

UNIVERSITY OF NORTH ALABAMA
CENTER FOR WRITING EXCELLENCE
SUMMER 2008 REPORT

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EXECUTIVE SUMMARY

The Center for Writing Excellence (CWE) enjoyed a very successful first summer of formal operations. With the WAC/WID Professional Development Series on Summer hiatus and the Community Outreach programs in planning stages, this success has focused on the University Writing Center, which offered Summer hours for the first time. In addition, a new partnership program between the CWE and the Athletic Department has led to the creation of the Academic-Athletic Mentoring Program (AAMP).

In Summer 2008, the University Writing Center (UWC) welcomed 172 students who visited 495 times. Of these students, 95 requested 252 tutorials. Colleges, departments, and courses that were highly represented during the Summer included English course EN 099 and EN 112, the College of Business's MG 460 course, and the College of Nursing, including the Presidential Mentors Academy. In addition, 9 orientations and workshops reached 109 students. These numbers have established important benchmarks by which future summer involvement in the UWC can be measured. Lastly, the retention numbers for EN 099 were achieved, leaving Project OPEN as the only demographic whose retention goals were unmet during 2007-2008.

In addition to these successes, plans have continued moving forward with regards to community outreach. Three current and former tutors will be participating as assistants in the Florence-Lauderdale Public Library's One Book Program. All of these young people have teaching aspirations, are creative writers, and have demonstrated high quality thinking, tutoring, and writing in the past. The CWE is also providing support for the Athletic Department's Academic-Athletic Mentoring Program (AAMP), which will provide mentoring assistance to small groups of at-risk athletes, helping them develop time and resource management skills, study skills, and helping them develop familiarity with UNA's student support offices and academic resources.

The CWE has gathered tremendous momentum during the past academic year, and a stronger impact on the university community should be expected in the future.

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INTRODUCTION

During the Summer 2008, the University Writing Center held summer tutorial hours for the first time, to great success. This was the central focus of Center for Writing Excellence efforts, as Summer professional development workshops for faculty were suspended until fall, and the community outreach programs remained in their planning stages. This summer, 172 students visited the University Writing Center (UWS) 495 times. Of these, 95 students requested 252 tutorials. In addition online tutorial services provided 17 responses to papers in Management and Nursing. Nine orientations, writing, and APA workshops were offered to students in English, Nursing, Management, Social Work, Continuing Education, and the Presidential Mentors Academy. Finally, the CWE joined with the UNA Athletic Department in planning and developing the Academic-Athletic Mentoring Program (AAMP) which will provide small group mentoring for at-risk UNA athletes.

CENTER FOR WRITING EXCELLENCE OVERVIEW

The mission of UNA's Center for Writing Excellence is to enhance university and community writing and literacy skills through work with UNA students, faculty, and Shoals Region community institutions and organizations. To achieve this mission, the Center has three programs: the University Writing Center, the Writing Across the Curriculum & Writing in the Disciplines Professional Development Series, and Community Outreach.

1. The *University Writing Center* offers:
 - Face-to-face and online tutoring in writing and reading
 - Campus-wide and course specific workshops on writing issues, including Higher and Lower Order Concerns, research and writing processes, and style instruction
 - Professional development opportunities for tutors.
2. The *Writing Across the Curriculum (WAC) & Writing in the Disciplines (WID) Professional Development Series* offers:
 - Campus –wide professional development workshops on the design, pedagogy, and assessment of writing assignments
 - Individual consultation on WAC/WID-related issues
3. The *Community Outreach Program* includes:
 - Regular participation in major Florence-Lauderdale Public Library literacy events (We are scheduled to offer a 6 week writing workshop as part of their Fall 2008 Community Reading Program)
 - A Shoals Region High School Writing Center Initiative (a proposed plan to help develop writing centers in interested high schools across the region. Work has begun with Florence High School; their writing center will begin operations in Fall 2008)
 - Reading Academic Discourse (a plan to develop, implement, and research a summer bridge reading program working with students in their junior year of high school through their sophomore year of college. Work is in the grant proposal stage)
 - Possible application for the creation of the Shoals Region National Writing Project site, possibly as soon as 2010 or 2011
 - Possible creation of volunteer community writing centers
 - Other programs as proposed by the community and permitted by funding.

This mission is consistent with multiple components of the University of North Alabama *Strategic Plan*. The University Writing Center and the WAC/WID Professional Development Series strengthen the university community as “initiatives that enhance basic competencies/skills: (a) math; (b) writing; (c) reading; (d) time management; (e) study; and (f) life and career planning (p. 10), either by working directly with students or by enhancing how faculty work with student writing. Community Outreach recognizes that “UNA serves the surrounding community as an intellectual nucleus and strives to maintain a sense of cohesiveness with that community by working collaboratively, disseminating information, providing

intellectual, social, civic, and cultural experiences, and offering assistance to businesses and schools” (p.7). The program seeks to improve the literacy skills of regional students, especially those who may enter UNA, while helping combat the local dropout rate.

UNIVERSITY WRITING CENTER

Location

During the Summer term, there were no classes scheduled in Stone Lodge 2. As a result, tutorial hours were held Monday through Friday from 9:00 am until 3:00 pm without interruption. Plans to convert the classroom into a service space with a Director’s Office are underway, hopefully to be completed in time for the Fall 2008 term.

Budget

The university paid \$1342.20 to employ four tutors during each of the two Summer terms. According to Self-Service Banner, the director was paid \$6668.75, or 10% of salary, including benefits and social security. A budget for the 2008-2009 academic year has been proposed.

