1. Offices/Departments/Centers/Institutes (Non Degree-Granting) Identification & Executive Summary

- Writing Across the Curriculum
- The mission of Writing Across the Curriculum (WAC) is to foster consensus that writing is integral to a liberal arts education at Loyola and to support the use of writing as a learning tool in all disciplines. WAC has articulated several ongoing goals by which to fulfill this mission:
  - **Goal 1:** To promote the use of writing in all classes through interdisciplinary faculty forums, class lectures, and consultation on writing in the disciplines.
  - **Goal 2:** To offer easily accessible peer tutoring that helps Loyola students improve the quality of their writing.
  - **Goal 3:** To maintain and operate computer centers and classrooms consistent with up-to-date writing and research technologies.
  - **Goal 4:** To publicize effectively the services we offer to on- and off-campus students.
  - **Goal 5:** To reward and nurture outstanding writing as an essential feature of educational excellence at Loyola.

- **Executive summary of activities:**
  In 2011-2012, Writing Across the Curriculum conducted an intensive, in-depth five-year review and an accompanying external review. Our reviewers were Dr. Gwendolyn N. Hale, Ph.D, Writing Center Director/ Writing Program Director at University of Mary Washington, along with Mary Beth Simmons, Director, Villanova University Writing Center. The external reviewers found that WAC was doing an excellent job and recommended that the University support WAC with more funding, more space, course releases, and promotions for WAC faculty and staff. (See attached In-depth Review and two external reviewer reports.) WAC also developed a series of writing workshops for students that focused on the major writing guides (MLA, APA, Chicago/Turabian), as well as a speaker series, “Writing Across the Curriculum Presents…”, where Loyola faculty discuss writing and the writing process. WAC is honored that Nancy Rowe, Assistant Director was awarded the Magis Award for Outstanding Staff Member of the Year 2012—all of this while WAC conducted the greatest number of tutoring sessions in WAC history!

- **Key assessment/programmatic enhancement initiatives:**
  This year WAC seeks to grow its Teaching Assistant program, further develop on-line writing materials, and conduct a thorough assessment of the practicum where new tutors are trained. WAC is focused on building on its recent success and creating a foundation for future growth.

Revised: Fall 2011
2. **Offices/Departments/Centers/Institutes (Non Degree-Granting) Summary & Assessment Results for Key Performance Indicators (KPIs)/Student Learning Outcomes (SLOs), where applicable**

(See Tables 2.1 through 2.4 located in the Appendix)

**DEPARTMENT**

**Writing Across the Curriculum**

<table>
<thead>
<tr>
<th>FACULTY &amp; STAFF HEADCOUNT</th>
<th>AY 08-09</th>
<th>AY 09-10</th>
<th>AY 10-11</th>
<th>AY 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ordinary Faculty - FT Tenured</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ordinary Faculty - FT Tenure Track</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Extraordinary Faculty - FT</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total Full-Time Faculty (FT) Headcount</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Part-Time Faculty - PT</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL FTE Faculty</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Staff - FT</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Staff - PT</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL FTE Staff</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**Graduate Student Survey**

Spring 2012

**Report**

Q220. How helpful were the following departments to you? - WAC Lab (Writing Across the Curriculum)

<table>
<thead>
<tr>
<th>Q7. College:</th>
<th>Q15. Level:</th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business, College of</td>
<td>Graduate</td>
<td>3.33</td>
<td>3</td>
<td>1.53</td>
</tr>
<tr>
<td></td>
<td>Undergraduate</td>
<td>3.51</td>
<td>69</td>
<td>1.08</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>3.50</td>
<td>72</td>
<td>1.09</td>
</tr>
<tr>
<td>Humanities &amp; Natural Sciences</td>
<td>Undergraduate</td>
<td>3.63</td>
<td>104</td>
<td>1.27</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>3.63</td>
<td>104</td>
<td>1.27</td>
</tr>
<tr>
<td>Law, College of</td>
<td>Professional</td>
<td>2.58</td>
<td>26</td>
<td>1.47</td>
</tr>
</tbody>
</table>

