

**STUDENT SUPPORT SERVICES  
LEARNING COMMONS – WRITING CENTER  
SUMMER 2016 – SPRING 2017 REPORT**

**Date:** June 7, 2017  
**To:** Dr. Betty H. Stewart, Provost and Senior Vice President for Academic Excellence and Student Success  
**Cc:** Mr. Robert Mong, President of UNT Dallas, and Dr. Dan Edelman, Chief Financial Officer  
**From:** Paulina Romero, Learning Commons Coordinator and Rhiannon (Dolly) Meyer, Administrative Specialist to the Learning Commons and Testing  
**RE:** End-of-Year Report for Writing Center, Summer 2016 – Spring 2017

**INTRODUCTION**

The mission of the UNT Dallas **Writing Center** is to support, promote, and enhance the writing and public speaking of graduate and undergraduate students across the university. To accomplish this mission, the **Writing Center** seeks to provide students with one-on-one or small group tutoring sessions, to develop resources such as handouts, workshops, and online information, and to work with faculty, staff, and administration to create a supportive university-wide partnership to enhance the overall collegiate and academic experience of our students. Furthermore, our goal is to encourage faculty and students to see writing and communication as an integral part of every discipline and to promote Writing Across the Curriculum (WAC) on campus.

The **Writing Center** encourages students to immerse themselves in language, explore ideas, discover meaning, and communicate with varied audiences. We hope that students will accomplish four things as they frequent our center: (1) become comfortable with the process of writing through immersion; (2) experience a positive attitude shift towards writing and communication; (3) improve their overall writing and communications skills; and (4) enhance their communication skills through conferencing and collaborative learning.

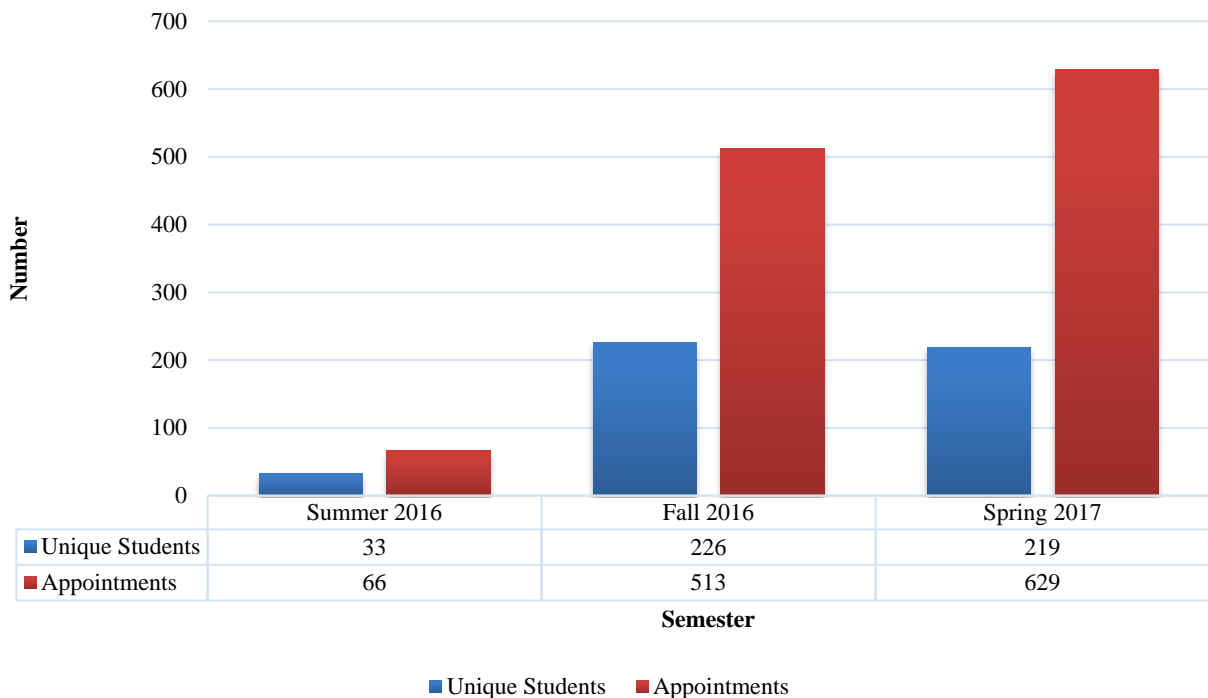
**REPORT DETAILS**

The information provided in this summary comes from the Learning Commons reports spanning the period from Summer 2016 through Spring 2017. All of the data was compiled using both WOnline data and paper-based sign-in sheets that students filled out before entering the Writing Center. The sign-in sheets were used to document walk-ins; students would sign in on the paper if they needed a 15-30 minute walk-in appointment. The tutors and student assistants would then transfer the appointment information in to the WOnline data. WOnline was used to track our face-to-face appointments, online appointments, and walk-ins.

## A. 2016-2017 ACADEMIC YEAR OVERVIEW

During the 2016-2017 academic year (summer, fall, and spring), the Writing Center staff assisted a total of **401 [unique] students**. Of these 401 students, **70 students** were repeat students and frequented the Writing Center for both the fall and spring semesters. These 401 students scheduled a total of **1,208 appointments**. We experienced the highest volume of students on **Mondays, Wednesdays, and Thursdays** between the hours of **12:00p.m. and 4:00p.m.** The appointment and unique student data is presented in full detail in sections B, C, and D, but the graph below provides a visual comparison of the number of unique students and appointments by semester (Summer 2016, Fall 2016, and Spring 2017).

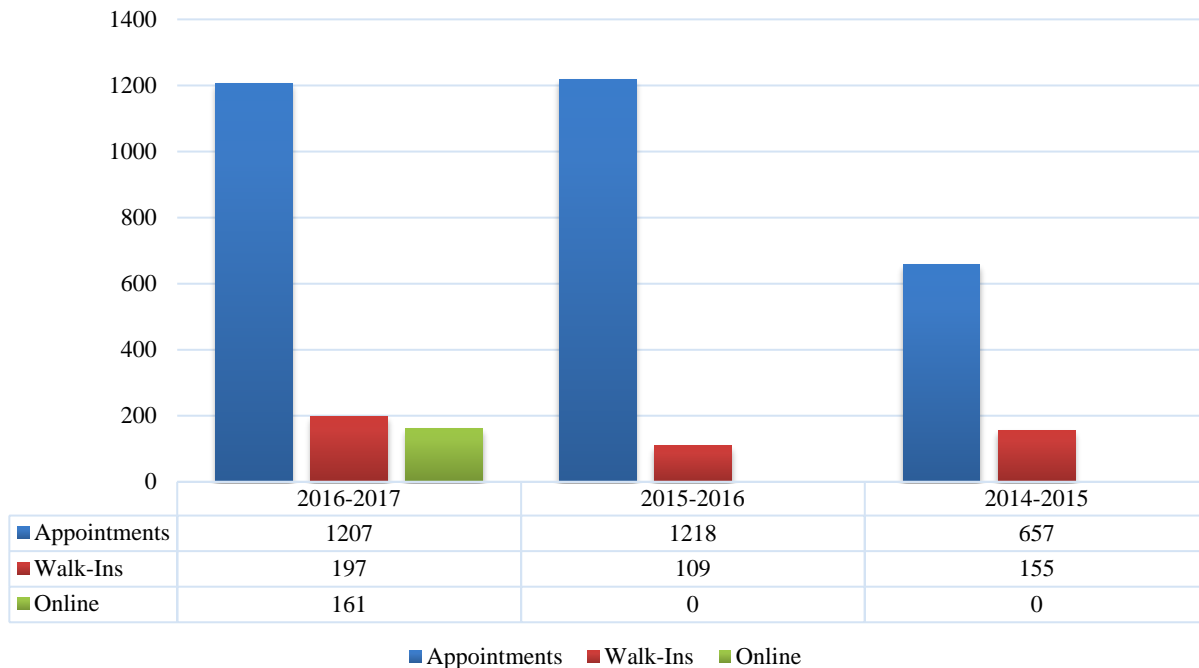
### 2016-2017: Unique Students and Appointments By Semester



Comparing 2016-2017 data to 2015-2016 data, we saw a **0.82% decrease** in student usage of the Writing Center; overall, we booked 1,218 total appointments in 2015-2016 versus 1,208 total appointments in this current academic year.

Although the Writing Center experienced a very slight decrease in the number of appointments and the number of student visit, when comparing 2016-2017 data to 2015-2016 data, we did witness a **172% increase** in the number of walk-in visits (we had 85 walk-in visits in 2015-2016 compared to 231 walk-in visits in 2016-2017). This change could be, in part, because of the new walk-in system we implemented during the Fall 2016 semester. Walk-ins were not documented in 2014-2015, so no comparison data is available.

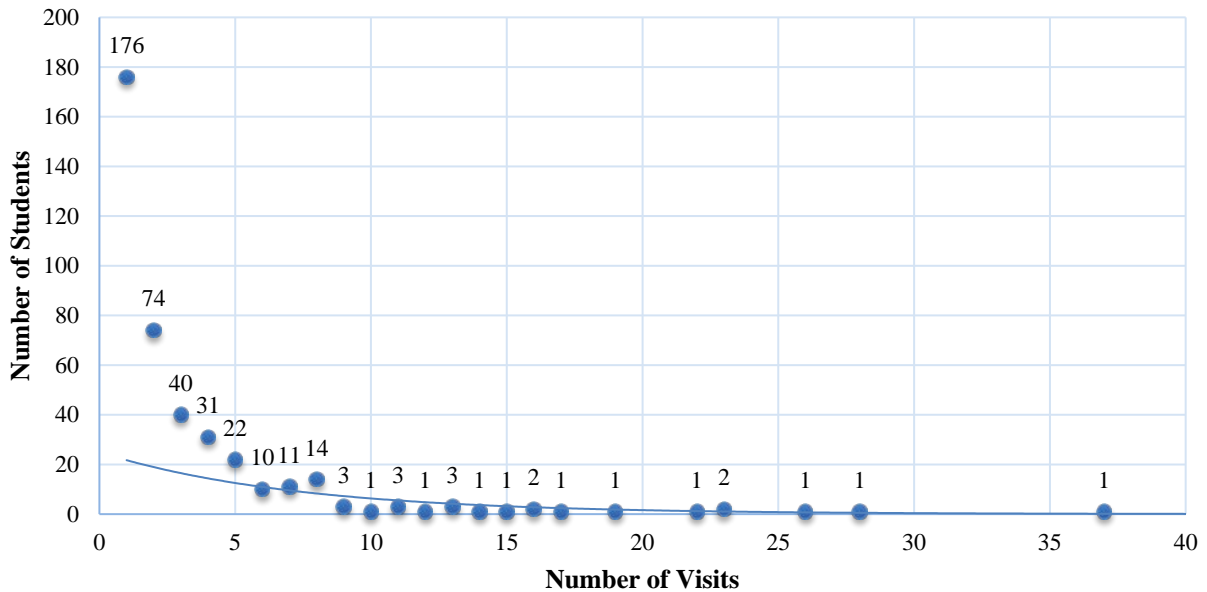
## Academic Year Comparison Data: Appointments and Walk-Ins



When comparing this data, it is also important to note that in both 2015-2016 and 2014-2015 we used various data collection methods; Gradesfirst, our previous scheduling appointment system, was used in tandem with paper sign-in sheets and a digital sign-in database. The Fall 2015 data was compiled using both paper and digital sign-in sheets that students filled out before entering the Writing Center. However, we faced some technical difficulties with the computers for sign-in sheets, so students would log in on paper and the Learning Commons staff would then input that data into the digital sheets for better and more accurate analysis. The digital surveys used for Fall 2015 collected both academic and personal information such as course name, professor, gender, ethnicity, major, and classification. We also had information from our online appointment scheduling system, Gradesfirst. The Spring 2016 data was compiled using both paper and digital sign-in sheets that students filled out before entering the Writing Center and from WOnline data. The digital surveys used for Spring 2016 also collected both academic and personal information such as course name, professor, gender, ethnicity, major, and classification.

The mean number of tutoring sessions attended by students this year was **3.01**, indicating that the majority of students visited the Writing Center 1-3 times. The graph below shows how frequently each of the 401 students visited the Writing Center this semester.

### 2016-2017: Number of Visits per Student



We served students from **137 courses**. **One hundred and thirty-seven** of these were undergraduate courses, and **24** were graduate courses. Students frequented the Writing Center **two hundred and forty-eight times** (21% of scheduled appointments) for non-course related work (resumes, personal statements, graduate school application essays, scholarship essays, etc.) and/or did not select a course when scheduling their appointment. The majority of students who did report a course received help with **ENGL 1323** (116 student visits or 10% of scheduled appointments), but we also served many students from **EDUC 3320** (101 student visits or 8% of scheduled appointments) and **ENGL 1313** (79 student visits or 7% of scheduled appointments). Our data indicate that that students completing their core English courses and their core Education course were more likely to visit the Writing Center than any other students.

Subject	Course Title	# of Student Visits/Course
No course	No course/not applicable	248
ENGL 1323	Computer Assisted College Writing II	116
EDUC 3320	Foundation of Education	101
ENGL 1313	Computer Assisted College Writing I	79
COUN 5710	Counseling Theories	48
PSCI 1050	American Government: Process and Policies	44

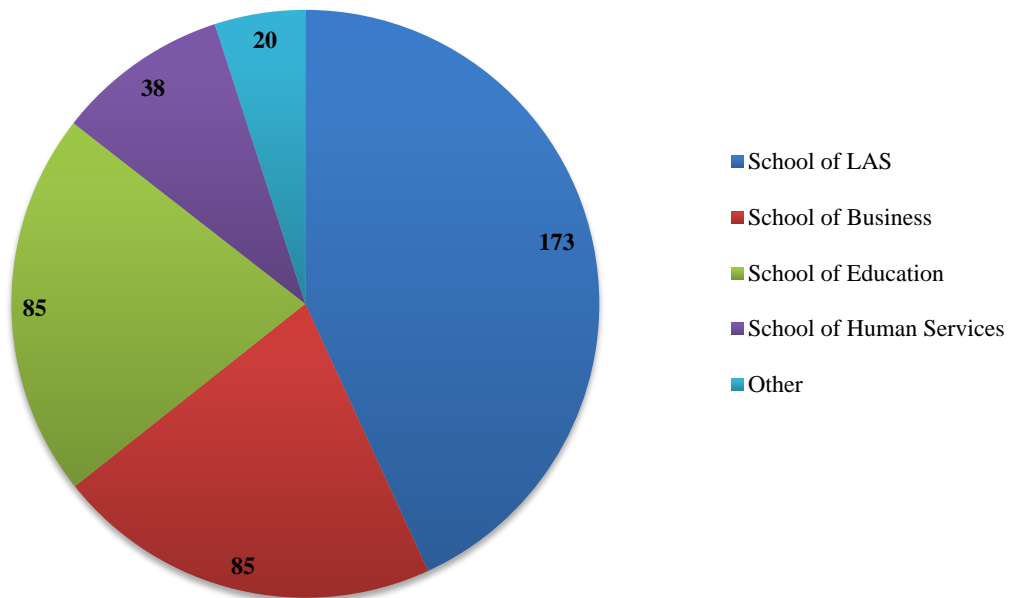
Students who majored in **Education: Interdisciplinary Studies** (226 student visits or 19% of scheduled appointments) and **Psychology** (93 student visits or 8% of scheduled appointments) made more appointments with Writing Center tutors than students who majored in other areas. The chart below depicts the 5 majors for which students most visited the Writing Center.

