FINAL REPORT FOR BSI FUNDED PROJECT:
DEDICATED TUTOR EXPANDED PROGRAM

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

PARTICIPATING INSTRUCTORS AND DEDICATED TUTORS

¶ Ruth Britton        ¶ Cara Kreit        ¶ Kate Hayne
¶ Lucas Drisdell     ¶ Meg Pasquel       ¶ Tonya Hersch
¶ Sandra Douglass    ¶ Blaze Woodlief     ¶ Cheo Massion
¶ Ellen Hoffman      ¶ Jeff Cady         ¶ Holly Middleton
¶ Karen Koenig       ¶ Cory Emilio       ¶ Giovanni Singleton

Submitted by:
Cheo Massion
Project Coordinator
College Skills Dept.

JUNE 25, 2012

Acknowledgement: This report is based on the feedback from instructor surveys, dedicated tutor surveys, student surveys, and the comments made during an end-of-term group meeting with almost all instructors and DTs present.
The Dedicated Tutor Expanded Program was launched for the spring 2012 semester less than two weeks prior to the start of classes. This situation created less than ideal conditions for a program launch of this size, but for the most part, instructors and dedicated tutors (DTs) have now reported that their students overall benefited from the supplemental instruction/tutoring that was provided by the dedicated tutors throughout the semester.

Numerous suggestions are provided in the Recommendations section on how to better launch the fall 2012 Instructor-DT program, and what information each participant should be given.

All in all, (4) sections of English 92, (6) sections of English 98, (1) section of English 98SL, and (2) sections of English 120SL were provided dedicated tutors at an average of three hours/week/class. There were eight different tutors and eight different instructors involved with this effort. A few instructors taught multiple sections of both English 92 and English 98, and so they worked with different tutors; four of the dedicated tutors worked with two or three classes/instructors.

Three of the eight instructors have had DTs in prior semesters; whereas five had not. There appears 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 not unreasonable for the instructor to make it a priority for a student to meet one-on-one with the DT. One instructor gave to her DT all of the first draft of corrections (for students to then re-write), so that students had to meet with the DT, even if briefly, on the particular assignment. Another instructor wrote on the student’s draft (also for re-write) “See DT’s name or me before you revise this paper/get signature.”

For the three instructors who had had a DT in the spring and/or fall 2011 semesters, students reported a high degree of satisfaction working with their DT (95%, 76% and 70%); also a
correspondingly high percentage of students in these classes worked with the DT (80%, 91%, and 100%). These instructors also report that:

- “overall the students do better on their papers – more students get one-on-one tutoring help, more of the students feel comfortable working with a tutor, and the papers turn out better because of this help.” [Blaze Woodlief]

- “I think the program is VERY valuable. Students who wanted 1:1 support were able to receive it every week and progress faster with the development of their writing skills. Students who needed 1:1 support in order to catch up after missing class or who came in with less-developed writing skills were able to keep up with class and succeed. As an instructor, I know that with the two of us we were able to reach more students and work one-on-one with them. I knew exactly where each student was in the writing process for each essay each class with her help and we could quickly intervene if a student fell behind. I believe the program helps students progress further/faster with their writing skills AND can improve retention in classes.” [Cara Kreit]

- “It has potential to be extremely helpful, but scheduling makes it difficult for some tutors to connect with instructors’ classes. In cases where tutors were able to get my students to work with them in lab regularly, it has been very good. In classes in which tutors are able to split the list of students who need in-class conferences on rewriting their paragraphs and essays, it has been great. Much really depends on the teaching skills of the tutors themselves. Needless to say, great teachers make great tutors.” [Karen Koenig]

- Other instructors who had a DT for the first time, and some of these instructors had several classes (so they had different DTs bringing different sets of skills and knowledge to the students) report that there is great potential in the Dedicated Tutor program to help students successfully pass their English class. Comments made in our final meeting were that in order for the DT to be utilized well and to obtain the greatest benefit for the students, the instructor and dedicated tutor need to work closely as a team, and going forward, will need to meet on a much more regular basis to discuss students, student papers and strategies (in class and in the one-on-one tutoring) working with students.
EVENING SECTIONS THAT MEET ONCE A WEEK

- These classes hold a particular challenge to students, instructors and DTs given that many of the students are working full-time and may be on campus only for that one evening class. With these classes, the in-class work that a dedicated tutor did or participated in meeting with the students one hour or more prior to class time were important (6:10pm). One evening instructor noted that the DT in the lab without the instructor present was helpful, and this may have allowed students to get to know the DT better or feel more relaxed around him.

