



The WRIT Center 2020-2021 Annual Report

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Student Development Specialist: Justin Sinicki

WRIT Center Coordinator: Claire Van Til

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.
 - Quantitative Assessment: WRIT Center U-rating Preparedness Rating
 - b. Demonstrate understanding of the writing processes by identifying what stage they are at and what areas should be focused on during the consultation.
 - Quantitative Assessment: WRIT Center U-rating Pre-Session Understanding Rating
 - 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.
 - Quantitative Assessment: WRIT Center U-rating Post-Session Understanding Rating
 - d. Demonstrate understanding that writing center consultations are collaborative and student centered by engaging in discussions about their writing.
 - Quantitative Assessment: WRIT Center U-rating Engagement Rating
- 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.
 - Quantitative Assessment: Track number of students who submit assignment guidelines with the first submission of an assignment
 - b. Demonstrate understanding of writing processes by identifying what stage they are at and what areas to focus on during the consultation.
 - Quantitative Assessment: Comparison of “Student Areas of Concern” checked on the submission form to the topics addressed by the WRIT Peer Consultant
 - 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.
 - Quantitative Assessment: Comparison of re-submissions to original submissions using WRIT Center Revision Rubric
- 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.
 - Quantitative Assessment: Self-reporting on WRIT Center Exit Survey
 - b. Demonstrate increased feeling of comfort with the writing process.
 - Quantitative Assessment: Self-reporting on the WRIT Center Exit Survey
 - c. Demonstrate increased feeling of ability to apply writing strategies learned from the review/in the session to future writing situations.
 - Quantitative Assessment: Self-reporting on the WRIT Center Exit Survey
 - d. Demonstrate increased feeling of ability to follow assignment guidelines.
 - Quantitative Assessment: Self-reporting on the WRIT Center Exit Survey
 - e. Demonstrate increased feeling of ability to integrate writing strategies learned from the review/in the session to the assignment they are working on.
 - Quantitative Assessment: Self-reporting on the WRIT Center Exit Survey

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.
 - Quantitative Assessment: WRIT Center Exit Survey and TLC/WRIT Year-End Survey
 - Qualitative and Quantitative Assessment: Formal and informal observations by the WRIT Center Coordinator
- 2) The WRIT Center Staff will provide assistance and feedback to writers at any stage of the writing process in any discipline or genre.
 - Quantitative Assessment: Data from the WRIT Center Consultation Logs and Online Submission Database (e.g., type of assignment, student concerns, department and discipline, course number)
- 3) The WRIT Center staff will provide assistance and feedback to writers across Delta's diverse population of students.
 - Quantitative Assessment: Data from the WRIT Center Consultation Logs, Online Submission Database, and/or other TLC/WRIT tracking databases (e.g., gender, ethnicity, level, GPA, field of study, special populations)
- 4) The WRIT Center Coordinator will prioritize hiring WRIT Center Peer Consultants from a variety of backgrounds and disciplines.
 - Quantitative Assessment: Hiring statistics

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.
 - Qualitative and Quantitative Assessment: Group discussions, quizzes, discussion boards, observation of tutoring sessions, consultant questionnaires, etc.

- 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.
 - Quantitative Assessment: WRIT Center Exit Survey
 - Qualitative and Quantitative Assessment: Informal and formal evaluations of online reviews and face-to-face consultations by the WRIT Center Coordinator
 - b. Communicating feedback appropriately and clearly.
 - Quantitative Assessment: WRIT Center Exit Survey
 - Qualitative and Quantitative Assessment: Informal and formal evaluations of online reviews and face-to-face consultations by the WRIT Center Coordinator
 - c. Ensuring that the writer maintains ownership of their writing and that the paper is written in the student's own words.
 - Quantitative Assessment: WRIT Center Exit Survey
 - Qualitative and Quantitative Assessment: Informal and formal evaluations of online reviews and face-to-face consultations by the WRIT Center Coordinator
 - d. Asking the student appropriate open-ended questions to prompt the writer to clarify and generate content.
 - Quantitative Assessment: WRIT Center Exit Survey
 - Qualitative and Quantitative Assessment: Informal and formal evaluations of online reviews and face-to-face consultations by the WRIT Center Coordinator
 - e. Actively listening to (or taking into account for online submissions) the student's input and concerns.
 - Quantitative Assessment: WRIT Center Exit Survey

- Qualitative and Quantitative Assessment: Informal and formal evaluations of online reviews and face-to-face consultations by the WRIT Center Coordinator
- f. Following WRIT Center and Delta College policies and procedures.
- Qualitative and Quantitative Assessment: Informal and formal evaluations of online reviews and face-to-face consultations by the WRIT Center Coordinator

Impact Summary for Academic Year 2020-2021

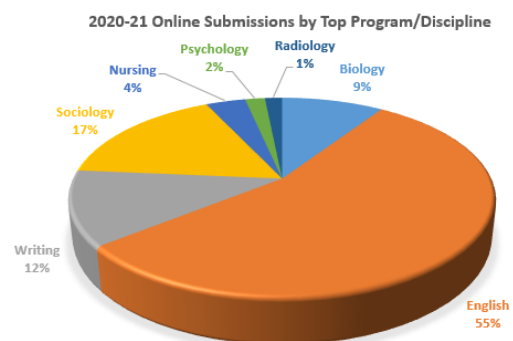
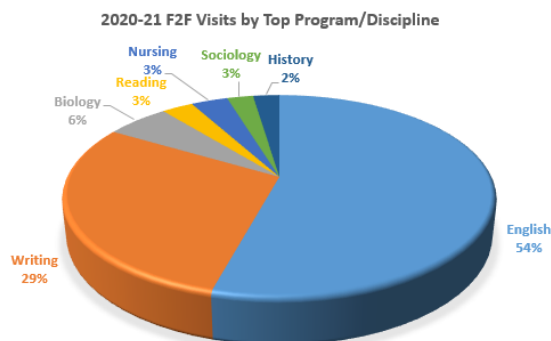
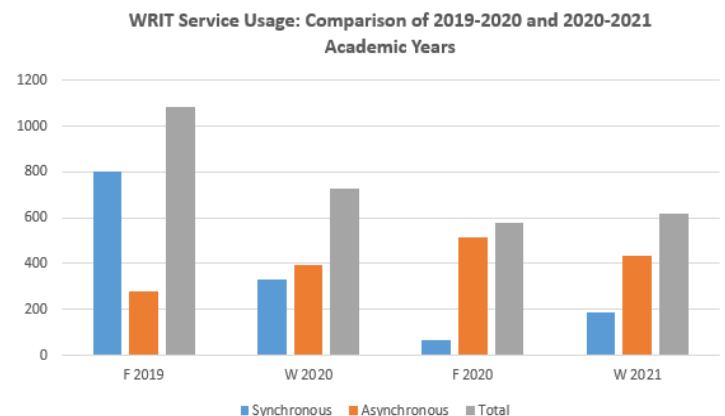
The WRIT Center is housed in the LLIC at Delta College and provides students support in writing, reading, and writing-based technology by peer and professional writing consultants who are trained in writing center pedagogy and practices. We seek to create a campus culture that values writing and reading 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

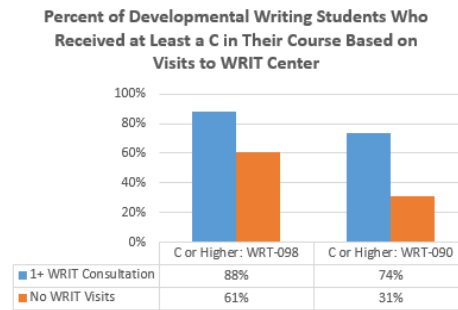
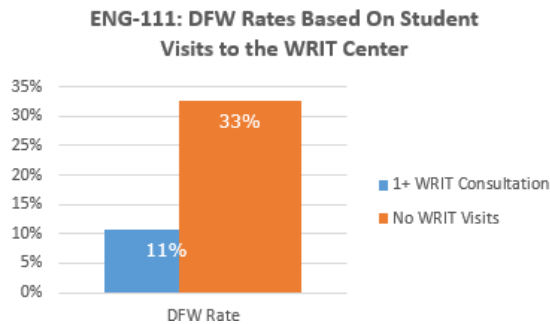
- Remote and in-person synchronous one-on-one consultations
- Asynchronous online essay submissions for written feedback
- Classroom orientations to WRIT Center services
- Customized workshops for faculty and students

Main Highlights for 2020-2021

- Overall, there was a 77.6% decrease in **synchronous face-to-face WRIT sessions** from the previous academic year due to the lack of in-person walk-in consultations, which accounted for the majority of our service usage in prior years. However, once students became aware of our remote services, we saw a 173% increase in face-to-face WRIT visits from the Fall 2020 to Winter 2021 semester.
- 2020-21 **asynchronous online submissions** increased by 40.8% compared to the previous academic year.
- The majority of **synchronous face-to-face WRIT sessions** were from English, writing, biology, and nursing courses. Similarly, the majority of **asynchronous online submissions** were from English, writing, biology, and sociology courses. [Note: The charts below depict percentages of “visits” from *top* disciplines/programs do not represent all disciplines/programs serviced by the WRIT for the AY.]

