

Part V: The Impact Report of the Quality Enhancement Plan

Section 1: Initial Goals and Intended Outcomes

The **overall goal** of Elon's Writing Excellence Initiative (WEI), which was launched in Fall 2013, was to **create a robust and sustainable culture of writing on our campus** that would enhance the teaching and learning of writing in academic and co-curricular spaces. To achieve this overall goal, the WEI guided Elon to:

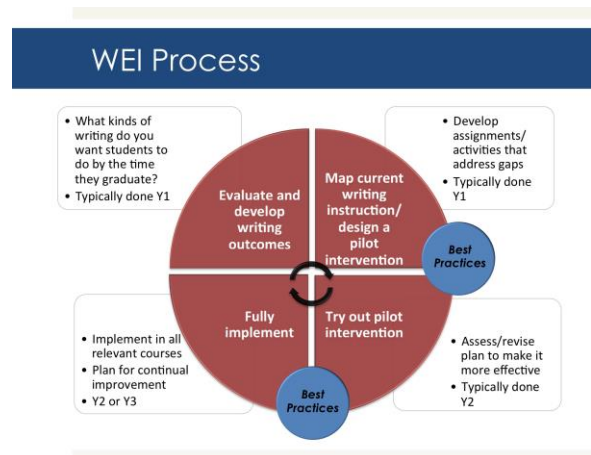
1. **Develop**, and help students achieve, **student learning outcomes** defined by, for, and within specific writing contexts, including all academic departments, the Core Curriculum (COR), and Student Life, and
2. **Build an infrastructure** that would contribute to a sustained culture of writing on our campus by supporting students, faculty, and staff as they work towards achievement of the student learning outcomes.

Three student learning outcomes define the core of the WEI. By the time of graduation, every Elon student will be fully prepared to:

1. **Write to learn:** Through writing, Elon graduates will understand new content and perspectives, analyze information and problems, and generate knowledge.
2. **Write in a discipline:** Through writing, Elon graduates will develop and communicate ideas effectively to readers, for purposes and in contexts that are appropriate for their fields of study.
3. **Write as a citizen:** Through writing, Elon graduates will communicate effectively with other members of their communities on issues of local, regional, or global significance.

To achieve these three student learning outcome and create a sustainable culture of writing across campus, Elon's plan relied on four "primary actors": (1) Academic departments, (2) COR Curriculum (formerly General Studies), (3) Student Life division, (4) The Elon Center for Writing Excellence

The primary actors followed the same general four-phase process for engaging in the WEI. The four-phased plan accurately illustrates the shared process of primary actors and was essential to motivating, guiding, and managing shared progress. Throughout, primary actors received extensive support from the Center for Writing Excellence, which also facilitated interactions between units that led to deeper learning and motivated a dynamic, iterative process. This picture of how the four-phases played out is critical to achieving the initiative's goal of creating a sustainable culture of writing across campus.



Section 2: Changes Made to the QEP

The QEP was followed consistently and thoroughly as originally planned. However, some changes were made during its implementation, the result of two primary factors: (a) overly ambitious projections of the pace of change/implementation and (b) a failure to take into consideration how regular, healthy changes that are part of robust, vibrant institutions of higher education, like Elon, impact implementation timelines.

Original Plan: The following Student Life units will participate in the WEI: Experiential Learning Requirement (Leadership, Study Abroad, Service Learning), Student Employment (Campus Recreation, Multicultural Center, the Center for Leadership), Student Activities (Religious and Spiritual Life, and the Center for Leadership). **Change and Reason for Change:** Student Life was overly ambitious regarding the number of units within it that could actively and consistently participate in the WEI, especially given the high turnover of staff and the fact that several of these units underwent restructuring (e.g., the Multicultural Center is now the Center for Race, Ethnicity, & Diversity Education [The CREDE]). Student Life WEI work was, early in the process, limited to three sub-units: Alternative Spring Break Programs, the GAP Experience, and Campus Recreation. Even within this more focused set, routine institutional change impacted the extent to which Student Life could engage fully the WEI, for the GAP program was eventually canceled due to low enrollments and a revised focus on first-year global experience opportunities. Other Student Life units have become involved over the years, including Residence Life and the CREDE. Furthermore, the Athletic Department has engaged the initiative, integrating reflective writing through a Leadership Experiential Learning Requirement workbook, an effort connected to Student Life. Therefore, Student Life actively participated in the WEI, as planned, but did so through sub-units not originally projected.

