Florida A&M University
Title III Program
QUARTERLY PERFORMANCE REPORT

Activity: Writing Resource Center
Director: Veronica Adams Yon

Date Submitted: April 21, 2008

PROJECT SUMMARY: (Please summarize the progress made during the current quarter.—no more than 200 words)

The Writing Resource Center has made considerable progress toward meeting its objectives. In March, the Center's administrative staff met with Program Specialist, Ms. Delores Glover, who made suggestions on how the Center's objectives and implementation strategies could be revised to produce more measurable results. Those suggestions were taken, and the director revised the three objectives and added a fourth objective.

To date, the Center has completed 2 implementation strategies for Objective 1 and is on schedule toward completing the third strategy (67% complete); for Objective 2, one strategy has been completed and the other 3 should be completed during the third quarter (25%); for Objective 3, two strategies have been completed, and the other two are scheduled for completion during the third and fourth quarters (50% complete); and for Objective 4, one of the two implementation strategies has been completed (50%).

1. (If not completed, complete comments section addressing problem areas. Address each task, and briefly describe what has been done relative to it.)

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>COMMENTS</th>
<th>STATUS</th>
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<tbody>
<tr>
<td>Objective 1. By 9/30/08, the WRC will have assisted at least 50% of its service population in meeting its educational objectives.</td>
<td>Report from Institutional Research for 1st quarter have been obtained and are being analyzed. Completion of implementation strategies by 67%.</td>
<td>OS</td>
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<td>Objective 2. By 9/30/08, to improve its efficiency, the Writing Resource Center will have converted 2 of its administrative tracking procedures from manual to electronic processes.</td>
<td>Center has had problems getting P.O.s paid for online tracking system, and problems with getting website consultant approved. Completion of implementation by 25%.</td>
<td>NC</td>
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<td>Objective 3. By 9/30/08, the WRC will have enhanced the professional development of its tutorial staff by developing a training program, complete with the creation of a training manual and an increase from 1 to 4 in training meetings.</td>
<td>The Center has held 2 of the 4 training sessions—50% and has attended 1 of 2 conferences—50%. Completion of implementation by 50%.</td>
<td>OS</td>
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<td>Objective 4. By 9/30/08, the WRC will have increased its clients' rate of satisfaction, with at least 50% of the clients surveyed expressing</td>
<td>Survey has been revised. Results for 1st quarter have been reported and are being analyzed. Results for 2nd quarter are being</td>
<td>OS</td>
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satisfaction with services received in Center. collected and will be analyzed during 3rd quarter. Completion of implementation by 50%.

2. Provide any update on collaboration efforts of your activity with other college services.
   I. For the 2007-2008 year, the WRC has collaborated with the Federal Work Study Program. The WRC has hired two work study assistants (Michael Hutson and Todd Terry). These students have assisted the Center in manning the front desk, running errands, and compiling data for reports. Mr. Hutson was employed in the Center during the 1st quarter only. Mr. Terry was employed for the 1st and 2nd quarters.
   II. The Center has also collaborated with the School of General Studies/Freshman Sophomore Year Experience Program. One meeting was held with Mr. Harold Henderson regarding reporting suggestions for C-Prep scores. Also, the WRC Director (Veronica Yon) traveled with FSYE personnel to the National Academic Advising Association (NACADA) Conference, held in Mobile, AL, on March 9-12.
   III. The Center has also collaborated with the QEP (Quality Enhancement Plan)/SACS Committee. The WRC Director attended a Critical Thinking Conference in Berkeley, CA, on February 28-March 2) to learn strategies for incorporating critical thinking in composition courses. Composition students comprise a majority of the Center’s clientele. The director has also been asked by the University’s Assessment office to provide assessment reports of the WRC dating back to 2005 for the SACS report.

3. List all Personnel (paid with Title III funds)
   (Include any changes in personnel during Activity Year)

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION</th>
<th>RESUME' ON FILE</th>
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<tbody>
<tr>
<td>1. Faye Spencer-Maor</td>
<td>Acting Director (Faculty)—employed during 1st quarter only</td>
<td>Yes</td>
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<td>2. Kristine Snodgrass</td>
<td>Acting Asst. Director (Faculty) —employed during 1st quarter only</td>
<td>Yes</td>
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<td>3. Kendra Mitchell</td>
<td>Administrative Asst. (USPS Staff)</td>
<td>Yes</td>
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<td>4. Esther Spencer</td>
<td>Writing Tutor (OPS Staff for 1st quarter)</td>
<td>Yes</td>
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<td></td>
<td>(Hired as Curriculum Coordinator-A&amp;P staff during 2nd quarter)</td>
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<td>5. Lisa Ross</td>
<td>Writing Tutor (OPS Staff)</td>
<td>Yes</td>
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<td></td>
<td>—employed during 1st quarter only</td>
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<td>6. Nefertiti Akinyela</td>
<td>Writing Tutor (OPS Student)</td>
<td>Yes</td>
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<td></td>
<td>—employed during 1st quarter only</td>
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<td>7. Anton Dyer</td>
<td>Writing Tutor (OPS Student)</td>
<td>Yes</td>
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<td>8. Briget Horne</td>
<td>Writing Tutor (OPS Student)</td>
<td>Yes</td>
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</table>
9. Tiffany Jackson  Writing Tutor (OPS Student)  Yes
10. Gloria Mason  Writing Tutor (OPS Student)  Yes
11. Driadonna Roland  Writing Tutor (OPS Student)  Yes
   —employed during 1st quarter only
12. Raina Turner  Writing Tutor (OPS Student)  Yes
13. Saint-Julia Vilnet  Writing Tutor (OPS Student)  Yes
14. Veronica Yon  Director (Faculty)  Yes
   —employed during 2nd quarter (During first quarter, current director
served as interim chair of the English department, hence the need for an acting director and assistant director during
the first quarter.)

