# PROJECT SUMMARY FOR BSI FUNDED PROJECT:

## DEDICATED TUTOR PROGRAM

### SUPPLEMENTAL INSTRUCTION FOR
ENGLISH 92, ENGLISH 98 & ENGLISH 120SL
FALL TERM 2012

**PARTICIPATING INSTRUCTORS AND DEDICATED TUTORS**

<table>
<thead>
<tr>
<th>Karen Koenig</th>
<th>Michael Timmel</th>
<th>Booh Edouardo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meg Pasquel</td>
<td>Blaze Woodlief</td>
<td>Cory Emilio</td>
</tr>
<tr>
<td>Noel Robertson</td>
<td>Lucas Drisdell</td>
<td>Mary Fitzpatrick</td>
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<tr>
<td>Tristan Saldana</td>
<td>Salem Admassu</td>
<td>Faye Mueller</td>
</tr>
<tr>
<td>Michelle Simotas</td>
<td>Linda Burnett</td>
<td>Caitlin Rolston</td>
</tr>
</tbody>
</table>

Submitted by:
Cheo Massion
Project Coordinator
College Skills Dept.

**JANUARY 9, 2013**

**Acknowledgement:** Special thanks go to the Dedicated Tutors who attended the end-of-term group meeting and all instructors/Dedicated Tutors who provided feedback in surveys and other communication to include into this final summary.
### DEDICATED TUTOR EXPANDED PROGRAM—FALL 2012

- The Dedicated Tutor Program continued in the fall semester 2012 with 11 sections matched with dedicated tutors; this was the fourth semester for the program. Several tutors had been assigned before the beginning of the semester, but several others were assigned after the first week of classes. All tutors received a one-hour tutor orientation session to inform them of the role and responsibilities of DTs in the class.

- We will continue to improve the matching of tutors prior to the beginning of a semester so that instructors and tutors are ready to begin the semester properly.

- Developing and providing the one-hour orientation was an improvement made over the spring semester when we launched the DT program without providing any group meeting or orientation.

- All in all, (4) sections of English 92, (6) sections of English 98, (1) section of English 120SL were provided dedicated tutors at an average of three hours/week/class. Again, there were eight different tutors and eight different instructors involved with this effort. Four instructors were familiar with DTs from the spring semester, or even fall 2011, and four instructors were new to the DT program. Two of the DTs had two or three classes; given this situation, it was emphasized again that the DT and instructors involved need to clearly communicate at the beginning of the semester their expectations for the DT attending specific classes and each instructor is aware of any compromise situation.

- There continues to be a “learning-curve” on how best to use the DT in the class and what an instructor can reasonably expect a DT to do with tutoring and supporting students.

- Discussion during the final group meeting partially involved how and to what degree instructors should require/strongly recommend that students work with their DT on idea generation, drafts, re-writes and grammar points (especially for ESL students in regular English sections). This decision will always be up to the individual instructor, but we agreed it is reasonable for the instructor to make it a priority for a particular student to meet one-on-one with the DT.

- Further one suggestion was made that part of the grade for the final draft of a paper have points awarded for working with the tutor – for any phase of the writing process as some students need
help along the entire process while others may only need help for idea generation, topic sentence writing or editing a final draft.

- We also discussed that during the English Skills faculty meeting that occurs a few days before the semester starts, we should take 15 minutes to discuss DTs’ role, general expectations by the instructors and any grading policy tied to working with tutors as noted above.

- The instructors this semester appreciated their DTs and the efforts the DTs made with the students. One instructor in particular was very pleased with his DT: “I would just like to say what a gift and an asset Salem has been to our class. Students are so taken with her that it’s all I can do to get them to meet with me at all if she’s in Lab. She’s a credit to the program.” [N. Robertson]

- One goal we had for program development was to recruit new and returning DTs for the spring 2013 semester earlier than in the last two semesters. We have a much better system in place now, and we had recruited DTs for eight class sections (out of 15 openings) by December 14. We also have a great connection with an English professor of the Composition Writing Program at SFSU; he is able to help advertise the openings on their listserv for jobs.

**DEDICATED TUTORS’ FEEDBACK FROM THIS TERM**

- Overall the dedicated tutors felt this is a valuable program and had favorable comments about the new Dedicated Tutor orientation (given three times to meet the various schedules of DTs involved, including late recruits). Improvements to the orientation will be made based on some end-of-term feedback from our DTs this term.

- DTs have commented, and instructors have noted also, that providing feedback on students’ outlines and early drafts is very helpful to the students’ writing process and final outcome. One DT-instructor team used Engrade for this feedback outside the classroom; other DTs used email. Another DT used Google Docs for this purpose. And another class used their Moodle class web page; the instructor required students to post their first drafts onto the web page which gave the DT some time to make comments on individual papers before the next class and tutoring session.

