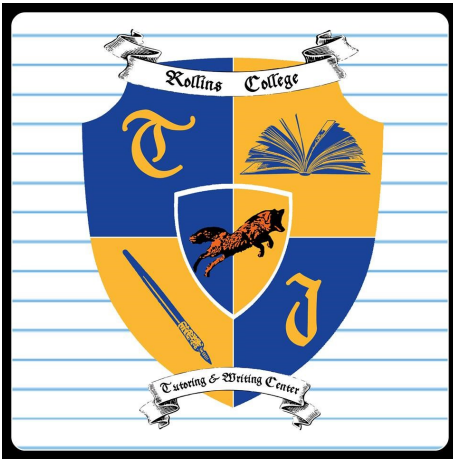


# Looking Back at 2017-18



## Rollins College Tutoring and Writing Center

a.k.a. **TJ's, TWC**

**7430 sessions**

~1500 more than last year

**Tutoring: 4170 56% of total**

**Writing Center: 3260 44%**

Departments above 500 sessions:

**BUS 689, ENG 749, SPN 568,**

**BIO 546, MAT 507**

**All foreign languages:**

**1,024-14% of total**

CHN, FRN, GMN, JPN, LAT, SPN

**All business: 950—13% of total**

BUS, INB, MGT, SEB

### Susie Robertshaw

1992-1998 *Learning Specialist*  
1998-2010 *Tutor Coordinator*  
2010-2018 *Tutoring and Writing  
Center Coordinator*



Rollins took me away from teaching English to non-native speakers, here and in Europe, and introduced me to the Writing Center world, which I used as a model to start the content tutoring program in 1998.

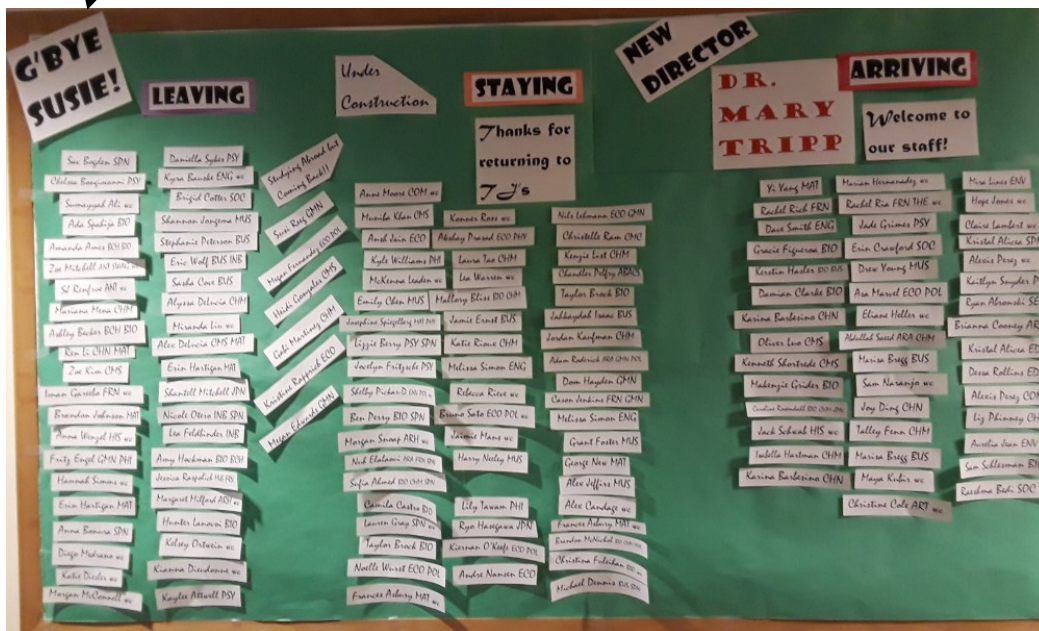
A dream job, it's been, working with students and faculty, and these last five years in Olin Library. Mary Tripp and her future Assistant Director are lucky people to work here!

**The Tutoring and Writing Center** <https://www.rollins.edu/library/twc/>

**Dr. Mary Tripp**, Director, Olin 209, 407 646-2652, mtripp@rollins.edu

**Ken Zhao**, Operations Coordinator, 407 646-2607, yzhao@rollins.edu

(through 7.31.18) **Susie Robertshaw**, Coordinator, srobertshaw@rollins.edu

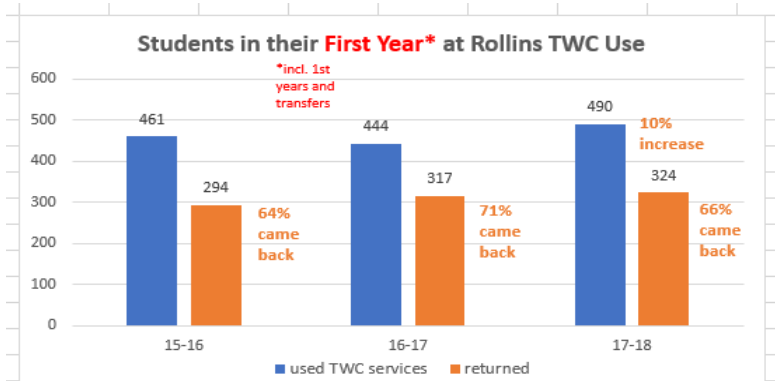


### INSIDE

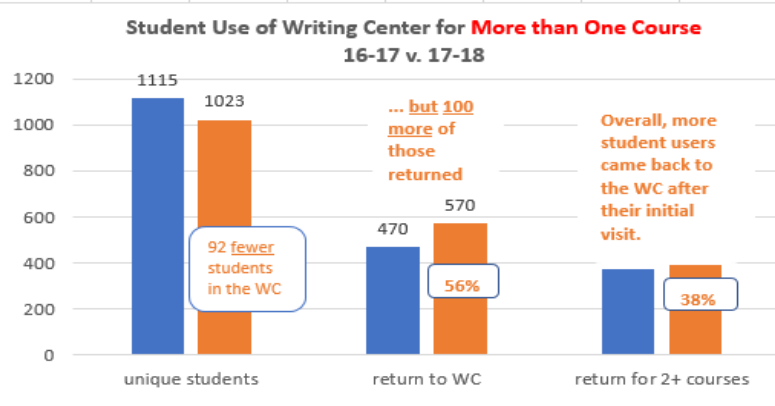
Fast Facts	1
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## Student Use of the Tutoring and Writing Center:

When do they come? Do they return?



