The background of the entire page is a vibrant blue with a pattern of concentric, slightly irregular circles, creating a ripple effect that draws the eye towards the center.

# SJSU | WRITING CENTER

## Annual Report

### 2015-2016

Michelle Hager, Director

Written and Compiled by  
Pat Walls, Office Manager



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## **Introduction**

### **Writing Center Mission**

The San José State University Writing Center is a unit of Student Academic Success Services (SASS). We offer a variety of resources to help students become better writers, and all our services are funded by student fees.

Our mission is to enhance the writing skills of SJSU students so they can communicate clearly in any setting (informal, academic, or professional). We accomplish this goal through creating original writing resources, offering workshops, and conducting one-on-one tutoring sessions.

We are committed to treating students, their questions, and their assignments with respect. We recognize that every student is unique and that every assignment is different. Writing Specialists will make their best attempt to work with students to improve their writing.

### **Writing Center Expectations and Procedures**

To support our mission, we created a comprehensive list of expectations and procedures. These policies help us create the most productive learning environment possible so we can better assist our tutees. The following information is posted both on our website and in the Writing Center.

#### **Our Expectations**

Please review the following expectations, all of which support our mission and further your continued learning. We reserve the right to end or cancel your appointment if these expectations are not met.

1. **Eligibility:** You must be currently registered and enrolled at SJSU to use Writing Center services.
2. **Preparedness:** You must be prepared for tutoring by bringing specific writing-related questions as well as all necessary materials, including a hard copy of the paper, prompts, outlines, or research. If you have already worked on an essay with a tutor, bring a new copy of your revised draft to your next session, demonstrating that you have attempted to apply what you have learned. You must bring printouts of all materials—tutors will not work off electronic devices. If you do not have a printout of your materials ready in time for your tutoring session, you will lose your appointment.
3. **Distraction-Free Environment:** The Writing Center is a distraction-free environment. Cell phones are prohibited. Food and drink are not permitted (except bottled water). Please do not bring any guests with you to your appointment (including children). Writing Specialists will not work off laptops or tablets. During your session, be engaged in the process and be respectful of your peers and all Writing Center employees.
4. **Lateness:** As a part of our distraction-free environment, the Writing Center does not tolerate lateness. If you are more than five minutes late for a tutoring session, your

appointment will be given to the next person on the waiting list, and you will be marked as a no-show for that appointment. If you arrive late for a workshop, you will not be admitted into the workshop.

5. **Frequency of Appointments:** You can schedule one 30-minute tutoring appointment per day, with a maximum of two appointments made in advance per week. Hour-long appointments are available only in special circumstances. If you cannot make your scheduled appointment, you must cancel before the appointment is scheduled to begin. If you miss two appointments without cancelling in advance, you will be blocked from the online scheduling system. You will then be limited to waitlist-only appointments for the rest of the semester. Writing Specialists are sometimes available on a first-come, first-served basis if you are on the waitlist. However, waitlist appointments cannot be made in advance and may not always be available, especially during peak hours.

### **Our Procedures**

1. The Writing Center is not an editing or proofreading service. Writing Specialists will not write your papers for you or perform line-by-line editing. You cannot leave a paper to be corrected by a tutor. You must be present and prepared to learn.
2. Writing Specialists will not discuss a grade you have received or anticipate a grade you may receive. Professors assign grades—not Writing Specialists. Writing Specialists also will not offer commentary on a professor's written feedback.
3. Writing Specialists have the right to refuse to work on a paper that is due the same day or multiple papers during one tutoring session. The goal of the Writing Center is to help you learn writing skills. It will be difficult for you to learn concepts and make meaningful revisions to your work when you are rushing to do more or to meet an imminent deadline. Writing is a *process*!
4. The Writing Center services are supplemental to in-class instruction. We will still adhere to our mission even if you are visiting the Writing Center for the sole purpose of receiving extra credit or fulfilling a class assignment. Writing Specialists will not act as peer reviewers to make up work that you missed in class.
5. Group essays, projects, or assignments will be handled at the discretion of the Writing Specialist.
6. Please visit the Accessible Education Center (AEC) if you need accommodations.



## **Student Learning Outcomes**

Students who use the Writing Center will

- improve their written communication skills in university classes and in the professional world.
- understand that writing is a complex process.
- engage in critical thinking.
- critique drafts of their writing assignments.
- understand grammatical concepts.
- develop ideas to support a focused thesis statement.
- cite sources appropriately (both in-text and in end citations).
- understand rhetorical strategies.
- gain confidence in their writing abilities.
- create outlines to organize complex ideas.
- develop and maintain a writing style that is appropriate to academic audiences.
- write clearly and concisely.



## **Writing Center Personnel**



**Michelle Hager, Writing Center Director**

- Conducted “Common Grammar and Punctuation Errors,” “Essay Prompts and Time Management,” and “Muscle Verbs for Good Writing” workshops
- Taught Stretch English, HA 96F and HA 96S
- Served on the SJSU Writing Requirements Committee, English Department Composition Committee, and AANAPISI Writing Excellence Committee
- Co-coordinated the new Writing Fellows program with the WAC Director
- Conducted one-day and two-day Faculty Writing Workshops that helped faculty develop and refine activities and lesson plans related to writing (as part of the AANAPISI grant)
- Presented “Writing Centers and Writing Fellows: Forging Complementary Paths for Writing Support Services” at the Conference on College Composition and Communication in Houston, TX
- Presented “New Media and Old Techniques” at the Northern California Writing Centers Association Conference in Santa Clara, CA
- Belonged to the National Council for Teachers of English and the International Writing Centers Association

**Cynthia Harper, AANAPISI Grant Coordinator**

- Coordinated one-day and two-day Faculty Writing Workshops
- Created posters for 11 different research projects for the AANAPISI Showcase
- Organized the AANAPISI Showcase
- Served on the AANAPISI Writing Excellence Committee and the Campus Reading Program

**Pat Walls, Office Manager**

- Served as a hiring committee member for an Office of the Registrar Student Services Specialist
- Conducted “What Is Plagiarism and How Do I Avoid It?” workshops at the SJSU Student Conduct and Ethical Development Academic Integrity Plagiarism sessions
- Presented “The Startup Company: Re-visioning and Marketing the Writing Center to Engage and Enthrall Stakeholders” at the Northern California Writing Centers Association Conference in Santa Clara, CA



**Debra Caires, Faculty-in-Residence**

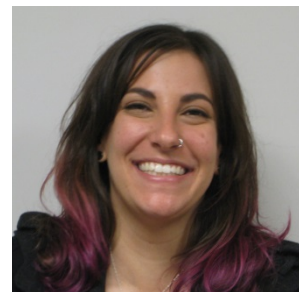
- Worked with students to develop their writing skills for résumés, cover letters, and purpose statements for jobs, internships, and graduate school.
- Conducted “Build Your Brand: Creating an Educational and Professional Portfolio,” “Four Ways to Write a Killer Personal Summary,” and “Leveraging Your Transferable Skills” workshops
- Taught CS 100W, CS 190I, and CS 190
- Coordinated CS 100W
- Served on the AANAPISI Writing Excellence Committee and a variety of Computer Science event planning committees

**Gloria Collins, Faculty-in-Residence**

- Developed workshops aimed at international students and students taking the Writing Skills Test (WST)
- Conducted “Analyzing Essay Prompts,” “Brainstorming for In-Class Essays,” “Writing Skills Test Scoring,” and “Writing under Pressure” workshops
- Taught ENGL 1A
- Was invited to read a poem at the Annual Legacy of Poetry Day on May 5, 2016
- Served as the WST Coordinator
- Served on the SJSU Writing Requirements Committee and the English Department Composition Committee
- Served as the English Department representative and the Chapter Secretary for the California Faculty Association

**Jessy Goodman, Faculty-in-Residence**

- Supervised resource projects created by Writing Specialists
- Conducted “Annotated Bibliographies,” “So What? Building a Thesis in Three Easy Steps,” and “The Building Blocks of an Analytical Paragraph” workshops
- Taught English 1B, ENGL 71, GLST 164, and GLST/GEOG 100W
- Served in the Salzburg Fellow Program



**Ben Aldridge, Writing Specialist**

- Graduated in fall 2015 with a Bachelor of Arts in English, Professional and Technical Writing concentration
- Started at the Writing Center in fall 2013
- Created “Paraphrasing Guide/Guide to a Great Appointment” bookmark and four handouts (“Articles,” “Body Paragraph Analysis,” “In, On, and At: Demystifying Prepositions of Time and Place,” and “Proofreading”)
- Conducted house calls and “Body Paragraphs” and “Perfect Verb Tenses” workshops

**Timothy Alexander, Writing Specialist**

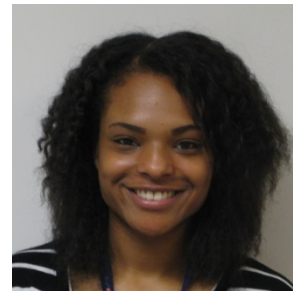
- Studied Master of Arts in Spanish Literature and Linguistics, graduating spring 2017
- Earned a 4.0 GPA
- Started at the Writing Center in spring 2016
- Served as a member of Phi Kappa Phi honor society

**Brooke Blankenship, Writing Specialist**

- Studied English and Comparative Literature, graduating spring 2017
- Earned a 4.0 GPA
- Started at the Writing Center in fall 2015
- Created “The Parts of Speech Test” handout
- Earned The Josephine Chandler Scholarship

**Jacqueline Goodwin, Writing Specialist**

- Studied Masters of Arts in Education, Critical Research Academy, graduating in fall 2016
- Started at the Writing Center in fall 2014
- Created blog posts and two handouts (“Personal Narrative Essays” and “Writing a Resignation Letter”)
- Conducted “Common Grammar and Punctuation Errors” and “Paraphrasing” workshops

**Jeffrey Heid, Writing Specialist**

- Graduated in spring 2016 with a Master of Fine Arts in Creative Writing
- Earned a 3.76 GPA
- Started at the Writing Center in fall 2013
- Created “Creating an Arguable Thesis Statement” video and three handouts (“Memos,” “Phrasal Verbs,” and “Résumés from Start to Finish”)
- Conducted “Email Communication: Etiquette for the



- Internet” and “Paraphrasing” workshops
- Served as Assistant Director of the Center for Literary Arts
- Presented “The Startup Company: Re-visioning and Marketing the Writing Center to Engage and Enthrall Stakeholders” at the Northern California Writing Centers Association Conference in Santa Clara, CA

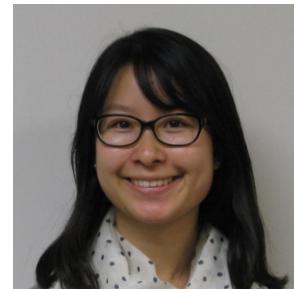
#### **Sheldon Hentschke, Writing Specialist**

- Studied English and Comparative Literature, graduating in spring 2017
- Earned a 3.98 GPA
- Earned the Josephine Chandler Scholarship and President’s Scholar award
- Started at the Writing Center in fall 2015
- Created “Parts of Speech” poster
- Conducted “Body Paragraphs” workshop



#### **Nicky Lai, Writing Specialist**

- Studied Kinesiology, Inclusive Physical Activity in Communities concentration, graduating in fall 2017
- Started at the Writing Center in fall 2014
- Created “Understanding an Essay from a Reader’s Perspective” video and two handouts (“Building Time Frames” and “Navigating the APA Manual”)
- Conducted “Basic APA Style” workshop
- Represented the Writing Center at Admitted Spartan Day, Frosh Orientation, and Graduate Student Orientation resource fairs
- Presented “The Startup Company: Re-visioning and Marketing the Writing Center to Engage and Enthrall Stakeholders” at the Northern California Writing Centers Association Conference in Santa Clara, CA



#### **Samantha Lai, Writing Specialist**

- Studied Communicative Disorders and Sciences, graduating in spring 2017
- Earned a 3.95 GPA
- Earned the Dean’s Scholar and the President’s Scholar awards
- Started at the Writing Center in fall 2014
- Created flashcards on articles and subject-verb agreement
- Represented the Writing Center at Admitted Spartan Day and Frosh Orientation resource fairs
- Presented “New Media and Old Techniques” at the Northern California Writing Centers Association Conference in Santa Clara, CA





**Roya Lillie, Writing Specialist**

- Graduated with a Bachelor of Arts in English and Comparative Literature in spring 2016
- Earned a 3.98 GPA
- Earned the Jim and Judy Schultze Scholarship and the Catherine Urban Scholarship
- Started at the Writing Center in spring 2015
- Created the Writing Center blog and wrote blog posts
- Worked on a research article to publish in a professional writing center publication
- Conducted “Common Grammar and Punctuation Errors” workshops
- Represented the Writing Center at the Peer Educator Café
- Presented “New Media and Old Techniques” at the Northern California Writing Centers Association Conference in Santa Clara, CA

**John Linford, Writing Specialist**

- Graduated with a Master of Arts in Economics, Applied Economics concentration in spring 2016
- Earned a 4.0 GPA
- Earned the Economics Department Outstanding Graduate Award
- Started at the Writing Center in spring 2012
- Created APA flashcards, three posters (“Basic MLA Parenthetical and In-text Citations,” “Basic APA Parenthetical and In-Text Citations,” and “MLA vs. APA Writing Style”) and five handouts (“Choosing Precise Words,” “Essay Planning: How to Develop a Working Thesis Statement,” “Essay Planning: How to Read a Prompt,” “Essay Planning: Outlining with a Purpose,” and “Essay Planning: Visual Mapping”)
- Conducted “Basic APA Style,” “Body Paragraphs,” “Common Grammar and Punctuation Errors,” “Email Communication: Etiquette for the Internet,” “Paraphrasing,” “Selecting and Integrating Source Materials,” and “Trimming the Fat: Writing Concisely and Avoiding Wordiness” workshops
- Represented the Writing Center at Frosh Orientation and Graduate Student Orientation resource fairs
- Tutored for MST and the iSchool
- Presented “New Media and Old Techniques” at the Northern California Writing Centers Association Conference in Santa Clara, CA

