

2013-2014 Academic Year Administrative Assessment Report

Kean University Writing Center

Mission Statement: The Kean University Writing Center exists to foster a culture of writing that unifies our world-class university. To this end, we are committed to

- Supporting the diverse writers who make up our student body, faculty, and staff
- Energizing the teaching of writing across the disciplines
- Serving as a center for writing research

Vision Statement: Our approach is founded on scholarship showing that writing grows out of conversations between people; that writing is an expression of culture and identity; and that writing is a powerful agent in the creation of knowledge. We encourage the persistent, reflective practices for writing that can foster the intellectual, cultural and personal growth of individual writers and of the community at large.

Goals and Objectives

- A) 2013-2020 Strategic Plan Goal 1: To locate Kean University as a focal point of ongoing and transformational educational engagement for all by offering undergraduate and graduate (including doctoral) programs that are responsive to local and national needs while building upon our strengths, and utilizing best practice in the disciplines/professions.
- 1) SMART Objective A.1: The Writing Center will identify our core clientele (most frequent users) and identify underserved populations with the aim of extending our services to our student body.

○ Data Results

09/10/2012 to 05/17/2013

	Students	Visits	Hrs	%
Total:	701	1909	6291.6	100%
Class	Students	Visits	Hrs	%
4	9	9.0	0.4	0.4%
FR	56	132	380.4	6.9%
GR	37	122	206.2	6.3%
JR		140	292	
1110.0	15.2%			
SO	164	392	1841.3	20.5%
SR	297	958	2741.0	50.1%
UG	3	4	3.5	0.2%

	Students	Visits	Hrs
Total:	722	2391	
	3325.9	100%	
Class	Students	Visits	Hrs
%			
1	1	1.0	0.0%
FR	216	473	924.4
19.7%			
GR	51	387	408.3
16.1%			

09/09/2013 to 05/16/2014

Gender	Students	Visits	Hrs	%
FEMALE	489	1351	4445.1	70.7%
MALE	212	558	1846.5	29.2%
Ethnicity	Students	Visits	Hrs	%
	102	295	901.1	15.4%
AMERICAN/ALASKA NATIVE	8	15	13.2	0.7%
ASIAN	49	181	338.7	9.4%
BLACK OR AFRICAN AMERICAN	220	531	1616.6	27.8%
BLACK- AFRICAN	2	3	2.6	0.1%
BLACK- AMERICAN	1	2	2.0	0.1%

- **Actions Taken Based on Data Collected**
 - Need to take a closer look at Capstone and Writing Emphasis courses to ascertain writing support needs for juniors and seniors.
 - Increase outreach to Research and Tech instructors to address sophomores.

- Surveyed graduate student needs from the perspectives of students and faculty.
 - Reported findings to NWGC and Sophia Howlett (see Appendix A for full report).
 - Promoted services.
 - Informed technologists of difficulties in tracking graduate student usage and provided requested information to ensure that TutorTrac was set up to recognize graduate students.
 - Reached out to the coordinators for: Counseling, Nursing, Educational Psychology, Social Work.
 - Scheduled to present at MSW Fall orientation.
 - Scheduled to visit Counseling intro course Fall 2014.
 - Meeting over summer with Dean Beck and Graduate Student Services.
 - Will conduct APA and other workshops over AY 2014-2015.
- a) *Responsible Individual:* Dr. Kathryn Inskeep, Writing Center Director and the Graduate Assistant assigned to Data Collection and Analysis.
- b) *Measures:* We will examine center usage for the past two years to identify which students utilize our services the most, and which students do not. We will look at demographics, class, major, subject, GPA, and frequency of usage.
- c) *Timeline with milestones:* Review of student usage will be completed by May 2014. We will examine 1 previous semester per month (Fall 2011 in January; Spring 2012 in February; Fall 2012 in March; Spring 2013 in April; and Fall 2013 in May). These reports will provide a baseline to identify our core users and underserved populations. During Summer 2014, we will use this information in Future Planning.
- d) *Implementation plan for this objective:* We will generate usage reports through the TutorTrac management system. Data gathered from this process will be analyzed for future planning and assessment. Guided by best practices, I will develop a list of recommendations to extend our reach across the Union and Kean Ocean campuses. I anticipate launching 3-4 new initiatives over the next 4-5 years based on this information.
- B) 2013-2020 Strategic Plan Goal 2: To attract and retain more full-time, first-time undergraduate students, transfer, and graduate students.
- 1) SMART Objective B.1 Attract more students to Kean through increased marketing in our region and globally, with an emphasis on raising visibility, building reputation, using and improving on Kean's unique academic programs and approach to the classroom to promote the institution, and extending our marketing 'power' through diversified and innovative marketing techniques. **To aid in achieving this objective, the Writing Center will develop an integrated marketing plan that can be used in university recruitment and retention initiatives.**
- **Data Results**
 - Examined our website and compared it to benchmarks, identified areas for improvement
 - Examined our print materials (fliers & business cards), identified areas for improvement
 - Examined our outreach efforts, identified areas for improvement
 - Examined how departments, organizations, and centers at Kean utilize social media; created a social media plan for the Writing Center

