Report Form A-2
Assessment of Program Outcomes for
<u>Administrative or Educational Support Units</u>

 <u>The Writing Center</u>
(Administrative or Educational Support Unit)
 <u>August 2007-May 2008 (FY08: October 2007-September 2008)</u>
 (Assessment Period Covered)

Instructions: This form should be used to report on each of your **Outcomes**. Although you may not assess every program outcome every year, you will have a report for each outcome based on the year that it *was* assessed.

1. **Program Outcome** (What characteristic, skill, behavior, attitude, service, performance, product, system, process, output, etc., did your program intend to offer or enhance?)

   > Outcome 1: Offer quality one-to-one writing center conferencing.

2. **Strategies Used to Meet Program Outcome** (What did you do?)

   > 1. Provided weekly training meetings in writing center pedagogy.
   > 2. Subscribed to Writing Center journals and/or other Writing Center Newsletters.
   > 3. Purchased educational resources, such as style guides, software, and hardware.
   > 4. Provided conferencing on a daily basis for students across campus.

3a. First Measure or Means of Assessment for Outcome above and Criteria for Success (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

   > Recorded number of conferences and classroom visits and trained tutors

3b. Results/ Findings (How did you do? Summarize assessment data collected.)

   > 1. Hired and trained six graduate and undergraduate tutors; more hours were offered to each tutor than previous year, and two graduate student appointments were made over the previous year.
   > 2. Offered 67 classroom visits for faculty to explain services to students; passed out flyers, pencils, and promotional items.
   > 3. Conducted 959 thirty- to forty-minute conferences for students across campus in all disciplines.

3c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

   > Results are positive and reflect a doubling of consultations offered in previous year.

> Continue to offer weekly training. Funding is always a concern, so external funding needs to be made a priority.

4a. Second Measure or Means of Assessment for Outcome above and Criteria for Success, if available (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

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> Return rate and Student Satisfaction Survey

4b. Results/ Findings (How did you do? Summarize assessment data collected.)

> 1. 213 of 959 consultations were return visits.
> 2. Established a return rate of 22% for FY08.
> 3. (N=approx. 40 per consultant) Year-end client satisfaction rates for tutors were: 3.76; 3.82; 3.91; 3.95; 3.85; and 3.95. Combined satisfaction rate was 3.87 on a 4.0 scale.

4c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

> Although we expected a return rate of at least 5%, we were struck by how well students engaged with their tutors once in the Writing Center. The effective tutor education program, tutor commitment, and continued training and engagement in the Writing Center theory through conference participation have helped earn this high 22% return rate. Furthermore, we expected more conferences over the previous year given the renovations, better computers, and higher number of hours offered, but to have more than doubled the number exceeded our expectations. The new Writing in the Disciplines (WID) initiative in the College of Education has helped in this regard. With more support for writing across campus, we will continue to see more faculty incorporate writing into their curricula, and we will expand our services as a result. Continue with strategies.

5.   Documentation (What is the evidence and where is it located? Give name, location, dates, etc., e.g., Revised Admissions Manual is located in the office of Jane Smith, Director of Undergraduate Admissions; Meeting minutes from June 4, 2006, are located in the office of Dr. James Smith, etc.)*

> In-take data by month is maintained in the Writing Center in Hilliard 118 and in the office of Dr. James M. Palmer in Hilliard 208. End-of-Year reports showing data and impact are located in the office of the Title III Director's, Lora Williams', office in Delco 344.

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Instructions: This form should be used to report on each of your **Outcomes**. Although you may not assess every program outcome every year, you will have a report for each outcome based on the year that it *was* assessed.

1. **Program Outcome** (What characteristic, skill, behavior, attitude, service, performance, product, system, process, output, etc., did your program intend to offer or enhance?)

    > Outcome 2: Increase our student intake by at least 5% each year.

2. **Strategies Used to Meet Program Outcome** (What did you do?)

    > 1. Provide classroom visits promoting writing center across campus.
    > 2. Communication with faculty by visiting them personally and by sending out information about the Writing Center's hours.

3a. **First Measure or Means of Assessment for Outcome above and Criteria for Success** (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

    > 1. Number of classroom visits

3b. **Results/ Findings** (How did you do? Summarize assessment data collected.)

    > Offered 67 classroom visits for faculty to explain services to students; passed out flyers, pencils, and promotional items. The number of Writing Center visits has nearly doubled over 2006-07's 450 visits to 959.

3c. **Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

    > No classroom visits were conducted in 2006, so the increase is substantial in that regard as is the number of Writing Center visits over the previous year. A newsletter will be developed for faculty visits to make communication easier about the services the Writing Center provides.

