Title III B Proposed Activity Title:

***Strengthening Tutoring and Student Services through Writing Center Support***

**INTRODUCTION**

**Overview**

The origins of the Writing Center on Albany State University’s East-Radium Springs campus stretches back to the early 1990s. From 1990 to 2012, the primary mission of the ASU Writing Lab (as it was named then) was to provide support services to students who needed specialized writing remediation. Since 2013, however, the Writing Lab’s mission has expanded along with its campus outreach efforts, service offerings, staff support, and name change. Despite the Writing Center’s rebranding, its purpose and mission still remain a mystery to many students and faculty.

Rodis (1990), Boquet (1999), Ede and Lunsford (2000), Gardner and Ramsey (2005) and others have discussed the secret lives of writing centers and how false perceptions of them bring many challenges to writing center staff. A few of these challenges include the perception of writing centers as simply sites of remediation, the social marginalization of writing “centers,” and the difficulty in handling increased institutional enrollments. Several years later, writing center personnel across the nation still face these same challenges and a host of new ones, including emerging technologies, outsourced writing services, and dramatic budget cuts in higher education. The ASU Writing Center, East-Radium Springs Campus, has confronted similar challenges throughout the years.

Prior to 2017, the Writing Center (East-Radium Springs) had just one full or part-time staff person, a Coordinator/Director, serving the unit for seven consecutive years. During that time, the Writing Center did not have its own operational budget. However, the merger between Albany State University (East-Radium Springs Campus) and Darton State College (West-Gillionville Campus) has prompted a reorganization of personnel on both campuses; as a result, the ASU Writing Center, East-Radium Springs, will have three full-time staff persons in the Fall 2017—a Coordinator and two Writing Specialists.

Despite the changes in staff, the Writing Center will continue to face institutional challenges without consistent funding and technical support. For instance, uncertainty remains regarding the location of the Writing Center once the ASU-DSC merger is finalized and the new Multipurpose (Fine Arts) Building is completed on campus. No guarantees have been made regarding additional operational technology, furnishings, or resources (computer kiosk, projector, projector screen, tables, shelves, file cabinets, desks, computer-desk chairs, dry-erase board, books, journal subscriptions, etc.) needed in the new Writing Center once the Multipurpose Building opens. In addition, one Writing Specialist position is currently funded through Title III, but only through September 2018. Although some peer tutors may be funded through the Academic Advising and Retention Center, no guarantees have been made about the long-term sustainability of funding from AARC or another campus unit. Finally, no funds are currently available to the Writing Center for programming (special events or services) nor for professional development (conference attendance or training for staff).

**Proposed Population to be served**

The majority of Writing Center patrons are students enrolled in freshman and sophomore-level English classes. However, many visiting students seek writing assistance for their junior, senior, and even graduate-level, non-English courses. Overall, the Writing Center offers assistance in basic and advanced composition, professional writing, English grammar, and academic research. Tutorials are provided via one-on-one conferences, self-guided worksheets, online lessons, or small-group workshops.

**Need for the activity**

The majority of Albany State University students need individualized attention to assist them in enhancing their writing skills. Grammar and mechanics are no longer taught in-depth at the high school level in the state of Georgia, and new ASU students often have difficulties in these areas. Moreover, typical student writing reflects structural and organizational weaknesses that stem from a lack of knowledge of basic writing skills. These statements are often confirmed anecdotally by ASU professors across the disciplines, but recent statistical data on student writing performance bears it out as well. According to the official results from the Freshman Exit Essay Examination administered each semester by the Department of English, student passing rates dropped from 73% on the 2014 Fall test to 43% on the 2017 Spring test.

**Expected outcomes**

After a period of five years, the Writing Center on the East-Radium Springs campus of Albany State University will make a compelling case for itself to become a fixture in the state-operational budget of the school. This will be done by illustrating the importance of the Writing Center through end-of-semester and yearly reports and presentations to Department heads, Academic Deans, and other stakeholders at the university.

