

Write to Excellence Center

Write to Excellence Center

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: Maintain a consistent number of clientele at each level each term (f to f comparison; sp to sp comparisons; range 5%).

1.1 Data

Individual Clients by Standing

Term	Freshmen	Sophomore	Junior	Senior	Graduate
Fall 2013*	66%	10%	11%	8%	5%
Spring 2014	456	114	95	107	38
Fall 2014	449	124	60	89	13
Spring 2015	257	61	44	67	11
Fall 2015	403	62	50	62	11
Spring 2016	273	72	57	62	24
Fall 2016	394	49	32	49	13
Spring 2017	188	29	11	30	3
Fall 2017	467	60	26	38	6
Spring 2018	194	41	29	25	7
Fall 2018	344	39	26	16	1
Spring 2019	182	47	16	21	7

*Fall 2013 estimates based on mid-semester reporting figures

Numbers do not reflect students who attend for study or testing only, nor for visiting classes, etc.

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Continue to monitor and publicize Write to Excellence Center's value. Also, as noted previously, normal drops from fall to spring are accompanied by a drop in term to term due to changes in FFND requirements and other factors (changes in TOPS funding, e.g.). There is also a decrease in freshman enrollment in spring semesters (this year, by 760). Enrollment numbers in fall 2016 were down by 536 from fall 2015, and spring 2017 was down by 386 from spring 2016. Numbers are especially lower in number of freshman, who constitute the majority of Write to Excellence Center clientele. This also lowers the number of freshman English Composition sections that are offered.

2017-2018:

- Benchmark not met. Numbers seem to reflect a slight increase in university enrollment from previous academic year. They do not reflect missed, cancelled, or placeholder appointments, nor the numbers of students who come in just to study, ask a quick question, or take makeup diagnostic exams. Data also does not include the classes who come in as a group, nor the classes that Write to Excellence Center staff visit. The drop in numbers between fall and spring is normal, as there are fewer ENGL 101 courses in spring.
- There is still a significant drop in numbers of clients after the freshman year, despite students' ongoing writing assignments in other disciplines, including their majors. While some graduate programs and degrees are no longer available, the director will monitor these levels and publicize Write to Excellence Center's value to upper-level courses. Write to Excellence Center will also ask faculty in all disciplines to allow us to visit their classes and present information on Write to Excellence Center services. We will utilize campus media, including electronic billboards and campus radio station, and more tutors will be trained in online tutoring to accommodate students' schedules better. If time allows, we will use social media (Write to Excellence Center's Facebook account) to promote our services.

2018-2019:

- Benchmark wording makes this hard to quantify. Numbers are lower, but fewer courses use Writing Enriched standard. Also, fewer professors require lengthy writing assignments. Lower numbers in Spring 2019 may also

reflect students' not knowing where the writing center moved to (during Christmas break). A few instructors reported having walked their classes to the previous site, not knowing WTEC had moved. One of these instructors did not follow up by bringing classes to new site. Others may have experienced similar situations and not contacted WTEC.

- As noted previously, drops in numbers from Fall to Spring semesters are normal (new enrollment is lower, and enrollment overall is lower, plus there are fewer students taking ENGL Composition courses. Also, numbers don't reflect our total number of contacts with students, including by phone, email, in the hallway, etc. Logs developed for staff to note client interaction are still being tweaked, and staff are still developing the habit of using them. There are logs for student athletes, for students taking makeup tests, for contact with faculty and staff, and for visiting classes. These are a lot for thinly-stretched staff to keep up with, while also focusing on the clients themselves. Staff will work on keeping up with logs. Numbers will never be totally accurate, due to time and staff constraints.
- Numbers do not reflect missed, cancelled, or placeholder appointments. They also do not include entire classes who came in to WTEC as a group or whom WTEC staff visited. These are logged separately, in a binder in director's office ("Gigs, etc.").
- Director will publicize WTEC's services and value to students, faculty, and staff more, including in personal meetings with department heads and new faculty as well as in social media. Also, outreach to graduate students will be implemented. Department heads can assist with this. WTEC will ask department heads in all disciplines (approach minimum of two per semester, five per AY) to allow us to visit their classes and present information on WTEC services. Also, more tutors will be trained in online tutoring to accommodate students' schedules better. Work with MSU media services and with new Engage system. Grad assistants can help with this.

2 Assessment and Benchmark

Benchmark: Maintain 500+ unique clients per term.

2.1 Data

Semester	Unique Clients Tutored
Fall 2013	725-750 (estimate)
Spring 2014	450
Fall 2014	754 (estimate)
Spring 2015	436
Fall 2015	589 (estimate)
Spring 2016	489
Fall 2016	538 (estimate)
Spring 2017	262
Fall 2017	598
Spring 2018	296
Fall 2018	427
Spring 2019	273

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

- Continuing ramifications of changes in FFND program and length of semester resulted in fewer writing assignments that required Write to Excellence Center visits and assistance. Changes in and uncertainty about TOPS scholarship funding also had an adverse effect on freshmen enrollment. Write to Excellence Center will continue to work on providing solid service and promote tutoring services to new faculty and students.
- Fewer English composition classes are offered in spring, resulting in fewer students needing essay assistance or being required to attend Write to Excellence Center.
- Continue to make students and faculty aware that Write to Excellence Center addresses more than English composition classes and essays. Meet with faculty from different departments to assess their discipline's writing expectations and how we can assist their students.