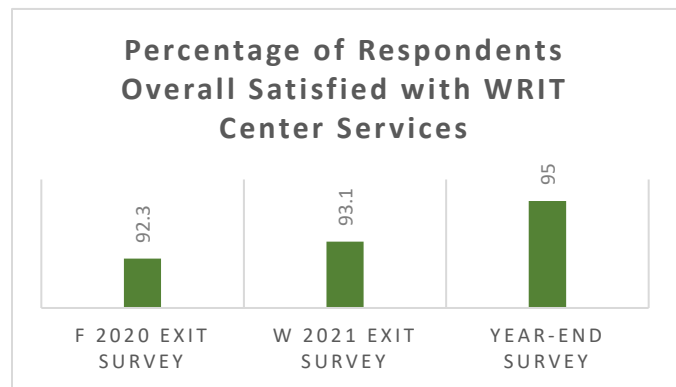


- Winter 2021 grade data (the first semester that the impact of WRIT services on grades was collected and analyzed) suggests the use of synchronous and/or asynchronous WRIT sessions positively affected student grades in ENG 111, WRT 090, and WRT 098 courses.

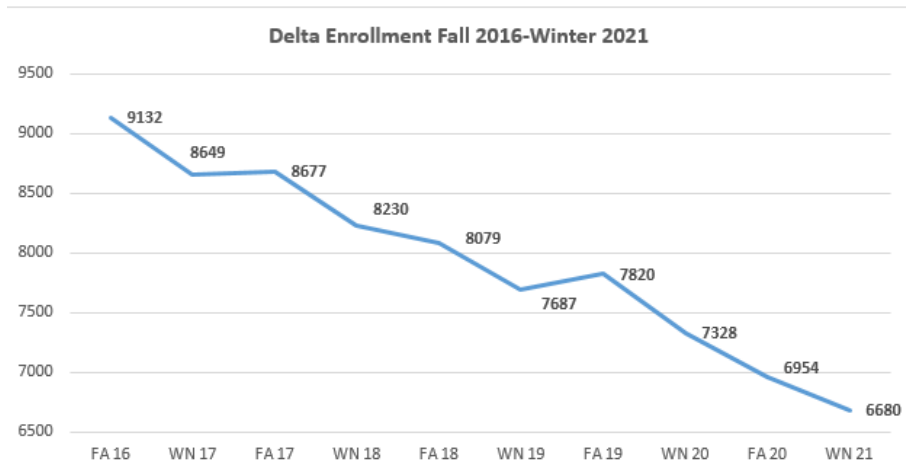
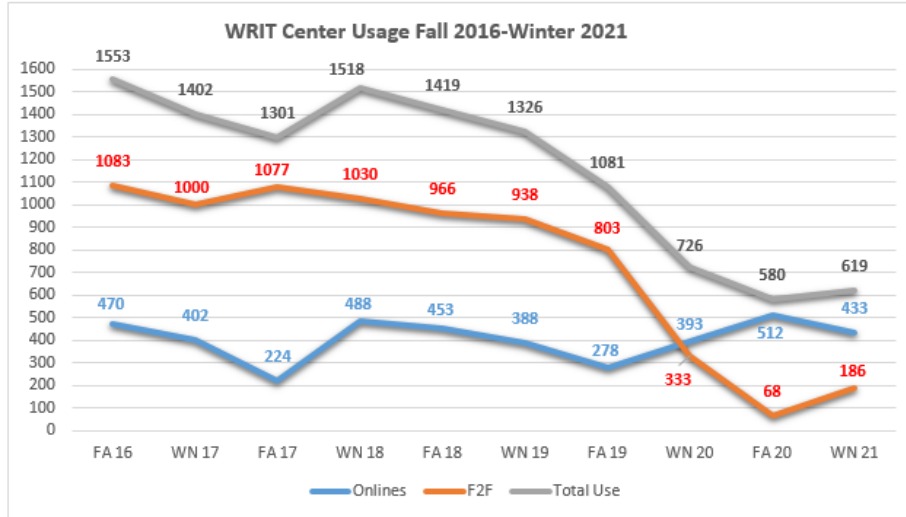


- Student satisfaction with WRIT Center services remained high throughout the 2020-21 Academic Year.

Note: WRIT Exit Survey item read as follows: “Overall, I was satisfied with the WRIT Center’s remote tutoring services.”
 Year-End Survey item read as follows: “Overall, I was satisfied with the WRIT Center.”



Service Usage Data Total WRIT Visits



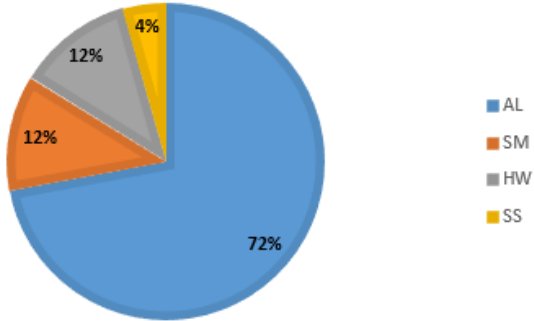
Non-Duplicated Student Usage

| | |
|--------------------------|-------------|
| 2020 - 2021 | |
| Fall 2020 | |
| Onlines | 289 |
| Face-to-face | 40 |
| Fall Total | 329 |
| % Reached | 4.7% |
| Winter 2021 | |
| Onlines and Face-to-face | 294 |
| Winter Total | 294 |
| % Reached | 4.4% |
| Annual Total | 623 |

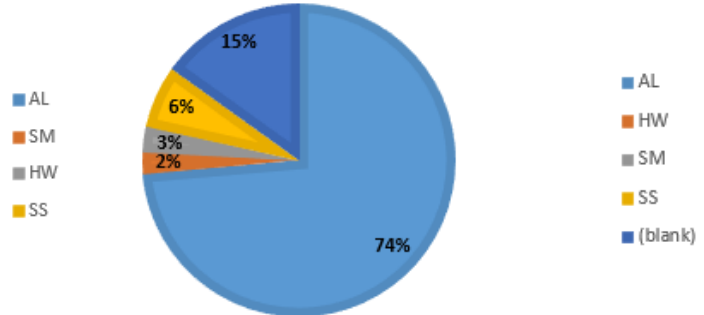
Visits by Division

Face-to-Face Consultations

Fall 2020 F2F Consultations by Division

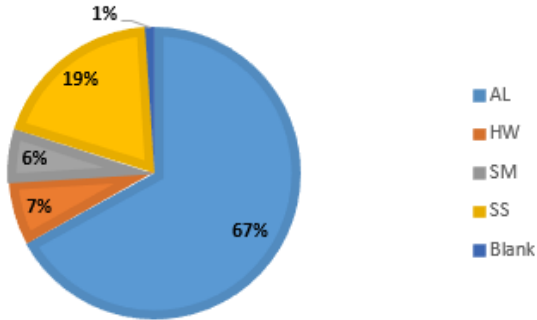


Winter 2021 F2F Consultations by Division

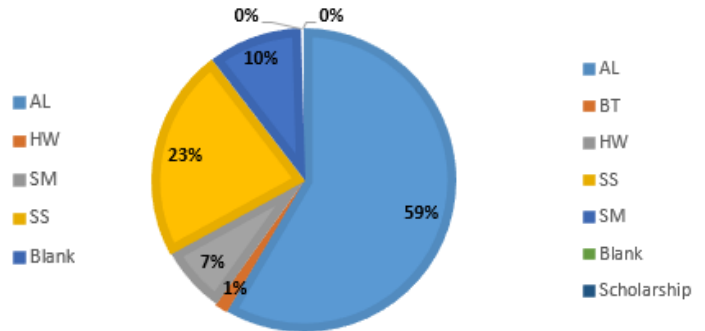


Online Submissions

Fall 2020 Online Submissions by Division

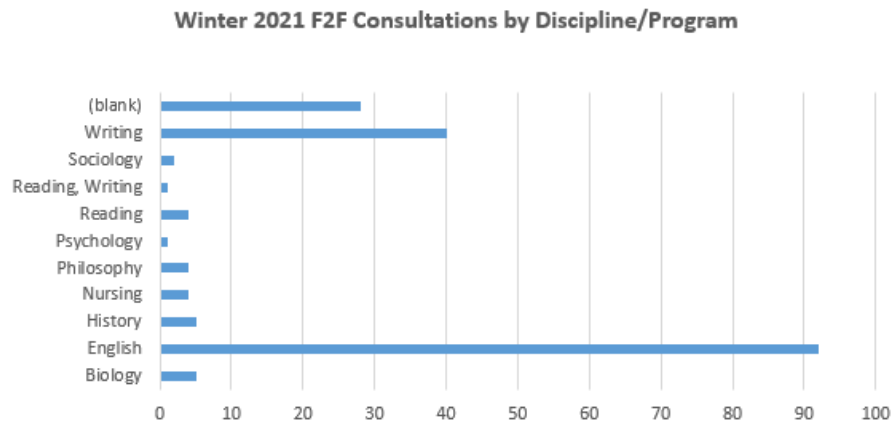
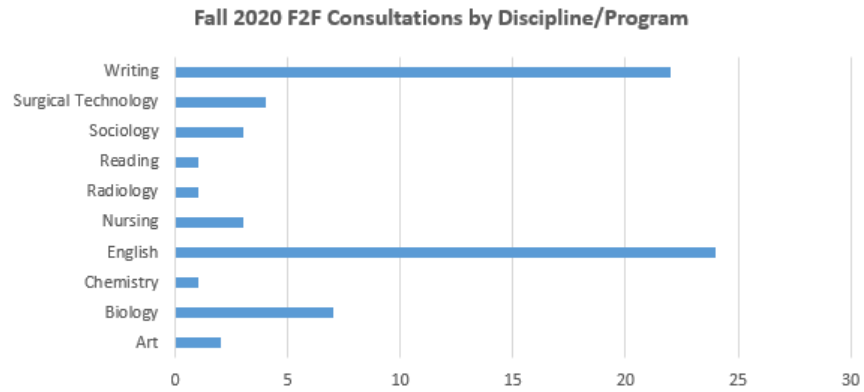


