Writing and Library Research Peer Tutoring Program
Report for the 2007-2008 Academic Year

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<u>Background</u>

The Writing and Library Research Peer Tutoring Program is a collaborative effort between the Office of the Campus Writing Coordinator, the UCI Libraries, and Student Housing to help undergraduate students with the demands of college writing through a peer assistance model. In its initial year, 2005-2006, the peer tutoring program was offered in the two first-year residential communities, Mesa Court and Middle Earth Housing. As a result of the success of the program in its first year, the program was extended and expanded during the 2006-2007 academic year to include peer tutoring in both Langson Library and the Science Library.

For two years now, peer tutoring has been offered in four locations: Langson Library, Mesa Court, Middle Earth, and the Science Library. A total of 8 peer tutors provide writing and research tutoring in all four locations Mondays through Thursdays from 6pm to 9pm during Weeks 2 through 10 of every quarter. During Welcome Week, the peer tutors received three full days of training. Promotion and advertising of the Writing and Library Research Peer Tutoring Program during the 2007-2008 academic year included: an announcement to all Composition Program and FIP Instructors in the Fall, flyers in all new student orientation packets, flyers and posters throughout campus, and maintenance of the Peer Tutoring Program webpage. In addition to these efforts designed to increase awareness of the program to all UCI undergraduate students, the 2007-2008 academic year was seen as an opportunity to continue collecting data about the program and its impacts.

Since the program's inception, data has been collected through sign-in sheets maintained by the tutors for all sessions, student intake forms completed prior to peer tutoring sessions, and an on-line survey students are encouraged to complete post their session about their tutoring experience. The intake form provides information about the reasons students visited a tutor, the course for which students were seeking assistance, and whether the student had been referred to the program. During the first year of the program, the on-line survey was designed to capture information about students' satisfaction with their tutor and the degree to which they perceived their tutor as knowledgeable about writing and library research. Starting in the Winter of 2007, the program's evaluation and data collection tools were modified to reflect the four goals for the Writing and Library Research Peer Tutoring Program. These goals are:

1. to build students' confidence in both their writing and research skills;

2. to assist students in the development of their writing and research skills;

3. to provide students with feedback on their writing and/or research that facilitates students' ability to successfully complete their assignment; and

4. to encourage students to take advantage of such campus resources as faculty/teaching assistant office hours, "Ask a Librarian", and LARC.

In addition, since the Winter of 2007, all elements of data collection, with the exception of the sign-in sheet, have been placed on EEE to allow for improved and increased data collection and ease of follow-up with students who've met with a tutor to complete an evaluation of their tutoring experience.[1]

During the 2007-2008 academic year, tutors maintained sign-in sheets for all tutoring sessions, students completed an online intake form prior to their tutoring sessions, students were sent an email invitation to evaluate their tutoring session, noting the degree to which they benefited from their tutoring experience, developed increased confidence in their skills, and were able to complete their writing/research assignment as a result of their tutoring. In addition, a survey was distributed to all faculty members listed on the intake forms in both Fall 2007 and Spring 2008 to obtain their views and opinions about the program. Lastly, a survey was developed and distributed in Spring 2008 to all Fall 2007 tutoring participants to gather information about the degree to which they perceived their tutoring experience to have impacted the quality of their writing/research, their ability to complete writing/research based courses, and improvements in their ability to edit their own writing/conduct research. [2]

Results from the 2007-2008 evaluation, with comparisons to the findings from 2006-2007, are presented below.

Intake Form Findings

During 2007-2008, a total of 525 students used the Peer Tutoring Program, compared to 459 students during the 2006-2007 academic year. In Fall 2007, 181 students participated in 336 tutoring sessions. In Winter 2008, 160 students participated in 300 tutoring sessions, and in Spring 2008, 184 students participated in 318 tutoring sessions. Over the course of the year, the average student made 1.8 visits to the program.

Compared to 2006-2007, the 2007-2008 academic year saw a 14% increase in the number of students utilizing the Writing and Library Research Peer Tutoring Program[3], a 15% increase in the number of tutoring sessions, and a slight increase in the average number of visits made to the program per student: from 1.7 visits to 1.8 visits.

As shown in Table 1, the number of students seeking tutoring assistance more than once in a given quarter peaked in Winter 2008 at 41% (65 students), compared to 28% (51 students) in the Fall, and 24% (45 students) in the Spring.

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[1] Paper intake forms are made available for those instances when there were difficulties accessing the internet.

[2] The intake form, student and faculty tutoring evaluations, and the tutoring reflection survey utilized during the 2007-2008 academic year are located in Appendix A.

[3] The only quarter in the 2007-2008 academic year when fewer students utilized the peer tutoring program than had been the case in 2006-2007 was in the Fall Quarter.

Table 1: Number of Students and Visits by Quarter

Number of students and visits	Fall 2007	Winter 2008	Spring 2008
Number of students	181	160	184
Number of visits per student			
1 visit	130	95	139
2 visits	27	42	24
3 visits	13	13	9
4 visits	2	3	6
5 visits	4	2	2
6 visits	3	2	2
7 visits	2	1	1
8 visits		1	1
9 visits		1	
TOTAL TUTORING SESSIONS	336	300	318

As noted in Table 2, the primary reason students gave for visiting the Writing and Library Research Peer Tutors was proofreading, followed by organization in the Fall, and editing in the Winter and Spring. As was the case in 2006-2007, students seeking assistance with library research strategies was consistently noted as the least likely reason for participation in the Peer Tutoring Program during the 2007-2008 academic year.

Table 2: Reasons for Seeking Assistance from a Peer Tutor

Reasons for Seeking Peer Tutoring	Fall 2007	Winter 2008	Spring 2008
Proofreading	155 (55%)	162 (59%)	161 (59%)
Editing Skills	85 (30%)	106 (38%)	106 (39%)
Organization	118 (42%)	89 (32%)	87 (32%)
Development of ideas	95 (34%)	60 (22%)	89 (32%)
Writing Strategies	78 (28%)	56 (20%)	46 (17%)
Developing/writing the thesis	75 (27%)	53 (19%)	56 (20%)
Understanding the writing/research assignment	57 (20%)	39 (14%)	51 (19%)
Library research strategies	4 (1%)	8 (3%)	10 (4%)
Other	8 (3%)	5 (2%)	10 (4%)
Intake Form Completers	283	276	275

For 2007-2008, as was the case in 2006-2007, courses which fulfill lower division writing requirements were the primary courses for which students sought tutoring assistance, as presented in Table 3. Interestingly, in Winter 2008 and Spring 2008, students enrolled in Humanities 20, which is geared towards second language students, was among the top four courses for which students sought tutoring.

Table 3: Top Courses for Which Students Sought
Tutoring Assistance

Quarter and Course	Number of Students
Fall Quarter 2007	
Writing 39B	65
Writing 39A	38
Humanities Core	22
Writing 39C	15
Winter Quarter 2008	
Writing 39C	30
Writing 39B	25
Humanities Core	20
Humanities 20A	19
Spring Quarter 2008	
Writing 39C	51
Writing 39B	48
Humanities 20B	28
Humanities Core	24

Table 4 shows that approximately one fourth of the students who participated in the Peer Tutoring Program stated that they had been referred; the majority of students are seeking tutoring assistance of their own accord. Of interest to note here is that while the percentage of students reporting they were referred to the program is lower than was the case in 2006-2007, it increased over the course of the year.

