

University Writing Center Annual Report (Spring, Summer, & Fall 2016)

Staff:

Duane Theobald, Coordinator
Stephanie Urich, Administrative Assistant

Overview of Services:

The University Writing Center (UWC) exists to assist students, both undergraduate and graduate, in their pursuit to become better writers and scholars. Through the implementation of thirty-minute and hour-long tutorials, our staff has the ability to assist students from various disciplines with any writing assignment for any particular course. Not only do we provide guidance for students regarding particular written coursework, but we also have the capacity to assist students with other written work (i.e. scholarship essays, letters of intent, creative works). In addition to providing tutorials for students, the UWC also conducts both introductory class visits and specialized workshops, allowing faculty, staff, and students to receive further writing assistance outside of the UWC itself.

Overview of Report:

This report serves to detail the activity of the UWC during the Spring, Summer, and Fall 2016 semesters. Below is specific information related to student tutorial attendance, campus outreach opportunities, and additional ventures that the UWC took part in during the year.

Spring 2016

Student Tutorial Attendance:

<i>Spring</i>	<i>2015</i>	<i>2016</i>
<i>Appointments</i>	1685	1724*
<i>Cancellations</i>	N/A	141
<i>Turn-away</i>	37	197
<i>No-Shows</i>	130	129

* The total number of appointments includes appointments, cancelations, and Newnan.

College Breakdown:

A breakdown of appointments based on courses housed in each individual college can be found below. Note that the percentages are based on how many appointments are categorized under

each college and then compared to the total number of appointments from both campuses during the semester:

	Carrollton Campus	Newnan Campus
College of Arts and Humanities	78.5%	95.5%
College of Science and Math	1.3%	0%
College of Social Sciences	14.75%	2.22%
College of Education	0.78%	2.22%
Richards College of Business	0.65%	0%
School of Nursing	0.975%	0%
Interdisciplinary (XIDS)	0.52%	0%
Other	2.47%	0%

The UWC assisted a large number of students and hosted many appointments during the Spring 2016 semester in part because we had 25 First-Year Writing (FYW) instructors, 2 English graduate students, and 3 additional students (paid hourly) serve as tutors. Additionally, Mr. Theobald conducted tutorials as needed. Despite having such a large number of tutors on staff this semester, we still turned away a very large number of students. This appears to be largely due to the increase population of students on campus and the impact that the QEP has had on the campus community.

Tutor Breakdown:

	Spring 2015	Spring 2016
3 hours	27	23
6 hours	5	3
10 hours	2	1
12 hours	N/A	1
13 hours	2	1*
15 hours	N/A	1

*One of our graduate tutors withdrew from the English Graduate Program on March 1. He had a thirteen-hour shift in the Center.

QEP Courses Breakdown:

Starting in the Fall 2015 semester, the University of West Georgia fully instituted a Quality Enhancement Plan (QEP), the goal of which is to improve undergraduate student writing in the core curriculum. The UWC began keeping track of the number of appointments that were attended from the classes that fall under the university's Quality Enhancement Plan (QEP). The data collected therein for the Spring 2016 semester is as follows:

<i>QEP Classes</i>	<i>Number of Students</i>
<i>English 1101</i>	116
<i>English 1102</i>	820
<i>English 2050</i>	9
<i>Theater 2050</i>	5
<i>Political Science 1101</i>	55
<i>Communications 1110</i>	16
<i>Art 2201</i>	6
<i>Interdisciplinary 2100</i>	6
<i>Film 2080</i>	24

Campus Outreach Opportunities:

During the Spring 2016 semester, Mr. Theobald conducted class visits, workshops, and attended special events in an effort to increase campus awareness of the UWC and the services therein. The total number of class visits, workshops, and special events attended for the semester was 43, an increase in relation to the Spring 2015 semester. Within the context of a “class visit,” a representative from the UWC gives a presentation to any requested class about the UWC. For a “workshop,” a longer presentation is given regarding another topic specified by the professor (grammar presentation, citation style presentation, etc.). Class visits usually last 20-30 minutes and workshops last 30 minutes to 1 hour in length. Class visits, workshops, and special events attended during this semester included:

- *ENGL 1101-Class Visits & Workshops
- *ENGL 1102-Class Visits & Workshops
- *HIST 2112-Class Visits
- *HIST 6694-Workshops
- *POLS 1101-Workshops
- *FILM 2080-Workshops
- *ENGL 4/5106-Workshops
- *COMM 4451-Workshops
- *SOCI 3001-Workshops

Additional outreach events/opportunities included:

- *Spring Orientation Department Fair—Office of First-Year Experience
- *Winter Preview Day—Office of Admissions
- *Drop-In Tutoring (3 Different Occasions)—Center for Adult Learners & Veterans
- *Scholarship Day Department Fair—Office of Admissions
- *“Common Mistakes in Writing” Event (with Drop-In Tutoring)—Housing Academic Resource Center (Department of Housing & Residence Life)
- *Introduction to the UWC Presentation—Office of Career Services
- *Introduction to the UWC Presentation—Office of Admissions
- *Spring Preview Day—Office of Admissions

Additional Ventures/Activities:

The Spring 2016 semester brought about some new opportunities for the UWC, along with some continued involvement and expansion of previously established ventures:

During the Spring 2016 semester, the UWC continued operating our satellite writing center location at the Newnan Center. With the assistance and hard work of English instructors Mandi Campbell and Melissa Jackson, the UWC at Newnan experienced a larger number of tutorials this semester than it has in previous semesters.

To keep up with our ever-changing campus environment, the UWC has continued operating a Facebook page to help advertise and inform students/faculty/departments on campus of our services and activity. The page has been fully operational since the Fall 2012 semester and currently has approximately 350 “likes,” meaning that 350 people/Facebook profiles are aware of our services and have visited our page. The page is updated 2-3 times a day and gives our office a connection to the vast world of social media and the students/faculty/departments that exists in this space. In addition to the Facebook page, the UWC continued reaching out to faculty, staff, and students on campus more regularly through the use of e-mail “blasts” via various list-servs and the Daily Report (distributed through University Communications and Marketing).

As there are so many graduate programs here at UWG (and graduate students who, based on our experience, need assistance with writing assignments as well), Mr. Theobald made an effort to reach out to departments that house graduate programs and faculty who teach within those programs. During the Spring 2016 semester, Mr. Theobald spoke with Dr. Denise Overfield, Interim Associate Vice President, Research, and was added to a list-serv for all faculty and department contacts that are associated with graduate programs. In doing so, Mr. Theobald set up a Google form, encouraging faculty to answer a few brief questions as to best ascertain what the faculty believe to be the biggest writing-related issues for their students. After receiving replies, Mr. Theobald followed up with many faculty in the hopes of establishing relationships that can continue beyond this semester. Additionally, Mr. Theobald did have the opportunity to visit a History graduate course (HIST 6694) and conduct a series of writing-intensive workshops at the request of Dr. Elaine MacKinnon, Professor of History.

In regards to the QEP and the UWC’s role therein, Mr. Theobald continued working closely with various faculty and staff to best communicate our services and offer up our assistance in various QEP-specific courses (many of which are included above in the “Campus Outreach” section”). Additionally, Smarthinking is continuing to be utilized by all students here at UWG with great results and satisfaction.

Finally, in an effort to best compile information (specifically assignments) from faculty for use in the UWC, Ms. Urich created a series of Google Drive folders where faculty in the Department of English could upload their essay prompts/assignments. It is our hope that faculty continue to

use this system so that we can continue providing the best and most effective assistance to both the students who frequent our Center and the faculty who send those students our way.

Professional Development:

In an effort to stay connected to other writing centers in our area, Mr. Theobald attended the Southeastern Writing Center Association’s (SWCA) annual conference in Columbus, GA. This is a conference that allows Mr. Theobald the opportunity to network with fellow administrators and also spend time hearing presentations and taking part in discussions related to writing center scholarship and management. Additionally, Mr. Theobald participated in this semester’s Engage West: Staff Edition event.

