

2013 WAC/WID Survey Report



**WAC/WID
Survey Report
2012-2013**

**City University of New York
Office of Academic Affairs
January 2014**

2013 WAC/WID Survey Report

Writing Across the Curriculum (WAC/ WID) is a program that began in the 1980s with the aim of an integrated emphasis on the development of writing skills throughout college courses. The WAC/WID program at CUNY began in 1999 with the establishment of the CUNY Writing Fellows program, providing support to CUNY doctoral students who work to support efforts at all CUNY campuses to strengthen the curriculum with writing intensive courses.

The following report summarizes data collected regarding the Fall 2012 and Spring 2013 terms, completed by campus WAC coordinators. Twenty colleges reported strong accomplishments for WAC for this academic year, including observable improvements in the writing skills, particularly of students with demonstrable needs in their written communication skills. Additionally, the assessment methods employed to evaluate these accomplishments appear to have shifted towards the use of PRE and POST test data, and more colleges reported 2012-13 research work, both ongoing and some completed with expected forthcoming publication(s).

There are some notable changes in program activities from what was reported by WAC coordinators in 2011-12 academic year, including a change in the activities of campus Writing Fellows (WFs) to redirect focus towards in class collaboration with faculty. The standardization of Writing Intensive (WI) courses also seemed to shift towards requiring formal, 10+ page length writing assignments, having uniform grade weights for writing assignments, incorporating the blending of 'high' and 'low' stakes writing assignments, and increasing the use of revision steps in writing assignments. Challenges that faced WAC coordinators in 2011-12 have changed very little, with funding and the restrictions of the workload of WFs still being cited as impediments to offering more WI courses and workshops. This seems to have impacted the goals WAC coordinators describe, with an increased focus on the creation of static and online resources, possibly to overcome staffing challenges for face-to-face trainings.

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Summary of Program Goals

	Program Goals				
	Faculty Development/Certification	WI Course Development	Learner Community Building	Writing Fellows Development	Resource Creation/Sharing
Baruch	✓				
BMCC	✓				
Bronx		✓	✓	✓	✓
Brooklyn	✓	✓	✓		
City	✓	✓		✓	✓
Hostos	✓	✓	✓		
Hunter			✓	✓	
John Jay	✓	✓			
Kingsborough	✓	✓			
LaGuardia	✓	✓			
Law School	✓		✓		✓
Lehman		✓	✓		✓
Medgar Evers		✓	✓		
New Community College		✓	✓		✓
NYCCT	✓	✓	✓		
Queens		✓	✓		✓
Queensborough	✓	✓			✓
SPS			✓		
Staten Island	✓				✓
York	✓	✓	✓		

Overall, the program goals for 2012 remained similar to goals for 2011, with continued focus on faculty development, WI course facilitation and interdepartmental collaboration (community building). For 2012, however, there seemed to be a new focus on the development of static and online resources (handbooks, etc), with 40% of respondents noting this is their goal description.

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Summary of Program Accomplishments

	Program Accomplishments		
	Faculty Development	Curriculum Development	Other
Baruch	✓	✓	Blogs@Baruch
BMCC	✓	✓	Increased number of WI sections
Bronx	✓		Digital resources
Brooklyn	✓		Creation of resource handbooks. Collaboration with Learning Center.
City	✓	✓	WIC Course handbooks
Hostos	✓	✓	Forthcoming publication of pedagogical research
Hunter	✓		
John Jay	✓		Collaboration with Writing Center. Improvements in assessment
Kingsborough	✓	✓	Established WI requirement for graduation.
LaGuardia	✓	✓	
Law School	✓		Improvements in legal writing assignments and evaluation.
Lehman	✓		Resource development
Medgar Evers			Responses from students and faculty has been positive.
New Community College		✓	
NYCCT			Resource development and collaboration with learning communities
Queens		✓	Resource and guide development.
Queensborough			Online resource development.
SPS	✓		eTutoring services and online programs.
Staten Island	✓	✓	WAC handbook on invisible disabilities, ongoing research work and online resources.
York	✓	✓	Collaborations with Writing Center, resource development and implementation of WIC graduation requirement.

A majority of respondents, 75% made note of accomplishments in the recruitment, development and certification of faculty members for WI instruction. Half of the respondents also noted advancements in curriculum development in line with WAC pedagogy.

