# ANNUAL REPORT

# 2019
# 2020

**SJSU** | WRITING CENTER

# 2019-2020 ANNUAL REPORT
# SJSU WRITING CENTER

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# INTRODUCTION

# INTRODUCTION

## Director's Executive Summary

The San José State University Writing Center opened in 2007 and is a unit of the College of Humanities and Arts. We offer a variety of resources to help students become better writers, and we assist students of all levels, from all disciplines, and during any part of the writing process.

This annual report is organized to progress from the work we do at the Writing Center, to the additional activities we participate in on campus, to the activities we participate in beyond campus. The report ends with a listing of our personnel and their accomplishments in the last year and an appendix that offers documents that provide additional details about our activities this year.

In 2019-2020, we experienced significant growth in a variety of forms to better serve the needs of a population of over 30,000 students.

- The Writing Center continued to offer **various types of tutoring** to reach more of the SJSU student population. In 2019-2020, we offered in-person appointments, online appointments, in-person drop-in sessions, course-embedded tutoring, and our new "Ask a Tutor" live chat service. We were also open for business whenever classes were in session, including during the winter and summer sessions.
- Our tutors conducted **6,309 tutoring sessions** in 2019-2020, a **22.29% increase** from the previous year (during which we conducted 5,159 sessions).
- Our tutors worked with **2,387 individual student clients** in 2019-2020, a **14.76% increase** from the previous year (during which we worked with 2,080 students).
- In 2019-2020, we saw an **increasingly even distribution of students coming to see us from colleges across campus**, with growth in many areas, most notably the College of Social Sciences.
- In 2019-2020, our tutors worked with significantly more **graduate students**, with **35.43%** of appointment forms indicating the student was coming in for a graduate-level class, compared to 22% in 2018-2019 and 14% in 2017-2018.
- We pivoted all tutoring services online due to the COVID-19 pandemic and subsequent shelter-in-place order; despite this unprecedented occurrence, **our year-on-year data for spring semester usage remained comparable** with 2,313 tutoring sessions in spring 2020 compared to 2,407 tutoring sessions in spring 2019.
- In response to the new world of online-only support services, we introduced a **new service** in April 2020: **"Ask a Tutor" live chat**. We partnered with the MLK Library to offer this service to emulate drop-in sessions in a virtual environment.
- Similar to other Writing Centers, we have worked to overcome the notion that we are a "fix-it shop" or a place where students come only for "grammar correction." In 2019-2020, our efforts to push out this message were successful, with **more students coming**

- **in to work on either content development or organization** (47.20%) instead of grammar (41.32%). (Additional sessions focused on formatting or other topics.)
- Demonstrating the success of our increased outreach to faculty, **requests for in-class workshops rose by 33.67%**.
- Our regularly scheduled **workshop attendance rates** rose from 65% in 2017-2018 to 72% in 2018-2019 and to **83% in 2019-2020**.
- Our **social media presence** continued to expand—particularly on Instagram—and we now have **3,242 total followers** on all our outlets (Twitter, Instagram, Facebook, and LinkedIn) at the time of this report, compared to 2,282 total followers last year.
- Readership of our blog, *The Write Attitude*, also continued to increase, with **over 88,000 views** at the time of this report. The blog has allowed us to expand our reach further beyond the university and to offer students additional resources during this time of online learning.
- The Writing Center ran successful major events each semester for graduate students in 2019-2020: **Practically Speaking** and **Gradate Writing Retreats**. These events generated high levels of interest with **127 and 77 applicants, respectively**.
- The Writing Center continued to work with units across campus in a variety of **partnerships**, from tutor training to embedded tutoring to joint workshops.

Moving forward into 2020-2021, we will prioritize growth in the following areas (as much as budgetary constraints allow due to the effects of COVID-19): continuing to expand our online tutoring program; developing and refining our new "Ask a Tutor" live chat service; maintaining growth in regard to numbers of tutors, clients, and tutoring sessions; gathering additional student testimonials and feedback (through focus groups) to help demonstrate our impact; developing our relationship even further with the College of Graduate Studies as we increase our support for graduate students; and working with faculty more intensively through our new initiatives in partnership with the Center for Faculty Development (CFD) and the Writing Across the Curriculum program (WAC).

We look forward to continuing to support students and all members of the SJSU community in their efforts to become strong communicators and skilled writers.

## Mission Statement
Our mission is to enhance the writing skills of SJSU students, so they can communicate clearly in any setting (informal, academic, or professional). We accomplish this goal through creating original writing resources, offering workshops, and conducting 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 tutors 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, and students agree to these policies when they use our services.

Note that some of our standard policies and procedures as outlined below necessarily had to be modified to reflect the move to an online-only environment due to the COVID-19 pandemic. For instance, all online tutoring sessions are 45 minutes in length, and students can book two sessions per week; instead of extended time per session, graduate students and students registered with the AEC can now request an additional third 45-minute session each week. All changes were consistently updated on our website, advertised through our social media outlets, and explained in our communications with students, faculty, and staff.

### 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. Please bring printouts of all materials—for pedagogical reasons, tutors prefer not to work off electronic devices.

3. Distraction-Free Environment: The Writing Center is a distraction-free environment. Cell phones should be put away during tutoring sessions. Food and drink are not permitted (except bottled water). Please do not bring any guests with you to your appointment. 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, you will be marked as a no-show for that appointment, and the tutor you were scheduled to work with will move on to another task. 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 if you are a graduate-level student or if you have accommodations for extended tutoring time from the AEC. 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 drop-in only sessions for the rest of the semester. We offer drop-in tutoring on a first-come, first-served basis at our location

in Clark Hall 126. However, drop-in sessions 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 tutors 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 tutors will not discuss a grade you have received or anticipate a grade you may receive. Professors assign grades—not Writing Center tutors. Tutors also will not offer commentary on a professor's written feedback.

3. Writing tutors 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 tutors 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 tutor. All of our regular expectations and procedures still apply.

6. Please visit the Accessible Education Center (AEC) if you need accommodations. Once you have your accommodation letter, bring a copy to the Writing Center and give it to our Administrative Coordinator.

## Hiring and Training Tutors
We have high standards of professionalism for our student tutors, and they receive extensive training before they begin working with students. Many university writing centers require students to take a semester-long tutor training course before becoming a writing center tutor; however, we have not taken that route because we want to invite student applicants from all disciplines—including those majoring in fields where there is no flexibility to take an additional class. Our training program was created in response to the need for extensive pedagogical training *and* the reality that it was impractical to ask SJSU students to take a training course if we wanted tutors from all disciplines. The following information about the hiring/training process is posted on the jobs page of our website (http://sjsu.edu/writingcenter/jobs).

### *Required Qualifications*
To be a writing tutor, you must
- be a currently enrolled student at SJSU with a "clear" academic standing.
- have a minimum overall GPA of 3.2.
- have earned a grade of "B" or higher in first-year writing courses (e.g., English 1A, English 1B, English 2).

- have excellent writing, reading, and critical thinking skills.
- have excellent interpersonal and communication skills.

Please note that to be a tutor embedded in an upper-division course, you must have also completed 100W with a grade of "B" or higher (or be currently enrolled in 100W and earning a "B" or higher).

### *Hiring & Training Process*
The initial hiring phase takes at least three hours to complete. To be hired, you must complete the following steps (in order):

- submit a complete application (online).
- participate in an oral interview with the Writing Center Director.
- complete a pedagogy test in which you will demonstrate your knowledge of the writing process and your ability to explain concepts related to style, grammar, organization, essay structure, and content development.
- participate in a tutoring session as a student, bringing in a piece of your own writing.

Once you have finished the initial steps for hiring, your **paid training** will begin. This process takes a minimum of 10 hours to complete. The following steps must be completed:

- observe a minimum of three tutoring sessions by experienced writing tutors.
- discuss best practices with an experienced tutor.
- complete a three-hour training about working with multilingual learners.
- participate in a one-hour trial run for a mock tutoring session.
- conduct a minimum of four mock tutoring sessions with experienced writing tutors (two focusing on grammar and two focusing on content), following the Writing Center format for tutoring and writing follow-up e-mails to instructors after each session.
- upon conditional hiring, be shadowed and evaluated by experienced writing tutors for three tutoring sessions.

You will not be considered an official Writing Center tutor until all training requirements have been met. If the training requirements cannot be met, you will only be paid for the training that you completed.

Last year, we implemented the new **module for training tutors to work with multilingual learners**. Since over half of the students we work with at the Writing Center report a home language other than English, we wanted to ensure that our tutors were thoroughly trained by a TESOL expert to address their concerns. Once we hired our Coordinator of Multilingual Writing Support Services, we were able to fill this gap. Through this specialized training, tutors have been able to empathize with, adapt their tutoring style to, and provide a high level of service for SJSU's multilingual undergraduate and graduate students.

Training continues for all employees at **two-hour monthly staff meetings**. Each staff meeting involves extensive discussion about tutoring scenarios, role-playing sessions, and training from other on-campus units. (e.g., The Accessible Education Center Director conducts training about working with students who have disabilities; representatives from the Career Center discuss best practices for writing cover letters and résumés.) Tutors also receive continued verbal and written feedback through **observations of tutoring sessions** that are done by experienced tutors and/or the Writing Center professional staff.

Last year, we developed and implemented **two optional specializations** for tutors, both of which involve **separate, advanced training**. The first specialization is **working in an online tutoring environment**; the second is **working with graduate-level writers**. We continued to offer these specialized trainings each semester in 2019-2020; however, the online training became a necessary component of employment as a writing tutor in mid-spring 2020 due to our shift to online-only services. Each training covers four hours' worth of content and hands-on practice.

We also implemented **a three-tier model for tutors** who are employed with us, in which they have the opportunity to progress from level one to level three as they meet certain benchmarks related to the position. The information about our three levels is included below.

### Level One (Entry-Level) Writing Tutor
Entry-level writing tutors will be undergraduate or graduate students who satisfy all the training requirements built into the hiring process. They will earn the base level of pay ($16/hour for undergraduates and $17/hour for graduate students). These tutors can work on our regular drop-in and appointment schedules and/or be embedded in courses.

### Level Two Writing Tutor
An entry-level writing tutor can apply for level two once *4/5* of the qualifications outlined below have been met. They will then earn a pay increase and have additional job responsibilities.

Qualifications to Apply:
1) Completed all requirements to be an entry-level tutor.
2) Conducted a minimum of 50 tutoring sessions in total with minimum 90% student evaluation averages in all categories (*or* for tutors who work in an embedded capacity only, an excellent faculty evaluation can substitute for half of the tutoring sessions).
3) Passed two observations of tutoring sessions by the Writing Center director, senior staff members, and/or level three tutors.
4) Completed a minimum of one writing workshop with minimum 90% student evaluation averages in all categories.
5) Completed a minimum of one Writing Center semester project that was finalized and approved by the director.

Window and Method to Apply:
1) Tutors having met 4/5 qualifications may apply toward the end of a semester (no later than the last day of the term).
2) Tutors wishing to apply must complete a brief application form.
3) The director will review and approve or disapprove of the application.

Job Responsibilities:
1) Continue all duties from the entry-level position.
2) Conduct faculty-requested in-class workshops.
3) Participate in training activities for new applicants.

### *Level Three (Senior/Lead) Writing Tutor*

A level two writing tutor can apply for level three (senior/lead) tutor once ***all*** the qualifications outlined below have been met. They will then earn a pay increase and have additional job responsibilities.

Qualifications to Apply:
1) Completed all requirements for level one and level two tutoring positions.
2) Conducted a minimum of 100 tutoring sessions in total with minimum 90% student evaluation averages in all categories (*or* for tutors who work in an embedded capacity only, an excellent faculty evaluation can substitute for half of the tutoring sessions).
3) Completed a minimum of two writing workshops in total with minimum 90% student evaluation averages in all categories.
4) Completed a minimum of two Writing Center semester projects that were finalized and approved by the director.
5) Completed a certificate training program for specializations in online tutoring OR working with graduate student writers. (Each certificate training program requires four hours of additional training.)

Window and Method to Apply:
1) Tutors having met all qualifications may apply toward the end of a semester (no later than the last day of the term).
2) Tutors wishing to apply must complete a brief application form.
3) The director will review and approve or disapprove of the application.

Job Responsibilities:
1) Continue all duties from levels one and two.
2) Perform peer evaluations of level two tutors (in addition to level one tutors).
3) Help pilot special projects.
4) Work in a specialized area (graduate tutoring or online tutoring).

# TUTORING

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## 2019-2020 Highlights

**6,309** Number of tutoring sessions June 1, 2019 to May 31, 2020

**+22.29%** Increase in tutoring sessions from 2018-2019 (previous year)

**GRADUATE STUDENT** Most frequent class standing

**95%-97%** Average satisfaction ratings

**2,387** Number of tutoring clients (students, faculty, and staff)

**+14.76%** Increase in unique clients from 2018-2019 (previous year)

**2,235 SESSIONS WITH GRAD STUDENTS** An increase of 67.92% from 2018-2019 (previous year)

**+966.40%** Increase in online tutoring sessions between spring 2019 and spring 2020 (due in large part to COVID-19)

**GRAMMAR** Most commonly self-reported writing focus during tutoring sessions

**3,970** Evaluation surveys completed

**REVISING/POLISHING** Most commonly self-reported writing stage during tutoring sessions

## Tutoring Offerings

For 2019-2020, the Writing Center continued to offer various tutoring formats as support for SJSU students, faculty, and staff.

### *Writing Center Tutors*

Tutors on our regular schedule in the Writing Center worked with writers of all levels and disciplines on a variety of assignments and projects, such as essays, theses, proposals, lab reports, research papers, and career or job search correspondence. They also maintained tutoring records, communicated with SJSU faculty, participated in outreach activities, developed and presented workshops, participated in training activities for new applicants, and created original resources for the Writing Center every semester. Tutors were deployed in different ways, working with students who scheduled in-person appointments, stopped by for drop-ins, accessed our live chat service, or booked online tutoring sessions.

### *Course-Embedded Tutors*

Writing tutors also chose to be embedded in the classroom, working with writing intensive courses (e.g., 100W) all across campus, providing supplemental instruction to students both inside class and outside of class through activities such as workshops and one-on-one tutoring sessions. Course-embedded tutors worked five hours per week for each class they supported, on a flexible schedule agreed upon in advance with the instructor with whom they were paired.

### *College/Department-Embedded Tutors*

Lastly, writing tutors chose to be embedded in a college or department and work with their graduate students. The work was similar to being a course-embedded tutor except the tutor supported graduate students through a college or department (instead of one specific class).

## Services

During the 2019-2020 period, the Writing Center offered the following tutoring services.

| Type | Method | Duration | Frequency | Semester(s)/Session(s) Offered |
|------|--------|----------|-----------|-------------------------------|
| Appointments | In-Person (MLK Library) | 30-60 minutes* | 2 per week | Summer, Fall, Winter, Spring |
| Online Tutoring | Zoom | 45 minutes | 2 per week** | Fall, Spring |
| Drop-Ins | In-Person (Clark Hall) | 15-30 minutes* | 5 per week | Fall, Spring |
| Embedded Tutoring | In-Person (Clark Hall/Classroom) and/or Zoom | Varies | Varies | Fall, Spring |
| Live Chat | Online MLK Library Chat Platform | 15 minutes | Unlimited | Spring |

\* As with previous years, graduate-level students and students registered with the Accessible Education Center (AEC) were able to request extended tutoring time.
\*\* The same student groups were also able to request an additional weekly tutoring session during the spring semester due to the COVID-19 campus closure.

## Tutoring Process and Policy

The Writing Center maintained use of the WCOnline scheduling system for students to register and schedule their own appointments in advance. At the time of first registering with the WCOnline, students self-reported data in the system, which included class standing, ethnicity, first language, and other information. When scheduling their appointments or online tutoring sessions, the students were required to provide background on their writing needs, such as area(s) of focus, writing stage, type of paper, and word count. The information provided was used by tutors to prepare ahead of each session.



To deliver the above services effectively and to maximize the time spent working with students, the Writing Center operated on a strict policy of lateness and absence; once a student had two "no-shows" in one semester (without notifying the Center in advance of their need to cancel or reschedule), the online system would automatically prevent further appointments from being scheduled. However, such students were still eligible for drop-in tutoring (or live chat support) as an alternative route until full appointment accessibility was restored in the following semester.

## Historical Use of the Writing Center

The Writing Center's reporting period spanned **June 1, 2019 to May 31, 2020** (which included summer, fall, winter, and spring semesters). During the period, the Center met with **2,387 unique students** (clients) in a total **of 6,309 tutoring appointments** (i.e., regular appointments, online tutoring, drop-ins, and embedded tutoring sessions). Live chat was excluded from the total tutoring appointment analytics; workshops are included in the "Workshops" section of this report. The data for Writing Center tutoring provided to the iSchool—in which we have a college-embedded tutor where data is tracked separately from our system—is included under the college section for Professional and Global Education (78 appointments and 21 clients).

Historical Use of the Writing Center
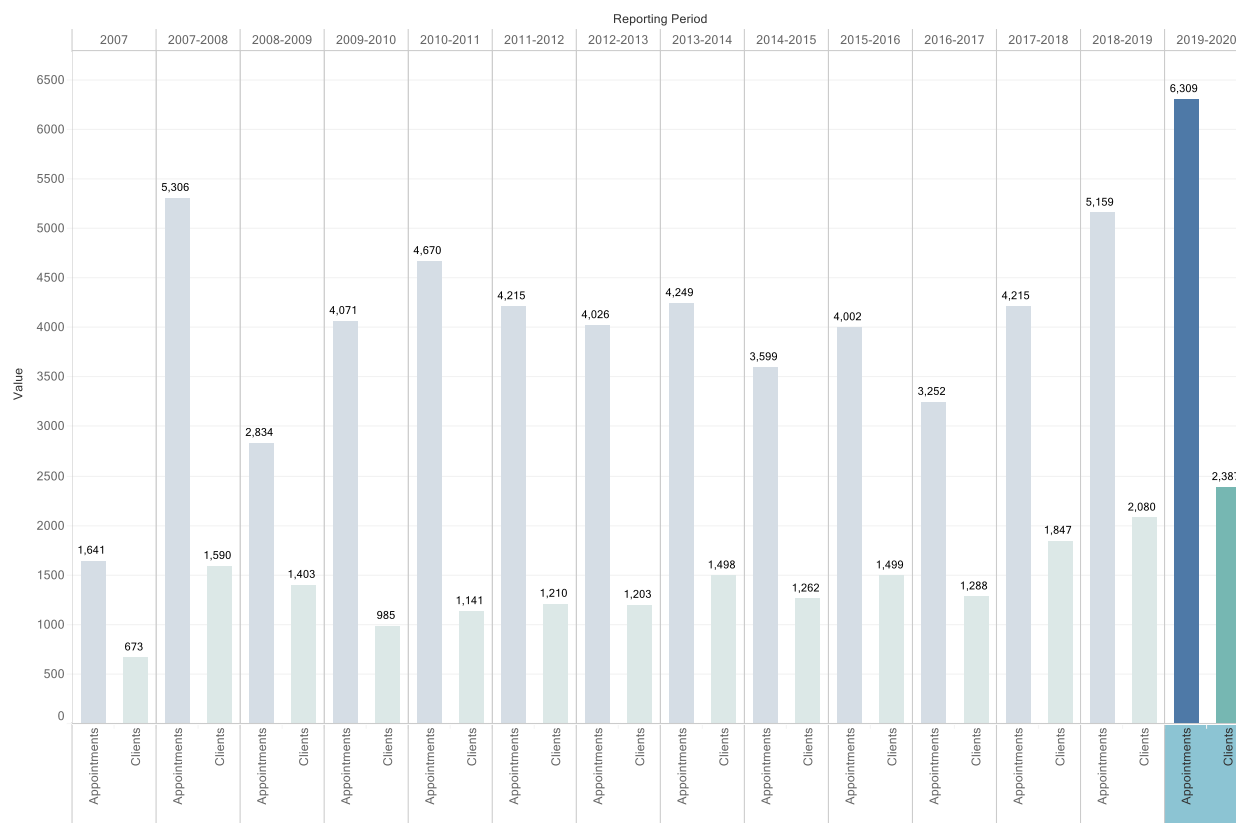


## Tutoring Overview and Utilization

For 2019-2020, the Writing Center conducted 6,309 tutoring sessions. As observed in previous years, the core usage was from in-person appointments, with fall 2019 having the peak activity.

| Service Type | Summer 2019 | Fall 2019 | Winter 2020 | Spring 2020 | Grand Total |
|---|---|---|---|---|---|
| Appointments | 389 | 2,483 | 53 | 703 | 3,628 |
| Drop-Ins | | 747 | | 167 | 914 |
| Embedded Tutoring | | 110 | | 78 | 188 |
| Online Tutoring | | 214 | | 1,365 | 1,579 |
| Grand Total | 389 | 3,554 | 53 | 2,313 | 6,309 |

Despite the occurrence of COVID-19 and campus closure from mid-March 2020, the year-on-year data for spring 2020 usage remained comparable: 2,407 total tutoring

sessions in 2018-2019, and 2,313 in 2019-2020. A detailed analysis of the impact of COVID-19 is explored later in this section.

As part of its key tracking, the Writing Center regularly reviewed the utilization rates during each semester. The aim was to monitor and assess actual work time against the regularly scheduled time of all writing tutors. In comparison to the previous reporting period, the 2019-2020 rates were higher across all three service types. The overall utilization in 2018-2019 was 78.06%, whereas the number for 2019-2020 was 80.28%.

One noticeable increase was the **+26.86% for online tutoring between 2018-2019 and 2019-2020**, which was as a direct result of COVID-19 and the move to providing online writing support to SJSU students.

| Service Type | | Summer 2019 | Fall 2019 | Winter 2020 | Spring 2020 | Total |
|---|---|---|---|---|---|---|
| **Appointments** | Used Minutes | 43470 | 127980 | 4020 | 40350 | 215820 |
| | Available Minutes | 59940 | 139770 | 5700 | 50940 | 256350 |
| | Utilization Rate | 72.52% | 91.56% | 70.53% | 79.21% | 84.19% |
| **Drop-Ins** | Used Minutes | - | 23130 | - | 8235 | 31365 |
| | Available Minutes | - | 34140 | - | 15270 | 49410 |
| | Utilization Rate | - | 67.75% | - | 53.93% | 63.48% |
| **Online Tutoring** | Used Minutes | - | 13200 | - | 95880 | 109080 |
| | Available Minutes | - | 18600 | - | 119400 | 138000 |
| | Utilization Rate | - | 70.97% | - | 80.30% | 79.04% |
| **Overall Utilization Rate** | | - | - | - | - | 80.28% |

As with previous years, the Writing Center collected information from the self-reported data that students submitted at the time of registering with WCOnline. These were *gender*, *ethnicity*, and *language*. The first step was to identify the number of unique students who had used the Center during 2019-2020, based upon their SJSU student IDs. Once filtered, the following data was captured from 2,387 unique students.

## Ethnicity

| Ethnicity | |
|---|---|
| African \| | 14 |
| American Indian/Native American | 6 |
| Asian | 1,021 |
| Asian-American | 217 |
| Black/African American | 105 |
| Chicanx | 177 |
| Decline to State \| | 153 |
| Latinx | 355 |
| Pacific Islander \| | 22 |
| White/Caucasian | 299 |
| Null | 18 |
| Grand Total | 2,387 |

## Gender

| Gender | |
|---|---|
| Female | 1,437 |
| Male | 904 |
| Nonbinary | 5 |
| Prefer not to State | 38 |
| Transgender | 2 |
| Uncategorized | 1 |
| Grand Total | 2,387 |

## Language

Top Ten Languages by Unique Students

First/Home Language

| English | Spanish | Vietnamese | Mandarin | Hindi | Cantonese | Marathi | Telugu | Korean | Japanese | Other Languages |
|---|---|---|---|---|---|---|---|---|---|---|
| 1,034 | 299 | 193 | 192 | 86 | 80 | 43 | 42 | 40 | 29 | 349 |

## Class Standing

At the time of registration with the Writing Center, students self-reported their class standing at San José State University. In the reporting period, clients were required to choose from *freshman (first year), sophomore (second year), junior (third year), senior (fourth year), graduate student, faculty,* or *staff.*

**Unlike previous years, where juniors ranked highest, 2019-2020 saw graduate students as being the most frequent users of the Writing Center, accounting for 35.43% of all tutoring sessions.**

During 2019-2020, the Writing Center saw a fairly even distribution of appointments and online tutoring sessions for graduate students. This was due to the inverse numbers resulting from COVID-19 in spring 2020, with more students needing to access online support.

| Service Type | Schedule | Freshman | Sophomore | Junior | Senior | Graduate Student | Faculty | Staff | Grand Total |
|---|---|---|---|---|---|---|---|---|---|
| Appointments | Fall 2019 | 324 | 152 | 877 | 391 | 716 | 1 | 22 | 2,483 |
| | Spring 2020 | 67 | 45 | 236 | 106 | 241 | | 8 | 703 |
| | Summer 2019 | 6 | 5 | 82 | 110 | 165 | 7 | 14 | 389 |
| | Winter 2020 | 1 | 3 | 6 | 12 | 28 | | 3 | 53 |
| Drop-Ins | Fall 2019 | 114 | 65 | 367 | 85 | 115 | | 1 | 747 |
| | Spring 2020 | 21 | 5 | 81 | 22 | 38 | | | 167 |
| Embedded Tutoring | Fall 2019 | | | 19 | 9 | 82 | | | 110 |
| | Spring 2020 | | 1 | 28 | 13 | 36 | | | 78 |
| Online Tutoring | Fall 2019 | 11 | 1 | 43 | 48 | 111 | | | 214 |
| | Spring 2020 | 89 | 48 | 359 | 151 | 703 | | 15 | 1,365 |
| Grand Total | | 633 | 325 | 2,098 | 947 | 2,235 | 8 | 63 | 6,309 |

## College

Similar to self-reporting class standing at the time of registration, students stated their majors when first using Writing Center services. For 2019-2020, the bulk of student traffic was from the College of Engineering (21.92%), with the College of Social Sciences moving to the second most used (16.67%). This was a reversal of the analytics we saw in 2018-2019. The data for the College of Applies Sciences and Arts was merged with the College of Health and Human Sciences in the college breakdown (due to the College's name change), which can be found later in this report.

College

| College | Summer 2019 | Fall 2019 | Winter 2020 | Spring 2020 | Grand Total |
|---|---|---|---|---|---|
| Applied Sciences and Arts | 6 | 2 | | 3 | 11 |
| Business | 78 | 527 | 11 | 225 | 841 |
| Education | 21 | 315 | 5 | 273 | 614 |
| Engineering | 115 | 715 | 15 | 538 | 1,383 |
| Graduate Studies | | 103 | 2 | 154 | 259 |
| Health and Human Sciences | 1 | 406 | 2 | 255 | 664 |
| Humanities and the Arts | 63 | 335 | 6 | 292 | 696 |
| Professional and Global Education | | 1 | | 1 | 2 |
| Science | 62 | 387 | 4 | 157 | 610 |
| Social Science | 27 | 645 | 8 | 372 | 1,052 |
| Undeclared | 16 | 118 | | 43 | 177 |
| Grand Total | 389 | 3,554 | 53 | 2,313 | 6,309 |

The individual college breakdown of how students from specific majors utilized the Writing Center can be found later in this section.

## Department
During the 2019-2020 reporting period, the Writing Center asked students to self-report the department that their class was in for the writing that they would be bringing to the session. The top 20 departments are presented in the next table (excluding *uncategorized* and *not for a class* options, which had grand totals of 332 and 299 respectively).

| Dept | Summer 2019 | Fall 2019 | Winter 2020 | Spring 2020 | Grand Total |
|---|---|---|---|---|---|
| ENGL | 29 | 503 | 3 | 229 | 764 |
| ENGR | 83 | 348 | 4 | 279 | 714 |
| LLD | 17 | 252 | | 65 | 334 |
| COMM | 31 | 164 | 1 | 68 | 264 |
| CMPE | 41 | 68 | 5 | 100 | 214 |
| APSC | 7 | 125 | | 73 | 205 |
| BUS | 14 | 109 | 8 | 73 | 204 |
| SOCI | 3 | 138 | | 55 | 196 |
| CHAD | 5 | 78 | | 79 | 162 |
| PSYC | 9 | 56 | | 72 | 137 |
| ISE | 3 | 92 | 1 | 36 | 132 |
| EDUC | 4 | 55 | | 61 | 120 |
| NURS | 7 | 27 | | 81 | 115 |
| BIOL | | 78 | 1 | 31 | 110 |
| EDCO | 2 | 60 | | 45 | 107 |
| CS | 8 | 37 | | 50 | 95 |
| POLS | 3 | 58 | 2 | 28 | 91 |
| NUFS | 7 | 63 | | 20 | 90 |
| SCWK | | 46 | 3 | 35 | 84 |
| PADM | | 28 | | 55 | 83 |

The majority of students who scheduled tutoring sessions were for the Department of English and Comparative Literature (ENGL).

The college breakdown is provided later, for an in-depth analysis of the departments by college.

## Course Classification
To build on the data in the previous *Department* section, the Writing Center asked students to self-report the classes for which they were having the tutoring session. Their entries were submitted on WCOnline via text box. The responses were then filtered and analyzed according to the following definitions:

- 100W: Upper-division, discipline-specific writing courses listed as 100W or 100WB from various departments;

- English 100A and LLD 100A (distinct category);
- First-Year Writing: English 1A, English 1B, English 1AF, English 1AS, or English 2;
- General Lower Division: Class numbers between 1 and 99 (excluding English 2);
- General Upper Division: Class numbers between 100 and 199;
- Graduate Division: Class numbers 200 and over;
- Professional Development: Work on a resume, cover letter, job application, personal statement or any other professional document not completed for a class;
- Test Preparation: Preparation for the Writing Skills Test (WST) or exams such as the GRE or CBEST.

| | Summer 2019 | Fall 2019 | | | | Winter 2020 | Spring 2020 | | | | Grand Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Class Category | Appointments | Appointments | Drop-Ins | Embedded Tutoring | Online Tutoring | Appointments | Appointments | Drop-Ins | Embedded Tutoring | Online Tutoring | |
| 100W | 116 | 516 | 167 | 13 | 10 | 3 | 130 | 34 | 21 | 251 | 1,261 |
| English/LLD 100A | 2 | 215 | 105 | | 15 | | 27 | 11 | 1 | 68 | 444 |
| First-Year Writing | | 147 | 48 | | 7 | | 36 | 8 | | 19 | 265 |
| General Lower Division | 13 | 213 | 109 | | 7 | 5 | 36 | 13 | | 69 | 465 |
| General Upper Division | 49 | 525 | 153 | | 69 | 7 | 142 | 33 | 12 | 231 | 1,221 |
| Graduate Division | 124 | 579 | 93 | 27 | 89 | 19 | 188 | 25 | | 648 | 1,792 |
| Professional Development | 1 | 10 | | | | | 2 | | | | 14 |
| Test Preparation | 1 | 12 | 1 | | 1 | | 5 | | | 1 | 21 |
| Uncategorized | 83 | 266 | 71 | 70 | 16 | 19 | 137 | 43 | 44 | 77 | 826 |
| Grand Total | 389 | 2,483 | 747 | 110 | 214 | 53 | 703 | 167 | 78 | 1,365 | 6,309 |

Of the 6,309 tutoring sessions conducted during the 2019-2020 reporting period, 826 contained a response that did not include a course number or clearly defined answer, and as such, were grouped as *uncategorized*.

## Writing Classification

For each tutoring session, we ask students to report on the type of writing that they will be bringing to the session, the stage of the writing process they are currently in, and the writing topic they would like to focus on for their session. These questions remain unchanged from the previous reporting period, and the goal of asking them is two-fold: (1) to provide the tutor with more information prior to the session, and (2) to provide the Center with data about *why* and *when* students are coming to see us for assistance.

The breakdowns are provided on the next page.

