

# UGA Writing Center End of Year Report, 2018-2019

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## **Introduction**

As the following report confirms, the 2018-2019 academic year was a busy and productive period for the Writing Center and its consultants. Beginning the year with a new assistant director marked the summer and fall semesters as periods of transition, while ending the year with the hiring of a new director promised an exciting year of further transformation and growth lies ahead.

Coming into the role of assistant director, I focused on three goals for the Writing Center this year:

- 1) Create a more welcoming center for visitors and a more collegial workplace for consultants.

Though the Writing Center's funds are limited, I spent much of the summer of 2018 organizing and decorating Park 66 (the Writing Center's main office) to offer what I felt was a more welcoming and cohesive aesthetic. Through creating a more informative bulletin board, hanging prints of famous writers, and providing a coffee station, I strove to create a more welcoming space for Writing Center clients. I believe that making the Writing Center appear different from other spaces within Park Hall (classrooms and professors' offices) invites clients to see the space as more comfortable and inviting than other academic environments. When visitors are more comfortable and relaxed, they are better able to focus on the work at hand and not worry about being judged or graded on their performance. Instead, they can, perhaps for the first time, feel like an equal participant in a friendly conversation about writing and the ideas they are expressing in their writing.

Also, after having served as a consultant in the center for several semesters, I felt it was important to give our consultants the opportunity to contribute to Writing Center work beyond the typical consultations. While I have always done my best to ensure the center offers a variety of available times for consultations, I have also allowed interested consultants to use their Writing Center hours to develop and present requested presentations or engage in other work benefiting the Writing Center. I go into more detail about projects pursued this year near the end of this report, but overall this was an important goal for me because our consultants have many talents and much knowledge to offer as we strive to create the best possible Writing Center. As a fellow graduate student, I also felt it important to share the experience of cross-campus collaboration and some Writing Center administrative work with interested and trusted consultants so that the professional experiences gained in this space are not unnecessarily allocated to only one graduate student.

- 2) Create more cross-campus connections through collaborative events.

Previously, as co-assistant director, I had planned and presented a session on Statements of Purpose for Terry College applicants. This event was so popular, I felt it must have certainly aided in increasing Writing Center traffic. Accordingly, this year, I made every effort to say "Yes" to any opportunity to collaborate with departments across campus. Originally, I had

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planned on reaching out to certain departments, but I quickly found that this was unnecessary, as representatives from several different areas of campus contacted me first. As the report below demonstrates, this year has seen the Writing Center team up with UGA librarians, Division of Academic Enhancement staff, and several other groups.

3) Publicize the Writing Center and its events more effectively.

Admittedly, this has been the most difficult of my goals to implement and assess. When advertising the session for Terry College applicants, I realized I did not have many means of publicizing Writing Center events. This year, with the help of consultant Emma Perry, I have worked to build an online presence for the Writing Center, which I am hoping will lead to a growing number of faculty and student followers on platforms such as Facebook and Instagram. In these digital spaces and others, we can promote future Writing Center events alongside our everyday services.

Room for improvement always exists, but I am proud of the work I and the other Writing Center consultants have done towards the above goals this year. The data presented in the report below shows an impressive year of growth in terms of the number of clients served and sessions held. Compared to time spent in sessions or completing other Writing Center work last year, this year saw Writing Center efficiency increase 3%, thanks to a variety of factors, including new scheduling practices and increased promotion of services. Outreach in the form of class visits and other requested presentations offered one way of advertising the Writing Center's services. Feedback from both consultants and clients confirms the Writing Center continues to offer a helpful, valuable, and meaningful service for the UGA community. I look forward to witnessing and participating in the expansion and improvement of Writing Center services during the year ahead. For now, the annual report provided below gives us much to celebrate.

Sincerely,



Paula Rawlins  
English PhD Candidate and  
Assistant Director, UGA Writing Centers

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## Writing Center Usage by Location

### **Table Key:**

**Sessions Offered** is the total number of appointments available for students to sign up for during an average week of the indicated semester. Desk shifts (30 minute “working breaks” that allow consultants time to fill out session report forms, use the restroom, and/or decompress before beginning their next session) are excluded from this calculation, as are “Miscellaneous Student” sessions, which denote a consultant was performing work or training related to the Writing Center but not consulting during that time.

