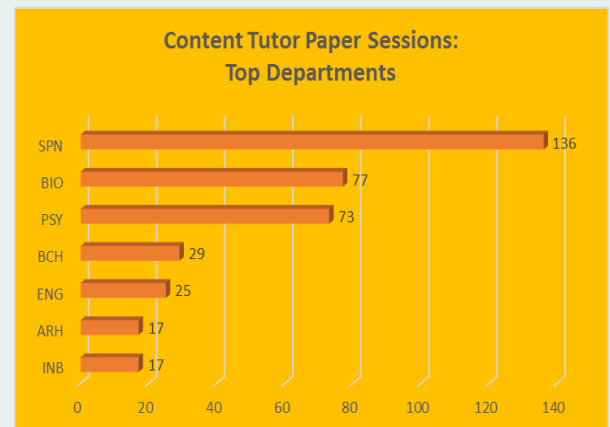
Training needs to ensure that tutors as well as writing consultants can identify and address the specific needs of student writers and their papers in all stages of the writing process. However, content tutors are not expected to help students with expression, grammar, and mechanics.

From their reports, tutors worked with writers in all stages of their students' writing process. We wonder how exactly they helped these writers in the late and final stages? Did they categorize each paper's writing stage the same as writing consultants did? We can use this data to underscore the need for tutors to assess accurately each paper's writing stage as well as for us to equip them with appropriate techniques to model and pass on.

This data also showed us which tutors spent time with papers; some departments were real surprises! Science tutors, for example, had not previously had so many writing clients. BIO and BCH professors got several students on staff specifically to help with papers, and encouraged their students to make appointments with them. The high number of Spanish tutors' work with papers was also unexpected. We need to investigate the nature of those papers, since feedback for a paper using "15 vocabulary words from Ch. 5" should be very different from research for a 300-level Spanish literature course.



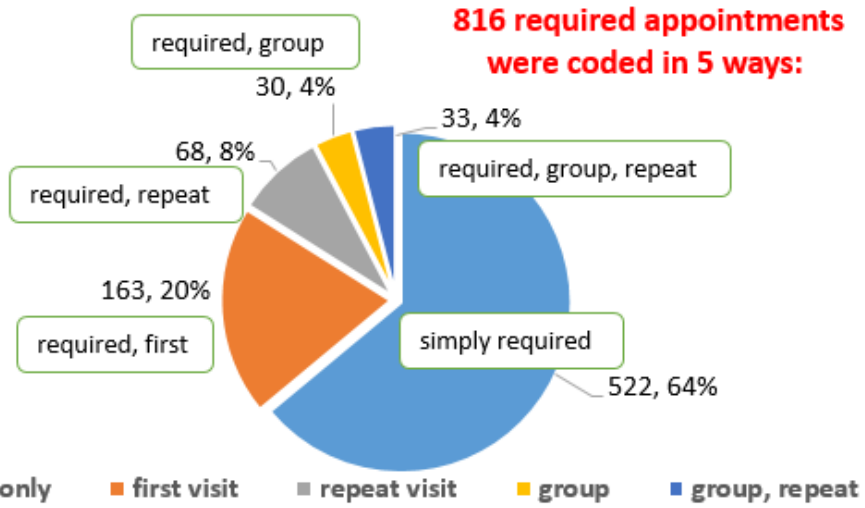
These writing assignments can vary by department: lab reports for science, research papers for art history, literature reviews for preliminary assignments in research papers.



