

## WAC Modules at CSULB

### OVERVIEW

During the Spring 2018 semester at California State University, Long Beach (CSULB), the Writing Across the Curriculum (WAC) Program piloted the WAC Modules program. The WAC Modules, created and designed to assist student writing, focused on five common areas:

1. How to Get Started Writing
2. How to Organize and Develop My Writing
3. How to Revise My Sentences, Paragraphs, and Essays
4. How to Correctly and Effectively Use Sources in My Writing
5. Communication Skills for Non-native Speakers

The WAC Modules are innovative in that 1. Participating students were able to assess their writing needs the first week of classes using a CSULB WAC Program proprietary self-placement online system, 2. Students met for five weeks, one hour each week, on a specific area, such as Revising, with a small group of students (2-8), 3. Students represent all colleges across campus, and 4. Instructors from across all colleges participated and contributed to the success of the pilot project and study.

The WAC Modules, it has been demonstrated, could serve as a powerful and effective approach and strategy to addressing some of the challenges that CSU EO 1100 and 1110 have posed to CSULB.

The modules were developed by Principle Investigator Dr. John Scenters-Zapico, and assisted by four CSULB staff members/WAC Module Leaders:

- Alex Hoang, ESL Tutoring Lead Coordinator
- Lori Smurthwaite, Writer's Resource Lab (WRL) Director
- Courtney Stammler, American Language Institute (ALI) Curriculum Coordinator
- Leeanne Bergeon, WAC Associate

There were two pilot WAC Module Sessions, with Session One running from February 12, 2018, to March 16, 2018, and Session Two running from April 2, 2018, to May 4, 2018. Approximately 16 instructors across the CSULB campus participated in the pilot. These instructors agreed to have their students take the online WAC Modules Pre-assessment (discussed below) in class (Time 3-5 minutes) and to offer extra credit to any students fully completing a WAC Module (Five 1 hour sessions over five weeks) to earn a WAC Module Certificate. Students earned WAC Module Certificates in all five areas, representing these majors or colleges:

- American Language Institute
- College of Business Administration
- Department of Criminal Justice
- Department of Dance
- College of Engineering
- College of Natural Sciences and Mathematics

### **SESSION ONE ASSESSMENT OVERVIEW**

As noted, 1.) I created and administered a Pre-Assessment and Placement Survey to help students self-place into a module. This was an experimental and innovative approach using advanced customization features from Qualtrics.

In order to document the effectiveness of the WAC Modules, the PI also created two assessments to be administered periodically throughout the course of the pilot. 2.) The first assessment was designed for students taking a module, and 3. ) the second assessment was designed for tutors leading module sessions.

#### 1. Pre-Assessment

Before Session One and Session Two, students were administered a WAC Module Pre-Assessment and Placement Survey. The WAC Module Pre-Assessment and Placement Survey is designed to allow students to self-place into the areas where they have struggled or could use some extra, focused attention. The Pre-Assessment asked 2-3 specific questions that relate to the focus of each module. Each of the 2-3 responses was given a value and based on students' responses they were invited (or not) to modules. Once invited, students could consent and select the module, day, and time they wished to attend.

The WAC Module Pre-Assessment and Placement Survey asked the following questions:

Q1: Please enter your name and information below.

First Name

Last Name

CSULB Student ID Number

Cell Phone Number (e.g.,562-526-1345)

Email Address

Q2: Please enter your Instructor's name and email.

First Name

Last Name

Email

Q3: Please enter your course number and section number in the box below. If your instructor doesn't send your specific course and section number in this format, you can find it in your course schedule in MyCSULB.

Course Name, e.g., ENGL  
Course Number, e.g., 100  
Section Number, e.g., 12

Q4: What's your major? E.g., Engineering (type in)

Q5: What year are you in school? Please select one.

- Freshman
- Sophomore
- Junior
- Senior
- Graduate (M.A.)
- Other, please name (type in)

Q6: I would be interested in taking focused writing modules to help me improve my writing. Click all that apply.

- How to get started writing.
- How to organize and develop my writing
- How to revise my sentences, paragraphs, and essays
- How to Correctly and Effectively Use Sources in My Writing
- Communication Skills for Non-native Speakers
- Unsure at the Moment

The Writing Across the Curriculum (WAC) program has created the following 15 questions to help you think about your writing experiences. Based on your answers to these questions, you will be invited to WAC Modules specifically designed to help you improve in these areas.