Personnel

The University Writing Center was opened for 30 hours per week during each session, and was staffed by four tutors each term, with one tutor on duty at any given time. There were no volunteer staff members.

Computer Lab Use

In this report, UWC computer lab use is discussed in terms of both students and 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.

Data Collection Method & Limitations

In order to record contacts, students who visit the University Writing Center are asked to sign a log book, providing their name, professor and course for their work (where applicable), their arrival time, and their departure time (recorded when they leave). Students are also asked to identify their purpose for visiting the UWC by checking the appropriate choices from one of these three options: Tutoring, Work/Study Time, and Break/E-mail. This is an imprecise means of collecting quantifiable data beyond a record of overall use for three major reasons. First, students do not always list professors and courses, and sometimes neglect to include arrival and departure times. Second, the purpose for the visit can change, as work on an assignment can lead to a tutoring session, and the student may also elect to check e-mail before leaving. Third, a small percentage of students do not sign their names completely, clearly, or, on a few occasions, truthfully, leading to discrepancies that can only be resolved by cross-examining the handwriting in the original log books and by checking names against the UNA Portal System address book. Because of these limitations, only conservative estimates of Writing Center use can be made.

Student Contact Visits

In Summer 2008, approximately 172 different students contacted the University Writing Center 495 times. These numbers are approximately 30% of the business conducted in the UWC during a regular Fall or Spring term, using the 2007-2008 academic year as the standard. This number will serve as the benchmark by which to measure future Summer activity. Figure 1 illustrates the breakdown of different students by the number of visits.

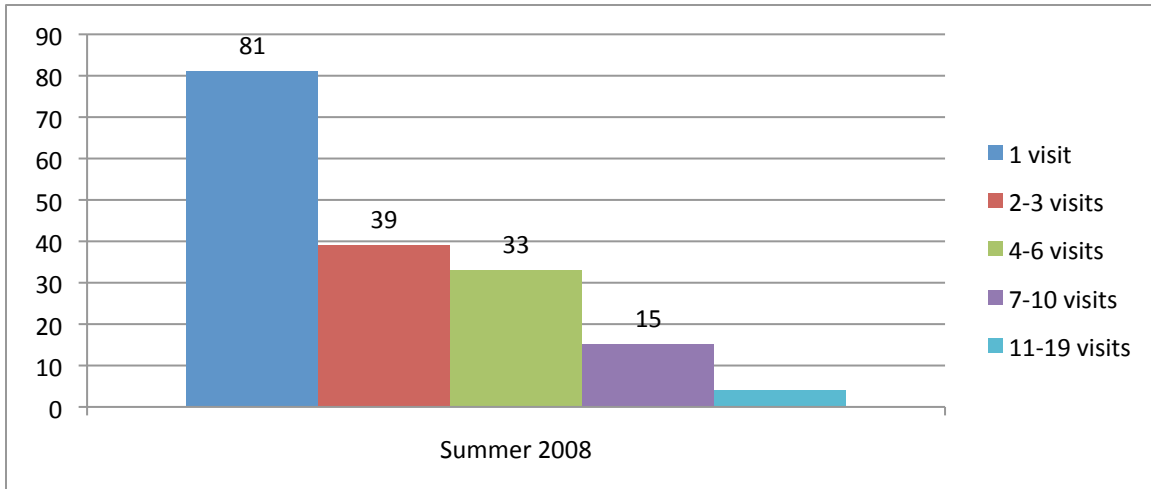


Figure 1. Contact visits by student, Summer 2008

Four international students visited the UWC 11 or more times, with the highest number of visits being 15. About half the UWC's clientele is still comprised of one-time visitors – people who come in to check email, or who only schedule a tutorial session because it has been mandated. It does seem, however, that when compared to the numbers from Fall and Spring, a smaller percentage of one-time visitors come to the center, while the repeat visitors seem to be consistent.

Use Rates

The monthly use rate of the UWC computer lab is determined using the following procedure:

- Divide the number of contacts per month (daily log book estimate) by the total hours of use per month (daily log book estimate) to determine an average monthly use time.
- Divide the total hours of use per month (daily log book estimate) by the operational days per month to determine the average use hours per day.
- Divide the average use hours per day by the operating hours per day to determine the monthly use rate.

Remember that the use rate measures the occupation of the computer lab by a single student at any given time, so that if one student stays in the lab for an hour, then the lab will have 100% use rate for that hour. As a result, use rates routinely stay above 100%, sometimes reaching 200% or even 300%, indicating that an average of 1-3 students used the computer lab for every hour that it was open during a given month. Figure 2 shows the use rates for Summer 2008 Academic Year, expressed in percentages.

