



Write to Excellence Center

#6 Plan cycle - 6
Plan cycle 2020/2021
7/1/20 - 6/30/21

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 2014	735/8,242	8.92%
Spring 2015	440/7,395	5.95%
Fall 2015	588/8,162	7.2%
Spring 2016	488/7,252	6.72%
Fall 2016	537/7,626	7.04%
Spring 2017	261/6,866	3.8%
Fall 2017	597/7,638	7.82%
Spring 2018	296/6,827	4.33%
Fall 2018	426/7,649	5.56%
Spring 2019	273/6,844	3.98%
Fall 2019	566/7,302	7.75%
Spring 2020	205/6,634	3.09%
Fall 2020	157/7,287	2.15%
Spring 2021	139/6,428	2.16%

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 freshmen, 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.

2019-2020:

- Benchmark was met for Fall, but possibly not for Spring. Numbers, as noted above, do not reflect walk-ins, classes visited, and other WTEC outreach and resource use. Busy staff members do not always record these. This year, a significant drop off occurred with the COVID-19 quarantine. Although staff immediately began promoting online-only tutoring, students did not always take advantage of it, did not understand how to use it, or were unaware that it was available. WTEC, ENFL, CoLA, Frazar Memorial Library, plus campus media, promoted this service with a short video for faculty, explaining how to access this and asking faculty to let students know. Over summer break, WTEC is putting together a video for social media and will be a more steady presence on Facebook and possibly Twitter. Campus media is working with us to promote our services, including in articles in the Contraband student publication. WTEC is also revamping training for tutors to become more efficient with online tutoring and to follow up on clients who have been inactive. It is also clear from instructors that many students did not keep up with communications from campus and "checked out" of school altogether during the pandemic. WTEC will reassure students that we are here to help them through this.

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 aides, 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 AY as we were out of the office (due to COVID and to hurricane damage). As with 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 AY, 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.

2 Assessment and Benchmark

Benchmark: Maintain 200+ multiple visitors per term.

2.1 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
Fall 2019	254
Spring 2020	94
Fall 2020	69
Spring 2021	75

2.1.1 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 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.

2019-2020:

- Benchmark met for Fall, but not for Spring. Numbers explained previously, especially re: COVID-19 situation. However, numbers for Spring do show that almost half of the students who had sessions with WTEC were multiple-visit clients. Tutors will be reminded to invite clients back for followups on assignments, and to be sure to put this invitation in their comments in online tutoring. Session notes will be monitored carefully, as well as tone in written comments on online tutoring session, to make sure tutors are supportive, non-judgemental, and professional.
- Services, especially online option, will be publicized more to instructors and staff as well as students. Faculty are critical in motivating students to seek WTEC services. There is still a noticeable drop in numbers of students from other disciplines who seek writing assistance, so recruiting tutors from other disciplines plus working with different colleges to provide resources for their students is crucial.

2020-2021:

- Benchmark not met for either semester, but there was a slight increase in Spring, despite a slightly lower number of clients overall. Campus was not open for most of the school year, due to Hurricanes Laura and Delta in early Fall and to ongoing COVID-19 restrictions. Tutors worked online only with students, with rare face-to-face meetings.
- Communications and technology problems created occasional lags in time between requests for help and the assistance given. Many students as well as tutors struggled with these issues. Follow up as soon as possible with requests, plus have tutors be diligent about inviting clients back for more feedback. Also be diligent about surveys. Reconsider how surveys are administered, as many students do not submit these. We also receive bogus surveys, which mars our results. Have tutors and clients value the surveys.
- Promotional emails and Facebook postings alerted students, faculty, and staff to our continuing services and especially to online tutoring. Promote these services more, not only with campus emails, which students ignore, but also with flyers, social media, and KBYS spots. Be visible.
- Tutors were conscientious about appointments and were quite resourceful in working through difficult situations (and working with different technologies). However, circumstances were often beyond their control, which contributed to their stress levels. Some tutors dropped out of work, and at least one dropped out of school, increasing the load for other tutors (and leaving some sessions in the lurch). Counseling services were advocated. Campus counselors always provide workshops for us during trainings each year, and we will increase the number of these during this next AY, as students recover from COVID-19 and hurricane-related stresses. This will continue to be high priority.

3 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.

3.1 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%
Fall 2019	28%
Spring 2020	19%
Fall 2020	28%
Spring 2021	25%

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

3.1.1 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 wconline 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.

