PROJECT SUMMARY FOR BSI FUNDED PROJECT:

DEDICATED TUTOR PROGRAM – COLLEGE SKILLS ENGLISH

SUPPLEMENTAL INSTRUCTION FOR

ENGLISH 62, ENGLISH 92, ENGLISH 98/98SL & ENGLISH 120SL

SPRING TERM 2013

PARTICIPATING INSTRUCTORS AND DEDICATED TUTORS

Karen Koenig  Tonya Hersch  Booh Edouardo
Meg Pasquel  Lucas Drisdell  Jeff Cady
Faye Mueller  Holly Middleton  Amy Glasenapp
Tristan Saldana  Ben Jahn  Art Engelbrecht
Michelle Simotas  Salem Admassu  Caitlin Rolston
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Nilda Andrews

Submitted by:
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JUNE 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 PROGRAM—SPRING 2013

• The Dedicated Tutor Program continued in the spring semester 2013 with 13 sections matched with dedicated tutors; this was the fifth semester for the program and the first semester for DTs in Eng62 sections. All new tutors received a one-hour tutor orientation session to inform them of the role and responsibilities of DTs in the class.

• 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.

• The program coordinator should meet face-to-face, even briefly, with instructors who are new to the program – ideally before classes begin – to give the instructor some context for the program.

• Still open for discussion is how to get more students to work with their DT. Instructors are at liberty to strongly request, or even require, that a student meets with the DT for a particular aspect of their writing/assignment.
  - Perhaps a minimal amount of time per semester should be required for Ss to meet with the DT. Maybe Ss should meet with the DT to get sign-off on the first two assignments, for example. DTs could also at one point comment on students’ drafts – so that the Ss see the DT as a resource for helpful feedback and guidance.
  - Several DTs and several instructors commented that consistent DT hours week-to-week is very valuable to students. In weeks when there is less need for the DT, those hours should be shifted to a week when more demand is needed (e.g., a week when a final draft is due). Consistency without rigidity (?)

• Starting the fall, an individual DT will only be able to take on 2 sections in College Skills so that the DT has the flexibility in his/her schedule to meet with students. This parameter may mean that a few classes are not matched with a DT because of our continual need to find and recruit qualified DTs.

• At the beginning of the semester, DTs/instructors can give students a schedule to fill out as to when the Ss are available for tutoring; this information request would help the DT optimize the schedule for outside tutoring.

• The need for expanded training for the DTs will be addressed in the fall semester. A 4-hour training session is being developed over the summer to address this need.
DEDICATED TUTORS' FEEDBACK FROM THIS TERM

The following information was provided by the DTs in our end-of-term group meeting. All but one DT were able to attend and provide this feedback. These comments were written spontaneously during the session – please allow for spelling and grammar mistakes: look at ideas! DTs could write their ideas anonymously (Anon) also to capture all thoughts and feedback.

**Question #1** We all know that it isn’t enough to tell the class, “Hey you have a DT and you should meet with him/her” … what pro-active thing or approach have you (or you + your instructor) successfully done to get students to meet with you for tutoring and/or get tutoring via email? [Or what would you like to try in the future?]

Previewing writing tasks for essays and highlighting the areas where the tutor can help, particularly if it’s relatively new or challenging. Work-shopping different topics with the tutor could be helpful. (Anon)

In a more advanced class, I’ve stayed in contact with students via email. In lower level classes, I’ve made myself available in the lab, which worked for students who came into it. However, there were a lot of students who dropped out that I never reached. In the future, I would like to try small workshops maybe especially for students who don’t respond to email. (Booh)

I would like to practice pulling students out of class for tutoring or having a lottery system or sign up system so that my in-class time is not just me milling about the classroom. It doesn’t seem appropriate for all students to meet with me. When advanced students meet with me, although it might be fun and easy, we are both wasting time – they don’t need me and I should be meeting with struggling students in that time. So I guess I really just have a question here, which is, how to be proactive with tutoring while not making it a requirement that it be with me? In the classes where I was used less, it would have been great if students could have made appointments with me or if teachers had put an emphasis or required my signature for certain students. (Anon)

I think Booh’s idea is great. Face-to-face contact is usually far more motivating, whether the students are advanced or lower level.

