

**Center for Writing Excellence**  
**2009-2010 Academic Year Report**  
Dr. Robert T. Koch Jr.

**Mission & Programs**

The UNA Center for Writing Excellence has a three-fold mission: 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.

The above mission is accomplished through a collection of programs and activities categorized into three areas:

1. University Writing Center
  - a. Individual and Group Consultations, conducted face-to-face or online
  - b. Classroom Presentations and Workshops
  - c. Student-led Reading or Writing Groups
2. Faculty Professional Development
  - a. Group, Departmental, College, or University-level Presentations and Workshops
  - b. Faculty Writing Retreats
  - c. Individual Consultations
3. Community Programs
  - a. Florence High School Writing Center
  - b. Florence-Lauderdale Public Library Writing Group

The Center for Writing Excellence Hours of Operation are:

Fall & Spring

Monday – Thursday 8:00 am – 4:00 pm & 6:00 pm – 9:00 pm

Friday 8:00 am – 3:00 pm

Sunday 2:00 pm – 9:00 pm

Fall & Spring Online

Monday – Thursday 2:00 pm – 4:00 pm & 6:00 pm – 8:00 pm

Friday 1:00 pm – 3:00 pm

Sunday 2:00 pm – 4:00 pm

Summer I & II

Monday – Thursday 9:00 am – 3:00 pm

Summer I & II Online

Monday – Thursday 1:00 pm – 3:00 pm

**University Writing Center**

The primary activity of the University Writing Center is to conduct **writing consultations**, which are the 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.