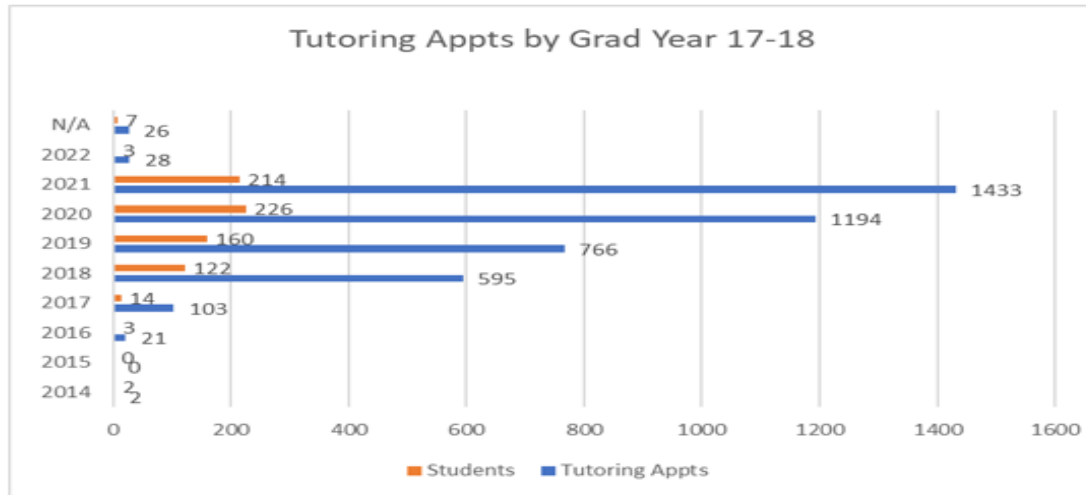
We track use of our services by new students: first-year students, transfer students, anyone new to Rollins. We hope that the earlier students discover how our tutoring and writing consulting services can help them succeed, the more they might return to us in their remaining years at the College. These numbers rose in all cases, with a 10% increase of attendees compared to last year, and slightly higher numbers of those returning for more help.



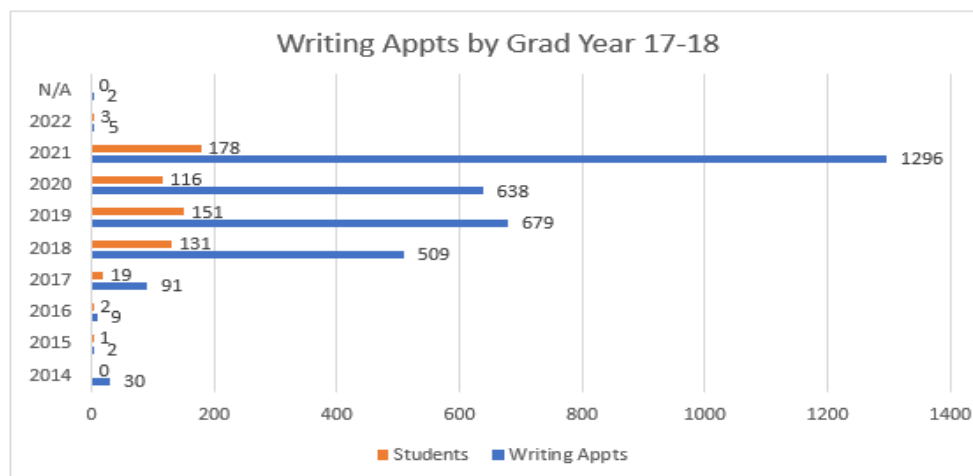
Similar results show up in tracking overall student use of the Writing Center for their papers.

Despite slightly lower use this year, 100 more students than last returned to a writing consultant for writing projects in the same course. What's more, slightly more students came back for help in more than one course.

These return visits demonstrate the value of our peer writing consultants' feedback as well as the students' decision to adopt our services as part of their learning strategy toolkit.



TUTORING	
AVERAGE	
Grad Year	
2021	6.7
2020	5.3
2019	4.8
2018+	5.1



WRITING CENTER	
AVERAGE	
Grad Year	
2021	7.3
2020	5.5
2019	4.5
2018+	4.0

## Tutoring and Writing Center Usage: Sessions by Department Comparison AY 16-17 and 17-18 (**major changes in red**)

(RCC and rFLA course usage incorporated into professors' departments)

	16-17	17-18	#chg	%chg
ANT	76	133	57	75%
<b>ARH</b>	32	130	<b>98</b>	306%
BACS	14	32	18	129%
BCH	20	97	77	385%
<b>BIO</b>	278	546	<b>268</b>	96%
<b>BUS</b>	450	689	<b>239</b>	53%
<b>CHM</b>	262	377	<b>115</b>	44%
CHN	51	61	10	20%
CMC	146	152	6	4%
CMS	97	168	71	73%
COM	182	198	16	9%
CPY	15	14	-1	-7%
DAN	4	1	-3	-75%
ECO	180	243	63	35%
EDU	33	99	66	200%
EDUGK	21	3	-18	-86%
<b>ENG</b>	583	749	<b>166</b>	28%
ENV	77	42	-25	-45%
FRN	92	103	11	12%
GBH	37	27	-10	-27%
<b>GMN</b>	106	202	<b>96</b>	91%
HIS	133	57	-76	-57%
INAF	12	14	2	17%
INB	235	196	-39	-17%

	16-17	17-18	#chg	%chg
<b>INT 200</b>	32	33	1	3%
JPN	23	71	48	209%
LAT	9	19	10	111%
<b>MAT</b>	259	507	<b>248</b>	96%
MGT	43	38	-5	-12%
MHR	26	27	1	4%
MKT	4	0	-4	-100%
MLS	12	4	-8	-67%
<b>MUS</b>	237	350	<b>113</b>	48%
PED	17	40	23	135%
PERS ST	6	30	24	400%
PHI	78	104	26	33%
PHY	55	109	54	98%
POL	106	109	3	3%
<b>PSY</b>	405	270	<b>-135</b>	-33%
REL	69	50	-19	-28%
RESUME	18	28	10	56%
SEB	30	27	-3	-10%
SOC	72	149	77	107%
SPN	619	568	-51	-8%
SWAG	2	3	1	50%
THE	74	104	30	41%
TPJ	12	4	-8	-67%

### Which departments increased by 100 or more sessions?

BIO, CHM, and MAT: STEM courses!

