

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.

Retention efforts in the International student population and Project OPEN have been successful, yet there remains difficulty encouraging involvement from EN 099 students and faculty.

An attempt to refocus Faculty Professional Development in Writing Across the Curriculum and Writing in the Disciplines has not caught on as initially hoped. Rather than emphasizing catch-all workshops, an effort was made to emphasize Writing in the Disciplines within Departments by soliciting colleges and departments for specific projects. Two Departments in the College of Arts & Sciences expressed interest, as did the College of Nursing. It seems increasingly necessary that a faculty committee on WAC/WID be considered to encourage writing in every discipline in more than a piecemeal fashion.

Town and gown relationships continue to be strengthened by relationships with Florence High School via its writing center and with Florence-Lauderdale Public Library. As of the conclusion of the college academic year, the FHS Writing Center had conducted 26 tutorials, bringing their total for the year to 42. At FLPL, five new writers and regular library patrons participated in the Spring New Writers Workshop. At present, students in grades 9-12 are enrolling in the Summer Workshop.

The Academic Athletic Mentoring Program expanded its enrollment and hired several new non-traditional-aged academic coaches.

Because of proration and the recent budget cuts, the CWE has operated using the minimal amount of funding possible. Without travel funds, neither the tutors who had been accepted to conduct a panel presentation at the 2009 Southeastern Writing Center Association Conference in Greensboro, NC, nor the CWE Director participated in any conference presentations this year. Printing was kept to a minimum, and few new books, resources, and supplies were purchased.

In the coming year, the following will occur:

- The CWE will re-evaluate and revise its evaluation and record-keeping instruments in order to make them more usable to tutors, students, and faculty, and to make them more useful in evaluating tutorial content.
- The CWE will implement an official and mandatory Peer Tutor Training course through the Office of Continuing Education. It will seek course accreditation through the College Reading and Learning Association.
- The CWE will seek resolution to the issues involving WAC/WID, retention, and grant/corporate funding

CENTER FOR WRITING EXCELLENCE
Spring 2009 REPORT

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Table of Contents

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

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: Tutorials by College	4
Figure 7: Tutorials in the College of Arts & Sciences	4
Figure 8: University Retention Data	5
Table 1: Tutorial Evaluation Scores	6
Table 2. Orientations and Workshops	7
Table 3: CWE 2008-2009 Budget Request, Allocation, and Expenditures	12
Table 4: CWE Weekly Hours of Operation	13
Table 5: CWE Fall and Spring Weekly Staff Hours	13
Table 6: 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 Spring 2009, the CWE employed 20 students: 13 tutors in the University Writing Center (with 3 additional volunteers) and 7 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), which 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 academic year, the UWC 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.

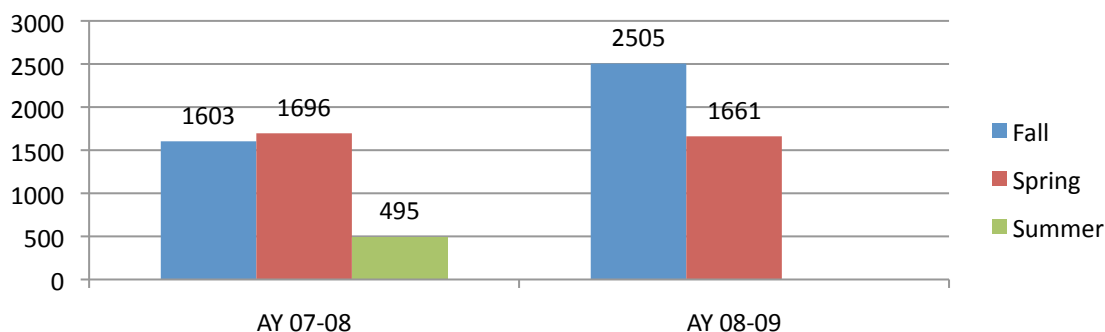


Figure 1: Contacts by Semester

Although another year of data will increase certainty, it appears from Figure 1. That the University Writing Center attracts 1600-1700 contacts each semester, excluding summer sessions. The 2505 contacts in

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.