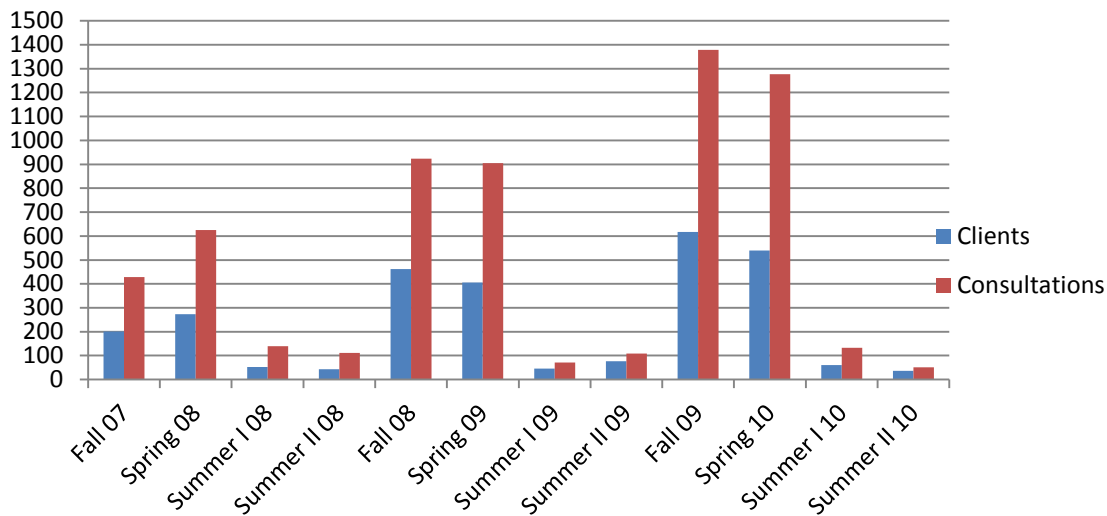


Figure 1: Individual Clients and Consultations by Semester

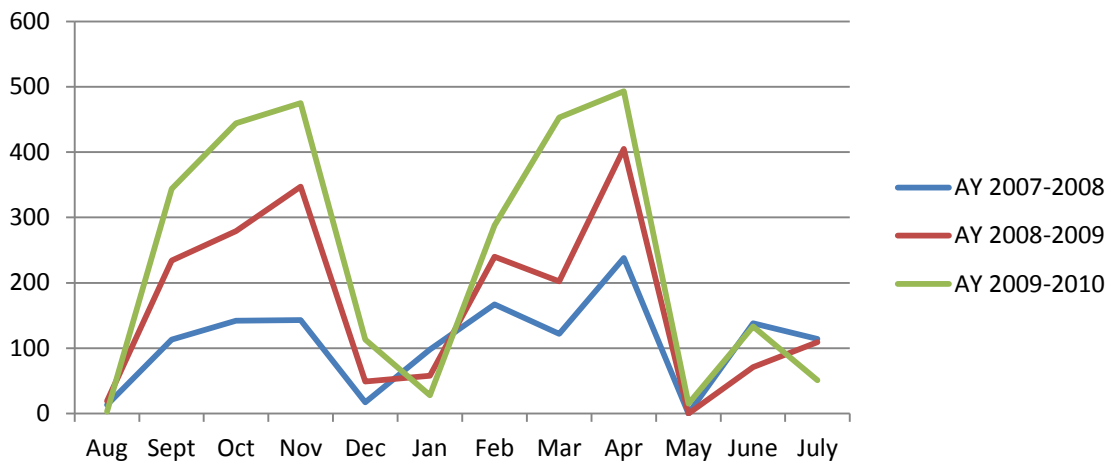


Figure 2: Consultations by Month

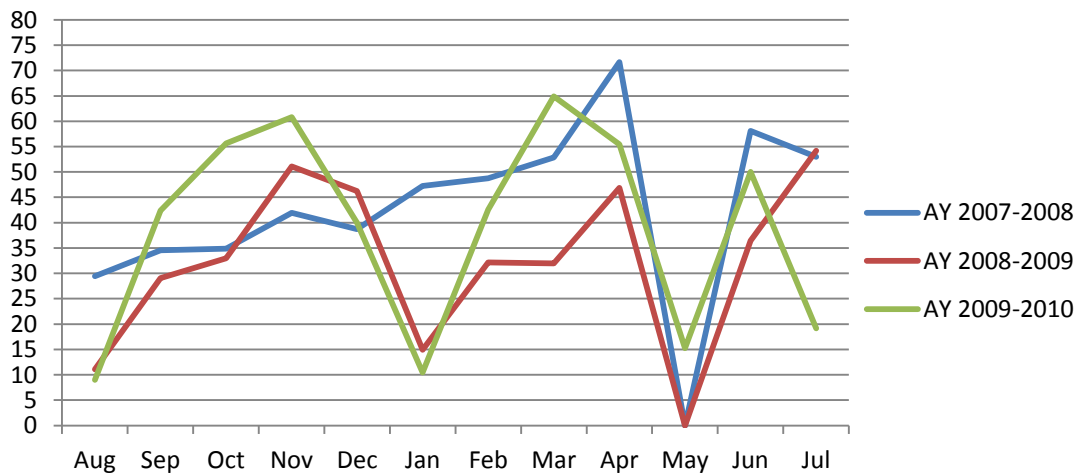


Figure 3: Use Rates by Month (%)

Figures 1-3 show the following:

- Sustained growth has occurred for the past three academic years, during which both clients and consultations have increased.
- A sharp decline in Summer 2010 writing center use.

Growth over the past three years (Figures 1 and 2) is largely due to the writing center director's efforts at relationship-building with faculty who actively promote and integrate the writing center in their classes. Many of these faculty have found success using a three visit strategy for semester length papers, in which students visit in the first month for invention and outlining, in the second month for revision, and in the third month for editing. The substantial increases in consultations during the opening months of the Fall 2009 and Spring 2010 semesters (Figure 2) are the result of this strategy.

The sharp decline in consultations and use rates (Figures 2 and 3) during the past summer may be accounted for by reduced class offerings and enrollments, a lack of advertising, or, most likely, by summer teaching assignments. Much of the academic year business for the writing center comes from untenured or newer faculty, including instructors and adjuncts. These populations may not be teaching the same courses in summer. If they are tenure-track faculty, they are less likely to get summer teaching, or, if they are adjuncts or instructors, are simply not employed. As a result, the numbers for the summer decreased.

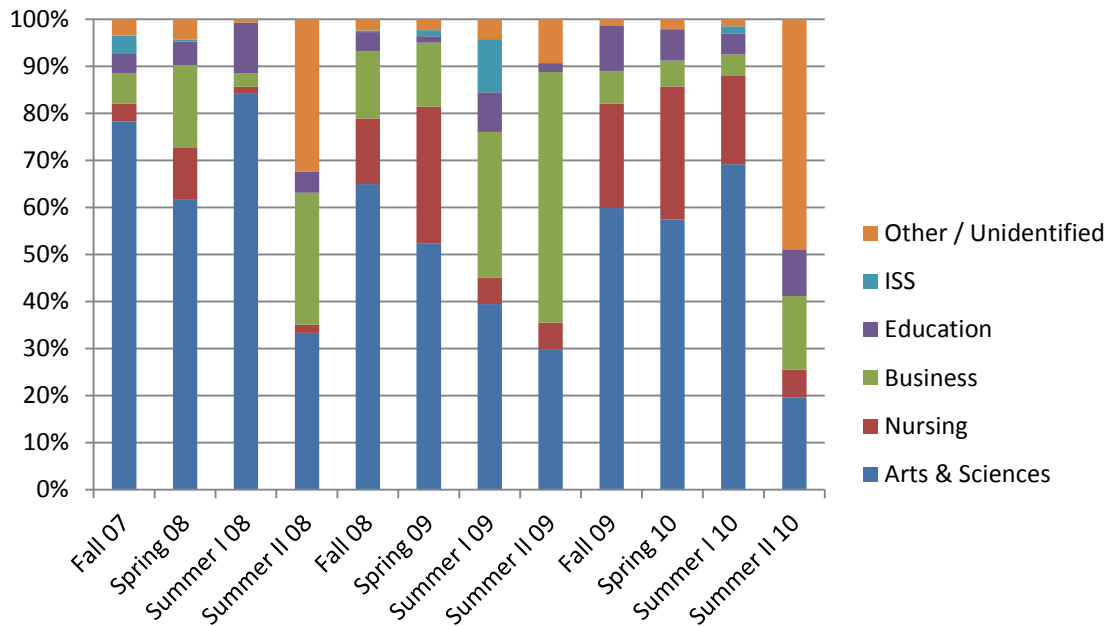
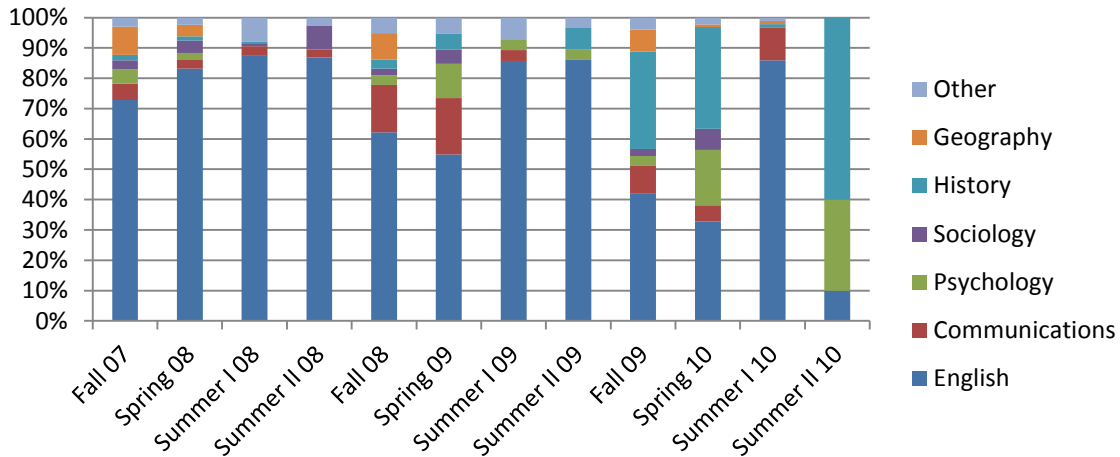