2017-2018:

- Benchmark met in fall semesters, not spring. Typical drop-off, as fewer ENGL 101 classes are taught in spring, but the research assistance is crucial for the increased 102 classes in spring. While 2017-2018 numbers are higher than the previous academic year, outreach to students and faculty in spring will be increased. Numbers do not reflect classes who visit, students who come in to just study or take makeup diagnostics, etc.
- Weather closures forced late starts to semesters this academic year. Students reported feeling rushed with assignments and said they did not have time to visit Write to Excellence Center or to make repeat visits. Some clients missed appointments.
- Reach out to faculty across campus to get clarification about their disciplines' writing expectations and collaborate on how we can help their students. Give them materials about our services and about writing that they can share with their classes and with colleagues. Remind faculty and students that Write to Excellence Center also serves as a study space where they can get guidance on pacing their assignments as well as outline and research assistance. Develop a simple form that tutors can use to try to track numbers of students attending who do not use the online system. Numbers will more accurately reflect student usage of Write to Excellence Center.

2018-2019:

- Benchmark met in Fall (see additional numbers below), but not in Spring. Spring semesters always show drop in clientele, with fewer students enrolled in English 101 composition classes. Again, numbers do not reflect number of students who came to study, take tests, or visit with their classes. These are tracked in new, separate logs, which tutors are still not used to filling in consistently. Numbers shown on chart are from online schedule and appointment system. Additional logs indicate at least 284 students visiting with classes or to take makeup exams, or athletes fulfilling study hours, for Fall 2018. For Spring 2019, there were, in addition to numbers on chart, at least 184 students visiting the center.
- Reach out to faculty across campus to get clarification about their disciplines' writing expectations and collaborate on how we can help their students. Have tutors be consistent with logging visits for students who do not use the wonline appointment system. Continue to allow students to use WTEC as a study space without requiring their signing in, etc., in order to create a friendly space that feels easily accessible. Numbers in logs may include some repeat clients and some general class size estimates. Numbers may not accurately reflect usage, but will indicate need for services and general response of students.

3 Assessment and Benchmark

Benchmark: Maintain 200+ multiple visitors per term.

3.1 Data

Semester	Multiple Visits per Term
Fall 2013	300 (estimate)
Spring 2014	167
Fall 2014	298
Spring 2015	192
Fall 2015	280
Spring 2016	257
Fall 2016	280
Spring 2017	116
Fall 2017	335
Spring 2018	114
Fall 2018	177
Spring 2019	112

3.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Continue to make variety of services known and work with faculty to identify students' needs. Also continue to address the types of assignments unique to each semester.

2017-2018:

- Benchmark met in fall semesters only, with a significant increase (from previous academic year) in fall for 2018 but a slight drop (from previous academic year) in spring 2018. While drop in numbers in spring is lower, due to fewer ENGL 101 courses, repeat clients indicate true satisfaction with services. Write to Excellence Center staff will work to provide quality tutoring so clients return for more.
- Train staff to consistently invite clients back for follow-up sessions and to remind clients of the variety of services offered. Follow up with faculty, too, to thank them for sending students and to get copies of assignments, prompts, etc., for more informed assistance of their students.

2018-2019:

- Benchmark not met in either semester, but Spring to Spring number was fairly consistent. Drop from Fall to Fall is much greater, although some clients noted in other logs are repeat clients who were not in the data from the online system. While it is too tedious to disaggregate the data from the handwritten logs vs. the online system data, numbers should be qualified. WTEC will continue to use the numbers from the online system data in trying to reach benchmarks. Drops in the academic year, from Fall to Spring, are normal, with fewer Freshman English composition courses offered.
- Tutors will be vigilant about inviting students to return, plus asking them to answer surveys. Tutors will also reach out to students who cancel appointments, especially those who repeatedly do so, to see how we can meet them.
- Director will follow up with and thank faculty who send their classes. WTEC will also ask for copies of assignments, prompts, etc., for more informed assistance of their students.

4 Assessment and Benchmark

Benchmark: Support student writing across the disciplines - tutor students representing at least 75% of the broad-field disciplines offered at McNeese.

Note: McNeese offers coursework in approximately 32 broadly-defined disciplines. See comment below for counting.

4.1 Data

Semester	% of Disciplines Tutored
Fall 2013	93% (estimate)
Spring 2014	79%
Fall 2014	93% (estimate)
Spring 2015	79%
Fall 2015	72% (estimate)
Spring 2016	72%
Fall 2016	44% (estimate)
Spring 2017	34%
Fall 2017	53%
Spring 2018	40%
Fall 2018	37%
Spring 2019	31%

See comment about "Other". With the added numbers from "Other", the percentage of disciplines represented is close to 75% or above.

[WTEC Total Disciplines and Courses 2017-2018](#) [DOCX 17 KB 4/4/19]

4.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

- Only 22 distinct disciplines are noted in online registration. "Other" category covers remainders (about 7-8% of clients in fall and spring). Tutors try to note those disciplines in session notes, but data retrieval does not reflect these easily.
- These categories also do not reflect some students who come in for other reasons. Write to Excellence Center

works with current and former students on personal statements, cover letters, and applications for scholarships, graduate school, and doctoral programs.

