

Loma Writing Center - Assessment Report

Year: Fa2024 - Sp2025

Student Learning Outcome (SLO)

Students will identify strengths and areas for improvement in their tutoring practices.

Outcome Measure

At the end of their first semester of tutoring, all student writing tutors will complete the “Record and Reflect (R&R) Assignment,” which will be evaluated by the writing center director using the R&R assessment rubric (see prompt and rubric below).

Criteria for Success

85% of the students will meet expectations for all rubric criteria.

Longitudinal Data

Academic Year	n	Meets Expectations	Does Not Meet Expectations
2023-2024	14	14 (100%) 10 grad student tutors 4 undergrad student tutors	0 (0%)
2024-2025	14	14 (100%) 10 grad student tutors 4 undergrad student tutors	0 (0%)
2025-2026			

Conclusions Drawn from Data

During the 2024-2025 academic year, 14 new tutors joined the Loma Writing Center (LWC) team: 10 graduate students and 4 undergraduate students. All 14 of those tutors completed the R&R assignment in December 2024 as they were finishing their first semester working as writing tutors in the LWC. Evaluation of the collected R&R artifacts revealed that all students fulfilled the assessment rubric criteria and were able to identify both areas of strength and improvement in their tutoring practices and were able to critically reflect on their tutoring development and progress. This data suggests that the foundations of our tutor training program are successful.

Changes to be Made Based on Data

All 14 of the new tutors were enrolled in one of Dr. Holland Prior’s Fall 2025 pedagogy courses: WRI 6001 Composition Pedagogy I (graduate) and WRI 3070 Writing Theory & Pedagogy (undergraduate). As such, the R&R assignment was embedded into each of those courses. In the future, the R&R assessment should not be exclusively linked with a course, as future writing

tutors may not necessarily be enrolled in a writing pedagogy course. In the coming year, the LWC should work to establish a more robust tutor training protocol that is extracurricular.

Assignment Prompt: Tutoring “R & R” (Record & Reflect)

Task

You will record, transcribe, and reflect on one of your tutorial sessions.

For this assignment, your goal is not perfection, *not even a semblance of perfection*. The goal here is not even in the tutoring session; it is in **the thoughtful reflection that follows**. The most nerve-wracking part of any practitioner’s learning is when we turn the “cameras” on ourselves, and yet, it is an incredibly powerful tool to reflect upon your work (and your ongoing growth) as a writing tutor.

Audience & Purpose

Your audience for this assignment is me, but in a truer sense your audience is yourself. As MaryAnn Cunningham Florez explains in the above quote, we grow as practitioners through ongoing reflective practice, which includes self-observation and self-evaluation. Your purpose, then, is to observe and evaluate your tutoring practices.

Process

1. **Choose a tutoring session that you will record for this assignment.**
 - Ask your student if you can record the session for your own teaching practices. Be sure to let the student know that they can say, “no” or express their discomfort, and you will find another session to record.
 - Feel free to tell the student that this is something you have to do for *your* professor/coursework/training. Many students will appreciate the solidarity that comes with knowing that *you too* are dealing with the pressures of professors’ expectations, etc.
 - Tell the student that you will not use their name in the transcript. You will not be sharing the audio recording with anyone else, and you can destroy it after the assignment is complete.
2. **Record the session.**
 - Keep the recorder (phone/tablet/laptop) near the conversation, and you may need to test the audio beforehand. Try to record the full session.

- After the session, jot down a few notes of your impressions—maybe even just a few sentences or a list. These impressions in the immediate aftermath of the session will be useful when you write your reflection later.

3. **Transcribe the session.**

- You can opt to transcribe the session yourself OR run the audio file through an auto-transcription program and review it for accuracy.
 - i. NOTE: While either the self- or auto-transcription routes are acceptable for this assignment, to maximize your learning and development as a tutor, I recommend transcribing the session yourself. Self-transcription leads to richer observations and deeper engagement with what was said and your tutoring interactions. I recommend [oTranscribe](#) for manual transcription.
- Follow the format used in the Newkirk article:

Tutor: What assignment are you working on today?

Student: I have to analyze a super-boring article.

T: [laughs] Oh no! What makes it seem boring to you?

S: It's sooo long and I'm not really interested in how people talk about politics on TikTok.

- Try to note places where you hear pauses [pause], or add in notes about gestures, movements, etc. that are helpful for understanding the interactions that occurred during the session.

4. **Put the transcript away.** Often in our first read, we are exceptionally hard on ourselves. I want you to take a step back if you can.

5. **Write the reflection.**

- Start by giving a quick background on the session, the student, and the assignment. What do I need to know about the student before we begin? What do you know? What context issues (setting, interruptions, etc.) were part of the dynamic between you and the student during this particular session?
- Reflect upon the transcript of your session. Here are some questions to jumpstart your reflective practice:
 - As you listened/transcribed/read through the session, what were your overall impressions?
 - What surprises you in the transcript?
 - What patterns do you see?
 - What do you notice about the student?
 - What do you notice about your interactions with the student?
 - How/where are your tutoring interactions influenced by the course readings and discussions we've had in class? Or, perhaps, how/where do you wish you had drawn upon strategies and concepts from our course in your session?

- What do you see as “small victories” here?
- What might you do differently next time?
- Feel free to pull some short dialogue exchanges into your reflection in order to “show” the moments you are referencing.

Requirements

- Your written reflection should be **750-1000 words** (3-4 pages double-spaced pages) excluding the list of references (if any). If you reference additional sources, either MLA, APA, or Chicago documentation and formatting is fine, but be consistent!
- Include the full transcript of your tutoring session as an appendix at the end of your reflection.

Rubric for Assessment

Criterion	Meets Expectations	Does Not Meet Expectations
The student is able to identify areas of strength in their tutoring practices.		
The student is able to identify areas of improvement in their tutoring practices.		
The student is able to critically reflect on their tutoring development and progress.		

Suggestion for rubric revisions below

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