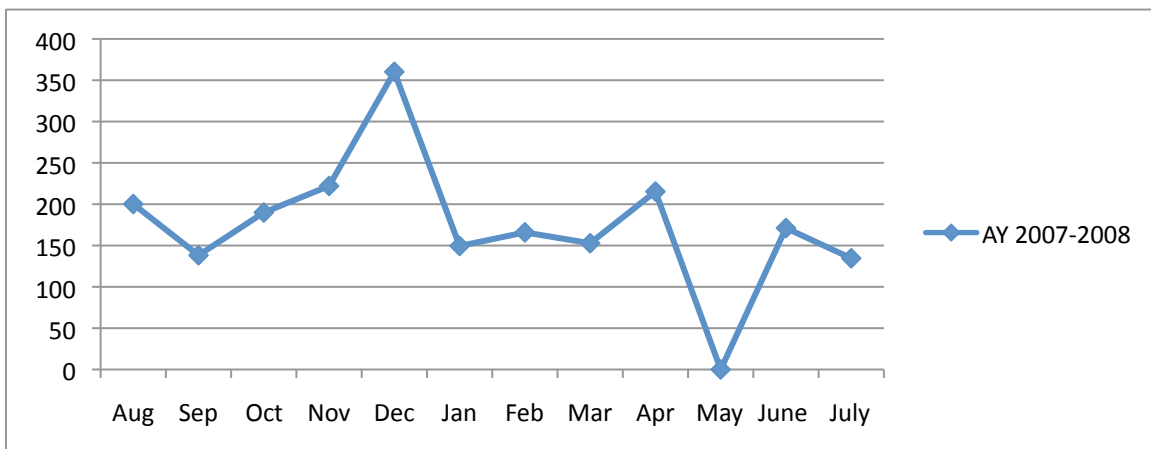


Figure 2. Computer lab monthly average use rate (%), 2007-2008

In Summer 2008, use rates for visitors went from 171% in June to 134% in July. The June rate is comparable to the October, January, February, and March rates from the past academic year, while the July rate was comparable to the September 2007 rate. All of this suggests that the current staffing hours are appropriate for the amount of course offerings. It is also important to remember that this data is limited by the accuracy of contact disclosure. Students who do not complete arrival and departure times reduce the total time spent from the actual number. It is therefore reasonable to say that this is the minimal use rate; the actual rate is higher.

Figure 3 provides evidence of consistent student use patterns, as it shows the average use time for the UWC in Summer to be consistent with most of the rest of the academic year, particularly September and October, 2007, and January through March, 2008.

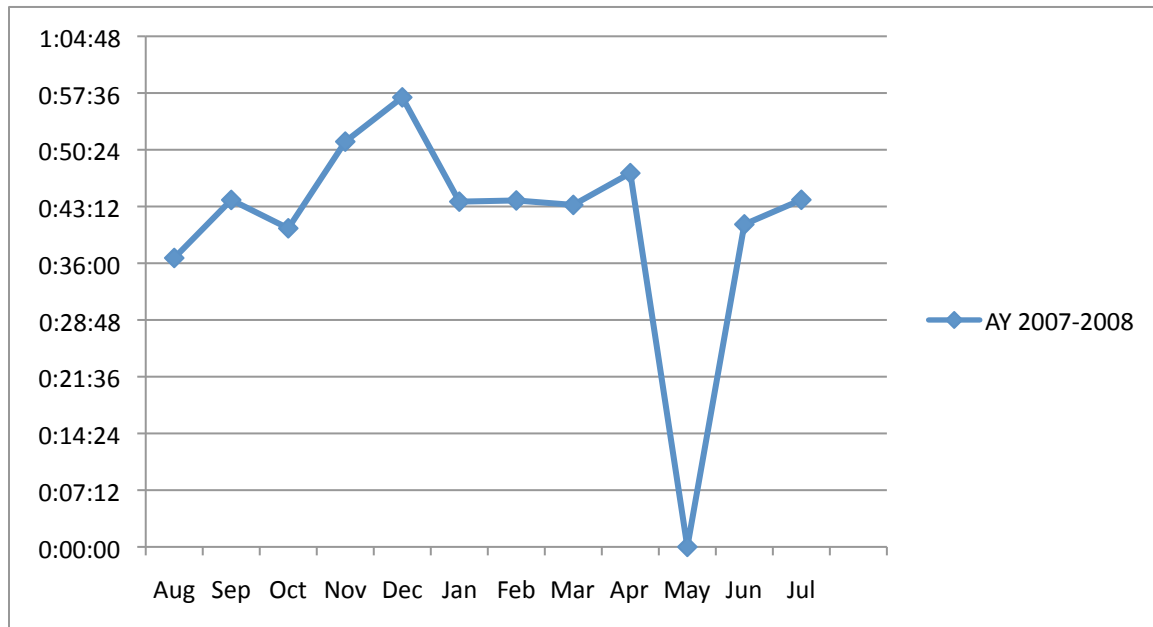


Figure 3. Computer lab monthly average use time (minutes), 2007-2008

Data collected over the next two academic years should reveal whether or not these are normal patterns for monthly average use rate and monthly average use time.

Writing Center Tutorial Use

The primary activity by which the UWC works toward its mission is the individualized supplemental writing tutorial. These tutorials are held at the back of Stone Lodge 2, and are conducted by either the Director or one of the paid or volunteer peer tutors. As with overall computer lab operations, tutorials are measured in both students and contacts, using the same contact definition provided at the outset of the Computer Lab Use section of this report.

Data Collection Method

As with overall computer lab use, data was collected for the number of contacts who engaged specifically in writing tutorial sessions. Tutors would complete Tutor Session Notes for each tutorial, providing one copy of the form to the student and sending the duplicate to the Director. After entering the data into the database, the duplicate would then be forwarded to the professor of record, so that he or she would have an account of students' work as well. This process resulted in data that was almost always accurate, with discrepancies caused only by the occasional failure to insert a departure time. That information however, could be at least closely estimated from a review of the log book and discussion with the tutor.