- A significant number of tutorials were provided for students where the course subject was not identified. Encourage tutors to note the course in WOnline session notes.
- Consider keeping separate track of number of upper-division courses tutored or percentage of writing-enriched courses for which tutoring was provided.
- Consider expanding drop-down list of courses on students' registration online to include all disciplines broadly.

2017-2018:

- See previous comment re: "Other" (includes 4% in fall and 16% in spring).
- Numbers in 2017-2018 show drop partly due to larger number of total disciplines (see comment). This still may not fully account for not meeting benchmark.
- Numbers also do not reflect students who come in to study on their own, or who are working on applications and cover letters for jobs, graduate or doctoral programs, etc. Write to Excellence Center staff visits to classes, and class visits to Write to Excellence Center, are documented separately in a hard copy binder.
- Consider updating drop-down list to reflect current courses offered by the University (concern: we may lose data if we delete obsolete courses from the menu, so percentages will still be "off").
- Create a clear list of which courses go under which main disciplines (thus narrowing list down from what is on the drop-down menu). Have tutors note the disciplines in session notes. Data will still be difficult to retrieve, but will be accessible.

2018-2019:

- Benchmark still does not appear to be met, but the same issues apply re: the online system's identifying 51 broad disciplines (see attachment). Numbers for AY 2018-2019 are based on the total discipline number of 51.
- WTEC saw fewer students from the sciences, especially Engineering, after moving during Christmas Break to a Liberal Arts building (Kaufman Hall). However, Chemistry and Physical Science continued to send students to WTEC. WTEC will reach out more to instructors outside of Liberal Arts to explain our services and show how we can assist them.
- Numbers do not reflect students who come in to study on their own, nor what athletes are studying. They also do not indicate students who work on a resume', cover letter, or applications for jobs or for graduate or doctoral programs, etc.
- Suggestions from 2018 re: creating a clear, broad list of disciplines and updating the drop-down menu system have not been implemented yet. Director will create this with Office of Institutional Research and Effectiveness, then contact wonline administrators to see whether the drop-down menu can be changed, with obsolete items deleted or hidden, without losing appointment data from previous sessions. Tutors will be vigilant about asking students who mark "other" to specify what class the assignment is for, then note this in session notes. Although these will still not pull up when aggregating data, a more thorough search, if needed, would yield these.
- Director will meet with IRE to ensure that current list is updated after items are deleted from the catalog or moved into other programs/disciplines.

5 Assessment and Benchmark

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

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

5.1 Data

Term	Clients rating of session experience as good or better	
	#	%
Fall 2013	-	97% (estimate)
Spring 2014	-	98%
Fall 2014	-	97%
Spring 2015	-	92%

Fall 2015	-	95%
Spring 2016	-	97%
Fall 2016	-	97%
Spring 2017	-	88%
Fall 2017	-	95%
Spring 2018	-	86%
Fall 2018	92/100	92%
Spring 2019	54/55	98.2%

5.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Continue to encourage use of client surveys for Write to Excellence Center self-assessment and tutor development.

2017-2018:

- Benchmark not met in spring 2018.
- Accuracy of percentages: percentages reflect ratio of responses received out of total number of surveys and do not necessarily indicate accurate percentage of total number of unique clients or appointments. Surveys are anonymous, so numbers of unique clients versus repeat clients is not attainable. Also, there were only 128 responses in fall 2017 (out of 1378 appointments) and 35 responses in spring 2018 (out of 565 appointments).
- Go over survey responses with tutors at each weekly staff meeting for more immediate feedback. Have tutors encourage clients to return surveys for our self improvement and to serve them better.

2018-2019:

- For Fall 2018, 100 students responded to surveys. For Spring 2019, 55 students responded. While benchmark re: response type has been met, there are too few responses to accurately gauge clients' experiences. While surveys are voluntary, tutors will encourage clients to fill them out to help us better serve them.
- Numbers do not indicate how many may be repeat clients, but are a percentage of visits. Also, anyone can access the survey and submit a response, even if he or she is not a client or affiliated with the university. This has resulted in some bogus, prankish responses several years ago and is a potential problem, but is not usually a concern.
- Review survey responses with tutors in staff meetings to encourage tutors and to discuss results. Give immediate feedback on any particularly good or problematic reviews.

6 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.

6.1 Data

Term	Clients indicating they will return to the center	
	#	%
Fall 2013	-	95% (estimate)
Spring 2014	-	99%
Fall 2014	-	89%
Spring 2015	-	95%
Fall 2015	-	83%
Spring 2016	-	96%
Fall 2016	-	92%
Spring 2017	-	93%

Fall 2017	-	93%
Spring 2018	-	86%
Fall 2018	92/100	92%
Spring 2019	53/55	96.4%

6.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Benchmark was met.