Figure 4: Consultations by College

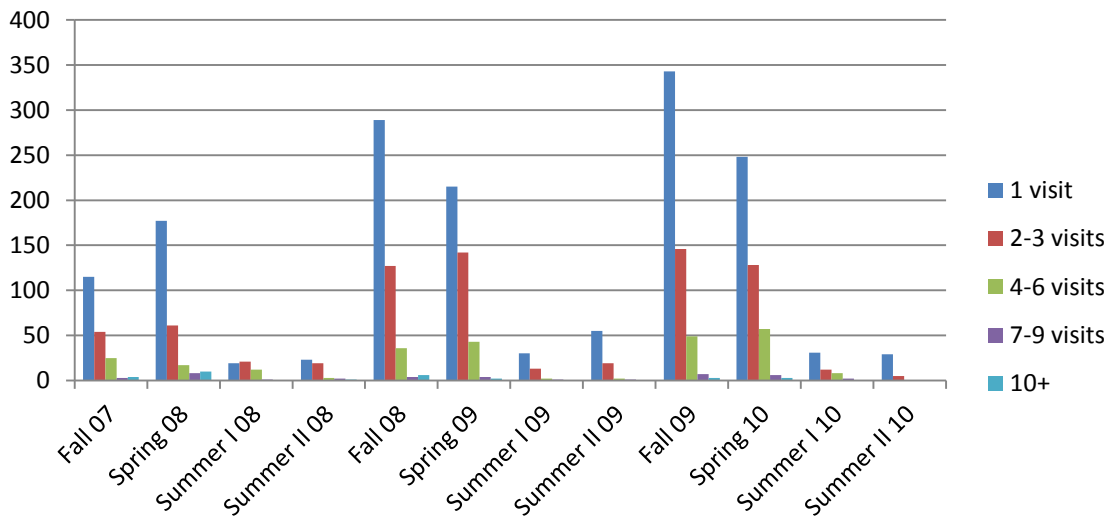
In Figure 4, the high level of “Other” tutorials in each Summer II session is comprised of Presidential Mentors Academy consultations. Although the their primary course has an NU prefix, it is interdisciplinary and does not count toward the Nursing degree.

It appears that further growth in the 2010-2011 year could be achieved by pursuing stronger relationships with ISS, Business, and Education faculty, which are comparatively underrepresented.



**Figure 5: Consultations by Discipline in the College of Arts & Sciences**

In Figure 5, nearly all the Arts & Science English consultations in Summer I, 2010, came from one class, Dr. Nicholas Mauriello’s EN 112, in which students were required to visit the writing center on a weekly basis. Most conspicuous is the near absence of consultations for English Liberal Arts classes during Summer II. The reason for this is unknown.