## Writing Type

| Writing Type | |
|---|---|
| Other | 1,095 |
| Research Paper | 947 |
| Literature Review | 369 |
| Critical Analysis | 359 |
| Argumentative Essay | 345 |
| Null | 238 |
| Rhetorical Analysis | 237 |
| Rsum | 234 |
| Graduate Project | 229 |
| Cover Letter | 221 |
| Memo | 202 |
| Report | 182 |
| Personal Statement | 182 |
| Reflection Essay | 181 |
| Graduate Thesis | 179 |
| Creative Writing | 160 |
| Discipline Investigation | 149 |
| Project Proposal | 143 |
| Personal/Narrative Essay | 130 |
| Comparative Essay | 92 |
| Interview/Transcript Writing | 79 |
| Test Preparation Writing | 69 |
| Statement of Purpose | 62 |
| Blog Post | 60 |
| Reader Response | 57 |
| Speech/Presentation | 41 |
| Portfolio Writing | 38 |
| Lab Report | 18 |
| Op-Ed Writing | 9 |
| Multimodal Project | 2 |
| Grand Total | 6,309 |

## Writing Stage
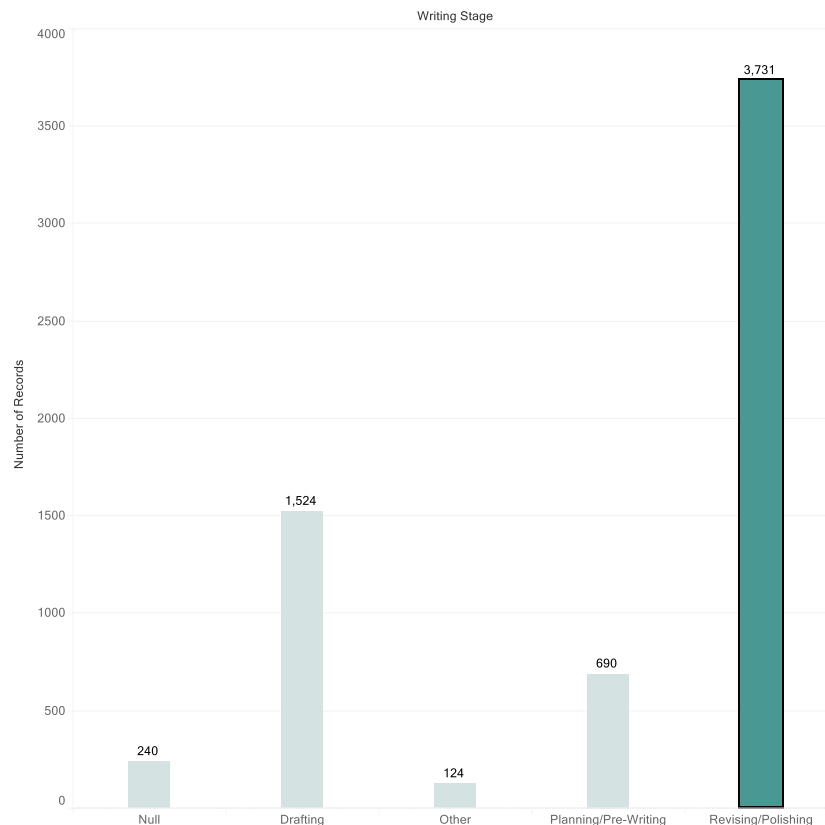
The majority of tutoring sessions held during 2019-2020 were for students seeking support toward the latter stages of the writing process (i.e., revising/polishing), which was consistent with previous years.

## Writing Focus

| | Writing Focus | | | | | |
|---|---|---|---|---|---|---|
| Class Standing | Null | Content | Formatting | Grammar | Organization | Grand Total |
| Faculty | | | | 8 | | 8 |
| Freshman | | 266 | 55 | 195 | 117 | 633 |
| Graduate Student | 122 | 520 | 150 | 1,097 | 346 | 2,235 |
| Junior | 54 | 714 | 182 | 808 | 340 | 2,098 |
| Senior | 44 | 359 | 64 | 338 | 142 | 947 |
| Sophomore | 16 | 120 | 28 | 120 | 41 | 325 |
| Staff | 1 | 8 | 8 | 41 | 5 | 63 |
| Grand Total | 237 | 1,987 | 487 | 2,607 | 991 | 6,309 |

The trend for the Writing Center to be utilized for more than simply grammar support continued in 2019-2020, with content accounting for 31.49% of all tutoring sessions and organization for 15.71%, for 47.20% total combined (with grammar as 41.32%).

## Tutoring Sessions per Student

As shown in the table below, the most noticeable figure for tutoring sessions per student came from embedded tutoring. This was most likely due to the dedicated relationship between the faculty/instructor and assigned writing tutor, which meant allotted time to students from specific courses, colleges, or departments.

| Semester | Service Type | Unique Students | Tutoring Sessions | Tutoring Sessions per Student |
|---|---|---|---|---|
| Summer 2019 | Appointments | 140 | 389 | 2.78 |
| Fall 2019 | Appointments | 1,130 | 2,483 | 2.20 |
| | Drop Ins | 445 | 747 | 1.68 |
| | Embedded | 27 | 110 | 4.07 |
| | Online Tutoring | 75 | 214 | 2.85 |
| Winter 2020 | Appointments | 34 | 53 | 1.56 |
| Spring 2020 | Appointments | 386 | 703 | 1.82 |
| | Drop Ins | 104 | 167 | 1.61 |
| | Embedded | 29 | 78 | 2.69 |
| | Online Tutoring | 633 | 1,365 | 2.16 |
| Grand Total | Grand Total | 2,387 | 6,309 | 2.64 |

## Frequency of Appointments

The Writing Center continued to track the frequency of appointments for students. The data was extracted from the total number of appointments per student ID and then categorized into the appropriate ranges.

| Number of Appointments | Number of Students |
|---|---|
| 1 | 1342 |
| 2 to 5 | 831 |
| 6 to 9 | 113 |
| 10 or more | 101 |
| Total Occurrences | 2387 |

## Session Evaluations

The Writing Center continued to monitor student feedback through the tutoring evaluation survey; however, for the 2019-2020 reporting period, a pilot of using the WCOnline built-in survey module was used in place of the historical Google Form. The decision to pilot the WCOnline survey was based upon streamlining the systems used by the Center. During the period, a total of 3,970 evaluations were submitted, equivalent to a 62.92% response rate (down from 78.08% in 2018-2019). This lower rate was due in part to the formatting of the survey, but also due to the online-only environment starting mid-March 2020. The Writing Center has decided to revert back to the Google Form for 2020-2021.

| Tutoring Type | Summer 2019 | Fall 2019 | Winter 2020 | Spring 2020 | Grand Total |
|---|---|---|---|---|---|
| Drop-In Session | | 339 | | 107 | 446 |
| Embedded Session | | 17 | | 5 | 22 |
| Online Session | | 130 | 1 | 857 | 988 |
| Regular Appointment | 230 | 1,620 | 35 | 629 | 2,514 |
| Grand Total | 230 | 2,106 | 36 | 1,598 | 3,970 |

Clients were asked to voluntarily complete the four-question evaluation survey at the end of every tutoring session. The first three questions covered the student's *satisfaction with the tutoring session*, the *usefulness of the session*, and the student's *intention to return and/or recommend the Writing Center*. Each response was recorded numerically on a scale of 1 to 5, with 5 being the best possible outcome.

| Semester | AVERAGE of 1. I was satisfied with my tutoring session. | AVERAGE of 2. I learned something useful in my tutoring session. | AVERAGE of 3. I will return and/or recommend the Writing Center. |
|---|---|---|---|
| Fall 2019 | 4.56 | 4.59 | 4.62 |
| Spring 2020 | 4.79 | 4.77 | 4.81 |
| Summer 2019 | 4.86 | 4.87 | 4.90 |
| Winter 2020 | 4.86 | 4.89 | 4.81 |
| Total Average Score | 4.77 | 4.78 | 4.78 |
| | | | |
| Total Average Percentage | 95.34% | 95.63% | 95.67% |

The fourth question was a qualitative one, seeking additional feedback that the student may have wished to share with either the specific tutor or with the Writing Center in general. A few selected responses are included below.

"
*This is my second tutoring session with the Writing Center and every session I have attended has drastically helped me. Thank you and keep up the good work!*
"

"
*I really enjoyed my session as I received so much helpful information, because as a graduate student you don't necessarily get the guided help you would receive as an undergraduate student, so I am very much appreciative to have access to this resource to help me! I will definitely be back, as well as tell the rest of my cohort to come visit!*
"

"
*My tutor was extremely helpful during my writing session. He was patient and concise when explaining writing errors, and he provided helpful ways to understand the corrections. I also appreciate the helpful new method to review my paragraph structure, thank you!*
"

Due to the campus closure caused by the COVID-19 pandemic, and subsequent Shelter-In-Place (SIP) order from March 16, 2020, the Writing Center canceled in-person services from that date until the end of the spring semester. This included all appointments, drop-ins, and in-person embedded tutoring. As a result, the Center shifted all core tutoring services to Zoom. As the data below shows, the main impact of COVID-19 on the Writing Center was

- a 966.40% increase in online tutoring between spring 2019 and spring 2020;
- significant adjustments to online tutoring scheduling and administrative processes to accommodate remote working for the entire team; and
- a revised focus on promoting online tutoring services for the remainder of the academic year.

| Period | Start | End | Duration (Days) |
|---|---|---|---|
| AR 2019-2020 Period | 6/1/2019 | 5/31/2020 | 366 |
| Summer | 6/3/2019 | 8/9/2019 | 65 |
| Fall | 8/26/2019 | 12/17/2019 | 114 |
| Winter | 1/2/2020 | 1/17/2020 | 16 |
| Spring | 1/27/2020 | 5/19/2020 | 114 |

The normal spring semester for 2019-2020 was cut short on March 9, 2020 in terms of in-person service delivery.

From March 10 through March 13, 2020, the Writing Center was closed. This allowed administration to move all schedules to online tutoring and update the website, including the COVID-19 FAQ document. The Center reopened with online tutoring only on March 16, 2020.

Therefore, rather than the expected 114 days for spring 2020, only 43 days (37.71%) were able to be conducted on campus.

## Year on Year Spring Comparison



Semester / Reporting Year
Spring
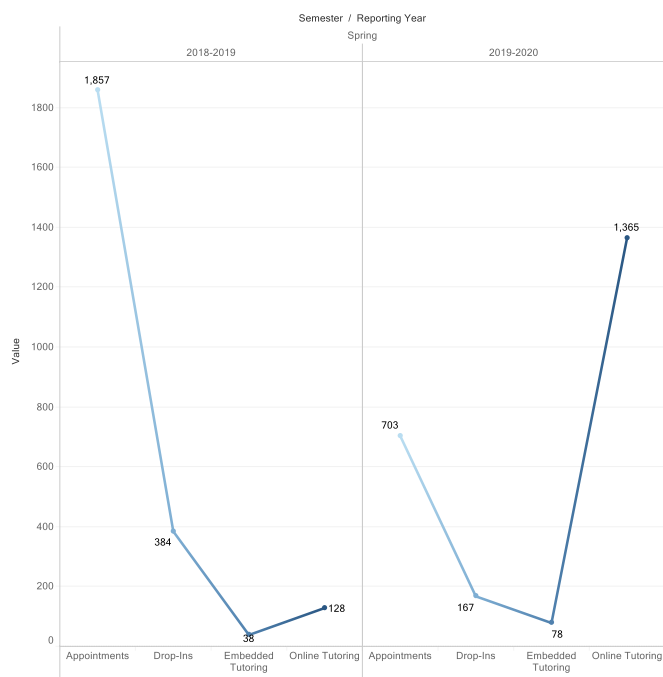
| Semester | Reporting Year | Appointments | Drop-Ins | Embedded Tutoring | Online Tutoring |
|---|---|---|---|---|---|
| Spring | 2018-2019 | 1,857 | 384 | 38 | 128 |
| | 2019-2020 | 703 | 167 | 78 | 1,365 |
| Grand Total | | 2,560 | 551 | 116 | 1,493 |

## Student Feedback During COVID-19

*"I love zoom chatting. It's easy and remote."*

*"Thank so much for you in this most difficult life time. You are excellent communicator and understanding person."*

*"I appreciate the Writing Center is available online during these times. THANK YOU!! My tutor is active and it shows he is willing to help you out."*

# LUCAS COLLEGE AND GRADUATE SCHOOL OF BUSINESS

## OVERVIEW

**841** Tutoring Sessions

13.33% of all Center sessions
507 Appointments
185 Online Tutoring Sessions
149 Drop-ins
0 Embedded Tutoring

**Fall 2019** was the most popular semester, with 527 total tutoring sessions.

**+25.61%**

increase in online tutoring between fall 2019 and spring 2020.

## GENDER

182 Female (majority)

## ETHNICITY

48.18% Asian (majority)

## LANGUAGE

114/303 English (majority)

## CLASS STANDING

**423** Junior

241 Senior
77 Freshman
61 Graduate Student
39 Sophomore

Note: The Writing Center most frequent class standing overall for 2019-2020 was graduate student.

## DEPARTMENT (TOP THREE)

**1. BUS (204 students)**
2. BUS3 (6 students)
3. BUS5 (5 students)

## COURSE CLASSIFICATION

**100W**

as the most frequent class category with 225 of the 841 tutoring sessions.

208 General Upper Division
146 English/LLD 100A
112 Uncategorized
63 First-Year Writing

## WRITING TYPE

**172** Other

84 Rhetorical Analysis
67 Creative Writing
59 Research Paper
50 Argumentative Essay

## WRITING FOCUS

# GRAMMAR

as the most frequent writing focus with 40.90%

35.79% Content
14.98% Organization
5.59% Formatting
2.73% Null
See table below for full breakdown.

## WRITING STAGE

## REVISING/POLISHING

as the highest frequency for writing stage (478/841 tutoring sessions).

256 Drafting
74 Planning/Pre-writing
24 Null
9 Other

Writing Focus by Class Standing

| Class Standing | Null | Content | Formatting | Grammar | Organization | Grand Total |
|---|---|---|---|---|---|---|
| | | | Writing Focus | | | |
| Freshman | | 4.40% | 0.48% | 2.50% | 1.78% | 9.16% |
| Graduate Student | | 0.48% | 0.71% | 4.28% | 1.78% | 7.25% |
| Junior | 2.62% | 16.88% | 2.97% | 22.47% | 5.35% | 50.30% |
| Senior | | 12.01% | 1.07% | 10.46% | 5.11% | 28.66% |
| Sophomore | 0.12% | 2.02% | 0.36% | 1.19% | 0.95% | 4.64% |
| Grand Total | 2.73% | 35.79% | 5.59% | 40.90% | 14.98% | 100.00% |

# CONNIE L. LURIE COLLEGE OF EDUCATION

## OVERVIEW

**614** Tutoring Sessions

**9.73%** of all Center sessions
**286** Appointments
**197** Online Tutoring Sessions
**102** Drop-ins
**29** Embedded Tutoring

**Fall 2019** was the most popular semester, with 315 total tutoring sessions.

**+435.48%**

increase in online tutoring between fall 2019 and spring 2020.

## GENDER

**119** Female (majority)

## ETHNICITY

**40.29%** Chicanx (majority)

## LANGUAGE

**66/139** English (majority)

## CLASS STANDING

**358** Graduate Student

**169** Junior
**46** Senior
**31** Sophomore
**31** Freshman

Note: The Writing Center most frequent class standing overall for 2019-2020 was graduate student.

## DEPARTMENT (TOP THREE)

**1. CHAD (162 students)**
**2.** EDUC (120 students)
**3.** EDCO (107 students)

## COURSE CLASSIFICATION

## GRADUATE DIVISION

as the most frequent class category with 225 of the 841 tutoring sessions.

**193** General Upper Division
**58** 100W
**35** Uncategorized
**20** English/LLD 100A

## WRITING TYPE

**143** Other

**67** Research Paper
**56** Graduate Thesis
**55** Report
**48** Argumentative Essay

## WRITING FOCUS

## GRAMMAR

as the most frequent writing focus with 61.40%

**21.17%** Content
**8.79%** Formatting
**8.63%** Organization

See table below for full breakdown.

## WRITING STAGE

## REVISING/POLISHING

as the highest frequency for writing stage (401/614 tutoring sessions).

**123** Drafting
**78** Planning/Pre-writing
**12** Other

## Writing Focus by Class Standing

| Class Standing | Content | Formatting | Writing Focus Grammar | Organization | Grand Total |
|---|---|---|---|---|---|
| Freshman | 0.65% | 0.65% | 0.33% | | 1.63% |
| Graduate Student | 10.75% | 5.37% | 36.97% | 5.21% | 58.31% |
| Junior | 4.72% | 2.28% | 18.73% | 1.79% | 27.52% |
| Senior | 4.56% | | 1.63% | 1.30% | 7.49% |
| Sophomore | 0.49% | 0.49% | 3.75% | 0.33% | 5.05% |
| Grand Total | 21.17% | 8.79% | 61.40% | 8.63% | 100.00% |

# CHARLES W. DAVIDSON COLLEGE OF ENGINEERING

## OVERVIEW

**1,383** Tutoring Sessions

21.92% of all Center sessions
835 Appointments
402 Online Tutoring Sessions
24 Drop-ins
1 Embedded Tutoring

Fall 2019 was the most popular semester, with 715 total tutoring sessions.

**+1,408.00%**

increase in online tutoring between fall 2019 and spring 2020.

## GENDER

358 Male (majority)

## ETHNICITY

65.22% Asian (majority)

## LANGUAGE

237/598 Other (majority)

## CLASS STANDING

**736** Graduate Student

337 Junior
170 Senior
88 Sophomore
55 Freshman

Note: The Writing Center most frequent class standing overall for 2019-2020 was graduate student.

## DEPARTMENT (TOP THREE)

**1. ENGR (714 students)**
**2.** CMPE (214 students)
**3.** ISE (132 students)

## COURSE CLASSIFICATION

## GRADUATE DIVISION

as the most frequent class category with 635 of the 1,383 tutoring sessions.

390 100W
113 General Upper Division
99 Uncategorized
63 English/LLD 100A

## WRITING TYPE

**212** Research Paper

194 Other
135 Resume
108 Memo
95 Cover Letter

## WRITING FOCUS

# GRAMMAR

as the most frequent writing focus with 43.89%

33.04% Content
16.63% Organization
5.86% Formatting
0.58% Null
See table below for full breakdown.

## WRITING STAGE

## REVISING/POLISHING

as the highest frequency for writing stage (884/1,383 tutoring sessions).

377 Drafting
88 Planning/Pre-writing
26 Other
8 Null

## Writing Focus by Class Standing

| Class Standing | Null | Content | Formatting | Grammar | Organization | Grand Total |
|---|---|---|---|---|---|---|
| Freshman | | 1.01% | 0.58% | 1.52% | 0.87% | 3.98% |
| Graduate Student | 0.58% | 16.05% | 2.46% | 24.51% | 9.62% | 53.22% |
| Junior | | 9.76% | 1.45% | 9.18% | 3.76% | 24.15% |
| Senior | | 4.19% | 0.80% | 5.57% | 1.74% | 12.29% |
| Sophomore | | 2.02% | 0.58% | 3.11% | 0.65% | 6.36% |
| Grand Total | 0.58% | 33.04% | 5.86% | 43.89% | 16.63% | 100.00% |

# COLLEGE OF GRADUATE STUDIES

## OVERVIEW

**259** Tutoring Sessions

**4.11%** of all Center sessions
**129** Online Tutoring Sessions
**114** Appointments
**12** Drop-ins
**4** Embedded Tutoring

**Spring 2020** was the most popular semester, with 154 total tutoring sessions.

**+49.51%**

Increase in overall tutoring sessions between fall 2019 and spring 2020.

**+414.29%**

increase in online tutoring between fall 2019 and spring 2020.

## GENDER

**82** Female (majority)

## ETHNICITY

**47.27%** Asian (majority)

## LANGUAGE

**43/110** English (majority)

## CLASS STANDING

**252** Graduate Student

**3** Freshman
**3** Junior
**1** Staff

Note: The Writing Center most frequent class standing overall for 2019-2020 was graduate student.

## COURSE CLASSIFICATION

### GRADUATE DIVISION

as the most frequent class category with 217 of the 259 tutoring sessions.

**25** Uncategorized
**13** General Upper Division
**2** 100W
**1** Test Preparation

## WRITING TYPE

**45** Graduate Project

**41** Research Paper
**40** Literature Review
**31** Other
**20** Report

## WRITING FOCUS

### GRAMMAR

as the most frequent writing focus with 54.44%

**15.06%** Content
**13.51%** Organization
**10.42%** Formatting
**6.56%** Null

See table below for full breakdown.

## WRITING STAGE

### REVISING/POLISHING

as the highest frequency for writing stage (163/259 tutoring sessions).

**46** Drafting
**27** Planning/Pre-writing
**17** Null
**6** Other

### Writing Focus by Class Standing

| Class Standing | Writing Focus | | | | | Grand Total |
|---|---|---|---|---|---|---|
| | Null | Content | Formatting | Grammar | Organization | |
| Freshman | | | | 1.16% | | 1.16% |
| Graduate Student | 6.56% | 15.06% | 10.42% | 52.51% | 12.74% | 97.30% |
| Junior | | | | 0.77% | 0.39% | 1.16% |
| Staff | | | | | 0.39% | 0.39% |
| Grand Total | 6.56% | 15.06% | 10.42% | 54.44% | 13.51% | 100.00% |

# COLLEGE OF HEALTH AND HUMAN SCIENCES

## OVERVIEW

**675** Tutoring Sessions

**10.70%** of all Center sessions
**371** Appointments
**195** Online Tutoring Sessions
**107** Drop-ins
**2** Embedded Tutoring

**Fall 2019** was the most popular semester, with 408 total tutoring sessions.

**+1,192.86%**

increase in online tutoring between fall 2019 and spring 2020.

## GENDER

**223** Female (majority)

## ETHNICITY

**33.00%** Asian (majority)

## LANGUAGE

**167/300** English (majority)

## CLASS STANDING

**250** Junior

**194** Graduate Student
**111** Freshman
**93** Senior
**27** Sophomore

Note: The Writing Center most frequent class standing overall for 2019-2020 was graduate student.

## DEPARTMENT (TOP THREE)

**1. NURS (115 students)**
**2.** NUFS (90 students)
**3.** SCWK (84 students)

## COURSE CLASSIFICATION

## GRADUATE DIVISION

as the most frequent class category with 194 of the 675 tutoring sessions.

**141** 100W
**139** General Upper Division
**86** General Lower Division
**652** Uncategorized

## WRITING TYPE

**144** Research Paper

**114** Other
**67** Literature Review
**554** Critical Analysis
**36** Reflection Essay

## WRITING FOCUS

## GRAMMAR

as the most frequent writing focus with 36.89%

**33.19%** Content
**16.30%** Organization
**11.56%** Formatting
**2.07%** Null
See table below for full breakdown.

## WRITING STAGE

## REVISING/POLISHING

as the highest frequency for writing stage (402/675 tutoring sessions).

**174** Drafting
**73** Planning/Pre-writing
**14** Null
**12** Other

### Writing Focus by Class Standing

| Class Standing | Null | Content | Formatting | Writing Focus Grammar | Organization | Grand Total |
|---|---|---|---|---|---|---|
| Freshman | | 6.37% | 1.63% | 6.07% | 2.37% | 16.44% |
| Graduate Student | 1.19% | 7.85% | 3.70% | 10.52% | 5.48% | 28.74% |
| Junior | 0.89% | 12.59% | 4.44% | 12.89% | 6.22% | 37.04% |
| Senior | | 4.44% | 1.33% | 6.37% | 1.63% | 13.78% |
| Sophomore | | 1.93% | 0.44% | 1.04% | 0.59% | 4.00% |
| Grand Total | 2.07% | 33.19% | 11.56% | 36.89% | 16.30% | 100.00% |

The summary for the College of Health and Human Sciences includes all data submitted from the College of Applied Sciences and Arts.

**2019-2020 College Breakdown**

# COLLEGE OF HUMANITIES AND THE ARTS

## OVERVIEW

# 696 Tutoring Sessions

11.03% of all Center sessions
418 Appointments
128 Online Tutoring Sessions
108 Drop-ins
42 Embedded Tutoring

Fall 2019 was the most popular semester, with 335 total tutoring sessions.

# +4,066.67%

increase in online tutoring between fall 2019 and spring 2020.

## GENDER

137 Female (majority)

## ETHNICITY

33.69% Asian (majority)

## LANGUAGE

124/226 English (majority)

## CLASS STANDING

# 262 Junior

142 Graduate Student
129 Senior
81 Freshman
59 Staff

Note: The Writing Center most frequent class standing overall for 2019-2020 was graduate student.

## DEPARTMENT (TOP THREE)

**1. ENGL (764 students)**
2. LLD (334 students)
3. PHIL (61 students)

## COURSE CLASSIFICATION

# UNCATEGORIZED

as the most frequent class category with 186 of the 696 tutoring sessions.

169 General Upper Division
90 Graduate Division
85 100W
79 General Lower Division

## WRITING TYPE

# 146 Other

84 Research Paper
61 Null
49 Memo
43 Argumentative Essay

## WRITING FOCUS

# GRAMMAR

as the most frequent writing focus with 38.22%

31.32% Content
14.80% Organization
8.48% Null
7.18% Formatting
See table below for full breakdown.

## WRITING STAGE

## REVISING/POLISHING

as the highest frequency for writing stage (395/696 tutoring sessions).

124 Drafting
86 Planning/Pre-writing
60 Null
31 Other

## Writing Focus by Class Standing

| Class Standing | Null | Content | Formatting | Grammar | Organization | Grand Total |
|---|---|---|---|---|---|---|
| | | | Writing Focus | | | |
| Freshman | | 3.45% | 1.01% | 4.31% | 2.87% | 11.64% |
| Graduate Student | 1.58% | 3.45% | 1.01% | 10.34% | 4.02% | 20.40% |
| Junior | 3.74% | 14.66% | 2.16% | 10.92% | 6.18% | 37.64% |
| Senior | 3.02% | 6.61% | 1.72% | 6.18% | 1.01% | 18.53% |
| Sophomore | | 2.01% | 0.29% | 0.57% | 0.43% | 3.30% |
| Staff | 0.14% | 1.15% | 1.01% | 5.89% | 0.29% | 8.48% |
| Grand Total | 8.48% | 31.32% | 7.18% | 38.22% | 14.80% | 100.00% |

# COLLEGE OF PROFESSIONAL AND GLOBAL EDUCATION

## OVERVIEW

**2** Tutoring Sessions

0.03% of all Center sessions
1 Appointments
1 Online Tutoring Sessions
0 Drop-ins
0 Embedded Tutoring

Both fall 2019 and spring 2020 had equal tutoring session frequencies.

## +100.00%

increase in online tutoring between fall 2019 and spring 2020.

## GENDER

**2** Male (majority)

## ETHNICITY

50.00% each Asian and Chicanx

## LANGUAGE

1 each (of 2) English and other (majority)

## CLASS STANDING

**1** Junior and **1** Graduate

Note: The Writing Center most frequent class standing overall for 2019-2020 was graduate student.

## DEPARTMENT

### INFO (19 students)

## COURSE CLASSIFICATION

### GRADUATE DIVISION & 100W

as the most frequent class categories with 1 tutoring session each.

## WRITING TYPE

**1** each as resume and other

## WRITING FOCUS

## CONTENT

as the most frequent writing focus, 100.00%

## WRITING STAGE

## DRAFTING

as the highest frequency for writing stage (2/2 tutoring sessions).

## iSCHOOL

### OVERVIEW

**78** total tutoring sessions

**21** total students (clients)

31 tutoring sessions in fall 2019
47 tutoring sessions in spring 2020

## 100%

graduate student interactions.

## APPOINTMENTS

| Appointments by Month | |
|---|---|
| January | 1 |
| February | 15 |
| March | 12 |
| April | 15 |
| May | 4 |
| August | 2 |
| September | 6 |
| October | 9 |
| November | 10 |
| December | 4 |

## WRITING FOCUS

| Writing Focus | |
|---|---|
| Null | 51 |
| Content | 6 |
| Formatting | 10 |
| Grammar | 2 |
| Organization | 9 |

**2019-2020 College Breakdown**
# COLLEGE OF SCIENCE

### OVERVIEW

# 610 Tutoring Sessions

**9.67%** of all Center sessions
**421** Appointments
**122** Online Tutoring Sessions
**59** Drop-ins
**8** Embedded Tutoring

**Fall 2019** was the most popular semester, with 387 total tutoring sessions.

# +442.11%

increase in online tutoring between fall 2019 and spring 2020.

### GENDER

**1143** Female (majority)

### ETHNICITY

**51.23%** Asian (majority)

### LANGUAGE

**91/242** English (majority)

### CLASS STANDING

# 177 Junior

**174** Graduate Student
**110** Senior
**89** Freshman
**52** Sophomore

Note: The Writing Center most frequent class standing overall for 2019-2020 was graduate student.

### DEPARTMENT (TOP THREE)

**1. PSYC (137 students)**
**2.** BIOL (110 students)
**3.** CS (95 students)

### COURSE CLASSIFICATION

# GRADUATE DIVISION

as the most frequent class category with 136 of the 610 tutoring sessions.

**127** General Upper Division
**100** Uncategorized
**95** 100W
**65** General Lower Division

### WRITING TYPE

# 95 Research Paper

**86** Other
**62** Literature Review
**45** Argumentative Essay
**30** Null

### WRITING FOCUS

# GRAMMAR

as the most frequent writing focus with 40.82%

**35.46%** Content
**15.57%** Organization
**6.07%** Formatting
**5.08%** Null
See table below for full breakdown.

### WRITING STAGE

# REVISING/POLISHING

as the highest frequency for writing stage (392/610 tutoring sessions).

**120** Drafting
**57** Planning/Pre-writing
**32** Null
**9** Other

### Writing Focus by Class Standing

| Class Standing | Null | Content | Formatting | Writing Focus<br>Grammar | Organization | Grand Total |
|---|---|---|---|---|---|---|
| Faculty | | | | 1.31% | | 1.31% |
| Freshman | | 7.87% | 1.48% | 3.28% | 1.97% | 14.59% |
| Graduate Student | 0.16% | 8.36% | 1.31% | 12.95% | 5.74% | 28.52% |
| Junior | | 8.85% | 1.15% | 15.25% | 3.77% | 29.02% |
| Senior | 2.46% | 4.92% | 1.15% | 6.72% | 2.79% | 18.03% |
| Sophomore | 2.46% | 2.46% | 0.98% | 1.31% | 1.31% | 8.52% |
| Grand Total | 5.08% | 32.46% | 6.07% | 40.82% | 15.57% | 100.00% |

# COLLEGE OF SOCIAL SCIENCES

## OVERVIEW

**1,052** Tutoring Sessions

16.67% of all Center sessions
565 Appointments
201 Online Tutoring Sessions
184 Drop-ins
102 Embedded Tutoring

**Fall 2019** was the most popular semester, with 645 total tutoring sessions.

**+916.67%**

increase in online tutoring between fall 2019 and spring 2020.

## GENDER

279 Female (majority)

## ETHNICITY

37.85% Chicanx (majority)

## LANGUAGE

220/391 English (majority)

## CLASS STANDING

**465** Junior

291 Graduate Student
154 Senior
108 Freshman
34 Sophomore

Note: The Writing Center most frequent class standing overall for 2019-2020 was graduate student.

## DEPARTMENT (TOP THREE)

**1. COMM (264 students)**
**2.** APSC (205 students)
**3.** SOCI (196 students)

## COURSE CLASSIFICATION

**100W**

as the most frequent class category with 246 of the 1,052 tutoring sessions.

239 General Upper Division
198 Uncategorized
174 Graduate Division
97 General Lower Division

## WRITING TYPE

**215** Research Paper

176 Other
86 Null
84 Literature Review
81 Argumentative Essay

## WRITING FOCUS

## CONTENT

as the most frequent writing focus with 33.37%

29.37% Grammar
20.06% Organization
9.13% Formatting
8.08% Null
See table below for full breakdown.

## WRITING STAGE

## REVISING/POLISHING

as the highest frequency for writing stage (516/1,052 tutoring sessions).

