



Co-curricular Assessment Report

Office/Department Name: Writing Center

Year of CAR Completion: 2021

CAR Cycle: 2019-2021

Co-curricular Assessment Report

Organization of Program Review Materials:

- ◆ Component I: Response to Previous Co-curricular Assessment Report
- ◆ Component II: Review of Assessment Data
- ◆ Component III: Criteria for Co-curricular Assessment Report
- ◆ Component IV: Recommendations and Executive Summary
- ◆ Appendix A: Co-curricular Office/Department Summary Work Plan
- ◆ Appendix B: Assessment Council Review Form

NOTE: Please spell out any acronym the first time it is used.

NOTE: Whenever possible, link answers to supplemental documentation that you are providing.

Component I

Response to Previous Co-curricular Assessment Report

Based on your previous CAR review, identify strengths, areas of improvement, opportunities, threats, and progress to date. *If you are referring to supplemental documentation that you are including in this CAR, please identify that documentation clearly in your answers below.***

Office/Department: Writing Center

Strengths:

- The Writing Center has a high satisfaction rating from students.
- The Writing Center provides valuable feedback to staff yearly and includes them in the evaluation process.
- Writing Center staff are aware of and participate in external, field-specific professional development opportunities.

Weaknesses:

- The Writing Center needs to improve its outreach efforts to better ensure students know about this support service.
- Goals and assessments should move away from general satisfaction and should assess the effectiveness of the Writing Center's services.

Opportunities:

- One way to improve assessment of services would be to purchase WOnline. This software can perform better queries for tracking student usage data than the currently-used system.
- The Writing in the Disciplines project has been moved to an AQIP Action Project. Collaboration with this group could improve Writing Center recognition and usage from students, faculty, and staff.
- Professional development funding for part-time employees would facilitate more participation in field-specific conferences, especially local conferences that are inexpensive to attend.
- The mentoring program should be re-implemented for newly-hired Writing Center staff members.

Threats:

- While the feedback the Writing Center has collected about its services has been positive, there weren't many respondents to the various surveys distributed. A short outreach could have provided inaccurate data about the satisfaction ratings from key stakeholders.
- Lack of sick pay for writing assistants.

Progress to Date:

- The Writing Center began implementing WOnline Summer 2018. Through this software, the Writing Center will have access to more outreach capabilities such as sending student satisfaction surveys after recorded sessions and text messaging appointment reminders to students. We have also used the online scheduling and appointment options to engage with students using video, audio, and text options. This tool was especially valuable with the complications posed by the Covid-19 pandemic in 2020-2021.
- The Writing Center has representation on the WID Subcommittee and will assist in the development of the make-up of communication with the WID Standing Committee.
- While we have not been able to obtain professional development funding for tutors, our tutors have completed College-required professional development modules for Ethics, Diversity and Inclusion, and Protecting Children. We are also currently discussing other internal options for professional development.
- The Covid-19 pandemic, coupled with change in leadership in the Writing Center delayed the implementation of an improved evaluation form; however, we are currently discussing the implementation of an improved method of evaluation for Fall 2021.
- The Writing Center staff have been increasing engagement with students using social media posts on Twitter and Facebook. We have updated our student resources including online orientation and pamphlets. We are working with Marketing on more formal and streamlined marketing options.

<p style="text-align: center;">Personnel</p> <p>1. Professional Development Funding</p> <p>2. Improved Evaluation Form</p>
<p style="text-align: center;">Services</p> <p style="text-align: center;">Internal Marketing</p>
<p style="text-align: center;">Fiscal</p> <p style="text-align: center;">WC Online</p>

Component II

Review of Previous Assessment Data

*****If you are referring to supplemental documentation that you are including in this CAR, please identify that documentation clearly in your answers below.***

1. What changes have been recommended that have had a positive effect on your outcomes? (Please be specific.)

Based on Stark State College's growing Akron population, the Writing Center has expanded services to meet the needs of this demographic. Specifically, the Writing Center has worked to hire new writing assistants for this campus that have TESOL credentials since many of the students using the Writing Center's services are English Language Learners. Our usage at this campus continues to increase.

