



The WRIT Center 2021-2022 Annual Report

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The Delta College WRIT Center

The WRIT Center at Delta College provides one-on-one consultations for students seeking help with writing, reading, or writing-based technology. Face-to-face synchronous sessions, or ‘visits,’ are available both in-person and remotely on appointment basis, and sessions last about 45 minutes. Students may also submit papers online for asynchronous written feedback.

The purpose of the WRIT Center is to provide a bridge between the instructor/classroom and issues students may encounter when working independently. To this end, WRIT consultants focus first on higher-order writing concerns such as content development, organization, logic, thesis/topic sentence clarity, meeting assignment guidelines, and source integration and citation. After addressing these higher-order concerns (and time permitting), consultants then look at sentence-level (lower-order) concerns. Although we are not a proofreading or editing service, we can help students learn how to identify and correct sentence-level patterns of error in sentence structure, grammar, and punctuation.

The WRIT Center can impact student success in several ways. Students can come to the WRIT Center for any writing or reading assignment in any course or discipline at any stage of paper development, which can significantly improve their quality of writing—especially for struggling writers and readers. Learning how to think critically about their writing and how to apply different writing strategies helps students become more independent and confident in their writing skills. Discussing writing concerns with a peer consultant also gives students the opportunity to ask questions they might hesitate to ask in class. Students who use WRIT services consistently tend to see an improvement in their academic writing that transfers to other courses and across semesters. Improvement in writing skills has a direct impact on student success. Improvement in course grades, course completion, and semester-to-semester retention are all indirect impacts on student success.

We seek to create a campus culture that values writing and reading as essential tools that empower critical thinking, effective communication, and success in a global society. We strive to help our students become better writers, not just produce better papers.

This annual report will provide assessment details about the WRIT service usage, student demographics, and student satisfaction for the 2021-2022 Academic Year, as well as how that assessment aligns with program outcomes and student learning outcomes where applicable.

WRIT Center Mission Statement

Our mission is to empower Delta students to become stronger, more confident, and increasingly self-directed readers and writers.

Goals, Objectives, Outcomes, and Assessments

Goal 1

Through high-quality, meaningful, and comprehensive one-on-one and group services, we strive to provide quality, student-centered consultations that reinforce the skills and strategies students need to develop to become better and more successful readers and writers.

Aligns with Delta College ISLOs Think Critically, Apply Knowledge and Skills, and Communicate Effectively.

Objectives

- 1) Foster students' academic success by helping them learn and effectively implement writing processes and strategies to create better papers.
- 2) Foster students' ability to think critically about feedback and integrate it into their assignments.
- 3) Foster students' ability to work collaboratively to express meaning in written texts.
- 4) Help students feel more confident and comfortable with the writing process and their ability to independently apply writing strategies to future writing assignments.

Student Learning Outcomes

- 1) Students who attend a WRIT Center face-to-face consultation will:
 - a. Demonstrate preparedness by making a satisfactory effort to plan for the session (by becoming familiar with the assignment guidelines, consulting relevant sources, etc.) and bringing relevant materials to the session.
 - b. Demonstrate understanding of the writing processes by identifying what stage they are at and what areas should be focused on during the consultation.
 - c. Demonstrate critical thinking skills and understanding of writing strategies and conventions by identifying/explaining the main topics of discussion addressed during the consultation and the appropriate actions for revision.
 - d. Demonstrate understanding that writing center consultations are collaborative and student centered by engaging in discussions about their writing.
- 2) Students who submit an essay to the WRIT Center for online review will:
 - a. Demonstrate preparedness by submitting assignment guidelines and relevant materials with their online submission.
 - b. Demonstrate understanding of writing processes by identifying what stage they are at and what areas to focus on during the consultation.
 - c. Demonstrate critical thinking skills and understanding of writing strategies and conventions by making effective revisions to their assignment, taking into consideration concerns that need to be addressed and the feedback of the WRIT Center Peer Consultant.
- 3) Students who submit an essay to the WRIT Center for online review or who attend a WRIT Center face-to-face consultation will:
 - a. Demonstrate increased feeling of confidence about the quality of their writing.
 - b. Demonstrate increased feeling of comfort with the writing process.
 - c. Demonstrate increased feeling of ability to apply writing strategies learned from the review/in the session to future writing situations.

- d. Demonstrate increased feeling of ability to follow assignment guidelines.
- e. Demonstrate increased feeling of ability to integrate writing strategies learned from the review/in the session to the assignment they are working on.

Goal 2

Through high-quality, meaningful, and comprehensive one-on-one and group services, we strive to provide an accessible and inclusive environment to a diverse population of Delta students, staff, and faculty with a variety of needs and abilities.

Aligns with Delta College ISLO Act Responsibly.

Objectives

- 1) Foster an environment in which all Delta students feel welcome and a sense of belonging.
- 2) Provide writing consultations on assignments from a wide range of disciplines and genres, at any stage of development, to writers across Delta's population of students.
- 3) Maintain a staff of WRIT Center Peer Consultants from a range of backgrounds and disciplines.

Program Outcomes

- 1) WRIT Center Peer Consultants will facilitate an environment in which students feel welcome, regardless of background, ability, discipline, or level.
- 2) The WRIT Center Staff will provide assistance and feedback to writers at any stage of the writing process in any discipline or genre.
- 3) The WRIT Center staff will provide assistance and feedback to writers across Delta's diverse population of students.
- 4) The WRIT Center Coordinator will prioritize hiring WRIT Center Peer Consultants from a variety of backgrounds and disciplines.

Goal 3

We strive to provide WRIT Center Peer Consultants comprehensive and systematic training based on current writing center and tutoring pedagogy and theory, as well as Delta College policies and procedures.

Aligns with Delta College ISLOs Communicate Effectively and Act Responsibly.

Objectives

- 1) The WRIT Center will meet compliance with the standards and outcomes set by CRLA.
- 2) The WRIT Center will train consultants to learn and apply best practices of writing center pedagogy and theory.
- 3) The WRIT Center will train consultants to comply with the policies and procedures of the WRIT Center and of Delta College.

Program Outcomes

- 1) The WRIT Center Peer Consultants will learn and apply the Level-1 CRLA standards and outcomes, which will include at least eight of the following topics: Definition of tutoring and tutoring responsibilities; Basic tutoring guidelines; Techniques for beginning and ending a tutoring session; Adult learners and/or learning theory and/or learning styles; Assertiveness and/or handling difficult situations; Role modeling; Setting goals and/or planning; communication skills; Active listening and paraphrasing; Referral skills; Study skills; Critical thinking skills; Compliance with ethics and philosophy of the tutoring process and/or compliance with sexual harassment concerns and/or compliance with plagiarism concerns; Modeling problem solving.
- 2) After initial and on-going training sessions, the WRIT Center Peer Consultants will demonstrate proficiency and effectiveness in WRIT Center face-to-face and online reviews by:
 - a. Providing writers with writing strategies that will help students become better writers.
 - b. Communicating feedback appropriately and clearly.
 - c. Ensuring that the writer maintains ownership of their writing and that the paper is written in the student's own words.
 - d. Asking the student appropriate open-ended questions to prompt the writer to clarify and generate content.
 - e. Actively listening to (or taking into account for online submissions) the student's input and concerns.
 - f. Following WRIT Center and Delta College policies and procedures.

2021-22 Academic Year Highlights

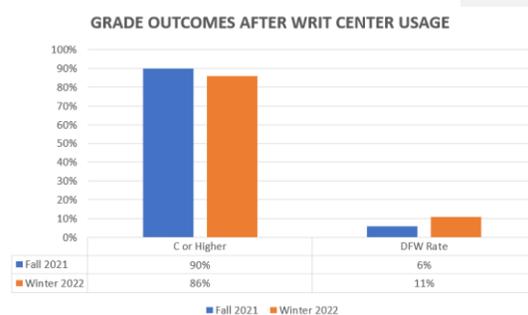
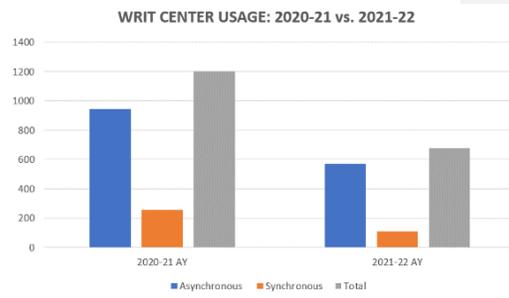
The WRIT Center is housed in the LLIC at Delta College and provides students support in writing, reading, and writing-based technology by peer and professional writing consultants who are trained in writing center pedagogy and practices. We seek to create a campus culture that values writing and reading as essential tools that empower critical thinking, effective communication, and success in a global society, and we strive to help our students become better writers, not just produce better papers.

WRIT Services

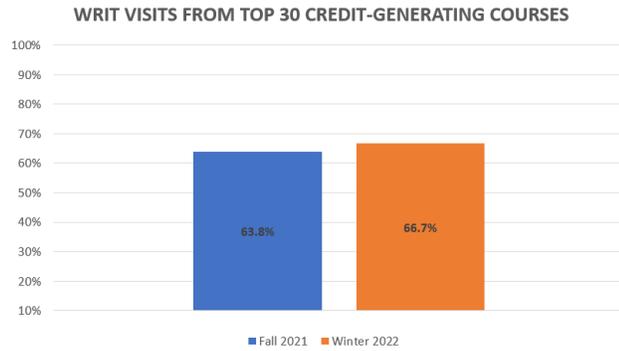
- Remote and in-person synchronous one-on-one consultations
- Asynchronous online essay submissions for written feedback
- Classroom orientations to WRIT Center services
- Customized workshops for faculty and students

Main Highlights for 2021-2022

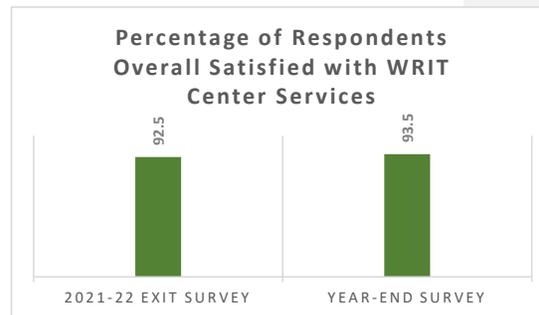
- Both synchronous and asynchronous WRIT Center visits decreased from the previous academic year. Asynchronous visits, however, remained comparable to pre-COVID numbers.
- In Fall 2021, 90% of students who utilized WRIT services received a C or higher in their course. In Winter 2022, 86% of students who utilized WRIT services received a C or higher in their course.
- The DFW rates for students who utilized WRIT services were 6% in Fall 2021 and 11% in Winter 2022.



