



# 2024-2025 ASSESSMENT PLAN

**Department:** WRITING CENTER

**Goal to be assessed this year:**

Provide one-to-one writing support to undergraduate and graduate students across disciplines.

**How does this goal support or connect to the QC Mission or the QC Strategic Plan?**

This goal supports student success through offering extracurricular resources, while also facilitating a community of care for students through connecting them with their peers and resources.

(1) Objectives Assessed	(2) Assessment Methods, Tools, or Measures	(3) Expected Results or Benchmarks
Increase undergraduate student support across disciplines and at all levels	Track usage based on courses; Targeted class visits in ENGL 110 & W courses; track student use post-class visit; visit dept meetings to discuss writing center support w/faculty	Increase overall usage by 10%.
Increase graduate student support	Track usage based on class standing; Outreach to graduate programs; visit department meetings; hire grad tutors from relevant departments; implement dedicated study hall hours for grad student support.	Determine benchmark for number of tutoring sessions with grad students; maintain a minimum 20% grad student tutoring staff.
Assess student learning in sessions	Post-session student survey; Leverage tutor's session reports in meaningful ways (i.e., in relationship to appt intake)	Revise student-reported appointment intake form and tutor-reported out-take to ensure alignment.
Assess impact of writing center visits on retention and persistence	Collect user data and provide to OIE	Writing center visits positively impact graduation and retention.



# 2024-2025 ASSESSMENT PLAN

**Department:** WRITING CENTER

**Goal to be assessed this year:**

Provide writing workshops for QC students in partnership with institutional stakeholders.

**How does this goal support or connect to the QC Mission or the QC Strategic Plan?**

This goal supports student success through offering extracurricular resources, while also facilitating a community of care for students through connecting them with their peers and resources. This goal further supports DEI initiatives by providing access to support across institutional contexts.

(1) Objectives Assessed	(2) Assessment Methods, Tools, or Measures	(3) Expected Results or Benchmarks
Develop relationships with units across campus to better understand need for writing support	Visit ExpEd staff meeting; Collaborate with QSTEM and Honors College for application essay workshop; Offer pre-health workshop for med school applicants.	Develop targeted workshops in response to the needs of students and institutional partners.
Indirect measure of stakeholder perception of workshops effectiveness	Focus groups with institutional stakeholders with whom we partnered for workshop development	Writing center will achieve an 80% agree or strongly agree result with the following statement: <i>students' skills or confidence improved as a result of workshop.</i>



# 2024-2025 ASSESSMENT PLAN

**Department:** WRITING CENTER

**Goal to be assessed this year:**

Provide professional development opportunities for tutors.

**How does this goal support or connect to the QC Mission or the QC Strategic Plan?**

This goal supports student success through offering extracurricular resources, while also facilitating a community of care for students through connecting them with their peers and resources. This goal further supports DEI initiatives by providing access to support across institutional contexts.

(1) Objectives Assessed	(2) Assessment Methods, Tools, or Measures	(3) Expected Results or Benchmarks
Develop tutor training curriculum in line with best practices in writing center studies and reflective of local context	Adapt AAC&U Value Rubric for Integrative Learning to survey tutors. Exit interviews with graduating tutors.	Achieve an 80% agree or strongly agree result with the following statement: <i>Tutor training prepared me to support student writers.</i> Revise curriculum based on tutor feedback in exit interviews.
Facilitate original research and conference attendance	Adapt AAC&U Value Rubric for Lifelong Learning to survey tutors who have conducted original research and attended conferences.	Achieve an 80% agree or strongly agree result with the following statement: <i>Conducting original research provided me with an opportunity to connect writing center work to my interests outside the writing center.</i> Use this data to increase participation in original research by 50% for the following year.