

Submit5T

/Speech-Intensive courses, one from inside and one from outside his/her major.¹ Due to the few approved Speech-Intensive courses, students almost always fulfill the WSI GE requirement with Writing-Intensive courses.

In accordance with best practices in WAC program assessment, we used multiple measures to assess our program in relation to the relevant SLO. Initially, we focused on formative assessment, seeking to map the existing shape of the WAC curriculum before deciding on the methods of data collection for summative assessment, including direct assessment of student writing (completed in June 2012 in the SWP pilot assessment). In the absence of a Writing Program Administrator (WPA) or WAC Coordinator, formative assessment took considerable time and included review of approved Writing-Intensive (WI) course syllabi and course caps, analysis of writing center data, and a survey of student and faculty experiences of WI courses using the Consortium for the Study of Writing (CSWC) questions (used nationally in partnership with the National Study of Student Engagement). Also, prior to the June 2012 workshop in which senior writing portfolios were rated by a team of Westmont faculty from all three divisions, professional development activities included two faculty WAC workshops on "Responding to Student Writing" (Fall 2011) and "Designing Assignments and Supporting the Writing Process" (Spring 2012), co-led by Cheri Larsen Hoeckley and Sarah Skripsy of the English department. See the Appendices and the Writing/Speech

students to succeed in achieving our GE SLO for writing (and to be prepared for writing beyond Westmont), such instruction in rhetorical sensitivity and mobility should be introduced in ENG 002 and should be supported and developed in additional Writing-Intensive courses.

When well-supported and sustainably run, WAC programs like Westmont's are a rich, engaging component of General Education and liberal arts learning. While our WAC program is certainly functional, our 2011 CSWC

Increase professional development resources such as WAC workshops and materials. We have made a good start this year by offering three WAC workshops, developing the WSI Faculty Site, and giving away departmental reference copies of John Bean's *Engaging Ideas* ("the WAC Bible"), but only a limited number of faculty have taken advantage of these resources. Consider inviting an outside expert (e.g., Chris Anson of NCSU or John Bean of Seattle University) to offer a workshop to increase faculty understanding of best practices in WAC program (e.g., to revise their assignments and response practices); Anson has already been contacted provisionally and is available for limited engagements in the upcoming academic year. Consider, also, hiring/appointing a faculty WAC Coordinator who could work in partnership with both students and faculty to foster student success, e.g.: to form a WAC faculty council, to increase the reach and effectiveness of the writing center by coordinating a Writing Fellows program attentive to Writing in the Disciplines, and even (with institutional funding and permission) to support a sustained portfolio assessment as a requirement for seniors and/or underclassmen who complete the Writing for the Liberal Arts requirement. (Carleton College offers an excellent model of a sophomore portfolio assessment.)