Central Washington University Assessment of Student Learning Program Report

Academic Year of Report: 2010-2011
Program: University Writing Center

1. What outcomes did we assess this year, and why?
   All 11 Program Goals in the “Program Assessment Plan.”

2. How did we assess them?
   - Database created from student profiles and Session Summary Forms, showing how many consultations and which types, at which locations, and the students’ disciplines, levels, first languages, majors, etc. Ongoing.
   - Detailed review of individual Session Summary Reports. Ongoing.
   - Records of workshops and other outreach. Ongoing.
   - Student Feedback Forms, completed anonymously by Ellensburg, Des Moines, and Lynnwood students after consultations and workshops. Ongoing.
   - Unsolicited e-mail comments from faculty and students. Ongoing.
   - The Writing Centers Research Project, University of Louisville.
   - Staff analyses of workshops, Adobe Presenter video workshops, synchronous and asynchronous online consulting software, theoretical discussions, poetry readings, grammar handouts, and other aspects of our work. Ongoing.
   - Staff survey of May 2011, our Service-Learning blog, and other staff comments.
   - Weekly Writing Center reports, new in winter. Ongoing.

3. What did we learn?
   - We continued to serve students using the peer-consulting method of guiding them to learn how to express their ideas better and edit their own work.
   - Students and faculty members were largely appreciative of this.
   - Some faculty members have incomplete information about our services.
   - We continue to serve more students every year through one-on-one consultations.
   - We increased our breadth of online services and also did more synchronous online consulting.
   - We did more outreach visits to classes, educating students about our services.
   - We expanded services, including innovative approaches, for students in basic writing courses.

Note: All of the information in this report draws from appendices which are in the University Writing Center’s 2010-2011 Assessment Binder, housed in the University Writing Center.

- Goal 1: Students generally appreciate the center’s services and report that consultants help them become better writers, learning skills they will use during their time at CWU and beyond.
  - Students report learning about the center most often through their instructors, class orientations scheduled by their instructors, and their friends – indicating that our reputation causes both instructors and students to recommend our services.
  - Satisfaction was illustrated through the anonymous Student Feedback Forms that students filled out after one-on-one consultations in Ellensburg, Des Moines, and Lynnwood. From winter quarter onward, the survey was also available online; a link was sent to all students along with their session summary information. Here is the compilation for the academic year:
Was the session helpful to you as a writer?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>164</td>
<td>99%</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>NA</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Would you consider using the Writing Center again?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>165</td>
<td>99%</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>0.4%</td>
</tr>
<tr>
<td>NA</td>
<td>0</td>
<td>0.8%</td>
</tr>
</tbody>
</table>

The surveys include a comment box. Here is an example of student comments that illustrate we are fulfilling our mission to help students communicate their ideas better in writing:

✓ “She gave me confidence to finish up the assignment on my own. Her enthusiasm completely motivated me.”
✓ “I learned things I didn’t know. (Consultant’s name removed) made it easy and fun. It wasn’t at all stressful.”
✓ “I am going to use the writing center more. It is a big help and will make me a better writer.”
✓ “Great resource—customer focused!”
✓ “I used to avoid the Writing Center but now I would now totally come back to work with (consultant’s name removed). He was great. I love the Tic-Tacs.”

Student satisfaction also is evident in the numerous e-mails of appreciation we receive, in response to our e-mailed Session Summary Reports.

• **Goal 1:** Faculty are generally pleased and appreciate the center’s services.
  o According to data from Student Profiles, most students learn about the center either through their instructors or orientations that are arranged via instructors – illustrating that many faculty members support the center and are encouraging students to use the service.

  o Writing Consultants receive a plethora of appreciation e-mails from faculty members in response to our e-mailed Session Summary Reports and classroom visits. Here are examples:

   ✓ “Thanks so much for coming tonight and last night. I did not know the extent of your services, and I don’t think most students did, either.

   I will hit you up in the fall for a repeat presentation.”

   ✓ “Thanks again for your support. I always like it when you make it easier for the reader;-)”

  o A faculty member wrote an unsolicited review detailing support of the program.

• **Goal 2:** Demand and the use of writing services continue to fluctuate and increase:
# One-on-one Writing Consultations

<table>
<thead>
<tr>
<th>Campus</th>
<th>2010-2011</th>
<th>2009-2010 Total</th>
<th>2008-2009 Total</th>
<th>Change from Previous Year</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ellensburg</td>
<td>3,011</td>
<td>3,046</td>
<td>2,826</td>
<td>-1%</td>
<td>Demand remains steady; we were operating with 35% fewer hours this year, so we added more online options to maximize our efficiency and keep up with demand</td>
</tr>
<tr>
<td>Des Moines</td>
<td>995</td>
<td>904</td>
<td>979</td>
<td>+10%</td>
<td>Demand is high at this campus, and we would have seen more students had we not had a mid-year decrease in staffing</td>
</tr>
<tr>
<td>Everett</td>
<td>11</td>
<td>11</td>
<td>1</td>
<td>0%</td>
<td>Demand remains low at this campus in spite of multiple attempts to recruit students</td>
</tr>
<tr>
<td>Kent Station/Green River</td>
<td>79</td>
<td>167</td>
<td>24</td>
<td>-52%</td>
<td>Kent Station students were served by Des Moines consultants.</td>
</tr>
<tr>
<td>Lynnwood</td>
<td>353</td>
<td>271</td>
<td>197</td>
<td>+30%</td>
<td>Demand increased at this campus because of efforts by the Lynnwood consultants to visit more classes and talk directly to groups of students</td>
</tr>
<tr>
<td>Moses Lake</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0%</td>
<td>This campus was served via online consultation; very little outreach was done at this campus</td>
</tr>
<tr>
<td>Pierce</td>
<td>309</td>
<td>300</td>
<td>142</td>
<td>+3%</td>
<td>Pierce students were served summer and fall by an on-campus consultant; during the transitional upheaval, Pierce students were served via online consultation; consultation numbers dropped when the on-campus consultant left</td>
</tr>
<tr>
<td>Wenatchee</td>
<td>2</td>
<td>19</td>
<td>5</td>
<td>-89%</td>
<td>Students at this campus were served via online consulting</td>
</tr>
<tr>
<td>Yakima</td>
<td>25</td>
<td>78</td>
<td>57</td>
<td>-68%</td>
<td>On-campus consultations were offered fall; students were served via online consultation the rest of the year; consultation numbers dropped sharply when the on-campus consultant was no longer available</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4,786</strong></td>
<td><strong>4,797</strong></td>
<td><strong>4,231</strong></td>
<td><strong>-0.05%</strong></td>
<td></td>
</tr>
</tbody>
</table>

Total for Ellensburg campus over time:
<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Total Consultations</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>2,482</td>
<td>na</td>
</tr>
<tr>
<td>2006-2007</td>
<td>2,536</td>
<td>2%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>3,032</td>
<td>20%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>2,826</td>
<td>-7%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>3,046</td>
<td>8%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>3,011</td>
<td>-1%</td>
</tr>
</tbody>
</table>

Total for all campuses over time:

(Data is nonexistent or unreliable for University Centers prior to 2007-2008):  

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Total Consultations</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>3,811</td>
<td>na</td>
</tr>
<tr>
<td>2008-2009</td>
<td>4,231</td>
<td>11%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>4,797</td>
<td>13%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>4,786</td>
<td>-.05%</td>
</tr>
</tbody>
</table>