261 Drafting
172 Planning/Pre-writing
85 Null
18 Other

## Writing Focus by Class Standing

| Class Standing | Null | Content | Formatting | Grammar | Organization | Grand Total |
|---|---|---|---|---|---|---|
| | | | Writing Focus | | | |
| Freshman | | 5.04% | 0.29% | 2.00% | 2.95% | 10.27% |
| Graduate Student | 7.32% | 5.04% | 0.86% | 11.98% | 2.47% | 27.66% |
| Junior | | 15.49% | 6.37% | 11.22% | 11.12% | 44.20% |
| Senior | 0.76% | 6.08% | 1.43% | 3.33% | 3.04% | 14.64% |
| Sophomore | | 1.71% | 0.19% | 0.86% | 0.48% | 3.23% |
| Grand Total | 8.08% | 33.37% | 9.13% | 29.37% | 20.06% | 100.00% |

# WORKSHOPS
# & HANDOUTS

# WORKSHOPS

## 2019-2020 Highlights

**82.67%** Student attendance at regular workshops (increase of 10.66% from previous year)

**Basic APA** Most requested and attended workshop topic

**Tuesdays** Most popular day for regular workshop attendance

**4.7/5.0** Recommendation rating for regular workshops

**90** Workshops requested for in-class delivery (including combined with house call)

**45** Regular workshops delivered in 2019-2020

**20** Workshop topics offered

**+33.67%** Workshops requested for in-class delivery (including combined with house call)

### Workshop Offerings

The Writing Center offered two workshop options during the fall and spring semesters: **regular** and **in-class** (requested by faculty). Both options involved one-hour long workshops, which were facilitated by Writing Center staff and tutors, and focused on specific writing topics.

Additionally, instructors were able to request **combined workshops and house calls** to provide writing support as well as an introduction to the services of the center.

*"Great job! I definitely feel more confident about grammar and punctuation."*

Source: Writing Center Workshop Evaluation Survey

### Regular

- Maximum of 15 students
- Attendance via online sign-up/registration or walk-in
- Interactive format
- Hosted in Clark Hall
- Handouts and activities provided by the Writing Center
- Attendees complete evaluation form at the end of the session

### In-Class

- Maximum number of students based on class size
- Attendance via regular class schedule
- Interactive format
- Located in the classroom
- Requested by the instructor
- Workshop materials sent to instructor
- Maximum of three instructor requests per semester
- Attendees complete evaluation form at the end of the session

### Workshop Topics

The workshop topics offered during 2019-2020 reflected all stages of the writing process. For this period, there were 20 topics offered as both regular and in-class workshops (as listed on the next page).

## What type of workshop was held?

| | In-Class Workshop | Regular Workshop |
|---|---|---|
| Avg. I learned something I can use right away. | 4.6567 | 4.7759 |
| Avg. I would recommend this workshop to others. | 4.6286 | 4.6983 |
| Avg. The facilitator covered the material sufficiently. | 4.7559 | 4.7931 |
| Avg. The facilitator presented the material clearly. | 4.7559 | 4.8448 |

Table shows average evaluation scores out of a maximum of 5.0.

## Regularly Scheduled Workshops--Attendance
(June 1, 2019 to March 9, 2020)

| | | Semester/Session | | | | | |
|---|---|---|---|---|---|---|---|
| | | Fall 2019 | | Spring 2020 | | Grand Total | |
| Activity Type | Event Title | Registered | Actual Attended | Registered | Actual Attended | Registered | Actual Attended |
| Regularly Scheduled Writing Center Workshop | Basic APA Style | 25.0 | 18.0 | 8.0 | 17.0 | 33.0 | 35.0 |
| | Body Paragraphs | 12.0 | 11.0 | 8.0 | 8.0 | 20.0 | 19.0 |
| | Common Grammar and Punctuation Errors | 13.0 | 8.0 | 4.0 | 4.0 | 17.0 | 12.0 |
| | Cover Letters | 8.0 | 7.0 | 5.0 | 5.0 | 13.0 | 12.0 |
| | Creating Easy-to-Read Sentences and Paragraphs | 13.0 | 10.0 | 5.0 | 7.0 | 18.0 | 17.0 |
| | Deconstructing the Prompt | 8.0 | 7.0 | | | 8.0 | 7.0 |
| | Emailing Netiquette: Academic and Professional Communication | | | 1.0 | 1.0 | 1.0 | 1.0 |
| | Essay Prompts and Time Management | 20.0 | 19.0 | 0.0 | 0.0 | 20.0 | 19.0 |
| | Finding a Voice | 3.0 | 1.0 | | | 3.0 | 1.0 |
| | How to Write a Killer Introduction | 20.0 | 12.0 | 4.0 | 6.0 | 24.0 | 18.0 |
| | Muscle Verbs for Good Writing | 16.0 | 10.0 | | | 16.0 | 10.0 |
| | Paraphrasing | 6.0 | 7.0 | 1.0 | 1.0 | 7.0 | 8.0 |
| | PowerPoint Like a Pro | | | | | | |
| | Revising for Clarity: Subjects and their Verbs | | | | | | |
| | Scientific Abstracts | | | | | | |
| | Selecting and Integrating Source Materials | 8.0 | 7.0 | 0.0 | 0.0 | 8.0 | 7.0 |
| | Transitions for Coherence | 7.0 | 1.0 | 1.0 | 1.0 | 8.0 | 2.0 |
| | Trimming the Fat: Writing Concisely and Avoiding Wordiness | 12.0 | 7.0 | | | 12.0 | 7.0 |
| | Un-Blurring Plagiarism and Paraphrasing | 13.0 | 7.0 | 3.0 | 3.0 | 16.0 | 10.0 |
| | Writing for Your Audience | 1.0 | 1.0 | | | 1.0 | 1.0 |
| Grand Total | | 185.0 | 133.0 | 40.0 | 53.0 | 225.0 | 186.0 |

Registered and Actual Attended (color) broken down by Semester/Session vs. Activity Type and Event Title. The view is filtered on Activity Type, which keeps Regularly Scheduled Writing Center Workshop.
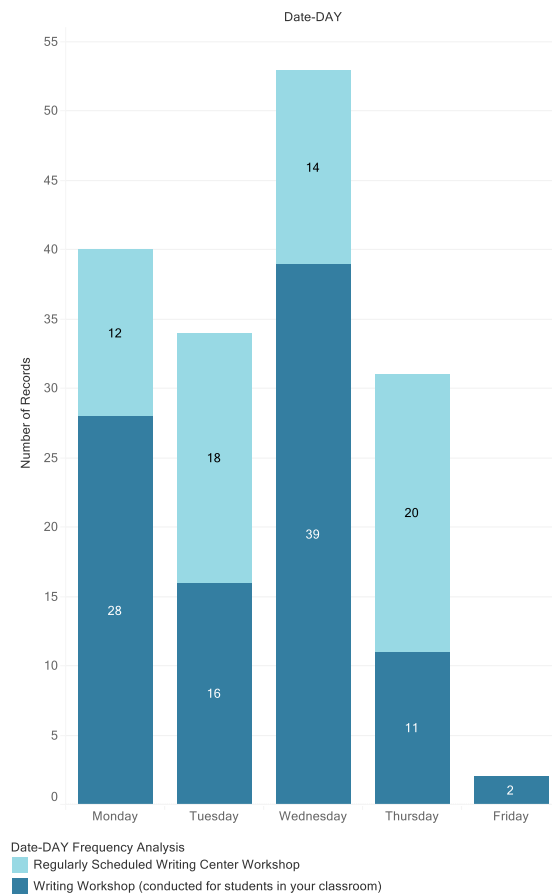
## Marketing and Promotion

For 2019-2020, the Writing Center utilized the introduction of two new Google Groups: one for students, and another for faculty members.
A flier for regular workshops was sent electronically to both groups every two weeks during the fall semester. The email also highlighted upcoming workshops to generate student interest. Other promotional tools that were used included social media content, on-site flier distribution (Clark Hall), and digital signage (MLK Library).

## Popularity/Frequency by Days

For 2020-2021, the timing of regular workshops will be carefully scheduled due to the online delivery of SJSU classes. As shown in the graph to the right, Mondays and Wednesdays for in-class workshops seem to be the most popular. This may result in more regular workshops on Tuesdays and Thursdays, to allow for tutor schedules as well as maximum student attendance.

**DAY Frequency (All Workshops)**
(June 1, 2019 to May 19, 2020)

Date-DAY

Number of Records

| Day | Regularly Scheduled Writing Center Workshop | Writing Workshop (conducted for students in your classroom) |
|-----|---------------------------------------------|-------------------------------------------------------------|
| Monday | 12 | 28 |
| Tuesday | 18 | 16 |
| Wednesday | 14 | 39 |
| Thursday | 20 | 11 |
| Friday | | 2 |

Date-DAY Frequency Analysis
■ Regularly Scheduled Writing Center Workshop
■ Writing Workshop (conducted for students in your classroom)

## Impact of COVID-19

Due to the campus closure caused by the COVID-19 pandemic, and subsequent Shelter-In-Place (SIP) order from March 16, 2020, the Writing Center canceled all scheduled workshops (regular and in-class) from March 10, 2020 until the end of the spring semester. Though unfortunate, these cancelations were necessary so we could determine how to adapt workshops to an online-only environment.

A total of 36 workshops were affected by SIP, and the cancelation of these required the following adjustments:

- notifying all instructors for in-class workshops;
- notifying all pre-booked students due to attend regular workshops;
- beginning work on recording workshops; and
- developing materials to deliver them in virtual environments (including streaming via YouTube).

## Regularly Scheduled Workshops--Canceled Due to COVID-19
(March 10, 2020 to May 19, 2020)

| Semester/Session | Date | Event Title | |
|---|---|---|---|
| Spring 2020 | Monday, April 13, 2020 | Revising for Clarity: Subjects and their Verbs | 1 |
| | Monday, April 20, 2020 | Muscle Verbs for Good Writing | 1 |
| | Monday, April 6, 2020 | PowerPoint Like a Pro | 1 |
| | Monday, March 16, 2020 | Trimming the Fat: Writing Concisely and Avoiding Wordiness | 1 |
| | Thursday, April 16, 2020 | Trimming the Fat: Writing Concisely and Avoiding Wordiness | 1 |
| | Thursday, April 23, 2020 | Cover Letters | 1 |
| | Thursday, April 9, 2020 | Essay Prompts and Time Management | 1 |
| | Thursday, March 12, 2020 | Deconstructing the Prompt | 1 |
| | Thursday, March 19, 2020 | Un-Blurring Plagiarism and Paraphrasing | 1 |
| | Thursday, March 26, 2020 | PowerPoint Like a Pro | 1 |
| | Tuesday, April 21, 2020 | Basic APA Style | 1 |
| | Tuesday, April 28, 2020 | Writing for Your Audience | 1 |
| | Tuesday, April 7, 2020 | Common Grammar and Punctuation Errors | 1 |
| | Tuesday, March 10, 2020 | Muscle Verbs for Good Writing | 1 |
| | Tuesday, March 17, 2020 | Finding a Voice | 1 |
| | Tuesday, March 24, 2020 | Body Paragraphs | 1 |
| | Wednesday, April 15, 2020 | Essay Prompts and Time Management | 1 |
| | Wednesday, March 11, 2020 | Scientific Abstracts | 1 |
| | Wednesday, March 25, 2020 | Common Grammar and Punctuation Errors | 1 |
| | | Grand Total | 19 |

## In-Class Services--Canceled Due to COVID-19
(March 11, 2020 to May 19, 2020)

| Activity Type | Date | Event Title | |
|---|---|---|---|
| House Call and Writing Workshop | Wednesday, March 25, 2020 | Un-Blurring Plagiarism and Paraphrasing | 1 |
| Writing Workshop (conducted for students in your classroom) | Monday, April 6, 2020 | Creating Easy-to-Read Sentences and Paragraphs | 1 |
| | Monday, April 13, 2020 | Selecting and Integrating Source Materials | 1 |
| | Monday, March 16, 2020 | Trimming the Fat: Writing Concisely and Avoiding Wordiness | 1 |
| | Thursday, April 16, 2020 | Common Grammar and Punctuation Errors | 1 |
| | Thursday, March 12, 2020 | Creating Easy-to-Read Sentences and Paragraphs | 1 |
| | Tuesday, March 17, 2020 | Creating Easy-to-Read Sentences and Paragraphs | 2 |
| | | Writing Personal Statements (Scholarship Workshops) | 1 |
| | Wednesday, April 8, 2020 | Essay Prompts and Time Management | 1 |
| | Wednesday, April 15, 2020 | Writing Personal Statements (Scholarship Workshops) | 1 |
| | Wednesday, March 11, 2020 | Basic APA Style | 3 |
| | Wednesday, March 18, 2020 | Revising for Clarity: Subjects and their Verbs | 1 |
| | | Trimming the Fat: Writing Concisely and Avoiding Wordiness | 1 |
| | Wednesday, March 25, 2020 | Selecting and Integrating Source Materials | 1 |
| Grand Total | | | 17 |

For 2020-2021, the Writing Center will further develop its offering of online workshops. This will include (1) tutors visiting virtual classrooms to facilitate one-hour workshops, (2) tutors and professional staff members conducting live virtual workshops on a regular schedule—sessions that are open to all interested students, and (3) continued development of recorded workshops that will be available any time on our YouTube channel.

# HANDOUTS

Every semester writing tutors create original resources to support the Writing Center mission of helping students improve their writing. These projects go through a formal proposal process—in which the tutors must justify the need for the resource they'd like to create—and multiple revisions throughout the course of the semester. In years past, the resources we created were limited to our Homegrown Handouts, but they have been expanded to include posters, videos, blog posts, pop-up events, research projects for conferences or publication, and other resources (e.g., flashcards or informational bookmarks).

During our years of operation, tutors at the SJSU Writing Center have created over 100 **Homegrown Handouts**—original writing resources that are posted on the Writing Center website (http://www.sjsu.edu/writingcenter/handouts) and used in tutoring sessions (both in-person and virtual).

A template format is used for these handouts, and tutors are guided through the process of creating a handout by Director Hager. This process involves doing research, justifying the need for the new resource, submitting a formal proposal, and creating and revising multiple drafts. In creating these handouts, tutors learn pedagogical concepts such as scaffolding and modelling while also making resources that are used by faculty and students on campus and at other schools and universities.

The handouts have a substantial reach—people from across the country and beyond have contacted the Writing Center to indicate that they use the handouts in classroom instruction, during private tutoring sessions, and for personal enrichment. During the uncertain times of the COVID-19 pandemic, one SJSU faculty member from the Department of Occupational Therapy stated that "Our lives are saved by your amazing team and tutors" in reference to an updated version of our APA citation guide. We have received messages from teachers who are using our handouts in countries such as Afghanistan, Thailand, Indonesia, and South Korea. Our handouts are also being used by publishers (with our permission), such as in the Pearson Online and Blended Learning program. Within the 2019-2020 reporting period, requests to use our handouts came in from the Director of Educational Resources at Cossatot Community College (in Arkansas) and the Co-Director of UC Berkeley's Writing Program.

# CAMPUS COMMUNICATIONS

# CAMPUS COMMUNICATIONS

## Google Groups for Students and Faculty

In October 2019, the Writing Center implemented a new method of communication specifically for faculty who are interested in our services: a "Writing Center Faculty Services" Google Group. This outlet allowed us to promote our materials, announce upcoming events, and remind or inform faculty all across campus about what we offer—both for faculty and for their students. We started by adding faculty to the group who had previously used Writing Center services (e.g., requesting in-class workshops) or who had been paired with course-embedded tutors. As we continued to advertise the group, we ended the year with over 100 members.

In November 2019, we also created a comparable groups for students: "Writing Center Student Services." Students can request that their email address be added to the group, and they then receive service updates and announcements about our workshops and contests. We ended the year with over 150 members. Overall, these groups have proven to be invaluable as an additional communication outlet, and they were especially useful when our services necessarily changed due to COVID-19.

## Follow-up Email Communications with Faculty

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

In many cases, instructors' responses express appreciation for the individualized attention their students receive at the Writing Center. Sometimes the reply provides the tutor with feedback about the challenges that the student faces in their writing. Occasionally, instructors have questions about teaching writing and want to know more about the strategies we employ. In all cases, the email report heightens faculty awareness of how writing tutors and faculty can collaborate to improve student writing.

## Model Emails

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

*Sample Email #1*

Dear Professor Kitajima,

My name is Megumi Kamikawa, and I am a writing tutor at the SJSU Writing Center. I worked with your student ███████ from your CHAD 100W course on November 20. ████ has given me permission to contact you regarding her visit to the Writing Center.

████ brought in the premise of her research paper with concerns over content, specifically how to organize her ideas. We started by reviewing her main argument and working on the main concepts she wanted to work with. As she was verbalizing her ideas, she already had a simple method of organization, so we used this information as the basic structure for an outline. She did, however, indicate that she was a visual learner, so we worked on using a web diagram to focus less on categories/subcategories and more on general connection. Additionally, we broke out some colored pens and walked through the first primary idea together. From there, she seemed much more confident in how to approach organizing her ideas.

████ was extremely pleasant to work with and knew all the information she wanted to address. Having this additional guidance in where to take all her information will certainly aide her in structuring the remaining drafting process.

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


Sincerely,
Megumi Kamikawa
Writing Tutor
408-924-2308

*Sample Email #2*

Dear Professor Roe,

My name is Marlene Schultz, and I am a writing tutor at the SJSU Writing Center. I worked with your student ██████████ from your HS 272 course on March 20. ████████ has given me permission to contact you regarding her visit to the Writing Center.

████████ came to the Writing Center for a 45-minute online appointment focusing on grammar. ████████'s grammar and structure were generally very solid, but we were able to correct some issues with comma splices. She sometimes did not have a comma after using a coordinating conjunction, so I gave her some explanation about the different comma rules. She also had some questions about when to use semicolons, so I explained how semicolons connect independent clauses together that share a related idea. We also covered some issues related more to the content of ████████'s ideas. We figured out which sentences would fit at the end of her paragraphs better. We reordered several concluding sentences that did not match her topic, which helped to clarify her meaning.

████████ was very cooperative and interactive throughout our session, and we managed to cover a page and a half of her paper before the appointment's end. I encouraged her to return to the Writing Center for another appointment in the future.

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,
Marlene Schultz
SJSU Writing Center Tutor
408-924-2308

## Selected Faculty Responses to Follow-up Emails

We receive hundreds of messages every year in response to the follow-up emails that our tutors send to faculty. Some of these responses express appreciation for our tutors' work while others ask questions about our services. Others invite a dialogue about the teaching of writing and note how our services impact their instruction. The following emails are representative samples of the emails that we received from faculty in 2019-2020. (Student names have been redacted for privacy.)

Dear Elise,

I am sincerely grateful not only for the work of the SJSU Writing Center, but also for your detailed and committed assessment of - and support for - the work of ███████ in my Art 104.

███████ has been very active and engaged in my digital media art seminar, a core course in the DMA program area. You assessed his writing challenges quite succinctly, as he was heading in two distinct directions with the thesis.

███████ is a deep thinker and sharp in his understanding of the course readings. The ability to communicate more effectively in his writing will only serve to increase the impact of his intellect now and into the future. Writing is an essential skill for creatives in the field of digital media.

Each time I receive such an email from the SJSU Writing Center, I realize how fortunate our students and faculty are to have this resource available. Thank you for your work on behalf of our students, especially in these challenging times.

All the best,
Gary Hobbs
College of Humanities & the Arts

Thank you Julia for your efforts with ███████. It is appreciated. I am also pleased to read that you provided similar advice I stated to ███████ several months ago, reading the literature to help with his scientific writing.

Best,
Gilles Muller
College of Science

Dear Dipika,

Thank you for this note and for your extensive work with ███████ on this paper. I'm really appreciative that the SJSU Writing Center exists as a resource for our students. I'm sure she learned a lot in the process and I know it will benefit her overall writing development.

Best,
Funie Hsu
College of Humanities & the Arts

Thanks for email and support. I'm really seeing a great improvement in my student's writing thanks to your efforts and the SJSU Writing Center. Well done!

Rob Bruce
College of Engineering

Lydia,

Thank you for letting me know. Your efforts are reflected in his written assignments.

Wayne Tanda
College of Engineering

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Evin—This is just great! You've homed in on some of the concerns I've been having about ███████'s writing—so pleased that you were able to spend time with her to help out. Thank you!

Rick Kos
College of Social Sciences

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Hi Julia,

Thank you for your information. ████ ████████ is an engineer at LMC in Denver and I am serving as his MS thesis committee chair and have been communicating with him on his progress on both technical and writing aspects. I did notice the improvements he made in his writing. ████ and I just had a discussion on the phone, in which he mentioned your help and we all appreciated very much.

Regards,
Donald Hung
College of Engineering

---

Thank you so much for your email. I appreciate this service so much! I wish I could take the entire set of tutors out to coffee/tea. Thank you!

Arlene Spilker
Valley Foundation School of Nursing

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Hi Marlene,

Thanks for the summary of your meeting! I am glad that ██████ and you had a nice session and it sounds like you made some good edits. One thing that we are working on in class is writing in a scientific style (concise, precise, direct, etc.). I have noticed that some of ██████'s sentences can be quite long. If you work with him again, would you be able to touch on that as well? Thanks again for your help!

Sincerely,
John Peters
College of Science

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Thank you very much! If I recall correctly she also needs work on use of prepositions and connectors. I would love for you to encourage her to come back to see you before she submits the next writing assignment so she can improve further. While she will be returning to Italy soon, she told me that fluency in English is a critical career asset there.
Thanks!

Laura Roden
College of Business

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Stephanie,

Thank you for the update. ██████ feels that the help she has been receiving from the Writing Center has been invaluable. She (and I) are grateful that SJSU makes this resource available to students.

Sincerely,
Robert Chun
College of Science

Thanks Thomas for informing me of the work you did with ████. He is a bright student who is still grappling with grammar and sentence structure in English. He did get a good grade on his DI project; I see that his sessions with you were very productive. I really appreciate your help with my students!

Regards,
Maliheh Vafai
College of Humanities & the Arts

Thank you, Alison. I'm a big fan of the writing center and refer students there often. I'm glad ████ sought out your services.

Donna Crane
College of Social Sciences

Thank you, Melanie!

It's wonderful that the Writing Center provides the very important service. Even with many technical terms, the student lacked discernment on what is worth reporting in a literature review and thus was heavily dependent on copying raw facts rather than conveying underlying value-added content. We spoke on Wednesday evening and I'm really glad she's committed to better writing skills.

John Lee
College of Engineering

Thank you for the update. Those are exactly the things I was hoping she would get help with. I am thrilled to hear that she is getting some of what sounds like very beneficial help! I look forward to seeing it in her writing.

Jodie Warren
College of Social Sciences

Andrew,

I appreciate all the help you provide to our students. The writing center tutors are, simply, awesome! Keep up the good work. Thanks.

Cheers,
Ishie Eswar
College of Engineering

Dear Elise,

Thank you for your email and for your work with my students; the Writing Center is an essential element of my teaching practice.

Debra Hunter
College of Science

It was very helpful. Because of the [faculty] seminar [about embedded tutoring], my embedded tutor is now providing an APA workshop and helping facilitate a writing retreat. Megumi's been an excellent resource, and the workshops have helped me think through how to make the most of her talents.

Andy Golloher
College of Education

Thanks so much for the detailed feedback, Stephanie. We will see how ████ does in her assignments over the next few weeks, and if there are specific things she seems like she's having trouble getting, we'll send her back to you and ask for assistance. Appreciate your help and attention.

Michelle Hampton
Valley Foundation School of Nursing

Dear Andrew,

Thank you for your work with ██████ and I am glad to hear what you discussed in your meeting—the detail is very helpful as I continue to work with him on his writing.

I want students to learn how important it is to reach out to all possible resources for their writing (and hopefully for their design work too). It is my hope that when they have the chance to hear multiple points of view, they can learn to become their own editors over time. It sounds like you have given ██████ some good suggestions for improvement on this assignment and some strategies and resources for his work in the future.

I am glad that you have had the chance to see how this assignment has been developed by several students from my class so far! I am currently working on the final grades for the project and it's clear that ██████'s work with you helped him improve his final response to the assignment.

Thanks again for working with our writing students,
Mara Skov
College of Humanities & the Arts

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Thank you very much, Thomas!

██████ says you have been very helpful. I really appreciate you working with ██████ to improve her report. She is a great student and improving her writing skills will help her a lot!

Sean Montgomery
College of Engineering

---

Hi Sarah,

Thank you so much for reaching out. I appreciate all you are doing for ██████. It sounds like you have an excellent understanding of what needs to be done and are doing exactly that. Let me know if I can help.

Have a wonderful day,
Richard Abend
College of Humanities & the Arts

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Thanks for all of your help to the MPA students. It is a wonderful investment in their careers.

Best wishes,
Frannie Edwards
College of Social Sciences

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Alison,

Thanks for that feedback. I will get in touch with ██████. Really appreciate you helping her. I am sure it will make an important difference on her report.

Bill Musgrave
College of Business

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Hi Julia,

Thank you so much for your help. I'm so glad to hear that ██████ sought out help. The assistance you provided sounds perfect. My students have been having a lot of trouble organizing argumentative essays. I really appreciate your help.

All the best,
John Marlovits
College of Social Sciences

# ONLINE PRESENCE

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## Online Tutoring: Developments and Adaptations

When the shelter-in-place order went into effect in March 2020 due to the COVID-19 pandemic, the Writing Center—like all units on campus—had to pivot all services to an online format. It became abundantly clear that we were ahead of the online-learning curve since we had already been offering synchronous online tutoring sessions (since late fall 2018).

Since the online tutoring pilot began, we have had opportunities to slowly expand the program. In summer 2019, we had enough summer school requests for online tutoring that a small number of appointments were switched to synchronous online appointments. In fall 2019, we began our second academic year of synchronous online tutoring. We weekly offered (depending on tutor availability) around 20 hours of online tutoring. We had six tutors who conducted **214 appointments during fall 2019** (not including additional online hours offered by our embedded tutors). This fall 2019 number represents a significant increase from spring 2019, during which 138 online appointments were conducted. There was a continued strong use by graduate students of this service as well. (See the "Tutoring" section of this report for the detailed breakdown of tutoring data.)

For continued professional development, all online tutors in fall 2019 were observed during their sessions by either Director Hager or Coordinator Judnick. An **online tutoring observation form** was created by Coordinator Judnick, which modified the existing observation form for in-person sessions to reflect particular concerns of online tutoring.

Additionally, we rolled out a new service to help clients who needed **additional technical support**. Once students had at least two sessions during which they experienced significant technical issues, these clients were restricted from the online schedule until they met with Coordinator Judnick to troubleshoot these problems. While there were under a half-dozen clients requiring this extra assistance during the 2019-2020 school year, it has been successful. Tutors reported much more productive sessions with these students, and the tutees were happy that their Zoom sessions were finally running seamlessly.

At the end of fall 2019, Director Hager and Coordinator Judnick convened the online tutors for a short discussion about their experiences tutoring in an online environment. The notes from this conversation were used to lightly modify some of the online tutoring policies. We continued to adapt these policies based on feedback. For instance, tutors at this meeting recommended that students be permitted to upload their prompts online when they scheduled tutoring sessions; however, once we put this policy into place, it became problematic quickly, with students uploading complete papers and expecting their tutors to have reviewed these papers by the time of their sessions. (The students were not paying sufficient attention to all reminders and notes about uploading prompts and assignment sheets *only*.) As a result, we retracted this policy.

Once the **move to online-only instruction** began in March 2020, the SJSU Writing Center moved quickly to respond. While many of the tutors had been trained to work online during the 2018-2019 school year, there were still a few staffers who had not made this transition. Thus, Coordinator Judnick conducted an emergency training session with this group of six tutors so

they could continue to tutor and work remotely once the shelter-in-place order went into effect; she also trained three new tutors who were slated to start tutoring right after spring break.

With all Writing Center tutoring moved online, the response was quite positive from SJSU students. One client sent this comment in April 2020 to the general Writing Center email praising our quick transition to ramping up our online tutoring hours:

> *"I just wanted to let you know that the online writing center has really helped. I am only on campus once per week for grad studies and live 45 minutes from campus. Before 'shelter in place,' there were no online appointments available by the time I wanted to reserve them. I would have to drive to campus just for the writing center. It would really help if the writing center continues to provide more appointments online when we get back to a normal schedule for those of us with distance or part-time grad studies."*

In addition to the online tutor training, we also needed to **train the student assistants to help schedule the additional online tutoring sessions.** Coordinator Judnick created a video and packet of instructions for the student assistants to help in their new work.

Although all our tutors completed the online tutor training program, we realized that it would be helpful to augment the training to consider the unique situation of the pandemic when students who previously may not have elected to sign up for online sessions now had no other alternatives. Thus, Coordinator Judnick reduced the content about teaching tutors how to use Zoom since many already were familiar with the program. Instead, we added an additional component to the training: a list of potential scenarios that tutors might encounter during their online training. These scenarios cover a range of topics—helping returning students who feel intimidated by the technology, dealing with distractions during a Zoom call, and troubleshooting basic technical issues. (See the appendix document for more information.)

Lastly, we created a Zoom virtual background that featured the SJSU Writing Center logo. This way, tutors would not have to show their homes if sharing their video with students (alleviating potential privacy concerns). The final design can be seen below.
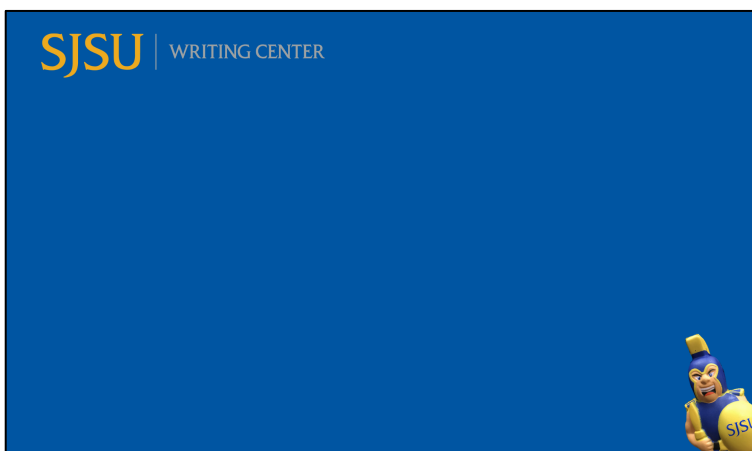
## Recording and Streaming Workshops

### *Fall 2019 Pilot Preparation*

In fall 2019, the Writing Center observed a noticeable uptick in requests for workshops during non-standard business hours. Faculty teaching hybrid courses had also asked if workshops could be made accessible to students on the days when students were accessing the course from home. Additionally, the overall number of faculty requests for workshops in their courses had started to increase greatly, and the Writing Center did not always have enough tutoring staff available at popular course times to accommodate this new demand.

Coordinator Judnick, through her work as a writing consultant for the Lucas Graduate School of Business, already had experience creating virtual streaming workshops. Thus, we started a **pilot program to convert all the workshops to a streaming-friendly format**, starting with the most popular offerings. Coordinator Judnick approached tutor Andrew Cormier to assist with the pilot since Cormier had previous recording experience.

In fall 2019, Coordinator Judnick and Tutor Cormier met weekly to strategize best practices for the workshop conversion process. New A/V equipment was purchased for Clark Hall 124—our workshop/presentation room—including a microphone for the speaker, a more advanced webcam, a tripod, as well as a larger microphone for participants in the room. Tutors volunteered to help test the equipment to determine the best equipment setup. (Particularly of interest during the setting tests was being able to see the tutor and the board at the same time but still obscuring the faces of students of the audience in case they did not want their image used in a streamed or recorded session. Sound levels were also adjusted to accommodate questions asked from the back of the room and to filter out outside noise.)

During this fall pilot preparation, we also realized that our existing Homegrown Handouts could be adapted into video format as well. Anecdotal evidence and client reports from drop-in services indicated that many of these shorter appointments could be enhanced through the use of focused videos offering further detail for some of the most popular handouts, particularly those related to citation format. Thus, a new part of the pilot was developed.

### *Spring 2020 Rollout*

We recorded two short videos focusing on APA formatting before the shelter-in-place order went into effect in March. The decision was made in mid-March to **begin recording workshop videos** since we could make these available to the widest possible audience at SJSU (and beyond) by posting them on our YouTube channel.

Some tutors who had been scheduled to run in-person pop-up events were reassigned to work on these video projects. With Director Hager observing, Coordinator Judnick led a training session in early April. In this session, tutors learned best practices for converting the workshops, watched a video Tutor Cormier had made on filming videos using Zoom and other software, and analyzed the conversion process for our "Trimming the Fat" workshop.

While the plan is to eventually record all our workshops, we began with a few of our most popular offerings. We decided to offer the videos with exercises built-in so instructors or students watching the workshops can pause the recording to practice with a few sample

exercises. The workshop videos were designed not to exceed 15 minutes in length (maximum), excluding the time it may take to complete the exercises; Homegrown Handout videos were designed not to exceed 5-10 minutes in length (maximum). We continued to focus on the principle of "shorter is better" with video recordings due to the viewer's attention span.

