

Executive Summary

The Programs of the Center for Writing Excellence have all been firmly established and are growing quickly. The University Writing Center more than doubled its business from Fall 2007. A record 462 clients participated in 924 tutorials during the Fall term, while orientations and workshops set records as well, with over 35 reaching nearly 600 students.

Faculty Professional Development in Writing Across the Curriculum and Writing in the Disciplines continues to grow. A dedicated core of about a dozen faculty regularly communicate regarding interest in the workshops, while other faculty members have inquired more about the nature of the WAC/WID and Writing Center Programs.

Town and gown relationships have been strengthened with the creation of the Florence High School Writing Center and participation in the One Book Program at Florence-Lauderdale Public Library. The library workshop was so successful that three more writing workshops will be offered in 2009.

The Academic Athletic Mentoring Program has also conducted its first semester of mentoring, and although some elements of the plan must be refined, the program was judged by its athlete participants to be valuable. A refocus of the program toward the Freshman athlete audience will make it a strong proactive program, rather than a reactive one.

Like the rest of the university, however, the Center still faces budget concerns. UNA tutors have been accepted to conduct a panel presentation at the 2009 Southeastern Writing Center Association Conference in Greensboro, but requested funds for their trip have not been allocated. Although the Athletic Department has provided for its Academic Coaches, the Writing Center itself does not have the funds to continue tutoring for the remainder of the coming academic year.

Despite the short term financial issues that the University faces, the Center for Writing Excellence remains indebted to an extremely supportive university community. All new benchmarks for attendance and participation, as well as brand new programs both on campus and in the community, cannot occur without supportive administration who understands both academic and financial needs. They cannot occur without the support and interest of faculty from nearly every department all four colleges, and especially from faculty members who have committed to the Center as a place to expand their service commitment to the university. And most importantly, they cannot occur without the hard work and participation of students – tutors, academic coaches, and clients – who believe in the products and services this Center provides.

CENTER FOR WRITING EXCELLENCE
FALL 2008 REPORT

Dr. Robert T. Koch Jr.

December 15, 2008

Table of Contents

Figures and Tables	iv
INTRODUCTION	1
UNIVERSITY WRITING CENTER	1
Contacts	1
Tutorials	2
University Representation	4
Retention	4
Tutorial Evaluations	5
Classroom Workshops	5
Workshop Evaluations	6
Student Reading and Writing Groups	7
WRITING ACROSS THE CURRICULUM & WRITING IN THE DISCIPLINES	8
Workshop Evaluations	9
COMMUNITY PROGRAMS	9
Florence High School Writing Center	9
Florence-Lauderdale Public Library Writing Workshops	10
ACADEMIC-ATHLETIC MENTORING PROGRAM	11
Program Evaluations	11
2008-2009 ACADEMIC YEAR BUDGET	11
CONCLUSION	13
REFERENCES	14

Figures and Tables

Figure 1: Contacts by Semester	1
Figure 2: Clients and Tutorials by Semester	2
Figure 3: Clients by Number of Tutorial Visits	2
Figure 4: Tutorial Sessions by Month	3
Figure 5: Use Rates by Month	3
Figure 6: University Representation of Tutorials	4
Figure 7: Clients and Tutorials by Retention Demographics	4
Table 1: Tutorial Evaluation Scores	5
Table 2. Orientations and Workshops	6
Table 3. Workshop Evaluations	7
Table 4: WAC/WID Evaluation Scores	9
Table 5: FHS Writing Center Tutorial Evaluation Scores	10
Table 6: AAMP Evaluation Scores	11
Table 7: CWE 2008-2009 Budget Request, Allocation, and Expenditures	12
Table 8: CWE Weekly Hours of Operation	13
Table 9: CWE Fall and Spring Weekly Staff Hours	13
Table 10: CWE Summer Weekly Staff Hours	13

INTRODUCTION

The mission of the UNA Center for Writing Excellence (CWE) is three-fold: to provide UNA students at all academic levels with instruction and resources for writing, reading, and writing-as-critical thinking skills development; to provide UNA faculty with teaching resource support and professional development opportunities in Writing Across the Curriculum (WAC) and Writing in the Disciplines (WID); and to facilitate and develop community-oriented writing, reading, and writing-as-critical thinking programs while building community relationships.

The CWE is comprised of four major programs:

1. The University Writing Center (UWC), which includes
 - a. Writing Tutorial Services,
 - b. Classroom Workshops, and
 - c. Student Reading and Writing Groups
2. Faculty Professional Development in Writing Across the Curriculum (WAC) & Writing in the Disciplines (WID)
3. Community Programs, which include support for
 - a. Florence High School Writing Center, and
 - b. Florence-Lauderdale Public Library Writing Workshops
4. Academic-Athletic Mentoring Program (AAMP)

In Fall 2008, the CWE employed 19 students: 16 tutors in the University Writing Center and 3 academic coaches in AAMP. The Center for Writing Excellence is located in UNA's Stone Lodge, 2nd floor.

UNIVERSITY WRITING CENTER

The most visible component of the Center for Writing Excellence is the University Writing Center (UWC), located in Stone Lodge 2. The UWC provides writing tutorial support for all students, conducts classroom workshops as requested by faculty, and provides a forum for student reading and writing groups. This Fall, it was staffed by 16 students from across the disciplines, ranging from sophomore through graduate levels, who offered 104 tutorial hours each week: 96 face-to-face and 8 online.

Contacts

A contact is a visit to the University Writing Center, whether made by the same individual or by different individuals. One useful way to consider a contact is to think of it as an opportunity for teaching and learning, as opposed to a label attached to each student in a one-to-one ratio. It is therefore not only possible, but also often the case that one student provides multiple contacts. Contacts are recorded via a log book at the front desk; however, because this is an imprecise means of recording (students neglect to sign in or out, or include inaccurate information), it is only useful for conservative estimates.