*\*Note: This information is based on number of student visits.*

Major	# of Student Visits/Course
Interdisciplinary Studies	226
Psychology	93
Biology	64
Accounting	62
Criminal Justice	56

Our data indicate that students from the **School of Liberal Arts and Sciences** and students taking courses in these departments visited the Writing Center more than students from any other school at UNT Dallas. The chart below the number of visits by school.

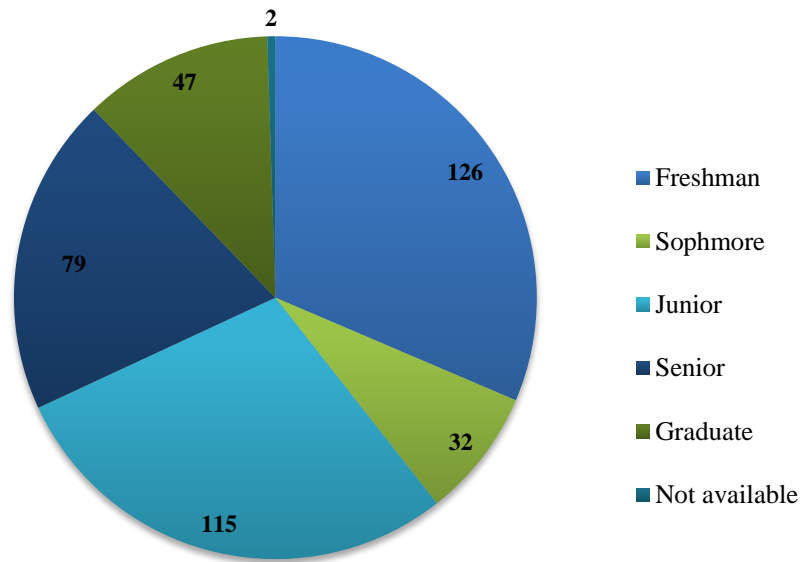
### 2016-2017: Attendance By School



*\*Note: This information is based on the number of unique students.*

The chart below shows the number of students who visited the Writing Center based on their classification. Of the **401** students who utilized the Writing Center, **126 students (31%)** were freshmen and **115 students (29%)** were juniors. This indicates that students completing their first-year coursework and junior-level coursework frequented the Writing Center more often than those completing upper level coursework.

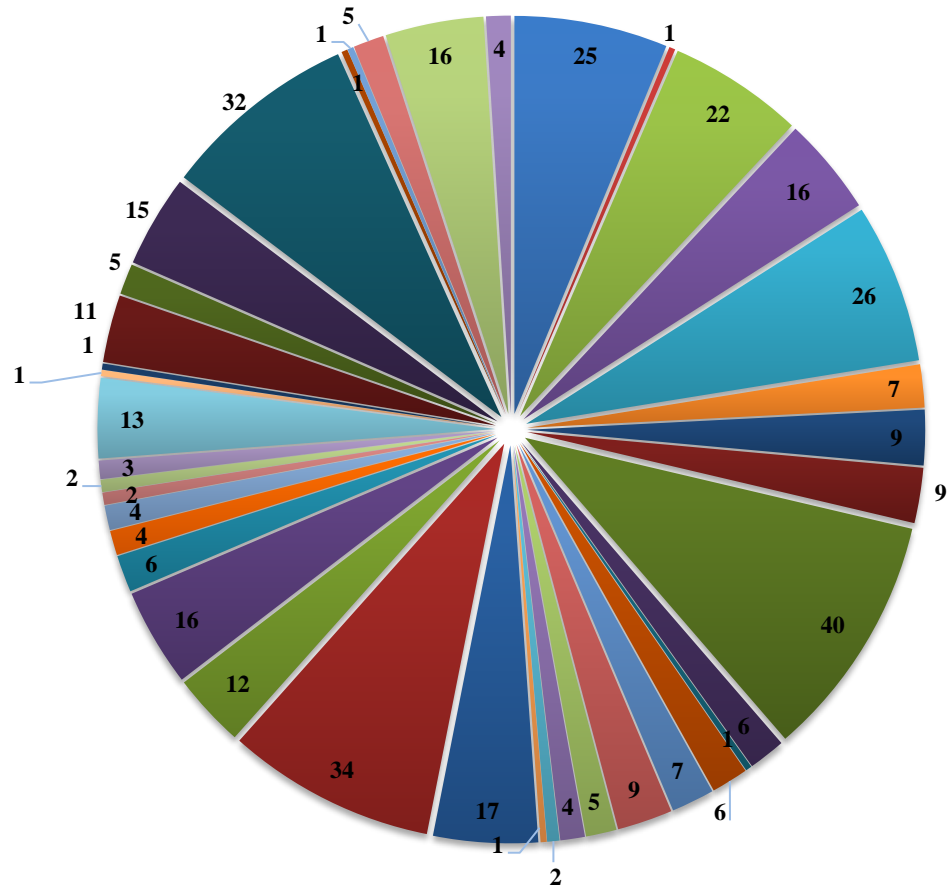
### 2016-2017: Attendance By Classification



*\*Note: This information is based on the number of unique students.*

The chart below shows the number of students who visited the Writing Center based on their major. Of the 401 students who utilized the Writing Center, 40 students (10%) were Criminal Justice majors, 34 students (8%) were Education: Interdisciplinary Studies EC-6 Generalist/Bilingual majors, and 32 students (8%) were Psychology majors. This data is based on the number of unique students.

### 2016-2017: Attendance By Major



- Accounting
- Applied Arts & Sciences
- Business - General
- Child Development & Family Studies
- Criminal Justice
- Grad Prep
- Human Serv Mgmt & Leader
- Interdisciplinary Studies: 4-8 English-Reading-ESL
- Interdisciplinary Studies: 4-8 Science ESL
- Interdisciplinary Studies:EC-6 Generalist-Special Education
- Interdisciplinary Studies:EC-6 Generalist-ESL
- Logistics Supply Chain Mgmt
- MBA
- MEd Curriculum & Instruction
- MS Counseling
- MS Human Services
- Org Behav & Human Res Mgt
- Psychology
- Public Affairs & Community Service
- Sociology
- Alternative Dispute Resolution
- Biology
- Business Undetermined
- Communication & Technology
- Finance
- Hospitality Management
- Interdisciplinary Studies
- Interdisciplinary Studies: 4-8 Math-ESL
- Interdisciplinary Studies: 4-8 Social Studies - ESL
- Interdisciplinary Studies:EC-6 Generalist-Bilingual
- IT
- Mathematics
- MEd Counseling
- MEd Education Leadership
- MS Criminal Justice
- MS Public Leadership
- Other
- Pre-Teacher Cert
- Public Health
- Undecided

## B. SUMMER 2016 INFORMATION

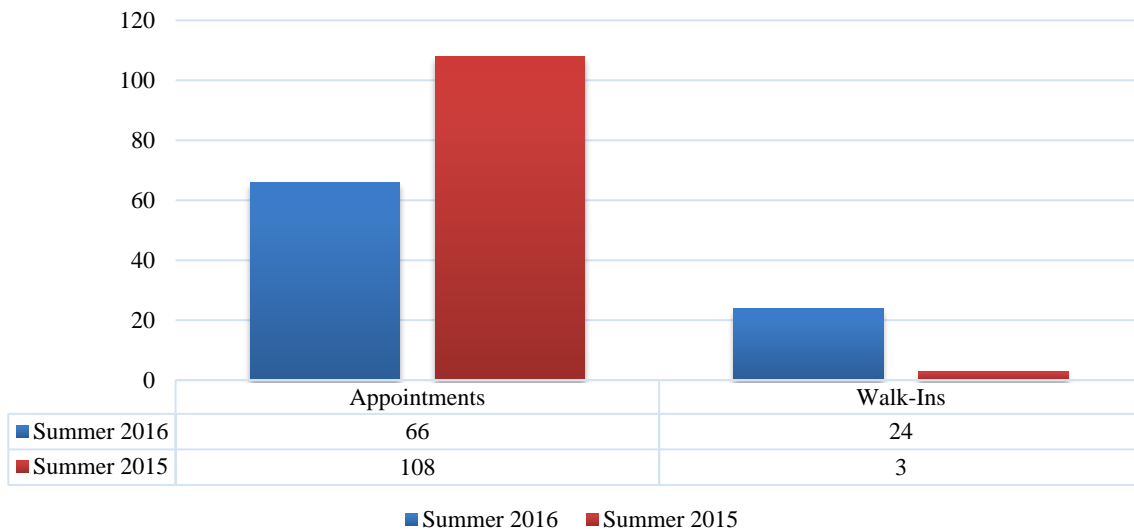
The Summer 2016 data was collected based on the entire term, which included May-Mester, Summer I, and Summer II. The data below is an overview of the entire summer and the data collected between May and August.

A total of **33 [unique] students scheduled 69 appointments** at the Writing Center during the Summer 2016 semester. We experienced the highest volume of students on **Wednesdays and Thursdays** between the hours of **10:00a.m.-11:00a.m. during the May-Mester** and between the hours of **1:00p.m.-3:00p.m. during Summer I and Summer II.**

Comparing Summer 2016 data to Summer 2015 data, we saw a **44% decrease** in student usage of the Writing Center; overall, we booked 108 total appointments in Summer 2015 versus 60 overall appointments in Summer 2016. No data was collected for Summer 2014, so there is no data comparison available.

Although we saw a decrease in the number of appointments and the number of student visits, when comparing Summer 2016 to Summer 2015 data, we did witness a **1033% increase** in the number of walk-in visits (we had 3 walk-in visits in Summer 2015 compared to 24 walk-in visits in Summer 2016). This change could be, in part, because of the new walk-in system we implemented this semester. Walk-ins were not documented in Spring 2015.

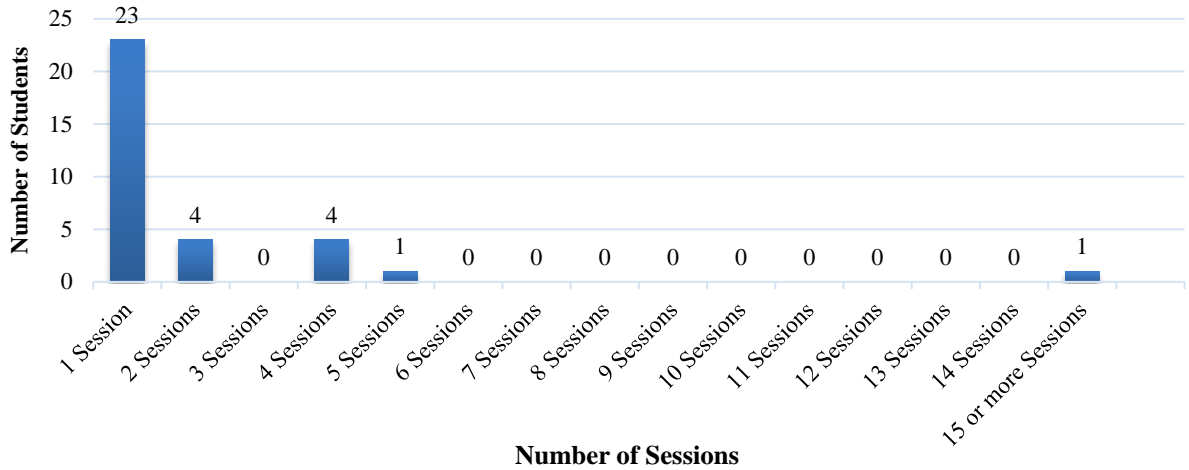
### Summer Comparison Data: Appointments and Walk-Ins





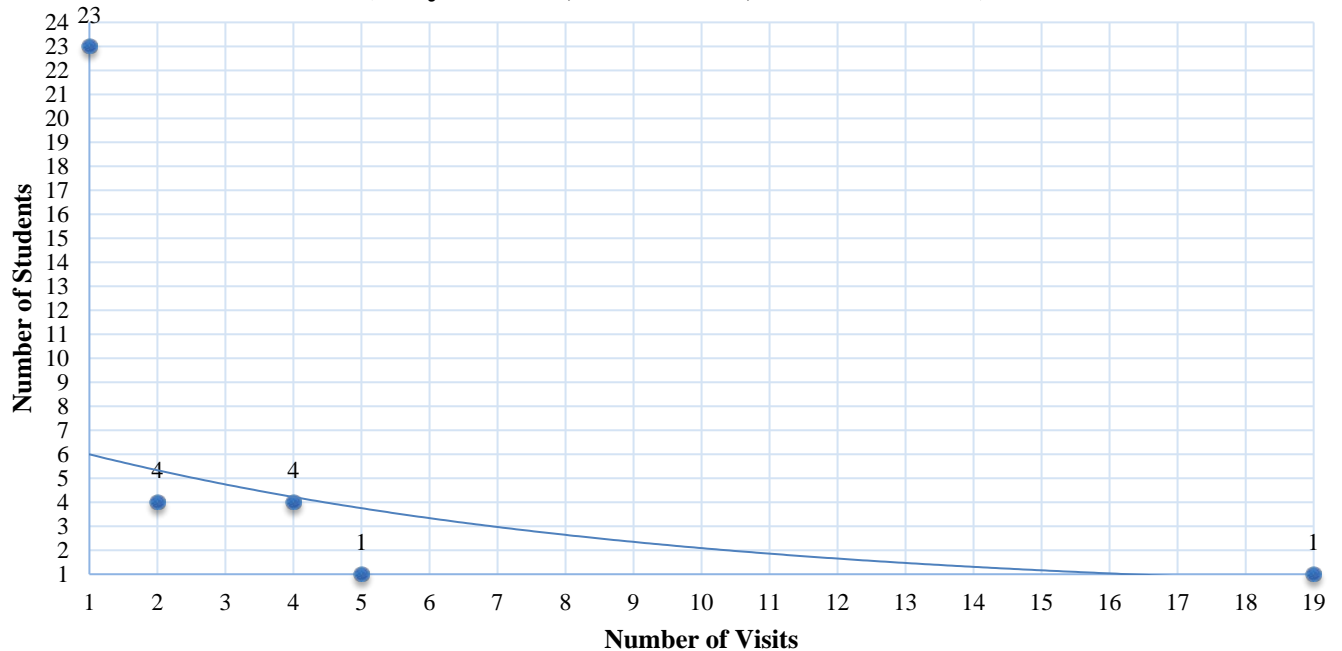
Of the 33 students who visited the Writing Center this semester, **23 students (70%)** visited the center once, **4 students (12%)** returned for 2 tutoring sessions, and **5 students (15%)** returned for 3-5 sessions. **Only 1 student (3%)** scheduled 15 or more appointments over the summer semesters.

