Writing Across the Curriculum
Annual Report
2003-04 Academic Year

I. Administrative Structure of Dept:
Melanie McKay, Ph.D., Director
Robert Bell, M.F.A., Assistant Director
Avia Morgan, B.A., Lab Manager

II. Personnel

A. Faculty
Melanie McKay, Ph.D., Rhetoric, Writing Across the Curriculum
Workload—Two courses per semester plus administration of WAC program, guest teaching of writing in classes across the curriculum.

B. General and Professional Staff
Robert Bell, M.F.A., Assistant Director.
Supervises the writing tutors, tutor recruitment, scheduling; assists with tutor training; administers “Advise/Revise” program; lectures to classes upon request; develops new programs; works with faculty and staff; oversees production of WAC newsletter.

Avia Morgan, B.A. Lab Manager. Oversees maintenance and upgrades of computer lab; assists students with hardware/software issues; schedules, supports, and assists with WAC electronic classroom; monitors budget expenditures; handles all departmental paperwork for professional staff, tutors, and special programs; provides administrative services to WAC director.

Other 6 – 7 student assistant tutors; 12-15 work study tutors.

III. Teaching Support

WAC recorded an estimated 8,149 student visits (Please see attached summary. Figures for June and July are estimates; other figures are actual). This number represents a 19% increase over last year’s total.

We recorded 1,689 individual writing tutorials during Fall 2003 and Spring 2004 in our various on-campus tutoring locations. As Figure 1 indicates, the demand for one-on-one writing tutorials has been steadily increasing; indeed, this year’s total is more than triple the total of four years ago (fall 1999/spring 2000) and 30% higher than last year’s:
Such trends show continuing satisfaction with our tutoring services.

WAC served an estimated 295 Loyola students for the first time. This number is close to the numbers of first-time visitors we have recorded in each of the last four or five years. The differential between first-time visits and total student visits, however, has increased steadily during that time. Figure 2 illustrates this trend, over the past four semesters:
The growing differential between first-time visitors and total visitors indicates that more students are “repeat customers” than in previous years. This fact, in turn, suggests growing satisfaction with our services.

The WAC electronic classroom was the site of an estimated 211 classes (enrolling 3,986 students) including but not limited to the following departments, organizations, and schools:

- English
- City College/English
- City College/Nursing
- City College/LIM
- City College/Literature
- Communications
- LUCAP
- Summer Registration (A&S)
- Global Energy Resources/Biology

Please see attachment for complete list.

The WAC/LIMEX tutors conduct approximately 350 tutorials per year, as the tables below indicate. The LIMEX tutor coordinator keeps records on a calendar year, rather than an academic year, basis because that program runs year-round. Thus far in 2004, the WAC/LIMEX tutors have conducted 165 tutorials.

<table>
<thead>
<tr>
<th>Year</th>
<th>Papers Submitted</th>
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<tbody>
<tr>
<td>2000</td>
<td>487</td>
</tr>
<tr>
<td>2001</td>
<td>344</td>
</tr>
<tr>
<td>2002</td>
<td>371</td>
</tr>
<tr>
<td>2003</td>
<td>355</td>
</tr>
<tr>
<td>2004</td>
<td>165</td>
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**Figure 3. Total Number of Papers Submitted in Last Five Years to LIMEX Tutors**

<table>
<thead>
<tr>
<th>Course 1</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
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<tr>
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<td>43</td>
<td>40</td>
<td>15</td>
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<tr>
<td>Course 2</td>
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<td>45</td>
<td>55</td>
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<td>Course 3</td>
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<td>81</td>
<td>55</td>
<td>73</td>
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<td>11</td>
<td>4</td>
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<td>Course 5</td>
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<td>21</td>
<td>14</td>
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<td>Course 6</td>
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<td>16</td>
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<table>
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<tr>
<th>Course 7</th>
<th>Course 8</th>
<th>Course 9</th>
<th>Course 10</th>
<th>Focus Courses</th>
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</thead>
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<td>46</td>
<td>18</td>
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<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>44</td>
<td>4</td>
</tr>
</tbody>
</table>

Figure 4. Papers Submitted by Course Number for the Past Five Years to LIMEX Tutors

IV. Research

A. Publications

1. Books  


2. Edited Volumes  


B. Scholarly Presentations

Presentations in 2003-04

   Robert Bell and Melanie McKay. “When Your Niche is Not Enough: Writing Back to the Center during Institutional Change,” presentation at the International Writing Centers Association and the National Conference on Peer Tutoring in Writing Joint Conference, October 2003, Hershey, PA.

   Mukul Bhalla, Carol Jeandron, Melanie McKay. “Strengthening Internal and
External Connections with Service Learning,” presentation at the Gulf South Summit on Service Learning, March 2004, New Orleans, LA.


