

Looking Back at 2016-17

From our website: rollins.edu/library/twc



We are curious about our work with fellow Rollins students:

Which courses/departments do students make appointments with our peer educators?

What happens in our writing consultations?



What do we know about our student clients?

What do they like, or not, about their time with us?

When in their college career do they come for assistance?

Which professors require students to make appointments with tutors or consultants?

The online session reports in *WCO* give us rich data to mine for answers to these questions. Some answers come from students' registration data: home language, first semester at Rollins College, graduation year. All the other data comes from the online session reports that tutors and writing consultants fill out during or after each of their appointments. (Students and professors receive these reports by email.)

 **Tutoring and Writing Consulting at Olin Library** 407-646-2521 
See resources, staff lists, benefits, applications to work: rollins.edu/library/twc

Writing Consulting
Work with writing consultants on any stage of your writing process for any course. They can help you brainstorm, create an outline, structure an argument and thesis, edit a final draft and accurately cite sources. Bring a printout and the assignment!

Tutoring
Content tutors know the courses they tutor and professors who teach them. Tutors can help you practice problem-solving, clarify assignments, and develop ways you can better learn from your course materials. Bring everything to the session!

Making Appointments
We are an appointment-based program. **How to make one?**
Go to **R-Net logins**, Tutoring/Writing, to our online scheduler, **WCO**Online. New to **WCO**Online? Register—it's quick! Then enter your Rollins username and password, choose a schedule (Writing Center or Tutoring) and login.
LIMIT your search:
For a tutor, choose the course you are taking to find tutors specializing in that content.
For a writing consultant, choose what you want; e.g. a general writing consultation (on your paper and your process); help with career documents; or APA, MLA, or Chicago styles.
Click on an open appointment (in WHITE), choose your instructor's name, and write your needs and phone #. Save it! Make your appointment **by midnight of the day before**; you will get a reminder email.
Come to the **Library Lounge** to meet your tutor/consultant. Questions? See the **Circulation Desk (Checkouts and Reserves)**.

2016-17

Combined: 5745 sessions

Tutoring: 3105 54% of total

Top Ten Departments: 80% of total

BUS and INB: 15%

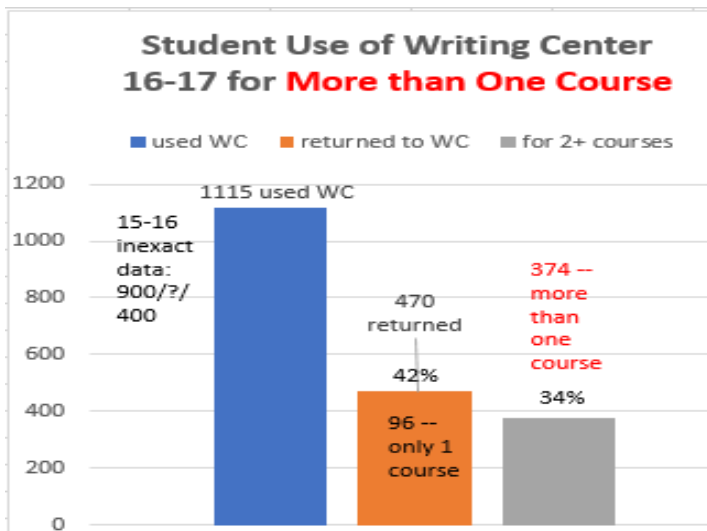
SPN, GMN, FRN: 25%

Writing Center: 2642 46% of total

Top Ten Departments: 62% of total

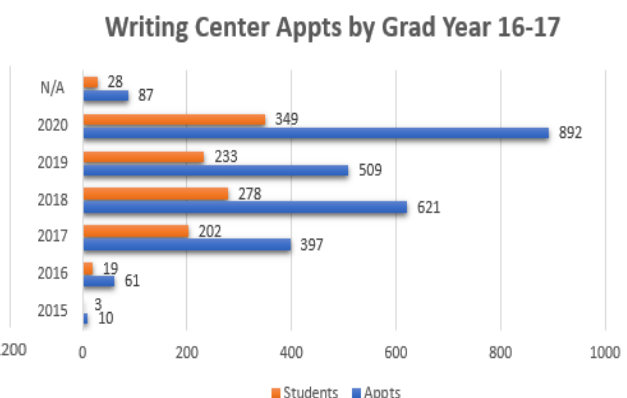
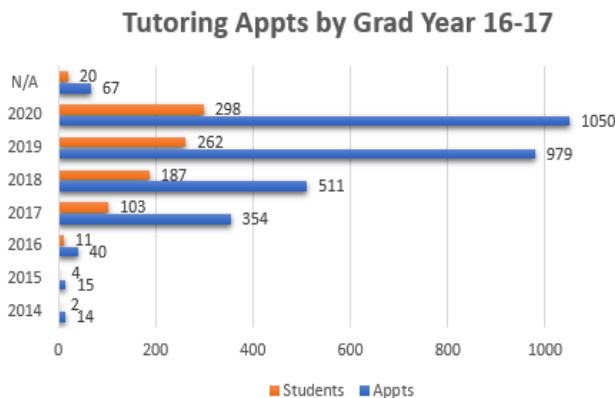
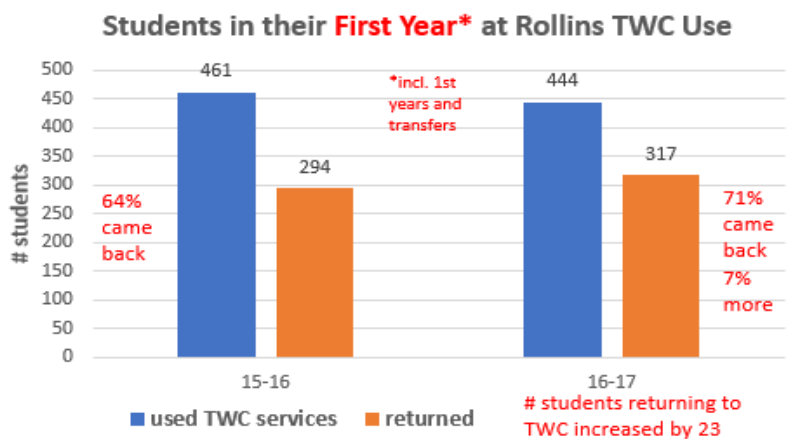
ENG: 22%~12% for ENG 140

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470 students returned to the Writing Center after an initial visit, a sign of our value to them. Even more telling is their return to us not just for that first course but for other courses as well, this year amounting to 34% of those who used the Writing Center at all.