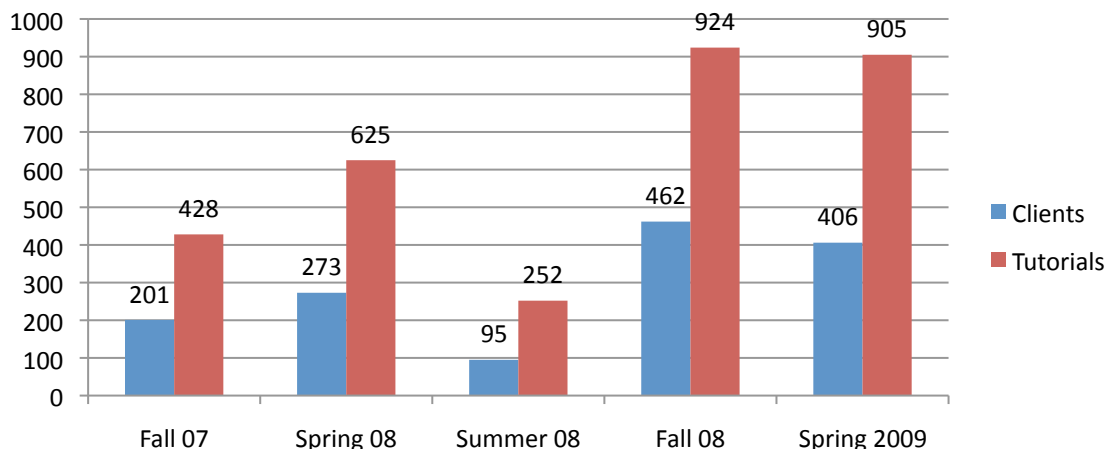


Figure 2: Clients and Tutorials by Semester

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.

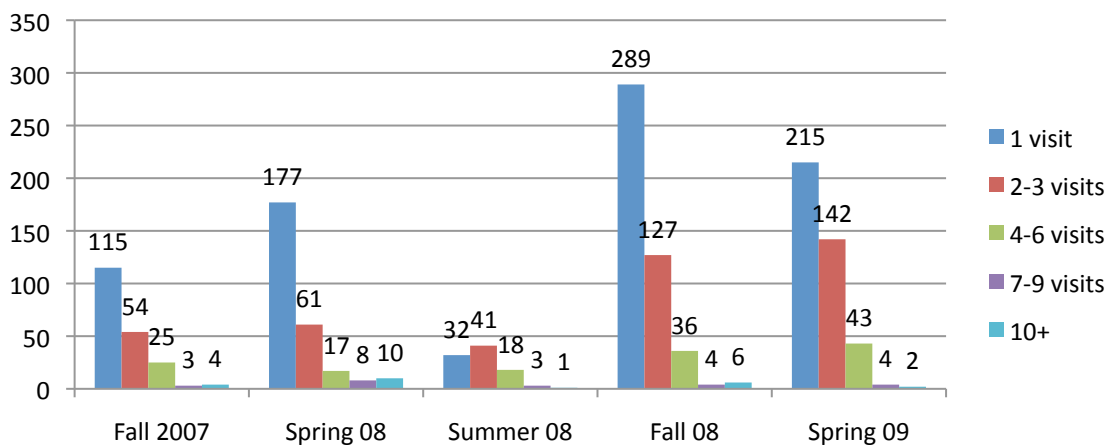


Figure 3: Clients by Number of Tutorial Visits

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.

