

Annual Assessment Report AY20-21

Name(s) of program(s) and degree type(s) (Major, Minor, Graduate, or Non-Degree)

The Writing Center. No degree. The Writing Center is a student support service.

Names and contact information of the faculty coordinating the assessment of each program and report.

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Your Mission Statement; note any changes since last report.

We have revised our mission statement following feedback from our last report.

Mission Statement: The primary goal of The Writing Center is to empower students as writers by fostering their knowledge and skills in development, organization, style, and structure. Through one-on-one interactive conferences, we support all student writers working in different disciplines and rhetorical contexts.

Your PLOs; note any changes since last report.

The following are a list of the writing center goals. We are not a program that offers any kind of major or minor, but rather our “goal” is to assist students across the curriculum with their writing projects.

- Goal 1. assist students in reaching their learning potential
- Goal 2. promote awareness of University expectations and opportunities
- Goal 3. nurture the development of students’ confidence as learners
- Goal 4. encourage students to take ownership for their educational experiences
- Goal 5. support writing skills of students at all skill levels and with all learning styles

Your current Curricular Map; note any changes since last report.

We have no curricular map because we have no curriculum.

Your assessment schedule between APRs: a year-by-year list of PLOs assessed since your last APR and those to be assessed before your next APR. Contact your FDCD for clarification if needed.

The assessments we focused on for this cycle were Goal 5 as measured by usage data, and Goals 3 and 4 as measured by survey feedback, student comments, observations of Writing center sessions.

Usage data, (Goal 5) Research by Babcock and Thonus (2018) as well as my own research (Dennen, 2015) shows a positive correlation between usage of writing center services and improvement in student writing.

Description of the methodology including rubrics or other instruments for the required and/or alternative assessment process.

We use Salesforce Scheduler for our usage data. (see **Attachment 1**)

Fall 2020: We had 720 completed appointments.

Spring 2021: We had 725 completed appointments

Summer 2021: We had 26 completed appointments

***Please note:** The number of available hours for WC staff has been shrinking every semester. Fall 2020 we had 626 hours, Spring 2021, we had 533 hours. This semester Fall 2021, we have only 467 hours available. Compared to Fall of 2018 and 2019, when we had 762 and 725 hours available (not counting finals week for those 2 data points) we are operating at close to half-staff. Less staff and fewer hours available will lower the number of completed appointments.

II Student perceptions. (Goals 3&4)

Description of the methodology including rubrics or other instruments for the required and/or alternative assessment process.

Whereas there is no direct correlation between satisfaction and student improvement, there is a correlation between satisfaction and usage, which has been shown to correlate with improvement. In addition, studies show that creating a positive experience for the student enhances student attitudes which lead to greater self-efficacy, confidence, and motivation ((Bandura, 1997; Mackiewicz and Johnson 2013).

We use Qualtrics survey data. (See Attachments 2&3)

Description of your results noting any significant findings from the data or assessment process.

Qualtrics: For questions 3 and 4, "Do you feel that your writing consultant addressed your concerns?" and "Do you have a better understanding about how to proceed with your paper after your WC session?" over 80% of the responses were "yes" for both Spring and Fall.

III Student Retention (Goal 1)

Description of the methodology including rubrics or other instruments for the required and/or alternative assessment process.

Retention of students is an important goal for USF. I have collected data for a correlation study. I was able to obtain a list of red-flagged students (students identified as "at risk") for the incoming freshman class of 2018 from Academic Support Services. I have tracked these students during their time at USF to see if those students who use WC services had a greater rate of retention than those who did not. (See **attachment 4**)

Description of your results noting any significant findings from the data or assessment process.

The data is divided into 1st priority and 2nd priority. Based on incoming application information, first priority students are identified as most at-risk for dropping out. 2nd priority are the next most at-risk. For both of these groups, by the fall of 2020, their junior year, even 1 Writing Center visit impacted the percentage of student retained. For no visits, 61.1% of this group remained at USF whereas 79.2% of students who had visited the Writing Center at least 1 time were still at USF. For the 2nd priority group, 70.1% of the students with no visits were retained while 93.8 of students with at least on visit to the Writing Center were still at USF. What these numbers mean to me is that students who take advantage of student services, whether they be Writing Center, Learning Center, or some other service, tend to remain at the school longer. These numbers are from last year. I will update my report when I receive the full longitudinal study from our Center for Institutional Planning and Effectiveness.

Description of how the results were shared with faculty and how your department/program responded to the results. This is where you should lay out any plans for future improvement or assessment of your program indicated by the results.

We don't have any program or faculty.

Discussion of any significant feedback from your previous year's report and how your department/program responded to that feedback.

We revised our Mission Statement in response to last year's feedback.