Summer 2016

Student Tutorial Attendance:

	<i>2015</i>	<i>2016</i>
<i>Appointments</i>	144	67*
<i>Cancellations</i>	N/A	8
<i>Turn-away</i>	0	6
<i>No-Shows</i>	6	8
<i>IGNITE After-hours</i>	82	57

* The total number of appointments includes appointments and cancelations.

Note: The low number of total appointments for Summer 2016 appears, based on our staff’s observations, to correlate to the reduced number of face-to-face classes offered at the Carrollton campus. Last year, for example, UWG offered **nine** face-to-face English classes—compared to the **three** offered this year.

College Breakdown:

A breakdown of appointments based on courses housed in each individual college can be found below. Note that the percentages are based on how many appointments are categorized under each college and then compared to the total number of appointments at the Carrollton campus during the semester:

College of Arts and Humanities	25.86%
College of Science and Math	0%
College of Social Sciences	8.62%
College of Education	12%
Richards College of Business	1.72%
School of Nursing	32.76%

Interdisciplinary (XIDS)	12%
Other	6.89%

Tutor Breakdown:

<i>Hours Per Week</i>	2015	2016
<i>10 hours</i>	4	4

The UWC served the campus population this Summer with the assistance of four First-Year Writing faculty members who served as tutors. Their expertise in a variety of disciplines greatly benefited the students who frequented our Center during the Summer semester.

QEP Courses Breakdown:

Starting in the Fall 2015 semester, the University of West Georgia fully instituted a Quality Enhancement Plan (QEP), the goal of which is to improve undergraduate student writing in the core curriculum. The UWC began keeping track of the number of appointments that were attended from the classes that fall under the university's Quality Enhancement Plan (QEP). The data collected therein for the Summer 2016 semester is as follows:

<i>QEP Classes</i>	<i>Number of Students</i>
<i>English 1101</i>	7
<i>English 1102</i>	7
<i>Political Science 1101</i>	1
<i>Communications 1110</i>	1
<i>Interdisciplinary 2100</i>	6

Campus Outreach Opportunities:

During the Summer 2016 semester, the UWC primarily focused on attending various UWG Orientation events, specifically the Departmental Fairs. The Departmental Fairs are designed by the Orientation staff and the Office of First-Year Experience to give all visiting students and parents a chance to meet various representatives from different departments and learn about their services. Since the UWC has participated in the Departmental Fairs in previous years, we found it necessary to continue our participation. During all of the sessions (14 over the Summer months, with 1 still to occur during August), Mr. Theobald answered questions about the UWC's services and passed out promotional items that would serve as a reminder of who we are and how to contact us.

Additional Ventures/Activities:

In keeping with previous Summer semesters, the UWC continued our involvement with the Ignite Program, created through the Division of Student Affairs and Enrollment Management and the Office of First-Year Experience. This program is designed to allow at-risk students the opportunity to attend college classes for one month, thereby giving them a chance to acclimate to a post-secondary educational environment and earn college credit. Through close collaboration with Melissa Grosso, Assistant Director of First-Year Experience, and Brittney Beth Drummond, Academic Coordinator for IGNITE and Instructor of English, Mr. Theobald worked to create opportunities for the students to utilize the UWC. Early on in the program, Mr. Theobald spoke to the students during one of their Orientation sessions and presented on the services of the UWC. Additionally, the IGNITE students also had the opportunity to take advantage of the UWC during our normal operating hours, receiving help from the faculty members that worked within the Center. Furthermore, with the assistance of the English GRAs working with IGNITE, the students had the opportunity to come to the UWC for after-hours tutoring. These sessions occurred four times a week for two hours each night. In both of these environments, students could come into our space and receive assistance on any writing assignment from either of their classes.

