

# Writing Center Middle States Executive Summary Plan 2020-21

## Annual Assessment Report

### EXECUTIVE SUMMARY

**Unit name: The Writing Center      Assessment year: 2020-21**

#### **The unit's mission**

The Writing Center is the tutoring center in writing for all matriculating students at LaGuardia Community College. The Center offers individualized (1:1 and 2:1) tutoring on any aspect of any phase of any kind of writing. The Writing Center seeks to provide a warm, supportive setting in which students gain clarity about both their difficulties and strengths as writers, and acquire insight, techniques and skills with which to approach their writing more effectively in subsequent work.

#### **Assessment results by goal and objectives**

##### **Goal 1:**

Provide an environment in which students feel supported and encouraged

**Supporting Strategic plan goal:** 1. Build Student Access and Success, 3. Enrich the Student Experience

##### **Objective/outcome 1.1**

1.1 Students will report on encouragement behavior by tutors.

- **Measures** --Survey % of students who report encouragement behavior by tutors.  
Digital surveys will be administered.
- **Overview of findings or outcomes**  
Responses regarding tutor encouragement:
  1. Single session evaluations administered from 9/20 – 6/21:  
90.8% perceived tutor encouragement; 6.3% did not.  
General Writing Center evaluations administered 9/20 – 6/12:  
93.5% reported encouraging behavior by tutors; 6.5% did not.
  2. General Writing Center evaluations administered from 9/20 – 6/21:  
91.3%% felt better prepared after tutoring; 1.7% did not

##### **Overview of recommendations and next steps**

The target of 90% was reached. The high % of positive responses was supported by emphasis on this component at staff meetings and communications, which will be maintained in Fall 1, 2020. The current

system of 1:1 instead of 2:1 tutoring will also be maintained; the survey will again be administered.

**Goal 2:**

Contribute to students achieving improved outcomes in previously assessed drafts

**Supporting Strategic plan goal: 2.** Strengthen Learning for Students - and for Faculty, Staff and the College

**Objective/outcome Students** will achieve higher grades on revisions compared with previous drafts.

- **Measures.** – Revision Grades were reported by faculty who referred their students to the Writing Center.
  
- **Overview of findings**  
One hundred and thirty-eight post-tutoring grades were reported by faculty. Only fifty of these were revision grades; the rest were grades of first drafts.  
Eight percent of the revisions improved by three letter grades; sixteen percent improved by two to two and a half letter grades; thirty-four percent improved by one to one and a half letter grades; forty percent improved by a half to one letter grade; two percent did not improve. The average grade before tutoring was a C; after tutoring, it was a B+. See Appendix p.2

**Next steps**

The survey will again be administered in 2021-22. Tutors will again record original grades (or no-grade) on session reports, and instructors will be asked to provide follow-up grades. Faculty will receive repeated reminders towards the end of the semester to send grade data to the Writing Center.

**Goal 3:**

Contribute to students' improvement of drafts prior to first submission

**Supporting Strategic plan goal: 2.** Strengthen Learning for Students - and for Faculty, Staff and the College

**Objective/outcome 3.1** Students will evaluate and report on improvement from pre- to post-session submitted drafts (SLO).

- **Measures**  
Survey % of students reporting improvement (SLO)
  
- **Overview of findings**  
The results compare the % reported improvement to % reporting no improvement:

General Writing Center evaluations administered from 9/20 – 6/21:  
87.4% reported improvement; 5% reported little or no improvement  
89% reported a better understanding of what their project needed; 7.7  
% did not.

### **Recommendations and next steps**

The current system of 1:1 instead of 2:1 tutoring will be maintained; the survey will again be administered. Staff meetings will continue to emphasize the critical importance of session summary and review in the closing segment of each session.

### **Overall summary and future directions**

The Writing Center aims to provide a supportive learning setting in which knowledgeable tutors apply techniques to help students not only improve the writing they bring but also become better equipped for their future work. The 2020-21 assessment produced measurements of the stated objectives.

The data shows increased success in creating a sense of support according to student reports, 90.8 and 93.5%, and increased confidence in their preparation for future assignments, 89%. There was a modest increase in the percentage of students who stated that their written drafts had improved as a result of tutoring, 87.4% compared to 84% the year before, but a modest increase in the percentage of students who felt that their drafts had not improved, 2.2% (plus 2.8% who saw minor improvement) compared to 0%. Online surveys will continue to measure these outcomes. Some data from faculty about actual grade changes, needed for Goal 2, was obtained by using the session reports from tutors to teachers, and replies to those reports from teachers back to the Writing Center specifying grade outcomes. This data seems quite positive, though it has no context. A much larger sample is needed. Faculty will receive repeated reminders to send this data in the coming year. However, because of significant staff turnover, it may prove to be difficult to match last year's draft-grade improvement outcomes with this year's more inexperienced staff.

### **Appendices**

Appendices Writing Center Middle States Report 2020 - 21 submitted Sept 21 2021

- Appendix 1. Encouragement and future preparation
- Appendix 2. Draft grade improvement (faculty reported)
- Appendix 3. Improvement and preparation (student reported)