ENG (not composition) and ARH (papers!!)

GMN (grammar) and BUS (finance and papers)

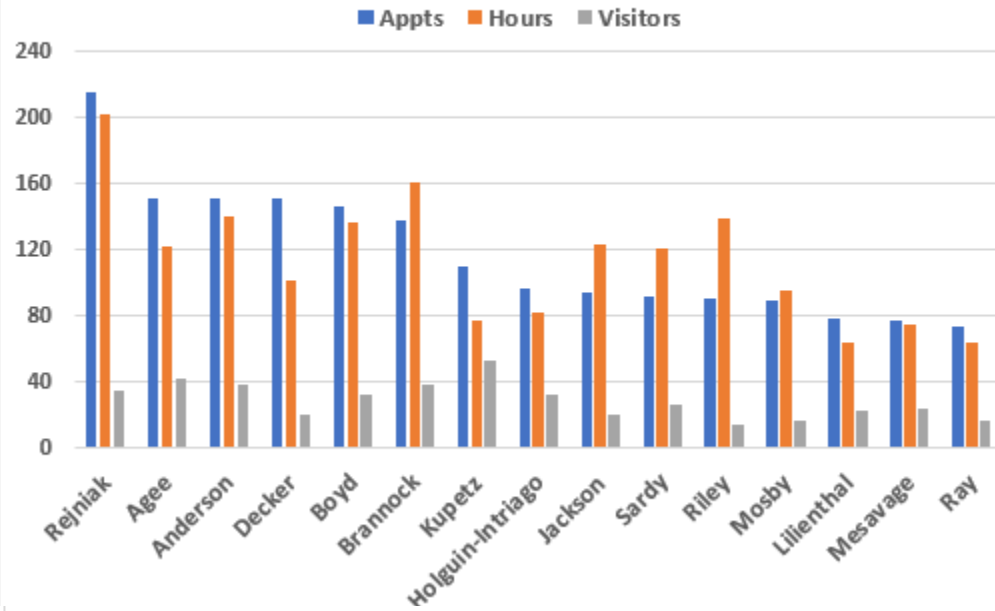
Only PSY dropped by over 100 sessions.

### Why? What caused this marked increase, from almost 6,000 in 16-17 to almost 7,500 this year: 1,500 more sessions?

More tutors/consultants. More tutors specifically in STEM and BUS courses. Our system of only paying for time spent with students, on- or off-schedule helps to meet demand in peak times. Some students use us repeatedly. Other factors not quantifiable or researched. Professor requirements?

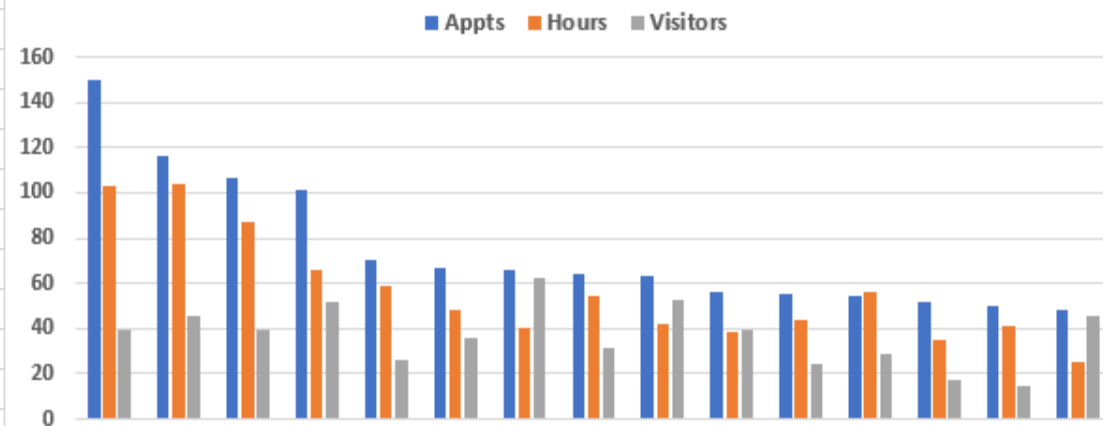
ACS.

### Tutoring Top 15 by Professor



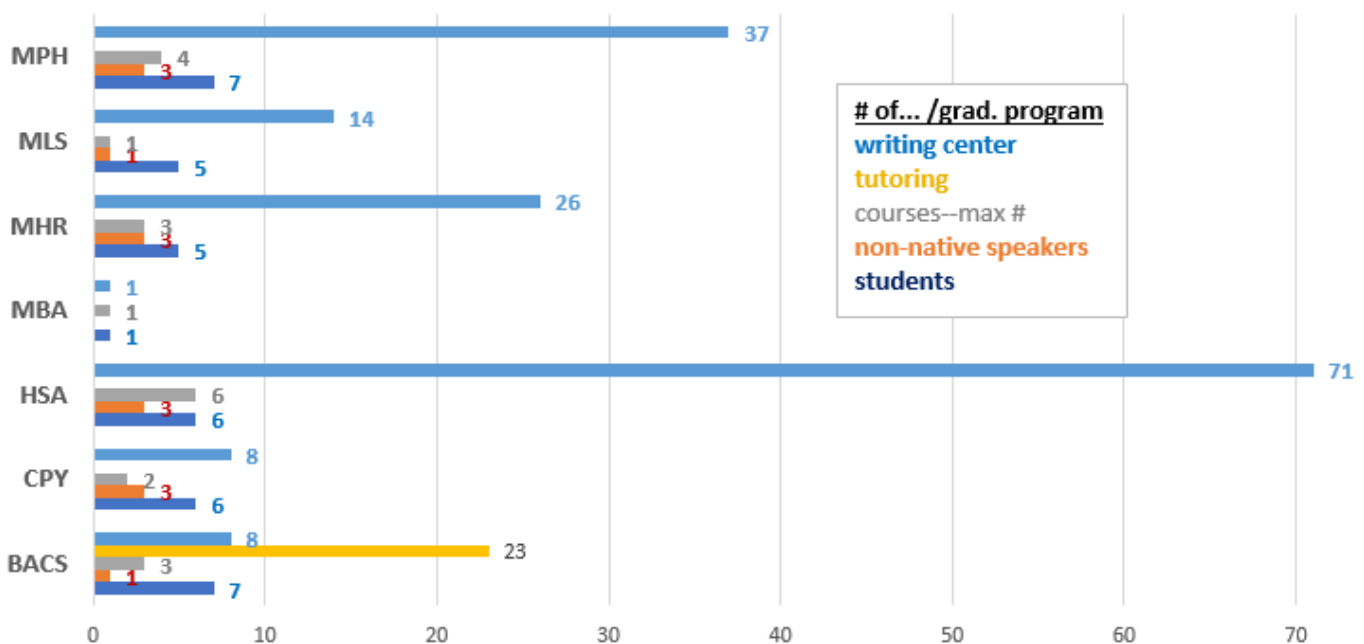
- BIO:** Brannock, Jackson
- BUS:** Agee, Kupetz, Sardy CHM: Riley, Mosby
- FRN:** Mesavage
- GMN:** Decker
- MAT:** Rejniak, Anderson, Boyd
- MUS:** Ray
- SPN:** Holguin-Intriago, Lilienthal

