

Loma Writing Center - Assessment Report

Student Learning Outcome (SLO)

Student tutors will develop as reflective practitioners by identifying 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

Minimum average of 3 (out of 4) for each criterion on the assessment rubric based on updated rubric

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%) |

Longitudinal Data from Updated Rubric

| Criterion | n | Identification of Strengths | Identification of Areas for Improvement | Critical Reflection on Development & Progress |
|-----------|----|-----------------------------|---|---|
| 2025-2026 | 13 | 3.4 | 3.4 | 3.3 |

Conclusions Drawn from Data

Following last year’s assessment report, we shifted the assessment protocol so that the R&R assignment was not tied to a course, which enabled us to embed the assignment within the training curriculum for all writing tutors. We also built out the training protocol to extend beyond the initial training week in August through the fall semester. All new tutors completed the R&R at the end of the fall 2025 semester to signify their completion of our tutor training protocol. We also adjusted the rubric (see below) used to assess the R&R assignment to reflect the

developmental progression across four performance levels: Exceeds Expectations (4), Meets Expectations (3), Approaching Expectations (2), and Does Not Meet Expectations (1).

During the 2025-2026 academic year, 13 new tutors joined the Loma Writing Center (LWC) team: 10 graduate teaching assistants in the MA in Writing program, 1 additional graduate student, and 2 undergraduate students. All 13 of these tutors completed the R&R assignment in December 2025 as they concluded their first semester working as writing tutors and our new training protocol.

Evaluation of the collected R&R artifacts revealed that all student tutors met or exceeded expectations for all rubric criteria. Student tutors were able to identify areas of strength in their tutoring with an average score of 3.4, identify areas for improvement with an average score of 3.4, and critically reflect on their development with an average score of 3.3. This data suggests that our new tutor training protocol is working well, and we will continue to strengthen our training in the year ahead.

Changes to be Made Based on Data

While the R&R assessment results suggest that our training protocol is working well, we saw some commonalities in the areas for improvement that many student tutors expressed. Several tutors commented on their lack of understanding of both the ENG 1010 curriculum, which a majority of tutoring sessions focus upon, and of university resources available to students who would benefit from assistance beyond the LWC. In the coming year, the LWC training protocol should be revised to include a greater emphasis on the ENG 1010 curriculum and to highlight resources tutors can refer various populations to as needed.

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 | 4) Exceeds Expectations | 3) Meets Expectations | 2) Approaching Expectations | 1) Does Not Meet Expectations |
|--------------------------------|---|---|---|--|
| 1. Identification of Strengths | Pinpoints specific, nuanced tutoring strengths with high accuracy. Backs claims with concrete, vivid examples from actual sessions. Explicitly connects these strengths to writing center theory or pedagogy (e.g., scaffolding, non-directive tutoring). | Clearly identifies tutoring strengths and provides relevant examples from sessions. Demonstrates a solid understanding of <i>why</i> these practices were effective in supporting the writer. | Identifies strengths in a generic or superficial way (e.g., "I am a good listener"). Examples are vague, missing, or purely anecdotal without pedagogical connection. | Fails to identify strengths, or the strengths listed are irrelevant to actual writing center tutoring practices. |

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|--|--|--|--|---|
| <p>2. Identification of Areas for Improvement</p> | <p>Vulnerably and precisely identifies specific areas for growth. Rather than just listing flaws, the tutor proposes clear goals for how to address these areas of continued development in future sessions.</p> | <p>Honestly identifies areas where tutoring practices fell short or could be optimized. Provides clear examples of these moments and suggests general steps for future improvement.</p> | <p>Mentions areas for improvement vaguely, defensively, or dismissively. Offers few details and lacks a constructive path forward or strategy for growth.</p> | <p>Fails to recognize any areas for growth, or explicitly claims that no improvements are needed in their practice.</p> |
| <p>3. Critical Reflection on Development & Progress</p> | <p>Demonstrates deep meta-cognition. Synthesizes past experiences, training, and feedback into a cohesive evaluation of their evolving professional identity as a Writing tutor.</p> | <p>Reflects meaningfully on their growth over time. Acknowledges how training, practice, or specific challenges have shaped their current tutoring philosophy and approach to writers.</p> | <p>Narrative is mostly descriptive or chronological (a "diary entry" of what they did) rather than analytical. Struggles to connect past actions to current development.</p> | <p>Lacks reflection on personal progress or pedagogical shifts. Description is purely mechanical, repetitive, or entirely absent.</p> |