Writing Center

Cycles included in report:
Cycle #3 8/1/14 to 7/31/15

Program Name: Writing Center
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1 Summary Information General Overview of Writing Center and WC Courses

JCCC Writing Center (WC) provides assistance to any writer, at any stage of the writing process, for any type of writing. We are open to the general public, a drop in service, open seven days a week for a total lof 64hrs a week. We staff both faculty adjuncts and peer writing tutors.

The center provides services in various ways:
 one on one tutoring;
 a grammar hot-line;
 online writing center (or OWL);
 individualized, self-paced grammar or speech and pronunciation software;
 90 handouts addressing various stages and issues of writing, both hard copy and online;
 46 WAC binders containing syllabus, writing prompt and example of A paper for that instructor in that discipline;
 tours of the Writing Center;
 in class presentations specialized to faculty needs (by appointment)
 ad hoc presentations (usually at noon in the Student COM 319).
 presentations, by invitation, off campus

The various services in the Center were created with the expectation of providing--
o Alternative teaching and learning opportunities
o A non-stressful service for under-prepared students and returning adults
o Access to an important part of the writing process -- draft feedback
o An audience other than teacher or class
o A community of writers
o Models of good writing
o Resources for improving writing
o A link to the community
o Computer access
o Assessment and evaluation of writing skill

WC Faculty
The WC consistantly staffs 14-16 adjunct faculty (this number varies due to availiability and budget). Faculty volunteer to work in the Center, not to exceed their alloted 10 contract hours per semester and are paid one contract hour for every 2 hours of work for spring and fall semesters. Summer semester teachers are only paid 1 contract hour for every four physical hours in the writing center. The faculty's primary job is to teach one of the 10 WC courses (described below). When faculty are not with an assigned student, they tutor or float around the room, helping students with quick questions, or teaching/informing/supervising tutors. Summer work is not different from spring or fall work.

WC Tutors
The focus of the peer writing tutors (i.e. student tutors) is the facilitation of information and feedback on individual writing tasks of students and the general public. WC tutors are JCCC students who have passed Composition 1 with the grade of B or better. The Writing Center currently staffs 19 peer writing tutors, up from previous years. Tutors are expected to attend 2 hrs a week of scheduled training and learn on the job. Tutorials can last up to 60minutes each. When tutors are not conducting a tutorial, they float the room, answering quick questions, answering the phone, or assisting with software.

Writing Center Courses
The writing center provides eight one credit, non-credit non-transferrable courses, individualized to facilitate student learning whether for self-improvement, career enhancement or promotion, or college readiness. Students meet by arrangement with a faculty member in the Writing Center LIB 308. Two of these courses are offered online for a total of 10 one credit courses in fall and spring and eight during summer session (summer does not offer online).

The eight courses were established in 2000 for those who would like to improve or polish written skills.

The courses have open enrollment-- up to the last four weeks of each semester. These courses nurture writers by providing one on one instructional support. Grades are based on successful completion of no less than 70% of assigned work and at least 20hrs of writing center attendance.

The center averages approximately 40 students completing coursework, per semester. Completion and success rates are provided in section 2.1 below.

DESCRIPTION OF WC COURSES--

ENGL 103: Practical Writing Skills
ENGL 107: Sentence Pattern Skills
ENGL 108: Composing Skills (online also)
ENGL 109: Proofreading Skills
ENGL 110: English Grammar Review
ENGL 112: Research Skills (online also)
ENGL 115: Revision Skills
ENGL 120: Writing in the Disciplines
Though prescriptive, all of these courses can be individualized to accomodate individual student need. Students must come to the Writing Center (LIB 308) after enrolling for an initial assessment and in-take paperwork (does not pertain to those enrolled in online). Writing Center instructors meet with their assigned students on an individual basis. The writing center provides materials, a course schedule and curriculm outline.

 Since its opening in 1978, the Writing Center has worked to promote the college's mission of life-long learning and service to the community with an environment that nurtures independent writing; valuing progress, not perfection; emphasizing process, not product.