- **Goal 2:** We exceed the national standard that writing centers should serve 10 percent of the student population.
  - Consider this chart, which shows enrollment data from CWU’s Office of Institutional Research compared with the numbers of individual students served via one-on-one consultations in our writing center, based upon our Session Summary Reports:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Total Students Enrolled</th>
<th>Served by Writing Center</th>
<th>Percentage of Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ellensburg</td>
<td>9611</td>
<td>1,284</td>
<td>16%</td>
</tr>
<tr>
<td>Des Moines</td>
<td>738</td>
<td>274</td>
<td>41%</td>
</tr>
<tr>
<td>Everett</td>
<td>79</td>
<td>6</td>
<td>9%</td>
</tr>
<tr>
<td>Lynnwood</td>
<td>573</td>
<td>92</td>
<td>16%</td>
</tr>
<tr>
<td>Yakima</td>
<td>153</td>
<td>9</td>
<td>5.8%</td>
</tr>
<tr>
<td>Pierce County</td>
<td>178</td>
<td>83</td>
<td>46.6%</td>
</tr>
<tr>
<td>Kent Station</td>
<td>33</td>
<td>10</td>
<td>30%</td>
</tr>
<tr>
<td>Wenatchee</td>
<td>99</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Moses Lake</td>
<td>58</td>
<td>1</td>
<td>1.7%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>11,765</strong></td>
<td><strong>1,760</strong></td>
<td><strong>15%</strong></td>
</tr>
</tbody>
</table>

*Previous academic year’s percentage for us:* 18%

*National standard:* 10%

- **Goal 2:** Demand continues to outstrip availability at our primary locations:
  - In Ellensburg, we turned away 251 students during the winter and spring quarters due to high demand during mid-term and final weeks.
  - On the Westside, where consulting hours were significantly decreased when Prairie and Michael came to Ellensburg, 47 students were turned away winter and spring quarters.
• **Goal 3:** We expanded our online offerings for students, enabling us to serve students who could not come to any of our sites. We did far more online sessions this year than ever.

  o We completed a total of 775 online consultations throughout the year. Here is the number of online consultations as tabulated by the students’ home campuses:

<table>
<thead>
<tr>
<th>Students’ Home Campus</th>
<th>Online Consultations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ellensburg</td>
<td>62</td>
</tr>
<tr>
<td>Des Moines</td>
<td>282</td>
</tr>
<tr>
<td>Everett</td>
<td>2</td>
</tr>
<tr>
<td>Kent Station</td>
<td>73</td>
</tr>
<tr>
<td>Lynnwood</td>
<td>80</td>
</tr>
<tr>
<td>Moses Lake</td>
<td>1</td>
</tr>
<tr>
<td>Pierce County</td>
<td>261</td>
</tr>
<tr>
<td>Wenatchee</td>
<td>1</td>
</tr>
<tr>
<td>Yakima/Selah</td>
<td>12</td>
</tr>
</tbody>
</table>

**2010-2011 Total:** 775  
**2009-2010 Total:** 504

• **Goal 3:** For the third year, we offered synchronous online consulting. Many students are already familiar with Skype. We created a series of YouTube videos to help more students learn about Skype.

  o Nationwide, our writing center is among the leaders in attempting a synchronous system in order to maintain the integrity of consulting and mirror in-person sessions.

  o We use a technology continuum, allowing us to offer a range of online services – from e-mail or telephone-based to screen-share video conferencing, and every combination in between – according to the student’s comfort level and access to technology.

  ▪ Most campuses now use both synchronous and asynchronous online consulting. Students from Des Moines, Lynnwood, Pierce and Kent Station favor asynchronous online consulting via e-mail, while students from Ellensburg, Wenatchee, and Yakima favor synchronous online consulting via Skype screen-sharing. Some students prefer a telephone dialogue over Instant Messenger when no audio is available via computer. Comfort with screen-sharing is increasing.

  o We increased marketing of online services through class visits and YouTube videos.

• **Goal 3:** Beginning in fall quarter, we began to use Jing, a free screencasting program, to enhance our email consultations. Jing allows the consultants to record themselves talking about their comments on students’ papers, generate a link, and give the student access to a video explanation of the consultants’ recommendations.

  ▪ Here is the breakdown of types of online sessions throughout winter and spring quarters:

<table>
<thead>
<tr>
<th>Skype</th>
<th>Email/Jing</th>
</tr>
</thead>
<tbody>
<tr>
<td>42</td>
<td>315</td>
</tr>
</tbody>
</table>

• **Goal 4:** While there was some upheaval this year when Teresa left in January, we did our best to maintain service to students at all campuses.

  o Ellensburg: We completed our sixth year of the Library Fishbowl Sunday satellite and the fourth year of the SURC evening satellite, which together offer students access to our services during hours
when most of the campus is quiet. Altogether, the center is open 51 hours a week. All three locations receive comments from both students and faculty about posted signs that direct them well. Most consultations, 2,138, took place in the main center, Hertz 103, because it is open the most hours each week; another 204 consultations were in the Library; and 614 were in the SURC.

- Des Moines: Our office was crowded at the beginning of the year with three consultants working in space that comfortably accommodates one student and one consultant. When multiple consultants were working at the same time, we frequently had to seek out space outside the writing center in the conference room or a study lounge area. We were given permission during winter and spring quarter to use an extra desk in the adjunct suite. Students expressed preference for the more private areas (our office and the conference room) over the public study lounge. When Prairie left in January to come to Ellensburg, available hours decreased from 70 to 53. When Michael left in March, the hours decreased from 53 to 38. Because of the decline in available hours, the number of consultations on this campus has declined.

- Everett: There has been an on-site consultant three hours a week at Everett this year; we are working to increase visibility through a poster campaign, advertisements on flat-screen TV monitors, and marketing tables. However, student response has been minimal.

- Kent Station: We continued to reach out to students through scheduled site visits and electronic consultation option.

- Lynnwood: Service at this campus remained consistent throughout the year (17 hours per week). We did more consultations in Lynnwood than ever before.

- Pierce: A writing consultant worked 15 hours a week at this campus during summer and fall quarters; when Prairie left for Ellensburg, Sandi came to Des Moines as the lead consultant there. Another consultant was hired to serve Pierce students via online consulting for 5 hours a week. On-campus service was not offered at this campus during winter and spring. We hope to extend on-campus service to this campus again in fall 2011.

- Wenatchee: Students at this campus receive Writing Center services via electronic consultation options.

- Yakima: The consultant who worked at this campus graduated at the end of fall quarter and left the Writing Center for another job. We have not offered on-campus service at this campus since fall, but students have continued to seek Writing Center assistance via electronic consultation options.

- **Goal 5:** We continued to offer writing workshops, designed in collaboration with professors and tailored to the needs of specific students.

- The number of students we served through workshops decreased this year because of decreased staffing; we were not able to offer as many workshops if we wanted to keep up with the demand for one-on-one consultations.

*Writing Workshops*
Professors are already requesting the same (plus more) workshops next year, indicating their satisfaction with these services.

Faculty expressed disappointment that many workshops were unavailable due to decreased staffing.