- In Fall 2021, the WRIT had visits from 217 students in a Delta top 30 credit-generating course. This accounted for 63.8% of all WRIT visits for the semester.
- In Winter 2022, the WRIT had visits from 200 students in a Delta top 30 credit-generating course. This accounted for 66.7% of all WRIT visits for the semester.



- Student satisfaction with WRIT Center services remained high throughout the 2021-22 Academic Year.



Data Results and Analyses

Service Usage

TOTAL VISITS

(Note: The terms ‘sessions’ and ‘visits’ are used interchangeably throughout the report.)

The 2021-22 Academic Year saw a continuation of the decrease in the total number of WRIT Center visits—synchronous and asynchronous combined—that began with the onset of COVID-19 in Winter 2020. As can be seen in Figure 1 below, in the last academic year pre-COVID (2018-19), there were 2745 total WRIT visits. This dropped to 1807 total visits in 2019-20, 1199 total visits in 2020-21, and, for the current academic year, 679 total visits.

ASYNCHRONOUS SESSIONS

The WRIT Center conducted 309 asynchronous reviews in Fall 2021, which is a decrease from 512 asynchronous reviews in the previous Fall 2020 semester. In Winter 2022, the WRIT Center conducted 261 asynchronous reviews, down from 433 asynchronous reviews in the previous Winter 2021 semester.

With the shutdown of the campus in 2020 due to COVID, we initially saw increased numbers of asynchronous submissions compared to previous semesters, while the numbers of synchronous sessions decreased (see Figure 1). This trend of higher-than-average number of asynchronous submissions is not seen in the current 2021-22 Academic Year data. However, asynchronous submission numbers remained comparable to pre-COVID numbers. For example, there were 278 asynchronous submissions pre-COVID in Fall 2019, which was exceeded this Fall 2021 at 309 submissions.

SYNCHRONOUS SESSIONS

The number of WRIT Center synchronous session visits for the 2021-22 Academic Year remained noticeably lower than pre-COVID numbers. In Fall 2020, there were merely 68 synchronous sessions, but this dropped further to 31 sessions this Fall 2021 semester. In Winter 2021, 186 synchronous sessions were conducted, but this Winter 2022, 78 sessions were conducted—less than half that of the previous year. Due to the continued low numbers of synchronous WRIT sessions, this has been identified as an area for development and improvement (see Program Development Plans for the 2022-2023 Academic Year for details).

Figure 1

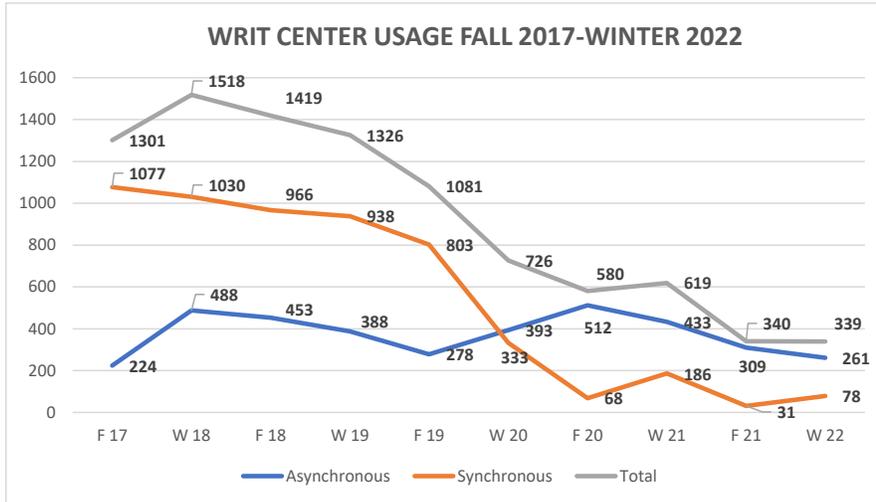
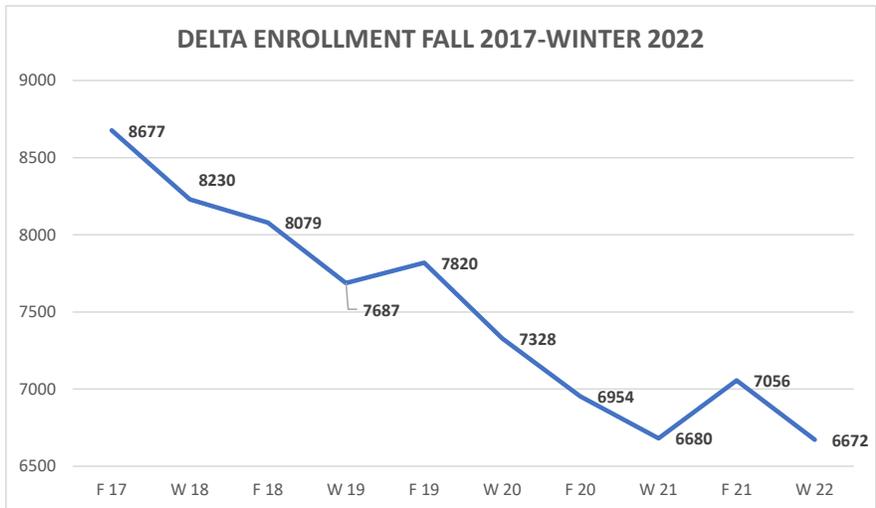


Figure 2



Although Delta enrollment has also been in decline over the recent years (Figure 2), a drop in student numbers alone does not explain the noticeable decrease in WRIT Center synchronous visits. Other contributing factors that the WRIT has identified include:

1. **Lack of WRIT staffing:** Despite on-going recruitment efforts by the T/LC Manager and WRIT Coordinator, the number of WRIT Center consultants decreased from 10 part-time peer consultants in Winter 2021 to 2 part-time peer consultants in Fall 2021. This staff shortage meant that the part-time WRIT Coordinator was the only WRIT staff member available to take synchronous sessions, as the peer consultants were needed to cover the steady numbers of asynchronous submissions. The WRIT Coordinator was able to offer only an average of 6 hours of synchronous session appointment slots per week, which contributed to there being only 31 synchronous sessions conducted in Fall 2021. In Winter 2022, the WRIT hired 2 part-time professional consultants, and as can be seen in Figure 1, the number of synchronous sessions more than doubled from Fall 2021—from 31 to 78 synchronous sessions.

The WRIT Coordinator also reached out to English department at the start of the 2021-22 Academic Year to update faculty on the lack of staffing and to request that instructors planning to require WRIT consultations direct their students to the asynchronous submission option as the WRIT would not be able to accommodate large numbers of synchronous sessions while understaffed. Consequently, most students who were required to visit the WRIT did in fact submit drafts through the asynchronous form during both Fall 2021 and Winter 2022, which contributed to the decrease in synchronous sessions numbers.

2. **Changes to synchronous session modes:** Pre-COVID, the majority of WRIT Center visits were in-person, on-campus drop-in visits. The WRIT had no set-up for synchronous session visits following the campus shut-down until Fall 2020 when a remote appointment-based system was implemented through Microsoft Bookings and Zoom. In Winter 2022, the WRIT Center switched to the tutoring-centered LMS TracCloud for student tracking and appointments. This development and improvement process, combined with insufficient staffing, has led to some issues with reliable hours of availability and consistent scheduling capability.

In addition, despite the hiring of 2 part-time professional WRIT consultants, the WRIT Center still did not have the resources during the 2021-22 Academic Year to offer much on-campus availability or any drop-in services, which accounted for most of its pre-COVID traffic. Not having a consistent on-campus presence, the changes to WRIT Center scheduling processes, and the lack of staff available to conduct orientation sessions for the WRIT Center session appointment process and procedures may have affected students' sense of familiarity with and accessibility to WRIT Center services, resulting in a decrease in demand for synchronous sessions.

3. **Lack of outreach to Delta faculty and students:** The amount of outreach the WRIT Center has been able to implement has declined over the past 2 years as limited staffing necessitated a focus on conducting sessions, the hiring and training of new consultants, and learning and implementing the TracCloud system. Due to the above-mentioned changes in WRIT Center session modality, scheduling, and availability, outreach to faculty and students has been identified as an area for needs analysis, development, and improvement (see Program Development Plans for the 2022-2023 Academic Year for details).

Non-Duplicated Student Usage

The number of non-duplicated (unique) students using WRIT services stayed relatively constant over the academic year, serving 3.5% of the student population in Fall 2021 and 3.1% of the student population in Winter 2022.

Figure 3

2021 - 2022	
Fall 2021	
Asynchronous and Synchronous Combined	247
% Reached	3.5%
Winter 2022	
Asynchronous and Synchronous Combined	206
% Reached	3.1%
Annual Total	

Visits by Division, Discipline/Program, and Top Courses

Aligned to Program Outcome 2.2: The WRIT Center Staff will provide assistance and feedback to writers at any stage of the writing process in any discipline or genre.

