

[Academic Exchange Quarterly](#) Winter 2015 ISSN 1096-1453 Volume 19, Issue 1

To cite, use print source rather than this on-line version which may not reflect print copy format requirements or text lay-out and pagination.

Anyone may view, reproduce or store copy of this article for personal, non-commercial use as allowed by the "Fair Use" limitations (sections 107 and 108) of the U.S. Copyright law. See also [Authentication & Copyright Agreement](#) © MMXV Academic Exchange Quarterly

Writing Tutoring Boosts Skills and Confidence

Karen Gabrielle Johnson, Shippensburg University, PA

Holly K. Ott, Shippensburg University, PA

Michael W. Drager, Shippensburg University, PA

Johnson, Ed.D., is Assistant Professor and Director of the Writing Studio, Ott, M.S., is Instructor in the Department of Communication/Journalism, and Drager, Ph.D., is Associate Professor in the Department of Communication/Journalism.

Abstract

Using Pearson product-moment correlation, independent sample t-tests, and content analysis, this mixed-methods study explored the effectiveness of a collaborative program between a journalism department and a writing center by examining student performance and student perceptions of the value of tutoring toward achieving their goals. Empirical results indicate that tutoring significantly impacts students' learning and success in mastering writing proficiencies in a journalism course, and attests to the benefits of collaborative assessment and research.

Introduction

This study examines the potential impact of writing tutoring on students' acquisition of grammar skills, the relationship between students' perceptions and exam scores, and their perceptions about the value of tutoring toward achieving their performance goals in a Media Writing course. Through the use of mixed methods analyses, this study enhances previous writing research by using data-driven, methodologically sophisticated assessments to support the argument that writing centers can work with other departments to build viable, collaborative studies.

The Value of Collaborative Assessment and Research

Effective oral and written communication skills, an essential skill set for any student seeking a professional career, can impact the trajectory of a graduate's future. One's oral and written communication abilities will not only increase a graduate's employability, but communication skills can also impact one's ability to get promoted (The National Writing Project, 2006) and experience success in the workplace (The National Writing Project, 2007). In the field of journalism, where one's ability to artfully use words to convey compelling thought is crucial, journalism graduates must attain a high level of proficiency in writing and editing skills to ensure their employability. In fact, strong writing and editing skills are one of the most desired attributes for journalism job applicants, just slightly behind previous professional experience (Wenger & Owens, 2012).

As far back as 1998, journalism educators have found that many incoming journalism students arrive at college underprepared in basic writing skills: grammar, mechanics, and spelling (Massé & Popovich). Today, many Americans lack confidence about the quality of writing instruction provided in American schools (The National Writing Project, 2007), and it appears that many first-year students do not possess mastery of basic writing skills when entering college. To help students develop confidence and mastery of basic writing skills, journalism departments may choose to teach grammar basics to prepare students for writing professions. Some journalism departments even require a basic-level writing course as part of their degree program to address students' skill development; yet, a stand-alone course may not be sufficient for some students to master grammar concepts.

Writing centers can support writers in understanding how to apply grammar concepts. Journalism students can benefit from discussing grammar applications with a writing tutor, and as Light (2001) notes, students do care

deeply about writing and crave guidance on how to improve their writing. Out of all the college skills, Light discovered students wanted to strengthen writing the most, and they desired a mentor to help them improve in writing. If students want to improve their writing, then one would expect journalism students to seek writing tutoring as a means to improve that skill. However, journalism students may not seek assistance from writing tutors to help them develop their grammar skills. As a result, some students may not develop the level of grammar proficiency needed for success in their major. To support journalism students in achieving mastery of basic writing skills, instructors may need to embed a tutoring requirement in a journalism basic-level writing course.

