Analysis Questions and Analysis Answers

For Academic Programs

Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

See summary/analysis under PhD program.

Mission / Purpose

The Department of English at the University of Alabama respects the power of the English language; our faculty cultivate its study by fostering students in the arts of reading, writing, and speech. We encourage the creation and interpretation of imaginative works of literature, and a mastery of composition, linguistics, literary history, and other modes of critical engagement.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Mastery of TESOL
students will demonstrate mastery of the principles of TESOL

Connected Documents
Curriculum Map I - Teaching English as a second language M.A.
Curriculum Map II - Teaching English as a second language M.A.

Relevant Associations:

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

General Education/Core Curriculum Associations
4 Foreign Language - SLO is related to basic communication skills and knowledge of the culture where the specific language is spoken
11 Writing - SLO is related to building on students’ competency in academic writing skills and aims to extend those skills

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence
1.7 Sharpen assessment activities of all campus functions and link those to an enhanced planning process.

Related Measures

M 1: Assessment based on papers and tests
course-embedded direct assessment through papers and tests
Source of Evidence: Standardized test of subject matter knowledge

Target:
No set target; 100% would be ideal.

M 2: Comprehensive exam
comprehensive exam
Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
No set target.

SLO 2: Expertise in teaching composition
students will demonstrate theoretical and practical expertise in teaching composition

Connected Documents
Curriculum Map I - Teaching English as a second language M.A.
Curriculum Map II - Teaching English as a second language M.A.

Relevant Associations:

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

General Education/Core Curriculum Associations
3. Freshman Composition - SLO is related to writing instruction, citation formatting, conventions of academic writing, audience awareness, varied rhetorical strategies, collaboration, and/or revision with attention to purpose, development, style, grammar, punctuation and spelling.
11. Writing - SLO is related to building on students’ competency in academic writing skills and aims to extend those skills.

**Strategic Plan Associations**
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.7 Sharpen assessment activities of all campus functions and link those to an enhanced planning process.
3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.

**Related Measures**

**M 3: Complete pedagogy courses**
complection of pedagogy course

Source of Evidence: Academic direct measure of learning - other

**Target:**
No set target; 100% of students must complete the courses before teaching.

**M 4: Faculty observation of student teaching**
faculty observations of student teaching

Source of Evidence: Academic direct measure of learning - other

**Target:**
All students are observed as part of their training process.

**M 5: Course evaluation results**
student course evaluation results

Source of Evidence: Academic direct measure of learning - other

**Target:**
No specific numeric target required.

**SLO 3: Ability to teach in an Intensive English Program**
students will demonstrate the ability to teach English language skills in an Intensive English program

**Connected Documents**
- Curriculum Map I - Teaching English as a second language M.A.
- Curriculum Map II - Teaching English as a second language M.A.

**Relevant Associations**:

**Standard Associations**
- SACS 3.3.1
  - Educational programs, to include student learning outcomes

**General Education/Core Curriculum Associations**
4. Foreign Language - SLO is related to basic communication skills and knowledge of the culture where the specific language is spoken
6. Humanities - SLO is related to students’ ability to deal with questions of values, ethics, or aesthetics as they are represented in literature, philosophy, religion and the arts
11. Writing - SLO is related to building on students’ competency in academic writing skills and aims to extend those skills

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**Related Measures**

**M 4: Faculty observation of student teaching**
faculty observations of student teaching

Source of Evidence: Academic direct measure of learning - other

**Target:**
All students are observed as part of their training process.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Collect faculty observation details**
Established in Cycle: 2011-2012
Ask faculty who are already observing GTAs in order to write letters of recommendation for them to send observation details to .

**M 5: Course evaluation results**
student course evaluation results

Source of Evidence: Academic direct measure of learning - other

**Target:**
No specific numeric target required.
**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Assess evaluations**
*Established in Cycle: 2011-2012*
Perform a brief examination and assessment of intensive English course evaluations, if practical.

**SLO 4: Demonstrate professionalization**
students will display a level of professionalization sufficient for further graduate studies and employment

**Connected Documents**
- Curriculum Map I-Teaching English as a second language M.A.
- Curriculum Map II-Teaching English as a second language M.A.

**Relevant Associations:**

**Standard Associates**
- SACS 3.3.1
  - 3.3.1.1 Educational programs, to include student learning outcomes

**Strategic Plan Associations**
- University of Alabama
  - 1.1 Promote and enhance areas of academic, scholarship, and research excellence.
  - 1.7 Sharpen assessment activities of all campus functions and link those to an enhanced planning process.
  - 3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.

**Related Measures**

**M 6: Presentation at professional conferences**
presentation of student work at national and international professional conferences

**Target:**
No specific target exists.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Formalized data collection**
*Established in Cycle: 2011-2012*
Formally gather information on TESOL conference participation and report it on the department website.

**M 7: Admission rate**
# of admissions to PhD programs

**Target:**
No specific target exists; not all graduates will want or need to go on to a PhD program.

**M 8: Employment rate**
employment in the discipline

**Target:**
No specific target exists.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Develop ways to track our graduates**
*Established in Cycle: 2011-2012*
In conjunction with other graduate programs, develop and implement stronger tracking and reporting mechanisms to determine whether...

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtcn 5: (N/A)Program Outcome: High Level of Recognized Quality**
The program will improve and sustain a high level of recognized quality

**Related Measures**

**M 17: (N/A)8-year program review strengths**
8-year program review strengths.

**Source of Evidence:** Academic indirect indicator of learning - other

**M 18: (N/A)8-year program improvement recommendations**
8-year program improvement recommendations.

**Source of Evidence:** Academic indirect indicator of learning - other

**OthOtcn 6: (N/A)Program Outcome: Sustain Optimal Level of Enrollment**
The program will build and sustain an optimal level of annual program enrollments and degree completion.

**Related Measures**
M 19: (N/A) Number of applications and percentage of admissions over three year period
Number of applications and percentage of admissions over three year period.
Source of Evidence: Academic indirect indicator of learning - other

M 20: (N/A) Number of graduates over three year period
Number of graduates over three year period.
Source of Evidence: Academic indirect indicator of learning - other

M 21: (N/A) ACEHE Viability standards
ACEHE Viability standards.
Source of Evidence: Benchmarking of learning outcomes against peers

OthOtcn 7: (N/A) Program Outcome: Highly Valued by Program Graduates
The program will be highly valued by its program graduates and other key constituencies it serves.

Related Measures

M 22: (N/A) Results from alumni surveys
Results from alumni surveys
Source of Evidence: Alumni survey or tracking of alumni achievements

M 23: (N/A) Employment data
Employment data
Source of Evidence: Job placement data, esp. for career/tech areas

OthOtcn 8: DELETE
The department will maintain a transparent and accountable system of government.