Q7: When I am given a writing project for a class, getting started writing is...

- Easy
- Somewhat easy
- Difficult
- Very Difficult

Q8: When I receive instructor comments on my writing assignments, I am able to use them for revision

- Strongly Agree

- Agree
- Somewhat Agree
- Disagree

Q9: I would like to have help learning how to organize my essays.

- Yes
- No

Q10: I would like to learn how to speak English better than I do now.

- Yes
- No
- Somewhat
- 

Q11: I would like to have help learning to revise my sentences and paragraphs.

- Yes
- No

Q12: I avoid getting started with writing projects because I (choose all that apply):

- Don't have trouble starting
- Don't know how to start
- Don't understand assignment
- Panic
- Can't find the time
- Wait until the last minute
- If you have other reasons, please enter them in box below (type in)

Q13: Revision for me is difficult.

- Strongly Agree
- Agree
- Somewhat agree
- Disagree

Q14: I've been told my writing ideas don't flow or that they're disconnected.

- Yes, often
- Yes, sometimes
- No

Q15: My teachers tell me that I incorrectly blend outside sources into my writing.

- Yes, often
- Yes, sometimes
- No

Q16: As a non-native English speaker, I would like to have more opportunities to develop my communication skills.

- Yes
- No

Q17: I would like to have help learning how to revise.

- Yes
- No

Q18: I know how to use outside sources and correctly cite them in my writing.

- Yes
- No
- Somewhat

Q19: I would like to learn how to structure my writing so my ideas are connected to my overall argument or topic

- Yes
- No
- Occasionally

Q20: I would benefit from having a strategy or technique that would help me get started writing.

- Strongly Agree
- Agree
- Somewhat agree
- Disagree

Q21: I need to learn a strategy on how to weave outside sources in my writing.

- Strongly agree
- Agree
- Somewhat agree
- Disagree

Q22: Is there any other topic or writing assistance you would like offered that is not mentioned here? (type in)

## 2. Student Assessments

In drafting and creating the student assessment tool, I wanted to create questions that captured the effectiveness of the modules, the quality of the tutor, the convenience of the module time, and the future needs of our student population.

The Student Assessments asked the following questions:

Q1: I am in WAC Module (click the one that you're in right now):

- 1 How to Get Started Writing Organization & Development
- 2 How to Organize and Develop My Writing Using Sources
- 3 How to Revise My Sentences, Paragraphs, and Essays
- 4 How to Correctly and Effectively Use Sources in My Writing
- 5 Communication Skills for Non-native Speakers

Q2: My WAC Module Tutor's name is \_\_\_\_\_ (type in tutor's name)

Q3: I am attending this module for (teacher's name):

I am attending this module for (class name):

Q4: This is the \_\_\_\_\_ time I met for this module.

- First
- Second
- Third
- Fourth
- Fifth

Q5: Has the WAC Module helped you as a writer?

- Yes
- No
- Doesn't Apply

Q6: From your WAC Module 5 experience (Conversation Module), do you feel more confident speaking English?

- Yes
- No

- Doesn't Apply

Q7: Overall, do you feel your tutor is effective in teaching the WAC Module concepts?

- Very Effective
- Effective
- Somewhat Effective
- Not Effective

Q8: I would recommend this tutor.

- Strongly Agree
- Agree
- Somewhat Agree
- Disagree

Q9: I would recommend this WAC Module to other students.

- Strongly Agree
- Agree
- Somewhat Agree
- Disagree

Q10: Can the WAC Module be better?

- No, I like it as is.
- Yes (Please share your suggestions)

Q11: Will you receive extra credit from your instructor for completing the WAC Module?

- Yes
- No
- Unsure

Q12: Are you interested in any other WAC Modules (click all that apply)?

- Getting Started
- Organization & Development
- Revision Strategies
- Using Sources
- Conversations
- Not Interested

Q13: How well did this module time fit into your schedule?

- Time time of my module worked well
- Later time, after 4pm
- Earlier time, before 9:30am
- Midday, between 2-3
- Friday Afternoon
- Saturday
- Live online sessions
- Other, please state (type in)

Q14: Is there anything you feel that could have made the WAC Module better?

- Yes (Please Share Thoughts, type in)
- No
- Unsure

Q15: Would you like to see more WAC Modules designed to help you become a better writer/speaker/researcher?