- As we found last semester, most of this student population are unfamiliar working with tutors and receiving one-on-one instruction on their writing in a reassuring way. Therefore, it is very important that the DT is a presence in class, so students begin to establish a trusting relationship with the DT (and visa versa), and students know that the DT understands the requirements of the writing
assignment. One DT commented that because she was in class, she was able to help some distracted students “to sit down and stay on task and begin their writing assignments,” and having started their assignment in class, they were encouraged to finish the assignment ultimately.

- One main challenge is scheduling time outside of class that fit with busy students’ lives. It is most helpful for the DT to be available just before/after the class; however, even then, students may not stay for tutoring or need to go to another class. If at all possible, if DTs can stagger their hours (especially for classes that meet 2x/week during the day) more students may have access to the tutoring. What this may look like is a class that ends at 9:30 am but the DT has tutoring hours at 11 am or 12noon of that day when the students have been to another class and are then free.

- At the final group meeting, DTs felt that they could suggest to instructors to give class demonstrations early in the semester on such things as: demonstrate in a computer lab ‘how-to’ format a paper in MS Word and use a flash drive; ‘how-to’ save a file using a filename and ‘how-to’ save versions of a paper under modified names; ‘how-to’ get onto Moodle and the class web page, if they are unfamiliar with this COM system.

- This could also be a discussion with the instructor and the entire class about: “What Can I Ask My DT to Help Me With?” so that students who are unfamiliar with getting tutoring help better understand the role of the DT and how she/he can provide assistance.

**STUDENTS’ FEEDBACK FROM THE STUDENT SURVEYS**

- In all 11 sections, students were given a 2-page survey to complete about their class, their DT and their assessment of the program’s value to them; **166 students participated in this survey**.

  - 82% of students in the English 92 sections (4 classes / average) indicated that they had never worked with any tutor prior to this semester.
  - 75% of students in the English 98 sections (6 classes / average) indicated that they had never worked with any tutor prior to this semester.
  - In English 120SL, only **11%** of students reported never having worked with a tutor; it appears that ESL students in SL sections have already made use of tutoring in the ESL Lab or the Writing Center on the COM campus.
  - Students reported a high degree of satisfaction working with their DTs (see chart for individual percentages); also in all but one class, 55% or more of students worked with the DT.
As we found last semester, uniformly the students’ comments on their final survey for the program indicated that the dedicated tutor was more helpful than other tutors primarily because the DT knew what their instructor was requiring for a writing assignment. The students commented that it saved them time because they could meet with their DT and not have to explain the assignment. Students also commented that their DTs were patient, helpful and reassuring.

RESULTS

Based on COM’s Dashboard data, in the previous three semesters, the average pass rate for all sections of English 92 = 63% (spring 2011), 62% (fall 2011), and 53% (spring 2012)\(^1\), and the average pass rate for all sections of English 98 = 62% (spring 2011), 61% (fall 2011), and 64% (spring 2012)\(^2\). The results from this semester’s pass rate results are presented below, and we see that dedicated tutors can and do make a significant contribution to helping basic skills students successfully pass their English classes. A table with the detailed results follows.

<table>
<thead>
<tr>
<th>Fall 2012 DTs in the class</th>
<th>CRN</th>
<th>Pass Rate</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 92</td>
<td>80161</td>
<td>71%</td>
<td>Pasquel/Rolston</td>
</tr>
<tr>
<td></td>
<td>80162</td>
<td>57%</td>
<td>Koenig/Admassu</td>
</tr>
<tr>
<td></td>
<td>80163</td>
<td>80%</td>
<td>Woodlief/Mueller [late start]</td>
</tr>
<tr>
<td></td>
<td>80164</td>
<td>83%</td>
<td>Timmel/Drisdell</td>
</tr>
</tbody>
</table>

\(^1\) Spring 2012 DTs were placed in 4 sections of English 92 out of 5 sections.

\(^2\) Spring 2012 DTs were placed in all 6 sections of English 98 (and an additional section of English98SL).
The results indicate that there is a learning curve for instructors to use their DT effectively and for the instructor and DT to learn to work together as a team. Dedicated tutors also have a learning curve on how best to help the instructor and the students during tutoring sessions.

In the fall 2012 semester, there were 11 sections with dedicated tutors. Some students reported that they had had a DT in a previous English 92 class or an Eng98SL section.

The English SL sections have a different population of students from the main stream English sections. Many of these students by virtue of being language learners have become accustomed to working with tutors and teachers in order to improve their language skills. The idea of a dedicated tutor is easy for them to grasp and take advantage of.