**ALIGNMENT WITH INSTITUTIONAL STRATEGIC PLAN**

The ***Strengthening Tutoring and Student Services through Writing Center Support*** activity is aligned with Strategic Goal Four in the ASU Interim Strategic Plan: *Expand Access to Higher Education*. The Goal reads: “As an access institution, Albany State University will promote student success for all by welcoming students from varying levels of academic preparation, keeping costs low, offering flexible class times and instructional modalities, and pairing high student expectations with exceptional mentoring, advising, and tutoring.”

This particular activity is paired with Strategic Goal Four for three key reasons.

* The Writing Center is free and welcoming to all students, thereby providing easy access to its services;
* The Writing Center promotes student success via its direct connection to academic support;
* The Writing Center provides a variety of “instructional modalities” via exceptional individual and group tutoring, whether face-to-face or online.

**ALIGNMENT TO TITLE III PURPOSE**

The ***Strengthening Tutoring and Student Services through Writing Center Support*** activity is aligned with the Title III purposes of Retention, Student Services and Outcomes, and the Title III B, section C Legislatively Allowable Activity #6: “Tutoring, counseling, and student service programs designed to improve academic success.”

This particular activity is paired with the Title III purpose of improving Retention, Student Services, and Tutoring for three key reasons.

* Through Writing Center record keeping, student attendance can be documented, and, eventually, retention statistics can be generated;
* The Writing Center is, by design, a university service provided to enrolled students to improve learning outcomes.
* The Writing Center provides assistance typically through one-on-one tutoring and counseling.

## ACTIVITY OBJECTIVES AND ANTICIPATED RESULTS

# Grant Period: October 1, 2017 – September 30, 2022

***(Objectives and performance indicators must be stated in measurable terms)***

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| **1. Name of Institution:****Albany State University**  | **2. Activity Title:** ***Strengthening Tutoring and Student Services through Writing Center Support*****3. Activity Number: 1 (Title III, Part B)** |
| **4. Activity Objective(s)** | **5. Anticipated Results to Measure Success****(Performance Indicators):** |
| **Objective 1:***Familiarize students, faculty, and staff with the services provided through the Writing Center.* | **Performance Indicator 1:***Distribute at least 200 brochures, informational cards, and promotional items with Writing Center contact information, hours, FAQs, and/or writing tips to patrons each Fall and Spring semester.* |
| **Objective 2:***Use technology to track student use of the Writing Center.* | **Performance Indicator 2:***Compile and utilize student data from electronic tracking system in Writing Center to include in end-of-semester report.* |
| **Objective 3:***Promote provided services individuals can receive from the Writing Center through website.* | **Performance Indicator 3:***Create and use website to compile data about number of visitors online to include in end-of-semester report.* |
| **Objective 4:***Provide online survey to Writing Center patrons.* | **Performance Indicator 4:***Compile survey data and to include in end-of-semester report.* |
| **Objective 5:***Provide pre and post writing assessments of frequent users of Writing Center services.* | **Performance Indicator 5:***Measure student writing knowledge and skills via written or online assessment tools to mark improvement and include results in end-of-semester report.* |

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| GRANT ACTIVITY FOR THE TITLE III PART B OR PART F PROGRAMS |
| **IMPLEMENTATION STRATEGY AND TIMETABLE FORM** |
| 1. NAME OF ACTIVITY COORDINATOR AND OFFICE:Mark Hankerson, Activity Director, Writing Center—East-Radium Springs (Holley 201) | **2. Activity Title:** ***Strengthening Tutoring and Student Services through Writing Center Support***,  |
| **3. SPECIFIC TASKS TO BE COMPLETED** | **4. PRIMARY PARTICIPANTS** | **5. METHODS INVOLVED** | **6. TANGIBLE RESULTS**  | **7. timeFRAME**  **FROM/TO** |
| **1.1** Provide professional development for Activity Director and/or Co-Director  | Writing Center Coordinator and/or Writing Specialist(s) | Create a list of conferences to attend to enhance the knowledge base of Writing Center staff | An increase in the instructional tools and strategies used by Writing Center staff | 10/1/17 –9/30/18 |
| 2.1 Connect with other professionals through professional organizations in the fields of education and writing | Writing Specialist(s) and/or Writing Center Coordinator | Locate relevant memberships and join organizations to enhance professional connections and development | An increase in professional materials, tools, and resources for Writing Center staff | 10/1/17 –9/30/18 |