Related Measures

M 9: DELETE
The department reviews and updates the department governance handbook, maintaining standing committees and administrative assignments as mandated by the handbook.
Source of Evidence: Government standards

M 10: DELETE
The department establishes clear methods of hiring and retention, including appointed search committees, the Instructor Review process, and the tenure-track retention process.
Source of Evidence: Government standards

OthOtcn 9: DELETE
The department will provide general education services to the university population through the First Year Writing program and the Writing Center.

Related Measures

M 11: DELETE
Summary of student performance on assigned writing tasks in First Year Writing Program, as evaluated by the Director of FYW.
Source of Evidence: Academic indirect indicator of learning - other

M 12: DELETE
Number of student served and success of accessibility and outreach programs, as determined by the Director of the Writing Center.
Source of Evidence: Academic indirect indicator of learning - other

OthOtcn 10: DELETE
Faculty will engage in scholarly activities, including research, publication, conference presentations, and creative endeavors.

Related Measures

M 13: DELETE
At least 30 faculty publications and presentations per year
Source of Evidence: Academic indirect indicator of learning - other

M 14: DELETE
At least 10 internal or external grants submitted per year
Source of Evidence: Academic indirect indicator of learning - other

OthOtcn 11: DELETE
The department will enrich the intellectual and cultural life of our campus, community, and state.

Related Measures

M 15: DELETE
At least 3 public events with a total attendance of 400
Source of Evidence: Academic indirect indicator of learning - other

M 16: DELETE
At least 2 community outreach and service learning projects
Source of Evidence: Academic indirect indicator of learning - other
## Details of Action Plans for This Cycle (by Established cycle, then alpha)

### Assess evaluations
Perform a brief examination and assessment of Intensive English course evaluations, if practical.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** Low  
**Relationships (Measure | Outcome/Objective):**  
  - **Measure:** Course evaluation results  
  - **Outcome/Objective:** Ability to teach in an Intensive English Program  

### Collect faculty observation details
Ask faculty who are already observing GTAs in order to write letters of recommendation for them to send observation details to the department as well.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** Low  
**Relationships (Measure | Outcome/Objective):**  
  - **Measure:** Faculty observation of student teaching  
  - **Outcome/Objective:** Ability to teach in an Intensive English Program  

### Develop ways to track our graduates
In conjunction with other graduate programs, develop and implement stronger tracking and reporting mechanisms to determine whether our graduates are able to find employment as well as to track what kinds of employment they find.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High  
**Relationships (Measure | Outcome/Objective):**  
  - **Measure:** Employment rate  
  - **Outcome/Objective:** Demonstrate professionalization  

### Formalized data collection
Formally gather information on TESOL conference participation and report it on the department website.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** Low  
**Relationships (Measure | Outcome/Objective):**  
  - **Measure:** Presentation at professional conferences  
  - **Outcome/Objective:** Demonstrate professionalization
Mission / Purpose

The Department of English at the University of Alabama respects the power of the English language; our faculty cultivate its study by fostering students in the arts of reading, writing, and speech. We encourage the creation and interpretation of imaginative works of literature, and a mastery of composition, linguistics, literary history, and other modes of critical engagement.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Mastery of TESOL
students will demonstrate mastery of the principles of TESOL

Connected Documents
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Relevant Associations:

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

General Education/Core Curriculum Associations
4 Foreign Language - SLO is related to basic communication skills and knowledge of the culture where the specific language is spoken
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Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
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Related Measures

M 1: Assessment based on papers and tests
course-embedded direct assessment through papers and tests
Source of Evidence: Standardized test of subject matter knowledge

Target:
No set target; 100% would be ideal.

Finding (2012-2013) - Target: Met
All students completing the course met or exceeded expectations. No changes required.

M 2: Comprehensive exam
comprehensive exam
Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
No set target.

Finding (2012-2013) - Target: Met
All students taking the exam passed.

SLO 2: Expertise in teaching composition
students will demonstrate theoretical and practical expertise in teaching composition

Connected Documents
Curriculum Map I - Teaching English as a second language M.A.
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1.1 Promote and enhance areas of academic, scholarship, and research excellence.
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3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.

Related Measures

M 3: Complete pedagogy courses
completing pedagogy course

Source of Evidence: Academic direct measure of learning - other

Target:
No set target; 100% of students must complete the courses before teaching.

Finding (2012-2013) - Target: Met
All students successfully completed the courses.

M 4: Faculty observation of student teaching
faculty observations of student teaching

Source of Evidence: Academic direct measure of learning - other

Target:
All students are observed as part of their training process.

Finding (2012-2013) - Target: Met
All students were observed and found to be acceptable or better.

M 5: Course evaluation results
student course evaluation results

Source of Evidence: Academic direct measure of learning - other

Target:
No specific numeric target required.

Finding (2012-2013) - Target: Met
The First Year Writing program and the MA-TESOL faculty examine and do an analysis of all evaluation results every year. Results from this year are judged to be favorable.

SLO 3: Ability to teach in an Intensive English Program
students will demonstrate the ability to teach English language skills in an Intensive English program

Connected Documents
Curriculum Map I-Teaching English as a second language M.A.
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Related Measures

M 4: Faculty observation of student teaching
faculty observations of student teaching

Source of Evidence: Academic direct measure of learning - other

Target:
All students are observed as part of their training process.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Collect faculty observation details
Established in Cycle: 2011-2012
Ask faculty who are already observing GTAs in order to write letters of recommendation for them to send observation details to...

M 5: Course evaluation results
student course evaluation results

Source of Evidence: Academic direct measure of learning - other

Target:
No specific numeric target required.

Finding (2012-2013) - Target: Met

The MA-TESOL students are mentored and observed (by MA-TESOL and ELI faculty) during their apprenticeship in UA’s intensive English Language Institute.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Assess evaluations
Established in Cycle: 2011-2012
Perform a brief examination and assessment of Intensive English course evaluations, if practical.

SLO 4: Demonstrate professionalization
Students will display a level of professionalization sufficient for further graduate studies and employment

Connected Documents
Curriculum Map I - Teaching English as a second language M.A.
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Relevant Associations:
Standard Associations
SACS 3.3.1
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Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.7 Sharpen assessment activities of all campus functions and link those to an enhanced planning process.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.

Related Measures

M 6: Presentation at professional conferences
Presentation of student work at national and international professional conferences

Source of Evidence: Presentation, either individual or group

Target:
No specific target exists.

Finding (2012-2013) - Target: Met
During 2012-2013 MA-TESOL students presented at national conferences with the mentorship of the MA-TESOL faculty.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Formalized data collection
Established in Cycle: 2011-2012
Formally gather information on TESOL conference participation and report it on the department website.

M 7: Admission rate
# of admissions to PhD programs

Source of Evidence: Graduate/professional school acceptance rate

Target:
No specific target exists; not all graduates will want or need to go on to a PhD program.

Finding (2012-2013) - Target: Not Reported This Cycle
Some student go directly into a Ph.D. program in Applied Linguistics. Others choose teaching as a career in intensive programs or other similar institutions. Some teach for a while and then apply for a Ph.D.