### *Results*
By the end of the spring 2020 semester, tutors had filmed and edited **six videos** in total.

| Homegrown Handout Videos: | <ul><li>MLA Formatting Guide for Google Docs</li><li>APA Formatting Guide for Google Docs</li><li>APA Formatting Guide for Microsoft Word</li></ul> |
|---|---|
| Video Workshops: | <ul><li>Trimming the Fat: Writing Concisely and Avoiding Wordiness</li><li>Selecting and Integrating Source Materials</li><li>Common Grammar and Punctuation Errors</li></ul> |

While the videos were finished before the end of the semester, Director Hager and Coordinator Judnick decided not to release the videos until the summer term began so proper advertising could be created for this important project. Additionally, since faculty would not likely assign these workshops during finals week, it would be best to advertise them at the start of a new term.

### *The Write Attitude* Blog
Our blog, *The Write Attitude* (https://sjsuwritingcenter.wordpress.com), continued to expand during 2019-2020, but the purpose remained the same: provide quality writing support and information to students at SJSU (and our followers worldwide) through an accessible platform with a more informal style.

### *Associate Editors and Blog Contributors*
During the 2019-2020 school year, Coordinator Judnick oversaw the publication of three posts per week, totaling **106 posts** since June 2019. (The blog itself has **over 400 published posts.**) The **local author craft talk video series** continued during the 2019-2020 school year, and authors featured included Lita Kurth, Julia Halprin-Jackson, Tim Myers, and Miah Jeffra.

**Associate Student Editor Jack Brady** continued his role until December 2019 (when he graduated). Brady created more than a dozen blog posts while also formatting, editing, and scheduling the posts for the entire team of blog writers. Brady was also responsible this year for creating the on-going **"Write Like an Animal" series**, which helped students relate their writing habits to familiar animals, and the **"Reading Our Minds" three-part series**, which helped students understand the ways in which students, researchers, and professors might analyze the same passage, looking for different information and ideas. Additionally, Brady was instrumental in creating the January Craft Course series. In this series, Brady collaborated with Coordinator Judnick and Social Media Student Coordinator Aya Abdelhadi to create three weekly swiping series on research elements in papers. Lastly, Brady helped record three short videos.

**McKenna Miller** took over the role of **Associate Student Editor** in **spring 2020**. Due to the extenuating circumstances caused by COVID-19, Miller's primary focus thus far in her tenure

has involved supporting SJSU students during the transition to online learning. She created several posts to help students manage stress and stay focused at home. Brady and Miller both continued the series "**Better Know Our Writing Support Services**," the definition of which was expanded to reflect cross-collaborations with the library.

Tutor contributors were instrumental to the blog's success this year, as always. Additions were made to our **"Where Are They Now?" series**, including interviews with former tutors Giselle Tran, Tim Alexander, and Cassia Homann. Sarah Weiler contributed a new Psychology entry to the **"Better Know a Department"** series. Additional highlights include Marlene Schultz's two-part **"Literary Mixed Tape" series** and Lydia Row's **"40+ Binge-Worthy Book-to-Film Adaptations" post**. Of course, the blog continued the popular monthly **"Ask the Specialist"** column featuring responses from all staff members. Members of the blog team this year contributed a combined **20 posts** to the blog. Coordinator Judnick contributed over **30 posts**.

### Statistics

Some highlights from our statistics this year include the following:

- We saw **30,762 unique views** to our blog this year, ending the academic year with a total of **over 82,000 views** of *The Write Attitude*.
  - During 2018-2019, we had 27,198 unique views.
  - Our continued growth this year is significant considering two key factors:
    - We had fewer posts due to the short hiatus caused by COVID-19 and a slightly abbreviated January posting schedule.
    - We did not benefit from our usual jump in views during much of spring 2020 when the WST was put on hiatus.
- **February 2020** was our best month to date with **4,184 views** and an average of **144 views daily**. We also had **four separate months** (June 2019, July 2019, September 2019, and October 2019) in the **3,000+ views range**.
- We have **continued our steady increase** of followers on WordPress. We have expanded from 125 to **198 followers** in the span of a year. On our **RSS feed,** we now have **1,736 email followers** who receive our post updates.
- We've held steady on our average daily views—**84.5** people view our blog each day.
- We are receiving the most traffic to our blog on **Thursdays**. We have also shifted our typical posting time to a bit later in the morning since our most popular viewing time is 11:00 AM.

### Highlights and Positive Feedback

While we continued to see reposts and likes on individual posts, we have also received some great feedback from our readers. We noticed a continued uptick in likes from the United States Marine Corps blog, which liked nearly all of our 2019 posts. Additionally, we have noticed specific appreciative responses from readers such as the one below from our COVID-19 post on bingeworthy book-to-film adaptations.

**thenorthwalescritic** says:

April 24, 2020 at 11:10 am   Edit

Persepolis and 127 Hours very good films for that category.

https://monthlycritic.wordpress.com/2020/04/20/misbehaviour/

https://monthlycritic.wordpress.com/2020/04/21/who-you-think-i-am/

My latest two reviews if you fancy reading. Keep writing.

We also received outside feedback from other writing centers. One comment reflective of the praise we earned this year came from Farnaz Didar:

> I hope you are all doing well. I'm reaching out to you from the Daytona State College Writing Center. We have been following your blog activities, and let me just say it has been a blessing.

In other important blog-related news, we were able to release this excellent information on our LinkedIn account:

**SJSU Writing Center**
218 followers
1w • 🌐                                                                          · · ·

🎉 We are thrilled to announce our Writing Center Director Michelle Hager and our Coordinator of Digital Initiatives Maria Judnick have been working for the last few years on an article with the Writing Center Director Julia Bleakney from Elon University, and their piece was recently accepted for publication! 👏

The webtext is about blogging in writing centers and will be published in Kairos: A Journal of Technology, Pedagogy, and Rhetoric (25.2) in January 2021.

Stay tuned!

🌿👍 10

### COVID-19 Adjustments

Aside from a quick post explaining the transition online, *The Write Attitude* took a short hiatus as Coordinator Judnick focused on determining what needed to be done with the blog during the shelter-in-place starting in March 2020. During March and April, the blog focused on helping readers adjust to "the new normal." Many planned posts were scrapped including an interview with WST Coordinator Sara Cook. Special posts instead were written as outlined below.

| **March 2020** | **April 2020** |
|---|---|
| 1. Quick Tip #31: Staying Focused While Working from Home<br>2. The De-Stressing Student: Our Calming YouTube Guide<br>3. Ask the Specialists: Staying Focused at Home<br>4. Best of the Blog: The Links You Need for the Work You Do<br>5. Editor's Note: Thoughts on an Online End to a Semester | 1. Quick Tip #33: How to Have a Good Online Tutoring Session<br>2. Ask the Specialists: How Do You Stay Organized?<br>3. Keeping the Chaos Organized: How to Use a Bullet Journal<br>4. 40+ Binge-Worthy Book-to-Film Adaptations |

We worked to reassure readers that while we would still address the challenges of being students in a pandemic—along with the challenges of improving as writers—we would also find ways to cheer students on and keep up their spirits. We continued to reflect in informal ways on writing and the writing process.

### Goals
Although our readership has continued to expand each year, we have set a few concrete goals for the coming year:
- increase our SJSU readership;
- reach at least 100,000 views and 500 published posts;
- develop a theme for semesters so on-going series connect in more direct ways;
- increase multimodal posts (e.g., short podcasts of writing advice or other ways to work closely with videos posted on our YouTube channel);
- continue to offer three weekly posts.

## Social Media

### Overview and Analytics
The social media growth of the Writing Center has been consistent thanks to our steady posting schedule and effective strategy. (Numbers of followers on our various platforms are shown in the chart to the right.) We post five times a week on Instagram during the school year along with several weekly Instagram stories. We post announcements on Facebook that relate to our alumni, graduate students, and faculty audience. Twitter, which is our oldest social media platform with the largest following, continues to post entries from our blog three times a week. We post periodic updates on the SJSU Sammy App. Our newest social media addition is
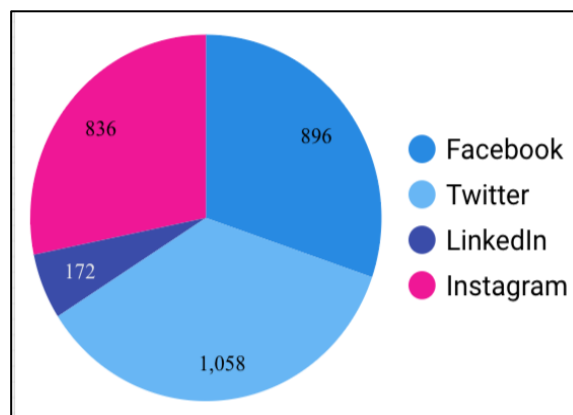
LinkedIn where we post, at minimum, once a week on our showcase page (which is linked to the larger university LinkedIn presence). We also created a professional network on LinkedIn for our current and former employees, and we led a workshop for our tutors, highlighting the basics of creating a professional profile. (See the appendix for the complete LinkedIn profile checklist.)

In 2019-2020, we refined our strategies and figured out optimal posting frequency and days/times. While we posted less frequently this year on Instagram and Facebook, we utilized other parts of the sites, such as stories. Instead of posting twice or three times a day as in 2018-2019, we have learned that using stories is an effective way to also spread our message. Our audience on Instagram is 33% male and 66% female, and we have the most followers between the ages of 18-24, which is expected since the core of our audience consists of traditional college students. Taking a closer look at our Instagram story analytics, our average completion rate (% who finished watching our story) is 95%, and our story impressions (total times a story was viewed) range from 60-133 views. In terms of our Instagram posts, our impressions (total times a post has been seen) are 300-500 views. Additionally, saving certain stories as highlights allows us to introduce our services. With our highlights, we hope to  convert visitors to followers by showing them who we are.

Below is a time series bar chart reflecting that the more consistently we post, the more followers we have. (We track our analytics at the beginning of every month.)
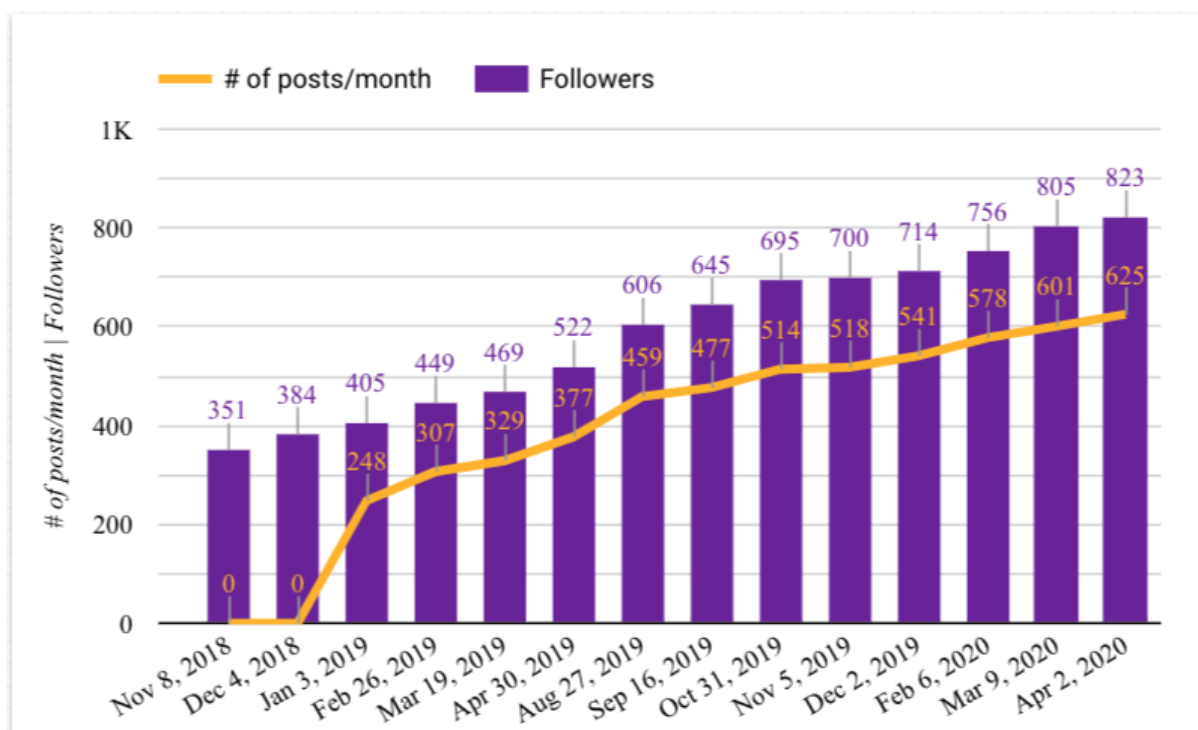


Starting in February 2020, we also incorporated a new feature on Instagram called "Link in Bio," which allows you to place specific links on posts, and followers can click the link to visit outside webpages. Taking this step encourages even more active engagement from our followers.

We also track analytics by analyzing how many of our followers share or save our posts. We found that even if a post does not receive a high number of likes, our posts often will have many shares and saves.

The five Instagram *posts* below show engagement analytics with a sampling from March, April, and May 2020. In general, when we feature our current or student employees, we receive higher engagement. Impressions signify the number of people who viewed the post. Knowing our top posts helps us identify what we should continue doing, which is  highlighting tutors, giving helpful tips, and celebrating our staff.
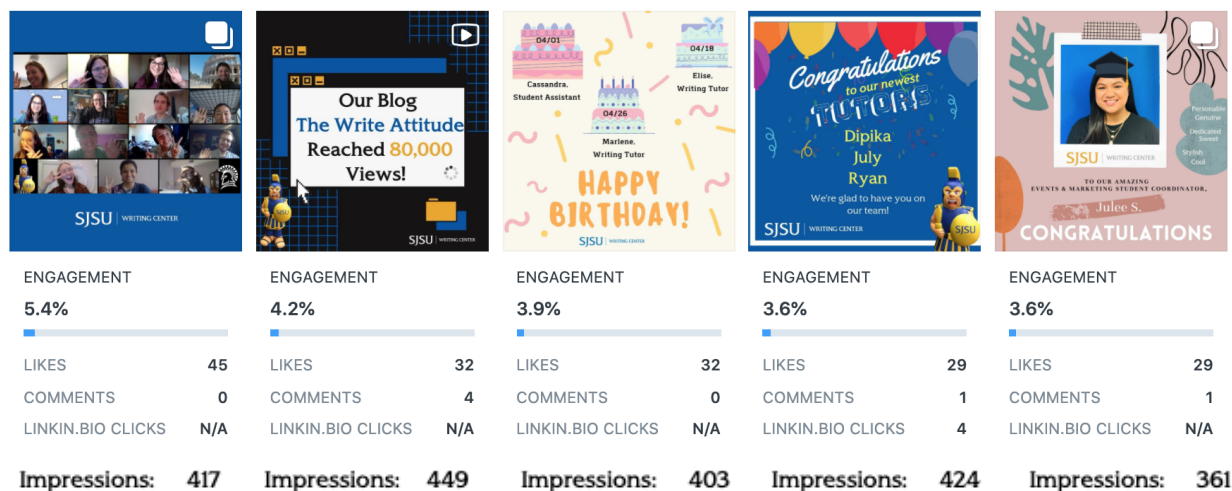


| | ENGAGEMENT 5.4% | ENGAGEMENT 4.2% | ENGAGEMENT 3.9% | ENGAGEMENT 3.6% | ENGAGEMENT 3.6% |
|---|---|---|---|---|---|
| LIKES | 45 | 32 | 32 | 29 | 29 |
| COMMENTS | 0 | 4 | 0 | 1 | 1 |
| LINKIN.BIO CLICKS | N/A | N/A | N/A | 4 | N/A |
| Impressions: | 417 | 449 | 403 | 424 | 361 |



| | COMPLETION RATE | IMPRESSIONS | REACH |
|---|---|---|---|
| APR 16, 2020 3:01 PM | 83% | 92 | 76 |
| APR 13, 2020 12:04 PM | 78% | 93 | 81 |
| FEB 17, 2020 8:29 AM | 85% | 96 | 84 |
| FEB 14, 2020 1:18 PM | 72% | 101 | 81 |
| FEB 14, 2020 11:03 AM | 90% | 109 | 95 |

To the left are the top five highest performing Instagram *stories* from February, March, and April 2020. (The term "completion rate" means the percentage who finished watching a story before exiting.) Impressions are the total times a story has been viewed, and reach signifies the number of unique accounts that viewed your story.

We reposted a number of our posts to our stories to remind our followers to check out the new post; since posts can easily get lost in someone's feed, stories are a way to bring back attention to an event or announcement.

## Connections and Collaborations

In 2019-2020, we saw a general increase in engagement from followers on our social media outlets. On-campus organizations such as the SJSU Engineering Department, Braven, the Chicanx/Latinx Student Success Center, and SJSU Weeks of Welcome have reposted our material to their stories. We have received comments from writers asking for advice (in response to our craft talk series with local writers), and most recently, the Hostos Writing Center sent a direct message on Instagram complimenting our content. On Twitter, university administrators (such as the Vice Provost of Undergraduate Education, Dr. Thalia Anagnos) retweet our posts frequently. As we implement and refine our Twitter strategy, we hope to see more engagement from our followers.



Pranav Mishra Jack - Any specific advice for us (serious) high-school authors? We're trying to curate specific advice from experts like you...would be great if you can share something on our page

Like · Reply · 30w

Most Relevant is selected, so some replies may have been filtered out.

**Author**

SJSU Writing Center Thank you for your interest, Pranav! We asked our tutor Jack for his advice, and here's his response.

(1) You have to want to read if you want to write. Read as much as you can and from any media--religious materials, technical booklets, even faded copies of National Enquirer. (I don't condone buying them though!) Take out phrases you like or make note of voice, tone, and diction. Annotate everything.

(2) Don't underestimate the power of an outline. It is so much harder to overhaul a paper or a personal work when you haven't made an outline. Keep track of scenes, keep track of arguments, keep track of rhetorical devices.

(3) Keep a journal. My favorite metaphor about writing comes from the poet Jennifer Militello. She says you must care for your work as if it were a dragon hatchling; a growing, complex beast that feeds on your life, your words, and your ideas. Keep it well-fed and one day it will fly away.

(4) Make sure you have people who want to read your work, will acknowledge what you're trying to do with your work, and will be truthful in their feedback. Try to keep these people in your life for as long as you can.

Like · Reply · 30w · Edited



Thalia Anagnos @ThaliaAnagnos · Apr 25
Thanks for the suggestions @TheWCatSJSU. I am ready for some serious binging.

SJSU Writing Center @TheWCatSJSU · Apr 24
40+ Binge-Worthy Book-to-Film Adaptations
sjsuwritingcenter.wordpress.com/2020/04/24/40-...

We created a close partnership with the SJSU Library's social media team (starting in September 2019) to cross-promote special announcements and contests. We have shared multiple posts on behalf of the SJSU Library, and in return, the SJSU Library advertised our online tutoring services (targeting graduate students), our in-person tutoring services update following the shelter-in-place order, and our "16 Days of Gratitude" contest in November. This collaboration allows us to reach the nearly 2,000 followers that the SJSU Library has cultivated.

### YouTube

On YouTube, we started a new series called Author Craft Talks, which is  an interview series with local writers. This series is also posted on the blog and advertised on our social media platforms.

During the latter half of the spring 2020 semester, we focused on creating and posting YouTube video tutorials about how to schedule an online tutoring appointment using our booking service the WCOnline, as well as how a typical session will look when you use our newest chat service, "Ask a Tutor." These videos will be useful long after our pandemic-related shelter-in-place restrictions are lifted. Our tutors also worked  to convert our workshops into videos (as outlined in the above section, "Recording and Streaming Workshops"). The COVID-19 pandemic gave us the opportunity to revamp and make content for our YouTube channel that will be beneficial as we transition to an online-only environment.

These concise, recorded workshop versions will be available to the public on our YouTube channel. Additionally, we are taking some of our most popular Homegrown Handouts and creating some video adaptations of these topics. These short videos will give our tutees the chance to have their quick questions answered by watching the videos when they are unable to see us for an appointment or a live chat session. The social media team is helping to edit these videos.

### Craft Courses

We run Craft Courses during longer breaks of the school year, including during winter and summer. We ask tutors on the blog team and/or the blog associate editor to provide content for specific writing topics, and the social media team then converts them into Instagram posts.

Our summer 2019 craft courses covered the following topics: the differences between primary and secondary sources, basics of a sentence, daily definitions for one week, and a series called "Did you Know?," in which we shared some of the analytics of our services.

This year we created videos to complement our winter session craft courses. Our winter craft courses focused on types of essays and the elements of a research paper. We uploaded those videos to our YouTube channel in hopes of making them more accessible to our audience. For Instagram stories, we also created quizzes based on that day's craft course post to interact and engage with our followers.

***COVID-19 Adjustments***

Due to Covid-19, we had to change our social media strategy. We had two weeks of content already created when shelter-in-place went into effect, but those posts were either deleted or moved to a later date. All workshop reminder posts were deleted as we could no longer host in-person workshops, and our inspirational Tuesday and haiku Wednesday posts were moved to later dates.

Our early approach focused on crisis communication: advertising our closed services and advertising our online tutoring services (on all our social media sites and the Sammy App). We highlighted our YouTube channel content along with tips that would help our followers as they transitioned to working from home. Our most successful post during this time focused on Zoom tutoring etiquette. Other on-campus organizations reposted it since it offered universal tips.

We also created a new Instagram series called "Stay @ Home Sammy," which shows Sammy the Spartan doing activities while abiding by the shelter-in-place requirements. This was our way of encouraging social media followers to abide by the important restrictions put into place for public safety.

***Goals***

In the coming year, one of our primary goals is to refine our Twitter strategy. Our Twitter account has a large audience, but we don't engage our followers as much as we should. However, we need a coherent strategy before implementing any sweeping changes. Our Social Media Student Coordinator will create the strategy in summer 2020 for rollout in fall 2020. Once we create a strategy for Twitter, it will help us to redefine our Facebook strategy. We have many followers on Facebook; however, we don't often create content specifically for this platform. Currently, we take relevant Instagram stories and occasionally them on Facebook. However, the Facebook model for business pages is quite limiting since content is only pushed out to a wider swath of the audience if ads are purchased through their platform.

Since March 2020, we have been increasing activity on our YouTube channel, and we want to continue this momentum and refine our strategy. Increasing our presence on LinkedIn by posting more than once a week will also allow us to reach a wider audience. Currently, our followers have been stagnant since we only post once a week, and we took a long hiatus in January, which negatively impacted our engagement.

Looking back at our future goals from last year's annual report, we have achieved some of our goals such as creating more YouTube videos, converting our craft courses into videos, using Instagram stories, and collaborating with other organizations on Instagram. We also wanted to expand on Instagram to at least 800 followers, which we achieved. Our new goals for the coming year are to reach 1,000 Instagram followers by October and 300 LinkedIn followers by January.

# EVENTS & OUTREACH

# EVENTS & OUTREACH

### House Calls
The Writing Center offers in-class orientations to the campus community. These "house calls" inform students about Writing Center services. During these presentations, tutors explain what to expect from tutoring, how to schedule appointments, and how to prepare for sessions. Students are also given information about how to sign up for Writing Center workshops and where to find our online resources that are readily available for self-study. House calls are usually presented in the classroom; however, in some cases, faculty bring students to the Writing Center for a tour.

In 2019-2020, we conducted 34 house calls in addition to 10 more that were combined with in-class requested workshops for a grand total of **44 house calls**; we presented to approximately **1,365 students** during these in-class visits. Our tutors talked to students enrolled in classes in the following 14 departments: Art History, Business, Chemistry, Economics, Educational Counseling, Teacher Education, English & Comparative Literature, Humanities, Kinesiology, Linguistics, Nutrition & Food Science, Political Science, Recreation, and Sociology.

### Tabling Events
In summer 2019, Writing Center faculty and staff worked a table at **every frosh and transfer orientation session (16 in total)**, speaking with thousands of incoming students and their families.

Throughout 2019-2020, Writing Center staff and faculty also worked tables at the following events hosted by various departments across campus (with some events in spring 2020 being virtual as the campus moved to online-only following the COVID-19 shelter-in-place order):

- SJSU/East Side Promise Summer Counseling Program, June 2019;
- Graduate Orientation Resource Fair, August 2019;
- Chicanx/Latinx Fall Welcome, September 2019;
- Graduate and Professional Programs Fair, October 2019;
- SJSU Preview Day (as part of the Spartan East Side Promise program for prospective students from the East Side Union High School District), November 2019;
- SOAR International Transfer Day, November 2019;
- Spring Orientation Resource Fair, January 2020;
- Graduate Orientation Resource Fair, January 2020;
- Global Spartan Fair (College of Professional and Global Education), March 2020;
- Aim for Pi (resource fair for on-campus residents), March 2020; and
- Virtual Admitted Spartan Day Open House, April 2020.

## Weeks of Welcome

The Writing Center hosted a special Weeks of Welcome (WoW) event—SJSU Writes—at the start of the fall 2019 semester. At this event, we invited students to join us in writing collectively about their college experiences. Students jotted down their ideas about their hopes, dreams, and fears on a large whiteboard next to our table.

Along with encouraging students from across campus to write and interact with their peers and Writing Center staff members, we were also able to answer questions about our services and help students set up their accounts so they could schedule tutoring appointments in the future.

Over the course of two days in early September, we interacted with **245 students**.



## Pop-Up Events

The pop-up team updated and ran six events: five in fall 2019 and one in spring 2020. We had to cancel two additional spring 2020 events due to the COVID-19 shelter-in-place order. With these pop-up events, our continued goal was to engage the SJSU community through creative and educational exchanges, while highlighting the services the Writing Center provides. Our goal this year was to streamline our work processes, finalize standard events, and create stronger documentation to ensure long-term viability.

First, we made a new workflow. Previously, student teams would create and run a project within the same semester. Students now either run an existing event from our archive or create a new event to run the following semester.

Second, we focused on refining popular offerings from our first year of running these events, such as Coffee with Tutors and Emailing a Professor. We also continued our participation in campus-

wide events like Weeks of Welcome (WoW—see above section) and Fire on the Fountain (Emailing a Professor game). We also maintained our relationship with the Career Center's peer resume coaches for our Accomplishment Statement event.

Third, we created an archive for past events and formalized all the on-boarding steps. We have also finalized an event report so that we can capture the expertise gained by teams running events. Overall, the pop-up team succeeded in engaging, educating, and informing SJSU students through our unique events. For the next year, our goal will be to create tailored online events during social distancing.

The table below provides specific information about our 2019-2020 pop-up events.

| Month | Event Name | Lead(s) | Engagment | Repeat Event? |
|---|---|---|---|---|
| October | Writing an Email to a Professor | Melanie Le and Alison Silva (Tutors) | 137 people | As is |
| October | Super Scary Short Stories Contest | Amy Russo (Multilingual Coordinator) | 24 people | As is |
| October | Coffee with Tutors | Kendra Arceneaux (Tutor) | 36 people | As is |
| November | How to Structure an Accomplishment Statement | Shubham Patel (Student Coordinator) | 41 people | Update |
| April | April Poetry Writing Contest | Cassandra Nguyen and Siena Kuan (Student Assistants) | 2 people | Update |

**Practically Speaking**

Practically Speaking is a seven-session seminar for graduate students to practice impromptu public speaking. Students learn to give impromptu speeches for one-to-three minutes. This seminar has served **76 students from fall 2018 to spring 2020**. During the first five weeks, students learn various techniques and structures in addition to analyzing professional speakers and practicing peer feedback. The last two weeks are for students to give impromptu speeches in front of the whole group. The following topics are discussed during the seminar:

- Discussion of the Differences Between Impromptu vs. Semi-Prepared Speeches
- Structure, Organization, and Time Management for Speeches
- How to Give Helpful and Accessible Feedback as a Peer Evaluator
- The Heart Beat of a Speech and Vocal Variety: Pace, Pitch, Power, and Pause
- The STAR and SOAR Interview Technique
- Gestures and Stage Use
- Reframing and Bridging Difficult Questions
- The Head to Heart Drop: Giving Speeches that the Audience Will Remember

Participants can receive a certificate of completion for attending all sessions or completing a number of bonus activities if there were one or two absences. The bonus activities included working with a partner, working with the facilitator, or doing practice plus self-reflection.

During fall 2019, the seminar was held on Tuesdays, October 1 to November 12, from 3:30 PM to 5:30 PM. During spring 2020, the seminar was scheduled to be held on Tuesdays, February 25 to April 14 (with spring break off), from 3:30 PM to 5:30 PM. However, the COVID-19 shelter-in-place order had a pronounced effect on the spring seminar. The group had met for the first two weeks regularly but was unable to meet in person after early March. All students were given a choice to continue or postpone their participation to a future semester. This report will aggregate data where possible for this academic year, but will also discuss spring 2020 separately as appropriate.



**In 2019-2020, we had 127 graduate students apply for a total of twenty-eight spots.** We were able to meet 28% of our demand. We had two application reviewers evaluate every application considering the following criteria: 1) Is the applicant a graduate student at SJSU? 2) How many sessions can the applicant attend? 3) What were the stated goals of the applicant? 4) What was the stated motivation for wanting to join? 5) What is the applicant's course of study (aiming for diversity)?

Twenty-eight graduate students were accepted, and **twenty-seven students** made Writing Center accounts as requested. The following charts are based on the **self-reported information** from our WCOnline system.

Table 1: Participants listed by college.
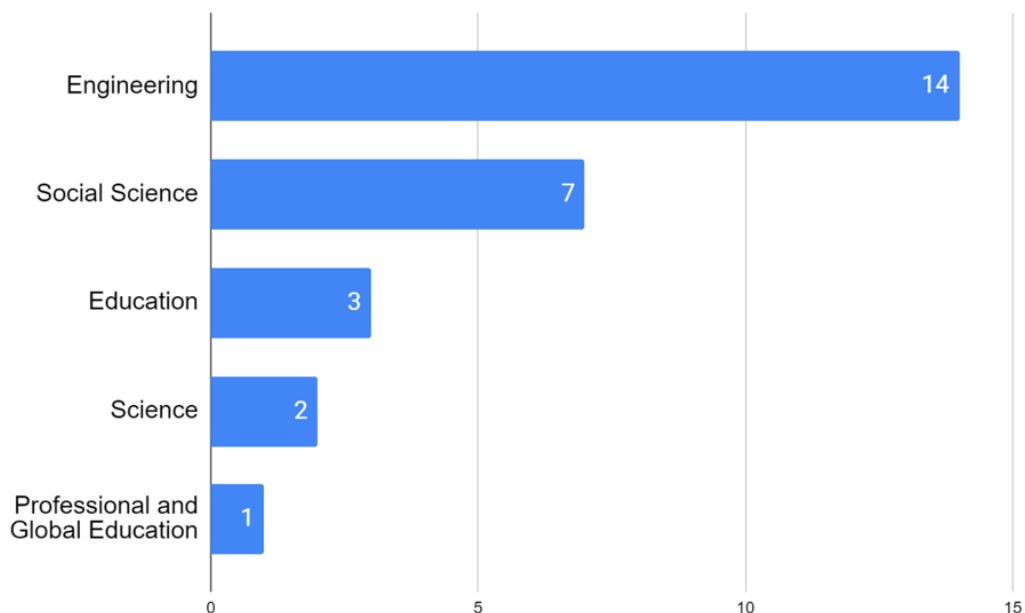


Table 2: Participants listed by gender.

Table 3: Participants listed by ethnicity.



