

## Analytic Memo Created via the Grounded Theory Approach

**Analytic Question:** How can instructors help students to make the most of the tutoring session?

**Codes searched for to create this memo:** [faculty provide resources] [tutor resource]

**Overview at a Glance:** Tutors would like faculty to share more information about classes, especially in written form (or available on Blackboard), including: written descriptions of their assignments, rubrics/grading criteria, and even model examples, if possible. In terms of personalized feedback regarding students, tutors would like to see substantial feedback on student assignments, specific goals for students to work on in written feedback (such as common mistakes they make or identify a specific skill the student is having trouble with), or a completed ASC Prescription form with goals for a tutoring session. Tutors would also like to have available at the ASC: the source material that students respond to in assignments, the texts for courses in addition to ENG101, and other instructor recommended sources for approaching various lesson topics for students who have difficulty. Tutors also want grammar worksheets and citation worksheets for students to work on at the ASC.

### Share Info About Assignment: Expectations: assignment description

[tutor 14] 10. In what ways can the communications between instructors and tutors be enhanced? When instructors give tutors a heads up on an **assignment** it helps tutors to better focus on what the teacher is looking for. [collaboration] [faculty provide resources] [communication]

[tutor 14] [17. Overall, in what ways can the College better support the tutoring process] There should be several staff-tutor **meeting** each semester to help tutors better envision the teacher's requirements for the assignment. [collaboration] [ASC] [academic department] [communication] [faculty provide resources]

[tutor 7] 6. What can course instructors do to make the tutoring session more effective? Provide students with a clear **printed assignment description instead of verbally assigning it**. [faculty provide resources]

[tutor 7] 10. In what ways can the communications between instructors and tutors be enhanced? Right now there is no communication, so hearing anything from the professors (especially in the beginning English classes) about their **expectations** would be helpful. [collaboration] [faculty provide resources]

[tutor 7] 12. What do students in developmental courses (a course number of 099 or lower) need in order to learn their course material more effectively? They need **descriptions of their assignments...**

[tutor 15] 6. What can course instructors do to make the tutoring session more effective? If instructors can give out **written assignment guidelines** to help make their expectations clear to the student and tutor it would make the session more effective. [faculty provide resources]

[tutor 5] 6. What can course instructors do to make the tutoring session more effective?  
Provide **assignments** on time or make them available....

[tutor 3] 6. What can course instructors do to make the tutoring session more effective?  
- Can the above info be **available on blackboard** so it can be downloaded during tutoring sessions?  
[college wide][resources]

### **Share Info About Assignment: Expectations: rubric / grading criteria**

[tutor 7] 3. Identify one or two key issues that impact student learning in the tutoring sessions and suggest some solutions. Please include as much detail as possible.

One issue is that students are often very confused about the assignment – sometimes their teachers don't give them a **print out or rubric** and **other times it is very confusing**. [faculty provide resources] [simplify] [student prep for tutoring]

[tutor 5] 17. Overall, in what ways can the College better support the tutoring process to increase student success in developmental and/or college level courses?]

Better definition of how each English teacher **defines success in his/her class. (How is the student graded?)** [faculty provide resources] [collaboration]

[tutor 11] 6. What can course instructors do to make the tutoring session more effective?  
Instructors can print out a detailed **rubric** to help us get a better understanding of what it is their expecting from their students. [collaboration] [faculty provide resources]

[tutor 7] 5. What should students do to better prepare for tutoring sessions?  
Bring a copy ( or have web access to) their assignment and **grading rubric**. [faculty provide resources] ...

[tutor 3] 6. What can course instructors do to make the tutoring session more effective?  
-provide a **handout with the expectations** of what will be included in the paper [faculty provide resources]

[tutor 5] 6. What can course instructors do to make the tutoring session more effective?  
...Let the tutors know, as well as the students, **what is expected**. For example, is the teacher looking for a first draft or a finished product error-free, or as good as possible? How much weight does grammar, mechanics count for? [faculty provide resources] [collaboration]

[tutor 3] 6. What can course instructors do to make the tutoring session more effective?  
- Professors have to let students know that they will answer questions about the **format of the assignments** [student responsibility] [faculty provide resources] [collaboration]

[tutor 3] 6. What can course instructors do to make the tutoring session more effective?  
- Can the above info be **available on blackboard** so it can be downloaded during tutoring sessions?  
[college wide][resources]

### **Clarify Expectations Directly to Tutors:**

[tutor 6 ] [17. Overall, in what ways can the College better support the tutoring process]  
The college must actually support the work that needs to be done to make tutoring effective. I have to be an editor, a research assistant, & a coach in addition to being a tutor. I love being these things, but I don't want to get in trouble for helping my students, & I don't want them getting in trouble because they came to me for help. [college wide] [faculty provide resources]

