



# San Antonio College Writing Center Fall 2011- Spring 2012 Final Report

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--Full Version

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4/11/2013

This Report presents data on the SAC Writing Center's Fall 2011 – Spring 2012 operations. It presents information on the usage of the Writing Center as well as data assessing the effectiveness of its operations in terms of pursuing its mission.

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# SAC Writing Center—Fall 2011-Spring 2012 Final Report

## INTRODUCTION

This report contains data on the Fall 2011 – Spring 2012 operations of the SAC Writing Center as well as data assessing its effectiveness. Fall 2011 was only the third full semester the Writing Center had been in operation, and despite the loss of the former director and coordinators, this report shows that the Writing Center maintained a high level of service to students.

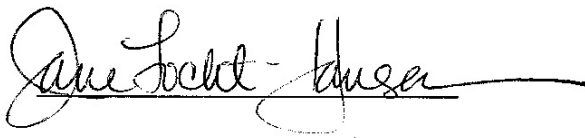
The SAC Writing Center values assessment for the visibility it provides to the SAC community and administration about its operations and the insight it provides for continuous improvement. With this report, we demonstrate our responsibility in pursuing the SAC Writing Center's mission to promote excellence in writing and student success at San Antonio College.

This report contains three sections:

- Data on Writing Center Operations
- Data on the Effectiveness of Writing Center Tutoring
- Recommendations

This report presents encouraging data on how well the Writing Center has been achieving its goals and fulfilling its mission. It also points to areas for future growth.

Jane Focht-Hansen, Director



Dr. L. Lennie Irvin, Assistant Director



A note about the data:

This report presents a lot of numbers. Although every effort has been made to present good numbers, the truth is that our data is not perfect. Key data was obtained from Stop Watch on usage and from a Google form regarding tutoring. Each of these instruments did not capture all the Writing Center usage since some students did not log in (or log out) of Stop Watch, and tutors at times forgot to fill out the tutor form. Student data on PGR, Retention, Persistence, and GPA rates were calculated by Dr. David Wood at the Office of Institutional Effectiveness.

## WRITING CENTER OPERATIONS

### FALL 2011-SPRING 2012 TEMP BUDGET EXPENSES

Pay Period	Total Staff Expense	Monthly Total
9/1- 9/15	\$2,268	
9/16 -9/30	\$2,293	Sept. = \$4,561
10/1 – 10/15	\$2,277	
10/16- 10/31	\$2,166	Oct. = \$4,443
11/1-11/15	\$2,161	
11/16- 11/30	\$1,980	Nov. = \$4,141
12/1- 12/15	\$1,743	Dec. = \$1,743
<b>Fall Total</b>	<b>\$14,888</b>	
1/1-1/15	\$612.90	
1/16-1/31	\$2199.50	Jan. = \$2,812.40
2/1-2/15	\$2810.14	
2/16-2/29	\$2557.36	Feb. = \$5,367.50
3/1-3/15	\$2001.29	
3/16-3/31	\$2598.01	Mar. = \$4,599.30
4/1-4/15	\$2229.47	
4/16-4/30	\$2564.93	April = \$4,794.40
5/1-5/15	\$2407.77	May = \$2,407.77
<b>Spring Total</b>	<b>\$19,981.37</b>	
<b>Total</b>	<b>\$34,869.37</b>	

### ADDITIONAL SPRING 2012 PAY INFORMATION

Total Coordinator Pay = 9521.05  
 Total Hourly Tutor Pay = 5956.56 (Total Temp Employee = 15,477.61)  
 Total Work Study Pay = 4503.76

### STAFF FOR FALL 2011

1 Instructional Specialist/Advanced Skills (Coordinator)  
 3 Tutor Level V Tutors (not all at full 19 hours)  
 13 Work Study (4 Student Assistants + 9 Tutors)

### STAFF FOR SPRING 2012

2 Instructional Specialist/Advanced Skills (Coordinators)  
 3 Tutor Level V (only two worked consistently)  
 13 Work-Study (3 Student Assistants + 10 Tutors)

# FALL 2011 – SPRING 2012 DATA ON USAGE—FROM STOP WATCH

MONTH	TOTAL VISITS	TUTORING SESSIONS	COMPUTER/LAB USE
AUGUST	285	54	231
SEPTEMBER	1533	420	1113
OCTOBER	1361	393	968
NOVEMBER	1337	390	947
DECEMBER	318	52	266
<b>Fall Totals</b>	<b>4,834</b>	<b>1309</b>	<b>3,525</b>
JANUARY	421	70	351
FEBRUARY	1220	365	855
MARCH	879	222	657
APRIL	1051	285	766
MAY	398	76	322
<b>Spring Totals</b>	<b>3969</b>	<b>1018</b>	<b>2951</b>

## COMPARISON OF TOTAL UNIQUE VISITORS TO THE WRITING CENTER—FROM STOP WATCH

<b>Fall 2010</b>	1188
<b>Spring 2011</b>	1414
<b>Summer 2011</b>	267
<b>Fall 2011</b>	1571
<b>Spring 2012</b>	1873

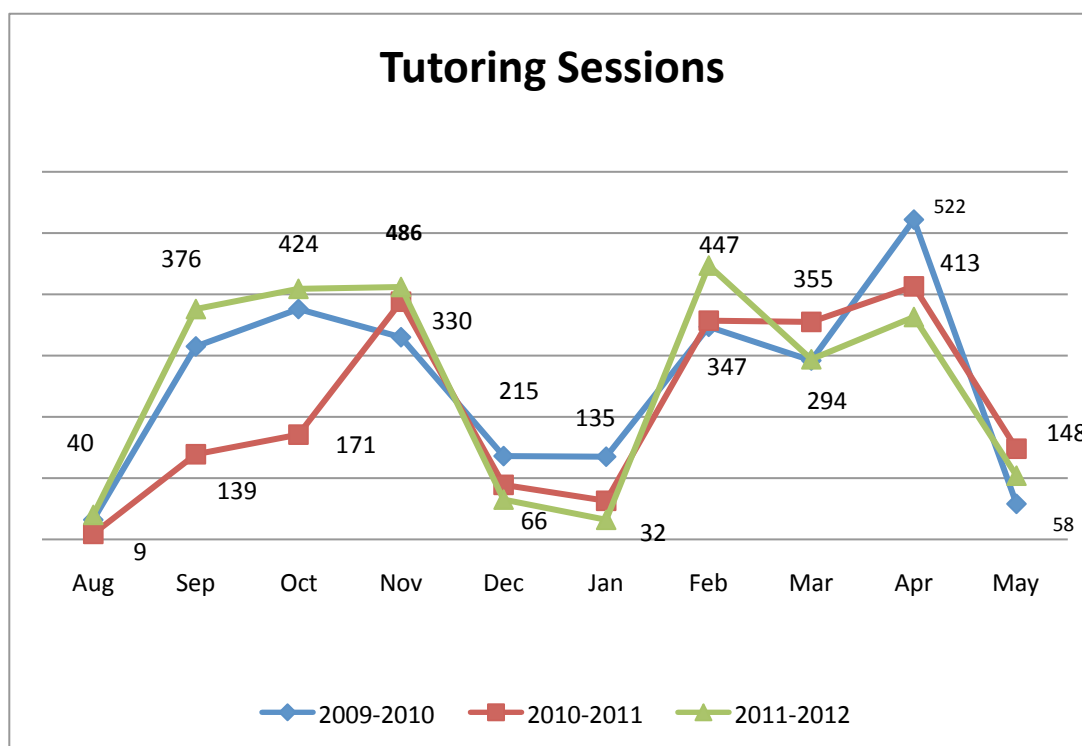
**\*\*Note:** Stop Watch data is inaccurate—students logged in and out inconsistently.

## INFORMATION ON TUTORING SESSIONS

	Fall 2011	Spring 2012
Total Tutoring Sessions (as logged by Post-Tutor Session Form)	= 1135	= 1243
Total Tutoring Sessions (as logged by our Appointment Calendar)	= 1418	= 1458
<b>Estimated Total Tutoring Sessions:</b>	<b>= 1300</b>	<b>= 1400</b>

Determining the exact number of tutoring sessions is difficult. The Stop-Watch sign in is unreliable, the Google form experienced problems in the Spring, and tutors are not 100% consistent in filling out the tutor form. Also, in the Spring some tutoring was conducted at our satellite tutoring location in CAC. Of all our records, I believe our appointment calendar is one of the most accurate, so the estimated tutoring sessions is based upon its count.

## MONTHLY TUTOR USAGE—COMPARISON CHART 2009-2012

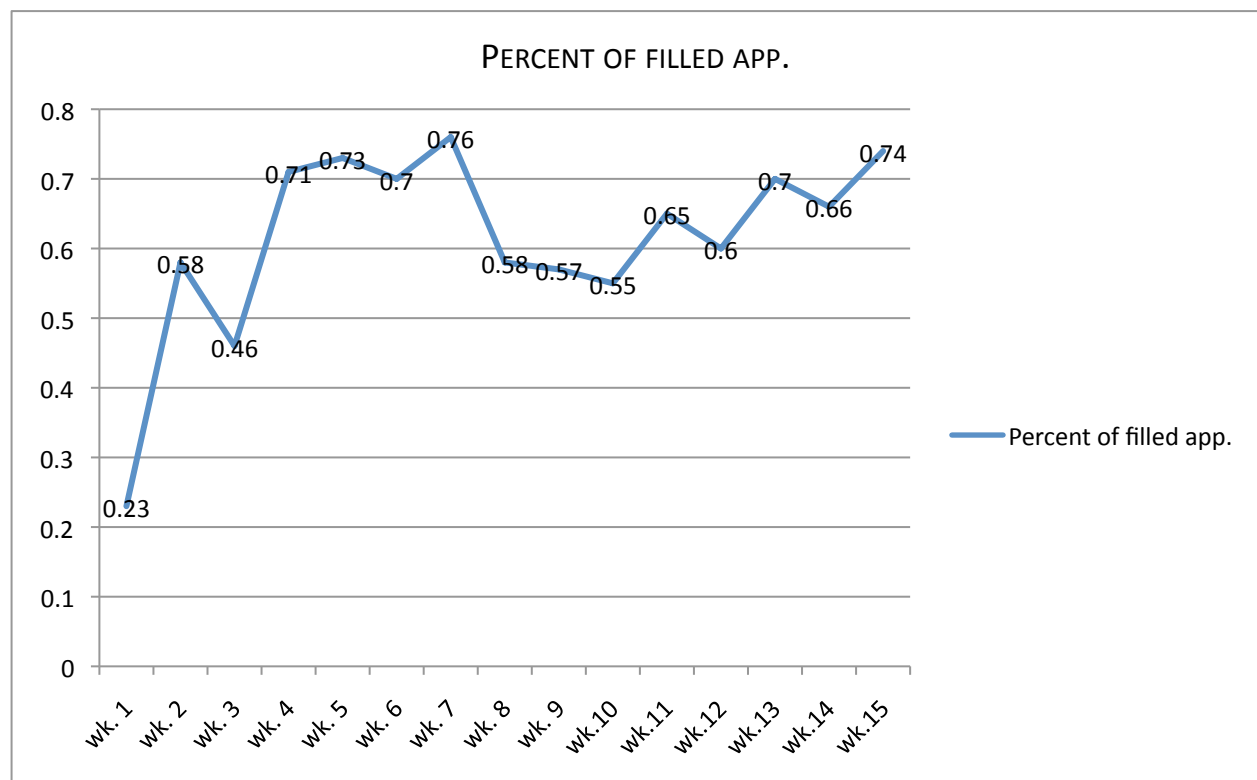
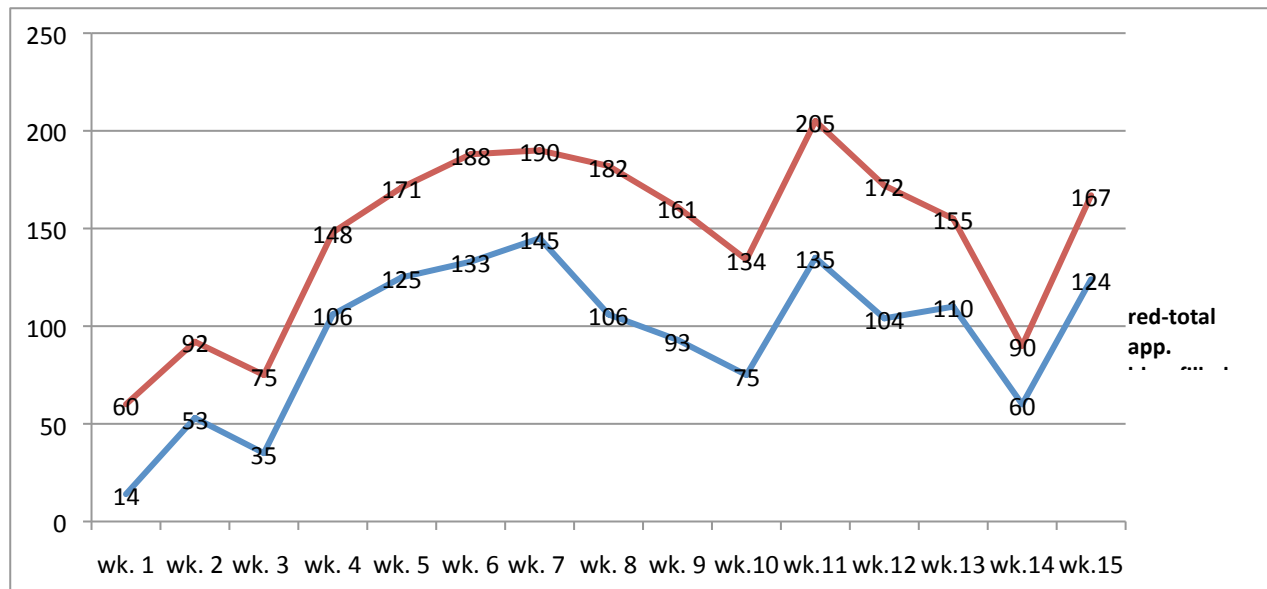


