Co-curricular Assessment Report

Program/Department Name: Writing Center

Year of CAR Completion: 2017

CAR Cycle: 2014-2017

Co-curricular Assessment Report

Organization of Program Review Materials:

- Component I: Response to Previous Co-curricular Assessment Report
- Component II: Review of Assessment Data
- Component III: Criteria for Co-curricular Assessment Report
- Component IV: Recommendations and Executive Summary
- Appendix A: Co-curricular Program/Department Summary Work Plan

NOTE: Please spell out any acronym the first time it is used.

NOTE: Whenever possible, link answers to supplemental documentation that you are providing.

Component I

Response to Previous Co-curricular Assessment Report

Based on your previous CAR review, identify strengths, areas of improvement, opportunities, threats, and progress to date and complete a separate form for each program/major/certificate. *(Please enter NA in these areas if this is your first CAR.)* ***If you are referring to supplemental documentation that you are including in this CAR, please identify that documentation clearly in your answers below.***

Program/Department: Writing Center

Strengths:
- Students were generally satisfied with many aspects of the Writing Center's services such as the Downtown Canton Satellite Writing Center and the Annual Academic Writing and College Composition Essay Contest
- Writing Center Online maintains high quality sessions with students
- Studio sessions received a grade of A or B from students
- Local, external professional development opportunities were available for part-time staff members

Areas for improvement:
- Writing assistants could better challenge student ideas and provide an outside perspective on the students' writing assignments

Opportunities:
- More professional development opportunities for writing assistants
- More ELL (English Language Learners)-specific services for students who are non-native speakers of English
- Collaborate with College Credit Plus program, specifically with our online tutoring services

Threats:
- Lack of funding for data-tracking software
- Shrinking student population could result in fewer tutoring sessions

Progress to Date:
- The Writing Center has expanded ELL services through Perkins funding and developed the ELL Lab. The ELL Lab is now overseen by the English and Modern Language's Developmental Writing Coordinator. It is staffed with ELL Specialists that also work as writing assistants in the Writing Center.

Component II

Review of Previous Assessment Data

***If you are referring to supplemental documentation that you are including in this CAR, please identify that documentation clearly in your answers below.**

1. What changes have been recommended that have had a positive effect on your program's outcomes? (Please be specific.)

Based on Stark State College's growing ELL population, the Writing Center Coordinator collaborated with English Faculty to secure funding for an ELL Lab staffed by ELL Specialists. Through the ELL Lab, students learning English have a stronger support system for their education at the College.

2. What changes to your program/department were made based on findings from the previous CAR?

- More students have participated in Writing Center-sponsored workshops since they have moved from being standalone scheduled workshops delivered in the computer lab adjacent to the Writing Center to being faculty-requested.

Component III

Criteria for Co-curricular Assessment Report

Criterion 1.0 Mission, Values and Goals

Mission: The Writing Center at Stark State College contributes to the campus community by providing high-quality assistance to enhance student success through education, scholarship, and service.

Values:
Education: We seek to assist students through synchronous tutoring sessions, provided in-person and online. Because student writers have specific, individual needs, we collaborate with students based on their goals, objectives, and growth.

Writing assistants aim to facilitate and guide discussion with a student about writing and, more specifically, the student's own texts. Tutoring sessions are an opportunity for students to feel free of judgment and evaluation as they work through the writing process. For this reason, students should expect and receive a certain amount of confidentiality for what goes on in the sessions.

Scholarship: Our writing assistants come to the Writing Center with the ability to carefully assess their clients' needs and to collaborate with the students on specific strategies for planning, drafting, revising, and editing documents. However, the writing assistants will not write or edit students' papers for them, nor will they assess or evaluate any student work.

We seek to contribute to ongoing research and scholarship on writing center practice and theory through reading professional publications, attending relevant conferences, and maintaining an active membership with the Northeast Ohio Writing Centers Association.
We encourage students to assume a sense of scholarship and academic responsibility. In addition to modeling collaboration, honesty, and aptitude through student writing and assignments, we support co-curricular personal writing through our creative writing group, Stark Raving Writers, and our literary journal, Circinus.

Service: We support faculty from all disciplines and their desire to engage their students critically and actively through writing. We work to support all Stark State students and faculty by reaching out to satellite campuses, Web 3 courses, and the Developmental Writing program.

Goals: The Writing Center at Stark State College aspires to:
1.) Provide high value learning support services to students and faculty.
2.) Maintain the varying educational needs of Stark State students.
3.) Support professional development for Writing Center staff and college faculty.

*Goals should align with current SSC Strategic Plan.

*Note if any changes have been made to the mission, values, and/or goals since the last CAR.

Some goals have changed since the Writing Center's last assessment. Goal 2 (Promote scholarship for students) has been eliminated because the Writing Center no longer advises the Stark Raving Writers creative writing group. The annual essay contest, which was formerly assessed under that goal, has been moved to Goal 1.

Criterion 2.0 Baseline Data

1.) **What baseline data has your Program/Department collected during this CAR term?**
   a. The Writing Center has collected the following baseline data:
      i. student satisfaction surveys
      ii. focus group feedback
      iii. online tutoring session transcripts
      iv. faculty satisfaction surveys
      v. Writing Center staff surveys

2.) **How is that data used to evaluate the Program/Department?**
   a. **Monitor:** Assessment data is used to provide a snapshot of the Writing Center's services and their effectiveness. Additionally, the Writing Center uses feedback from non-student stakeholders to ensure overall satisfaction with the Writing Center's services and to glean ways to better meet their needs.
   b. **Change:** The Writing Center will use constructive criticism to improve services. Changes are considered and made to accommodate all stakeholders.
   c. **Improve:** Even if a small percentage of feedback is negative, the Writing Center will gather feedback from the appropriate people at the College (e.g. Department Chairs, Service Coordinators, etc.) to collaborate on how to make and measure improvements.

