Program Review for the Department of Writing and Rhetoric

Introduction/Program Overview

Program Goals Connected to the University Mission/Vision

The Department of Writing and Rhetoric (WRT) connects with the University's mission to "cultivate the full potential of a diverse and inclusive community" to "unlock the potential of individuals and leave a lasting impact on the world through the transformative power of education and research" (About Oakland University, n.d.). Our faculty embrace this vision, viewing rhetoric and writing as subjects that engage with the University's mission both academically and in the context of broader cultural and public interests.

Program Goals Connected to the College Mission/Vision

Our program goals also connect to the mission of the College of Arts and Sciences in that we support students as they develop their intellectual curiosity and their communication, analytical, and problem-solving skills (Carey, n.d.).

Courses in our department are designed to enable students to function independently and collaboratively in writing, to value literate practices in a wide variety of situations, and to be critical readers, writers, and thinkers in academic and non-academic communities, locally, nationally, and globally.

We view students as thinkers and communicators involved in engagement and dialogue rather than reporters summarizing the experts. We encourage real research writing for a particular purpose/audience, where students engage with their topics as contributors to a discussion of key issues and ideas. This kind of academic research is a process, and the course structure and instruction should emphasize the recursive and reflective process of writing and learning.

Program Goals Connected to the Departmental Mission/Vision

Our department encompasses four programs: The Professional and Digital Writing (PDW) major, the Writing minor, First-Year Writing (FYW), and Embedded Writing Specialists (EWS).

The PDW major aims to prepare our graduates to perform the kinds of collaborative work in written and multimedia composition that will be required of them to participate fully in an increasingly global and technologically literate society. The minor in Writing provides students with course work and experiences composing for professional, public, and academic audiences.

The FYW program helps students to develop the rhetorical skills, processes, and information literacies necessary for writing and composing in the 21st century. Our classes focus on rhetoric, academic writing, community and civic engagement, digital media composition, collaborative writing, and revision.

The EWS program provides additional writing support for WRT 1020 Basic Writing students. EWSs are advanced undergraduate students who are trained to work with students individually and in small groups based on students' specific needs, including written communication and critical inquiry.

Specific goals for each program are included in the Program Description section below.

Department Response to Emergent Trends and Practices

We provide a broad range of instruction grounded in contemporary theory and research related to the discipline of rhetoric and composition. Our goals and their connection to mission and vision are informed by emerging trends in our discipline.

Our program was one of the first to offer an undergraduate degree specifically in writing and rhetoric in an independent writing and rhetoric department. The historical and institutional circumstances of our department are unusual, since at no time in OU's history has rhetoric and writing been associated with the department of English. Our major and minor programs were designed to be "well suited to current developments [at the time of its founding in 2008] in the discipline of rhetoric and to the nature of writing in the 21st century" (Chong & Nugent, 2015, p. 186). For example, we offered courses in multimodal/digital composition, community engagement, writing center studies, and global rhetorics. We also supported undergraduate research, and facilitated individual and collaborative undergraduate publications and presentations at national professional conferences.

In addition to these overarching goals for the major and minor, our process-oriented first-year writing pedagogy is informed by scholarship in the transfer of learning and metacognitive reflection. Our commitment to diversity, equity and inclusion is evident in curricular reforms, such as a redesign of our WRT 1020 Basic Writing course to eliminate pejorative vocabulary such as "remedial" and "developmental" writing. These changes are in line with our field's focus on students' right to their own language. We also established the EWS program as an additional layer of support for WRT 1020 Basic Writing students. Research describing similar programs at other universities informed our unique EWS program tailored to the particular context of OU and our students' needs.

In line with best practices in our field, all of our full-time faculty teach courses in first-year writing or business writing, as well as in the major and minor programs (see Appendix A for faculty profile).

Program Description
Structure
The PDW major, Writing minor, FYW and EWS programs at OU are housed in the Department of Writing and Rhetoric. Since its founding in 2008, the department has offered a bachelor's degree, originally in writing and rhetoric with a choice of three specializations, or tracks: writing studies, writing for digital media, and professional writing. In fall 2019, the department combined the three tracks into a unified major under the name Professional and Digital Writing (PDW). The PDW major requires 40 credits, including three core courses, one "gateway" or introductory course, five electives at the 2000-level or above, and the capstone course. Also since 2008, the department has offered a minor in Writing and Rhetoric, which was renamed in fall 2019 as a minor in Writing. Our minor requires 20 credits (five courses), including one core course, one gateway course, and three electives at the 2000-level or above. The major and minor programs are overseen by the director of the major, who is advised by the committee on the major.

The FYW program has been part of the Department of Writing and Rhetoric since our independent department was established in 2008. The FYW program is composed of five 1000-level courses, including the required general education Writing Foundations course (WRT 1060 Composition II). All of these courses emphasize a rhetorical, process-based approach to writing that includes research appropriate to students' skill levels, effective use of sources and experience-based examples to support analytical or persuasive claims, drafting and revising in response to feedback, and metacognitive reflection (First-Year Writing, n.d.). The FYW program is administered by the director and the associate director of FYW, with input from the FYW committee.

The EWS program was created in 2009-10 as part of the curriculum redesign of the WRT 102 (now 1020) Basic Writing course to increase support for student success. In consultation with WRT 1020 Basic Writing instructors, the EWS Program provides in-class peer tutoring by an advanced undergraduate or graduate student and develops supplemental instructional resources tailored to the specific needs of students in each section of WRT 1020 Basic Writing. The EWS director administers this program.

Enrollment Trends

Shortly after the major was established in 2008, the number of enrolled majors exceeded our expectations. By the fourth year we had approximately 53 majors. However, the early enthusiasm for the new major was short-lived (see Figure B1 in Appendix B). In fall 2019, 18 majors were enrolled. Falling enrollments are not unique to our program: other majors across the College of Arts and Sciences (CAS) have had enrollments decline over the past several years (see Figure C1 and Figure C2 in Appendix C).

During this review period (2008 to 2019), there were 91 Writing minors. See Appendix D for enrollment trends (e.g., number of sections and credits hours generated) for all our courses from fall 12 to fall 19, including first-year writing.

Major Program: BA in Professional and Digital Writing

Past curriculum for the major in professional and digital writing

The writing and rhetoric major curriculum was originally organized into three tracks or specializations: writing studies, professional writing, and writing for digital media. The three tracks were designed to prepare students for different career paths, and each track featured a "gateway" course designed to introduce students to a particular specialization and a cohesive set of elective courses to support each track. See Table E1 in Appendix E for the major program learning objectives.

Career success was evident in students' placements after graduation. The writing studies track (formerly called "writing as a discipline") was notably successful in preparing students for graduate study in rhetoric and composition. The professional writing track focused on workplace writing. Students in professional writing track have gone on to work for such private and non-profit organizations as Volkswagen and the Kresge Foundation. The writing for digital media track (formerly called "writing for new media") focused on multimodal composing. Writing and rhetoric students who followed this track have worked as social media coordinators for companies such as Target, Inc. and with local chambers of commerce.

See Appendix F for the major curriculum as of 2016-17, prior to the dissolution of the 3 tracks, and Appendix G for a description of the core and gateway (introductory) courses.

Our assessment of the past curriculum of the major in 2015-2016 included a survey of recent graduates, which provided evidence of the effective structure and value of the program (see Appendix H for the survey questions). All of the respondents reported using the writing degree to write professionally in educational, nonprofit, or business settings in a wide variety of genres. The technologies and media employed by the respondents include digital media and social media as professional tools. Respondents credited the writing and rhetoric degree at OU with training them in most of these technologies. Additionally, more than half of the respondents reported that the collaborative work they had done as undergraduate students in our major courses was beneficial and transferable to their current life activities, both in the workplace and in graduate school.

Assessment of graduating majors' capstone portfolios indicated that students find the program to be relevant, particularly in the areas of public applications of writing and rhetoric, connections to specific communities, and applications of writing and rhetoric skills in the workplace. The 2015-2016 departmental assessment also examined course syllabi to determine where the major's student learning outcomes are being taught in the core and gateway courses. Results were shared with the Committee on the Major, which oversees changes to the curriculum. Other recommendations included revisions to the capstone course to facilitate future assessments and continuing the FYW program's emphasis on reflection in the major and minor programs.

Minor Program: Writing

The Writing minor provides students with course work and experiences in composing for professional, digital, and academic audiences. Students complete five courses (20 credits), including one core course, one gateway course, and three elective courses (2021-22 Undergraduate Catalog [Archived Catalog], n.d.).

Recent Changes in the Major and Minor Programs and Rationale

In October 2018, the faculty voted to make several changes to the major curriculum. They included changing the major and minor program names to "professional and digital writing" and "writing," respectively, dissolving the three tracks, making minor changes to the titles of the gateway courses, eliminating WRT 3085 Writing for Human Resource Professional, which was no longer required by the Human Resources Development program, and pursuing additional general education attributes (such as writing intensive) for our courses in the major.

The decisions to change the name of the major and minor and to dissolve the tracks were made for four reasons. First, we recognized that the term *rhetoric* was difficult for students, parents, and employers to understand. We anticipated that "professional and digital writing" would more accurately reflect students' application of the undergraduate degree. Second, the three track system caused scheduling difficulties due to our low enrollments. Third, in practice students rarely completed all of their electives in a single track, which frequently resulted in the need for petitions of exception. Fourth, the tracks did not appear on students' transcripts, so potential employers did not see students' areas of specialization. The curricular changes were made official in fall 2019, and the change of name for the major and minor were made official in winter 2020.

First-Year Writing Program: Courses and Learning Objectives

The curriculum for the FYW program includes five courses: WRT 1000 Supervised Study, WRT 1020 Basic Writing, WRT 1040 Critical Thinking and Reading, WRT 1050 Composition I, and WRT 1060 Composition II. WRT 1000 Supervised Study and WRT 1040 Critical Thinking and Reading are typically taken by students who need intensive support in college-level reading and writing. Students who place into WRT 1020 Basic Writing or WRT 1050 Composition I receive instruction in writing and rhetoric that allows them to develop and practice the skills needed to be successful in WRT 1060 Composition II. Most students benefit from starting in WRT 1050 Composition I as a transition from high school to college-level writing. All students must take WRT 1060 Composition II to fulfill the general education Writing Foundations requirement unless they have approved transfer credit or pass a placement essay. As of Winter 2019, students could also demonstrate that they could test out of WRT 1060 with an approved test score. For detailed descriptions of all these courses, see the FYW website (First-Year Writing Courses, n.d.).

Changes in the First-Year Writing Program and Rationale

During the period covered in this program review, the FYW program has undergone regular assessment and curricular revisions. Of note are the 2017 WRT 1060 assessment and the 2010-11 WRT 160 (now 1060) assessment and their recommendations, along with redesigns of the 1050 and 1020 curricula.

2010-11 WRT 160 Assessment

The 2010-11 WRT 160 assessment remains the foundational document that articulates the rationale, goals, and strengths of the course. The 2010-11 assessment recommended that the FYW program continue to encourage instructors to adhere to the clearly articulated goals that match general education goals and objectives; focus on our pedagogical expectations of the course such as the use of secondary sources, primary research and instruction in rhetoric; promote best practices in the teaching of writing such as a focus on the recursive, process oriented writing instruction (revision, peer review, scaffolding, and reflection); and emphasize research writing with attention to

appropriate citation of sources, more online (hybrid) instructional material using Moodle, and the inclusion of multimodal writing projects (see Appendix I for the 2010-11 WRT 160 Assessment Report).

The comprehensive recommendations as outlined in this assessment have become standard practice for the course, in particular the emphasis on research, information literacy (including the use of information literacy modules developed in partnership with the library), a gradual transition to Moodle-oriented hybrid courses, and the use of a common syllabus template and recommended assignment sequence for all sections.

Winter 2019 WRT 1060 Assessment

Data for the latest WRT 1060 Assessment was collected during Winter 2017 (see Appendix J for the 2019 Assessment Report). The report showed that the program has made substantial moves toward improving student citation practices and reducing plagiarism. It also suggested that instruction could be improved in the use of credible scholarly sources in the research paper assignment. The first recommendation was for the writing program administrator (WPA) to perform a review of the research paper assignment descriptions for WRT 1060 to determine the range and nature of source citation requirements and to query faculty about how they are working with students to develop research paper topics and research questions. The second recommendation was for the WPA to initiate conversations with the FYW faculty more broadly regarding any prevalent issues with student information literacy practices. The relocation of offices for our FYW faculty impacted our ability to achieve the General Education Student Learning Outcomes by (1) reducing faculty cohesion and communication and (2) undermining our ability to teach the writing process via student conferencing.

WRT 102 (1020) Basic Writing Redesign

An assessment and redesign of WRT 102 (1020) took place in 2013. The course was significantly redesigned with an emphasis on aligning the goals with the 1050/1060 sequence: looking at writing as a multi-step, recursive process; addressing the rhetorical situation; focusing on synthesize information/ideas in and between various texts—written, spoken, and visual; reflecting on the writing processes and evaluating learning; adapting prior knowledge and learning strategies to a variety of new writing and reading situations in college and beyond; developing the habits of mind of effective college writers and readers.

1050 New Curriculum (Fall 14)

Effective fall 2014, a redesign of the WRT 150 (1050) was implemented that focused on rhetorical genre studies and metacognition. Eight goals were outlined for the redesigned WRT150: Analyzing the rhetorical situation, defining and enacting appropriate rhetorical strategies, applying rhetorical knowledge, reading rhetorically, reflecting on the learning process; approaching writing as a process, developing linguistic and syntactic fluency, and citing sources using MLA.

These goals aligned the redesigned course with a major movement in the writing field centering the content of writing courses around writing and rhetoric itself. This was precipitated by a host of researchers in the field studying transfer and genre theory with the intention of educating students, early and often, about the value of writing, the fact that writing will happen in their futures in very specific ways, and how rhetorical theory can assist them in that writing, we can help them value writing and learn more effectively. One of the best ways we can do this is by rhetorical analysis of writing and study of writing in their fields or careers.

The redesign included project goals designed to transfer knowledge about written genres when facing challenging disciplinary tasks. Exposure to a wide variety of genres, including disciplinary genres, help facilitate writing success beyond the first year of college.

In partnership with the First Year Advising Center (FYAC) and Career Services, the WRT 150 (1050) Composition I course was part of the interdisciplinary Connections Program that ran from around 2010 to 2014, which created cohort groups of first year students based on their majors. Each cohort group took WRT 150 Composition I, a course in their declared major, and the COM 101 Collegiate Communications class together. Faculty teaching these courses and advisors from FYAC met regularly to discuss curricular goals and related assignments. Although the Connections Program led to the development of a common WRT 150 Composition I assignment that required students to conduct primary research to investigate the genres and rhetorical strategies used in workplace writing related to their field of study–an assignment that is still being used today–the logistics of scheduling cohort groups for multiple courses in different departments proved to be unsustainable.

Embedded Writing Specialists Program

The EWS program provides in-class writing support for students enrolled in all WRT 1020 Basic Writing sections. Originally, the EWS program hired only advanced undergraduate or graduate students who also worked as writing consultants in the Oakland University Writing Center (OUWC) and were, therefore, available for additional, individual OUWC tutoring appointments with the students in their assigned WRT 1020 Basic Writing section. The EWS program was later expanded to include our PDW majors and Writing minors who are not OUWC consultants, as well as other qualified undergraduates who have fulfilled the Writing Foundation requirement. Many of the students who are not our majors or minors have been recommended for the EWS student worker position by their FYW instructors. The EWS program director recruits, hires, trains, and supervises the EWSs. In their role as mentors, EWSs model the behaviors that characterize a successful student. For example, they demonstrate effective reading and writing practices, exemplify best practices for peer review, facilitate in-person and online discussions, and encourage help-seeking behaviors, often acting as a bridge between the instructor and the student.

Alignment of Program Goals with OU Goals

Student Success

Our students learn in small, collaborative classrooms where they develop close ties with their instructors and are encouraged to pursue research and creative accomplishments. We offer our yearly Writing Excellence Awards, which included a "Major" award, to encourage our students to submit high-quality work. Students in our major also qualify for the Holzbock Scholarship. Here are the Holzbock Scholarship recipients within this program review period:

  2013-14: Kimberly Wagner
  2014-15: Robert Mey
  2016-17: Audrey Downs
  2017-18: Jenna Duronio

Our majors have won awards outside of the department. For example, Ashley Cerku (student) received a $500 scholarship in the Library's Writing competition in 2013. Additionally, our majors often conduct research in collaboration with their faculty mentors. See Appendix K for examples of student research presentations/publications and community engagement course projects.

Unfortunately, the current level of instructional support is insufficient for us to maintain an effective learning environment and opportunities for faculty and student success. For example, our department has priority access to only two computer classrooms where several upper-level and some FYW courses were taught. When offering upper-level professional and digital writing courses that focus on design or multimedia, we were unable to obtain the Adobe Creative Suite licenses for the computers in the classrooms due to the hefty yearly renewal cost and long acquisition process.

Since we were unable to require students to buy or bring their own laptops to class, we attempted to support student learning in classrooms with no computer technology (e.g., those in South

Foundation) using iPads and Chromebooks, but this was not a sustainable practice because they could not be easily updated.

We also notice a trend that when students are transferred into OU, they are not as prepared as students who have taken FYW classes here at OU. Many of the transfer students do not have the rhetorical training or writing foundation necessary to succeed in our major or minor programs. Another concern is that some of our students may switch to other majors (e.g., Communication, English, Art and Art History) that do not have a rhetorical emphasis, likely because those programs have more dedicated space and resources such as access to Adobe Creative Suite and video editing software. Despite these disadvantages, our program has been successful in graduating and placing our PDW majors and Writing minors into graduate programs and career-level positions in professional and digital writing.

Due to the decline in enrollment and number of majors and minors in our programs, we are unable to offer all three of our gateway courses and all three of our core courses every academic year, which creates roadblocks for student progression. For example, students have frequently had to submit course substitution/petition of exception requests so that they could graduate on time. Also, we have not had sufficient enrollment to enforce course sequencing (e.g., in some cases, students don't complete the gateway or core courses until their senior year).

Our program director offers advising services to our majors and informs them of the student services that are available on campus. As a department that collaborates closely with the First Year Advising Center, the College of Arts and Sciences Advising, Career Services, and the Writing Center, we continually encourage our students to take advantage of these resources/programs through our departmental advising, course syllabi, and instruction. As mentioned earlier, many of our course projects focus on civic and community engagement.

For multi-section courses such as WRT 1020 Basic Writing, WRT 1050 Composition I, WRT 1060 Composition II, WRT 3082 Business Writing, and WRT 3086 Workshop in Creative Nonfiction, the DFWI rates do not vary widely between sections, as shown in Appendix L. Although these courses are offered every fall, summer, and winter semester, we only analyzed the grade distributions for fall and/or winter because the summer numbers are too low to be statistically significant. Additionally, we only analyzed grade distributions from fall 09 (after we started using the WRT rubric) until winter 18, when we were still using the 4.0 grading scale (the A-F scale started in fall 2018).

The EWS Program's effectiveness in supporting student success has been demonstrated through data from OIRA. This data indicates an increase in the number of students receiving a passing grade in Basic Writing after the EWS program began and the course curriculum was revised in 2013. Students who took WRT 1020 Basic Writing and then subsequently took WRT 1050 Composition I also improved their grades in WRT 1050 significantly from 2009 to 2013.

Research, Scholarship, Creative Inquiry

As shown in Appendix K, our students are encouraged to conduct research and scholarly opportunities through course projects. These have resulted in both conference presentations and scholarly articles.

Instruction in integrity of scholarship and academic honesty are integral to all three of our writing and rhetoric programs. We continually provide course materials (e.g., writing exercises or reflection assignments) that guide students in the ethical use of information and academic honesty. In our FYW courses, our students are required to complete the Kresge Library "Using and Citing Sources/Plagiarism Tutorial" (now known as "Academic Integrity in Research & Writing"). We also offer regular professional development sessions for our instructors to share ideas on developing and

assigning these course materials. Our approach to treating citation errors as a teachable moment and providing opportunities for revision is central to our process-based writing pedagogy.

Our PDW major and Writing minor courses also emphasize professional ethics and academic integrity. For example, courses such as WRT 3082 Business Writing and WRT 4998 Capstone meet the Knowledge Applications attribute for General Education, where students are expected to "recognize personal, professional, and ethical and societal implications" of workplace writing. Our gateway course WRT 2070 Introduction to Writing for Digital Media and electives such as WRT 3070 Digital Identity and Culture and WRT 3073 Digital Storytelling course are grounded in the "ethical, stylistic and technical principles" of digital media composition. Students in WRT 3064 Writing About Culture: Ethnography conduct IRB-approved undergraduate student research.

As shown in Appendix M, our faculty are heavily engaged in research/scholarship in areas such as professional and technical communication, composition studies, digital media, online instruction, archival research, cultural rhetorics, and programmatic studies. Our research accomplishments are evident in our conference presentations and peer-reviewed publications (e.g., edited collections, books, and articles). Due to the pedagogy-focused research that many of our faculty engage in, there is often a direct relationship of faculty scholarship to program curricula and teaching.

Although our full-time faculty have individual offices in O'Dowd, our department lacks sufficient space and support for our special lecturers who work out of shared office space in different buildings. Despite having priority access to two computer classrooms in Wilson Hall, we need additional dedicated classrooms, office space, and access to technology (e.g., software licenses, upgrades to classroom computers, research equipment) to support faculty and student research and scholarship. We are unable to provide cutting-edge instruction for our students in response to the rapid change of technology with the existing technology or equipment for our classes (e.g., WRT 3071 Podcasting, WRT 3072 Rhetoric of Web Design, and WRT 3074 Rhetoric and Video Games). Our faculty have had challenges acquiring data analysis software and equipment necessary to conduct collaborative research with their students.

Community Engagement

One of our three core courses is WRT 3030 Literature, Technology, and Civic Engagement, where students examine the uneven shifts from oral to print to digital literacy, and how those shifts affect the production of knowledge, social relationships, and opportunities for civic engagement. As shown in Appendix K, our students have collaborated with the underrepresented populations in the Baldwin Center in Pontiac, the Dream Center of Pontiac, Sanctum House, and the Michigan Youth Project.

In an effort to increase community engagement opportunities in our department, we hired Roger Chao in 2017, whose primary area of research is service-learning and the teaching of writing in community-based contexts. He revived our WRT 3063 Community Service Writing class by actively pursuing community partnerships. Current community engagement opportunities were hampered by the departure of Chao in 2021.

We connected with our alumni community by including a survey in the first assessment of the major in 2013-2014, as shown in Appendix H.

Diversity, Equity, and Inclusion

Two of our courses meet the U.S. Diversity attribute for General Education: WRT 3064: Writing about Culture: Ethnography and WRT 3070: Digital Identity and Culture. As shown in Appendix J, our students have collaborated with the underrepresented populations in the Baldwin Center in Pontiac, the Dream Center of Pontiac, Sanctum House, and the Michigan Youth Project in other courses in our curriculum, including WRT 3083 Editing, WRT 3063 Writing with the Community, and WRT 3062 Writing Center Studies and Tutoring Practice.

We provide support for under-represented minorities (URM) students through individual faculty support, emphasis on revision, and petitions of exception where necessary. We offer WRT 1000 Supervised Study to support any student who needs additional writing instruction. We also use low-cost (lower than $40)/no-cost textbooks or course materials to support equity and access for all students.

To promote diversity, equity, and inclusion in our hiring practices, we always invite faculty of color who have received the Conference on College Composition and Communication Scholars for the Dream Award to apply for our positions.

Summary and Plan for Program Improvement

Identification of 3-5 Areas of Excellence

Program Awards:
- In 2012, our FYW program was awarded a Certificate of Excellence by the Conference on College Composition and Communication (CCCC), the national organization for college writing programs.
- In 2016, our major was one of the only two major programs ever to receive the CCCC Writing Program Certificate of Excellence.
- In 2017, our department was awarded the Assessment Excellence Award for our assessment of the major program at the OU Faculty Recognition Luncheon.

Editorship of Leading Scholarly Journals
Our faculty are serving or have served on editorial boards or special issue editors for leading journals in our field (e.g., *Composition Forum*, *IEEE: Transactions on Professional Communication, Technical Communication,* and *Writing Program Administration*). Our faculty have also edited a wide range of journals representing subdisciplines in our field (e.g., *College English*, *Composition Forum*, *Enculturation, the JUMP+, Present Tense,* and *Writing Program Administration*).

Leadership in Professional Organizations
Our faculty have national recognition as leaders in professional organizations in our field, such as the National Council of Teachers of English, College Composition and Communication, the Council for Programs in Technical and Scientific Communication, and the Council of Writing Program Administrators. At the regional level, our faculty members have held leadership positions in such professional organizations as the Michigan Council of Teachers of English, the Michigan Academy of Science, Arts, and Letters, and the Great Lakes Writing and Rhetoric and the Michigan Affiliate of the Council of Writing Program Administrators.

Identification of 3-5 Opportunities/Areas of Improvement
- Upgrade technology and secure sufficient funding for additional technology in our dedicated classroom spaces to help our students develop their technical skills needed to be competitive in professional and digital writing careers.
- Restore office space for special lecturers in proximity to our full-time faculty offices to begin rebuilding our department community.
- Build stronger relationships and develop partnerships with advising (FYAC and CAS) and other departments/programs/schools, particularly to offer our expertise in teaching and assessing writing-intensive courses and writing across the curriculum/writing in the disciplines (WAC/WID).
- Develop more effective recruitment strategies for our PDW major and Writing minor, based on the recommendations of external reviewers who evaluated our program in winter 2020.
- Differentiate ourselves from other departments and programs: Our writing-focused, rhetorically grounded expertise as a standalone writing and rhetoric department is not

always recognized. Administrators, advisors, and students often confuse us with other departments and degree programs, such as English or Communication, Journalism, and Public Relations.

Plan for Improvements

Based on the external reviewers' report (see attached), as a department, we have developed the following action items:

- Revise/update the WRT website and increase our presence on social media to attract more majors/minors (ongoing, Committee on the Website and Social Media)
- Create a separate WRT webpage for our majors (ongoing, Committee on the Website and Social Media)
- Drop or remove classes that we have not offered in the last three years from the catalog (completed in fall 2021,)
- Develop plan for courses two years out and market them (ongoing, all full-time faculty)
- Review currently offered courses to either add General Education attributes or to create more student-friendly and accurate catalog descriptions and course titles (completed in fall 2021)
- Create connections with our alumni and establish an alumni advisory board (started in fall 2020, Director of the Major)
- Establish a PDW student advisory board, and a dedicated eSpace for PDW majors and Writing minors to facilitate communication with our students, including job and internship opportunities (started in fall 2020, Director of the Major),
- Strengthen relationships with other units on campus, e.g., Career Services Liaison (reestablished in fall 2020, Director of the Major), the OU Writing Center (ongoing, Director of the Major).
- Establish relationships with other units on campus, such as Engineering, Education, STEM and Media Arts Departments in the College of Arts & Sciences for the purpose of developing shared & interdisciplinary curriculum as well as specifying "migration pathways" for students who may find transferring to the Major or adding a Minor attractive. (TBD)
- Develop relationships, and possibly articulation agreements, with local community colleges.(on hold due to COVID-19 constraints)

Although this was not recommended by the external reviewers, we formed a Committee on Diversity, Equity and Inclusion to develop the department DEI statement (currently under review) and make the DEI FLAG more visible in our course documents and promotional materials (ongoing). We also started offering yearly panel presentations called "PDW@Work" where we invite speakers such as alumni, professional writers, and scholars in the field of writing studies to engage with our students (ongoing, Events Committee).

