



## Write to Excellence Center

#10 Plan cycle - 10  
Plan cycle 2024/2025  
7/1/24 - 6/30/25

## Introduction

The mission of the Write to Excellence Center is to foster improvements in student learning primarily through individual writing instruction and selective tutorials for a range of disciplines. The center serves as a resource for students, faculty, and staff and complements classroom instruction where writing is emphasized. The center engages in collaborative arrangements with on-campus units to support the needs of specific populations. To support community and external agencies, the center also targets outreach as needed.

## Performance Objective 1 Provide a sustainable learning resource by ensuring ongoing demand of, and satisfaction with, services.

### 1 Assessment and Benchmark

Benchmark: At least 5% of students will utilize WTEC services each term.

Prior to 2019-2020, the benchmark was maintain a consistent number of clientele at each level each term (f to f comparison; sp to sp comparisons; range 5%).

#### 1.1 Data

Semester	Students utilizing WTEC services	
	#	%
Fall 2020	157/7,287	2.15%
Spring 2021	139/6,428	2.16%
Fall 2021	319/6,456	4.94%
Spring 2022	198/5,764	3.44%
Fall 2022	354/6,236	5.68%
Spring 2023	259/5,606	4.62%
Fall 2023	186/6,061	3.06%
Spring 2024	207/5,434	3.80%
Fall 2024	251 /6,243	4.02%
Spring 2025	291/5,630	5.17%

#### 1.1.1 Analysis of Data and Plan for Continuous Improvement

2020-2021:

- Benchmark not met.
- As noted previously, data does not reflect all students assisted by WTEC, directly or indirectly. Information on our services, plus writing style guides and other aids, is shared with instructors and posted in ENFL and other Moodle sites. Phone calls, emails, and other communications with WTEC Director were not logged during this academic year as we were out of the office (due to COVID and to hurricane damage). As with the Spring 2020 semester, access for students was challenging, but tutors kept appointments as well as they could (online only). Faculty in other departments noted that many students failed to follow up on recommendations to get help from the writing center, despite faculty's urging them to do so. WTEC continued to let students know that tutors were available to help them. Campus email, Facebook posts, and word of mouth were all used, but many students did not have access to reliable internet. More seriously, many students seemed to just give up or to turn in minimal, rushed, last-minute work.
- In the wake of this disastrous academic year, WTEC tutors will need to be especially proactive about taking appointments in a timely manner and following through with students who need more help. The Director will target all new faculty to let them know about our services, and all faculty will be reminded about the online tutoring option for students who cannot meet face to face. It will also be important to train tutors well in professionalism so clients feel valued. Making the writing center feel inviting and safe is high priority for the coming school year, for tutors and clients alike.

2021-2022:

- Benchmark almost met for Fall, but not for Spring. Typically, numbers are lower in Spring, when there are fewer Freshman English 101 courses. Numbers are still higher than previous academic year, but not as high as pre-Covid numbers.
- As noted in previous years, data from the online schedule for the writing center do not account for clients who call, email, or walk in the door with a quick question, or who are present at class presentations, etc. This also does not reflect those who come in just to study. Numbers also do not

include missed or cancelled appointments, nor do they include students who attended WTEC class presentations. For Fall 2021, class presentations included 258 students, and Spring 2022 presentations included 77.

- Class attendance on campus was generally low, and many students worked entirely from home. In addition, anecdotal evidence from instructors shows that many students did not use campus resources, despite their instructors' recommendations.
- WTEC sent several emails to campus listserv, to remind students, faculty, and staff of the services available to them. WTEC will continue to send emails to campus media, but will also post more info to Facebook plus open a Twitter account to get the word out to students. One grad assistant has been designated to take charge of social media outreach. WTEC will also reach out more to new instructors as well as to returning faculty, beginning with the Faculty Retreat in August 2022. WTEC is partnering with other units on campus to present support services to faculty and explain how students can be referred to us, as well as what students (and faculty) can expect. This will help faculty see the value in the services we offer.
- Reinforce professionalism in staff trainings so clients feel valued and return for more assistance.

#### 2022-2023:

- Benchmark exceeded for Fall, not quite met for Spring. In both cases, term-to-term (f-f and sp-sp) comparisons show improvement. Numbers are typically lower in Spring, due to lower enrollment campus-wide and to fewer English 100-level composition courses. However, numbers do not reflect the number of students who received services or information from WTEC in other ways, as our online schedule only tracks numbers of appointments. Students who attended presentations by WTEC staff, either in the WTEC center or in their own classrooms, or who came in to study (as a class, in small groups, or on their own) number over 300 for Fall and 200 for Spring. These numbers also do not reflect those who called or emailed with a question, or walked in to ask without registering an account. Classes who requested visits to or from WTEC are logged separately, in a binder in director's office ("Gigs, etc."). In addition, these numbers do not include those who missed or cancelled appointments, or were "no shows." These numbers also do not indicate the hundreds of students WTEC reaches out to each semester, including weekends, breaks, and Summer semester, through orientations, Cowboy Camp, and other recruiting and retention efforts. WTEC participated in at least 10 such events during the academic year.
- Director will continue to publicize WTEC's services and value to students, faculty, and staff, including in personal meetings with department heads and new faculty as well as in social media, as time allows. Also, outreach to graduate students will be more intentional. Department heads can assist with this. WTEC will ask department heads in all disciplines (approach minimum of two per semester, five per academic year) to allow us to visit their classes and present information on WTEC services. At present, Biology has five classes we will present to this Fall 2023, and ENFL will have many, and we will reach out to Nursing. Also, tutors will be trained more intensively in online delivery of services, to better accommodate students' schedules. We are working with campus media, who prepared a video for us and presented it to various media, including social. We'll incorporate the new Presence system (a change from Engage) and have graduate assistants helping with this. WTEC presented information to faculty and staff in workshops at the Faculty Retreat in August 2022 and to onboarding for new faculty in Spring 2023 and will continue to look for opportunities to remind faculty of what we can do for their students.
- Will reinforce professionalism in staff trainings so clients feel valued and return for more assistance.
- Are currently updating training materials to provide more effective service for clients.

#### 2023-2024:

- Benchmark not met, according to reported numbers from EAB/Navigate. As noted elsewhere, however, numbers do not reflect all students who used WTEC services, but only those who made appointments through the new EAB/Navigate appointment system. Grad students were unable to access the Navigate app, and some students received WTEC assistance through presentations by WTEC staff, either in the WTEC center or in their own classrooms, or they walked in to study (as a class, in small groups, or on their own). These numbers also do not reflect those who called or emailed with a question. Classes who request visits from WTEC are logged separately, in a binder

in director's office ("Gigs, etc."), but this log was not kept up during the academic year due to staff's being swamped with emails from clients. In addition, these numbers do not include those who missed ("no show") or cancelled appointments. These numbers also do not indicate the hundreds of students WTEC reaches out to each semester, including weekends, breaks, and Summer semester, through orientations, Cowboy Camp, and other recruiting and retention efforts. WTEC participated in at least 15 such events during the academic year.

- New EAB/Navigate system used by the University this academic year proved a deterrent to setting up appointments for clients. Graduate students had no access to EAB/Navigate at all, and undergraduates were unable to see, without tedious digging, all available schedules for tutors. In addition, glitches with the new system were constant during this first year of usage, with clients' being scheduled for appointments at times when the tutor was not available or the center was not open, or with scheduling multiple clients at the same time for one tutor. In addition, there was difficulty in accessing clients' documents and returning feedback, as WTEC had to rely on emails and forwarding in order to do this, plus create the appointments for many of the clients. Some students also did not want to walk to the new location after their writing classes in Kaufman, and others were confused, lost, and missed their appointments.
- Director will continue to publicize WTEC's services and value to students, faculty, and staff, including in personal meetings with department heads and new faculty as well as in social media, as time allows. Also, outreach to graduate students will be more intentional. Department heads can assist with this. WTEC will ask department heads in all disciplines (approach minimum of two per semester, five per academic year) to allow us to visit their classes and present information on WTEC services. Nursing, for example, typically has WTEC present its services to their new cohort of students each year, and ENFL has many class presentations or visits to WTEC. Now that the center is back to using mywconline.com as its appointment desk and repository of student submissions, etc., services will be more streamlined and timely, with fewer hurdles for clients and staff alike. Also, tutors will be trained more intensively in online delivery of services, to better accommodate students' schedules. We will have campus media update a video they created for us and post it to various media, including social. We'll also incorporate the new Presence system (a change from Engage) and have graduate assistants helping with this. WTEC provided information to faculty and staff in workshops at the Faculty Retreat in August 2023, presented it to onboarding for new faculty in Spring 2024, and will continue to look for opportunities to remind faculty of what we can do for their students.
- Will reinforce professionalism in staff trainings so clients feel valued and return for more assistance.
- Are currently updating training materials to provide more effective service for clients.

#### 2024-2025:

- Benchmark almost met for Fall 2024. Exceeded for Spring 2025. Numbers do not reflect the full number of students served by WTEC, including those served by tutors who are embedded in the Freshman level English 101/100 classes, students who walked in or sent emails or phone calls requesting assistance, students coming in to study, and students assisted in events such as the resume writing workshop that GA tutors presented. These would add about 243 students, at a very conservative count. This also does not include students coming for tours or tabling events. This also does not include missed or cancelled appointments.
- Tutors will continue to be trained in professionalism and in creating a welcome environment. In addition, they will be trained in the new Canvas system in order to also serve as a resource for students who are learning how to use the new LMS and transition from Moodle.
- Training materials are being updated to provide more effective service for clients.
- GAs are putting together a resume writing resource collection, with input from different department heads on campus. This will provide more resources for more students.
- WTEC will continue to post reminders about its services, using campus listserv, Facebook, and other social media platforms. Faculty report, anecdotally, that many of their students admit to not using any of the campus resources, despite faculty recommendations.

## 2 Assessment and Benchmark

Benchmark: 95% of clients will rate their session experience as good or better, as reported on WCOOnline Survey.

Prior to 2016-2017, the benchmark was 70% of clients.

## 2.1 Data

Term	Clients rating of session experience as good or better	
	#	%
Fall 2020	84/127	66.14%
Spring 2021	73/147	49.65%
Fall 2021	208/450	46.22%
Spring 2022	166/348	47.7%
Fall 2022	50/83	60%
Spring 2023	20/20	100%
Fall 2023	—	—
Spring 2024	—	—
Fall 2024	38/39	97%
Spring 2025	20/26	77%

### 2.1.1 Analysis of Data and Plan for Continuous Improvement

2020-2021:

- Benchmark not met for either semester. Repeating comments from other sections: this academic year encompassed several disasters, from COVID-19 restrictions to two major hurricanes, an ice storm, and then a flood that dislodged WTEC from its home building just as campus was rebuilding. Clients were often stressed and unhappy before even making appointments and sometimes waited until the last minute to do so (after papers were already due), then wanted immediate help (and proofreading/editing, not non-directive tutoring). Resources were stretched, as tutors (who are students themselves) were likewise stressed, sometimes without reliable internet, living away from their homes, etc. Students were often unable to contact instructors, and instructors likewise expressed frustration with trying to reach students. Communication during this period was difficult, and much time was spent in trying to just maintain contact with clients and tutors and to make sure everyone was okay, regardless of schoolwork, grades, etc. Priorities were more about taking care of people. For the next academic year, this will continue to be the highest priority, with an emphasis on good communication and fast responses so students feel valued and return for services. This will create an environment where effective tutoring can take place and where retention of students is more likely.
- One of the positive things that came from this year was how evident it was that tutors worked as a team to overcome obstacles, both in their personal lives and as tutors and students themselves. Those who were able to do so checked on others and reported back to the group, created a group text message to reach those who could not access the group emails and Moodle, and took care of appointments when the scheduled tutor could not. Veteran tutors alerted the Director about problems with sessions, session notes, or other personnel issues and helped mentor new tutors. Some even went so far as to help an international student/tutor move back to campus from New Orleans, plus assisted her and others with food and shelter. While some tutors were overwhelmed by stress, the majority of the tutors managed to "show up" online to work and to check in with everyone at online staff meetings or by text or email. For the most part, they creatively worked through the evacuations, etc. For the academic year ahead, they have sent ideas for topics we can cover in training or for resources we can post that will help them better in future disasters. We will also make sure we schedule time with the counseling center to work on relaxation and other tips for good mental health.

2021-2022:

- Benchmark not met. As noted previously, percentage shows only the surveys that were submitted, so the percentage is of the total number of submissions, not clients. Benchmark needs rewording. As the surveys are anonymous, there is no way to distinguish from repeat clients and single-visit, unique clients.
- Also, as previously noted, the survey is open to anyone who finds it, which lends itself to bogus comments and spam. The online survey collection continues, for example, to have lots of Russian language responses as well as advertisements and other spam. For staff meetings, we tried to pull out only those surveys, positive or negative, that seem genuine, but the online system analysis does not make that distinction, so these numbers are off. Looking at the ones we pulled that seem legitimate, the "good or better" numbers are much higher: 94% for Fall 2021 and 92% for Spring 2022.
- Factors involved in poor survey comments included tutors' not giving detailed feedback, or even missing a session entirely. Positive comments included the quick response from the WTEC in correcting problems. Some tutors are new to tutoring, especially in Fall semester, and are learning as they go, with tutoring sessions, ongoing training, and staff meetings. Co-workers assist each other when they can. Also, many tutors and clients still exhibit stress from Covid and post-hurricane situations, and there are the usual stresses of school and work, etc. WTEC will continue to find ways to allow tutors to take off when they need to, for mental health, yet make sure clients are not lost in the shuffle.
- Tutors will continue to encourage clients to submit surveys. Regardless of the bogus ones, WTEC staff still receive valuable feedback on these for self improvement as well as improvement of services in general.