Criterion 2.0 Program/ Departmental Assessment Procedure and Action Plan

Program/Department Name: Writing Center
Individual Completing Report: Leah Schell-Barber
Individual(s) Reviewing Report: Beth Williams
Date: May 30, 2017

Program/ Departmental Assessment Procedure and Action Plan

Purpose:

To self-identify the status of Program/Department in the outcomes assessment process as well as the action-steps and timetable for the development of assessment processes.

Procedure:

All programs and departments must complete the assessment process. A follow-up assessment report on the implementation of the assessment plan will be due at the end of the following academic year. Programs meeting effective assessment standards will be required to submit an assessment report on a three-year cycle (two years of assessment and one year of implementation).

Directions:

Mark the appropriate response to the Yes/No items with an X. Provide a brief summary of action steps to meet the Criteria (for example, the department will meet twice a month over the next term to develop goals). Please note that it is critical that due diligence is given to the development of goals and associated outcome measures.

Assessment Criteria

Goals:
Does the Department have specific student learning or academic/ student service goals which reflect the discipline or service area professional standards?

Yes __X__   No _____

Outcome Measures:
Are direct and indirect outcome measures identified for each goal?

Yes __X__   No _____

Research:
Is research systematically conducted to evaluate success or failure in achieving outcomes?

Yes __X__   No _____

Findings:
Are research results analyzed and interpreted and findings determined?

Yes __X__   No _____

Review Process:
Are findings discussed and reviewed by appropriate groups and individuals and recommendations made for action?

Yes __X__   No ____

If no, what are the proposed action steps to meet the Criteria?

Proposed Actions:
Are recommendations acted upon?

Yes __X__   No _____

If no, what are the proposed action steps to meet the Criteria?

What is the proposed timetable for the action steps?

Improvements:
Have actions resulted in documented improvements in student learning or academic/ student services?

Yes __X__   No _____

If no, what are the proposed action steps to meet the Criteria?

What is the proposed timetable for the action steps?

Assessment Measures Inventory

*The matrix should contain all goals as they pertain to the CAR.

Assessment Measures for Goals (Outcome measures from assessment report)	**Is trend data available for the measure?** (Yes or No)	**Has a performance benchmark(s) been identified for the measure?** (Yes or No)	**Type of performance benchmark - SSC** (internal), **State-level** (OACC, OBR, Etc.), **National** (Professional Org., accrediting group, etc.) *List all that apply*
Goal 1: Noel-Levitz Student Satisfaction Inventory (SSI)	Yes	Yes	
Goal 1: Faculty Requested Workshops	No	No	SSC
Goal 1: Annual College Writing and College Composition Essay Contest	Yes	Yes	SSC
Goal 1: Asynchronous Online Writing Lab (Website)	Yes	Yes	SSC
Goal 2: Downtown Canton Satellite Writing Center	Yes	Yes	SSC
Goal 2: Online Writing Center/ ANGEL	Yes	Yes	SSC
Goal 2: Studio Sessions – Students	Yes	Yes	SSC
Goal 2: ESL Support	No	No	SSC
Goal 3: Conference Attendance and Support	Yes	Yes	SSC
Goal 3: Writing Center Staff Mentoring Program	No	No	SSC

Criterion 3.0: Assessment Results Report

Purpose:

The report is a summary compilation of key assessment methods, findings, review processes, actions, and improvements related to the academic/student service or learning goals of the Program/Department on an annual basis. As an historical record of assessment activities, the report provides for and supports the *systematic* assessment of academic support outcomes.

Instructions:

Enter the outcome measure in the space provided. Please note that for each goal it is expected that a mix of quantitative and qualitative as well as direct and indirect measures are employed.

Provide a brief summary of baseline data collected by the Program/Department and how that data has been used during the current CAR cycle.

Provide a brief summary of *key findings*, either as bulleted points or in short paragraph form.

Provide a brief summary on the review committee/review process (for example, Findings are reviewed by the Director and staff on a per term basis and recommendations are forward to the VP for further review).

Provide a brief summary of any proposed actions for the next term/CAR cycle. Please note that not all findings result in actions.

Provide a brief summary of any improvements from the previous CAR cycle (this does not apply to new measures the first year).

Goal 1: Provide high value learning support services to students and faculty.

Assessment Question Related to Goal 1: How does the Writing Center support students and faculty for student writing improvement? How is "high value" determined?

Outcome Measure 1: Noel-Levitz Student Satisfaction Inventory (SSI)

Terms of Assessment: Fall _2014_   Spring_____   Annual _____

Findings: Students were asked about the helpfulness of the Writing Center assistants on the ACT Student Opinion Survey. This item scored a 5.99/7 in student satisfaction.

Review Committee/Review Process: Results of the survey will be discussed with the Director of Institutional Research and Planning.

Proposed actions for next term/academic year: For the next assessment cycle, the Writing Center will wait for trend data as opposed to using the ACT survey to provide a more well rounded picture of student satisfaction of Writing Center services.

Improvements: The baseline data for this assessment has changed from the previous cycle.

Outcome Measure 2: Faculty Requested Workshops

Terms of Assessment: Fall _2015___ Spring_____ Annual _____

Findings: All faculty that completed the Writing Center Workshop Faculty Survey were satisfied with their requested workshops and gave their workshop a grade of either "A" or "B".

