

# Prioritizing Agenda Items for Writing Feedback

**How many Writing Center Tutors fulfill the requirement to prioritize one, two, or three agenda items in their summary letters?**

## Learning Outcome

- Students who work as Writing Center Tutors will prioritize one, two, or three agenda items to guide feedback for an appointment.

## Key Findings

- Of the 75 tutors, 48 (64%) displayed acceptable or better performance in their summary letters.
- The data revealed that many tutors struggle to label their agenda items, which may have contributed to scoring difficulties.

## Methodology

- 1 written feedback document from all Writing Center Tutors were collected during Winter 2019.
- A graduate assistant removed identifying information and stripped the document to only a summary letter for analysis.
- 2 staff members first independently reviewed each letter to score the number of agenda items and then normed scores against one another.

## Plan of Action

- We shared results with our staff at All-staff Orientation on Tuesday, September 10.
- We will incorporate a new grammar textbook into our class to better equip tutors.
- In the Writing Center Theory and Pedagogy courses, we will provide ongoing training to new tutors in the form of both peer and instructor feedback.
- We will focus staff professional development events throughout the year on providing written feedback.

## Demographics

- All 75 students employed as Writing Center Tutors at the UCWbL during Winter 2019 were included in this sample.
- Writing Center Tutors include undergraduate and graduate students from colleges across DePaul.

## Emergent Themes of Challenges Tutors Face

1. Specificity of labels
2. Umbrella terms
3. Prioritization of agenda items
4. Explanations of labels in summary letters
5. Distinguishing between agenda items and next steps