AES Unit Review:
Suffolk County Community College Writing Centers
Draft: 4/2/14

The Suffolk County Community College Tri-Campus Writing Center Committee
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Mission Statement

The SCCC Writing Centers promote literacy in every aspect of academic, personal, workplace and cultural life. The SCCC Writing Centers promote the use of academic writing in all disciplines as a tool for learning, communicating, self-expression, and critical thinking. The SCCC Writing Centers feel that students’ writing and their ideas, interests, and contributions are valuable and are worthy of attention, discussion, and development to their fullest potential. All members of the SCCC community are welcome to work on and discuss any type of writing project at any stage of the writing process at the SCCC Writing Centers.

Background

The SCCC Writing Center Consortium consists of three separately managed writing centers on three campuses: The Writing Studio on the Michael J. Grant Campus (Nesconset Building, Room 19), the Eastern Center for Excellence in Writing on the Eastern Campus (Orient Building, Room 214) and the Rose Tehan Memorial Writing Center on the Ammerman Campus (Islip Arts Building, Room 101). The SCCC Writing Centers serve their home campuses based on the particular needs of their respective student populations and specific programs of study, but all SCCC students are able to use any and all of the writing centers regardless of their primary campus. The three campus writing centers are funded through their respective campus budgets, and directed by full-time college personnel, also funded by their respective campuses. The newest centers (Eastern and Grant Campuses) were created as a result of a mandated “strengthening of academic support services,” the implementation of which was funded by the Office of Post-secondary Education’s Title III Strengthening Institutions Program (SIP) Grant entitled Student Engagement through Informed Support (2010-2015). From 2009-2013, college personnel incrementally designed, implemented, and assessed a shoring up of in-person tutoring support on Eastern and Grant Campuses, with equipment partially supplied from grant funding (desktop computers and part-time personnel to increase staffing hours at the centers). Assessment for the three centers has been implemented largely through Title III support, in response to key performance indicators contained in the grant narrative, and the College’s emphasis on assessment in improving academic support services. To further assist with support, sharing resources, and assessment, the Tri-Campus Writing Center Committee was formed in 2011. The committee meets at least twice a semester, and its members include the three writing center coordinators, deans, faculty, and writing center staff.

While each center has its own milieu, pedagogical diversity, and clientele, the SCCC Writing Centers share certain core beliefs and common goals. In terms of the tutoring philosophies, the SCCC Writing Centers encourage a diverse array of pedagogical styles and methods. SCCC Writing Center tutors have varied experiences and levels of knowledge of writing instruction and tutoring. The staff consists of professional assistants, college aides, student tutors, and work study students. The staff is a heterogeneous community of writers, poets, graduate students, artists, teachers, English majors, and
lovers of language who bring their passion for teaching writing to their individual tutoring pedagogies and styles.

Tutors help students to understand and respond to assignments in which writing is part of the process. Tutors discuss topics and ideas with writers, offer constructive feedback on developing drafts of essays, actively suggest writing strategies and organizational cues, diagnose writing problems, ask questions, review information, listen to writers, and help them gain perspective on their writing. Tutors can also aid with writing tasks outside of the academic such as resumes, letters of application, professional writing, and creative projects. Tutors are facilitators of writing so the actual work of writing should be the responsibility of the writer. Tutors cannot guarantee grades or evaluation; again, this is the responsibility of writer and instructor.

The Writing Center Coordinator is a full time faculty member. The Coordinator is responsible for the oversight of Writing Center tutors, managing the Writing Center, and acting as a liaison between the Writing Center, the English Department, other services, and the rest of the college. The Writing Center Coordinator composes schedules, hires tutors, fills out appropriate administrative paperwork, and deals with the general infrastructure and upkeep of the center. Through pedagogy, research, and professional work in the field, the Coordinator has knowledge of theories of writing and learning, research methods, evaluation methods, and experience in developing, implementing, and evaluating writing center policy and procedures.

**Rose Tehan Memorial Writing Center: Fall 2013 Data**

Number of Individual Students: 2,922

Number of Visits: 6,971

Disciplines that are represented in Attendance Records (students that were tutored):

- Accounting
- Anthropology
- Art
- American Sign Language
- Automotive
- Biology
- Business
- Cinema Studies
- College Success
- Communications
- Construction
- Criminal Justice
- Computer Science
- Culinary
- Dietetic Technician
- Economics
- Education
- English
- English as Second Language
- Geography
- History
- Human Services
- Humanities
- Interdisciplinary Studies
- Law
- Library Science
- Marine Biology
Eastern Center for Excellence in Writing: Fall 2013 Data

Individual students: 144

Number of Visits: 415

The students were from 42 different courses

Most popular courses that used the Eastern Center for Excellence in Writing:

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of Visits</th>
<th>Number of Individual Visitors</th>
<th>Enrollment</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL017</td>
<td>14</td>
<td>6</td>
<td>15</td>
<td>40.0%</td>
</tr>
<tr>
<td>ENG010</td>
<td>91</td>
<td>42</td>
<td>223</td>
<td>18.8%</td>
</tr>
<tr>
<td>ENG102</td>
<td>91</td>
<td>23</td>
<td>307</td>
<td>7.5%</td>
</tr>
<tr>
<td>RDG098</td>
<td>15</td>
<td>9</td>
<td>155</td>
<td>5.8%</td>
</tr>
<tr>
<td>ENG101</td>
<td>77</td>
<td>35</td>
<td>701</td>
<td>5.0%</td>
</tr>
</tbody>
</table>

The Writing Studio: Fall 2013 Data

Number of Visits: 2,364

Number of individual students: 662

Disciplines that are represented in Attendance Records:

41 For more Writing Studio data, see Appendix F
<table>
<thead>
<tr>
<th>Accounting</th>
<th>Anthropology</th>
<th>Art</th>
<th>Biology</th>
<th>Banking &amp; Finance</th>
<th>Banking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Banking &amp; Finance</td>
<td>Business</td>
<td>Business Law</td>
<td>Chemical Dependency</td>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td>Cinema Studies</td>
<td>College Seminar</td>
<td>Communications</td>
<td>Criminal Justice</td>
<td>Computer</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Information</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Systems</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>Education</td>
<td>English</td>
<td>English as a Second Language</td>
<td>Geography</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>Health Careers</td>
<td>Humanities</td>
<td>Human Services</td>
<td>Leadership</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Medical Assisting</td>
<td>Marketing</td>
<td>Music</td>
<td>Nursing</td>
<td></td>
</tr>
<tr>
<td>Occupational</td>
<td>Physical Education</td>
<td>Philosophy</td>
<td>Physics</td>
<td>Political Science</td>
<td></td>
</tr>
<tr>
<td>Therapy Assistant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>Reading</td>
<td>Reading Lab</td>
<td>Sociology</td>
<td>Spanish</td>
<td></td>
</tr>
<tr>
<td>Theatre</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Individual Students</td>
<td>483</td>
<td>662</td>
<td>+37%</td>
</tr>
<tr>
<td>Number of Visits</td>
<td>1,320</td>
<td>2,364</td>
<td>+79%</td>
</tr>
</tbody>
</table>

**Program Goals:**

1. Provide constructive and productive feedback for student writers through a student-centered collaborative process.

**Outcomes**

- SCCC Writing Centers will provide training and professional development opportunities for their staff through individualized and tri campus workshops and by encouraging conference attendance and presentations
- SCCC Writing Centers will implement a tutor evaluation system which will allow students to provide feedback on the effectiveness of the session
• SCC Writing Centers will create, maintain, and update student attendance records for each student who uses the writing center, writing notes on the sessions that indicate the various aspects of students’ writing that they’ve discussed during sessions

2. Encourage repeat usage of the SCC Writing Centers for students.

Outcomes

• SCC Writing Centers will reinforce to students a clear understanding of what the tutoring session has accomplished, and what the next step in the writing process is by the end of each tutoring session

• SCC Writing Centers will encourage students to make repeat visits in order to tailor the session to individual students and help make tutoring more efficient and to help improve students’ writing skills

3. Assist faculty through increased communication and collaboration with departments, services, and instructors.

Outcomes

• SCC Writing Centers will offer introductory visits to classes and/or departments to help publicize and clarify the resources available to student writers and instructors

• SCC Writing Centers will compose and disseminate information about their services through media such as hand-outs, flyers, bookmarks, electronic communications, advertisements, and writing resources to be used by students, instructors, departments, and services

• SCC Writing Centers will create and distribute referrals/reports (with student consent) to indicate if a student has utilized the Writing Center for instructors to track students’ progress

• SCC Writing Centers will contribute to appropriate/relevant college-wide and campus events such as Professional Development Day, Commit to Complete, Campus Activities Day, and College Open Houses

The SCC Writing Centers Mission connects to the following Institutional Goals and Measurable Institutional Objectives:

1. Student Success (connected to Goals 1 and 2)

Foster the intellectual, physical, social, and civic development of students through excellent and rigorous academic programs and comprehensive student support services.
1.1: The College will, during the period 2013-2020, increase the completion rate of first-time, full-time (FTFT) students in gateway courses through enhanced engagement with faculty, academic support and student services.