2019-2020:

- Benchmark not met. Numbers are based on a revised list of course types, adding up to a total of 72 (versus 51 for AY 2018-2019). Fall semester almost reaches this goal, but Spring semester falls far short.
- Usual Fall to Spring drops are noted, with COVID quarantine playing a role this past Spring as well.
- Ongoing problems with reporting: students' not identifying course when registering (ignoring drop-down menu options and putting "Other," or incorrectly identifying course); tutors' not noting in session notes what the correct course is (for those clients who mark "Other"). Retrieval of data from session notes is tedious, but sessions should be correctly labeled for WTEC records.
- Other areas covered that are not noted by course types include work on resume', cover letter, curriculum vitae, and other professional writing, plus applications for scholarships and for graduate or doctoral programs. Clients also seek assistance with studying for standard testing (GRE, PRAXIS, GMAT, etc.). In addition, athletes and other tutors who come in to study do not report what course they are studying.
- Each Academic Year, check drop-down menu to update courses when possible, plus remind tutors to note course in session notes when student marks 'Other.'
- Director will be proactive about outreach to new faculty, as well as meet with department heads in other disciplines to remind them about WTEC services and to ask for specific ways we can assist their students. Make resources available electronically for all MSU faculty, staff, and students, and have graduate assistants use social media more to remind students periodically about WTEC services.

2020-2021:

- Benchmark not met. Numbers seem to stay the same for Fall-to-Fall comparison and to rise with Spring semester, but this may simply reflect slightly better reporting by tutors. The same problems continue to exist with clients' not identifying courses (often choosing "Other" option on menu) or with

the course not being on the menu. There are limitations with the online schedule system, but also there have been changes to the catalog. In addition, many sessions are not course-related, but are still related to students' degrees (cover letters, portfolios, etc.). The two hurricanes this year, plus the ongoing COVID-19 quarantine, caused disruption of services, although tutors continued to work online. Students, faculty, and staff were not always aware that we offered e-tutoring, although we promoted this service through university emails, social media, and Moodle.

- Director will reach out to IRE to resolve issue of list of disciplines offered plus reach out more to faculty, both returning and new, to ensure they know about all of WTEC's services and how WTEC can help with their students' work. Faculty in other disciplines often are not aware of how the writing center can help their students. Also, many instructors reduced the number of writing assignments during this disastrous year and students often had difficulty with time management, so they did not leave enough time to get assistance before their papers were due. More outreach to faculty will help ensure that students also have realistic expectations of the turnaround time for tutoring help and that they will better budget their time.

4 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.

4.1 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%
Fall 2019	74/91	81.32%
Spring 2020	11/18	61.12%
Fall 2020	84/127	66.14%
Spring 2021	73/147	49.65%

4.1.1 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.

2019-2020:

- Benchmark not met for either semester. Fall semester lower than our norm...unclear as to why. Spring semester poorly represented, due to COVID-19. Based on both semester's numbers, there is some concern about quality of tutoring from the clients' point of view. Results will be shared with tutors, and more analysis of session notes and feedback from tutors regarding their sessions will be conducted.
- Students responding to surveys may not be representative of clients as a whole. Also, changing the benchmark two years ago creates a less favorable comparison with earlier years, with a lower benchmark. But the lower number is still cause for concern. Staff will more actively promote surveys so WTEC can get a clearer picture of client satisfaction levels.

2020-2021:

- Benchmark not met for either semester. Repeating comments from other sections: this AY encompassed several disasters, from COVID-19 restrictions to 2 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 students and to make sure everyone was okay, regardless of schoolwork, grades, etc. Priorities were more about taking care of people. For the next AY, 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 of 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 AY 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.

5 Assessment and Benchmark

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

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

5.1 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%
Fall 2019	74/91	81.32%
Spring 2020	16/18	88.89%
Fall 2020	19/127	14.96%
Spring 2021	27/147	18.36%

5.1.1 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.

2019-2020:

- Benchmark was moved, so this year was a struggle to reach the new benchmark. WTEC did not meet it for Fall, but was close in Spring, despite the COVID-19 quarantine, etc. Those students who were already working with WTEC tended to return for help, or to email or go online with WTEC, but there were few new clients during the quarantine itself. More heavy marketing of online services, both among students and with faculty and staff, are needed, plus more of a presence on social media. One staff member is creating a more professional Facebook page, as opposed to the previous friends-only account the WTEC held (from previous director). This will allow any student to see it, not just those who are "friends."

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 just trying to track down tutors to check on their well-being and also checking on clients. Director sent training materials and had senior tutors also helping to 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 wconline 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.