M 8: Employment rate
Employment in the discipline

Source of Evidence: Job placement data, esp. for career/tech areas

Target:
No specific target exists.

Finding (2012-2013) - Target: Partially Met
The comments from 2011-2012 still apply. Anecdotally, the MA-TESOL Program is very successful in placing students in ESL teaching jobs.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Develop ways to track our graduates
Established in Cycle: 2011-2012
In conjunction with other graduate programs, develop and implement stronger tracking and reporting mechanisms to determine whether...

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOutcm 5: (N/A)Program Outcome: High Level of Recognized Quality
The program will improve and sustain a high level of recognized quality
Related Measures

M 17: (N/A)8-year program review strengths
8-year program review strengths.
Source of Evidence: Academic indirect indicator of learning - other

M 18: (N/A)8-year program improvement recommendations
8-year program improvement recommendations.
Source of Evidence: Academic indirect indicator of learning - other

OthOtcn 6: (N/A)Program Outcome: Sustain Optimal Level of Enrollment
The program will build and sustain an optimal level of annual program enrollments and degree completion.

Related Measures

M 19: (N/A)Number of applications and percentage of admissions over three year period
Number of applications and percentage of admissions over three year period.
Source of Evidence: Academic indirect indicator of learning - other

M 20: (N/A)Number of graduates over three year period
Number of graduates over three year period.
Source of Evidence: Academic indirect indicator of learning - other

M 21: (N/A)ACHE Viability standards
ACHE Viability standards.
Source of Evidence: Benchmarking of learning outcomes against peers

OthOtcn 7: (N/A)Program Outcome: Highly Valued by Program Graduates
The program will be highly valued by its program graduates and other key constituencies it serves.

Related Measures

M 22: (N/A)Results from alumni surveys
Results from alumni surveys
Source of Evidence: Alumni survey or tracking of alumni achievements

M 23: (N/A)Employment data
Employment data
Source of Evidence: Job placement data, esp. for career/tech areas

OthOtcn 8: DELETE
The department will maintain a transparent and accountable system of government.

Related Measures

M 9: DELETE
The department reviews and updates the department governance handbook, maintaining standing committees and administrative assignments as mandated by the handbook.
Source of Evidence: Government standards

M 10: DELETE
The department establishes clear methods of hiring and retention, including appointed search committees, the Instructor Review process, and the tenure-track retention process.
Source of Evidence: Government standards

OthOtcn 9: DELETE
The department will provide general education services to the university population through the First Year Writing program and the Writing Center.

Related Measures

M 11: DELETE
Summary of student performance on assigned writing tasks in First Year Writing Program, as evaluated by the Director of FYW.
Source of Evidence: Academic indirect indicator of learning - other

M 12: DELETE
Number of student served and success of accessibility and outreach programs, as determined by the Director of the Writing Center.
Source of Evidence: Academic indirect indicator of learning - other

OthOtcn 10: DELETE
Faculty will engage in scholarly activities, including research, publication, conference presentations, and creative endeavors.

Related Measures

M 13: DELETE
At least 30 faculty publications and presentations per year
Source of Evidence: Academic indirect indicator of learning - other

M 14: DELETE
At least 10 internal or external grants submitted per year
Source of Evidence: Academic indirect indicator of learning - other

OthOtm 11: DELETE
The department will enrich the intellectual and cultural life of our campus, community, and state.

Related Measures

M 15: DELETE
At least 3 public events with a total attendance of 400
Source of Evidence: Academic indirect indicator of learning - other

M 16: DELETE
At least 2 community outreach and service learning projects
Source of Evidence: Academic indirect indicator of learning - other

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Assess evaluations
Perform a brief examination and assessment of Intensive English course evaluations, if practical.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Low

Relationships (Measure | Outcome/Objective):
Measure: Course evaluation results | Outcome/Objective: Ability to teach in an Intensive English Program

Collect faculty observation details
Ask faculty who are already observing GTAs in order to write letters of recommendation for them to send observation details to the department as well.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Low

Relationships (Measure | Outcome/Objective):
Measure: Faculty observation of student teaching | Outcome/Objective: Ability to teach in an Intensive English Program

Develop ways to track our graduates
In conjunction with other graduate programs, develop and implement stronger tracking and reporting mechanisms to determine whether our graduates are able to find employment as well as to track what kinds of employment they find.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Employment rate | Outcome/Objective: Demonstrate professionalization

Formalized data collection
Formally gather information on TESOL conference participation and report it on the department website.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Low

Relationships (Measure | Outcome/Objective):
Measure: Presentation at professional conferences | Outcome/Objective: Demonstrate professionalization
Mission / Purpose

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students will demonstrate mastery of the principles of TESOL

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3.3.1.1 Educational programs, to include student learning outcomes

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Strategic Plan Associations
University of Alabama
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1.7 Sharpen assessment activities of all campus functions and link those to an enhanced planning process.

Related Measures

M 1: Assessment based on papers and tests
course-embedded direct assessment through papers and tests
Source of Evidence: Standardized test of subject matter knowledge

Target:
No set target; 100% would be ideal.

Finding (2011-2012) - Target: Met
All students completing the course met or exceeded expectations. No changes required.

M 2: Comprehensive exam
comprehensive exam
Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
No set target.

Finding (2011-2012) - Target: Met
All students taking the exam passed.

SLO 2: Expertise in teaching composition
students will demonstrate theoretical and practical expertise in teaching composition

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11 Writing - SLO is related to building on students’ competency in academic writing skills and aims to extend those skills

Strategic Plan Associations
Related Measures

M 3: Complete pedagogy courses
completing pedagogy courses

Source of Evidence: Academic direct measure of learning - other

Target:
No set target; 100% of students must complete the courses before teaching.

Finding (2011-2012) - Target: Met
All students successfully completed the courses.

M 4: Faculty observation of student teaching
faculty observations of student teaching

Source of Evidence: Academic direct measure of learning - other

Target:
All students are observed as part of their training process.

Finding (2011-2012) - Target: Met
All students were observed and found to be acceptable or better.

M 5: Course evaluation results
student course evaluation results

Source of Evidence: Academic direct measure of learning - other

Target:
No specific numeric target required.

Finding (2011-2012) - Target: Met
The First Year Writing program examines and does an analysis of all evaluation results every year. Results from this year are judged to be favorable.

Connected Document
Writing Center Annual Report 2011-12

SLO 3: Ability to teach in an Intensive English Program
students will demonstrate the ability to teach English language skills in an Intensive English program

Connected Documents
Curriculum Map I Teaching English as a second language M.A.
Curriculum Map II Teaching English as a second language M.A.

Relevant Associations:

Standard Associations
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Related Measures

M 4: Faculty observation of student teaching
faculty observations of student teaching

Source of Evidence: Academic direct measure of learning - other

Target:
All students are observed as part of their training process.