White/Caucasian
14.8%

Decline to state
3.7%

Chicanx/Latinx
7.4%

Black/African-American
3.7%

Asian-American
11.1%

Asian
59.3%
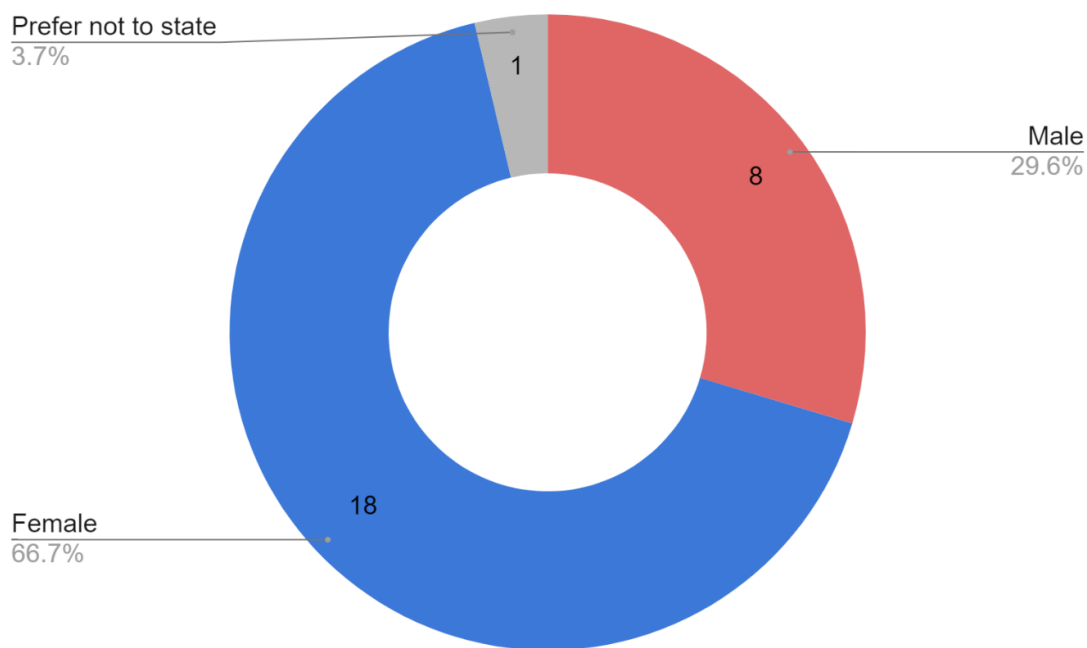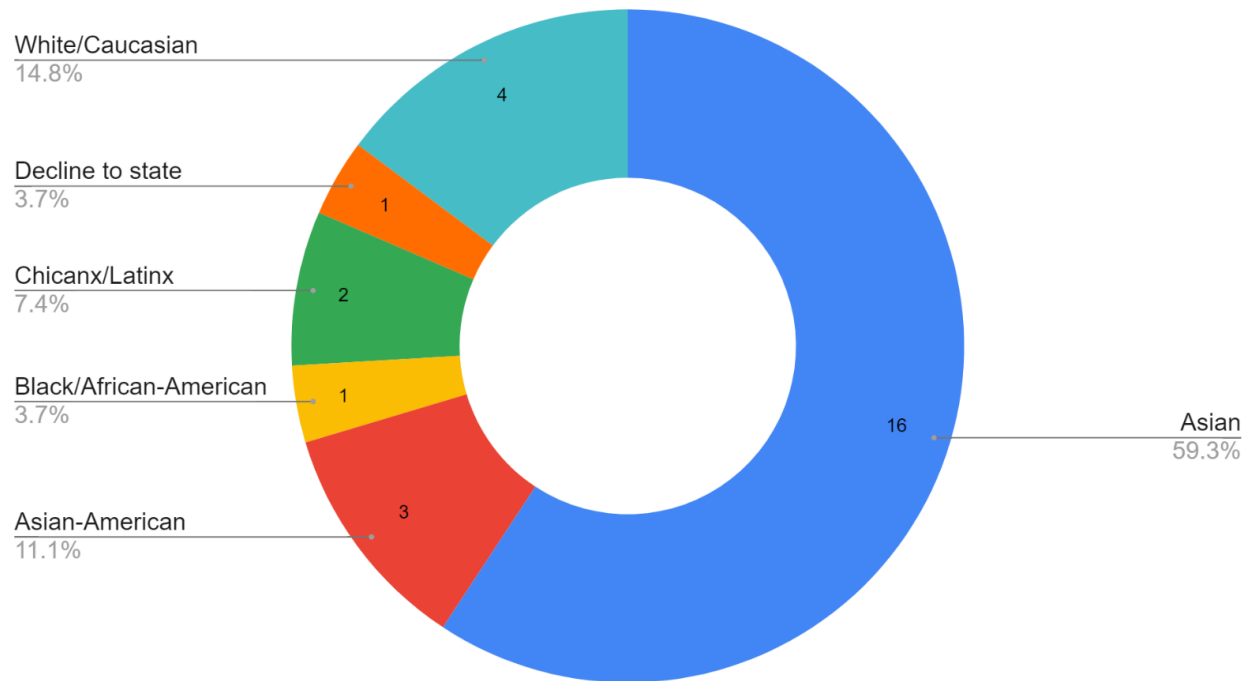
Table 4: Number of multilingual students.



Yes
40.7%

No
59.3%
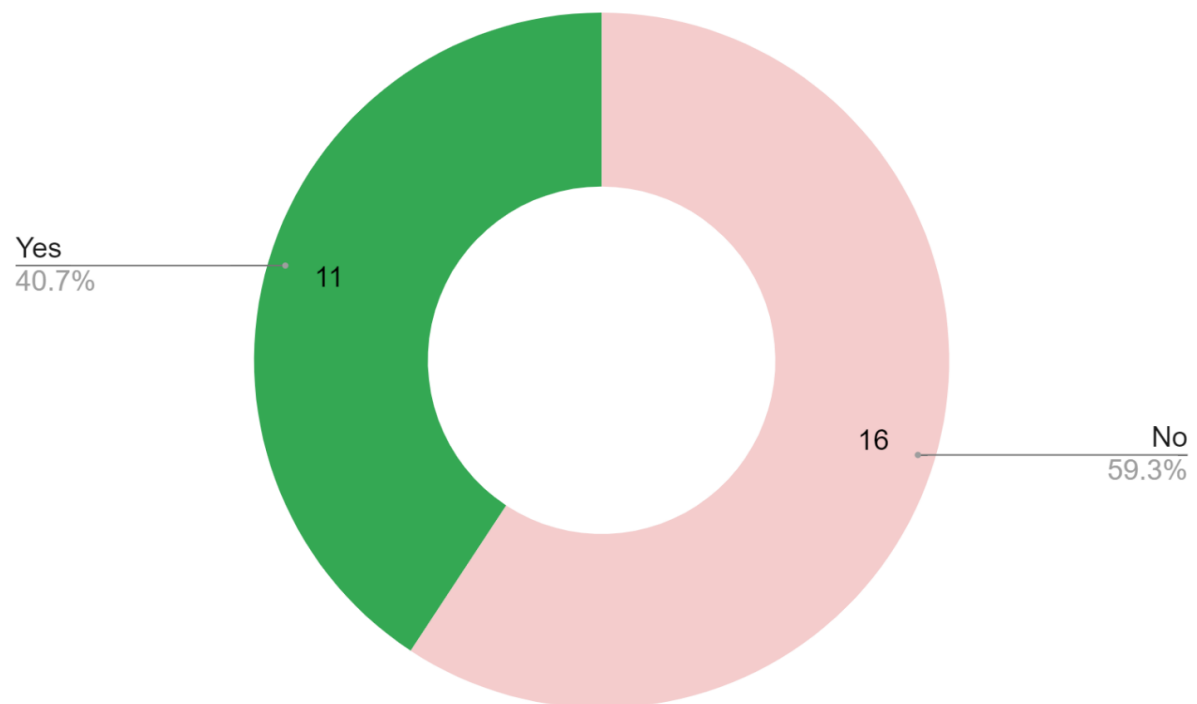
Table 5: Languages known other than English.
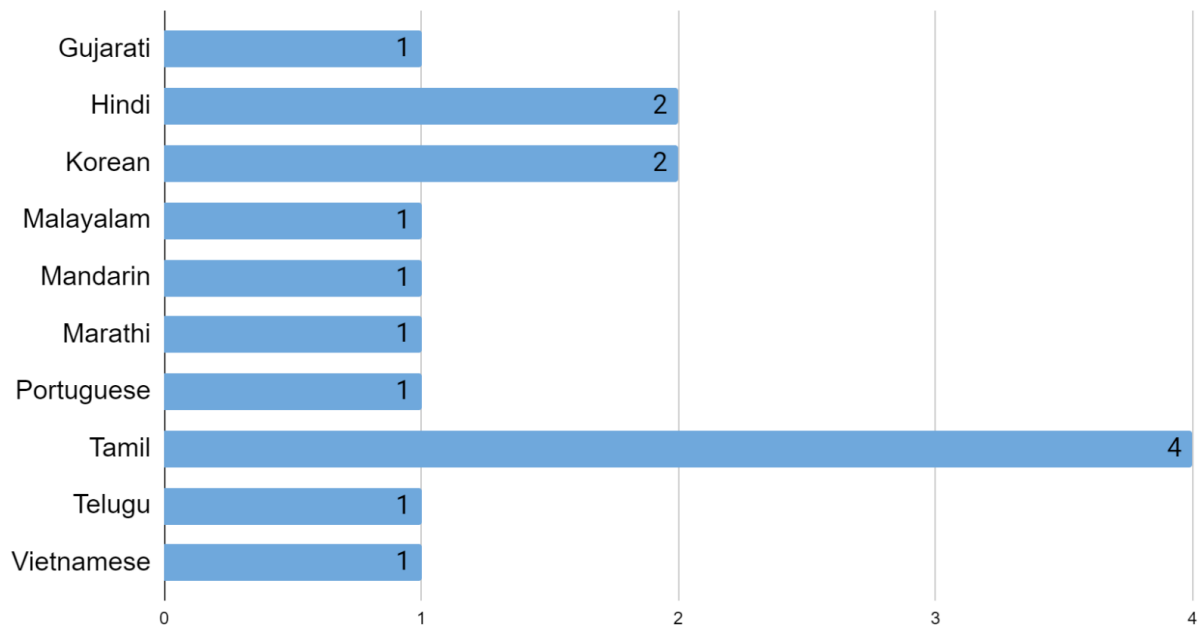


Table 6: International participants listed by college.
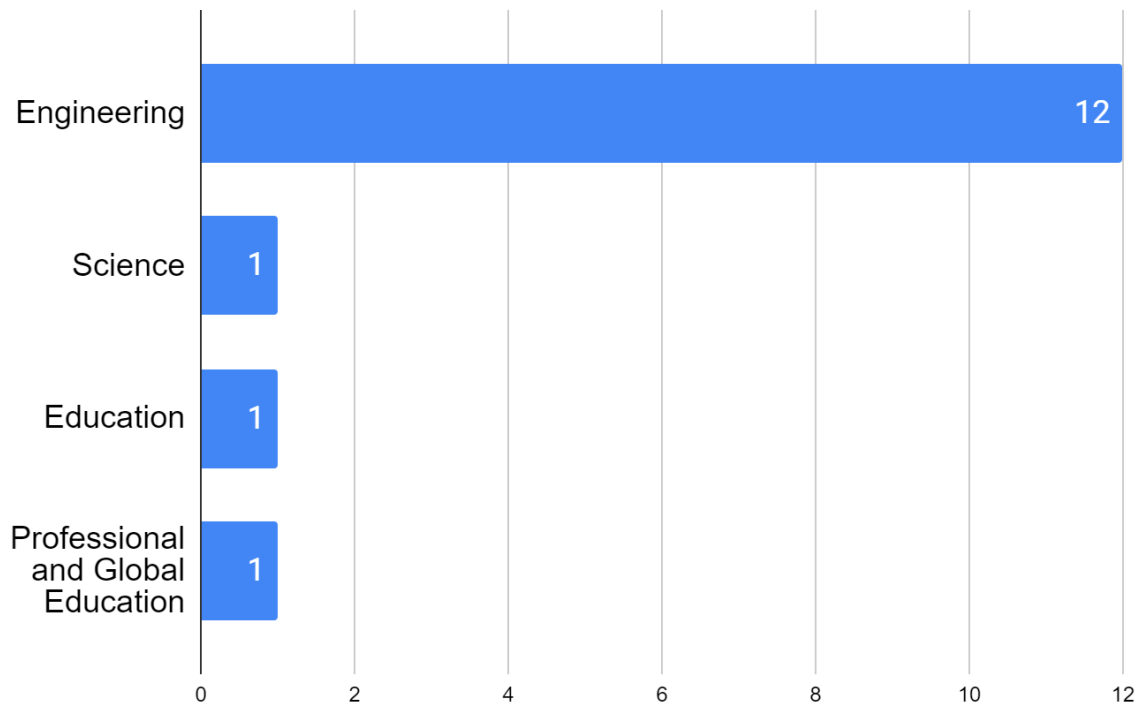
### Attendance Rates

The following table outlines attendance rates for the Practically Speaking seminar. F19 stands for fall 2019, and S20 stands for spring 2020. The COVID-19 shelter-in-place order went into effect during the third week of the spring program. All participants were offered a choice to continue with a modified online experience or to retire early from the seminar. Four participants retired early. HA is the historical average from all seminars from fall 2018 to spring 2020.

Table 7: Fall 2019 and spring 2020 weekly attendance rates.

| Week | F19 | % | S20 | % | HA | Week | F19 | % | S20 | % | HA |
|------|-----|-----|------|-----|-----|------|-----|-----|------|-----|-----|
| 1 | 14 / 14 | 100% | 13 /14 | 93% | 81% | 5 | 8 / 14 | 67% | 5 / 8* | 62% | 73% |
| 2 | 14 / 14 | 100% | 13 /14 | 93% | 83% | 6 | 6 / 14 | 43% | 5 / 8* | 62% | 60% |
| 3 | 11 / 14 | 79% | 7 / 8* | 78% | 77% | 7 | 5 / 14 | 36% | 4 / 8* | 50% | NA |
| 4 | 12 / 14 | 86% | 6 / 8* | 75% | 71% | | | | | | |

\* These weeks were impacted by COVID-19 and had a reduced group size.

### Pre- and Post-Self-Evaluation Survey Results

The pre-survey was given at the start of the first Practically Speaking session, and the post-survey was given at the final meeting. Statements were ranked on a continuous scale from 1 to 6, where 1 is strongly disagree and 6 is strongly agree. The results are from fall 2019 and spring 2020. The pre-survey had 28 respondents (100%), and the post-survey had 13 respondents (43%). The *Difference* is the average amount of change between pre- and post-surveys. The *HA Difference* is the historical average difference between pre and post from the 48 participants in AY 2018-2019.

Table 8: Public speaking skills can-do statements arranged by the difference between surveys.

| Public Speaking Skills Can-Do Statements | Difference | Pre | Post | HA Difference |
|------------------------------------------|------------|-----|------|---------------|
| I can structure my speaking effectively and tell a good story during my impromptu public speaking. | 2.5 | 2.3 | 4.8 | 1.6 |
| I am skilled at speaking for 1 to 3 minutes without prep. | 2.4 | 2.4 | 4.8 | 1.7 |
| I speak in an interesting and compelling way during my impromptu public speaking. | 2.2 | 2.3 | 4.5 | 1.6 |
| I have good clarity in impromptu public speaking: My speech is clear, easy to understand, and smooth. | 2.2 | 2.6 | 4.8 | 1.6 |
| I can use gestures effectively. | 2.0 | 2.9 | 4.9 | 1.2 |
| I can give advice and comments to other people about doing impromptu public speaking effectively. | 1.9 | 2.6 | 4.5 | 2.1 |
| Overall, I am skilled at impromptu public speaking. | 1.9 | 2.8 | 4.7 | 1.4 |

| | | | | |
|---|---|---|---|---|
| I have good audience awareness skills in impromptu public speaking. | **1.9** | **2.7** | **4.6** | **1.3** |
| I can use eye contact to effectively engage my audience. | **1.9** | **2.9** | **4.8** | **1.1** |
| I can use vocal variety (tone, speed, volume, and pause) as a tool in my impromptu public speaking. | **1.6** | **2.8** | **4.4** | **1.5** |
| I am comfortable speaking to an audience. | **0.9** | **3.7** | **4.6** | **1.2** |

### Overall Satisfaction Survey Results

This overall satisfaction survey was given during the last group meeting. Statements were ranked on a continuous scale from 1 to 6, where 1 is strongly disagree and 6 is strongly agree. Fall 2019 (F19) had 12 of 14 (90%) respondents, and spring 2020 (S20) had 5 of 12 (42%) respondents. The HA is the historical average of the respondents from fall 2018 and spring 2019.

Table 9: AY 2019-2020 participants' overall seminar satisfaction.

| Satisfaction Statements | F19 | S20 | HA |
|---|---|---|---|
| Practically Speaking was helpful for my public speaking skills. | 5.6 | 5.2 | 5.3 |
| Practically Speaking met or exceeded my expectations. | 5.8 | 5.4 | 5.5 |
| The facilitator helped me have a productive and enjoyable experience at Practically Speaking. | 5.5 | 5.8 | 5.7 |
| The weekly handouts (e.g., structure, vocal variety, etc.) were helpful. | 5.6 | 6.0 | 5.8 |
| I felt comfortable sharing my ideas and experiences with people at Practically Speaking. | 5.7 | 5.4 | 5.6 |
| I felt comfortable having my peers give feedback on my public speaking. | 5.4 | 5.4 | 5.6 |
| I felt comfortable giving my peers give feedback on their public speaking. | 5.4 | 5.2 | 5.7 |
| There was a good balance between speaking, peer comments, and facilitator presentations. | 5.6 | 5.8 | 5.6 |
| I am leaving feeling I have a good start/made progress on my public speaking skills. | 5.7 | 5.4 | 5.5 |
| I would recommend Practically Speaking to other graduate students. | 5.8 | 5.8 | 5.6 |
| I think SJSU should continue holding Practically Speaking every semester. | 5.8 | 6.0 | 5.7 |

As part of the overall satisfaction survey, the following questions were asked for qualitative feedback, and responses are featured below.

**What were the three most valuable things you did, learned, or experienced at Practically Speaking?**

- "confidence accumulated, awareness of stage movement, structure matters!"
- "(1) Mirroring gestures, body language, and facial expressions to speech (2) practicing one-on-one with the facilitator (3) practicing in a group or with a classmate"
- "Meeting and working with students from other programs, practicing in small groups, body language"
- "speech structure, gestures, vocal variety"
- "Structure was huge! learning about different types of speech structures was valuable. Next, interview questions. I used what I learned during an interview this past week. It went very well. Lastly, hand gestures."

**What other topics would you have liked to have practiced?**

- "If there is bigger crowd like 15-20 members in front of you while speaking would be more helpful."
- "Executive public speaking (presenting to management level audience in the work environment), how to summarize a work task/project to present to superiors in a short amount of time (e.g. 3-5 minute presentation)"
- "No, the topics covered were perfect."

**What could we do better? What could we add? What felt missing?**

- "Overall the seminar was extremely well designed, the right amount of meeting time to challenge the group but not overwhelm the group, the bonus work was so interesting and I wanted to complete several of the assignments but I could not balance my regular workload/assignments with the practically speaking assignments, really neat tasks incorporated into the bonus work."
- "I loved analyzing the speeches. I think more of that was needed. To be honest, I think everything was there so nothing was missing."
- "Maybe more practice."
- "I thought the class on semi prepared speeches could have been improved. I spent a lot of time preparing for the speech so I felt fully prepared rather than semi."

**Do you have any other questions, ideas, hopes, or comments?**

- "All the classes that I attended were helpful and Amy was an awesome facilitator with energy that I tried to match every time I stepped in the room. Thank you!"
- "Thank you so much for a fun, challenging, and engaging seminar! You rock, Amy!"
- "Had a great time and wish to attend the workshop again really soon!"

### *Spring 2020 Seminar COVID-19 Response*

Shelter-in-place orders due to the COVID-19 pandemic started during the third week of our spring 2020 Practically Speaking seminar. All students were given a choice to continue with the seminar remotely or retire early. We had four students decide to retire early; they will be given priority for spots in fall 2020. Practically Speaking took one week off to transition the content to the Zoom environment.

We made several large changes to the material. First, we spaced out our weekly meetings to every two weeks until the end of the semester; we did keep the same day and time. We chose to do this in recognition of the changing and fluid natures of class and work schedules during March, April, and May. Second, we attempted to work in semi-asynchronous activities because not all the on-going participants could come each meeting. We divided the remaining students into pairs or small groups to continue to practice on their own schedules. Finally, the facilitator also held office hours all day on Mondays; students could sign up for a 30-minute appointment.

We also administered an additional survey during the last group meeting since we wanted to assess students' responses to our COVID-19 adaptations to this seminar. Statements were ranked on a continuous scale from 1 to 6, where 1 is strongly disagree and 6 is strongly agree. Spring 2020 (S20) had 5 or 8 (63%) respondents.

Table 10: Survey results for COVID-19 adaptations to Practically Speaking.

| | | |
|---|---|---|
| A) | Overall, Practically Speaking's response to the COVID-19 shelter-in-place order met or exceeded my expectations | 5.0 |
| B) | During COVID-19, I think that the facilitator did a good job having regular email communication | 5.6 |
| C) | It mattered to me that I had a choice to continue with Practically Speaking online or to retire early from the seminar this semester. | 6.0 |
| D) | During COVID-19, I felt supported by the facilitator and my experience with Practically Speaking. | 5.8 |
| E) | I think SJSU should continue to hold the seminar online if it is not possible to meet in person in following semesters. | 5.6 |

### *Plans for Practically Speaking in Fall 2020*

Practically Speaking will be held online in fall 2020 because of the continued impact of COVID-19 and the campus guidelines. The seminar material will be reviewed during summer 2020 to see how it can be adapted to an online environment and how asynchronous activities can be incorporated. Some topics may need to be cut in favor of new discussions about public speaking during video calls. We will reconsider the length, activities, and number of participants. This plan is subject to change as SJSU's COVID-19 response evolves.

**Graduate Writing Retreats**

The Graduate Writing Retreat is a three-day event offered by the SJSU Writing Center once per semester since fall 2018. This event has served 72 students between fall 2018 and spring 2020. The retreat brings together twenty graduate students working on long-term projects, such as theses, research papers, and literature reviews. Participants are required to be within 12 months of graduation because early retreats found that students benefited most if they were in the latter part of their graduate program. Each participant meets with the retreat facilitator, Amy Russo, for a prep meeting before the event. During the retreat, participants write individually, do collaborative discussions, and learn writing strategies. The Writing Center provides a full breakfast and coffee plus snacks each day. See the appendix for the spring 2020 schedule.

The fall 2019 retreat met Saturday (October 26) 8:00 a.m. to 6:00 p.m., Sunday (October 27) 9:00 a.m. to 3:00 p.m., and Saturday (November 2) 8:00 a.m. to 6:00 p.m. The spring 2020 retreat met Friday (March 6) 9:00 a.m. to 2:00 p.m., Saturday (March 7) 8:30 a.m. to 5:00 p.m., and Sunday (March 8) 9:00 a.m. to 1:00 p.m. Both retreats met in Clark Hall. The first day of each retreat was reserved for workshops and discussion. The next two days of each retreat were devoted to individual work time. During their writing time, students could make (*optional*) one-on-one, 60-minute appointments with a Writing Center tutor or with the retreat facilitator.

During 2019-2020, we had **77 graduate students** in total apply for forty spots, twenty each semester. This number was reduced from 137 applicants last year, which is likely due to the new requirement that graduate students be within 12 months of graduation. The retreat was advertised through email, academic advisors, the Sammy App, social media, and our Writing Center website. We had two application reviewers evaluate every application considering the following criteria: 1) Is the applicant a graduate student at SJSU and within 12 months of graduation? 2) What project(s) will be worked on during this writing retreat? 3) What are the stated goals for this writing retreat? 4) How many days can be attended? 5) What is the applicant's course of study (aiming for diversity)?

**Starting in spring 2020**, all applicants were asked to list the top three factors that made the retreat appealing to them. The five factors were community, dedicated work time, time management strategies, writing strategies, and quiet workspace. The **29 applicants** for the spring 2020 retreat answered this question. This question will be carried over into future retreats to increase our data on this subject as it has provided many different avenues to evaluate and promote this service as seen in Table 1 below.

Table 1: Spring 2020 factors to join the retreat listed in ranked order.

| Factor | Total Mentions | Primary Factor | Secondary Factor | Ternary Factor |
|--------|----------------|----------------|------------------|----------------|
| Writing Strategies | 25  (29%) | 0 | 16 | 9 |
| Dedicated Work Time | 22  (25%) | 10 | 9 | 3 |
| Time Management | 17  (20%) | 0 | 0 | 17 |
| Community | 12  (14%) | 12 | 0 | 0 |
| Quiet Workspace | 11  (12%) | 7 | 4 | 0 |

From this data, we focused on a few key insights:
- People interested in either learning writing strategies or having dedicated work time made up more than 50% of all mentions.
- Dedicated work time may be the most robust factor when taking into account its total mentions and that it is the only factor to appear in all three levels.
- While time management skills were third overall for total mentions, it was listed always as ternary.
- For people looking for a writing community, it was their primary concern in all cases.

For five out of the seven people who listed quiet workspace as their primary factor, their secondary factor was dedicated work time. This may show a pattern amongst a minority of students who cannot easily work where they live.

In AY 2019-2020, forty students were accepted into the retreat, and **thirty-seven students** made Writing Center accounts as requested. The following charts are based on the **self-reported information** from their standard WCOnline accounts.

Table 2: Participants listed by college.

Table 3: Participants listed by gender.



Prefer not to state
2.7%

Male
18.9%

1

7

29

Female
78.4%
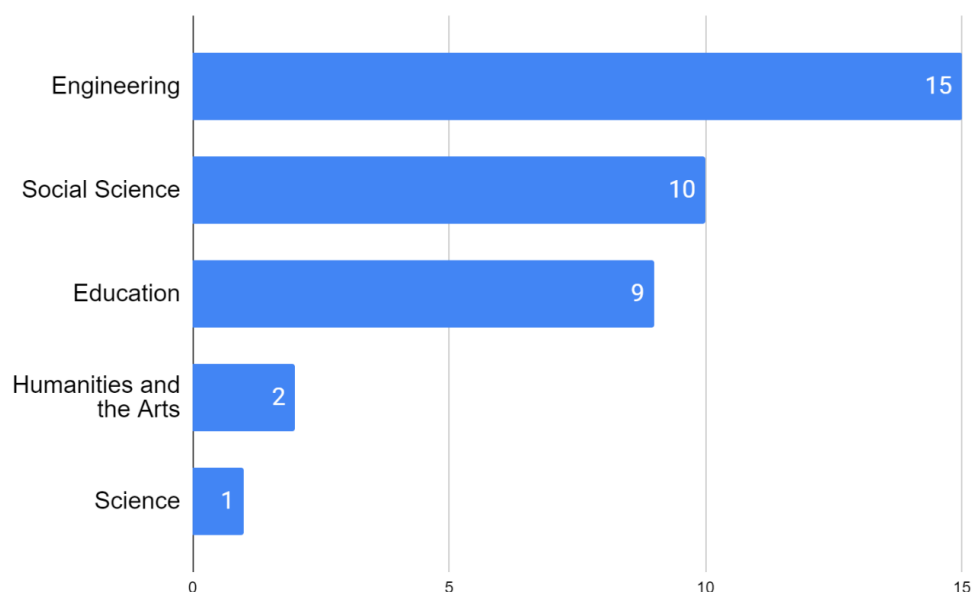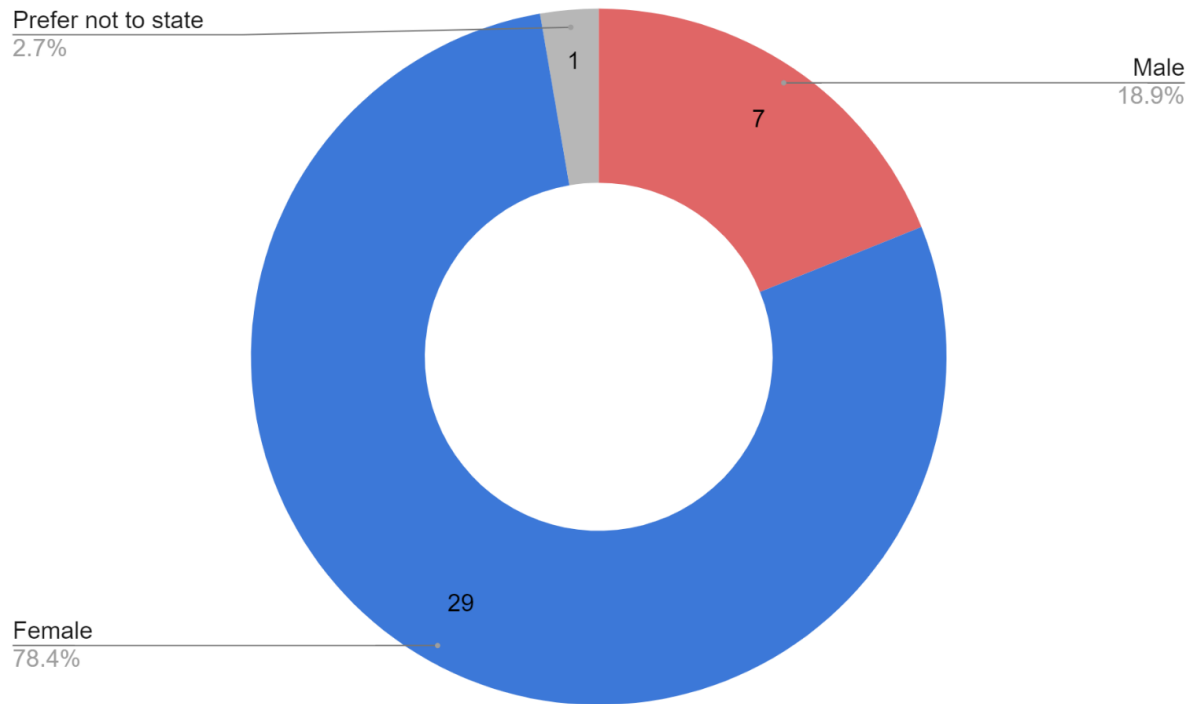
Table 4: Participants listed by ethnicity.



White/Caucasian
16.2%

Decline to State
8.1%

Asian-American
5.4%

Black/African-American
2.7%

6

3

2

1

13

Asian
35.1%

12

Chicanx/Latinx
32.4%
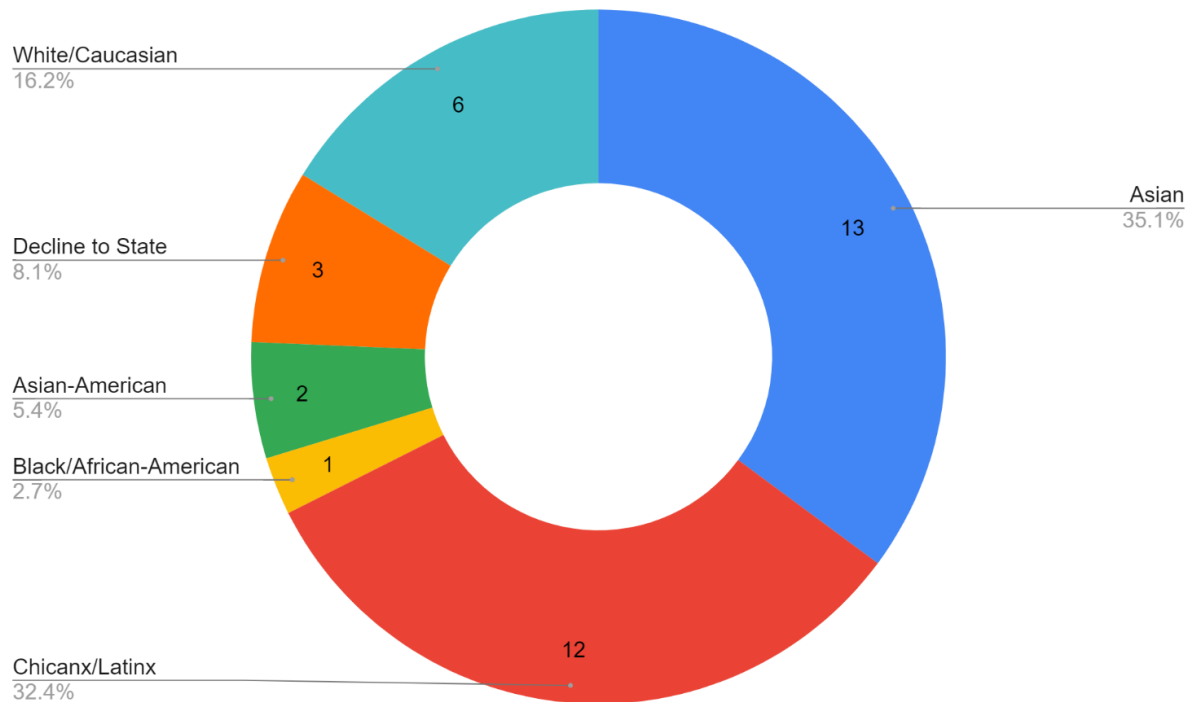
Table 5: Number of international students.