### Student Attendance (May-Mester, Summer I, & Summer II)



The mean number of tutoring sessions attended by students was **1.03** indicating that the majority of students visited the Writing Center 1 time this semester. The graph below shows how frequently each of the 33 students visited the Writing Center over the summer.

### Number of Visits per Student (May-Mester, Summer I, & Summer II)



We served students from **20 courses**. Fourteen of these were undergraduate courses, and 5 were graduate courses. The majority of students who came to the Writing Center received help with **EDUC 3320** (6 student visits or 9% of scheduled appointments), but we also served students from **TECM 2700** (4 student visits or 6% of scheduled appointments). Our data indicate that that students completing courses for their majors or core courses were more likely to visit the Writing Center than any other students. The chart below features the six courses for which students most often visited the Writing Center this semester.

Subject	Course Title	# of Student Visits/Course	Summer Semester
EDUC 3320	Foundations of Education	6	Summer I
TECM 2700	Technical Writing	4	Summer II
PLDR 5330	Organizational Theory in Public Service	3	May-Mester
BIOL 1132	Environmental Science	3	Summer I
HSML 3000	Human Services	3	Summer I
PSCI 1050	American Government (II)	3	Summer I

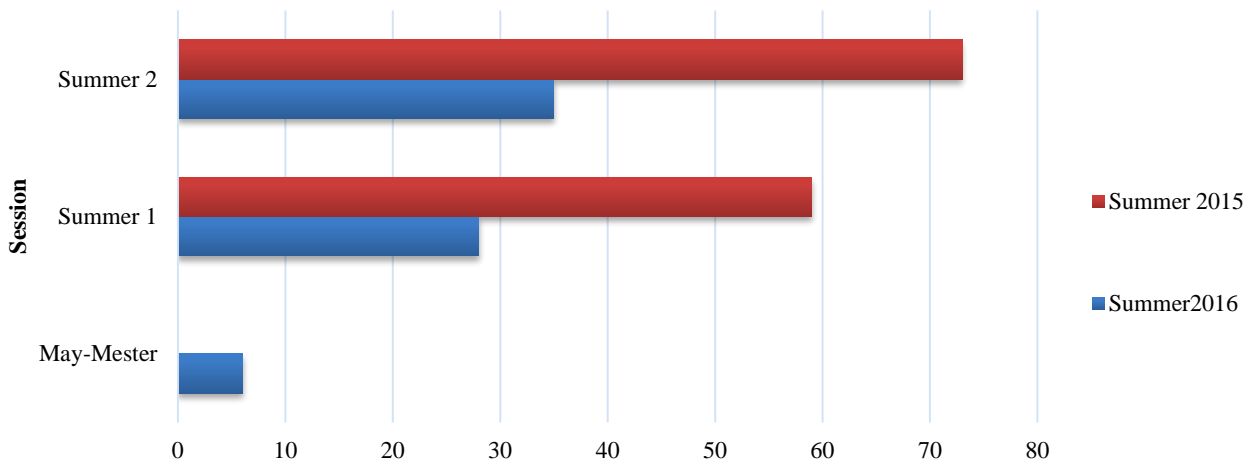
Students who majored in **Interdisciplinary Studies** (8 student visits or 24% of scheduled appointments) and **Criminal Justice** (6 student visits or 18% of scheduled appointments) made more appointments with Writing Center tutors than students who majored in other areas. Similarly, students who majored in **IT, Biology, Business, Public Health, and Comm & Tech** made the lowest number of appointments; our data shows that we had 1-2 appointments for students in these majors. Our data also indicates that students from the **School of Education** and students taking courses in this department visited the Writing Center more than students from any other school at UNT Dallas. The chart on the below depicts the 5 majors for which students most visited the Writing Center. See page 14 additional information.

Major	# of Student Visits/Major
Interdisciplinary Studies	8
Criminal Justice	6
Applied Arts & Sciences	3
Psychology	2
Accounting	2

The **lowest number of students** we saw in a week was **0** (Week 1 of the Summer I) and the **highest number of students** we saw in a week was **11** (Week 3 of Summer I and Week 4 of Summer II). Our tutors also assisted an average of **32 students** per session (only considering Summer I and Summer II). Our least busy summer session was **the May-Mester** (the semester was 3 weeks long), and our busiest summer session was **Summer II**.

Semester	Months	Academic Dates	# Of Appointments and Walk-Ins/ Semester
May-Mester	May-June	May 16 <sup>th</sup> —June 2 <sup>nd</sup>	6
Summer 1	June-July	June 6 <sup>th</sup> —July 8 <sup>th</sup>	28
Summer 2	July-August	July 11 <sup>th</sup> – August 12 <sup>th</sup>	35

## Number of Visits per Summer Session



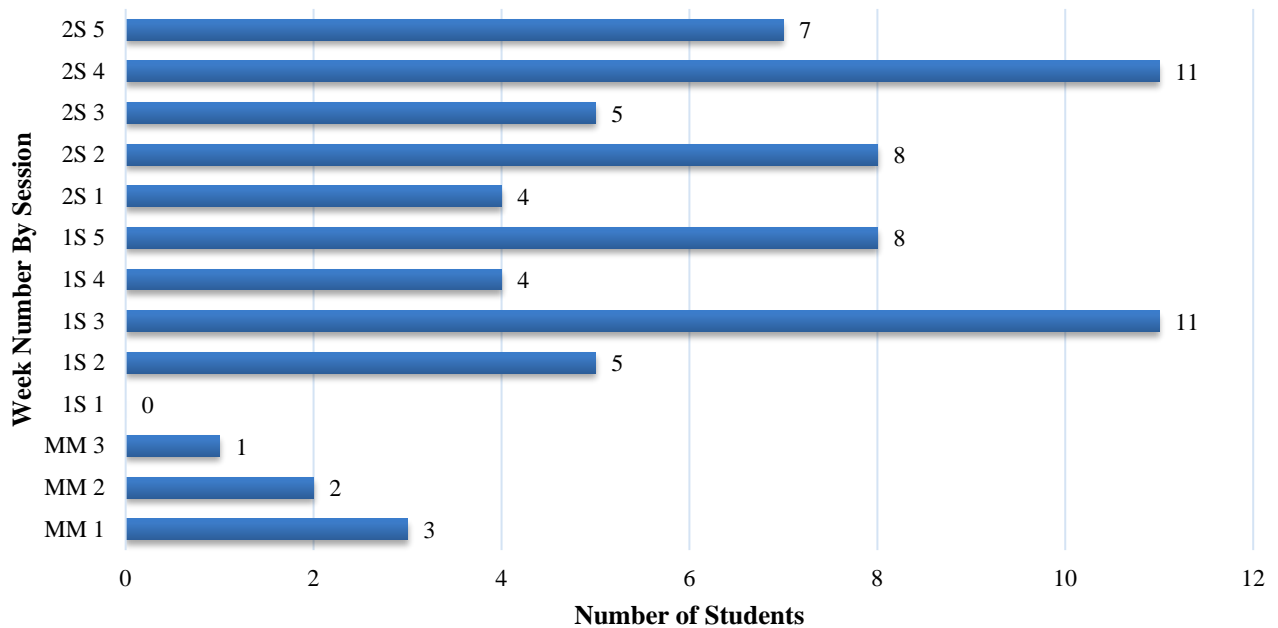
	May-Mester	Summer 1	Summer 2
■ Summer 2015	0	59	73
■ Summer2016	6	28	35

### Number of Visits

*\*Note: The Writing Center was not open during May-Mester 2015*

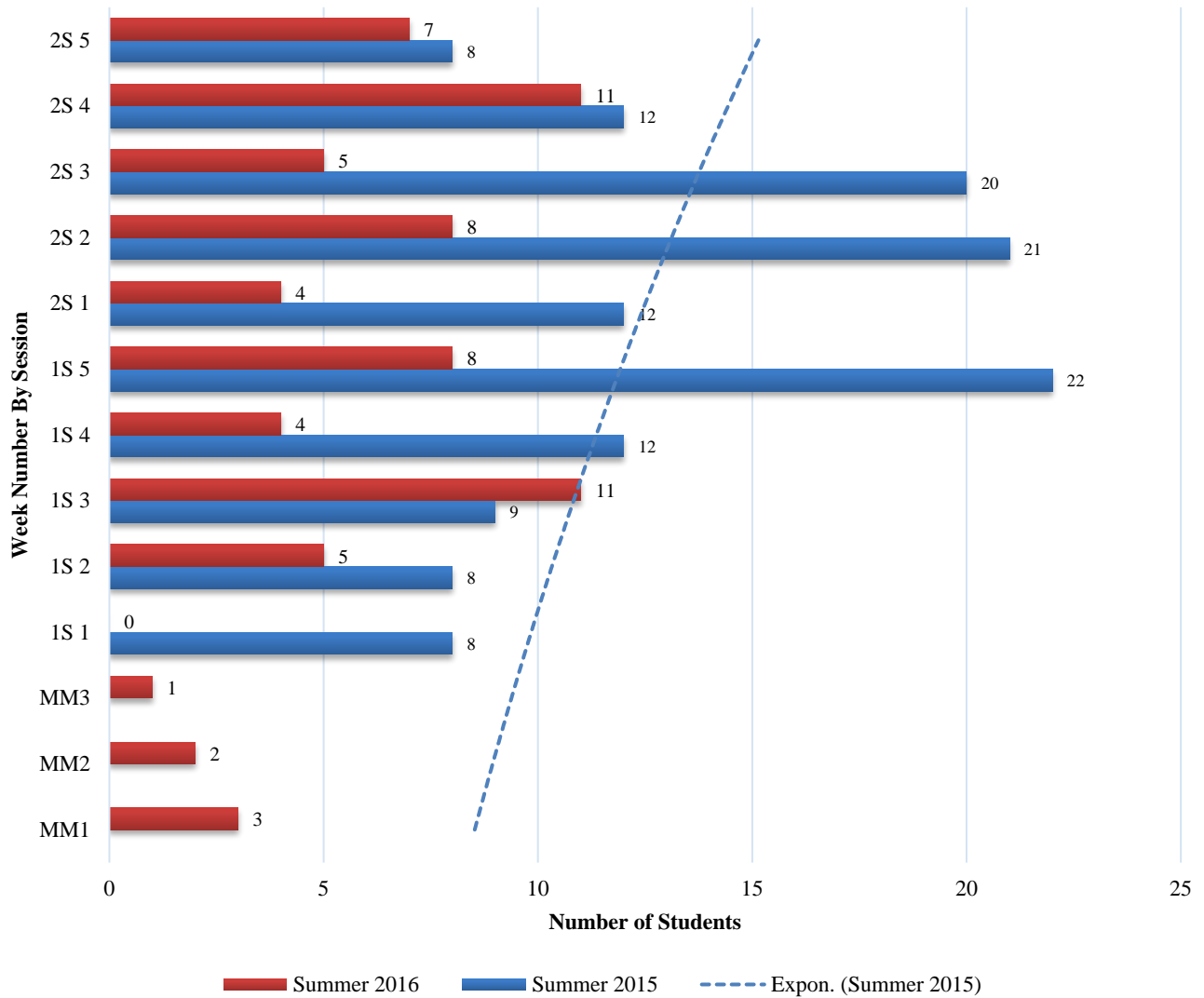
Overall, students visited the Writing Center more frequently towards the middle and end of the summer semesters (Weeks 3-5 of both Summer I [1S] and Summer II [2S]) than the remainder of the semester.

