Audit Portfolio for Student Learning Support

Writing Center

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**INTRODUCTION**

The Writing Center is one of the most active and dynamic facilities on campus at the University of Nizwa. The center has served a pivotal role in assisting students with the improvement of their academic writing skills and general English proficiency. The center focuses its resources towards various types of writing, the writing process, reading compression and vocabulary acquisition in aims of improving student writing abilities, so that students may better grasp the skills required to communicate effectively in written English. The Writing Center provides support to students academically through the enhancement of writing skills; which is necessary since writing is the culmination of all English skills and is the last task to be competently and effectively utilized by second language learners.

**VISION:**

The Writing Center will be recognized as an educational facility that provides quality instruction and support across all disciplines to further develop students English writing abilities.

**MISSION:**

*The Writing Center will cater primarily to academic students currently enrolled in their degree programs that need help to improve their English writing proficiency.*

The Writing Center is a learning support service designed to promote a dynamic writing culture for students. The center will aim to improve student English writing composition skills, reinforce quality study habits, support critical thinking, and encourage creativity and innovation. The Writing Center’s programs, services, and extracurricular activities will reflect the Islamic and cultural values embraced by the Sultanate of Oman in order to assist in the development of quality graduates.
**OBJECTIVES:**

The Writing Center aims:

1. To assist in the development of student writing proficiency, so that learners can articulate their ideas and opinions in a concise and coherent manner.

2. To establish and maintain innovative writing programs and services that meet the needs of academic students across various interdisciplinary curriculums.

3. To promote academic excellence through comprehensive development of writing skills.

4. To develop student interest and participation in the Writing Center by providing valued tutoring, guidance, innovative workshops, diversified services and extracurricular activities in support of independent learning.

5. To enhance the development of peer tutors in providing quality writing support services to best aid academic students.

6. To build professional affiliations with international and regional Writing Centers that will aid staff professional development and promote high academic standards.

**VALUES:**

1. Promotion of Writing: To encourage all types of writing in English as a valuable tool of personal expression and academic articulation.

2. Academic Excellence: To promote a writing culture conducive to the academic success and needs of students.

3. Learning and Innovation: To cultivate an educational learning environment that supports creativity and innovation through the collective exchange of ideas and opinions that is beneficial to the writing process.

4. Respect and Understanding: To uphold the cultural and religious values of Islam and of the Sultanate of Oman.

5. Teamwork and Collaboration: To provide services and programs based on various pedagogies and methodologies associated with writing centers that engage learners through student centered activities and pair/group collaboration.
**ADRI CYCLE OF THE WRITING CENTER:**

The qualitative and quantitative measurements for the quality enhancement structure of the Writing Center encompasses the four phase sequence model for development through approach, deployment, results and improvement (ADRI) in all of its educational undertakings. It demonstrates the intent and purpose of its strategic plan, efforts directed towards improvement, and essential self evaluation and reflection of the Writing Center’s programs and services. The quality enhancement cycle serves as a guide to ensuring the achievement of the Writing Center’s vision, mission, and objectives and its alignment within meeting the needs of students as learning support provider.
**SYSTEMATIC APPROACH IN MANAGING QUALITY:**

The Writing Center has a systematic and continuous approach for the planning and evaluation of its operations. This is a visual demonstration of how the Writing Center administers the continuous improvement and effectiveness of the facility as a student learning support provider at the University of Nizwa.

![Diagram of the Writing Center Assessment Cycle for Quality and Improvement]

**APPLICATION OF DATA FOR DEVELOPMENT AND ENHANCEMENT**

What actions are required to improve? How will the Writing Center implement modifications, upgrades and changes?

**PLANNED OUTCOMES, GOALS AND OBJECTIVES**

What impact should the Writing Center’s programs and services have on academic students?

**WRITING CENTER ASSESSMENT CYCLE FOR QUALITY AND IMPROVEMENT**

**ANALYSIS OF ASSESSMENT OF DATA COMPILED**

What does the data suggest in regards to the effectiveness of the center? What areas of improvement and opportunity have been identified?

**ASSESSMENT AND CRITERIA FOR SUCCESS**

What data can the Writing Center collect to determine how well its goals have been achieved?
**Writing Center – Student Learning Support Service**

**Planned Alignment of Student Learning Support Services to Student Needs**

**Approach:**

Writing in any language can prove to be a difficult skill to acquire with competent proficiency. Therefore, in order to further assist students that are ESL learners, the Writing Center is required to take a pragmatic and logical approach to writing in English in order to improve students’ knowledge of the writing process associated with the various forms and types of academic writing. Through the establishment of the Writing Center’s vision, mission, and objectives; the center is structured to promote writing across all disciplines for academic students in order to improve writing abilities, study habits, critical thinking and embolden creativity and innovation for the purposes of enhancing the student learning experience. The Writing Center supports a student centered learning environment that mentors students through various tailored workshops, academic consultations and individual tutorials by applying strategies of active learning, critical thinking, open dialogue and rapport that support writing and academic achievement.

As a student learning support service, the center is obligated to foster collegiate bonds with the library and the various colleges and departments in order to better aid and facilitate student progress in writing. The Writing Center’s programs, services, and extracurricular activities are designed to complement and reinforce the academic curricular content, so that it may best serve the needs of the students and the institution. With the aim of meeting the center’s outlined vision, mission and objectives as established in its strategic plan, it has focused primarily on issues related to student success, academic excellence, affiliations and outreach. In keeping with the Oman Accreditation Council’s standards for quality, the Writing Center is devoted to the continual development, implementation and assessment of policies and procedures for quality and continuous improvement. The center’s goals and strategies provide several evident KPIs (Key Performance Indicators) to track and measure performance based on student needs and satisfaction, responses to student/faculty surveys, student/faculty feedback, and performance in academic programs. They also set targets with established timelines, allowing for benchmarking of a comparative analysis for the Writing Center’s activities.

The long-term viability of the Writing Center is very much dependent upon its ability to be flexible and its propensity to adapt to the evolving needs of the institution and of the students by providing dynamic and innovative programs and services that promote an active reading and writing culture. The center serves as an effective learning facility in the advancement of independent learning for academic excellence; where students can receive quality instruction and seek information to further improve their knowledge and skills in writing related areas of study that have a direct impact on their ability to improve their language skills and the...
articulation of ideas and opinions in a coherent manner through a holistic approach. In addition, it provides constructive guidance with the preparation and organization of assignments and projects, remediation practice to reinforce comprehension, tutorial reviews of course content, and examination preparation.

It is imperative that the Writing Center continues to become an integral part of the academic campus at the UoN as a key student learning support provider and that it take a leadership role with regards to avoiding plagiarism encouraging academic honesty and integrity. The professional standards set by the instructional staff and administration, in association with regional and international writing centers confirm that its educational pedagogies, core values, and principles are consistent and that they promote the collaboration of the free flow of exchange of ideas, as well as quality instructional practices that inculcate the importance of writing and inspire quality writing habits.

