Writing Center Workshop Survey

Introduction
In an effort to learn more about students’ perceptions about the Writing Center workshops and services, a brief survey was administered to students from a series of PSYC classes. There were a total of 115 students who completed the survey.

Results
Out of the total 115 respondents, only 22 reported attending a Writing Center workshop. Most students heard about the Writing Center workshops from announcements made by their teachers or Writing Center staff (See Table 1 below). It appears most students who attended these workshops attended either the finding sources or the APA workshops (See Table 2 below).

Table 1: Where did students hear about the Writing Center workshops?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td></td>
</tr>
<tr>
<td>Gavilan Writing Center Website</td>
<td>4</td>
</tr>
<tr>
<td>Announced by Writing Center staff in class</td>
<td>20</td>
</tr>
<tr>
<td>Flyer on campus</td>
<td>13</td>
</tr>
<tr>
<td>From another student</td>
<td>9</td>
</tr>
<tr>
<td>Announced by teacher in class</td>
<td>29</td>
</tr>
</tbody>
</table>

Table 2: Students’ reported attendance at workshops.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td></td>
</tr>
<tr>
<td>Finding Sources</td>
<td>11</td>
</tr>
<tr>
<td>APA Documentation</td>
<td>10</td>
</tr>
<tr>
<td>Understanding Sources</td>
<td>1</td>
</tr>
<tr>
<td>Research Fridays</td>
<td>3</td>
</tr>
<tr>
<td>Integrating Sources</td>
<td>3</td>
</tr>
<tr>
<td>MLA Documentation</td>
<td>6</td>
</tr>
</tbody>
</table>

Students were also asked about the reasons they attended a workshop. The most popular reasons for attending a Writing Center workshop was that an instructor recommended it or that they needed help with a particular topic (See Table 3 below). Of those who attended, they seemed to rate the sessions as helpful on a variety of dimensions (See Table 4). The finding sources workshop had the highest rate of reported helpfulness.
Table 3: Students reported reason for attending.

<table>
<thead>
<tr>
<th>Why attend</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>My instructor offered extra credit</td>
<td>2</td>
</tr>
<tr>
<td>I generally wanted to improve my writing</td>
<td>6</td>
</tr>
<tr>
<td>My instructor recommended it to me</td>
<td>14</td>
</tr>
<tr>
<td>I heard good reviews from other students</td>
<td>2</td>
</tr>
<tr>
<td>I needed help with a specific</td>
<td>16</td>
</tr>
</tbody>
</table>

Table 4: Respondents’ reported helpfulness of workshops.

<table>
<thead>
<tr>
<th>How helpful was the finding sources workshop</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>4.2%</td>
<td>2</td>
<td>8.3%</td>
<td>11</td>
<td>45.8%</td>
<td>10</td>
<td>41.7%</td>
</tr>
<tr>
<td>How helpful was the using sources workshop</td>
<td>1</td>
<td>5.0%</td>
<td>2</td>
<td>10.0%</td>
<td>10</td>
<td>50.0%</td>
<td>7</td>
<td>35.0%</td>
</tr>
<tr>
<td>How helpful was the organizing essay workshop</td>
<td>3</td>
<td>11.1%</td>
<td>6</td>
<td>22.2%</td>
<td>9</td>
<td>33.3%</td>
<td>9</td>
<td>33.3%</td>
</tr>
<tr>
<td>How helpful was the citations workshop</td>
<td>4</td>
<td>16.0%</td>
<td>1</td>
<td>4.0%</td>
<td>10</td>
<td>40.0%</td>
<td>10</td>
<td>40.0%</td>
</tr>
<tr>
<td>How helpful was the editing workshop</td>
<td>2</td>
<td>9.5%</td>
<td>4</td>
<td>19.0%</td>
<td>8</td>
<td>38.1%</td>
<td>7</td>
<td>33.3%</td>
</tr>
</tbody>
</table>

Since most students did not attend a workshop, students were questioned about why they did not attend. Most students reported that they could not attend because of a scheduling conflict (See Table 5). A smaller proportion of students reported not needing help or not being interested.
Table 5: Students reported reasons for not attending any workshops.

<table>
<thead>
<tr>
<th>Reason</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why not attend: hadn’t heard about them</td>
<td>6</td>
</tr>
<tr>
<td>Why not attend: didn’t need the help</td>
<td>24</td>
</tr>
<tr>
<td>Why not attend: had schedule conflicts</td>
<td>56</td>
</tr>
<tr>
<td>Why not attend: didn’t know the location of the WC</td>
<td>12</td>
</tr>
<tr>
<td>Why not attend: wasn’t interested</td>
<td>23</td>
</tr>
<tr>
<td>Why not attend: didn’t know the time of the day</td>
<td>15</td>
</tr>
</tbody>
</table>

Students were also asked if they attended the Writing Center to receive tutoring. It appears most students (81%) reported that they did not attend the writing center for tutoring. Of those who did report attending tutoring, 72% reported that they attended multiple times.

Write in Responses

Additional Comments

- I plan on using the writing center to my advantage in the future.
- If I need help with anything, I usually just went to MESA.
- I think the writing center is a good option for students who are having trouble, and I would have gone if I could have fit into my schedule.
- Staff needs to respect and watch the voice level once they’re off their shifts.
- More assistance at the Hollister location would be helpful.
- The person was rushed and unwilling to help me. I don’t even know why they were there.
- I have heard from those who have attended that they are very helpful.
- Not enough people that could help.
- Many times I got the excuse, “I’m off, ask someone else”. It was rude.
- Having workshops on say a Saturday or Sunday that cover everything in one lecture could help and give opportunity to people like me that work all week and don’t have time.
- I had never used APA style and was so confused until I went to a workshop.
- I noticed a lot of workshops were earlier in the morning. Maybe have more hours that aren’t so early in the morning.
- Maybe send emails to students with writing center workshop hours.
- Lectures and methods to avoid disorganization.
• If I had time, I would love to use this resource.
• Peer-reviewed article search should be a session.
• Sessions attended helped greatly.
• How to schedule your time.
• I never have asked for help, but I have asked in.
• I came with my psyc paper asking for help to fix it up. They said everything looked great. So I thought it was fine including citations. I got a poor grade.
• There needs to be more one-on-one time with the student and tutor.
• I think that the time that a person has to review their essay should be a little more extended. Because the time I went, I didn’t receive the help I needed.
• In classes at time of any workshop-make ones later in the day.
• More advertising, drop in times. I have a very busy schedule, so I often cannot attend specific events.
• More help for walk-ins would be greatly appreciated.
• How to keep on a schedule for an essay.
• How do you become a tutor?
• The writing center helps you a lot to get a clearer picture of your essay.
• The workshops seem very helpful and I wish I could attend one, but my schedule is very tight. Maybe online help that was offered that would be of great help because I do need the help.
• I appreciate all your hard work to help us improve in our writing.
• I wish they were after 4 so I could attend.
• Thank you all the writing center aides and instructors.
• When I did visit the writing center for help on my research paper the tutor was very knowledgeable and helpful. If I did not have scheduling conflicts, I would have attended the workshop.