1.2: The College will, during the period 2013-2020, increase the fall-to-spring persistence rates of all credit bearing students to 75% and fall-to-fall retention rates for FTFT students to 70% by supporting students through enhanced engagement with faculty, academic support, and student services.

1.3: The College will, during the period 2013-2020, increase the three-year graduation rate of FTFT students to 20% through enhanced engagement with faculty, academic support, and student services.

3. Access and Affordability (connected to Goals 1 and 2)

Provide access to higher education by reducing economic, social, geographic and time barriers.

3.1: The College will improve access by developing needed facilities and reducing geographic barriers associated with campus structures and topography through the implementation of the Capital Program as evidenced by specific project completion each year.

3.2: The College will reduce the economic barriers to higher education by maximizing institutional efficiencies in order to minimize increases in College operating costs, as evidenced by the budget.

3.3: The College will reduce the economic barriers to higher education associated with limited financial aid by increasing the number of applications for and awards of both merit and need-based scholarships, as evidenced by Foundation update reports, by fall 2020.

5. Communication (connected to Goal 3)

Promote transparent and effective communication within the college community and between the college community and external constituencies.

5.1: Each year during the period 2013-2020, the College will, through written, electronic and face-to-face communication, issue college-wide communication to administrators, faculty, staff, and students in order to promote effective internal communication. In addition, each campus will develop methods to deliver and receive departmental and divisional input about their mission-related activities.

The primary functions of the SCCC Writing Centers:

1. Offer one to one writing tutoring for all SCCC students for any writing task (academic, work, personal, creative) for which they need assistance.

AES Unit Review for SCCC Writing Centers Draft 4/2/14
2. Facilitate student writers through the writing process by offering suggestions and support throughout the writing process

3. Help students identify and analyze writing assignments, rhetorical situations, genre conventions, and audience expectations in collaboration with students

4. Work with students with diverse writing skills/abilities and backgrounds such as English as Second Language and special needs writers

5. Offer access to writing resources and technology to aid in the writing process and provide a space for students to work on writing projects

**SCCC Writing Centers Reporting Structure**

Note: because the SCCC Writing Center Consortium consists of three centers on three campuses, each center has a slightly different reporting structure:

*Rose Tehan Memorial Writing Center (Ammerman Campus)*

  Associate Dean of Academic Affairs

  ^

  Chairperson of English Department

  ^

  Coordinator of Writing Center

  ^

  Writing Center Staff

*Eastern Center for Excellence in Writing (Eastern Campus—part of Eastern Skills Center)*

  Associate Dean of Academic Affairs

  ^

  Coordinator of Writing Center

  ^

  Writing Center Staff
Projected Strengths of the SCCC Writing Centers:

- Diversity of staff
- Expertise of staff
- Diversity of students who use Writing Centers
- Diversity of types of writing brought to Writing Centers
- In between role as student service (not quite professor/not quite peer)
- Offer students a place to work and hear feedback
- Strong commitment to literacy as demonstrated through writing, communicating, and comprehending
- Flexibility in types of sessions and tutoring
- Emotional/personal/social support

Projected Weaknesses of the SCCC Writing Centers:

- Lack of funds/resources
- Staffing Issues (more staff needed, turn over, training)
- Professional Development (keeping up with trends in the field of Comp/Rhet and WC research)
- Changing notions and practices of literacy
- Technology demands (processing students, data collection, access, functionality, archiving records, assessment, appointment procedures)

Projected Opportunities for the SCCC Writing Centers:

- Increased institutional focus on and support of writing and literacy
- Increased social/work force value of writing and literacy
- Advances in technology to aid tutors, tutoring, and students
- SARS database/scheduling technology implementation
- Increased student participation in Writing Center infrastructure
- Faculty collaboration/revamped Writing to Learn initiative/Outreach to high schools
- More enhanced training
- More tri campus collaboration

**Projected Threats to the SCCC Writing Centers:**

- Loss of funding/budget issues
- Loss of staff/frequent turn-over of staff
- Change in job description to work in Writing Centers
- Change in job responsibilities for PAs
- Resistance to a more formalized training mechanism
- Contractual issues
- Coordinator status
- Transitioning from Title III funding

**Conclusions (Unit Operations)**

The SCCC Writing Centers all contain individual and collective strengths and opportunities, but there are significant threats to our individual and collective operations. As a student and academic service our goals are directed towards providing the most productive tutoring procedures possible which involves significant commitment to SCCC’s goals and mission as well as a significant institutional investment in the writing centers. As we strive to function as one college, the SCCC Writing Centers will work together to provide a cohesive experience for all students and faculty as well as to adapt our practice to the individualized needs of our respective campuses.
Section 2: Staffing and Infrastructure

Note: because the SCCC Writing Center Consortium consists of three centers on three campuses, each center has slightly different staffing needs and qualifications. For a more detailed description of each writing center’s staffing protocol and duties, please see Appendix A.

Current Staffing Levels and Qualifications

Coordinator

Coordinator is a full time faculty with previous experience and/or significant knowledge of writing center theory and pedagogy.

Coordinator duties include:

- Provide and preserve a sense of direction for the Writing Center
- Present introductions to the Writing Center for students and instructors
- Shape tutoring pedagogy and integrate tutors’ individual styles into the curriculum
- Prepare and/or purchase materials needed in the writing center within budget
- Consult with writing center staff and with faculty on writing instruction
- Keep writing center staff aware of news, changes to schedule, revision of and/or new policies
- Assemble new schedules for PAs and tutors in a timely manner as well as substitute schedules
- Advertise, publicize, and liaison with faculty and staff across the curriculum
- Select and train PAs, student tutors, and work study students
- Keep careful records and reports that are made available as required to tutors, faculty, and administrators

Professional Assistants
Professional Assistants are part time staff (12 hours a week) with significant professional experience with writing and the teaching of writing. PAs in the Writing Center should have a BA in English or an equivalent degree and proficiency in writing pedagogy and diverse writing styles.

PA duties include:

- Give constructive positive feedback on student writing
- Attempt to build a productive rapport with student and show interested concern in student’s work
- Respect student work and skills
- Make sure assistance is a dialogue and a modeling of skills and strategies
- Make sure student leaves with a clear understanding of what session has accomplished, what to do next and invite student back
- Ask student to fill out tutor evaluation
- Do writing center introductions
- Assist with checking in/appointment procedures
- Fill out log sheets after every session
- General maintenance of infrastructure of writing center (replenish supplies, help with filing, make copies, report computer problems, etc.)
- Attend appropriate professional development workshops

**Student Tutors (currently only at the Ammerman Campus Writing Center)**

Student tutors are students currently enrolled in SCCC who have completed ENG 101 and 102 with a B+ or higher and have an overall GPA of 3.0 or higher. Students can be referred by faculty or apply in person to coordinator. Student tutors focus is on tutoring and learning and applying different strategies of tutoring provided through training sessions at beginning of each semester. Student tutors are not to take on any administrative nor departmental outreach/liaison roles. Student tutors must be supervised by Coordinator or Professional Assistant.

Student Tutor duties include:

- Give constructive positive feedback on all student writing brought to the writing center
- Attempt to build productive rapport with students and show interested concern in students’ work
- Respect students’ work and their skills whatever the level they are at
Make sure assistance is a dialogue and a modeling of skills and strategies

Make sure students leave with a clear understanding of what session has accomplished, what to do next and invite students back

Ask students to fill out tutor evaluation

Assist with checking in/appointment procedures

Fill out log sheets after every session

General maintenance of infrastructure of writing center (replenish supplies, help with filing, make copies, report computer problems, etc.)

**College Aide**

College Aides can work up to 17 hours a week. College Aides in the Writing Center work at the sign in desk and are the front line in welcoming students into the Writing Center.