Finding (2011-2012) - Target: Partially Met
All students were observed as part of their training process. GTAs teaching TESOL classes could benefit from additional observation; as with other GTAs across the department, many are observed as part of the process of writing faculty recommendations. The department should try to collect these assessments to add to what information it already has on the quality of their teaching.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Collect faculty observation details
Established in Cycle: 2011-2012
Ask faculty who are already observing GTAs in order to write letters of recommendation for them to send observation details to t...

**M 5: Course evaluation results**

*student course evaluation results*

Source of Evidence: Academic direct measure of learning - other

**Target:**

No specific numeric target required.

**Finding (2011-2012) - Target: Not Reported This Cycle**

At present, only the First Year Writing program performs an independent assessment of course evaluation results. In part, they can do so because of a dedicated staff working during the summer. No such mechanism currently exists to evaluate intensive English courses.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**Assess evaluations**

*Established in Cycle: 2011-2012*

Perform a brief examination and assessment of intensive English course evaluations, if practical.

**SLO 4: Demonstrate professionalization**

*students will display a level of professionalization sufficient for further graduate studies and employment*

**Connected Documents**

- Curriculum Map I - Teaching English as a second language M.A.
- Curriculum Map II - Teaching English as a second language M.A.

**Relevant Associations:**

**Standard Associations**

* SACS 3.3.1
  3.3.1.1 Educational programs, to include student learning outcomes

**Strategic Plan Associations**

University of Alabama

1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.7 Sharpen assessment activities of all campus functions and link those to an enhanced planning process.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.

**Related Measures**

**M 6: Presentation at professional conferences**

*presentation of student work at national and international professional conferences*

Source of Evidence: Presentation, either individual or group

**Target:**

No specific target exists.

**Finding (2011-2012) - Target: Not Reported This Cycle**

Presentations are self-reported. At present, there's no formal collection process for this information.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**Formalized data collection**

*Established in Cycle: 2011-2012*

Formally gather information on TESOL conference participation and report it on the department website.

**M 7: Admission rate**

*# of admissions to PhD programs*

Source of Evidence: Graduate/professional school acceptance rate

**Target:**

No specific target exists; not all graduates will want or need to go on to a PhD program.

**Finding (2011-2012) - Target: Not Reported This Cycle**

As with other self-reported data, we do not have sufficient results to say anything about whether this objective has been achieved. Given that pursuit of the PhD need not be a professional requirement within the discipline, this assessment method might be usefully replaced or folded into the overall assessment of how our graduates perform after receiving their degrees.

**M 8: Employment rate**

*employment in the discipline*

Source of Evidence: Job placement data, esp. for career/tech areas

**Target:**

No specific target exists.

**Finding (2011-2012) - Target: Not Reported This Cycle**

As with other graduate programs, employment information for the TESOL program relies upon self-reporting. And as with other programs, the department needs to establish a formal reporting process and rework expectations in order to track the success of our graduates in an accurate way.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.
Develop ways to track our graduates
Established in Cycle: 2011-2012
In conjunction with other graduate programs, develop and implement stronger tracking and reporting mechanisms to determine wheth...

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtm 5: (N/A)Program Outcome: High Level of Recognized Quality**
The program will improve and sustain a high level of recognized quality

**Related Measures**

M 17: (N/A)8-year program review strengths
8-year program review strengths.
Source of Evidence: Academic indirect indicator of learning - other

M 18: (N/A)8-year program improvement recommendations
8-year program improvement recommendations.
Source of Evidence: Academic indirect indicator of learning - other

**OthOtm 6: (N/A)Program Outcome: Sustain Optimal Level of Enrollment**
The program will build and sustain an optimal level of annual program enrollments and degree completion.

**Related Measures**

M 19: (N/A)Number of applications and percentage of admissions over three year period
Number of applications and percentage of admissions over three year period.
Source of Evidence: Academic indirect indicator of learning - other

M 20: (N/A)Number of graduates over three year period
Number of graduates over three year period.
Source of Evidence: Academic indirect indicator of learning - other

M 21: (N/A)ACHE Viability standards
ACHE Viability standards.
Source of Evidence: Benchmarking of learning outcomes against peers

**OthOtm 7: (N/A)Program Outcome: Highly Valued by Program Graduates**
The program will be highly valued by its program graduates and other key constituencies it serves.

**Related Measures**

M 22: (N/A)Results from alumni surveys
Results from alumni surveys
Source of Evidence: Alumni survey or tracking of alumni achievements

M 23: (N/A)Employment data
Employment data
Source of Evidence: Job placement data, esp. for career/tech areas

**OthOtm 8: DELETE**
The department will maintain a transparent and accountable system of government.

**Related Measures**

M 9: DELETE
The department reviews and updates the department governance handbook, maintaining standing committees and administrative assignments as mandated by the handbook.
Source of Evidence: Government standards

M 10: DELETE
The department establishes clear methods of hiring and retention, including appointed search committees, the Instructor Review process, and the tenure-track retention process.
Source of Evidence: Government standards

**OthOtm 9: DELETE**
The department will provide general education services to the university population through the First Year Writing program and the Writing Center.

**Related Measures**

M 11: DELETE
Summary of student performance on assigned writing tasks in First Year Writing Program, as evaluated by the Director of FYW.
Source of Evidence: Academic indirect indicator of learning - other

M 12: DELETE
Number of students served and success of accessibility and outreach programs, as determined by the Director of the Writing Center.
Source of Evidence: Academic indirect indicator of learning - other

**OthOtm 10: DELETE**
Faculty will engage in scholarly activities, including research, publication, conference presentations, and creative endeavors.

**Related Measures**

**M 13: DELETE**
At least 30 faculty publications and presentations per year
Source of Evidence: Academic indirect indicator of learning - other

**M 14: DELETE**
At least 10 internal or external grants submitted per year
Source of Evidence: Academic indirect indicator of learning - other

**OthOtcm 11: DELETE**
The department will enrich the intellectual and cultural life of our campus, community, and state.

**Related Measures**

**M 15: DELETE**
At least 3 public events with a total attendance of 400
Source of Evidence: Academic indirect indicator of learning - other

**M 16: DELETE**
At least 2 community outreach and service learning projects
Source of Evidence: Academic indirect indicator of learning - other

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Assess evaluations**
Perform a brief examination and assessment of Intensive English course evaluations, if practical.

**Established in Cycle: 2011-2012**
Implementation Status: Planned
Priority: Low

**Relationships (Measure | Outcome/Objective):**
Measure: Course evaluation results | Outcome/Objective: Ability to teach in an Intensive English Program

**Collect faculty observation details**
Ask faculty who are already observing GTAs in order to write letters of recommendation for them to send observation details to the department as well.

