

## Student Success Initiative Year Three/Summative Report

As part of CSUSB's commitment to our students and our accountability regarding the use of their student success fees, it is important to periodically provide detailed, succinct information regarding how SSI funds were utilized to support specific outcomes-based programs, the intended goals and outcomes of those projects or programs, the measures used to assess said outcomes, the results of those measures.

Please use the following template when preparing your unit's Year Three/Summative Report for the SSI Executive Committee. Keep in mind this report should serve as both a summary of your Year Three activities, as well as a cumulative report of your project's/program's experience and results over the course of the entire three-year period since SSI funds were first allocated.

Reports will be due to **your respective vice president or dean by April 15**. Should you have any questions or concerns regarding the completion of this report, please contact *Joanna Oxendine* via email at [joxendin@csusb.edu](mailto:joxendin@csusb.edu).

## CONTACT INFORMATION

Department/Unit Receiving Funding: College of Social and Behavioral Sciences Writing Lab

University Division: Academic Affairs

Name and Title of Person Responsible for Overseeing Your Department's SSI Activities: Joy Barta, Ph.D., CSBS Writing Lab Coordinator

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**SSI PROGRAM/PROJECT OVERVIEW:** (Describe the original overarching purpose, goals and outcomes of your SSI-funded project(s), program(s), etc. Bulleted lists and/or tables are encouraged.)

**Mission:** The Writing Lab provides CSBS students with directed assistance for the specific writing required in the CSBS major programs. Our goal is to help students become proficient writers who will succeed in their academic programs and, subsequently, their professional careers. To that end, we provide multi-dimensional writing assistance to all of our students through tutoring, grammar workshops, and our research symposium.

**Vision:** The Writing Lab will be recognized as a center of excellence where students realize their personal and professional writing goals.

- Student Learning and Development Goal: CSBS students will communicate effectively in writing within their academic disciplines.
  - Outcome: Students will use appropriate syntax, mechanics, and grammar in their writing.
  - Outcome: Students will use discipline-specific formatting for source citation.
- Student Learning and Development Goal: CSBS students will demonstrate effective reasoning skills in their writing.
  - Outcome: Students will synthesize complex information from a variety of sources to generate logical conclusions.
- Operational Goal: There is a greater level of awareness of the Writing Lab in the College.
  - Outcome: All students are aware of the Writing Lab and understand its function.
  - Outcome: All faculty members are aware of the Writing Lab services.
- Operational Goal: Students who utilize the Writing Lab have a positive experience.
  - Outcome: Students who use the Writing Lab are satisfied with their experiences.
- Operational Goal: Increased level of student utilization of the Writing Lab.
  - Outcome: A greater number of CSBS students utilize the Writing Lab.

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**SSI-FUNDED ACTIVITIES:** (Please list and describe the activities undertaken for each year of the initial SSI allocation. If no activities were undertaken or funded for a particular year, please explain why.)

Year One: Funding used for CSBS Writing Lab Coordinator, Student Assistants, and Instructional Student Assistants

Year Two: Funding used for CSBS Writing Lab Coordinator, Student Assistants, and Instructional Student Assistants

Year Three: Funding used for CSBS Writing Lab Coordinator and Instructional Student Assistants

**Writing Lab Coordinator Activities:** In all years, the Writing Lab Coordinator was responsible for the leadership of the Writing Lab. The coordinator creates the Writing Lab documents, including handouts and worksheets for students, rubrics to evaluate student users of the lab, and the employee handbook. The coordinator interviews each potential tutor candidate and evaluates his/her writing skills. The coordinator also helps to evaluate tutor effectiveness by completing employee evaluations during the year. The coordinator leads four "Grammar Cram" workshops and two APA workshops per quarter. The coordinator promotes the lab in the College of Social and Behavioral Sciences. In addition, the coordinator manages all SSI matters.

All of the coordinator's efforts are directed at increasing student achievement by ensuring students have a quality resource to help them with their writing in the Social and Behavioral Sciences.