College Aide duties include:

- Assist with checking in/checking out and appointment procedures
- General maintenance of infrastructure of writing center (replenish supplies, help with filing, make copies, report computer problems, etc.)
- Keep track of order of students waiting to be tutored and direct students to the correct tutor
- Answer phone and take messages
- Provide students and faculty with general information about Writing Center (hours, days, how to make an appointment, etc.)
- Keep track of writing center records and data

**Conclusions (Staffing)**

The SCCC Writing Centers have varied staff members and levels of staffing. Tutors come from academic and professional backgrounds, hold a variety of degrees (BA, MA, PhD), and have varying experiences in the teaching and practice of writing (20+ years of tutoring to fresh out of graduate school). This diversity is an important asset for the Writing Centers but specific increases in staff (specialization in certain forms of literacy: ESL, tech writing, digital rhetoric, professional discourse), better hiring, training, and feedback could help strengthen the professional work done by the SCCC Writing Centers.
Section 3: Planning and Assessment

Plan for Assessment of Outcomes:

Program Goals:

1. To provide constructive and productive feedback for student writers through a student-centered collaborative process.

Outcomes:

- SCCC Writing Centers will create, maintain, and update student attendance records for each student who uses the writing center, writing notes on the sessions that indicate the various aspects of students’ writing that they’ve discussed during sessions
- SCCC Writing Centers will implement a tutor evaluation system which will allow students to provide feedback that helps tutors gauge effectiveness of their tutoring methods and how productive and constructive their feedback is for students

3. To assist faculty through increased communication and collaboration with departments, services, and instructors.

Outcomes:

- SCCC Writing Centers will offer introductory visits to classes and/or departments to help publicize and clarify the resources available to student writers and instructors
- SCCC Writing Centers will assist in writing across the curriculum initiatives

Plan for Assessment of Specific Outcomes

Support Outcome#1: SCCC Writing Centers will create, maintain, and update student attendance records for each student who uses the writing center, writing notes on the sessions that indicate the various aspects of students’ writing that they’ve discussed during sessions
Method of Assessment:

- Reviewing/utilizing current report/record/logs for all three writing centers
- Counting number of students who come in for specific aspects of writing process as indicated on report/record
- Tracking repeat students through report/record to note progress/improvement.
- Reviewing session notes made by tutors
- Cross referencing report/records with check in numbers
- Counting types of comments, focus of session, length of comments

Data Collection:

- Number of completed report/records/logs
- Numbers of students from check in
- Numbers of students tutored
- Tutor responses
- Amount of comments
- Length of comments
- Kinds of comments
- Focus of session

Criteria for Success:

- All students will have a report/record/log of their visits to the writing centers
- Generation of important data of what kinds of sessions are occurring and what kinds of issues are being addressed in sessions
- Report/records/logs will give a more detailed and in-depth accounting of tutoring sessions

See Appendix B for sample Attendance Record/Tutor Log/Session Log for each writing center

**Rose Tehan Memorial Writing Center (Fall 2013)**

Rose Tehan Memorial Writing Center Attendance Record is filled out for each student who has a tutoring session and a detailed report is produced for each session. These reports are noted on the student’s attendance record. The Attendance Record contains the following information: student name, ID number, date of session, tutor who worked with student on that date, focus of session, and notes about the session.

- **Usage of the Rose Tehan Memorial Writing Center as reflected in Attendance Records**

  In fall 2013, 2922 students made 6971 visits to the Rose Tehan Memorial Writing Center. Among all the visits, 2315 were tutoring sessions in which students got help for their writing projects. The chart below shows the number of users of the Writing Center for all purposes and for tutoring particularly.
Subjects of writing projects for tutoring sessions in the Rose Tehan Memorial Writing Center as reflected in Attendance Records (as of 12/13/13)

Students had tutoring sessions for writing projects in different subject areas. The bar chart below displays the ten subject areas which had the biggest number of tutoring sessions.
• Repeated Usage of the Rose Tehan Memorial Writing Center as reflected in Attendance Records (as of 12/13/13)

Many students returned to the Writing Center after they were helped by the tutors. As the pie chart below indicates, among the 705 students tutored, 70% of them had multiple tutoring sessions and 30% had only one tutoring session.

![Pie chart showing students with multiple tutoring sessions vs. students with one tutor session.]

• Most Frequent Session Comments on Attendance Records at the Rose Tehan Memorial Writing Center (as of 12/13/13)

Following each tutoring session, the tutor will record the focus of the session and notes about the session on attendance record

<table>
<thead>
<tr>
<th>Most Common Areas of Focus in Tutoring Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Proofreading/editing</td>
</tr>
<tr>
<td>• Revision</td>
</tr>
<tr>
<td>• Grammar</td>
</tr>
<tr>
<td>• Brainstorming</td>
</tr>
<tr>
<td>• APA/MLA</td>
</tr>
<tr>
<td>• Outlining</td>
</tr>
</tbody>
</table>

Eastern Center for Writing Excellence (Fall 2013)
In fall 2013, 144 individual students made 415 visits to the Eastern Campus Writing Center. The students were from 42 different courses. 84 individual students returned to visit the Writing Center. The section below describes the demographic patterns of Writing Center users within the cohort of students in the following courses. There are too few Writing Center users in other courses to be included in the analysis.

- **Usage of the Center for Excellence in Writing**

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of Visits</th>
<th>Number of Individual Visitors</th>
<th>Enrollment</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL017</td>
<td>14</td>
<td>6</td>
<td>15</td>
<td>40.0%</td>
</tr>
<tr>
<td>ENG010</td>
<td>91</td>
<td>42</td>
<td>223</td>
<td>18.8%</td>
</tr>
<tr>
<td>ENG102</td>
<td>91</td>
<td>23</td>
<td>307</td>
<td>7.5%</td>
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<td>15</td>
<td>9</td>
<td>155</td>
<td>5.8%</td>
</tr>
<tr>
<td>ENG101</td>
<td>77</td>
<td>35</td>
<td>701</td>
<td>5.0%</td>
</tr>
</tbody>
</table>

**Tutor Logs**

The tutors worked on summarizing each of their tutor logs and were asked to come up with two to three aspects of the writing process they felt they attended to most often. The lists included:

- Thesis/main idea
- Use of evidence / reasons
- Organization
- Source appropriateness
- Source acknowledgement
- In-text citations
- Works cited
- Noun and Verb agreement (added to our list)

For the spring 2014 semester, tutors are looking at items they feel most need to be addressed and coming up with workshops that will be offered to our students during the semester.

**The Writing Studio (Fall 2013)**

**Fall 2013 Grant Campus Writing Studio Session Log Report**

In fall 2013, 1399 Writing Session Log Questionnaires were filled out for 614 different students. A data analysis is done to understand the pattern of the covered topics within these 1399 responses. There were a total of 2,143 tutoring sessions (when computer use only students subtracted from total visits), which yields a response rate of 65%.
In the table below, the responses for each topic are broken down by writing process stage (Prewriting, Drafting, and Revising) for all session logs. It also shows the total and percentage of responses for each covered topic/aspect. The table is sorted by total/percentage from largest to smallest. The table shows the top six covered aspects are support/details, grammar, assignment guidelines, thesis/main idea, word choice and argument clarity.

<table>
<thead>
<tr>
<th>All Courses</th>
<th>Responses by Writing Process Stage</th>
<th>Grand Total</th>
<th>Percent out of 1399 Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspects Covered</td>
<td>Prewriting</td>
<td>Drafting</td>
<td>Revising</td>
</tr>
<tr>
<td>Support/details</td>
<td>127</td>
<td>168</td>
<td>324</td>
</tr>
<tr>
<td>Grammar</td>
<td>29</td>
<td>105</td>
<td>486</td>
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<tr>
<td>Assignment guidelines</td>
<td>160</td>
<td>131</td>
<td>317</td>
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<tr>
<td>Thesis/main idea</td>
<td>118</td>
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<td>Word choice</td>
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<tr>
<td>Argument clarity</td>
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<td>Organization</td>
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<td>Use of evidence/reasons</td>
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<td>Transitions</td>
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</tr>
<tr>
<td>Paragraphing</td>
<td>46</td>
<td>78</td>
<td>159</td>
</tr>
<tr>
<td>Prewriting techniques</td>
<td>164</td>
<td>54</td>
<td>37</td>
</tr>
<tr>
<td>Sentence variety</td>
<td>5</td>
<td>41</td>
<td>189</td>
</tr>
<tr>
<td>Broader relevance of ideas</td>
<td>27</td>
<td>39</td>
<td>98</td>
</tr>
<tr>
<td>Audience</td>
<td>8</td>
<td>22</td>
<td>97</td>
</tr>
<tr>
<td>Tone</td>
<td>6</td>
<td>13</td>
<td>103</td>
</tr>
<tr>
<td>In-text citations</td>
<td>10</td>
<td>27</td>
<td>83</td>
</tr>
<tr>
<td>Alternative pts. of view</td>
<td>13</td>
<td>24</td>
<td>60</td>
</tr>
<tr>
<td>Works cited page</td>
<td>10</td>
<td>9</td>
<td>42</td>
</tr>
<tr>
<td>Source acknowledge</td>
<td>7</td>
<td>9</td>
<td>34</td>
</tr>
<tr>
<td>Source appropriateness</td>
<td>6</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td>Document layout</td>
<td>1</td>
<td>5</td>
<td>24</td>
</tr>
</tbody>
</table>

**Support Outcome #2:** SCCC Writing Centers will implement a tutor evaluation system which will allow students to comment on and give suggestions to help tutors gauge the effectiveness of their tutoring methods and how productive and constructive their feedback is for students.

