

**Texas A&M International University
Annual Institutional Effectiveness Review (AIER)
for Administrative or Educational Support Units**

Unit Name:

Writing Center

Unit Type:

Administrative Unit

Educational Support Unit

Assessment Period Covered:

January 01, 2009-December 12, 2009

Unit Coordinator (Preparer of Report):

Kimberly Thomas

List Other Report Contributors (if applicable):

The annual review is directed at the following goals of the Texas A&M International University 2006-2010 Strategic Plan. Please list goals below:

Strategic Plan Objective related to Outcomes 1 and 2:

1.8 Provide support services, programs, and activities that promote student learning and enhance student development

Institutional Mission

Texas A&M International University, a member of the Texas A&M University System, prepares students for leadership roles in their chosen profession in an increasingly complex, culturally diverse state, national, and global society ... Through instruction, faculty and student research, and public service, Texas A&M International University embodies a strategic point of delivery for well-defined programs and services that improve the quality of life for citizens of the border region, the state of Texas, and national and international communities.

Administrative or Educational Support Unit Mission

The primary mission of the Writing Center at Texas A&M International University is to support the instructional goals of the faculty by providing free individual and small-group tutoring sessions, peer review sessions, and writing workshops to students.... In order to develop more confident and competent writers, tutors guide students in the development, revision, and editing of their papers.... The goal of tutoring is to develop increasingly independent writers.

Provide summary of the last cycle's use of results and changes implemented

This statement should specify if the outcomes addressed were a continuation of previous ones, new outcomes, or modified versions of previous outcomes. In addition, the statement should include a concise analysis of the assessment data collected during the previous year, a brief explanation of actions taken to address specific outcomes, an evaluation of how these actions contributed to the improvement of the unit, and any recommendations formulated. Assessment data must be viewed and discussed by the unit during this process.

Outcome 1: Students' academic success will be positively affected by their use of Writing Center tutoring services.

Goal 1 Met: During 2008, the average grade earned for DENG0370 by students who receive tutoring assistance at the Writing Center will be 20% higher than the average earned by students who do not receive tutoring assistance.

1. During 2008, of 122 students in 7 sections of DENG0370 (Developmental English), 37 who did not get tutoring help at the Writing Center earned an average grade of 0.67 (on a 4 pt. scale) for the course while 72 who got help 1-3 times earned an average grade of 1.24 and the 13 who received help 1-4 times earned an average grade of 2.2. This goal was met because on average, students who came to the Writing Center for assistance earned grades 39% higher than those who did not.

Goal 2 Partially Met: During 2008, the average grade earned for ENGL1301 by students who receive tutoring assistance 1-3 times at the Writing Center will be at least 5% higher than that earned by students who do not receive tutoring assistance, and the average grade earned for ENGL1301 by students who receive tutoring assistance 4 times or more will be at least 25% higher than that earned by students who do not receive tutoring assistance.

2. During 2008, of 865 students in 39 sections of ENGL1301 (Freshman Composition), 618 who did not get tutoring help at the Writing Center earned an average grade of 2.15 (on a 4 pt. scale) for the course while 189 who got assistance 1-3 times earned an average grade of 2.58, and 53 who got assistance 4 times or more earned an average grade of 2.57. This goal was partially met because on average, students who came to the Writing Center for assistance 1-3 times earned grades 20% higher than those who did not get tutoring assistance , and students who received tutoring assistance 4 times or more earned grades 19.5% higher than those who did not see a tutor for help.

Goal 3 Not Met: During 2008, the average grade earned for ENGL1302 by students who receive tutoring assistance 1-3 times at the Writing Center will be at least 5% higher than that earned by students who do not receive tutoring assistance, and the average grade earned for ENGL1302 by students who receive tutoring assistance 4 times or more will be at least 25% higher than that earned by students who do not receive tutoring assistance.

3. During 2008, of 697 students in 35 sections of ENGL1302 (Freshman Composition), 380 who did not get tutoring help at the Writing Center earned an average grade of 2.32 (on a 4 pt. scale) for the course while 146 who got assistance 1-3 times earned an average grade of 2.21, and 102 who got assistance 4 times or more earned an average grade of 2.7. This was not met because on average, students who came to the Writing Center for assistance 1-3 times earned grades 4.74% lower than those who did not get tutoring assistance , and students who received tutoring assistance 4 times or more earned grades 16% higher than those who did not see a tutor for help.

Use of Results:

- The Writing Center administrators met with the Language and Literature faculty to gain support.
- Administrators also reviewed 2007 and 2008 data to create an understanding to assess the current needs of 1301 and 1302 students: essay requirements, genre styles, etc.