Results

Note: The following data results and analysis represent both asynchronous and synchronous sessions combined for both semesters.

DIVISION

Fall 2021 Visits

As can be seen in Figure 4, Arts and Literature accounted for 56% of WRIT sessions or 'visits' for Fall 2021 semester, followed by Social Sciences at 21%, Health and Wellness at 14%, Science and Math at 6%, and Business Technology at 2%.

Figure 4



Typically, the Arts and Literature division usage of the WRIT Center services is higher than all other divisions combined, and this remained the case for the 2021-22 Academic Year. However, as Figure 5 shows below, there was more distribution among the divisions in Fall 2021 when compared to Fall 2020. While almost 70% of WRIT sessions in Fall 2020 came from the Arts and Literature division, this dropped to 56% in Fall 2021. Increases from last Fall semester were seen in the Social Sciences and Health and Wellness divisions.

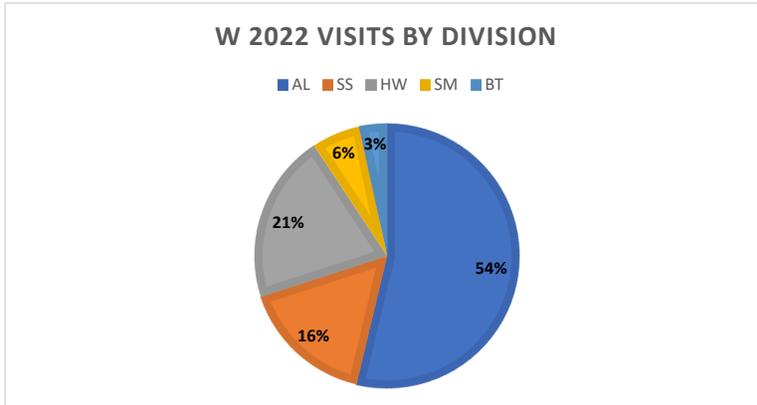
Figure 3

Comparison of Visits by Division: Fall 2020 vs. Fall 2021						
	Arts and Letters	Social Sciences	Health and Wellness	Science and Math	Business Technology	Other
Fall 2020	69.5%	11.5%	9.5%	9%	0%	0%
Fall 2021	56%	21%	14%	6%	2%	1%

Winter 2022 Visits

As can be seen in Figure 6, Arts and Literature accounted for 54% of WRIT Center visits for Winter 2022, followed by Health and Wellness at 21%, Social Sciences at 16%, Science and Math at 6%, and Business Technology at 3%.

Figure 4



As Figure 7 shows below, there was more distribution among the divisions for visits in Winter 2022 when compared to Winter 2021. While almost 74% of sessions in Winter 2021 came from the Arts and Literature division, this dropped to 53.7% in Winter. Increases from last Winter semester were highest in the Social Sciences and Health and Wellness divisions.

Figure 7

Comparison of Visits by Division: Winter 2021 vs. Winter 2022						
	Arts and Letters	Social Sciences	Health and Wellness	Science and Math	Business Technology	Other
Winter 2021	74.0%	6.0%	2.0%	3.0%	0.0%	15%
Winter 2022	54.0%	16.0%	20.7%	6.0%	3.3%	0.0%

DISCIPLINE/PROGRAM

Fall 2021 Visits

Figure 8 shows the breakdown of WRIT Center Fall 2021 visits by discipline/program within a division. As previously noted, the Arts and Literature Division accounts for most WRIT usage, which includes courses in Writing, English, Philosophy, and Art. Other programs/disciplines with comparatively higher numbers of visits during Fall 2021 were Biology, Sociology, and Respiratory Therapy. In all, the WRIT Center

served students from 25 different disciplines/programs in Fall 2021, which is a slight increase from 19 disciplines/programs represented in Fall 2020.

Figure 8



Winter 2022 Visits

Figure 9 shows the breakdown of WRIT Center Winter 2022 visits by discipline/program within a division. The Arts and Literature Division accounted for most WRIT Center service usage during this semester, most of which came from students in English courses. Other programs/disciplines with comparatively more visits during Winter 2022 were Sociology, Respiratory Care, Nursing, Criminal Justice, and Biology. In all, the WRIT Center served students from 24 different disciplines/programs in Winter 2022, which is an increase from the 10 disciplines/programs represented in Winter 2021.

Figure 9



TOP COURSES

Fall 2021 Visits

The WRIT Center supported 58 courses in Fall 2021. As Figure 10 shows, the highest numbers of visits were from ENG 111 (98 visits) and 111A (48 visits), which were also the top 2 courses in the previous Fall 2020 semester. SOC 211W accounted for 37 visits. Combined, these three courses accounted for about half (51.5%) of all WRIT visits for the semester. Other top courses included BIO 153W, WRT 098 and 090, ENG 112, RT 214 and 216, and SOC 288W.

Figure 10

Fall 2021 Top Ten Courses			
	Visits	Percent of Visits	Cumulative Percent
ENG 111*	90	26.5%	26.5%
ENG 111A*	48	14.1%	40.6%
SOC 211W*	37	10.9%	51.5%
BIO 153W*	15	4.4%	55.9%
WRT 098	14	4.1%	60%
ENG 112*	13	3.8%	63.8%
RT 214	13	3.8%	67.6%
RT 216	11	3.2%	70.8%
SOC 288W	11	3.2%	74%
WRT 090	6	1.8%	75.8%
Other	82	24.1%	100%
Total	340	100%	100%

*indicates a Top 30 Credit-Generating Course

Winter 2022 Visits

The WRIT Center supported 48 courses in Winter 2022. As Figure 11 shows, the highest numbers of visits were from ENG 111 (79 visits) and 111A (46 visits), which were also the top 2 courses in the previous Winter 2021 semester. PNE 121LW accounted for 24 visits. Combined, these three courses accounted for about half (49.6%) of all WRIT visits for the semester. Other top courses included ENG 112, RT 234, SOC 211W, BIO 153W, MGT 153W, CJ, 238W, and NPT 260BLW.

Figure 11

Winter 2022 Top Ten Courses			
	Visits	Percent of Visits	Cumulative Percent
ENG 111A*	79	26.3%	26.3%
ENG 111*	46	15.3%	41.6%
PNE 121LW	24	8.0%	49.6%
ENG 112*	21	7.0%	56.6%
RT 234	16	5.3%	61.9%
SOC 211W*	15	5.0%	66.9%
BIO 153W*	13	4.3%	71.2%
MGT 153W*	7	2.3%	73.5%
CJ 238W	7	2.3%	75.8%
NPT 260BLW	6	2.0%	77.8%
Other	66	22.0%	100%
Total	300	100%	100%

*indicates a Top 30 Credit-Generating Course

Discussion

Changes in division, program/discipline, and course usage between semesters are attributed to shifts in course offerings and enrollment, as well as instructor-required visits. The greatest number of visits for both face-to-face (synchronous) consultations and online (asynchronous) submissions come from English courses, as the WRIT Center has a long-standing association with the English faculty who often require students to utilize the WRIT.

Other disciplines/programs with a high number of WRIT visits during the academic year— such as Sociology, Nursing, and Biology—are predominantly from instructors who also require their students to use WRIT services. Two programs where increases of note were seen for the academic year were Criminal Justice and Management.

In the upcoming 2022-23 Academic Year, the WRIT Center plans to increase outreach to instructors across the College to support a greater variety of students and meet Program Outcome 2.2 of “*provid[ing] assistance and feedback to writers at any stage of the writing process in any discipline or genre*” (see Program Development Plans for the 2022-2023 Academic Year for details).

VISITS BY DELTA'S TOP 30 CREDIT-GENERATING COURSES

Fall 2021

Figure 12 shows the Delta top 30 credit-generating courses that the WRIT provided services to in Fall 2021. (The courses are listed in descending order of number of credits generated from the course.) Out of 340 total visits to the WRIT in the fall semester, 217 of those came from top credit-generating courses, which accounted for 63.8% of WRIT visits. The majority of those visits came from English and Sociology classes.

Figure 12

Fall 2021 Visits from Delta's Top 30 Credit-Generating Courses		
Course	Number of Visits	Percent of Total WRIT Visits
ENG 112	13	3.8%
PSY 211W	3	0.9%
SOC 211W	37	10.9%
ENG 111	90	26.4%
ENG 111A	48	14.1%
BIO 152W	2	0.6%
POL 103W	2	0.6%
BIO 153W	15	4.4%
BIO 111W	2	0.6%
BIO 203W	1	0.3%
HIS 237W	1	0.3%
MGT 153W	1	0.3%

PHL 215W	2	0.6%
Totals	217	63.8%

Winter 2022

Figure 13 shows the Delta top 30 credit-generating courses that the WRIT provided services to in Winter 2022. (The courses are listed in descending order of number of credits generated from the course.) Out of 300 total visits to the WRIT in the winter semester, 200 of those came from top credit-generating courses, which accounted for 66.7% of WRIT visits for the semester. The majority of those visits came from English classes.

Figure 13

Winter 2022 Visits from Delta's Top 30 Credit-Generating Courses		
Course	Number of Visits	Percent of Total WRIT Visits
ENG 112	21	7.0%
PSY 211W	3	1.0%
SOC 211W	15	5.0%
ENG 111	46	15.3%
ENG 111A	79	26.3%
POL 103W	3	1.0%
BIO 153W	13	4.3%
COM 112W	4	1.3%
COM 114W	1	0.3%
BIO 203W	1	0.3%
LW 222	1	0.3%
HIS 237W	2	0.6%
MGT 153W	7	2.3%
MTH 122W	1	0.3%
POL 105W	2	0.6%
PHL 215W	1	0.3%
Totals	200	66.7%

Summary of Top 30 Credit Generating Course Visits

The majority of WRIT visits come from top 30 credit-generating courses, which is not surprising given that most WRIT visits overall are from English courses. In the upcoming academic year, the WRIT Center will reach out to faculty who teach non-English course sections in order to increase the number and range of top 30 courses that we support.