In the future, I might try an “office hour” which takes place in the Writing Center (not in the classroom) immediately before or after class so that students will feel comfortable dropping in, and also to increase my visibility as a tutor.

Also, a lot of students do not make appointments via email, for whatever reason, but when they see me during class, will ask if I can work with them after class or on a future date. It really surprised me that in this advanced level class they preferred asking for an appointment in person (one student even approached me when she happened to see me in the parking lot) rather than via email.

I would ask the instructor to require the struggling students to meet with me, and have a sign-off system in which I sign something that says the struggling student and I met for a certain number of hours.

I would also ask the instructor to allow me to walk around the class when students are doing pair / group work and allow me to help if students ask for help. I think this would help students become more comfortable with me.
Initially only two or three students asked me for help, and toward the end of the semester a few more asked. I think that “word of mouth” helped, i.e., that the students whom I worked with in the first half of the semester said that I was effective, and this motivated others to come to me later on. (Vivian)

**Question #2 You have been asked to spend 15 minutes with a student, and you have a 1st draft of the student’s assignment to review with him/her – what would you do in that amount of time (best practices)?**

I would read over it quickly to make sure it had all the paragraphs necessary, or all the elements and requirements. If anything huge were missing, I’d point that out and write it down. Then I’d check the thesis and topic sentences and look to see of the supports for each one fit into a logical category and if any major changes needed to be made. Then, if I had time, I would try to point out two or three places where student could explain, go further, expand, analyze…. And I’d give them a list of priorities to fix/add, a numbered list, so that they wouldn’t forget what I’d said. (Anon)

Wow—nothing much to add here. Excellent ideas! Sometimes if the ideas seem muddled, I ask the student to TELL me what they’re trying to express, and that helps them put it into words. (Anon)

If it is just a paragraph assignment (Eng92) I would really look at structure first to make sure that there are the 3 points expressed. Also as above, if not clear, have the student talk me through these points. Then ask many questions of the student to help get details and language around details expressed. I would not worry about grammar at this point. (Anon)

Yes: details, details, details. Spend time on surface errors only if they obscure an idea the student feels certain he or she wants to build on in the essay. Make sure the student has used transitions effectively (this is a huge problem in first drafts, usually) and if not, let them know what their options are. Definitely encourage them to go further with analysis, but also look for opportunities to help them organize. Do they have a clear intro, detailed topic sentences, and a conclusion of some sort? Structure is very important at this stage... helps students stay on topic & provides building blocks for further development. (Anon)

Consider the overall coherence of ideas presented. Are there clear connections between body paragraphs and thesis? At the sentence level, are there clear connections between topic sentences and supporting sentences (PIE) (Anon)

**Question #3 As a DT to facilitate the student’s progress in developing their writing skills, what should you never do?**

What should you never do? This seems obvious, but perhaps it isn’t. You should never fail to find something positive to say about a student’s writing. Even if a draft is difficult to get through because of formatting/spelling/surface errors, a student’s thoughts and ideas on any topic, even if they are not perfectly articulated or even fully formed, are at the very least material for development. Writing is in direct correlation with learning in that thoughts are processed, shaped, defined, refined, and sometimes rescinded, and original assumptions are subject to change. Ideas change, styles change, and words change, because writing is a process. Many students enter college feeling vulnerable, especially when
they write, because they feel judged, or fear they will be judged. Maybe their high school English teachers had little time to offer constructive feedback and fell back on the proverbial red pen, because it is a common perception that anything students put down in writing is set in stone, irreversibly representative of their knowledge, skills, and style. As DTs, we should never judge students by their writing or the ideas they express, but rather treat these expressions as part of the learning process and find ways to encourage it while offering strategies to more clearly communicate their thoughts. (Anon)

Never begin by pointing out errors. Never say “never”. (Anon)

I really like what the first person wrote and find it difficult to add something to it, but I will try. Sometimes it can be overwhelming to read a student’s essay and realize that almost every word is grammatically incorrect and every idea buried deeply inside the text. Nevertheless, it’s important to remember that when a student brings you a piece of writing especially in a developmental level class, s/he will almost always have been told that his/her ability is flawed to the point that perhaps s/he should just give up because “some people just can’t learn.” If a student has made themselves vulnerable by trusting the DT enough to share the writing, it is the DT’s duty to talk about the good things that the student is doing. By so doing, you can also build trust and take what’s working and show him/her how to improve the essay further. (Anon)

In the last few days, I had a student come up to me and tell me that another student had approached her in near tears because the Instructor of Record told her that everything about the essay was wrong (this isn’t the first time that I’ve heard/seen this unfortunately). The student asked me to sit with the student and provide positive support. I was awed by the compassion that one student felt for another and inspired by her desire to right a wrong. Never....

