

The Writing Center

At the Writing Center, professional consultants work collaboratively with students to deepen their writing and English language skills. We support undergraduate and graduate students across the disciplines, helping them to understand their audience's expectations, to see writing as a process, to develop their own voices, to organize and communicate their ideas, and to advocate for the support they need. We also collaborate with faculty and program directors to develop teaching resources that facilitate active learning and promote inclusive pedagogy.

The center redesigned fall programming to meet increasing student demand for support with creative and critical thinking, a shift from past years where students seemed most worried about grammar, syntax, and clarity. A new "FAQ Series" answers common student questions about writing (like "How do I write in the age of AI?" and "How can I improve my reading comprehension?"), while "Creativity Socials" create a low-pressure environment to connect and make work. We're running weekly walk-in hours in the library lobby and looking for a more permanent satellite location on campus.

Last year's outreach focused on increasing the number of first-year students who visited the center, and we were successful: 20.25% (546) of all first-year students (29666) held at least one session, compared to 16.75% in AY24. Visiting the Writing Center correlated with retention: just 0.18% of first-year students who visited the Writing Center withdrew from the college in FA24, vs. 0.88% of non-visitors. First-year visitors also averaged a 6.47% higher FA24 GPA (3.29, vs. 3.09) compared to non-visitors.

About 3900 total students made use of the Writing Center's services last year (unchanged from 2023-24), but this number obscures meaningful change. Graduate student use of the center has decreased year-over-year, from the height of the pandemic, when 24% (then 1400/5864) of one-to-one sessions were with grads, as opposed to last year's 15% (670/4654). Over that same period, we've also seen big shifts in students' self-reported native languages. In AY21, across all sessions, 40% were with students who listed Chinese as their first or home language, vs. just 12% last year; in that same time, sessions with Spanish speakers increased from 7% to 11%. We believe these reflect not just changes to enrollment but also changes to students' pursuit of academic support.

Note: Some of the big decreases in the below chart (a 25% reduction in student attendance of workshops, for example) are a result of unusual *increases* the prior year. The last five years of data can be found [on the center's website](#).

Student Use of Writing Center Services, AY 2024-25

	Hours of services	change from AY24
All programs	7944	-13.0%
Unique students served	3898	+0%

	Mode	Appts	
1-to-1 sessions	Total	4654	-0%

Synchronous 1-to-1 sessions	Total	3873	+2.5%
	Online	2435	+9.7%
	Campus	1438	-7.8%

Workshops	Total	2632	-25%
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