

Co-Curricular Assessment Plan

Department: Liberal Arts/Writing Center

Name of Service/Committee/Club: Writing Center

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Step 1: Planning

Remember planning is best done with all members of your team.

1A: Describe the service or activity being assessed. Be specific so that the purpose and goal is clear.

- What is the service/activity?
DACC Writing Center
- What kind of information do you need? Opinions, attendance, usage, continued usage of the service?

We will be looking at whether or not using the Writing Center helps students see their drafts in a more objective way and/or helps them learn to be more proactive in seeking help with assignments and having independent discussions about their writing.

We will look at the communication between students enrolled in ENGL 101 sections W, W1, W2, and W3 and staff members in email, the submission materials from students, and the conference summary forms that staff members fill out after conferences. We will be comparing what students see as the information they need/areas they identify as needing feedback or help with what staff members identify as the key areas needing revision and/or areas where students are or are not meeting minimum requirements of an assignment. We will also look at communication between students and staff members via email when students have gone beyond the minimum conference assignments by seeking help with assignments where conferences are not required for their class, where they have sought further clarification of information, and/or where they have submitted revisions of drafts or partial drafts based on feedback from staff members and are trying to apply it to their work before submitting their drafts for a grade. We will also be looking at whether or not students are able to use information/feedback from one assignment to the next to help determine where the focus of their work with the writing center on a current assignment should be.

One of our main objectives as a center is to help students become more independent writers and more vocal advocates for their writing and needs as students. Therefore, we are interested in assessing whether or not, and to what extent our current practices which we designed to assist students with this (specifically, the practice of having them identify aspects of their work that they need help with/parts of assignments they don't understand) are or are not helping with this.

- Based on the information needed, when should the assessment be completed—before or after the service, during the service, etc.?

We will be doing the assessment after the last required conference for the class. We will be looking at communication between students and staff members over the course of the semester rather than at one individual point in the semester.

- Where is the assessment completed—where the service occurs, email, Blackboard, online...?

We will look at the communication between students and staff members in email, the submission materials from students, and the conference summary forms that staff members fill out after conferences.

- What level would you expect your students to achieve at the time of the assessment: Beginning, Progressing, Proficient or Advanced?

Since we are looking at sections of ENGL 101 where most students are freshmen and have had little to no experience discussing their writing with someone and/or looking at it objectively, we are estimating that most students will fall into the progressing category and that a few might be proficient by the end of the semester.

- What percentage of the students do you expect to be proficient at the assessment?

30-40%

1B: Relate the service/activity to its intended outcomes.

Which outcome are you assessing? Check the box next to the appropriate outcome.

	Co-Curricular Outcome
	Communications
	Critical Thinking
	Teamwork & Professionalism
x	Navigating Processes
	Personal Development

*Remember your assessment will need to clearly and separately report on each outcome within this form.

Step 2: Assessment

2A: Assessment Summary:

- Describe how you are evaluating each category in the rubric.

Beginning: Can identify an information need but lacks the ability to seek appropriate information

Students were assessed as falling into this category if by their final required conference they could accurately complete the submission process and request a conference for the required assignment only after being prompted by the Writing Center staff to submit missing pieces or to resubmit drafts in the correct format. Students in this category also often needed reminding about how to access comments on their drafts after they had been returned by the WC staff and/or were unable to successfully initiate a video chat conference (when applicable) via Google Hangouts.

Students were also assessed as fitting into this category if by their final required conference they could complete the submission process with no prompting, but the areas they identified as needing help with on the Conference Request Form and/or the questions they submitted with their draft showed little to no understanding of what the major areas of concern should be when revising their work to meet the Student Learning Outcomes for their class (ENGL 101) and/or the key requirements of the essay assignment guidelines which they submitted with their draft.

Communication from students in this category tended to be limited to only the initial pieces of information they needed to submit for a conference. Students who needed to resubmit materials and/or submit missing pieces often took several days to do so or failed to do so even at this point in the semester. These students did not demonstrate a consistent understanding of the basic processes of the center nor did they seem to understand how the center could assist them in being more successful in the class.