2. What changes to your office/department were made based on findings from the previous CAR?

Based on findings from the previous CAR, the Writing Center secured funding to implement WOnline as a scheduling and record-keeping resource. Because the Writing Center's previous capabilities for assessment were limited to headcount of students using our services, we were excited to see that WOnline can offer much more information about the students utilizing our services. Additionally, WOnline has the capability of sending satisfaction surveys via email to students after a session. Our previous outreach efforts were minimized by a lack of access to initiating any direct communication with students. These changes will illuminate who our students are (and aren't) and how they are using our services. WOnline, in addition to other online tools, has been a critical resource as we provided services to students during the Covid-19 pandemic. With limited access to campus, students were still able to reach Writing Center tutors and use our services through WOnline. Tutors were able to work virtually and communicate with each other through WOnline, which allowed for more consistency and flexibility.

Component III

Criteria for Co-curricular Assessment Report

Criterion 1.0 Mission, Values and Goals

Mission

The Writing Center at Stark State College contributes to the campus community by providing high-quality assistance to enhance student success through education, scholarship, and service.

Vision

NA

Values

Education: We seek to assist students through synchronous tutoring sessions, provided in-person and online. Because student writers have specific, individual needs, we collaborate with students based on their goals, objectives, and growth.

Writing assistants aim to facilitate and guide discussion with a student about writing and, more specifically, the student's own texts. Tutoring sessions are an opportunity for students to feel free of judgment and evaluation as they work through the writing process. For this reason, students should expect and receive a certain amount of confidentiality for what goes on in the sessions.

Scholarship: Our writing assistants come to the Writing Center with the ability to carefully assess their clients' needs and to collaborate with the students on specific strategies for planning, drafting, revising, and editing documents. However, the writing assistants will not write or edit students' papers for them, nor will they assess or evaluate any student work.

We seek to contribute to ongoing research and scholarship on writing center practice and theory through reading professional publications, attending relevant conferences, and maintaining an active membership with the Northeast Ohio Writing Centers Association.

We encourage students to assume a sense of scholarship and academic responsibility. In addition to modeling collaboration, honesty, and aptitude through student writing and assignments, we support co-curricular personal writing through our creative writing group, Stark Raving Writers, and our literary journal, Circinus.

Service: We support faculty from all disciplines and their desire to engage their students critically and actively through writing. We work to support all Stark State students and faculty by reaching out to satellite campuses, Web 3 courses, and the Developmental Writing program.

Goals

- 1.) Provide high value learning support services to students and faculty.
- 2.) Maintain the varying educational needs of Stark State students.
- 3.) Support professional development for Writing Center staff and college faculty.

*Goals should align with current SSC Strategic Plan.

***Note if any changes have been made to the mission, vision, values, and/or goals since the last CAR.**

Some goals have changed since the Writing Center's last assessment. With the implementation of WOnline as a scheduling and assessment tool, the Writing Center was able to collect more accurate data about student usage in order to affect outreach to programs and students across the curriculum. Additionally, several goals were eliminated from this report for two reasons. First, data collected to measure these goals has been consistently positive for the past 3 assessment cycles. Second, with the implementation of WOnline, the Writing Center is able to collect new data about student usage that better aligns with Stark State College's Strategic Plan to be student-centered and future-focused. Specifically, the Writing Center's revised goals mirror and measure the College's value statements to maintain academic excellence and student access while fostering student success.

Criterion 2.0 Longitudinal Data

1.) What longitudinal data has your Office/Department collected during this CAR term?

We have used a number of different measures to collect both quantitative and qualitative baseline data as listed below:

- Student Satisfaction Surveys through WC Online
- Writing Workshop student survey
- Noel-Levitz Student Satisfaction Inventory (SSI)

- Writing Center Usage Data from WC Online
- Professional Development Records
- Writing Center Essay Contest Participation
- Resources Developed by Writing Center tutors

2.) How is that data used to evaluate the Office/Department?

This diverse set of data allows us to evaluate the Writing Center at multiple levels. The surveys provide both quantitative and qualitative data that provide insights on both satisfaction and awareness. The usage data aids assessment of the reach of our services. Our Writing Center Essay Contest engages students at a multi-faceted level. Professional development training and resources developed by Writing Center tutors provide concrete documentation of professional engagement and advancements.