Winter 2021 Online Submissions by Division



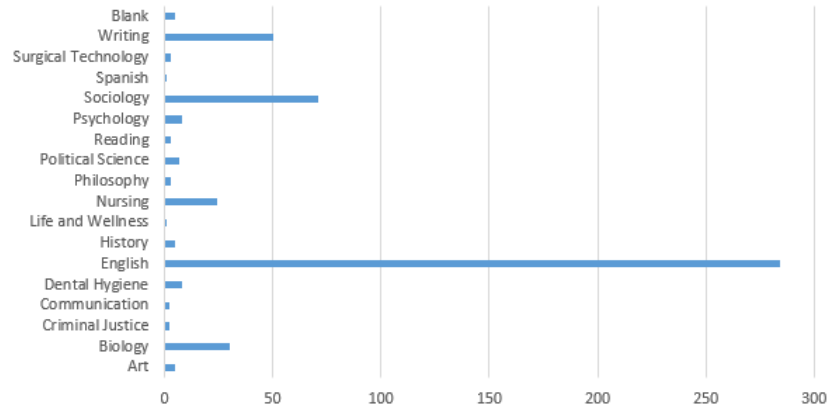
Visits by Discipline/Program

Face-to-Face Consultations

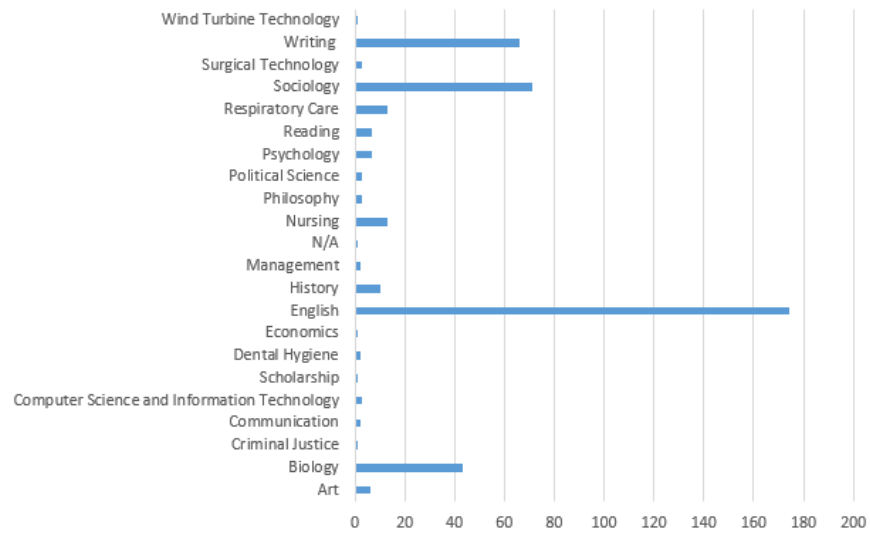


Online Submissions

Fall 2020 Online Submissions by Discipline/Program



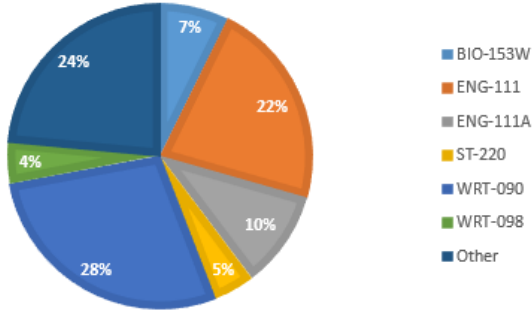
Winter 2021 Online Submissions by Discipline/Program



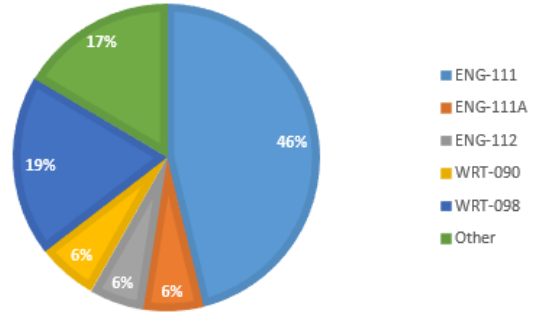
Visits by Top Courses

Face-to-Face Consultations

Fall 2020 F2F Top Courses

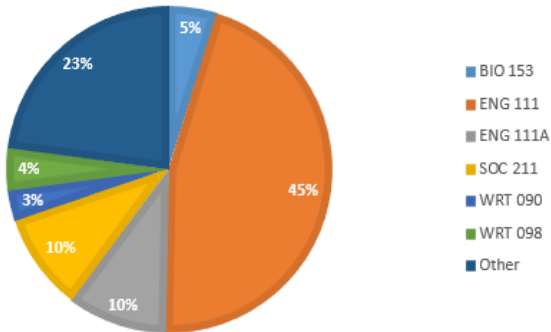


Winter 2021 F2F Top Courses

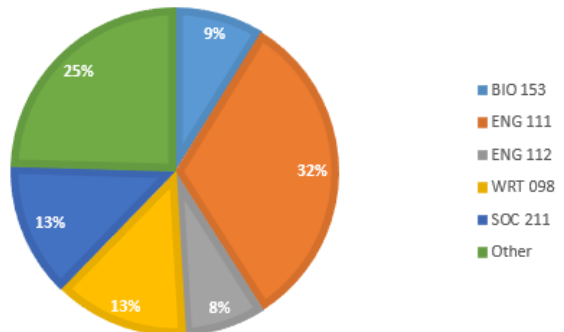


Online Submissions

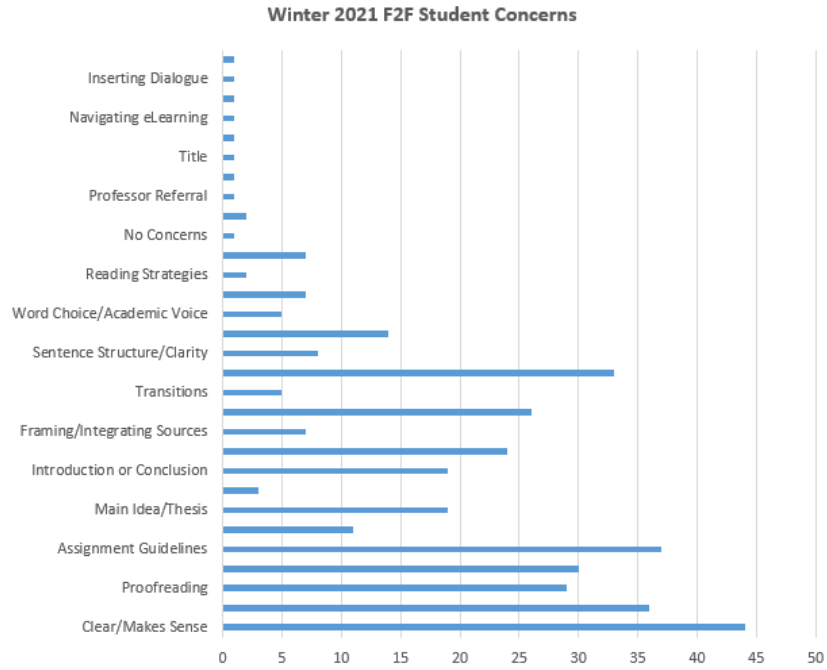
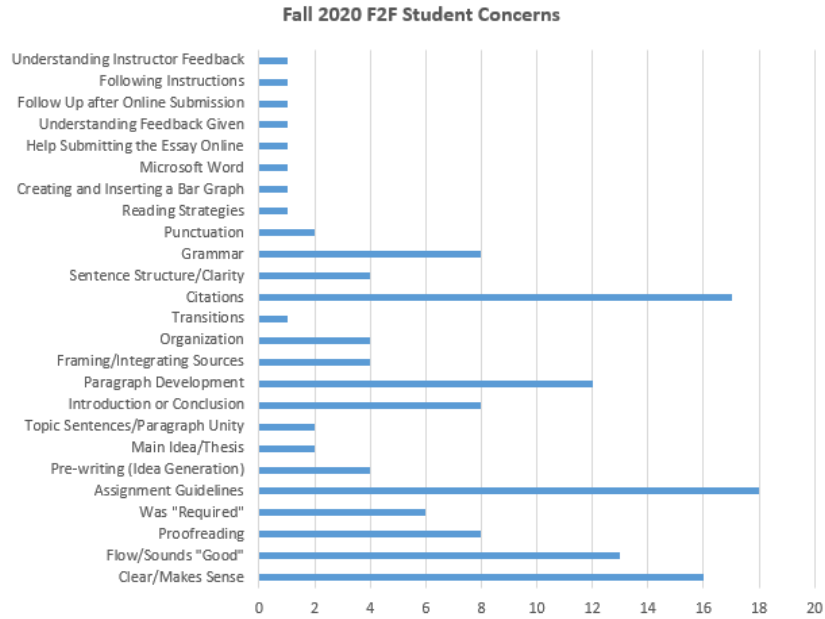
Fall 2020 Online Submission Top Courses