Table 4: Percentage of Students Referred to the Peer Tutoring Program

Referral Status	Fall 2007	Winter 2008	Spring 2008
Referred	64 (23%)	72 (27%)	84 (32%)
Not referred	210 (74%)	193 (73%)	182 (68%)
Total	274	265	266

Table 5 displays student participation rates in peer tutoring collected through the peer tutors' sign-in sheets.
- Though students sought tutoring assistance at all four locations, participation rates were consistently highest in Langson Library as had been the case in both Winter 2007 and Spring 2007.
- In fact, 39% of all tutoring sessions that took place during 2007-2008 took place in Langson Library, compared to 23% in Mesa Court, and 19% in both Middle Earth and the Science Library. In addition, students tended to most actively take advantage of the program during weeks 7 through 10 of each quarter, most likely because papers are due at the end of the term.

Table 5: Participation by Location and Week of the Quarter

Quarter and Location	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Total
Fall Quarter 2007										
Langson Library	9	8	13	19	11	28	13	24	16	141
Mesa Court	0	3	3	9	10	21	12	6	26	90
Middle Earth	4	5	0	0	5	5	11	3	10	43
Science Library	10	5	7	6	5	6	9	7	7	62
Total Per Week	23	21	23	34	31	60	45	40	59	336
Winter Quarter 2008										
Langson Library	3	8	17	14	12	15	14	11	35	129
Mesa Court	2	6	3	4	3	5	9	6	13	51
Middle Earth	1	3	7	5	4	13	9	7	18	67
Science Library	3	0	2	5	10	4	10	2	17	53
Total Per Week	9	17	29	28	29	37	42	26	83	300
Spring Quarter 2008										
Langson Library	6	14	12	6	15	4	20	6	19	102
Mesa Court	1	7	15	5	4	16	15	1	17	81
Middle Earth	0	8	8	5	7	21	12	1	10	72
Science Library	4	8	7	8	6	11	8	7	4	63
Total Per Week	11	37	42	24	32	52	55	15	50	318

In summary, the data collected through the Tutoring Intake Forms show that students utilized the peer tutoring program primarily for writing assistance in courses that fulfill the lower division writing requirement with an average of 1.8 visits per quarter. The most popular location for peer tutoring is Langson Library. While most students utilized the peer tutoring program on their own initiative, the number and percentage of students referred to the program increased over the course of the year.

Students' Evaluations of Tutoring

The response rate for tutoring evaluations varied quarterly; 32% (106 out of 336) in Fall compared to 27% (81 out of 300) in Winter Quarter, and 34% (108 out of 318) in Spring Quarter. Overall, student response rates were higher in 2006-2007 than was the case this year. The only change made to the tutoring evaluation process in 2007-2008 which may have impacted response rates was the decision to no longer select one student respondent quarterly to win a

$100 gift certificate. Because the response rates are low; the results and findings presented here may not accurately or completely reflect student perceptions of the Peer Tutoring Program; generalizations from these evaluations should therefore be made with caution.

Table 6 displays the results by quarter for the items concerned with students' perceptions about their peer tutor's skills and knowledge. Students who selected "not applicable" as their response are not included in these counts and percents.

- Nearly 80%of students agreed or strongly agreed that their tutor's interpersonal skills were good. This represents a decline from 2006-2007 when 87% of student respondents agreed or strongly agreed that their tutor's interpersonal skills were good.
- While students viewed their tutor as knowledgeable both about writing skills and library research techniques/resources, they were more likely to agree that the tutors were knowledgeable about writing skills.
- Further, half of all student respondents consistently reported that the tutor's knowledge about library research techniques/resources skills was not applicable to their tutoring visit.

Table 6: Students' Assessment of the Peer Tutors, their Skills and Knowledge

Survey Item [a]	Fall 2007 n=106		Winter 2008 n=81		Spring 2008 n=108	
	Count	Percent	Count	Percent	Count	Percent
The tutor's interpersonal skills were good.	88	85%	68	84%	84	78%
The tutor was knowledgeable about writing skills.[b]	102	97%	77	97%	98	92%
The tutor was knowledgeable about library research techniques/resources.[b]	44	94%	36	92%	47	90%

[a] The results displayed represent the percentage of students that agreed or strongly agreed with the statement.
[b] One of the response options available for these items is "Not applicable". All "not applicable" responses were treated as missing.

In Table 7, the results for the survey items concerned with the tutoring outcomes are displayed. Again, students who selected "not applicable" as their response are not included in these counts and percents.

- As was the case in 2006-2007, more students agreed that they developed new research strategies versus writing strategies even though they were more likely to seek tutoring assistance for writing.
- Similarly, more students reported that they were more confident in their research skills versus their writing skills as a result of their tutoring in the Winter and Spring Quarters.
- In the Winter Quarter, students reported higher levels of agreement that the tutoring experience helped them complete their research assignments (98%) compared to completing their writing assignments (90%).
- All the survey items concerned with understanding and completing writing/research assignments received lower levels of agreement in the Spring Quarter than they did in Winter. In 2006-2007, students reported the highest levels of agreement that tutoring help them both understand and complete their writing/research assignments in the Spring Quarter.

- While 90% of students reported that their tutoring experience helped them complete their writing assignment in both Fall and Winter, the percentage of agreement with that statement declines to 81% in Spring.
- In the Spring Quarter, students reported the same level of agreement (81%) around the impact of tutoring on their ability to complete their writing/research assignments.

Table 7: Tutoring Outcomes

Survey Item [a, b]	Fall 2007 n=106		Winter 2008 n=81		Spring 2008 n=108	
As a result of my tutoring experience:	Count	Percent	Count	Percent	Count	Percent
I have developed new writing strategies.	73	74%	51	75%	73	74%
I am more confident in my writing.	75	76%	52	73%	75	76%
I have developed new research strategies.	37	76%	28	82%	39	83%
I am more confident in my research skills.	35	71%	30	83%	38	78%
My tutoring experience helped me:						
Understand the prompt for my writing assignment.	76	86%	53	89%	75	86%
Complete the writing assignment for my course.	81	90%	62	90%	71	81%
Understand the research assignment for my course.	48	77%	35	88%	46	81%
Complete the research assignment for my course.	48	81%	39	98%	48	81%
Learn about available campus resources such as "Ask a Librarian" and LARC.	39	70%	31	79%	43	77%

[a] The results displayed represent the percentage of students that agreed or strongly agreed with the statement.
[b] One of the response options available for these items is "Not applicable". All "not applicable" responses were treated as missing.

The lower percentage of students rating their experience with the program as excellent or good in the Spring Quarter, as displayed in Table 8, seems to be consistent with the decline in the level of agreement students reported in the achievement of tutoring outcomes described earlier.

Table 8: Overall Evaluation

Survey Item [a]	Fall 2007	Winter 2008	Spring 2007
How would you rate your experience with the Peer Tutoring Program?	79%	75%	67%

[a] The results displayed represent the percentage of students that rated the program "excellent" or "good". or strongly agreed with the statement.

Even though students reported less favorable views about the program in the Spring Quarter, nearly 90% of the students stated they would likely use the peer tutoring program again as shown in Table 9.

- The percentage of students who stated they would likely use the program again slightly declined from the Fall Quarter to the Winter and Spring Quarters.
- The percentage of students who stated they would likely refer their friends to the program declined from the Fall to the Winter, but then returned to the Fall level in the Spring Quarter.

