SOUTHWESTERN ILLINOIS COLLEGE

Revised 12/2015

Co-Curricular Assessment of Student Learning Reporting Form

Contact Person: Judy O'Heron	Date of Report Submission: Mar. 1, 2016
Department: Success Programs	Semester Assessment Conducted: Fall 2014, Fall 2015

Identify if assessment is:

☐ *First time* x *Repeat/ trend analysis*

Report Title:

Eng. 101 Student Writing Survey, Fall 2014 & Fall 2015

Type of assessment: (Check all that apply.)

_x__ Departmental Student Learning goal

_x_ Core Competency

Identify if this assessment was completed in collaboration with a specific:

x *co-curricular dept.* ☐ ***course*** ☐ ***discipline*** ☐ ***program*** ☐ ***degree*** ☐ ***grant*** ☐ ***other***

1. Describe <u>what you wanted to know</u> about student knowledge, skills or attitudes/behaviors. (Explain why you conducted this assessment.) OR <u>if this is a repeat assessment to "close the loop"</u> – describe what was initially assessed and what changes were implemented.

The Success Center created a student survey to gauge the impact of tutoring on students' ability to understand the expectations of academic writing, such as using citations correctly to avoid plagiarism, and developing drafts with effective audience awareness.

The survey also assessed how discussing their draft with a tutor helped students develop ideas, recognize and revise patterns of errors, and build confidence in their ability to write an academic essay.

1a. State the department SL goal(s) or core competency linked to this assessment.

5. Students will recognize the expectations of higher education. (Relates to questions 3, 4, 5, 6)

6. Students will apply appropriate learning tools to meet their course requirements. (Relates to questions 2, 3, 5)

9. Students will be able to plan, monitor, and evaluate their own learning processes and use appropriate study strategies to adjust accordingly. (Relates to questions 1, 4, 5)

SWIC Core Competency: Communication Skills (Relates to questions 1, 2, 3, 4, 5)

1 b. Identify which students were assessed.

Eng. 101 students in face-to-face sections, in both Fall 2014 & Fall 2015 for one instructor and only Fall 2015 for the second instructor.

1c. What was the sample size of the group assessed/the number of possible students?

Fall 2014: 84
Fall 2015: 47
Total: 131

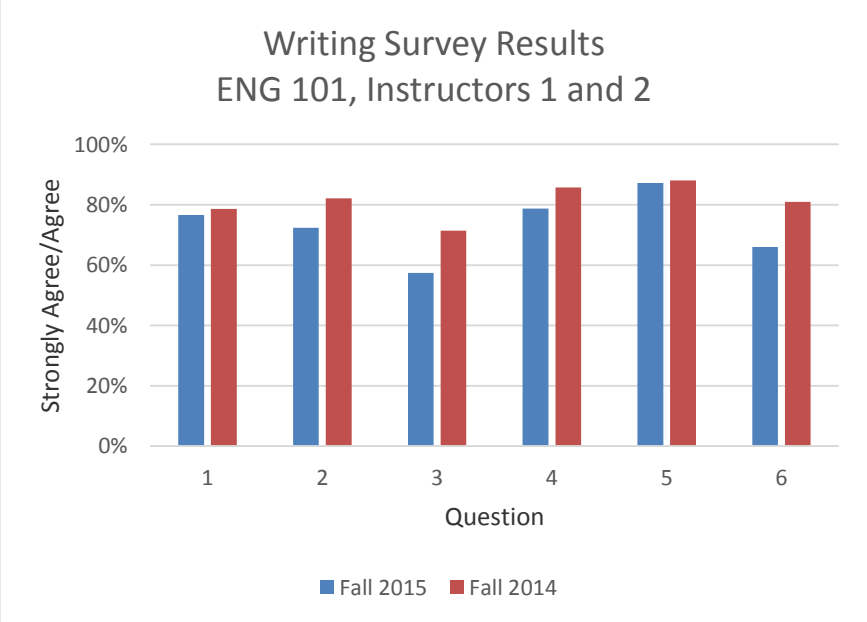
2. Describe when and how the assessment was conducted/completed. (Attach the tool(s) that was used to collect performance measures.)

A paper survey was provided to the instructors to be given to students during the final weeks of the semester at their discretion.