VISITS BY SERVICE TYPE

The WRIT Center offers Writing Assistance, Reading Assistance, IT Assistance, and General Assistance. As can be seen in Figure 14, an overwhelming percentage of students visited the WRIT for Writing Assistance during this academic year.

Figure 14

Visits by Service Type AY 2021-22		
	Fall 2021	Winter 2022
Writing Assistance	100.0%	98.3%
Reading Assistance	0.0%	0.3%
IT Assistance	0.0%	0.0%
General Assistance	0.0%	1.3%

While we expect students will continue to utilize the WRIT predominately for writing help in the future, Reading Assistance has been identified as an area for development and improvement for the 2022-23 Academic Year. One of the WRIT Coordinator's current Action Plans is to design and implement a more thorough reading assistance program. This will include the training of consultants in tutoring for reading comprehension, skills, and strategies; the development of reading resources and materials; and outreach/marketing to Delta students and faculty in order to reach more students needing help with reading (see Program Development Plans for the 2022-2023 Academic Year for details).

Efficiency Metrics

CONSULTANT EFFICIENCY

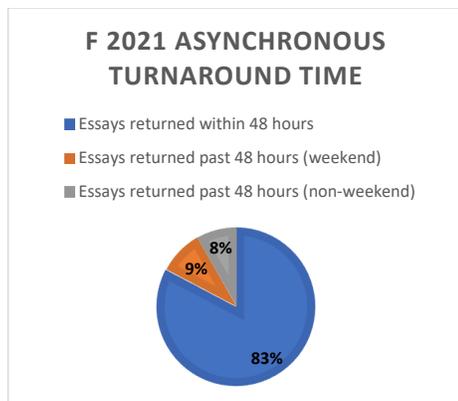
Currently, the only data we gather to measure WRIT Center Consultant efficiency is the turnaround time for online submissions (asynchronous visits), which is the time between the submission of the draft to the WRIT by the student and the return of the completed review by the WRIT consultant. WRIT Center policy is to return online reviews within 2-business days, with the disclaimer that returns may take longer when we have a high-volume of submissions. As can be seen in Figure 15 below, the WRIT turnaround time for asynchronous submissions fell below the 48-hour return window in both semesters with an average of 32.9 hours in Fall 2021 and an average of 20.6 hours in Winter 2022.

Although the Fall 2021 average fell within the turnaround policy time frame, this was almost 10 hours higher than the Fall 2020 average of 21.5 hours. Out of 353 asynchronous submissions in Fall 2021, 61 were returned past the 48-hour deadline for the semester. This equals out to a “late” return rate of 17%. As can be seen in Figure 16, however, 9% of these “late” returns fell on a weekend or within a deadline range that would fall on a weekend. Given that the WRIT policy states that the return policy is within 2-business days, the true rate of late returns, was 8% (28 essay submissions) for Fall 2021.

Figure 15

Comparison of WRIT Asynchronous Submissions: 2022-21 vs. 2021-22 AY			
Fall 2020	Winter 2021	Fall 2021	Winter 2022
21.5	20.5	32.9	20.6

Figure 16



The late return rate for Fall 2021 is a result of the staffing shortage during that semester. An analysis of when the late returns occurred showed that 82.6% fell within the week of September 20, a week when 3 Delta instructors required their sections to submit drafts to the WRIT Center. The WRIT received 77 asynchronous submissions from September 20th-25th , and the WRIT staff was unable to keep up with the volume of drafts. Once the WRIT Peer Consultants had finished their shifts and the WRIT Coordinator had reached her 29-hour weekly limit as a part-time employee, it was necessary to reach out to a TLC Consultant, a TLC SLA, and the TLC Student Development Specialist to help finish those asynchronous reviews. This highlights the importance of maintaining WRIT staffing levels necessary for simultaneously providing adequate availability for synchronous sessions and reliable and timely feedback on asynchronous drafts.

Student Demographics

Based on the demographic data collected in TracCloud, the WRIT Center's typical students are female and have GPAs between 2.7-3.69 (B's). As can be seen in Figure 19, students with C- or below were the least likely to utilize WRIT Services.

TracCloud collects race/ethnicity data, but the identifiers are pulled from Colleague, which only has three categories: NHS, HIS, and UE. Most students who visit the WRIT are NHS, but the categories are too broad to inform us of students by race/ethnicity.

Figure 17

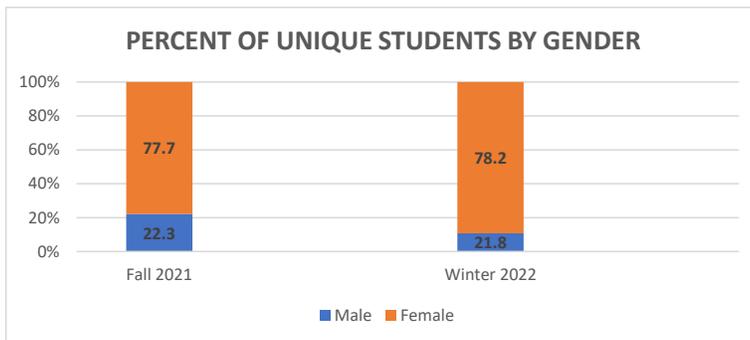


Figure 18

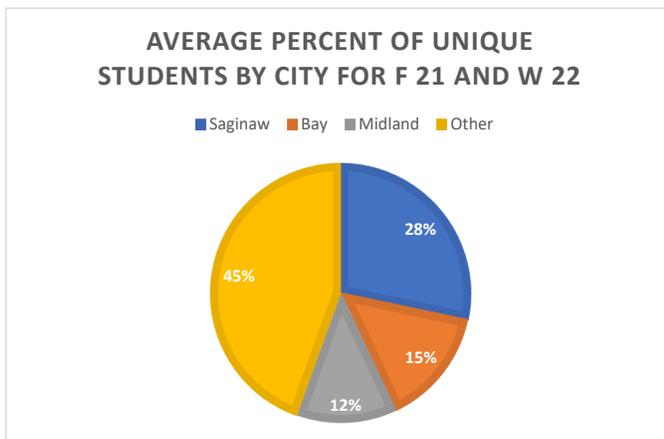
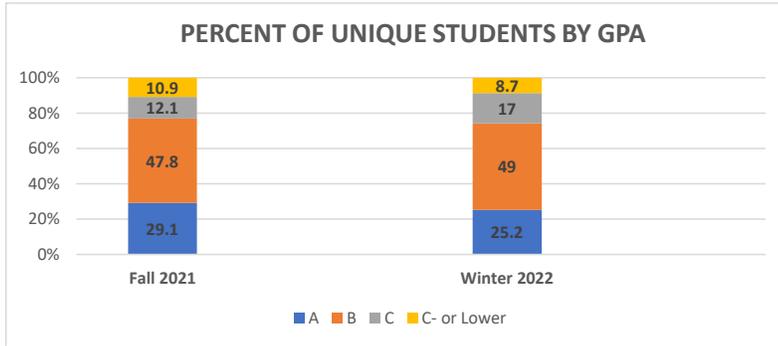


Figure 19



Grade Data

Figure 20 shows that in Fall 2021, 90% of students who visited the WRIT received a course grade of C or higher, while the DFW rate for students who utilized the WRIT was 6%.

Figure 20

Grade Data for Students Who Utilized the WRIT Fall 2021		
	Frequency	%
C or Higher	257	90%
C-	5	2%
DFW	18	6%
Other	5	2%
Total	285	100%

Figure 21 shows that in Winter 2022, 86% of students who visited the WRIT received a course grade of C or higher, while the DFW rate for students who utilized the WRIT was 11%.

Figure 21

Grade Data for Students for Students Who Utilized the WRIT Winter 2022		
	Frequency	%
C or Higher	208	86%
C-	3	1%
DFW	27	11%
Other	4	2%
Total	242	100%

WRIT Center Exit Survey Results

The WRIT Center Exit Survey, developed by Justin Sinicki in 2020, is designed to measure student satisfaction with WRIT services and the students' own perception of improvement after utilizing WRIT services. After each WRIT online submission (asynchronous) or face-to-face (synchronous) consultation, the student is provided with a link to the exit survey and is asked to complete it to help us improve our program. During the Fall 2021 semester, we received 9 responses, while in Winter 2022, we received 25 responses. (Note: Because the sample size for the Fall 2021 exit survey is low at 9 responses, this may have affected the validity of the results for the semester.)

Section 1 of the survey serves as an introduction that explains the purpose of the survey, how long it will take to complete, and that the students' responses are anonymous (no data is collected in this section).

Section 2 asks the student for general information about the session, including the format of and reason for the visit, the course number for the assignment, the name of the WRIT consultant who assisted them, and the number of times the student had visited the WRIT up to that point during the semester.

Section 3 measures WRIT Center consultant effectiveness through six items: (a) providing valuable writing strategies, (b) effectively communicating feedback, (c) encouraging student ownership of the paper, (d) prompting the student to articulate their ideas, (e) actively listening to the student, and (f) the student's overall satisfaction with the consultant. These items were chosen to measure consultant effectiveness because they reflect the mission of the WRIT and characterize important aspects of writing center pedagogy. The survey items are measured using a Likert scale ranging from "1 - Strongly Agree" to "5 - Strongly Disagree." There is space at the end of this section for the student to add additional comments in their own words.