**SUMMARY SHEETS WITH DETAILS**

A final (end-of-term) survey was given to get direct feedback from students on their experiences with the DT and amount of additional in-class assistance. Here are some top level findings by class from the final survey. A summary sheet on the Pass Rates is also provided.
## Summary Sheet from Student Surveys – Dedicated Tutor Program – Spring 2012

(11 sections of Eng92, Eng98 and Eng120SL)

<table>
<thead>
<tr>
<th>CRN</th>
<th>Eng92</th>
<th>Eng92</th>
<th>Eng92</th>
<th>Eng92</th>
<th>Eng98</th>
<th>Eng98</th>
<th>Eng98</th>
<th>Eng98</th>
<th>Eng98</th>
<th>Eng98</th>
<th>Eng120SL</th>
</tr>
</thead>
<tbody>
<tr>
<td>80161</td>
<td>80162</td>
<td>80163</td>
<td>80164</td>
<td>80169</td>
<td>80170</td>
<td>80172</td>
<td>80173</td>
<td>81555 Eve</td>
<td>80175 Eve</td>
<td>80193</td>
<td></td>
</tr>
<tr>
<td>Number in class (minus Ws)</td>
<td>21</td>
<td>21</td>
<td>20</td>
<td>18</td>
<td>19</td>
<td>24</td>
<td>17</td>
<td>24</td>
<td>23</td>
<td>27</td>
<td>21</td>
</tr>
<tr>
<td>Number Ss who took survey</td>
<td>17</td>
<td>11</td>
<td>15</td>
<td>12</td>
<td>17</td>
<td>15</td>
<td>17</td>
<td>18</td>
<td>13</td>
<td>12</td>
<td>19</td>
</tr>
<tr>
<td>% working w/DT</td>
<td>59%</td>
<td>73%</td>
<td>80%</td>
<td>67%</td>
<td>41%</td>
<td>64%</td>
<td>88%</td>
<td>56%</td>
<td>77%</td>
<td>100%</td>
<td>74%</td>
</tr>
<tr>
<td>Level satisfaction w/DT</td>
<td>100% H</td>
<td>63% H</td>
<td>77% H</td>
<td>83% H</td>
<td>72% H</td>
<td>56% H</td>
<td>73% H</td>
<td>80% H</td>
<td>90% H</td>
<td>75% H</td>
<td>57% H</td>
</tr>
<tr>
<td>Level satisfaction w/other tutors</td>
<td>59% H</td>
<td>64% H</td>
<td>26% H</td>
<td>42% H</td>
<td>-- H</td>
<td>43% H</td>
<td>41% H</td>
<td>44% H</td>
<td>54% H</td>
<td>17% H</td>
<td>36% H</td>
</tr>
<tr>
<td>% students who had never worked with tutor before</td>
<td>71%</td>
<td>91%</td>
<td>86%</td>
<td>83%</td>
<td>76%</td>
<td>60%</td>
<td>82%</td>
<td>72%</td>
<td>69%</td>
<td>92%</td>
<td>11%</td>
</tr>
<tr>
<td>% students who had DT previous term (#)</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>24% (4)</td>
<td>27% (4)</td>
<td>6% (1)</td>
<td>17% (3)</td>
<td>10% (1)</td>
<td>--</td>
<td>74% (14)</td>
</tr>
<tr>
<td>% Feel more comfortable</td>
<td>76%</td>
<td>64%</td>
<td>77%</td>
<td>67%</td>
<td>47%</td>
<td>60%</td>
<td>76%</td>
<td>50%</td>
<td>92%</td>
<td>67%</td>
<td>74%</td>
</tr>
<tr>
<td>% Understand writing process better</td>
<td>76%</td>
<td>64%</td>
<td>62%</td>
<td>75%</td>
<td>47%</td>
<td>60%</td>
<td>65%</td>
<td>61%</td>
<td>54%</td>
<td>42%</td>
<td>74%</td>
</tr>
<tr>
<td>% Improved quickly</td>
<td>71%</td>
<td>45%</td>
<td>62%</td>
<td>67%</td>
<td>53%</td>
<td>60%</td>
<td>53%</td>
<td>61%</td>
<td>46%</td>
<td>50%</td>
<td>84%</td>
</tr>
</tbody>
</table>

- **H** = High; **A** = Average; **L** = Low; **VI** = Very important; **N** = It would be nice
- Working with a dedicated tutor has helped me: (A) ...feel more comfortable asking for help with my writing. (Agree only); (B) ...understand the writing process better overall. (Agree only); (C) ...improve my writing process more quickly. (Agree only)
Summary Sheet for Student Success Rates – Dedicated Tutor Program – Fall 2012

(11 sections of Eng92, Eng98 and Eng120SL)

