

University Writing Center Annual Report (Spring, Summer, & Fall 2017)

Staff:

Duane Theobald, Coordinator
 Stephanie Urich, Administrative Assistant
 Alex Hovanec, Part-Time Administrative Assistant (Fall 2017-present)

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 2017 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 2017

Student Tutorial Attendance:

<i>Spring</i>	<i>2016</i>	<i>2017</i>
<i>Carrollton Appointments</i>	1538	1527
<i>Cancellations</i>	141	130
<i>Turn-away</i>	178	133
<i>No-Shows</i>	129	102
<i>Newnan Appointments</i>	45	17
<i>Total Appointments</i>	1724	1674

* Total Appointments include Carrollton Appointments, Newnan Appointments, and Cancellations.

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 the separate campuses during the semester:

	Carrollton Campus	Percent	Newnan Campus	Percent
<i>College of Arts and Humanities</i>	1218	79.76%	17	100%
<i>College of Social Sciences</i>	199	13%	0	0%
<i>College of Science and Math</i>	25	1.64%	0	0%
<i>Richards College of Business</i>	10	0.65%	0	0%
<i>College of Nursing</i>	13	0.85%	0	0%
<i>College of Education</i>	14	0.92%	0	0%
<i>Interdisciplinary (XIDS)</i>	8	0.52%	0	0%
<i>Other</i>	40	2.62%	0	0%

Tutor Breakdown:

The UWC assisted students and hosted appointments during the Spring 2017 semester with 29 First-Year Writing (FYW) instructors, 9 English graduate students, and 1 hourly professional tutor serve on our tutoring staff. Mr. Theobald also conducted tutorials as needed. Having this many tutors allowed the UWC to not only serve a large portion of the UWG campus community, but it also allowed our “turn-away” number to be a bit lower than it was in Spring 2016.

	Spring 2016	Spring 2017
3 hours	24	36
4 hours	0	1
6 hours	2	1
10 hours	1	0
12 hours	1	0
13 hours	0	0
15 hours	1	1

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 Spring 2017 is as follows:

<i>QEP Classes</i>	<i>Number of Students</i>
<i>English 1101</i>	107
<i>English 1102</i>	878
<i>English 2060</i>	4
<i>Theater 2050</i>	1
<i>Theater 1100</i>	3
<i>Political Science 1101</i>	69
<i>Art 1201</i>	1
<i>Art 2201</i>	1
<i>Interdisciplinary 2100</i>	7
<i>Film 2080</i>	6
<i>Biology Lab</i>	3
<i>Astronomy Lab</i>	3
<i>Chemistry Lab</i>	12
<i>Philosophy 2020</i>	2

Campus Outreach Opportunities:

During the Spring 2017 semester, Mr. Theobald facilitated and participated in a variety of outreach opportunities. The most popular outreach requests received during Spring 2017 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 both Winter and Spring Preview Day). The total number of outreach events for the Spring 2017 semester is 54, which is an increase from the 43 in Spring 2016.

<i>Outreach Events</i>	<i>2016</i>	<i>2017</i>
<i>Writing Center Introduction Presentation</i>	13	25
<i>Writing Workshops</i>	22	22
<i>Table Set-ups</i>	4	3
<i>Miscellaneous</i>	4	4

Because the UWC strives to continue growing and reaching out into the campus community, Mr. Theobald, in coordination with Dr. T. Randahl Morris, Assistant Professor of Mass Communications, conducted a virtual “class visit” with Dr. Morris’ COMM 4451 class. In doing so, Mr. Theobald crafted a presentation (with voiceover), submitted it to Dr. Morris, and then spoke with the class via Blackboard Collaborate in real time during one of the class’ evening sessions. While this is not a service that the Center will widely advertise at this time, this particular outreach opportunity (through this isolated event) appears promising, and Mr. Theobald will continue testing this out throughout the upcoming semesters.

Additional Ventures/Activities:

Within the Spring 2017 semester, the UWC continued supporting numerous on-going initiatives and further developed partnerships with various campus constituents:

—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). In particular, Mr. Theobald, in coordination with Mr. Ben Jenkins, Sr. Lab Coordinator, attended nearly every Astronomy and Physics lab section to promote the UWC’s services (in light of these classes’ QEP assignment). Additionally, Mr. Theobald continued to attend any and all QEP-related meetings and events, allowing the UWC to have a voice and part in all QEP conversations. Finally, 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 on the advisory board, he served as part of a sub-committee that reviewed and selected the Graduate School Program grants. These grants were provided to specific graduate programs here at UWG to help fund projects and initiatives.

