

UGA Writing Center End of Year Report, 2013-2014

Introduction

The UGA Writing Center has had an excellent year. Writing Center consultants have served students of all levels from all over UGA's campus in both traditional one-on-one consultations as well as workshops, presentations, and other one-to-many formats. Statistically, this academic year continued trends seen in previous years with a slight decline in filled appointments in the Spring, due to a significantly lower number of First-year composition courses being offered. The Spring also saw higher levels of student satisfaction, however, as well as the development of more robust outreach programs. The Writing Center's three in-person locations continue to serve location-specific clientele: Park 66 works most often with First-year composition students, the MLC location with non-FYC undergraduates, and the Science Library with international and domestic graduate students.

Overall, the Writing Center has continued its long-running traditions of working with a large and diverse clientele on issues of content, development, and style.

End of Year Filled, Unfilled, and No-Show Sessions

The End of Year Sessions tables show the number of Filled, Unfilled and No Show sessions for Summer 2013, Fall 2013, and Spring 2014. More sessions were offered during the Spring, and several factors contribute to the increased number of unfilled sessions.

1. While the number of no-show appointments decreased significantly, the number of cancellations in the Spring skyrocketed. It was not uncommon for consultants to lose over half of their scheduled clients to cancellations over the course of the day. This trend presents a problem, since students looking to book the night before will see a packed schedule, only to have half of those scheduled clients cancel their sessions a few hours, or even a few minutes before the start of their appointments. To address this issue, the cancellation policy will be changed to require students to cancel at least twelve hours in advance.
2. Online consultations proved only moderately popular in the Fall and were nearly unused in the Spring. A change in leadership on the satellite campuses likely meant that the resource went unadvertised, and thus unused. Opening these online hours to main-campus UGA students helped increase traffic, but this change occurred relatively late in the semester. In addition, consultants reported technical problems with the MYWCONLINE online consultation app (e.g. five minute delays between a consultant typing a message and the client receiving it). It is the Assistant Director's recommendation that online hours be either A. Heavily publicized at the beginning of the semester on all UGA campuses, B. Reduced to three hours per week, or C. Cut entirely.
3. Many fewer instructors requested a class visit from a Writing Center consultant in the Spring than in the Fall. The same email publicizing this option was sent at approximately the same point in the semester, but the reduced number of class visits may have had an escalating effect in the Spring, thanks to reduced word-of-mouth publicity among First-year composition students. In the Summer and Fall, class visits will be more heavily publicized and encouraged.

4. The Spring saw a much greater amount of social media outreach and other forms of publicity (see “Outreach Initiative Retrospective” at the end of this report for more information). In future semesters, Writing Center administration and staff plan to seek permission to hang simple, eye-catching advertisements for Writing Center services in academic buildings and dormitories.

| Park Hall 30-minute Sessions | | | |
|---|--------------------|------------------|--------------------|
| | Summer 2013 | Fall 2013 | Spring 2014 |
| Filled Sessions* | 67 | 1,644 | 1,404 |
| Unfilled Sessions | 16 | 245 | 791 |
| No Show Sessions | 12 | 116 | 72 |
| Percent Filled | 80.72% | 87.03% | 63.96% |
| | | | |
| Totals | 83 | 1,889 | 2,195 |

*Filled sessions include no-show appointments, since consultants cannot help other clients during these sessions.

| Science Library 30-minute Sessions | | |
|---|------------------|--------------------|
| | Fall 2013 | Spring 2014 |
| Filled Sessions* | 432 | 333 |
| Unfilled Sessions | 90 | 296 |
| No Show Sessions | 29 | 15 |
| Percent Filled | 82.76% | 52.94% |
| | | |
| Totals | 522 | 629 |

| Miller Learning Center 30-minute Sessions | | |
|--|------------------|--------------------|
| | Fall 2013 | Spring 2014 |
| Filled Sessions* | 211 | 184 |
| Unfilled Sessions | 33 | 66 |
| No Show Sessions | 13 | 6 |
| Percent Filled | 86.48% | 73.6% |
| | | |
| Totals | 244 | 250 |