Requiring students to work with writing tutors involves careful planning, collaboration, and assessment of initiatives. Journalism instructors must be willing to work closely with a writing center director to share their learning outcomes, course materials, and strategies for helping students. By working closely in the planning phase, a director and instructors can develop processes for tracking student visits, troubleshoot potential problems, collectively create tutor training programs, and generate assessment tools to measure the impact of tutoring. Cross-disciplinary assessment partnerships formed to answer context-driven questions can help stakeholders discover answers to their queries (Donnelli & Garrison, 2003), and the results from these collaborations can reveal the important role writing centers hold within their campus (Schmidt & Alexander, 2012).

Nevertheless, developing assessment instruments is challenging as writing center scholars are increasingly advocating for research that employs rigorous empirical methods. Driscoll (2013) encourages writing center directors to employ research that is replicable, aggregable, and data-supported to demonstrate effectiveness. Babcock and Thonus (2012) suggest that results of such data-driven, methodologically sophisticated assessments are necessary because these assessments engage writing center practitioners in the development and support of writing center theory. However, developing empirically-based assessments has posed a number of challenges for writing center directors for many years. Over three decades ago, Lamb (1981) argued that writing centers have difficulty proving its effectiveness through pure experimental procedures because writing centers are not positioned to utilize random selection and establish control groups. Historically, writing center directors have had difficulty creating control groups due to the nature of writing center appointments as most writing appointments are voluntarily scheduled by students. Additionally, a writing center offers tutoring for a variety of courses, making it challenging to find large enough numbers to determine significant differences between groups (Maxwell, 1994).

Despite the challenges of constructing empirical assessments to provide meaningful assessments, writing center directors can accomplish this goal by focusing on small-scale evaluations and developing control groups through a cross-disciplinary partnership. By focusing on one aspect of a program at a time, Bell (2000) argues that objective-oriented approaches can be evaluated. In our study, we can accomplish small scale evaluations by evaluating students' progress in meeting the learning outcomes for the writing center and the journalism course. To ensure empirically-based practices that validate results, the writing center director can partner with journalism faculty members to develop pretest/posttest models and control groups for assessing the learning outcomes and students' perceptions of tutoring. Assessing course learning outcomes in a journalism course and a writing center allows both programs to measure students' development as writers; utilizing pretest/posttest procedures along with control groups can effectually serve as a valid and reliable assessment model (Schmidt & Alexander, 2012; Lerner, 2011).

Dual Program Assessment and Research

Media Writing is a required course for communication/journalism majors and minors that teaches the essential components of effective writing, including writing techniques used by the media. To ensure students are well-prepared for the rigorous writing requirements in the major, the department administers a Media Writing Proficiency Exam to test students' mastery of grammatical concepts that include the basic rules of grammar, mechanics, spelling and punctuation. Students enrolled in this course must successfully pass this proficiency exam with at least a 70% and a final grade of a "C" in order to proceed in their major or minor. Students take the exam at the middle and end of the semester. From 2005-2009, faculty noted a significant number of students either barely met the minimum passing requirements or did not pass at all. Students' average score over the five-year period was 75.3%, not far above the baseline proficiency score. When students failed the Media Writing Proficiency Exam at midterm, instructors recommended that students attend tutoring sessions at the university's Writing Studio.

However, students who needed tutoring were not sufficiently identified and recommended to the Writing Studio until halfway through the semester, which was often too late for some students who scored poorly on the exam. Additionally, many students did not take advantage of tutoring sessions.

In 2010, the department began administering the grammar pretest, the Media Writing Pretest, at the beginning of the semester to identify students who could benefit from tutoring earlier in the semester. Students who scored below 75% (inclusive) on the pretest were now required to attend tutoring sessions at the Writing Studio. Thus, the tutoring component became an embedded course requirement for those who scored below 75%. Between the academic years of 2010-2013, students who attended tutoring improved their proficiency exam scores by an average of 19.7 points. Although we know tutoring significantly impacts writers' performance on the Media Writing Proficiency Exam, we wanted to examine interactions between their perceptions of their proficiency and performance. Additionally, we sought to determine whether writers who attend tutoring sessions make significantly greater gains than writers who do not attend tutoring. Finally, we hoped to gain a clearer understanding of writers' perceptions of the value of tutoring in meeting their learning goals in Media Writing.