<table>
<thead>
<tr>
<th></th>
<th>Eng92</th>
<th>Eng92</th>
<th>Eng92</th>
<th>Eng92</th>
<th>Eng98</th>
<th>Eng98</th>
<th>Eng98</th>
<th>Eng98 Eve</th>
<th>Eng98 Eve</th>
<th>Eng120SL</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRN</td>
<td>80161</td>
<td>80162</td>
<td>80163</td>
<td>80164</td>
<td>80169</td>
<td>80170</td>
<td>80172</td>
<td>80173</td>
<td>81555</td>
<td>80175</td>
</tr>
<tr>
<td>First census</td>
<td>25</td>
<td>22</td>
<td>24</td>
<td>24</td>
<td>23</td>
<td>25</td>
<td>24</td>
<td>25</td>
<td>24</td>
<td>27</td>
</tr>
<tr>
<td>Withdrawals (Ws only)</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td># Ss (who finished)</td>
<td>21</td>
<td>21</td>
<td>20</td>
<td>18</td>
<td>19</td>
<td>24</td>
<td>17</td>
<td>24</td>
<td>23</td>
<td>27</td>
</tr>
<tr>
<td>Passed (Grade C or better)</td>
<td>15</td>
<td>12</td>
<td>16</td>
<td>15</td>
<td>13</td>
<td>17</td>
<td>15</td>
<td>15</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>% Pass Rate (w/o Ws)</td>
<td>71%</td>
<td>57%</td>
<td>80%</td>
<td>83%</td>
<td>68%</td>
<td>71%</td>
<td>88%</td>
<td>63%</td>
<td>43%</td>
<td>41%</td>
</tr>
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RECOMMENDATIONS – GOING FORWARD

We recommend that the Dedicated Tutor Program should be implemented again for the spring 2013 semester. Everyone agreed that it has great value to the students and their success in developing their academic writing skills. To continue improving the overall program, we recommend that the following adjustments and changes be made to the Dedicated Tutor Program.

DEDICATED TUTORS IN BASIC SKILLS ENGLISH AND ESL WRITING CLASSES

Instructors and DTs – Work as a Team

- Instructors new to the program need to have some introduction to it; provide available hardcopy information and meet with each new instructor briefly to answer questions. Instructors are invited to attend the DT orientation, if they are so inclined.

- Dedicated tutors need to contact their instructor or instructors and introduce themselves if it is a new team. DTs and instructors should communicate on what the schedule is going to be for the DT to attend class (regular schedule (e.g., every Thursday), pre-set schedule based on a syllabus, or week-to-week (discuss specifics on how the DT will know when to be in class). Determine what the preferred way to communicate is – email, in-person, cell phones.
  - Dedicated tutors who have more than one class on a day (e.g., 2 classes that each meet T-TH) need to clearly map out with both instructors when she/he will be attending each class and when the tutoring hours will be provided for each class. The DT needs to let the program coordinator know what the final arrangement will be.
  - If the DT expects a set schedule, without any flexibility, the program is probably not a good match for that person.

- New DTs need to attend the DT orientation which will be given the first week of classes for the spring semester 2013.

Week 1 – Week 3 of new semester

- Instructors/DTs brainstorm on how to get the students working with the DT sooner in the semester, for example:
require students to meet with DT to review an outline and/or first draft and get DT sign-off;

“intercede” in writing process – ask “what are you working on” (not “can I help you”);

target students who don’t come for help: ask is it schedule conflict, or the student doesn’t know how to ask for help; or is it a more advanced student could use help with advanced techniques.

- We recommend that the Dedicated Tutors come to class in the first week to be introduced to the class and to begin to inform students on ‘what services’ the DT can offer various students. For the first two to three weeks there will probably be low demand for tutoring and more hours are needed later in the semester and when papers are due. Instructors and DTs need to have some flexibility on hours/week, and the new PAF to describe this use of DT hours has been developed (from 2 – 6 hours per week, not to exceed total hours for the semester per class).

- Survey students in Week 2 and ask for their preferred tutoring time; one DT found this semester that for a 9:40am class start time, students wanted to meet at 9:00am.

- Instructors shouldn’t hesitate to assign students to meet with the DT, even early in the semester; DTs mentioned this helped establish a relationship that strengthened over the term.

- DTs need to make themselves available in class (as directed by the instructor), and learn all of the students’ names.

**Over Entire Semester**

- Establish a location where students can find their tutor. One DT found that sitting together as a group in the English Skills lab established a good sense of community and her students came on days when she wasn’t in class to work with her in the lab after the class ended.

- Use Moodle to post times/locations for DT week to week.

- Use Moodle to require students to post first drafts; DT can review and give feedback electronically [helps particularly with once-a-week evening classes, and helps give DT more response time in providing feedback than on-the-spot, and provides written comments to students who don’t have to ‘memorize’ feedback given in an in-person session].
• Instructor-DT teams meet on an on-going basis for planning and communicating.

• Instructors provide to DT a list of students who need tutoring first/the most; address ‘equal’ access (some students don’t hesitate to always ask for tutoring, so they take the best time spots, especially in SL sections).