**Method of Assessment:**

- Reviewing/utilizing tutor evaluation systems for all three writing centers
- Counting number of students who fill out evaluations

AES Unit Review for SCCC Writing Centers Draft 4/2/14
• Comparing session notes made by tutors with evaluations
• Cross referencing evaluations with check in numbers
• Counting types of comments and responses on evaluations
• Tutors requesting evaluations and how many students actually do them

Data Collection:

• Number of completed evaluations
• Numbers of students from check in
• Numbers of students tutored
• Tutor responses (anecdotal and survey)
• Amount of comments
• Length of comments
• Kinds of comments

Criteria for Success:

• Every student tutored will be given the opportunity to fill out an evaluation
• Every tutor will be have opportunity to read and discuss their evaluations with coordinator
• Generation of important quantitative and qualitative data pertaining to pedagogy and tutoring methods
• Evaluations collected will increase each semester based on number of students tutored

See Appendix C for samples of Tutor Evaluation Questionnaire, Opinion Card, and Rose Tehan Memorial Writing Center (Fall 2013)

Evaluation form given to students at the end of each session. Note: though students are strongly encouraged to fill out an evaluation sheet after every tutoring session, not all students comply with this request.

Tutor Evaluation Results

In fall 2013, students were encouraged to fill out an evaluation sheet at the end of each tutoring session in the Rose Tehan Memorial Writing Center. 781 sheets were filled out as of 12/13/13. Below are the survey results.

<table>
<thead>
<tr>
<th>Fall 2013 Rose Tehan Memorial Writing Center Evaluation Sheet Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of evaluation collected: 781, number of tutoring sessions: 2315, response rate: 34%</td>
</tr>
</tbody>
</table>

1. How helpful was the tutor/consultant you worked with?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very helpful</td>
<td>720</td>
<td>92.2%</td>
</tr>
<tr>
<td>Somewhat helpful</td>
<td>58</td>
<td>7.4%</td>
</tr>
<tr>
<td>Not helpful</td>
<td>3</td>
<td>0.4%</td>
</tr>
</tbody>
</table>
2. How likely are you to return to the Writing Center to work on this or other writing projects?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very likely</td>
<td>622</td>
<td>79.6%</td>
</tr>
<tr>
<td>Somewhat likely</td>
<td>150</td>
<td>19.2%</td>
</tr>
<tr>
<td>Not likely</td>
<td>2</td>
<td>0.3%</td>
</tr>
<tr>
<td>NA</td>
<td>7</td>
<td>0.9%</td>
</tr>
<tr>
<td>Total</td>
<td>781</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

3. Open-ended question: what is the most useful part of the session for you today?

**Most Common Responses:**

<table>
<thead>
<tr>
<th>Proofreading/Correcting/Punctuation</th>
<th>Tutor’s Personality/Relationship with Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>APA/MLA</td>
<td>Understanding/Listening/Talking</td>
</tr>
<tr>
<td>Helping/Helpful</td>
<td>Answering questions/Explaining</td>
</tr>
<tr>
<td>Getting started on assignment/Project</td>
<td></td>
</tr>
</tbody>
</table>

**Eastern Center for Excellence in Writing (Fall 2013)**

**Opinion Card Results:**

The Eastern Campus Center for Writing Excellence utilized a Student Opinion Card to collect data. There was a 22% response rate. The questions and responses were as follows:

<table>
<thead>
<tr>
<th>Question</th>
<th>Very</th>
<th>Some</th>
<th>Not Very</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was it easy to find your appointment location?</td>
<td>78</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Was the area welcoming?</td>
<td>87</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was the staff helpful?</td>
<td>88</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you feel welcomed by the staff?</td>
<td>88</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you like making your appointment using Appointy?</td>
<td>71</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>How knowledgeable was your tutor in the subject area?</td>
<td>88</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How well was the tutor able to explain the subject to you?</td>
<td>88</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was the tutor able to satisfactorily answer any questions you had?</td>
<td>87</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

There were also questions asked on the back of the card that received limited responses:

1. Would you like having tutors on different days? 15 yes / 15 no
2. Would you like the ECEW to be open on Friday, Saturday and Sunday? 4 students said yes.
3. Would you like more times available to schedule appointments? 5 students said yes.
4. One student felt the ECEW was a great place to help them with their projects.
Although the response rate was low there does seem to be a positive opinion of the ECEW. The tutor reviews were especially favorable.

The Writing Studio

Fall 2013 Student Survey Results

During the semester, we provided clients who used the Writing Studio with a pre- and post-session survey (see appendix for a copy) that asked them to gauge their confidence in targeted areas. There were a total of 2,143 tutoring sessions (when computer use only students subtracted from total visits), and we received 928 responses, which yields a response rate of 43%. The table below shows the results of the survey.

<table>
<thead>
<tr>
<th>Questions 1 &amp; 4: How confident do you feel about revising for thesis/main idea after the session?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change of Confidence Level</td>
</tr>
<tr>
<td>----------------------------</td>
</tr>
<tr>
<td>increase</td>
</tr>
<tr>
<td>decrease</td>
</tr>
<tr>
<td>same</td>
</tr>
<tr>
<td>aspect not covered</td>
</tr>
<tr>
<td>NA</td>
</tr>
<tr>
<td>total</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions 2 &amp; 5: How confident do you feel about revising for development after the session?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change of Confidence Level</td>
</tr>
<tr>
<td>----------------------------</td>
</tr>
<tr>
<td>increase</td>
</tr>
<tr>
<td>decrease</td>
</tr>
<tr>
<td>same</td>
</tr>
<tr>
<td>aspect not covered</td>
</tr>
<tr>
<td>NA</td>
</tr>
<tr>
<td>total</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions 3 &amp; 6: How confident do you feel about assignment guidelines after the session?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change of Confidence Level</td>
</tr>
<tr>
<td>----------------------------</td>
</tr>
<tr>
<td>increase</td>
</tr>
<tr>
<td>decrease</td>
</tr>
<tr>
<td>same</td>
</tr>
<tr>
<td>aspect not covered</td>
</tr>
</tbody>
</table>
Support Outcome #3: SCCC Writing Centers will offer introductory visits to classes and/or departments to help publicize and clarify the resources available to student writers and instructors

Method of Assessment:

- Reviewing/utilizing introduction policies, scheduling, and practice for all three writing centers
- Counting number of introductions done in a semester
- Counting types of classes and disciplines that are requesting introductions

Data Collection:

- Number of introductions given
- Number of types of classes and disciplines

Criteria for Success:

- Introductions will be offered to any class that requests one
- Introductions will be advertised and scheduled in a prompt, consistent manner
- Increases in introductions requested year by year

See Appendix D for samples of Introduction Request Sheets

Rose Tehan Memorial Writing Center (Fall 2013)

Introduction requests were sent to the SCC listserv and EG listserv on 9/2/2013. Introductions were scheduled from 9/9-10/4 with two late start introductions on 10/7 and 11/20. Introductions can take place in the Writing Center or in the classroom of the requesting instructor.

Please see the table below for details regarding the introductions scheduled and performed.

<table>
<thead>
<tr>
<th>Writing Center Introduction Scheduled and Performed in Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Introductions Scheduled</td>
</tr>
<tr>
<td>Number of Introductions Performed</td>
</tr>
<tr>
<td>Introductions Performed in Writing Center</td>
</tr>
<tr>
<td>Introductions Performed in Instructor Classrooms</td>
</tr>
</tbody>
</table>

The table below displays the number of introductions performed for each course.

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of Introductions Performed</th>
<th>Course</th>
<th>Number of Introductions Performed</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>30</td>
<td>RDG 009</td>
<td>2</td>
</tr>
</tbody>
</table>
Eastern Center for Writing Excellence (Fall 2013)

No data. The Center for Writing Excellence has not yet offered introductions but is in the process of developing an introductory outreach.

The Writing Studio (Fall 2013)

Michael J. Grant Writing Studio Class Introductions

Invitations to schedule class introductions were sent to the English and Freshman Seminar listservs and EG listserv on 9/2/2013 (See Appendix for an example of the introduction request sheet). Introductions were scheduled from 9/9-10/4 with two late start introductions on 10/7 and 11/20. Introductions can take place in the Writing Center or in the classroom of the requesting instructor.

