



CAPITAL
COMMUNITY COLLEGE

**Assessment Findings from Tutors:
Helping Students in Written Communication**

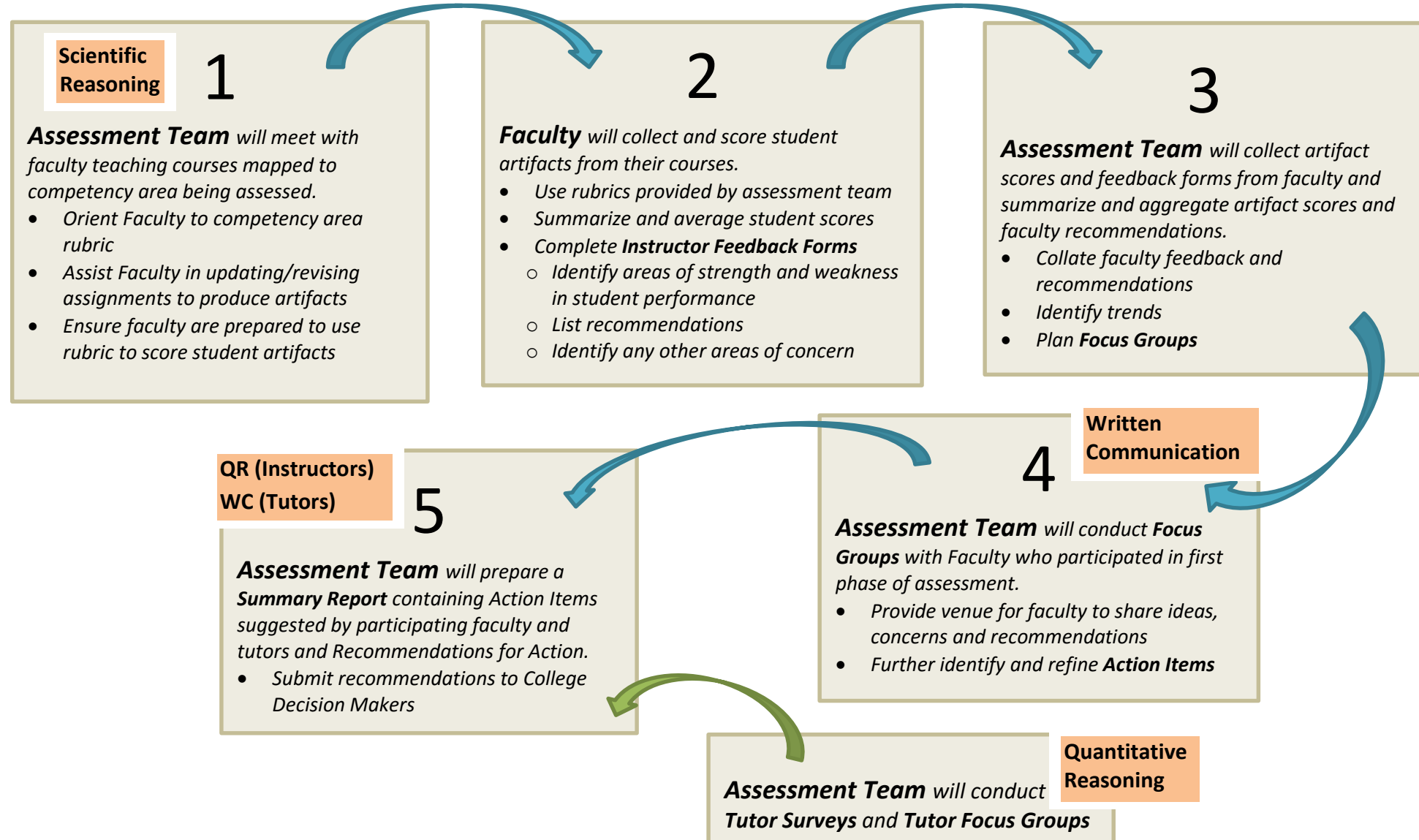
Presented by

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Assessment Process Diagram

Fall 2016 Update

This is a diagram highlighting the new assessment process to assess the Quantitative Reasoning (QR) and Written Communication (WC) general education competencies. The goal is to increase faculty engagement, by soliciting faculty recommendations and input multiple times during the assessment process. The goal is also to ensure actionable recommendations can be produced that can be presented to College decision makers.