For two sections, we partnered with an ENG 100T instructor to develop small-group writing sessions; we asked students to fill out feedback forms after these workshops, and their level of expressed satisfaction was high. Here are highlights from surveys of the students who participated:

**English 100T Facilitated Peer Review student survey, Fall 2010**

<table>
<thead>
<tr>
<th>Essential to Discussion</th>
<th>Encouraged Discussion</th>
<th>No Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How much did the Writing Consultant encourage/discourage discussion among your group members?</td>
<td>12</td>
<td>48</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Significant Improvement</th>
<th>Improved my Writing</th>
<th>No Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Overall, how much did your peer review discussions affect you as a writer:</td>
<td>7</td>
<td>47</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Are you now more comfortable talking about writing with your peers?</td>
<td>56</td>
</tr>
</tbody>
</table>
4. Are you now more likely to go to the Writing Ctr? 56 5
5. Would you recommend the Writing Ctr to a friend? 60 3

- Students also wrote mostly appreciation in the comments portions. Here are highlights:
  - “Writing Consultant (name omitted) helped everyone feel comfortable with sharing paper”
  - “They helped me lead discussion in the group”
  - “Gave us the courage as a group to feel free with all criticism whether good or bad”
  - “He was very encouraging but not pushy, and helped with grammar”
  - “That we actually talked about our papers and got feedback”

- **Goal 6:** Data collected from our Session Summary Forms show that in Ellensburg, fewer than half of the consultations were with freshman and four percent were with graduate students; at the University Centers, nearly all students are juniors, seniors, or graduate or post-bac students.

- **Goal 6:** This chart shows the breakdown by campus and class standing. Note: This chart’s data is mostly accurate. Student profiles are created when the students begin using the Center and are not always updated as they progress through their academic careers; for instance, a student might still be listed as a freshman in our records even though s/he has become a sophomore, etc. We try to remember to periodically ask students if their profiles are up to date.

### Number of Consultations by Class Standing

<table>
<thead>
<tr>
<th>Campus</th>
<th>Freshmen</th>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
<th>Graduate or Post Bac</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ellensburg</td>
<td>1,234</td>
<td>477</td>
<td>572</td>
<td>513</td>
<td>146</td>
<td>69</td>
<td>3011</td>
</tr>
<tr>
<td>Des Moines</td>
<td>5</td>
<td>7</td>
<td>766</td>
<td>176</td>
<td>40</td>
<td>1</td>
<td>995</td>
</tr>
<tr>
<td>Everett</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>21</td>
</tr>
<tr>
<td>Lynnwood</td>
<td>0</td>
<td>5</td>
<td>292</td>
<td>38</td>
<td>18</td>
<td>0</td>
<td>353</td>
</tr>
<tr>
<td>Pierce</td>
<td>0</td>
<td>1</td>
<td>205</td>
<td>100</td>
<td>3</td>
<td></td>
<td>309</td>
</tr>
<tr>
<td>Kent Station</td>
<td>0</td>
<td>0</td>
<td>38</td>
<td>41</td>
<td>0</td>
<td>0</td>
<td>79</td>
</tr>
<tr>
<td>Moses Lake</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Wenatchee</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Yakima</td>
<td>2</td>
<td>0</td>
<td>21</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total for all campuses:</strong></td>
<td><strong>1,241</strong></td>
<td><strong>490</strong></td>
<td><strong>1,909</strong></td>
<td><strong>877</strong></td>
<td><strong>204</strong></td>
<td><strong>73</strong></td>
<td><strong>4,786</strong></td>
</tr>
<tr>
<td><strong>Percentage of total:</strong></td>
<td>26%</td>
<td>10%</td>
<td>40%</td>
<td>18%</td>
<td>1%</td>
<td>.02%</td>
<td></td>
</tr>
</tbody>
</table>
• **Goal 6:** In Ellensburg, most students seek help for English courses. At the University Centers, however, the primary departments for which students seek help are Accounting, Business, Education, Law and Justice, and Psychology.

• **Goal 6:** We serve students from a wide variety of majors:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Most Common Major</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ellensburg</td>
<td>Undeclared</td>
<td>Sociology</td>
<td>Education</td>
<td>Business</td>
</tr>
<tr>
<td>Des Moines</td>
<td>Education</td>
<td>Business</td>
<td>Accounting</td>
<td>Psychology</td>
</tr>
<tr>
<td>Everett</td>
<td>Administrative Management</td>
<td>Interdisciplinary Studies</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>Kent Station</td>
<td>Education</td>
<td>na</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>Lynnwood</td>
<td>Business</td>
<td>Accounting</td>
<td>Education</td>
<td>Law and Justice</td>
</tr>
<tr>
<td>Pierce</td>
<td>Education</td>
<td>Law and Justice</td>
<td>Interdisciplinary Studies</td>
<td>na</td>
</tr>
<tr>
<td>Yakima</td>
<td>Political Science</td>
<td>Psychology</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>Wenatchee</td>
<td>Education</td>
<td>na</td>
<td>na</td>
<td>na</td>
</tr>
</tbody>
</table>

• **Goal 6:** The students we serve represent greater diversity than the overall CWU population. The university keeps data by ethnicity and race, not by languages spoken, as we do. However, comparable categories in the university-wide data could be “International” – 2 percent – and “Hispanic” – 7 percent. Here is our data, showing that a large proportion of writing consultations are with students who do not list English as their first language:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Consultations with Non Native Speakers</th>
<th>Percentage of all consultations</th>
<th>Most common First Language (after English)</th>
<th>2nd most common First Language</th>
<th>3rd most common First Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ellensburg</td>
<td>944</td>
<td>31%</td>
<td>Chinese</td>
<td>Spanish</td>
<td>Japanese</td>
</tr>
<tr>
<td>Des Moines</td>
<td>457</td>
<td>46%</td>
<td>Vietnamese</td>
<td>Russian</td>
<td>Korean</td>
</tr>
<tr>
<td>Lynnwood</td>
<td>234</td>
<td>66%</td>
<td>Vietnamese</td>
<td>Russian</td>
<td>Cambodian</td>
</tr>
<tr>
<td>Kent Station</td>
<td>61</td>
<td>77%</td>
<td>Ukrainian</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>Everett</td>
<td>0</td>
<td>0</td>
<td>na</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>Moses Lake</td>
<td>0</td>
<td>0</td>
<td>na</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>Pierce County</td>
<td>0</td>
<td>0</td>
<td>na</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>Wenatchee</td>
<td>0</td>
<td>0</td>
<td>na</td>
<td>na</td>
<td>na</td>
</tr>
</tbody>
</table>
• **Goal 7:** The student Writing Consultants represent a variety of disciplines and backgrounds. About half are undergraduates and half are graduate students. Their majors include Nursing, Graphic Design, Education, History, Law and Justice, Literature, Mental Health Counseling, Psychology, Teaching English to Speakers of Other Languages, and Writing.

• **Goal 8:** Regarding publicity, many students indicated they learned about the center through our brochures, bookmarks, posters, and signs. Many students also cited class visits and instructor recommendations.
  
  o In Pierce and Kent Station, we reached out through scheduled visits and by sharing information with staff, faculty, and students.
  o At the Westside Centers, we used outreach tables in high-traffic areas.
  o In Wenatchee, we used DE technology to talk with a class of students.

• **Goal 8:** We go into classrooms, at the invitation of professors, to give orientations about our writing services and how they relate to particular course outcomes.
  
  o Due to decreased staffing, we visited fewer classes.
  o We received a grant for winter and spring that enabled us to visit more classes than we would have otherwise been able to visit.