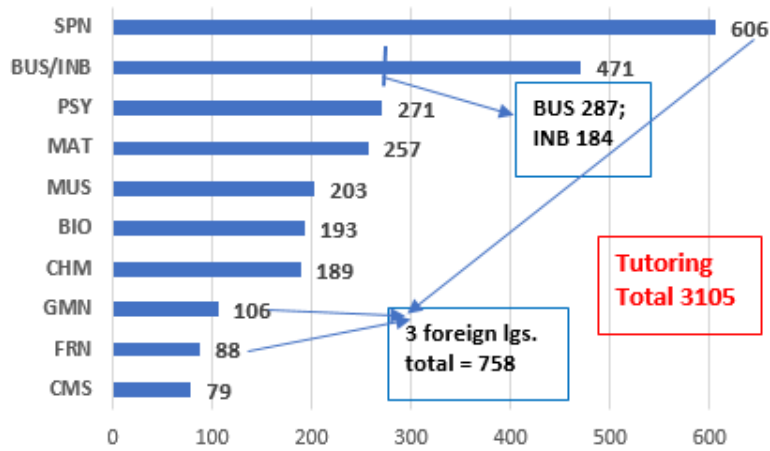
We try to get students to see their peers for help with learning early in their time at Rollins. Although slightly fewer came to the TWC compared to last year, 23 more students in their first year came back to tutoring or the Writing Center after an initial visit.



Tutoring appointments have always decreased as students progress in the college careers, but they never disappear. 300- and 400-level courses impose greater demands on students, both in learning and in writing about their learning. Third-year students using tutors went 2.7 times vs. 2.2 times for the Writing Center; and for 4th-year students, the ratio was 2.9 to 2.0. That trend exists in all cohorts; fewer students use tutoring but they come more often.

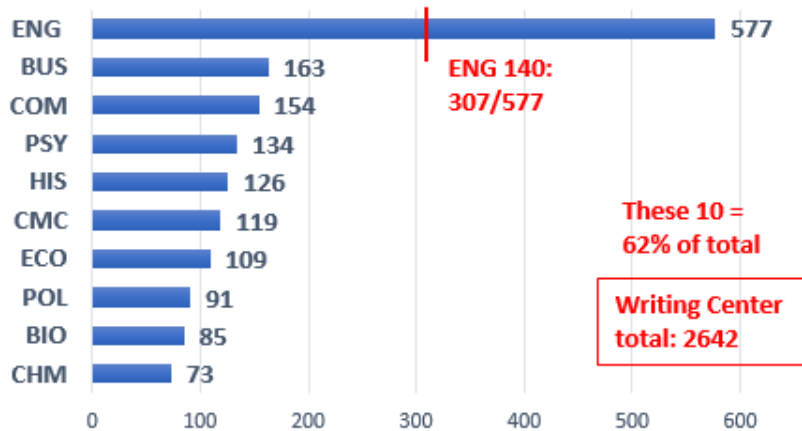
Writing Center appointments dropped off in students' second year but increased in their third year. Research we did with librarians shows that students in upper-level courses feel they need refreshers in conducting effective research and turning that into paper projects, one logical explanation for this trend.

Top Ten Depts: **Tutoring Appts** These 10 = 80% of total



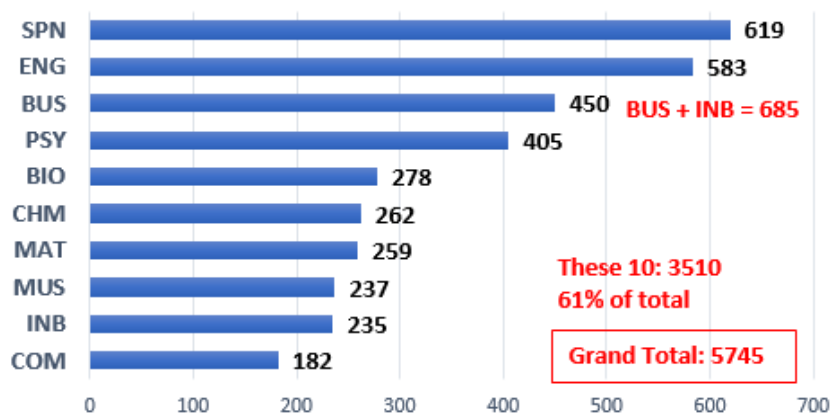
Students taking courses in these 10 departments make appointments early. Quantitative and language courses require students to demonstrate their understanding from day one. Problem sets, grammar exercises, lab reports and frequent quizzes propel students to see the tutors in our center.

Top Ten Depts: **Writing Center Appts**



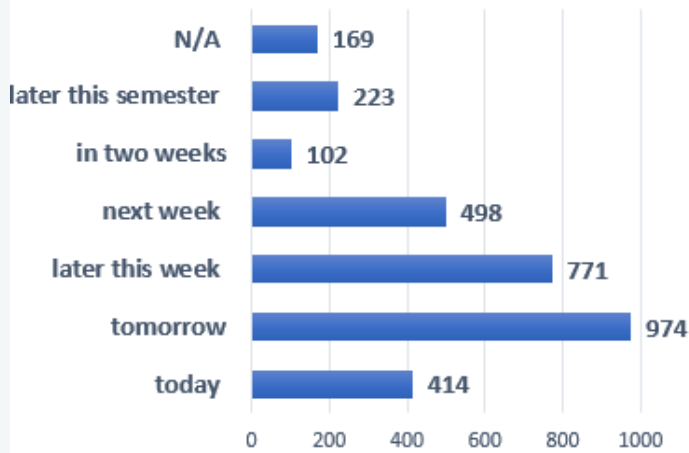
English courses comprise 22% of Writing Center sessions; first-year writing courses are half of those at 11%. Our peer writing consultants spend almost 80% of their time with students in courses across the curriculum.