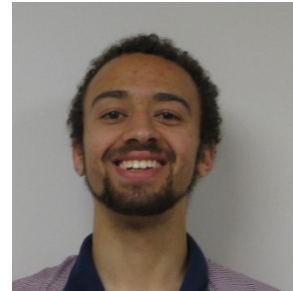


**Vanessa Palencia, Writing Specialist**

- Studied English and Comparative Literature, Professional and Technical Writing concentration, graduating fall 2016
- Earned a 3.5 GPA
- Started at the Writing Center in spring 2016

**Danny Spiteri, Writing Specialist**

- Graduated with a Bachelor of Arts in English, Preparation for Teaching, minor in Professional and Technical Writing, in fall 2015
- Earned a 3.56 GPA
- Started at the Writing Center in fall 2015
- Created “Sample Tutoring Sessions” video and “Stop and Think: Making Decisions about Meaning with Grammar and Punctuation” handout
- Conducted “Common Grammar and Punctuation Errors” and “Revising for Clarity: Subjects and their Verbs” workshops
- Represented the Writing Center at Frosh Orientation and Graduate Student Orientation resource fairs
- Tutored athletes for Student-Athlete Success Services

**Giselle Tran, Writing Specialist**

- Graduated with a Bachelor of Arts in English, Creative Writing concentration and minor in Professional and Technical Writing, in spring 2016
- Earned a 3.66 GPA
- Earned the Dean’s Scholar award
- Started at the Writing Center in fall 2015
- Created blog posts for the Writing Center blog
- Conducted “Common Grammar and Punctuation Errors,” “Selecting and Integrating Source Materials,” and “Trimming the Fat: Writing Concisely and Avoiding Wordiness” workshops
- Tutored athletes for Student-Athlete Success Services

**Andrew Tucker, Writing Specialist**

- Graduated with a Master of Fine Arts in Creative Writing, Fiction and Screenwriting concentrations, in spring 2015
- Started at the Writing Center in fall 2010
- Created four posters (“Creating a Cohesive Essay,” “Direct and Indirect Dialogue,” “Prepositions,” and “Writer Responsibility and Reader Reception”) and many handouts



**Hannah Wiltbank, Writing Specialist**

- Graduated with a Bachelor of Arts in English and Comparative Literature, Professional and Technical Writing concentration and minor in Computer Science, in fall 2015
- Earned a 3.9 GPA
- Earned the Catherine Urban Scholarship
- Started at the Writing Center in spring 2014
- Created blog posts and four handouts (“APA Formatting Essay Template,” “MLA Formatting Essay Template,” “Nouns: Expert,” and “Putting the Style in APA Style”)
- Revised two workshops (“Common Grammar and Punctuation Errors” and “Trimming the Fat: Writing Concisely and Avoiding Wordiness”)
- Conducted “Body Paragraphs,” “Common Grammar and Punctuation Errors,” “Selecting and Integrating Source Material,” and “Trimming the Fat: Writing Concisely and Avoiding Wordiness” workshops
- Represented the Writing Center at Frosh Orientation resource fairs and the Peer Educator Café





## **One-on-One Tutoring**



## Client Use of the Writing Center

During the reporting period of June 1, 2015 to May 31, 2016 (summer, fall, and spring semesters) the Writing Center served a student population of over 33,000 students. Writing Specialists met one-on-one with **1,499** individual students who made a total of **4,002** appointments. Writing Center appointments are 30 minutes in length, although in some cases graduate students and students registered with the Accessible Education Center receive 60-minute appointments.

## Appointments at the Writing Center

Students use the WOnline scheduling system to register and schedule appointments in advance. Students self-report data about themselves when registering. When scheduling, they identify the area of writing they want to improve and the type of paper they will bring. These pieces of information allow Writing Specialists to prepare for tutoring sessions.

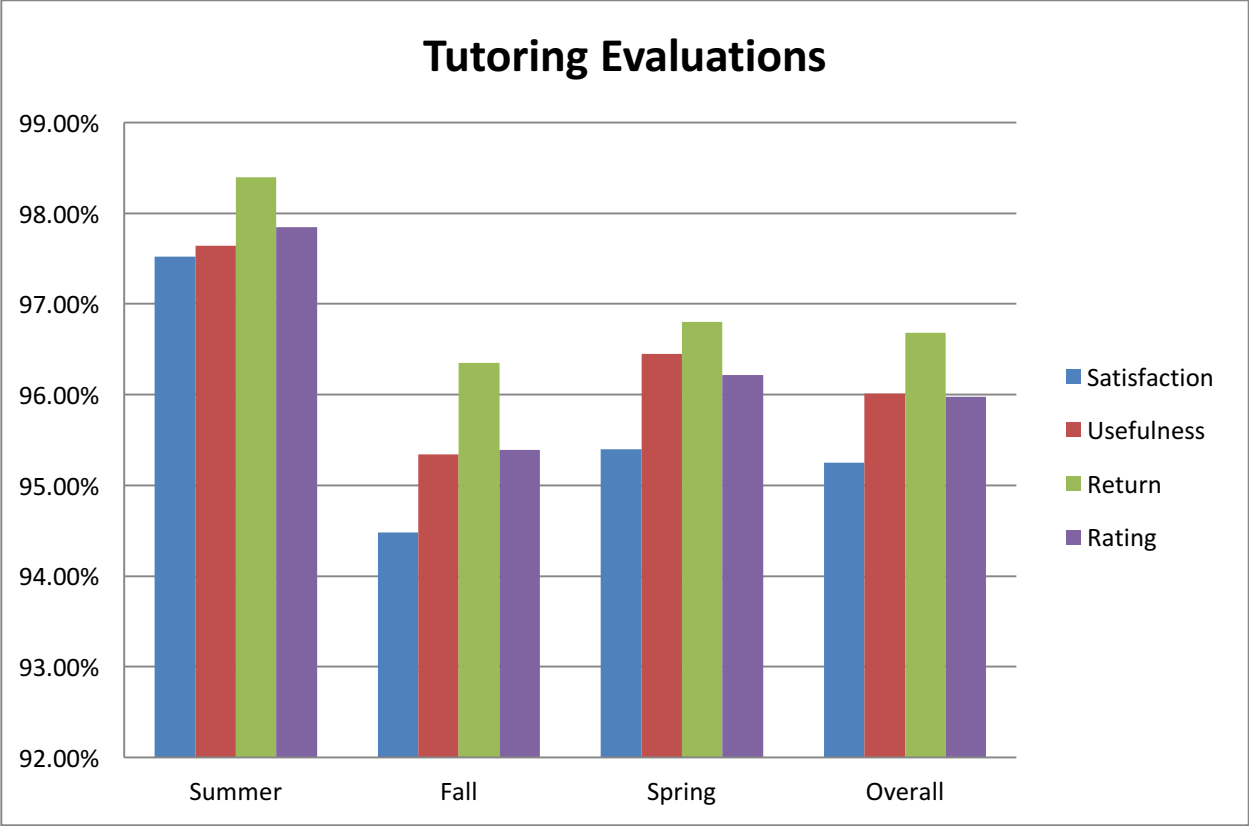
Students can modify or cancel their appointments any time prior to the start of the session. The Writing Center no-show policy is in place to maximize the availability of appointments. Students who have not scheduled an appointment ahead of time and hope to get an appointment are placed on a first-come, first-served wait list. If a student fails to arrive for his or her scheduled appointment on time, a waitlisted student gets that appointment.

## Tutoring Session Evaluations

At the end of each tutoring session at the Writing Center, tutees are asked to complete a four-question survey evaluating their experience. The first three questions cover the client's **satisfaction** with the tutoring session, the **usefulness** of the session, and the student's intent to **return and/or recommend** the Writing Center. Each response is recorded numerically on a 1 to 5 scale, with 5 being the best possible response. The fourth question asks for any additional, qualitative feedback the student would like to share.

Beginning with this reporting period, clients completed the survey on either an iPad or computer. Since moving to electronic evaluations, qualitative feedback tripled over previous academic years, and errors in understanding the numeric scale significantly lowered. Tutors are given printouts of their raw scores and averages each month, which are also kept on file. This allows the Writing Center to monitor student feedback and to strive for the highest possible level of service.

During the 2015-2016 reporting period, **3,460** evaluations were submitted. The satisfaction rating average was **95.25%**; the progress rating average was **96.01%**; and the return/recommend rating average was **96.68%**, with an overall average rating of **95.98%**.





## Statistical Overview

Writing Center One-on-One Tutoring History			
Reporting Period	Clients	Appointments	Average Appts per Client
2015-2016	1,499	4,002	2.67
2014-2015	1,262	3,599	2.85
2013-2014	1,498	4,249	2.84
2012-2013	1,203	4,026	3.35
2011-2012	1,210	4,215	3.48
2010-2011	1,141	4,670	4.09
2009-2010	985	4,071	4.13
2008-2009	1,403	2,834	2.02
2007-2008	1,590	5,306	3.34
February 2007-July 2007	673	1,641	2.44
<b>Total</b>	<b>12,464</b>	<b>38,613</b>	<b>3.10</b>

Tutoring Utilization			
	Used Hours	Available Hours	Utilization
Summer	225.5	507.0	44.48%
Fall	1,447.5	1,616.5	89.55%
Spring	1,545.0	1,774.5	87.07%
Professional Writing Development	57.0	126.0	45.24%

Used hours include time the Writing Specialists and Debra Caires, the Faculty-in-Residence who focused on professional writing development, spent on tutoring students, creating writing resources, and facilitating workshops and house calls.

### Clients with Repeat Appointments

During the reporting period, students averaged **2.67** appointments per client. This average is reflected in charts throughout this report wherever the number of appointments and number of clients are being compared.

Each semester, just over half of all clients have only one tutoring appointment while fewer students use tutoring on a regular basis. In the reporting period, 784 of the 1,499 clients had one tutoring session, equaling 52.30% of all clients. Some of these students may have utilized the Writing Center in previous years. The other 47.70% of clients may have attended multiple times in one semester only or once in multiple semesters. In the future, we intend to study why some students only visit the Writing Center once and what might have prevented them from returning.

In fall, 17 students had one or more tutoring appointments per week, with one student having 20 appointments throughout the semester and another having 31 appointments. In spring, 22 students had one or more tutoring appointments per week, with one student having 22 appointments throughout the semester, one having 27 appointments, and another having 31 appointments. For the yearlong reporting period, one student had 36 appointments, one had 41 appointments, and another had 50 appointments.

The chart below indicates the number of appointments clients had per semester and over the annual reporting period. The percentages are the percent of clients compared to total clients for the period. The annual column is not cumulative across each row; rather, it is cumulative of actual clients' appointments. For example, a student had 5 appointments in summer, 11 appointments in fall, and 1 appointment in spring, totaling 17 appointments. She is represented in the "2-5 Appts" column for summer, the "11-15 Appts" column for fall, the "1 Appt" column for spring, and the "16-20 Appts" for annual total.

Repeat Clients by Period								
# Appts	# Clients Summer	% Summer	# Clients Fall	% Fall	# Clients Spring	% Spring	# Clients Annual	% Annual
1	66	55.00%	420	54.83%	476	56.20%	784	52.30%
2-5	45	37.50%	282	36.81%	315	37.19%	562	37.49%
6-10	9	7.50%	47	6.14%	34	4.01%	105	7.00%
11-15			13	1.70%	16	1.89%	30	2.00%
16-20			3	0.39%	3	0.35%	7	0.47%
21-30					2	0.24%	6	0.40%
31+			1	0.13%	1	0.12%	5	0.33%
<b>Total</b>	<b>120</b>		<b>766</b>		<b>847</b>		<b>1,499</b>	

Single-Visit Clients for Reporting Period		
Semester	# Clients	% of Semester Total
Summer	44	36.67%
Fall	350	45.69%
Spring	390	46.04%

## Waitlist Utilization

The Writing Center schedule opens seven days in advance; every night at 10:00 PM a new day becomes available on the schedule. During the regular academic year, the schedule fills quickly. However, while it fills quickly, students cancel often.

Of the 4,002 appointments, **58** clients had **151** appointments (3.77% of all appointments) using the waitlist, while numerous appointments were also made the same day. Of these 58 clients, 29 clients only visited the Writing Center this one time and are counted as single-visit clients. One client used the waitlist 13 times and another 15 times. Many students end up on the waitlist because they missed their scheduled tutoring appointment due to either not being prepared or missing their scheduled start time, so they get an appointment through the waitlist at a later time on the same day.

Waitlist Utilization				
Semester	# Appts	# Clients	% of Total Appts	% of Total Clients
Summer	11	4	4.15%	5.19%
Fall	68	30	3.80%	3.92%
Spring	72	24	3.84%	3.66%
Total	151	58	3.77%	3.87%

## Tutoring Appointments by Type, Stage, and Focus

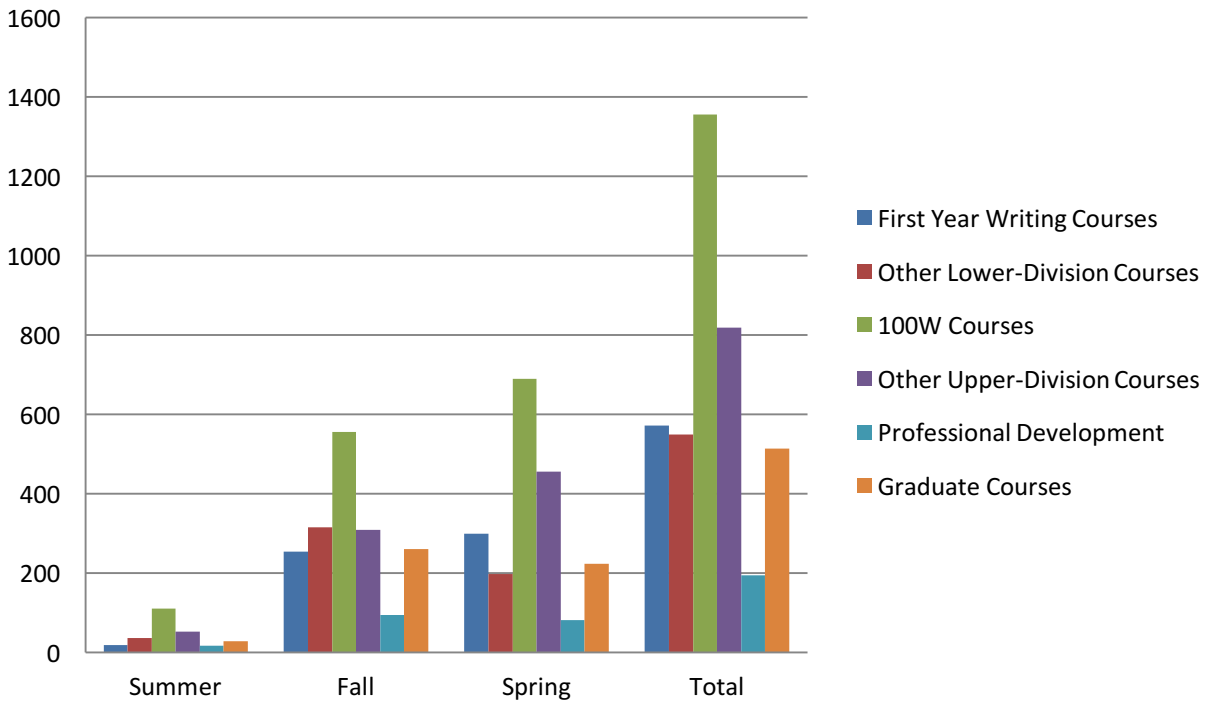
During this reporting period, we categorized appointments by type. For the purpose of analysis, we split appointments into six categories: first year writing courses, other lower-division courses, 100W courses, other upper-division courses, professional development work, and graduate courses. We discovered that we see the most students from 100W classes. (Specific percentages are shown on the next page.)