As a way to continue staying connected and serving as much of the University population as possible, Mr. Theobald began serving on two new committees. The first committee, the Graduate School Advisory Group, has been created by Dr. Denise Overfield (Associate VP for Academic Affairs and Dean of the Graduate School) in an effort to craft the best policies, guidelines, and opportunities that will lead to overall student success in the newly re-formed Graduate School. As Coordinator of the UWC, Mr. Theobald's role in this group has been to discuss what the UWC does currently to serve the graduate student population here at UWG and to consider, with advisement from other members, what could be done better to help provide writing services to this particular student population. The second committee, the UWC Online Committee, has been created by Dr. Nadejda Williams (Associate Professor of History and QEP Director) to begin researching options (both in-house and otherwise) for crafting an online presence for the UWC. Because of Mr. Theobald's role in the UWC, his thoughts and opinions on what could be done to craft such a service are essential.

Fall 2016

Student Tutorial Attendance:

<i>Fall</i>	<i>2015</i>	<i>2016</i>
<i>Total Appointments Made for Carrollton</i>	2072	2258
<i>Total Appointments Seen for Carrollton</i>	1895	2062
<i>Cancellations</i>	172	204
<i>Turn-away</i>	258	219
<i>No-Shows</i>	177	196
<i>Newnan Appointments Made</i>	37	36

*During the Fall 2016 semester, the UWC worked to continue refining our reporting methods. As you will note, the above figures now distinguish “appointments made” vs. “appointments seen” for our Carrollton location specifically. Additionally, the Fall semester was expanded by two weeks, which provided even more opportunities for students to receive assistance.

College Breakdown:

A breakdown of appointments based on courses housed in each individual college can be found below. Note that the percentages below are based on how many appointments are categorized under each college and then compared to the total number of appointments from both campuses during the semester:

	Carrollton Campus	Newnan Campus
College of Arts and Humanities	77.77%	100%
College of Science and Math	1.15%	0%
College of Social Sciences	14%	0%
College of Education	1.55%	0%
Richards College of Business	0.44%	0%
School of Nursing	1.1%	0%
Interdisciplinary (XIDS)	0.93%	0%
Other	3%	0%

Tutor Breakdown:

The UWC assisted a large number of students and hosted many appointments during the Fall 2016 semester in part because we had 30 First-Year Writing (FYW) instructors, 1 tenured faculty member, 8 English graduate students, and 1 hourly professional tutor serve as part of our tutoring staff. Mr. Theobald also conducted tutorials as needed. Despite having such a large number of tutors on staff this semester and having a slightly extended semester, we still turned away a fairly large number of students. This appears to be largely due to the ever-increasing population of students on campus and the impact that the QEP has had on the campus community.

	Fall 2015	Fall 2016
1 hour	13	0
1 ½ hours	0	1
2 hours	2	0
3 hours	30	37
6 hours	1	1
13 hours	2	0
15 hours	0	1

*Additionally, the UWC lost two tutors during the Fall 2016 semester, so they are not present in the data above. One of the MA graduate students withdrew from the program on September 13,

and another MA graduate student was removed from the UWC on September 19. Both tutors had a three-hour shift.

QEP Courses Breakdown:

Starting in the Fall 2015 semester, the University of West Georgia fully instituted a Quality Enhancement Plan (QEP), the goal of which is to improve undergraduate student writing in the core curriculum. The UWC began keeping track of the number of appointments that were attended from the classes that fall under the university’s Quality Enhancement Plan (QEP). The data collected for Fall 2016 is as follows:

<i>QEP Classes</i>	<i>Carrollton</i>	<i>Newnan</i>
<i>English 1101</i>	1237	14
<i>English 1102</i>	108	14
<i>English 2050</i>	35	0
<i>English 2060</i>	7	0
<i>Theater 2050</i>	6	0
<i>Theater 1100</i>	5	0
<i>Political Science 1101</i>	117	0
<i>Communications 1110</i>	3	0
<i>Art 2201</i>	1	0
<i>Interdisciplinary 2100</i>	13	0
<i>Film 2080</i>	58	0
<i>Biology</i>	3	0
<i>Chemistry</i>	6	0
<i>Astronomy</i>	2	0
<i>Philosophy 2020</i>	3	0