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| Online Consultations 60-minute Sessions | | |
|--|------------------|--------------------|
| | Fall 2013 | Spring 2014 |
| Filled Sessions* | 62 | 31 |
| Unfilled Sessions | 60 | 114 |
| No Show Sessions | 9 | 6 |
| Percent Filled | 50.82% | 21.38% |
| | | |
| Totals | 122 | 145 |

| All Locations 30-minute Sessions | | | |
|---|--------------------|------------------|--------------------|
| | Summer 2013 | Fall 2013 | Spring 2014 |
| Filled Sessions | 67 | 2,349 | 1,982 |
| Unfilled Sessions | 16 | 428 | 1,381 |
| No Show Sessions | 12 | 167 | 105 |
| Percent Filled | 80.72% | 84.60% | 69.67% |
| | | | |
| Totals | 83 | 2,777 | 3,363 sessions |

Visits Per Client

The Visits Per Client tables show the number of times each individual client visited the Writing Center. Except for in the summer, slightly more than half of the Writing Center's clients visited once in the semester, but nearly half visited the Center more than once. A dedicated minority returned almost every week. In some cases, consultants encouraged these clients (especially international students seeking help with grammar and idiom) to have confidence in their editing abilities and only visit the Center with specific issues or content questions.

Visits Per Client: Summer 2013

| | Park 66 |
|----------------------------|----------------|
| Visited Once | 14 (38.89%) |
| Visited Twice | 9 (25%) |
| Visited Three Times | 1 (2.78%) |
| Visited Four Times | 2 (5.56%) |
| Visited Five Times | N/a |
| Visited Six Times | N/a |
| Visited Seven Times | N/a |
| Visited Eight Times | 1 (2.78%) |
| Visited Nine Times | N/a |
| Visited 10+ Times* | 2 (5.56%) |

*This figure includes "Desk Duty" sessions: recurring appointments given once every three hours or so. Consultants on desk duty greet clients, help them find their consultants, work on outreach initiatives, and take walk-in appointments. Desk shifts are made in the Assistant Director's name and so skew numbers somewhat.

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Visits Per Client: Fall 2013

| | Park 66 | Science Library 201 | MLC 302 | Online |
|----------------------------|----------------|----------------------------|----------------|---------------|
| Visited Once | 374 (60.71%) | 89 (62.68%) | 87 (79.82%) | 14 (46.67%) |
| Visited Twice | 96 (15.58%) | 21 (14.79%) | 10 (9.17%) | 3 (10%) |
| Visited Three Times | 44 (7.14%) | 5 (3.52%) | 2 (1.83%) | 2 (6.67%) |
| Visited Four Times | 21 (3.41%) | 1 (0.7%) | N/a | 2 (6.67%) |
| Visited Five Times | 6 (0.97%) | 3 (2.11%) | N/a | 1 (3.33%) |
| Visited Six Times | 7 (1.14%) | 2 (1.41%) | 1 (.92%) | N/a |
| Visited Seven Times | 2 (0.32%) | N/a | N/a | N/a |
| Visited Eight Times | 2 (0.32%) | N/a | N/a | N/a |
| Visited Nine Times | 1 (.16%) | N/a | N/a | N/a |
| Visited 10+ Times* | 8 (1.3%) | 2 (1.41%) | 1 (.92%) | N/a |

Visits Per Client: Spring 2014

| | Park 66 | Science Library 201 | MLC 302 | Online |
|----------------------------|----------------|----------------------------|----------------|---------------|
| Visited Once | 296 (59.68%) | 83 (68.6%) | 48 (71.64%) | 15 (62.5%) |
| Visited Twice | 90 (18.15%) | 17 (14.05%) | 5 (7.46%) | 2 (8.33%) |
| Visited Three Times | 35 (7.06%) | 7 (5.79%) | 1 (1.49%) | N/a |
| Visited Four Times | 17 (3.43%) | 2 (2.48%) | 3 (4.48%) | N/a |
| Visited Five Times | 14 (2.82%) | 2 (2.48%) | N/a | N/a |
| Visited Six Times | 6 (1.21%) | N/a | N/a | N/a |
| Visited Seven Times | 2 (.4%) | 1 (.83%) | 2 (2.99%) | N/a |
| Visited Eight Times | 1 (.2%) | N/a | N/a | N/a |
| Visited Nine Times | 3 (.6%) | N/a | N/a | N/a |
| Visited 10+ Times* | 6 (1.21%) | 1 (.83%) | 2 (2.99%) | N/a |