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Summary of Program Challenges

	Funding	Faculty/Section Needs	Cross Departmental Collaboration/Support	Restructuring of writing fellowship	Other
Baruch					College leadership in flux.
BMCC		✓			Communicating WIC requirement.
Bronx			✓		
Brooklyn	✓				
City			✓		
Hostos				✓	
Hunter			✓	✓	
John Jay	✓		✓		
Kingsborough				✓	Unable to have enough WIC offerings
LaGuardia		✓			Faculty interest
Law School	✓			✓	
Lehman			✓	✓	
Medgar Evers					Writing skills of incoming students.
New Community College					
NYCCT		✓		✓	
Queens			✓		Growing class sizes
Queensborough	✓			✓	Classroom crowding and the need to hire more faculty for WI courses.
SPS					No formal writing center as communication hub.
Staten Island				✓	
York	✓	✓			Changes in certification of WIC and faculty.

The challenges that faced WAC coordinators in 2011 for the most part continued in 2012. Funding, a greater than met need of trained faculty and the 2011 policy restructuring for WAC fellowships were still amongst the most prevalent challenges mentioned.

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Staffing of WAC/WID Programs

	Full Time Coordinators	Total Release Hours (Year)	Part Time Coordinators	Total Release Hours (Year)	Writing Fellows in Fall 2012	WF Returned in Spring 2013
Baruch	1		2	3	6	6
BMCC	0		4	15	6	6
Bronx	1	16	2	3	6	5
Brooklyn	0		2	3	6	5
City	1				6	6
Hostos	0	24	2	12	6	6
Hunter	0		2	3	6	6
John Jay	0		2	9	6	6
Kingsborough	0		3	9	4	4
LaGuardia	2	24	4	12	6	6
Law School	2				3	2
Lehman	0		4	12	5	5
Medgar Evers	1	6			5	5
New Community College	1				1	1
NYCCT	0		2	18	6	6
Queens	2	24			6	6
Queensborough	2	24			6	7
SPS	0		1		2	2
Staten Island	2	14			6	6
York	2	12			6	5

The WAC programs have an average of 1 full time staff member who earns an average of 18 hours (annually) of release time, and 2.5 part time staff members who earn an average of 9 hours (annually) of release time, for their work in the program. About 5 Writing Fellows were staffed in each program (ranging from 2-6 total across colleges) in the Fall 2012 semester, and most all returned the following Spring 2013. Participants did not supply enough information about stipend values for summary data to be calculated.

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Writing Fellows Activities

	Work with assigned individual faculty	Work with assigned department(s) or group(s) of faculty	Work with individual faculty as requested by faculty	Develop WAC/WID workshops	Deliver WAC/WID workshops within courses	Deliver WAC/WID workshops outside of courses	Work with individual students	Develop website	Develop materials	Work in Writing Center (or Learning Center)	Collect and/or analyze data	Provide administrative support
Baruch	✓	✓		✓	✓	✓	✓		✓		✓	
BMCC	✓			✓	✓		✓	✓	✓	✓	✓	
Bronx		✓		✓		✓		✓	✓	✓	✓	✓
Brooklyn		✓	✓	✓	✓	✓		✓	✓			
City	✓	✓	✓	✓	✓	✓		✓	✓		✓	
Hostos	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Hunter	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	
John Jay		✓	✓	✓		✓			✓	✓	✓	✓
Kingsborough	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓
LaGuardia	✓			✓		✓	✓	✓	✓	✓	✓	✓
Law School			✓	✓	✓		✓		✓	✓		
Lehman		✓	✓						✓			
Medgar Evers	✓	✓	✓				✓				✓	
New Community College	✓	✓	✓	✓		✓		✓	✓		✓	
NYCCT	✓	✓	✓	✓	✓	✓		✓	✓			
Queens				✓		✓		✓	✓		✓	✓
Queensborough	✓			✓		✓		✓	✓		✓	
SPS			✓				✓	✓	✓		✓	
Staten Island				✓		✓		✓	✓		✓	
York			✓	✓	✓	✓		✓	✓			✓

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Writing Fellows Activities, Continued