Yes
27.0%

10

No
73.0%

27
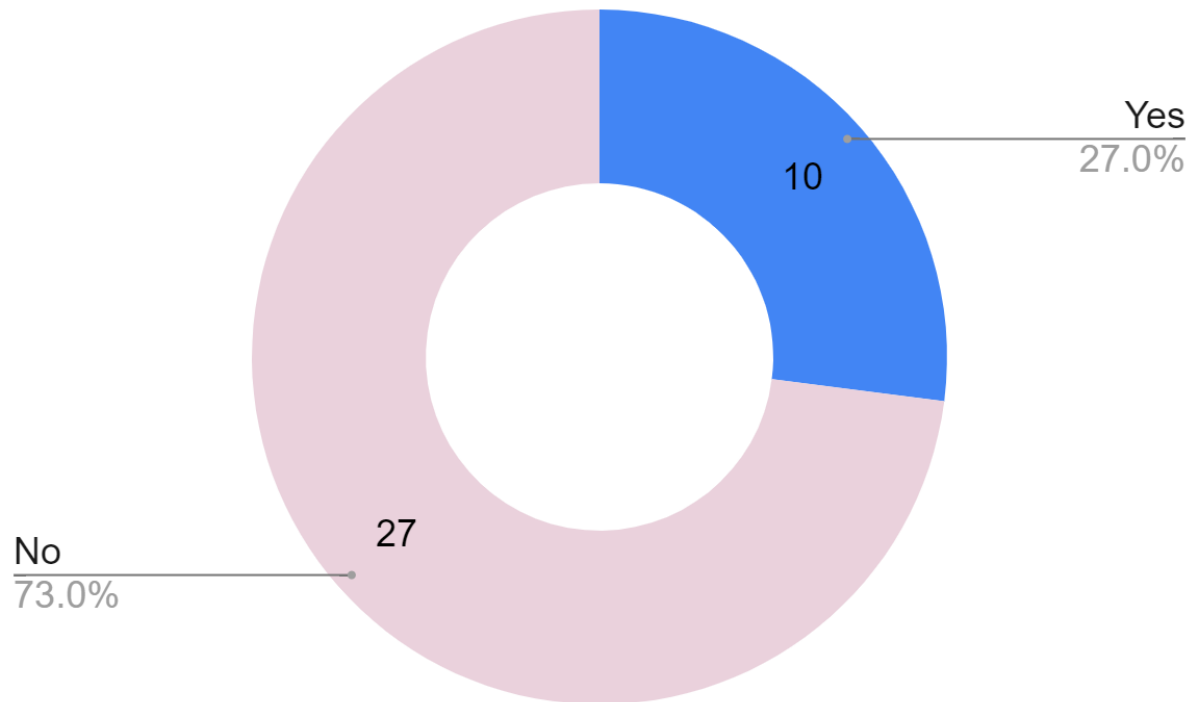
Table 6: Number of multilingual students.



No
35.1%

13

24

Yes
64.9%
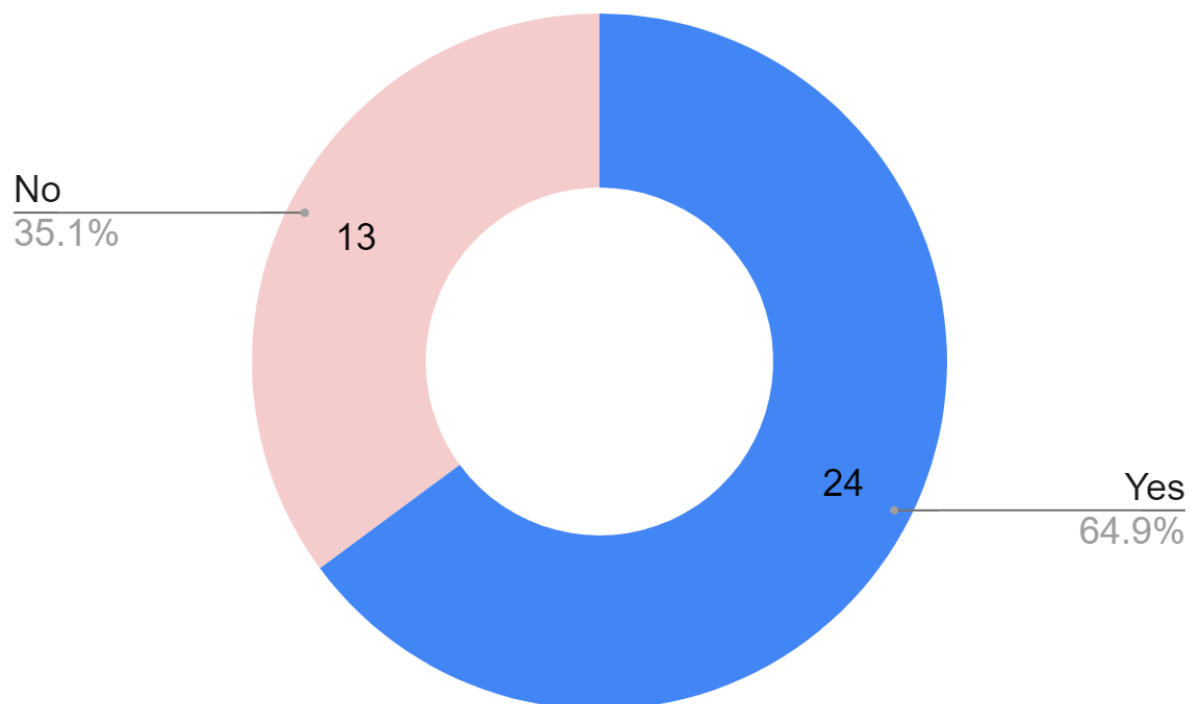
Table 7: Languages known other than English.



| Language | Count |
|---|---|
| Bengali | 1 |
| German | 1 |
| Hindi | 2 |
| Kannada | 1 |
| Korean | 1 |
| Malayalam | 1 |
| Mandarin | 3 |
| Marathi | 1 |
| Russian | 1 |
| Spanish | 8 |
| Tagalog | 1 |
| Telugu | 2 |
| Vietnamese | 1 |
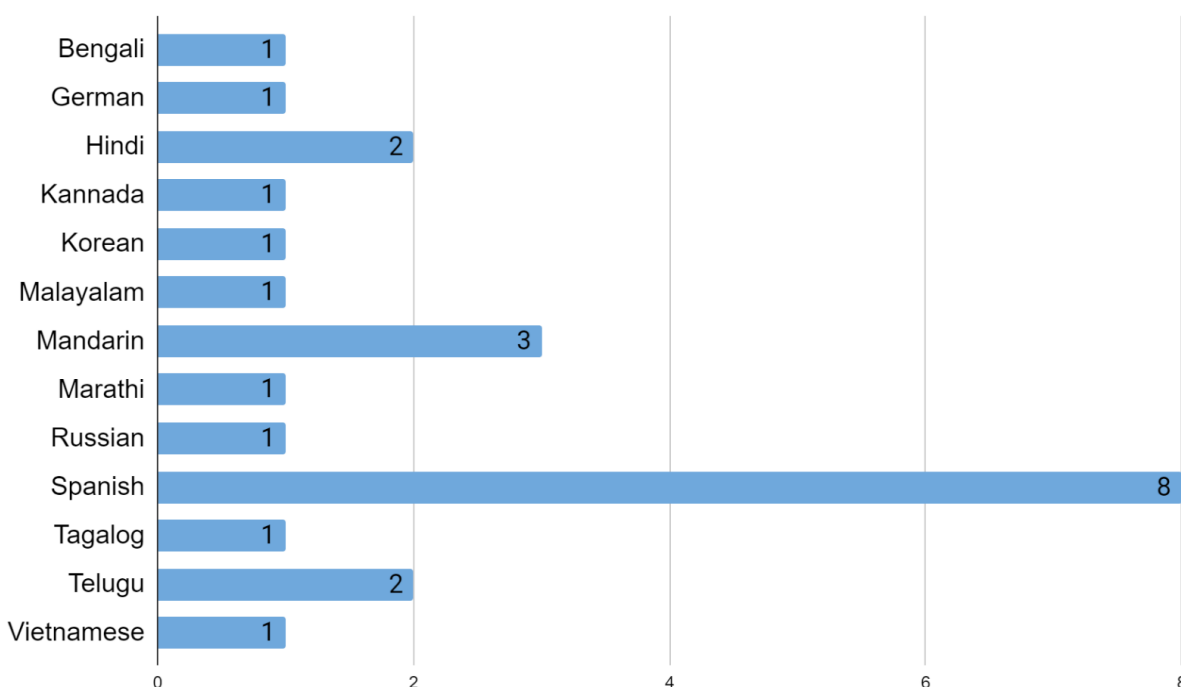
### Attendance Rates

The attendance rate for the retreats was quite high, but a few students arrived late to the morning sessions. Additionally, Sunday was the least-attended day overall with many students citing homework or personal reasons as the cause of their absences.

Table 7: Attendance rates listed by day.

| Time Frame | F19 & S20 Attendance | Historical Average |
|---|---|---|
| Day 1 | 36/40 (90%) | 100% |
| Day 2 | 30/40 (75%) | 90% |
| Day 3 | 26/40 (65%) | 59% |

### Tutoring Sessions and Facilitator Meetings Usage Rates

During the retreat, students had the opportunity to make a 60-minute appointment with a Writing Center tutor or the retreat facilitator. Students were limited to having one meeting per day. Tutoring sessions were conducted like normal Writing Center appointments and could focus on grammar, citations, or paragraph-level comments. Meetings with the facilitator focused on larger topics: planning research, writing literature reviews, or writing style/genre analysis. Students used both meeting types well, but we still need to find the correct balance of time. We will try 45-minute appointments in future semesters. Many students did not use the early slots during the retreat as they felt they had not made enough progress yet, so having more appointments later in the retreat may be advantageous.

Table 8: Appointment usage rates listed by meeting type.

| Meeting Type | F19 & S20 Usage | Historical Average |
|---|---|---|
| Tutor | 19/24 (79%) | 83% |
| Facilitator | 15/20 (75%) | 80% |

### *Overall Satisfaction Survey Results*

After the retreat had ended, participants were asked to complete a satisfaction survey. Statements were ranked on a continuous scale from 1 to 6, where 1 is a strong disagree and 6 is a strong agree. F19 stands for fall 2019, which had 13 out of 20 (65%) respondents. SP20 stands for spring 2020, which had 10 out of 20 (50%) respondents. HA stands for the historical average. The HA contains feedback from spring 2019 (*15 respondents)* and fall 2018 (*10 respondents*). The scores listed below are the averages for each group.

Table 9: Overall participants' satisfaction rates.

| | F19 | SP20 | HA |
|---|---|---|---|
| 1. The Writing Retreat was helpful for my writing. | 5.8 | 5.8 | 5.6 |
| 2. The Writing Retreat met or exceeded my expectations. | 5.8 | 5.8 | 5.6 |
| 3. The Writing Retreat addressed my writing concerns. | 5.5 | 5.8 | 5.5 |
| 4. The presentations were helpful. | 5.5 | 5.6 | 5.6 |
| 5. I felt comfortable sharing my ideas and experiences with people at the Writing Retreat. | 5.7 | 5.7 | 5.8 |
| 6. The facilitator helped me have a productive and enjoyable experience at the Writing Retreat. | 5.7 | 5.9 | 5.5 |
| 7. There was a good balance between scheduled writing time, breaks, presentations, and group discussion. | 5.4 | 5.7 | 5.4 |
| 8. I am leaving this Writing Retreat feeling I have a good start/ have made progress on my writing. | 5.5 | 5.8 | 5.7 |
| 9. I would recommend Writing Retreats to other graduate students. | 5.9 | 5.9 | 5.8 |

As part of the overall satisfaction survey, the following questions were asked for qualitative feedback, and sample representative responses are featured below.

**Why did you apply for the retreat?**
- "To learn how to write an effective long-term projects, such as theses, research, and literature reviews."
- "My goal is to learn good writing strategies for my thesis; specifically, how to properly elaborate on my thoughts when writing."
- "My overall goal is to get a clear direction for writing my paper."
- "My goal is to hone my writing skills so that my writing is more clear and cohesive."

- "As an international student, my grammar is really poor and also want to understand how to form a project."
- "I want to learn how to organize my content, get the technical stuff even to non-technical audience."

**What project or parts of a project did you intend to work on before coming to the retreat? What did you actually do during the retreat?**
- "Literature review, and yes I actually did it."
- "I intended on working on my findings section but I wound up continuing my work on the data analysis portion and coded data for a second time."
- "I intended to work on my literature review/methods section but I actually worked on the organization of my whole thesis."

**What were the three most valuable things?**
- "Changed my mindset towards my project, had distraction free time to work on my project, learning the Pomodoro technique."
- "Pomodoro, how to correct my own sentences, a vs b time."
- "Pomodoro technique, grid organizing document, framing a more positive mindset towards my writing project."
- "I wrote and was accountable for my time. I learned that setting realistic goals leads to productivity and that self-care during the writing process is very important."
- "The most valuable things I learned are to split the bigger daunting tasks into smaller more feasible sections, I learned to stay focused for a long period of time when I put my phone on airplane mode and learned about helpful tools to use on staying focused, and during the retreat I made a thesis task list, 4 outlines, transferred my old thesis into my new thesis draft/document, and started reading my thesis from the top to note down and make clear the edits that need to be done to each section. So I had a very productive experience at the writing retreat I got a lot of work done."

**What could we do better? What could we add?**
- "I wouldn't change anything."
- "Everything was really helpful, but since I am from an Engineering background, I think if one tutor is from that field, it would really help students like me."
- "Better variety of snacks, missing a place for peer interactions if in the same program need to discuss the paper between both of us."

**Would workshops on specific writing topics have been useful for you during the retreat? If so, what topics would you like to see?**
- "Maybe differences in writing styles? (i.e., scientific vs. creative)"
- "What would be helpful is a workshop discussing the structure of types of papers i.e. thesis, critical lit review, research paper, etc."
- "Transition words, phrases to use"
- "I think the variety provided already with the workshops covered the main things needed to help jump start writing projects, so for me other workshops are not necessary"

**Overall comments:**
- "Thank you for this writing retreat!!!"
- "I didn't really know what to expect coming in. Most retreats, I can get bored or feel like the content is irrelevant, but I genuinely loved and am so glad that I came to this."
- "Thank you for helping me understand that writing is hard and that I am not alone in my experiences!"

***Plans for the Writing Retreat in Fall 2020***
Over the course of four retreats, we have explored several timing and scheduling options. The best received model offered the structure of workshops on Friday with a full day of writing on Saturday and a half-day of writing on Sunday. Scheduling the retreat on week six or seven of the semester seems preferable to students.



However, fall 2020 will need to use a different model because of the COVID-19 pandemic. The online retreat will work more as a writing group that meets for three or four weeks on Fridays in October. These days will be shorter in recognition of the factor of "Zoom fatigue." The morning will have an opt-in workshop before a lunch break and will be followed by early afternoon writing time for three hours. We had been limiting the retreat to students within 12 months of graduation, but we will relax this condition to be within three semesters of graduation. During advertising, we will need to carefully manage expectations of the process, activities, and time commitment to illustrate how the service is different this fall. Tutoring may be offered during the event depending on the fall 2020 working schedule of tutors. This plan is subject to change as more information is learned about the SJSU campus response to COVID-19.

# ON-CAMPUS PARTNERSHIPS

## ON-CAMPUS PARTNERSHIPS

### Course-Embedded Tutors

In recent years, Director Hager developed the course-embedded tutoring program (originally known as Writing Fellows) with the director of Writing Across the Curriculum, Dr. Tom Moriarty. These course-embedded tutors have provided writing support for students enrolled in writing-intensive courses all across campus. Faculty applications were initially restricted to those instructors teaching a 100W course, but starting in fall 2018, we opened applications to anyone teaching a writing-intensive course (from first-year writing to the graduate level). These faculty partners play a key role in expanding our services throughout the university.

The duties of a course-embedded tutor include
- meeting with faculty members regularly to develop and deliver both in-class and out-of-class writing support.
- working with students in class.
- meeting with students in small groups outside of class to facilitate discussion, peer review, and supplemental instruction sessions.
- meeting with students individually to provide feedback on projects in all stages of the writing process, from brainstorming and organizing ideas to drafting and revising.
- creating and presenting writing workshops, both in class and outside of class.
- writing client reports and tracking data for every tutoring session conducted.

The Writing Center director trains and supervises all course-embedded tutors, and they go through the same hiring/training process as all other tutors. Writing Center tutors can choose to work on the regular schedule (online, drop-ins, and appointments) or to be embedded, with some tutors choosing to take on both roles. Course-embedded tutors were placed in the following courses in 2019-2020:
- Biology (BIOL) 100W, with Professor McGee-Bergerol;
- History (HIST) 100W, with Professor Wilson (in fall 2019 and spring 2020);
- Special Education (EDSE) 285, with Professor Golloher;
- Special Education (EDSE) 231, with Professor Golloher;
- Communication Studies (COMM) 200R, with Professor Hart;
- Industrial and Systems Engineering (ISE) 120, with Professor Nathan-Roberts;
- Psychology (PSYCH) 100W, with Professor Branca; and
- Radio, Television, and Film (RTVF) 183, with Professor Burrows.

### College/Department Tutoring Collaborations

The Writing Center has multiple agreements with units across campus in which tutors are embedded within a certain college or department specifically to assist their students (often at the graduate level). In 2019-2020, we embedded tutors in the following colleges or departments:
- School of Information (iSchool),
- College of Health and Human Sciences, and
- College of Education.

Our history with college/department embedded tutoring is extensive. During the spring 2012 semester, the Writing Center and the MS Taxation program in 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. In spring 2018, the Lucas Graduate School of Business hired our Coordinator of Digital Initiatives, Maria Judnick, as a writing consultant for their college, and she assumed this role of working with MST students. She continued to do this work in 2019-2020.

The SJSU School of Information (iSchool) hires one writing tutor every year to conduct online tutoring sessions with students in its online graduate program. The tutor works up to an additional five hours per week tutoring in the iSchool's web conferencing environment. This partnership provides an important opportunity for the Writing Center to provide tutoring services to students in the iSchool, who take only online classes and often live outside of the Bay Area. Writing tutor Jack Brady assumed this role in fall 2019, and tutor Jane Juan took over the position in spring 2020.

Writing tutor Kendra Arceneaux worked in the College of Education Success Center to assist their graduate students in fall 2019. She also performed this work during the first part of the spring 2020 semester; however, since she worked on a drop-in basis in the College Success Center, this partnership ended once the shelter-in-place order went into effect due to COVID-19. Writing tutor Jane Juan worked with students in the College of Health and Human Sciences (CHHS) Success Center in the fall 2019 semester, but it was determined that her hours could be used more effectively as a tutor on our regular schedule since her CHHS hours were being underutilized.

Lastly, former writing tutor Heidi Livingston Eisips continued to work with graduate students in the Aerospace Engineering Department in 2019-2020. In spring 2019, Heidi—a doctoral student in the Ed.D. program—was hired as a faculty member in the College of Business; due to her previous Writing Center work as a tutor in the College of Engineering, she was also given release time to work as a faculty writing consultant in the Aerospace Engineering Department.

**Tutor Training Partners**
We have partnered with a number of on-campus units to provide additional training to Writing Center tutors at our monthly staff meetings. As one example, in previous years we had training activities conducted by the Accessible Education Center (AEC) Director who trained tutors about working with students who have disabilities. The Writing Across the Curriculum (WAC) Director also provided tutors with information about genre theory and discipline-specific writing.
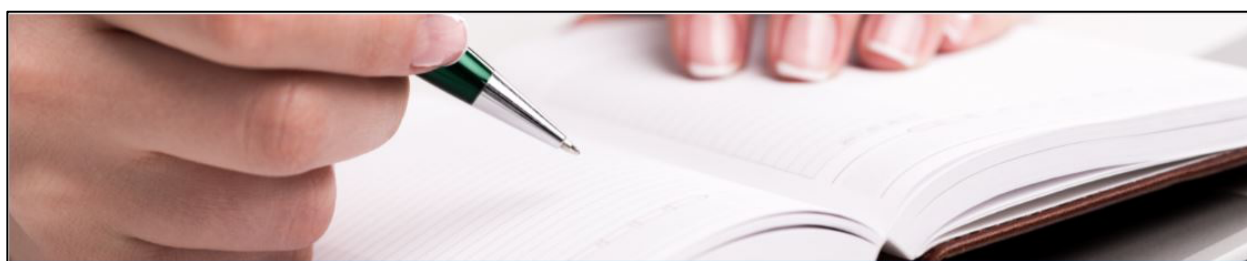
In November 2019, we notably conducted a training session with Christine Bautista from the Career Center for employees from both of our units. Since our tutors often work with students on their writing for resumes, cover letters, and LinkedIn profiles, we wanted to collaborate with the Career Center to ensure that employees from both units are aware of current best practices and know when to refer students to the other service. Our secondary goal was to ensure our own student employees underwent professional development training in regard to updating their own future job search materials.

## International Student and Scholar Services (ISSS)

For three semesters, our Center has partnered with International Student and Scholar Services (ISSS) to create a writing workshop series on high-interest topics for international students. Amy Russo, the Coordinator of Multilingual Writing Support Services, was the primary contact with Keri Toma, the International Programs Manager for ISSS. For fall 2019, they chose the following workshop topics to offer to ISSS students: "Emailing Netiquette," "Un-blurring Plagiarism and Paraphrasing," and "PowerPoint Like a Pro." For spring 2020, they selected the following workshops: "Emailing Netiquette," "PowerPoint Like a Pro," and "Common Grammar & Punctuation Errors." Coordinator Russo served as the presenter of each workshop.

The "Emailing Netiquette" workshop was originally created for this ISSS series based on discussions with employees from their unit. Each workshop was held a month apart, and lunch was provided for attendees by ISSS. Our Center created the marketing material and helped advertise the series through our website, newsletter, and social media outlets. Kerri Toma with ISSS advertised via their blog, on their website, and during their orientation sessions. For fall 2020 and spring 2021, the ISSS x WC Workshops will continue using an online format via Zoom.



## College of Graduate Studies

In 2019-2020, we continued to work closely with the College of Graduate Studies to support graduate-level students. Both Director Hager and Coordinator Russo were invited to present information at various events hosted by the College of Graduate Studies and by individual graduate programs (e.g., the Doctoral of Nursing Practice—DNP—program). We also continued to offer special services and events to graduate students as outlined elsewhere in this report.

Director Hager started working with College of Graduate Studies Dean Marc d'Alarcao on a partnership to offer additional writing tutoring for graduate students in the disciplines. The eventual goal is to have a graduate writing tutor—who is also a disciplinary expert—embedded in each college specifically to work with their graduate writers. During 2019-2020, we introduced this program by hiring one tutor to work in this capacity with students in the College of Engineering. As an MS student in Mechanical Engineering, this tutor has the disciplinary expertise coupled with the writing expertise necessary to tutor with us.

Moving into the future, we hope to expand the program and move into all the Colleges. These plans will, however, be dependent upon additional funding to scale up the program.

**Center for Faculty Development (CFD)**
Director Hager continued to present information about Writing Center services to new tenure-line faculty at SJSU through structured workshops offered through the Center for Faculty Development (CFD). These workshops provide crucial information to new faculty so they can potentially partner with us and encourage their students to use our services.

In fall 2019, a conversation began about new ways to provide additional Writing Center services for faculty after the success of the "Writing for the Public" op-ed workshops co-sponsored by the CFD in spring 2019. (Faculty member Dan Brook from the Department of Sociology continued his work in 2019-2020 with Coordinator of Digital Initiatives, Maria Judnick, following the spring 2019 "Writing for the Public" workshop and was able to publish two op-eds: one in *Common Dreams* and another with *The Progressive*.)

Two of the new programs that the Writing Center agreed to facilitate in conjunction with the CFD and the Writing Across the Curriculum program were (1) social media workshops for departments on campus and (2) a faculty writing group. After coordinating with CFD Director Dr. Deanna Fassett, the first of these programs began in spring 2020.

Coordinator Judnick along with Social Media Student Coordinator Aya Abdelhadi hosted a three-part workshop series to introduce social media to various departments all across campus. This series was advertised at a Council of Chairs meeting in early spring 2020 with staggered times selected for a Tuesday/Thursday schedule. (See the appendix document for more detailed information.) The first session in March 2020 discussed the benefits of social media and introduced a streamlined plan to help programs get started. There were 15 attendees including staff from *Reed* Magazine, the School of Social Work, the Department of Urban and Regional Planning, the School of Nursing, and the Kinesiology Department. Subsequent sessions of the workshop were then moved online due to COVID-19. The second session showed attendees how to track analytics and what metrics to use to measure for success; we also provided a space for participants to discuss what is currently working for them on their social media feeds. The third and final session focused on how to plan for future content and how to on-board a student assistant to a social media role. The session also offered goal setting where attendees started thinking about realistic growth expectations for each platform. Due to the positive feedback we received from attendees and the continued interest from various programs on campus, Coordinator Judnick will likely host sessions again in spring 2021. There will be some slight

updates to the program with a trouble-shooting session and a tiered program for beginners and more advanced participants.

The faculty writing group program—titled "Write@SJSU"—was in development toward the end of the spring 2020 semester, with the first faculty group meeting in summer 2020. The program will aim to help newer tenure-track faculty from across campus to work on their large-scale writing projects. The program will be lightly structured with four distinct modules organized on Canvas; each module will feature a video created by a faculty moderator and readings related to the advice provided in that video. Additionally, each module will ask participants to check in weekly and provide a post for the SJSU Writing Center blog at the end of the module. Faculty will have the opportunity to pair with a senior faculty member who serves as a mentor and first reader for their projects during this program. The cohort members will also be able to take advantage of specially scheduled Writing Center tutoring sessions to help with their projects.

While Coordinator Judnick will be on maternity leave in fall 2020, it is tentatively planned that Director Hager, Director Moriarty, and Director Fassett will continue the program for at least one new cohort of faculty participants during the semester.

**Financial Aid & Scholarship Office (FASO)**
In spring 2020, we continued to partner with the Financial Aid & Scholarship Office (FASO) to present information to students attending their regularly scheduled scholarship workshops. Specifically, our tutors offered details about best practices for writing personal statements. We offered resources on writing personal statements—including both presentation information and details presented in our Homegrown Handout on the topic—and our tutors were then available to work with students on the statements they were currently writing. Unfortunately, the latter half of the workshop series was interrupted due to COVID-19.

**Residence Hall Tutoring**
We partnered with Dr. Saili Kulkarni—the faculty-in-residence for the Global Village Themed Community in Joe West Hall—during fall 2019 to offer drop-in writing support for the floor of students living in the residence hall. One of our tutors worked with students in the Global Village Community once per month, and she was available for assistance on a drop-in basis, so any students passing by could stop and work with her on their writing assignments.

**In-Class Tutor Training (LLD 293)**
Director Hager and Coordinator Russo worked with Dr. Dave Malinowski from the Linguistics and Language Development (LLD) Department on an interactive workshop for his seminar on teaching academic reading and writing to linguistically and culturally diverse audiences (LLD 293). Part of the course involves the students both observing tutoring and conducting tutoring sessions themselves. Director Hager and Coordinator Russo presented information about the Writing Center and general tutoring best practices to these students, and they then facilitated role-playing sessions to cover common tutoring scenarios. Each role-playing scenario was discussed, with attention paid to the pedagogical strategies that the mock tutor used during the session. The workshop was held in fall 2019, and Dr. Malinowski has already invited Director Hager and Coordinator Russo back to his class (virtually) for the fall 2020 term.

**Dr. Martin Luther King, Jr. Library & "Ask a Tutor" Live Chat Service**

As one of our physical locations is on the second floor of the Dr. Martin Luther King, Jr. Library, we continue to work closely with library staff on various collaborations. Director Hager and Coordinator Judnick met with the library's social media team to ensure cross-promotion through our social media outlets. (This partnership is explained in more detail in the "Online Presence" section of this report.)

In addition, the Writing Center hosted an evening open house in collaboration with the Late-Night Tutoring program in early fall 2019. (The Late-Night Tutoring program uses the library's Writing Center space during nighttime hours.) Director Hager worked with program coordinator Sharon Thompson to host the event, with multiple student employees talking about



our services and distributing snacks to students who were passing by our location. Associate Dean Christina Mune approached Director Hager in spring 2020 to organize a library information session for Writing Center tutors with librarian Bernd Becker. Unfortunately, this conversation was put on hold until fall 2020 due to COVID-19; however, the session has now already been set for the fall semester. The goal is to ensure that our tutors are aware of the various services offered by the library, especially since research and writing so often happen simultaneously.



Lastly, and perhaps most significantly, we partnered with the library on our new "Ask a Tutor" live chat service. This service was put into place once we moved into an online-only environment in spring 2020; the intent was to emulate something akin to brief, drop-in tutoring sessions. As we navigated the new world of the COVID-19 pandemic, we wanted to offer as much support to students as possible, and we did not want to lose the drop-in model simply because we were not working in person. Associate Dean Mune put Director Hager in contact with Laurel Eby—the Web Services Librarian who manages the LibChat system. She created a chat widget called "SJSU

Writing Center" and granted access to our Writing Center users who would be using the system (professional staff and select writing tutors). We then advertised our service, provided asynchronous training materials to the applicable tutors (included in the appendix of this report), and rolled out the live chat service in April 2020. In promoting "Ask a Tutor," we have tried to emphasize consistently that live chat is intended for students who have quick questions about writing that can ideally be addressed within about 10-15 minutes; if they need more in-depth assistance, they are directed to tutoring appointments. Thus far, the service has been quite successful, and we hope to continue offering this additional type of tutoring help.

## Writing Across the Curriculum Workshops

The Writing Center partnered with the Writing Across the Curriculum (WAC) program on two multi-week workshops for faculty. Both workshops were run in conjunction with the WAC Director, Dr. Tom Moriarty.

Director Hager and Dr. Moriarty ran a four-week seminar to train SJSU faculty to work with course-embedded writing tutors. This need for additional faculty training had been identified in the years of running the course-embedded tutoring program. Faculty who had already been assigned to work with embedded tutors were required to complete the workshop while other interested faculty could take the workshop and later apply for an embedded tutor. Two workshop meetings focused on Writing Across the Curriculum principles, namely genre theory; the other two meetings focused on Writing Center services and best practices for integrating embedded tutors into a class. We had eight workshop participants in fall 2019 and six participants in spring 2020. The workshop will continue to be offered every semester as it provides necessary training on the faculty side to make embedded tutoring partnerships even more effective and successful.

Coordinator Russo and Dr. Moriarty ran a seminar to train SJSU faculty to design and host their own writing retreats as an avenue to expand our own writing retreat program. This WAC seminar was four weeks in length and held in October 2019. We had five faculty members complete the training. Their final deliverable was a retreat planning document. (See the appendix for more details.) The first three weeks were lectures on best practices and examination of sample retreats. During the fourth week, each faculty member shared their plan for group feedback.

## Committee Work

Director Hager served on numerous university-level committees in 2019-2020, including the University Writing Committee (UWC), which is a sub-committee of the Academic Senate; Coordinator Russo also serves on the UWC. Coordinator Russo also continued her work on the International Student Success Committee, which was formed last year. This committee work reinforces the relationship between the Writing Center and other on-campus entities.

# RESEARCH

# &

# EXTERNAL

# COLLABORATIONS

# RESEARCH & EXTERNAL COLLABORATIONS

## Northern California Writing Centers Association
After hosting the Northern California Writing Centers Association (NCWCA) Conference at SJSU in spring 2019, Director Hager took on the role of Marketing Manager for the organization. The NCWCA is the regional affiliate of the largest professional organization for writing centers: the International Writing Centers Association (IWCA).

Additionally, Director Hager and Coordinator Russo were planning to present at the 2020 NCWCA Conference in Modesto along with two writing tutors—Kendra Arceneaux and Christina Cantero—and one student assistant—Jeshua Sosa. Their three presentation proposals were accepted; however, in early March, the conference was cancelled due to the COVID-19 pandemic.