Campus Outreach Opportunities:

During the Fall 2016 semester, Mr. Theobald facilitated and participated in a variety of outreach opportunities. The most popular outreach requests received during Fall 2016 were “Writing Center Introduction” presentations, which involve a representative from the UWC going into classes and detailing our services, and writing-specific workshops, where Mr. Theobald crafts a presentation based on class-specific writing needs. Additionally, Mr. Theobald took part in several table set-up opportunities to advertise the UWC’s services (specifically at Orientations and Fall Preview Day). The total number of outreach events for the Fall 2016 semester is 110, which is a substantial increase from the 84 in Fall 2015.

<i>Outreach Events</i>	<i>2015</i>	<i>2016</i>
<i>Writing Center Introduction Presentation</i>	41	59
<i>Writing Workshops</i>	20	36

<i>Table Set-ups</i>	10	7
<i>Miscellaneous</i>	13	8

Additional Ventures/Activities:

Within the Fall 2016 semester, the UWC continued supporting numerous on-going initiatives and further developed partnerships with various campus constituents:

—The UWC continued operating our satellite writing center location at the Newnan Center. With the assistance and hard work of English instructor Mandi Campbell (who now works exclusively in Newnan and worked a 4-hour shift in the UWC at Newnan this semester), the UWC at Newnan experienced a steady number of tutorials this semester (versus Fall 2015).

—Our Center continued operating a Facebook page to help advertise and inform students/faculty/departments on campus of our services and activity. The page has been fully operational since the Fall 2012 semester and currently has approximately 388 “likes,” meaning that 388 people/Facebook profiles are aware of our services and have visited our page. The page is updated 2 times a day and gives our office a connection to the vast world of social media and the students/faculty/departments that exists in this space. In addition to the Facebook page, the UWC continued reaching out to faculty, staff, and students on campus more regularly through the use of e-mail “blasts” via various list-servs and through the UWG student e-mail portal.

—In regards to the QEP and the UWC’s role therein, Mr. Theobald continued working closely with various faculty and staff to best communicate our services and offer up our assistance in various QEP-specific courses (many of which are included within the “Campus Outreach Opportunities” figures). More specifically, Mr. Theobald attended and participated in the New Faculty Orientation and General Faculty Meeting along with the three QEP workshops for faculty who are teaching QEP classes offered this semester. Additionally, Smarthinking is continuing to be utilized by all students here at UWG with great results and satisfaction.

—In an effort to continue reaching all students here at UWG, Mr. Theobald continued his involvement with the Graduate School and, more specifically, the Graduate School Advisory Board. This group consists of both faculty and staff from different departments who provide guidance to the Graduate School staff. As Coordinator of the UWC, Mr. Theobald’s presence on said board allows the UWC to be connected to graduate faculty and the programs where writing is heavily emphasized and writing skills are necessary. Also, as part of Mr. Theobald’s involvement in the advisory board, he served as part of a sub-committee that crafted the Graduate School Strategic Plan (which is currently in the process of being approved by upper-administration).

Professional Development:

To better stay connected to other academic support service professionals, Mr. Theobald attended the Georgia Tutoring Association (GaTA)'s annual conference in Macon this semester. This conference provided Mr. Theobald the opportunity to learn from like-minded colleagues and help network with other professionals in the field. Mr. Theobald also attended the Engage West: Staff Edition session for the Fall 2016 semester.

Honors/Distinctions:

This semester, Mr. Theobald, Coordinator of the UWC, received the distinct honor of being nominated and winning a "Best of the West" Award in the Cross-Divisional category. This particular honor speaks well of not only Mr. Theobald but of the services that the UWC provides to the entire UWG campus community.

Conclusion

As a whole, this year has proven quite successful for the UWC. The Center has continued to grow and expand its reach across UWG's campus. It is our hope that through the continued dedication of the UWC staff, the Center will continue to grow and thrive like never before.

University Writing Center

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