**Student Employee Activities:** The lab employs both Instructional Student Assistants (as tutors) and Student Assistants (as office assistants). The lab's Student Assistant employees help to keep the lab running on a day-to-day basis by greeting students and helping to ensure they log in and out correctly, organizing appointments and paperwork, answering the phone, and inputting data from paper log-in sheets and satisfaction surveys into computer files.

Most of these SSI funds were used to employ ISAs to tutor students. The ISAs, through one-on-one peer tutoring sessions, have a direct impact on student success. The tutors help students write stronger papers for classes that are writing-intensive, such as SSCI 306 (Expository Writing) and PSYC 311 (Introduction to Experimental Psychology). Although there is other writing assistance available on campus, the Writing Lab exists to respond to CSBS faculty concerns that their students had nowhere to go to receive discipline-specific writing assistance. Writing Lab ISAs provide this assistance directly to students. Not only do ISAs work to help students learn how to write the best CSBS papers possible, but they also help to record student progress on rubrics to keep track of student success over time.

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**ACCOMPLISHMENTS/PROGRESS TOWARDS OUTCOMES:** (Describe the progress you have made each year toward your original SSI goals and outcomes. 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. )

The CSBS Writing Lab continues to promote several high impact practices, including helping students to complete their capstone courses and projects, creating common intellectual experiences, encouraging students to engage in collaborative projects, and, although it is not a writing-intensive course itself, helping with writing-intensive classes. In addition, the Writing Lab directly promotes the indicators of student success, such as supporting four-year graduation rates and retention, supporting increased GPA of students, aiding students in placement in graduate school or careers (many students come in for feedback on their personal statements for graduate school applications), improving the passage rate of gateway courses, and promoting a higher level of student engagement.

The lab enhances student success because students now have a resource on campus that will help them with Social Sciences writing, including data incorporation and APA citation. There is no other resource on campus focused on this style of writing.

### **Year One**

Student success enhanced by one-on-one tutoring, Grammar Cram workshops, and CSBS Writing Symposium.

Outcomes Met: 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 utilize the Writing Lab have a positive experience.

Measures: Student usage count; Faculty referral count; Student progress evaluation; Workshop pre-tests and verbal post-tests; Student satisfaction survey; Symposium rubric.

### **Year Two**

Student success enhanced by one-on-one tutoring, Grammar Cram workshops, and CSBS Writing Symposium.

Ongoing Outcomes Met: 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 utilize the Writing Lab have a positive experience.

New Goals and Outcomes Met: CSBS students will communicate effectively in writing within their academic disciplines; All students are aware of the Writing Lab and understand its function; All faculty members are aware of the Writing Lab services; A greater number of CSBS students utilize the Writing Lab.

Measures: Student usage count; Student satisfaction survey; Student progress evaluation; Workshop pre-tests and post-tests; Faculty referral count; Symposium rubric.

### **Year Three**

Student success enhanced by one-on-one tutoring, Grammar Cram and APA workshops, and CSBS Writing Symposium.

There was good progress toward all goals and outcomes.

Measures: Student usage count; Student satisfaction survey; Student progress evaluation; Evaluations to measure tutor effectiveness; Workshop pre-tests and post-tests; Faculty referral count; Symposium rubric.

Goals and Outcomes Met: CSBS students will communicate effectively in writing within their academic disciplines; Students will use appropriate syntax, mechanics, and grammar in their writing; Students will use discipline-specific formatting for source citation; CSBS students will demonstrate effective reasoning skills in their writing; Students will synthesize complex information from a variety of sources to generate logical conclusions; There is a greater level of awareness of the Writing Lab in the College; Students who utilize the Writing Lab have a positive experience; More students will use the Writing Lab.

