

AES Unit Name: Writing-Tutoring Center

Administrative Home of Unit: Academic Success Center

Academic Year Assessed: 2020-2021

Assessment Report Requirements:

1. **Unit Goals, Outcomes, and Criteria:** *At minimum*, your Unit Assessment Plan should have 1 overarching goal, 3 major outcomes derived the goal(s), and each outcome should have 2 criteria. (Exceptions made, contact Assessment Coordinator.)
2. **Assessment Across Unit:** Your Outcomes and Criteria must assess across different areas of your unit. Depending on what your Unit does, you may have several types of outcomes. Assessing different areas of your unit gives you the ability to identify weak points for improvement.
3. **Instruments:** Attach ALL Instruments/ Measures listed in your assessment plan as an APPENDIX at the end of the Plan/Report.
4. **Instruments Using Direct/Indirect Measures:** Your AES Unit Assessment Plan should include both direct and indirect measures, with direct measures being in the majority.
5. **Analysis of Data by Staff:** All staff integral to the AES Unit will meet to discuss and analyze the data at the end of the academic year to determine what the collected data says about the unit's performance during the current year and how that new knowledge will translate into proposed actions/changes in the coming year(s).
6. **Completion of Template:** *You are required to complete all sections of this report template.* Follow the directions as written. Contact the Assessment Coordinator before modifying the template to match the specific elements of your unit plan.
7. **File Name:** Use the following format to name this file before uploading:
 - a. AES Unit Name Asmt Report AY XXXX-XX
 - b. e.g., Honors Asmt Report AY 2020-21
 - c. e.g., OIE Asmt Report AY 2020-2021
8. **Upload to Teams:** Complete your plan/report using the template and upload it to your Team channel. Email your Vice President and the Assessment Coordinator to let them know you have finished. *IF you make further changes to your report in Teams, notify Vice President and the Assessment Coordinator via email.*

**See Glossary of Terms for further explanation:
UGRP_ECU Unit Assessment Team >> General channel >> Files.**

Assessment Plan, Data, and Analysis

Mission Statements & Goals

EAST CENTRAL UNIVERSITY MISSION STATEMENT:

We educate and empower students to understand and transform our world.

UNIT GOAL(S):

UNIVERSITY SERVICE OUTCOME 1: THE WRITING CENTER WILL HELP STUDENTS BECOME MORE SELF-AWARE, CONFIDENT WRITERS.

Criterion 1.1: Writing Center clients will learn strategies for improving their writing.

Population: East Central University students who visit the Writing Center

Instrument/Measurement:

Computer-based Session Summary survey question: “Are you leaving the Writing Center with at least two specific revisions that you plan to make based on your consultation?”

Standard: Ninety percent of clients will answer “Yes”.

Data Table:

Academic Semester	NO		YES		Total n
	n	%	n	%	
Spring 2021	ND	ND	ND	ND	ND
Fall 2020	2	3.6%	53	96.4%	55
Spring 2020	1	1.2%	83	98.8%	84
Academic Semester	< than 2		2 or more		Total n
	n	%	n	%	
Fall 2019	63	32%	132	68%	195
Spring 2019	32	27%	88	73%	120
Fall 2018	24	10%	208	90%	232
Spring 2018	58	27%	153	73%	211
Fall 2017	75	22.5%	258	77.5%	333
2016 - 2017	ND		ND		ND
2015 - 2016	ND		ND		ND

ND = No Data available

Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	The standard was met for Fall 2020. Unfortunately, data was not collected in Spring 2021 due to change in personnel and in the transition the information in regards to collecting this data was lost.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	In Fall 2020, 96.4% of students visiting the Writing Center answered “Yes” which exceeds the standard set of 90%.
3. Discuss possible reasons why the unit performed as it did this year.	Based off the standard set, the Writing Center performed well in Fall 2020. I believe the decrease in the number of students could have partially been due to COVID and the on-going pandemic.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	The percentages significantly increased in Spring 2020 when a question on the survey was revised and the trend continued in Fall 2020. Previously students were not completing the question because it is time-consuming for students to type out on an iPad the revisions they plan to make. It is possible that the reason 32 percent of students did not articulate two revisions was because it takes too much time to type them on the iPad. Hoping to remedy this, in Spring 2020 we changed the survey question to “Are you leaving the Writing Center with at least two specific revisions that you plan to make based on your consultation? Yes – No” (See Appendix for SP20 Survey).
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	Other than making sure the Survey is given to students visiting the Writing Center in order to collect accurate data, I do not see any changes needed at this time.

