



Mission

CSU Writing Center's mission is to support faculty curricula that require writing and assist students in becoming life-long learners and writers who can adapt their knowledge and composing process to a variety of rhetorical situations in academia and their careers.

Formally trained peer consultants contribute to this mission by providing free assistance to writers of all levels, abilities, and disciplines. They empower student writers by helping them understand assignments and generate ideas; focus, organize, and develop drafts; document sources to avoid plagiarism; and edit for usage and punctuation errors. Besides consulting with students about course writing assignments, consultants will also help students prepare for the Regents' Test; draft résumés; and compose essays for scholarships, program applications, and grants. Additional services that may contribute to students' academic excellence and life-long learning include online consultations, class-based mini-lessons on a variety of topics, and consultations with writing groups.

Institutional Goals	WC Goals	Objectives	Assessment	Responsibility & Timeline
<p>1-Achieve excellence in undergraduate and graduate education to meet student community needs</p>	<p>1-Assist students in developing rhetorical knowledge and composing processes to meet the criteria of writing assignments relevant to their lives and required for regional accreditation</p>	<ul style="list-style-type: none"> • Develop formal policies, procedures, and forms for Peer Writing Fellows program • Develop writing assignment workshops for faculty • Investigate methods of assessing effectiveness of the writing center beyond student perception or self-reporting 	<ul style="list-style-type: none"> • Using surveys and questionnaires, measure student and faculty satisfaction of Peer Writing Fellows program • Using surveys and questionnaires, measure faculty satisfaction of writing assignment workshops • Using faculty critique in workshops, forums, and one-on-one consultation, measure reliability, validity, and success of methods/assessment 	<ul style="list-style-type: none"> • Director, administrative assistant, peer consultants • Fall 2009 – Spring 2011



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<p>1-Achieve excellence in undergraduate and graduate education to meet student community needs</p>	<p>2-Maintain a rigorous and comprehensive training program of peer writing consultants to help a growing student body of individuals with diverse disciplinary and socio-economic backgrounds.</p>	<ul style="list-style-type: none"> Analyze and revise current curriculum to reflect recent writing center theory and practice Develop comprehensive course unit about online tutoring and new media 	<ul style="list-style-type: none"> Using surveys and questionnaires, measure consultant satisfaction with the curriculum Using surveys, questionnaires, and grades, measure consultant success in the course Using disciplinary standards and observation worksheets, measure consultant success during consultations 	<ul style="list-style-type: none"> Director Fall 2009 – Spring 2011
<p>2-Increase enrollment to 10,000 students by fall 2011</p>	<p>3-Contribute to the institution's enrollment goals as a service that traditionally benefits retention, persistence, and graduate rates</p>	<ul style="list-style-type: none"> Develop an ongoing investigation of student visits to the writing center in relation to the QEP assessment of writing at select levels of student progress 	<ul style="list-style-type: none"> Measure writing center visitation data gathered from QEP assessment coversheets and analyze visits, student progress level, and QEP assessment ratings 	<ul style="list-style-type: none"> Director, QEP director/committee Fall 2009 – Spring 2011
<p>3-Create more partnerships with academic institutions, government agencies, and businesses consistent with the university's mission</p>	<p>3-Build internal and external partnerships to promote and grow the services and recognition of the CSU Writing Center</p>	<ul style="list-style-type: none"> Develop public relations plan with recurring and new activities 	<ul style="list-style-type: none"> Using visitation data, surveys, questionnaires, and QEP committee feedback, measure effectiveness of PR plan 	<ul style="list-style-type: none"> Director, QEP director/committee Fall 2009 – Spring 2010



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4-Increase external <i>funding</i> and recognition	4-Develop an efficient budget that funds services to meet the diverse needs of a growing student body and the institution	<ul style="list-style-type: none"> Review visitation data to guide consultant scheduling during fall, spring, and summer semesters 	<ul style="list-style-type: none"> Using visitation data, measure and compare consultation appointment history of peak and non-peak days, hours, and months 	<ul style="list-style-type: none"> Director, administrative assistant Fall 2009 – Fall 2010
4-Increase external funding and <i>recognition</i>	5-Develop recognition in the regional and national writing center community	<ul style="list-style-type: none"> Use data from writing center studies among the current objectives (e.g., online tutoring objective) to produce manuscripts and conference presentations 	<ul style="list-style-type: none"> Submitted/accepted manuscripts to journals of the writing center community and conference proposals 	<ul style="list-style-type: none"> Director, consultants Fall 2009 – Spring 2012
5-Provide a best-in-class technology platform and information-based services	6-Offer alternative methods for peer writing consultation that implement accessible electronic information technology and new media	<ul style="list-style-type: none"> Develop and implement Wimba online writing consultation policies, procedures, and practices 	<ul style="list-style-type: none"> Using surveys, questionnaires, and focus groups, measure consultant and student satisfaction of Wimba system and online consultation policies, procedures, and practices Using disciplinary standards and observation worksheets, measure the success of students and consultants while using the application during tutoring sessions 	<ul style="list-style-type: none"> Director, administrative assistant Fall 2009 – Spring 2011