- **Actions Taken Based on Data Collected**
- Met with Jorge Sanchez and Karen Harris, respectively, to review website redesign options
- Collaborated with PR graduate assistants to rework the website using a google site
- Held two photo shoots in the Writing Center for use in marketing materials
- Hired a Graduate Assistant for AY 14-15 with a background in web design, photoshop, and protocols
- Redesigned fliers and business cards
- Created facebook and twitter accounts; updated regularly throughout the semester; followed and liked other groups at Kean and beyond

a) *Responsible Individual:* Dr. Kathryn Inskeep, Writing Center Director, and the graduate assistants assigned to Public Relations.

b) *Measures:* Outreach efforts will be tracked and compared to previous years/ semesters to establish a baseline and benchmarks. Social media efforts will be monitored by the PR graduate assistant, who will also monitor traffic. Since this is our first year using social media, these numbers will provide a baseline to compare future traffic.

c) *Timeline with milestones:* Designing a brand identity (logo, color scheme, tagline) will be completed by May 2014. Print materials will follow by September 2014, when we will also relaunch our newly redesigned website (a project that has been in progress since October 2013). To enhance our outreach efforts, the website will have a new feature where faculty and campus groups can request a Writing Center visit, tour, or workshop. Our social media accounts (facebook and twitter) were created in September 2013; we will continuously update, promote, and monitor.

d) *Implementation plan for this objective:* The Director will work closely with the graduate assistants assigned to Public Relations to develop a marketing plan and increase outreach. To implement these changes, I will work with the staff at the Center for Professional Development for the online platform and with Printing Services for the print platform. The Director and PR graduate assistant will also collaborate on extending outreach efforts, as we did in Fall 2013. The Director will continue to reach out to different departments and programs, looking for opportunities for collaboration.

C) 2013-2020 Strategic Plan Goal 3: To retain and further attract world class faculty and non-teaching staff.

1) **SMART Objective C1: Support faculty recruitment and retention through professional development opportunities necessary to build an ever-evolving career at Kean. The Writing Center can assist in these efforts by offering professional development opportunities for faculty to engage with Writing Across the Curriculum/ Writing in the Disciplines pedagogy.**

- **Data Results**

- Participated and presented at New Faculty Orientation.
- Gave two presentations for the January Assessment Institute, What is Good Writing and Assessing Writing Emphasis Capstone Courses.
- Expanded our contact list for class visits (T2K, Research & Tech, COB, Graphic Design).