- Another accommodation made in one of these classes was that students met with the DT prior to class to get feedback on their draft and the instructor allowed students to email the revised paper two days later, so that students had time to work with the tutoring session feedback.

- One other comment made about the once-a-week evening class was that it may be more important here that the instructor plans the paper due dates so that students can utilize DT help on the assignment, revise their work, and then be able to submit it before the due date.

INSTRUCTORS’ COMMENTS ABOUT DEDICATED TUTORS

Instructors felt that DTs were particularly helpful and effective in these areas/aspects.

Approachable and Available as a tutor

- Being kind, open and accessible as a DT so that students feel they can trust and work well with the DT; providing extra assurance to students that tutoring is a resource that they deserve to take advantage of (not ‘I need extra help, so I am remedial’);

- Being available just after class for one or more hours (day classes); being available 1 to 1.5 hours before evening class;

- Letting students know when the DT is available in other labs (ESL Lab, English Skills Lab and/or Writing Center), or other times for appointments (such as alternate days);

- Being available through email when face-to-face tutoring is not possible;

- Learning students’ names.
Facilitate Enhanced Connection Student-Instructor

- Providing feedback to the instructor on aspects of the assignment that are particularly difficult;
- Suggesting at times additional tools for teaching/helping students with a topic/assignment;
- Providing feedback to instructors about students who are having particular difficulties (any aspect);
- Helping with the correction-of-errors reading (second draft corrections).

In-class “Teaching Assistant” and Activity Facilitator

- Providing in-class one-on-one conferencing on days when corrected drafts were returned to students for rewrites;
- Helping students in a reading class who couldn’t follow what the class was doing and needed extra attention;
- Participating in class as directed by the instructor, including taking notes on the class discussion for use in tutoring with students later; working in small groups with students; and avoiding any distracting behavior such as non-necessary conversations with students (the DT is primarily a teaching assistant in the classroom and should be a professional as such);
- When instructors-DTs knew which classes DT needed to attend (based on a schedule instructor had provided) or by prior arrangement with instructor, (and letting the instructor know if he/she [the DT] was ill and unable to attend a class when the instructor was expecting the DT’s assistance).

Instructors’ feedback on DT availability varies somewhat according to teaching style, however, instructors reported on availability as:

- (Day classes, 2 classes/week) in class once a week; day may float or be fixed; plus 2-3 hours of tutoring time per week (average – and will trend more during weeks just prior the assignment dates); and availability online (with a 24-hour response time);
- (Evening class, once-a-week) in class for part of the time; availability prior to class (1 to 1.5 hours ahead of class start time); plus some time (even 15 minutes) before meeting with students to meet with the instructor;
While it can be very helpful for students to meet one-on-one with a teacher/tutor for writing help, good writing tutorials are time-consuming. This means not every student gets intensive help. *More hours for tutors may help, or maybe more tutors working the same hours,* since it’s hard to get students to stick around after class for help. It would also help if tutors could confer with instructors on a set of papers, which might necessitate more hours also;

Additionally when a DT is also assigned ESL Lab hours, Writing Center hours, and/or English Skills Lab hours, it is possible to meet with students from the DT’s assigned class as long as all students in the lab are given service; at minimum, a DT with these additional lab hours can be located by the students and additional tutoring time (before or after) can be provided.

**DEDICATED TUTORS’ FEEDBACK**

- Overall the dedicated tutors felt this is a valuable program, although the launch was frustrating and confusing for this term. One DT summarized: “I think this is a valuable program for students because it provides additional support to them and reinforces the material learned in the class. It is also particularly important for ESL and Basic Skills students because both groups are often reluctant and nervous about seeking additional help or outside resources. Having a DT helps students to become more comfortable with asking for help from someone who is not the instructor. In addition, sometimes students may feel more comfortable seeking the help of a DT because a tutor is not responsible for grading whereas the instructor is.” [Tonya Hersch]

- Another DT gave this overview: “The presence of an instructional assistant in the classroom seems to have an undeniable benefit in terms of hands-on work with students. Each student gets considerably more direct attention, and the instructor is able to use their time more strategically. The fact of the DT’s presence outside of class means more options for students, and potentially frees up some office time for the instructor, allowing them to focus on an individual student’s needs.” [Cory Emilio]