## NUMBER OF STUDENT ORIENTATIONS

Total Number of Orientations Conducted	Fall = 88	Spring = 44
Estimated total # of students oriented	Fall = 1936	Spring = 1021

STUDENTS ATTENDING WORKSHOPS	Fall = 51	Spring = not counted
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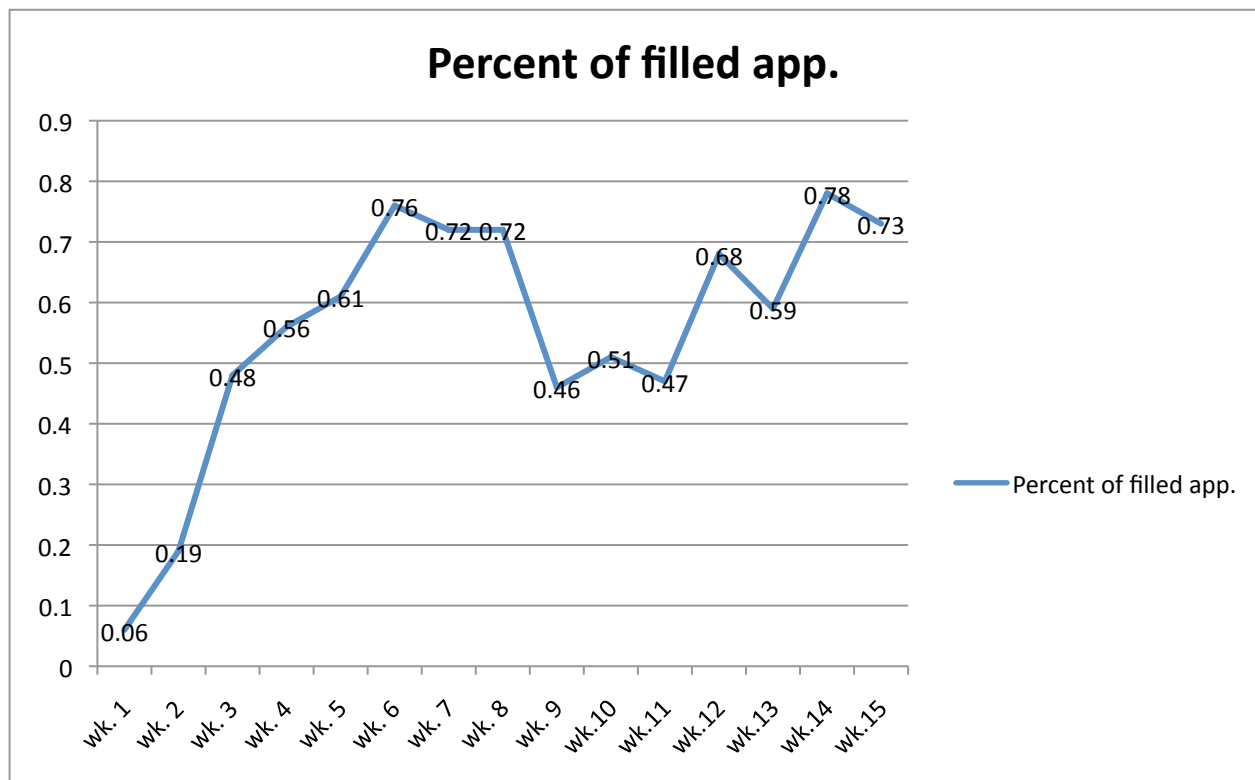
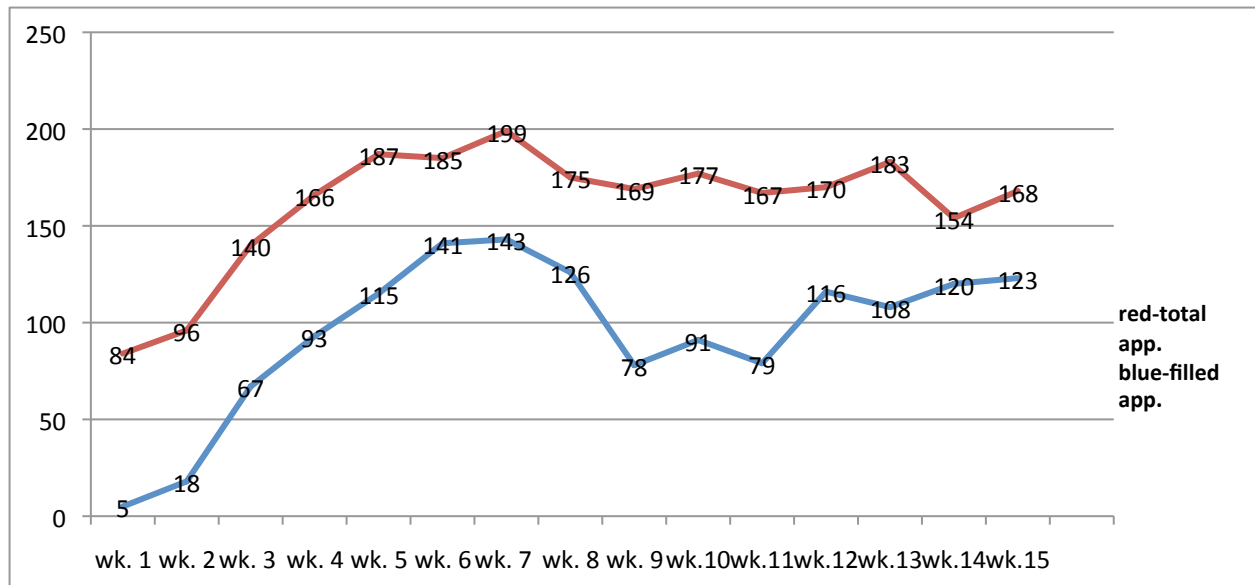
## TOTAL APPOINTMENTS AND FILLED APPOINTMENTS FALL 2011



**Average % Appointments Filled = 64 %**



## TOTAL APPOINTMENTS AND FILLED APPOINTMENTS SPRING 2012



**Average % Appointments Filled = 58 %**

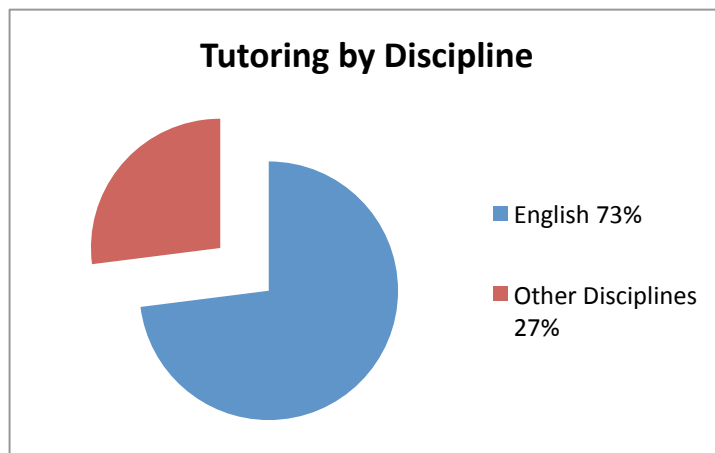
## TUTORING USAGE DATA FROM POST-TUTOR SESSION FORM

Note: Tutors did not always fill in the tutor form as they were supposed to. This data comes from the 1135 sessions in Fall and 1185 sessions in Spring logged in the tutor form.

Total # of one-time tutoring sessions	Fall = 353	Spring = 272	Total = 625
Total # of students w/ repeat tutoring sessions	Fall = 222	Spring = 253	Total = 475
Total # of students receiving tutoring	Fall = 575	Spring = 525	Total = 1100
Ave. # of sessions for repeat clients	Fall = 3.5	Spring = 3.6	

## TUTOR USAGE BY DISCIPLINE FALL 2011

Discipline	# Visits	Percent
ENGL Total	830	<b>73</b>
ENGL-DEVO	282	<b>25</b>
ENGL 0300	134	<b>12</b>
ENGL 0301	101	<b>9</b>
HIST	85	<b>8</b>
SOCI	23	<b>2</b>
PSYC	19	<b>2</b>
PHIL	16	<b>1.4</b>
ARTS	16	<b>1.4</b>
GOVT	11	<b>.9</b>
ESLA	8	<b>.7</b>
SDEV	7	<b>.6</b>



### Major % of Tutoring

ENGL Students = **73%**

DEVO ENGL Students = **25%**

HIST Students = **7%**

All Others = **18%**

## TUTOR USAGE BY DISCIPLINE SPRING 2012

All Tutoring Visits		
Class	# Visits	Percent
ANTH 2351	1	0.08%
ARCH 1311	3	0.25%
ARTS 1303	11	0.93%
BIOL 2402	4	0.34%
BMGT 1341	1	0.08%
CDEC 1359	4	0.34%
COMM 1307	17	1.43%
DAAC 1319	1	0.08%
DRAM 1351	5	0.42%
EDUC 2301	1	0.08%
ENGA 0363	35	2.95%
ENGL 0300	66	5.57%
ENGL 0301	114	9.62%
ENGL 1301	318	26.84%
ENGL 1302	340	28.69%
ENGL 2351	38	3.21%
ENGR 1201	4	0.34%
ESLA 0331	2	0.17%
GEOG 1301	5	0.42%
GOVT 2301	19	1.60%
GOVT 2302	8	0.68%
HIST 1301	64	5.40%
HIST 1302	21	1.77%
HIST 2301	5	0.42%
HIST 2322	5	0.42%
HUMA 2319	10	0.84%
ITSC 1305	3	0.25%
MDCA 1409	2	0.17%
PHIL 2306	12	1.01%
POFT 1301	1	0.08%
PSYT 2301	16	1.35%
READ 0303	6	0.51%
RNSG 2263	1	0.08%
SDEV 0370	15	1.27%
SLNG 2311	3	0.25%
SOCI 1301	2	0.17%
SPCH 1311	17	1.43%
TECA 1354	5	0.42%
<b>Total Visits:</b>	<b>1185</b>	

Records from Google Form

Total unique visits recorded: **1243**.

Visits with complete data: **1185**.

The discrepancy of **58** consists of visitors not enrolled in Alamo Colleges for Spring 2012.

### Major % of Tutoring

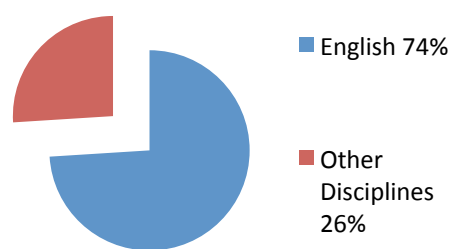
ENGL Students = **74%**

DEVO ENGL Students = **15%**

HIST Students = **8%**

All Others = **16%**

### Tutoring by Discipline



## **DISCUSSION OF DATA ABOUT WRITING CENTER OPERATIONS**

This report shows that the SAC Writing Center stayed well within its budget. Also, despite being short-staffed with only one Coordinator in the Fall, the Writing Center had more traffic than it ever has had with approximately 5000 visitors and 1600 unique visitors—an increase compared to Fall 2010 of 400 unique visitors, or 33%. This increase was accomplished despite a reduction in the Writing Center's overall budget.

Over the course of Fall 2011 through Spring 2012, the Writing Center conducted approximately 2700 tutoring sessions, serving 1100 students. Significantly, students coming for repeated tutoring sessions averaged 3.5 and 3.6 times for the two semesters. As the comparison chart of tutoring sessions from 2009 and 2010 shows, the Fall 2011 number of tutoring sessions was greater in number than previous years and the Spring 2012 number of sessions was comparable. In addition, 64% of the Writing Center's scheduled appointments were filled in Fall and 58% in the Spring, which is a respectably high percentage of appointments filled. Our target percentage is 60%. Both semesters show a sharp drop off in the number of tutoring sessions after week seven or eight, but a pick up in the number of sessions around week 13.

When examining who the SAC Writing Center served, data showed that almost three quarters of the tutoring sessions were for students in English classes. 25% of all Fall sessions and 15% of Spring sessions were for Developmental English writers, which reflects the growth of the English Department's Developmental Lab's tutoring. Of the roughly 27% of sessions with other disciplines, History was the highest with 8% and Sociology and Psychology both represented 2% each of the tutoring sessions held.