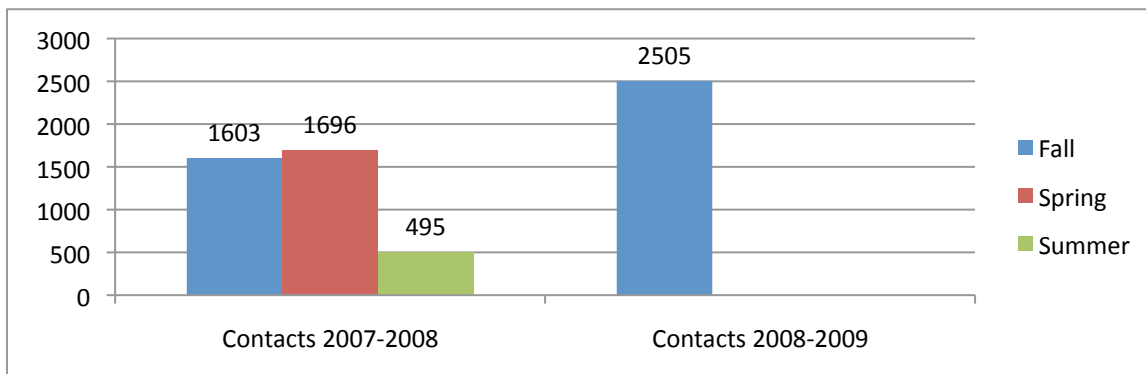


Figure 8: Contacts by Semester

During Fall 2008, approximately 900 more contacts were made in the UWC. This may be attributed to one of two factors. First, the UWC reached more students, and second, the Center also served as a meeting space for four study groups in the Academic-Athletic Mentoring Program (AAMP).

Tutorials

The UWC established new benchmarks for writing tutorials, more than doubling the numbers from Fall 2007.

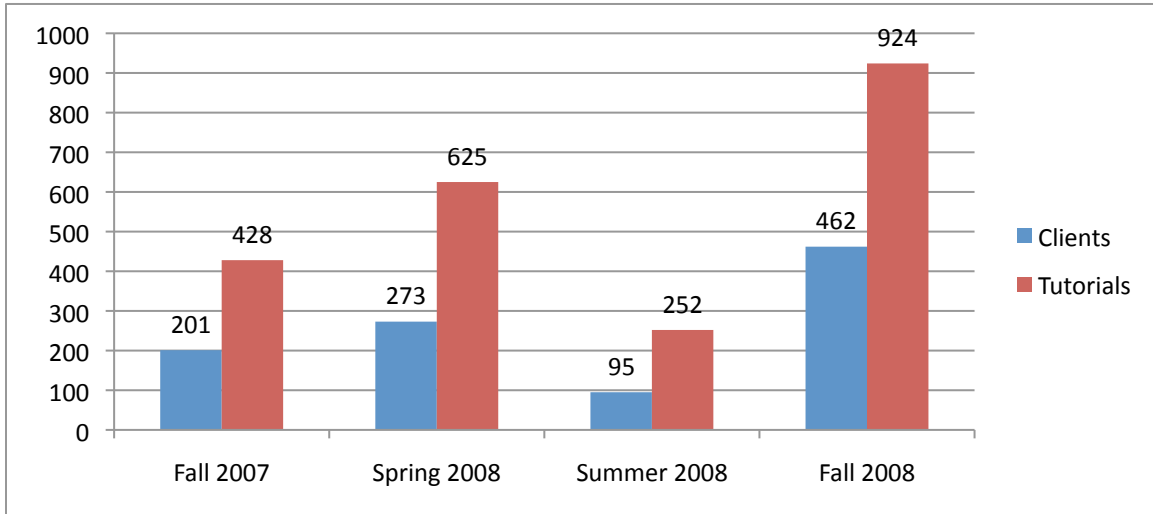


Figure 9: Clients and Tutorials by Semester

Ideally, students will visit the UWC at least three times for any major assignment. Although the number of repeat clients this semester increased, this number is proportionate to the overall rise in student use. In Fall 2007, 57% of clients were one-time visitors; in Fall 2008, 62% were one-time visitors.

