

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.

CONTACT INFORMATION

Department/Unit Receiving Funding: Graduate Writing Center

University Division: Academic Affairs

Name and Title of Person Responsible for Overseeing Your Department's SSI Activities: J. Milton Clark, Associate VP and Dean of Undergraduate Studies

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Name and Title of Person Preparing Report: Maggie Cecil, Director, CSUSB Writing Centers

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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.)

The mission of the Graduate Writing Center (GWC) is:

1. to serve CSUSB graduate students by offering assistance in learning how to construct writing projects such as thesis proposals, theses, or graduate projects;
2. to work with writers to preserve the integrity of their ideas and plans;
3. to simultaneously challenge students to interrogate and contextualize both their own ideas and the documentation supporting them;
4. to serve students, staff, and faculty from all disciplines at all stages of the composing process;
5. to help writers develop confidence by offering a variety of strategies for interpreting assignments, discovering topics, expanding ideas, clarifying organization, incorporating counter-arguments, citing references, editing, and proofreading.

STUDENT LEARNING & DEVELOPMENT

SLD Goal 1: Students will improve critical thinking skills in the context of academic writing.

Outcome 1.1: Students can identify important problems, questions, and issues in the context of academic writing.

Outcome 1.2: Students can analyze, interpret, and make judgments of the relevance and quality of information.

Outcome 1.3: Students can assess assumptions and consider alternative perspectives and solutions.

SLD Goal 2: Students will develop the ability to communicate effectively through writing.

Outcome 2.1: Students convey meaning in ways that others understand by writing coherently and effectively.

Outcome 2.2 Students effectively articulate abstract ideas.

Outcome 2.3 Students understand how to make appropriate choices in the written language of particular disciplines.

OPERATIONAL GOAL 1: The Graduate Writing Center provides services to the CSUSB writing community that meet the needs of its users.

Outcome 1.1: Students who use the Graduate Writing Center are highly satisfied with their experiences.

OPERATIONAL GOAL 2: There is a greater level of awareness of the Graduate Writing Center in the University community.

Outcome 2.1: All CSUSB graduate students are aware of the Graduate Writing Center and understand its function.

Outcome 2.3: All faculty members are aware of the Graduate Writing Center and understand its function.

OPERATIONAL GOAL 3: A greater number of graduate students utilize the Graduate Writing Center.

Outcome 3.1: Increased level of student utilization of the Graduate Writing Center.

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 1:

- Began planning in February and officially opened the GWC on May 12, 2012, so there were only three weeks of appointments and no real opportunity to collect data.

Year 2:

- The GWC reopened in the fall (after having been closed for business over the summer quarter) to provide one-to-one tutoring to graduate-level students. The GWC was open for appointments for 28 hours each week spread out Monday through Friday, offering students the option of either thirty-minute or one-hour long appointments, in addition to walk-in appointments.
- Increased exposure of GWC through expanded advertising and word-of-mouth by students, professors, and graduate writing consultants.
- Implemented “English Conversation Groups for Multilingual Speakers” in the GWC to provide international and multilingual students opportunities to practice and build confidence in listening to and speaking in English.
- Implemented a series of workshops scheduled in the GWC and open to the campus community on topics such as citation, plagiarism, beginning a writing project, and conducting academic research.

Year 3:

- The GWC has continued to provide one-to-one tutoring to graduate-level students. The schedule has remained open for appointments for 28 hours each week spread out Monday through Friday, and students still have the option of either thirty-minute or one-hour long appointments, in addition to walk-in appointments.
- Have continued to increase GWC exposure to students and faculty through campus listserv postings, distribution of brochures, flyers, and by word-of-mouth by students, professors, and consultants.
- The GWC has renewed its program of workshops scheduled in the Center in addition to sending tutors to facilitate workshops in classrooms. Furthermore, in partnership with the new Academic Integrity initiative, workshops are being provided upon special request of departments/professors. In addition to enriching and continuing to improve the existing series of workshops, we have developed and implemented new workshops tailored for international graduate and undergraduate students titled “Citation, Text Authorship and Ownership in American Academic Writing” and “Maintaining Academic Integrity.”
- As part of their ongoing professional development several of the graduate student consultants working in the GWC submitted collaborative proposals for two academic conferences focused on writing center work: the 2014 Southern California Writing Centers Association Conference and the 2014 International Writing Centers Association Collaborative. Consultants’ proposals were accepted and they presented at both conferences, in addition to attending the adjoining Conference on College Composition and Communication.

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.)

Year 1: The GWC opened in mid-May, and then was closed during the summer quarter, which was not long enough to produce and/or analyze significant data.