Student Visits

During Summer 2008, UWC tutors conducted 252 face-to-face tutorial sessions for 95 students. These numbers suggest that the UWC is successfully establishing itself as a valuable writing and learning resource during the Summer, and they serve as a bench mark against which future success may be measured.

Another measure of success can be determined by the number of students who visit multiple times, and by how often they return. It is preferable to have a greater number of students with multiple visits, based on the premise that a student who visits only once is attempting to fix an assignment, whereas a student who visits regularly may be learning more about how to write in any or multiple contexts, as opposed to one specific context.

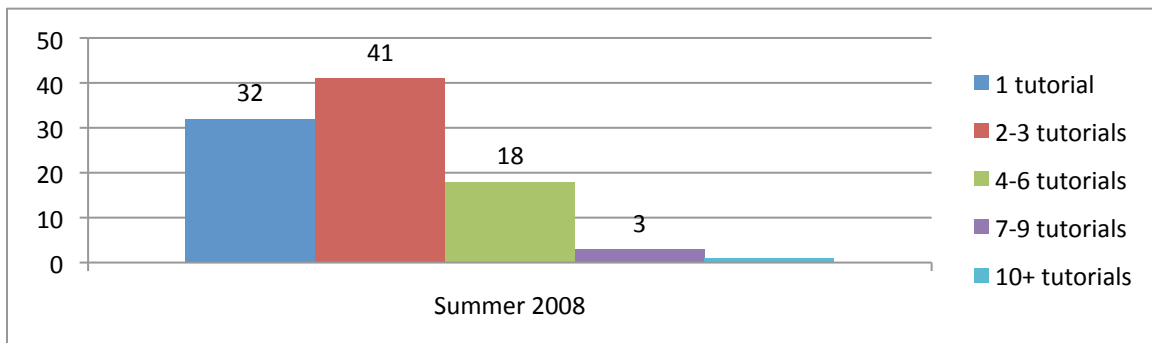


Figure 4. Tutorial visits by student, Summer 2008

All of the four students who visited 7 or more times were international students; three of whom had been part of the 10+ tutorial group during either the previous Fall or Spring term. This suggests a clientele has been established, especially among the international student population. Furthermore, this data shows that the majority of students who visited the UWC during the Summer received multiple tutorials, suggesting that the UWC has a greater opportunity to positively impact these students.

Writing Tutorial Use Rates

Writing tutorial use rates are determined using a similar procedure to that outlined in the section on computer lab use rates. Although the mathematical formulas are identical, the difference between the two is that estimated data is determined from tutorial session forms prepared by each tutor instead of the daily log book. As shown in Figure 5, use rates averaged between 52-58%, meaning the tutor is engaged in tutorials during that percentage of the time that the UWC is open. This number is consistent with the percentage use rate from Spring 2008. In other words, the tutors remained as equally busy in Summer as they did in Spring.

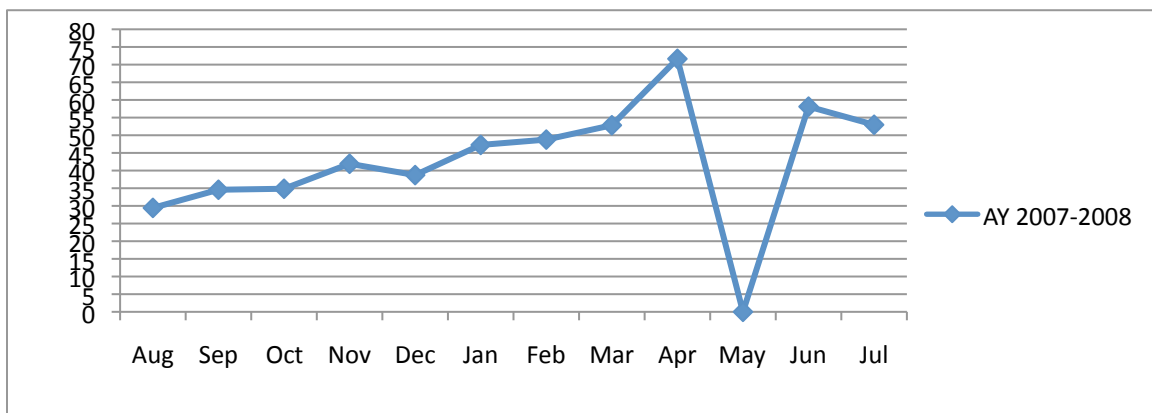


Figure 5. Writing tutorial monthly average use rate (%), 2007-2008

June and July tutorial sessions were on par with the number of tutorials offered throughout the year, especially September through November of 2007 and March of 2008, as shown in Figure 6:

