Final Report for BSI Funded Project:
Dedicated Tutor Rollout Project

Supplemental Instruction for Eng92, Eng98SL & Eng 120SL

Fall Term 2011

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Key Findings

- As three teams (instructor/dedicator tutor in each class), we were able to replicate the high degree of success this term with English98SL and English120SL, and obtain a good degree of success with English92. With the dedicated tutor (DT) available to each class, students did better throughout the term with their writing and made better progress — and gained better retention of key ideas in the writing process (students’ qualitative comments). Students with DTs available build a stronger foundation in their writing process as they finish the class, and this foundation may prove to be a significant positive shift in their overall academic success. We can also report that students’ confidence is improved based on our observations and by students themselves (surveys). Instructors reported that overall they received better papers with the DT support available. Finally, the in-class tutoring has significantly helped students who are not accustomed to getting help; their ‘trust’ of tutors has been established and cultivated through positive interactions.

- In English120SL, most of these students had participated in the Spring2011 DT Pilot Project, so they benefited from a second semester of supplemental instruction. In this class, 22 students (of 24) passed the class, with grades no lower than B- (and most grades as Bs and As).

- In English98SL, a once-a-week evening section of the class, 21 students (of 22) passed the class. Cara reported that by having a dedicated tutor, students who would normally get very behind in their assignments if they missed even one class (because it was only once a week) were able to catch up in a timely manner with the DT help. This effect shows that DTs can minimize a potentially detrimental situation for individual students who fall behind. At least one student (of 22) who came in underprepared for the class likely would not have passed the course without intensive one-on-one support from the DT and the instructor 2-3 times per week.

- In English92, 53% passed with 7 of 17 receiving As or Bs. Of these students, 2 also had Incompletes, and 3 had FW (they probably should have been dropped at midterm). This project allowed students to get comfortable and familiar with their Dedicated Tutor during class. This familiarity translated to students seeking out this tutor in the Lab for help in rewriting their composition assignments. Also, because students saw the tutor in class when the instructor was assigning the compositions, they felt confident that the tutor understood
what the instructor expected of students on each assignment. Finally, because the instructor had the tutor in class when papers were being handed back for students to rewrite, they were able to give each student longer conferences on how to rewrite. As we know from research, conferencing with students is most beneficial in developing better writing skills. English92 students also liked knowing the DT because they are scared of not doing well and need substantial reassurance (per Karen’s email mid-term).

- DTs are able to spend more individual time with students, and because the students know that the DTs are fully aware of the writing assignments as required by the instructor, students made more progress in their idea generation, organization and revising with the DT for each assignment. This is a significant difference for students who may seek help from other tutors (fully qualified in any of the writing labs), but because these tutors don’t know the assignment, or assignment specifics, may not be able to offer as much aid as the student requires. DTs also provided a ‘second voice’ to the assignment, by re-enforcing the assignment points and/or by repeating the assignment (for multiple cycles). One student wrote on the survey that non-DT tutors didn’t know the assignment well and tried to change his ideas, instead of re-enforcing them.

- As a group we discussed that dedicated tutors increase success but do not help (as much as we would all like to see) in persistence. In the basic skills sections, including Blaze’s English92 this semester with no DT, life/work issues from the outside prevent a percentage of students from completing and passing the class – not matter how much tutoring help the student has sought and received earlier in the semester. For some English92 students, serious illness, a serious family issue and uncompromising work changes were reasons for 3-4 students in Karen’s section to not pass the class.

- Having the dedicated tutor freed up each of the instructor’s office hours to work more closely with weaker students who needed extra attention. Blaze mentioned in particular that she was able to spend significantly more time with two at-risk students because Beth was tutoring students who normally seek tutoring help anyway.