Response to DATA--
The WC contributes positively to student outcomes. On average students who came to the writing center received higher grades than students who did not take advantage. For example, 100% of the students who came to the WC for 2012, 2013, and 2014 enrolled in
 Administration of Justice courses (p. 1-2)
 Anthropology (p. 2)
 Biology 140 (p. 3-4)
 Interactive Media (CIM) (p. 5)
 Econ 231 (p. 7)
 And ELTI (electrical) (p. 7)
passed the course with a C or better.

As well, on average, students enrolled in --
 EAP
 Developmental English 102 and 106
 All English Composition and upper level English
 Geology
 Graphic Design
 Humanities
 Journalism
 Criminal Law
 Learning Strategies
 Philosophy
 Psychology
 Reading
 Sociology
 Speech
 Theatre
courses experienced more success than those who did not. The WC has a positive effect on SLOs.

Please note: because the center is open to the public, a student ID is not mandatory. Hence, many of the students who visit us are not accounted for in this data. For example, students enrolled in any of

the WC courses shows two categories-- attending/not attending, but this comparison is impossible. Students enrolled in WC courses must come to the WC to attend and succeed in the class. Students most likely did not have an ID in their possession so did not scan in. This scenario is true for any student who visits the WC from any course.

Not requiring IDs allows us to be of service to the community and keeps the WC a low stress, non-prohibitive space that fosters student engagement.

Provided here are WC internal data, giving actual head count numbers, withdrawl and success number of the WC. (e.g. WCSpring2012)

WCfall2012 [XLSX 27 KB 10/16/14]
WCfall2013 [XLSX 27 KB 10/16/14]
WCspring2012 [XLSX 32 KB 10/16/14]
WCspring2013 [XLSX 27 KB 10/16/14]
WCspring2014 [XLSX 27 KB 10/16/14]
WCsum2012 [XLSX 26 KB 10/16/14]
WCsum2013 [XLSX 26 KB 10/16/14]
WCsum2014 [XLSX 26 KB 10/16/14]
Writing Center [PDF 646 KB 9/23/14]

2 Achieve/Promote Student Success Student Success in the WC: General, Courses, SI DevEd

The WC contributes to student success in the following ways--

Because a writers need varies from task to task and visit to visit, we cannot provide evidence beyond the amount of times and length of stay a writer visits the WC in a semester. Good writing behaviors entail seeking out a second opinion. Repeat visits denote engagement in the writing process.

WC in general
Currently, writers visit approximately 4xs in a semester (see documents WC fall, summer, or spring 2012, 2013, and 2014 provided here) and stay about 1hr and 15 minutes. Increased visits, up from past years, indicates that we are positively affecting writing behaviors.

WC Courses
The WC module/courses contribute to student success by providing small, manageable chunks of supplemental information or reinforcement of writing skills. Additionally, the courses provide an alternative for international students to maintain status when EAP courses are full. The WC modules contributed to 113 non/credit hours in 2012, 116 non/credit hours in 2013, and so far, 111 non/ credit hours in 2014 (numbers not complete for fall 2014).

WC and Development Education
The WC also works closely with the DevEd initiative by providing trained tutors who model good student behaviors in Engl 102 and 106 courses (and some reading courses) and by acculturating students into academia by teaching the importance of study groups. Explanation and description follows in next section.

2.1 Additional Programming SUPPLEMENTAL INSTRUCTION/DEVELOPMENTAL EDUCATION

The writing center supports the Development Education initiative by supplying supplemental instructions tutors in the classroom and in study labs. These tutors work to enculturate students to academic life in an attempt to reduce attrition rates.

Our initial year of SI was sponsored by the Dream Initiative, 2011. We piloted with a Learning Community of Developmental Writing and Reading. (please see attachment SI Fall 2011 Dream JC.DOC below).

From that data the decision was made to pilot for another 3 years.

2.2 Measures/Assessments SI/DevEd

What was significant in our first attempt at SI was the positive feedback of students. When asked if they thought the study groups helpful, 93% of standalone replied YES; 100% of LC students replied YES, for a group average of 96%. When asked if they would take SI again, 100% said yes (both LC and standalone).

In spring 2013, we had 123 students enrolled in ten Supplemental English (102 & 106) and Reading (125 & 126) classes, eight of the classes were standalone Reading courses with new faculty who wanted to participate in SI.

English 102 & 106 SI, seemed to have the strongest influence with an attrition rate at 0% compared to traditional ENGL 102 courses having a 19% attrition rate.