Revised: Fall 2011
<table>
<thead>
<tr>
<th>College, Degree Level</th>
<th>Undergraduate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music and Fine Arts, College of</td>
<td>3.38</td>
<td>77</td>
</tr>
<tr>
<td>Social Sciences, College of</td>
<td>3.93</td>
<td>54</td>
</tr>
<tr>
<td>Social Sciences (Non-Traditional Evening), College of</td>
<td>4.47</td>
<td>19</td>
</tr>
<tr>
<td>Total All Colleges, All Levels</td>
<td>3.89</td>
<td>57</td>
</tr>
</tbody>
</table>

The validity of this data provided by Institutional Research is questionable. For many of these categories, for instance College of Law, Graduate programs, etc., WAC does not serve those populations. That such data has been created is obviously problematic and calls into question, at least for WAC, the representative nature of what has apparently been quantified.

At least twice a year, WAC assesses the services it provides to those students who actually have used the service—in the form of a client satisfaction survey. (The above data is also a client satisfaction survey.) Our data shows that WAC is highly regarded by those who are tutored in the Writing Center. See section 5.

For sections 3-7 below, please respond to each part:

3. **Summary of Office/Department/Center/Institute Achievements and Committee Service**

A. Awards/distinctions for your office/department/center/institute as a whole

*Where applicable please list:*

- Office/Department/Center/Institute personnel (Faculty/Staff) achievements

  **Robert Bell**

  *Bell, R.* “The Death of the Natural Disaster.” PCA/ACA  Boston, April 2012.

Nancy Rowe
Won the Magis Award for Outstanding Staff Member of the Year 2012
Created the "Writing Across the Curriculum Presents..." writing series for students and faculty
Attended CCCC conference in St. Louis
Participated in the Belize Immersion Trip for Faculty
Taught non-fiction for Loyola Writing Institute's Summer Workshop for Young Writers

Student achievements

Holly Combs
Marcus Smith Scholarship
Dr. Nancy Fix Anderson Women's Studies Writing Award
Dawson Gaillard Award in Fiction
First Place Mark of Excellence for In Depth Reporting from the Society of Professional Journalists for The Maroon’s “Series on Sexuality”
2011-2012 Joseph P. Sendker and Juanita C. Sendker Scholarship
Presented a short story at the 2012 International Sigma Tau Delta Convention
Graduated Summa Cum Laude
Departmental Honors in English
University Honors

Megan Bates
Inducted into Alpha Sigma Nu, the Jesuit honor society

Brennan Peters
Student Peace Conference Essay Award
Dawson Gaillard Award for Creative Non-fiction
Won a Talbot's scholarship/grant

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Adam Gnuse  
Loyola President and the Director of Student Readers for 1718  

- Community Engagement* activities/achievements  
  WAC provided trained tutors for Luscher High School’s writing center

B. University Committee Service (including: Task Forces and Special Initiatives) and Strategic Alignment (Use codes indicated in footnote number 1)  

Robert Bell  
Member, Faculty Senate (through April, 2012) SG  
Member, Extraordinary Faculty Taskforce (HNS ad hoc) SG  
Member, Extraordinary Evaluation Review Committee (HNS) SG  
Member, University Parking Committee SG  
Member, Center for Faculty Innovation Advisory Committee ED

Where applicable please list:  
- Office/Department/Center/Institute personnel (Faculty/Staff) committee service  
  Robert Bell  
  English T122 Course Revision Committee (Summer 2011 through present) ED  
  Nancy Rowe  
  Member, English Dept. Protocol Committee Fall 2011 SG  
  Mary Waguespack  
  English T122 Course Revision Committee (Summer 2011 through present) ED  
  English Administrative Committee (Spring 2012 through present) SG

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1 University Committee Service Codes:  
Strategic Alignment: for Office/Department/Center/Institute personnel note service on university committees/task forces/special initiatives .  