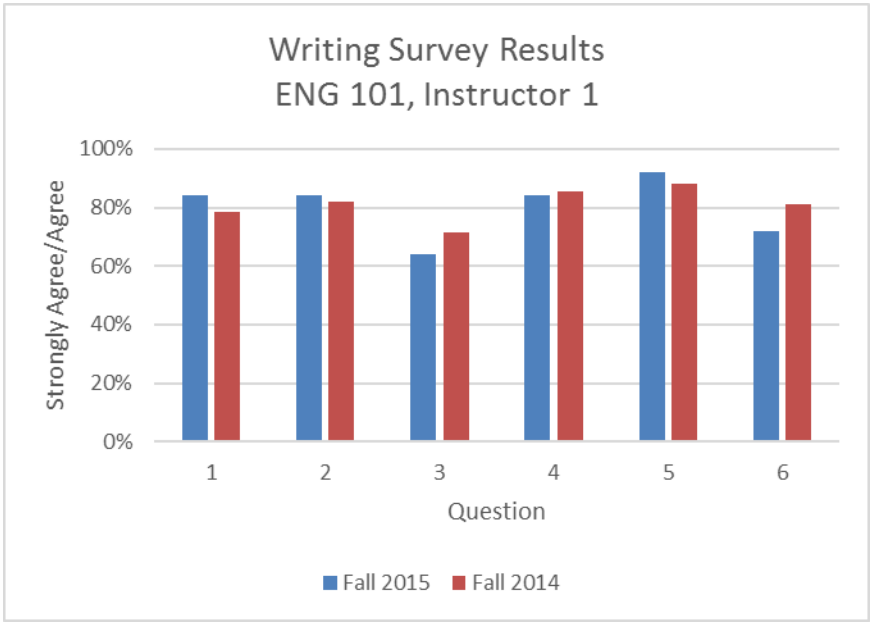
3. <u>What were the results</u> of this assessment? (Organize data in a chart – no interpretation needed here.) If this is a repeat assessment, also share the previous assessment results.

Overview of Total Data
Writing Survey Results, ENG 101
Fall 2015 & Fall 2014

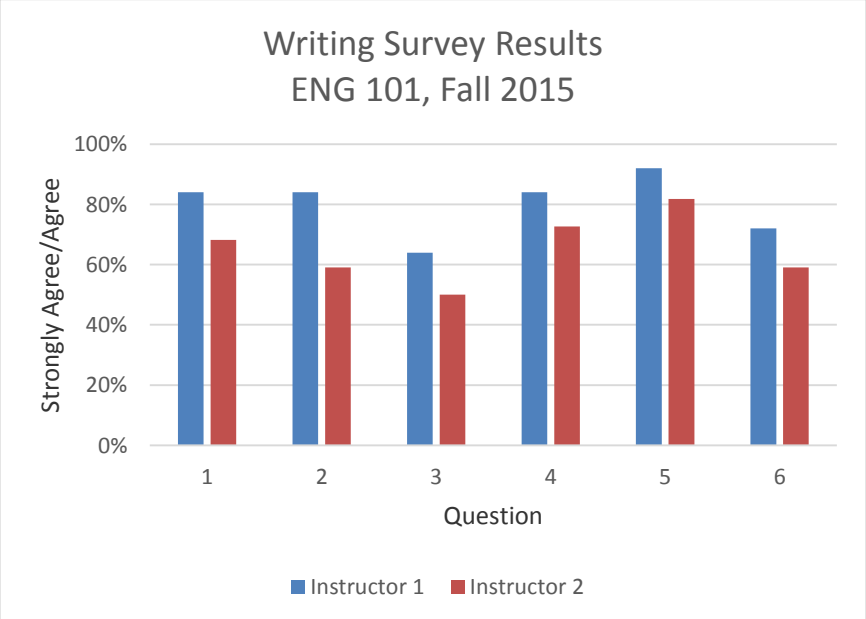
	Survey Question	Semester	Total # of Students	% Strongly Agree + Agree
1	Working with a tutor gave me more confidence in my ability to write an academic essay.	Fall 15	47	76.6%
		Fall 14	84	78.6%
2	Working with a tutor enhanced my understanding of audience awareness (i.e., need for a strong thesis, a clear organizational pattern, etc.).	Fall 15	47	72.3%
		Fall 14	84	82.1%
3	Working with a tutor enhanced my understanding of how to cite source material within the paper and on a Works Cited page.	Fall 15	47	57.4%
		Fall 14	84	71.4%
4	Reviewing my paper with a tutor enabled me to further develop the draft content and quality of ideas.	Fall 15	47	78.7%
		Fall 14	84	85.7%
5	Discussing my paper with a tutor helped me to recognize patterns of errors in my writing and develop strategies to correct them.	Fall 15	47	87.2%
		Fall 14	84	88.1%
6	Attending tutoring sessions at the Success Center made me more successful in completing my assignments for the class.	Fall 15	47	66.0%
		Fall 14	84	81.0%