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Appendices

Appendix A
Demographic Breakdown of WRT Faculty

Table A1

Demographic Breakdown of WRT Faculty (Fall 2012-2018)

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
# of Full-time Faculty	14	13	14	14	14	14	14
# of Tenure-Tenure Track Faculty	14	13	14	14	14	14	14
# of Part-time Faculty	--	38	41	43	42	38	37
# of Visiting Faculty	1	0	0	1	1	1	0
# of New Full-time Faculty (last five year)	--	--	--	--	--	1	1
# of Retired Full-time Faculty (last five year)	--	--	--	--	--	2	0

Average age of Full-time Faculty	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018

Gender - Full Time Faculty	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Female	10	9	10	10	10	9	9
Male	4	4	4	4	4	5	5

Race/Ethnicity Full Time Faculty	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Asian	0	0	0	0	1	2	2
Black or African American	1	1	2	2	2	2	2
Hispanic or Latino	0	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0
two or more	0	0	0	0	0	0	0
White	13	13	14	13	13	13	14
Unknown	0	0	0	0	0	0	0

Appendix B
Major Program Enrollment and Graduates

Figure B1

Major Program Enrollment and Graduates
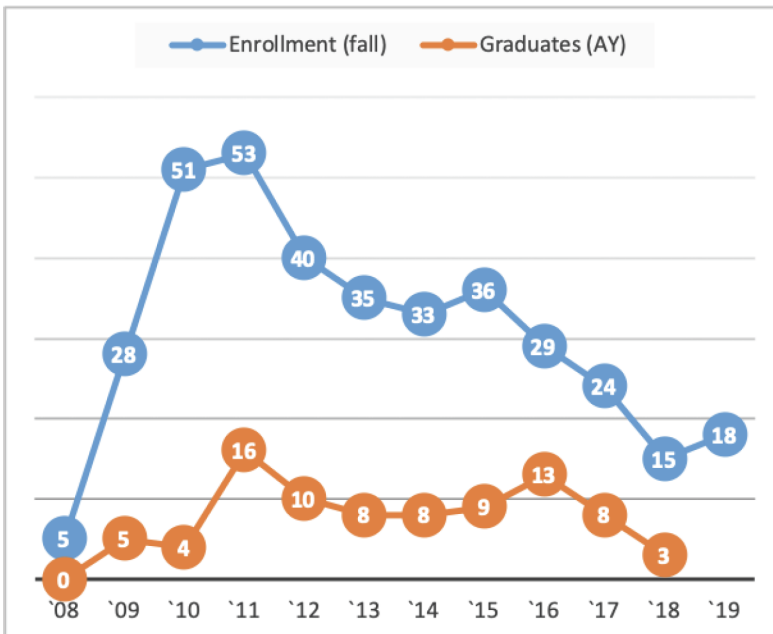
Appendix C
Enrollment Information for Related Majors and Various Colleges across the University

Figure C1

Enrollment in Related College Major Programs
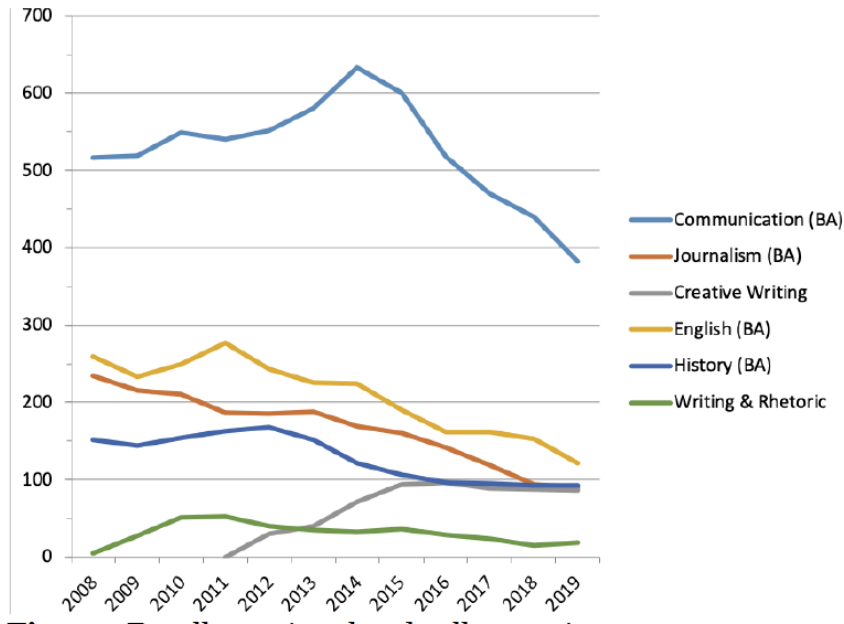
Figure C2

Enrollment in Various Colleges and Program Types across the University
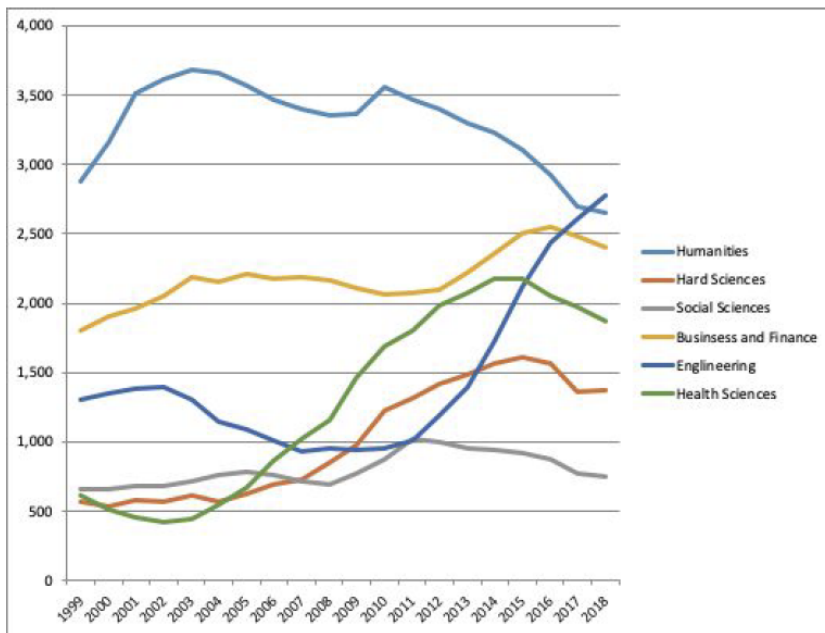
Appendix D
Enrollment for all WRT courses from 2012-2019

		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
	# of Sections Offered								
	Regular Sections	173	167	176	183	174	163	166	161
	Non-Regular Section	3	2	1	0	1	1	2	2
	# Online Sections								
	Online only	9	5	15	19	18	19	20	22
	Hybrid								
	# of Credit Hours Generated								
	Regular Sections	13,387	13,173	13,904	14,010	13,622	12,449	12,923	12,638
	Non-Regular Section	26	21	3	0	4	12	16	8
	Online only	780	420	1,212	1,312	1,228	1,308	1,372	1,468
	Hybrid								
		Winter 2013	Winter 2014	Winter 2015	Winter 2016	Winter 2017	Winter 2018	Winter 2019	Winter 2020*
	# of Sections Offered								
	Regular Sections	150	151	145	146	150	145	138	140
	Non-Regular Section	0	3	4	3	3	0	1	2
	Online Sections	17	16	22	20	25	19	19	22
	Hybrid								
	# of Credit Hours Generated								
	Regular Sections	11,300	11,516	10,944	11,117	10,687	9,999	9,817	9,789
	Non-Regular Section	0	16	65	13	14	0	4	32
	Online only	1,360	1,304	1,664	1,472	1,696	1,364	1,368	1,452
	Hybrid								
	# of Sections Offered	Summer 2012	Summer 2013	Summer 2014	Summer 2015	Summer 2016	Summer 2017	Summer 2018	Summer 2019
	Regular Sections	27	25	33	31	26	26	24	20
	Non-Regular Section	3	1	3	1	3	2	3	2
	Online Sections	14	15	17	18	14	17	15	15
	Hybrid								
	# of Credit Hours Generated								
	Regular Sections	1,678	1,556	1,708	1,691	1,502	1,397	1,414	1,132
	Non-Regular Section	20	12	18	4	16	16	26	8
	Online Sections	1,044	1,088	1,100	1,240	916	984	1,056	900

Appendix E
Program Goals and Student Learning Outcomes

Table E1

Program Goals and Student Learning Outcomes

Program Goals	Student Learning Outcomes (SLOs) that Correspond with Each Goal (Majors will:)
to develop students' abilities as critical readers, writers, and thinkers in academic and non-academic contexts	apply rhetorical analysis to communicative practices, written or otherwise articulate the professional and academic possibilities for a degree in writing and rhetoric
to develop students' abilities as literate agents working independently and collaboratively	engage in ethical collaborations in academic and non-academic contexts engage in research processes in independent and collaborative research
to develop students' abilities as engaged participants in their local and national communities	discuss the role of writing and rhetoric in the public sphere apply classroom learning to activities beyond the classroom, which may include 1) service to specific communities as civic-minded rhetors, 2) workplace applications, or 3) pre-professional experiences
to develop students' abilities as effective users of technologies of literacy	apply various technologies and media to produce effective digital texts
to develop students' understanding of the histories, theories, research methods, ethics, and conventions of literate acts and practices	incorporate discussion of the histories and theories of rhetoric
to have students use that understanding to produce their own works for audiences, purposes, and contexts	apply writing processes (including researching, prewriting, drafting, peer reviewing, revising, and reflecting) to compose a variety of texts for multiple audiences, media, and contexts

Appendix F
2016-17 Major Curriculum

Requirements for the liberal arts major in writing and rhetoric, B.A. program The major in writing and rhetoric requires a minimum of 40 credits in writing and rhetoric courses. Only courses in which the student has earned a grade of at least 2.0 or higher may be counted toward the writing and rhetoric major.

1. Twelve credits from core courses
Course Name Credits Term Taken Grade Gen Ed
WRT 340/3010: Contemporary Issues in Writing and Rhetoric (4)
WRT 342/3020: History of Rhetoric (4)
WRT 394/3030: Literacy, Technology, and Civic Engagement (4)

2. Eight credits from WRT electives at the 200/2000 level or above Students may substitute appropriate courses from other departments with permission of the Writing and Rhetoric Department chair.

3. Sixteen credits from one area of specialization
Choose either the professional writing, writing for digital media, or writing studies specialization. Students may substitute appropriate courses from other specializations within the major with the permission of the writing department chair.

a. Professional Writing
Course Name Credits Term Taken Grade Gen Ed
WRT 331/2080: Introduction to Professional Writing (4)
Plus three courses from
Course Name Credits Term Taken Grade Gen Ed
WRT 333/3083: Editing (4)
WRT 335/3085: Writing for Human Resource Professionals (4)
WRT 350/3063: Community Service Writing (4)
WRT 380/4908: Special Topics in Professional Writing (4)
WRT 381/3081: Science Writing (4)
WRT 382/3082: Business Writing (4)
WRT 386/3086: Workshop in Creative Non-Fiction (4)
WRT 486/4086: Advanced Creative Nonfiction (4)

b. Writing for Digital Media
Course Name Credits Term Taken Grade Gen Ed
WRT 232/2070: Introduction to Writing for Digital Media (4)
Plus three courses from
Course Name Credits Term Taken Grade Gen Ed
WRT 231/3071: Podcasting (4)
WRT 233/3073: Digital Storytelling (4)
WRT 330/3070: Digital Identity and Culture (4)
WRT 332/3072: Rhetoric of Web Design (4)
WRT 334/3074: Rhetoric and Video Games (4)
c. Writing Studies
Course Name Credits Term Taken Grade Gen Ed
WRT 329/2060: Introduction to Writing Studies (4)
Plus three courses from
Course Name Credits Term Taken Grade Gen Ed
WRT 305/2065: Art of Persuasion (4)
WRT 320/3062: Writing Center Studies & Tutoring Practice (4)

WRT 360/3060: Global Rhetorics (4)
WRT 364/3064: Writing About Culture: Ethnography (4)
WRT 370/3900: Special Topics in Writing Studies (2 or 4)
WRT 414/4060: Teaching College Writing (4)
WRT 460/4061: Writing Across the University: Language and Disciplinary Culture
(4)
WRT 497/4997: College Teaching Apprenticeship (2 or 4)

4. One senior capstone course chosen from
Course Name Credits Term Taken Grade Gen Ed
WRT 491/4998: Capstone (4)

Appendix G
The Major's Core

Three core courses and the capstone course are required for all students pursuing a BA in Professional and Digital Writing. The catalog descriptions for the four required core courses are as follows:

- WRT 3010: Contemporary Issues in Writing and Rhetoric. "Introduction to important past and present issues in the field of writing and rhetoric. Provides a theoretical and historical foundation for understanding current issues, changes, and challenges for the discipline." This course satisfies satisfy the university general education requirement for a writing intensive course either in general education or for the major. Although full-time faculty teaching this course have the freedom to develop a syllabus and assignments for the course within this broad framework, at the 2017 department retreat, we discussed the need for this course to provide a general overview of writing and rhetoric as it applies to the three tracks (specializations): writing studies, professional writing, and writing for digital media.
- WRT 3020: History of Rhetoric. "Examination of major Western rhetoricians and their cultural contexts. Considers the classical roots of modern rhetoric and the influences of rhetoric in other disciplines." This course satisfies the university general education requirement for a writing intensive course and the general education knowledge applications requirement. This course has been taught by Elizabeth Allan every fall semester since it was added to the core in 2011, with minor revisions to emphasize the relationship of rhetorical theory to writing studies, professional and technical writing, and multimodal/digital writing. This survey course ends with the "new rhetoric" of Chaim Perelman and Lucie Olbrechts-Tyteca so as not to overlap with the content of WRT 2060: Introduction to Writing Studies or WRT 3010: Contemporary Issues in Writing and Rhetoric.
- WRT 3030: Literacy, Technology and Civic Engagement. "Exploration and application of technology in the discipline of writing and rhetoric. Examines the uneven shifts from oral to print to digital literacy, and how those shifts affect the production of knowledge, social relationships, and opportunities for civic engagement." This course currently has no university general education designations. Full-time faculty teaching this course have the freedom to develop a syllabus and assignments for the course in accordance with their expertise and research interests.
- WRT 4998: Capstone. "Capstone experience developed in consultation with the instructor based on student interests and professional goals. Projects can include both internal and external internship experiences, research assistantships, or thesis projects. May be repeated once in a different setting." In addition to meeting the university general education capstone experience requirement, this course satisfies the university general education requirement for a writing intensive course in. Typically, the course is taught by the director of the major as an online course with occasional in-person meetings. The course is offered every semester, including summer terms.

Gateway Courses
Students must take one of the following courses, which were the former "gateway" courses for the three tracks:

- WRT 2060: Introduction to Writing Studies: "Survey of composition-rhetoric as an academic discipline, including an examination of the history, theory, research, curricula, and practices associated with composition-rhetoric in the university." Although the writing studies track was initially very popular, in recent years, this gateway course has rarely been offered due to low enrollment.
- WRT 2070: Introduction to Writing for Digital Media: "Introduction to the rhetorical, ethical, stylistic, and technical principles of digital composition and web authoring." This course introduces students to key definitions used in the literature of digital media studies, the rhetoric of images and sound, and production of digital media texts for an audience

beyond the classroom. The course was offered every fall until 2017, when it was moved to winter. It will not be offered in 2019–20.

- WRT 2080: Introduction to Professional Writing: "Introduction to the field of professional writing. Examines the theories, practices, technologies, and ethics of professional writing in the workplace." Typically, this course has been offered once a year in the winter.

Appendix H
2014 Alumni Survey Questions

Post Graduate Survey of Majors

Dear WRT graduates,

The Department of Writing and Rhetoric is conducting its first formal assessment of the Writing and Rhetoric major. As part of this assessment, we would very much like your feedback on your experiences during your time as a major. This short survey should take you 10-15 minutes to complete and is anonymous. The goal of this assessment is to understand what our major does well and what areas we need to improve.

The more detailed and specific you can be, the more your responses will help the department improve the program. If you can, list specific examples, specific courses, or specific activities in your responses below.

As part of this survey, we will enter your name into a random drawing for one of two $25 Amazon.com gift certificates. To be entered in the drawing, you must return your survey by September 30, 2013.

We have also included a Self-Addressed Stamped Envelope to return the survey, so all that you need to do is put the survey in the mail once you are finished.

Thank you in advance for your assistance.

The WRT Assessment Committee
Elizabeth Allan, Co-Chair
Dana Driscoll, Co-Chair
Wallis Andersen
Tina Hall
Josie Walwema

Post-Graduate Survey of WRT Majors (to be sent to WRT majors after graduation).

1. Demographics:

    1. Major track

    2. Year graduated

    3. What are you currently doing in your professional life?

    4. What are your future career goals?

2. **Writing environment and preparation.** Describe your primary professional/graduate writing environment currently. What are the strengths and weaknesses of your preparation for writing in this environment? Why?

3. **Transfer/Application of Skills.** Have you been able to use information or skills gained from your writing and rhetoric major? If so, what information or skills have you used and how have you used them?

4. **Professional life/technology.** In your professional life (graduate program, job, etc.) what technologies and media are you employing? Has your major helped prepare you for this? Why or why not?

5. **Valuable experiences in the major.** What experiences did you have while in the major that you see as the most valuable to you? Why?

6. **Areas for new development.** From your experience with our program, what new areas for development of courses/experiences would you suggest for upcoming majors?

Note: Main idea that we want to know is what they wish they had learned but didn't learn. (This is a question for Dept. only).

7. **Collaboration question:** Have you found the collaborative work you've done in the major useful in your professional life? Why or why not?

8. **Community engagement.** Can you describe any ways that you used knowledge/skills/experiences from the WRT major in the public sphere, such as civic engagement, community service, etc.?

9. **Open-Ended:** Do you have anything else you'd like to share with us? If so, please let us know here.

Appendix I

2010-11 WRT 160Assessment report

Departmental WRT 160 Assessment Report for AY 2010-2011
Summer 2011
WRT 160 Assessment Committee [1]
Department of Writing and Rhetoric
Oakland University

Table of Contents

Introduction & Summary of Recommendations

In academic year (AY) 2010 - 2011, the WRT 160 Assessment Committee assessed the Fall 2010 and Winter 2011 sections of the WRT 160 Composition II course. This report describes our methods, findings, and recommendations targeted toward the Department of Writing and Rhetoric. It includes three appendices that provide additional information and also serve as an archive of this assessment process. The report also contains three appendices: Appendix I provides an archive of assessment-related documents; Appendix II provides all rubrics used in the assessment process; and Appendix III provides descriptive results for every item on the rubrics, many of which are not included in the main report. The AY 2010-2011 WRT 160 assessment project will serve as a baseline for future assessment and will enable us to identify areas of concern for ongoing curricular and professional development.

The assessment process has led the WRT 160 Assessment Committee (hereafter referred to as the Committee) to make the following recommendations to the department:

1. Continue to encourage compliance with clearly articulated general education and departmental goals and objectives.

- The WRT 160 syllabus template should be updated regularly to reflect changes in University, General Education, and departmental policies.
- Use of the syllabus template language should be required for all WRT 160 instructors.
- The WPA, AWPA, and Department Chairperson should communicate with WRT instructors to emphasize that, in addition to providing information for students, the syllabus must address administrative and cross-institutional audiences and purposes.
- New media assignments should be used in conjunction with, not in place of, a traditional research paper assignment using scholarly sources.
- The department should address the shift from MLA in WRT 150 to APA in WRT 160 through professional development activities that look beyond the mechanical differences of citation format.

2. Clarify existing departmental policies, pedagogical expectations, and learning objectives in a number of crucial areas.

- The department should revise the WRT 160 course objectives to mandate the use of secondary sources (including peer-reviewed, scholarly sources) for at least one research project. The Committee further recommends that attention to assignment design be made a priority item for professional development (see 3 below).
- The department should include training in designing and evaluating primary-research-based assignments as part of the ongoing professional development goals for instructors teaching WRT 160. The Committee also recommends clarifying the place of primary research in the WRT 150-WRT 160 course sequence.
- The department should develop a set of common learning objectives to define what we mean by a rhetorical approach to writing instruction in WRT 160. Once these objectives are developed, the Committee recommends professional development in rhetoric.
- The department should clarify how the civic and community engagement objective should be enacted by faculty.
- The department should create a clear policy regarding how instructors should incorporate individual conferences with students into WRT 160.

- In order to create a more coherent departmental culture, the Committee recommends that the department address the need for common terminology in the Faculty Handbook and through professional development activities.
- The department should revisit the issue of how to use of the CAS community book/theme in conjunction with the First Year Experience initiative in order to clarify departmental policies and expectations regarding the place of community book in the FYC curriculum.

3. Identify and explicitly promote or require additional departmental priorities and best practices for writing pedagogy.

During the assessment process, the Committee noted that the following departmental priorities and best practices have not been made explicit in departmental policies or in the specific learning objectives for WRT 160:

- The Committee reiterates its earlier recommendation (see the Departmental Syllabus Assessment Report, Summer 2010) that the General Education Student Learning Outcomes and Writing and Rhetoric Department's Specific Learning Objectives for WRT 160 be amended to require an explicit focus on revision.
- The department should consider requiring peer review in WRT 160 and provide professional development support to help instructors integrate meaningful peer feedback on higher-order concerns into their writing pedagogy.
- The department should consider providing additional professional development or a recommended/required assignment sequence to promote scaffolding assignments between high school/WRT102/WRT150 and WRT 160, within the WRT160 course, and from WRT160 to other coursework. In other words, the Committee recommends faculty professional development in transfer-based pedagogy and adoption of transfer as explicit goal of the course.
- The WRT160 Course Description and Specific Learning Objective language should be amended to include persuasion/argumentation as a specific learning objective for WRT160. The Committee also intends to recommend changes to the General Education Student Learning Outcomes in our forthcoming report to the General Education Committee.
- The department should include professional development on writing effective assignment instructions and should consider providing a bank of model assignments for WRT160 faculty.
- To ensure consistency across sections, the department should adopt guidelines for course and assignment design, including a recommended number of major assignments (e.g., 3-4) and a total expected amount of polished writing (e.g., 6,000-7500 words).
- The department should build reflection, specifically on learning about writing, into the course as a requirement. The Committee also recommends continued professional development on how to teach reflection and on the value of reflection.

4. Emphasize instruction in research writing, including appropriate use and citation of sources and avoiding plagiarism.

- The department should engage in substantial faculty professional development in teaching effective use of sources and avoiding plagiarism.
- The Committee also recommends that the department work with the Dean of Students to institute or clarify a plagiarism policy for FYC that allows for both stringent guidelines and student learning.

Methods

In order to assess our WRT 160 course, the WRT 160 Assessment Committee (hereafter referred to as the Committee) collected course materials and a random sampling of student writing from all sections of WRT 160 in the Fall 2010 and Winter 2011 semesters. Course materials, including syllabi, class schedules, and instructions for major assignments, were collected from all faculty teaching in the Fall 2010 and Winter 2011 semesters [2]. Faculty were also directed to submit one student research paper and the accompanying student reflective essay for each section taught (see Student Reflections below), Appendix I contains copies of this communication. Students were chosen using a random number list generated by the OU Office of Institutional Research. All individuals' names were removed from the documents before the assessment reading process.

Assessment Tools

Student reflections. Because the General Education Student Learning Outcomes require assessment of writing processes, and faculty use different means of collecting and engaging in process-based writing, we used student reflections to assess the writing process. The Committee developed a short reflective essay assignment and directed instructors to administer it in conjunction with their required research paper assignment. The reflective essay assignment instructions as well as other instructions to faculty can be found in Appendix I.

Rubric development. During the Fall 2010 and Winter 2011 semesters, the Committee met monthly to develop the assessment rubrics (included in Appendix II). Rubrics were created using the following process: As a group, the Committee examined the general education and departmental course goals for WRT 160 to operationalize the General Education Writing Foundations Learning Outcomes and to prioritize the departmental Specific Course Learning Outcomes and Course Objectives to be assessed. Analysis categories for departmental learning outcomes and objectives included recent first-year writing program changes (such as assessing the use of APA) and issues of particular importance to the department (such as civic engagement and the use of primary research). In addition, issues related to best practices in writing pedagogy were included (such as avoiding plagiarism, revision, and peer review).

Subcommittees of two members for each rubric were formed to develop drafts and present them to the committee of the whole. The Committee then revised the rubrics collaboratively, first through discussion and then by testing the rubrics with sample sets of student papers provided by Committee members and with three randomly chosen sets of course materials and student writing collected in Fall 2010. The samples used for rubric development and norming were excluded from the data set. Final refinement of the rubrics occurred during the norming process in May with the input of the contingent faculty raters.

Appropriate use and citation of secondary sources. During the Committee's initial rubric development work, we discovered that one of the randomly chosen Fall 2010 research paper samples used to test the rubric demonstrated a profound lack of understanding of appropriate use and citation of source material for academic writing. Therefore, as part of the research paper assessment, we asked raters to indicate if they suspected the student writing to be plagiarized or patchwritten [4]. The Committee initially intended to exclude all suspicious papers from the data set because work that does not meet academic integrity standards creates a false reading of the novice student's own writing abilities. However, given the high percentage of student papers that were initially identified as problematic (22.9%), the Committee co-chairs developed a separate rubric to assess the type and severity of suspected plagiarism/patchwriting on a case-by-case basis (see Appendix II).

Norming and Rating Process

Course materials and student writing were assessed over 2.5 days in May 2011. Three full-time faculty and four part-time faculty served as raters. An additional two full-time faculty (the Committee co-chairs) served as the facilitators of the assessment process. One co-chair trained the raters during the norming sessions, supervised the rating process, and rated suspected plagiarism cases. The second co-chair handled file printing/organizing logistics, data entry, data analysis, and generating statistical reports. Norming session times varied based on the complexity of what was being rated, although they typically lasted 1-2 hours per session.

Raters assessed four sets of documents: 1) course materials (syllabus, schedule, and major assignments), 2) research paper assignment instructions, 3) student research papers, and 4) student reflections. Because many WRT faculty teach more than one section of WRT 160 using the same syllabus and assignments, we analyzed only one syllabus per faculty member per semester, chosen numerically based on the lowest CRN. A total of 58 sets of course materials were assessed: 22 from Fall and 36 from Winter. A total of 109 student papers and 104 reflections [3] were also assessed.

Prior to each rating session, raters participated in a norming session where they independently evaluated sample anchor papers using the rubrics developed by the Committee and then discussed the results as a group. Where there was a discrepancy among raters of more than one point on the five-point Likert scale or where the raters were clearly divided in their responses, the co-chair in charge of norming facilitated a discussion about individual raters' rationales for their scores. As a result of these norming discussions, additional descriptive information was added to the rubric to clarify the distinctions among qualitative levels within a rubric category. In some cases, the rubric categories themselves were adapted, for example by creating subcategories or by adding a response option.

If inappropriate use or inadequate citation of sources was suspected, the raters made notes on the student paper or the scoring sheet to indicate the grounds for their concerns. They then referred these cases to the co-chair supervising the norming and rating procedures. The co-chair examined each case individually by comparing the student's writing to the actual sources cited by the student and by attempting to locate the source of suspicious passages that were uncited or inconsistent with the sources listed. Any confirmed plagiarized or patchwritten work that rated a 1, 2, or 3 on the 5-point scale [5] (n= 23 or 21.1%) was noted but omitted from the research paper analysis (with exceptions for examining relationships between plagiarized and non-plagiarized work).

Analysis

Results were calculated in PASW Statistics 18.0. Frequency distributions (total means and percentages) were calculated for all rubric questions (a complete list of results can be found in Appendix III). The Research Paper Rubric areas were combined to calculate a composite (mean) research paper score. Correlations [6] to determine the relationship between variables were also conducted for a number of questions (see Results). A regression analysis was used to explore which variables (items included in course materials or assignment sheets) were related to increases or decreases in the research composite score. A logistic regression analysis was used to explore which variables are related with lower rates of plagiarism [7].

Limitations

An obvious limitation of this assessment project is that, through examining student documents and faculty course materials, we are unable to gain a complete picture of the course. The extent to which these materials reflect things that are taught in class but not written is unclear. Similarly, instructors may have used minor assignments that were not submitted or described as

part of the course materials to address some of the categories that we assessed. We recognize the limitations of a dataset such as this, while also understanding that no assessment process can assess every aspect of a course. Based on the lack of correlation between many course document features and the quality of student writing, future assessments may need to include observational data or other forms of assessment, such as faculty surveys, to provide additional datasets and a more comprehensive picture of the course.

Additionally, because only one syllabus was assessed from each faculty member, if faculty members were teaching two different versions of the course, this was not accounted for in the assessment process. For example, an instructor may teach an online section and a face-to-face section of the same course very differently or may use section-specific themes, particularly for Connections sections serving different student populations. In future assessments, we may need to revise our collection procedures to include variant course materials from a single instructor.

Descriptive Results

This section describes results based on the following categories: findings concerning student writing (including reflections and research papers), findings concerning the course materials (syllabi, course schedule, all assignments), and findings concerning the research paper assignment.

Student Writing

Research paper. The rubric used to assess student writing in response to the research paper assignment focused on five major categories: Topic, Audience, Context, Purpose, and Ethos. Each category was subdivided into two related areas that are linked to the general education and departmental learning outcomes and course objectives (see Appendix II). Figure 1 (below) shows each rubric area and the mean score for all students. On a five-point scale (1=low; 5=high), the composite mean score (an average of all 10 scores across the entire sample) for the research paper was 2.9. The two highest mean scores were *Ethos: Evidence of editing/proofreading* (3.47) and *Context: Appropriate sources for academic writing* (3.28). The two lowest mean scores were *Audience: Synthesis—thematic, reader-centered development* (2.52) and *Purpose: Source material used as evidence to support a claim* (2.62).

Research Paper Mean Scores

Category	Score
Topic: Appropriate for College-Level Inquiry	3.1294
Topic: Thesis	2.8
Audience: Organizational Strategies	2.7647
Audience: Synthesis	2.5176
Context: Appropriate Sources	3.2824
Context: Appropriate use of citation	2.8
Purpose: Critical analysis of source material	2.7647
Purpose: Source material used as evidence	2.6235
Ethos: Appropriate tone/register	2.9882
Ethos: Evidence of editing/proofreading	3.4706
Composite Research Score	2.9141

Figure 1: Research Paper Mean Scores

Appropriate use and citation of secondary sources. Our analysis indicates that 23 papers, or 21.1%, contain passages that were plagiarized or patchwritten. Table 1 below shows the breakdown of all 109 research papers included in the assessment along with the suspected plagiarism/patchwriting rubric categories.

Table 1: Results of Appropriate Use & Citation of Sources Assessment

Rubric Category	Number of papers	Percent of papers
Papers rated using the original rubric category of Context: Appropriate use or citation conventions	86	78.80%
Confirmed plagiarism: Material taken from an unacknowledged source or from another student's work	6	5.50%
Confirmed plagiarism: Unmarked exact language from an acknowledged source throughout the paper; May have omitted words; May have blanket citations	10	9.20%
Confirmed patchwriting: Failed paraphrases throughout the paper; Has attempted to change wording or syntax; May have blanket citations	5	4.60%
Unable to locate the source to confirm plagiarism or patchwriting (These papers were eliminated from the dataset based on the extent of suspicious material.)	2	1.80%

Reflective essay. The rubric used to assess student writing in response to the reflective essay assignment included six major categories: 1) description of the writing process, 2) description of the research process, 3) self-evaluation of strengths, 4) self-evaluation of weaknesses, 5) self-

evaluation of learning, and 6) a holistic score for the overall quality of the reflection. Three of the six major categories were subdivided to account for distinct stages of the writing and research processes and to distinguish between two different types of learning: learning about writing/rhetoric and learning about the topic (content) of the paper (see Appendix II). Figure 2 (below) presents the overall mean values for the student reflections. On a five-point scale (1=low; 5=high), the average (mean) holistic score for the *Overall quality of the reflection* was 3.18. The two highest mean scores for specific attributes were *Self-evaluation: Quality of learning about writing & rhetoric* (3.17) and *Research process: Selecting & evaluating sources* (3.1). The two lowest mean scores were *Research process: Integrating sources in APA format* (2.01) and *Writing process: Discussion of peer review* (1.93).