- By having DTs, there is a significant relief to each of the labs – the Writing Center, ESL Lab and the English Skills Lab – in terms of the number of students seeking tutoring/IR help. This situation in turn frees up these labs for other populations seeking tutoring help. For the ESL Lab this means that lower level ESL students can get individual help during lab hours.
• Over the course of the semester, we also noticed a “networking effect” take place between our classes as each of us recommended one another should a student not be able to meet with his/her own DT or at the time of the class. So, students came to the Writing Center on Thursdays when Cara and Tonya were scheduled there, and on Tuesdays came to see Cheo for the 120SL assignments. Additionally, Cheo was scheduled in the English Skills Lab on T-TH mornings just before Karen’s class met at 9:40am, and as students worked with Cheo in class, they were able to meet with her for additional hours in the Lab. We believe this kind of “intentional networking” could be significantly leveraged in the future.

• As the semester progressed, students who hadn’t initially sought help saw other students getting help and improving their grades/writing, so they also started asking for help themselves. We observed that most students feel more comfortable working with a tutor that they know is part of the class.

• Based on the final surveys for each class, the majority of students worked with the DT, had a high level of satisfaction, and report that having a DT in their next writing class “is very important to their success.” See Results Section for information by class.

• With the choice of instructor or DT, some students chose to work with the instructor more than the tutor, and visa-versa. Some students feel more relaxed or comfortable working with a tutor, perhaps because the tutor doesn’t do the grading. Certainly having both the instructor and the tutor available provided many more hours of direct help to individual students over the course of the semester.

**Project Rationale**

Basic skills students in Eng92, Eng98SL and Eng120SL don’t always get the continued, in-class support in these classes (ESL classes nor basic skills English classes are assigned IS support)—even though some class requirements have been put into place to aid them (e.g., the student is required to meet with a tutor in the ESL Lab or the Writing Center and obtain the tutor’s signature for some assignments). For some of these students, this lack of support is the difference between failing the class or passing it successfully. In addition while students in these classes benefit from small class size and available tutors in the WC lab and ESL/English Skills labs, still many do not succeed -- they may not use the lab tutors, they may not have enough of a relationship to trust the tutors or understand how tutors can help them, and/or the tutors may not understand what the instructor...
wants from the student in a given assignment. To address this issue, a BSI-sponsored pilot program was tested during the Spring Semester 2010 in Blaze Woodlief’s Englis98SL section with Cheo Massion assigned as the dedicated tutor for the class; the pilot project turned out to be a success with recommendations on how-to increase the number of students in English writing classes who could benefit from increased support.

The rationale for this new project was to test “rolling-out” this dedicated tutor help in other English and College Skill classes – English 92 (one section), English98SL (one section) and English120SL (one section). New challenges were expected to be encountered with involving more instructors and more tutors for this type of in-class supplemental help. Part of this project was to see what those challenges might be and how to successfully overcome them as individual instructor/tutor pairs and as a group of professionals working together on this project and concept.

Objectives

- Provide dedicated tutor instruction sessions to three classes: English92, English98SL and English120SL; and to focus on students who may be ‘at risk’ of failing the class if they continue to practice underdeveloped skills of writing and time management.
- Refine the suggestions presented from the Sp2011 pilot program on dedicated tutors, and manage new challenges of rolling out the ‘system’ in other sections; document best practices as more students, instructors and tutors are involved.

Method

- Once the proposal had been approved, we identified DTs who had a fall semester work schedule that fit each class’ meeting time(s).
- Before classes began, we met as a team of six and discussed the ideas presented in the pilot project report, and how we thought the ‘roll-out’ might be challenged. We set up a Wikispace for the project so that we could communicate on a regular basis through out the term without sending dozens of unnecessary emails. (See http://comesl.wikispaces.com/Dedicated+Tutor+Project+-+Fall+2011 ) This discussion space worked well for staying in touch with each other and sharing our individual observations of what was transpiring in each class and provided record keeping.
• We met as a group for a meeting on October 12, 2011 (mid-term) and on December 14, 2011 (final). We discussed at each of these meetings what we were experiencing individually by class and for the overall project.

• In Week 9 of classes and in Week 17 of classes we surveyed the students in each class to get their feedback and evaluation of the DT project.

Results

The project achieved a high degree of success in the SL sections, and a good degree of success in the basic skills section.