That is, a 100% completion rate with an SI, compared to traditional classes (N=22) having an 81% completion rate.

Success rates were strong as well. Students enrolled in the SI ENGL course had a 86% success rate, finishing with a high C grade point average of 2.86 whereas traditional courses (N=62) had a 34% success rate, finishing with a low D grade point average of 1.22.

Spring 2013 SI English 106 course had an enrollment of 22 (N=22) with an attrition rate of 5%. Traditional English 106 course attrition rates were 11% (Traditional N=304); that is, 95% of those in an SI class completed, compared to traditional 106 classes with only an 89% completion rate. Students enrolled in the SI 106 English course had a 68% success rate, finishing with a mid C grade point average of 2.52 whereas the traditional course students had a 47% success rate, finishing with a mid D grade point average, or 1.59.

2013 SI READING COURSES
RDG 125 & 126, showed minimal impact on student engagement.

READING 125
Students competed at a rate of 67% (N=9) compared to traditional RDG success rate of 64% (N=11). Attrition rates were negligible as well with SI RDG 125 at 33% and traditional RDG at 36%. However, students who did complete SI RDG 125 averaged a success rate of 67%, finishing with a grade point of low C, or 2.17 whereas the traditional RDG 125 students averaged a success rate of 18%, finishing with a grade point of F, or .86%.

SI RDG 126
Students completed with a 64% rate (N=76). Traditional RDG 126 completed with a 74% rate (N=159). Attrition rates were comparable-- SI RDG 126 was 28%, traditional RDG 126 was 26%. Success rates were comparable-- SI RDG 126 had a 45% rate. Traditional RDG 126 had a 58% rate. Grade averages were slightly different with SI RDG 126 students averaging a high D or 1.95 whereas traditional RDG 126 students averaged a mid C, or 2.63 grade point. Numbers indicate SI can be effective in reading courses.

These ten spring 2013 SI classes were the highest number of participants to date. Standalone Reading courses were new to the program. Reading faculty, excluding Professor Rottinghaus, were new to SI protocol and how to utilize a tutor in class even with training and procedure meetings. Some chose not to incentivize students to attend the study labs. However, the English faculty had used SI tutors prior semesters. Tutors as well had familiarity with the rigor and expectations of the writing class but not with the reading. This might be a potential reason for the difference in results.

Fall semester 2013, the SI program only supported five English courses and one Reading course. This was not due to lack of interest by faculty but lack of tutors qualified to participate in the SI program.

SI was not supported in the spring of 2013 or fall of 2014. Only one adjunct faculty member chose to continue with SI in both spring and fall. Data and feedback were not statistically relevant to pursue. Full

time faculty who were assigned to 102 and 106 courses opted out of SI. We expect to resume SI in spring of 2015.

I have attached both quantitative data and qualitative data from JCCC, the faculty, students, and tutors involved with the SI program. All report positive learning experiences and interactions.

2013 board report student success [PDF 103 KB 11/21/14]

SI Faculty Spring 2013 qualitative [DOCX 12 KB 11/21/14]

SI Student English 102 (qualitative) [DOCX 13 KB 11/21/14]

SI Tutor Qualitative [DOCX 15 KB 11/21/14]

Spring 2013 SIET ALL SI compared to trdtnl courses [PDF 550 KB 11/21/14]

2.3 Accomplishments SI/ WC MODULES

Data indicates that SI positively affects student learning and retention. By focusing on acculturation while stressing the importance of study groups and how to do study groups, student persistence and success improves.

Writing Center modules are not statistically valid (n=40, on average, students enrolled in any of the 10 courses offered each semester), but student satisfaction seems always consistently high.

3 Assessment of Student Learning Outcomes

Assessment&CurriculumChart [XLS 41 KB 9/23/14]

4 Significant Assessment Findings

5 Ongoing Assessment Plans

6 Student Evaluation/Survey Responses STUDENT COURSE SURVEYS

The student surveys suggests student satisfaction is high but this is not statistically significant. (see Student Evaluations attached).

The one students comment about no syllabus is incorrect. Students have access to course syllabus 2 ways: Syllabi are part of the students folder and the first few pages of their assigned workbook. The course criteria and the materials are all made evident to students who must sign a contract after the instructor explains and illustrates expectations outlined in the folder and the booklet.

