**WAC Committee meeting #1 Spring 2018
Friday, February 16, 2018 GS 214A, 11:00-1:00**

**Present:** D. Murtaugh, C. Tessel, F. Bloetscher, J. Granger, W. Njambi, J. Galin, J. Zvolensky
**Absent:** J. Haky, D. D’Avolio, A. Smith, J. Mason, G. Horton

1. WAC Assessment departmental benchmarking
2. Writing Enriched Curriculum (WEC) update
3. Re-Certification of syllabi
4. Self-study Sustainability indicators

**1. WAC Assessment departmental benchmarking**

**JG** explained how the new WAC interface has finally given us a way to both identify the quality of writing and ways to track improvement. He is meeting with departments to report on WAC assessment data and help departments think through setting benchmarks for improvement on whatever traits are most valuable to the department. Each department will choose 2-3 traits to focus on in terms of setting benchmarks for improvement and making interventions in the curriculum to reach those benchmarks. He explained how due to the 4-point scale of the rubric, most scores will cluster in the 2-3 range, and so any given trait could only have a small amount of room for growth. For there to be any statistical value, a trait would have to improve by .2 points.

**2. Writing Enriched Curriculum (WEC) update**

**JG** gave an update about the programs at different stages of the WEC process.

**School of Urban & Regional Planning (SURP): JG & JZ** met with the chair and liaison this week in preparation for M2. We drafted working definitions for the 6-7 abilities the department has selected for outcome goals. In the coming week or so, the department’s faculty will give any input on the descriptions of the outcome goals and determine which assignments in which courses meet which outcome goals and at what level (Exposure, skill-building, intensive).

**Sociology** is in the first phase of implementation this year, though they have slowed down their process due to several job searches going on this term.

**Ocean & Mechanical Engineering (OME)** has drafted a set of materials that they’ve sent to **JG** for feedback. They will be sharing the material with students and testing the effects.

**Language, Linguistics, and Comparative Literatures (LLCL)** is in its second phase of implementation. We need to follow up with them about their plans for assessment.

At this time we are not able to scale up to more than one department per year unless we find/apply for a grant or if the university gets sufficient funding from the state.

**3. Re-Certification of syllabi**

**JG & JZ** explained the process and strategies for it. **JZ** plans to send each committee member 8-10 syllabi early next week. **JG** suggested using your best judgement in terms of estimating word/page lengths connected to the ~5000 word course target. Similar suggestions were made for assignment descriptions and evaluation criteria, as well as schedule allocating class time to discuss writing.

**4. Self-study Sustainability indicators**

The committee continued conversation of developing sustainability indicators based on the program goals that were established in the fall.

The updated document can be found in the FAU WAC folder in your “Shared with Me” FAU Google Drive. The document is called “Mission Statement.”

A link to a view only version of the document is here: <https://docs.google.com/document/d/1oP1bqNdy_0Eqs_1xHiPVUw96Wr4LOW3dLmzAo1MAT8k/edit?usp=sharing>

In addition to the sustainability indicators, the committee also brainstormed ideas about how the WAC program might also recognize the work/writing that faculty do in addition to the work of students.