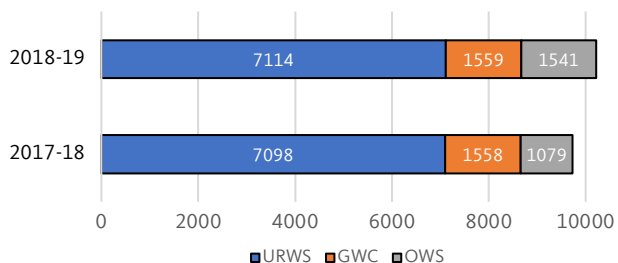


During the 2018-19 academic year, the Writing Center advanced its mission of supporting the academic success of graduate and undergraduate students. The 2018-2019 academic year was marked by growth, change, and challenge for the Writing Center and its four programs: 1) the Undergrad Research and Writing Studio (URWS), 2) the Graduate Writing Center (GWC), 3) the Online Writing Suite (OWS), and 4) English language learner (ELL) support.

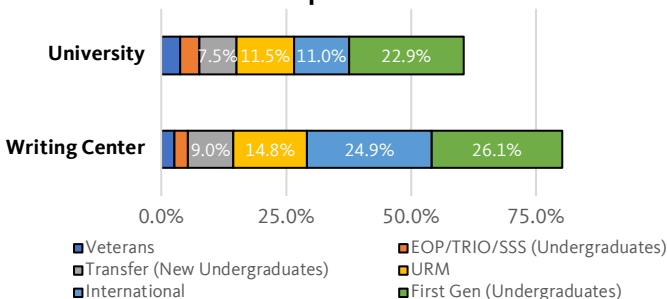
During 2018-2019, 10,214 sessions were provided across all programs, a 4.9% increase over the previous year. (Figure 1)

Figure 1. 2018-2019 Sessions Delivered



Continuing a recent trend, the Writing Center increased its support for OSU's most vulnerable student populations. (Figure 2)

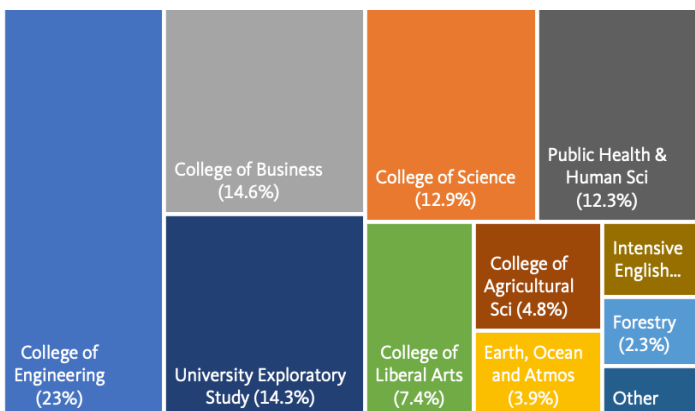
Figure 2. Unduplicated Users from Vulnerable Populations



Four of the six categories of students we identified as at-risk or vulnerable were supported by our programs at levels surpassing their representation across OSU's campuses.

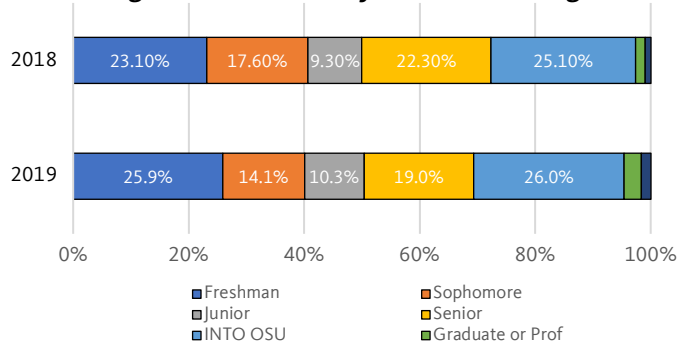
Undergraduate students from across the colleges seek support from the Writing Center. Consistent with previous years, students in the STEM disciplines make up more than half of the Writing Center's unique users.

Figure 2. Writing Center Users by College



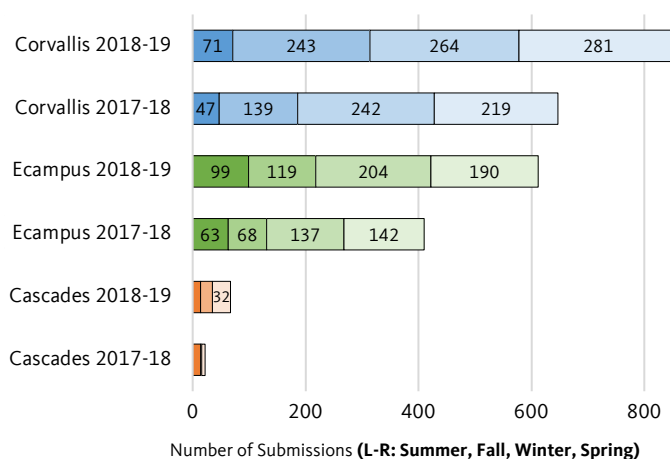
Similar to last year in **the Undergrad Research & Writing Studio**, first-year and INTO OSU students comprised over 50% of Studio visits, and seniors made up 19% of all visits, indicating that the Studio is supporting students as they transition into the University and as they complete their crucial writing-intensive coursework. Additionally, the Studio increased its support of graduate and professional students in 2018-2019 (3.0% of all visits) compared to the previous year (1.6%). This increase can be attributed to spillover from the Graduate Writing Center and to the addition of an ELL Coordinator who has been working directly with graduate-level English language learners in the Studio. (Figure 4)

