New York Institute of Technology  
Long Island Department of English  
Memorandum

To: Dr. Elaine Brown, Chair  
From: Dr. Amanda Golden, Writing Center Director  
Subject: Writing Center Fall 2017 and Spring 2018 Assessment Report  
Date: September 4, 2018  
cc: L. Lazarus

Introduction
As part of NYIT’s commitment to curricular assessment, the Writing Center Director collected data from appointment forms and reports that students and tutors completed. The purpose of this report is to summarize the assessment process, present assessment data for the Long Island Campus, discuss the significance of the data collected, and outline specific actions that the Writing Center plans to take in order to address the conclusions and recommendations gathered from analyzing the assessment data.

Writing Center Outcomes
The Writing Center seeks to accomplish the following for the NYIT academic community:

- To equip students and other clients to apply what they learned in the session.
- To serve students from across the campus, from all majors and programs.
- To provide writing instruction and help for writing assignments in the Discovery Core courses.
- To provide writing instruction and help for writing assignments in the various foundation of writing courses.
- To provide a satisfactory tutorial session in which students get constructive feedback that helps them succeed academically.
- To help clients at any stage of writing, from early invention, to planning, to drafting, to revising, and to editing.

Please note that this report pertains to the Long Island English Department Writing Center only. The Manhattan Writing Coordinator and Department Chair should be consulted to discuss their own assessment data and planned courses of action.
Assessment Process Overview
In the fall of 2017, the Long Island Writing Center began making appointments and collecting data using Academic Success Collaborative, administered by NYIT. Tutors completed a report following each appointment.

A sample report form is below:

Assessment Data

**Academic Year 2017-2018** (Undergraduate and Graduate Students)
**Total Appointments:** 391 (432 including no-shows)
- In-Person: 300
- Online: 91

**Total Appointments, Fall 2017:** 232
- In-Person: 167
- Online: 65

**Total Appointments, Spring 2018:** 159
- In-Person: 133
- Online: 26

**Academic Year 2016-2017** (Undergraduate and Graduate Students)
**Total Appointments:** 361 (In-Person and Online)
- Fall 2016: 167
- Spring 2017: 194
Figure 1. Student Majors, 2017-2018
(Online and In-Person Appointments, Undergraduate and Graduate Students)

Figure 2. Student Majors, 2016-2017
(Online and In-Person Appointments, Undergraduate and Graduate Students)
Figure 3. Courses, 2017-2018

Figure 4. Courses, 2016-2017

<table>
<thead>
<tr>
<th>TYPE OF COURSEWORK FOR ASSIGNMENT OR WRITING TASK</th>
<th>OFF-SCH</th>
<th>W/APP'TS</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRIT 100</td>
<td>2</td>
<td>9</td>
<td>10.53%</td>
</tr>
<tr>
<td>WRIT 100</td>
<td></td>
<td>48</td>
<td>15.58%</td>
</tr>
<tr>
<td>Core Course</td>
<td>18</td>
<td>6</td>
<td>5.84%</td>
</tr>
<tr>
<td>Major Course</td>
<td>1</td>
<td>34</td>
<td>11.04%</td>
</tr>
<tr>
<td>Job App</td>
<td>1</td>
<td>2</td>
<td>0.65%</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>31</td>
<td>10.00%</td>
</tr>
<tr>
<td>FCMR 101</td>
<td>2</td>
<td>38</td>
<td>12.34%</td>
</tr>
<tr>
<td>FCMR 111</td>
<td>14</td>
<td>8</td>
<td>4.55%</td>
</tr>
<tr>
<td>FCMR 151</td>
<td>1</td>
<td>51</td>
<td>16.56%</td>
</tr>
<tr>
<td>FCMR 161</td>
<td>31</td>
<td>8</td>
<td>2.60%</td>
</tr>
<tr>
<td>WRIT 110</td>
<td>22</td>
<td>10</td>
<td>7.14%</td>
</tr>
<tr>
<td>Business Writing</td>
<td>10</td>
<td>2</td>
<td>3.25%</td>
</tr>
<tr>
<td>Business Writing</td>
<td>1</td>
<td>3</td>
<td>0.97%</td>
</tr>
<tr>
<td>Technical Writing</td>
<td>8</td>
<td>2</td>
<td>2.60%</td>
</tr>
<tr>
<td>Literature</td>
<td>30</td>
<td>3</td>
<td>9.74%</td>
</tr>
</tbody>
</table>
Figure 5. Class Year, 2017-2018
Freshman does not seem to have been frequently indicated in the data collected, even though the majority of the students whom we tutor are first-year students. However, this chart reflects the number of students from other class years who visited.