- Conducted a writing workshop for one section of T2K. Gave 2 in-class presentations on professional writing for Graphic Design.
 - Gave 2 in-class presentations on introducing students to the Writing Center for Graphic Design.
 - Presented on Personal Statements for the COB “March toward Career Success” program.
 - Developed an Academic Integrity and Writing module.
 - Designed a new course, English 3070 Peer Tutoring Writing in the Disciplines as a starting point to piloting a Writing Fellows Program.
 - Developing a WAC/WID companion website to the KUWC main website.
- **Actions Taken Based on Data Collected**
 - Developed and revised writing fellows proposal, will submit for review
 - Will complete WAC/WID companion website
 - Will work with WE committee and GE to review Writing Emphasis designation and assessment of WE courses.
- a) *Responsible Individual:* Dr. Kathryn Inskeep, Writing Center Director, in consultation with the Writing Emphasis Committee.
- b) *Measures:* Since this is the first year that we are actively engaging in faculty development, we will track our efforts (workshops, presentations, and individual consultations) to establish a baseline. We will also track attendance by name, college, and program to ascertain where faculty interest in WAC lies. This information will guide in focusing our outreach efforts and establishing benchmarks for future semesters.
- c) *Timeline with milestones:* To support faculty in the teaching of writing, I will participate in developing and conducting professional development workshops for faculty. A workshop on assessing good writing utilizing the university writing rubric is scheduled for January 2014. Additional workshops are in development and a workshop series will be deployed AY 2014-2015. To assist students in discipline specific writing, I will draft and submit a proposal for a Writing Fellows Program by March 2014. A new course I developed, Coaching Writing Across the Disciplines, has already cleared the department curriculum committee and will go before the university curriculum committee February 2014. The intention is to offer this course in Spring 2015 and pilot the Fellows program Fall 2015. To work with the administration on fostering a writing culture, I developed an academic integrity module Fall 2013. This module is currently under review by the assistant deans/assistants to the deans. The plan is to present this module to faculty and administration by May 2014. In addition, website space will be dedicated to faculty, disciplinary writing, and academic integrity and will be part of the relaunch set for February 14. This module will be followed by one to promote information literacy, to be developed by June 2014.
- d) *Implementation plan for this objective:* I will identify areas of the plan developed by the Writing Emphasis Committee that connect to the mission of the Writing Center and develop appropriate services and programs. I will collaborate with relevant parties on campus such as the library, the Center for Professional Development, and the Provost’s Office to schedule and promote professional development opportunities.

D) 2013-2020 Strategic Plan Goal 5: To provide world-class external opportunities to members of the Kean University, thereby widening our community beyond the physical campuses, by substantially augmenting our academic, cultural, economic and community partnerships at three distinct levels: the local; regional and national; and international.

1) SMART Objective D1: At the regional level, continue to build and maintain a collaborative and integrated relationship with Ocean County College that allows Kean University to provide the programs, services and support necessary to maintain Kean-Ocean as a successful additional site.

- **Data Results**

Kean Usage for October

Total Hours: 20.25 hours

Number of distinct student visits: 39

Number of total visits: 51

Percentage of total usage: 14%

Kean Usage for November

Total Hours: 18.25

Number of distinct student visits: 35

Number of total visits: 41

Percentage of total usage: 11%

Spring 2014 (from 1/27-4/12)

Total number of KO sessions: 143

Total number of hours: 60

Percentage of total usage: 18%

Spring 2014 (from 1/27-4/12) Sessions broken down by course:

English: 62% (all appointments were required by professor)

Nursing: 20%

History: 13%

Biology: 2%

Marketing: 1%

HED: 1%

- **Actions Taken Based on Data Collected**

- o Identified problems in data collection: incomplete and inconsistent data reported by OCC; must rely on OCC staff to report; they lack learning center management software to collect data; tried to get them tutortrac but they opted for accutrak. We do not have access to this system.
- o Identified problems that result from incomplete data: cannot answer basic questions about user profile (who uses the OCC Writing Center [gender, year,