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Clients' Preferred Times

The Clients' Preferred Times tables show the most popularly scheduled times of day, days of the week, and months of the year for each location during each semester. Peak times were defined significantly by the availability of consultants, particularly in the Science Library and MLC locations. In the Spring Semester, students were consistently more likely to visit any of the three Writing Center locations at the very end of the semester, unlike Fall, in which appointments tended to cluster in the middle of the semester, owing at least in part to Thanksgiving Break in November and Winter Break in December. This trend seems stable, since it occurred in the 2012-2013 year as well. Statistics for the Summer have not been included, since the available hours were so limited as to be useless for showing student preferences.

Preferred Times: Fall 2013

| | Park 66 | Science Library | MLC 302 | Online |
|--------------------------|----------------|-----------------------------|-----------------------------|------------------------------|
| Peak Times of Day | 1:30-3:30 | 9:00-11:00; 2:00-3:00 | 6:00-7:00 | 5:00-7:00 |
| Day of Week | Tuesday | Monday | Wednesday | Tuesday/Sunday (33%/31%) |
| Month of Year | October | September/October (33%/32%) | September/October (29%/33%) | September/November (31%/33%) |

Spring 2014

| | Park 66 | Science Library | MLC 302 | Online |
|--------------------------|-----------------------------|------------------------|----------------|------------------------------------|
| Peak Times of Day | 11:00-1:00 | 8:00-10:00; 11:30-1:00 | 6:30-7:30 | 3PM & 8PM |
| Day of Week | Monday/Tuesday | Thursday | Wednesday | Sunday |
| Month of Year | February (29%), April (32%) | April | April | March/April (38%/33%) ¹ |

¹ The spike in online appointments in March and April almost certainly reflects a publicity campaign meant to inform UGA students about the Writing Center's online hours.

Clients' Standings

These tables show our clients' areas. As one might expect, Park 66 sees more traffic from First-year Composition students, the Science Library serves the highest percentage of international graduate students, and the MLC sees the highest percentage of non-FYC undergraduate students. Each of the

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| | |
|----------------------------|-----|
| Other Undergraduate | 14% |
|----------------------------|-----|

Clients' Standings: Fall 2013

| | Park 66 | Science Library 201 | MLC 302 | Online Consultations |
|------------------------------------|-----------|---------------------|----------|----------------------|
| Blank | 5 (1%) | 2 (1%) | 0 | 1 (3%) |
| English 1101 | 155 (25%) | 21 (15%) | 18 (17%) | 4 (13%) |
| English 1102/3 | 206 (34%) | 21 (15%) | 30 (28%) | 1 (3%) |
| English Int'l Graduate | 10 (2%) | 7 (5%) | 1 (1%) | 0 |
| English Int'l Undergraduate | 5 (1%) | 6 (4%) | 0 | 1 (3%) |
| Other English Graduate | 6 (1%) | 2 (2%) | 1 (1%) | 1 (3%) |
| Other English Undergraduate | 30 (5%) | 3 (3%) | 4 (4%) | 0 |
| Other Graduate | 26 (4%) | 10 (7%) | 8 (7%) | 7 (23%) |
| Other Int'l Graduate | 30 (6%) | 42 (30%) | 18 (16%) | 6 (20%) |
| Other Int'l Undergraduate | 7 (1%) | 0 | 2 (2%) | 0 |
| Other Undergraduate | 70 (11%) | 12 (8%) | 19 (18%) | 1 (3%) |