6 Assessment and Benchmark

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

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

6.1 Data

Term	Clients who 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%
Fall 2019	79/91	86.81%
Spring 2020	17/18	94.44%
Fall 2020	20/127	15.75%
Spring 2021	24/147	17%

6.1.1 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.

2019-2020:

- Benchmarks well met, for both semesters. Encourage tutors to continue asking clients to complete anonymous surveys, plus watch tone and professionalism in all interactions with clients, especially with online tutoring. This area can be problematic in regard to how clients read tone, plus how well

clients and tutors can "read" each other. Tutors will be given guidance on common pitfalls to avoid. Will also congratulate tutors on good sessions and positive survey responses, when possible and appropriate.

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 they create learning communities.

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 16 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, 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. 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

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. 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. 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.
- 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.
- 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 Pprovost 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 Dpring 2016 shows 28. In addition, two of the tutors were military veterans. Write to Excellence Center was able to contribute toward McNeese State University's 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. 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). 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.
- 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 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. 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: WTEC 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, 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.
- 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 engage in their successes in other areas.

- Long-time member and supporter of Banners Cultural Series, WTEC Director 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. Served on search committee for ENFL faculty hiring.
- 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 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.

2019-2020:

- Collaborated with more than 27 campus units.
- ENFL: Ongoing. Worked with the Director of Freshman-Sophomore English to provide professional development of English MAs and MFAs. Training in tutor and Literature Lab, also a WTEC service, helps particularly prepare grad students and other tutors for teaching. Director also helped with mock interviews and Capstone evaluations for graduating ENFL students. Served on search committee for ENFL faculty hiring.
- History: Trained a tutor provided by the History Department to work with students who have history assignments and need help understanding primary source documents, plus using them in their papers. The History Dept. had funding through a grant, and the tutor worked with WTEC for Fall 2019, before he graduated. The History Dept. is currently looking for another suitable person to fill that tutoring role.
- Athletics: 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. Representatives from the department (coaches and academic advisors) contact us about concerns with individual student athletes. With the COVID quarantine, however, the study hall option had to be dropped.
- Office of Equal Opportunity: this office, with the Black Faculty Staff Council, invited WTEC Director to serve on the CORE Scholarship Committee to review essay applications from students from under-served schools for a scholarship to MSU. Also attended NCORE webinars, trainings, and workshop (Equity, plus Hazing and Bullying awareness campaign).
- International Programs Office, Office of University Services, Campus Ministries, Office of Equal Opportunities, 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 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 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.
- 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 AY 2019-2020, as the two offices are now housed in different buildings. Also, the COVID quarantine effectively ended face-to-face tutoring mid-semester in Spring 2020.
- 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, plus also serves on Syllabus committee (SALT). With IRE, WTEC hosted meetings with faculty/department heads from across campus to revise syllabi in Gen Ed courses. Also part of the Ruffalo Noel Levitz retention meetings/initiatives.
- 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 event. This was the series' fourth full academic year.

- Banners: WTEC Director partners with Banners in campus and community events, including CIC/CCI foreign film series (hosing on campus for students, e.g.). These events promote diversity and a more supportive learning environment for all students. Director also assisted with Green Room for Banners performance events, including Rouge et Blanc, and promotion of events.
- Academic Computing Center: The Directors of ACC and WTEC regularly share ideas about tables for events and outreach to students, plus management of resources and adapting to new demands.
- Career & Student Development Center: Directors of C&SDC and WTEC, with MassComm Dept. Head, co-hosted a lecture series on different format styles for academic writing. C&SDC Director also presented information to WTEC tutors at a weekly staff meeting. He also assisted tutors with fine-tuning resume' and CV writing -- skills these tutors were able to share with others.
- Upward Bound: Director of UB met during the summer to discuss her aims for the program, the difficulties the students face, and tactics for helping them with study skills.
- Counseling Center: CCDirector met with tutors twice for staff meetings. Provided information about working with students in stressful situations, plus demonstrated techniques for relaxation and self care.
- Student Health and Development Office: presentation for Wellness Wednesday, involving study and test taking strategies for academic health.
- Student Support Services, Recruiting, and General and Basic Studies Offices, plus the Student and Organizations & Sororities Office: Presented at orientation and other informational events for new students, military veterans, and prospective students. Includes Foundational Skills Workshops.
- A TASC grant awarded WTEC three new desktop computers and eight new laptops for student use in WTEC, to replace/augment aging equipment.