Professional Development tutoring includes all non-coursework tutoring for résumés, cover letters, and statements of purpose for jobs, internships, scholarships, and graduate school; both Writing Specialists and Debra Caires (Faculty-in-Residence) conducted these appointments. Students who brought résumés as coursework for 100W courses (for example) are counted in the 100W category.

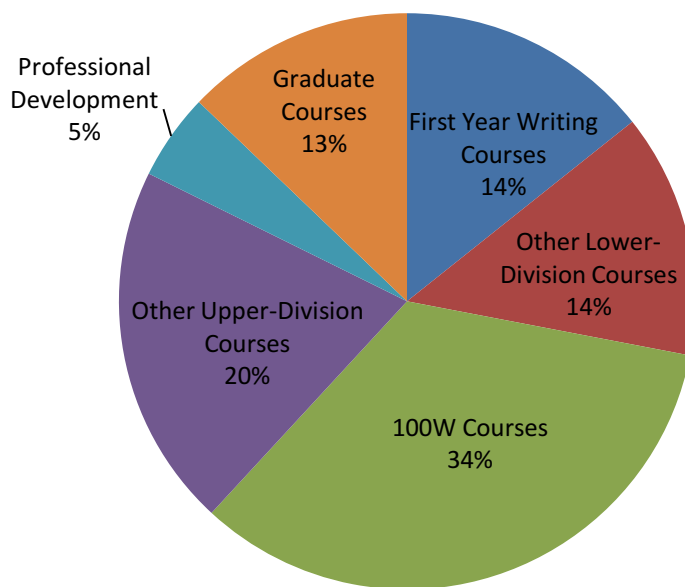
Students often come to the Writing Center for Writing Skills Test (WST) preparation, and those appointments are included in the category for lower-division courses since those students are not yet at the 100W (upper-division) level. Students who came in to prepare for standardized tests for graduate school (e.g., GMAT or CBEST) are included in the category for upper-division courses since those students are not yet at the graduate level.

We also continued to track when students come in during the writing process (planning/pre-writing, rough draft, final draft) and what area of writing they want to work on (grammar, formatting, content/organization).

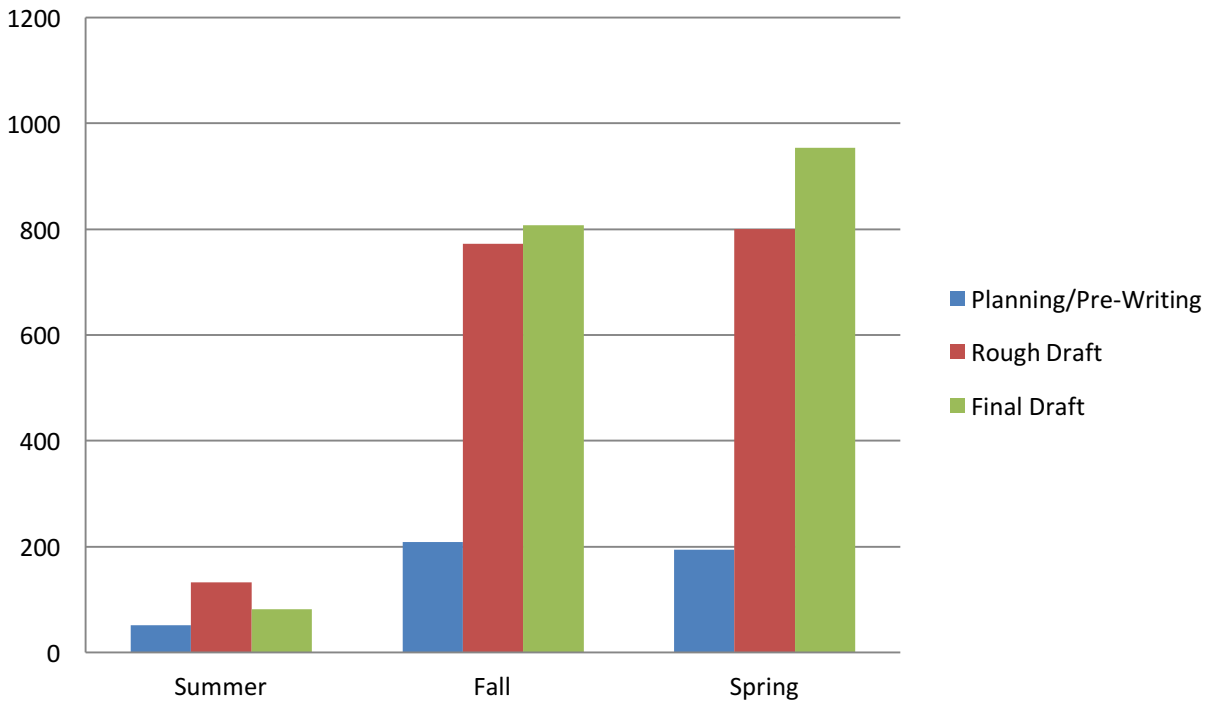
## Appointments by Writing Type



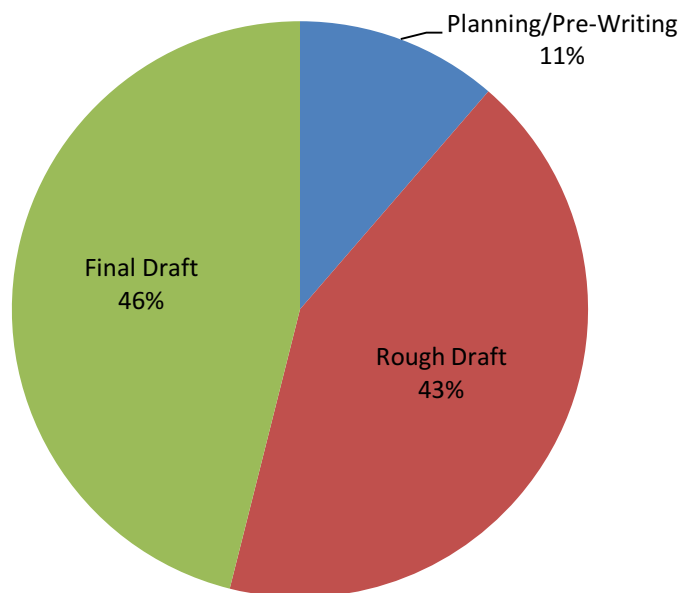
## Appointments by Writing Type



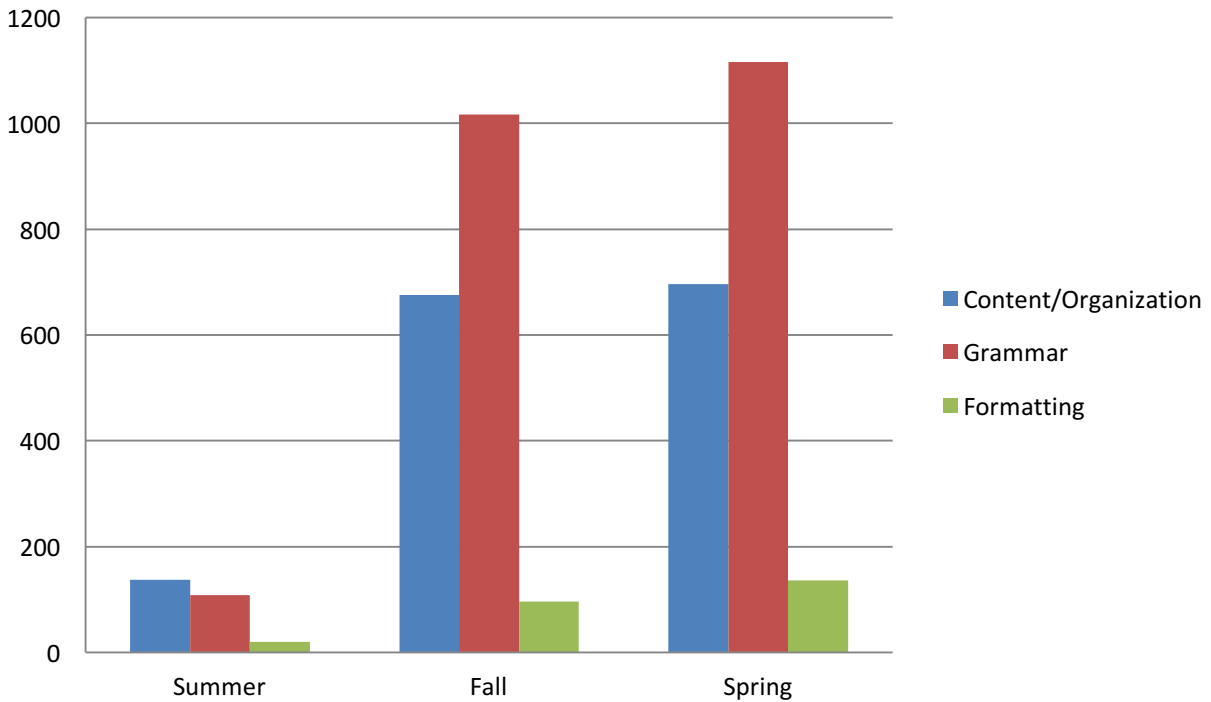
## Stages of the Writing Process



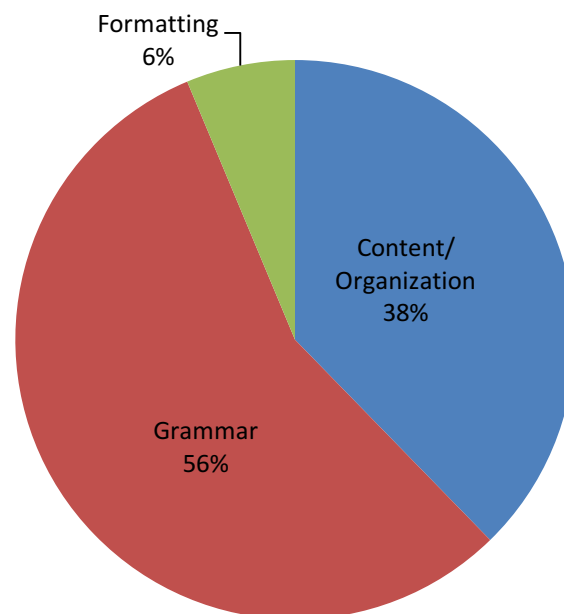
## Stages of the Writing Process



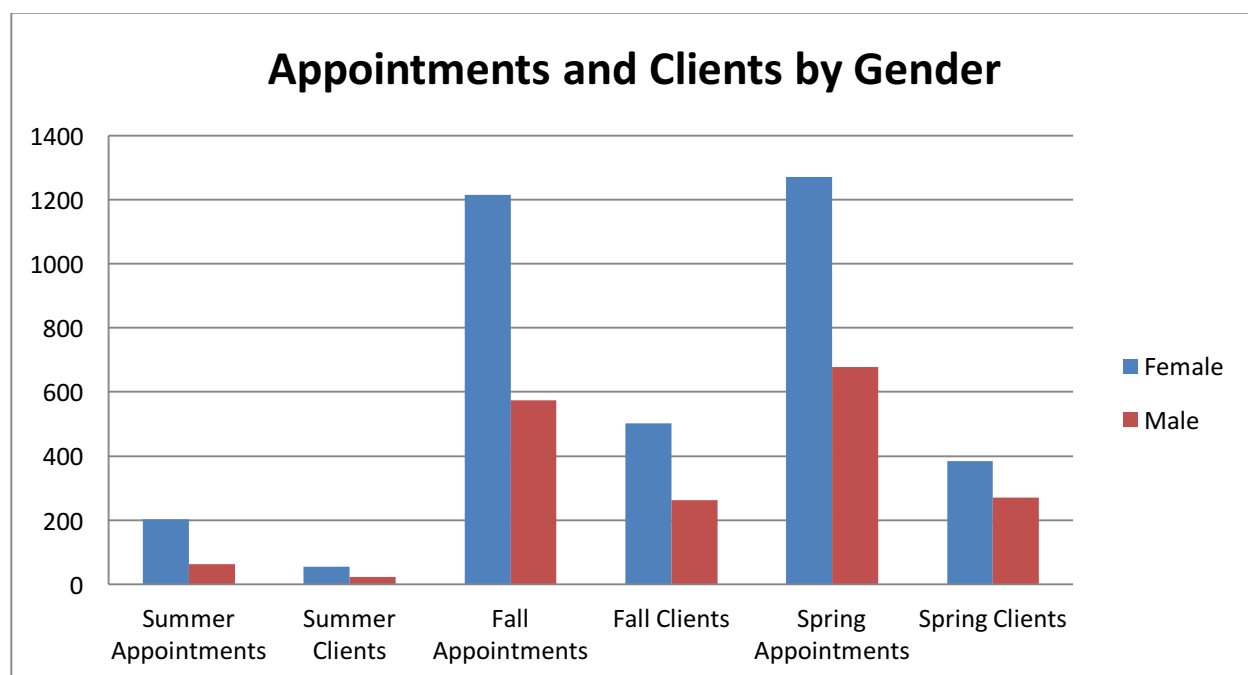
## Appointments by Writing Focus



## Appointments by Writing Focus



## Appointments and Clients by Gender



Gender	% of Annual Appts	% of Annual Clients
Female	67.17%	62.91%
Male	32.83%	37.09%

## Languages Spoken by Writing Center Clients

When students register with our appointment reservation system, they indicate their first or home language. During the reporting period, 41.56% of tutoring clients selected English as their native language. However, these clients only had 33.28% of total appointments, averaging 2.14 visits per client. Students who self-identify as non-native English speakers continue to be the majority of Writing Center clients, and they continue to make more repeat appointments. For example, one student who speaks Indonesian visited 10 times in fall and 31 times in spring. Writing Center clients speak over 36 native languages.