Methods

The purpose of this study was to examine the potential impact of writing tutoring on students' acquisition of grammar skills, the relationship between students' perceptions and exam scores, and their perceptions about the value of tutoring toward achieving their performance goals in the Media Writing course. Specifically, this research examined these questions:

Research Question 1: Is there a relationship between students' Media Writing Proficiency Exam scores and perceptions of proficiency in post-course grammatical skills?

Research Question 2: Is there a significant difference in the amount of improvement in the Media Writing Proficiency Exam scores from the Media Writing Pretest scores between students who attended tutoring and students who did not attend tutoring?

Research Question 3: How do students perceive the value of tutoring toward achieving performance goals in the Media Writing course?

Participants

Participants were enrolled in seven sections of Media Writing during the 2013-2014 academic year at a mid-sized comprehensive public university in the Mid-Atlantic region. One hundred twenty students participated, and each participant indicated implied consent before participating. The sample included 76 females (63.3%) with 40% of the sample including freshmen (N = 48), 29.2% sophomores (N = 35), 23.3% juniors (N = 28), and 6.7% seniors (N = 8). One participant did not report class standing.

In the Writing Studio, approximately 16 female undergraduate writing tutors and one graduate assistant worked with Media Writing students. To become a tutor, candidates must be recommended by a faculty member, have a minimum cumulative GPA of 3.0 or higher, and be at least a sophomore at the time of training.

Materials and Procedures

This mixed-methods study analyzed three types of collected data that included the following: (a) a comparison between students' Media Writing Pretest and Media Writing Proficiency Exam (posttest) scores, (b) a comparison between students' perceptions of grammatical proficiency as measured through the Media Writing Pre-course Survey and the Media Writing Post-course Survey, and (c) student perceptions of the value of tutoring and toward achieving their performance goals in Media Writing.

Measurement instruments

The Media Writing Pretest and Media Writing Proficiency Exam are designed as diagnostic tools to measure students' basic grammar skills. The format of both exams is structured similar to an exam given by a news organization to a prospective job candidate in the journalism field. Content covered on both exams includes spelling, grammar, punctuation, subject/verb agreement, noun/pronoun agreement, active and passive voice,

Data on students' perceptions of tutoring were collected at the end of the semester through self-reported measures on the Post-course Media Writing Survey. Three items on a 5-point Likert-type scale weighted from 5 to 1, with the highest rating given to favorable responses (Strongly Agree) and respectively decreasing to unfavorable ones (Strongly Disagree), were added to the pre-course survey to measure students' perceptions of tutor effectiveness. Students also provided qualitative data in which they described whether they felt tutoring was helpful or not helpful in supporting their learning goals.

Research procedures

Before each semester began, the director of the Writing Studio and Writing Studio graduate assistant met with a journalism professor to plan a tutor training, share the course syllabus, and discuss survey distribution procedures. Plans were made for the graduate assistant to give a presentation to all Media Writing classes about Writing Studio services and to explain how to make appointments.

On the first day of class, students completed the pre-course survey, which was administered online using Survey Monkey. Students also completed the Media Writing Pretest during the first week of class. Once pretest scores were calculated, students who were required to attend tutoring were notified by their professor. Media Writing Pretest results were sent to the director of the Writing Studio, who supervised the graduate assistant in creating a folder for each student. Each folder contained diagnostic information concerning a student's achievement on the pretest in the areas of grammar, spelling, punctuation, and conciseness. Tutors used the folders to record students' progress in mastering concepts and to collect students' writing samples. Compiling a portfolio of students' writing samples allowed tutors to note students' progress in applying grammar rules.

