

WAC+ Mission:

WAC+ is a college emphasis which promotes writing as a way of learning and understanding concepts that is an integral part of every content area and discipline, and provides faculty and students with the tools and resources to improve writing and thinking skills.

WAC+ Goals

WAC+ assists faculty to integrate writing into instruction to:

- Promote learning and teaching for student success,**
- Improve communication and critical thinking skills, and**
- Increase understanding of self and community**

Major objectives:

Objective 1: Provide resources and support for faculty who want to incorporate writing and critical thinking into their courses

Activities:

- a) Identify mentors with WAC experience and work with the Staff Development Coordinator to match mentors to faculty who are interested in using writing to help their students learn.
- b) Identify and support programs and faculty who are interested in developing special sections of Writing Courses.
- c) Provide consultation or workshops for faculty to develop the kinds of writing assignments which would be useful for specific interest areas.
- d) Provide a list of possible workshop topics for new and existing faculty and ask for suggestions for other workshop topics.
- e) Provide opportunities for Writing and non-Writing faculty for discuss common concerns and challenges via forums, workshops, and/or meetings.
- f) Make limited writing tutoring available for students in WI courses. Recruit volunteers to maintain a small Writing Center.

Objective 2: Develop a WAC+ website to provide writing resources for faculty and students.

Activities:

- a) Put WAC Guidelines and forms online for faculty.
- b) Link to existing writing resources which faculty want to recommend to students.
- c) Link to existing UH-Manoa Program resources on the Web.
- d) Work with interested faculty to develop online KCC resources to support writing requirements for specific disciplines and programs.

Objective 3: Develop and implement assessment to evaluate the instructional outcomes of WAC+.

Activities:

- a) Facilitate the discussion on the learning outcomes for WAC+. Post information about learning outcomes for WAC+ online.
- b) Come to some consensus on WAC+ learning outcomes which instructors can incorporate into the syllabi for WI sections of courses. Look at existing rubrics for WAC and English 100. (note: The Council of Writing Program Administrators Outcomes Statement for First-Year Composition" includes suggestions for faculty who teach WI courses in other disciplines to build upon First-Year Composition outcomes in the following areas: Rhetorical Knowledge; Critical Thinking, Reading, and Writing; Processes; and Knowledge of Conventions.)
- c) Conduct a survey of WI faculty and students to determine
 - the kinds and extent of writing assigned in WI classes,
 - the kinds of guidance and assessment used for writing assignments in WI classes, and
 - the perception of the effectiveness of the writing component of WI classes in enhancing student learning and understanding.

(note: a survey to assess the above was developed by Shel Hershinow and others but has never been administered. Faculty will be contacted and given an opportunity to participate in the survey this semester. The survey is on Judi Kirkpatrick's MOO site at <http://www2.hawaii.edu/~kirkpatr/assessment/wiinstructor.ht>

ml and

<http://www2.hawaii.edu/~kirkpatr/assessment/wistudent.html>.

I will be contacting faculty to gather the necessary information the programmers will need to conduct the survey.)

- d) Initiate discussions of other methods of assessment with WI faculty (possibly portfolio assessment of students at the end of their academic careers at KCC).

OUTCOMES :

- Increased availability of WAC+ resources for faculty and students to support students' progress, learning, and success
- Enhanced student learning in WI courses
- Improvement in student writing skills.
- Increased awareness of importance of writing of all types and for diverse purposes.

MEASURING OUTCOMES

- Increased WAC+ resources will be measured by development of online resources and face-to-face workshops/forums/meetings.
- Enhanced student learning will be measured by survey of student and faculty perceptions about the kinds of writing assignments and impact on student learning.
- Improvement in student writing skills may be measured by portfolio assessment or possibly by longitudinal study of grades in English 100 and subsequent WI courses.
- Increased awareness of importance of writing will be measured by the number of events and/or publications which highlight faculty and/or student writing, or which feature writing that faculty and students are interested in.