From these data on the usage of the Writing Center, we can draw a number of conclusions:

### **Conclusion #1: The Writing Center Moved Forward**

This data shows that the Writing Center did not skip a beat with the loss of the former director. Operations could have declined, but instead they have increased—not, perhaps, as much as might have happened if the previous Center's administration had remained, but still these numbers are gratifying in demonstrating that the Writing Center is still moving forward.

### **Conclusion #2: The Writing Center Predominantly Served the English Department**

Almost three quarters of all tutoring sessions were for English students. This finding has many different interpretations. On the positive side, these numbers may show a sign of repaired rapport between the Writing Center and the English Department. The high percentage could simply be a function of the fact that the Writing Center is located in the English building and English classes assign the most writing. However, the high percentage of tutoring sessions for English students may speak to the isolation of the Writing Center and the important work it has to do to build bridges with students and faculty in other disciplines.

**Conclusion #3: A Great Deal of Room for Growth Exists**

Despite serving nearly 3400 individual students in its open lab and 1100 students with tutoring, the Writing Center touched only a small portion of the SAC population. Fall 2011, 23,329 students were enrolled at SAC. This included nearly 1000 students in English 0301, 3600 in English 1301, and 1650 in English 1302.

Making a rough estimate, that means only 2.5% of the SAC population as a whole received tutoring at the Writing Center, and only 5.4% of students taking English classes received tutoring. These percentages point to large areas of potential future growth.

## **DATA ON THE EFFECTIVENESS OF WRITING CENTER TUTORING**

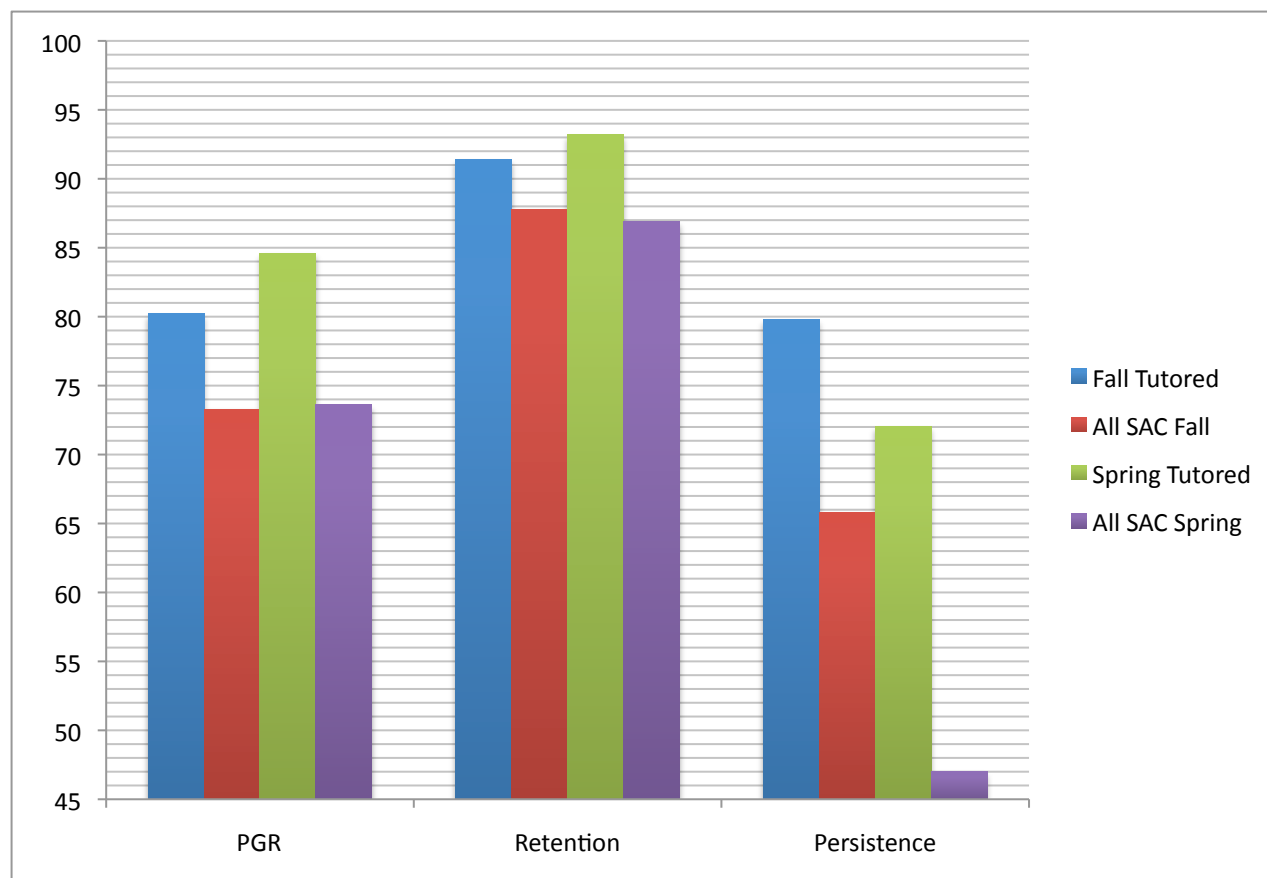
This assessment of tutoring effectiveness involves both quantitative and qualitative data. It includes Progressive Grade Rate, Retention, Persistence and GPA numbers for students who received tutoring. These numbers are generally compared against students who did not receive tutoring and checked in some cases to see whether multiple tutoring sessions make a difference to these percentages. Students also rated their tutoring sessions on a five point Likert scale.

Qualitatively, data is presented from feedback students wrote into tutor forms filled out with each tutoring session. In addition, a survey was administered to both faculty and students who had used the Writing Center at the end of the semester.

A number of conclusions derived from this data will be presented at the end of this section.

## ALL SAC STUDENTS VS ALL TUTORED

How Did Students in Fall 2011 and Spring 2012 Who Received Tutoring in the Writing Center Compare With Students Who Did Not (for the general SAC student population)?

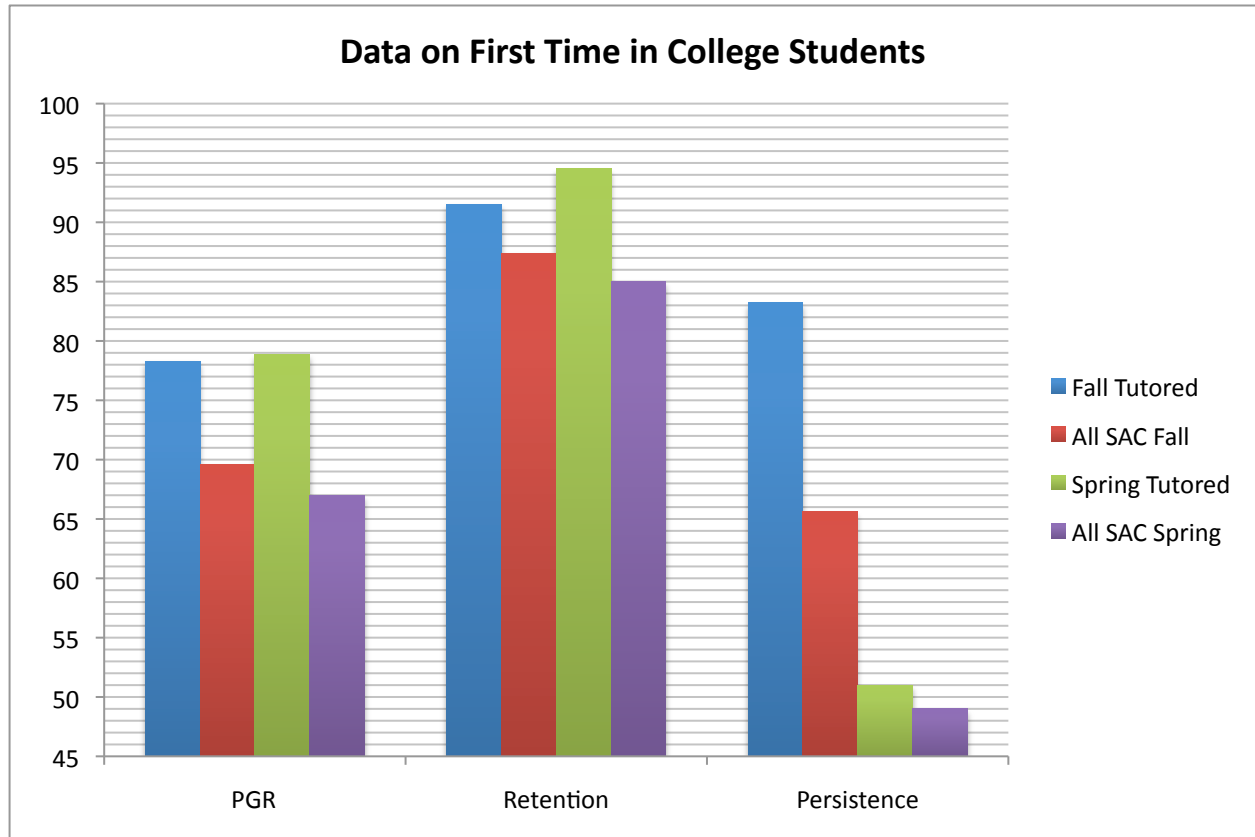


	PGR	Retention	Persistence
<b>Fall 2011 Tutored</b>	80.2%	91.4%	79.8%
<b>All Fall 2011 SAC</b>	73.3%	87.8%	65.8%
<b>Fall % Difference</b>	<b>+6.9%</b>	<b>+3.8%</b>	<b>+14.0%</b>
<b>Spring 2012 Tutored</b>	84.6%	93.2%	72%
<b>All Spring 2012 SAC</b>	73.6%	86.9%	47%
<b>Spring % Difference</b>	<b>+11%</b>	<b>+6.3%</b>	<b>+25%</b>

This data shows that students who come to the Writing Center do better than the general SAC population in all three areas of Productive Grade Rate, Retention, and Persistence. The data shows a solid difference in PGR, a modest improvement in retention, and a significantly better persistence rate for students who received tutoring.

## ALL FTIC SAC STUDENTS VS ALL FTIC STUDENTS TUTORED

How Did First Time in College (FTIC) Students in Fall 2011 Who Received Tutoring in the Writing Center Compare With FTIC Students Who Did Not (for the general SAC student population)?



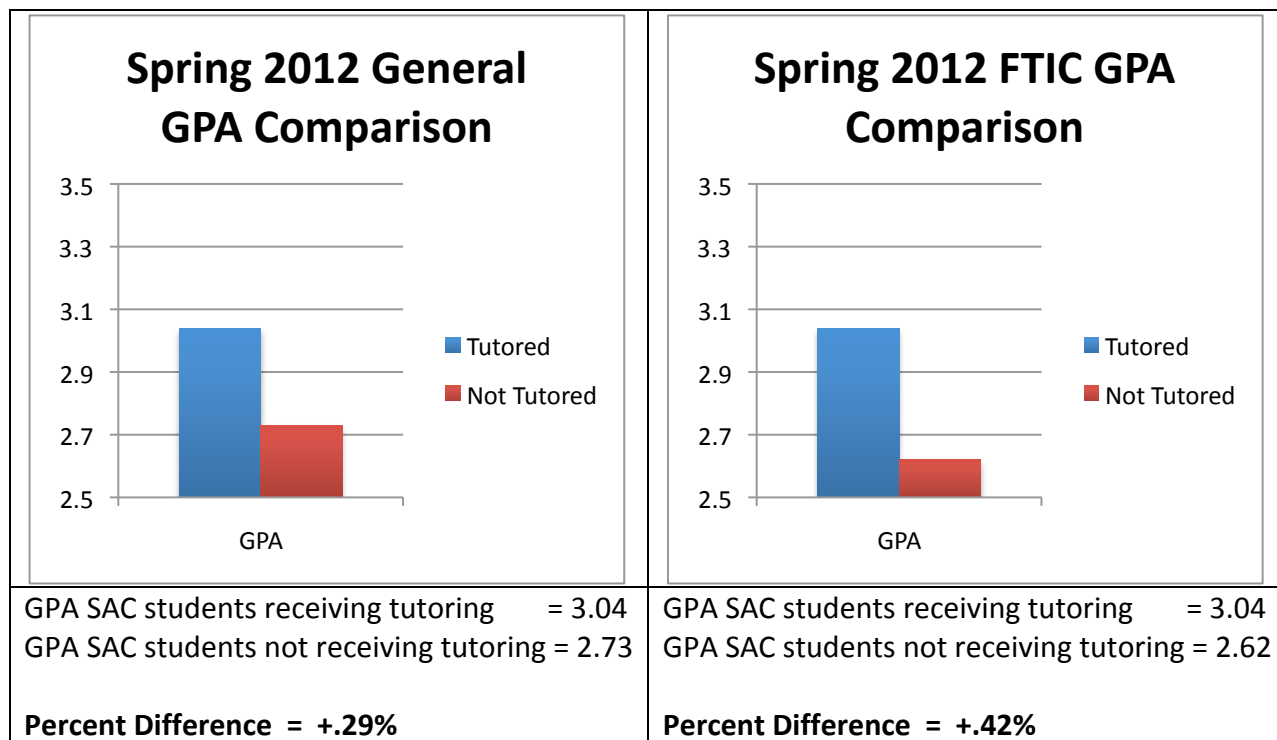
	PGR	Retention	Persistence
<b>Fall 2011 FTIC Tutored</b>	78.3%	91.5%	83.2%
<b>All Fall 2011 FTIC SAC</b>	69.6%	87.4%	65.6%
	<b>+9.6%</b>	<b>+4.1%</b>	<b>+17.6%</b>
<b>Spring 2012 FTIC Tutored</b>	78.9%	94.5%	51%
<b>All Spring 2012 FTIC SAC</b>	67%	85%	49%
	<b>+11.9%</b>	<b>+8.5%</b>	<b>+2%</b>

This chart compares First Time in College students from the entire SAC population with those FTIC students who came in for tutoring assistance. Although the difference in the rate of retention is modest, tutoring appeared to make a significant difference in PGR and Persistence with this student population. GPA began being calculated in Spring 2012.