	Other Writing Fellow Activities
Baruch	
BMCC	
Bronx	
Brooklyn	Train Learning Center Tutors.
City	
Hostos	Write articles for WAC newsletter, "From the Writing Desk."
Hunter	
John Jay	
Kingsborough	Assist in the publication of journal of student writing, fall and spring.
LaGuardia	Observe a "superteacher" Work on special projects
Law School	
Lehman	
Medgar Evers	
New Community College	
NYCCT	
Queens	Because the new terms of the fellowship mean that Fellows work for a single year and do not have previous experience with writing pedagogies, we have discontinued the practice of having them consult with individual faculty or run workshops in classes.
Queensborough	
SPS	Actively involved in all aspects of our Spring 2013 pilot program in peer tutoring
Staten Island	
York	

The activities Writing Fellows (WFs) focused on in 2012 seemed to change from their 2011 responsibilities. Some of the more notable changes include an increased focus on collaboration with individual, assigned faculty members (34% more colleges reporting from the previous year), the delivery of workshops with courses (34% more colleges reporting), and working with individual students (23% more colleges reporting). There were small decreases in the number of colleges reporting WFs work with faculty at their request or deliver workshops outside of courses.

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	WAC/ WID program is housed			
	As a distinct entity	In the Center for Teaching and Learning	In a department	Other
Baruch				Bernard L. Schwartz Communication Institute
BMCC	✓			
Bronx		✓		
Brooklyn				We share a space with the CTL but operate independently
City	✓			It's housed more or less within my own office: Craig Levinsky, Campus Coordinator for Writing Across the Curriculum
Hostos				Program reports to Office of Academic Affairs
Hunter				In the Reading/Writing Center
John Jay			✓	
Kingsborough	✓			
LaGuardia		✓		
Law School				It is physically located in an office and adjacent cubicles on the fourth floor of the law school.
Lehman				Fiscally in the Institute for Literacy Studies, but is a part of and reports to the Office of Undergraduate Studies.
Medgar Evers	✓			
New Community College				We have an integrated team. The fellow was under OAA and part of our overall faculty/staff team.
NYCCT		✓		
Queens		✓		Writing at Queens shares staff with the CTL and collaborates with the CTL but mostly functions independently.
Queensborough			✓	
SPS				In the Office of Faculty Development and Instrucitonal Technology unit
Staten Island			✓	
York			✓	WAC is part of the Writing Program, which is housed in the English Department; it also includes the Writing Center, 1st-year composition, and WRIT 300 (junior-level research writing course.

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WAC/WID Course Certification

	WI Courses Formally Designated	WI Course Certification	WI Courses are Certified:		WI Courses Remain Certified:	
			Ad Hoc	Permanently	For a Limited Time	Permanently
Baruch						
BMCC	✓	✓	✓		✓	
Bronx	✓					
Brooklyn	✓	✓		✓		✓
City						
Hostos	✓	✓		✓		✓
Hunter	✓	✓		✓		✓
John Jay						
Kingsborough						
LaGuardia	✓	✓	✓	✓		✓
Law School						
Lehman	✓					
Medgar Evers	✓					
New Community College						
NYCCT	✓					
Queens	✓					
Queensborough	✓					
SPS						
Staten Island						
York	✓	✓	✓	✓		

Most programs formally designate WI courses (60% reporting), most of whom have a certification process to make that designation (50% thereof, 30% reporting overall). About half of the courses formally designated are certified permanently.

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WAC/WID Certification Requirements

	Formal Writing Assignments (10-12 pages)	Informal Writing Assignments/Activities (ex: journal keeping)	Grade Requirements (Ex: % of grade on writing assignments)	Other
Baruch				
BMCC	✓			
Bronx	✓	✓	✓	
Brooklyn	✓			Writing assignments reflect job market/graduate school needs.
City				
Hostos	✓	✓		Limited class size.
Hunter			✓	Required Instructor feedback on writing.
John Jay				
Kingsborough				
LaGuardia	✓		✓	Revision is part of at least one writing assignment.
Law School				
Lehman				Meets WI guidelines
Medgar Evers				Instructor identifies course as WI
New Community College				
NYCCT				Meets WI guidelines
Queens	✓			Meets WI guidelines; limited class size
Queensborough	✓			Revision is part of at least one writing assignment. Writing assignments of 'stakes' variety.
SPS				
Staten Island				
York	✓		✓	Writing assignments of 'stakes' variety.