Section 4 pertains to the students' perception of their own independent learning, improvement, confidence, and level of comfort after a WRIT Center consultation. These 5 items were chosen because the WRIT Center mission is to empower Delta students to become stronger, more confident, and increasingly self-directed readers and writers. The items developed to measure this self-perception can be broken into the following categories: (a) understanding the assignment guidelines, (b) ability to improve the current writing assignment, (c) ability to apply writing strategies to future writing assignments, (d) increased confidence about the quality of writing, and (e) increased level of comfort with the writing process. The survey items in this section are also measured using a Likert scale ranging from "1 - Strongly Agree" to "5 - Strongly Disagree."

The last section, Section 5, asks the student about their overall tutoring service experience. While the first question of this section is multiple choice, the remainder of the items are measured with the Likert scale used in Sections 3 and 4. There is also space at the end of this section for the student to add additional comments in their own words. (See Appendices A and B for complete results.)

Results and Discussion

SECTION 3: WRIT CONSULTANT EFFECTIVENESS RESULTS

Figure 22

Consultant Effectiveness Survey Items: Percentage of Respondents Who Agreed or Strongly Agreed, Fall 2020-Winter 2022						
Item	Fall 2020 n=39	Winter 2021 n=29	Fall 2021 n=9	Winter 2022 n=25	Average for 2021- 22 AY	Average of All Semesters
1. My WRIT Consultant provided ways to approach this assignment that will help me become a better writer.	89.8%	93.1 %	100%	96%	98%	94.7%
2. My WRIT consultant communicated their feedback well.	89.8%	93.1%	100%	92%	96%	93.7%
3. The WRIT consultant allowed me to maintain ownership of my paper (e.g., they allowed me to still feel in control of my paper; the paper still feels written by me).	89.7%	93.1%	100%	96%	98%	94.7%
4. My WRIT consultant asked questions (oral or written) about my writing that helped me generate ideas or think about my assignment.	69.3%	89.6%	55.5%	92%	73.8%	76.6%
5. I was satisfied with how well my WRIT consultant listened to my input (or concerns if you used the Online Submission Form and did not meet through Zoom).	82.1%	93.1%	77.8%	92%	84.9%	86.3%
6. Overall, I was satisfied with my WRIT consultant.	84.6%	93.1%	100%	96%	98%	93.4%

ITEM 1: PROVIDING VALUABLE WRITING STRATEGIES

Aligned to Program Outcome 3.2.a: The WRIT Center Peer Consultants will demonstrate proficiency and effectiveness in WRIT Center face-to-face and online reviews by providing writers with writing strategies that will help students become better writers.

A primary goal of the WRIT Center is to empower students to become independent writers with knowledge of effective writing strategies to improve writing in any genre or course. Therefore, WRIT

Center consultants should provide strategies—such as analyzing assignment guidelines, writing strong theses, paragraph development, integrating and citing sources, and identifying and correcting patterns of error—that students can apply to their current assignment and transfer to future writing assignments.

As can be seen in Figure 22 above, 100% of exit survey respondents in Fall 2021 agreed or strongly agreed that WRIT consultants provided useful writing strategies. In Winter 2022, 96% agreed or strongly agreed with the prompt.

ITEM 2: EFFECTIVELY COMMUNICATING FEEDBACK

Aligned to Program Outcome 3.2.b: The WRIT Center Peer Consultants will demonstrate proficiency and effectiveness in WRIT Center face-to-face and online reviews by communicating feedback appropriately and clearly.

WRIT Consultants should be able to demonstrate knowledge of writing concepts and effective communication skills. Clear comments and explanations of concepts afford the writers the opportunity to analyze and think critically about their assignment components and their individualized actions for revision.

Figure 22 shows that the percentage of respondents who agreed or strongly agreed WRIT consultants communicated effectively during their session was 100% in Fall 2021 and 92% in Winter 2022.

ITEM 3: ENCOURAGING STUDENT OWNERSHIP OF THE PAPER

Aligned to Program Outcome 3.2.c: The WRIT Center Peer Consultants will demonstrate proficiency and effectiveness in WRIT Center face-to-face and online reviews by ensuring that the writer maintains ownership of their writing and that the paper is written in the student's own words.

As the WRIT Center's mission is to help students become better writers and not just produce better papers, it is crucial that the students' words and ideas are represented in the assignment, not those of the consultant. The WRIT Consultant provides feedback as a reader and asks questions to prompt the writer, but the task of working through the writing process, making decisions about content, and writing the paper itself should fall to the student.

Figure 22 shows that the percentage of respondents who agreed or strongly agreed that WRIT consultants allowed the student to maintain ownership of the paper in their WRIT consultation was 100% in Fall 2021 and 96% in Winter 2022.

ITEM 4: PROMPTING THE STUDENT TO ARTICULATE THEIR IDEAS

Aligned to Program Outcome 3.2.d: The WRIT Center Peer Consultants will demonstrate proficiency and effectiveness in WRIT Center face-to-face and online reviews by asking the student appropriate open-ended questions to prompt the writer to clarify and generate content.

One important technique in writing center consultations is asking the writer open-ended questions in order to encourage them to think critically about the assignment and their writing. These questions can be used to clarify ideas and to prompt the writer to think critically about ways to make improvements to their draft. This helps foster the collaborative, student-centered environment of a writing center session.

As can be seen in Figure 22 above, 55.5% of exit survey respondents in Fall 2021 agreed or strongly agreed that the WRIT consultant asked questions to elicit ideas about their writing. In Winter 2022, 92% agreed or strongly agreed with the prompt.

ITEM 5: ACTIVELY LISTENING TO THE STUDENT

Aligned to Program Outcome 3.2.e: The WRIT Center Peer Consultants will demonstrate proficiency and effectiveness in WRIT Center face-to-face and online reviews by actively listening to (or taking into account for online submissions) the student's input and concerns.

Active listening is another important technique in writing center consultations. Because the student is encouraged to maintain ownership of their work and because the session is student centered and collaborative, active listening helps to ensure that the writer's voice is being heard and their meaning is clear for the audience.

Figure 22 shows that the percentage of respondents who agreed or strongly agreed that their consultant listened to their input or concerns with the assignment was 77.8% in Fall 2021 and 92% in Winter 2022.

ITEM 6: OVERALL SATISFACTION WITH THE WRIT CENTER CONSULTANT

In terms of overall satisfaction, in Fall 2021 100% of exit survey respondents either agreed or strongly agreed that they were satisfied with their WRIT Center Consultant, while in Winter 2022, 96% of respondents agreed or strongly agreed that they were satisfied with their WRIT Center Consultant.

Section 3: Consultant Effectiveness Discussion

Figure 22 above shows that Fall 2021 and Winter 2022 Consultant Effectiveness ratings for items 1, 2, 3, and 6 fall within or close to the average percentage of 'agree' or 'strongly' survey responses of the past 2 academic years. Although baseline and target numbers for the survey responses have not yet been established, the WRIT Center team believes these results—all at or above 93%—show the Center is meeting the individual Program Outcomes (POs) linked to these survey items.

Items 4 and 5 for Consultant Effectiveness were less consistent for the academic year. In Fall 2021, 55.5% of respondents agreed or strongly agreed for item 4 that their consultant asked questions that them helped them generate ideas, which is the lowest rating on the Fall 2021 survey and the lowest rating for this item since the implementation of the survey in Fall 2020. As the WRIT only received 9 responses to the Exit Survey in Fall 2021, the sample size may have affected the validity of these results;

however, as can be seen in Figure 22, this item was also the lowest-rated item on the Fall 2020 survey at 69.3% (before the WRIT made wording changes to the item to reduce ambiguity). In Winter 2022, the percentage of respondents who agreed or strongly agreed for item 4 that their consultant asked questions rose to 92%, which does fall above the 2-year average rating. At this point, it remains unclear if the low ratings are due to issues with the item itself, the survey sample size (in the case of Fall 2021), or gaps in consultant training. Because of the inconsistency of ratings from semester to semester and overall low average for item 4, this has been identified as an area for analysis, development, and improvement (see Program Development Plans for the 2022-2023 Academic Year for details).

Item 5, which concerns active listening, has also received inconsistent ratings over the past 2 years. The percentage of respondents who agreed that their consultant listened to their input or concerns was at 82.1% for Fall 2020, 93.1% for Winter 2021, 77.8% for Fall 2021, and 92% for Winter 2022. As mentioned above, the sample size may have impacted the validity of the Fall 2021 rating (which was, in fact, the lowest rating for this item since the implementation of the survey). However, because of the inconsistency of ratings from semester to semester and overall low average for item 5, this has also been identified as an area for analysis, development, and improvement (see Program Development Plans for the 2022-2023 Academic Year for details).

SECTION 4: INDEPENDENT LEARNING RESULTS

Figure 23

Independent Learning Survey Items: Percentage of Respondents Who Agreed or Strongly Agreed, Fall 2020-Winter 2022						
Item	Fall 2020 n=39	Winter 2021 n=29	Fall 2021 n=9	Winter 2022 n=25	Average for 2021- 22 AY	Average of All Semesters
1. I better understand how to generate ideas for the paper that fit the assignment guidelines.	79.5%	93.1 %	77.8%	84%	80.9%	83.6%
2. I can integrate the writing strategies I learned during the consultation to the assignment I am working on (e.g., developing a strong thesis statement; focus and organization strategies, paragraph development strategies, etc.).	79.5%	93.1%	89%	88%	88.5%	87.4%
3. I will be able to apply the writing strategies I learned to future writing situations.	87.2%	93.1%	100%	96%	98%	94.1%
4. I feel more confident about the quality of my writing.	87.2%	93.1%	100%	84%	92%	91.1%
5. I feel more comfortable with the writing process.	79.5%	93.1%	100%	80%	90%	88.2%

ITEM 1: UNDERSTANDING THE ASSIGNMENT GUIDELINES

Aligned to Student Learning Outcome 1.3.d: Students who submit an essay to the WRIT Center for online review or who attend a WRIT Center face-to-face consultation will demonstrate increased feeling of ability to follow assignment guidelines.