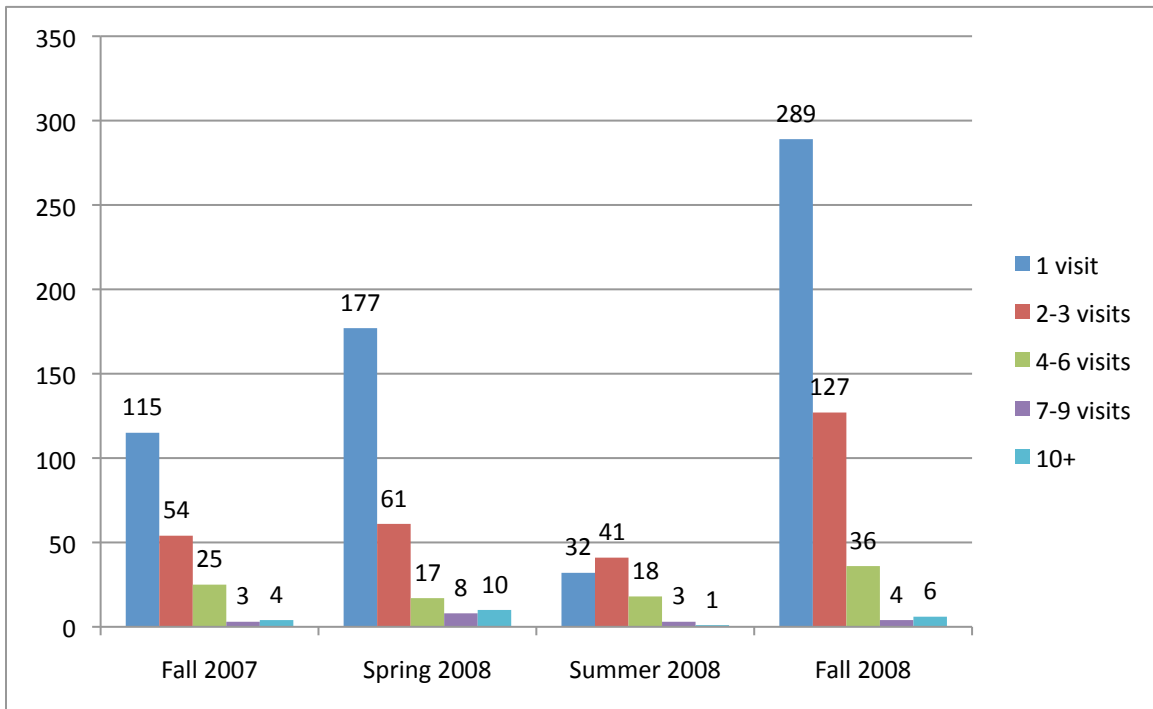


Figure 10: Clients by Number of Tutorial Visits

Each month had increases, often substantial, in the number of tutorial sessions.

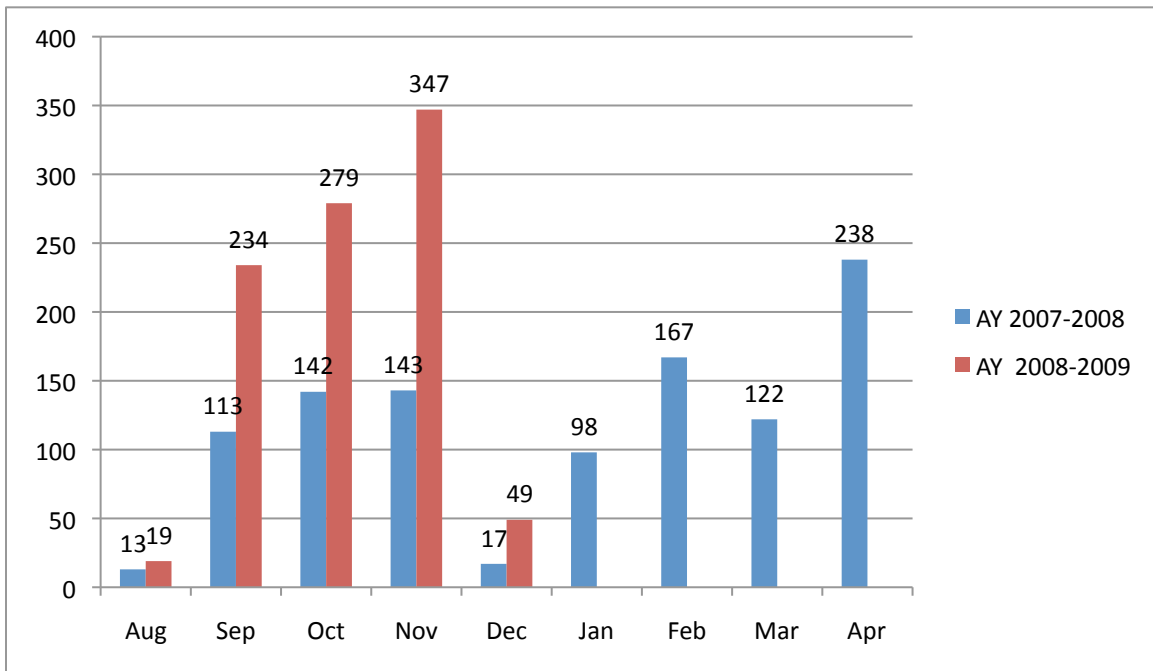


Figure 11: Tutorial Sessions by Month

Use rates for the UWC showed a steeper incline than the previous Fall, although it must be noted that the UWC only offered 47 tutorial hours per week during Fall 2007, but offered 104 tutorial hours per week in Fall 2008.