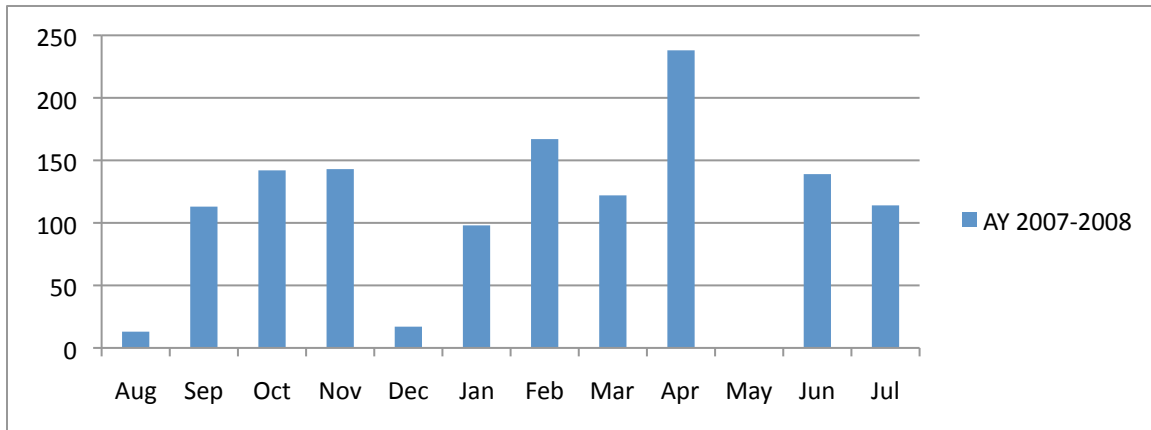


Figure 6. Tutorial sessions by month, 2007-2008

Average use time remained between 28-32 minutes per tutorial for the Summer. In Composition and Writing Center research, 30 minutes is generally regarded as the most time a tutor should spend working with a student in any one session: beyond this point, the writer begins to feel overwhelmed by the quantity of feedback. In addition, because only one tutor was available at a time, a scheduling system that limited tutorials to 30 minutes was implemented. Students often expressed a need for more time, but they understood the limitations of trying to serve a large number of students at once.

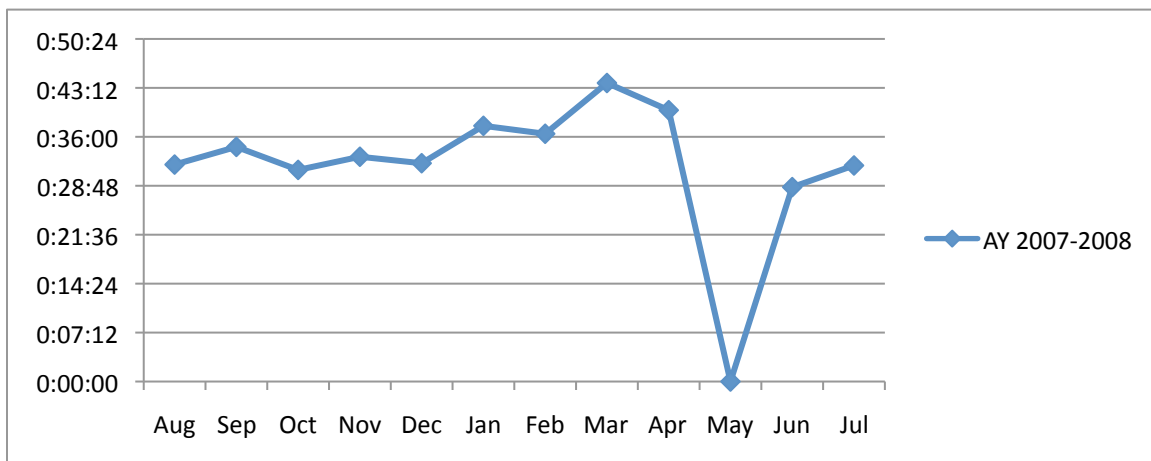


Figure 7. Writing tutorial monthly average time (minutes), 2007-2008

One cause for the upward turn in average tutorial length may be a strategy tutors have permission to employ if there are an overwhelming number of students in the UWC. More skilled tutors may start a student working on a writing issue, then assign that student some task related to solving the issue, then start a second student on his or her issues, and then return to check on the first student. The result of this practice is that tutorial sessions often take longer, but more students receive some assistance. Though not optimal, this practice alleviates the pressure of having a half dozen students arrive for help all at once, as has happened on several occasions. It was employed twice during Summer Session II.

Departmental Representation

The charge to develop a *University* Writing Center has clearly been met once again from the perspective of courses represented in writing tutorials. Figure 10 shows those departments with 10 or more tutorials in Summer 2008.

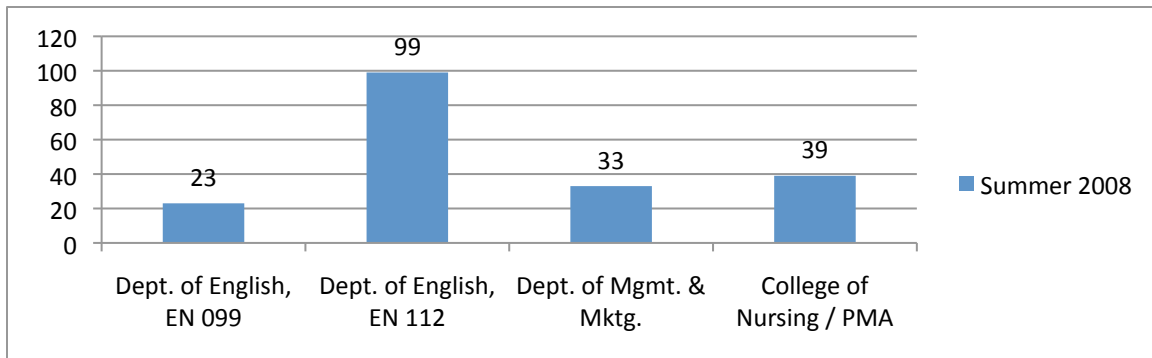


Figure 8. Departments, colleges, and courses with at least 10+ tutorials, Summer 2008

English Department Courses (EN 099 and EN 112) still outnumber tutorials for students in most other departments and colleges, but the Department of Management and Marketing and the College of Nursing, with the Presidential Mentors Academy, have maintained a strong presence. Tutorials offered to College of Business students were mostly requested by graduate students in the MBA program. In the College of Nursing, most of the tutorials were offered to Presidential Mentors Academy students.

