



Annual Report 2014-2015

Michelle Hager, Director

Written and Compiled by
Pat Walls, Administrative Coordinator

TABLE OF CONTENTS

Introduction	1
Acknowledgements	1
Writing Center Mission	2
Writing Center Expectations and Procedures	2
Student Learning Outcomes	4
Writing Center Personnel	5
Writing Center Director	7
Writing Center Staff	7
Writing Center Faculty-in-Residence	8
Writing Specialists and Assistant Writing Specialists	9
One-on-One Tutoring	13
Client Use of the Writing Center	15
Appointments at the Writing Center	15
Tutoring Session Evaluations	15
Data and Statistics at a Glance	16
Clients and Appointments by Standing	17
Clients and Appointments by Gender	18
Clients with Repeat Appointments	19
Clients and Appointments by College and Major	22
Languages Spoken by Writing Center Clients	29
Ethnicities of Writing Center Clients	30
Waitlist and Same-Day Appointments	33

Tutoring Session Evaluations	33
Homegrown Handouts and Posters	35
Handouts and Posters	37
Workshops	39
Workshop Statistics and Attendance	41
Requested Workshops	42
Workshop Evaluations	42
On-Campus Outreach	43
MST Tutoring	45
Student Success Center Tutoring	45
Résumé Services	45
House Calls	46
Accessible Education Center	46
Frosh Orientation	46
Admitted Spartan Day	46
Graduation Orientation Resource Fair	46
Campus Communications	47
Support for Office of Student Conduct & Ethical Development	49
Communications with Faculty	49
Model Emails by Writing Specialists	50
Selected Faculty Responses to Writing Specialist Emails	52
The AANAPISI Grant	59
Overview	61

Writing Specialists	61
Faculty Writing Workshops	61
Writing Center Online Presence	63
Writing Center Website	65
Online Resource Materials (Homegrown Handouts)	65
Facebook and Twitter	65
Writing Center App	66
External Outreach and Global Citizenship	67
Northern California Writing Centers Association Conference	69
Visit from Fremont Union High School District Transition Partnership Program	69
Fabretto Children's Foundation	69

Introduction

Acknowledgements

It takes a team of people to make a unit successful, and I have many people to thank as the Writing Center continues to thrive and develop.

With the vision of Dr. Maureen Scharberg, Associate Vice President of Student Academic Success Services, the Writing Center has been able to maintain its high quality of services and to continue serving a diverse student population. I thank her for her mentoring and understanding.

Our Administrative Support Coordinator, Pat Walls, is a central part of our team. The Center is fortunate to have such an intelligent, energetic administrative coordinator to keep our ship sailing smoothly. Much appreciation also goes to Cynthia Harper, Ann Baldwin, and Rika Hache for the additional administrative assistance they provide for the Writing Center.

I am always thankful to Dr. Linda C. Mitchell, former Director of the Writing Center. She created the Writing Center in 2007 based on her vision, and we are all grateful for that vision and for her many years of service.

I am appreciative of all the support the Writing Center has received from administrators and faculty from colleges and departments across campus. The Writing Center has also been fortunate to have excellent faculty members working as Faculty-in-Residence: Debra Caires, Gloria Collins, and Dr. Cindy Baer. Their work helps prove that the Writing Center is integral to this campus.

Lastly, the Writing Center would not exist without our talented tutors. Our expert Writing Specialists and Assistant Writing Specialists not only offer one-on-one tutoring services, but they also develop workshops, work with faculty, participate in outreach activities, create original writing resources, and make the Writing Center an inviting place for all students. I thank them for their work, their energy, and their new ideas.

--Michelle Hager, Writing Center Director

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 of our services are free for SJSU students.

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 handouts, 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 room.

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

- Managed all day-to-day operations of the Writing Center
- Trained, hired, and supervised all student Writing Specialists and Assistant Writing Specialists
- Mentored Writing Specialists as they created Homegrown Handouts and presented workshops
- Observed and evaluated workshops conducted by Writing Specialists
- Maintained and updated the Writing Center web presence including Facebook, Twitter, and the main webpage; tracked data and usage statistics with Google Analytics
- Read all follow-up emails from Writing Specialists to professors and provided feedback
- Held weekly office hours on-site in the Writing Center
- Conducted “Transitions,” “Common Grammar and Punctuation Errors,” and “Muscle Verbs for Good Writing” workshops
- Completed Mental Health First Aid training
- Taught one-day and two-day faculty workshops for the AANAPISI grant, along with Dr. Linda Mitchell, to help instructors improve their teaching of writing across the curriculum
- Taught Young Adult Literature (ENGL 112B) and Editing for Writers (ENGL 106)
- Served on the university Writing Requirements Committee, English Department Composition Committee, AANAPISI Grant Advisory Committee, and a committee to develop the new Writing Fellows program
- Presented at the 2015 Northern California Writing Centers Association Conference



Cynthia Harper, AANAPISI Grant Coordinator

- Conducted focus group sessions with graduating seniors
- Helped coordinate faculty writing workshops for the AANAPISI Grant
- Revised and conducted “Reading Comprehension” workshop for Writing Specialists
- Compiled reports on student focus groups, the “Reading Comprehension” workshops, and AANAPISI website usage statistics for the AANAPISI grant annual report
- Maintained AANAPISI website, uploaded new lesson plans and activities, and tracked usage statistics
- Analyzed transcripts of Writing Center clients for the AANAPISI grant
- Completed Mental Health First Aid training



Pat Walls, Administrative Support Coordinator

- Began working at the Writing Center in fall 2013
- Completed Mental Health First Aid training
- Worked on MA in History thesis on Bay Area brewing
- Presented at the 2015 Northern California Writing Centers Association Conference



Cynthia Baer, Ph.D., Faculty-in-Residence

- Worked as the Stretch English Coordinator in the Department of English and Comparative Literature
- Taught HA 96F and HA 96S, Seminar in Advanced Composition (ENGL 105), and ENGL 100W
- Served on the Composition Committee and the university Writing Requirements Committee
- Mentored Writing Specialists as they created Homegrown Handouts
- Conducted “Reading for a Purpose,” “Writing with a Purpose,” “Composing Effective Sentences,” and “The Art of the Long Sentence” workshops



Debra Caires, Faculty-in-Residence

- Conducted “Designing a Focused Cover Letter and Résumé,” “Professional Letters: Writing the Job Shadow Request, Cover Letter, and Thank-You Letter,” “Creating Your Educational and Professional Portfolio,” “LinkedIn Overview: Identifying and Selling the Brand of You,” and “Optimizing Your LinkedIn Summary and Profile” workshops
- Met with students one-on-one to review résumés, cover letters, and statements of purpose for internships, graduate schools, and job applications
- Taught Computer Science 100W/200W and Computer Science 180I



Gloria Collins, Faculty-in-Residence

- Served as Writing Skills Test (WST) Coordinator
- Taught ENGL 1A and 1B
- Served on the English Department Composition Committee and university Writing Requirements Committee
- Researched composition instruction at SJSU, particularly LLD 100A
- Conducted “Analyzing Writing Prompts” and “Writing Under Pressure” workshops
- Sponsored Janigda Lisseth Araujo Rodriguez, a 10-year-old grammar school student in Estelí, Nicaragua



Ben Aldridge, Writing Specialist

- Studied English with a concentration in Career Writing, graduating fall 2015
- Earned a 3.2 GPA
- Started working at the Writing Center in September 2013
- Created “Body Paragraph Analysis” and “Proofreading” handouts
- Conducted “Perfect Verb Tenses” and “Body Paragraphs” workshops
- Represented the Writing Center at 2014 Frosh Orientation sessions



Sarah Andersen, Writing Specialist

- Graduated from English Single Subject Teaching Credential program in fall 2014
- Earned a 3.88 GPA
- Started working at the Writing Center in October 2011
- Created “Pronouns” handout
- Conducted “Trimming the Fat” and “Common Grammar and Punctuation Errors” workshops
- Taught English classes at Independence High School and Castillero Middle School (as a student teacher)
- Gave a college orientation talk at Silver Creek High School



Samantha Clark, Writing Specialist

- Graduated in spring 2014 with a BS in Journalism and a BA in History
- Started working at the Writing Center in spring 2011
- Earned a 3.7 GPA
- Designated as a Dean’s Scholar
- Worked as a Freelance Reporter for the *Santa Cruz Sentinel*



Mitchell Gehring, Writing Specialist

- Graduated with a BA in English in spring 2014
- Earned a 3.76 GPA
- Started working at the Writing Center in January 2013
- Created “Semicolons” handout
- Conducted “Body Paragraphs” and “Rhetorical Analysis” workshops
- Worked as a technical writer at Milestone Technologies
- Wrote articles for sports website Along the Boards



Jacqueline Goodwin, Writing Specialist

- Graduated with a BA in Creative Arts, preparation for teaching in fall 2014
- Graduated summa cum laude
- Earned the designation of President's Scholar
- Accepted to MA in Education, Critical Research Academy, graduating fall 2016
- Created "Writing a Resignation Letter" and "Personal Narrative Essays" handouts
- Conducted "Paraphrasing" and "Common Grammar and Punctuation Errors" workshops
- Tutored mathematics at Toyon Elementary School, substitute taught for Berryessa Union School District, and read for the WST
- Was an active member of the Black Campus Ministries



Jeff Heid, Writing Specialist

- Studied MFA in Creative Writing, graduating spring 2016
- Earned a 3.75 GPA
- Taught a class in the English Department as a TA
- Served as Assistant Director of the Center for Literary Arts (CLA)
- Represented the CLA at the 2014 Association of Writers and Writing Programs Conference



Nicky Lai, Assistant Writing Specialist

- Studied Kinesiology, graduating spring 2017
- Designated as a Dean's Scholar
- Started working at the Writing Center in September 2014
- Created "Building Time Frames" handout
- Represented the Writing Center at the 2015 Graduate Orientation Resource Fair and Admitted Spartan Day
- Was an active member of the Pre-Occupational Therapy Club
- Shadowed an occupational therapist in spring 2015



Sammy Lai, Assistant Writing Specialist

- Studied Communicative Disorders and Sciences, graduating spring 2017
- Earned a 3.92 GPA
- Designated as a Dean's Scholar
- Started working at the Writing Center in October 2014
- Created "Varying Sentence Openers for Emphasis, Pace, and Cohesion" handout
- Represented the Writing Center at the 2015 Graduate Orientation Resource Fair and Admitted Spartan Day
- Was an active member of the National Student Speech Language Hearing Association



Roya Lillie, Writing Specialist

- Studied English, graduating fall 2015
- Earned a 3.98 GPA
- Started working at the Writing Center in April 2015
- Received the “Full of Life” scholarship
- Tutored at Extreme Learning
- Volunteered at Olinder Elementary
- Developed and implemented a lesson plan for ENGL 193



John Linford, Writing Specialist

- Graduated magna cum laude with a BS in Economics in fall 2014, focusing on finance, money, and banking
- Studied in the MA in Economics program, concentrating in applied economics, graduating spring 2016
- Earned a 3.72 GPA
- Started working at the Writing Center in May 2012
- Created APA and MLA in-text and parenthetical citation posters
- Authored “Choosing Precise Words” handout
- Conducted “Basic APA Style” and “Common Grammar and Punctuation Errors” workshops, along with a four-hour MST workshop
- Earned the designation of Dean’s Scholar
- Worked as a TA for two Economics courses
- Worked as a Writing Specialist for School of Information and the MST program
- Represented the Writing Center at orientation events and Admitted Spartan Day
- Presented at the 2015 Northern California Writing Centers Association Conference
- Served as Vice President and then President of the Econ Club



Emmanuel Solorzano, Writing Specialist

- Graduated with a BA English, preparation for teaching program in spring 2015
- Started working at the Writing Center in spring 2014
- Created “Discovering Evidence for a Literary Analysis Essay” and “Subordinating Conjunctions” handouts
- Conducted “Selecting and Integrating Source Materials” and “Common Grammar and Punctuation Errors” workshops
- Tutored at the Sokool Learning Center
- Represented the Writing Center at the 2015 Graduate Orientation Resource Fair
- Worked at the AEC for one hour each week to inform AEC students about Writing Center services



Danny Spiteri, Writing Specialist

- Studied English with a concentration in Professional and Technical Writing, graduating fall 2015
- Started working at the Writing Center in February 2015
- Created “Stop and Think: Making Decisions about Meaning with Grammar and Punctuation” handout
- Conducted “Revising for Clarity” workshop
- Wrote a number of short film scripts and short stories
- Was an member of the Film Production Society, acting as producer, composer, and sound recordist



Andrew Tucker, Writing Specialist

- Graduated from the MFA Creative Writing program with concentrations in Fiction and Screenwriting in spring 2015
- Earned a 3.88 GPA
- Started working at the Writing Center in October 2010
- Created “Prepositions and Cats” and “Writer Responsibility and Reader Reaction” posters
- Created “Straining out Redundancy: The Pasta Metaphor” handout
- Designed Writing Center fliers and APA/MLA posters
- Conducted “Common Grammar and Punctuation Errors,” “Paraphrasing,” and adapting to an American university workshops
- Won second place in Lois King Thore short story scholarship
- Taught classes in the English Department as a TA
- Worked as a copywriter for New World Brewing
- Worked on the Studio 88 website
- Attended the 2014 Association of Writers and Writing Programs conference
- Presented at the 2015 Northern California Writing Centers Association Conference



Hannah Wiltbank, Writing Specialist

- Studied English with a concentration in Professional and Technical Writing, minoring in Computer Science, graduating fall 2015
- Earned a 3.9 GPA
- Started working at the Writing Center in February 2014
- Authored “Putting the Style in APA Style” and “Nouns: Expert” handouts
- Conducted “Paraphrasing” workshop
- Conducted and revised “Trimming the Fat” workshop
- Tutored privately in grammar and writing, and privately edited a master’s thesis and graduate school applications
- Represented the Writing Center at the 2014 Frosh Orientation sessions, fall AEC Sweet Success event, and fall Graduate Orientation Resource Fair



One-on-One Tutoring

Client Use of the Writing Center

During the 2014-2015 reporting period, the Writing Center served a student population of over 32,000 students. Writing Specialists met one-on-one with **1,262** individual students who made a total of **3,599** 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 provide 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 be prepared for tutoring sessions.

