The Writing and Learning Commons (WaLC) has adopted four of the five QEP outcomes and has integrated these outcomes into the training process for WaLC tutors. Each year, the WaLC employs an average of 75 student tutors who participate regularly in experiential learning activities that require them to communicate effectively with faculty, staff, and students; to model complex problem solving in their sessions with student clients; to integrate information from their tutored disciplines with knowledge of effective learning and tutoring strategies; and to clarify their purpose and values as they learn about their strengths, abilities, and aptitudes during this valuable co-curricular learning experience. WaLC tutors also serve as academic role models for their peers, and by incorporating QEP outcomes into our tutor training, the WaLC effectively prepares tutors to convey WCU’s goal that all students will become intentional participants in their own learning. Our primary capture points for measuring progress in achieving these learning outcomes are our tutor training and TutorTrac data collection.

Outcome Assessment for Tutors
Currently, training for WaLC tutors takes place either in a 1-hour credit training course or in weekly 1-hour staff meetings. From spring 2009 to spring 2012, the WaLC collected 104 self-reflective essays from tutors at the end of their training. Each essay was scored for each of the four outcomes listed below using the scale: 0=does not address outcome; 1=emerging; 2=developing; 3=achieving; 4=exemplary. The chart below represents the QEP outcomes we have chosen to measure, our program learning outcomes, and our main findings from the review of tutors’ self-reflective essays:

<table>
<thead>
<tr>
<th>QEP Outcome</th>
<th>Program SLOs</th>
<th>Assessment Methods &amp; Capture Points</th>
<th>Main Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate Effectively and Responsibly</td>
<td>Tutors will practice professional and ethical behavior and communicate effectively and responsibly with clients, faculty, and staff.</td>
<td>Self-reflective essay completed at end of tutor training</td>
<td>Average score: 2.38 (Developing)</td>
</tr>
<tr>
<td>Solve Complex Problems</td>
<td>Tutors will evaluate their clients’ needs, apply strategies to address those needs, and reflect on the outcome of their chosen strategies.</td>
<td></td>
<td>Average score: 2.3 (Developing)</td>
</tr>
<tr>
<td>Integrate Information from a Variety of Contexts</td>
<td>Tutors will integrate information from their tutored disciplines with tutoring strategies learned in tutor training; they will apply this combined knowledge in their tutoring sessions; and they will evaluate how their own performance as a learner has changed as a result of tutoring.</td>
<td></td>
<td>Average score: 2.04 (Developing)</td>
</tr>
<tr>
<td>Clarify Purpose and Values</td>
<td>Tutors will demonstrate an understanding of their academic responsibilities and the responsibilities of their clients. Tutors will describe the relevance of their tutoring experience to their personal and/or professional goals.</td>
<td></td>
<td>Average score: 1.91 (Emerging)</td>
</tr>
</tbody>
</table>

In addition to collecting data from tutors, the WaLC uses TutorTrac to track students’ visits and collect information about their experiences in tutoring sessions. From 2009-2012, students reported a 92% satisfaction rate during their visits to the WaLC, which supports our assertion that WaLC tutors are effectively communicating, solving problems, integrating information, and clarifying their purpose and values.

Outcome Assessment for Students
In addition to our outcomes for tutors, the WaLC expects student clients to clarify their purpose and values by taking responsibility for their own learning and development and utilizing the resources available to help them succeed. Our initial assessment of this outcome is measured with data collected from TutorTrac from spring 2009 to spring 2012. The main findings are:

- During this time period, 4716 students made 22,838 visits to the WaLC for writing assistance or course tutoring.
- Students reported that 34% of their visits to the WaLC were based on self-referral, 44% were based on a referral by an instructor, and 21% were based on referrals from other sources, such as advisors, other students, or flyers posted around campus.
• 60% of students who visited the WaLC for tutoring returned for multiple sessions (52% of students made return visits for writing assistance and 67% returned for course tutoring), with an average of 4 visits per student.

Findings from Institutional Data
Based on the TutorTrac data cited above regarding student referrals to the WaLC, we know that faculty members’ expectations play a large role in students’ willingness to seek out and use campus resources. One of the WaLC’s primary goals is to support faculty members’ efforts to maintain academic rigor, and we accomplish this goal by training a workforce of peer educators who can help students understand and meet/exceed faculty expectations for academic success. In relation to these goals, we have noted the following results from WCU’s 2012 administration of the National Survey of Student Engagement (NSSE) and the Faculty Survey of Student Engagement (FSSE). Although we cannot assume direct causal correlations between data collected with these instruments and the impact of the WaLC’s services, the following findings warrant consideration:

• 85% of first-year students, 78% of seniors, and 85% of faculty reported that WCU places “very much” or “quite a bit” of emphasis on providing the support students need to succeed academically.
• 55% of first-year and 44% of senior students reported that they “often” or “very often” prepared two or more drafts of a paper or assignment before turning it in; 55% of faculty reported that it is “very important” or “important” for students to prepare two or more drafts.
• 57% of first-year and 64% of senior students reported that they “often” or “very often” worked with classmates outside of class to prepare class assignments; 54% of faculty reported that it is “very important” or “important” for students to do so.

Planned Changes Based on Findings
• WCU’s 2012 NSSE and FSSE data suggest that there is a significant correlation between faculty members’ expectations for students’ academic behavior (i.e. preparing two or more drafts of assignments and working with classmates outside of class) and students’ actions. Furthermore, referral data captured in TutorTrac suggests that faculty have a considerable impact on students’ decisions to use the WaLC’s services; therefore, in future, the WaLC will identify ways to further integrate tutoring services into classes and to involve faculty in actively encouraging students’ use of those services. The Writing Fellows and Supplemental Instruction programs are two curriculum-based academic support structures that we hope to use to accomplish this goal.
• The WaLC’s peer tutors play an integral role in modeling successful academic behaviors for other students and in conveying WCU’s goal that students become intentional participants in their own learning. To provide the most effective training possible for these peer educators, in spring 2013, the WaLC will implement a one-day, common training mechanism for all tutors, focusing on the WaLC’s mission, values, and learning outcomes.
• Working as a WaLC tutor is an invaluable experiential and co-curricular experience for many students at Western. To more fully assess the impact this experience has on tutors, we plan to incorporate formal tutor observations into our assessment strategies for tutors.
• Finally, to more fully evaluate the impact the WaLC has on the learning and development of student clients, we will formalize additional learning outcomes and assessment measures for those students.