2017-2018:

- Benchmark seems to have been met in fall, but slightly below in spring (see analysis 5.1.1 re: accuracy of percentages). Clients seemed more stressed and rushed this year, especially in spring, with two semesters in a row starting late due to weather conditions. Also, classes that were required to visit often had students who were resentful and who resisted becoming engaged in sessions.
- Address the need for civil, professional behavior among Write to Excellence Center staff members so clients' stress levels do not affect tutoring. Give staff members a break when they have dealt with a difficult session, use negative feedback on surveys to improve services.
- Encourage clients, including challenging ones, to fill out surveys. Let them know we are listening.

2018-2019:

- 100 students responded to survey in Fall 2018; 55 responded in Spring 2019.
- Benchmark was met in both semesters.
- See analysis in f.1.1. re: accuracy of percentages.
- Monitor surveys, encourage their use, and share feedback with tutors as soon as possible. In staff meetings, discuss how to handle any challenging sessions, and let clients know we listen to their comments and work to improve our services. More surveys from clients will provide a more accurate picture of needs.

7 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%.

7.1 Data

Term	Clients that would recommend the center's services to other students	
	#	%
Fall 2013	-	99% (estimate)
Spring 2014	-	95%
Fall 2014	-	95%
Spring 2015	-	95%
Fall 2015	-	92%
Spring 2016	-	96%
Fall 2016	-	93%
Spring 2017	-	88%
Fall 2017	-	94%
Spring 2018	-	89%
Fall 2018	95/100	95%
Spring 2019	53/55	96.4%

7.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Benchmark was met.

2017-2018:

- Benchmark was met. Slightly raise to 75% for 2018-2019.
- See analysis in 5.1.1 r.e: accuracy of percentages.
- Monitor surveys, encourage clients to use them, and share feedback with tutors as soon as possible. In staff meetings, discuss how to handle any challenging sessions and let clients know we listen to their comments and want to improve our services for them.

2018-2019:

- 100 students responded to survey in Fall 2018; 55 responded in Spring 2019.
- See analysis in 5.1.1 re: accuracy of percentages.
- Monitor surveys, share results with tutors frequently, and encourage clients to submit survey responses so we can better serve them.

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

2016-2017:

Collaborated with more than 15 units during the academic year on student-learning related efforts.

- ENFL: Continued collaboration with English and Foreign Languages Department. Worked with director of freshman-sophomore composition to provide professional development of English MAs and MFAs, particularly those who tutored in preparation for teaching. Also, Lit Lab, staffed by MFA grad students, was moved to Write to Excellence Center, and Lit tutors were placed under the direction of Write to Excellence Center. This solved a space problem while Kaufman Hall was undergoing some problems with a raccoon infestation and also gave the Lit tutors more supervision/accountability as well as a more comfortable work environment.
- Also assisted ENFL with Capstone mock interviews.
- In spring 2016, the director attended McGraw Hill presentation of Connect, an online program for freshman composition, and piloted using it in ENGL 104 with English Language Learner (ELL) students. With another ENFL instructor, this was continued in fall 2016 and provided feedback to ENFL. Gathered feedback from students as well, and used information to help English composition students in other classes and in Write to Excellence Center tutoring sessions.
- International Students: Continued collaboration with the Office of Equal Opportunity, Office of University Services, International Programs Office, Multicultural Office and Student Union, plus the various international student groups on campus, to address the unique needs of this student population. The director is faculty advisor for the International Student Association and is on McNeese State University's League of Nations, plus serves as secretary and liaison for two campus/community groups (the International Club of Southwest Louisiana and the Council for International Concerns/Calcasieu Cinema International). The director is also president of the Executive Board for St. Frances Cabrini Immigration Law Services, which focuses on the needs of immigrants in general. This provides insights into the international student population and a network of community resources for international students.
- Write to Excellence Center director works with the director of international programs and the director of freshman-sophomore English to provide a bridge for students entering McNeese State University from the ELS program and from different language backgrounds in general. Currently exploring partnership and funding for further training in ELL techniques and to provide training in ELL for tutors and for English composition instructors.
- Director teaches ENGL 104 (a contained "bridge" class for ELL students). This is the second year this class was offered. Tutors worked intensively with students from these classes as well as from director's advanced grammar (ENGL 351) classes. These provided opportunities for more hands-on training for tutors and for graduate students who will be teaching courses themselves.
- Office of Disability Services: Write to Excellence Center works closely with the director of Office of Disability Services to accommodate students' learning needs. Each semester, the director of ODS presents workshops for tutors to address these issues and raise awareness.
- General Education Program and Capstone: Write to Excellence Center director and some graduate

students/tutors assist with assessment of Gen Ed artifacts and Capstone projects. The director is chair for Gen Ed Assessment Council (GEAC) and has attended conferences for SACSCOC, AAC&U, and other conferences, workshops, and webinars to learn about assessment practices and share with colleagues. The director attended SACSCOC, AAC&U, and AALHE conferences on assessment and other general education topics.