1. Criticize the student or his/her writing in a manner that disrespects him/her.

2. Utilize your comments as a means to feel better about your own weaknesses.

3. Forget that the student who comes asking you for help probably has some kind of trauma around getting feedback on his/her writing.

4. Fail to recognize the power (for good or bad) that you hold when you offer feedback.

5. Be motivated by anything other than making sure when the student leaves you that s/he has some new tool to use, feels better about his/her writing, understands the next steps needed in improving his/her writing, looks forward to coming back for more feedback, etc. (Booh)
**Question #4**  What’s one thing you did as a DT this semester that you are particularly proud of? (Please brag!)

I introduced a student to a writer that I knew he would love, and he was very grateful. One of the struggles this student had in his writing was the inability to stick to the conventions of essay writing—he took his time getting to his point, his topic sentences had a penchant for the creative instead of the concise—and I told him he should explore writing fiction because the restraints of essay writing will not allow him to be creative in the way he wants.

I recommended he reads *The Brief Wondrous Life of Oscar Wao* by Junot Diaz and I printed him a short story by the same author to give him a sample of a kind of writing I believed he hasn’t been exposed to. The student emailed me that very day and told me he loved the story and had never read writing quite like that. He said he went to check out the novel from the library that same day. The next time I saw him, he said he might be taking a creative writing class in the summer!

I inspired a student. It felt amazing. (Salem)

I listened. (Anon)

I feel could act as a mirror to this one student who started the semester with very low confidence. By mid-term she started to show more confidence and I reminded her in one tutoring session of the first time we had worked together (on her first paper) and I complemented her in how far she had come. She smiled at this ... I guess helping students see how much progress that they make (and they can’t see it) is what I can do for them, or certain individuals. (Cheo Eng120AC section)

I’m pretty proud of my ability to work with students that are extremely different from myself as far as age, race, socioeconomic background, life experience, educational experience, etc. Before this semester I had never worked with a student older than myself, and I had not tutored or taught anyone who was a parent or grandparent. The students at COM are not all ‘kids’ right out of high school, as many who haven’t worked at community colleges tend to assume. (Anon)

I was just really proud to watch some of my students transform and blossom. (Anon)

**Question #5** How can we as a DT program make better use of Moodle? What would you like to see on the DT Moodle web page as a resource for you/your class?

MOODLE: I wish I’d been on more regularly. I like the exchanges w/ others I never see face to face. Maybe we should have a mandatory check-in every 2 wks or so? I like when instructors use Moodle—it helps me be a better DT. (Holly)

Consider another format. Explore social media possibilities (i.e. Twitter). If not Twitter, perhaps another forum that requires brevity would work...
I’d like more model essays… perhaps linking them with the trajectory of the semester.

Maybe we could have a ‘model’ Eng92 in terms of assignments over a semester (to give overview of trajectory) and English 98 … an instructor like Karen Koenig would probably be willing to work with us on this as a future endeavor.

I am wondering if we should require the DTs to write one to two models per semester and submit them onto Moodle so that over time we would have a nice database by instructor and level to use as a resource for everyone.

What do you mean by ‘models’ in this case? (But that is another question).

I personally didn’t use Moodle much because it didn’t seem as if anyone else was, but I would have liked it if the instructor had used it. When I teach I am always incorporating social networking, academic technology, etc. so it feels strange to do everything on paper, so to speak. As far as communicating with other DTs, however, I am much more focused and attentive during meetings than I am scrolling around on the Moodle page. I know it is difficult to require more meetings, but maybe there could be some optional ones, or monthly/bi-weekly small group meet-ups for instructors who are here on different days and times.

In between due dates, it would be great if students had to post their drafts at whatever stage they were in for both TUTOR and PEER review. Moodle is clunky and hard to read though, and some teachers don’t use it at all.

**Question #6** What’s ONE thing you would have liked to have known before you started as a new DT this semester? (As a returning DT, what’s ONE thing that is important to tell in-coming new DTs?)