Top Ten **Combined Tutoring & Writing**

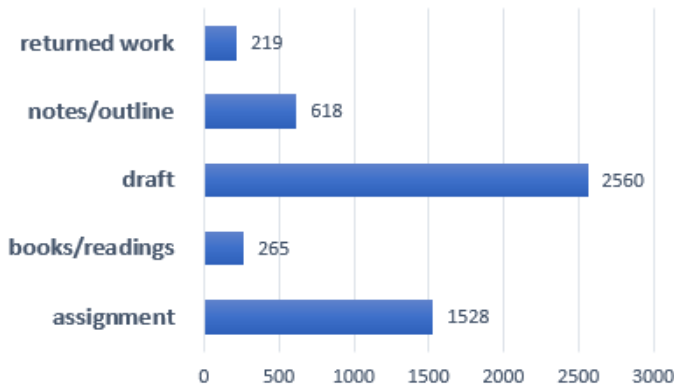


Students in certain departments see both content tutors and writing consultants. Others tend towards one or the other. Some tutors help with papers; professors in some tutor-heavy departments also require papers (e.g. biology, biology, economics).

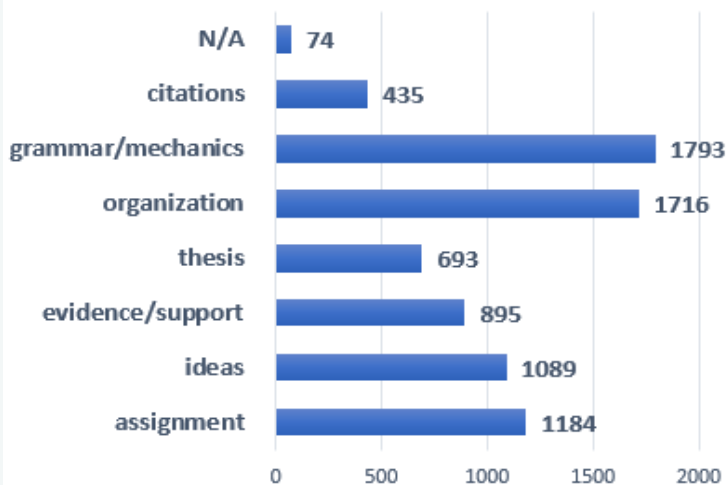
Due Date in the Writing Center



Brought to the Writing Center



Discussed in the Writing Center



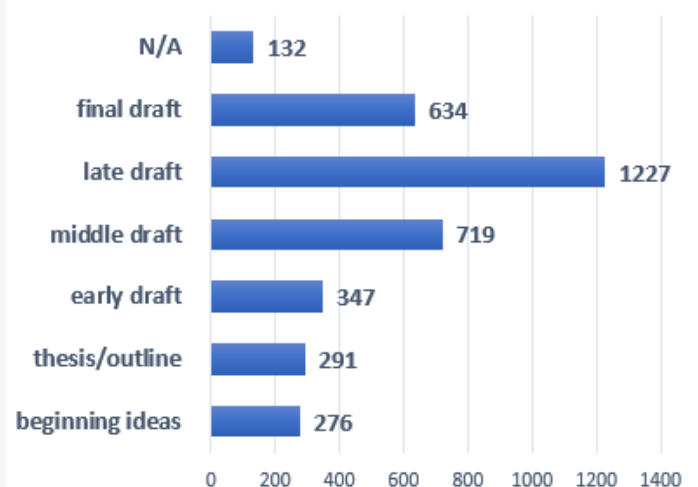
WRITING CENTER SESSIONS

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 learning in college courses. They also act as prompts to follow as tutors and consultants conduct their sessions.

The paper prompt and its due date are major drivers of consultations, as are the strengths of the student's 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.

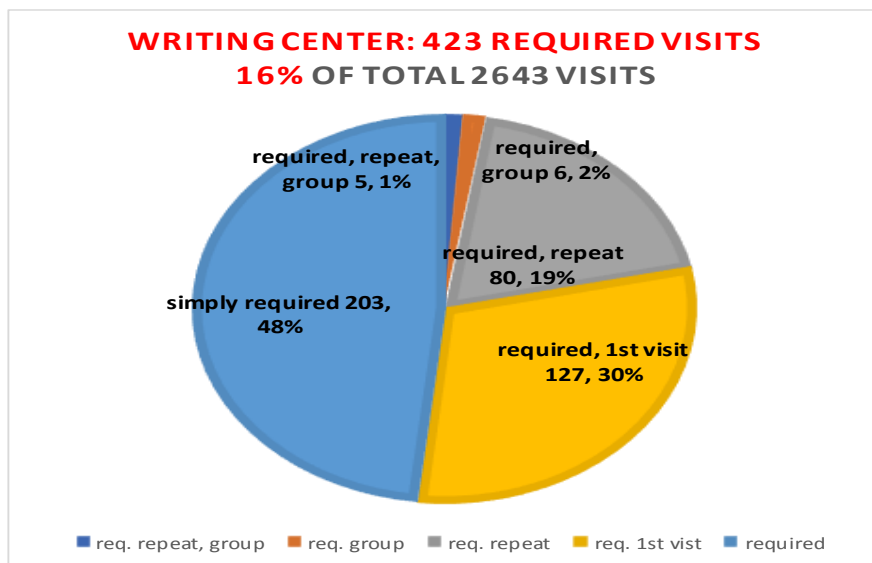
In our crash and ongoing training, we try to get our peer writing consultants on the same page so our data is meaningful. The student writers benefit from hearing from a trained reader where they are in the research and writing process. This data helps us see the big picture.