<table>
<thead>
<tr>
<th>English120SL</th>
<th>English98SL</th>
<th>English92</th>
</tr>
</thead>
<tbody>
<tr>
<td>92% pass rate, with all students earning As or Bs</td>
<td>95% pass rate, 86% received As or Bs</td>
<td>53% pass rate, 41% earned As or Bs</td>
</tr>
</tbody>
</table>

• As a team we observed a difference between the SL sections and the basic skills section. Many ESL students have come from their countries with college or graduate degrees, or high school diplomas, and have no trouble whatsoever in seeking the help that they need. In contrast, students in the basic skills class seem to be much less adept at being able to ask for help and knowing how best to use tutors/help when they have them. It seems, at times, like basic skills students are struggling with their relationship with education/the educational system in general. It appears that building trust for these students is so much more critical than perhaps other student populations on campus.

• We also observed that the pairing of an ESL instructor with an English DT worked well as did pairing an English instructor and an ESL-trained DT. All DTs are ESL or English instructors themselves. Tonya noted that the ESL students had questions that she was accustomed to answering in any English class in terms of content/organization, and she was able to help students with specific grammar concerns both in class and in one-on-one sessions.

• As a group we noted that proficient students have little trouble seeking tutoring, scheduling tutoring and getting their work done, but there were few in each class who really needed tutoring help and need much more persistent follow-up from the instructor or tutor to get help. Going forward, these students should get priority in a DT schedule.
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• Determining the time that tutors could meet with students was not always clear, so making adjustments based on students’ and tutor’s availability was done in the first 2-3 weeks of the semester.

• We observed that as the semester progressed and students knew what kind of help they could get from the DT, they sought DT help sooner in their writing process – at the outlining stage and first draft stage – not just waiting for help near to the deadline, or afterwards in revising for improving their grades.

• English98SL students and some English120SL students had never been in the Writing Center, and by the end of the term these students had become familiar with the center as a place for support. It is also significant to note that ESL students were making the transition into the Writing Center and away from the ESL Lab (better for their long-term content class requirements).

Results from the student surveys

A mid-term survey was given to each class and a final survey to get direct feedback from students on their experiences with the DT and level of additional in-class assistance. Here are some top level findings by class from the final survey. The full and individual tallies are located in the Appendix.

<table>
<thead>
<tr>
<th></th>
<th>English120SL (19 responses)</th>
<th>English98SL (19 responses)</th>
<th>English92 (12 responses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had DT tutoring</td>
<td>100%</td>
<td>95%</td>
<td>75%</td>
</tr>
<tr>
<td>Received help on some/all assignments</td>
<td>84%</td>
<td>84%</td>
<td>59%</td>
</tr>
<tr>
<td>High satisfaction w/DT</td>
<td>74%</td>
<td>84%</td>
<td>50%</td>
</tr>
<tr>
<td>Average satisfaction w/DT</td>
<td>21%</td>
<td>11%</td>
<td>34%</td>
</tr>
<tr>
<td>Reported “DT is very important to my future success”</td>
<td>84%</td>
<td>95%</td>
<td>87%</td>
</tr>
<tr>
<td>Had not worked with any tutor before this semester</td>
<td>21%</td>
<td>37%</td>
<td>34%</td>
</tr>
<tr>
<td>Reported more comfortable asking for help with writing now after DT experience</td>
<td>89%</td>
<td>95%</td>
<td>67%</td>
</tr>
<tr>
<td>Reported they understand the writing process better now</td>
<td>84%</td>
<td>95%</td>
<td>67%</td>
</tr>
<tr>
<td>Reported their writing process improved more quickly w/DT</td>
<td>84%</td>
<td>95%</td>
<td>67%</td>
</tr>
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</table>
Recommendations – going forward

We recommend that a dedicated tutor be assigned to all English 62, English92, English98, English98SL, and English120SL classes, based on the following model.

