Review of Goals:

A. Replace severely outdated UWC/SSWC technologies as soon as possible and assign UWC/SSWC to a regular technology replacement cycle
B. Maintain and grow UWC staff to meet ongoing and steadily increasing demand for sessions that prepare NIU undergraduate students for academic and workplace expectations in writing proficiencies
C. Pilot UWC project to provide undergraduate students in ECON 492 classes with support for writing proficiency capstone project Sustain annual participation in WAC workshops to help faculty design more “writing proficiency” courses in general education and the major
D. Sustain annual participation in WAC workshops to help faculty design more “writing proficiency” courses in general education and the major
E. Establish an upper-division writing requirement, in keeping with Vision 20/20
F. Establish writing-proficiency courses
G. Increase participation of faculty participants in WAC workshop who contribute student writing samples to Assessment Services’ University Writing Project (UWP)

Chart of FY2013 Goals, Milestones, performance Indicators, and Results:

<table>
<thead>
<tr>
<th>Goals</th>
<th>Milestones</th>
<th>Performance Indicators</th>
<th>Results</th>
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| Goal A. Replace severely outdated UWC/SSWC technologies as soon as possible and assign UWC/SSWC to a regular technology replacement cycle | • Yearly increments | • Increase satisfaction of technology integration in SSWC, as monitored through an end-of semester survey.  
• Increase number of technology-related face-to-face sessions by 2% each year.  
• Increase number of Skype sessions by 5% each year | • The UWC/SSWC did not receive new technology before January 2013. Therefore, new technology in the SSWC has only been functional for First-Year Composition and University 101 students in the spring 2013 semester. In fall 2012, 258 students in 11 sections of ENGL 103, 104, 250, and UNIV 101 had to cope with severely outdated or nonfunctional technology (as did students in the past 5 years before them). In spring 2013, 253 students in 11 sections of ENGL 104, 105, and 250 were finally able to use new technology. Aside from some connection glitches the first few weeks of the semester, the |
instructors and students have not had any technology-related problems during the Spring 2013 semester.
- Other dated or nonfunctional UWC technology is being switched out as allowed. Several of the computers will have to wait until a down time (e.g., the reception area).
- We are waiting for ITS to switch activation of several Ethernet connections, so the computers that do not have wireless capability will go online.
- Because we were only given one Apple computer (we had requested 2 reasonably priced Apple computers but were given one expensive computer that CLAS-ITS already had) and the new webcams are not functional with the new computers, we are still only able to do one Skype session at a time. However, to date we have conducted 282 Skype sessions in FY13, which is on track with FY12.

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<th>Goal B: Maintain and grow UWC staff to meet ongoing and steadily increasing demand for sessions that prepare NIU undergraduate students for academic and workplace expectations in writing proficiencies</th>
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<td>• Yearly increments</td>
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- Reduce “turn-aways” by an additional 3% each year
- Increase number of sessions by 3% each year
- Increase support for faculty and student writers through in-class and UWC-hosted topic focused presentations by 3% each year
- Establish in-class support for WP courses, particularly those taught by professors/instructors who take the “Designing a

| At this point in the semester the number of UWC sessions is difficult to determine because current usage numbers only reflect Summer/ Fall/ and part of Spring for FY13. Numbers will increase when the last 3 weeks of Spring 2013 and Intersession sessions are added.
- The UWC turned away 115 individuals to date, a 62%
<table>
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<th>Writing Proficiency course” workshop, through writing a fellowship program</th>
<th>decrease from the 303 turned away in FY12.</th>
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<td>• Per fiscal year, numerical and qualitative evaluation of sessions at the UWC will rank 80-85% satisfactory in overall performance</td>
<td>• As of April 21, 2013, the numbers reflect a 19% decrease from FY12 (9,516 FY13, 11,802 in FY12). In reality, we should have at least another 1,200-1,500 sessions, which will be a decrease of closer to 10%.</td>
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<td>• The UWC conducted sessions with students from 451 courses in FY13, a 7% decrease from FY12. The number of faculty who taught those courses is 464, also a decrease of 7% in FY13.</td>
<td>• Although number of individual clients decreased 12% (2,066 in FY13), the UWC increased the average number of visits from 4.6 to 4.9 in FY13. The UWC continues to work with 10% of the undergraduate population (above the national writing center average).</td>
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<td>The UWC gave 96 in-class and/or organization presentations in FY13, 6 fewer than in FY12. However, 63% were topic-focused presentations, several for professors who had taken the “Designing a Writing-Enhanced Course” workshop.</td>
<td>• The UWC expanded its Summer Dissertation/Thesis Boot Camps from 16 participants in 2011 to 31 in 2012, and UWC consultants conducted 230 sessions with the participants in</td>
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**Goal C:** Pilot UWC project to provide undergraduate students in ECON 492 classes with support for writing proficiency capstone project