**KEY PERSONNEL**

**Mark Hankerson** is the Director of the ***Strengthening Tutoring and Student Services through Writing Center Support*** Title III activity. He has been the Coordinator/Director of the Albany State University Writing Center, East-Radium Springs Campus, since 2009. He is also a Staff Development Trainer for Johns Hopkins University in Baltimore, MD. Mr. Hankerson holds a Bachelor’s degree in English from the University of the District of Columbia and a Master’s degree in English from Florida State University.

**Adriane Harris** is the Co-Director of the ***Strengthening Tutoring and Student Services through Writing Center Support*** Title III activity. She is a Writing Specialist at the Albany State University Writing Center, East-Radium Springs Campus and the owner of *WriteOn!* Consulting Agency, which provides writing support services to students, teachers, and professionals in the state of Georgia. Ms. Harris holds a Bachelor’s degree in English from Georgia Southwestern State University.

**ASSESSMENT PLAN**

The activity will be assessed after collecting data gleaned from electronic logs, survey results, and Writing Center website traffic as well as evaluating pre and post-assessments of student performance on written tests. All of the data will be examined, explained, and included in end-of-the-semester and annual reports to gauge the success of the Writing Center from one year to the next.

**INSTITUTIONALIZATION PLAN**

After a period of five years, the Writing Center on the East-Radium Springs campus of Albany State University will make a compelling case for itself to become a fixture in the state-operational budget of the school. This will be done by illustrating the importance of the Writing Center through end-of-semester and yearly reports and presentations to Department heads, Academic Deans, and other stakeholders at the university.

**SUPPLEMENTAL INFORMATION REQUIRED**

Mark V. Hankerson

2202 Vineyard Ct.

Albany, GA 31721

Phone: (229) 430-4841

Email: mark.hankerson@asurams.edu

**Albany State University Work, Teaching, and Service Experience**

**Director/Coordinator, Albany State University Writing Center, August 2009-present**

Direct and coordinate all activities in the campus writing center including one-on-one tutorials, class discussions, writing workshops, and computer training. Supervise student tutors and maintain records of center usage. Prepare written reports and serve on ad hoc committees as needed.

**Full-Time Instructor, Department of English, Modern Languages, and Mass Communication, August 2000-May 2006; Part-Time Instructor, August 2006-present**

Taught composition and world literature courses to new and non-traditional students. Created lesson plans, assigned and evaluated coursework, developed students’ critical thinking skills, and reviewed concepts of revision and editing. Also assisted students with writing assignments by providing one-on-one tutoring and assistance in the university’s writing center.

**Coordinator and Co-Coordinator, Freshman Writing Program, Department of English, Modern Languages, and Mass Communication, August 2002-December 2005; August 2009-present**

Prepared, organized, and supervised campus-wide freshman English exit examination as well as qualifying essay for the Georgia Regents’ Writing Test during the fall, spring, and summer semesters. Directed the reading and evaluation of over 2,500 student essays, collected and assembled student data, and provided statistical breakdowns of student and faculty performance. Served as Chair or Co-Chair of departmental Writing Committee and as an administrator for online writing technologies.

**Johns Hopkins University Professional Development Training Experience**

**Trainer, Johns Hopkins University, Baltimore, MD, June 2006-present**

Develop and administer full and half-day seminars in team building, innovative work strategies, and writing-in-the-workplace for managerial and support staff at Johns Hopkins University in Baltimore, MD. Plan new courses as needed with administrative stakeholders and talent management personnel. Seminars include:

* “Thinking Outside of the Box: Creativity and Innovation at Work”
* “Conquering Negativity: Creating Optimism in the Workplace”
* “Writing Effective Emails: Strategies and Tips for Productive Email Correspondence”
* “Critical Thinking Skills for the Modern Employee”
* “Technical Writing in the Workplace”
* “Wordplay at Work: Beginning Grammar on the Job”
* “More Wordplay at Work: Sentence Mechanics and Style”
* “Enhancing Work Relationships (DiSC)”
* “Certified Administrative Professional”

**Professional Conference Paper Presentations**

“Who Protects Us From You? A Hip-Hop Public Service Announcement for America’s Racial Profiling and Police Brutality Apologists.” Keynote Speech Presented at the Circling the Elements Conference, Albany GA, April 2015.