Winter 2021 Online Submission Top Courses



Visits by Student Concern



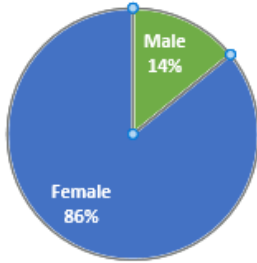
Efficiency Metrics

Consultant Efficiency: Online Submission Turn-around Time

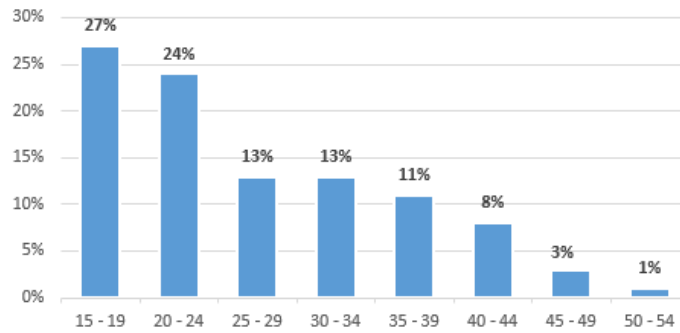
| Semester | Hours |
|-------------|-------|
| Fall 2020 | 21.5 |
| Winter 2021 | 20.5 |

Student Demographics

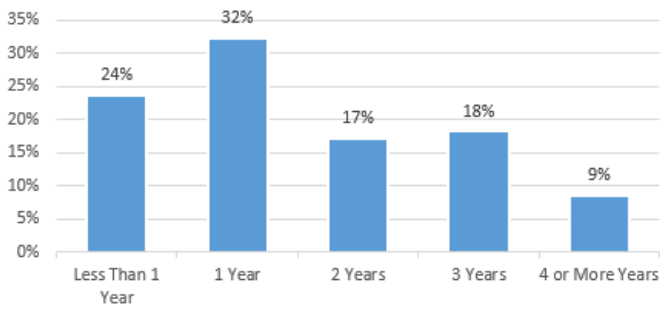
WRIT Visits by Gender



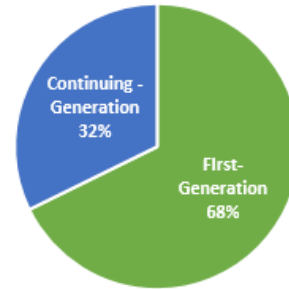
Age Groups Visiting the WRIT



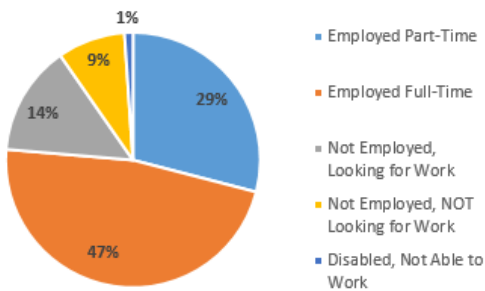
Years At Delta



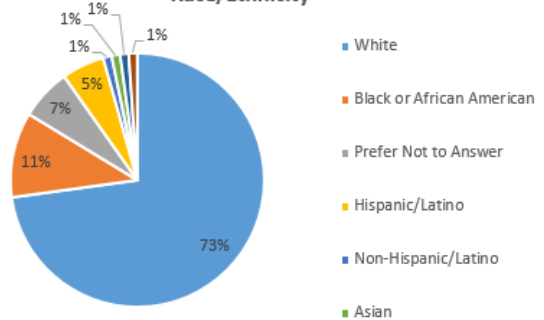
First-Generation vs. Continuing-Generation Students



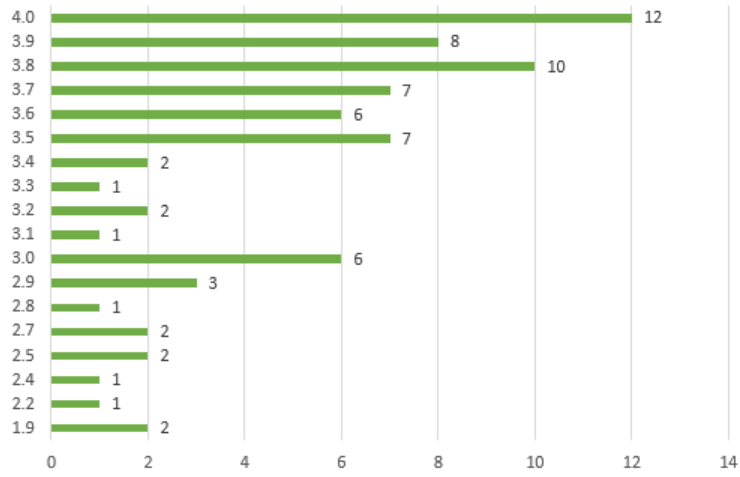
Employment Status



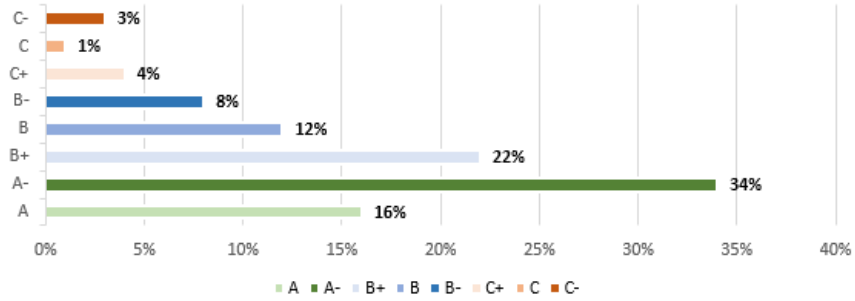
Race/Ethnicity



Frequency of GPAs Reported by Students Who Used the WRIT Center

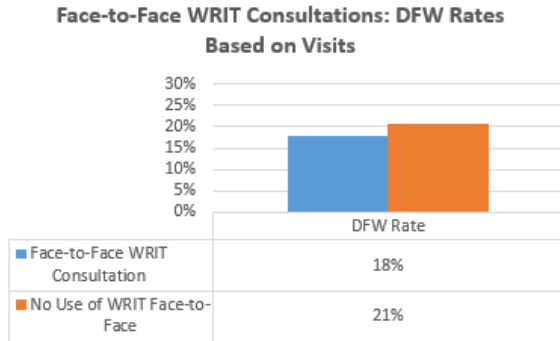
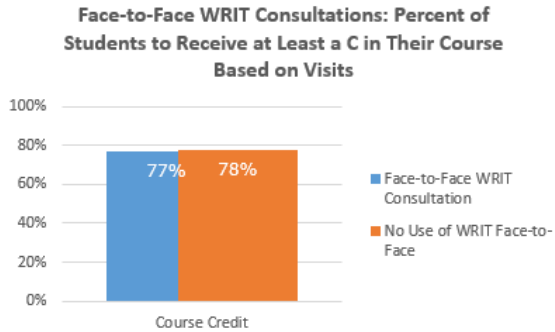


Percent of Reported GPAs from Students Who Used the WRIT by Grade Category

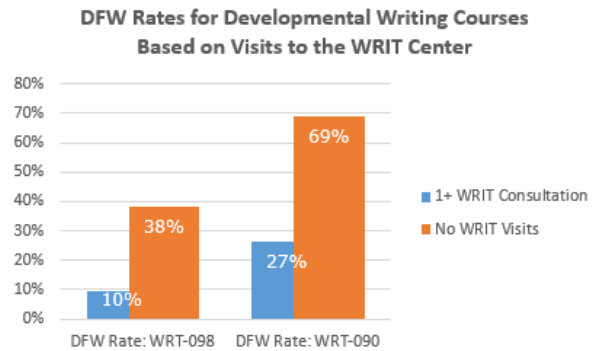
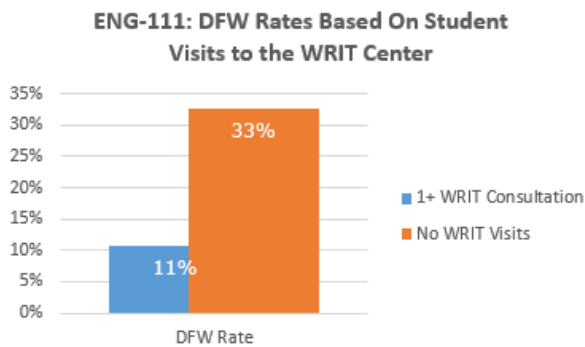
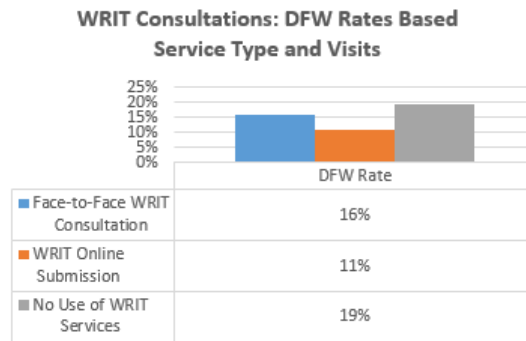
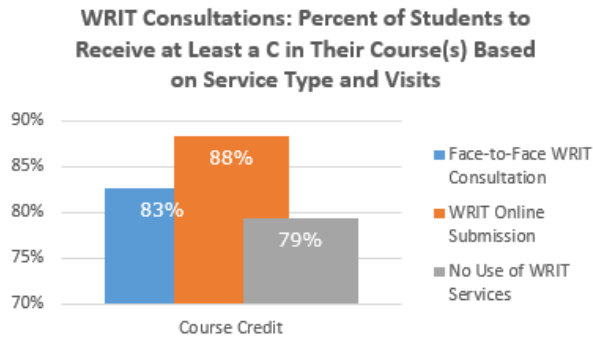