- One common observation is that the student population in the English 92 and English 98 is unfamiliar with tutors who can help them individually, and in a reassuring way, with their writing process. 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 versus), and students know that the DT understands the requirements of the writing assignment.
Regarding prioritization of meeting with students, one DT commented: “It is helpful to identify those students that are most in need of additional support at the beginning of the semester and discuss with the instructor ways in which the DT can help those students. Ruth and I read papers together and discussed them, so I had a better idea of the students in the class and each of their abilities (this should obviously be done as early as possible in the semester).” [Kate Hayne]

In the section of English 98SL, prioritization was of a different type. “Many students requested tutoring times with me, so eventually a sign-up list was provided in class; after class, I needed to keep tutoring sessions to 10 minutes so that everyone on that day could be seen. If a student needed more time, I was available after all students were seen once. This meant that for those days I stayed up to 1.5 to 2 hours after the end of class. During the next class, we tried to sign up students who hadn’t had a tutoring session, if they wanted it, and/or students who had waited longer before.” [Cheo Massion]

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. In several sections, some class time was given to in-class tutoring; however, there are limitations to this because of the need to cover the course content.

Some DTs used email to discuss students' writings and found that because of their in-class presence, students felt that there was a connection to the DT and appreciated this option.

There are a variety of tasks or activities that an instructor can reasonably ask the DT to do; a few that were done this term were: demonstrate in a computer lab to the class ‘how-to’ format a paper in MS Word and use a flash drive; show individual students in the English Skills Lab, for example, formatting papers; read mid-term essays together; conduct small group sessions on a topic; facilitate in-class activities; provide specific tutoring sessions such as ‘how-to’ place a quote, or work with citations, or develop a clear thesis statement.

The aspect of scheduling class activities on the day when the DT is present can be/challenging for the instructor in terms of lesson plans and immediate needs (‘real-time’) of students on a given day. One instructor felt it was well worth it: “This worked well although it was challenging for me at times to put the curriculum that involved her work [DT] with students first in the class so that the time was well-utilized. However, it is a night class and I think the benefits FAR FAR outweigh the scheduling challenges.” [Cara Kreit]
An advantage of having a DT is that the tutor over the semester can help individual students address an area of weakness, and over several assignments, make progress in this area (e.g., major point/minor supports, or analysis of a point made). Also with the DT, the instructor’s office hours become more available to students who may need extra attention.

It is really important for the instructor and DT to be in regular, systematic communication about the assignments, troubles students are having with any particular assignment, and in-class activities where the DT provides assistance to the instructor (so that more students receive individual or small group attention than can be given by a single instructor). When this happens, students see the instructor and DT are working as a team, and the DT can reinforce concepts outside of the classroom. Several DTs reported success in the area of working well with their instructor for the benefit of the students.

DTs should also feel comfortable in asking their instructors for more direction on an assignment if it is not clear and/or what the instructor is expecting (or not worried about) from the students. This comment is the ‘flip-side’ of instructors learning how best to use their DT – DTs, too, need to establish a viable working relationship with their instructor and feel comfortable doing so.

Going forward one DT requested: “The main thing I would want to do is spend more time with the instructor outside of the class, to preemptively coordinate our ideas. In my case, I would like to gain a very clear perspective of the instructor’s individual methodology to make sure that all my input precisely correlates to his or her planned lessons.” [Cory Emilio]

From a DT’s perspective, it’s helpful if the instructor has a written assignment sheet – especially if the DT is unfamiliar with the assignment as presented by that instructor. Additionally it would be helpful if instructors could provide sample model paragraphs of an assignment and/or previously written student papers which are good models for the end-product. Models could be used during individual tutoring and not necessarily copied for distribution for students.

