

Wilf Campus Writing Center

By Dr. Lauren Fitzgerald, Director

Assessing writing center effectiveness is complicated because, unlike what happens in courses, the students we tutor almost never produce work for a curriculum we've designed and we seldom have access to the final versions of what we help them with. However, writing center administrators, student tutors, and student writers across the country are confident that the services we offer are effective, so other ways to assess student learning in these contexts have been developed.

In fall 2013, an experienced tutor and I wrote up a set of goals and student learning outcomes (SLOs) that articulated much of the learning we believed that the 400 or so student writers and the 20 or so student tutors underwent as a result of their work in the Center each year. Then we mapped these SLOs onto a set of learning experiences typical in writing centers—not only individual tutoring sessions but also what writers do after their sessions as well as the tutor education program that all tutors engage in each semester they are employed.

Building on assessment programs at other writing centers, Rachel Ebner and I devised two questionnaires—