- Yes (Please Share Thoughts, type in)
- No
- Unsure

Q16: Would you like an online component to the modules (e.g., resources, handouts, discussion boards)?

- Yes
- No
- Suggestions (type in)

Before you signed up for a WAC Module, you took an online pre-assessment that helped you select which module(s) would be most appropriate for you. To help us better understand how this process worked for you, please answer the following two questions.

Q17: Did the WAC Module pre-assessment help you select the appropriate module(s)?

- Yes
- No
- I didn't take the WAC Module pre-assessment

Q18: Do you believe the WAC Module pre-assessment invited you into the appropriate module in the second session?

- Yes
- No

- I didn't take the WAC Module pre-assessment

### 3. Tutor Assessments

In drafting the tutor assessments, I wanted to create questions that captured the effectiveness of the module material, the observations of student success, the experience of the tutor, and the future needs of the tutors.

The Tutor Assessments asked the following questions:

Q1: Please enter your (tutor) information below.

- Tutor Name
- WAC Module Name
- WAC Module Day & Time

Q2: What is your WAC Module name?

- Getting Started
- Organization & Development
- Revision Strategies
- Using Sources
- Conversations
- Not Interested

Q3: This is the \_\_\_\_\_ time I met for this module.

- First
- Second
- Third
- Fourth
- Fifth

Q4: Overall, have you been able to cover the WAC Module goals to date?

- Yes
- No (Share with us the reason why, type in)
- Mostly (Share with us the reason why, type in)

Q5: How many students are in your WAC Module?

- One
- Two

- Three
- Four
- Five
- Six
- Seven
- Eight
- If more, state how many total (type in)

Q6: What percent of your students in today's module are learning the module concepts/goals?  
[Slider scale used 0-100%]

Q6: Do you believe your module needs to change in any way?

- No, it works well
- Yes (Suggestions, type in)
- Unsure

Q7: Do you feel any students would benefit from extra tutoring assistance outside your module?

- Yes, please list the students' names and your suggested assistance. (type in)
- No

Q8: Has your experience been rewarding as a WAC Module Tutor?

- Very rewarding
- Rewarding
- Somewhat rewarding
- Not rewarding

Q9: How well did your Module Leader prepare and support you?

- Very well
- Well
- Somewhat well
- Not well at all

Q10 - Do you have any experiences (good or bad) or suggestions you'd like to share with us?

### **SESSION ONE OVERVIEW**

Session One ran from February 12, 2018, to March 16, 2018. Students met once a week in their module for a total of 5 weeks. After the fifth week, students who missed a module were able to makeup a session during the week of March 19 - 23.

At the end of Session One, 39 students were awarded a WAC Module Certificate. Session One, then, had 195 total student contact hours. NOTE: This does not count students who did not complete the 5 module sessions.

### Session One Module Schedule

During Session One, the five modules were divided into eight module curriculums. Modules 1-3 were divided into A modules designed for native speakers of English, and B modules designed for English Language Learners. Below reflects the division of the module curricula for Session One:

- 1A. How to Get Started Writing
- 1B. How to Get Started Writing
- 2A. How to Organize and Develop My Writing
- 2B. How to Organize and Develop My Writing
- 3A. How to Revise My Sentences, Paragraphs, and Essays
- 3B. How to Revise My Sentences, Paragraphs, and Essays
- 4A/B. How to Correctly and Effectively Use Sources in My Writing
- 5B. Communication Skills for Non-native Speakers

Each module was offered 2 times Monday-Thursday and 1 time on Friday. The times were staggered into the following blocks of time:

- 9:30 am -10:30 am
- 11:00 am - 12:00 pm
- 3:00 pm - 4:00 pm
- 4:00 pm - 5:00 pm