4a. Second Measure or Means of Assessment for Outcome above and Criteria for Success, if available (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

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> The number of Writing Center visits over the previous year. All students completed in-take forms before a conference takes place. These included questions concerning SID, major; type of assignments; date; instructor; and how they heard about the Writing Center's services. Tutors filled in tutor name, time, and comments regarding conference. These data were then entered into MS Excel. Data and were sorted to track visits by month; instructor; type of assignment; major; and return visits.

4b. Results/ Findings (How did you do? Summarize assessment data collected.)

> See results given in 3b: The number of Writing Center visits has nearly doubled over 2006-07's 450 visits to 959. Statistically, we have reached or impacted over 10% of our student body through direct one-to-one contact, and if classroom visits and number of students in those classes were used in the calculations, our services have been exposed or explained to over half of the student body this year alone.

4c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

> Although these numbers are encouraging, funding has also played an important role in this increase. Now that the Writing Center is funded by Title III, more tutors can be hired and trained. Results indicate that a 5% increase may be setting a target too low each year, so a re-assessment will be made at the end of the next cycle when intake data is re-examined.

5. Documentation (What is the evidence and where is it located? Give name, location, dates, etc., e.g., Revised Admissions Manual is located in the office of Jane Smith, Director of Undergraduate Admissions; Meeting minutes from June 4, 2006, are located in the office of Dr. James Smith, etc.)*

> In-take data by month is maintained in the Writing Center in Hilliard 118 and in the office of Dr. James M. Palmer in Hilliard 208. End-of-Year reports showing data and impact are located in the Office of the Title III Director's, Lora Williams', office in Delco 344.

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Instructions: This form should be used to report on each of your **Outcomes**. Although you may not assess every program outcome every year, you will have a report for each outcome based on the year that it *was* assessed.

1. **Program Outcome** (What characteristic, skill, behavior, attitude, service, performance, product, system, process, output, etc., did your program intend to offer or enhance?)

    > Outcome 3: Foster a climate of academic writing on campus.

2. **Strategies Used to Meet Program Outcome** (What did you do?)

    > 1. Offered one-to-one conferences to help students' writing skills.
    > 2. Offered information sessions to classrooms on writing center services
    > 3. Purchased computers, software, and educational resources to improve writing skills.
    > 4. Provided handouts in the Writing Center on commonly encountered problem areas such as thesis development, organization, editing, revising, etc.

3a. First Measure or Means of Assessment for Outcome above and Criteria for Success (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

> Outside consultant (Dr. Shannon Carter from TAMU-Commerce) evaluated Writing Center's effectiveness, including its training program, records management, data collection, and conferencing.

3b. Results/ Findings (How did you do? Summarize assessment data collected.)

> The Writing Center was found to be using sound practice based on current writing center research and philosophy. The report noted the need, however, to encourage more developmental writers to use our services.

3c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

> The Writing Center will develop something similar to the Bauer Writing Tutorial Program at the University of Houston to reach more developmental students. A Pilot

Study of about 25 students will be conducted in the Fall of 2009.

4a. Second Measure or Means of Assessment for Outcome above and Criteria for Success, if available (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

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We collected a sampling of student grades in courses for which students came to the Writing Center for consultations.

4b. Results/ Findings (How did you do? Summarize assessment data collected.)

To assess our impact in other ways, we tracked final grades in the courses for which students came for consultation. The first 25 students of the 3rd quarter were selected, since this would give a representative sampling of courses. Although SIS would not allow access to all student transcripts, the project director was able to obtain information for 25 students from the first 31 students listed on our intake database. Courses represented included: ENGL 1123, 1133, 1143, 3063, 3243; SOCG 2003; CRJS 3823, 3443; and COMM 3823. Of these, no student earned a grade less than C. Grades included 11 A's; 8 B's; 6 C's. It appears that the Writing Center is both helping students earn high grades and/or that the students coming in for consultations are highly motivated learners.

4c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

We have continued with current practice. The results are positive, though this can be difficult to determine the Writing Center's direct influence on student grades.

5a. Third Measure or Means of Assessment for Outcome above and Criteria for Success (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

The number of workshops offered over previous years.

5b. Results/ Findings (How did you do? Summarize assessment data collected.)

The Director was asked to offer a workshop on Writing Assessment with Dr. Tonya M. Scott for approximately 60 faculty in the College of Education. The Power Point presentation created and used helped faculty to incorporate writing into their courses and to assess the writing that is assigned. We have now seen over 200 education majors from courses taught by education faculty.

5c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

We have continued with the strategies. The results are positive. A newsletter can be created to reach out to more faculty as well.

6. **Documentation** (What is the evidence and where is it located? Give name, location, dates, etc., e.g., Revised Admissions Manual is located in the office of Jane Smith, Director of Undergraduate Admissions; Meeting minutes from June 4, 2006, are located in the office of Dr. James Smith, etc.)*

The in-take data by month is maintained in the Writing Center in Hilliard 118 and in the office of Dr. James M. Palmer in Hilliard 208. The end-of-year reports showing data and impact are located in the office of the Title III Director's, Lora Williams', office in Delco 344.