Review Committee/Review Process: Workshops will be continuously reviewed by the Writing Center Coordinator and Writing Center staff to ensure that information presented is accurate.

Proposed actions for next term/academic year: The Writing Center will continue to develop and deliver workshops and Writing Center service orientations to classes. With 100 percent satisfaction, no changes will be made.

Improvements: Since workshops are faculty-requested as opposed to scheduled sessions students voluntarily attend, more students have participated in these workshops.

Outcome Measure 3: Annual College Writing and College Composition Essay Contest

Terms of Assessment: Fall _____ Spring_____ Annual __X___

Findings 2015: Only three students elected to participate in the survey emailed to all participants about the experience with the contest. However, from this survey, high student satisfaction continues to be a theme. One notable difference from this year's data was that students would like to see a separate journal for essay contest winners as opposed to having the essays published along with student creative works in *Circinus*.

As student participation continues to be strong, it can be determined that the essay contest is a valued opportunity by students.

Findings 2016: Four students elected to participate in the survey emailed to all participants about the experience with the contest. Students continue to enjoy the contest and prize offered. Again, students would like to see a separate journal for essay contest winners as opposed to having the essays published along with student creative works in Circinus.

Findings 2017: This year, seven out of ten contest participants responded to the survey emailed to them after the submission process closed but before contest winners were announced. All students learned of the essay contest from their instructors and thought the submission process was easy and professional. This year, only 1/3 of participants wanted to have a separate journal for winning essays.

Review Committee/Review Process 2015: Annual data will be forwarded to both the Department Chair and the Department's chair of the student recognition subcommittee.

Review Committee/Review Process 2016: Annual data will be forwarded to both the Department Chair and the Department's chair of the student recognition subcommittee.

Review Committee/Review Process 2016: Annual data will be forwarded to both the Department Chair and the Department's chair of the student recognition subcommittee.

Proposed actions for next term/academic year: The idea of publishing essay contest winners in *Stark Voices* will be proposed to the English and Modern Languages Department's chair of the student recognition subcommittee.

Improvements: Even with a push to market the contest to College Credit Plus students, fewer students have participated in the essay contest since the last assessment cycle. However, the quality of essays submitted have improved.

Outcome Measure 4: Asynchronous Online Writing Lab*** (Website) – focus group

Terms of Assessment: Fall 2014   Spring_____   Annual _____

Findings: Students seemed satisfied with the Writing Center's webpage, Writing Center Online. There was positive feedback given through the preliminary survey as well as during the focus group. On the surveys, students were able to navigate through the site easily; however, most students were not aware of the site's existence before completing the survey. Students also commented that the Writing Center Online page was not easy to find from the Stark State College homepage.

The focus group revealed similar information about Writing Center Online. When asked about overall impression of the website, one student praised the website as: "I really liked it. I was amazed by this as I have never seen anything like this. It helped me understand what type of writer I am." Another student remarked, "The Meeting the Writing Assistants was cool. I liked to be able to see the persona of a writer so you can relate to an assistant before going in."

When asked about what they found helpful about Writing Center Online, students listed content ranging in topics from brainstorming to being able to find information about writing online through available links. However, one student suggested, "I think having a search engine where samples can be found might help."

When asked about what was least useful about the website, one student remarked, "It is all new to me. So when I started I didn't know what a thesis was, so maybe summaries of what different styles could be. Like an intro to some of the concepts." Most students commented that there wasn't anything least useful that they could find.

When asked what they would like to see added to the website, some students suggested more reference materials for beginning writers, more interaction for the user, and sample papers.

Review Committee/ Process: Information from the focus groups will be reviewed by the English and Modern Languages Department Chair, Writing Director, and Developmental Writing Coordinator for feedback on revision.

Proposed actions for next term/academic year: The Writing Center will continue to revise website materials to include more information for beginning writers. The Writing Center will also revise advertising materials to better inform students about Writing Center Online and its contents. The Technical Communications intern will assist the Writing Center Coordinator in developing advertisement materials.

Improvements: While revisions to the website content had been made, students seem to have a similar response to the Writing Center's website as they had from the previous assessment cycle. While the Writing Center will continue to improve its content to meet student needs, more needs to be done to increase student awareness of this resource.

***The College has revised the website to accommodate the needs of prospective students, eliminating the Writing Center's presence on the College website. The Writing Center will be moving faculty-requested content to mystarkstate in fall 2016.

Goal 2: Maintain the varying educational needs of Stark State students.

Assessment Question Related to Goal 2: What current programs does the Writing Center offer to maintain the varying educational needs of Stark State students? How are these programs meeting those needs? How effective are these programs at meeting the education needs of *most* students?

Outcome Measure 1: Downtown Canton Satellite Writing Center – student survey

Terms of Assessment: Fall __2016____   Spring_____   Annual _____

Findings: Students were given a paper survey after their first tutoring session of the semester that asked them to grade the Writing Center in 8 categories:

- Ease of finding the Writing Center
- Helpfulness of the one-on-one session
- Helpfulness of the pamphlets
- Attitude of the staff
- Professionalism of the staff
- Effectiveness of advertising
- Overall atmosphere or environment

The Writing Center received an A average in every category.

Students were also asked to provide qualitative feedback about their experience with the Writing Center at the Downtown Canton Satellite campus. All of the feedback was positive and is similar to these examples from the surveys:

- "I always enjoy coming in to the writing center, I feel much more confident about my essay."
- "I think this is a great program & wouldn't change it. I will definitely be back for help in the future."

Review Committee/Review Process: I will review this information with both the Writing Center staff at the Downtown Canton Satellite Writing Center as well as with the Department Chair of the English and Modern Languages Department.