Reflection Mean Scores

Attribute	Mean Score
Evidence of Prewriting	3.0123
Evidence of Revision	2.7037
Evidence of editing and proofreading	2.2222
Evidence of peer review	1.9259
Evidnece of Locating Sources using Libarary	2.7778
Evidence of Selecting and evaluating sources	3.0988
Evidence of Integrating sources in APA	2.0123
Evalulation of strengths as writer	2.9753
Evaluation of weaknesses as writer	2.9506
Evaluation of learning about writing	3.1728
Evaluation of learning about subject	2.8519
Overall Quality of Reflection (holistic)	3.1852
Reflection Overall Means	

Figure 2: Reflection Mean Scores

Course Materials

The following section describes the results of our assessment of each WRT 160 instructor's syllabus, detailed course schedule, and major assignment instructions.

Types of writing tasks. We assessed course materials to determine whether students were required to produce persuasive/argumentative writing and analytical writing in WRT 160. We found that 70.7% of the faculty are requiring argumentation/persuasion in at least one assignment, while 79.3% require analysis.

The raters found that only 25.9% of the faculty included assignments that clearly met civic and community engagement objectives. Another 22.4% included civic and community engagement only in the template language for departmental course objectives.

Coverage of plagiarism. In our reading of course documents, we defined "coverage of plagiarism" as evidence of instruction about issues related to plagiarism. We found that 44.8% of faculty explicitly covered plagiarism in the syllabus and/or course schedule. Another 17.2% include some plagiarism statement, but there was insufficient evidence of actual instruction

related to plagiarism issues. There was no mention of plagiarism at all in 31% of the course materials. We were unable to determine whether there was any instruction about plagiarism in the remaining 6.9% of the course materials. Coverage or lack of coverage of plagiarism did not have a statistically significant impact in predicting plagiarized papers; however, several related areas did, as described in Predictive Results below.

Citation conventions. At present, 79.3% of our faculty require APA for at least one assignment, while an additional 10.3% use both MLA and APA. In other words, 89.6% of the instructors include APA as part of the WRT 160 course, and 10.3% did not mention a specific citation style. Based on our preliminary assessment of WRT 160 syllabi in Summer 2010, the exclusive use of APA in WRT 160 courses has increased by 15.1 percentage points in AY 2010-2011 (from 34/53 or 64.2% to 46/58 or 79.3%).

Conferencing and peer review. We assessed course materials to determine whether instructors are building individual conferences and peer review into the structure of their WRT 160 sections. Slightly more than half (51.7%) of our faculty use conferencing as part of their pedagogy. We found that 37.9% of faculty provide no evidence of conferencing in their course materials, and we are uncertain about whether or not an additional 10.3% of faculty conference with their students.

The results for peer review indicate that 67.2% of our faculty have students engage in regular peer review as part of their pedagogy. An additional 17.2% were unclear in their policies and practices concerning peer review, and 15% do not use peer review.

Revision. We assessed course materials to determine whether faculty are explicitly including revision as part of WRT 160. We found that 65.5% of our instructors clearly indicate that revision is taught or emphasized. Another 13.8% are unclear in their use of revision. Revision was mentioned only in the template language of the reflection assignment (provided by the Committee) in 5.2% of the course materials, and another 15.5% of instructors have no indication of revision as part of the course.

Scaffolding. We assessed the course materials to determine whether assignments explicitly and directly built upon each other as the course progressed (scaffolding). We found that 22.4% of our instructors included explicit language in their materials that explains how separate assignments are related to each other in a way that students could understand. An additional 31% of the instructors attempted to do so, but the scaffolding was implicit rather than explicit. The remaining 46.5% of instructors were unclear about scaffolding in their course materials or did not demonstrate scaffolding as a pedagogical strategy to facilitate learning for their students.

Research Paper Assignment Instructions

Research and source use. While the research paper assignments (n=57) varied widely in the number of sources students were expected to use, most commonly, 4-6 sources were required (40.4%). For 26.3% of the assignments, instructors did not specify the number of sources to be used. Because the language of the assignment instructions was often unclear regarding source requirements, we asked raters to write in whether specific types of sources were suggested or recommended, as opposed to being required. We found that only 54.4% of instructors are specifically requiring use of scholarly, peer-reviewed sources. Only 26.3% emphasize the importance of evaluating sources in the assignment instructions. Only 7 of the 57 instructors (12.3%) explicitly required students to use Kresge Library, including the online databases.

Emphasis on rhetorical knowledge. In our analysis of the research assignment instructions, we found that 45.6% did not provide students with any information about the audience for the paper. Only 26.3% of assignments (15 out of 57) clearly specified an audience. Another 28.1% provided some information about the intended audience, but the discussion or mention of

audience was rated as insufficient to give students guidance in choosing appropriate rhetorical strategies. Only one-third of the assignments also included specific information about rhetorical strategies related to structural issues (argumentation, exposition, etc.) that would be appropriate for a particular audience.

Similarly, only 26.3% of assignments identified specific rhetorical strategies related to language use for academic audiences (formal tone, unbiased language, use of standard English, etc.). Another 26.3% had some mention of rhetorical strategies, but the raters found them insufficiently explicit for students. The remaining 47.4% of assignment instructions were unclear or did not present this information for students.

Assignment-specific learning objectives. We assessed the research paper assignment instructions to determine whether the instructors included explicit learning objectives or learning goals for the research assignment. We found that only 17.5% of faculty (10 out of 57) list explicit learning objectives; another 17.5% provide some objectives that were rated as present but insufficiently explicit for the audience of students. The remaining 64.9% of faculty do not provide learning objectives in written form as part of the assignment instructions.

Grading. When we assessed the research assignment, we discovered that only 15.8% of assignments (9 out of 57) included clear grading criteria. Another 15.8% of assignments had some criteria present, but raters found the information provided insufficient for students to understand how the assignment would be graded. The remaining 68.5% had no grading criteria. We also examined the syllabus to see if the grading criteria were present there; however, our assessment indicated that 54.4% still had no grading criteria in the course documents that we collected.

Predictive Results [8]

While the assessment process gave us baseline information about the course, we also wanted to understand the relationship between kinds of information described in assignments or syllabi and increases / decreases in the research composite score and instances of plagiarism. This section provides the questions we asked and the relationships that we found.

1. Can we predict practices, as illustrated through course documents, that reduce plagiarism?

Yes, to a limited extent. The two most important variables that we found that were related to student plagiarism were **1)** the instructor including **primary research** conducted by the students as part of the research paper assignment (Logistic regression, $p < 0.01$) and **2)** the instructor providing an **explicit discussion of rhetorical strategies** as part of the written assignment instructions (Logistic regression, $p < 0.03$).Of the 58 sets of course documents, 32 (55.2%) included primary research and 15 (26.3%) explicitly identified rhetorical strategies appropriate for the intended audience.

Additionally, more **interaction** with the student beyond the classroom setting is significantly correlated with reduced plagiarism ($-.223$, $p > 0.05$). This includes such interactions as one-on-one conferences with faculty and writing center visits.

Finally, **reflection about prewriting activities** was correlated with significantly less plagiarism ($-.200$, $p > 0.05$). We asked students to reflect upon their writing process as a whole; however, the presence of *prewriting* information, specifically, was correlated with less plagiarism.

2. Can we use students' reflective writing to predict the mean composite score?

Yes. Raters were asked to assign the reflective essay a non-cumulative, holistic score using the 1-5 scale. Based on the raters' holistic score for *Overall quality of reflection*, more effective reflection was significantly correlated with a higher composite (mean) score on the research paper (Pearson's Correlation, .234, $p < 0.01$). Specifically, the score for *Self-evaluation: Quality of learning about writing & rhetoric* in the reflective essays was correlated with a higher composite score on the research paper.

3. What is the relationship between reflective writing and instruction in rhetorical strategies, as described in the assignment sheet?

Our analysis indicates that explicit attention to rhetorical strategies in the assignment itself is related to the level of detail in students' self-evaluation in reflective writing. Students' ability to reflect on the strengths (Pearson's correlation, .281, $p < 0.03$) and weaknesses (Pearson's correlation, .174, $p < 0.08$) of their own writing correlated with the explicit discussion of rhetorical strategies in instructors' assignment directions.

4. What is the relationship between the research paper composite score and the required use of secondary sources?

Assignments that required the use of secondary sources were correlated with better mean composite scores (.195, $p < 0.05$). A key factor here was that the use of secondary sources was explicitly required, not merely recommended or suggested.

Discussion & Recommendations

As the results have indicated, while there are a number of positive practices that our faculty are engaging in concerning WRT160, we discovered considerable areas that need our attention. This section provides an overview of these areas and specific recommendations from the Committee.

1. Continue to encourage compliance with clearly articulated general education and departmental goals and objectives.

   a. **WRT 160 syllabus template.** As a result of the Summer 2010 WRT 160 Syllabus Assessment study, the Committee developed a standard template for WRT 160, which was implemented in Fall 2010. Results of the current assessment show that we now have a higher level of compliance with both General Education and Writing and Rhetoric Department requirements regarding learning outcomes, mandated policies, and required syllabus elements (see Table 2 below).

   Recommendation: The Committee recommends that the WRT 160 syllabus template be updated regularly to reflect changes in University, General Education, and departmental policies and that use of the template language be required for all WRT 160 instructors.

**Table 2: Comparison of Summer 2010 Syllabus Assessment Results and
WRT 160 Assessment Results for Key Syllabus Elements**

Required Syllabus Element	AY 2009-2010 Results	AY 2010-2011 Results
Detailed schedule (weekly/topical)	77.4%	94.8%
Due dates for major assignments	83%	96.6%
Accommodations policy	83%	93%
Add/drop policy	84.9%	96.6%

Based on these results, we believe that the syllabus template has been an effective tool for reinforcing departmental values and improving consistency across sections.

We must also note, however, that there was no change in two areas that are important for external, administrative audiences: consistently correct use of the **department name** (83%) and inclusion of the **number of credits** (88%). In addition, there were two areas related to curriculum and policy matters where there was a decline:

- **Library instruction:** Discussion of the Moodle information literacy (library instruction) module dropped from 86.8% in AY 2009-2010 to 75.9% in AY 2010-2011. At present, the department's syllabus template language does not include any policy or recommendation for requiring instructors to build the library instruction course into WRT 160.

- **Late work policy:** The current WRT 160 syllabus template includes a placeholder for an optional instructor-specific policy concerning late work. Since the implementation of this template, there was a slight decrease in the percentage of instructors who include a specific policy statement about late work in the syllabus (from 67.9% in AY 2009-2010 to 65.5% in AY 2010-2011).

   Recommendation: The Committee recommends that the WPA, AWPA, and Department Chairperson communicate with WRT instructors to emphasize that, in addition to providing information for students (such as late work policies), the syllabus must address administrative and cross-institutional audiences and purposes (such as grade challenges and transferring course credits to another institution).

b. **New media texts.** Results of the current assessment project indicate that 70% of our instructors incorporate student-produced new media texts into WRT 160. These results suggest that a clear majority of our instructors have embraced our department's expanded definition of writing to include new media, which has been the focus of several professional development initiatives in recent years.

   Recommendation: The Committee recommends that we continue to support our faculty in their efforts to develop and evaluate media-based assignments; however, we are also concerned that many of our students struggle with traditional research-paper writing. Therefore, the Committee recommends that new media assignments be used in conjunction with, not in place of, a traditional research paper assignment using scholarly sources.

c. **Instruction in APA.** As noted in the Descriptive Results section, there has been a marked increase in the number of instructors who now require APA citation in WRT 160. However, the Committee noticed a wide variety in rhetorical style and

manuscript format issues, even when the actual citations were written in APA format. This suggests that there is a lack of consistency in approaches to teaching APA.

Recommendation: The Committee recommends that the FYC Committee address the shift from MLA in WRT 150 to APA in WRT 160 in professional development activities that look beyond the mechanical differences of citation format.

2. Clarify existing departmental policies, pedagogical expectations, and learning objectives in a number of crucial areas:

a. **Research expectations.** The course description and departmental course objectives indicate that the focus of WRT 160 should be research-based analytical writing. However, the current assessment results indicate that faculty need clearer instructions in the following areas:

- **Required use of secondary sources.** Although we found that most students do use secondary sources of various types in WRT 160, the current assessment results indicate a predictive relationship between the *explicit requirement* of secondary sources and higher-quality student research papers.

    Recommendation: The Committee recommends that the First Year Composition Committee revise the WRT 160 course objectives to mandate the use of secondary sources (including peer-reviewed, scholarly sources) for at least one research project. The Committee further recommends that attention to assignment design be made a priority item for professional development (see 3e below).

- **Use of primary research.** Although primary research is explicitly mentioned in the current departmental learning objectives for WRT 160, only 55% of our instructors are clearly including it as part of the course. As the predictive results indicate, primary research is a key factor in preventing plagiarism. However, the Committee did have concerns about how instructors were introducing ethnographic and other primary research methods to first-year students and the relationship between primary and secondary sources in WRT 160.

    Recommendation: The Committee recommends that the FYC Committee include training in designing and evaluating primary-research-based assignments as part of the ongoing professional development goals for instructors teaching WRT 160. We also recommend clarifying the place of primary research in the WRT 150-WRT 160 course sequence.

b. **Instruction in rhetoric.** During the assessment process, there was confusion even among the raters concerning what specific activities or concepts constitute a focus on rhetorical strategies or explicit instruction in rhetoric. For example, some expected to see rhetorical terminology (e.g., *logos*, *pathos*, and *ethos*) being used in the course materials, while others felt that any mention of audience or purpose in writing was sufficient. For the purposes of assessment, we adopted an inclusive definition of rhetorical instruction.

Recommendation: The Committee recommends that the FYC Committee develop a set of common learning objectives to define what we mean by a rhetorical approach to writing instruction in WRT 160. Once these objectives are developed, the committee recommends professional development in rhetoric and rhetorical instruction.

c. **Civic and community engagement.** The assessment process also revealed inconsistencies in the way that faculty interpret the department's specific course learning objective that "students will make connections with the broader community through activities related to civic and community engagement." Specifically, there was division among the raters about whether students were expected to "give back" to a specific community organization, produce writing that would be shared with the public or with a specific group, etc. Some felt that the intention of this objective was that the students develop a sense of connectedness, rather than produce a textual artifact that would serve the community in some way.

   Recommendation: The Committee recommends that the FYC Committee clarify how this civic and community engagement objective should be measured.

d. **Conferencing policy.** Another area of concern in our discussions with the raters was the perception that there have been mixed signals about the importance of conferencing, instructors' ability to hold conferences during class time, and how much conferencing is appropriate. Several members of the assessment team commented that changes in policy had not been communicated clearly.

   Recommendation: In light of the predictive results that link interaction beyond the classroom setting with reduced plagiarism, the Committee recommends that the FYC Committee create a clear policy regarding how instructors should incorporate individual conferences with students into WRT 160.

e. **Common terminology.** One issue that created difficulty at all stages of the assessment process was the lack of common terminology among WRT faculty to identify and discuss important issues in writing pedagogy. As noted above, *rhetoric* itself was a contested term. Instructors were also confused about what we meant by an *assignment* (*instructions, prompt, assignment sheet*, etc.). During the assessment process, we encountered many variations of the terms *peer review, peer editing, peer response*, etc., in instructors' materials and students' reflections. These terms appeared to refer to a range of practices from copy-editing and proofreading to offering feedback on the paper's content and structure. Similarly, there was a lack of consensus among raters about what we meant by the terms *inquiry*, *argument*, and *analysis*.

   Recommendation: In order to create a more coherent departmental culture, the Committee recommends that the FYC Committee address the need for common terminology in the Faculty Handbook and through professional development activities.

f. **Community book/theme.** At the 2010 Spring Seminar professional development meeting, the department recommended that the CAS community book/theme be included in WRT 150 classes during the fall semester. Our assessment results indicate that use of the CAS community book or theme in fall sections of WRT 160 showed a marked decline from 61% in Fall 2009 to only 30% in Fall 2010. In Winter 2011, only 13.2% of the WRT 160 sections used the community book or theme. While this alleviates much of the concern about duplicating community book/theme-related assignments in WRT 150 and WRT 160, it does not clarify the issue.

   Recommendation: The Committee recommends that the First Year Composition Committee revisit the issue of how to use of the CAS community book/theme in conjunction with the First Year Experience initiative in order to clarify departmental

policies and expectations regarding the place of community book in the FYC curriculum.

3. Identify and explicitly promote or require additional departmental priorities and best practices for writing pedagogy.

During the assessment process, the Committee noted that the following departmental priorities and best practices have not been made explicit in departmental policies or in the specific learning objectives for WRT 160:

a. **Revision.** When the WRT 160 syllabus template was implemented in Fall 2010, instructors were prompted to provide a revision policy as part of the Grade Determination section. Inclusion of an instructor-specific revision policy increased from 39.6% in AY 2009-2010 to 65.5% in AY 2010-2011.

   Recommendation: The Committee reiterates its earlier recommendation (see the Departmental Syllabus Assessment Report, Summer 2010) that the General Education Student Learning Outcomes and Writing and Rhetoric Department's Specific Learning Objectives for WRT 160 be amended to require an explicit focus on revision. We further recommend continued attention to revision in professional development.

b. **Peer review.** Based on the course materials submitted for assessment, only 67% of WRT faculty build peer review into the course.

   Recommendation: The Committee recommends that the FYC Committee consider requiring peer review in WRT 160 and provide professional development support to help instructors integrate meaningful peer feedback on higher-order concerns into their writing pedagogy.

c. **Scaffolding assignments and teaching for transfer.** Although the 2010 Spring Seminar for professional development included a discussion of scaffolding assignments as part of the portfolio integration initiative, we found that almost half of our instructors do not design their major assignments to build on each other.

   Recommendation: The Committee recommends that the FYC Committee consider providing additional professional development or a recommended/required assignment sequence to promote scaffolding assignments between High School/WRT102/WRT150 and WRT 160, within the WRT160 course, and from WRT160 to other coursework. In other words, we recommend faculty professional development in transfer-based pedagogy and adoption of transfer as explicit goal of the course.

d. **Persuasive/argumentative writing.** Although analytical writing and research are included in the WRT 160 Course Description and Specific Learning Objectives, neither the General Education Student Learning Outcomes nor the departmental Specific Course Learning Outcomes and Course Objectives actually stipulate that WRT 160 should include persuasive writing or argumentation.

   Recommendation: The Committee recommends that the departmental language be amended to address this issue. The Committee also intends to recommend changes to the General Education Student Learning Outcomes in our forthcoming report to the General Education Committee.

e. **Assignment design.** As the results have indicated, assignment design, including using specific learning objectives, scaffolding, providing grading rubrics, and overall clarity of assignments, is of concern.

   Recommendation: The Committee recommends that the department include professional development on writing effective assignment instructions. We also recommend that the department consider providing a bank of model assignments that can be used by WRT160 faculty.

f. **Workload for students.** Another issue that was raised in the results was the inconsistency of work for students taking WRT160 from different instructors. As the detailed results in Appendix III describe, we found little consistency between number of words or pages assigned, number of sources required (or requirement of source use at all), or number of assignments given.

   Recommendation: To ensure consistency across sections, the Committee recommends that the department adopt guidelines for course and assignment design, including a recommended number of major assignments (e.g., 3-4) and a total expected amount of polished writing (e.g., 6,000-7500 words).

g. **Reflection.** As revealed in our discussion of the norming for the reflection rubric and the widely varying quality of reflective writing, it appears that faculty are unclear about both how to teach reflection and the larger value of reflection in the writing classroom. The value of reflection, widely documented in the field, was also documented in our own assessment process as we found correlations between a higher composite research paper score and a higher holistic reflection score as well as students' ability to self-evaluate their learning about writing.

   Recommendation: The committee recommends that the department build reflection, specifically on learning about writing, into the course as a requirement. The committee also recommends continued professional development on how to teach reflection and on the value of reflection.

4. **Emphasize instruction in research writing, including appropriate use citation of sources and avoiding plagiarism.**

The assessment has revealed that appropriate use of sources is a critical issue in WRT160. Since 21.1% (23) of the randomly sampled papers were confirmed as patchwritten or plagiarized, it is very likely that this number is representative of the larger WRT160 course. Because we collected no data on the grade the students received on their papers, we have no way of knowing how many of these papers were passed or how many source use issues went undetected. As described above, we found that 44.8% of faculty explicitly covered plagiarism in the syllabus and/or course schedule and there was no mention of plagiarism at all in 31% of the course materials.

Recommendation: The Committee recommends that the department engage in substantial faculty professional development in teaching effective source use and avoiding plagiarism. We also recommend that the department work with the Dean of Students to institute or clarify a plagiarism policy for FYC that allows for both stringent guidelines and student learning.

Questions for Future Study

Analysis of the data revealed some surprising results in areas where we anticipated significant correlation but did not actually find it. Additionally, we have identified gaps in our current assessment process. We recommend that these issues continue to be tracked in future assessments.

1. **Do any significant differences exist in the quality of student writing between the Fall and Winter sections of WRT 160?**

   Despite the differences in student populations, no significant differences exist between the research writing scores or reflective writing scores between these two semesters. We are unsure if the lack of difference was due to an actual lack of difference in the students or if other measures would help us understand what, if any, differences exist.

2. **Is there a significant relationship between specific assignment features and the composite (mean) score for the research paper?**

   Despite a wide variety of assignment instructions, no significant differences exist between the following specific assignment features and the research paper mean score:

   • Presence or absence of a grading rubric: no significant correlations exist.
   • Inclusion of primary research: no significant correlations.
   • Number of sources required: no significant correlations

3. **Is there a predictive correlation between instruction in avoiding plagiarism and the presence of plagiarism/patchwriting in the research assignment?**

   Although there were significant correlations between plagiarism and several other factors, as described in the Predictive Results section, evidence in the course materials (syllabus, schedule, and major assignment instructions) that faculty included explicit instruction in issues related to plagiarism was not, in itself, significantly related to plagiarism/patchwriting in students' writing. This negative finding is likely based on the relatively low number of faculty (26 of 58) who did include explicit coverage of plagiarism (see Descriptive Results).

4. **How can other documents or data collection methods supplement the assessment process?**

   Some of the areas collected in these course documents and reflections may not clearly represent the learning situation. In future assessments, we would like to add a faculty survey that asks about the frequency of certain practices, such as peer review.

5. **How are faculty using new media?**

   The current assessment project focused only on whether instructors required students to produce multimedia/new media texts. In future assessments, we would also like to examine whether instructors requiring students to analyze new media texts, especially as a way of scaffolding new media text production. Another area of interest is the extent to which faculty require or students select new media texts as sources for research-based writing.

6. **What is the correlation between faculty grades and our independent assessment?**

   The current assessment project focused only on an independent assessment of student work in our program. We did not ask for the grades the students received or whether or not the student work passed or failed. Because of the high instance of plagiarism / patchwriting

discovered during this assessment process, it would be very helpful to know what percentage of those papers were not passed by the faculty.

7. **How much time do faculty devote to various activities and topics in their classroom?**
   The current assessment project focused only on what was represented in the course documents, which give us an incomplete picture of the course. As part of our next assessment process, we would like to survey faculty concerning their values (learning objectives, goals for the course) as well as the amount of time they spend on various activities (research writing, sentence-level issues, teaching writing process, etc) and link up these responses to student writing outcomes.

Conclusion

As we move forward with positive changes to our program, we view this report as a baseline for understanding our program at a particular point in time. While this report was specific to WRT160, it is possible that many of the findings here can apply to other areas of our First-Year writing program and to courses in our major. Faculty professional development in the areas we suggest will benefit all faculty teaching in our department. Furthermore, as a committee, we also recognize that assessing WRT160 is the first step in a broader assessment of the effectiveness of the First Year Writing program as a whole.

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[1] This report was co-authored by Dana Driscoll and Elizabeth G. Allan (WRT 160 Assessment Committee Co-Chairs). Assessments were conducted by members of the WRT 160 Assessment Committee (Elizabeth G. Allan, Wallis Andersen, Catherine Haar, and Kasia Kietlinska) and by four part-time faculty: Cornelia Pokrzywa, Rebecca Rivard, Kathy Skomski, and Jennifer Coon. Statistical data analysis was conducted by Dana Driscoll. We also thank Reuben Ternes in the Office of Institutional Research for his expertise during the assessment process. Please direct any questions about this report to Dana Driscoll (driscoll@oakland.edu; x2748) or Betsy Allan (allan@oakland.edu; x2750).

[2] All 22 instructors teaching WRT160 in the fall submitted materials (100% compliance). In Winter 2011, 39 of the 42 instructors teaching WRT 160 submitted materials (93% compliance). The three instructors who did not submit had recently been notified that their contracts had not been renewed as a result of the Writing and Rhetoric Department's Special Lecturer two-year review.

[3] Five faculty did not submit students' reflective essays with their students' research papers. These students' research papers were included in all analyses except those involving reflections. We received materials from all but seven sections of the Winter 2011 semester. One instructor did not submit a research paper assignment. Of the submitted materials, we omitted three complete sets from Fall 2010 for use in norming documents and had to omit another three research paper and reflection sets due to PDF conversion problems (the documents were unreadable).

[4] The term *patchwriting* was developed by Rebecca Moore Howard to describe a writer's inadequate attempts to paraphrase source material, particularly when the content is unfamiliar and difficult.

[5] This number also includes two papers rated "U" on the plagiarism/patchwriting scale, which indicated that it was not possible to locate or consult the sources, but the piece was clearly patchwritten or plagiarized throughout.

[6] Correlations calculated using Pearson's Correlation, (2-tailed).

[7] A regression analysis is a statistical test that explores the relationship between several independent variables (course materials) and the dependent variable (research paper composite score). In other words, this test allows us to see the relationship between faculty including certain kinds of information and higher research composite scores. This technique allows us to control for the inclusion of multiple factors at the same time, reducing the likelihood of any significant result being the result of chance. A logistic regression uses the same principles as regression, and it is most appropriate when the outcome variable is binary ("yes" or "no"--as in the case of plagiarism).

[8] Results described in this report detail what the Committee has determined are the most important findings for program development. We have included calculations of all results in Appendix C. This appendix includes each question that was asked on the rubrics and the results in table format (without narration).

[9] Logistic regression, primary research significance $p < 0.016$; assignment sheet rhetorical information $p < 0.037$.

Appendix I: Assessment Materials

Memo to Faculty – Beginning of the Semester

To: WRT 160 Faculty

From: WRT 160 Assessment Committee

RE: WRT 160 Assessment for Winter 2011

As WRT 160 is part of OU's General Education curriculum, we are required to assess the WRT 160 course every three years. To make this assessment process more meaningful for the Department, we are assessing both the GenEd and Department-specific WRT 160 goals. The steps outlined in this memo are part of our ongoing program assessment. We see this assessment as an opportunity to document strengths in our program as well as to identify areas in which we can improve.

In order to do this, we require participation from all WRT 160 Faculty in collecting course materials and student work in the upcoming Winter 2011 semester. By January 5th, you must upload your course syllabus and class schedule to the Department's E-space site. Additional instructions will be provided later in the Winter term for submitting major assignment sheets and student work, including a reflective writing piece. This message includes the reflective writing prompt that you are required to assign to all WRT 160 students with your research assignment.

The assessment schedule is as follows:

Winter 2011 – Beginning of Semester:

Syllabus and class schedule/calendar for WRT160 courses submitted to the Department's E-space by January 5, 2011

Winter 2011 – End of Semester:

1) All assignment sheets submitted to the Department's E-space by April 29, 2011.

2) One randomly selected student research assignment and reflective essay* submitted by to the Department's E-space by April 29, 2011.

Student Research Writing Guidelines

  Student Research Assignment: As WRT 160 is a research-based course, we need you to select an assignment that requires secondary research and use of multiple sources. One student from each of your classes will be randomly selected and you will be responsible for submitting his or her work from this assignment. Submission guidelines will be given to you later in the Fall 2010 semester.

  *Student Reflective Assignment: In order to assess the General Education Outcome of writing process, we will also need you to have all students write a 600-800 word reflection on the research assignment chosen above. We strongly suggest that you make this reflection part of the students' grade so that the reflections are meaningful. The prompt to provide to students is below. This can also be part of the students' writing portfolio.

Writing Process Reflection Assignment

Studies show that reflecting on your writing process can greatly aid you in becoming a better writer.   In a 600-800 word reflective essay, please answer the following questions about your experiences in completing this research assignment.

1. Please describe your writing process for this research assignment. This may include prewriting, drafting, revising, editing, peer review and interaction with your instructor or writing center.
2. Please describe your research process for this research assignment. This may include locating, evaluating, and integrating sources.
3. What are the strengths of your writing in this research assignment?
4. What parts of your writing in this research assignment did you struggle with?
5. What did you learn from this writing research assignment?

Memo to Faculty – End of the Semester

To: WRT 160 Faculty

From: WRT 160 Assessment Committee

RE: WRT 160 Assessment for Winter 2011

Introduction

As a reminder, we are in the process of assessing our WRT 160 course during the Fall 2010 and Winter 2011 semesters. In order to conduct a valid and meaningful assessment, we require participation from all WRT 160 Faculty. We are collecting from each WRT 160 section: (1) one randomly selected student research paper, (2) that student's response to the Writing Process Reflection Assignment (attached), and (3) course materials, including the syllabus, a detailed schedule of assignments, and written instructions for all major assignments.

Instructions:

Please follow all instructions for submitting documents. We suggest that you read through all instructions before beginning.

Process:

1. **Choose Appropriate Research Assignment.** As WRT 160 is a research-based course, you need to select an assignment that requires secondary research and use of multiple sources.
2. **Assign Reflection with Research Assignment.** During your research paper assignment, assign the Writing Process Reflection Assignment (see attached) to all students in WRT 160.
3. **Collect Appropriate Student Materials—Research paper and reflection.** Using the **Winter 2011 CRN List** attached to this email, please locate each of your WRT 160 section(s) using the CRN. The student roster number next to the CRN represents the randomly selected student whose work you are to submit. **Please note:** For determining which student paper to turn in, use your SAIL roster (not Moodle roster). If the assigned student did not turn in the assignment or dropped the course, reduce the student roster number by one. If you reach the first person on your roster and that person does not have a valid assignment start the process over again from the last person on your roster.

By April 29th, 2011: Follow the directions below for **each section** you are teaching.. If you are teaching multiple sections, **upload all documents for all sections** (e.g. each section will have a complete set of documents including syllabus, assignments, and student work).