Table 9: Likelihood of Referring Friends and Utilizing the Peer Tutoring Program

Survey Item	Fall 2007	Winter 2008	Spring 2008
Repeat Use of Peer Tutoring Program			
Very Likely and Likely	76 *(92%)*	71 *(89%)*	95 *(89%)*
Not Likely	9 *(9%)*	9 *(11%)*	12 *(11%)*
Referral of friends to Peer Tutoring Program			
Very Likely and Likely	94 *(91%)*	69 *(85%)*	96 *(91%)*
Not Likely	10 *(10%)*	12 *(15%)*	10 *(9%)*

Overall, the Tutoring Evaluation numerical results, coupled with the written comments located in Appendix B suggest that while the majority of students gain a great deal through the program including feeling more confident about their skills, developing new writing and research strategies, and gaining better understanding and ultimately being able to complete their course assignments, there are concerns that need to be addressed. Specifically, these concerns include the amount of time tutors are able to spend with students, the waiting time to see a tutor, discrepancies between what students expect will happen when they meet with a peer tutor and what actually occurs, and the quality of interaction with the tutors.

Faculty Evaluation Findings

The response rate for the faculty evaluation in 2007-2008 continued to be fairly low. In an effort to produce higher response rates, the Campus Writing Coordinator invited faculty to participate in the Fall 2007 evaluation. Nonetheless, only 10 faculty completed the survey for a 12% response rate. Because both the response rate was so poor in Fall and faculty teaching upper division writing courses were being asked to complete a survey in Winter 2008, the decision was made not to distribute a Peer Tutoring Faculty Evaluation until Spring 2008. A total of 19 faculty completed the Spring 2008 survey for a 35% response rate. Though Spring 2008 saw a dramatic improvement in faculty participation, the response rates remain low. The results and findings presented here may not accurately or completely reflect faculty perceptions of the Peer Tutoring Program; generalizations from these evaluations should therefore be made with caution.

The results for the faculty evaluations conducted in the Fall and Spring Quarters are displayed in Tables 10 through 13.

The results displayed in Table 10 show that faculty inform students about the program through a general announcement to the class versus individual referral thereby confirming that students are primarily using the program of their own accord.

Table 10: How Faculty Informed Students about the
Peer Tutoring Program

Method	Fall 2007 n=10	Spring 2008 n=19
General Class Announcement	10 (*100%*)	17 (*94%*)
Referral of Individual Students	0	1 (*6%*)

Table 11 shows that the faculty's perception of their students' impressions of the program, or lack thereof, remained fairly consistent.

- Nearly half of all faculty reported not knowing their students' impressions of the Writing and Library Research Peer Tutoring Program.

Table 11: Faculty Perceptions of their Students' Impressions
of the Peer Tutoring Program

Student Impressions of Peer Tutoring	Fall 2007	Spring 2008
Excellent	0 (*0%*)	3 (*16%*)
Good	5 (*50%*)	6 (*32%*)
Average	0 (*0%*)	1 (*5%*)
Fair	0 (*0%*)	0 (*0%*)
Poor	0 (*0%*)	0 (*0%*)
I Don't Know	5 (*50%*)	9 (*47%*)

In combination, Tables 10 and 11,suggest that while faculty promote the program in their classes, they don't always know if their students utilize the service and what perception they have of the program. These findings are the same as those for the 2006-2007 academic year.

The results displayed in Table 12 suggest that faculty see improvements in their students' writing and/or research skills as a result of participation in peer tutoring. Faculty's perception that students' skills are improving as a result of seeking tutoring assistance is also evident in their written comments, located in Appendix C.

Table 12: Faculty Perception of Writing/Research Skills Improvement

Writing Skills	Fall 2007	Spring 2008	Research Skills	Fall 2007	Spring 2008
Much Improved	0 (*0%*)	5 (*26%*)	Much Improved	0 (*0%*)	1 (*5%*)
Slightly Improved	2 (*22%*)	6 (*32%*)	Slightly Improved	1 (*11%*)	5 (*26%*)
Not Improved	0 (*0%*)	0 (*0%*)	Not Improved	0 (*0%*)	0 (*0%*)
Not Applicable	6 (*67%*)	8 (*42%*)	Not Applicable	8 (*89%*)	13 (*69%*)

Faculty support for the Writing and Library Research Peer Tutoring Program is very strong.   As shown in Table 13, nearly all the faculty would recommend the Peer Tutoring Program to their students in the future.

Table 13: Percentage of Faculty Responders Who Would
Recommend the Program to Future Students

	Fall 2007	Spring 2008
Yes	9 (*90%*)	18 (*95%*)
Maybe	1 (*10%*)	1 (*5%*)
No	0 (*0%*)	0 (*0%*)

The low response rate to the faculty evaluation makes it difficult to know what the faculty really think about the Writing and Library Research Peer Tutoring Program. Based on the responses collected, it is clear that the faculty view the peer tutoring program favorably, perceive that students writing and research skills improve, even if only slightly, and are strong proponents of the program.

<u>Fall 2007 Tutoring Experience Reflection Survey Findings</u>

In Spring 2008, all students who met with a peer tutor in Fall 2007 were invited to complete a survey designed to gather information about the impact of peer tutoring on the quality of their writing/research skills and their ability to successfully complete writing/research courses. A total of 44 students completed the survey for a 24% response rate. As is the case with the other findings presented in this report, because the response rates are low; the results and findings of the Fall Tutoring Experience Reflection Survey may not accurately or completely reflect student perceptions of the impact of peer tutoring; generalizations from this survey should therefore be made with caution.

The results displayed in Table 14, coupled with the written comments located in Appendix D, mirror with the findings from the Peer Tutoring Evaluations.

Table 14: Long Term Gains from Peer Tutoring

<u>As a result of my tutoring experiences in Fall 2007:</u> [a]	Spring 2008 n=44	
The quality of my writing has improved.	n=31	72%
I have been more successful in completing writing courses.	n=30	71%
I am a better editor of my own writing.	n=30	73%
The quality of my research has improved.	n=21	68%
I have been more successful in completing courses where research plays a central role.	n=20	67%
I am a better researcher.	n=22	71%

[a] The results displayed represent the percentage of students that agreed or strongly agreed with the statement.

- More than two thirds of the students who met with a peer tutor report that they have made improvements in their writing/research skills, and note that the largest gains they've made center around their ability to be better editor of their own writing or a better researcher.

Conclusions and Recommendations

As a whole, the findings from the Intake Forms, Tutoring Evaluations, Faculty Evaluations, and Tutoring Experience Reflection Survey provide solid information about the ways in which students utilize the Writing and Library Research Peer Tutoring Program, the ways in which it impacts writing and library research both in the short and long term, and how the program can be strengthened. Based on the Tutoring Intake Forms, students who utilize the Writing and Library Research Peer Tutoring Program are likely to be first-year students, seeking assistance primarily with proofreading and editing/organization, and, on average, are choosing to visit a tutor 1.8 times a quarter.

Though the response rates to the Tutoring Evaluation are low, approximately 90% of the students report they would likely utilize the service again and recommend it to their peers, thereby confirming their satisfaction with the Writing and Library Research Peer Tutoring Program. While students are participating in the program in all four locations, Langson Library experienced a significantly higher level of demand than the other three tutoring locations throughout the 2007-2008 academic year. It is likely that this disparity in usage led to the concerns students described in the written comments about the waiting time to see a tutor, and the amount of time tutors are able to spend with students.

