



The English Writing Assistance & Tutorials Pilot Project

***A Supplemental Educational Service Under the
Direction of Academic Affairs, in Collaboration
with Student Services***

March 22, 2010—Present

**Coordinator & Tutor:
*Lucille “Sía” Achica***

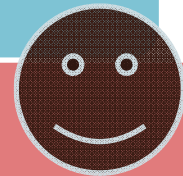
~tudent . s~ elp the student to:

1. Pass the course with a C grade or better

2. Develop an understanding of different writing styles

3. Develop an understanding of basic research & essay structures and citation formats

4. Be able to effectively communicate ideas in a writing assignment



tutorial service outcomes

1. Strengthen Institutional Learning Outcomes

2. Uphold Institutional Core Values of Student Centeredness, Collaboration & Teamwork and Lifelong Learning

3. Develop & increase student academic success

4. Collate data with which to improve tutorial services

5. Use collected information to support data-driven decision-making

Basic Procedure

Walk-Ins & Referrals to Writing Tutor (SLAC Lab)

In-take Forms & Consultation: (1) Sign-In, (2) Profile Forms & (3) Visit “Q & A,” (determine skills, instructor’s requirements & student/tutor availabilities)

1. Initial advising & tutorial session (for students w/ “special tutoring needs”)

2. 2nd session for follow-up, revisions, proof-reading

3. 3rd session for final proof-reading & checklists

1. Content-specific-advising: Research (citation, structure, resources)

2. 2nd visit: follow-up, check references, checklist

* Final follow-up w/ student and/or instructor for grade*

4-month “pilot period”
(3/22—7/23/2010)

**Total # of
students**

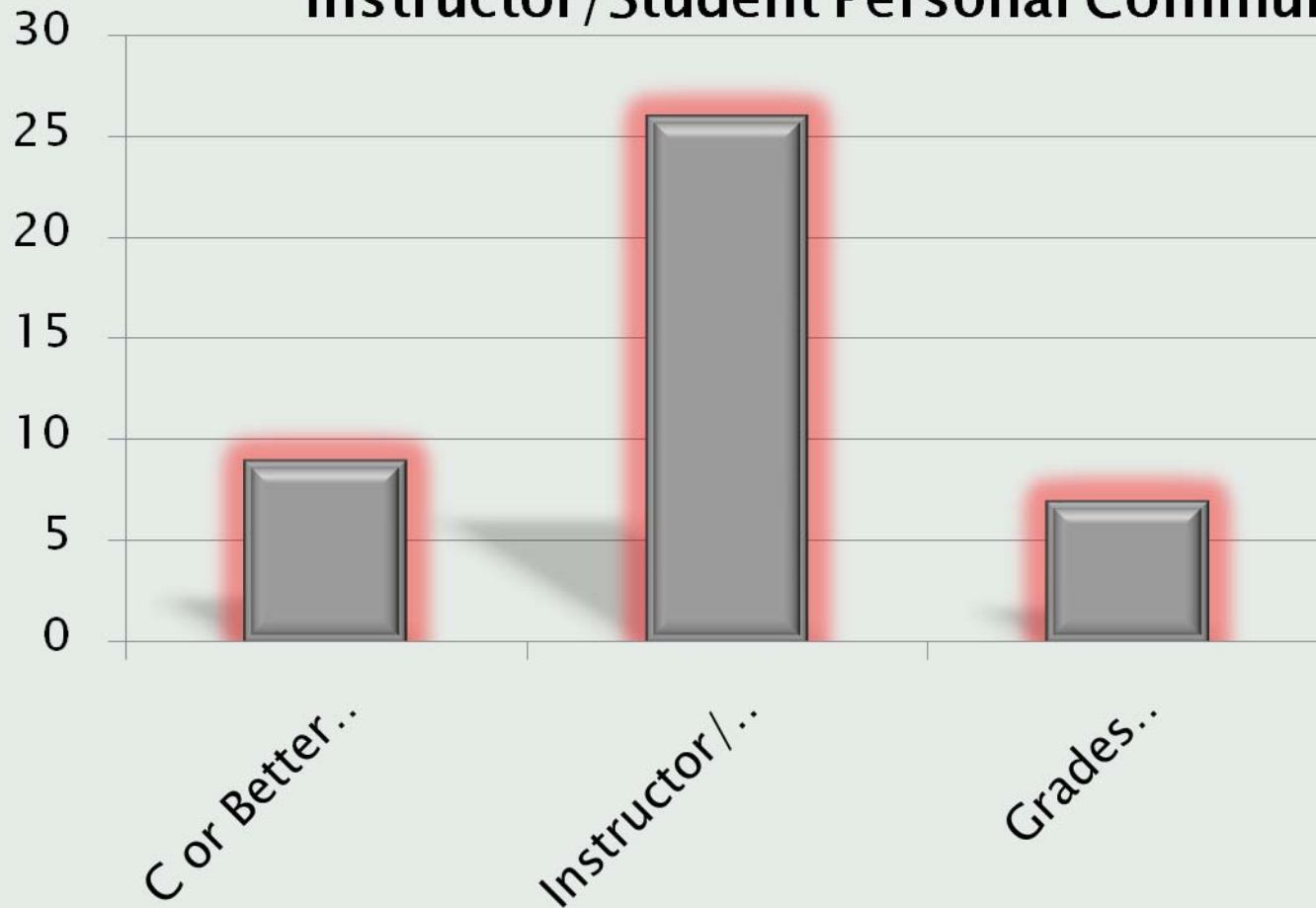
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**Total # of
tutorial
sessions**