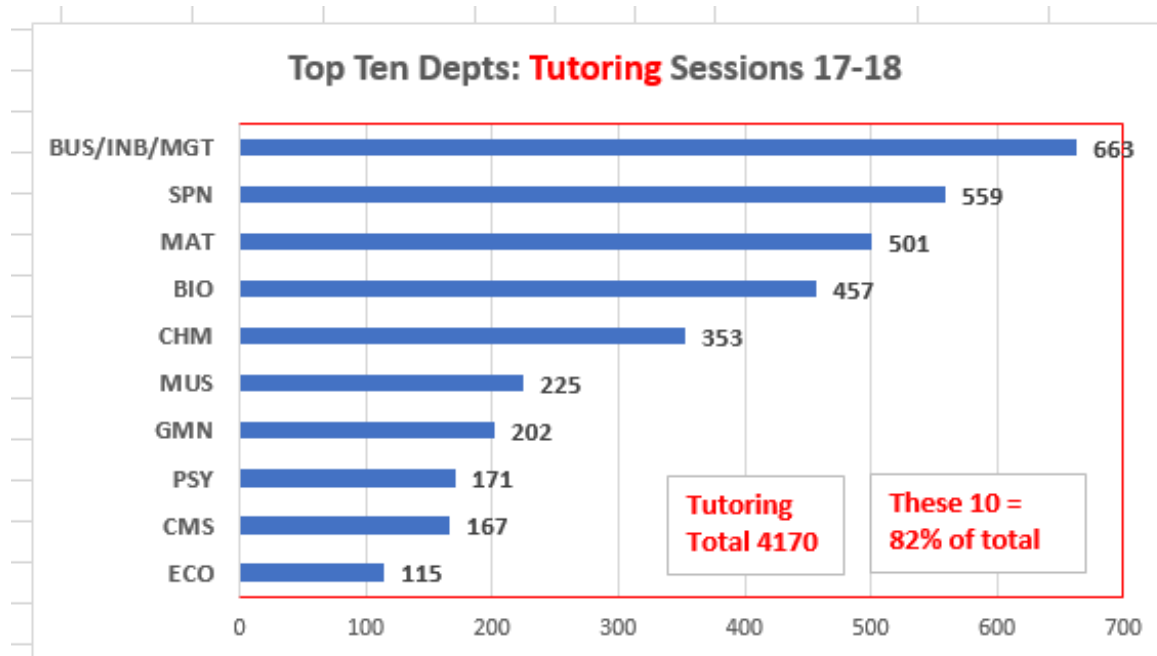
### Writing Consulting Top 15 by Professor



- ARH:** Ryan
- BUS:** Agee, Hargrove
- CMC:** Tillmann
- COM:** Cavanaugh
- EDU:** Hewit
- ENG:** Mathews, Littler, Forsythe, Winet, Driggers
- MUS:** Witmer
- OSE:** Metko (Career Docs)
- SOC:** Nichter
- TPJ:** Robertshaw (C Docs)

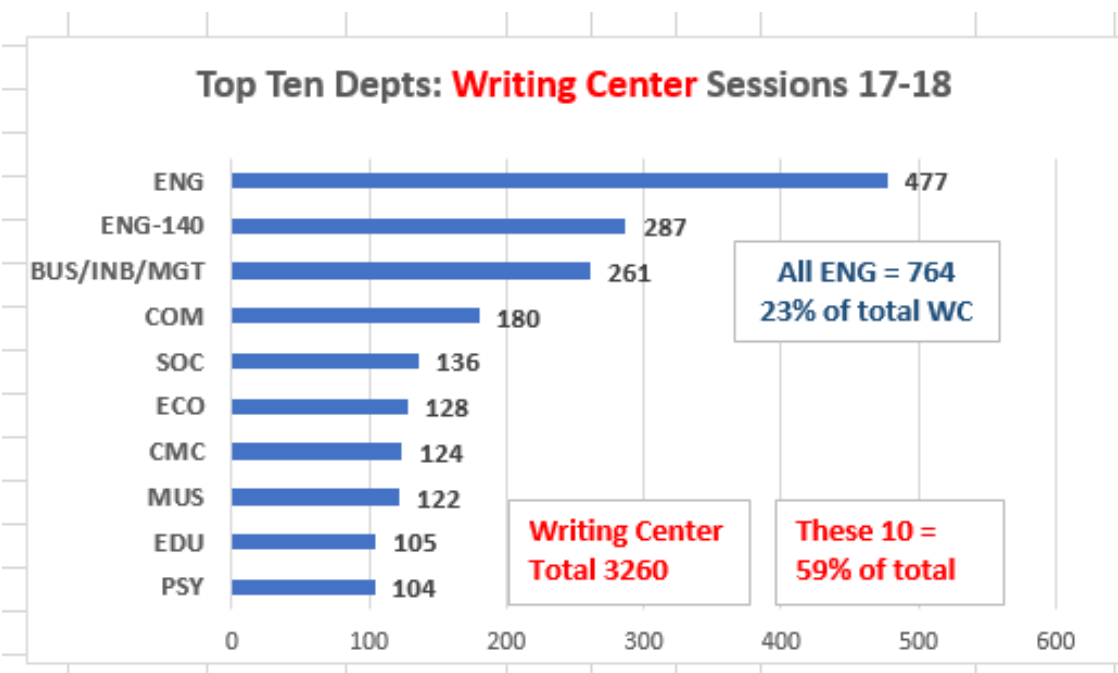
### Graduate Student Use of Tutoring & Writing Services by Program 17-18





Students taking courses in these 10 departments often make appointments early each semester. Quantitative courses require students to demonstrate their understanding from day one. Tutors often help students use Excel in some BUS, MAT, and PSY courses, along with the reasoning behind the calculations they make. Problem sets, lab reports and frequent quizzes keep students coming to the tutors.