The Writing Center is committed to an applicable sustainability policy that is attentive to the scope, nature, and interest of student needs for the continuing development of its programs and services. As it continues to evolve and adapt, the Writing Center will need to review and reflect upon its programs and services periodically to ensure consistency and alignment within its vision, mission, and objectives, and to see that policies are achieved. To ensure the validity and viability of the operation and direction of the Writing Center, an advisory board has been established to maintain quality educational standards that are conducive to the needs of students. In addition, consideration has also been given to the risk management process, in order to prevent unproductive elements from impeding progress, as well as to raise awareness of potential concerns within the facility and student populace.

**DEPLOYMENT:**

The Writing Center is guided by the established principles of its vision, mission, and objectives as outlined in the Writing Center’s Strategic Plan 2010-2015. Each and every program and service offered by the center follows a set course outline with envisioned goals, objectives and expected learning outcomes; which provide alignment and are strategically based on the student needs required to improve writing proficiency and promote student success, in association with academic excellence.

The working environment of the center requires staff and administrators to work together collectively in relatively close proximity and allows channels of communication and information to be exchanged instantaneously. This is an inevitable result of the close working conditions of both the administrative apparatus and the instructional staff working cooperatively in a multipurpose single room facility. In addition to regularly scheduled meetings regarding logistical planning for coordination purposes amongst the relatively small staff of the center, the programs and services of the center are continuously monitored on site by administrators and the instructional staff members through the communal atmosphere of its daily operations. Members of the center work in continuous collaboration with professors from various departments to exchange informative knowledge and materials, provide feedback, and offer assistance in a complimentary role for the purpose of supporting student needs. Furthermore,
the Writing Center is governed by an advisory board known as the WCMB (Writing Center Management Board) which is composed of six members including the Vice Chancellor of Academic Affairs, Director of the Language Center, Director of the Writing Center, Registrar of Records and Registration, Head of the Department of Foreign Languages, and a representative from Student Affairs. The WCMB functions by making recommendations to the Chancellor of the UoN with regards to policies, management and the development of the center. The board reviews the Writing Center’s human and material needs, writes bi-annual reports, as well as the proposed annual budget. The WCMB is mandated to hold at least four meetings every semester accompanied with documented agendas and minutes.

**WCMB and Administrative/Instructional Apparatus:**

The Writing Center endorses a student centered independent learning environment in the advancement of writing and writing related skills. The center is open year-round from 8:00AM ~ 4:00PM daily. The Director of the Writing Center is responsible for the successful running of the center in particular for implementation of policies, analysis of needs, coordination with other departments, and preparation of bi-annual reports to the WCMB and Chancellor, as well as the
proposal for the annual budget.

The center is responsible for actively promoting itself as a student learning support service facility throughout the campus. In addition, it is responsible for forming affiliations with other Writing Centers and organizations in the procurement of updated pedagogies related to writing and professional development. In addition, the center is responsible for the continuous selection of interns provided by the institution based on their academic achievements, to be trained and to serve as effective and competent peer tutors. The center retains a minimum of twelve tutors on staff throughout the duration of the academic year. Peer tutors are selected through a formal hiring process in conjunction with the Trusteeship Student Support Fund Office; which offers instructional experience to qualified applicants based on the Academic Peer Tutors Hiring Policy for 2010-2011. Tutors are paid a nominal hourly wage for services rendered under an academic instruction support role. Peer tutors are required to attend two weekly training workshops unremittingly throughout their duration of employment at the Writing Center with the aim of better servicing student needs. All training sessions are documented and attendance is taken regularly.

RESULTS:

Statistical evidence provided by the registration records for the continuous use of the Writing Center’s programs and services by students indicate that more than 2000 students are registered users of the facility with a documented record of more than 13,636 appointments in the span of one year of operation. On average, registered students of the center regularly utilize the programs and services 8.02 times throughout the academic calendar. This is a staggering achievement in and of itself, considering student participation is 100% voluntary and that it demonstrates a general commitment on the students’ behalf towards independent learning and the improvement of their English proficiency and writing related skills. Statistically, the Writing Center has serviced more students than any other Writing Center in the Sultanate of Oman or the G.C.C. In addition, students have come to recognize their language acquisition weaknesses and have sought the assistance of the Writing Center as a valuable learning support service in their continuing development and their improvement in academic writing. The structure of the appointment process within the Writing Center has allowed for direct instruction and tutorials based on student needs and specific requests.

As a source of monitoring and direction, the WCMB has convened thirteen times, since November 2009. In keeping with its mandate, the board has offered guidance and direction in the formulation of policy regarding the 1st Annual Essay Contest, its strategic plan, accreditation, and initial operational procedures. The continuous monitoring of the center’s progress by the board and staff alike have assisted in keeping the center in alignment as a student support service in relation to student needs. In doing so, the center has become a productive venue for independent learning and the utilization of students’ free time on campus. The Writing Center has provided an alternative venue from the traditional norms of the classroom for the promotion of academic writing on campus.
The collaborated efforts of the staff of the center have worked closely with the Department of Foreign Languages’ writing professors in ENG110 and ENG211 in the consolidated efforts to improve writing skills, in the creation of topic sentences and supporting ideas, as well as exercises for graded course assignments. The overall feedback from the students and professors has been overwhelmingly regarded as being beneficial and has been deemed practical by both parties alike. The servicing of the English Department’s primary writing courses (Writing 1 and Writing 2) is within the alignment of two of the center’s principal objectives. This has served as an important goal for targeted measurement, in the improvement of student writing and has increased familiarity of the writing process by providing assistance to students in writing course assignments related to academic degree programs.

Further evidence has shown that the Writing Center’s programs and workshops have been acknowledged by various colleges within the institution for being able to effectively address weaknesses in students’ English language proficiency. The center’s resources are aimed at improving and motivating the development of academic writing, practical writing, creative writing, reading comprehension, reading fluency, vocabulary acquisition, oral presentational skills, and supplementary review. As a result, the College of Pharmacy has requested the assistance of the Writing Center in providing a supportive reading comprehension and written and oral communications skills program aimed at improving the overall English proficiency of their graduate students prior to accredited external pharmacist licensing examinations. Key weaknesses and inadequacies were revealed in the general subject areas of reading, writing and oral communications of 21 prospective graduates as discovered by previous examination results done by external assessors. In alignment with meeting students’ needs, the Writing Center has fulfilled a vital function in the progress and development of written and oral communication skills in English. The extent to which learning outcomes have been achieved and the means of measurement of success will ultimately be determined upon the completion of the next scheduled pharmacist licensing examination in the fall of 2010.