75

Success Rate [C or Better]

Based on Actual Grades &
Instructor/Student Personal Communication



Recommendation I

I. Referral Process

1. “Student-Faculty-Tutor-System-Friendly” Process

- Systematic procedure to ensure student follows through
- Identify students needing tutorials early on
- Follow-up/progress report
- Instructor involvement & support w/ referring, tracking student w/ tutor & sharing pass data w/ tutoring service
- Collaborative on-going process must be in place prior to beginning of semesters
- Distribute info @ student & faculty orientations

Recommendation II

II. Non-student & Student Tutors

- Tutor responsibilities are clearly defined as a support for students & Instructors
- Selection of student tutors must be done prior to start of semester
 - Student Services' Tutorial Coordinator to work closely w/ Language/Literature (and/or ELI) faculty & Financial Aid staff for Work Study students who are proficient in ENG 251
 - Faculty (L & L) can recommend students who passed ENG 251 w/ at least a grade of A-
 - Collaboration w/ Student Svcs. Coordinator to prepare recommended students to be "tutor-ready" by start of semester
 - Student Svcs. Tutorial Coordinator must continue to communicate w/ L & L faculty to ensure student tutor selection process is successful

Recommendation III

▶ III. Student Services Tutorial Coordinator & (tutors) to provide Curriculum Committee & appropriate Administrators a semester report w/ tutorial data, pass rate, brochures, schedule, etc.

- **For brochures, tutorial staff & schedule to be made available for faculty & students during orientations**
- **For Curriculum Committee & Student Svcs. to ensure that tutorial services are truly comprehensive & effectively aiding students**
- **For all involved to assure accreditation standards are upheld**

Recommendation IV

- IV. Early identification process—to help students who need tutoring before they fail courses
 - Ties in w/ overall referral process
 - When Instructors submit “Low-grade” reports
 - Student Svcs. Counselors & Tutorial Coordinators can follow through w/ referral—**REQUIRING** students to seek tutoring
 - Instructors may be able to recognize students w/ writing difficulties through early writing assignments (reflection papers, free-writing) & then refer to Student Svcs. Counselors or Tutorial Coordinator
 - A systematic process would help to continue that identification and early detection process

Recommendation V

- ▶ V. Facility & equipment maintenance, along w/ Tutor “refreshers” to promote the efficacy & centralization of tutorial process & services in the SLAC Lab
 - **Necessary in light of the night courses & the SLAC Lab/Office designated as the point of contact/central after-hours location for evening students**

Final Thoughts

- Continuous dialogue & on-going collaboration of Student Svcs. & Curriculum Committee/Administrators, with the support of faculty—may serve to promote a successful & truly comprehensive tutoring program in the centralized SLAC Lab—increasing overall student success.

- **Acknowledgements**

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