**Model for Dedicated Tutor in Basic Skills English and ESL Writing Classes**

- The DT needs to be physically in the classroom for part of the class sessions. The DT’s presence is particularly helpful at the times when a new writing assignment is being given by the instructor. What this means is that a DT must be available with his/her schedule to attend the English class meeting time (at least partially).
- By having the DT in the class, students become more comfortable over time with the DT. DTs know the assignment first-hand and what the instructor is asking the students to complete.
- For actual tutoring, DTs need to also have an available/open schedule right before the class meeting time and/or right after.
- DTs should also be scheduled for additional hours as an IS/instructor in the English Skills Lab, the Writing Center and the ESL Lab at times that can coordinate with students’ schedule seeking assistance.
  - For example, an evening section of Eng98SL on Wednesday had both the instructor and the assigned DT in the Writing Center on Thursday for a few hours each. Or, with T-TH English92 morning class, the DT is assigned English Skills Lab IS hours before the class meets, i.e., 9am-10am. Scheduling for DT/lab hours should be given priority.
- Time needs to be scheduled between the DT and instructor (3 hours total per semester) to allow for assignment or student progress discussions.
- Ideally, tutoring should take place in the same classroom, just prior or just after the class meeting time.
- DTs and instructors should be aware that there is a progression over time/the semester of students getting used to tutoring and asking for help; as the semester continues more students will be seeking help.
DTs should be paid as an IS. Total hours would be 3 hours per week for 16 weeks, plus 3 hours to meet with the instructor (51 hours in total per DT). Ideally the same DT would be assigned additional lab hours for 4 hours/week (another 68 hours of pay).
  - A separate document will show the cost to run a DT expanded program. (To follow)
  - All DTs and instructors who participate should be made aware of when DTs are in various labs so that students who can’t schedule with their own DT can find another DT in a lab. If instructors are willing, writing assignments with clear expectations of the writing product should be made available to all DTs (within the level).

We recognize that not all English/ESL instructors would want to have a dedicated tutor in their classes. In order to achieve this recommendation, we acknowledge that the College Skills Chair, the English Dept. Chair and the person responsible for scheduling IS hours need to be in favor of this recommendation and its implementation to a much wider student population.
Appendices

Tallied Results with individual student comments for each class.

**English 120SL – Dedicated Tutor Project – Fall Semester 2011 Final Survey**
*Given on Dec. 7, 2011 – 19 Responses*

1. I have had tutoring sessions with Beth, the Eng120SL dedicated tutor. ☐ Yes - 19 (100%) ☐ No
   I have had tutoring sessions with Blaze, the instructor. ☐ Yes - 16 (84%) ☐ No – 2 (11%) ☐ No Response - 1 (5%)

2. I have seen Beth for help with:
   ☐ All writing assignments – 12 (63%)
   ☐ Some writing assignments – 4 (21%)
   ☐ A few writing assignments – 3 (16%)

3. I feel I need the most help on these steps in the writing process (check all that apply)
   ☐ Brainstorming / outlining - 5
   ☐ Writing the first draft - 13
   ☐ Revising of the first draft after instructor feedback (content) - 11
   ☐ Revising of the first draft after instructor feedback (grammar/editing) - 12
   ☐ Revising after the final draft was graded (to improve grade) - 5

4. My overall level of satisfaction from Beth, the dedicated tutor, is:
   ☐ Low - 1 (5%) ☐ Average – 4 (21%) ☐ High - 14 (74%) (or) ☐ Haven’t worked with Beth

5. My overall level of satisfaction from the tutoring in the ESL Lab with any other tutors is:
   ☐ Low - 1 (6%) ☐ Average - 9 (56%) ☐ High – 4 (25%) (or) ☐ Haven’t worked with the other ESL Lab tutor(s) – 2 (13%)

6. My overall level of satisfaction from the tutoring in the Writing Center with any other tutor is:
   ☐ Low - 2 (14%) ☐ Average - 5 (37%) ☐ High – 4 (29%) (or) ☐ Haven’t worked with any other Writing Center tutor(s) – 3 (21%)