Criterion 1.2: Writing Center clients will be more confident about their assignment after visiting the Writing Center.

Population: East Central University students who visit the Writing Center

Instrument/Measurement: Session Summary survey question: “Do you now feel more confident about the assignment?”

Standard: Mean Student Score will be 3.5 or above a 4-point scale.
(See Surveys in Appendix.)

Data Table:

Academic Semester	Range of Student Scores	Mean of Student Scores	Percent Pass Rate	n	
Spring 2021	ND	ND	ND	ND	
Fall 2020	1 - 4	3.94		55	
Spring 2020	1 - 4	3.92	93.0 %	86	
Fall 2019	1 - 4	3.93	93.8%	195	
Spring 2019	1 - 4	3.94	92.5%	120	
Academic Semester	1, 2, 3, or NR		4 or 5		n
	n	%	n	%	
Fall 2018	7	3 %	225	97 %	232
Spring 2018	20	10%	191	90 %	211
Fall 2017	23	7 %	298	93 %	321
2016 - 2017	ND		ND		ND
2015 - 2016	ND		ND		ND

ND = No Data available

NR = No response

Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	The standard was met for Fall 2020. Unfortunately, data was not collected in Spring 2021 due to change in personnel and in the transition the information in regards to collecting this data was lost.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	In Fall 2020, students visiting the Writing Center responded with a mean of 3.94, which exceeds the standard set of 3.5.
3. Discuss possible reasons why the unit performed as it did this year.	Based off the standard set, the Writing Center performed well in Fall 2020. I believe the decrease in the number of students could have partially been due to COVID and the on-going pandemic.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	The data trend has stayed fairly constant
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	Other than making sure the Survey is given to students visiting the Writing Center in order to collect accurate data, I do not see any changes needed at this time.

UNIVERSITY SERVICE 2: THE WRITING CENTER AND TUTORING ZONE WILL PROVIDE SATISFACTORY SERVICE TO CLIENTS.

Criterion 2.1: Clients will receive the help they seek when visiting the Writing Center.

Population: East Central University students who visit the Writing Center

Instrument/Measurement: Session Summary survey question: “Did you receive the assistance you needed?”

Standard: Mean score of student satisfaction surveys for the semester will be 3.5 or above using a 4-point scale.
(See Surveys in Appendix.)

Data Table:

Academic Semester	Range of Student Scores	Mean of Student Scores	Percent Pass Rate	n	
Spring 2021	ND	ND	ND	ND	
Fall 2020	1 – 4	3.96		55	
Spring 2020	1 – 4	3.98	97.6%	86	
Fall 2019	1 – 4	3.98	98.4%	195	
Spring 2019	1 – 4	3.97	97.5%	120	
Academic Semester	1, 2, 3, or NR		4 or 5		n
	n	%	n	%	
Fall 2018	4	2 %	228	98 %	232
Spring 2018	19	8.9%	193	91.1%	212
Fall 2017	18	5.6%	306	94.4%	324
2016 - 2017	ND		ND		ND
2015 - 2016	ND		ND		ND

ND = No Data available

NR = No response

Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	The standard was met for Fall 2020. Unfortunately, data was not collected in Spring 2021 due to change in personnel and in the transition the information in regards to collecting this data was lost.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	In Fall 2020, students visiting the Writing Center responded with a mean of 3.96, which exceeds the standard set of 3.5.
3. Discuss possible reasons why the unit performed as it did this year.	Based off the standard set, the Writing Center performed well in Fall 2020. I believe the decrease in the number of students could have partially been due to COVID and the on-going pandemic.