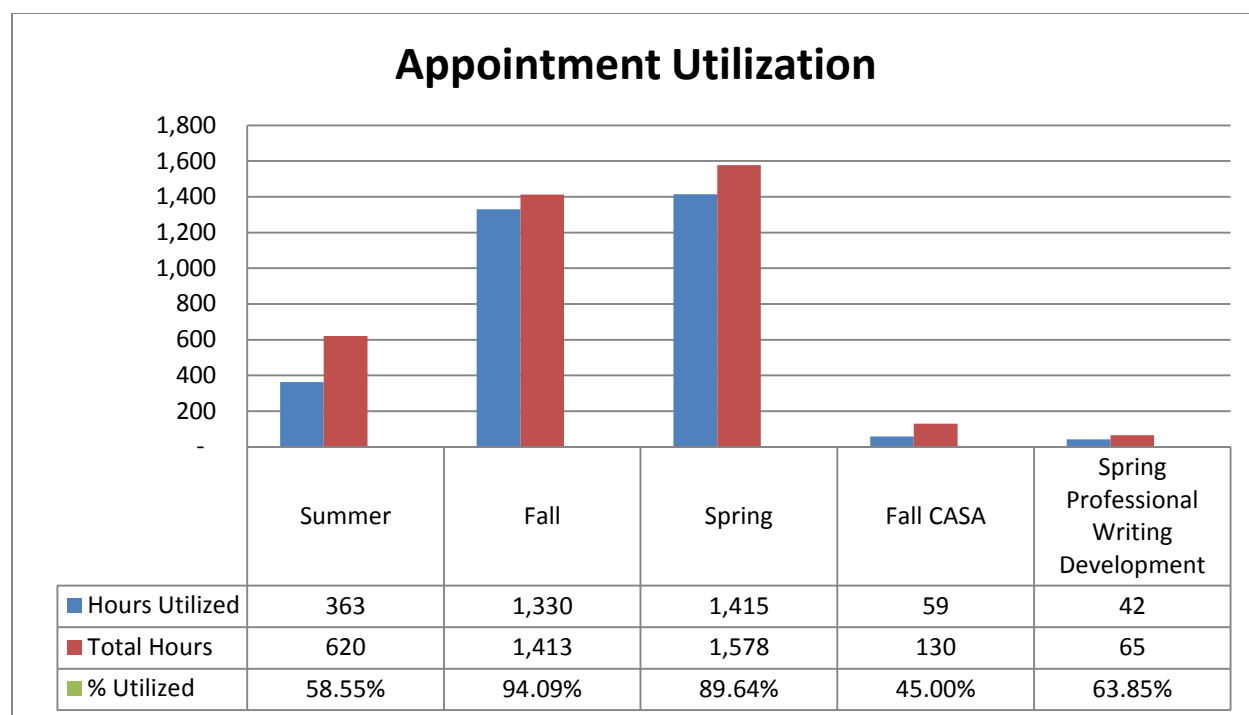
Students can modify or cancel their appointments any time prior to the start of the session. The Writing Center no-show policy is in place to maximize the availability of appointments. Students who have not scheduled an appointment ahead of time and hope to get an appointment are placed on a first-come, first-served waiting 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, clients are asked to complete a three-question survey evaluating their experience. The questions cover the client's satisfaction, the progress made during the session, and the student's intent to return to the Writing Center. Each response is recorded numerically on a 1 to 5 scale, with 5 being the best possible response.

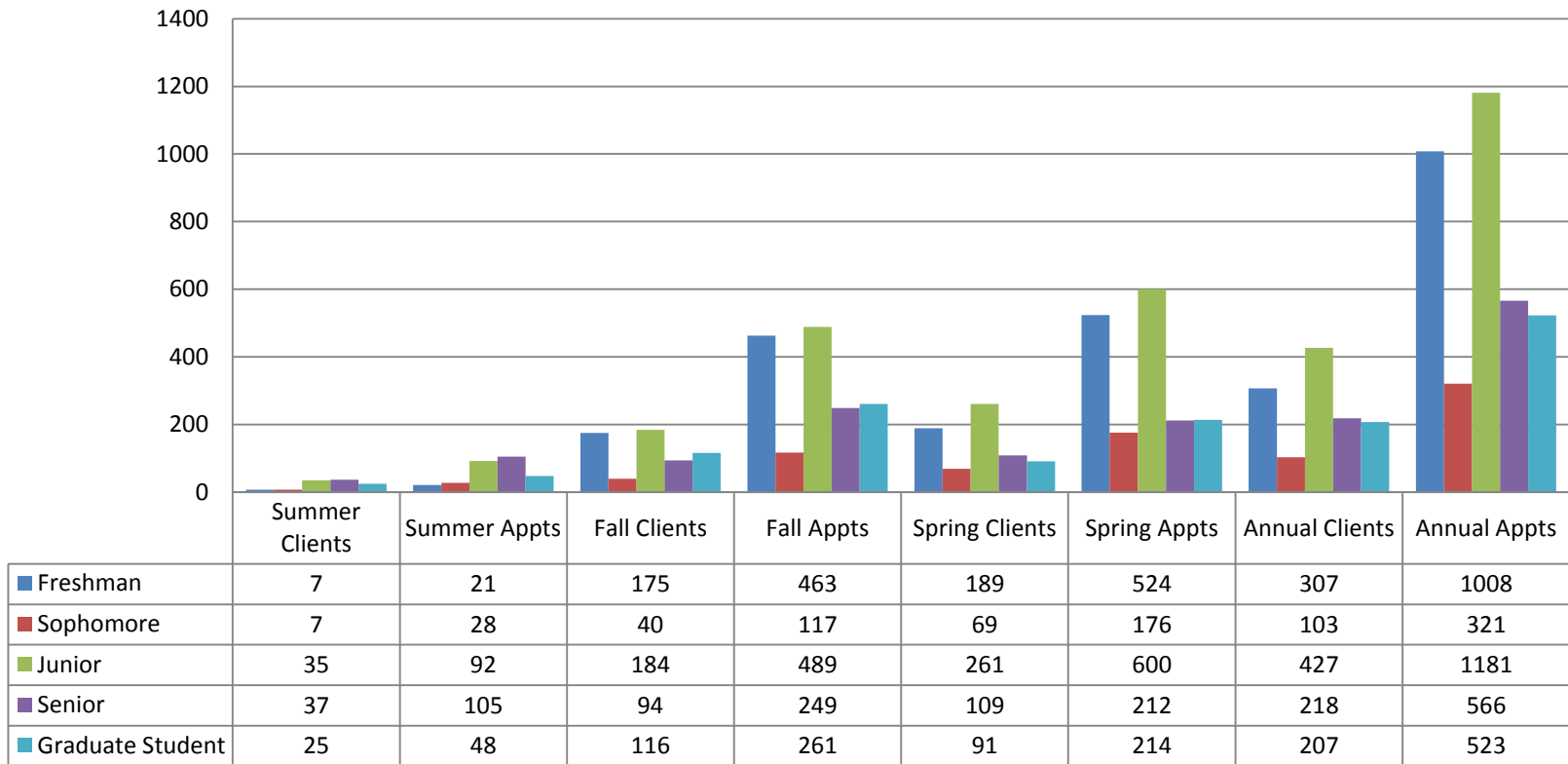
At the end of each day, the Writing Center Administrative Support Coordinator inputs each tutor's numerical scores into a Google Form. Tutors are given printouts of their raw scores and averages each month, which are also kept on file. This allows the Writing Center to monitor student feedback and to strive for the highest possible level of service.

Data and Statistics at a Glance



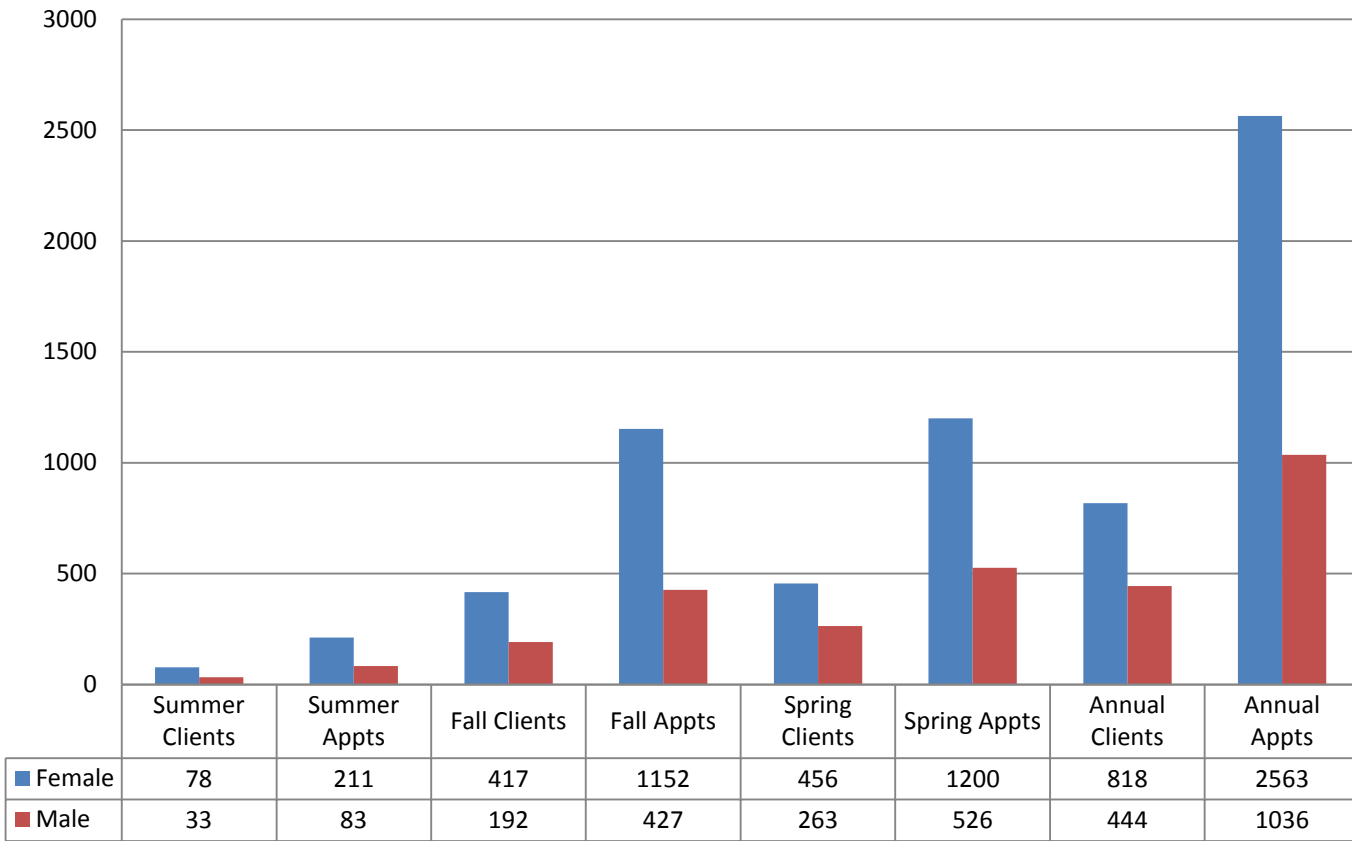
February 2007-May 2015			
		2014-2015	Lifetime
Raw Data	Number of Appointments	3599	31642
	Number of Clients	1262	9894
Number of Appointments by Standing	Freshman	1008	5028
	Sophomore	321	2041
	Junior	1182	9168
	Senior	566	7146
	Graduate Student	523	7224
	Faculty/Staff/Not Stated	0	1036
Number of Clients by Standing	Freshman	307	1885
	Sophomore	103	845
	Junior	427	2877
	Senior	218	2295
	Graduate Student	207	1823
	Faculty/Staff/Not Stated	0	259

Clients and Appointments by Standing



Standing	% of Annual Clients	% of Annual Appts
Freshman	24.33%	28.01%
Sophomore	8.16%	8.92%
Junior	33.84%	32.81%
Senior	17.27%	15.73%
Graduate Student	16.40%	14.53%