#### 2022-2023:

- Benchmark does not appear to be met for Fall, but numbers are misleading, due to issue with spam, especially Russian. Out of 652 surveys reported for Fall 2022, only about 83 appear to be legitimate (based on responses that actually addressed the questions). Of these, only about 53 left comments, and 50 of these comments were positive, with three being negative or neutral. None indicated unwillingness to return to the center or unwillingness to recommend other students. This suggests that 94% of clients who responded had favorable responses to the survey, thus greatly exceeding the benchmark and closer to numbers from academic year 2017-2018 and 2018-2019 and before (prior to issues with spamming, Covid-19 quarantines, and hurricane evacuations /destruction).
- For Spring 2023, of 345 surveys, at least 325 were spam (again, mostly Russian). Of the 20 remaining surveys, there were no comments available to guide assessment. In the absence of negative comments, it is assumed the response was positive. Experience also shows that it is usually the repeat clients who complete the surveys.
- Wconline system shows there is a default setting that allows the survey site to be open to anyone who has the address. The setting has now been changed to allow only students who create appointments with WTEC to receive the survey invitation as well as a one-time-only password to prevent multiple usage for one appointment. In addition, students will be invited on the day of the appointment along with a reminder of the appointment itself, so there may be an increase in numbers of students who complete the surveys. We are not requiring them to fill in the comment section of the survey, so we may receive fewer comments, but the other data should be more accurate and helpful.
- Give immediate or at least weekly feedback to tutors in response to clients' answers on surveys, both good ones and problematic. Let clients know we value their feedback for our own professional development and for better service to clients.

#### 2023-2024:

- Numbers unavailable. The switch to a different schedule system meant the loss of the connected survey. Moving back to mywconline.com appointment system for academic year 2024-2025 means WTEC will again have this survey. Meanwhile, comments students wrote in end-of-semester composition course papers, plus emails and in-person comments from clients, indicate that most students were satisfied or happy with services. Most who expressed frustration with the limitations

and glitches of the new system were fairly tolerant and forgiving, even returning for multiple appointments.

- The number of repeat clients indicates some degree of satisfaction with services.
- Wconline system, for next academic year, will only target students who create appointments with WTEC to receive the survey invitation as well as a one-time-only password to prevent multiple usage for one appointment. While this won't address walk-ins, phone or email assistance, etc., it will help prevent spam or false responses from students who have not used our services. In addition, students will be invited on the day of the appointment along with a reminder of the appointment itself, so there may be an increase in numbers of students who complete the surveys. We are not requiring them to fill in the comment section of the survey, so we may receive fewer comments, but the other data should be more accurate and helpful.
- Give immediate or at least weekly feedback to tutors in response to clients' answers on surveys, both good ones and problematic. Let clients know we value their feedback for our own professional development and for better service to clients.

2024-2025:

- Benchmark met and, for Fall 2024, well exceeded. Possible factors for the drop in favorable responses for spring include more students struggling with English 102's requirements. Some clients also expect immediate response on e-tutoring appointments, despite our policy that spells out reasonable expectations. Continuing to let clients and faculty know what to expect will help.
- A few staff members were not diligent about keeping up with session notes and with online appointments. These tutors will not be allowed to do e-tutoring until they can show they are keeping up with session notes for face-to-face appointments, and they will continue to be monitored.
- Trainings for tutors will focus more specifically on professionalism and on providing timely responses for e-tutoring appointments, plus prioritizing writing issues to help tutors stay focused.
- GAs will monitor session notes and appointments and give feedback to tutors as well as guidance. Weekly checks will be the minimum.
- Clients will be invited to do the surveys. Let them know we value their feedback.

### 3 Assessment and Benchmark

Benchmark: 90% of clients indicate they will return to the center, as reported on WOnline Survey.

Prior to 2016-2017, the benchmark was 70% of clients.

#### 3.1 Data

Term	Clients indicating they will return to the center	
	#	%
Fall 2020	19/127	14.96%
Spring 2021	27/147	18.36%
Fall 2021	53/450	11.78%
Spring 2022	38/348	10.92%
Fall 2022	50/83	60%
Spring 2023	20/20	100%
Fall 2023	—	—
Spring 2024	—	—
Fall 2024	38/39	97%
Spring 2025	22/26	85%

#### 3.1.1 Analysis of Data and Plan for Continuous Improvement

2020-2021:

- Benchmark not met. The year was a struggle for tutors and clients alike, beginning with lack of in-person training for new tutors (due to COVID-19 restrictions and then two hurricanes, effectively

wiping out campus itself for the year). In addition, many tutors and clients were struggling with inadequate equipment, internet access, and other factors. Clients often waited until the last minute to seek help, and technical glitches (as well as human error) abounded, thanks to overloaded systems and stressed student workers. Tutors were not always timely in responding to online submissions from clients, and communication problems persisted at all levels. Director spent much time tracking down tutors to check on their well-being and also checking on clients. Director sent training materials and had senior tutors also help mentor newer tutors, but the year was overwhelming for almost everyone. Clients expressed their dissatisfaction, but many clients valued what they received and returned repeatedly. Training materials are being updated to cover some of the situations experienced during the COVID-19/Hurricanes era, plus policies restated. All this will be presented in person and posted in Moodle for tutors. Policies and how-to's for clients will also be posted more clearly on the wonline page. It will be important to be able to switch immediately to online-only delivery in the case of emergencies, as well as to make sure everyone is able to make that switch smoothly. Tutors who especially had problems last AY will be worked with carefully at the beginning of this new AY to ensure they feel comfortable with all modes of tutoring.

- Also, numbers do not include answers of "Maybe": Fall 2020, 53/127 (41.73%) and Spring 2021, 66/147 (44.9%). These numbers, added to the "Yes" responses, raises results significantly closer to the benchmark.

#### 2021-2022:

- Benchmark not met.
- See analysis in 4.1.1. re: accuracy of survey numbers. Also, re: benchmark wording.
- Of those surveys pulled, positive or negative, that seemed to be legitimate client responses, "yes" responses were 94% for Fall 2021 and 92% for Spring 2022.
- Continue to use surveys for improvement of services and delivery, and encourage tutors to read surveys weekly. Also, have tutors check daily for any missed appointments or "orphan" session notes, then report to Director if there are any clients we need to reach out to. Make sure we are accountable to clients when we make mistakes, but work harder to deliver prompt, thorough feedback. Grad assistants will monitor session notes and guide tutors toward more effective feedback for clients.
- Clients also continue to be stressed from previous Covid and hurricane-related problems, including lack of adequate preparation for college. They are often already resentful or anxious when they come to the writing center, and they can be difficult to handle. Staff will continue to work on stress management, conflict resolution, and identifying when a student may need other help or accommodations. WTEC will continue to present staff trainings with the Office of Accessibility Services, MSU Counseling, campus police, and other entities who can help tutors learn how to handle stressful situations with clients (and others). De-escalating situations can help the writing center be a calm workspace where both clients and tutors feel safe and can focus on work.

#### 2022-2023:

- As noted in previous section, data is misleading. Benchmark appears to not have been met for Fall, but is significantly higher than previous two years (since Covid-19 and major hurricanes). Benchmark seems to have been exceeded for Spring, but numbers here are based on guesswork, weeding out spam (mostly Russian). Of the 53 actual, specifically writing center addressed responses in the Fall, only three were negative (1) or neutral (2). Thus, about 94% of actual statements were positive. There were no comments in the text area boxes of the surveys received for Spring 2023, so it is harder to assess which ones were legitimate (for yes, no, maybe, and Likert scale questions, spamming is hard to determine). This problem should not recur as much in future now that settings have been changed to minimize access to the surveys from non-users of WTEC services.
- As noted previously, the system has been reset to minimize, if not prevent, spam in the future. Clients will receive an invitation as well as a one-time-only password when they receive their appointment reminder in emails, and no one else will have access to the site. This should increase

accuracy of responses, although students will not be required to leave comments in the text area box. It is hoped that they will be more open to leaving comments if they are not being forced to do so, but just invited.

- Tutors will be reminded to personally invite/remind clients about surveys when appointment is finished, when tutors invite clients to return for more sessions. Director will also give immediate or at least weekly feedback to tutors in response to clients' answers on surveys, both good ones and problematic. Let clients know we value their feedback for our own professional development and for better service to clients, but also give positive reinforcement to staff.

2023-2024:

- As noted in previous section, data is missing due to the change to a different scheduling platform. The previously-used platform, mywconline.com, included a survey for clients to fill out and aggregated the data. EAB/Navigate did not automatically provide this, and it was left out. WTEC has switched back to mywconline.com for AY 2024-2025, and some settings have been changed to prevent some spamming that occurred in previous years. Only students who have accounts with WTEC will be able to use the system and will receive one-time-use codes to use after each visit. This will leave out walk-ins, plus students who just call in or email with questions, but it will still provide a more accurate view of student satisfaction.
- Tutors will be reminded to personally invite/remind clients about surveys when appointment is finished, when tutors invite clients to return for more sessions. It is hoped that clients will be more open to leaving comments if they are not being forced to do so, but just invited. Director will also give immediate or at least weekly feedback to tutors in response to clients' answers on surveys, both good ones and problematic. Let clients know we value their feedback for our own professional development and for better service to clients, but also give positive reinforcement to staff.

2024-2025:

- Benchmark exceeded, for both semesters. In the case of the remaining percentage of students, the answer was "Maybe" rather than a negative.
- More completed surveys will give us a better picture of what students perceive. Tutors will be reminded to invite clients to fill out the survey after each session, but also to return to the writing center for more assistance. This comment should also be on all written feedback for online students. The personal invitation is important.
- GAs and director will give weekly feedback to tutors on their session notes and/or on their general work. This feedback should be positive but guiding toward professional development. Weekly staff meetings will continue to focus on not only content training but also professionalism.

#### 4 Assessment and Benchmark

Benchmark: 75% of clients would recommend the center's services to other students, as reported on WOnline Survey.

Prior to 2018-2019, the benchmark was 70%.

##### 4.1 Data

Term	Clients who would recommend the center's services to other students	
	#	%
Fall 2020	20/127	15.75%
Spring 2021	24/147	17%
Fall 2021	50/449	11.11%
Spring 2022	39/348	11.21%
Fall 2022	50/83	60%
Spring 2023	20/20	100%

Fall 2023	—	—
Spring 2024	—	—
Fall 2024	37/39	95%
Spring 2025	23/26	88%

#### 4.1.1 Analysis of Data and Plan for Continuous Improvement

2020-2021:

- Benchmark not met. Significantly lower for both semesters. Analysis includes points made previously regarding lower numbers for client rating of services (hurricane evacuations, damage to buildings, COVID-19 restrictions, etc.). Numbers do not reflect, however, those clients who responded "Maybe": Fall 2020, 53/127 (41.73%) and Spring 2021, 56/147 (38.1%). These significantly raise numbers closer to benchmark.
- As indicated in previous section, train tutors in professionalism but also find ways to assist them with technology needs. Stay connected during disasters as much as possible and provide support for workers. Follow up with clients as soon as possible to resolve any issues they may have. Help tutors and clients prioritize needs and work together to support one another through the semester. Show them how to create learning communities.

2021-2022:

- Benchmark not met. Again, see comments in 4.1.1. re: inaccuracy of survey numbers and benchmark wording. Numbers reflect surveys submitted, not numbers of unique clients, and many surveys are bogus or spam. From surveys pulled that seem legitimate (they are written in English and directly reference WTEC types of services), numbers are much higher, with "Would recommend" numbers at 94% for Fall 2021 and 92% for Spring 2022.
- In training and throughout, emphasize accountability and responding quickly to students' needs.
- Director may look to Institutional Effectiveness to devise a campus-wide survey that outsiders cannot access (or spam). Benchmarks will still need to be rephrased, as campus-wide surveys will not accurately reflect number of sessions, number of unique clients, nor even which responders are actually clients of the WTEC. But it will narrow the range and possibly provide more reliable numbers. Director will also reach out to WOnline system to find out whether the system surveys can be closed to non-clients. This would be the best solution, if possible.
- Continue to invite clients to take the surveys, as they do provide some feedback for improvement of writing center services. Make sure tutors are personally inviting clients to return for more feedback, and encourage tutors to follow up on appointments, when possible, to ask clients how they are doing and say we look forward to seeing them again. This will have to be done in a professional manner, and not with tutors' personal emails, so communications are transparent. This can probably be done with the WOnline scheduling system.

2022-2023:

- As with other data related to the surveys, the numbers are misleading. A majority of the 652 responses for Fall and 345 responses for Spring were spam, especially Russian, and the wonline system only breaks down those surveys where students left comments in the text area boxes, which was not required. Responses to yes/no/maybe questions or Likert scale responses are indistinguishable from the spam. As noted previously, the legitimate responses were almost entirely positive (50 of 53 for Fall 2022, or 94%), which is close to numbers from pre-spam years (and pre-Covid-19 and hurricane evacuations/destruction years). Legitimate responses seem close to those of academic year 2018-2019 and even 2019-2020. For Spring 2023, the lack of comments on the 20 legitimate survey responses made it difficult to assess answers to other questions on surveys.
- Survey settings have been changed to close the survey to only those clients who create appointments. They will also receive a one-time-only password, to prevent spamming by clients. While they will not be required to answer the text area boxes (to create a friendly environment), the number of responses should be closer to accurate picture of legitimate clients.

- Give immediate or at least weekly feedback to tutors in response to clients' answers on surveys, both good ones and problematic. Let clients know we value their feedback for our own professional development and for better service to clients.

