Assessment 2004-2005

1. General statement on how assessment is conducted within the department, both assessment of learning outcomes and departmental processes.
Assessment is conducted by student surveys, tutor session summaries, and faculty surveys; results are automatically entered into a database for use in planning. We assess the effectiveness of special projects by means of these instruments as well as portfolio analysis, and pre/post assessment of sample papers. See Appendices for survey instruments.

2. Year 04-05 goals/objectives for learning outcomes and departmental processes (include how these goals are strategic to both the department’s, college’s, and the university’s mission; these should be based on the department’s strategic plan).
During 2004-05, WAC developed learning outcomes associated with three main areas in our strategic plan. We implemented assessments of these learning outcomes (see 3.3) during fall 04. See learning outcomes and assessments in 3.3. See Appendix V for progress on other goals and objectives that grew out of our strategic plan.

3. Description of assessment activities and their results for year 04-05 goals including learning outcomes assessment and processes assessment.
Outcome assessments from spring 05:
Learning Outcome 1: WAC’s drop-in peer tutoring will help Loyola students identify their strengths and weaknesses as writers.

Outcomes: By working with WAC tutors, students will learn to
a. identify which parts of the writing process (pre-writing, drafting, revising, editing) present challenges to them.
b. evaluate the drafts of their papers for revision.
c. recognize and correct major grammatical errors.
d. apply what they’ve learned to future writing assignments.
e. gain confidence in their ability to handle college-level writing tasks.

Assessments:
The percentage of students reporting that their tutoring experience was excellent/very good was 83.8%. For specifics about each of the outcomes, see Appendix V.

Learning Outcome 2: WAC’s drop-in peer tutoring will help Loyola students improve their writing.

Outcomes: By working with WAC tutors, students will learn to
a. develop the necessary skills to plan and execute writing assignments.
b. formulate thesis statements that respond appropriately to the assignment and articulate a defensible position.
c. organize their ideas clearly and effectively.
d. develop their ideas using factual evidence, illustrative examples, citations to authority, analogies, and other supporting devices.
e. write paragraphs with substantive topic sentences, unified focus, adequate detail, and logical organization.
Assessments:
38% of students reported that WAC helped them improve their thesis; 66% state that WAC helped to develop ideas; 75% state WAC helped strengthen paragraphs; 87% state WAC helps with mechanical issues. For more details see Appendix VI. On our faculty survey, 78% strongly agree/agree that WAC tutors helped their students develop the necessary skills to plan and execute writing assignments.

Learning Outcome 3: WAC’s instructional support to classes will help students learn to apply effective writing strategies to writing assignments in the disciplines

Outcomes:

a. students will learn to focus their papers using the assignment guidelines provided.
b. students will learn to improve their papers through revision using writing guidelines and/or by working with WAC tutors.
c. students will improve their ability to use the documentation systems appropriate to the discipline.
d. students will learn to prepare appropriate written support materials for oral presentations.
e. students will learn the basics of rhetorically effective website design.

Assessments: Self-assessments by student writers
Assessments by WAC tutors
Faculty surveys on student writing
Portfolio analysis
Pre- and Post- course assessments of sample papers
Commercial assessment instruments

On our survey, 85% of students responded that the tutor provided them information they can use when completing assignments in the future.

Specific data for the WAC/Psychology peer assistant project indicate that the project was a success in getting students to write about subject matter in progressively sophisticated ways, from simple, factual summary, to analysis of issues and problems, to argumentation, evaluation, and synthesis. All measures tested showed statistically significant improvement. See Appendix VII.

4. Assessment of internal (within the university) and external (outside Loyola) environments affecting the department.

The increased commitment at the university and college level to assessing students’ writing skills—including the university level assessments of critical thinking and writing as part of the Collegiate Learning Assessment Consortium; the possible development of ‘writing-intensive courses; the writing skills included in experimental FYE courses—will involve WAC staff in a variety of new endeavors. This involvement will necessitate an increase in the number of our student assistant tutors as well as the addition of a faculty/professional staff line to manage the increased workload.
Appendices

Appendix I

Institute for Ministry Extension Program Tutor Report for 2004

The total number of papers submitted to the tutoring service during 2004 was 355, the same number as in 2003. The number of papers submitted in 2005 through 15 June was 190.