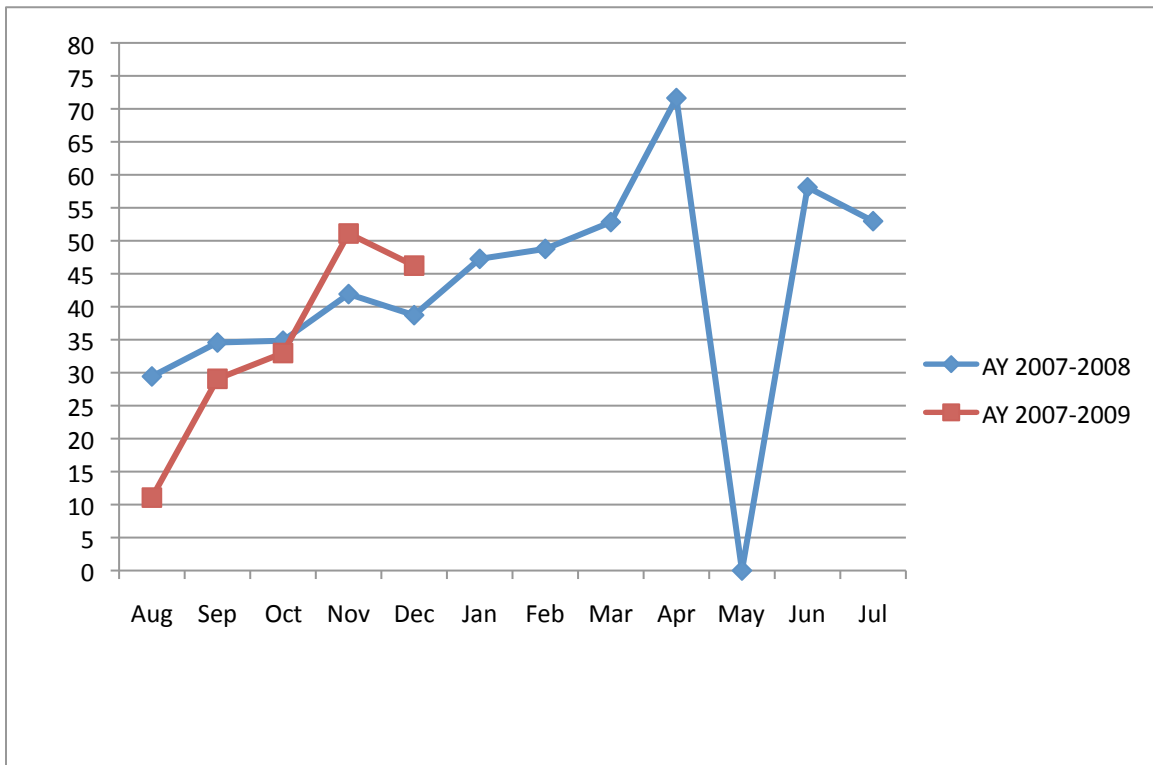


Figure 12: Use Rates by Month

University Representation

All four colleges sent students to the UWC; the following courses, departments, and colleges were most represented. Note that 17 tutorials in the College of Business were actually related to a Continuing Education Pre-MBA course for ESL students.

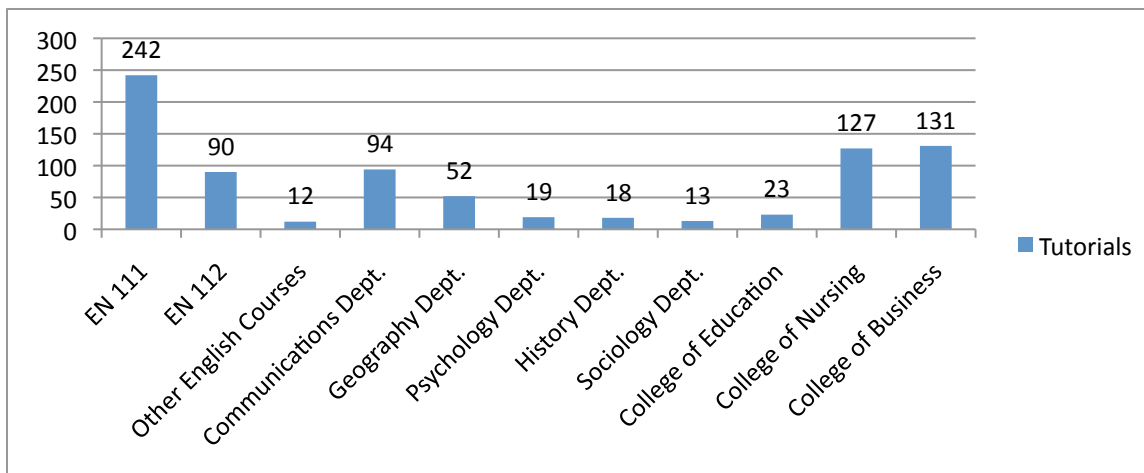


Figure 13: University Representation of Tutorials

In addition to the above, tutorials were also held for students in Art, Biology, Chemistry, Criminal Justice, Computer Science, Health, Music, Physical Education, Philosophy, and Social Work. The UWC also provided 19 tutorials for students working on scholarship and graduate school applications, resumes, and non-classroom related work.

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 Research, the UWC measures tutorial services among specific at-risk populations who are more likely to be retained with additional writing instruction and support: EN 099: Basic English students, ESL / International students, and Project OPEN students. Target goals for the 2008-2009 Academic Year are:

- ESL: 236 clients / 20% of ESL population. This number is based on the UNA 2007-2008 Data Book’s record of total International representation at UNA (p.6), coupled with the UWC’s 2007-2008 Academic Year achievement of double the set goal of 56 students.
- EN 099: 45 clients / 20% of EN 099 population. This number is based on the maximum possible course enrollment as listed in the UNA Fall 2008 (10 sections at 15 per class) and Spring 2009 (5 sections at 15 per class) Schedules.
- Project OPEN: 13 clients / 20% of Project OPEN population

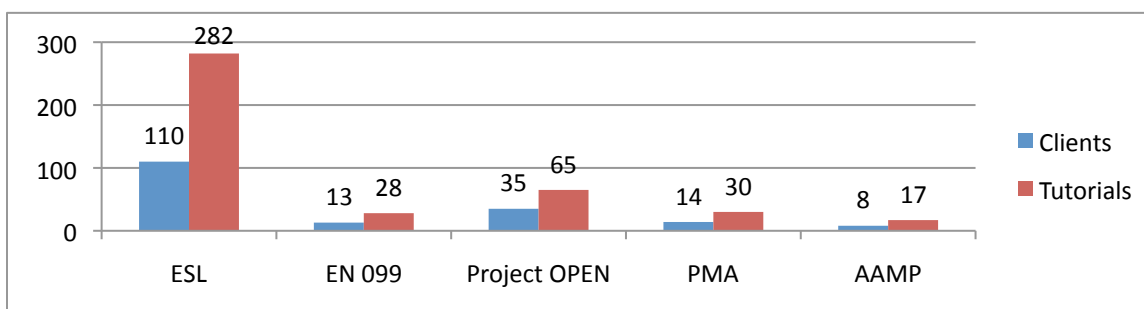


Figure 14: Clients and Tutorials by Retention Demographics

At present, the retention goal has been met among Project OPEN students, and is steadily progressing toward the ESL goal. EN 099 appears to be lagging, despite orientation visits to classes. For Fall 2008, we have begun monitoring the involvement of two other demographics as well: the Presidential Mentors Academy and the Academic-Athletic Mentoring Program.

