How SLO Implementation Enhanced Practice and Learning at the Santa Barbara City College Writing Center
**WELCOME TO THE WORKSHOP!**

*Please tell us about you and your work with students*

Name __________ Position __________________ School __________________

Are you familiar with or do you have a copy of your institution’s SLOs?  Y / N

Does your service or course already have SLOs?  Y / N

1. What service does your area provide?

2. What steps have you taken in developing and implementing SLOs for your area?

3. What do you want to know or be able to do at the end of today’s workshop?

4. Is there anything else you would like to share?
Why We’re Here

Learning-Centered Tutoring

Theory | Training | Practice

SLO Engagement

Development | Implementation | Assessment

Enhanced Learning & Practice

Awareness | Revision | Community
At the end of this workshop, participants should be able to do the following:

• Summarize in their own words what is meant by “learning-centered”

• Observe specific student behaviors (separate from global impressions)

• Identify student behaviors that are outcomes of having engaged with the service (or course)

• Develop or revise SLOs by applying the concept of learning-centered engagement
Tutoring at the SBCC Writing Center

- One-on-one tutoring
- Thirty minute sessions
- Available to all SBCC students at all levels, from basic skills to the most advanced courses, and in all subject areas that involve written work
- Help at any point in the writing process
Writing Center Tutors
A Community of Learners and Writers

• educational professionals and writers
• value learning, writing, and working with others
• come from diverse educational and cultural backgrounds
• participate in initial and ongoing training and profession development
• frequently collaborate with one another
• are included in the development and refinement of resources and practice
**THEORY**

- **Dialogic**: Tutor and student are mutually engaged in the learning process.
- **Responsive**: Adapted to student's individual learning process.
- **Learning-centered**: How we interact with students, how we approach tutor training, how we collaborate with each other.
- **Active**: Requires student participation and involves students in decisions about their learning process.
- **Focused on skills**: Practicing strategies.
- **Develops self-awareness**: Meta-cognition.
- **Fosters independence**: Prepares students to work on their own.

**PRACTICE**

- Writing Center forms create spaces where both student and tutor contribute.
- Asking questions.
- Reflective listening.
- Using different approaches for different learning styles.
- Meeting students where they are.
- Code-switching.
- Holding the student accountable.
- Practice-based.
- Scaffolding.
- Connecting with resources.
- Prompting student to reflect and summarize what they’ve done.
- Providing an opportunity for the student to plan next steps.
Welcome to SBCC Writing Center

Student _________________________________ Date ___________ Due Date: _________
Instructor ________________________________

Type of Assignment ________________

Do you have any questions?

Please圈出一个数字：

I do not understand ____________

1. What are you working on?

2. What steps toward the assignment have you completed?

Please list ________________

3. What do you need help with?

4. Is there anything else you would like to say?

Please provide additional comments that explain your responses. Feel free to offer suggestions:

Please complete after seeing a writing tutor.

Date ___________ Tutor Name _________________ Course ___________ Visit required? Y/ N

Assignment Due Date_________ Visits to the Writing Center? First visit Fewer than 5 More than 5

1. My main concerns were addressed.
   (Disagree) 1 2 3 4 5 (Agree)

2. I worked actively during the session.
   (Disagree) 1 2 3 4 5 (Agree)

3. I have a clear idea of my next steps for revision.
   (Disagree) 1 2 3 4 5 (Agree)

4. I will apply what I learned to other assignments.
   (Disagree) 1 2 3 4 5 (Agree)

5. I feel more confident about my own writing ability.
   (Disagree) 1 2 3 4 5 (Agree)

6. The tutor was patient and listened well.
   (Disagree) 1 2 3 4 5 (Agree)
Students from disciplines across the curriculum will demonstrate **preparedness** by planning for their tutorial session and arriving with relevant materials.

**SLO 1**

**SLO 2**

Students will demonstrate **self-reliance** by identifying which phase of the writing process, which writing skills, and which portions of their writing sample on which to focus during the tutorial session.

**SLO 3**

Students will demonstrate **problem solving/creative thinking ability** by identifying the main points of discussion raised during the tutorial session to plan next steps in the writing process.

Directed Learning Activity → → → → Session Record → → → → Session Reflection
We had SLOs, and we believed that our procedures and practices were successfully implementing the SLOs, but since we had never formally assessed SLOs, we needed to make some practical decisions about how we would assess them.
Pre-Assessment: Tutor Training

(When implementing SLO assessment, it is always a good idea to provide snacks. And sometime writing-related valentines.)
Since SLOs are measures of what students will be able to do, we asked ourselves, “what do students do?”