Original Plan: The organizational structure originally projected in the plan called for a new University Writing Excellence Council, a Center for Writing Excellence Faculty/Staff advisory committee, and a Center for Writing Excellence Student advisory committee. **Change and Reason for Change:** The creation of three unique, large committees was later assessed to be prohibitively time-consuming and went against Elon's goal of not proliferating faculty committees. Instead, (a) one large committee was created, representative of faculty, programs, and administrators across campus that could fulfill the goals of the first two committees (provide feedback on the WEI and offer guidance), and (b) existing Writing Center structures were used to solicit feedback on writing matters from the undergraduate consultants. This streamlined committee structure was much more nimble and responsive, especially given the interconnectedness between the WEI and the CWE. This was, therefore, a change in the means to achieve several goals, not a change in the goals.

Original Plan: Resources committed to COR to hire visiting faculty and to recruit faculty from across the university to teach first-year writing. **Change and Reason for Change:** Two visiting faculty were hired into the COR, as planned. However, issues arose around this model of faculty hires that led the COR leadership to request that no such further hires be made. Nevertheless, and as planned, first year COR seminar classes were decreased toward 20 (now 21, from 25) to enhance attention to writing. This was achieved without enacting the budgeting plan that was drawn up in the original QEP, a change in the means but not the end goal. Only minimal efforts were made to recruit faculty from across the university to teach first-year writing (the model for Elon's first-year COR course). If such changes are to be made on a larger-scale, we will need increased awareness across campus of this possibility and greater involvement from COR leadership. None of the proposed budget (faculty development, stipends) earmarked for this effort were used.

Original Plan: Assessment would include a common, university-wide rubric. **Change and Reason for Change:** The original QEP mentioned using the AAC&U Value Rubric as a model for common university-wide assessment, one of several assessment measures planned within the WEI. It was later decided that this common rubric was inconsistent with the central theoretical framework for the WEI. The WEI contends that writing is a contextual art, one that must be taught and learned within specific contexts. A common rubric, in contrast, assumes that "good writing" can be defined universally and without attention to context. It was determined that a common, university-wide assessment would contradict and damage the deeply contextualized definitions of and commitments to writing excellence that are central to the WEI. It would also contradict the decentralized model pivotal to the infrastructure

of the WEI. As planned, the primary assessments resided at the unit level. This change, therefore, was the elimination of one, isolated form of assessment that had been part of the original plan so as to enhance the focus on the primary forms of contextualized assessment that had always been at the center of the plan.

Original Plan: Hire a WAU Director from outside of the university. **Change and Reason for Change:** As previously reported to SACS, Paula Rosinski (former Writing Center Director and Professor of Professional Writing and Rhetoric) was promoted to the Writing Across the University position. Though the change was unplanned, it proved an unintended lesson in the value of having a well-respected leader who understands and is already immersed in the culture of the university if “culture change” is central to the initiative.

Original Plan: Graduate programs will participate in the WEI, although they will follow their own process and timeline. **Change and Reason for Change:** The Law School and the School of Health Sciences (Elon’s two graduate-only schools) participated in the WEI and followed their own process and timeline, as we indicated they would in our QEP Report. While not technically a change, neither of these academic units followed or have completed the standard four-phased process. Implementing the WEI at the graduate level was more complicated than at the undergraduate level. In particular, the regular, ongoing accreditation processes and resulting initiatives from those processes take priority and slow progress on other kinds of initiatives, like the WEI. Nevertheless, progress with the overall goal of enhancing the teaching and learning of writing has still been made at the graduate level. The Law School has infused writing throughout all 2 ½ (previously 3) years of its curriculum but has yet to assess student writing at the point of graduation. The School of Health Sciences has also infused writing throughout its curriculum, including writing-to-learn activities, “pharmacowiki writing,” and reflective writing. Further evidence of the School of Health Sciences efforts to highlight the importance of writing in their field include its newly created “Global Learning Opportunities Essay Contest,” now in its second year, and the fact that three students will present Master’s Projects posters at NNCAPA in February 2019.