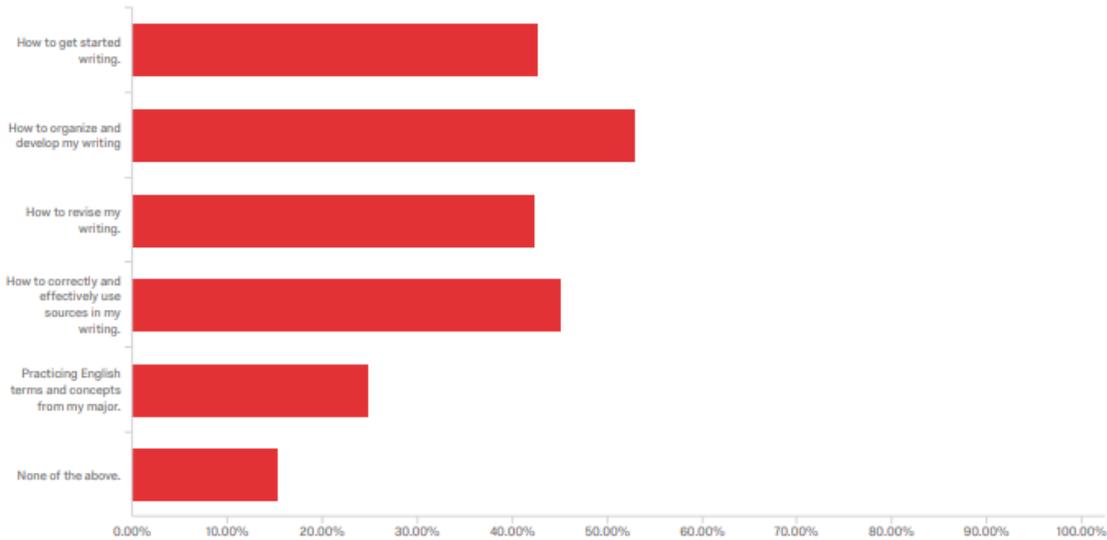
Modules were offered in three different locations on campus: Brotman Hall (BH 201), The Writer's Resource Lab (LAB 206), and the Foundation Building (various rooms). LAC was determined too noisy and the space limited.

Session One employed twenty-six WAC Module tutors who taught between one to four hours per week.

### Results for Session One Pre-Assessment

Four hundred and thirty students took the Session One Pre-Assessment; more students signed up for modules than actually attended. From the Session One Pre-Assessment, students were generally equally divided into the five modules and expressed equal interest in the focused writing modules. Students expressed the greatest interest in the Organization and Development module, and the least interest in the Communication Modules.

Q21 - I would be interested in taking focused writing modules to help me improve my writing. Click all that apply.



However, the final enrollment in the modules suggested students were registered primarily in the Getting Started module and the Organization and Development module. The Conversation modules also saw moderate enrollment.

For Session One I used two pieces of CSULB computer software. While the Pre-assessment was administered through Qualtrics and worked well, module registration was administered through the Student Success Collaboration (SSC) and this created some confusion for tutors and students; as a result, students had difficulty registering for the appropriate module, and finding the location(s) for their module.

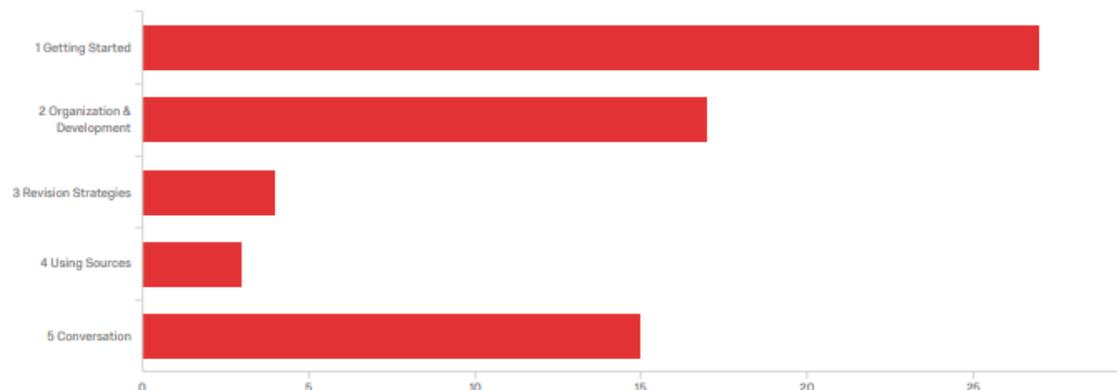
Results for Session One Student Assessments

Students were administered the Student Assessment at the end of Weeks 3 and 5 of the Session One modules.

Because of complications with the student registration and ability to locate the modules, I elected to have the assessments administered only twice to allow for adjustment into the module and then a final assessment. Also, some tutors were unable to administer the assessment due to time, student attendance, and the staggered schedule of modules. The total number of students, then, does not reflect the entire number of students who attended and who were awarded a WAC Module Certificate.