## Frequency of Student Attendance Per Week



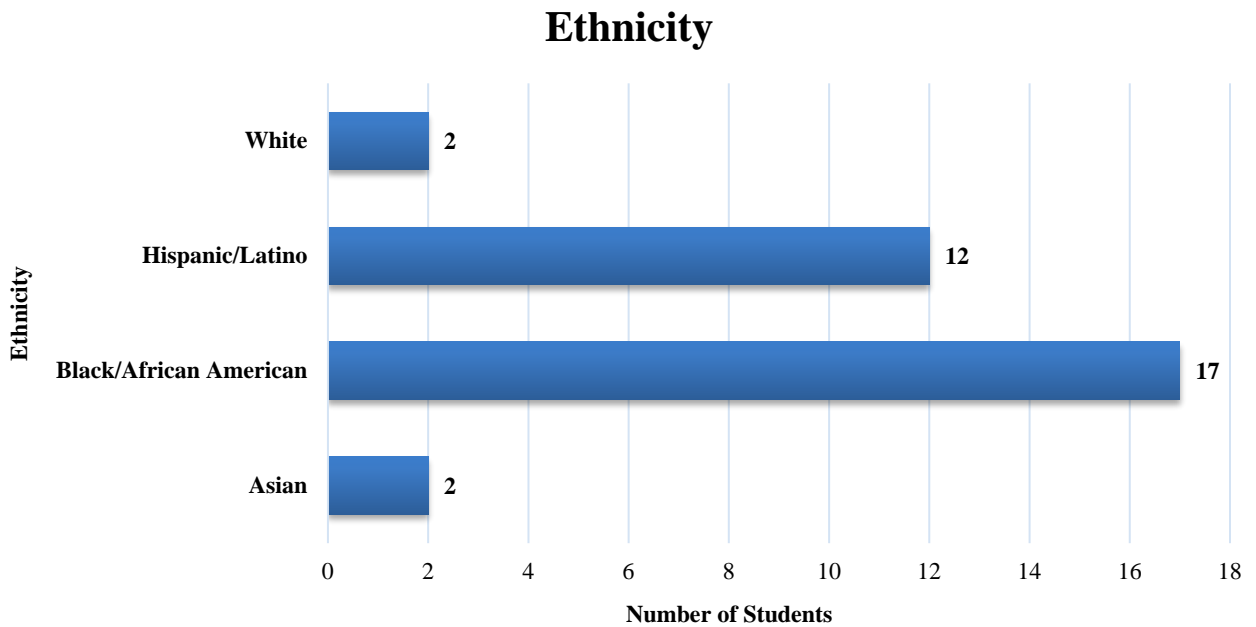
When comparing Summer 2016 attendance trends to Summer 2015 attendance trends, students frequented the Writing Center most often during Summer I weeks 3 and 5, and Summer II weeks 2 and 4 than the remainder of the Summer semesters in both 2015 and 2016. The graph below illustrates a comparison for weekly attendance between Summer 2016 and Summer 2015.

### Frequency of Student Attendance Per Week

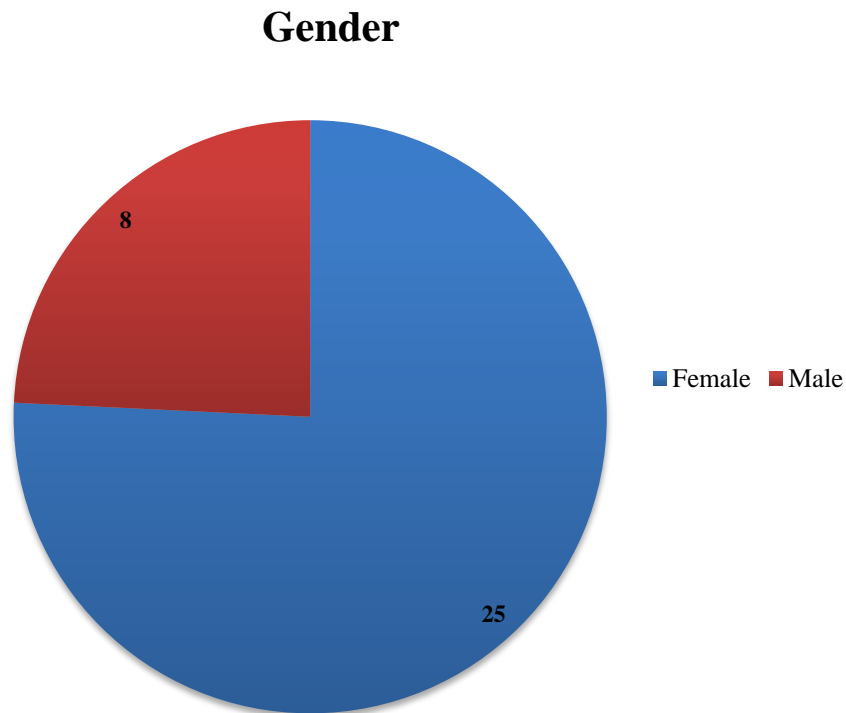


*\*Note: The Writing Center was not open during May-Mester 2015*

Of the **33** students who utilized the Writing Center, **12 students (36%)** identified as Hispanic or Latino/a, and **17 students (52%)** identified as Black or African American. Pending institutional analysis, the data indicate that Hispanic or Latino/a and Black or African American students were more likely to seek academic assistance from the Writing Center than any other ethnic group on campus.

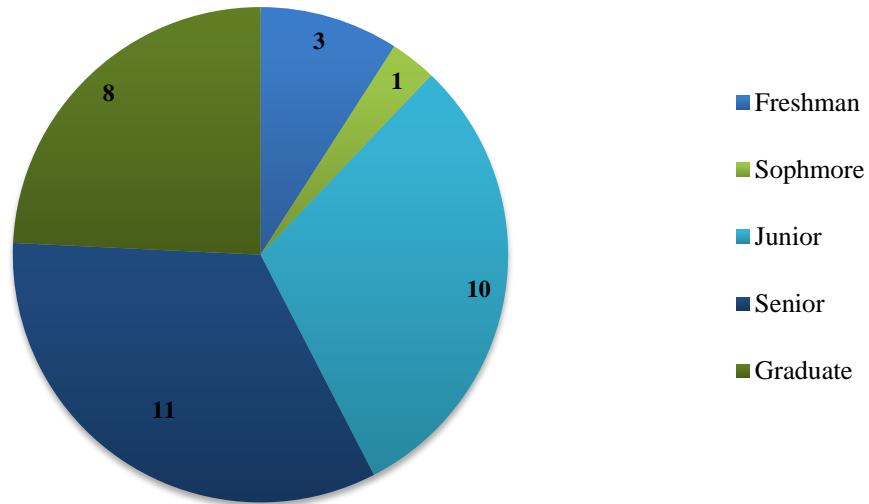


Of the 33 students who utilized the Writing Center, **25 students (76%)** identified as female and **8 students (24%)** identified as male. Pending institutional analysis, the data indicate that more female students visit the Writing Center and seek academic assistance in the Learning Commons than male students.



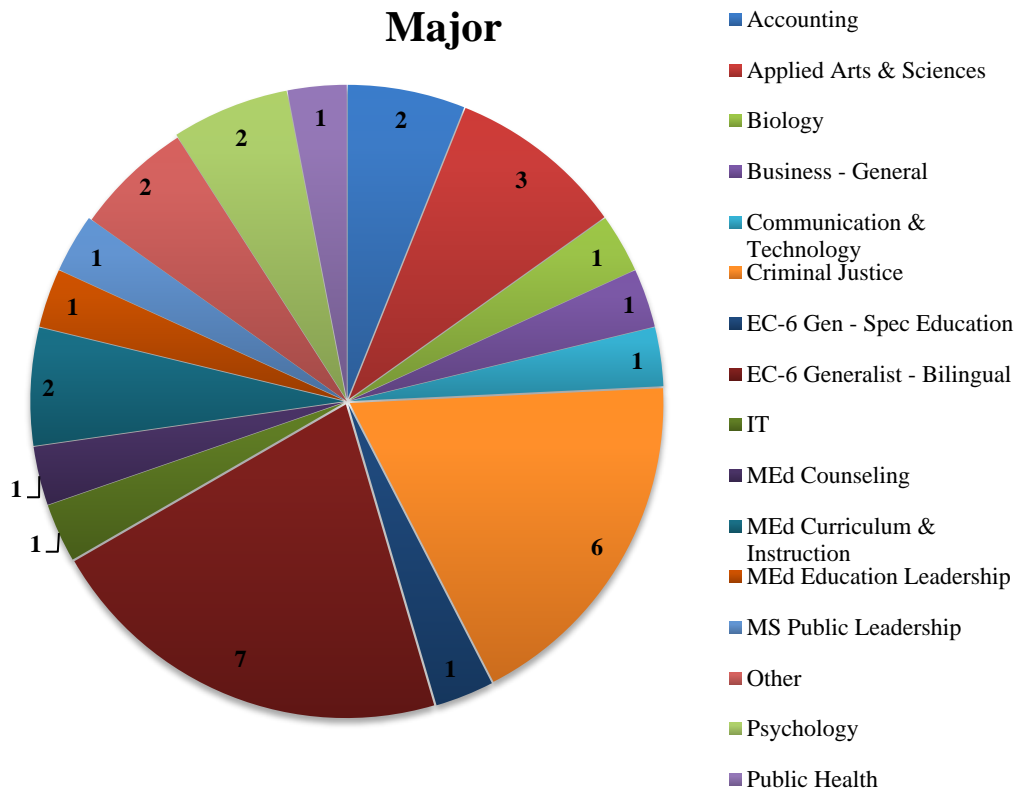
The chart below shows the number of students who visited the Writing Center based on their classification. Of the 33 students who utilized the Writing Center, **11 students (33%)** were seniors and **10 students (30%)** were juniors. This indicates that students completing their upper level coursework frequented the Writing Center more often than those completing lower level coursework.

### Classification



The chart below shows the number of students who visited the Writing Center based on their major. Of the 33 students who utilized the Writing Center, **7 students (21%)** were Education EC-6 Generalist Bilingual majors, **6 students (18 %)** were Criminal Justice majors, and **3 students (9%)** were Applied Arts and Sciences majors.

### Major



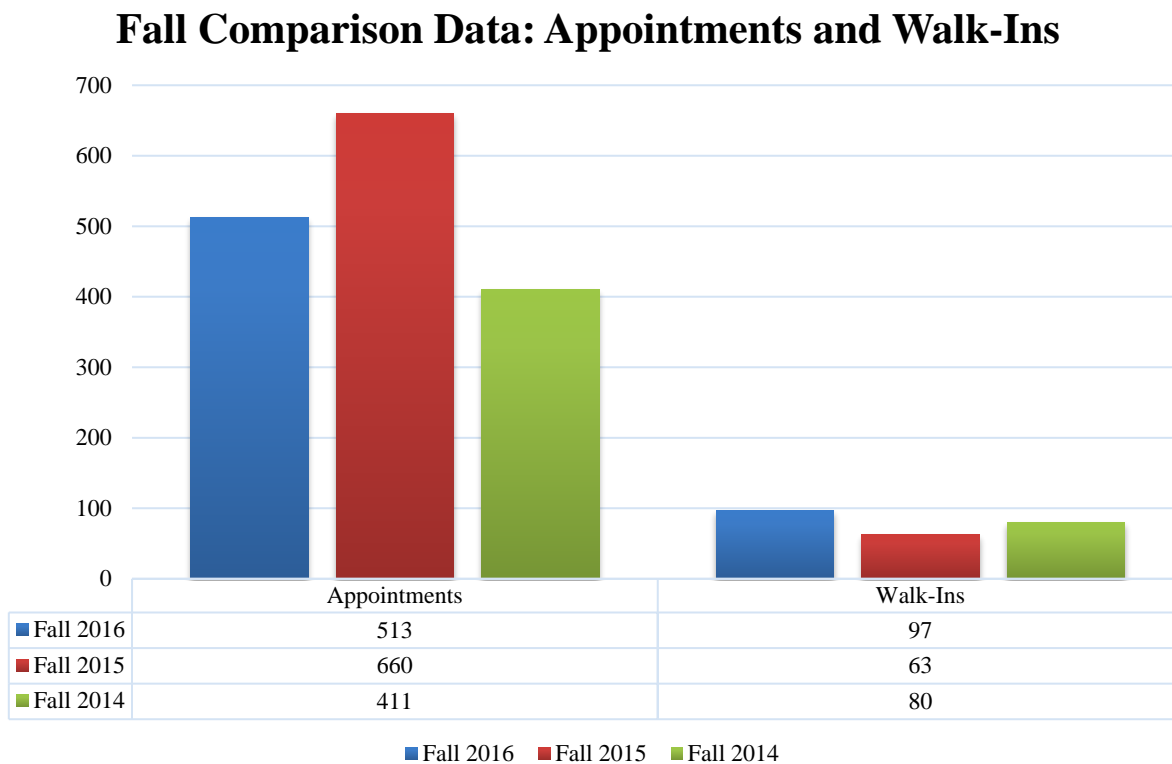
### C. FALL 2016 INFORMATION

A total of **226 [unique] students** scheduled **513 appointments** at the Writing Center during the fall semester. We experienced the highest volume of students on **Mondays, Wednesdays, and Thursdays** between the hours of **12:00p.m. and 4:00p.m.**

Comparing Fall 2016 data to Fall 2015 data, we saw a **22% decrease** in student usage of the Writing Center; overall, we booked 513 total appointments in Fall 2016 versus 660 overall appointments in Fall 2015. Comparing Fall 2016 data to Fall 2014 data, we saw an **increase of 25%** in student usage of the Writing Center. Overall, we booked 513 total appointments in Fall 2016 versus 411 overall appointments in Fall 2014.

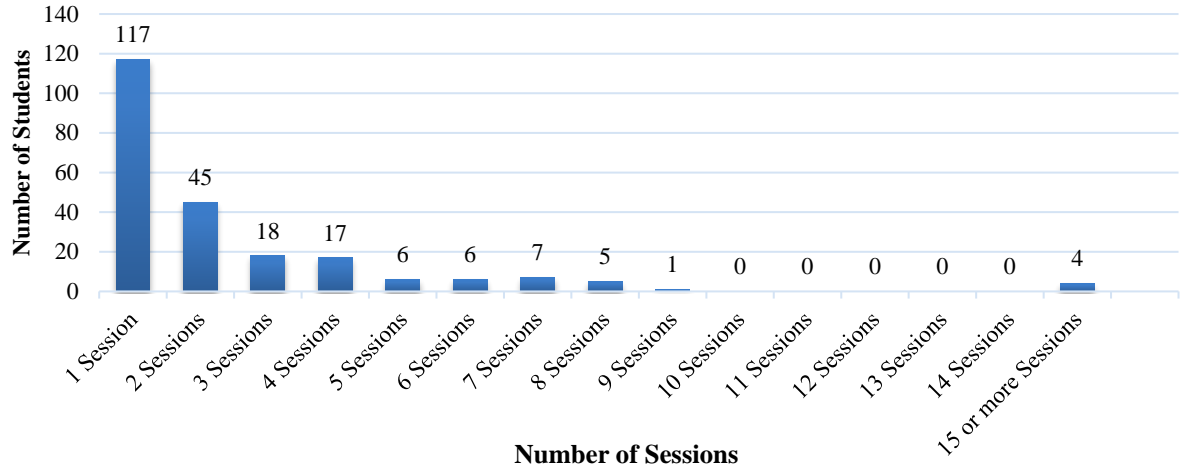
When comparing Fall 2016 student number (unique and repeat) data to Fall 2015 data, the Writing Center experienced a **22% decrease** in student usage of the Writing Center; overall, students booked 513 total appointments in Fall 2016 versus 660 overall appointments in Fall 2015. When comparing Fall 2016 student number (unique students only) data to Fall 2015 data, the Writing Center witnessed a **65% increase** in student usage of the Writing Center; overall, 226 unique students frequented the Writing Center in Fall 2016 versus 137 unique students who frequented the Writing Center in Fall 2015.