#### 2023-2024:

- As noted in other sections, no surveys were completed for academic year 2023-2024. The University-imposed switch to EAB/Navigate system for scheduling appointments, etc., led to the loss of the mywconline.com survey previously used by WTEC. However, clients indicated overall satisfaction in their emails, in person with tutors and staff, and in some of their reflective and analytical composition papers at the end of the semester. While some clients expressed frustration with technical glitches over the academic year, most of these were understanding and continued to return for services. The number of repeat clients indicates some degree of satisfaction with services.
- As also noted elsewhere, the mywconline.com system that will be used for academic year 2024-2025 has had survey settings changed to close the survey to only those clients who create appointments. They will also receive a one-time-only password, to prevent spamming by clients. While they will not be required to answer the text area boxes (to create a friendly environment), the number of responses should be closer to accurate picture of legitimate clients. This will leave out those clients who do not use the mywconline system to work with us, but will help prevent the spamming that was a serious issue in previous years. Likewise, University-generated surveys would not be limited to only those students who actually used our services but would be sent campus-wide, so that alternative is not being considered.
- Give immediate or at least weekly feedback to tutors in response to clients' answers on surveys, both good ones and problematic. Let clients know we value their feedback for our own professional development and for better service to clients.

#### 2024-2025:

- Benchmark met for both semesters. Only one "no."
- As noted in other sections, more completed surveys will yield us a more accurate picture. Tutors will be reminded to invite clients back for more assistance, plus invite them to take the survey to help us improve our services for them. Tutors will include these invitations in the written comments on e-tutoring appointments as well.
- Ongoing professional training for tutors will continue to work on personal skills as well as content.
- Tutors will get regular feedback from GAs and Director about their work, including how they work with clients.

### **Performance Objective 2 Promote WTEC's services and resources by engaging in collaborative ventures with campus and community units.**

#### **1 Assessment and Benchmark**

Benchmark: Collaborate with a minimum of 15 units per academic year on projects related to student learning support.

##### **1.1 Data**

###### 2020-2021:

- Benchmark met. Met with at least 24 units.
- ENFL: Director served on Freshman-Sophomore Committee and assisted with developing ENGL 101-102 textbook. Served on new scholarship committee (the Dr. Scott E. Goins Award in Undergraduate Research Writing and Excellence), supervised 1st-year MFA students in writing center work and provided professional development for them and for undergraduate tutors from a range of disciplines. Also assisted with Capstone and mock interview projects for undergraduate English majors.
- History: worked with department to find another history major to provide course-specific tutoring at the writing center. Funding will come from History department (this was postponed due to hurricanes and COVID restrictions).
- Athletics: reported study hours for athletes; met with academic director to assess reading and writing skills of Freshman and Sophomore athletes to better serve them in the upcoming academic year.

- Honors College: collaborated with Director to hire two Honors College students at WTEC. Worked on professional development and writing/tutoring skills.
- Office of Accessibility: Collaborated with Director to accommodate learning and other accessibility needs for specific students as well as for classes in general. Accessibility Director also provided awareness training for WTEC tutors as part of professional development.
- Campus Police: Director contacted campus police to meet with tutors during staff meeting. Officers usually meet with tutors once a year to discuss campus police services and provide resources for responding to problematic, unsafe situations. Hurricane evacuations, etc., prevented the meeting this year. Postponed until next academic year.
- Office of Institutional Research and Effectiveness: Director serves as chair of Gen Ed committee and works with multidiscipline-based group on direction of the core courses. The committee also assesses artifacts from all disciplines and makes recommendations on objectives, syllabi, and other instruction-related issues.
- Counseling Center: Counseling staff usually meets with tutors at a staff meeting each Fall to discuss working with stressed clients, plus provide relaxation and mental health tips for tutors. This was postponed due to hurricanes, etc., as were the usual collaborations for Wellness Wednesday. Information on Suicide Awareness and other mental health concerns was shared on WTEC Moodle and also passed along to ENFL instructors. ENGL 101-102 Director posted it on Moodle for Composition Instructors.
- Testing: Met with Testing Director to collaborate on workshops for resume' writing and other career preparation. WTEC has a resume' PowerPoint to share and will assist with first workshop in Fall 2021.
- Career Counseling: Met with then-director to continue offering workshops in style guides (MLA, APA, etc.), as we had done in academic year 2019-2020. Due to hurricanes, etc., these workshops were postponed until academic year 2021-2022. Career Counseling is now under Testing and a new director, so workshops will be reconsidered.
- International Programs: Worked with Director to discuss specific situations with international students, especially as they were affected by COVID-19 quarantines and hurricane evacuations. Researched what resources they have here and how we can best help them with learning as well as living needs.
- Office of Equal Opportunity: worked with this office and with Black Faculty Staff organization as part of CORE scholarship committee. Also, attended coffee chats on equity, discussing (and listening to students sharing about) issues regarding inclusion and need for information about resources.
- Student Support Services: Served on Student Advocacy Group.
- Recruiting and Admissions: presented information at Preview Days and other events.
- General and Basic Studies: presented information at student gatherings and met with staff to discuss retention efforts.
- Registrar's: presented information for Veterans' Orientation.
- ART: met with department head to discuss online instruction and the challenges of working with students with different learning styles. Gathered ideas on prioritizing tasks and breaking down assignments, or scaffolding projects for better student success.
- ENGR: was contacted by professor who needs to assess Gen Ed artifacts for ENGR. WTEC Director sent guidelines and rubrics to assist with this and offered to host a workshop on this for next academic year. ENFL grad students used to do the assessments for the ENGR department in the past (for extra pay from ENGR funds), with WTEC Director facilitating this, but no grad student was able to do it this year, so ENGR is transitioning to doing this itself.
- Upward Bound: worked with Director to develop a "Writing Scholars Bridge Program" for Summer 2021. This was derailed by a flooded basement in Kaufman and the ensuing moves to temporary offices and classrooms. Will possibly pursue in Summer 2022.
- Frazar Memorial Library: collaborated with library to host Women's Studies lectures in library conference room. Library staff also usually provides needed electronic equipment and technical help. These activities were postponed until next academic year.
- Women's Studies: a Juliet Hardtner Endowed Professorship (with HIST, ART, ENFL, and other disciplines) enabled the committee to plan presentations of scholarly research from guest lecturers as well university faculty and students. Topics included gender issues and equity, plus how they affect the arts, business, local industries, ministries, and other aspects of society. These presentations were put on hold due to hurricanes, but plans are underway to present these in academic year 2021-2022.
- Academic Computing and Learning Center: met/communicated frequently with ACLC Director to discuss challenges in tutoring online, assisting tutors long distance, and meeting the needs of students

in general. Also met regarding proposed move of both offices to campus library. Currently on committee with ACLC and others to work out the logistics of this move.

- Banners: Director serves as volunteer for Banners events and works to promote its events to the student population. These are learning opportunities in the arts and humanities, and there is also opportunity for service work.

2021-2022:

Benchmark met. Collaborated with more than 28 units throughout the academic year on student learning, including:

- ENFL: Ongoing. Worked with the Director of Freshman-Sophomore English to provide professional development of English BAs, MAs and MFAs, particularly in preparation for teaching. In addition, the Director served on Capstone evaluation and mock interview committees, plus attended and helped score presentations by ENGL research and professional endeavors classes. Also served on the selection committee for the Dr. Scott Goins Undergraduate Research Scholarship, as well as the ENFL Textbook Committee and the ENFL Freshman-Sophomore Committee.
- Honors College: Collaborated with Director to hire two Honors College students at WTEC. Worked on professional development and writing/tutoring skills.
- Office of Accessibility Services: WTEC occasionally provides a tutor to help administer, scribe for, or read aloud a test for this office. In addition, the Director of OAS addresses the tutors each Fall in a staff meeting, to explain what OAS offers and to help tutors learn how to identify students who may need different accommodations. Tutors learn to develop more effective ways to accommodate clients.
- GEAC and Office of Institutional Research and Effectiveness: Director is chair of the General Education Assessment Council and works with this multidiscipline-based group on direction of core courses. Director shares information on assessment practices, ELL techniques, and other topics that affect student success and retention. GAs from WTEC are invited to assist with assessment each year, and these are usually GAs who are teaching Freshman Composition courses. They carry the insight they gain from assessments back into their classrooms and share the knowledge with colleagues.
- Frazar Memorial Library, History Department, Art Department, ENFL: WTEC Director is part of the Women's Studies committee (now being renamed Women and Gender Studies). This group has a Juliet Hardtner Endowed Professorship that is dedicated to addressing issues in Gender Studies and to diversity. It invites speakers from different disciplines and from different professions in the community as well as McNeese, including graduate students, and the talks are open to everyone on campus. They promote understanding and diversity, and the campus library provides a conference room, technical help, and equipment. This year marked our first time back in person.
- Athletic Department: WTEC provides study space for student athletes and provides data on student usage to athletics department. Also, in the previous Summer (2021), Director of WTEC worked with Athletic Dept. to administer a reading comprehension test for athletes who would be first-time Freshmen in Fall 2021. The Director then worked out a plan for WTEC tutors to work with these athletes individually.
- Student organizations: Director and staff regularly promoted, attended, and assisted at student gatherings, including readings by undergrad and grad students, readings and lectures by McNeese State University faculty and visiting writers. Also, performances and exhibits by students (Fine Arts events, Nepali Night, e.g.). Students seem to feel more supported by Write to Excellence Center staff when we engage in their successes in other areas.
- PSYC and ART: Attended Out of the Darkness Walk and assisted Art Dept. Head with face painting for children. Also attended workshop re: human trafficking awareness and shared information with tutors and ENFL faculty.
- Banners Cultural Series: Director is long-time member and volunteer for this. Also helped promote this for students to attend. These are learning opportunities for our students that address our objectives regarding cultural awareness and civic engagement.
- With Math Dept./Academic Computing and Learning Center, OAS, McNeese Counseling, and others: Presented explanation of services on Parent Orientation Days, plus WTEC hosted tables with information to visiting recruits for Cowboy Days (and for Fall and Spring Preview Days). Also, WTEC and ACLC regularly correspond and plan table events, shared presentations, and ideas on outreach to students, plus management of resources and adapting to new demands. E.g., met with ACLC Director and Math Department Head, planning for possible relocation of WTEC services and other tutoring

services to the McNeese library. Also, with ACLC, AOS, McNeese Counseling, and Frazar Library, planned joint presentation for Faculty Retreat in August 2022.

- Career and Professional Development Services, plus the Office of Enrollment Management: Gave workshop on resumes and cover letters, plus provided resources and offered follow-up help for attendees. This is an ongoing initiative.
- Office of Inclusive Excellence: This office, with the Black Faculty Staff council, has a scholarship to assist students from under-served schools. WTEC Director is part of the CORE Scholarship Committee. In addition, Director has attended NCORE webinars, trainings, and workshops (Equity, plus Hazing and Bullying awareness campaign, Human Trafficking awareness, and other human rights topics).
- Counseling Center: Director of Counseling Center gives a presentation to tutors each year at a staff meeting. Information is provided about working with students in stressful situations, plus caring for one's own mental health. Information is also shared with ENFL's Composition Director and disseminated to teaching graduate assistants as well as other instructors.
- Student Health Services: WTEC hosted a table with information for Wellness Wednesday, including handouts on study and test taking strategies for academic health.
- Office of Admissions and Recruiting, Office of Freshman Advising, and Office of Student Services: Presented information at orientation and other informal events for new students, military veterans, and prospective students. Served on Student Advocacy Group.
- History: met with department head to plan having a history tutor based in the writing center for the next academic year, if History Dept. can find the funding.
- University Police: Planned for the yearly presentation by campus police for WTEC staff meeting. Officers discuss campus police services, safety, and responses to problematic, unsafe situations. Presentation was postponed to next academic year.
- Upward Bound: Wrote a letter of endorsement/support for the Director of this program to assist with their application for renewal of the program and ongoing services.
- International Programs: Was contacted by IP Director to work with international students from an IREX program (with Pakistan). Students will be required to attend WTEC.
- Contraband student newsletter: Contraband staff interviewed WTEC Director to include in an article promoting WTEC services to students. This is part of ongoing efforts on the part of Contraband to help students understand more about the services we offer. The staff plans to continue promoting WTEC in short articles and reminders.

#### 2022-2023:

- Benchmark met. Collaborated with over 32 units throughout the year for student learning, including:
- ENFL: Ongoing. Director serves on Freshman-Sophomore Committee and Textbook Committee, plus Recruiting. Assisted with revising and proofreading ENGL 101-102 textbook and choosing supplemental books. Worked with Director of Freshman-Sophomore English and also with the ENGL MA and MFA Directors to provide professional development of English-discipline graduate students, particularly in preparation for teaching. Training in tutoring and Literature Lab, also a WTEC service, helps prepare grad students and other tutors (from a range of disciplines) for teaching. WTEC Director also assisted with awards determination for graduate students. Served on the Dr. Scott E. Goins Award in Undergraduate Research Writing and Excellence. Co-hosted Open House as part of recruiting and outreach to students with undeclared majors. Provided publicity materials and food, as part of initiative with ENFL Recruiting Committee. Was interviewed by a student for her research paper on dyslexia, and attended and helped score presentations by ENGL research and professional endeavors classes, plus wrote letters of recommendation for students (from different disciplines) applying for jobs or for graduate or doctoral programs.
- With College of Liberal Arts Dean, Director of Honors College, and Director of Office of Interdisciplinary Studies, brainstormed topics for the proposed CoLA Teaching and Learning Center. Assisted with sending a survey to faculty asking for input on topics for workshops. This project is ongoing.
- Also with Director of Office of Interdisciplinary studies, organized a Supply Drive and Free Books drop-off box and shelf, plus created publicity with campus media to promote this. Ongoing.
- Office of Inclusive Excellence, Office of University Services, International Programs Office, Student Union Board, and other offices who work with international students: WTEC Director was the faculty advisor for International Student Association, a group that had been inactive since the Covid-19 outbreak, and efforts are underway to revive this group. Meanwhile, international students' concerns

require a network of faculty and staff to provide resources. Director supports and attends functions by other student groups, such as the fake wedding, Nigerian-style, hosted by the McNeese African and Caribbean Student Association in Spring 2023. Such multicultural programming events provide opportunities for all students to share their culture. Director also serves with two campus-and-community organizations that focus on cultural diversity and education: The Council for International Concerns/Calcasieu Cinema International and also The International Club of Southwest Louisiana/St. Frances Cabrini Immigration Law Center. These help provide a network of community resources for international students.