Changes Implemented:

- Two faculty members from the First Year Writing Program helped train the Writing Center staff with the required essay genres to increase the quality of service provided to students. This helped increase faculty and student support and trust within the Writing Center staff.
- The expectation for students receiving assistance 4+ times was evaluated and reduced from 25% to 10% to establish a more realistic expectation of students who receive assistance 4+ times.
- As a part of the CRLA certification, all tutors are required to review the First Year Writing Program textbooks and stay current of MLA and APA changes.
- The Writing Center implemented and partnered with several University groups on campus to host the Write on TAMU: University Writing Field Day on October 20, 2009, which consisted of 12 educational writing workshops facilitated by TAMU faculty and departments. This was to help inspire writing and improve writing within the classroom.

Outcome 2: Student use of Writing Center services will increase 5% each semester.**Spring 2008**

Goal 1 Met: During Spring 2008 (1/13/08-5/08/08—17 weeks), there were 4181 visits to the Writing Center for writing-related services, and of those, 3393 received tutor assistance.

Summer 2008

Goal 2 Not Met: During Summer 2008 (6/2/08-8/7/08—9.5 weeks), there were 473 visits to the Writing Center for writing-related services, and of those, 415 received tutor assistance. This is a 37% visit decrease from Summer 2007.

Fall 2008

Goal 3 Met: During Fall 2008 (8/21/08-12/12/08—16 weeks), there were 6291 visits to the Writing Center for writing-related service, and of those, 2553 received tutor assistance.

During the 2008 year, there were 4272 visits for Computer Use and Independent Study, 629 attendees for Class Presentations, 6025 Tutoring Sessions facilitated, 63 Online Submissions (43% increase), and 1 Fax response. Students utilized Writing Center services 11,638 times during 2008.

Use of Results:

- In Fall 2009, the Writing Center created and distributed a faculty newsletter to increase Writing Center attendance by gaining faculty support.
- The Writing Center began partnering with other University units to gain support: First Year Writing Program, PROF Center, and individual faculty members.
- The Writing Center developed a promotion plan to increase student participation during the summer semesters: increase visibility, more class presentations and workshops, flyers, brochures, and promotional events.

Changes Implemented:

- The First Year Writing Program established a policy requiring all 1301 and 1302 students to visit the Writing Center: 5% of overall grade.

- More faculty members began requesting class presentations and class substitutions to expose students to the Writing Center.
- The Writing Center began providing documentation (Referral Forms) to each student participating in a tutoring session.

List of unit-level outcomes

It is recommended that units rotate through their entire set of outcomes over a multi-year period. Units may focus on one or two outcomes each year, as deemed appropriate.

1. Students' academic success will be positively affected by their use of Writing Center tutoring services.
2. Student use of Writing Center services will increase.

Section I: Planning and Implementation

Outcome(s) *Identify the outcome(s) that will be focused upon this year.*

1. **Students' grades in DENG, ENGL 1301, and ENGL 1302 will be positively correlated to their use of Writing Center tutoring services.**
2. **Student use of Writing Center services will increase.**

Methods of assessment to be used:

Identify and describe the type of assessment(s) that will be used and how the data will be obtained. During this assessment period, has your unit used any of the following measures for assessment of outcomes? Indicate “Y” if currently being used; “N” if not currently being used but interested in using; and “NA” if not applicable.

Type of Measure	Y	N	NA	Specify which type of measure was used and what outcome the measure was applied to:
<u>Volume of Activity:</u> (Number of clients served, circulation data, etc.)	X			Accutrack Report and Manual Sign-In Documents (Computer Use, Independent Study, Tutoring Sessions, Online Submissions, Helpline, and Fax Line), and Classroom workshops and presentations.
<u>Efficiency:</u> (Turnaround time for filling requests, timely service or prompt response, etc.)	X			Tutee Evaluation Surveys Wait list assistance time Online Submission response time Session Length
<u>Service Quality:</u> (Error rates, accuracy of information provided, etc)	X			Accutrack Report and Manual Sign-In Documents Tutee comments on Evaluation Surveys
<u>Client Satisfaction Survey</u> (Student, employer, alumni, customer, etc.)	X			Tutee Satisfaction reported on Evaluation Surveys Workshop/Presentation Evaluation Surveys
<u>Feedback:</u> (Suggestion box, focus groups, evaluation forms, etc.)	X			Tutee Satisfaction reported on Evaluation Surveys Workshop/Presentation Evaluation Surveys
<u>Review of existing data:</u> (Routine records or reports, institutional data, audits, etc.)	X			Compare grades earned for DENG0370, ENGL 1301, and ENGL 1302 by students who did not receive tutoring assistance at the Writing Center with grades earned for DENG0370, ENGL 1301,

				and ENGL 1302 by students who did receive tutoring assistance at the Writing Center.
Staff discussions or evaluations of services to clients	X			Monthly staff meetings
Standards/guidelines provided by professional associations	X			Certified by the College Reading and Learning Association (CRLA)
Standards set by federal, state, county, city or system regulations			X	
External evaluations or auditors			X	
Benchmarks or comparisons with peer institutions			X	
Other				