**Established in Cycle: 2011-2012**
Implementation Status: Planned
Priority: Low

**Relationships (Measure | Outcome/Objective):**
Measure: Faculty observation of student teaching | Outcome/Objective: Ability to teach in an Intensive English Program

**Develop ways to track our graduates**
In conjunction with other graduate programs, develop and implement stronger tracking and reporting mechanisms to determine whether our graduates are able to find employment as well as to track what kinds of employment they find.

**Established in Cycle: 2011-2012**
Implementation Status: Planned
Priority: High

**Relationships (Measure | Outcome/Objective):**
Measure: Employment rate | Outcome/Objective: Demonstrate professionalization

**Formalized data collection**
Formally gather information on TESOL conference participation and report it on the department website.

**Established in Cycle: 2011-2012**
Implementation Status: Planned
Priority: Low

**Relationships (Measure | Outcome/Objective):**
Measure: Presentation at professional conferences | Outcome/Objective: Demonstrate professionalization
## Curriculum Map 1 (Student Learning Outcomes)

<table>
<thead>
<tr>
<th>Course 1</th>
<th>Course 2</th>
<th>Course 3</th>
<th>Required Experience</th>
<th>Required Task</th>
<th>Common Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>610</td>
<td>613</td>
<td>617</td>
<td>620 teaching</td>
<td>presentation of work at conferences</td>
<td>X</td>
</tr>
<tr>
<td>X</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>X</td>
</tr>
</tbody>
</table>

### Student Learning Outcomes

- **Student Learning Outcome 1**: mastery of principles
- **Student Learning Outcome 2**: teaching composition
- **Student Learning Outcome 3**: teaching in Intensive English
- **Student Learning Outcome 4**: professionalization
- **Student Learning Outcome 5**:
## Curriculum Map II (Assessment Measures)

<table>
<thead>
<tr>
<th>Student Learning Outcome 1</th>
<th>Student Learning Outcome 2</th>
<th>Student Learning Outcome 3</th>
<th>Student Learning Outcome 4</th>
<th>Student Learning Outcome 5</th>
<th>Student Learning Outcome 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>mastery of principles</td>
<td>teaching composition</td>
<td>teaching in Intensive English</td>
<td>professionalization</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course 1</strong> 610</td>
<td>course embedded direct assessment methods: papers and exams</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course 2</strong> 613</td>
<td>course embedded direct assessment methods: papers and exams</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course 3</strong> 617</td>
<td>faculty observation of student teaching</td>
<td>faculty observation of student teaching</td>
<td>construction of syllabi prior to teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Experience 620</td>
<td>course embedded direct assessment methods: papers and exams</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Common Experience</td>
<td>student course evaluation results</td>
<td>student course evaluation results</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Task</td>
<td>faculty evaluation of student performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>comprehensive exam</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Common Assignment</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 1</td>
<td></td>
<td></td>
<td>successful submission to and presentation at a professional conference</td>
<td></td>
<td></td>
</tr>
<tr>
<td>presentation of work at conferences</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Activity 2</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Activity 3</td>
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<tr>
<td>Activity 4</td>
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</tr>
</tbody>
</table>
The University of Alabama Writing Center

Annual Report

2011-2012

Submitted by

Dr. Luke Niiler, Director
The University of Alabama Writing Center
Annual Report 2011-2012
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Executive Summary

In 2011-2012, the Writing Center saw a total of 7275 student contacts, as measured in terms of face-to-face and online consultations (6075) and in-class workshops (1200).

In other highlights, a two-course Writing Center sequence was approved, a satellite site in Gorgas Library was created, and a formal outcomes assessment program began. The Writing Center also enhanced and increased its social media presence, created a training blog, created training and publicity videos, tasked senior consultants with mentoring and workshop presentations, and provided a more robust and intensive consultant training program.
The University of Alabama Writing Center
Mission Statement

The UA Writing Center contributes to the UA campus community in three ways: teaching, research and service.

**Teaching:** We seek to educate writing students through consultations, provided by appointment or on a walk-in basis. Because no two writers are the same, and no two writers work in the same way, we tailor the writing instruction we provide to the specific needs of individual writers.

Our consultants receive ongoing training so that they may carefully and accurately assess their clients’ needs and suggest specific strategies for planning, drafting, revising, and editing documents. However, Writing Center consultants do not write students’ papers for them, nor will they make any guarantees with regard to the grade any writing will receive.

**Research:** We reach a variety of writing students, each of whom possesses a different level of writing proficiency. We know that we use several teaching strategies in our work. Therefore we can closely observe and carefully reflect upon writing process and pedagogy, both formally and informally.

We contribute to ongoing research and scholarship on writing center practice and theory, and keep abreast of latest developments in the field through reading professional publications, and maintaining membership in the International Writing Centers Association, and the Southeastern Writing Centers Association.

**Service:** We encourage and support the efforts of faculty from all disciplines to incorporate writing instruction into their teaching. We offer short workshops for writing students and faculty on a variety of writing-related issues; and provide consultation time with the Writing Center Director to help faculty plan writing assignments.

As time and resources allow, we will continue to implement and grow programs like the following: satellite tutoring sites; online tutoring services; and community literacy outreach.
The University of Alabama Writing Center
Statement and Status of Goals, 2011-2012

1. Tutor training:

   a. Revise tutor manual to include short-form user guide and section on tutoring in most-seen disciplines. **Status: Met.** This ‘user guide’ is distributed and reviewed during orientation, with the complete guide distributed at the end of that period for future reference.

   b. Create list of required readings for year and require staff members to blog on each reading. **Status: Met.** Staff members began blogging about their work in the Writing Center beginning in the Spring term. The idea was modified from ‘blogging on readings’ to blogging reflections and advice for the benefit of future, incoming staff. You can review the blog at fridayat3.blogspot.com.

   c. Eliminate ‘personal tutoring reports’ in favor of blog (above) and mid-year/end-of-year reports. **Status: Met.** While this reduced some paperwork, I do think that consultants benefit from having to write more regular, formal reports, and I have included that in the goals statement for 2012-2013. In fairness, I should report that the quality of mid-year and year-end reports was very high. Staff members are clearly learning a lot about the work of Writing Centers, not only in terms of consulting but also in terms of pre-service teacher training.

   d. Solicit more tutor feedback in design of inservices/workshops. **Status: Met.** Inservices and workshops were interactive and staff-centered, and proved more popular this year than in prior years.