ANNUAL REPORT

Name: James M. Palmer	
Activity No. Six	Activity Title: Enhancing Written Communication Skills through a Writing Center

Activity Overview:

A Writing Center merges two important theoretical perspectives on writing instruction: 1) that writing is most usefully viewed as a process, and, 2) that writing needs to be student-centered, not faculty-centered. That is, a Writing Center is not a response to faculty needs, or a substitution for faculty teaching. The goal for establishing a Writing Center is to serve all students on campus by creating an environment where we replace the hierarchical model of teachers and students with a collaborative model of co-learners engaged in a shared activity of intellectual work.

RESULTS: Establish a Writing Center with more credibility, stability, and visibility.
Goal: Establish a Writing Center to enhance student writing skills by serving faculty and students across campus.
Objective: By September 30, 2008, hire and train graduate student and peer consultants in order to offer peer tutorials in existing Writing Center location.
Baseline: Four tutors; no classroom visits
OUTCOMES: 1. Hired and trained six graduate and undergraduate tutors; more hours were offered to each tutor than previous year, and two graduate student appointments were made over previous year.   2. Offered 67 classroom visits for faculty to explain services to students; passed out flyers, pencils, and promotional items.   3. Advertised services through flyers and posters across campus (over 80 discipline-specific posters placed in buildings around campus).   4. Traveled with faculty member Dr. Tonya Scott to UI-Chicago Writing Center Conference on race, along with six tutors on separate Writing Center account (332069).; and Director traveled to Temple University in Philadelphia for conference on Writing Centers, Liberty, Democracy, and Literacy.   5. Re-carpeted, painted, and furnished existing Writing Center in Hilliard 118 and used old tables to expand into 2nd floor elevator lobby area in Hilliard Hall.   6. Outside consultant evaluated Writing Center's effectiveness, including its training program, records management, data collection, and conferencing.
Was the objective achieved? _x__yes   ____no   If no, please explain.
Did the results exceed your expectations?   ___yes   __x__no   If yes, please explain.
Discuss data collected to document achievement of objective.   Classroom visits are documented each quarter with class, instructor, and location. Evidence of re-furnished writing center can be seen through expenditures through purchase orders and procurement card receipts. Number of tutors on staff is documented via payroll timesheets, etc. Furthermore, all students complete in-take forms before a conference takes place. These include questions concerning SID, major; type of assignments; date; instructor; and how they heard about the Writing Center's services. Tutors fill in tutor name, time, and comments regarding conference. These data are then entered into MS Excel.
Discuss the impact of this activity on the University.   Overall, we have met all objectives. Graduate students are now trained and have taken on more duties, overseeing aspects of tutor training, scheduling, data entry, and creation of reports. Graduate and undergraduate tutors' commitment to the writing center and to learning effective one-to-one tutoring strategies have proven invaluable. Our reputation as a unit that supports academic writing across campus has been established in large part because of their quality tutoring and their outreach to large

sections of freshman-level courses such as psychology, engineering, history, and political science as well as to most sections of freshman composition on campus. Flyers, posters, and other items have successfully communicated our writing philosophy to instructors and students alike, and we have seen large numbers of students (to be discussed below). Furthermore, the re-carpeted and re-arranged location is now set up with computers and laptops that have software, tutorial materials, and internet connections that allow us to take students through using databases, citing sources accurately, organizing, and re-vising their work. These have also allowed us to begin our outreach using our designated email address for asynchronous tutoring. The single most important impact of this activity is that it has helped create a more stable writing center that is now more fully part of the university academic culture. Another piece of evidence for this assertion is that the director was asked to offer a workshop for approximately 60 faculty in the College of Education on Writing Assessment. The Power Point presentation created and used helped faculty to incorporate writing into their courses and to assess the writing that is assigned. We have now seen over 200 education majors from courses taught by education faculty.

Discuss any unexpected outcomes.

RESULTS: Established a return rate of 22% for FY08 (rate does not include the original visit by the student)

Goal: Establish a Writing Center to enhance student writing skills by serving faculty and students across campus.

Objective: By September 30, 2008, establish student return rate of at least 5% to Writing Center.

Baseline: Return rate of 5% for FY07; 450 conferences during FY07

OUTCOMES:
1. Conducted 959 thirty- to forty-minute conferences for students across campus in all disciplines.
2. 213 of those 959 consultations were return visits.
3. Established a return rate of 22% for FY08.
4. Year-end client satisfaction rates for tutors were: 3.76; 3.82; 3.91; 3.95; 3.85; and 3.95. Combined satisfaction rate was 3.87 on a 4.0 scale.
5. Undergraduate tutors offered their first Power Point presentation on MLA style in September for Dr. Jennifer Burke's Research Theory in Communications course.
6. Expanded services on Saturday in College of Education in September 2008.