- background, major, etc]. Cannot answer questions about frequency of individual usage (how often do students use the WC services).
- o In addition to incomplete data for AY 13-14, we have no previous data to serve for comparison. We cannot tell if AY 13-14 is typical or atypical in terms of usage or volume.
 - o Hired Academic Specialist to assist with tutoring, faculty outreach, and liaise with OCC management.
 - o Staffing and training, in addition to hiring an Academic Specialist to support KO students, I can recruit and train KO students by offering ENG 4070 (the peer writing tutor training course) in Fall 2014 as simulcast from the Union campus. Working with Steve Kubow on logistics.
 - o Communication lines need to be strengthened. Will work with Academic Specialist and OCC to establish clear reporting lines and data collection methods.
- a) *Responsible Individual:* Dr. Kathryn Inskeep, Writing Center Director, in consultation with Dr. Steve Kubow (Kean-Ocean) and Veronica Guevara (OCC).
- b) *Measures:* Working with the Writing Center Director at OCC, I will continue to track Kean-Ocean student usage of the OCC Writing Center. We will track usage on a monthly basis and perception and satisfaction using an agreed upon method on a semester basis. This information will enable us to establish a baseline since we have no data for previous semesters.
- c) *Timeline with milestones:* In Fall 2013, we identified areas for collaboration: training, data management, staffing. In Spring 2014, we will build on this foundation by purchasing a new tutortrac license to be used by OCC and Kean-Ocean. Kean-Ocean will also assist in staffing the OCC writing center with a graduate assistant or academic specialist for Spring 2014. The writing tutor training course will be opened to Kean-Ocean students Fall 2014. A training summit will be planned for Fall 2014. Space allocation will be reviewed in Spring 2015.
- d) *Implementation plan for this objective:* I will continue to be in contact with my OCC counterpart via phone, email, and skype. In addition, we will visit each other's centers in person at least once a semester. Together, we will craft our vision for writing support, develop a plan to achieve this vision, and assess our progress.
- E) 2013-2020 Strategic Plan Goal 6: To become a globalized university: uniquely global, uniquely Kean.
- 1) SMART Objective E1: Continue to build and maintain a collaborative and integrated relationship that allows Kean University to provide the programs, services and support necessary to maintain Wenzhou-Kean as a successful additional location.
- **Data Results**
 - o Conducted survey of faculty and student awareness, perception, satisfaction, and interest in writing support. Consulted with WKU on the survey and shared results. Results show that
 - (a) A large majority of the students who completed the survey are aware of the ELC (142 to 10).
 - (b) The majority of the students surveyed have used the ELC (110 to 32).

- (c) Students would like longer appointment times and more appointment availability.
- (d) Students would like greater diversity in workshop topics as well as more frequent workshops.
- (e) Students value the individual writing conference.
- (f) Students are concerned about grammar, structure, and meeting professors' expectations.
- (g) Students are interested in online resources and online tutoring.

- **Actions Taken Based on Data Collected**

- Follow up with WKU on the findings.

- a) *Responsible Individual:* Dr. Kathryn Inskeep, Writing Center Director, in consultation with Dr. Robert Cirasa and English Language Center administrators and staff.
- b) *Measures:* We will measure student and faculty awareness (do people know who we are and what we do), perception (do people have positive or negative associations with us), satisfaction (do people feel satisfied with their interactions with us), and interest (in academic writing support (do people exhibit interest in our services). Since we have no previous measures, this data will provide a much-needed baseline for future planning.
- c) *Timeline with milestones:* In Fall 2013, I surveyed faculty and students on their awareness, perception, satisfaction, and interest in academic writing support. In May 2014, I will submit a report on the findings of this survey. In consultation with Dr. Howlett, Dr. Cirasa, and the ELC administrators, I will work on developing a plan for enhancing writing support. This plan will be completed by December 2014, with implementation slated for AY 2015-2016.
- d) *Implementation plan for this objective:* I will continue to be in contact with my ELC counterpart via email and skype. Ideally, we will visit each other's centers in person at least once a year. Together, we will craft our vision for writing support, develop a plan to achieve this vision, and assess our progress.

F) 2013-2020 Strategic Plan Goal 7: To establish a revenue flow, and financial planning and resource allocation processes that are sufficient, dependable, and consistent to support Kean University's ongoing financial obligations and future ambitions, in light of ongoing reductions in public funding.