Criterion 3.0 Assessment Measures Inventory

***The matrix should contain all goals as they pertain to the CAR.**

Assessment Measures for Goals (Outcome measures from assessment report)	Is trend data available for the measure? (Yes or No)	Has a performance benchmark(s) been identified for the measure? (Yes or No)	Type of performance benchmark (Mark Internal, State-level [OACC, OBR, etc.], and/or National [Professional org., accrediting group, etc.])
Goal 1: Noel-Levitz Student Satisfaction Inventory (SSI)	Yes	Yes	National
Goal 1: Annual College Composition Essay Contest	Yes	NA	NA
Goal 1: Faculty Feedback on Writing Center Support	Yes	No	Internal
Goal 2: Satellite and Online Student Support	Yes	No	Internal
Goal 2: Overall Usage from Students Across the Curriculum	Yes	No	Internal
Goal 2: Writing Groups (Formally Studio Sessions) -- Students	Yes	No	Internal
Goal 3: Conference Attendance and Support	Yes	NA	NA

Criterion 4.0: Assessment Results Report

Office/Department Name: Writing Center
Individual Completing Report: Nicole Herrera
Individual(s) Reviewing Report: Beth Williams & Peter Trumpower
Date: 5/31/21

Purpose:

The report is a summary compilation of key assessment methods, findings, review processes, actions, and improvements related to the academic, student service, or learning goals of the Office/Department.

A follow-up assessment report on the implementation of the assessment plan will be due at the end of the following academic year. Offices/Departments meeting effective assessment standards will be required to submit an assessment report on a three-year cycle.

Instructions:

Enter the outcome measure in the space provided. Please note that for each goal it is expected that a mix of quantitative and qualitative as well as direct and indirect measures are employed.

Provide a brief summary of baseline data collected by the Office/Department and how that data has been used during the current CAR cycle.

Provide a brief summary of *key findings*, either as bulleted points or in short paragraph form.

Provide a brief summary on the review committee/review process (for example, Findings are reviewed by the Director and staff on a per term basis and recommendations are forward to the VP for further review).

Provide a brief summary of any proposed actions for the next term/CAR cycle. Please note that not all findings result in actions.

Provide a brief summary of any improvements from the previous CAR cycle (this does not apply to new measures the first year).

Goal 1: Provide high value learning support services to students and faculty.

Outcome Measure 1: Noel-Levitz Student Satisfaction Inventory (SSI)

Terms of Assessment: Fall _____ Spring _____ Annual X

Findings: The College conducts the survey every three years. Within the survey, there is space for additional campus specific items. Students are asked to rate both the Helpfulness of Writing Center Assistants and how important the service is to them. While there is typically a gap between importance and satisfaction, for this item the gap decreased from 2017 and the level of satisfaction increased ten percentage points (see table below). This indicates that the Assistants provided both more satisfactory service and more closely met expectations.

2020 v. 2017 Importance and Satisfaction

Item #	Item	2020 Importance	2020 Satisfaction	2020 Gap	2017 Importance	2017 Satisfaction	2017 Gap	2020-2017 Satisfaction
80	Campus item: Helpfulness of Writing Center Assistants	89%	85%	4%	83%	75%	8%	10%

Review Committee/Review Process: The results of the survey were reviewed with the Director of Institutional Research, Planning, and Assessment and the English Department.

Improvements: Student Satisfaction with the Helpfulness of Writing Center Assistance improved 10% and the gap between Importance and Satisfaction decreased by 4%.

Outcome Measure 2: Annual College Composition Essay Contest

Terms of Assessment: Fall _____ Spring X__ Annual _____

Findings: Spring 2019: Most of the students who participated in the Essay Contest responded to the survey (82%). Of these students, 56% learned about the contest from an instructor, and 89% of the students felt it was easy to submit their work. All students believed the prize was desirable. When asked why they chose to submit to the Essay Contest, students responded that they were encouraged by their instructors and it seemed like a fun opportunity to celebrate their work.

Spring 2020 and 2021: Contest suspended due to Covid-19. The Writing Center staff and English department are reviewing and updating the contest for Spring 2022.

Review Committee/Review Process: Findings will be shared with the English Department Chair and editors of *Stark Voices*.