**Data:**

**More students will use the Writing Lab:**

Quarter	# of Appointments	# of Unique Individuals
F11	468	180
W12	445	201
S12	624	279
F12	507	271
W13	560	252
S13	523	273
F13	670	331
W14	623	288

When looking at data across quarters, the lab appears to be serving more students; for example, F11 had 468/180 (appointments/unique individuals), F12 had 507/271, and F13 had 670/331. There were similar results for the winter quarters: W12 had 445/201, W13 had 560/252, and W14 had 623/288. However, S12 was an anomaly, having more appointments than any quarter except F13; there was some variability in individual instructor referrals between this quarter and F12, but it does not account entirely for the difference in numbers. Fortunately, the lab has been able to see more students from more classes over time to otherwise maintain steady growth. Excluding S12, the general trend has been numbers of appointments in the 400s for AY 11-12, numbers in the 500s for AY 12-13, and numbers in the 600s for AY 13-14.

**There is a greater level of awareness of the Writing Lab in the College:** In F11, the lab only served the SSCI 306 classes. It had referrals from five professors that quarter. By Fall 2012, it served students referred by 18 faculty and from 52 unique courses. By Fall 2013, it served students referred by 41 instructors and from 70 unique courses. "Unique course" means that SSCI 306 or PSYC 311 counts as one course, even though multiple sections sent students. Both sets of information are reported by students, so there may be some errors that have not been accounted for. However, there is clear evidence that more people are referring more students from more classes over time. We have also found over time that students are much more willing/able to report the class they are coming from than the professor who referred them. The data have not been organized to link specific professors to specific classes.

**Students who use the lab are satisfied with their experiences:** Student Satisfaction Surveys reveal a high level of satisfaction with the Writing Lab. For the focus question on the survey ("How would you rate this session?") in F13, zero students gave a rating of "Poor," six gave a rating of "Average," 23 gave a rating of "Above Average," and 149 gave a rating of "Excellent." In W14, one student gave a rating of "Poor," five gave a rating of "Average," five gave a rating of "Above Average," and 91 gave a rating of "Excellent." There are similar overwhelmingly positive numbers across all of

the survey questions that address specific aspects of the appointment, and there is a wide range of positive comments about the ISAs in the question section of the survey.

For AY 2013-2014, the Writing Lab coordinator visited tutoring sessions for nine ISA employees, recorded some information about each visit and the ISA's tutoring skills, and provided feedback to each ISA about what s/he is doing well and what s/he can improve. This provides a stronger connection between the coordinator and the ISAs, enables the lab to better monitor its employees, and the ISAs claim that they appreciate receiving feedback on their work.

**Students will use appropriate grammar, syntax, and mechanics in their writing:** Grammar Cram workshop data were formally measured and recorded in W13, S13, F13, and W14 (table below). For the Subject-Verb Agreement workshop, the average pre-test score was 4.94 and the average post-test score was 8.57 for an average improvement as a result of the workshop of 3.63 (all scores are out of ten possible points; sample size over all quarters of ~87; there is some fluctuation in sample size because not all students take both the pre- and post-tests due to late arrival, early departure, etc.). For the Active Voice workshop, the average improvement was 4.91 (pre-test average = 4.03; post-test average = 8.94; sample size ~49). For the Commas, Semicolons, and Colons workshop, the average improvement was 3.62 (pre-test average = 4.28; post-test average = 7.9; sample size ~66). For the Fragments and Run-Ons workshop, the average improvement was .87 (pre-test average = 6.37; post-test average = 7.24; not offered W14; sample size ~34). For the Reducing Wordiness workshop, the average pre-test score was 6.23 and the average post-test score was 9.31 for an average improvement as a result of the workshop of 3.08 (this workshop was offered for the first time in W14; sample size was 14).

**Students will use discipline-specific formatting for source citation:** the APA citation workshop was offered for the first time in W14. The sample size was small (7), but the pre- and post-test improvement was 2.57 (pre-test average = 5.43; post-test average = 8). An additional workshop on the components of an APA-style paper will be offered in S14.