- Frazar Memorial Library: Partnered to provide additional study area while Frazar Memorial Library was under renovation. Also met with director of Frazar Memorial Library to learn about new resources available for students and faculty. During summer 2016, Write to Excellence Center tutors helped librarians re-tag books with new RDIF technology and move books into renovated library.
- The director serves on Student Advocacy Group.
- SYLTW (So You Like to Write): Student writing group's advisors are in the ENFL department. Write to Excellence Center assists with recruitment and with promotion of activities.
- Athletic Department: Write to Excellence Center provided study space for student athletes and provided data on student usage to athletic department tutors/advisors.
- Presented information on Write to Excellence Center services at orientations, including for athlete recruits and military veterans.
- The director regularly attended, promoted, and assisted at student gatherings, including talent nights and readings by grad students, plus readings and lectures by McNeese State University professors and visiting writers. Also performances and displays by students (e.g., Fine Arts events, India Night, Nepali Night, Vietnamese Night).
- Long-time member and supporter of Banners Cultural Series. Partnered with Banners in campus and community events, including CIC/CCI foreign film series (hosting on campus for students, e.g.). Volunteer worker at Rouge et Blanc.
- Served on QEP Steering Committee. Assisted QEP director with editing of QEP blog and other communications. Participated in SACSCOC and QEP brown bag luncheons regularly.
- Presented Write to Excellence Center information at Faculty and Staff Retreat. In January, attended Dr. Ken Ryalls' IDEA Center seminar on integrated learning. Shared ideas with Write to Excellence Center staff and with colleagues and committee members.
- Attended faculty advising workshop.
- Attended webinar on International Students and Academic Integrity.
- Attended budget workshop.
- Attended Moodle training "Reports (Logs)" and "Tips for Moodle".
- Collaborated with community library on exhibit "Books and Language" for annual CultureFest (at Civic Center).
- Attended webinar "Campus Safety".
- Attended webinar "Aiming for Integrity: How Well Do Students Understand Plagiarism?".
- Attended Degree Works training session.
- Attended webinar "The Public View of Affirmative Action".
- Met with Student Central director to give information about Write to Excellence Center services to Student Central staff.
- Attended seminar "How to Supervise Employees from a Social Justice Lens". Shared information with employees (applicable to working with clients).
- Partnered with History Dept. to present WMST Brown Bag Luncheons, with Dr. Janet Allured's Juliet Hardtner Endowed Professorship grant. Luncheons featured speakers from different disciplines, as well as professional women from the community and graduate students from McNeese.
- Write to Excellence Center received requests from community (including Calcasieu Parish School Board teachers, parents, etc.) and referred people to appropriate resources (e.g., the Literacy Council, McNeese State University's Department of Education, and ODS).
- Worked with provost to provide information and data that supports McNeese State University's outreach to military veterans. Showed that Write to Excellence Center and McNeese State University have been involved in this initiative for at least five years. Data from fall 2015 shows 31 Write to Excellence Center clients who self-identified as being military veterans, and spring 2016 shows 28. In addition, two of the tutors were military veterans. Write to Excellence Center was able to contribute toward McNeese State University being designated a "Military Friendly School."

2017-2018:

Collaborated with more than 15 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 MAs and MFAs, particularly those who tutored in preparation for teaching. Lit Lab is also part of Write to Excellence Center's services, and grad students help clients understand, evaluate, and use resources. This

training ground for graduates helps them when they teach Freshman Comp classes the following year (and is good work experience to list on CVs).

- International Students: Ongoing collaboration with the Office of Equal Opportunity, Office of University Services, International Programs Office, Campus Ministry, and Multicultural Office (under Student Union), plus the various international student groups on campus, to address the unique needs of this student population. The director is faculty advisor for the International Student Association and is on McNeese State University's League of Nations, plus serves as secretary and/or as president for two campus/community groups (The International Club of Southwest Louisiana and the Council for International Concerns/Calcasieu Cinema International). The director is also president of the Executive Board for St. Frances Cabrini Immigration Law Services. This provides insights into the international student population and a network of community resources for international students.
- Participated with International Programs office in interviews for a recruitment film for international students.
- Write to Excellence Center director works with the director of International Programs and the director of Freshman-Sophomore English to provide a bridge for students entering McNeese State University from the ELS program and from different language backgrounds in general. Explored partnerships and funding for further training in ELL techniques and to provide training in ELL for tutors and for English composition instructors. Partnering with director of Freshman-Sophomore English to use a Juliet Hardtner Endowed Professorship grant to provide workshops in ELL for faculty and Write to Excellence Center tutors.
- The director teaches ENGL 104 (a contained "bridge" class for ELL students). This is the third year this class was offered. Tutors worked intensively with students from these classes as well as from the director's advanced grammar (ENGL 351) classes. These provided opportunities for more hands-on training for tutors (both graduate and undergraduate), plus individualized help for students.
- Office of Disability Services: Write to Excellence Center works with the director of ODS to accommodate students' learning needs. Each semester, the director of ODS presents a workshop for Write to Excellence Center tutors to address these issues and raise awareness. Tutors also work with some ODS clients and develop more effective ways to accommodate their learning styles.
- General Education Program and Capstone: Write to Excellence Center director and some graduate students/tutors assist with assessment of Gen Ed artifacts and Capstone projects. The director is chair for Gen Ed Assessment Council (GEAC) and has attended conferences for SACSCOC, AAC&U, and other conferences, workshops, and webinars to learn about assessment practices, effective teaching delivery, ELL techniques, and other areas that affect student success and retention. Material is shared with tutors and with colleagues in staff meetings, emails, and one-on-one meetings.
- Frazar Memorial Library and the History department: The director partnered with History Department and others on a Juliet Hardtner Endowed Professorship grant to bring speakers from different disciplines, and from professionals in the community as well as McNeese State University graduate students, to address issues in Women's Studies and to encourage women in all disciplines. These talks were open to everyone on campus, to promote understanding and diversity, and the campus library provided a conference room and technical help and equipment. This was our second full academic year for these presentations.
- Director serves on Student Advocacy Group.
- Athletic Department: Write to Excellence Center provided study space for student athletes and provided data on student usage to athletic department tutors and advisors.
- The director and staff regularly attended, promoted, and assisted at student gatherings, including talent nights, readings by grad students, and 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 seemed to feel more supported by Write to Excellence Center staff when we engaged in their successes in other areas.
- Long-time member and supporter of Banners Cultural Series, partnered with Banners in campus and community events, including CIC/CCI foreign film series (hosting on campus for students, e.g.) These events promote diversity and a friendlier learning environment for all students.
- With the Office of Institutional Research and Effectiveness, Write to Excellence Center presented "Navigate Your Future...with General Education!" at faculty retreat, 15 August 2017.