The inauguration of the 1st Annual Essay Contest and its successful participation of 186 students from across all disciplines within the UoN provide further testimony that the Writing Center is on track with achieving its objectives by continuing to establish innovative writing programs and services that meet the needs of academic students through the promotion of writing and academic excellence. The contest provided students with the opportunity to showcase their writing abilities, while at the same time allowed the Writing Center to begin to take the initiative in addressing the problematic issues of plagiarism. The assessment and evaluation of written submission underwent a rigorous multistage grading process involving the participation of the instructional staff of the center, the Department of Foreign Languages, and ultimately the WCMB in determining the finalist and winners of the competition. Throughout the grading process, contestants were obligated to sign a declaration of authenticity, undergo a formal interview to confirm or deny the legitimacy of submissions, and were thoroughly screened via Google Search for evidence of plagiarism. In addition to the essay contest, the Writing Center has planned and prepared further contests in the nature of a spelling contest and a speech contest for the academic year of 2010 ~ 2011.

The Writing Center Summary of Findings Report for the Student and Faculty Surveys of January 2010 provides a significant indication as to the extent that the center has achieved its
objectives and outcomes in meeting the needs of students at the UoN. The two surveys conducted by the Writing Center were multifaceted in design with the intent of evaluating the center’s performance, and determine the extent of faculty awareness of the facility’s programs and services. The principal goal of the research was to provide the Writing Center’s staff and administration with valuable sought after comparable data regarding the performance, resources, awareness, and quality of services and programs. The compiled comparative data has served in providing useful direction and as an influential emblematic tool for the Director of the Writing Center and the WCMB in the decision making process of the center’s future planning. An important overview of the student responses of the survey results indicated that an overwhelming majority (89%) of students, who had sought the use of the center’s curriculum, had a favourable experience and would recommend the Writing Center to their friends. In addition, the results reflected that the center, for all intents and purposes, assisted the students’ in improving their English proficiency with a favourable support rate of 85%. The factual data compiled provides supporting evidence that the Writing Center is recognized as a popular, effective and viable learning support facility amongst the student body at the UoN, and serves the needs of students by contributing to the enrichment of their English writing skills.

**IMPROVEMENTS:**

The Writing Center is devoted to the improvement and enhancement of the student learning experience in order to efficiently achieve its expected objectives and projected learning outcomes. The Writing Center can improve upon a few key essential areas in regards to further technological development, review of the WCMB configuration, and the allocation of resources and space to meet the needs of students as a learning support facility.

Currently the Writing Center registration and appointment process is implemented on site at the administrative reception desk. To further accommodate student needs and accessibility, the center needs to eventually computerize the appointment process in order to offer greater convenience and accessibility to students on campus via the internet. Such mechanization and automation would require the expertise and logistical assistance of the Department of Information and Technology in the creation of a sufficient data base and delivery apparatus. The continuous upgrade of information of the Writing Center’s homepage will serve as a useful informative site promoting the center’s activities and allowing for scheduled student appointments.

The Writing Center is scheduled to integrate further activities in the promotion of writing to academic students for the fall semester in 2010. The extracurricular activities are intended to further develop the reading and writing culture within the academic institution of the UoN. The establishment of a quarterly newspaper publication will be organized and produced by the entire staff of the Writing Center and the students of the University of Nizwa. In addition, a book club to promote active reading for pleasure, and the implementation of an annual spelling contest and speech contest to further enhance efforts in the pursuit of academic excellence will be implemented.
Over the past two years, the Writing Center has grown substantially forming constructive alliances throughout UoN as a reputable facility that aids and promotes student writing. It is within the UoN’s interest and that of the WCMB to review the appointment configuration of the advisory board, so that its members reflect the most valid stakeholders to ensure proper representation in relation to the Writing Center’s progress and its future sustainability. Currently, the WCMB lacks a true Student Affairs Representative from the Department of Student Affairs, while previous partnerships have become obsolete and new bonds of collaborative efforts have been formed. The misrepresentation of the WCMB membership is a potential liability and could lead to problems that form a conflict of interests in serving the students and institutional needs, as well as hinder the board’s original conceptual design. In the interest of long term sustainability and in order to safeguard the continued success of the Writing Center, the WCMB should consider a review of its appointed membership based on the key stakeholders that will work in close collaboration and will have a vested shared interest in the Writing Centers programs and services on a consistent basis.

The current location and size of the center is inadequate and is also a hindrance to its imminent growth and success. Currently, the instructors do not have offices, which limit their ability to plan in the most efficient manner. The current campus at the UoN is an initial temporary campus, and the planned construction of the permanent campus must take into consideration that all learning support services must be situated at a convenient location in proximity to high student traffic flow with the aim of improving accessibility. The center’s interior design must be conducive to the education needs of a student centered independent learning environment, while at the same time be able to address religious and cultural sensitivities between genders.

The Writing Center’s assessment cycle, bi-annual reports, annual surveys from student and faculty, S.W.O.T. analysis, strategic plan and continued direction of the advisory board in conjunction with student feedback serve as useful indicators for the continuous development and review of areas in need of improvement. The process provides practical planning, accompanied with the assessment of goals with learning outcomes and objectives for data to be effectively analyzed and compiled for the continuous enhancement and growth of implemented programs and services for future modifications or upgrades. It is through these series of processes that the Writing Center ensures that its programs and services are in alignment with student needs as a learning support service.

**Relevant Supporting Documentation:**

1. Writing Center Strategic Plan
2. Writing Center Operation Manual
3. Writing Center Student Surveys and Findings
4. Writing Center Faculty Surveys and Findings
5. Writing Center Bi-Annual & Annual Reports
6. Writing Center S.W.O.T. Analysis
7. Writing Center 1st Annual Essay Policy and Guidelines
8. WCMB Agendas and Minutes
WRITING CENTER – STUDENT LEARNING SUPPORT SERVICE

WORKSHOPS AND SEMINARS:

APPROACH:

The fundamental purpose of all programs and services offered by the Writing Center is to raise the student proficiency in writing, vocabulary, comprehension of oral and written expression, and to promote the value of academic excellence through the advancement of independent learning; which is utilized by all academic students through their individual initiatives. The Writing Center practices a student centered approach to learning in an effective English speaking environment that is conducive to the needs of students. As such, the center does not assess or evaluate student progress for degree accredited purposes, nor does it act as an editing agency for student writing. It provides extracurricular programs and services to students that attend on voluntary bases for their benefit and improvement of writing skills and related educational practices. The Writing Center’s workshops and seminars focus on specific goals and learning outcomes oriented towards the enrichment of student success and academic excellence.