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 (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 AY.
- 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 AY.
- 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 (now gone) to continue offering workshops in style guides (MLA, APA, etc.), as we had done in AY 2019-2020. Due to hurricanes, etc., these workshops were postponed until AY 2021-2022. Career Counseling is now under Testing, 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 Lisa Reinauer 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 AY. 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 AY 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 AY.
- 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 AY 2021-2022.
- Academic Computing Center: met/communicated frequently with ACC 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 ACC and others to work out the logistics of this move.
- Banners: Director serves as volunteer for Banners and works to promote its events, especially to the student population. These are learning opportunities in the arts and humanities, and there is also opportunity for service work.

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 WMST 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.).

2019-2020:

- Benchmark met. Over 20 distinct campus units worked with WTEC on learning or other developmental activities for student success and retention. There was a fair number of "new" units compared to previous units worked with.
- In log of contacts with other instructors and campus units, note 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. Meet with Athletic department tutors and share resources as appropriate. For Fall 2020, study space at WTEC will not be possible, under CDC guidelines during the COVID-19 epidemic. Find alternatives, if possible.
- 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 more staff development and faculty workshops aimed at more effective online delivery of information and online tutoring. 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 MSU library.
- 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. Focus on helping students pace themselves and enjoy their college experience.
- 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 Agriculture Department, e.g.).

- Hire and train as much as budget allows. Train all tutors to meet the specific needs of online tutoring and focus on this while COVID-19 concerns are high. Have veteran tutors monitor session notes from new tutors to guide them in their sessions. Get feedback from tutors and clients. Let department heads know what we are doing to help their students.

2020-2021:

- In almost every area, recommendations remain the same: follow through on plans from previous year to continue collaborations in the next AY. 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 AY 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 or used the 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. AY 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.

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+
2019-2020	64
2020-2021	10

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.

2019-2020:

- Benchmark met, although numbers were lower in Spring 2020 due to COVID-19 quarantine.
- Prepare videos and updated electronic copies of presentation materials to make available to instructors in lieu of, or in addition to, face-to-face presentations by staff members. Have campus media alert faculty that these materials are available.
- Because AY 2020-2021 will still be heavily reliant on online delivery of services, be more proactive about meeting with new faculty and letting them know how we can help them as well as their students. Ask them about their assignments so we can serve their students better.
- Keep more consistent logs re: class visits, and find a way to account for instructor's using our presentation videos and other materials in their classrooms. This may be impossible, and we may see our numbers go down in this area. The following academic year (2021-2022) should see a rise in these numbers again.

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 AY, as evacuation from office left many materials behind. Director will note as many presentations as possible, given time and opportunity.

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.

2019-2020:

- Director met with or communicated via email, phone, or text with over 32 faculty members regarding class assignments, makeup tests, help with technology, help with assessment, recommendations re: students' learning needs, assistance with professional or other very specific forms of writing.
- Some professors made sure students knew where the writing center was. E.g., an Art professor walked her class over on a tour. Instructors have students sign up for accounts to reduce the barriers to their seeking services. WTEC will continue to encourage this with faculty.
- Style guides and other resource materials were updated, with faculty recommending resources for future purchase. More writing center resources were posted in electronic format and made available to

ENFL faculty for easier access during COVID-19 response. While tutoring shifted to being entirely online, asynchronous during the quarantine, the Director continued to respond to instructors' requests for help with students and with resources. While students/clients dropped in WTEC numbers, faculty and staff continued to ask for assistance. Such assistance included helping a faculty member with learning the technology needed for her classes (use of Moodle, e.g.)

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.

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. This protects confidentiality and 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.)

2019-2020:

- Benchmark was met. Numbers are actually much higher than indicated. As noted previously, keeping a log of all contact with clients, or with faculty and staff, is very difficult, given small staff and shifting schedules. Numbers given are based on previously-mentioned log or "Gig" book plus the most frequent faculty who email or call WTEC. More could be found by going through emails, which is too labor-intensive.
- Continue to keep log, but have blank copies of log pages by Director's and GAs' desk phones to help immediately log phone and email contacts. Do likewise with client calls and emails.
- Put more resources into electronic forms that can be posted and shared with faculty, as appropriate. Some may be for ENFL faculty on Moodle, and some may be for campus-wide Moodle for Faculty. Also have campus media alert campus faculty and staff to these resources. Keep them simple, clear, updated.
- Remind faculty and staff that we are here to help them, too, and ask them to let us know what assignments their students are working on and what the priorities for that assignment are. Reach out more to new faculty. If possible, visit in person.

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.