Tutorial Evaluations

Clients anonymously submitted 584 tutorial evaluations, in which they were asked whether or not they agreed or disagreed with several statements using a scale of 1 (completely disagree) to 5 (completely agree). The statements and results, with prior semester comparisons, are provided in Table 1.

Writing Tutorial Evaluation Survey Results				
Statement	Fall 2007	Spring 2008	Summer 2008	Fall 2008
The Writing Center atmosphere is welcoming and comfortable.	4.92	4.9	4.97	4.80
The Tutor was friendly and courteous.	4.93	4.92	5	4.84
The tutor knew or knew where to find information that was important to me.	4.92	4.9	4.9	4.74
The Writing Center website is a valuable resource.	4.56	4.9	4.71	4.63
My experience in the Writing Center was useful to me.	4.89	4.91	5	4.78
I would visit the Writing Center again.	4.94	4.9	4.95	4.79
I would recommend the Writing Center to friends.	4.92	4.89	4.9	4.78
I would recommend my tutor to friends.	4.89	4.85	4.95	4.77
Average Score of all responses averages.	4.87	4.9	4.9	4.8

Table 1: Tutorial Evaluation Scores

Although the scores appear to have decreased, this may be attributed to a large sample. Furthermore, as with other semesters, students often did not read the survey before completing it, scoring the tutorial experience poorly, yet providing positive comments. A sample of the comments follow:

“Felt very comfortable and learned a lot. My questions were answered”

“Gave me good ideas to help improve my essay and express my points”

“I absolutely love this place! My tutor was awesome!”

“I had a great time :) Thank you for helping me”

“I wish the school I transferred from had this set up”

“It’s really amazing, everytime (sic) when I come here I take lots of things with me which can help me forever!!!”

“It was more helpful than I thought and completely worth it”

“The tutor was actually more helpful than my professor”

“Very helpful, but encouraged me to do it for myself”

Classroom Workshops

The UWC also conducted 35 orientations and workshops during Fall 2008, reaching a closely estimated 590 students -- more than any previous semester. Orientations were conducted in 17 classes, reaching approximately 301 students. Content-area workshops were conducted in 18 classes, reaching approximately 289 students.

Date	Topic	Course	Attendance/ Enrollment
9/3	APA Style	NU 200	32
9/3	Why Writing Matters in Medicine	LC 100	15
9/5	APA Style	Continuing Education Pre-MBA	35
9/8	UWC Orientation	EN 099	15
9/8	UWC Orientation	EN 099	15
9/8	UWC Orientation	EN 099	15
9/9	Quantitative Research Structure	NU 406	41
9/10	APA Style	NU 200	36
9/18	UWC Orientation	EN 111	25
9/18	UWC Orientation	EN 111	25
9/18	UWC Orientation	EN 112	24
9/23	APA Style	NU 406	43
9/25	Formulating a Research Question	GE 300	36
10/2	APA Style	MG 382	23
10/2	APA Style	MG 382	10
10/3	Collaboration	MG 382 (Extra Credit Lecture)	25
10/6	MLA Style	EN 112	16
10/8	UWC Orientation	LC 100	15
10/8	Collaboration	NU 200	25
10/10	UWC Orientation	LC 100	15
10/10	Revision / Higher Order Concerns	EN 121 (2 sections combined)	24
10/14	UWC Orientation	LC 100	13
10/21	UWC Orientation	LC 100	21
10/21	APA Style	EDT 601	16
10/27	UWC Orientation	EN 111	24
10/27	UWC Orientation	EN 111	25
10/27	UWC Orientation	EN 112	23
10/27	Revision / Higher Order Concerns	LC 100	7
10/28	Quantitative Research Structure	GE 300	24
11/3	UWC Orientation	EN 111 (Project OPEN)	6
11/3	UWC Orientation	EN 111 (Project OPEN)	6
11/6	Revision / Higher Order Concerns	Residence Hall Program	8
11/17	UWC Orientation	IEP Bridge Class	16
11/17	UWC Orientation	IEP Bridge Class	18

Table 2. Orientations and Workshops

In addition to the workshops, 92 students and 6 faculty attended an Open House that was held on October 29, 2008. During the Open House, the tutoring staff and Dr. Koch discussed UWC services and resources and encouraged students to visit. Three classes visited the Center that day.

Workshop Evaluations

Evaluations were collected for 16 of the 18 workshops, presented in Table 3. As shown in prior semesters, students continue to learn in the workshops, although they still do not connect learning in one class to the rest of their academic lives. In addition, they are still reluctant to participate in workshops on their own.

