

Center for Writing Excellence
Fall 2012 – Summer 2013 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 in Writing Across the Curriculum (WAC) and Wr

Repeat Writing Center Visits

Data suggests that, given the current resources, both clients and consultations are consistent. 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 have increased slightly since fall 2012, the number of multiple visits by clients are slightly decreasing, especially in the 2-3, 4-6, and 7-9 visit range. The results are shown below in Figure 2.

Figure 2: Clients by Number of Tutorial Visits

Data reveals that within the College of Arts & Sciences, a majority of consultations in the CWE involve students from English,

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 individual consultant training and evaluation purposes.

Clients are invited on the writing center website and in writing center orientations to provide the director with feedback on center quality, atmosphere, and service. On the rare occasions when criticism has been submitted, the center staff has worked to clarify misunderstandings and improve office practices and communications policies and strategies.

Workshops

Workshops continue to be a popular component of services offered by the CWE, reaching approximately 50 classes and approximately 1,200 students in the 2012-2013 Academic Year. The most popular requests continue to be writing center orientations, workshops in APA style, overviews of academic essay structure, historical writing, scientific method, and strategies for collaborative writing.

Orientation, Workshop, & Presentation Evaluations

Students are asked to evaluate workshops and presentations only (not WC 101 orientations) using a paper evaluation form similar to that used for consultations. If an evaluation is not conducted for a workshop or presentation, it is usually for some practical reason, such as forgetting to bring forms, or running out of them. These evaluations are used to measure the effectiveness of the workshops. No names are required for these evaluations so as to retain an accurate and honest evaluation. Students are also asked to make personal comments as well as answer the evaluation questions. These evaluations are recorded and contained in a secure location.

The evaluations illustrate a pair of ongoing problems with student learning. First, students perceive less of a connection between writing preparation 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

Table 1. Faculty/Staff Writing Retreat Participants, 2010-2013

	Name	Department	2010	2011	2012	2013
1	Austin, Linda	Nursing	X			
2	Bibbee, Jeffery	History		X	X	
3	Blankenship, Lisa Anne	Biology		X	X	X
4	Bulman, Jay	English	X			
5	Carrasco, Gabriela	Psychology	X	X		
6	Coleman-Reed, Freda		57.825	11.27		

Paulk, A., & Zayac, R. M. (2013). Attachment style as a predictor of risky sexual behavior in adolescents. *Journal of Social Sciences*, 9, 42-47.

Underwood, L.M., Williams, L.L., Lee, M.B., & Brunnert, K.A. (2013). Predicting baccalaureate first semester outcomes: HESI admission assessment. *Journal of*