Workshop	Avg. Pre-Test Score/10	Avg. Post-Test Score/10	Avg. Improvement/10
<b>Subject-Verb Agreement</b>	4.94	8.57	3.63
<b>Active Voice</b>	4.03	8.94	4.91
<b>Commas, Semicolons</b>	4.28	7.9	3.62
<b>Fragments, Run-Ons</b>	6.37	7.24	0.87
<b>Reducing Wordiness</b>	6.23	9.31	3.08
<b>APA Citation</b>	5.43	8	2.57

**Four goals and outcomes supported by the Writing Lab's tutoring services:** CSBS students will communicate effectively in writing within their academic disciplines; Students will use appropriate syntax, mechanics, and grammar in their writing; Students will use discipline-specific formatting for source citation; CSBS students will demonstrate effective reasoning skills in their writing.

Although these results are difficult to quantify, the Writing Lab tutoring sessions support all of the lab's Student Learning Outcomes and Student Learning and Development Goals. This fact is supported by the comments students make about ISAs on the Student Satisfaction Survey and the evaluations ISAs make about students on the Student Progress Assessment evaluation. Sample comments follow below.

ISA-reported comments about students include:

**Communicating effectively in the discipline:** “Worked on personal statement for grad school. Needed a little help with organization of essay and sentence structure”; “Helped her generate some ideas for research paper”; “The student needed help on coming up with a research topic, how to do research, and writing a thesis statement”; “Student is making huge improvements”; “Went over personal statement for research program in the summer”; “Went over personal statement for 306”; “Very well written psych 311 paper needed to change ‘subjects’ to ‘participants’”; “Reviewed statement for admission to MSW program”; “He was working on 311 paper. He wanted me to review the methods section of the paper.”

**Using appropriate grammar, syntax, and mechanics:** “Needs help with grammar and conciseness”; “Student had a sound foundation for communicating ideas, but difficulties in expression (via grammar and punctuation) are derived from English not being her native language”; “Her paper has improved since her last visit. Needs helps with writing complete sentences and transitioning. Explained this to her and we collaborated on some new ideas”; “Some great strides in punctuation”; “Sentence structure needed a lot of help”; “Sentence and paragraph structure have improved”; “Needed help with tenses”; “Writer needs help with sentence structure and communicating his ideas clearly.”

**Using discipline-specific formatting:** “Writer is really improving with writing and APA format”; “Needed help with in-text citations and reference page”; “All that was needed was some minor assistance with APA formatting”; “The student did not know the difference between MLA and APA”; “Had APA citations out of order”; “Needed help with annotated bibliography”; “Student needed help citing in APA”; “Needed some APA assistance.”

**Demonstrating effective reasoning:** “Essay was completely off topic, so we had a conversation about how to bring the essay back to the prompt”; “Mainly helped with organizing ideas and developing her paper”; “Writer needed more help with understanding the source material and communicating it. Student was very active in appointment and had a lot of questions”; “Primarily, we worked on how to organize and develop a paper”; “The writer is improving and working very hard on her paper. Came in with specific questions this time.”

Student Satisfaction Survey comments (given in response to the questions “Do you have any additional comments to add to the rankings above?”; “What did you learn during this session?”; and “How will what you learned help you in the future?”) from students about ISAs include:

**Communicating effectively in the discipline:** “I’m very glad there is a writing lab here especially for psyc311. It is very helpful. The availability of the lab is awesome. Thank you”; “Long sentences are good for HUM but not for social sciences”; “How to write my 311 paper”; “How to paraphrase”; “How to formulate the intro and discussion for my psych 311 paper”; “It will help me finish the SSCI306 class”; “Make 311 paper better!”; “Help me pick a better research topic”; “Writing styles for social sciences”; “How to write a thesis statement for a research paper”; “It will help me with the next two reports I have coming.”