Criteria/Benchmark(s):

Specify, if deemed appropriate to assess outcome(s). Criteria/ benchmark(s) may be optional, especially if qualitative measures are used for data collection.

Benchmark for Outcome 1: Students' academic success will be positively affected by their use of Writing Center tutoring services.

1. During 2008, of 122 students in 7 sections of DENG0370 (Developmental English), 37 who did not get tutoring help at the Writing Center earned an average grade of 0.67 (on a 4 pt. scale) for the course while 72 who got help 1-3 times earned an average grade of 1.24 and the 13 who received help 1-4 times earned an average grade of 2.2. On average, students who came to the Writing Center for assistance earned grades 39% higher than those who did not.

Goal 1: During 2009, the average grade earned for DENG0370 by students who receive tutoring assistance at the Writing Center will be 20% higher than the average earned by students who do not receive tutoring assistance.

2. During 2008, of 865 students in 39 sections of ENGL1301 (Freshman Composition), 618 who did not get tutoring help at the Writing Center earned an average grade of 2.15 (on a 4 pt. scale) for the course while 189 who got assistance 1-3 times earned an average grade of 2.58, and 53 who got assistance 4 times or more earned an average grade of 2.57. On average, students who came to the Writing Center for assistance 1-3 times earned grades 20% higher than those who did not get tutoring assistance, and students who received tutoring assistance 4 times or more earned grades 19.5% higher than those who did not see a tutor for help.

Goal 2: During 2009, the average grade earned for ENGL1301 by students who receive tutoring assistance 1-3 times at the Writing Center will be at least 5% higher than that earned by students who do not receive tutoring assistance, and the average grade earned for ENGL1301 by students who receive tutoring assistance 4 times or more will be at least 10% higher than that earned by students who do not receive tutoring assistance.

3. During 2008, of 697 students in 35 sections of ENGL1302 (Freshman Composition), 380 who did not get tutoring help at the Writing Center earned an average grade of 2.32 (on a 4 pt. scale)

for the course while 146 who got assistance 1-3 times earned an average grade of 2.21, and 102 who got assistance 4 times or more earned an average grade of 2.7. On average, students who came to the Writing Center for assistance 1-3 times earned grades 4.74% lower than those who did not get tutoring assistance, and students who received tutoring assistance 4 times or more earned grades 16% higher than those who did not see a tutor for help.

Goal 3: During 2009, the average grade earned for ENGL1302 by students who receive tutoring assistance 1-3 times at the Writing Center will be at least 5% higher than that earned by students who do not receive tutoring assistance, and the average grade earned for ENGL1302 by students who receive tutoring assistance 4 times or more will be at least 10% higher than that earned by students who do not receive tutoring assistance.

Benchmark for Outcome 2: Student use of Writing Center services will increase.

Spring 2008

1. During Spring 2008 (1/13/08-5/08/08—17 weeks), there were 4181 visits to the Writing Center for writing-related services, and of those, 3393 received tutor assistance.

Summer 2008

2. During Summer 2008 (6/2/08-8/7/068—9.5 weeks), there were 473 visits to the Writing Center for writing-related services, and of those, 415 received tutor assistance. This is a 37% visit decrease from Summer 2007.

Fall 2008

3. During Fall 2008 (8/21/08-12/12/08—16 weeks), there were 6291 visits to the Writing Center for writing-related service, and of those, 2553 received tutor assistance.

4. During the 2008 year, there were 4272 visits for Computer Use and Independent Study, 629 attendees for Class Presentations, 6025 Tutoring Sessions facilitated, 63 Online Submissions (43% increase), and 1 Fax response. Students utilized Writing Center services 11,638 times during 2008.

Goal: During 2009, all Writing Center Services will increase by 5% each semester when compared to the same semester of the preceding year.

Section II: Analysis of Results

What were the results attained?

