SSI Annual Report

Response ID:43 Data

1. Page One

Dept./Program/Project Name:

CSBS Writing Lab

University Division:

Academic Affairs

Person Responsible for Overseeing SSI Project/Activities:

Name : Joy Barta
Title : CSBS Writing Lab Coordinator
Email Address : jbarta@csusb.edu
Extension : 73795

Person Preparing Report (if different than above):

2.

Total SSI amount allocated this year:

$21,600.00

Total SSI amount expended thus far:

$21,600.00

Number of unique students served (July 1 - Winter Quarter):

911

3. (untitled)

SSI Program/Project Overview: In 750 words or less, describe the overarching purpose, goals and outcomes of your SSI-funded project(s), program(s), etc.

The main goal of the College of Social and Behavioral Sciences Writing Lab is to help students create their best possible written work in the social and behavioral sciences. The lab accomplishes this goal through tutoring sessions, a series of six writing workshops each quarter, and a spring writing symposium for students in SSCI 306: Expository Writing.

The lab exists because, previously, there were no campus resources that helped specifically with writing in the social sciences. The lab offers students opportunities to improve their APA and Chicago citation skills, learn about proofreading, write strong expository essays, incorporate data and statistics into their papers, write scientifically, generate research reports, and receive detailed written feedback. The lab's tutors major in the social and behavioral sciences and can relate to student visitors on a more personal level because they have been in the same classes the students are taking. Such a connection is reassuring to students and inevitably helps them to succeed.

The Grammar Cram workshops are offered each quarter by the Writing Lab coordinator who aims to provide detailed instruction in a fun learning environment. The coordinator also offers workshops on APA citation (the basics of citing sources in the paper and references) and formatting (creating titles, title pages, abstracts, and references) each quarter.

All Writing Lab activities aim to provide students with a positive environment in which to learn. The Writing Lab's resources offer detailed feedback and encourage students to use the lab to build their skills for a successful future. Without the CSBS Writing Lab, some CSBS students would face serious challenges completing their classes and thus their degrees. The Writing Lab provides critical support and guidance to hundreds of students each quarter to help them overcome these challenges.

4. (untitled)

Alignment to ILOs: To which of the following Institutional Learning Outcomes (ILOs) do you feel as though your SSI-funded project aligns? (Check all that apply.) Details regarding the ILOs can be found on Office of Academic Programs website.

Breadth of Knowledge
Depth of Knowledge
Critical Literacies
Ways of Reasoning and Inquiry
Creativity and Innovation
Integrative Learning

5. (untitled)

SSI-Funded Activities: Please list and describe the activities undertaken through winter quarter with your SSI allocation. This section should address only those activities occurring this fiscal year.

Tutoring: Students majoring in the social and behavioral sciences tutor students by examining and discussing their written work with them in a collaborative environment. The lab provides the only campus tutoring specifically focused on writing in the social and behavioral sciences.

Workshops: The Writing Lab coordinator teaches six workshops per quarter for a total of 18 workshops per academic year. Workshop topics include active voice; commas, semicolons, and colons; reducing wordiness; possessives and plurals; subject-verb agreement; APA citation; and APA formatting. There are no other grammar workshops or two-hour APA workshops offered on campus.

Leadership of the Writing Lab: To maintain the Writing Lab, the coordinator conducts a variety of activities, such as recruiting and interviewing potential tutors, evaluating tutors as they work, creating documents for the lab, advertising the lab and workshops, teaching the workshops, collecting and analyzing data, managing the websites, solving problems, and completing SSI tasks.

6. (untitled)

Progress Towards Outcomes/Cumulative Findings: Describe the progress you have made toward your original SSI goals and outcomes though winter quarter. Indicate clearly how student success was enhanced by your program or service/s. Be sure to include the measures you employed and evidence/data you collected for each outcome where appropriate.

Tutoring:
The Writing Lab held 1243 total tutoring sessions of 612 unique individuals during Fall 2018 (576 sessions; 288 unique individuals) and Winter 2019 (667 sessions; 324 unique individuals). In Summer 2018 (not SSI-funded), the lab operated with greatly reduced capacity and saw 45 unique individuals during 106 tutoring sessions. The Grammar Cram and APA workshops served 254 students during Fall 2018 and Winter 2019. Note: Unique individuals are counted once per quarter for lab tutoring sessions and once per session attended for workshops.