- Office of Inclusive Excellence and Black Faculty Staff Council: WTEC Director serves on the CORE Scholarship Committee to review essay applications from students from under-served schools for a scholarship to McNeese. Also through OIE, Director attended and made available to tutors NCORE webinars, trainings, and workshops (Equity, e.g.).
- Office of Accessibility Services: WTEC works with the Director of OAS to accommodate learning and other accessibility needs for specific students as well as for classes in general. Each year, OAS presents an awareness workshop for WTEC tutors to address disability and accessibility issues. Tutors work with some OAS clients and develop more effective ways to accommodate their learning styles and needs. Tutors occasionally assist OAS with administering or proctoring exams through various means.
- Office of Institutional Research and Effectiveness: Director serves as chair of GEAC and works with multidiscipline-based group on direction of the core courses. Committee assesses artifacts from all disciplines and makes recommendations on objectives, syllabi, and other instruction-related issues. WTEC Director and some tutors/graduate assistants assist with assessment of GenEd and Capstone artifacts. Director shares information on assessment practices, ELL techniques, and other topics that affect student success and retention. Those tutors who assist with assessment carry the insight they gain back into their classrooms and share the knowledge with colleagues.
- History, Art, and Frazar Memorial Library: The Women and Gender Studies committee (with occasional representation from History and the Sciences as well), hosts informational lunches for students and staff, with speakers from different disciplines and careers. This is funded by a Juliet Hardtner Endowed Professorship. The McNeese library provides the venue, technical equipment, and assistance, and helps promote the events. This was the series' 7th full academic year since its inception.
- Athletic Department: WTEC provides a supervised study space for student athletes to complete their required number of study hours, in addition to regular tutoring services, and it provides data on student usage to athletic department advisors and Athletics tutors.
- Banners: WTEC Director is a paid member and also volunteers with Green Room for Banners events, including Rouge et Blanc, and promotion of events.
- Math Department and Academic Computing and Learning Center: The Directors of ACLC and WTEC regularly share ideas in person, and via phone and email, about informational events and other outreach to students, plus management of resources (including student workers) and adapting to new demands. For the past couple of years, this has included serving together on the Student Success Center Committee to help facilitate the planned move of both units and others into the Frazar Memorial Library Center. Other units involved include Office of Accessibility, Freshman Advising, the library itself, and the Testing office. The aim is to provide a centralized location for students, especially first-year students, to access academic and other support.
- Career & Student Development Center: WTEC Director and grad students assisted with presentations and materials for workshop sections on resume writing and cover letters. Tutors provided follow-up assistance to students who wanted to receive further help with resumes, etc.
- Counseling Center: CC Director met with tutors once each semester at staff meeting. Provided information about working with students in stressful situations, plus demonstrated techniques for relaxation and self care, as well as setting healthy boundaries in the work place. WTEC Director attended online and in-person workshops on Suicide Awareness ("Reflections on Resilience" and "Talk Saves Lives," e.g.), raised funds for local American Foundation for Suicide Prevention at McNeese-hosted "Out of the Darkness Walk," and shared handouts and other information with tutors, clients, and other students. Materials were posted to Moodle site for WTEC staff. These were also shared with other ENFL faculty, including teaching graduate assistants.
- Student Health Services, McNeese Counseling Center, and Office of Inclusive Excellence: WTEC provided information ("Study Tips for Success") for table at wellness event. Information for students involved study and test-taking strategies for academic (and mental) health.

- Student Support Services, Recruiting and Admissions, Registrar's, General and Basic Studies Offices, Student Activities and Cultural Engagement, the C.A.R.E. mentoring group, plus the Student Organizations and Sororities Office: Presented WTEC services overview at orientations, Preview Days, Cowboy Camps, Unlock Education Regional Conference, gatherings for new Nursing student cohorts, and other informational events for new students, military veterans, and prospective students and their families.
- Presented information to new faculty at departmental onboarding events in Fall and in Spring.
- Co-presenter, "How Student Support Services Make Faculty Life Better," Faculty Retreat (Fall 2022).
- At Faculty Retreat, participated in courses to assist students better, including "Moodle for Dinosaurs," "Stop Copying Me: Plagiarism in the Online World," and "Talking the Talk: Incorporating Academic Vocabulary in Your Course to Support Student Success." These were presented by faculty in Math, Nursing, and Education.
- Student Support Services: WTEC Director served on Student Advocacy Group.
- With other disciplines, served on Strengthening Institutions Program Grant Task Force (Spring 2023).
- Participated in McNeese State University Future Search Conference (September 2022).
- Participated in "For Our Future" Conference, UL (March 2023) as well as EAB meetings and workshops (proposed new platform for student services) to help implement this smoothly into University services. Attended throughout academic year 2022-2023. Ongoing.
- TASC: Director applied for and was awarded a grant to acquire eight new laptops for student use in WTEC, to replace/augment aging equipment.
- University Police: Director contacted campus police to meet with tutors during staff meeting. Officers usually meet with tutors once a year to discuss campus police services and provide resources for responding to problematic, unsafe situations. Due to staffing issues, their office was unable to meet with us this year, but did meet with us to address concerns about a student who was causing problems for other service providers as well.
- University Marketing and Communications Office, plus Poke Press (formerly Contraband: student publication): McNeese Marketing conducted an interview at the writing center and filmed tutors in action, then produced a professional-quality video promoting our services. This was posted to the McNeese Portal and on McNeese social media as well. In addition, a 360-degree video of WTEC was posted to the campus virtual tours on Portal. Marketing also posted reminders of our services and updates throughout the academic year on campus listservs, plus updated WTEC website and information on other sites, including the tiles on Portal. The interview with WTEC was reproduced and published in the Poke Press online publication as well, and a tile for the Portal was created for the writing center.
- Sigma Tau Delta, other student organizations and units: WTEC donated books for Sigma Tau Delta's fundraising book sales and promoted its activities, plus Director and staff regularly promoted, attended and/or assisted at student gatherings, including readings by undergrad and grad students, plus readings and lectures by McNeese faculty and visiting writers. Also, performances and exhibits by students (Fine Arts events, basketball, e.g.). Students seem to feel more supported by WTEC staff when we engage in their successes in other areas.
- WTEC Director also teaches Freshman Composition courses as part of job duties.

#### 2023-2024:

- Benchmark met and exceeded. Collaborated with over 50 units, including Office of Inclusive Excellence, Student Affairs, Student Union Board, Accessibility Services, ENFL, Nursing, Career Counseling and Testing, Black Faculty Staff Council, McNeese Counseling Center, Kay Dore' Counseling Center, ACLC (math tutoring), Math, Biology, Honors College, Housing/ Residential Life, Student Organizations and Sororities, Basic and General Studies, International Programs, History, Student Health Center, MREC, Frazar Memorial Library, Interdisciplinary Studies, College of Liberal Arts, Art, Music, PSYCH, Women and Gender Studies (WGST), Student Support Services, Recruiting and Admissions, Registrar's/CRM, IRE, Freshman Advising, Student Activities and Cultural Engagement, Sigma Tau Delta (English Honor Society), Education, Athletics, Banners, MCOM (Mass Communications), MARCOM, Log (yearbook), Poke Press (student newsletter), The International Student Association, the SYLTW student group (So You Like to Write), African and Caribbean Student Association, Louisiana College Learning Center Association, and several community organizations. Focus was on student learning or improving well-being to enable student learning.

- ENFL: WTEC Director is an ENFL instructor and teaches Freshman composition classes each semester, in addition to other courses. Also serves on Freshman-Sophomore Composition Committee and Textbook Committee, plus ENFL's Retention Committee. Director works with ENFL Department Head and Freshman-Sophomore Composition Director, plus the Directors of the MA in English program and the MFA in Creative Writing program, to develop curricula and course content for core English courses (including contributing to departmental workbook for Freshman Comp.), plus coordinate ongoing professional development for English majors and grad students. They are particularly trained in preparation for teaching courses in their 2nd and 3rd years of grad school. 1st-year MFAs work in the writing center as tutors and receive training and professional development, and MAs are often hired as grad assistants to serve as administrators in the writing center. Notably, Director worked with Director of Freshman-Composition to pilot having embedded tutors in the ENGL 101/100 co-req courses. This group worked out policies for tutors and instructors for this and discussed possible impact on WTEC services and availability. In addition, Director worked with this group to create departmental policies on AI and plagiarism. WTEC Director also assisted with awards determination for graduate students and served on the committee for the Dr. Scott E. Goins Award in Undergraduate Research Writing and Excellence, plus served on thesis committee for an MFA candidate. Co-hosted Open House as part of recruiting and outreach to students with undeclared majors. Provided publicity materials and food, as part of initiative with ENFL Recruiting Committee. Attended and scored presentations by ENGL research and professional endeavors classes, plus wrote letters of recommendation for students (from different disciplines) applying for jobs or for graduate or doctoral programs. Also wrote letters of recommendation and references for faculty and staff members (from various areas of campus) applying for awards or for other positions on campus.
- With Dr. Wendy Whelan-Stewart (ENFL), completed course in "Orton-Gillingham Subscriber Course" for methods in working with students with dyslexia (certificate: July 2023). Made materials available for ENFL instructors and tutors; attended and promoted on-campus dyslexia workshop with Education Department.
- CoLA: With College of Liberal Arts Dean, Director of Honors College, and Director of Office of Interdisciplinary Studies, brainstormed topics for the proposed CoLA Teaching and Learning Center.
- Also with Director of Office of Interdisciplinary Studies, organized a Supply Drive and Free Books drop-off box and shelf, plus created publicity with campus media to promote this. Ongoing.
- Office of Inclusive Excellence, Office of University Services, International Programs Office, Student Union Board, and other offices who work with international students: WTEC Director was the previous faculty advisor for International Student Association, a group that has been inactive since the Covid-19 outbreak. During this year, efforts were made to revive the group. International Programs Director reorganized the group and will now serve as Faculty Advisor. Meanwhile, international students' concerns require a network of faculty and staff to provide resources. Director supports and attends functions by other student groups, such as Nepali Night and the formal event, Nigerian-style, hosted by the McNeese African and Caribbean Student Association in Spring 2024. Such multicultural programming events provide opportunities for all students to share their culture. Director also serve on the boards of two campus-and-community organizations that focus on cultural diversity and education: The International Club of Southwest Louisiana (Secretary) and St. Frances Cabrini Immigration Law Center (President). These help provide a network of campus and community resources for international students.
- Office of Inclusive Excellence and Black Faculty Staff Council: WTEC Director serves on the CORE Scholarship Committee to review essays and applications from students from under-served schools for a scholarship to McNeese. Also through OIE, Director attended and made available to tutors NCORE webinars, trainings, and workshops (Equity, e.g.). Completed "Title IX and Power-Based Violence Responsible Employee Training."
- Office of Accessibility Services: WTEC works with the Director of OAS to accommodate learning and other accessibility needs for specific students as well as for classes in general. Each year, OAS presents an awareness workshop for WTEC tutors to address disability and accessibility issues. Tutors work with some OAS clients and develop more effective ways to accommodate their learning styles and needs. Tutors occasionally assist OAS with administering or proctoring exams through various means.
- Office of Institutional Research and Effectiveness: Director serves as Chair of GEAC and works with multidiscipline-based group on direction of the core courses. Committee assesses artifacts from all disciplines and makes recommendations on objectives, syllabi, and other instruction-related issues. WTEC Director and some tutors/graduate assistants assist with assessment of GenEd and Capstone

artifacts. Director shares information on assessment practices, ELL techniques, and other topics that affect student success and retention. Those tutors who assist with assessment carry the insight they gain back into their classrooms and share the knowledge with colleagues.