**Course-specific Orientations**

<table>
<thead>
<tr>
<th>Campus</th>
<th>Students Reached 2010-2011</th>
<th>Students Reached 2009-2010</th>
<th>Students Reached 2008-2009</th>
<th>Increase/decrease over previous year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ellensburg</td>
<td>1186</td>
<td>841</td>
<td>889</td>
<td>+29%</td>
</tr>
<tr>
<td>Des Moines</td>
<td>406</td>
<td>825</td>
<td>659</td>
<td>-51%</td>
</tr>
<tr>
<td>Everett</td>
<td>26</td>
<td>67</td>
<td>0</td>
<td>-61%</td>
</tr>
<tr>
<td>Lynnwood</td>
<td>365</td>
<td>355</td>
<td>250</td>
<td>+1%</td>
</tr>
<tr>
<td>Pierce</td>
<td>131</td>
<td>149</td>
<td>103</td>
<td>-12%</td>
</tr>
<tr>
<td>Kent Station</td>
<td>25</td>
<td>18</td>
<td>25</td>
<td>+28%</td>
</tr>
<tr>
<td>Moses Lake</td>
<td>0</td>
<td>9</td>
<td>0</td>
<td>-100%</td>
</tr>
<tr>
<td>Wenatchee</td>
<td>28</td>
<td>65</td>
<td>0</td>
<td>-57%</td>
</tr>
<tr>
<td>Yakima</td>
<td>0</td>
<td>18</td>
<td>25</td>
<td>-100%</td>
</tr>
<tr>
<td><strong>Total for all campuses:</strong></td>
<td><strong>2,167</strong></td>
<td><strong>2,347</strong></td>
<td><strong>1,951</strong></td>
<td><strong>-7%</strong></td>
</tr>
</tbody>
</table>

• **Goal 8:** We reach a broad spectrum of the student body by participating in major events – on every campus – by staffing an information table, by contributing PowerPoint slides, and sometimes by giving presentations. This allows us to not only spread information about writing services but also help advance goodwill and collaboration across campus programs and emphasize CWU’s welcoming spirit:
  
  o All the New Student Welcomes
  o All the Discover! Orientations
  o The recruitment Open Houses
  o The quarterly Academic Recovery Warning Program
  o The Majors Fair
• **Goal 8:** We reach out to faculty and administrators individually and collectively. We offer information as part of the New Fall Faculty Orientation in Ellensburg. We are members of the University Centers Interdivisional Committees, for all campuses. We participate regularly in campus events and committees, including the New Student Orientation committee.

• **Goal 9:** The Director and Assistant Director meet individually with professors to collaboratively develop course-specific workshops and to help them incorporate writing into their curriculum. In Des Moines, Writing Consultants also meet regularly with graduate faculty to ensure that information provided for master’s candidates is accurate and up-to-date.

• **Goal 10:** Staff members feel they belong to a community of writers. This was evident in the annual staff survey. They truly enjoy working with students and with each other. They feel comfortable asking each other for help, and they feel generally appreciated and respected, as evidenced by comments such as these:
  o My contributions to the WC are valued because I’m given positive reinforcement by the director.
  o When I have a problem, I can discuss it with Prairie or any other consultant. I am encouraged by the staff when I handle the situation properly.
  o Positive feedback lets me know I’m valued.

• **Goal 10:** Writing Consultants understand the University Writing Center’s mission, as evidenced by staff survey comments such as these:
  o Enjoy: The gratifying feeling that I’m helping someone with a skill that I take for granted but many people struggle with.
  o I enjoy holding discussions with students about their writing.
  o I enjoy meeting new people and being able to help students.
  o I love working with international students.

• **Goal 10:** We gave a presentation in this forum:
  o Two Year College English Teachers Association Conference: “PNWCA: Imagining Collaboration and Connection” – Prairie Brown, Director; Michael Hanscom, Law and Justice student; Ann Harrington, Director, EvCC Writing Center; Tamara Smith, Consultant, EvCC Writing Center

• **Goal 11:** We held leadership roles and participated in professional organizations, at both the international and regional levels.
  o Teresa is a board member of the International Writing Centers Association, representing the PNWCA region in IWCA board activities and meetings throughout the year and during the fall IWCA/NCPT Conference.
  o Prairie participates in the quarterly meetings of writing center directors in the area. At each University Center, Writing Consultants are involved in additional outreach to our community college counterparts.
  o Prairie is the secretary for the PWNCA.

4. **What will we do as a result of this information?**
   • Planning for future: with the help of the Associate Vice President of Undergraduate Studies, we will continue to expand our service to the Centers and will continue our online consultation program.
   • We will reassess the services we offer on campus in Everett.
• We will continue to make sure all students are well aware of our range of online services and how to access them.
• We will work on redesigning our website to make it easier for students to use.
• We will develop innovative ways to explain writing services to faculty and students across campus, including new brochures, postcards, and signs.
• Depending upon the needs of each campus, we will continue or increase our efforts to reach certain populations of students, including these:
  o graduate students
  o basic writing students
  o students taking program exams
  o international students
  o students in majors underrepresented in our data.
• We will continue to develop new workshops in collaboration with faculty and program administrators.
• We will again share this assessment information with the staff and use it to help determine the content of staff trainings.
• As a staff, we will collaboratively develop materials for evaluating Writing Consultants.
• We will try to develop a systematic way of gathering and documenting student feedback about our online services.
• We will continue to investigate software innovations to enhance our online consultation program.

5. What did we do in response to last year’s assessment information?
• While we began the school year with a series of goals, midyear shifts in administration meant that we had to reassess our goals and concentrate on the sustained existence of the Writing Center.
• We continued to work with the Advisory Committee for the University Writing Center, inviting faculty from across the university to help us review, plan, and publicize services.
• We expanded our online services, offering email consultations to every University Center.
• We created YouTube videos, more grammar handouts, and other resources and linked these to our website.
• We began to use screencasting technology (Jing) during our email sessions to enhance the students’ learning experience.
• We increased the collection of anonymous student feedback after one-on-one consultations in Ellensburg. We continued using these feedback forms on the Westside as well. We adapted our online session summary forms to include a link to the feedback survey. We also included the survey link with all of our email/Jing consultations.
• This assessment information was shared with the staff and used to help determine the content of staff trainings.
• The Director and Assistant Director participated in Writing Across the Curriculum and Writing Assessment meetings on campus.
• We made several efforts to improve publicity at all of our sites, and both faculty and student comments indicated they were generally aware of our services.

6. Questions or suggestions concerning Assessment of Outcomes at Central Washington University:
How can we serve more at-risk students (non-native speakers of English, ENG 100T students)? How can we reach out to more graduate students? How can we continue to enhance our online consultation
program to reach more non-residential students? How can we increase service to students at the Centers?

-- June 2011

by Interim Director Prairie Brown, and several other staff members
## Program Assessment Plan

### University Writing Center

**Mission:** The University Writing Center is committed to improving writing across the university. Consultants work with writers of all disciplines and levels, at the Ellensburg campus and the University Centers, primarily through one-on-one consultations but also group discussions and workshops. Consultants serve all CWU students, everywhere, through a variety of campus locations and via the Internet.

**Vision:** Central Washington University is a community of writers, facilitated by the University Writing Center. Writing consultants guide their peers toward communication that will be effective in a global and diverse environment, during and after their studies at CWU.