Proposed actions for next term/academic year: Because the results of the survey were overwhelmingly positive, we will continue to offer Writing Center services at the Downtown Canton Satellite campus. The Writing Center staff will continue to focus on continuous improvement of services at mandatory staff meetings, and we plan to hold a raffle event during the fall 2017 semester to increase visibility and usage of our services.

Improvements: The Downtown Canton Satellite Writing Center continues to be an effective service based on student perception about the help they receive from the Writing Center staff.

Outcome Measure 2: Online Writing Center/Synchronous ANGEL group

Terms of Assessment: Fall _____   Spring_2017__   Annual _____

Findings: Student/writing assistant online chat sessions were collected for two students over the course of the spring 2017 semester. Through a contextual analysis of these transcripts, a few themes have emerged:
- Student A:
  - (Session 1) Concrete issues like transitions were a main focus for the student
  - (Session 1) "Flow" was also part of the agenda (flow is a commonly used term when students don't understand or have language to articulate purpose, audience, and analysis as parts of writing an essay)
  - (Session 2) Public resonance and critical thinking were main foci
  - (Session 2) Conclusions were discussed after content discussion
  - (Overall) The student moved from concrete to more abstract aspects of writing through her sessions
- Student B:
  - (Session 1) Concrete issues like adding details were a main focus for the student
  - (Session 2) Public resonance and critical analysis were part of the tutor's agenda since the essay was not following assignment guidelines
  - (Session 2) Conclusions were discussed after content discussion
  - (Overall) The student struggled when having to work through more complex issues. More scaffolding was employed by the writing assistant to help the student develop public resonance and follow assignment guidelines
- Overall assessment:

- Based on transcripts from multiple online tutoring sessions, it can be concluded that students tend to work from concrete issues to abstract ones within their writing and thinking process. At times, the online writing assistant became more direct in his comments and questions about the students' essays to scaffold concepts important to writing (e.g. public resonance, purpose, analysis) with the students.
- Students in all of the transcripts set the agenda of their own sessions which follows writing center best practices.

Review Committee/Review Process: Results of the case studies will be shared with the online writing assistant to triangulate emerged themes and overall assessment.

Proposed actions for next term/academic year: Based on the results of this year's assessment, it seems as if the online writing assistant is following best practices based on writing center research:
- Having the student set the agenda
- Scaffolding the student to do much of the critical thinking on his/her own
- Incorporating more difficult concepts into subsequent sessions with the same student
- Saving lower order concerns (e.g. grammar, punctuation, spelling) for the end of the session unless requested as a focus by the student

Therefore, it seems as if the practices of the writing assistant in this assessment followed researched guidelines for successful sessions. However, more data should be collected to make any definitive claim.

Improvements: Students continue to have a good understanding of how to use the Writing Center Online as a resource. Few students, including the case study students, initiated online sessions seeking assistance with lower order concerns, and the writing assistant follows best practices for facilitating discussion about writing. The main demographic for The Writing Center's online services continues to be College Credit Plus students. Professional development will continue to be a focus for the online staff to ensure practices continue to align with writing center scholarship.

Outcome Measure 3: Studio Sessions

Terms of Assessment: Fall _____   Spring_____   Annual __X___

Findings: Findings 2014: Most survey questions were changed for this assessment report. Previous findings were showing that students were satisfied with their experience in studio sessions and were rating the writing assistant assigned to their class with either an A or B. **For this assessment, I wanted to better understand how studio sessions affect Writing Center usage and how studio sessions contribute to a student's readiness for College Composition**.

Fifty students completed the survey, and over half of the students (56%) strongly agreed that studio sessions contributed to their success in Introduction to Academic Writing. In addition, almost 100% of respondents thought they'd use the Writing Center for future assignments based

on their experience in studio sessions, and 86% of students said they used the Writing Center during the semester outside of their studio session.
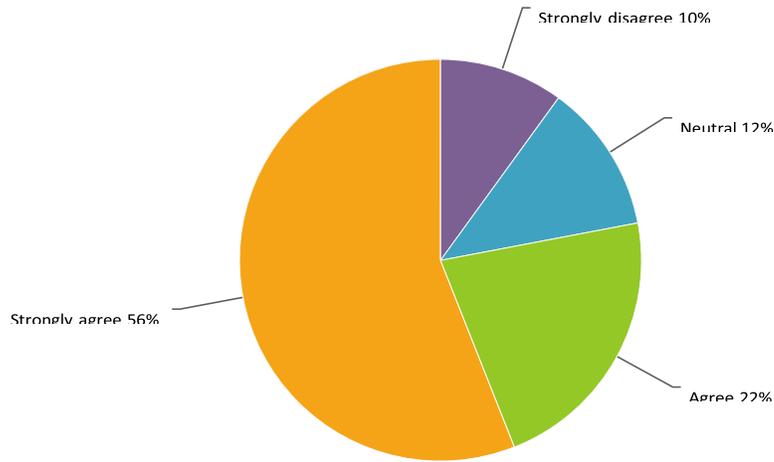
Qualitative feedback also shows that students gain more rhetorical skills from studio sessions that what has been documented in previous surveys. In previous surveys, students would comment on the writing assistant's ability to help the student "fix" his or her paper. However, qualitative feedback now suggests that students see studio sessions as a way to help them brainstorm, support the purpose of their essays with examples based on their audience, and learn how to become independent proofreaders. One student commented, "I have to say this class made me understand and help me prepare me for college composition and to further my writing and make it stronger."

