

Center for Writing Excellence
Fall 2012 – Summer 2013 Academic Year Report
 Dr. Robert T. Koch, Jr., Director
 Dr. Kathleen Richards, Assistant Director

Mission & Programs

The UNA Center for Writing Excellence has two primary missions: 1) to provide UNA students at all academic levels with instruction and resources for writing, reading, and writing-as-critical thinking skills development and 2) to provide UNA faculty with teaching resource support and professional development opportunities in Writing Across the Curriculum (WAC) and Writing in the Disciplines (WID).

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

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

University Writing Center

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

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

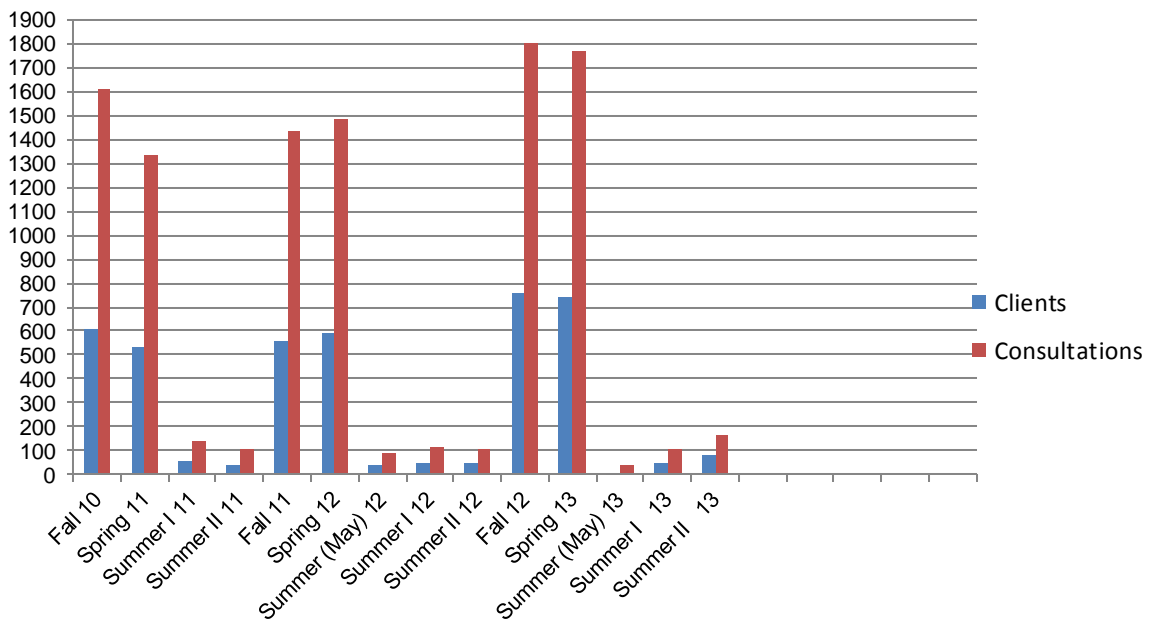


Figure 1: Total Number of Active Clients and Consultations over 4 Years

Repeat Writing Center Visits

Data suggests that, given the current resources, both clients and consultations are consistent. The CWE welcomes approximately 500-800 clients per year for a total of 1600-1900 consultations during the fall and spring semesters. This data also suggests that clients often return for assistance on numerous occasions. While the number of clients who visit one-time have increased slightly since fall 2012, the number of multiple visits by clients are slightly decreasing, especially in the 2-3, 4-6, and 7-9 visit range. The results are shown below in Figure 2.