There appears to be a lag time from when the students are introduced to a DT and when they begin in earnest to make use of the DT. 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. As in other terms, we observed that most students feel more comfortable working with a tutor that they know is part of the class.
STUDENTS’ FEEDBACK

- In all 13 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; **187 students participated in this survey**.
  - **66%** of students in the English 92 sections (4 classes / average) indicated that they **had never worked with any tutor prior to this semester**.
  - **54%** of students in the English 98 sections (6 classes / average) indicated that they **had never worked with any tutor prior to this semester**. In two individual Eng98 sections, 71% and 62% of students reported never having worked with a tutor.
  - In English 98SL, **48%** of students reported **never having worked** with a tutor; however, in the two sections of English 120SL, many fewer students (16% and 26%) indicated 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.
  - 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.
  - Also, because the DT had attended some of the classes, the DT was able to reinforce comments and suggestions that the instructor had made in class for the student to hear again from the DT.
  - A number of students commented that they were confused at times leaving the class, but after having talked with the DT later in the English Skills Labor elsewhere, they were able to have a better, more focused understanding of the assignment. As instructors, we may forget at times that we know exactly what we want from a student’s writing, but for the student, several repetitions of the assignment goals are needed in order to form a clear picture.
  - Students commented that DTs helped break down an assignment into parts that were manageable. In addition, DTs helped with every part of the writing process from idea generation to organization to drafting and help with revising. Students also reported that DTs were encouraging, helpful and effective. It also appears that DTs are able to give more time in a tutoring session than other tutors in the labs on campus. (Qualitative comments written on the student surveys.)
Students who reported that they didn’t work with the DT said it was primarily a schedule conflict either because of limited DT availability or the student’s own schedule didn’t match.

Across these English classes, over half or more of the students worked with the DT, had a high level of satisfaction, and reported that having a DT in their next writing class “is very important to their success or would be nice to have.” See Results Section for information by class.

**PROJECT RATIONALE**

Basic skills students in Eng92, Eng98/98SL 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 and passing the class successfully. In addition while students in these classes benefit from small class size and available tutors in the English Writing lab, English Skills Lab and the ESL lab, 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 spring 2010 in Blaze Woodlief’s English 98SL 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 DT support. Based on the pilot project, in fall 2011, three sections (English 92, English 98SL and English 120SL) had dedicated tutors assigned. At the end of the term, these sections also saw significant benefits to the students and results. [Both the pilot project and the rollout project have final reports which were presented to BSISC.]

The rationale for this new project was to place dedicated tutors into sections of English 92, English 98, English 98SL and English 120SL as best is possible given a very short lead time, the availability of matching DTs’ schedules with the classes, and the instructor’s agreement to have a DT. In terms of budget, hours for the DTs came from IS hours formerly assigned only to English 98 sections. Additional hours were covered by BSI funding.
OBJECTIVES

- Provide dedicated tutor instruction sessions to 13 classes: English 92, English 98/98SL and English 120SL; 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.

- Manage new challenges of rolling out the ‘system’ in many additional sections; document best practices as more students, instructors and tutors are involved.

- Refine program with final report recommendations.

METHOD

- Once the proposal had been approved, Barbara Bonander identified DTs who had a 2012 spring semester work schedule that fit each class’ meeting time(s). The offering of DT hours was based on availability.

- Unfortunately, due to time constraints the full working group of instructors and DTs did not meet at the beginning of the semester; however, detailed emails were sent (1/22/12) to each instructor and each dedicated tutor to introduce them to the program concept and to schedule a DT meeting which took place in Week 3 (2/8/12). A second DT meeting was scheduled and held (two times 3/20/12 and 3/22/12) to discuss any mid-term issues, and inform DTs about the end-of-term student survey. A final group meeting with instructors and DTs was held on 5/22/12 to discuss the program and provide recommendations on how to improve it going forward. Eleven out of fifteen project participants were at this meeting along with the Director of Learning Resources.

- Additionally at the beginning of the semester a Wikispace discussion page on the COMesl site was set up so that we could communicate on a regular basis throughout the term. This discussion space helped stay in touch with each other and share our individual observations of what was transpiring in each class and provided some record keeping.


- The project coordinator was available through email to respond to questions or issues about the program.

- In Week 15 of classes, we surveyed the students in each class to get their feedback and evaluation of the DT project.
RESULTS

Based on COM’s Dashboard data, in the previous two semesters, the average pass rate for all sections of English 92 = 62% (fall 2011), and 63% (spring 2011), and the average pass rate for all sections of English 98 = 61% (fall 2011), and 62% (spring 2011). 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. Comments are made where applicable. A table with the detailed results follows.