7. In the future, I would like to have available a dedicated tutor in my English 150 class
   ☐ Yes, it’s very important to my success – 16 (84%) ☐ It would be nice - 3 (16%) ☐ Not necessary

8. Please consider these statements and choose the best answer for each question:
   Before this semester,
   ☐ I had worked with the ESL or Writing Center tutors on my writing. – 15 (79%)
   ☐ I had not worked with any tutor on my writing. – 4 (21%)

   Working with a dedicated tutor has helped me feel more comfortable asking for help with my writing.
   ☐ Agree – 17 (89%) ☐ Agree some – 2 (11%) ☐ Don’t Agree

   Working with a dedicated tutor has helped me understand the writing process better overall. ☐
9. It would help us in planning more classes using Dedicated Tutors if you would please share any other comments (positive or negative) about your experience. Do not worry about spelling or grammar – just write your thoughts.

- I think that having a dedicated tutor is helpful because we work faster and efficiently.
- Dedicated tutor is positive to all students in my class.
- I hope dedicated tutor would help more in grammar.
- I think it’s great to use dedicated tutors in more classes since she helped me so much in writing my essays.
- I like to work with a DT because she help me to understand better my topics.
- DT’s are very helpful. It is very important to me to get a good grade in class.
- I will love to have a DT because that helps me to understand the topics better.
- As an ESL student, I have many weaknesses in writing, so a helping tutor really helps me to be a better writer.
- I like to have a DT for my semester because really help me a lot this semester.
- Working with Beth really helped me, especially when I could email my papers to her.
- Having a tutor helped me to write more sophisticated papers.
- When I met with ESL tutor, they always change my thought.

11. If you didn’t work with Beth this semester, why not? (i.e., schedule, didn’t need it, worked with instructor instead, etc.)

- Schedule.
- I worked with Beth and she helped me to organize my writing.
- I worked with her all the time.
- I did work with her.
- I worked with her.

12. If you hadn’t worked with Beth, what might have been different about your progress in the class?

- I don’t know.
- I don’t know because I worked with her for all the assignments.
- If I hadn’t worked with Beth, I wouldn’t be able to pass this class with good grade.
- I may work more hard at the essay.
- I might not be able to stay focus on my topics because the tutor revealed a lot of this in my papers.
- If I hadn’t worked with Beth, I won’t be able to pass this class with a good grade.
- My organization.

13. Is there a difference between receiving tutoring from the dedicated tutor who attends the class and from someone in the Writing Center/ESL Lab who is not connected to the class? Please explain.
Yes. Even though the tutors in the lab don’t attend in the class, but they still really help on topics and grammar.

A dedicated tutor knows my class assignment.

Both are helpful, but I think that Beth knew the topic and gave us strong direction.

Yes, there is a big difference. The DT can help us more than someone in the writing center/ESL lab because she knows more about us and the class process.

Yes, because she knew the topic well.

Yes, the DTs more understand what we are doing in the class and know how to help us better.

It is way better to have a tutor for one class because the tutor came to class as a student to listen to the teacher. Therefore, the tutor already knows everything about the topic.

Yes, it is because I have a good relationship with the tutor, and the tutor knows what my strengths and weaknesses.

Yes, because the DT has more patience.

The DT cares more about my writing needs.

Totally different. ESL is so much better.

That the tutor in class knows what the assignment is about and others don’t know.

DT knows the topic, so they provided more focus help.

Working with a tutor who attends the class gives more specific advice to write our assignment.

ESL lab, because they always change my thought.

14. What is most helpful for you when meeting with a writing tutor?

They can help me to understand more process in my papers.

Correction

To organize my writing as well as my grammar and structure.

The feedback on my first drafts was the most helpful thing.

Everything.

I feel confident to ask many questions that I don’t understand than to other tutors.

They help put my ideas in right place.

I was able to understand what I needed to work on.

Clarify my ideas.

That helped me to develop my ideas.

Helped me to keep on the topic.

Revise my idea, have advice for the development of my ideas.