Summary of Instructor 1 Data Writing Survey Results, ENG 101 Fall 2015 & Fall 2014				
	Survey Question	Semester	Total # of Students	% Strongly Agree + Agree
1	Working with a tutor gave me more confidence in my ability to write an academic essay.	Fall 15	25	84.0%
		Fall 14	84	78.6%
2	Working with a tutor enhanced my understanding of audience awareness (i.e., need for a strong thesis, a clear organizational pattern, etc.).	Fall 15	25	84.0%
		Fall 14	84	82.1%
3	Working with a tutor enhanced my understanding of how to cite source material within the paper and on a Works Cited page.	Fall 15	25	64.0%
		Fall 14	84	71.4%
4	Reviewing my paper with a tutor enabled me to further develop the draft content and quality of ideas.	Fall 15	25	84.0%
		Fall 14	84	85.7%
5	Discussing my paper with a tutor helped me to recognize patterns of errors in my writing and develop strategies to correct them.	Fall 15	25	92.0%
		Fall 14	84	88.1%
6	Attending tutoring sessions at the Success Center made me more successful in completing my assignments for the class.	Fall 15	25	72.0%
		Fall 14	84	81.0%



Breakout of Data by Instructor Writing Survey Results, ENG 101 Fall 2015				
	Survey Question	Instructor	Total # of Students	% Strongly Agree + Agree
1	Working with a tutor gave me more confidence in my ability to write an academic essay.	1	25	84.0%
		2	22	68.2%
2	Working with a tutor enhanced my understanding of audience awareness (i.e., need for a strong thesis, a clear organizational pattern, etc.).	1	25	84.0%
		2	22	59.1%
3	Working with a tutor enhanced my understanding of how to cite source material within the paper and on a Works Cited page.	1	25	64.0%
		2	22	50.0%
4	Reviewing my paper with a tutor enabled me to further develop the draft content and quality of ideas.	1	25	84.0%
		2	22	72.7%
5	Discussing my paper with a tutor helped me to recognize patterns of errors in my writing and develop strategies to correct them.	1	25	92.0%
		2	22	81.8%
6	Attending tutoring sessions at the Success Center made me more successful in completing my assignments for the class.	1	25	72.0%
		2	22	59.1%



3a. What was the cutoff point (benchmark) using this tool which would indicate satisfactory performance on the goal/objective or core competency skill assessed? The Success Center set a goal that 80% of the students would strongly agree or agree with each statement on the survey.

4a. What is the <u>analysis/interpretation</u> of these results/trend results?

Analysis of Eng. 101Writing Survey Results, Overview of Total Data, Fall 2015 & Fall 2014

Goal 5 *(Relates to questions 3, 4, 5, 6)*

Goal 5. Students will recognize the expectations of higher education.				
Survey Question	**Met 80% Benchmark**			
	Fall 2014		**Fall 2015**	
	Yes	**No**	**Yes**	**No**
3. Working with a tutor enhanced my understanding of how to cite source material within the paper and on a Works Cited page.		X (71%)		X (57%)
4. Reviewing my paper with a tutor enabled me to further develop the draft content and quality of ideas.	X (86%)			X (79%)
5. Discussing my paper with a tutor helped me to recognize patterns of errors in my writing and develop strategies to correct them.	X (88%)		X (87%)	
6. Attending tutoring sessions at the Success Center made me more successful in completing my assignments for the class.	X (81%)			X (66%)

<u>Analysis/Interpretation</u>:
Question 3 did not meet the benchmark either year which may relate to the fact that not all papers needed source material due to different instructor assignments. Also, tutors saw some drafts which were incomplete and did not have source information yet, which would mean less discussion of those issues in the tutoring session. Additionally, students may feel they already understand MLA citation style and do not need help. This seems to be indicated by a high percentage of students who chose 3 (neutral) on the survey.

The change in question 6 results from Fall 14 to Fall 15 can be attributed to adding a second instructor in the survey with different assignment types and guidelines. Also, the first instructor required or highly recommended that students come in for a paper review while the second instructor offered extra credit to students who chose to have a tutor review their drafts. This might lead to different interpretations by students regarding how much tutoring sessions affected their ability to be successful in completing assignments for their particular class.

Goal 6. *(Relates to questions 2, 3, 5)*

Goal 6. Students will apply appropriate learning tools to meet their course requirements.				
Survey Question	**Met 80% Benchmark**			
	Fall 2014		**Fall 2015**	
	Yes	**No**	**Yes**	**No**
2. Working with a tutor enhanced my understanding of audience awareness (i.e., need for a strong thesis, a clear organizational pattern, etc.)	X (82%)			X (72%)
3. Working with a tutor enhanced my understanding of how to cite source material within the paper and on a Works Cited page.		X (71%)		X (57%)
5. Discussing my paper with a tutor helped me to recognize patterns of errors in my writing and develop strategies to correct them.	X (88%)		X (87%)	

<u>Analysis/Interpretation</u>:
Since question 2 deals with audience awareness and specifically references concepts such as thesis and organizational patterns, student responses may have been affected by how the individual instructors presented this type of information in class or the students' general understanding of the terms.