Language	# of Total Appts	# of Total Clients	Avg Appts per Client	% of Total Appts	% of Total Clients
English	1,332	623	2.14	33.28%	41.56%
Mandarin	634	160	3.96	15.84%	10.67%
Spanish	454	197	2.30	11.34%	13.14%
Vietnamese	457	149	3.07	11.42%	9.94%
Cantonese	302	96	3.15	7.55%	6.40%
Other	823	274	31.56	20.57%	18.27%

	Appointments					Clients					
Language	Summer	Fall	Spring	Total	% of Total	Summer	Fall	Spring	Total	% of Total	Avg Appts per Client
Amharic	2	10	9	21	0.52%		4	2	6	0.40%	3.50
Arabic		21	51	72	1.80%		7	15	22	1.47%	3.27
Bengali	2	3	2	7	0.17%	1	2	2	5	0.33%	1.40
Burmese	1	7	1	9	0.22%		2	1	3	0.20%	3.00
Cantonese	16	157	129	302	7.55%	1	56	39	96	6.40%	3.15
English	109	542	681	1332	33.28%	44	297	282	623	41.56%	2.14
Farsi	2	53	61	116	2.90%	1	15	10	26	1.73%	4.46
French	3	2	4	9	0.22%	1	2	2	5	0.33%	1.80
German		1	23	24	0.60%		1	3	4	0.27%	6.00
Gujarati		11	8	19	0.47%		6	5	11	0.73%	1.73
Hindi	2	22	11	35	0.87%		12	6	18	1.20%	1.94
Hmong		2	6	8	0.20%		2	2	4	0.27%	2.00
Indonesian		12	31	43	1.07%		3		3	0.20%	14.33
Japanese	12	32	21	65	1.62%	3	12	7	22	1.47%	2.95
Kannada		1	1	2	0.05%		1	1	2	0.13%	1.00
Korean	20	68	61	149	3.72%	3	17	15	35	2.33%	4.26
Malayalam			1	1	0.02%			1	1	0.07%	1.00
Mandarin	21	328	285	634	15.84%	5	89	66	160	10.67%	3.96
Marathi	1	6	9	16	0.40%		3	5	8	0.53%	2.00
Nepali		11	5	16	0.40%		5	3	8	0.53%	2.00
Oriya	1	1	1	3	0.07%		1		1	0.07%	3.00
Other	4	20	25	49	1.22%	4	12	11	27	1.80%	1.81
Panjabi	5	13	8	26	0.65%	1	6	2	9	0.60%	2.89
Pashtun	3	3		6	0.15%	1	1		2	0.13%	3.00
Portuguese	2	13	6	21	0.52%		5	1	6	0.40%	3.50
Russian	4		18	22	0.55%	1		4	5	0.33%	4.40
Shanghainese			6	6	0.15%			2	2	0.13%	3.00
Spanish	39	227	188	454	11.34%	7	111	79	197	13.14%	2.30
Tagalog		15	19	34	0.85%		14	7	21	1.40%	1.62
Tamil		7	1	8	0.20%		2	1	3	0.20%	2.67
Telugu		4	6	10	0.25%		2	2	4	0.27%	2.50
Thai		4	10	14	0.35%		4	1	5	0.33%	2.80
Tigrina		3		3	0.07%		2		2	0.13%	1.50
Turkish		1		1	0.02%		1		1	0.07%	1.00
Urdu	3	5		8	0.20%		3		3	0.20%	2.67
Vietnamese	13	184	260	457	11.42%	4	66	79	149	9.94%	3.07



## **Ethnicities of Writing Center Clients**

The Writing Center supports the goal of the university to increase retention and graduation rates through the outstanding tutoring and workshops we provide. In 2009, the Writing Center began tracking the ethnic backgrounds of Writing Center clientele to identify how many under-represented minority (URM) students are utilizing the Writing Center. Our initial data indicated that the URM population was under-represented in the Writing Center. We made a concerted effort to encourage more of these students to come to the Writing Center, and our efforts were successful. The number of URMs has continued to increase from year to year.

San José State University prides itself on its diversity and on the opportunities it offers under-represented students. It is committed to improving student progress toward graduation (*SJSU Strategic Plan: Vision 2017*). Therefore, it is important for the university to provide access to the tools students need to be successful: “Unbounded learning is facilitated by highly regarded faculty members actively engaging with students to provide a wide range of access to and delivery of learning content through in- and out-of-the-classroom experiences” (*SJSU Strategic Plan: Vision 2017*). The SJSU Writing Center continues to be a crucial place to assist in this process of “unbounded learning.”

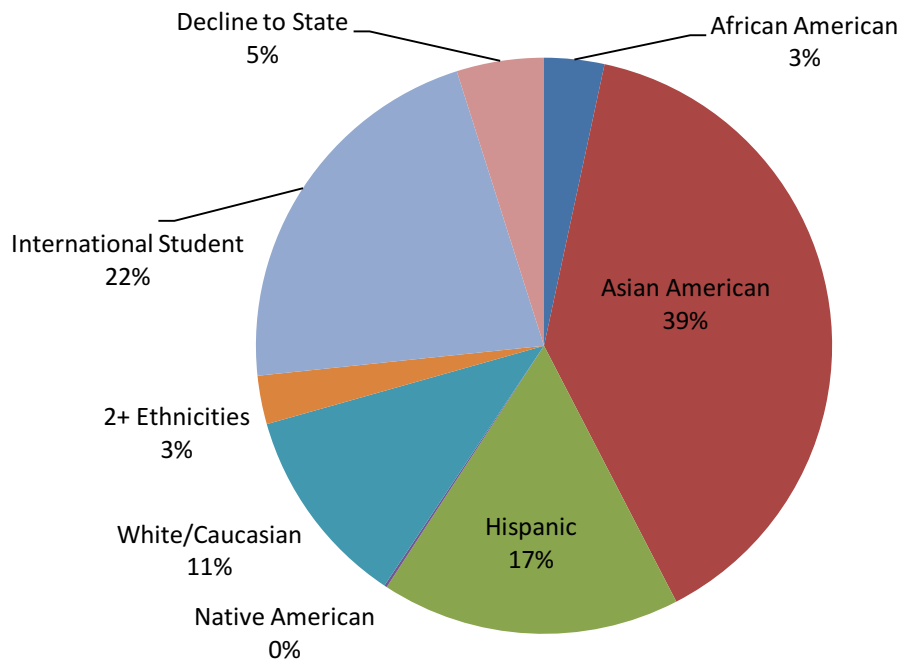
The following charts show the breakdown of Writing Center clients by their ethnicity. Note that clients may choose more than one ethnicity when they register in the WOnline appointment system. For this reporting period, the International Student option was reinstated after being removed in the last period.

	Appointments				
Ethnicity	Summer	Fall	Spring	Total	% of Total
African American	8	59	68	135	3.37%
Asian American	129	709	724	1,562	39.03%
Hispanic	50	335	287	672	16.79%
Native American	4		2	6	0.15%
White/Caucasian	20	159	272	451	11.27%
2+ Ethnicities	4	57	48	109	2.72%
International Student	34	398	439	871	21.76%
Decline to State	16	72	108	196	4.90%
<b>Grand Total</b>	<b>265</b>	<b>1,789</b>	<b>1,948</b>	<b>4,002</b>	

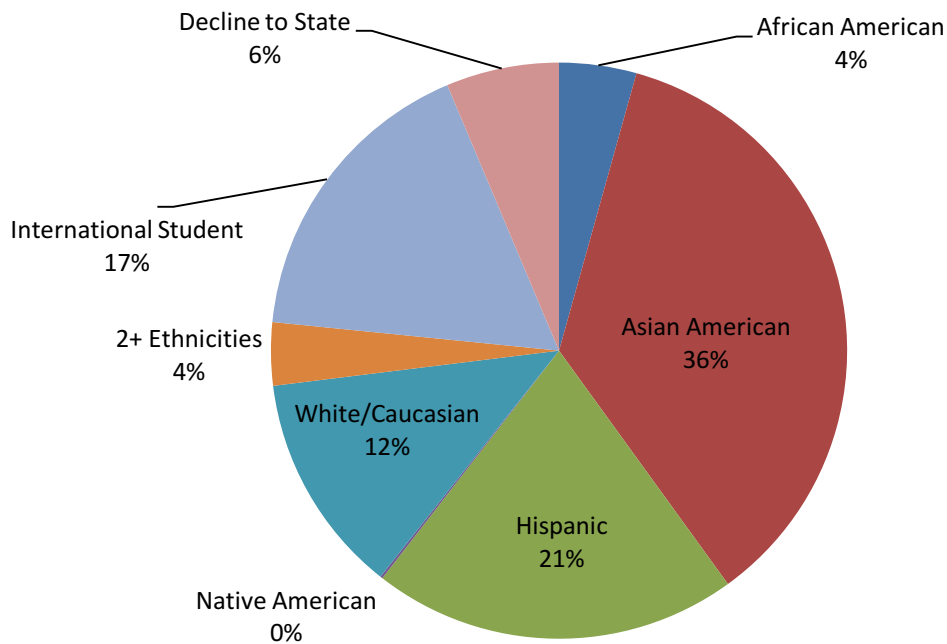
	Clients				
Ethnicity	Summer	Fall	Spring	Total	% of Total
African American	5	30	30	65	4.34%
Asian American	39	262	234	535	35.69%
Hispanic	9	180	118	307	20.48%
Native American	1		1	2	0.13%
White/Caucasian	9	87	90	186	12.41%
2+ Ethnicities	2	26	25	53	3.54%
International Student	8	133	115	256	17.08%
Decline to State	4	48	43	95	6.34%
<b>Grand Total</b>	<b>77</b>	<b>766</b>	<b>656</b>	<b>1,499</b>	

Ethnicity	Avg Appts per Client
African American	2.08
Asian American	2.92
Hispanic	2.19
Native American	3.00
White/Caucasian	2.42
2+ Ethnicities	2.06
International Student	3.40
Decline to State	2.06
<b>Grand Total</b>	<b>2.67</b>

### % Annual Appointments by Ethnicity



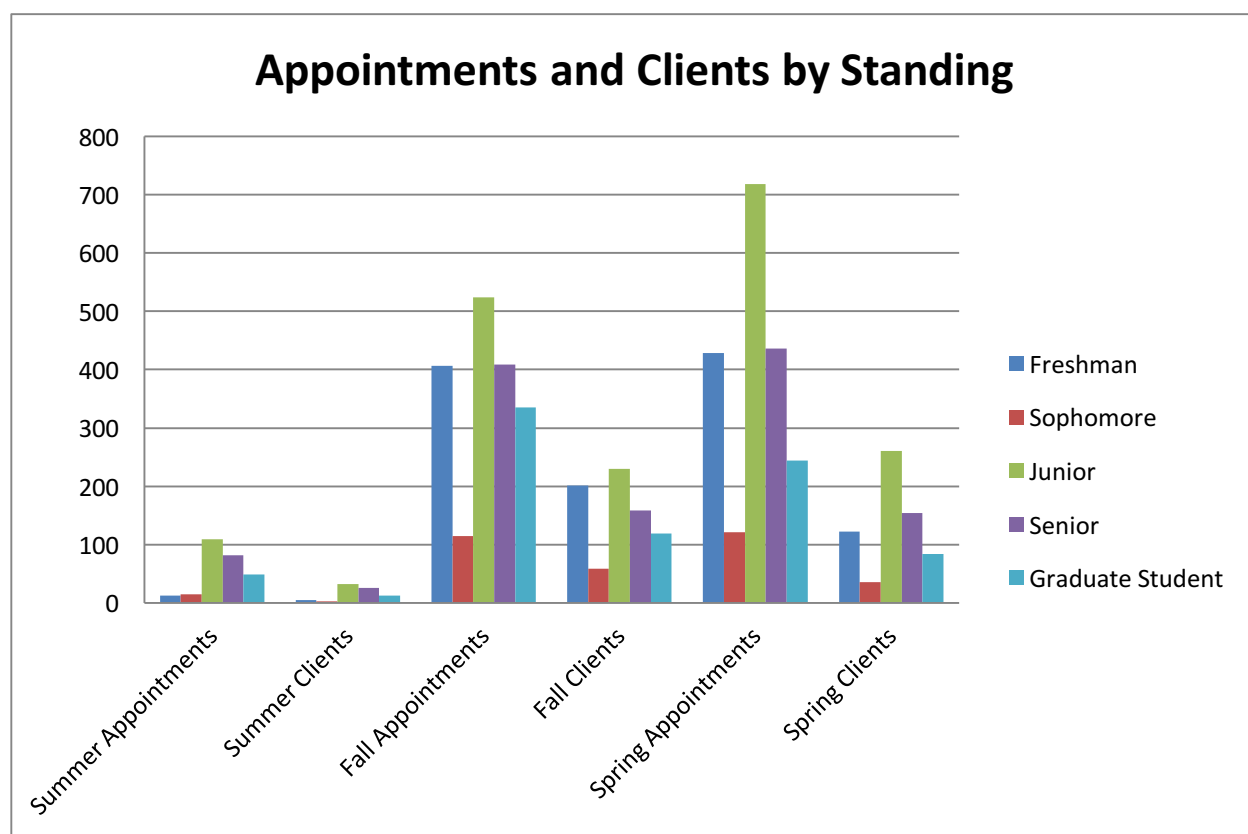
### % Annual Clients by Ethnicity



## Appointments and Clients by Standing

While the Writing Center offers tutoring for all students, the majority of tutoring occurs with upper-division and graduate students, in part because there are other resources available for lower-division students across campus (e.g., Peer Connections). Juniors are our largest group of clients because 100W writing courses are most often taken at the junior level. These courses introduce writing in a specific major/discipline, so many instructors highly recommend use of Writing Center services.