• Instructors provide assignment sheets and model paragraphs or papers for the DT to understand the assignment fully. Requests were made that instructors provide better direction to the DT on what they were looking for in an assignment.
  ▪ DTs should feel free to write sample paragraphs based on the assignment requirements to use in their tutoring sessions. The dedicated tutor web page is a place where past sample paragraphs have been stored for every DT’s use. Providing new materials would be greatly appreciated for program development.

• DT Group Moodle page is now available for sample paragraphs and a discussion forum for the DTs, instructors and the facilitator to use.
  ▪ New ideas on what the DT program can do better to integrate the DT assistance into the class are always welcomed.

• Schedule one DT group meeting during the semester (mid-term), and one end-of-term group meeting; Dedicated Tutors should be paid at the stipend rate for these meetings.

Program Development

• Fund additional efforts for individual tutors to develop 20-minute workshops (which could be posted on YouTube for all English sections) on basic skills which we feel our students need help in acquiring such as: 1) time management and scheduling work to meet deadlines; 2) how to use MS Word to format an academic writing assignment; 3) how to use a flash drive; 4) how to use Google Docs or Dropbox, or 5) how to effectively use Natural Reader, a program that orally reads back to students what they have written.
IDEAS ON “WHAT A DT CAN DO FOR THE INSTRUCTOR/STUDENTS”

- One instructor/DT team successfully used Engrade as a form of communication and as a place where the students could upload drafts onto the site so that the DT could respond outside of class. This was an evening class that met only once a week. In a similar fashion, another class used their Moodle class page for the same purpose.

- DTs can become more familiar with the software Natural Reader and demonstrate this software to the class; students paste their typed text into the reader and the program orally reads the text back to them. This would be especially useful in editing and before the final draft submission.

- Early in the semester, the DT can provide hands-on training in a computer lab on how to format a paper in MS Word, and how to use a flash drive (especially for English 62 and 92 sections); perhaps book the computer learning center in the library for this demo so that students can practice in a hands-on session with help from the instructor and the DT.

- DTs can help students in small groups with brainstorming, can answer questions about the reading material, and can suggest vocabulary in class activities and in outside class tutoring sessions. Pair students for sessions so that shy students can share the tutoring session and, perhaps, not feel ‘put on the spot’ to interact solely with the tutor.
  - DTs can be asked to review all students’ first drafts – as a way to get student familiar with the DT and the tutoring process (non-threatening).

- Instructor could require students to work with the DT on one aspect of an assignment, e.g. outlining, organization, expanding details for support, better analysis, grammar issues (ESL students).

ASPECTS OF THE DEDICATED TUTOR PROGRAM THAT WORK WELL – BASED ON FOUR SEMESTERS OF THE PROGRAM

- The DT needs to be physically in the classroom for part of the class sessions. The DT’s presence is most needed 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).
- It is up to the Dedicated Tutor to ask and understand the instructor’s requests for class attendance time(s); if the DT has more than one class, coordinating between the instructors is paramount.

- Dedicated tutors must be available just before or after the class; this requires that the DT has an open enough schedule without other work/time commitments. Timing is key to capitalize on the time/space for DT hours associated with a class.

- While there are many advantages when the DT also has English Skills Lab or Writing Center IS hours assigned, the DT may not use these hours as their DT hours as well (no double-dipping!). This means that the DT needs to provide the DT tutoring hours at another time, which could include tutoring by email or the class Moodle web page.

- The instructor for the class needs to have IT add the DT to their class list, so that the DT can access the class Moodle web page.

- By having the DT in the class, students become more comfortable over time with the DT. DTs know the assignment firsthand and what the instructor is asking the students to complete.

- DTs need to clarify with the instructor if an aspect, or aspects, of the assignment is not clear to the DT, so that the DT is properly advising the students during the tutoring sessions.

- Several DTs found that writing sample paragraphs to use during a tutoring session (not to give to the student, but to show topic sentence, organization/structure, how to illustrate supporting points, etc.) was very helpful. The time it takes to write a sample paragraph is part of the tutoring hours and pay.

- DTs need to be approachable, helpful and friendly. DTs should also approach and engage students who are less likely to ask for help.

- DTs are paid to meet with their instructor for two 1-hour meetings in the semester. These should be in-person meetings and can be divided into half-hour sessions.

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.
Here are unedited comments from several Dedicated Tutors on their experience this semester and their general and specific recommendations for the program going forward.

**Cory Emilio**  
DT: Eng 098, 6-9 PM IVC  
Instructor: Lucas Drisdell

My observations for this semester are similar to those from last spring: I feel that the single-meeting night class format has inherent challenges that impact general student performance and complicate the role of DT. Students often seemed used their time in lab before class to do much of their actual writing, and while I was often able to help them interpret writing assignments and give general writing advice, I didn’t necessarily feel that the benefit was maximized. Students expressed that time constraints (work and family) were the main reason for this frequent last-minute writing effort, and at least two students said that they lacked accessible computers at home.