“Shut Your Old Mouth When Young Folks Is Talkin’: Why Hip Hop Will Continue To Produce Legions, But Not Legends.” Presented at the Circling the Elements Conference, Albany, GA April 2014.

“Living off the Grid: Lessons for Surviving (and even Prospering) from an HBCU Writing Lab.” Presented at the International Writing Centers Association Conference, San Diego, CA, October 2012.

“Common Ground, Common Enemies: The Rift between Progressive Composition Theory and Traditional African-American Pedagogy.” Presented at the College Language Association Conference, Atlanta, GA, March 2012.

“Common Ground, Common Enemies: The Rift between Progressive Composition Theory and Traditional African-American Pedagogy.” Presented at the Conference on College Composition and Communication, St. Louis, MO, March 2012.

“Black Pride as Tragic Flaw: Reversal and Recognition in La Salle’s *Crazy as Hell*.” Presented at the College Language Association Conference, Birmingham, AL, April 2006.

“Re-visit and Re-vision: Teaching Revision in the Composition Course.” Presented at the Preparing Tomorrow’s Teachers to Use Technology Conference, Albany, GA, May 2002.

“When the Other Subject Matters: The Rhetorical Silencing of Students at a Historically Black University.” Presented at the College Composition and Communications Conference, Chicago, IL, March 2002.

“Switching the Default: The Rhetoric of an African-American Writing Community Within a Computer-Assisted Classroom.” Presented at the College Composition and Communications Conference, Chicago, IL, April 1998.

**Additional Work Experience**

**News Researcher, *CQ Weekly*, Congressional Quarterly, Washington, DC, September 1998- March 2000**

Read, reviewed, and fact-checked articles for *CQ Weekly*, the preeminent magazine covering the legislative actions of the U.S. Congress. Evaluated online and print sources, made corrections to text, and communicated changes to news reporters and editors. Tracked legislation affecting education, the federal budget, and taxation. Wrote stories (via QuarkXPress software) as assigned, including:

* “Participation Hits Record,” CQ Weekly, 12/11/99, p. 2978
* “North Carolina's Beef With Wellington,” *CQ Weekly*, 11/13/99, p. 2696.
* “In Summertime, the Leaving's Not Easy,” *CQ Weekly*, 7/31/99, p. 1841.
* “History of Recent Tax Bills,” CQ Weekly, 7/31/99, p. 1704
* “Judicial Bypass,” CQ Weekly, 6/12/99, p. 1354
* “Courts Have Extended Sex Bias Law’s Reach,” CQ Weekly, 3/27/99, p. 747
* “Changing of the Guard,” *CQ Weekly*, 3/20/99, p. 680.
* “Clinton's Report Card for Schools: Who's Being ‘Empowered’?,” *CQ Weekly*, 3/6/99, p. 532.
* “A Loquacious Retired Senator and Blue-Chip Lawyers Defend Clinton,” *CQ Weekly*, 1/23/99, p. 186.

**Education**

M.A., English (Rhetoric and Composition), Florida State University, Tallahassee, FL, 1998

B.A., English, University of the District of Columbia, Washington, DC, 1996

Additional 42 hours of training in Mediation and Conflict Resolution from the Consortium of Negotiation and Conflict Resolution, University System of Georgia, 2005

**Professional Memberships**

International Writing Centers Association (IWCA)

National Council of Teachers of English (NCTE)

College Language Association (CLA)

Association for Training and Development (ATD)

**SUPPLEMENTAL INFORMATION REQUIRED**

**Adrianne Harris**

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**Professional Profile**

Motivated and Innovative

Diligent and Punctual

Detail-Oriented

Organized and Resourceful

**Professional Experience**

**Albany State University Center (Albany, Georgia)**

**Writing Specialist April 2017- present**

Supervise the campus writing labs and student tutors. Diagnose students’ writing problems and design corrective instructional strategies. Tutor students as needed. Evaluate student writing and make recommendations for improvement. Compile and distribute data on lab activities.