Paper Stage in the Writing Center



DEPT		Professor
ANT	200	1 Biery-Hamilton
ARH	101	12 L. Boles
	120	3 Dennis
	140	1 MacK-Ryan
ART	450	1 Almond
BCH	435	5 Riley
BIO	308	7 Jackson
	308	8 Walsh
	341	3 Pieczynski
BUS	230	42 Agee
	233	1 Houndono.
	233	1 Jacobs
	400	1 Rogers
CHM	12	1 Wanderley
CMC	100	1 Schoen
	200	17 Tillmann
	220	4 Tillmann
	335	2 Coffman-Rosen
CMS	167	1 J. Anderson
	460	15 Carrington
COM	100	5 G. Cavanaugh
	100	1 Painter
	220	1 Hammonds
	230	1 Bommelje
	240	1 G. Cavanaugh
	303	1 Morrison
	400	1 Stone
ECO	202	2 Baranes
	304	1 Voicu
	306	16 Kypraios
	308	4 Voicu
	351	4 Taylor
	370	2 Kozel
	404	3 Kypraios
ENG	140	1 K. Winet
	140	2 Coffae
	140	1 R. Winet
	140	1 Nordstrom
	140	1 Aggarwal
	140	29 Littler
	140	1 V. Brown
	140	1 Simmons
	140	1 K. Winet
	225	1 Coffae
234M	1	Jones
300D	4	K. Winet
300E	2	Coffae
329	9	Littler

Required Visits to the Writing Center...



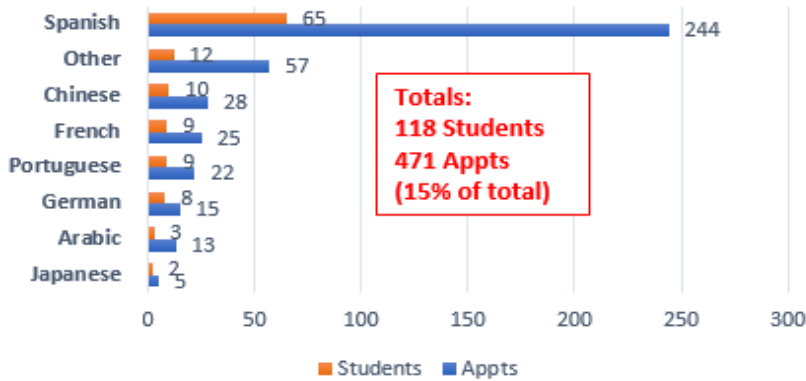
...as reported by writing consultants in their online session reports. We like to know who's requiring visits so we can remind them to give their students enough time to book their appointments. We also talk with peer consultants about some of the challenges with students who may resent being forced to come. But we know that once they come, they just might come back for the same paper or another one!

ENV	189	4	Poole	PSY	150	2	Luchner
	389	1	Stephenson		155	2	Ray
GBH	310	1	Kline		255L	7	Harris
ICE	200S4	1	Bernal		301	3	Migetiz
ICE	300	1	Myers		680	1	Griner
IMW	100S1	3	Klemann		695	1	Homrich
	200S1	8	Sutherland	RCC		3	Simmons
	301	1	Barnes			1	Tatari
INB	200	1	Kupetz			1	Yao
	337	1	Fetscherin			33	Tillmann
INTL	602	1	Conway			4	Harte Weyant
MGT	312	1	Arnold			1	Vidovic
MHR	312	1	Smither			1	Brandon
MLS	520	1	Tillmann			1	Painter
MM	100S2	1	Fokidis			15	Queen
	150A6	2	Archard			2	Zelaya-Leon
	150C2	2	Norris			8	Miller
	200A1	1	Cooperman			1	Crozier
	200S2	26	Wanderley	fFLA	100	2	Norris
PED	101	1	Morris	THE	201	3	Strom
PHI	230	3	Rubarth	WCC	100S3	3	DiQuattro
PHY	221	6	Coyle		150S2	2	Norbutus
POL	100	16	Tatari		200S2	2	Harper
	240B	5	Tatari		302	2	Gilmore
						3	Witmer

Appts by First Lg. **Tutoring**

English: 766 Students/2634 Appts

Grand Total
3105



STUDENTS WHOSE HOME LANGUAGE (L1) IS NOT ENGLISH

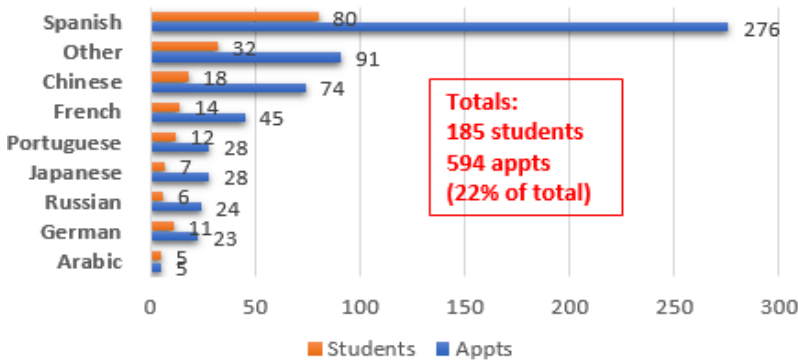
How often do they use tutoring and writing consulting services?

Of the 1150 Rollins students who visited our peer tutors or writing consultants, 185 listed their home language (1st language, L1) as different from English.

Appts by First Lg. **Writing Center**

English: 928 students/2048 Appts

Grand Total
2642



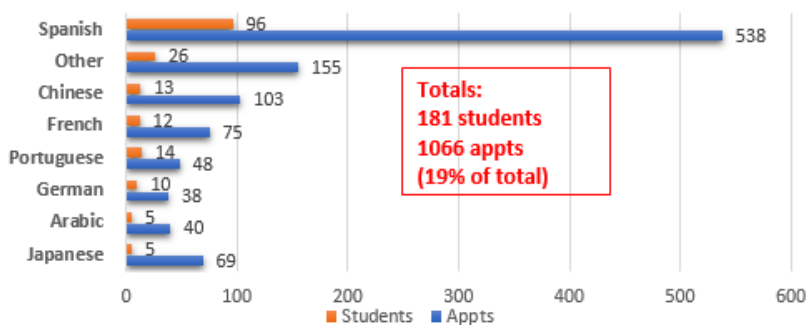
The bar graphs and the table on the next page indicate how many students in each first language came for how many sessions.

The table shows us that they average between .6 and 1.1 more sessions per year than do native English speakers. We realize, though, that some students visited only once or twice while others came 20 or more times.