CODE: Strategic alignment  
ED – Educational Mission. Committees related to enhancement of learning and educational experiences (e.g., Online Educ. Cmt.)  
ST – Student Enrollment/Relations/Co-curricular Programming (e.g., Marketing, recruitment & admissions related activities, student success (retention activities), alumni relations and co-curricular initiatives and events)  

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4. **Strategic planning and goals for AY 2011-2012**

As per our 2010-2011 Annual Reports, our objectives and goals for the year 2011-2012 were:

1. To complete the revision of the WAC web page, including a section of WAC generated handouts.
2. To find a service-learning project that WAC is able to participate in.
3. To begin to identify faculty members for a reconstituted Faculty Advisory Board.
4. To further market our services to the student body.
5. To plan a gathering with other local university writing centers in order to share ideas and resources.
6. To offer in-house writing-related workshops throughout the course of the school year.

Many of the goal will essentially become ongoing. For instance, we have created many writing handouts for our webpage, but we will always be updating them and adding to them. We worked with Lusher High last year, helping them create a WAC Center, and hope to continue to do so. We have reconstituted our Faculty Advisory board—Sarah Butler (History), Erin Dupuis (Psych), Bob Gnuse (Rel), Michelle Johnson (Bus), Liv Newman (Soci and CFI), and John Sebastian (Engl). Marketing efforts have been successful (see the number of tutoring sessions above). And we have begun offering workshops on citations and talks from faculty about writing. The only goal we did not meet, but still would like to work on, is meeting with area WAC programs and writing centers.

5. **General statement on how assessment has been conducted within the unit during AY 2011-2012**

WAC utilizes a variety of tools to assess its efforts to meet its goals. Tutor Session Reports are completed for each tutoring session. Online surveys of WAC’s student users are administered several times during the year to gauge student satisfaction with WAC services. A new online survey of faculty is planned. The results of these assessments are compiled and reviewed by WAC staff and used to improve our services.

*Tutor Session Summaries*

WAC assesses student usage of the lab and tutor performance through our Tutor Session Summary reports. These forms are used for both quantitative and qualitative data. Reports are then input into a database after each tutoring session, and WAC extracts the usage data after

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every semester. Later, this information is used to survey students who visit the center. *A discussion of the student satisfaction surveys appears in the next section.*

The first assessment function of the reports is to record lab usage. To this end, the form records the student name, professor name, class name, session location (center, library, online), and the date and time of the session. With this information, WAC tallies how many students use the lab, determines peak usage times, and determines which professors are requiring students to use the center. Professors who require students to visit the center or who request data receive copies of the reports.

The table below presents student usage data from the Tutor Session Summary reports, showing the number of tutorials the WAC lab has performed during each academic year over the last five years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Tutorials</th>
<th>Overall student visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>1282</td>
<td>1282</td>
</tr>
<tr>
<td>2007-08</td>
<td>1180</td>
<td>1804</td>
</tr>
<tr>
<td>2008-09</td>
<td>1285</td>
<td>1716</td>
</tr>
<tr>
<td>2009-10</td>
<td>1595</td>
<td>1918</td>
</tr>
<tr>
<td>2010-11</td>
<td>1556</td>
<td>1725</td>
</tr>
<tr>
<td>2011-12</td>
<td>2355</td>
<td>2384</td>
</tr>
</tbody>
</table>

The data show a marked increase in the number of tutorials last year. Given our current number of tutoring sessions, WAC expects these numbers to increase again in the 2012-13 academic year.

The second assessment function of these reports is to monitor the performance of our tutors and to assess areas in which we need to improve tutor training. To this end, the form records the writing issues addressed and the strategies tutors used to address those issues. For each tutoring session, tutors report the areas of concern that the session covered and write an overall summary of the session. The reports are written with tutor training in mind. That is, the report guides the tutor through the writing issues that need to be addressed in each session, moving from higher-order-concerns to lower-order-concerns.

The most recent data from Spring 2012 showed:
- 39.8% of the tutees who visited WAC had never used WAC services before.
- 66.1% of the tutees came to the center without a professor requiring the visit.
- 80.2% of the tutees came to the center with a full draft.
- 43% of the total sessions worked on the student’s thesis.
- 46.6% of the total sessions worked on developing the student’s argument/analysis.
72.3% of the total sessions worked on sentence clarity and structure.

WAC uses this data to look at students’ writing needs and help train tutors to meet those needs. WAC also examines this data to find out who is using our center and why they are using it.