I also noticed that students tended to prefer having their work reviewed directly by the instructor, who was also present in the writing lab during the same hour. I think a major reason for this was that they trusted his input to have a more direct result on their final grades. My somewhat limited pedagogical experience is probably a factor as well; I believe I’ve had a tendency to be too passive about waiting for students to approach me, rather than directly ‘interceding’ in their writing process. A handful of students did seek my help with some regularity, and while I saw this as positive, I also realized that I tended to automatically give them the bulk of my time, not realizing that (on a couple occasions at least) other students were quietly waiting in the background. These are aspects of performance that I need to personally develop, but perhaps they are relevant for some other DTs as well.

At one point in the semester, students were asked to post drafts on the course Moodle page, and I found this to be useful. Although not all students actually posted, I posted commentary to everyone that did, which then encouraged some students to seek additional advice and clarification. This led to effective revision for at least a couple of student papers. I think that given the complications of scheduling and time constraints which can plague the once-per-week night classes, the Moodle site might offer a potential solution to some common problems. In past meetings, we’ve discussed the pros and cons of ‘forced’ or required tutorial meetings – I think that required forum postings might be a way to ensure that students get extra advice on their papers without officially ‘sentencing’ them to extra tutorial meetings.

From a tutor’s perspective, I’ve found that face-to-face meeting time is much more effective when I can clarify and expand on previously written comments, rather than having to assess a paper and articulate suggestions on the spot, with other students waiting. I feel that I’m able to make better observations, and articulate them more clearly, when free to work on a convenient, low-pressure timeline, and I believe that subsequent meetings are more productive and less frustrating for students. Also, students then have a
record of those comments rather than having to rely on what they've memorized from an oral discussion, and have already given the comments some thought prior to the meeting. Of course, the time required for online commentary has to be realistically factored in, and would thus lessen the total time available for direct dialogue, but I do think that in some cases this might represent a very efficient system.

Caitlin Rolston  
English 92/Meg Pasquel - Instructor

Best practices:

I found that I really liked it when I could work with students three times for each writing assignment: during brainstorming/outlining, writing, and then revising. It was good to make appointments and follow through with them after an initial meeting, because they wouldn't always come back on their own.

It was important to know exactly what the instructor had said in class and how she had said it, as students tend to be very literal AND can sometimes be a little fuzzy on the meaning of instructions. Knowing and sticking with instructions make tutoring more [effective]. Sample paragraphs and essays can help A LOT with this. Write sample paragraphs whenever you can. It helps you understand what students can and should be doing.

When a student hands you a disorganized paper that was clearly written either without an outline or very quickly, have them return to the outline and do it over again to organize their thoughts.

Students have a tendency to ask the tutor what they'll be doing in class that day and what is due, other than writing assignments. While it's impossible to keep track of everything, having an assignment sheet and writing down what they're supposed to be doing could be helpful later.

Being in class when writing assignments are introduced is helpful but talking to the instructor before or after is a good substitute. Being in class when students are brainstorming and outlining is very good -- probably the best time to be there.

Being available for tutoring before class is helpful as many students show up and want you to read things over at the last minute. I found that more students were working on writing before class than after.

I saw one student with an outline worksheet that was more structured than the others I had seen. It had things like, "On the other hand, __________," and students had to fill in the blank. For struggling students this seemed very helpful!

Things that didn't work so well:

I didn't go to the first day of class, as it didn't seem like my presence would be useful, but I should have. It's a good time to establish your presence in the class and get to know the students as they get to know
the instructor and each other.

I didn't worry much about students who didn't come to work with me of their own accord, but in the future I would advertise myself a little more to them. While more advanced students might not need your help thinking or even writing an organized paper, you can always be available for more advanced skills that could improve their writing -- grammar, style, etc. In all students, these small errors were so prevalent that I tended to focus on overall structure and content much more, but I wish I had taken the time to make up some worksheets that would help students with sentence structure or grammar or spelling in their writing.

Again, working with a student during outlining loses its effectiveness without follow-through. Sometimes students don't seem to actually use their outline when writing.

Assuming that all students know how to use a computer and/or Microsoft Word, even if they own one, would be a big mistake!

Since I had never been a DT before I was a little unsure of what my role would be and it took me a while to figure that out. Sometimes I ended up just observing the class and holding back when I had the urge to say something in it because it felt a little strange to be neither student nor teacher nor observer. Talk about this with instructor beforehand and get a feel for what instructor wants/needs/feels comfortable with. In the beginning of class, I would also explain my role as more of an extra, one-on-one teacher for the class who would be available for advice and as an extra pair of eyes. If possible, working with instructor, proactively organize a way to show students your usefulness early on in class.

If instructor won't be in class, try to make sure you know this, and make sure sub knows it.