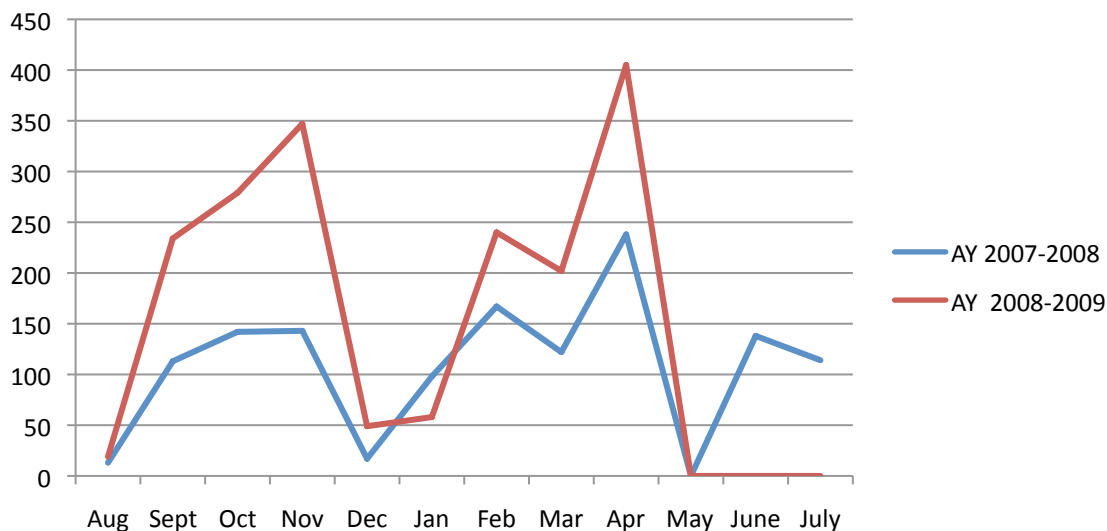


Figure 4: Tutorial Sessions by Month

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 chart. The UWC is closed in May.

Use rates for the UWC are lower this year, not because of a lack of involvement by the students, but because more than twice the number of tutorial hours have been offered this academic year than the previous year. In Fall 2007, approximately 47 tutorial hours were offered; in Spring 2008, those hours increased to 53. By comparison, approximately 104 hours of service were offered each week during the 2008-2009 academic year.

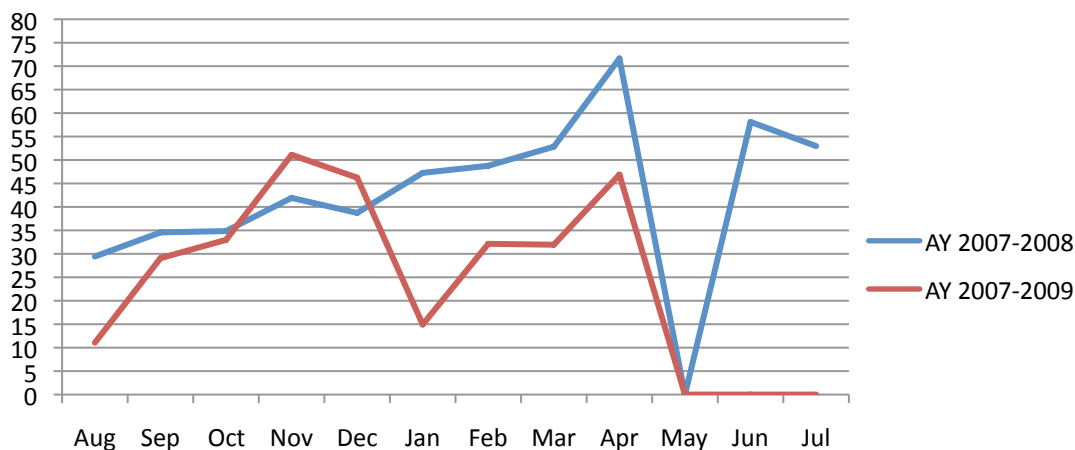


Figure 5: Use Rates by Month

Overall, the data collected from the previous two years is beginning to suggest clear plateaus and patterns in University Writing Center use. A third year of data will help verify these patterns, and will help in the redevelopment of the CWE plan, the design and implementation of advertising strategies, and assist in designing strategies for encouraging early semester faculty involvement.

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.

