Please join us in celebrating the 44 members of our student staff in fall 2021:

Abbey Matusik
Alana Goodwin
Allie Pinkerton
Ana Fujiwara
Angel Colon
Anna Voicu
Annie Murray-Campbell
Cayla Thomas
Charlotte Kelly
Connor Kaplan
Cora Burkley
Dar Bejerano
Elena Hoang
Emilio Fernandez
Emily O’Malley
Emily Curran
Ghina Fawaz
Gus Temple
Jay Forsythe
Jessika Linnemeyer
Jurel Mua
Kelsey Eelman
Kyra Bauske
Lauren Rouse
Lily Denneen
Mickayla Grasse-Stockman
Mitchell Shiffer
Rahmat Rashid
Rebecca Kuehn
Riley Steege
Rory MacLeod
Samantha Alenius
Sanjula Rajat
Sara Mehdinia
Shae Patrick
Shemiah Grant
Shivana
Kalliecharan
Sofia Pinheiro
Sofia Blasser
Sophia Maehl
Steph Valladares
Sydney Willis
Tyler Nagy
Victor Gnani
Ernesto

During the fall 2021 semester, TWC administrators and peer tutors facilitated 19 workshops and class visits in a range of courses including BACS 512, COM 200, ENGW 140, ENV 189, RCC 100, and Pre-Health Mentoring students. 5 of these workshops included peer tutors as facilitators!

Workshop topics included:

- Effective Time Management
- Guided Brainstorming
- Understanding your Writing Process
- Using and Citing Sources
- Writing at the College Level

Some students choose to use our services only at key points of need, but many integrate their sessions with a tutor into their learning throughout the semester. This fall, roughly half of the students who visited the TWC met with a tutor multiple times.

Number of students who visited:

- 2 or more times: 330
- 3 or more times: 207
- 4 or more times: 142
- 5 or more times: 91

In addition to individual tutoring sessions, our staff also:

- Conducted 19 workshops and in-class visits
- Held regular study groups for classes including PHI 223, ARH 120, MAT 109, SWAG 205, and BUS 230
- And facilitated eight weekly academic accountability groups (called THE OFFICE) during the final 6 weeks of the semester.

Fall 2021 by the numbers

- **1034** Content Tutoring sessions
- **919** Writing Consultations
- **36** Academic Skills Tutoring sessions
- **1989** total visits with **664 unique students**

**Repeat Visits**

- Some students choose to use our services only at key points of need, but many integrate their sessions with a tutor into their learning throughout the semester. This fall, roughly half of the students who visited the TWC met with a tutor multiple times.

- Number of students who visited:
  - 2 or more times: 330
  - 3 or more times: 207
  - 4 or more times: 142
  - 5 or more times: 91

**Workshops**

- During the fall 2021 semester, TWC administrators and peer tutors facilitated 19 workshops and class visits in a range of courses including BACS 512, COM 200, ENGW 140, ENV 189, RCC 100, and Pre-Health Mentoring students.

- 5 of these workshops included peer tutors as facilitators!

  Workshop topics included:
  - Effective Time Management
  - Guided Brainstorming
  - Understanding your Writing Process
  - Using and Citing Sources
  - Writing at the College Level
What was new in fall 2021?

ACADEMIC SKILLS TUTORING
We added a new tutoring category for Academic Skills Tutoring. These sessions are designed to support students in developing effective academic habits pertaining to time management, note-taking, and reading academic texts.

THE OFFICE
- We collaborated with Dr. Amy Armenia (Associate Dean of Advising) and Tiffany Griffin (Director of Undergraduate Academic Advising Support Services) to implement eight regular academic accountability groups for the last six weeks of the semester. In these study-hall style sessions, peer tutors acted as Office Coordinators, welcoming students into the shared workspace and helping connect them with resources as needed.
  
  THANK YOU to our Office Coordinators: Sanjula Rajat, Sophia Maeil, Sofia Pinheiro, Shivana Kalliecharan, Emily Curran, Angel Colon, Emily O’Malley, and Shemiah Grant.

ADDITIONS to our TRAINING CURRICULUM
We implemented two new required trainings for all members of our student staff:
- Anti-Racism and Peer Tutoring
  During this session, tutors completed a race/ethnicity implicit bias test and discussed ways that implicit bias may manifest in our tutoring practices and how the TWC can contribute to Rollins becoming an anti-racist institution.
- Emotional Labor, Boundary-Setting, and Title IX, facilitated by Sarah Laake, Director of Title IX, and Carrie Glatting, Assistant Director of Student and Family Care.

Post-Visit Survey
We received 92 responses to our post-visit survey (which is sent to all students who meet with a tutor each week).

KEY TAKEAWAYS: 94% of respondents indicated that they learned something during their session that they will use in the future. Respondents also tended to leave their session feeling more confident and encouraged in their academic work.