ONE THING I would have liked to know is HOW THE LAB WORKS! Those of us who were new @ this really could have used a thorough orientation BEFORE the Ss came. (Holly)

I’d like to know how students placed into the course (testing scores?)

Budget your time but include class time when possible.

One thing someone shared last semester was that they didn’t realize how low the skill level was for students (even in Eng98) ... so be prepared to handle a lot of issues that would seem to be second nature to us.

Another thing would be to prepared to be flexible with your schedule – some students may say they are going to meet with you, but don’t show up, so be prepared to take that hour and put it later in the semester for tutoring... which means that you may have to do something else at that particular time.
I would also like to know how students are placed into the course—I’ve found quite a number of students who should have been placed higher. How to work with students with learning disabilities!! (Was hoping to hear back from the Disability Dept. about their workshop for tutors that they told me about last semester but I didn’t. Can we approach them and ask for their help) You will not have time to comment on everything. (Salem)

Minimize the words that come out of your mouth. Students can’t remember or follow. And if you feel like your students aren’t using you as much as they should/could, make sure they know what kinds of things you can provide. This may mean providing examples in class or outside of class.

For new DTs, I’d advise that a student should have a clear take-away from any tutoring session – be it 10 minutes or 30 minutes ... what was the one thing that the student learned from the time with you? A clear grammar point, elements of a topic sentence, what better structure for an essay looks like/is ...etc.

Coming from ESL, I had NO idea how socially, psychologically & economically distressed most of these Ss would be. In 62 we actually had a student come to school hungry every day. The personal challenges were horrendous in some cases. You have to temper your responses and expectations as a teacher/DT.

(1) How students are placed. (2) How the Writing Center works – the structure, the way tutors are trained, the online tutoring, etc.

**Question #7** Instructors need guidance, too, sometimes – especially if he/she has never worked with a DT in their classroom. What advice would be helpful or important to tell the instructor from your perspective as a DT?

It might be really helpful if you have been a DT before to have a meeting with the instructor the first or second week of class with a list of ideas that have been done by you or other DTs in other sections – to give the instructor some “parameters” as what is possible. Also it is important for the DT Coordinator to make sure that he/she has met with the ‘new’ instructor prior to the semester or also in the first week so that information is coming from the Coordinator on what the program is all about – and answer any immediate questions from the instructor. (Cheo)

I would want the teacher to know what I need (guidelines, syllabus if possible, roster, regular email updates & feedback). I would encourage her/him to set up minimal required sessions between me and each student, since I now know that is the only thing that will ensure I have to chance to help everyone. (Holly)

The handout on the duties of the DT that Cheo has provided is really helpful in explaining what the role of the tutor is in the classroom. In fact, I think that teachers should be strongly encouraged to utilize it when planning their classrooms. Also, I’ve had a teacher tell a student that the way I taught a particular grammar aspect was wrong just because he didn’t understand that there are many types of linguistic theories that explain how grammar works. This resulted in the student being less willing to seek me out,
so I would say, “Don’t tell a student if you don’t agree with something that a tutor has done like correcting grammar” because it can deter the student from seeking help in the future (especially with stuff like grammar). In that vein, I would also suggest that if a teacher has a particular idea about grammar, paragraph organization, critical thinking, etc. s/he needs to be really clear about it with the tutor. (Booh)

As a tutor, we gain insight on a student that may be unavailable to the instructor. For instance, I have had students fall behind due to family health issues and/or other issues and I’ve advised them to communicate what is happening to the instructor; however, some may feel self-conscious about doing so. Instructors may need to know they are moving too quickly through certain tasks or assignments. They may need to have regular check-ins to monitor these concerns. (Anon)

Instructors should know that the DT needs the help of the instructor to emphasize the need for tutoring by offering incentive. If the instructor doesn’t take it very seriously, the students won’t. Luckily, this has never been an issue and instructors have been more than willing to remind students. Nevertheless, repetition is key and students need incessant push.

Instructors should also give the DT the opportunity to interact with the students in class. Again, this hasn’t been a problem for me, but the more the DT is involved in class, the most likely students are to come to tutoring. (Salem)

**Question #8** How can we as DTs better address/minimize the ‘lag time’ – from the beginning of the semester to when students really start to take advantage of the tutoring help?