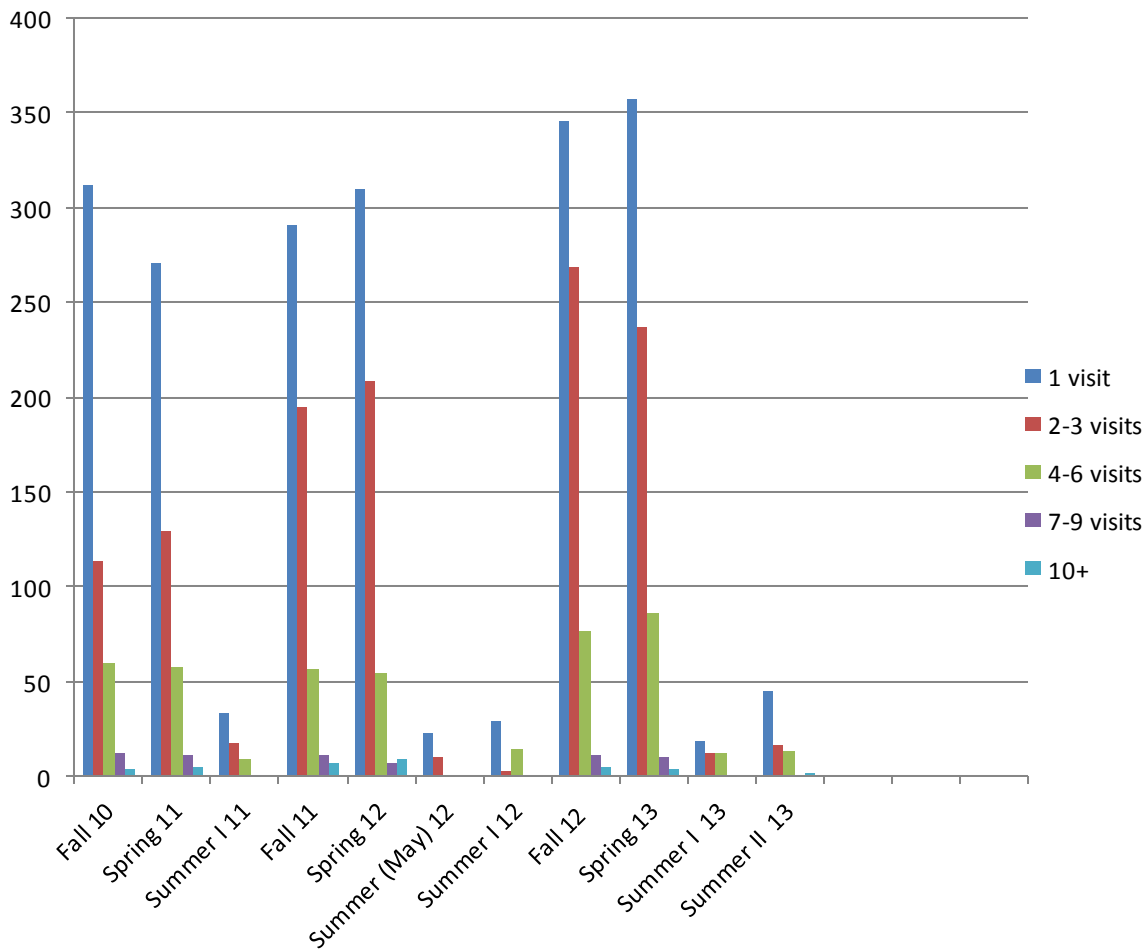


Figure 2: Clients by Number of Tutorial Visits

Data reveals that within the College of Arts & Sciences, a majority of consultations in the CWE involve students from English, history, and nursing courses. The summer session consultations are primarily English students. Consultations for history and nursing students continue to rise as more professors require writing components for their courses.

Consultation Evaluations

Clients of the CWE have the option of providing an evaluation of their experience via an electronic survey. From Fall 2007 through Summer II 2009, clients were asked to submit paper evaluations. These resulted in unusually high, yet unusually positive overall evaluations.

Since the institution of electronic surveys, the sample size has declined dramatically, although comments are much more candid than when evaluations were completed in the center. The extremely low sample size renders these evaluations useless for making general statements about writing center quality, atmosphere, and service, although they retain value for individual consultant training and evaluation purposes.

Clients are invited on the writing center website and in writing center orientations to provide the director with feedback on center quality, atmosphere, and service. On the rare occasions when criticism has been submitted, the center staff has worked to clarify misunderstandings and improve office practices and communications policies and strategies.

Workshops

Workshops continue to be a popular component of services offered by the CWE, reaching approximately 50 classes and approximately 1,200 students in the 2012-2013 Academic Year. The most popular requests continue to be writing center orientations, workshops in APA style, overviews of academic essay structure, historical writing, scientific method, and strategies for collaborative writing.

Orientation, Workshop, & Presentation Evaluations

Students are asked to evaluate workshops and presentations only (not WC 101 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. These evaluations are used to measure the effectiveness of the workshops. No names are required for these evaluations so as to retain an accurate and honest evaluation. Students are also asked to make personal comments as well as answer the evaluation questions. These evaluations are recorded and contained in a secure location.

The evaluations illustrate a pair of ongoing problems with student learning. First, students perceive less of a connection between writing preparation for one course and its potential application to another course. Second, they accept that support is valuable, yet they admit that they would not seek out or participate in other workshops or presentations. These two issues are not likely limited to the Center for Writing Excellence; the CWE Director, Assistant Director, and consultants, faculty and support staff across the university must find ways to address these problems.

Also, since these workshops have been implemented over the past three years, workshops are beginning to become repetitive for some students. Therefore, many students feel that the workshops are not necessary. To alleviate this repetition, workshops will no longer be presented in classrooms but will be held in conference rooms at the University Success Center beginning Fall 2014, and students will be able to choose to sign up for the writing and formatting workshops.

Professional Development

The CWE not only focuses on the development of its students but also on the professional development of its faculty and staff. The CWE offers a one-week writing and research retreat each May, in conjunction with Collier Library and the Office of Academic Affairs. Dr. Robert Koch and Ms. Leigh Thompson, Instructional Librarian, provide research support. Over thirty faculty and/or staff members have participated in the writing retreats since they first began in 2010, and even some of those have attended every summer. Faculty and/or staff members seem to appreciate these writing retreats. See Table 1 for a list of participants.