**Filled Sessions** represents the number of appointments filled by consultant work. This number excludes desk shifts but includes “Miscellaneous Student” sessions because the latter is a filled duty.

**Sunk Shifts** account for necessary markers on the schedule system— but ones that are not indicative of performance. This total number is made up of two sets of data: desk shifts and placeholders. Whenever an available appointment needs to be blocked out (for example, a consultant is sick and needs to have his/her schedule removed from available appointments), a placeholder is utilized.

**Unfilled Sessions** are sessions that were available for consultation but went unbooked.

**Absentees** are sessions in which the client did not show up. This number comprises no-shows and cancellations occurring within 12 hours of the appointment time, which we include here since they provide little time for another client to reserve the session.

**Consultations Held** is the number of consultations conducted in a certain location. Note that, in contrast to the “Consultations” number provided under “Filled Sessions,” here we do not discriminate between 30-minute and hour-long sessions, so these numbers will almost never match. Writing Center policies indicate that only graduate students are allowed to register for hour-long appointments.

**Unique Students Making Appointments** gives the number of individual students who made appointments at a certain location. This number is usually smaller than the “Appointments Held” number because many students repeatedly visit the Writing Center during the semester. Also, this number includes students who may have made an appointment but did not attend session or who ultimately cancelled a session.

**Percent Filled** represents the number of Filled Sessions plus no shows over the Filled Sessions plus Unfilled Sessions plus no shows. This metric determines how successful a location was in utilizing its offered time.

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## • Park Hall 66

Park 66 serves as the Writing Center's headquarters, housing the assistant director's office and offering the largest number of appointments. Park 66 is open to any member of the UGA community (students, faculty, staff) and offers help with any writing task. This fall and spring, Park 66 opened at 9 am Monday-Friday, closed at 5 pm Monday-Thursday, and closed at 2:30 pm on Fridays. This marked a change from recent years, when the location was open Monday-Friday, 8 am-5 pm.

| <b>Park Hall 66</b><br>(unless otherwise noted, all calculations refer to 30-minute sessions) |                    |                  |                    |
|---|--------------------|------------------|--------------------|
|   | <b>Summer 2018</b> | <b>Fall 2018</b> | <b>Spring 2019</b> |
| <b>Sessions Offered</b>   | 12 per week        | 88 per week      | 72 per week        |
| <b>Filled Sessions (Consultations /Misc Student)</b>  | 52 (44/8)          | 1055 (962/93)    | 943 (870/73)       |
| <b>Sunk Shifts (Desk Shifts/Placeholders)</b>   | 19 (19/0)          | 242 (238/4*)     | 261 (261/0)        |
| <b>Unfilled Sessions</b>  | 14                 | 57               | 139                |
| <b>Absentees (NS/12)</b>  | 11 (10/1)          | 130 (116/14)     | 105 (91/14)        |
| <b>Consultations Held (30-min and hour-long combined)</b>                                     | 31                 | 842              | 686                |
| <b>Unique Clients Making Appointments</b>   | 21                 | 497              | 375                |
| <b>Percent Filled</b>   | 79.10              | 95.35            | 88.15              |

\*UGA delayed opening until 10 am on Thursday, October 11<sup>th</sup> due to possible flooding from Hurricane Michael. Four appointments were cancelled as a result and clients were encouraged to reschedule at their convenience.

## Observations and Recommendations

In comparison to Summer 2017, Summer 2018 saw a decline in Writing Center (WC) usage. Increased advertisement of the Writing Center's summer hours through social media and outreach to known Writing Center visitors and supporters (faculty and staff who have collaborated with the WC in the past) will be carried out in an effort to bring numbers up in the summer of 2019.

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In contrast, Fall 2018 and Spring 2019 saw a significant increase in Park 66's efficiency as compared to Fall 2017 (90.64% filled) and Spring 2018 (84.15% filled). One possible cause of this growth is an increase in number of consultant projects, reflected here in the number of "Misc. Student" sessions (discussed further in the last section of this report, "Classroom Visits and Other Outreach"). However, there was also a clear increase in number of consultations: while 653 sessions were held in Park 66 during Fall 2017, 842 were held during Fall 2018; during Spring 2018, Park 66 saw 513 consultations, a number that increased to 686 in Spring 2019. The increase in consultations may be due, in part, to this year's higher number of classroom visits (numbers provided later in this report) and increased Writing Center advertisement (discussed under "Classroom Visits and Other Outreach").