**Using appropriate grammar, syntax, and mechanics:** “That I have to avoid run-ons”; “How to correct the grammar and improve my writing”; “How to improve my writing to active voice”; “I learned about grammatical errors”; “I learned about fragments and combining sentences”; “I learned I need to proofread my papers”; “How to use commas and semicolons”; “Commas are important”; “Learned more about comma usage and correct placing of semi-colons. Also how to fix run-on sentences”; “How to use semi-colons”; “Reading your paper out loud helps you catch grammatical errors”; “To work on grammar and make sure to re-read my papers”; “It will help me better correct and understand my writing- and hopefully help me get better grades!”

**Using discipline-specific formatting:** “How to cite author and year in APA”; “APA citation and help”; “APA formatting”; “Better style of writing and formatting APA”; “APA style & grammar”; “I learned how to make my paper flow better and proper APA format”; “Cite the work in the essay and in ref. page”; “I will have a better understanding of APA format.”

**Demonstrating effective reasoning:** “Tutor had me thinking. She asked me to explain what my point of the entire essay was going to be and that helped me create a good thesis”; “Very helpful and helped me organize my paper better”; “How to organize my paragraphs in my essays”; “Stick to the prompt”; “How more detailed I can get without over doing”; “What to add to my paper to make my point stronger”; “I need to elaborate in my paragraphs”; “I learned how to better structure a research proposal and find a better research topic”; “To incorporate my thesis in the entire paper”; “It will help me organize future papers”; “It will help me to think out of the box”; “I can express my thoughts in a way reflective of university level writing.”

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**CUMULATIVE FINDINGS:** (Please discuss the overall results of your SSI-funded program(s), project(s), etc. as they pertain to your original outcomes *over the course of the past three years*. What improvements should be made?)

The CSBS Writing Lab is very successful. The lab is seeing more students from more classes. Students greatly appreciate the targeted assistance they get from the lab to help them in gateway courses such as SSCI 306 and PSYC 311. ISAs make real progress as they work with individuals over the long term. As the ISAs tutor students, they meet every one of the lab’s Student Learning and Development Goals and Outcomes.

The workshops meet the Student Learning and Development Goal that CSBS students will communicate effectively in writing within their academic disciplines. The workshops also support two Student Learning Outcomes: (1) Students will use appropriate syntax, mechanics, and grammar in their writing; and (2) Students will use discipline-specific formatting for source citation. There are no other grammar workshops on campus. These workshops offer students the unique opportunity to revisit some skills that they may have forgotten or not learned previously. All teachers of writing on campus comment on students’ lack of writing skills. These workshops are one of the only campus resources to allow students this valuable opportunity to catch up. The data from these workshops show that students are improving their skills during each two-hour workshop session.

The biggest improvement needed is to increase advertising to make sure that as many students as possible use the lab’s services. The lab will also aim to hire more ISAs from more disciplines. The lab currently employs mostly Psychology majors, which is useful because many Psychology students use the lab. However, the lab is a resource for all CSBS disciplines. Students like to see ISAs from the same program they are in because those people can provide good insight on what to expect from the program’s core classes.

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**CHALLENGES:** (Please list any significant challenges encountered over the course of the past three years that have affected your ability to fully implement your intended activities or to reach your articulated outcomes. How did you address these challenges?)

Year Two had the most challenges. There were a lot of things the Writing Lab coordinator had to learn about employing ISAs (unionized employees) versus other student employees. The lab struggled with the length of contracts and with several inappropriate behavioral issues in the workplace, such as profanity and potential sexual harassment. There were also student and professor complaints about certain tutors appearing hostile. The Writing Lab Coordinator worked with



the Office of Academic Personnel and the campus Ombuds to ensure that the ISAs were appropriately disciplined (through individual meetings and letters) in a manner that would not expose the lab or university to liability.

Name recognition has been another challenge. There has been confusion between the Writing Lab and the Writing Center on campus. Making sure that students go to the right place has been a challenge, but the problem seems to be getting better with time. We continue to reinforce the “lab” aspect of our name and put more emphasis on its location in the SB building.