DEPT	Course	Appts.	Professor
ANT	150	2	Walz
	200	3	Biery-Hamilton
	207	3	Walz
ARH	201	29	Boles
	205	5	Ryan
	237	1	Boles
	275	2	Ryan
ART	450	1	Simmons
BCH	435	25	Riley
BIO	106	11	Harper
	111	25	Klemann
	308	26	Segarra
	360	8	Walsh
BUS	230	33	Agee
CHN	101	15	Wei
	102	7	Wei
	201	14	Wei
	202	8	Wei
	402	7	Wei
CMC	200	23	Tilman
	238	8	Tilman
CMS	360	9	Carrington
ECO	202	2	Kypraios
	204	3	Taylor
	306	11	Kypraios
	404	2	Rock
ENG	140	2	Littler
		1	O'Sullivan
		6	Driggers
		12	Coffae
		6	Delis
	various	12	
ENV	various	3	Poole, Siry
FIL	various	4	Cummings
GMN	101	20	Decker
	102	26	Decker
	201	11	Decker
	202	12	Decker
HIS	120	28	Chambliss
	140	3	Chambliss
ICE	100C1	31	Chambliss
IMW	100S1	8	Klemann
	100H2	2	Rubarth
	100H3	1	Russell
POL	100	16	Tatari
	240B	6	Tatari

REQUIRED APPOINTMENTS

(out of 4937 total)



DEPT	Course	Appts	Professor
PSY	255	14	Harris
	301	1	Williams
	328	7	Carnahan
	495	1	Harris
RCC		11	Simmons
		11	Hargrove
		16	Carrington
		17	Stone
		1	Moore
		16	Mathews
		4	Jones
		1	Harper
		12	Ryan
		55	Decker
		1	Barnes
GMN	101	20	Decker
	102	26	Decker
	201	11	Decker
	202	12	Decker
RSN	234	2	Boguslawski
SEB	200	2	Stecker
SPN	102	28	Lilienthal
	110	10	Morales
	201	2	Diaz-Zambrana
	201	12	Morales
	322	4	Tome
THE	201	7	Mobley
WCC	100A2	1	Ryan

Who requires visits? Why? When in the writing process? How do these students feel about it?

Some professors require all students to go to the Writing Center with their papers at various times in their process. Other professors might require it for specific students.

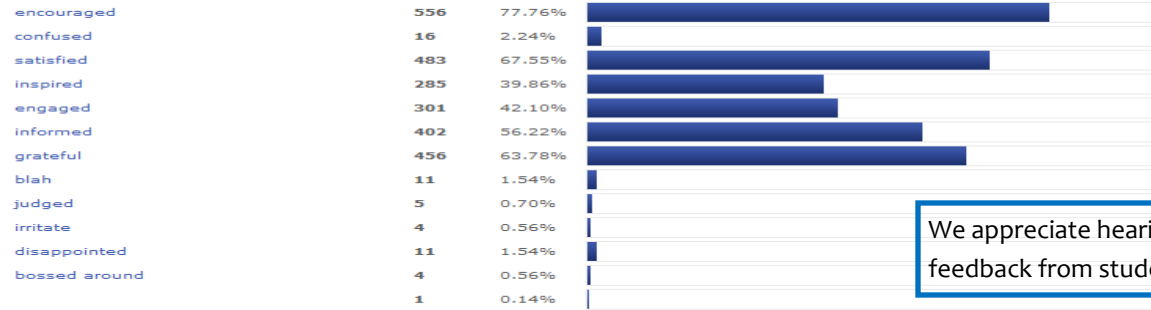
Next year we will communicate more carefully with those professors who require whole classes to come to answer those questions.

We also need to see how satisfied these students are with their sessions, even when professors forced them to come.

Note the high number of RCC classes (first semester for first-years), a great way to introduce students to our services.

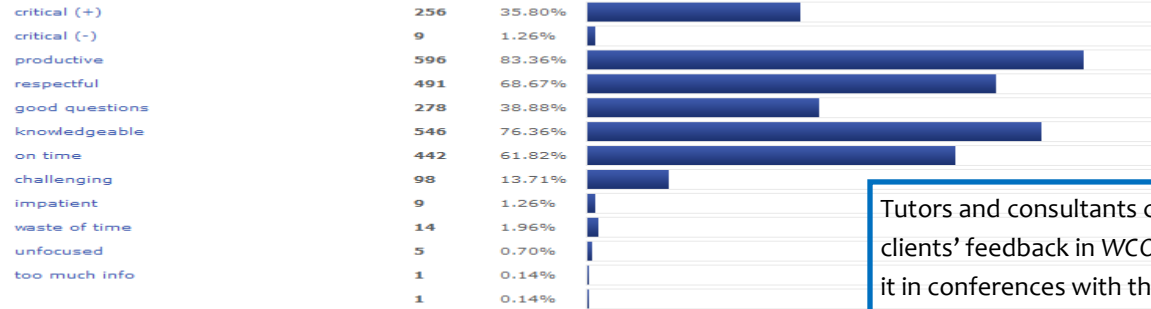
715 Student Surveys of their Sessions: *We hope to get more next year!*

I LEFT MY SESSION FEELING...