The Writing Center has established key goals in the planning and implementation of its various workshops for the facilitation of academic writing in aim of achieving distinction through student success. The Writing Center is committed to its primary task of assisting with the improvement of student writing proficiency and familiarity of the writing process. In addition, its workshops and various forms of seminars seek to further assist students in writing with course assignments related to academic degree programs. The Writing Center aims to provide students with various opportunities, programs and services to support student growth of their comprehension of different types of writing, styles, forms and skills. This is evident, as the facility currently offers students a selection of nine different workshops contributing to the development of quality writing skills. The extent to which the center’s goals have been achieved in relation to student success are based on student self assessment of their improvements in writing, academic success within targeted degree courses based on the level of participation of specific workshops, as well as student and faculty surveys feedback with target rates of approval.

In the Writing Center’s efforts to achieve distinction through academic excellence, it has devised significant objectives and performance measurements for the promotion of writing. The Writing Center provides a vital function in providing students the opportunity to demonstrate their writing and communication skills through the endorsement of extracurricular activities, annual contests, and academic competitions. In addition, it sponsors the notions of critical thinking skills and independent learning through the fostering of an academic learning
environment beneficial to student needs. As a learning support facility, it actively promotes and encourages academic honesty and integrity amongst the students, faculty and administration at the University of Nizwa. The performance measurements established for the promotion of academic excellence include targeted appointment attendance records, registration records, participation in extracurricular activities, initiation and involvement of annual contests and scholarly competitions, student and faculty survey feedback, and the preservation of a low student to instructor ratio conducive to student needs. The Writing Center has prospered with the achievement of its goals and strategies in providing opportunities for academic excellence.

The culmination of the Writing Center’s curriculums will assist in student development of English language acquisition skills, especially in regards to writing and students’ academic success within their accredited degree programs. There is an apparent need by the UoN and the HME to provide additional support to students outside the traditional norms of the classroom in providing educational assistance to students that require supplementary opportunities, review and practice to improve upon their writing skills as second language learners of English. It is evident that many students throughout the region have had limited practice and opportunities to develop the necessary skills in order to effectively communicate in written and spoken English. By providing additional learning opportunities to students the Writing Center’s workshops, academic consultations, peer tutorials, conversations sessions, peer tutoring training program and extracurricular activities are explicitly planned to improve to writing capabilities and further support academic writing across all disciplines.

The scheduling of various workshops, consultations, peer tutorials, and conversation sessions has been arranged methodically throughout the week in order to maximize the opportunity for student participation and accessibility. The Writing Center’s has established set goals, objectives and expected learning outcomes for all of its tailored workshops, academic consultations, peer tutorials, and conversations sessions. The goals and objectives are consistent with academic curriculums and are in synchronization of English accredited courses provided by Department of Foreign Languages. The curriculum details of all of the Writing Center’s programs and services can be observed in its strategic plan for 2010~2015 and in its operational manual. The Writing Center’s various educational activities support the O.A.C. ’s academic standards in the process of attaining student learning outcomes of essential attributes, skills and knowledge deemed obligatory for the establishment of quality graduates.

The following table and diagram demonstrates the numerous opportunities students are presented by the center in improving student writing proficiency:

**WRITING CENTER LEARNING OPPORTUNITIES:**

<table>
<thead>
<tr>
<th>Programs &amp; Services</th>
<th>Duration</th>
<th>Offer Per Day</th>
<th>Allocated Staff</th>
<th>Capacity Per Program</th>
<th>Daily Capacity Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshops</td>
<td>50 Minutes</td>
<td>5</td>
<td>2</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>Academic Consultations</td>
<td>30 Minutes</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Peer Tutorials</td>
<td>30 Minutes</td>
<td>14 x12</td>
<td>+12</td>
<td>1</td>
<td>168</td>
</tr>
<tr>
<td>Conversation Sessions</td>
<td>30 Minutes</td>
<td>5</td>
<td>3</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>Peer Tutorial Training</td>
<td>1 Hour</td>
<td>2 per/wk</td>
<td>3</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>Extracurricular</td>
<td>2 Hours</td>
<td>1 per/wk</td>
<td>2</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>
**WRITING CENTER PROGRAMS AND SERVICES:**

- 30 minute workshops
  - Reading Activities
  - Paragraph, Essay and Composition Writing
  - Editing, Revision and Grammar
  - Practical Writing
  - Introduction to Research Writing
  - Vocabulary and Idiomatic Expressions
  - Creative Writing

- 30 minute session offering assistance with writing, reading, grammar and vocabulary
- 12 different Peer Tutors to consult with daily
- Appointments available from 8:30 am ~ 4:00 pm daily

- 30 minute sessions
  - Oral Communication Skills
  - Daily Discussion Topics
  - Expression of Ideas and Opinions
  - Improve oral fluency, pronunciation, articulation and self confidence

- 50 minute workshops
  - Reading Activities
  - Paragraph, Essay and Composition Writing
  - Editing, Revision and Grammar
  - Practical Writing
  - Introduction to Research Writing
  - Vocabulary and Idiomatic Expressions
  - Creative Writing

- 30 minute individualized appointments with qualified instructors to seek guidance and assistance
- Provides support with homework, assignments and projects
- Appointments are available daily

**DEPLOYMENT:**

The Writing Center has adopted an active and collaborative student centered learning environment that takes the approach of a “place to learn” model in efforts to foster accepted and meaningful academia standards in quality of writing, comprehension and language proficiency throughout all of its diverse workshops. The pedagogical transferable academic skills instilled in the center’s workshops, sessions, and consultations incorporate common strategies of critical thinking, active learning, and relevant communication which support learning and academic excellence and success. The act and promotion of academic writing is directly related to the advancement and development of further reading comprehension skills of students in order to effectively progress writing abilities. The use of text-based strategies of critical analysis supports the Writing Center’s efforts in the application of multi-disciplinary perspective readings and the promotion of reading for purposes of study, knowledge and pleasure. (Beam, 2004) The implementation of such an approach induces various writing aptitudes, and improves literacy, critical thinking, language structure and active learning study strategies.
The Writing Center various educational outlets of instruction function to serve the needs of students by preserving low student to instructor ratios in the interest of offering quality instruction and guidance. Every workshop operated under the tutelage of the Writing Center focuses on the acquirement of skills and knowledge related primarily to writing, reading and vocabulary acquisition. Workshops are mandated for quality instruction to be provided by the Writing Center’s three qualified native English speaking instructors and are offered five times a day, for duration of 50 minutes, with a capacity of a maximum of twelve students per workshop. The instructional teaching staff of the Writing Center possess the qualifications of Master Degrees related to English and Education, accompanied with certified teaching certificates, and have a culminated average of more than 40 years of valued teaching experience combined at secondary and post secondary academic institutions. The teaching staff’s professional attributes, teaching techniques and knowledge of an effective ESL environment are the Writing Center’s most distinguished and valued resources and are a testimony to the success and achievements of the center.

