

Writing Center Annual Report 2020-2021

OVERVIEW

During the Academic Year (AY) 2020-2021, the Writing Center provided **3543 consultations** to **1989 unique users**.

We capitalized on the Online Writing Suite (OWS) infrastructure in delivering remote support, navigating a 90% increase in remote/online consultations from AY 2019-2020.

On average, students used Writing Center services **1.8 times**, and **10% of students** used Writing Center support for multiple terms.

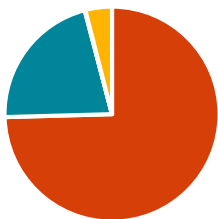
Support delivered through three modalities:

Modality	Total Consultations
Grammar Zoom Appointments	222
Research & Writing Zoom Appointments	1334
OWS Written Feedback	1987
Total	3543

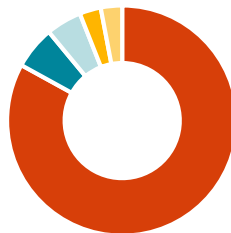
These totals represent a decrease from previous years attributed primarily to the shift to remote delivery. Transitioning all Corvallis-campus students from the drop-in Studio design to the 1:1 appointment model impacted the number of consultations available.

STUDENT USERS OF THE WRITING CENTER IN 2020-2021

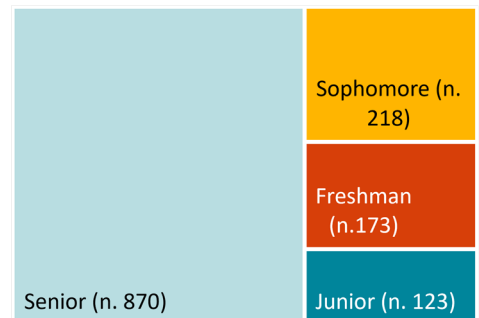
The Writing Center support is available to students from all campuses and locations. Across all modalities, Corvallis-campus students represented 75% (n. 1454) of consultations, and Ecampus students represented 21% (n.416). Four percent (n.78) of students were from Cascades campus. Two students were from LaGrande and Portland locations and none from Hatfield.



Eighty-one percent (n. 1600) of student users were undergraduate students. Another 123 (7%) users were graduate and professional students, and 102 (6%) were INTO OSU students. Non-Degree/ Credential and Postbacc Degree Seeking students made up 3% (n. 55) and 3% (n. 50) respectively.



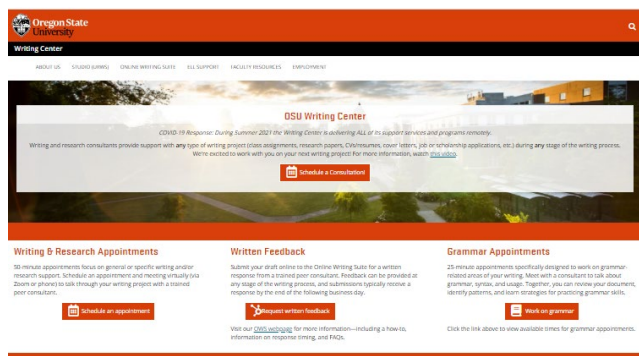
Of the 1600 of undergraduate Writing Center users, 63% had senior level class standing.



The unusually low engagement from students with Freshman standing compared to prior years may be from changes in the WR 121 curriculum & requirements.

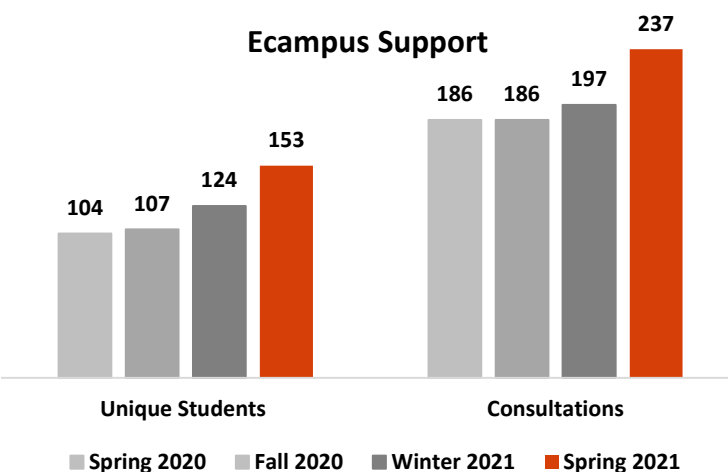
Enhancing Student Experience & Access

Enhanced experience for scheduling. The Writing Center website was redesigned to streamline access to Zoom appointments and written feedback. Bright buttons, clear language, and descriptions of each service support intuitive navigation for first-time and returning users. In addition, we launched a new scheduling platform this year, allowing students to use the same system to schedule synchronous or asynchronous feedback, while also reducing program costs.