- History, Art, and Frazar Memorial Library: The Women and Gender Studies committee (with occasional representation from History and the Sciences as well), hosts informational lunches for students and staff, with speakers from different disciplines and careers. The aim is to promote diversity awareness and understanding, provide a voice for marginalized populations on campus, and present resources for students. This is funded by a Juliet Hardtner Endowed Professorship. The McNeese library provides the venue, technical equipment, and assistance, and helps promote the events. This was the series' 8th full academic year since its inception.
- Athletic Department: WTEC provides a supervised study space for student athletes to complete their required number of study hours, in addition to regular tutoring services, and it provides data on student usage to Athletic Department advisors and Athletics tutors.
- Banners: WTEC Director is a paid member and also volunteers with Green Room for Banners events, including Rouge et Blanc, and promotion of events. Also serves on Selection Committee.
- Math Department and Academic Computing and Learning Center: The Directors of ACLC and WTEC regularly share ideas in person, and via phone and email, about informational events and other outreach to students, plus management of resources (including student workers) and adapting to new demands. They have often co-tabled and co-presented at outreach events on campus. For the past couple of years, they have served together on the Student Success Center Committee to help facilitate the planned move of both units and others into the Frazar Memorial Library Center. Other units involved include Office of Accessibility, Freshman Advising, International Programs, Career Counseling/Testing, and the library itself. The aim is to provide a centralized location for students, especially first-year students, to access academic and other support.
- Career & Student Development Center: Career Center Director referred students to WTEC for further follow-up on their resumes, etc. WTEC Director and tutors provided clients with updated resources and guidance in resume writing and cover letters.
- Counseling Center: CC Director met with tutors once each semester at staff meeting, providing information about working with students in stressful situations, plus demonstrated techniques for relaxation and self care, as well as setting healthy boundaries in the work place. WTEC Director attended online and in-person workshops on Suicide Awareness and other mental health concerns ("Mental Health First Aid," e.g. -- a training program -- and "The Blue Folder Orientation Program" ) and shared handouts and other information with tutors, clients, and other students. Materials were posted to Moodle site for WTEC staff. These were also shared with other ENFL faculty, including teaching graduate assistants.
- Frazar Memorial Library: As part of the original Student Success Center Committee, WTEC worked with library staff to make the move from Kaufman to the library as less disruptive to everyone as possible. Administration ordered the move unexpectedly, during Christmas break and forced closure, and WTEC Director and a couple of GAs organized a partial move. Some of the move (some supplies and furniture) is still pending. The library staff was instrumental in helping to direct clients looking for us, plus showing us basic library housekeeping and policies. The staff also is a key partner with the WGST Lecture Series, allowing us to host many of our events in their conference room and helping us to promote them. During one WTEC staff meeting, one librarian presented information on ChatGPT.
- Student Health Services, McNeese Counseling Center, and Office of Inclusive Excellence: WTEC provided information ("Study Tips for Success") for table at Wellness Fair and for Wellness Wednesday. Information for students involved study and test-taking strategies for academic (and mental) health. Also contacted Student Health to get information on Medicaid applications for students in need. The office staff offered to help any student who needed assistance with the application.
- Student Support Services, Recruiting and Admissions, Registrar's, General and Basic Studies, Student Activities and Cultural Engagement, the C.A.R.E. mentoring group, plus Student Organizations and Sororities: presented WTEC services overview at orientations, Preview Days, Cowboy Camps, Freshman Convocation, gatherings for new Nursing student cohorts, and other informational events for new students, military veterans, and prospective students and their families. Also provided information table and packets of WTEC info for faculty and staff at Fall gathering and to new faculty at onboarding events in Fall and Spring. Attended Student Affairs Open Forum, May 2024.
- Residential Life: Assisted Director with WTEC resource information for training RAs; met with RAs. Also helped promote Residential Life events.

- At Faculty Retreat and Spring Teaching and Learning Symposium, participated in courses to assist students better, including "ChatGPT 101: Applications, Limitations, and Ethics," "Simple Strategies for Faculty to Boost First Year and First Generation Student Success," "Support Strategies for Pokes: Autism Spectrum Disorder and Other Challenging Behaviors in the Classroom," and "Disruption for Inclusion in the Classroom."
- Other trainings, webinars, and conferences attended by WTEC Director: "AI and Academic Integrity," "Conference on College Composition and Communication Joint Task Force on Writing and AI," "Literary Theory for Robots: A Norton Shorts Speakers Series," "The Future of Writing: Creating the Playbook for Human-AI Collaboration," "AI Empowered ED: Implementing Generative AI into Your Course," "AI Amplified Learning: Discipline-Specific Strategies Workshop," "A Whole New World: Exploring AI's Impact on Future Pathways for Education," and "Threading the Needle: Cultivating Ethical and Inclusive Teaching in an AI Era."
- Student Support Services: WTEC Director served on Student Advocacy Group.
- Registrar's/CRM: WTEC Director and WTEC GA participated in numerous meetings, workshops ("EAB Navigate Basics and Calendar Workshop," "Access for a Second Chance, Holds Reform, Micro Grants, and Transfer Student Experience," e.g.), and email discussions re: EAB/Navigate, ironing out numerous issues with the new reporting/scheduling system. WTEC GA was particularly instrumental in problem solving some issues and passing along information to help other units. Much time went into this, including evenings and weekends. Director serves on the EAB/Navigate Steering Committee.
- University Police: Director contacted campus police to meet with tutors during staff meeting. Officers usually meet with tutors once a year to discuss campus police services and provide resources for responding to problematic, unsafe situations. Due to staffing issues, their office was unable to meet with us this year, but expressed interest in doing so in the future. Attended "Active Shooter" training and encouraged WTEC staff to attend; made materials available.
- University Marketing and Communications Office, plus Poke Press (student publication): MARCOM posted reminders of our services and updates throughout the academic year on campus listservs, plus updated WTEC website and information on other sites, including the tiles on Portal. The office also worked with WTEC in providing updated signage during the move from Kaufman to the library. This involved many changes during this transition, including during the following summer.
- Sigma Tau Delta, other student organizations and units: WTEC donated books for Sigma Tau Delta's fundraising book sales and promoted its activities, plus Director and staff regularly promoted, attended and/or assisted at student gatherings, including readings by undergrad and grad students (on campus and at Common House), plus readings and lectures by McNeese faculty and visiting writers. Also, performances and exhibits by students (guitar recital, visual arts displays, Gumbowl fundraiser for Art, basketball, e.g.). Students seem to feel more supported by WTEC staff when we engage in their successes in other areas.
- Louisiana College Learning Center Association (LCLCA): Joined organization in February 2024, and participated in symposium "Reigniting the Flame: Renewing our Commitment to Student Success."
- WTEC Director received President's Excellence Award in Fall 2023, largely because of working with other units on campus for student support and success.

#### 2024-2025:

- Benchmark exceeded. Met with over 57 units this Academic Year, including Career and Professional Development Services, Office of Student Success and Retention, The Office of Accessibility Services, International Student Services, ACLC/Math and Science Tutoring Center, Engineering, English and Foreign Languages, Art, Education, Nursing, Psychology, Frazar Library, Office of Campus Compliance and Civility, Student Affairs, Residence Life, Student Union Board, Office of E-Learning and Testing, Interdisciplinary Studies, Kay Dore' Counseling Center, McNeese Counseling Service, Registrar's/CSM, IRE, McNeese Student Health Services, Campus Police, MREC, Foundations, Black Faculty Staff Council (for C.O.R.E. scholarship), General Education and Assessment Committee (as Chair), Biology, Honors College, Student Organizations and Sororities, Basic and General Studies, History, College of Liberal Arts, Music, Women and Gender Studies (WGST), Student Support Services, CL&SS, First Year Experience, Recruiting and Admission, Freshman Advising, Student Activities and Cultural Engagement, Sigma Tau Delta (English Honors Society), Athletics, Banners/Rouge et Blanc, MCOM (Mass Communications), MARCOM, Log (yearbook), Poke Press (student newsletter), The International Student Association (as Faculty Advisor), SYLTW (So You Like to Write student group),

African and Caribbean Student Association, Nepalese Student Association, Louisiana College Learning Center Association, and several community organizations (The International Club of Southwest Louisiana, St. Frances Cabrini Immigration Law Center, e.g.).

- Specific examples:
- ENFL: WTEC Director is an ENFL instructor and teaches Freshman composition classes each semester, in addition to other courses. Also serves on Freshman-Sophomore Composition Committee and Textbook Committee, plus ENFL's Retention and Engagement Committee. Director works with ENFL Department Head and Freshman-Composition Director, plus the Directors of the MA in English program and the MFA in Creative Writing program, to develop curricula and course content for core English courses (including contributing to departmental workbook for Freshman Comp), plus coordinate ongoing professional development for English majors and grad students. They are particularly trained in preparation for teaching courses in their 2nd and 3rd years of grad school. 1st-year MFAs work in the writing center as tutors and receive training and professional development, and MAs are often hired as grad assistants to serve as administrators in the writing center. This is also the second year of piloting a joint program to embed tutors in the English 101/100 co-req classes. ENFL and WTEC created policies for tutors and instructors for this program and discussed impact on WTEC services and availability. Although it leaves fewer tutors available at WTEC, we seem to reach more students at one time in the classrooms, and many of these students go on to the writing center to seek further help. WTEC Director also assists with determining awards to graduate students and serves on the Dr. Scott E. Goins Award in Undergraduate Research Writing and Excellence. Director also wrote numerous letters of recommendation for undergraduates, graduates, and alumni (and faculty and staff), for employment, awards, applications to graduate and doctoral programs, etc.
- MCOM: WTEC contributed \$1,000 from Foundations account to free food pantry in Kaufman Hall and delivered items from a private donor.
- Office of Interdisciplinary Studies: WTEC contributed to Supply Drive and Free Books shelf in Kaufman. [Private donors]
- Career and Professional Development: WTEC contributed many clothes items, including many with tags still on them. [Private donors]
- International Student Services: with Director, served as Co-Faculty Advisor for the International Student Association and helped plan events and provide support and resources. This vulnerable population relies on a network of staff, faculty, and community to help them thrive. WTEC Director supports and attends functions by other student groups as well, such as "One World, One Night," with MSGA, The Nepalese Student Association, ISA, and the African and Caribbean Student Association, and "The Grammy Award," ACSA's fourth annual Spring formal. Such multicultural programming events provide opportunities for all students to share their culture. Director also serves on the Board for two community, non-profit organizations, The International Club of Southwest Louisiana (Secretary) and St. Frances Cabrini Immigration Law Center (President). These organizations have also historically provided support and resources for our international students. For example, these organizations are partnering with the City of Lake Charles, the Diocese of Lake Charles, and other entities to stage a return of the International Multicultural Festival (formerly CultureFest) at the Lake Charles Event Center in Fall 2025. International students are planning to stage performances and host tables with food and other items/activities that showcase their culture.
- Office of Campus Compliance and Civility and Black Faculty Staff Council: WTEC Director serves on the C.O.R.E. Scholarship Committee to review essays and applications from students from under-served schools for a scholarship to McNeese. Also through Campus Compliance and Civility, Director attended and made available to tutors NCORE webinars, trainings, and workshops. Completed "Title IX and Power-Based Violence Responsible Employee Training." Campus Compliance Director gave a presentation to WTEC tutors: "Title IX in Ten Minutes." CC Director also answered questions regarding reporting and resources.
- Accessibility Services: WTEC works with this office to accommodate learning and other accessibility needs for specific students as well as for classes in general. Each year, AS presents an awareness workshop for WTEC tutors to address disability and accessibility issues. Tutors work with some AS clients and develop more effective ways to accommodate their learning styles and needs. This professional training also carries into the classes some of these tutors will be teaching.
- Office of Institutional Research and Effectiveness: Director served as Chair of GEAC and worked with a multi-disciplined group on direction of the core courses. Committee assessed artifacts from all disciplines and made recommendations on objectives, syllabi, and other instruction-related issues.

Director shared information on assessment practices, ELL techniques, and other topics that affect student success and retention.

- History, Art, and Frazar Memorial Library: The Women and Gender Studies committee hosts informational lunches for students and staff, with speakers from different disciplines and careers. The aim is to promote awareness and understanding of a pluralistic community, provide a voice for marginalized populations on campus, and present resources for students. Topics this year included "Sea Change Live! Podcasting Powerful Stories of the Gulf Coast," "Breaking the Code: Dyslexia, Literacy, and Student Success," "'The harder it is, the deeper it carves you': The Legacy of Pat Schneider's Writing Method," "Incorporating Culture in the L2 Classroom through Artwork by Women: An Example with Frida Kahlo," "Let Yoga Make a Difference in Your Day," "...just a stay at home mom?," and others. This is funded by a Juliet Hardtner Endowed Professorship. Frazar Library provides the venue, technical equipment, and assistance, and helps promote the events. This was the series' 9th full academic year since its inception.
- Athletics: WTEC provides a supervised study space for student athletes to complete their required number of study hours, in addition to regular tutoring services, and it provides data on student usage to Athletic Department advisors and tutors.
- Banners: WTEC Director is a paid member and volunteers with Green Room for Banners events, including Rouge et Blanc, and promotion of events. Also serves on Selection Committee.
- Math Department and ACLU/Math and Science Tutoring Center: The Math, Tutoring, and WTEC Directors regularly share ideas in person, and via phone and email, about informational events and other outreach to students, plus management of resources (including student workers) and adapting to new circumstances. They have often co-tabled and co-presented at outreach events on campus. This year, the tutoring directors have met together to plan some shared professional development trainings for tutors and to discuss the implementation of a professional training subscription (CRLA). Also, WTEC GAs worked with CL&SS Director and ACLU/Math Tutoring to show them the basics of working with the WCONLINE system that WTEC uses and that will also be used by Math Tutoring./li>
- Career and Professional Development Center (and ENGR and others): Career Center Director referred students to WTEC for further followup on their resumes, etc. WTEC Director and tutors provided clients with updated resources and guidance in resume writing and cover letters. In addition, the Engineering Department requested a couple of WTEC GAs to give a resume workshop for their students, and the GAs have contacted all department heads on campus to get updated materials regarding discipline-specific preferences for resumes.
- McNeese Counseling Center: Counseling staff usually meet with WTEC tutors once each semester at staff meetings, to provide information about working with students in stressful situations, plus demonstrating techniques for relaxation and self care, as well as setting health boundaries in the work place. They were unable to this year, but provided updated resources. WTEC Director reached out to them throughout the year for assistance with specific students and tutors.
- Frazar Memorial Library: In addition to partnering with WGST to present informational luncheons, the Library has been instrumental in directing clients to us and in helping with student resources. In addition, the library created an update Lib page for WTEC on its website and worked with a GA to develop it.
- Student Health Services, McNeese Counseling Center, MREC: WTEC provided healthy snacks and information ("Study Tips for Success") for table at Wellness Fair and for Wellness Wednesday events. Information for students included study and test-taking strategies for academic (and mental) health. Also contacted Student Health to ask whether they still assist students who need help with Medicaid applications (they do). Attended ribbon cutting ceremonies for the new student health building.
- Student Support Services, CL&SS, FYE, Recruiting and Admissions, Registrar's, General and Basic Studies, Student Activities and Cultural Engagement, plus Student Organizations and Sororities: WTEC presented services overview at orientations, Preview Days, Cowboy Camps, Freshman Convocation, gatherings for new Nursing student cohorts ("Back to Business Night"), and other informational events for new students, military veterans, and prospective students and their families. Also provided information table and packets of WTEC info for faculty and staff at Fall gathering. Director also attended Faculty/Staff Forum for FYE and CL&SS as well as regular meetings for the department, for the smaller division, and individually with supervisor. Also attended Student Affairs Division Summer Retreat. WTEC Director served on the Search Committee for the new Assistant Director of Student Success & Retention.