Together, during one of monthly discussions with tutors, we brainstormed a list of things students do.
NOTES FROM OUR FIRST BRAINSTORMING SESSION

- nod
- respond well to being reassured
- smile - express enthusiasm - less passive
- express gratitude - more ideas
- get more confident w/ pen - jot stuff down
- waited for affirmation
- take notes, write
- resist writing, hesitate picking up pen
- fear wrongness
- try lots of different versions
What we Noticed

We quickly discovered that without something specific to observe and report on, tutors seemed to conflate what students did with the impression students created on the tutor.
BEHAVIORS

- Nod
- Respond well to being reassured
- Smile - express enthusiasm, less passive
- Express gratitude
- Get more confident w/ pen-jot stuff down
- Waited for affirmation
- Take notes, write
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NEEDED PROMPTING

IMPRESSIONS
• We designed an activity to use with tutors to help them pay attention to behaviors without immediately shifting to impressions.

• This activity also helped tutors to identify and focus on behaviors or outcomes associated with our SLOs, and gave us an opportunity to practice using the SLO rubric.

• Now, we are going to do that activity together.
Activity: Part 1

Paying attention to what students do
Activity: Part 1

1. Watch a short video clip of a student sitting down with a tutor.

2. Afterwards write down as many things as you can that you saw the student do during the clip.
Activity: Part 1

Discussion: What did the student do? Name as many behaviors as you can.
Activity: Part 2

Identifying and focusing on the specific behaviors relevant to the fulfillment of SLOs
Activity: Part 2

1. Introduction to the SLO rubric.
Holistic Rubric for Tutor use for Assessing Student Learning Outcomes for Writing Center Tutorial Sessions

At the end of the session, please give each student a score of 0, 1, or 2 for each SLO. Record these scores in the small white boxes in the bottom left-hand corner of the session record AFTER the student has left. You may use this rubric to assist you in assessing SLO scores. Since some students will demonstrate behaviors associated with different scores for the same SLO, it is up to you to determine which score best represents the student’s fulfillment of that particular SLO, based on what they have done during the session. In other words, this rubric is flexible. Feel free to consult an LTA if you have questions.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Behaviors associated with a score of 0 (below standard)</th>
<th>Behaviors associated with a score of 1 (meets standard)</th>
<th>Behaviors associated with a score of 2 (exceeds standard)</th>
<th>Where/When</th>
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<tr>
<td>1. Students from disciplines across the curriculum will demonstrate preparedness by planning for their tutorial session and arriving with relevant materials. MAP TO 6.1, 6.2, 6.3</td>
<td>□ Student does not provide information about the course, assignment, or writing task. □ Student does not have copy of their prewriting, paper and/or assignment sheet. □ Student does not complete DLA.</td>
<td>□ Student identifies assignment due date(s). □ Student has copy of their prewriting, paper and/or assignment sheet. □ Student accurately completes any part of questions 1-4 on the DLA.</td>
<td>□ Student identifies assignment due date(s) and has planned appropriately (such that they will be able to use what they have learned in the session to revise the assignment at hand). □ Student has a copy of their paper, notes, prewriting, assignment sheet, as well as syllabus, texts, and/or other relevant materials as needed. □ Student has thoughtfully and carefully completed the DLA.</td>
<td>□ DLA  □ Materials student brings to session</td>
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<td>2. Students will demonstrate self-reliance by identifying which phase of the writing process, which writing skills, and which portions of their writing sample on which to focus during the tutorial session. MAP TO 6.1, 6.4</td>
<td>□ Student does not share any information regarding their writing process. □ Student does not participate in a conversation about their writing skills. □ Student does not participate in a conversation about how to focus the tutorial session.</td>
<td>□ Student participates in a conversation about where they are in the writing process. □ Student participates in a conversation about writing skills and/or portions of their paper. □ Student participates in a conversation about how they would like to focus or direct the session.</td>
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<td>□ Student does not identify any main points of discussion. □ Student does not identify any next steps.</td>
<td>□ Student is able to identify some of the main points of discussion. □ Student is able to identify some next steps.</td>
<td>□ Student identifies many or most of the main points of discussion. □ Student identifies many or most of their next steps. □ Student identifies main points or next steps with accuracy and/or detail. □ Student identifies next steps beyond those that result directly from work done in the session.</td>
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Activity: Part 2

2. On your own or with a partner, use the rubric to practice assessing the SLOs.
3. Discussion:

- What score did you give the student for SLO 1? Why? What behaviors did you observe that merited that score?
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SLO Assessment in the Writing Center: During Assessment

- Ongoing support and collaboration throughout assessment
- Discussions on Moodle as a way to share experiences
- Created form in Google docs to gather SLO data
- Gathered additional data in conjunction with SLO scores in the interest of exploratory analysis
SLO Assessment gave us an opportunity to evaluate our practices and procedures. We asked ourselves:

• are we doing what we set out to do?

• are we creating the conditions and providing the opportunities that allow students to *do* things?

• are there ways we could better support both tutors and students?

• what else can we do to improve practice and learning?
What we learned from SLO assessment enhanced learning and practice.

- Revised tutorial forms & related practice
- Revised SLO Rubric
- Engaged SLOs in tutor observations
- Expanded intake at the desk
SLO Assessment in the Writing Center: After Assessment

• All the activity involved in the training and scoring itself provided an opportunity to pay attention to what was already there, to build on it and improve it, thus leading to more effective, more learning-centered tutoring.