<table>
<thead>
<tr>
<th>Spring 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>10976</td>
<td>66%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10977</td>
<td>87%</td>
<td>The instructor and DT had worked together in the fall 2011 semester in a section of English 92 with a pass rate then of 53%.</td>
</tr>
<tr>
<td></td>
<td>11468</td>
<td>73%</td>
<td>The instructor had worked with a DT in the previous semester.</td>
</tr>
<tr>
<td></td>
<td>10979</td>
<td>61%</td>
<td></td>
</tr>
<tr>
<td>English 98</td>
<td>10332</td>
<td>83%</td>
<td>The instructor had worked with a DT in the previous semester.</td>
</tr>
<tr>
<td></td>
<td>10333</td>
<td>88%</td>
<td>The DT in this class had been a DT for two previous semesters.</td>
</tr>
<tr>
<td></td>
<td>10334</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10335</td>
<td>46%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10336</td>
<td>73%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11114</td>
<td>71%</td>
<td></td>
</tr>
<tr>
<td>English 98 SL</td>
<td>10282</td>
<td>96%</td>
<td>100% students earned (B-) or better. This instructor/DT team had worked together in the spring semester 2011 (also in Eng98SL); the instructor had also worked with a second DT in fall 2011.</td>
</tr>
<tr>
<td>English 120 SL</td>
<td>10283</td>
<td>86%</td>
<td>83% students earned (B-) or better</td>
</tr>
<tr>
<td></td>
<td>10284</td>
<td>95%</td>
<td>95% students earned a (B) or better. The majority (80%) of these 120SL students had taken 98SL with Cara Kreit, and Tonya Hersch as DT, in fall</td>
</tr>
</tbody>
</table>
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.

- 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. The individual tallies from each class are located in the Appendix of the printed copies.

A summary sheet on the Pass Rates is also provided.
### Summary Sheet from Student Surveys – Dedicated Tutor Program – Spring 2012
(13 sections of Eng92, Eng98, Eng98SL 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>Eng98SL</th>
<th>Eng120SL</th>
<th>Eng120SL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10976</td>
<td>10977</td>
<td>11468</td>
<td>10979</td>
<td>10332</td>
<td>10333</td>
<td>10334</td>
<td>10335</td>
<td>10336 Eve</td>
<td>11114 Eve</td>
<td>10282</td>
<td>10283</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number in class (minus Ws)</td>
<td>18</td>
<td>15</td>
<td>15</td>
<td>18</td>
<td>18</td>
<td>26</td>
<td>16</td>
<td>30</td>
<td>26</td>
<td>7</td>
<td>23</td>
<td>14</td>
</tr>
<tr>
<td>Number Ss who took survey</td>
<td>11</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>17</td>
<td>20</td>
<td>11</td>
<td>12</td>
<td>18</td>
<td>4</td>
<td>21</td>
<td>12</td>
</tr>
<tr>
<td>% working w/DT</td>
<td>36%</td>
<td>100%</td>
<td>72%</td>
<td>60%</td>
<td>47%</td>
<td>50%</td>
<td>64%</td>
<td>50%</td>
<td>45%</td>
<td>100%</td>
<td>91%</td>
<td>83%</td>
</tr>
<tr>
<td>Level satisfaction w/DT</td>
<td>27% H</td>
<td>70% H</td>
<td>57% H</td>
<td>47% H</td>
<td>18% H</td>
<td>45% H</td>
<td>46% H</td>
<td>42% H</td>
<td>67% H</td>
<td>75% H</td>
<td>76% H</td>
<td>75% H</td>
</tr>
<tr>
<td></td>
<td>18% A</td>
<td>30% A</td>
<td>25% A</td>
<td>27% A</td>
<td>42% A</td>
<td>25% A</td>
<td>9% A</td>
<td>25% A</td>
<td>6% A</td>
<td>25% A</td>
<td>19% A</td>
<td>8% A</td>
</tr>
<tr>
<td>Level satisfaction w/other tutors</td>
<td>55% H</td>
<td>54% H</td>
<td>43% H</td>
<td>20% H</td>
<td>29% H</td>
<td>35% H</td>
<td>18% H</td>
<td>42% H</td>
<td>39% H</td>
<td>75% H</td>
<td>43% H</td>
<td>42% H</td>
</tr>
<tr>
<td></td>
<td>36% A</td>
<td>46% A</td>
<td>36% A</td>
<td>67% A</td>
<td>47% A</td>
<td>35% A</td>
<td>18%</td>
<td>17% A</td>
<td>45% A</td>
<td>25% A</td>
<td>43% A</td>
<td>58% A</td>
</tr>
<tr>
<td>Want DT in future class (VI + N)</td>
<td>91%</td>
<td>100%</td>
<td>100%</td>
<td>93%</td>
<td>88%</td>
<td>95%</td>
<td>82%</td>
<td>100%</td>
<td>89%</td>
<td>100%</td>
<td>91%</td>
<td>67%</td>
</tr>
<tr>
<td>% students who had never worked with tutor before</td>
<td>55%</td>
<td>77%</td>
<td>79%</td>
<td>74%</td>
<td>71%</td>
<td>45%</td>
<td>55%</td>
<td>42%</td>
<td>62%</td>
<td>25%</td>
<td>48%</td>
<td>16%</td>
</tr>
<tr>
<td>% Feel more comfortable A</td>
<td>55%</td>
<td>70%</td>
<td>72%</td>
<td>60%</td>
<td>47%</td>
<td>75%</td>
<td>64%</td>
<td>50%</td>
<td>73%</td>
<td>75%</td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td>% Understand writing process better B</td>
<td>45%</td>
<td>77%</td>
<td>58%</td>
<td>47%</td>
<td>47%</td>
<td>65%</td>
<td>64%</td>
<td>58%</td>
<td>62%</td>
<td>100%</td>
<td>76%</td>
<td>58%</td>
</tr>
<tr>
<td>% Improved quickly C</td>
<td>45%</td>
<td>77%</td>
<td>58%</td>
<td>34%</td>
<td>53%</td>
<td>60%</td>
<td>46%</td>
<td>50%</td>
<td>39%</td>
<td>100%</td>
<td>81%</td>
<td>58%</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 – Spring 2012
(13 sections of Eng92, Eng98, Eng98SL and Eng120SL)