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| Section 3: Impact on Student Learning and/or the Environment Supporting Student Learning; should include the Achievement of Goals and Outcomes and Unanticipated Outcomes |
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According to QEP 5-year report guidelines, there are two ways to assess the impact of our work: a description of the QEP’s impact on student learning and the environment supporting student learning. Because the WEI’s overarching goal was to build a bold, innovative, and sustainable infrastructure that will support the whole of the institution as it works long-term toward enhancing the culture of writing on Elon’s campus, the assessment of the WEI focuses primarily on the environment supporting student learning, with a focus on the four primary actors tasked with guiding efforts to prepare students to achieve the SLOs: academic majors, the COR curriculum, Student Life, and the Center for Writing Excellence.

As previously outlined, each unit (which includes every major) was invited to do its own baseline assessment of writing within its unit, to set its own unit-specific goals for student learning relative to writing, and to develop its own assessments using its own evaluation criteria. Upon completing that cycle, the standard, four-phased process guided all units, then, to enter another iteration of goal-setting, planning, and assessment. Throughout, units would receive extensive – often direct, individualized, and contextualized – support from the Center for Writing Excellence, which was designed to build through its systems (e.g., institutes, grants, workshops, projects, physical location, consulting) a broad culture/network of dedication to and support for enhanced student writing. And, as mentioned above, because the development of writing ability is highly contextualized, the WEI focused its assessments on the following rather than students as individual writers:

- Progress of majors/units in the WEI process
- Number and kind of student writing outcomes written by majors/units
- Types of artifacts assessed as evidence of student learning
- Units' reported achievement of SLOs

Impact on Student Learning

Progress of majors/units in the WEI process

A primary measure of impact built into the QEP is the progress units made through the standard four-phased process. Built into this standard process are unit-outcomes related to (a) identifying baseline measures within context, (b) defining context-specific aspirational goals for students, (c) creating context-specific interventions designed to achieve goals set, (d) measuring progress towards goals, (e) revising plans and/or goals, and (f) proceeding with additional, revised interventions. According to our plan, each major/unit proceeded at its own pace depending on its particular needs, newly identified writing outcomes (WOs), planned “interventions” or changes, and scheduled assessments. Measuring the progress of units through the process, therefore, is an indirect measure of the impact of the WEI on the teaching and learning of writing across the whole of the campus.

Though an audacious goal, the WEI aimed to engage every major, as well as units outside the curriculum, in this four-phased effort. After five years, we can report that every major, the COR curriculum, and the previously described Student Life units have started the process and in many cases have already completed an entire iteration.

Throughout these five years, several “superstar” departments have made unfaltering, outstanding progress. For example, the World Languages and Culture department revamped its entire curriculum, integrating writing instruction throughout, and the Psychology Department succeeded in building in complex, scaffolded writing instruction that highlights to students the unique features of writing as a social scientist.

Arguably, greater progress has been made in departments that struggled to get their WEI work moving and perhaps were even a bit resistant to the idea that their department could benefit from the WEI. For example, while the History and Geography Department was part of the first-wave of departments to start the process, significant institutional culture disagreements with the first WAU director resulted in apathy. Eventually, they lost track of their work as faculty attention was diverted away from the WEI. Later, after support from the CWE in the form of workshops and grants, this department returned to its WEI work and, a few months after the “official” conclusion of the WEI, passed a policy to integrate very specific kinds of historical writing instruction into their 100-, 200-, and 300-level courses.

Another example of a struggling department is found in Computer Science. This department was skeptical that the teaching of alphabetic writing (as opposed to code) could help students in their discipline. After CWE support in the form of a grant and consulting with the WAU director, they arrived at a contrary conclusion: writing-to-learn activities can, indeed, help their students become better programmers.

Based on our studied knowledge of other universities that have attempted the decentralized model of cross-curricular writing (a model touted for its heightened potential for broader and deeper impact on student learning because it is embedded within and connected to majors and specific units), none have been able to engage all majors and an entire campus, even after up to a decade of work. Though an audacious goal set in the original QEP, in five years, the WEI has been able to engage every department and major in this plan to enhance the writing of their students.