Help me develop more ideas.
**English98SL– Dedicated Tutor Project – Fall Semester 2011 Final Survey**  
*(19 Completed) Tonya/Cara*  

1. I have had tutoring sessions with Tonya, the Eng98 dedicated tutor.  **18 Yes  1 No**  
2. I have had tutoring sessions with Cara, the instructor.  **16 Yes  1 No**  
3. I have seen the dedicated tutor (= Tonya) for help with:  
   - 11 All writing assignments  
   - 5 Some writing assignments  
   - 3 A few writing assignments  
4. I feel I need the most help on these steps in the writing process (check all that apply)  
   - 13 Brainstorming / outlining  
   - 12 Writing the first draft  
   - 17 Revising of the first draft after instructor feedback (content)  
   - 16 Revising of the first draft after instructor feedback (grammar/editing)  
   - 10 Revising after the final draft was graded (to improve grade)  
5. My overall level of satisfaction from the dedicated tutoring (= Tonya) is:  
   - □ 0 Low  □ 2 Average  □ 16 High  
   (or) □ 1 Haven’t worked with Tonya  
6. My overall level of satisfaction from the tutoring in the ESL Lab with any other tutors is:  
   - □ 2 Low  □ 8 Average  □ 6 High  
   (or) □ 3 Haven’t worked with the other ESL Lab tutor(s)  
7. My overall level of satisfaction from the tutoring in the Writing Center with any other tutors is:  
   - □ 0 Low  □ 8 Average  □ 4 High  
   or □ 7 Haven’t worked with any other Writing Center tutor(s)  
8. In the future, I would like to have available a dedicated tutor in my English 120(SL) class  
   - □ 18 Yes, it’s very important to my success  □ 1 It would be nice  □ 0 Not necessary  
9. Please consider these statements and choose the best answer for each question:  
   Before this semester,  
   - □ 12 I had worked with the ESL or Writing Center tutors on my writing.  
   - □ 7 I had not worked with any tutor on my writing.  
   Working with a dedicated tutor has helped me feel more comfortable asking for help with my writing.  
   - □ 18 Agree  □ 1 Agree some  □ 0 Don’t Agree  
   Working with a dedicated tutor has helped me understand the writing process better overall.  □ 18  
   Agree  □ 1 Agree some  □ 0 Don’t Agree  
   Working with a dedicated tutor has helped me improve my writing process more quickly.  □ 18 Agree  □ 1 Agree some  □ 0 Don’t Agree
10. It would help us in planning more classes using Dedicated Tutors if you would please share any other comments (positive or negative) about your experience. Do not worry about spelling or grammar – just write your thoughts.

7 Students expressed the similar idea that: Yes, I would like to have dedicated tutors in the next class.
2 Students expressed the similar idea that: She / DT would really help me a lot in the organization of the essays.
Yes, I would like to have more tutors and it is helpful.
In my personal experience to have the support of a DT helped me to understand better and even learn how to develop the essay properly.
Want more time flexibility w/tutors
Tonya is accessible and knows subjects of the class.
…Having tutors shows more commitment from COM on my education.
It is always good for an ESL student to get extra help because it gives us a second opinion and more feedback on our work.

11. If you didn’t work with Tonya this semester, why not? (i.e., schedule, didn’t need it, worked with instructor instead, etc.)

2 Students expressed the similar idea that: I worked only in the class because of time.
2 Students expressed the similar idea that: Time she was in the Center was not convenient with me.
I worked with Tonya a few times because of my other classes.

12. If you hadn’t worked with Tonya, what might have been different about your progress in the class?

2 Students expressed the similar idea that: I would not have improved my development the essays. / Brainstorming
I won’t know about grammar and about outline.
She helped me to speed up the writing process.
In the class, she has helped a lot for me.
She was an excellent tutor because she had patience to help me with organization and grammar. She help me with all questions I had.
I would not have the correct idea in my paper.
I went a letter higher on my grade thanks to her help.
I would have hard time to understand the assignments.
…Tonya always answer friendly when I ask something about grammar. Tonya is very helpful for my good grade.
I wouldn’t be able to catch my mistakes.
She gave me feedback especially related to my writing and focus on my needs while the teacher was busy with other students or work in class.
…The homework might be more difficult for me, but she helped me a lot with my writing process.
I think I’ve lots of useful help.