Students visit the Writing Lab for help with many tasks. During Fall 2018 and Winter 2019, students listed ~116 unique topics for which to visit the Writing Lab. When accounting for classes listed with a course number, students reported attending the lab for help with ~112 unique courses of which 89 were from the College of Social and Behavioral Sciences. (The other topics

listed included general issues, such as program proposals, personal statements, and applications for scholarships and graduate school.) Students visited from classes in anthropology, chemistry, child development, communication, criminal justice, economics, education, English, educational counseling, expository writing (SSCI, EDUC, ENG, MGMT, and NSCI 306), history, health sciences, human development, humanities, management, natural sciences, nursing, political science, psychology and human development, rehabilitation counseling, social work, and sociology.

Student satisfaction with the Writing Lab remains high. There were 158 responses to the Writing Lab's online satisfaction survey during Fall 2018 and Winter 2019. The tutors received 139 excellent ratings, nine above-average ratings, eight average ratings, and two poor ratings for the question "How would you rate this session?" Similar overwhelmingly positive ratings were given for other prompts, such as "The tutoring session was well-organized" (142 strongly agreed, six slightly agreed, nine were neutral, and one strongly disagreed), "The tutoring session helped me improve my work" (142 strongly agreed, 10 slightly agreed, four were neutral, and two strongly disagreed), "The overall performance of the tutor was impressive" (143 strongly agreed, six slightly agreed, six were neutral, one slightly disagreed, and two strongly disagreed), and "The tutoring session was understandable" (148 strongly agreed, five slightly agreed, three were neutral, and two strongly disagreed). Comments from the surveys include "I have a better understanding of what a research proposal requires," the tutor "has a calming demeanor that immediately put me at ease about having my work critiqued. He was professional and very informative. I walked out of my appointment feeling confident and inspired. Definitely looking forward to working with him in the future," "The positive experience has reinforced utilizing the Writing Lab, which I will continue to do through my academic career here at CSUSB," "it will help me for my other papers as I will need APA format for my upper division work," "I know how to format APA now," "I found this extremely easy to follow and [it] gave me more hope in order to write better papers!," and "It will help me in this class and any class that I have to write an essay in."

In addition, tutors complete assessment forms for most students they see. These forms provide a way of measuring student progress over time. Sample comments include "[Student] brought in a paper that we have been working on over the past couple of weeks. Prior versions of her paper read as undetailed bullet points. This version had much better flow and was more detailed," "[Student] engages during the session and responds to the feedback by offering possible solutions. She makes the appropriate corrections after each session," "[Student] effectively refined her essay based on our previous sessions, but a few content reorganizations were still necessary," "Student now understands proper APA in-text citations. Student's reference page was properly formatted," and "The student's writing has greatly improved since his last visit." These comments reveal how students improve their writing over time by taking advantage of tutoring at the Writing Lab. The assessment forms also allow tutors to communicate with each other about any potential issues a student might need to focus on during a session, thus improving the student's chances for receiving the most specific help even if the student sees a different tutor each time.

Workshops:
During this period, the Writing Lab coordinator taught workshops on APA citation; APA formatting; active voice; commas, semicolons, and colons; possessives and plurals; and reducing wordiness.

All workshops show student success through pre- and post-testing. All tests have a maximum score of ten. For APA citation, the scores went from a pre-test average of 5.22 to a post-test average of 8.03. For APA formatting, the pre-test score was 5.23, and the post-test score was 8.86. For reducing wordiness, the scores went from 3.71 to 8.78. For possessives and plurals, the scores went from 6.3 to 8.58. For commas, semicolons, and colons, the scores went from 4.38 to 7.57. For active voice, the scores went from 5.06 to 8.8. These tests show significant improvement and learning for each two-hour workshop session.

7. (untitled)

Recommendations for Continual Improvement/Action Plan: Based on the analysis of your assessment results, what actionable steps can be taken to make improvements? How can you improve students' achievement of the SLO or your office's performance in terms of operations? What is your expected timeline?

It would be useful to serve more students. More students from more classes in the College of Social and Behavioral Sciences should make use of the Writing Lab and workshops, but many students are not motivated to do so without instructor incentives, such as extra credit. Over the next year, I will continue to increase the lab's visibility with faculty outreach and promotional activities.

Resources for Continual Improvement/Action Plan: What additional resources, if any, are needed to bring the above continual improvements to fruition?

Additional SSI funding would help the Writing Lab. Projected expenses for staffing only (Writing Lab Coordinator, ISAs, and SAs) through June 2019 will be approximately $38,000 over existing SSI funding of $21,600 per year. Summer costs are usually about $2500 to hire two ISAs for July and August. Additional funds would help us continue to provide our unique services to social and behavioral sciences students.

