

Carrie Nelson Performance Summary and Report: 2018-2019 Academic Year

Summary:

As a member of SCAD's Academic Resource team, my responsibility as a writing consultant is to provide writing assistance to students, faculty, and staff. I help at all stages of the writing process, from initial drafting to final edits, and work with undergraduate, graduate, and ELL students for academic, professional, creative, and personal projects.

I believe strong written and communication skills are essential to the success of SCAD's students, not only in the classroom but also in reaching their professional goals. This belief is at the forefront of all of my work as a writing consultant and directly correlates to *retention*, *results*, *reputation* and *research*.

I meet with students one-on-one to support their writing needs. This year, I have helped with a variety of topics, including class assignments, graduate theses, professional materials, scholarship essays and even a film script submitted to a national competition.

Accomplishments:

Since Fall 2018, I've spent nearly 500 hours tutoring, completing 783 appointments and seeing 428 students. This work relates to *results* and *retention* as nearly 50% of my clients returned to work with me again, and 48 students met with me 10 or more times during the 2018-19 school year. Furthermore, 98% of students who responded to our survey said they either agreed or strongly agreed that they could apply the skills they learned to their classwork, and 97% said it improved their writing skills in general. In the same survey, students also commented on how my services supported their growth and success:

- Carrie Nelson has helped me so much over the past few quarters, and my writing would never be as strong as it is now if it weren't for her.
- Carrie has been extremely helpful for my project. She not only helped me with the problems, but also gave me suggestions and recommendations that I can apply to other similar writings. I feel this is very important for second-language learners because anyone can help us revise a paper or fix some grammar, but only people with the mindset of helping us to grow and learn language better can actually motivate us and give proper guidance. I really appreciate Carrie's help.
- Mrs. Nelson has been helping me with my writing over the past few quarters, and I can honestly say that my work would never be what it is today without her.

In addition to survey responses, several students have written me directly to let me know how much they appreciated my help and speak to the results I provide. For example, Youi Shih, a graduate MOME student, wrote me the following thank you note: "I am really appreciative of your help during these two years. Every time I finished meeting you, I felt encouraged to revise my paper. I wanted to make it better as you, it's hard but I have enjoyed writing papers since I saw how good you are...You are one of the teachers who's inspired me a lot here."

In addition to results and retention, my work also correlates to *reputation* as many of my students are working on their graduate theses and professional materials that they share outside of the classroom. I help many students on these projects because they know how

important it is that their work is as polished and targeted as possible. The importance of my help is reflected in the following comments from surveys:

- Carrie Nelson has really helped me improve my resume to the point that I am proud of it. She has helped me make it look very professional.
- I had great feedback from Carrie, she was attentive to my questions and concerns as I wrote my Thesis paper. She was always ready with great resources and tips and tricks to completing my paper from outline to sourcing references. I can honestly say I feel more confident and about my writing and concepts with her guidance.

In addition to survey feedback, some students credit my help in their thesis. For example, one student believed my help was so vital, he mentioned me in the acknowledgments section of his graduate thesis, saying: "I cannot thank enough adviser Carrie Nelson from the Writers' Studio, who kept assisting me to write a good academic English paper...What she does is much more than editing, but actually helped me to find my voice to speak in a global village." – Meng-kuei Chang, a graduate sound design student.

Outside of one-on-one appointments, my efforts this year have focused on promoting and enhancing the Writers' Studio workshops. I oversaw much of the promotion for our workshops and other events and attended the SCAD app training with Joseph Schumacher, director of content strategy, to help with this. I also designed most of the workshop flyers in Canva, wrote promotional copy, got the posters approved and stamped, posted them to buildings and residence halls, uploaded them to MySCAD, Blackboard, and Facebook, and added them to the SCAD app. I then emailed all the relevant departments at SCAD so faculty and advisers could inform the students they thought would be interested.

I also created a survey to measure student satisfaction in Office 365. The data from this survey has helped my department understand how students learn about our workshops, if they liked them, and what types of workshops they want more of. This survey was sent out to every student who attended our workshops. I'm happy to report students are very pleased with the workshops, with students rating our workshops 4.54 out of 5 in terms of meeting expectations and satisfaction. Furthermore, 97% of students said they would recommend our workshops to friends and 100% expressed interest in attending future workshops.