Total 49

1. Please rate the following statement: "Studio Sessions contributed to my success in this class."

Strongly disagree 10%

Neutral 12%

Strongly agree 56%

Agree 22%

				Statistics	
Strongly disagree	10.0%		5	Sum	207.0
Disagree	0.0%		0	Average	4.1
Neutral	12.0%		6	StdDev	1.2
Agree	22.0%		11	Max	5.0
Strongly agree	56.0%		28		
	Total		50		

2. Please answer the following:

Yes		No	Responses
Did the writing assistant help you meet the requirements of Introduction to Academic Writing?	49 100.0%	0 0.0%	49
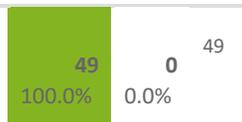
Based upon your experience in Studio Session, will you continue to use the Writing Center for future assignments?

			49
47	**2**		
95.9%	4.1%		

3. How often did you visit the Writing Center regarding Introduction to Academic Writing outside of Studio Sessions?

5 or more times 12%

0 times 14%

3-5 times 12%
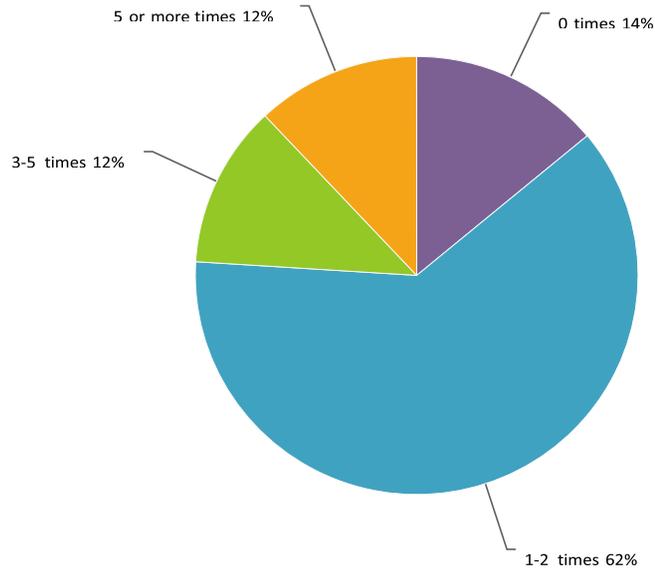
1-2 times 62%

Statistics

0 times	14.0%		7	Sum	79.0
1-2 times	62.0%		31	Average	1.8
3-5 times	12.0%		6	StdDev	1.4
5 or more times	12.0%		6	Max	5.0
		Total	50		

Findings Spring 2016: The same survey was used for this assessment, and thirty-two students completed the survey this year. The survey traditionally is conducted during the fall semester; however, it was thought that getting data from the spring semester would give a clearer picture of student perception of the studio session workshops. Trends this year showed that almost three-fourths of the students (72%) strongly agreed that studio sessions contributed to their success in Introduction to Academic Writing. In addition, almost 100% of respondents thought they'd use the Writing Center for future assignments based on their experience in studio sessions, and 84% of students said they used the Writing Center during the semester outside of their studio session.

Qualitative feedback mostly focused on the carrying over of peer groups from studio session to other writing assignments. Many students commented that they valued and would seek feedback on their writing from a peer or a writing assistant for future writing assignments.

3. Please rate the following statement: "Studio Sessions contributed to my success in this class."
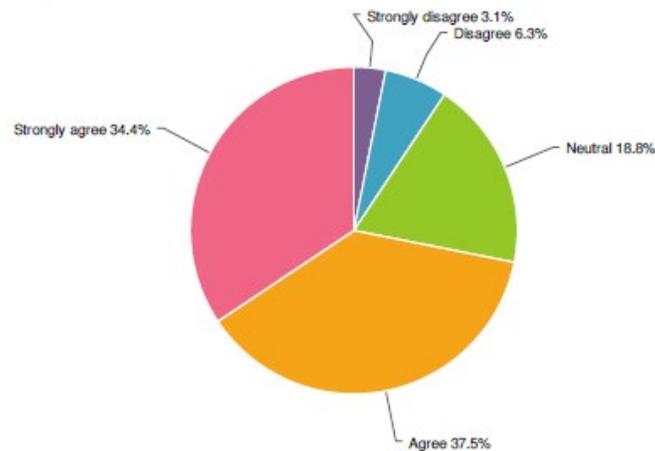
Value	Percent		Count	Statistics	
Strongly disagree	3.1%		1	Sum	126.0
Disagree	6.3%		2	Average	3.9
Neutral	18.8%		6	StdDev	1.0
Agree	37.5%		12	Max	5.0
Strongly agree	34.4%		11		
		Total	32		

