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## Writing & Reading Center

**Cycles included in this report:**  
Aug 1, 2017 to Jul 31, 2018

## **Program Name: Writing & Reading Center**

**Reporting Cycle: Aug 1, 2017 to Jul 31, 2018**

### **1 Administrative Unit**

Department of Languages and Literature and CASA

### **2 Mission/Purpose**

The Writing and Reading Center will be the site that will offer the academic support services to students in their writing and reading projects. It has three major tasks:

- 1) Support the Lincoln University developmental students in writing courses and others
- 2) Provide support to all LU students in all writing courses at all levels
- 3) Coordinate the preparation and submission of the Writing Proficiency Portfolio requirement.

### **3 Staff**

Staff includes:

Peer-Tutors:

Taylor Brookins  
Madison Washington  
Craig Watson  
Sarye Huggins  
Marcos Costillo  
Ahyanna Grant  
Jasmine Newton  
Lynnazia Davis  
Tadia Nicholson  
Stefanie Jordan

Gary Arnold, Learning Support Specialist  
Leonie Walters, Learning Support Specialist  
Samaa Gamie, Director

### **4 Goals & Objectives (Aligned to Academic and University Strategic Plan)**

The Writing & Reading Center (WRC) has two major goals:

Increase the reading and writing proficiency of students taking developmental reading and writing courses and all other LU students, and  
Improve retention and timely graduation rates of The Lincoln University students by offering the academic support services they need to ensure their academic success.

WRC SLOs are to help students develop the following skills:

- 1- Provide tutorial and instructional support to students in ENG 099 to help them develop writing and reading competence
- 2- Support developmental students in ENG 099 in all writing assignments and at different stages of their writing process and in the preparation of their exemption portfolios for ENG 102
- 3- Support the writing and reading needs of the university at large in all disciplines, all assignments, and at different stages of the writing process.
- 4- Provide tutorial support to all developmental students beyond their developmental courses.
- 5- Provide support to LU students in their WPP portfolio preparation and revision.

The WRC goals are to increase the retention and timely graduation of our students by providing free tutorial support to all Lincoln students.

## 5 Assessment Methods

The assessment methods used are surveys to collect data about the students coming to the WRC, their class standing, the course they need help with, their major, who referred them to the WRC, and the assignment they need help with. There is also an exit survey in which students evaluate and rate the tutoring session they had, the tutor they worked with, and whether they would recommend the WRC to other students.

In addition to using the surveys, an attendance log is kept of the WRC visits of every ENG 099 students who come to the WRC. A weekly report is sent to the freshman composition director of student attendance since their attendance is a class requirement.

## 6 Assessment Results & Analysis

### WRC Data 2017-2018

In Fall 2017 and spring 2018, we had ten tutors, each working a total of 10 hours a week. For this academic year, we assessed SLOs 1, 2, 3, 5.

WRC SLOs assessed to help students develop the following skills:

- 1- Provide tutorial and instructional support to students in ENG 099 to help them develop writing and reading competence
- 2- Support developmental students in ENG 099 in all writing assignments and at different stages of their writing process and in the preparation of their exemption portfolios for ENG 102
- 3- Support the writing and reading needs of the university at large in all disciplines, all assignments, and at different stages of the writing process.
- 5- Provide support to LU students in their WPP portfolio preparation and revision.

### I. Fall 2017 Data

The Writing and Reading Center offered Lincoln University students a total of 799 sessions, which ranged from one-on-one tutoring sessions to workshops.

#### 1. ENG 099: SLO 1 and 2

For fall 2017, out of the 799 sessions offered by the WRC, 497 sessions were offered to the 318 students enrolled in ENG 099 students.

Out of the 318 students in ENG 099, 177 ENG 099 students came for the total of 318 tutoring sessions. This accounts for 55.66% of ENG 099 students utilizing the WRC services. See WRC attendance Log. Students were required to attend a total of six sessions.

The 177 ENG 099 students' attendance varied from 1 to 6 sessions.

6.63% of ENG 099 students received help on their ENG 101 exemption portfolio, which allows 099 students to be exempted from ENG 101 and go directly to ENG 102. The portfolios has to receive a B- or higher to be deemed passable.