For a course to be considered WI, it must meet standards set by WAC, and most participants describe these standards as courses possessing at least one, long formal writing assignment (40% reporting), informal writing activities (10% reporting) or standardized grading requirements (20% reporting).

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Faculty Certification for WAC/WID Courses

				Faculty Incentives to teach WAC/WID		
	Faculty Certification for WAC/WID	Certification Required to teach WAC/WID	# of Certified Faculty	Compensation	Reduced class size	Other
Baruch					✓	
BMCC	✓	✓			✓	
Bronx					✓	
Brooklyn					✓	Classes are capped at 25 students.
City						A \$2,000 grant-paid stipend for a year of partnership and collaborative work.
Hostos	✓	✓	56	✓	✓	Faculty receive a stipend for developing a WI and there is reduced class size of 25-26 students.
Hunter						Departments may reduce the class size of W courses.
John Jay	✓		133		✓	
Kingsborough	✓	✓	130		✓	They also received 3 hrs in either reassigned time or compensation when they complete the certification process and submit a course portfolio.
LaGuardia	✓	✓	100		✓	
Law School						
Lehman					✓	If they develop and teach a WI course during their year in WAC, they get a stipend from the program.
Medgar Evers	✓	✓		✓		
New Community College						
NYCCT						
Queens					✓	
Queensborough				✓		
SPS						
Staten Island					✓	
York					✓	

Thirty percent of the reporting colleges certify faculty for WAC/WID courses, and all require that certification to teach WI courses. The main benefit for faculty to teach WI courses is a reduced class size (most are capped around 20-25 students).

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WAC/WID Professional Development (other than certification)

	Faculty Professional Development									
	Face-to-face sessions	Web-based sessions or resources	Individual workshops	Semester-long series of workshops	Semester-long or year-long seminars requiring multi-session participation	Conferences	Orientation for new faculty	Mentoring for new faculty	Special sessions for adjunct faculty	Consulting or "drop-in" services
Baruch	✓		✓	✓		✓	✓		✓	
BMCC	✓	✓		✓						
Bronx	✓	✓	✓	✓						✓
Brooklyn	✓	✓	✓	✓		✓	✓			✓
City	✓		✓	✓	✓	✓	✓	✓	✓	✓
Hostos	✓	✓	✓		✓	✓	✓		✓	
Hunter	✓	✓	✓							✓
John Jay	✓	✓	✓							
Kingsborough										
LaGuardia										
Law School	✓	✓	✓					✓		✓
Lehman	✓	✓	✓	✓	✓				✓	
Medgar Evers										
New Community College										
NYCCT	✓	✓	✓							
Queens		✓	✓		✓					
Queensborough	✓	✓		✓	✓		✓			✓
SPS		✓	✓							✓
Staten Island	✓		✓	✓						
York	✓	✓	✓						✓	✓

Professional development for faculty is available, even outside of formal certification. The majority of which are face-to-face sessions (70% reporting) and workshops (65% reporting), and another 65% report online trainings.

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WAC Graduation Requirements

	WI Designated Courses in Fall 2012	WI Courses Offered in Fall 2012	WI Sections Offered in Fall 2012	Students Enrolled in WI Courses in Fall 2012
Baruch	32	32	200	6000
BMCC	82	82	169	4225
Bronx	56	56	86	2227
Brooklyn	37	36	78	1900
City	68	68		
Hostos	56	39	55	1300
Hunter	360	167	335	0
John Jay		22	59	1180
Kingsborough			120	3000
LaGuardia				
Law School				
Lehman		109	199	4056
Medgar Evers	10	10	8	100
New Community College				
NYCCT	26	26	62	1535
Queens	276	103	296	6239
Queensborough	248	248	248	6000
SPS				
Staten Island				
York		51	106	2650

Colleges designated an average of 114 WI courses in Fall 2012, and offered an average of 75 of those courses, comprising an average total of 144 sections of WI courses. About 2900 students at each college took a WI course in Fall 2012.

Students are required to take an average of 2 WI courses (ranging from 1-6 total) in the 65% of reporting colleges that listed a WI graduation requirement. Thirty percent of colleges do allow a waiver if the requirement cannot be met (see following table as well).