The student assessments for Session One yielded 66 student responses with the following breakdown by module:

Q1 - I am in WAC Module (click the one that you're in right now):



#	Field	Choice Count
1	1 Getting Started	40.91% 27
2	2 Organization & Development	25.76% 17
3	3 Revision Strategies	6.06% 4
4	4 Using Sources	4.55% 3
5	5 Conversation	22.73% 15
		66

The student assessments from Session One were overwhelmingly positive in feedback with 92.42% of students saying that the WAC Module helped them as a writer and 80.30% of students saying they felt more confident speaking English.

On their assessment of the tutors, 80.30% of students found their tutor very effective and 19.70% found their tutor effective. 100% of students would recommend their tutor, with 84.85% of students strongly recommending the tutor.

98.48% of students would recommend the WAC Modules to other students, and 97.52% of students were interested in taking another module. 51.52% students expressed that they would like to see more modules developed.

From the questions that asked for feedback in improving and growing the modules, some students asked for “A more clear document outlining the program” and more modules to aid in “speaking and listening.” 83.34% of students also expressed interest in online components for the modules including resources, handouts, and discussion boards.

#### Results for Session One Tutor Assessments

Tutors self-administered the Tutor Assessment at the end of Weeks 3 and 5 of the Session One modules. The tutor assessments for Session One yielded 51 tutor responses.

At the time of the assessment, 76.47% of tutors expressed that they were able to cover the module material to date. Those unable to cover the module material expressed reasons such as, “My student has expressed that certain topics or activities were not relevant or helpful” and “The goals for the weekly meetings were a little too ambitious, especially with ELL students.”

43.14% of tutors made the suggestion that the module needed improvement. They made suggestions such as “More flexibility” in the module curriculum and “more time to work on the students' assignments.” The tutors also gave feedback for adding “more to the content of the module” and fixing the student placement process. In other words, some tutors wanted more information in the modules and some less. I attribute some of this to our two pools of tutors, some with experience, some not.

100% of tutors found the module experience rewarding with 39.22% of tutors expressing that it was very rewarding.

#### Session One Reflections

With 39 students completing the five weeks and receiving a WAC Module Certificate, Session One of the module pilot was a successful start. Because of complications with students registering for the modules, I allowed students to start the modules late in the second week and finish the module in an unofficial sixth week, thus still totaling 5 module meetings. Students were also able to do a makeup session with their tutor in a one-on-one or in the sixth week.

With a smaller number of student attendance than expected, many of the modules, designed for up to eight students, were filled by only one or two students. Modules with no enrolled students after the second week were subsequently canceled for the remainder of the session.

The biggest success that came from Session One was the modules' effectiveness in curriculum and student learning outcomes. Going into Session Two, I kept the curriculum guided but flexible for tutors, created a mini syllabus for tutors to share with students, secured two locations for student convenience, made adjustments in the Qualtrics placement protocol, put SSC use on hold, and focused my attention on student learning outcomes.

The biggest concern coming out of Session One was filling each module session with more students. Going into Session Two, I worked to refine the pre-assessment placement survey to place students more efficiently, refined the module schedule to place more students in fewer time slots, refined the assessment questions, and increased student and tutor responses each week.

### **SESSION TWO OVERVIEW**

Session Two ran from April 2, 2018, to May 4, 2018. Students met once a week in their module for a total of 5 weeks. After the fifth week, students who missed a module were able to make it up during the week of May 7 - 11.

At the end of Session Two, 25 students were awarded a WAC Module Certificate. Session Two, then, had 125 total contact hours. NOTE: This does not count students who did not complete the 5 module sessions.

### Session Two Module Schedule

During Session Two, I condensed the modules down to five module curricula. Session One was dominated by English Language Learners, and by condensing the modules to five curricula, I was able to fill each module with more students. In doing so, I combined the curricula for native speakers of English and English Language Learners. Module 5 remained focused for Non-native Speakers. Below reflects the adjusted division of the module curricula for Session Two:

1. How to Get Started Writing
2. How to Organize and Develop My Writing
3. How to Revise My Sentences, Paragraphs, and Essays
4. How to Correctly and Effectively Use Sources in My Writing
5. Communication Skills for Non-native Speakers

In order to fill each module closer to capacity, I also condensed the number of modules offered in Session Two. Each module was offered at 2 varied times throughout the week on two alternative days. No modules were offered on Fridays. The times were staggered into the following blocks of time:

- 9:30 am -10:30 am
- 11:00 am - 12:00 pm
- 4:00 pm - 5:00 pm

Modules were offered at two different locations on campus: Brotman Hall (BH 201) and The Writer's Resource Lab (LAB 206). Session Two employed ten WAC Module tutors who ran one module session per week.