—Through coordinating with the Honors College and Ingram Library, the UWC co-sponsored events both this semester and during the Fall 2016 semester. Both events, “Shut-Up and Write” & “Shut-Up and Read,” were crafted to provide students and faculty dedicated time and space in which they could work on upcoming papers, projects, etc. In particular, by allowing faculty to participate, the hope was that students could see good, dedicated scholarship being modeled for them (as they consider their own scholarship and writing). During both Fall 2016 and Spring 2017, the UWC not only co-sponsored these events, but the Center also ensured that one or more tutors were present for each event—thereby allowing students to ask questions and receive assistance on any writing assignment and/or project they were completing.

—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 continued to experience a steady number of tutorials this semester.

—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 411 “likes,” meaning that 411 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.

Professional Development:

In February, Mr. Theobald attended the Georgia Tutoring Association (GaTA)’s “Train the Trainer” event at the Georgia State University—Perimeter Campus. This event provided Mr. Theobald the opportunity to receive further training in the field of academic support services (and the management of such spaces). Through this event, Mr. Theobald was also able to connect with other colleagues and professionals in his field. Additionally, Mr. Theobald attended the Engage West: Staff Edition event held in March.

Summer 2017

Student Tutorial Attendance:

	<i>2016</i>	<i>2017</i>
<i>Appointments</i>	58	61
<i>Cancellations</i>	8	2
<i>Turn-away</i>	6	0
<i>No-Shows</i>	5	5
<i>Ignite Afterhours</i>	57	N/A

*Data is not provided for the Ignite Afterhours tutoring due to the Ignite program removing the tutoring from the UWC space and not involving the UWC staff in a formal capacity.

Note: The lower number of total appointments for Summer 2017 appears, based on our staff’s observations, to correlate to both the reduced number of face-to-face classes offered at the Carrollton campus & the scheduling difficulties experienced due to the Ignite program. In the latter case, the students’ schedule was so compact and busy that they did not have adequate opportunities to utilize the UWC’s daytime hours.

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	13	21.3%
College of Science and Math	0	0%
College of Social Sciences	4	6.56%

College of Education	7	11.48%
Richards College of Business	1	1.64%
School of Nursing	20	32.79%
Interdisciplinary (XIDS)	11	18%
Other	5	8.2%

Tutor Breakdown:

<i>Hours Per Week</i>	2016	2017
<i>10 hours</i>	4	5

The UWC served the campus population this Summer with the assistance of five 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 2017 semester is as follows:

<i>QEP Classes</i>	<i>Number of Students</i>
<i>English 1101</i>	8
<i>English 1102</i>	1
<i>Interdisciplinary 2100</i>	11

Campus Outreach Opportunities:

During the Summer 2017 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 New Student Programs 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 (15 over the Summer months, with 1 still to occur during August), both Mr. Theobald and Ms. Brittney Beth Drummond, Instructor of English, worked the Department Fairs—answering questions about the UWC’s services and passing out promotional items that would serve as a reminder of who we are and how to contact us. Additionally, Mr. Theobald conducted an on-site tutoring event for an upper-level Nursing class on the Newnan campus during July. This allowed students who would not be able to come to Carrollton for tutoring the chance to meet with someone and get vital assistance on their capstone projects. Finally, Mr. Theobald participated in some outreach via the

Ignite program (which is detailed more specifically in the “Additional Ventures/Activities” section below.

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 New Student Programs. 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 Dr. Sheikh Drammeh, Academic Coordinator for Ignite and Lecturer of Political Science, 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 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. Finally, on another IGNITE-related note, Mr. Theobald, along with Mrs. Kate Theobald, Manager of Undergraduate Research, were asked to conduct four writing/research-based workshops throughout the course of the program. Two of these workshops were fairly well-attended (the other two not as much—largely due to miscommunication between Ignite staff and the students). However, the two workshops that were attended by students were quite productive and appreciated by the students (and the Ignite faculty & staff).