The data collected through the Tutoring Evaluations confirms that students use the peer tutoring program primarily for assistance with writing rather than research and that their participation in the program serves to help them both understand and complete their course assignments. Though the majority of all students, regardless of the reason for their visit to the peer tutor, report gains, the percentage reporting gains remained fairly constant over the year, increasing in the Winter Quarter, and often declining to the levels reported in the Fall in the Spring Quarter. Similarly to the findings from 2006-2007, students who sought assistance with research were more likely to report gains in confidence and the development of new strategies than those who sought writing assistance.

Though the response rate to the Faculty Evaluation was low, the results from the faculty evaluation suggest that the faculty have a generally positive view of the Writing and Library Research Peer Tutoring Program. Further, the faculty perceive that students writing and research skills improve, even if only slightly. Nonetheless, faculty are very supportive of the program and intend to continue promoting the program to their students in the future.

The data collected through the Fall 2007 Tutoring Experience Reflection Survey suggest that the Peer Tutoring Program has a positive impact on the quality of students' writing and research skills beyond the completion of a specific course assignment. The greatest impact of the program for students seems to be on their self-editing and research skills.

In light of these findings, the following is a list of recommendations:

1. Though there are numerous efforts to encourage participation in the evaluations, response rates remain low. It may be worth considering reinstituting a raffle for those students who complete the tutoring evaluation or determining some other method of

incentivizing the completion of evaluations after tutoring sessions.

2. The disparity in the use of tutoring locations and the implications that result from heavy use of one location and the limited use of others needs to be more closely examined. Based on the student comments, it may make sense to consider having more than one tutor available in Langson Library during Weeks 7 through 10 when the demand for peer tutors seems to be highest.

3. While faculty seem to both promote and support the program, response rates to the Faculty Evaluation are consistently low and as a result the findings are limited in their value. The need for this survey to be distributed is unclear and should potentially no longer be part of the evaluation of the Peer Tutoring Program.

4. The written comments suggest that there exist discrepancies between what students expect will happen when they meet with a peer tutor and what actually occurs. As a result, it would seem that the program could benefit from clarifying what tutors can provide to students. Once this has been determined, sharing this information with faculty, posting it on the website, and sharing this information with students as they come to meet with a peer tutor could prove to be beneficial for everyone. Further, the addition of a survey item which asks students whether their expectations were met will allow for evidence to be gathered about the presence of this discrepancy.

5. The primary concern raised by students center around time, whether it's the tutor not being there or wanting to leave early or the length of time they can spend with individual students. The development and dissemination of these guidelines among tutors and program users would likely prove beneficial.

6. Some written comments about the manner in which tutors interact with students are very concerning. While they certainly are few in number, it is important that these be addressed and shared with future peer tutors so as to reduce the likelihood of students perceiving the peer tutors as being dismissive or disinterested.

APPENDIX A
Evaluation and Data Collection Tools

<u>Writing and Library Research Peer Tutor Program Intake Form (available on EEE)</u>

Your Name (First and Last): _____

Your Student ID: _____

Your Email Address: _____

Your Declared Major: _____

I am a:

□ Freshman   □ Sophomore   □ Junior   □ Senior   □ Graduate Student

Class for which you're seeking tutoring assistance: _____

Reason for your visit to the Writing and Library Research Peer Tutor: (Please mark your top three concerns)

□ Understanding the writing/research assignment
□ Development of ideas
□ Research strategies
□ Editing Skills
□ Developing/Writing the thesis
□ Organization
□ Writing Strategies
□ Proofreading
□ Other: _____

Were you referred to the Writing and Library Reach Peer Tutors?   □ Yes   □ No

If so, who referred you (i.e. name of professor)? _____

My tutoring session took place in:
□ Langson Library   □ Science Library   □ Middle Earth   □ Mesa Court

<u>Tutoring Evaluation</u> (available on EEE)

What was the primary reason for visiting the Writing and Library Research Peer Tutor Program? (mark only one)

□ Understanding the writing/research assignment
□ Development of ideas
□ Research strategies
□ Editing Skills
□ Developing/Writing the thesis
□ Organization
□ Writing Strategies
□ Proofreading
□ Other:_____

<u>Writing Skills</u>
The tutor was knowledgeable about writing skills.
Strongly Agree Agree   Disagree   Strongly Disagree   Not Applicable

I have developed new writing strategies as a result of my tutoring experience.
Strongly Agree Agree   Disagree   Strongly Disagree   Not Applicable

I am more confident in my writing skills as a result of my tutoring experience.
Strongly Agree Agree   Disagree   Strongly Disagree   Not Applicable

<u>Library Research Skills</u>
The tutor was knowledgeable about library research techniques/resources.
Strongly Agree Agree   Disagree   Strongly Disagree   Not Applicable

I have developed new research strategies as a result of my tutoring experience.
Strongly Agree Agree   Disagree   Strongly Disagree   Not Applicable

I am more confident in my research skills as a result of my tutoring experience.
Strongly Agree Agree   Disagree   Strongly Disagree   Not Applicable

<u>Overall Benefits of the Tutoring Experience</u>
The tutor's interpersonal skills were good.
Strongly Agree Agree   Disagree   Strongly Disagree

My tutoring experience helped me:
   Understand the prompt for my writing assignment.
   Strongly Agree   Agree   Disagree   Strongly Disagree   Not Applicable

   Complete the writing assignment for my course.
   Strongly Agree   Agree   Disagree   Strongly Disagree   Not Applicable

   Understand the research assignment for my course.
   Strongly Agree   Agree   Disagree   Strongly Disagree   Not Applicable

   Complete the research assignment for my course.
   Strongly Agree   Agree   Disagree   Strongly Disagree   Not Applicable

   Learn about available campus resources such as "Ask a Librarian" and LARC.
   Strongly Agree   Agree   Disagree   Strongly Disagree   Not Applicable

How would you rate your experience with the Peer Tutoring Program?
Excellent   Good   Average   Fair   Poor

Based on your experience, what is the likelihood that you will use this service again?
Very Likely   Likely   Not Likely

How likely are you to refer friends to use the Peer Tutoring Program?
Very Likely   Likely   Not Likely

Please use the following space for any comments or suggestions about the Writing and Library Research Peer Tutoring Program.

<u>Writing and Library Research Peer Tutor Faculty Evaluation (available on EEE)</u>

Please list the name(s) of your course(s) during the Fall 2007/Spring 2008 Quarter in which you informed students about the Writing and Library Research Peer Tutor Program.

How did you inform students about the Writing and Library Research Peer Tutor Program?
I made a general announcement to the class
I referred individual students to the program

To your knowledge, how many of your students utilized the Writing and Library Research Peer Tutoring program?
1-5   6-10   11 or more   I don't know

For those students who utilized the program, did you refer students to visit the tutor, or did they go of their own accord?
Referred   Went of their own accord   Some of each   I don't know

How would you describe your students' impressions of the Writing and Library Research Peer Tutoring program?
Excellent   Good   Average   Fair   Poor   I don't know

What was your perception of the improvement in the writing skills of students who utilized the Writing and Library Research Peer Tutoring Program?
Much Improved Slightly Improved   Not Improved   Not Applicable

What was your perception of the improvement in the research skills of students who utilized the Writing and Library Research Peer Tutoring Program?
Much Improved Slightly Improved   Not Improved   Not Applicable

In the future, would you recommend the Writing and Library Research Peer Tutoring program to your students?
Yes   Maybe   No
Please explain: :_____

If you advised students to seek assistance from the Writing and Library Research Peer Tutors, what kinds of writing/research assistance did you expect them to receive? To what extent were your expectations met?