Decreasing the number of appointments available in Park 66 each week during Fall 2018 and Spring 2019 in comparison to past years almost certainly contributed to a higher percent filled result; the decision to open an hour later each day and close early on Fridays was made not only due to consultant availability but also due to the fact 8 am appointments were some of the most often missed appointments by clients. While the ratio of absentees in Fall 2017 to absentees in Fall 2018 does not support this hypothesis (116 and 130, respectively), Spring 2019 saw a 23% decrease in the number of absentees throughout the semester when compared to Spring 2018 (105 vs. 136). In the future, administration should consider continuing to spread consultants and hours across locations, as other locations showed a higher percent filled rate during spring than Park 66 reported.

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- **Park Hall 118 (Digital Learning Lab)**

During the 2018-2019 year, as in previous years, Park 118 was meant for use by First-Year-Composition (FYC) students only. When all other locations were at capacity, exceptions would sometimes be made to this rule.

| <b>Park 118</b><br>(unless otherwise noted, all calculations refer to 30-minute sessions) |                  |                    |
|---|------------------|--------------------|
|   | <b>Fall 2018</b> | <b>Spring 2019</b> |
| <b>30-Minute Sessions Offered</b>   | 36 each week     | 13 each week       |
| <b>Filled Sessions (Consultations in 30-min increments/Misc Student)</b>                  | 378 (236/142*)   | 126 (110/16)       |
| <b>Sunk Shifts (Desk Shifts/Placeholders)</b>   | 0 (0/0)          | 46 (45/1)          |
| <b>Unfilled Sessions</b>  | 82               | 59                 |
| <b>Absentees (NS/12)</b>  | 32 (32/0)        | 19 (19/0)          |
| <b>Consultations Held (30-min and hour-long combined)</b>                                 | 220              | 104                |
| <b>Unique Clients Making Appointments</b>   | 190              | 81                 |
| <b>Percent Filled</b>   | 83.33            | 71.07              |

\*The large number of Misc. Student appointments in Park 118 is due to several reasons: most of the consultants working in this location work exclusively for the Digital Learning Lab the first two weeks of the fall semester and this time is marked as “Misc. Student.” Also, several new consultants underwent training. In addition, one consultant scheduled in this location worked on creating social media content for the Writing Center 1-3 hours each week. This work, along with training, is also counted as “Misc. Student” work.

## **Observations and Recommendations**

At 36 sessions each week, Park 118 seems to have been open too many hours during Fall 2018, as the percent filled decreased in comparison with Fall 2017 (90.07% filled, offering 20 sessions per week). Future schedules in this location should not offer more than 20 sessions a week until a growing demand for appointments is observed. The limiting of sessions each week to 13 in

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Spring 2019 contributed to a relatively strong percent filled (Spring 2018 was 52.77% filled, offering 31 sessions per week). In the future, administration should consider either opening 118 up to any client or limiting hours in 118. Tasking 118's consultants with the development of resources for FYC students and instructors might be another good way to increase the efficiency of this location.

- **Miller Learning Center (MLC) 302**

The MLC librarians graciously provide the Writing Center with access to MLC 302 for consultations after 5 pm. The location is open to anyone in the UGA community.

| <b>MLC 302</b><br>(unless otherwise noted, all calculations refer to 30-minute sessions) |                  |                    |
|--|------------------|--------------------|
|  | <b>Fall 2018</b> | <b>Spring 2019</b> |
| <b>Sessions Offered</b>  | 8 per week       | 8 per week         |
| <b>Filled Sessions (Consultations /Misc Student)</b>                                     | 112 (80/32)      | 157 (85/72*)       |
| <b>Sunk Shifts (Desk Shifts/Placeholders)</b>  | 28 (28/0)        | 15 (15/0)          |
| <b>Unfilled Sessions</b>   | 0                | 5                  |
| <b>Absentees (NS/12)</b>   | 11 (11/0)        | 11 (10/1)          |
| <b>Consultations Held (30-min and hour-long combined)</b>                                | 55               | 43                 |
| <b>Unique Clients Making Appointments</b>  | 47               | 54**               |
| <b>Percent Filled</b>  | 100.00           | 97.09              |

\*The large number of Misc. Student time is due, in part, to the Writing Center consultant who runs the Writing Center's social media accounts being scheduled in this location.