Question 5 responses were the highest and most consistent in both Fall 2014 and Fall 2015, which strongly indicates that students benefit from working with a tutor to reassess the strengths and weaknesses of their drafts. Tutors help

students identify error types and provide helpful handouts to further explain grammar issues. In addition, all students are given an English Paper Checklist to summarize the tutor's assessment of their strengths and weaknesses and recommendations for revising the draft, including suggestions for better audience awareness. This ties in with the Success Center's mission to "supplement and enhance classroom instruction by assisting students in developing the skills and strategies they need to become confident, independent, and active learners."

Goal 9. *(Relates to questions 1, 4, 5)*

Goal 9. Students will be able to plan, monitor, and evaluate their own learning processes and use appropriate study strategies to adjust accordingly.				
Survey Question	**Met 80% Benchmark**			
	Fall 2014		**Fall 2015**	
	Yes	**No**	**Yes**	**No**
1. Working with a tutor gave me more confidence in my ability to write an academic essay.		X (79%)		X (77%)
4. Reviewing my paper with a tutor enabled me to further develop the draft content and quality of ideas.	X (86%)			X (79%)
5. Discussing my paper with a tutor helped me to recognize patterns of errors in my writing and develop strategies to correct them.	X (88%)		X (87%)	

Analysis/Interpretation:
Overall, working with a tutor encourages students to evaluate their writing process and helps students apply revision strategies to improve their drafts. The benchmark was met on one question and there was an upward trend or near benchmark performance on the other two questions which indicates to the Success Center staff that one-on-one writing tutoring is effective in helping students evaluate and adjust their writing processes to be more successful.

SWIC Core Competency: Communication Skills *(Relates to questions 1, 2, 3, 4, 5, 6)*

SWIC Core Competency: Communications Skills				
Survey Question	**Met 80% Benchmark**			
	Fall 2014		**Fall 2015**	
	Yes	**No**	**Yes**	**No**
1. Working with a tutor gave me more confidence in my ability to write an academic essay.		X (79%)		X (77%)
2. Working with a tutor enhanced my understanding of audience awareness (i.e., need for a strong thesis, a clear organizational pattern, etc.)	X (82%)			X (72%)
3. Working with a tutor enhanced my understanding of how to cite source material within the paper and on a Works Cited page.		X (71%)		X (57%)
4. Reviewing my paper with a tutor enabled me to further develop the draft content and quality of ideas.	X (86%)			X (79%)
5. Discussing my paper with a tutor helped me to recognize patterns of errors in my writing and develop strategies to correct them.	X (88%)		X (87%)	
6. Attending tutoring sessions at the Success Center made me more successful in completing my assignments for the class.	X (81%)			X (66%)

Analysis/Interpretation:
Survey questions connect directly to SWIC Writing Assessment Rubric (attached) which has four main sections: The writing connects with the audience through **quality of thought**, **purposeful structure, appropriate style/expression, and appropriate conventions**. Questions 2, 4, and 5 deal with specific components of clear writing that are developed with a specific audience, i.e., strong thesis, clear organizational patterns, developing content and quality of ideas, recognizing and revising patterns of errors. On the whole, the survey indicates that we are fulfilling our mission statement and having a positive impact on student learning in the writing area. Questions 4 and 5 were near (79%) the benchmark or exceeded it, and they relate to core concepts that tutors assist students with when reviewing papers.

General Summary

The Success Center staff learned much from the writing survey. As shown in in the previous charts, there is a decrease in "strongly agree/agree" responses for several of the Fall 15 survey questions, resulting in scores below the benchmark of 80% for five of the six questions. These changes could be attributed to several factors:

- In Fall 15 a second instructor was introduced who had a different assignment type and expectations. Results were more consistent when comparing Fall 14 and Fall 15 for one instructor.
- The number of students participating was significantly smaller in Fall 15.
- Not all papers needed source material due to different instructor assignments, and some students may feel they already understand MLA citation style and do not need additional help. This seems to be indicated by a high percentage of students who chose 3 (neutral) on the survey.
- Differences in the instructors' policies and expectations (requiring students to bring a paper in for review versus offering extra credit to students) appears to affect how students perceive the impact of the tutoring sessions on their ability to successfully complete the assignments for the class.

Student Comments from the Survey (Questions 7 and 9)

The following are student comments from the survey identifying student learning from the student perspective:

Student Comments (Instructor 1)

Question 7: Did you come to the Success Center for the optional tutor review of your other English paper? If so, what made you decide to have the essay reviewed even though it was not required?