Number of Intros Performed: 40

Number of Intros Performed in Writing Studio: 26

Number of Intros Performed in Instructor Classrooms: 14

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>DISCIPLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>09.10.2013</td>
<td>3:00 pm</td>
<td>Humanities</td>
</tr>
<tr>
<td>09.11.2013</td>
<td>9:30 am</td>
<td>English</td>
</tr>
<tr>
<td>09.11.2013</td>
<td>1:30 pm</td>
<td>Communications</td>
</tr>
<tr>
<td>09.11.2013</td>
<td>2:30 pm</td>
<td>English</td>
</tr>
<tr>
<td>09.12.2013</td>
<td>1:30 pm</td>
<td>Communications</td>
</tr>
<tr>
<td>09.12.2013</td>
<td>1:45 pm</td>
<td>English</td>
</tr>
<tr>
<td>09.16.2013</td>
<td>10:30 am</td>
<td>English</td>
</tr>
<tr>
<td>09.16.2013</td>
<td>1:30 pm</td>
<td>English</td>
</tr>
<tr>
<td>09.16.2013</td>
<td>4:00 pm</td>
<td>Whelan</td>
</tr>
<tr>
<td>09.16.2013</td>
<td>6:00 pm</td>
<td>College Seminar</td>
</tr>
<tr>
<td>09.17.2013</td>
<td>6:30 pm</td>
<td>College Seminar</td>
</tr>
<tr>
<td>09.18.2013</td>
<td>1:10 pm</td>
<td>English</td>
</tr>
<tr>
<td>09.20.2013</td>
<td>10:30 am</td>
<td>Reading</td>
</tr>
<tr>
<td>DATE</td>
<td>TIME</td>
<td>COURSE</td>
</tr>
<tr>
<td>------------</td>
<td>----------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>09.20.2013</td>
<td>11:00 am</td>
<td>College Seminar</td>
</tr>
<tr>
<td>09.23.2013</td>
<td>10:30 am</td>
<td>Nursing</td>
</tr>
<tr>
<td>09.23.2013</td>
<td>4:30 pm</td>
<td>English</td>
</tr>
<tr>
<td>09.23.2013</td>
<td>6:30 pm</td>
<td>College Seminar</td>
</tr>
<tr>
<td>09.24.2013</td>
<td>10:30 am</td>
<td>English</td>
</tr>
<tr>
<td>09.25.2013</td>
<td>3:00 pm</td>
<td>College Seminar</td>
</tr>
<tr>
<td>09.26.2013</td>
<td>6:00 pm</td>
<td>ESL</td>
</tr>
<tr>
<td>09.27.2013</td>
<td>9:30 am</td>
<td>English</td>
</tr>
<tr>
<td>09.27.2013</td>
<td>11:00 am</td>
<td>English</td>
</tr>
<tr>
<td>09.27.2013</td>
<td>12:30 pm</td>
<td>English</td>
</tr>
<tr>
<td>10.03.2013</td>
<td>2:30 pm</td>
<td>College Seminar</td>
</tr>
<tr>
<td>10.03.2013</td>
<td>4:00 pm</td>
<td>College Seminar</td>
</tr>
<tr>
<td>10.30.2013</td>
<td>3:30 pm</td>
<td>Reading</td>
</tr>
</tbody>
</table>

Orientations (In Classroom)

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>09.11.2013</td>
<td>9:00 am</td>
<td>English</td>
</tr>
<tr>
<td>09.11.2013</td>
<td>3:30 am</td>
<td>English</td>
</tr>
<tr>
<td>09.12.2013</td>
<td>2:00 pm</td>
<td>English</td>
</tr>
<tr>
<td>09.13.2013</td>
<td>9:00 am</td>
<td>English</td>
</tr>
<tr>
<td>09.16.2013</td>
<td>11:00 am</td>
<td>Reading</td>
</tr>
<tr>
<td>09.16.2013</td>
<td>3:30 pm</td>
<td>Reading</td>
</tr>
<tr>
<td>09.16.2013</td>
<td>6:30 pm</td>
<td>English</td>
</tr>
<tr>
<td>09.17.2013</td>
<td>12:30 pm</td>
<td>Occupational Thearpy</td>
</tr>
<tr>
<td>09.18.2013</td>
<td>12:30 pm</td>
<td>Reading</td>
</tr>
<tr>
<td>09.18.2013</td>
<td>6:30 pm</td>
<td>Art</td>
</tr>
<tr>
<td>09.23.2013</td>
<td>3:30 pm</td>
<td>Reading</td>
</tr>
<tr>
<td>09.24.2013</td>
<td>9:30 am</td>
<td>Reading</td>
</tr>
<tr>
<td>09.24.2013</td>
<td>6:30 pm</td>
<td>English</td>
</tr>
<tr>
<td>09.26.2013</td>
<td>12:30</td>
<td>Reading</td>
</tr>
</tbody>
</table>

Budget Requests and Resource Reallocations:

Budget requests and allocations addressing Goal #1: To provide constructive and productive feedback for student writers through a student-centered collaborative process

- Staffing: Need more tutors (PA and student) to meet the needs of a growing population of student writers and college aides to help tutors focus only on tutoring
- Technology: New computers, Lap Tops, Writing software, printers, electronic record keeping system, SARS appointment program, program to upload session logs and evaluations
- Infrastructure/Supplies: Web site maintenance, furniture, paper
• Training: Paid training, guest speaker/trainer, food
• Professional Development: Conference reimbursement, incentives for workshops and presentations

Budget requests and allocations addressing Goal # 2: To encourage repeat usage of the SCCC Writing Centers for students

• Promotion/Advertising: Flyers, posters, ads, bookmarks, videos
• Appointment/Check In-Check Out Software: Need more up to date, specific, and user friendly programs that allow for more access and ease of scheduling returning students
• Material Conditions: tutoring space and computer lab use need to be separate but connected
• Technology: need more accurate and expansive data collecting programs

Budget requests and allocations addressing Goal # 3: To assist faculty through increased communication and collaboration with departments, services, and instructors

• Promotion/Advertising: Flyers, posters, ads, bookmarks, videos
• Workshops and Presentations: Technology, food, professional speakers
• Professional Development: Conference reimbursement, incentives for workshops and presentations

Conclusions (Planning and Assessment)

The SCCC Writing Centers will implement, assess, and evaluate both individually and collectively to ensure that students are getting the best resources for writing. The budget allocations requested will help to meet our outcomes and confirm our dedication to SCCC’s mission. The assessment reveals significant strengths but also reveals areas that need improvement such as

• Making sure every student tutored gets an evaluation—biggest discrepancy in data—even though students are asked to fill out an evaluation, they are under no obligation to do so
• Making sure every student and every tutoring session is represented on attendance records
• Investigating the high response of “somewhat likely to return”—many students choose this response because they have “no other writing projects this semester”—need to emphasize other uses for writing center
• Investigating the responses that criticized use of space and material conditions of the centers
• Networking and increased English outreach for intros
• Networking and increased across the disciplines outreach for intros
• More advertising and clarifying what the purpose and practices of writing centers are to avoid misinterpretations and unrealistic expectations of students and faculty
• Investigating advantages and disadvantages of having a single consistent evaluation, session log, and introduction request form
- Discussing advantages and disadvantages of including qualitative and personal commentary/reflection in session logs
- Improving data collection/reports/session log intake/appointment software that meets the diverse needs of the centers
- Continuing professional development for tutors, coordinators, and faculty to improve performance and greater understanding of the potentials of writing centers at a community college
- Continuing the collaboration and communication between the three writing centers as demonstrated through the Tri-Campus Writing Centers Committee (see Appendix E for sample minutes from committee meetings)

These areas of improvement will necessitate a unified effort on the part of writing center staff, coordinators, and faculty to assist in providing the best resources and services for student writers.
Section 4: External Evaluation

For the SCCC Writing Centers external evaluation we are contacting the following reviewers:

Reviewer 1: Beth Holden
Writing Coordinator, Academic Support Center
Westchester Community College

Reviewer 2:
Section 5: Conclusion and Recommendations

Yearly Evaluation:

The SCCC Writing Centers all contain individual and collective strengths and opportunities, but there are significant threats to our individual and collective operations. As a student and academic service our goals are directed towards providing the most productive tutoring procedures possible which involves significant commitment to SCCC’s goals and mission as well as a significant institutional investment in the writing centers. As we strive to function as one college, the SCCC Writing Centers will work together to provide a cohesive experience for all students and faculty as well as adapting our practice to the individualized needs of our respective campuses. The SCCC Writing Centers have varied staff members and levels of staffing. Tutors come from academic and professional backgrounds, hold a variety of degrees (BA, MA, PhD), and have varying experiences in the teaching and practice of writing (20+ years of tutoring to fresh out of graduate school). This diversity is an important asset for the Writing Centers but specific increases in staff (specialization in certain forms of literacy: ESL, tech writing, digital rhetoric, professional discourse), better hiring, training, and feedback could help strengthen the professional work done by the SCCC Writing Centers. The SCCC Writing Centers will implement, assess, and evaluate both individually and collectively to ensure that students are getting the best resources for writing. The budget allocations requested will help to meet our outcomes and confirm our dedication to SCCC’s mission. The assessment reveals significant strengths but also reveals areas that need improvement such as