- ENFL, International Student Services, CoLA, CL&SS, Freshman Advising/Retention & Advanced Placement, Enrollment Management, and others: with these units, Director met to brainstorm ways to help international students struggling with English proficiency in the classrooms, as well as culture shock. Plan of action is ongoing.
- Other trainings, webinars, and conferences attended by WTEC Director (in person as well as virtual): "SCS CPTP ADA Supervisor Training," "SCS CPTP Supervisor -- Preventing Sexual Harassment," "SCS CPTP Preventing Sexual Harassment for All Employees," "LA Code of Governmental Ethics," "Title IX and Power-Based Violence Responsible Employee," "ADA and FMLA Training for Employees and Supervisors," "The Art of Tutoring: How to Build a Successful and Engaging Program," "Louisiana College Learning Center Association [LCLCA] 2025 Symposium," several LCLCA luncheon webinars, plus University of Louisiana System's "For Our Future" Conference. In addition, quarterly safety trainings and updates of required state trainings.
- Student Support Services: WTEC Director serves on Student Advocacy Group.
- Registrar's/CM: WTEC Director has used this resource to assist students.
- Campus Police: This entity usually presents information to WTEC tutors about campus safety as well as how to de-escalate situations with agitated students/clients. They were unable to this year, but shared information about the new safety app and urged WTEC tutors to share the information with clients. WTEC staff also attended "Active Shooter" awareness training and made materials available for those who couldn't attend.
- MARCOM (plus Log and Poke Press): This office continued to post reminders about WTEC's new locations, changes in hours, etc. They also provided updated signage as other offices moved into the CL&SS area, and they updated our website and other information tiles, etc. They are currently working with WTEC to update the Facebook account. The Log has a student worker who is a WTEC tutor, and the WTEC Director worked with the yearbook advisor to accommodate the hours the worker needed to spend on yearbook for special events. The Poke Press helped promote WTEC services.
- Sigma Tau Delta (and other student organizations and campus units): WTEC collected and donated books and stationary, planners, and other items for Sigma Tau Delta's fundraising book sale and promoted its activities, plus Director and staff regularly promoted and attended student gatherings, including readings by undergraduates and grad students (on campus and at Common House). WTEC Director also attended performances and exhibits by students (ENGL Research Methods Conference, Honors Night, music recitals [including McNeese Wind Symphony's "Old New Borrowed & Blue"], visual arts displays, basketball, and Commencement exercises). Students seem to feel more supported by WTEC staff when we engage in their successes in other areas.
- Institution support: As time allows, WTEC Director attends University events that strengthen cohesiveness. This includes the University President's Inauguration, the open forums for the Dean of the College of Liberal Arts search, the "CoLA Showcase" event, readings sponsored by ENFL and the Honors College (e.g., David Middleton, visiting poet), and music performances by McNeese faculty (Dr. Lina Morita and Dr. Bill Rose).
- Community interactions include response to a request from the SWLA Economic Development Alliance for assistance with writing workshop [WTEC referred them to other resources]. Also, WTEC reached out to a contact with the Girly Girls organization to connect the owner with McNeese's new FYE Director, for possible collaboration with mentoring and service work for Greeks and other organizations on campus.

### 1.1.1 Analysis of Data and Plan for Continuous Improvement

2020-2021:

- In almost every area, recommendations remain the same: follow through on plans from previous year to continue collaborations in the next academic year. Much planning can be reused, although some contacts will need to be renewed and some reorganization of the university has changed job duties for some personnel. Outreach to other departments on campus must continue, especially to new faculty and staff.
- Venues for events, including workshops, will be at a premium as the campus continues to rebuild. COVID-19 concerns may also cause us to not be able to hold in-person events. Some events are being re-planned as online events (e.g., the Women's Studies luncheons may be online lectures, with a limited amount of people present at the in-person recording). WTEC may be unable to allow

study space for athletes and other students for academic year 2021-2022, or at least for Fall 2021. Tutoring may be mostly online, with rare exceptions for face-to-face, and even tutor training may be mostly online until COVID-19 restrictions ease more.

- More emphasis will be given to frequent reminders to students, faculty, and staff that we are available to help with a variety of writing needs. Campus emails will be only one way to spread the word. Students (and faculty and staff) often ignore mass emails, so social media, electronic bulletin boards, KBYS, and other media will be used more.
- A positive note: many faculty, staff, and students shared by word of mouth (and other means) that WTEC was available. Although relatively few students availed themselves of services, others were very effective in sharing the information and promoting services. Many students in English classes expressed, in their end-of-the-semester self evaluations, that they wished they would have used the writing center services more than they did. They also were often quite candid, admitting that they used their time poorly and waited until the last minute to complete assignments. Academic year 2021-2022 may continue to see the effects of extreme hardships and stress on students, but will also see students who have learned more about resources available to help them before they are failing. WTEC will be key in retention efforts, and good publicity will be important, as will good training for tutors.

#### 2021-2022:

- Benchmark met. Over 28 distinct units worked with WTEC on learning or other developmental activities for student success and retention.
- Keep logs regularly and continue outreach. Numbers are up since Covid and Hurricanes Laura and Delta, but some projects still fizzle due to fewer groups' involvement on campus (International Student Association, e.g., has not regrouped, and other groups are likewise floundering). Some faculty members have not returned to campus and to active participation in campus events, but there is progress.
- Collaborate to reapply for grants for WMST lectures and other opportunities to broaden student learning and support.
- Meet with library staff and other departments to keep resources updated.
- Work with Athletics more to support their tutoring services and reinforce with ours.
- Continue providing training sessions for tutors in conjunction with OAS, Counseling, Campus Police, and others. Provide effective tutoring that is tailored for individual students' needs.
- Participate in faculty and staff development trainings and workshops, especially for more effective online delivery of teaching and of tutoring services. Share information with tutors and colleagues.
- Collaborate with Education department to provide ELL training for faculty and staff, and/or design, with ENFL and Office of International Programs, our own workshops. Deliver these electronically so instructors working from home or elsewhere off campus can use these resources. Archive them with McNeese library.
- As time and resources allow, attend, promote, or otherwise support student activities, those of other departments on campus, and community events that promote academic excellence, cultural diversity and awareness, civic engagement, and other objectives of the University.
- Develop understanding of Gen Ed requirements and best practices in general. Share findings with GAs (who will be teaching) and colleagues. Work with IRE and ENFL in support of those aims.
- Likewise, look for ways to help with retention of students and engaging them in campus life. Promote ways to form learning communities in the classroom and outside. Help students learn to pace themselves and enjoy their college experience.
- Seek ways to form other partnerships on campus, with units not typically represented in the writing center (the College of Business, Agriculture, e.g.).
- Hire and train as many tutors as budget allows. Train all tutors to meet the specific needs of online tutoring but also address interpersonal skills for face-to-face tutoring. Have veteran tutors monitor new tutors' session notes to guide them in their sessions. Get feedback from tutors and clients. Let department heads know what we are doing to help their students.
- Much of the planning from previous years can be reviewed and reused, although some contacts need to be renewed or updated. Some retirements and reorganization of the University have led to changes in personnel or in job duties. Outreach to other departments on campus must continue, especially to new faculty and staff and to all department heads.

- Venues for events, including workshops, continue to be at a premium as the University rebuilds. Some events may need to be online-only, or a mix with online and face-to-face options. As much as possible, make all services and events available to students both virtually and face-to-face.
- More emphasis will be given to frequent reminders to students, faculty, and staff that we are available to help with a variety of writing needs. Campus emails will be only one way to spread the word. Students (and faculty and staff) often ignore mass emails, so social media, electronic bulletin boards, KBYS, and other media will be used more. One grad assistant has been hired to assist with this (and other duties), and she has already designed posts for Facebook and Twitter.
- A positive note: as with last year, there has been a definite upswing in activity, with clients, faculty, and staff sharing information about WTEC's availability and their satisfaction with its services. Although students knew of our services, they often felt they didn't have time to attend. They were self aware enough, though, to realize their mistake. In many English classes' end-of-semester self evaluations, students expressed their regret that they did not use the writing center or that they did not use it more. They were quite candid, admitting they used their time poorly and waited until the last minute to complete assignments. Those who did use WTEC services were more likely to complete the semester in their classes. Academic year 2022-23 will continue to see the effects of extreme hardships and stress on students: just under half of incoming Freshmen test as needing remedial assistance with Math and/or English. WTEC will be key in retention efforts, and good publicity of services as well as good training for tutors will be important.

#### 2022-2023:

- Benchmark met. Over 32 distinct campus units worked with WTEC on learning or other developmental activities for student success and retention. A few of these units were "new" partnerships.
- Keep logs (of contact with other instructors, staff, and campus organizations/units) regularly and continue outreach, while maintaining strong ties to core student support services and GenEd courses. Prioritize outreach to strengthen retention efforts, with recruiting as time allows. More instructors and students have returned to campus (post Covid-19 outbreak and hurricanes), but both groups are still not taking full advantage of resources, as other support units also anecdotally report. Regular use of media, including social, to advertise services and invite students is important. Have grad assistants update media at least monthly, if not more often.
- Meet with library staff and other departments to keep resources updated, including style format guides and research practices.
- With Student Success Center group, facilitate a smooth move into library, with minimal disruption of services. Continue to provide alternative study spaces for students as library study space is affected by the move.
- Support Athletics tutoring services and reinforce with ours (share resources, invite Athletics tutors to visit and learn what we do so we can be "on the same page").
- Continue providing training sessions for tutors in conjunction with OAS, Counseling, University Police, OIE, and others. Provide effective tutoring that is tailored for individual students' needs.
- Collaborate to reapply for grants for WGS lectures and other opportunities to broaden student learning and support.
- Participate in faculty and staff development trainings and workshops, especially for more effective online delivery of teaching and of tutoring services. Share information with tutors and colleagues.
- As part of CoLA's Teaching and Learning Center committee, work with CoLA, Honors College, and Office of Interdisciplinary Studies to create workshops that meet the teaching needs of CoLA faculty. Share resources within CoLA and elsewhere as appropriate.
- Collaborate with Education department to provide ELL training for faculty and staff, plus address this within CoLA. Deliver materials in person and electronically to provide access for those teaching off site.
- As time and resources allow, attend, promote, or otherwise support student activities, those of other departments on campus, and community events that promote academic excellence, cultural diversity and awareness, civic engagement, and other objectives of the University.
- Develop understanding of GenEd requirements and best practices in general. Share findings with GAs (who will be teaching) and colleagues. Work with IRE and ENFL in support of those aims.

- Look for ways to retain students and engage them in campus life. Promote learning communities in the classroom and outside. Help students learn to pace themselves and enjoy their college experience.
- Form other partnerships on campus, with units not typically represented in the writing center (Agriculture, e.g.).
- Hire and train as many tutors as budget allows. Train all tutors to meet the specific needs of online tutoring, but also address interpersonal skills for face-to-face tutoring. Have veteran tutors monitor new tutors' session notes to guide them in their sessions. Get feedback from tutors and clients. Let department heads know what we are doing to help their students.
- Renew/update contacts on campus. Some retirements, moves, and also a general reorganization of the University have led to changes in personnel or in job duties. Outreach to other departments on campus must continue, especially to new faculty and staff and to all department heads. If time is limited, reach out to department heads as a minimum, but contact new faculty and staff when possible.
- When creating events, try to make the materials available both face-to-face and online, either synchronously or archived.
- Frequently remind faculty, students, and staff of WTEC's services and availability (and our desire to help). Don't rely on campus email alone: use social media, electronic bulletin boards, KBYS, and other media. Have grad assistants continue to design posts for Facebook and Twitter. Use new video from campus marketing to attract students to our table at events, plus periodically re-post it on social media. Invite ENGL composition instructors to embed it in their Moodle pages for the courses, and invite other departments to do the same. Update video when the move to the library is complete.

