

TO: Victor Nelson-Cisneros, Associate Dean

**FROM: Shane Heschel, Writing Program Director
Tracy Santa, Writing Center Director**

RE: Annual Report, 2010-2011

DATE: May 16, 2011

**WRITING PROGRAM/WRITING CENTER
ANNUAL REPORT, 2010-2011**

Core Staff

Shane Heschel (Writing Program Director), Carol Emmer (ESL Specialist), Molly Gross (Assistant Director of the Writing Center), Sarah Milteer (Staff Assistant for Tutoring Services), Tracy Santa (Director of the Writing Center)

Writing Center Usage 2010-2011

The CC Writing Center is open 62 hours a week during our regular academic schedule. This academic year, into Block 8 (5/4/10), the Writing Center had:

- Tutored 697 students
- Held 2215 appointments.

Although these do not represent year-end totals, to date the Writing Center has held tutorials with over a third of enrolled CC undergraduates. Use has increased this year, based on statistics drawn from a similar period in 2009-2010; we have seen 57 more students (an increase of 9%) and have held 158 more tutorials (an 8% increase). CC Writing Center use remains dramatically higher than use at many sister institutions. 2005-2006 figures from the Writing Centers Research Project at the University of Louisville indicate that among 62 private 4-year colleges, the average number of tutorials per academic year amounted to 881 appointments.

Disciplinary Use

Tutorials were held most frequently in 2010-2011 with CC students working in the following disciplines: Political Science (237), History (184), English (163) Economics & Business (131), Philosophy (119), Sociology (105), Anthropology (90), Religion (83), Comparative Literature (68), and Psychology (64).

FYE (Blocks 1-2) first-year student traffic: Records of first-year student visits during FYE in 2010 indicate that:

In Blocks 1 and 2, the Writing Center

- Tutored 283 first-year students
- Held 595 appointments with FYE students.

These figures indicate a dramatic increase over 2009 FYE use: a 21% increase in the number of first-year students offered tutorials and a 60% increase in tutorials offered to FYE students. Over 52% of all first-year students used the Writing Center during blocks one and two. To some extent, increase in Writing Center use may have been the result of scheduling to perceived need; with a larger peer staff in F'10, we were able to schedule more generously in periods where we anticipated need.

Year-to-date tutorials by Class/Year

- First-years: 946 (up 21%)
- Sophomores: 370 (up 49%)
- Juniors: 230 (down 30%)
- Seniors: 613 (up 11%)
- Graduate: 36 (down 65%)

Following from FYE use patterns, tutorials offered to first-year students increased significantly through mid-block 8 from an already substantial base (784 in 2009-2010). Use among seniors (measured in appointments) increased by 11%, following an increase of 19% in 2009-2010. Very significant use of the Writing Center among senior writers is now to be expected in any academic year, in large part due to capstone and thesis requirements that have been a recent product of departmental assessment strategies. While we certainly welcome evidence of increased use of the Writing Center by writers working on senior projects, ranging from theses and capstones to Watsons and grad school applications, this use puts increasing strain on professional staff, as senior writers tend to gravitate toward professional staff assistance. Given use patterns among first-year and sophomore students, we might expect a pattern of increasing use among senior writers to continue into the foreseeable future. Staffing shortfalls and increasing teaching and administrative responsibilities among existing staff may, however, preclude further increases in professional staff use among senior writers.

Student Consultants

The Writing Center employed 32 student consultants trained to assist writers at any stage of the writing process. In 2010-2011, student consultants:

- Offered 1376 tutorials, a 23% increase over 2009-2010 figures
- Staffed and administered the Writing Center during evening hours and Sundays
- Contributed to professional development through presentations at weekly staff meetings
- Presented at the IWCA-NCPTW in Baltimore
- Mentored tutors in training during GS 300 *Theory and Practice of Peer Tutoring*
- Met with faculty in lunch discussions of writing practice at CC.

As has been customary, the Writing Center was well-represented at Academic Honors Convocation, where members of our peer staff were recognized as top students in English (Sarah Rice and Adele Moss), Environmental Science (Lizzy Stephan), and Political Science (Alec Arellano). An informal survey shows Writing Center tutors enrolling in top PhD programs (Molly Katz to Cornell), teaching in China (Stuart Hackley), serving in the Peace Corps (Marissa Rivera), staffing CC as paraprofessionals, and engaging the public sector in positions at the Bell Policy Center and TESSA.