2. Staff continuity:

   a. Create senior tutor/mentor opportunities, in which staff from prior years can return to consult with current staff. **Status: Met.** On several occasions this year, I asked former staff to return to visit with current staff; conduct workshops on behalf of the Writing Center; and perform promotional work. This goal was also met in an entirely different context, when I asked current staff to guide and observe students from my inaugural Writing Center courses as they conducted their first consultations.
b. Begin teaching Writing Center course sequence. Students completing the first course in the sequence will be eligible to compete for staff positions, and will receive academic credit for working in the Writing Center. **Status: Met**. ‘Writing Center Practicum’ (EN 317) and ‘Writing Center Theory’ (EN 456) were approved this year. In the meantime, I began teaching the ‘Practicum’ course as a Special Topics offering. Students read, discussed, and wrote about Writing Center theory, observed consultations, interviewed consultants, conducted their own (supervised) consultations, visited area Writing Centers, and conducted action research projects. I retained three fall ’11 students as consultants for spring ’12, and will retain five spring ’12 students as consultants for the 2012-2013 academic year. Continuity! Progress!

c. Divide new staff into working groups, or committees, to encourage and increase gta’s’ feeling of being invested in Writing Center work. The work of these committees will be ongoing, not limited to a single academic year. Working groups will focus on online tutoring; website development; campus and community outreach; promotions and advertising; hospitality; and, possibly, assessment. **Status: Unmet.** By attempting this initiative, I learned I could not consistently count on student initiative outside of Writing Center working hours to accomplish this goal. To be completely fair, though, certain individuals on the staff did accomplish much of what I set out to do with these working groups: including online consulting, assessment, promotions, website development, and social networking. I still very much believe in the power of working groups or task forces to get things done, and I will show a revised initiative in my 2012-2013 goals, below.

3. Education and Promotion:

   a. Increase number of consultations to 6000. **Status: Met**. Complete information is shown in the table, below. The number of total student contacts for the year is approximately 7200.

   b. Finish videos; post to website. **Status: Met.** You can find some of these at writingcenter.ua.edu, and others (generally used for training purposes) by searching for ‘University of Alabama Writing Center’ on youtube.

   c. Continue developing website with greater selection of links and writing pointers. **Status: Met.** Visit writingcenter.ua.edu, and click on ‘resources.’

   d. Include iPads in tutoring booths. **Status: Met.** Two iPads were used for assessment data collection purposes. Please review goal #5, below, for additional notes on the use of iPads in the coming year.
e. Host faculty wine and cheese meet-and-greets, in conjunction with my work on the Core Curriculum Oversight Committee ‘Writing’ subcommittee. **Status: Unmet.** Please review goal # 3, below, for additional notes on faculty contacts/workshops during the coming year.

4. Other:

a. Provide support to staff interested in traveling to regional and national Writing Center-related conferences. **Status: Met.** I will travel to a regional meeting of Writing Center directors in May; and will attend the weeklong International Writing Centers Association Summer Institute in July. Both experiences should help me further develop this program and my professional identity.
The University of Alabama Writing Center
Usage Data, 2009-2012

<table>
<thead>
<tr>
<th></th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultations:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Face-to-face and online</td>
<td>5505</td>
<td>5656</td>
<td>6075</td>
</tr>
<tr>
<td>Utilization rate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Consultation hours/Hours available)</td>
<td>.588</td>
<td>.762</td>
<td>.80</td>
</tr>
<tr>
<td>Mean rate of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>consultations per week</td>
<td>144</td>
<td>148</td>
<td>160</td>
</tr>
</tbody>
</table>

Table 1: Writing Center Usage Data

Notes:

- Table includes data from opening of new facility in Lloyd Hall to present.
- Table does not include student attendance at workshops. That number, 1200, brings total student contacts for the year to 7275.
- ‘Mean rate’ data now includes fall, spring, and summer counts (summer counts were not included on prior Annual Reports).
<table>
<thead>
<tr>
<th>College or Program</th>
<th>Contact Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Sciences</td>
<td>Promotions; Research skills; Science writing; Literature reviews; Abstracts; Avoiding Plagiarism</td>
</tr>
<tr>
<td>Business</td>
<td>Promotions; Business writing</td>
</tr>
<tr>
<td>Communication and Information Sci.</td>
<td>Outlining speeches</td>
</tr>
<tr>
<td>Community Health Sciences</td>
<td>Promotions</td>
</tr>
<tr>
<td>Continuing Studies</td>
<td>Online tutoring</td>
</tr>
<tr>
<td>Education</td>
<td>Promotions; Writing skills/APA workshop</td>
</tr>
<tr>
<td>Emerging Scholars</td>
<td>Abstracts; Literature Reviews</td>
</tr>
<tr>
<td>Engineering</td>
<td>Lab reports; Abstracts; Literature Reviews</td>
</tr>
<tr>
<td>Honors</td>
<td>Promotions; Research skills; Plagiarism workshop</td>
</tr>
<tr>
<td>McNair Scholars</td>
<td>Abstracts; Literature Reviews</td>
</tr>
<tr>
<td>New</td>
<td>Promotion; Writing skills workshops</td>
</tr>
<tr>
<td>Nursing</td>
<td>Online tutoring</td>
</tr>
<tr>
<td>Social Work</td>
<td>Promotions; MSW Orientations</td>
</tr>
<tr>
<td>Tide Together</td>
<td>Writing Skills ‘Bootcamp’; Literature Reviews</td>
</tr>
</tbody>
</table>

Notes:

- Approximately 50 workshops and promotional lectures reaching approximately **1200 students** occurred during the 2011-2012 academic year.
<table>
<thead>
<tr>
<th>Goal</th>
<th>Direct Measures</th>
<th>Indirect Measures</th>
<th>Results</th>
<th>Actions Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultant training: Revise manual</td>
<td>• Revisions complete; short-form ‘user guide’ now available.</td>
<td>• Observations of staff at work.</td>
<td>• Improved staff awareness of protocols and resources, but some revisions needed.</td>
<td>• Work with summer staff to revise as necessary.</td>
</tr>
<tr>
<td>Consultant training: Blogs</td>
<td>• Fridayat3blogs pot.com created.</td>
<td>• Positive staff feedback.</td>
<td>• Staff involved in creating training materials for future consultants.</td>
<td>• Continue, using both reflective practice and assigned readings as basis for blog posts.</td>
</tr>
<tr>
<td>Consultant training: Eliminate ‘Personal Tutoring Reports’ in favor of blogs, mid-year report, and year-end report.</td>
<td>• PTRs eliminated; new reports submitted.</td>
<td>• Consultants observed throughout the year to determine extent of learning.</td>
<td>• Two reports and a blog are not enough to encourage and ascertain consultant learning.</td>
<td>• Require monthly written reports, beginning in the fall.</td>
</tr>
<tr>
<td>Consultant training: Solicit staff feedback in design of inservices and workshops.</td>
<td>• Client-centered workshops or meetings provided each month.</td>
<td>• Consultants observed after workshops to determine extent to which workshop strategies were applied.</td>
<td>• Workshops and meetings met consultant needs better than in past years.</td>
<td>• Continue to work with consultants to design workshop topics.</td>
</tr>
<tr>
<td>Staff continuity: Mentoring opportunities</td>
<td>• Past staff returned to conduct Writing Center workshops. • Past staff performed promotional work. • Current staff observed and</td>
<td>• Observations feedback from students, faculty, and consultants.</td>
<td>• Past staff experienced an added sense of investment in the work of the Writing Center. • Practicum students</td>
<td>• Continue these initiatives, and continue to explore ways of creating mentoring opportunities.</td>
</tr>
<tr>
<td>guided Writing Center Practicum students as they conducted consultations.</td>
<td>valued the opportunity to work under supervision. • Current staff valued the opportunity to guide students.</td>
<td></td>
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<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Staff continuity: Writing Center course sequence.</strong></td>
<td><strong>Staff continuity: Working groups.</strong></td>
<td><strong>Education and Promotion: Increase # of consultations to 6000.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• EN 317 (&quot;Writing Center Practicum&quot;) and EN 456 (&quot;Writing Center Theory&quot;) approved. • Practicum taught as ‘Special Topics’ course. • Five students retained for 2012-2013 academic year as consultants.</td>
<td>• In fall 2011, the following committees were created: Hospitality, Social networking, Promotions, Online consulting, and Outreach. • Student interest and participation varied due to time restraints (as noted in ‘Statement of Goals,’ above). • Future committee work must be built into the WC work schedule. • Future committee work must be closely aligned to daily WC practice.</td>
<td>• 6075 consultations recorded for this academic year. • Current promotional efforts are succeeding. • Increase # of consultations to 6500. • Create ‘Writing Fellows’ and dedicated schedule of faculty and student workshops to further</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student feedback.</strong> • Observations of students working as consultants.</td>
<td>• Emphasize consulting practice as early as possible during the term. • Stress theory after, not before, practice. • Provide authentic, WC-based research opportunities for students.</td>
<td><strong>n/a</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Use data from forthcoming SOIs to tweak course.</strong></td>
<td><strong>One hour per week of each consultant’s schedule will be reserved for committee work.</strong> • Committee work will be focused on specific consulting strategies.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Education and Promotion: | • Promotional videos posted.  
• UA Writing Center youtube channel created. | • n/a | • Excellent educational and promotional strategy.  
• Excellent training tool (for future staff). | • Continue developing resources as needs arise.  
• Dedicate one TA to perform videotaping. |
|-------------------------|-------------------------------------------------|-----------------|-------------------------------------------------|-------------------------------------------------|
| Education and Promotion: | • Wordpress now in use; this makes content generation and revision much easier than before.  
• ‘Resources’ page expanded.  
• Facebook and Twitter links created.  
• Facebook account reaches an average of 1500 clients worldwide each week. | • n/a | • Facebook and Twitter are more important than the website in terms of sharing information.  
• The website is primarily a repository of information and resources for the use of clients and consultants. | • Retain current social networking specialist to continue these initiatives. |
| Website development. | | | | |
| Education and Promotion: | • Two iPads used for outcomes assessment purposes (consultants and clients completed post-consultation surveys on iPads). | • n/a | • Clients rated the WC highly in all categories surveyed.  
• Consultants saw evidence of the positive impact of consultation on clients’ writing. | • Continue using iPads for assessment purposes.  
• Begin using iPads as a way of notifying walk-ins that their consultants are ready (via the waitaway app). |
| Use iPads in consultation stations. | | | | |
| Other: | • Field trips to area Writing Centers.  
• Regional WC Directors’ meeting, U of Montevallo.  
• International WC Association | • n/a | • Students benefited from visits to area WC’s, as shown in their trip reports.  
• Other trips not yet taken | • Continue.  
| Support staff travel to regional and national Writing Center-related activities and conferences. | | | |
Table 1. Client ratings of consultation effectiveness.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>N/A</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>I (the client):</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Received helpful advice. Will apply something I learned to my current writing assignment.</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>10</td>
<td>146</td>
<td>3</td>
<td>4.86</td>
<td>163</td>
</tr>
<tr>
<td>Will refer to the 'Consultation Summary Sheet' as I continue to revise. Have gained confidence in my writing ability. Want to work with my consultant again. Will visit the Writing Center again. Will recommend the Writing Center to others.</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>12</td>
<td>149</td>
<td>0</td>
<td>4.86</td>
<td>165</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>20</td>
<td>136</td>
<td>1</td>
<td>4.77</td>
<td>164</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>1</td>
<td>6</td>
<td>35</td>
<td>119</td>
<td>2</td>
<td>4.64</td>
<td>165</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>17</td>
<td>142</td>
<td>0</td>
<td>4.78</td>
<td>165</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>12</td>
<td>148</td>
<td>1</td>
<td>4.86</td>
<td>165</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>8</td>
<td>154</td>
<td>0</td>
<td>4.91</td>
<td>164</td>
</tr>
</tbody>
</table>

answered question 165

skipped question 0
Table 2: Client ratings of consultant actions and attitudes.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>N/A</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Made me feel welcome.</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>158</td>
<td>0</td>
<td>4.92</td>
<td>165</td>
</tr>
<tr>
<td>Encouraged me to talk.</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>22</td>
<td>134</td>
<td>1</td>
<td>4.78</td>
<td>161</td>
</tr>
<tr>
<td>Answered my questions.</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>10</td>
<td>151</td>
<td>0</td>
<td>4.87</td>
<td>165</td>
</tr>
<tr>
<td>Communicated clearly.</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>8</td>
<td>152</td>
<td>0</td>
<td>4.85</td>
<td>165</td>
</tr>
<tr>
<td>Respected me.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>162</td>
<td>0</td>
<td>4.95</td>
<td>165</td>
</tr>
<tr>
<td>Referred me to outside resources.</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>18</td>
<td>112</td>
<td>26</td>
<td>4.71</td>
<td>165</td>
</tr>
</tbody>
</table>

Note:

1. Survey was compiled with the responses of 165 randomly selected clients during the Spring 2012 semester. Survey does not control for age, gender, race, academic discipline, length of consultation, or number of prior visits.

2. Highest ratings, Table 1, were for questions 1, 2, and 6—the most significant categories rated: helpfulness of advice, applicability of advice, and possibility of return visit.

3. Lowest ratings, Table 1, were for questions 3 and 4: the value of the ‘Consultation Summary Sheet,’ provided to each client at the end of each session; and improved confidence in writing ability. These matters will be addressed in future training sessions.