8. How often did you visit the Writing Center regarding Introduction to Academic Writing outside of Studio Sessions?
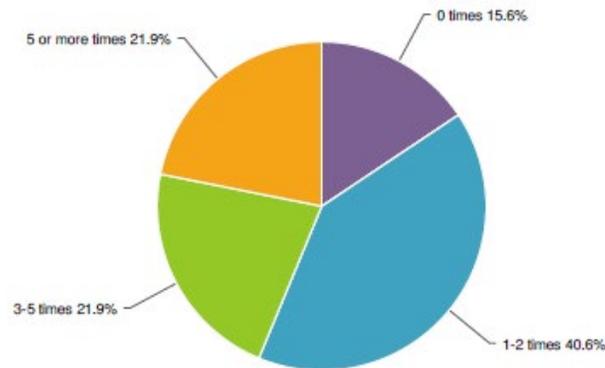
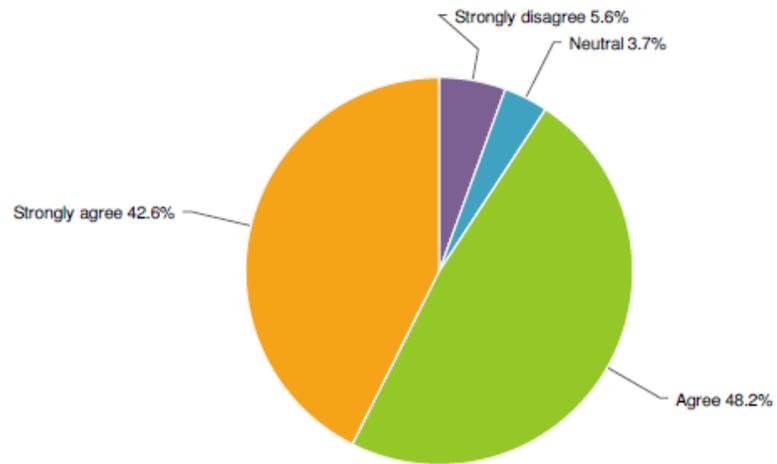| Value	Percent		Count	Statistics	
0 times	15.6%		5	Sum	69.0
1-2 times	40.6%		13	Average	2.6
3-5 times	21.9%		7	StdDev	1.7
5 or more times	21.9%		7	Max	5.0
		Total	32		

Findings Fall 2016: The same survey was used for this assessment, and fifty-four students completed the survey this year. Trends this year showed that 90.8 percent of the students strongly agreed or agreed that studio sessions contributed to their success in Introduction to Academic Writing. In addition, 92.5% of respondents thought they'd use the Writing Center for future assignments based on their experience in studio sessions, and 85.2% of students said they used the Writing Center during the semester outside of their studio session.

Qualitative feedback continued to mostly focus on valuing and seeking feedback on their writing from a peer or a writing assistant for future writing assignments. They also commented on their improved formatting and proofreading skills and the importance of knowing how to edit before turning in a final draft of an essay.

3. Please rate the following statement: "Studio Sessions contributed to my success in this class."

Strongly disagree 5.6%
Neutral 3.7%
Strongly agree 42.6%
Agree 48.2%

Value	Percent		Count	Statistics
Strongly disagree	5.6%		3	Sum
Disagree	0.0%		0	Average
Neutral	3.7%		2	StdDev
Agree	48.2%		26	Max
Strongly agree	42.6%		23	
		Total	54	

8. How often did you visit the Writing Center regarding Introduction to Academic Writing outside of Studio Sessions?
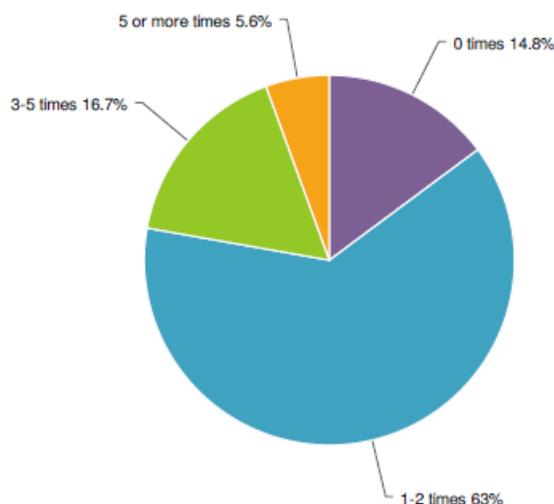
Value	Percent		Count	Statistics	
0 times	14.8%		8	Sum	7
1-2 times	63.0%		34	Average	1
3-5 times	16.7%		9	StdDev	1
5 or more times	5.6%		3	Max	5

Review Committee/ Process 2014: This semester, surveys were computerized which may again account for the drop in student respondents. There was also a glitch in the link, and some students could not open the survey directly from their email accounts. However, based on the received feedback, the majority of students participating in studio sessions are having positive experiences with this element of the Developmental Writing Program. They are also more likely to visit the Writing Center for future assignments which may lead to higher rates of student retention and success.

Survey results were sent to the Developmental Writing Coordinator and English Department Chair for feedback.

Review Committee/ Process Spring 2016: Survey results were sent to the Developmental Writing Coordinator and English Department Chair for feedback.

Review Committee/ Process Fall 2016: Survey results were sent to the Developmental Writing Coordinator and English Department Chair for feedback.

Proposed actions for next term/academic year 2014: The Writing Center will continue to participate in studio sessions and develop strategies that may help students not taking Introduction to Academic Writing their first semester at the College to be aware of our services.

Proposed actions for next term/academic year Spring 2016: See above.

Proposed actions for next term/academic year Spring 2016: See above.

Improvements Spring 2016: More students are reporting that studio sessions contributed to their success in Introduction to Academic Writing. Discussion about studio session strategies during the Spring 2016 Writing Center staff meeting may have contributed to this jump.

Improvements Fall 2016: More students participated in the survey this semester than in previous assessment semesters. This may account for fewer students choosing "strongly agree" when determining how much studio sessions contributed to their success in Introduction to Academic Writing. Outside of this difference, most students see value in this aspect of the course and reply that they will continue to use the Writing Center as a support service for other writing assignments.

Outcome Measure 4: ELL Support

Terms of Assessment: Fall _____   Spring__2016___   Annual _____

Findings: The ELL lab opened in the fall of 2015, and students were asked to rate their experience with the service and to answer some questions about their student status at the College.

It was found that students that completed the survey were satisfied with their experience. The one comment repeated throughout the survey was that students request more staff availability in the ELL Lab. Since the ELL Lab is funded through Perkins, adding staff and/or hours would require an additional funding source.