- 1) SMART Objective F1: Maintain budget and resource allocation models that are strategic and reward progress towards established goals and priorities.

- **Data Results**

- Requested Cost Center; no response despite repeated requests.

- **Actions Taken Based on Data Collected**

- Submitted QFI proposal, "Writing Center Digital Expansion," to fund online writing center and digital media suite.
- Will research external opportunities this Fall.

- a) *Responsible Individual:* Dr. Kathryn Inskeep, Writing Center Director, in consultation with the Provost's Office and assisted by Melanie Flores

- b) *Measures:* Review of expenses to be completed each semester and compiled into an annual report. Each semester will be compared to previous (ex. Fall 2013 to Fall 2012).
- c) *Timeline with milestones:* During September 2013, I attended professional development presentations on internal and external funding opportunities. A preliminary budget proposal was submitted and a dedicated cost center was requested in Fall 2013. I will follow up on these requests by February 14, 2014. I will also identify one external and one internal funding opportunity to pursue by 2015.
- d) *Implementation plan for this objective:* The Writing Center needs a dedicated budget line in order to operate efficiently and effectively. In order to develop and implement new services, upgrade technology, and meet the needs of our community, we need to be able to track costs and expenses. We need to have a firm grasp of our finances in order to best allocate them. To enhance our allotted budget, I will follow the guidelines for internal and external grants. I will also continue to track expenses and costs of operating the Writing Center.

APPENDIX A

Kean University Writing Center Report on Graduate Level Writing Support

In order to best serve the academic writing needs of Kean University graduate students, the Writing Center collaborated with the Nathan Weiss Graduate College (NWGC) to collect student and faculty perspectives on writing support. The Writing Center designed surveys focused on three main themes: Awareness (do people know about the Writing Center), Perception (how do people view the Writing Center), and Interest (what kind of services and programs meet the interests and needs of the community). Graduate Student Services constructed in the Qualtrics platform and distributed to students and faculty from 16 October 2013-15 November 2013.

Respondents

Students

The Graduate Student Survey was sent to 2206 students enrolled in graduate courses. This roster was provided by Graduate Student Services. Of this number, 86 students completed the survey for a 3.89% response rate. The largest number of respondents are enrolled in Counseling programs, 5 (5%) from Clinical Mental Health Counseling (M.A.) and 6 (6%) from School Counseling (M.A.) and Public Administration, 6 (6%) from Public Administration (M.P.A.) and 5 (5%) from Health Services Administration (M.P.A.). Other programs with a relatively strong showing are Nursing—Clinical Management (M.S.N.) with 5 (5%) and Psychology—Psychological Services (M.A.) with 5 (5%). Students enrolled in Speech Language Pathology programs also responded, with Speech Language Pathology (M.A) with 4 (4%) and the Pre-Professional Program with 2 (2%). The Special Education programs are represented with 4 (4%) students enrolled in the High Incidence Disabilities (M.A) program and 1 (1%) in the Low Incidence Disabilities (M.A.) program.

Faculty

The Graduate Faculty Survey was sent to 170 faculty members who are teaching a graduate level course during Fall 2013. This roster was provided by the Registrar's Office. Of this number, 39 faculty members completed the survey for a 22.9% response rate. By rank, this number is comprised of 13 Assistant Professors (42%); 13 Adjuncts (30%); 6 Associate Professors (14%); 3 Lecturers (7%), and 3 Full Professors (7%).

Respondents represent an array of programs but in small numbers. The programs with the most respondents were: Counseling - Clinical Mental Health Counseling (M.A.) with 5 respondents for 12% of total responses; Occupational Therapy (M.S.) with 4 respondents for 10% of the total responses; Speech Language Pathology (M.A.) also with 4 respondents for 10% of the total responses; and Business Administration-Global Management (M.B.A.) with 3 respondents for 7% of total responses. Of the doctoral programs, one Doctor of Education in Urban Leadership (Ed.D.) faculty member responded, as did one faculty member from the Doctor of Psychology (Psy. D.) program. There were no responses from faculty teaching in the Doctor of Philosophy in Nursing Program (Ph.D.).