\*\*The number of unique students making appointments is higher than the actual amount of consultations held due to both no-shows and cancellations.

## **Observations and Recommendations**

MLC 302's statistics demonstrate an increase in the location's use, making it the most efficient location this year. At 7 sessions per week in Fall 2017, MLC 302 reported a 94.12% filled rate,

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whereas offering 8 sessions a week in the Fall of 2018 led to a remarkable 100% filled rate. Spring 2019 shows an even more dramatic difference in comparison to the previous year: the location offered 6 sessions a week and was only filled 74.07% of the time. In Spring 2019, the location was busy 97.09% of the time. Thus, administration should seek to offer more than 8 sessions at this location in the Fall of 2019 and watch rates of usage throughout the semester to determine if the location remains popular before deciding best scheduling practices for Spring 2020.

- **Science Library 201**

This year, the Writing Center’s Science Library location was staffed by Christina Lee, a graduate student in anthropological biology funded and trained through the Writing Intensive Program. Though any client was welcome to schedule appointments in the Science Library location, consultants and advertising did encourage students writing in the sciences to utilize this location.

| <b>Science Library 201</b><br>(unless otherwise noted, all calculations refer to 30-minute sessions) |                  |                    |
|--|------------------|--------------------|
|  | <b>Fall 2018</b> | <b>Spring 2019</b> |
| <b>Sessions Offered</b>  | 24 per week      | 21 per week        |
| <b>Filled Sessions (Consultations /Misc Student)</b>   | 293 (236/57)     | 208 (201/7)        |
| <b>Sunk Shifts (Desk Shifts/Placeholders)</b>  | 52 (51/1)        | 56 (56/0)          |
| <b>Unfilled Sessions</b>   | 32               | 11                 |
| <b>Absentees (NS/12)</b>   | 41 (38/3)        | 19 (12/7)          |
| <b>Consultations Held (30-min and hour-long combined)</b>  | 163              | 151                |
| <b>Unique Clients Making Appointments</b>  | 81               | 72                 |
| <b>Percent Filled</b>  | 91.18            | 95.23              |



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## **Observations and Recommendations**

The Science Library shows the most consistent increase in usage this year. Though providing roughly the same amount of sessions each week, the location was only filled 74.21% of the time during Fall 2017 and 58.89% of the time during Spring 2018. As the table above shows, the location was busy over 90% of the time throughout both semesters this year. The increase in traffic may be partially due to Christina's expertise and professionalism, which led to many repeat clients. For Fall 2019, administration should continue offering about twenty sessions a week in the location. However, because staffing will change in the coming year, the popularity of the location in Fall 2019 should be noted before making the schedule for Spring 2020.

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- **Online**

The Writing Center’s online appointments are held using WOnline, which provides a synchronous platform through which consultants can use audio/visual means to communicate with clients while viewing text in a private chatroom. Online sessions are meant for use by students who are unable to visit a Writing Center location in person; however, this suggestion is not enforced as a rule. Before this academic year, online appointments were only available after 6 pm. During the Spring of 2019, though, the Writing Center experimented with offering online consultations during the day in addition to one night a week of online sessions.

| <b>Online</b><br>(unless otherwise noted, all calculations refer to 30-minute sessions) |                    |                  |                    |
|---|--------------------|------------------|--------------------|
|   | <b>Summer 2018</b> | <b>Fall 2018</b> | <b>Spring 2019</b> |
| <b>Sessions Offered</b>   | 4 per week         | 20 per week      | 23 per week        |
| <b>Filled Sessions (Consultations /Misc Student)</b>                                    | 23 (21/2)          | 216 (172/44)     | 237 (194/43)       |
| <b>Sunk Shifts (Desk Shifts/Placeholders)</b>   | 6 (6/0)            | 39 (39/0)        | 88 (88/0)          |
| <b>Unfilled Sessions</b>  | 2                  | 3                | 18                 |
| <b>Absentees (NS/12)</b>  | 4 (4/0)            | 49 (48/1)        | 43 (35/8)          |
| <b>Consultations Held (30-min and hour-long combined)</b>                               | 13                 | 117              | 192                |
| <b>Unique Clients Making Appointments</b>   | 8                  | 50               | 93                 |
| <b>Percent Filled</b>   | 93.10              | 98.87            | 93.79              |

## Observations and Recommendations

The Writing Center’s online location reported an increase in usage across all semesters as part of the 2017-2018 end-of-year report. Summer 2018’s percent filled rate of 93.1 represents a drop from Summer 2017’s 100.00% usage, but Fall 2018 and Spring 2019 both demonstrate continued growth in number of online appointments. Despite offering more than double the amount of sessions each week compared to the previous year’s corresponding semesters, Fall 2018 has a

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higher percent filled rate than Fall 2017's rate of 94.74% and Spring 2019 shows similar growth when compared to Spring 2018's rate of 89.33%.