The continuous evaluation and monitoring of the effectiveness and efficiency of the Writing Center’s workshops, tutorials, academic consultations and conversational sessions allow for the instructors, tutors, administration, WCMB, various faculties and for the students to provide feedback and contribute ideas for growth and achievement. The instructional staff is directly involved in the formulation, implementation and delivery of workshops conducive to student needs. Peer tutors are active participants in the constant development of tutorials through regular consultation with the Director of the Writing Center, Peer Tutoring Training Program, and the administration. Through regular discussion and meetings with the administration, tutorial staff, instructional staff, and the WCMB; the Writing Center is provided with appropriate feedback and the contribution of ideas for the development and improvement of its programs and services. In addition, open dialogue, collaboration and surveys conducted with various departments, faculty members are able to seek the assistance of the center and offer suggestions for consideration and further development of educational activities. More importantly, students are given ample means of providing feedback, suggestions and offering of complaints through direct reporting to the administration, immediate tutorial surveys, annual surveys, emails, and their participation of specific requests or concerns via the Writing Center’s suggestion box. The Writing Center encourages feedback and the involvement of ideas from the various parties concerned in order to preserve its dynamic role as a learning support provider in adapting and improving for the interests of meeting the needs of students.

The Writing Center workshops and various services serve as a secondary source for English language learners (ELL) to obtain quality instruction and guidance beneficial to their language needs. By applying a Writing Across the Curriculum (WAC) approach, the center is better able to serve students across varying academic disciplines by providing opportunities to write for
diverse purposes in content related areas such as note taking, paraphrasing, summarizing, reports, problem solving, research, case studies, practical writing, presentations and oral reports, and assignments; which involve essential writing skills required to excel at the post-secondary level of education. (O’Malley; Valdez, 1996) For this purpose, the Writing Center provides students with an outlet to improve their writing abilities in English by offering various workshops, peer tutorials, academic consultations, conversation sessions and extracurricular activities in support of student needs.

**BRIEF OUTLINE OF WRITING CENTER WORKSHOPS:**

*Please consult the Writing Center’s curriculum & course outlines in its strategic plan for complete and official details*

<table>
<thead>
<tr>
<th>Area of Focus</th>
<th>Workshops</th>
<th>Per Week</th>
<th>Goals</th>
<th>Learning Outcomes</th>
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</table>
| Writing (Maximum of 12 students per workshop)     | Paragraph, Essay & Short Composition Writing   | 3        | Improve student writing abilities conducive to academic assignments and familiarize students to the various stages of the writing process | • Build student confidence in academic writing  
• Improve fundamentals of sentence and paragraph development  
• Develop quality thesis statements, introduction, conclusions and supportive arguments |
| Practical Writing (Emails, memos, formal & informal letter writing) | 3                                               | Introduce various styles and forms of practical writing to enrich student writing opportunities | • Improve writing in a practical sense for personal needs and interests  
• Build student self confidence in writing for real life situations  
• Improve practical compositions conducive to the needs of the workplace and business community |
| Creative Writing (Poetry, Short Stories & Plays) | 3                                               | To provide opportunities for the expression of creative ideas and self expression through writing | • Develop explanatory and descriptive skills  
• Develop student interest in poetry, short stories plays and encourage creative talents  
• To promote writing as a means of expression through creative thought and imagination |
| Introduction to Research Writing (Quotations, paraphrasing, footnoting, & bibliographies) | 1                                               | To provide support to student with English to effectively conduct and write research papers | • Improve student research techniques  
• Increase familiarity of various sources of information  
• Reduce plagiarism  
• Improve referencing and academic honesty |
| Editing, Revising & Grammar                       | 3                                               | Improve understanding of the writing process through grammatical forms, word order, punctuation, spelling and error correction | • Improve understanding of nouns, verbs, adjectives, adverbs and prepositions  
• Improve understanding of subject-verb agreement  
• Develop quality writing habits for editing, revision, and refining compositions |
| Reading                                            | Reading Activities                             | 4        | Improve reading comprehension skills and promote reading for academic study, knowledge and pleasure | • Improve analysis, summarization & interpretation skills  
• Improve reading speed and fluency  
• Develop critical thinking skills |
| Vocabulary                                         | Vocabulary and Idiomatic Expressions           | 3        | Improve extensive vocabulary and familiarity of everyday expressions | • Improve understanding of contextual use of words  
• Develop vocabulary growth of root words, prefixes and suffixes  
• Expand students vocabulary and idiomatic usage |
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<th>Area of Focus</th>
<th>Per Week</th>
<th>Goals</th>
<th>Learning Outcomes</th>
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<tbody>
<tr>
<td>Academic Consultations</td>
<td>20</td>
<td>Provide guidance to students for success with written assignments/research</td>
<td>• Improve understanding of written course work</td>
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<tr>
<td>(Maximum of 1 student per consultation)</td>
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<td></td>
<td>• Improve quality of student written submissions</td>
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<td>• Reduce acts of plagiarism</td>
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<td>Peer Tutoring Training Program</td>
<td>2</td>
<td>Improve quality of instruction given by peer tutors</td>
<td>• Improve tutorial performance</td>
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<td>(Participation mandatory for all tutors)</td>
<td></td>
<td></td>
<td>• Improve tutors self confidence</td>
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<td></td>
<td></td>
<td>• Improve quality of instruction</td>
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<tr>
<td>Conversation Sessions</td>
<td>25</td>
<td>Provide speaking opportunities for students to practice English</td>
<td>• Improve student oral fluency, pronunciation, and confidence</td>
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<tr>
<td>(Maximum of 10 students per session)</td>
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<td></td>
<td>• Improve English proficiency and develop social skills</td>
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The Writing Center provides professional development opportunities for its entire trained staff. Annual evaluations and performance examinations are given to its administrative staff in the interest of ensuring quality performance and continued effectiveness and efficiency in the workplace of its members. In addition, the administrative team is encouraged to participate in quarterly TOEFL examinations to make certain that its employees are actively engaged in the continuous development of their English proficiency, while working in an English speaking environment. As well, the administrative staffs are encouraged to develop their administrative skills through active enrolment and professional training in Internet & Computing Core Certification (IC3) classes for purposes of professional development and the progression of Omanization.