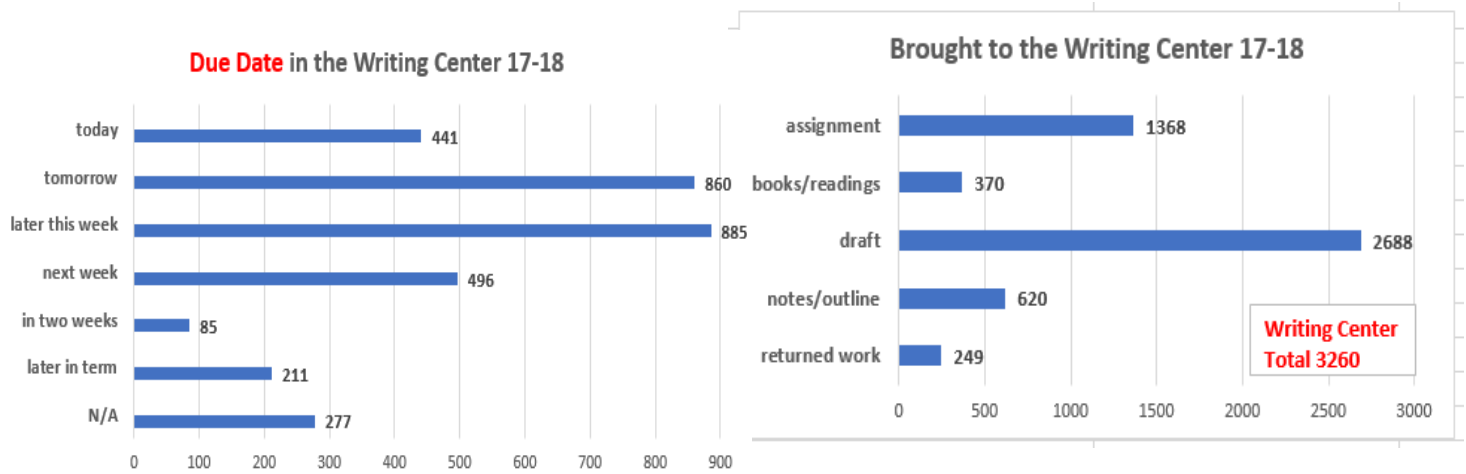
Foreign language courses also propel students to come early and often. Many courses have online exercises and resources that tutors help students navigate.



English courses comprised 23% of Writing Center sessions, the same as last year, indicating that the other 77% of sessions were for other departments. First-year writing (ENG 140) sessions were 40% of the total ENG sessions.

As these graphs indicate, students in certain departments see both content tutors and writing consultants, while others tend towards one or the other. Science, foreign language, math, and music see tutors; social science and humanities students see both. English majors see writing consultants but sometimes stick to the English majors on the Writing Center staff, so they benefit from that consultant's background knowledge in analyzing literature. Some tutors also help with papers; science students often see tutors for lab reports.

# Writing Center Usage 17-18

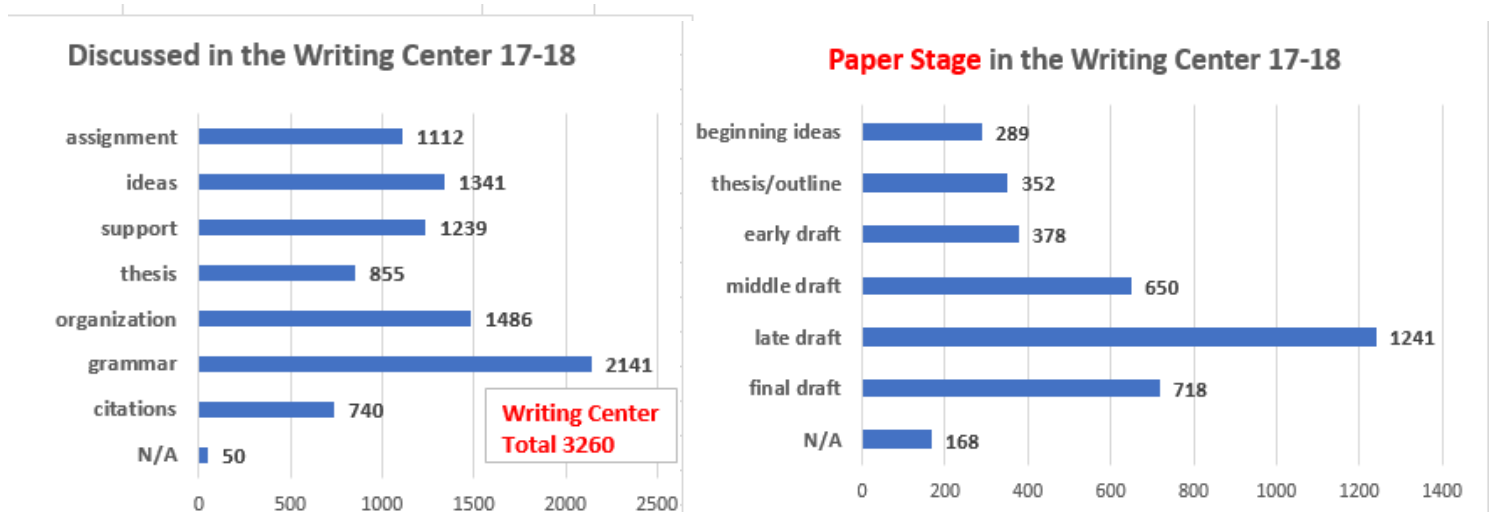


Writing centers and tutoring programs strive to help students understand and improve their learning and writing processes. The categories shown in these bar charts remind students of everything involved in higher education learning. They also act as prompts for tutors and consultants as their sessions unfold.