## GRADE POINT AVERAGE

Do students who use the Writing Center end up with a better Grade Point Average than SAC students who do not use the Writing Center?



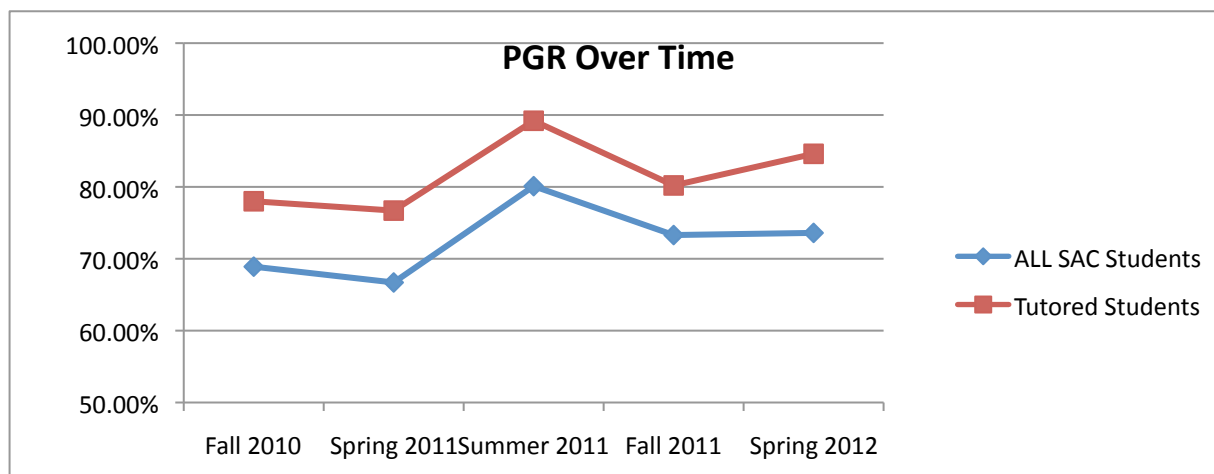
This data shows that students receiving tutoring at the Writing Center receive, on average, one letter grade point higher than students who do not visit the Writing Center for tutoring (from a C to a B). The increase to GPA is even higher for FTIC students.

**\*\*Note:** Data was not collected on GPA for Fall 2011.

## LONGITUDINAL COMPARISONS OF PGR, RETENTION, AND PERSISTENCE

Data for the following charts for Fall 2010, Summer 2010, and Spring 2011 came from students who signed in to StopWatch and self-identified they were coming to the Writing Center for tutoring. This data came from a time before we had the current tutor form we use for collecting data.

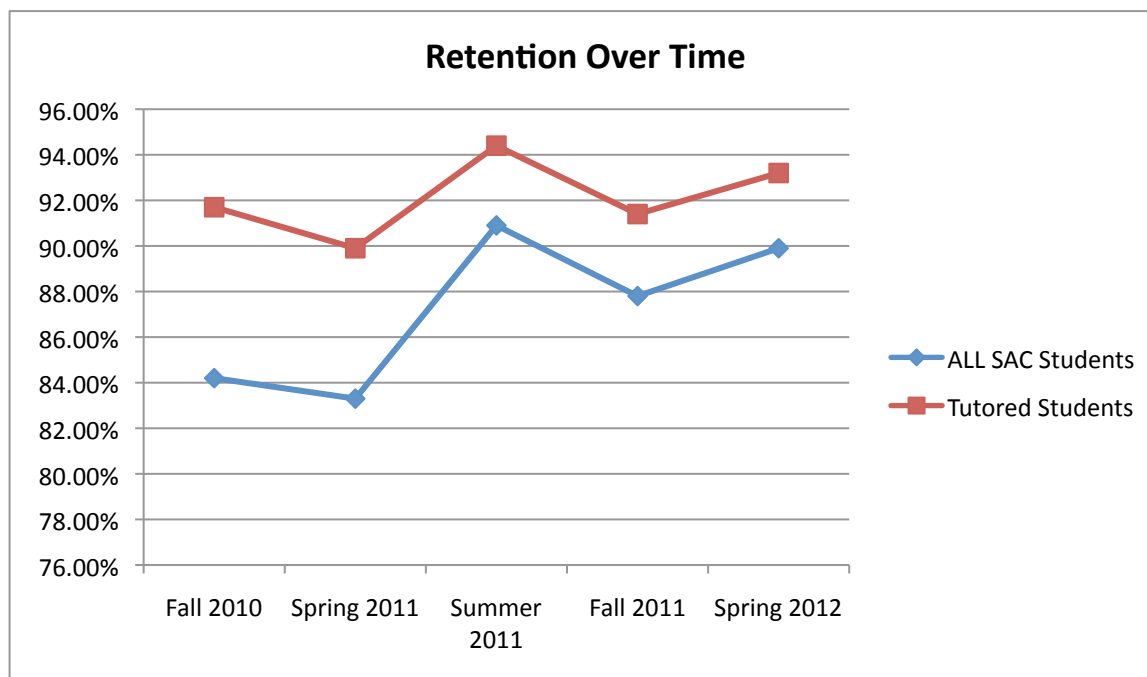
### PGR ALL SAC STUDENTS VS. TUTORED STUDENTS



Semester	PGR	% Difference
Fall 2010 tutored	78.0%	<b>+9.1</b>
All Fall 2010 SAC	68.9%	
Spring 2011 tutored	76.7%	<b>+10.0</b>
All Spring 2011 SAC	66.7%	
Summer 2011 tutored	89.2%	<b>+9.1</b>
All Summer 2011 SAC	80.1%	
Fall 2011 tutored	80.2%	<b>+6.9</b>
All Fall 2011 SAC	73.3%	
Spring 2012 Tutored	84.6	<b>+11.0</b>
All Spring 2012 SAC	73.6	

This data shows a consistent improvement in PGR for students who received tutoring in the Writing Center from Fall 2010 through Spring 2012. This improvement may be in part due to the CRLA Tutor Training program which began in Fall 2011.

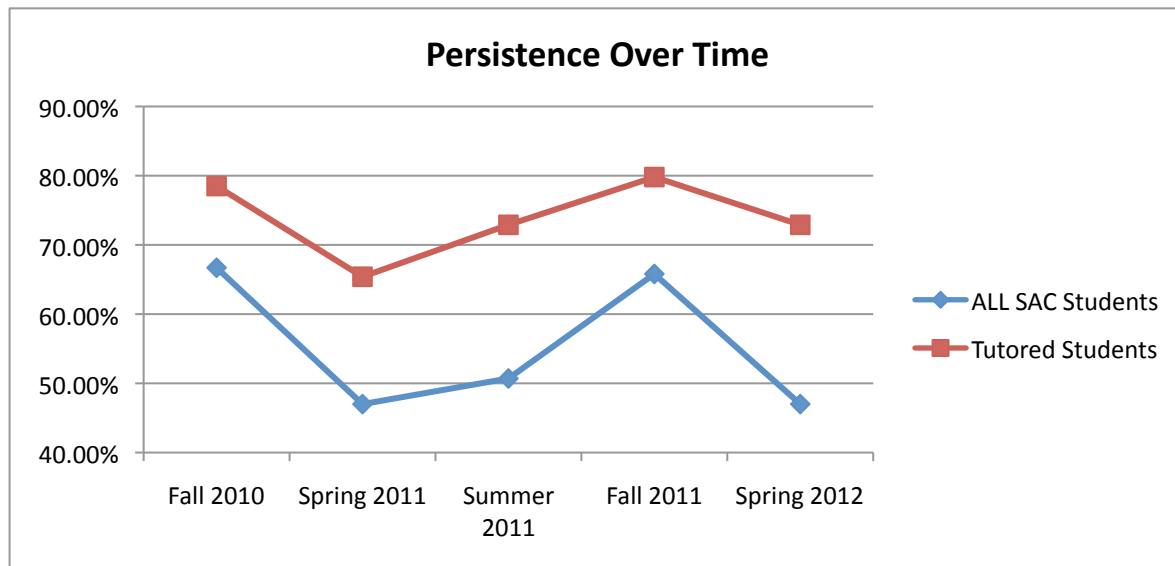
## RETENTION ALL SAC STUDENTS VS TUTORED STUDENTS



Semester	Retention	% Difference
Fall 2010 tutored	91.7%	<b>+7.5</b>
All Fall 2010 SAC	84.2%	
Spring 2011 tutored	89.9%	<b>+6.7</b>
All Spring 2011 SAC	83.2%	
Summer 2011 tutored	94.4%	<b>+3.5</b>
All Summer 2011 SAC	90.9%	
Fall 2011 tutored	91.4%	<b>+3.6</b>
All Fall 2011 SAC	87.8%	
Spring 2012 Tutored	93.2%	<b>+6.3%</b>
All Spring 2012 SAC	86.9%	

This data shows a consistent, though modest, improvement in retention rates over time for students who come into the Writing Center for tutoring.

# PERSISTENCE ALL SAC STUDENTS VS TUTORED STUDENTS

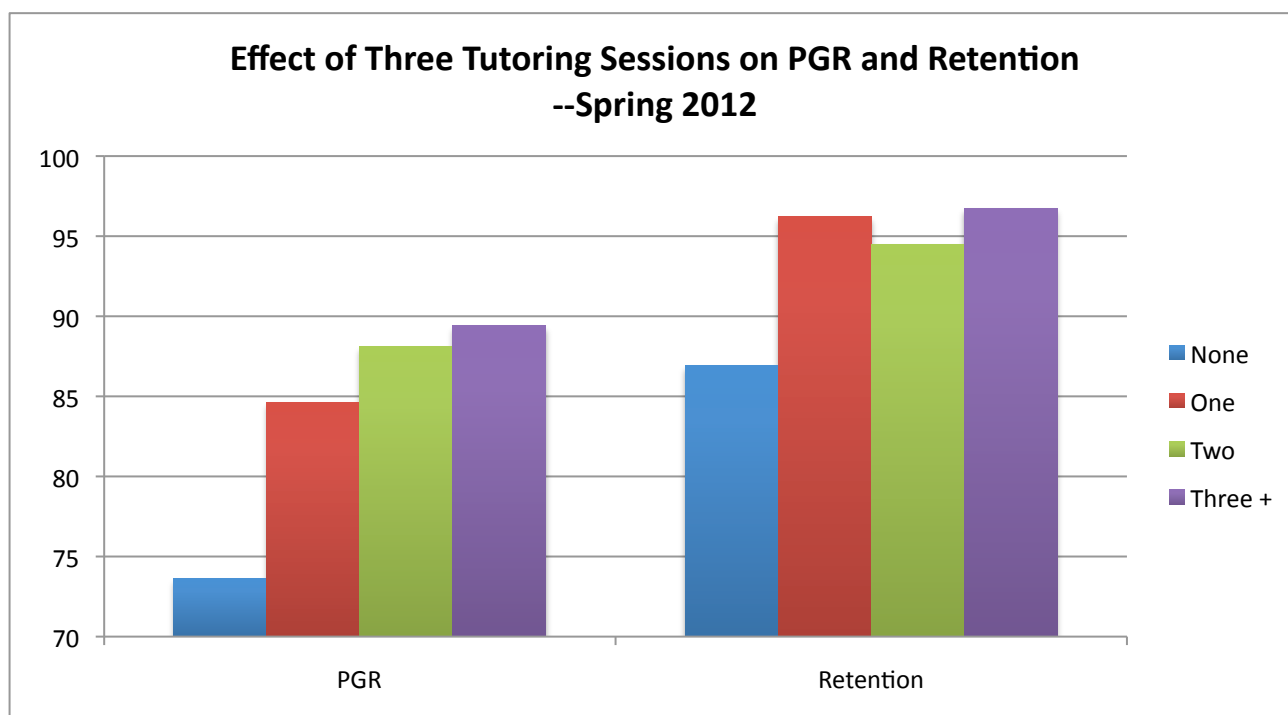


Semester	Persistence	% Difference
Fall 2010 Tutored	78.5%	<b>+11.8</b>
All Fall 2010 SAC	66.7%	
Spring 2011 Tutored	65.4%	<b>+18.4</b>
All Spring 2011 SAC	47.0%	
Summer 2011 Tutored	72.9%	<b>+22.2</b>
All Summer 2011 SAC	50.7%	
Fall 2011 Tutored	79.8%	<b>+14.0</b>
All Fall 2011 SAC	65.8%	
Spring 2012 Tutored	72%	<b>+25%</b>
All Spring 2012 SAC	47%	

This chart shows remarkable differences in the persistence rate between students who get tutoring in the Writing Center and students who do not. Students who receive tutoring in the Writing Center show a significantly high tendency to return to school the next semester. The higher level of persistence from students who get tutoring at the Writing Center may be in part due to the self-selection of students more likely to persist anyway. However, as earlier data on the effect of multiple sessions showed, the Writing Center does impact persistence strongly.