1. **Prepare Student Documents:**
    a. Remove all identifying information from both the student's research paper and the student's reflection. Identifying information includes student's name from the title page and any names used in the reflection text.
    b. Save each student document as a **separate PDF file** using the following naming conventions:
        i. **Research Paper:** 2011_01_CRN_Essay (where CRN is replaced with your CRN, such as "2011_01_13196_Essay.pdf")
        ii. **Reflection:** 2011_01_CRN_Reflection

2. **Prepare Course Documents:**
    a. Identify "major assignments." Major assignments are larger projects for the course, those that are more than just homework assignments and may undergo revision or represent a larger part of the grade. If you are unsure of what constitutes a major assignment, you should contact Dana Driscoll (driscoll@oakland.edu) or Betsy Allan (allan@oakland.edu) for clarification.
    b. Remove all identifying information from your course documents (including your syllabus, course schedule, and each major assignment sheet). Identifying information includes your name, email, phone and office location.
    c. Save each document as **a separate PDF file** using the following naming conventions:
        i.   **Syllabus:** 2011_01_CRN_Syllabus.pdf (again, replace CRN with yours for all file naming).
        ii. **Schedule:** 2011_01_CRN_Schedule.pdf
        iii. **Major Assignments:** 2011_01_CRN_Assignment1.pdf Each assignment needs to be included as a **separate file**, and each assignment needs to be numbered in the order in which it was taught (i.e. Assignment1, Assignment2).
        iv. **Submitted Student Assignment:** You also need to indicate which assignment the student paper was submitted from by adding "Submitted" to the end of your file using the following naming strategy: 2011_01_CRN_Assignment1_Submitted.pdf"
3. **Upload Course Documents and Student Documents to E-Space.** Upload all materials for each CRN in the Department's E-space by **April 29th, 2011.**

Need help?

Our Tech Mentor Team members Timothy Briggs (tbriggs@oakland.edu), Natasha Gavroski (gavroski@oakland.edu), and Cornelia Pokrzywa (corneliap@comcast.net) are available to help you digitize your documents and upload them to E-Space. You can direct questions about the assessment process to Betsy Allan (allan@oakland.edu) and Dana Driscoll (driscoll@oakland.com).

Thank you,

The WRT 160 Assessment Committee: Betsy Allan, Wallis Andersen, Dana Driscoll, Catherine Haar, and Kasia Kietlinska.

Assessment Funds Request

As we've previously discussed, the WRT160 assessment process will require departmental funding to be successful. Our assessment will include readings of all syllabi, course schedules, and major assignment instructions for the course as taught in the Fall 2010 and Winter 2011 semesters. We will also be reading one randomly collected student research paper and reflection per course for both Fall 2010 and Winter 2011(142 papers/reflections).

Raters: As we agreed last semester, we require a total of seven raters and two assessment administrators to complete the assessment. The two administrators are the co-chairs of the Assessment Committee – Dana (data entry, data analysis, and assessment administration) and Betsy (norming sessions and assessment administration). Three of the seven raters (Walli, Kasia, Catherine) will be members of the WRT160 Assessment Committee.

Assessment Schedule (2.5 days)

This schedule is based on a 15-minute assessment per set of course materials, a 15 minute assessment per research paper, and a 5-minute assessment per reflection.

Day 1:

8am – 10am: Norming for Course Documents
10am – 12pm: Course documents readings
12pm – 12:30pm – Lunch Break
12:30pm – 2pm: Course Document readings
2pm – 4pm: Research Paper Norming (begin)

Day 2:

8am – 9am: Research Paper Norming
9am – 12pm: Research Paper Reading
12pm – 12:30pm – Lunch Break
12:30pm – 1pm: Mini-Norming Session
1pm – 4pm: Research Paper Reading

Day 3:

8am – 9am: Reflection Norming
9am – 12pm: Reflection Reading

Costs and Support

Raters: We request funds for four raters from our part-time faculty. Part-time faculty teach the bulk of our courses and are crucial to having a meaningful and valid assessment process. Based on a rate of $25/hour and 20 hours of work (spread across 2.5 days) we request a rate of $500/rater ($2000 for four raters).

Lunch: We request $150 for delivered lunches for the first two days of assessment.

Administrative Support: We request 8 hours of administrative support from Marsha prior to the assessment for printing and organizing of assessment materials in preparation for our readings.

Appendix II: Assessment Rubrics

WRT 160 Course Materials Assessment, Part 1

CRN# _____   **Semester:** [ ] Fall 2010   [ ] Winter 2011   **Reviewer _____**

1. **Formatting & Citation Style:** [ ] APA   [ ] MLA   [ ] Both   [ ]   None Listed

2. **Do the course materials explicitly tell students how the assignments scaffold / build upon each other?**

   [ ] Yes [ ] Present but insufficient (for students) [ ] No [ ] Uncertain (reviewer)

3. **Does at least one assignment include primary research?**

   [ ] Yes   [ ] No   [ ] Uncertain

4. **Do the course materials demonstrate coverage of plagiarism? (instruction)**

   [ ] Yes   [ ] Present but insufficient   [ ] No (policy only) [ ] Uncertain

5. **Does the course explicitly include persuasive or argumentative writing?**

   [ ] Yes   [ ] Present but insufficient   [ ] No   [ ] Uncertain

6. **Does the course include analysis and/or analytical writing?**

   [ ]Yes   [ ] No   [ ] Uncertain

7. **Does the course include student-created multimedia / new media?**

   [ ] Yes   [ ] No   [ ] Uncertain

8. **Does the course include civic and/or community engagement* (on or off campus)? * connection, but not necessarily give back**

   [ ] Yes, course-specific   [ ] Only in template language   [ ] No   [ ] Uncertain

9. **Does the course include revision?**

   [ ] Yes (policy/explicitly stated) [ ] Only in reflection prompt [ ] No [ ] Uncertain

10. **Does the course include one-on-one conferences (built into schedule)?**

    [ ] Yes   [ ]No   [ ] Uncertain

11. **Does the course include peer review?**

    [ ] Yes   [ ] No   [ ] Uncertain

12. **Does the course explicitly include instruction in rhetoric? (any form)**

    [ ] Yes   [ ] No   [ ] Uncertain

WRT 160 Course Materials Assessment, Part 2
Syllabus & Schedule

CRN# _____   Semester: [ ] Fall 2010 [ ] Winter 2011   **Reviewer _____**

1. **Number of Pages in the Syllabus: _____**

2. **Does the syllabus/schedule include the following required elements from the template? (Check all that apply. Note: Some elements will be assessed in separate questions.)**

   [ ] Correct department name & course number (WRT 160)
   [ ] Number of credits (4)
   [ ] General Education Learning Outcomes
   [ ] Departmental Specific Course Learning Outcomes
   [ ] Departmental Course Objectives
   [ ] Add/Drop Policy
   [ ] Accommodations/Special Needs Policy
   [ ] Detailed class schedule and topical outline
   [ ] Due dates of major assignments

3. **Does the instructor include course goals beyond GenEd/Department?**

   [ ] Yes   [ ] No

4. **Type of Course as Described in Course Procedures (Check one):**

   [ ] Lecture   [ ] Partially Online   [ ] Fully Online   [ ] Unclear

5. **Attendance Policy:**

   [ ] Link or reference to University policy included
   [ ] Department policy (.15 or .1 reduction) included
   [ ] Instructor's absence policy included (different from University/Department)
   [ ] No policy included

6. **Grade Determination (major assignment descriptions or instructions, descriptions of other graded work & weights/components of final grade):**

   [ ] Yes   [ ] No   [ ] Unclear   Note: Descriptive titles = Yes; Paper 1 = No

7. **Number of Major Assignments in Grade Determination:** [_____] [ ] Unclear

8. **OU Grading Scale Statement:**

   [ ] OU 4.0 scale used for all work
   [ ] Point/percentage system, with conversion information
   [ ] Unclear (no conversion information)
   [ ] No grading scale information

9. Academic Conduct Policy:

[ ] Link or reference to University policy included
[ ] Other plagiarism/academic conduct policy
[ ] No policy included

10. Late Work Policy: [ ]Included   [ ] Not included

11. Course Theme:

[ ] Community book used
[ ] Community theme used
[ ] Other theme used (instructor selected)
[ ] No theme used

12. Discussion of Moodle: [ ]Yes   [ ] No

13. Discussion of Library Instruction Module: [ ] Yes   [ ] No

Research Assignment Sheet Rubric
CRN# _____   Reviewer_____

1. Does the assignment specify an audience?*
[ ]Yes   [ ] Present but Insufficient   [ ]No   [ ]Uncertain

2. Does the assignment identify/discuss appropriate rhetorical strategies for academic audience? (formal tone, unbiased language, use of Standard English)?* [language]
[ ]Yes   [ ] Present but Insufficient   [ ]No   [ ]Uncertain

3. Does the assignment explain the strategies appropriate for that audience (argumentative, expository, etc.)?* [structure] Note: If #1 = No, then #3 = No

[ ]Yes   [ ] Present but Insufficient   [ ]No   [ ]Uncertain

4. Does it require the usage of APA as a documentation system, both in-text and on the References page?
[ ]Yes   [ ] Present but Insufficient   [ ]No   [ ]Uncertain

5. Does it require the APA manuscript format?
[ ]Yes   [ ] Present but Insufficient   [ ]No   [ ]Uncertain

6. To what extent do students select topics? (Choose one)
[   ] Students select topic
[   ] Instructor provides a list of forbidden topics
[   ] Students select topic from course theme or list
[   ] Instructor provides student with topic
[   ] Unclear from assignment sheet

7. To what extent do students select sources? (choose one)
[   ] Students select all sources
[   ] Students select some sources and use some course sources
[   ] Instructor selects sources
[   ] Unclear from assignment sheet

8. Does the assignment require (check all that apply):
[ ] Primary Research   [   ] Scholarly/Peer Reviewed Research
[ ] Required Use of Library   [   ] Popular sources (magazines, newspapers)
[ ] Websites   [   ] Evaluation of Sources
[ ] Other (please specify)_____

Note: Check Other and write in if source type is optional, not required

9. Is this assignment persuasive/argumentative or informative?
[ ] Persuasive / Argumentative   [ ] Expository / Informative only   [ ] Unclear

10. How many sources are required?
[ ] Unspecified   Number_____   [ ] Uncertain (e.g., 2 different numbers)

11. What is the required length of the assignment?
[ ] Less than 1000 Words/4 pages   [ ] 1000 – 1400 words / 4 - 5 pages
[ ] 1500 – 2000 words / 6-8 pages   [ ] 2100+ words / 9+ pages

12. Does the assignment sheet include evaluation or grading criteria, such as a rubric, key qualities, etc.?
[ ]Yes   [ ] Present but Insufficient   [ ]No   [ ]Uncertain

13. If not, does it show up in the syllabus? Note: Answer #13 only if #12 = No
[ ]Yes   [ ] Present but Insufficient   [ ]No   [ ]Uncertain

14. Does the assignment include explicit learning objectives or learning goals?
[ ]Yes   [ ] Present but Insufficient   [ ]No   [ ]Uncertain

*Gen Ed Assessment Questions

Research Paper Rubric

WRT 160 Assessment: Research Paper Rubric

		1	2	3	4	5
TOPIC	Appropriate for college-level inquiry	No apparent focus; Does not respond to assignment	Weak response to assignment; Lacks intellectual depth	Simplistic treatment of complex issue	Recognizes & addresses complexities of an issue	Nuanced topic; Demonstrates intellectual depth; Awareness of kairos
	Thesis (problem statement; research question)	Never stated; Not clearly implied	Weak argument or shallow inquiry (statement of fact)	Makes a general claim; Developing inquiry or argument	Specific, focused inquiry or argument	Complex argument; Nuanced inquiry
AUDIENCE	Organizational strategies (structure; coherence)	No intro/conclusion; Disorganized; Lacks understanding of paragraphing	Lacks coherence; Paragraphs are disconnected (lists or "boxcars")	Paragraphs or sections clearly connected; Provides transitions	Purposeful arrangement; Could be improved by moving 1-2 ¶s	Rhetorically effective organization
	Synthesis (thematic development; reader-centered)	Fewer than 2 sources used; No synthesis; No context provided	Comp/contrast of single-source ¶s; Identifies sources w/out discussion	2+ sources per ¶ or section; Provides source info/authors' credentials	Makes explicit connections among sources; Identifies orig. aud./purpose	Thematic presentation of source material; Detailed context
CONTEXT	Appropriate sources for academic writing	No outside sources (only course texts used)	Insufficient sources for academic context	Includes mixture of strong/weak sources	Strong but not discipline-focused sources	Academically credible/scholarly sources
	Appropriate use of citation conventions (APA) WRITE IN IF MLA	Lacks understanding of documentation; No references pg.	Missing in-text citations; In-text & ref. citations don't match or not used	Pattern of error(s) in APA in-text or reference citations	Occasional inconsistencies in APA in-text citation or reference format	Consistently correct APA in-text and reference citations
PURPOSE	Critical analysis of source material; Manages multiple viewpoints	Misappropriation or misinterpretation of sources; Personal bias	No commentary; Multiple viewpoints not recognized	Minimal analysis of sources; Simplistic evaluation	Analyzes multiple views using sources	Critical evaluation & interpretation; Fair & ethical representation
	Source material used as evidence to support a claim	Inappropriate use of sources; Irrelevant info.; No argument or findings	Only repeats the arguments or findings of others	Source material discussed in relation to claims	Evidence of strategic selection of source material (logos/pathos/ethos)	Strategic presentation of source material targeted to aud.
ETHOS	Appropriate tone/register; Non-biased use of language	Biased language; Unsupported judgments	Immature or inappropriate language; Unsuitable tone	Shifts in person or tone across sections of the paper	Generally appropriate level of formality with occasional lapses	Maintains respectful, professional language
	Evidence of editing/proofreading	Language errors interfere with meaning-making	Number/type of errors distorts probable meaning	Noticeable pattern of error distracts readers	Occasional lapses in surface correctness	Polished, nearly error-free

Additional questions: 1) Number of sources used; 2) Suspected plagiarism/patchwriting?

WRT 160 Assessment Research Paper Scoring Sheet   CRN #: _____   Reviewer: _____

		Score (1=low, 5=high)
TOPIC	Appropriate for college-level inquiry	1 2 3 4 5
	Thesis (problem statement; research question)	1 2 3 4 5
AUDIENCE	Organizational strategies (structure, coherence)	1 2 3 4 5
	Synthesis (thematic development; reader-centered)	1 2 3 4 5
CONTEXT	Appropriate sources for academic writing	1 2 3 4 5
	Appropriate use of citation conventions (APA)	1 2 3 4 5
PURPOSE	Critical analysis of source material; Manages multiple viewpoints	1 2 3 4 5
	Source material used as evidence to support a claim	1 2 3 4 5
ETHOS	Appropriate tone/register; Non-biased use of language	1 2 3 4 5
	Evidence of editing/proofreading	1 2 3 4 5

Number of sources used _____   Suspected plagiarism/patch-writing   Y   N

WRT 160 Reflection Assessment Rubric
CRN _____ Reviewer's Initials _____

Writing Process Reflection Assignment

Studies show that reflecting on your writing process can greatly aid you in becoming a better writer.   In a 600-800 word reflective essay, please answer the following questions about your experiences in completing this assignment.

1. Please describe your writing process for this assignment. This may include prewriting, drafting, revising, editing, and collaboration.
2. Please describe your research process for this assignment. This may include locating, evaluating, and integrating sources.
3. What are the strengths of your writing in this assignment?
4. What parts of your writing in this assignment did you struggle with?
5. What did you learn from this writing assignment?

Reading Scale Note: Consider level of detail and depth of insight

5 = (4.0) Excellent; 4 = (3.0) Good; 3 = (2.0) Average; 2= (1.0) Poor; 1= (0.0) Not there; completely "off"

1. Writing Process	N/A 0.0 - 1.0 - 2.0 – 3.0 – 4.0
1a. Engagement in prewriting techniques*	1 - 2 - 3 - 4 - 5
1b. Evidence of revision* (include diction)	1 - 2 - 3 - 4 - 5
1c. Evidence of editing and proofreading (surface)	1 - 2 - 3 - 4 - 5
1d. Evidence of Peer Review (in class or online)	1 - 2 - 3 - 4 - 5
1e. Evidence of Faculty Interaction (conferences, etc.)	No ---- Yes
1f. Evidence of Writing Center Visit	No ---- Yes

2. Research Process	N/A 0.0 - 1.0 - 2.0 – 3.0 – 4.0
2a. Evidence of locating peer-reviewed resources using the library (including databases)	1 - 2 - 3 - 4 - 5
2b. Evidence of selecting and evaluating sources	1 - 2 - 3 - 4 - 5
2c. Evidence of integrating sources in APA format	1 - 2 - 3 - 4 - 5

	N/A 0.0 - 1.0 - 2.0 – 3.0 – 4.0
3. Self-evaluation of strengths of writer	1 - 2 - 3 - 4 - 5
4. Self-evaluation of weaknesses of writer	1 - 2 - 3 - 4 - 5
5. Self-evaluation of quality of learning a) writing/rhet	1 - 2 - 3 - 4 - 5
b) paper topic	1 - 2 - 3 - 4 - 5
6. Overall Quality of Reflection (non-cumulative; holistic "grade")	1 - 2 - 3 - 4 - 5

*Gen Ed

Write in if collaboration is mentioned _____

Suspected Plagiarism/Patchwriting Rubric

CRN# _____   Originally assessed by _____

Plagiarism/Patchwriting Rating _____   Suspicious material checked by _____

__ 1* = Confirmed plagiarism: Material taken from an unacknowledged source or from another student's work

__ 2* = Confirmed plagiarism: Unmarked exact language from an acknowledged source throughout the paper; May have omitted words; May have blanket citations

__ 3* = Confirmed patchwriting: Failed paraphrases throughout the paper; Has attempted to change wording or syntax; May have blanket citations

__ 4 = Confirmed patchwriting: Occasional failed paraphrases or uncited summary statements; Correctly cited material from the same source may be elsewhere in the paragraph

__ 5 = Confirmed citation error: 1-2 missing citations for statistics or marked direct quotations; Could be coded as 2 for APA conventions

__ U** = Unable to locate the source to confirm plagiarism or patchwriting; Could be coded as 1 or 2 for APA conventions

__ N/A = No evidence of plagiarism or patchwriting

*Do not include in assessment data set

**Case-by-case decision to include or exclude, depending on the extent of suspicious material

Notes:

Appendix III: Detailed Results

This appendix provides a chart for each assessment rubric area.

Course Materials Results

Formatting and Citation Style

CMA1 Formatting and Citation Style

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	APA	46	79.3	79.3	79.3
	BOTH	6	10.3	10.3	89.7
	NONE	6	10.3	10.3	100.0
	Total	58	100.0	100.0	

Explicit Scaffolding of Assignments

Do the course materials explicitly tell students how the assignments scaffold / build upon each other?

CMA2 Explicit scaffolding of assignments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	21	36.2	36.2	36.2
	Present but insufficient	18	31.0	31.0	67.2
	Uncertain	6	10.3	10.3	77.6
	Yes	13	22.4	22.4	100.0
	Total	58	100.0	100.0	

Primary Research

Does at least one assignment include primary research?

CMA3 Primary Research

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	16	27.6	27.6	27.6
	Uncertain	10	17.2	17.2	44.8
	Yes	32	55.2	55.2	100.0
	Total	58	100.0	100.0	

Coverage of Plagiarism

Do the course materials demonstrate coverage of plagiarism?

CMA4 Coverage of Plagiarism

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	18	31.0	31.0	31.0
	PBI	10	17.2	17.2	48.3
	U	4	6.9	6.9	55.2
	Y	26	44.8	44.8	100.0
	Total	58	100.0	100.0	

Persuasive or Argumentative Writing

Does the course explicitly include persuasive or argumentative writing?

CMA5 Persuasive or argumentative writing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	3	5.2	5.2	5.2
	PBI	2	3.4	3.4	8.6
	U	12	20.7	20.7	29.3
	Y	41	70.7	70.7	100.0
	Total	58	100.0	100.0	

Analysis and Analytical Writing

Does the course include analysis and/or analytical writing?

CMA6 Analysis and analytical writing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	3	5.2	5.2	5.2
	U	9	15.5	15.5	20.7
	Y	46	79.3	79.3	100.0
	Total	58	100.0	100.0	

Student Created Multimedia/New Media Assignments

    Does the course include student-created multimedia / new media?

      CMA1_7_Student Created Multimedia/New Media Assignments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	10	17.2	17.2	17.2
	U	7	12.1	12.1	29.3
	Y	41	70.7	70.7	100.0
	Total	58	100.0	100.0	

Civic and/or Community Engagement

    Does the course include civic and/or community engagement (on or off campus)?

      CMA8 Civic and/or Community Engagement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	20	34.5	34.5	34.5
	OITL	13	22.4	22.4	56.9
	U	10	17.2	17.2	74.1
	Y	15	25.9	25.9	100.0
	Total	58	100.0	100.0	

Revision

Does the course include revision?

CMA9 Revision

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	9	15.5	15.5	15.5
	OITL	3	5.2	5.2	20.7
	U	8	13.8	13.8	34.5
	Y	38	65.5	65.5	100.0
	Total	58	100.0	100.0	

Conferences

Does the course include one-on-one conferences (built into schedule)?

CMA10 Conferences

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	22	37.9	37.9	37.9
	U	6	10.3	10.3	48.3
	Y	30	51.7	51.7	100.0
	Total	58	100.0	100.0	

Peer Review

Does the course include peer review?

CMA11 Peer Review

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	9	15.5	15.5	15.5
	U	8	13.8	13.8	29.3
	Y	41	70.7	70.7	100.0
	Total	58	100.0	100.0	

Rhetoric Instruction

Does the course explicitly include instruction in rhetoric?

CMA12 Rhetoric instruction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	9	15.5	15.5	15.5
	U	10	17.2	17.2	32.8
	Y	39	67.2	67.2	100.0
	Total	58	100.0	100.0	

Course Materials Assessment, Part II

Syllabus Length

Number of pages in the syllabus?

CMA2_1_PAGES_IN_SYLLABUS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	4	6.9	7.0	7.0
	5	10	17.2	17.5	24.6
	6	15	25.9	26.3	50.9
	7	13	22.4	22.8	73.7
	8	5	8.6	8.8	82.5
	9	5	8.6	8.8	91.2
	10	2	3.4	3.5	94.7
	11	2	3.4	3.5	98.2
	12	1	1.7	1.8	100.0
	Total	57	98.3	100.0	
Missing	System	1	1.7		
Total		58	100.0		

Department Name

GenEd Syllabus Template: Includes department name

CMA2_2_DEPTNAME

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	10	17.2	17.2	17.2
	Y	48	82.8	82.8	100.0
	Total	58	100.0	100.0	

Credits

GenEd Syllabus Template: Includes number of credits

CMA2_2_CREDITS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	7	12.1	12.1	12.1
	Y	51	87.9	87.9	100.0
	Total	58	100.0	100.0	

General Education Learning Outcomes

GenEd: Includes GenEd Learning Outcomes

CMA2_2_GENED_LEARNINGOUTCOMES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	1	1.7	1.7	1.7
	Y	57	98.3	98.3	100.0
	Total	58	100.0	100.0	

Departmental Specific Course Learning Outcomes

CMA2_2_DEPARTMENT_LEARNING_OUTCOMES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	2	3.4	3.4	3.4
	Y	56	96.6	96.6	100.0
	Total	58	100.0	100.0	

Add Drop Information

CMA2_2_ADDDROP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	2	3.4	3.4	3.4
	Y	56	96.6	96.6	100.0
	Total	58	100.0	100.0	

Accommodations/Special Needs Statement

CMA2_2_ACCOMODATIONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	4	6.9	6.9	6.9
	Y	54	93.1	93.1	100.0
	Total	58	100.0	100.0	

Detailed Schedule

Syllabus/course materials include a detailed schedule of assignments (weekly/topical)

CMA2_2_DETAILED_SCHEDULE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	3	5.2	5.2	5.2
	Y	55	94.8	94.8	100.0
	Total	58	100.0	100.0	

Due Dates

Syllabus/Course Materials include clear due dates for major assignments

CMA2_2_DUEDATES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	2	3.4	3.4	3.4
	Y	56	96.6	96.6	100.0
	Total	58	100.0	100.0	

Instructor-Specific Course Goals

Instructor provides individual class goals beyond the department / GenEd goals

CMA2_3_GOALSBEYONDDEPT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	34	58.6	58.6	58.6
	Y	24	41.4	41.4	100.0
	Total	58	100.0	100.0	

Type of Course

CMA2_4_TYPEOFCOURSE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	FULLY ONLINE	1	1.7	1.7	1.7
	LECTURE	9	15.5	15.5	17.2
	PARTIALLY ONLINE	29	50.0	50.0	67.2
	UNCLEAR	19	32.8	32.8	100.0
	Total	58	100.0	100.0	

Attendance – Includes University policy

CMA2_5_ATTENDANCE_UNIVERSITYPOLICY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	8	13.8	13.8	13.8
	Y	50	86.2	86.2	100.0
	Total	58	100.0	100.0	

Attendance – Includes departmental policy

CMA2_5_ATTENDANCE_DEPARTMENTPOLICY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	9	15.5	15.5	15.5
	Y	49	84.5	84.5	100.0
	Total	58	100.0	100.0	

Attendance – Includes other policy

CMA2_5_ATTENDANCE_OTHER_POLICY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	44	75.9	75.9	75.9
	Y	14	24.1	24.1	100.0
	Total	58	100.0	100.0	

Attendance – No policy specified

CMA2_5_ATTENDANCE_NOPOLICY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	56	96.6	96.6	96.6
	Y	2	3.4	3.4	100.0
	Total	58	100.0	100.0	

Grade Determination

Syllabus – Does the syllabus specify a grade determination?

CMA2_6_GRADEDETERMINATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	4	6.9	6.9	6.9
	UNCLEAR	3	5.2	5.2	12.1
	Y	51	87.9	87.9	100.0
	Total	58	100.0	100.0	

Number of Major Assignments

Number of major assignments specified in the syllabus

CMA2_7_NUMBER_OF_MAJOR_ASSIGNMENTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Number	1	5	8.6	13.5	13.5
	2	3	5.2	8.1	21.6
	3	8	13.8	21.6	43.2
	4	7	12.1	18.9	62.2
	5	5	8.6	13.5	75.7
	6	5	8.6	13.5	89.2
	7	1	1.7	2.7	91.9
	8	2	3.4	5.4	97.3
	9	1	1.7	2.7	100.0
Missing	Unclear	21	36.2		
Total		58	100.0		

Grading – Uses OU's 4.0 grading scale

CMA2_8_GRADINGSCALE_OU4.0

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	23	39.7	39.7	39.7
	Y	35	60.3	60.3	100.0
	Total	58	100.0	100.0	

Grading – Uses point or percent-based grading scale

CMA2_8_GRADINGSCALE_POINT_PERCENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	31	53.4	53.4	53.4
	Y	27	46.6	46.6	100.0
	Total	58	100.0	100.0	

Grading – Uses an unclear grading scale

CMA2_8_GRADINGSCALE_UNCLEAR

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	51	87.9	87.9	87.9
	Y	7	12.1	12.1	100.0
	Total	58	100.0	100.0	

Grading – No grading scale specified

CMA2_8_GRADINGSCALE_NONE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	53	91.4	91.4	91.4
	Y	5	8.6	8.6	100.0
	Total	58	100.0	100.0	

Academic Conduct Policy—University

CMA2_9_ACADEMICCONDUCTPOLICY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	4	6.9	6.9	6.9
	Y	54	93.1	93.1	100.0
	Total	58	100.0	100.0	

Academic Conduct Policy—Other

CMA2_9_ACADEMICCONDUCTPOLICY_OTHER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	48	82.8	82.8	82.8
	Y	10	17.2	17.2	100.0
	Total	58	100.0	100.0	

Academic Conduct Policy—None

CMA2_9_NO_ACADEMICCONDUCTPOLICY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		56	96.6	96.6	96.6
	Y	2	3.4	3.4	100.0
	Total	58	100.0	100.0	

Late Work Policy

CMA2_10_LATEWORK

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	20	34.5	34.5	34.5
	Y	38	65.5	65.5	100.0
	Total	58	100.0	100.0	

Community Book/Theme – All sections

Did the course use the community theme and/or community book?

CMA2_11_THEME

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	COMMUNITY BOOK	9	15.5	15.5	15.5
	COMMUNITY THEME	2	3.4	3.4	19.0
	NO THEME	36	62.1	62.1	81.0
	OTHER THEME	11	19.0	19.0	100.0
	Total	58	100.0	100.0	

Community Book/Theme by Semester

CMA2_11_THEME – FALL 2010

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	COMMUNITY BOOK	6	30.0	30.0	30.0
	NO THEME	9	45.0	45.0	75.0
	OTHER THEME	5	25.0	25.0	100.0
	Total	20	100.0	100.0	

CMA2_11_THEME – WINTER 2011

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	COMMUNITY BOOK	3	7.9	7.9	7.9
	COMMUNITY THEME	2	5.3	5.3	13.2
	NO THEME	27	71.1	71.1	84.2
	OTHER THEME	6	15.8	15.8	100.0
	Total	38	100.0	100.0	

Moodle

Evidence of incorporation of Moodle present in course materials

CMA2_12_MOODLE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	9	15.5	15.5	15.5
	Y	49	84.5	84.5	100.0
	Total	58	100.0	100.0	

Library Instruction Module

Course materials mention/discuss the Moodle Library Instruction course

CMA2_13_LIBRARYINSTRUCTION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	14	24.1	24.1	24.1
	Y	44	75.9	75.9	100.0
	Total	58	100.0	100.0	

Research Assignment Sheet Results

Audience

Does the assignment specify an audience?