Progressing: Can identify some college processes and systems to address a few needs for their own use and requires full direction in their use

Students were assessed as falling into this category if by their final required conference they could accurately complete the submission process and request a conference for the required assignment with no prompting by the Writing Center staff to submit missing pieces or to resubmit drafts in the correct format. They were able to correctly use materials/information provided by their instructor or the WC staff earlier in the semester and/or information available to students on the DACC website and the WC blog to complete the submission process on the initial try. Students in this category were also able to independently access comments on their drafts after they had been returned by the WC staff and/or were able to successfully initiate a video chat conference (when applicable) via Google Hangouts.

Students were also assessed as fitting into this category if by their final required conference they could complete the submission process with no prompting, and also identify a few key concerns as needing help with on the Conference Request Form and/or the questions they submitted with their draft showed a developing understanding of what the major areas of concern should be when revising their work to meet the Student Learning Outcomes for their class (ENGL 101) and/or the key requirements of the essay assignment guidelines which they submitted with their draft.

Communication from students in this category tended to be limited to only the initial pieces of information they needed to submit for a conference. The main difference between their communication and that of students in the “Beginning” category was their ability to reference Student Learning Outcomes from their Course Outline (ENGL 101) and/or particular aspects of the assignment guidelines when asking questions about their work. Communication, though, between them and the staff seemed to be a “one way” flow where students only communicated with the staff at a bare minimum to set up the conference or navigate new processes (some students used Google Hangouts or Feedback by Email where they had used the other option earlier in the semester). These student demonstrated a developing understanding of how to use the Writing Center in order to be successful in their current class.

Proficient: Identifies a basic information need and can identify multiple strategies to select appropriate information

Students were assessed as falling into this category if by their final required conference they could accurately complete the submission process and request a conference for the required assignment with no prompting by the Writing Center staff to submit missing pieces or to resubmit drafts in the correct format. They were able to correctly use materials/information provided by their instructor or the WC staff earlier in the semester and/or information available to students on the DACC website and the WC blog to complete the submission process on the initial try. Students in this category were also able to independently access comments on their drafts after they had been returned by the WC staff and/or were able to successfully initiate a video chat conference (when applicable) via Google Hangouts.

Students were also assessed as fitting into this category if by their final required conference they could complete the submission process with no prompting and the areas they identified as needing help with on the Conference Request Form and/or the questions they submitted with their draft showed they were able to identify what several key areas of concern should be when revising their work to meet the Student Learning Outcomes for their class (ENGL 101) and/or the key requirements of the essay assignment guidelines which they submitted with their draft. They asked questions focused on these areas and/or marked them as items they were requesting help with on the Conference Request Form.

The main difference between their communication and that of students in the “Beginning” and “Progressing” categories was their ability to reference Student Learning Outcomes from their Course Outline (ENGL 101) and/or particular aspects of the assignment guidelines as well as feedback they received from staff members on prior assignments when asking questions about their work *and* to ask follow up questions to clarify feedback on the current draft/assignment. These students had *dialogues* with the tutors about their work.

These student demonstrated that they generally understand how to use the Writing Center and how to accurately assess when and in what ways they can apply our services to be more successful in their current class.

Advanced: Can refine the information needed for a specific situation and can select appropriate strategies or resources to resolve varied needs

Students were assessed as falling into this category if by their final required conference they could accurately complete the submission process and request a conference for the required assignment with no prompting by the Writing Center staff to submit missing pieces or to resubmit drafts in the correct format. They were able to correctly use materials/information provided by their instructor or the WC staff earlier in the semester and/or information available to students on the DACC website and the WC blog to complete the submission process on the initial try. Students in this category were also able to independently access comments on their drafts after they had been returned by the WC staff and/or were able to successfully initiate a video chat conference (when applicable) via Google Hangouts.

Students were also assessed as fitting into this category if by their final required conference they could complete the submission process with no prompting and the areas they identified as needing help with on the Conference Request Form and/or the questions they submitted with their draft showed they were able to identify what several key areas of concern should be when revising their work to meet the Student Learning Outcomes for their class (ENGL 101) and/or the key requirements of the essay assignment guidelines which they submitted with their draft. They asked questions focused on these areas and/or marked them as items they were requesting help with on the Conference Request Form. Students in this category also often referenced instructor feedback on prior assignments and information from the assigned readings for the class when framing their questions.