#### 2023-2024:

- Benchmark met. Over 50 distinct campus units worked with WTEC on learning or other developmental activities for student success and retention. A few of these units were "new" partnerships.
- Keep logs (of contact with other instructors, staff, and campus organizations/units) regularly and continue outreach, while maintaining strong ties to core student support services and GenEd courses. Use newly-created Word document form that can help collect this data throughout the academic year. Prioritize outreach to strengthen retention efforts, with recruiting as time allows.
- Meet with library staff and other departments to keep resources updated, including style format guides and research practices.
- With Student Success Center group, continue to facilitate a smooth move into library, with minimal disruption of services. Continue to provide alternative study spaces for students as library study space is affected by the move. Have tutors assist students with finding appropriate support services.
- Support Athletics tutoring services and reinforce with ours (share resources, invite Athletics tutors to visit and learn more about our services and methods so we can be "on the same page").
- Continue providing training sessions for tutors in conjunction with OAS, Counseling, University Police, OIE, and others. Provide effective tutoring that is tailored for individual students' needs.
- Collaborate to reapply for grants for WGST lectures and other opportunities to broaden student learning and support.
- Participate in faculty and staff development trainings and workshops, especially for more effective online delivery of teaching and of tutoring services. Share information with tutors and colleagues.
- As part of CoLA's Teaching and Learning Center committee, work with CoLA, Honors College, and Office of Interdisciplinary Studies to create workshops that meet the teaching needs of CoLA faculty. Share resources within CoLA and elsewhere as appropriate.
- Collaborate with Education department to provide ELL training for faculty and staff, plus address this within CoLA. Deliver materials in person and electronically to provide access for those teaching off site. Do likewise with Dyslexia information.
- As time and resources allow, attend, promote, or otherwise support student activities, those of other departments on campus, and community events that promote academic excellence, cultural diversity and awareness, civic engagement, and other objectives of the University.
- Develop understanding of GenEd requirements and best practices in general. Share findings with GAs (who will be teaching) and colleagues. Work with IRE and ENFL in support of those aims.

- Look for ways to retain students and engage them in campus life. Promote learning communities in the classroom and outside. Help students learn to pace themselves and enjoy their college experience.
- Form other partnerships on campus, with units not typically represented in the writing center (Agriculture, e.g.).
- Hire and train as many tutors as budget allows. Train all tutors to meet the specific needs of online tutoring, but also address interpersonal skills for face-to-face tutoring. Have veteran tutors monitor new tutors' session notes to guide them in their sessions. Get feedback from tutors and clients. Let department heads know what we are doing to help their students.
- Renew/update contacts on campus. Some retirements, moves, and also a general reorganization of the University have led to changes in personnel or in job duties. There is often very little institutional memory. Outreach to other departments on campus must continue, especially to new faculty and staff and to all department heads. If time is limited, reach out to department heads as a minimum, but contact new faculty and staff when possible.
- When creating events, try to make the materials available both face-to-face and online, either synchronously or archived.
- Frequently remind faculty, students, and staff of WTEC's services and availability (and our desire to help). Don't rely on campus email alone: use social media, electronic bulletin boards, KBYS, and other media. Have MARCOM update WTEC Facebook site and link to McNeese, then have grad assistants continue to design posts for Facebook and Twitter). Have campus marketing also update our video to reflect new venue. Play this video to attract students to our table at events, plus periodically re-post it on social media. Invite ENGL composition instructors to embed it in their Moodle pages for the courses, and invite other departments to do the same. Update video when the move to the library is complete.

#### 2024-2025:

- Benchmark met. Over 57 distinct campus units worked with WTEC on learning or other developmental activities for student success and retention. A couple of these were "new" partnerships.
- Keep logs (of contact with other instructors, staff, and campus organizations/units) and continue outreach, while maintaining strong ties to core student support services and GenEd courses. Prioritize outreach to strengthen retention efforts, with recruiting as time allows.
- Meet with library staff and other departments to keep resources updated, including style format guides and research practices. With CL&SS group, have tutors assist students with finding appropriate resources. Train tutors to be familiar with all resources on campus.
- Support Athletics tutoring services and reinforce with ours (share resources, invite Athletics tutors to visit and learn more about our services and methods so we can be "on the same page").
- Continue providing training sessions for tutors in conjunction with Accessibility Services, Counseling, University Police, Campus Compliance and Civility, and others. Provide effective tutoring that is tailored for individual students' needs.
- Collaborate to reapply for grants for WGST lectures/luncheons and other opportunities to broaden student learning and support.
- Participate in faculty and staff development trainings and workshops, especially for more effective online delivery of teaching and of tutoring services. Share information with tutors and colleagues.
- Partner with other units to provide workshops that meet the needs of faculty (e.g., CoLA). Share resources with CoLA and elsewhere as appropriate.
- Collaborate with Education department to provide ELL and Dyslexia workshops for faculty and staff, plus address this within CoLA and in WTEC. Make materials available for those teaching offsite, too.
- As time and resources allow, attend, promote, or otherwise support student activities, those of other departments on campus, and community events that promote academic excellence, cultural inclusiveness, civic engagement, and other objectives of the University.
- Develop deeper understanding of GenEd requirements and best practices in general. Share finding with GAs (who will be teaching) and colleagues. Work with IRE and ENFL in support of those aims.
- Looks for ways to retain students and engage them in campus life. Promote learning communities in the classroom and outside. Help students learn to pace themselves and enjoy their college experience.

- Form other partnerships on campus, with units not typically represented in the writing center (Agriculture, e.g.).
- Hire and train as many tutors as budget allows. Train all tutors to meet the specific needs of online tutoring, but also address interpersonal skills for face-to-face tutoring. Have veteran tutors monitor new tutors' session notes to guide them in their sessions. Get feedback from tutors and clients. Let department heads know what we are doing to help their students.
- Renew/update contacts on campus. Some retirements, moves, and a reorganization of the University have led to changes in personnel or in job duties. There is often very little institutional memory. Outreach to other departments on campus must continue, especially to new faculty and staff and to all department heads. If time is limited, reach out to department heads as a minimum, but contact new faculty and staff when possible.
- When creating events such as workshops, try to make the materials available both face-to-face and online, either synchronously or archived. This improves accessibility for more people.
- Frequently remind faculty, students, and staff of WTEC's services and availability (and our desire to help). Don't rely on campus email alone: use social media, electronic bulletin boards, KBYS, and other media. Have MARCOM continue to work on updating WTEC Facebook page. Have campus marketing update our video to showcase new venue. Play this video to attract students to our table at events, plus periodically re-post it on social media. Invite ENGL Composition instructors to embed it in their Canvas pages for their courses, and invite other departments to do the same. Update video as needed.

## 2 Assessment and Benchmark

Benchmark: Conduct at least 20 visits per academic year to classrooms or prospective students (e.g. Preview Day) offering either workshops or presentations on the Center's services.

Prior to 2024-2025, the benchmark was at least 30 visits.

Prior to 2018-2019, the benchmark was at least 20 visits.

Prior to 2016-2017, the benchmark was at least 10 visits.

### 2.1 Data

Academic Year	# of presentations/ workshops delivered by staff
2020-2021	10
2021-2022	33
2022-2023	37
2023-2024	36
2024-2025	26

#### 2.1.1 Analysis of Data and Plan for Continuous Improvement

2020-2021:

- Benchmark not met, although material was widely shared. A rough estimate of at least 10 presentations include hosting tables at Fall and Spring Preview Days, Veterans' Orientations, and Parents' Preview Days, Cowboy Camp, etc. Many events were cancelled due to hurricanes, a flood, a move back out of Kaufman, and other concerns besides COVID-19. Some presentations were made online in a Zoom format. WTEC could not host class presentations, but materials were shared in electronic form campus-wide plus posted in ENGL Composition Moodle courses. In addition, WTEC tutors created videos to help walk clients through the process of creating accounts, submitting drafts, and receiving feedback. These videos were shared with ENGL classes and posted on the mywconline appointment site. In addition, students emailed the Director for help and were supplied with these materials, plus given personal help.
- Presentations are usually accounted for in WTEC "Gigs" binder, but were not consistently noted there this academic year, as evacuation from office left many materials behind. Director will note as many presentations as possible, given time and opportunity.

2021-2022:

- Benchmark met. As noted previously, raising the benchmark would be problematic, as it is difficult to do more presentations than already being done, with the staff currently available.
- Numbers are slightly lower than true numbers, as staff (many of them new) is not consistent with logging presentations or contact with faculty, etc. Staff will continue to be trained in this and reminded.
- Target new faculty especially, plus reach out to at least two department heads outside of ENFL to discuss how we can help their faculty, staff, and students. Ask whether WTEC can visit their classes, or at least provide electronic copies of resources and flyers for instructors to post in their Moodle pages or otherwise share with students. Ensure that handouts are easy to read.
- Stay current with faculty's expectations of student assignments. Clarify assignments with faculty to ensure WTEC delivers effective tutoring.
- Post reminders of our services mid-semester and before Finals Week.
- Host an Open House early in semester and advertise with students, faculty, and staff.
- Presentations are usually accounted for in "Gigs" binder. Have GAs check regularly to ensure it is being updated.

#### 2022-2023:

- Benchmark was met and slightly exceeded. Concerns previously noted re: raising the benchmark are still valid. Thin staffing due to budget limitations makes it difficult to do more presentations than are already being done. In addition, WTEC staff is now trying to cover two different locations (one in the library and one at main site, since August 2022, as part of the University Administration's Student Success Center initiative). Information re: WTEC services is sent to faculty, staff, and students, and faculty is encouraged to post the information on Moodle sites for all courses. ENFL Composition instructors include this in their syllabi as well.
- Numbers of class presentations are slightly lower than true numbers, as staff is not consistent with logging presentations or contact with faculty, etc., especially when it is a last-minute, emergency-type event (covering a class for an ill colleague, e.g.). Staff is trained to log this information and will continue to be reminded. However, numbers do not include the presentations made at Veterans' orientations, Cowboy Camps, Spring and Fall Preview Days, faculty presentations, Wellness Wednesdays, and other events. There were at least 10 of these for the academic year 2022-2023.
- Target new faculty and reach out to at least two department heads outside of ENFL to discuss how we can help their faculty, staff, and students. Ask whether WTEC can visit their classes, or at least provide electronic copies of resources and flyers for instructors to post in their Moodle pages or otherwise share with students. Ensure that handouts are easy to read.
- Stay current with faculty's expectations of student assignments. Clarify assignments with faculty to ensure WTEC delivers effective tutoring.
- Post reminders of our services mid-semester and before Finals Week.
- Host an Open House early in semester and advertise with students, faculty, and staff.
- Presentations are usually accounted for in Gigs binder in WTEC. Have GAs check regularly to ensure it is being updated.

#### 2023-2024:

- Benchmark was met and slightly exceeded. Concerns previously noted re: raising the benchmark are still valid. Thin staffing due to budget limitations makes it difficult to do more presentations than are already being done. In addition, in Fall 2023, WTEC staff was trying to cover two different locations (one in the library and one in Kaufman Hall). In Christmas Break 2023-2024, WTEC services began to operate only in the library, but students and faculty were still confused about our location. Updated information re: WTEC services was sent to faculty, staff, and students, and faculty was encouraged to post the information on Moodle sites for all courses. ENFL Composition instructors included this in their syllabi as well.
- Numbers of class presentations are slightly lower than true numbers, as staff is not consistent with logging presentations or contact with faculty, etc., especially when it is a last-minute, emergency-type event (covering a class for an ill colleague, e.g.). Staff is trained to log this information and will continue to be reminded. Presentations are usually accounted for in Gigs binder in WTEC. Have GAs check regularly to ensure it is being updated. Also, newly-created Word document form that

will pull some of the data together for us may help with reporting numbers in future, as the form can be mailed to faculty who inquire about class presentations and services. Numbers also partly include the presentations made at Veterans' orientations, Cowboy Camps, Spring and Fall Preview Days, faculty presentations, Wellness Wednesdays, and other events. There were at least 15 of these for the academic year 2023-2024.

- Target new faculty and reach out to at least two department heads outside of ENFL to discuss how we can help their faculty, staff, and students. Ask whether WTEC can visit their classes, or at least provide electronic copies of resources and flyers for instructors to post in their Moodle pages or otherwise share with students. Ensure that handouts are easy to read.
- Stay current with faculty's expectations of student assignments. Clarify assignments with faculty to ensure WTEC delivers effective tutoring.
- Post reminders of our services mid-semester and before Finals Week.
- Host an Open House early in semester and advertise with students, faculty, and staff.

2024-2025:

- Benchmark met and exceeded. Numbers seem down from previous academic year, but benchmark has been lowered. Also, tutors are not always diligent about recording presentations and contact with other units outside of the wonline system. And fewer instructors request tours, as more classes are online now, and resources are shared electronically with those courses. In addition, there are fewer tutors available to give presentations in classes, as most of the graduate tutors are working as embedded tutors in Freshman Composition courses. Undergraduates are needed to be available in the writing center itself. Information about writing center services are sent to all faculty, staff, and students at the beginning of each AY, and instructors are encouraged to embed it in the Moodle or new Canvas pages. ENFL Composition instructors include this in the syllabi as well.
- Presentations included campus tours from other departments (Library, e.g., and ENGL Composition instructors), plus presentations and tabling at events for current students and prospective students. These included Cowboy Commitment Day, Wellness Fair, Spring Preview Day, Resource Roundup (Howdy Rowdy Week), Fall Preview Days, Convocation, Cowboy Camps, Nursing and Health Professions' "Pursuing Success Together," and ENFL's Composition Teachers' Meeting.
- Staff will continue to be trained to log visits and presentations and will be reminded. Logs are collected into the "Gigs" binder in WTEC office. Have GAs check regularly to make sure it is being updated.
- Target new faculty and reach out to at least two department heads outside of CoLA to discuss how we can help their faculty, staff, and students. Ask whether WTEC can visit their classes, or at least provide electronic copies of resources and flyers for instructors to post in their Moodle pages or otherwise share with students. Ensure that handouts are easy to read.
- Stay current with faculty's expectations of student assignments. Clarify assignments with faculty to ensure WTEC delivers effective tutoring.
- Post reminders of our services at mid-term and before Finals Week.
- Host an Open House early in semester (partner with CL&SS) and advertise with students, faculty, and staff.
- New Word document may help pull this data together if GAs and Director are diligent about mailing the form to faculty who inquire about class presentations and services.