8. (untitled)

Challenges: If applicable, please list any significant challenges encountered that have affected your ability to fully implement your intended activities or to reach your articulated outcomes. Please also indicate if you need assistance in addressing these challenges.

One improvement that was also a challenge this year was our conversion to an online appointment-making system. The system has eliminated a lot of paperwork for Writing Lab staff, but the Writing Lab did have reduced attendance numbers in Fall 2018 compared to Fall 2017. It is possible that some appointments were "lost" during the transition to the new system and the tutors saw more people than there is a record of. It may also be that people felt more comfortable canceling appointments on an "anonymous" site versus having to call the lab or send a personal email. The site was initially set up to let people cancel at any time, but now they must cancel at least two hours prior to the appointment in order to give someone else a chance to fill the slot. I also enabled a waitlist function to allow students to receive notification if a slot opens at a desired time that was previously unavailable. However, I believe the primary factor in the reduced numbers was confusion between the Writing Lab's assigned URL (csbs.mywconline.com) and the Writing Center's URL (csusb.mywconline.com). I overheard a couple of instances when students incorrectly said our URL was "csusb.mywconline.com," and I helped to correct them, but it seems like some people still went to the wrong site. In order to correct this problem, I created a vanity URL (mywco.com/writinglab) for our site, and our numbers for Winter 2019 rose above the numbers for Winter 2018.

I do not believe I need assistance because the strategies I used above have restored the Writing Lab's attendance numbers.

9. Budget Summary with Alignment to Outcomes and Activities

Budget Summary: Please account for all expenditures of SSI funds for this project using the SSI Annual Report Budget Summary Template. (The template can be found at http://ssi.csusb.edu/assessment.) Upload your completed summary here.

SSI_Budget_2019_CSBS_Writing_Lab.xlsx

10. (untitled)

Check-in/Usage Report: Please upload any check-in or usage data you have for students who have engaged with your project/program since July 1 through the end of winter quarter. Uploads should be in Excel and include, at minimum, students' CoyoteIDs; password-protected SPSS files may be submitted via email to Institutional_Research@csusb.edu. Additional information such as date(s) of visit(s)/interaction(s) and students' names would also be helpful. (The Office of Institutional Research is working to establish an overall assessment of SSI; to do this, we need your help in collecting and sharing students' engagement with and usage of SSI-funded projects and programs.)

Fall_2018_Writing_Lab.xlsx
Winter_2019_Writing_Lab.xlsx
Summer_2018_Writing_Lab.xlsx
Workshops_F18.xlsx
Workshops_W19.xlsx

11. Thank You!

New Send Email

Apr 14, 2019 19:13:34 Success: Email Sent to: jbarta@csusb.edu,

Student Success Initiative Annual Report

Budget Summary with Alignment to Outcomes and Activities

Please save your completed summary using the following format: SSI_Budget_Year_Unit/Dept Name. You will be asked to upload this completed form as part of the online submission process.

Project Name: | College of Social and Behavioral Sciences Writing Lab | 2018-2019

University Dvision: Academic Affairs   "Other" Project Name:

Name and Title of Person Responsible for SSI/VTI Project: | Joy Barta, CSBS Writing Lab Coordinator

Expenditure Description	Outcome(s) Supported	Supported Activities	EO 1060 Category (All VTI projects should be coded Expanded Technologies.)	Amount
Instructional Student Assistant Salaries	Students will use appropriate syntax, mechanics, and grammar in their writing; Students will use discipline-specific formatting for source citation; Students will synthesize complex information from a variety of sources to generate logical conclusions; Students who use the Writing Lab are satisfied with their experiences.	One-on-one peer tutoring	Advising & Retention	$9,600.00
Writing Lab Coordinator Salary	Students will use appropriate syntax, mechanics, and grammar in their writing; Students will use discipline-specific formatting for source citation; Students will synthesize complex information from a variety of sources to generate logical conclusions; All students are aware of the Writing Lab and understand its function; All faculty members are aware of the Writing Lab services; Students who use the Writing Lab are satisfied with their experiences; A greater number of CSBS students utilize the Writing Lab.	Leadership of the CSBS Writing Lab; Teaching Grammar Cram and APA workshops; Development of handouts, workshop materials, and employee materials; Advertising the Writing Lab; Creating content for the CSBS Writing Lab and CSBS Writing Symposium websites; Managing the online appointment-making site; Recruiting, interviewing, and evaluating ISA employees in the lab; Collecting and analyzing lab and workshop data; Managing relations between the lab, faculty, and students; Completing SSI tasks.	Advising & Retention	$12,000.00
			GRAND TOTAL	$ 21,600.00