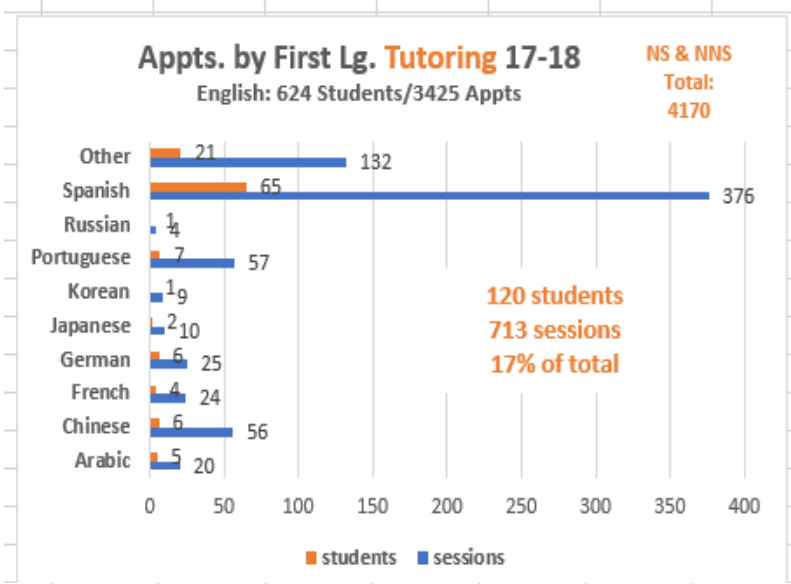
The paper prompt/assignment and its due date are major drivers of consultations, as are the strengths of the students' draft as well as the needs that emerge as the consultant reads and questions the writer for clarification. Even if a draft is incomplete, the discussion can still involve citations and grammar, though big picture issues (thesis, evidence, organization) dominate at earlier stages.

Two of these measures have one result, more or less. **Due Date** is fairly precise (unless the student isn't sure!), while **Paper Stage** can be a bit squishy. In our crash and ongoing training, we try to get our peer writing consultants on the same page about what each stage means, what elements to look for in identifying the stage. Some consultants indicate that two or three could actually be present in one draft. For example, a student could bring in a tentative outline with a very early/incomplete draft for part of the outline, and the consultant could work with both and check both on the session report. Repeated training/discussions on this coding is important, however, if we want the data to inform our training priorities.

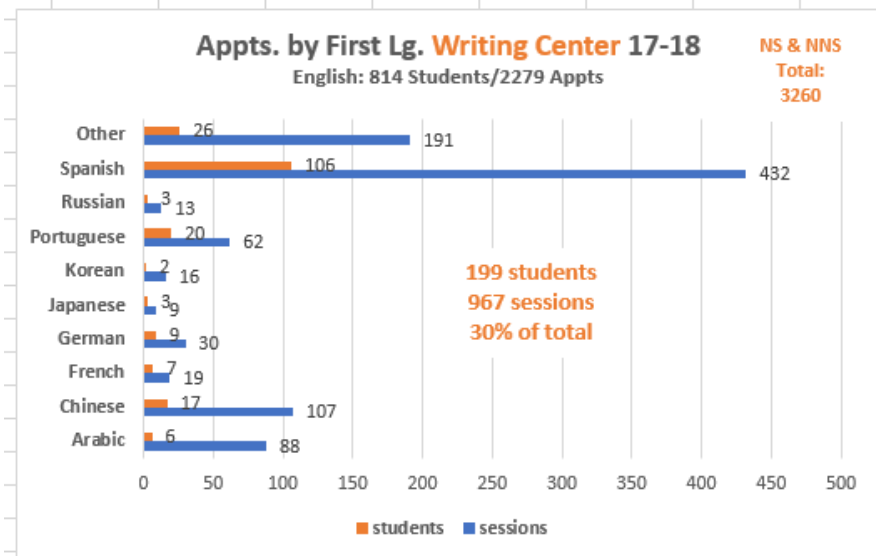
In any case, student writers benefit from hearing where they are in the research and writing process, important feedback as students get into more and more difficult content and projects. Hearing this from peer educators, not just from their professors, can often have a helpful impact on their learning and study habits. Students realize that these consultants (and tutors) work very hard to get their good grades, that they are not just born smart but have learned to *work smart*.



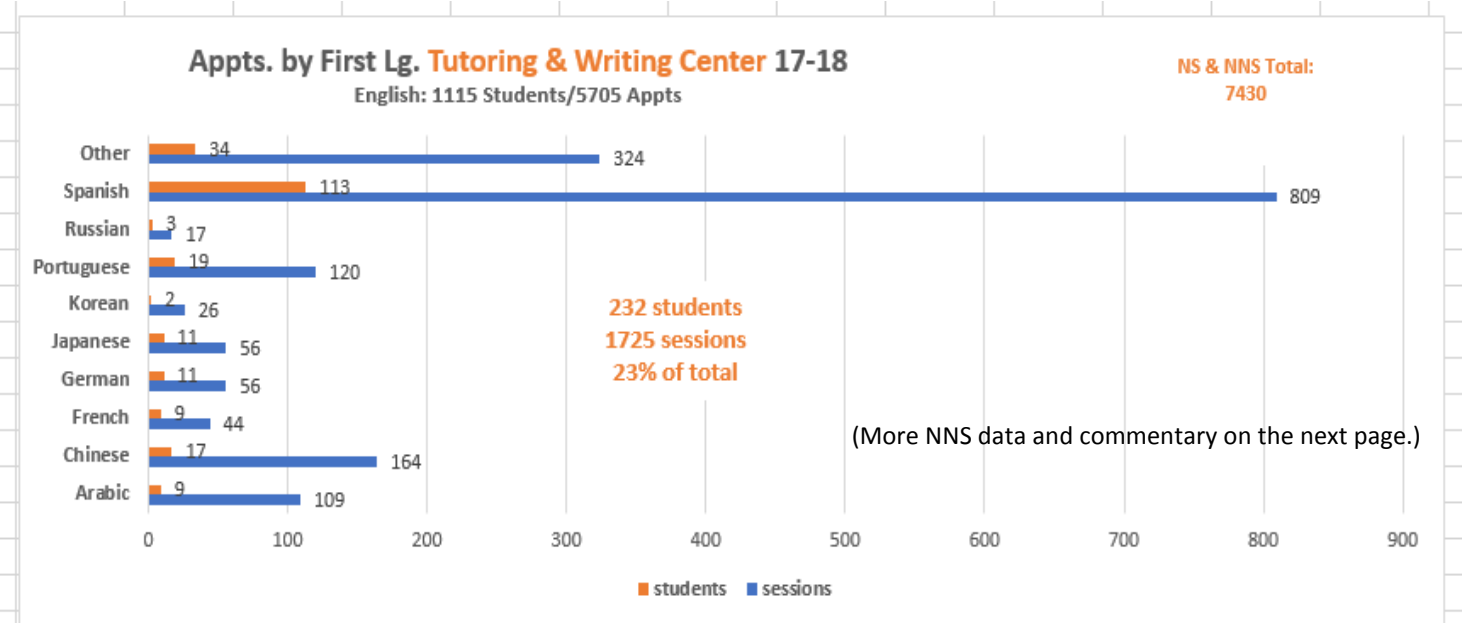
# Non-native speakers of English (NNS): How do they use Tutoring and Writing Center services?