## EFFECTS OF MULTIPLE TUTORING SESSIONS

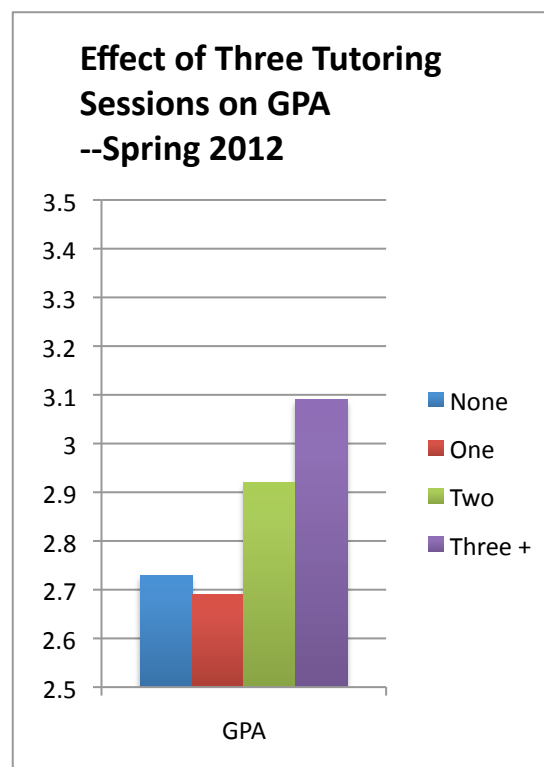
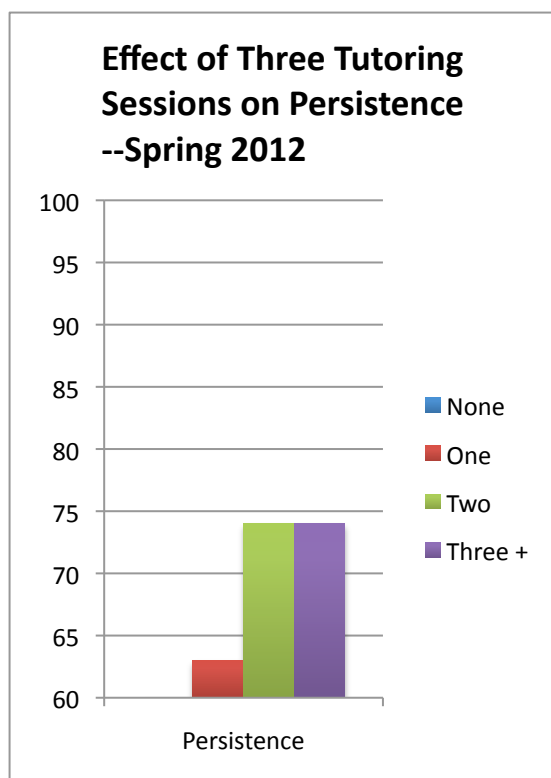
What is the effect on PGR, Retention, Persistence and GPA of multiple tutoring visits?



Number of Tutoring Sessions	None	One	Two	Three or More	% Change from None vs. Three	% Change from One to Three
PGR	73.6	84.6	88.1	89.4	15.8%	+4.8%
Retention	89.6	96.2	94.5	96.7	9.1%	+5%

This chart shows a significant increase in PGR the more often students are tutored. Students who receive three or more tutoring sessions have a 15.8% higher PGR than students who do not attend the Writing Center for tutoring. The difference of three tutoring sessions on retention is negligible compared to attending only one tutoring session.

Included in this report also is data reporting on the impact of one to three tutoring sessions on ENGL0300, ENGL0301, ENGL1301, ENGL1302, HIST1301. Data is only reported on these separate classes because they are the classes for which we had enough data to track this progressive impact.

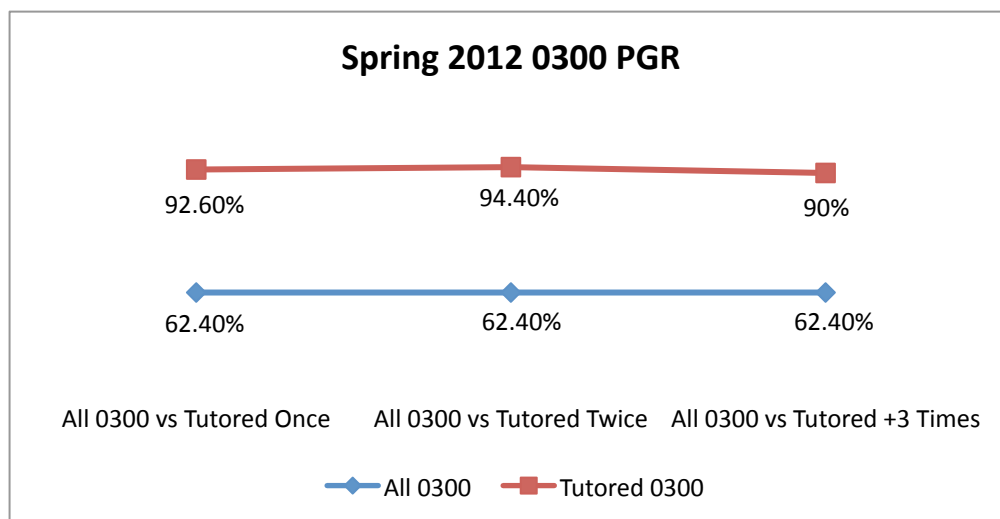
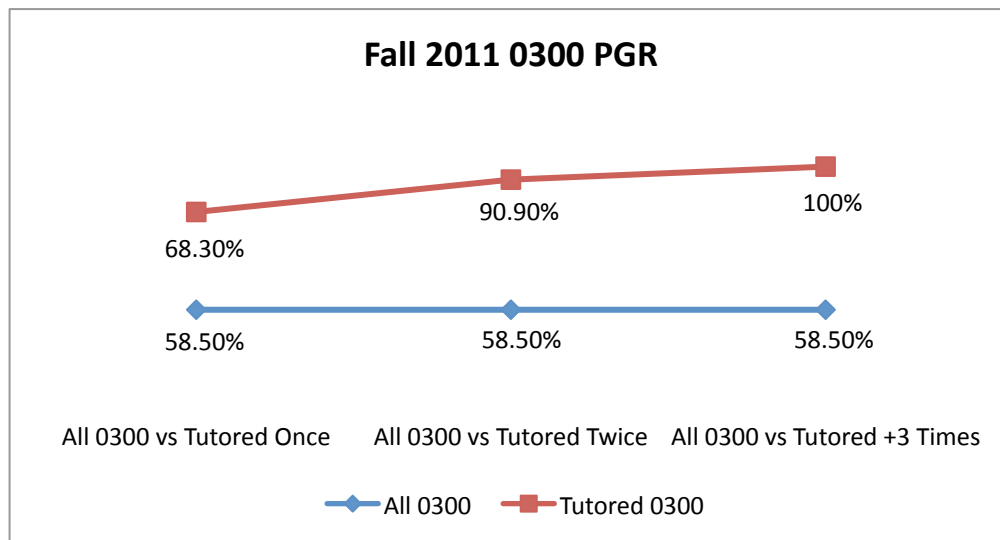


Tutoring Sessions	None	One	Two	Three or More	% Change from One to Three
Persistence	47%	63%	74%	74%	+11%
GPA	2.73	2.69	2.92	3.09	+.4

The above data shows that attending three tutoring sessions has a progressive impact upon persistence and GPA. The effect of multiple sessions upon persistence appears to occur after the second tutoring session. This rate of 74% persistence is significantly (even astoundingly) better than the 47% persistence of students who do not come in for tutoring. The fact that those who come for only one tutoring session persist at a rate of 63% may indicate that students who visit the Writing Center are overall more likely to persist. However, the 11% jump from one to two sessions indicates the level of positive impact the Writing Center has on these students.

The level of impact upon GPA may appear modest; however, the increase clearly occurs with more tutoring visits. This data shows that three or more visits may raise a student's GPA by almost a half a letter grade. The fact that students who attend only one session have a lower GPA than the general SAC population indicates that students seeking assistance from the Writing Center may be overall academically weaker than the general population of SAC students. It is very significant that multiple tutoring sessions with this weaker population can help them achieve a higher grade point average than the rest of the SAC student population.

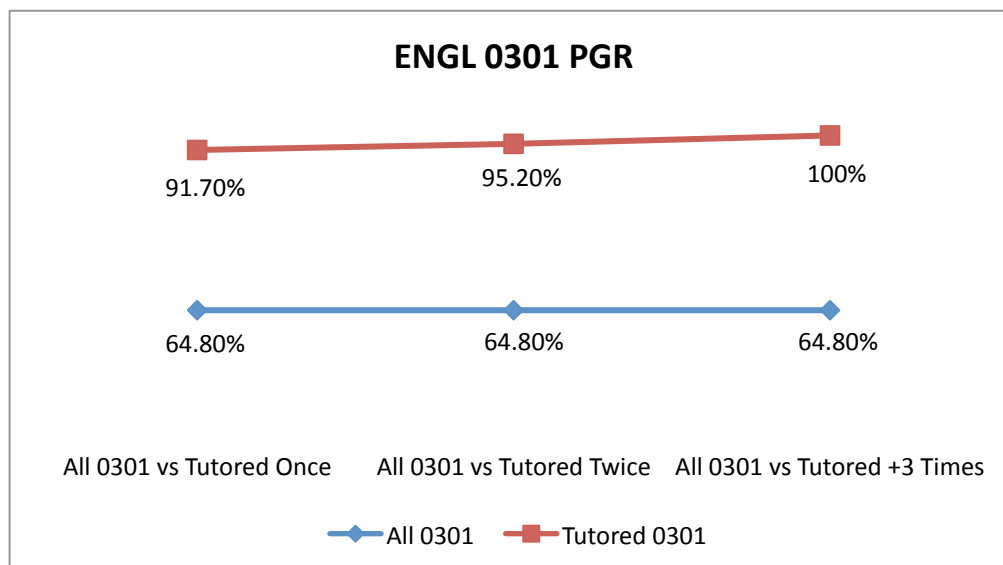
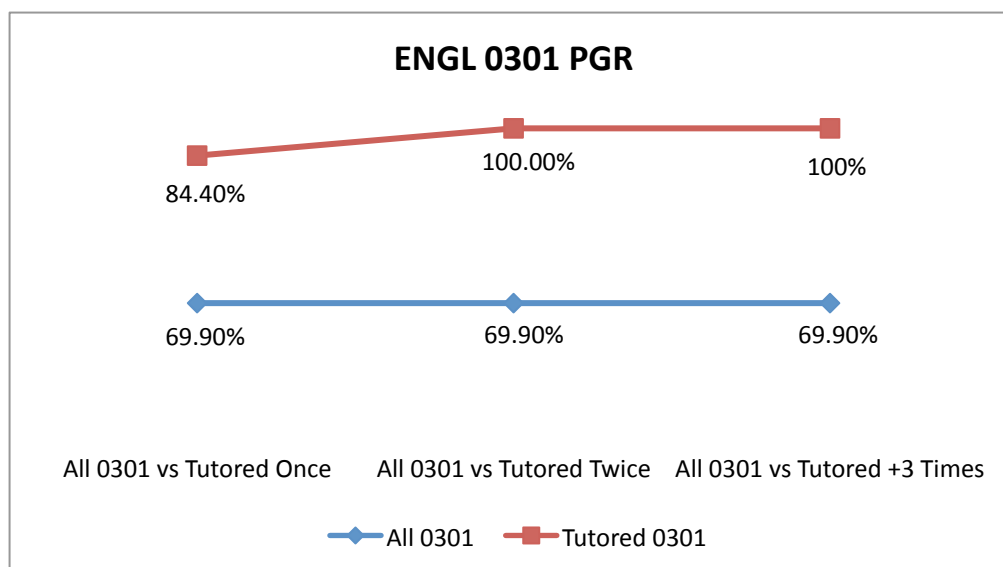
## ENGL0300 DATA AND THE EFFECT OF MULTIPLE TUTOR SESSIONS



