MISSION STATEMENT:
The Mission of Writing Across the Curriculum is to foster a 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.

OBJECTIVES/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.

ASSESSMENT (What assessment tools are you using and how do they address the objective/goals cited above?):

- WAC uses online surveys, tutor session reports, and tutor feedback reports. (Objective 1, 2, 5)
- The staff meets at least 4 times per week to assess WAC and center operations. (Objective 1, 2, 3, 4, 5)
- Educational presentations through the Center for Faculty Development are assessed through that department. (Objective 1, 4, 5)
- WAC staff meets with professors before and after in-class workshops to assess writing-related needs, and also meets frequently with faculty on an informal basis to discuss writing concerns for their classes as these arise. (Objective 1, 2, 3, 4, 5)
- Statistics about the use of the WAC website are used to assess how the website is being utilized by students and faculty to get writing help online and to find out about WAC services. (Objective 2, 3, 4)
- WAC surveys professors in order to identify strong writers across the disciplines. (Objective 5)

WHERE ARE THE ASSESSMENTS LOCATED?

Formal assessment instruments are located as a hard copy in the department office and online.

EVALUATION METHODS (How were the assessments evaluated?):

Director, Assistant Director, and Faculty Writing Consultant meet to interpret the data and discuss/plan relevant actions needed.

RESULTS/OUTCOMES:

WAC’s assessment instruments identified:

- 92% of student respondents surveyed rated the quality of the tutoring session good to excellent (Objective 2, 5)
- 94% of student respondents believed the tutor gave them information they can use in future assignments (Objective 2, 5)
- 96% of student respondents would recommend WAC to their peers (Objective 2, 4, 5)
- There is a need for more faculty development in the area of writing assignments and writing integration in the classroom (Objective 1,2,5)
- There is a need for more WAC-led workshops concerning the writing process in the various disciplines (Objective 1,2,4,5)
- There is a need for hours more conducive to serving students' needs (Objective 2)
- There is a need for more writing-related software/programs on our lab computers (Objective 2,3)
- There is a need for more advertisement of WAC as a place for all writers, not only for “basic” or freshmen writers (Objective 4)
- There is a need for more advertisement of WAC online services (Objective 2,3,4)
- WAC Writing Fellows and potential WAC tutors (Objective 5)

**USE OF RESULTS (What modifications, adjustments were made based upon the evaluation of the assessment materials?):**

- WAC met with professors in Criminal Justice, Sociology, Business, Nursing, Religious Studies, and Political Science to develop effective writing assignments. (Objective 1,2,5)
- WAC participates in presentations offered through the Center for Faculty Innovation. (Objective 1,2,5)
- WAC developed new workshops in writing literature reviews, MLA formatting, Turabian formatting, and APA formatting. (Objective 1,2,4,5)
- WAC changed our Sunday hours to better accommodate student needs. (Objective 2)
- Through our IT department, WAC acquired new writing software. WAC helped the English Department secure an electronic classroom in Buddig Hall. (Objective 2,3)
- 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. (Objective 1,4,5)
- WAC awarded two students with a WAC fellowship. The Assistant Director recruited both of these students to work in the center as writing tutors. (Objective 5)

**RESOURCES/TIMELINE/APPROVALS (Based upon the modifications/adjustments included in the USE OF RESULTS section, identify the timeline, resources and approvals required to implement the change):**

No additional resources were needed. All changes were made as needed over the course of the semester or between semesters. As all changes were intradepartmental, no external approvals were necessary.

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