Of the 1,023 different Rollins students who had sessions with our peer tutors and/or writing consultants, 232 listed their home language (first language) as different from English. This represents a 25% increase in TWC usage by non-native English speakers: 232 this year compared to 185 in 16-17.

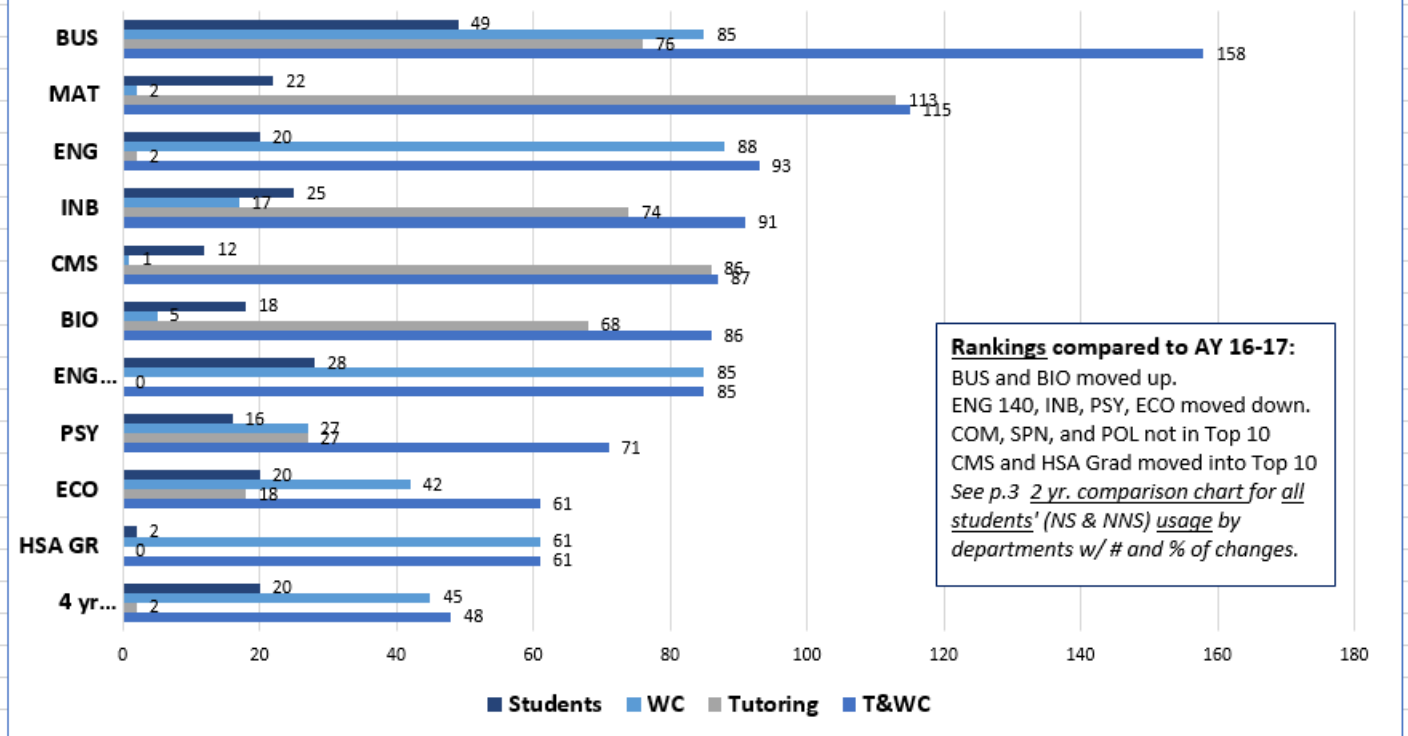


We can see that more NNS students came to the Writing Center (199) than to tutoring (120), a trend we see in native English speakers. Yet the fact that 30% of Writing Center sessions were spent with NNS students should guide our recruiting efforts. Typically more than half of all WC appointments occur in the last month of classes, so to better serve all students who want feedback on their writing, we should have more writing consultants available. Since our staff are peer educators, we cannot expect them to add more hours in that high-demand time at the end of term, even though some do, by offering off-schedule appointments even when they are busy.



(More NNS data and commentary on the next page.)

## Tutoring/Writing Consulting for Top 11 Depts. for Non-Native Speakers (NNS) of English 17-18



**Rankings compared to AY 16-17:**  
 BUS and BIO moved up.  
 ENG 140, INB, PSY, ECO moved down.  
 COM, SPN, and POL not in Top 10  
 CMS and HSA Grad moved into Top 10  
 See p.3 2 yr. comparison chart for all students' (NS & NNS) usage by departments w/ # and % of changes.

### What the data tell us:

Courses in certain departments demand more Writing Center feedback (Career Documents: 4 yr. plan, English composition (140), than from tutors, especially true for students writing in a second (or third, fourth) language. This year students in some departments just about evenly divided their time between tutors and the Writing Center. As with native English speaking students, going to the Writing Center is sometimes driven by professor expectations. Bilingual students might need more feedback on their language for the writing projects in composition courses (ENG 140) and other ENG courses, along with courses in other departments with heavy reading and writing demands. The data also show that on average, the vast majority of NNS students come around three times a year, while in reality, some students come much more often, and others, much less, often just once.