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WAC Requirements Continued

	Placement of WAC/WID in Curriculum								
	Lower division	Upper division	Can fulfill general education requirements	Can fulfill major requirements	Enrollment Cap on WAC/WID Courses	What is the cap?	Writing Intensive (WI) courses required to graduate.	Waiver Allowable	Same Requirements for transfer students
Baruch	✓						4		✓
BMCC			✓	✓	✓	25	1	✓	✓
Bronx	✓	✓	✓	✓	✓	25	2	✓	✓
Brooklyn	✓	✓		✓	✓		1	✓	✓
City	✓	✓	✓	✓		"should be" 22	6		
Hostos	✓		✓		✓	25	2	✓	✓
Hunter	✓	✓	✓				3		✓
John Jay	✓	✓	✓	✓	✓	21	0		✓
Kingsborough	✓	✓	✓	✓	✓		1	✓	✓
LaGuardia	✓		✓	✓	✓	25	2		
Law School									
Lehman	✓	✓	✓	✓	✓	25	4	✓	
Medgar Evers	✓		✓		✓	30	0		✓
New Community College									
NYCCT	✓	✓	✓	✓					✓
Queens	✓	✓	✓	✓	✓	25	3		✓
Queensborough	✓		✓	✓	✓	25	3		
SPS									
Staten Island									
York	✓	✓	✓	✓	✓		3		

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WAC/WID Course Syllabus Requirements

	Syllabus Requirements	Pre-requisite English Composition or other writing course	Minimum number of pages of assigned writing	Specific pedagogy: writing to learn	Specific pedagogy: self-reflective writing	Specific pedagogy: high-stakes and low-stakes writing assignments	Opportunities for revision	Peer revision	Certain portion of grade based on writing (if yes, indicate %)	Use of rubrics
Baruch										
BMCC	✓		✓			✓	✓			
Bronx	✓		✓	✓		✓	✓		✓	
Brooklyn	✓	✓	✓	✓		✓	✓			
City	✓		✓	✓	✓	✓	✓		✓	✓
Hostos	✓	✓	✓	✓		✓	✓		✓	
Hunter										
John Jay	✓		✓	✓	✓	✓	✓	✓		
Kingsborough	✓		✓	✓		✓	✓		✓	✓
LaGuardia	✓		✓	✓	✓	✓	✓	✓	✓	
Law School										
Lehman	✓		✓	✓	✓	✓	✓			
Medgar Evers	✓		✓							
New Community College										
NYCCT	✓		✓	✓		✓	✓	✓		
Queens	✓	✓	✓			✓		✓		
Queensborough	✓		✓			✓	✓		✓	
SPS										
Staten Island										
York	✓	✓	✓			✓	✓		✓	

WAC/WID courses generally have syllabus requirements (70% of colleges reporting). These requirements have changed from 2011, most notably there was a 30% increase in reporting colleges that require a minimum page length assignment, a 28% increase for blending high and low stakes assignments and a 26% increase in offering opportunities for revision of written assignments.

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WAC/WID Course Syllabus Requirements Continued

	Other Requirements
Baruch	
BMCC	Our WI outcomes include informal writing and 10-12 pages of formal writing that goes through revision. We also train our faculty to use rubrics and peer review, though these aspects of WI pedagogy are not part of our required WI outcomes that instructors include on their syllabi.
Bronx	12 pages minimum formal writing with drafts.
Brooklyn	1) The course requires ten or more pages of writing, with the chance to revise at least one assignment or to prepare a paper in stages, 2) Writing is embedded as a tool for understanding the discipline, and 3) The writing assignments reflect the need of the discipline to prepare students either for the job market or for graduate school. 4) English 1012 is a prerequisite. 5) The goals for all writing-intensive courses must explicitly include objectives for writing from an approved list of objectives and the means by which these objectives will be assessed.
City	None of these, by any means, are required by our campus or Gen Ed structure. They are, however, required components of WAC-modified courses and handbooks.
Hostos	
Hunter	
John Jay	minimum # of assigned pages of writing per level: 100: 10 pages of informal and 10 pages of formal 200: 15 300: 20 400: 25
Kingsborough	10 pages of revised writing; support for reading, at least 30 percent of the final grade based on writing, assignments are staged.
LaGuardia	1. Have students write every week 2. Assign informal and low-stakes writing 3. Have students read each other's writing 4. Count writing for at least 20% of the grade 5. Have students revise more than one paper 6. Include a substantial term-long, staged formal writing assignment
Law School	Courses that include a writing instruction component typically include written feedback, opportunities for revision, use of evaluative criteria and rubrics, self and peer evaluation.
Lehman	Students should be expected to write approximately 15-20 pages of proofread, typed work that is turned in to the instructor for grading. In 100- and 200-level courses this writing might consist of shorter assignments (e.g., eight to ten 2-page papers, four 4-page papers, etc.). In advanced 200- and 300-level courses, longer papers might be more appropriate (e.g., two 10-page papers, one 10- and two 5-page papers, etc.). Except in rare cases, one 20-page paper should not be sufficient for a "W" section.
Medgar Evers	
New Community College	
NYCCT	15 pages detailed syllabus productive use of research use of disciplinary conventions See details at: http://facultycommons.citytech.cuny.edu/wac/wac_writingIntensive.shtml
Queens	
Queensborough	10 pages of writing are required
SPS	
Staten Island	
York	"significant" portion of grade based on writing (not formally defined but usually the committee thinks that anything below 40% is problematic) Page count: 10-12 pages of formal writing