<b>Fall 2011 Data</b>	
<b># 0300 Students</b>	678
<b># Tutored Once</b>	19
<b># Tutored Twice</b>	11
<b># Tutored 3 +</b>	16

<b>Spring 2012 Data</b>	
<b># 0300 Students</b>	388
<b># Tutored Once</b>	13
<b># Tutored Twice</b>	2
<b># Tutored 3 +</b>	10

## ENGL0301 DATA AND THE EFFECT OF MULTIPLE TUTORING SESSIONS

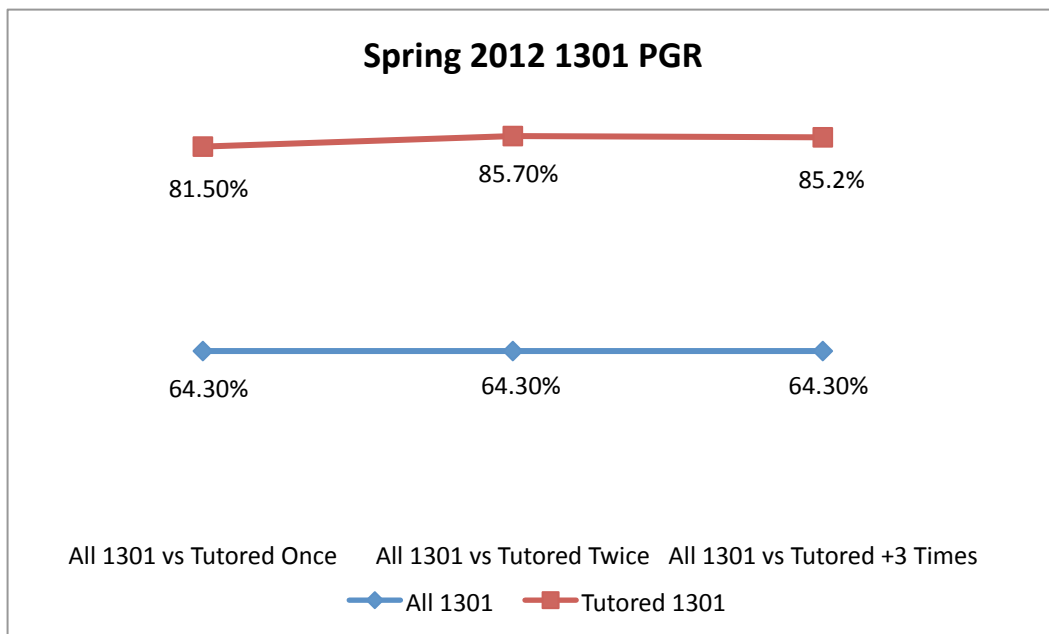
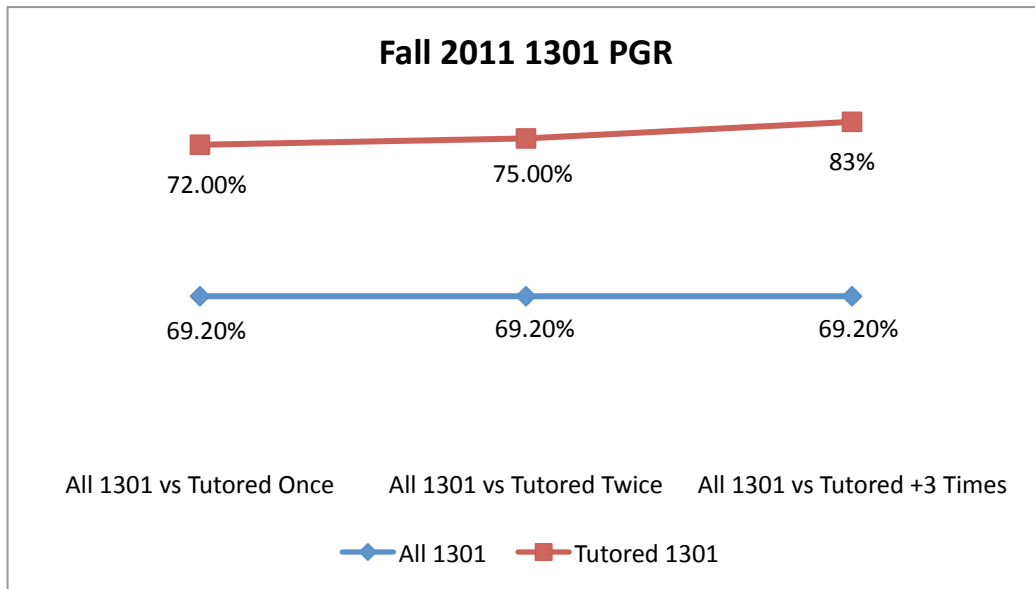


<b>Fall 2011</b>	
<b># 0301 Students</b>	954
# Tutored Once	32
# Tutored Twice	3
# Tutored 3 +	11

<b>Spring 2012</b>	
<b># 0301 Students</b>	754
# Tutored Once	23
# Tutored Twice	12
# Tutored 3 +	18



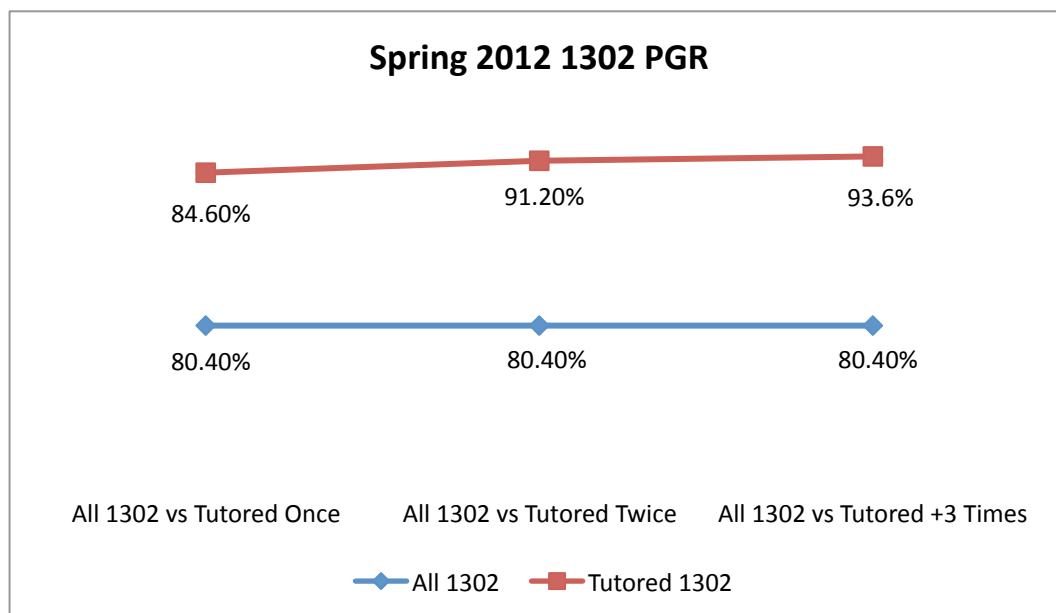
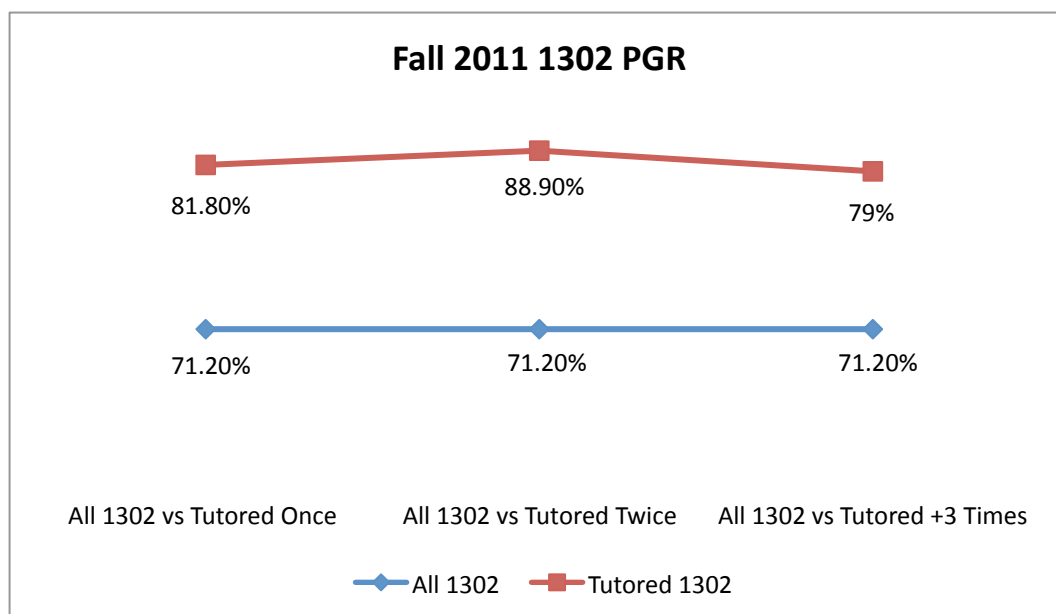
## ENGL1301 DATA AND THE EFFECT OF MULTIPLE TUTOR SESSIONS



<b>Fall 2011</b>	
<b># 1301 Students</b>	3588
# Tutored Once	95
# Tutored Twice	44
# Tutored 3 +	41

<b>Spring 2012</b>	
<b># 1301 Students</b>	1904
# Tutored Once	76
# Tutored Twice	24
# Tutored 3 +	44

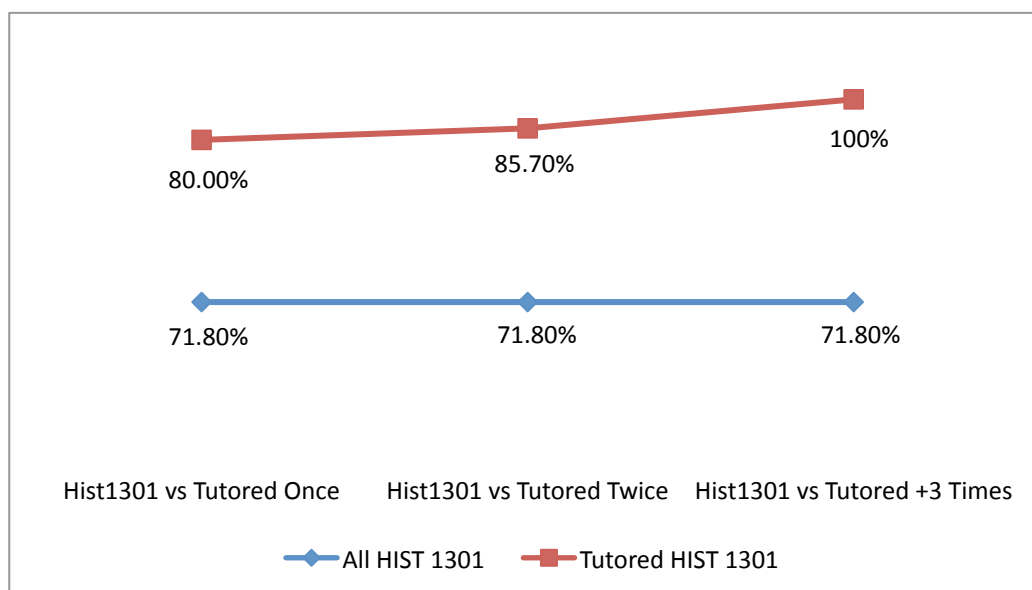
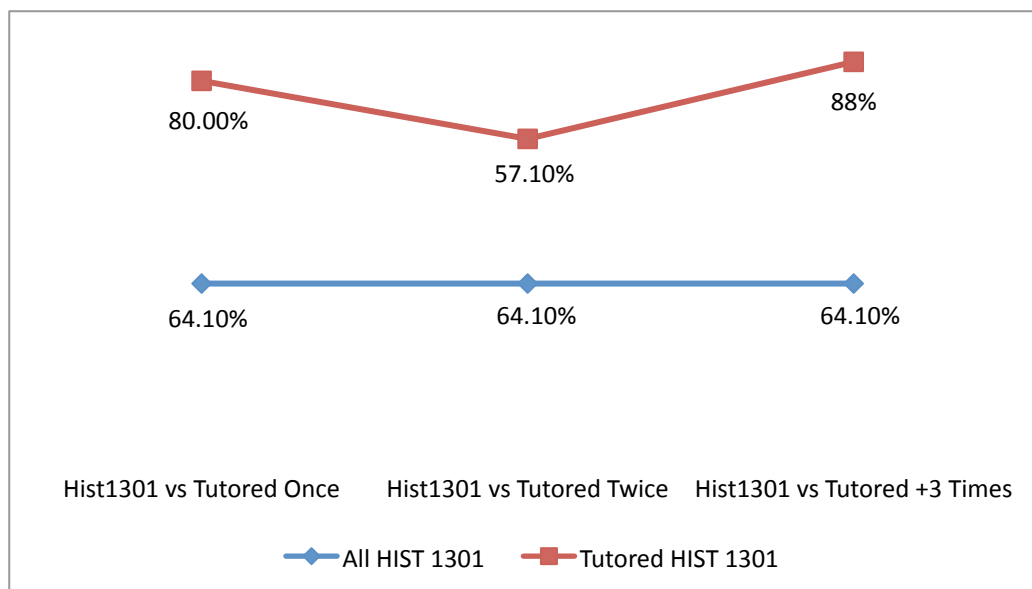
## ENGL1302 DATA AND THE EFFECT OF MULTIPLE TUTORING SESSIONS



<b>Fall 2011</b>	
<b># 1302 Students</b>	1657
# Tutored Once	44
# Tutored Twice	18
# Tutored 3 +	14

<b>Spring 2012</b>	
<b># 1302 Students</b>	2860
# Tutored Once	89
# Tutored Twice	32
# Tutored 3 +	37

## HIST1301 DATA AND THE EFFECT OF MULTIPLE TUTOR SESSIONS



<b>Fall 2011</b>	2771
<b># Hist1301 Students</b>	
# Tutored Once	10
# Tutored Twice	7
# Tutored 3 +	8

<b>Spring 2012</b>	1677
<b># Hist1301 Students</b>	
# Tutored Once	13
# Tutored Twice	12
# Tutored 3 +	8

## STUDENT RATING OF TUTORING SESSIONS

Note: This student satisfaction survey was given to students as they finished their tutoring session, without the tutor present.