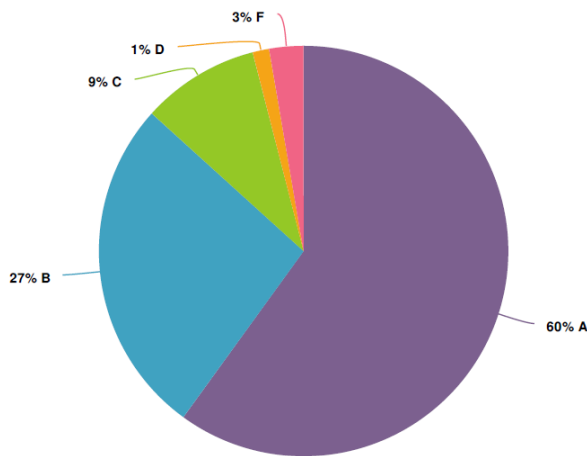
Improvements: Spring 2019: Submission guidelines have been revised to ensure more students have an easier time submitting to the Essay Contest. More communication to students to advertise the Essay Contest will hopefully raise awareness of this opportunity. We planned to assess these interventions in Spring 2020, however it was suspended due to Covid-19.

Outcome Measure 3: Faculty Feedback on Writing Center Support

Terms of Assessment: Fall __2019__ Spring _____ Annual _____

Findings: A survey was sent to all faculty about their knowledge of and experiences with the Writing Center, and 113 surveys were completed. Of those faculty who completed the survey, 87% awarded the Writing Center a grade of A or B regarding its helpfulness in assisting their students with their writing assignments:

8. Please grade the helpfulness of the Writing Center in assisting your students with their writing assignments (A-F).



The survey also revealed the following:

64% of faculty are aware the Writing Center offers synchronous online tutoring
60% of faculty include information about the Writing Center in their syllabi
46% of faculty are aware the Writing Center offers a 15-minute Orientation about its services
14% of faculty have scheduled an Orientation for their students

Review Committee/Review Process: The Writing Center needs to do a better job of advertising its services to faculty. While most faculty are aware that the Writing Center exists to support students on their writing assignments, they are not aware of other services we offer such as Orientations. One action the Writing Center will take is to send an email to all faculty at the beginning of the semester about the Orientation. This email will include a link to our Orientation video that faculty can include in their Blackboard courses if they do not wish to utilize class time for the Writing Center to speak with students directly. This action as well as data from the survey will be reviewed with the English Department. An action plan will be created.

Improvements: Previous CARs only surveyed faculty who had requested an Orientation about their satisfaction of the presentation. Our findings indicated that 100% of faculty were satisfied. During this cycle, the Writing Center decided to survey all faculty to obtain a more accurate scope of its reach. Information reflecting the results of the action plan proposed above will be included in the next CAR cycle.

Goal 2: Maintain the varying educational needs of Stark State students.

Outcome Measure 1: Satellite and Online Student Support

Terms of Assessment: Fall _____ Spring _____ Annual X

Findings:

2018-2019:

There were 128 surveys completed for the Akron Campus location during the 2018-2019 academic year. From these surveys, 89 percent of students gave their session a grade of A. One student commented: “All the writing assistants are really good to [sic] explaining and really kind. Thank you for helping me.”

There were 21 surveys completed for the Downtown Canton Satellite location during the 2018-2019 academic year. From these surveys, 95 percent of students gave their session a grade of A.

There were 65 surveys completed for Writing Center Online during the 2018-2019 academic year. From these surveys, 87.6 percent of students gave their session a grade of A. One student commented: “I'm appreciative of the Writing Center. It's a great resource to get help and feedback for writing assignments. Thank you for offering this service and I look forward to using the Writing Center again in the near future.”

Overall, most students were satisfied with their experience using the Writing Center at satellite locations and online. The Akron Campus Writing Center will be moving to a different room starting Fall 2019. This move should allow for more space and privacy for students to participate in writing tutorials. Our goal is to earn a grade of A for at least 90 percent of sessions at all satellite locations and modalities.

2019-2020:

Because of the shift to all online tutoring during the Spring 2020 semester, it is difficult to capture survey statistics for the Akron Campus, Downtown Canton Satellite, and Online Writing Centers. However, during the 2019-2020 academic year, the Writing Center saw 4,635 appointments, and 352 surveys were returned (approx. 13% return rate).

Based on these surveys, over 97% of students graded their sessions as either an A (90%) or B (7.1%).