Writing Tutorial Evaluation Survey Results								
Workshop Dates	Statement						Average Score	Evaluations Collected
	This workshop / Presentation provided me with valuable information	This workshop / presentation provided me with useful information for other classes during my UNA	The presenter delivered the information clearly.	I would attend a Writing Center workshop / Presentation again.	I would recommend this presentation to friends.	I would recommend the Writing Center to friends.		
9/3	4.84	4.68	4.71	4.07	4.37	4.74	4.5	32
9/3	4.8	4.46	4.86	4.4	4.54	4.93	4.7	15
9/5	4.77	4.65	4.91	4.57	4.68	4.77	4.7	35
9/9	4.7	4.39	4.56	3.95	4	4.17	4.3	41
9/10	4.97	4.83	4.94	4.22	4.69	4.75	4.7	36
9/23	4.72	4.55	4.72	4	4.06	4.3	4.4	43
9/25	4.8	4.74	4.91	4.38	4.52	4.56	4.5	36
10/2	4.87	4.86	4.95	4.26	4.56	4.65	4.7	23
10/3	4.9	4.9	4.8	4.5	4.7	4.77	4.8	10
10/3	4.84	4.72	4.92	4.44	4.68	4.66	4.7	25
10/6	4.56	4.62	4.75	4.63	4.5	4.56	4.6	16
10/8	4.24	4.32	4.4	3.8	3.96	4.24	4.2	25
10/10	4.62	4.34	4.62	3.67	4	4.54	4.3	24
10/21	5	5	4.92	4.64	4.92	5	4.9	16
10/27	4.85	4.71	4.85	4.71	4.71	4.85	4.8	7
10/28	4.87	4.73	4.87	4.7	4.62	4.65	4.7	24

Table 3. Workshop Evaluations

Here are samples of student comments:

"It was useful. I plan on making a visit to the WC"

"I like the way the instructor is direct and clear"

"I liked the presentation and I would go to a workshop. But, I probably would not want to sit through the same presentation twice. But the presenter was really good and very helpful pertaining to the subject."

"He was very entertaining, helpful and easy to listen to. I definitely learned things I didn't know and need to be familiar with."

"This would be helpful in undergrad! I didn't know this was available! Thanks"

Student Reading and Writing Groups

In the spirit of intellectual debate and discussion, tutors were encouraged to use the UWC as a site for their own reading and writing discussion groups. They assumed responsibility for coordinating the meetings, advertising, and content. Faculty members were only brought in at students' requests. A summary of each group's semester is provided.

Professional Development Group

Coordinator: Ms. Kathryn Cruse, English Graduate Major & UWC Tutor)

This group was intended to provide a forum for upper-level undergraduates and graduate

students to meet with professors to discuss writing and publication issues. Its Fall schedule included the following events and speakers:

- 9/16 General Interest Meeting
- 9/23 Professional Resume Writing (Ms. Melissa Medlin, Career Services)
- 10/7 Publishing Social Science Research for Academic Journals (Dr. Alex Takeuchi, Sociology)
- 10/21 Writing Dissertations (Mrs. Linda Austin, Nursing)
- 11/4 Publication in the Humanities (Dr. Larry Adams, English)
- 11/18 Publishing Academic Books (Dr. Nicholas Mauriello and Robert Koch, English)

Regular attendance averaged five people for each presentation.

Movie Fan's Book Club

Coordinators: Ms. Juliann Losey (Communications Major & UWC Tutor)
Ms. Brittany Griffin (Professional Writing Major & UWC Tutor)

The principle behind the group is to encourage students to read a book, then to gather for a viewing of the film in the Stone Lodge, after which they would compare the two. One meeting was held on Friday, November 14th, during which they showed *Fried Green Tomatoes*. Despite some advertising, there were only three people in attendance.

Science Fiction Writer's Group

Coordinators: Mr. Matt George (English Major & UWC Tutor)
Mr. Matt Gibson (Undecided Major)

This group gathered to share and respond to each others' science fiction and fantasy writing. Meetings were held on Saturdays (11/8, and 11/22) at 5pm in the University Writing Center. There has been no substantial attendance.

In the Spring, a stronger advertising campaign and more active recruiting must be done to encourage participation in these groups. Without this effort, these programs will likely be discontinued, as the tutors are already becoming discouraged by poor participation.

WRITING ACROSS THE CURRICULUM & WRITING IN THE DISCIPLINES

Three Writing Across the Curriculum (WAC) / Writing in the Disciplines (WID) Workshops were held this semester for university faculty.

Assignment: Audience (Thurs., Sept. 11, 3:30pm, 321 Bibb-Graves)

Nine faculty members attended this workshop on strategies for designing assignments with audience emphases. The workshop provided justification for the topic, including a discussion analyzing how student attitudes toward assignments and faculty affect value they place on the work. The group also discussed audiences who are built-in to assignments, such as business owners, journal editors, and service learning participants.

Collaborating at the Stapler? (Thurs., Oct. 9, 3:30pm, 321 Bibb-Graves)

Five faculty attended two meetings for this workshop: three attended the first meeting, and two who could not make the first attended the second. This presentation discussed the differences between cooperative and collaborative writing, and provided a forum to share tips and strategies for implementing collaborative techniques that combat the issue of cooperatively written papers.

Writing Process & Planning (Thurs., Nov. 6, 3:30pm, 321 Bibb-Graves)

Five faculty members attended this brainstorming session in which they shared their common writing processes, discussing everything from where and when they wrote to how they researched, revised and edited their documents. The core idea was to encourage faculty to examine how they bring their own practices and expectations to bear on the assignments and deadlines they provide.

Workshop Evaluations

Although they were collected using a student workshop questionnaire and were also overlooked for the third workshop, faculty did provide positive feedback on the WAC/WID Workshops. A better evaluation survey must be produced and used in Spring 2009.

WAC/WID Workshop Survey Results		
Statement	Audience	Collaboration
This workshop / Presentation provided me with valuable information	4.88	5
This workshop / presentation provided me with useful information for other classes during my UNA career.	4.83	5
The presenter delivered the information clearly.	4.88	5
I would attend a Writing Center workshop / Presentation again.	4.88	5
I would recommend this presentation to friends.	4.89	5
I would recommend the Writing Center to friends.	4.88	5
Average Score of all responses averages.	4.6	4.6
Surveys Collected	9	2

Table 4: WAC/WID Evaluation Scores

Faculty Comments included the following:

“This was an excellent presentation because it has encouraged me to more clearly define a specific assignment in which audience is a key factor.”