Clients and Appointments by Gender



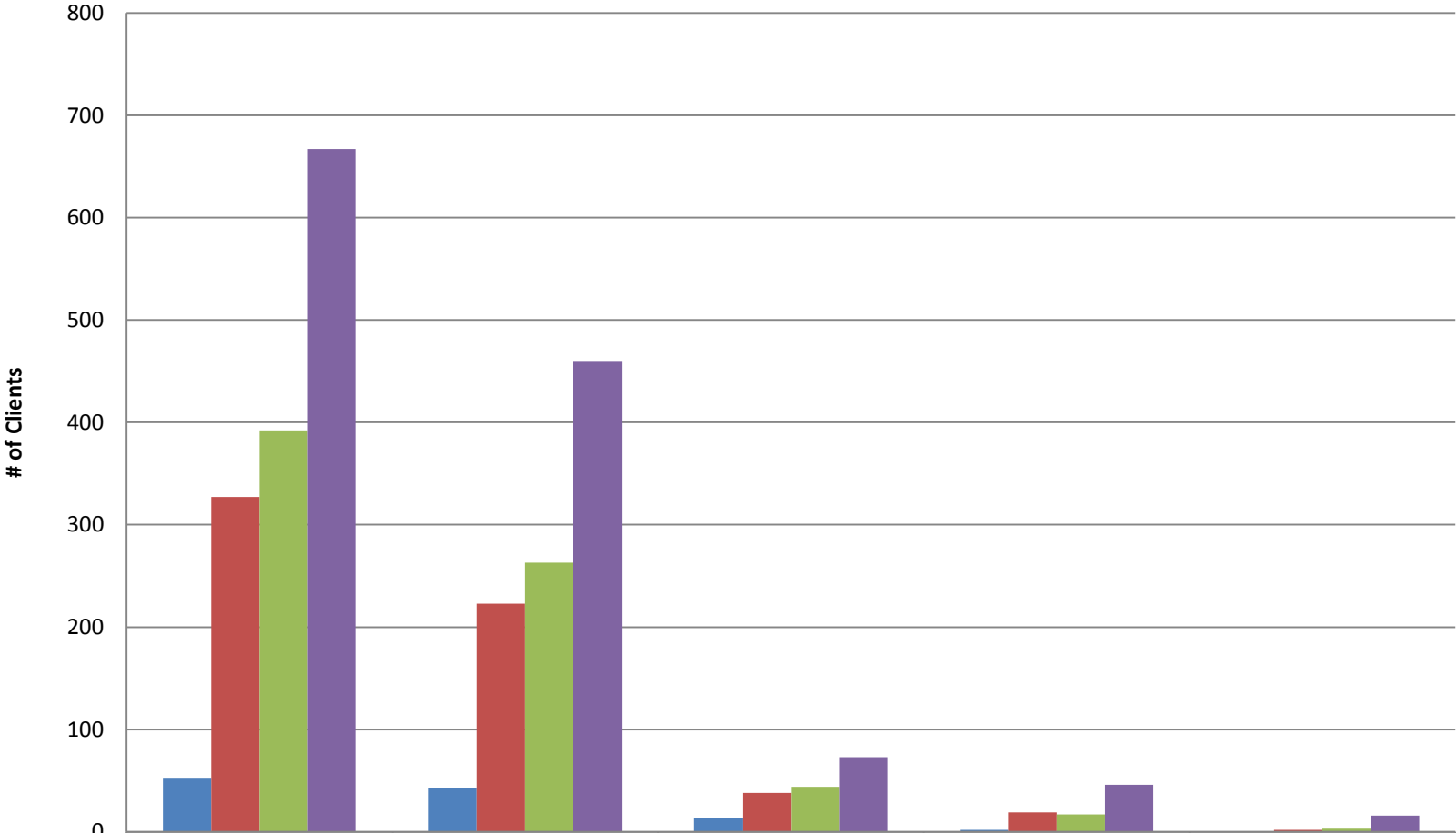
Gender	% of Annual Clients	% of Annual Appts
Female	64.82%	71.21%
Male	35.18%	28.79%

Clients with Repeat Appointments

This table shows a count of individual clients' visits per time period. The annual column is not a total of each semester but of the reporting period. For example, a student who visits once in summer, three times in fall, and twice in spring appears as having six annual appointments.

# of Appts	Summer	% Summer	Fall	% Fall	Spring	% Spring	Annual	% Annual
1	52	46.85%	327	53.69%	392	54.52%	667	52.85%
2	20	18.02%	110	18.06%	148	20.58%	239	18.94%
3	10	9.01%	49	8.05%	64	8.90%	104	8.24%
4	10	9.01%	38	6.24%	33	4.59%	67	5.31%
5	3	2.70%	26	4.27%	18	2.50%	50	3.96%
6	6	5.41%	13	2.13%	11	1.53%	26	2.06%
7	4	3.60%	9	1.48%	14	1.95%	19	1.51%
8	3	2.70%	8	1.31%	8	1.11%	12	0.95%
9	1	0.90%	3	0.49%	6	0.83%	4	0.32%
10			5	0.82%	5	0.70%	12	0.95%
11			3	0.49%	2	0.28%	7	0.55%
12	1	0.90%	6	0.99%	3	0.42%	10	0.79%
13			1	0.16%	6	0.83%	6	0.48%
14	1	0.90%	2	0.33%	2	0.28%	5	0.40%
15			3	0.49%	2	0.28%	4	0.32%
16					2	0.28%	6	0.48%
17							2	0.16%
18			1	0.16%			3	0.24%
19			2	0.33%			2	0.16%
20			1	0.16%			1	0.08%
21							2	0.16%
22							1	0.08%
23					2	0.28%	2	0.16%
24							2	0.16%
25							1	0.08%
26							1	0.08%
28							2	0.16%
29			1	0.16%	1	0.14%		
31			1	0.16%				
32							1	0.08%
33							1	0.08%
38							1	0.08%
52							1	0.08%
60							1	0.08%

Clients with Repeat Appointments



	1 Appt	2-5 Appts	6-10 Appts	11-20 Appts	21+ Appts
Summer	52	43	14	2	0
Fall	327	223	38	19	2
Spring	392	263	44	17	3
Annual	667	460	73	46	16

Number of Clients with Repeat Appointments by Standing

Summer Clients with Repeat Appointments

Standing	1	2	3	4	5	6	7	8	9	12	14
Freshman	2	1	2		1	1					
Sophomore		2	2	1		1		1			
Junior	17	8	3	2		1	2	1			1
Senior	19	4	2	5	2	1	1	1	1	1	
Graduate Student	14	5	1	2		2	1				
Grand Total	52	20	10	10	3	6	4	3	1	1	1

Fall Clients with Repeat Appointments

Standing	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	18	19	20	29	31
Freshman	83	39	12	10	9	7	3	4	2		1	4		1						
Sophomore	23	5	5	3	1					1	1									1
Junior	104	30	17	8	7	1	4	1	1	2	1	1			3		2	1		
Senior	53	16	3	8	4	4		2		2		1							1	
Graduate Student	64	20	12	9	5	1	2	1						1		1				
Grand Total	327	110	49	38	26	13	9	8	3	5	3	6	1	2	3	1	2	1	1	1

Spring Clients with Repeat Appointments

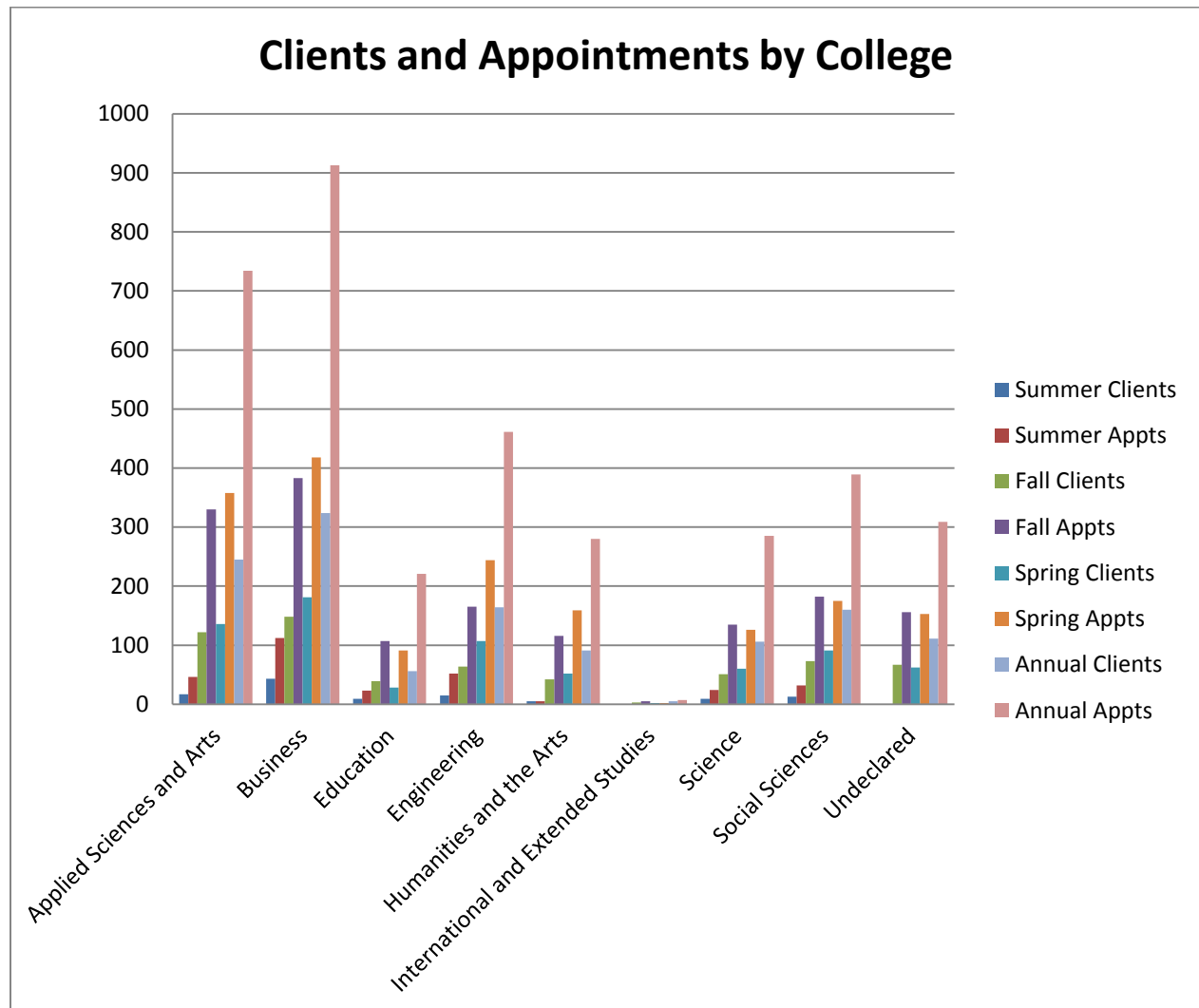
Standing	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	23	29
Freshman	87	42	13	10	10	4	10	2	4	2	1	1	3					
Sophomore	37	16	7	5			2										1	1
Junior	144	53	26	10	6	5	2	4	2	3		1	2	1	1	1		
Senior	70	23	8	2	2			2						1			1	
Graduate Student	54	14	10	6		2					1	1	1	1		1		
Grand Total	392	148	64	33	18	11	14	8	6	5	2	3	6	2	2	2	2	1

Annual Clients with Repeat Appointments

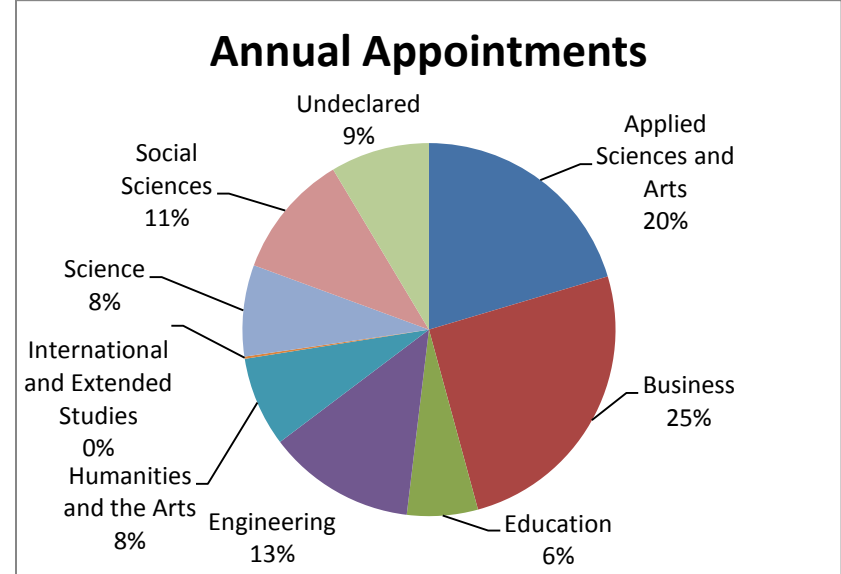
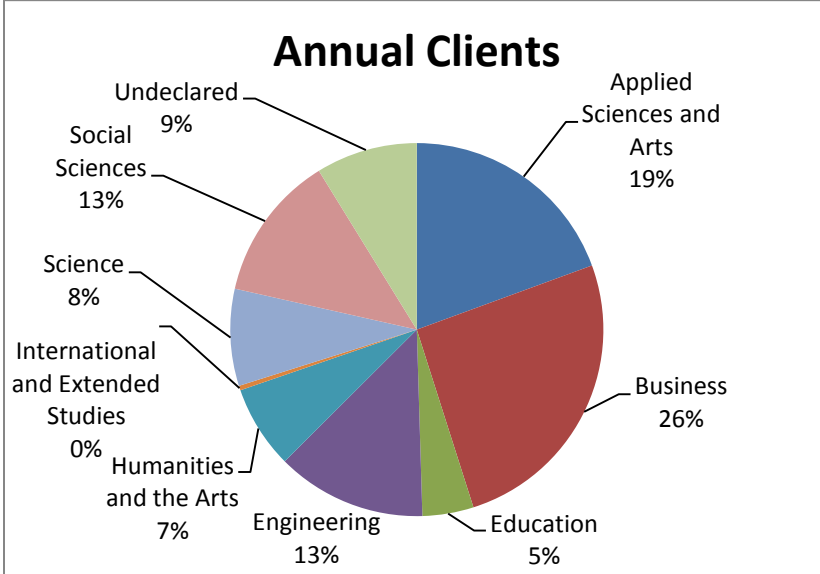
Standing	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	28	32	33	38	52	60
Freshman	134	67	25	22	12	8	8	4	2	5	1	5	3	1	1	2		2	1		1	1			1				1			
Sophomore	52	20	11	9	2	3	1				1			1			1						1								1	
Junior	233	83	33	15	20	5	5	4	2	6	3	1	1	3	3	3	1			1	1		1			1	2					
Senior	132	36	12	11	10	4	2	1		1	1	4	1					1										1		1		
Graduate Student	116	33	23	10	6	6	3	3			1		1			1			1					2						1		1
Grand Total	667	239	104	67	50	26	19	12	4	12	7	10	6	5	4	6	2	3	2	1	2	1	2	2	1	1	2	1	1	1	1	1

