

NMHU Writing Center
Co-Curricular Outcomes Assessment Report
2017-18

At NMHU, co-curricular activities are defined as out-of-class experiences that complement and extend the formal learning experience of a course or academic program. Co-curricular activities develop a student's social, intellectual, cultural, democratic, civic, and aesthetic domains. They are supervised and/or financed by the institution and facilitate the attainment of NMHU's four essential traits (or student learning outcomes). These experiences are voluntary, ungraded, and non-credited, although they may be compensated through student employment.

Four identified traits/student learning outcomes that the NMHU community of faculty, students and staff identified that our graduates are expected to display:

- Mastery of content knowledge and skills
- Effective communication skills
- Critical and reflective thinking skills
- Effective use of technology

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Program Mission:

The New Mexico Highlands University Writing Center offers writing support to undergraduates and graduates in all disciplines. We assist students at any level of writing and at any stage in the writing process, whether it is with brainstorming, drafting, or rewriting and revising. Our tutors serve as guides, rather than editors, working in collaboration with students to facilitate their growth as independent, writers, speakers, and thinkers. We believe that talking about and practicing writing are the best ways to develop effective writing skills.

Intended Audience:

NMHU Students, Faculty, and Administration

Please include data on student utilization of the program over the past year (be sure to include online and Center students if part of your intended audience)

Students attended 532 tutoring sessions. An additional 113 students scheduled an appointment but did not attend the scheduled session.

Describe how you measure student satisfaction with your program and results for this year:

After a tutoring session, students complete a short questionnaire. The questionnaire asked whether tutors were helpful and patient and whether the student felt comfortable. Tutor scores averaged a 5.8 out of 6 in each of these categories.

Student Learning Outcome 1: Process-based Writing Students who attend Writing Center tutoring sessions will exhibit a process-driven, reflective approach to writing. This outcome reflects a student's understanding and implementation of a process-based writing approach.

University Traits Linked to SLO:

- Mastery Knowledge of Content Knowledge and Skills
- Effective Communication Skills
- Critical and Reflective Thinking Skills

Means of Assessment: Questionnaire asking about how students approach the composition of writing assignments.

Timeline for Measurement: Fall and Spring semesters

Key Performance Indicator(s): 75% of students will exhibit a writing process that includes planning, composing, and revision.

Summary of Data:

Number of Students Meeting Criterion:	96	Number of Students Not Meeting Criterion:	44
Total Number of Students Assessed:	107	Percent of Students Meeting Criterion:	90%

Student Learning Outcome 2: Improved Grades in English 111 and 112. Students who attend Writing Center tutoring sessions will earn better grades than those who do not. This outcome measures student achievement in English 111 and 112, contrasting the grades of those who utilized the WC and those who did not. It reflects our belief that along with improving writing skills, attending WC sessions will improve students' grades. Because many of our students are from English 111 and 112, we are specifically collecting data on this population.

University Traits Linked to SLO:

- Mastery Knowledge of Content Knowledge and Skills
- Effective Communication Skills
- Critical and Reflective Thinking Skills

Means of Assessment: Student grades. Gather data from Composition Program, LabTracker, or other source. Contrast grades of those who attended at least one session with those who did not attend a session.

Timeline for Measurement: Fall and Spring semesters

Key Performance Indicator(s): 75% of students in 111 and 112 who attended at least one tutoring session will earn a passing grade (A, B, or C).

Summary of Data:

Number of Students Meeting Criterion:	69	Number of Students Not Meeting	0
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		Criterion:	
Total Number of Students Assessed:	69	Percent of Students Meeting Criterion:	100%

Student Learning Outcome 3: Repeat Visits. Students who attend one Writing Center tutoring session will attend at least two other sessions. This outcome reflects the number of students that return for at least a third visit. Multiple visits to the WC allow the tutor to establish a relationship with the student and allows for more long-term support.

University Traits Linked to SLO:

- Mastery Knowledge of Content Knowledge and Skills
- Effective Communication Skills
- Critical and Reflective Thinking Skills

Means of Assessment: Number of students returning for a third (two beyond the first) visit or more.

Timeline for Measurement: Fall and Spring semesters

Key Performance Indicator(s): 10% of students will return for a third visit.

Summary of Data:

Number of Students Meeting Criterion:	44	Number of Students Not Meeting Criterion:	282
Total Number of Students Assessed:	326	Percent of Students Meeting Criterion:	19%

Summary of the Outcomes Assessment Data:

Outcome 1

Met outcome goals: 90% of students exhibited a writing process that included planning, composing, and revision.

In Fall 2017, the Director and Writing Center tutors collaborated in the design of the questionnaire and collected data in Spring 2018.

In order to determine whether students exhibited a writing process that included planning, composing, and revision, we asked students: “Where are you in the writing process?” Students could choose from the following answers: I have not started, I have brainstormed, I have a partial draft, I have a full rough draft, I have a draft with instructor comments, and I have a draft with peer review comments. If students brought a draft, even a partial draft, we considered them to be meeting the criterion.

To some extent, we can assume that if students are visiting the WC, they intend to revise their papers. In addition, the questions we asked may not adequately capture the student’s writing process. For example, a student might not engage in any brainstorming and might develop their ideas as they write. Every person’s writing process is different, and the process is different for each writing project. Early research in Composition Studies utilized protocol analysis to study the writing process. Protocol analysis is a lengthy methodology for studying the writing process of individual students and requires the direct observation of student writers. Considering the size of our staff, our limited budget, and the complexity

of the methodology, protocol analysis is not a realistic option for collecting data at the NMHU Writing Center.

We also collected information regarding when in the process students scheduled a tutoring session. 28 students either attended a session when the paper was assigned or the week it was assigned. 41 students attended a session the week the paper was due, and 29 attended a session either the day before the paper was due or the day it was due.

Outcome 2

Met outcome goals: 100% of students measured earned an A, B, or C in English 111 and English 112.

We collected data for students who attended the Writing Center for the first time and not all students. We specifically looked at first-year students (freshmen).

The purpose of this outcome is to determine whether students' grades are benefitting by attending tutoring sessions. 100% percent of the students measured earned at least a C in English 111 and/or English 112. 70% of all students in English 111 and/or 112 earned an A, B, or C.

Outcome 3

Met outcome goals: 19% of our students attended at least three tutoring sessions.

We collected data for students who attended the Writing Center for the first time and not all students.

Writing is a process, and writers are constantly developing. When we develop relationships with students and they continue to schedule appointments, we have more opportunities to support our students.

Plans for Improvement:

We met all our outcomes this year and will probably change our goals next year. Looking forward to next year, we would like to increase the number of students who utilize our services.

The Writing Center does not currently have the infrastructure to accurately collect student data. Because all of our data is maintained in Excel and is entered by a number of tutors and desk workers, there is the potential for errors. A program like TutorTrac, which is the standard in Writing Centers across the nation, would be an invaluable resource.

What were the results of the discussion with peer reviewers and the joint meeting between the Co-Curricular and Assessment Committees?