MIDDLESEX COMMUNITY COLLEGE

CO-CURRICULAR PROGRAM REVIEW

Writing Across the Curriculum

2009-2012

Program Review Committee

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MIDDLESEX COMMUNITY COLLEGE

Co-curricular Program Review:

Writing Across the Curriculum

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Section I: Introduction (Historical Background/Timeline)

The Writing Across the Curriculum (WAC) Program and WAC Committee were established at Middlesex in 1987 to emphasize the importance of writing in every discipline, to encourage and improve student writing in the widest possible range of courses, and to support the college's faculty and staff in their efforts to improve student writing in their classrooms and programs. From its beginning, the WAC Committee has sponsored workshops, events, and special programs to help faculty incorporate writing assignments into their course work and to encourage student writing throughout the college. The Common Book program has been an important initiative of WAC from the beginning that strengthens community while encouraging reading, writing, critical thinking, and interdisciplinary learning.

The first and only prior WAC Program Review was completed in 2001-2002 under the direction of then WAC Coordinator / WAC Committee Chairperson Phyllis Gleason. The Major Program Strengths identified were that WAC was a) "a respected and integral part of the college," b) "flexible and adapt[ed] to ongoing innovations in higher education," and c) "interdisciplinary and engage[d] significant numbers of the college community." Areas identified for improvement included assessment, college wide advertising, updating of the existing WAC website, availability of professional development funding for WAC Committee members, and a WAC budget. After that program review, a workshop evaluation tool was created; improvements to electronic and paper marketing were implemented; a new, extensive WAC website was created; and a WAC annual budget was allocated through the Office of the Provost. In 2006, with financial assistance from the Office of Professional Development, the WAC Coordinator was able to attend the annual "International Writing Across the Curriculum Conference" at Clemson University.

In more recent years, a variety of new WAC workshops have been created in response to faculty needs, further improvements have been made to the WAC website, a WAC journal of student writing was established, creative writing activities were expanded, Common Book related college-wide special events increased, a multi-year physical and electronic (blog) "Inquiry Project" was created (2004-2008), and the program received national recognition in 2008 as an "exemplary WAC Program" by the Two-Year College Association (TYCA) affiliate of the National Council of Teaching English (NCTE).

This in-depth program review process occurred during, and contributed to, significant changes in the WAC Program. These incremental changes during the period of 2009-2012 are therefore documented throughout this program review report.

Section II: Mission & Goals

Prior to this program review process, begun in 2009, the WAC Program did not have a clear mission statement; however, it had a set of specific goals. Coming into the program review process, these goals were the following:

- Promoting the use of a Common Book across the college for all MCC community members – students, faculty, professional and administrative staff – in order to:
  - Encourage and support reading, writing and critical thinking
  - Promote and facilitate the exchange of ideas among students, faculty, staff, and other community members, within as well as across disciplines
  - Strengthen a sense of community via a common "tool"
- Encouraging and supporting the integration of student writing into courses outside of the English dept.
- Encouraging and supporting students' creative and academic writing.

Partly as a result of the program review process, the WAC Program goals were revised (see 2011-2012 below) and a new WAC Program Mission was articulated in consultation with the Writing Coaches (see below):

REVISED WAC GOALS for 2011-2012:
The budgetary changes to WAC and the Program Review Process led the WAC Program to adjust our goals and to more narrowly focus our efforts upon encouraging, supporting, documenting, and discussing Student Writing and Reading Across the Disciplines.

The WAC Program will focus on the following **Student Writing & Reading** initiatives:

- **The MCC Common Book**
  -selecting, promoting, scheduling related events / activities, sharing teaching strategies, etc.
- **Collaborate with Writing Coaches initiative to support Written Communication ISLO**
  -support for faculty efforts to meet the new General Education ISLO for Written Communication; may involve faculty workshops and/or consultations
- **WAC website & Student Writing Samples**
  -helpful resources for students, faculty, Writing Coaches, and Community members; includes Common Book resources, MCC WAC journal of student writing, Student Writing Samples (student writing samples at a variety of college & pre-college levels selected in partnership with the Writing Coaches, English department, and other departments; publishing to assist Students, Faculty, Staff, Administrators, & Community members)
- **The WAC Student Journal of Writing Across the Disciplines**
  -work with Writing Coaches and others to explore interest in a second edition of *Writing Across the Curriculum & In the Disciplines: A Journal of Student Writing from Middlesex Community College.* If there is a strong desire for a second edition, collaborate with Writing Coaches and other interested groups in the publication process (including soliciting, gathering, selecting, designing, producing, distributing, marketing, discussing).

At the same time, we plan to reduce the WAC Program's current efforts in providing faculty workshops and creative writing initiatives. The OPID has grown over the last several years to offer an extensive number of faculty/staff workshops and the now institutionalized "Writing Coaches" provide WAC training of faculty at the college. Creative Writing courses and offerings in the Humanities Division have also recently expanded, with plans for a Creative Writing minor, so WAC hopes to provide a more secondary role in supporting Creative Writing activities at MCC.

REVISED WAC PROGRAM MISSION STATEMENT:
The WAC Program and Writing Coaches have supported one another through regular consultation, communication, marketing, and the building of faculty resources. This program review process led us to discussions of the need for further collaboration with the aim of a clearer articulation of our shared and/or related mission and goals. Particularly as the WAC Program and Writing Coaches are funded from different sources, our discussion process led us to create and agree upon the following Revised "WAC Mission Statement" along with a "Facilitating the WAC Program" section:

WAC Mission Statement:
The Writing Across the Curriculum (WAC) Program enthusiastically promotes reading, supports writing, and strengthens community throughout the curriculum and across our campus, working collaboratively with other college related initiatives in support of the Written and Oral Communication Core Abilities as part of Middlesex Community College's Institutional Student Learning Outcomes.