Appts by First Lg. **Tutoring & WC**

English: 969 Students/4679 Appts

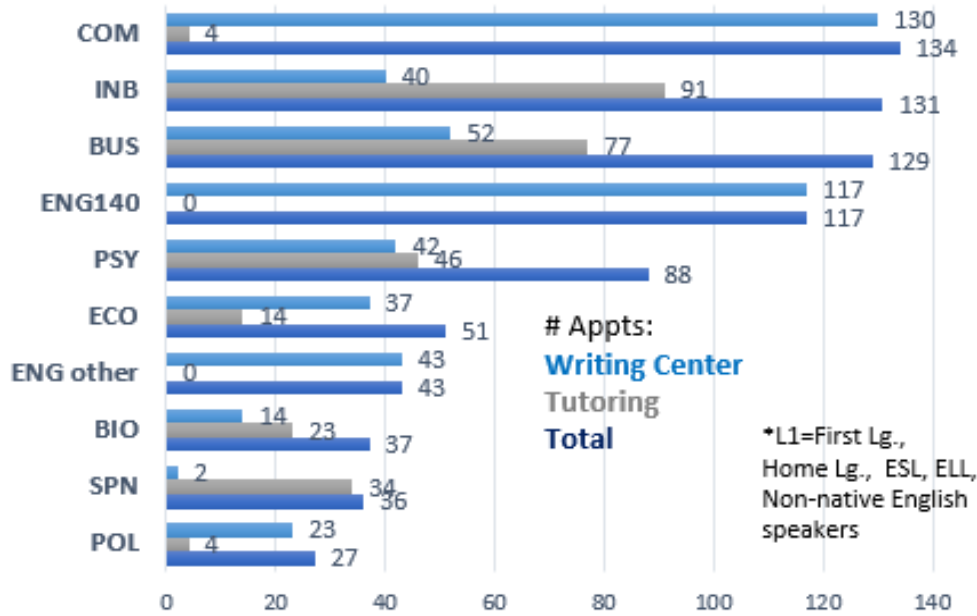
Grand Total
5745



We know that these students depended on these appointments with peer tutors or consultants for guidance and feedback.

Remember that tutoring for 3 foreign languages made up 25% of all tutoring sessions. Students of all first languages need help!

Top 10 for NOT English L1* Students



	Clients	Appts	Avg	Clients	Appts	Avg	Clients	Appts	Avg
	T & WC			Tutoring			Writing Center		
All students	1150	5745	5	884	3105	3.5	1115	2642	2.4
L1 English	969	4679	4.8	766	2634	3.4	2048	928	2.2
L1 NOT English	185	1066	5.9	118	471	4	185	594	3.2

What this data does NOT tell us:

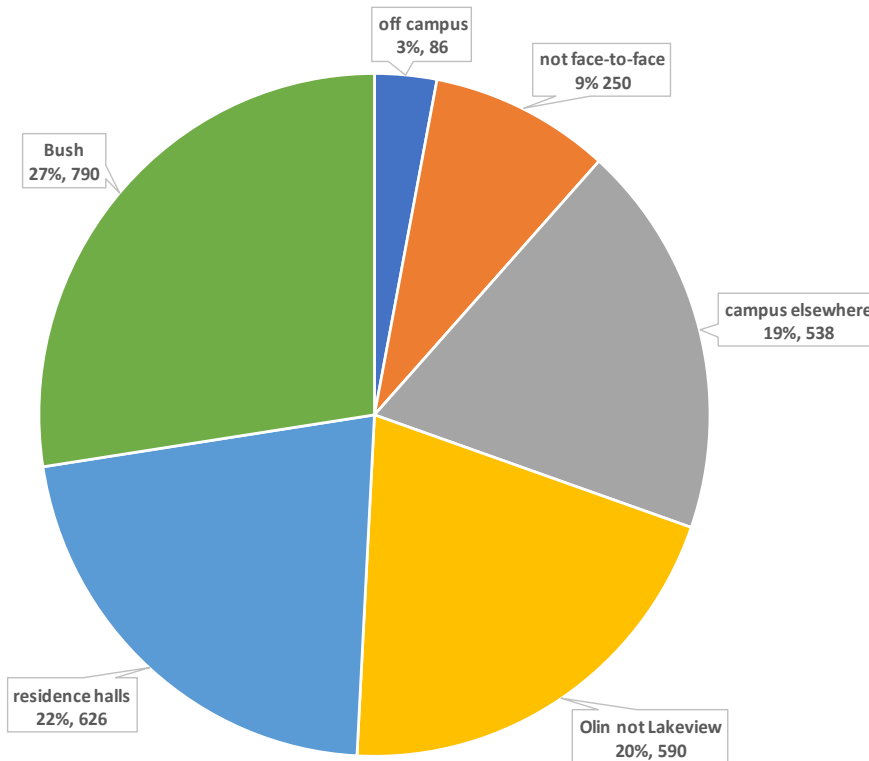
This “Home language” designation in students’ profiles captures both 1.5 generation students who were born or came to the U.S. and went to American schools and who are bilingual, perhaps unevenly, speaking another language with family and perhaps friends. Of course it captures international students on F-1 students visas as well. But we do not know who of these 185 students fits into which category.

We do not know whether the F-1 students were educated in English-medium schools abroad or if they came directly from abroad or had gone to school in the US or what their English proficiency in reading and writing is or what their academic abilities are or the effectiveness of their study behaviors. We also do not know the outcome of their appointments with us, or how they affected these students’ skills and grades. There is a lot we don’t know.

Some of these questions can be better researched when we start using the EAB/SSC program in 2018-19, since it will connect our activity with Banner.

**TWC Sessions Taking Place Outside Olin's Lakeview Lounge
total 20% (2880 sessions) out of 15,000**

AY 14-15, 15-16, 16-17 (before spring break)
% of 2880 sessions, raw #



OFF-SCHEDULE AND OFFSITE APPOINTMENTS

2016-17

1725 appointments were **off-schedule**, **30%** of this year's total.