Table 1: Total Number of Papers Submitted to the LIM Tutoring Service by Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Papers Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>487</td>
</tr>
<tr>
<td>2001</td>
<td>344</td>
</tr>
<tr>
<td>2002</td>
<td>371</td>
</tr>
<tr>
<td>2003</td>
<td>355</td>
</tr>
<tr>
<td>2004</td>
<td>355</td>
</tr>
<tr>
<td>2005 (through 15 June only)</td>
<td>190</td>
</tr>
</tbody>
</table>

As in previous years, the bulk of papers submitted to the tutoring service were concentrated in the early courses (90 papers were submitted for courses 2 and 3 in a ten course sequence); however, there was a sharp upswing in Course 10 papers submitted to the service (64 in 2004 as compared to 8 the previous year).

Table 2: Number of Papers Submitted to LIM Tutoring Service by Year and Course

<table>
<thead>
<tr>
<th>Course 1</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>89</td>
<td>38</td>
<td>43</td>
<td>40</td>
<td>35</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>117</td>
<td>45</td>
<td>55</td>
<td>50</td>
<td>44</td>
<td>35</td>
</tr>
<tr>
<td>3</td>
<td>118</td>
<td>81</td>
<td>55</td>
<td>73</td>
<td>46</td>
<td>32</td>
</tr>
<tr>
<td>4</td>
<td>13</td>
<td>27</td>
<td>6</td>
<td>11</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>25</td>
<td>44</td>
<td>17</td>
<td>21</td>
<td>31</td>
<td>13</td>
</tr>
<tr>
<td>6</td>
<td>18</td>
<td>25</td>
<td>47</td>
<td>16</td>
<td>21</td>
<td>7</td>
</tr>
<tr>
<td>7</td>
<td>13</td>
<td>10</td>
<td>46</td>
<td>18</td>
<td>27</td>
<td>17</td>
</tr>
<tr>
<td>8</td>
<td>13</td>
<td>18</td>
<td>33</td>
<td>24</td>
<td>35</td>
<td>34</td>
</tr>
<tr>
<td>9</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>20</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>10</td>
<td>40</td>
<td>8</td>
<td>20</td>
<td>38</td>
<td>64</td>
<td>7</td>
</tr>
<tr>
<td>Focus Courses</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>44</td>
<td>24</td>
<td>9</td>
</tr>
</tbody>
</table>

In fall 2004, the tutoring service implemented an online Student User Survey to measure student satisfaction and to assist in evaluating outcomes. In fall 2004, of 78 users, 16 responded to the survey, a 5% response rate. Up to 15 June 2005, of 190 users, 29 responded to the survey, a 15% response rate.
Appendix II

Assessment Instruments for Learning Outcomes: Student Surveys

Every student visiting the writing center for tutoring is sent an on-line evaluation to complete and return to us. The instrument evaluates the type and quality of the help the student received. The results are automatically entered into a database for use in planning.

Writing Across the Curriculum
Student User Survey

Please complete the following survey so that we may assess our tutoring services and continue to improve them.

Name of tutor who helped you: _________________________

Name of the faculty member grading this assignment: _____________________________

1. In your session with the tutor, what parts of the writing process did you work on?
   a) prewriting
   b) drafting
   c) revising
   d) editing
   e) N/A

2. Did your session help you write a thesis that
   a) responded more appropriately to the assignment
   b) articulated a stronger position
   c) N/A

3. Did your session help you develop your ideas more effectively using any of the following devices? (Check all that apply)
   a) factual evidence
   b) illustrative examples
   c) citations to authority
   d) analogies
   e) supporting devices
   f) adequate detail
   N/A

4. Did your session help you strengthen your paragraphs through stronger
   a) topic sentences
   b) unified focus
   c) logical organization
   N/A