Understanding and meeting the assignment guidelines is an important first step in the writing process, so one of our goals is for students to be able to think critically about their writing and identify whether they meet these guidelines.

As can be seen in Figure 23 above, 77.8% of exit survey respondents in Fall 2021 agreed or strongly agreed that they better understood how to meet the assignment guidelines after a WRIT Center consultation. In Winter 2022, 84% agreed or strongly agreed with the prompt.

ITEM 2: ABILITY TO IMPROVE CURRENT WRITING ASSIGNMENT

Aligned to Student Learning Outcome 1.3.e: Students who submit an essay to the WRIT Center for online review or who attend a WRIT Center face-to-face consultation will demonstrate increased feeling of ability to integrate writing strategies learned from the review/in the session to the assignment they are working on.

One way we assess independent learning is to measure the students' self-reported ability to independently apply writing strategies learned in the consultation after receiving tutoring. This item's intent was not to capture whether students feel they can independently learn future content. Rather, its focus was on students' perceived ability to apply the writing strategies to the assignment for which they sought help.

Figure 23 shows that the percentage of respondents who agreed or strongly agreed that they could independently integrate the writing strategies into their current assignment after receiving WRIT tutoring was 89% in Fall 2021 and 88% in Winter 2022.

ITEM 3: ABILITY TO APPLY WRITING STRATEGIES TO FUTURE WRITING SITUATIONS

Aligned to Student Learning Outcome 1.3.c: Students who submit an essay to the WRIT Center for online review or who attend a WRIT Center face-to-face consultation will demonstrate increased feeling of ability to apply writing strategies learned from the review/in the session to future writing situations.

Part of self-directed learning is being able to apply writing strategies learned in a writing consultation to other writing assignments, whether it be for the same course or future assignments in other courses. An independent learner should feel as though they can identify and use strategies that will improve their writing without the aid of a consultant.

Figure 23 shows that the percentage of respondents who agreed or strongly agreed that they felt they would be able to apply the writing strategies they learned in the WRIT consultation to future writing assignments was 100% in Fall 2021 and 96% in Winter 2022.

ITEM 4: INCREASED CONFIDENCE ABOUT THE QUALITY OF WRITING

Aligned to Student Learning Outcome 1.3.a: Students who submit an essay to the WRIT Center for online review or who attend a WRIT Center face-to-face consultation will demonstrate increased feeling of confidence about the quality of their writing.

An integral component of independent learning is confidence. In order for independent learning to start developing in a student, and/or in order for a student to continue learning independently, they need to feel confident in their ability to take control of their learning.

Figure 23 shows that the percentage of respondents who agreed or strongly agreed that they experienced increased confidence in the quality of their writing after a WRIT Center consultation was 100% in Fall 2021 and 84% in Winter 2022.

ITEM 5: INCREASED LEVEL OF COMFORT WITH THE WRITING PROCESS

Aligned to Student Learning Outcome 1.3.b: Students who submit an essay to the WRIT Center for online review or who attend a WRIT Center face-to-face consultation will demonstrate increased feeling of comfort with the writing process.

In addition to helping students feel confident in the quality of their writing, we want students to feel more comfortable with the writing process itself. Common barriers for writers are (a) starting a paper, and (b) understanding how papers should be completed using proper writing techniques/pedagogy. If students are uncomfortable with the writing process in general, completing a paper and feeling good about it becomes much more challenging.

As can be seen in Figure 23 above, 100% of exit survey respondents in Fall 2021 agreed or strongly agreed that they felt more comfortable with the writing process after a WRIT Center consultation. In Winter 2022, 84% agreed or strongly agreed with the prompt.

Section 4: Independent Learning Discussion

Figure 23 above shows that Fall 2021 and Winter 2022 Independent Learning ratings for items 2 and 3 fall within or close to the average percentage of 'agree' or 'strongly' survey responses over the past 2 academic years. Although baseline and target numbers for the survey responses have not yet been established, the WRIT Center team believes these results—all at or above 88%—show we are meeting the individual Program Outcomes (POs) linked to these survey items.

Items that fell below the 2-year average percentage in this section include item 1 for Fall 2021, item 4 for Winter 2022, and item 5 for Winter 2022. For item 1, which addresses whether the student felt they would be better able to generate ideas to fit the assignment guidelines following a consultation, 77.8% of respondents agreed or strongly agreed with the prompt. This is similar to the Fall 2020 percentage of 79.5% but falls below the 2-year average of 83.6%. While Winter 2022 shows an increase to 84% for item 1, this may be an area to consider for future development and improvement if future surveys indicate continued low student agreement.

Items 4 and 5 ask about the student's level of confidence and comfort following a WRIT consultation. Although 100% of respondents on the Fall 2021 exit survey agreed or strongly agreed that they felt more confident about their writing (item 4) and more comfortable with the writing process (item 5) after visiting the WRIT, this fell to 84% for item 4 and 80% for item 5 in Winter 2022. With the average 2-year rate at 91.1% for item 4 and 88.2% for item 5, this also may be an area to consider for future development and improvement if future surveys indicate continued low student agreement. Although students do seem in general to rate themselves lower than they rate their consultant on the WRIT Center Exit Survey, empowering students to feel confident in their abilities and autonomy remains at the heart of the WRIT Center's mission.

SECTION 5: REMOTE TUTORING RESULTS

Figure 24

Remote Tutoring Service Satisfaction Survey Items: Percentage of Respondents Who Agreed or Strongly Agreed, Fall 2020-Winter 2022						
Item	Fall 2020 n=39	Winter 2021 n=29	Fall 2021 n=9	Winter 2022 n=25	Average for 2021-22 AY	Average of All Semesters
1. I would recommend this remote tutoring service to other students.	89.7%	89.7%	100%	92%	96%	92.9%
2. Once the campus reopens, I would still consider using the virtual services if I could not make it to campus.	87.2%	89.6%	77.7%	96%	86.9%	87.6%
3. If additional tutoring is needed, I will use the WRIT Center again.	NA	93.1%	100%	96%	98%	96.4%
4. Overall, I was satisfied with the WRIT Center's remote services.	92.3%	93.1%	89%	96%	92.5%	92.6%

ITEM 1

As can be seen in Figure 24, In Fall 2021, 100% of respondents agreed or strongly agreed that they would recommend WRIT remote services to other students. In Winter 2022, 92% of respondents agreed or strongly agreed that they would recommend WRIT remote services to other students.

ITEM 2

In Fall 2021, 77.7% of respondents agreed or strongly agreed that they would consider using remote services even after campus reopens, which increased to 96% in Winter 2022.

ITEM 3

In Fall 2021, 100% of respondents agreed or strongly agreed or strongly agreed that they would return to the WRIT if they needed additional writing consultations in the future, which fell slightly to 96% in Winter 2022.

ITEM 4

The final exit survey item asks about the student's overall satisfaction. In Fall 2021, 89% of respondents agreed or strongly agreed that they were satisfied with the WRIT Center's remote services, and in Winter 2022, this rose to 96%

Section 5: Remote Tutoring Services Discussion

Both the WRIT Center Fall 2021 and Winter 2022 Exit Survey results indicate that a significant portion of respondents were quite satisfied with our remote services and would recommend us to other students. We feel that the WRIT consultants' flexibility and dedication to learning new policies and techniques was instrumental in making these new service formats successful and beneficial to the Delta student population. The lowest rated item was for the prompt regarding whether the student would still consider using remote services after campus reopens in Fall 2021 (Item 2). With 77.7% of respondents agreeing or strongly agreeing, this rating falls below the 2-year average percentage of 87.6% for the item.

For Fall 2022, the WRIT Center is already in the process of expanding our on-campus, synchronous session availability. Due to staffing problems, the WRIT was unable to offer more than 2 days per week of on-campus synchronous session times during the 2021-22 Academic Year. However, with the recent hiring of a third part-time professional WRIT Consultant, the Center will be able to offer at least 4 on-campus days per week on the main campus, with some additional availability in Saginaw and Midland. Although the WRIT will continue to offer remote services as well when possible, especially on weeknights and weekends, a more consistent presence on campus will hopefully increase our visibility and provide a welcoming environment for students.

Between the overall satisfaction ratings and many other data points throughout this report, it seems evident that the exit survey respondents find value in WRIT Center remote and in-person tutoring services. A wider range of service types affords us the flexibility to help students who might not be able to make it to campus or who are only able to meet face-to-face after regular business hours. As the goal of the WRIT Center is to reach, welcome, and support all Delta students with writing and reading assistance, we feel that expanding our on-campus availability while continuing to offer remote services would be beneficial to the Delta student population.

Survey Response Rates

As can be seen in Figure 25, the response rates for the WRIT Exit Survey were low for both the Fall 2021 and Winter 2022 semesters.

Figure 25

2020 - 2021	
Fall 2021	
Total number of visits	340
Number of survey responses	9
Response rate	2.6%
Winter 2022	
Total number of visits	339
Number of survey responses	25
Response rate	7.4%

In order to increase the reliability and validity of our survey results (which will in turn help the WRIT Center determine where and how to make programmatic changes to our services and training), increasing the WRIT Center response rate has been identified as an area for development and improvement (see Program Development Plans for the 2022-2023 Academic Year for details).

WRIT Center Year-End Survey Results

The Year-End Survey was designed by Justin Sinicki and is distributed by IR at the end of Winter semester to all students who visited the WRIT and/or TLC during that academic year. This survey is more comprehensive than the Exit Survey and also gathers data on student demographics.

As is the case with the WRIT Exit Survey and its results, we have not yet established baselines and benchmarks for the WRIT Year-End Survey data. What follows will be a general comparison of trends between the 2020-2021 and 2021-2022 Academic Years. (See Appendix C for complete results.)