<u>Core Initiatives of WAC:</u>
- Common Book Program
- Showcasing Student Writing
- Support the work of the Writing Coaches*

Facilitating the WAC Program:
Members of the WAC Committee, a Standing Committee of the FSA, work collaboratively with the WAC Coordinator to develop, implement, and assess various WAC initiatives. The WAC Program, which receives funding from Academic Affairs and recognition through academic governance, is also closely affiliated with the Teaching, Learning, and Reflection Centers, the Office for Professional and Instructional Development, and the Writing Coaches*. An extensive WAC website provides a storehouse of student writing samples and support materials gathered from a variety of contests, journals, and other activities.

*The Writing Coaches, a separate, ad hoc initiative, support faculty, staff, and administrators in their efforts to design, assess, and improve written assignments for their students through focused workshop series and group / individual consulting.

<u>**Section III: Program Description**</u>

a. Outreach within the college to engage members of the college community:

The WAC Coordinator & committee members regularly partner and/or collaborate with many divisions, departments, programs, and offices (e.g., Humanities Division, former Social Sciences & Human Services Division, English Department, Music Department, Student Activities, Strategies for Success / Title III staff, OPID, Publications, Middlesex Interactive) to solicit faculty input, involvement (in creation/design), marketing, and attendance for many WAC initiatives, including the following:

<u>Common Book – Selection Process</u>
Solicit recommendations and input for a Common Book – from faculty/staff through FSA announcements, Newscaster announcements, WAC website, divisional & departmental meetings, emails & individual conversations;
from students through Writing Center suggestion boxes, SUGA outreach
WAC Committee members from a variety of areas of the college (Standing Comm. of FSA) review recommendations, read, solicit input from faculty/staff in their areas, discuss merits & select based on criteria
<u>Common Book – Promotion / Marketing</u>
General / Campus-wide promotional announcements & written materials:
Posters & fliers throughout campus (for Common Book; for related events / activities)
WAC Website – student & faculty resources, links, teaching materials
MCC website (work w/ Publications for posting special events, press releases, etc.)
MCC Blog

Open Common Book Discussion Group meetings (faculty, students, etc.)
Common Book Related Events / Activities (speakers, films, performances, etc.
MCC Facebook

Faculty specific announcements & written materials:
Newscaster
FSA Meetings
Divisional & Departmental meetings & communication (emails, etc.)
Open Common Book Discussion Group meetings (faculty, students, etc.)

Student specific announcements & written materials:
Student mailings through Student Life Office
Student Life Club Fairs
From Faculty / Staff within courses & programs (course materials, assignments, etc.)
Writing Center

WAC Workshops & Consulting
Individual, departmental, divisional, OPID outreach regarding faculty/staff needs
Outreach to MCC and/or external experts in areas such as the following: English
Language Learner faculty; Disability Support Services staff; Counseling &
Consultation Services staff; Library staff; Office of Professional & Instructional
Development; Carnegie (CASTL) Group; faculty with expertise in specific disciplines or
writing related activity (publishing); Outside faculty from Rutgers, UNH, etc.; Specific
Community groups (e.g., Japanese-American Citizens League)
Schedule college-wide or departmental/program workshops in coordination w/ OPID, divisions,
departments
Promote through Newscaster, FSA Meetings, Divisional & Departmental meetings

Creative Writing activities
Posters & fliers throughout campus
MCC Facebook (Publications)
Newscaster
Individual Faculty/Staff recruiting (personal communication & email)
Humanities Division & English Department meetings & emails
Faculty / Staff to students within individual courses & programs
WAC Website calendar
MCC website (special events)
MCC Blog
FSA Meetings
Student Life Club Fairs
Writing Center to students

WAC Student Journal
To Acquire Student & Faculty Selections for Publication:
Personal meetings & email communication with divisional deans, OPID administrators
Personal meetings & email communication with individual faculty members

To Promote Reading & Discussion of Publication (both paper & electronic):
Newscaster
Faculty/Staff to students within classes/programs (announcements, reading

assignments)
FSA Meetings – announcement, distribution
Divisional & Departmental communication (emails, etc.)
Posters & fliers throughout campus
Journal Publication Party / Celebration
Open Discussion Meetings of WAC Journal (faculty, students, administrators, etc.)
WAC Website (electronic copy available)
MCC website (work w/ Publications for press release, etc.)

Student Writing Sample project / webpage:
Soliciting from Individual Faculty / Students - personal communication & email (ongoing)
Humanities Division & English Department meetings
Communicating with English department faculty – (currently working towards goal of
ENG course student writing samples)
Faculty / Staff to students within individual courses & programs
WAC Website calendar
MCC website (special events)
Writing Center to students
Consulting with Writing Coaches
Writing Coaches using this resource in their faculty trainings

WAC Student Writing Contests:
Writing Topic Creation
Solicit suggestions & input– from faculty/staff through committee members, divisional &
departmental meetings, emails & individual conversations;
from students through Writing Center staff
WAC Committee members (from a variety of areas of the college) judge submissions
Promotion / Publication of Winning Selections:
Newscaster
Fliers throughout campus
Distribution of hard copies to students (boxes in strategic campus locations)
FSA Meetings (distribution of hard copies to faculty)
Faculty/Staff to students within classes/programs (announcements, reading, discussion)
Writing Center to students
WAC Website (including electronic publication)
MCC website (postings, press releases)
MCC Blog

b. Some of the innovative practices of the MCC WAC Program:

- An active Common Book program supported by faculty involvement and a variety of special events
each semester (national and local authors and speakers, film presentations & discussions, theatrical
& musical performances, discussion groups, collaborations with external organizations, etc.).

- A WAC journal with student writing samples from a wide variety of courses and programs, selected
individually by faculty within the discipline, and with accompanying faculty reflections on the
student writing sample and writing in that specific discipline *(Writing Across the Curriculum & In*

the Disciplines: A Journal of Student Writing at Middlesex Community College – both paper and electronic forms).