201401-English_Grammar_Review_(201401_11621_ENGL_110_960) [PDF 74 KB 11/21/14]

201401-Practical_Writing_Skills [PDF 83 KB 11/21/14]

201401-Sentence_Pattern_Skills_(201401_11617_ENGL_107_960) [PDF 74 KB 11/21/14]

6.1 Highlight Accomplishments

Given the distribution of 4 students attending each course (on average) per semester, student survey return rates are approximately 1 out of every four. This leaves feedback not statistically significant. However, those that do respond answer favorably.

7 Curriculum Reflection

8 Resource Center Successes Successes

The WC has proven to be highly successful student service and with the DevEd program. Both Faculty, students, and tutors have all found value in the program. Provided here is a link to JCCC publications highlighting the SI's program benefits:
http://www.jccc.edu/photo_stories/2014/0505-embedded-tutors.html

CRLA JCCC Center Certification

The WC is College Reading and Learning Association Certified, CRLA (till 2018. Initial year, 2000). This certification is nationally known and respected. By being certified, the WC is able to certify tutors at level 1 or level 2, given their hours of training and performance. By participating in CRLA, JCCC has a recognized standard of practice unifor with other centers nationwide.

Tutor training has proven exceptionally effective. KU and UMKC WC directors have both advised me that they will not make any JCCC tutor transferring to their institution go through their training because of the excellent training they receive at JCCC.

Regional and International Outreach
Just this year alone, JCCC WC was visited by five delegations--- Western Iowa Technical CC, Allen County CC (Iowa), IBA Sukkur, Pakistan, Metropolitan CC of Omaha and a delegation of three from China: Mr. Minggang LI from Yangzhou Cuigang Middle School, Ms. Yuhua YANG from Tongren University and Ms. Jing ZHANG, Ph.D.from Sun Yat-Sen University. The Chinese and the Pakistan groups were sponsored by the Department of Education. All visitors were interested in best practices or for developing a robust center in their institutions. JCCC's centers provide excellent examples of effective services.

JCCCs DevEd program and IBA Sukkur have a continuing relationship supported by a grant from the US Department of Education to consult on best practices of course work and learning centers operations and materials in an effort to start community colleges in Pakistan.

Local Institutional Outreach--
GREATER KANSAS CITY WRITING CENTER PROJECT
Since 2013, the WC has hosted the annual Greater Kansas City Writing Center Project (GKCWCP Conference and Training Workshop). The GKCWCP is a consortium of metro area Universities, Colleges, CCs, and HS that meets to discuss current issues and solutions in WC work since 2007. Additionally, each year prior to the fall semester, we gather our tutors for a day long workshop to reinforce or introduce effective strategies for tutoring students in writing. Prior to 2013, UMKC hosted this event, but we have out grown the venue available to us. JCCC now hosts this event. In 2013, we had 13 schools with a total of 120 tutors and directors in attendance. In 2014, we had 15 schools with 150 in attendance (see program guides attached). This day long workshop has shifted from training only to also offering experienced tutors an opportunity to present theory and practical application in workshops, which provides tutors professional workplace experience beyond one on one tutoring (see tutor surveys attached). This collective connects JCCC Wc to immediate metro area community and supplies tutors with an opportunity to build and hone professional skills. this collective also allows for WC directors to remain relevant with current theory and practices.

Tutor evaluations for both years indicate high levels of value for the program and for the venue.

OTHER LOCAL INVOLVEMENT
In the last two years, the WC has been contacted and asked to present information on writing, specifically scholarship writing. The WC director has gone to these institutions and worked with participants. (see 8.1 for dates)
2013 GKCWCP Retreat Eval [PDF 81 KB 11/23/14]
2013 GKCWCP Retreat Program [PDF 295 KB 11/23/14]
2014 GKCWCP Evaluation [PDF 217 KB 11/21/14]
2014 GKCWCP Retreat Program [DOCX 30 KB 11/21/14]

8.1 Highlight Faculty/Tutor Accomplishments

The writing center facilitates professionalization of its tutors in various ways. One way is through the required tutor training which demands research and presentation skills. Another way is through publication of that research in the WC journal, In the Pockets of Yesterdays Pants (see www.jccc.edu/writingcenter/ writing-center-journal.html). Additionally, tutors receive certification for their training and opportutnites to present at regional conferences or at GKCWCP Conference.