Though the increased number of sessions means the Writing Center served more students this year, consultants who have worked these hours report that sessions conducted online are less productive and satisfying than sessions taking place in person. Specifically, several consultants report, clients utilizing these online sessions seem more insistent and intent upon using the Writing Center as an editing service. Administration should consider investigating the effectiveness of these sessions, which populations are using these sessions, and how our online consultations could be improved. The Writing Center should continue to offer about twenty sessions a week online with as many of those hours in the evening as possible and also revise training for online consultants based on research into best practices for effective online writing consultations. Administration might also consider implementing a restriction on who may sign up for online appointments, similar to Park 118's designation as a space for FYC students only. Research into the number of UGA students studying or researching abroad each semester, as well as the number of online and other non-traditional students, would be needed in order to determine whom the Writing Center could best serve via these online platforms.

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- All Locations

The following table compiles data from all five Writing Center locations in order to provide a sense of overall performance. For comparison's sake, a table featuring the previous academic year's figures is provided below this one.

| <b>All Locations</b><br>(unless otherwise noted, all calculations refer to 30-minute sessions) |                    |                  |                    |
|--|--------------------|------------------|--------------------|
|  | <b>Summer 2018</b> | <b>Fall 2018</b> | <b>Spring 2019</b> |
| <b>Sessions Offered</b>  | 16 per week        | 176 per week     | 137 per week       |
| <b>Filled Sessions</b>   | 75 (65/10)         | 2054 (1686/368)  | 1671 (1460/211)    |
| <b>Sunk Shifts (DS/PL)</b>   | 25 (25/0)          | 361 (356/5)      | 466 (465/1)        |
| <b>Unfilled Sessions</b>   | 16                 | 174              | 232                |
| <b>Absentees (NS/12)</b>   | 15 (14/1)          | 263 (245/18)     | 197 (167/30)       |
| <b>Consultations Held (30-min and hour-long combined)</b>                                      | 44                 | 1397             | 1176               |
| <b>Unique Clients Making Appts.</b>  | 27                 | 748              | 583                |
| <b>Percent Filled</b>  | 84.76              | 92.96            | 88.50              |

**Total Number of Consultations Held: 2617**

**Total Number of Unique Clients across All Locations: 1200**

**Overall Percent Filled: 88.74%**

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|   | <b>Summer 2017</b> | <b>Fall 2017</b> | <b>Spring 2018</b> |
|---|--------------------|------------------|--------------------|
| <b>Sessions Offered</b>                                   | 20 per week        | 129 per week     | 138 per week       |
| <b>Filled Sessions</b>                                    | 81                 | 1335             | 1347               |
| <b>Sunk Shifts (DS/PL)</b>                                | 24 (24/0)          | 507 (343/164)    | 337 (268/69)       |
| <b>Unfilled Sessions</b>                                  | 2                  | 198              | 562                |
| <b>Absentees (NS/12)</b>                                  | 26 (23/3)          | 211 (206/5)      | 239 (224/15)       |
| <b>Consultations Held (30-min and hour-long combined)</b> | 61                 | 1048             | 813                |
| <b>Unique Clients Making Appts.</b>                       | 37                 | 582              | 477                |
| <b>Percent Filled</b>                                     | 97.59%             | 86.97%           | 70.56%             |

**Total Number of Consultations Held:** 1922

**Total Number of Unique Clients across All Locations:** 975

**Overall Percent Filled:** 85.04%

## Observations and Recommendations

In comparison to the previous year, the Writing Center held 36.16% more consultations during the 2018-2019 academic year. Summer 2018 is the only semester of the year that did not demonstrate a growth in terms of percent filled time. Summer 2017's remarkably strong numbers make Summer 2018's 84.76% filled rate comparatively unimpressive. However, a percent filled rate of almost 85% suggests the Writing Center performs well enough to merit offering summer hours. Improved promotion will hopefully lead to increased utilization of the Writing Center during Summer 2019.