**Figure 6: Clients by Number of Tutorial Visits**

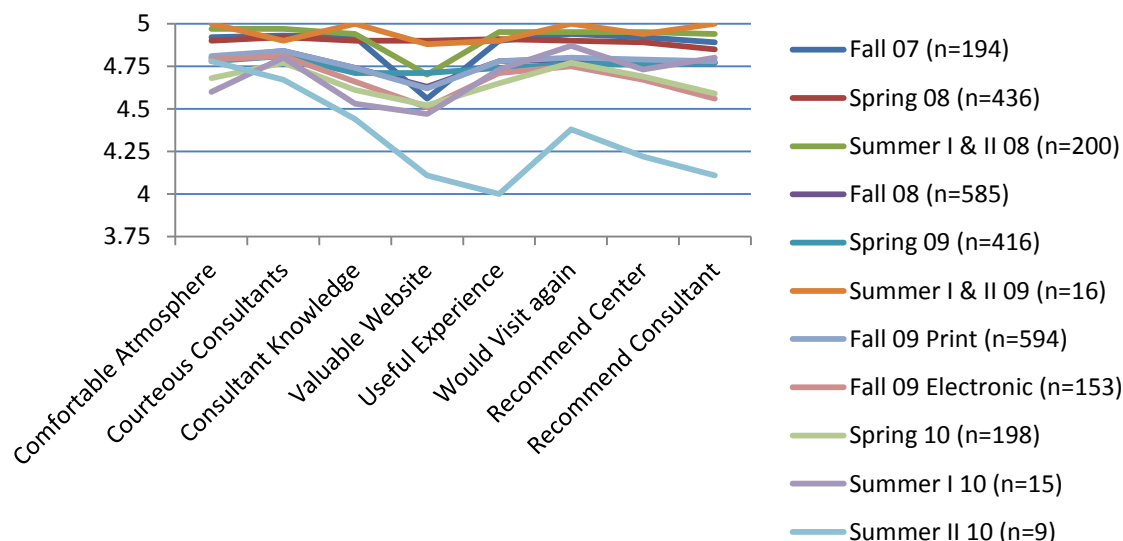
One measure of success for any writing center can be determined by the number of repeat visits, since writing centers are most effective when they are used to develop writing skills over time. Although the number of clients with 2-3 visits has essentially stayed the same, the 4-6, 7-9, and 10 visit categories have slightly increased. Since classroom mandates often require three visits or less, an increase in client visits above three suggest that the center *is* making an impact on some students, who are deciding to visit more regularly than required or suggested.

Overall, the University Writing Center expanded its presence across the disciplines this year. Increased consultations for Psychology and History may be attributed to Dr. Gabriela Carrasco and Dr. Jeffrey Bibbee, both of whom adopted the three-visit strategy discussed earlier. The strong College of Nursing Nursing presence is again directly tied to the involvement of Dr. Ernestine Davis, Mrs. Janelle Sorrell, and Dr. Alyce Brown, among others. In addition, Dr. Lesley Petersen, Dr. Nicholas Mauriello, and several of the adjuncts and instructors in English; Dr. Santanu Borah, Dr. Dennis Balch, and Dr. Jana Beaver of the

College of Business; Felecia Harris in the College of Education; Dr. Michael Pretes, Dr. Greg Gaston, and Dr. Lisa Keys-Mathews of Geography; and the entire Social Work Department have all actively promoted and encouraged writing center use in their courses, substantially improving the center's impact this year.

### Consultation Evaluations

Clients of the University Writing Center have the option of providing an evaluation of their experience. The following table shows the results of evaluation surveys since 2007.



**Figure 7. Consultation Evaluation Trends**

From its inception, the consultation evaluation survey has always received lower marks for use of the website, which came online late and has limited resources. These scores are not helped by the fact that the website is not an integral part of consultations beyond registration. Future goals include a more thorough development of the website resources.

From Fall 2007 through Summer II 2009, clients were asked to submit paper evaluations. In Fall 2009, clients could opt for paper or electronic evaluations, and the center converted to electronic evaluations in Spring 2010. Not surprisingly, the electronic medium has coincided with a drop in overall scores. Though still acceptable, these scores reflect a client's willingness to admit their opinions in anonymity. The greatly reduced scores for Summer 2010 may be accounted for by a low sample size.

### Consultation Cost Per Semester

The cost of a consultation each semester may be estimated using the formulas described below.

Academic Year (Fall and Spring):

$$\text{Per Semester} = \frac{(\text{Consultant Wages Per Semester} + \frac{3}{8} \text{ Director Salary} + \frac{2}{5} \text{ CWE Non-Wage Budget})}{\# \text{ Consultations}}$$

Summer I & II (combined):

$$\text{Per Semester} = \frac{(\text{Consultant Wages for Summer} + \text{Director Summer Pay} + \frac{1}{5} \text{ CWE Non-Wage Budget})}{\# \text{ Consultations}}$$

The table below charts these costs:

Term	Consultant Wages	Director Pay	CWE Budget	Consultations	Cost
Fall 2007	5,519.86	20,930.25	2,107.60	428	66.73
Spring 2008	3,941.44	20,930.25	2,107.60	625	43.17
Summer 2008	1,333.80	11,142.00	1,053.80	251	53.91
Fall 2008	8,656.35	21,225.75	909.51	924	33.33
Spring 2009	9,057.01	21,225.75	909.51	905	34.47
Summer 2009	1,820.90	11,320.40	454.75	180	75.54
Fall 2009	6,655.50	21,225.75	1,748.00	1379	21.49
Spring 2010	10,168.13	21,225.75	1,748.00	1277	25.96
Summer 2010	2,189.50	11,320.40	874.00	184	78.18

Table 1. Approximate Cost Per Consultation

The table clearly shows that the cost per consultation is significantly lower in the academic year, as opposed to the summer, and that the academic year cost has decreased each year. In order to reduce the cost of summer consultations, more advertising and more use is required. This will involve identifying and meeting with faculty who are assigned summer classes before the session begins, and encouraging them to build the center and its resources into their courses.

### Retention

The University Writing Center contributes to the retention effort by tracking writing center use among specific populations who are perceived as needing additional academic assistance. Although the data is useful for tracking these demographics, it is impossible to create a direct correlation between writing center use and retention using quantitative methods.