**South Georgia Regional Achievement Center (Albany, Georgia)**

*Teacher of the Year County Finalist, 2015*

*Red Ribbon Week Chair, 2016*

**Reading Educator August 2014- present**

Teach sixth, seventh, and eighth graders reading skills. Implement daily lesson plans using a variety of learning styles and differentiated instruction techniques. Attend and participate in faculty and school improvement work sessions and parent conferences. Utilize technology and interactive learning programs that assist students. Plan programs for student body. Participate in behavioral intervention programs for students. Design and display bulletin boards to enhance school culture.

**Albany Early College (Albany, Georgia)**

*9th Grade Team Leader, Yearbook Club Sponsor*

**English Educator June 2013- July 2014**

Teach ninth grade English/ Language Arts honors. Implement daily lesson plans in English using a variety of learning styles and differentiated instruction techniques. Attend and participate in faculty and school improvement work sessions and parent conferences.

**Crisp County High School (Cordele, Georgia)**

*High School Transitional Committee Chair, May 2013*

**English Educator August 2011- May 2013**

Teach six ninth grade English/ Language Arts classes two of which are gifted/ honors. Implement daily lesson plans in English using a variety of learning styles and differentiated instruction techniques. Attend and participate in faculty and school improvement work sessions and parent conferences. Communication coordinator for the school’s testing committee which requires the submission of monthly newsletter entries, creation and assembling of yearly bulletin board.

**Gray Station Middle School (Gray, Georgia)**

*100% Pass Rate on 2010-2011 Reading CRCT*

**English Educator July 2009-May 2011**

Teach four eighth grade English/ Language Arts classes. Implement daily lesson plans in English using a variety of learning styles and differentiated instruction techniques. Attend and participate in faculty meetings, school improvement sessions, and parent conferences. Facilitator of the operations of the school’s Drama Club. Assist in helping teaching candidates acquire field experience hours by being a host teacher. Act as a team leader who serves as a liaison between administrative staff, other teachers and parents.

**Americus-Sumter County High School-North (Americus, Georgia) August 2006-May 2009**

*Teacher of the Year 2008-2009*

**English Educator**

Teach two Advanced College Preparation English classes and one College Preparation English courses. Implement daily lesson plans in English taking into consideration the varying learning styles of students. Attend and participate in faculty, school improvement, and parent conferences. Assist with the operations of the school’s local chapter of the National Beta Club.

**Georgia Southwestern State University (Americus, Georgia)**

**Resident Assistant January 2003-May 2006**

Interactive monitoring of residents living on campus ensuring their compliance with resident hall policies. Resource to residents; familiarized residents with resident halls, safety training, frequent fire drills, and frequent room inspections. Performed duty rounds several times weekly, patrolling all assigned halls 4 times daily from 7pm until 1am, documenting any disturbances and/or any peculiar sightings. Facilitated conflict resolution and mediated roommate disputes. Enforced policies and procedures through documentation of incidents of noncompliance by residents; forwarded documentation to head staff and if necessary public safety. Promoted student involvement by organizing interactive workshops and programs on campus and updated students on current events especially with changes in policies and procedures.

**Georgia Southwestern State University (Americus, Georgia)**

**Campus Activity Board Program Director August 2003-May 2005**

Plan, implement and facilitate programs for students. Act as a liaison between students and campus activity board. Ensure that programs for students are fun and educational. Promote activities. Recruit and supervise volunteers. Interstate travel to conferences for program recruitment.

