

**Center for Writing Excellence**  
**Fall 2011- Summer 2012 Academic Year Report**  
 Dr. Robert T. Koch, Jr. / Dr. Kathleen Richards

**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 Writing in the Disciplines (WID).

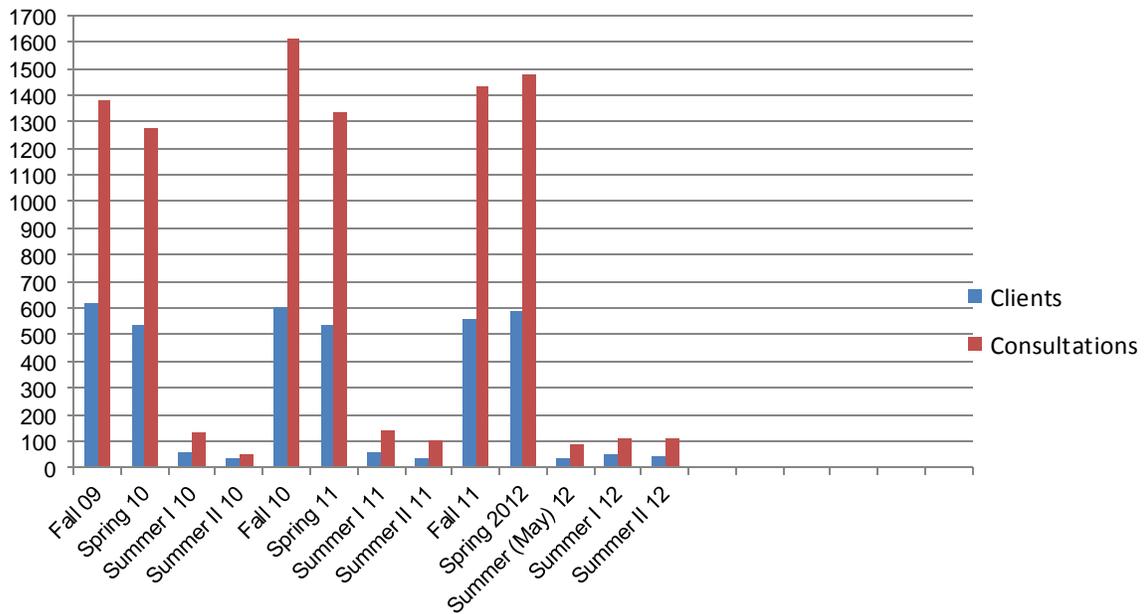
The above missions are accomplished through a collection of programs categorized into two areas:

1. University Writing Center
  - a. Individual and Group Consultations, conducted face-to-face or online
  - b. Classroom Presentations and Workshops
2. Faculty Professional Development
  - a. Individual, Group, Departmental, College, or University-level Presentations and Workshops
  - b. Faculty Writing Retreats

**University Writing Center**

The primary activity of the University Writing Center is to conduct writing consultations: one-to-one or group interactions between a consultant and a client or clients, conducted in the center or online. Clients may, and often do, participate in multiple consultations throughout a semester, year, or across years.

Who uses the University Writing Center, and how is it used? The results are revealed in Figure 1.