Clients and Appointments by College and Major

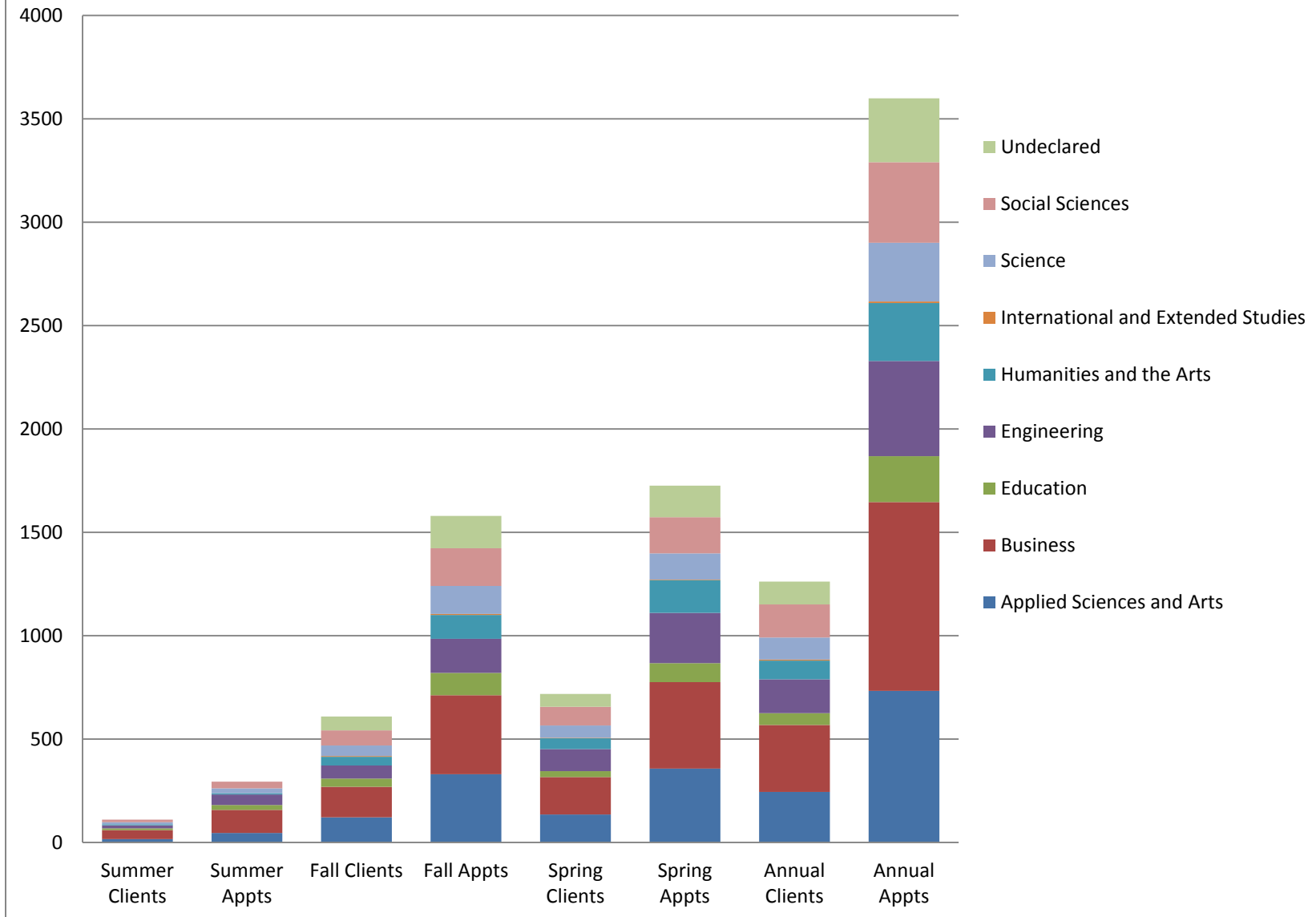
When registering in the WOnline system, students self-report their major. The following charts represent the number of appointments made by college and major. Note that this does not indicate the courses addressed in tutoring sessions, only the students' stated majors. Also note that "appointments" do not necessarily indicate the number of students. In many cases, one student will make multiple appointments. For example, 26 students in Social Work made 101 appointments during this time period, averaging about four appointments per student.

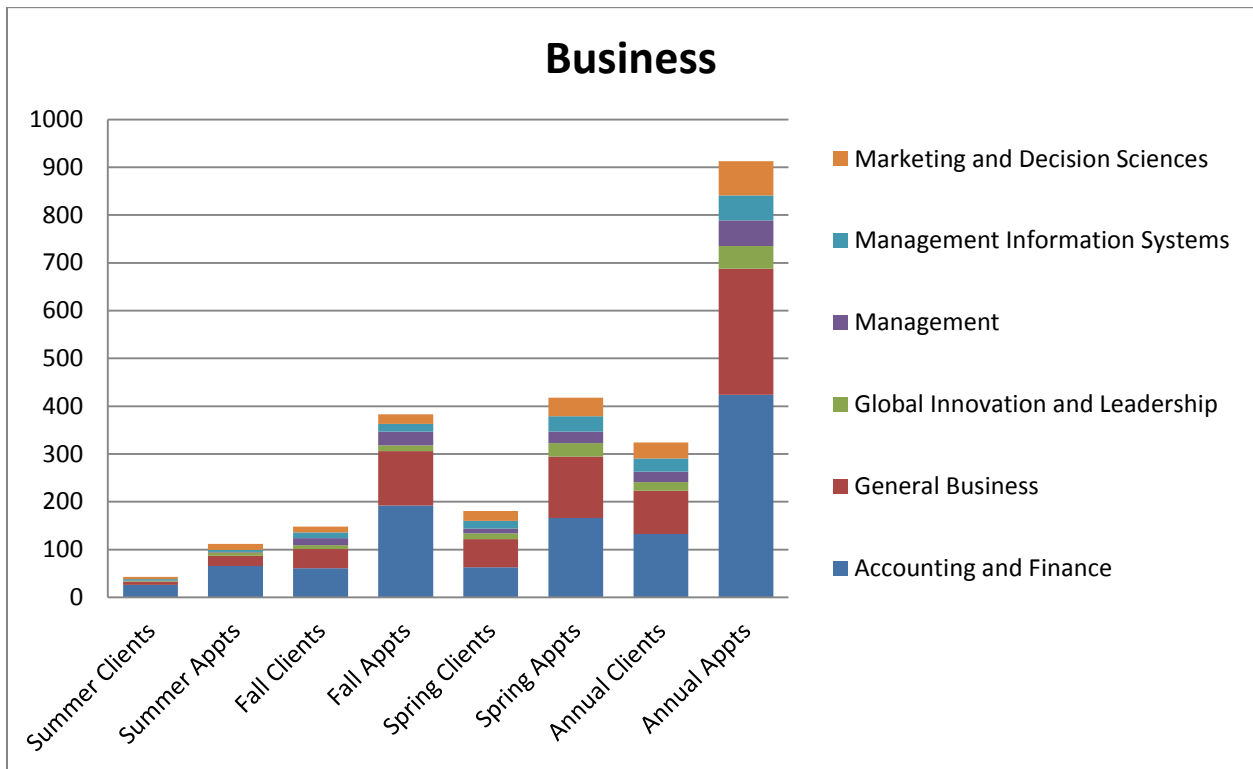
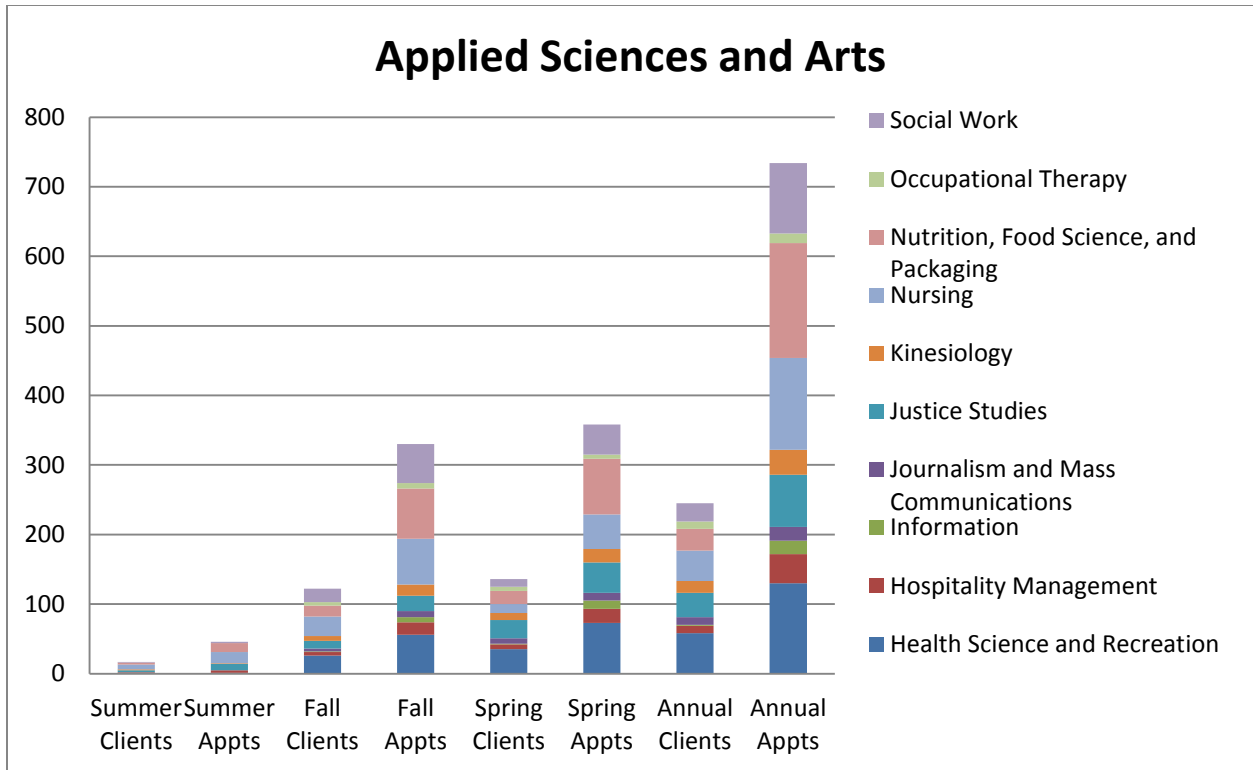