“Really useful info! I've got ideas to start with tomorrow!”

“Rob does a great job with providing useful information that can be used instantly in the classroom.”

COMMUNITY PROGRAMS

Florence High School Writing Center

In Fall 2008, the CWE partnered with Florence High School (FHS) to create the Florence High School Writing Center. The FHS Writing Center was open Monday through Friday during the lunch period. Mrs. Dorlea Rickard, English Division Head at FHS, selected 11 students from her Junior and Senior AP English classes to serve as tutors. These young people would devote 25 minutes their lunch period several times a week to offer tutorial services.

The CWE supported this endeavor by creating a peer tutoring guide appropriate for high school tutors, supplying record-keeping documents, and providing 9 one-hour training sessions. Trainers for the FHS Writing Center were

- Dr. Robert Koch, CWE Director and Assistant Professor of English
- Dr. Kelly Latchaw, Assistant Professor of English
- Mr. Ash Taylor, Graduate Secondary English Education Major and University Writing Center tutor.

During Fall term, 16 tutorials were conducted. Evaluations for 10 of these tutorials are provided below:

Writing Tutorial Evaluation Survey Results

Statement	Fall 2008
The Writing Center atmosphere is welcoming and comfortable.	5
The Tutor was friendly and courteous.	5
The tutor knew or knew where to find information that was important to me.	5
The Writing Center website is a valuable resource.	4.4
My experience in the Writing Center was useful to me.	5
I would visit the Writing Center again.	5
I would recommend the Writing Center to friends.	5
I would recommend my tutor to friends.	5
Average Score of all responses averages.	4.95

Table 5: FHS Writing Center Tutorial Evaluation Scores

The following statement on the program's activities and success has been provided by Mrs. Dorlea Rickard:

With the help and guidance of Dr. Robert Koch and Dr. Kelly Latchaw, Florence High School now has a Writing Center. Housed in our library and staffed by advanced English students who have been trained by Dr. Koch, our Center is open to students during their lunch periods. We have eleven tutors who have conducted sixteen tutorials in this first semester.

Tutors meet approximately once a week to discuss their work and to receive further instruction and encouragement from Drs. Koch and Latchaw. Ash Taylor, a tutor from the University of North Alabama's Writing Center, also attends these sessions and provides valuable interaction with our tutors.

From the teachers whose students have used the Writing Center we are receiving favorable responses. We believe that as the Center grows, the benefit to our students will be quantifiably significant.

Florence-Lauderdale Public Library Writing Workshops

This semester, CWE participated in Florence-Lauderdale Public Library's One Book Program by offering a six week memoir writing workshop. The workshop met for two hours each Saturday, from 10am until 12 noon, in the library's Genealogy Room.

In addition to the CWE Director, three current and former tutors participated:

- Ms. Jessica Lanier, Elementary Education Major
- Mr. Ash Taylor, Graduate Secondary English Education Major
- Mr. Trey Canida, 2007 UNA Graduate and English Major

Content included discussions of purpose, character development, setting, plot, and dialogue, and each class involved workshoping in small groups and peer review. Twenty community members participated in the workshop, all of them middle aged or senior citizens. Another 20 people were placed on a waiting list. A write-up of the program was published in the Thursday, September 25th edition of the *Flor-Ala*.

Following the success of the program, and because of the need evidenced by the waiting list, Dr. Koch and Mrs. Nancy Sanford, Library Director, agreed to continue with three workshops in 2009: one each in Spring, Summer, and Fall. Workshop support will be provided by Ms. Amy Collins a Florence-based freelance writer, and by former and current CWE tutors. The spring workshop will work with an audience of new writers; the summer with High School writers, and the fall with senior citizens.

Finally, the CWE also partnered with the UNA Athletic Department to conduct the first semester of mentoring for the Academic-Athletic Mentoring Program (AAMP), which provides mentoring assistance to freshman and at-risk student athletes. Three non-traditional aged students were hired as Academic Coaches to mentor five groups of 4-6 students. These groups met 2-3 times per week, as a regular class, during which time they learned about UNA support resources, study skills, career planning skills, time and resource management skills, and participated in study time or writing tutorials.

The CWE provided a program manual specific to UNA, a location for program meetings, and storage space for files and documents, along with copying and record-keeping services. The Athletic Department paid \$3150.00 for Academic Coaches. They also provided a monthly budget for printing.

The program was administered by:

- Mr. Mark Linder, Athletic Director and Program Creator
- Dr. Robert Koch, CWE Director, Assistant Professor of English, and AAMP Program Coordinator
- Dr. Nicholas Mauriello, Assistant Professor of English and AAMP Assistant Coordinator
- Dr. Kelly Latchaw, Assistant Professor of English and AAMP Assistant Coordinator
- Dr. Justin Shearer, Assistant Professor of Chemistry and AAMP Assistant Coordinator

In addition, Academic Coaches worked with the following faculty and staff:

- Mrs. Melissa Medlin, Career Services
- Mrs. Leigh Thompson, Research Librarian
- Mr. Phillip Oliver, Research Librarian
- Mrs. Lib Haggerty, CAARS
- Mrs. Angie Pickens, ARC

Program Evaluations

Fifteen students participated in the program evaluation (One mentor inadvertently neglected to distribute these evaluation forms to his groups). The scores (5 being the highest) are provided below:

Writing Tutorial Evaluation Survey Results	
Statement	Fall 2008
The mentor treated you with respect.	5
The mentor helped you with organization, study skills, and time management.	4.66
The mentor encouraged you through questions and discussions.	4.66
Would you like to work with this mentor again.	4.53
Overall, how useful is the program to your academic success?	4.46
Average Score	4.7

Table 6: AAMP Evaluation Scores

In Spring 2009, the program will expand to include 8 academic coaches and approximately 50 students. It will also shift purpose, becoming a proactive Program for incoming Freshmen athletes, as opposed to being reactionary to the at-risk population. The Program and manual will also be revised to clarify and streamline communication processes, increase content information, and reduce unnecessary documentation.