**Figure 1: Total Number of Active Clients and Consultations over 4 Years**

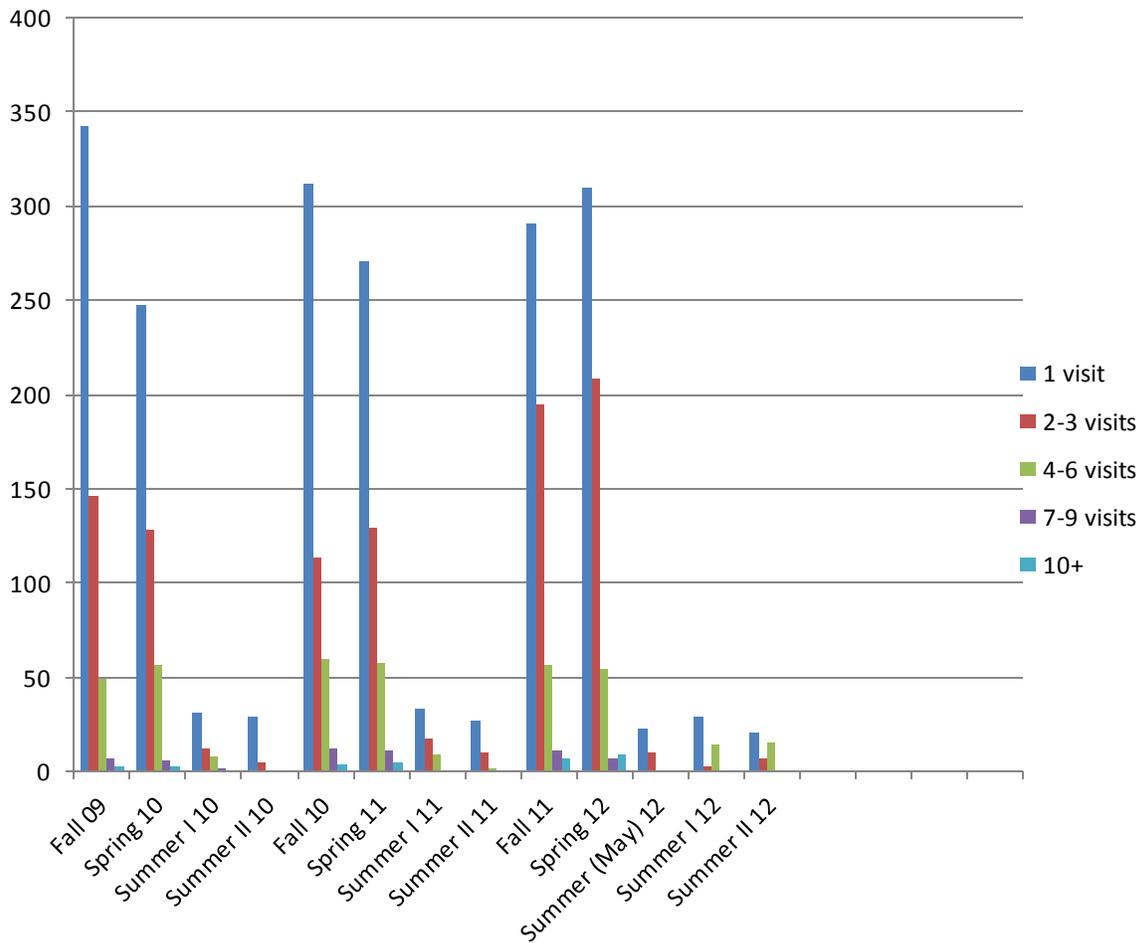


Figure 2: Clients by Number of Tutorial Visits

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.