V. Service
A. Non-credit teaching:
   Fall 2003: Melanie McKay team-taught the Psychology 100 Learning Community section (approximately 70 students, 75 minutes once per week); coordinated an English 125/History 122 linkage and supervised tutors involved;

   Robert Bell guest lectured in VISA V130 Medieval Art. He also coordinated tutoring services for all students this course and for City College English C260 Intro to Literary Forms and C400 Southern Lit.

   Avia Morgan visited City College classes to discuss writing and WAC’s services; provided on-site technical support for classes in the WAC electronic classroom.

   Spring 2004:
   Melanie McKay developed guidelines for writing and revision in Bhalla’s Developmental and Etherton’s Abnormal Psychology; guest lectured on writing in these courses; guest lectured on plagiarism in Shuh’s Immunology course; led seminar sessions on teaching with writing in PIES seminar.

   McKay also developed an experimental freshman course linking English 125 and History X194 sections and involving Student Affairs, “New Orleans Texts and Contexts.” Course developed spring 2004. To be offered as overload Fall 2004.

   Robert Bell lectured in Biology A365 Immunology; VISA V136 Images of Women in Art.

   Avia Morgan visited City College classes to discuss writing and WAC’s services; provided on-site technical support for classes in the WAC electronic classroom.

B. Consulting
C. Positions in Professional Societies
D. Community and National Service
E. Other Service Activities: Avia Morgan served on the Black Student Union (BSU) Executive Board
VI. Faculty and Departmental Awards, Honors, and Recognition  N/A

VII. Assessment of Teaching, Research, Service, and Student Learning  N/A

A. Teaching
1. List any unusually innovative application(s) of technology or new teaching techniques implemented by your faculty in this academic year (e.g., service learning, experiential learning, participation in PIES projects, interdisciplinary courses, team-taught linked courses, etc.) See V above.

2. List any innovative, student-centered techniques or programs your department or faculty have developed or participated in (e.g., First-Year Experience programs) See V above.

B. Research
1. Publications by WAC faculty and staff exceed those of previous years.

A. Service
1. Discuss the university, community, and professional service your faculty members performed this year compared with previous years. Melanie McKay was less involved with university, community and professional service this year than usual as a result of the increased demands on her time created by new WAC initiatives.

2. Discuss how your department handles career advising, individually or in department-wide meetings with majors? N/A

3. Discuss the advising training needs of your faculty. What training does your department provide to new and returning faculty? N/A

D. Student Learning

1. Goal: WAC’s drop-in peer tutoring will help Loyola students identify their strengths and weaknesses as writers.
   
   Outcomes: By working with WAC tutors, students will learn to
   a. identify which parts of the writing process (pre-writing, drafting, revising, editing) present challenges to them.
   b. evaluate the drafts of their papers for revision.
   c. recognize and correct major grammatical errors.
   d. apply what they have learned to future writing assignments.
   e. gain confidence in their ability to handle college-level writing tasks.

   Assessments: Self-assessments by student writers
   Assessments by WAC tutors

2. Goal: WAC’s drop-in peer tutoring will help Loyola students improve their writing.
   
   Outcomes: By working with WAC tutors students will learn to
   a. develop the necessary skills to plan and execute writing assignments.
b. formulate thesis statements that respond appropriately to the assignment and articulate a defensible position.
c. organize their ideas clearly and effectively.
d. develop their ideas using factual evidence, illustrative examples, citations to authority, analogies, and other supporting devices.
e. write paragraphs with substantive topic sentences, unified focus, adequate detail, and logical organization.

Assessments: Self-assessments by student writers
Assessments by WAC tutors
Faculty surveys on student writing

3. Goal: WAC instructional support to classes will help students learn to apply effective writing strategies to writing assignments in the disciplines.

Outcomes:
a. students will learn to focus their papers effectively using the assignment guidelines provided.
b. students will learn to improve their papers through revision using writing guidelines and/or by working with WAC tutors.
c. students will improve their ability to use the documentation systems appropriate to the discipline.

Assessments: Self-assessments by student writers
Assessments by WAC tutors
Faculty surveys on student writing
Portfolio analysis
Pre- and Post- course assessments of sample papers
Commercial assessment instruments (CLAQWA)

4. Goal: Access to the WAC electronic classroom will help students learn to use technology to enhance their writing and research.

Outcomes:
a. students will learn to identify appropriate sources for their papers by accessing library databases and the Internet via the computers in the classroom.
b. students will learn to create effective presentation support materials using PowerPoint.
c. Students will learn to create rhetorically effective websites.