4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	The data trend has stayed fairly constant.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	Other than making sure the Survey is given to students visiting the Writing Center in order to collect accurate data, I do not see any changes needed at this time.

Criterion 2.2: Clients will receive the help they seek when visiting the Tutoring Zone.

Population: East Central University students who visit the Writing Center

Instrument/Measurement: Session Summary survey question: “Did you receive assistance you needed?”

Standard: Ninety percent of students will respond “Yes”.

Data Table:

Academic Year	NO or NR		YES		n
	n	%	n	%	
2020 - 2021	10	7.1%	130	92.9%	140
2019 - 2020	15	4.5%	324	95.5%	339
2018 - 2019	6	1 %	551	99 %	557
2017 - 2018	9	2 %	566	98 %	575
2016 - 2017	ND		ND		ND
2015 - 2016	ND		ND		ND

ND = No Data available

NR = No response

Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	Yes
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	92.9% of students attending the Tutoring Zone responded “Yes” which exceeds the standard set of 90%.
3. Discuss possible reasons why the unit performed as it did this year.	I believe the decrease in the number of students attending the Tutoring Zone was primarily due to COVID and the on-going pandemic. Many students were still not on campus full-time or at all.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Over the last 3 years, the percentage of students responding “Yes” has slightly decreased. I am not sure why the reasoning is, but it may be something to look into if it continues to happen.

5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	None at this time. Will continue to monitor.
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UNIVERSITY SERVICE 3: SUPPORT PROVIDED BY THE WRITING CENTER AND TUTORING ZONE WILL IMPROVE STUDENT RETENTION AND PERSISTENCE RATES.

Criterion 3.1: The Retention Rate and Persistence Rate will be higher for students who visit the Writing Center than the overall East Central University Retention and Persistence Rates.

Population: East Central University students who visit the Tutoring Zone

Instrument/Measurement: Retention and Persistence Rates, determined by the Office of Institutional Effectiveness

Standard: Retention and Persistence Rates for students who visit the Writing Center will exceed the overall East Central University Retention and Persistence Rates by 2%.

Data Table: Persistence Rate

Academic Semester	Writing Center Persistence Rate	ECU Persistence Rate (Beginning Freshman Cohort)
Spring 2021 > Fall 2021	63%	75%
Fall 2020 > Spring 2021	81%	75%
Spring 2020 > Fall 2020	73%	62%
Fall 2019 > Spring 2020	36%	82%
Spring 2019 > Fall 2019	71%	44%
Fall 2018 > Spring 2019	84%	82%
2016 - 2017	ND	ND
2015 - 2016	ND	ND
2014 - 2015	ND	ND

ND = No Data available before Fall 2018. New measure

Data Table: Retention Rate

Academic Semester	Writing Center Retention Rate	ECU Retention Rate
Fall 2020 > Fall 2021	67%	58%
Fall 2019 > Fall 2020	28%	60%
Fall 2018 > Fall 2019	77%	65%
2016 - 2017	ND	ND
2015 - 2016	ND	ND
2014 - 2015	ND	ND

ND = No Data available before Fall 2018. New measure

Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	The standard for Retention Rate was met. The standard for Persistence Rate from FA20 to SP21 was met, but the standard from SP21 to FA21 was not met.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	The Retention Rate for 2020-21 was 9% higher for students visiting the Writing Center in comparison to the overall Retention Rate. From FA20 to SP21, the Persistence Rate was 6% higher for students visiting the Writing Center. However, from SP21 to FA21, the Persistence Rate was 12% lower.
3. Discuss possible reasons why the unit performed as it did this year.	I believe COVID has continued to play a huge role in the persistence and retention of students. It is hard to access the past year because of the effects COVID has had on students especially with many classes being mostly or completely online. Many students did not succeed because of this reason alone. Other than that, I am not sure the discrepancy between students visiting the Writing Center from SP21 to FA21 and the overall Persistence Rate.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	The data has not been consistent over the past 3 years that it has been monitored. It has seemed to jump up and then fall down from year-to-year. I am not sure the reasoning for that at this time.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	None at this time. Will continue to monitor.