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Evaluation of WAC/WID Courses

	Measuring learning gains through pre/post assessments	Assessing writing through standard rubrics	Assessing writing over time through e-portfolios	Comparing student performance in non-WI courses	Including special WI component in faculty/ course evaluations	Student surveys	Faculty surveys	Survey of Fellows	Fellows' evaluation of program
Baruch	✓	✓				✓	✓	✓	✓
BMCC	✓					✓			
Bronx						✓	✓	✓	
Brooklyn						✓	✓	✓	✓
City	✓	✓		✓			✓	✓	✓
Hostos				✓		✓	✓	✓	
Hunter							✓		✓
John Jay		✓				✓	✓		
Kingsborough		✓					✓	✓	✓
LaGuardia	✓		✓				✓	✓	✓
Law School		✓				✓	✓	✓	
Lehman		✓	✓				✓		
Medgar Evers	✓	✓	✓						
New Community College									
NYCCT							✓		
Queens		✓			✓				✓
Queensborough	✓					✓	✓		
SPS									
Staten Island									
York						✓	✓		

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Evaluation of WAC/WID Courses

	Assessing student engagement through NSSE, CCSSE or some other method	Analyzing impact of WI courses in relation to GPA	Analyzing impact of WI courses in relation to retention rates	Analyzing impact of WI courses in relation to graduation rates	Assessing faculty practice through syllabi review	Assessing faculty practice through e-portfolios	Assessing faculty practice through self-reporting of faculty	Determine number of students served	Determine number of faculty served
Baruch								✓	✓
BMCC									
Bronx					✓	✓		✓	✓
Brooklyn									
City					✓			✓	✓
Hostos		✓	✓	✓	✓			✓	✓
Hunter							✓	✓	✓
John Jay					✓		✓	✓	✓
Kingsborough					✓			✓	
LaGuardia	✓				✓	✓	✓		
Law School					✓		✓	✓	✓
Lehman	✓				✓	✓	✓	✓	✓
Medgar Evers					✓	✓			
New Community College									
NYCCT							✓	✓	✓
Queens	✓	✓			✓			✓	✓
Queensborough									
SPS									
Staten Island									
York	✓				✓			✓	

Evaluation methods have remained rather stable from 2011 to 2012, of the more notable changes are the increased use of pre/post testing (13% more colleges reporting) and standard rubrics (14% more colleges reporting) and the decreased use of NON-WI course comparison (14% fewer colleges reporting).

2013 WAC/WID Survey Report

Summary of Findings from Evaluation

	Demonstrable improvement amongst students with need.	Positive Feedback/Self-Report from Students	Positive Feedback/Self-Report from Instructors
Baruch	✓		
BMCC	✓	✓	✓
Bronx			
Brooklyn		✓	
City	✓		
Hostos	✓	✓	✓
Hunter		✓	✓
John Jay			✓
Kingsborough			
LaGuardia	✓		
Law School			
Lehman		✓	✓
Medgar Evers			
New Community College			
NYCCT			
Queens	✓		
Queensborough		✓	
SPS			
Staten Island			
York	✓		

The findings presented were diverse, but the most common trends in observable outcomes related to the demonstrable improvements amongst higher need populations of students, and the general positive feedback from students and instructors.