The Akron Campus Writing Center moved to a different room at the start of the Fall 2019 semester. This move provided more space and privacy for students to participate in writing tutorials. Our goal for the 2020-2021 academic is to earn a grade of A for at least 92 percent of sessions at all satellite locations and modalities.

2020-2021:

This year posed a number of changes. We returned to limited in-person tutoring on the Akron Campus, with only one tutor present for most shifts. In-person sessions on the Akron Campus were in high-demand and we worked to meet the needs of the students there. Online Writing

Center sessions increased as an overall percentage of tutoring sessions and we accommodated this demand by increasing online appointment availability.

During this academic year, the Writing Center saw 1889 appointments through our Akron campus and Online services. We received 145 returned surveys. Of these surveys, 94.48% rated their session an A.

Overall trends for 2018-21: Overall, our student satisfaction remained consistently high, with an average of 93% of students rating their sessions as an A, and 96% rating it as an A or a B.

A
299
93.15%

B
11
3.43%

Review Committee/Review Process:

2018-2019: These findings will be reviewed by Beth Williams, English and Modern Languages Department Chair.

Improvements:

2019-2020: The Writing Center met its goal of earning a grade of A for 90 percent of all sessions.

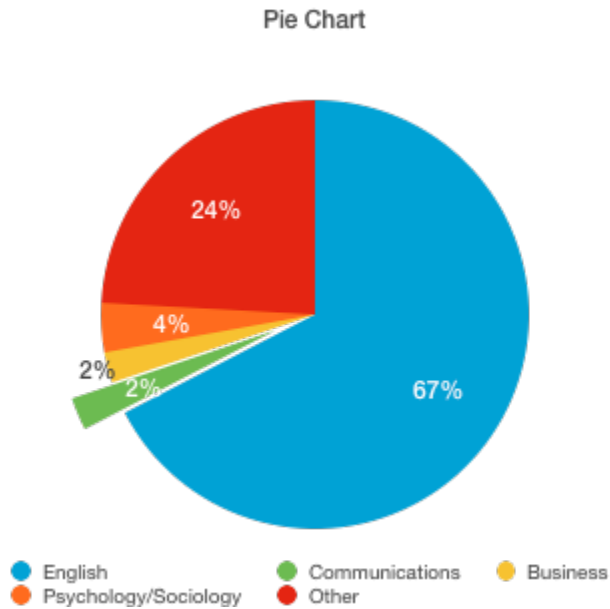
Outcome Measure 2: Overall Usage from Students across the Curriculum

Terms of Assessment: Fall 2019 Spring Annual

Findings: Overall, 38% of total sessions (2,686) from the Fall 2019 semester were for classes outside of the English and Modern Languages Department (Figure 2). The Writing Center’s mission is to contribute to the campus community by providing high-quality assistance to enhance student success through education, scholarship, and service. Since this is the first CAR to measure this data, this statistic will be used as a benchmark for future assessments.

Review Committee/Review Process: These findings will be reviewed by the WID Committee to discuss how the Writing Center can play a larger role in supporting student writers across the curriculum.

Improvements: The Writing Center will develop an action plan that will focus on outreach efforts to Departments outside of the English and Modern Languages Department. Our goal is to increase the amount of visits from student writers across the curriculum.



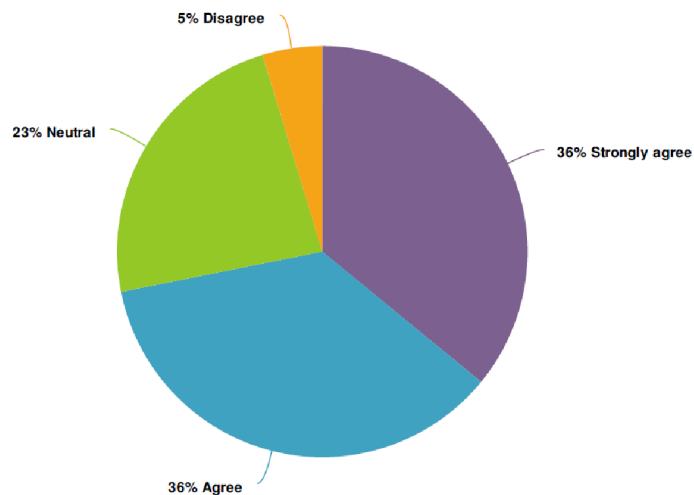
Outcome Measure 3: Writing Groups (Formally Studio Sessions) -- Students

Terms of Assessment: Fall ___X___ Spring_____ Annual _____

Findings: Students enrolled in Writing Workshop (ENG 024) were emailed a 7 question survey asking for information about their experiences in the course.