Number and kind of SLOs written by majors/units

Another primary measure of the impact of the plan is the number of new writing-focused student learning outcomes (WOs) that have been generated within units to advance student writing within those specific contexts of writing. The WEI was designed to generate a vast network of context-specific WOs across campus, creating a culture within which the teaching and learning of writing was systemic and experienced deeply across a student's experience. The number and diversity of WOs generated indirectly measures this extensive and intensive focus on student learning of writing and indicates the university's shared commitment to enhancing the teaching and learning of writing across the curriculum and co-curricular spaces.

As a whole, the WEI generated a total of 146 new WOs, which represents 146 additional commitments to improving student writing across the curriculum.

It was expected that most majors would focus on "writing in a discipline," perhaps to the exclusion of the other two SLOs. However, reports indicate otherwise (see chart below). We are pleased that the majors wrote 39 WOs addressing "writing-to-learn," to focus on utilizing writing as a tool for learning, problem-solving, and meaning-making. We are also pleased to find that the majors wrote 23 "writing as a citizen" outcomes, which address writing that is meant to impact communities. While we expected Student Life and maybe the COR to focus on this outcome, it was satisfying to see so many disciplinary majors acknowledge the connections between their curricula and writing as a citizen.

| | Undergraduate Majors | Graduate Majors | COR | Student Life | |
|---|-----------------------------|------------------------|------------|---------------------|------------|
| Writing-to-Learn | 39 | 1 | 1 | 4 | 45 |
| Writing in a Discipline/Profession | 72 | 3 | N/A | 1 | 76 |
| Writing as a Citizen | 23 | 1 | 1 | | 25 |
| | 134 | 5 | 2 | 5 | 146 |

Within their majors and across the breadth of courses they take as part of the Core Curriculum and electives, students encounter a systemic and deep commitment to the teaching and learning of writing. The extensive number of number of new, context-specific WOs that have been generated during the time of the WEI signify achievement of the goals originally set out by Elon's QEP.

Artifacts assessed as evidence of student learning

A third primary measure of impact for the WEI is the diversity of artifacts (e.g., genres and types of writing) represented as important to units and a focus of their context-specific assessments. Though the WEI did not establish an expectation that units teach diverse genres, it was understood from the outset – and built into the supports (e.g., workshops) of the system – that an authentic commitment to context-specific writing would also be a commitment to a wide array of writing artifacts. To write well in one context often leads to a very different genre than high-quality writing in another (e.g., business recommendation report versus science lab report). The WEI was designed to compel majors and units to focus on the authentic writing that is particular to their contexts, with an emphasis on building opportunities for students to engage real audiences in real contexts through the diverse kinds of writing that are particular to specific contexts.

Reports from units across campus indicate that students across Elon have been engaged in writing a wide variety of context-specific forms and genres, include the following: advocacy projects, analysis papers, annotated bibliographies, executive briefs, grants, multimodal projects, videos, blogs, podcasts, op-eds, poems, proposals, reflective essays, reports, research papers, and teaching unit plans. The WEI sought to

give students experience writing a range of texts for different audiences, and as this select list shows, this goal was achieved.

Units' reported achievement of SLOs

A final measure of impact of the WEI on student learning is, of course, evidence that student writing reflects achievement of the goals defined within the context of each unit. According to the design of the WEI, we expected each unit to write their own WOs, to design their own assessments, and to report their results in ways best suited to their own disciplines/units. Further, we expected the benefits to be dispersed, perhaps not to see the full benefits at the end of the five years of implementation, and for the benefits to become stronger over time. Nevertheless, evidence of student achievement based on context-specific WOs is one key measure of the success of the WEI.

The reports indicate a stronger overall improvement in writing than projected. In general, across majors and participating units, there is evidence of improved student writing and the achievement of student learning outcomes.

