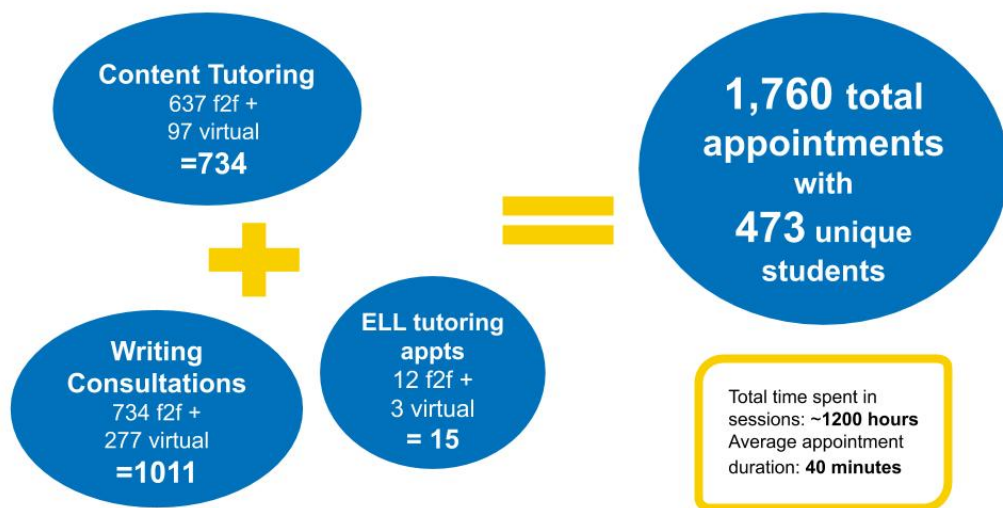


# The Tutoring & Writing Center, Olin Library | SP 2020 End of Semester Report

## What was new in spring 2020?

1. **Virtual tutoring!** In support of the college's move to synchronous, remote learning, we implemented synchronous, virtual tutoring from March 26 through the end of final exams. This transition was remarkably successful—the tutors who were able to stay on our staff during this shift held **over 400 virtual tutoring sessions with 160 unique students in 85 different courses.**
2. **Drop-in hours!** From February 3 to March 15, we offered drop-in tutoring (in addition to appointment-based tutoring) for general writing consultations and graduate-level writing as well as content tutoring for biology, chemistry, computer science, mathematics, business and economics, psychology, Spanish, and more!

## SP 2020 by the numbers



*We would like to thank the following tutors whose dedication and resilience made these initiatives possible:*

### Virtual tutors:

Adriane Griffith  
Alex Arbit  
Alex Jeffirs  
Anna Moore  
Blake Swanson  
Caitlin Robison  
Capri Gutierrez  
Charlotte Kelly  
Chris Jamison  
Christina McAlpin  
Colomba Martinez  
David Smith  
Emily O'Malley  
Eric Jaffe  
Gabi Martinez  
Heather  
Borochaner  
Jade Grimes  
James Payne  
Jean Zhang  
Jessika  
Linnemeyer  
Jordan Halloran  
Joy Ding  
Kaitlin Snyder  
Kyra Bauske  
Lauren Rouse  
Lily Denneen  
Liz Trepanier

Mallory Bliss  
McKenna Leaden  
Molly Fulop  
Morgan Snoap  
Naureen Safavi  
Oliver Luo  
Paula Collado  
Cordon  
Sammy Kasowitz  
Sara Mehdinia  
Sarah Hameer  
Sarah Moore  
Sufia Ahmed  
Tyler Nagy  
Yevheniia  
Romanenko  
Yoke Tassent

### Tutors who held drop-in hours:

Alex Arbit  
Alex Jeffirs  
Anna Moore  
Gabi Martinez  
Jade Grimes  
Jaimie Mans  
Jenna Waldrep  
Kuk  
Jordan Halloran  
Kyra Bauske  
Megan Fernandez  
Paula Collado  
Cordon  
Raul Tavarez  
Ramirez  
Sarah Moore  
Sufia Ahmed  
Yoke Tassent

\*These figures include face-to-face (f2f) appointments from January 27th to March 15th and virtual appointments from March 26th to April 28th (some tutors extended their availability through May 5th, which lead to an additional ~50 appointments).