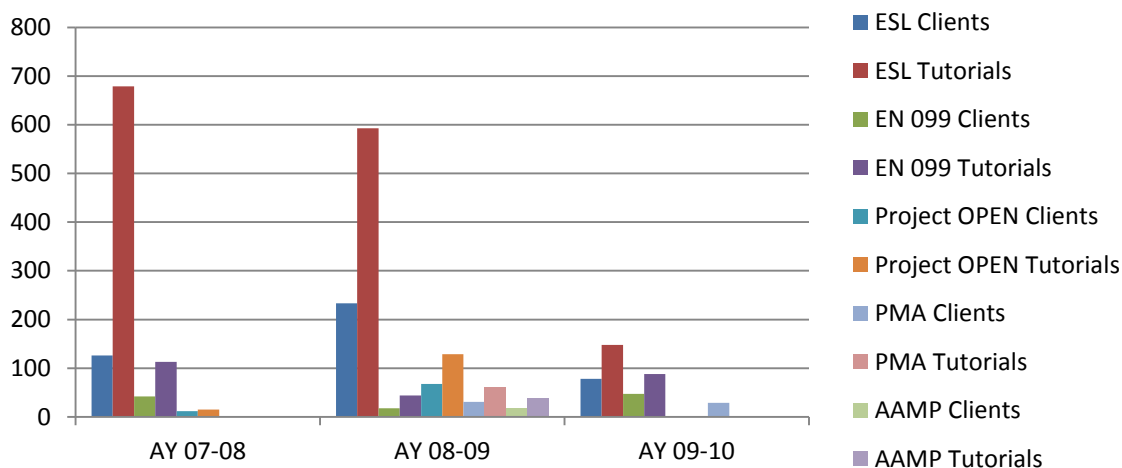


Figure 8. University Retention Data

Retention involvement has decreased drastically for several reasons. Both Project OPEN and the AAMP Program were discontinued, one because of funding, the other because of effectiveness. A technical problem with the scheduling software prevented collection of PMA consultation data, although the number of clients was easily retrievable. And although EN 099 client use was up, the total consultations decreased. None of this, however, explains the reduced use of the writing center by the ESL population. A renewed effort must be made during the 2010-2011 academic year to connect with this program and draw in more ESL clients.

### Orientations, Workshops, & Presentations

One responsibility of the University Writing Center is to provide orientations, workshops, and presentations on writing issues, usually in classes around campus. In the 2009-2010 academic year, including summers, 81 orientations, workshops, and presentations were conducted. Students evaluated those presentations listed in italics.

#	Date	Faculty	Course	Topic	Participants
1	08/26/2009	Ingram, R	EN 112	CWE Orientation	Not recorded
2	08/31/2009	Bibbee, J	HI 101	CWE Orientation	Not recorded
3	08/31/2009	Bibbee, J	HI 101	CWE Orientation	Not recorded
4	09/02/2009	Raney, C	EN 099	CWE Orientation	Not recorded
5	09/02/2009	Raney, C	EN 099	CWE Orientation	13
6	09/03/2009	Graham, A / Vance, C	LC 100	CWE Orientation	Not recorded
7	09/04/2009	Adams, L	EN 111	CWE Orientation	Not recorded
8	09/08/2009	Blount, L	ED 299	Autobiography	32
9	09/08/2009	Brown, A	NU 406	Research Process	36
10	09/09/2009	Davis, E	NU 200	APA	36
11	09/10/2009	Pretes, M / Gaston, G	GE 300	Research Question	52
12	09/10/2009	Coleman-Reed, F / Crisler, K	SW 305/230	Writing Academic Essay	38
13	09/10/2009	Williams, J	LC 100	CWE Orientation	Not recorded
14	09/17/2009	Coleman-Reed, F	SW 370	Research Question	11
15	09/21/2009	Crisler, K	SW 360	APA	24
16	09/22/2009	Dodson, D	LC 100	CWE Orientation	19
17	09/23/2009	Ferry, J	GABA 507	Grammar	13
18	09/23/2009	Harris, F	ED 292 - 1	Essay & Interview Prep	27
19	09/23/2009	Harris, F	ED 292 - 2	Essay & Interview Prep	31
20	09/24/2009	Harris, F	ED 292 - 4	Essay & Interview Prep	20
21	09/24/2009	Pretes, M / Gaston, G	GE 300	Research Outline	43
22	09/24/2009	Keys-Matthews, L	GE 321	Memos	32
23	09/24/2009	Harris, F	ED 292 - 3	Essay & Interview Prep	23
24	09/24/2009	Pace, T	EN 111	CWE Orientation	24
25	09/25/2009	Pace, T	EN 112	CWE Orientation	25
26	09/28/2009	Fitzsimmons, M	LC 100	CWE Orientation	Not recorded
27	09/29/2009	Dodson, D	LC 100	CWE Orientation	15
28	10/1/2009	White, J	GABA 507	APA & Collaboration	12
29	10/05/2009	Kingsbury, P	EN 112	CWE Orientation	Not recorded
30	10/06/2009	Kingsbury, P	EN 112	CWE Orientation	Not recorded
31	10/08/2009	Brown, A	NU 406	Collaboration	35
32	10/12/2009	Beaver, J	MG 382 - 1	Collaboration	25
33	10/19/2009	Beaver, J	MG 382 - 1	APA	26
34	10/19/2009	Beaver, J	MG 382 - 2	APA & Collaboration	33
35	10/27/2009	Brown, A	NU 406	APA	25
36	10/28/2009	Darnell, L	LC 100	CWE Orientation	Not recorded
37	11/06/2009	Darnell, L	COM 201	CWE Orientation	Not recorded
38	11/09/2009	Sanders, P	COM 470	APA	Not recorded
39	11/10/2009	Coleman-Reed, F	SW 370	Writing Process	11
1	01/21/2010	Raney, C	EN 099	CWE Orientation	Not recorded
2	01/21/2010	Raney, C	EN 099	CWE Orientation	Not recorded
3	01/26/2010	Brown, A	NU 406	Research Process	39
4	01/27/2010	Davis, E	NU 200	APA	45
5	02/02/2010	Coleman-Reed, F	SW 370	Research Question	16
6	02/04/2010	Blount, L	ED 601	APA & Literature Review	8
7	02/16/2009	Coleman-Reed, F	SW 305	Writing Process	11
8	02/18/2010	Reed, T	GABA 507	WCO & APA	9
9	02/23/2010	Harris, F	ED 292 - 1	Essay & Interview Prep	25
10	02/23/2010	Harris, F	ED 292 - 2	Essay & Interview Prep	24
11	02/24/2010	Harris, F	ED 292 - 3	Essay & Interview Prep	25
12	02/24/2010	Harris, F	ED 292 - 4	Essay & Interview Prep	20
13	02/24/2010	Beaver, J	MG 382 - 1	Collaboration	28