SLO 1 and 2 related to ENG 099, In the Fall, 177 ENG 099 students received tutorial and instructional support and were offered 497 tutoring sessions in the WRC in different stages of the writing process, whether drafting, revision, brainstorming, etc.

#### Q8 - Are you in ENG 099?

# Answer % Count

5 Yes 62.45% 499

6 No 37.55% 300

Total 100% 799

From the data above, it is apparent that 62.45% of all the students served by the WRC in the fall were ENG 099 students. In addition, the majority of the students the WRC served were freshman who account for 77.97% of students served. See below.

Fall Correlation Data:

Using a statistical analysis program, there appears to be a moderate positive correlation or linear relationship of 0.403877131 between the number of sessions students attend and their final grade. Those who attended WRC sessions in ENG 099 showed a positive effect on their final grade as indicated by that moderate positive correlation. See Excel spreadsheet for data.

## 2. Lincoln Students at Large: SLO 3 and 5.

Though the WRC served a large number of freshmen students, we served students of different class standing and different majors from all colleges. 37.55% of the students served by the WRC were not ENG 099 students but were students at large.

A. In looking at the class standing of a cross section of the students who came to the WRC, more than 77% of the students served by the WRC were freshman students. 11.76% of students served were sophomores, while 6.01% were juniors and 3.75% were seniors. See table below.

Freshman 77.97%  
 Sophomore 11.76%  
 Junior 6.01%  
 Senior 3.75%

B- A chart showing a cross section of majors, the WRC served in the fall students across the different colleges. The most majors served were Criminal Justice 10.50%, Biology 8.11%, Nursing 8.59%, Psychology 10.02%, Health Science 8.11%, Management 5.97%, Mass Communications 4.06%, English/Liberal Arts 4.77%, Human Services 5.01%, and Computer Science 3.34%.

C- In the fall, from the data collected, 38.19% of students were referred by an instructor, while 54.42% were self-referred.

### # Answer % Count

1 Self 54.42% 228  
 2 Peer/Friend 5.01% 21  
 3 Instructor 38.19% 160  
 4 Advisor 2.15% 9  
 5 Other 0.24% 1  
 Total 100% 419

D- In the fall, 41.43% of students that came to the WRC needed help with different subjects other than ENG 099. These included other English classes, FYE, political science, history, Mass Com, Biology, Psychology, Philosophy, Sociology, resumes, cover letters, personal statements, WPP portfolios, etc. See data below. See Qualtrics Report for more details.

### Answer % Count

EN 99- Reading & Writing 58.57% 468  
 EN 101- English Comp I 14.52% 116  
 EN 102 English Comp II 2.75% 22  
 EN 207 World Lit I 4.88% 39  
 EN 208- World Lit II 1.13% 9  
 FYE 101 0.63% 5  
 SOC 101- Sociology 0.88% 7  
 PSY 101- Psychology 1.00% 8  
 HIS 101 History 0.13% 1  
 POL 101- Political Science 0.75% 6  
 SOS 151 African American Experience 1.38% 11  
 Other 13.39% 107

E. In the fall, most of the students that came to the WRC 79.53% needed help with essays and research papers 5.29%. 1.18% of students came for help with their WPP portfolios, 2.94% came for help with personal statements, while 1.53% sought help with resumes:

### # Answer % Count

1 Essay 79.53% 676  
 2 Resume 1.53% 13  
 3 Personal Statement 2.94% 25  
 4 ENG 101 Exemption Portfolio 3.88% 33  
 5 Research Paper 5.29% 45  
 6 Source Documentation MLA/APA/Chicago 1.76% 15  
 7 Internship/scholarship essay 0.59% 5  
 8 Brainstorming/Outlining 2.24% 19  
 9 WPP Portfolio 1.18% 10  
 10 MySkills Lab 0.24% 2  
 11 Reading 0.82% 7  
 Total 100% 850

## II. Spring 2018 Data:

### 1. ENG 099: SLO 1 and 2

In spring 2018, the WRC offered a total of 419 sessions, out of which 218 sessions were for ENG 099 students which ranged from one-on-one tutoring sessions to workshops.

In spring 2018, a total of 54 students were enrolled in ENG 099.