13. Is there a difference between receiving tutoring from the dedicated tutor who attends the class and from someone in the Writing Center/ESL Lab who is not connected to the class? Please explain.

7 Students expressed the similar idea that: Totally, there is a difference working with a class tutor because she knew about what it was happening in the class. (This idea is expressed slightly differently by other students in the following comments):
The DT knows the progress of our class, and the real level of us, so she helps us is very important.
It is better to have a tutor in class because she knows all the homework assignments.
It is better because many of the question came out in class and we can forget. She will answer right at the spot and in context.
Yes, there is a big difference because in the Writing Center the tutors don’t know the assignments.
If I hadn’t worked with Tonya, I would not have a better grade, so I want to help us next semester again.
Yes, the DT do understand the assignments and students better than the Writing Center’s tutor because he/she has had work all semester long with the same students.
Definitely, Tonya knows what we are working on in the class, so I don’t have to explain myself if what I’m writing about and having a hard time with the tutor trying to figure out what I mean.

Yes, there is a big difference. Other teachers in the ESL Lab don’t like to read 3 or 4 pages of your essay, and the help I had gotten has been very poor.
I guess it will be more stressful for Cara. Thus she will be less able to take time for each one of us, which is I think really important.
DT is better…However, we can get extra knowledge from the new tutors as well.
Yes, it is different because she was helping and guide me with brainstorm.
The big difference is the priority and time form a DT. The Writing Center/ESL Lab instructors do not spend much time for one particular student, but the DT is able to do that. Students in the tutor’s class should be helped first and the number of students are smaller. Therefore, we can have more time to work with the tutor.

14. What is most helpful for you when meeting with a writing tutor?
3 Students expressed the similar idea that: I can get a accurate advice to improve my essays.
2 Students expressed the similar idea that: The most helpful part for me is how to organize the essay and ideas.
2 Students expressed the similar idea that: The tutor is there when I need her help with my assignments.

When I write essay, I usually don’t have a clearly idea, and sometime I’m not sure what kind of grammar I’m going to use for, so with Tonya it will help me a lot.

When I m writing, I will be confuse in the transitional words and organization of essay, so I am getting help from the writing tutor, Tonya.

When Cara is not available, it is good to have someone that have the knowledge and have more time to help me.

She tells the mistakes and where to add information. Corrects grammar mistakes.

She helps me to brainstorm giving me ideas or asking questions.

It’s helpful for pretty much grammar, structures and kind of everything.

Sometimes I don’t understand Cara’s directions on my first draft essay, if I ask Tonya she explain about Cara’s directions exactly.

That they give me a second opinion of my work.

Having me answers fast and in context.

I think the time is important because sometimes in ESL Lab Tonya was not able to cover all the students who needed help.
# English92 – Dedicated Tutor Project – Fall Semester 2011

## RESULTS (12 responses) Karen/Cheo

1. I have had tutoring sessions with Cheo, the Eng92 dedicated tutor.  
   9 (75%) Yes  2 (16%) No  1 student no answer

2. I have had tutoring sessions with Karen, the instructor.  
   8 (67%) Yes  3 (25%) No

3. I have seen the dedicated tutor (= Cheo) for help with:  
   3 (25%) All/most writing assignments  
   4 (34%) Some writing assignments  
   5 (62%) A few writing assignments

4. I feel I need the most help on these steps in the writing process (check all that apply):  
   2 (16%) Brainstorming / outlining  
   4 (34%) The first draft / the topic sentence and main supports  
   4 (34%) The final draft / grammar and editing  
   4 (34%) Revising – after Karen gives grade / to improve my final grade

5. My overall level of satisfaction from the dedicated tutoring (= Cheo) is:  
   0 Low  4 (34%) Average  6 (50%) High  
   (or) 2 (16%) Haven’t worked with Cheo