Standing	Appointments					Clients					Avg Appts per Client
	Summer	Fall	Spring	Total	% of Total	Summer	Fall	Spring	Total	% of Total	
Freshman	12	407	428	847	21.16%	5	201	122	328	21.88%	2.58
Sophomore	15	114	121	250	6.25%	2	58	35	95	6.34%	2.63
Junior	109	524	719	1352	33.78%	32	230	261	523	34.89%	2.59
Senior	81	409	436	926	23.14%	26	158	154	338	22.55%	2.74
Graduate Student	48	335	244	627	15.67%	12	119	84	215	14.34%	2.92
<b>Total</b>	<b>265</b>	<b>1,789</b>	<b>1,948</b>	<b>4,002</b>		<b>77</b>	<b>766</b>	<b>656</b>	<b>1,499</b>		<b>2.67</b>

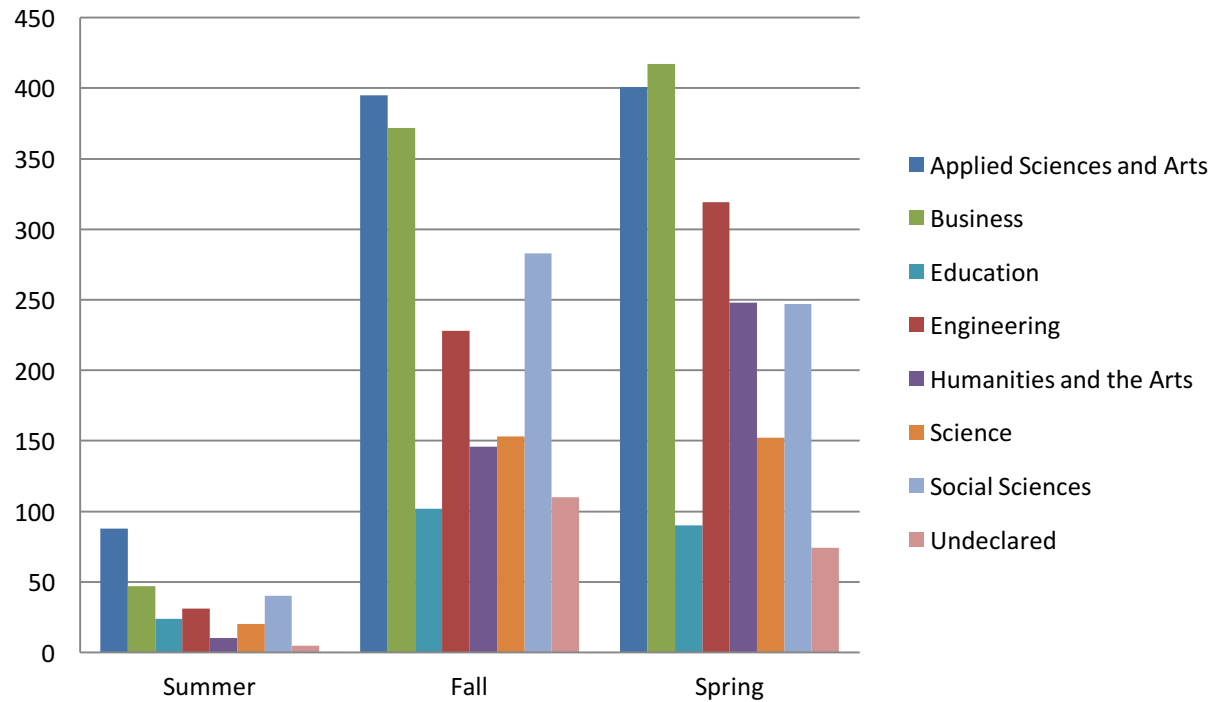


## Appointments and Clients by College and Major

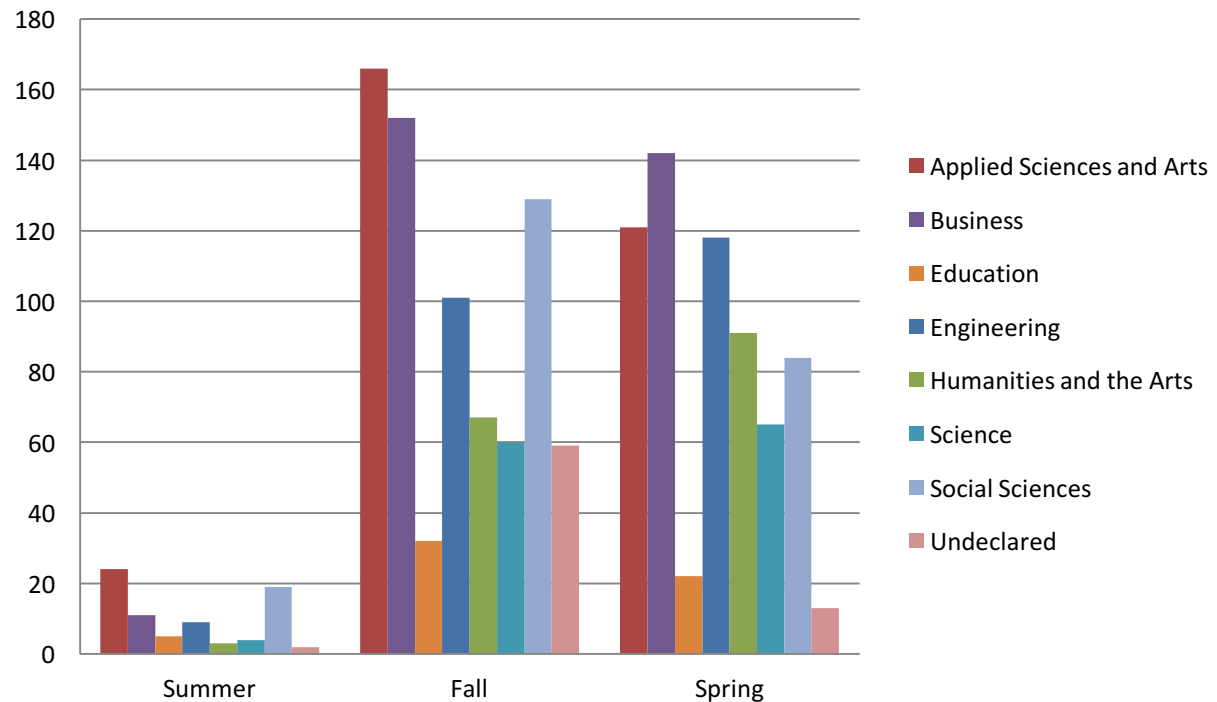
When registering in the WOnline system, students self-report their major in a text box and choose their college from a dropdown list (a feature that was implemented during this reporting period). The following charts represent the number of appointments made by college and major. Note that this does not indicate the courses addressed in tutoring sessions, only the students' stated majors. Also note that "appointments" do not necessarily indicate the number of students as many students make repeat appointments. For example, one student in Secondary Education made 25 appointments while five students in Geography and Global Studies each made one appointment.

College	Appointments					Clients					Avg Appts per Client
	Summer	Fall	Spring	Total	% of Total	Summer	Fall	Spring	Total	% of Total	
Applied Sciences and Arts	88	395	401	884	22.09%	24	166	121	311	20.75%	2.84
Business	47	372	417	836	20.89%	11	152	142	305	20.35%	2.74
Education	24	102	90	216	5.40%	5	32	22	59	3.94%	3.66
Engineering	31	228	319	578	14.44%	9	101	118	228	15.21%	2.54
Humanities and the Arts	10	146	248	404	10.09%	3	67	91	161	10.74%	2.51
Science	20	153	152	325	8.12%	4	60	65	129	8.61%	2.52
Social Sciences	40	283	247	570	14.24%	19	129	84	232	15.48%	2.46
Undeclared	5	110	74	189	4.72%	2	59	13	74	4.94%	2.55
<b>Total</b>	<b>265</b>	<b>1,789</b>	<b>1,948</b>	<b>4,002</b>		<b>77</b>	<b>766</b>	<b>656</b>	<b>1,499</b>		<b>2.67</b>

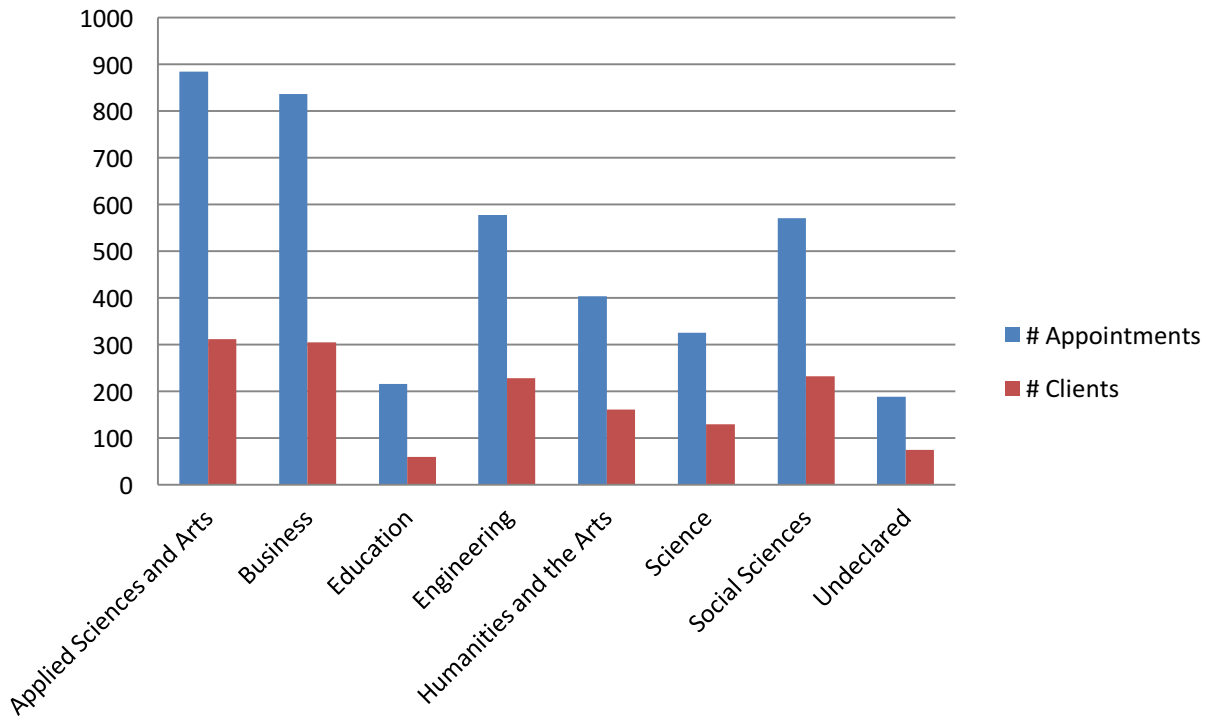
## Appointments by College



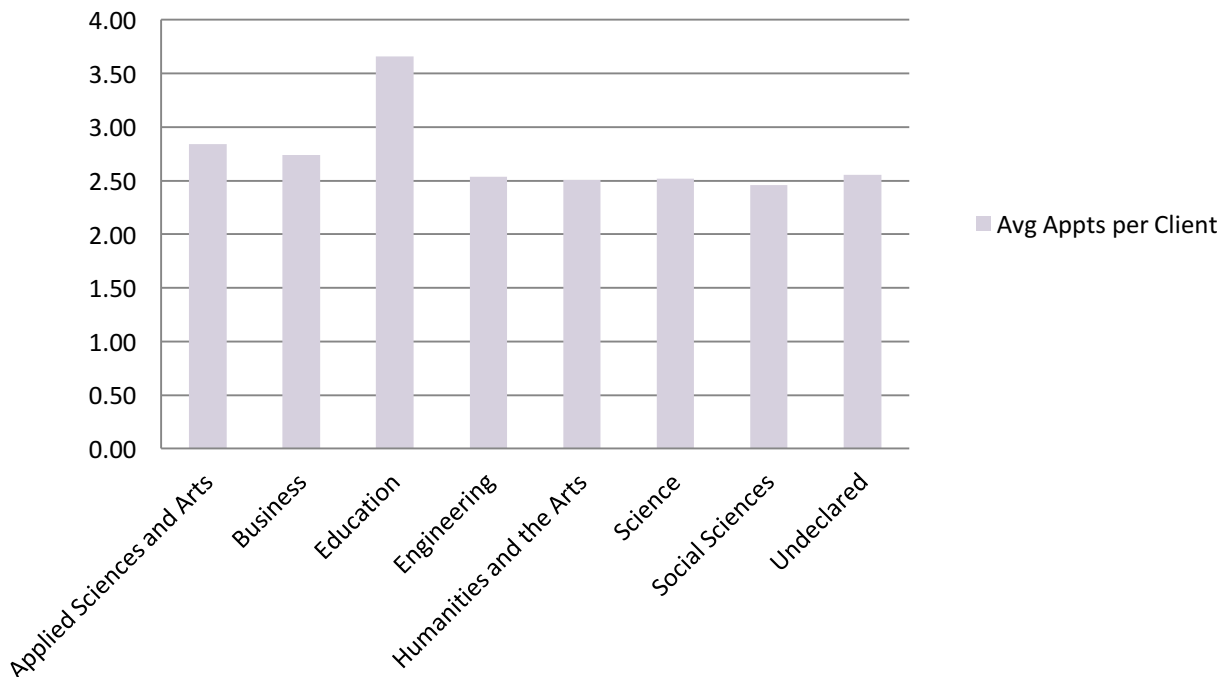
## Clients by College



## Appointments and Clients by College



## Average Appointments per Client per College



## Applied Sciences and Arts

	Appointments				
Major	Summer	Fall	Spring	Total	% of Total
Health Science	37	108	84	229	25.90%
Hospitality Management		7	22	29	3.28%
Journalism and Mass Communications		7	11	18	2.04%
Justice Studies		42	33	75	8.48%
Kinesiology	1	34	55	90	10.18%
Nursing	39	75	51	165	18.67%
Nutrition	8	63	43	114	12.90%
Occupational Therapy		1	38	39	4.41%
Social Work	3	58	64	125	14.14%
<b>Total</b>	<b>88</b>	<b>395</b>	<b>401</b>	<b>884</b>	