Out of the 52 students, 44 ENG 099 students received tutoring assistance in the WRC. This accounts for 81.48% of ENG 099 students, which is a sharp increase from the 55.66% of ENG 099 students who attended the WRC in the fall.

ENG 099 Students were required to attend six sessions in the fall and the spring and accounted for 37.23% of students served by the WRC.

The 177 ENG 099 students' attendance varied from 1 to 6 sessions.

0.23% of ENG 099 students received help on their ENG 101 exemption portfolio, which allows 099 students to be exempted from ENG 101 and go directly to ENG 102. The portfolios has to receive a B- or higher to be deemed passable.

A. For Spring 2018:

Spring Correlation Data:

Using a statistical analysis program, there appears to be a moderate positive correlation or linear relationship of 0.465800475 between the number of sessions students attend and their final grade. Those who attended WRC sessions in ENG 099 showed a positive effect on their final grade as indicated by that moderate positive correlation. See Excel spreadsheet for the data.

### 2. Lincoln Students at Large: SLO 3 and 5.

From the 419 intake forms collected for spring 2018, 62.77% of students served in the spring were non ENG 099 students.

# Answer % Count

5 Yes 37.23% 156

6 No 62.77% 263

Total 100% 419

A. In the spring 2018, in looking at the class standing of the students who came to the WRC, 65.39% of the students served by the WRC were freshman students, while 16.95% were sophomores, 10.98% were juniors and 6.21% seniors. See table below. The numbers indicate an increase in upper classmen using the WRC in the spring, which is a positive indication of the increased visibility and credibility of the WRC.

# Answer % Count

1 Freshman 65.39% 274

2 Sophomore 16.95% 71

3 Junior 10.98% 46

4 Senior 6.21% 26

5 Other 0.48% 2

Total 100% 419

B- The WRC served in the spring students across the different colleges. The most majors served

were Nursing 8.59%, Health Science 8.11%, Psychology 10.02%, Biology 8.11%, Criminal Justice 10.50%, Management 5.97%, Human Services 5.01%, Mass Communications 4.06%, English/Liberal Arts 4.77%, Accounting 3.34%, English/Liberal Arts 3.00%, Computer Science 3.34%, and Pan Africana Studies 3%.

C- In the spring, from the data collected, 54.42% of students were self-referred by an instructor, while 38.19% were instructor-referred. This is an increase in self-referred students from the fall.

**# Answer % Count**

1 Self 54.42% 228  
 2 Peer/Friend 5.01% 21  
 3 Instructor 38.19% 160  
 4 Advisor 2.15% 9  
 5 Other 0.24% 1  
 Total 100% 419

D- In the spring, more than 69.45% of students that came to the WRC needed help with different subjects other than ENG 099. These included other English classes, FYE, Political Science, history, Mass Com, Biology, Psychology, Philosophy, Sociology, resumes, cover letters, personal statements, WPP portfolios, etc. See data below. See Qualtrics Report for more details.

**# Answer % Count**

1 EN 99- Reading & Writing 30.55% 128  
 2 EN 101- English Comp I 12.65% 53  
 3 EN 102 English Comp II 12.17% 51  
 4 EN 207 World Lit I 8.59% 36  
 5 EN 208- World Lit II 1.67% 7  
 12 FYE 101 0.72% 3  
 6 SOC 101- Sociology 1.67% 7  
 7 PSY 101- Psychology 0.00% 0  
 8 HIS 101 History 0.00% 0  
 9 POL 101- Political Science 0.00% 0  
 10 SOS 151 African American Experience 1.67% 7  
 11 Other 30.31% 127  
 Total 100% 419

E. In the spring, most of the students that came to the WRC 73.62% needed help with essays and research paper 9.86%. 0.92% of students came for help with their WPP portfolios, 4.13% came for help with personal statements, while 2.98% sought help with resumes. See details below.