Describe the primary results or findings from your analysis of the information collected. Were the results used to improve the unit services or operations? Please specify:

- 1. Students' academic success will be positively affected by their use of Writing Center tutoring services.**

Spring 2009

Goal 1 Not Met: Of the 36 students in 2 sections of DENG0370 (Developmental English), 1 who did not get tutoring help at the Writing Center earned an average grade of 2.0 (on a 4 pt. scale) for the course while 23 who got help one or more times earned an average grade of 2.17. On average, students who came to the Writing Center for assistance earned grades 8.5% higher

than those who did not. 11 students withdrew from DENG0370, and of those only 1 student visited the Writing Center one time.

Goal 2 Not Met: Of the 77 students in 13 sections of ENGL1301 (Freshman Composition), 55 who did not get tutoring help at the Writing Center earned an average grade of 1.96 (on a 4 pt. scale) for the course while 17 who got assistance 1-3 times earned an average grade of 1.94, and 5 who got assistance 4 times or more earned an average grade of 2.0. On average, students who came to the Writing Center for assistance 1-3 times earned grades 1.03% lower than those who did not get tutoring assistance, and students who received tutoring assistance 4 times or more earned grades 3.09% higher than those who attended the Writing Center 1-3 times.

Goal 3 Not Met: Of the 569 students in 26 sections of ENGL1302 (Freshman Composition), 393 who did not get tutoring help at the Writing Center earned an average grade of 2.51 (on a 4 pt. scale) for the course while 141 who got assistance 1-3 times earned an average grade of 2.51, and 35 who got assistance 4 times or more earned an average grade of 2.53. On average, students who came to the Writing Center for assistance 1-3 times maintained similar grades with those who did not get tutoring assistance, and students who received tutoring assistance 4 times or more earned grades .8% higher than those who attended the Writing Center 1-3 times.

Summer 2009 (All summer sessions combined)

***There were no DENG0370 courses during Summer 2009.**

Goal 1 Partially Met: Of the 125 students in 6 sections of ENGL1301 (Freshman Composition), 95 who did not get tutoring help at the Writing Center earned an average grade of 2.96 (on a 4 pt. scale) for the course while 25 who got assistance 1-3 times earned an average grade of 3.01, and 4 who got assistance 4 times or more earned an average grade of 3.35. On average, students who came to the Writing Center for assistance 1-3 times earned grades 1.7% higher than those who did not get tutoring assistance, and students who received tutoring assistance 4 times or more earned grades 11.3% higher than those who attended the Writing Center 1-3 times and 13.17% higher than those who did not receive assistance.

Goal 2 Partially Met: Of the 82 students in 4 sections of ENGL1302 (Freshman Composition), 64 who did not get tutoring help at the Writing Center earned an average grade of 2.88 (on a 4 pt. scale) for the course while 16 who got assistance 1-3 times earned an average grade of 3.16, and 2 who got assistance 4 times or more earned an average grade of 2.33. On average, students who came to the Writing Center for assistance 1-3 times earned grades 9.72% (10%) higher than those who did not get tutoring assistance, and students who received tutoring assistance 4 times or more earned grades 8.86% lower than those who attended the Writing Center 1-3 times.

Fall 2009

Goal 1 Met: Of the 78 students in 5 sections of DENG 0370 (Developmental English), 21 who did not get tutoring help at the Writing Center earned an average grade of 0.65 (on a 4 pt. scale) for the course while 44 who got assistance 1-3 times earned an average grade of 1.64, and 13 who got assistance 4 times or more earned an average grade of 1.66. On average, students who came to the Writing Center for assistance 1-3 times earned grades 155.38% higher than those who did not get tutoring assistance, and students who received tutoring assistance 4 times or more earned grades 1.22% higher than those who attended the Writing Center 1-3 times.

Goal 2 Not Met: Of the 643 students in 30 sections of ENGL1301 (Freshman Composition), 277 who did not get tutoring help at the Writing Center earned an average grade of 2.54 (on a 4 pt. scale) for the course while 314 who got assistance 1-3 times earned an average grade of 2.55, and 52 who got assistance 4 times or more earned an average grade of 2.52. On average, students who came to the Writing Center for assistance 1-3 times earned grades 0.4% higher than those who did not get tutoring assistance, and students who received tutoring assistance 4 times or more earned grades 0.8% lower than those who attended the Writing Center 1-3 times.

Goal 3 Not Met: Of the 331 students in 14 sections of ENGL1302 (Freshman Composition), 229 who did not get tutoring help at the Writing Center earned an average grade of 2.56 (on a 4 pt. scale) for the course while 65 who got assistance 1-3 times earned an average grade of 2.51, and 17 who got assistance 4 times or more earned an average grade of 2.51. On average, students who came to the Writing Center for assistance 1-3 times earned grades 1.95% lower than those who did not get tutoring assistance, and students who received tutoring assistance 4 times or more earned grades 1.95% lower than those who attended the Writing Center 1-3 times.