RA1 Audience Specified?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	25	43.9	43.9	43.9
	PBI	16	28.1	28.1	71.9
	U	1	1.8	1.8	73.7
	Y	15	26.3	26.3	100.0
	Total	57	100.0	100.0	

Rhetorical Strategies — Language

Does the assignment identify/discuss appropriate rhetorical strategies for academic audience? (formal tone, unbiased language, use of Standard English)?*

RA2 Rhetorical strategies identified?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	26	45.6	45.6	45.6
	PBI	15	26.3	26.3	71.9
	U	1	1.8	1.8	73.7
	Y	15	26.3	26.3	100.0
	Total	57	100.0	100.0	

Rhetorical Strategies — Structure

Does the assignment explain the strategies appropriate for that audience (argumentative, expository, etc.)?*

RA3 Rhetorical strategies explained

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	21	36.8	36.8	36.8
	PBI	16	28.1	28.1	64.9
	U	1	1.8	1.8	66.7
	Y	19	33.3	33.3	100.0
	Total	57	100.0	100.0	

APA — Citation

Does the assignment require the usage of APA as a documentation system, both in-text and on the References page?

RA4 APA required?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	10	17.5	17.5	17.5
	PBI	13	22.8	22.8	40.4
	U	3	5.3	5.3	45.6
	Y	31	54.4	54.4	100.0
	Total	57	100.0	100.0	

APA — Manuscript Format

Does the assignment require the APA manuscript format?

RA5 APA Manuscript format required?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	14	24.6	24.6	24.6
	PBI	10	17.5	17.5	42.1
	U	7	12.3	12.3	54.4
	Y	26	45.6	45.6	100.0
	Total	57	100.0	100.0	

Topic Selection

To what extent do student select topics?

RA6 Student selection of topics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	EXCLUSION LIST	1	1.8	1.8	1.8
	INSTRUCTOR PROVIDES STUDENT WITH TOPIC	2	3.5	3.5	5.3
	STUDENTS SELECT TOPIC	21	36.8	36.8	42.1
	STUDENTS SELECT TOPIC FROM COURSE THEME OR LIST	22	38.6	38.6	80.7
	UNCLEAR FROM ASSIGNMENT SHEET	11	19.3	19.3	100.0
	Total	57	100.0	100.0	

Source Selection

To what extent do students select sources?

RA7 Student source selection

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	OTHER	1	1.8	1.8	1.8
	STUDENTS SELECT ALL SOURCES	40	70.2	70.2	71.9
	STUDENTS SELECT SOME SOURCES AND USE SOME COURSE SOURCES	4	7.0	7.0	78.9
	UNCLEAR FROM ASSIGNMENT SHEET	12	21.1	21.1	100.0
	Total	57	100.0	100.0	

Other Assignment Requirements

RA8 Primary Research

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	36	63.2	63.2	63.2
	1	21	36.8	36.8	100.0
	Total	57	100.0	100.0	

RA8 Required use of library

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	50	87.7	87.7	87.7
	1	7	12.3	12.3	100.0
	Total	57	100.0	100.0	

RA8 Websites

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	51	89.5	89.5	89.5
	1	6	10.5	10.5	100.0
	Total	57	100.0	100.0	

RA8 Scholarly/Peer Reviewed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	26	45.6	45.6	45.6
	1	31	54.4	54.4	100.0
	Total	57	100.0	100.0	

RA8 Popular Sources

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	43	75.4	75.4	75.4
	1	14	24.6	24.6	100.0
	Total	57	100.0	100.0	

RA8 Evaluation of sources

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	42	73.7	73.7	73.7
	1	15	26.3	26.3	100.0
	Total	57	100.0	100.0	

Other Assignment Requirements — Raters' Comments

RA8 Other (Specify)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	28	49.1	49.1	49.1
"CREDIBLE" SOURCES SPECIFIED	1	1.8	1.8	50.9
"Outside Research"	1	1.8	1.8	52.6
1 BOOK (NOT ENCYCLOPEDIA REQUIRED), OPTIONAL PRIMARY	1	1.8	1.8	54.4
1 BOOK REQUIRED	1	1.8	1.8	56.1
COMPARE/CONTRAST PRICES FOR INSTRUCTOR - PROVIDED LIST OF HARDWARE AND SOFTWARE	1	1.8	1.8	57.9
INTERVIEW AND/OR SURVEY	1	1.8	1.8	59.6
INTERVIEWS, "WRITTEN SOURCES"	1	1.8	1.8	61.4
LIBRARY RESEARCH FROM PREVIOUS RESEARCH PROPOSAL ASSIGNMENT; NO SPECIFIC CRITERIA FOR TYPE OF SOURCES USED	1	1.8	1.8	63.2
MULTIMEDIA SOURCES	1	1.8	1.8	64.9
NO REQUIREMENTS	9	15.8	15.8	80.7
NOTHING REQUIRED - "RELEVANT SOURCES"	1	1.8	1.8	82.5
OPTIONAL, NOT REQUIRED	1	1.8	1.8	84.2
PERSONAL EXPERIENCES	1	1.8	1.8	86.0

	Frequency	Percent	Valid Percent	Cumulative Percent
SCHOLARLY, NO INDICATION OF PEER REVIEWED	1	1.8	1.8	87.7
SEEMINGLY OPEN BUT CONNECTED TO PREVIOUS GROUP BIBILOGRAPHY	1	1.8	1.8	89.5
SUGGESTS "PLEASE USE KREGE LIBRARY AS OPPOSED TO OPEN INTERNET SOURCES"	1	1.8	1.8	91.2
UNCLEAR	4	7.0	7.0	98.2
UNSPECIFIED	1	1.8	1.8	100.0
Total	57	100.0	100.0	

Type of Writing Required

Is this assignment persuasive/argumentative or informative?

RA9 Persuasive or informative

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	EXPOSITORY/INFORMATIVE ONLY	15	26.3	26.3	26.3
	PERSUASIVE/ARGUMENTATIVE	35	61.4	61.4	87.7
	UNCLEAR	7	12.3	12.3	100.0
	Total	57	100.0	100.0	

Number of Sources Required

How many sources are required?

RA10 Required Sources

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 to 3	4	7.0	7.0	7.0
	10+	4	7.0	7.0	14.0
	4 to 6	23	40.4	40.4	54.4
	7 to 9	11	19.3	19.3	73.7
	Uncertain	15	26.3	26.3	100.0
	Total	57	100.0	100.0	

Assignment Length

What is the required length of the assignment?

RA11 Assignment Length

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1000 words	2	3.5	3.5	3.5
	1000-1400 words	8	14.0	14.0	17.5
	1500-2000 words	25	43.9	43.9	61.4
	2100+ words	16	28.1	28.1	89.5
	LESS THAN 1000	1	1.8	1.8	91.2
	UNCLEAR	5	8.8	8.8	100.0
	Total	57	100.0	100.0	

Evaluation Criteria — Assignment Instructions

Does the assignment sheet include evaluation or grading criteria, such as a rubric, key qualities, etc.?

RA12 Evaluation Criteria

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	36	63.2	63.2	63.2
	PBI	9	15.8	15.8	78.9
	U	3	5.3	5.3	84.2
	Y	9	15.8	15.8	100.0
	Total	57	100.0	100.0	

Assignment Criteria — Syllabus

If not, does it show up in the syllabus?

RA13 Evaluation Criteria in Syllabus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid					
	N	31	54.4	54.4	71.9
	PBI	12	21.1	21.1	93.0
	U	2	3.5	3.5	96.5
	Y	2	3.5	3.5	100.0
	Total	57	100.0	100.0	

Assignment-Specific Learning Objectives

Does the assignment include explicit learning objectives or learning goals?

RA14 Explicit Learning Objectives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	33	57.9	57.9	57.9
	PBI	10	17.5	17.5	75.4
	U	4	7.0	7.0	82.5
	Y	10	17.5	17.5	100.0
	Total	57	100.0	100.0	

Appendix J
2019 WRT 1060 Assessment Report
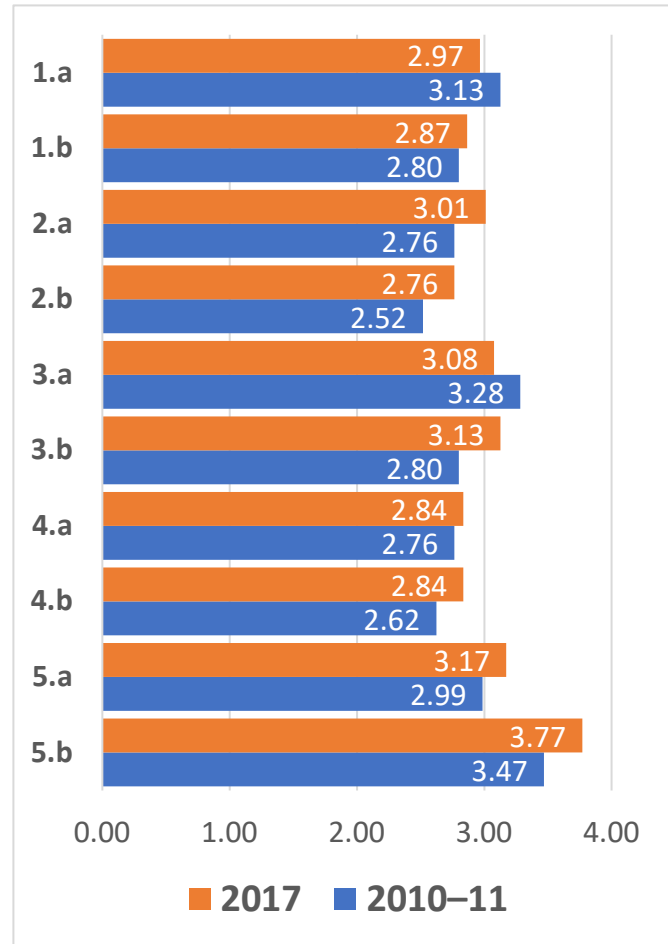
GENERAL EDUCATION ASSESSMENT

DATE SUBMITTED: 18 January 2019
DEPT: Writing and Rhetoric   DEPT CHAIR: Lori Ostergaard
COURSE: WRT 1060: Composition II
INSTRUCTORS: Multiple
SEMESTER: Winter 2017
ASSESSMENT CONTACT: Jim Nugent (nugent@oakland.edu)

CLEAR LINK BETWEEN GENERAL EDUCATION LEARNING OUTCOMES (GESLO) AND COURSE OBJECTIVES	
GESLO 1	COURSE OBJECTIVES
Knowledge of the [a] elements, [b] writing processes and organizing strategies for creating analytical and expository prose.	demonstrate the ability to locate and analyze scholarly sources critically and synthesize them to produce various academic genres which include print, visual, digital, or oral elements
Comments:	
GESLO 2	COURSE OBJECTIVES
Effective rhetorical strategies appropriate to the [a] topic, [b] audience, [c] context, and [d] purpose,	demonstrate familiarity with basic rhetorical, ethical, and methodological conventions of academic disciplines (such as humanities, sciences, social sciences) to prepare them for further study in their chosen discipline
Comments:	

LEARNING OUTCOME MEASUREMENTS		
GESLO 1		OUTCOME MEASUREMENT
Knowledge of the [a] elements, [b] writing processes and [c] organizing strategies for creating analytical and expository prose.	Instrument (test, quiz, paper, etc.)	(1) Research paper and (2) reflective essay.
	Schedule for instrument administration	Assigned in every class.
	Summary of the results of scoring from learning outcomes (% scores, sample size, number of raters, aggregation methods)	Please see the results summary for GESLO 2, immediately below.
Comments:		
GESLO 2		OUTCOME MEASUREMENT
Effective rhetorical strategies appropriate to the [a] topic, [b] audience, [c] context, and [d] purpose.	Instrument (test, quiz, paper, etc.)	Research paper.
	Schedule for instrument administration	Assigned in every class.
	Summary of the results of scoring from learning outcomes (%	In winter term 2017, research papers and reflective essays were requested for one randomly determined

	scores, sample size, number of raters, aggregation methods)	student in each of 102 sections of WRT 1060. In order to develop a comparable data with our 2010–11 GESLO assessment, every effort was made to repeat the method of that study.

Of the requested research papers, 98 were submitted correctly (96% response rate) and of the reflections, 99 were submitted correctly (97% response rate). After completing training and norming sessions, a panel of 10 faculty members assessed both sets of artifacts and scored them according to common rubrics. The GESLOs were parsed into subparts as follows:

- GESLO 1: Knowledge of the (a) elements, (b) writing processes and (c) organizing strategies for creating analytical and expository prose.
- GESLO 2: Effective rhetorical strategies appropriate to the (a) topic, (b) audience, (c) context, and (d) purpose.

GESLOs 1(a) and 1(c) and GESLOs 2(a), 2(b), 2(c), and 2(d) were measured by evaluation of student research papers, while GESLO 1(b) was measured solely by the evaluation of student reflective essays.

Research paper results. The rubric used to evaluate student writing in the research paper assignment contained nine items across five different categories: 1. topic, 2. audience, 3. context, 4. purpose, and 5. ethos. Figure 1 shows each rubric item and its mean score for all students for both the 2010–11 and the present 2017 assessments. On a five-point scale (1 = low; 5 = high), the composite mean score (i.e., the average of all scores given across all items) for the research paper assessment in 2017 was 3.45 (*SD* = 0.92). This compares to a composite mean score of 2.90 in 2010–11.

Reflective essay results. The rubric used to assess the reflective essays included eight items in six major categories (see appendix I):

1. description of the writing process,
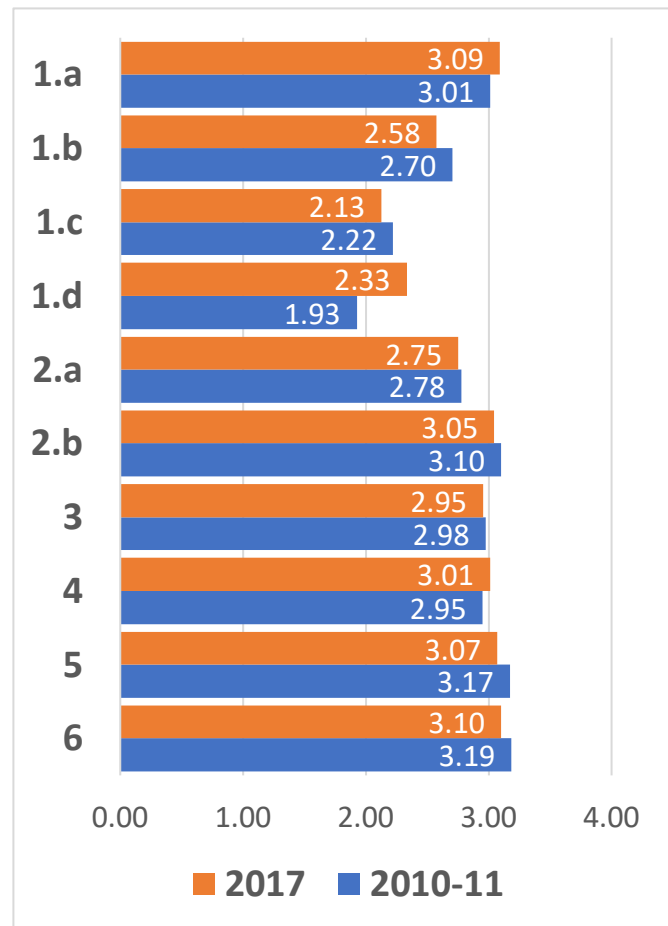2. description of the research process,

| | | 3. self-evaluation of strengths,
4. self-evaluation of weaknesses,
5. self-evaluation of learning, and
6. a holistic score for the overall quality of the reflection.

Figure 2 presents the mean scores for student reflections for both the current and 2010–11 assessments. On a five-point scale (1 = low; 5 = high), the average score for item 6 (the overall quality of the reflection) was 3.10 (*SD* = 0.91).

Figure 3 shows the results of two additional items that were assessed in the reflective essay: evidence of a writing center visit and evidence of faculty interaction outside of the classroom. |
| | | |

Figure 1. Comparison of Research Paper Mean Scores, 2017 and 2010–11

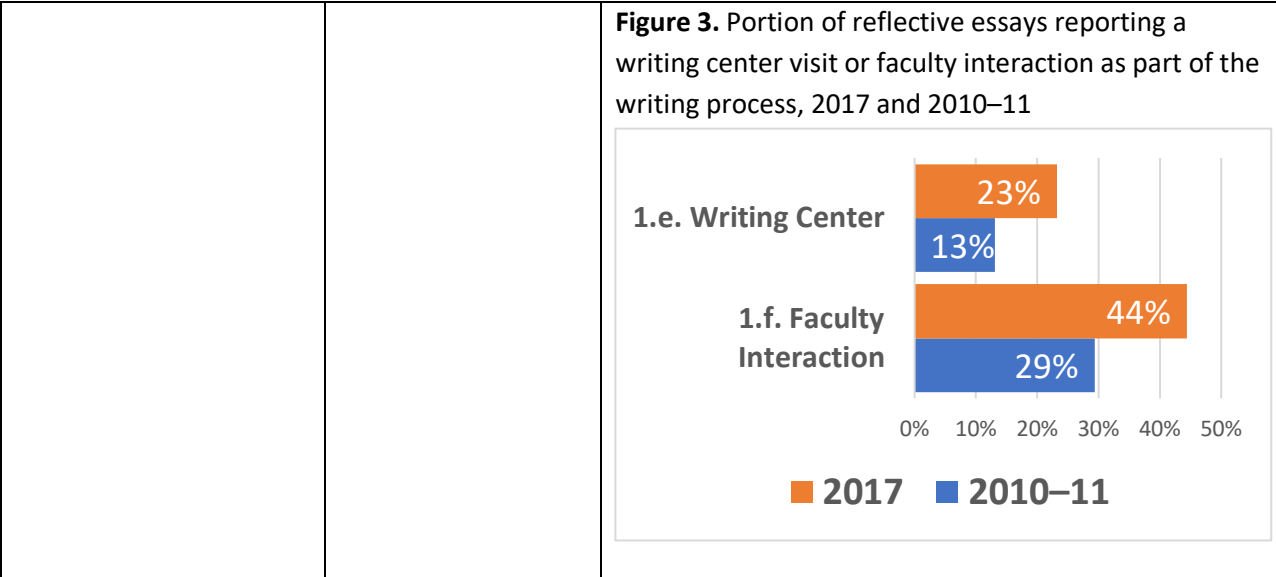|	2017	2010–11
1.a	2.97	3.13
1.b	2.87	2.80
2.a	3.01	2.76
2.b	2.76	2.52
3.a	3.08	3.28
3.b	3.13	2.80
4.a	2.84	2.76
4.b	2.84	2.62
5.a	3.17	2.99
5.b	3.77	3.47

1.a Topic—Appropriate for college-level inquiry
1.b Topic—Thesis (problem statement; research question)
2.a Audience—Organizational strategies (structure; coherence)
2.b Audience—Synthesis (thematic development; reader-centered)
3.a Context—Appropriate sources for academic writing
3.b Context—Appropriate use of citation conventions (APA)
4.a Purpose—Critical analysis of source material; Manages multiple viewpoints
4.b Purpose—Source material used as evidence to support a claim
5.a Ethos—Appropriate tone/register; nonbiased use of language
5.b Ethos—Evidence of editing/proofreading

Figure 2. Comparison of Reflective Essay Mean Scores, 2017 and 2010–11

Category	2017	2010-11
1.a	3.09	3.01
1.b	2.58	2.70
1.c	2.13	2.22
1.d	2.33	1.93
2.a	2.75	2.78
2.b	3.05	3.10
3	2.95	2.98
4	3.01	2.95
5	3.07	3.17
6	3.10	3.19

1.a Engagement in prewriting techniques
1.b Evidence of revision (include diction)
1.c Evidence of editing and proofreading (surface)
1.d Evidence of Peer Review (in class or online)
2.a Evidence of locating peer-reviewed resources using the library (including databases)
2.b Evidence of selecting and evaluating sources]
3. Self-evaluation of strengths of writer
4. Self-evaluation of weaknesses of writer
5. Self-evaluation of quality of learning about writing and rhetoric
6. Overall Quality of Reflection (non-cumulative; holistic "grade")

Figure 3. Portion of reflective essays reporting a writing center visit or faculty interaction as part of the writing process, 2017 and 2010–11

	2017	2010–11
1.e. Writing Center	23%	13%
1.f. Faculty Interaction	44%	29%

Comments:

<div align="center">

ANALYSIS OF RESULTS

</div>

Provide a narrative analysis interpreting the statistical results of the assessment activities regarding student achievement of the GESLOs for this course. (Where did the results show successful achievement, and where did they show problems?)

Analysis of Results

GESLO 1(a): Elements of writing. Across sections of WRT 1060, the approach to research-based academic writing and the design of assignments that require it vary considerably. Because of this, our assessment of GESLO 1 had to focus on a point of commonality across a diverse range assignments, namely the documented use of source material.

As in our 2010–11 assessment, we interpreted GESLO 1(a)'s "elements of writing" as the genre-specific features of an academic research paper using secondary sources. Since the departmental learning objectives for WRT 1060 include familiarity with APA documentation style, we evaluated research papers for integration of secondary source material (direct quotations, summaries, and paraphrases) and for appropriate use of APA in-text and reference citations under the context category of our research paper assessment rubric (see GESLO 2[c] below).

The mean score for item 3.b of the rhetoric research paper rubric (*Context—Appropriate use of citation*) was 3.13 (*SD* = 0.86). The mean score for item 3.b was 2.80 in 2010–11. In 2017, 9 papers (10.1%) were identified during the rating process as having passages that contained uncited outside material. During the 2010–11 assessment, 21.1% of the sampled research papers were found to contain plagiarism. Because of this, a number of initiatives were taken to reduce plagiarism in WRT 1060 through better assignment design. In addition to halving the number of plagiarized works in the present assessment, the improved scores for item 3.b suggest that our efforts to improve citation practices and reduce plagiarism have been quite successful.

GESLO 1(b): Writing processes for creating analytical and expository prose. Our assessment of students' reflective essays measured the following aspects of the writing process on a 5-point scale (1 = very poor; 2 = poor; 3 = average [i.e., adequate]; 4 = good; 5 = excellent):

- **1.a.** engagement in prewriting activities (M = 3.09, SD = 1.10);
- **1.b.** evidence of revision, including diction (M = 2.58, SD = 0.97);
- **1.c.** evidence of editing and proofreading for surface errors, such as grammar and mechanics (M = 2.13, SD = 0.92);
- **1.d.** evidence of peer review (M = 2.33, SD = 0.96);
- **1.e.** evidence of faculty interaction outside of class, such as conferencing (44%); and
- **1.f.** evidence of a visit to the university writing center (23%).

For item 1.a, 65% of the reflective essays received a score of 3 ("average" or "adequate") or above, and the mean score increased 0.08 from the 2010–11 assessment. For item 1.b, 50% of scores were 3 or above, and the mean score fell by 0.20 from 2010–11. For item 1.c, 33% of scores were 3 or higher, and the mean score declined 0.20 from 2010–11. As noted in the report for the 2010–11 assessment, instructors in our department subscribe the consensus view of the discipline of composition-rhetoric that higher order concerns take precedence over surface correctness when teaching the writing process: it has been consistently shown that peer reviews, instructor feedback, instructional time, and other activities are most profitable to students when they focus on issues other than proofreading. Although item 1.c remains an important part of our assessment of GESLO 1(b), it does not weigh as heavily in our understanding of the writing process as other items in this rubric category.

For item 1.d, only 44% of papers received a score of 3 or above, but the mean score for the category improved from 1.93 in 2010–11 to 2.33 in 2017. Dramatic improvements were also noted in items 1.e and 1.f. The portion of students reporting faculty interaction outside of class rose from 13% to 23%, while the portion of students reporting visits to the writing center rose from 29% to 44%.

Much of the improvement for these three items is likely attributable to revisions we made to the reflective essay writing prompt based on a recommendation of the previous assessment. The reflective essay prompt now expressly lists writing center visits and faculty interaction as examples of prewriting activities, which very likely primes students to remember and report them as such. While these changes were made to prevent underreporting, however, it is likely that problems with underreporting still persist. For instance, every instructor of WRT 1060 is required to hold student conferences at some time during the semester, yet only 44% of students self-reported this as a form of faculty interaction. This may suggest there are lingering terminological differences among instructors, students, and the reflective essay prompt (for instance, they may not uniformly use the term "prewriting" to describe drafting activities). This may also reflect a larger methodological limitation to the reflective essay and student self-reporting on their writing process activities.

GESLO 1(c): Organizing strategies for creating analytical and expository prose. The mean score for item *2.a Audience—Organizational strategies (structure; coherence)* on the research paper rubric was 3.01 (SD = 0.84), with 71% of papers scoring a 3 or higher. Essays in this range exhibited competent

paragraphing and essay structure and they demonstrated organizational strategies appropriate for this type of writing. In 2010–11, the mean score for item 2.a was 2.76. The increase is likely attributable to a new curricular emphasis on IMRaD organization since 2010–11 (IMRaD stands for "Introduction, Methods, Results, and Discussion," and it is the prevailing organizational scheme for academic papers that describe primary research).

GESLO 2(b): Effective rhetorical strategies for audience. Item 2.b of the research paper rubric measures students' ability to synthesize information from multiple sources and to contextualize it for audiences in a reader-centered way (such as describing the original audience and purpose of a source text and situating it within a scholarly conversation). The mean score for item 2.b was 2.76 (SD = 0.90), with 58% of scores standing at 3 or higher. Papers in this range varied from adequate to excellent in the number and variety of sources used from paragraph to paragraph, made connections among sources, and presented detailed context for outside sources. In 2010–11, the mean score for item 2.b was 2.52, suggesting that we have made notable improvement in this area. This improvement is likely attributable to increased emphasis on the teaching of synthesis during instructor professional development events as well as new chapters on the subject of synthesis that were developed for the course textbook (*Grizz Writes*).

GESLO 2(c): Effective rhetorical strategies for context. The mean score for item 3.a. of the research paper rubric (*Context: Appropriate sources for academic writing*) was 3.08 (SD = 0.96), a decrease from the 2010–11 mean of 3.28. Raters considered the disciplinary focus of each paper topic to determine whether the student had selected appropriately credible and relevant sources to further their inquiry. Of these papers, 70% earned scores of 3 or above; papers receiving these scores ranged from using a combination of both strong scholarly sources and weaker popular sources to using exclusively credible, academic sources.

While our assessment did not include a review of assignment descriptions, the decreased mean score for item 3.a suggests that some scrutiny of assignment design may be required to ensure that faculty are providing students with adequate guidance on source requirements. A number of the reviewers casually observed that the research questions taken up by a number of the sampled papers were not very scholarly in nature, leading them to suspect that the assignment itself was at issue rather than student ability. Another possibility considered by the committee is that the increasing proliferation and speed of digital research tools is making it more difficult for students to identify credible academic sources, suggesting that an increased focus on information literacy might also be an appropriate response. We will discuss these findings in greater depth in the following section.

As discussed in GESLO 1(a), above, item 3.b of the research paper rubric (*Context–Appropriate use of citation conventions*) assessed students' use of documented source material as evidence of their ability to use citation conventions as a rhetorical strategy to persuade an academic audience. Of these papers, 74% scored a 3 or higher. Papers in this range varied from having consistent errors (but no major omissions) in APA-style citation to having consistently correct citations. The mean score for this item was 3.13 (SD = 0.86), a marked improvement over the 2010–11 mean score of 2.80.

GESLO 2(d): Effective rhetorical strategies for purpose. Items 4.a and 4.b of the research paper rubric assess how well students used source material as evidence to support a claim and assess students' ability to analyze source material critically and manage multiple viewpoints in their writing.

The mean score for item 4.b (*Purpose: Source material used as evidence to support a claim*) was 2.84 (*SD* = 0.89), with 69% of papers scoring 3 or above. Papers that scored in this range may repeat the arguments or findings of others (the authors of the source texts) and may contribute some original commentary in order to relate that material to a specific supporting point. The mean score for item 4.a (*Purpose—Critical analysis of source material; manages multiple viewpoints*) was 2.84 (*SD* = 0.88), with 70% of papers earning a score of 3 or above. Papers that scored in this range tended to present alternative viewpoints with at least some explicit discussion of how those positions were interrelated. As in the 2010–11 assessment, students' evaluation of opposing views tended to be simplistic. However, mean scores for both items 4a and 4b increased over those from 2010–11, increasing by 0.08 and 0.22, respectively.

These findings are underscored by the results for item 1.b of the research paper rubric (*Topic—Thesis*), which had a mean score of 2.87 (*SD* = 0.89), and 1.a (*Topic—Appropriate for college-level inquiry*), which had a mean score 2.97 (*SD* = 0.86). These purpose-related outcomes are challenging for novice academic writers, particularly if their previous experiences with producing research papers merely required them to report information.

USE OF RESULTS TO IMPROVE LEARNING

Describe the process that will be used **by the faculty who teach the course** to evaluate the data and determine what steps to take to improve the course.

Jim Nugent shared data from this assessment at the department's annual spring conference on May 1, 2018 and collected useful feedback on its interpretation from the entire writing and rhetoric department faculty. The current director of first-year writing, Megan Schoen, will be reviewing the data to determine the areas of focus for improving course content, instruction, and student and instructor resources. The department's first-year writing committee and professional development committee will coordinate efforts to implement all needed changes.

The results of this study suggest that the first-year writing program is, in the aggregate, successful in achieving General Education Student Learning Outcomes 1 and 2. Since 2010–11, the program has made substantial moves toward improving student citation practices and reducing plagiarism. The latter achievement is especially heartening, since reducing plagiarism was the most pressing recommendation from our prior assessment study and has been a top administrative priority for our program.

Nonetheless, the present assessment suggests that instruction could be improved in the use of credible scholarly sources in the research paper assignment. Although the mean score for item 3.a. of the research paper rubric (*Context: Appropriate sources for academic writing*) remains in the qualitatively "adequate" range at 3.08, it is still a surprising decrease from the 2010–11 mean of 3.28. Although the cause of this drop is uncertain, the committee speculated on at least two possibilities:

1. **The design of the research paper assignment.** The drop in scores may be a result of inconsistent standards within assignment descriptions regarding the number and type of required research sources. The sampled research papers contained, on average, 6.67 cited sources (SD = 2.79) and ranged from 1 to 16 sources by a simple count of APA reference lines. Allowances must be made for natural variation in requirements from instructor to instructor, of course, but it may be worthwhile to rearticulate program-wide expectations for source use. Related areas for professional development might also include pedagogical strategies for developing effective topics and research questions.