## CATESOL Conference
Coordinator Russo presented at the October 2019 CATESOL Conference in San Jose. Her workshop title was "Un-Blurring Plagiarism and Paraphrasing," and her workshop had sixteen attendees. Plagiarism is a hot-button issue for multilingual writers who can face major consequences when accused of plagiarism, but they are often unequipped to understand what it is and how to avoid it. Coordinator Russo ran a practice-based session demonstrating how we created our inductive, one-hour workshop, which helps students learn to recognize different forms of plagiarism by looking at samples and working backward to define the trends. Participants received a full lesson plan and materials, so they could adapt the lesson to fit their educational context.

## Cal State Tech Conference
In late July 2019, Director Hager and Coordinator Judnick presented at the Cal State Tech Conference in San Diego. They presented two talks: "'Zoom'-ing In: New Approaches to Online Tutoring" and "The Write Attitude: Creating Blog Posts as Digital Resources for Students." They had over 40 attendees, all of whom were interested in how technology can be used in writing centers and, in more general terms, in student support services.

## Resume Assistance for the Public
Coordinator Russo offered resume writing assistance to members of the public through the San Jose Works Business Center, which is located in the MLK Library. She worked closely with San Jose Public Library staff to develop materials and coordinate presentations, and she offered one-on-one assistance twice per month. This work was truncated in the spring 2020 semester due to COVID-19.

## *Kairos* Web Article
Director Hager and Coordinator Judnick have been working with Dr. Julia Bleakney, the Writing Center Director at Elon University, on an extensive project about blogging in the writing center. In 2016-2017, they conducted a survey that was disseminated via the WCenter listserv and the International Writing Centers Association (IWCA) member list; it was also posted in the Facebook group for writing center directors. The survey gathered information about details such as blog authors, intended audience and purpose, and the number and frequency of posts. They

finished creating text last year for an HTML publication that was submitted to *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*. After an extensive, multi-tier review process, the article was formally **accepted for publication and is forthcoming in January 2021**.

## Market Research

In 2019-2020, the Writing Center sought to gather market research from SJSU students with varying educational needs; the aim was to enhance existing services by identifying areas for improvement.

Three student groups were selected based on discussions raised during past tutoring sessions: **graduate, international**, and **AEC (Accessible Education Center)** students. The Writing Center determined it was important to conduct qualitative research so that the students had space to share feedback beyond the post-appointment survey. The initial plan was to build out three focus groups during fall 2019 and execute them in spring 2020.



Photo Credit: Brandon Chew

> *I learnt much from appointments with you and I will continue to come your office until I graduate.*

Source: Writing Center International and Graduate Student Survey

### *Team Feedback*

Prior to the student focus groups, the Writing Center conducted an internal survey of staff and student employees within the department. The aim was to ascertain whether there were specific areas that the focus groups should concentrate on prior to execution. The team insight regarding AEC students meant that there was sufficient feedback to ultimately eliminate this student subset from the focus groups. It was decided that market research into the writing support for AEC students would be a project for 2020-2021.

The discussion prompts that were agreed upon for the international and graduate students focus groups were processes, tutors, appointments, workshops, online resources, and social media outreach. Student participation was sought through marketing fliers, an expression of interest form, and acquired incentives for participants such as Gold Points gift cards and free lunch. The focus groups were set to take place March 16 and 23, 2020.

*Impact of COVID-19*

Unfortunately, on March 10, 2020, one week before the focus groups were set to take place, COVID-19 shifted concern for all non-essential face-to-face student interaction, and the subsequent shelter-in-place (SIP) order resulted in campus closure. Since the focus groups could not be conducted in person, the Writing Center adapted the discussion prompts into an online research survey that graduate and international students were invited to complete. The key findings are presented below.

*Survey Findings*

| **19** Student expressions of interest in the international and graduate focus group. | **63.2%** of the survey respondents were both international **and** graduate students. | **42.1%** of respondents were Engineering Management majors. | **52.6%** had never used the Writing Center before. |
|---|---|---|---|

| **4** of the selected focus group participants completed the research survey. | **Engineering Management and Software Management** were the majors of the four international/graduate students who responded to the research survey. | | **100%** of the survey respondents said that they would benefit from a graduate STEM writing workshop. |
|---|---|---|---|

| **More irregular hours (i.e., early mornings, late evenings, or weekends)** was a key request from the survey respondents in terms of online tutoring sessions. | **100%** of the survey respondents chose streamed versions of workshops as their preferred online tutorial from the Writing Center. | **LinkedIn and YouTube** were the most frequently used social media platforms. |
|---|---|---|

**Workshops**
- workshops focused on drafting, and technical papers
- workshops geared towards international students
- workshops to support graduate students and students in STEM fields

**Resources**
- handouts specifically for graduate students (formatting guidelines for thesis projects and project proposals)
- tutor knowledge of outside resources available for international students, i.e., to take stock of the available English learning resources at SJSU
- simplified/user-friendly handouts (or online worksheets) for international students
- videos and examples that international students can watch or refer to after a tutoring session

**Training**
- general training on common graduate assignments/research papers/dissertations
- graduate course training workshop immediately after hiring
- more insight for students on the tutor training process

- AEC training upon hiring (additional mock tutoring regarding AEC situations, how to approach tutees needing more in-depth help, how to redirect them, best practices for alleviating some of their challenges, sensitivity training)
- possible collaboration with AEC staff presenting information about AEC support
- training on how to deescalate or move forward in difficult sessions
- more multilingual training (or ESL training) to better support international students

In the future, the Writing Center plans to follow through with conducting an in-person student focus group, once campus is open again. In addition, we intend to use the feedback from the 2019-2020 research survey to review processes and accommodate the writing needs of the diverse SJSU student population as much as possible. Finally, the Writing Center aims to collaboratively develop its resources and workshops to ensure that the needs of AEC, international, and graduate students are being met.

# PERSONNEL

## Michelle Hager
*Director*

- Oversaw all aspects of the continued growth and expansion of the Writing Center, including new programmatic offerings and new resources (e.g., handouts and videos).
- Hired, trained, and supervised all writing tutors, student assistants, and faculty/staff.
- Continued to refine training processes and created new training modules for tutors.
- Conducted the optional additional training for tutors about working with graduate-level writers (offered every semester) in conjunction with the Coordinator of Multilingual Writing Support Services, Amy Russo.
- Served on multiple university-level committees, including the University Writing Committee (UWC).
- Conducted numerous workshops for students through the Writing Center.
- Conducted presentations and workshops for many on-campus units, including the Center for Faculty Development (CFD) for new tenure-line faculty.
- Maintained and established relationships with units all across campus and worked with them in various capacities (e.g., partnering with the Career Center for tutor training, working with academic departments through embedded tutoring).
- Presented at the CSU Tech Conference in San Diego about the benefits of online tutoring with the Coordinator of Digital Initiatives, Maria Judnick.
- Served as a board member for the Northern California Writing Centers Association (NCWCA)--the regional affiliate of the largest organization for writing centers, the International Writing Centers Association (IWCA).
- Had an article accepted for publication in *Kairos: A Journal of Rhetoric, Technology, and Pedagogy* (forthcoming in January 2021).
- Ensured Writing Center tutoring services moved online seamlessly during the COVID-19 pandemic.
- Adapted tutor hiring and training processes to the new online-only environment.
- Developed a new partnership with the MLK Library and a new Writing Center service: "Ask a Tutor" live chat. The chat service runs through the library's LibChat system, and allows the Writing Center to offer virtual drop-in tutoring sessions.
- Began a partnership with the College of Graduate Studies to hire graduate-level, disciplinary specific tutors to be embedded at the college level.
- Created and facilitated a training program for faculty who are working with course-embedded tutors (in collaboration with the Writing Across the Curriculum Director).

## Amy Russo

*Coordinator of Multilingual Writing Support*

- Worked closely with the WAC Director to create and run a four-week seminar in October 2019 for faculty interested in running Writing Retreats in their departments. The seminar material has been archived and will be reused in future semesters.
- Conducted a systematic review of the multilingual training program for tutors, using pre- and post- survey data along with tutor interviews to substantively revise and improve the training, e.g., incorporating authentic writing samples and moving to a portfolio assessment.
- Partnered successfully with ISSS through Keri Toma, the International Programs Manager, by designing a workshop series specifically for international students.
- Created two new workshops: "Emailing Netiquette" and "PowerPoint Like a Pro."
- Assisted with Graduate Student Resource Fair tabling.
- Spoke at the Graduate Student and J1 Visa Student Orientation sessions.
- Served as a member of the University Writing Committee.
- Served as a member of the International Student Success Committee.
- Presented at the October 2019 CA TESOL Conference on her workshop for "Un-blurring
- Plagiarism and Paraphrasing."
- Established an on-going volunteer relationship with SJWorks on the public side of the MLK Library for two years; worked with the Business librarians on a two-section series on Resume and CV help.
- Updated and ran two sessions of her teacher training four-hour workshop for new participants in the Japanese Exchange and Teaching (JET) Program in partnership with the Japanese Consulate.
- Conducted ISSS x WC Workshop Series: "Emailing Netiquette," "PowerPoint Like a Pro," and "Un-Blurring Plagiarism and Paraphrasing."
- Facilitated Fall 2019 & Spring 2020 Graduate Writing Retreats.
- Facilitated Fall 2019 & Spring 2020 Practically Speaking Seminars.
- Co-facilitated a goal planning session for the Center of Faculty Development's Writing Retreat with the Coordinator of Digital Initiatives, Maria Judnick.
- Conducted multilingual training for all tutors who moved through the hiring process.
- Conducted the optional additional training for tutors about working with graduate-level writers (offered every semester) in conjunction with the Director, Michelle Hager.

# Faculty and Staff



## Lakmini Campbell

*Administrative Coordinator*

- Facilitated all department scheduling of student employees.
- Reviewed and streamlined special faculty consultant administration for the Writing Across the Curriculum (WAC) program.
- Served as the project leader for student coordinators.
- Coordinated and introduced Writing Center Google groups for students and faculty.
- Facilitated IT compliance review of all Writing Center software products and purchases.
- Coordinated tutor candidate scheduling.
- Completed all student employee and candidate hiring administration.
- Streamlined various administrative processes (e.g., forms, sheets, shared drives, etc.).
- Coordinated tabling scheduling for the Writing Center, as well as represented the Writing Center at SJSU events in summer 2019.
- Provided logistical support for Writing Center pop-up team and graduate events (e.g., catering, room booking, promotional materials, marketing/flier creation).
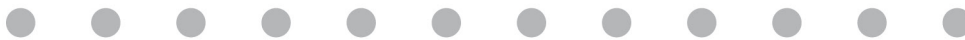
- Edited the Writing Center blog; added video craft interviews with local writers and oversaw the development of a new blog series.
- Recruited an experienced tutor to be the new Associate Editor for the Writing Center blog and oversaw her work.
- Enhanced social media by adding LinkedIn, developing a Twitter strategy, training a new student coordinator, creating crisis communication, recording videos for the winter craft series, and creating playlists for YouTube.
- Trained all tutors in online tutoring and updated the training to reflect our shift to additional hours.
- Offered tutee tech support during one-on-one sessions.
- Trained a team on making videos of workshops and



## Maria Judnick

*Coordinator of Digital Initiatives*

oversaw their work in recording some of the most popular workshop offerings.

- Created the new "Writing Across Your Career" collaboration with the CFD and WAC by holding workshops for 16 faculty/staff members on how to create social media for a unit/department.
- Taught CTW 1 and CTW 2: CA Dreams and Reality, CTW 1 and CTW 2: Writing a Sustainable World, ENGLISH 181: Engineering Communications, ENVS 95: "Sustainability 101," and a course for peer educators at Santa Clara University.
- Held various responsibilities at Santa Clara University: updating the department website, establishing a social media plan, writing the department's cumulative year newsletter, and updating the department by-laws/streaming evaluation documents.
- Served as a reader/grader for the WST at SJSU.
- Served as the Writing Consultant for the Lucas Graduate School of Business and trained a new grader for their SVE course (Ryan Smith).
- Ran a Multimodal Pedagogy one-day workshop through a teaching with technology grant at Santa Clara University.
- Set to be the co-president of the Young Rhetoricians' Conference this year and to serve as the coordinator for the 7th NEH Summer Institute. (Both were postponed to next year due to COVID-19.)
- Collaborated with Amy Russo on hosting the first hour of the CFD Virtual Writing Oasis to help faculty with goal setting in their writing.
- Acquired a full grant from Santa Clara University for Letterpress Training classes at the San Francisco Center for the Book. This training will be used in the upcoming year to teach Letterpress workshops at both SCU and SJSU (the latter in tandem with a letterpress symposium grant received by Dr. Kathy Harris and Prof. Shaun O'Dell).

# Student Assistants

**Aya Abdelhadi**

- BS in **Business Administration** with a concentration in **Management Information Systems.**
- Graduated in spring 2020.
- Created content for the 16 Days of Gratitude contest in November 2019.
- Helped start and maintain the Writing Center's newest social media site –LinkedIn.
- Hosted a LinkedIn training workshop for tutors.
- Created craft course content to run on social media sites during winter session.
- Earned a Dean's Scholar designation.
- Ran a new series called "Stay @ Home Sammy" to help encourage Writing Center Instagram followers to stay home during the COVID-19 pandemic.
- Created and edited tutorial videos for the Writing Center's YouTube channel and assisted in converting workshops into videos.
- Conducted the "Writing Across Your Career" workshop for faculty/staff to share how social media can be used by on-campus units/departments.
- Served as a member of **MISA (Management Information Systems Association).**
- Interned at PricewaterhouseCoopers as a Risk Assurance intern and received a full-time job offer at the end of the internship.

- BS in **Public Relations.**
- Will graduate in spring 2023.
- Assisted in creating Instagram posts using Canva.
- Served as the Social Media program assistant at the Monterey Bay Aquarium.
- Served as a member of **Destino** (Latinx religious club on-campus) and **PRSSA** (Public Relations Students Society of America).
- Was promoted from student assistant to Social Media Student Coordinator at the Writing Center in late spring 2020.

**Angelica Cornejo**

# Student Assistants



**Matthew Jipp**

- BS in **Electrical Engineering.**
- Graduated in spring 2020.
- Earned a 3.94 GPA.
- Purged old and duplicate records in the WCOonline system.
- Assisted briefly with Writing Center app development.
- Tabled at the International Student Symposium.

- BS in **Software Engineering.**
- Will graduate in spring 2021.
- Earned a 3.56 GPA.
- Researched and established a template for the student newsletter (via Mailchimp).
- Monitored the workshop materials process.
- Led the "How to Structure an Accomplishment Statement" pop-up event in collaboration with the SJSU Career Center in fall 2019.
- Automated Workshop Attendance using Google Forms aimed at reducing paper waste by 100%.
- Worked on Virtual Admitted Spartan Day video filming project.
- Tabled at frosh orientation sessions.
- Supported new hire student assistants with their on-boarding training.
- Continued work on app development as App Development Student Coordinator.



**Shubham Patel**

# Student Assistants

**Siena Kuan**

- BFA in **Animation/Illustration.**
- Will graduate in spring 2022.
- Earned a 3.78 GPA.
- Developed and ran the "Ode Appreciation Contest" in spring 2020.
- Tabled at several pop-up events.
- Served as the President of the **Women In Animation (WIA) SJSU Student Chapter.**
- Served as a member of the **Shrunkenheadman Animation/Illustration club.**

- BFA in **Animation/Illustration** with undergraduate **TESOL certificate.**
- Will graduate in spring 2022.
- Developed and ran the "Ode Appreciation Contest" in spring 2020.
- Managed and organized workshop materials.
- Planned and created online promotional video for Virtual Admitted Spartan Day.
- Created Haiku illustrations in accordance with requests from the Social Media team.
- Served as Graphic Designer for the **Women In Animation (WIA) SJSU Student Chapter.**
- Served as a member of the **Shrunkenheadman Animation/Illustration club.**
- Worked as a Graphic Designer for SJSU Associated Students (A.S.) in the Marketing Department to create promotional materials for nine A.S. departments across campus.

**Cassandra Nguyen**

# Student Assistants

- BA in **Communication Studies.**
- Graduated in spring 2020.
- Earned a 3.8 GPA.
- Earned the Dean's Scholar designation, 2018-2020.
- Created fliers for "Writing Center Focus Group," "How to Structure an Accomplishment Statement" pop-up event, and "Writing Center Focus Group" surveys
- Recorded voiceovers for Virtual Admitted Spartan Day video.
- Tabled at "Weeks of Welcome" and "Fall 2019 Graduate & Professional Programs Fair."

## Julee Sarmiento

- Served as Communication Central Director for the **Comm Central Network Social Media Team.**
- Completed a faculty-led program in Spain, summer 2019.
- Crafted Focus Groups as the Events and Marketing Student Coordinator.

- BS in **Business Administration** with a concentration in **Business Analytics.**
- Graduated in spring 2020.
- Earned a 3.6 GPA.
- Implemented Tableau into reporting tutor surveys and workshop reports and created visuals for the annual report.
- Assisted in the filming project for Virtual Admitted Spartan Day.
- Tabled at orientations and pop-up events throughout the 2019-2020 academic year.
- Compiled information about orphan client reports in the WCOnline system for bi-weekly submission to the Writing Center Director.
- Designed and developed tutor evaluation reports (in role of Analytics Student Coordinator) that are easier to read and automatically updated in Tableau, reducing the time to create and send reports.

## Jeshua Eli Sosa

# Writing Tutors

## Kendra Arceneaux

- MA in **TESOL.**
- Graduated in spring 2020.
- Earned a 4.0 GPA.
- Created a video of the workshop, "Selecting and Integrating Source Material."
- Ran events such as the "Halloween Super Scary Short Story Contest" and "Coffee with the Tutors."
- Conducted "Essay Prompts and Time Management" workshop.
- Inducted into **Phi Kappa Phi Honor Society.**
- Participated in English Communication Services and worked as a private online English tutor.

- BA in **English** with a concentration in **Creative Writing.**
- Graduated in fall 2019.
- Wrote approximately six articles for the Writing Center blog and edited articles as they came in.
- Served as Associate Editor of the Writing Center blog.
- Worked on the new APA Citation Guide during the summer of 2019.
- Conducted "Essay Prompts and Time Management" and "Paraphrasing" workshops.
- Private-tutored in a short period in early fall 2019 and during winter 2020.
- Served as a member of the **Technical Writing Club.**

## Jack Brady

# Writing Tutors

## Christina Cantero

- MA in **TESOL.**
- Graduated in spring 2020.
- Earned a 3.97 GPA.
- Created the "5-minute Tutor" video series, the "Literature Review" handout, the "Writing Professional Memos" handout revision, and multiple Writing Center blog entries.
- Conducted "How to Write a Killer Introduction," and "Trimming the Fat: Writing Concisely and Avoiding Wordiness" workshops.
- Submitted a 2020 NCWCA Conference presentation proposal and was accepted.
- Completed training for both online tutoring and working with graduate-level writers.

## Andy Cormier

- BS in **Business Administration**, with a concentration in **Marketing** and minors in **Music** and **Japanese.**
- Graduated in spring 2020.
- Earned a 3.97 GPA.
- Converted workshops and handouts to video format such as "Trimming the Fat: Writing Concisely and Avoiding Wordiness" workshop.
- Provided resources on making videos for tutors.
- Created video tutorials on APA formatting in Microsoft Word and Google Docs.
- Conducted "Trimming the Fat," "Cover Letters," "Common Grammar and Punctuation Errors," "Basic APA Style," and "Essay Prompts and Time Management" workshops.
- Landed two marketing internships through the **Gary J Sbona Honors Program.**
- Served as the President of the **Japanese Student Society** and participated in the **Gary J. Sbona Honors Program.**
- Helped the faculty-led summer Kyoto program as an intern with a partner company.
- Was among the first group of students to take a Japanese Island Culture program during winter session in Kagoshima, Amami, and Okinawa.

# Writing Tutors

## Evin de Leon Sanchez

- BA in **English** with a concentration in **Creative Writing.**
- Graduated in spring 2020.
- Helped to create Mock Tutoring Reference Guides and the Mock Tutoring Applicant Study Guide.
- Conducted "Trimming the Fat: Writing Concisely and Avoiding Wordiness," "Muscle Verbs For Good Writing," "Basic APA Style," "Plagiarism and Paraphrasing," "Selecting and Integrating Source Materials," "Common Grammar and Punctuation Errors," "Deconstructing the Prompt," "Essay Prompts and Time Management," and "Revising for Clarity: Subject and Their Verbs" workshops.
- Earned a Dean Scholar's designation.
- Served as a member of **The Young Professional/Technical Writer Offensive (TYPO).**

## Joseph Hollenkamp

- BS in **Biology** with a concentration in **Ecology and Evolution** and a minor in **Chemistry.**
- Will gradaute in fall 2020.
- Earned a 3.5 GPA.
- Created "Scientific Abstracts" workshop and "Scientific Summary and Analysis" handout.
- Conducted "Basic APA Style," "Scientific Abstracts," and "Trimming the Fat: Writing Concisely and Avoiding Wordiness" workshops.
- Worked on developing a lesson plan for the **Science Outreach Program.**

# Writing Tutors



**Jane Juan**

- BS in **Chemistry** with concentration in **Biochemistry.**
- Will gradaute in fall 2020.
- Earned a 3.95 GPA.
- Created "Research Papers in the Sciences" Homegrown Handout.
- Conducted "Common Grammar and Punctuation Errors" workshop.
- Earned a Dean's Scholar and President's Scholar designation in 2018-2019.
- Interned at CommUniverCity.

- BA in **English** with concentration in **Creative Writing.**
- Graduated in fall 2019.
- Created the Craft Course (Instagram content).
- Reformatted the "Basic APA Style" workshop (PowerPoint, handout, and lesson plan) and created "Literature Review" Outline & PowerPoint (for embedded course).
- Conducted "Common Grammar and Punctuation Errors," "Basic APA Style," and "Body Paragraphs" workshops.
- Served as the President of **SJSU Active Minds.**
- Private-tutored two students; continued with one of the students post-graduation.



**Megumi Kamikawa**

# Writing Tutors

## Ramya Kannan

- BS in **Psychology.**
- Graduated in spring 2020.
- Created the "Academic Language" Homegrown Handout, Mock Tutoring Study Guides, and Mock Tutoring Reference Guides.
- Conducted "Un-Blurring Plagiarism and Paraphrasing," "Trimming the Fat: Writing Concisely and Avoiding Wordiness," "Transitions for Coherence," "Body Paragraphs," and "Essay Prompts and Time Management" workshops.
- Earned a Dean's Scholar designation.
- Tabled at Weeks of Welcome.
- Worked as a private tutor for high school students.

- BA in **English** with concentration in **Professional and Technical Writing.**
- Graduated in fall 2019.
- Wrote multiple posts for the Writing Center blog.
- Created a Writing Center style guide, specifically aimed for consistent branding when creating content on Canva.

## Sarika Kanhere

# Writing Tutors

**Elise Kesler**

- BA in **Linguistics.**
- Graduated in spring 2020.
- Created training materials including Mock Tutoring Study Guides and Mock Tutoring Reference Guides.
- Conducted "Selecting and Integrating Source Materials," "Body Paragraphs," " Trimming the Fat: Writing Concisely and Avoiding Wordiness,"  and "Basic APA Style" workshops.
- Assisted at the spring 2020 Graduate Writing Retreat.
- Worked as a private writing tutor for a high school student in Sacramento.
- Served as a member of the **Linguistics Club.**
- Acted as a Research Assistant for a Linguistics study and completed almost 200 hours of sound file transcribing and processing.

- BA in **Philosophy** with a minor in **Professional and Technical Writing.**
- Graduated in spring 2020.
- Tabled at Fire on the Fountain for the "Emailing Your Professor" pop-up event.
- Updated materials for the "Basic APA Style" workshop.
- Conducted "Basic APA Style" and "Common Grammar and Punctuation Errors" workshops.
- Interned as Editorial Intern for the College of Humanities & the Arts.

**Melanie Le**

# Writing Tutors

**McKenna Miller**

- MA in **History.**
- Will graduate in spring 2021.
- Earned a 4.0 GPA.
- Wrote blog articles including "Quick Tip #33: How to Have a Good Online Tutoring Session"; "The De-Stressing Student: Our Calming YouTube Guide"; "Quick Tip #31: How to Stay Focused While Working from Home"; "Quick Tip #30: Suggestions for Personal Statements"; "Our 400th Post! Quick Tip #29: Getting Hired at the Writing Center"; "The Fix It Police #10: Comma Drama"; "Better Know our Writing Support Services: Interview with Associate Dean Roula Svorou"; "How to Psych Yourself Up for a WST Retake"; "The Fix-It Police #9: British Bloopers Edition"; "Did You Know That #6? The Power of the Word"; "Language Appreciation"; and "You Write Like An Animal: The Bat."
- Conducted "Paraphrasing" and "Selecting and Integrating Source Material" workshops.
- Received the Dean's Study Abroad and International Field Work Scholarship from the **College of Social Sciences** and the **Leonard J. Hall Memorial Scholarship** and the **Friends of Stacy-Trenary Beddeson Memorial Scholarship Fund scholarship** from the History Department.
- Completed tutor training for working with graduate-level writers.
- Served as the President of **Phi Alpha Theta/History Club.**
- Served as the Writing Center Associate Blog Editor in spring 2020.

- MS in **Occupational Therapy.**
- Will graduate in fall 2021.
- Earned a 3.93 GPA.
- Created online forms for events like "Coffee with Tutors."
- Conducted "Literature Review and Synthesis" workshop for his program's "Intro to Research" class.
- Received the **Occupational Therapy General Scholarship.**
- Served as a member of **Student Occupational Therapy Association (SOTA).**

**Julian Park**

# Writing Tutors

## Joshua Pikal

- BS in **Business Administration** with a concentration in **Marketing**.
- Will graduate in spring 2021.
- Helped create online video content for Writing Center workshop materials.
- Created the video for the "Common Grammar and Punctuation Errors" workshop.
- Assisted with tabling events in the spring semester.
- Worked as a private tutor for English reading comprehension and writing.

## Lydia Row

- BA in **English** with a concentration in **Preparation for Teaching**; double minor in **Political Science** and **Professional Technical Writing**.
- Graduated spring 2020.
- Earned a 3.61 GPA.
- Helped create a new citation guide for the Chicago Manual of Style.
- Contributed to blog articles such as "Writing Our Struggles: The Personal Narrative," "You Write Like an Animal: The Chameleon," and "40+ Binge-Worthy Book-to-Film Adaptations."
- Volunteered for the Graduate Writing Retreat and assisted with "Fire on the Fountain" tabling event (fall 2019).
- Conducted "Creating Easy-to-Read Sentences and Paragraphs," "Cover Letters," "Basic APA Style," "Essay Prompts and Time Management," and "Un-Blurring Plagiarism and Paraphrasing" workshops.
- Assisted in piloting the "Ask a Tutor" live chat service.
- Earned a Dean's Scholar designation from 2018-2020.
- Earned **Dr. Kenneth M. Gordon Memorial Scholarship** from the **Society for Technical Communication (STC), Committee of the Northern CA Chapters,** summer 2019.
- Worked as an office representative for ACREVS Inc.
- Completed  an internship with the College of Humanities and the Arts as an editorial intern, hired as a Lead Editor over winter break.
- Received the Associate Editor position for the Justice Studies Department.

# Writing Tutors



**Dipika Rajale**

- MS in **Mechanical Engineering.**
- Will graduate in fall 2020.
- Earned a 4.0 GPA.
- Inducted into the **Phi Kappa Phi Honor Society.**
- Assisted in ME 201 to provide writing feedback as a Teaching Associate.
- Acted as the first disciplinary-specific graduate writing tutor in a new partnership with the College of Graduate Studies.

- BA in **English** with a concentration in **Professional and Technical Writing.**
- Graduated in spring 2020.
- Earned a 3.9 GPA.
- Created "MLA Citation Guide" and multiple haiku illustrations for social media posts.
- Wrote blog articles including "Song Schoolin': Making A Literary Mixtape"; "Quick Tip #28: The Joy of Annotations"; "The Myth Mixtape: A Literary Playlist"; and "Keeping the Chaos Organized: How to Use a Bullet Journal."
- Conducted "Body Paragraphs," "Common Grammar and Punctuation Errors," "Creating Easy-to-Read Sentences and Paragraphs," "How to Write a Killer Introduction," and "Selecting and Integrating Source Materials" workshops.
- Earned a Dean's scholar designation.
- Authored two technical articles about the Linux operating system for Stellus Technologies.
- Assisted with the Graduate Writing Retreat in spring 2020.
- Served as Communications Officer for **The Young Professional/Technical Writing Offensive (TYPO).**



**Marlene Schultz**

# Writing Tutors

## Alison Silva

- BFA in **Animation/ Illustration** with a minor in **RTVF.**
- Will graduate in spring 2022.
- Conducted the "Emailing Your Professor" pop-up event at Fire on the Fountain in fall 2019 and many pop-up events during the winter and spring terms.
- Conducted "Basic APA Style" and "Essay Prompts and Time Management" workshops.
- Completed and received certificate for the tutor training about working with graduate-level writers.
- Served as a member of the **Shrunkenheadman Animation/Illustration Club.**

## July Simeona

- MA in **TESOL.**
- Will graduate in fall 2022.
- Wrote a book review of a recently published book and submitted to *CATESOL Journal* (awaiting response from the editors of the journal).

## Julia Skapik

- BA in **English** with a concentration in **Preparation for Teaching.**
- Will graduate in spring 2021.
- Created the new citation guide for IEEE style.
- Conducted "Un-Blurring Plagiarism and Paraphrasing" and "Common Grammar and Punctuation Errors" workshops.
- Completed and received the certificate training for both online tutoring and working with graduate-level writers.
- Tabled at the "Writing Accomplishment Statements" pop-up event.

# Writing Tutors

## Stephanie Todd

- BA in **English** with a concentration in **Preparation for Teaching**.
- Graduated in spring 2020.
- Earned a 3.8 GPA.
- Crafted "LGBTQ+ Terminology in Literature: Sexual Orientation" Homegrown Handout.
- Contributed to blog articles such as "You Write Like an Animal: The Tortoise," "Seussical Sentences: Writing Tips from Famous Authors," "SJSU's Connection to Earth Day," and "You Write Like an Animal: The Elephant."
- Conducted "Body Paragraphs," "Un-Blurring Plagiarism and Paraphrasing," "Cover Letters," and "Basic APA Style" workshops.
- Conducted a special workshop about writing personal statements for scholarships with the Financial Aid and Scholarship Office.
- Earned an invitation and induction into SJSU's **Phi Kappa Phi Honor Society** chapter.
- Assisted with Chicanx and Latinx Dinner Event, Fire on the Fountain Event, and Prospective and Incoming International Students Orientation tabling event.
- Passed the CBEST.
- Earned acceptance into SJSU's year-long residency program for the Single Subject Teaching Credential.

- BS in **Business Administration**, with a concentration in **Marketing**.
- Will graduate in spring 2021.
- Earned a 3.4 GPA.
- Served as a member of the **Vietnamese Student Association (VSA)**.
- Started and currently working on a novel titled *Mare Discordia* during quarantine.

## Ryan Tran

# Writing Tutors

**Sarah Weiler**

- BS in **Psychology.**
- Graduated in spring 2020.
- Created "APA Formatting Guidelines" and "How to Avoid Biased Language Using APA Guidelines" (Homegrown Handouts) using the new APA 7th Edition.
- Wrote the "Better Know a Department: Psychology" blog entry.
- Conducted "How to Write a Killer Introduction" and "Basic APA Style" workshops.
- Earned a President's Scholar designation in fall 2019.
- Served as a member of the **Phi Kappa Phi Honor Society.**
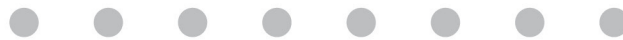
- BS in **Computer Science.**
- Will gradaute in fall 2021.
- Created the instructional writing help video, "How to Brainstorm an Essay."
- Helped to create Mock Tutoring Reference Guides and the Mock Tutoring Applicant Study Guide.
- Conducted "How to Write a Killer Introduction," "Basic APA Style," and "Trimming the Fat: Writing Concisely and Avoiding Wordiness" workshops.
- Represented the MLK Library and SJSU Game Dev Club in a newsletter sent to campus faculty and staff.
- Private-tutored a graduate student.
- Assisted with the Global Spartan Fair, Weeks of Welcome (WOW), and Chicanx/Latinx Fall Welcome tabling events.
- Served as an officer in the **SJSU Game Dev Club.**
- Helped with the training and hiring of several new tutors.