### Program Goals

<table>
<thead>
<tr>
<th>Program Goals</th>
<th>Related Divisional Goals, Academic Affairs Strategic Plan</th>
<th>Method(s) of Assessment</th>
<th>Who/What Assessed</th>
<th>When Assessed</th>
<th>Criterion of Achievement (Expectations)</th>
</tr>
</thead>
</table>
| 1. Through one-on-one consulting, help students communicate effectively in writing. | Strategic Objective #1: Student-Centered Learning: To cultivate a creative and challenging learning environment. Strategic Objective #2: Programs and Curriculum: To advance challenging and innovative academic programs that prepare students for their personal and professional lives and for lifelong learning. | a)Student Feedback Forms  
b)Faculty comments via e-mail and letter  
c)E-mailed student comments | a)Students who use the center  
b)Faculty  
c)Students | a)Ongoing  
b)Ongoing  
c)Ongoing | a)Feedback from students that shows their consultations help them become better writers.  
b)Feedback from faculty that indicates the center generally helps student writers improve.  
c)Overall positive comments. |
| 2. Serve students on all campuses, improving retention. | Strategic Objective #5: Enrollment Management: To recruit and retain well-qualified, diverse and motivated students that will benefit from the CWU educational experience. | a)Database figures on students served  
b)Staff analysis of data | a) Students who use the center  
b) Students who use the center | a)Ongoing  
b)Ongoing | a)We serve at least 10 percent of the student population on all campuses. |
| 3. Plan ways to reach all students everywhere through online methods: expand website resources; offer synchronous online consulting -- 1 of first writing centers in nation. | Strategic Objective #7: Learning Technologies: To provide technologies that enhance the learning and working environments, and ensure the optimal delivery of academic programs. | a) Staff review of online resources  
b) Reports from staff members who are doing synchronous and asynchronous online sessions  
c) Database tracking numbers and kinds of online consultations and outreach | a) Our website homepage and links  
b) Writing Consultants  
c) Software | a) Ongoing  
b) Ongoing  
c) Ongoing | a) Pedagogically sound and user-friendly video workshops and pdf handouts created by center staff, plus links to other resources on the web.  
b) Ability to reach students who otherwise could not be served; low level of technical problems; ongoing investigation of the best software/s for consulting; confirmation that synchronous technology allows for authentic writing consulting. |
|---|---|---|---|---|
| 4. Reach students throughout all campuses at the best location on each campus, improving retention. | Strategic Objective #5: Enrollment Management: To recruit and retain well-qualified, diverse and motivated students that will benefit from the CWU educational experience. | a)Database figures on location of consultations  
b)Student comments  
c)Staff analyses | a)Students  
b)Students  
c)Students | a)Ongoing  
b)Ongoing  
c)Ongoing | a)Demand normal to high at alternate or new locations.  
b)Students expressing appreciation and knowledge about our flexible locations and hours. |
| 5. Provide useful workshops and other group writing discussions. | Strategic Objective #1: Student-Centered Learning: To cultivate a creative and challenging learning environment. Strategic Objective #2: Programs and Curriculum: To advance challenging and innovative academic programs that prepare students for their personal and professional lives and for lifelong learning. | a)Surveys after workshops  
b)E-mailed comments  
c)Record of workshops  
d)Record of events | a)Students in group sessions  
b)Faculty and students  
c)Students  
d)Staff and students | a)Occasional  
b)Ongoing  
c)Ongoing  
d)Ongoing | a)Positive comments on survey.  
b and c)Positive comments and requests for repeat workshops. |
6. Serve students of all ethnic backgrounds, all disciplines, and all levels, improving retention.

<table>
<thead>
<tr>
<th>Strategic Objective #5: Enrollment Management: To recruit and retain well-qualified, diverse and motivated students that will benefit from the CWU educational experience.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data from student profiles on electronic database</td>
</tr>
<tr>
<td>Students who use the center</td>
</tr>
<tr>
<td>Ongoing</td>
</tr>
<tr>
<td>Of the students served: they range from freshman year through graduate school; they are studying a variety of majors; and many are not native English speakers.</td>
</tr>
</tbody>
</table>

7. Recruit and Retain Writing Consultants of various ethnic backgrounds and disciplines, to better serve a diverse student population.

<table>
<thead>
<tr>
<th>Strategic Objective #6: Diversity: To recruit, support, and retain a diverse student body, faculty, and staff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data from staff profiles</td>
</tr>
<tr>
<td>Writing Consultants</td>
</tr>
<tr>
<td>Ongoing</td>
</tr>
<tr>
<td>Staff includes Writing Consultants who have lived abroad and/or studied other languages, bring various backgrounds and outlooks to the center, and are studying in various fields.</td>
</tr>
</tbody>
</table>

8. Effectively publicize services.

<table>
<thead>
<tr>
<th>a)Collect data from student profiles on students reached through Orientation tables, introductory presentations, signs, website, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b)Comments about how people hear of center.</td>
</tr>
<tr>
<td>c)Database of outreach statistics</td>
</tr>
<tr>
<td>a)Students</td>
</tr>
<tr>
<td>b)Students, faculty, and administrators</td>
</tr>
<tr>
<td>c)Students, faculty, and administrators</td>
</tr>
<tr>
<td>a)Ongoing</td>
</tr>
<tr>
<td>b)Ongoing</td>
</tr>
<tr>
<td>c)Ongoing</td>
</tr>
</tbody>
</table>

9. Facilitate Writing Across the Curriculum.

<table>
<thead>
<tr>
<th>Strategic Objective #1: Student-Centered Learning: To cultivate a creative and challenging learning environment. Strategic Objective #2: Programs and Curriculum: To advance challenging and innovative academic programs that prepare students for their personal and professional lives and for lifelong learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)Record of services to professors, students</td>
</tr>
<tr>
<td>b)Faculty comments via e-mail and letter</td>
</tr>
<tr>
<td>c)University Writing Center Advisory Committee input</td>
</tr>
<tr>
<td>a)Faculty and students</td>
</tr>
<tr>
<td>b)Faculty</td>
</tr>
<tr>
<td>c)University Writing Center Advisory Committee members</td>
</tr>
<tr>
<td>a)Ongoing</td>
</tr>
<tr>
<td>b)Ongoing</td>
</tr>
<tr>
<td>c)Ongoing</td>
</tr>
</tbody>
</table>

Helping faculty improve the teaching of writing, and their own writing and scholarship. Active University Writing Center Advisory Committee.
| 10. Offer training and professional opportunities for staff, and nurture a creative and collaborative team. | Strategic Objective #3: Teacher-Scholar Model: To promote the highest standards of teaching excellence informed by active faculty scholarship and creative activity. Strategic Objective #4: Faculty and Staff: To support and reward the professional growth of the faculty and staff. | a) Staff survey b) Staff applications to return. c) Record of conference presentations and proposals, and research d) Service-Learning staff blog | a and b) Writing Consultants b) Entire staff | a) May 2011 b) May 2011 c) Ongoing d) Ongoing | a&b) overall positive, with a comfort level such that staff feel free to make suggestions to improve the center. c) Director, Assistant Director, and Writing Consultants are doing research and writing that result in or could lead to conference presentations and publications. d) Thought-provoking discussion, revealing that we learn alongside student writers. |
| 11. Lead and take active roles in professional organizations and conferences. | Strategic Objective #3: Teacher-Scholar Model: To promote the highest standards of teaching excellence informed by active faculty scholarship and creative activity. Strategic Objective #4: Faculty and Staff: To support and reward the professional growth of the faculty and staff. | a) Record of leadership and participation in regional and international conferences b) Record of leadership regionally c) Record of leadership nationally | a) All staff b) Director and Assistant Director c) Director and Assistant Director | a) Fall TYCA conference b) Ongoing c) Ongoing | a) Presentations at the 2010 TYCA conference. b) Leadership and representation on the PNWCA Board and during quarterly director meetings. c) Leadership and representation within the International Writing Centers Association. |
One-on-One Consultations with Student Writers: 995
Summer, 137; Fall, 456; Winter, 204; Spring, 198.

Total number of students served fall through spring: 249 – 37% of enrollment.
Of those, number of those who came back for repeat visits: 162, or 65%.