6. My overall level of satisfaction from the tutors/instructors in the English Skills Lab (with any other tutor) is:  
   0 Low  5 (42%) Average  6 (50%) High  
   (or) 1 (8%) Haven’t worked with Eng. Skills Lab tutor(s)

7. In the future, I would like to have available a dedicated tutor in my English 98 and English 120 classes at COM.  
   8 (67%) Yes, it’s very important/success  4 (34%) It would be nice  0 Not necessary

8. Please consider these statements and choose the best answer for you:  
   Before this semester,  
   8 (67%) I had worked with the English Skills Lab instructors/tutors on my writing.  
   4 (34%) I had not worked with any tutor on my writing.

   Working with a dedicated tutor has helped me feel **more comfortable asking for help** with my writing.  
   8 (67%) Agree  3 (25%) Agree some  1 (8%) Don’t Agree

   Working with a dedicated tutor has helped me **understand the writing process better** overall.  
   9 (75%) Agree  3 (25%) Agree some  0 Don’t Agree

   Working with a dedicated tutor has helped me **improve my writing process more quickly**.  
   8 (67%) Agree  4 (34%) Agree some  0 Don’t Agree

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9. It would help us in planning more classes using Dedicated Tutors if you would please share any other comments (positive or negative) about your experience. Do not worry about spelling or grammar – just write your thoughts.

- I felt very comfortable working with Cheo because she made things clear and help you whenever she is in the lab.
- I have seen tremendous development in my writing paragraphs.
- I think there should be more tutors available when students need them for help.
- it’s nice to at least have a tutor in the class because it helps when a teacher doesn’t have time or she is busy with someone/something else.
- Cheo’s help has had a positive effect on my writing still because she actually explains to me what I have done wrong and making sure I understand that.
- I loved working in the Lab with tutors. They really helped me a lot.
- It was helpful.
- She is always paying attention with all students while she is in the Lab, and sometimes she comes to aid you if you need help.
- When I needed help, it was given and it gave me a better understanding.

10. If you didn’t work with Cheo this semester, why not? (i.e., schedule, didn’t need it, worked only with instructor instead, etc.)

- I didn’t need it and never had time.
- I worked with Cheo in class. She was helpful and supportive.
- Didn’t need it.
- I really need her help no matter what.

11. If you worked with Cheo, what can you say about your overall progress in writing in this class?

- all I can say is that is great help and it make(s) a big difference. I like how she helped me with the final drafts.
- Cheo is a great tutor. I have learned a lot from her and helped me with writing was so useful.
- She helped me on my paper and corrected any mistakes.
- -I’ve learned to put more details in my writing.
- She is really helpful and explanatory.
- She was very supportive and she gave me good ideas for my writing.
- Amazing!
- She helped a lot with the questions I had and explained it differently – that helped me.

12. Is there a difference between receiving tutoring from the dedicated tutor who attends the
class and from someone in the English Skills Lab who is not connected to the class? Please explain.

- yes it is a big difference because the dedicated tutor knows what the teacher is (expecting) us to do.
- No. Both are helpful.
- I didn’t see any difference. Both are really helpful.
- I don’t think there is a difference between tutors.
- No, they are all great and amazing.
- No there is not.
- I feel more comfortable with someone that just (has) a positive mind.
- I think it would be better with the Dedicated Tutor because I believe that she knows her students better.
- The dedicated tutor helped the best.

CM comment: because these students got used to seeing me in the English Skills Lab on T-THs before Karen’s class – I wonder if they are lumping all tutors with a DT?

13. What is most helpful for you when meeting with a writing tutor?

- the organization with the essays
- Going through each line on a paragraph and explaining in detail how to make it better.
- Sit down and re-read my paper and see how to improve it.
- Revise paperwork and learn at the same time.
- Editing.
- Knowing and understanding what I have done incorrectly.
- Just for them to correct my spelling and writing.
- To explain the (writing) prompt to me.
- By understanding where I am coming from.