

Writing Center Annual Report 2021-2022

OVERVIEW

During the Academic Year (AY) 2021-2022, the Writing Center had **5295 interactions with 2897 unique writers** which represent a 50% and 45% increase, respectively, over last year. Over the course of the year, 40% of these writers used Writing Center services more than once, and 17% engaged with the Writing Center during multiple terms (a 7% increase from last year).

In fall, the Writing Center & OSU Libraries reopened the Undergrad Research & Writing Studio for in-person support while maintaining a commitment to online modalities to maximize writer access and choice. Over the course of the year, we provided 4334 consultations to writers across three modalities. Approximately 40% of the consultations were in-person, and 60% were spread across Online Writing Support (OWS) Zoom appointments and Written Feedback (via email).

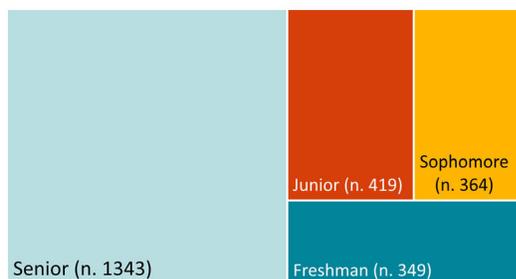
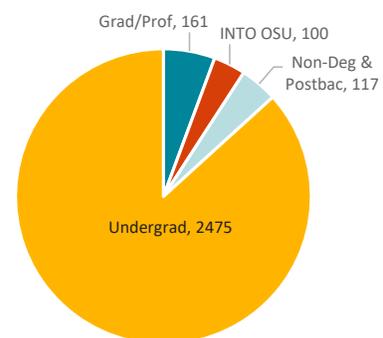
Consultations Through Three Modalities

Modality	Total Consultations
URWS Studio Consultations	1738
OWS Zoom Appointments	724
OWS Written Feedback	1871
Total	4334

STUDENT USERS OF THE WRITING CENTER

The Writing Center supports students from all campuses and locations. Of the 2897 unique writers, 2361 (82%) were Corvallis campus-based students and 471 (16%) were Ecampus students. Cascades and Portland represented a total of 2% of unique users. This means that Ecampus students accounted for 27% of online interactions.

Eighty-seven percent of student writers were undergraduate students, 5.5% users were graduate and professional students, and 3.5% were INTO OSU students. Non-Degree/ Credential and Postbacc-Degree Seeking students made up 2% and 2%, respectively.



Students with senior standing made up more than 50% of AY 21-22 Writing Center users. We saw an increase in use by students with freshman (from 11% to 14%) and junior standing (from 8% to 17%) compared to last year.

In spring, 152 (30%) of Studio visitors reported speaking another language in addition to English on our intake form.

Note: These data represent student users. These numbers differ slightly from the total counts because the Writing Center also supports faculty, staff, and community members.

PEOPLE & RELATIONSHIPS

New Expertise

In August, Kelley Calvert joined the team, bringing her expertise in supporting multilingual writers. She facilitated new training topics that included “Working with Multilingual Writers,” “Translanguaging,” “Asking Generative Questions Around Grammar,” and “Language Transfer.” We will integrate these topics into fall 2022 training for writing consultants. Multilingualism was also a professional development topic within the ASC & Writing Center’s Strategic Priority work. Kelley and Chris Ervin led our team in an exploration of values around supporting multilingual writers across programs.

Investing in Student Staff

Consultants are essential to the work we do supporting writers. This year we focused on elevating the student staff experience.

Over the course of the year, we continually sought consultant input and perspective. In Summer 2021, their thinking and experience shaped our approach to reopening the Studio and preparing the team for in-person work. In December, their observations about program delivery led us to adjusting signage, data intake processes, and scheduling procedures.

In September, we launched our new and revised consultant training which included 10 modules in Canvas, over 35 hours of Zoom, and over 20 hours of in-person training sessions. Sixteen new consultants from the Writing Center and seven from the OSU Libraries began the term shadowing and practicing with current consultants.