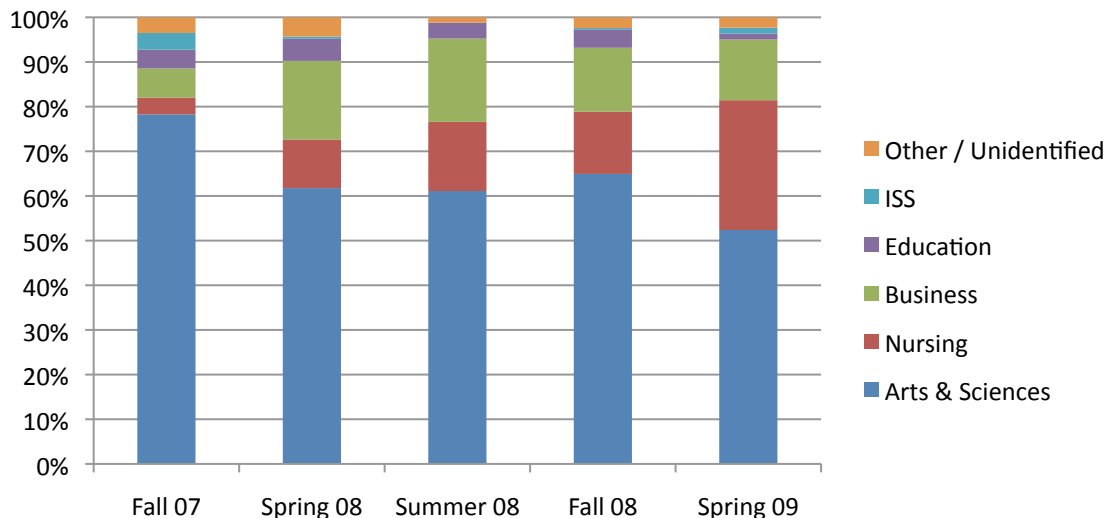


Figure 6: Tutorials by College

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.

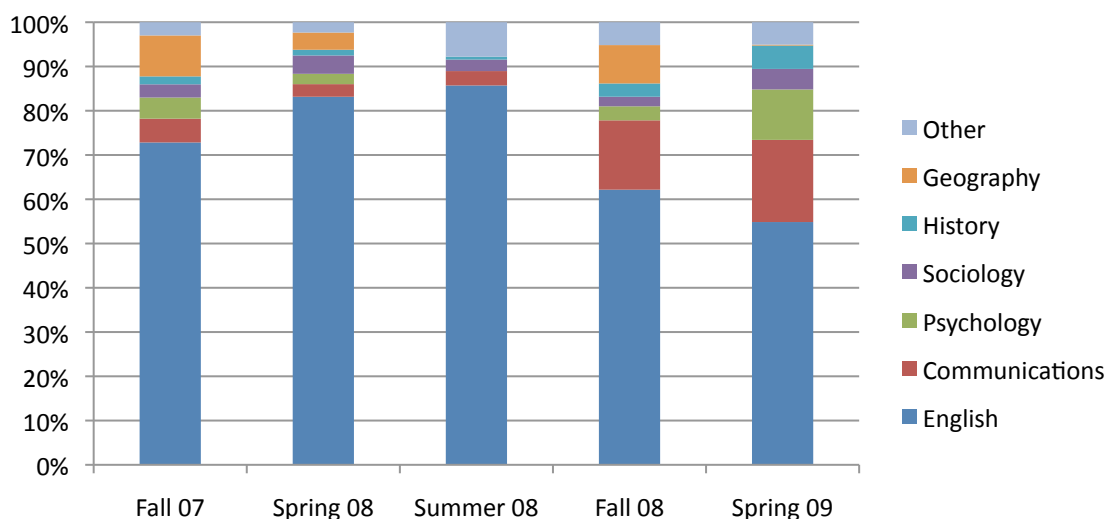


Figure 7: Tutorials in the College of Arts & Sciences

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

- 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

In addition, the UWC monitors attendance by students who are part of the Presidential Mentors Academy minority leadership program and the Academic-Athletic Mentoring Program, which works with a large segment of the minority and academically at-risk athlete population, although the program itself is not specifically for minority students.