Tutors were trained in methods for working with journalism students. Specific training for Media Writing was accomplished through two prongs: a 45-minute training on how to collaboratively help journalism students improve targeted areas of weaknesses and a 30-minute orientation presented by a journalism faculty member during a regularly scheduled, biweekly training meeting. The 45-minute meeting provided a pedagogical, theoretical foundation for tutoring practices in journalism while the faculty presentation delivered a contextual framework that helped tutors understand why their work with students is valuable, helping tutors feel part of the dual department collaboration.

Tutors followed a series of steps to maintain consistency in tutoring practices. After obtaining a student's folder and noting concepts needing mastery, the tutor would prompt the student to identify one to two learning goals for the session. After discussing concepts, the tutor would provide a variety of activities to help the student achieve mastery by accessing online quizzes, customized journalism worksheets, or website games. The tutor would end the session with a freewriting activity requiring student application of concepts and then document the student's progress in his folder, noting whether he is ready to move onto a new rule or continue practicing the current concept.

Tutors recorded students' attendance through TutorTrac and sent students a feedback form report that summarized the session's activities. Throughout the semester, communication between professors, the director of the Writing Studio, and tutors allowed opportunities for troubleshooting issues and clarifying procedures. The director of the Writing Studio led biweekly training meetings that provided ongoing tutor training.

At the end of the semester, students took the Media Writing Proficiency Exam and the Media Writing Survey that measured students' perceptions about tutoring and their abilities.

Analysis of data

At the conclusion of the academic year, the researchers collected data that included results of the Media Writing Pretest, Media Writing Proficiency Exam, and Media Writing Surveys that were given at the beginning and end of the course. The researchers then paired data by matching student responses using the "birthdate" field on both surveys. To examine the relationship between students' pre- and post-course perceptions of performance, as well as their actual performance on the Media Writing Pretest and Media Writing Proficiency Exam, statistical analyses were calculated and analyzed through SPSS. The researchers also conducted a qualitative analysis of student perceptions from the pre-course and post-course results of the Media Writing Survey.

Two open-ended questions in the surveys were used to assess student perceptions of their participation in the Media Writing course and the tutoring requirement. The pre-course question attempted to assess students' perceptions of their skill level and their perceptions of the value of tutoring at the beginning of the course whereas the post-course question attempted to assess students' perceptions of the value of tutoring on the last day of class. Conventional content analysis, which is useful when analyzing open-ended questions for a pattern of key terms or concepts, was used to identify themes in students' responses submitted. Conclusions from the data were determined from the frequency of repeated themes and scores from the quantitative sections of the survey and the Media Writing Proficiency Exam.

Results

The first research question sought to determine if there was a relationship between students' earned posttest proficiency exam scores and their perceptions of proficiency measured in the post-course Media Writing Survey. A Pearson product-moment correlation coefficient was computed to assess the relationship between students' Media Writing Proficiency Exam scores and perceptions of post-course grammatical skills combined. There was a moderate positive correlation between the two variables, $r(98) = .41$, $p < .001$. Overall, higher proficiency exam scores were positively correlated with higher perceptions of grammatical proficiency.

The second research question sought to determine whether there were differences in the amount of improvement in the Media Writing Proficiency Exam scores from the Media Writing Pretest scores between students who attended tutoring and students who did not attend tutoring. An independent sample one-tailed t-test revealed differences in scores among participants in the two groups. Specifically, students who attended tutoring sessions ($M=20.14$, $SD=9.49$) had higher levels of improvement from the pretest to the proficiency exam than students who did not attend tutoring sessions, ($M=12.07$, $SD=10.65$), $t(118) = 4.24$, $p < .001$.

The third research question sought to assess what perceived value students assigned to their tutoring experience. Content analysis of the two open-ended survey questions attempted to assess students' perception of value at the beginning and the end of their participation in the course and tutoring. The analysis of student responses yielded five thematic categories for each question.

A detailed analysis of the pre-course version of the Media Writing Survey's question established five categories or orientations in response to the query of whether students would consider attending writing tutoring sessions to help them learn concepts. Responses are listed in the order of frequency from the most frequent responses to the least frequent responses.