One suggestion is to give a “mock tutoring” session in class during the second week of class. Show the students that tutoring is supportive, not scary ... and very helpful to doing their work!

A great librarian at UCDavis: “Outreach is the heart of what makes Delgadillo an exceptional librarian .... He tells students ‘I’m a resource for you, to help you get your work done so you can make it here. Use me.’ ”

Perhaps we should come up with a scripted introduction that a DT can use to say to the class so that the key message is delivered early to students about what a DT is and how the DT can help them. The idea here is that first impressions count and it should be clear to Ss the value of tutoring time spent with the DT. (Cheo)

I like the idea of making tutoring sessions mandatory, and it’s nice to be able to use Salam’s example as a model of how to set this up. Also, we need to get teachers to understand the importance of utilizing their DTs as opposed to seeing them as a disruption or inconvenience.

I’ve had some luck emailing students in higher level classes at the beginning. Also, if they check their emails, reminding them of when and where tutoring will happen can also work. (Booh)
Yes, maybe give a presentation at beginning of semester where you give an overview of what you can do and what you’ve helped students with in the past. Bring in previous students who worked with you to talk about their experiences passing the class? Having students write letters at the end of the semester to students who will begin next semester was a great idea from 120AC. They emphasized the importance of getting tutoring. Since I am in school now, writing papers that are very, very difficult and intimidating for me for the first time in my life, I think that next semester I will also share some of my personal experiences with them at the beginning of the semester. (Anon)

Get the instructor to require them to have some of the homework signed by the DT. Though it may still be the beginning and essays haven’t been assigned, the instructor can ask that the tutor double check that the student is annotating when reading, taking notes/quotes, etc... Getting students to adopt study skills is a crucial part of the semester’s beginning. The instructor can get the help of the DT to enforce Brainstorming, Free-writing, Outlining, annotating, summarizing etc...

The instructor can also simply require the student to have a meet-and-greet with the DT, and have the student bring to the meeting, a list of difficulties she has had in previous English classes. In this meeting, the DT and student can establish learning goals and initiate a working relationship. (Salem)

**Question #9 List only words or phrases:**

a. **What should** a DT do in class?
   - Help students in activities as directed by instructor
   - Take notes on what the instructor is telling the class (great modeling for the students)
   - Participate in class discussion(s) when appropriate/as directed by instructor
   - Aid the teacher with students who need particular help
   - Serve as a backup for the teacher with whatever is needed
   - Participate in small groups, moving around from group to group

b. **What shouldn’t** a DT do in class?
   - Send text messages
   - Have distracting side conversations, even if a student is trying to do this
   - Remain anonymous
   - Argue with the teacher about a specific point
   - Come late (bad modeling!)
   - Spend too much time with one student

c. **What should** a DT do outside of class?
   - Offer some availability via email
   - Stay open to all possibilities
   - Hold regular hours in a place that’s easily accessible
   - Provide students with encouragement and support
• Read the HW, do at least some of the written assignments & post on Moodle so Ss can see
• Make it a point to know/understand the general lab requirements and the specific lab assignments
• When something doesn’t sound right on paper, try to get the S to use their own words to improve

d. What shouldn’t a DT do outside of class?
• Over-think the process
• Hold the pen in their own hand; whoever holds the pen does the learning
• Contradict or complain about the teacher
• Rewrite/over-edit Ss’ written work

STUDENTS’ FEEDBACK FROM THIS TERM

As with previous terms, all students are given a chance to provide feedback on their DT and the program in general. Here are some collected qualitative comments made by students.

Student comments:

“Thank you for this program.”

DTs help in all phases of the writing process
- DT helped me develop my ideas
- DT helped me with outlines, topic sentences
- DT helped me organize my ideas
- DT helped me improve my sentences, my paragraphs
- DT helped me with my grammar

DTs help students understand the assignment/explain it further
- DT helps me when I don’t understand
- DT made specific what I needed to know
- DT helped me explain the assignment if I didn’t get what to do in class
- DT gave me great examples when she was explaining something
- DT knows where we are in class
- DT could put it in a different way so I could understand it better

DTs: an added resource to the student
- DT is available because teacher isn’t always available
- With DT, it helps to get a second or third opinion on my writing
- With DT, it’s easier to discuss the assignment because she knew it
- DT was good at explaining things
With the DT, I don’t have to explain my assignment; we can get to work right away