<table>
<thead>
<tr>
<th>CRN</th>
<th>Eng92</th>
<th>Eng92</th>
<th>Eng92</th>
<th>Eng92</th>
<th>Eng92</th>
<th>Eng92</th>
<th>Eng92</th>
<th>Eng92 Eve</th>
<th>Eng92 Eve</th>
<th>Eng98SL</th>
<th>Eng120SL</th>
<th>Eng120SL Eve</th>
</tr>
</thead>
<tbody>
<tr>
<td>First census</td>
<td>25</td>
<td>20</td>
<td>20</td>
<td>22</td>
<td>21</td>
<td>27</td>
<td>24</td>
<td>31</td>
<td>28</td>
<td>12</td>
<td>25</td>
<td>14</td>
</tr>
<tr>
<td>Withdrawals</td>
<td>7</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td># Ss (who finished)</td>
<td>18</td>
<td>15</td>
<td>15</td>
<td>18</td>
<td>18</td>
<td>26</td>
<td>16</td>
<td>30</td>
<td>26</td>
<td>7</td>
<td>23</td>
<td>14</td>
</tr>
<tr>
<td>Passed (Grade C or better)</td>
<td>12</td>
<td>13</td>
<td>11</td>
<td>11</td>
<td>15</td>
<td>23</td>
<td>16</td>
<td>14</td>
<td>19</td>
<td>5</td>
<td>22</td>
<td>12</td>
</tr>
<tr>
<td>% Pass Rate (w/o Ws)</td>
<td>66%</td>
<td>87%</td>
<td>73%</td>
<td>61%</td>
<td>83%</td>
<td>88%</td>
<td>80%</td>
<td>46%</td>
<td>73%</td>
<td>71%</td>
<td>96%</td>
<td>86%</td>
</tr>
</tbody>
</table>
RECOMMENDATIONS – GOING FORWARD

We recommend that the Dedicated Tutor Program should be implemented again for the fall 2012 semester. Everyone agreed that it has great value to the students and their success in developing their academic writing skills. We recommend that the following changes be made to the Dedicated Tutor Program based on this 2012 spring term’s findings and input from instructors, DTs and students.

CHANGES TO THE MODEL FOR DEDICATED TUTORS IN BASIC SKILLS ENGLISH AND ESL WRITING CLASSES

Matching Dedicated Tutors to Classes

- Instructors for the semester should indicate their preferences for when a DT should be in class; e.g. Karen’s Eng92 class (T/R) student writing is returned on Thursdays, so a DT should be available to meet students just afterward, but also on the following Tuesdays before the new Thursday due date.