Fall 2018 and Spring 2019 show growth in comparison to the previous year's respective semesters. Historically, spring semesters have always been less busy than fall semesters; however, Spring 2019's high rates of usage are remarkable. The limiting of Park 66's hours in favor of dispersing consultants across other locations, most notably the Science Library, MLC, and Online, seems to have driven an increase in the amount of time consultants spent working with clients. The increased availability of consultant work outside of consultations also helps explain the increased percentages of filled time. For the coming year, maintaining this year's decreased number of Park 66 hours in favor of adding more hours to other locations is advisable, as is allowing consultants to pursue projects related to Writing Center productivity and research while on the clock but not with clients.

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## Clients Served

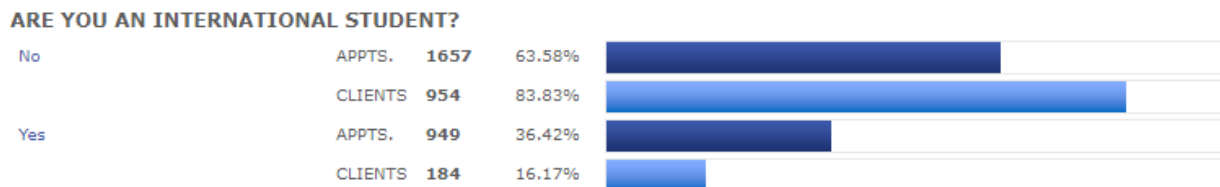
Information about the clients seen in the Writing Center helps determine what populations of students we are serving and what populations we may be missing. This information also allows us to make more informed decisions when organizing consultant training and planning student outreach.

- **Client Make-Up**

The first set of data comes from the Client Report Forms consultants complete and submit to WOnline after each session. As the table below demonstrates, the majority of Writing Center consultations do serve undergraduate students. However, the high percentage of sessions spent with graduate students, which reflects a 6% percent increase in comparison to last year, indicates that the Writing Center continues to spend a disproportionately large amount of time with graduate students when considering the school's overall enrollment.

|                           | <b>Undergraduate Students</b> | <b>Graduate Students</b>  |
|---------------------------|-------------------------------|---------------------------|
| <b>Number of Sessions</b> | 1585 (60.57% of sessions)     | 1031 (39.40% of sessions) |

The screen clipping from WOnline shown below displays registration information for all students who made a Writing Center appointment during the 2018-2019 year. Because this information does not differentiate between clients who made an appointment but later cancelled or who did not attend their appointment and those clients who did come to their appointments, this data does not offer an accurate representation of how many clients were actually seen<sup>1</sup>. The information still proves insightful, though, as it allows us to see how different client populations use our services. While only 16.17% of clients using WOnline this year identified as international students, those clients made 36.42% of appointments. Thus, the table below suggests that international students are much more likely than students from the U.S. to return to the Writing Center for multiple sessions.



<sup>1</sup> In previous years, client report forms included a question asking consultants to identify whether the client just seen was an International or "Native" student. This question was removed from the client report form during the 2018-2019 year, as the assistant director felt the question placed an unnecessary and ethical burden on consultants, who were expected to either make potentially racist assumptions about clients or ask clients directly about their background, possibly causing unease between client and consultant.

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## **Observations and Recommendations**

Based on the above information, the Writing Center should continue to ensure consultants feel adequately prepared to work with graduate and international students. Anecdotally, many of our most frequently returning clients are international graduate students and the data above supports this claim. Going forward, the Writing Center might consider what resources and presentations especially designed for this population would look like. Administration should also consider revising registration forms and client surveys and implementing other modes of gaining reliable data about Writing Center visitors (without asking consultants to make assumptions based on client appearance and interaction). Currently, WConline does not collect information about clients' gender or race, and the current question asking for a student's standing (whether graduate or undergraduate, international or native) offers too many potentially confusing options, especially considering the number of international students using the system. Efforts to gather more complete and accurate data about Writing Center clients would allow the center valuable information about what populations are currently underserved in terms of writing support at UGA.

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- **Client Needs**

The following tables display responses received from clients who attended a session and then completed the survey automatically sent to their UGA email upon the session's end. During the 2018-2019 year, 769 surveys were completed, meaning approximately 29% of clients seen took the time to provide feedback. While 769 represents a robust response from clients, the data below remains incomplete, as it only provides information about a fraction of the year's sessions.