Although we saw a decrease in the number of appointments and the number of student visits when comparing Fall 2016 to Fall 2015, we did witness a **54% increase** in the number of walk-in visits (we had 63 walk-in visits in Fall 2015 compared to 97 walk-in visits in Fall 2016). This change could be, in part, because of the new walk-in system we implemented this semester. Walk-ins were not documented in Fall 2014.



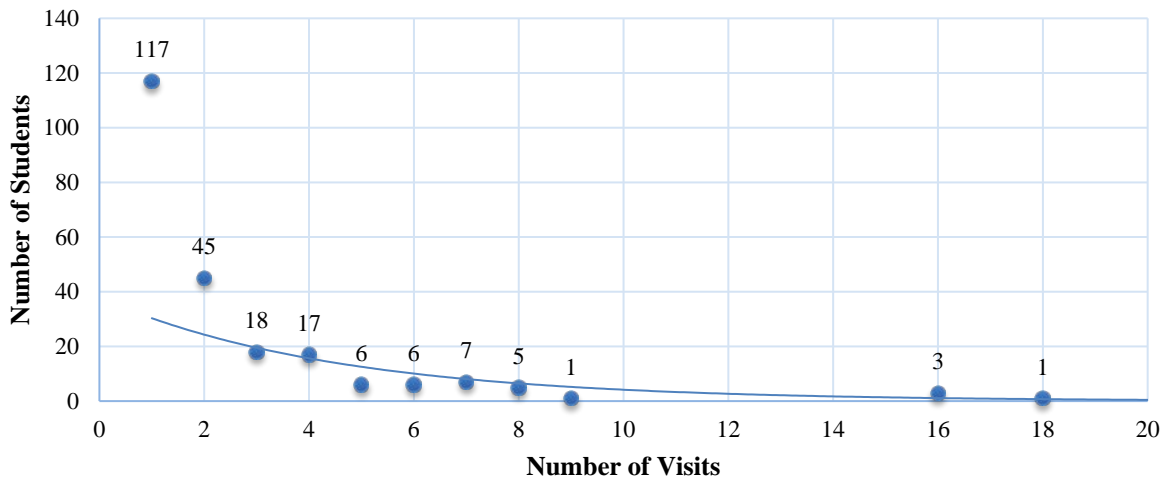
Of the 226 students who visited the Writing Center this semester, **117 students (52%)** visited the center once, **45 students (19%)** returned for 2 tutoring sessions, and **41 students (18%)** returned for 3-5 sessions. **Eighteen students (8%)** scheduled 6-9 tutoring appointments, and only **4 students (2%)** scheduled 15 or more appointments this semester.

## Student Attendance



The mean number of tutoring sessions attended by students was **2.3**, indicating that the majority of students visited the Writing Center 1-2 times this semester. The graph below shows how frequently each of the 226 students visited the Writing Center this semester.

## Number of Visits per Student





We served students from **82 courses**. Seventy of these were undergraduate courses, and 12 were graduate courses. The majority of students who came to the Writing Center received help with **ENGL 1313** (71 student visits or 14% of scheduled appointments), but we also served many students from **UGRW 1200** (34 student visits or 7% of scheduled appointments) and **ART 1300** (23 student visits or 4% of scheduled appointments). Our data indicate that that students completing their core English courses were more likely to visit the Writing Center than any other students. This indication is consistent with the data findings of Fall 2015. During both semesters, students completing the ENGL 1313 and UGRW 1200 visited the Writing Center more often than students in any other courses. The chart below features the six courses for which students most often visited the Writing Center this semester.

Subject	Course Title	# of Student Visits/Course
ENGL 1313	Computer Assisted College Writing I	71
No Course	No Course Selected	35
UGRW 1200	Tutorial Opt. in Devel. Reading & Writing	34
ART 1300	Art Appreciation for non-art majors	23
ENGL 1323	Computer Assisted College Writing II	23
EDUC 3320	Foundations of Education	23

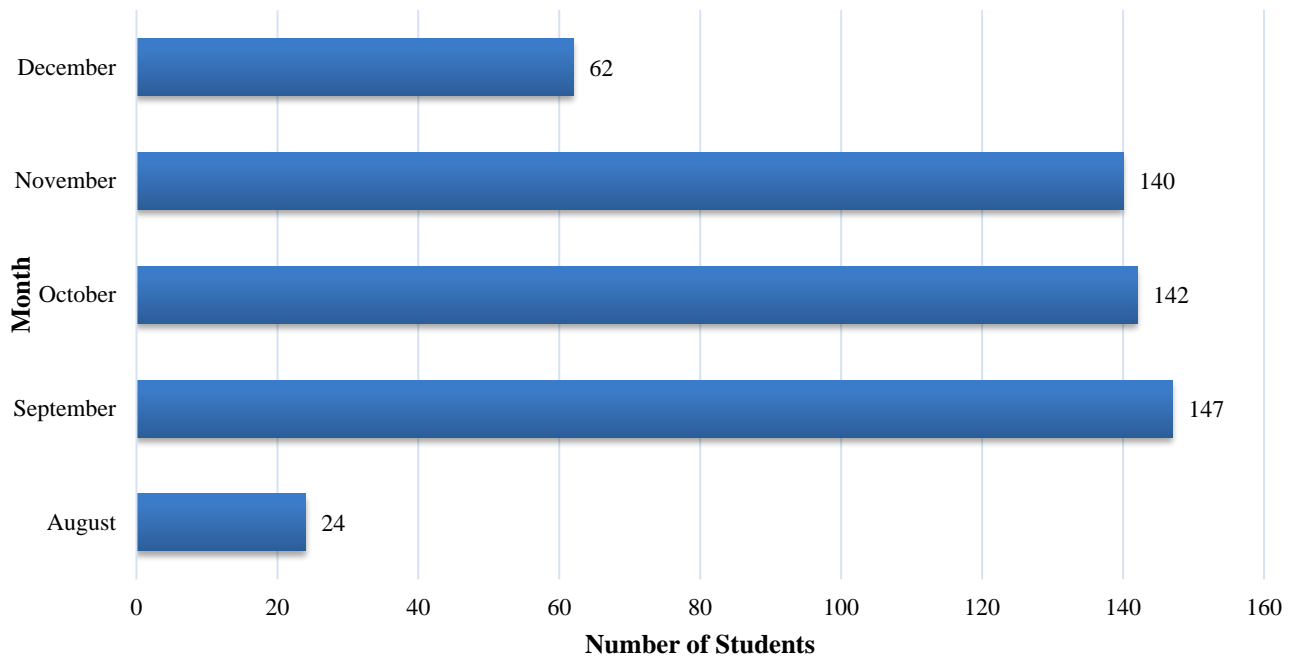
Students who majored in **Interdisciplinary Studies** (65 student visits or 12% of scheduled appointments) and **Psychology** (50 student visits or 10% of scheduled appointments) made more appointments with Writing Center tutors than students who majored in other areas. Similarly, students who majored in **Curriculum and Instruction, Education Leadership, Public Health, and Organizational Behavior and Human Resource Management** made the lowest number of appointments; our data shows that we had 1-2 appointments for students in these majors. Our data indicate that students from the **School of Liberal Arts and Sciences** and students taking courses in these departments visited the Writing Center more than students from any other school at UNT Dallas. The chart below depicts the 5 majors for which students most visited the Writing Center.

Major	# of Student Visits/Course
Interdisciplinary Studies	65
Psychology	50
Accounting	31
Criminal Justice	30
General Business	25

On average, we had **26 students** (unique and repeat appointments) visit the Writing Center per week; the **lowest number of students** we saw in a week was **6** (Week 1 of the semester) and the **highest number of students** we saw in a week was **40** (Week 10 of the semester). Our tutors also assisted an average of **87 students** per month. Our least busy month was **August** (the center was only open for the last two weeks of the month which corresponded with our first day of classes), and our busiest month was **September**. Based on these numbers, the data indicate that students may be more receptive to receiving academic assistance during the first half of the semester (weeks 1-6; before midterms).

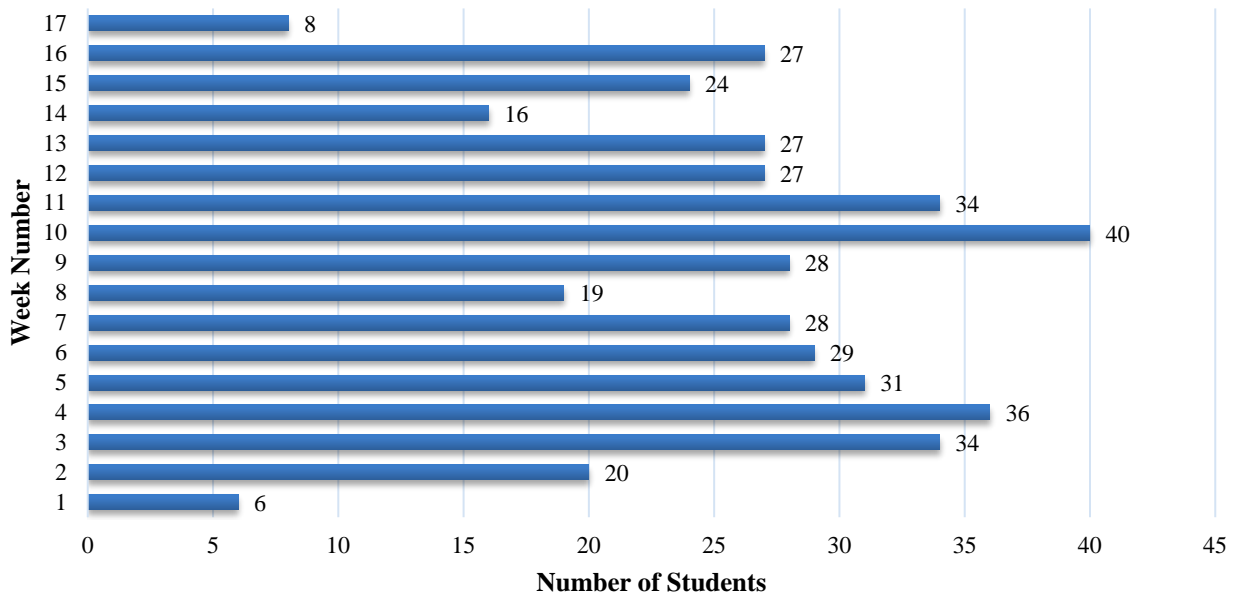
Month	Academic Weeks	# Of Appointments/ Month
August	Week 1-2	24
September	Weeks 2-6	147
October	Weeks 6-10	142
November	Weeks 11-15	140
December	Weeks 15-17	62

### Number of Visits per Month



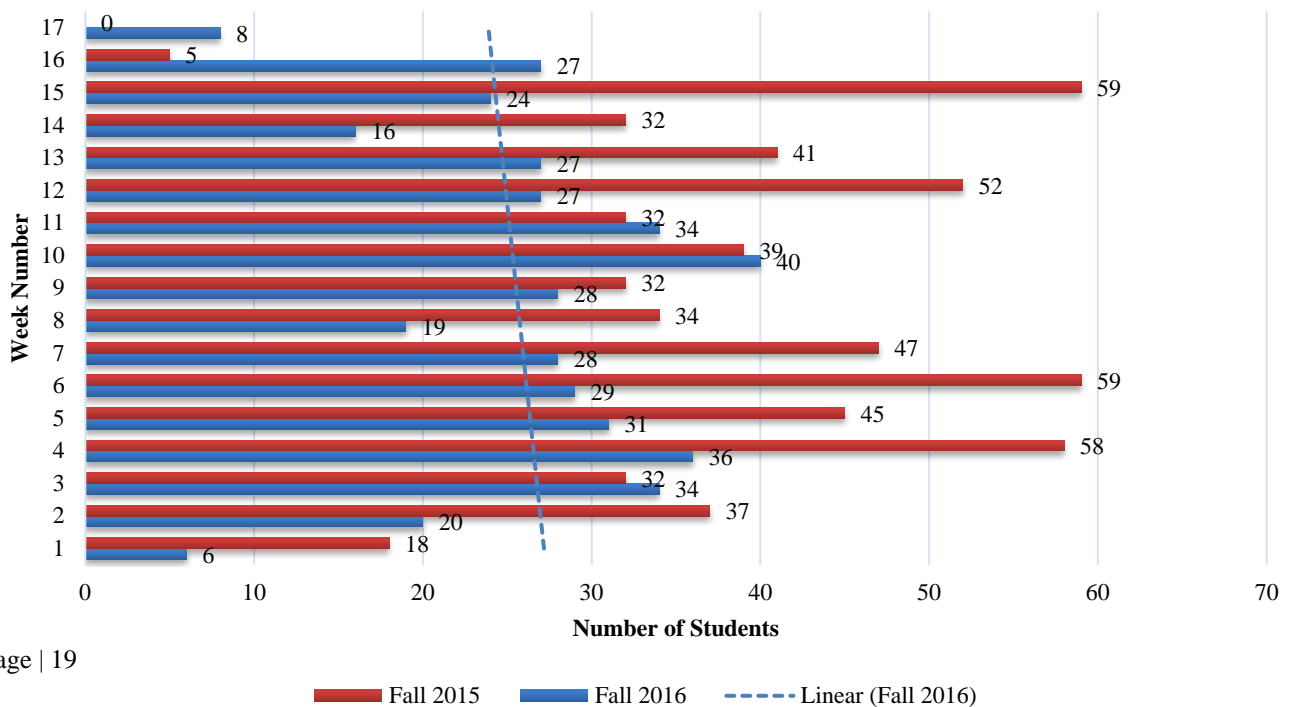
Overall, students visited the Writing Center more frequently during weeks **3, 4, 10, and 11** than the remainder of the semester. Compared to previous semesters, the data gathered this fall semester does not correspond with peak exam periods (midterms and finals); There appears to be no correlation with attendance and peak exam periods this semester.