- Any faculty/staff who are offered DT hours need to be informed about the position and what is expected; a new DT needs to understand what his or her role will be. If the DT expects a set schedule, without any flexibility, the program is probably not a good match for that person.

- A one-page description of the role and responsibilities for a dedicated tutor should be developed for the matching process and for the group meeting before classes begin.

- The project coordinator should work with the faculty member responsible for matching DT hours and help communicate with staff/faculty interested in being a DT.

Before Classes Begin

- Need full group meeting—all instructors, DTs and coordinator—before classes begin to provide clear rational, program goals and program history/background; also one full group meeting during the semester (mid-term); Dedicated Tutors should be paid at the stipend rate for these meetings.

- Develop a one-two hour workshop for DTs on how to tutor the writing process, and how to work with an ESL student in a regular section.
Week 1 – Week 3 of new semester

- It is important that the instructor and the DT see this program as a team effort that involves clear communication and an exchange of ideas so individual instructor-DT teams should meet in Week 1 and determine how they want to work together and the best communication method for them (phone, email, in-person).

- Instructors/DTs brainstorm on how to get the students working with the DT sooner in the semester; address the ‘lag time’.

- Dedicated Tutors do not come to class in the first week, however they should be in class Week 2 and Week 3 for one hour only. 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 a new PAF to describe this use of DT hours needs to be developed.

- 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.

- Instructors can encourage students set their schedules to be available to meet with the DT just after class, especially if the student has flexibility in their school/work schedule.

Over Entire Semester

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

- Instructor-DT teams meet on an on-going basis for planning and communicating.

- Instructors provide to DT 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).

- Instructors provide model paragraphs or papers for the DT to understand the assignment fully.

- Project coordinator and DTs communicate via Wikispace for general issues and discussion.
IDEAS ON “WHAT A DT CAN DO FOR THE INSTRUCTOR/STUDENTS”

- 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 92 sections).
- 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.
- Instructor could require students to work with the DT on one aspect of an assignment, e.g. expanding details for support, better analysis, grammar issues (ESL students).
- Read midterms holistically with instructor.
- DT provides group tutoring sessions on a particular topic (especially if students are having difficulty with this area).
- Help classify the types of errors that ESL and bilingual students are making so the instructor can assign “just-in-time” individualized remediation on the Focus on Grammar computer program in English Skills lab.

ASPECTS OF DEDICATED TUTOR PROGRAM THAT SHOULD BE MAINTAINED

- 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).
- 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.
- 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.
- Ideally 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 the schedules of...
students seeking assistance

- Time needs to be scheduled between the DT and instructor (3-5 hours total per semester) to allow for discussions of assignments or student progress.

- *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).*

**BIGGER ISSUES — LONG TERM**

- The quality of the dedicated tutor is important to the value of the program and what it can provide students. The current hourly rate (approximately $20/hour) may prevent us from obtaining high quality tutors, or even degreed part-time instructors. We should discuss this aspect further.

- Consider the possibility of having DTs work on average *4 hours/week* (up from 3 hours/week).

- Consider having a DT assigned to the ESL Lab for evening hours.

- Effort needs to be made to find a new source of qualified DTs as there will always be changing staff situations. One possibility is the Writing Program at San Francisco State University.

- Some students in English 98 classes who are ESL students indicated that they couldn’t get into an SL section because it was filled (39%). Other non-native speakers wanted a ‘regular’ English 98 section because they felt it would be more challenging and help them learn English faster/better (39%). A few of these students said they were not aware of an SL section or that there was a schedule conflict. *Provide an extra section of English 98SL in spring 2013.*

- In English 92, we always get a few students who have major challenges decoding when trying to read, and usually these students have huge challenges with spelling, so much so that they can’t really use spell-check successfully. *I would like some of our DTs to get Lindamood-Bell training in one-on-one tutoring in phonics for adult dyslexics. Their research shows they have had impressive success. Perhaps we could assign an tutor to only one or two of these students for intensive remediation.* [Karen Koenig]
Instructors felt that better support for SL students past English 120 is needed. Also there needs to be better awareness by ESL students that they can get help in the Writing Center for writing assigned for any COM class.

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.
APPENDIX

The printed and bound copies have the full appendix pages. These pages list the tallies for the student surveys in each class.