**# Answer % Count**

1 Essay 73.62% 321  
 2 Resume 2.98% 13  
 3 Personal Statement 4.13% 18  
 4 ENG 101 Exemption Portfolio 0.23% 1  
 5 Research Paper 9.86% 43  
 6 Source Documentation MLA/APA/Chicago 0.23% 1  
 7 Internship/scholarship essay 2.98% 13  
 8 Brainstorming/Outlining 2.06% 9  
 9 WPP Portfolio 0.92% 4  
 10 MySkills Lab 0.23% 1  
 11 Reading 2.75% 12  
 Total 100% 436

**3. WRC Student Feedback:**

**A- Fall Semester 2017:**

For the fall semester, the student rating of the sessions from a cross section of 620 students

indicates the positive response and evaluation of students to their tutoring sessions and the tutors they worked with.

In the fall and in reference to the tutoring being helpful in increasing the students knowledge of the subject matter and making him/her more confident, the students responded with a 99.69% positive rating. See below.

Question Always Most of the Time Some of the time Rarely Total

The tutor knew and understood the subject area. 95.00% 589 4.19% 26 0.65% 4 0.16% 1 620

The tutor explained the ideas and concepts clearly. 96.77% 600 2.74% 17 0.16% 1 0.32% 2 620

The tutor listened to me and understood my questions and concerns. 96.29% 597 3.06% 19 0.48% 3 0.16% 1 620

The tutor was patient and accommodated my learning style. 96.77% 600 2.90% 18 0.32% 2 0.00% 0 620

In the fall, in reference to students recommending the tutoring, 88.13% of students responded with a yes, while 11% had a passive response, while 1% had a negative or unfavorable response.

B- Spring Semester 2018:

For the spring semester, the student rating of the sessions from a cross section of 288 students indicates the positive response and evaluation of students to their tutoring sessions and the tutors they worked with.

In the spring and in reference to the tutoring being helpful in increasing the students knowledge of the subject matter and making him/her more confident, the students responded with a 99% positive rating. See below.

Question Always Most of the Time Some of the time Rarely Total

The tutor knew and understood the subject area. 95.12% 273 4.18% 12 0.70% 2 0.00% 0 287

The tutor explained the ideas and concepts clearly. 95.82% 275 3.14% 9 1.05% 3 0.00% 0 287

The tutor listened to me and understood my questions and concerns. 96.86% 278 2.44% 7 0.70% 2 0.00% 0 287

The tutor was patient and accommodated my learning style. 96.86% 278 2.79% 8 0.35% 1 0.00% 0 287

In the spring, in reference to students recommending the tutoring, 84% of students responded with a yes, while 15% had a passive response and 1% had a negative or unfavorable response.

Summation

The four SLOs that were assessed for this cycle show that the workshops that the WRC offered in the fall and spring increased student attendance.

ENG 099 student attendance increased to 81.48% in the spring as opposed to 55.66% in the fall semester.

The WRC offered 724 sessions to all ENG 099 students in the fall and spring semesters.

The WRC offered a total of 1218 sessions for all Lincoln students. Some of the sessions were one-on-one tutoring, while others were group workshops. This is the highest number of sessions that the WRC has ever offered in one academic year since its opening in 2015.

The moderate positive correlation between students number of sessions attended and their grade in the fall and spring shows that there is a likely positive advantage for developmental students coming for tutoring assistance.

Throughout the semester, the WRC reached out to the student body through class visits to all ENG 099 classes, flyers and mass emails to students through studentwire to familiarize students with the WRC and the services we offer, through in-class tutoring by sending tutors to assist students in-class with their writing assignments which we offered to the entire faculty and which some of our faculty took advantage of, and by offering late night and weekend tutoring throughout the year.

This is the first year the WRC offered workshops for students: 8 workshops in the fall and 7 workshops in the spring to serve student and faculty needs on grammar; editing and proofreading; writing a research paper; argument, claims and evidence; vocabulary building; source documentation; literary analysis; writing resumes, cover letters, and thank you notes; writing

graduate personal statements. The workshop attendance was 107 students in both fall and spring.

Students who came for tutoring at the WRC received help on My Skills Lab, essays, research papers, source documentations, personal statements, revision, as well as exemption portfolios for ENG 101, blue books, literary analyses, internship courses and seminar papers, lab reports, writing competition, resumes and cover letters, etc.

The WRC has decided to discontinue Sunday tutoring since the weekly three hours devoted for tutoring on Sundays have not yielded positive tutoring outcomes. Out of the 39 hours of tutoring the WRC offered on Sundays, students utilized the WRC for a total of less than five weekend hours.