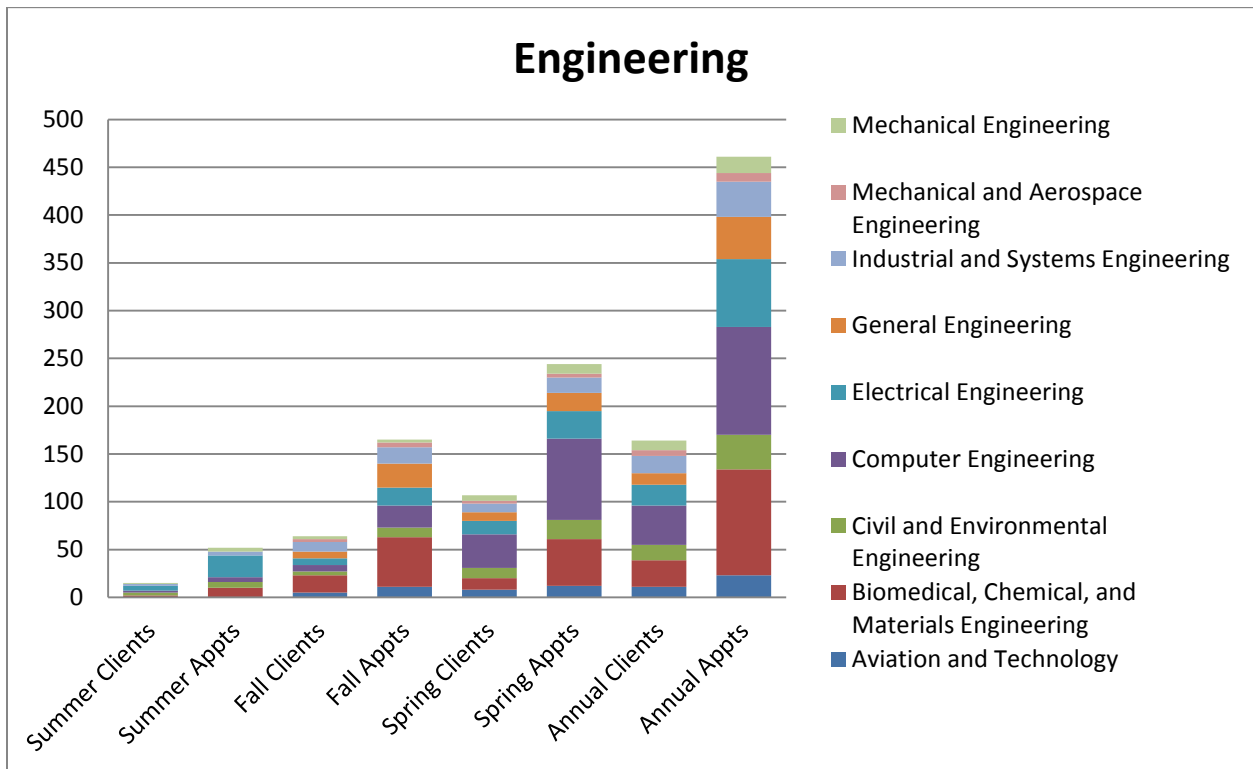
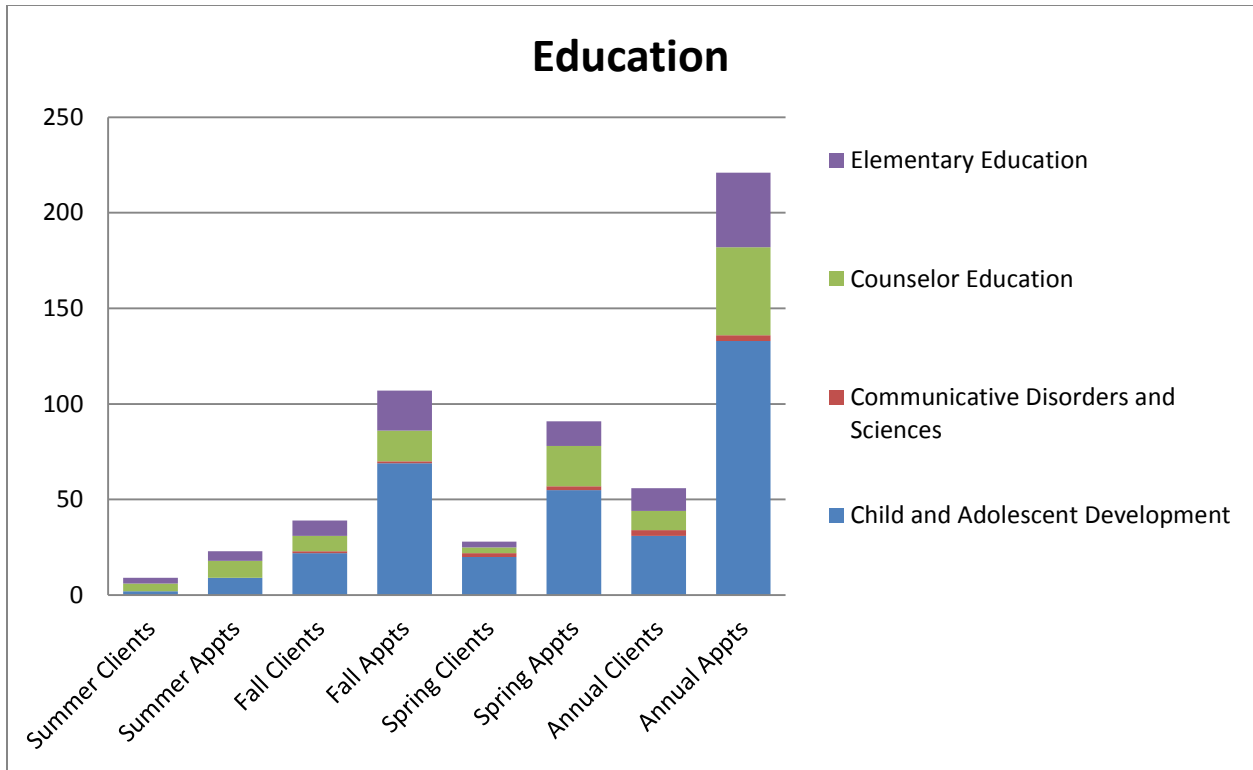
College	Summer Clients	Summer Appts	Fall Clients	Fall Appts	Spring Clients	Spring Appts	Annual Clients	Annual Appts
Applied Sciences and Arts	17	46	122	330	136	358	245	734
Business	43	112	148	383	181	418	324	913
Education	9	23	39	107	28	91	56	221
Engineering	15	52	64	165	107	244	164	461
Humanities and the Arts	5	5	42	116	52	159	91	280
International and Extended Studies	0	0	3	5	2	2	5	7
Science	9	24	51	135	60	126	106	285
Social Sciences	13	32	73	182	91	175	160	389
Undeclared	0	0	67	156	62	153	111	309

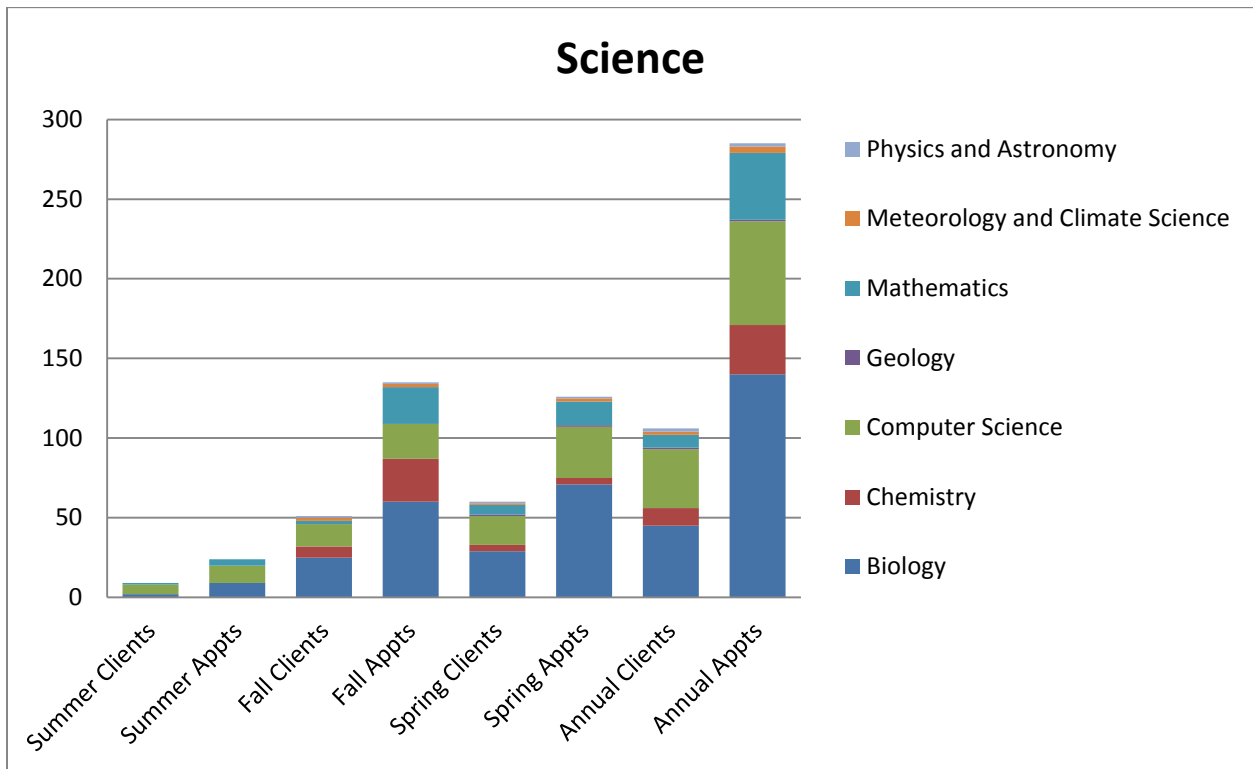
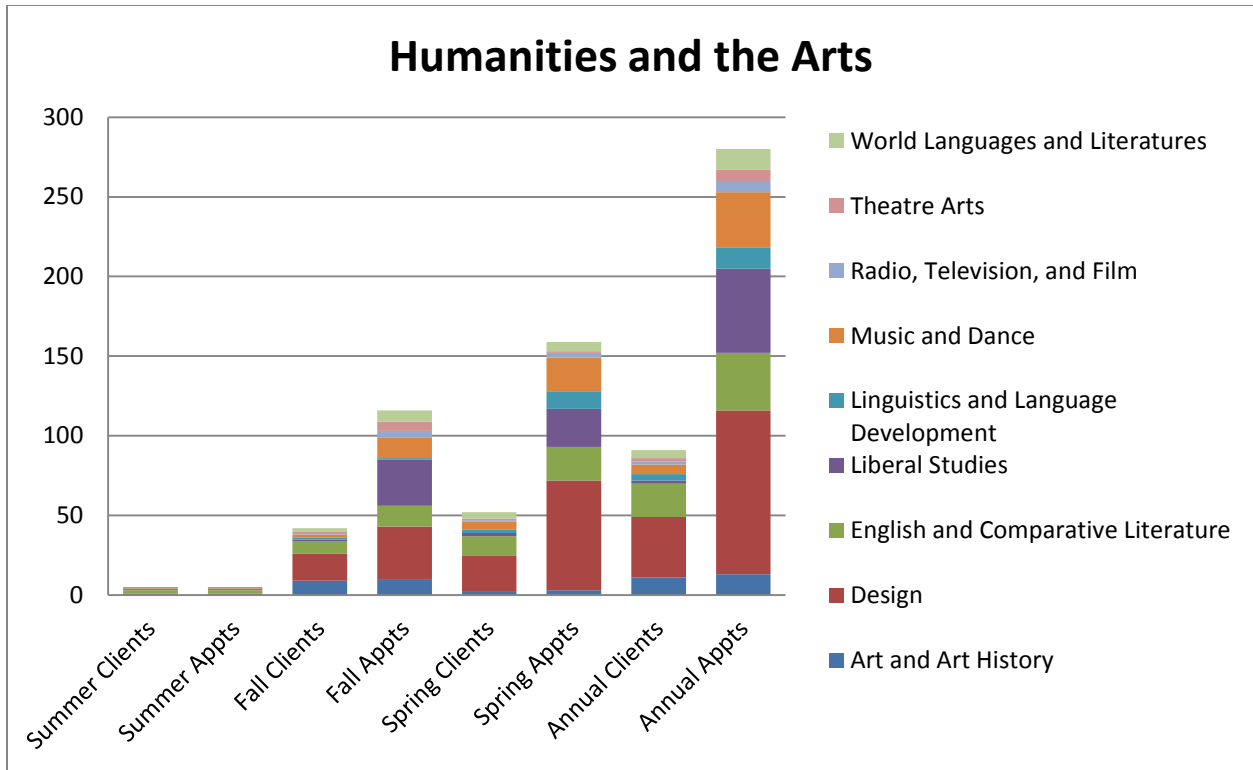