- Yearly increments and benchmark

**Summer 2012.**
- See NOTE below for an explanation of the decreased number of sessions.

The Spring numbers do not reflect the last 3 weeks of the semester.
- The UWC piloted a Writing Fellows program with the Department of Economics to support students completing the ECON 492 course. The consultants worked with 16 of the 18 students enrolled in the course for a total of 64 sessions. The average of 4 sessions per client is actually one more session than number required for the course. Both the ECON 492 and the ECON 796 students were targeted in Spring 2013. For ECON 492, the UWC worked with 14 of the 22 students registered for the class, for a total of 73 sessions and an average of 5.2 visits per client (2 over the number required for the course). For ECON 796, the UWC worked with 6 of the 10 students in the class, for a total of 35 sessions, 5.8 visits per client. (No UWC sessions were required for the course)

- Although the ECON 492 and 796 students did use the UWC services, the number of tutoring hours dedicated to the program are not effective enough to justify the cost, so
| Goal D: Sustain annual participation in WAC workshops to help faculty design more “writing proficiency” courses in general education and the major | • Sustain annual participation of 20-25 faculty in workshop on “Design a Writing-Enhanced Course” | • 85% satisfaction of workshop participants | • In May 2012 workshops, 85% satisfaction was met and exceeded, as reported by evaluations from Office of Faculty Development and Instructional Design | TBA. 2013 workshop on “Design a Writing-Enhanced Course is set for May 21, 2013, cap 25 participants | TBA. 2013 “Write-Publish More” workshop is set for May 23, 2013, cap 25 participants | TBA. Office of Faculty Development and Instructional design will distribute and process workshop evaluations for May 21 & 23 |
| Goal E: Establish upper-division writing requirement | 2013: Present proposal to General Education Committee (see “Plans,” below) | GEC approval | Milestone postponed while General Education Visioning Committee continues work on setting milestones and performance indicators for GE Baccalaureate Learning outcomes and goals |
| Goal F: Establish writing-proficiency courses | Further sections of ENGL 250 added as needed (in FY 2013, no extra sections added—drop in student enrollment and demand for course not increased) | 80% student portfolios for all sections of ENGL 250 meet expectations, as rated by adapted VALUE rubric | • VALUE rubric further revised as per debriefing in spring ’12 assessment session | • 71 students completed ENGL 250 in fall 2012 | • 67 students will complete ENGL 250 in spring 2013 | • 84% student portfolios for 3 sections of ENGL 250 met expectations in fall ’12, as rated by revised VALUE rubric |
### Goal G: Increase participation of faculty participants in WAC workshop who contribute student writing samples to Assessment Services’ University Writing Project (UWP)

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<tr>
<th>Goal G: Increase participation of faculty participants in WAC workshop who contribute student writing samples to Assessment Services’ University Writing Project (UWP)</th>
<th>Sustain annual participation of 15-20 faculty</th>
<th>80% student writing samples meet expectations in UWP rating of student samples</th>
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<tr>
<td>TBA. Student portfolios for ENGL 250 will be rated in S’13 on May 10, 2013</td>
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<td>In FY 2012, 87% in CEET, 90% in CHHS, 93% in CLAS, and 74% in COE met expectations in UWP rating of student samples. Student samples from <strong>4 of 24</strong> WAC workshop participants (HIST 382, KNPE 344L, NURS 312, POLS 350 &amp; 352) were included in college aggregates. <strong>One</strong> workshop participant’s student samples—ETR 520—were rated independent of UWP, using same rubric; 92% met expectations. All workshop participants noted improved student outcomes in writing in final reports to WAC coordinator.</td>
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<td>In May FY 2013, <strong>12 of 25</strong> faculty from May 2012 &quot;Writing-Enhanced&quot; workshop will submit sets of student writing to University Writing Program. Courses include FCNS 420; ANTH 120 &amp; 465; AHCD 318; MRKT 443 &amp; 495; POLS 220; FLFR 301; EPFE 201; LAW 899; BIOS 104; GEOG 253; NURS 319 (fall &amp; spring).</td>
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### Significance/Impact of University Writing Center and WAC in FY 2013

- Specific contributions the University Writing Center (UWC) and Writing Across the Curriculum (WAC) have made to Vision 2020 and the four strategic planning imperatives:

1. The **UWC** preserves, strengthens, and extends NIU’s teaching and learning environment by providing supplemental instruction in writing for any NIU undergraduate or graduate students who seek its services; **WAC** preserves, strengthens, and extends NIU’s...
teaching and learning environment by providing faculty with professional development in integrating up-to-date writing instruction and assessment in cross-disciplinary classes in general education and the major.