Professional Staff

The professional staff of the Writing Center tutors students, coordinates outreach efforts for the Writing Program, offers extended format and adjunct courses in writing, trains new tutors, and supports ongoing student tutor staff development. In addition, the newly initiated FY portfolio requirement has been organized and facilitated exclusively out of the Writing Center. Into Block 8 (5/03/11), the Writing Center professional staff have:

- Worked with 216 students in 839 tutoring sessions
- Held 204 tutorials with seniors working on thesis and capstone projects
- Offered 54 tutorials with students drafting Watson and Venture Grant proposals

- Provided ongoing support for students with long-term assistance needs, serious writing issues, learning disabilities, and second language challenges
- Coordinated outreach efforts by organizing referrals and consulting with faculty and advisors to determine outreach needs and appropriate methods
- Promoted and compiled faculty Writing Evaluations, identifying struggling students
- Provided classroom visits and workshops to promote the Writing Center to students and faculty
- Engaged with faculty in facilitating classroom writing instruction and senior thesis work
- Observed, mentored, and supervised 32 student tutors
- Presented nineteen senior peer staff with College Reading and Learning Association tutor certification
- Fashioned rigorous tutor training courses (GS 300/395) and managed the tutor apprenticeship over the course of the spring semester for 19 new tutors
- Served as voting and ex-officio members of the Writing Committee, the FYE Committee, and the ADA Committee
- Facilitated the work of the CC Writing Program Director and Chair of the FYE Committee
- Contributed to a better understanding of the Writing Proficiency requirement among students and faculty
- Designed, produced, and distributed the FY portfolio
- Oriented faculty and students to the FY portfolio
- Fielded questions and offered workshops to students in regard to the FY portfolio
- Prepared for evaluation of the FY portfolio
- Presented at national conferences on writing center and writing program issues
- Offered workshops and consulted in support of local K-12 initiatives.

Molly Gross, our Assistant Director, serves on the Pikes Peak Poet Laureate Committee; Molly will be completing an MFA in Poetry at Bennington College this summer. Director Tracy Santa continues to sit on the steering committee of the Small Liberal Arts Colleges Writing Program Administrators group (SLAC-WPA); he chaired a panel and presented on writing curriculum in the middle undergraduate years at the SLAC-WPA conference at Denison College in January 2011. Tracy also served this spring as an external reviewer of the Writing Center at Kenyon College. In the absence of an additional professional tutor, Colket Fellow in Reading and Rhetoric Kyle Torke contributed significant time to the Writing Center over the course of the academic year, offering 71 Writing Center tutorials in addition to his Colket work.

The English as a Second Language Program

The English as a Second Language Program has continued to grow and provide outreach to a multitude of students and offices on campus. ESL adjuncts were offered on an extended format basis by Carol Emmer, Instructor and Writing Center ESL Specialist. In this capacity, Carol:

- Administered a writing diagnostic to 30 entering international students
- Discussed writing samples with each student prior to Block 1
- Created cross-cultural training for eight Cultural Program Coordinators
- Disseminated information on ESL support at New Student Orientation
- Collaborated with the Career Center and the Center for Service and Learning to offer workshops on teaching ESL abroad and cross-cultural entrée techniques
- Collaborated with the Center for Service and Learning to provide CC tutors for the D-11 Adult Literacy Program

- Collaborated with two CC students to provide translation services to ESL refugees in Ft. Morgan, CO
- Placed 18 CC half block students working on ESL learning issues in nine D-11 schools
- Trained 18 CC half block students to administer the Colorado English Language Assessment in nine D-11 schools
- Organized ESL career options panel for half block students
- Counseled graduating seniors on working overseas; helped seniors to apply for Fulbright scholarships, the Peace Corps, Teach for America, the Luce scholarship, the Dean's Transitions Program and the MAT program
- Assisted graduating seniors with applications for graduate school
- Assisted with Venture Grant, Davis Fund and internship proposals
- Received Community Based Learning approval for half block ED 202 course
- Collaborated with the Director of Forensics and Debate to offer a workshop on oral presentations for ESL adjunct students
- Collaborated with the Colket Reading Fellow to offer a workshop on reading comprehension and speed for ESL adjunct students
- Consulted with Summer Session regarding ESL training course
- Provided TOEFL preparation training upon request
- Hosted a visiting Fulbright Scholar in ESL adjunct
- Taught 16 students in GS 201 and 202 ESL adjuncts
- Taught four students in GS 200 Writing Practicum
- Taught 18 students in ED 202 half block
- Tutored 307 appointments
- Tutored 257 hours.

