

Executive Summary

The Center for Writing Excellence enjoyed a tremendous Spring 2009 and a successful second year.

The University Writing Center appears to have reached a plateau of approximately 1600-1700 contacts and 900 tutorials per semester. Faculty requested 44 workshops this spring. Overall, the Center is doing nearly double the work it did during its first year of operations as a distinct academic support office. For the 2008-2009 Academic Year, 1,829 individual and small group tutorials were offered, and 79 workshops reached approximately 1,254 students.

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CENTER FOR WRITING EXCELLENCE
Spring 2009 REPORT

Dr. Robert T. Koch Jr.

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INTRODUCTION

The mission of the UNA Center for Writing Excellence (CWE) is three-

Fall 2008 are most likely an anomaly created by the Academic-Athletic Mentoring Program's use of the center for meetings during that term.

Tutorials

The primary service provided in the University Writing Center is the writing tutorial, a one-on-one or small group conference scheduled for thirty minutes in a face-to-face setting, or one hour in an online setting.

Figure 2: Clients and Tutorials by Semester

Figure 2 suggests that a plateau appears to have been reached, although more data may be necessary to know for certain. It appears that approximately 400 clients and 900 tutorials per semester can be expected given the available resources.

Ideally, students will visit the UWC at least three times for any major assignment: once for invention and drafting, once for revision, and once for editing.

Figure 3: Clients by Number of Tutorial Visits

Through the implementation of a three-visit tutorial procedure advocated in several faculty members' classes, the number of clients who participated in multiple visits has increased, as shown in Figure 3.

Work trends over the course of a semester also become visible when the number of tutorials each month is charted, as shown in Figure 4.

Figure 4: Tutorial Sessions by Month

During Fall semesters, the number of tutorials increases steadily each month. In Spring semesters, a substantial dip created by Spring Break occurs before the large push in April. Numbers in March are always lower because there is one less week of service, while April is always the largest spike on the

University Representation

Several colleges and departments have expressed curiosity concerning the number of tutorials held for their students. Figure 6 shows the college of origin for writing tutorials since 2007. Note that this placement is based upon the *class* students identified as the reason for visiting the UWC, *not* their majors.

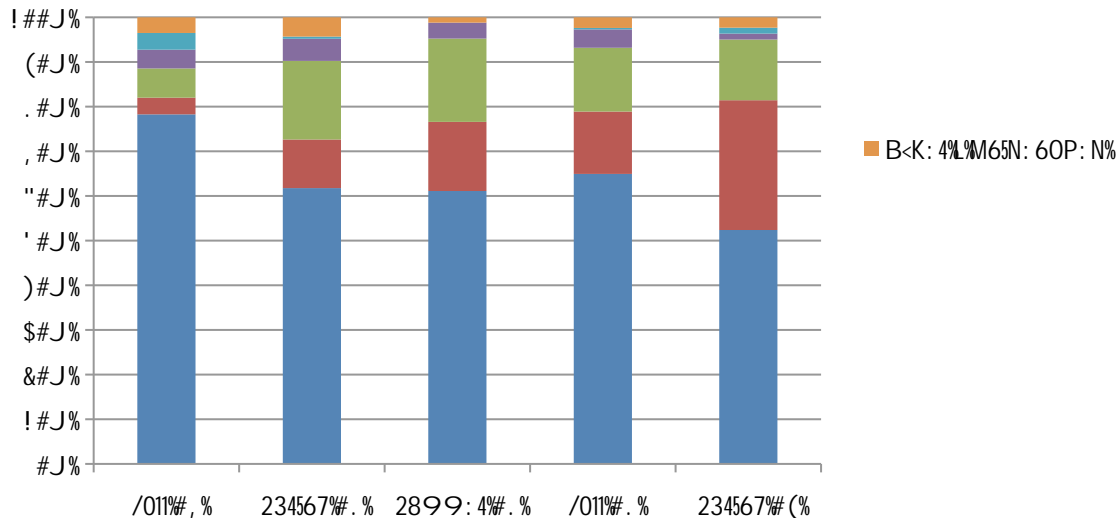


Figure 6: Tutorials by College

The most significant trend in Figure 6 is the decrease in Arts & Science tutorials, from just under 80% in Fall 2007 to just over 50% this Spring, coupled with the emergence of the College of Nursing as a writing tutorial supporter. Many of these are group tutorials held for students in NU 200: Introduction to Nursing, and NU 406: Research in Nursing. Drs. Lavine Rowe, Ernestine Davis, Alyce Brown, and Prof. Janelle Sorrell are directly responsible for the majority of this growth. The sustained involvement of the College of Business comes in large part from Drs. Santanu Borah, John Crabtree, David Nichols, Jana Beaver, Kathy Lewis-Adler, and Dennis Balch, as well as from Continuing Education’s Pre-MBA Business course.

Since the College of Arts and Sciences sends the most students to the UWC, Figure 7 examines the Departmental origins of tutorial needs within that college. Again, this data is based on course, not major.

Figure 7: Tutorials in the College of Arts & Sciences

The increased level of participation from Communications, Psychology, and History can be attributed in large part to the efforts of Dr. Pat Sanders, Dr. Gabriela Currasco, and Dr. Jeff Bibbee. Geography's increased Fall use directly correlates with GE 300: History & Philosophy of Geography offering. Finally, this is the first time that an academic division other than the Department of English participated in the most tutorials. While students in English courses participated in 260 tutorials, College of Nursing students participated in 263, although many of these were group as opposed to individual in nature.

Retention

UNA recognizes that "provision of appropriate academic and support facilities...are important parts of maintaining a strong campus community." The university strategy for success includes an effort to "...maintain administrative systems that support ... student retention" (Office of the President, 2007, p.6). In support of this university goal and the strategy for success, and at the request of the Vice President of

Only Project OPEN exceeded its 2008-

