

# Annual Assessment Report

## Executive Summary

As the final step of the AES assessment process, each AES unit is required to submit an Executive Summary. The Executive Summary is a short document which provides an overview of the Unit, and the overall assessment process, highlights key findings and provides recommendation and next steps.

**Unit name: Writing Center**  
**Assessment year: 2022-23**

### Unit Mission

The Writing Center is the tutoring center in writing for all matriculating students at LaGuardia Community College. The Center offers individualized 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 Goals:**

<b>Objectives</b>	<b>Method and Measure</b>
1. Students will report on encouragement behavior by tutors.	Survey % of students who report encouragement behavior by tutors. Digital surveys will be administered.

### **Overview of findings, analysis, recommendations and future initiatives**

#### Results & analysis

95.3% perceived the tutor as encouraging in 2022-23.  
98.4% reported that the tutor pointed out things that they did well in their work.

#### Recommendations and future initiatives

The target of 90% was reached and exceeded in the measures of this category. The high % of positive responses was supported by emphasis on this component at staff meetings and communications, which will be maintained next year.

**Goal 2:** Contribute to students achieving improved outcomes in previously assessed drafts

**Supporting Strategic Plan Goal:**

Objectives	Method and Measure
2.1 Students will achieve higher grades on revisions compared with previous drafts.	Tutors will record original grades on session reports, and instructors will provide follow-up grades. Faculty will receive repeated reminders to submit revision grade data, and a faculty cohort, particularly including Writing Center tutor-teachers in Spring 1, will again be sought and tasked with requiring students to receive tutoring before submitting revisions.

**Overview of findings, analysis, recommendations and future initiatives**

Results & analysis

Once again, the plan to obtain more data from faculty about actual grade changes, needed for Goal 2, did not succeed and we received too few responses from faculty to be meaningful. Faculty who had agreed to require tutoring prior to revisions reportedly found it difficult to enforce the policy, and in general did not do so, while repeated reminders to send this data to faculty overall did not produce substantial responses.

Recommendations and future initiatives

The survey will again be administered in 2022-23. This time, tutors will record first-draft grades, name of assignment, name of student and name of teacher, and will deliver this data to Writing Center administrators. Later in the term, administrators will contact instructors directly and request second-draft grades.

**Goal 3:** Contribute to students' improvement of drafts prior to first submission

**Supporting Strategic Plan Goal:**

Objectives	Method and Measure
3.1 Students will evaluate and report on improvement from pre- to post-session drafts (SLO).	Survey % of students reporting improvement (SLO) Add measures

**Overview of findings, analysis, recommendations and future initiatives**

Results & analysis

The results compare the % reported improvement to % reporting no improvement: 84.5% reported significant improvement in post-session drafts in 2022-23, with an additional 12.3% reporting "somewhat" improved drafts; only 3.2% reported no improvement. 89.8%

reported a better understanding of what their project needed. Additionally, 100% reported that the tutor gave them "useful suggestions about how to improve" their work.

### Recommendations and future initiatives

The results demonstrate students' self-reported improvement approaching or exceeding the 90% target by one measure ("somewhat" is not a negative outcome), and completely achieving it on another.

Both four- and five-point scales will be maintained for this issue on surveys, because "somewhat" is a meaningful response. Notably, in another measure, 95.8% responded that the session made them want to use the Writing Center again, indicating a positive view towards the outcome of the session.

Staff meetings will continue to emphasize the critical importance of session summary and review in the closing segment of each session, and discussion of follow-up sessions will also receive emphasis – pertaining to the “somewhat” improved scenario.

## Overall summary

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 2022 – 23 assessment produced measurements of two of the stated objectives. The data shows great success in creating a sense of support according to student reports, with 95.3 and 98.4 % positive responses in the relevant measures. Implementation of a five-point scale to measure perceived improvement of drafts proved extremely useful: 84.5% compared with a previous 86.4% of students noted significant improvement in their written drafts as a result of tutoring, but a quite meaningful additional 12.3% felt that their drafts were “somewhat” improved, which is a very reasonable outcome for many tutoring situations, particularly when more than one session may be needed to thoroughly address the issues that papers present. In a separate measure administered across a three-week period on hard-copy evaluations, no less than 100% of respondents reported that the tutor had given them “useful suggestions to improve” their work – a different and obviously positive view of the impact of the session on the presented draft. Online surveys will continue to measure these outcomes, and next year’s surveys will again offer both a four and a five-point scale in different questions measuring the same issue.

On a final positive note, once again the Writing Center saw significant staff turnover, so once again the maintenance and in some instances improvement over last year’s results with this year’s more inexperienced staff is impressive and actually somewhat surprising.

## Appendices

- Appendix A. Writing Center 2022 - 23 AES Report (summary of all survey results)