## Workshops

TWC administrators and peer tutors facilitated **12 workshops** during spring 2020 (even after the shift to remote learning) in a range of courses including ENGW 280, LACS 200 and 395, INT 200, and BACS 541.

Our **workshop topics** included:

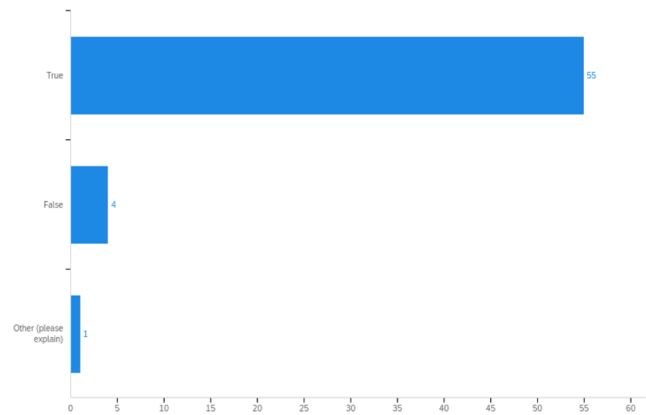
- Writing at the Graduate Level
- Revision and the Writing Process
- Guided Peer Review
- Writing Personal Statements
- Citing and Using Sources

## Post-Visit Surveys

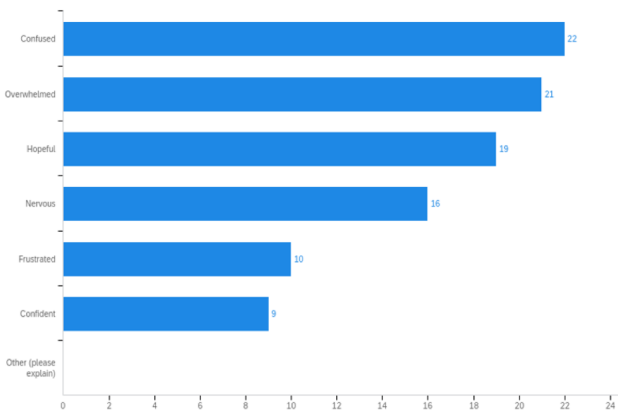
As in fall 2019, the **63 responses** to our post-session survey during the regular semester indicate that the majority of students who met with a tutor had positive experiences that were beneficial to their educational development.

\* Our complete survey questions and responses are available upon request.

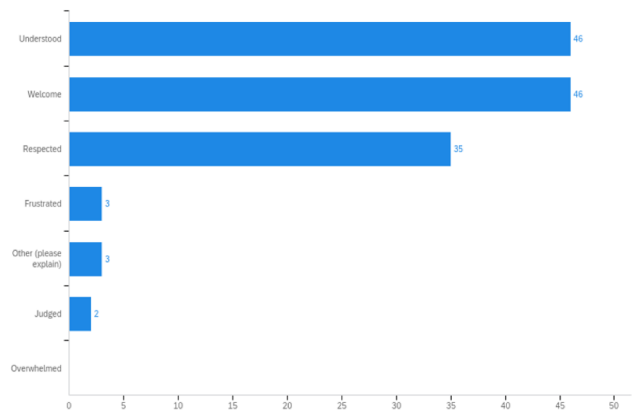
Q6.1 - True or False: I learned something during my visit that I will use in the future.