**Thomas Zakharzhevskiy**

# APPENDIX

**Appendix Document #1:**
**Writing Center COVID-19 FAQs Document**
This COVID-19 FAQs document was created shortly after we moved our services online due to the COVID-19 pandemic and the subsequent shelter-in-place order. Director Hager continued to update this document throughout the latter half of the spring 2020 semester; it was posted on our homepage and distributed to our campus partners and our faculty/student listservs.

Because all in-person classes at SJSU have been moved to the online environment due to COVID-19 concerns, the Writing Center has canceled all *in-person* services for the remainder of the spring 2020 semester; we are also moving to online-only services during summer 2020.

We are still available to assist you virtually through online tutoring sessions, conducted through the Zoom web conferencing platform. Our online tutoring page (http://www.sjsu.edu/writingcenter/onlinetutoring) provides all the details about online sessions; it also includes an informational video about online tutoring.

In collaboration with the MLK Library, we are also rolling out our new "Ask a Tutor" live chat service (https://library.sjsu.edu/writingcenter-chat) on Monday, 4/20/2020. This service is intended to emulate our drop-in tutoring sessions during which students can ask quick questions. Our tutors will be available at various, scheduled times M-Th.

Please refer to these FAQs for additional information about our current services so that we can best support you during this challenging time.

**Why was my recent in-person tutoring appointment canceled?**
Once the university-wide decision was made to move all in-person classes online, the Writing Center decided to do the same thing: move all our tutoring services online. This decision was not made lightly but was done for the safety of everyone involved, as social distancing has proven to be one of the most effective safety measures against the coronavirus. As a result of this move, we canceled all in-person appointments that had already been scheduled. The director sent an email to all affected students. (Please check your spam folder if you didn't receive this message! It was sent through our WCOnline appointment scheduling system.)

**Are both Writing Center physical locations closed (in Clark Hall and the MLK Library)?**
Yes, both our physical locations are currently closed.

**Will there be any drop-ins offered?**
We have partnered with the MLK Library to rollout our new "Ask a Tutor" live chat service. Using SSO, students can log in and ask our tutors live chat questions at scheduled times when we have tutors available—no appointment necessary. Our website provides more information, and the direct link to our chat system is https://library.sjsu.edu/writingcenter-chat. Note that this service can only be used for brief questions—generally concerns that tutors can address within 10-15 minutes. If you need more intensive help, please schedule a full-length online tutoring appointment.

**How do I schedule an appointment for an online tutoring session?**
When you're ready to make an appointment, click the big blue button that says, "Schedule a Tutoring Appointment." You'll then be directed to our online appointment reservation system. If this is your first time using the Writing Center, you'll have to register for an account; if you've used our services before, simply login to the system.

**What happens after I've scheduled my appointment?**
Once you've scheduled your appointment, you will receive an email (*sent to the SJSU email address that you provided when you registered in our system*) either the night before or the morning of your session that provides a Zoom link. When the time of your appointment comes, simply click on that link. Please note that these emails will be sent from one of the following employees: *Maria Judnick, Michelle Hager, Lakmini Campbell, Shubham Patel,* or *Julee Sarmiento*. Do not delete emails from these individuals, or you will not have the necessary link to begin your online tutoring session!

**If I have tech problems, will my online appointment be marked as a "no show"?**
If you virtually arrive to your session on time but then experience some tech issues (e.g., inability to share your document), then the tutor will give you some time to remedy the problem. If you cannot fix the issue, then the appointment will end; however, it will not be marked as a "no show" since you did show up for the appointment. However, if you simply do not come to your appointment, it *will* be marked as a "no show." If you are experiencing problems that aren't allowing you to begin the Zoom session, please cancel the session through our online appointment reservation system or send us an email at writingcenter@sjsu.edu.

**If I am a graduate or AEC student, can I get additional tutoring time?**
For online appointments during this period, all sessions are the same length: 45 minutes. Within our online scheduling system, student can set up two 45-minute sessions per week. If you are a graduate student working on a large project or are an AEC student who needs the accommodation of extra tutoring time, please send an email to writingcenter@sjsu.edu. We can schedule *one* additional (third) tutoring session for you each week.

**Why can't I schedule an online appointment on the day of the session?**
Our staff members need time to email the necessary Zoom links to all students who have online tutoring sessions on any given day. Since we do not have the capacity to have someone continually checking for scheduling changes, we only allow online appointments to be scheduled up to the day before the session.

**Can I contact or email tutors directly?**
No, please do not contact our tutors directly. They are students with busy schedules, and they are not always working—clients must respect their time and privacy. If you need assistance, please send an email to our general address (provided below).

**Will any workshops be offered online?**
We do not currently have the capacity to offer online workshops, and all in-person workshops that were scheduled for the remainder of the spring semester have been canceled. However, we are working toward creating videos of our workshops and, eventually, we will be offering

workshops via live stream. To maintain high-quality services, it will take some time to produce these virtual workshop offerings, but please rest assured that we are working on it!

**Do you offer any other online resources for writing support?**
We have 100+ Homegrown Handouts posted on our website that you can use for your own self-study: http://www.sjsu.edu/writingcenter/handouts. We also offer instructional video tutorials about different aspects of the writing process: http://www.sjsu.edu/writingcenter/video. Lastly, our blog is updated frequently (and will continue to be updated during this time), and its articles present plenty of tips and advice about writing: https://sjsuwritingcenter.wordpress.com. We create these resources for students, so please use them in addition to online tutoring.

**Are you still hiring writing tutors?**
We are always hiring writing tutors, and we have created plans to move the steps of our hiring/training process online. If you are interested in applying to work with us, please do so! Our director will reach out to you after she has reviewed your application.

**When will you return to offering regular services (drop-ins, in-person appointments, workshops, special events, etc.)?**
We will return to our regular schedule once in-person classes have resumed at SJSU. Due to the evolving nature of the COVID-19 pandemic, we cannot say exactly when that will occur.

**How can I keep up-to-date with what's happening at the Writing Center? Is there a dedicated mailing list for students? Will you be posting social media updates?**
Yes, we have a student mailing list, and all SJSU students are encouraged to sign up. If you use the following link, we will add you to the group within a few working days. Once you are a member of the group, you will receive regular updates on our opening times, changes to services, announcements, etc. Click here to sign up now: http://tinyurl.com/wcstudentgroup.

We will also remain active with both announcements and writing tips via social media. Follow us on Twitter, Instagram, Facebook, and LinkedIn.

**How can I contact the Writing Center during this time?**
We strongly recommend that you use email as your primary method of contact. You can reach us at writingcenter@sjsu.edu

**Appendix Document #2:**
**"Ask a Tutor" Live Chat Asynchronous Tutor Training Document**
The asynchronous training document below is sent via email to all tutors who are added as new users to the "Ask a Tutor" live chat schedule.

Since you'll be working some hours for our new "Ask a Tutor" live chat service, I wanted to pass along the necessary information to use the system. Here are the steps to login and chat with students. **You might not be able to login as a user *yet* (to test the system), but you will be soon--I submitted your name to the library today. You will receive an email from them when your access has been set up.**

1) Navigate to the library's general LibChat page (for all their chat systems). Be sure to bookmark this page on your computer.

2) Scroll down to the bottom of the page and click on "Login to LibApps" to log in to the system. Login by clicking the link on the right-hand side of the screen that says "SJSUOne - San Jose State University." Use your regular SJSU login credentials.

3) Once you're logged in, you'll see the screen below. Click the "Sign In" link that I've highlighted in that red box. Once you've taken this step, you'll be available to chat.



4) Any chats you receive will show up on the left-hand side of the screen. Once a chat question has been submitted, you "Claim Chat" and then start to talk to the student (as evidenced below in the lovely mock chat I conducted with myself!).
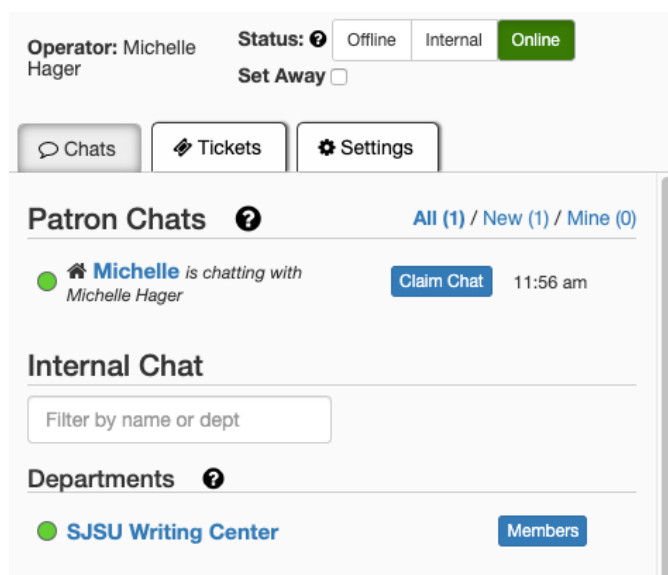
5) When the chat begins, you'll notice that you can choose to "End Chat" at any time. There's also an option to block/ban the user if you experience any major problems with any client. Attachments are permitted (by both tutor and tutee) within the chat window, as is screen sharing (which bumps you to Zoom).
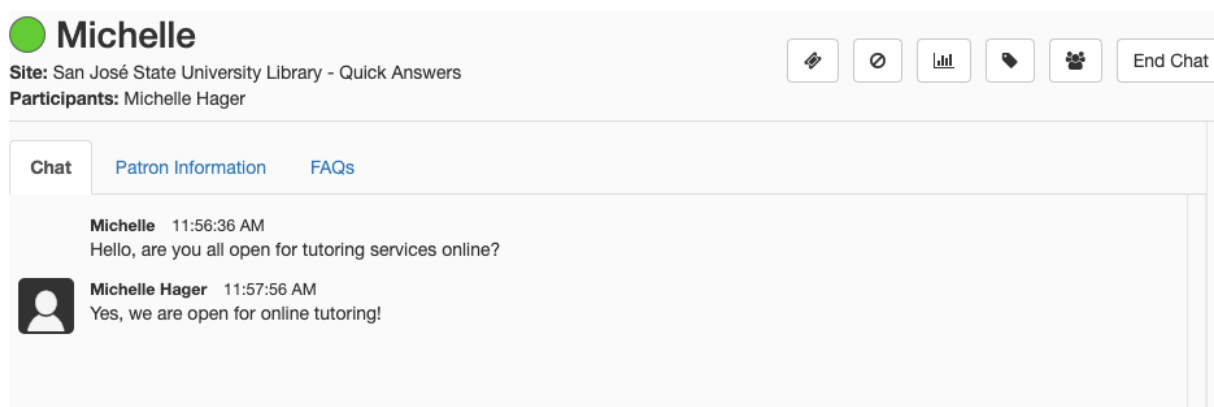


Here are some helpful resources on chatting with patrons and on sharing your screen during the chat session.

To test the system, you can act as both tutor and tutee; please **do some testing prior to your first "Ask a Tutor" shift** (and the practice will also be paid work time). Login on the student's side—which you'll now see a blue button link to on our homepage—and on the LibChat operator side. Then have a test chat with yourself and test all the features.

When you're working the live chat system, remember that **the service is intended for brief questions and quick, drop-in help** (think roughly 10-15 minutes with each student). If they need more in-depth assistance, refer them to our online appointments so they can have more time. You can assist them in chat with all kinds of writing concerns—grammar questions, review of a thesis statement or intro paragraph, discussion of how to cite a source in a reference page—

but it has to be manageable in a brief period of time. Also be aware that all transcripts of chat sessions are saved within the system. You also do not need to give students the end-of-session evaluation link since the library chat system has a built-in evaluation form that's displayed to each chat user once the session has ended.

Lastly, if you have any questions or concerns, please **email me if you'd like to schedule a quick walk-through of the system**.

**Appendix Document #3:**
**Graduate Writing Retreat Schedule (Spring 2020)**


*Retreat Schedule and Room Locations*

*Orientation and Training Day - Friday, March 6th* *in Clark Hall 118:*

      8:45 – 9:00: Arrival, Check-In, and Morning Snacks*

      9:00 – 10:30: Introductions and Writer's Mindset Workshop

      10:30 - 10:45: Break 1

      10:45 - 12:15 Time Management Workshop

      12:15 - 12:30: Break 2

      12:30 – 2:00: Goal Setting Workshop and Tour of Spaces


*Full Writing Day - Saturday, March 7th:*

      8:30 – 8:40 Arrival + Check in + Signups in Clark Hall 100H

      8:40 – 9:10 Full Breakfast and Morning Discussion

      9:20 – 9:30 Work Space Set Up in Clark Hall 111

      9:30 – 12:30 Independent Work Session 1

      12:30 – 1:30 Lunch (Y*ou are responsible for your own lunch and you are welcome to eat in Clark 111. Here are* [some nearby lunch places](#)*.*)

      1:30 – 4:40 Individual Work Session 2  (*Optional Workshop 1:40 - 2:40 - Clark Hall 100H)

      4:40 – 5:00 Goal Setting Revisit + Announcements


**Half Writing Day - Sunday March 8th:**

      9:00 – 9:15: Arrival, Check-In, and Workstation set up in Clark Hall 111

      9:10 – 9:25: Announcements + Group Check In + Signups. *Morning Snacks Available

      9:25 – 9:30: Workspace Setup in Clark 111. *Coffee Available

      9:30 – 12:40: Independent Work Session 3

      12:40 – 1:00: Group Check In + Announcements + Closing

**Appendix Document #4:**
**Hosting a Writing Retreat Deliverable (WAC Seminar)**

Name:
Position:
Department:

**Planning:**
- Who are the target students? What point are they at in their degree program? How will you do needs assessment? Who will you talk to? What will you ask them?
- What is your recruitment plan? How will you sort applicants if you have too many apps?
- What type of retreat will you run? What makes the most sense for your students, based on your assessment of their needs (e.g., make sure there are enough power outlets)? Dates and times, duration, location?
- What type of support for food and drink will you supply?
- Facilitator(s)? If you will work with someone, who will it be and how will you convince them to join you? How will you organize your work together? If they are students, how can they be incentivized by the department?
- Will you have planning meetings with participants before the retreat? If so, who will students meet with? How far ahead will students be required to meet? What will you do during your planning meetings?

**Running:**
- What schedule will you use? How many work hours will you have? What else will happen throughout the retreat days(s)?
- Will you do any group activities or discussion? If so, when and what?
- Will you offer resources at the retreat to students? If so, what?

**Assessing:**
- Will you have any formative assessments during the retreat? What might they be? When might they be? How much will you be willing (and able) to make adjustments on the fly?
- Will you use a survey afterwards? What kind of questions will you ask? What kind of report will you produce?
- How will you track longer-term benefits of the retreat? How can you measure the momentum that students will get from the retreat?

**Sustainability:**
- How can you make the retreat sustainable long term?
- What stakeholders do you need to talk to? When will be best to approach them? What will they find compelling reasoning and evidence?
- How much funding will you need to run the retreat? How will you raise the funds?

**Appendix Document #5:**
**Working with Embedded Writing Tutors Overview (WAC Seminar)**

## Seminar Description

Would you like to work with an embedded writing tutor? Someone who is trained—and paid—by the Writing Center and then assigned to work exclusively with you and your students? If so, join us for this multi-week workshop and learn about the best practices for teaching writing in the disciplines; tutoring writing and the writing process; innovative writing and writing-intensive course design; and creative approaches for integrating writing tutors into your course.
This workshop is a pre-requisite for applying to work with an embedded writing tutor.

Workshop participants will earn a $500 stipend upon completion of all deliverables.

## Seminar Meeting Schedule and Locations

Wednesday, February 5, 3:30PM-4:45PM, IRC 101
Wednesday, February 12, 3:30PM-4:45PM, Clark Hall 124
Wednesday, February 19, 3:30PM-4:45PM, IRC 210
Wednesday, February 26, 3:30PM-4:45PM, Clark Hall 124

## Seminar Deliverables

To complete this WAC seminar successfully, each participant must submit three deliverables to the workshop facilitators (via email) prior to earning their stipend:

1. A broad list of genres in your discipline and a specific list of genres taught in the course in which you'd envision having an embedded tutor.
2. A genre analysis of at least one of those genres and a write-up of your plans to teach that genre in your course.
3. A tentative plan for integrating an embedded tutor into the course (e.g., 1-1 tutoring, out-of-class special workshops, in-class presentations, etc.).

**Seminar Topics, Activities, and Homework**

| Meeting # | Topics, Activities | Homework |
|---|---|---|
| 1 | Welcome, Intros, The Challenge of Teaching Writing in the Disciplines, An Approach to Teaching Writing in the Disciplines, Methods of Genre Analysis | • Start looking through/reading the free book.<br>• Make a list of common genres in your discipline. Bring the list to Meeting #3.<br>• Pick one genre to do a Genre Analysis and begin analysis. |
| 2 | Tutoring writing and the writing process<br>- The writing process<br>- The tutoring process | • Read "Preparing Faculty, Professionalizing Fellows: Keys to Success with Undergraduate Writing Fellows in WAC" (Hall and Hughes). |
| 3 | Genre Analysis (Part 2), Innovative Writing and Writing-Intensive Course Designs and Curriculum | • Finalize list of common genres in your discipline.<br>• Finish analysis of one genre.<br>• Write up plan to teach that genre in a course. |
| 4 | Innovative integration of tutors into courses — advanced working with an embedded tutor. | • Bring a tentative plan for how to integrate an embedded tutor in your writing intensive course.<br>• Bring questions for an interactive panel of instructors who have had embedded tutors. |

Afterward: Please send us all deliverables by Friday, March 13.

**Appendix Document #6:**
**Additional Scenarios for Online Tutor Training**

When we shifted to an online-only tutoring environment due to COVID-19, we had to ensure that all our tutors completed our intensive online tutor training (something that was an optional specialization prior to COVID-19). As part of this training, we incorporated additional scenarios to consider and discuss as outlined below.

1. The student emails you five minutes before a session saying that they are running late since they are coming from an appointment with their doctor. They want to know if you can start the session at 1:15 instead of 1:00. What would you say?

2. The student logs in on time but about fifteen minutes into the session starts having trouble with their video freezing. They log out before you can say anything, promising they'll be right back. What do you do? How long do you wait?

3. The student logs in, but the audio is very hard to hear. You ask them to turn up the volume, but they say it is at the maximum. Instead, they want to call you using Google Hangouts since they say it works "so much better" on their computer. What do you do?

4. The student is clearly at home. Their young daughter is in the room, playing on the floor behind the student. She is playing with a loud, distracting toy. The parent tutee is ignoring it, but the noise is distracting you as you try to offer suggestions. What do you do?

5. A graduate student tutee has logged into the session and announced they have a long paper due tomorrow. The student starts reading their paper as fast as humanly possible, cutting you off as you try to offer a more detailed explanation for their questions, and keeps skipping around their essay to get to the "messy" sections rather than examining the paper as a whole. What would you say to get this session back on track?

6. This returning student is clearly intimidated by using Zoom. They barely figured out how to share their screen with you and now are afraid of deleting anything in their paper that took them so long to write. How do you get them to make corrections without spending a lot of time on a tech lesson?

7. The student is writing a very specific graduate engineering paper. They are struggling with formatting questions in the paper they have shared on their screen and want to email you a document that their professor created showing the different format styles. What do you do?

8. A tutee with AEC accommodations has logged in for their first online tutoring session. They are upset to discover that during this online expansion they only have 45 minutes for their session instead of the one hour that they used to be able to schedule when working in person. They become upset and mention that the Writing Center and all services on campus treat them poorly. How do you get the session back on track?

9. The student is new to the Writing Center and this is their first session. As you begin the session, they ask if you could help them find all the research they need for their paper. They have some research already but it's totally Greek to them because it is so full of academic language. They sit back and insist that you need to read it and explain it to them since you're the tutor and the "smart one" here. Later in the session, they ask how much they can pay you to edit their paper. What do you do?

10. This student insists that none of the tutors understand her MA thesis and that "no one can help her" because her topic -- underwater basket weaving -- is far too challenging for the average tutor. She starts challenging your knowledge base to see if you are "good" enough to tutor her. What do you do?

# LinkedIn Profile Checklist

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## ☐ CREATE A PERSONALIZED LINK FOR YOUR PROFILE:

Don't just copy and paste links for profiles from your browser. Every profile can customize their own LinkedIn profile page.
> Here's how:
> 1. Navigate to your profile page.
> 2. Right-hand corner click on "Edit Public Profile & URL."
>    a. Also, on the right-hand corner of the page, click "Edit your custom URL."
>    b. Change it to [www.linkedin.com/**yourname.**](www.linkedin.com/yourname)
> 3. It's more professional and easier for a recruiter to navigate to your LinkedIn page from your resume with a personalized link!

## ☐ ADD A PHOTO:

You can use your phone camera in front of a plain background, but be sure to wear a nice shirt! Or, you can also use your SJSU Writing Center staff photo. (Access your staff photo by going to the shared Google drive: Writing Center General → Staff Photos Fall 2019.)

## ☐ MAKE A HEADLINE (Underneath the photo):

Tell people what you're excited about now and the cool things you want to do in the future.
- SJSU Writing Center Tutor
- SJSU Writing Tutor Looking for Technical Writer Opportunities

## ☐ WRITE A SUMMARY (the "ABOUT" Section):

Here you should describe what motivates you, what you're skilled at, and what's next in your career. Before you write a single word in that summary, ask yourself these questions:

> ✓ Who am I talking to? (Make sure to use action verbs.)
> ✓ What do you want them to learn or do?
> ✓ How do you want them to feel?

The following elements might be useful in your summary:
- **Your values and passions:** Articulate your operating principles and the things that energize you (for example, optimism, creativity, yoga and meditation).
- **Your superpowers:** Describe the things you do better than anyone else. (e.g., "I can assemble seemingly disparate facts into a cohesive, tangible story," or "I inspire and engage even the most skeptical client.")

- **Your most important accomplishments:** Write a sentence for each one in terms of your results and/or the value you create/created.
- **Facts, figures, and stats:** List quantifiable interesting points. (e.g., "I ran five marathons in five different countries; I speak three languages; I worked in two different internships in areas of writing before being hired for a full time technical writing position.")
- **Differentiation:** Identify the things that make you YOU and help you stand out from your peers. (e.g., "Acknowledging others is important to me, so I like to type personal thank-you messages to team members and colleagues on the typewriter I was given on my 16th birthday.")
- **External validation:** Include testimonials from others that showcase all the awards and accolades bestowed upon you.

Notice in the sample below that this summary shouldn't be long—a few short paragraphs is fine!

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"I learned early on in my career that what motivates me is promoting brands that I truly love. I can't be an authentic storyteller if I don't believe what I am talking about. I have more than 16 years' experience in corporate communications, and I have had a fulfilling career because I have chosen to work for brands that I find inspiring. I work for LinkedIn, and I love the brand. Why? Because I can share my professional accomplishments, stay in touch with former colleagues, celebrate the brands I love, and constantly learn.

Working at LinkedIn, I get to spend my days doing what I enjoy most—coming up with creative campaigns that tell the LinkedIn story. One of the highlights of my career at LinkedIn was working on a campaign called 'Bring In Your Parents.' It was an idea we hatched up on the communications team because we all shared a similar experience in that our parents had no clue what we do. So we set out to educate parents across the globe—and it worked. There is nothing more rewarding than coming up with an idea, having almost every major national outlet talk about it, and more importantly, seeing the impact it made on employees."

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☐ **DESCRIBE YOUR EXPERIENCE:**

List the jobs you've held, even if they were part-time, along with your accomplishments at each. You can even include photos and videos from your work (as appropriate).

1. **Be sure to connect your work's LinkedIn page to your "Experience" description.**

○ If your company has a profile on LinkedIn, then LinkedIn will connect your description to that company and show their logo on your profile. In other words, you will show up as an employee who works/ed there.

2. **Add an overview of your job.**

○ Create a two or three sentence overview of what your job entails, including some facts and figures. For example, if you're a tutor, what does your day look like? What projects do you manage?

3. **Include accomplishment statements for each job experience.**

| Student Assistant Sample Accomplishment Statements | Writing Tutors Sample Accomplishment Statements |
|---|---|
| Marketed Online Tutoring Services using Canva to design flyers and increase student turnout by XX%. | Conducted X number of tutoring sessions with X number of students from disciplines all across campus. |
| Collaboratively supported a conference for the NCWCA by monitoring individual rooms of attendees, which totaled nearly 200 people. | Conducted informational workshops on body paragraphs and muscle verbs to enhance student writing skills over X semesters. |
| Created and conducted X instructional pop-up events, which taught at least X students about x, y, and z, increasing writing center attendance by X%. | Created and conducted a workshop focused on multilingual students, which has consistently earned 100% positive feedback from attendees. |

4. **Use action words.**

○ Nowhere in your job description should it say "responsible for..." or "duties included." *Show* us what it is you do, using action words such as managed, led, grew, reduced, saved, etc.

5. **Don't forget to link other sections to your job.**

○ Some aspects like courses, projects, and organizations can be linked to the relevant job. They can highlight professional development as well as achievements.

☐ **NOTE YOUR ORGANIZATIONS:**

Have you joined any clubs at school or in the community? Describe what you did with each organization.

EX: Braven
- Braven is a career-accelerating program designed to empower students throughout college by enhancing leadership skills. It creates a real world experience by working on projects at companies such as LinkedIn, Facebook, and Google.
- Collaborated with a small cohort and experienced one-on-one coaching.
- Developed skills critical to success in the 21st century workforce, such as operating and managing, communicating effectively, and solving problems.
- Explored my leadership strengths and personal passions and grew into a strong worker and a team member.

## ☐ LIST YOUR EDUCATION:

Starting with college, list all the recent educational experiences you've had including summer programs. (If you aren't an upperclassman, then high school experience might be relevant if it's local to your ideal job location.)

## ☐ SHARE YOUR VOLUNTEER EXPERIENCE & CAUSES:

Even if you weren't paid for a job, be sure to list it. Admissions officers and employers often see volunteer experience as just as valuable as paid work. If you're an Eagle Scout, this area is the place to brag!

## ☐ OFFER YOUR SKILLS & EXPERTISE:

Add at least five key skills. Then, you can ask your connections to endorse you for said skills. There are various types of skills you can highlight:

- General Skills & Expertise:
  - Ex. Communication, Web Content Writing, Research
- Industry Knowledge:
  - Ex. Editing, content marketing, writing, blogging, social media, technical writing,
- Tools & Technologies:
  - Ex. Canva, Tableau, Microsoft Office Suite
- Interpersonal Skills:
  - Ex. Tutoring, public speaking, teamwork, customer service, leadership

## ☐ TALK ABOUT YOUR ACCOMPLISHMENTS:

Honors and Awards: If you earned a prize in or out of school, don't be shy. Let the world know and describe how and why you got this award!

## ☐ ADD COURSES:

List the classes that show off the skills and interests you're most excited about.

☐ **ADD PROJECTS:**

Whether you led a team assignment in school or built an app on your own, talk about what you did and how you did it. This would be a great opportunity to talk about the resource projects that all Writing Center employees work on every semester.

☐ **COLLECT RECOMMENDATIONS:**

Ask managers, professors, or classmates who've worked with you closely to write a recommendation. This gives extra credibility to your strengths and skills. When someone makes a recommendation on LinkedIn, they can link it to the related job you listed. These are a very powerful endorsement of your work, often seen as references in advance, and so they shouldn't be overlooked.

# Posts to Share

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After your profile is completed, you can also keep active on LinkedIn by sharing posts to the feed. Here are some examples of useful items to share:

- Articles related to your future profession
  - New research — tell LinkedIn audiences why you're excited about this development and how you'd like to be involved
- Blog post you wrote for *The Write Attitude*—show off those writing skills!
- Digital projects you've worked on—employers love to see samples!
- Links to conferences you're attending and a quick reflection on what you learned

# Request for Recommendations/Connections Etiquette

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- When requesting to connect to a professional on Linkedin, be sure to send a personalized note on why you would like to connect, especially if you do not know the person well.
- Select people you have worked with closely and have a professional relationship with when asking for a recommendation. Consider asking professors and/or senior management at your current or previous jobs.
- Possible WC staff to ask:
  - Michelle Hager, Director
  - Maria Judnick, Coordinator of Digital Initiatives
  - Amy Russo, Coordinator of Multilingual Writing Support Services
  - Lakmini Campbell, Administrative Support Coordinator
- You'll have to **accept the recommendation** to display it on your profile. Hiring managers and people searching for new employees prefer to work with people who come recommended by someone they know and trust.

# Support for Your Programs: Social Media Session 1
## Clark Hall 124

| Tuesday, March 3rd from 11:00-12:30 | Thursday, March 5th from 12:00-1:30 |
|---|---|
| Lori (Social Work)<br>Maya (Nursing)<br>Karen (Nursing)<br>Cristina (Nursing)<br>Devin (CFD)<br>Deanna (CFD)<br>Sarah (Reed Magazine)<br>Ryan (Reed Magazine)<br>Julia (SCU, English) | Victoria (Kinesiology)<br>Alyssa (Urban and Regional Planning)<br>Joanne (Urban and Regional Planning)<br>Laxmi (Urban and Regional Planning)<br>Gina (CFD)<br>Cher (Science, Dean's Office) |

## Session Agenda:

1. Introductions / snacks
2. Overview of our SJSU Writing Center journey with social media
    a. Instagram, Facebook, Twitter, YouTube, Sammy app, blog
    b. Special contests and strategies
    c. Increasing followers and basics of analytics
3. Create a strategy and a tentative weekly posting plan
4. Set up the apps
5. Overview of Canva and Later
6. Discuss how to split up these responsibilities among team members
7. Reminders about next meeting times: **Please come prepared to show us a few posts you've tried, and we'll be discussing analytics.**

# Support for Your Programs: Social Media Session 2

| Tuesday, April 14th from 11:00-12:00 | Thursday, April 16th from 11:30-12:30 |
|---|---|
| Maya (Nursing)<br>Deanna (CFD)<br>Gina (CFD)<br>Julia (SCU, English)<br>Sarah (Reed Magazine)<br>Ryan (Reed Magazine)<br>Daniel (Reed Magazine) | Victoria (Kinesiology)<br>Alyssa (Urban and Regional Planning)<br>Joanne (Urban and Regional Planning)<br>Laxmi (Urban and Regional Planning)<br>Devin (CFD)<br>Cher (Science, Dean's Office)<br>Karen (Nursing)<br>Cristina (Nursing)<br>Lori (Social Work) |

## Session Agenda:

1. Welcome back!
2. Crisis communication discussion
   - Which posts did well?
   - What did we realize after all of this?
   - Tone of your posts
3. How do we attract followers?
   - Tips and Tricks
   - A closer look at hashtags
   - Twitter/Facebook strategy
4. Analytics discussion
   - What data should we pay attention to? How do we know things are working?
   - A quick dive into your analytics (Later)
5. Collaborative feedback on your program's posts
   - Posts vs Stories
   - Posting praise
6. Check-in on your strategy

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# Support for Your Programs: Social Media Session 3

| Tuesday, May 5th from 12:00-1:00 | Thursday, May 7th from 12:00-1:00 |
|---|---|
| Maya (Nursing)<br>Deanna (CFD)<br>Devin (CFD)<br>Julia (SCU, English)<br>Sarah (Reed Magazine)<br>Ryan (Reed Magazine)<br>Daniel (Reed Magazine) | Victoria (Kinesiology)<br>Gina (CFD)<br>Alyssa (Urban and Regional Planning)<br>Joanne (Urban and Regional Planning)<br>Laxmi (Urban and Regional Planning)<br>Cher (Science, Dean's Office)<br>Karen (Nursing)<br>Cristina (Nursing) |

## Session Agenda:

1. Welcome back!
2. Future content planning
   o Year in Review
   o Plans for fall
   o Content ideas—see slides on "Creating Quick Content"
3. Transitions and changes
   o Summer content
   o Craft courses example of how we change themes
4. Expansion
   o How to transition new student assistants
   o Sample training schedules
   o How to cross-promote with other organizations (who can be on your team?)
   o Planned expansion (new social media site for a new audience)
5. Make a goal-setting moment