Non-Native Speakers of English: A large number of sessions were with students who did not list English as their first language: 457, or 46 percent.
Most-cited First Languages (other than English) on the session reports:
- Cantonese: Fall, 10; Winter, 0; Spring, 4; Summer, 0; Total 14
- Japanese: Fall, 11; Winter, 0; Spring, 9; Summer, 3; Total 23
- Korean: Fall, 48; Winter, 18; Spring, 4; Summer, 4; Total 74
- Polish: Fall, 16; Winter, 5; Spring, 3; Summer, 0; Total 24
- Russian: Fall, 29; Winter, 27; Spring, 29; Summer, 0; Total 85
- Somali: Fall, 24; Winter, 5; Spring, 3; Summer, 0; Total 39
- Spanish: Fall, 6; Winter, 8; Spring, 2; Summer, 9; Total 25
- Tagalog: Fall, 1; Winter, 1; Spring, 1; Summer, 10; Total 13
- Ukrainian: Fall, 28; Winter, 25; Spring, 8; Summer, 0; Total 61
- Vietnamese: Fall, 45; Winter, 9; Spring, 22; Summer, 23; Total 99

Class Rank:
- Freshmen: Fall, 5; Winter, 0; Spring, 0; Summer, 0; Total 5
- Sophomores: Fall, 7; Winter, 0; Spring, 0; Summer, 0; Total 7
- Juniors: Fall, 330; Winter, 177; Spring, 160; Summer, 99; Total 766 76%
- Seniors: Fall, 97; Winter, 26; Spring, 32; Summer, 21; Total 176 17%
- Graduate and post-bac: Fall, 17; Winter, 1; Spring, 5; Summer, 17; Total 40 4%

Workshops, group consulting, or orientations, in the Center or in the Classroom:
Fall, 524; Winter, 328; Spring, 281; Summer, 151; Total students served: 1284

--Orientations to the Center’s Services: total students served: 406
Students in various classes in the departments of Administrative Management, English, Psychology, Business, Information Technology, Sociology, and Education. Fall quarter 185, winter quarter 90, spring quarter 131, summer quarter 0, total served 406

--Course-Tailored Workshops: total students served: 588
English: facilitated peer reviews, analysis workshops
Psychology: writing personal statements, creating effective presentations
Career Services: narrative writing
Education: academic grammar, writing a Master’s project Fall quarter 229, winter quarter 178, spring quarter 150, summer quarter 31, total served 588

Informational Outreach and Collaborations:
New Student Orientations: summer, fall, winter, and spring
Marketing table: ongoing throughout the school year

Locations and Hours:
The Des Moines Writing Center was staffed 70 hours a week during fall quarter. It was staffed 35 hours a week during the summer. During winter quarter, staffing was reduced to 49 hours a week. During spring, staffing was further reduced to 38 hours a week.

The Des Moines Writing Center is located in office 379. We frequently have to seek space outside the office when we have simultaneous consultations; the conference room (381) works best when it is available; students continue to resist use of the public lounge area outside the Writing Center. During winter and spring, we were granted permission to use an extra desk in the adjunct suite, which students appreciated.

Staffing: Goal: well-trained peer consultants from disciplines across the university, helping student writers while enhancing their own education. All new consultants take the four-credit, graded English 402: Writing Center Theory and Practice or English 490: Writing Center Internship. A new consultant was added fall quarter, increasing the number of peer consultants at Des Moines to three. However, as the year progressed, consultants graduated. We were unable to train new consultants due to lack of a Writing Center faculty representative on the Westside.

The student Writing Consultants represent two disciplines: psychology, law and justice.

Student Feedback:
“Having done my last paper at CWU last week, I want to take this opportunity and let you know that the writing center was just wonderful throughout my classes. I am glad I took advantage of it and the team behind the Des-Moines campus was awesome. Prairie was great and she is truly an asset to the centre, I enjoyed every moment I spend with her and just being so ready to help and so understanding even when things or time did not seem to work out well.

Thanks for having the writing center you are all doing a great job. Enjoy your summer break and God bless you all.”
“Yo Yo Yo Ms. Prairie I know this is the writing center an all but the Jing thing is mad crazy missy I mean its mad hard core lol.
No I just want to say in english that I really like that Jing. It's like you are right here working with me on the paper its pretty cool. But thank you for the help I was going crazy on this paper so I will address the above issues and I will see you on Friday at 10am to finish this paper up.”

“Thank you so much for your time. I like the way how you worked on my paper: your questions forced me to think in depth about my ideas and concepts. Thank you so much.”

**Faculty Feedback:**
“Thank you for presenting the Narrative Workshop to the Career Management class. The content is so valuable for students marketing themselves to employers.”

“I would like to thank Megan Sripranaratanakul of the Des Moines Writing Center for her excellent presentation in my LAJ 420 Class on APA Style. She did a wonderful job presenting the information in an understandable way. Megan covered a number of the areas that I had requested including citations to movies and you-tube. She also gave students the opportunity to do some hands on practice with formatting citations to APA as well. The handouts were also good references for the students to refer to as they do their papers.

Megan did a great job and her presentation was well received by the students. This was one more way that the writing center has been providing invaluable support for the Des Moines Law and Justice Program.

Our transfer students have less experience in writing and understanding material at this level and the writing center is a life line for the many students making that transition and their success in the program and degree completion.

Thanks again for taking time to be with Megan. Wonderful job!”

---prepared by Prairie Brown, Interim Director, with help from staff members
One-on-One Consultations with Student Writers: 3,011
Summer, 119; Fall, 1,033; Winter, 960; Spring, 899

Turned away/unable to serve: total 251 (winter and spring)

Total number of students served fall through spring: 1,438 – 17 % of enrollment.
Of those, number of those who came back for repeat visits: 503, or 35 %.

Non-Native Speakers of English: A large number of sessions were with students who did not list English as their first language: 944, or 31 %.
Most-cited First Languages (other than English) on the session reports:
Arabic: Fall, 17; Winter, 23; Spring, 11; Summer, 2; Total, 53
Chinese: Fall, 144; Winter, 139; Spring, 160; Summer, 41; Total, 484
French: Fall, 5; Winter, 19; Spring, 16; Summer, 5; Total, 45
Japanese: Fall, 47; Winter, 50; Spring, 16; Summer, 6; Total, 119
Korean: Fall, 11; Winter, 21; Spring, 10; Summer, 0; Total, 42
Spanish: Fall, 60; Winter, 29; Spring, 38; Summer, 5; Total, 132
Vietnamese: Fall, 19; Winter, 11; Spring, 38; Summer, 1; Total 69

Class Rank:
Freshmen: Fall, 466; Winter, 345; Spring, 415; Summer, 8; Total, 1234 or 41 %
Sophomores: Fall 145; Winter 163; Spring 132; Summer 37; Total 477 or 15 %
Juniors: Fall 223; Winter 185; Spring 142; Summer 22; Total 572 or 18 %
Seniors: Fall 129; Winter 232; Spring 133; Summer 19; Total 513 or 16 %
Graduate and post-bac: Fall 41; Winter 27; Spring 50; Summer 28; Total 146 or 4 %

Workshops/orientations/Events: Fall, 880; Winter, 337; Spring, 1658; Summer, 368; Total students served: 3243

--Orientations: Fall, 75; Winter, 67; Spring, 1044; Summer, 0; Total students served: 1186

