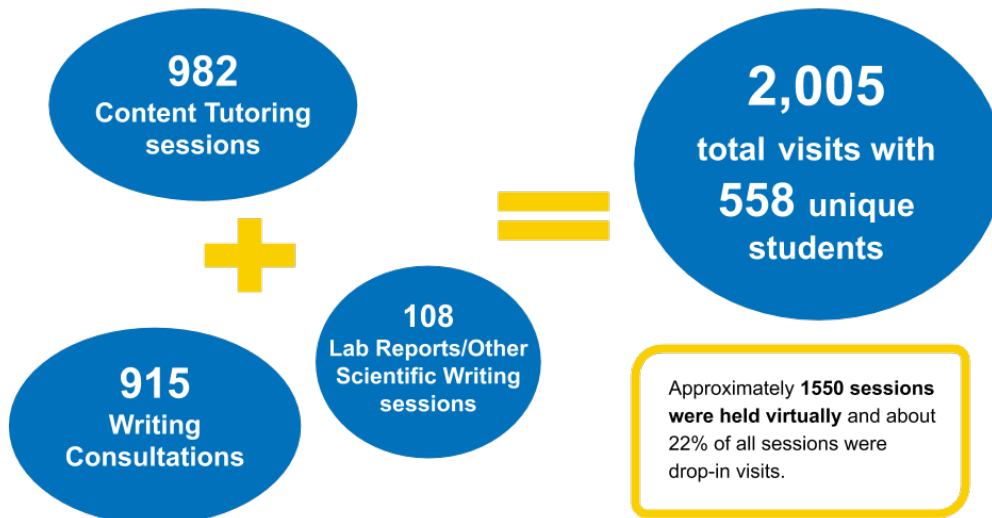




## Fall 2020 Report

Prepared by Dr. Layne Porta Gordon, Coordinator of the Tutoring and Writing Center

### Fall 2020 by the numbers:



*Please join us in celebrating the members of our student staff whose dedication, compassion, and excellence supported over 550 students' learning during a historic semester:*

Abbey Glover	Rahmat Rashid
Adrienne Wilhoite	Rebecca Kuehn
Capri Gutierrez	Renee Sang
Charlotte Kelly	Sara Mehdinia
Christina McAlpin	Sarah Hameer
Cora Burkley	Sydney Willis
Elizabeth Trepanier	Talley Fenn
Emilio Fernandez	Taylor Gensolin
Emily Curran	Tyler Nagy
Emily O'Malley	
Eric Jaffe	Course Liaisons
Haley Sauls	(pilot of a possible new position):
Hiroki Sato	Asa Marvel
Isaac Gorres	Charlotte Corporan
Jade Grimes	Marcus Mosquera
Jaimie Mans	Sam Alenius
Jay Forsythe	
Jenny Goldsher	

### What was new in fall 2020?

- \* Kyra Bauske and Elizabeth Trepanier (two of our graduate writing consultants) created resources on:
  - o [Revising vs. Editing](#)
  - o [Writing an Effective Introduction](#)
  - o Integrating Source Material in [MLA](#) and [APA](#)
  - o and [MLA formatting](#)
- \* We created a [video walkthrough of the appointment-scheduling process](#).

- \* We added brief bios for each of our tutors on our website.
- \* We created an Instagram account: [follow us @rollins\\_twc!](#)
- \* We reduced the size of our student staff, which allowed us to centralize our services and better support our peer tutors.
- \* We added appointment categories for Lab Reports and Other Scientific Writing in EAB Navigate

### Peer Tutor Education and Professionalization

Each semester, our cohort of new tutors participates in a **two-part training program**. Part I covers the fundamentals of peer tutoring pedagogy and our policies and procedures. Part II is designed as a series of discussion groups, each centered on a particular topic related to peer education and the role of the TWC in the Rollins community.