2008-2009 ACADEMIC YEAR BUDGET

Included in Table 7 is the budget for the CWE for the 2008-2009 Academic Year, as of December 15, 2009. After each item is listed what was requested, how much was allocated, and what has already been spent. Although there is substantial money set aside for AAMP, there is insufficient money for UWC Tutors in Spring and Summer 2009. In addition, there is no travel funding for tutors whose papers have been accepted for presentation at the Southeastern Writing Center Association Conference in Greensboro, NC, to be held in late February.

Item	Requested AY	Allocated AY	Expenditures
------	--------------	--------------	--------------

	2008-2009	2008-2009	Fall 08
Salaries			
Director Salary	\$55,814.00	\$55,815.00	\$9,433.66
Director Benefits	\$4,269.77	\$4,475.00	\$2605.04
Director Retirement	\$6,418.61		
Director Summer Salary	\$11,162.80	\$11,250.00	
Director Summer Benefits	\$853.96		
Director Summer Retirement	\$1,283.72		
University Student Workers			
Assistant Director			
Stipend	\$6,000.00		
Tuition Remission	\$2,160.00		
Writing Tutorial Consultants			
Fall 2008 (10/8-12/8) & (8/09-9/09)	\$9,078.30	\$6,000.00	\$5,655.93
Summer 1, 2009	\$786.00		
Summer 2, 2009	\$786.00		
Spring 2009	\$9,078.30		
Online Tutorial Consultant	\$1,467.20		
Tutor Training August	\$1,048.00		
Tutor Training January	\$1,048.00		
AAMP		\$18,033.00	\$1,944.00
Total Salaries	\$111,254.66		
Supplies			
Advertising			
Bookmarks	\$250.00		
Color Flyers	\$100.00		
Posters	\$100.00		
Promotionals	\$500.00		
Office Supply	\$2,500.00		
Printing			
General Purpose	\$2,500.00	\$3,160	\$191.66
NCR	\$120.00		
Photocopies	\$150.00		\$419.50
Working Lunch	\$240.00		
Total Supplies	\$6,460.00		
Travel			
Director Travel			
Registration	\$600.00		
Room	\$400.00		
Board	\$120.00		
Travel	\$800.00		
Undergraduate Research			
Registration	\$400.00		
Room	\$600.00		
Board	\$360.00		
Travel	\$1,000.00		
Total Travel	\$4,280.00		
Equipment			
Furniture Repair & Replace	\$500.00		
Software			
Administrative Software	\$1045.00		
Instructional Software	\$1,000.00		
Technology Repair	\$500.00		
Telephone	\$192.00	\$162.00	\$162.00
Books	\$1,000.00		
IWCA Membership	\$50.00		
SWCA Membership	\$60.00		
Total Equipment	\$4,347.00		
Total Base Budget	\$126,341.66		

Table 7: CWE 2008-2009 Budget Request, Allocation, and Expenditures

Fall & Spring Semester Weekly Hours of Operation

Item	Hours	Explanation
Day Totals	40	(8 hours/day for 5 days)
Evening Totals	12	(3 hours/day for 4 days)
Weekend Totals	14	(7 hours/day for 2 days)
Total Hours	66	(Sum of Day, Evening, and Weekend Hours)

Table 8: CWE Weekly Hours of Operation

Fall & Spring Semester Weekly Staff Hours		
Item	Hours	Explanation
Single Coverage Hours	36	(5 hours/day for 4 days, plus 2 (Fridays), plus Weekends)
Double Coverage Hours	60	(6 hours/day for 5 days, times 2)
Total Staff Hours	96	(Sum of Single and Double Coverage Hours)

Table 9: CWE Fall and Spring Weekly Staff Hours

Summer I & II Weekly Hours of Operation / Staff Hours		
Item	Hours	Explanation
Day Totals (Summer I & II)	30	(6 hours/day for 5 days)
Total	30	(Sum of Day Hours)

Table 10: CWE Summer Weekly Staff Hours

CONCLUSION

It is reasonable to say that all CWE Programs for the foreseeable future have been established. Attention will now be turned toward refining and developing each: creating CWE 300: Tutor Training, a course to be accredited by the College Reading and Learning Association; refining the guides and manuals for the University and Florence High School Writing Centers, and AAMP; and strengthening the WAC/WID and Writing Center Programs and the relationship with Florence–Lauderdale Public Library. In addition, UNA tutors have been accepted to conduct a panel presentation at the 2009 Southeastern Writing Center Association Conference in Greensboro. Their panel will discuss learning and tutoring experiences emergent from client diversity. Although much work remains to be done, the Center for Writing Excellence is thriving, and continues to be a strong contributor to the university community.

REFERENCES

Office of the President. (2007). *University of North Alabama Strategic Plan, 2007-2012*. Florence, AL: University of North Alabama.

Office of Institutional Research, Planning, and Assessment. (2008). *University of North Alabama Data Book, August 2008*. Retrieved December 11, 2008, from http://www.una.edu/research/Data%20Books/DataBook_2008.pdf