2018-2019:

Collaborated with more than 16 units throughout the academic year on student learning.

- ENFL: Ongoing. Worked with director of Freshman-Sophomore English to provide professional development of English MAs and MFAs, particularly in preparation for teaching. Training in tutoring and Literature Lab, also a WTEC service, helps prepare grad students and other tutors for teaching.
- Office of Equal Opportunity, Office of University Services, International Programs Office, Campus Ministry, Student Union Board, and other offices who work with international students: Director of WTEC is International

Student Association faculty advisor and works with other campus units and student groups (e.g., Nepalese, African and Caribbean, Vietnamese, etc.) to provide multicultural programming events and opportunities for all students to share their culture. Director is also serves with two campus-and-community organizations who 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 campus and community resources for international students.

- International Programs Office and ENFL: WTEC works with these units to provide a bridge for international students coming from ESL programs or who otherwise indicate a need for assistance with English language skills. A Juliet Hardtner Endowed Professorship enabled this partnership to provide English Language Learner (ELL) training to one instructor (who teaches ENGL 677, for those who will teach Freshman Composition) and one grad student (a writing center tutor and teaching assistant). This training will provide more resources, including workshops) for tutors, other students, and teaching staff.
- International Programs Office and ENFL: WTEC director taught ENGL. 104 (a contained "bridge" class for ELL students). This was its fourth and probably final year. Enrollment for this class is increasingly low and is not an efficient use of resources. Students prefer to be mainstreamed, so outreach will be increased to instructors in ENFL comp classes, and more resources for them will be created and posted to the Moodle Composition site. If appropriate, they will also be posted to the campus-wide Faculty Moodle site. Also, tutors worked intensely with ENGL 104 and ENGL 351 (Advanced Grammar) students and created quick guides to assist students.
- Office of Disability Services: WTEC works with the director of ODS to accommodate students' learning needs. Each semester, ODS presents a workshop for WTEC tutors to address disability issues. Tutors work with some ODS clients and develop more effective ways to accommodate their learning styles and needs. Tutors also assist ODS in proctoring and administering exams through various means. This occurred less during Spring semester, as the two offices (formerly neighbors) are now in different buildings.
- Office of Institutional Research and Effectiveness: WTEC director and some tutors/grad students assisted with assessment of General Education and Capstone artifacts. Director serves as chair of GenEd Assessment committee.
- History, ENFL, and Frazar Memorial Library: The Women's Studies committee (with representation also from ART and various sciences) hosts informational lunches for students and staff, with speakers from different disciplines and careers. This is funded by a Juliet Hardtner Endowed professorship. The MSU library provides the venue, technical equipment and assistance, and helps promote the events. This was the series' third full academic year.
- Athletic Department: WTEC provides a supervised study space for student athletes to complete their required number of study hours, and it provides data on student usage to athletic department advisors and tutors.
- Banners: WTEC director partners with Banners in campus and community events, including CIC/CCI foreign film series (hosting on campus for students, e.g.). These events promote diversity and a friendlier learning environment for all students. Director also assisted with Green Room for Banners events, entrance tent for Rouge et Blanc, and promotion of events.

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

- Continue to keep a log of partnerships and collaborations with other campus and community entities, including events cohosted as outreach to students.
- When budget allows, hire and train more tutors to meet the specific challenges of tutoring online and open online tutoring to more classes. Meanwhile, train experienced tutors to deliver online training for those clients who cannot attend during Write to Excellence Center scheduled hours. Get feedback from tutors and students.
- Train Lit Lab tutors (from ENFL) in tutoring techniques for regular Write to Excellence Center services as well as Lit Lab services. Provide resources (Literary Criticism, e.g.). Assess session notes and provide feedback.
- Apply for grants to benefit Write to Excellence Center activities and needs (e.g., technology updates, recruitment giveaways, tutor training, etc.). Seek funding for equipment upgrades to replace outdated equipment.
- Share information gathered from student feedback and from personal use of Connect and other resources to help tutors work with clients at Write to Excellence Center. Also share with other instructors.
- Further train tutors and teaching GAs to meet ELL needs. Explore cost and requirements for ELL certification for more tutors, and host ELL workshops for faculty and staff. In future, hold workshops and/or training for community.
- Continue to attend workshops regarding students with special needs and meet with the director of the Office of Disability Services and with Education department faculty to find appropriate resources/techniques for tutoring. Continue to have director of ODS present workshops for tutors.