5. Did your session help you learn more about documentation using
a) MLA Style
b) APA Style
c) Other

6. Did your session help you improve
a) sentence structure and style
b) comma use
c) grammatical correctness
d) other mechanical issues
   N/A

7. How would you rate the overall quality of tutoring?
a) excellent
b) very good
c) good
d) average
e) poor

8. Do you feel that the tutor gave you information you can use when completing other assignments in the future?
   Yes  No

   Would you recommend the WAC Writing Center to others?
   Yes  No

If you have any specific comments you feel would help improve the quality of our services, please write them below.
Appendix III

Assessment Instruments for Learning Outcomes: Tutor Surveys

After each tutoring session, WAC tutors complete a report explaining the purpose of the session and the problems addressed. Tutors evaluate the participation of the writer and the progress made during the session. Surveys are completed online; results are automatically entered into a database for use in planning.

Tutoring Session Summary

Writer’s Full Name: ___________________________ [PLEASE PRINT CLEARLY]
Writer’s email: __________________________________ Date: _______________ Time: __________
Professor’s Name: ___________________________ Class Name & Number: _______________________
First Visit: Yes  No Tutor: ___________________________

1) What part of the writing process did you and your tutee work on today?
   prewriting drafting revising editing n/a

2) Did you help the tutee by working on a thesis that
   a) responded more appropriately to the assignment
   b) articulated a stronger position
   c) n/a

3. Did your session deal with development of ideas using any of the following devices? (Check all that apply)
   a) factual evidence
   b) illustrative examples
   c) citations to authority
   d) analogies
   e) adequate detail
   f) N/A

4. In terms of paragraphing did you work on
   a) topic sentences
   b) unified focus
   c) logical organization
   d) transitions
   e) N/A

5. Did you address documentation issues using
   a) MLA
   b) APA
   c) Chicago
   d) Other: ___________________________
e) N/A

6. In terms of sentence level issues did you work on
   a) Sentence structure and style
   b) Comma use
   c) Grammatical Correctness
   d) Other mechanical issues
   e) N/A

7. Writer’s Involvement in the Session:

8. Tutor’s Analysis of the Session:

   Tutor: Make sure your name is filled in!!!!!!!!!!
Appendix IV

Assessment Instruments for Learning Outcomes: Faculty Survey

WAC Faculty Survey

Professor’s Name___________________________________

Class Name and Number_____________________________

Date______________________________

Thank you for inviting Writing Across the Curriculum to help your students with their writing. Your feedback on this survey will help us assess how well we are meeting our goals of supporting student writing at Loyola. Please take a moment to complete the survey and return it to us.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not Applicable</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

1. Working with WAC tutors helped my students develop the necessary skills to plan and execute writing assignments. (Circle one below).

| 5 | 4 | 3 | 2 | 1 |

2. Working with WAC tutors helped my students formulate thesis statements that responded appropriately to the assignment and articulated a defensible position.

| 5 | 4 | 3 | 2 | 1 |

3. Working with WAC tutors helped my students organize their ideas clearly and effectively.

| 5 | 4 | 3 | 2 | 1 |

4. Working with WAC tutors helped my students develop their ideas using factual evidence, illustrative examples, citations to authority, analogies, and other supporting devices.

| 5 | 4 | 3 | 2 | 1 |

5. Working with WAC tutors helped my students write paragraphs with substantive topic sentences, unified focus, adequate detail, and logical organization.

| 5 | 4 | 3 | 2 | 1 |
6. Working with WAC tutors helped my students improve their ability to use the documentation systems appropriate to the discipline.

5 4 3 2 1

7. Lectures and handouts by WAC staff helped my students learn to focus their papers effectively.

5 4 3 2 1

8. Assignment guidelines provided by WAC staff helped my students improve their papers through revision.

5 4 3 2 1

9. Lectures and handouts by WAC staff helped my students improve their ability to use the documentation systems appropriate to the discipline.

5 4 3 2 1

Please add written comments below. Thanks again for working with Writing Across the Curriculum to support student writing at Loyola.