In addition to serving students in the writing center, WAC presented numerous writing workshops and visited professors’ classrooms to talk about a wide range of writing-related topics: WAC services, thesis development, essay development, organization, grammar, writing book reviews, critical thinking, formatting, etc. WAC presented 3 public workshops on formatting styles, and gave ten specialized lectures to individual classes. WAC also gave lectures and workshops for the Faculty Academy and the Center for Faculty Innovation.

During the 2010-11 year, WAC booked the electronic classroom for 191 writing-related classes. Below is a list of WAC’s classroom usage activity over the last five years.

<table>
<thead>
<tr>
<th>Term</th>
<th>Electronic classroom usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>94</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>110</td>
</tr>
<tr>
<td>Summer 2012</td>
<td>24</td>
</tr>
</tbody>
</table>

**Other measures of effectiveness:**

*Student Satisfaction Surveys*

Each fall and spring, WAC surveys students to determine topics covered in sessions and overall student satisfaction. Recently, WAC has updated its survey system using SurveyMonkey, an online data collection system. A summary of data from our most recent Student Survey in Spring 2012 is presented below.

The outcomes related to writing showed that:

- 39.1% were required by their professor to visit WAC.
- 8.7% worked on prewriting, 17.4% worked on drafting, 78.3% worked on revising.
- 54.3% worked on thesis development.
- 78.3% worked on essay organization and structure.
- 69.6% learned more about grammar and punctuation.
- 34.8% learned more about quotation integration.

The outcomes related to the tutee’s overall impression of the session are as follows:

- 82.6% said the atmosphere of the tutoring session was friendly and engaging.
• 91.3% rated the overall quality of the tutoring session good to excellent
• 82.6% felt that the tutor gave them information they could use when completing future assignments
• 97.8% said they would recommend WAC to others

Student Satisfaction surveys are located online and past student satisfaction surveys are in our annual reports on the intranet.

**Practicum Class Evaluations**
Each fall, WAC trains a new group of writing tutors to work in the center. The Practicum in Teaching Writing is a rigorous course that offers potential tutors a chance to learn about writing center pedagogy, brush up on writing mechanics, and practice tutoring in a critically constructive environment. Once the class is complete, tutors fill out a class evaluation. The WAC Director, Assistant Director, and Faculty Writing Consultant use these evaluations to make changes in the course syllabus and plan for the next Practicum.

In the past, the evaluations have shown that tutors feel that they learn the most from class discussions about writing center theory and mock tutoring sessions. We have increased the number of mock tutoring sessions and continue to offer constructive feedback.

We have also changed the assignments to make the writing component of the course more rigorous, so that we can catch any writing-related problems early on. Through our assessment of potential tutors’ writing, we learned that some tutors were not as proficient in writing as we need and expect in tutors working at a writing center. We work with these students on a one-on-one basis to prepare them as tutors. Students who do not reach a level of writing proficiency over the course of one or two semesters are either transferred to another department or let go.

**Practicum Observation Forms**
As part of the Practicum in Teaching Writing Course, new tutors are instructed to observe experienced tutors and record their observations. The questions on the observation forms are designed not only to help new tutors learn from experienced tutors, but to reinforce good tutoring habits. For example, the first question reminds the new tutor to be courteous by asking, “Does the tutor try to establish rapport with the tutee? If so, how?” The final question on the observation form asks the tutee to make constructive suggestions to make the observed session more productive. While not revealing the tutor or tutee mentioned on the observation form to the Practicum class, the instructor later shares these constructive suggestions with the tutors-in-training. The suggestions are used to reinforce best practices.