**Morehouse College Math and Science Upward Bound Program (Atlanta, Georgia)**

**Technical Writing Instructor June 2004-July 2004**

Motivate and challenge Upward Bound students and to generate skills necessary for college success in the area of technical writing. Help students develop a positive attitude toward themselves and their academic abilities. Responsible for submitting course syllabus stating the objectives of the class and the means by which these goals will be acquired. Supervise over forty high-school aged campers in residence halls.

**Morehouse College Math and Science Upward Bound Program (Atlanta, Georgia)**

**Tutor-Counselor June 2003-July 2003**

Live in the dorm among students and take on the roles of counselor and mentor. Enforce program rules and codes of behavior. Respond to nighttime emergencies and loud noises. Report students who breach rules to head staff. Meet with students individually to address transition, academic, programmatic and personal issues. Supervise students throughout the day during meal times and free time intervals. Attend staff meetings, serving as a contact between campers, instructors and head staff.

**Norfolk Southern Railroad (Atlanta, Georgia)**

**Intern May 2002- August 2002**

Locate past payments in need of refund. Write and distribute refund letters. File past dated refund letters and any related documents.

**Bethany Seventh Day Adventist Church(Macon, Georgia)**

**Food Bank Distribution (Volunteer) June 2009-December 2010**

Prepackage bags for distribution. Assist in cleaning facilities at the closure of distribution.

***Only Believe!* International Ministries (Americus, Georgia)**

**The Church Of His Presence, Inc.**

**Emergency Preparedness Chair January 2011-March 2012**

Head committee that is in charge of executing plans in case of an emergency. Keep inventory of all collected and purchased food items for emergency use. Create protocols and procedures detailing the particulars of what to do prior to, in the midst of and after an emergency. Plan for an emergency, making requests of needed items to appropriate financial leader. Maintain communication with financial team to ensure allocated funds are being kept appropriately and purchases are being made according to the predetermined budget.

**Education**

Georgia Southwestern State University (Americus, Georgia)

Bachelor of Arts in English with Teacher Certification

Graduated May 2006

Albany State University

Reading Endorsement

Summer 2016

**Leadership Affiliation**

Executive Board Member, Freedom Baptist Church of Albany March 2017- present

English/ Language Arts Department Chair August 2015- May 2016

School Curriculum Committee August 2015- May 2016

School Culture Committee August 2014-May 2015

9th Grade Team Leader January 2014-June 2014

Crisp County High School Testing Committee Communication Coordinator July 2012-May 2013

8th Grade Team Leader July 2010-2011

Gray Station Middle School Better Seeking Team July 2009-2011

Sumter County Yearly Calendar Committee January 2008-May 2009

Americus Sumter County High School- North Teacher Forum Committee July 2008-May 2009

**Computer Skills**

Exemplary maintenance of Class Webpage

Webpage Design

Trained to use Edgenuity, an online learning program

**SUPPLEMENTAL INFORMATION REQUIRED**

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| Title/Position | **Writing Center Student Peer Tutor** |
| Number of Positions | 6 |
| Primary Duties | Writing Center Peer Tutors will work in the University Writing Center under the leadership of the Writing Center Coordinator or Writing Specialist. The Peer Writing Tutor will assist students with their written assignments in various academic disciplines by evaluating their writing and noting areas for improvement. The Peer Writing Tutor must also be familiar with general office and computer operations and will receive training and assessments from the Writing Center Coordinator or Writing Specialist. |
| Secondary Duties | Other duties include working alongside the Writing Center Coordinator/Writing Specialist during campus or classroom writing workshops. Must be able to work productively with other Peer Writing Tutors and student employees. |
| Experience | Writing Center Peer Tutor must have some experience in general office operations. Student should also possess strong written and oral communication skills. |
| Education/Qualifications | Must be a full-time student in good academic standing. Must have completed at least 30 hours of college-level coursework, including the successful completion of English Composition I and English Composition II with at least a grade of A in one of the courses and no less than a B in the other. |
| Salary/Compensation | $10 per hour/maximum 19 hours per week during academic semester. |
| Start Date | October 2, 2017 |