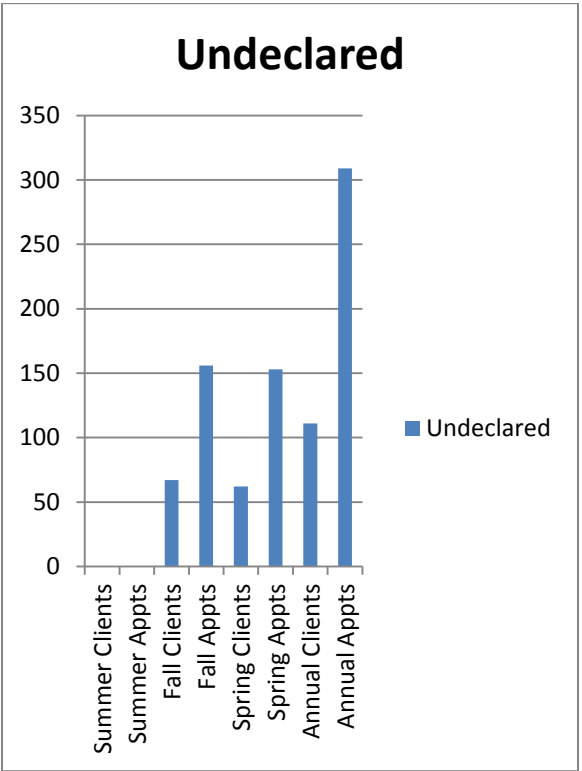
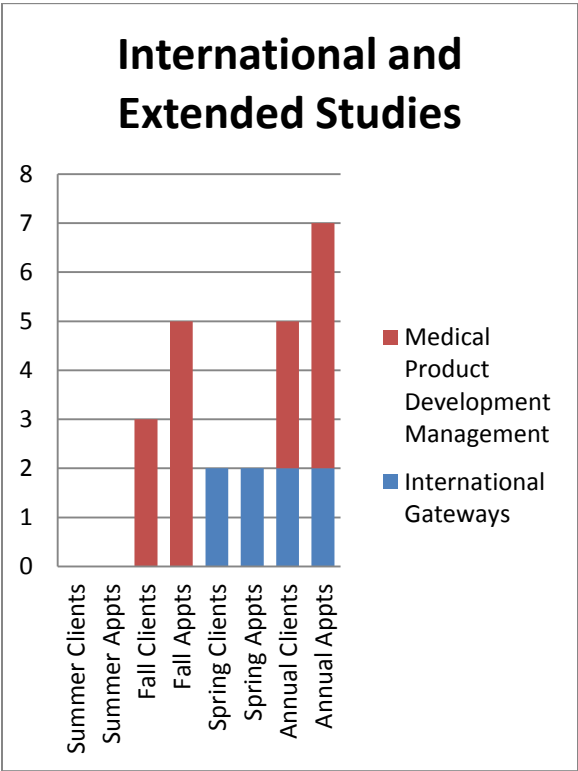
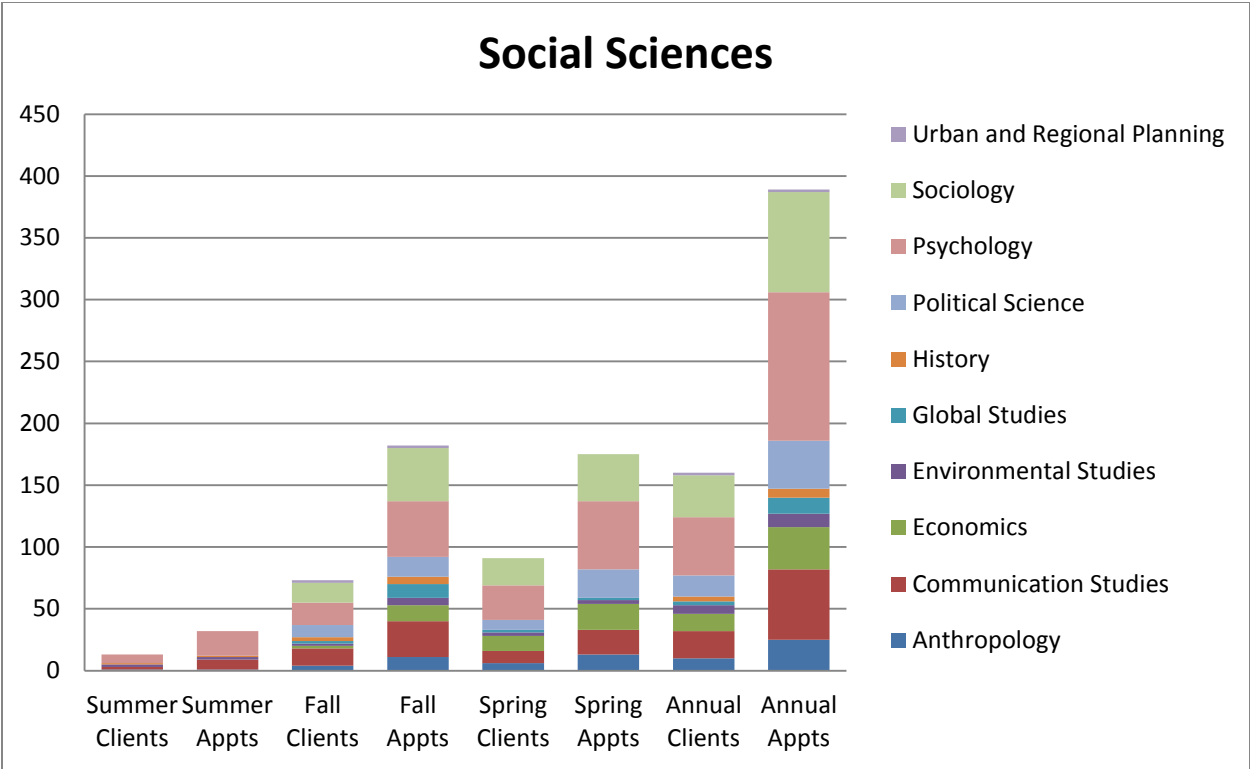
Clients and Appointments by College











Languages Spoken by Writing Center Clients

When students register with our appointment reservation system, they indicate their first or home language. During 2014-2015, 38.99% of Writing Center clients selected English as their native language. However, as shown in the below chart, those students only made up 31.09% of our tutoring sessions. This trend indicates that students who self-identify as non-native English speakers tend to make more repeat appointments. For example, 8.00% of our student clients selected Cantonese as their home language, but those students made 11.86% of our total number of tutoring sessions. Writing Center clients speak over 35 native languages.

Language	Summer Clients	Summer Appts	Fall Clients	Fall Appts	Spring Clients	Spring Appts	Annual Clients	Annual Appts	%Annual Clients	% Annual Appts
Amharic			1	2	7	15	8	17	0.63%	0.47%
Arabic	2	5	5	14	8	30	13	49	1.03%	1.36%
Bengali			1	10	6	17	6	27	0.48%	0.75%
Burmese			3	4	2	10	5	14	0.40%	0.39%
Cantonese	11	32	55	198	62	197	101	427	8.00%	11.86%
English	26	45	227	525	277	549	492	1119	38.99%	31.09%
Farsi	6	19	16	55	19	64	32	138	2.54%	3.83%
French			1	1			1	1	0.08%	0.03%
German					1	1	1	1	0.08%	0.03%
Gujarati	1	1	5	13	7	8	11	22	0.87%	0.61%
Hindi	2	13	15	35	11	18	24	66	1.90%	1.83%
Hmong					2	4	2	4	0.16%	0.11%
Indonesian	2	5	4	13	3	5	8	23	0.63%	0.64%
Japanese	4	13	6	26	10	37	14	76	1.11%	2.11%
Korean	4	13	14	37	9	22	21	72	1.66%	2.00%
Malayalam	1	1					1	1	0.08%	0.03%
Mandarin	17	51	61	181	77	227	127	459	10.06%	12.75%
Marathi			1	1	6	9	7	10	0.55%	0.28%
Nepali			1	1	2	2	3	3	0.24%	0.08%
Oriya					1	1	1	1	0.08%	0.03%
Other	4	9	14	32	17	30	32	71	2.54%	1.97%
Panjabi	4	6	12	24	8	44	20	74	1.58%	2.06%
Portuguese	1	2			1	2	2	4	0.16%	0.11%
Russian			1	1	4	5	5	6	0.40%	0.17%
Shanghainese	1	8	2	3	1	2	3	13	0.24%	0.36%
Spanish	7	28	55	121	80	160	124	309	9.83%	8.59%
Tagalog			9	16	6	10	13	26	1.03%	0.72%
Tamil			3	5	3	4	5	9	0.40%	0.25%
Telugu			6	15	4	8	9	23	0.71%	0.64%
Thai			2	5	2	2	4	7	0.32%	0.19%
Tigrina	1	1					1	1	0.08%	0.03%
Turkish					2	4	2	4	0.16%	0.11%
Ukrainian			1	1			1	1	0.08%	0.03%
Urdu	1	3	1	2	1	6	3	11	0.24%	0.31%
Vietnamese	16	39	87	238	80	233	160	510	12.68%	14.17%

Ethnicities of Writing Center Clients

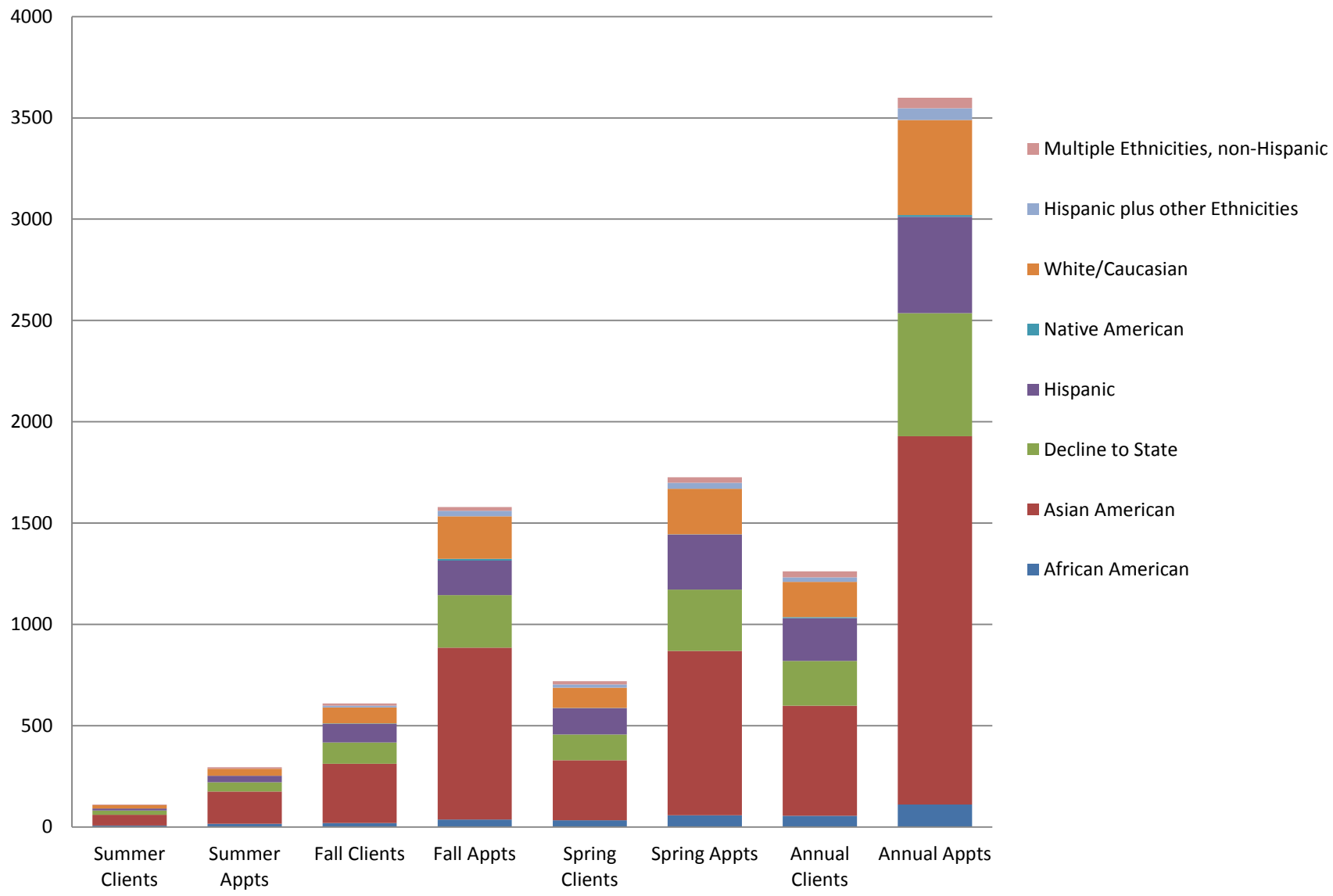
The Writing Center supports the goal of the university to increase retention and graduation rates through the outstanding tutoring and workshops we provide. In its *Vision 2010* report, San José State University targeted under-represented minority students (URMs) who were most at risk of dropping out and committed to increasing their retention and graduation rates.

In 2009, the Writing Center began tracking the ethnic backgrounds of Writing Center clientele to identify how many URMs 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.

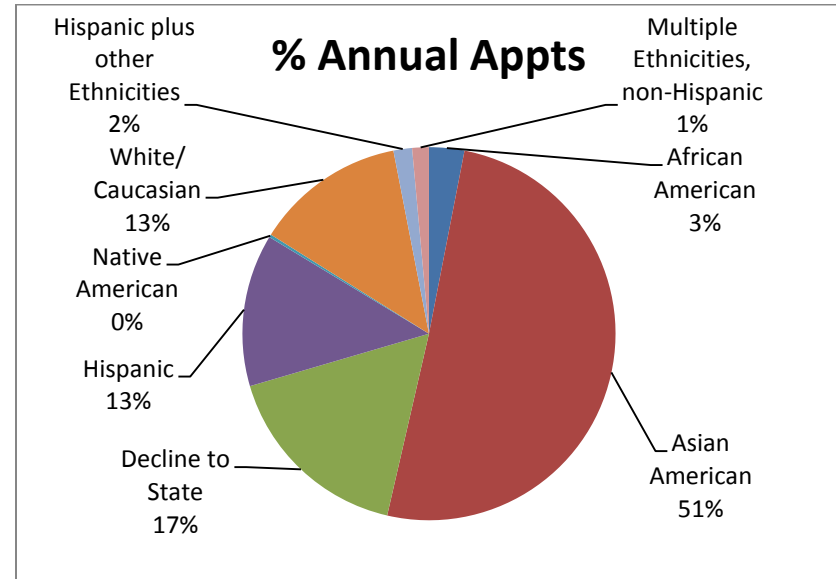
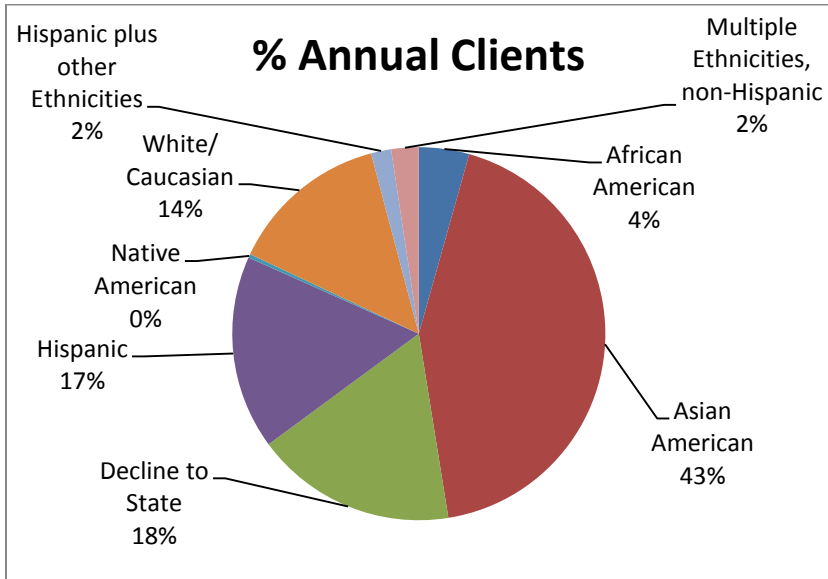
San José State University prides itself on its diversity and on the opportunities it offers under-represented students. It is committed to improving student progress toward graduation (*SJSU Retention & Graduation Initiative Report*, February 2010). Therefore, it is important for the university to provide access to the tools these students need to be successful. A key factor in these students' lack of academic success may be linked to poor writing skills.