### Results for Session Two Pre-Assessment

In Session Two of the WAC Modules, I refined the pre-assessment and was able to code students' invitation to a module with their selection of location, day, and time. Students could also elect to opt out of the scheduling. Once they selected their module, they were emailed their choices and schedule if they signed on. Their instructors were automatically sent the same email, so they knew that their students took the pre-assessment and what their final choices were. Several instructors informed me that they liked this new feature.

In order to better understand student module choices, movement, and reasons for not signing up for a module, I additionally added several new choices from which students could select. Below is a sample of the reporting data/responses from Module 2.

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**Q5.1 - MODULE 2: How to Organize and Develop My Writing is...** Page Options ▾

#	Field	Choice Count
1	M2_Tuesdays, April 3-May 1, 9:30-10:30, Brotman Hall-201	14% 11
2	M2_Wednesdays, April 4-May 2, 4:00-5:00, Brotman Hall-201	12% 9
3	Contact me when Module 2 is offered again.	27% 21
4	I have a scheduling conflict, but contact me if there's another Module 2 offering.	27% 21
5	I'm going to decline this semester.	19% 15
		77

From the table above, we can see that of 77 students placed into Module 2, numbers 1 and 2 indicate the module is overfull, from number 3 there were 21 students interested but unable to attend, and number 4 reveals 15 students had a schedule conflict. This helpful data is available for all five modules beginning with Session Two.

One hundred and twenty students took the Session Two Pre-Assessment, and there were more students signed up for modules than actually attended the modules.

With the changes to the Pre-Assessment process, I also decided to revise and add some questions. After Session One's Pre-assessment completed, I made the following changes to the Pre-Assessment questions and implemented them for Session Two:

Q1: (revised): Please enter your name below (type in First and Last name, Student ID #, Cell Phone number, and email address)

Q2: (added): Please enter your Instructor's name and email.

Q3: (revised): Please enter your course number and section number in the box below. If your instructor doesn't send your specific course and section number in this format, you can find it in your course schedule in MyCSULB.

Q4: (added): My teachers tell me that I incorrectly blend outside sources into my writing.

- Yes, often
- Yes, sometimes
- No

Q5: (revised): As a non-native English speaker, I would like to have more opportunities to develop my communication skills.

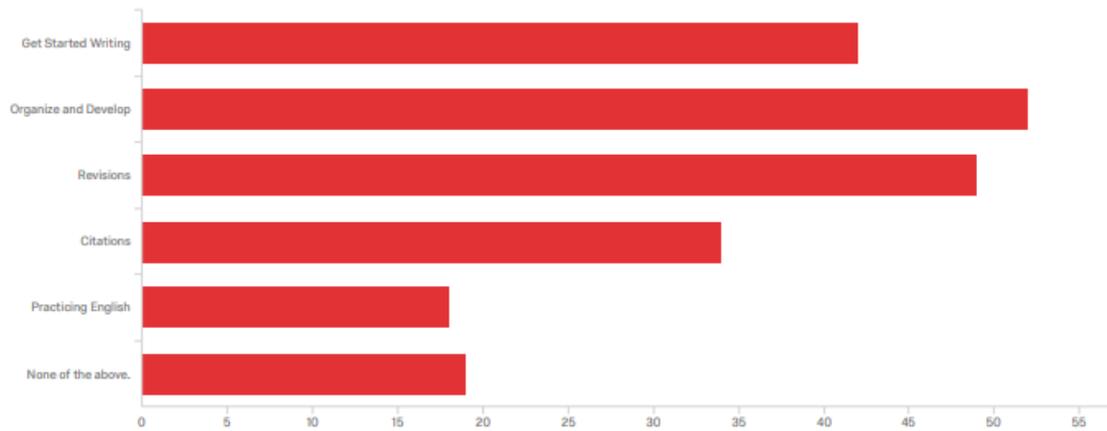
- Yes
- No

Q6: (added): I need to learn a strategy on how to weave outside sources in my writing.