Criterion 3.2: The Retention Rate and Persistence Rate will be higher for students who visit the Tutoring Zone than the overall East Central University Retention and Persistence Rates.

Population: East Central University students who visit the Writing Center

Instrument/Measurement: Retention and Persistence Rates, determined by the Office of Institutional Effectiveness

Standard: Retention and Persistence Rates for students who visit the Tutoring Zone will exceed the overall East Central University Retention and Persistence Rates by 2%.

Data Table: Persistence Rate

Academic Semester	Tutoring Zone Persistence Rate	ECU Persistence Rate
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		(Beginning Freshman Cohort)
Spring 2021 > Fall 2021	70%	75%
Fall 2020 > Spring 2021	86%	75%
Spring 2020 > Fall 2020	84%	62%
Fall 2019 > Spring 2020	98%	82%
Spring 2019 > Fall 2019	75%	44%
Fall 2018 > Spring 2019	87%	82%
2016 - 2017	ND	ND
2015 - 2016	ND	ND
2014 - 2015	ND	ND

ND = No Data available before Fall 2018. New measure

Table: Retention Rate

Academic Semester	Tutoring Zone Retention Rate	ECU Retention Rate
Fall 2020 > Fall 2021	67%	58%
Fall 2019 > Fall 2020	59%	60%
Fall 2018 > Fall 2019	77%	65%
2016 - 2017	ND	ND
2015 - 2016	ND	ND
2014 - 2015	ND	ND

ND = No Data available before Fall 2018. New measure

Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	The standard for Retention Rate was met. The standard for Persistence Rate from FA20 to SP21 was met, but the standard from SP21 to FA21 was not met.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	The Retention Rate for 2020-21 was 9% higher for students visiting the Tutoring Zone in comparison to the overall Retention Rate. From FA20 to SP21, the Persistence Rate was 11% higher for students visiting the Tutoring Zone. However, from SP21 to FA21, the Persistence Rate was 5% lower.
3. Discuss possible reasons why the unit performed as it did this year.	I believe COVID has continued to play a huge role in the persistence and retention of students. It is hard to access the past year because of the effects COVID has had on students especially with many classes being mostly or completely online. Many students did not succeed because of this reason alone. Other than that, I am not sure the discrepancy between students visiting the Tutoring Zone from SP21 to FA21 and the overall Persistence Rate.

4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	The data has not been consistent over the past 3 years that it has been monitored. It has seemed to jump up and then fall down from year-to-year. I am not sure the reasoning for that at this time.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	None at this time. Will continue to monitor.

Summary Table of Outcomes and Criteria/Instruments				
Outcomes	Criteria/Instrument (modify table to fit your plan)	Direct/Indirect Measure	Met	Not Met
1: THE WRITING CENTER WILL HELP STUDENTS BECOME MORE SELF-AWARE, CONFIDENT WRITERS.	1.1: Writing Center clients will learn strategies for improving their writing.	Indirect	X	
	1.2: Writing Center clients will be more confident about their assignment after visiting the Writing Center.	Indirect	X	
2: THE WRITING CENTER AND TUTORING ZONE WILL PROVIDE SATISFACTORY SERVICE TO CLIENTS.	2.1: Clients will receive the help they seek when visiting the Writing Center.	Indirect	X	
	2.2: Clients will receive the help they seek when visiting the Tutoring Zone.	Indirect	X	
3: SUPPORT PROVIDED BY THE WRITING CENTER AND TUTORING ZONE WILL IMPROVE STUDENT RETENTION AND PERSISTENCE RATES.	3.1: The Retention Rate and Persistence Rate will be higher for students who visit the Writing Center than the overall East Central University Retention and Persistence Rates.	Direct		
	3.2: The Retention Rate and Persistence Rate will be higher for students who visit the Tutoring Zone than the overall East Central University Retention and Persistence Rates.	Direct		

Staff Meeting: List meeting date(s) and a roster of those in attendance.

Sharing with Stakeholders:

1. Stakeholders for this AES Unit include: [Students](#), [Faculty whose students visit the Writing Center and Tutoring Zone](#), [Tutoring Zone Tutors](#) and [Writing Center Consultants](#), [Administrators of the Strengthening Institutional Programming Grant](#), [Academic Success Center Advisors](#).