14	02/25/2010	Brown, A	NU 406	Collaboration	39
15	03/01/2010	Beaver, J	MG 382 - 1	APA	31
16	03/08/2010	Beaver, J	MG 382 - 2	APA & Collaboration	22
17	03/09/2010	Brown, A	NU 406	APA	45
18	03/10/2010	Social Work Dept.	Prof Dev Conference	Writing in Social Work	Not recorded
19	03/15/2010	Crisler, K	SW 360	APA	16
20	03/18/2010	Bulman, J	EN 111	CWE Orientation	Not recorded
21	04/06/2010	Kirch, L	AR 282 - 1	Writing Essay Answers	25
22	04/07/2010	Kirch, L	AR 282 - 2	Writing Essay Answers	12
23	04/07/2010	Lee, R	IEP 200	CWE Orientation & APA	18
24	04/15/2010	Patterson, A	EN 112	MLA & Source Integration	22
25	04/15/2010	Patterson, A	EN 112	MLA & Source Integration	23
1	06/01/2010	Jacques, T	SOAR	CWE Orientation	Not recorded
2	06/08/2010	Mauriello, N	EN 112	CWE Orientation	Not recorded
3	06/10/2010	Mauriello, N	EN 112	APA	18
4	06/11/2010	Jacques, T	SOAR parents	CWE Orientation	Not recorded
5	06/14/2010	Harris, F	ED 292	Essay & Interview Prep	11
6	06/21/2010	Bibbee, J	HI 301	Avoiding Plagiarism	19
7	06/22/2010	Sanders, P	COM 316	APA	11
8	06/22/2010	Jacques, T	SOAR parents	CWE Orientation	Not recorded
9	06/23/2010	Bibbee, J	HI 301	Chicago Footnoting	16
10	06/24/2010	Bibbee, J	HI 301	Chicago Bibliography	17
11	06/24/2010	Lee, R	IEP 200	CWE Orientation & APA	6
12	06/25/2010	Jacques, T	SOAR parents	CWE Orientation	Not recorded
13	06/29/2010	Beaver, J	MG 382	APA & Collaboration	8
14	07/09/2010	Borah, J	PMA	Higher Order Concerns	20
15	07/09/2010	Davis, E	NU 210	APA	22
16	07/09/2010	Jacques, T	SOAR parents	CWE Orientation	Not recorded
17	07/27/2010	Jacques, T	SOAR parents	CWE Orientation	Not recorded

Table 2. Orientations, Workshops, and Presentations, 2009-2010

### Oriention, 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.

This year's evaluations appear below. As stated above, only those in italics are calculated here. N equals the number of presentations/evaluations.