Figure 4. Studio Use by Student Standing

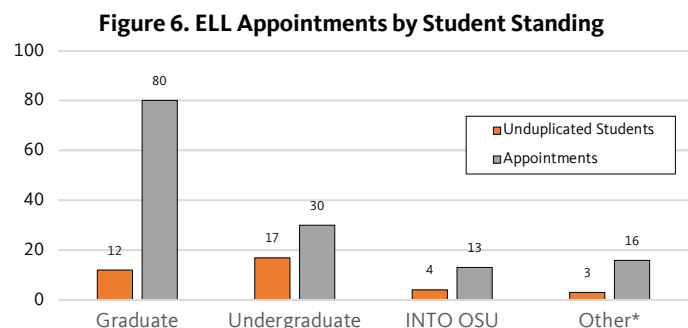


With 1541 submissions in 2018-19 (a 30% increase from the previous year), **the Online Writing Suite** supported undergraduate and graduate students enrolled at three of OSU's campuses (Figure 5). Demand for online writing support has been increasing since winter 2017, suggesting that 1) outreach to Ecampus students has been successful and appropriately targeted, and 2) training and staffing strategies have met the challenges that accompany large increases in demand. Additionally, OWS responders provided all feedback within the target time frame of 24 hours during the 2018-19 academic year. Post-feedback evaluations indicated that 98% of OWS users found the service either helpful or very helpful. Among the most useful qualities of the OWS identified by students were the quick response time, quality of feedback, and suggestions for improving their writing strategies.

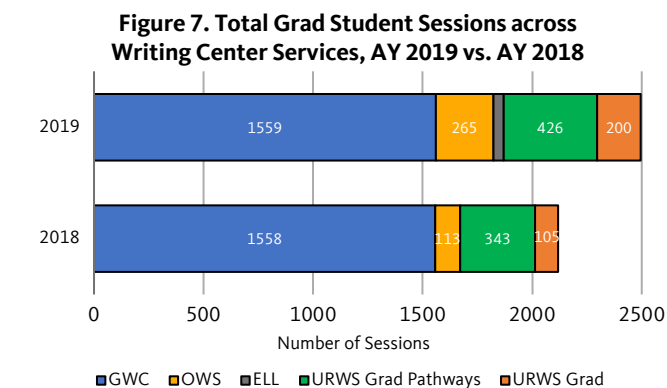
Figure 5. OWS Use by Campus



The Writing Center recognizes that English Language Learners (ELL) require specialized and consistent attention to their academic English language acquisition. To that end, the Writing Center supports ELL writers across all of its programs, supplemented by the English Language Learning Coordinator, who offered one-hour one-to-one appointments for ELL writers. **During Winter and Spring 2019, the ELL Coordinator met with 39 unique students (primarily graduate students) for a total of 139 appointments.**



The Graduate Writing Center (GWC) faced a challenge of increasing session demand, which grew 15% year-to-year. Despite generous funding from the Graduate School, high demand and limited capacity for GWC sessions forced graduate students to turn to other Writing Center programs, which resulted in a 59% increase in graduate student support in those other programs. (Figure 7)

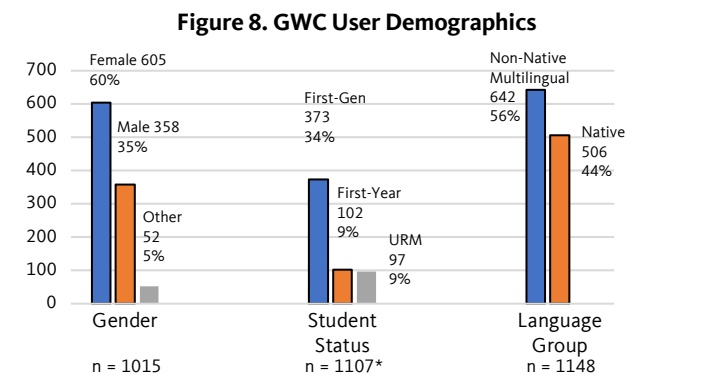


While other Writing Center programs are convenient options for accommodating this spillover, they do not provide the specialized focus on the cognitive and rhetorical expertise that graduate students need to be successful.

The GWC appointment usage rate for the entire year was 93% (compared to 84% in AY 2018), greatly exceeding our 60% benchmark for optimal appointment availability. The result of the higher usage rate is more contention and longer wait times for appointments.

Centralized institutional support of the GWC would ensure adequate student access to the academic support services they need to be successful graduate students.

Demographically, the GWC saw the highest use among female, first-generation, and non-native multilingual writers, students for whom the transition into graduate school and into their scholarly identities is more challenging. (Figure 8)



Selected Student Feedback

“My writing assistant asked thoughtful questions about my research topic, and my personal research interests. They also encouraged me to think about aspects of my research that were not considered before.” -GWC User

“Chris [Nelson] is extremely knowledgeable about writing and the skills needed to complete each and every phase of whatever project. His care, discernment and understanding of each person’s specific learning style and how they process information are exemplary.” - GWC User

“Erica is complete, direct, supportive, clear, and very timely! By getting this back the very same day, I am able to incorporate more of her suggestions into my writing. Being able to use my time better allows me to enjoy the writing process.” -OWS User

“I LOVE using OWL. Such a helpful resource I will continue to use. Especially as an Ecampus student, having an online resource with real feedback is invaluable.” -OWS User

“I received more constructive help than I expected. I am very glad and thankful that the coordinator, Vanessa, not only helped me edit my personal statement, but also encouraged me to keep refining my essay whenever I felt stuck.” -ELL User

“I really appreciated the help given to me. I went in to [get] help with word count and I thought I would get someone who would tell me to cut ideas out but I got incredible advice about reading and highlighting things that could potentially be removed. Now I can use that in any paper and that made it feel very applicable further than my single paper.” -URWS User