### Frequency of Student Attendance Per Week



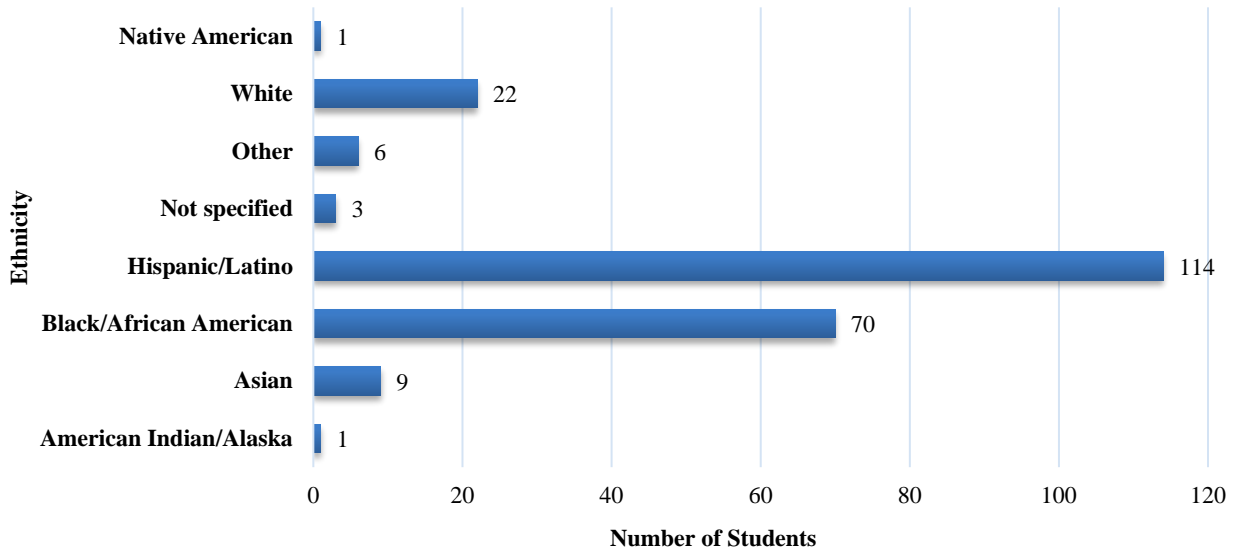
A comparison of Fall 2016 attendance trends to Fall 2015 attendance trends shows that students frequented the Writing Center most often during weeks 4,6,12, and 15 than the remainder of the Fall 2015 semester. The Fall 2015 weekly trends also correspond with peak exam periods, especially the weeks before midterms (weeks 6-8) and before finals (weeks 13-15). Both data sets indicate that students frequented the Writing Center more often before and during midterms (weeks 4-8), but more students frequented the Writing Center before finals in Fall 2015. The graph below illustrates a comparison for weekly attendance between Fall 2016 and Fall 2015.

### Frequency of Student Attendance Per Week



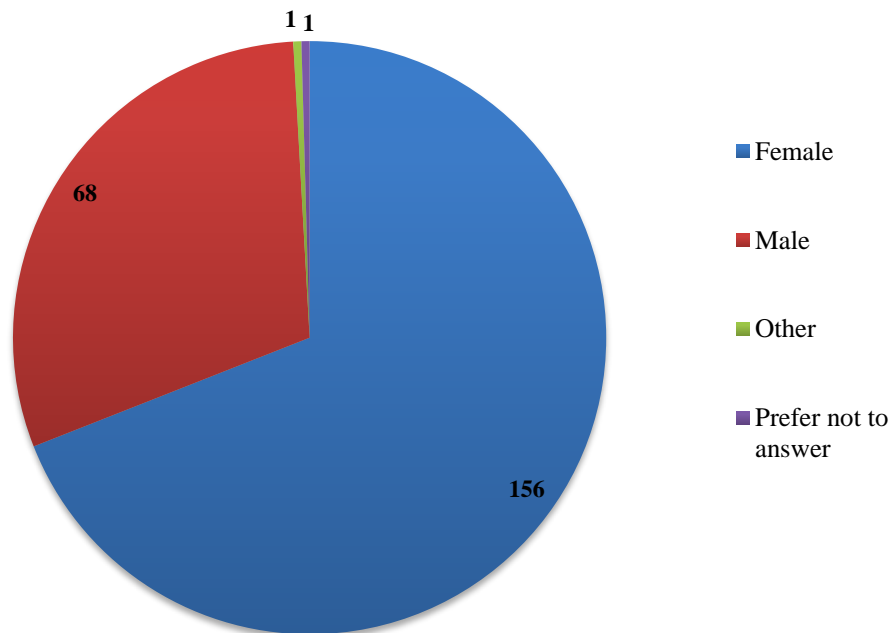
Of the **226** students who utilized the Writing Center, **114 students (50%)** identified as Hispanic or Latino/a, and **70 students (31%)** identified as Black or African American. Pending institutional analysis, the data indicate that Hispanic or Latino/a and Black or African American students were more likely to seek academic assistance from the Writing Center than any other ethnic group on campus.

### Ethnicity



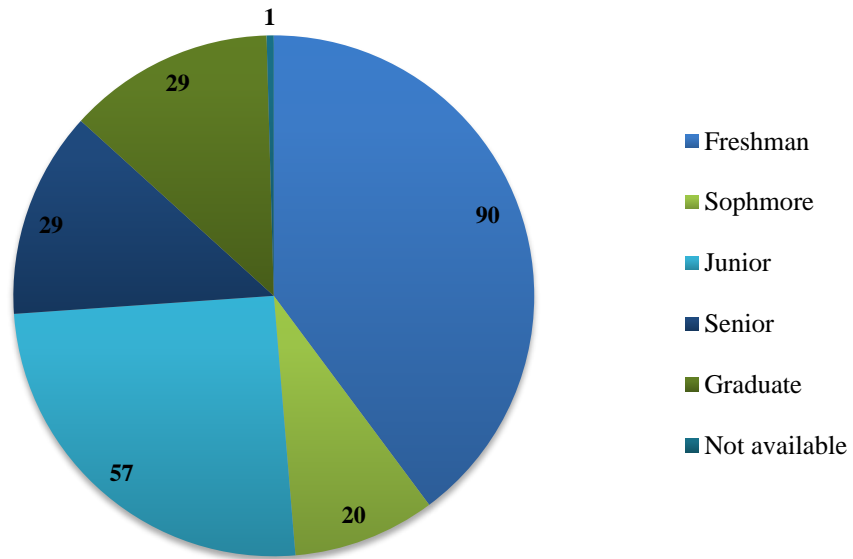
Of the 226 students who visited the Writing Center, **156 students (69%)** identified as female and **68 students (30%)** identified as male. Pending institutional analysis, the data indicate that more female students visit the Writing Center and seek academic assistance in the Learning Commons than male students.

### Gender

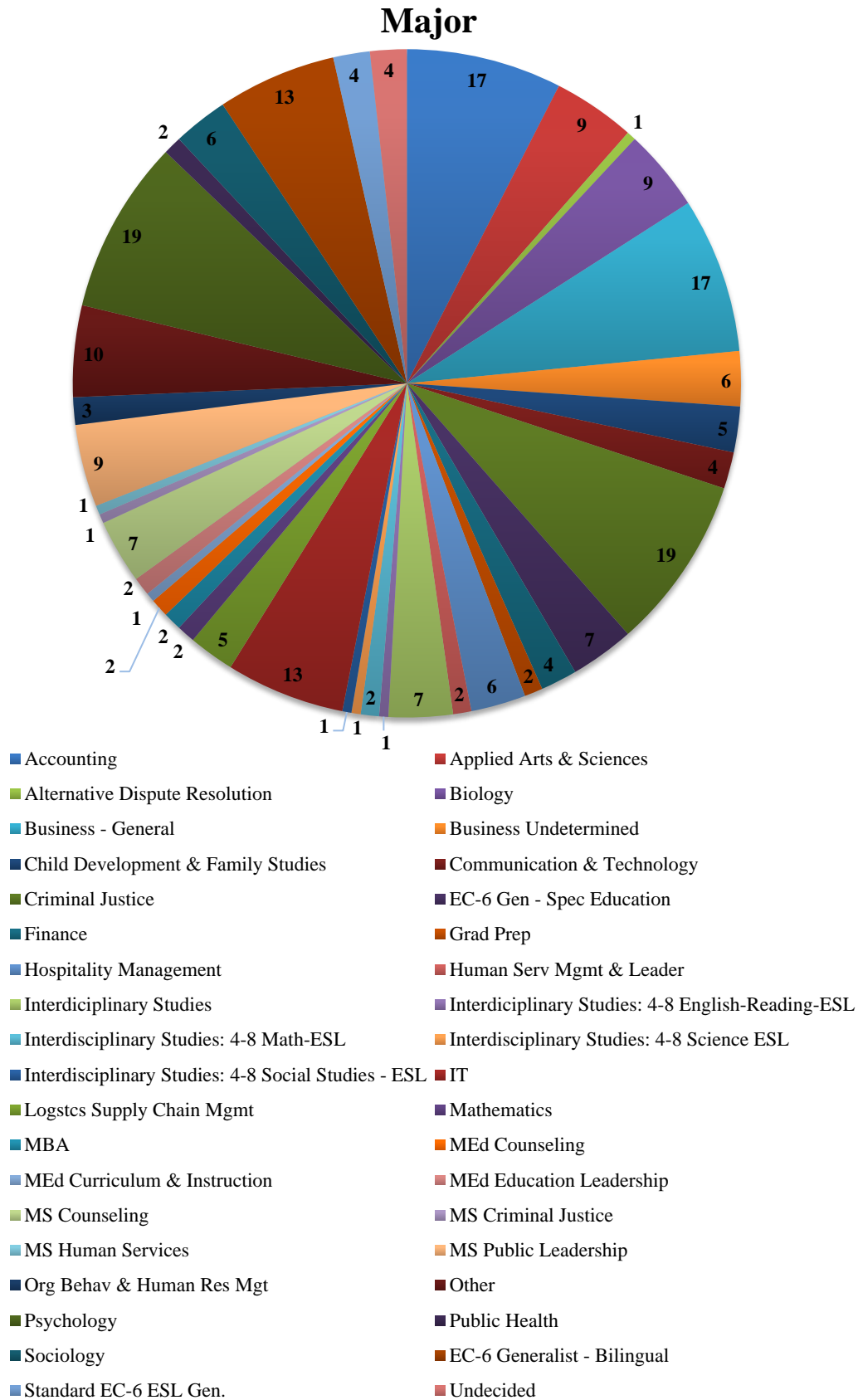


The graph below shows the number of students who visited the Writing Center based on their classification. Of the 226 students who visited the Writing Center, **90 students (40%)** were freshmen and **57 students (25%)** were juniors. This indicates that students completing their first-year coursework frequented the Writing Center more often than those completing upper level coursework.

### Classification



The chart below shows the number of students who visited the Writing Center based on their major. Of the 226 students who visited the Writing Center, **19 students (8%)** were Psychology majors, **19 students (8%)** were Criminal Justice majors, and **17 students (8%)** were Accounting majors.



## D. Spring 2017 Information

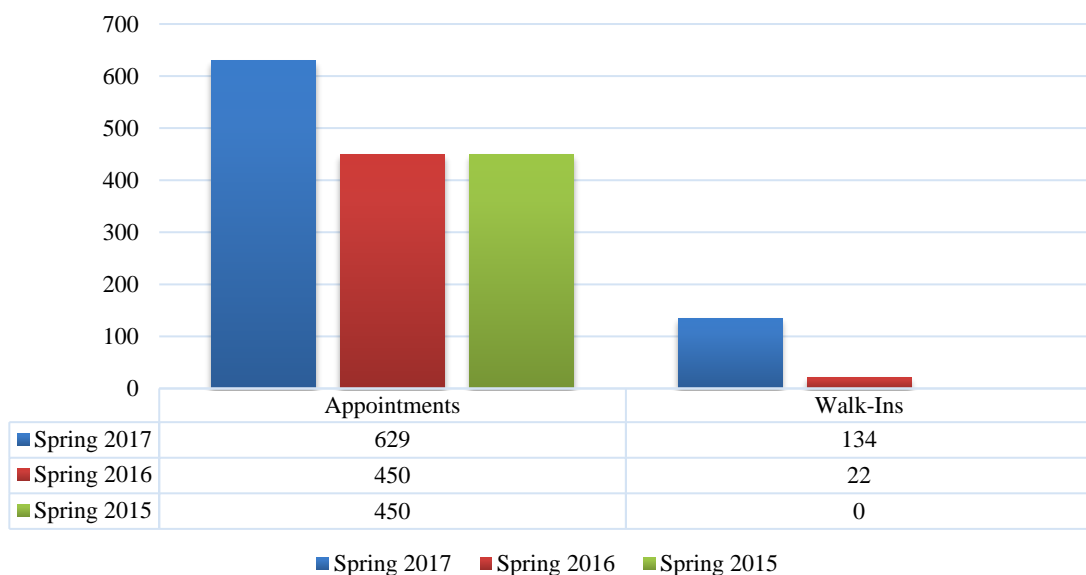
A total of **219 [unique] students scheduled 629 appointments** (including 22 online and 139 e-tutoring appointments) at the Writing Center during the spring semester. We experienced the highest volume of students on **Mondays and Wednesdays** between the hours of **11:00a.m. and 12:00p.m. and 3:00p.m. and 4:00p.m.**

Comparing Spring 2017 data to Spring 2016 data, we saw a **33% increase** in student usage of the Writing Center; overall, students booked 629 total appointments in Spring 2017 versus 473 overall appointments in Spring 2016. Comparing Spring 2017 data to Spring 2015 data, we saw a **75% increase** in student usage of the Writing Center. Overall, students booked 360 total appointments in Spring 2016 versus 629 overall appointments in Spring 2017.

When comparing Spring 2017 student number (unique and repeat) data to Spring 2016 and Spring 2015 data, the Writing Center experienced a **7% increase** in student usage; overall, students booked 480 total appointments in Spring 2017 versus 450 overall appointments in Spring 2016 and Spring 2015. When comparing Spring 2017 student number (unique students only) data to Spring 2016, the Writing Center witnessed a **43% increase** in student usage; overall, 219 unique students frequented the Writing Center in Spring 2017 versus 153 unique students who frequented the Writing Center in Spring 2016.