1. Student use of Writing Center services will increase 5% each semester.

Spring 2009

Goal 1 Partially Met: During Spring 2009 (1/12/09-5/08/09—17 weeks), there were 5522 visits to the Writing Center for writing-related services, and of those, 2294 received tutor assistance. Writing Center visits increased 32.07%; however, tutor assistance decreased by 32.39% when compared to 2008.

Summer 2009

Goal 2 Met: During Summer 2009 (6/1/09-8/6/09—9.5 weeks), there were 790 visits to the Writing Center for writing-related services, and of those, 549 received tutor assistance. This is a 62% visit increase and 32.29% increase from Summer 2008.

Fall 2009

Goal 3 Partially Met: During Fall 2009 (8/24/09-12/11/09—16 weeks), there were 6217 visits to the Writing Center for writing-related service, and of those, 2932 received tutor assistance. This is a 1.17% visit decrease but a 14.84% increase in tutor assistance.

During the 2009 year, there were 6754 visits for Computer Use and Independent Study, 2665 attendees for Class Presentations, Workshops, or Substitutions, 340 attendees to the National Day on Writing Celebration, 198 attendees at the Voices in the Monte Speaker series, 5235 Tutoring Sessions facilitated, 28 Online Submissions. Students utilized Writing Center services 15220 times during 2009. This is a 30.77% increase when compared to 2008.

What were the conclusions reached?

Include a brief description of the procedure used for reaching the conclusion(s) based on the evidence collected and describe the process used to disseminate the information to other individuals. For example, if the discussion took place during the annual retreat, include a summary from those deliberations using the Meeting Minutes template found on the Project Integrate web page at <http://www.tamtu.edu/integrate/docs/Minutes-Template.doc>. Once completed, submit the minutes to assessment@tamtu.edu.

1. **Students' academic success will be positively affected by their use of Writing Center services.** During the 2009 year, there was no direct correlation between student success and Writing Center visits.
2. **Student use of Writing Center services will increase each semester.** Writing Center visits increased each semester in 2009; however, tutoring sessions decreased in Fall and Spring. This may be due to the increase in services provided in class for workshops, presentations, or class substitutions.

Describe the action plan formulated. (The plan may be multi-year in nature.)

Based on the conclusion(s), describe the action plan to be implemented to improve or maintain unit services and operations, including resources needed and a timeline for implementation.

1. Increase Writing Center visibility.
2. Continue to interact with and support academic colleges and faculty members.
3. Facilitate in-class peer sessions for students with high at-risk students.

Section III: Resources

Resource(s) to implement action plan:

Describe the resources that will be needed to implement the action plan. Also indicate if the resources are currently available, or if additional funds will be needed to obtain these resources.

Funding

√Reallocation of current funds- Requesting funding for two additional tutors to assist with traffic increase, Supplemental Instruction, and workshop facilitation.

Physical

√New or reallocated space-Requesting the office suite # 206 of Dr. Billy F. Cowart Hall in summer 2010 to provide quiet tutoring areas for students with special needs who work better in a quiet one-on-one setting, to provide space for study group sessions, and to allow over-flow tutoring space during high-peak times and workshop and presentations.

Other

- Primarily faculty/staff time
- University rule/procedure change only

Provide a narrative description and justification for requested resources (include linkage to Strategic Plan – or Compact, if relevant)

Requesting two additional tutors to assist with the increase in Writing Center traffic. These tutors would work during high traffic times, high peak tutoring times, weekends, and evenings to better accommodate students by reducing wait list time, thereby enhancing student satisfaction.

Requesting the office suite # 206 of Dr. Billy F. Cowart Hall after the Student Success Building is complete to provide quiet tutoring areas for students with special needs who work better in a quiet one-on-one setting, to provide space for study group sessions, and to allow over-flow tutoring space during high-peak times and workshop and presentations.

This information was shared and discussed with Conchita Hickey, University College Director, on February 23, 2010.

Identify proposed outcomes for the next assessment cycle:

Continuation of present outcome(s) – (Indicate reason for continuation):

- | |
|---|
| <ol style="list-style-type: none">1. Student use of Writing Center services will increase each semester.2. Students' academic success will be positively affected by their use of Writing Center services. |
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New Outcome(s) – (List outcomes below):

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Modification of present outcome(s) – (Indicate reason for modification):

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Date Completed:

This information was reviewed with University College Director, Conchita Hickey on 2/23/10.

Submit completed form to integrate@tamiu.edu.