- An extensive WAC website with resources for faculty, staff, students, & community members.

- Creative Writing Activities that are inclusive of all members of the MCC community -- students, faculty, staff, alumni, and other members of the community side by side – encouraging and celebrating creative expression while reinforcing that we are a part of a community of writers (two open poetry / fiction readings held per year; many other colleges do not mix "student" writing activities with "faculty" writing activities).

- A WAC Program that has continued to be active on campus for twenty-five years, supported by faculty, staff, and administrators (including financial support), with a campus-wide WAC Committee that is a Standing Committee of the Faculty Staff Association, MCC's academic governance system (many college WAC Programs are not sustained over time).

- "Inquiry Projects" on campus involving both an interactive physical installation on campus and a related blog that promoted writing, intellectual engagement, critical thinking, dialogue, and reflections on the academic disciplines.

- The MCC WAC Program received national recognition in 2008 as an "exemplary WAC Program" by the Two-Year College Association (TYCA) affiliate of the National Council of Teaching English (NCTE).

   c. **Exemplary programs and/or best practices of colleges within and beyond MCC's geographic area that bear further exploration:**

Montgomery College (Texas):
In 2006 at the International Writing Across the Curriculum Conference at Clemson University, Montgomery College (Texas) presented an exemplary practice through their Communication Across the Curriculum (CAC).   They had created a CAC Student Journal; MCC WAC Program then used Montgomery College's journal as a model for the initial edition of our WAC student journal. After Montgomery College's first edition of their journal though, the CAC Program there partnered with the college's Honors Program, allowing Honors students to work collaboratively with CAC to produce the second edition of their journal.   At MCC, we had envisioned a second edition of the MCC WAC student journal, and we had hoped to collaborate with the Honors Program, perhaps with the help of one or two Honors students as interns.

NOTE: As far as we know, MCC's WAC Program seems to be the most extensive, longest continuously active WAC Program in the Massachusetts Community College system. Our program received national recognition in 2007 as an "exemplary WAC Program" by the Two-Year College Association (TYCA) affiliate of the National Council of Teaching English (NCTE).

A Best Practice at Springfield Technical CC:
Springfield Technical Community College created a WAC writing guide, entitled "On the Same Page: Springfield Technical Community College Campus Writing Guide," to help STCC "students, instructors, librarians, tutors, and counselors [to be] On the Same Page" regarding college writing assignments, expectations, formats, and resources. This 63 page writing guide with models from across

disciplines is now printed/published in the front of the single writing handbook that all English Composition courses require (*A Pocket Style Manual,* 4th edition published by Bedford/St. Martin's.   At MCC, English department instructors do not currently have a single standard English handbook, but possibilities for change may come with recent changes in leadership in the English department.

An Exemplary Program at Bristol CC:
At Bristol CC, an innovative program continued for approximately five years. Two-week-long WAC faculty summer workshops were held for a number of summers that engaged faculty from across a variety of disciplines in WAC, WID (Writing In the Disciplines), and Writing Center/Tutoring theory, discussions, curriculum redesign, and tutor training (faculty were paid stipends to attend). For at least a semester following this training, these faculty members were then given reassigned time to work as writing tutors for students from all disciplines in a Writing Lab staffed primarily by faculty members and directed by a full-time faculty member.   Approximately half of all the full-time faculty members at BCC went through this training and tutored in the faculty Writing Lab. With budgetary constraints over the last few years, this program has largely been discontinued and the faculty director resigned. There is now a Writing Center staffed by student and part-time faculty tutors.

Although this program was ambitious and relied partially on Title III Grant funds, we may want to consider some of these ideas, such as having full time MCC faculty members go through some WAC / Writing Coaches / Writing Center training and work in the MCC Writing Centers, perhaps holding some of their office hours there.

Student Core Competencies Portfolios at Berkshire CC, ePortfolios at Salt Lake CC:
As the college implements assessment measures for our new ISLOs, MCC may want to consider portfolios to demonstrate these core competencies across the curriculum (one of these is Oral & Written Communication). Berkshire CC has a required "core competencies portfolio" that is a component of graduation.   Berkshire CC students must keep portfolios of samples of their college work, certified by faculty as demonstrating core competencies. The ultimate design and administration of this program has been somewhat problematic at BCC, though.

Similarly, Salt Lake Community College (SLCC) has been doing interesting work with electronic student portfolios (ePortfolios). It is a SLCC requirement in all General Education courses for students to post in their ePortfolio at least one "signature assignment" as assigned by the faculty member. A "signature assignment" is one that addresses two or more of the college-wide student learning outcomes, constitutes a "real-world" application of knowledge, and is accompanied by some reflective writing. Faculty—individually or in departments—design their own signature assignments. SLCC's goal is using eportfolios to "improve student learning, help students see Gen Ed as more than just a list of courses to 'get out of the way,' engage students in their learning, and help them to be more intentional about meeting college-wide learning outcomes." SLCC faculty and staff members recently led workshops at MCC's Spring 2012 Professional Day, and at least one MCC adjunct faculty member already required her students to set up a similar ePortfolio after attending one of the SLCC workshops.

Elise Martin and others at the college have been advocating for Electronic Portfolios for all students for some time, the SLCC presentations energized many MCC faculty and staff, and so this seems a good time to move toward implementation of student portfolios / ePortfolios.

   d. Adequacies / inadequacies of the program's budget, staffing, facilities, and other resources:

The WAC Program has had continued administrative support for many years that allowed for the program to flourish, grow, and remain a very active one at MCC. The WAC Coordinator was allocated two course reassignments per year for the ongoing work of the program (although the coordinators regularly worked much more than the allocated reassigned time).