	Clients					
Major	Summer	Fall	Spring	Total	% of Total	Avg Appts per Client
Health Science	7	47	26	80	25.72%	2.86
Hospitality Management		5	6	11	3.54%	2.64
Journalism and Mass Communications		5	7	12	3.86%	1.50
Justice Studies		22	12	34	10.93%	2.21
Kinesiology	1	16	21	38	12.22%	2.37
Nursing	14	27	12	53	17.04%	3.11
Nutrition		23	12	35	11.25%	3.26
Occupational Therapy		1	18	19	6.11%	2.05
Social Work	2	20	7	29	9.32%	4.31
<b>Total</b>	<b>24</b>	<b>166</b>	<b>121</b>	<b>311</b>		<b>2.84</b>



## Business

Appointments					
Major	Summer	Fall	Spring	Total	% of Total
Accounting and Finance	19	166	179	364	43.54%
Entrepreneurship		3	3	6	0.72%
General Business	9	52	65	126	15.07%
Human Resource Management	8	24	21	53	6.34%
International Business	4	24	11	39	4.67%
Management		20	44	64	7.66%
Management Information Systems	4	19	41	64	7.66%
Marketing	1	38	31	70	8.37%
Taxation	2	26	22	50	5.98%
<b>Total</b>	<b>47</b>	<b>372</b>	<b>417</b>	<b>836</b>	

Clients						
Major	Summer	Fall	Spring	Total	% of Total	Avg Appts per Client
Accounting and Finance	3	57	39	99	32.46%	3.68
Entrepreneurship		2	2	4	1.31%	1.50
General Business	2	22	19	43	14.10%	2.93
Human Resource Management	1	6	8	15	4.92%	3.53
International Business	2	9	4	15	4.92%	2.60
Management		17	24	41	13.44%	1.56
Management Information Systems	1	6	20	27	8.85%	2.37
Marketing	1	17	13	31	10.16%	2.26
Taxation	1	16	13	30	9.84%	1.67
<b>Total</b>	<b>11</b>	<b>152</b>	<b>142</b>	<b>305</b>		<b>2.74</b>

## Education

Appointments					
Major	Summer	Fall	Spring	Total	% of Total
Child and Adolescent Development	13	34	40	87	40.28%
Communicative Disorders			9	9	4.17%
Counselor Education	7	30	11	48	22.22%
Educational Leadership			4	4	1.85%
Elementary Education	1	18	24	43	19.91%
Secondary Education	3	20	2	25	11.57%
<b>Total</b>	<b>24</b>	<b>102</b>	<b>90</b>	<b>216</b>	

Clients						
Major	Summer	Fall	Spring	Total	% of Total	Avg Appts per Client
Child and Adolescent Development	3	19	11	33	55.93%	2.64
Communicative Disorders			2	2	3.39%	4.50
Counselor Education	1	4		5	8.47%	9.60
Educational Leadership			3	3	5.08%	1.33
Elementary Education	1	8	6	15	25.42%	2.87
Secondary Education		1		1	1.69%	25.00
<b>Total</b>	<b>5</b>	<b>32</b>	<b>22</b>	<b>59</b>		<b>3.66</b>

## Engineering

Major	Appointments				% of Total
	Summer	Fall	Spring	Total	
Aerospace Engineering		6	4	10	1.73%
Biomedical, Chemical, and Materials Engineering	8	8	61	77	13.32%
Civil Engineering	1	61	31	93	16.09%
Computer Engineering	2	17	33	52	9.00%
Electrical Engineering	2	34	53	89	15.40%
General Engineering	3	14	9	26	4.50%
Human Factors and Ergonomics		11	14	25	4.33%
Industrial and Systems Engineering	2	15	6	23	3.98%
Industrial Technology	5	2	23	30	5.19%
Mechanical Engineering	6	20	47	73	12.63%
Software Engineering	2	40	38	80	13.84%
<b>Total</b>	<b>31</b>	<b>228</b>	<b>319</b>	<b>578</b>	

Major	Clients					% of Total	Avg Appts per Client
	Summer	Fall	Spring	Total			
Aerospace Engineering		4	4	8		3.51%	1.25
Biomedical, Chemical, and Materials Engineering	1	8	17	26		11.40%	2.96
Civil Engineering		14	13	27		11.84%	3.44
Computer Engineering	1	7	16	24		10.53%	2.17
Electrical Engineering	1	12	15	28		12.28%	3.18
General Engineering	1	5	5	11		4.82%	2.36
Human Factors and Ergonomics		6	2	8		3.51%	3.13
Industrial and Systems Engineering	1	13	3	17		7.46%	1.35
Industrial Technology	1	1	7	9		3.95%	3.33
Mechanical Engineering	3	11	19	33		14.47%	2.21
Software Engineering		20	17	37		16.23%	2.16
<b>Total</b>	<b>9</b>	<b>101</b>	<b>118</b>	<b>228</b>			<b>2.54</b>

## Humanities and the Arts

	Appointments				
Major	Summer	Fall	Spring	Total	% of Total
Art and Art History		16	25	41	10.15%
Design	5	64	98	167	41.34%
English and Comparative Literature	2	5	19	26	6.44%
Humanities		1	1	2	0.50%
Liberal Studies		4	7	11	2.72%
Linguistics		14	14	28	6.93%
Music and Dance		19	9	28	6.93%
Philosophy			3	3	0.74%
Television, Radio, Film, and Theatre		15	14	29	7.18%
World Languages and Literatures	3	8	58	69	17.08%
<b>Total</b>	<b>10</b>	<b>146</b>	<b>248</b>	<b>404</b>	

	Clients					
Major	Summer	Fall	Spring	Total	% of Total	Avg Appts per Client
Art and Art History		9	9	18	11.18%	2.28
Design	2	28	33	63	39.13%	2.65
English and Comparative Literature		4	10	14	8.70%	1.86
Humanities		1		1	0.62%	2.00
Liberal Studies		3	3	6	3.73%	1.83
Linguistics		6	4	10	6.21%	2.80
Music and Dance		6	2	8	4.97%	3.50
Philosophy			3	3	1.86%	1.00
Television, Radio, Film, and Theatre		4	5	9	5.59%	3.22
World Languages and Literatures	1	6	22	29	18.01%	2.38
<b>Total</b>	<b>3</b>	<b>67</b>	<b>91</b>	<b>161</b>		<b>2.51</b>

## Science

Appointments					
Major	Summer	Fall	Spring	Total	% of Total
Biological Sciences	6	80	46	132	40.62%
Chemistry	4	16	19	39	12.00%
Computer Science	10	37	63	110	33.85%
Mathematics and Statistics		7	22	29	8.92%
Meteorology and Climate Science		1		1	0.31%
Physics and Astronomy		5	2	7	2.15%
Science Education		7		7	2.15%
<b>Total</b>	<b>20</b>	<b>153</b>	<b>152</b>	<b>325</b>	

Clients						
Major	Summer	Fall	Spring	Total	% of Total	Avg Appts per Client
Biological Sciences	1	30	13	44	34.11%	3.00
Chemistry	3	5	6	14	10.85%	2.79
Computer Science		17	38	55	42.64%	2.00
Mathematics and Statistics		4	7	11	8.53%	2.64
Meteorology and Climate Science		1		1	0.78%	1.00
Physics and Astronomy		2	1	3	2.33%	2.33
Science Education		1		1	0.78%	7.00
<b>Total</b>	<b>4</b>	<b>60</b>	<b>65</b>	<b>129</b>		<b>2.52</b>

## Social Sciences

Appointments					
Major	Summer	Fall	Spring	Total	% of Total
African American Studies			1	1	0.18%
Anthropology	1	14	9	24	4.21%
Communication Studies		42	23	65	11.40%
Economics	1	29	11	41	7.19%
Environmental Studies		15	9	24	4.21%
Geography and Global Studies		3	2	5	0.88%
History		5	4	9	1.58%
Mexican American Studies		2		2	0.35%
Political Science	1	17	26	44	7.72%
Psychology	18	77	120	215	37.72%
Sociology	13	73	34	120	21.05%
Urban and Regional Planning	6	6	8	20	3.51%
<b>Total</b>	<b>40</b>	<b>283</b>	<b>247</b>	<b>570</b>	

Clients						
Major	Summer	Fall	Spring	Total	% of Total	Avg Appts per Client
African American Studies			1	1	0.43%	1.00
Anthropology		10	4	14	6.03%	1.71
Communication Studies		18	6	24	10.34%	2.71
Economics		15	4	19	8.19%	2.16
Environmental Studies		7	5	12	5.17%	2.00
Geography and Global Studies		3	2	5	2.16%	1.00
History		5	2	7	3.02%	1.29
Mexican American Studies		1		1	0.43%	2.00
Political Science	1	11	10	22	9.48%	2.00
Psychology	8	33	35	76	32.76%	2.83
Sociology	9	23	13	45	19.40%	2.67
Urban and Regional Planning	1	3	2	6	2.59%	3.33
<b>Total</b>	<b>19</b>	<b>129</b>	<b>84</b>	<b>232</b>		<b>2.46</b>

## **Workshops**





## Writing Center Workshops

Each semester, the Writing Center offers a variety of workshops targeting particular areas of need that have been identified by faculty, Writing Specialists, or students using the Writing Center. These workshops are presented in seminar fashion for up to 15 students. All our workshops are taught by Writing Specialists or Writing Center faculty.

## Workshop Statistics and Attendance

During the 2015-2016 reporting period, **396** students attended **50** regularly scheduled workshops on a range of topics. Workshops may be cancelled if they do not meet the minimum registration requirement of five participants.

Title	# Times Presented	# Attendees
Analyzing Writing Prompts	3	18
Annotated Bibliographies	2	16
Basic APA Style	3	29
Body Paragraphs	2	13
Brainstorming for In-Class Essays	2	10
Build Your Brand: Creating an Educational and Professional Portfolio	4	28
Building Blocks of an Analytical Paragraph	2	12
Common Grammar and Punctuation Errors	6	44
Email Communication: Etiquette for the Internet	1	3
Essay Prompts and Time Management	2	21
Four Ways to Write a Killer Personal Summary	3	45
Leveraging Your Transferable Skills	4	50
Muscle Verbs for Good Writing	2	7
Paraphrasing	1	2
Selecting and Integrating Source Materials	2	31
So What: Building an Effective Thesis in Three Easy Steps	4	26
Trimming the Fat: Writing Concisely and Avoiding Wordiness	2	14
Writing under Pressure	3	22
WST Scoring	2	5

## Requested Workshops

In some cases, faculty request specific workshops to be presented in their classrooms. This year we presented **29** requested workshops to **801** graduate and undergraduate students.

Requested Workshops	# Times Presented	# Attendees
Basic APA Style	3	75
Body Paragraphs	3	75
Common Grammar and Punctuation Errors	13	375
Paraphrasing	3	79
Selecting and Integrating Source Material	3	93
Trimming the Fat: Writing Concisely and Avoiding Wordiness	4	104

## Workshop Evaluations

After every workshop, whether at the Writing Center or in a classroom, students fill out a short, four-question evaluation with numerical scores ranging from 1 to 5. The questions ask if the topic was covered thoroughly, if the information was clear, if the material will be useful, and if the student would recommend Writing Center workshops to his or her peers. We recorded **974** responses.

Question	Average Feedback
Coverage	94.48%
Clarity	95.01%
Usefulness	93.35%
Recommendation	93.47%

## **Writing Resources**



## **Writing Resources**

Every semester Writing Specialists create original writing resources to support the Writing Center mission of helping students improve their writing. They go through multiple revisions with both the Writing Center Director and Faculty-in-Residence. In years past, the resources were limited to our Homegrown Handouts, but they have recently been expanded to include posters, videos, blog posts, and other resources (e.g., flashcards or informational bookmarks).

### **Homegrown Handouts**

We currently have over 100 Homegrown Handouts on our website. People from across the country and beyond have reached out to the Writing Center to indicate that they use the handouts in classroom instruction, during private tutoring sessions, and for personal enrichment. We have received messages from teachers who are using our handouts in countries such as Afghanistan, Thailand, Indonesia, and South Korea.

This year, we continued to use a formal template for all handouts. The template addresses a writing problem with examples, explanations, and exercises. We ensure that models are provided and concepts are scaffolded. Writing Specialists choose topics that are not addressed in our current pool of handouts. Some handouts are intended to be used during tutoring appointments while others are more appropriate for students to use on their own.

Writing Specialists created two handouts during the 2015-2016 academic year.

- “Navigating the APA Manual” by Nicky Lai
- “Résumés from Start to Finish” by Jeff Heid

### **Posters**

Writing Specialists created two posters for the tutoring lab to be referenced during tutoring appointments. The posters go through the same vigorous revision process as all resource projects.

- “MLA vs. APA Writing Style” by John Linford
- “Identifying Parts of Speech” by Sheldon Hentschke

### **Videos**

Writing Specialists created three videos for the Writing Center YouTube channel (<https://www.youtube.com/user/SJSUWritingCenter>). The videos go through the same vigorous revision process as all resource projects. The first video listed below focuses on what students can expect during tutoring at the Writing Center, and the other videos are virtual tutoring sessions that focus on specific writing skills.

- “Sample Tutoring Sessions” by Danny Spiteri
- “Creating an Arguable Thesis Statement” by Jeff Heid
- “Understanding an Essay from a Reader’s Perspective” by Nicky Lai

## **The Write Attitude**

Writing Specialists created *The Write Attitude: The Official Blog of the SJSU Writing Center*, (<https://sjsuwritingcenter.wordpress.com>). Jacqueline Goodwin, Roya Lillie, Giselle Tran, and Hannah Wiltbank wrote blog posts throughout the year focusing on a variety of writing-related topics. The blog was not launched until spring 2016, so there is a backlog of content that continues to be rolled out.