The WRC received departmental funding and created a library for WRC sources that we will use in training our tutors and in WRC scholarship.

## **7 Action Plan from Assessment**

For 2018-2019 action plan:

For the WRC, we will assess SLOs 1, 2, 3, 4, 5 again. The goal is to increase ENG 099 students WRC attendance and to increase the outreach of the WRC to the students across campus by continuing to add night tutoring hours and offer in-class tutoring/writing fellow program to all our faculty. This allows a faculty members to request a tutor to come to his/her class and assist students with writing tasks and assignments. Also, we will offer online tutoring services where students email their essay and expect to get feedback on it within 48 hours.

We will continue to collect the data for ENG 099 tutoring and the students we serve in the WRC as a whole.

## **8 Resource Needs for Improvement**

In order to improve the WRC performance, we need eleven tutors as we only had ten tutors, each working ten hours a week. Increasing the number of tutors will allow us to offer more late night hour tutoring slots.

The director requests additional funding to allow for a one-hour professional workshop for tutors and funding during finals' week at \$10 hourly rate for each tutor. The Title II funding ends on the last week of school and does not cover finals' week in which students need the most help with finalizing their papers. I would like to receive funding for six hours per tutor during finals at the rate of \$10.00 an hour.

The WRC will continue to present at one professional Writing Center conference a year. The director will continue with the training of the tutors to ensure they provide students with the most effective writing and reading training and the most effective feedback on students' work to assist in students' growth as critical tutors and future professionals.

## **9 Highlights and Achievements**

The WRC first opened in Fall 2016. It is in its infancy and third year of operation, there was and still is a lot of work to do to ensure it operates at peak efficiency.

The tutors we have are some of the best writers, and the vetting process was made more rigorous to ensure we have the most dependable and advanced students and writers to tutor and maintain their workload. Students submit a letter of application, a writing sample, and have to write detailed comments on a sample student paper to assess the quality of the feedback they can give student writers. After students are assessed, on all these aspects as well as their GPA, the students that have performed the best are offered the tutoring positions.

ENG 099 student attendance increased to 81.48% in the spring as opposed to 55.66% in the fall semester.

The WRC offered 724 sessions to all ENG 099 students in the fall and spring semesters, which is a new WRC record.

The WRC offered a total of 1218 sessions for all Lincoln students. Some of the sessions were one-on-one tutoring, while others were group workshops. This is the highest number of sessions that the WRC has ever offered in one academic year since its opening in 2015.



The moderate positive correlation between students number of sessions attended and their grade in the fall and spring shows that there is a likely positive advantage for developmental students coming for tutoring assistance.

The director and three tutors of the Lincoln Writing and Reading Center conducted research on our tutoring practices and presented it at Mid-Atlantic Writing Center Association conference. The presentation had two consecutive goals: one to theorize the applications of postcolonialism and anti-racist pedagogies in framing activism in the context of an HBCU Writing Center. The other is to present approaches and activities through which the WC can empower traditionally marginalized students and tutors by investigating their racialized experiences with academic discourses, the use of Ebonics as a mode of activism, and constituting the WC as an anti-hegemonic site and a Writers Workshop.

Postcolonialism in Writing Centers and the Narrative of Activism. Co-presented with WRC Lincoln students: Craig Watson, Ahyanna Grant, and Lynnazia Davis. Writing Centers and Activism: Uncovering Embedded Narratives, MAWCA 2018, 31 March to 1 April 2018, Rowan University, NJ.

## 10 Supporting Documents

See attached files for Qualtrics reports for the fall and spring semesters, ENG 099 attendance records and correlation files.

*Files:*

Alpha List for ENG 099 Correlation  
FALL ENG 099 WRC ATTENDANCE Update  
Qualtrics Report Session Evaluation spring 2018  
Qualtrics Report WRC Sign-in Fall 2017  
Qualtrics Report WRC Sign-in Spring 2018  
Qualtrics Session Evaluation Fall 2017  
Spring ENG 099 Correlation Last  
SPRING ENG 099 WRC ATTENDANCE (4)

## 11 Feedback Rubric

*Files:*

Writing &#38; Reading Center - Feedback I

End of report