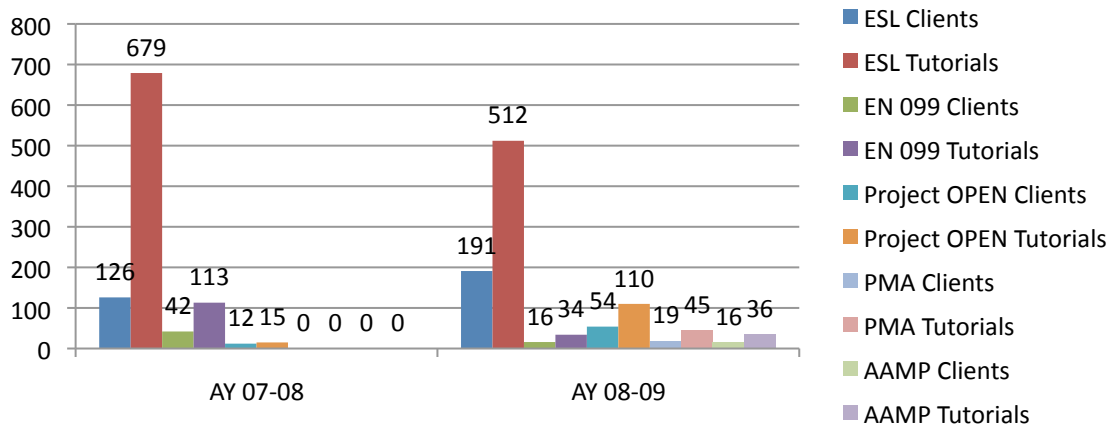


Figure 8. University Retention Data

It appears that the ESL goal (236 clients), which was quadruple the first year goal (56 clients), was too ambitious, though the numbers still show a high level of involvement between International Student Services and the UWC. More workshops were offered in ISS classes during Spring 09 than in previous semesters, and the inverse relationship between clients and tutorials may suggest that ISS students are arriving at UNA better prepared. For next year, the retention goal should be reduced slightly.

EN 099 continues to be problematic, even when students are often double counted because they are both ESL and enrolled in EN 099, as was the case with several students in Academic Year 2007-2008. The CWE Director's e-mail and face-to-face requests to present writing center orientations in these courses went largely unanswered by the majority of EN 099 instructors. Although the requests will continue, it appears that any forward motion in retention involving EN 099 will need to be requested by a higher administrative authority. For next year, the retention goal will remain the same.

Only Project OPEN exceeded its 2008-2009 goal because of an improvement in data collection procedures resulted in more accurate records. In the first year of operations, Project OPEN enrollment was not a collected demographic. Involvement was based on tutorials linked to the Project OPEN English sections. However, a much greater number of students from the program attended tutorials for other classes. With this error corrected more accurate baseline attendance has been obtained. For next year, the retention goal will be increased.

Tutorial Evaluations

Clients anonymously submitted 416 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	Spring 2009
The Writing Center atmosphere is welcoming and comfortable.	4.92	4.9	4.97	4.80	4.8
The Tutor was friendly and courteous.	4.93	4.92	5	4.84	4.81
The tutor knew or knew where to find information that was important to me.	4.92	4.9	4.9	4.74	4.83
The Writing Center website is a valuable resource.	4.56	4.9	4.71	4.63	4.8
My experience in the Writing Center was useful to me.	4.89	4.91	5	4.78	4.74
I would visit the Writing Center again.	4.94	4.9	4.95	4.79	4.76
I would recommend the Writing Center to friends.	4.92	4.89	4.9	4.78	4.76
I would recommend my tutor to friends.	4.89	4.85	4.95	4.77	4.77
Average Score of all responses averages.	4.87	4.9	4.9	4.8	4.78

Table 1: Tutorial Evaluation Scores

For the coming academic year, the evaluation tool will be changed to encourage students to reflect more on the quality of instruction and assistance and less on the writing center atmosphere. This change will result in more valuable results for that will help shape tutor training.

Classroom Workshops

The UWC also conducted 44 orientations and workshops during Spring 2009, reaching a closely estimated 664 students -- more than any previous semester. Orientations were conducted in 12 classes. Content-area workshops were conducted in 32 classes. This was the first semester in which workshop services were requested in graduate courses, and the first semester in which writing center tutors conducted presentations in-class, on a limited basis.