Clients' Standings: Spring 2014

| | Park 66 | Science Library 201 | MLC 302 | Online Consultations |
|------------------------------------|----------------|----------------------------|----------------|-----------------------------|
| Blank | 3 (1%) | 1 (1%) | 0 | 0 |
| English 1101 | 106 (21%) | 14 (12%) | 7 (10%) | 3 (13%) |
| English 1102/3 | 141 (28%) | 16 (13%) | 12 (17%) | 0 |
| English Int'l Graduate | 3 (1%) | 1 (1%) | 3 (4%) | 1 (4%) |
| English Int'l Undergraduate | 2 (1%) | 0 | 0 | 0 |
| Other English Graduate | 6 (2%) | 1 (1%) | 2 (2%) | 1 (4%) |
| Other English Undergraduate | 26 (5%) | 4 (3%) | 1 (1%) | 1 (4%) |
| Other Graduate | 33 (6%) | 20 (17%) | 7 (10 %) | 4 (17%) |
| Other Int'l Graduate | 43 (9%) | 30 (25%) | 13 (19%) | 2 (8%) |
| Other Int'l Undergraduate | 11 (2%) | 4 (3%) | 2 (3%) | 0 |

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| | | | | |
|----------------------------|----------|----------|----------|---------|
| Other Undergraduate | 94 (19%) | 24 (20%) | 14 (21%) | 5 (21%) |
|----------------------------|----------|----------|----------|---------|

Clients' Home or First Languages

The Clients' Home or First Languages table shows the Writing Center's clients' first languages (calculated by unique client registrations).

Summer 2013

| | |
|----------------|-----|
| English | 50% |
| Chinese | 14% |
| Korean | 6% |
| French | 3% |
| Spanish | 3% |
| Other | 6% |

Fall 2013

| Language | Park 66 | Science Library | MLC 302 | Online Consultations |
|-----------------|----------------|------------------------|----------------|-----------------------------|
| English | 69% | 35% | 56% | 33% |
| Chinese | 12% | 32% | 20% | 27% |
| Korean | 4% | 11% | 11% | 10% |
| Spanish | 2% | 2% | 0 | 3% |
| Japanese | <1% | 1% | 1% | 0 |
| French | <1% | 0 | 0 | 0 |
| German | 0 | 0 | 0 | 0 |

| | | | | |
|-------------------|-----|----|----|---|
| Arabic | <1% | 0 | 0 | 0 |
| Portuguese | 0 | 0 | 0 | 0 |
| Russian | <1% | 0 | 0 | 0 |
| Other | 3% | 6% | 5% | 0 |
| Blank | 0 | 0 | 0 | 0 |

Spring 2014

| Language | Park 66 | Science Library | MLC 302 | Online Consultations |
|-------------------|----------------|------------------------|----------------|-----------------------------|
| English | 68% | 50% | 46% | 54% |
| Chinese | 14% | 24% | 33% | 8% |
| Korean | 5% | 11% | 6% | 8% |
| Spanish | 2% | 2% | 1% | 0 |
| Japanese | 1% | 1% | 1% | 0 |
| French | 0 | 0 | 0 | 0 |
| German | 0 | 0 | 0 | 0 |
| Arabic | <1% | 0 | 0 | 0 |
| Portuguese | <1% | 0 | 0 | 0 |
| Russian | 1% | 0 | 0 | 0 |
| Other | 4% | 7% | 3% | 0 |
| Blank | <1% | 0 | 0 | 0 |

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Client Satisfaction: "I Would Rate This Session..."

The first Client Satisfaction table shows student responses to the question "I would rate this session..." Students had overwhelmingly positive responses to their consultations, with fair-to-negative responses barely registering. The final average does not include Summer 2013, due to its extremely low rate of survey response (though, interestingly, Summer numbers are roughly in line with those for Fall and Spring semesters).