**Ways that the assessment data have been used to enhance the program:**
WAC is a small department with a small staff, which makes the program efficient when it comes to making changes. The staff meets many times throughout the week and continually revises the center’s practices to better meet the needs of students and to create a more effective, accessible center. WAC researches best practices and, when logical, applies those practices. Some of this information comes from writing center articles, handbooks, and scholarly journals; through attending writing center conferences; and through participating in the writing...
center listserve, an active, international forum for writing center discussion. Through our research, assessment, and regular meetings, we have enhanced our program in many ways over the last five years.
The following represents just some of the ways we have worked toward program enhancement:

- WAC used the qualitative survey data to enhance our tutor training program. These materials help tutors see the tutoring process through the eyes of the tutee.
- Using website usage data, WAC created more online materials for on-campus and distance learners.
- WAC created new brochures and marketing materials to highlight the importance of writing to learn, and the power of writing as a means for social change.
- WAC met with professors in Criminal Justice, Sociology, Business, Nursing, Religious Studies, and Political Science to develop effective writing assignments.
- WAC participates in presentations offered through the Center for Faculty Innovation.
- WAC developed new workshops in writing literature reviews, MLA formatting, Turabian formatting, and APA formatting.
- WAC changed its Sunday hours to better accommodate student needs.
- Through our IT department, WAC acquired new writing software. WAC helped the English Department secure an electronic classroom in Buddig Hall.
- WAC changed our classroom presentations and faculty discussions to highlight that WAC is for all writers, not just for “basic” writers. We continue to promote the idea that writing is a process and that all writers, even professionals, must revise with the help of other writers.
- WAC awarded two students with a WAC Fellowship.
- Using class evaluations, WAC modified the course syllabus for the Practicum in Teaching Writing in order to facilitate more effective tutoring.

The WAC Assessment Plan sets forth the following goals:

1) To promote the use of writing in all classes through interdisciplinary faculty forums, class lectures, and consultation on writing in the disciplines.
2) To offer easily accessible peer tutoring that helps Loyola students improve the quality of their writing.
3) To maintain and operate computer centers and classrooms consistent with up-to-date writing and research technologies.
4) To publicize effectively the services we offer to on- and off-campus students.
5) To reward and nurture outstanding writing as an essential feature of educational excellence at Loyola.

Regarding goal 1, WAC conducted 29 individual presentations for students and faculty, including presentations for First Year Faculty, using blogs in Religious Studies classes, Business Communication grammar review, writing for Music Industry majors, etc. University-
Revised: Fall 2011
wide, WAC conducted 6 workshops on proper use of MLA, APA, and Chicago/Turabian styles. WAC also began a new speakers series, Writing Across the Curriculum Presents...”, where faculty gave informative talks to students about the writing process. Both of these talks were standing room only.

Our high usage rate and satisfaction, see above, shows that goal 2 is being met.

The acquisition of new software for screenwriting helps keep WAC meeting goal 3. In order to assess WAC effectiveness in promotion, we point to the high usage numbers above. Not only did WAC offer quality tutoring to students, but WAC rewards students with the WAC Writing Fellows program. Nominated by professors, these students are chosen as WAC Fellows because of their ability to write. The Fellows are recognized at the HNS Honors Convocation. For 2012 the WAC Writing Fellows were Brian Ea, Elizabeth Lilly, Cullen Smith, and Simon Whedbee.

Assessment CODE(S):

1. Unit Operational Enhancement Initiatives
2. Campus Services Enhancement(s)
3. Enhancement of Educational Initiatives/Student Support Programs (where applicable)
4. Enhancement of Process of Internal Strategic Planning & Assessment
5. Addition or Refinement of Unit-Specific Internal Databases & Assessment Initiatives
6. Revision of Criteria for Judgment of Adequacy or Success of Assessment
7. Other (e.g., Website Updates, intranet Enhancements, & Source Document Uploads)

Please indicate all that apply and include the timeline, additional resources and approvals required to implement any programmatic changes.

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6. **Budget for AY 2011-12**

   - In 2011/12, WAC received $19,500 for our Student Assistant budget and $7500 for our Operating Pool. Because we initiated an online tutoring format for summer students, we saved the university $4000; this savings was routed to the Dean’s Office. In the coming year, we will use the funds to expand our Teaching Assistant program, to recruit more Student Assistants and to expand our staff during peak usage times. These budgets, operating and student assistant, was adequate in meeting our needs for the strategic goals/initiatives in our area.

7. **Supportive Documents**
   - WAC In-Depth Five-Year Review
   - Hale Report
   - Simmons Report
   - Fall 2011 data
   - Spring 2012 data