Additionally, as the UWC is a key component to the current QEP, Mr. Theobald attended a one-day QEP Mini Symposium in June. This event largely focused on where the University currently stands with the current QEP—specifically focusing on what is being done well, what can be improved, and how we can alter the plan itself to accomplish necessary goals over the next few years. Of particular note, both faculty and student reports indicate that the UWC and the outreach conducted therein by Mr. Theobald are bright spots within the QEP thus far. This is a huge compliment and simply solidifies that the current work being done by Mr. Theobald, Ms. Urich, and the UWC tutoring staff is benefiting not just the QEP plan but also the campus population as a whole.

Finally, Mr. Theobald was asked to join the Southeastern Writing Center Association (SWCA)-Georgia committee. This committee, chaired by Dr. Lauren DiPaula (Director of the Writing Center at Georgia Southwestern State University), met virtually in June to discuss engagement within the SWCA-GA network and how we as a state might better work with one another to strengthen our centers and communication among the centers. This opportunity places both Mr. Theobald and the UWC in a key position within the larger SWCA community.

Professional Development:

During the month of May (prior to the start of Summer '17), both Mr. Theobald and Ms. Urich participated in a few professional development opportunities. Both Mr. Theobald and Ms. Urich

attended a COAH Staff Retreat, and Mr. Theobald attended the Innovations in Pedagogy Conference here at UWG. Also, during June, Mr. Theobald attended Green Zone Training—provided by the Center for Adult Learners & Veterans. This training exists to provide faculty and staff with information about adult learners and veterans and how both faculty and staff can better advocate and support these important and ever-growing student groups.

Fall 2017

Student Tutorial Attendance:

<i>Fall</i>	<i>2016</i>	<i>2017</i>
<i>Total Appointments Made for Carrollton</i>	2258	2103
<i>Total Appointments Seen for Carrollton</i>	2062	1882
<i>Cancellations</i>	204	171
<i>Turn-away</i>	219	210
<i>No-Shows</i>	196	221 ¹
<i>Newnan Appointments Made</i>	36	26

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 the separate campuses during the semester:

	Carrollton Campus	Percent	Newnan Campus	Percent
<i>College of Arts and Humanities</i>	1717	81.65%	11	42.3%
<i>College of Social Sciences</i>	179	8.51%	2	7.7%
<i>College of Science and Math</i>	24	1.14%	0	0%
<i>Richards College of Business</i>	21	1%	0	0%
<i>College of Nursing</i>	24	1.14%	8	30.8%
<i>College of Education</i>	51	2.43%	4	15.4%
<i>Interdisciplinary (XIDS)</i>	21	1%	0	0%
<i>First-Year Experience</i>	5	0.24%	0	0%

Tutor Breakdown:

The UWC assisted students and hosted appointments during the Fall 2017 semester with 29 First-Year Writing (FYW) instructors, 7 English graduate students, and 1 hourly professional tutor serve on our tutoring staff. Mr. Theobald also conducted tutorials as needed. Having this

¹ Campus closed for Hurricane Irma. 47 student appointments were unable to be attended.

many tutors allowed the UWC to not only serve a large portion of the UWG campus community, but it also allowed our “turn-away” number to be a bit lower than it was in Fall 2016.

	Fall 2016	Fall 2017
1 ½ hours	1	0
3 hours	37	36 ²
6 hours	1	0
15 hours	1	1

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 Spring 2017 is as follows:

<i>QEP Classes</i>	<i>Carrollton</i>	<i>Newnan</i>
<i>English 1101</i>	1218	7
<i>English 1102</i>	119	2
<i>English 2050</i>	36	0
<i>English 2060</i>	16	0
<i>Theater 2050</i>	18	0
<i>Theater 1100</i>	3	0
<i>Philosophy 2020</i>	1	0
<i>Political Science 1101</i>	23	1
<i>Communications 1110</i>	6	0
<i>Art 1201</i>	1	0
<i>Interdisciplinary 2100</i>	17	0
<i>Film 2080</i>	35	0
<i>Music 1110</i>	1	0
<i>Chemistry</i>	12	0
<i>Geology</i>	1	0

Campus Outreach Opportunities:

During the Fall 2017 semester, Mr. Theobald & Mr. Hovanec facilitated and participated in a variety of outreach opportunities. The most popular outreach requests received during Fall 2017 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 & Mr. Hovanec took part in several table set-up opportunities to advertise the UWC’s services

² Due to health concerns, one of our tutors stopped working in the University Writing Center on October 27.