- Strongly agree
- Agree
- Somewhat agree
- Disagree

At the beginning of the pre-assessment, students were prompted to click the modules that they were most interested in. The highest interest was in the Organization and Development module with similar interest in the Getting Started and the Revision modules. The Communication modules had the lowest expressed interest.

Q2.1 - I would be interested in taking focused writing modules to help me improve my writing. Click all that apply.



However from the end results of Session Two Pre-Assessment, students were generally equally divided into the five modules between 19 and 22 students registering for each module.

#### Results for Session Two Student Assessments

Students were administered the Student Assessment at the end of every module meeting from weeks 2-5.

After reviewing the data collected from the Session One Student Assessments, I revised and added some questions. I made these changes for clarification, to collect data on the faculty involved, and the pre-assessment process. The following changes were made:

Q3 (added): I am attending this module for \_\_\_\_\_ (type in teacher's name)  
I am attending this module for \_\_\_\_\_ (type in class name):

Q3 (revised): This is the \_\_\_\_ time I met for this module.

- First meeting
- Second meeting
- Third meeting
- Fourth meeting
- Fifth meeting

Q10 (revised): Can the WAC Module be better?

- No, I like it as is
- Yes (please share your suggestions, type in)

- Unsure

Q17 (added): Before you signed up for a WAC Module, you took an online pre-assessment that helped you select which module(s) would be most appropriate for you. To help us better understand how this process worked for you, please answer the following two questions. Did the WAC Module pre-assessment help you select the appropriate module(s)?

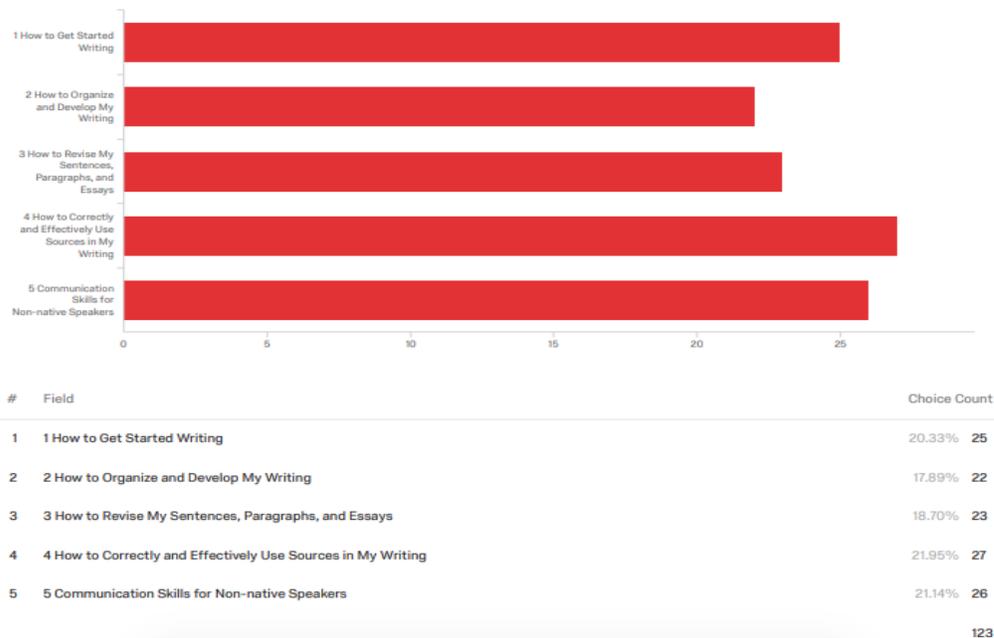
- Yes
- No
- I did not take the WAC Module pre-assessment

Q18 (added): Do you believe the WAC Module pre-assessment invited you into the appropriate module in the second session?

Some tutors were unable to administer the assessment due to time, student attendance, and the staggered schedule of modules; therefore, the total number of students does not reflect the entire number of students who attended and who were awarded a WAC Module Certificate.

The student assessments for Session Two yielded 126 student responses with the following breakdown by module:

Q1 - I am in WAC Module (click the one that you're in right now):



The student assessments from Session Two were also positive in feedback with 92.50% of students saying that the WAC Module helped them as a writer and 84.43% of students saying they felt more confident speaking English.