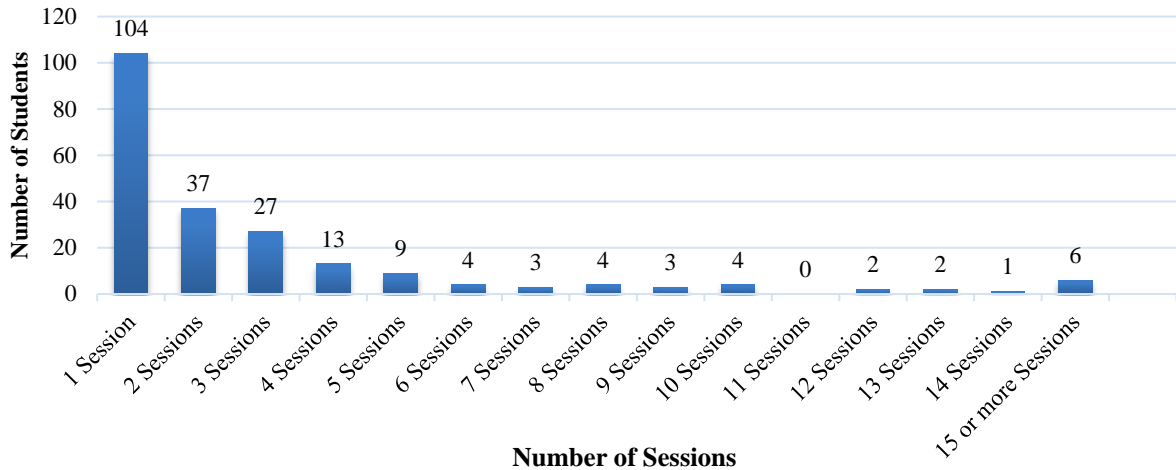
Finally, when comparing Spring 2017 to Spring 2016 walk-in appointment data, the Writing Center also experienced a **509% increase** in the number of walk-in visits (we had 22 walk-in visits in Spring 2016 compared to 134 walk-in visits in Spring 2017). This change could be, in part, because of the new walk-in system we implemented Fall 2016 and continued to use throughout the Spring 2016 semester. Walk-ins were not recorded in Spring 2015, so there is no data comparison available.

### Spring Comparison Data: Appointments and Walk-Ins



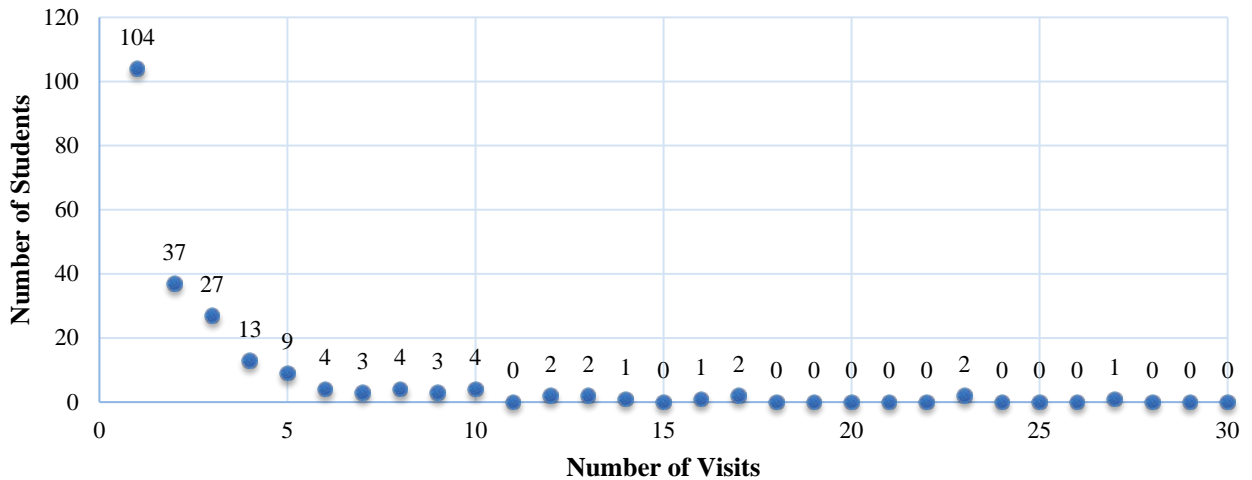
Of the 219 students who visited the Writing Center this semester, **104 students (47%)** visited the center once, **37 students (17%)** returned for 2 tutoring sessions, and **49 students (22%)** returned for 3-5 sessions. **Fourteen students (6%)** scheduled 6-9 tutoring appointments, and only **6 students (3%)** scheduled 15 or more appointments this semester.

### Student Attendance



The mean number of tutoring sessions attended by students was **1.09**, indicating that the majority of students visited the Writing Center 1 time this semester. The graph below shows how frequently each of the 226 students visited the Writing Center this semester.

### Number of Visits per Student





We served students from **87 courses**. Seventy-four of these were undergraduate courses, and 13 were graduate courses. The majority of students who came to the Writing Center received help with **ENGL 1323** (89 student visits or 14% of scheduled appointments), but we also served many students from **EDUC 3320** (70 student visits or 11% of scheduled appointments). Forty-two students did not report a course association (they either failed to mark it or did not know their course number; some students come in to work on scholarship letters and program application essays), and this accounted for 7% of scheduled appointments. Our data indicate that that students completing their core English and Education courses were more likely to visit the Writing Center than any other students. This indication is consistent with the data findings of Spring 2016, as well. During both semesters, students completing the ENGL 1313 and EDUC 3320 visited the Writing Center more often than students in any other courses. The chart below features the six courses for which students most often visited the Writing Center this semester.

Subject	Course Title	# of Student Visits/Course
ENGL 1323	Computer Assisted College Writing 1	89
EDUC 3320	Foundations of Education	70
No Course/NA	No Course Applicable to Assignment	42
PSCI 1050	American Government: Laws and Institutions	36
COUN 5710	Counseling Theories	28
HIST 1060	World History from the Sixteenth Century	15

Students who majored in **Education: Interdisciplinary Studies** (65 student visits or 15% of scheduled appointments) and **Psychology** (50 student visits or 12% of scheduled appointments) made more appointments with Writing Center tutors than students who majored in other disciplines. Similarly, students who majored in **Curriculum and Instruction (M.Ed)**, **Business Administration (M.B.A.)**, **Educational Leadership (M.Ed)**, **Criminal Justice (M.S.)**, **Public Health**, and **Organizational Behavior and Human Resources** made the lowest number of appointments; our data shows that we had 1-2 appointments for students in these majors. A comparison of this to Spring 2016 data shows that the Writing Center experienced a significant decrease in student usage from the Educational Leadership major (we documented 48 student visits for this major in Spring 2016 compared to 2 visits this spring semester). The Writing Center also saw an increase in usage from students majoring in General Business, which was not the case in Spring 2016. The remainder of the majors showed consistent attendance for both semesters.

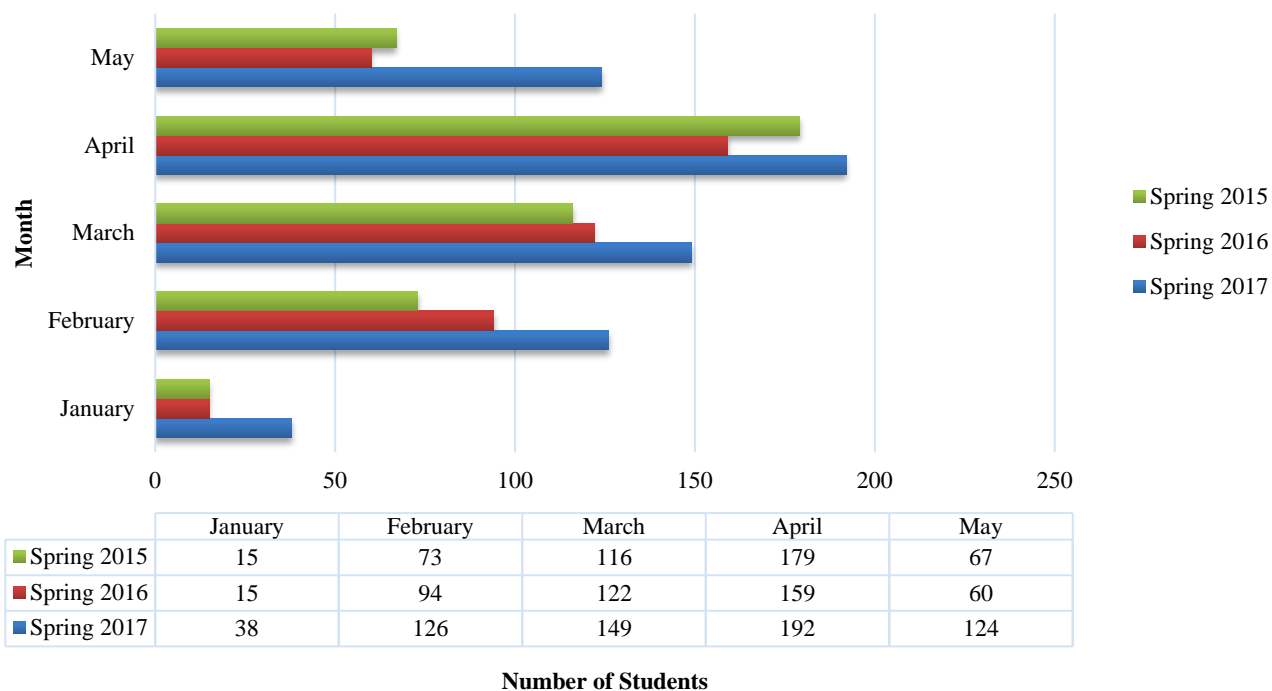
Our data indicate that students from the **School of LAS** and students taking courses in these departments visited the Writing Center more than students from any other school at UNT Dallas. The chart below depicts the 5 majors for which students most visited the Writing Center.

Major	# of Student Visits/Course
<b>Education: Interdisciplinary Studies</b> (Undergrad)	65
<b>Psychology</b> (Undergrad)	50
<b>Accounting</b> (Undergrad)	31
<b>Criminal Justice</b> (Undergrad)	30
<b>General Business</b> (Undergrad)	25

On average, we had **35 students** (unique and repeat appointments) visit the Writing Center per week; the **lowest number of students** we saw in a week was **3** (Week 1 of the semester) and the **highest number of students** we saw in a week was **49** (Week 16 of the semester). The Writing Center was closed during Spring Break (Week 9), so we had zero visits. Our tutors also assisted an average of **126 students** per month. Our least busy month was **January** (the center was only open for the last two weeks of the month which corresponded with our first day of classes), and our busiest month was **April**. The data indicate that students were likely more receptive to receiving academic assistance during the in the middle of the semester (around midterms and leading up to finals, weeks 7-15). The chart and graph below also show comparison data for the number of monthly appointments in Spring 2017, Spring 2016, and Spring 2015.

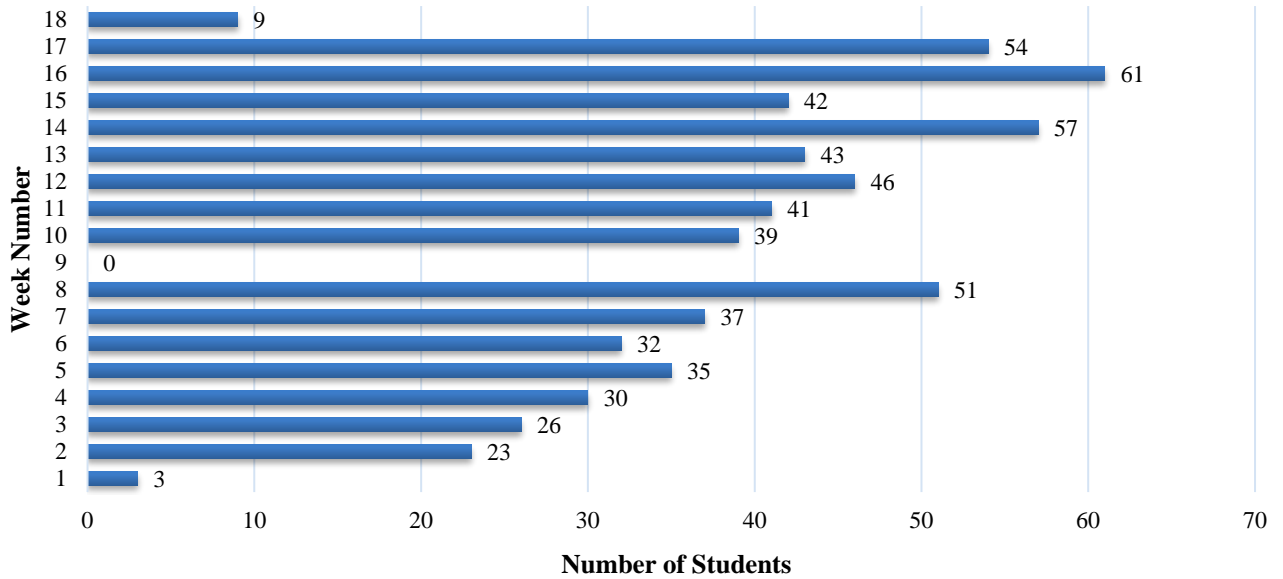
Month	Academic Weeks	# Of Appointments/ Month	Off-Schedule (Walk-In) Appointments/Month
January	Week 1-3	38	0
February	Weeks 3-7	126	13
March	Weeks 7-10	149	10
April	Weeks 11-15	192	8
May	Weeks 16-18	124	6