The Writing Center’s has establish significant goals in the interests of achieving distinction through affiliation and outreach for purpose of quality assurance, forming associations with other writing centers, and for the profession improvement of its staff. The center is committed to establishing affiliations with other writing centers regionally and internationally for the collaboration, and the exchange of ideas and information pertinent to writing and writing centers. The instructors, tutors and administrative staff are encouraged to participate in regional conferences held in the Sultanate of Oman, in particularly, the Annual Oman International ELT Conference held at the Sultan Qaboos University. In addition, instructors are encouraged to partake and present proposals to the Middle East North African Writing Center’s Alliance (MENAWCA) conferences, and to present publications for its quarterly newsletter. Furthermore, the instructional team of the center are expected to attend other conferences related to writing and writing centers in the region, and join the Annual TESOL Arabia Conference. The active participation and development of the Writing Center’s professional staff, ensures that the educational practices of the UoN’s Writing center are in harmony with the latest pedagogies and methodologies pertinent to other writing centers within the region.
RESULTS:

Since February 2009, the Writing Center has continuously made its programs services available throughout the entire year without closing its doors, with the exception to religious and national holidays. This is an achievement in and of itself, unlike academic and foundation programs at the UoN that cease teaching operations temporarily between semesters, the Writing Center has remained constant and accessible to students during semester breaks and winter and summer holidays. As a result, the administrative, tutorial, and instructional staff have exemplified a tremendous work ethic; which has lead to an extraordinary level of student participation of the Writing Center’s educational activities, with more than 13,000 appointments in the past year. The substantial number of student attendance documented is a significant achievement, and provides quantitative and qualitative testimony that the center is a reputable and practical facility in meeting the needs of students. Attendance records are a vital performance indicator to any writing center, because they not only provide important data for statistical analysis, but also provide a direct indication, from the students’ perspective, as to the usefulness of the center as a learning support resource, beneficial to the needs of students.

The Writing Center is still a developing entity, and will continue to grow through its continual assessment cycle, in the interests of achieving effective quality standards and steady improvements of its programs and services. The Writing Center has been recognized as a reputable learning support service by both students and faculty members from various colleges and departments alike at the UoN. The Writing Center’s Faculty Survey of January 2010, included the input of 80 professors from all of the institution’s various colleges and centers, revealed that an astonishing (97%) of all participants would recommend to their students to visit the Writing Center. The academic support in favour of the utilization of the Writing Center’s educational resources provides crucial evidence of its established reputation, as an effective student learning support provider. This statistic, also offers insight to the extent of which collaborative efforts from various academic programs have, and are prepared to work together, with the Writing Center, in improving the writing proficiency of students through the use of its diverse and constructive workshops.

The instructional staff of the Writing Center have demonstrated to be professional, knowledgeable, and have contributed to the creative and innovative approach to instruction through its workshops, teaching methods, tutorials and consultations provided to students. The Writing Center’s Student Survey of January 2010, representing the views of 138 academic students across all degree programs expressed that the staff of the center were professional and friendly with an (86%) approval rating. In addition, students signified that the instructional staff was deemed to be knowledgeable and fully answered all of the students’ questions pertaining to their studies with an endorsement rating of (84%). Students also conveyed that the Writing Center’s instructional methods were creative and innovative, with an above
satisfactory response rating of (83%) in favour of the center’s approach to teaching, tutoring, and consulting. The above mentioned statistics provide support to the Writing Center’s teaching approach, professionalism, and dedication in assisting students with their specific language needs. Furthermore, demonstrates that the quality of service and professionalism of its staff are meeting the needs of students through the center’s implemented programs and workshops as an important student learning support facility.

The Writing Center primarily devotes its efforts and focuses its attention on academic students, but is not limited exclusively, and has aided in the development of the UoN’s administrative staff and faculty members improvement in English. The UoN requires most of its academic courses to be provided and instructed in the English language. For purposes of professional development and the fulfillment of achieving higher standards, respected administrators and faculty members whose first language is not English, have sought the services of the Writing Center to further their English proficiency. More than 30 professors and administrators representing various departments and colleges, use the Writing Center as form to seek advice for research proposals, language lessons, writing support, and writing materials for academic courses. The Writing Center has even provided assistance to the Department of English in the recommendation of writing textbooks to be used in accredited writing programs.

**DEPARTMENTS, COLLEGES, & SERVICE PARTICIPATION IN WRITING CENTER ACTIVITIES:**

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<td>Library</td>
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<td>College of Arts and Sciences</td>
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<td>College of Economics and Business Management</td>
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<td>College of Nursing and Pharmacy</td>
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<td>Center for Information Services</td>
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In aims of promoting the Writing Center’s workshops and to further foster intercollegiate cooperation, the Writing Center hosted a two hour profession development workshop for instructors and professors on March 8th 2010. The Writing Center, in conjunction with Professor Joseph M. Rega of the UoN English Department, arranged for guest speaker, Mr. Christopher Merrill, from the University of Iowa to offer a seminar on the topic of “Creative Writing and Poetry”. Mr. Christopher Merrill is a founding member of the University of Iowa’s Writing Program, and is a respected published author and poet. The seminar was the first of its kind for the Writing Center and signified the first time that center and professors within the institution, were given the opportunity to assemble and exchange ideas and information in a single forum, for the promotion of creative writing, beneficial to the needs of students. The event was sponsored by the Embassy of the United States of America – Second Secretary, Assistant Public Affairs Officer; Daniel M. Pattarini. The event proved to be constructive and useful for faculty and Writing Center members in eliciting and developing creative writing exercises. As a result, the planning of an English poetry club for students has been envisioned and will be implemented in the fall semester of 2010.

To further aid the development of the Writing Center’s workshops, its instructional staff are in continuous contact with other academic institutions associated with the MENAWCA, and actively share, participate in surveys conducive to writing centers, and exchange literature and research on writing center pedagogy. Through the UoN Writing Center’s membership with the MENAWCA, it is also affiliated with the IWCA and the EWCA. The instructional staff of the center are committed to participate and present at the American University of Sharjah on February 17th~18th 2011, at the First Annual Writing Centers Alliance Conference in the Gulf Cooperation Council (G.C.C.) The association and interaction of the Writing Center at the UoN with other writing centers regionally and international, ensures a degree of consistency amongst other writing centers regardless of the fact, that there is not an official accreditation process for writing centers, or lack thereof. (Fenessy, 2010)

**IMPROVEMENTS:**

The Writing Center intends to improve upon its various workshops primarily through the input and suggestions provided by students and faculty members and the findings of surveys conducted for their overall delivery and productivity. The Writing Center is looking at ways of improving cooperation with the UoN Library, and plans to integrate its services regarding the writing process by utilizing further resources within the library. In addition, there are plans to introduce specific writing themes for certain months of the year, where students would be able to be introduced and focus on precise types of writing in aims of improving student writing ability and knowledge.

The largest obstacle that confronts the Writing Center and the UoN in regards to improving writing is plagiarism. The size and scope of the problem is momentous; the Writing Center plans to continue to take a leadership role in providing students with quality writing habits beneficial to academic honesty and integrity, and plans to organize awareness of plagiarism campaigns.
Considerable effort must be put forth to encourage students to summarize or paraphrase a writer’s work or other sources of information and knowledge, and insist on proper citations and credit to be given to the original author. In addition, the Writing Center along with faculty professors, needs to further cooperate and demonstrate the various and relevant styles of citations to students. While at the same time, the Writing Center will need to seek the cooperation with various faculties in order to convey to students the necessity of the matter, and encourage students to seek the assistance of the Writing Center in combating pitfalls prevalent to plagiarism.