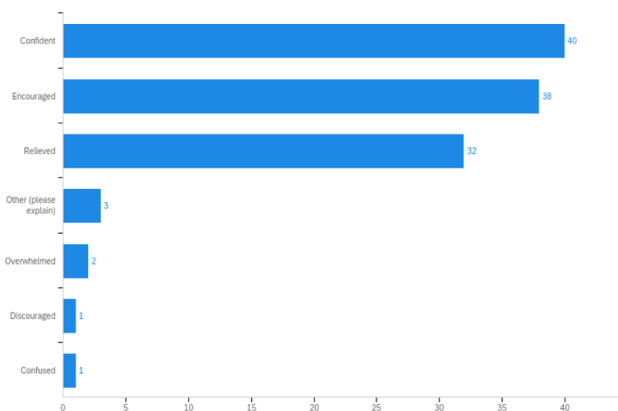
Q7.1 - BEFORE my visit to the TWC I felt (select all that apply):



Q7.2 - DURING my visit to the TWC I felt (select all that apply):

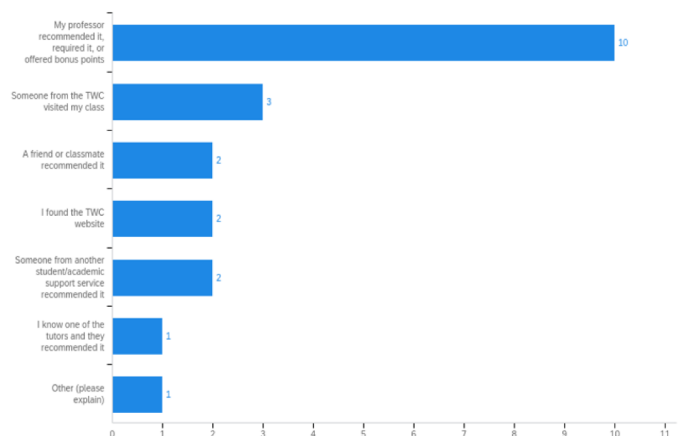


Q7.3 - AFTER my visit to the TWC I felt (select all that apply):



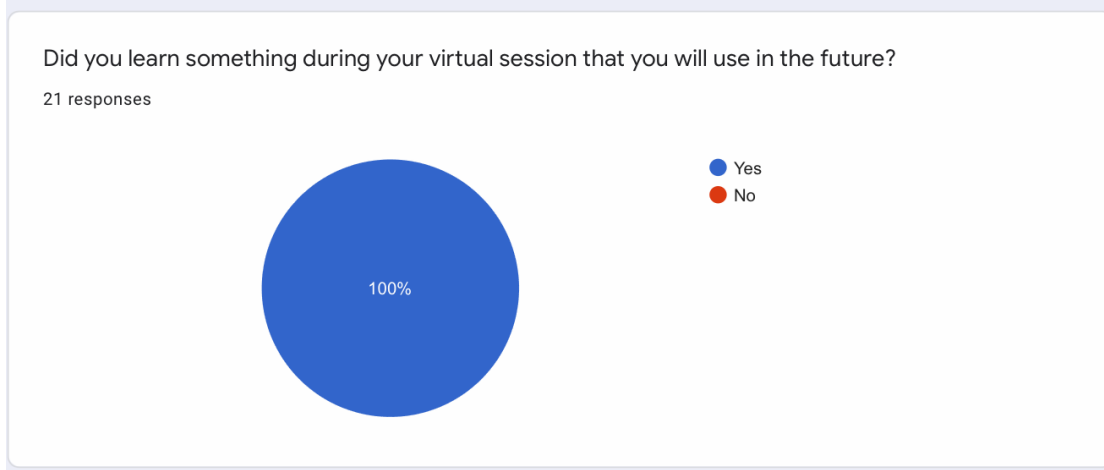
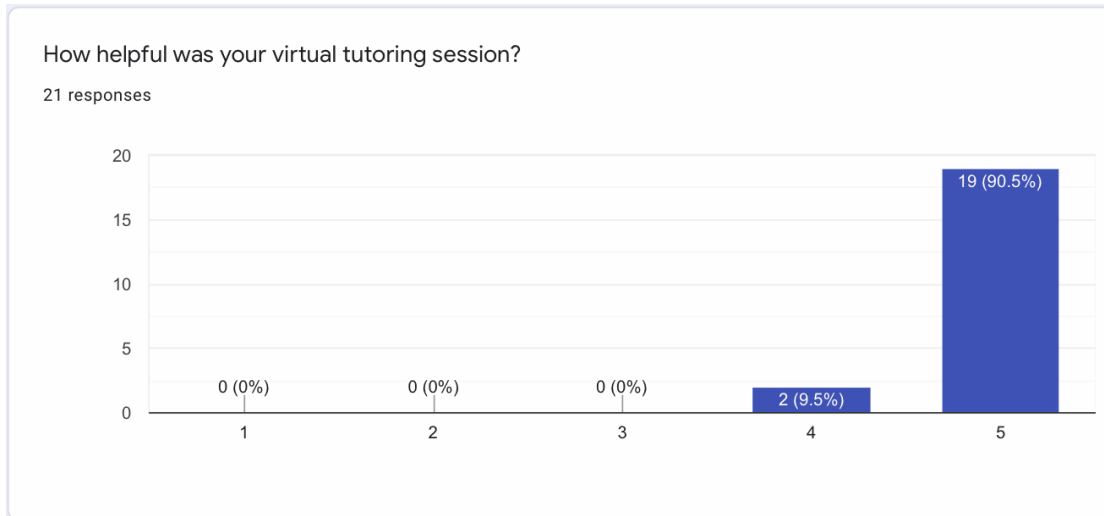
*\* Most students learn about our services because their professor recommends it! Thank you for your partnership!*