2. **Rapidly changing standards for information literacy.** The committee also entertained the possibility that the increasing proliferation and speed of digital research tools is making it more difficult for students to identify credible academic sources. Since our last assessment, for example, student use of smartphones has become ubiquitous. In addition, Kresge Library introduced the One Search tool, which presents a deceptively simple interface for students to use in locating sources (and in some cases, allows students to avoid source evaluation entirely by presenting only results that the search algorithm estimates to be peer reviewed). The rapid evolution of these technologies between 2010–11 and 2017 reminds us that WRT 1060 has an obligation to keep up with changing technologies, cultures, student populations, and other contextual factors. To be sure, the department has made notable efforts in this regard given its scholarly and institutional collaborations with the library regarding information literacy issues and by introducing a new chapter to *Grizz Writes* on the subject. However, an even stronger curricular emphasis may still be warranted.

Since these possibilities remain largely conjectural, we recommend that the writing program administrator perform a review of the research paper assignment descriptions for WRT 1060 to determine the range and nature of source citation requirements and to formally or informally query faculty about how they are working with students to develop research paper topics and research questions. In addition, we suggest that the writing program administrator initiate conversations with the first-year writing and faculty more broadly regarding any prevalent issues with student information literacy practices. Then, as necessary, the program should designate professional development resources to assignment design for the research paper project, develop a stronger commitment to information literacy instruction, or do both.

A lesser administrative priority suggested by this study would be to seek improvements to our students' analysis and use of source material as measured by items 4.a and 4.b of the research paper rubric (*Critical analysis of source material; manages multiple viewpoints* and *Source material used as evidence to support a claim*, respectively). Increased professional development and instructor resources in teaching academic reading strategies might help students in these areas. While we have seen some improvement in students' abilities to synthesize source material and in their organizational strategies, these audience considerations are essential to student success in writing beyond the writing foundations class, and are seen by this committee as particularly vital to the educational mission of the program.

Finally, we advise program leadership to remain mindful of institutional factors that are poised to threaten our achievement of the GESLOs in the years ahead. The College of Arts and Sciences has removed office space for many of our part-time instructors and has split our faculty among distant campus locations. This reallocation of space will impact our ability to achieve the GESLOs by (1) reducing faculty cohesion and communication and (2) undermining our ability to teach the writing process via student conferencing. Regarding the first point, professional development is known to occur in our department not just through formal department programs, but—perhaps more often and more effectively—through "hallway mentorship" among our instructors. Our fractured workspaces threaten not just the social cohesion of our faculty, but the ability of program administrators to reliably spread information and to encourage the free exchange of ideas among our instructors. Regarding the second point, the achievement of GESLOs requires space. Private student conferences are a "known best practice" for teaching the writing process (required by GESLO 1[b]) and they have been shown by our previous assessment to have predictive validity for reducing student plagiarism. Although we have been assured by the College that the current space reduction is temporary and our office resources will be restored at some point in the near future, many faculty noted in our discussion of the results of this assessment that the damage to our department cohesion and our ability to work individually with students is already becoming apparent.

Describe the process that will be used **by the department as a whole**, to evaluate the data and determine what steps to take to improve the course.

See above. Because this course is taught by most of our full- and part-time faculty and is overseen by a full-time director of first year writing, an associate director, and a first-year writing committee, any endeavor to improve the course will inherently be a department-wide effort.

ASSESSMENT PROCESS

Describe the process for collecting and submitting the assessment data for each course in the department (e.g. are individual faculty members responsible for their own courses? Is there a coordinator for each course and/or for all the general education courses?). Please include the name and email of faculty members who were responsible for this assessment process, including data compilation, data analysis, reporting of results within the department, and submission of this report to the GEC.

Note: The department chair retains ultimate responsibility for the submission of accurate assessment data to the GEC.

Summary of Process

The writing and rhetoric department's Assessment Committee solicited the following artifacts from 102 sections of WRT 1060: Composition II taught in winter 2017:

- **course materials**, including syllabi, detailed course calendars, and assignment instructions for the major research paper assignment and
- a **major research paper and reflective essay** for one randomly determined student in each section.

The samples were drawn from every section of the class; each instructor was provided with the name of the randomly determined student whose work they would de-identify and upload to espace. The Assessment Committee performed a blind assessment of the research papers and reflective essays in fall 2017. Every attempt was made to adhere to the method of our last GESLO assessment of the course, which was completed in 2011.

The Assessment Committee is comprised of ten full- and part-time faculty who teach the course. This committee is chaired by Jim Nugent (nugent@oakland.edu) who is also the director of the major in writing and rhetoric; the director of first-year composition, Megan Schoen (meganschoen@oakland.edu) and the department chair, Lori Ostergaard (ostergaa@oakland.edu) also served on the committee.

Part-time faculty serving on the committee received stipends for their service. Nugent was responsible for data collection, which was facilitated through the department's eSpace, and he led the committee through the norming and assessment of the samples, analyzed the data, and wrote this report. The results will be presented to the department over the course of the next two years at faculty professional development events and our annual spring seminar: Nugent and Schoen will present the majority of the data, but other members of the assessment committee may be asked to present on some aspects of the assessment. Schoen will implement necessary changes to the WRT 1060 curriculum and faculty resources, in consultation with her First-Year Writing Committee.

Complete Assessment Process

During the fall 2016 and winter 2017 semesters, the Assessment Committee reviewed two assessment rubrics developed by the 2010-2011 GESLO assessment team: a research paper rubric and a reflection essay rubric. These two documents were designed to assess the General Education Student Learning Outcomes (GESLOs) for Writing Foundations as follows:

GESLO 1(a)—elements [of analytical and expository prose] are interpreted as the genre-specific features of an academic research paper using secondary sources. These features include integrating direct quotations and paraphrased material from secondary sources and citing them according to a formal bibliographic system (APA style). These elements are measured by the research paper rubric items 5a and 5b concerning context.

 GESLO 1(b)—writing processes [for analytical and expository prose] cannot be assessed by examining only the finished product of a single research paper assignment. GESLO 1[b] is measured by the reflective essay rubric, which evaluates six aspects of the writing process: students' research processes, self-assessment of strengths, self-assessment of weaknesses, and overall learning processes.

GESLO 1(c)—organizing strategies for creating analytical and expository prose are interpreted broadly as the structural components of the academic research paper, such as recognizable divisions of the content into an introduction, body paragraphs, and a conclusion. GESLO 1(c) is measured by the research paper rubric items 2.a and 2.b concerning audience.

GESLO 2(a), 2(b), 2(c), and 2(d)—effective rhetorical strategies appropriate to the topic, audience, context, and purpose are measured by four categories of the research paper rubric. Topic-related

strategies are measured by category #1, including identifying a project topic appropriate for college-level inquiry and formulating a thesis in the form of a problem statement or research question. Audience-related strategies are measured by items 2.a and 2.b, including strategies for organizing a cogent paper and providing a reader-centered synthesis or thematic development of ideas. Context-related strategies are measured by category items 3.a and 3.b, including the use of discipline-specific sources related to the paper's topic area as well as appropriate use of citation conventions. Purpose-related strategies are measured by items 4.a and 4.b, including analyzing source material critically and using it as evidence to support a claim.

Although not immediately applicable to the GESLOs, items 5.a. and 5.b concerning ethos were also included in the research paper rubric to assess department-specific learning outcomes and course objectives. These include (a) student's demonstrated use of ethical language (such as non-biased diction and professional tone) and (b) evidence of editing and proofreading as a disciplinary expectation for a final paper which has undergone a drafting and revising process.

In summary, the student GESLO(s) were measured as follows:

- GESLOs 1(a) and 1(c), GESLOs 2(a), 2(b), 2(c), and 2(d) were measured by evaluation of student research papers using the research paper rubric.
- GESLO 1(b) was measured by evaluation of student reflective essays using the reflective essay rubric.

Assessment Timeline

Data were collected for the winter 2017 term, when 102 sections of WRT 1060: Composition II were offered by 41 instructors to 1,799 students. The data were assessed over multiple sessions in November and December 2017, and analyzed in winter 2018.

Sample Size

Course materials were received from all 41 instructors (100% response rate). A research paper was requested from a randomly determined student in each of 102 total sections, of which 98 were submitted correctly (96% response rate). A reflective essay was also requested from the selected student, of which 99 were submitted correctly (97% response rate).

Roster positions for the requested students were selected using Microsoft Excel's RAND() function and course enrollment data from SAIL. Using the roster position and the Moodle course ID for each section, Nugent was able to furnish each instructor with a direct link to the Moodle profile for the requested student, even as that student remained anonymous to him and the assessment committee (see appendix V). This made data collection considerably more straightforward than it was in our 2010–11 assessment.

Our previous assessment sampled both fall 2010 and winter 2011 sections of WRT 1060: Composition II, while this assessment sampled only winter 2017 semester sections. Without variation, almost twice as many sections of WRT 1060 are offered in winter than in fall. Fall sections of WRT 1060 also tend to be

populated by (a) transfer students who have satisfied the prerequisite course for WRT 1060 (WRT 1050: Composition I) through transfer credit or (b) FTIACs who have placed into WRT 1060 with an SAT score of 620 or above in Writing or Evidence-Based Reading and Writing, with an ACT English subscore of 28 or above, or with an AP English Language and Composition score of 3 or above. As such, it was widely believed in the department of writing and rhetoric that fall sections of WRT 1060 have better-prepared students.

The assessment committee discussed the impact of excluding fall 2016 sections from the present assessment and agreed that this could negatively bias the results. However, the grade distributions for WRT 1060 (table 1) suggest that department lore about differences in student preparation between terms may not be accurate: DFWI rates appear to uniformly drop in the winter term (even as the passing grades remain largely consistent).

Table 1. Grade distributions between winter and fall semesters of WRT 1060: Composition II.

	Fall 14	Winter 15	Fall 15	Winter 16	Fall 16	Winter 17
3.6–4.0	36.9%	39.6%	38.8%	41.2%	43.8%	42.5%
3.0–3.5	31.6%	34.6%	32.5%	32.5%	26.1%	30.8%
2.0–2.9	14.8%	14.0%	13.5%	13.5%	12.0%	15.0%
<1.9	3.6%	3.4%	3.9%	4.0%	3.6%	3.3%
0	8.0%	5.3%	7.0%	5.7%	10.3%	5.4%
I	0.3%	0.2%	0.0%	0.2%	0.2%	0.2%
W	4.8%	2.9%	4.4%	2.9%	3.9%	2.8%
(DFWI)	16.7%	11.8%	15.3%	12.8%	18.1%	11.7%
N	860	1,835	825	1,900	851	1,756

Given the amount of time and resources available for the present assessment, the committee decided to sample artifacts only from the larger-enrolled winter 2017 semester. Although we acknowledge that this may have led to positive or negative bias when making comparisons to 2010–11 assessment, the committee agreed that one term of data was sufficient to demonstrate achievement of GESLOs 1 and 2.

Raters

The research papers and reflective essays were assessed by 4 full-time faculty and 6 special lecturers in November 2017. Each research paper (*n* = 98) and reflective essay (*n* = 99) was evaluated by two readers. In cases where rubric item scores differed by more than one point, the discrepant scores were revealed to the readers, who then discussed their ratings together and reconciled their scores to within one point of each other. All student and instructor materials were anonymized and randomly indexed, but the committee chair Jim Nugent structured the review so that no reader evaluated their own students' work.

Raters normed with anchor research papers during a 5-hour session on November 3, 2017. To gain familiarity with the research paper rubric, readers evaluated high, middle, and low scoring sample research papers drawn from the 2010–11 GESLO assessment datasets. In cases where readers were divided in their responses, the committee chair facilitated a discussion about the rubrics and readers' rationales for their scores. Readers then scored their assigned papers independently over the following week, using the Google Forms platform to record their scores.

The committee met again on November 10, 2017 to reconcile any discrepant scores for the research papers and to evaluate any research papers tagged for suspected plagiarism. The committee then turned to the reflective essays. To gain familiarity with the reflective essay rubric, readers evaluated high, middle, and low scoring reflective essays drawn from the prior assessment, a process that lasted about 2 hours. Readers then scored their assigned reflective essays independently over the following week, using a Google form to record their scores. Raters were then notified of discrepant scores and instructed to meet together individually to reconcile them.

The committee chair Jim Nugent coordinated the sampling, data collection, norming sessions, rating assignments, data entry, and final calculations.

Sampled Papers and Plagiarism

As in our prior assessment, research papers that included plagiarized passages were removed from the sample. Specifically, while appropriate source use falls under the *Context* category in our rubric, assessing the language and rhetorical strategies used in the categories of the research paper rubric was counterproductive when the student's paper merely reproduced other authors' words or ideas. Therefore, such papers were analyzed separately by the committee, using a rubric for suspected plagiarism and patchwriting (see appendix III).

Any student research papers that were rated a 1, 2, or 3 on the five-point scale in the supplemental (source plagiarism) rubric were removed from the research paper dataset ($n = 9$).

Syllabi Assessment

As a result of the 2010–11 assessment study, the assessment committee developed a standard template for WRT 1060, which was implemented in fall 2010. Results of the current assessment show that we now have a higher level of compliance with listing required general education and writing and rhetoric department requirements, learning outcomes, mandated policies, and required syllabus elements (see appendix VII for the complete results).

Table 2. Select results of the syllabus assessment.

Syllabus Element	2010–11	2017
Course Description	98.1%	100.0%
Prereq./co-req.	100.0%	100.0%
GESLOs	94.3%	100.0%
ULOs	94.3%	97.6%

Contributors and Acknowledgements

The WRT 1060 Assessment Committee comprised Jim Nugent (Chair, nugent@oakland.edu), Megan Schoen (meganschoen@oakland.edu), Elizabeth Allan (allan@oakland.edu), Jill Chrobak, Lori Ostergaard (ostergaa@oakland.edu), Colleen Doyle (doyle235@oakland.edu), John Freeman (freeman2@oakland.edu), Cindy Mooty (mootyhof@oakland.edu), Cathy Rorai (rorai@oakland.edu), Sheryl Ruszkiewicz (ruszkiew@oakland.edu), and Melissa St. Pierre (stpierre@oakland.edu). Data analysis and this report were prepared by Jim Nugent.

Describe areas in which the assessment did not give appropriate or useful information for assessing student learning relative to the GESLOs. Include description of changes that will be made to the assessment process (such as changing actual questions or assignments, changing types of assessment instruments, readjusting sample size, rewriting the scoring rubric) to make it more useful.

Recommendations for Subsequent Assessments

In order to develop meaningful points of comparison, every attempt was made in the current assessment to repeat the method of the 2010–11 study. With the next assessment cycle, we suggest that a number of revisions to this method be considered, even if it means developing less directly comparable data sets:

- **The design of the research paper assessment rubric should be revisited.** Although this instrument was developed with great care and effort during the previous assessment cycle, it presented a number of complications in practice during the present assessment. As we found, despite the fact that most rubric items employed a Likert scale and purport to measure a single, "orthogonal" (i.e., non-overlapping) dimension of student work, the rubric descriptions sometimes contained explicit qualitative descriptions that rendered the item more categorical than continuous. For instance, a score of 5 in item *2.a. Audience—Organizational strategies (structure; coherence)* represents the achievement of "Rhetorically effective organization." But according to the rubric, a paper scoring a 4 "Could be improved by moving 1–2 ¶s," a paper scoring a 2 contains "Paragraphs [that] are disconnected ([resembling] lists or "boxcars")," and a paper scoring a 1 contains "No intro/conclusion." It should be considered whether these textual features are, in fact, unique and defining properties of work at those score levels and if they are appropriately distributed on the numerical scale reflecting the overall quality of "Organizational strategies." Maintaining an explicit, shared understanding of each score on the rubric is

important for raters, of course, but for this assessment, raters reported feeling compelled to assign a score simply because of a certain textual feature rather than a potentially more nuanced understanding of rhetorically effective organization.

- **The research design should be simplified overall.** The 2010–11 assessment was very ambitious and stretched well beyond the charge to assess the Writing Foundations GESLOs. That study offered many important recommendations and led to many of the instructional improvements that we observed in the present assessment. Still, we recommend that every effort should be made to keep the assessment process sustainable, resource-effective, and focused on creating "actionable intelligence" to guide the administration of first-year writing.

- **The technique of reconciling discrepant ratings should be reconsidered.** As in 2010–11, when raters differed by more than one point in their assessment of an item, they were asked to discuss the discrepancy among themselves and to revise one or both scores to be within one point of each other. Although we found that this process led to useful conversations and a perceived sense of unity in our interpretation of the rubric, some scholars have suggested that reconciling discrepant scores in this way may lead to illusory measures of interrater reliability (see 2017, R. F. Szafran, "The Miscalculation of Interrater Reliability: A Case Study Involving the AAC&U VALUE Rubrics," *Practical Assessment Research and Evaluation*, vol. 22, no. 11). The following chart lists the interrater reliability for the reflective essays both before and after the reconciliation process. The reconciliation process has the expected effect on interrater reliability, but it leads us to wonder if, as K. Krippendorff (2013) rather pointedly noted in *Content Analysis: An Introduction to its Methodology,* "The reliability of the data after this reconciliation effort is merely arguable" (p. 275).

Table 3. Interrater reliability (measured by Pearson's *r*) for assessment of the research papers, both before and after the reconciliation process.

	Interrater Reliability (Pearson's *r*)	
	Unreconciled Scores	Reconciled Scores
1.a. Engagement in prewriting techniques	0.47	0.75
1.b. Evidence of revision (include diction)	0.35	0.68
1.c. Evidence of editing and proofreading (surface)	0.35	0.70
1.d. Evidence of Peer Review (in class or online)	0.44	0.72
1.e Evidence of Faculty Interaction (conferences, etc.	0.91	1.00
1.f Evidence of Writing Center Visit	1.00	1.00
2.a. Evidence of locating peer-reviewed resources using the library (including databases)	0.52	0.76
2.b. Evidence of selecting and evaluating sources]	0.34	0.73
3. Self-evaluation of strengths of writer	0.39	0.70
4. Self-evaluation of weaknesses of writer	0.19	0.68
5.Self-evaluation of quality of learning in writing and rhetoric	0.39	0.66
6. Overall Quality of Reflection (cumulative; holistic "grade")	0.43	0.67

ATTACHMENTS		Yes	No
The *Assessment Plan* for this course *Note: the actual assessment activities should match what was proposed in the Assessment Plan submitted to the GEC. If it does not, please explain what changes you made, and why.*		X	
A *Syllabus* from each instructor who taught this course during the data collection year			X
Copies of the *instruments* (exams, quizzes, or assignments) used in the course to measure outcomes with references to items/areas on the instruments that address the GESLOs		X	
A *sample scoring guide or rubric* for evaluating papers, projects, essays, performances and other types of student work that involve subjective evaluation.		X	
Comments: The assessment plan appears in appendix VI. We are able to furnish all 41 course syllabi for WRT 1060 on request, but we trust that our analysis of syllabi (appendix IV) is sufficient.			
Reviewed by:			
Reviewed by:			

Appendix I: Rubric to Assess Reflective Essays

WRT 160 Reflection Assessment Rubric

ID: _____ Reviewer's Initials: _____

Writing Process Reflection Assignment

Studies show that reflecting on your writing process can greatly aid you in becoming a better writer. In a 600-800 word reflective essay, please answer the following questions about your experiences in completing this research assignment. Please save your work as a .doc or .docx file.

- Please describe your writing process for this research assignment. This may include prewriting, drafting, revising, editing, proofreading, and collaboration (peer reviewing, conferencing with your instructor, or visiting Oakland University's Writing Center).
- Please describe your research processes for this assignment. This may include locating, evaluating, incorporating, and synthesizing sources.
- How does this research assignment demonstrate your strengths as a writer?
- What parts of your writing in this research assignment did you struggle with? And how will you address these struggles in the future?
- What did you learn about rhetoric, research, and writing from this assignment?

Reading Scale Note: Consider level of detail and depth of insight

5 = (4.0) Excellent; 4 = (3.0) Good; 3 = (2.0) Average; 2= (1.0) Poor; 1= (0.0) Not there; completely "off"

	N/A 0.0 - 1.0 - 2.0 – 3.0 – 4.0
1. Writing Process	
1a. Engagement in prewriting techniques*	1 - 2 - 3 - 4 - 5
1b. Evidence of revision* (include diction)	1 - 2 - 3 - 4 - 5
1c. Evidence of editing and proofreading (surface)	1 - 2 - 3 - 4 - 5
1d. Evidence of Peer Review (in class or online)	1 - 2 - 3 - 4 - 5
1e. Evidence of Faculty Interaction (conferences, etc.)	No ---- Yes
1f. Evidence of Writing Center Visit	No ---- Yes

	N/A 0.0 - 1.0 - 2.0 – 3.0 – 4.0
2. Research Process	
2a. Evidence of locating peer-reviewed resources using the library (including databases)	1 - 2 - 3 - 4 - 5
2b. Evidence of selecting and evaluating sources	1 - 2 - 3 - 4 - 5
2c. Evidence of integrating sources in APA format	1 - 2 - 3 - 4 - 5

	N/A 0.0 - 1.0 - 2.0 – 3.0 – 4.0
3. Self-evaluation of strengths of writer	1 - 2 - 3 - 4 - 5
4. Self-evaluation of weaknesses of writer	1 - 2 - 3 - 4 - 5
5. Self-evaluation of quality of learning a) writing/rhet	1 - 2 - 3 - 4 - 5
6. Overall Quality of Reflection (non-cumulative; holistic "grade")	1 - 2 - 3 - 4 - 5

*Gen Ed

Write in if collaboration is mentioned _____

Appendix II: Rubric to Assess Research Papers

		1	2	3	4	5
1. Topic	**a. Appropriate for college-level inquiry**	No apparent focus; Does not respond to assignment	Weak response to assignment; Lacks intellectual depth	Simplistic treatment of complex issue	Recognizes & addresses complexities of an issue	Nuanced topic; Demonstrates intellectual depth; Awareness of kairos
	b. Thesis (problem statement; research question)	Never stated; Not clearly implied	Weak argument or shallow inquiry (statement of fact)	Makes a general claim; Developing inquiry or argument	Specific, focused inquiry or argument	Complex argument; Nuanced inquiry
2. Audience	**a. Organizational strategies (structure; coherence)**	No intro/conclusion; Disorganized; Lacks understanding of paragraphing	Lacks coherence; Paragraphs are disconnected (lists or "boxcars")	Paragraphs or sections clearly connected; Provides transitions	Purposeful arrangement; Could be improved by moving 1–2 ¶s	Rhetorically effective organization
	b. Synthesis (thematic development; reader-centered)	Fewer than 2 sources used; No synthesis; No context provided	Comp/contrast of single-source ¶s; Identifies sources w/out discussion	2+ sources per ¶ or section; Provides source info/authors' credentials	Makes explicit connections among sources; Identifies orig. aud./purpose	Thematic presentation of source material; Detailed context
3. Context	**a. Appropriate sources for academic writing**	No outside sources (only course texts used)	Insufficient sources for academic context	Includes mixture of strong/weak sources	Strong but not discipline-focused sources	Academically credible/scholarly sources
	b. Appropriate use of citation conventions (APA)	Lacks understanding of documentation; No references pg.	Missing in-text citations; In-text & ref. citations don't match or not used	Pattern of error(s) in APA in-text or reference citations	Occasional inconsistencies in APA in-text citation or reference format	Consistently correct APA in-text and reference citations
4. Purpose	**a. Critical analysis of source material; Manages multiple viewpoints**	Misappropriation or misinterpretation of sources; Personal bias	No commentary; Multiple viewpoints not recognized	Minimal analysis of sources; Simplistic evaluation	Analyzes multiple views using sources	Critical evaluation & interpretation; Fair & ethical representation
	b. Source material used as evidence to support a claim	Inappropriate use of sources; Irrelevant info.; No argument or findings	Only repeats the arguments or findings of others	Source material discussed in relation to claims	Evidence of strategic selection of source material (logos/pathos/ethos)	Strategic presentation of source material targeted to audience.
5. Ethos	**a. Appropriate tone/register; Non-biased use of language**	Biased language; Unsupported judgments	Immature or inappropriate language; Unsuitable tone	Shifts in person or tone across sections of the paper	Generally appropriate level of formality with occasional lapses	Maintains respectful, professional language
	b. Evidence of editing/proofreading	Language errors interfere with meaning-making	Number/type of errors distorts probable meaning	Noticeable pattern of error distracts readers	Occasional lapses in surface correctness	Polished, nearly error-free

Appendix III: Rubric for Suspected Plagiarism and Patchwriting

Suspected Plagiarism/Patchwriting Rubric

CRN# _____   Originally assessed by _____

Plagiarism/Patchwriting Rating _____   Suspicious material checked by _____

__ 1* = Confirmed plagiarism: Material taken from an unacknowledged source or from another student's work

__ 2* = Confirmed plagiarism: Unmarked exact language from an acknowledged source throughout the paper; May have omitted words; May have blanket citations

__ 3* = Confirmed patchwriting: Failed paraphrases throughout the paper; Has attempted to change wording or syntax; May have blanket citations

__ 4 = Confirmed patchwriting: Occasional failed paraphrases or uncited summary statements; Correctly cited material from the same source may be elsewhere in the paragraph

__ 5 = Confirmed citation error: 1-2 missing citations for statistics or marked direct quotations; Could be coded as 2 for APA conventions

__ U** = Unable to locate the source to confirm plagiarism or patchwriting; Could be coded as 1 or 2 for APA conventions

__ N/A = No evidence of plagiarism or patchwriting

*Do not include in assessment data set
**Case-by-case decision to include or exclude, depending on the extent of suspicious material

Notes:

Appendix IV: Rubric for Assessing Syllabi

Section # _____   Reviewer _____

1. Number of Pages in the Syllabus: _____
2. Does the syllabus/schedule include the following required elements from the template? (Check all that apply. Note: Some elements will be assessed in separate questions.)

[ ] Correct department name & course number (WRT 1060)

[ ] Number of credits (4)

[ ] General Education Learning Outcomes

[ ] Departmental Specific Course Learning Outcomes

[ ] Departmental Course Objectives

[ ] Add/Drop Policy

[ ] Accommodations/Special Needs Policy

[ ] Detailed class schedule and topical outline

[ ] Due dates of major assignments

3. Does the instructor include course goals beyond GenEd/Department?

[ ] Yes [ ] No

1. Type of Course as Described in Course Procedures (Check one):

[ ] Lecture [ ] Partially Online [ ] Fully Online   [ ] Unclear

1. Attendance Policy:

[ ] Link or reference to University policy included

[ ] Department policy (.15 or .1 reduction) included

[ ] Instructor's absence policy included (different from University/Department)

[ ] No policy included

1. Grade Determination (major assignment descriptions or instructions, descriptions of other graded work & weights/components of final grade):

[ ] Yes   [ ] No   [ ] Unclear   Note: Descriptive titles = Yes; Paper 1 = No

1. Number of Major Assignments in Grade Determination: [_____] [ ] Unclear
2. OU Grading Scale Statement:

[ ] OU 4.0 scale used for all work

[ ] Point/percentage system, with conversion information

[ ] Unclear (no conversion information)

[ ] No grading scale information

1. Academic Conduct Policy:

[ ] Link or reference to University policy included

[ ] Other plagiarism/academic conduct policy

[ ] No policy included

1. **Late Work Policy:** [ ]Included   [ ] Not included
2. Course Theme:

[ ] Community book used

[ ] Community theme used

[ ] Other theme used (instructor selected)

[ ] No theme used

1. Discussion of Moodle: [ ]Yes [ ] No
2. Discussion of Library Instruction Module: [ ] Yes [ ] No

Appendix V: Information for Instructors

Hi all,

Congratulations on surviving another semester! I hope you are somewhere warm, surrounded by high-calorie food and high-proof beverage.

As you have probably heard, our department is overdue for an assessment of WRT 160. A committee has been assembled to complete this task (codename: Operation Standard Deviation) and plans are in place to collect samples of student work next term.

So what does this mean for you? If you are teaching WRT 160 in winter 2017, we need you to assign a standardized reflection prompt for one of your major research projects (below and attached). The research project being reflected on should be a single-authored assignment that requires secondary research and use of multiple sources.

We'll be in touch later in the new year about how to submit the student samples, but for now we just need you to make room for this reflection assignment in your course plans and syllabi. You are strongly encouraged, but not required, to have this reflection assignment count for a substantial portion of your students' grades.

Please know that this assessment initiative is only looking at the administration and design of WRT 160 as a course and it will not make any assessments about individual instructors. This process is independent of any department procedures for review and reappointment, and collected data will be anonymized.

If you have any questions, please feel free to email me.

Enjoy the holidays,
—Jim.

[Note: please do not modify this reflection assignment prompt.]

Writing Process Reflection Assignment

Studies show that reflecting on your writing process can greatly aid you in becoming a better writer. In a 600-800 word reflective essay, please answer the following questions about your experiences in completing this research assignment. Please save your work as a .doc or .docx file.

- Please describe your writing process for this research assignment. This may include prewriting, drafting, revising, editing, proofreading, and collaboration (peer reviewing, conferencing with your instructor, or visiting Oakland University's Writing Center).
- Please describe your research processes for this assignment. This may include locating, evaluating, incorporating, and synthesizing sources.
- How does this research assignment demonstrate your strengths as a writer?
- What parts of your writing in this research assignment did you struggle with? And how will you address these struggles in the future?
- What did you learn about rhetoric, research, and writing from this assignment?

Hi all,

As part of the process for assessing the WRT 160 General Education Student Learning Outcomes for the winter 2017 semester, the Assessment Committee requests your help gathering information about your courses. In order to conduct a valid and meaningful assessment, we need participation from all WRT 160 faculty. (Do you see the subtle insinuation there that non-participants will be hunted to the ends of the earth...? Good. Because they will.)