Thank you to our wonderful guest facilitators from this semester: **Tiffany Cheatham, Carrie Glating, and Sarah Laake!**

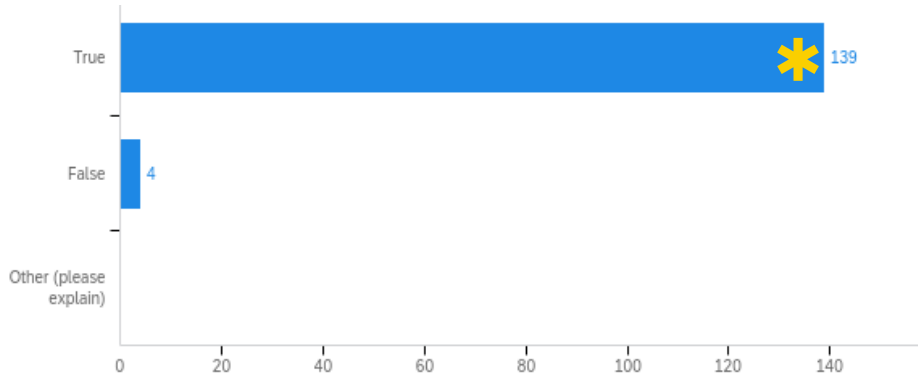
Discussion groups this semester addressed:

- \* Accessibility and Inclusivity in Peer Tutoring
- \* Curiosity and Learning
- \* Tutoring with Technology
- \* Working with Students on Career Documents
- \* Multiculturalism and Multilingualism in the TWC
- \* Emotional Labor and Boundary-Setting
- \* Anti-Racism and Peer Tutoring

## Post-Visit Survey

The **148 responses** to our post-visit survey indicate that our tutors have created an environment that is welcoming and encouraging and that students tend to leave their session feeling more prepared and confident about achieving their academic goals. Our complete survey questions and responses are available upon request.

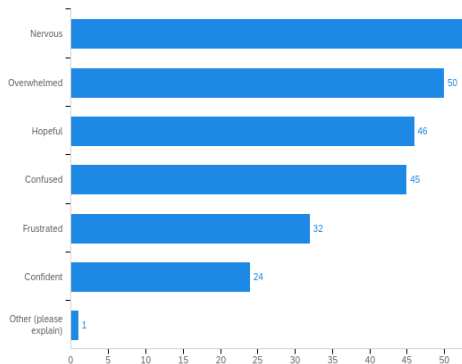
### True/False: I learned something during my session that I will use in the future:



*Our survey data indicates that most students learn about our services from their professor(s)—thank you for your partnership!*

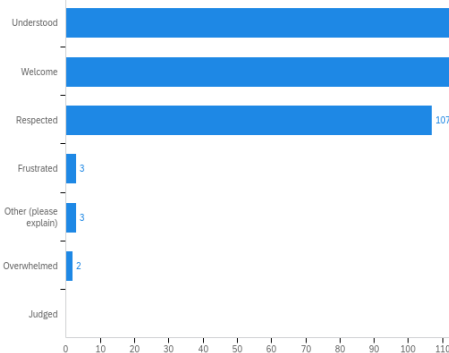
### Before my visit, I felt...

NERVOUS, OVERWHELMED, HOPEFUL



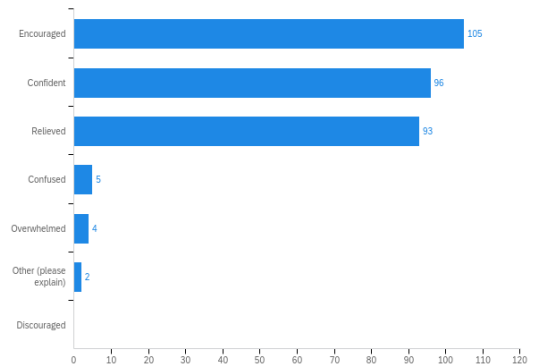
### During my visit, I felt...

