

# SSW Writing Center Status Report

Autumn 2021 & Winter 2022 | Erin Bernardy, Kylie Brief, Marissa Rodriguez

## WRITING SUPPORT DELIVERED

### Summary

This report demonstrates how the SSW Writing Center was utilized by social work students across Autumn and Winter quarters. It conveys common themes from students about their experience with the Writing Center through survey responses. This information will be used to improve both quality and accessibility of future services.

In Autumn of 2021 and Winter of 2022, three peer **writing tutors served over 100 different students** in the Bachelor and Master of Social Work programs. The writing tutors offered 50-minute individual 1:1 sessions, drop-in sessions, Weekend Writing Circles, and workshops. Most sessions were held remotely, with entirely remote offerings during the Winter quarter (e.g., video chat, phone, and/or email). Across both quarters, the writing team provided **239 virtual 1:1 sessions, 9 workshops with a total of 224 attendees** (synchronous and asynchronous) and **16 Weekend Writing Circle sessions with a total of 14 student participants**.

Support Offered to Students				
Format	Sessions (#)		Unique Students (#)	
	Autumn Quarter	Winter Quarter	Autumn Quarter	Winter Quarter
Virtual 1:1 Sessions	127	112	50	55
Weekend Writing Circle	9	5	7	7
Workshops	5	3	31	36

Total Student Encounters (#)		Total Unique Students Served (#)	
Autumn Quarter	136	Autumn Quarter	81
Winter Quarter	120	Winter Quarter	77

## Workshops

The Writing Center offered workshops on 5 different topics during Autumn quarter and 3 topics during Winter quarter, which included course-specific assignments and general graduate-level writing. Across both quarters, a total of 118 students synchronously attended a virtual workshop. There were **73 student attendees during Autumn quarter** and **45 student attendees during Winter quarter**. Many students chose to access workshop slides on their own time, as the Writing Tutors posted all recorded workshops to the Writing Center website. There were 106 asynchronous views of workshop content across both quarters.

The most highly attended workshops were on the Soc W 501 Demographic Briefing assignment and 512 Advocacy Writing. While the writing team supported many students on the Soc W 505/506 research paper in 1:1 sessions, we did not offer a formal workshop on this subject. We see this as a service gap, and plan to provide a workshop on Soc W 506 in the Spring. Additionally, we recommend a 505 workshop to be offered in the Fall Quarter of 2022 and Winter Quarter of 2023.

Autumn Quarter Workshops		
Title	Synchronous Attendees (#)	Asynchronous Student Views (#)
<i>Grad School Survival Guide</i>	11	2
<i>501 Demographic Briefing</i>	30	19
<i>All Things APA</i>	3	1
<i>501 Part 2: Policy Solution</i>	15	3
<i>500 Final Paper</i>	14	26
Total (#) Workshop Participants: 124		

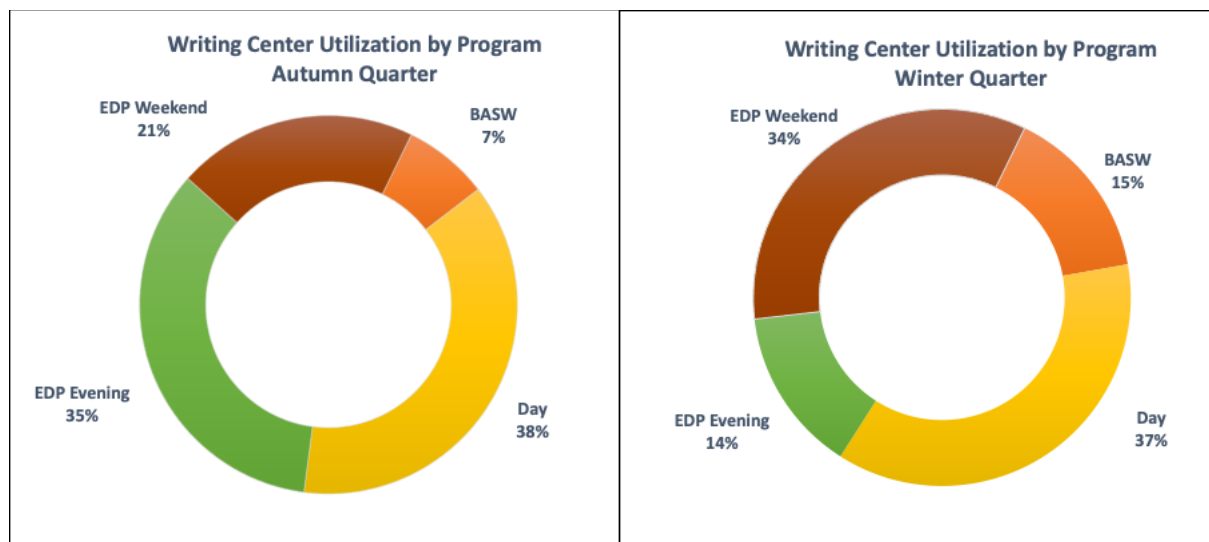
Winter Quarter Workshops		
Title	Synchronous Attendees (#)	Asynchronous Student Views (#)
<i>512 Advocacy Workshop</i>	18	41
<i>501 Demographic Briefing</i>	14	10
<i>501 Part 2: Policy Solution</i>	13	4
Total (#) Workshop Participants: 100		