### From Fall Student Feedback

**Tutor Session Feedback**



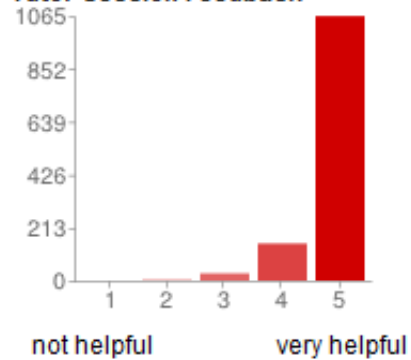
1 - not helpful	3	0%
2	4	0%
3	22	2%
4	121	11%
5 - very helpful	984	87%

87 % rated the tutoring session as the highest rating (5 or very helpful)

98 % rated the tutoring session as helpful (4 or above)

### From Spring Student Feedback

**Tutor Session Feedback**



1 -not helpful	0	0%
2	2	0%
3	29	2%
4	149	12%
5 -very helpful	1064	85%

85 % rated the tutoring session as the highest rating (5 or very helpful)

97 % rated the tutoring session as helpful (4 or above)

Students also wrote a closing feedback comment after their tutoring sessions. The graphics below are “wordle” images that compile all comments made by students and display an image with the word sizes relative to the number of times that word is used.

[illegible]



Below is a selection of these comments from Fall 2011:

Carlos was extremely helpful in providing detailed information on how to create a works cited page, made me aware of Owl at Purdue, how to use the MLA guide handbook, how to format a document on my pc, and primarily was so nice to put me at ease about a process that is so foreign to me. Thanks!

he helped me to correct my gramer and make my paper to make more sence than before.

"Kenneth helped me to make sence of my work. Thank you"

he help me to write better my paper. thank you.

Tutor was not only very helpful, but very polite and fun. Helped me out alot on my essay.

The help I recieved was very helpful. I learned a couple new things that seem small but were crucial to what I needed to get done. It helped me to broaden my view on how papers can and should be done.

I now have a much clearer view as to the direction of my paper since my professor didn't give us too much guidance. I am more confident with my content.

Carlos was very helpful. He gave me some pointers on how to start my essay regarding homelessness and how it has impacted my life...

Session on formatting a short paper.

Give me more information on writing

Very helpful tutor. I learned and discovered new ways of writing and developing writing skills.

It's very helpful to have Tutor after class. I feel this is better way to answer my question rightaway than I do mywon at home. Thank you for setting for Tutors at Writting center.

thank you very much! I feel more confident about my writing.

she is really nice person. i learn lot of idea about how to write down paragraph from her. thank you.....

I felt the session was very helpfull. I learned my weakness and how to improve those weakness. I will definately return if I need more help.

It was a good session, I realized what I needed help on to improve my writing.

It was very helpful got to improve on what i have done on my paper i well keep coming back to get help on future papers.

She was very nice and very helpful. The tutour showed me was to improve my writing in many different ways. She also showed me how to perfect grammer errors and punctions. This well be very helpful in my future essay's.

The session was very helpfull by pointing out simple mistakes i did not catch

we work on correcting may eassy paper

she was very helpful.

Tutor was excellent and easy to understand he really helped

it was very helpful and learned many things.

I enjoyed this session and will be back for more tutoring.

Cathy was very helpful and gave me great ideas on getting me started with my outline. So I can start on my rough draft.

She was very helpful with what I needed, when I come later on during the semester I'd like to meet with her. She is good at helping others.

She help me to start my essay by taking notes on what had my experience had been. It was very helpful.

Helped view sentences in different ways, and find some verbs in them.

I think that this tutoring session has really helped me with my writing skills. I think that they give great help with writing essays.

This tutoring session was very benefitial towards my accademic goals.

Kenneth was very helpful, I really enjoyed my session. :)

Cathy was very informative. Quickly I was helped with all of my questions. Thanks.

Left with a organized ideas to start draft.

Carlos help me understand my homework better and he help me with my resume

Kim went over examples of SAVO sentences, and reviewed good ways to find common themes in different pieces.

## Below is a selection of student comments from Spring 2012

This was my first time here and i am very pleased with the help i got and i will defenetly be comeing back to get help when needed every one was very polite and helpful. I got the exact help i needed to finish my essay.

This tutor helped me with conclusion and some punctuations.

my tutor is really good! i hope work with her again, congrats!

she taught me how to make perfect sentence, i like her

My tutor was very helpful by helping me to organize my ideas on paper.

Help me understand better how to write topic sentencesn and topic thesis

Carlos helped me with my literature homework because I had a problems with my eight sentences.

I understand how to improve my writting

Provided useful information on how to write my essay, also showed me tricks for microsoft word

it was very helpful the tutor clarify everything i needed to know.

Mrs. Martinez was very helpful in assisting me with my thesis and narrative outline.

tutoring was very helpful. i went over some new things i didnt knew about, and im planning o using this tools for my essay

Very helpful! She assisted me with all my questions and she helped take my story to another level. Thanks!

I got great ideas and advice.

It was very helpful for mi this section with the tutor. She help with my essay.

student had to leave/late for class but she said the session was very helpful!

she was very helpful

It was great i got the information i needed to make my essay better. She is very patience and worked with me with what i really wanted.

Kim is the best tutor ever! Every time I get to have her as my tutor I learn something new. Thank you!

very helpful by pointing out my mistakes and helping me correct them, also by giving me tips on writing a paper, and using descriptive words on my paper, instead of repeating myself with the same word.

Marissa was very helpful to me.

I'm really glad now, I feel that I'm learning. Melina is the best tutor I've ever had.

She really helped me construct the essay she was very patient I really appreciated her help

I basically thought she was not onlyvery helpful but very nice and I understood very quickly I

"This session was much needed. This is my first time actually coming to the writing center. My tutor Raquel was very helpful even though it was her first time. I would like to set an appointment with her next time. Thank you for your time! "

I learned a lot about, how to write a good college essay and what to include in the essay. "

Very helpful. Thank you very much!!!

she was very helpful and she make me to foacus on the entirepaper.

Cathy was a great help to me in developing my thesis statements for my reading journal assignment. Her critique was essential to my achievement and of performance worthy of my own high self standard.

The tutor was very helpful! She was wonderful!

very helpful,will return for shure!!!

Raquel did a terrific job today with my paper! She helped me correct some grammar erros, and also gave me great suggestions on how to write my paper in a more interesting way. Thank you Raquel!

she was very good helping me get started and give me an idea of how to start my essay

She is good and help me so much.

how to start an intro for my english class . I have to research on starbuck thesis to have a more concrete thesis .

Ria was very inspirational.

i saw an awesome article,because was about gastronomy, also we saw my journal and he showed me things about grammari dindt know. was a really good session.



## STUDENT SURVEY RESULTS—FALL 2011

**1-Strongly Disagree   2-Disagree   3-Undecided   4-Agree   5-Strongly Agree   SCORE**

The Writing Center has been effective at helping me become a stronger writer. 3.9

The Writing Center improved my confidence as a writer after a tutoring session. 3.7

The Writing Center has helped me become a more independent learner after tutoring. 3.6

The Writing Center helped improve my grade. 3.8

**1-Poor   2-Needs Improvement   3-Good   4-Very Good   5-Excellent**

The quality of tutoring I received at the Writing Center was... 3.7

Tutor professionalism, communication skills, and patience were... 3.9

### **How did you hear about the Writing Center?**

Most surveyed indicated that their professors told them about the services, followed by many of them coming to an orientation at the Center. The third highest response was “my instructor required my class to use it.”

### **What was the most helpful part of your Writing Center experience?**

*Personal interaction*—tutors are professional in manner and the one-on-one attention is great because it helps in clarifying/understanding the assignment.

*Tutoring services*—helped “form ideas,” “bounce ideas,” and “ask questions about thesis to stay on point.” Also, having the student do the work helped in the learning process.

### **What was the least helpful?**

*Personal interaction*—tutors who cannot help with an assignment and another got upset when student couldn’t explain what he/she meant. “Tutor not focused.” “Some tutors not very helpful.”

*Tutoring services*—Some students didn’t like that the tutor didn’t write on the paper, didn’t give enough examples of what “tutor was trying to convey”, didn’t provide enough feedback and didn’t explain the corrections he/she was making on student’s paper.

### **What other suggestions or comments do you have about improving the Writing Center?**

*Personal interaction*—“check if tutors are doing good and be patient with ESL students.”

*Tutoring services*—need more tutors, need more professional tutors instead of students, “more space, more open hours,” and more tutors available for walk-ins. “If requested a tutor, student should automatically have him or her.”

### **How did you promote the Writing Center to your students?**

Most surveyed indicated that they verbally told their students about the service. The second and third highest responses were close: faculty brought their classes to orientation and put it in their syllabi. The fourth highest form of promotion was “I required my class to use it.”

## FACULTY SURVEY RESULTS

**1-Strongly Disagree   2-Disagree   3-Undecided   4-Agree   5-Strongly Agree   SCORE**

In your experience, the services offered by the Writing Center benefit students. 4.2

The Writing Center is a valuable resource for students. 4.3

The Writing Center is a valuable support for my teaching. 4.1

**1-Poor   2-Needs Improvement   3-Good   4-Very Good   5-Excellent   3.2**

In your experience, the quality of tutoring offered at the Writing Center was...

### **The Writing Center could do a better job at...**

Reminding students that sessions don't bring "complete and total correct writing" rather, this is achieved through effort.

Many surveys indicated a need for tutors to stay focused on higher order concerns/global issues rather than attention to specific grammatical/mechanical errors (lower order concerns).

### **To support your teaching and use of writing assignments, the Writing Center could do a better job at...**

Because students often lack textbooks, have 3-4 copies available (not teacher additions) for use.

Helping students understand the writing assignment and higher order issues.

**Other feedback...**

Focus on higher order concerns—“...students with major issues complained that tutors gave them very superficial feedback (focusing on lower order issues). I do believe WC offers invaluable service but tutors need to train more on identification and instruction of higher order issues.”

Workshops—offering guidance on word processing “margins, headers, etc. MLA style typing club or classes...,” “workshops that address specific strategies/technique that would serve as valuable extra credit opportunities for students.”

## **DISCUSSION OF DATA ASSESSING THE EFFECTIVENESS OF TUTORING**

Below are a number of conclusions from the assessment data on the Writing Center:

### **Conclusion #1: Tutoring Makes a Positive Difference in Student Success**

Across the board, data demonstrates that students who received tutoring did better in all four student success categories (PGR, retention, persistence, and GPA) than students who did not receive tutoring. If the average PGR for SAC students as a whole was 73%, the average PGR rate for students receiving tutoring was between 80% and 85% in their courses. The bump in GPA, though modest, also is quite significant. Thinking of GPA on a 100 point scale, tutoring helped lift students from a C to a B (from a 2.73 GPA to a 3.04). The positive difference in Persistence rates for students receiving tutoring of 14% and 25% is striking. Although other factors definitely are at play in these positive numbers, they align with outside research that has confirmed that students participation with on-campus student services as well as other activities building relationships outside the classroom help keep students in school.

Although these number come from a largely self-selected population of students, they must be interpreted within the larger context of other data in this report, especially the influence of multiple tutoring sessions and the reports we have from students themselves on the impact of tutoring. Likewise, a substantial number of our tutoring sessions are required (Fall 2012 indicates that rate to be approximately 35-40%, and this percentage was true as well the previous year). In addition, the longitudinal data going back to Fall 2010 confirm over an extended period of time this positive effect from tutoring. The Fall 2011-Spring 2012 positive numbers were neither a fluke nor out of alignment with past performance of the Writing Center.