Although overall attendance decreased in Spring 2014, survey results were significantly better. In general, Spring 2014 was a semester of "quality over quantity."

| | Summer 2013 | Fall 2013 | Spring 2014 | Fall/Spring Average |
|---------------------|-------------|-----------|-------------|---------------------|
| Excellent | 7 (70%) | 201 (60%) | 136 (68%) | 64.00% |
| Very Good | 3 (30%) | 77 (23%) | 46 (23%) | 23.00% |
| Good | 0 | 41 (12%) | 9 (5%) | 8.50% |
| Fair | 0 | 9 (3%) | 4 (2%) | 2.50% |
| Poor | 0 | 7 (2%) | 4 (2%) | 2.00% |
| Unacceptable | 0 | 2 (1%) | 1 (1%) | 1.00% |

Client Satisfaction: "I Will Return to the Center"

The second Client Satisfaction table shows student responses to the question “I will return to the center.”

| | Summer 2013 | Fall 2013 | Spring 2014 | Fall/Spring Average |
|--------------|-------------|-----------|-------------|---------------------|
| Yes | 10 (100%) | 310 (92%) | 183 (92%) | 92.00% |
| Maybe | 0 | 21 (6%) | 13 (7%) | 6.50% |
| No | 0 | 6 (2%) | 4 (2%) | 2.00% |

Client Satisfaction: “I Will Recommend the Center”

The third Client Satisfaction table shows student responses to the question “I will recommend the center.” Spring 2014 shows significant growth over Fall 2013.

| | Summer 2013 | Fall 2013 | Spring 2014 | Fall/Spring Average |
|--------------|-------------|-----------|-------------|---------------------|
| Yes | 10 (100%) | 304 (90%) | 189 (95%) | 92.50% |
| Maybe | 0 | 28 (8%) | 7 (4%) | 6.00% |
| No | 0 | 6 (2%) | 4 (2%) | 2.00% |

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The Writing Center Outreach Initiative

At the beginning of the Spring 2014 semester, the Assistant Director began a new project dedicated to raising campus awareness of the Writing Center, based on survey results obtained by Jarrod Lipshy's internship project in the Spring of 2013. The survey suggested that a sizable portion of UGA's students simply did not know that the Writing Center was a resource, and for those who did, many believed that the Writing Center would not be able to help them. Based on these findings, the Assistant Director implemented an optional project called, at the time, "The Initiative." It has now been renamed the Writing Center Outreach Initiative.

During the first week of class, when consultants were trained and familiarized with the Writing Center space and procedures, the Assistant Director encouraged each consultant to consider personal strengths and ways those strengths could be played for the good of the Writing Center's "brand." For instance, consultant Maria Chappell has an affinity for Twitter, so she volunteered to regularly update the Writing Center's Twitter account and try to reach new followers; Ben Hudson volunteered to lead a series of ePortfolio workshops for whichever residence halls requested them, etc. All outreach initiatives were to take place on Writing Center time, and consultants were not required to participate. Most consultants used their desk shifts to work on their initiatives.

The Outreach Initiative was, overall, a success. Although not every consultant took on an initiative, and for those who did, not all worked on their initiative consistently throughout the year, the initiative produced significantly more awareness and publicity than would have existed without it. Generally speaking, the outreach initiatives most likely to be completed had a definite beginning and end (e.g. Stephen Brooks' "Pedagogical Speakeasy" forum). This is logical, since graduate students and instructors become progressively busier as the semester progresses and thus less likely to spend time on

optional Writing Center projects. Based on these observations, the Assistant Director plans to implement the following changes for the coming academic year:

1. Create an Outreach Initiative planning handout and set a deadline for Outreach Initiative proposal submissions. Include measures to increase accountability, perhaps in the form of an informal "contract" or a mid-semester meeting with the Assistant Director.
2. Offer some form of incentive for successful completion of individual Outreach Initiatives (perhaps small gifts like books, or an end-of-semester dinner available only to those who complete their initiatives).
3. Recommend Outreach Initiatives that occur at a set time or that result in the creation of a specific product. Consultants whose initiatives required frequent or long-term attention were less likely to work consistently on those initiatives.
4. Set aside a week or two in the middle of the semester for a short conference with the Assistant Director when the consultant could report on the status of their Initiative, in addition to asking questions or raising problems. This conference could also be used as a midterm assessment of the consultant's work with students.