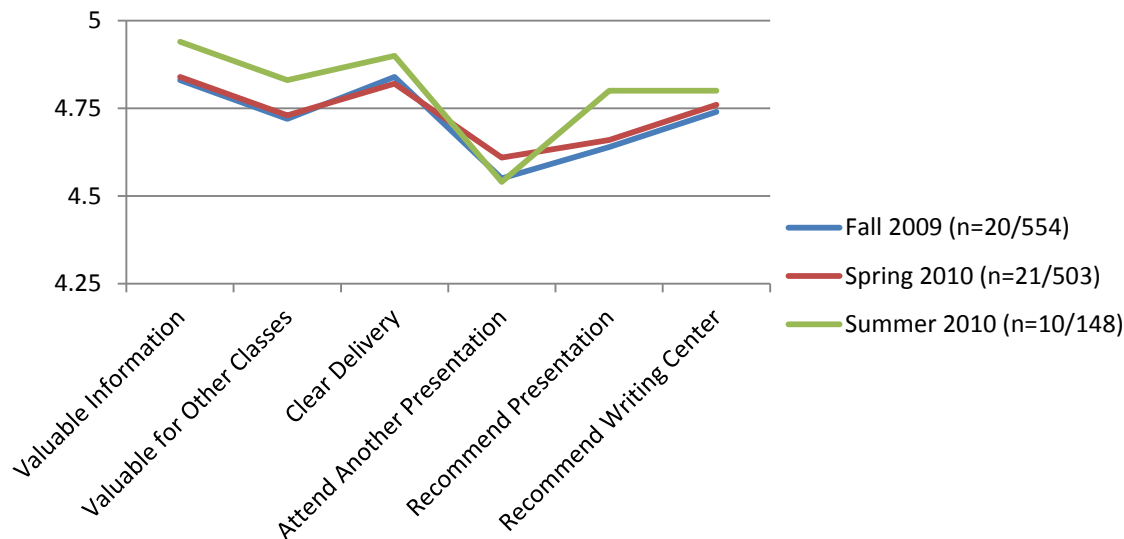


Figure 9. Workshop and Presentation Evaluations 2009-2010

Figure 9 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 like this 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 and consultants, faculty and support staff across the university must find ways to address these problems.

### Professional Development

Writing Across the Curriculum and Writing in the Disciplines Presentations were discontinued at the end of the 2008-2009 year, after a trend in declining interest and enrollment appeared. During Fall 2009, the CWE Director advertised that workshops would be offered upon departmental, college, or committee request. There were still no takers. At that point, the Assistant Vice President for Academic Support recommended that the professional development – workshop component of the CWE could be put on temporary hiatus until an alternative strategy for implementation could be found.

At the same time, however, the CWE Director was strongly encouraged to submit a SACS Quality Enhancement Plan (QEP) Proposal. From both philosophical and practical perspectives, the QEP is a device for enacting growth and development in the academic culture of an institution, and therefore often necessitates professional development among faculty. The proposal, entitled *Academic Research Literacy in the Disciplines: A Bridge to a Four-Year Sequence*, was co-authored with two colleagues in the Department of English, Dr. Nick Mauriello and Dr. Kelly Latchaw. It actively promotes research skill building across campus, especially through skills in writing, library research, reading, statistics, and primary document analysis, and encourages departments to take up the cause by allowing them to develop implementation strategies that suit the style and nature of their disciplines. Although the proposal met direct resistance from one chair, it was received well overall, and was successfully selected as the QEP plan for the coming decade. The Center for Writing Excellence and the QEP are now linked together in terms of how the former provides professional development support for implementation of the latter.

The Department of Social Work, led by Dr. Joy Borah, and the Traditional Nursing Program, led by Interim Chair Marilyn Lee, immediately began to implement ideas promoted in the QEP proposal. With the help of Kathy Crisler and Freda Coleman-Reed in Social Work, and Laura Williams and Beverly Bryant in Nursing, a sequence of courses were identified and assignments were implemented. As QEP development moves forward, they will provide models for potential implementation.

In addition to emphasizing the QEP, the CWE refocused its efforts from professional development in teaching to professional development in research. To do this, the CWE offered two Faculty Summer Retreat Writing Workshops, one in May and another in August. These week-long retreats consisted of daily writing and response sessions that met from 9:00 am to 3:00 pm each day. Collier Library provided the workspace and a research librarian, while the Office of the Vice President for Academic Affairs and Provost provided breakfast and lunch for participants.

The following faculty and staff participated in these retreats:

	<b>May</b>	<b>Discipline</b>		<b>August</b>	<b>Discipline</b>
1	Austin, Linda	Nursing	1	Austin, Linda	Nursing
2	Butler, Amy	Library	2	Bulman, Jay	English
3	Carrasco, Gaby	Psychology	3	Crabtree, John	CIS
4	Coleman-Reed, Freda	Social Work	4	Kirsch, Lisa	Art
5	Hearn, James	Music Mgmt	5	Koch, Rob	CWE
6	Keys-Mathews, Lisa	Geography	6	Lee, Marilyn	Nursing
7	King, Michele	English	7	Lott, Anna	English
8	Kingsbury, Pam	English	8	MaGee, John	Ed Tech
9	Kinnamon, Eric	Business	9	McDaniel, Doris	Library
10	Kirkman, Tera	Nursing	10	Williams, Laura	Nursing
11	Koch, Rob	CWE	11	Zhang, Xihui "Paul"	CIS
12	Peterson, Lesley	English			
13	Takeuchi, May	Sociology			
14	Thompson, Leigh	Library			
15	Underwood, Lynn	Nursing			
16	Wells, Shannon	Placement			

Table 3. Faculty Writing Retreat Participants, 2010

During these retreats, the 27 participants brainstormed and developed new project ideas, completed and submitted conference proposals, reviewed, revised, and submitted articles for publication, and one even finished a book manuscript. The response to this opportunity was overwhelmingly positive, as evidenced by their evaluation scores (all participants scored the retreats a 5 out of 5), and by their comments, a sample of which are provided:

“Every element was significant (having a quiet space and a space to conference, computer and internet access, coffee, snacks, and meals, regular brief sharing.”

“I believe the entire week, every minute, was valuable. I accomplished a lot of work which will allow me to be better organized in the Fall.”