- Write to Excellence Center director will continue to work with the director of Institutional Research and Effectiveness on developing appropriate assessment tools and strategies and to assist with gen ed, capstone, and other assessments and reporting. Continue to attend conferences and webinars to learn about effective assessment practices to share with colleagues and assist administration.
- Meet with library staff each semester to stay current with available resources for students and staff. Share information with tutors and with teaching GAs in ENFL. Continue to use study space for supervised testing and study, quiet tutoring with students with special needs, and occasional pull-out sessions or meetings.
- Continue to provide support for SYLTW.
- Continue to meet with athletic department tutors. Provide support and share resources.
- As time and resources allow, continue to promote student and University activities, on campus and off, that promote academic excellence, cultural diversity and awareness, and other objectives of the University.
- Continue to partner with campus and community groups. Assist in communications between the groups by way of emails, fliers, social media, and meetings with representatives from these groups.
- Continue to participate in staff development opportunities on campus and to share findings with Write to Excellence Center staff and colleagues.
- Continue to develop understanding of gen ed requirements and best practices in general. Assist IRE and ENFL with Write to Excellence Center support of those aims.
- Keep Student Central updated about Write to Excellence Center services.
- Keep the series going and continue to seek speakers from a variety of disciplines and backgrounds.
- When time and resources allow, assist community members, especially McNeese State University graduates, who seek help.
- Data next year will only include the number of units with which the Write to Excellence Center collaborated.

2017-2018:

Benchmark met. Over 24 distinct campus units worked with Write to Excellence Center on learning or other developmental activities for student success and retention.

- Keep a log of partnerships with other campus and community entities, especially events cohosted as outreach to students.
- Collaborate to reapply for grants for WMST lectures, foreign films, and other opportunities to broaden student learning and support.
- Meet with library staff each year to stay current on resources.
- Work with the Athletic Department to provide study space and help for athletes.
- Work with ODS to better serve students with disabilities, and have director of ODS continue to present workshops during tutor training in the fall.
- Participate in staff development and faculty workshops. Share information with tutors and colleagues.
- As time and resources allow, attend, promote, or otherwise support student activities, other departments on campus, and community events that promote academic excellence, cultural diversity and awareness, 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.
- Seek ways to form partnerships with other disciplines on campus (the College of Business, e.g.).

2018-2019:

Benchmark met. Over 16 distinct campus units worked with WTEC on learning or other developmental activities for student success and retention.

- In log of contacts with other instructors and campus units, note partnerships with other campus and community entities, especially events co-hosted as outreach to students.
- Collaborate to reapply for grants for WMST lectures, foreign films, and other opportunities to broaden student learning and support.
- Meet with library staff each year to stay current. re: resources.
- Work with the Athletic department to provide study space and help for athletes. Meet with Athletic department tutors and share resources as appropriate.
- Work with ODS to better serve students with disabilities, and have ODS director continue to present workshops during tutor training in the Fall.
- Participate in staff development and faculty workshops. Share information with tutors and colleagues.
- Collaborate with Education department to provide ELL training for faculty and staff.
- As time and resources allow, attend, promote, or otherwise support student activities, other departments on

campus, and community events that promote academic excellence, cultural diversity and awareness, 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.
- Seek ways to form partnerships with other disciplines on campus (the College of Business, the Counseling Center, e.g.).

2 Assessment and Benchmark

Benchmark: Conduct at least 30 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 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
2013-2014	20
2014-2015	20
2015-2016	21
2016-2017	21
2017-2018	63
2018-2019	55+

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Continue to develop workshops and seminars to assist students and faculty with aspects of writing for different situations, disciplines, and specific assignments (testing, reports, essays, etc.). Interest expressed by students and faculty for grant writing workshops, e.g., as well as more technical writing assistance.

2017-2018:

- Benchmark was met. Considering the number of classes and events we visit, benchmark could be raised to 30 visits per academic year. Budget cuts could affect staff numbers, so raising the benchmark higher than 30 could pose a problem.
- Especially target new instructors to ask that Write to Excellence Center staff be allowed to visit their classes to provide services. Let faculty know how we can help faculty. Ensure that handouts are easy to read and are made available electronically for all students and faculty, in addition to usual hard copy handouts.
- Stay current with faculty's expectations of student assignments. Clarify assignments with faculty to ensure we deliver effective tutoring.

2018-2019:

- Benchmark was met, but numbers appear lower than actual number of outreach. Tutors were not consistent with the new log of visiting classes, and fewer classes met with us. Instructors reported their walking classes to our old location and finding that we had moved (after Christmas break). Have GAs check on the log reports weekly, plus ask media services to advertise our new location more thoroughly. Update website, plus host an Open House Day at beginning of AY 2019-2020 and send invitations through campus listservs for all faculty, students, and staff. Post reminders of our services at mid-term and again before Finals Week.
- Meet with at least two department heads outside of ENFL each semester to discuss how we can help their faculty, staff, and students. Especially target new instructors to ask that WTEC staff be allowed to visit their classes to provide services. Let faculty know how we can help faculty. Ensure that handouts are easy to read and are made available electronically for all students and faculty, in addition to usual hard copy handouts.
- Stay current with faculty's expectations of student assignments. Clarify assignments with faculty to ensure we deliver effective tutoring.