Booh Edouardo
English 98 – T. Saldana – Evening section, once a week

Please complete the survey honestly and provide any additional feedback if you feel some aspects need to be added to our collective evaluation of this program. Use this sheet as a template to type in your responses.

1. In how many sections/classes were you a Dedicated Tutor? 1
2. From your perspective as a DT this semester please comment, overall, on the value of this program to the instructor(s), and to students in Basic Skills English classes.
   I really enjoyed the class and felt like I added an important piece for both the teacher and the students. Mainly, I provided students with personal interactions and positive reinforcement. I also helped the teacher by teaching a couple of workshops and making comments on students' first drafts of their essays.
3. Regarding individual DT’s actions:
   a. What were any individual actions/activities that you did as a DT that were particularly helpful to the students or the instructor, and should be repeated in subsequent classes with a DT?
Students responded well when I personally commented on the first draft of each of their essays (for second and third essays), and the teacher said that it helped him too because students received special attention that he could not give. By commenting on their writing, they made a personal connection with me which helped them take themselves more seriously as writers. Personally, I had the objective to interact with each student about his/her writing, and I am glad that I met this goal. Also, by commenting on their essays, students were more inclined to reach out to me via email to ask questions and get help. Finally, working with students in the lab for two hours prior to their class benefited students because about 10 showed up for each session so that I could give them one-on-one help. All of these students improved a lot, and all but one ESL learner will pass the class (before the tutoring, 7 were failing).

b. What are any actions or activities that DTs should or could do in order to help the students more effectively? [Future actions]

The students need one-on-one attention combined with positive reinforcement, so the main thing is to negotiate how to work with them and attend the class. Some ideas—make comments on the first drafts of their essays, work with them in the lab one-on-one before class, be available to student via email (I even called one student who really needed my help). Additionally, I read all course materials, which helped them connect to me.

4. Regarding individual instructor’s actions:

a. Was there anything in particular that an instructor did which you feel helps support the goal of the Dedicated Tutor program?

Tristan was flexible and tried to include me into the classroom so that I wasn’t just sitting around taking up space. He allowed me to teach workshops during part of the class and participate in the critical thinking discussions.

b. Was there anything in particular that an instructor did which you feel could be modified in order to support the goal of the Dedicated Tutor program better?

I didn’t realize that Tristan’s specialty was literature until more than half the course was over. Once I realized that we were looking at the course material from two different vantage points (I'm in Composition, and he's in literature), it was clear to me why our approaches are different. I think making sure that the teacher and the DT talk about their backgrounds and pedagogical approaches might make for a richer relationship (however, I understand that not every teacher will grant the DT the kind of access that Tristan granted me).

c. What is your assessment of you as DT and the instructor working together as a team for the students?

I really like the idea of the DTs and teachers working together as a team for many reasons that I won't delve too much into here. The DT acts as a bridge between teacher and students, and it gives them another option if they have a question but might not feel like they can approach the teacher. Also, my experience generally has taught me that teachers manage classrooms nowadays (as opposed to give a lot of one-on-one instruction) because the class size has risen so high. With the additional help, the teacher or I had the chance to make a personal connection with each student. Additionally, I was able to let him know when a student needed special help or had a problem that he needed to address.

d. How would you like to work with an instructor as a DT in the future?

Mostly, I would like to learn more about how teachers put together their curriculum because I want to teach. Having the chance to see a class for an entire semester was an honor that benefited me enormously. Giving feedback on students’ papers allowed the teacher to talk to me about how I make comments. Spending time in the lab gave me the chance to work one-on-one with students. Also, since the teacher didn't really have time to respond to students' questions outside of class, having them email me instead helped me practice talking like a teacher while also providing the students
and teacher with benefits. While adapting to the needs of every class and teacher in particular is important, understanding that students need personal attention and positive reinforcement are probably two of the most important elements of tutoring.

5. Regarding the DT’s time and availability:
   a. What would be the ideal arrangement for you as a DT regarding a DT’s schedule/availability for a class? [Be specific, if possible]
      I would like to have the chance to work with student in the lab in addition to working with them in the classroom. Also, having a chance to comment on their essays seems really important, as well as contacting them outside of class.
   b. What worked the best (real world) for you to meet students (in class and outside of class time) this semester?
      I just accepted that I would spend some extra time with students, and they were so appreciative of the one-on-one attention that I left feeling like I really made a difference in their lives. If I was tutoring the same class next semester, I would probably want to teach more workshops, make comments on each of their first drafts, provide them one-on-one tutoring, and make myself available to them outside of class via email.

6. Other suggestions, ideas or comments
   Thank you for the opportunity to work with Tristan and his students. The class was a wonderful experience and helped me learn more about classroom curriculum and the practical application of pedagogical practices.