## **I RECEIVED HELP FOR A CLASS OR ASSIGNMENT IN**

|                              |                 |
|------------------------------|-----------------|
| Social Sciences              | 144<br>(18.73%) |
| Education                    | 139<br>(18.08%) |
| First-Year-Composition (FYC) | 132<br>(17.17%) |
| Application Materials        | 87<br>(11.31%)  |
| Humanities                   | 62<br>(8.06%)   |
| Life Sciences                | 20<br>(2.60%)   |
| Fine Arts                    | 15<br>(1.95%)   |
| Engineering                  | 14<br>(1.82%)   |
| Journalism/Media             | 10<br>(1.30%)   |
| Mathematics/Statistics       | 2<br>(0.26%)    |
| Physical Sciences            | 1<br>(0.13%)    |
| Other                        | 143<br>(18.60%) |

## **I WORKED ON A/AN**

|                      |                 |
|----------------------|-----------------|
| Essay                | 441<br>(57.35%) |
| Statement of Purpose | 116<br>(15.08%) |
| Thesis/Dissertation  | 101<br>(13.13%) |
| Lab Report           | 8<br>(1.04%)    |
| Other                | 103<br>(13.39%) |



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## **Observations and Recommendations**

The information provided in these tables invites Writing Center administration to consider how training for consultants might benefit from attention to genre conventions within the social sciences and education. The numbers also indicate that despite a busy year in the Science Library location (137 surveys were tied to appointments in the Science Library), the Writing Center still sees very few lab reports. In future semesters, administration may find it beneficial to investigate more thoroughly the types of “Essay” assignments brought to sessions, especially those in the Science Library, so that consultant training could be improved and applicable resources could be developed.

## **Client Satisfaction**

The following tables include results from the client feedback survey with the intention of demonstrating the Writing Center’s effectiveness and possible areas for improvement. Again, the data here seen here are pulled from the 769 surveys received this academic year.

- **Survey Statistics**

**IF YOU'VE VISITED THE WRITING CENTER BEFORE, WOULD YOU SAY YOUR PRIOR APPOINTMENT HELPED YOU EARN A BETTER GRADE, GAIN ADMISSION TO YOUR PROGRAM, OR ANY OTHER DESIRED OUTCOME?**

|   |                 |
|---|-----------------|
| <b>Yes</b>                              | 424<br>(86.89%) |
| <b>Somewhat</b>                         | 44<br>(9.01%)   |
| <b>No</b>                               | 20<br>(4.10%)   |
| <b>This was my first appointment/NA</b> | 281*            |

\*This number was not included when calculating the percentages shown for other answers.

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## I WOULD RATE THIS SESSION

|                     |                 |
|---------------------|-----------------|
| <b>Excellent</b>    | 586<br>(76.20%) |
| <b>Very Good</b>    | 141<br>(18.34%) |
| <b>Good</b>         | 30<br>(3.90%)   |
| <b>Fair</b>         | 8<br>(1.04%)    |
| <b>Poor</b>         | 4<br>(0.52%)    |
| <b>Unacceptable</b> | 5<br>(1.07%)    |

## I WILL RETURN TO THE CENTER

|              |                 |
|--------------|-----------------|
| <b>Yes</b>   | 739<br>(96.10%) |
| <b>No</b>    | 4<br>(0.52%)    |
| <b>Maybe</b> | 26<br>(3.38%)   |

## I WILL RECOMMEND THE CENTER

|              |                 |
|--------------|-----------------|
| <b>Yes</b>   | 745<br>(96.88%) |
| <b>No</b>    | 6<br>(0.78%)    |
| <b>Maybe</b> | 18<br>(2.34%)   |

## Observations and Recommendations

Survey responses indicate the vast majority of clients (over 97% of those completing the survey) find their Writing Center session of “Good” or better quality. Client feedback left in response to the survey’s one open-ended question (“Please leave a brief comment about your consultant.”) includes overwhelmingly positive descriptions of “helpful” (appearing 270 times) sessions and consultants, who are described as “nice” (appearing 64 times), “patient” (appearing 20 times), and “kind” (19 appearances). These comments testify to the emotional labor well performed by Writing Center consultants and the importance of offering a welcoming space and friendly faces to visitors. Thirteen responses mention “constructive” feedback received and 16 responses mention leaving a Writing Center appointment with more “confidence” in their ability to write well. While many responses describe specific aspects of the session they found helpful, one review received simply but effectively demonstrates that consultants are achieving their goal of

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helping visitors become more capable independent writers: “The writing center has helped me to become a better writer.”