- Making sure every student tutored gets an evaluation—biggest discrepancy in data—even though students are asked to fill out an evaluation, they are under no obligation to do so
- Making sure every student and every tutoring session is represented on attendance records
- Investigating the high response of “somewhat likely to return”—many students choose this response because they have “no other writing projects this semester”— need to emphasize other uses for writing center
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- Discussing advantages and disadvantages of including qualitative and personal commentary/reflection in session logs
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• Improving data collection/reports/session log intake/appointment software that meets the diverse needs of the centers

• Continuing professional development for tutors, coordinators, and faculty to improve performance and greater understanding of the potentials of writing centers at a community college

These areas of improvement will necessitate a unified effort on the part of writing center staff, coordinators, and faculty to assist in providing the best resources and services for student writers. For Annual Assessment of SO’s in the SCCC Writing Centers, see Appendix G

Future Directions:

SCCC Writing Centers would like to increase the following in the future:

• Diversity of staff

• Expertise of staff

• Professional Development for staff

• Diversity of students who use Writing Centers

• Diversity of types of writing brought to Writing Centers

• Diversity of the kinds of materials, resources, and technology available to students, tutors, and faculty

• Commitment to literacy as demonstrated through multiple media

• Flexibility in types of sessions and tutoring

• Emotional/personal/social support for students

• Diversity of kinds of research, data, evaluation, and assessment, and generated by writing centers

• Writing across the curriculum and departmental/disciplinary outreach

• More tri campus collaboration
Section 6: Action Plans

Improvements to the Unit:

SCCC Writing Centers will offer to schedule subsequent appointments for students at the conclusion of a session as they are checking out

Timeline:

Activities:

Expected Results:

Responsible Individual:

Resources Required:
Appendix A: Specific Writing Center Duties for Coordinator and PA’s

Rose Tehan Memorial Writing Center Coordinator Description:

The coordinator of the Rose Tehan Memorial Writing Center is a full time English faculty member who receives three class release time each semester, but must be in the writing center 28 hours each week. Coordinator must compose a reassigned time performance document each semester to justify the release from teaching duties.

Duties include:

- Provide and preserve a sense of direction for the Writing Center
- Present introductions to the Writing Center for students and instructors
- Shape curriculum and integrate tutors’ individual styles into the curriculum
- Prepare and/or purchase materials needed in the writing center within budget
- Consult with writing center staff and with faculty on writing instruction
- Keep writing center staff aware of news, changes to schedule, revision of and/or new policies
- Assemble new schedules for PA’s and tutors in a timely manner as well as substitute schedules
- Address technological and infrastructure problems personally or contacted appropriate resources to solve problems
- Advertise, publicize, and present introductions for the writing center to classes from across the curriculum
- Select and train student tutors and work study students
- Tutor students
- Keep careful records and reports that are made available as required to tutors, faculty, and administrators
- Maintain communication with other departments that need assistance with writing instruction such as Communication, ESL, and History programs
- Maintain communication with administration and Institutional Effectiveness
- Maintain communication with Payroll, and college staff to ensure continuous funding and resources
o Continue professional growth through appropriate research, reading, writing, seminars and participation in professional organizations (SUNY Writing Center Group) and conferences (TYCA)

o Organize all activities of the writing center

o Provide a sense of cohesion and cooperation amongst all members of the writing center staff

o Provide regular reports on the volume of visits, activities, progress and problems of the writing center

o Provide regular and thorough evaluation of the writing center’s productivity and practice of mission objectives using in-house tutor evaluation system filled out by students

o Answer questions and aid in problems in the day to day activities of the writing center

o Review and sign time cards for student tutors, college aides, and work study staff

o Liaison with the Huntington Library to set up librarians visiting the Writing Center to help with research assignments

o Compose needed grammatical and documentation handouts for students and faculty

o Work with Library to maintain Writing Center web site and library guide

o Discuss the Writing Center with Title III committees and faculty from Grant and Eastern campuses

o Discuss writing center issues and updates at English Department Meetings and with chairs

**Writing Studio Interim Coordinator Position Description:**

Compensation: 6 hours of release time per semester (Fall 2012 – Spring 2013)

Equal to 210 hours per semester (broken down to 15 weeks equals 14 hours a week).

Reporting to: Dr. Donna Ciampa, Associate Academic Dean of Liberal Arts and Humanities

Duties and Responsibilities:

*Administrative:*

• Coordinate and supervise the day-to-day operations of the Writing Studio

• Hire, schedule, oversee payroll, supervise, train, and evaluate a part-time staff in collaboration with the Associate Dean for Academic Affairs and the English Department Chairperson

• Design and implement accountability measures to track staff performance

AES Unit Review Report: Writing Centers—Draft 2/7/14
Design and implement, in collaboration with English Department Chairperson, measures to ensure continual systematic assessment of program learning outcomes as they relate to the Writing Studio

Facilitate staff meetings with assigned staff to address program needs and concerns and monitor progress and performance of the Writing Studio

Maintain Writing Studio appointment scheduling system and track / report utilization of services

Development of assessment tools for tracking the Studio’s use and efficacy

Provide written reports each semester inclusive of student usage, faculty scheduling, budget proposals and expenditure recommendations, recommend equipment and resources for programs and services

Serve on committees, college and campus, to support and further the mission of the Writing Studio

Other duties as assigned

Campus Outreach and Recruitment:

Facilitate writing workshops, consult with faculty and campus partners and conduct classroom-based writing workshops, interdisciplinary workshops, and community-based writing workshops collaboration with the English Department and Chairperson

Serve as a liaison between tutors, faculty, staff, department chairperson and various stakeholders to collaborate on workshops, presentations, and various services and initiatives

Attend department meetings, workshops, campus orientations, and in-service programs to promote and publicize the services of the Writing Studio

Implement a marketing plan that publicizes Writing Studio activities, events, and services to students, faculty, staff, and other stakeholders through classroom visits and participation in campus events in collaboration with the Associate Dean

Management of online resources (website, schedule, etc.)

PA Position:

PA duties include:

- Give constructive positive feedback on all student writing brought to the writing center
- Attempt to build productive rapport with student
- Show interested concern in student’s work
- Help to set agenda/objectives for session
- Respect students’ work and their skills whatever the level they are at
- Make sure assistance is a dialogue and a modeling of skills and strategies
- Make sure student leaves with a clear understanding of what session has accomplished and what to do next
- Invite student back
- Ask student to fill out evaluation
- Fill out instructor referrals/reports
- Do writing center introductions
- Assist with checking in/appointment procedures
- Discuss problems/concerns/issues with Coordinator
- Work with ESL and special needs writers
- Fill out log sheets after every session
- Reflect on practice
- Learn/research/test new tutoring practices and methods
- Share information with staff through composing handouts
- Keep in touch and contribute through course management system (e-mail, MYSCCC group) for internal communications
- Supervise student tutors and work study students
- Make suggestions on improving writing center and putting mission into practice
- General maintenance of infrastructure of writing center (replenish supplies, help with filing, make copies, report computer problems, etc.)
Appendix B: Attendance Record/Tutor Log/Session Log

Rose Tehan Memorial Writing Center Attendance Record

Writing Center Attendance Record

Last Name: ________________________          First Name: _______________________

Student I.D. _______________________           Course: __________________________

Date                      Tutor                      Focus of Session                      Notes

Areas of Focus:

Pre-Writing Strategies          Structure/Organization          Reading/Interpretation
Analyzing Assignment            Textual Evidence              Resume/Professional
Brainstorming/Outlining        Formatting/Design             Creative Writing
Drafting                      Citations                       Research
Thesis/Argument                Bibliography                   Personal/Academic
Revising/Coherence             Editing/Proofreading           ESL

The Writing Studio Session Log

WRITING STUDIO SESSION LOG

Student’s name: ______________________________          Date: _________

Tutor’s name: ______________________________     Assignment Type: __________________

Course & Professor: ___________________________

AES Unit Review Report: Writing Centers—Draft  2/7/14
<table>
<thead>
<tr>
<th>Writing Process Stage: (circle one)</th>
<th>Prewriting</th>
<th>Drafting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revising</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Aspects Covered (check all that apply)**

- Assignment Guidelines  
- Prewriting techniques  
- Thesis/main idea  
- Support/details  
- Use of evidence/reasons  
- Argument clarity  
- Alternative points of view  
- Broader relevance of ideas  
- Organization  
- Transitions  
- Paragraphing  
- Sentence variety  
- Word choice  
- Tone  
- Audience  
- Grammar  
- Source appropriateness  
- Source acknowledgment  
- In-text citations  
- Works cited page  
- Document layout (margins, font, spacing, heading, etc.)