The CSBS Writing Symposium is designed to celebrate the work of SSCI 306 students, but it has been a challenge to figure out how to tie the symposium to the lab’s outcomes and assessment. Often the people who enter the contest are such strong writers that they have not visited the Writing Lab; it is difficult to connect their success in the symposium to what the lab is doing. Rubrics were used each year, but, although they say something about the students’ papers, they may not say anything about the lab. Aspects of this event’s assessment may need to be revised to use a different measure or reflect a different outcome. Nevertheless, the event does give the best students a chance to demonstrate to others that good writing is being done by their peers and is rewarded by the college. In order to enhance student success, the symposium creates a common intellectual experience and attempts to promote a higher level of student engagement.

Administering the Grammar Cram tests has been a minor challenge. The Writing Lab coordinator has had to learn about how to best measure student learning in a workshop setting. She initially administered tests that students could take with them and/or do verbally, but she later learned that the tests had to be written and collected for data analysis. She also learned that there is a split within the student assessment field on whether pre- and post-tests should be similar or identical. She learned that some of the Grammar Cram pre- and post-tests needed to be revised to be more similar in order to better measure student progress, and she revised the tests appropriately. Currently, she uses some similar tests and some identical tests, depending on the workshop, but the trend is toward eventually only using identical pre- and post-tests.

The Fragments and Run-Ons workshop has been a challenge because it does not achieve the same level of improvement as the other workshops. The Writing Lab coordinator adjusted the PowerPoint presentation several times over a few quarters and found that test scores did not improve. This workshop is currently out of rotation so that it can be revised to better improve students’ skills. Although the sample size is small (~34), the coordinator believes this workshop can be improved. Besides some revision of the presentation, the coordinator plans to use the same test for the pre- and post-test in the future because she has some concerns that the post-test for this workshop may be harder than the pre-test and is therefore skewing the results.

The lab also faced a similar issue with its satisfaction survey, which was revised once because of a double-barreled question and was also revised to deal with a confusing organizational issue. Initially, the survey had the “best” ranking in one section as the highest number and the best ranking in another as the lowest number. This difference in numbers produced confusion in respondents and caused more surveys to say the experience was “poor” even though the accompanying comments indicated that it was excellent (a problem sometimes also seen on SOTEs). This is why we cannot combine all of our survey data over time, even though we have administered some form of satisfaction survey for most of the lab’s existence. For the most part, the surveys have been very positive over time. Information from the surveys can be used to help tutors improve their skills because tutors are able to review their own survey data after each quarter.

**LESSONS LEARNED:** (Please share any additional information you'd like regarding this area not covered above.)

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Provide a solid framework of rules and regulations for employees (in our case it is an employee handbook).

Keep ISA employees on quarter-to-quarter contracts and evaluate them regularly.

Advertise constantly.

Expect that nothing is ever finished in the world of outcomes and assessment. There is always a new challenge.

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**SUSTAINABILITY:** (Please explain how your department is planning for the continuation of your SSI-funded programs, projects, activities, etc.)

The College of Social and Behavioral Sciences has a strong commitment to the CSBS Writing Lab and currently provides the majority of its funding. The CSBS Writing Lab is an integral part of the college. As the Writing Lab continues, hopefully student awareness of it will increase and more students will make use of both the lab and the workshops. The lab is sustainable because it provides services not offered elsewhere on campus, is currently serving several hundred students per quarter, and also employs around ten CSUSB students per quarter.