2018:

When asked to rate if Writing Groups contributed to their success in the class, 72% of students responded Strongly Agree or Agree. Only 5% of students who responded to the survey disagreed that Writing Groups contributed to their success.



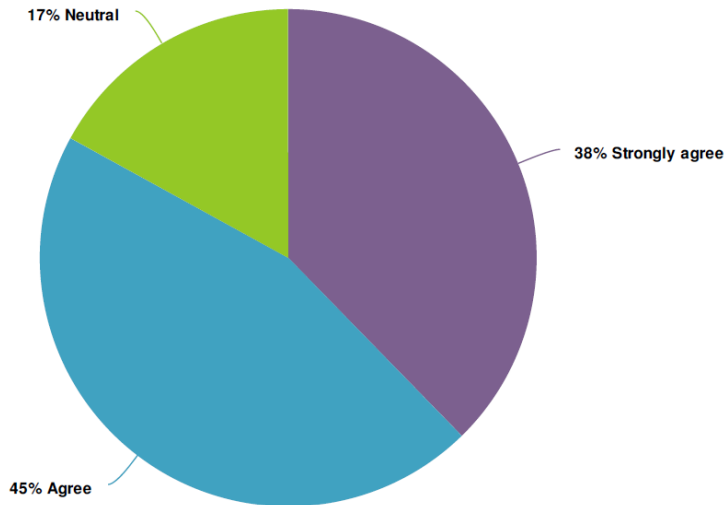
96.9% of respondents agreed that the writing assistant helped the student meet the requirements of College Composition. Additionally, 89.1% of students indicated that they would continue to use the Writing Center for future writing assignments.

Qualitatively, when asked what they will apply from Writing Groups to future writing assignments students responded:

“I learned that getting feedback and tips from my instructor were helpful for my essays.”
“I think my writing in general will be better as well as my time management.”
“I will go to people more and ask them what they think of my papers and to give me feedback on it.”
“I will now be able to site my references in my essay and set up my paper APA style.”

2019:

When asked to rate if Writing Groups contributed to their success in the class, 83% of students responded Strongly Agree or Agree.



100% of respondents agreed that the writing assistant helped the student meet the requirements of College Composition. Additionally, 98.1% of students indicated that they would continue to use the Writing Center for future writing assignments.

Qualitatively, when asked what they will apply from Writing Groups to future writing assignments students responded:

“I’ve learned that from my writing groups I become more open minded when writing papers. I believe that open mindedness is important for writing essays and I will continue to talk to other to get opinions on my future essays.”
“I will apply the formatting and researching techniques that I have learned to formal papers I will write in the future.”

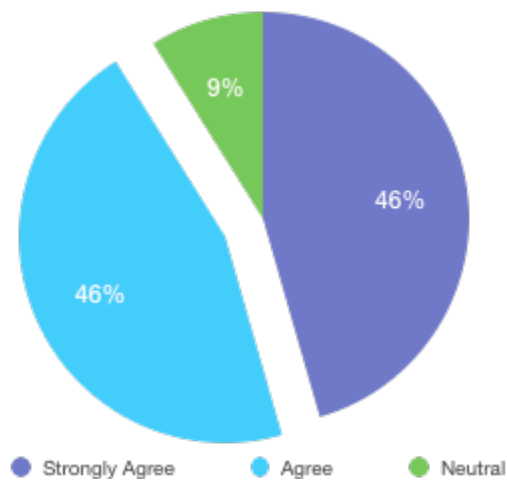
“I will apply my skills to all of my writing by being more confident. That is the biggest thing I learned in the writing groups because that is what I lack very much. From now on I am going to have more confidence in my writing skills.”

“It help me develop my critical thinking and I learned to speak up more often and ask questions.”

2020:

When asked to rate if Writing Groups contributed to their success in the class, 92% of students responded Strongly Agree or Agree.