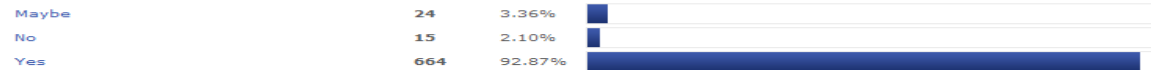
We appreciate hearing such positive feedback from student clients.

CHECK ANY WORDS THAT APPLY TO YOUR SESSION OR YOUR TUTOR/CONSULTANT

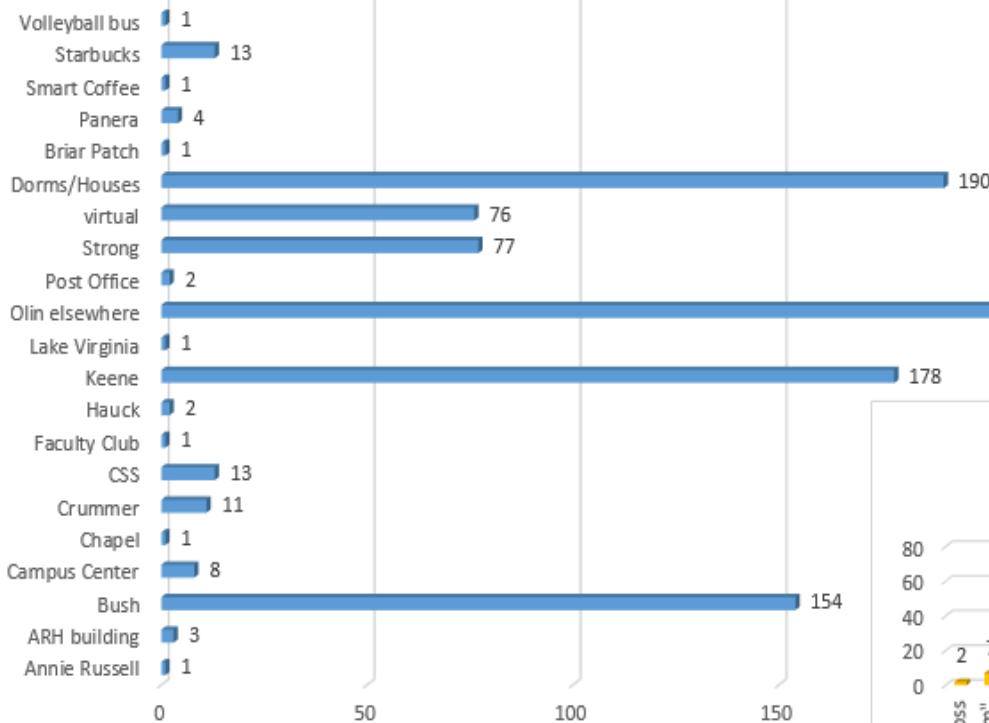


Tutors and consultants can check their student clients' feedback in WOnline; we also process it in conferences with the Coordinator.

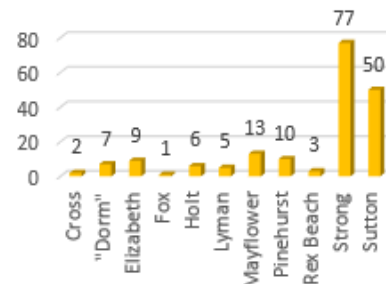
I WILL RECOMMEND MY TUTOR OR WRITING CONSULTANT.