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 with our appointment reservation system. For this reporting period, the International Student option (formerly referred to as Foreign National) was removed. Many international students either selected decline to state or an ethnicity that corresponded to their continent of origin. The International Student option has been reinstated for the next reporting period.

Clients and Appointments by Ethnicity



Ethnicity	Summer Clients	Summer Appts	Fall Clients	Fall Appts	Spring Clients	Spring Appts	Annual Clients	Annual Appts
African American	7	15	19	37	33	58	55	110
Asian American	53	160	293	848	296	811	544	1819
Decline to State	21	46	105	259	127	302	220	607
Hispanic	10	32	91	171	130	272	212	475
Native American			3	8	1	1	4	9
White/Caucasian	16	34	79	210	100	225	175	469
Hispanic plus other Ethnicities	0	0	9	28	16	30	22	58
Multiple Ethnicities, non-Hispanic	4	7	10	18	16	27	30	52



Waitlist and Same-Day Appointments

The Writing Center schedule opens seven days in advance, every night at 10:00 PM. During the regular academic year, the schedule fills quickly. While it fills quickly, students cancel often.

Of the 3,599 appointments, **111** appointments (3.08%) were made using the waitlist, and **672** appointments (18.67%) were scheduled by the students on the same day, totaling **21.76%** of all appointments.

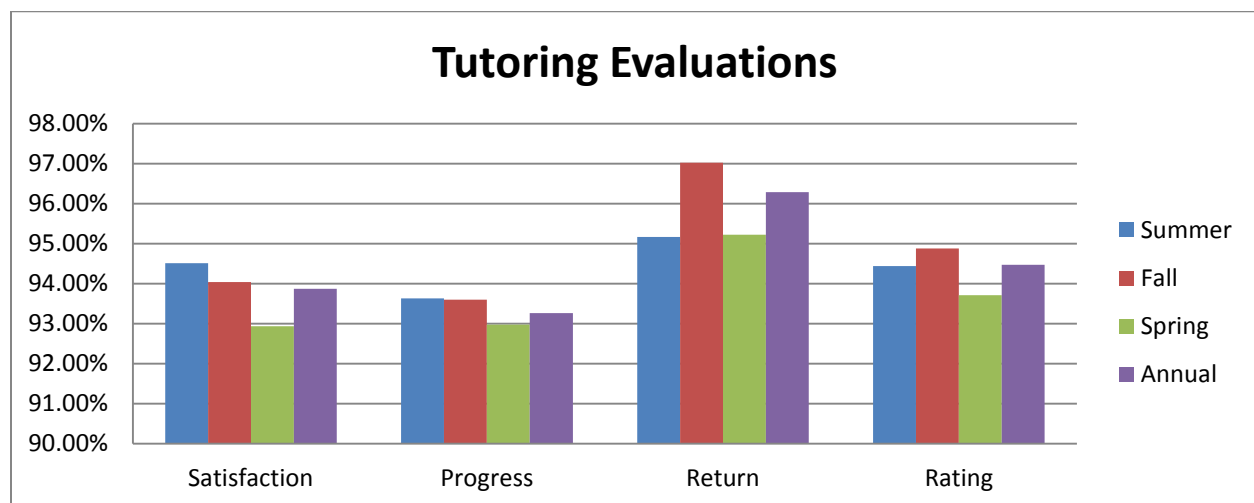
The Administrative Coordinator maintains a waitlist for students who have not scheduled an appointment, have maxed out the scheduled appointments for the week, or are blocked from scheduling appointments due to missing two appointments in a semester. If a student cancels at the last minute or misses an appointment by more than five minutes, whoever is next on the waitlist and ready for tutoring can have the appointment.

Some of the same-day appointments are accounted for by students cancelling an existing appointment and selecting another available time, while others are students visiting the Writing Center for the first time, inquiring about services, and finding available appointments that day. We are actively promoting the waitlist to ensure that all interested students receive tutoring services and that the Writing Center utilization rate remains high.

Tutoring Session Evaluations

Students complete short, three-question evaluations after every tutoring session. These evaluations ask students about their **satisfaction** with the tutoring appointment, the **progress** they made with their tutor, and whether or not they would **return** to the Writing Center for another appointment.

During the 2014-2015 reporting period, **3,194** evaluations were tabulated. The satisfaction rating average was **93.87%**; the progress rating average was **93.26%**; the return rating average was **96.29%**, with an overall average rating of **94.47%**.



Homegrown Handouts and Posters

Handouts and Posters

Homegrown Handouts are original documents created by our Writing Specialists. They have gone through multiple revisions with either the Writing Center Director or a Faculty-in-Residence. These handouts are utilized during one-on-one tutoring sessions and are available both in the tutoring lab and on the Writing Center 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 Indonesia and the Republic of the Congo.

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. In summer 2014, staff, faculty, and tutors undertook the significant project of updating all the handouts that had been created in previous years to ensure uniformity in our publications. We succeeded in putting all handouts in the new format so the resources we have created over the years now look like a cohesive set.

Posters were introduced last year to create visual aids in the tutoring lab, and this year some Writing Specialists opted to create original posters instead of handouts. The posters go through the same vigorous revision process as the handouts.

The posters created this year were “Prepositions” and “Writer Responsibility and Reader Reaction,” both by Andrew Tucker, and “Basic MLA In-Text and Parenthetical Citations” and “Basic APA In-Text and Parenthetical Citations,” by Andrew Tucker and John Linford.

Our Writing Specialists created the following handouts during the 2014-2015 academic year.

- “Semicolons” by Mitchell Gehring
- “Writing a Resignation Letter” by Jacqueline Goodwin
- “Proofreading” by Ben Aldridge
- “Putting the Style in APA Style” by Hannah Wiltbank
- “Pronouns: Cohesion within Paragraphs” by Sarah Andersen
- “Straining out Redundancy: the Pasta Metaphor” by Andrew Tucker
- “Discovering Evidence for a Literary Analysis Essay” by Emmanuel Solorzano
- “Nouns: Expert” by Hannah Wiltbank
- “Personal Narrative Essays” by Jacqueline Goodwin
- “Choosing Precise Words” by John Linford
- “Varying Sentence Openers for Emphasis, Pace, and Cohesion” by Sammy Lai
- “Subordinating Conjunctions” by Emmanuel Solorzano
- “Building Time Frames” by Nicky Lai
- “Body Paragraph Analysis” by Ben Aldridge
- “Stop and Think: Making Decisions about Meaning with Grammar and Punctuation” by Danny Spiteri

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. Most of these workshops are presented in seminar fashion for up to 15 students. All of our workshops are taught by Writing Center faculty or Writing Specialists.

Workshop Statistics and Attendance

During the 2014-2015 reporting period, **293** students attended **52** regularly scheduled workshops on a range of topics. Workshops may be cancelled if they do not meet the minimum registration requirement of five participants.

Workshop Title	# Times Presented	# Attendees
Analyzing Writing Prompts	4	18
Basic APA Style	2	20
Body Paragraphs	2	18
Common ENGL/LLD 100A Grammar Concerns	1	8
Common Grammar and Punctuation Errors	6	35
Composing Effective Sentences	2	12
Creating Your Educational and Professional Portfolio	2	23
Designing a Focused Cover Letter and Resume	2	11
LinkedIn Overview: Identifying and Selling the Brand of You	0	0
Muscle Verbs for Good Writing	3	19
Optimizing Your LinkedIn Summary and Profile	2	8
Organizing Your Ideas with Transitions	1	3
Paraphrasing	2	10
Perfect Verb Tenses	1	3
Professional Letters: Writing the Job Shadow Request, Cover Letter, and Thank-You Letter	2	9
Reading for a Purpose	2	11
Revising for Clarity: Subjects and their Verbs	2	5
Rhetorical Analysis Peer Review	1	3
Selecting and Integrating Source Material	2	11
The Art of the Long Sentence	2	14
Trimming the Fat: Writing Concisely and Avoiding Wordiness	2	14
What is a Rhetorical Analysis?	1	0
Writing under Pressure	4	33
Writing with a Purpose	2	5

Requested Workshops

In some cases, faculty request specific workshops to be presented in their classrooms. This year we presented **19** requested workshops to **503** graduate and undergraduate students.

Title	# Times Presented	# Attendees
Basic APA Style	2	22
Body Paragraphs	2	38
Common Grammar and Punctuation Errors	10	340
Paraphrasing	2	49
Selecting and Integrating Source Materials	1	13
Trimming the Fat: Writing Concisely and Avoiding Wordiness	1	28
Writing with a Purpose	1	13

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 4. The questions ask if the topic was covered thoroughly, if the instruction was clear, if the material could be applied, and if the student would recommend the workshop to his or her peers. We recorded **689** responses.

Question	Average Feedback
Coverage	95.50%
Clarity	96.50%
Application	94.00%
Recommendation	94.50%

On-Campus Outreach

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 on Fridays throughout the 2014-2015 academic year. Appointments were 90 minutes and usually addressed both grammar and content. The content often focused on making paragraphs more concise. To do this, John and the students reviewed the prompt for the assignment and the research the students had brought with them. They then worked on developing strong topic sentences and following a consistent pattern throughout their papers. Grammar discussions involved all aspects of grammar. The typical assignment length was about four pages, of which roughly three pages would be covered.

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

Student Success Center Tutoring

In fall 2013, the Writing Center entered into provisional agreements with the Lucas College and Graduate School of Business Jack Holland Student Success Center and the College of Applied Sciences and Arts Student Success Center to provide additional tutoring for students in the respective colleges. This tutoring took place at the success centers, with two Writing Specialists working one day per week in each success center. In fall 2013 appointments were on a first-come, first-served basis. The process was revised in spring 2014, and students instead scheduled appointments ahead of time through the Writing Center. Additional advertising was created and information was disseminated. However, since turnout was low, the Business pilot project was terminated. The CASA project was discontinued after the fall 2014 semester. Though the Writing Center offered 130 total hours of tutoring at the CASA Success Center during the fall 2014 semester, only 58.5 of those hours were used for tutoring sessions (45% utilization rate).

Résumé Services

The Writing Center assists students preparing their résumés and cover letters 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, as funded by the AANAPISI grant. Ms. Caires met with 67 individual students for 117 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 on 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 21 house calls during the 2014-2015 academic year.

Accessible Education Center

During the spring 2015 semester, Writing Specialist Emmanuel Solorzano hosted a weekly one-hour house call at the Accessible Education Center (AEC) to inform students about Writing Center Services. He answered students’ questions about general Writing Center policies and procedures, and he also addressed how being registered with the AEC affects our service to them. (e.g., Does registering with the AEC guarantee extended tutoring time? Can AEC students receive editing?, etc.). Moreover, he spoke with AEC staff about ways to increase student awareness about on-campus services helpful to AEC students. Emmanuel spoke at length with eight students, and we hope to continue this partnership in the future.

Frosh Orientation

During summer 2014, Writing Specialists Hannah Wiltbank, Ben Aldridge, and John Linford 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 Specialist John Linford and Assistant Writing Specialists Nicky Lai and Sammy Lai 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 the tutoring process and workshops could 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 Orientation Resource Fair

In August, Writing Specialists Hannah Wiltbank and John Linford staffed a table for the Writing Center at the Graduate 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 upon.

Campus Communications

Support for the Office of Student Conduct and Ethical Development

The Writing Center is a valuable resource for the Office of Student Conduct and Ethical Development. When students receive sanctions for plagiarism, they are often directed to the Writing Center. We teach these students how to incorporate outside sources effectively into their papers and cite them accurately. After the students have completed their appointment(s), we provide a report to the Office of Student Conduct and Ethical Development.

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 2014-2015, clients for 51% of our one-on-one appointments indicated that they wanted a follow-up email message sent to their instructor (the equivalent to **1,835** appointments with follow-up instructor contact).

Model Emails by Writing Specialists

Dear Professor Jacoby,

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 ENGL 1B course on May 15. [REDACTED] has given me permission to contact you regarding her visit to the Writing Center.