Disability Services Support

The Writing Center tutors many students who are registered with Disability Services. While visits at the Writing Center are not considered part of disability accommodations, many students with disabilities or special needs choose to avail themselves of Writing Center support. Through May 4 of the 2010-2011 academic year,

- 35% of the students registered with Disability Services visited the Writing Center;
- 11% of Writing Center visitors were registered with Disability Services;
- 16% of Writing Center appointments were with students registered with Disability Services.

Molly Gross, Assistant Director, specializes in tutoring students with disabilities or special needs, and many of those students request appointments with her. Of Molly's 420 total appointments, 154 (37%) were with students registered with Disability Services, a 62% increase from 2009-2010. Appointments with students registered with Disability Services do not necessarily differ from those with students who are not registered. However, the student consultants and professional staff are trained to assist students who request help because of a particular disability.

Writing Practicum Adjunct

The GS 200 *Writing Practicum* enrolled 12 students between Blocks 3-8. Of these, four students received instruction from Carol Emmer in Blocks 5-6 and eight students were taught by Tracy Santa during Blocks 3-4 and 7-8. Students met once or twice per week with instructors in small

groups and individual tutorials, engaging in discussion of writing and in writing workshops. Activities included:

- Intensive tutoring based around student writing needs in a given block
- Reading and discussion of theories in regard to academic writing and writing processes
- Presentation of writing reflecting on these theories
- Workshops and conferences specific to the needs of seniors working on thesis and capstone projects
- Instruction appropriate to tasks at hand
- Strengthening of writing strategies and conventions as needed.

Summer Use

The Writing Center is staffed by a single professional tutor/administrator (Director Tracy Santa) from commencement to mid-August, and functions during this time in support of regular summer block courses, the MAT and Bridge programs, and College Ahead. Peer tutoring is offered on a limited basis (20 hours/wk) during blocks A, B, and C. During the summer of 2010, the Writing Center offered 128 tutorials, not accounted for in the current academic year total of 2215 tutorials.

Writing Committee

The Writing Committee was chaired by Writing Program Director Shane Heschel (Biology). Voting members in AY 2010-2011 included faculty members Jared Richman (English) and Anne Hyde (History), Director of Advancement Services Cathey Barbee, and Writing Center Director Tracy Santa. Ex-officio members included Writing Center professional staff Molly Gross, Carol Emmer, and Sarah Milteer. The Writing Committee engaged in the following support, development, and outreach activities:

- Facilitation of the student writing portfolio program, including memoranda to the faculty about the requirement and advising issues as well as presentations regarding the specifics of the writing requirement
- A March 2011 faculty discussion of the student writing requirement and the student writing portfolios, including advising issues that faculty should consider
- Organizing the student writing portfolio evaluation in May, 2011; soliciting faculty evaluators from all across campus
- Writing a Writing Program self-study in preparation for the Writing Program Review
- Organizing and implementing the Writing Program external review (in conjunction with the Writing Center)
- Support for FYE Writing Evaluations (34 of 35 F'10 classes covered)
- Classroom collaboration with over 20 faculty in regard to research writing, the writing of critical analyses, senior theses, MAT thesis projects, initial college writing, peer group response, and the fashioning of writing intensive pedagogy
- A November 2010 faculty discussion of Writing in a Discipline (WD) courses, including how departments might structure these courses
- A September 2010 faculty discussion of the writing proficiency requirement and student writing portfolios; this discussion was geared toward FYE faculty
- FYE essay awards and publication: review, selection, and web publication of award-winning student papers, including an awards luncheon for authors and their sponsoring faculty members (Nov/Dec)
- Solicitation, review, and approval of Writing Intensive Course proposals (Dec/Jan/Feb)
- Annual compiling and review of Student Writing Evaluations (Feb/Mar)

- Advisory letters to struggling student writers and advisors, based on Writing Evaluation response (December for FYE students; March for all others)
- Supported summer programs, including Bridge, College Ahead and the MAT programs, with tutoring, workshops, and class presentations.

Projects under development for next year include the following:

- A report on the recommendations from the Writing Program external review
- Assessment of FY Portfolio results and plans for orienting the class of 2015 to the FY Portfolio and Writing Proficiency Requirement
- Ongoing discussion of the delivery and application Writing Intensive, Writing in a Discipline, and Writing Enhancement courses
- Support of Crown Faculty Center, FEC, Curriculum Committee, and departmental initiatives, discussions, and workshops in regard to writing across the curriculum
- Continued strategic planning and assessment in line with CC budget initiatives
- Ongoing support for faculty and student writers.

Respectfully submitted,
The Writing Program/Writing Center