Tutors
2014 Spring; nine tutors were certified CRLA Level 1: Ellen Brewer, Jasmine Broz, Calie Francis,

Megan Gladbach, Jeremy Hoag, Dianne Kaliz, Madison Kidney, Kirby Miller, Robert Meehan.
2014; GKCWCP Conference, JCCC WC Tutors: Jane Blakeley, Peter Vanderhorst, and Brendan Light, presented Writer Confidence and Sense of Self-Efficacy in Tutoring
2013 Spring; four tutors were certified CRLA Level 1: Stephen Bluhm, Maggie Messplay, Kirby Miller, Ellen Brewer.
 Fifteen tutors were certified CRLA Level II: Jane Blakely, Elisabeth Hegner, Jacob Helliker, Jeremy Hoag, Kelly Inthavong, Dianne Kalisz, Taylor Kelley, Cooper Lockman, Jon Miller, Joy Mosier-Dubinsky, Rachel Nielsen, Benjamin Orman, Brenda Revard, Sharon Smith, Peter Vanderhorst.
2012, Spring, sixteen tutors were CRLA Level 1 certified: Jane Blakely, Elisabeth Dawdy Hegner, Jacob Helliker, Jeremy Hoag, Kelly Inthavong, Dianne Kalisz, Taylor Kelley, Cooper Lockman, Jon Miller, Joy Mosier-Dubinsky Rachel Nielsen, Benjamin Orman, Brenda Revard, Sharon Smith, Hunter Stewart, Peter Vanderhorst.
 One tutor was certified Level 2: Tess Neeley

Director
2014; JCCC WC director nominated for the Bellwether Award and is currently a finalist.
2014; JCCC WC Director is ABD, anticipated defense June 2015.

2013; JCCC WC director nominated for the Bellwether Award.
2013: JCCC WC director (and MRC director) awarded Innovation of the Year award.
2013; Hare & Bell Journal-The director proposed to administration and was accepted to start a campus wide academic journal to showcase excellent student writing. The journal offers a first, second, and third place award of $500, $300, and $100 prize money. 2013 was its first year with two awardees (see article Attached). Aside from the benefits of providing students an opportunity to demonstrate proficient writing skills, the journal has the potential to invite interaction between departments and making writing more visible. This venue provides students other paraprofessional opportunitiesstudents may serve on the editorial board, work on advertisement, mentor writers. The following students all served in one or more of the capacities mentioned: Austin Hoffman, Deniz Yeter, Dianna Wilson, Jane Blakeley, Lydia Heston, and Mary Alice Coulter alongside faculty of James Leiker (History) and Kiran Jayaram (Sociology).

Conference Presentations
August 2014, GKCWCP Conference and Workshop, JCCC, Overland Park, KS
 HOCs/LOCs
October 2013, TYCA Midwest, Beyond Normal, Normal, Illinois
 Presentation: Moving Toward a New Normal
April 2013, 3rd Regional Community College Assessment Conference, Overland Park, KS
 Pros and Pitfalls of Assessing Writing in Your Discipline
October 2012, TYCA, Think, Write, Grow, Lincoln, Nebraska
 Write, Click, Scroll: Technological Tools, Digital Aids and the Writer
August 2013, GKCWCP Conference and Workshop, JCCC, Overland Park, KS
 HOCs/LOCs
August 2012, GKCWCP Conference and Workshop, JCCC, Overland Park, KS
 HOCs/LOCs
March 2012, Conference on College Composition and Communication, Our Public Works, Las Vegas
 TYCA workshop: Developmental Education in the Two-Year College, a Place of Possibility

Conferences Attended (or mediated)
 April 2014, CRLA Heartland Chapter Spring Conference,Motivation: Good to Great
 November 2012, Community College Leadership Institute, Johnson County Community College, Overland Park, KS
 February 2012, NADE, A Mosaic of Learning, Orlando FLA
 Fall 2014, 2013, 2012 Gribben English Lectures, Labette Community College, Parsons, KS:

Community Service
Soroptimist-- 2012 & 2013, Writing Finalists Judge
Kansas Sunflower, 2012 & 2013, Writing Finalists Judge

LDS Church, Lenexa, KS: 2012, 2013, 2014, Presentation on Scholarship Writing
Allen Village HS, MO.:2013, 2014, Presentation on Scholarship Writing

8.2 Innovative Research, Teaching or Community Service PEER REVIEW : COGNITIVE
TRAINING WITH COMPOSITION STUDENTS

Since fall of 2012, adjunct Professor Amy Pace and I have collaborated on student learning,
specifically peer review. Guided by the theoretical frame Albert Banduras Social Cognitive theory,
specifically modeling and self-efficacy, Professor Pace and I have found that students do not engage in
peer review because they do not understand how to critically read developing writing.

Out application was simple, using a volunteered student draft, three experienced tutors to came to her
class to individually address (diagnose) ways to strengthen a students rough draft. Three individual
readings demonstrated variation while still providing apt example of correct focus on higher order
concerns. The second leg of our experiment consisted of Amy and I questioning the class on what they
found particular, striking, and relevant to peer review that they had not previously understood. Bandura
suggests this allows for symbolic coding in students while also allowing intervention (i.e. clear
instruction) to correct cognitive mismatches. After discussion, we put another students volunteered
draft on the big screen to collaboratively diagnose, reinforcing cognitive coding in the learner and to
intervene on any remaining mismatching. After treatment and discussion, we broke the class into small
groups to do practical application. Our data indicates a strong positive effect on student efficacy for
peer reviews.

The data we generated was derived from pre and post self-efficacy surveys (Bandura, 1989; Schrunk
& Zimmerman, 2007; Lavell & Zuercher 2001), mean distributions, and Pearson's Coeffecients
(r-values), and follow up interviews with students (please see attached data). We found salient that
students who might have sought out someone for feedback prior to treatment were less inclined to
after treatment. At interview (video not compatable iwth this format), we asked student about this and
they reported that because peer review was done in class they did not feel it necessary to ask for
additional help but would if feedback was not part of classroom activities. This one comment was more
than rewarding for our efforts.

The data suggests that with clear instructions and modeled examples students can learn how to do
peer review and are more likely to engage in future peer reviews either in the wC or with classmates.

We presented our initial findings at TYCA 2013 in Normal, II to which our audience responded well.
Professor Pace attended TYCA 2014 and reports that two sessions referred to our presentation the
year before.

PEER REVIEW Survey data tables [XLSX 12 KB 11/21/14]

PEER REVIEW DATA Final pre and post correlation CCCC [XLSX 27 KB 11/21/14]

PEER REVIEW spring 2013 visual Graphs with r-values CCCC [XLSX 41 KB 11/21/14]

PEER REVIEW spring 2013 visual Graphs with r-values CCCC [XLSX 41 KB 11/21/14]

pEER REVIEW SURVEY [DOCX 20 KB 11/21/14]

9 Goal Setting and Action Plan WC short Term Goals

1. Provide WC with a large screen (60") TV and small PC for display of grammar infomercials. The TV
must have its own PC assigned to it for this to work.
2. Acquire 25 mini pads for facile tutorial record keeping and additional tracking of usage.
3. Assign faculty from other departments to work in WC.
4. Paint the WC interior walls yellow.
5. In crease table space for students to study.

9.1 Long-term Goals WC Long Term Goals

1. Have IIB 303 and 305 assigned permanently to WC.
2. Adjust adjunct faculty contract pay for summer (.25 hr) to match Fall and Spring (.50).
3. Hire local grad student to work in WC as support to director to have JCCC recognized as a venue
that provides professional experience.

9.1.1 Long-range Adjustment to Resources Electronis for WC

25 Small tablets/pads @ $100 ea (approximately)
60" flat screen TV, cost?
1 small PC

9.1.2 Updates on Long-Term Goals

9.2 Short-Term Goals

9.2.1 Actions/Resources Required

9.2.2 Updates on Short-Term Goals

10 Accreditation Standards

11 Resource Request/Adjustment

Copy of BudgetChartWritingcenterProgram Review 2014 [XLS 1,998 KB 12/19/14]

11.1 Long-range Adjustment to Resources

11.2 Educational Technology Support

End of report