Online Tutorials

In Summer 2008, the UWC continued to provide support for Prof. Linda Austin's NU 418: Nursing Concepts, Issues, and Theories course. In addition, tutors began responding to papers from Dr. Santanu Borah's MG 640: Management Policy course. Answering this need coincides with a call for increased Distance Learning support in the *UNA Strategic Plan* (2007, p.9).

Two undergraduate tutors were given the responsibility of responding to these papers, addressing such issues as organization, development, adherence to APA style requirements, and grammar. However, because they could not have the same course access used in Spring 2008, e-mail was used to distribute documents, a practice employed in Dr. Borah's class as well. Consequently, it was much harder to keep track of records, the tutorials themselves felt more like proofreading and editing jobs than actual tutorials, and no evaluation data could be collected reliably. As a result, an online tutoring program has been purchased for use during the Fall term, so that tutorials can be offered online in a real time environment. This program dovetails with a new scheduling and report management program, so that online tutorials can be tracked just as face-to-face tutorials are already.

In addition to the tutorials offered above, tutors provided 17 responses to papers submitted by e-mail: 6 responses to student writing in NU 418; 9 responses to student writing in MG 640; and 2 responses to a student writing a graduate application. Very clearly this process was makeshift, given the lack of a standard online platform. The changes planned for Fall 2008 will improve future online tutorial support, especially the structure of the tutorial, management of data, and online evaluation processes.

Evaluations

As part of the University initiative to "assess and evaluate the effectiveness of the current facilities, materials, and services" (Office of the President, 2007, p.8), an evaluation system was implemented for students to provide assessment and feedback on their writing tutorial experience. At the completion of each tutorial, students were presented with a brief survey, which they were given the option of completing. Once a student completed the survey, it was folded, stapled (if the student chose to follow the complete instructions provided on the survey itself), and placed in a business envelope in the mail slot where completed tutor session forms were kept. The Director would check this slot daily to collect both session forms and evaluations, which would then be entered into an excel spreadsheet. Evaluations were then stored in a cabinet in the Center.

In the Writing Tutorial evaluations, students were asked whether they agreed or disagreed with 8 statements, recording their answers on a Likert scale of 1-5, where 1 is completely disagree and 5 is completely agree. Not Applicable (NA) was offered as an alternative response. In Summer 2008, 201 responses were collected. Figure 11 provides the average scores for each statement.

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

Figure 9. Tutorial evaluation scores, Summer 2008

The University Writing Center website still has not been upgraded to make it a truly effective resource, a function of server migration and access limitations, although changes have already been made, and the creation of a new, more useful website is a goal for the 2008-2009 academic year. The fluctuation of the score across the past year has less to do with the site itself and more to do with students' care and interpretation of the question. Overall, the summer scores demonstrate a high level of satisfaction from the students who participated in tutorials.

In their handwritten responses, students continue to praise the support provided by the University Writing Center. Here are some of their comments regarding the quality of writing help:

"Very to the point and informative"

"I learned so much in a short amount of time"

"A wonderful source to learn writing. I have learned a lot over the time period of ten months. Thank you, "Writing Center"."

"I gained a great starting point to my research project"

Students also offered some specific comments about the tutors, included the following:

"Rachel Reed is an excellent tutor. She is extremely helpful and willing to assist"

"Very detailed and helpful; the best tutor I met at Writing Center"

"It was excellent help and I think I am finally done with technical glitches thanks to Dr. Koch and his team."

"Very helpful and knowledgeable. Also intelligent about his ideas and work"

Finally, one student had this comment about what his or her peers were missing:

"Students, who are not learning/attending the Writing Center are missing a lot. The Writing Center is extremely beneficial for their future as well."

Students continue to verify the University Writing Center's active and valuable role in providing supplemental writing instruction and assistance. It has received the continued approval of the students who used its tutorial services.

Retention

As part of its goal to "Foster a Strong University Community," the university 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 has implemented a plan to measure tutorial services among three 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 were set as follows:

- EN 099: 42 students / 10% of EN 099 population
- ESL: 56 students / 10% of ESL population
- Project OPEN: 12 students / 25% of Project OPEN population

As of the end Summer 2008, the University Writing Center did not achieve the goals for Project OPEN, as shown in Figure 12.

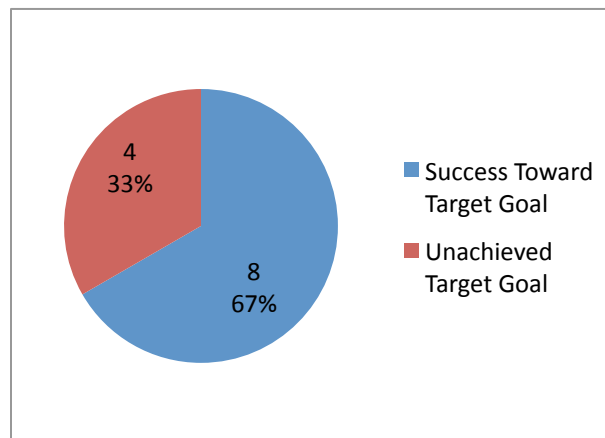


Figure 10. Project OPEN retention goals, 2007-2008

Project OPEN goals were not achieved because only one small section of EN 111 was offered in the Fall, followed by a small section of EN 112 in the Spring. The course did not have 12 students enrolled, so achieving the goal through typical advertising in English class was almost impossible. However, there are other Project OPEN students in other courses, so while bookmark advertising was done through the Project OPEN Office and the EN 111/EN 112 instructor was consulted, more active encouragement will be required next academic year.