(specifically at Orientations and Fall Preview Day). The total number of outreach events for the Fall 2017 semester is 82, which is a slight decrease from the Fall 2016 semester.³

<i>Outreach Events</i>	<i>2016</i>	<i>2017⁴</i>
<i>Writing Center Introduction Presentation</i>	59	41
<i>Writing Workshops</i>	36	29
<i>Table Set-ups</i>	7	8
<i>Miscellaneous</i>	8	4

Additional Ventures/Activities:

As has been noted above, the UWC’s administrative staff expanded in the Fall 2017 semester with the hiring of Mr. Alex Hovanec as a Part-Time Administrative Assistant. Mr. Hovanec comes to UWG with a BA in English (concentration Creative Writing) from Georgia College & State University. Because of his academic background and other professional experiences, Mr. Hovanec has served as a great addition to the UWC’s staff. His duties (as indicated above) have been to assist Mr. Theobald with outreach for the Center, create and oversee all social media platforms, craft and create a writing workshop series (that will be launched in Spring 2018), and tutor students as needed. His hard work and dedication to this new role has allowed the UWC to continue doing the important work at hand—providing quality writing assistance/support to both the students & faculty here at UWG.

Additional activities for the UWC in Fall 2017 include:

QEP Update: 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). In particular, Mr. Theobald and Mr. Hovanec, in coordination with Mr. Ben Jenkins, Sr. Lab Coordinator, attended nearly every Astronomy lab section to promote the UWC’s services (in light of this class’ QEP assignment). Additionally, Mr. Theobald continued to attend any and all QEP-related meetings and events, allowing the UWC to have a voice and part in all QEP conversations.

Graduate School Advisory Board: 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,

³ The decrease in outreach events for the Fall 2017 semester (vs. Fall 2016) can be largely attributed to a decrease in UWG 1101 sections (as this class is being phased out). There were 14 sections taught in Fall 2017 vs. 53 in Fall 2016. Additionally, the new XIDS 2002 (First-Year Seminars) did not utilize the UWC as much as we originally anticipated. Continued communication from the UWC to these faculty members & overall development of these new seminars will both aid in increasing future outreach opportunities.

⁴ Of note, Mr. Theobald & Mr. Hovanec partnered with Ms. Stormy Sims, Coordinator of Academic Success Programs, in the Center for Academic Success for several events this semester. All of the events were extremely successful & productive, and we look forward to working with the CAS again in the Spring 2018 semester.

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.

UWC at Newnan: 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 works exclusively in Newnan and worked a 3-hour shift in the UWC at Newnan this semester), the UWC at Newnan continued to experience a steady number of tutorials this semester. Additionally, Mr. Theobald conducted writing-specific workshops for POLS 1101 & NURS 3102 classes—workshops that not only lead to productive conversations about student writing but also helped serve as a way to guide students towards utilizing the UWC at Newnan.

Social Media: 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 438 “likes,” meaning that 438 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. Additionally, as part of his duties, Mr. Hovanec created and now operates our new Twitter and Instagram accounts. These platforms, much like the Facebook page, serve as a way for individuals connected to UWG in some way to keep up with what the UWC is doing and how we can best serve them. Finally, as we've done in the past, the UWC continued reaching out to faculty and staff on campus more regularly through the use of e-mail “blasts” via various list-servs.

Professional Development:

In October, Mr. Theobald attended & presented at the Georgia Tutoring Association (GaTA)'s annual conference in Macon, GA. This conference allows professionals in the tutoring field, from across the state, to network and learn from one another through workshopping and presentation settings. Mr. Theobald's presentation, “Revamping and Reconsidering How to Market Tutoring Centers,” was very well-attended, well-received and, after receiving feedback from attendees, Mr. Theobald was encouraged to present on the same topic again next year. Additionally, Mr. Theobald attended the Engage West: Staff Edition event held in October.

Finally, through a nomination process, Mr. Theobald was voted-in as President-Elect of the Georgia Tutoring Association (GaTA) at the annual conference in October. Involvement on this board over the next three years (in the positions of President-Elect, President, & finally Past-President) not only provides professional development opportunities for Mr. Theobald specifically, but it also puts UWG and the UWC in particular at the forefront of the tutoring center field within the state of Georgia.

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.

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