### Share Info About Assignment: Expectations: model examples

[tutor 3] 6. What can course instructors do to make the tutoring session more effective?  
-if possible, include a **model paper** as an example (maybe only for students who really need one)  
[classroom solution]

[tutor 3] 10. In what ways can the communications between instructors and tutors be enhanced?  
Again, if tutors were able to access specific descriptions of assignments (even if through students' access to Blackboard).[college wide][faculty provide resources]  
Perhaps **model examples** of student work could be **available for tutors only** so they can get an idea of what the end goal is for different coursework. [college wide] [faculty provide resources]

### Written Feedback to Students, Personalized Feedback about Student Performance / Needs:

[tutor 7] 9. From your role as a tutor, what insights can you share about students that instructors probably are not aware of?

A lot of them **cannot read their instructor's handwriting** and **do not understand the notes left on their papers**. [faculty provide resources] [simplify] [student concerns]

[tutor 14] [6. What can course instructors do to make the tutoring session more effective?]  
Instructors can indicate on students' papers **how they should go about improving their paper**.  
[faculty provide resources] [classroom solution] [communication]

[tutor 4] 6. What can course instructors do to make the tutoring session more effective?  
Provide **real feedback** on each assignments so tutors can use it as a guide  
[collaboration] [faculty provide resources]

[tutor 10] 6. What can course instructors do to make the tutoring session more effective?  
If an instructor specifically asks a student to get help at the ASC, it would be helpful for the instructor to **write down what he/she wants the student to work on, or even come up with one or two goals for the student to work towards**. [faculty provide resources] [collaboration] This could help with students who come because they were told to but are unsure of what they need to work on.

Some students also come in with a paper that the instructor has marked up and pointed out that they can see their grammatical errors now that they would not be able to identify them on their own. Instead of saying students need to work on grammar, I think some students would prefer to **know what kind of grammatical error they make frequently and should seek help with**. This could cut down on time in tutoring sessions spent trying to identify the biggest/most common errors.  
[grammar] [student skills] [tutor challenge]

[tutor 10] 10. In what ways can the communications between instructors and tutors be enhanced? The only thing I can think of is for instructors to be **more specific about what students need help with** if they are sending students to the ASC for help. [faculty provide resources] [collaboration] I'm not sure there is information instructors would like to know about tutoring sessions, especially if they've suggested a student meet with a tutor. [collaboration] **[TUTOR'S FEEDBACK FOR INSTRUCTORS]**

For embedded classes, instructor-tutor communication has been excellent. [collaboration]

[tutor 2] 6. What can course instructors do to make the tutoring session more effective? **SEND A NOTE ALONG WITH THE STUDENT REFERRING TO THE TYPE OF HELP THEY MIGHT NEED.** [collaboration] [professor communication] [faculty provide resources]

[tutor 15] 6. What can course instructors do to make the tutoring session more effective? ...Additionally instructors should be made aware of the purpose of the writing center. This can help make students time in the center much more helpful, especially if instructors give their students **specific goals to work on in a session.** [ASC] [academic department] [collaboration] [faculty provide resources]

[tutor 1] [10. In what ways can the communications between instructors and tutors be enhanced?] **ASC PRESCRIPTION FORM** [collaboration] [communication] [faculty provide resources]

[tutor 1] [17. Overall, in what ways can the College better support the tutoring process to increase student success in developmental and/or college level courses?] ... 2. Use of **ASC prescriptions** [faculty provide resources] [collaboration]

[tutor 1] [6. What can course instructors do to make the tutoring session more effective?]  
1. ASC PREscription – as detailed as possible [collaboration] [faculty provide resources]  
2. If they have a prescription made  
1. Instructor should make sure their ideas on **premise of the lecture be made clear to be re-expressed by the tutor**  
2. If a **secured message can be sent from instructor to main ASC front desk**, we can have more detailed expectations from the instructor without effecting the student's confidence [collaboration] [communication]

[tutor 1] [10. In what ways can the communications between instructors and tutors be enhanced?] **In-person meeting** for students who may be failing or require additional learning services.

### **Share Info About Assignment: Source Material, Additional Recommended Resources**

[tutor 5] 13. In working with students from developmental courses (a course number of 099 or lower), what approaches have you found to be successful ...] **If they have to respond to a piece of writing, I like to have to read it.** [faculty provide resources] [tutor resource] ...