DTs help with critical thinking skills development
- DT helped me come up with new ideas
- DT could show me my problem
- DT helped me see the ‘reader’s point of view’
- DT asked me good questions
- DT asked questions to clarify my thinking
- DT showed me how I could improve

DTs as an ally
- DT took the time to explain
- I liked the personal attention
- DT was patient
- DT genuinely made me feel like she cared about my paper
- DT didn’t make me feel my papers were bad
- DT was cheerful and helpful
- DT was truthful with me

Needs improvement
- Some classes need a sign-up sheet; sometimes I couldn’t get time with the DT because others worked with her and I only had a limited amount of time after class.
- Don’t just ask me questions! Help me too.
- Be sure the DT and instructor are saying the same thing. Otherwise it’s confusing. (→ DT needs to fully understand the assignment; DT needs to ask instructor for any clarification on assignment. DT-instructor need to work as a team.)
- DT needs to provide email address, especially for students who can’t make tutoring hours

Why I didn’t work with DT
- No time
- Didn’t feel I needed the help
- Not a good match (personality-wise)
- I preferred to work with my instructor.

RESULTS

Data from both the student survey and the student success numbers follow.
## Summary Sheet from Student Surveys – Dedicated Tutor Program – Spring 2013
(13 sections of Eng62, Eng92, Eng98, Eng98SL and Eng120SL)

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<td>5</td>
<td>0</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>% Feel more comfortableA</td>
<td>83%</td>
<td>75%</td>
<td>65%</td>
<td>88%</td>
<td>58%</td>
<td>66%</td>
<td>75%</td>
<td>75%</td>
<td>75%</td>
<td>66%</td>
<td>80%</td>
<td>65%</td>
<td></td>
</tr>
<tr>
<td>% Understand writing process betterB</td>
<td>83%</td>
<td>25%</td>
<td>65%</td>
<td>63%</td>
<td>75%</td>
<td>66%</td>
<td>63%</td>
<td>73%</td>
<td>86%</td>
<td>63%</td>
<td>76%</td>
<td>80%</td>
<td>65%</td>
</tr>
<tr>
<td>% Improved quicklyC</td>
<td>66%</td>
<td>50%</td>
<td>65%</td>
<td>50%</td>
<td>66%</td>
<td>58%</td>
<td>63%</td>
<td>87%</td>
<td>79%</td>
<td>50%</td>
<td>66%</td>
<td>80%</td>
<td>71%</td>
</tr>
</tbody>
</table>

- H = High; AA = Above Average; 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 from Student Surveys – Dedicated Tutor Program – Spring 2013
(13 sections of Eng62, Eng92, Eng98, Eng98SL and Eng120SL)

<table>
<thead>
<tr>
<th>CRN</th>
<th>Eng62</th>
<th>Eng62</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>Eng120SL</th>
<th>Eng120SL</th>
</tr>
</thead>
<tbody>
<tr>
<td>First census</td>
<td>15</td>
<td>12</td>
<td>25</td>
<td>21</td>
<td>22</td>
<td>17</td>
<td>24</td>
<td>27</td>
<td>23</td>
<td>21</td>
<td>23</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>Withdrawals (Ws, FWs)</td>
<td>8</td>
<td>7</td>
<td>5</td>
<td>7</td>
<td>8</td>
<td>1</td>
<td>7</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td># Ss (who finished)</td>
<td>7</td>
<td>5</td>
<td>20</td>
<td>14</td>
<td>14</td>
<td>16</td>
<td>17</td>
<td>22</td>
<td>19</td>
<td>19</td>
<td>23</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>Passed (Grade C or better, or P)</td>
<td>6</td>
<td>4</td>
<td>15</td>
<td>9</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>16</td>
<td>13</td>
<td>6</td>
<td>21</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>% Pass Rate (w/o Ws)</td>
<td>86%</td>
<td>80%</td>
<td>75%</td>
<td>64%</td>
<td>79%</td>
<td>75%</td>
<td>76%</td>
<td>73%</td>
<td>68%</td>
<td>32%</td>
<td>91%</td>
<td>100%</td>
<td>89%</td>
</tr>
</tbody>
</table>

Data taken from Banner on 6/10/2013.