While majors/units did assessment throughout their staggered start WEI process, the summary data below is focused on the last two years when majors/units were furthest along in their process. Out of the 27 majors submitting 2016-2017 WEI Reports, 90% reported improvement in student writing in the past academic year. Out of the 29 majors submitting 2017-2018 WEI Reports:

- 38% reported improvement in student writing *within a course* over the past 5 years
 - 24% reported improvement in the past academic year
 - 14% reported improvement over the previous four years
- 14% reported improvement in student writing *from one course to another course* over the past 5 years
 - 7% reported improvement in the past academic year
 - 7% reported improvement over the previous four years
- 45% reported improvement in student writing *within a course compared to previous years of that course* over the past 5 years.
 - 35% reported improvement in the past academic year
 - 10% reported improvement over the previous four years
- 44% reported improvement in senior writing over the past 5 years
 - 34% reported improvement in senior writing in the past academic year
 - 10% reported improvement in senior writing *before* this past academic year

The WEI process asked majors to integrate writing instruction throughout at least three different courses in the curriculum, in addition to a final senior course, and it encouraged the best practice of scaffolding writing instruction and teaching for transfer activities. It is, therefore, appropriate that majors reported improvement in student writing in different places across the curriculum: *within a course*, from *one course to another*, and within a course *compared to a previous year of that course*. It is also appropriate that there is a greater increase in the improvement of student writing in the most recent academic year (the 5th year of the WEI), as opposed to the previous first four years of the WEI.

It is clear that a significant majority of the majors report improvement in student writing at some point in the curriculum (within a course, from one course to another, or within a course compared to previous year of that course) over the past 5 years. The story that these assessments tell us is that enhanced writing instruction, targeted at achieving clearly articulated writing outcomes, in a scaffolded curriculum using well-designed assignments, can improve student writing over time. It is expected that assessment would show greater improvement in student writing later in the WEI process, when the greatest number of majors had been able to get further along in their WEI process, and therefore reach more students in more

courses across the curriculum. In other words, each successive year of seniors benefitted from a WEI plan that had been more fully implemented within the major.

Summary: Impact on Student Learning

Every major has started the WEI process, and in many cases completed an entire cycle; majors/units wrote 146 WOs, each of which represent commitments to teaching students about writing-to-learn, writing in a profession/discipline, or writing as a citizen across multiple years in the curriculum; the wide range of artifacts students are being taught to compose is evidence of the WEI's success in teaching students to write effectively in professional and civic contexts; and finally, the direct assessment of student writing indicates that we have evidence of student writing improvement, as well.

Given how the WEI was constructed, one overarching assessment cannot be pointed to that indicates whether SLOs have been achieved. But by taking the previous assessments as a whole – progress of majors/units in the WEI process; number and kind of student writing outcomes written by majors/units; types of artifacts assessed as evidence of student learning; and major's/unit's reported achievement of SLOs – there is robust evidence that Elon has made progress achieving its SLOs. There is also evidence that ongoing achievement will continue within the sustainable cultural commitment to writing that has been built (see achievement of building an environment that supports student learning below).

Impact on the Environment Supporting Student Learning

The Center for Writing Excellence

One primary measure of impact of the WEI in terms of developing an environment to support student learning has been the creation of the Center for Writing Excellence, the primary support system for every unit engaged in the WEI. By combining a well-established and respected Writing Center (WC) with a longstanding but significantly expanded Writing Across the University (WAU) program (which had previously been limited to writing across the curriculum), the new CWE diversified and greatly expanded the support for writing and writing instruction offered to faculty, staff, and students.

Elon expected the enriched WC to improve support services for student writing across more disciplines, in a wider variety of genres, and across all of their academic years. The university also expected the enhanced WAU program to provide a foundation of excellent professional development necessary for developing a strong culture of writing on our campus, because “faculty participation in professional development activities positively affects classroom pedagogy, student learning, and the overall culture of teaching and learning in a college or university” (Condon et al, 2015).

The first step in building this environment was achieved when a \$500,000, two-phase renovation of the previous WC was completed to house the new CWE and support the teaching and learning of writing with a physical space that is flexible, makes writing visible in our community, encourages multiple ways of computer-mediated writing, and encourages collaboration. The accompanying infographic represents the critical, central support structures and functions of the CWE, which support student, faculty, and staff writers, as well as teachers of writing (who are, as this initiative argues, are not limited by department nor even limited to academics).



Faculty Development Workshops

Another primary measure of impact of the WEI is found in the creation, delivery, and outcomes of faculty development programming committed to writing. As previously referenced, a recent award-winning study concludes that “faculty participation in professional development activities positively affects classroom pedagogy, student learning, and the overall culture of teaching and learning in a college or university” (Condon et al, 2015). Through a robust system that is actively engaged by faculty (and staff) across campus, classroom pedagogy, student learning, and the overall writing culture on campus are positively affected.