100% of respondents agreed that the writing assistant helped the student meet the requirements of College Composition. Additionally, 100% of students indicated that they would continue to use the Writing Center for future writing assignments.



Qualitatively, when asked what they will apply from Writing Groups to future writing assignments students responded:

“They helped me understand assignments and how to complete them and what I needed.”

“I will apply what I learned in writing groups with my future writing assignments by knowing how to properly develop my writing assignments.”

“I think it really helped me to be able to open up and to not be afraid to ask questions. I also think by asking more questions it helped me explore more and help me to expand my mind.”

“I can use communication skills. I can use leadership skills and I can use different writing styles and tricks that I've learned to help me with my future writing pieces and essays.”

“I think I will apply what I learned and experience in writing groups to my future assignments by taking more leadership and more commutation .”

“This will give me an idea, kinda like a brainstorming class before the actual projects are needed to be turned in.”

“Just carefully looking over things i have learned and remembering where i started and what i accomplished at the end from what i was taught.”

Review Committee/Review Process: Results from this survey will be discussed with the Writing Workshop course mentor and English Department Coordinator on a yearly basis to assess the effectiveness of the program.

Improvements:

2019: There was an 11% increase in the percentage of respondents who strongly agreed or agreed that Writing Groups contributed to their success in College Composition. Additionally, there was a 9% increase in respondents who believe they will use the Writing Center for future writing assignments. Overall, based on quantitative and qualitative feedback, Writing Groups seem to be helping students gain writing skills and confidence in their writing abilities.

2020-2021: The student satisfaction remained high, despite challenges and obstacles due to the global pandemic.

Goal 3: Support professional development for Writing Center staff and College faculty.

Outcome Measure 1: Conference Attendance and Support

Terms of Assessment: Fall _____ Spring X Annual _____

Findings: Spring 2019: Two writing assistants attended and presented at the Northeast Ohio Writing Centers Association conference in Ravenna, Ohio.

Spring 2020: The Writing Center Coordinator attended the International Writing Centers Association conference and the Northeast Ohio Writing Centers Association conference during the 2019-2020 academic year.

Spring 2021: Writing Center tutors completed College training for Diversity and Inclusion and Protecting Children this academic year.

Review Committee/Review Process: Spring 2019, Spring 2020: Information gained from this conference will be shared with the Writing Center staff at the Fall start-up meeting.

Improvements: Until Stark State College provides funding for part-time employee professional development, few writing assistants will participate in field-specific professional development opportunities.

Criterion 5.0 Office/Department members are qualified by professional background, experience, and continuing professional development and meet the needs of the Office/Department.

Yes	No	DNA		
X			5.1	Employee (full-time and part-time) credentials meet the program, college, state, and national accreditation requirements.
X			5.2	Annual Employee Performance Evaluations are on record in Human Resources.
X			5.3	Employees (full-time and part-time) are involved in professional organizations, presentations, and/or other scholarly works.
X			5.4	Employees are involved in the development of program/department initiatives that support the College Mission.

3. Additional Comments: (Please explain any “No” selections.)

Reflective Narrative Questions:

1. Describe how Performance Evaluations are being used to enhance the Program/Department.

Performance evaluations are completed collaboratively between the employee and the supervisor. This collaboration facilitates open dialogue about the employee’s perception of performance and the supervisor’s perception of that employee’s performance. Once completed, the employee has the opportunity to privately respond to the evaluation process before the evaluations are submitted to Human Resources.

The opportunity to formally document the employee’s performance allows for growth among individual employees to develop their weak areas. It also gives the supervisor an overall picture of where the Writing Center staff excels and how to focus professional development activities to address global weaknesses in performance.

2. Describe how professional development benefits the program.

Since funding for professional development does not extend to hourly employees, the Writing Center seeks low cost and free opportunities to ensure that our practices are current and students continue to receive high quality services.

During this evaluation cycle, Writing Center employees have been encouraged to attend local writing center conferences, required to annually develop narratives of their experiences to be used for training purposes, and participated in training as part of an assessment mini-grant awarded internally.

These experiences, while limited, are used during discussion at start-up meetings at the beginning of every semester. Not only do these experiences provide new ideas and knowledge to new and existing staff, but they also ensure consistency in tutoring when working with students.

3. Describe how employees are involved in the development of program/department initiatives that support the College Mission.