Figure 6. Class Year, 2016-2017

Figure 7. Appointments by Tutor, 2017-2018
Discussion of the Data
In the fall of 2017, the Writing Center started using Student Success Collaborative for appointment sign-up and data collection. Because students could make appointments using the Tutoring portal on My NYIT, it was easier for them to do so than when we previously used WCONLINE. As a result, our total number of appointments increased from 361 in 2016-2017 to 391 in 2017-2018. We had a total of 232 appointments (in-person and online) in the fall of 2017 and 159 (in-person and online) appointments in the spring of 2018. The latter number is high for the spring term, when there are fewer writing courses offered. FCWR 101: Foundations of College Composition (Writing 1), one of the main courses we assist, is predominately offered in the fall term (Figure 3).

As Figure 3 reflects, while most of our students come to the Writing Center seeking help on their assignments for Writing 1, Writing 2, Writing 1 and 2 for International Students, Foundations of Critical Inquiry, Foundations of Scientific Processes, Communication for Technical Professions, and Communication for Business, students also visited for assignments in Basic Writing, Communication for Health Professions, Capstone in Nursing, The Philosophy of Human Nature, Literature and Medicine, Dynamics of Violence, and Child Psychology. Figure 1 indicates that the greatest number of students who visited the Writing Center this year were life sciences majors, followed by architecture, business administration, computer science, and nursing majors.

This year we also expanded our availability for online consultations throughout the week and on weekends, meeting with 91 students online throughout the year. Holding online sessions using a combination of Zoom and Google Docs allowed us to reached a larger segment of the population, from students who visited regularly to those who made late night appointments at the end of the term.

Tutors’ reports describe sessions devoted to the craft of writing, giving attention to student assignments in their form and content, style and grammar. Tutors met regularly with students, some returning to bring an assignment to fruition, others seeking ongoing support as English Language Learners. The work students brought to the Writing Center this past year was wide ranging, including a report on Alternative Spring Break in Nicaragua for an urban studies course, essays on Artificial Intelligence, anthropology, and Greek sculpture, as well as a personal statement for dental school and a scholarship application. Tutors provide NYIT students with further tools for articulating their thoughts and polishing their work. They are a vital source of reinforcement as students learn new skills.

Increased accessibility and outreach may have also had a positive effect on Writing Center use this past year. In the spring of 2017, the Writing Center introduced a satellite tutor in Wisser Library’s CMC Room on Thursdays, and continued to do so in the fall of 2017 and in the spring of 2018. Our outreach included a presentation to parents and students at first-year orientation, a workshop for architecture thesis students, and a presentation by the graduate student assistant for criminal justice students.

Recommended Courses of Action
In the fall of 2018, the Writing Center will continue using the Student Success Collaborative software for sign in, appointment scheduling, and data collection. We will also increase the availability of online consultations and expand our outreach to more programs on campus, including nursing, education, criminal justice, and psychology.

Possible future workshops, presentations, and events like “Why I Write: Celebrating NYIT Writers,” with guest speaker, Writing Center tutor and English department instructor, Reine Bethany, in October of 2017 as part of the National Council of Teachers of English’s National Day on Writing, will also familiarize more students with our resources and motivate them to become stronger writers.