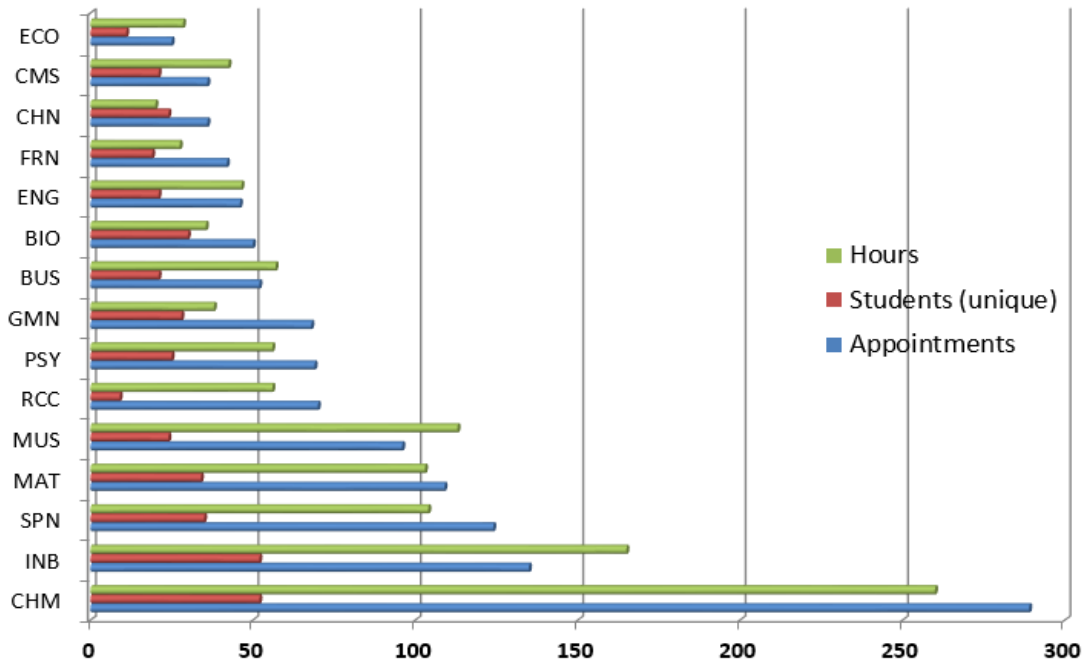
Sessions Held Outside the Lakeview Lounge in Olin 953, about 1/5 of total