During this assessment cycle, all Writing Center staff were involved in revising the Writing Center's Student Usage Guidelines. Based on their experience with students, shrinking student headcount, and increase in College Credit Plus and ESL students, the Writing Center staff collaboratively redesigned guidelines for students using our services. These guidelines were then presented to English and Modern Languages faculty for feedback. Once feedback was incorporated, our guidelines became practice.

The Writing Center staff was also involved in refreshing, revising, and redesigning our hard copy materials used as supplements during tutorial sessions. Since the writing assistants use these materials regularly, it was important for the staff to have ownership over these materials.

While the Covid-19 pandemic posed challenges, it also presented opportunities for our Writing Center tutors. All tutors learned and engaged in online tutoring. They also began work on transitioning many of our hardcopy materials into electronic format and have created short tutorial videos for students to access online.

These experiences support the College Mission by ensuring students have the most up-to-date information about academic writing to support lifelong learning and career success. Having Usage Guidelines that better meet the needs of Stark State College's student demographic, we also support access to our services and academic success.

Criterion 6.0 The Office/Department is responsive to changes in current technology and has adequate resources.

Yes	No	DNA		
X			6.1	Program/Department changes are consistent with technological and scientific advances, and Program/Department content incorporates new developments in the field.
X			6.2	Employees work with supervisors to ensure adequate and current resources available for the Program/Department.
X			6.3	Employees work with information technology staff to ensure availability of appropriate software and hardware components.

Additional Comments: (Please explain any “No” selections.)

Reflective Narrative Questions:

1. Explain the changing conditions within the field.

The Writing Center and services we provide to students must adjust to changing technology and needs of our students. Students need access to tutors and resources, both in-person and online. In-person tutoring helps students who are struggling with changing technology or do not have access to necessary tools. Other students, especially our College Credit Plus students, are unable to make the trip to campus for appointments and resources. We need to use technological tools and resources to support them. The Covid-19 pandemic highlighted and accelerated our need to adjust to changing conditions.

2. How are these changing conditions addressed within the Program/Department?

To increase accessibility to our services, we increased our online presence. We have online appointments available to students using text, audio, and video options. We have also developed a number of support resources for students to aid with their adjustment to technology. Our in-person tutors remained available to tutors, but increased their availability to engage using hybrid appointments.

3. Explain how employees work with information technology staff to ensure availability of appropriate software and hardware components.

While we had the baseline software, WC online, the College provided our tutors with access to Zoom and our technology staff added additional cameras to our WC computers in order to increase our accessibility to students.

Component IV Recommendations and Executive Summary

Based on the results of this current CAR, list your strengths, areas of improvement, opportunities, threats, and recommendations.

Office/Department: Writing Center

Strengths:

- Strong student satisfaction
- Highly qualified and professional staff
- Access to resources and flexibility for student support service options

Weaknesses:

- Dependence on part-time staff
- Need stronger connections beyond English Department

Opportunities:

- The ability of our highly motivated, qualified, and talented staff to offer a variety of services and support to students
- Our solid reputation and high student satisfaction provide the foundation for meaningful partnerships across the college
- An extended use of technology and methodology can help us to reach students where they are and diversify our approach

Threats:

- Retention of highly-qualified staff
- Resistance to progress, creativity, and equity related to services, resources, and policy

Priority Recommendations: *(For each area listed below, please number all recommendations as they will be prioritized on the [Summary Work Plan - Appendix A](#). Sufficient support for the recommendations must be included, either by reference to responses in the components or specific Criterion or by additional information included with this program review.)*

- An examination and improvement of staffing policies including the following: Hourly pay, benefits, professional development, and promotion opportunities.
- A focus on updating and diversifying student resources and services, including a Writing Center Libguide to house resources in a central location for student and faculty access.
- Creation of partnerships and projects with other student support service areas and faculty, including those outside of the English Department.
- Review mission, value statements, goals, and create a vision statement for the Center given personnel and Covid-19 related impacts to services.

Additional Information. On occasion, some programs may have additional documents that they feel should be included to complete the self-study. Supporting documents may include such things as program self-study reports, case study reports, survey statistics, focus group data, etc. All supporting documentation must be dated within this CAR period. Please list below the additional documents that you will be adding to this CAR in support of your recommendations.