What do you believe to be the most common challenges faced by students in your course(s) in relation to writing?

What do you believe to be the most common challenges faced by students in your course(s) in relation to research?

What kinds of writing instruction workshops for students would you like to see offered by the Campus Writing Coordinator?

APPENDIX B
Student Evaluation Comments

<u>Fall Quarter 2007 (n=106)</u>

<u>Please use the following space for any comments about the Writing and Library Research Peer Tutoring Program.</u>
- Aside from giving me a better understanding of my assignment and helping me with clarity, Patrick helped me by casting away my doubts about my abilities as a writer.
- Dani was a very helpful tutor. She was very resourceful in finding answers to my questions.
- He was very helpful. Thank you for all of the help! I have been to other tutors and you are by far the best one.
- I have been to the peer tutors before and it helped a lot. This particular tutor did not offer much help.
- I have no doubts in the tutor's writing ability but to know how to write well and to teach how to write well are two very different things. Maybe teach the tutor to know how to develop ideas instead of act as a "proofreader".
- I really appreciate the fact that there is a program like this in Mesa Court. I will definitely recommend and repeat utilization of this resource.
- I think Xenia is a great tutor. I learned a lot of writing skills and English grammatical rules from her.
- I wasn't originally intending to go for peer tutoring. Honestly, I thought I was just meeting with a friend to read each other's papers. I had my assignment completed and didn't have any particular hopes or expectations. However, I decided to take advantage of having a second opinion from someone knowledgeable in writing and editing skills. His comments and suggestions were extremely helpful and he obviously knew what he was talking about. I found our discussion very encouraging and his ideas were very helpful. He was able to point out weaker areas of my arguments that I did not see before. I never thought I would be interested in peer tutoring but after that experience, I would DEFINITELY come back if I needed help with another paper.
- It is a very good program and it helped me improve my paper, thank you!
- It isn't even a resource. She seemed more interested in getting on with her homework than helping another student myself out. I realize it's slow and people may not show up but she didn't even offer to read the intro. I was expecting her to give me some pointers. I explained in detail troubles I had, ideas. She didn't really act like she wanted to help but more as if she was going through a process. I probably won't go back and I have friends who went to this service and it is lousy.
- It's awesome to have them there any day of the academic week. It makes me really confident to have one more dedicated person to look at it.
- Jack I think was his name he was great he was the only one at his shift at Langston library and everyone else at different locations were not there.
- Jack is the best writing tutor. He genuinely wants to help students.
- Jack was extremely helpful in helping me understand what exactly the prompt is asking, fixing grammatical errors, and developing ideas for body paragraphs. In addition, he was very welcoming and friendly.
- Jack was super!
- Jack was very helpful and knowledgeable.
- Jack was very helpful in explaining the difference between description and opinion for my thesis. In addition, he was helpful in helping me develop opposing arguments for my advocacy essay. Overall, he was great!
- Jack was very helpful in helping me understand the difference between just describing and identifying the "why" it is the best policy for my thesis.
- LARC reminded me of many important writing concepts that I had forgotten. It was especially a delight talking to Rob. He gave me resources to help improve my writing skills.
- My tutor was great, though I had to change a large portion of my essay prompt I think it was worth it. Hopefully my grade is good now.

- My tutor was Jack. He was very effective in helping me edit my paper and also suggested new ideas for my paper. I found his advice to be very helpful and informative. I would definitely recommend Jack to any of my friends.
- My writing tutor kept shrugging as if she was not sure about what she was saying. Anything she suggested could've been easily pointed out by any student with common sense. It wasted my time because I did not benefit from this.
- Once a person exceeds the time limit of being helped, the tutor should move on and come back later.
- Some tutor left too early, even before their shift ended.
- Thank you for helping my essay! It made me think more about it and revise some things about it. Thanks again!
- Thank you Jack
- Thanks!
- The idea is really good, the problem is that the amount of time they can spend for each person is too short to learn anything. At least for my case.
- The peer tutor was very effective. Unfortunately, I forgot her name. She was very encouraging and it really helped me to believe in my writing abilities. She helped me to realize my mistakes, but in an honest and comforting way.
- The tutor was great! Not only did he edit and proofread my paper, he also offered very helpful suggestions and possible topics to include.
- The tutor was very pretty and amiable, very intelligent and coherent, and it was an excellent first time experience of getting tutoring help.
- Writing can be tough on students especially those who have little experience with English. Writing center has been a tremendous help to me and I look forward to seeing them later on.
- Xenia is an excellent proofreader!!
- Xenia is an excellent tutor. She is knowledgeable and helpful.
- Xenia is great!!
- Xenia is the best tutor that I've ever had!

Winter Quarter 2008 (n=81)

Please use the following space for any comments about the Writing and Library Research Peer Tutoring Program.
- All tutors have helped me a lot.
- Although understandable, was a tad bit too concerned about time, kept on looking at watch and was somewhat rushed since there were a lot of people in the room.
- Dani was a very good tutor. She helped me develop my ideas and edit my style. One of the main problems I had were run-on sentences and she helped me fix them. She also told me to change the tone of my essay to a simpler one and that was the same comment my professor made.
- Dani was very sweet, patient, encouraging and helpful
- Every time I went to the library for peer tutoring, I always have to wait for at least one hour just for proofreading 1-3 paragraphs. Sometimes I don't even get the whole essay to be proofread because there are many people in line. Since there are so many people who need peer tutor for their papers, it would be helpful if there are more than one peer tutors for each session. Apparently one is not enough.
- Good stuff. Helped me out a lot. Tutors are helpful and informative.
- Helpful, but concerned with time...
- I didn't like how she was prohibited from editing my paper by making marks on my draft- which was really my main concern. It seemed like she was really willing to help me arrange my ideas but because she couldn't write on my paper, she really couldn't help except point out a few things I should change...I thought that was sort of a weakness in the program, but other than that it was a fair experience.
- I had an English tutor, I'm a poli. sci. student. He was still helpful, and I got a B+ on the essay.
- I have very informational meeting with my tutors, and I am happy they are there to help students like me.