Date	Topic	Course	Attendance/ Enrollment
1/14	Writing Center Orientation	ESL 5	8
1/14	Writing Center Orientation	ESL 1	6
1/14	APA Style / Research Methodology & Review of Literature	EDT 601	11
1/15	Writing Center Orientation & Finding a Research Question	SW 305	29
1/20	MLA Style	EN 112	25
1/20	MLA Style	EN 112	25
1/21	APA Style	NU 200	35
1/21	APA Style	EEX 340	27

1/22	APA Style	EEX 350	27
1/22	APA Style	EEX 340	30
1/23	Writing Center Orientation	CH 322 / 432	38
1/26	Writing Center Orientation	EN 112	25
1/26	Writing Center Orientation	ESL	16
1/26	Writing Center Orientation	ESL	12
1/27	Research Format	NU 406	32
1/28	Invention / Formulating Research Questions	EN 112	6
1/28	Invention / Formulating Research Questions	EN 112	7
1/29	Writing Center Orientation	ESL	14
1/30	MLA Style	EN 112	16
2/2	Collaboration	MG 382	24
2/2	Collaboration	MG 382	31
2/3	Formulating Research Questions	SW 370	12
2/4	Writing Center Orientation / APA Style	NU 200	39
2/5	Writing Center Orientation	EN 112	25
2/10	Collaboration in Writing	NU 406	30
2/10	Research Structure / APA Style	EDS 710	3
2/10	Research Structure / APA Style	EDS 711	2
2/11	Writing Center Orientation	GABA	32
2/12	APA Style	SW 305	23
2/12	APA Style	SW 230	10
2/13	APA Style	MG 382	23
2/13	APA Style	MG 382	16
2/17	Literature Review	SW 370	11
3/2	APA Style & Review of Literature	SW 360	16
3/4	Writing History	HI 301	29
3/10	APA Style	NU 406	33
3/11	Paraphrasing	ESLR 5	13
3/12	Review of Literature	SW 370	8
3/20	MLA Style	ESL 05	8
3/31	MLA Style & Plagiarism	ESL 02	7
3/31	MLA Style & Plagiarism	ESL 5	7
3/31	MLA Style	EN 112	11
4/2	MLA Style	SP 351	10
4/3	Writing Center Orientation	EN 111	25

Table 2. Orientations and Workshops

A total of 79 workshops, presentations, and orientations were conducted for the year, reaching approximately 1,254 students.

Workshop Evaluations

Evaluations were collected for 27 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. As always, they are 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.		
1/21	4.54	4.57	4.4	3.83	4.2	4.3	4.3	35
1/21	4.78	4.78	4.67	4.41	4.63	4.59	4.6	27
1/22	4.77	4.67	4.62	3.57	4.1	4.41	4.3	30
1/22	4.8	4.85	4.96	4.26	4.63	4.81	4.7	27
1/27	4.94	4.53	4.91	4.19	4.38	4.5	4.6	32
1/28	5	4.71	5	5	5	5	4.9	7
1/28	4.67	4.67	4.8	3	4.2	4.5	4.3	6
1/30	5	4.69	4.81	4.56	4.75	4.75	4.8	16
2/2	4.79	4.71	4.79	4.04	4.46	4.54	4.6	24
2/2	4.6	4.45	4.65	4.19	4.39	4.6	4.5	31
2/3	4.67	4.73	4.83	4.5	4.75	4.67	4.6	12
2/4	4.87	4.85	4.9	4.6	4.7	4.72	4.8	39
2/10	5	4.8	4.6	4.8	4.8	5	4.8	5
2/10	5	4.2	5	4.1	4.3	4.4	4.4	30
2/12	5	4.6	5	4.2	4.45	4.7	4.6	33
2/13	5	4.9	5	4.7	4.75	4.9	4.8	16
2/13	5	4.4	4	3.7	4.09	4.5	3.2	23
2/17	5	4.6	5	4.7	4.7	4.7	1.6	11
3/2	5	4.5	5	4	4.31	4.6	4.5	16
3/4	5	4.6	5	4.3	4.5	4.6	4.5	29
3/9	5	4.4	5	4.2	4.42	4.4	4.4	33
3/11	5	4.8	5	4.4	4.67	5	4.4	13
3/12	5	5	5	4.9	4.75	4.9	4.9	8
3/20	5	4.9	5	4.6	5	4.8	4.9	8
3/31	5	4.4	5	4.1	4.21	4.2	4.4	14
3/31	5	4.2	5	3.7	4.18	4.2	4.2	11
4/2	5	5	5	4.5	5	4.8	4.9	10

Table 3. Workshop Evaluations

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.