The main difference between their communication and that of students in other categories was their **ability to conduct extended dialogues with the tutors about their work and to use the Writing Center independently** for assignments either in their ENGL 101 class or other classes where they were not required to have a conference. Students in this category often **submitted partial drafts of the current essay before the draft for the required conference, used either the Feedback by Email or Google Hangouts option to brainstorm or problem solve as they shaped their drafts, and submitted revised sections after receiving feedback in the required conference before submitting their draft for a grade.** They followed up with staff members to clarify feedback and many sent thank you emails or emails to the staff members working with them letting them know how “things turned out” after they submitted their work. They also **demonstrated an understanding of how this dialogue process** with the staff was beneficial for them by taking the initiative to schedule additional conferences for assignments in their ENGL 101 class and for other classes where conferences were not required. These student demonstrated that they consistently understand how to use the Writing Center and how to accurately assess when and in what ways they can apply our services to classes in upcoming semesters at DACC should they need to in order to be successful.

- Attach the data file(s) to form.

2B: Participant Summary

- How many students were assessed?

52 students were included in the assessment group.

- Were all students assessed?
 - If not, which students were assessed?

6 students were not assessed (They are marked as N/A on the data file.) because they took an Incomplete for their class due to COVID-related circumstances and didn't complete the required conferences with us at the end of the semester since they were unable to be working on classwork at that time.

Step 3: Evaluate

3A: Key Results

- Which of the results stood out to you?

Nine students were rated as “Advanced.” The percentage of students rated as “Proficient” was actually higher than those in the “Progressing” category. When we set our estimate as 30-40% being “Proficient,” we thought there would be few if any students in the “Advanced” category and that there would be a significantly higher percent in the “Progressing” category. Five students were still assessed as being in the “Beginning” category which means that they showed little to no growth in this area over the course of the semester. While we were not

surprised by this amount, it does show that this is an area we need to pay more attention to—how can we improve things so that we are doing more to help the students who need it the most?

- What percentage of the students were proficient in each category of the rubric? *This data can be found in the Results Summary table in the Rubric Excel file.*
 - % Beginning: 13.16
 - % Progressing: 26.32
 - % Proficient: 31.58
 - % Advanced: 15.79

3B: Analysis

- What did you learn from the assessment?

More students are demonstrating growth in this area than we initially anticipated, but there is still a significant number of students who below the level of “Proficient.”

- Did the data highlight something new about the student service(s)?

More students than we initially thought are engaging in conversations/dialogues with the staff about their work. Prior to this year, this happened quite a bit with students who had face-to-face conferences, and not so much with students who used our online services. This year everything was online so it was good to see an increase in this.

- What area(s) can be improved upon?

Moving forward, we would like to improve upon the number of students who move into the “Proficient” and “Advanced” categories as well as decrease the percentage in the “Beginning.”

3C: Act

- What steps will you take to improve the areas listed above?

Since the Writing Center was closed by the time this report was compiled, we will be meeting as a group at the beginning of SP 2021 to discuss practical steps that we can take to improve the areas above. We will repeat this same assessment in SP 2021 with a new group of students to test those measures.

Step 4: Assess Actions

Assess your service/activity after implementing the actions from 3C using the same assessment procedure from 2A.

4A: Assessment data

- Attach the data file(s) to form.

4B: Participant Summary

- How many students were assessed?
- Were all students assessed?
 - If not, which students were assessed?

4C: Key Results

- Which of the results stood out to you?
- What percentage of the students were proficient in each category of the rubric? *This data can be found in the Results Summary table in the Rubric Excel file.*
 - % Beginning:
 - % Progressing:

- % Proficient:
- % Advanced:

4D: Analysis & Comparison

- What did you learn from the assessment in 4A?

- Did the results of the assessment change after implementing the actions from 3C? Please use the numerical values in 3A and 4C to aid in your explanation below.
 - List any positive changes:

 - List any negative changes:

4E: Act

- What steps will you take to maintain or continue the improvement of the service/activity assessed?

Last Revised: 8.6.2020 AJH