Academic Year 2020-2021 Grade Data

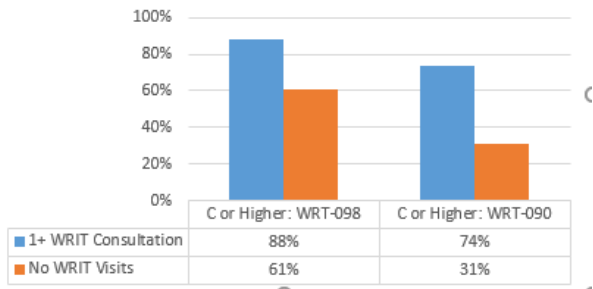
Fall 2020 Grade Data



Winter Grade Data 2021



Percent of Development Writing Students Who Received at Least a C in Their Course Based on Visits to WRIT Center



WRIT Center Exit Survey Results

Consultant Effectiveness

Item 1: Providing Valuable Writing Strategies

Figure 1.1: Fall 2020

My WRIT Consultant provided ways to approach this assignment that will help me become a better writer.

39 responses

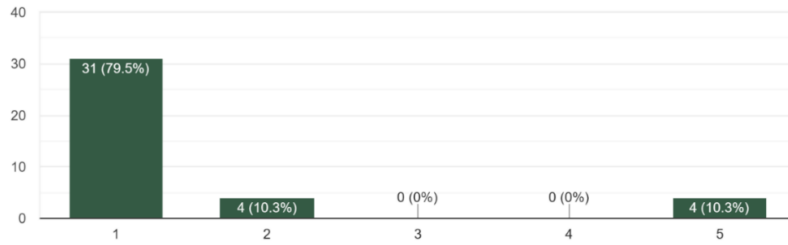
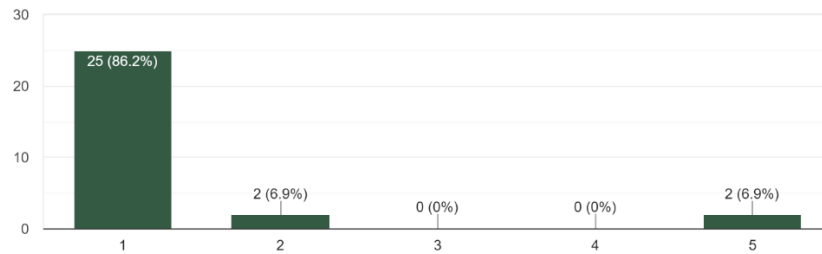


Figure 1.2: Winter 2021

My WRIT Consultant provided ways to approach this assignment that will help me become a better writer.

29 responses



Item 2: Effectively Communicating Feedback

Figure 2.1: Fall 2020

My WRIT consultant communicated their feedback well.

39 responses

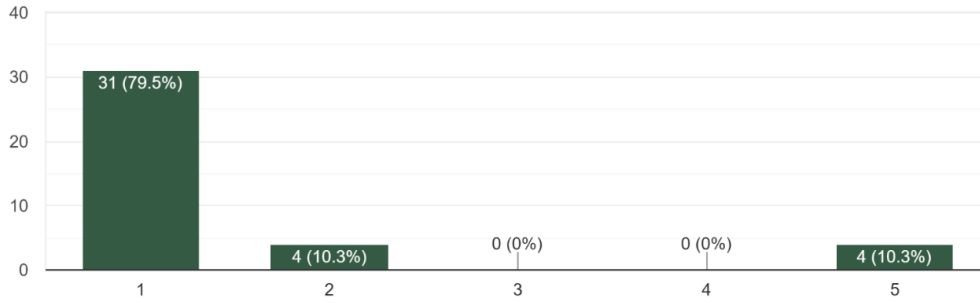
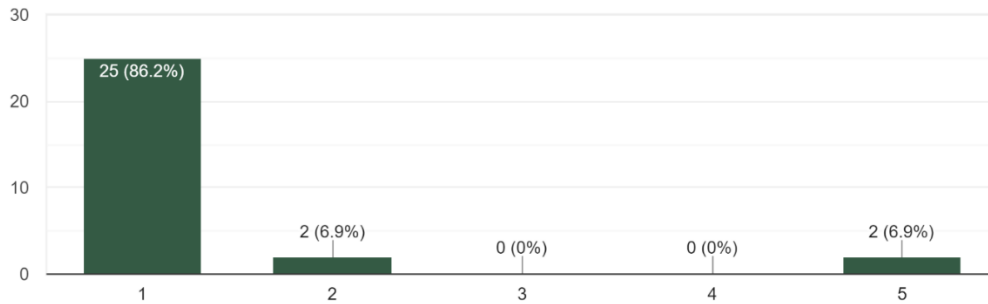


Figure 2.2: Winter 2021

My WRIT consultant communicated their feedback well.

29 responses



Item 3: Encouraging Student Ownership of the Paper

Figure 3.1: Fall 2020

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).

39 responses

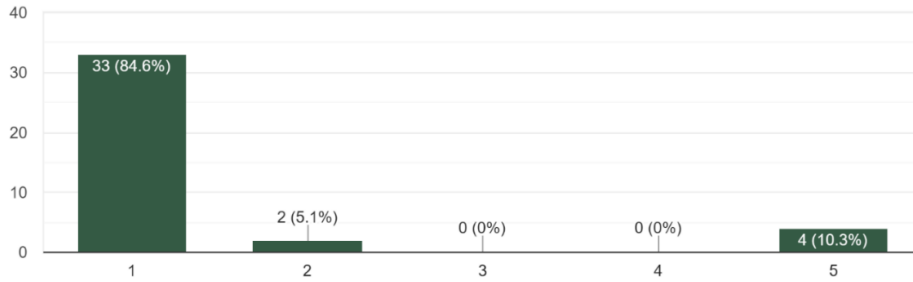
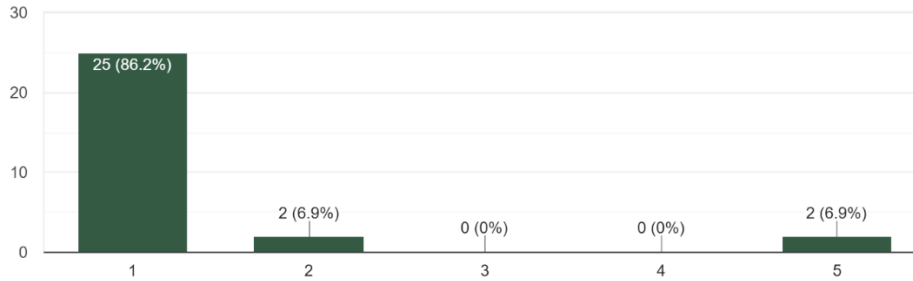


Figure 3.2: Winter 2021

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).

29 responses



Item 4: Prompting the Student to Articulate Their Ideas

Figure 4.1: Fall 2020

My WRIT consultant asked me questions about my writing that helped me talk about it with them.
39 responses

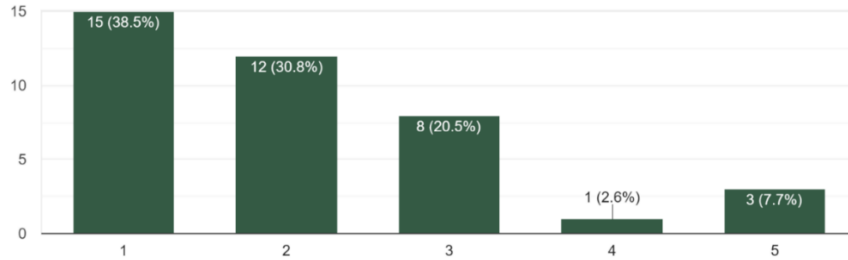
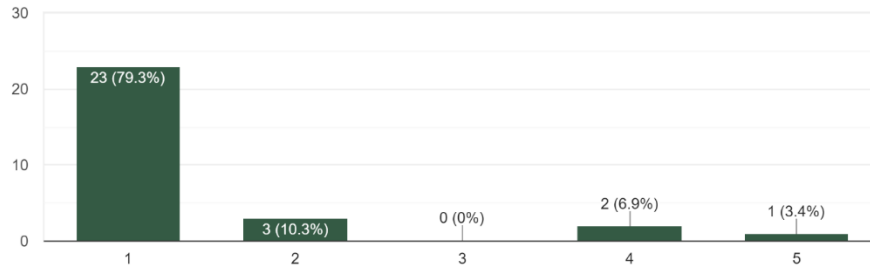


Figure 4.2: Winter 2021

My WRIT consultant asked questions (oral or written) about my writing that helped me generate ideas or think about my assignment.
29 responses



Item 5: Actively Listening to the Student

Figure 5.1: Fall 2020

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).