--Course-Tailored Workshops: Fall, 375; Winter, 150; Spring, 269; Summer, 18; Total students served: 812
**Informational Outreach and Collaborations:**
Discover! Fall Orientation sessions throughout the summer: Writing Consultants created and staffed information table
Fall Open House: Writing Consultants created and staffed information table
New Fall Faculty Orientation: Director gave information, discussed with small groups
University Welcome for New Students, Student Services Fair, Winter and Spring: Writing Consultants created and staffed information table
Majors Fair: Writing Consultants created and staffed information table; offered advice for writing resumes, letters of application to majors
Open walkway of SURC, during a few lunchtimes: Writing Consultants created and staffed information table
Discover! Spring Orientation: Writing Consultants created and staffed information table

**Faculty and Campuswide Support Provided by Director:**
Helped individual faculty members with writing assessment and assignment design
Served as a SOURCE judge.
Met with the Writing Center Advisory Board to seek their input

**Locations and Hours:**
All locations get some use, and both students and faculty comment on signs that direct them well. We are in the fifth year of the Library satellite and the third year of the SURC satellite, which together offer students access to our services during hours when most of the campus is quiet. Our staffing and hours of those satellites appear to need adjustment. The Sunday hours in the Library are underutilized, and the evening hours in the SURC are extremely popular. It may be beneficial to rethink the Library hours in favor of expanding service at the SURC. Most consultations took place in the main center, Hertz 103, which is open the most hours each week: 2,120. Another 204 consultations were in the Library FishBowl’s Sunday satellite, and 614 were in the SURC evening satellite.

- **Hertz 103:** 9 a.m. to 6 p.m. Monday through Thursday; and 9 a.m. to 2 p.m. Friday.
- **Library Fishbowl:** 2 p.m. to 9 p.m. Sunday.
- **SURC:** 6 p.m. to 9 p.m. Monday through Thursday.

**Staffing:** Goal: well-trained peer consultants from disciplines across the university, helping student writers while enhancing their own education. All new consultants take the four-credit, graded English 402: Writing Center Theory and Practice. Undergraduates then take the two-credit practicum, English 403, before applying to be writing consultants.
- The student Writing Consultants represent a variety of disciplines and backgrounds. About half are undergraduates and half are graduate students.
- On the Westside, Prairie began using ENG 490 (Writing Center Internships) to train new consultants. Three new consultants were successfully trained using this method.
During Spring Quarter, thirteen of the English Department T.A.s worked between one and four hours a week in the Writing Center.

For all Campuses:

Representation at Professional Conferences and Organizations:

International Writing Centers Association:
-- Teresa is a board member and the regional IWCA representative for the Pacific Northwest Writing Centers Association.
-- She represented the PNWCA region in IWCA board activities and meeting throughout the year and during the fall Joint Conference of the International Writing Centers Association and National Conference on Peer Tutoring, in Baltimore.
-- She and Prairie co-facilitated a workshop for the fall Joint Conference of the International Writing Centers Association and National Conference on Peer Tutoring, in Baltimore. Only Teresa was able to attend the conference.

Pacific Northwest Writing Centers Association:
-- Prairie served as Secretary
-- The annual PNWCA conference was not held this spring

Prairie and one writing consultant attended the Two Year College English Teachers’ Association Conference instead, collaborating with the director of the Everett Community College Writing Center and a writing consultant from EvCC, presenting about the PNWCA

Student Feedback:

“Hello, Bonsoir Mrs Brown,

I really appreciate your meticulousness, insightful rectifications as well as outstanding professionalism. See you on Monday at 4 p.m.
Merci bien”

“Thanks! Your pretty awesome for helping me out too!”

Faculty Feedback:

“Thank you for detailing your approach. Our text, the rough draft, and having worked with the rubric along with my written feedback I always hope is enough. Thank goodness for your effort also. What you did was precisely what I thought I did in class when I handed back all the rough drafts. I (I'm sure (name omitted) is too) am grateful for your help and support.”

“Your help is much appreciated.
I am quite ok with your proposal. My students will be contacting you prior to or during
Feb. 21 through Mar. 4. Please feel free to schedule the students on a first-come, first-served basis. I asked them to not procrastinate, which is sometimes a problem. If they wait too late and don't get an appointment in that date range, that is their responsibility. Thanks for your support. BTW, I support your department completely, and believe you should have more budget to do your work. It is essential for the betterment of our students literacy.”

--prepared by Prairie Brown, Interim Director, with help from staff members
One-on-One Consultations with Student Writers: 79
Summer, 24; Fall, 47; Winter, 7; Spring, 1

Total number of students served fall through spring:
Summer, 3; Fall, 8; Winter, 2; Spring, 1; Total, 14
Of those, number of those who came back for repeat visits: 5, or 36%.

Non-Native Speakers of English: A large number of sessions were with students who did not list English as their first language
The only first language (other than English) on the session reports:
Ukrainian: 73 Fall 32; Winter 6; Spring 1; Summer 22; Total 61 or 77%

Class Rank:
Juniors: Fall, 12; Winter, 1; Spring, 1; Summer, 24; Total 38 or 48%
Seniors: Fall, 35; Winter, 6; Spring, 0; Summer, 0; Total 41 or 51%

Workshops, group consulting, or orientations, in the Center or in the Classroom:
Fall, 25; Winter, 0; Spring, 0; Summer, 0; Total students served: 25

-Orientations to the Center’s Services: Fall, 25; Winter, 0; Spring, 0; Summer, 0; Total students served: 5
Students from the Education department.

Locations and Hours:
There is not a physical writing center at Kent Station. Kent students enjoy online consultations and are frequent visitors in the Des Moines writing center.

Staffing: Kent shares the Des Moines writing consultants.

Student Feedback:
“Ah, you are the best. I do not know what I will do when I cannot use your service any longer!”

“Michael was great, I liked the little audio he used that was pretty cool.”

“I really appreciate the way you word comments on my papers. They sound very professional. It gives me a goal to strive for.”

Faculty Feedback:
“Thank you, (consultant’s name omitted), for assisting (student’s name omitted). (Student’s name omitted) is a relatively recent emigrant from Russia. During the time she has been with us, her writing has improved dramatically. Her progress is a testament to the energy and expertise of the writing center consultants.”

--prepared by Prairie Brown, Interim Director, with help from staff members
University Writing Center 2010-2011
Lynnwood

**One-on-One Consultations with Student Writers:** 353
Summer, 41; Fall, 80; Winter, 106; Spring, 126.
Total number of students served fall through spring: 104 – 18 % of enrollment.
Of those, number of those who came back for repeat visits: 59, or 57 %.

English as their first language: 119, or 33 %.
Non-Native Speakers of English: A large number of sessions were with students who did not list
Most-cited First Languages (other than English) on the session reports: Total 234
Cambodian: Fall, 1; Winter, 1; Spring, 8; Summer, 9; Total 19 or 5%
Chinese: Fall, 0; Winter, 6; Spring, 2; Summer, 2; Total 10 or 3%
Japanese: Fall, 0; Winter, 1; Spring, 6; Summer, 3; Total 10 or 3%
Persian: Fall, 0; Winter, 0; Spring, 7; Summer, 0; Total 7 or 2%
Russian: Fall, 14; Winter, 4; Spring, 6; Summer, 0; Total 24 or 7%
Spanish: Fall, 8; Winter, 1; Spring, 2; Summer, 1; Total 12 or 3%
Vietnamese: Fall, 14; Winter, 38; Spring, 70; Summer, 16; Total 138 or 39%

**Class Rank:**
Sophomore: Fall, 3; Winter, 0; Spring, 0; Summer, 2; Total 5
Juniors: Fall, 68; Winter, 84; Spring, 112; Summer, 28; Total 292
Seniors: Fall, 6; Winter, 16; Spring, 6; Summer, 10; Total 38
Graduate and post-bac: Fall, 3; Winter, 6; Spring, 8; Summer, 1; Total 18

**Workshops, group consulting, or orientations, in the Center or in the Classroom:**
Fall, 158; Winter, 333; Spring, 107; Summer, 160; Total served: 758

--Orientations to the Center’s Services: total students served: 365
   Students in various classes in the departments of Education, Law and Justice, and Psychology. Fall, 50; Winter, 273; Spring, 42; Summer, 0; Total served: 365

--Course-Tailored Workshops: total students served: 143
   Career Services
   Law and Justice
   Fall, 48; Winter, 0; Spring, 65, Summer, 30; Total served: 143

**Informational Outreach and Collaborations:**
New Student Orientation: fall and winter
Marketing Table: ongoing throughout the school year; expanded to include tri-fold board and sandwich board
**Locations and Hours:**
The Lynnwood Writing Center was open 15-18 hours a week. It was open five days a week during fall and four days a week during winter and spring. Increased outreach to students via class visits led to an increase of student traffic.