- I love it.
- I went to peer tutoring to ask for help on my thesis for my paper. I do have to say I was a little vague on what I was trying to tell the tutor. However, she still didn't manage to give me credible ideas to help me with my thesis. It was still nice talking to her though.
- Keep up the good work
- Keep up the good work
- Maybe it would be better organized if there was a sign up list because I went to get help with a paper that was due the next day and the tutor had two other people waiting to be helped.
- My question in general was slightly answered. I would have liked to see that the tutor went through the complete paper to see if it made 'sense' the way I had written it. I was expecting more from the tutors.
- One of the tutors was extremely late
- Patrick was fantastic! He tailored my tutoring session to fit with my concerns. I loved his attitude; he managed to be both professional and involved--a perfect balance. Thanks Patrick!
- Patrick was very helpful, and he seems very knowledgeable
- Thank you Dani!
- Thanks.
- Thanks. It would help if they are allowed to make comments directly on the paper. I needed some editing and basic grammar editing, but she wasn't allowed to even write anything on it.
- The tutor herself was knew how to write and write a paper. However, the tutor didn't know much about the writing class and what we're supposed to write about. It didn't help much because i needed help revising my draft, but it was hard for the tutor to help me because she didn't know exactly what the paper was about.
- The tutor should give us more hints on how we can develop our own ideas. Maybe she can give us some example or suggestion base on other topic.
- They were very helpful, but I feel that there is not enough time or tutors to help everyone. It is hard to improve your writing skills when the tutor does not have enough time to look at all your paper. The tutor center would be more helpful if they increased their hours.
- Tutoring might be helpful if we want tutors to proofread small assignment such as 1-2 pages. But, if we have a big assignment such as more than 7-8 pages, tutoring might not be helpful because they would not want to read all. They just said, they didn't have time to read all of them even they still have 2 more hours.
- Very helpful
- Writing tutors are very helpful. They not only point out what of my essay including grammar, structure and word choice is not appropriate but also explain why that is so. Therefore, they are good writing tutor!

Spring Quarter 2008 (n=108)

Please use the following space for any comments about the Writing and Library Research Peer Tutoring Program.
- Appointment felt too short.
- He was very nice and good looking and showed that he really wanted to help. We were short on time but he wanted to give me as much good advice as possible.
- I am not satisfied because I asked the tutor to proofread my paper 3 times and she did not do it. I spent 15 minutes explaining to her the assignment. So basically I wasted my time because the only thing we did during the sessions was I explained to her what the assignment was. She was not helpful at all. I am not wasting my time going there anymore. She did not even read my paper. She only read a few first lines.
- I do not feel that I got the best service.
- I had limited time for the Peer Tutor to actually help change my work greatly. He helped to make the assignment more clear in regards of understanding the assignment.
- I hope we have two peer tutors for each location because the waiting time is a bit too long.
- I learned more about grammar, and how to state things clearer in my essay.

- I think you should have tutors who are aware of WR39C today. My tutor did not have any idea about our class objectives so I ended up helping myself. She was just there listening to me. Maybe conduct a session where you tell them what the class is all about nowadays...
- I thought the peer tutoring session was very helpful in that she was able to correct my grammatical errors.
- I went and expected to take in new advice on improving my paper. Instead the tutor just read off my teachers comments and repeated it. Waste of my time. I waited for about 1 hour before seeing the tutor since there were other people. I didn't go in so the tutor can just repeat my teacher's comments. I even asked how I can better organize my paper. The tutor didn't answer my questions. Even before going in to this certain tutor I went to the Langson Library and waited for 1/2 hour for the tutor on a Thursday. The tutor didn't even show. Then I went to the tutor that read my paper. That's all the tutor pretty much did: read my paper and my teacher's comments. Overall it was a nice person but the experience was horrible.
- It is an amazing program that has helped me develop my papers on many occasions, and I am now much better at creating a more concise paper.
- It is an amazing resource and I have developed as a writer because of it.
- It is very helpful.
- It was great no line
- It was ok, I have seen much better tutors.
- It was the BOMB!!!!
- Maybe some of the tutoring should be held a little later because I almost had to be relocated twice because the tutors could not help all the people that came to them. One guy who was in my same situation actually did have to get relocated twice though.
- My tutor Dani was very helpful and kind. She really took the time to understand my situation and she was very knowledgeable.
- My tutor was very friendly and that helped me open up and ask questions.
- Overall the Writing and Library Research Peer Tutoring Program was very helpful. It made me feel confident in turning in my paper.
- She didn't give me a whole lot of feedback.
- The girl, Tiffany was very knowledgeable on the subject and she clearly understood what I was trying to get at. She really knows how to organize the essay well and knows a lot about the proper format.
- The only problem I see is the time of peer tutoring; I prefer to go in the morning rather than the night.
- The peer review is really helpful. She knows a lot of stuff and having someone to just read your paper and give you feedback increase self-confidence a lot.
- The tutor was very helpful.
- The Writing and Library Research Peer Tutoring Program is an excellent resource for students to utilize when they need help on their papers and academic research. I would highly recommend it!
- This program has helped me through my essays and I really have to thank them.
- This was really cool and helpful... Thanks!!!
- Tutor was not very open about helping, seemed like she wanted me to leave.
- When I went to the science library for writing assistance I spoke to Kimberly, who initially told me to sign in. Even though she was not helping anyone I still had to wait 40 minutes, as she ate a sandwich and surfed the web on her laptop. I had to approach her once again, where she reluctantly put down her sandwich to help me. Once I handed her my essay she read it and basically told me it was fine, even though I was well aware the paper needed to be polished.   In the end, she was not helpful and I felt very uncomfortable asking her for help due to her personality. If she was not helping anyone, I believe she should have approached me and told me she was available to help me or at least checked the sign in sheet. My persistence was the only reason she put down her sandwich. I think the peer tutor program is great with competent and helpful individuals. Kimberly does not possess either of those qualities. I hope this candid review, helps.

APPENDIX C
Faculty Evaluation Comments

<u>Fall Quarter 2007 (n=10)</u>

<u>In the future, would you recommend the Writing and Library Research Peer Tutoring program to your students? Please explain:</u>

- I BOTH made a general announcement AND made recommendation to specific students, as did the TAs. Question #2 only gave one of these options.
- I like the flexible, drop-in schedule, and so do my students!
- I make general announcements in class before papers are due because you provide a valuable service and so many students have trouble with writing -- trouble that could be addressed with basic tutoring, proofreading etc.
- In all candor, I was not aware that my students actually made use of this resource. I will send an email to the class to find out how useful it was.
- It's great that the tutors are available in the evening and on a walk-in basis.
- The lack of feedback from my students about their experience(s) prevents me from answering some of your questions. I would be interested in such feedback.
- The peer tutors can address smaller order problems--grammar, individual paragraphs, transitions-- that I can't always focus upon when I'm trying to deal with the large-order concerns with reading comprehension and rhetorical analysis.
- My impression of the tutors is that they know what they're doing, and my students will benefit from working 1-on-1 with them.

<u>Fall Quarter 2007 (n=10)</u>

<u>If you advised students to seek assistance from the Writing and Library Research Peer Tutors, what kinds of writing/research assistance did you expect them to receive? To what extent were your expectations met?</u>

- I anticipated that these tutors could help students with the most basic types of problems--grammar, syntax, word usage, etc.
- I was hoping that my students would receive some help with mechanics and SGTW sorts of structural help, and they did.
- Grammar/editing and essay structure. I don't know exactly who went and how much help they received, but the few students that talked to me about it liked the help and went again.
- Grammatical & style help, primarily. A good proofreader who can identify problems that are symptomatic of fundamental writing issues and begin to address those issues.
- Help on the third (or fourth!) draft of their papers, after I have already read and commented on them. I hope they would get help formulating their ideas, clarifying their arguments and perhaps explanations of how and why they had made language errors (but not simple corrections).
- Proofreading, sentence structure, clear and effective communication
- The research paper was the assignment in which students had the most interest in this program.
- Writing of research paper-- clarity in expression, organizing paper, presenting an argument and supporting it through writing.

<u>Fall Quarter 2007 (n=10)</u>

<u>What do you believe to be the most common challenges faced by students in your course(s) in relation to writing?</u>

- ESL issues, getting the broad concept of the paper, then digging deeply and specifically into their analysis.