## Weekend Writing Circle

Tutors hosted a weekly Sunday **Weekend Writing Circle** for students seeking a space for writing, tutor support, and peer collaboration. 8 students attended the group over the course of the quarter. The Writing Center offered one themed writing circle on resume/cover letter writing. While the writing circle had low turnout throughout both quarters, we recognize the utility of holding a consistent community space. We encourage future teams to explore ways to increase engagement in this service.

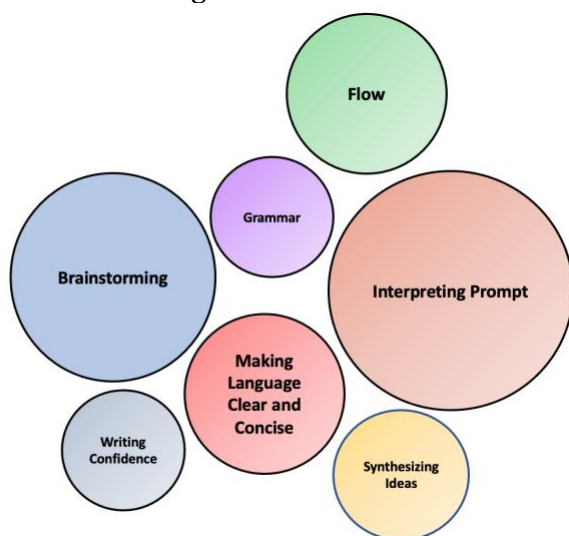
## WHO WE SERVED

This year, the Writing Center team worked hard to spread our time and efforts across all cohorts, with special attention to underserved cohorts. Across both quarters, 37% of individual sessions were spent serving Day students. 11% of individual sessions were with BASW students. **The EDP program accounted for 52% of students who presented for 1:1 writing support.**



### ***Most Common Areas of Focus in Sessions***

Social work students presented to the Writing Center at all stages of their writing journeys. Some students presented to brainstorm before having words on the page while others presented to get peer support during finalization steps. The most common reasons for students to present to the Writing Center for support included **interpreting assignment prompts**, **brainstorming** around assignment content, **making language clear and concise**, and work on the overall organization and **flow** of a written product.



## MONITORING AND EVALUATION

### ***Student Feedback Survey***

Session feedback surveys were sent to students following their individual 1:1 sessions with a writing tutor. Across both Autumn and Winter quarters, **76 students completed the survey**. Survey questions were asked using a Likert scale. Two of the questions include, “*How respected did you feel during your session?*” and “*After your session, how confident do you feel about moving forward with your assignment?*” There were open text boxes below each question for students to elaborate on their experiences.

Student feedback was also gathered through an end-of-quarter online survey. This survey was sent out at the end of each quarter via email. It was sent to all current students, including those who have not accessed Writing Center services. The survey asked about accessibility and experience of services, and asked for feedback on how to continue improving services. At the end of Autumn quarter, **18 students completed the survey**. At the end of Winter quarter, **6 students completed the survey**. Due to a low response rate, key takeaways were obtained from data combined from both quarters. There is opportunity to increase future responses with the use of more creative survey distribution strategies.

### **Students assessed the Writing Center in the following domains:**

1. **Confidence: 100%** of respondents reported feeling very confident or mostly confident in interactions with writing tutor(s).
  - *“I worked with my tutor to restructure my testimonial paper multiple times. The final paper was something I was proud of and my testimonial got an applause, which would not have been possible without my tutor’s help and guidance.”*
  - *“My tutor was a great collaborator and encouraged my ideas and contributions.”*
  - *“I felt very much in charge of how the appointment time was used.”*
2. **Comfort: 85%** of respondents reported feeling very comfortable or mostly comfortable in interactions with writing tutor(s).
  - *“...Going to your writing center feels like asking a trusted peer how to improve, but also they manage to encourage and guide in such a way that it feels like working together to find your best you.”*
  - *The tutors were “personable and empathetic to my writing struggles. They started by discussing what was good about my paper. They asked me what kind of feedback I was interested in and what kind of help I wanted.”*
3. **Respect: 100%** of respondents reported feeling very respected or mostly respected in interactions with writing tutor(s).
  - *Students described their tutors as down to earth, compassionate, present, curious, and active listeners.*
  - *“The tutors’ nonjudgmental approach was key to trying to unpack and figure out how I wanted to approach my assignment.”*
4. **Recognized Strengths: 82%** of respondents agreed with the statement, “The writing tutor(s) have recognized my strengths in the writing process.”
  - *“They started by discussing what was good about my paper. They asked me what kind of feedback I was interested in and what kind of help I wanted.”*