Q2.1 - How did you hear about the Tutoring and Writing Center (select all that apply)?



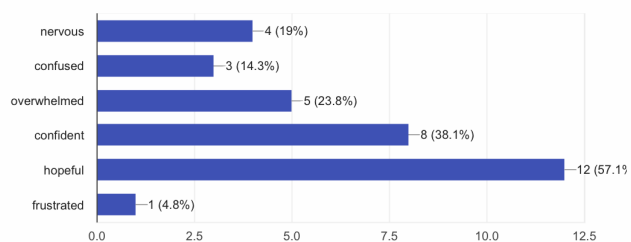
We also received **21 responses to our post-visit survey for virtual sessions** (which was a more streamlined version of our full post-visit survey).

This feedback was also overwhelmingly positive.



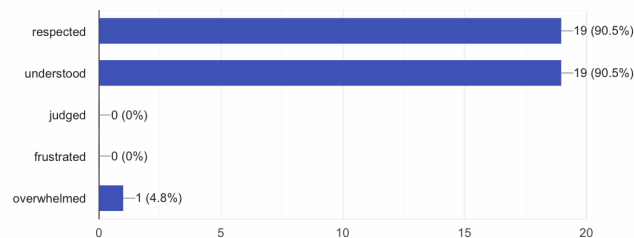
BEFORE my virtual TWC appointment I felt (select all that apply):

21 responses



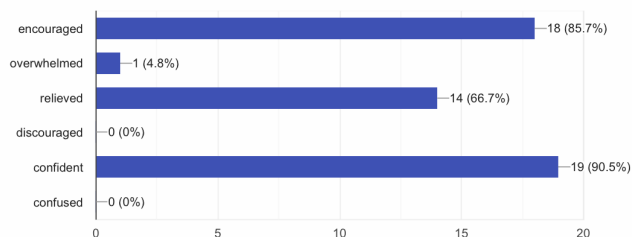
DURING my virtual appointment I felt (select all that apply):

21 responses



AFTER my virtual TWC appointment I felt (select all that apply):

21 responses



## Additional Details

### Courses with 10 content-based tutoring appointments or greater:

BIO-120	49
INB-372	48
SPN-201	36
MGT-320	32
CMS-170	29
CHM-121	28
MUS-154	28
BUS-230	23
SPN-202	17
BUS-236	16
CHM-221L	16
ENV-130	16
MAT-140	14
PHI-223	13
CMS-195	12
CHM-221	11
ENV-225	11
PSY-250	11
SPN-301	10
SPN-341	10

\* Students came to the TWC for support on **72 different courses during the regular semester** and 85 different courses after our shift to virtual tutoring!