### What the data do NOT tell us:

The *home language* designation in students' profiles captures international students on F-1 student visas, many of whom have come directly from their home countries along with 1.5 generation students who were born in or came to the U.S. at a young age and went to American schools. We do not know if F-1 students were educated here or only in their native countries, or if there, if their schools were English-medium. And we do not know their proficiency profiles in reading, listening, speaking, writing, and the underlying grammar of those four language skills. Fortunately, tutoring and writing consulting in one-on-one appointments allows the peer tutor or writing consultant to tailor their work to the students' needs. Finally, next year using EAB/SSC (not this past one), we will be able to see the outcome of students' appointments with us, how our help may have affected these students' skills and grades.

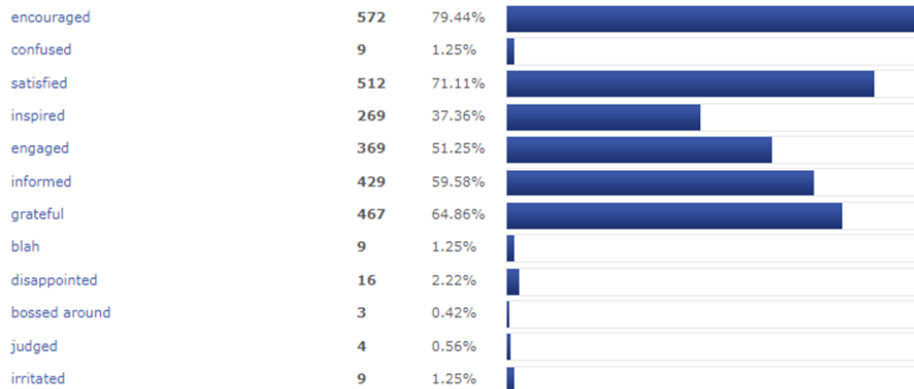
There is a lot we don't know for these assessment and statistical purposes, but next year's use of EAB/SSC may help reveal more clearly the value of our services to student learning.



# Student Survey Data 17-18 for Rollins Tutoring and Writing Consulting Sessions

720 surveys out of 7430 total sessions

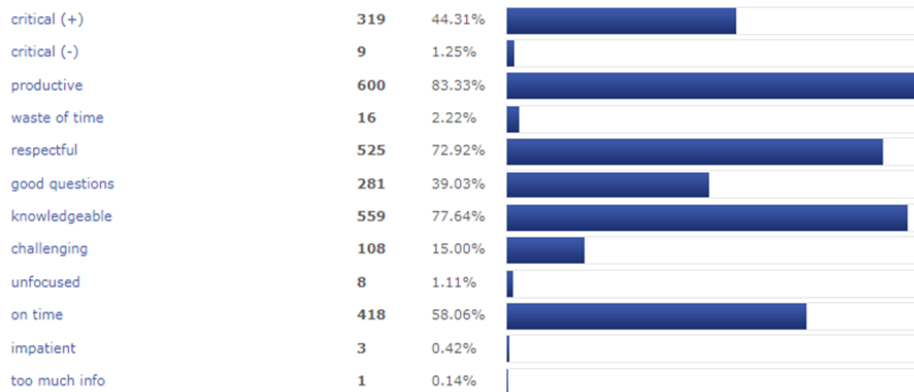
## I LEFT MY SESSION FEELING...



In *WOnline*, students are sent a link to this student survey immediately after the tutor or consultant submits the session report. This year the response rate was about the same as last year, almost 10%. Students can choose as many of the words you see on the left from check-boxes.

**I LEFT MY SESSION FEELING** words are negative or positive, and respondents chose positive ones more than 50% of the time, with *encouraged* leading the way.

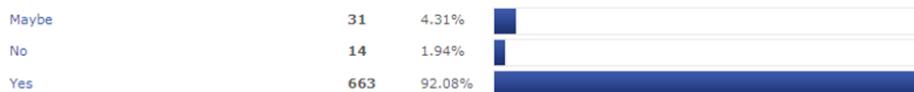
## CHECK ANY WORDS THAT APPLY TO YOUR SESSION OR YOUR TUTOR/CONSULTANT



**...YOUR SESSION OR YOUR TUTOR/CONSULTANT** words gauge students' feelings about what they accomplished, how the tutor managed the session and their communication with the students. *Productive* and *critical (+)* describe most of the sessions; *knowledgeable* and *respectful*, the tutors/consultants.

**92% of respondents said they would recommend their tutor/consultant!**

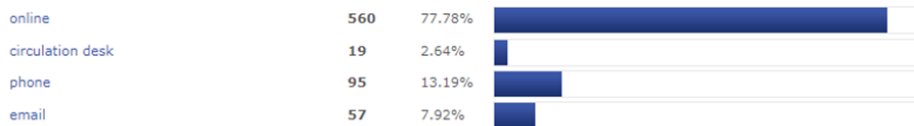
## I WILL RECOMMEND MY TUTOR OR WRITING CONSULTANT.



In the Qualitative section of the survey, students answer two major questions:

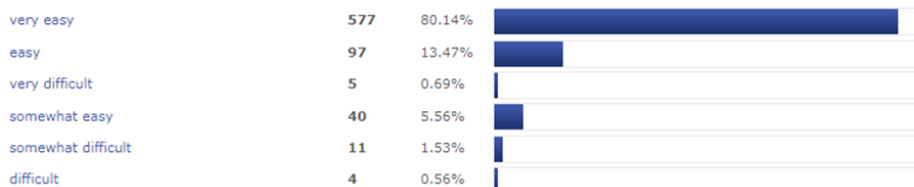
*What did you learn today?*  
*What did you like the most or least about your session?*

## HOW DID YOU SCHEDULE THIS APPOINTMENT?



Peer tutors and consultants can see these comments in conferences with the Coordinator, who also uses excerpts from these and the notes they make in letters of recommendation for graduate schools, scholarships, and in telephone reference checks.

## HOW EASY WAS IT TO FIND YOUR TUTOR OR CONSULTANT WHEN YOU ARRIVED FOR THE APPOINTMENT?



This coming year, when we will not be using *WOnline* for the undergraduate student sessions, surveys will no longer be sent out automatically. However, with EAB/SSC, we will have the opportunity to design and send different types of surveys, such as separate ones for tutoring and for writing; point-of-service (immediate) surveys as well as surveys sent later in the semester (one week, month, etc.) to gauge how students applied what they learned and even transferred strategies from one course to another. We could also target specific populations, such as non-native English speaking students, students with academic warnings, on academic probation. We hope to get more specific information about our services and perhaps a higher response rate.