### Number of Visits Per Month



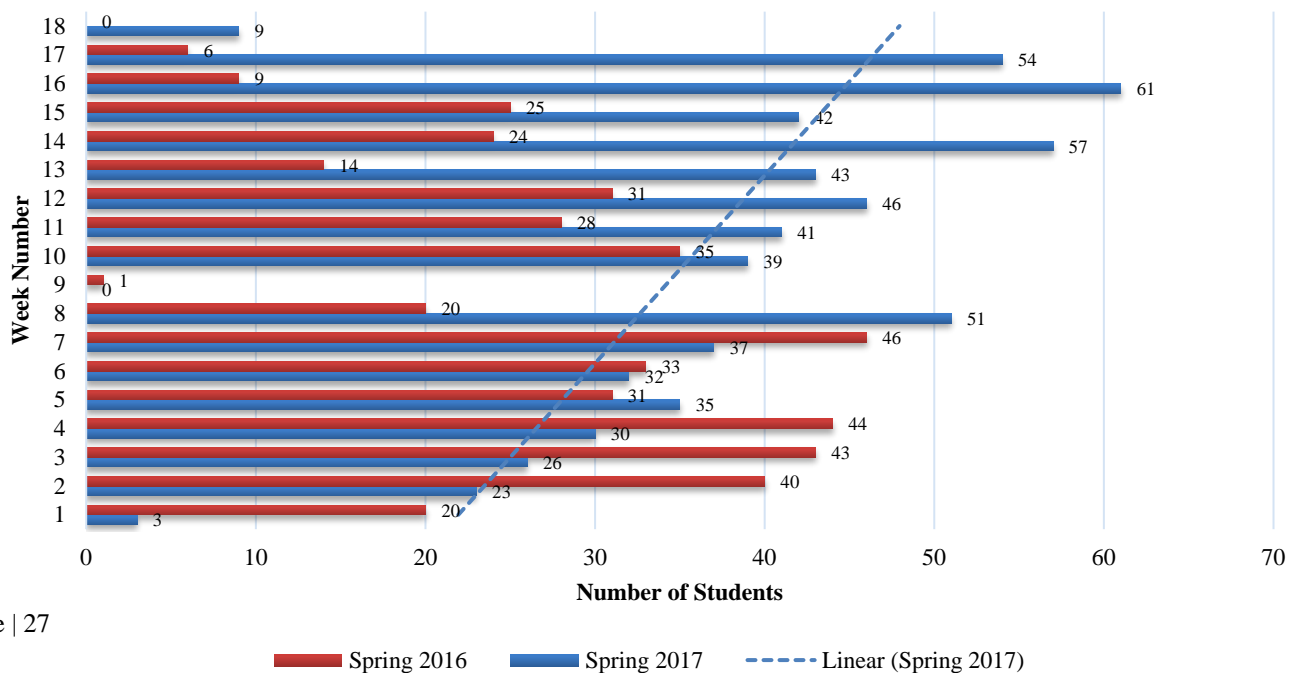
Overall, students visited the Writing Center more frequently during weeks **8, 14, 16, and 17** than the remainder of the semester. The data gathered this spring semester corresponds with peak exam periods, particularly finals (midterms and finals). Based on previous semesters' data which showed that students were not likely to come to the Writing Center during Spring Break (one student came in 2016 and zero students came in 2015), the Writing Center was closed for Spring Break.

### Frequency of Student Attendance Per Week



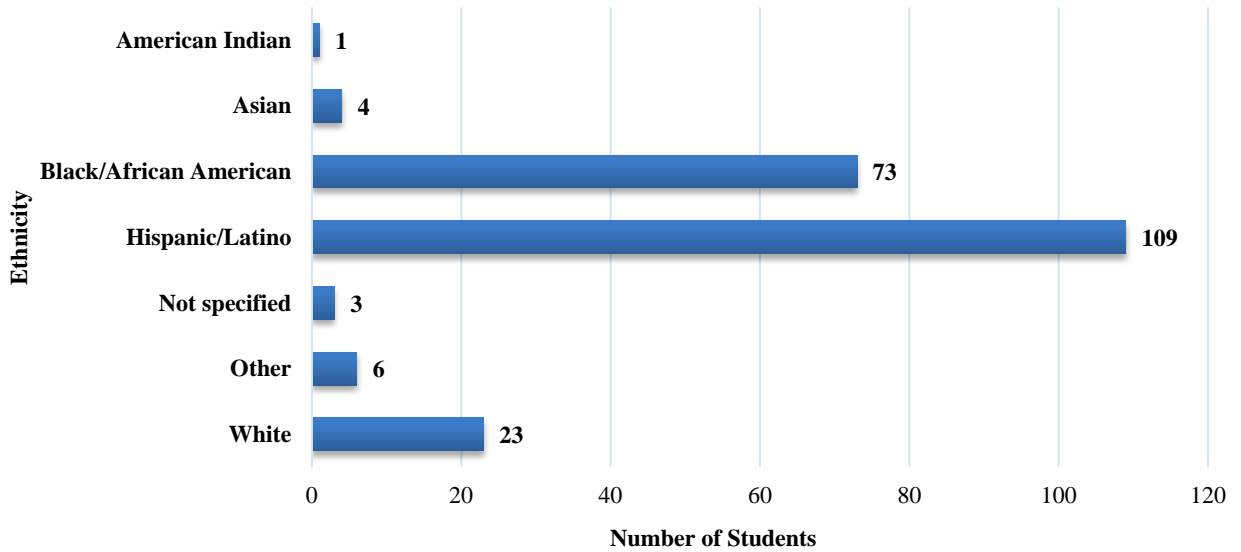
When comparing Spring 2017 attendance trends to Spring 2016 attendance trends, students frequented the Writing Center most often during weeks **8, 11, and 14-16** than the remainder of the Spring 2016 semester. The Spring 2016 weekly trends also correspond with peak exam periods, particularly midterms (weeks 6 and 7). However, the Spring 2017 data shows that students frequented the Writing Center more often before finals (weeks 14-17). The graph below illustrates a comparison for weekly attendance between Spring 2017 and Spring 2016.

### Frequency of Student Attendance Per Week



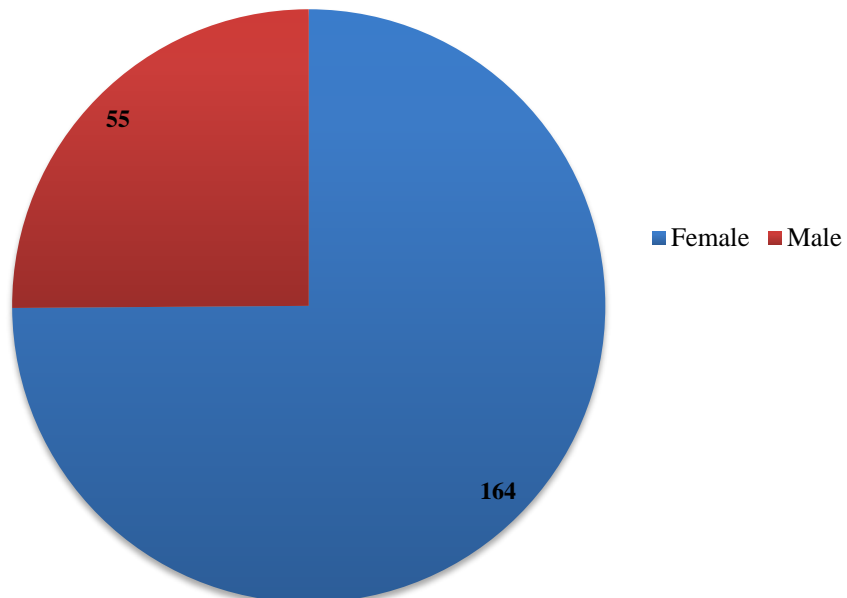
Of the 219 students who utilized the Writing Center, **109 students (approx. 50%)** identified as Hispanic or Latino/a, and **73 students (33%)** identified as Black or African American. Pending institutional analysis, the data indicate that Hispanic or Latino/a and Black or African American students were more likely to seek academic assistance from the Writing Center than any other ethnic group on campus. This is consistent with findings from Spring 2016.

### Ethnicity



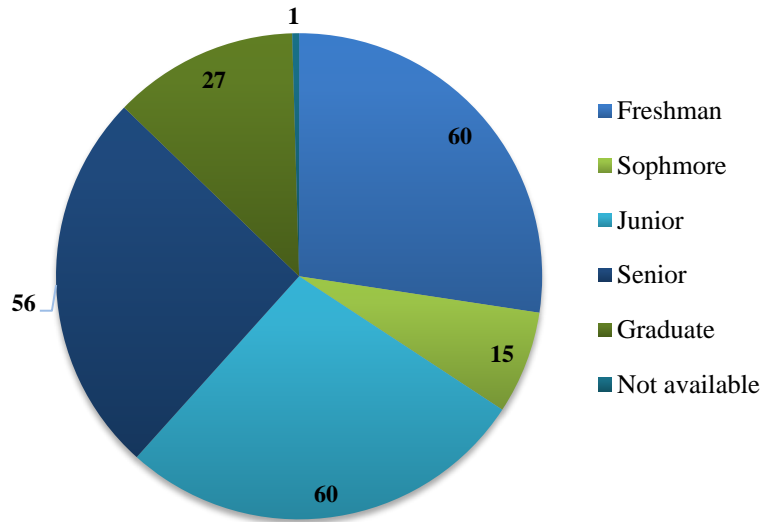
Of the 219 students who visited the Writing Center, **164 students (approx 75%)** identified as female and **55 students (25%)** identified as male. Pending institutional analysis, the data indicate that more female students visit the Writing Center and seek academic assistance in the Learning Commons than male students. This is consistent with findings from Spring 2016.

### Gender



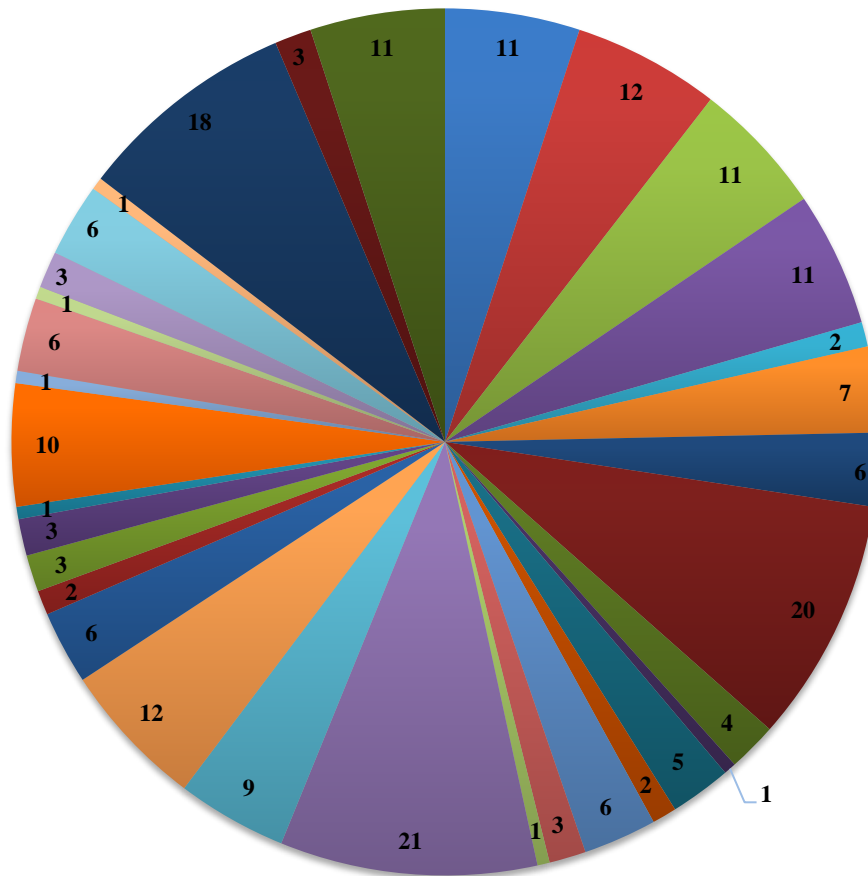
The chart below shows the number of students who visited the Writing Center based on their classification. Of the 219 students who visited the Writing Center, **60 students (27%)** were freshmen and **60 students (27%)** were juniors. This is the first semester that there is an equal number of reported freshmen and juniors who frequent the Writing Center, and the number of seniors has also increased compared to previous semesters.

### Classification



The chart below shows the number of students who visited the Writing Center based on their major. Of the 219 students who visited the Writing Center, **21 students (10%)** were Education: Interdisciplinary EC-6 Bilingual majors, **20 students (9%)** were Criminal Justice majors, and **18 students (8%)** were Psychology majors.

### Major



- Accounting
- Applied Arts & Sciences
- Biology
- Business - General
- Business Undetermined
- Child Development & Family Studies
- Communication & Technology
- Criminal Justice
- Finance
- Hospitality Management
- Human Serv Mgmt & Leader
- Interdisciplinary Studies
- Interdisciplinary Studies: 4-8 English-Reading-ESL
- Interdisciplinary Studies: 4-8 Math-ESL
- Interdisciplinary Studies: 4-8 Science ESL
- Interdisciplinary Studies: EC-6 Gen - Bilingual
- Interdisciplinary Studies: EC-6 Gen - ESL
- Interdisciplinary Studies: EC-6 Gen - Spec Education
- IT
- Logstcs Supply Chain Mgmt
- Mathematics
- MBA
- MEd Counseling
- MS Counseling
- MS Human Services
- MS Public Leadership
- N/A
- Other
- Psychology
- Public Health
- Sociology
- Pre-Teacher Certification

## **GOALS FOR THE 2017-2018 YEAR**

Next year, the Writing Center will aim to:

- Increase our online visibility and tutoring appointments. Because our online tutoring pilot was successful in Spring 2017, our staff will train all tutors and they will all be able to assist students online. Angela is working on the training and templates for our student tutors to follow to make the process more effectively and synchronous across tutors. Providing more opportunities for online tutoring will likely decrease student usage of Smarthinking, which will save the department money, which we could eventually towards hiring more student tutors on campus.
- Increase our marketing to make sure that students are aware of our online tutoring services. Dolly completed a targeted email blast to all Smarthinking users and let them know about our services and the benefits of using our UNT Dallas tutors instead of Smarthinking. We will take a similar approach this next year, and we will also notify faculty in advance so that they can promote our in-house online tutoring services.
- Increase our student usage for the year, especially our fall numbers. With the expected enrollment increase and the residence halls, it is vital that we increase our student usage numbers to keep up with tutoring demands. We are prepared for the increase and have hired 3 undergraduate tutors to replace our previous tutors who graduated. In addition, we will fill Debbie's vacant position with a part-time tutor, which should help us have enough coverage for the semester.