TO: Victor Nelson-Cisneros, Associate Dean
FROM: Shane Heschel, Writing Program Director
          Tracy Santa, Writing Center Director
RE: Annual Report, 2009-2010
DATE: May 7, 2010

WRITING PROGRAM/WRITING CENTER
ANNUAL REPORT, 2009-2010

Core Staff
Shane Heschel (Writing Program Director), Carol Emmer (ESL Specialist), Molly Gross (Assistant Director of the Writing Center), Janelle Dozar (Coordinator of Advising and Tutoring Services), Tracy Santa (Director of the Writing Center)

Writing Center Usage 2009-2010
During this academic year, into Block 8 (5/3/10), the Writing Center
- Tutored 640 students
- Held 2057 appointments

Although these do not represent year-end totals, to date the Writing Center has held tutorials with approximately a third of enrolled CC undergraduates. Statistics are similar to 2008-2009; we have seen 16 fewer students (640 vs. 656) but have held 17 more tutorials (2057 vs. 2040). CC Writing Center use remains dramatically higher than use at 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 2009-2010 with CC students working in the following disciplines: English (217), Political Science (154), History (142), Economics & Business (138), Art History (136), General Studies (125), Philosophy (110), Religion (98), and Psychology (72).

FYE (Blocks 1-2) first-year student traffic: Records of first-year student visits during FYE in 2009 demonstrate the following:
- In Block 1, the Writing Center
  - Tutored 153 first-year students
  - Held 265 appointments with FYE students
- In Block 2, the Writing Center
  - Tutored 98 first-year students
  - Held 151 appointments with FYE students.

The number of FYE students who used the Writing Center in the first block of 2009-2010 decreased by 12% over last year’s totals, and the number of appointments we held with students enrolled in FYE decreased by 16%. This year’s entering class was approximately 6% smaller than the entering class of Fall 2008.

Tutorials by Class/Year
- First-years: 784
- Sophomores: 266
- Juniors: 326
- Seniors: 561
- Graduate: 103

Use of the Writing Center by seniors (measured in appointments) increased by 19% in 2009-2010. Very significant use of the Writing Center among senior writers is now to be expected in any academic year. Use among first year students remained steady: 787 appointments in AY 2008-2009 vs. 784 appointments in AY 2009-2010 to date. Half of all entering students used the Writing Center at least once in their first year at CC. If Writing Center use is a barometer, CC students encounter their most challenging writing tasks in their first and final years on campus.

**Student Consultants**
The Writing Center employed 28 student consultants trained to assist writers at any stage of the writing process. In 2009-2010, the student consultants performed the following tasks:
- Offered 1119 tutorials to a wide variety of writers, from FYE students to thesis writers
- Staffed and administered the Writing Center during evening hours and Sundays
- Contributed to professional development through presentations at weekly staff meetings
- Introduced the Writing Center to their peers through classroom visits
- 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 Comparative Literature (Jenny Friedler), Economics & Business (Alex Stiller-Shulman), English (Molly Katz), and Political Science (Elena Fairley). David Carlson and Simone Phillips were recognized for their excellence with extra-curricular awards.

**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. Into Block 8 (5/03/10), the Writing Center professional staff performed the following tasks:
- Worked with over 238 students in 924 tutoring sessions
- Held 276 tutorials with seniors working on thesis and capstone projects
- Offered 56 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 28 student tutors
- Presented nine 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 17 new tutors
• Served as voting and ex-officio members of the Writing Committee
• Facilitated the work of the CC Writing Program Director and Chair of the Curriculum Committee
• Contributed to the presentation of the Writing Proficiency requirement
• Presented at national conferences and published in international journals on writing center and writing program issues.

Molly Gross, our Assistant Director, has played a central role in organizing the annual Colorado-Wyoming Writing Tutors Conference (CWWTC) since it was held at CC in 2005. Molly recently completed a three-year term as elected chair of the CWWTC association. Director Tracy Santa, a founding member of the European Writing Center Association, published “Writing Center Tutor Training: What is Transferable across Academic Cultures?” in the peer-reviewed Swiss journal Zeitschrift Schreiben. Tracy also chaired a panel and gave a presentation on assessment at the WAC at SLACs conference at Occidental College.