4. Table 2 addresses clients’ affective responses to consultant interventions, with the last question largely contingent on the subject matter of the consultation.
The University of Alabama Writing Center
Outcomes Assessment Data, Spring 2012

Table 1: Consultant Perception of Client Skill Level, Pre-Consultation

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Mastery</th>
<th>Familiarity</th>
<th>Developing</th>
<th>Not sure</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>with HOCs</td>
<td>47</td>
<td>86</td>
<td>57</td>
<td>10</td>
<td>200</td>
</tr>
<tr>
<td>with LOCs</td>
<td>20</td>
<td>106</td>
<td>57</td>
<td>16</td>
<td>199</td>
</tr>
</tbody>
</table>

answered question 201
skipped question 1

Table 2: Consultant Perception of Client Skill Level, Post-Consultation

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Mastery</th>
<th>Familiarity</th>
<th>Developing</th>
<th>Not sure</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>with HOCs</td>
<td>63</td>
<td>104</td>
<td>18</td>
<td>11</td>
<td>196</td>
</tr>
<tr>
<td>with LOCs</td>
<td>29</td>
<td>123</td>
<td>32</td>
<td>13</td>
<td>197</td>
</tr>
</tbody>
</table>

answered question 199
skipped question 3

Notes:

1. Surveys were compiled with data provided from 202 randomly selected consultations.
2. Surveys do not control for age, gender, race, academic discipline, length of consultation, or number of prior visits.
3. ‘HOCs’ are ‘Higher-Order Concerns,’ or conceptual matters: Format, Thesis/Argument, Development, Organization, Coherence.
4. ‘LOCs’ are ‘Lower-Order Concerns,’ or grammar, punctuation, and/or mechanics.
5. ‘Mastery’ indicates polished work with no distracting errors.
6. ‘Familiarity’ indicates undistinguished proficiency—sufficient to accomplish a purpose, with some distracting errors.
7. ‘Developing’ indicates the work of a novice writer. Multiple and distracting errors are present.
8. ‘Mastery’ and ‘Familiarity’ (as a function of HOCs) increased from 66% to 85%, pre- to post-consultation.
9. ‘Mastery’ and ‘Familiarity’ (as a function of LOCs) increased from 63% to 77%, pre- to post-consultation.
10. ‘Developing’ (as a function of HOCs) decreased from 28% to 9%, pre-to post-consultation.
11. ‘Developing’ (as a function of LOCs) decreased from 29% to 16%, pre-to post-consultation.
12. This assessment tool was designed with input from e-Tech faculty training workshops, February, 2012.
13. Future outcomes assessments will control for gender, academic discipline, amount of time spent consulting, and consultant expertise.
The University of Alabama Writing Center
Itemized Expenses: Oct 1 2011-Sept 30 2012

<table>
<thead>
<tr>
<th>Expense Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Annual budget</strong></td>
<td><strong>20,000.00</strong></td>
</tr>
<tr>
<td>Office supplies</td>
<td>1183.00</td>
</tr>
<tr>
<td>Technology</td>
<td></td>
</tr>
<tr>
<td>Surveymonkey subscription</td>
<td>300.00</td>
</tr>
<tr>
<td>26LLC scheduling database</td>
<td>800.00</td>
</tr>
<tr>
<td>Promotional items</td>
<td>632.00</td>
</tr>
<tr>
<td>Subscriptions</td>
<td>30.00</td>
</tr>
<tr>
<td>Consultant stipends</td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>7600.00</td>
</tr>
<tr>
<td>Engineering/French/German</td>
<td>2880.00</td>
</tr>
<tr>
<td>Workshop presenters</td>
<td>706.00</td>
</tr>
<tr>
<td>Social networking coordinator</td>
<td>330.00</td>
</tr>
<tr>
<td>Travel and professional development</td>
<td></td>
</tr>
<tr>
<td>Trips to UNA and Montevallo Writing Centers</td>
<td>151.00</td>
</tr>
<tr>
<td>International Writing Centers Association Summer Institute, July 29-August 4</td>
<td></td>
</tr>
<tr>
<td>Airfare</td>
<td>150.00</td>
</tr>
<tr>
<td>Car rental</td>
<td>300.00</td>
</tr>
<tr>
<td>Hotel</td>
<td>750.00</td>
</tr>
<tr>
<td>Registration</td>
<td>950.00</td>
</tr>
<tr>
<td><strong>Summer allocation</strong></td>
<td><strong>10,000.00</strong></td>
</tr>
<tr>
<td>Summer staff</td>
<td>12,238.00</td>
</tr>
<tr>
<td>Fall orientation</td>
<td>1000.00</td>
</tr>
<tr>
<td><strong>Remaining balance</strong></td>
<td><strong>0.00</strong></td>
</tr>
</tbody>
</table>
1. **Increase** total number of face-to-face and online consultations to 6500.

2. Acquire **additional space** for the Writing Center. The 80% capacity figure shown on page 8 is an average. The Writing Center often cannot simultaneously accommodate all consultants on duty and all clients waiting for sessions. On several occasions this year, consultants and clients were forced to conduct their sessions outside the Writing Center. This will be an increased problem during the coming year, as I am slated to have approximately 40 consultants on staff (the staff numbered 35 in 2011-2012). Additional space, moreover, will provide a stable site for the series of student and faculty workshops I have detailed below; room for small-group consultations; room for staff meetings, workshops, and training sessions (the WC is not large enough to accommodate the entire staff at once); room for special functions (faculty meet and greets, etc); and room for two new consultation booths. The classroom immediately adjacent to the WC (#321) would be an ideal space for these purposes. Conversion would be relatively simple—a door would be needed to join both spaces, in addition to divider walls and furnishings.

3. Host **regular workshops for students**. As this report shows, I give plenty of workshops on demand, and will continue to do so, but I think that students can benefit from having a stable schedule of workshops on popular writing topics as well. I piloted this a couple of years ago, and I think that I can begin rolling this out in the fall.

4. Host **regular workshops for faculty**. I want faculty to be better informed and educated about who we are and what we do in the UAWC--sometimes I am faced with misunderstandings or misconceptions of our work (ie, 'Why didn't your staff edit every last comma splice out of my student's draft?'), and I think I need to do a better job of teaching faculty about our methods of working with their students. As part of this initiative, I'd like to provide workshops on creating robust writing assignments and evaluating writing assignments. I'd like to bring faculty writing culture a little bit more in line with Writing Center culture--so that students, ultimately, benefit from stronger writing instruction.

5. Develop a **'writing fellows' program**. I will explore methods of intensively training select staff members to be better prepared to accommodate and instruct clients from across the disciplines. One such method is a 'writing fellows' program, in which select staff are assigned to attend specific classes in disciplines outside of English (such as Business, Engineering, Social Work, etc) to learn more about the purposes and features of good writing within those fields. This will enable my staff to better accommodate clients from across the disciplines, and will create more trust of the WC among fields outside of English.
6. Further applications of technology, including website materials, outreach via social media, and the use of iPads. The website needs a logo and richer selection of resources. Our social media profile has greatly increased this year due to the hard work and creativity of our new social media coordinator; I look forward seeing what further innovations she has in mind. Finally, iPads are currently used to collect assessment data, but I’d also like to download the ‘waitaway’ app to help manage walk-in traffic.

7. Further innovations in staff training and support. This includes creating more mentoring opportunities that bring together past and current staff, as well as the sharpening of committee assignments.

8. Professional development for me. I will attend the International Writing Centers Association Annual Summer Institute in late July, and I hope that I will benefit from the intensive exchanges of that week-long program.