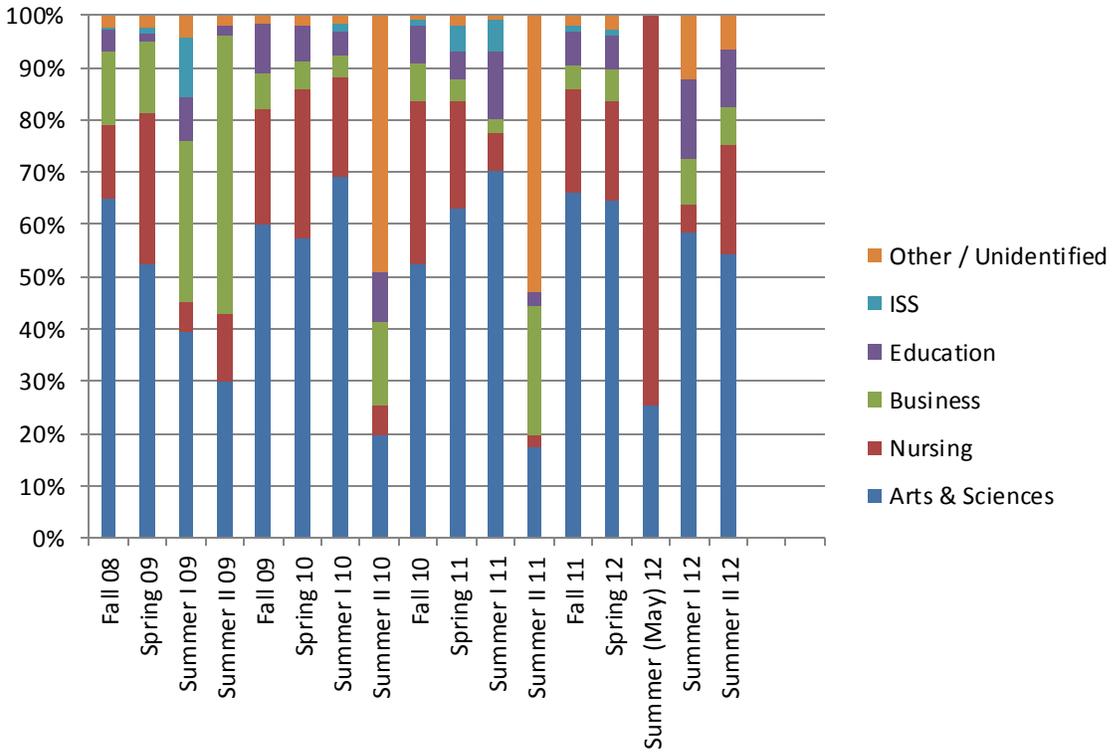


Figure 3: Consultations by College

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.

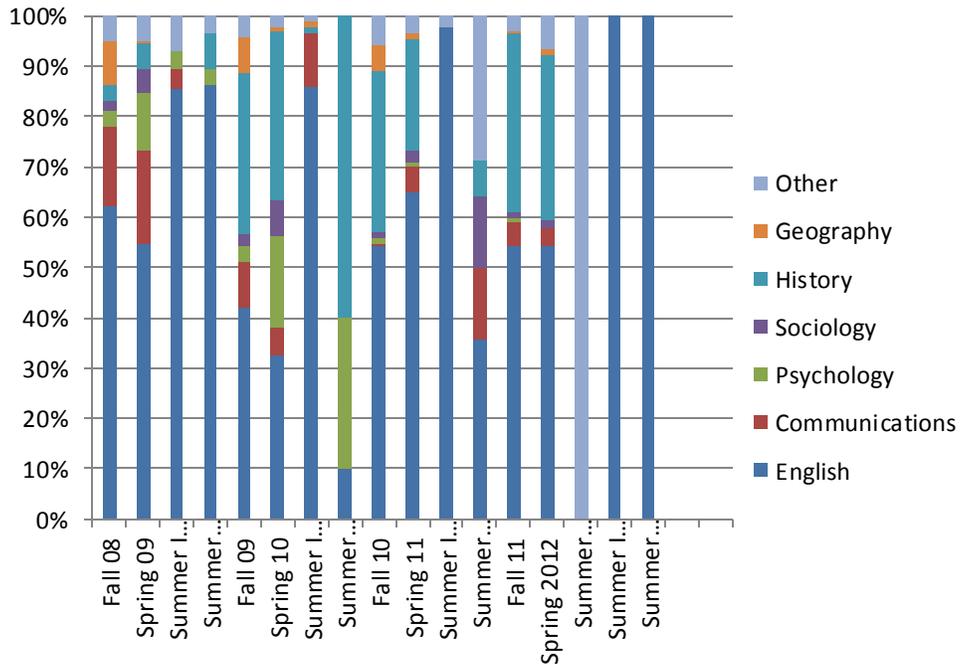


Figure 4: Consultations by Discipline in the College of Arts & Sciences

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. Nick Mauriello's (English) students. Dr. Mauriello requires 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.

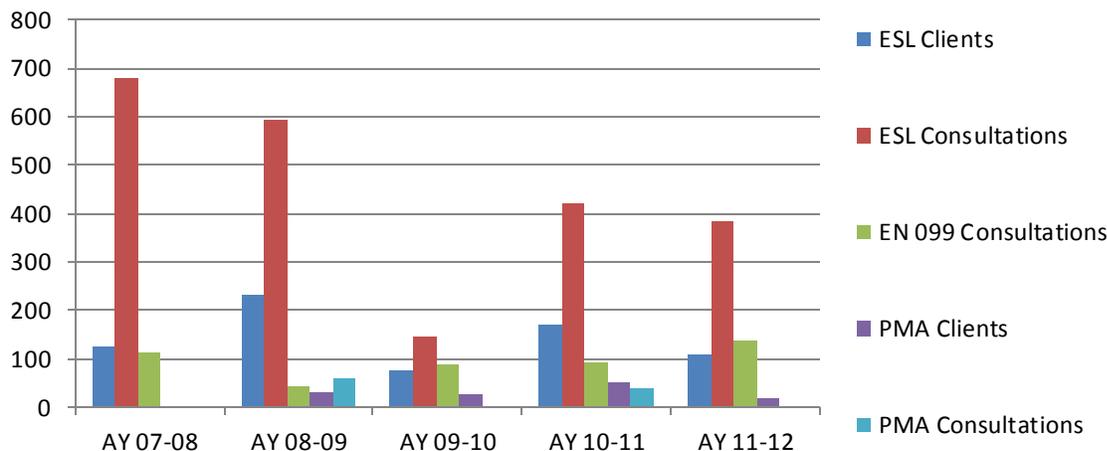


Figure 5. University Retention Data

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 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 53 classes and approximately 1,200 students in the 2011-2012 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.