The Writing Center will continue to review its workshops consistent with its assessment cycle for quality improvement. It will effectively plan, assess, analyze and modify its workshops and seminars in the interests of student needs. The Writing Center’s staff will continue to promote the programs and services of the center, and become more proactive under the cooperation of various departments in seeking to visit academic classes at the beginning of each semester and throughout, to promote the use of the Writing Center in association to student success and academic excellence.

**RELEVANT SUPPORTING DOCUMENTATION:**

1. Writing Center Workshop Curriculums
2. Writing Center Student Suggestion Box
3. Writing Center Official Registration Records
4. Writing Center Official Attendance Records
5. Writing Center Official Schedule of Programs and Services
6. Writing Center Peer Tutoring Training Program
7. Writing Center Strategic Plan
8. Writing Center Operation Manual
9. Writing Center Student Surveys and Findings 2010
10. Writing Center Faculty Surveys and Findings 2010
11. Writing Center Bi-Annual & Annual Reports
12. Writing Center 1st Annual Essay Policy and Guidelines
13. Writing Center Faculty Feedback
14. Writing Center Student Feedback
**Writing Center – Student Learning Support Service**

**Peer Assisted Learning Schemes:**

**Approach:**

One of the Writing Center’s most effective methods of dispensing quality advice and building students’ self-confidence in their writing abilities is through the mentoring of peer tutoring by competent academic students. Peer tutors represent an important instructional element of the Writing Center, because as students themselves, other students actively seek their mentoring guidance through the shared experiences and challenges in developing English writing skills. As a result of understanding and being able to relate directly to student concerns and difficulties as a student, in the formulation of assignments of academic course work, students often seek the assistance of the Writing Center through its peer tutors for review of course materials, improvement of general English language skills, reading practice, and writing exercises in order to excel in their accredited degree programs.

Peer tutors serve a vital role in the Writing Center as mentors to students in providing opportunities to discuss and assist with difficulties from a student perspective in improving language skills. As tutors and as experienced students, peer tutors are recognized by students as a model of success; which share the same cultural attributes as being native Arabic speakers and English second language learners. Peer tutors of the Writing Center are not considered to be experts in writing or masters of the English language. Instead, they provide assistance to students based on the four principles set and modelled by most writing centers; which is to establish and maintain a relationship with students, the student is the writer, high-order writing concerns are addressed before low-order writing problems, and that tutors themselves are not writing experts. (Reigstad & McAndrew, 1984)

The Writing Center’s tutors do not act as proof readers or correct students written work. Tutors effectively are able to understand the message students would like to convey and what is written, promote realistic learning goals, provide positive reinforcement, elicit open dialogue with students conducive to their written work, exercise good listening skills, provide explanations and examples, reinforce time management skills, improve familiarity of the writing process, and allow the student the freedom to write express opinions without adhering to the notion of a perfect composition. Peer tutors are primarily concerned with assisting students with writing skills and promote student writing practice, not the polishing or quality of the finished written product. In addition, tutors are an effective resource for students in providing feedback of written texts to students as an active reader of writings. Peer tutors adopt the passive pen approach to error correction for the improvement of students’ writing, allowing for improvements to be addressed, but the actual corrections are administered by the student writer. It is important for the Writing Center, tutors and for the students that written compositions remain the written work of the writer 100%, in order to ensure academic
integrity and the continuous development of student writing skills.

**DEPLOYMENT:**

The Writing Center currently employs 15 peer tutors to assist in the development of student writing skills and language needs. Peer tutorials are organized appointments for the duration of 25 minutes from 8:30am until 4:00pm daily. Peer tutors are required to assist in the improvement of student writing skills, communicate effectively with students in English, participate in the continuous Peer Tutoring Training Program, and be supportive to students needs as a mentor in learning the English language.

The selection process and hiring process of peer tutors at the Writing Center requires prospective tutors to genuinely commit to the internship program for a minimum of one semester. In addition, they must achieve and maintain a minimum G.P.A. of 3.0, obtain a TOEFL score above 480 points, submit a five paragraph essay in proper format on the topic “Why I Want to Work at the Writing Center”, and successfully pass a formal interview with the Director of the Writing Center; based on the criteria relevant to written skills, oral proficiency, and ability to provide answers, explanations and express ideas and opinions.

The Writing Center’s peer tutors are compensated with a nominal wage of two Omani Rials per hour of service, provided by the Trusteeship Student Support Fund Office. Tutors are required to actively participate in a continuous training program throughout their internship at the center, as to ensure the quality of instruction and effectiveness of tutorials. The training program seeks to introduce new ideas, styles, methods, techniques and instructional practices to student tutors. The program further assists tutors by providing constructive feedback on their performance and offers valuable knowledge and experience to tutors that want to pursue a career in the field of education. The continuous training program for peer tutors serves an important goal of the Writing Center, in providing profession development opportunities and reinsures the quality instruction and guidance provided by the center. The continuance of peer tutors from one semester to the next is dependent upon their evaluation and performance of regular observations performed by the Director of Writing Center, student feedback, Writing Center’s instructor and administrative feedback, and the accumulative results of immediate daily surveys conducted by students after each tutorial. Peer tutors that achieve competent results are extended a continuance of their internship at the Writing Center on a semesterly basis.
RESULTS:

The peer tutorial learning schemes adopted by the Writing Center have significant contributed to the benefit of student needs and the promotion of academic writing. Students actively seek the assistance of peer tutors as valued mentors; which has lead to an increased initiative by students to seek help with English outside the traditional classroom norms. The Writing Center and its programs and services, especially in regards to peer tutorials, has provided extra opportunities to students to further develop writing abilities and their English language needs. As a result, students have taken advantage of the opportunities to further prepare for course assignments, examinations, and understanding of subject matters related to student success and academic achievement. In addition, this trend has proved added value to the Writing Center and has contributed immensely to its popularity and success as a student learning support facility.

The peer tutors themselves have gain valuable teaching experience as mentors that will prove to be beneficial to their future careers as educators. The Writing Center has served in most cases for tutors, their first form of employment, a venue to gain required job experience, and has contributed to their professional attitudes in preparation for the workforce. In addition, the Writing Center serves as a valuable reference for future employment, and provides letters of recommendations for tutors to give support to their resume portfolios in seeking employment with the Higher Ministry of Education. More importantly, as peer tutors that work at the Writing Center, tutors have gained the necessary confidence in their English language abilities and have themselves improved as students within their own degree programs. Thus, providing further opportunities to further their education and develop their interests in scholarship programs to study abroad, pursue a Master’s degree, and compete for academic accolades.