Two highlights of the survey were that all students gave their experience a grade of A, and they all thought that having an ELL Lab at Stark State College makes them more likely to stay at Stark State.

Review Committee/Review Process: This information will be directed to the new ELL Lab Coordinator for review.

Proposed actions for next term/academic year: ELL Lab Specialists are also writing assistants at the Writing Center. While the mission of these spaces differs, the Writing Center will develop advertisements highlighting the availability of the ELL Lab Specialists at the Writing Center.

The ELL Lab will also be under a different Coordinator starting in the fall of 2016. This assessment will change in the next cycle to focus on ELL student support within the Writing Center only.

Improvements: ELL support was not assessed during the previous cycle.

Goal 3: Support professional development for Writing Center staff and college faculty.

Assessment Question Related to Goal 3: How effective is the Writing Center at supporting professional development for Writing Center staff and college faculty?

Outcome Measure 1: Conference Attendance and Support

Terms of Assessment: Fall _____   Spring_____   Annual __X___

Findings 2015: The Writing Center Coordinator and two Writing Center staff members attended the 7th annual NEOWCA conference at KSU-Trumbull. One writing assistant presented with KSU-Stark director: "Compositing Identity-based Literacy Narratives." This workshop focused on helping tutors occupy their own literacy experiences by engaging in short activities to think, sketch, and narrate embodied literacy narratives.

Two writing assistants also attended and presented separately at the East Central Writing Centers Association Conference at the University of Notre Dame in South Bend, IN. The sessions were titled: "Digital Divide: Immigrant/Native" and Towards Safe(r) Spaces: LGBTQIA Identities in the Writing Center."

Findings 2017**:** The Writing Center Coordinator and two Writing Center staff members attended the 8th annual NEOWCA conference at Champion High School. One writing assistant presented with a panel of other tutors from Kent State University titled "Balancing Anxiety and Tutoring." A second writing assistant presented a roundtable session titled "Trump, Racism, and Responsibility: Singing in the Dark Times."

Review Committee/ Process 2015 & 2017: Presenters from these conferences received feedback from audience members. This feedback was discussed at the presenters' annual Performance Evaluation meeting.

Proposed actions for next term/academic year 2015 & 2017: Presenters from these conferences will give a summary of both their presentations and conference experiences at the fall start-up staff meeting. Research based on these experiences will be conducted to determine how the Writing Center can implement new programs and tutoring practices into its existing structure.

****The NEOWCA conference was postponed in 2016 and other writing center-related conferences were not available locally. Since professional development funding is not available to part-time employees, it was not feasible for the Writing Center staff to travel out of state.

Improvements: Writing Center staff continue to participate in local field-specific conferences. Additionally, more writing assistants presented during this cycle than in previous cycles. It can be assumed that the importance of professional development is becoming part of the culture of the Writing Center staff.

Outcome Measure 2: Writing Center Staff Mentoring Program

Terms of Assessment: Fall _____   Spring__2016___   Annual _____

Findings: Writing assistants were emailed a survey to gather data about their experience with the mentoring program. Most of the writing assistants (66%) did not want to see the mentoring program revived even though they had previously participated in it.

2. Please answer the following:

	Yes	No	Responses
Did you participate in the Writing Center's mentoring program in the past?	5 83.3%	1 16.7%	6
Would you like to see the Writing Center's mentoring Program revived?	2 33.3%	4 66.7%	6

The survey also asked writing assistants what they did like about the previous mentoring program and what they would like to see re-incorporated into the Writing Center. The response most often given was to have a mentor for newly hired writing assistants to help them learn how to document sessions, learn the student demographic, and to gain knowledge about College culture.

The top two responses for biggest issues writing assistants face are lack of sick pay and professional development resources.

The top two responses for projects writing assistants would be willing to participate in to better facilitate student awareness of the Writing Center's services were collaboration with other academic services and stronger collaboration with other departments throughout the College.

5. Please rank, in order of importance to you, the biggest issues you face as a writing assistant?

	Score*	Overall Rank
Lack of sick pay	25	1
Lack of professional development opportunities	21	2
Access to resources	17	3
Lack of communication with faculty/staff	16	4
Lack of training	11	5

Total Respondents 6

*Score is a weighted calculation. Items ranked first are valued higher than the following ranks, the score is the sum of all weighted rank counts.

6. Please describe any other issues of importance to you:

Count	Response
1	Lack of insurance. Job security.
1	Everything is hunky dory to me.
1	Lack of hours during holidays (school breaks) and summer is honestly my biggest issue. With breaks and summer always being limited it basically only ends up that I only work 9 months out of the year.
1	Payment opportunities over breaks, though I understand that this comes with the territory.

Review Committee/Review Process: These findings will be reviewed with the English and Modern Languages Department Chair as well as with the Writing Center staff.

Proposed actions for next term/academic year: Starting in the fall of 2016, the Writing Center will be hosting events for students to build awareness of our services. Newly hiring writing assistants will be assigned a mentor to help them acclimate to the SSC Writing Center when the Writing Center Coordinator is unavailable.

Improvements: Most writing assistants did not want to continue the mentoring program.

Criterion 4.0 Program/Department members are qualified by professional background, experience, and continuing professional development and meet the needs of the Program/Department.

Yes	No	DNA		
X			**4.1**	Employee (full-time and part-time) credentials meet the program, college, state, and national accreditation requirements.
X			**4.2**	Annual Employee Performance Evaluations are on record in Human Resources.
X			**4.3**	Employees (full-time and part-time) are involved in professional organizations, presentations, and/or other scholarly works.
X			**4.4**	Employees are involved in the development of program/department initiatives that support the College Mission.