CONSULTANT EFFECTIVENESS

As shown in Figure 26 below, Consultant Effectiveness items in the 2021-22 Academic Year were scored slightly lower than in the 2020-21 Academic Year on Items 2 and 6. However, this does not seem like a significant drop in rating for either of these prompts.

2) *The consultant(s) pointed out good parts of my work when providing feedback.* (-0.9%)

6) *The consultant(s) sufficiently addressed how to improve my paper(s) based on the assignment guidelines.* (-1.3%)

- Item 3 showed the largest decrease in satisfaction from the previous year of students who agreed or strongly agreed with the prompt. This echoes the drop on the WRIT Exit Survey of respondents who felt their consultant asked them questions during the session. As mentioned in the Exit Survey section of this report, this has been identified as an area for analysis, development, and improvement (see Program Development Plans for the 2022-2023 Academic Year for details).

3) *My consultant(s) encouraged me to participate during my session(s).* (-4.0%)

- The remaining items in Consultant Effectiveness showed an increase in student satisfaction.

1) *The consultant(s) focused on my concerns.* (+4.5%)

4) *My consultants(s) and I worked well together.* (+5.3%)

5) *The consultant(s) I worked with communicated their feedback effectively.* (+3.2%)

7) *The consultant(s) were knowledgeable about the writing process.* (+0.9%)

8) *Overall, I was satisfied with the consultant(s) I worked with.* (0.5%)

Figure 26

WRIT Consultant Effectiveness Survey Items: Percentage of Respondents Who Agreed or Strongly Agreed, Fall 2020-Winter 2022			
Item	AY 2020-21 n=144	AY 2021-22 n=107	% +/-
1. The consultant(s) focused on my concerns.	90.3%	94.8%	+4.5%
2. The consultant(s) pointed out good parts of my work when providing feedback.	89.2%	88.3%	-0.9%
3. My consultant(s) encouraged me to participate during my session(s).	80.6%	76.6%	-4.0%
4. My consultant(s) and I worked well together.	81.7%	87.0%	+5.3%
5. The consultant(s) I worked with communicated their feedback effectively.	90.3%	93.5%	+3.2%
6. The consultant(s) sufficiently addressed how to improve my paper(s) based on the assignment guidelines.	93.5%	92.2%	-1.3%
7. The consultant(s) were knowledgeable about the writing process.	91.3%	92.2%	+0.9%
8. Overall, I was satisfied with the consultant(s) I worked with.	90.3%	90.8%	+0.5%

INDEPENDENT LEARNING

- As can be seen in Figure 27 below, Item 2 in Independent Learning for the 2021-22 Academic Year was scored slightly lower than for the 2020-21 Academic Year. However, this does not seem like a significant drop in rating for this prompt.

2) *I feel more comfortable analyzing my own writing.* (-0.1%)

- Items 1, 3, and 5 showed larger decreases in student satisfaction.

1) *I feel more comfortable with the writing process.* (-8.5%)

3) *I feel more comfortable discussing my writing with peers.* (-4.1%)

5) *I am able to apply what I learned in my WRIT consultation(s) to future writing.* (-3.2%)

These results seem to echo the WRIT Exit Survey results in which respondents rated their comfort and confidence levels lower than in other items. Although students do seem in general to rate themselves lower than they rate their consultant on the WRIT Center Exit Survey, empowering students to feel confident in their abilities and autonomy remains at the heart of the WRIT Center's mission. This also

may be an area to consider for development and improvement if future surveys indicate continued low student agreement.

- Item 4 in Independent Learning was the only item which scored higher for higher current academic year.

4) *I feel confident that my writing will be more effective.* (+2.0%)

Figure 27

WRIT Independent Learning Survey Items: Percentage of Respondents Who Agreed or Strongly Agreed, Fall 2020-Winter 2022			
Item	AY 2020-21 n=144	AY 2021-22 n=107	% +/-
1. I feel more comfortable with the writing process.	90.3%	81.8%	-8.5%
2. I feel more comfortable analyzing my own writing.	80.6%	80.5%	-0.1%
3. I feel more comfortable discussing my writing with peers.	81.7%	77.6%	-4.1%
4. I feel confident that my writing will be more effective.	85.0%	87.0%	+2.0%
5. I am able to apply what I learned in my WRIT consultation(s) to future writing.	91.4%	88.2%	-3.2%

OVERALL WRIT CENTER EXPERIENCE

- As can be seen in Figure 28 below, Item 4 in Overall WRIT Center Experience scored slightly lower for the 2021-22 Academic Year than for the 2020-21 Academic Year. However, this does not seem like a significant drop in rating for this prompt.

4) *Overall, I was satisfied with the WRIT Center.* (-1.5%)

- Items 1 and 2 showed larger decreases in student satisfaction.

1) *I believe the WRIT Center helped me become a stronger writer.* (-8.5%)

2) *If additional tutoring is needed, I would visit the WRIT Center in the future.* (-7.7%)

- Item 3 showed a slight increase in student satisfaction.

3) *I would recommend the WRIT Center to my peers.* (+0.3%)

The results for Items 2-4 in this section seem slightly contradictory. While there is a decrease in the number of respondents who felt they would visit the WRIT Center if necessary in the future, 94.8% of respondents for this academic year would recommend the WRIT Center to their peers and 93.5% were satisfied overall with our services, which seem to be satisfactory ratings for their overall WRIT experience. Both the WRIT Center Exit Survey results and Year-End Survey results indicate that a significant portion of respondents were quite satisfied with our services and would recommend us to other students.

Figure 28

Overall WRIT Experience Survey Items: Percentage of Respondents Who Agreed or Strongly Agreed, Fall 2020-Winter 2022			
Item	AY 2020-21 n=144	AY 2021-22 n=107	% +/-
1. I believe the WRIT Center helped me become a stronger writer.	90.3%	81.8%	-8.5%
2. If additional tutoring is needed, I would visit the WRIT Center in the future.	96%	88.3%	-7.7%
3. I would recommend the WRIT Center to my peers.	94.5%	94.8%	+0.3%
4. Overall, I was satisfied with the WRIT Center.	95%	93.5%	-1.5%

Advancements

- This was the first academic year using a tutoring-centered LMS (TracCloud).
- A third WRIT PT Consultant was added to the staff, which helped increase tutoring availability.
- This was the second consecutive year that the WRIT has produced an annual report.
- This was the second consecutive year that the WRIT has had measurable student learning outcomes and program outcomes which were developed to improve our assessment initiatives.
- For the first time, the WRIT had baselines from the previous academic year to help measure growth in student learning outcomes and program outcomes.
- Online services are well received by students and have become an integral part of our Center.
- We have developed a TLC/WRIT service agreement so that staff and students are aware of the expectations from both parties.

Program Development Plans for the 2022-2023 Academic Year

Commented [CVT1]: Need to decide on % increases here.

- The WRIT Center will increase the number of synchronous appointment visits by _____% by the end of Winter 2023. This will be accomplished through expanded appointment availability and increased outreach to Delta faculty and students.
- The WRIT Center will increase outreach to Delta faculty and students in the following ways:
 - Targeted emails to faculty in the Top 30 credit-generating courses regarding our services and availability
 - Messages to English faculty listserv regarding our services and availability
 - WRIT Center flyers and table tents posted in campus libraries
 - Student Blast announcements
 - Outhouse Outreach announcements
- The WRIT Center will develop and expand reading services in the following ways:
 - The development of reading-specific SLOs and POs
 - The development and presentation of consultant training modules for tutoring reading comprehension and reading skills/strategies
 - The development of reading tutoring resources and materials for consultants and students
 - Increasing campus awareness of WRIT reading services through outreach
- The WRIT Center will increase the number of students who agree or strongly agree to the following items on the WRIT Exit Survey to _____% by Spring 2023.
 - My WRIT consultant asked questions (oral or written) about my writing that helped me generate ideas or think about my assignment.
 - I was satisfied with how well my WRIT consultant listened to my input (or concerns if you used the Online Submission Form and did not meet through Zoom).
- The WRIT Center will increase response to the WRIT Exit Survey by -----% by Winter 2023.
- Through data collection and reporting, the WRIT Center will show its impact on student retention.
- The WRIT Center will hire another part- or full-time PT Consultant in order to maintain and increase its availability across campuses.

Appendix A: Complete Fall 2021 WRIT Center Exit Survey Responses (n=9)

WRIT CONSULTANT EFFECTIVENESS RESULTS

Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
My WRIT Consultant provided ways to approach this assignment that will help me become a better writer.	55.5%	44.5%	0%	0%	0%
My WRIT consultant communicated their feedback well.	55.5%	44.5%	0%	0%	0%
The WRIT consultant allowed me to maintain ownership of my paper (e.g., they allowed me to still feel in control of my paper; the paper still feels written by me).	55.5%	44.5%	0%	0%	0%
My WRIT consultant asked questions (oral or written) about my writing that helped me generate ideas or think about my assignment.	33.3%	22.2%	44.5%	0%	0%
I was satisfied with how well my WRIT consultant listened to my input (or concerns if you used the Online Submission Form and did not meet through Zoom).	44.5%	33.3%	22.2%	0%	0%
Overall, I was satisfied with my WRIT consultant.	55.5%	44.5%	0%	0%	0%

INDEPENDENT LEARNING RESULTS

Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I better understand how to generate ideas for the paper that fit the assignment guidelines.	33.3%	44.5%	22.2%	0%	0%
I can integrate the writing strategies I learned during the consultation to the assignment I am working on (e.g. developing a strong thesis statement; focus and organization strategies, paragraph development strategies, etc.).	44.5%	44.5%	11%	0%	0%
I will be able to apply the writing strategies I learned to future writing situations.	66.7%	33.3%	0%	0%	0%

I feel more confident about the quality of my writing.	66.7%	33.3%	0%	0%	0%
I feel more comfortable with the writing process.	55.5%	44.5%	0%	0%	0%

REMOTE TUTORING SERVICES SATISFACTION RESULTS

Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I would recommend this remote tutoring service to other students.	55.5%	44.5%	0%	0%	0%
Once the campus reopens, I would still consider using the virtual services if I could not make it to campus.	66.7%	11%	22.2%	0%	0%
If additional tutoring is needed, I will use the WRIT Center again.	66.7%	33.3%	0%	0%	0%
Overall, I was satisfied with the WRIT Center's remote tutoring services.	66.7%	22.2%	11%	0%	0%

ADDITIONAL COMMENTS

Thank you so much for offering your services!

