

Draft of Sustainability Indicators for Writing Across the Curriculum at Fort Hays State University

(a = how to measure, b = how linked to our WAC Mission and Goals)
This is an early draft, with bands of equilibrium still to be determined.

1. Integration of writing into courses across the curriculum, especially through General Education and upper-division CORE outcomes in each discipline:
 - a. Progress and participation can be measured through the percentage of departments participating with approved courses for relevant CORE outcomes in foundation courses and in the major.
 - b. This SI is integral to all four of the founding principles in the FHSU WAC Mission Statement, and it is directly connected to Goal 1 (To sustain the writing of students across their academic careers) and Goal 3 (To increase student writing proficiency) because it measures how departments are teaching and assessing student writing outcomes at different levels and within the major.
2. Writing Center usage by students in courses across the curriculum:
 - a. Usage can be measured through Writing Center data collected for the Writing Center Director's annual report, which breaks down the courses that students seek help for by department, level, and number of sessions per course.
 - b. This SI offers additional evidence that Goal 1 (To sustain the writing of students across their academic careers) and Goal 3 (To increase student writing proficiency) are being implemented because it documents that students have writing assignments in the courses reflected in the data. It also measures progress toward Goal 2 (To increase student engagement with learning) because most visits to the Writing Center are student initiated. It is also a measure of Goal 4 (To create a campus culture that supports writing) because it shows both awareness of and support for the Writing Center's services by faculty across the campus and the university's support for the Writing Center as a student learning support service.
3. Writing Center usage by students at all levels from freshman to graduate:
 - a. Usage can be measured through Writing Center data collected for the Writing Center Director's annual report, which breaks down the demographics of the students using the Writing Center by class standing and major, as well as the number of repeat visits by students at different levels.
 - b. This SI adds to the measurement of progress toward Goals 1 and 3 because it shows that students are being asked to write in courses at all levels and that they are continuing to develop proficiency and encountering new challenges to their proficiency that they seek help to master, such as writing assignments in new genres, in varying disciplines, or at new levels of complexity. It also demonstrates the persistence of student engagement with learning (Goal 2) even as students progress in their academic careers.
4. Ongoing faculty participation in workshops we offer:
 - a. Faculty participation can be measured by the number of participants and the range of departments they represent. Repeated participation might also be a good measure, especially when workshop topics vary or progress.

- b. This SI measures sustained performance related to Goal 4 (To create a campus culture that supports writing) and Goal 5 (To create a community of faculty around teaching and student writing), as well as support for faculty in achieving Goal 1.

5. FHSU Writing Tigers: An Awards Ceremony to Recognize Outstanding Writing across Campus:

- a. Sustainability can be measured for this indicator by the number of participating departments.
- b. This SI demonstrates commitment to Goal 4 (To create a campus culture that supports writing), but it also will help to further Goal 5 (To create a community of faculty around teaching and student writing) by bringing faculty together to celebrate student writing across the curriculum. Awards for student writing also provide an incentive for students in line with Goal 2 (To increase student engagement with learning) by showing the value placed on student writing by their faculty.

6. Active membership in the WAC committee:

- a. This indicator can be measured by quantifying the activity of the WAC committee and its subcommittees, as well as individual member engagement. The number of departments represented by active members is another important measure related to sustaining WAC at FHSU.
- b. This SI measures sustained performance related to Goal 4 (To create a campus culture that supports writing) and Goal 5 (To create a community of faculty around teaching and student writing), as well as support for faculty in achieving Goal 1.

7. WAC Partnerships:

- a. This metric is a simple count of the number of divisions, departments, or other entities at FHSU that work with the WAC committee on projects, that participate as committee members, or that provide other support to our mission. Current examples of partnerships include General Education, the Writing Center, and TILT. Future partnerships might include the Provost's office, URE, Forsyth Library, KAMS, Faculty Senate, SGA, student organizations, and the Internationalization Office, among others.
- b. This SI measures sustained performance related to Goal 4 (To create a campus culture that supports writing) and Goal 5 (To create a community of faculty around teaching and student writing), as well as support for FHSU in achieving Goal 1. With student partners, the SI will also show progress toward Goal 2 (To increase student engagement with learning).