Please know that *this assessment is designed to only measure the effectiveness of WRT 160 as a course and in no way measures individual instructors*. As such, we need your help in collecting course documents that are anonymized. **By the end of the day on March 26**, please complete these simple tasks:

1. Remove **all** identifying information from the following course documents (including every instance of your name, email, phone number, office location, etc.):

    a. Your WRT 160 course syllabus with a detailed calendar of assignments

    b. The complete written instructions for your research paper assignment (with the reflection prompt)

2. If your materials are the same across sections, you only need to upload the common documents once. Save your files in PDF format. The file names do not matter.

3. Then, upload your documents to espace, in PDF format:

    a. [Upload your syllabi and calendars here](#) (in one or more files).

    b. [Upload your assignment description here](#).

The committee will be in touch later on about submitting the student work and reflections. If you have any questions, please be in touch with Jim at nugent@oakland.edu.

Sincerely,
Jim Nugent, on behalf of the Assessment Committee,
Betsy Allan
Jill Chrobak
Colleen Doyle
John Freeman
Lori Ostergaard
Cathy Rorai
Sheryl Ruszkiewicz
Megan Schoen
Melissa St. Pierre

Hello,

In Part One of the WRT 160 assessment project, we asked for information about your syllabus and assignment descriptions. For Part Two, the assessment committee needs your help uploading the student work that we will be assessing.

To keep things appropriately random, we need you to submit the research paper and reflection of the students we specify. Below is a list of your WRT 160 course assignments this semester. If you click the link at the right, and log into Moodle as needed, you will see the name of the student whose work we are collecting for that section.

| Emily Francis | 11905 | MWF 1:20 - 2:27 p.m. | 376 South Foundation Hall (SFH) | Roster Position: 13 |
| Emily Francis | 12410 | MWF 10:40 - 11:47 a.m. | 136B Dodge Hall (DH) | Roster Position: 6 |

If a student listed at one of the above links has not completed their research assignment and reflection, please click the "previous" link and use the work of the student immediately prior in the roster.

After you have figured out who the sampled student will be for each section, please do the following:

1. save a copy of each requested students' **research paper** and **reflection** to your computer;
2. anonymize those files by removing all identifying information (including student and instructor names, meeting times, contact information, etc.);
3. upload all of those files to this location in espace, and
4. receive the assessment committee's eternal* gratitude for your help with this process!

The deadline for completing these tasks is Monday, May 1. If you have any questions, please get in touch with Jim at nugent@oakland.edu.

Sincerely,

Jim Nugent, on behalf of the Assessment Committee,

Betsy Allan
Jill Chrobak
Colleen Doyle
John Freeman
Lori Ostergaard
Cathy Rorai
Sheryl Ruszkiewicz
Megan Schoen
Melissa St. Pierre

* Until the next assessment cycle, at least.

Appendix VI: Writing Foundations Assessment Plan

(originally submitted August 5, 2010)

Oakland University General Education Committee

Assessment Plan for a General Education Course

Rubric (e.g., LIN, HRD, AH, etc.) and number: WRT

Course Title: Composition II

General Education Area(s) – check all that apply

* Courses that are Writing Intensive, but do not fulfill any other General Education area, do not have to submit an Assessment Plan.

__**X**_Writing (Foundations)   ____Formal Reasoning

____Arts   ____Natural Science and Technology

____Foreign Language and Culture   ____Social Science

____Global Perspective ____Western Civilization

____Literature

____Knowledge Application   ____Capstone

____U.S. Diversity

____General Education Writing Intensive   ____Writing Intensive in the Major

For each of the two General Education learning outcomes for this course (if a course fulfills more than one area, learning outcomes for all applicable areas must be addressed):

4.   What methods will be used to evaluate student learning relative to this outcome?

Our initial assessment will be a two-year process. We outline each of the steps below:

·   Fall 2009 – Winter 2010

o Collection of course syllabi from all WRT 1060 instructions in Winter 2010

·   Summer 2010

o   Sample one syllabus from every instructor teaching 160 in Winter 2010

§ Examine each syllabus for the following:

·   GenEd syllabus requirements (contains all information)

·   Writing 160 syllabus template language and articulation of course goals Examine course goals articulated, including the use of template language from template 160 syllabus

§ Examine types of assignments being taught to identify the type of research assignment best used for our 2010-2011 assessment

o   Determine sampling criteria and communicate with faculty about Fall 2010 document selection

o   Determine a data management and storage system for the collection of documents for Fall 2010

·   Fall 2010

o   Revise student learning outcomes for WRT 1060 based on GenEd guidelines—these guidelines will be used to create an assessment rubric for assessing student work in Summer 201**1**

o   Collect all 160 syllabi, course schedules, research assignments, and grading rubrics from faculty.

o   Collect one student assignment (using a randomized number from the roster) from each 160 section in Fall 2010

·   Winter 2011

o   Finalize student learning outcomes for WRT 1060 and begin to communicate these student learning outcomes with WRT faculty and students

o   Develop a common rubric for assessing student writing based on WRT 1060 student learning outcomes

o   Collect one student assignment (using a randomized number from the roster) from each 160 section in Winter 2011

·   Summer 2011:

·   Assess random sampling of course documents (student work, assignment sheets, course syllabi) based on revised assessment rubric

·   Draft report and recommendations for changes for GenEd and WRT Department

5.   Provide a **sample** of the subset of questions from the assessment instruments and/or the subset of instructions for essays, research projects etc. that address this learning outcome.

·   A common assignment that is given in 160 is the research project. Because the WRT 1060 course incorporates the College of Arts and Sciences yearly theme and the principles of the First Year Seminar, research projects vary. Our assessment rubric will take into account this variation by focusing on the First Year Writing Program goals rhetorical knowledge, critical analysis, writing strategies, and knowledge of conventions.

·   Collection of instructor assignments and student projects is described in #1 above.

6.   Describe the scoring methodology and/or provide the scoring rubric/criteria.

·   Our current set of student learning outcomes are attached to this assessment plan. The student learning outcomes will be undergoing revision as part of the assessment process and will be the basis of our assessment rubric.

7.   Will you assess all examples of student work or a sample? If a sample, provide the proposed sample size and procedure to ensure a representative sample.

·   We have approximately 40 sections of WRT 1060 in Fall 2010 and 90 sections of WRT 1060 in the Winter 2011. We will be collecting a random sampling of one student document from each WRT160 section both semesters. This is a sample of approximately 130 research projects—all will be assessed.

8.   To ensure consistency of evaluation, at least two reviewers (the instructor and one other) will normally be required to independently evaluate samples of essays, papers, performances, presentations, arts projects, etc. Will the assessment require multiple raters and how will additional raters be identified?

·   A representative sample of instructors from the department (including both full-time and part-time instructors, a minimum of 7 readers) will be involved in the rating of student work using the rubric. Raters will be normed during a training session to ensure reliability with the assessment rubric.

9.   Please identify who will be responsible - *or* how responsibility will be assigned - for each stage of the assessment process for this course.

·   The WRT 1060 Assessment Committee will be in charge of the coordination of data collection for all sections of this course; data compilation and submission to the GEC; analysis and reporting of results within the department

·   A representative group WRT 1060 faculty, including full-time and part-time instructors, will be in charge of rating student work.

10. How will information regarding student achievement of the GEP student learning outcomes be used to improve the course?

·   We see assessment as integral to our program's success. We will take our findings and use them to directly improve the WRT 1060 course. We will engage in more faculty development during our yearly Spring Seminar and regular monthly staff meetings.

11. Are there areas of this process where you anticipate needing assistance?

Yes. We need assistance with funding for paying part-time instructors to assist us in rating the papers. While full-time instructors will be rating these as part of our positions, since part-time instructors make up a large portion of the faculty who teach WRT160, we need to include them (and pay them) as part of this assessment.

We also anticipate needing assistance with data analysis.

Appendix VII: Syllabus Assessment Report

WRT 1060 syllabi were collected from all faculty teaching in the winter 2017 semester (*n* = 41), again showing a high level of compliance in required general education areas.

	2010-2011 (*n* = 53)	2017-2018 (*n* = 41)
University Name	96.2%	97.6%
College Name	96.2%	95.1%
Department Name	83.0%	95.1%
Course Number	90.6%	100.0%
CRN	100.0%	95.1%
Course Title	98.1%	100.0%
Number of Credits	88.7%	92.7%
Semester and Year	96.2%	92.7%
Instructor Name	100.0%	97.6%
Contact Information	100.0%	95.1%
Course Description	98.1%	100.0%
Prerequisites/Corequisites	100.0%	100.0%
GenEd Learning Outcomes	94.3%	100.0%
Cross-Cutting Capacities	94.3%	97.6%
Grade Determination	94.3%	100.0%

Appendix K
Examples of Student and Community Engagement Projects

Student Research Presentations/Publications
- Nathan Elam and Kevin Gauthier collaborated with Crystal VanKooten to compose and present the poster "Composing Digital Voice through Video Editing"at the Michigan Academy of Science, Arts, and Letters conference (2018).
- Nathan Elam and Kevin Gauthier also served as research assistants on Crystal VanKooten's research project funded by a CCCC Emergent Researcher Award (2017–18).
- For his capstone project, Jason Carabelli collaborated with Elizabeth Allan (c. 2011) to assess and revise our WRT 1000: Supervised Study course, which was described in Lori Ostergaard and Elizabeth Allan's 2016 article in the *Journal of Basic Writing*.
- Brittany Forth and Rachel Seiderman collaborated with a department research committee charged with piloting writing-about-writing approaches to Composition I (c. 2011).
- Jason Carabelli, Amanda Deschamps, and Jacob Matthews presented research investigating the writing major that they developed as a part of their WRT 3010: Issues in Writing and Rhetoric class at the 2010 CCCC convention.
- Jessica Tess, Samantha Hyrns, and Enrique Paz presented their undergraduate research projects on Writing Center practices at 2011 CCCC convention. And in 2011, Jessica Tess and Samantha Hyrns won OU's Provost's Undergraduate Research Award.
- Faculty have also collaborated with our majors to publish and review articles. Jessica Tess, Jacob Matthews, and Enrique Paz collaborated with our former colleague Dana Driscoll and the Writing Center Director Sherry Wynn Perdue, to publish an article in Perspectives on Undergraduate Mentoring. Sandra Webb also collaborated with faculty member Lori Ostergaard to review an article for that journal.

Examples of Community Engagement Course Projects
- In 2018, students in WRT 3070: Digital Identity and Culture developed and ran a campus-wide Super Smash Bros. video game tournament, with proceeds donated to Gamers Outreach.
- In 2015, students in WRT 3070: Digital Identity and Culture developed a campus-wide board and video gaming event to help their peers relieve stress during exam week, with proceeds donated to Beaumont Children's Hospital.
- Students in WRT 3030: Literacy, Technology, and Civic Engagement have worked with Sugarland on the one laptop per child campaign (c. 2012).
- Students in WRT 3062: Writing Center Studies and Tutoring Practice have tutored at the Baldwin Center in Pontiac, Michigan (c. 2014).
- In WRT 3064: Writing about Culture, students conduct fieldwork on a variety of issues related to campus culture and regularly present their results to deans, program directors, and other high-ranking administrators.
- One course project for WRT 3083: Editing involved editing job application materials for people seeking job placement assistance through the Dream Center of Pontiac, a local non-profit community organization.
- WRT 3063: Community Service Writing was revived by Roger Chao. Before his departure in 2021,, he actively pursued community partnerships and formed a Community Service Writing Committee to coordinate efforts. His WRT 3063 students were involved with several different projects at the Dream Center of Pontiac, Sanctum House, and the Michigan Youth Project.

Appendix L
Grade Distributions for WRT 1020, 1050, 1060, 3082, and 3086

WRT 1020: Basic Writing
We only analyzed the grade distributions for fall semesters because we offered the highest number of sections in the fall. We typically offer only one or two sections of 1020 in the winter. Students are assigned S/U grades, and they performed overwhelmingly well in passing the course (between 77.3% to 90.3%), as shown in Table L1 and Figure L1 below.

Table L1

Grade Distributions for WRT 1020 (Department Average)

	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	Fall 15	Fall 16	Fall 17
S	77.30%	83.20%	86.40%	86.10%	84.50%	90.30%	90.90%	90.00%	88.00%
U	21.70%	15.10%	10.30%	13.10%	10.70%	9.00%	8.40%	7.90%	9.60%
W	1.00%	0.90%	2.20%	0.80%	4.90%	0.70%	0.00%	2.10%	1.20%
I	0.00%	0.90%	1.10%	0.00%	0.00%	0.00%	0.60%	0.00%	1.20%

Figure L1

Grade Distributions for WRT 1020
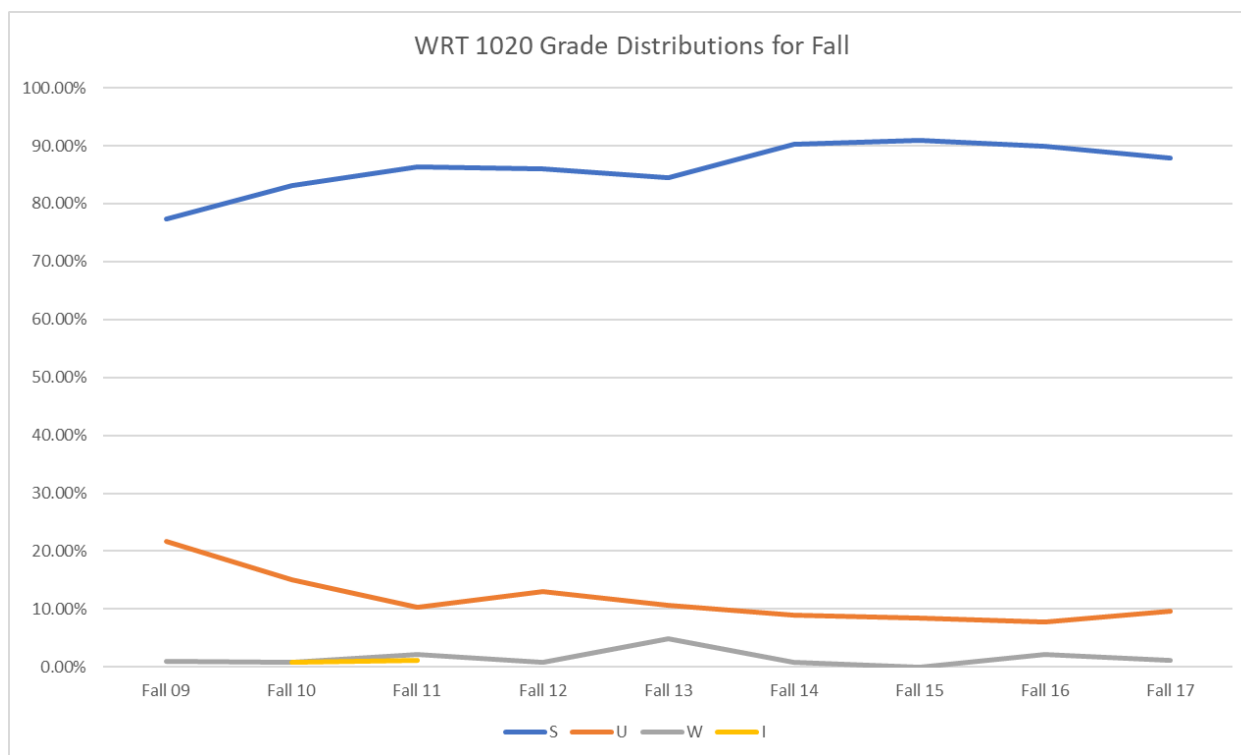
WRT 1050: Composition I
First-year students typically take this course in the fall. Those who take it in the winter are either taking it for the second time because they did not pass WRT 1050 in the fall, or they were identified

as at-risk students who needed additional assistance and took WRT 1020 in the fall. Therefore, we separated the grade distributions between fall and winter semesters, as more sections are offered in the fall. The data shows that student performance varied in that higher percentages of students passed the course in the fall (average DFWI: 10.3%, as shown in Table L2 and Figure L2) versus winter (average DFWI: 23%), as shown in Table L3 and Figure 3 below.

Table L2

Grade Distributions for WRT 1050 (Department Average from Fall 09-17)

	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	Fall 15	Fall 16	Fall 17
3.6-4.0	32.30%	35%	37.30%	39.60%	42.40%	38.90%	41.30%	42.90%	45.70%
3.0-3.5	38.70%	40%	34.80%	36.00%	36.00%	36.10%	33.20%	36.30%	30.90%
2.0-2.9	18.20%	16.00%	15.40%	14.40%	12.30%	14.70%	14.20%	11.70%	12.40%
<1.9	3.20%	2.70%	4.90%	2.10%	2.30%	2.70%	3.40%	2.50%	3.00%
0	5.80%	4.50%	5.60%	5.80%	4.30%	5.90%	4.60%	4.70%	6.30%
W	1.70%	1.50%	2.00%	1.80%	2.50%	1.50%	1.90%	1.70%	1.60%
I	0.30%	0.50%	0.10%	0.20%	0.30%	0.20%	0.10%	0.10%	0.10%
DFWI	**11.00%**	**9.20%**	**12.60%**	**9.90%**	**9.40%**	**10.30%**	**10.00%**	**9.00%**	**11.00%**

Figure L2

Grade Distributions for WRT 1050 (Department Average from Fall 09-17)
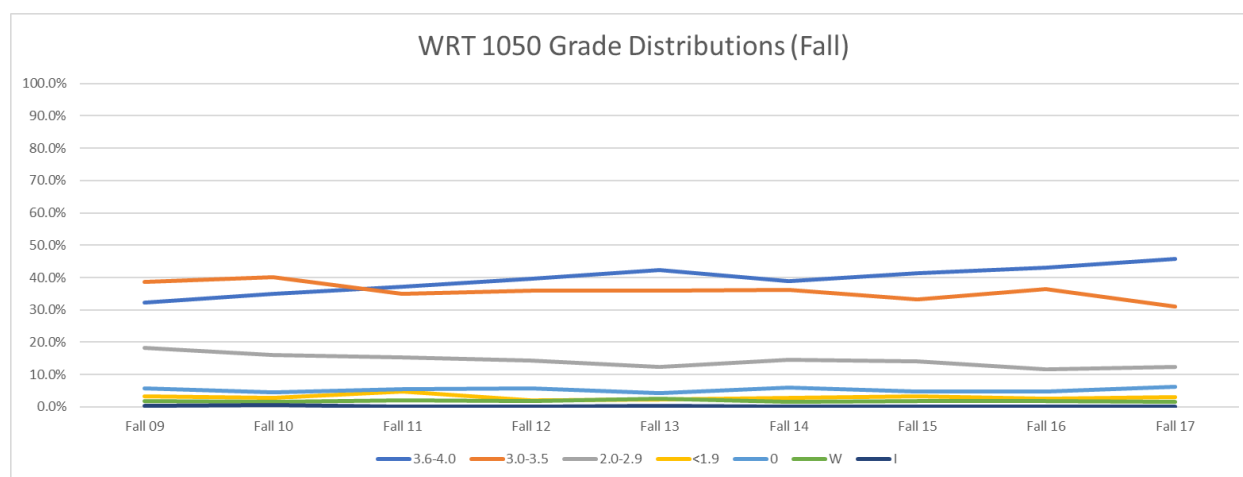
Table L3

Grade Distributions for WRT 1050 (Department Average from Winter 09-18)

	Winter 09	Winter 10	Winter 11	Winter 12	Winter 13	Winter 14	Winter 15	Winter 16	Winter 17	Winter 18
3.6-4.0	13.10%	25.10%	26.40%	25.80%	29.90%	25.40%	30.00%	26.80%	28.80%	35.20%
3.0-3.5	33.30%	38.10%	40.30%	33.90%	38.00%	33.80%	30.80%	25.20%	24.60%	19.00%
2.0-2.9	29.60%	18.70%	18.80%	21.40%	11.10%	13.80%	17.00%	23.60%	17.40%	15.30%
<1.9	6.50%	3.60%	2.10%	3.10%	1.80%	5.80%	5.30%	5.50%	5.90%	6.00%
0	13.70%	10.60%	10.10%	10.80%	14.00%	17.50%	10.50%	13.40%	19.90%	18.10%
W	3.80%	3.30%	2.10%	4.70%	5.20%	3.80%	6.50%	5.50%	2.50%	5.60%
I	0.00%	0.60%	0.30%	0.30%	0.00%	0.00%	0.00%	0.00%	0.80%	0.90%
DFWI	**24.00%**	**18.10%**	**14.60%**	**18.90%**	**21.00%**	**27.10%**	**22.30%**	**24.40%**	**29.10%**	**30.60%**

Figure L3

Grade Distributions for WRT 1050 (Department Average from Winter 09-18)
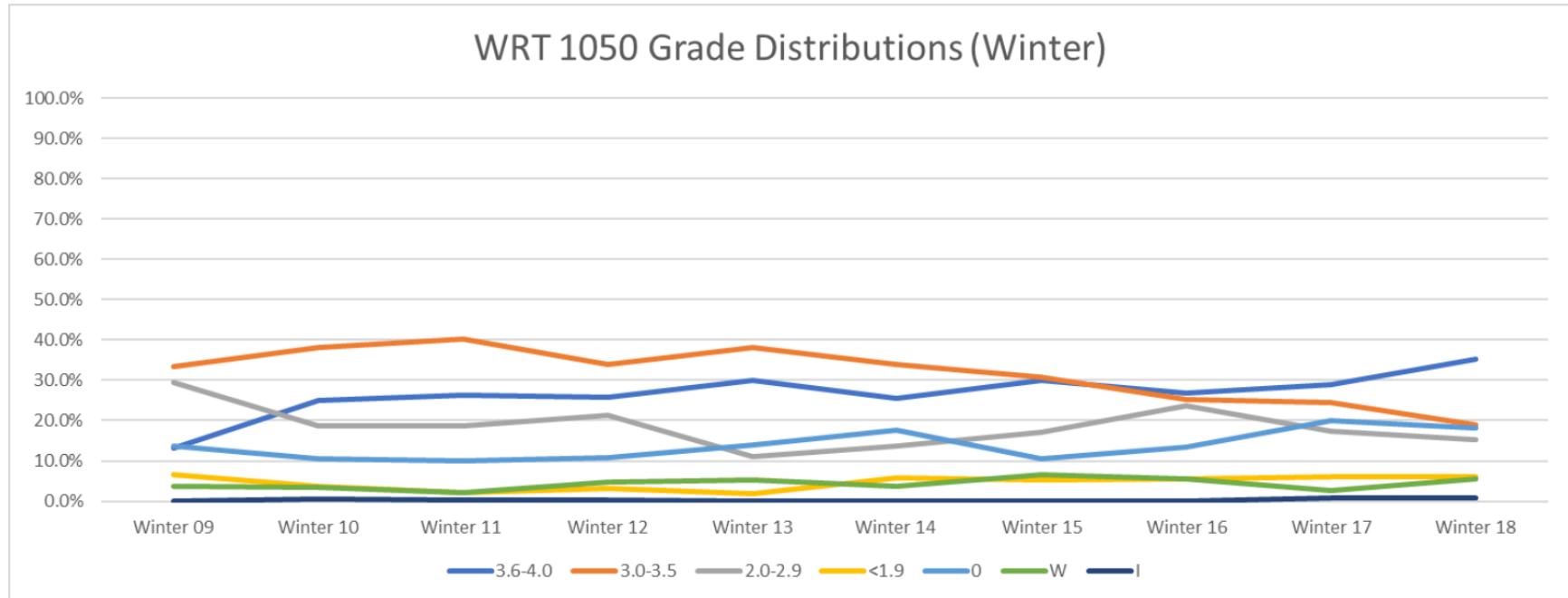
To determine if the DFWI rates vary widely between sections, we analyzed the grade distributions for Fall 2017, where the course was taught by 33 instructors, and for Winter 2018 by 6 instructors. For Fall 2017, 27% instructors had a DFWI above 10% for this semester (as shown in Table L4 and Figure L4). Based on instructor averages, 73% of our instructors are passing their students, and the department average shows the same consistency. For Winter 2018, out of 13 sections, 5 out of 6 instructors had a DFWI rate over 10% (as shown in Table L5 and Figure L5). These numbers are in line with our experience with WRT 1050 student performance in the winter semester, where students are more likely to fail compared to fall.

Table L4

Grade Distributions for WRT 1050 (Per Instructor, Fall 2017)

	1	2	3	4	5	6	7	8	9	10	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
3.6-4.0	37.30%	45.50%	22.50%	49.90%	59.10%	23.30%	43.20%	100.00%	43.80%	21.90%	72.70%	48.80%	26.80%	62.60%	33.30%	52.40%	58.00%	47.40%	19.30%	72.70%	58.70%	42.50%	31.80%	65.10%	17.70%	22.70%	72.70%	36.80%	27.90%	21.40%	60.90%	59.90%
3.0-3.5	35.20%	36.40%	47.00%	18.30%	22.70%	40.00%	31.80%	0.00%	32.70%	43.10%	21.20%	37.90%	38.90%	18.60%	31.80%	33.30%	18.50%	5.30%	45.50%	15.20%	29.20%	20.00%	36.40%	16.40%	53.20%	52.30%	9.10%	52.60%	44.70%	49.20%	26.70%	21.80%
2.0-2.9	14.50%	12.10%	16.00%	10.00%	4.50%	13.30%	15.90%	0.00%	11.10%	20.40%	1.50%	4.70%	19.60%	9.30%	22.60%	4.80%	6.90%	15.80%	17.70%	9.10%	4.80%	12.50%	9.10%	10.50%	21.90%	20.50%	13.60%	10.50%	14.30%	18.00%	4.70%	13.50%
<1.9	6.50%	0.00%	1.70%	3.80%	0.00%	10.00%	4.50%	0.00%	1.50%	1.50%	3.00%	1.50%	0.00%	4.80%	0.00%	4.80%	4.70%	5.30%	3.30%	3.00%	0.00%	10.00%	18.20%	3.40%	2.30%	2.30%	0.00%	0.00%	8.10%	4.80%	0.00%	0.00%
0	3.20%	3.00%	11.30%	14.40%	9.10%	6.70%	4.50%	0.00%	7.90%	11.60%	0.00%	7.10%	14.60%	4.80%	10.40%	4.80%	7.10%	21.10%	14.30%	0.00%	7.40%	15.00%	4.50%	2.30%	2.30%	2.30%	4.50%	0.00%	4.90%	3.30%	3.00%	2.40%
W	3.30%	3.00%	1.60%	3.60%	4.50%	6.70%	0.00%	0.00%	1.50%	1.50%	1.50%	0.00%	0.00%	0.00%	2.00%	0.00%	4.80%	5.30%	0.00%	0.00%	0.00%	0.00%	0.00%	2.40%	2.60%	0.00%	0.00%	0.00%	0.00%	3.30%	3.20%	2.30%
I	0.00%	0.00%	0.00%	0.00%		0.00%	0.00%	0.00%	1.50%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	1.50%	0.00%

Figure L4

Grade Distributions for WRT 1050 (Per Instructor, Fall 2017)
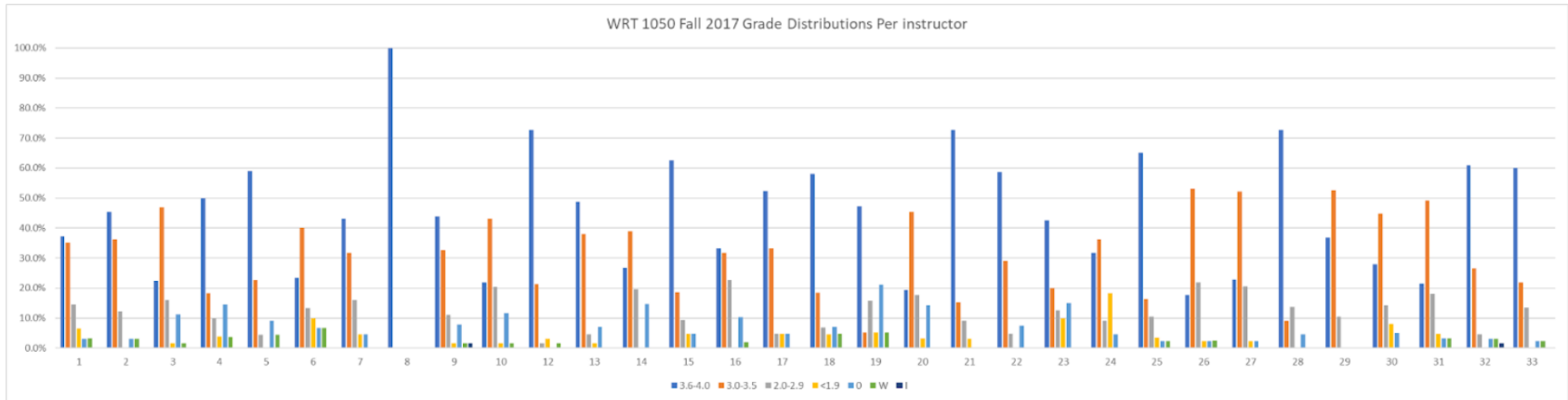
Table L5

Grade Distributions for WRT 1050 (Per Instructor, Winter 2018)

	1	2	3	4	5	6
3.6-4.0	66.70%	20.50%	36.80%	52.90%	11.50%	25.00%
3.0-3.5	9.50%	11.40%	21.10%	13.10%	32.80%	35.00%
2.0-2.9	4.80%	22.70%	10.50%	8.70%	27.80%	10.00%
<1.9	4.76%	40.90%	0.00%	14.02%	4.80%	0.00%
0	9.52%	0.00%	21.05%	8.57%	16.13%	10.00%
W	0.00%	2.30%	10.50%	2.80%	7.00%	20.00%
I	4.80%	2.30%	0.00%	0.00%	0.00%	0.00%

Figure L5

Grade Distributions for WRT 1050 (Per Instructor, Winter 2018)
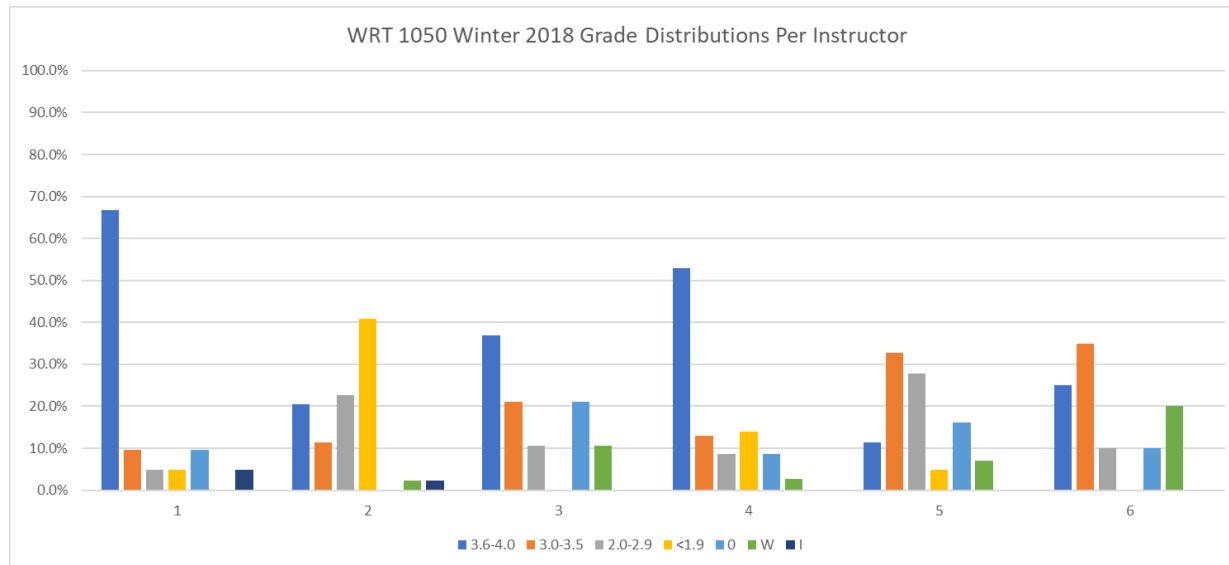
WRT 1060: Composition II
Students typically take this course during winter semester, with a smaller number of students taking it in the fall because they were exempted from taking WRT 1050 (e.g., through writing placement, test scores, or transferred coursework). Similar to our analysis of the grade distributions for WRT 1050 above, we separated the data into fall and winter semesters, because more sections are offered in the winter. The data shows that student performance slightly varied in that higher percentages of students passed the course in the winter (average DFWI: 12.4%, as shown in Table L7 and Figure L7) versus fall (average DFWI: 16.5%, as shown in Table L6 and Figure L6).