_____ did an amazing job helping me shorten and concise my essay.

Thank you for your help _____!

I honestly learned a lot and the session was very helpful. _____ is fantastic!

Thank you so much for your help!

Appendix B: Complete Winter 2022 WRIT Center Exit Survey Responses (n=25)

WRIT CONSULTANT EFFECTIVENESS RESULTS

Item	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
My WRIT Consultant provided ways to approach this assignment that will help me become a better writer.	64%	32%	4%	0%	0%
My WRIT consultant communicated their feedback well.	68%	24%	4%	0%	4%
The WRIT consultant allowed me to maintain ownership of my paper (e.g., they allowed me to still feel in control of my paper; the paper still feels written by me).	68%	28%	4%	0%	0%
My WRIT consultant asked questions (oral or written) about my writing that helped me generate ideas or think about my assignment.	64%	28%	8%	0%	0%
I was satisfied with how well my WRIT consultant listened to my input (or concerns if you used the Online Submission Form and did not meet through Zoom).	72%	20%	8%	0%	0%
Overall, I was satisfied with my WRIT consultant.	72%	24%	4%	0%	0%

INDEPENDENT LEARNING RESULTS

I better understand how to generate ideas for the paper that fit the assignment guidelines.	64%	20%	16%	0%	0%
I can integrate the writing strategies I learned during the consultation to the assignment I am working on (e.g. developing a strong thesis statement; focus and organization strategies, paragraph development strategies, etc.).	56%	32%	12%	0%	0%
I will be able to apply the writing strategies I learned to future writing situations.	56%	40%	4%	0%	0%
I feel more confident about the quality of my writing.	56%	28%	16%	0%	0%

I feel more comfortable with the writing process.	48%	32%	20%	0%	0%
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REMOTE TUTORING SERVICES SATISFACTION RESULTS

I would recommend this remote tutoring service to other students.	68%	24%	8%	0%	0%
Once the campus reopens, I would still consider using the virtual services if I could not make it to campus.	64%	32%	4%	0%	0%
If additional tutoring is needed, I will use the WRIT Center again.	68%	28%	4%	0%	0%
Overall, I was satisfied with the WRIT Center's remote tutoring services.	72%	24%	4%	0%	0%

ADDITIONAL COMMENTS

I was very insecure about this paper, so it was wonderful to hear reassuring feedback as well as the feedback meant to improve my writing. She helped me immensely in the areas I requested help on.

_____ is extremely helpful.

Excellent jobs, and fast.

Wonderful experience! _____'s feedback was so helpful!

I found my consult extremely helpful, thank you!

She was very good.

She definitely helped. I missed the whole first page of my rubric in my course pack. Luckily she noticed and I will be editing to that format. It will take more time than I was hoping but I think it will flow better. I can't wait to resubmit for more feedback to have a well written paper and one less thing to worry about this term. Thank you for your help.

I like that she took the time to explain what I needed help with.

I want to say the consultant realizes excellent job. I'm very impressed.

The WRIT gave feedback the same day.

Thank you for all the help I have received. I appreciate each and every one. Thank you!

At times it was hard to hear her, but we got through it.

Excellent experience, it's fantastic.

Appendix C: Complete 2021-22 Year-End Survey Responses (n=107)

WRIT CONSULTANT EFFECTIVENESS RESULTS

The consultant(s) focused on my concerns.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	47	43.9	61.0	61.0
	Agree	26	24.3	33.8	94.8
	Neither Agree or Disagree	3	2.8	3.9	98.7
	Disagree	1	.9	1.3	100.0
	Total	77	72.0	100.0	
Missing	System	30	28.0		
Total		107	100.0		

The consultant(s) pointed out good parts of my work when providing feedback.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	47	43.9	61.0	61.0
	Agree	21	19.6	27.3	88.3
	Neither Agree or Disagree	7	6.5	9.1	97.4
	Disagree	2	1.9	2.6	100.0
	Total	77	72.0	100.0	
Missing	System	30	28.0		
Total		107	100.0		

My consultant(s) encouraged me to participate during my session(s).					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	39	36.4	50.6	50.6
	Agree	20	18.7	26.0	76.6
	Neither Agree or Disagree	17	15.9	22.1	98.7
	Strongly Disagree	1	.9	1.3	100.0
	Total	77	72.0	100.0	
Missing	System	30	28.0		
Total		107	100.0		

My consultant(s) and I worked well together.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	42	39.3	54.5	54.5
	Agree	25	23.4	32.5	87.0
	Neither Agree or Disagree	9	8.4	11.7	98.7
	Disagree	1	.9	1.3	100.0
	Total	77	72.0	100.0	
Missing	System	30	28.0		
Total		107	100.0		

The consultant(s) I worked with communicated their feedback effectively.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	50	46.7	64.9	64.9
	Agree	22	20.6	28.6	93.5
	Neither Agree or Disagree	5	4.7	6.5	100.0
	Total	77	72.0	100.0	
Missing	System	30	28.0		
Total		107	100.0		

The consultant(s) sufficiently addressed how to improve my paper(s) based on the assignment guidelines.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	48	44.9	62.3	62.3
	Agree	23	21.5	29.9	92.2
	Neither Agree or Disagree	4	3.7	5.2	97.4
	Disagree	1	.9	1.3	98.7
	Strongly Disagree	1	.9	1.3	100.0
	Total	77	72.0	100.0	
Missing	System	30	28.0		
Total		107	100.0		

The consultant(s) were knowledgeable about the writing process.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	49	45.8	63.6	63.6
	Agree	22	20.6	28.6	92.2
	Neither Agree or Disagree	6	5.6	7.8	100.0
	Total	77	72.0	100.0	
Missing	System	30	28.0		
Total		107	100.0		

Overall, I was satisfied with the consultant(s) I worked with.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	47	43.9	61.8	61.8
	Agree	22	20.6	28.9	90.8
	Neither Agree or Disagree	6	5.6	7.9	98.7
	Disagree	1	.9	1.3	100.0
	Total	76	71.0	100.0	
Missing	System	31	29.0		
Total		107	100.0		

INDEPENDENT LEARNING RESULTS

I feel more comfortable with the writing process.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	34	31.8	44.2	44.2
	Agree	29	27.1	37.7	81.8
	Neither Agree or Disagree	13	12.1	16.9	98.7
	Disagree	1	.9	1.3	100.0
	Total	77	72.0	100.0	
Missing	System	30	28.0		
Total		107	100.0		

I feel more comfortable analyzing my own writing.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	31	29.0	40.3	40.3
	Agree	31	29.0	40.3	80.5
	Neither Agree or Disagree	12	11.2	15.6	96.1
	Disagree	3	2.8	3.9	100.0
	Total	77	72.0	100.0	
Missing	System	30	28.0		
Total		107	100.0		

I feel more comfortable discussing my own writing with peers.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	36	33.6	47.4	47.4
	Agree	23	21.5	30.3	77.6
	Neither Agree or Disagree	15	14.0	19.7	97.4
	Disagree	2	1.9	2.6	100.0
	Total	76	71.0	100.0	
Missing	System	31	29.0		
Total		107	100.0		

I feel confident that my writing will be more effective.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	36	33.6	46.8	46.8
	Agree	31	29.0	40.3	87.0
	Neither Agree or Disagree	7	6.5	9.1	96.1
	Disagree	3	2.8	3.9	100.0
	Total	77	72.0	100.0	
Missing	System	30	28.0		
Total		107	100.0		

I am able to apply what I learned in my WRIT consultation(s) to future writing.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	38	35.5	50.0	50.0
	Agree	29	27.1	38.2	88.2
	Neither Agree or Disagree	7	6.5	9.2	97.4
	Disagree	2	1.9	2.6	100.0
	Total	76	71.0	100.0	
Missing	System	31	29.0		
Total		107	100.0		

OVERALL WRIT EXPERIENCE RESULTS

I believe the WRIT Center helped me become a stronger writer.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	36	33.6	46.8	46.8
	Agree	27	25.2	35.1	81.8
	Neither Agree or Disagree	12	11.2	15.6	97.4
	Disagree	2	1.9	2.6	100.0
	Total	77	72.0	100.0	
Missing	System	30	28.0		
Total		107	100.0		

If additional tutoring is needed, I would visit the WRIT Center in the future.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	47	43.9	61.0	61.0
	Agree	21	19.6	27.3	88.3
	Neither Agree or Disagree	8	7.5	10.4	98.7
	Disagree	1	.9	1.3	100.0
	Total	77	72.0	100.0	
Missing	System	30	28.0		
Total		107	100.0		

I would recommend the WRIT Center to my peers.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	50	46.7	64.9	64.9
	Agree	23	21.5	29.9	94.8
	Neither Agree or Disagree	3	2.8	3.9	98.7
	Disagree	1	.9	1.3	100.0
	Total	77	72.0	100.0	
Missing	System	30	28.0		
Total		107	100.0		

Overall, I was satisfied with the WRIT Center.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	49	45.8	63.6	63.6
	Agree	23	21.5	29.9	93.5
	Neither Agree or Disagree	4	3.7	5.2	98.7
	Strongly Disagree	1	.9	1.3	100.0
	Total	77	72.0	100.0	
Missing	System	30	28.0		
Total		107	100.0		