39 responses

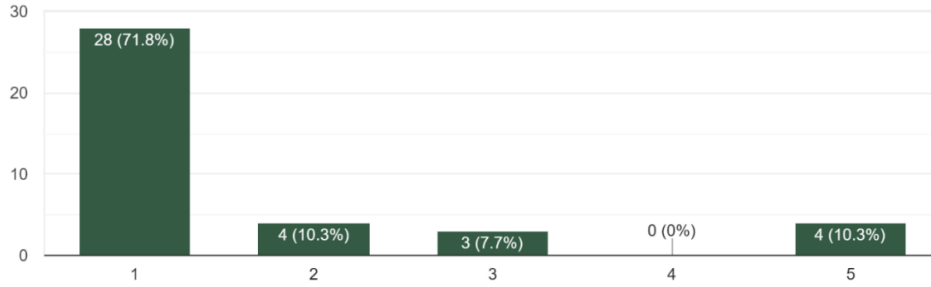
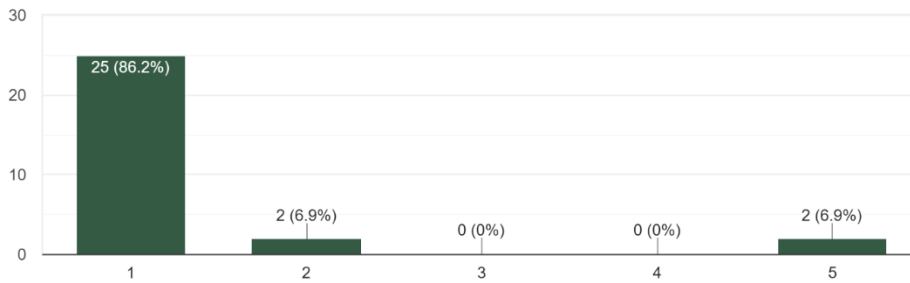


Figure 5.2: Winter 2021

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).

29 responses



Item 6: Overall Satisfaction with the WRIT Center Consultant

Figure 6.1: Fall 2020

Overall, I was satisfied with my WRIT consultant.
39 responses

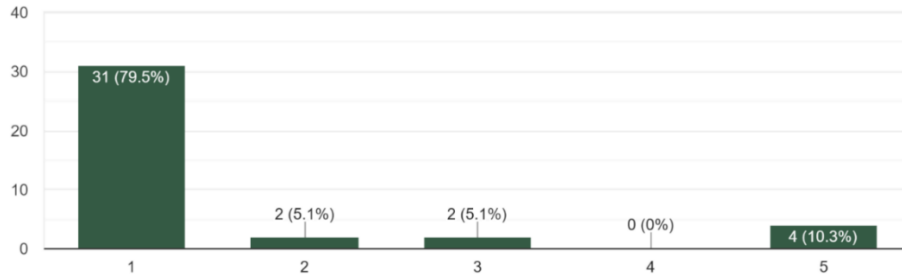
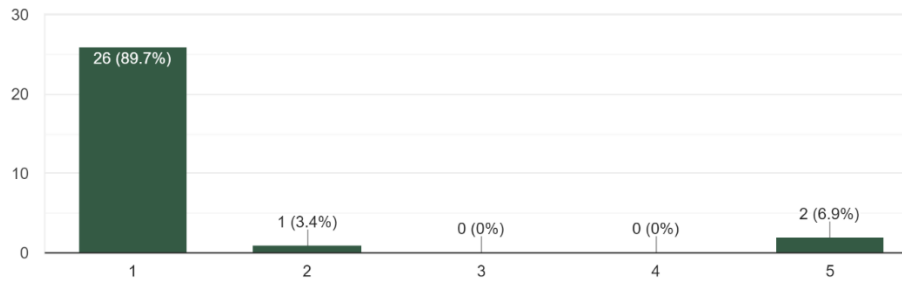


Figure 6.2: Winter 2021

Overall, I was satisfied with my WRIT consultant.
29 responses



Consultant Effectiveness Qualitative Feedback

Fall 2020

Thank you so much!!

██████ did a great job editing my paper and helping me with items that I was concerned with, thank you so much!!

You're doing great, ██████ thank you so much and have a great week!!!

Thanks for taking the time to review my paper!

I really appreciate the help, thank you!

First time using writ tutoring and she was a super pleasant person and helpful. I definitely will utilize this source in the future if needed.

Thank you so much for the help with my paper, and I am sorry for submitting it so many times. I hope you have an awesome day!

██████ was nice and gave back good constructive criticism.

He was fantastic! Very helpful, thorough and really went through my paper very tediously to address my APA format concerns.

██████ was super quick! I had time to wait the full 2 days that the form mentioned, but she got my paper back to me in less than 20 hours. This was super nice, because it will mean I have extra time to edit and adjust my paper before I submit the final draft. She also provided lots of extra feedback that will help me keep my paper my own while making it clearer and easier to follow.

She was great at leaving me feedback and did it in a timely manner as well.

Thank you so much for the help with my paper, and I am sorry for submitting it so many times. I hope you have an awesome day!

██████ was nice and gave back good constructive criticism.

He was fantastic! Very helpful, thorough and really went through my paper very tediously to address my APA format concerns.

██████ as super quick! I had time to wait the full 2 days that the form mentioned, but she got my paper back to me in less than 20 hours. This was super nice, because it will mean I have extra time to edit and adjust my paper before I submit the final draft. She also provided lots of extra feedback that will help me keep my paper my own while making it clearer and easier to follow.

She was great at leaving me feedback and did it in a timely manner as well.

Winter 2021

He was super helpful and even had a little [pocket book](#) specific to what I needed help with! Gave helpful tips and boosted some of my confidence in my essay.

██████ was amazing and very patient. I would go to him over and over.

No

██████ made the tutoring experience nice to look forward to getting help again without hesitation.

██████ was EXTREMELY helpful!!! I absolutely will reach out to him for help again if I become stuck!!

The WRIT center was above my expectations. I really enjoyed my [meeting](#) and I am excited to use the WRIT center for my next writing class this spring!

Thank you so much for the helpful feedback!

██████ was very helpful in determining weak points in my paper that others were unable to specify. At points where we both reached an [impasse](#), he was able to help me brainstorm where I wanted to go directionally and even pointed out spots of grammar and spelling that other peer reviewers missed. Additionally, he was very respectful throughout the meeting and made my planned draft changes easily accessible.

Independent Learning Results

Item 1: Understanding the assignment guidelines

Figure 7.1: Fall 2020

I better understand how to generate ideas for the paper that fit the assignment guidelines.

39 responses

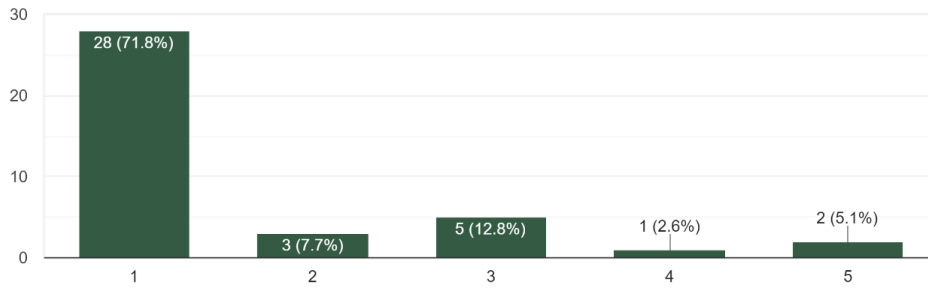
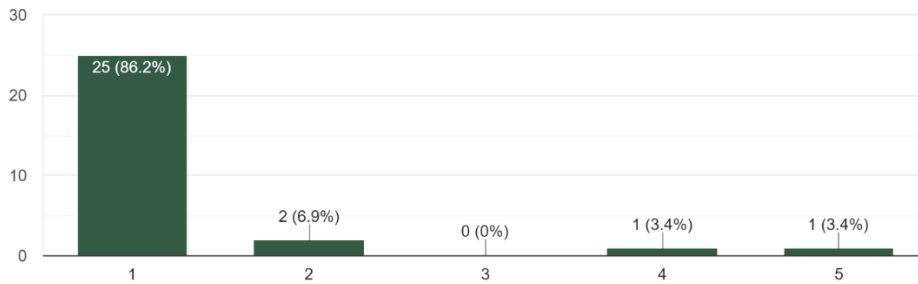


Figure 7.2: Winter 2021

I better understand how to generate ideas for the paper that fit the assignment guidelines.

29 responses



Item 2: Ability to improve current writing assignment

Figure 8.1: Fall 2020

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...rategies, paragraph development strategies, etc.).