This year, I led at least two workshops a quarter, with between 15 to 50 students attending each. In fact, for two of my workshops, the attendees exceeded the room's capacity. Every workshop resulted in students scheduling one-on-one appointments with the Writers' Studio and requesting materials from the presentation. For example, I received the following email from a student who attended one of my professional writing workshops:

Dear Carrie,
Hello! My name is Kayla Gallagher. I wanted to reach out to you because I attended your Resume and Cover Letter Workshop on Friday, April 5th and found it to be so helpful and informative. It definitely made me realize that I have a long way to go to make my resume and cover letter the best that it can be. I would love the opportunity to work with you on it, if possible. I am happy to meet with you in person or send you my current resume and cover letter via email, whichever is best for you.
Thank you in advance, and I hope to hear from you soon.
Kayla Gallagher

Kayla then followed up with me again after meeting for an appointment:

Dear Carrie,

I had met with you a few weeks ago to go over my resume and cover letter which was very helpful and I appreciated your advice! I have continued to work on my resume and completely reworked the design. I was wondering if I could make an appointment with you to go over it once more, I am especially having trouble deciding what information I'd like to have on my resume under which category (volunteer work, academic awards, etc.) Please let me know if you have any times available to meet. Thank you in advance.

Best,

Kayla Gallagher

This year, in addition to enhancing workshops, I focused on increasing the quality and number of resources my department provides in house, on MySCAD, and on Blackboard. To do this, I redesigned and updated our worksheets and handouts to be in line with SCAD's visual style as part of my objectives.

Overlapping with these initiatives, I worked particularly hard on increasing the professional writing support my department offers. I have come to really enjoy professional writing because it is here I find I can best connect with students as they realize how important their writing skills are to their professional goals. I taught multiple professional writing workshops, gave in-class presentations on the topic, and created numerous materials for the Writers' Studio's website and created instructional handouts and examples. These handouts are being well-used by students and tutors. Additionally, every one of my workshops well-attended, and faculty and staff requested I repeat the workshops because of how valuable they considered the content. Both not only commented on their success but expressed interest in future collaboration:

Carrie,

Thank you so much for presenting twice on make up class day. I know it was a last minute request and that turnout wasn't as high as expected. However, your presentation was amazing! The joys of being in a glass office is the ability to see and hear every presentation. We will definitely reach out to you in the future. I would love to do a session for some of our student leaders in our department. Once again, thank you!

Warm regards,

Patty Henke, director of student involvement

Hi Laura,

Just a quick email to let you know that Carrie did an amazing job during her class visit to my business practices class. Her way of presenting and giving instructions and advice was so engaging, the students (all seniors) really loved her, and found the content really helpful. So thank you for having your writing mentors available for class visits.

We'd love to have her come to our department club, the AIGA, to do the same. Our meetings are at 8pm on Wednesday nights, so I'm not sure if you're open to that.

I know students are stressed and aren't always pro-active about reaching out to the services outside of the dept, and am hoping if I bring you over to Adler they'll feel more comfortable about setting up appointments and make greater use of your incredibly valuable services.

Thanks again!

Jane Zash, professor of graphic design

Outside of the 6 Rs, other noteworthy work I've done this year has involved collaboration and professional development. In terms of collaboration, I participated on faculty councils for the second year in a row, acting as the client for the "Enhancing the Writers' Studio's Creative Writing Assistance" council. I volunteered in the Fall 2018 orientation, and worked with Andy Fulp, dean of educational services, and Laura Dombroski, director of academic resources, to write scripts for faculty best practices in teaching videos. I also continued my collaboration with CAS, volunteering to help students with professional writing for two of their events and partnered with Joseph Schwartzburt, assistant director of career success, for my résumé and cover letter workshops.

Professional development has been another significant focus of mine this year. I attended the SCAD app training to learn how to better promote my department's workshops, Drupal training with Shannon Curcio to enhance my department's MySCAD pages as part of an objective and attended coding and Blackboard training as part of another departmental initiative.

Overall, the 2018-19 academic year has allowed me to continue to serve SCAD's students, faculty and staff. I am proud of the service I offer students and value my role as a trusted resource for students for students who not only want help with a written project but want to improve their writing skills.

Objectives:

1. Identify and utilize appropriate technology to stream all workshops synchronously for eLearners and document workshops as reusable resources.

My first objective this year required me to "identify and utilize appropriate technology to stream all workshop synchronously for eLearners and document workshops as reusable resources."