Awareness

Students

Based on the survey responses, graduate students have limited awareness of the Writing Center and its services. Of the 94 graduate students who responded to the question: Are you aware of the Writing Center's existence and services, 39 (41%) replied "yes" and 55 (59%) replied "no." Of the 39 students aware of the writing center, 30 students identified how they learned about the Writing Center. Graduate students learn of the Writing Center from: previous undergraduate experience at Kean (7) or elsewhere (2); the website (6); from a professor (3); on-campus employment (3); word of mouth (3); referral (2); the English Department/ Writing Project (1); personal interest (2); and location (1). The issue of awareness resurfaced when students were asked to suggest potential programs and services. One student stated that "until this survey was emailed, I had no idea there even existed a Writing Center." This sentiment was echoed by a fellow respondent who asked, "where is the writing center, why wasn't we told about this when we begin this program?"

Of those who are aware of the Writing Center, 13(34%) identified themselves as users of the Writing Center and 25 (66%) indicated that they have not utilized these services. When it comes to describing the Writing Center to another person, respondents veered between offering descriptors of the center and commentary on their experiences. The most accurate and neutral statement described the Writing Center as a "center that assists students with their writing needs." Less accurate but more neutral were "a place to go over your papers and correct your grammar (sic)" and "for undergrad students." Others describe it as helpful (3), with one respondent qualifying that "it may depend on the person that is helping you with your paper." Some students gave positive evaluations of the service they received at the Writing Center, describing it as "useful" and "really good." Two respondents offered neutral evaluations, "adequate" and "its (sic) okay." One student described a negative experience with the Writing Center when the "tutor appeared tired and not very helpful." These evaluations are reflected in the responses to the question: How would you rate your satisfaction with the Writing Center?

Very Dissatisfied	0	0%
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Dissatisfied	1	8%
Unsure	1	8%
Satisfied	8	62%
Very Satisfied	3	23%
Total	13	100%

Faculty

Of the faculty respondents, 51% have referred their students to the Writing Center and 49% have not. Reasons cited for referring their students include: to help or improve their writing (5); grammatical concerns (9); structural concerns (8); using sources (5); spelling (3); revising, editing, proofreading (2); problems with identifying thesis statement (1); conveying ideas (1); opportunities for collaborative, interactive writing (1); and following directions or answering the question at hand (1).

Faculty members have not referred their student to the Writing Center because: they saw no need (8); were unaware of the Writing Center (6); thought the Writing Center was for undergraduates (3); did not think the Writing Center could address their students needs (3); and provided assistance themselves (2).

Perception

Students

Regarding the Writing Center's strengths and weaknesses, responses were few are far between. Five respondents identified strengths, citing availability/flexibility (2); the comfortable space (1); friendliness (1); and commitment to collaboration (1). Five students listed weaknesses, including its "too small" size (1); hours of operation (1); and "graduate level" help (1). The remaining responses were "don't know" and N/A.

Four students provided more insight into their perception of the Writing Center when queried on their experiences using the Writing Center. Two students had positive experiences, one working with a tutor who "was really good in explaining and making me aware of my mistakes" and another who liked the availability of computers so papers could be revised "on the fly." One student did not like the appointment-based system, preferring "all day, drop-in hours, no appointments necessary." Finally, another respondent expressed dissatisfaction with Writing Center's services, wishing the center would "help edit papers." Despite the weaknesses, when asked whether they would recommend the Writing Center to their peers, respondents overwhelmingly affirmed that they would.

Yes	0.923077	12	92%
No	0.076923	1	8%
Total		13	100%

Faculty

In identifying the Writing Center's strengths, faculty respondents noted that it offers individualized support (3); has a "dedicated staff, clear ideological direction that is well matched for the needs of graduate writers"; helps "students get started"; is "established"; and is "a way of getting excellent writing and editing help."