39 responses

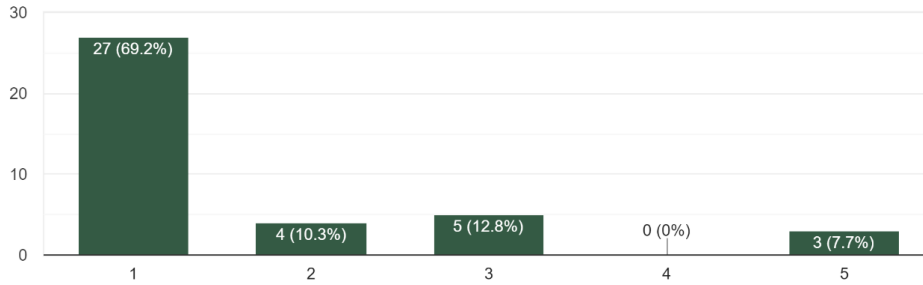
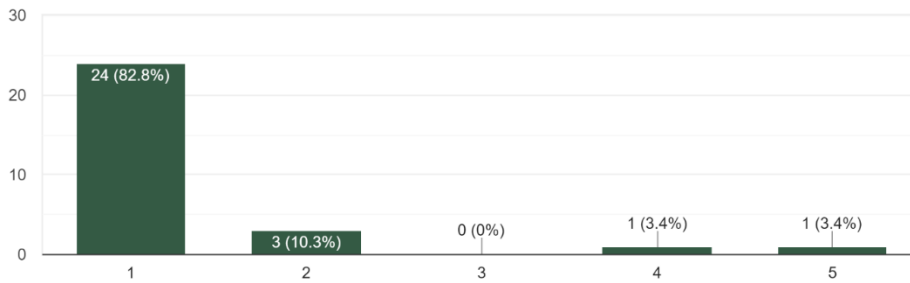


Figure 8.2: Winter 2021

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...rategies, paragraph development strategies, etc.).

29 responses



Item 3: Ability to apply writing strategies to future writing situations

Figure 9.1: Fall 2020

I will be able to apply the writing strategies I learned to future writing situations.

39 responses

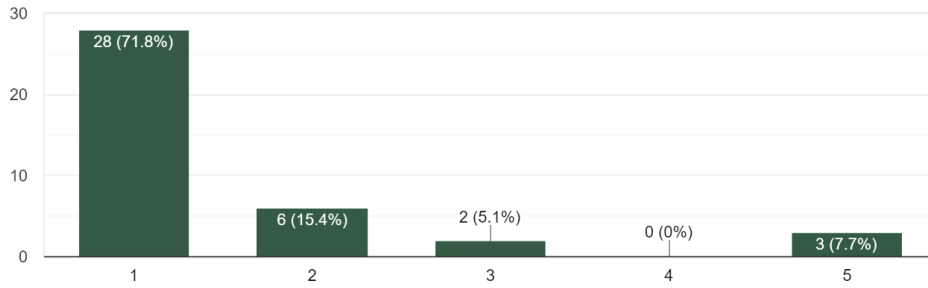
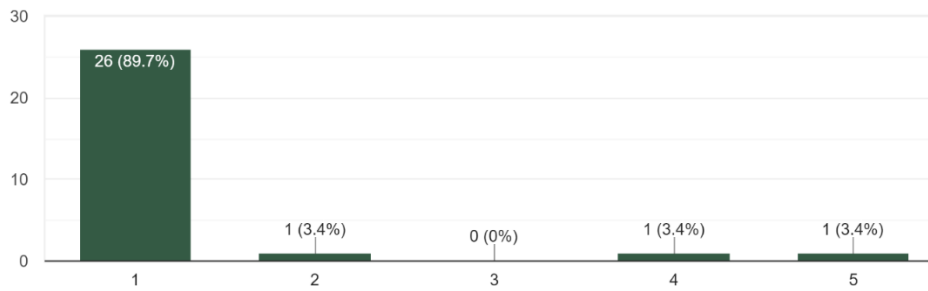


Figure 9.2: Winter 2021

I will be able to apply the writing strategies I learned to future writing situations.

29 responses



Item 4: Increased confidence about the quality of writing

Figure 10.1: Fall 2020

I feel more confident about the quality of my writing.

39 responses

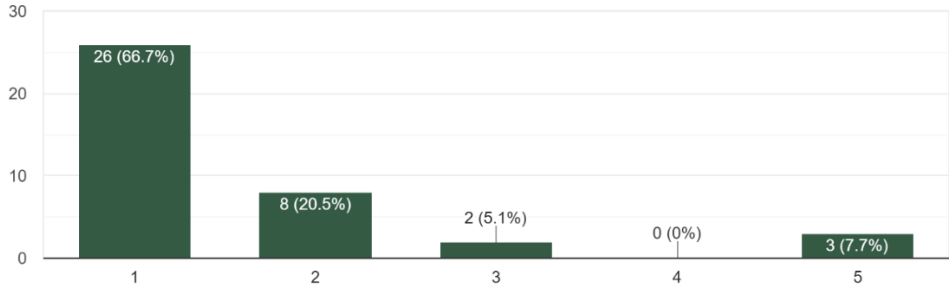
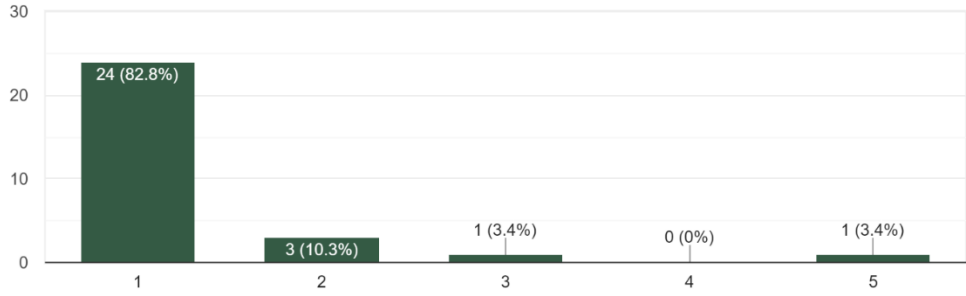


Figure 10.2: Winter 2021

I feel more confident about the quality of my writing.

29 responses



Item 5: Increased level of comfort with the writing process

Figure 11.1: Fall 2020

I feel more comfortable with the writing process.

39 responses

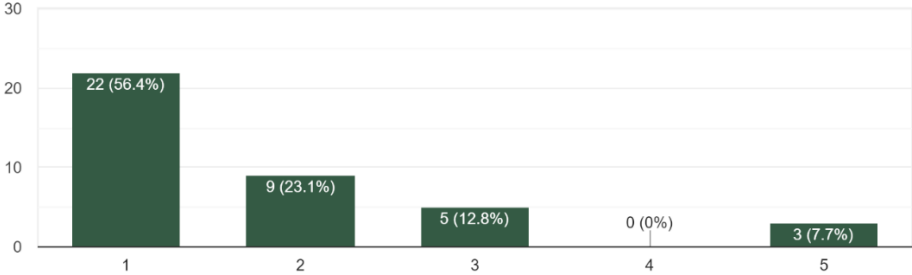
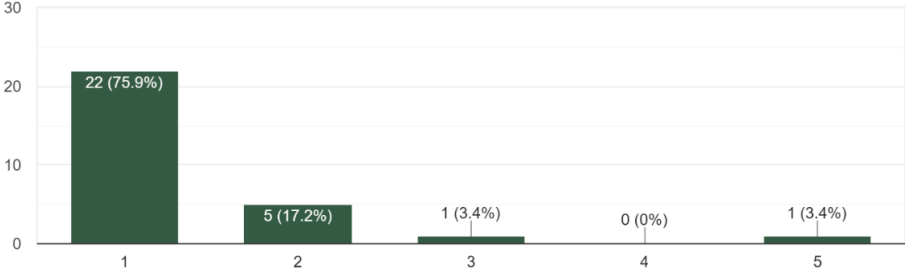


Figure 11.2: Winter 2021

I feel more comfortable with the writing process.

29 responses



Remote Learning Results

Item 1

Figure 12.1: Fall 2020

How would you like our services to be offered in the future?
39 responses

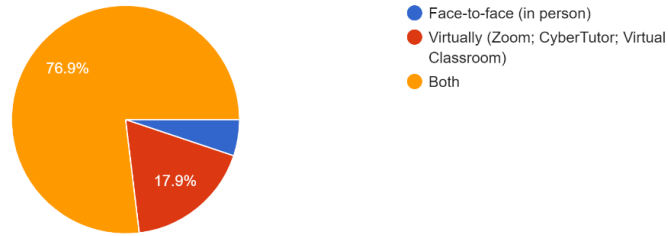
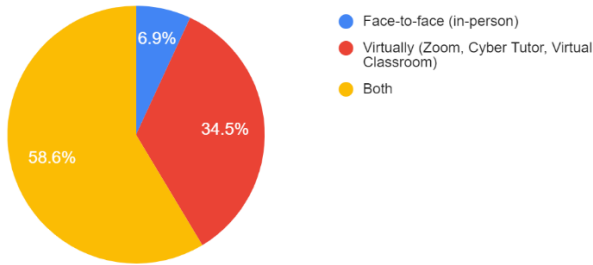


Figure 12.2: Winter 2021

How would you like our services to be offered in the future?
29 responses



Item 2

Figure 13.1: Fall 2020

I would recommend this remote tutoring service to other students.