- Far too many of our students come to UCI completely unprepared for college level writing (this has been a problem for a long time and it's only been getting worse). Unfortunately, the 39 series doesn't do much to remedy the most basic problems they have. If anything, it gives these students a false sense of security about the quality of their writing.
- International students and first generation Asian-American students that have difficulty in written expression. For those students where this is a problem, it is a significant hurdle for them.
- Lack of good grammar instincts, lack of understanding of how to revise a piece of writing.
- Organization of ideas; paragraph structure; grammar/mechanics
- Problems with thesis development, logical difficulties in their arguments, accurately reflecting sophisticated arguments made by the faculty lecturers, and proper citations of sources.
- They are ESL writers, and their editing skills are still developing, so they don't always see why their sentence structure doesn't work, etc.
- They haven't been taught to write clearly and effectively -- coherent structure and ideas; spelling, grammar errors are common; lack of formal language in papers
- They need to learn how to write in a scientific manner as well as to use a specific manuscript format (APA style) -- so must master both a different voice and different formatting at the same time. Syntax and clear logic are central weaknesses for my students.
- They spend an enormous effort in thinking about, and then getting into words, their analysis--they don't always pay much attention to the order and organization.

Fall Quarter 2007 (n=10)

What do you believe to be the most common challenges faced by students in your course(s) in relation to research?

- Even these upper-division students have no idea how to conduct research. This is our fault, not theirs. In a quarter system, it's more difficult to have students, especially when so many classes are so large, complete research papers. When the size of upper-division courses can range from 50 up to well over 120, it's difficult to have all those students completing research papers. In my upper-division writing classes I do not ask students to conduct research, instead we focus on how to make arguments, use evidence, etc., as well as on writing quality.
- Laziness.
- Overreliance on Wikipedia and online sources like SparkNotes.
- They frequently have trouble taking the good ideas they can verbalize into clear, effective writing
- They need to learn how to use inductive reasoning to extract key elements from an experiment scenario.

Fall Quarter 2007 (n=10)

What kinds of writing instruction workshops for students would you like to see offered by the Campus Writing Coordinator?

- Although I hate to say it, across the board, students who have already completed the lower division writing requirement still have many weaknesses with grammar, mechanics, paragraphing, and organization of their ideas. They still need a great deal of practice with everything from use of topic sentences to proper placement of apostrophes. Ongoing (interactive) critiques of their work at every level would be useful.
- Any workshop should be done with the faculty lecturing in HCC, so that students would feel it most relevant. Turnout at forums is good when Bob Moeller and Ann Van Sant offer advice about writing.
- Basic essay structure; spelling; grammar, proofreading
- How to write a good paragraph, transitions, how to integrate quotations.
- I will investigate if there are APA-specific workshops for my students.
- Language correcting workshops on proofreading, common ESL and general errors.

- Something on sentence structure would be helpful. This, besides articles and preposition, is often the last frontier that keeps their writing from sounding native.
- Tutoring probably works better since the students who need the most attention are probably very unlikely to voluntarily attend a writing workshop. Of course, it's worth trying, even if it's not successful.
- Writing for international students-- clarity, organization, and expression.
- Writing Process - 1st draft, peer review, revision, etc.

Spring Quarter 2008 (n=19)

In the future, would you recommend the Writing and Library Research Peer Tutoring program to your students? Please explain:
- Any improvement in research and in writing skills is a huge help and greatly appreciated by students and instructors. The 10 weeks of class and conference times are just not enough to repeatedly go over the BASICS of research, critical reading, and writing with the few students who struggle to keep up with the class in achieving the more rhetorically complex academic research and argumentation that is the objective of the course.
- For additional help
- I am aware that it exists but failed to spend time promoting it or doing follow-up. I asked occasionally if students had gone. A couple raised their hands. I mention it along with LARC.
- I believe that every student should use it and can benefit. I write the link into my syllabi.
- I can only accommodate a limited number of students in office hours, and each time slot has a 15-min limit. So my students love the longer sessions with peer tutors. They also find the times and locations convenient. Many of them are very happy to have this resource.
- I didn't know if my students went, so I can't honestly answer some of these questions. Perhaps, with student approval, instructors could be notified if their students are using the tutorials.
- I have no idea who has used the service; no one has discussed it. However, any help students can access is great!
- I regularly refer students as a class and I also refer certain students individually. When students tell me that they attend tutoring sessions, they also tell me that they find it helpful. However, this quarter I had no students tell me that they attended tutoring session.
- I truly love the Peer Tutoring Program. I've consistently had excellent results with it over the years. I can actually TELL which students have been to Peer Tutoring after reading the final drafts of their papers.
- I was not aware that any of my students had actually taken advantage of the Writing Center, so it is hard for me to comment on their improvement because I don't know who went.
- I'm very happy with the tutoring provided through the peer tutors.
- In general, I've found that students who sought out the support of the Peer Tutors on their own had a positive experience and felt like their writing improved, which was an observation I share as well, so I will continue to mention it to future classes as applicable.
- Many of the students need additional help on basic writing skills. The peer tutoring program is another resource for these students.
- My students indicated they received conflicting info from me and the peer tutor, but I am not sure that they adequately explained the assignment or their problems to the tutor. Students were certainly in need of extra writing help and were grateful for the extra attention. At least one or two developed good relationships with their tutors and used them regularly after the first assignment.
- Students seem to benefit from this resource. One of my students has been going throughout her writing courses and really enjoys the help.
- The tutors seem like a good resource and I like the drop-in schedule which gives the students flexibility. Sometimes having to make an appointment intimidates them, so this schedule seems like a good option.

If you advised students to seek assistance from the Writing and Library Research Peer Tutors, what kinds of writing/research assistance did you expect them to receive? To what extent were your expectations met?

- Basic content and organization of essays pointing out (but NOT CORRECTING) grammar problems (as all of my students are L2 writers
- ESL help -- grammar and word choice, and sometimes essay structure
- Help clarifying their ideas, talking through the logic of their arguments, explanation of individual language errors (i.e. what is and makes a comma splice) not simple fixing of them
- Help on basic writing skills I am not sure because I did not receive feedback from the students about their tutoring experience. I did not receive complaints from the students so I am encouraged about the program. I received numerous complaints from students when I referred them to the LARC tutoring sessions.
- Hoped for more help with grammar/language on the sentence level, as well as paragraph organization. Unable to tell how much my students improved (no idea who listened to my advice this quarter). I do know my fall students saw the peer tutors and improved radically on both counts.
- I did not refer any of my students; they must have found out about this on their own.
- I expected help with paper organization, the thesis sentence, introductory paragraph, paragraph structure, and flow of idea development, and writing a stronger conclusion--all of the things I stress in my classes. I saw marked improvement in student papers following a combination of Peer Tutoring and the Peer Review sessions I conduct in small groups in my class.
- I expected them to get specific help in the areas needed for each student. However, I would expect them to look at larger, global concerns rather than minor areas. It seems that these goals were met.
- In the past, I have referred students to get assistance in organizing ideas (because it often helps to think things through with an experienced peer); assisting with grammar, language, and articulation issues; for revision toward greater depth of completed drafts. Students progress in small steps after tutoring which I hope shows they received appropriate guidance rather then "the answers." When students have confidence issues, sometimes the tutoring can be less helpful because the student doesn't know where to begin in asking questions.
- Research: To seek help with applying the research tools and tips on using the online databases effectively -- following repeated instruction and practice during writing labs, and yet student reported not locating any materials. Writing: Coherent development of thesis; grammar; diction
- Review of assignment to be sure the writing matched what was assigned. Help in organization of the essay/paragraphs. Assistance in including (and noticing when to include) support. Fairly honest comments about the quality of the work, especially if it was poorly edited or contained undeveloped or unsophisticated comments. Reminders to follow the format that was assigned (MLA, APA, etc)and encouragement to use a writing guide to solve formatting problems.
- Some of my students needed help with organization of longer essays. Others needed help integrating research.
- Structure, organization, analysis, identify and state the issues, the general style in writing for different purposes in Public Health.
- The major expectation I have is that the peer tutors don't simply correct errors in the papers; rather they offer useful feedback on larger order concerns such as structure and transitions as well as more general language/grammar issues so that the student can learn for themselves how to improve. This tends to offer greater long-term benefits. As far as I know, this is still a major policy of the tutors.

