

Center for Writing Excellence
Fall 2011- Summer 2012 Academic Year Report
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Mission & Programs

The UNA Center for Writing Excellence has two primary missions: 1) to provide UNA students at all academic levels with instruction and resources for writing, reading, and writing-as-critical thinking skills development and 2) to provide UNA faculty with teaching resource support and professional development opportunities

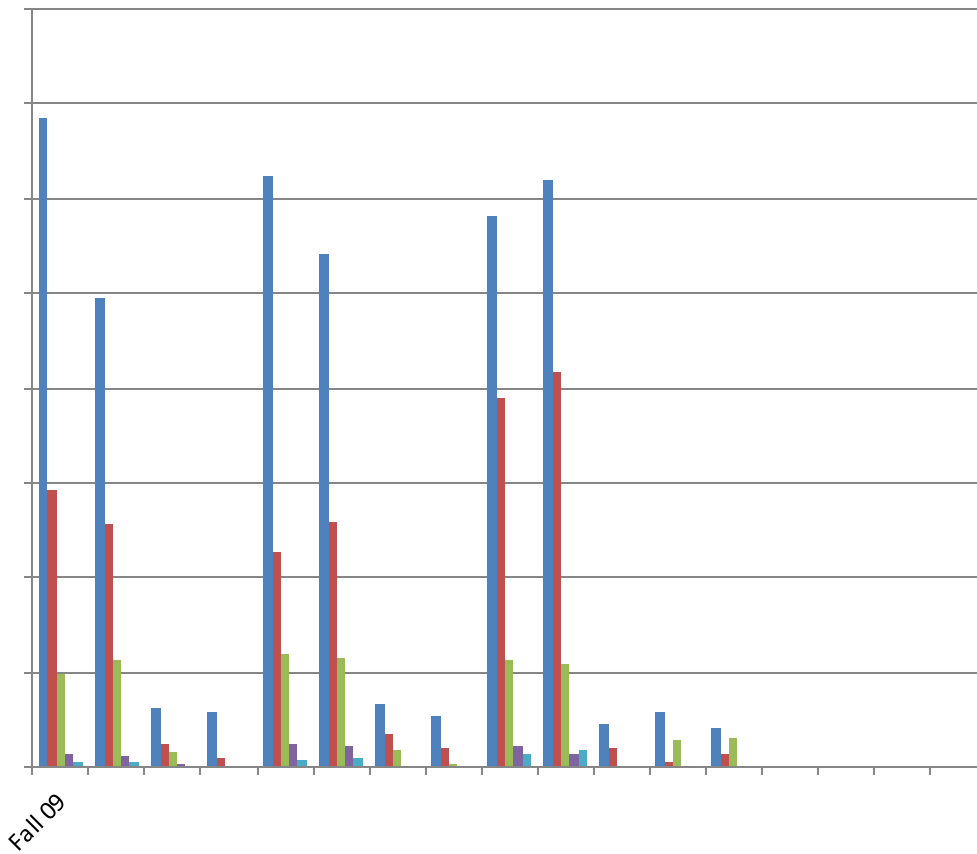


Figure 2: Clients by Number of Tutorial Visits

Figure 2. suggests that, given the current resources, both clients and consultations are continuing to increase. The CWE welcomes approximately 500-800 clients per year for a total of 1600-1900 consultations during the fall and spring semesters. This data also suggests that clients often return for assistance on numerous occasions. While the number of clients who visit one-time remains somewhat constant, the number of multiple visit clients is increasing, especially in the 2-3 visit range during the fall and spring semesters of 2011-12 and during the 4-6 visit range during the summer 2012 sessions. This is generally a positive indicator that the writing center is making a positive impact, especially since the center advocates a three-visit policy among faculty who require or expect students to attend consultations. In fact, a large number of students who visit the CWE repeatedly are English and history students.

Figure 3: Consultations by College

Figure 3. indicates that the rising number of students who visit the CWE are based from the Arts & Sciences. This occurs most frequently with students from history and English courses.

Figure 4: Consultations by Discipline in the College of Arts & Sciences

Figure 4. reveals that within the College of Arts & Sciences, a majority of consultations in the CWE involve students from English and history courses. The summer session consultations are primarily Dr. [redacted] res his students to visit the CWE numerous times during the summer sessions. Consultations for history students continue to rise as more professors require writing components for their courses. Dr. Groetsch, Dr. Bibbee and Dr. Barske continue to be the lead professors who require numerous visits to the CWE for consultations. The other disciplines within the Arts & Sciences have decreased during 2011-2012.

Figure 5. University Retention Data

Figure 5 shows that ESL clients and consultations have dropped from the prior academic year, following presentations and conversations with instructors in ESL. English 099 consultation levels have risen due to Christa Raney (English Instructor). Ms. Raney requires her students to visit the CWE numerous times. Clients with Presidential Mentors Academy affiliations have decreased, although consultations related to PMA Summer II courses cannot be readily tracked with the current software.

Consultation Evaluations

Clients of the CWE have the option of providing an evaluation of their experience via an electronic survey. From Fall 2007 through Summer II 2009, clients were asked to submit paper evaluations. These resulted in unusually high, yet unusually positive overall evaluations.

Since the institution of electronic surveys, the sample size has declined dramatically, although comments are much more candid than when evaluations were completed in the center. The extremely low sample size renders these evaluations useless for making general statements about writing center quality, atmosphere, and service, although they retain value for individ(l)-8(u)18(a)18(t)36(ta)18(t)36(ta)18(0t)-18()47(r)25(e)18(n)1

Table 1 lists faculty and courses that integrate writing center workshops and support each year. This is not an all-inclusive list of clients, but these faculty nearly always place workshop requests or insist upon mandatory consultations.

Table 1. Instructors and Courses with Recurring Writing Center Workshops
Professor

Figure 6. Workshop and Presentation Evaluations 2009-2012

Figure 6 illustrates a pair of ongoing problems with student learning. First, students perceive less of a connection between material for one course and its potential application to another course. Second, they accept that support is valuable, yet they admit that they would not seek out or participate in other workshops or presentations. These two issues are not likely limited to the Center for Writing Excellence; like the CWE Director, Assistant Director, and consultants, faculty and support staff across the university must find ways to address these problems.

Professional Development

The CWE has

During these retreats, the participants brainstormed and developed new project ideas; completed and submitted conference proposals; and reviewed, revised, and submitted articles for publication. The responses to these retreats were overwhelmingly positive. A sample of their comments are provided:

I enjoyed wr

[The least valuable aspect of the retreat was] it was not long enough

I

Great experience and opportunity everything was valuable.

I will definitely participate in the retreat again.

Publications by Faculty

The faculty workshops have been successful, assisting faculty members with works which have been published or accepted for publication. Below is a sample of publications.

Published Article

Blankinship, L.A. (2012). Determination of the antibiotic resistance profile of student cell phones. *Journal of Microbiology & Biology Education*. 13(2): 425-yy
DOI: [10.1128.jmbe.v13i2.425](https://doi.org/10.1128/jmbe.v13i2.425)

Accepted Manuscript

Blankinship, L.A., B.L. Cotton, and J.L. Gaston. (xx).
BIOS (Accepted 12.28.12)

Published Article

Bibbee, Jeffrey. *Oxford Dictionary of National Biography*, Oxford University Press, 2012.

Published Article

Underwood, L.M.; Williams, L.L.; & Lee, M.B., Brunnert, K.A. (2013). Predicting Baccalaureate Nursing