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. Carol Emmer, Instructor and Writing Center ESL Specialist, offered ESL adjuncts on an extended format basis. In this capacity, Carol performed the following tasks:
• Administered a writing diagnostic to 30 entering international students
• Discussed writing samples with each student prior to Block 1
• Created cross-cultural training for seven Cultural Program Coordinators
• Disseminated information on ESL support at New Student Orientation
• Designed a workshop on how to work with ESL students for 35 student teachers in the Education Department
• Collaborated with the Career Center to offer two workshops on teaching ESL abroad and cross-cultural entrée techniques
• Designed and facilitated cross-cultural communication techniques for ten Peru Service Learning students
• Placed 22 CC half block students working on ESL learning issues in nine D-11 schools
• Trained 22 CC half block students to administer the Colorado English Language Assessment in nine D-11 schools
• Organized an 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
• Received Community Based Learning approval for a 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 reading speed for ESL adjunct students
• Provided TOEFL preparation training for 4 CPC’s
• Hosted a visiting Fulbright Scholar in an ESL adjunct
• Taught 20 students in GS 201 and 202 ESL adjuncts
• Taught 13 students in GS 200 Writing Practicum
• Taught 22 students in ED 202 during half block
• Tutored in 304 appointments
• Tutored in 212 ESL appointments
• Tutored for a total of 275 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 seek Writing Center support. Through May 3 of the 2009-10 academic year, the Writing Center provided the following support services:
• 29% of the students registered with Disability Services visited the Writing Center
• 10% of Writing Center visitors were registered with Disability Services
• 8% 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. 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 25 students between Blocks 3-8. Of these, 12 students received instruction from Carol Emmer in Blocks 5-6 and Tracy Santa taught 13 students during Blocks 3-4 and 7-8. Students met once or twice per week with instructors in small groups and individual tutorials, engaging in writing discussions and in writing workshops. Activities included the following:
• 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
• Strengthening of writing strategies and conventions.

Writing Center: Assessment
Writing Center staffing bears directly on the quality of the academic experience at CC and access to that experience for all students. Results from the Higher Education Research Institute’s College Student Survey indicate that in 2003, 58.6% of CC seniors were “very satisfied” with tutoring and academic assistance at CC. That number rose to 70.7% among 2007 seniors. This represents an increase of 12.1%, the third highest increase among 37 aspects of the CC experience on which students were queried. A February 2009 Learning Commons survey demonstrates the following about CC students:
• 68.2% of 702 current students responding to the survey had used the Writing Center
• 79.2% agreed or strongly agreed that the Writing Center “enhances the academic quality of Colorado College”
• 47.8% found that the Writing Center offered strategies for writing improvement that were not learned elsewhere at the College
• 87.2% felt the Writing Center “provides a safe place where you feel comfortable exchanging ideas.”

Writing Committee
The Writing Committee was chaired by Writing Program Director Shane Heschel (Biology). Voting members in AY 2009-2010 included faculty members Laura Padilla (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 Janelle Dozar. The Writing Committee engaged in the following support, development, and outreach activities:

- Facilitation of the student writing portfolio program; writing of the language for the proposal
- Meetings with the Chair and members of the Curriculum Committee in regard to a proposed writing proficiency requirement
- Support for FYE Writing Evaluations (76% return blocks 1-4)
- 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 September 2009 faculty discussion of the student writing portfolio proposal
- A January 2010 faculty discussion on what faculty consider best practice in the teaching of writing at Colorado College
- A February 2010 faculty and staff discussion on applying the “Hampshire Rubric” to a reading and evaluation of Colorado College senior theses; all participants evaluated the same senior thesis and compared rubric results
- An April 2010 faculty discussion on applying the “Hampshire Rubric” to evaluating Colorado College senior theses within a particular discipline
- 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).

Projects under development for next year include the following:

- An external review of the CC Writing Program (solicitation of a potential review team as well as preparation of a Colorado College Writing Program self-study)
- Support for transparent Student Writing Evaluations
- Support of Crown Faculty Center, FEC, and Curriculum Committee 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 faculty and staff