

UNIVERSITY WRITING CENTER

2011-2012

MISSION

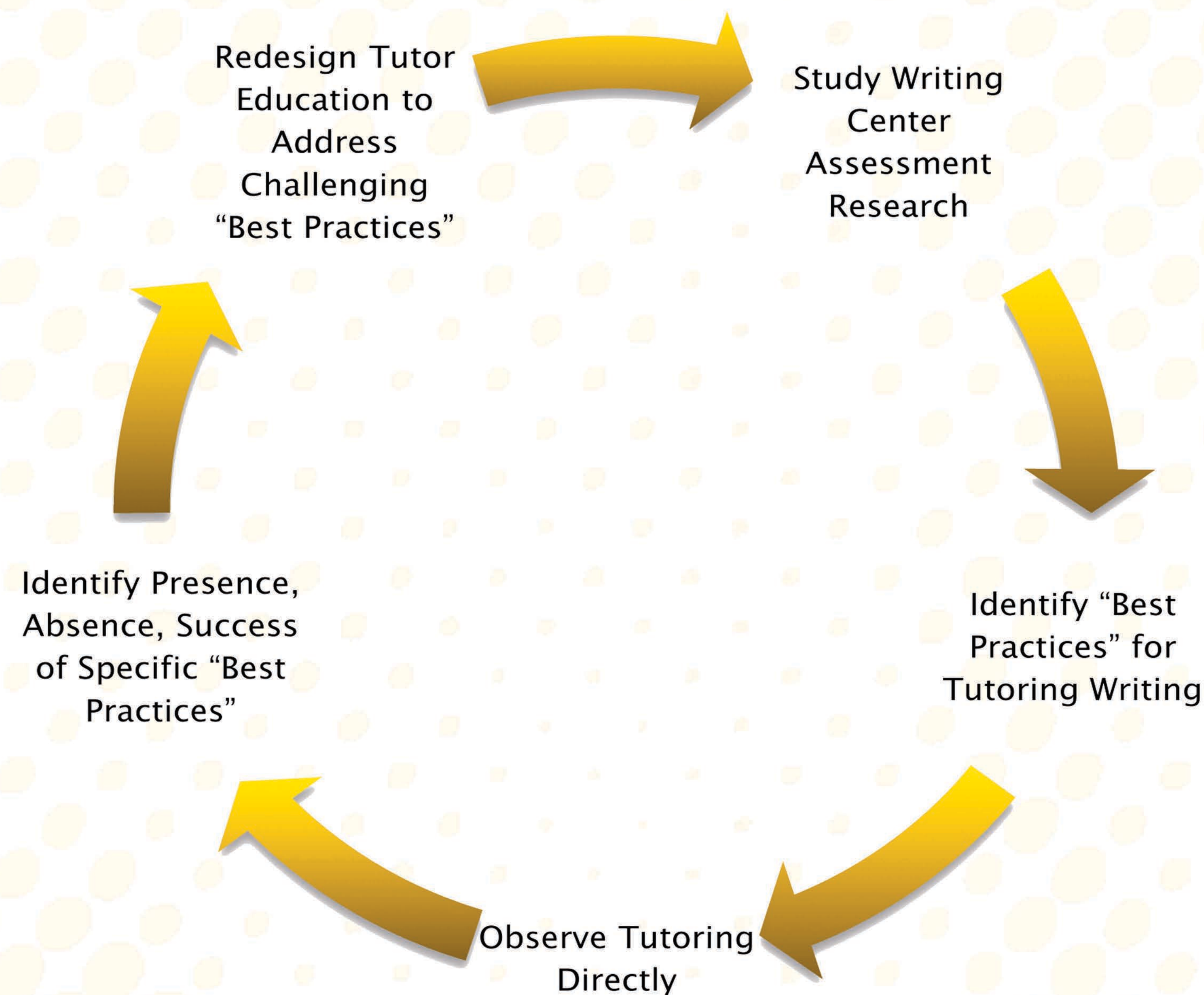
The UWC has a dual mission: One goal is to **provide individual and small-group writing support** to UCF students, faculty, and staff from first-year to graduate in every discipline. Our purpose is not merely to fix papers or to make better writers, but to teach writers strategies to navigate complex writing situations, both in and beyond the University.

A second goal is to **provide student peer tutors with a rich teaching and learning experience**, via ongoing education and professional development in writing center research, theory, and tutoring practice.