Salem Admassu

[Salem was a DT in three classes: English 92, English 98 and English 120SL]

Dedicated Tutor Best Practices Sheet

English 92/K. Koenig

I think working with the students in class is what was most successful for Karen’s class. Interacting and helping them with their classwork allowed me to create a rapport and working relationship with them, which in turn allowed them to trust me and seek me for help after class.

Karen’s class had a group of loud, distracted students in one corner and spending time in that corner allowed me to get them started on their assignments, which I think has been the most important part of my job. I think having a portion of their assignment done encouraged students to get it finished and I always pushed them to get it done so that they didn’t have to work on it at home.

Keeping the student’s attention is probably the most difficult task in 92. Because of their attention challenges, these students need one-on-one help more than any other group of students I have worked with this semester. A great part of the task of helping them is keeping them on task and bringing them back to the assignment when they wander off. As a student with ADHD, I have been taught to divide my workload into tasks I could finish in short periods of time so that I can be effective when I sit and study. I have tried that strategy with these students but because they don’t have a coping strategy in place, I’ve felt the pressure to get them to do as much of the assignment with me as possible in fear that they
wouldn’t do homework at all. I have shared my strategy with them and encouraged them to try it at home but at the lab, I have focused on getting them focused on their homework long enough to get it done.

Getting the work done is a great source of pride and encouragement for these students. The rise in their confidence level has been very visible towards the end of the semester.

Advice list for this level:
• Set realistic goals: writing one paragraph can be nearly impossible to some students let alone an error free good paragraph. Getting them in the practice of sitting and getting some work done could be the most effective thing you can do, small and negligible as it may seem at first.
• Be patient. Very patient. People learn different ways.
• Be ‘real’ with them: coming off as a genuine person as opposed to a stiff closed off person would make you more approachable and approachability is everything.
• Class time is a great opportunity to show how relevant you can be to these students. It’s an ideal time to “hook them in”.
• Give a lot of praise.

Noel’s class had the most lab-attending students. A great number of us came straight from class and sat together which I think established a small culture that maintained the attendance of a large group of students. That small culture is I think what got students to come even on the days I didn’t attend the class and wasn’t there to remind them that I’d be in the lab. I fostered that ambiance by getting to know the students (which was easy because they had opportunities to write about themselves), and by just being down to earth and amiable. I think the tutor’s attitude and personality is crucial part of the DT’s qualifications. I think how approachable and relatable I have been in that class has awarded me a good student turn out and even students reaching out to me via email (which I welcomed and encouraged). When I did receive email inquiries about essays, I sometimes, depending on the size of the essay, used Google Docs to correct or comment on the papers and shared it with the student.

These students are still learning grammar and having the ability to explain things differently than the teacher does has been very important to me and some of the students.

Advice list for this level:
• Try explaining things in different ways than the teacher does, and in even more ways if possible.
• Sit in a group at the lab if possible; it creates a sense of community which encourages attendance.
• Be very, very encouraging and comment on progress. Many students have to re-write the same paper over and over again until it’s error free and they need to be acknowledged for their efforts. Help them become confident; it will keep them believing in getting help. If they feel defeated, they might retreat and give up.
• Acknowledge their difficulties.
Blaze’s class had many eager students so for a great part of the semester, the challenge had been to give each student enough time but to make time for the others. I have had students tell me that what they appreciate the most is the amount of time I spend going over their papers and how thorough the feedback I give them is. A number of them do see Blaze but my value had been in my ability to give them more feedback and correct their grammar errors. I’ve done a lot more “corrective” reviewing of these students’ papers than I usually do, going through the process of re-writing some of their sentences and correcting many of their word choices. Because they are ESL students, I figured that they would learn more by seeing the correct structure than they would if I showed them where the problem was and asked them to fix it. Many of these students know their grammar rules and the mistakes they make are mistakes that result from being second language speakers (using ‘for’ instead of ‘to’, forgetting the “d” at the end of past tense verbs, directly translating from their native language…). By providing them with corrections, I feel like I gave them opportunities to familiarize themselves with words, expression and syntax that they were reaching for while writing but couldn’t access simply because they didn’t know them yet. With them, my tutoring has been more demonstrative.

**Advice list for this level:**

- Offer them ways of expressing what they are struggling to express.
- Correct their grammar while explaining it.
- Acknowledge that English is difficult and inconsistent when they express how hard it is for them.
- Make the distinction between what is incorrect and what simply doesn’t sound good.
- They may forget that the analysis and their commentary about their topic is the most important part of their paragraphs so help them think analytically. Ask them questions to scaffold analytical thought.

**Advice in general:**

- During in class group work, walk around and answer questions. Simply walking around will encourage inquiry.
- Use Google Docs to review papers, that way both parties can comment on the paper and comment on the commentary.
- Tell everyone of the times you are in the lab that aren’t dedicated to that class. People are on different schedules.
- Offer your email address.
- Keep a list of who attends tutoring. Know all your tutees by name.