Writing Tutors Value:

- Their role of encouraging students in the writing process, especially through providing specific, positive feedback.
 - When students arrive without having read or understood the source material the assignment is based on, tutoring sessions are devoted to reading together and brainstorming paper topics, which can leave students feeling frustrated that they haven't left their first tutoring session with a paper draft.
- Their role of advancing students' higher order writing skills, in line with expressed goals of the Academic Success Center.
 - Students should expect help with focusing on the intended audience, organizing ideas, developing an argument, etc. Tutors are not meant to act as a proofreader of student work.

Writing Tutors Desire:

- Better communication with faculty:
 - Personalized feedback (comments on student papers, tutoring prescription)
 - Written Assignment Guidelines (students often ask tutors to clarify an assignment)
 - Opportunities to discuss instructor expectations for assignments with faculty
 - Opportunities to attend professional development workshops with faculty
- More opportunities to collaborate with the library
- More PR in general (awareness of ASC as an aid to students, awareness of ASC goals)
- More resources on hand at the ASC:
 - Texts for courses other than ENG 101 (all subject areas, esp. Hispanic American Lit., The Hemingway Anthology)
 - Model papers (especially the textual analysis assignment for ENG 101, and the Sociology Community Group Project)

Writing Tutor Tips for Students

How to get the most out of your tutoring session:

- Read the source material in advance,
- Bring a draft of work in progress,
- Bring a written description of the assignment,
- Plan to do more work after the tutoring session.

All students are welcome, whether they can prepare in advance, or not. These tips should be shared in a non-intimidating way.

Assessment Findings from Tutors Report

Contains:

- More detail on the reasoning tutors gave for their perceptions of student needs, and their suggestions on how to meet these needs better.
- Specific recommended actions to take across the college.
- Appendices explain the scientific methods that were used to ensure the findings are valid. The data collection instruments and descriptions of the data analysis process demonstrate a high level of rigor.

We look to college faculty to help...

- Find ways to ensure that pertinent findings from the Assessment Team are shared and reflected on in a meaningful way across the College, to inform the actions of all relevant constituents.
- Evaluate the Findings and Recommended Actions for components that fit with the Strategic Plan to identify priorities, and find existing structures, processes, and policies across the College.
- Find high-leverage ways for these findings to inform future decisions and efforts across the College (e.g., professional development opportunities could be hosted by FSSD and CFT, find ways to make funding available for implementing changes, etc.).

The Assessment Team Will Keep In Touch:

- We would be happy to meet with various committees and groups to follow up on:
 - how you individually and collectively plan to address these findings, given your particular roles at the college.
 - identifying the appropriate people and groups to spearhead various actions.
- We plan to report findings from the QR Instructors and the WC Instructors during this Academic Year.
- Further down the road, we plan to identify the various changes that are implemented, evaluate their effectiveness, and decide on future steps to take.

Thank you to all involved:

- Writing Tutors from the ASC, who thoughtfully completed lengthy surveys and candidly engaged in focus group sessions.
- The Assessment Team Written Communication subgroup, who helped design the data collection instruments, meticulously analyzed survey data, helped to interpret focus group responses and suggest recommended actions: Marie Basche, Ira Hessmer, Daniela Ragusa, Minati Roychoudhuri, & Katie Schackner.
- Marie Basche and Laura Reale-Foley, who helped design the data collection instruments, facilitate participation, and who have already begun implementing suggestions.