1. Skill oriented - students expressed a desire to improve writing to meet future career goals.
2. Trend oriented - respondents would only seek tutoring if needed.
3. Goal oriented - students would attend tutoring to improve their grade in the course.
4. Self-confidence oriented - respondents were confident in abilities and did not need tutoring.
5. Avoidance oriented - students expressed a lack of time for tutoring.

Table 1 Detailed Analysis of Students' Responses to the Media Writing Pre-course Survey's Open-ended Question

Categories*	Response Descriptions
Media Writing Pre-course Survey Question: Please elaborate on why you might or might not consider attending a tutoring session at the Writing Studio to help you learn concepts for this course.	
Skill oriented	Students desired to improve their writing skills to help them in their future careers. Tutoring's value was viewed in terms of long-term gains rather than short-term gains. Grades were not foremost in their minds and although a few mentioned wanting to attain a good grade, it was not their primary focus.
Trend oriented	Students centered on the "let's wait and see" attitude to see how well they performed in the course before committing time to tutoring.
Goal oriented	Students focused only on getting a good grade in the class; although they may have been interested in improving their skills for a future career, they did not express those sentiments. Tutoring seemed to be a means to a very narrow end.
Self-confidence oriented	Students felt they had a good grasp on their writing skills and did not need tutoring. Respondents stated they "were confident in their own abilities."
Avoidance oriented	Students cited a lack of time for tutoring or expressed concerns at being required to participate in tutoring. Even if tutoring would help them improve their skills or grade, they seemed reluctant to rearrange their schedules for tutoring.

*Responses are listed in descending order with most frequent responses listed first and least frequent responses listed last.

The Media Writing Survey's post-course question analyzed students' perspective on whether tutoring sessions helped support their learning goals. As with the analysis of the pre-course question, responses to the post-course question yielded a large cluster of thematic responses followed by smaller groupings. Five categories or orientations, listed in the order of frequency from the most frequent responses to the least frequent responses, were revealed:

1. Explanation/Reinforcement - students valued tutoring because tutors identified and clarified key elements of media writing, and tutors explained and reinforced material so students could understand concepts.
2. Interpersonal Relationship —students valued the opportunity to work one-on-one in a small, intimate environment that facilitated learning.
3. Situational – students found tutors helpful in explaining concepts for standard English grammar but not in areas that required an in-depth knowledge of Associated Press style.
4. Encouragement - respondents viewed tutoring as a means to develop confidence in their abilities.
5. Peer learning - students believed they could learn better from a peer because they could discuss their problems with the material more openly with a peer.

Table 2 Detailed Analysis of Students' Responses to the Media Writing Post-course Survey's Open-ended Question

Categories*	Response Descriptions
<p>Media Writing Post-course Survey Question: Please explain why you feel your tutoring sessions at the Writing Studio were helpful or not helpful in supporting your learning goals for COM 112.</p>	
Explanation/ Reinforcement	Students found value in tutoring because tutors could identify and clarify key media writing elements, and tutors helped explain and reinforce material so they could more successfully understand concepts. While a small number of students measured success by their grade, most valued tutoring for improving their skills.
Interpersonal Relationship	Students discussed the relational aspect of tutoring, indicating they valued the opportunity to work one-on-one in an intimate environment that facilitated learning. Many valued consistency by working with one tutor for all sessions, noting the tutor's helpfulness. Some even named the tutor who helped them.
Situational orientation	Students believed tutoring was helpful in some areas but not in others, citing that tutors' lack of knowledge in Associated Press style hampered their success in the course and tutoring experience.
Encouragement orientation	Students used the terms "encouraging" and "patient," indicating value in the tutoring as a means to develop confidence in their abilities.
Peer learning orientation	Respondents found more value in the learning experience than the relationship with the tutor, stating that while the instructor was effective in teaching the material, they believed they learned better from a peer. Students felt they could discuss their problems with the material more openly with a peer.

*Responses are listed in descending order with most frequent responses listed first and least frequent responses listed last.