Other:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

AES Unit Review Report: Writing Centers—Draft 2/7/14
Appendix C: Tutor Evaluation Questionnaire/Opinion Card

Rose Tehan Memorial Writing Center Evaluation Sheet

The Writing Center

Please fill out this anonymous form after your session

Tutor/Consultant’s Name _______________________________________________________

1. What was the most useful part of the session for you today?

2. How helpful was the tutor/consultant you worked with?
   - Not Helpful
   - Somewhat Helpful
   - Very Helpful

   Why?

3. How likely are you to return to the Writing Center to work on this or other writing projects?
   - Not Likely
   - Somewhat Likely
   - Very Likely

   Why?

4. Any suggestions for improvement or final comments about your experience?

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Eastern Center for Excellence in Writing Opinion Card

Eastern Campus Academic Skills Center

Opinion Card

Was it easy to find your appointment location?
Was the area welcoming?
Was the staff helpful?
Did you feel welcomed by the staff?
Did you like making your appointment using Appointy (online)?
How knowledgeable was your tutor in the subject area?
How well was the tutor able to explain the subject to you?
Was the tutor able to satisfactorily answer any questions you had?
Which subject did you get tutored? (Please circle one)
Accounting  Astronomy  Biology  Chemistry
Algebra  Statistics  English  Writing
Reading  Spanish  Maya  InDesign
Photoshop  Calculus  Photography  Illustrator
Physics  Dreamweaver  Flash

WRITING STUDIO SESSION SURVEY

PLEASE ANSWER QUESTIONS 1-3 BEFORE YOUR SESSION

1. How confident do you feel about revising for thesis or main idea BEFORE the session?
   □ Very confident         □ Unconfident
   □ Confident              □ Very Unconfident
2. How confident do you feel about revising for development **BEFORE** the session?
   - [ ] Very confident
   - [ ] Unconfident
   - [ ] Confident
   - [ ] Very Unconfident

3. How confident do you feel about understanding the assignment guidelines **BEFORE** the session?
   - [ ] Very confident
   - [ ] Unconfident
   - [ ] Confident
   - [ ] Very Unconfident

---

**PLEASE ANSWER QUESTIONS 4-7 **AFTER** YOUR SESSION**

4. How confident do you feel about revising for thesis or main idea **AFTER** the session?
   - [ ] Very confident
   - [ ] Unconfident
   - [ ] Confident
   - [ ] Very Unconfident
   - [ ] This topic was not covered during the session

5. How confident do you feel about revising for development **AFTER** the session?
   - [ ] Very confident
   - [ ] Unconfident
   - [ ] Confident
   - [ ] Very Unconfident
   - [ ] This topic was not covered during the session

6. How confident do you feel about understanding the assignment guidelines **AFTER** the session?
   - [ ] Very confident
   - [ ] Unconfident
   - [ ] Confident
   - [ ] Very Unconfident
   - [ ] This topic was not covered during the session

7. What else can the Writing Studio do to serve you better?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

___
Appendix D: Introduction Request Forms

Rose Tehan Memorial Writing Center Introduction Request

THE WRITING CENTER
AMMERMAN CAMPUS, ISLIP 101
William Burns, Coordinator
Phone: 451-4150

To: All Ammerman Faculty Members
Re: Writing Center Introductions and Writing Center Web Site

Once again members of our staff would like to offer brief classroom introductions to the Writing Center for your students. We usually spend about 5 to 10 minutes for each class telling students about the resources and tutorial help available in our center and answering any questions students might have about our facility. Introductions can be done at the Writing Center or a representative can come to your room. We strongly encourage classes to come to the Writing Center for intros in order to showcase the full range of resources available. Please note the Writing Center hours for Fall 2013: M-Th 8:00am-7:00pm and F 8:00am-12:00pm. To schedule introductions for your classes, please return this form to the Writing Center (Islip Arts 101) or call 451-4150.

The Writing Center also has a web site to assist students and faculty: http://libguides.sunysuffolk.edu/ammerman_writing_center

Please share this web site with students and feel free to add it to syllabi.

We are attempting to schedule all introductions within the first four weeks of the semester. If you would like to be added to this schedule, please drop this sheet with your requested times at the Writing Center or send this form through inter-office mail. For an evening intro (after 4:00pm) or Friday class intro, you will need to bring your class to the Writing Center. The earliest intros we schedule are at 8:00am, and they must be done at the Writing Center. We will do our best to accommodate you. No introductions will be scheduled after Friday 10/4. Thank you and we look forward to seeing you and your classes.

Name ____________________ Dept. _____ Contact E-mail __________________
1. Course _______________________ Building and Room _____________

   Best Date and Time __________________________________________

   Alternate Date and Time _______________________________________

2. Course _______________________ Building and Room _____________

   Best Date and Time __________________________________________

   Alternate Date and Time _______________________________________

**The Writing Studio Introduction Request**

The Writing Studio

Michael J. Grant Campus

Nesconset Hall Room 19

851-6245

Dear Colleagues,

The staff of the Writing Studio would like to invite you and your class to attend an orientation about writing center services. If you would like to schedule a visit or if you would prefer that we visit your classroom, please call 851-6245 or email us at writingstudiowest@sunysuffolk.edu. Orientations typically take about ten minutes.
Located in Nesconset 19, the Studio offers students free one-to-one tutoring with any aspect of their writing and at any stage of the writing process. Students can walk in or schedule an appointment for a half-hour session with our trained staff.

We’re open this semester from September 9th – December 20th.

Our hours of operation are Monday – Thursday from 9:00 am – 7:00 pm and Friday from 9:00 am – 1:00 pm.

We look forward to seeing you and working with your students.

Take care.

Joe Gansrow
Interim Coordinator of the Writing Studio
Appendix E: Sample Minutes from Tri Campus Writing Center Committee Meeting

Minutes for Tri Campus Writing Center Committee

December 16, 2013

11:00 am

Eastern Campus

Peconic 228B

Faculty Present: Helen Wittmann, Joseph Gansrow, William Burns, Catherine Wynne, Christopher Shults, and Cynthia Eaton

Meeting commenced at 11:00 am with overview of meeting agenda and review of minutes from November meeting. Helen Wittmann moved to accept the minutes and Joseph Gansrow seconded.

Discussion of the search and procedures for inviting the two outside reviewers began with Helen asking Chris Shults if the reviewers needed to come to all three campuses to visit each writing center. Chris indicated that the outside review could be located on one campus. The committee created a schedule for the reviewers centered on the Ammerman Campus, with the understanding that PA’s from the other two writing centers would be invited to come to the Ammerman Campus to be a part of the review. Joe asked if a tour of the Grant Writing Studio could be included in the schedule for the reviewers and it was suggested that, weather permitting, the tour would occur after the lunch and presentation at Ammerman. Committee also discussed who should be invited to the different meetings during the review day. The discussion ended with a plan to finalize the second reviewer, send Frances Dearing the proposed schedule, forward the committee’s choices for outside reviewers to our campus deans, and then send the letters of invitation to the outside reviewers.

The committee reviewed the fourth draft of the AES-Administrative and Education Support Unit Review of the SCCC Writing Centers. Stylistic and content revisions were suggested in the following areas: spelling out the abbreviations for the disciplines represented in the Ammerman Writing Center’s attendance records, changing the reporting map for the Grant writing studio, adding the SARS appointment technology to the SWOT analysis, more detailed breakdown of number of multiple tutoring sessions from Ammerman data, dropping points from criteria of success that were not measured by research, adding points about more accurate sign-in technology, the merits of qualitative/social commentary aspects of session logs, having a separate but attached computer lab to the Ammerman writing center, highlighting the work done by the Tri-Campus Writing Centers committee, and suggestions for the conclusion. Helen discussed how the data might be presented in the report and commented on the way Min Su and Joe presented their data in Joe’s presentation viewed at the last meeting. It was suggested that the three writing centers send their data to Min to prepare the data in a more uniform and cohesive way so that the report would have consistency. William agreed but had reservations about sending session logs to someone outside of the writing centers because of FERPA issues pertaining to personal information that was shared in the sessions and in the logs. Chris agreed that sensitive qualitative information should not be shared and suggested that only numbers be sent to Min. This prompted a discussion about uniformity in documents between the writing centers and possible ways

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to get the most helpful quantitative data but not lose the qualitative research aspects that are just as important. It was suggested that this issue be included in the report in Conclusion/Future plans.

Meeting ended at 12:45pm with agreement to compose a new draft of the Unit Review, a draft of the reviewer invitation letter with schedule, and for each writing center coordinator to send her/his data to Min Su. Joe will send an update to the committee on a second reviewer as soon as he hears from the prospective reviewer. Committee hopes to receive permission from deans and send out invitation letters by Friday 12/20.