### Appointment requests

*Why* do students submit appointment requests?

- They cannot find an appointment at a time that works for them (the tutor(s) for the course do not have availability when they need or the tutor's schedule is full).
- They want to schedule an appointment sooner than 18 hours in advance.
- We do not have a tutor in place for their course.

Appointment requests for content-based tutoring:

MGT-320	10	SPN-301	3	ECO-203	1
BUS-230	9	BUS-236	2	ENG-243	1
BIO-120	6	CHN-102	2	ENV-225	1
INB-372	6	ENGW-140	2	INB-200	1
SPN-201	6	HBR-102	2	MAT-108	1
MUS-154	5	INB-337	2	MAT-108H	1
BUS-233	4	PSY-250	2	MAT-195	1
RFLA-200S	4	SOC-215	2	PHI-223	1
SPN-102	4	SPN-202	2	POL-160	1
CHM-121	3	ARH-227	1	POL-304	1
ECO-307	3	ART-110	1	RFLA-100H	1
ENV-130	3	BUS-245	1	RFLA-300	1
LAT-102	3	CHN-202	1	SPN-101	1
PSY-155	3	CMS-170	1	SPN-341	1
PSY-250L	3	CMS-195	1		

\* Appointment requests for spring 2020 were *significantly* lower than fall 2019 (during which we had 377 appointment requests). We believe this change is due to the implementation of drop-in hours, which allow students to access our services without having to wait for an appointment.

### Cancellations

Total cancellations: 507

Cancellations within 18 hours (counted as no-show): 114

\* Cancellations were also *significantly* lower than in fall 2019 (during which we had nearly 900 cancellations). We believe this change is similarly due to the implementation of drop-in hours, which are more beneficial for students with particularly demanding or unpredictable schedules.

## How does SP 2020 compare to FA 2019?

SP 2020 has shown some major areas of growth, despite our overall appointment count being down from fall 2019 (2,417 total appointments in the fall compared to 1,760 this semester). Particular areas of improvement include the decreases in cancellations and appointment requests, which indicate that we are meeting student needs more efficiently and effectively. Furthermore, there are several possible reasons for our overall decrease in appointments:

- Initial implementation of drop-in tutoring
  - Student visits during drop-in hours may not have been tracked accurately. Particularly when multiple students visit at the same time, it is challenging for tutors to document every student who attends.
  - We learned that some courses are less ideal for a drop-in tutoring format (such as accounting and other math-intensive courses), and that students in these courses prefer a scheduled, one-on-one appointment.
- Spring course offerings and fewer new students
  - In the fall, many RCC courses require their students to visit the TWC; however, fewer RCCs (and other introductory courses) are offered in the spring semester and there are fewer new and first-time students.
- The shift to remote learning
  - Our schedule was closed for a full week while we made the shift to virtual tutoring.
  - Our team of virtual tutors was roughly half the size of our staff during the regular semester. However, we did not increase their weekly hourly commitment so as to protect our tutors' time and to conserve our budget.

## As we look toward FA 2020...

- \* We are excited to continue to offer virtual tutoring as one of our many services, regardless of the learning situation we find ourselves in for the upcoming semester.
- \* We will continue to explore opportunities for drop-in tutoring and group study sessions. We will also pursue more efficient means of tracking visits during these open hours.
- \* We will continue to partner with faculty to expand our workshop offerings and to innovate additional ways to support student learning across campus.

*The mission of the Tutoring & Writing Center in Olin Library is to provide all students in the Rollins community with access to responsive peer educators and resources that support their development as effective, independent learners.*