Assessments:
Self-assessments by student writers
Assessments by WAC tutors
Faculty surveys on student writing
Portfolio analysis

If our assessments indicate that these outcomes are not being met, we will revamp our tutor training program, our classroom visits, and the materials we offer faculty.
VIII. Space and Facilities – Needs and Changes. None

IX. Budgetary Resources
   1. Deficiencies
      Personnel: Our budget for tutors-- $10,000 per year-- is about 30% of what it should be. Our program is growing, and more and more departments are asking for our help. Just this year, we have worked extensively with psychology, biology, classical studies, communications, and visual arts. The 2004-05 PIES program will involve students in sociology, history, math, chemistry, and physics in freshman “writing across the curriculum” assignments. We must have tutors to support this effort to increase writing.

      At least half of our work study tutors each year are freshmen; we designate them “tutors in training,” let them observe experienced tutors, assist experienced tutors, etc. At times, we’ve had to use these tutors to work with upper-level students; however, the results are not always as we’d wish them to be. Our highest priority must be to increase student assistant funds so that we can recruit upperclassmen and women who are proven writers. We need an increase to $20,000 for student assistants in 2005-06 and $30,000 in 2006-07.

      Other categories are sufficient.

X. Gifts and Endowments

XI. Department Goals
   1. List your department’s goals for this past year: WAC operates under the following ongoing goals.

      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.
1. How Were Last Year’s Objectives Met?

Goal 1/Objective 1: Forge new partnerships with individual departments to promote writing as a learning tool.

1. Established partnership with psychology department to incorporate writing-to-learn activities in freshman learning communities and second-semester intro courses.
2. Created linkage between English 125 and History 122 courses.
3. Completed and submitted to Dean assessment of the WAC/Psych department partnership for writing in freshman courses; also submitted plan for continuing the program and assessing progress annually.
4. Began discussions with biology department through Professor Maureen Shuh about implementing writing in freshman courses.
5. WAC director became member of J.Edgar & Louise Monroe Center for Information Literacy Advisory Board; began discussions of how WAC and the Information Literacy Center can support research and writing across the curriculum.

Goal 1/Objective 2: To position WAC as a central contributor to plans for freshman enhancement programs, common curriculum revision, and faculty excellence initiatives.

1. WAC director participated in PIES faculty seminar, June 03
2. WAC director attended AAC&U Conference on “Greater Expectations,” to gather information about curricular change and freshman enhancement.
3. WAC director attended Freshman Year Experience conference in Dallas over Mardi Gras (February 2004).
4. WAC director became member of the FYE curricular and co-curricular subcommittee.
5. WAC director forged linkages with faculty in history, math, sociology, and physics to help incorporate writing-to-learn assignments and WAC writing center support into experimental first-year classes in those departments for fall 2004.

Goal 2/Objective 1: Maintain esprit de corps among WAC tutoring staff to promote group cohesiveness, higher working standards, and decreased absenteeism.

1. Under the supervision of Assistant Director Robert Bell, increased the frequency of staff meetings. Added team building
exercises, pizza, and social activities to regular meetings (with
great results).
2. Under supervision of Robert Bell, began giving tutors awards
at the end of the year for various types of excellent performance.

Goal2/Objective 2: Hire qualified English-as-a-Second-Language tutors
to help non-native writers with their assignments.
1. Received funding through Provost’s office to hire trained ESL
teachers as tutors for eight hours per week.
2. Hired two ESL specialists, who staffed the writing center
Wednesday afternoons and Thursday evenings each week.
3. Formalized agreement with City College to continue ESL
tutoring with funds provided by City College’s LIEP program for
2004-05.

Goal 4/Objective 1: Increase awareness of WAC across campus and
utilization of WAC tutorial services by Loyola students.
1. Created and promoted “On-Line Writing Lab” accessible
through the WAC website.
2. Publicized new ESL tutoring services via flyers posted on
bulletin boards and sent to all faculty.
3. Initiated “WAC at Night,” to provide tutoring after hours in the
residence halls.
4. Participated in Freshman Week Dorm Activities, Fall 2003.
5. Offered writing tutoring in the Monroe Library (Reference
Desk) several hours per week.
6. Produced two issues of WAC Works, the WAC Newsletter,
designed and written by WAC tutors.

2. How did meeting last year’s objectives contribute to the department’s
intermediate goals and the help the College meets its strategic goals?

Departmental Goals: WAC’s major intermediate goal is to promote the
use of writing as a learning tool in more classes at the university. The
objectives we met this year helped raise awareness about the need for
more writing in non-English courses at the freshman level. Our successful
freshman program partnership with psychology helped us institutionalize
writing in freshman courses in that department. Our work with PIES
faculty should help several new departments incorporate writing into
freshman syllabi and courses.

College’s Strategic Goals: WAC’s partnership with the psychology
department, our drop-in tutoring services in the writing center, and our
support of non-native writers via ESL tutoring helps A&S attract and
retain a highly qualified student body (Goal 1)
Our development and coordination of linked courses (English and history) and our work with PIES faculty, helps A&S foster a rigorous, critical education dedicated in the Ignatian Tradition to truth, service, and justice (Goal 2).