Discussion

Journalism students' proficiency in oral and written communication skills are essential for success in their undergraduate majors and future careers. However, facilitating students' development of these skills is challenging as many students enter journalism programs underprepared. Media Writing, a gateway course into the journalism major launched in 2005, provides opportunities for students to review and practice fundamental writing skills. Instituting this course helped students improve written communication skills from 2005-2009, but journalism instructors were not satisfied with the level of students' proficiency. By collaboratively building a tutoring program with the Writing Studio, the journalism department developed a strategy for helping journalism students to enhance their writing proficiencies, benefitting students as they progress through upper-level courses.

Nevertheless, mandating writing tutoring can be problematic. Students can resent and resist required sessions, making tutoring sessions uncomfortable for tutors and unproductive for students. Because mandated tutoring can precipitate undesired outcomes, a strong collaboration between a writing center and an academic department is essential for developing a successful writing program. Our collaboration began when the journalism department began to realize that they did not have the resources to conduct one-on-one remediation and lacked the flexibility that the Writing Studio has to design individualized remediation programs for students. The journalism department was empowered by its ability to diagnose students' weaknesses through the pretest because instructors could focus on students' core problem areas, but classroom instruction could not meet all the needs of underprepared students. The Media Writing Pretest analyzed students' basic skill levels and informed the diagnostic report that was sent to the Writing Studio director. Tutors, informed by the report, were empowered with knowledge and able to focus on writers' needs. By targeting students' weaker skills, tutors' ability to help students was boosted and perhaps added to the value of the tutoring experience for students. Tutoring sessions productively provided opportunities for students to improve their understanding and writing skills, helping the journalism department meet programmatic goals. These interactive strategies required a great deal of communication between the two programs, and because both stakeholders invested the time and effort to work together, the experience for students and tutors was enhanced.

Our research revealed that tutoring positively impacts students' learning and success in mastering writing proficiencies in a journalism course [$t(118) = 4.24, p < .001$], and it appears that improved skills development and improved students' perceptions of their abilities occurred simultaneously [$r(98) = .41, p < .001$]. Although we cannot definitively attribute students' improved perceptions to their improved skill development, we can certainly conjecture that students' confidence improved as a result of their enhanced understanding. Students who participated in tutoring clearly improved more than those who did not attend tutoring, suggesting that students who discuss and practice grammar, mechanics, and spelling with a tutor can better retain and understand concepts. Helping students achieve desired proficiency levels in basic writing skills helps journalism programs prepare students for upper-level courses, and tutoring improves students' confidence, possibly encouraging them to persist in their desired majors.

Qualitative data revealed the majority of students found value in the tutoring requirement. It is necessary, especially in light of students' sometimes reticence in regard to mandatory tutoring, that faculty present tutoring in terms of diagnostically identifying student weak grammar skills in order to improve their mastery rather than as punishment for coming to college underprepared or not doing well on the pretest. This message seems to be finding an audience since most of the students' perceptions of value in regard to tutoring in the pre-course survey focused on long-term goals of improving their skills for their professional careers (skills orientation) rather than the short-term goal of just getting a good grade in the course (goal orientation). We can surmise that many students understand the connection between success in the Media Writing course and success in their professional pursuits, a theme our instructors continually stress.

The targeting of essential areas for remediation also was expressed in the Media Writing Survey's post-course results. Like the pre-course results, students' perception of the value of tutoring in regard to tutors' ability to explain and reinforce key media writing concepts was a major theme since the majority of responses clustered there. Tutors' skillfulness in reviewing grammar rules with which students struggle, as typified in the responses in the "explanation/reinforcement" orientation, helped students to better comprehend the complex rules of English grammar.