• It also affirmed the value of collaboration and community.
Workshop Session Record

1. What did we do?
2. What are you going to do next?
YOUR QUESTIONS, COMMENTS, & SUGGESTIONS
THANK YOU FOR ATTENDING OUR WORKSHOP!

Questions, Comments, and/or Suggestions?

• Take a moment to complete a reflection form

• Contact us—our info is on the postcard

Connect online to learn more about the Writing Center

• SBCC Writing Center Website

• SBCC Writing Center on Facebook
Thank you for attending our workshop!

**Presenters:** Jerry Pike, Michelle Detorie, Beth Taylor-Schott

**Writing Center Tutors who participated in SLO Assessment:** Ann Talbot, Betsy Mooney, Connie Tran, Crystal McLaren, Ellen Kelley, Green Neal, Kate Brody-Adams, Keira Harrison, Kim Bluitt, Lynne Zell, Mary Hochstetler, Molly Outtwater, Natalie Damjanovich-Napoleon, Pamela Fetter, Tim Eymann, Rafael Gamboa, Rana Arajawat, Sarah Hirsch, Sarah Rodriguez

Thanks also to Brian Moreno and Nina Mahaffey
SLO Assessment in Writing Center: Tutors Reflect

- Green
- Kim
- Crystal
- Ellen
SLO ASSESSMENT: APRIL 2012

Writing Center Tutorial SLO Assessment

Summary of SLO data | Spring 2012
0 = below standard  1 = meets standard  2 = exceeds standard

SLO 1
- 0: 14 (4%)
- 1: 205 (53%)
- 2: 165 (43%)

SLO 2
- 0: 10 (3%)
- 1: 189 (49%)
- 2: 185 (48%)

SLO 3
- 0: 14 (4%)
- 1: 174 (45%)
- 2: 196 (51%)
SLO ASSESSMENT: SUMMER 2013

SLO 1 (Preparedness & time management)

- 0: 5 (1%)
- 1: 181 (37%)
- 2: 305 (62%)

SLO 2 (Self-reliance and self-direction)

- 0: 1 (0%)
- 1: 169 (34%)
- 2: 322 (65%)

SLO 3 (Problem solving and creative thinking)

- 0: 4 (1%)
- 1: 173 (35%)
- 2: 315 (64%)
Activity: Wrap-up

Watch video of the session’s conclusion to observe how practice and procedures shape the tutoring sequence and support learning-centered tutoring and SLO assessment.
(Optional: score the student for SLO 3 as you watch.)
**DURING SESSION:**
- Topic sentences
- Flow of theme
- Connecting paragraphs to the theme
- Adding key words to the theme statement

**NEXT STEPS:**
- Ruminating
- Add another paragraph of your own personal experience: why does it matter?

**RESOURCES USED/RECOMMENDED:**

**TAKE-AWAY SKILLS OR HABITS:**
- Topic sentences
Please complete after seeing a writing tutor.

Date 10/2  Tutor Name Natalie  Course ENG100  Visit required? Y/ N
Assignment Due Date 10/7  Visits to the Writing Center?  First visit Fewer than 5  More than 5

1. My main concerns were addressed.
   (Disagree) 1 2 3 4 5 (Agree)

2. I worked actively during the session.
   (Disagree) 1 2 3 4 5 (Agree)

3. I have a clear idea of my next steps for revision.
   (Disagree) 1 2 3 4 5 (Agree)

4. I will apply what I learned to other assignments.
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5. I feel more confident about my own writing ability.
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6. The tutor was patient and listened well.
   (Disagree) 1 2 3 4 5 (Agree)

Please provide additional comments that explain your responses. Feel free to offer suggestions:

Having a hard copy of the essay I'm trying to revise is extremely helpful in keeping my ideas in order and showing the tutor exactly what I need help with. Every tutor is so helpful and it makes the entire experience more enjoyable.
In the Summer and Fall of 2011, we began talking about how we might do SLO assessment in the Writing Center. We quickly decided that we would get the most out of the process if we included tutors in the assessment process.

During the Winter 2011-12 Intersession, we created the first draft of the SLO assessment rubric. We also identified dates for SLO Assessment.

In anticipation of having tutors focus on the specific student behaviors that were relevant to meeting SLOs, we planned to use our monthly tutor trainings as opportunities to practice identifying these behaviors and outcomes.

We shared our draft of the SLO rubric with tutors at our Welcome Back Orientation in January 2012, and began an ongoing conversation about refining and using the rubric.
The Writing Center DLA, Session Record, and Session Reflection work together to shape the tutoring sequence.

Working within a 30 minute session

- Brings the student into the present moment to focus cognitive attention
- Fosters academic responsibility and student intentionality
- Encourages the student to view the text objectively

DLA

Session Record

- Co-authored by the tutor and student as a transcript of the event
  - Offers an opportunity to summarize and verify comprehension
  - Prompts planning of next steps
  - Repeats writing vocabulary
  - Communicates session content to instructor

Session Reflection

- Encourages the student to reflect on the session
- Asks the student to think critically about the session and their sense of themselves as writers
- Provides feedback to the tutor