4. **Budget Analysis**
   Are you on target in utilizing your grant funds? If not, explain any discrepancies.
   Yes, in that we have expended over 50% of our budget, and No for the following reasons:
   **Personnel:** Even though the paperwork for the Curriculum Coordinator position was submitted in October,
   the position description was not approved until late November, leaving December for interviews. The employee was
   selected and the paperwork was submitted in January; however, the applicant was not approved for employment until
   March. Due to this delayed process, over $12,000 allocated for this A&P position was not utilized. In addition, the
   Center eliminated its Assistant Director position and had three tutors who did not return for the second quarter;
   however, those personnel funds will be expended during the third and fourth quarters with an increase in the summer
   percentage of work for the Director, a 10% raise for the Curriculum Coordinator, who will be given some of the
   Assistant Director's responsibilities, and the hiring of tutors who will work 20 hours per week instead of 15 because
   a majority of current tutors will be returning home for the 3rd (summer) quarter.
   **Web Consulting:** The money has been encumbered to hire the web consultant, but the paperwork is still
   being processed. Therefore, the implementation of objective 2 has been impeded.
   **Travel/Conference Registration:** When the grant proposal was initially written, money for conference
   registration (fees) was added into the travel line, not the registration line. Money will need to be moved to the
   registration line to enable the Center to complete its third objective, which includes attendance at the WPA (Writing
   Program Administrators) Conference in July (during the 4th quarter).

5. What is the total amount of grant funds you have encumbered for the quarter?
   This amount does not include Personnel.

6. **A. Goals Achieved.**
   During the second quarter, upon the recommendation of the Center's Program Specialist (Ms. Delores
   Glover), the Center's objectives were revised, leading to a more measurable results and implementation strategies
   (See Project Summary). Also, the most recent check of the Title III (TTrac) system indicated that 53% of the Center's
   funds have been expended. This percentage places the Center on track with its spending. Note: During the first
   quarter, the Center was not on track (below 25%).
   During the second quarter (Jan., Feb, and March) of operation, the Center experienced a total of 1,327 visits.
   This number of visits shows a significant increase from the second quarter of the previous year (2007) in
   which only 801 visits were received due to problematic payroll issues and an ensuing employee strike.
   During the second quarter, the Center piloted its offering of in-class workshops. Four workshops, each
   utilizing Powerpoint, were tailored to meet each requesting instructor's needs and delivered in the classroom
   instead of the Center. Surveys were taken, indicating overall satisfaction with this mode of delivery. In
   addition, one instructor (Professor Melanie Abrams) even wrote a letter, indicating her high level of
   satisfaction. The Center will continue in-class workshops during the third and fourth quarters.
   A number of students have returned to the Center to express their appreciation of the services they have
   received. One student in particular, Ms. Brandi Johnson, returned with her CLAST scores, indicating a
   100% passing rate on two of the three areas of the test. Needing a 295 to pass, Ms. Johnson scored a 323.
She credits the WRC staff for her success. Ms. Johnson’s story will be featured in the Center’s newsletter, scheduled to be distributed during the fourth quarter.

B. Describe any challenges encountered in achieving the goals of this activity.

The major challenge during the first quarter was getting paperwork processed for staff. The Center was forced to close for an entire week due to this dilemma. We have been informed that efforts are being made to remedy this problem, which typically occurs during the shift from one funding cycle to the next.

The major challenge during the second quarter has been getting P.O.s paid and paperwork processed for our Curriculum Coordinator (A&P), web consultant, copy machine maintenance, and office supplies. We have also been informed that certain P.O.s from previous years have yet to be paid or processed. Such challenges have impeded the Center’s progress in meeting its objectives and in operating efficiently (especially without the use of office supplies and a copy machine).

C. Describe the impact of your activity upon the Title III focus area for your activity.

(See online system for your area)

The WRC has had a positive impact on the growth and development of students at Florida A & M University, providing an environment in which students can get additional feedback not only on their freshman composition essays but also on essays for all subjects and levels. In addition to English instructors, professors from other departments have added WRC services to their syllabi and course requirements.

In addition, the Center’s workshops, all delivered with the assistance of PowerPoint, appeal to students, faculty, and staff. Professors have given students extra credit for attending some workshops. Some of the most popular ones are “Punctuation,” “Grammar” and “Plagiarism and MLA Documentation.” The WRC’s Computer Center has also facilitated student learning, as students use the sixteen computers to compose essays, check their schedules, and conduct online research.

The Center is also a place where students can improve their test-taking skills for the C-Prep Exit Exam, the CLAST, and the FTCE.

7. Describe all travel relative to objectives of the program. Include name of event, date of event, location of event and name of individual attending, etc.

During the second quarter (February 7-9, 2008), Kendra Mitchell and Esther Spencer attended the Southeastern Writing Center Association (SWCA) Conference, held in Savannah, GA. Each participant completed a Title III travel report and disseminated information at one of the Center’s training sessions. Some of the strategies learned by the participants have already been integrated into the Center’s training and operational procedures.