2. The UWC provides a strategy for investing in multi-disciplinary scholarship through collaborative review of faculty’s research/grants; WAC provides NIU a strategy for investing in multi-disciplinary scholarship and artistic clusters through workshops that support individual scholarly production within ongoing multi-disciplinary “writing circles.”

3. The UWC strengthens and extends NIU’s regional impact by helping undergraduate and graduate students enter the workplace and advanced academic programs with improved writing skills.

4. The UWC makes NIU an institution of “first choice” for faculty, students, and staff through:
   - Improving NIU undergraduate and graduate students’ abilities in the areas of critical thinking, analytical reasoning, and written communication, in support of student retention and academic success
   - Providing technological support for teaching and development of electronic writing assignments and electronic portfolios
   - Providing training for writing consultants who aim to enter the teaching profession
   - Assisting faculty with the development of writing assignments

WAC makes NIU an institution of “first choice” for faculty, students, and staff through:
   - Contributing to the development of “master teachers” who use up-to-date techniques in writing instruction learned in workshops
   - Supporting the productivity of faculty as scholars through participation in workshops

- NOTE: Although the number of sessions in Summer 2012 was down from FY12, the increase in Fall 2012 easily offset the summer decrease, setting the stage for what we hoped (and expected) to be a very productive year. That did not prove true for several reasons:

  - We experienced a dramatic decrease in sessions throughout the first half of the spring semester. Much of the decrease can be attributed to the weather. The UWC was completely booked both days NIU closed early because of snow. We had to cancel some of the appointments. Others those days were canceled by clients citing the weather conditions.

  - Clients also called to cancel for weather-related reasons several other snowy and/or cold days.

  - Other clients told us they would have scheduled appointments if they could have parked near the UWC when the weather is so cold and snowy and/or rainy, but since their professors did not require them to come, they didn’t.

  - Additionally, several of the professors with whom we have cultivated close relationships retired, were on sabbatical, or had reduced teach loads for Spring 2013, which negatively impacted sending clients to the UWC. While we are working to build relationships with more faculty members, those connections are still developing.

  - Two of the GAs appointments by the Department of English to the UWC did not work out. Not being able to schedule these two GAs took 10 hours of tutoring per person per week out of the UWC schedule.
Furthermore, the phone lines were down for two days in early April, which made it difficult for clients to call to schedule appointments or to cancel appointments, so others could take them.

The good news is that we have seen a steady increase in sessions as the semester has progressed, particularly the last six weeks during which we have averaged 350 sessions per week. We have the potential to keep growing; we just need to rethink our outreach strategies.

Totals:
- **UWC** conducted 8,577 sessions with 2,045 students in 451 courses, and 939 sessions with 21 faculty, providing collaborative review of syllabi, assignments/rubrics, and research/grants as well as in-class support through topic-focused presentations.
- **WAC** supported 39 faculty in May 2012 workshops and training (25 in workshop on “Design a Writing-Enhanced Course,” 14 in “Write-Publish More” workshop). WAC supported 12 faculty in follow-up preparation for submitting student writing samples to the University Writing Project. Based on data from class rosters, 759 students in 14 courses worked toward better proficiency in 11 disciplinary fields.

Presentations & Publications in FY2013
- **UWC**: no presentations or publications as a direct result of Strategic Planning Funds
- **WAC**: no presentations or publications as a direct result of Strategic Planning Funds

External Funding Applications & Awards in 2013
- Neither the **UWC** nor **WAC** submitted external funding applications or received awards based on Strategic Planning.

**UWC Plans for FY2014:**
- The UWC does not plan to continue the Writing Fellowship program with the Department of Economics. It is not a good use of the UWC’s or NIU’s resources.
- The UWC instead will focus on expanding its outreach to attract more faculty participation for topic-focused presentations and course development support and students for tutoring sessions.

**WAC Plans for FY 2014:**
- Consult with Vice Provost and Chair of General Education Visioning Committee on preparing a proposal for an upper-division writing requirement to be added to the 2014-2015 *Undergraduate Catalog*
- Re-assemble *ad hoc* WAC advisory committee to provide faculty feedback on proposed upper-division writing requirement
- Present proposed writing requirement to General Education Committee (WAC coordinator will be serving on GEC as a fall 2013 substitute for a GEC member on sabbatical)
- Maintain participation of 20-25 faculty in workshops, coordinating with Office of Faculty Development and Instructional Design
- Propose to change ENGL 250 to ENGL 350 the 2014-2015 *Undergraduate Catalog*, to reflect upper-division general education objectives and outcomes of the course
- Request two more sections of ENGL 250 in FY 2014, if funding and student demand permit