Sessions in Dorms/Houses



Top 15 by Department-Tutoring-FALL 2014

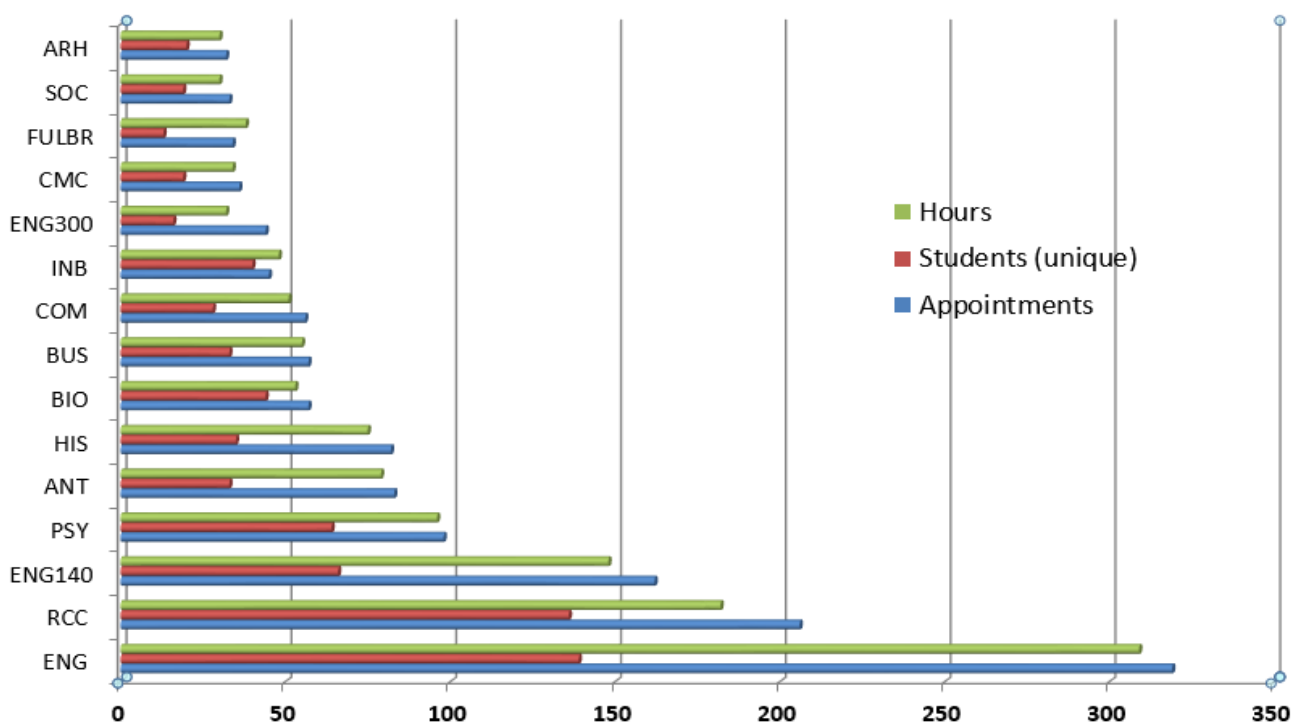


	CHM	INB	SPN	MAT	MUS	RCC	PSY	GMN	BUS	BIO	ENG	FRN	CHN	CMS	ECO
Hours	260	165	104	103	113	56	56	38	57	35.5	46.5	27.5	20	42.5	28.5
Students (unique)	52	52	35	34	24	9	25	28	21	30	21	19	24	21	11
Appointments	289	135	124	109	96	70	69	68	52	50	46	42	36	36	25

Looking vertically, we can compare student use of specialist content tutors and generalist writing consultants.

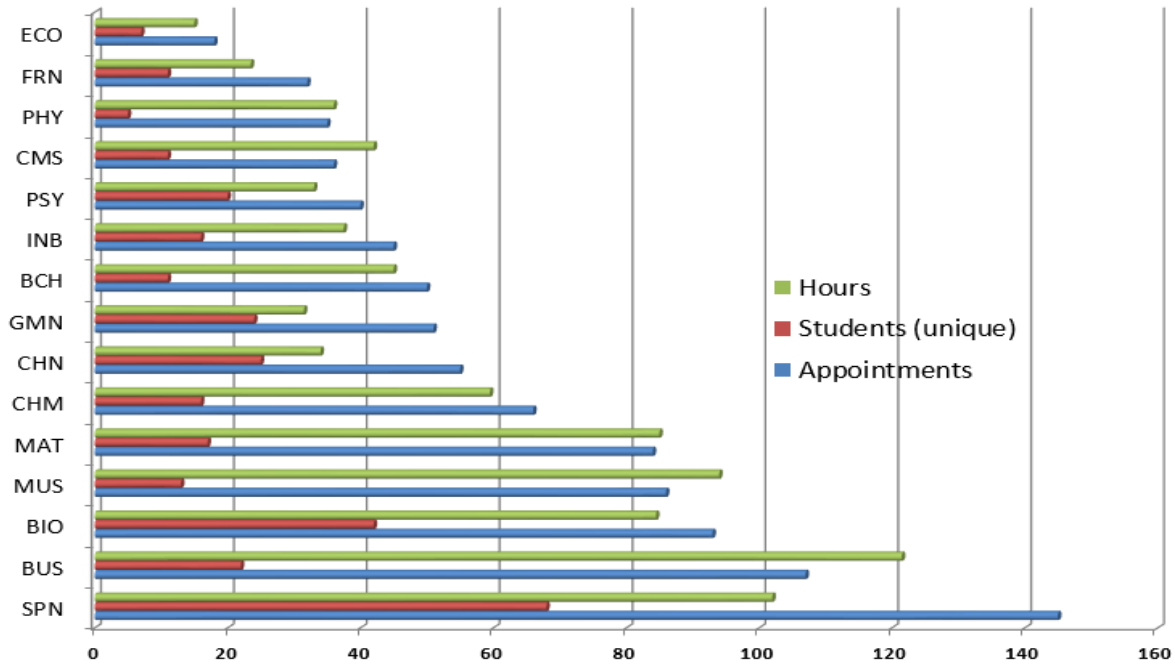
Students in certain departments prefer tutors: SPN, FRN, GMN, for obvious reasons; some sciences, music. Other students might go to tutors for content and writing consultants for papers. Page 7 shows tutors' work with papers.