2. Current assessment reports are available on the website of the Office of Institutional Effectiveness:
[https://myecu.ecok.edu/ICS/Institutional Reporting/Assessment Reporting and Outcomes.inz](https://myecu.ecok.edu/ICS/Institutional%20Reporting/Assessment%20Reporting%20and%20Outcomes.inz)

This link will change Fall 21 since MyECU is being phased out – I will let you know what to change it to.

SUMMARY OF LAST 5 YEARS' ACTIONS/CHANGES/REVIEWS & UPDATES

Academic Year	Summary of Actions/Changes from Report
2020-2021	
2019-2020	<ul style="list-style-type: none"> CHANGE QUESTION ON THE ELECTRONIC SURVEY IN THE WRITING CENTER DUE TO COVID19, SUPPLEMENTAL INSTRUCTION WAS SUSPENDED
2018-2019	<ul style="list-style-type: none"> CHANGE TO ELECTRONIC SURVEY IN THE WRITING CENTER <ul style="list-style-type: none"> MEASURE RETENTION/PERSISTENCE RATES BEGIN SUPPLEMENTAL INSTRUCTION PROGRAM
2017-2018	
2016-2017	

Academic Year	Summary of Annual Reviews of Vice President and/or UAC (Reviews found in Teams folder; UAC <i>does not</i> review annually)	Updates in Response to Reviews
2019-2020		
2018-2019		
2017-2018		
2016-2017		
2015-2016		

APPENDIX

Criterion 1.1
FA20 SURVEY:



Writing Center
East Central University

Activate contrast mode

0%

Session Feedback

I am completing this survey (required) In person Via email

Please answer the questions below regarding your experience with the Writing Center.

	Yes	Somewhat	Not really	No
Did you receive the assistance you needed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you now feel more confident about the assignment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are you leaving the Writing Center with at least two (2) specific revisions that you plan to make based on your consultation? Yes No

What was the most beneficial aspect of the session?

Do you have any suggestions on how the Writing Center or your Consultant could improve services?

Thank you for your participation.

Criterion 1.1



Your Name _____ ID# _____

Date _____ Time _____

Your Course _____

Your Writing Center Consultant's Name _____

Please send this Session Summary to my professor. _____
(Professor's name)

Please send this Session Summary to my coach. _____

(Coach's name)

What are your biggest concerns for the paper? Check your **THREE** top priorities.

- Does my paper address the **assignment**?
- Do I cite my **sources** correctly?
- Are my ideas well **organized and well connected**?
- Are my ideas fully **developed and clearly stated**?
- Does my paper maintain its **focus**?
- Are my **voice and style** appropriate for the assignment?
- Are my **sentences and paragraphs structured** effectively?
- Are my **grammar and punctuation** correct?

<p>Our primary suggestions:</p> <p><input type="checkbox"/> Focus</p> <p><input type="checkbox"/> Audience Concerns</p> <p><input type="checkbox"/> Citations/Formatting</p> <p><input type="checkbox"/> Voice/Style</p> <p><input type="checkbox"/> Organization</p> <p><input type="checkbox"/> Other _____</p>	<p>Our secondary suggestions:</p> <p><input type="checkbox"/> Paragraphing</p> <p><input type="checkbox"/> Punctuation</p> <p><input type="checkbox"/> Spelling</p> <p><input type="checkbox"/> Sentence Structure</p> <p><input type="checkbox"/> Grammar</p> <p><input type="checkbox"/> Other _____</p>
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Consultant Comments

Criterion 2.2

Tutoring Zone Session Summary

Your Name _____ Your ID# _____

Date _____ Time _____

Your Professor's Name _____

Your Course _____

Please circle your tutor's name:

Sam Sagun Khim Tyler Bethany Bishal Ella

Did you receive the assistance you needed? Yes _____ No _____

Comments:

AES UNIT ASSESSMENT REPORT
East Central University

Please send this Session Summary to my coach. _____
(Coach's name)