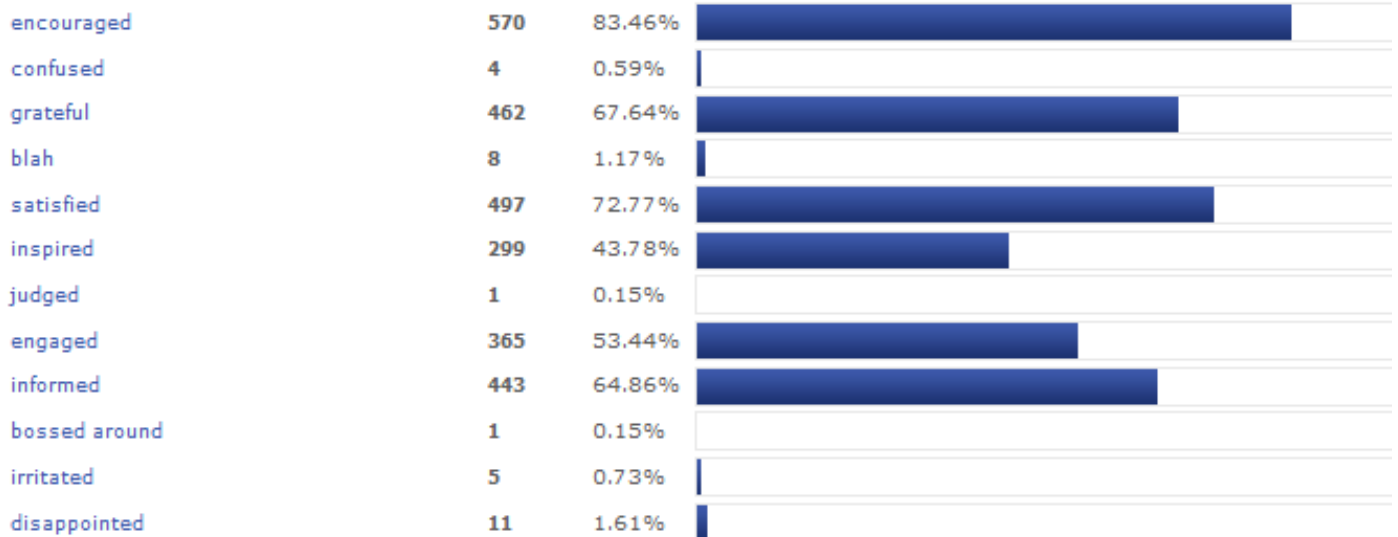
1285 sessions were coded **offsite**, so **22%** of the total were not held in the Lakeview Lounge of Olin Library. This is about the same as the above calculations for the past (almost) three years of our time in Olin Library.

Of those offsite appointments, 998 (58%) were also off-schedule, so more than half of all unscheduled appointments were also not held in our traditional meeting area. Makes sense!

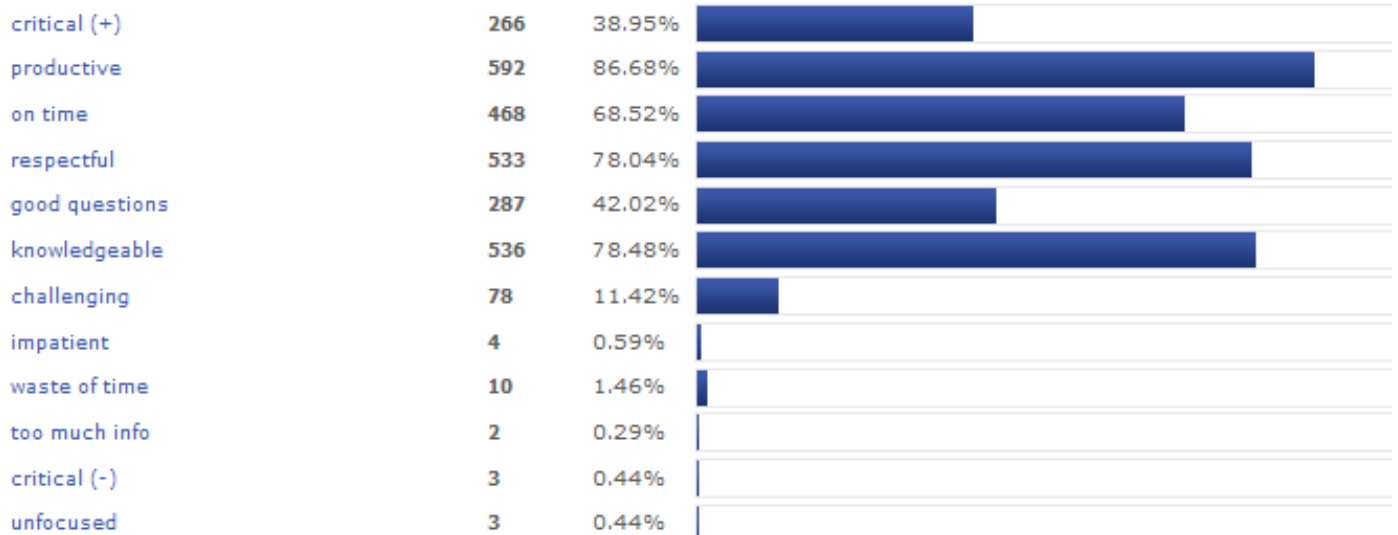
Results of 683 Student Surveys of our 5745 sessions

After every session, students receive a link in an email to this online evaluation. The surveys are anonymous, but in searching for a specific tutor or consultant's data, we can see only those surveys about him or her. We process the information in individual conferences and in staff meetings. We appreciate hearing such positive feedback from student clients and particularly like the comments that students type in response to these prompts: *“What I learned in my session,”* and *“What I liked the most, the least, and/or other comments.”*

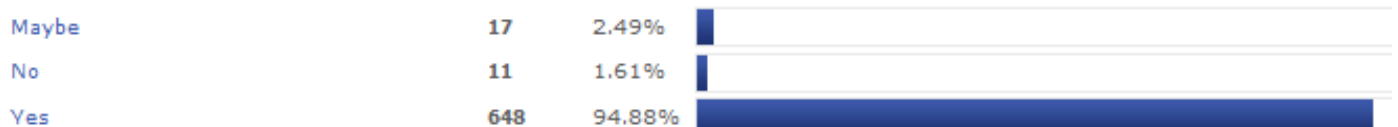
I LEFT MY SESSION FEELING...