In 2009-2010, due to budgetary challenges on the local, state, and national levels, the allocation of course reassignments for the WAC Program Coordinator was cut in half, reduced from 2 to 1, and the WAC expense budget was cut in half (from $1,000 to $500). The WAC Committee and WAC Coordinator decided to make significant reductions in WAC Program initiatives on a temporary basis. The following initiatives were put on hold and/or reduced for the 2009-2010 academic year:

- Plans for a second edition of the WAC student journal was put on hold (*Writing Across the Curriculum & In the Disciplines: A Journal of Student Writing at Middlesex Community College* initial edition Fall 2007 with plan for bi-annual publication)

- WAC Student Writing Contests were put on hold

- Weekly Creative Writing Hours (Bedford & Lowell campuses) were put on hold

- The number of WAC workshops was reduced

- Inquiry Projects discontinued

- Outside Common Book related speakers put on hold; worked creatively with only MCC personnel as speakers

For the 2010-2012 academic years, these reductions in the WAC Program were continued as the course reassignment allocation was not restored (although the WAC expense budget was restored to $1,000).

The WAC Committee hopes that the worthwhile WAC initiatives listed above for students and faculty members will be supported and that adequate compensation for the WAC Coordinator position will be restored.

Due to the WAC Program's limited budget, the Writing Coaches Initiative has needed to be funded by other college professional development sources since its beginning. Writing Coaches have not had a regular, annual budget, but must search for funding and make annual requests each year. Their funding has been limited. The WAC Committee also hopes that adequate financial support can be provided to continue the work of the Writing Coaches with faculty across the curriculum, whether that WAC related initiative remains separately funded or is funded through WAC.

Section IV: Program Effectiveness

a. WAC Program goals / outcomes:

As noted previously, this program review was completed over a three year period when significant changes were being made to the program goals / outcomes, so the following have been included in this section to appropriately document former and interim goals/outcomes:
>WAC Program Goals as of 2010,
>WAC Program Goals for 2011-12,
>WAC Program Goals beginning 2012-13.

WAC Program Goals as of 2010:
WAC:
1) Promotes the use of a Common Book across the college, for all MCC community members – students, faculty, professional and administrative staff – in order to:
    a) Encourage and support reading, writing and critical thinking
    b) Promote and facilitate the exchange of ideas among students, faculty and staff, within as well as across disciplines
    c) Strengthen a sense of community via a common "tool"
2) Encourages and supports the integration of student writing into courses outside of the English department
3) Encourages and supports students' creative and academic writing.

WAC Program Goals for 2011-12:
The WAC Program promotes and documents Student Writing & Reading Initiatives Across the Curriculum. WAC:
1) Promotes the reading and use of the Common Book as a high impact practice (HIP) campus-wide for all MCC community members – students, faculty, professional and administrative staff – in order to:
    a) Encourage and support reading, writing and critical thinking
    b) Promote and facilitate the exchange of ideas among students, faculty and staff, within as well as across disciplines
    c) Strengthen MCC's supportive, caring community via a common "tool" recognized as an effective educational high-impact practice
2) (2011-2012 ONLY) Support writing across the curriculum through workshops for faculty, staff, and students in order to:
    a) support the work of faculty from across the disciplines involved in issues of student writing
    b) support the work of students involved in the writing process
3) Articulate a Shared Mission & Goals for WAC and the Writing Coaches initiative in order to
    a) support faculty efforts to meet the new General Education ISLO for Written Communication
    b) Clarify for faculty & staff the shared WAC mission and individual and joint goals
4) Update and Maintain the WAC Website in order to
    a) facilitate the sharing of WAC resources among students, faculty, administrators, community partners
    b) promote and facilitate greater participation in WAC activities and events among students, faculty, administrators, community partners
    c) provide Writing Coaches with a bank of materials for training of faculty across the disciplines

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d) increase awareness of college-level writing expectations for new, current, and future students by providing concrete examples of writing at various college and pre-college levels

e) increase awareness of college-level writing expectations for faculty, staff, administrators, and community members (including high schools, transfer institutions) to help faculty and staff develop dynamic curricula and creative approaches to learning that more effectively meets the needs of all students

5) Explore interest in publication of a second edition of *Writing Across the Curriculum & In the Disciplines: A Journal of Student Writing from Middlesex Community College* in order to:

   a) Increase awareness among Students, Faculty, Staff, Administrators, & Community members of the variety of writing forms, styles, and expectations of different courses, disciplines, and programs

   b) Document the variety of writing forms, styles, and expectations of different courses, disciplines, and programs

   c) Further stimulate discussion among faculty, staff, students, administrators, and community partners about effective writing forms & pedagogical strategies

WAC Program Goals beginning 2012-13:

The WAC Program promotes and documents Student Writing & Reading Initiatives Across the Curriculum. WAC:

1) Promotes the reading and use of the Common Book as a high impact practice (HIP) campus-wide for all MCC community members – students, faculty, professional and administrative staff – in order to:

   a) Encourage and support reading, writing and critical thinking

   b) Promote and facilitate the exchange of ideas among students, faculty and staff, within as well as across disciplines

   c) Strengthen MCC's supportive, caring community via a common "tool" recognized as an effective educational high-impact practice

2) Support the work of Writing Coaches in their efforts to:

   a) Assist faculty across the curriculum in their efforts to meet the new General Education ISLO for Written Communication

   b) Market their services to faculty and staff

   c) Disseminate Writing Coaches / WAC materials (guidelines, models, assignments, faculty reports, student writing samples, etc.) to assist faculty efforts to improve student writing

3) Update and Maintain the WAC Website in order to

   a) facilitate the sharing of WAC resources among students, faculty, administrators, community partners

   b) promote and facilitate greater participation in WAC activities and events among students, faculty, administrators, community partners

   c) provide Writing Coaches with a bank of materials for training of faculty across the disciplines

   d) increase awareness of college-level writing expectations for new, current, and future students by providing concrete examples of writing at various college and pre-college levels

   e) increase awareness of college-level writing expectations for faculty, staff, administrators, and community members (including high schools, transfer institutions) to help faculty and staff develop dynamic curricula and creative approaches to learning that more effectively meets the needs of all students