39 responses

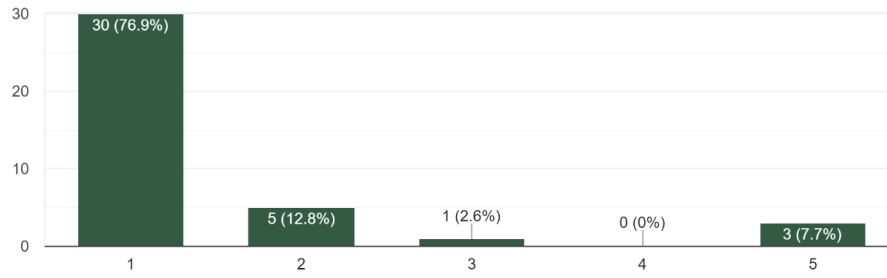
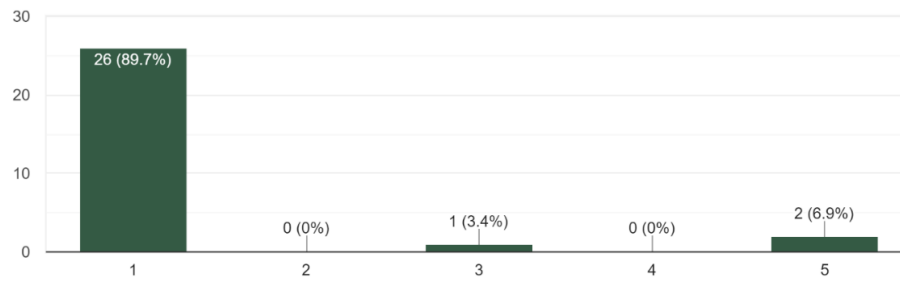


Figure 13.2: Winter 2021

I would recommend this remote tutoring service to other students.

29 responses



Item 3

Figure 14.1: Fall 2020

Once the campus reopens, I would still consider using the virtual services if I could not make it to campus.

39 responses

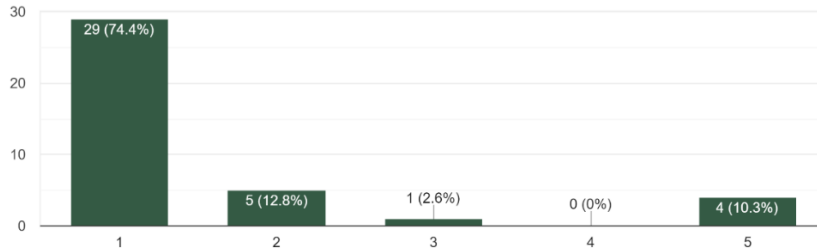
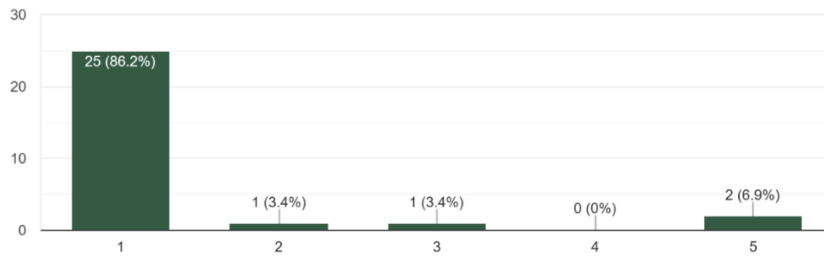


Figure 14.2: Winter 2021

Once the campus reopens, I would still consider using the virtual services if I could not make it to campus.

29 responses

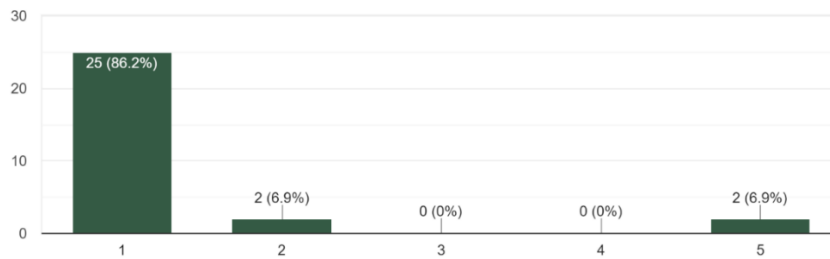


Item 4

Figure 15: Winter 2021

If additional tutoring is needed, I will use the WRIT Center again.

29 responses



Item 5

Figure 16.1: Fall 2020

Overall, I was satisfied with the WRIT Center's remote tutoring services.
39 responses

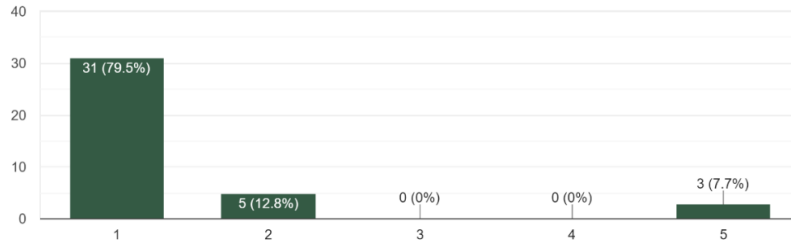
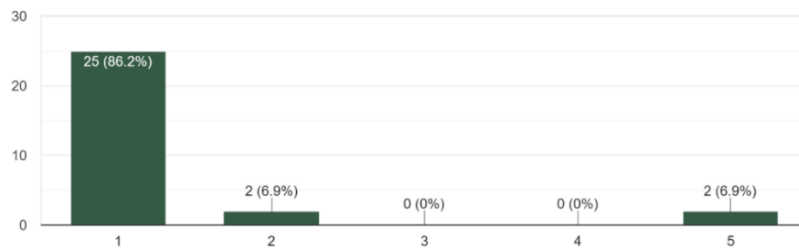


Figure 16.2: Winter 2021

Overall, I was satisfied with the WRIT Center's remote tutoring services.
29 responses



Additional Qualitative comments

Fall 2020

I will definitely be using this in the future. It was such an easy service to use, and was well worth the little time it did take! The virtual submission was a gamechanger!

I am very happy with the WRIT Centers service.

Loved the asynchronous option since I'm pretty busy!

Overall great experience.

Great experience over zoom and [redacted] was very helpful!

You are all doing a great job and thank you for all of your help this semester.

Winter 2021

Went super well and was quite easy to follow instructions.

Thank you for having this service, I look forward to using it again.

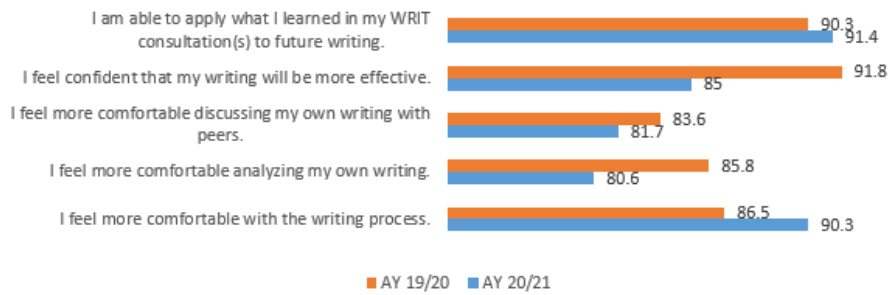
Give my man [redacted] a raise or something he did good and got me that A 🙌

WRIT Center Year-End Survey Results

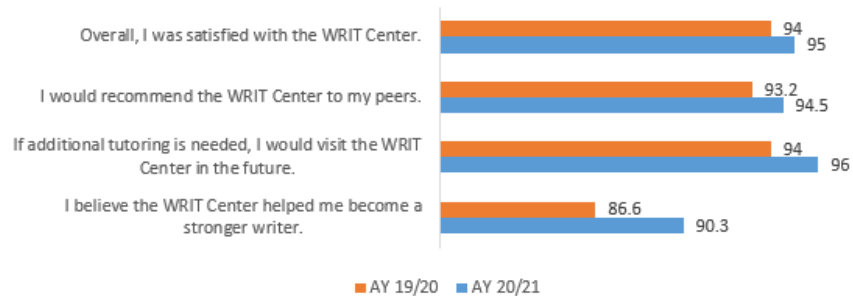
Consultant Effectiveness: % of Respondents Who Agreed or Strongly Agreed



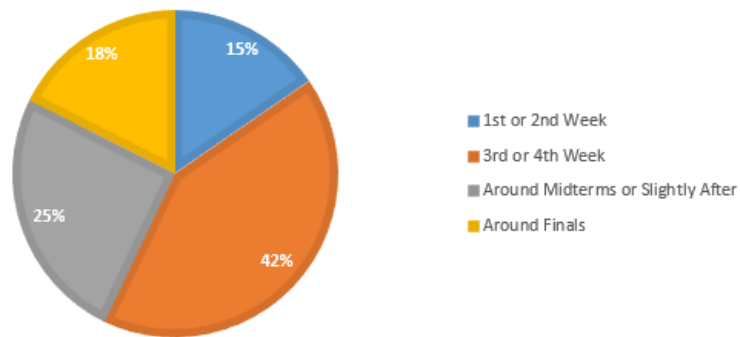
Independent Learning: % of Respondents Who Agreed or Strongly Agreed



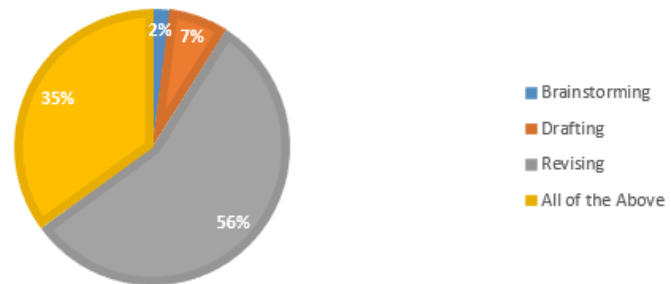
Overall WRIT Satisfaction: % of Respondents Who Agreed or Strongly Agreed



First Contact with WRIT Services



Stage of the Writing Process When Students Visit WRIT Center



How Students Hear about WRIT Services