“[The best feature was] group support-positive atmosphere Networking re: research and writing: Rob & Amy's expertise and assistance.”

“I really enjoyed it and I wanted to thank you for conceiving this idea to give us some time to work and to meet new people. I will definitely be back next time...”

“I wish either that they could be two-week affairs or that they were offered several times a year.”

In fact, the program was so successful that the Women’s Center, led by Dr. Anna Lott and Dr. Lynn Rieff, began holding bi-weekly writing group meetings in Fall 2010. In the future, however, the CWE will only

host May retreats, mostly because of limited human resources, though prorotation may affect these opportunities as well.

### **Community Programs**

The CWE has limited resources and time to commit to the community component of its mission, so these have been directed toward relationships with Florence-Lauderdale Public Library and Florence High School, as these two entities provide the most opportunity for reaching as many community members as possible.

#### FHS Writing Center

Since 2008, the UNA Center for Writing Excellence has worked with the administration and English Department at Florence High School to create the Florence High School writing center. The FHS writing center is directed by English Division Head Mrs. Dorlea Rickard, and staffed by FHS Creative Writing and Honors English students. The center is housed in the school library. Training and document support is provided by UNA CWE writing consultants, led by Dr. Robert T. Koch Jr. and Dr. Kelly L. Latchaw.

Consultations were down in the 2009-2010 academic year, from approximately 65 in 2008-2009 to only about 20 during the past year. Mrs. Rickard has identified several reasons for this, from external pressures to student interest and involvement. For the coming year, the CWE is working with the FHS English Department to develop a strategy that will more actively integrate writing activities and support into the high school classroom. Secondary English Education majors enrolled in Theories of Composition will also be more actively involved in the FHS Writing Center.

Expenditures for this program have been in supplies only, and limited to less than \$100.00. All personnel hours are voluntary.

#### FLPL Creative Writing Workshops

Florence-Lauderdale Public Library Creative Writing Workshops meet biweekly, 5-6 times during a semester, and are conducted in Spring, Summer, and Fall. Instruction is volunteer, and there is no fee for participation. Expenditures are limited to notebooks, paper, pens, and photocopies. Attendance records since inception are provided below, including the Memoir Workshop that was part of the One Book Program during Fall 2008.

<b>Semester</b>	<b>Registered Participants</b>	<b>Appeared on First Day</b>	<b>Completed Program</b>	<b>Returning Participants</b>
Fall 2008	26	20	16	NA
Spring 2009	15	10	6	0
Summer 2009	5	2	2	NA
Fall 2009	20	12	6	2
Spring 2010	15	11	6	2
Fall 2010	15	10	7	3
Spring 2010	15	14	?	4

The Summer 2009 Workshop was oriented toward High School students, but the poor turnout led to the discontinuation of this focus. Afterward, the workshop was marketed toward beginning writers of all ages. Overall, participants have spoken well of the program, though no formal evaluations have been conducted. The numbers suggest that of the writers who appear on the first day, about half can be retained. The high number of new participants who visit suggest that there is a need for a forum that encourages new and aspiring writers to try their hand at the craft (most participants are middle aged adults or senior citizens), and the slowly but surely increasing number of returnees suggests success in promoting writing in the community.

Expenditures for this program have been in supplies only, totaling approximately \$350 over three years. All personnel hours are voluntary.

**2009-2010 Budget**

The CWE budget and expenditures for the 2009-2010 academic year are provided below:

Account	Title	2009-2010			Notes
		Allocation	Expenditure	Remainder	
6110	Full Time Faculty	\$56,602.00	\$56,601.96		
6120	Summer Pay Faculty	\$11,320.40	\$11,320.40		Org Summer Pay (40010) - Est Gross
6300	Benefits Pool	\$16,829.00			
6302	Hospital Insurance		\$4,951.28		
6303	Cancer Insurance		\$72.00		
6304	Disability Insurance		\$181.04		
6306	Life Insurance		\$203.80		
6313	Social Security		\$4,393.67		
6314	Teacher Retirement		\$7,080.95		
6314	Faculty Total	\$84,751.40	\$84,805.10	(\$53.70)	
6139	University Workstudy	\$26,808.00			
	CWE Payroll		\$22,235.75		
	AAMP Payroll		\$8,937.00		Program Discontinued May 2010
	Adjustments	\$5,140.00			COB, CONAH, (\$500 each), Bal Fwd
	University Workstudy Total	\$31,948.00	\$31,172.75	\$775.25	
700	Expense Pool	\$3,160.00			
	Fees Collected	\$175.00			Peer Tutor Training Course
	Adjustments	\$1,048.00			Balance, Forward
7005	Supplies		\$2,190.71		Books, Office Supplies, Advertising
7063	Publications				
7060	Institu Memberships				Covered in 7005
7067	Telephone	\$162.00			
7087	Computer Software				WOnline (www.therichco.com) in 7005
7097	Printing-Copying		\$704.85		Client Report Forms, Photocopies
	Expense Total	\$4,545.00	\$2,895.56	\$1,649.44	
	<b>Totals</b>	<b>\$121,244.40</b>	<b>\$118,873.41</b>	<b>\$2,370.99</b>	

More detailed accounts of spending are available upon request from the CWE director.