Spring Quarter 2008 (n=19)

What do you believe to be the most common challenges faced by students in your course(s) in relation to writing?

- How not to get overwhelmed by research, and how to integrate that research. 2) How to develop their own voice in the context of their research, and how to develop their skills as writers despite the challenges of research. 3) How to organize longer arguments.

- Critical-creative thinking 2. Focusing on purpose and thesis control 3. Logical development of ideas through effective paragraphing 4. Vocabulary
- Being able to clearly articulate a thesis, have strong structure, and analyze evidence.
- Confidence.
- editing errors, formulating good complex Theses and topic Sentences
- ESL grammar and word choice, and sometimes essay structure
- ESL. Basic sent, par. construction. Logic. Transitions. I can't see how many of them passed B.
- grammar
- I have not taught any courses with a writing component yet.
- In my course this quarter--basic grammar issues.
- Overall paper organization, development of ideas, syntax and ease of writing, and writing a strong conclusion.
- Poor editing.
- Research and organization
- Simple sentence structure throughout the course
- The assumption that they are ready for college-level writing based on their preparation in high school is probably one of the biggest challenges. Given my time constraints and limited experience with teaching, I don't necessarily have the resources to support students who are struggling with issues such as reading comprehension or other aspects of academic English.
- The most obvious and consistent problem I see is with grammatical and mechanical errors. Also, they seem to struggle sometimes with taking their analysis to the next level.
- To be able to change the style of writing based on different writing assignments in Public Health.

Spring Quarter 2008 (n=19)

What do you believe to be the most common challenges faced by students in your course(s) in relation to research?
- How to read longer research pieces without giving up too early. 2) How to determine if research is credible, trustworthy, cutting edge. 3) How to understand the difference between primary and secondary sources.
- Commitment to peer reviewed academic materials as opposed to relying mostly on Googling, despite course requirements. 2. Academic Research skills in general, like effective use of search tools, creative key wording, scanning, etc. 3. Critical Reading
- citing sources properly
- Fear of approaching a librarian. Reluctance to sign up for and use NACS to find appropriate academic sources.
- Finding the most credible sources to help support their points.
- finding scholarly articles
- Getting to library to use data bases.
- Mature, objective thinking.
- My course is not research-based.
- Plagiarism of the primary article Conciseness and clarity of writing Lack of experience writing- many students mentioned they had not had a writing course for over 2 years
- Since 39B is not heavily research-oriented, even though I encourage students to include appropriate outside sources in their papers, this question does not apply as much to my class. However, I did notice that students who attended Peer Tutoring sessions do have a tendency to include at least one lively outside source. Often this is effectively used in the introductory paragraph.
- Structure, organization, analysis,
- They are not familiar with basic laboratory techniques.

Spring Quarter 2008 (n=19)

What kinds of writing instruction workshops for students would you like to see offered by the Campus Writing Coordinator?
- Evaluating Scholarly Research 2) Integrating Research into an argument 3) Organizing longer research papers 4) Evaluating sources
- Paragraphing - topic sentencing, coherence& unity, transitions 2. basic grammar 3. Precision and concision in language usage.
- Basic grammar review. Basic everything review.
- Courses on analysis and organization
- ESL-related workshops. For example, I'd like to know for sure that tutors never suggest words but point students to the dictionary and teach them how to find the right phrases, prepositions and structures.
- Format workshops: APA, MLA, CMS, etc. What if students practiced placing in-text citations and Reference page citations of the sources using different formats? Workshops on writing using the verb tense required by the format--conversion practice.
- how to incorporate quotations and source material into the text
- How to write a scientific paper.
- I think 39A and the course in Academic English do a pretty good job of introducing students who need extra help to writing, so I'm not sure that something else is needed specifically that they can't get in 39B. I'll give this more thought between now and next term when I fill out this form.
- I would love to see workshops on grammar, style, and editing
- perhaps a specific session (or tutors) dedicated to ESL issues
- Polishing grammar for non-native speakers is what comes to mind at the moment.
- scholarly research integration
- What Plagiarism is or how to paraphrase correctly
- Writing for Public Health professionals.

APPENDIX D
Fall 2007 Tutoring Experience Reflection Survey Comments
(n=44)

Please share below any other long-terms gains you have made related to writing as a result of your Fall Quarter 2007 experiences with Writing and Library Research Peer Tutoring.

- Helped me proof read.
- I am more aware of following the prompt, sticking to details, and grammatical errors. I do not wait last-minute to complete assignments as much, and I analyze given texts better.
- I barely made any progress
- I learned the difference between Social Science and Literary Journalism writing styles. I learned to limit the use of the passive voice, and replace it with the active voice.
- I only went once and it was to help finalize my paper.
- I really learned how to write in a more comprehensible manner and more understandable as well. It really helped me dramatically, and should be continued.
- It was good. Actually it was a big help in my first quarter, but I could not count on it. One time I drove 80 miles to get there and it was nobody there, and several times I was told to go to other libraries because they were busy, so I did not use your help anymore. But for the start it was a big help. Thanks.
- It was helpful, but I wouldn't say my growth came from the two times I went to tutoring. Was it worth my time? Yes, but not earth shattering.
- I've been able to organize my thoughts better!
- My grade gets better
- None. I was there for help on a very specific assignment. At the time, I thought it was very helpful and felt really great about it. The person even said that in regards to the content of my paper, it was professional journal quality. I made all the suggested changes. I got a C on the paper and was very shocked and upset. I do not in any way blame the tutor for this. I think the peer tutors are great for general writing assistance, but not for help on specific assignments. That was my mistake.
- punctuation Rephrasing sentences concepts in paper
- The tutors were very helpful. I hope to see them again next in the fall quarter.
- Through Writing and Library Research Peer Tutoring, I have gained a lot of insight and advice on how to further enhance the argument being made in my paper.

Please share below any other long-terms gains you have made related to research as a result of your Fall Quarter 2007 experiences with Writing and Library Research Peer Tutoring.

- Helped me proof read and structure my essay
- I did not get help on my research, this question doesn't really go with what I went in for.
- I have learned techniques for all forms of researching, I know how to ask good questions and how to analyze the processes in developing a thesis.
- I learned how to use in-text citation MLA format for the Social Science field.
- I understand what I have to do research
- My ideas are now more concrete and stuff!