In order to assess our efficacy in creating a welcoming environment in which students feel a sense of belonging, we ask respondents to indicate how they felt before, during, and after their session with a tutor:
- Before their visit, students tended to feel: nervous, hopeful, and overwhelmed
- During their visit, students tended to feel: welcome, understood, and respected
- After their visit, students tended to feel: relieved, encouraged, and confident

This semester, we added a new set of survey questions pertaining to inclusivity and equity.

Responses to these questions indicated that students tended to agree or strongly agree with the following:
- The TWC is a safe and supportive space for students from historically disempowered populations.
- TWC services are accessible to all Rollins students equally.
- I feel that I can relate to the peer tutors in the TWC.

However, most of the respondents to our survey selected Caucasian as their race/ethnicity, and we would like to learn more about the perceptions of students of color pertaining to inclusion in the TWC. In spring 2022, we are interested in pursuing additional ways to evaluate the accessibility and inclusivity of our services.
Additional Usage Information

Courses with **10 visits** or greater:
*some appointment reports, particularly those for writing consultations, may not include a course number.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course number</th>
<th>Number of visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial/Managerial Accounting</td>
<td>BUS-230</td>
<td>92</td>
</tr>
<tr>
<td>Chemistry I</td>
<td>CHM-120</td>
<td>86</td>
</tr>
<tr>
<td>Precalculus Mathematics</td>
<td>MAT-109</td>
<td>71</td>
</tr>
<tr>
<td>Intro to Computer Science</td>
<td>CMS-120</td>
<td>49</td>
</tr>
<tr>
<td>Statistics for Business</td>
<td>BUS-236</td>
<td>39</td>
</tr>
<tr>
<td>Stats &amp; Data Analysis Soc Sci</td>
<td>SOC-215</td>
<td>35</td>
</tr>
<tr>
<td>General Biology II</td>
<td>BIO-121</td>
<td>31</td>
</tr>
<tr>
<td>Applied Calculus</td>
<td>MAT-110</td>
<td>31</td>
</tr>
<tr>
<td>Organic Chemistry I</td>
<td>CHM-220</td>
<td>30</td>
</tr>
<tr>
<td>Writing About…</td>
<td>ENGW-140</td>
<td>30</td>
</tr>
<tr>
<td>Intro to Discrete Mathematics</td>
<td>MAT-140</td>
<td>28</td>
</tr>
<tr>
<td>Elementary Chinese I</td>
<td>CHN-101</td>
<td>25</td>
</tr>
<tr>
<td>Calculus I</td>
<td>MAT-111</td>
<td>22</td>
</tr>
<tr>
<td>Interpersonal Communication</td>
<td>COM-220</td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course number</th>
<th>Number of visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Micro &amp; Macro Economics</td>
<td>BUS-233</td>
<td>16</td>
</tr>
<tr>
<td>Editing Essentials</td>
<td>ENGW-374</td>
<td>16</td>
</tr>
<tr>
<td>Statistical Reasoning</td>
<td>MAT-103</td>
<td>16</td>
</tr>
<tr>
<td>Intro to Formal Logic</td>
<td>PHI-223</td>
<td>15</td>
</tr>
<tr>
<td>Elementary Hebrew</td>
<td>HBR-101</td>
<td>14</td>
</tr>
<tr>
<td>Topics in PHI</td>
<td>PHI-395</td>
<td>13</td>
</tr>
<tr>
<td>Rollins College Conference</td>
<td>RCC-100</td>
<td>13</td>
</tr>
<tr>
<td>Probability and Statistics</td>
<td>MAT-219</td>
<td>11</td>
</tr>
<tr>
<td>Statistics and Rsrch Methods II</td>
<td>PSY-257</td>
<td>11</td>
</tr>
<tr>
<td>Intermediate Spanish I</td>
<td>SPN-201</td>
<td>11</td>
</tr>
<tr>
<td>Economics in Historical Perspective</td>
<td>ECO-202</td>
<td>10</td>
</tr>
<tr>
<td>Data Visualization</td>
<td>IFT-130</td>
<td>10</td>
</tr>
</tbody>
</table>

**Number of Cancellations:** 623

* Late-cancel no-shows: 227 (36% of no-shows)
* Cancellations were significantly higher in fall 2021 than in spring 2021 (351) or fall 2020 (447). We attribute this increase in cancellations to students’ need to reschedule appointments due to illness as well as overall demands on student mental bandwidth during the continued COVID-19 pandemic.

**Number of Appointment Requests** (submitted through EAB Navigate): 203

* 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.

**As we look toward spring 2022, we will:**

* Pursue additional ways to elicit feedback from students, particularly regarding inclusivity and equity in the TWC. For example, we plan to encourage students to leave feedback on one of our large whiteboards in the space, and we will display posters with a QR code that links to our post-visit survey.

* Enhance the TWC space by displaying new artwork and resources. We are excited about the opportunity to display art by Rollins students and to showcase the resources that our tutors have developed.

* Continue to assess how our services are meeting the needs of students in the Rollins community and explore ways that we can continue to innovate our offerings.