This Spring, one reading group met on a regular basis. This was hosted by a student, Ms. Lillian Marascio, who gathered with seven friends once per month to discuss the *Twilight* series. Lillian will be one of two new tutors whose professional development work will specifically involve developing reading and writing groups.

WRITING ACROSS THE CURRICULUM & WRITING IN THE DISCIPLINES

Professional Development in WAC/WID, in its general workshop format, presented several problems. First, it relied on the interest of less than a dozen faculty. Second, because it was general in nature, it could not accurately address the issues of specific disciplines. Presentations were geared toward a more general audience.

After consultation with the Assistant Vice-President for Research, a change in strategy was implemented. Instead of presenting to a general audience, we decided to focus on generating interest at the Department level. A blanket call was sent out, and in reply, the CWE Director was invited to speak at an Arts & Sciences Chairs Meeting. Two academic units – The Department of English and the College of Nursing – expressed interest in doing some form of WAC/WID effort, both involving grammar instruction practices, but activity development did not proceed. At the same time, the Department of Social Work took a more active approach to integrating writing up and down its curriculum by strategically placing writing center workshops in several courses.

At present, it appears that WAC/WID Professional Development is facing a difficult situation. General workshops are limited in what they can provide, but faculty are generally too busy in other projects to participate. Options that may need to be revisited include the following:

- Returning to the general workshop format for Fall 2009.
- Pursuing specific Departmental relationships. Candidates to examine this further include Social Work and the College of Nursing, where strong relationships have already been built and where informal writing initiatives are already underway.
- Requesting the Office of Academic Affairs to convene a permanent committee on Writing to advocate this effort across the faculty.

Other suggestions and strategies will be sought in the coming months.

COMMUNITY PROGRAMS

Florence High School Writing Center

The Florence High School Writing Center continues to operate under the leadership of Mrs. Dorlea Rickard, English Division Head. The center was housed in the library, and open during lunch periods Monday through Friday. Tutoring was again provided by 11 students from the Junior and Senior AP English classes.

The students' extra-curricular schedules made Spring training impossible, so Mrs. Rickard met with them during the day as needed. Although Dr. Kelly Latchaw, Assistant Professor of English, and Dr. Robert Koch, CWE Director, periodically contacted Mrs. Rickard to receive updates on writing center needs.

As of the close of UNA's academic year, 26 tutorials had been conducted. This is a modest success for the year. Planning and revision for the coming academic year will begin during the Summer.

Florence-Lauderdale Public Library Writing Workshops

The CWE hosted a Spring Workshop for Beginning Fiction Writers at the Florence-Lauderdale Public Library. Instructors included Dr. Robert Koch, CWE Director; Ms. Amy Collins, a local freelance writer; and two CWE tutors, Ms. Amy Goodman and Mr. Trey Bagwell.

Although 15 members of the community signed up, only 10 attended the first session, and only 5 completed the six-weeks. Despite these numbers, the times was well spent, as participants came from

diverse backgrounds – as writers, across ethnicity, and physical ability. The following comments come from two participants.

I thought the class was well put together. I liked that we had four "teachers" instead of one teacher. My writing improved from the constructive criticism I received from everyone. I wished the class had more format when teaching the topic of the day. I learned more about how to write when we critic each other work then during the lesson time. Thank you, I really enjoyed the class and hope you will offer another class soon!

A more detailed response from another participant reached the core reason why these workshops are important: community.

I really enjoyed the workshop, both as an educational experience and a social event. The technical feedback will be a great help in the future, and the response to my pieces was much more positive than I thought it would be. The guidance and inspiration I received may well be the motivation I need to finally pursue writing as a career, instead of just a personal pastime.