- *To see if I improved, & to have the best paper possible.*
- *The first time I went was really helpful.*
- *Revision from other individuals helps identify mistakes I would not be able to find by own means.*
- *The feedback provided by the Success Center was very helpful in drafting my papers. It was good to have another perspective and suggestions.*

Question 9: List any other comments about how the writing tutoring sessions this semester helped you as a SWIC student:

- *More confident in all areas and clearer understanding of the writing process. Thank you!*
- *It's nice having a more experienced set of eyes to overlook my paper, they were able to spot things I wouldn't have.*
- *The tutoring sessions helped enable me to make my writing/work flow better. Also, I was able to learn new techniques of revising and drafting for future assignments.*
- *The tutoring really helped me recognize my mistakes.*
- *The tutor helped me to realize when I was repeating information by reading the paper out loud.*
- *The tutors helped me understand little things I wasn't taught in high school for college. Thanks!!*
- *It helped me become a better overall writer.*

Student Comments (Instructor 2)

Question 7: Did you come to the Success Center to have other papers for this class reviewed? If yes, what made you decide to have the essay reviewed even though it was not required?

- *Writing is about understanding your audience, and your audience understanding what you wrote*
- *I wanted to hear outside opinions on my work.*
- *Extra credit was offered plus it bettered my papers.*

Question 9: List any other comments about how the writing tutoring sessions this semester helped you as a SWIC student:

- *It helped me see I have some things left to learn about writing.*
- *The writing tutoring sessions helped me to realize and correct common mistakes in my writing.*
- *It helped me with some things I was confused about with my writing.*

4b. Did the groups meet the benchmark? *N/A*

4c. Were there differences in performance based on ethnicity, mode of delivery, GPA, participation in specific support activities, etc.? *N/A*

5. What changes, if any, does the department plan to implement to improve student performance? (***Note: The response to this question is printed in a public document, the OA Report, posted on www.swic.edu without the above information. Please write this response for summary stand-alone statement that the public will understand – what was assessed, analysis of results, and plans for action.)***

Overview of Success Center OA Student Writing Survey

The Success Center created a student survey to gauge the impact of tutoring on students' ability to understand the expectations of academic writing, such as using citations correctly to avoid plagiarism and developing drafts with effective audience awareness. The survey also assessed how discussing their draft with a tutor helped students develop ideas, recognize and revise patterns of errors, and build confidence in their ability to write an academic essay.

Survey questions connect directly to SWIC Writing Assessment Rubric which has four main sections:
The writing connects with the audience through **quality of thought**, **purposeful structure, appropriate style/expression, and appropriate conventions**. Survey questions 2, 4, and 5 deal with specific components of clear writing that are developed with a specific audience, i.e., strong thesis, clear organizational patterns, developing content and quality of ideas, recognizing and revising patterns of errors.

The survey also ties in with specific course objectives of Eng. 101:

Course Description:

English 101 is designed to help students establish their own voices as they gain rhetorical awareness and flexibility. This course reinforces the collaborative, recursive nature of the writing process and emphasizes the use of strategies to compose texts that effectively address various purposes, audiences, and contexts. The course requires students to reflect on their own writing, as well as peer and professional texts and also provides a brief introduction to the writing of source-supported papers and methods of documenting sources.

Course Objectives:

(Primary) Presentation

- Achieve rhetorical purpose to meet readers' needs, expectations, and contextual constraints;
- Proofread and correct their revised text;
- Employ appropriate format and citation conventions.

(Primary) Arrangement

- Construct texts around a central controlling idea;
- Support a main idea with concrete and worthwhile details, examples and reasons;
- Develop an organizing principle that supports rhetorical purpose;

Summary/Analysis

The Success Center staff learned much from the writing survey. Overall, the survey results confirm that we are fulfilling our mission statement and are having a positive impact on student learning in the writing area. Questions 4 and 5 were near (79%) the benchmark of 80% or exceeded it, and they relate to core concepts that tutors assist students with when reviewing papers.

Although the staff noticed a decrease in "strongly agree/agree" responses in several of the survey questions in the Fall 2015 survey which caused some to not meet the benchmark of 80%, this was attributed to several factors:

- In Fall 2015 a second instructor was introduced who had a different assignment type and expectations. Results were more consistent when comparing Fall 2014 and Fall 2015 for one instructor.
- The number of students participating was significantly smaller in Fall 2015.
- Not all papers needed source material due to different instructor assignments, and some students may feel they already understand MLA citation style and do not need additional help. This seems to be indicated by a high percentage of students who chose 3 (neutral) on the survey.
- Differences in the instructors' policies and expectations (requiring students to bring a paper in for review versus offering extra credit to students) appears to affect how students perceive the impact of the tutoring sessions on their ability to successfully complete the assignments for the class.

These results also reveal the challenges for co-curricular student learning since we are outside of the classroom environment and are not able to control for differences in instruction and classroom processes.