## **Other Writing Resources**

Writing Specialists identified a variety of other, non-traditional resources to be used in the Writing Center.

- Ben Aldridge created “Paraphrasing Guide/Guide to a Great Appointment,” a bookmark to be distributed to current and future tutees.
- Brooke Blankenship created “The Parts of Speech Test” to be laminated and used interactively during tutoring sessions.
- Samantha Lai created flashcard games on articles and subject-verb agreement to be used during tutoring sessions.
- Roya Lillie is writing an article for a writing center journal on why it is best practice not to use computers during writing-related tutoring sessions.
- John Linford updated the “Basic APA Style” workshop, trained Writing Specialists on APA formatting, and created APA flashcards to be used during tutoring sessions.

## **On-Campus Collaborations**





## **Writing Fellows**

The director of the Writing Center, Michelle Hager, worked closely with the director of Writing Across the Curriculum, Dr. Tom Moriarty, to develop the new Writing Fellows program. Writing Fellows are course-embedded tutors who provide writing support for students enrolled in 100W courses all across campus.

A Writing Fellow's duties include

- meeting with faculty members regularly to develop and deliver both in-class and out-of-class writing support.
- working with students in class.
- meeting with students in small groups outside of class to facilitate discussion, peer review, and supplemental instruction sessions.
- meeting with students individually to provide feedback on projects in all stages of the writing process, from brainstorming and organizing ideas to drafting and revising.
- submitting regular written reports of activities to the faculty member and the coordinators of the Writing Fellows program.

The Writing Center Director was the co-coordinator of this program, and she assisted in both training and supervising the Writing Fellows. She developed a comprehensive training program for the Fellows that mirrors many of the steps in the hiring/training process at the Writing Center.

## **MST Tutoring**

During the spring 2012 semester, the Writing Center and the MS Taxation program of the Lucas Graduate School of Business entered into an agreement to provide additional tutoring for MST students writing articles for *The Contemporary Tax Journal*, a semi-annual journal. John Linford, a Writing Specialist, worked with MST students throughout 2015-2016. Appointments were 90 minutes and usually addressed both grammar and content.

John also facilitated a four-hour writing workshop for the MST program. He presented information on APA formatting, essay development, common grammar mistakes, and methods for writing more concisely. John distributed multiple handouts and worksheets that students used during the workshops, two of which were graded and used as part of the overall class grade. Many students asked questions and sought help in specific areas. Numerous MST students scheduled appointments at the Writing Center after this workshop.

## **iSchool Collaboration**

The SJSU School of Information (iSchool) hires one Writing Specialist every year to conduct online tutoring sessions with students in its online graduate program. The tutor works up to an additional five hours per week tutoring in the iSchool's Collaborate web conferencing

environment. In 2015-2016, Writing Specialist John Linford worked with the iSchool, and we plan to continue this collaboration in the future.

### **Student-Athlete Success Services Collaboration**

The Writing Center worked with Student-Athlete Success Services to identify tutors who could work with student athletes in the evenings at the Gadway Academic Center. In fall 2015, Writing Specialists Danny Spiteri and Giselle Tran completed this work. They conducted one-on-one tutoring sessions with numerous student athletes who needed extra assistance with their writing.

### **Professional Writing Development**

The Writing Center assists students preparing their résumés, cover letters, and personal statements as they apply for jobs, internships, and graduate school, both during normal tutoring sessions and during specialized one-on-one professional writing development sessions with Faculty-in-Residence Debra Caires. Debra met with 34 individual students for 77 appointments to review and develop students' professional writing.

### **House Calls**

The Writing Center offers in-class orientations to the campus community. These "house calls," presented by Writing Specialists, inform students about Writing Center services. During these presentations, Writing Specialists explain what to expect from one-on-one tutoring, how to schedule appointments, and how to prepare for appointments. Students are also given information about how to sign up for Writing Center workshops. House calls are usually presented in the classroom; however, in some cases, faculty will bring their students to the Writing Center for a tour. Writing Specialists presented 11 house calls in 2015-2016.

### **Student Conduct and Ethical Development Academic Integrity Plagiarism Sessions**

In spring 2016, Student Conduct and Ethical Development reached out to the Writing Center to develop a presentation about avoiding plagiarism for students mandated to take an academic integrity class. Pat Walls created and presented "What Is Plagiarism and How Do I Avoid It?" three times during the semester, and he will continue to work with Student Conduct and Ethical Development to refine the presentation in the future.

### **Frosh Orientation**

During summer 2015, Writing Specialists Samantha Lai, John Linford, and Hannah Wiltbank staffed the Writing Center table during the weekly resource fair at the Frosh Orientation sessions. They handed out promotional materials and talked to hundreds of students and parents about Writing Center services and the importance of college-level writing.

### **Admitted Spartan Day**

On Admitted Spartan Day, Writing Specialists Nicky Lai, Roya Lillie, and John Linford staffed a table for the Writing Center. They handed out promotional materials and talked to students and parents about Writing Center services. Many students asked questions about the Writing Skills Test (WST), which is not directly linked with the Writing Center. The Writing Specialists explained how tutoring and workshops can help students prepare for the test. Also, numerous students inquired about jobs at the Writing Center. The Writing Specialists spoke with several hundred students throughout the day.

### **Graduate Student Orientation Resource Fair**

In August, Writing Specialists Nicky Lai, Samantha Lai, and Danny Spiteri staffed a table for the Writing Center at the Graduate Student Orientation Resource Fair. They handed out promotional materials and talked to several hundred students, describing the Writing Center services. They also discussed various areas of writing that students can improve.

### **Peer Educator Café**

In April, Writing Specialists Roya Lillie and Hannah Wiltbank staffed a table for the Writing Center at the first-annual Peer Educator Café. They handed out promotional materials and talked to dozens of students, describing the Writing Center services. They also discussed ways students can improve their writing.



## **Campus Communications**



## Communications with Faculty

To further the mission of the Writing Center, we seek to engage faculty in a discussion of writing and the teaching of writing. At the conclusion of each tutoring session, with the client's permission, Writing Specialists send an email report about the session to the instructor, identifying the assignment discussed and issues addressed during the session.

In many cases, the replies from instructors express appreciation for the individualized attention their students receive at the Writing Center. Sometimes the reply provides the Writing Specialist with feedback on the specifics of the assignment or comments about the challenges that the student faces in his or her writing. Occasionally, instructors have questions about teaching writing. In all cases, the email report heightens faculty awareness of how Writing Specialists and faculty can collaborate to improve student writing on a case-by-case basis.

When we opened in February 2007, only a few students wanted Writing Specialists to contact their instructors. Some clients were embarrassed to admit that they needed writing assistance. Many of them declined instructor contact simply because they did not understand the benefits of informing their instructors about their tutoring session(s).

However, the number of students approving follow-up email reports has slowly increased. In 2015-2016, clients for 43.78% of our one-on-one appointments indicated that they wanted a follow-up email message sent to their instructor (the equivalent to **1,752** appointments with follow-up instructor contact).

## Model Emails by Writing Specialists

The following emails are samples of the follow-up messages to professors that are written by our Writing Specialists and Assistant Writing Specialists. This correspondence connects the Writing Center to the campus community and allows us to engage in a dialogue with instructors about the writing process. (Student names have been blacked out for privacy.)

### Sample Email #1

Dear Professor Ash,

My name is Danny Spiteri, and I am a Writing Specialist at the Writing Center in Clark Hall. I worked with your student [REDACTED] from your HS 100W course on November 5. [REDACTED] has given me permission to contact you regarding her visit to the Writing Center.

During the 30-minute appointment, we reviewed her literature review about asthma. In this session, we focused on grammar. Namely, [REDACTED] had a clear sense of her ideas, but she struggled to convey them in writing. I recommended she refer to the SVO (subject-verb-object) sentence structure as a model for how to form a clear sentence. I also defined clauses and explained their role in sentence forming. [REDACTED] and I went to various spots throughout her paper where she was struggling to express her ideas, and we worked together to form sentences from these ideas according to the advice I gave her. She is putting a lot of effort into internalizing these concepts to improve her writing.

We discussed her paper at length, but we did not have time to cover the entire document. I suggested that [REDACTED] apply the principles we discussed to the rest of her paper, and then she may make another appointment if she has the time.

I am writing to let you know of this tutoring session. If you have any questions concerning this visit, or would like me to cover any particular writing issues, please let me know.

Sincerely,  
Danny Spiteri  
Writing Specialist  
(408) 924-2308



## Sample Email #2

Hello Professor Goebel,

My name is John Linford, and I am a Writing Specialist at the Writing Center in Clark Hall. I worked with your student [REDACTED] from your ENGL 2 course on December 1. [REDACTED] has given me permission to contact you regarding her visit to the Writing Center.

During the 30-minute appointment, [REDACTED] and I went over her paper on the drought in California for content. She began the session by saying she wanted help interpreting your comments. I urged her to chat with you about them to ensure she follows your requirements. We spent most of the session working on developing and structuring her argument. We chatted about her thesis statement as well as the structure of her introduction. I explained the purpose of a thesis statement, and we worked on finding clear and specific points to make her argument more obvious. We then chatted about finding ways to present her points and connect them in a strong argument. We created a rough outline of the argument and her new paper, and we used this outline to construct a working thesis statement. We also went over some ways she could incorporate outside evidence to support her claims and strengthen her argument.

We worked for the entire 30-minute appointment, and [REDACTED] and I were able to cover all of her content concerns. She took great notes during the session and was involved the entire time. I invited her to return to the Writing Center.

I am writing to let you know of this tutoring session. If you have any questions concerning this visit, please let me know.

Sincerely,  
John Linford  
Writing Specialist  
(408) 924-2308

### Sample Email #3

Dear Professor Thomas,

My name is Sammy Lai, and I am an Assistant Writing Specialist at the Writing Center in Clark Hall. I worked with your student [REDACTED] from your SCWK 130 course on December 9th. She has given me permission to contact you regarding her visit to the Writing Center.

During the 30-minute tutoring appointment, we reviewed [REDACTED]'s research paper about adolescent pregnancy. We worked on understanding and correcting grammar errors. She mainly struggled with subject-verb agreement, so I emphasized that a singular subject requires and singular verb, and a plural subject requires a plural verb. Afterwards, she seemed to have a better understanding of this concept. In addition, we talked about capitalization, pluralization, and pronoun-antecedent agreement. We also went over how to use a semicolon and how to use commas with coordinating conjunctions. Furthermore, we revised her word choice for clarity and eliminated redundant information. At the end of the session, I gave her handouts for subject-verb agreement, semicolons, and commas. I also encouraged her to visit our website, so she can utilize our handouts for a variety of grammar subjects.

[REDACTED] was a pleasure to work with. She was engaged throughout the entire appointment and was receptive to my feedback. We reviewed about one and a half pages of her essay. I invited her to return to the Writing Center if she needed further help. I am writing to let you know of this tutoring session. If you have any questions concerning this visit, please let me know.

Sincerely,  
Sammy Lai  
Assistant Writing Specialist  
(408) 924-2308

#### **Sample Email #4**

Dear Professor Loomis,

My name is Sheldon Hentschke, and I worked with your student [REDACTED] from your DSGD 100W course on March 25th. [REDACTED] has given me permission to contact you regarding his visit to the Writing Center.

During our 30-minute session, we discussed the content of [REDACTED]'s product review. We first focused on condensing the material that he had; I advised him to ask himself whether a piece of information was absolutely necessary to understand his review and remove it if he deemed it unnecessary. We then discussed adding a critique of his product and a comparison to a comparable product. Lastly, we brainstormed a conclusion for his review, analyzing what his product meant to the existing marketplace.

[REDACTED] was engaged throughout the session and contributed much to the discussion. He took down notes on what we went over, and I suggested that he come in for another appointment if there was anything else he wanted to go over.

I am writing to let you know of this tutoring session. If you have any questions concerning the visit, please let me know.

Sincerely,  
Sheldon Hentschke  
Writing Specialist  
(408) 924-2308

## Selected Faculty Responses to Writing Specialist Emails

We receive hundreds of messages every year in response to the follow-up emails that Writing Specialists send to faculty. Some of these responses express appreciation for our tutors' work while others ask questions about our services. The following emails are representative samples of the emails that we receive from faculty. (Student names have been blacked out for privacy.)

Ben,

Thanks for the information. I think the sessions at the Writing Center have already helped [REDACTED]. The language issue is a big factor for her, but the kind of writing help you gave her is very useful.

Thanks as always,  
Laurie Steinberg, Nutrition and Food Science  
September 22, 2015

Dear Danny,

Thank you for spending time with [REDACTED]. She has excellent ideas but is having trouble articulating those ideas. This writing you helped her with was pre-writing for an in-class essay. Unfortunately, she didn't do as well as she would have liked, but she said that the visit to the writing center was really helpful, she just had trouble applying some of what she learned over there in her actual essay.

I hope that she continues to visit the writing center. I'll definitely continue to urge her to go. I think the main thing that was missing in her essay was the "so what?" factor. Perhaps working with her to develop significance both in her introductory paragraph(s) and body paragraphs might be helpful. I think it would also be extremely helpful to work with her on sentence-level errors.

Thanks again,  
Shannon Hervey, English and Comparative Literature  
September 29, 2015

Dear Nicky,

Thank you for helping her and for letting me know that you are helping her! Hopefully, through many of our individual efforts, we can help students become more effective communicators.

Best,  
Shannon Bros-Seemann, Biological Sciences  
October 4, 2015

Hi John,

I am so glad that [REDACTED] worked with you. I have been constantly reminding the students about the importance of going to the WC. Given what you were able to go over with [REDACTED], I hope she now sees the value of the WC.

Thanks so much.

Victoria Sansome, Linguistics and Language Development

October 13, 2015

Hi Mr. Spiteri,

I encouraged students to seek assistance from the Writing Center and I am glad that you informed me that you helped my student. I greatly appreciate your assistance with my student's essay assignment. There will be a second writing assignment, and I hope more students utilize the Center.