In terms of weaknesses, respondents identify staffing as the primary weakness. Five respondents see a need for more staff, with one respondent seeing a need for more staff qualified to support "graduate level students in scientific writing." Other concerns related to staffing include: deficiencies in training (3) and limited resources/ technology (1). An additional weakness identified is a perceived lack of sustained support: "students tell me it helped them get started but then they were left on their own."

Some respondents expressed a limitation in answering these questions, citing a lack of awareness or interaction with the Writing Center that limited their ability to offer an informed response (4). This limitation is best exemplified by the following response: "To be honest, while I have encouraged students to go to the Writing Center, no students have shared their experience or that they visited it, so I truly cannot comment on the strengths."

Interest

Students

Students were asked to evaluate the usefulness of potential programs, using a 5-point scale (Not valuable-Very Valuable). The programs under consideration are:

- Writing Boot Camps: A structured writing retreat to kickstart or restart a student's thesis/ dissertation
- Extended Hours
- Writing Groups: A weekly writing support group facilitated by the Writing Center
- Online tutoring: synchronous and asynchronous modes
- Workshops: Topics such as Writing a Literature Review; APA Style; etc.

When asked to rate their interest in these various programs, 80-84 students responded. Workshops met with the most favor, earning a mean of 4.18. Graduate students are least

interested in Writing Groups, with a mean of 3.1. Bootcamps (3.78), Extended hours (3.65), and Online Tutoring (3.61) generated slightly more interest.

	Not at all intereste d	Not very intereste d	Neutral	Somewhat interested	Very intereste d	Total Response s	Mean
Writing Boot Camp	8	7	12	24	32	83	3.78
Extended hours	10	5	17	19	29	80	3.65
Writing Groups	13	20	14	14	20	81	3.1
Online tutoring	12	8	9	24	29	82	3.61
Workshops	7	2	4	27	44	84	4.18

In response to the prompt for suggestions for future services, 21 graduate students wrote in responses. Assistance with citations in general (1), and specific styles (MLA [1], and APA [3]) received the most write-ins. Transitioning into graduate level writing was another area addressed by three respondents. Three respondents indicated that the Writing Center needs better outreach to the graduate community; one suggested information to be included with the acceptance letter and another recommended in-class workshops that model writing conferences so “students can actually see what goes on in a session.” The uncertainty about the Writing Center is evident in the responses of two graduate students who requested services that are currently available: individual writing conferences. Professional writing also emerged in three responses and thesis writing in two. Online tutoring received support from three students, with two of those respondents citing commuting and limited availability as prohibitive to utilizing the Writing Center. Additional suggestions included: increasing the variety of our on-site resources/handouts (1); weekend hours (1); paper anxiety (1); and higher pay for adjuncts and graduate students affiliated with the Writing Center plus a requirement for “all writing studies majors to work in the writing center for at least one semester” (1). Two respondents remarked upon their lack of suggestions and one advised us to “keep up the good work.”

Faculty

Faculty was asked the same question as graduate students, using the same scale. The number of

respondents to this question of the survey ranges from 17-18. Of these responses, no one deemed any of the potential programs as not valuable. The programming that yielded the most favorable response in terms of value is Workshops (4.65) followed by Extended Hours (4.53). Although Writing Boot Camp received the least favorable response with a mean of 4.06, all programs met with favor as the mean ranged from 4.06 to 4.65, with a minimum possible score of 0 and a maximum possible score of 5.

Writing Boot Camp	0	1	3	8	6	4.06
Extended hours	0	0	0	8	9	4.53
Writing Groups	0	1	3	7	7	4.11
Online tutoring	0	1	5	3	9	4.11
Workshops	0	0	1	4	12	4.65

When faculty was asked to write in suggestions for services and programs that the Writing Center could provide, they overwhelmingly suggested support for students writing with sources. Of the 24 responses to this prompt, 12 requested assisting students with citing information from sources, 7 of which specifically mentioned assisting students with APA style and format. Five respondents identified educating students on paraphrasing and plagiarism avoidance as an area where the Writing Center could assist their students.