Top 15 by Department-Writing Consulting-FALL 2014



	ENG	RCC	ENG140	PSY	ANT	HIS	BIO	BUS	COM	INB	ENG300	CMC	FULBR	SOC	ARH
Hours	309	182	148	96	79	75	53	55	51	48	32	34	38	30	30
Students (unique)	139	136	66	64	33	35	44	33	28	40	16	19	13	19	20
Appointments	319	206	162	98	83	82	57	57	56	45	44	36	34	33	32

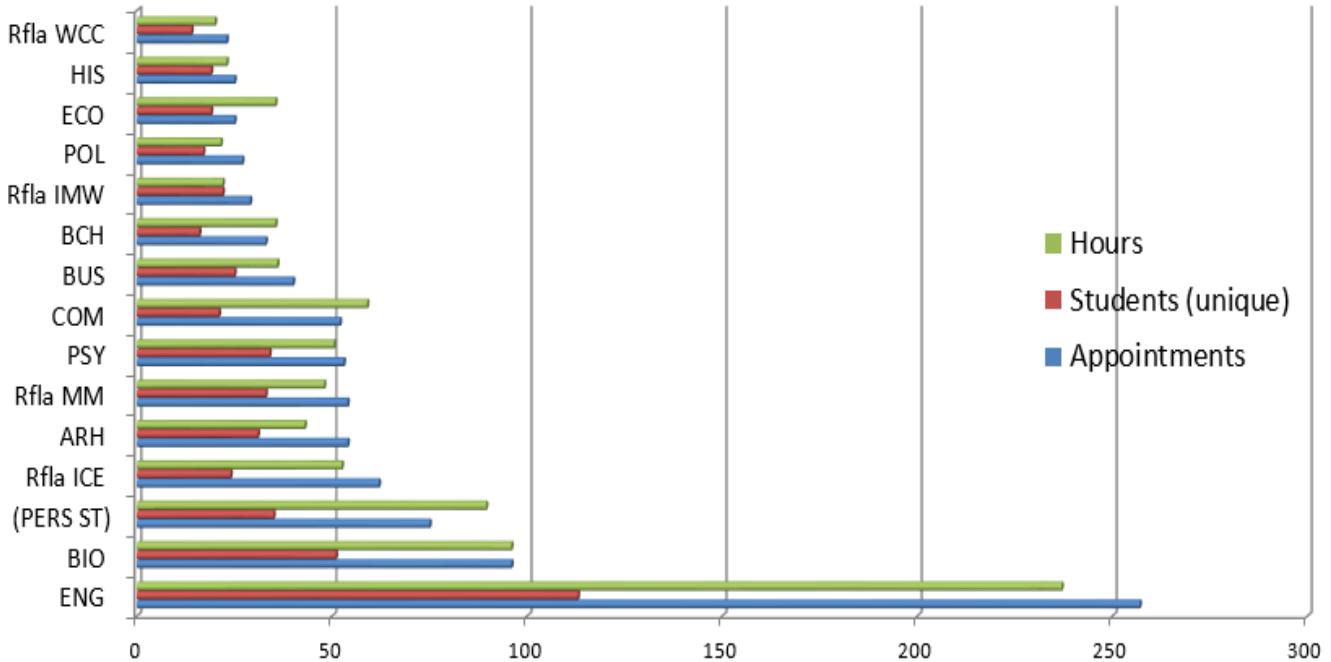
Top 15 by Department-Tutoring SPRING 2015