Table 1. Faculty/Staff Writing Retreat Participants, 2010-2013

	Name	Department	2010	2011	2012	2013
1	Austin, Linda	Nursing	X			
2	Bibbee, Jeffery	History		X	X	
3	Blankenship, Lisa Anne	Biology		X	X	X
4	Bulman, Jay	English	X			
5	Carrasco, Gabriela	Psychology	X	X		
6	Coleman-Reed, Freda	Social Work	X	X		X
7	Crabtree, John	CIS	X			X
8	Darby, Wendy A.	Nursing			X	
9	Davis, Ernestine Franklin, Sarah	Nursing History		X		
10	Goode, Jill	HES			X	
11	Harris, Felecia	Education		X		
12	Hearn, James	Music Management	X			
13	Hodges, John	Social Work		X		
14	Hunt, Andrea Infanger, Scott	Sociology Foreign Languages				
15	Keys-Matthews, Lisa	Geography	X			
16	Kim, Nanhee	Art		X	X	
17	King, Michele (adjunct)	English	X	X		
18	Kingsbury, Pam	English	X			
19	Kinnamon, Eric (adjunct)	Business	X	X		
20	Kirch, Lisa	Art History	X	X	X	X
21	Kirkman, Tera Lee, Dongh	Nursing Geography	X	X	X	
22	Lee, Marilyn (Chair)	Nursing	X	X	X	
23	Lott, Anna	English	X			
24	Maddox, Lamont	Education				
25	Mauriello, Nick	English		X		
26	McClellen, Eleanor	Music & Theatre		X		
27	McGee, John	Ed Tech	X			
28	Padgett, Gary	Education				
29	Paulk, Amber	HES			X	X
30	Peterson, Lesley	English	X			
31	Qiu, Chong					
32	Ray, Jeffrey M.	Biology			X	
33	Sim, Sunhui	Geography		X		
34	Simms, Jonathan					
35	Simpson, Jill	Education		X		
36	Takeuchi, May	Sociology	X		X	
37	Thompson, Brian	Physics		X		
38	Underwood, Lynn	Nursing	X		X	
39	Wells, Shannon	Placement	X			
40	Williams, Laura	Nursing	X			
41	Williams, Yaschica	Criminal Justice		X	X	X
42	Yu, Alice					
43	Zayac, Ryan M.	Psychology			X	X
44	Zhang, Paul	Computer Information	X			

During these retreats, participants have the opportunity to brainstorm and develop new project ideas; complete and submit conference proposals; and review, revise, and submit articles for publication. The responses to these retreats were overwhelmingly positive. Samples of their comments are provided:

"I enjoyed writing with others and reviewing daily goals."

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

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

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

"Great experience and opportunity – everything was valuable."

"I will definitely participate in the retreat again."

Publications by Faculty

Bibbee, Jeffrey. 'William John Birkbeck', *Oxford Dictionary of National Biography*, Oxford University Press, 2012.

Blankinship, L.A. (2012). Determination of the antibiotic resistance profile of student cell phones. *Journal of Microbiology & Biology Education*. 13(2): 425-yy.
doi: 10.1128. jmbe.v13i2.425

Blankinship, L.A., Cotton, B. L., & Gaston, J. L.. (2013). Survey of antibiotic resistance in cell phone and computer keyboard isolated bacteria. *BIOS*, 84(3), 165-172.

Keeley, J., Afful, S. E., Stiegler-Balfour, J. J., Good, J. J., & Leder, S. (Eds.), *So You Landed a Job –What's Next? Advice for Early Career Psychologists from Early Career Psychologists*. Retrieved from the Society for the Teaching of Psychology web site:
<http://teachpsych.org/ebooks/ ecp2013/index.php>

Kirch, M. H. (2013). Death on the Danube. In J. Davies (Ed.), *Aspects of violence in Renaissance Europe* (pp. 61-82). Abingdon, Oxon, UK: Ashgate.

Kirkman, T. R. (2013). High fidelity simulation effectiveness in nursing students' transfer of learning. *International Journal of Nursing Education Scholarship*, 10(1), 1-6.

Paulk, A., Dowd, D., Zayac, R., Eklund, A., & Kildare, C. (in press). The relationship between culture, geographic region, and gender on body image: A comparison of college students in the Southeast and Pacific Northwest regions of the United States. *Sociological Spectrum*

Paulk, A., & Zayac, R. M. (2013). Attachment style as a predictor of risky sexual behavior in adolescents. *Journal of Social Sciences*, 9, 42 – 47.

Underwood, L.M., Williams, L.L., Lee, M.B., & Brunnert, K.A. (2013). Predicting baccalaureate nursing students' first semester outcomes: HESI admission assessment. *Journal of Professional Nursing Supplement*. In Press (March/April 2013)

Williams, Y.(2013). Review of the book *The Cycle of Juvenile Justice*, by T. J. Bernard and M.C. Kurlychek. *Journal of Criminal Justice Education*. doi:10.1080/10511253.2012.759768.