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

<b>Professor</b>	<b>Course</b>
<b>Dr. M. Takeuchi</b>	SO 221: Introductory Sociology
<b>Prof. F. Harris</b>	ED 292: Pre-professional Seminar
<b>Dr. M. Pretes</b>	GE 300: History & Philosophy in Geography
<b>Dr. C. Barske</b>	HI 201: United States History
<b>Dr. J. Bibbee</b>	HI 101: World Civilization to 1500
<b>Prof. A. Cook</b>	IEP 200: Academic Bridge (Intensive English Program)
<b>Prof. Z. Ayasli</b>	IEP 200: Academic Bridge
<b>Prof. K. Crisler</b>	SW 230/SW360: Intro. to Social Work/Methods of Social Work Practice
<b>Dr. U. Groetsch</b>	HI 301W: History & Historical Research
<b>Prof. A. Flowers</b>	MU 346W: History of Music
<b>Various Instructors</b>	LC 100: Learning Community
<b>Dr. J. Beaver</b>	MG 382: Managerial Communications
<b>Dr. E. Davis</b>	NU 200: Introduction to Nursing
<b>Prof. J. Sorrell</b>	NU 200: Introduction to Nursing (Online)
<b>Dr. L. Williams</b>	NU 302: Community Health Nursing
<b>Dr. M. Lee</b>	NU 406: Research in Nursing
<b>Prof. Betty Rickard</b>	NU 200: Introduction to Nursing
<b>Dr. J. Hodges</b>	SW 370: Methods of Social Work Research II
<b>Dr. L. Kirch</b>	AR 483W: American Art
<b>Dr. Nick Mauriello</b>	EN 112: First Year Composition
<b>Dr. Tammy Winner</b>	EN 111/112: First Year Composition
<b>Christa Raney (Instructor)</b>	EN 099: Basic English

Other workshops and mandatory consultations have been scheduled for the CIS, Criminal Justice, Health, Interdisciplinary Studies, Physical Education & Recreation, Human & Environmental Science, and Psychology Departments. Increasing numbers of History faculty have also begun requesting workshops.

#### Orientation, Workshop, & Presentation Evaluations

Students are asked to evaluate workshops and presentations only (not 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. Evaluations from the past two academic years are provided in Figure 6. N equals the number of presentations/evaluations.

