

## Writing Across the Curriculum (WAC) – Academic Programs

### Step 1: Student Learning Outcome

Faculty, staff, and administrators who participate in WAC professional development programs apply WAC best practices to their academic work.

### Step 2: Methods and Measures

WAC Workshops, as well as Lunch and Learns, are offered to support faculty, staff, and administrator efforts to incorporate writing into classes and to improve writing. Surveys are administered to participants immediately after the professional development experience and again at the end of the academic year.

### Step 3: Criteria for Success

- 75% of faculty, staff, and administrators who participate in WAC professional development programs rate the programs as "effective" or "very effective."
- 75% of faculty, staff, and administrators who participate in WAC professional development programs rate the programs as "useful" or "very useful."
- 75% of faculty, staff, and administrators who participate in WAC professional development programs apply WAC best practices to their work.

### Step 4: Results

Results indicated that all three criteria for success were met as follows:

Post-Workshop Surveys: participants were asked to rate the workshops' "usefulness" and "effectiveness" on a four-point scale in addition to qualitative questions to analyze trends in attendees' responses that might guide future WAC developments.

In Academic Year 2019-20, WAC offered 11 workshops (8 unique), 9 of which were offered in person, and 2 offered online. NOTE: Paper surveys for the 9 in-person workshop were not analyzed, as they were located on campus and inaccessible during the COVID-19 recommendations that were in place.

Of the 2 online workshops, 17 of 28 workshop participants (61%) responded. Responses for the two workshops were averaged, with 100% responding that the workshop was either "useful" or "very useful", and 93% found them to be "effective" or "very effective".

Post-Guest-Speaker-Event: In February 2020, the WAC Program hosted Dr. Dan Melzer (UC Davis), who gave a four-hour WAC workshop called, "Designing Effective Writing Assignments and Responding Efficiently to Student Writing." An online post-event survey was administered to participants with 8 of 18 participants (44%) responding with

100% responding that the workshop was “useful” or “very useful.” Respondents indicated they were 98% likely to “use a theory or strategy [they] learned” at the event.

Post Academic Year Survey: Only 34 of 206 post-AY survey respondents had participated in a 2019-20 WAC event. Of these, 29 (85%) answered “Yes,” they had already applied WAC practices they learned at WAC events to their academic work.

### **Step 5: Improvement Actions**

While all criteria were met, a few areas for improvement were noted. As in past years, responses to open-ended survey questions showed that the WAC Program should try to improve its promotion of WAC workshops. Current promotional methods will continue, however, many survey respondents would like to receive WAC direct notification, thus a new email has been established ([wac@fullerton.edu](mailto:wac@fullerton.edu)) as well as a WAC-DL (distribution list) which will be used to send news to anyone who has registered for a previous WAC event. A Twitter account will also be established to investigate ways to engage faculty via social media.

As a result of feedback on the new online workshops, “completion requirements” will be addressed at the beginning of the workshop, and student examples will reflect more disciplinary diversity. Additional online workshops will be created to allow more faculty to participate at their convenience.