During the 30-minute appointment, we reviewed her essay about pay discrimination. In this session, we focused on content. Namely, [REDACTED]'s original paper lacked an argumentative thesis statement. I helped [REDACTED] to revise her thesis so that it posits an argument and does not simply state a fact. I also advised [REDACTED] to write topic sentences that establish a clear link between her body paragraphs and her thesis statement. [REDACTED] is putting a lot of effort into internalizing these concepts to improve her writing.

We revised the thesis statement and first topic sentence of her paper, but we did not have time to cover the entire document. I suggested that she apply the principles we discussed to the remainder 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

Hello Professor Noonis,

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 HS 159 course on March 4. [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 for grammar. [REDACTED] mainly struggled with weak verbs. I helped her strengthen her verbs by asking questions about her topics. We worked on finding specific actions that described her thoughts accurately. We also worked on using commas after introductory phrases, in lists, and before "which" phrases or coordinating conjunctions that join two independent clauses. We also spent a good amount of time going over ways she could vary her sentence structure. [REDACTED] took excellent notes and asked thoughtful questions during the session.

We worked for the entire 30-minute appointment, and we were able to cover just under a page of her paper. I invited [REDACTED] 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

Dear Dr. Grindstaff,

My name is Nicky Lai, and I am an Assistant Writing Specialist at the Writing Center in Clark Hall. I worked with your student [REDACTED] from your ARTH 176A course on October 21. [REDACTED] has given me permission to contact you regarding her visit to the Writing Center.

During the 30-minute appointment we worked on the organization and content of her essay. Her ideas were strong; however, they seemed unorganized at times. Some of her paragraphs did not flow logically. As a result, I asked her questions about how the ideas in her paragraphs were related to one other. We then worked on reorganizing some of her paragraphs so that her ideas flowed more logically.

We went over the first page of her paper. She had several grammatical errors we did not have time to go over, so I suggested that she come back for another appointment if she had the time.

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

Sincerely,
Nicky Lai, Assistant Writing Specialist

Dear Professor Loomis,

My name is Andrew Tucker, and I worked with your student [REDACTED] on February 4. She has given me permission to contact you regarding her visit to the Writing Center.

[REDACTED] brought in her resume and cover letter for DSGN 100W. At the beginning of our 30-minute session, she indicated to me that she wanted to review the content and organization of her resume and cover letter. She also wanted to discuss grammar and mechanics if time allowed. I warned [REDACTED] that we may not be able to cover both documents during our session, so she elected to begin with the cover letter. [REDACTED] and I reviewed your comments on the document, and we began to read through the letter aloud together, stopping along the way to discuss content and organization issues.

As we read, I noticed that [REDACTED] was having trouble with narrowing down the middle section of the letter, which detailed her experience. As noted in your comments, the paragraph lacked transitions and did not focus on the most important qualities that [REDACTED] could bring to her prospective employer. I encouraged [REDACTED] to focus the paragraph by coming up with specific examples of her experience based on concrete results, and I suggested that she only give weight to the most impressive of these accomplishments. I explained that she did not need to worry about including every job in the cover letter because the attached resume would list any experiences not discussed in the prose document.

[REDACTED] and I were unable to read through the entire letter. I encouraged her to return to the Writing Center if she has further questions.

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

Sincerely,
Andrew Tucker, Writing Specialist

Selected Faculty Responses to Writing Specialist Emails

Ben,

I appreciate your session with ■■■, and a special thank you for the detailed feedback to me. You are truly a professional. Thank you! You handled this perfectly.

Jeanne Linsdell, College of Engineering
6/6/2014

Thank you -- I really do appreciate all of the work you and the other Writing Center tutors do with our 100A students. I'm sure we don't tell you often enough, but your service is priceless!

Kaye Sanders, LLD
7/2/2014

Dear Mitchell:

Thank you for providing my students with your feedback as a reader and technical advice as a writing specialist. Over time, I do see measurable improvement in my students' writing.

Regards,
Laimin Lo, English
9/11/2014

Dear Pat,

I just want to thank you for sending the wonderful tutors to my class to orient the students to your program. It was well received and it makes me feel like we as the SJSU community are doing our best to encourage these fresh students. I have already received welcome notifications that the students have attended tutoring sessions. I couldn't be more pleased.

Thank you and your team for your hard work and dedication!

Best,
Jackie Norgord, LLD
9/18/2014

Dear Emmanuel,

Thank you for spending the time to help [REDACTED]. You very astutely identified the problems in her writing and are giving her the one on one assistance she needs in order to improve.

You are performing a very important service for our students that goes beyond what we can do in the classroom. Thank you for your support.

With warm regards,
John Loomis, Design
10/5/2014

Dear Mitchell,

Thanks for the very complete summary of your sessions with [REDACTED]. I am impressed that she has continued to work to improve her writing, and I know that she has benefited greatly from the assistance at the Writing Center.

Thanks so much for all you do to help the students,
Laurie Steinberg, NUFS
10/8/2014

Hi Jacqueline,

Thank you so much for taking the time to reach out on [REDACTED]'s behalf. I think it's terrific that she has taken the time to meet with you and take advantage of the writing services you provide. She's a great student and very proactive with all of her studies. I hope that she continues to meet with you if she needs help with anything regarding her research paper.

Thank you again for your time and effort and for keeping me updated.

Take care,
Jill Yager, Dance
10/13/2014

Dear Emmanuel,

Thank you so much for your detailed explanation of your session with [REDACTED]. I am very pleased that he is taking advantage of the services available to him at the Writing Center, and it sounds like he is in good hands (yours).

I hope he returns for additional assistance.

Regards,
Allison St. Dennis, English
10/16/2014

Hi Ben,

Not long after his appointment with you, [REDACTED] came to my office hours. [REDACTED] is putting a great deal of effort into learning, and he is quite receptive to everything that is explained/taught to him.

Thanks so much for all of the help you gave to [REDACTED].

Victoria Sansome, LLD
10/23/2014

Hello John,

Thank you for your message. I always appreciate what you and the other tutors do in the Writing Center to improve our students' writing.

Sharmin Khan, LLD
2/9/2015

Hi Ben,

Thank you again for your dedicated work all semester with [REDACTED]. I know she has serious issues putting her thoughts into writing, and unfortunately in a GE class like this (plus the other 3 classes I teach) I don't have the time to spend with her on these issues. So I am extremely grateful to you and the Writing Center for the support you provide to students like [REDACTED].

Honestly, I think she needs a full semester writing class (perhaps 100A), and even then, it may not be enough. She lacks awareness of basic academic genres and seems to be looking for a clear cut formula she can apply. You are doing an awesome job given the short amount of time you can spend. If you see her again, I'd say keep doing what you're doing -- getting her to expand and elaborate her thoughts, rather than just short statements that lack context.

all the best,
Rosemary Henze, LLD
11/17/2014

Hi Sammy,

From the emails received, it seems you worked with a number of my Engr 100W students. In one of my classes on Friday, [REDACTED] shared what you talked to him about. I was quite impressed, and this information helped all of the other students currently working on their cover letters and resumes. I want to thank you for all of the help and advice you offered my students.

Note: During class, [REDACTED] mentioned the online Writing Center tour. Since I am a huge fan of the Writing Center, I allowed the students to view the online tour, and because of that, many students registered online and made appointments.

Again, thank you.
Victoria Sansome, Engineering
2/16/2015

Dear Andrew,

Thank you for taking the time to work with my student [REDACTED]; I was waiting until I had read her paper to write you back. I was happy with it over all and thank you for helping her learn some of the mechanics of writing.

Best wishes,
Jon Hendricks, Geology
2/20/2015

Nicky,

Thank you!!! [REDACTED] is a sweet young woman, and eager to learn! I am glad she is taking the initiative and attending tutoring sessions. Having almost one-hundred students this semester, I am unable to adequately address each student's personal writing issues. You are such a blessing! Thank you, thank you, thank you!!!!

Ellen James-Penney, English
2/24/2015

Thank you, Nicky!

[REDACTED] is focused on improving his writing, and it is godsend that the Writing Center is there to serve him. I honestly do not know how our international students would succeed otherwise.

I appreciate your time and patience with [REDACTED].

Best,
Scott Alkire, LLD
2/27/2015

Hi Andrew,

I know that [REDACTED] will work very diligently to incorporate what she learned from you into her writing. She has only been in this country since the beginning of last semester, so her difficulty with English is understandable. She has been a regular at the Writing Center since last semester, and I have seen consistent improvement in her writing. You are doing a great job in helping her, and I do thank you for that.

Bobby McCluskey, LLD
3/4/2015

Hannah, thank you for this update. I really appreciate the amazing work that you guys do. You're an invaluable resource for the students and, indirectly, the instructors. Your support allows the students to do their best work. Thank you!

Maureen Lowell, Justice Studies
3/10/2015

Dear John,

Thank you for your message.

I'm particularly happy that you worked with [REDACTED] to develop the content of her essay, because, while grammar is important, I focus my grading for this essay on my students' ability to construct a logical and well-supported argument.

I am sure that [REDACTED] benefited from her time with you and I will encourage her to continue her tutoring sessions.

Debra Hunter, LLD
3/30/2015

Thank you Ms. Goodwin,
It's lovely to hear that she's taken on improving her writing and is growing and strengthening her skills. Thank you for the work you do.

Felicia Noonis, HS
4/2/2015

Dear Hannah,

Thank you for your assistance to [REDACTED]. You are spot on with your observations and comments. I know they will positively reinforce the work we are doing with her in class.

With warm regards,
John Loomis, Design
4/6/2015

Dear Andrew,

Thanks for the information -- I'm glad she's showing the initiative to seek help, and I appreciate your efforts. It sounds like you've provided her with a useful strategy for the assignment.

Richard Craig, MCOM
4/7/2015

Hi Danny -

Thank you very much for the email - greatly appreciated. I hope [REDACTED] comes back; she has so many challenges, but is working so hard at overcoming them.

Stef Frazier, LLD
4/10/2015

Hi Daniel,

Thank you so much for all the help you have given to [REDACTED]—she has spoken highly of your assistance.

Best wishes,
Leslie Jacoby, English
5/6/2015

Thanks for your help. My students always gain great benefit from their time with the Writing Center staff.

Best regards,
Frannie Edwards, Political Science
4/10/2015

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. Maureen Scharberg, the AVP of Student Academic Success Services (SASS).

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 2014-2015 academic year.

Writing Specialists

Three 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. Linda Mitchell and Michelle Hager conducted the two-day workshop for five faculty members in fall 2014, and they conducted the two-day workshop for five faculty members in spring 2015. For both sessions, the faculty members were from various disciplines across campus, including English, Communications, African-American Studies, Mexican-American Studies, and World Languages and Literature. The facilitators administered surveys for assessment to the faculty participants and received overwhelmingly positive feedback about the high quality of the workshop, with multiple instructors stating that the workshop was so powerful that it changed their instructional techniques. Workshops continue to be scheduled at the beginning of each semester.

Linda Mitchell and Michelle Hager also conducted a one-day 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. The second “Grab-and-Go” workshop occurred in June 2014, with eight faculty attending.

Writing Center Online Presence

Writing Center Website

The Writing Center website (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. 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 Homegrown Handouts.

The website receives heavy traffic, and between June 2014 and June 2015, it received **77,718 pageviews**. Google Analytics tracks our website statistics.

Online Resource Materials (Homegrown Handouts)

The Writing Center Homegrown Handouts are often downloaded by visitors to our website. We currently have **88** original Homegrown Handouts posted online. The following handouts were downloaded the most frequently by visitors to our site.

- “Email Etiquette”
- “Essay Planning: How to Develop a Working Thesis Statement”
- “Essay Planning: How to Read a Prompt”
- “Commonly Misused Words”
- “Verb Tenses: Telling Time”
- “Rhetorical Analyses”
- “Subject-Verb Agreement”

Facebook and Twitter

The Facebook business page for the Writing Center has continued to grow successfully. There are **538** 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 **504** 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.

Writing Center App

During the spring 2015 semester, a team of five undergraduate students from the Department of Computer Science worked with Writing Center faculty and staff to create a Writing Center app. The app allows students to access Writing Center resources on their mobile devices. With the app students can easily log in 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 Google Play store (for Android devices).

External Outreach and Global Citizenship

Northern California Writing Centers Association Conference

In March 2015, Michelle Hager, Pat Walls, and Writing Specialists John Linford and Andrew Tucker presented at the 2015 Northern California Writing Centers Association Conference. Their presentation, “Whose Line Is It Anyway? The Power of Role-Playing in Tutor Training,” outlined how role-play is integrated into the hiring and training process. The session attracted attendees from writing centers across Northern California, many of whom expressed interest in applying our strategies in their own centers. The participants also attended several other presentations to learn about methods utilized at other writing centers.

Visit from Fremont Union High School District Transition Partnership Program

In summer 2014, students and staff 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. Cynthia Harper and Pat Walls led a tour of the Writing Center, and they discussed the importance of writing in informal, academic, and professional settings.

Fabretto Children’s Foundation

The Writing Center continues to work with the Fabretto Children’s Foundation, a relationship that started in 2008. Former Writing Center Director, Dr. Linda Mitchell, and current Faculty-in-Residence, Gloria Collins, support the Fabretto project by sponsoring school children in Nicaragua. Both receive letters from their “adopted” kids, who study in remote, rural schools that provide instruction and lunch to K-12 students.