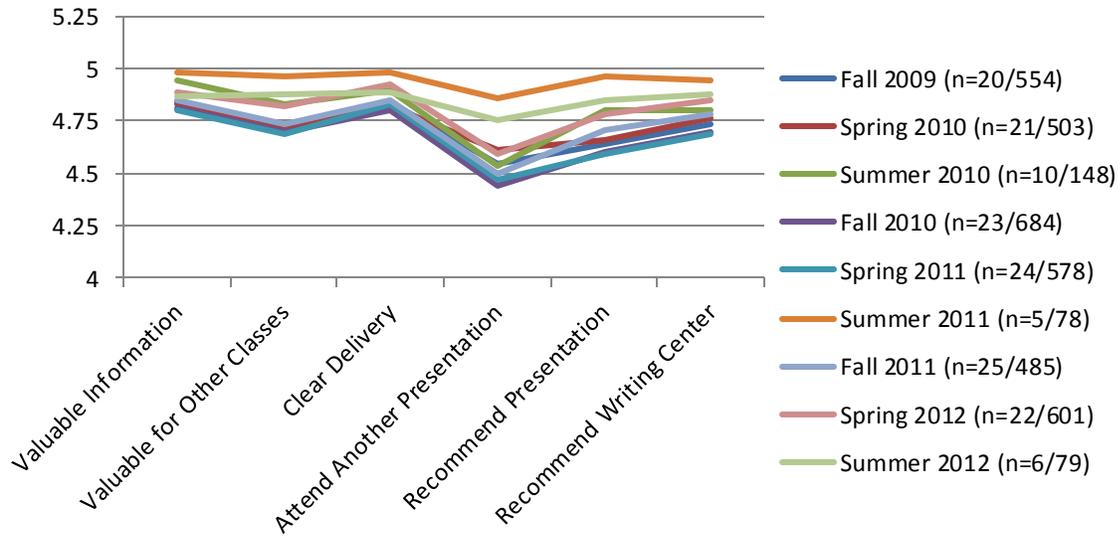


Figure 6. Workshop and Presentation Evaluations 2009-2012

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 refocused its efforts from professional development in teaching to professional development in research, offering a one-week writing and research retreat each May, in conjunction with Collier Library and the Office of Academic Affairs. Dr. Robert Koch and Ms. Leigh Thompson, Instructional Librarian, provided research support. In 2012, Dr. Tanja Blackstone, Director of Sponsored Programs, provided her expertise in grant writing. Table 2. reveals which faculty members have participated in the writing retreats from 2012-2012.

Table 2. Faculty Writing Retreat Participants, 2010-2012

	<b>Name</b>	<b>Department</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>1</b>	Austin, Linda	Nursing	X		
<b>2</b>	Bibbee, Jeffery	History		X	X
<b>3</b>	Blankenship, Lisa Anne	Biology		X	X
<b>4</b>	Bulman, Jay	English	X		
<b>5</b>	Carrasco, Gabriela	Psychology	X	X	
<b>6</b>	Coleman-Reed, Freda	Social Work	X	X	
<b>7</b>	Crabtree, John	Computer Information Systems	X		
<b>8</b>	Darby, Wendy A.	Nursing			X
<b>9</b>	Davis, Ernestine	Nursing		X	
<b>10</b>	Goode, Jill	HES			X
<b>11</b>	Harris, Felecia	Education		X	
<b>12</b>	Hearn, James	Music Management	X		
<b>13</b>	Hodges, John	Social Work		X	
<b>14</b>	Keys-Matthews, Lisa	Geography	X		
<b>15</b>	Kim, Nanhee	Art		X	X
<b>16</b>	King, Michele (adjunct)	English	X	X	
<b>17</b>	Kingsbury, Pam	English	X		
<b>18</b>	Kinnamon, Eric (adjunct)	Business	X	X	
<b>19</b>	Kirch, Lisa	Art History	X	X	X
<b>20</b>	Kirkman, Tera	Nursing	X	X	X
<b>21</b>	Lee, Marilyn (Chair)	Nursing	X	X	X
<b>22</b>	Lott, Anna	English	X		
<b>23</b>	Mauriello, Nick	English		X	
<b>24</b>	McClellen, Eleanor	Music & Theatre		X	
<b>25</b>	McGee, John	Ed Tech	X		
<b>26</b>	Paulk, Amber	HES			X
<b>27</b>	Peterson, Lesley	English	X		
<b>28</b>	Ray, Jeffrey M.	Biology			X
<b>29</b>	Sim, Sunhui	Geography		X	
<b>30</b>	Simpson, Jill	Education		X	
<b>31</b>	Takeuchi, May	Sociology	X		X
<b>32</b>	Thompson, Brian	Physics		X	
<b>33</b>	Underwood, Lynn	Nursing	X		X
<b>34</b>	Wells, Shannon	Placement	X		
<b>35</b>	Williams, Laura	Nursing	X		
<b>36</b>	Williams, Yaschica	Criminal Justice		X	X
<b>37</b>	Zayac, Ryan M.	Psychology			X
<b>34</b>	Zhang, Paul	Computer Information	X		

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 writing with others and reviewing daily goals."

"I'd like to see the groups meet periodically to encourage future research."

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

"I organized my summer's writing goals and I cleared up the data for a complicated study."

"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). "Survey of Antibiotic Resistance in Cell Phone and Computer Keyboard Isolated Bacteria". *BIOS* (Accepted 12.28.12)

#### Published Article

Bibbee, Jeffrey. 'William John Birkbeck', *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 Students' First Semester Outcomes: HESI Admission Assessment. *Journal of Professional Nursing Supplement*. In Press (March/April 2013)

#### Works in Progress

Kirch, L. (??) Death on the Danube. In J. Davies (Ed.) *Book title*. (p. #s) City: Ashgate.

Kirkman, T. (??) High fidelity simulation effectiveness in nursing students' transfer of learning. *International Journal of Nursing Education Scholarship*.