Tutor Training Improvements:
As a result of the survey, the Success Center English/Liberal Arts area has focused on improving the training for tutors in the following ways:

- Tutors are encouraged to discuss higher order concerns of writing (thesis, purpose, development, organization, etc.).
- Tutors are reminded to supplement their tutoring with specific handouts to guide students.
- Tutors are directed to provide detailed comments on the English Paper Checklist to ensure that students leave with the necessary feedback to assist in revisions.
- Tutors are mentored and provided with sample papers to help them practice effective writing tutoring.
- Tutors are trained to review assignment details with students and set goals based on the individual student's concerns.

Anecdotal evidence based on comments from the instructors involved in the survey indicates that tutors are successful in accomplishing these goals in their sessions with students.

Blitz Survey Changes:
The Blitz Student Satisfaction Survey is given over a two week period every semester district wide. In the Fall 2015 semester, specific questions related to the Success Center's Student Goals were added as another method of assessing student learning, including goal 5 and goal 6. The results from the survey are shown below with the related goal:

5. As a result of my experiences in the Success Center, I better understand the expectations of higher education.
87.6% answered Agree/Strongly Agree

6. As a result of working with tutor(s), I better understand how to use appropriate learning tools and strategies to meet course requirements.
86.4% answered Agree/Strongly Agree

Other Changes: Students enrolled in online sections often use the SWIC Online Writing Lab (OWL) to submit papers for these classes and receive feedback on their drafts from tutors. We have not surveyed these students to identify how online tutoring of their writing impacts student learning, but hope to develop a tool for this purpose for a future assessment.

Note: Attach relevant summary of data, rubric, or assessment tool.

Submitted by: Judy O'Heron *Department: Success Center*
Date Reviewed: 3/11/2016 *Status: Accepted*

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Please submit this form electronically to: OA coordinator and Supervisor.

Overview of Total Data
Writing Survey Results, ENG 101
Fall 2015 & Fall 2014

	Survey Question	Semester	5	4	3	2	1	Total # of Students	% Strongly Agree + Agree
1	Working with a tutor gave me more confidence in my ability to write an academic essay.	Fall 15	38%	38%	19%	2%	2%	47	76.6%
		Fall 14	40%	38%	17%	2%	2%	84	78.6%
2	Working with a tutor enhanced my understanding of audience awareness (i.e., need for a strong thesis, a clear organizational pattern, etc.).	Fall 15	32%	40%	21%	2%	4%	47	72.3%
		Fall 14	48%	35%	12%	2%	4%	84	82.1%
3	Working with a tutor enhanced my understanding of how to cite source material within the paper and on a Works Cited page.	Fall 15	26%	32%	28%	6%	9%	47	57.4%
		Fall 14	46%	25%	21%	4%	4%	84	71.4%
4	Reviewing my paper with a tutor enabled me to further develop the draft content and quality of ideas.	Fall 15	57%	21%	15%	2%	4%	47	78.7%
		Fall 14	50%	36%	11%	2%	1%	84	85.7%
5	Discussing my paper with a tutor helped me to recognize patterns of errors in my writing and develop strategies to correct them.	Fall 15	55%	32%	9%	2%	2%	47	87.2%
		Fall 14	60%	29%	8%	2%	1%	84	88.1%
6	Attending tutoring sessions at the Success Center made me more successful in completing my assignments for the class.	Fall 15	34%	32%	21%	11%	2%	47	66.0%
		Fall 14	52%	29%	12%	4%	4%	84	81.0%

Overview of Total Data
Writing Survey Results, ENG 101
Fall 2015 & Fall 2014

	Survey Question	Semester	Yes %	No %	Total # of Students
7	Did you come to the Success Center to have other papers for this class reviewed? Did you come to the Success Center for the optional tutor review of Written Assignment Three?	Fall 15	53%	47%	47
		Fall 14	44%	56%	84
8	Did you have any papers from your other classes reviewed by Success Center tutors?	Fall 15	32%	68%	47
		Fall 14	N/A	N/A	N/A

Summary of Instructor 1 Data
Writing Survey Results, ENG 101
Fall 2015 & Fall 2014

	Survey Question	Semester	5	4	3	2	1	Total # of Students	% Strongly Agree + Agree
1	Working with a tutor gave me more confidence in my ability to write an academic essay.	*Fall 15*	36%	48%	8%	4%	4%	*25*	**84.0%**
		Fall 14	40%	38%	17%	2%	2%	*84*	**78.6%**
2	Working with a tutor enhanced my understanding of audience awareness (i.e., need for a strong thesis, a clear organizational pattern, etc.).	*Fall 15*	36%	48%	8%	4%	4%	*25*	**84.0%**
		Fall 14	48%	35%	12%	2%	4%	*84*	**82.1%**
3	Working with a tutor enhanced my understanding of how to cite source material within the paper and on a Works Cited page.	*Fall 15*	32%	32%	20%	8%	8%	*25*	**64.0%**
		Fall 14	46%	25%	21%	4%	4%	*84*	**71.4%**
4	Reviewing my paper with a tutor enabled me to further develop the draft content and quality of ideas.	*Fall 15*	56%	28%	8%	0%	8%	*25*	**84.0%**
		Fall 14	50%	36%	11%	2%	1%	*84*	**85.7%**
5	Discussing my paper with a tutor helped me to recognize patterns of errors in my writing and develop strategies to correct them.	*Fall 15*	60%	32%	4%	0%	4%	*25*	**92.0%**
		Fall 14	60%	29%	8%	2%	1%	*84*	**88.1%**
6	Attending tutoring sessions at the Success Center made me more successful in completing my assignments for the class.	*Fall 15*	32%	40%	16%	8%	4%	*25*	**72.0%**
		Fall 14	52%	29%	12%	4%	4%	*84*	**81.0%**