Sincerely,

Alexander Yamato, Asian American Studies

October 14, 2015

Hi John,

Thanks for working with [REDACTED], and for emailing me. It sounds like you were really able to help [REDACTED] out. Much appreciated. Can I send all of my students to you? :)

Best,

Jason Wozniak, American Studies

November 4, 2015

Thank you, Hannah. Engineering students cannot put their minds on paper in an organized way. Your support is appreciated.

Sotoudeh Hamed-Hagh, Electrical Engineering

November 8, 2015

Excellent, Danny! Thank you for your work with [REDACTED]. She is familiar with Joseph Williams' *Style*, one of the texts we are using, and with Lunsford's Writer's Help 2.0 in Canvas. Feel free to refer her to these resources, too.

Cindy Baer, English and Comparative Literature

November 16, 2015

Excellent! You gave her good advice.

Michael Jordan, Philosophy

December 9, 2015

Dear Michelle,

Before the craziness of a new semester begins I wanted to write and offer a big thank you to your tutors for the work that they did with my Ling 21 students last semester. I really appreciated the detailed feedback emails I received from the Writing Center tutors because they helped me better understand my students' writing abilities and challenges; I used the information provided to direct my written feedback to the areas most critical to my students' writing needs. I did try to write an individual thank you response to each tutor email as I received them but am afraid that a few escaped me, so perhaps you might pass along my thanks to all.

I should also add that I received quite a bit of positive feedback from my students on their tutoring sessions. Although I suspect most of my students were motivated to seek tutoring because of the extra credit I offered for it, quite a few reported that they planned on returning even without the incentive of credit because of their positive experiences and the way your tutors helped them improve their writing.

I worked as a writing tutor as both an undergraduate and a graduate student here at the university, and am a firm believer in the importance of writing tutoring for our students, who bring a variety of linguistic abilities and challenges to their studies at SJSU.

I look forward to working with your tutors again this semester.

Debra Hunter, Linguistics and Language Development  
January 25, 2016

Thank you for the work you do, Giselle. I'm delighted to hear she sought assistance, especially this early in the semester.

Felicia Noonis, Health Professions  
February 9, 2016

Thanks, Hannah. It helps me to know this. I think I will ask her to turn in the draft as it was when she brought it to you as well as the final draft.

Christy Junkerman, Art  
February 18, 2016

Thank you Hannah. I appreciate you working with [REDACTED] and the SJSU student body in strengthening their writing skills. I'll let [REDACTED] know that I received your message.

Mary Gloner, Health Science and Recreation  
February 23, 2016

Thank you for the work you did with [REDACTED] and all that you do for our students. You are a treasured resource.

Felicia Noonis, Health Professions  
February 29, 2016

Nicky,

I am happy that [REDACTED] reached out to you, and that you are working with her. She seems very bright and is always engaged during class. I also find her to have a pleasant personality and to be easy and enjoyable to interact with. I have great respect for her dedication to improving her communication skills, and thank you for assisting her in that endeavor.

Best regards,

Jeff Mirocha, Meteorology  
February 29, 2016

Hello,

Thank you so much, I am so proud of her that she obtained assistance. I have been emphasizing this to the class—to allow someone to review their work and not to think of this as negative.

Again, thank you. I know this has made her more confident with her writing.

Virginia Montelongo, Justice Studies  
March 4, 2016

Thank you, Samantha. I really appreciate your detailed summary. I just had an office hour meeting with [REDACTED], and was able to build on the focal points that you identified in your session.

Kind regards,  
John Leih, Engineering  
March 10, 2016

Thank you, Samantha, for your good work with my student [REDACTED].

I am impressed that you could identify his major problems so accurately. I am sure his essay improved due to your assistance.

Romey Sabalius, Foreign Languages and Literatures  
March 18, 2016

Hi John,

Thanks so much! [REDACTED] resubmitted her paper, and I was impressed by the improvements—particularly in regards to both paraphrasing and APA style.

I appreciate your helpfulness. The one-on-one support is exactly what [REDACTED] needed.

BTW, another student of mine, [REDACTED], told me that you had assisted her with understanding some of the finer points of APA. She was awed by your knowledge.

You're obviously very good at your job and SJSU is lucky to have you!

Thanks again,

Ellen Greenblatt, Information Sciences  
March 23, 2016

Dear Sheldon,

This is a belated reply to thank you for the support you provided to [REDACTED]. It paid off with an improved paper. I will encourage [REDACTED] to seek out assistance at the SJSU Writing Center on future projects to maintain the momentum of improvement.

With warm regards and appreciation,

John Loomis, Design  
April 12, 2016

Thanks so much. I appreciate your assistance to my graduate students. Good writing is the key to professional success!

Best regards,  
Frannie Edwards, Political Science  
May 11, 2016



Thank you, Sheldon.

I appreciate you taking the time to work with my student, [REDACTED]. He did inform me of his intention to visit as well as followed up with how useful he felt the appointment was in preparing him for our final exam the following day.

Best wishes, and good luck on your remainder of the semester.

Bonnie Hsia, Engineering  
May 14, 2016



## **The AANAPISI Grant**



## **Overview**

San José State University has been recognized as an Asian American Native American Pacific Islander Serving Institution (AANAPISI) by the United States Department of Education. We have received a \$2 million grant over five years to improve student writing skills. This project is under the direct supervision of the SJSU Provost and has been integrated into campus-wide efforts to improve the retention and graduation rates of URM students. The Project Director for the AANAPISI Grant is Dr. Patricia Backer.

Writing Center Director, Michelle Hager, and Writing Specialists John Linford and Hannah Wiltbank served on the Writing Excellence Board for the AANAPISI Grant during the 2015-2016 academic year.

## **Writing Specialists**

Five Writing Specialists were hired through the grant during the reporting period to meet the demand for tutoring appointments. The grant allowed Writing Specialists to continue working for one semester after graduation.

## **Faculty Writing Workshops**

The goal of the Faculty Writing Workshops is to improve the quality of writing instruction across campus. Upon completion of the workshops, faculty are able to use teaching techniques that are immediately transferrable to their classrooms. Faculty members who are selected to participate in the two-day workshop attend a full day of instruction about the teaching of writing, and then they create their own practical lesson plans that can be used in the classroom. On day two, they present these lessons, during which time they receive feedback from their peers and the workshop facilitators. Completed lessons are refined and posted online for other instructors to use in their classes.

In spring 2016, Linda Mitchell and Michelle Hager conducted the two-day workshop for six faculty members from various disciplines across campus. The facilitators administered surveys for assessment to the faculty participants and received overwhelmingly positive feedback about the high quality of the workshop. In fall 2015, Linda Mitchell and Michelle Hager conducted a one-day “Grab-and-Go” workshop designed to help faculty members create and share 20-minute writing activities that can be used in the classroom to get students writing, fill in gaps during lectures, or teach important concepts. Five faculty members from various departments attended this workshop.

## **AANAPISI Showcase**

In April, the AANAPISI Showcase presented faculty research funded by the AANAPISI grant. The showcase was composed of two parts: a poster showcase and a talk by Dr. Daniel Byrd of the Campaign for College Opportunity, discussing the issues AAPI students face in higher education. During the showcase, there were 21 posters on display, covering all aspects of the grant and the achievements made in writing at SJSU. Posters included lesson plans from the Faculty Writing Workshops, results from AANAPISI-sponsored courses, and highlights from focus groups conducted with AAPI students.



## **Writing Center Online Presence**





## Writing Center Website

The Writing Center website ([www.sjsu.edu/writingcenter](http://www.sjsu.edu/writingcenter)) is used by students, faculty, staff, and others who are interested in our services or online writing resources. All our tutoring appointments are made online through our WOnline reservation system. The direct link to make appointments is [www.sjsu.mywconline.com](http://www.sjsu.mywconline.com). Students also register for writing workshops through our website.

The Writing Center website offers information about our services, policies, workshops, faculty and staff, faculty projects, and employment at the Writing Center. We also post links to a variety of writing resources, including our videos and Homegrown Handouts.

The website receives heavy traffic, and between June 2015 and May 2016, it received **82,033 pageviews**. Google Analytics tracks our website statistics.

## Online Resource Materials

The Writing Center Homegrown Handouts are often downloaded by visitors to our website. The following handouts were downloaded the most frequently.

- “Body Paragraphs”
- “Embedding Quotations”
- “Concrete Language”
- “Direct and Indirect Dialogue”
- “Rhetorical Analyses”
- “Concise Writing”

## Facebook and Twitter

The Facebook business page for the Writing Center has continued to grow successfully. There are **653** individual fans of the Writing Center Facebook page; in addition, many other writing centers, universities, corporations, and local businesses have liked our official page.

The Writing Center Twitter page has also continued to grow. The page currently has **640** followers.

Both of these social media outlets give the Writing Center the valuable opportunity to publicize its services and to communicate with others in the SJSU community and beyond.

## The Write Attitude

In the spring 2016 semester, we launched *The Write Attitude: The Official Blog of the SJSU Writing Center* (<https://sjsuwritingcenter.wordpress.com>). All blog entries are written by student Writing Specialists. The purpose of the blog is to offer students (both at SJSU and beyond)

valuable information about the writing process through an informal, easy-to-access platform. The blog has received **445 views** from **225 unique visitors**.

### **YouTube Videos**

The Writing Center developed additional video resources in 2015-2016, and all these resources are available on our website and on our YouTube channel (<https://www.youtube.com/user/SJSUWritingCenter>). While two of our videos offer additional information about the Writing Center and its operations, two of the videos function as virtual tutoring sessions. In future semesters, we plan to continue developing video resources. The following videos are currently available.

- “SJSU Writing Center Virtual House Call,” 2,012 views
- “Sample Tutoring Sessions,” 310 views
- “Understanding an Essay from a Reader’s Perspective,” 98 views
- “Creating an Arguable Thesis Statement,” 265 views

### **Writing Center App**

During the fall 2015 semester, a team of three undergraduate students from the Department of Computer Science worked with Writing Center faculty and staff to create an iOS Writing Center app. The app allows students to access Writing Center resources on their mobile devices. With the app students can easily log in to the WOnline (our online reservation system) to create and manage tutoring appointments; see our location, both on campus and within Clark Hall; browse FAQs about our policies and procedures; contact the Writing Center or visit our social media pages using quick links; and access our Homegrown Handouts. The app went through many stages of development, and by the end of the term, it was made available in the App Store.

This iOS app is in addition to the previously created Android app, which was also made by students from the Department of Computer Science. For Android devices, the app is available in the Google Play store.

## **Research Projects and External Collaborations**



## **Northern California Writing Centers Association Conference**

In April 2016, Writing Center staff and faculty conducted two presentations at the 2016 Northern California Writing Centers Association Conference.

Michelle Hager, Samantha Lai, Roya Lillie, and John Linford presented “New Media and Old Techniques,” exploring the role of technology in tutoring services. Pat Walls, Jeff Heid, and Nicky Lai presented “The Startup Company: Re-visioning and Marketing the Writing Center to Engage and Enthrall Stakeholders,” leading participants to brainstorm and share new ways of marketing their tutoring services.

Both sessions attracted attendees from writing centers across Northern California, many of whom expressed interest in applying our strategies in their own centers. The SJSU participants also attended several other presentations to learn about methods used at other writing centers.

## **Conference on College Composition and Communication (CCCC)**

In April 2016, the Writing Center Director, Michelle Hager, presented “Writing Centers and Writing Fellows: Forging Complementary Paths for Writing Support Services” at the Conference on College Composition and Communication (CCCC) in Houston, TX. She presented on a panel with the Writing Across the Curriculum Director, Dr. Tom Moriarty; the Stretch English Coordinator, Dr. Cindy Baer; and a graduate-level Writing Fellow, Shane Diven. The presentation was well attended, and the interactive discussion led to many ideas being exchanged about the development of Writing Fellows programs.

## **Ongoing Research Projects**

The Writing Center Director is currently engaged in numerous research projects. She conducted a Writing Specialist Alumni Survey in which she contacted all former Writing Center tutors (dating back to the opening of the Center in 2007). The survey was the first step in a project to assess the impact we have on our student employees. The Writing Center has consistently demonstrated how we impact students who use our services. We have multiple assessment tools in place that prove how we assist students, help them improve their writing, and contribute to student success. However, we have never formally researched how we affect our student employees. This project aims to fill that gap.

The director is also a principal investigator in the following research projects with the Writing Across the Curriculum Director, Dr. Tom Moriarty. The Writing Center Office Manager, Pat Walls, is also involved in some of these projects.

- “Writing Fellows in Writing-Intensive Courses Outside the English Department: A Report on Short-Term Data”  
This project will compare sections supported by Fellows and sections without Fellows, on a variety of survey measures and student writing samples.
- “A Comparison of Writing Fellows in Stretch English Courses and Writing-Intensive Courses Outside the English Department”  
This project will compare sections supported by Fellows and sections without Fellows, in

both Stretch English and writing-intensive courses outside the English Department, on a variety of survey measures and student writing samples.

- “Comparing Utilization Patterns of Embedded Writing Fellows and Writing Center Tutors”

Using data collected from Writing Fellows and Writing Specialists at the Writing Center, we are examining usage patterns of students who use these resources. Our hypothesis is that students meet with Writing Fellows earlier in the writing process. We submitted a proposal to present our findings for this project at the Conference on College Composition and Communication in March 2017.

- “Writing Fellows as a Model of Writing Center and Writing Across the Curriculum Cooperation”

Writing Fellows programs are an ideal place for writing centers and writing across the curriculum programs to work together. We are studying our model for how the two programs can (and should) collaborate.

### **Fremont Union High School District Transition Partnership Program**

In summer 2015, staff and students from the Fremont Union High School District Transition Partnership Program visited the Writing Center. The program helps recently graduated students with developmental disabilities transition into careers and post-secondary education. Pat Walls led a tour of the Writing Center, and he discussed the importance of writing in informal, academic, and professional settings.

### **Silpakorn University**

In April 2016, a group of eight current and future English teachers visited the Writing Center from Silpakorn University in Thailand. They met with Writing Center Director, Michelle Hager, who talked to them about writing center best practices and the resources that the SJSU Writing Center offers. They were particularly interested in the free online resources that they can use such as our original videos and Homegrown Handouts.

English teachers from Silpakorn University have also visited the Writing Center in previous years. This ongoing relationship continues to be a beneficial form of international outreach that demonstrates the global impact of the SJSU Writing Center.