4) Showcase student writing from across the curriculum in order to:

a) Increase awareness among Students, Faculty, Staff, Administrators, & Community members of the variety of writing forms, styles, and expectations of different courses, disciplines, and programs
b) Document the variety of writing forms, styles, and expectations of different courses, disciplines, and programs
c) Further stimulate discussion among faculty, staff, students, administrators, and community partners about effective writing forms & pedagogical strategies

b. Outcomes, Systems, & Assessment:

The following have been included in this section to appropriately document former and interim outcomes:

Former WAC Program Outcome – WAC Workshops
Interim WAC Program Outcome for 2011-2012 – Mission for WAC / Writing Coaches
Interim WAC Program Outcome for 2011-2012 – WAC Journal
WAC Program Outcomes

Former WAC Program Outcome – WAC Workshops:
Support writing across the curriculum through workshops

What are the systems and procedures (processes) in place to achieve this outcome?	How is (or might) this outcome be assessed for effectiveness and efficiency within the program/department?	How is (or might) this outcome be assessed for effectiveness and efficiency by constituents outside the program (within and outside MCC)?
Individual, departmental, divisional, OPID outreach regarding faculty/staff needs Outreach to MCC staff and/or external experts for workshop presenters / facilitators Schedule college-wide or departmental/program workshops in coordination w/ OPID, divisions, departments Promote through News-caster; FSA, divisional, & departmental meetings, on campus posters/fliers, MCC Blog, publications, etc.), classroom announcements, etc.	As noted above, after the 2011-2012 academic year, WAC will no longer provide individual faculty workshops; the "Writing Coaches" and OPID will continue to provide WAC training for faculty / staff (Creative writing initiatives will also be phased out, with Creative Writing courses and offerings in the Humanities Division coordinating these activities at MCC)	N / A

Interim WAC Program Outcome for 2011-2012 – Mission for WAC / Writing Coaches:
Articulate a Shared Mission & Goals for WAC and the Writing Coaches initiative

What are the systems and procedures (processes) in place to achieve this outcome?	How is (or might) this outcome be assessed for effectiveness and efficiency within the program/department?	How is (or might) this outcome be assessed for effectiveness and efficiency by constituents outside the program (within and outside MCC)?
Some members of the WAC Committee will meet with Writing Coaches to develop a shared mission and goals, develop collaborations for supporting faculty instituting the new General Education ISLO on Written Communication, and build WAC faculty & student resources based on needs (begun in 2011-2012)	Review and approval of Mission & Goals by complete WAC Committee and all Writing Coaches. Review of collaborative efforts to support faculty instituting the new General Education ISLO on Written Communication by complete WAC Committee and all Writing Coaches. Review of available WAC faculty & student resources by complete WAC Committee and all Writing Coaches.	Survey faculty / staff divisions / departments about a) awareness of WAC mission & goals. b) progress on and needs regarding the new General Education ISLO on Written Communication c) use of WAC faculty & student resources

Interim WAC Program Outcome for 2011-2012 –WAC Journal:
Explore interest in publication of a second edition of *Writing Across the Curriculum & In the Disciplines: A Journal of Student Writing from Middlesex Community College*

What are the systems and procedures (processes) in place to achieve this outcome?	How is (or might) this outcome be assessed for effectiveness and efficiency within the program/department?	How is (or might) this outcome be assessed for effectiveness and efficiency by constituents outside the program (within and outside MCC)?
Procedures, forms, systems, models, collaborations were developed and executed with the first edition of the journal	Members of the WAC Committee will meet with Writing Coaches, and perhaps others to explore interest in a second publication. If there is a strong desire for a second edition of the journal, a sub-committee of WAC Committee members, Writing Coaches, and/or others can begin the publication process (soliciting, gathering, selecting, designing, producing, distributing, marketing, discussing).	(Although Writing Coaches feel the another WAC student journal would be valuable and helpful to their work, they were not willing or able to commit time or effort toward producing another journal at this time (2011-2012). Discussions did lead to ideas of publication on the WAC website of reports and other materials produced by faculty participants of the Writing Coaches workshops.)

WAC Program Outcome #1:
Promote the reading and use of the Common Book as a high impact practice
(MCC Common Book will be widely read and discussed among students and faculty/staff inside and outside of MCC classrooms)

What are the systems and procedures (processes) in place to achieve this outcome?	How is (or might) this outcome be assessed for effectiveness and efficiency within the program/department?	How is (or might) this outcome be assessed for effectiveness and efficiency by constituents outside the program (within and outside MCC)?
Campus-wide promo-tional announcements & written materials: Posters & fliers throughout campus (for CB & related activities) WAC Website – student & faculty resources, links, teaching materials MCC website (work w/ Publications for posting special events, press releases, etc.) MCC Blog MCC Facebook Common Book Discus-sion Groups Common Book Related Events / Activities (speakers, films, performances, etc.) Faculty specific announcements & written materials: FSA Meetings, Divisional & depart-mental meetings & communication Student specific: Mailings through Student Activities Club Fairs From Faculty within courses & programs (course materials, assignments, etc.), Writing Center	Reports on numbers of courses using the Common Book; numbers of books sold by MCC Bookstores; Attendance at CB-related activities; Survey faculty using the Common Book for input on student engagement within their classes; Survey students for input on their engagement related to the Common Book.	College-wide surveys on the Common Book

WAC Program Outcome #2:
Support the work of Writing Coaches to assist faculty with ISLO for Written Communication