Returning to the Studio gave us valuable space and time for community building. Whiteboard polls and forums, a values wall, Girl Scout cookie taste-testing, bowling, and other team-building activities helped us live out this priority. One consultant shared, “I feel like people generally care how I’m doing, what I want to do that day, and I get a warm welcome. It makes me feel good about coming to work!”

The Faculty Factor

Partnering with faculty is a key part of our work as we support student writers in knowing about and using writing and research resources. Here are a few examples of how we partnered with faculty this year:

- We collaborated with Kristy Kelly, Interim Director of Writing, to better understand WR 121 assignments and to support GTAs in making referrals to the Studio.
- In spring term, we presented data and survey results to the Ecampus Instructional Design team and strategized for how best to advance our work supporting instructors moving forward.
- We partnered with Sarah Perrault, Director of the WIC program, to offer two webinar workshops to faculty as part of the WIC Spring Event series. In April, Kelley Calvert delivered, “Supporting Multilingual Student Writers,” which focused on a strengths-based approach to supporting multilingual students. In May, Marjorie Coffey moderated, “Another Angle on Assignments,” a panel featuring three writing consultants who shared their perspectives on how faculty can support student writers through assignment design. This led to a new [handout](#) that WIC staff shared with faculty in their spring newsletter.

National Collaboration

A team of six consultants collaborated with writing consultants from the University of Central Florida to design and host a mini-conference between the two writing centers. This collaborative partnership took place over the course of spring term, culminating in a 2-hour conference on May 20 and illustrating a powerful model for future partnerships with other institutions.

BUILDING MOMENTUM

Expanded Offerings

Being back in-person in the Studio allowed us to offer class visits again, and we welcomed 896 students in 29 classes this year. Coordinator Kelley Calvert catered support to instructors' needs, offering informational overviews and space to work within the Studio. In addition to class visits, we facilitated a number of events to meet varied needs of the community:

- A workshop for CAMP students on textual analysis
- A peer review “collaboratory” for NS 211 and GEO 323
- A personal statement workshop for pre-health majors in the College of Science
- A series of structured support sessions for BI 318 students working on research proposals

Starting in fall term with “The Writing Process and Time Management,” we steadily expanded our online workshop offerings to include “Writing Personal Statements,” “Choosing and Narrowing Research Topics,” “Developing Thesis Statements,” and “Summarizing, Paraphrasing, and Quoting.” Over the year we offered 8 total workshops to a total of 66 students.

Using Data

We prioritize using data to improve our service delivery. In AY2022, we analyzed survey results from the Ecampus Spring 2021 Student Survey; reviewed responses in our OWS post-feedback survey; monitored modality usage throughout the year; and gathered student staff input on a range of topics through surveys, reflections, and conversations. Data collection and analysis helped us in a number of ways.

- Analysis of the Ecampus Spring Survey helped us better understand some of the barriers that students face in accessing writing support. These insights also led to a series of Facebook posts aimed at addressing misconceptions about “needing” help.
- Monitoring demand and capacity across modalities allowed us to adjust our a staffing schedule and hours for each modality to meet the needs of writers throughout the year.
- Prompting consultant reflections helped consultants and support staff point to the learning and growth consultants accomplished this year. Consultants got to keep those reflections for their own documentation, and we will also use the reflections to better understand and design training and mentoring next year.
- Asking consultants about their experience with the Writing Center work culture (what they appreciate most and how we can improve) yielded invaluable perspectives that will inform our leadership practices for the team during the upcoming year.

Looking Ahead

Looking ahead to 2022-2023, we are excited to implement revisions to our training curriculum, build partnerships with campus colleagues, engage in strategic planning around our work with faculty, and rework our approach to assessment. We are also the grateful recipients of two grant awards and will be working on our online writing support work space within the library and the creation of “tools for writers” resources.