On their assessment of the tutors, 77.5% of students found their tutor very effective and 18.85% found their tutor effective. 100% of students would recommend their tutor, with 81.15% of students strongly recommending the tutor.

100% of students would recommend the WAC modules to other students, and 93.78% of students were interested in taking another module. 11.48% students expressed that they would like to see more modules developed.

From the questions that asked for feedback in improving and growing the modules, some students asked for “more helping hours” and more modules to aid in “public speaking.” 70.49% of students also expressed interest in online components for the modules including resources, handouts, and discussion boards.

On the Pre-Assessment, 84.62% of students stated that the Pre-Assessment helped them select the appropriate module, and 87.18% of students stated that they were invited to the appropriate module.

#### Results for Session Two Tutor Assessments

Tutors self-administered the Tutor Assessment at the end of every module meeting weeks 2-5. After reviewing the data collected from the Session One Tutor Assessments, I revised some questions, making these changes for clarification. The following changes were made:

Q3 (revised): This is the \_\_\_\_ time I met for this module.

- First meeting
- Second meeting
- Third meeting
- Fourth meeting
- Fifth meeting

Q6 (revised): What percent of your students in today's module are learning the module concepts/goals? (Sliding scale 0-100%)

Q11 (revised): Do you have any experiences (good or bad) or suggestions you'd like to share with us? (type in)

The tutor assessments for Session Two yielded 39 tutor responses. At the time of the assessment, 92.31% of tutors expressed that they were able to cover the module material to date. The tutors detailed their evolving experiences, such as “the students are also coming out of their shells and the

experience is becoming more interactive for them” and “When students are engaged I get the best feeling!”

100% of tutors found the module experience rewarding with 53.85% of tutors expressing that it was very rewarding.

### Session Two Reflections

With 25 students completing the five weeks and receiving a WAC Module Certificate, Session Two of the module pilot, with the changes made from Session One, showed potential for a larger scale operation.

Many of the problems with student registration that occurred in Session One were alleviated by moving all pre-assessment and the registration process to only the Qualtrics system. Students were still able to start the modules late in the second week and finish the module in an unofficial sixth week, thus still totalling 5 module meetings. Students were also able to take a makeup session with their tutor in one-on-one sessions or in the sixth week.

With a more concentrated effort to fill the modules, Session Two saw modules fill with up to eight students, in contrast to the one to two student enrollment from Session One.

Similar to Session One, Session Two proved the modules’ effectiveness in curriculum and student learning outcomes.

### **Overall Reflections**

This report was designed to capture the highlights of the pilot for the WAC Modules in the Spring 2018 semester through the assessments of students and tutors. The report also works to establish some of the rationale in choosing the assessment questions and revising those questions for Session Two.

One of the biggest concerns at the end of the WAC Module Pilot Session One was student registration. The disparity between students taking the pre-assessment and then registering for the modules, but then not attending any modules has many possible reasons. Two factors, however, stand out: problems with the computer system during Session One and some instructors offering extra credit for simply completing the Pre-Assessment. In the future, it will be important to make sure that students understand they must complete five sessions in order to earn a WAC Module Certificate (and thus extra credit). Why a certain percentage of students signed up for a module and never showed up for one is still unclear.

From the student perspective, the WAC Modules overwhelmingly helped students develop as better writers and/or speakers. Students expressed interest in taking more modules and seeing the

program expand. Students suggested that we expand our communication modules (by this they suggested practice with public speaking) and offer more opportunities for tutoring.

From the tutor perspective, tutors expressed that their students were developing as writers and/or speakers, but they would benefit from further modules and/or tutoring. Although tutors were guided to adapt the curriculum in the second session, tutors wanted to see more expanded but flexible curricula. Overall, the tutors found the WAC Modules to be a rewarding experience with students becoming more comfortable and engaged with each module meeting.

Based on the assessment feedback, the WAC Modules were successful in their pilot during the Spring 2019 semester and have generated positive interest in their expansion. With the revised Pre-Assessment, modules could be filled closer to capacity and offered more widely across campus. As CSULB considers effective options to offset issues posed by EO 1100 and 1110, the WAC Modules show great promise for helping all majors at all writing levels to becoming better thinkers and writers, while also assisting instructors, and remaining within the CSU 120 credit mandate.