Minutes submitted on December 17, 2013 by William Burns.
Appendix F: Visual Presentations of Data from The Writing Studio

This table indicates how many visits we had, how many we targeted, and our usage volume, by percentage, for the Fall 2013 semester.
Grant Writing Studio Montly Usage Comparison
Fall 2012 & 2013

Number of Indv. Students
Number of Total Visits

<table>
<thead>
<tr>
<th>Month</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept.</td>
<td>197</td>
<td>159</td>
</tr>
<tr>
<td>Oct.</td>
<td>199</td>
<td>159</td>
</tr>
<tr>
<td>Nov.</td>
<td>177</td>
<td>159</td>
</tr>
<tr>
<td>Dec.</td>
<td>205</td>
<td>159</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Month</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept.</td>
<td>316</td>
<td>350</td>
</tr>
<tr>
<td>Oct.</td>
<td>382</td>
<td>350</td>
</tr>
<tr>
<td>Nov.</td>
<td>311</td>
<td>350</td>
</tr>
<tr>
<td>Dec.</td>
<td>266</td>
<td>350</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Month</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept.</td>
<td>833</td>
<td>408</td>
</tr>
<tr>
<td>Oct.</td>
<td>399</td>
<td>534</td>
</tr>
<tr>
<td>Nov.</td>
<td>681</td>
<td>534</td>
</tr>
<tr>
<td>Dec.</td>
<td>534</td>
<td>534</td>
</tr>
</tbody>
</table>
PURPOSE: This document uses the current staffing model to provide targets of maximum usage of the Writing Studio.

A. How to calculate capacities for Mondays, Tuesdays, Wednesdays, and Thursdays:

We’re open from 9:00 AM – 7:00 PM on these days. Sessions are 30 minutes long, so a tutor can see a maximum of 2 students per hour. The following is our hourly staffing model and breakdown of students we can see during given intervals:

<table>
<thead>
<tr>
<th>INTERVAL</th>
<th>NUMBER OF STAFF</th>
<th>HOURLY CAPACITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 AM – 10:00 AM</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>10:00 AM – 11:00 AM</td>
<td>1.5</td>
<td>3</td>
</tr>
<tr>
<td>11:00 AM – 12:00 PM</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>12:00 PM – 1:00 PM</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>1:00 PM – 2:00 PM</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>2:00 PM – 3:00 PM</td>
<td>1.5</td>
<td>3</td>
</tr>
<tr>
<td>3:00 PM – 4:00 PM</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>4:00 PM – 5:00 PM</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5:00 PM – 6:00 PM</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>6:00 PM – 7:00 PM</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

**DAILY USAGE CAPACITY** (Monday-Thursday) = 32

B. How to calculate capacities for Fridays:

We’re open from 9:00 AM – 1:00 PM on these days. Sessions are 30 minutes long, so a tutor can see a maximum of 2 students per hour. The following is our hourly staffing model and breakdown of students we can see during given intervals:

<table>
<thead>
<tr>
<th>INTERVAL</th>
<th>NUMBER OF STAFF</th>
<th>HOURLY CAPACITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 AM – 10:00 AM</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>10:00 AM – 11:00 AM</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
Using the figures from the tables 1 and 2 above and the academic calendar, which indicates which days the College is open, we can determine how many days per month the Writing Studio is open and how many students we can serve each day. For **September, 2013**, we have 13 Mon-Thu sessions + 3 Fridays; for **October, 2013** we have 19 Mon-Thu sessions + 4 Fridays; for **November, 2013** we have 14 Mon-Thu sessions + 5 Fridays; for **December, 2013** we have 12 Mon-Thu sessions + 3 Fridays. As a result, we can calculate the following targets for each month of the Fall, 2013 semester:

**TABLE 3: MONTHLY CAPACITIES AND TARGETS**

<table>
<thead>
<tr>
<th>INTERVAL</th>
<th>SEPTEMBER</th>
<th>OCTOBER</th>
<th>NOVEMBER</th>
<th>DECEMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday-Thursday</td>
<td><strong>416</strong> (13 days x 32 students/day)</td>
<td><strong>608</strong> (19 days x 32 students/day)</td>
<td><strong>448</strong> (14 days x 32 students/day)</td>
<td><strong>384</strong> (12 days x 32 students/day)</td>
</tr>
<tr>
<td>Friday</td>
<td><strong>24</strong> (3 days x 8 students/day)</td>
<td><strong>32</strong> (4 days x 8 students/day)</td>
<td><strong>40</strong> (5 days x 8 students/day)</td>
<td><strong>24</strong> (3 days x 8 students/day)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>440</strong></td>
<td><strong>640</strong></td>
<td><strong>488</strong></td>
<td><strong>408</strong></td>
</tr>
</tbody>
</table>

*SEMESTER TARGET = September (440) + October (640) + November (488) + December (408) = 1,976

**Table 4: USAGE TARGETS AND ACTUAL USAGE**

This table indicates how many visits we had, how many we targeted, and our usage volume, by percentage, for the Fall 2013 semester.

<table>
<thead>
<tr>
<th>INTERVAL</th>
<th>TARGET</th>
<th>ACTUAL</th>
<th>USAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEPTEMBER</td>
<td>440</td>
<td>316</td>
<td>72%</td>
</tr>
<tr>
<td>OCTOBER</td>
<td>640</td>
<td>833</td>
<td>130%</td>
</tr>
</tbody>
</table>
• **Age & Use of the Writing Studio**
  The following table shows that in the chosen cohort, a slightly higher proportion of students over 30 years old used the Writing Center in fall 2013. The difference between the age groups is not large enough to suggest a significant association between age and the use of the Writing Center.

<table>
<thead>
<tr>
<th>age group</th>
<th>Writing Center Users</th>
<th>Nonusers</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
</tr>
<tr>
<td>20-22</td>
<td>25</td>
<td>9.2%</td>
<td>248</td>
</tr>
<tr>
<td>23-30</td>
<td>12</td>
<td>8.8%</td>
<td>124</td>
</tr>
<tr>
<td>above 30</td>
<td>11</td>
<td>16.9%</td>
<td>54</td>
</tr>
<tr>
<td>under 20</td>
<td>65</td>
<td>8.2%</td>
<td>728</td>
</tr>
<tr>
<td>Grand Total</td>
<td>113</td>
<td>8.9%</td>
<td>1154</td>
</tr>
</tbody>
</table>

\[ X^2 = (3, N=1267) = 5.656, p=0.13 \]

• **Gender & Use of the Writing Studio**
  As the table below indicates, a slightly higher proportion of males within the cohort used the Writing Center. The association between gender and the use of the Writing Center is not statistically significant.

<table>
<thead>
<tr>
<th>gender</th>
<th>Writing Center Users</th>
<th>Nonusers</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
</tr>
<tr>
<td>F</td>
<td>66</td>
<td>10.1%</td>
<td>586</td>
</tr>
<tr>
<td>M</td>
<td>47</td>
<td>7.6%</td>
<td>568</td>
</tr>
<tr>
<td>Grand Total</td>
<td>113</td>
<td>8.9%</td>
<td>1154</td>
</tr>
</tbody>
</table>

\[ X^2 = (1, N=1267) = 2.397, p=0.122 \]

• **Ethnicity & Use of the Writing Studio**
  As the table below shows, a slightly higher number of Hispanic students went to the Writing Center. Ethnicity is significantly associated with the use of the writing center.

<table>
<thead>
<tr>
<th>Ethnicity Category</th>
<th>Writing Center Users</th>
<th>Nonusers</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
</tr>
<tr>
<td>unknown</td>
<td>25</td>
<td>8.8%</td>
<td>260</td>
</tr>
<tr>
<td>Group</td>
<td>Cases</td>
<td>Percent</td>
<td>Visits</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-------</td>
<td>---------</td>
<td>--------</td>
</tr>
<tr>
<td>Hispanic</td>
<td>27</td>
<td>14.6%</td>
<td>158</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>49</td>
<td>7.2%</td>
<td>632</td>
</tr>
<tr>
<td>Indian, Asian, Black Non-Hispanic &amp; Other</td>
<td>12</td>
<td>10.3%</td>
<td>104</td>
</tr>
<tr>
<td>Grand Total</td>
<td>113</td>
<td>8.9%</td>
<td>1154</td>
</tr>
</tbody>
</table>

\[ \chi^2 = (3, N=1267) = 10.125, p=0.018 \]
Appendix G: Annual Assessment of SO’s in AES Units

Support Outcome --Method of Assessment--Data Collection Plan --Criteria for Success--Analysis of Results --Discussion and Conclusions