IMPROVEMENTS:

The peer tutoring learning scheme of the Writing Center is constantly seeking ways to improve, since it is dependent upon students themselves, as peer tutors, to continuously improve upon their written and oral communication abilities. It is important to note that peer tutors are not experts, or absolutely fluent in English as a trained education professional. The Writing Center is committed to its training program for peer tutors to enhance the quality of tutorials and instructional practices of tutors in order to provide greater assistance to students with the English language needs. The Writing Center will be required to diligently recruit the best possible peer tutors that the University of Nizwa has to offer and further assist in their development as initial educators.

The Writing Center will continue to consult with other writing centers and organizations in finding ways to improve upon the quality and training of its tutors. Peer tutors are an integral part of the Writing Center at the UoN, and will continue aid in the center’s development of a student learning support facility through the promotion of writing skills and extracurricular
activities aimed at improve the English proficiency of both students and peer tutors alike. The Writing Center is planning a tutor exchange program with other reputable centers in the region to enhance tutorial practices and the development of its tutors. Furthermore, the center’s peer tutors will be required to be actively engaged in reading and writing activities to improve upon the development of their English proficiency. In providing further support for the development of peer tutors, the Writing Center requires its tutors to keep a daily journal to ensure that they practice writing on a daily basis and provide a means of reflection and review of their progress.

**RELEVANT SUPPORTING DOCUMENTATION:**

1. Writing Center Peer Tutorial Training Program Curriculum
2. Writing Center Peer Tutorial Training Program Attendance
3. Writing Center Peer Academic Tutoring Internship Hiring Policy
4. Writing Center Peer Tutoring Application Form 2010-2011
5. Writing Center Peer Tutoring Interview Evaluation
6. Writing Center Peer Tutoring Observation Form 2010-2011
7. Writing Center Peer Tutoring Creative Journals
8. Writing Center Strategic Plan
9. Writing Center Student Survey 2010
10. Writing Center Daily Tutorial Surveys
11. Writing Center Operational Manual
**Writing Center – Student Learning Support Service**

**Comparative Analysis of Subsequent Student Performance:**

**Approach:**

The Writing Center as a learning support provider does not provide assessment or evaluation for academic credit and participation in the programs and services that it provides are utilized by students on a voluntary basis in recognition of their need to improve their writing skills. Since it provides educational support to students, and because of the various educational influences upon students’ progress, it is difficult to indicate and filter the extent of the Writing Center’s contributing factors to the development of students’ English proficiency. As of yet, an accreditation process for writing centers has not been developed, the task of accurately comparing and measuring student performance is not configured in the traditional norms or accredited academic degree programs. Considerable attention must be given to the level of student participation of the Writing Center’s programs and services, student feedback and input conducted through surveys, and faculty collaboration and feedback of student needs and success.

**Deployment:**

The Writing Center at the UoN compiles data for comparative analysis through the documentation of its official registration and attendance records, daily student surveys, annual student and faculty surveys, feedback from students and faculty, and cooperative exchange of information with various writing centers and organizations throughout the Middle East and internationally. These influential factors are deemed important by other writing center organizations for the continuous planning, implementation, study and evolution of their programs and services related to student performance. As further data is compiled and analyzed in the following semesters and years to come, the Writing Center is expected to develop a greater insight in offering comparisons to subsequent student performance within the institution and amongst writing centers in general.

The Writing Center regularly observes student progress provided by its instructors and peer tutors on a continuing basis. The continued participation of students has added value and enrichment to their educational experience at the UoN. The Writing Center provides students with familiarity of the writing process and various opportunities to practice and develop writing skills of various writing styles and forms. The Writing Center serves to aid student performance by seeking to develop their writing proficiency and provide limitless opportunities to promote student success by reinforcing quality standards and instructional practices beneficial to their needs.
**RESULTS:**

The Writing Center’s student and faculty surveys have reflected positive feedback in favour of the quality of instruction of its programs and services. The students’ overall written responses to the center provide greater insight into the extent and resourcefulness the Writing Center is viewed by students; who have learned to recognize their own improvements by participating in the educational activities of the center. Faculty feedbacks from the English Department professors have indicated a noticeable difference in the quality of writing from their students, when advised to seek the assistance of the Writing Center throughout the writing process of accredited assignments.

The effectiveness of the Writing Center has lead to the progressive increase in faculty collaboration from various departments and colleges in regards to improving the overall proficiency of students’ writing abilities. As a result, the center has been recognized throughout the UoN as being a reputable education service providing facility, and has increasingly become more involved in interdepartmental cooperation through the promotion of writing for scholarships and study abroad programs to the United States and United Kingdom.

The Writing Center has promoted writing and reading amongst students to assist in their improved performance of their academic programs. As a result, students that frequent the Writing Center have expressed a greater interest in reading and writing for pleasure, and have taken greater responsibility and exerted considerable efforts in their education. Students have become increasingly more responsible and effective in demonstrating time management skills and have exercised diligence throughout the writing process in regards to course assignments. The appointment process of the Writing Center has made students realize and become accustomed to reserve appointments as much as three weeks in advance, to ensure maximum benefit throughout the writing process, prior to meeting submission deadlines.

The Writing Center has both directly and indirectly contributed extensively to the overall improvement of student writing skills, reading comprehension, vocabulary development and communication skills. In addition, more than 60% of the center’s peer tutors that have completed two semesters of internship at the Writing Center have been able to secure meaningful fulltime employment. Some tutors have been accepted by the Ministry of Education and have become English teachers; others have been accepted to study abroad, while some have been offered positions at the UoN with various departments. The experienced gained from working at the center, accompanied with the knowledge learnt with bona fide recommendations, have proven to be an effective tool for establishing a career in the workplace and educational field.

**IMPROVEMENTS:**

The Writing Center will be required to continue to record and document the tracking of student participation, feedback of both student and faculty members, conduct surveys to analysis student performance, and promote writing through innovative and creative ways as a
It is important that the center establish an electronic registration and appointment process, thereby offering greater ease in the collection of data for comparative analysis. The center must continue to devote efforts to professional development of all of its members of staff, and provide opportunities to demonstrate the expertise and talents. In cooperation with other writing centers and institutions, the Writing Center at the UoN will continue to seek comparative data useful for the establishment of relevant comparable data for student performance.

The Writing Center must continue to strive to achieve its goals and objectives in order to fulfill its mission for the promotion of academic writing and assisting students with their writing proficiency. In doing so, the center must review and reflect upon its performance, and adapt to the changing needs of students and their future development.

**RELEVANT SUPPORTING DOCUMENTATION:**

1. Writing Center Strategic Plan
2. Writing Center Student Survey 2010
3. Writing Center Faculty Survey 2010
4. Writing Center Daily Tutorial Surveys
5. Writing Center Operational Manual
Bibliography


http://www.people.iup.edu/rgvp/Implications%20of%20Writing%20Center%20Accreditation.htm