Despite failing to reach Project OPEN goals, the University Writing Center just made its goal for EN 099, and more than doubled its goal for reaching the ESL and International student population, as shown in Figure 13. EN 099 made its goal only after encouraging students in the Summer I section of the course to attend the writing center. However, this should not have been necessary; a course this large should not have had trouble making its retention goal. In the 2008-2009 academic year, a more active role in advertising and encouraging students to attend the Writing Center must be taken on the part of the UWC Director. More active engagement with faculty and students in these courses is necessary.

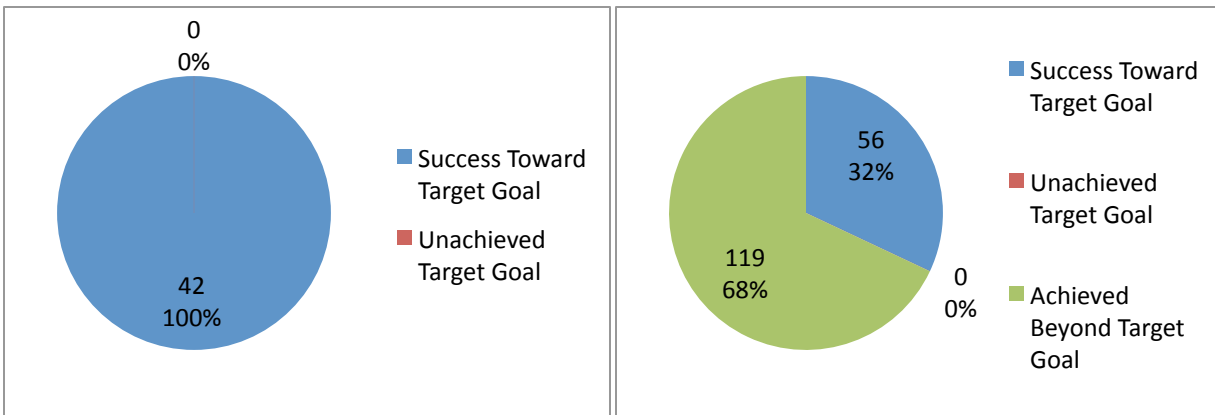


Figure 13. EN 099 & ESL retention goal, 2007-2008

For the 2008-2009 Academic Year, goals should be set at the same levels for EN 099 and Project OPEN, but the ESL goal should be increased to 30% of the 2007-2008 population, or roughly 126 students.

Workshops

Workshops continue to play an integral part of University Writing Center outreach. In Summer 2008, 9 workshops and orientations reached a closely estimated 109 students, as shown in Figure 14. These numbers represent just over one-third the orientations and workshops offered each semester, reaching just under one-quarter the student body.

Writing Center Orientations and Workshops				
Date	Topic	Course	Attendance/ Enrollment	Location
06/04/08	Writing Center Orientation	EN 112	16	Writing Center
06/05/08	APA Style Workshop	NU 200	9	Classroom
06/12/08	APA Style Workshop	MG 482	15	Classroom
06/17/08	Social Science Research	Ind. Undergraduate Research: Psych.	5	Classroom
06/24/08	Writing Center Orientation & Writing Discussion	Continuing Ed.: Acad. Bus. Admin.	23	Writing Center
07/3/08	Writing Center Orientation & APA Style Workshop	Presidential Mentors Academy	11	Writing Center
07/08/08	Writing Center Orientation	EN 112	18	Classroom
07/21/08	APA Style Workshop	SW 230	3	Writing Center
07/23/08	Writing Discussion / Q & A	Presidential Mentors Academy	9	Writing Center

Figure 14. Orientations and workshops, Summer 2008

One of the challenges for the coming year is to encourage workshops on topics beyond orientations and APA Style. Although these are important areas to present, there are many other writing issues that could be addressed during class hours. Based on preliminary discussions with faculty in other departments, some workshops anticipated for next academic year include topics such as literature reviews, annotated bibliographies, primary research methods, and MLA Style.

Evaluations

As with writing tutorials, an evaluation survey was implemented for writing workshops. Students were asked whether they agreed or disagreed with 6 statements, recording their answers on a Likert scale of 1-5, where 1 is completely disagree and 5 is completely agree. Not Applicable (NA) was offered as an alternative response. This survey did not extend to orientations, since they were more informational than

instructional. In addition, surveys were not administered to the Independent research discussion group in Psychology or to the final Presidential Mentors Academy workshop. The results of the workshop evaluations are provided in Figure 15.

Writing Tutorial Evaluation Survey Results				
Statement	Average Scores			
Workshop Dates	06/05	06/12	07/03	07/21
This workshop / Presentation provided me with valuable information	5	4.867	4.75	5
This workshop / presentation provided me with useful information for other classes during my UNA career.	5	4.8	4.583	5
The presenter delivered the information clearly.	5	4.867	4.5	5
I would attend a Writing Center workshop / Presentation again.	4.78	4.6	4.42	4.33
I would recommend this presentation to friends.	5	4.53	4.5	5
I would recommend the Writing Center to friends.	5	4.53	4.583	5
Average Score	4.9	4.4	4.6	4.9
Evaluations Collected	9	15	11	3

Figure 15. Workshop evaluations, Summer 2008

Two concerns emerge from this data. First, the PMA students gave comparably low scores on question #2, suggesting that they did not easily connect how knowledge carries between and among courses. Strategies for interdisciplinary connection building must be developed and implemented where possible. Second, the low scores for Statement #4 illustrate a major obstacles to increased Writing Center workshop use. Given their own choice, students are less likely to attend a Writing Center workshop on their own.