What are the systems and procedures (processes) in place to achieve this outcome?	How is (or might) this outcome be assessed for effectiveness and efficiency within the program/department?	How is (or might) this outcome be assessed for effectiveness and efficiency by constituents outside the program (within and outside MCC)?
Regular communication and meetings among Writing Coaches, WAC Coordinator, WAC Committee members from various divisions/departments	Assessments of workshops/presentations on Communication ISLO	Number of Gen Ed courses that include Written & Oral Comm ISLO
Experience leading faculty workshops among WAC Committee members – collaborations might contribute to workshops / training		
Established WAC website that can be used for marketing, repository of materials, dissemination of resources, communication to MCC community	Assessments of ISLO related WAC web resources to support faculty – survey	

WAC Program Outcome #3:
Increase the use of the WAC Website by faculty/staff & students

What are the systems and procedures (processes) in place to achieve this outcome?	How is (or might) this outcome be assessed for effectiveness and efficiency within the program/department?	How is (or might) this outcome be assessed for effectiveness and efficiency by constituents outside the program (within and outside MCC)?
Regularly update, maintain, and promote the WAC website with Fall and Spring semester WAC calendars, Common Book related support materials, faculty and student WAC resources, etc.	Reports on numbers of faculty/staff, students use of the website and individual web pages therein. Assessments of individual WAC web pages and web resources – survey faculty/staff & students	Survey divisional / departmental faculty / staff regarding the usefulness of WAC website materials.

WAC Program Outcome #4:
Increase awareness of MCC student writing samples from across the curriculum

What are the systems and procedures (processes) in place to achieve this outcome?	How is (or might) this outcome be assessed for effectiveness and efficiency within the program/department?	How is (or might) this outcome be assessed for effectiveness and efficiency by constituents outside the program (within and outside MCC)?
WAC website pages established with some student samples	Reports on numbers of faculty/staff and students' use of these website pages	
Relationship with Writing Coaches; collaborations to publish their faculty workshop series' materials, including student written work and faculty reports	Assessments of particular WAC web pages – survey faculty/staff & students	

c. **Timetable for ongoing, annual assessment of WAC Program Outcomes:**

2009-11	Common Book (see below)
2011-12	Common Book - additional (see below)
2012-13	WAC Website
2013-14	Writing Samples & WAC Student Journal
2014-15	Support of Writing Coaches (regarding ISLO Written Communication)
2015-16	Common Book

d. What the assessment data reveals about the effectiveness, efficiency, and satisfaction that result from current systems and procedures:

The WAC committee decided to assess the Common Book Program, focusing on faculty and staff perceptions of the Common Book Program overall. An electronic survey was designed and administered in December of 2009 to all faculty and staff (through Newscaster, FSA announcements, division & departmental emails, etc.). In addition, as this was near the end of the first semester with that current Common Book, the committee used the survey to gather a) strategies for using the current Common Book - for dissemination to faculty; b) feedback on the current Common Book at the time; and c) opinions about whether to continue that current Common Book for a second year (for 2010-2011).

The number of respondents was unfortunately limited, with only 46 completing the survey, so the survey results were not significant in regards to faculty and staff perceptions. The WAC Committee nevertheless considered the process helpful and the limited survey data useful for gathering strategies and as partial input for our decisions.
Of those who responded:

94% deemed MCC's Common Book Program to be successful in the last few years
59 % indicated they had read the current Common Book
27% indicated they were currently "using (or planning to use) the Common Book" with their students that academic year
(See Appendix for more detailed survey data.)

Because of the limited number of respondents for the 2009-2010 Common Book Survey, the WAC Committee was informed that further college-wide assessment was needed. During the 2011-2012 academic year, the WAC Committee created a paper survey that was administered at the March 28th, 2012 FSA meeting, as well as at Professional Day the following day (March 29th, 2012).

For this second Common Book survey, the number of respondents was 57. Although there were only 11 more respondents than the earlier Common Book survey, the WAC Committee feels that we have made serious efforts to survey all faculty and staff regarding the Common Book Program, and the committee will use this data and individual responses in future Common Book related decisions.
Of those who responded:

60% of the total survey respondents deemed MCC's Common Book Program to be successful in the last several years*
(*eliminating respondents who indicated "no opinion" and considering only those respondents who indicated an opinion on the Common Book Program, 94% deemed MCC's Common Book Program to be successful in the last several years)
40% indicated they had read the current Common Book
28% indicated they were currently "using the Common Book this academic year" with their students and/or programs
42% indicated they plan to use the Common Book in the 2012-13 academic year
(See Appendix for more detailed survey data.)

e. Plans for improvements based on the assessment data analysis:

In the future, we also hope to survey faculty using the Common Book within their course(s) about their student learning outcomes for assignments related to the Common Book, and then to try to measure student growth related to these assignments. We may also survey students from a variety of courses that use the Common Book about their perceptions of the value of the Common Book within their class, as well as beyond their class.

Section V: Conclusions / Action Plan

The program review process contributed to significant changes to the WAC Program over the past three year period. WAC now has a more focused Mission; stronger connections to the Writing Coaches; and useful information on the Common Book Program. Our review process also led to identifying the following strengths and weaknesses:

a. WAC Program Strengths:

WAC is / has

a) A respected, long-standing, and integral part of the college, with a campus-wide Standing Committee of academic governance (FSA)
b) Interdisciplinary and engages significant numbers of the college community
c) Builds successful collaborations with other areas of the college community to support college-wide goals and create innovative programming
d) A Common Book Program supported by faculty / staff and with active participation among the MCC community (students, faculty, staff, etc.), including reading, writing, and discussion of the book, both within classes and outside of classes stimulated by college-wide Common Book related special presentations/events/activities each semester
e) An extensive WAC website with resources for faculty, staff, & students, including MCC student writing samples from across the curriculum
f) Nationally recognized as an "exemplary WAC Program"

WAC Program Weaknesses:

WAC is / has

a) Limited program staffing; WAC Coordinator position currently compensated with only one course reassignment per year (reduced from two course reassignments)
b) WAC Committee lacks representation from all academic divisions of the college
c) Insufficient WAC budget to support the work (institutionalization) of Writing Coaches
d) Limited budget for outside speakers and professional development
e) Common Book not required reading for students campus-wide nor for any particular course
f) Limited input from and involvement by MCC students for WAC Program decisions and planning

b.   Program Needs / Action Plan for the Future:

Program Needs/Action Plan for the Future	Rationale (Why?)	Proposed Plans for Improvement	Resources Needed for Improvement	Proposed Timelines for Implementation
Greater representation from the academic divisions of the college on the WAC Committee	Improve program communication across MCC, clarify division / department needs, enhance WAC decision-making and offerings	Explore new ideas* (*Various efforts over the last few years have not been fully successful)		2012-2013
Greater input and involvement from MCC students for Common Book (CB) decisions and planning	More successful CB decisions Improve CB marketing to students Greater numbers of CB readers More successful CB related activities/events More availability of funds for WAC activities/events	WAC work closely with SUGA and Student Activities. Request to speak at earliest SUGA meeting. Recruit at least one SUGA member as "student representative" to WAC. Work with SUGA member to survey students	Explore hiring WAC Student Intern to assist with these initiatives and strengthen communication with MCC students (5-6 hours per week) (as budget allows)	2012-2013

Program Needs/Action Plan for the Future	Rationale (Why?)	Proposed Plans for Improvement	Resources Needed for Improvement	Proposed Timelines for Implementation
Greater awareness and communica-tion of faculty's student learning outcomes for assignments related to the CB; greater awareness of student perceptions of the value of the CB	Limited knowledge of faculty members' student learning outcomes for CB related assign-ments	Survey faculty using the CB

Explore assessment measures for student growth related to these assignments

Survey stud-ents from a variety of courses that use the Com-mon Book about percep-tions of the value of the CB within classes / beyond classes | | 2013-2015

2013-2015

2013-2015 |
| Work more closely with Writing Coaches (WCs) to support faculty efforts at implementing the new General Education ISLO for Written Communication in courses and programs | All Gen Ed courses will need ISLOs

Faculty would benefit by support to implement Written Comm. ISLO | Recruit WC for WAC Committee

Survey departments / divisions re-garding needs

Meet regularly with WCs to explore ways to support faculty (department meetings, workshops, web materials, etc.) | | 2012-2013

2012-2013

2012-2013 |

Program Needs/Action Plan for the Future	Rationale (Why?)	Proposed Plans for Improvement	Resources Needed for Improvement	Proposed Timelines for Implementation
Work with Writing Coaches to publish their faculty workshop series' reports, including revised course assignments, student written work, and overall reflections	Only limited numbers of faculty able to participate in various Writing Coaches' workshop series. Many faculty would benefit from support materials Helpful faculty assignments and materials currently not publically available	Work with Writing Coaches to request, gather, and publish / disseminate participants' materials Create appropriate web pages on WAC website Work with Writing Coaches to gather and publish future workshop participants' materials		Spring 2013 Spring 2013 2013 -
Increase use of WAC website resources by faculty, students, staff, community partners	Lack of awareness of expectations and standards for writing within and across various courses and disciplines	Publicize through Newscaster; division/depart-ment meetings, MCC Blog, etc.		2012-2014
Institutionalization of Writing Coaches (regular funding)	MCC assessment of Written Communication has indicated serious need for improvement Ongoing need at MCC for their WAC-related work with faculty No budget allocated currently	Meet with Associate Provost (& others at MCC) Consider allocation of a portion of the WAC budget to Writing Coaches		2012-2013 2012-2013

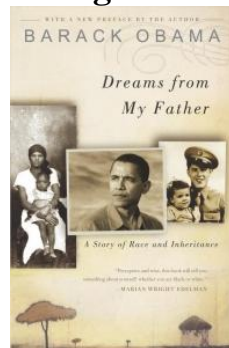| Program Needs/Action Plan for the Future	Rationale (Why?)	Proposed Plans for Improvement	Resources Needed for Improvement	Proposed Timelines for Implementation
WAC Writing Guide in front of all English Composition course handbooks (like STCC created)	At MCC, English department instructors do not currently have a single standard English handbook Although there are some student writing samples on the WAC website, many faculty and students not using these	Meet with new English Department Chair to explore possibilities (Efforts at this have not been successful in the past at MCC)		2013

Section VI: Appendices

Appendix A: **Common Book Survey Results Summary - Electronic (December 2009)**

(pdf file – see separate pdf document)

Appendix B: **Faculty / Staff Strategies for Using the Common Book Gathered from Common Book Survey (Electronic, December 2009) published on WAC website**

Some MCC Ideas for Using the MCC Common Book

Engaging Students, Making Connections, Building Community

Are you wondering how you might use the MCC Common Book to enrich your course and help students make connections between this thought-provoking book and your course material and/or program goals? The following are ways that some faculty and staff are using the MCC Common Book, *Dreams from My Father* by Barack Obama, with students in their courses and/or programs:

- "After the students read the book, they write and then submit a reflection paper making connections to concepts explored in our Nursing course." (Nursing)

- "A commentary and review is one of the choices for the semester project. Several students have selected it this fall." (Psychology)

- "I have an assignment connected to one chapter from the book for one course. I am redesigning English Composition 1 to focus on the book, collecting supportive resources and creating activities based on six chapters of the book." (English)

- "Students are encouraged to read independently and given Extra Credit." (Paralegal)

- "Planning to excerpt and discuss in Spring 2010 Literature and Art of Protest and Hope." (Humanities)

- "I xeroxed sections of the book that my students said they wanted to see. We've read them aloud in class and discussed some issues as we went along. We've concentrated on passages about Obama's birth father and about Lolo, his adoptive father. As soon as we finish reading these pages, the class writes a paragraph comparing and contrasting the two men."