Our ongoing investigation into issues of plagiarism and faculty support for Turnitin.com, the digital plagiarism detection software, helps contribute to Goal 2 as well, as this investigation is helping spur a reconsideration campus-wide of our academic integrity policies.

Our sponsorship of the WAC Writing Fellows program helps A&S promote the achievements of students and graduates (Goal 3). Our employment of so many award-winning students as WAC tutors helps increase their visibility on campus as well.

XII. Goals for the Future

1. Our goals for 2004-05 remain the same as those that have always guided us. New objectives for next year are as follows:

   **Goal 1:** To promote the use of writing in all classes through interdisciplinary faculty forums, class lectures, and consultation on writing in the disciplines.

   **Objective 1:** Help PIES faculty design writing assignments and revise syllabi to incorporate these assignments in a way that promotes learning/critical thinking in their freshman courses.

   **Action Steps and Timeline:** WAC Director and Assistant Director meet with individual faculty to review syllabi and assignments and offer consultation. Summer and Fall 2004.

   **Objective 2:** Incorporate lessons from year one of the WAC / Psychology department partnership in a writing-to-learn program for freshman psychology majors.

   **Action Steps and Timeline:** WAC Director and Assistant Director meet with Dr. E. Hammer and L. Lewis of Psychology to finalize curricular plans. Summer 2004.

   **Objective 3:** Work with the SACS Reaccreditation Team on university-wide assessment of seniors’ writing skills to determine whether writing should be assigned and taught in more classes across the curriculum.

   **Action Steps and Timeline:** WAC Director, English Chair, Freshman English Director, and Associate Provost for Institutional Effectiveness decide on evaluation rubric, sample size, and assessment implementation date during
Objective 4: Work with the appropriate office (A&S Dean’s Office or Provost’s Office) to collect data on which courses include writing assignments and instruction in the College and/or the university.

Action Steps and Timeline: TBA, depending on decisions made in Provost’s and/or Dean’s office.

Goal 2: To offer easily accessible peer tutoring that helps Loyola students improve the quality of their writing.

Objective 1: Review assessment plan to ensure that WAC tutoring is helping students improve their writing.


Objective 2: Link assessment more closely to program planning.


Objective 3: To continue to work with City College to ensure that ESL tutoring is available for all non-native writers at Loyola.


Goal 3: To maintain and operate computer centers and classrooms consistent with up-to-date writing and research technologies.

Objective 1: Supervise upgrade of WAC writing center equipment.

Action Steps and Timeline: WAC Lab Manager work with Information Technology staff to plan and execute upgrade. Summer 2004.

Objective 2: Test upgraded equipment to ensure proper functioning of hardware and software.
Action Steps and Timeline: WAC Lab Manager work with Info Technology staff to test and de-bug new equipment. August 2004.

2. Intermediate (2-10 years)

**Goal 1:** To promote the use of writing in all classes through interdisciplinary faculty forums, class lectures, and consultation on writing in the disciplines.

**Objective 1:** To work with appropriate faculty and administrators to implement the parts of the university QEP that involve increasing writing in courses throughout the curriculum. (This objective will take further shape after assessment of senior’s writing and development of plans to improve writing instruction across the curriculum).

**Objective 2:** To help A&S faculty designing first-year pilot programs/seminars incorporate writing instruction and support into their courses.

**Objective 3:** To participate in review of Loyola’s Common Curriculum, if such a review occurs, to assess where writing is being taught and to help integrate writing into courses where it is not being taught.

**Objective 4:** To develop and acquire funding for a plan to increase the number and quality of WAC writing tutors to provide support for expanded writing instruction.

**Goal 2:** To offer easily accessible peer tutoring that helps Loyola students improve the quality of their writing.

**Objective 1:** Continue to link planning for staffing, budget, and tutor training to assessment results.

**Objective 2:** Based on ongoing analysis of assessment mechanisms and data, revise and refine assessment mechanisms.

**Goal 3:** To maintain and operate computer centers and classrooms consistent with up-to-date writing and research technologies.

**Objective 1:** Continue relationship with Information Technology to upgrade our computer facilities every three years.

**Objective 2:** Ensure that WAC staff and tutors receive training on new hardware and software applications as they evolve.
**Goal 4:** To publicize effectively the services we offer to on- and off-campus students.

**Objective 1:** To work with new faculty each year on incorporating writing and WAC tutorial support into their courses. By doing so, we will raise students’ awareness of our services as well.

**Objective 2:** To make greater use of Loyola’s website to promote special programs and services on a daily, weekly, and monthly basis.

**Goal 5:** To reward and nurture outstanding writing as an essential feature of educational excellence at Loyola.

**Objective 1:** Continue to support the WAC Writing Fellows Program.

**Objective 2:** To work with departments to establish WAC Writing Awards for the best writing in that department each year.