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

2016-2017:

- The director regularly met and/or communicated via email with other faculty regarding discipline- and instructor-specific writing assignments. The director and tutors regularly worked with faculty on class instruction (e.g., ENGR, HHP). Write to Excellence Center also assisted students with graduate theses.
- Added hard copy resources for such disciplines as nursing, biology, history, Spanish, English, French, and chemistry, and in such areas as GRE, SAT, and PRAXIS preparation, resumé and cover letter writing, and success/professional development in general. Added updates to several style guides (MLA, APA, Turabian, and others).

2017-2018:

- The director met or communicated via email, phone, and in person with more than 29 faculty members on class assignments or makeup tests, plus extra attention to grammar with specific students. Faculty also recommended students to Write to Excellence Center to polish theses, plus applications and letters to graduate and doctoral programs.
- Style guides, study guides, and other resources for different disciplines were updated, and faculty were asked to send suggestions for additional, free resources (online sites, e.g.). Write to Excellence Center tutors have these available for students to use on premises.

2018-2019:

- The director met or communicated via email, phone, and in person with more than 30 faculty members on class assignments or makeup tests, plus extra attention to grammar with specific students (and plagiarism issues with others). Faculty also recommended students to WTEC to polish theses, applications and letters to graduate and doctoral programs, and other professional writing.
- Style guides and other study references were updated, and faculty were asked for recommendations for other resources (e.g., Literary Criticism and Praxis study guides). WTEC tutors assisted students in using these on the premises.

3.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

- Continue to keep log of classes covered, class visits to Write to Excellence Center, and material covered, plus encourage faculty to give written evaluations. Verbal feedback has been positive, but need hard data.
- Meet with faculty from other disciplines to develop strategies for using writing as a tool in specific disciplines and to assist faculty in clearly delivering writing expectations to Write to Excellence Center clients.
- Develop and find resources for all disciplines on campus that have writing-enriched courses or use writing assignments.
- Develop/maintain partnerships with other campus and community entities to support students, provide resources, and strengthen community bonds. Encourage retention.
- Work with the Office of Institutional Research and Effectiveness to assist faculty and staff with writing and editing needs and request.
- This benchmark will be revised in 2017-2018 to read, "Engage at least 20 faculty on course-specific needs and other related issues."

2017-2018:

- Benchmark was met, but tutoring will be more effective if more faculty are aware of our services for them and their students. The director will send the usual flyers to all faculty at the annual faculty retreat, plus a more detailed flyer specifically for faculty. The director will make electronic copies available on Faculty Moodle and ask media services to send a note on campus emails. The director will also personally visit at least five department heads and five new faculty members this academic year.
- Data has not focused specifically on number of faculty members contacted by Write to Excellence Center, so rough estimate is from old emails archived in "Gig" book in Write to Excellence Center. This number overlaps with number of classes/workshops given by Write to Excellence Center staff and with number of events we partnered with at least 15 other units for. The director will make a form that specifically indicates number of

faculty member contacts and the course and the type of assignment, if applicable. This benchmark change yielded imprecise numbers for this academic year, as the numbers given do not include everyone who spoke to us in person, by phone, etc., (and some emails were not archived). Another repository of some information r.e: contact with individual instructors is in some staff meeting notes on Moodle for Write to Excellence Center, but these, too, sometimes contain private information about individual clients.

- For athlete sign-in logs, a form will be created to just list numbers, semesters, and whether these are unique or repeat clients which protects confidentiality, and this can be included in future reports.

2018-2019:

- Benchmark was met, but numbers look lower than actual numbers. Logs not adequately kept. WTEC moved mid-year and will be more thorough in recording visits and communications. Tutoring will be more effective if more faculty are aware of our services for them and their students. Director will send the usual flyers to all faculty at the annual retreat, plus a more detailed flyer specifically for faculty. The director will update the electronic resources available for faculty on Moodle and ask media services to send a note on campus emails. The director will also personally visit at least five department heads and five new faculty members this academic year.
- This was the first year of trying to gather data specifically on number of faculty members contacting (or contacted by) WTEC. The log created for this and for classroom visits has been spottily filled in, especially after WTEC's move across campus. Data is incomplete and can be verified in old emails as well as the log. Some information regards private communications about specific students, but other contacts regarded instructors' classes in general. WTEC will work on making the log fill-ins a routine matter of habit, but numbers will never accurately reflect the number of instructors who stop to ask questions in the hallway, in other meetings, etc.
- Athlete sign-in logs are fairly thorough and are reported (to Athlete department) on a weekly basis. A form could be created that can show just numbers (not students' names), semesters and amount of time spent, and whether these are unique or repeat clients. It would need to protect confidentiality and be easy to use for tutors. If this is developed, tutors will be trained to make this a habit to keep up. The log could be included in future reports. (Concerns: more time spent keeping up several different logs. Not enough staff to devote time to multiple logs in addition to the online schedule system.)