UNDERSTOOD, WELCOME, RESPECTED

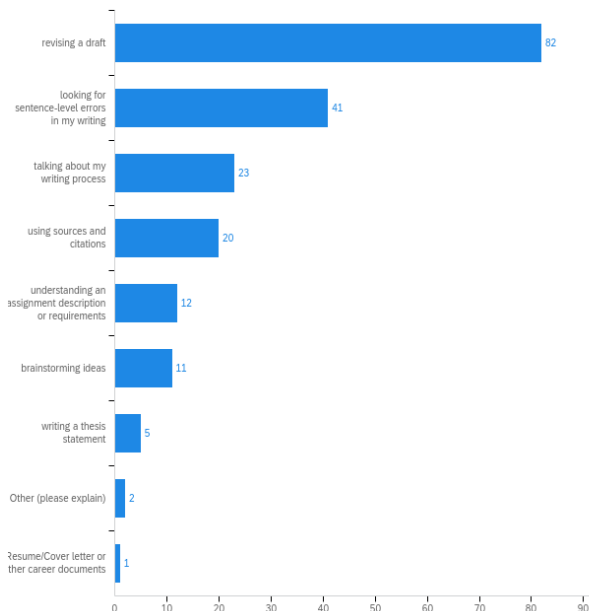


### After my visit, I felt...

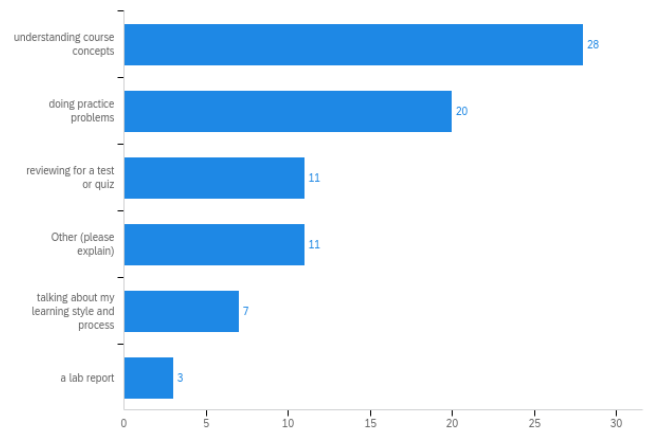
ENCOURAGED, CONFIDENT, RELIEVED



### What did you work on with your writing consultant?



### What did you work on with your content tutor?



## Additional Usage Information

Courses with **10 visits** or greater:

\*some appointment reports, particularly those for writing consultations, may not include a course number.

<b>ARH-120</b>	14	<b>MAT-111</b>	17
<b>ARH-140</b>	13	<b>MAT-140</b>	67
<b>BCH-335</b>	10	<b>MUS-151</b>	17
<b>BIO-121</b>	25	<b>POL-240/A</b>	53
<b>BIO-308</b>	23	<b>PPE-119</b>	13
<b>BUS-236</b>	15	<b>PSY-150</b>	18
<b>CHM-120</b>	113	<b>PSY-250</b>	24
<b>CHM-220</b>	85	<b>PSY-252</b>	41
<b>CMS-120</b>	17	<b>PSY-255/L</b>	19
<b>CMS-121</b>	20	<b>RCC-100</b>	28
<b>ENGW-140</b>	32	<b>RFLA-200</b>	16
<b>FRN-102</b>	18	<b>SPN-101</b>	28
<b>MAT-103</b>	27	<b>SPN-102</b>	16
<b>MAT-109</b>	42	<b>SPN-201</b>	23
<b>MAT-110</b>	37	<b>SPN-321</b>	10



*Students met with a tutor for support in **113 different courses** in fall 2020!*

**Number of Cancellations:** 447

**Number of Appointment Requests** (submitted through EAB Navigate): 177

Why do students submit appointment requests?

- They cannot find an available appointment at a time that works for their schedule.
- 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 and cancellations in the fall 2020 semester were roughly half what they were in fall 2019. This data suggests that we have continued to connect students with our peer tutoring services more effectively and efficiently.

## Workshops

During the fall 2020 semester, TWC administrators and peer tutors facilitated **17 workshops and class visits** in a range of courses including ENGW 140 and 280, SI 200, LACS 200, and RCC 100.

**Workshop topics** included:

- \* Writing at the College Level
- \* Citing and Using Sources Effectively
- \* Revision and the Writing Process
- \* Guided Peer Review

## As we look toward spring 2021, we will continue to:

- \* Offer virtual tutoring among our range of peer tutoring services.
- \* Partner with faculty and staff in order to support student learning across campus.
- \* Expand professionalization opportunities for our student staff in order to prepare them for responsible leadership, meaningful lives, and productive careers.

*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.*