**Staffing:** Goal: well-trained consultants helping student writers while enhancing their own career aspirations.

The Writing Consultants come from highly academic backgrounds. Both hold Master’s degrees (counseling psychology and English); both hold high school teaching certifications in English. In addition to their writing center work, both teach writing professionally (Shoreline Community College, South Seattle Community College, and Sylvan Learning Center).

**Student Feedback:**

“Thank you very much for your thoughtful comments on my oral history paper. I have to admit I typed much of it in the dark when I lost power last night. I am a bit embarrassed at the weird little punctuation errors I made but I appreciate your eye for detail. Thank you again for taking the time to look it over and provide suggestions. After the revisions, it looks great! I look forward to working with you in the future.”

“Your program is so great, I will use it for future for sure. Miriam is awesome, I like her a lot.”

**Faculty Feedback:**

“Thank you. You echoed everything that I communicated to him when I reviewed his paper. I appreciate your efforts to help him improve his paper.”

“Please thank (consultants’ names omitted) for working with my students, (names omitted), on their papers for ETS 311. I'm sure their advice has been really helpful. I've been offering tips as well, but it's always helpful to have the opportunity to work face to face with someone.”

--prepared by Prairie Brown, Interim Director,
with help from staff members
One-on-One Consultations with Student Writers: 1.
   Fall, 0; Winter, 0; Spring, 1; Summer, 0; Total, 1

Total number of students served fall through spring: 1 % of enrollment.
   Fall, 0; Winter, 0; Spring, 1; Summer, 0; Total 1

Class Rank:
   Junior: 1 or 100%

--prepared by Prairie Brown, Interim Director, with help from staff members
One-on-One Consultations with Student Writers: 309
Summer, 40; Fall, 157; Winter, 95; Spring, 17.

Total number of students served fall through spring: 83 or 61 % of enrollment.
Fall, 29; Winter, 26; Spring, 5; Summer, 23; Total, 83
Of those, number of those who came back for repeat visits: 36 or 43 %.

Non-Native Speakers of English: All students listed English as their first language: 100 %.
Most-cited First Languages (other than English) on the session reports:
N/A

Class Rank:
Sophomore: Fall, 1; Winter, 0; Spring, 0; Summer, 0; Total, 1
Juniors: Fall, 96; Winter, 55; Spring, 17; Summer, 37; Total, 205 or 66%
Seniors: Fall, 59; Winter, 40; Spring, 0; Summer, 1; Total, 100 or 32%
Grad/Post Bac.: Fall, 1; Winter, 0; Spring, 0; Summer, 1; Total, 2

Workshops, group consulting, or orientations, in the Center or in the Classroom:
Fall, 102; Winter, 28; Spring, 48; Summer, 59; Total students served: 237

--Orientations to the Center’s Services: Fall, 74; Winter, 0; Spring, 48; Summer, 9; Total students served: 131
Students in various classes in the departments of Education, Law and Justice, and Sociology.

--Course-Tailored Workshops: Fall, 28; Winter, 0; Spring, 0; Summer, 0; Total students served: 28
Using the Library, for Education and Sociology
Academic Grammar, for Education

Informational Outreach and Collaborations:
New Student Orientation: Fall
Informational Marketing Table near classrooms: ongoing throughout the school year

Locations and Hours:
This was the second year a writing consultant was physically present at the Pierce campus. The Pierce Writing Center was staffed ten hours a week during summer and fall. The Pierce consultant was promoted to a Lead Consultant position in January and was moved to the Des
Moines campus. An additional consultant was hired to do online work for Pierce students. She worked five hours a week during winter and spring quarters.

**Staffing:** Goal: well-trained consultants from disciplines across the university, helping student writers while enhancing their own education.

Both consultants assigned to work at Pierce have achieved Bachelor’s degrees; one of them has a Master’s degree.

**Student Feedback:**

“WOW, this is AMAZINGLY wonderful! I'd like to have an appointment for Monday the 11th if you have any openings and you can take me off the waiting list for Friday. I will look at my calendar and try to get some dates scheduled out in the future for appointments, now that I know what a BENEFIT this service is to me! Thank you so very much for providing us with this service, you are incredible!”

“Oh my Gosh!! I cannot get over how cool this is. I was really hesitant to even use the help when I realized I couldn't do it in person, but I am just completely blown away by the outcome. I couldn't have asked for anything more perfect, it is like you are sitting right with me. I feel really blessed that we have you, and everyone else at the writing center to use as a tool for success. Thank you so very much for your time and everything you do!”

“I must compliment the entire Writing Center, this is by far the most efficient Writing Center I have worked with. My hat is off to you!”

**Faculty Feedback:**

“Much appreciated, (consultant’s name omitted). I am so pleased this excellent student realized her limitations re 'technical' writing and asked for help.”

“Thanks for the information. That's great.”

---prepared by Prairie Brown, Interim Director, with help from staff members
One-on-One Consultations with Student Writers: 2
  Summer, 0; Fall, 0; Winter, 0; Spring, 2

Total number of students served fall through spring: 1% of enrollment.
  Of those, number of those who came back for repeat visits: 39, or 56%.
  Summer, 0; Fall, 0; Winter, 0; Spring, 1; Total, 1

Listed English as their first language: 2

Class Rank: Juniors: 2 or 100%

Orientation/Workshops to the Center's Services: Fall, 0; Winter, 0; Spring, 28; Summer, 0;
Total: 28
  --Orientations Fall, 0; Winter, 0; Spring, 28; Summer, 0; Total 28

--prepared by Prairie Brown, Interim Director,
  with help from staff members
One-on-One Consultations with Student Writers: 25
Summer, 4; Fall, 12; Winter, 8; Spring, 1.

Total number of students served fall through spring: 5.8% of enrollment.
Of those, number of those who came back for repeat visits: 39, or 56%.
summer 1; fall 4; winter 3; spring 1; total 9

Non-Native Speakers of English: Total: 11
Persian: Fall 1; Winter; Spring 0; Summer 0; Total 1
Spanish: Fall 6; Winter; Spring 0; Summer 4; Total 10

Class Rank:
Freshmen: Fall 0; Winter 0; Spring 0; Summer 2; Total 2 or 8%
Sophomores: Fall 0; Winter 0; Spring 0; Summer 0; Total 0
Juniors: Fall 10; Winter 8; Spring 1; Summer 2; Total 21 or 84%
Seniors: Fall 2; Winter 0; Spring 0; Summer 0; Total 2 or 8%
Graduate: Fall 0; Winter 0; Spring 0; Summer 0; Total 0

--prepared by Prairie Brown, Interim Director,
with help from staff members