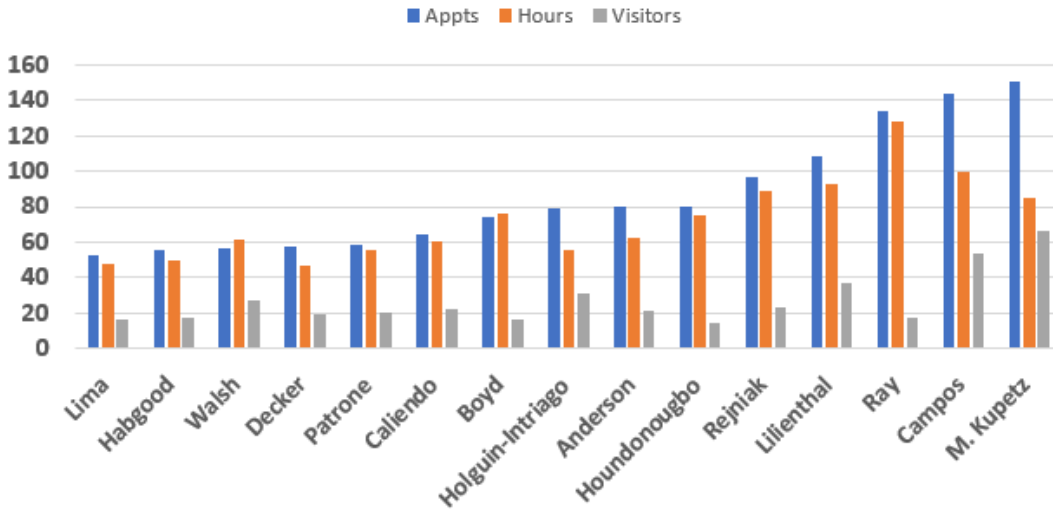
CHECK ANY WORDS THAT APPLY TO YOUR SESSION OR YOUR TUTOR/CONSULTANT



I WILL RECOMMEND MY TUTOR OR WRITING CONSULTANT.

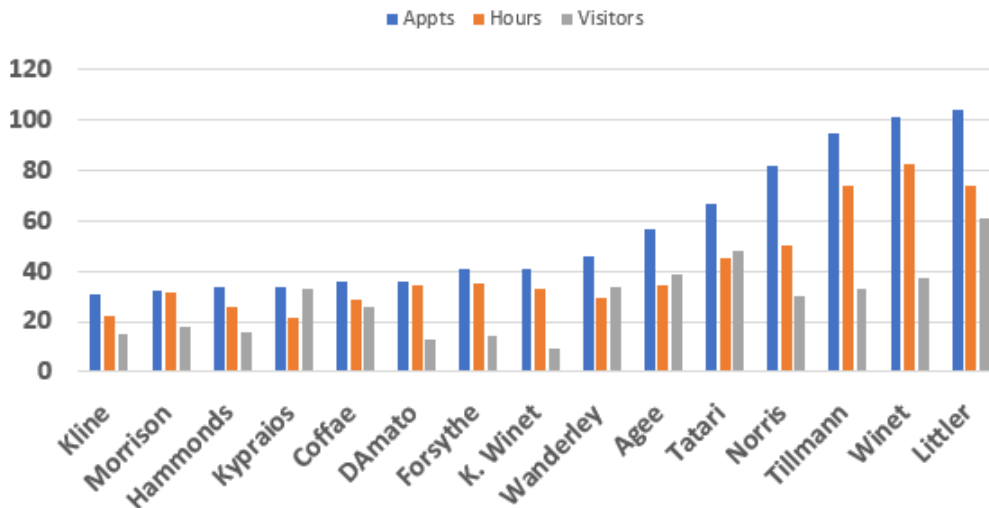


Tutoring Top 15 by Professor



Foreign languages: Lima, Decker, Holguin-Intriago, Lillienthal, Campos and M. Kupetz; Chemistry and Biology: Habgood, Walsh, Patrone; Mathematics: Anerson, Boyd, Rejniak; Business: Caliendo, Houndonougbo; Psychology: Ray (Statistics)

Writing Center Top 15 by Professor



Anthropology: Kline; Business: Agee; Chemistry: Wanderley; Communication: Hammonds, Morrison; Critical Media and Culture Studies: Tillmann; Economics: Kypraios; English: Coffae, Forsythe, K. (and R.) Winet, Littler; History: Norris; Political Science: Tatari; Religion: D’Amato

Tutoring and Writing Center Usage by Department 2016-17

(RCC and rFLA course usage incorporated into departments. See the more detailed chart on the next two pages for these numbers and the bar charts on the last page.

	Tutor	Writing	Total	
ANT	4	72	76	ANT
ARH	5	27	32	ARH
BACS		14	14	BACS
BCH		10	20	BCH
BIO	193	85	278	BIO
BUS	287	163	450	BUS
CHM	189	73	262	CHM
CHN	43	8	51	CHN
CMC	27	119	146	CMC
CMS	79	18	97	CMS
COM	28	154	182	COM
CPY		15	15	CPY
DAN		4	4	DAN
ECO	71	109	180	ECO
EDU	3	30	33	EDU
EDUGK	19	2	21	EDUGK
ENG	6	577	583	ENG
ENV	30	47	77	ENV
FRN	88	4	92	FRN
GBH		37	37	GBH
GMN	106		106	GMN
HCM		5		HCM
HIS	7	126	133	HIS
HON				HON
ICE				ICE
IMW				IMW
INAF	1	11	12	INAF
INB	184	51	235	INB