[tutor 11] I would be nice if we had some of the **articles their students have to write about.** (clear expectations- written) [collaboration] [faculty provide resources]

[tutor 7] 5. What should students do to better prepare for tutoring sessions? Bring **their book for the course**. [tutor resource] [student prep for tutoring]

[tutor 7] 12. What do students in developmental courses (a course number of 099 or lower) need in order to learn their course material more effectively?

They need ... **resources they can look to for basic grammar help**. [grammar] [faculty provide resources]

[tutor 3] 6. What can course instructors do to make the tutoring session more effective?

-A **variety of sources to approach a topic** for those w/ poor understanding [faculty provide resources]

### **Resources at ASC:**

[tutor 10] 17. Overall, in what ways can the College better support the tutoring process to increase student success in developmental and/or college level courses? ]

...There could also be sessions and **worksheets on citation. Even a poster or something like that as reference or a visual** could be helpful for students in the ASC. [tutor resource] [essay structure]

### **[WORKSHEETS/WORKSHOPS]**

[tutor 1] [8. Describe some solutions that could be implemented in any area of the College]

☑ **More grammar express** [resources] [college wide]

**Vocab express [Q to Ask Marie: would these be used in the classroom or tutoring center?]**

[tutor 7] 2. What approaches have you found to be particularly effective in addressing the difficulties that you identified above?

I try to give the students tools they can use to outline and organize their papers. Proofread, and revise their papers. [writing process] [model skills] Some tips that have been helpful for the students are **sharing the outline worksheet**. [tutor resource]...

[tutor 10] 8. Describe some solutions that could be implemented in any area of the College (e.g., student services, library, advising, school policies, etc.) to enhance student success.

One student asked if we could provide **grammar worksheets** so that if we saw a common mistake we could pull out a worksheet and work on it. [tutor resource] **[GRAMMAR WORKSHEET]**

I also know a lot of students had questions about citing. I think the CCC library already has a sheet on **citations** on their website but it might be helpful to print out **short guides for reference** in the ASC. [tutor resource] **[CITATION WORKSHEET]**

[tutor 1] 13. In working with students from developmental courses (a course number of 099 or lower), what approaches have you found to be successful to use in tutoring sessions? ]

... Writing down notes and key events for student to look up [tutor strategy] [tutor resource]

...**[personalized resource a tutor can develop for students]**

### **Faculty Provide Resources to Students:**

[tutor 8] 6. What can course instructors do to make the tutoring session more effective?

1) Give out the schedule of ASC times [faculty provide resources] ...

### **Faculty affect Student Perception of Tutors or Tutoring Services:**

[tutor 12] 6. What can course instructors do to make the tutoring session more effective?

Not to impart either a sense that that “tutors” are somehow less capable, or present them as a last ditch panacea because they “don’t have time” for example.

[faculty provide resources]

### **Miscellaneous:**

[tutor 1] [3. Identify one or two key issues that impact student learning in the tutoring sessions]

... ENG courses should have **vocabulary related workbooks** (maybe Scholastic vocab books) to effectively learn new vocabulary words. [faculty provide resources] [resources] [academic department]

[tutor 1] [8. Describe some solutions that could be implemented in any area of the College]

**Book clubs** (or recommendations) [college wide] [solution] [faculty provide resources]

☑ More recommendations to Learning Coordinator to help troubled students [collaboration] [communication]

[tutor 9] 14. How can tutors establish and maintain trust with students who are taking developmental courses?

For me, it’s about trusting the students, trusting them and believing them. **The text is excellent and the instructors are excellent (for the most part).** But they lack confidence in themselves and I don’t. [tutor affective domain] [student affective domain] [student concerns] [faculty provide resources]

[tutor 15] 17. Overall, in what ways can the College better support the tutoring process to increase student success in developmental and/or college level courses? ]

Professional development is incredibly important for tutors and instructors. Specifically for the tutors **training on ... the format of ENG 101-102** would be very helpful. As I mentioned earlier many of our tutors especially the student workers have no formal tutoring training.

[training] [faculty provide resources] [tutor resource]

[tutor 8] 17. Overall, in what ways can the College better support the tutoring process to increase student success in developmental and/or college level courses? ]

I think one software enhancement to the **tutor track** would be beneficial. Currently, it can get very fast paced in the center and it is easy to forget to ask if the student signed in. If tutor track could give a “ticket number” at log in, it would be easier. Just keep a stack of scrap paper for the student to write the ticket number on & give to the tutor. [tutor resource] [ASC] [tutor protocols] **[Q for Marie: what is this?]**

[tutor 12] 17. Overall, in what ways can the College better support the tutoring process to increase student success in developmental and/or college level courses? ]

**Stress management workshops** for the tutors who wish to take them voluntarily [tutor resource] [training]