My department has offered 42 workshops this year (Peer Tutoring: 21; Writers' Studio: 21), and several of these workshops have had between 15 to 50 students in attendance. This increase in attendance, as well as requests from students, faculty and eLearners for copies/ access to the material led us to realize we need to record, stream, and archive our workshops and materials for reuse.

To do this, I collaborated with Laura Dombroski, Andy Fulp and Owen Mung. I recorded one workshop in the fall quarter (introduction to academic writing) and one in the spring (writing effective résumés and cover letters). The fall quarter recording session served as a trial run, and we learned we needed better equipment and a better room to produce quality recordings. I secured these for the spring quarter recording and rerecorded the fall workshop in Camtasia and edited to make a video that could be uploaded. This video was shared with the professor who requested it and is archived so it can be shared with anyone else who wants it.

In the spring quarter, my department looked into technology to both stream workshops live and record them to be edited and posted on the Writers' Studio page. I worked with Laura Dombroski to set up a way to stream workshops through Blackboard Connect and Owen Mung to record a workshop with a high-quality camera to capture video.

The faculty councils I participated in this year expressed a desired for access to more videos and materials, so I'm happy to say that we now have a good understanding of the technology available to us and will be able to livestream our workshops to anyone who requests one and record and edit the most popular and important workshops to turn into videos we can share and put on MySCAD and Blackboard.

2. Create templates and modules for Blackboard sites for Peer Tutoring, the Writers' Studio and Best Practices in Learning

One of the more significant objectives I completed this year was creating content in Blackboard pages for students. To complete this objective, I attended training on how to code HTML; designed the layout for 4 new pages; created the content for 37 modules—including selecting images; using Canva and Photoshop to edit and design them; writing the copy and titles; editing for voice consistency, typos, clarity, and general SCAD guidelines; and double checking all coding for links, emails, videos, etc. To accomplish this, I had to meet with Andy Fulp, dean of educational services, to learn HTML coding and get feedback on visual design, and Laura Dombroski, director of academic resources, to write copy, edit text and maintain a consistent tone in line with SCAD style. I also worked with Patricia Gimenez and Stephanie Noelle, both reference librarians, for the library page.

Since creating the pages over the winter break, I have been updating the content as needed every quarter to ensure it is fresh, relevant and engaging.

3. Create taxonomy and outline for MySCAD page resources and execute changes to align with new Blackboard sites.

Since I have been updating and creating new resources and recording workshops as part of my other objectives, it was also important that I make these resources as available as possible for faculty and students. To do this, I decided I needed to review and reorganize the Writers' Studio's MySCAD page. I first attended drupal training with Shannon Curico to learn how to operate the MySCAD page and create child pages so our information could be better organized and the pages wouldn't be over crowded. I formatted all the pages consistently. I then revised the content for consistency, clarity and tone and followed SCAD style. I added engaging images to improve the aesthetics of the pages. Images were taken from SCAD website and catalogue and used consistently across materials (i.e., the image for Chicago style is used on the Chicago page and the Chicago materials). Then, I collaborated with Ben Barbour, coordinator of peer tutoring, to work on the Peer Tutoring page and make it consistent with the Writers' Studio page.

Every quarter, I update relevant sections of the Blackboard page, and we both update the corresponding sections of our respective MySCAD pages to ensure everything is accurate and up-to-date.

4. Create formatting template and style guide to ensure continuity in all Academic Resources documents, print handouts, videos and online resources

My final objective this year involved creating a style guide for the new material created for the Writers' Studio's MySCAD and Blackboard page to ensure it is representative of SCAD's overall design and visual style and is consistent across platforms. With more and more students and staff seeking our materials and guidance with written work, it is imperative these materials fit the SCAD brand and are easily identifiable with my department.

To do this, I created a style guide that detailed the specific font, images, colors, spacing, sizing, etc. of the most common documents created, and included images for reference. I then began creating new materials according to these standards and updating older ones, and posted them to my department's MySCAD page and Blackboard page.

The most common documents I created are:

- 5 Guides (2 updated, 3 new)
- 7 Annotated Examples (see objective 2)
- 11 Sample Papers (see objective 2)
- Handouts and worksheets (2 updated, 5 new)

All these materials were designed in Canva and all images were sourced from SCAD. Font, colors, and other design elements were inspired by SCAD's current website, catalogue, and student guide. Many extra templates are available for future materials my department creates and the guide is saved in the shares drive.