### **Conclusion #2: Tutoring Make a Particularly Positive Difference for First Time in College Students and Gatekeeper Classes**

These generally positive numbers for all students who receive tutoring are amplified for First Time In College (FTIC) Students and students in Gatekeeper classes. As the data on page 16 shows, FTIC students receiving tutoring have a 10-12% and a 4-8% better retention rate. These numbers are significant for this important population, and could be improved with a greater focus on this student population.

The other finding this data shows is the positive effect of tutoring on Gatekeeper classes, particularly English 1301 and History 1301. Students receiving one tutoring session in English 1301 receive a modest 3% improvement in their Fall PGR, but this improvement jumps to 13.8% (from 69.2% to 83%) with three tutoring sessions. In the Spring, English 1301 students who came in for one tutoring session had a 17.2% better PGR rate that jumped to 29% with three

tutoring sessions. For History 1301, students with any tutoring performed 10.6% better in their PGR (from 71.2% to 81.8%).

### **Conclusion #3: The Three Tutoring Threshold is Significant, especially for Developmental English Students**

These findings also confirm that the three tutoring threshold remains significant in helping students, particularly developmental students, in their success in a class. This finding has now been confirmed through four separate assessments: the 2007 Achieving the Dream Pilot Writing Center assessment, and the 2009, Fall 2011, and Spring 2012 assessments.

The data also has demonstrated that the positive impact of multiple tutoring sessions occurs within specific courses as well. For instance, in three tutoring sessions improved 1301 students PGR by 13.8% in the Fall and 20.9% in the Spring and History 1301 students by 13.9% in the Fall and 28.2% in the Spring compared to students who did not receive tutoring. The positive impact on English Developmental students appears to be even more dramatic, though our numbers are small. Fall 2011 data showed that Developmental Students who have three or more tutoring session pass their developmental class 100% of the time compared with rates of 58.5% for Engl0300 students and 69.9% of Engl0301 students who do not receive tutoring. Spring data showed similar results. Each of the past two other assessments showed similar results for Developmental students receiving multiple tutoring sessions.

### **Conclusion #4: The Students and Faculty Are Very Satisfied With Our Tutoring Services**

Another noteworthy finding from this data is how well our tutors are doing, as reported from both the student and faculty feedback. We certainly can do better, but to have students rate 97% of sessions as “helpful” (4 of 5) and of that 97% there were 86% rated as very helpful (5 of 5) is remarkable. The written feedback from students after their sessions is very heartening and confirming that our tutors are doing a good job. This positive feedback is a tribute to both our excellent staff and to the CRLA Tutor Training that we are conducting. Continuing to improve our CRLA Tutor Training Program will remain a high priority for the Writing Center.

Interestingly, teachers see the services from the Writing Center as more beneficial than students do, but perceive the quality of tutoring to be worse than the students perceive it to be. Stated from the opposite perspective, students don’t see the Writing Center services as being as important or helpful as faculty do, but students think the quality of tutoring in the Writing Center to be better than teachers do. Although these findings appear contradictory, they may indicate the different positions and assumptions held by these two different groups. These findings may also point to the need to educate faculty about the nature and quality of our tutoring.

## **RECOMMENDATIONS**

The following are recommendations for the future direction of the Writing Center:

### **Recommendation #1: The Writing Center Needs to Keep Growing**

The Writing Center was created as an intervention funded by an Achieving the Dream Grant to improve Student Success at San Antonio College. The results from the Fall 2011 and Spring 2012, coupled with additional longitudinal data, confirm that the SAC Writing Center has a significant effect on improving students' success here at SAC. It is an intervention that works.

The question at this time is a matter of scale. How can the benefits of the Writing Center be extended to more students? It certainly is not possible or practical to expect every student to receive three tutoring sessions in a semester—we simply do not have the capacity. So how do we target strategic groups for services while likewise expanding the total number of students who benefit from our services? These are questions the Writing Center leadership and Advisory Board must wrestle with in the next year.

### **Recommendation #2: At Least TWO Tutoring Sessions for Developmental English Students—a New Imperative for the Developmental English Lab?**

Current and past data from the Writing Center indicates that multiple tutoring sessions are particularly important in supporting Developmental English writers. With the new re-creation of the Developmental English Lab implementing more tutoring, the use of CRLA trained tutors, and other Writing Center-like services, it is hoped that this lab will have a positive impact on the students' success that it serves.

This data clearly indicates that one-on-one tutoring in the SAC Writing Center has a strong and positive impact on this population's academic success. Efforts should be made to expand tutoring to these students, seeking to provide at least two sessions—preferably three—to as many students as possible.

### **Recommendation #3: The Writing Center Needs to Reach Out to More Disciplines Outside English**

The biggest finding from the Fall 2011 and Spring 2012 data is that 73% of the Writing Center sessions were for the English Department. This might mean a number of things: 1) English classes are writing more papers, so it is natural to have more students from these classes coming for writing tutoring; 2) Proximity makes a difference—with the Writing Center more convenient to English students, we had more sessions with this population. Both of these assertions are partly true.

While we did have 85 tutoring sessions for History in the Fall, we only had 11 in Government. For Biology, we only had three sessions. This small number of sessions from other disciplines is

a big problem. To address this problem, the Writing Center implemented in the Spring semester a number of programs:

- The Faculty Partner program to form alliances with individual faculty
- Satellite tutoring in Chance Academic Center to be close to these other disciplines
- Faculty development for the Social Sciences Department on critical thinking and writing.

As Spring 2012 data shows, these efforts had little impact. More needs to be done to increase the Writing Center's connection to instructors from across the college. The greatest area for growth for the Writing Center will come in the future by expanding its service to disciplines across the college and supporting writing as a powerful tool for critical thinking and deeper learning.

## **CONCLUSION**

The SAC Writing Center is still young. March 2012 marked only the Center's third year in existence. The results of this evaluation, however, show the positive impact the Writing Center already has on the SAC community and points toward its continued growth in the future.

Managing and fostering this growth will be the chief job of the Writing Center in the future within a tight budget landscape. This report demonstrates the positive impact, and the real difference, that the hard working tutors of the Writing Center make for our students.



## APPENDIX A: COMPLETE RAW DATA RESULTS FROM INSTITUTIONAL RESEARCH FOR FALL 2011

### allvstutored

	A	B	C	D	E	F	G	H
								Graduation
1		N	PGR	N	Retention	N	Persistence	Rate
2	Fall 2010 tutored	1052	78.0%	1062	91.7%	288	78.5%	
3	All Fall 2010 SAC	66475	68.9%	66856	84.2%	23086	66.7%	
	Spring 2011							
4	tutored	1585	76.7%	1600	89.9%	454	65.4%	
	All Spring 2011							
5	SAC	66152	66.7%	66427	83.2%	23330	47.0%	
	Summer 2011							
6	tutored	196	89.2%	198	94.4%	85	72.9%	
	All Summer 2011							
7	SAC	17970	80.1%	18037	90.9%	9797	50.7%	
8	Fall 2011 tutored	1978	80.2%	1990	91.4%	561	79.8%	
9	All Fall 2011 SAC	58305	73.3%	59500	87.8%	23329	65.8%	
	Fall 2011 FTIC							
10	tutored	701	78.3%	706	91.5%	203	83.2%	
	All Fall 2011 FTIC							
11	SAC	11829	69.6%	12179	87.4%	3853	65.6%	

### Fall2011

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1	Fall 2011																
2	All students enrolled				Tutored once				Tutored 2x				Tutored 3+ times				
3		PGR	Retention	Persistence	Unique students	PGR	Retention	Persistence	Unique students	PGR	Retention	Persistence	Unique students	PGR	Retention	Persistence	Unique students
4	ENGA	94.5%	96.9%	73.7%	76	100.0%	100.0%	100.0%	3	93.3%	87.5%	71.4%	7	100.0%	100.0%	100.0%	9
5	ENGL 0300	58.5%	77.3%	63.9%	678	68.3%	93.2%	79.5%	44	90.9%	90.9%	90.9%	11	100.0%	100.0%	68.7%	16
6	ENGL 0301	69.9%	84.8%	73.4%	954	84.4%	87.5%	84.4%	32	100.0%	100.0%	66.7%	3	100.0%	100.0%	90.9%	11
7	ENGL 1301	69.2%	85.5%	75.6%	3588	72.0%	88.3%	81.0%	95	75.0%	90.9%	95.4%	44	82.9%	90.2%	85.4%	41
8	ENGL 1302	71.2%	87.1%	69.4%	1657	81.8%	95.4%	86.4%	44	88.9%	100.0%	72.2%	18	78.6%	92.8%	85.7%	14
9	HIST 1301	64.1%	85.0%	74.3%	2771	80.0%	100.0%	100.0%	10	57.1%	100.0%	85.7%	7	87.5%	100.0%	75.0%	8
10	HIST1302	72.7%	90.9%	70.1%	1195	71.4%	100.0%	100.0%	14								
11																	

## APPENDIX B: COMPLETE RAW DATA RESULTS FROM INSTITUTIONAL RESEARCH FOR SPRING 2012

### SAC Writing Center Assessment: List of Queries Spring 2012

Area of Comparison	Writing Center %	Comparative Group
PGR	84.6%	73.6%
Retention	93.2%	86.9%
Persistence	72%	47%
GPA for that semester**	3.04	2.73
Course GPA	2.33	2.44

Query #	Semester	PGR	Retention	Persistence	Course GPA	Sem GPA	N
1	ALL Spring 2012 tutored	84.6%	93.2%	70%	2.43	3.04	511
2	Spring 2012 tutored 1 time	84.6%	96.2%	63%	2.33	2.69	272
3	Spring 2012 tutored 2 times	88.1%	94.5%	74%	2.47	2.92	108
4	Spring 2012 tutored 3 times	89.4%	96.7%	74%	2.39	3.09	145
5	Spring 2012 All 1 <sup>st</sup> Time in College Tutored	78.9%	94.5%	46%	2.37	2.62	1161

### List of Inquiries

Query #	Course	PGR	Retention	Persistence	Course GPA	Sem GPA	N
6	All ENGA 0351 tutored	96.3 %	100%	64%	2.84	3.06	14
No data needed on 1x, 2x, or 3x visits because numbers are too small.							
	All SAC ENGA 0351	98.1 %	100%	67%	2.79	2.83	67

7	All ENGL 0300 tutored	94.5 %	100%	47%	2.12	3.60	30
8	ENGL 0300 tutored 1x	92.6 %	100%	39%	2.04	2.19	13
9	ENGL 0300 tutored 2x	94.4	100%	43%	2.01	2.39	7
10	ENGL 0300 tutored 3x or more	90%	100%	50%	2.01	2.79	10
	All SAC ENGL 0300	62.4 %	79.3%	38%	1.80	2.24	388
Query #	Course	PGR	Retention	Persistence	Course GPA	Sem GPA	N
11	All ENGL 0301 tutored	91.0 %	95.9%	63%	2.24	2.70	53
12	ENGL 0301 tutored 1x	91.7 %	100%	74%	2.15	2.50	23
13	ENGL 0301 tutored 2x	95.2 %	100%	50%	2.28	2.21	12
14	ENGL 0301 tutored 3x or more	100%	100%	72%	2.01	2.95	18
	All SAC ENGL 0301	64.8 %	76.7%	55%	2.10	2.57	754
15	All ENGL 1301 tutored	85.7 %	94.8%	74%	2.68	3.23	144
16	ENGL 1301 tutored 1x	81.5 %	97.8%	71%	2.25	2.74	76
17	ENGL 1301 tutored 2x	85.7 %	98.0%	88%	2.44	3.02	24
18	ENGL 1301 tutored 3x or more	85.2 %	96.3%	69%	2.69	3.23	44
	All SAC ENGL 1301	64.3 %	80.4%	56%	2.20	3.00	1904
19	All ENGL 1302 tutored	89.8 %	95.7%	69%	2.47	3.05	158
20	ENGL 1302 tutored 1x	84.6 %	100%	66%	2.31	2.73	89
21	ENGL 1302 tutored 2x	91.2 %	97.1%	84%	2.12	3.09	32
22	ENGL 1302 tutored 3x	93.6 %	97.1%	81%	1.84	3.14	37
	ALL SAC ENGL 1302	80.4 %	89.3%	42%	2.50	2.98	2860

<b>23</b>	<b>All HIST 1301</b> tutored **27 of 29 students came from one teacher.	82.4 %	90.8%	58%	2.60	2.97	33
<b>24</b>	<b>HIST 1301</b> tutored 1x	80%	100%	39%	2.28	3.01	13
<b>25</b>	<b>HIST 1301</b> tutored 2x	85.7 %	100%	67%	2.42	3.17	12
<b>26</b>	<b>HIST 1301</b> tutored 3x or more	100%	100%	75%	2.98	2.80	8
	<b>ALL SAC HIST 1301</b>	71.8 %	87.9%	58%	2.24	2.17	1677
<b>27</b>	<b>All GOVT 2301</b> tutored	84.5 %	93.6%	77%	2.80	2.96	13
	<b>ALL SAC GOVT 2301</b>	85.0 %	95.6%	56%	2.38	2.43	1456
No data needed on 1x, 2x, or 3x visits because numbers are too small.							