During the five years of WEI implementation, the Writing Across the University program in the CWE designed and offered over 35 unique faculty development workshops, as well as five annual Summer Writing Institutes (a 3 ½ day workshop) to support faculty/staff WEI work. Some of these workshops were directed specifically at the WEI (which helped faculty understand the WEI process), and others were on topics related to the teaching and assessing of writing, often selected because faculty/staff asked for WEI support in these areas in their yearly reports or in conversations with the WAU director. The WAU director also consulted *innumerable* times with individuals, small groups, and entire majors/departments about their WEI work.

Evidence that the goal to build a supportive culture of writing through strong faculty development is shown in the university-wide participation of faculty and staff across departments/units:

- 89% of departments have had participants in a Summer Writing Institute, with a total of 118 participants.
- 79% of departments have had participants in a CWE faculty/staff development workshop (with a total of over 214 participants). Example workshops include “Designing and Assessing Multimodal Writing Assignments,” “Developing Assessments and Rubrics,” and “Using Low-Stakes Writing Assignments.”
- Over the last three years, 66 Writing Pedagogy Grants and 20 Writing-Scholarship Grants were awarded (57% of departments have had recipients of at least one of these grants).
- Over the past four years, 33 Boot Camps were arranged for 496 participants (including faculty from diverse departments, librarians, and Student Life staff). The Law School arranged 40 Boot Camps as well.
- Over the past three years, 18 faculty/staff Writing Groups have been arranged for 47 participants.

FSSE Evidence of Improvement in Faculty Writing Pedagogy

National surveys offered a valuable form of measurement about the impact of the WEI. Evidence among faculty who completed the 2016 FSSE indicates that the CWE faculty development workshops positively impacted writing pedagogy:

- 74% of faculty who completed the survey for a lower-level class reported intentional development of clear & effective writing skills in 2016, which is a 23% increase since 2013. Writing research recognizes that explicit and intentional writing pedagogy positively impacts student writing development. (Archer & Hughes, 2011),
- 58% of faculty teaching upper-level courses created assignments to address a real or imagined, which is a 71% increase since 2013. Writing research acknowledges that writing assignments that ask students to write for real or imagined audiences are more effective pedagogically (AAC&U).

“Culture of Writing” Survey Evidence of Improvement in Faculty Writing Pedagogy

In addition to external survey data, the WEI has developed internal survey mechanisms to study the impact of the WEI on the university's culture of writing. Evidence among faculty who completed the 2017 "Culture of Writing" survey designed by the CWE highlights the high frequency at which faculty integrate several high-impact best practices into their writing pedagogy:

- 89% very frequently/frequently "take writing into account when planning classes"
- 80% very frequently/frequently "provide feedback on student writing at multiple points"
- 79% very frequently/frequently "assign writing that is specific to the discipline"
- 66% very frequently/frequently "assign writing-to-learn, low stakes writing"
- 65% very frequently/frequently "assign multiple drafts to students"

2017-2018 WEI Report Evidence of Improvement of Faculty Writing Pedagogy

In addition to the internal survey about the culture of writing, annual reports were used to measure more directly faculty perceptions of the impact of the WEI on the teaching and learning of writing. Evidence from faculty who completed WEI Reports indicates that the CWE faculty development workshops and ongoing WEI work in majors positively impacted both the teaching and learning of writing, as well as the broad environment supporting student learning, in general.

In response to a question asking faculty to describe the "most beneficial thing about the WEI efforts in your major," 82% reported that the WEI efforts "facilitated major/department discussions about scaffolding the teaching of writing across courses that led to changes," 53% reported that they "helped us align major/department/ class goals with assessments," and 42% reported that they "facilitated major/department discussions about designing and using writing assessment that led to changes." In addition, 64% identified "assessment methods," 53% identified "criteria for assessment," and 50% identified "course revisions" as the best way to characterize the changes they've made during the WEI.

In sum, faculty report that the WEI has a number of significant, positive impacts on the teaching and learning of writing across campus.