Summary of Instructor 1 Data
Writing Survey Results, ENG 101
Fall 2015 & Fall 2014

	Survey Question	Semester	Yes %	No %	Total # of Students
7	Did you come to the Success Center to have other papers for this class reviewed?	*Fall 15*	44%	*56%*	*25*
	Did you come to the Success Center for the optional tutor review of Written Assignment Three?	*Fall 14*	44%	*56%*	*84*
8	Did you have any papers from your other classes reviewed by Success Center tutors?	*Fall 15*	20%	*80%*	*25*
		Fall 14	N/A	*N/A*	*N/A*

Breakout of Data by Instructor
Writing Survey Results, ENG 101
Fall 2015

	Survey Question	Instructor	5	4	3	2	1	Total # of Students	% Strongly Agree + Agree
1	Working with a tutor gave me more confidence in my ability to write an academic essay.	1	36%	48%	8%	4%	4%	25	84.0%
		2	41%	27%	32%	0%	0%	22	68.2%
2	Working with a tutor enhanced my understanding of audience awareness (i.e., need for a strong thesis, a clear organizational pattern, etc.).	1	36%	48%	8%	4%	4%	25	84.0%
		2	27%	32%	36%	0%	5%	22	59.1%
3	Working with a tutor enhanced my understanding of how to cite source material within the paper and on a Works Cited page.	1	32%	32%	20%	8%	8%	25	64.0%
		2	18%	32%	36%	5%	9%	22	50.0%
4	Reviewing my paper with a tutor enabled me to further develop the draft content and quality of ideas.	1	56%	28%	8%	0%	8%	25	84.0%
		2	59%	14%	23%	5%	0%	22	72.7%
5	Discussing my paper with a tutor helped me to recognize patterns of errors in my writing and develop strategies to correct them.	1	60%	32%	4%	0%	4%	25	92.0%
		2	50%	32%	14%	5%	0%	22	81.8%
6	Attending tutoring sessions at the Success Center made me more successful in completing my assignments for the class.	1	32%	40%	16%	8%	4%	25	72.0%
		2	36%	23%	27%	14%	0%	22	59.1%

Breakout of Data by Instructor
Writing Survey Results, ENG 101
Fall 2015

	Survey Question	Instructor	Yes %	No %	Total # of Students
7	Did you come to the Success Center to have other papers for this class reviewed?	1	44%	56%	25
		2	64%	36%	22
8	Did you have any papers from your other classes reviewed by Success Center tutors?	1	20%	80%	25
		2	45%	55%	22

Success Center Outcomes Assessment Eng. 101 Students

Please circle the answer that best describes your experience in the following areas by using the scale below:

5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree

1. Working with a tutor gave me more confidence in my ability to write an academic essay. 5 4 3 2 1

2. Working with a tutor enhanced my understanding of audience awareness (i.e., need for a strong thesis, a clear organizational pattern, etc.). 5 4 3 2 1

3. Working with a tutor enhanced my understanding of how to cite source material within the paper and on a Works Cited page. 5 4 3 2 1

4. Reviewing my paper with a tutor enabled me to further develop the draft content and quality of ideas. 5 4 3 2 1

5. Discussing my paper with a tutor helped me to recognize patterns of errors in my writing and develop strategies to correct them. 5 4 3 2 1

6. Attending tutoring sessions at the Success Center made me more successful in completing my assignments for the class. 5 4 3 2 1

7. A. Did you come to the Success Center for the optional tutor review of Written Assignment Three? **Yes / No**

   B. If so, what made you decide to have the third essay reviewed by a tutor?

8. List any other comments about how the writing tutoring sessions this semester helped you as a SWIC student:

Thank you for your participation!

