

Errata

Psychology

Students' Satisfaction with the LaGrange College Writing Center

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The LaGrange College Writing Center is a place for LaGrange College students to come and be tutored to improve their writing abilities. The Writing Center employs three tutors, who are also LaGrange College students who have demonstrated above average writing ability and an ability to help other students as a paid job. The Writing Center is located in the 24-hour Moshell Learning Center in the library. Students can bring current papers to a Writing Center tutor to seek help. The tutors suggest to them how to make the paper better in quality, and then the student will fix the paper before turning it in to their professor. The Writing Center is intended to be one way for struggling students to obtain whatever help they need in order to improve their writing grades.

Changes in student writing as a result of individual writing instruction was analyzed by Borg and Deane (2011). Though satisfaction was not the measure of this study, Borg's & Deane's results concentrated on five aspects of academic writing that first year college students are expected to master. As a model in Borg's & Deane's study, they analyzed the number of changes students make to their draft assignments and evaluated whether or not these changes were consistent with topics discussed during individualized writing instruction. This study is important to my questionnaire because it shows the usefulness of individualized writing instruction. The results of a satisfaction survey could be useful. Other schools that have some form of individualized writing instruction could use the results to structure their programs to produce a higher satisfaction level. LaGrange College may be able to use the results to improve their own writing program.

Method

Participants

The participants were undergraduate LaGrange College students within the age range of 18 to 27 years with a median age of 20 years. There were 19 total participants (8 female and 11 male). Participation was voluntary. These participants were treated ethically following the APA ethics code, (APA, 2002).**Materials**Materials in this study included a 27-item questionnaire printed on five 8 ½" X 11" (21.59 cm X 27.94 cm) sheets of paper, either a pen or pencil, and a folder for storing the completed questionnaires. The Likert-type satisfaction items were coded on a 1 to 5 scale, 5 being the most satisfactory.

Procedure

Participants were recruited by the LaGrange College Writing Center tutors as the students came in for sessions. Each tutor asked if the student would take a few minutes to fill out the survey, which consisted of questions about the LaGrange College Writing Center. Students placed the completed questionnaire in a folder with other completed questionnaires themselves to ensure their responses remained anonymous. Tutors were given specific instructions on how to administer the questionnaire.

Results

A mean response was calculated for each of the items relating to satisfaction. All responses were on a five point scale with a five representing the highest level of satisfaction. The mean response to the "kindness of tutor" item (question 11) was 4.42 (SD=.769). The mean response to the "patience of tutor" item (question 12) was 4.42 (SD=.507). The mean response to the "understandability of tutor" item (question 13) was 4.26 (SD=.653). The mean response to the "clearness of instruction" item (question 14) was 3.84 (SD=.958). The response to the "tutor's ability to impact the students' grade" item (question 15) was 4.11 (SD=.737). The mean response to the "superiority of the tutor's ability" item (question 16) was 4.11 (SD=.937). The mean response to the "improvement of students' ability after instruction" item (question 17) was 3.84 (SD=.765). The mean response to the "students' writing ability compared to other students' writing ability after instruction" item (question 18) was 4.21 (SD=.787). The mean response to the "happiness of improvement after instruction" item (question 20) was 4.11 (SD=.459). The mean response to the "improvement in quality of paper after instruction" item (question 24) was 4.37 (SD=.761). The mean response to the "usefulness of the writing center in all classes" item (question 25) was 4.05 (SD=.780). Also, 19 out of 19 participants responded that they would recommend the use of the Writing Center to another

student. Using a test value of 3, representing a neutral level of satisfaction for the population mean, I calculated statistics for each item. My obtained statistic for Kindness is $t(18) = 8.060$, $p < .001$. This result is significant. My obtained statistic for Patience is $t(18) = 12.221$, $p < .001$. This result is significant. My obtained statistic for Tutor's understandability is $t(18) = 8.427$, $p < .001$. This result is significant. My obtained statistic for Clearness of instruction is $t(18) = 3.831$, $p < .001$. This result is significant. My obtained statistic for the tutor's ability to impact the students' grade is $t(18) = 6.533$, $p < .001$. This result is significant. My obtained statistic for the superiority of the tutor's ability is $t(18) = 5.144$, $p < .001$. This result is significant. My obtained statistic for the improvement of students' ability after instruction is $t(18) = 4.800$, $p < .001$. This result is significant. My obtained statistic for students' ability after instruction is $t(18) = 4.800$, $p < .001$. This result is significant. My obtained statistic for students' writing ability compared to other students' writing ability after instruction is $t(18) = 6.702$, $p < .001$. This result is significant. My obtained statistic for the happiness of improvement after instruction is $t(18) = 10.500$, $p < .001$. This result is significant. My obtained statistic for improvement in quality of paper after instruction is $t(18) = 7.839$, $p < .001$. This result is significant. My obtained statistic for usefulness of the writing center in all classes is $t(18) = 5.883$, $p < .001$. This result is significant.

Discussion

My questionnaire aimed at reporting the satisfaction of the LaGrange College Writing Center. My results show that satisfaction level is high for each of the items described above. I used a test value of 3 for comparison with the students' responses for each item. A 3 represents a neutral level of satisfaction (neither satisfied nor dissatisfied). The results show that all subjects are generally satisfied with the LaGrange College Writing Center. Weaknesses in this study are minimal. However, the sample size was small. LaGrange College has a population of less than one thousand students. Only 19 students were surveyed. Data were only collected for two weeks and a longer period of time likely would have resulted in more participants. **In summary, it appears that satisfaction with the LaGrange College Writing Center is high. Students who use the service are convinced of its value and believe their writing skills have improved.

References

- American Psychological Association. (2002) Ethical Principles of Psychologists and Code of Conduct. *American Psychologist*, 57.12, 1060-1073.
- Borg, Erik, & Deane, M. (2011) "Measuring the Outcomes of Individualized Writing Instruction: A Multilayered Approach to Capturing Changes in Students' Texts." *Teaching in Higher Education*, 16.3, 319-331.