Comments from these surveys were often appreciative. Here is a representative sample:

“I liked the instructor. He made the presentation interesting”

“This workshop really gave me insight on APA style. I had not ever head of this style before”

“I learned extremely valuable information. I will be back!”

“Excellent presentation! We were left with great information presented very clearly”

“I really enjoyed the presentation. I will definitely used this information”

Student comments support much of what was revealed in the surveys: that Writing Center workshops are a valuable service to the university community.

PROFESSIONAL DEVELOPMENT IN WAC/WID

As with most other faculty-run professional development opportunities, WAC/WID workshops were not held during the Summer Sessions. If a perceived need for such workshops arises, they will be scheduled.

COMMUNITY OUTREACH

Plans continue to develop for CWE participation in the Florence-Lauderdale Public Library's One Book Program. One former and two current UWC tutors will participate in the workshop by developing and leading brief lessons on character, plot, setting, and development. All three of these young people have teaching aspirations at either the K-12 or university level, so this opportunity allows them to try their hand in a low-risk setting, under the guidance of a professional, and as a community service.

Planning is also underway for the Florence High School Writing Center. A guide for peer tutors has been drafted and is being reviewed by the high school faculty who will lead the program.

ATHLETIC DEPARTMENT PARTNERSHIP

What began as a visit to the Athletic Director to address an issue of academic integrity turned into a great opportunity to provide significant mentoring support for UNA athletes who are academically at-risk. Late in Spring, Mr. Mark Linder, UNA Athletic Director, and Dr. Robert Koch, CWE Director, began discussions to implement an Academic-Athletic Mentoring Program (AAMP), housed in the Athletic Department but supported by the CWE and the faculty. During this past Summer, Dr. Koch, who serves as AAMP Coordinator, along with Assistant Coordinators Dr. Kelly Latchaw and Dr. Nick Mauriello, hired three non-traditional mentors with a track record of academic excellence to begin working with small groups of 5 students. Starting Fall 2008, these mentors will provide students with individualized guidance in managing time and resources, developing study skills, and learning about university support resources, from Collier Library to Career Services. At its peak, the program should be able to serve approximately 50 students each semester.

2008-2009 GOALS

There are a number of goals for the 2008-2009 Academic Year. While many are a continuation of work begun during the 2007-2008 Academic Year, some are brand new for the coming year.

Continuing University Writing Center Goals:

- Maintain (or increase) Computer Lab use (at least 575 students / 1625 contacts). To achieve this goal, Writing Center Orientations will continue, and an expanded selection of Workshops will be offered
- Maintain (or increase) Writing Tutorial use (at least 250 students / 500 tutorials). To achieve this goal, an expanded selection of Writing Center Workshops will be offered, tutors will more actively approach students who visit the lab for general computing use, and follow-up appointments will be scheduled rather than suggested.
- Work toward Retention Assistance Plan Goals. To achieve this goal, a more active relationship will be cultivated between the Writing Center Director and Project OPEN, as well as continued Orientations that target EN 099 and ESL populations. Additional classroom workshops for these demographics may be offered.
- At least 25 Workshops and Orientations will be offered.
- Reevaluate the performance of the UWC. This goal will be achieved through the continued collection and processing of survey evaluations, both for tutorial sessions and for content-area workshops.
- Develop a stronger web presence. The effort started in Summer 2007 was delayed by the university web migration and its complications. When web access is restored, the University Writing Center website must be updated and additional writing resources must be provided.
- Expand the Online tutorial services piloted in Spring 2008.
- Complete the CWE Director job description.

New University Writing Center Goals

- Develop a Tutor Training / Writing Center Guide. Using models available from the International Writing Centers Association and tailored by current tutors, a Tutor Training /Writing Center Guide will be developed for use in future training seminars and as part of a tutor training course.
- Develop a tutor training course (CWE 300, 1-credit hour) and get it approved by the end of the 2008-2009 Academic Year for 2009-2010 implementation.
- Conduct a qualitative study of the University Writing Center's established clientele from 2007-2008.

WAC/WID Professional Development Series Goals:

- Offer three workshops on writing issues each semester (Sept.-Nov. & Feb.-Apr.)
- Develop and implement an evaluation form for use with these workshops

Community Outreach Goals

- Develop the grant proposal for a Reading Academic Discourse transition program (junior year of high school through sophomore year of college)
- Assess the effectiveness of the FHS Writing Center and adjust processes

Academic-Athletic Mentoring Program Goals

- Increase program size
- Refine training materials and processes

CONCLUSION

The Center for Writing Excellence enjoyed a very successful first summer of formal operation, despite the challenges that it faced, and will continue to face, as part of a growing and changing campus. The University Writing Center set benchmarks for student participation and secured space that can be redesigned as a proper center; progress continues in the other CWE programs. The creation of a new partnership with the Athletic Department has presented another opportunity to improve student life at UNA. Year one has shown a tremendous amount of promise; year two should be even better.

REFERENCES

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