However, in order to best sustain the lab, it is important that the university and/or College of Social and Behavioral Sciences make a more solid commitment to the coordinator position. This position is currently filled by a part-time lecturer on an emergency basis; the ISAs who work as tutors in the lab have quarterly contracts that offer more job security than the coordinator position. As a lecturer in this position, the coordinator does not have access to student records on MyCoyote and does not have the authority to hire the tutors she interviews and evaluates. This situation helped to create many of the problems the lab suffered in Year Two. As a lecturer, the coordinator would not have given yearlong contracts to students who, for example, had worked for one quarter in the lab the previous year. (Lecturers have to work three consecutive quarters to receive AY appointments.) Because the coordinator did not hire the tutors and did not view or control their contracts beforehand, she was not able to prevent the problem of having ISAs with long term contracts (who essentially could not be fired). A couple of these ISAs caused many problems in the lab during the year. Although the coordinator had no control over the contracts, she had to deal with the consequences of the long-term contracts and administer the disciplinary actions recommended by the Office of Academic Personnel and the campus Ombuds.

The lab is seeing more students from more places than ever before. The coordinator has developed close to 100 documents for the lab, created seven unique workshops, helped to find, interview, manage, and evaluate 9-plus employees (the number of employees is much higher over time since several have left the lab and had to be replaced), completed the lab's SSI activities, administered and collected all workshop tests and data, promoted the lab within the college, and generally done everything to make the lab as successful as possible. In order for the lab to continue to be sustainable, the Writing Lab coordinator position should have a more permanent role on campus.

**2013-2014 Budget Summary:** (Please account for all expenditures and/or encumbrances of SSI funds to date this fiscal year. Be sure to include detailed information regarding the outcome and activity or line item to which each expenditure is connected.)

Expenditure Description	Outcome(s) Supported	Supported Activities	FTE	Amount
Writing Lab Coordinator Salary	<ul style="list-style-type: none"> <li>● Students will use appropriate syntax, mechanics, and grammar in their writing.</li> <li>● Students will use discipline-specific formatting for source citation.</li> <li>● Students will synthesize complex information from a variety of sources to generate logical conclusions.</li> <li>● All students are aware of the Writing Lab and understand its function.</li> <li>● All faculty members are aware of the Writing Lab services.</li> <li>● Students who use the Writing Lab are satisfied with their experiences.</li> <li>● A greater number of CSBS students utilize the Writing Lab.</li> </ul>	<p>Leadership of the CSBS Writing Lab; Development of handouts (grammar and citation handouts, grammar worksheets, pamphlets, fliers), workshop materials (pre- and post-tests, PowerPoint presentations), and employee materials (handbook, evaluation forms); Advertising the Writing Lab (CSBS lobby screen, fliers posted in CSBS building, distribution of fliers to faculty and classes, posting of information about lab and workshops on CSBS listserv); Creating content for the CSBS Writing Lab and Writing Symposium websites; Interviewing and evaluating ISA employees in the lab; Running the Writing Symposium (advertising, collecting and distributing submissions to judges, collecting rubrics and data for scoring, emceeding the event); Collecting and analyzing workshop data (pre- and post-tests and professor referrals; contacting professors to let them know about student attendance); Managing relations between the lab and faculty (noise complaints, professor concerns and questions); Completing SSI tasks.</p>	.25	<p>\$12,000 represents a .25 FTE paid for by SSI; the coordinator also receives .25 FTE (\$12,000) from the College of Social and Behavioral Sciences for the position; she holds an AY .25/quarter assignment for teaching SSCI 306; and, all quarters of the period except S14, she has also worked under a .25/quarter AY contract in the English department.</p>
Instructional Student Assistant Salaries	<ul style="list-style-type: none"> <li>● Students will use appropriate syntax, mechanics, and grammar in their writing.</li> <li>● Students will use discipline-specific formatting for source citation.</li> <li>● Students will synthesize complex information from a variety of sources to generate logical conclusions.</li> <li>● Students who use the Writing Lab are satisfied with their experiences.</li> </ul>	<p>One-on-one peer tutoring sessions; Gathering of assessment data through completion of student evaluations for tutoring sessions.</p>	NA	<p>\$9,600; these funds went to nine ISAs almost entirely for Fall 2013; they earned \$10/hour, so the funds paid for 960 hours of tutoring; the rest of the funds for the lab's operation are provided by the College of Social and Behavioral Sciences.</p>

**TOTAL: \$21,600**