	SPN	BUS	BIO	MUS	MAT	CHM	CHN	GMN	BCH	INB	PSY	CMS	PHY	FRN	ECO
Hours	102	121.5	84.5	94	85	59.5	34	31.5	45	37.5	33	42	36	23.5	15
Students (unique)	68	22	42	13	17	16	25	24	11	16	20	11	5	11	7
Appointments	145	107	93	86	84	66	55	51	50	45	40	36	35	32	18

Looking horizontally (to p. 4), we can compare student use of tutors and consultants across semesters. CHM tutoring is higher in fall than spring, and BIO the opposite, when first-years take BIO I. Senior science students take seminar papers to tutors and writing consultants; RCC students in the fall and Rfla (new general education courses) in the spring use the WC.

Top 15 by Department-Writing Consulting-SPRING 2015



	ENG	BIO	(PERS ST)	Rfla ICE	ARH	Rfla MM	PSY	COM	BUS	BCH	Rfla IMW	POL	ECO	HIS	Rfla WCC
Hours	237	96	89.5	52.5	43	48	50.5	59	36	35.5	22	21.5	35.5	23	20
Students (unique)	113	51	35	24	31	33	34	21	25	16	22	17	19	19	14
Appointments	257	96	75	62	54	54	53	52	40	33	29	27	25	25	23

Tutor Training Topics & Materials by CRLA Levels 1, 2, and 3

Build Content ▾

Assessments ▾

Tools ▾

Partner Content ▾

↑↓



CRLA level 1 certification: min. 8 topics, 10 hrs. training, 25-49 hrs. tutoring

Resources for Level 1 CRLA certification topics:

(minimum 8 of these: find the specific readings, meetings, activities, etc. from the training course syllabus, log those you have done into your CRLA certification sheet) defining tutoring and responsibilities, basic tutoring guidelines, beginning and ending a session, adult learners & theory & learning styles, assertiveness, working with difficult clients, setting goals & planning, communication skills, active listening & paraphrasing, referral skills, study skills, critical thinking skills, ethics & philosophy, avoiding sexual & workplace harassment, modeling problem-solving



CRLA level 2 Certification: Review Level 1 Topics & 4 more; 10 more hrs. training, 50-74 hrs. tutoring

Resources for Level 2 CRLA certification topics:

(review + minimum 4 of these: find the specific readings, meetings, activities, etc. from the training course syllabus, log those you have done into your CRLA certification sheet)

use of probing questions, cultural awareness & intercultural communication, special needs students, indentifying and using resources, specialty tutoring in quantitative, foreign language and intensive reading/writing courses, record keeping



CRLA level 3 Certification: Review Levels 1 & 2 and 4 more; 10 more hrs. training, 75+ hrs tutoring

Resources for Level 3 CRLA certification topics:

(review levels 1&2; do minimum 4 of these: find the specific readings, meetings, activities, etc. from the training course syllabus, log those you have done into your CRLA certification sheet)

Memory, targeting specific populations, (English as a second language, athletes, Greeks, etc.), group management skills, special projects



International Tutor Training Program Certification

The training courses that new tutors and writing consultants take in their first semester (TPJ 106 and 111, each one credit) address the training topics set by the College Reading and Learning Association (CRLA).

Tutors and consultants keep track of the work they do in meetings and on their own in each category using this checklist. We keep track of the hours they spend with their fellow students (for which they get paid).

Our program has been certified by CRLA for over ten years.

CRLA Certified Tutor, Level 1

10 hours of training; 25-49 hours of tutoring

TOPICS in each level (minimum 8)	Minutes/Hrs	Readings/Videos	Meetings	Activities
Defining tutoring & responsibilities Click here to enter text.	Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic tutoring guidelines Click here to enter text.	Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Beginning & ending a session Click here to enter text.	Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult learners, learning theory and styles Click here to enter text.	Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assertiveness; working with difficult clients Click here to enter text.	Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Setting goals and planning Click here to enter text.	Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication Skills Click here to enter text.	Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Active Listening and paraphrasing Click here to enter text.	Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(continued)