FA 14
Inst. 1

Success Center Outcomes Assessment Eng. 101 Students

Please circle the answer that best describes your experience in the following areas by using the scale below:

5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree

1. Working with a tutor gave me more confidence in my ability to write an academic essay. 5 4 3 2 1

2. Working with a tutor enhanced my understanding of audience awareness (i.e., need for a strong thesis, a clear organizational pattern, etc.). 5 4 3 2 1

3. Working with a tutor enhanced my understanding of how to cite source material within the paper and on a Works Cited page. 5 4 3 2 1

4. Reviewing my paper with a tutor enabled me to further develop the draft content and quality of ideas. 5 4 3 2 1

5. Discussing my paper with a tutor helped me to recognize patterns of errors in my writing and develop strategies to correct them. 5 4 3 2 1

6. Attending tutoring sessions at the Success Center made me more successful in completing my assignments for the class. 5 4 3 2 1

7. A. Did you come to the Success Center for the optional tutor review of your other English paper? **Yes / No**

   B. If so, what made you decide to have the essay reviewed even though it was not required?

8. Did you have any papers from your **other classes** reviewed by Success Center tutors? **Yes / No**

9. List any other comments about how the writing tutoring sessions this semester helped you as a SWIC student:

Thank you for your participation!

FA 15
Inst.1

Southwestern Illinois College
Writing Assessment Rubric

1. The writing connects with the audience through **quality of thought**. Rating: _____

a. The main purpose of the writing is clear and worthwhile.	0	1	2	3
b. The writer demonstrates thorough understanding of the subject.	0	1	2	3
c. The work includes convincing evidence and/or examples to support all conclusions.	0	1	2	3
d. The writer anticipates and addresses potential concerns of the audience.	0	1	2	3

2. The writing connects with the audience through **purposeful structure**. Rating: _____

a. The introduction orients readers to the main subject being discussed.	0	1	2	3
b. The writing moves from one idea to the next effectively.	0	1	2	3
c. All parts of the work relate to each other and to the main idea.	0	1	2	3
d. The work concludes in an effective manner.	0	1	2	3

3. The writing connects with the audience through appropriate **style/expression**. Rating: _____

a. The style holds the reader's interest.	0	1	2	3
b. The tone is appropriate to the audience and purpose.	0	1	2	3
c. The writing is clear and avoids vague, empty, or ambiguous statements.	0	1	2	3
d. The vocabulary and sentence structure are appropriate for the audience and purpose.	0	1	2	3

4. The writing connects with the audience through **appropriate conventions**. Rating: _____

a. The work is edited for correct spelling.	0	1	2	3
b. The work is edited for correct grammar and mechanics.	0	1	2	3
c. The writer effectively integrates and cites source material where necessary.	0	1	2	3
d. The writer addresses the particulars of the assignment and follows directions.	0	1	2	3

Overall Rating: _____

Success Center English Paper Checklist

Included	Needs Work	Not Yet Evident	
			Thank you for bringing your draft to the Success Center! The Success Center is committed to helping you become an independent and active learner. During our conference about your paper we discussed several things you can do to improve your next draft. I have checked the suggestions we went over to help you recall what we talked about as you revise the paper.
			Focus: *Does the paper state a main point? Does the entire paper relate to that idea?*
			Purpose: *Is your purpose in the paper clear? (inform, entertain, argue a point, explain, or critique the author's arguments)*
			Introduction: *Does the beginning of the paper get the reader's attention? Does the opening paragraph provide an interesting focus? Does it include a thesis statement?*
			Thesis Statement: *Does the thesis statement make a specific point or claim about what you will discuss in the paper? Is the thesis supported in the rest of the paper?*
			Development: *Have you provided clear ideas, ample details, evidence, necessary research, or other support to convince your readers? Have you written sentences to tell the reader either directly or indirectly why each idea is important?*
			Organization: *Is logical order and sequence of ideas maintained? Does each paragraph have a single, clear focus? Are paragraphs indented properly?*
			Documentation: *Did you use quotation marks for direct quotations? Have you properly credited ideas from outside sources and formatted in-text citations or footnotes in the paper? Have you provided a works cited or reference page at the end of the paper?*
			Transitions: *Have you used words or phrases to guide readers and make relationships between your ideas clear? Have you provided sentences within paragraphs to join ideas smoothly? Between paragraphs to link your ideas?*
			Conclusion: *Is the ending satisfying and free of repetition? Does it say something different from the introduction? Does it bring readers full circle or include a call to action?*

Style & Mechanics: *Is your writing clear to readers? Is the tone appropriate for the audience? Are sentence structures and vocabulary varied for reader interest? Have you edited your spelling, word choices, punctuation, pronoun agreement, subject-verb agreement, fragments, comma splices, and other sentence problems?*

Comments & Suggestions for Audience Awareness: **Assignment sheet: Yes / No**

I, the student, understand that I am responsible for making revisions, proofreading, and correcting any additional errors in my paper in order to meet the instructor's grading criteria.

Student Name: _____

Name of class: _____ Instructor Name: _____

Tutor Signature: _____ Date: _____ Time: _____

White Copy: Student Yellow Copy: Success Center