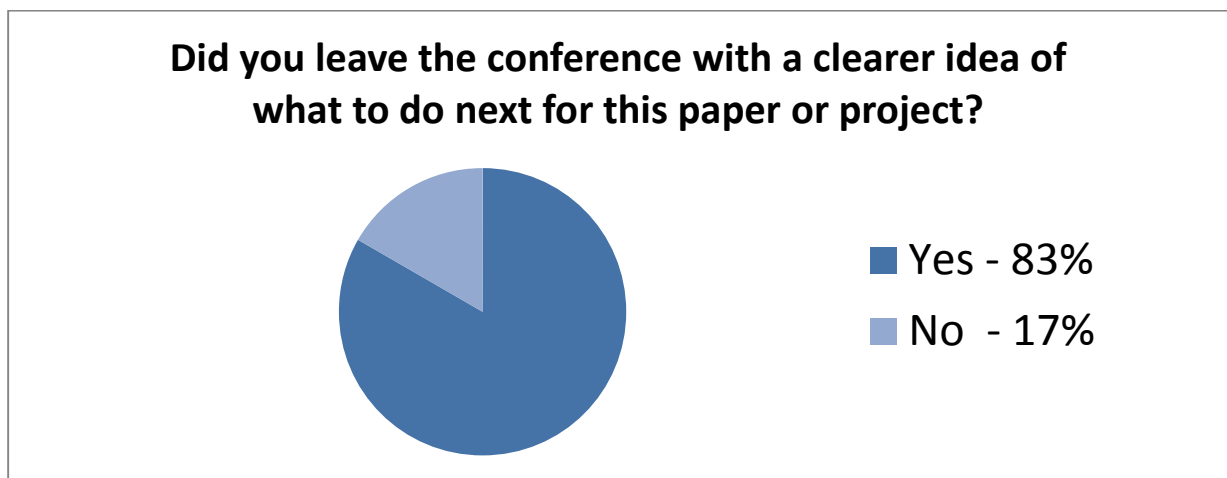
Years 2 and 3: Sent quarterly surveys to student users of the GWC. Have been collecting data and going forward with how to best utilize that data to help guide our future.

Goal: Students will improve critical thinking skills in the context of academic writing.

Outcomes: Students can identify important problems, questions, and issues in the context of academic writing; students can analyze, interpret, and make judgments of the relevance and quality of information; students can assess assumptions and consider alternative perspectives and solutions.

Measures employed: We asked a survey question, “Did you leave the conference with a clearer idea of what to do next for this paper or project?”

Data collected: The answers students gave to this question on the survey indicate that 83% of them left their writing conferences with a clearer idea of what to do next for the paper or project they worked on in the session



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?)

While a certain percentage of students may always come to the Graduate Writing Center with unrealistic expectations, it is our goal to minimize these kinds of situations. Overall we have come close to achieving our stated primary goals of having students improve critical thinking skills in the context of academic writing, and developing the ability to communicate effectively through writing.

Our survey data tells us that 83% of students say they left their writing conferences with a clearer idea of what to do next for the paper or project they worked on in the session we asked about; that 87% of students will recommend the Graduate Writing Center to other students; and that 76% of students rated their overall satisfaction with their writing conferences in the Graduate Writing Center as either very good (33%) or excellent (43%).

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?)

The most significant challenges were first, getting the word out that this resource, the Graduate Writing Center, was available to students, and second, providing information about the Center to both students and professors. The stigma around tutoring and seeking support services is an ongoing challenge that we have found exacerbated by faculty emphasis on the “remedial” benefits of writing support services, particularly with international students. It is our goal to push against this perspective and help the larger community reinterpret tutoring in a positive, benefit-added way that is of use and without stigma for all students. All writers benefit from rigorous revision and extensive collaboration and as the GWC seeks to be a resource for all students to strengthen themselves as writers, we will continue to push our campus community to reinterpret tutoring and student support services in a positive, constructive light.

A second challenge has been creating a common understanding among graduate students and graduate faculty of what the Writing Consultants do and do not do when they work with writers.

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

In extending services exclusively to graduate students, we learned that this segment of the student population has different needs and expectations above and beyond those we anticipated prior to opening the GWC. Particularly with regard to international graduate students, we found that the services we had anticipated providing may need to be stretched and extended to better accommodate students’ needs.

Additionally, one of the outcomes we articulate is that “Students convey meaning in a way that others understand by writing coherently and effectively; students effectively articulate abstract ideas; students understand how to make appropriate choices in the written language of particular disciplines.” In order to adequately measure and assess our success in this area, we need to seek the input of faculty members, probably by way of a survey. We recognize that this would be a somewhat subjective assessment on the part of any professor, but we believe it will be a nice balance with the questions we are asking students to answer; we recognize that any comprehensive assessment of the GWC’s effectiveness will need to include input from faculty, students, and writing consultants.

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

We will continue to provide the Graduate Writing Center as a resource exclusively for graduate students. It will be staffed by experienced Graduate writing consultants, overseen by the Director and the Assistant to the Director, and we will continue to provide professional development opportunities that offer long term benefits to consultants and enrich the quality of the services they provide.

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
Tutoring Sept - March	To provide one-to-one writing consultation for graduate students	Provided 632 hours of one-to-one writing consultation		\$ 9489.32
Tutoring Spring Quarter	To provide one-to-one writing consultation for graduate students	Provide 220 hours of one-to-one writing consultation		\$ 3418.80

TOTAL: \$ 12908.12__