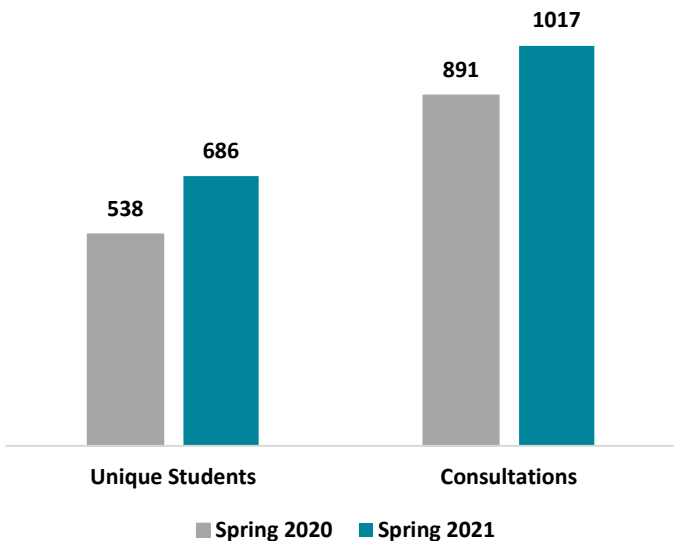


Increased support of Ecampus students. This year we prioritized relationship building and collaboration with Ecampus to enhance understanding and awareness of writing support for Ecampus students. We revised web links, conducted a course analysis and engaged in an audit of the scheduling experience. We presented at the Ecampus Quarterly Advisor meeting, the Ecampus Instructional Design team meeting and contributed content to newsletters and Canvas sites. As a result of these efforts we saw an increase in Ecampus student use during Spring 2021.

Ecampus Support



Increased use Spring to Spring. While comparisons to previous years are challenging, we were pleased to note an increase in use of Writing Center programs from Spring 2020 to Spring 2021 measured as a 28% increase in unique users and a 14% increase in total consultations. While students may have had increased familiarity with remote options, we believe our streamlined scheduling process and increase in availability may also have played a role.



Grammar appointments. We expanded availability of grammar appointments and aligned the appointment process and pedagogy with other remote services. By spring, 7 consultants were trained to provide grammar support, and appointments were available each day the Writing Center was open. As a result, we conducted 222 grammar consultations in 2020-21.

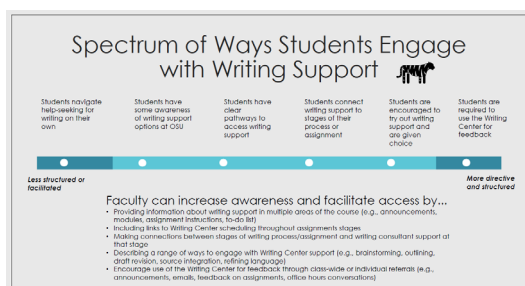
Positive Student Feedback. We continually collect feedback in our exit survey, predominantly positive. For example, Kenneth, who received written feedback, shared the following with the consultant: “the writing center is such a great resource and sort of turns working on papers into a collaborative process, which is enjoyable, encouraging and ultimately will lead to a better final product for the class/assignment.”

Collaboration & Partnerships

Search for a Coordinator. In February, the Writing Center began a search for the new Multilingual Support Coordinator after the resignation of the English Language Learning Coordinator in December. We refined the position description to meet the Writing Center’s and OSU’s current needs. We changed the position from a 9-month to a 12-month contract, gathered input from key campus stakeholders, and conducted a successful search. The new coordinator starts August 2021.



Faculty Support. Recognizing the key role that faculty play in communicating to students about writing support, we developed an audience specific communication plan, engaging in outreach to instructors, offering Writing Center tours for remote classes, and launching a Canvas module that has been downloaded into courses 63 times as of June 2021.



Strengthened Collaboration in Library Partnership. Team members from the Writing Center and the OSU Libraries worked this year to strengthen the partnership responsible for the Undergrad Research & Writing Studio. As a group, we defined the collaboration through a framework of roles, shared responsibilities for designing and facilitating professional development for consultants, and aligned practices for mentoring and support of student staff. These efforts leave us better positioned to navigate the transition back to the Studio.

As a team we provided robust support for the team of peer consultants. We approached mentorship and supervision with support and care during this challenging year. We conducted regular check-ins, built community, gathered feedback and perspectives, and remained responsive to the student staff needs over the course of the year.



Equity Exploration. Inspired by the Student Affairs Strategic Priority, the Academic Success Center & Writing Center partnered on exploration of four equity-focused topics. Writing Center staff led projects on “Equity in Recruitment & Hiring” and “Work Culture: Decision Making.” Both topics allowed us to identify places where we can be more intentional in our processes and work. We have already implemented some of these strategies in our approach to hiring student consultants for fall term.

Looking Ahead

Our preparation for the 2021-2022 Academic Year is exciting: We are planning the return to the Undergrad Research & Writing Studio (URWS) in the Valley Library, adding in-person support to other existing modalities to support student access and flexibility. Staffing additions include onboarding a new Multilingual Support Coordinator and training 14 new writing consultants who join the team in September. We will continue efforts to develop collaborations and partnerships with faculty.