- "I am using it as one of the required books in the course."

- "Extra Credit to read any or the entire book and complete and post response journals to a Blackboard Discussion Board space where students and instructor are able to share responses and discuss the book. Brought two classes of students to the special "Black

History: Lost, Stolen, or Strayed" documentary and discussion event during Fall 2009 semester; other classes were encouraged to attend and given extra credit for attending.”

- **"International Club hosted a trip to JFK Museum with a discussion of similarities and differences between the two Presidents. Additionally, a trip to Black Pearl Sings! at MRT in February will be hosted by the International Club and African Cultural Club with a discussion proceeding about African American music in the Multicultural Center.”**

- **"Read brief passages (2-5 pages) in classes to illustrate such things as the use of specific details and examples in writing.”**

- **The International Club did a field trip to the JFK Museum as a tie-in to the Common Book. The students loved it and discussed similarities and differences between Barack Obama and John F. Kennedy over lunch at a place that JFK frequented in the North End. Great insights by students!**

Faculty, staff, students:
The WAC Committee (and other faculty & staff) would love to hear from <u>you</u> !
Do you have assignments or activities involving *Dreams from My Father* in your course or program? (Help add to this list for use by other MCC faculty!)
Or would you like help developing assignments or activities that make connections between your course / program and the MCC Common Book?
Please contact Tom Laughlin, WAC Committee Chair, by email at
laughlint@middlesex.mass.edu , by phone at ext. 3839, or in person at HH-101.   Thanks!

Appendix C: Common Book Survey Results - March 2012

Common Book Program Survey – March 2012 FSA Meeting

1. Have you read the current Common Book (*This I Believe - Volume 2: The Personal Philosophies of Remarkable Men and Women* edited by Jay Allison & Dan Gediman)?
   ____ Yes   ____No

	Response percentage	Response count	Written comments
Yes	40%	23	"older publication"; "reading now"
No	56%	32	

2. Are you using the Common Book this academic year?

    ____ Yes   ____No   ____ N/A

	Response percentage	Response count
Yes	28%	16
No	63%	36
N/A	10%	6

If Yes, check all that apply:

Percentage (of those indicated using the CB – 16)	**Respondent Count**	
69%	**11**	____ Reading one or more essays
25%	**4**	____ Reading the complete book
19%	**3**	____ Playing audio and/or videos of the essays through the website
44%	**7**	____ Discussing essays in class and/or program group
62%	**10**	____ Exploring connections between an essay and course/program content
12%	**2**	____ Attending one or more Common Book related campus events / activities
44%	**7**	____ Writing about *This I Believe II* essays
62%	**10**	____ Writing own "This I Believe" essay
6%	**1**	____ Completing related project (presentation, visual representation, etc.
	2: "as extra credit—all 5 classes"; "used it in presentation"	____ Other

Number of sections and/or groups using the Common Book = _____

28

3. Are you planning to use (and/or considering using) *This I Believe II* in the 2012-2013 academic year?

   ____ Yes   ____No   ____ N/A

	Response percentage	Response count
Yes	**42%**	24
No	**37%**	21
N/A	**9%**	5

4. The Common Book Program is a core initiative of WAC that strengthens community among students, faculty, and staff by creating shared experiences through reading, writing, and ideas. How successful has MCC's Common Book Program been in the last several years, in your view?

   ____ Very Successful   ____ Moderately Successful   ____ Slightly successful
   ____ Not Successful   ____ No Opinion

	Response percentage	Response count
Very Successful	**32%**	18
Moderately Successful	**23%**	13
Slightly successful	**5%**	3
Not Successful	**4%**	2
No Opinion	**23%**	13

   Please Comment: _____

Respondent Comments:

"This book has been very powerful for students"

"not sure"

"I have used the common book in the past and it worked very well in Basic Writing. When I tried it in Comp 2, many had already read it and were not interested in reading it again."

"need more involvement from faculty"

"best when the book is a novel"

"Don't know. I don't use the book and don't hear students talking about it."

Additional Comments and/or Suggestions for the Common Book Program:

Respondent Comments:

"Students continue to be unaware of the "across the curriculum" nature of this initiative"

"I have used other common books. I just think that abstract ideas would be more difficult for my students that [sic] a "story". I still may use one or two essays this semester."

"Don't know enough yet but it looks like a great initiative!"

"Common Book—one year <u>AND</u> best reads list as WAC blog?"

"I find it VERY insulting to have at the beginning of every meeting for FSA too!"

"*This I Believe* is accessible to students, thanks to the brevity of the essays and the diversity of the authors of these essays. It nicely triggers students to write expressively about their own beliefs."

"Thanks! Marie Ryder"

"It's not that I am against it—not at all. But I teach clinical courses and the students already have 2 projects a semester. These projects are a whole semesters worth of time—needed for patient interaction. I would love to adopt the C.B. but I have to make choices and so I leave it to others. Sorry."

"It seems like a great idea to have a common book and try to use it in many courses. I confess I have not put enough time and attention into it to figure out how to use it in a science course."

"I applaud the faculty & staff who share their perspectives w/ "This I Believe" & think it's a great way to incorp. the Common Book into non-academics"

"Love the readings at FSA. Would like to see that continue. Currently using a few stories and students are reflecting on that."

"Common Book needs to be integrated into co-curricular experience."

"I did not care for Obama's book as a choice. Political books should not be part of the WAC because professors need to be neutral in these subjects in the classroom."

"Personally, I have really enjoyed using this book with student leaders because of the mini essay format."

Please place your survey in the box
as you leave.

Thank you!

The Writing Across the Curriculum
(WAC) Committee

MCC's
Common Book:
Shared Experience
Strengthening Community
through Reading, Writing, & Ideas