Collaborative assessment and research benefits the Journalism Department's and Writing Studio's programmatic assessment and research agendas by providing important feedback to both programs. By co-constructing a survey, both programs pooled resources, saving time and energy, to query student perceptions that would inform their efforts in one instrument. The Writing Studio director's expertise in developing surveys combined with the journalism instructors' guidance in posing specific prompts resulted in a valuable assessment tool. Our collaborative assessment revealed the extent to which students improved in their skills and their perceptions of tutoring—both of which are primary learning outcomes of our programs. Such collaborations help programs build stronger, better assessments that inform and strengthen cross-disciplinary ventures.

Control groups and the pretest/posttest model provided results that revealed the value of tutoring on students' writing development and perceptions of tutoring. Even though control groups, pretest/posttest models, and large subject groups are difficult to construct (Lamb, 1981), partnering with the journalism department made this kind of writing center research and assessment possible. Additionally, this model yielded a methodological, sophisticated assessment with hard, empirical evidence of the effectiveness of specific tutoring practices advocated by Babcock and Thonus (2012), Driscoll (2013), and Lerner (2011). To develop replicable, aggregable, and data-supported research models, we argue that writing centers can work with other departments to build viable, collaborative research models.

Limitations and Future Research

Participants in this study included students enrolled in Media Writing during a given academic year at one university. While the results of this study provide useful empirical data, findings from this institution-specific study cannot be generalized to a larger population. Future research might include a longitudinal analysis of students' retention of proficiency skills and performance.

References

- Babcock, R.D. & Thonus, R. (2012). *Researching the writing center: Towards an evidence-based practice*. New York: Peter Lang.
- Bell, J. (2000). When hard questions are asked: Evaluating writing centers. *The Writing Center Journal*, 21(1), 7-27. Retrieved from http://casebuilder.rhet.uair.edu/wcrp/publications/wcj/wcj21.1/wcj21.1_bell.pdf
- Donnelli, E. & Garrison, K. (2003). Tapping multiple voices in writing center assessment. *Academic Exchange Quarterly*, 7(4). Retrieved from <http://www.rapidintellect.com/AEQweb/choice3z.htm>
- Driscoll, D.L. (2013). Connected pedagogy and transfer of learning: An examination of graduate instructor beliefs vs. practices in first-year writing. *Journal of Teaching Writing*, 28(1), 53-83.
- Lamb, M. (1981). Evaluation procedures for writing centers: Defining ourselves through accountability. In T. Hawkins & P. Brooks (Eds.), *New directions for college learning assistance: Improving writing skills* (pp. 69-82). San Francisco: Jossey Bass.
- Lerner, N. (2011). Writing center assessment: Searching for "proof" of our effectiveness. In C. Murphy & S. Sherwood (Eds.), *The St. Martin's sourcebook for writing tutors* (4 ed., pp. 199-214). Boston: Bedford/St. Martin's.
- Light, R. J. (2001). *Making the most of college: Students speak their minds*. Cambridge, Mass.: Harvard University Press.
- Massé, M., & Popovich, M. (1998). Assessing faculty attitudes toward the teaching of writing. *Journalism & Mass Communication Educator*, 53(3), 50-64.
- Maxwell M. (1994). Does tutoring help? A look at the literature. In M. Maxwell (Ed.) *From access to success* (pp.109-166). Clearwater, FL: H & H Publishing.
- Schmidt, K.M., & Alexander, J.E. (2012). The empirical development of an instrument to measure writerly self-efficacy in writing centers. *The Journal of Writing Assessment*, 5(2). Retrieved from <http://www.journalofwritingassessment.org/archives.php?issue=1>
- The National Writing Project. (2006). *Writing and school reform*. Retrieved from <http://www.nwp.org/cs/public/print/resource/2432>
- The National Writing Project. (2007). *The 2007 survey on teaching writing: American public opinion on the importance of writing in schools*. Retrieved from www.nwp.org/cs/public/download/nwp_file/8856/NWP_2007_Survey_Report.pdf?x-r=pcfile_d
- Wenger, D.H., & Owens, L.C. (2012). Help wanted 2010: An examination of new media skills required by top U.S. news companies. *Journalism & Mass Communication Educator*, 67(1), 9-25.