3. Additional Comments: (Please explain any "No" selections.)

Reflective Narrative Questions:

1. Describe how Performance Evaluations are being used to enhance the Program/Department.

Performance evaluations are completed collaboratively between the employee and the supervisor. This collaboration facilitates open dialogue about the employee's perception of performance and the supervisor's perception of that employee's performance. Once completed, the employee has the opportunity to privately respond to the evaluation process before the evaluations are submitted to Human Resources.

The opportunity to formally document the employee's performance allows for growth among individual employees to develop their weak areas. It also gives the supervisor an overall picture of where the Writing Center staff excels and how to focus professional development activities to address global weaknesses in performance.

2. Describe how professional development benefits the program.

Since funding for professional development does not extend to hourly employees, the Writing Center seeks low cost and free opportunities to ensure that our practices are current and students continue to receive high quality services.

During this evaluation cycle, Writing Center employees have been encouraged to attend local writing center conferences, required to annually develop narratives of their experiences to be used for training purposes, and participated in training as part of an assessment mini-grant awarded internally.

These experiences, while limited, are used during discussion at start-up meetings at the beginning of every semester. Not only do these experiences provide new ideas and knowledge to new and existing staff, but they also ensure consistency in tutoring when working with students.

3. Describe how employees are involved in the development of program/department initiatives that support the College Mission.

During this assessment cycle, all Writing Center staff were involved in revising the Writing Center's Student Usage Guidelines. Based on their experience with students, shrinking student headcount, and increase in College Credit Plus and ESL students, the Writing Center staff collaboratively redesigned guidelines for students using our services. These guidelines were then presented to English and Modern Languages faculty for feedback. Once feedback was incorporated, our guidelines became practice.

The Writing Center staff was also involved in refreshing, revising, and redesigning our hard copy materials used as supplements during tutorial sessions. Since the writing assistants use these materials regularly, it was important for the staff to have ownership over these materials.

These experiences support the College Mission by ensuring students have the most up-to-date information about academic writing to support lifelong learning and career success. Having Usage Guidelines that better meet the needs of Stark State College's student demographic, we also support access to our services and academic success.

Criterion 5.0 Program/Department is responsive to changes in current technology and adequate resources.

**Revisit this section closer to the deadline of the CAR to ensure all changes are represented.

Yes	No	DNA		
X			**5.1**	Program/Department changes are consistent with technological and scientific advances, and Program/Department content incorporates new developments in the field.
X			**5.2**	Employees work with supervisors to ensure adequate and current resources available for the Program/Department.
X			**5.3**	Employees work with information technology staff to ensure availability of appropriate software and hardware components.

Additional Comments: (Please explain any "No" selections.)

Reflective Narrative Questions:

1. Explain the changing conditions within the field.

Stark State College was ahead of the curve when synchronous tutoring became available to its students in 2010. During this assessment cycle, the Writing Center continues to offer synchronous tutoring through the College's LMS. While many writing centers are turning to Skype to provide video conferencing, our late online hours where writing assistants work from their private residences do not seem conducive to this. However, we have incorporated verbal chat into our current text-based chatroom sessions.

2. How are these changing conditions addressed within the Program/Department?

Currently, the Writing Center has begun to incorporate verbal chat into our current text-based chatroom sessions. If more daytime hours are requested by students, online writing assistants would be able to provide video chat sessions via the computers already available in the Writing Center.

3. Explain how employees work with information technology staff to ensure availability of appropriate software and hardware components.

The Writing Center staff often works with the HELP Desk to troubleshoot any technological issues that may arise. During this assessment cycle, the Writing Center also worked with the information technology staff to ensure that the Downtown Canton Satellite Writing Center was equipped with computers. Additionally, we have recently collaborated with the eLearning Department to migrate our Writing Center Online ANGEL Community Group to Blackboard.

Software is more difficult to secure with budget reductions taking place; however, we continue to collaborate with IT to maintain our Stark State College Writing Center Tutorial Record database that logs every session we have with students.

Recommendations and Executive Summary

Based on the results of this current CAR, list your strengths, areas of improvement, opportunities, threats, and recommendations.

Program/Department: Writing Center/ English and Modern Languages Department

Strengths:
- The Writing Center has a high satisfaction rating from students.
- The Writing Center provides valuable feedback to staff yearly and includes them in the evaluation process.
- Writing Center staff are aware of and participate in external, field-specific professional development opportunities.

Areas for improvement:
- The Writing Center needs to improve its outreach efforts to better ensure students know about this support service.
- Goals and assessments should move away from general satisfaction and should assess the effectiveness of the Writing Center's services.

Opportunities:
- One way to improve assessment of services would be to purchase WCOnline. This software can perform better queries for tracking student usage data than the currently-used system.
- The Writing in the Disciplines project has been moved to an AQIP Action Project. Collaboration with this group could improve Writing Center recognition and usage from students, faculty, and staff.
- Professional development funding for part-time employees would facilitate more participation in field-specific conferences, especially local conferences that are inexpensive to attend.
- The mentoring program should be re-implemented for newly-hired Writing Center staff members.

Threats:
- While the feedback the Writing Center has collected about its services has been positive, there weren't many respondents to the various surveys distributed. A short outreach could have provided inaccurate data about the satisfaction ratings from key stakeholders.
- Lack of sick pay for writing assistants

Priority Recommendations: *(For each area listed below, please number all recommendations as they will be prioritized on the Summary Work Plan - Appendix A. Sufficient support for the recommendations must be included, either by reference to responses in the components or specific Criterion or by additional information included with this program review.)*