Support for Research on Writing

The CWE has also increased writing research as another way to create a culture that values writing. In addition to supporting faculty to present at national and international conferences, faculty outside of writing studies have researched writing/student writing in their own fields. Elon's Center for Engaged Learning organized a successful 3-year research seminar on Writing Transfer and is preparing for a related seminar on Writing Beyond the University, 2019-21. These seminars gather top researchers from around the world, result in numerous publications, and have arguably – Felten, Moore, and Peeples, 2019 – established major research directions for whole disciplines). The CWE has conducted several large-scale studies, which we expect to continue longitudinally (two Alumni surveys; Culture of Writing Faculty/Staff survey and Culture of Writing Student survey; and Non-Academic Writing of Students survey). The WC Director and the WAU Director have researched the Disciplinary Consultants Program and have two articles under review, specific to that program, and the WAU Director, along with another faculty member, has an article on the non-academic writing of Elon students under review as well.

Support for Student Writers

The Writing Center in the CWE enhanced the culture of writing by expanding services offered to students. Support for writing across the disciplines increased by hiring consultants from across majors and expanding their training/mentoring beyond a one-semester preparation course to include additional training, leadership opportunities, and annual observations. As of 2019, approximately 50% of WC consultants are from English; the rest are from diverse majors such as Accounting, Biology, and Strategic Communications. As a way to get more students in disciplinary classes working with consultants, a CWE

Writing Fellows/Disciplinary Writing Consultants program was designed, and as of Spring 2019, 37 consultants have worked with 34 courses in over 10 disciplines. Between 2012-2017, the WC has seen a 50% or more increase of student users from previously underserved majors, such as Economics, Exercise Science, and Finance. Access to the WC was improved by adding online appointments for students studying abroad and increasing sessions from 30 to 45 minutes. To address campus-wide student research needs, the WC began offering workshops on topics such as writing proposals, abstracts, and research posters. Student write-ins and student writing groups, similar to faculty/staff boot camps, serve to make writing visible and encourage self-motivation.

Summary: Impact on the Environment Supporting Student Learning

The assessments shared immediately above illustrate the major components of the CWE's efforts to build a robust and multi-faceted infrastructure to support faculty, students, and staff in the teaching and learning of writing. These assessments, taken together, are evidence of Elon's achievement of building an environment that supports student learning: they show wide participation in faculty development workshops across the curriculum; high rates of self-reported efforts by faculty to improve their own writing pedagogy; and high participation rates by faculty in programming designed to support their own writing as evidenced by applications for Writing-Scholarship Grants, attendance at Boot Camps, and participation in Writing Groups.

Over the past five years, and indeed into the future, faculty will retire, new faculty will be hired, and students will graduate. But as our assessments indicate, we have built a strong culture of writing that will continue to support faculty as they, in turn, teach students to become more effective writers in the long-term.

Though an indirect indicator, the work that has been done at Elon to build a supportive culture of writing and high-quality environment to support student learning has led to its recognition by the *U.S. News & World Report* as one of the leading writing-in-the-disciplines programs in the country. Prior to the launch of the WEI, this was the only best-practice area in which Elon was not and had never been recognized. The year after the launch of the WEI and all subsequent years since, Elon's writing program has received this national recognition.

Section 4: Reflection on what the Institution has Learned as a Result of the QEP

- One of the most important impacts of the WEI is that it encouraged many discussions between colleagues, which resulted in some of the most powerful outcomes that aren't captured in numbers alone. The most frequent comment from faculty was that the WEI discussions led colleagues to see that they weren't teaching what they thought they were teaching or what they valued the most, and that their assessments weren't aligned with their writing outcomes. In future planning, we should attend to the value of nurturing positive, focused, ongoing dialogue.
- The achievement of outcomes was not easily classified based on the three SLOs, "writing in a discipline/profession," "writing-to-learn," or "writing as a citizen," an assessment limitation which will be taken into consideration when designing the next five-year plan enhancing writing on campus.
- Significant institutional change takes time and flexibility, even when a plan has a majority support across campus.
 - The pace at which majors/units went through the WEI process and the extent of the changes they were able to make was highly dependent upon having consistent leadership in those majors/units.
 - It's difficult to get an entire university mobilized around one topic in a sustained way. All sorts of issues are constantly vying for faculty/staff's time.
- Dedicated assessment technology and support should be considered essential to such a massive effort. No such system or support was established for this QEP, which created unnecessary challenges.