Writing basics is another area that recurred in these responses (5). Three respondents used the term “basic” and two others identifies aspects of writing that would fall under this category, “maintain tense agreement, eliminate contractions” and “structure, organization, grammar.” Some respondents think that their students would benefit from support in writing for academic (3) and professional (3) audiences.

Beyond basics and genre, specific writing and reading skills were also identified as areas where their students lacked ability. “Writing concisely” (1) and “analyzing and synthesizing information” (1) do not fall under basic writing or genre, but share aspects of both. One respondent stated that students exhibit difficulty with problem-solving due to underlying reading comprehension difficulties: “If the writing assignment is to read a case and make recommendation to solve the problem, the students ask ‘what is the problem’. They have a hard time inferring it from their readings.”

The remaining responses vary. Lack of awareness of the Writing Center surfaced again with faculty suggesting that we reach out to students (1) and adjuncts (1). Three respondents indicated that they have no suggestions at this time and one respondent wrote that any of the programs they evaluated in the previous question “would be great.” One respondent believes that time-pressed graduate students will not utilize the Writing Center “unless mandated by us.” Another respondent is skeptical that students can improve as writers: “I guess the students can always enhance their writing skills but not all of them. It really depends on the student undergraduate degree and preparation before graduate studies.”

When asked how the Writing Center should support faculty in the teaching of graduate level writing, 26 faculty members responded. Suggestions included calls for improved outreach and information regarding the Writing Center (6); professional development opportunities for faculty (5); and collaboration (4). Basic Writing (5) and APA style (4) emerged as areas where faculty desire academic support for their students. Two responses identified the needs of special populations within the larger graduate student population, ELL (1) and “older, working, professional graduate students” (1). In terms of more structured support, one

faculty member requested more online resources and another proposed a technical writing class for credit. In order to “facilitate faculty members' focus on content,” one respondent supported the potential services listed in the previous question.

Conclusion

The responses from both graduate students and faculty reveal some strengths and weaknesses, as well as growth opportunities, for the Kean University Writing Center as we try to address the needs of this cohort. Graduate students and faculty, alike, remark upon the difficulty some individuals experience as they enter their graduate programs. This transition is particularly challenging when students have a gap between their undergraduate and graduate experiences. Students speak of the need to refresh their writing skills while faculty respondents voice a need for remediation.

Student and faculty responses point toward a general lack of awareness of the Writing Center. Its existence, location, services are a mystery to many people. For those who are aware of the Writing Center, concerns about the ability of the staff to provide academic writing support on a graduate level prevent students from using the center and professors from referring students to the center. The perception that the Writing Center is suitable for undergraduate writing support presents a challenge. Informing graduate students and faculty of the level, training, and quality of the tutoring staff may help change the narrative. Opportunities exist to develop an integrated marketing campaign that targets graduate students and faculty. We can also enhance the website, with a dedicated section for graduate students and faculty, and participate in NWGC events, such as open houses and orientation. Collaboration with the NWGC will aid in this endeavor. Designing services and programs that respond to the stated needs of this community will further convey the Writing Center's commitment to supporting graduate students.

The Writing Center may suffer from lack of awareness and misperceptions; however, it can benefit from student and faculty interest in graduate level writing support services. Workshops have garnered the most interest. Designing a series of workshops around topics relevant to graduate level writing seems promising, provided we get the scheduling and promotion right. Aiding the transition into graduate level writing is a concern that the Writing Center can meet through a mini-boot camp designed to re-acclimate students to academic writing; the potential exists to co-sponsor this event with the graduate school and the library to emphasize research, writing, and information literacy. Boot camps for thesis and dissertation stage students are another service that attracted interest from students and faculty. Extended hours and satellite locations should also be explored, in consultation with NWGC administration. Online tutoring may be deferred into a broader examination of the academic writing support needs at Kean University.