ASSESSMENT FOCUS

Identify & Implement
"20 Best Practices for Tutoring Writing"



MEASUREMENT

- UWC administrators conduct direct observations of tutoring sessions
- Assess presence, absence, success of focus best practices
- Scale:
 - Not Present (NP) = 0
 - Present/Not Successful (PNS) = 1
 - Present/Somewhat Successful (PSS) = 2
 - Present/Highly Successful (PHS) = 3
- N = 92:
 - Fall 2011 = 14
 - Spring 2012 = 15
 - Fall 2012 = 38
 - Spring 2013 = 25

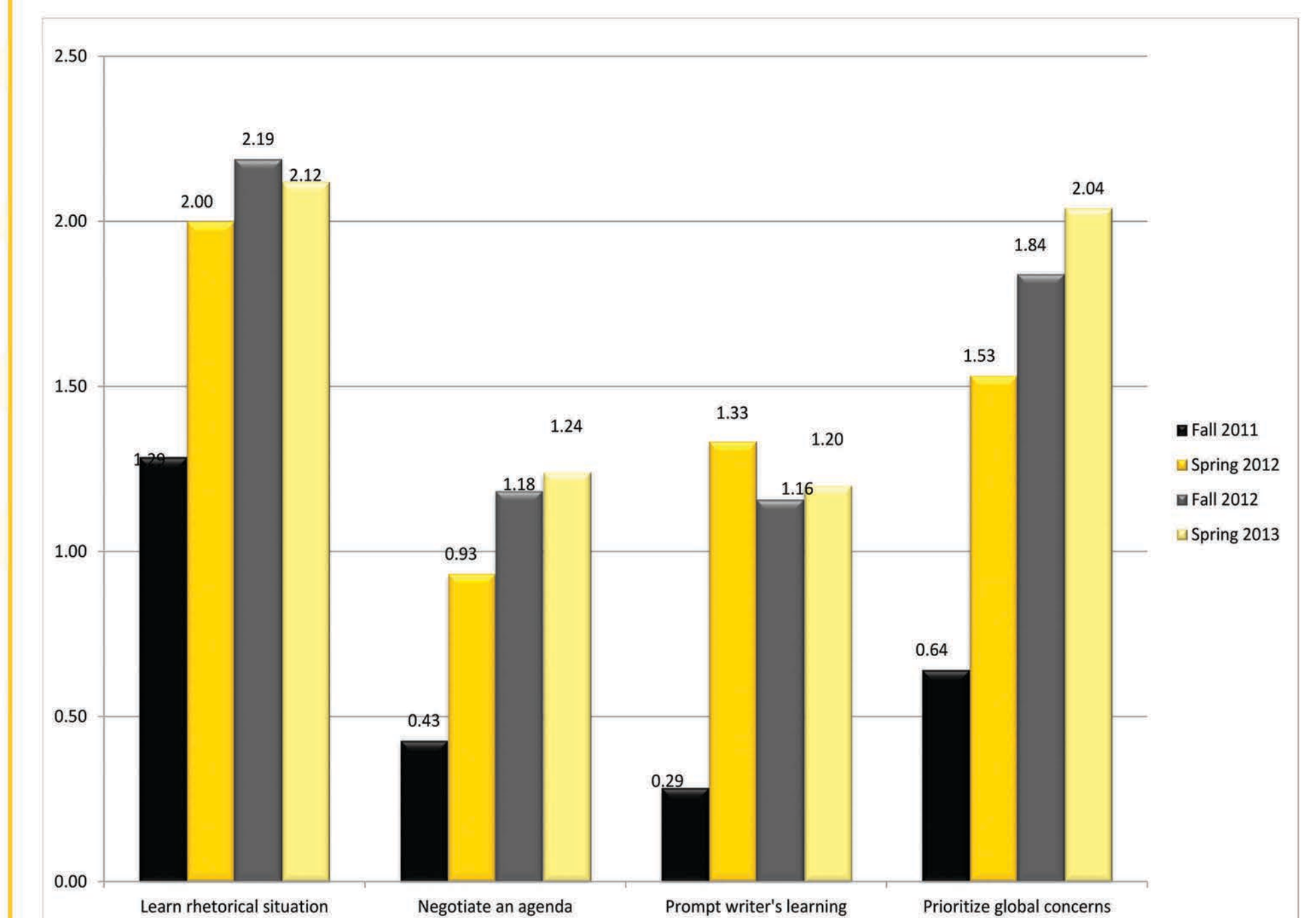
LEARNING OBJECTIVES FOR TUTORS

Four of our "20 Best Practices for Tutoring Writing" were identified as challenging and selected as targets for improvement:

- Learn writing assignment or rhetorical situation
- Negotiate what to work on and why
- Prioritize global concerns before local errors
- Create opportunities for the writer to demonstrate learning

DATA

Four "Focus" Best Practices, Fall 2011 - Spring 2013



IMPLEMENTED CHANGES & IMPACT

- Debriefings after each observation provide individual formative feedback and learning opportunities for tutors
- Observations and debriefing identify practices tutors find most challenging
- Student peer tutors also observe one another frequently and write reflections on their experiences of observing and being observed
- Tutor education is continually revised and implemented to address challenging best practices
- Program assessment prompts scholarly research in the UWC

Assessing best practices has led the UWC to focus attention on "demonstrations of learning" by both tutors and tutees, and to improve the quality of tutoring and tutor education. The UWC's scholarship of program assessment informs the broader writing center community beyond UCF.