Though few in number, some critical responses provide suggestions for improvement. Several clients mention wanting laxer usage policies and longer sessions. This latter request is particularly true of online consultations, which two responses mention as needing to be longer than 30 minutes in order to be effective. These suggestions should be considered and weighed carefully moving forward.

## **Class Visits and Other Outreach**

- Presentations

| <b>Writing Center Class Visits and Presentations</b> | <b>Fall 2018 WC Intro Visits</b> | <b>Fall 2018 Other Presentations</b> | <b>Spring 2019 WC Intro Visits</b> | <b>Spring 2019 Other Presentations</b> |
|--|----------------------------------|--------------------------------------|------------------------------------|--|
| <b>FYC Classes</b>                                   | 25                               | 2                                    | 9                                  | 0                                      |
| <b>Non-FYC English Classes</b>                       | 1                                | 0                                    | 0                                  | 0                                      |
| <b>Classes in Other Departments</b>                  | 0                                | 3                                    | 1                                  | 2                                      |
| <b>Presentations Not Given in a Specific Class</b>   | --                               | 6                                    | --                                 | 8                                      |
| <b>Totals</b>  | 26                               | 11                                   | 10                                 | 10                                     |

## **Observations and Recommendations**

Both semesters saw an increase in presentations given compared to last year. High numbers of WC Intro Visits (during which a consultant introduces a class to the Writing Center’s services) most likely contributed to this year’s increased traffic. The same can be said of other presentations, which included four workshops requested by the UGA Graduate School and four presentations offering Terry College applicants advice on writing statements of purpose. Students attending these special sessions often end up making appointments with the Writing Center and help spread word of our services. Professors in History, the Environmental Health Sciences, and the School of Public and International Affairs also requested in-class presentations for students facing particular writing tasks. The Rankin Smith Athletic Academic Center also asked for a presentation from the FYC office on best practices when helping students with writing, and the Writing Center played a part in answering this request, as well. Consultants

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Christina Lee and Bridget Dooley aided assistant director Paula Rawlins in the preparation and delivery of these special sessions. Consultant Josh Wade also prepared and gave presentations as part of the Night Against Procrastination, an event the Writing Center planned and hosted in conjunction with the MLC Librarians, the Division of Academic Enhancement, and the University Health Center.

Going forward, the Writing Center should continue to collaborate with willing departments to develop and give presentations across campus. Doing so not only spreads word about the WC's services but also allows us to serve multiple clients at once and strengthen our reputation.

- **Other Outreach**

As part of the previously mentioned Night Against Procrastination, several consultants offered student attendees assistance with their writing. Similarly, consultants were given the opportunity to meet with students as part of the Pre-Professional Health Advising Office's series on writing statements of purpose for professional school. Allowing consultants to participate in these cross-campus events in order to earn "time off" from their usual schedule not only offers consultants a greater sense of freedom but contributes to the number of "Misc. Student" sessions recorded, which create a more productive Writing Center. Again, these types of programs also allow the Writing Center to grow our client base.

Consultants were also given the option to "earn" hours through working on projects that would benefit the Writing Center in other ways. This year, the two most notable projects both increased Writing Center advertising efforts: Annelise Norman designed Writing Center brochures, which were printed thanks to funding from the English Department. Consultant Emma Perry worked on developing the Writing Center's social media presence through posting in Instagram and Facebook at least twice a week. Her "Meet Your Writing Consultant Monday" series allows potential visitors to learn more about whom they might meet with in the Writing Center, effectively creating a more welcoming space. Emma also maintained a "Writing Tip Wednesday" series that offered followers quick tips for improving some aspect of their prose. Building a social media following takes considerable effort, but plans to continue growing the amount of digital resources the Writing Center offers are already in the works for next year. Moving forward, Writing Center administration should continue to provide consultants with the option to work in ways outside of the typical writing consultation. Doing so not only allows consultants to feel valued and grow professionally but also benefits the Writing Center and the many members of the UGA community it proudly serves.