The only improvements I think that could be made are ones that are, for the most part, beyond control. It would have been nice to have the full complement of participants for the duration of the workshop. While having fewer people meant more "one on one" time, feedback and peer review from more sources would have been nice to have. Longer, or more frequent, meeting times would have been nice as well. Two hours every other week should be plenty of time, but any time a group of creative people with similar interests gather time seems to become a scarce commodity.

Last, but certainly not least, of all; thank you. Thank you for the time spent during, and after, the workshop offering advice and guidance. Thank you for the kind and gentle way you offered criticism while boosting self confidence. Thank you for offering your support in the future as well.

Flyers for the Summer Workshop intended for 9th-12th grade students has already been distributed. All the instructors are returning, and one or two new CWE tutors will join the program.

ACADEMIC-ATHLETIC MENTORING PROGRAM

The Academic-Athletic Mentoring Program (AAMP), in its second semester of providing mentoring assistance to freshman and at-risk student athletes, expanded in size during Spring 2009. In Fall 2008, 24 students participated; in Spring 2009, 40 students participated, a half dozen of them returnees from the prior semester. Of these 40, 33 completed the program.

Seven academic coaches, all non-traditional aged students, were hired to meet with athletes 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 provided funding to hire coaches and a printing budget.

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

Additional support in the form of guest presentations and one-on-one conference support was provided by the following faculty:

- Dr. Craig Robertson, Dept. of Sociology Chair
- Dr. Tom Coates, HPER Dept. Chair.
- Ms. Lynne Martin, Student Counseling Services

For the coming academic year, the program is expected to maintain its seize, but will 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 4 is the budget for the CWE for the 2008-2009 Academic Year, as of May 7, 2009. Subsequent tables show the hours of operation for the University Writing Center.

Item	Requested AY 2008-2009	Allocated AY 2008-2009	Expenditures To Date
Salaries			
Director Salary	\$55,814.00	\$55,815.00	\$14,150.49
Director Benefits	\$4,269.77		\$2,199.60
Director Retirement	\$6,418.61		\$1,707.96
Director Summer Salary	\$11,162.80	\$15,725.00	
Director Summer Benefits	\$853.96		
Director Summer Retirement	\$1,283.72		
University Student Workers		\$24,033.00	
Assistant Director			
Stipend	\$6,000.00		
Tuition Remission	\$2,160.00		
Writing Tutorial Consultants			
Fall 2008 (10/8-12/8)	\$9,078.30		\$ 5,564.23
Spring 2009	\$9,078.30	\$	\$ 9,057.01
Summer I, 2009	\$786.00	\$	
Summer 2, 2009	\$786.00	\$	
Fall 2009 (8/09-9/09)			
Online Tutorial Consultant	\$1,467.20		
Tutor Training August	\$1,048.00		
Tutor Training January	\$1,048.00		
AAMP	\$		\$6,822.00
Total Salaries	\$111,254.66	\$95,573.00	\$39,501.29
Supplies			
Advertising			
Bookmarks	\$250.00		\$27.50
Color Flyers	\$100.00		
Posters	\$100.00		
Promotionals	\$500.00		\$711.66
Office Supply	\$2,500.00		
Printing			
General Purpose	\$2,500.00	\$3,160	\$191.66
NCR	\$120.00		
Photocopies (Central Duplication)	\$150.00		\$419.50
Working Lunch	\$240.00		
Total Supplies	\$6,460.00	\$3,160.00	\$1,350.32
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		\$1,249.50
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	\$162.00	\$1,375.50
Total Base Budget	\$126,341.66		

Table 3: 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 4: 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 5: 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 6: CWE Summer Weekly Staff Hours

CONCLUSION

With all CWE Programs for the foreseeable future established, attention can turn toward refining and developing each.

- Peer Tutor Training will be offered through the Office of Continuing Education this Fall; accreditation will be applied for in June, with approval notification hopefully occurring between October and December.
- Consultations will be held this Summer with Mrs. Dorlea Rickard (FHS Writing Center) and Mr. Mark Linder (AAMP) in order to evaluate and strengthen those programs.

Despite the increasingly tight budget and the program evaluations and revisions that remain, 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