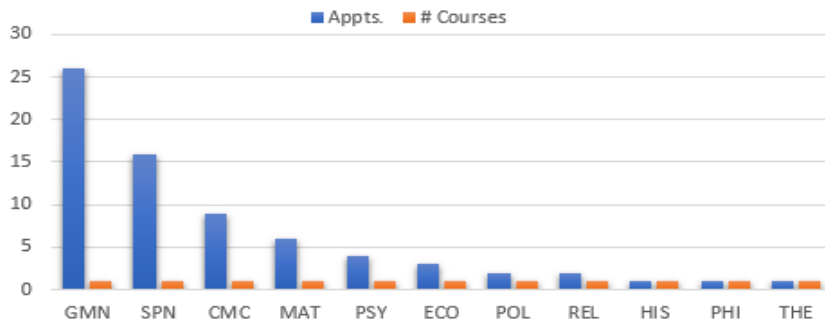
	Tutor	Writing	Total	
INT 200	6	26	32	INT 200
JPN	23		23	JPN
LAT	8	1	9	LAT
MAT	257	2	259	MAT
MGT		43	43	MGT
MHR		26	26	MHR
MKT		4	4	MKT
MLS	1	11	12	MLS
MM				MM
MUS	203	34	237	MUS
PED	1	16	17	PED
PERS ST			6	PERS ST
PHI	35	43	78	PHI
PHY	42	13	55	PHY
POL	15	91	106	POL
PSY	271	134	405	PSY
RCC				RCC
REL	3	66	69	REL
RESUME		18	18	RESUME
<u>rFLA</u>				<u>rFLA</u>
SEB	3	27	30	SEB
SOC	26	46	72	SOC
SPN	606	13	619	SPN
SWAG	1	1	2	SWAG
THE	1	73	74	THE
TPJ	7	5	12	TPJ
WCC				WCC

Tutoring and Writing Center Usage by Department 2016-17

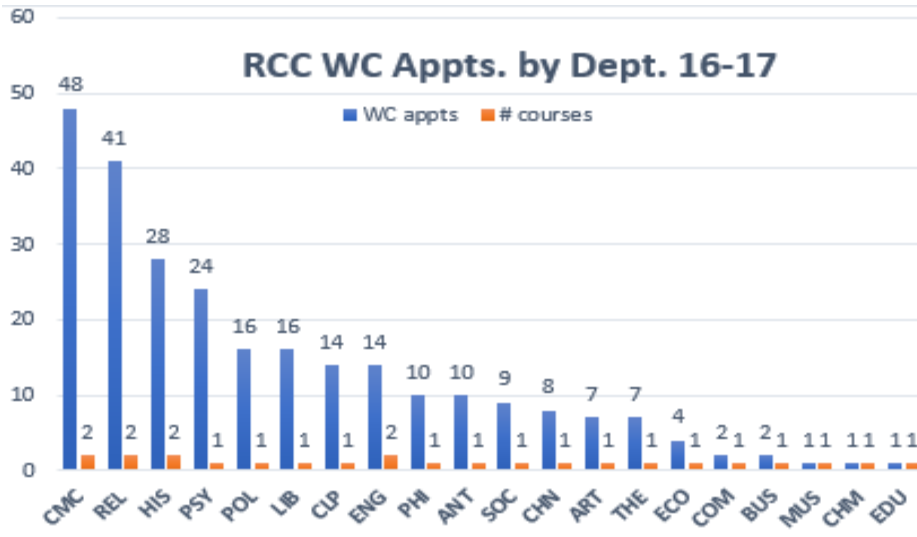
This chart relocates RCC and rFLA course sessions to their respective departments, to give us more accurate data by department.. In some departments, students use tutoring more than writing consulting and vice-versa. Having the RCC and rFLA data helps us see more clearly where the demand was this year and probably in the future.

	RCC Tutor	Tutor Total w/o RCC & rFLA	rFLA Tutor	Tutor Total with RCC & rFLA	RCC WC	Writing Total w/o RCC & rFLA	rFLA WC	Writing Total with RCC & rFLA	rand Total w/o RCC & rFLA	Grand Total with RCC & rFLA	
ANT		4		4	10	26	36	72	30	76	ANT
ARH		5		5		25	2	27	30	32	ARH
BACS						14		14	14	14	BACS
BCH		10						10	10	20	BCH
BIO		178	15	193		50	35	85	238	278	BIO
BUS		287		287	2	160	1	163	447	450	BUS
CHM		177	12	189	1	14	58	73	191	262	CHM
CHN		43		43	8			8	43	51	CHN
CMC	9	18		27	48	69	2	119	86	146	CMC
CMS		79		79		12	6	18	91	97	CMS
COM		28		28	2	149	3	154	177	182	COM
CPY						15		15	15	15	CPY
DAN						4		4	4	4	DAN
ECO	3	66	2	71	4	97	8	109	163	180	ECO
EDU		3		3	1	18	11	30	21	33	EDU
EDUGK		19		19		2		2	21	21	EDUGK
ENG		6		6	14	549	14	577	555	583	ENG
ENV		26	4	30		46	1	47	72	77	ENV
FRN		88		88		4		4	92	92	FRN
GBH						37		37	37	37	GBH
GMN	26	80		106		0			80	106	GMN
HCM						5		5	5		HCM
HIS	1	6		7	28	75	23	126	81	133	HIS
HON											HON
ICE		4				60			64		ICE
IMW		6				79			85		IMW
INAF		1		1		11		11	12	12	INAF
INB		184		184		51		51	235	235	INB

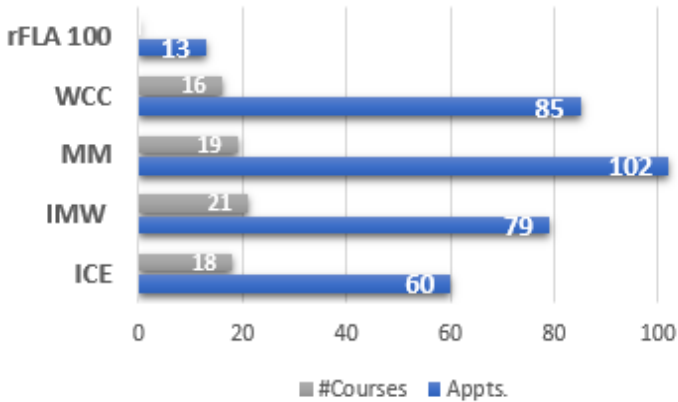
RCC Tutoring Appts. by Dept. 16-17



RCC WC Appts. by Dept. 16-17



rFLA Writing Center Usage 16-17



rFLA Tutoring Usage 16-17