### 3 Assessment and Benchmark

Benchmark: Engage at least 20 faculty on course-specific needs and other related issues.

Prior to 2017-2018, the benchmark was "Develop support for writing in the disciplines by engaging faculty regularly on course-specific needs and other related issues."

#### 3.1 Data

2020-2021:

- Benchmark met, but not consistently documented. Record book was left in office during hurricane evacuations, then after flooding of building's basement. Email communications throughout the year show communications and requests with faculty from ENFL predominantly (almost 30 there, including

teaching grad students and visiting lecturers), plus from ENGR, History, and a science instructor. Instructors contacted Director to ask for help with specific students, and Director reached out to instructors to ask for clarification of assignments when clients and/or tutors needed it.

- WTEC also contacted instructors in disciplines outside ENFL to ask for updated resources and style guides in those disciplines (Nursing, Psychology, Chemistry, Biology, Engineering, e.g.). The intention was to update all these guides as budget allows. APA and MLA were updated, and others are pending. APA and MLA style guides were shared via PowerPoint presentations that were also posted to WTEC Moodle.

#### 2021-2022:

- Benchmark met. Director communicated with over 22 faculty and staff members regarding course-specific needs. This included faculty and staff from ENFL, OAS, Frazar Library, PSYC, Office of International Programs, MSU Counseling, PHYSICI, SGA/Student Life Coalition, and others. Some of these were for individual courses, and some were for all courses in a program (e.g., ENGL 101 and 102 courses). SGA, e.g., was developing training sessions for students and wanted tutors to assist participants. The library was developing a scavenger hunt to help students with research skills and wanted to implement these in Freshman Composition courses. The Office of International Programs is developing courses for international students that will embed requirements that students attend WTEC. Other contacts likewise had specific requests for help with their courses. Faculty also recommended students to WTEC for assistance with professional communications outside the classroom, such as cover letters, resumes, applications for graduate or doctoral programs, etc.
- Contact was made in person, by phone, by email, and even by text. These were sometimes to the Director and sometimes to tutors, and these were not always logged. It is difficult to be consistent with logging, especially when the contact is in person, outside the office. Staff is already managing many duties. Training will continue to include instructions re: logging contact with faculty, staff, and students as well as keeping records of services provided.
- WTEC keeps style guides, study aids, and study guides for such standard exams as ACT, SAT, PRAXIS, and others. Faculty is regularly asked to recommend updates, plus suggestions for free resources online, etc. Students are free to use these on the premises, and faculty recommends this to students. Faculty needs reminders that we have these resources.
- Director also reaches out to instructors for clarification of essay prompts and other assignment instructions. This is done on a regular basis.

#### 2022-2023:

- Benchmark met. Director communicated with over 26 faculty and staff members regarding course-specific needs. This included faculty and staff from ENFL, OAS, Frazar Memorial Library, Nursing, Physical Science, Math, Computer Science and Engineering, Biology, and Art. Some of these were for individual courses, and some were for all courses in a program (e.g., ENGL 100, 101, and 102 courses). The library has a scavenger hunt designed for Freshman Composition students and is tweaking its offering to better suit individual instructors' needs. Other instructors requested very specific assistance with their courses, and some faculty sent students to WTEC for help with professional development outside of their classes, such as writing cover letters, resumes, and applications to graduate or doctoral programs.
- WTEC keeps style guides, study aids, and also study guides for such standard exams as ACT, SAT, PRAXIS, GRE, and others. Faculty is regularly asked to recommend updates, plus suggestions for free resources online, etc. Students are free to use these on the premises, and faculty recommends that students do so. Faculty needs reminders that we have these resources.
- Director also reaches out to instructors for clarification of essay prompts and other assignment instructions. This is done on a regular but as-needed basis.

#### 2023-2024:

- Benchmark met and exceeded. Director communicated with over 26 faculty and staff members regarding course-specific needs. This included faculty and staff from ENFL, OAS, Frazar Memorial Library, Nursing, Physical Science, Math, Computer Science and Engineering, Biology, Psychology,

MCOM, Music, Art, and others. Some of these were for individual courses, and some were for all courses in a program (e.g., ENGL 100, 101, and 102 courses). The library has a scavenger hunt designed for Freshman Composition students and is tweaking its offering to better suit individual instructors' needs. Other instructors requested very specific assistance with their courses, and some faculty sent students to WTEC for help with professional development outside of their classes, such as writing cover letters, resumes, and applications to graduate or doctoral programs.

- Tutors and staff had great difficulty in keeping up with record keeping during the academic year 2023-2024. All staff and tutors were swamped with emails, day and night, from clients, faculty, and staff, as the new EAB system did not allow the conveniences of the previous wconline system. Grad students could not make appointments for themselves, and there was no place on the scheduling system for students to upload documents, have tutors comment on them, then repost it for students. Much time was spent simply making appointments and relaying papers and information to and from clients, Director, and tutors. In addition, the new EAB system experienced many glitches during this inaugural year of implementation, such as scheduling more than one client for the same appointment session, or scheduling clients during times when the Center was closed or tutors were not on the schedule. Many students and faculty expressed irritation with this, but most were understanding of the transition.
- WTEC keeps style guides, study aids, and also study guides for such standard exams as ACT, SAT, PRAXIS, GRE, and others. Faculty is regularly asked to recommend updates, plus suggestions for free resources online, etc. Students are free to use these on the premises, and faculty recommends that students do so. Faculty needs reminders that we have these resources.
- Director also reaches out to instructors for clarification of essay prompts and other assignment instructions. This is done on a regular but as-needed basis.

2024-2025:

- Benchmark met and exceeded. Director and staff communicated with over 28 faculty members, not counting those encountered informally elsewhere on campus, in meetings, hallways, etc. Instructors emailed or phoned with concerns, made suggestions, or asked for help. Some instructors met to brainstorm ideas. These included instructors not only from CoLA, such as English, History, and Art, but also the Sciences, such as Math, Nursing, Engineering, and Biology. Questions concerned individual students as well as classes in general. Most of this was course specific, but some of this included professional development, such as writing resumes, cover letters, and applications to graduate and doctoral programs.
- Tutors and staff were inconsistent about record keeping during AY 2024-2025. This was partly carryover from the previous chaotic AY, but also due to having novice tutors with less oversight, due to more veteran tutors being embedded in Freshman Composition Classes. Director also teaches, and there are not enough administrative GAs to provide full coverage and supervision.
- WTEC keeps style guides for almost all professional writing and research formats (MLA, APA, Chicago, etc.), study aids, and also study guides for such standard exams as ACT, SAT, PRAXIS, GRE, and others. Faculty is regularly asked to recommend updates to these, plus suggestions for free resources online. Students are free to use these on the premises and/or have tutors help quiz them with these. Faculty recommends that students do so. Faculty needs reminders that we have these resources, and we need some updated versions of some of these.
- Director also regularly reaches out to instructors for clarification of essay prompts and other assignment instructions, as needed based on situations with clients in WTEC. These numbers may not be noted in the log.

### 3.1.1 Analysis of Data and Plan for Continuous Improvement

2020-2021:

- Benchmark met, but numbers given are lower than actual numbers. Log was not kept due to hurricane evacuations, flood, etc. Logs are labor-intensive, but are less so than looking through archived emails. Director and tutors will work on making log-keeping a more consistent routine. Numbers will not accurately reflect conversations elsewhere on campus (and off) with other instructors and staff, but will still reflect some of the need for WTEC services.
- Director will reach out again to other disciplines to get updated style guides and resource materials, or recommendations for purchasing these as WTEC budget allows. WTEC will try to acquire electronic versions as well, to post on WTEC Moodle site.

- Director will also meet with new faculty and with department heads, if COVID restrictions allow, or send personal emails rather than mass emails to share WTEC information and invite faculty to share their writing needs and specific guidelines for their students and discipline. This will be shared in staff training sessions.

## 2021-2022:

- Benchmark met. Majority still represents mostly ENGL faculty. More outreach to other departments is needed. Will update website, post updates on social media, and send reminders of services via campus email, especially during times when University hours change (during holiday breaks, e.g.). Will also personally email department heads, plus present information at general faculty assembly in August.
- Director and staff will continue to note faculty communications in log book when possible, but the numbers will not be accurate, as time and human resources make it difficult to note every instance of contact, including speaking to someone in a meeting or in passing elsewhere on campus or off campus. Contact is also made by phone, text, email, and secondhand, making it difficult to track. Noting contact in log book when possible will still help show trends in numbers and in which departments are represented.
- Put more resources in handout forms, post them to WTEC website, and invite faculty to have students download these themselves, or faculty can post these to their Moodle sites. Invite faculty to send good resources to post. Let faculty collaborate on this and feel some ownership of WTEC. Keep these simple, clear, and updated. Avoid too much replication of materials.
- Remind faculty that WTEC is here for them, too. Ask them to let us know what assignments their students are working on and what the priorities for the assignments are. Reach out more to new faculty, preferably in person.

## 2022-2023:

- Benchmark met. Majority represents ENFL faculty, as that is where the majority of composition writing is occurring. Outreach to other departments will continue. Updates to website and posts to social and other media continue to be important, especially with changes in our location(s). Personal emails to department heads and presentations at faculty and staff gatherings will continue, along with outreach to students themselves.
- Director and staff will continue to log contact with faculty and staff, as time allows, but numbers will not be accurate. Limited time and human resources make it difficult to note every instance of contact by phone, email, text, or in passing (in hallways, meetings, and other places outside office). The ongoing rough log, though, will help WTEC note trends in numbers and in representation of departments/disciplines.
- Put more resources in handout forms, post them to WTEC website, and invite faculty to have students download these themselves, or faculty can post these to their Moodle sites. Invite faculty to send good resources to post. Let faculty collaborate on this and feel some ownership of WTEC. Keep these simple, clear, and updated. Avoid too much replication of materials.
- Remind faculty that WTEC is here for them, too. Ask them to let us know what assignments their students are working on and what the priorities for the assignments are. Reach out more to new faculty, preferably in person. Look for more opportunities on campus to remind faculty about our services and what reasonable expectations are, for them and for their students.

## 2023-2024:

- Benchmark met and exceeded. Reported numbers are lower than actual numbers, as noted previously due to inconsistent record keeping by staff. The majority of faculty who contact WTEC represents ENFL, as that is where the majority of composition writing is occurring. Outreach to other departments will continue. Updates to website and posts to social and other media continue to be important, especially with changes in our location(s). Personal emails to department heads and presentations at faculty and staff gatherings will continue, along with outreach to students themselves.

- Director and staff will continue to log contact with faculty and staff, as time allows, but numbers will not be accurate. Limited time and human resources make it difficult to note every instance of contact by phone, email, text, or in passing (in hallways, meetings, and other places outside office). A rough log (Gig book) and newly-created Word form, though, will help WTEC note trends in numbers and in representation of departments/disciplines.
- Now that writing center is again allowed to use the mywconline platform for data aggregation, scheduling, and handling of client's papers, tutors and staff will have an easier time keeping records than during the 2023-2024 AY, when tutors and staff were swamped almost around the clock with emails from clients and faculty. The relatively low number of staff will still prove challenging, but easier reporting tools will give better results.
- Put more resources in handout forms, post them to WTEC website, and invite faculty to have students download these themselves, or faculty can post these to their Moodle sites. Invite faculty to send good resources to post. Let faculty collaborate on this and feel some ownership of WTEC. Keep these simple, clear, and updated. Avoid too much replication of materials. Be sure to credit contributors/sources.
- Remind faculty that WTEC is here for them, too. Ask them to let us know what assignments their students are working on and what the priorities for the assignments are. Reach out more to new faculty, preferably in person. Look for more opportunities on campus to remind faculty about our services and what reasonable expectations are, for them and for their students.

#### 2024-2025:

- Benchmark met and exceeded. As noted, reported numbers are lower than actual numbers, due to difficulties and inconsistencies in reporting. The majority of faculty who contact WTEC is ENFL, as that is where the majority of composition writing and research is occurring. Nursing is another strong category. Outreach will continue to other departments. Updates to website and social media posts, plus other media, continue to be important.
- Director and all staff will continue to work on consistency with logging contacts, but numbers will not be accurate and reflect outside, informal conversations elsewhere on campus. Limited time and resources make it difficult to note every instance of contact by phone, email, text, or in passing. The rough log and the new Word document will, however, help us note trends in numbers and in representation of departments/disciplines.
- Put more resources in handout forms, post them to WTEC website, and invite faculty to have students download these themselves, or faculty can post these to their Canvas sites. Ditto with the Lib Guides. Invite faculty to send good resources to post. Let faculty collaborate on this and feel some ownership of WTEC. Keep these handouts simple, clear, and updated. Avoid too much replication of materials (clutter). Be sure to credit contributors and original sources.
- Remind faculty that WTEC is here for them, too. Ask them to let us know what assignments their students are working on and what the priorities for the assignments are. Reach out more to new faculty, preferably in person. Look for more opportunities on campus to remind faculty about our services and what reasonable expectations are, for them and for their students.
- Tutors will continue to attend professional development trainings at WTEC's annual Orientation Day before the Fall semester begins, plus at weekly meetings on Fridays. In addition, this year they will begin trainings for certification through CRLA, a national organization that sets standards for learning centers and staff. This will be in partnership with Math and Science Tutoring Center and with CL&SS. In addition, grad students will receive additional trainings thanks to a SIP grant. This training will benefit not only delivery of tutoring services but also delivery of instruction in Freshman Composition courses, aiding retention and success efforts.