Was the objective achieved? __x_yes ____no If no, please explain.
We exceeded our expectations for the full FY08, recording 509 more conferences than the previous year. However, we were not without our worries: as in the 1st Quarter, intake forms were recorded for each conference in the second. 187 conferences were recorded in that second quarter, and given this lower-than-expected number, director and staff initially expressed concern. After consultation with other directors via the Writing Center List Serve, we realized that this was a common trend in Spring semesters. Indeed, other universities typically see as high as 20% fewer students. The reasons given were: 1) fewer composition courses offered; 2) fewer students needing tutorials for Composition II; 3) students feeling more comfortable and adjusted to the college experience.

Did the results exceed your expectations? __x_yes ____no If yes, please explain.
Although we expected a return rate of at least 5%, we were struck by how well students engaged with their tutors once in the writing center. The effective tutor education program, tutor commitment, and continued training and engagement in writing center theory through conference participation have helped earn this high 22% return rate. Furthermore, we expected more conferences over the previous year given the renovations, better computers, and higher number of hours offered, but to have more than doubled the number exceeded our expectations. The new Writing in the Disciplines (WID) initiative in the College of Education has helped in this regard. With more support for writing across campus, we will continue to see more faculty incorporate writing into their curricula, and we will expand our services as a result.

Discuss data collected to document achievement of objective.
All students complete in-take forms before a conference takes place. These include questions concerning SID, major; type of assignments; date; instructor; and how they heard about the Writing Center's services. Tutors fill in tutor name, time, and comments regarding conference. These data are then entered into MS Excel. Data is sorted to track visits by month; instructor; type of assignment; major; and return visits. The data chart on the type of assignment will help us to create appropriate PowerPoint presentations for students to better understand the genre of the writing assignment. Instructor data tables reveal who supports the writing center. Those faculty least represented will be the target for more information or classroom visits in the future. Data from tutor evaluation forms are also collected and documented in MS Excel.

These reveal a solid satisfaction rate (3.87 median on 4.0 scale) and help explain the higher than expected return rate of over 22%. These also reflect the effective training program and weekly meeting schedule in place.

Discuss the impact of this activity on the University.

Statistically, we have reached or impacted over 10% of our student body through direct one-to-one contact, and if classroom visits and number of students in those classes were used in the calculations, our services have been exposed or explained to over half of the student body this year alone. To assess our impact in other ways, we tracked final grades in the courses for which students came for consultation. The first 25 students of the 3rd quarter were selected, since this would give a representative sampling of courses. Although SIS would not allow access to all student transcripts, the project director was able to obtain information for 25 students from the first 31 students listed on our intake database. Courses represented included: ENGL 1123, 1133, 1143, 3063, 3243; SOCG 2003; CRJS 3823, 3443; and COMM 3823. Of these, no student earned a grade less than C. Grades included 11 A's; 8 B's; 6 C's. It appears that the Writing Center is both helping students earn high grades and/or that the students coming in for consultations are highly motivated learners. These data can now be used in order to analyze retention rates of those 25 students or of others, and Dr. James Palmer has now attended a pre-conference workshop in FY09 on ways to gather and understand retention data. The high grades earned do not necessarily indicate, however, that success is due to the Writing Center itself. Nevertheless, it is certainly a contributing factor, and this data should be used along with other types. A consultant visited in August to evaluate our center, and Dr. Shannon Carter's report indicated that we were operating using sound practices based on current writing center theory and philosophy. The report indicated that we need to strengthen our relationship with developmental writers, and this is an important goal for year three of this project

Discuss any unexpected outcomes.

James M. Palmer
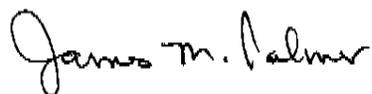
9 November 2008

_____   _____
Activity Coordinator   Date

_____   _____
Supervisor   Date

_____   _____
Title III Director   Date

PRAIRIE VIEW A&M UNIVERSITY

Evaluate Your Writing Center Consultant

1. Name of the consultant with whom you worked:

2. Date of Writing Center conference:

3. Please evaluate

	Strongly Agree	Agree	Disagree	Strongly Disagree
My paper improved as a result of my Writing Center conference.	○	○	○	○
I learned a lot about writing during my session.	○	○	○	○
The consultant gave good advice during my conference.	○	○	○	○
I think my paper's grade improved because of my conference.	○	○	○	○
The consultant listened to my ideas and concerns.	○	○	○	○
I plan to return for another Writing Center conference.	○	○	○	○

4. What advice from the consultant was most helpful?

5. Have you visited the Writing Center before?

○ Yes
○ No

If yes, why did you return?

6. Other Comments.

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