Table L6

Grade Distributions for WRT 1060 (Department Average from Fall 09-17)

	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	Fall 15	Fall 16	Fall 17
3.6-4.0	32.30%	34.90%	35.10%	38.50%	37.40%	36.90%	38.80%	43.80%	44.90%
3.0-3.5	32.70%	32.20%	31.50%	28.20%	33.90%	31.60%	32.50%	26.10%	28.20%
2.0-2.9	17.60%	17.40%	14.70%	13.80%	13.60%	14.80%	13.50%	12.00%	14.70%
<1.9	5.20%	4.90%	4.60%	4.60%	3.00%	3.60%	3.90%	3.60%	2.80%
0	7.20%	5.30%	7.20%	9.10%	7.30%	8.00%	7.00%	10.30%	6.80%
W	4.90%	4.50%	5.80%	4.90%	4.10%	4.80%	4.40%	3.90%	2.40%
I	0.30%	0.80%	1.10%	0.90%	0.70%	0.30%	0.00%	0.20%	0.30%
DFWI	17.60%	15.50%	18.70%	19.50%	15.10%	16.70%	15.30%	18.00%	12.30%

Figure L6

Grade Distributions for WRT 1050 (Department Average from Fall 09-17)
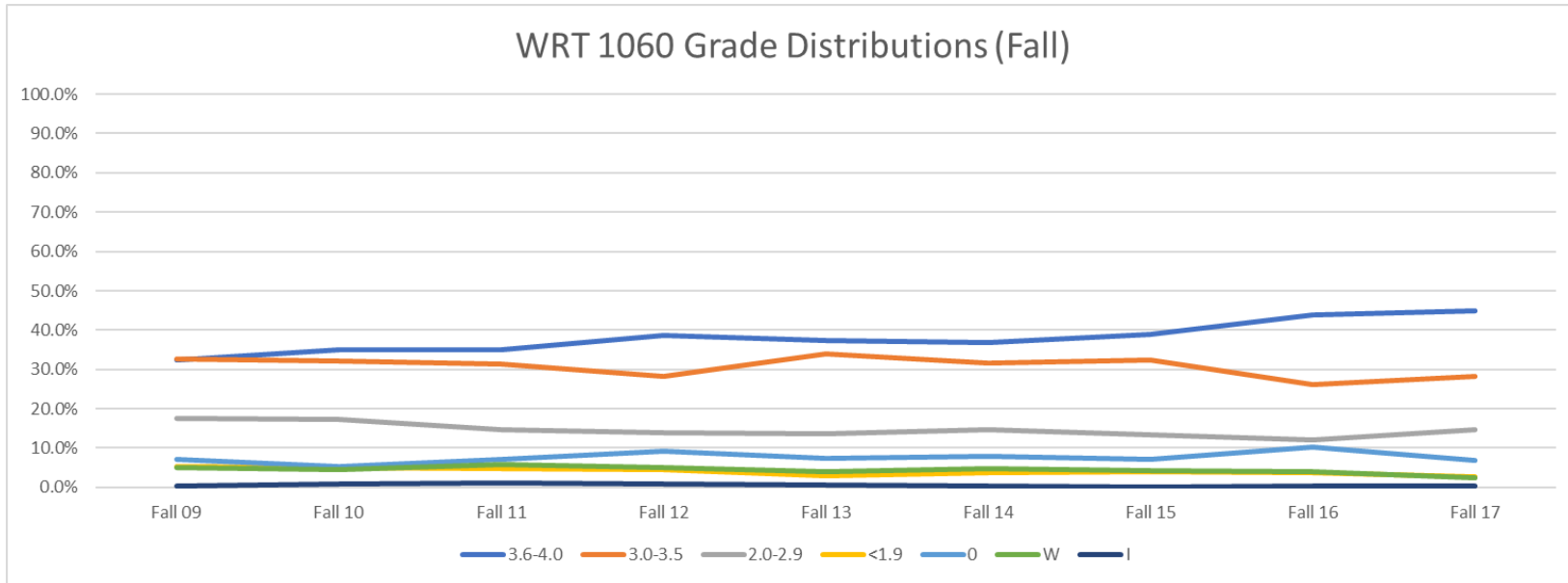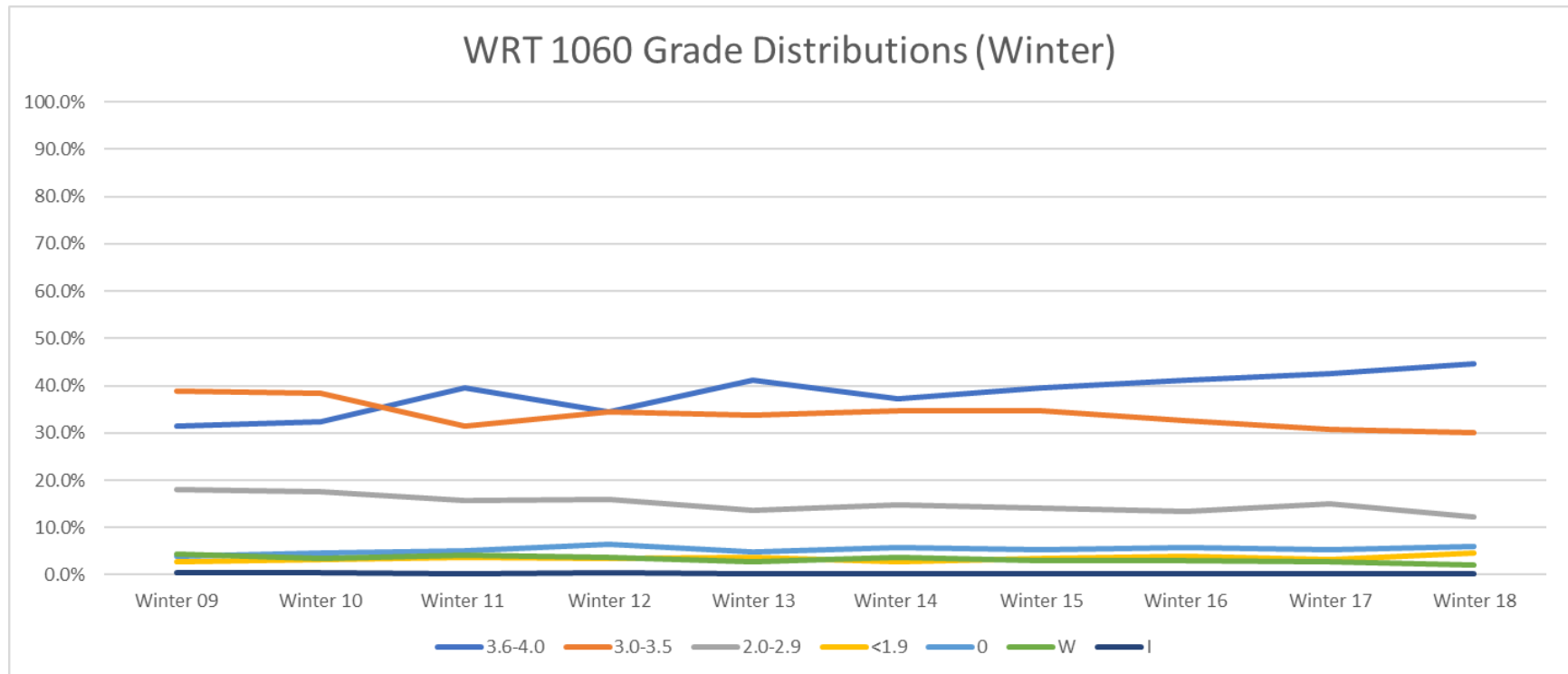

WRT 1060 Grade Distributions (Fall)

Table L7

Grade Distributions for WRT 1060 (Department Average from Winter 09-18)

	Winter 09	Winter 10	Winter 11	Winter 12	Winter 13	Winter 14	Winter 15	Winter 16	Winter 17	Winter 18
3.6-4.0	31.60%	32.40%	39.50%	34.50%	41.20%	37.30%	39.60%	41.20%	42.50%	44.70%
3.0-3.5	38.80%	38.30%	31.50%	34.40%	33.70%	34.70%	34.60%	32.50%	30.80%	30.00%
2.0-2.9	18.00%	17.70%	15.70%	16.00%	13.70%	14.80%	14.00%	13.50%	15.00%	12.20%
<1.9	2.80%	3.20%	3.80%	3.50%	3.60%	2.80%	3.40%	4.00%	3.30%	4.70%
0	4.00%	4.60%	5.10%	6.40%	4.90%	5.70%	5.30%	5.70%	5.40%	6.00%
W	4.50%	3.30%	4.10%	3.70%	2.90%	3.60%	2.90%	2.90%	2.80%	2.10%
I	0.40%	0.40%	0.20%	0.40%	0.10%	0.20%	0.20%	0.20%	0.20%	0.20%
DFWI	**11.70%**	**11.50%**	**13.20%**	**14.00%**	**11.50%**	**12.30%**	**11.80%**	**12.80%**	**11.70%**	**13.00%**

Figure L7

Grade Distributions for WRT 1060 (Department Average for Winter Semesters)

To determine if the DFWI rates vary widely between sections, we analyzed the grade distributions for Fall 2017, where the course was taught by 22 instructors, and for Winter 2018 by 34 instructors. For Fall 2017, 27% instructors had a DFWI above 10% for this semester (as shown in Table L8 and Figure L8 below). For Winter 2018, 21% of instructors had a DFWI rate over 10% (as shown in Table L9 and Figure L9 below).

Table L8

Grade Distributions for WRT 1060 (Per Instructor, Fall 17)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
3.6-4.0	52.40%	45.50%	31.10%	36.80%	47.60%	40.90%	31.80%	40.50%	31.90%	40.60%	69.60%	63.60%	20.00%	37.50%	37.10%	40.90%	40.90%	59.70%	26.70%	48.60%	45.00%	67.90%
3.0-3.5	28.60%	22.70%	33.30%	21.10%	19.00%	36.40%	36.40%	28.60%	36.90%	23.40%	17.70%	13.60%	25.00%	37.50%	45.50%	40.90%	50.00%	17.00%	33.30%	36.80%	30.00%	17.70%
2.0-2.9	19.00%	13.60%	31.10%	10.50%	11.10%	13.60%	13.60%	14.30%	7.80%	20.10%	9.40%	13.60%	15.00%	18.80%	6.80%	0%	4.50%	13.90%	13.30%	12.10%	22.50%	3.30%
<1.9	0%	0%	0%	0%	6.30%	0%	4.50%	2.40%	15.60%	0%	1.70%	4.50%	10.00%	0%	0%	4.50%	0%	1.50%	0%	0%	2.50%	11.00%
0	0%	13.60%	4.50%	15.80%	14.30%	9.10%	9.10%	9.50%	5.30%	8.50%	0%	4.50%	25.00%	6.30%	8.30%	4.50%	0%	6.30%	20.00%	2.50%	0%	0%
W	0%	4.50%	0%	10.50%	1.60%	0%	4.50%	4.80%	0%	7.40%	1.60%	0%	5.00%	0%	2.30%	9.10%	0%	1.60%	6.70%	0%	0%	0%
I	0%	0%	0%	0%	5.30%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	4.50%	0%	0%	0%	0%	0%

Figure L8

Grade Distributions for WRT 1060 (Per Instructor, Fall 17)
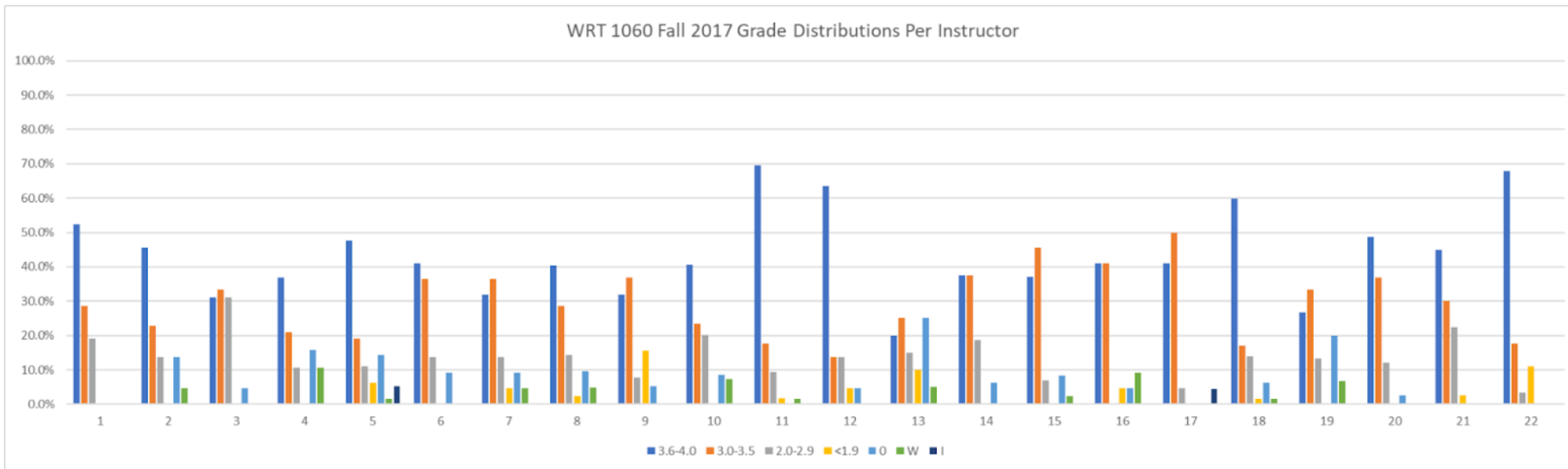
Table L9

Grade Distributions for WRT 1060 (Per Instructor, Winter 18)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
3.6-4.0	27.60%	50.00%	37.50%	23.85%	33.28%	59.00%	53.30%	48.07%	60.00%	40.45%	72.37%	35.45%	33.17%	36.80%	22.70%	59.20%	66.25%	48.70%	17.63%	15.40%	62.53%	56.93%	67.50%	43.37%	40.03%	43.60%	22.03%	74.57%	19.53%	40.68%	52.80%	26.33%	64.23%	46.97%
3.0-3.5	56.15%	40.00%	37.50%	49.35%	26.33%	22.90%	40.00%	27.70%	20.00%	23.80%	13.70%	40.40%	45.10%	31.60%	43.10%	23.80%	21.13%	39.40%	39.60%	30.80%	21.93%	20.67%	12.50%	30.13%	32.57%	24.15%	39.08%	18.90%	53.03%	18.40%	24.00%	35.63%	24.03%	29.13%
2.0-2.9	10.35%	0%	18.80%	16.43%	12.53%	11.43%	0%	11.17%	0%	23.80%	6.20%	14.68%	16.83%	21.10%	34.25%	12.45%	6.88%	9.50%	31.97%	15.40%	3.03%	3.60%	5.00%	12.33%	7.23%	15.38%	24.50%	1.50%	13.43%	11.35%	9.05%	14.78%	3.27%	16.27%
<1.9	3.55%	0%	0%	5.00%	8.08%	0.00%	0%	3.27%	10.00%	2.40%	7.70%	2.25%	0.00%	10.50%	0%	0%	2.33%	2.40%	3.03%	23.10%	0.00%	4.53%	0.00%	9.10%	1.60%	4.80%	5.90%	0%	6.07%	16.00%	5.95%	12.05%	1.67%	1.77%
0	2.25%	0%	6.30%	5.38%	18.08%	5.10%	6.70%	8.17%	10.00%	7.15%	0.00%	6.03%	1.87%	0%	0%	0%	2.25%	0%	7.80%	7.70%	7.80%	14.27%	7.50%	2.10%	15.07%	6.18%	4.38%	5.00%	1.87%	12.40%	5.55%	7.40%	6.80%	2.10%
W	0%	10.00%		0%	1.68%		0%	1.60%		2.40%		1.13%	3.00%			4.55%				7.70%	4.70%			3.03%	3.57%	5.90%	4.18%		3.03%		2.80%	3.85%	0%	3.87%
I	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	2.50%	0%	0%	0%	0%	3.03%	0%	0%	0%	0%	0%

Figure L9

Grade Distributions for WRT 1060 (Per Instructor, Winter 18)

WRT 1060 Winter 2018 Grade Distributions Per Instructor
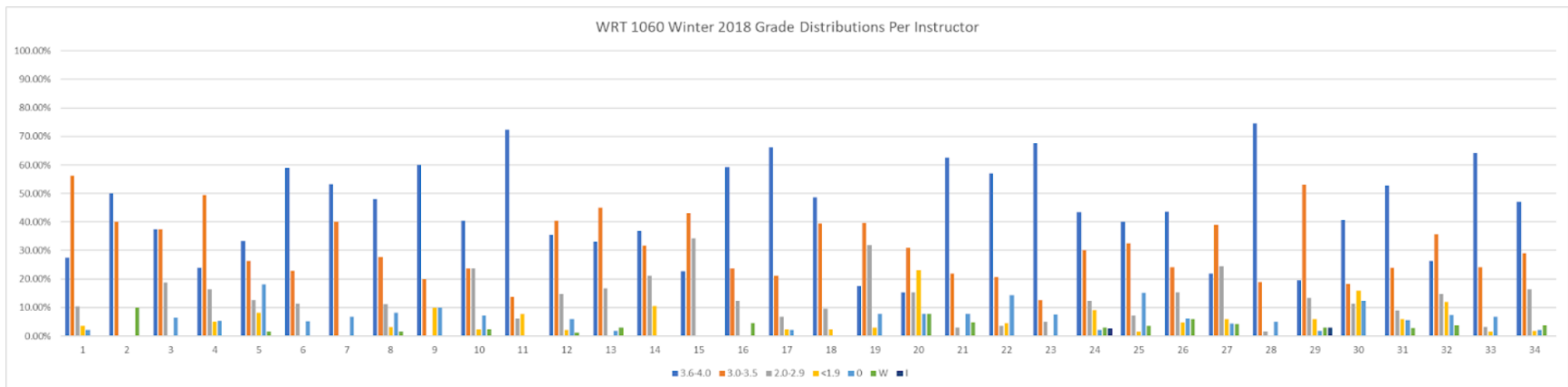
WRT 3082: Business Writing
Students can take this course during either fall or winter semester (no sequencing required). Since WRT 1060 is a prerequisite for the course, it is usually taken by upper-level students, mostly from the School of Business as a required course. We combined the grade distributions for both fall and winter semesters. The department average DFWI rate is 9.5%, with 77% of students getting 3.0 or above (as shown in Table L10 and Figure L10 below).

Table L10

Grade Distributions for WRT 3082 (Department Average from Winter 09 to Winter 18)

	Winter 09	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
3.6-4.0	51%	52.80%	42.70%	44%	39.50%	38.30%	35.80%	40.90%	38.40%
3.0-3.5	28.70%	27.20%	33.90%	34.30%	34.90%	39.70%	37.50%	36.90%	34.50%
2.0-2.9	10.10%	10.40%	14.40%	11.90%	14.70%	13.20%	15.50%	11.50%	14.30%
<1.9	3.70%	4.50%	2.70%	3.10%	2.40%	3.50%	3.30%	3.30%	5%
0	2.40%	3%	4%	2.90%	4.40%	3.10%	4.10%	4.30%	4.20%
W	0%	0%	1.20%	3.30%	3.40%	2.20%	3.40%	3%	3.30%
I	0%	0%	0.10%	0.10%	0.50%	0%	0.40%	0.10%	0.20%
DFWI	**6.10%**	**7.50%**	**8.00%**	**9.40%**	**10.70%**	**8.80%**	**11.20%**	**10.70%**	**13%**

Figure L10

Grade Distributions for WRT 3082 (Department Average from Winter 09 to Winter 18)
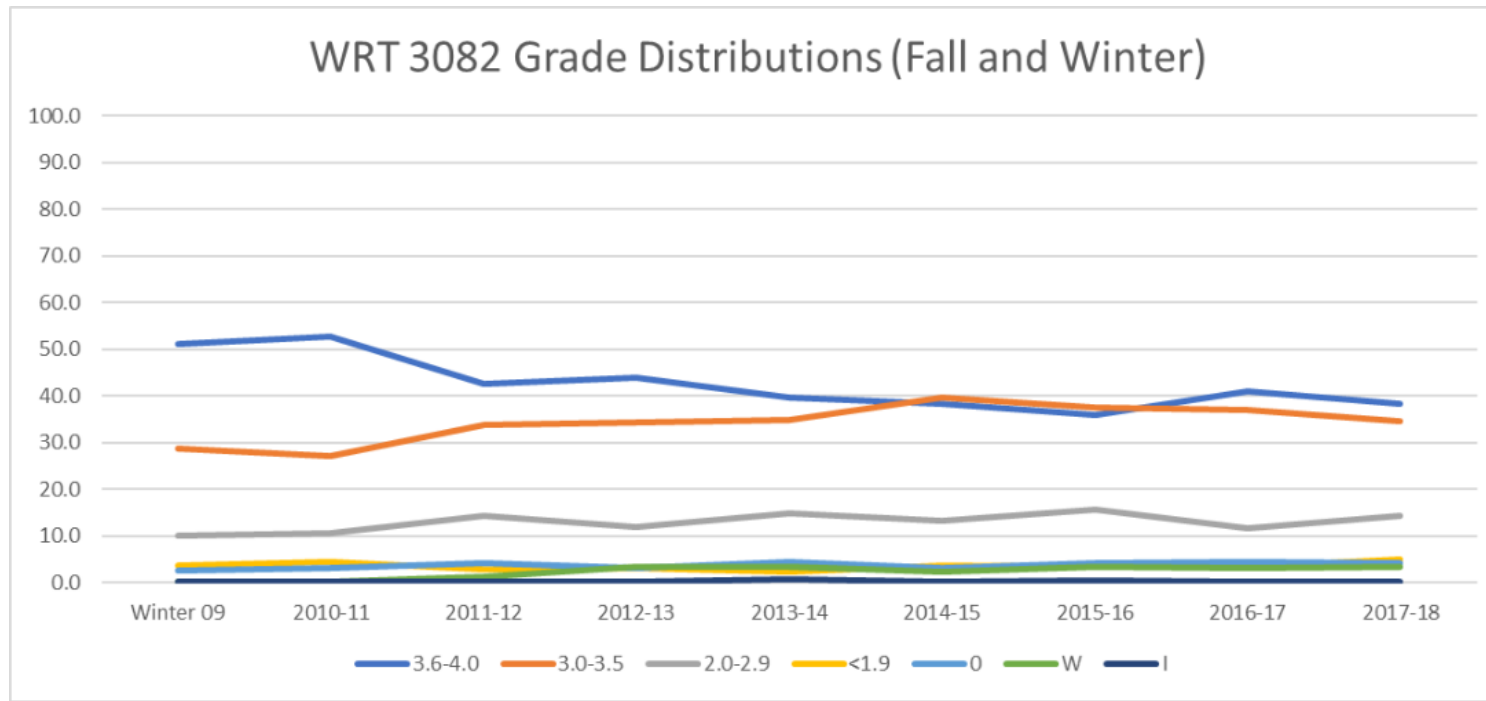
To determine if the DFWI rates vary widely between sections, we analyzed the grade distributions for Fall 2017, where the course was taught by 11 instructors, and for Winter 2018 by 9 instructors. For Fall 2017, 27% instructors had a DFWI above 10% for this semester (as shown in Table L11 and Figure L11). For Winter 2018, 3 out of 9 of instructors had a DFWI rate over 10% (as shown in Table L12 and Figure L12).

Table L11

Grade Distributions for WRT 3082 (Per Instructor, Fall 17)

	1	2	3	4	5	6	7	8	9	10	11
3.6-4.0	73.30%	23.40%	40.00%	77.30%	24.90%	52.40%	15.00%	63.60%	35.00%	27.30%	48.70%
3.0-3.5	23.30%	42.50%	35.00%	20.50%	34.70%	23.80%	35.00%	18.20%	40.00%	59.10%	21.80%
2.0-2.9	3.30%	17.00%	15.00%	2.30%	27.30%	14.30%	15.00%	18.20%	13.30%	9.10%	13.80%
<1.9	0.00%	10.20%	5.00%	0.00%	8.60%	0.00%	10.00%	0.00%	5.00%	0.00%	1.80%
0	0.00%	2.30%	5.00%	0.00%	3.00%	0.00%	0.00%	0.00%	5.00%	0.00%	10.30%
W	0.00%	4.50%	0.00%	0.00%	1.50%	9.50%	20.00%	0.00%	1.70%	4.50%	3.60%
I	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	5%	0.00%	0.00%	0.00%	0.00%

Figure L11

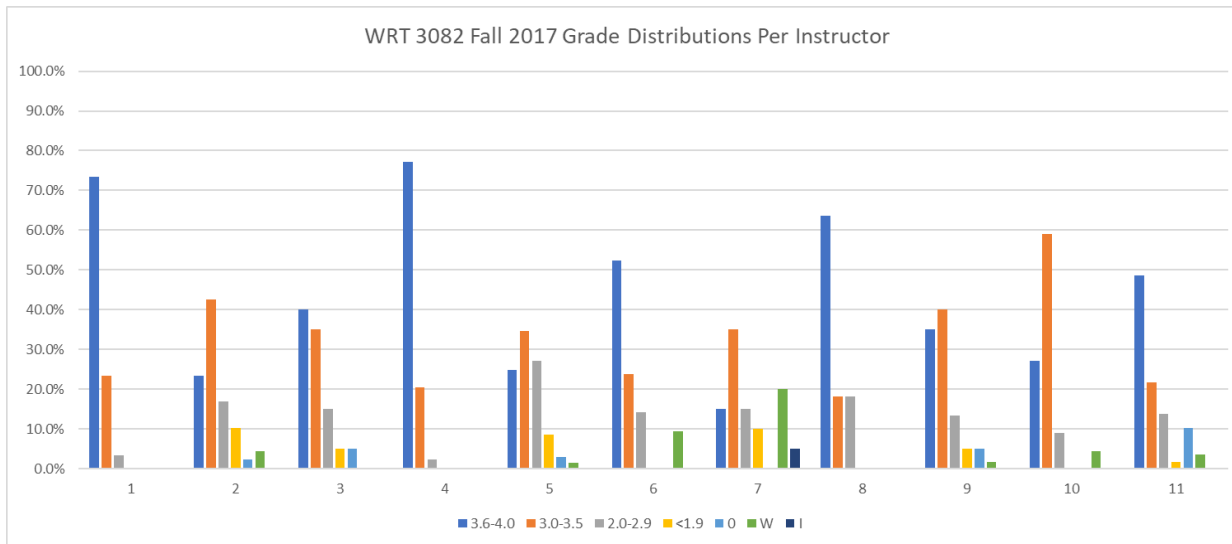*Grade Distributions for WRT 3082 (Per Instructor, Fall 17)*

Table L12

Grade Distributions for WRT 3082 (Per Instructor, Winter 18)

	1	2	3	4	5	6	7	8	9
3.6-4.0	89.30%	36.58%	15.80%	32.80%	77.30%	15.80%	15.00%	32.93%	13.57%
3.0-3.5	7.10%	38.58%	57.90%	22.25%	18.20%	21.10%	45.00%	49.43%	59.07%
2.0-2.9	0.00%	13.20%	5.30%	22.55%	4.50%	36.80%	20.00%	11.10%	11.77%
<1.9	0.00%	7.78%	21.10%	5.35%	0.00%	5.30%	0.00%	1.60%	6.50%
0	3.55%	3.90%	0.00%	10.60%	0.00%	10.50%	10.00%	3.27%	3.33%
W	0.00%	0.00%	0.00%	5.23%	0.00%	10.50%	10.00%	1.67%	5.70%
I	0.00%	0.00%	0.00%	1.25%	0.00%	0.00%	0.00%	0.00%	0.00%

Figure L12

Grade Distributions for WRT 3082 (Per Instructor, Winter 18)
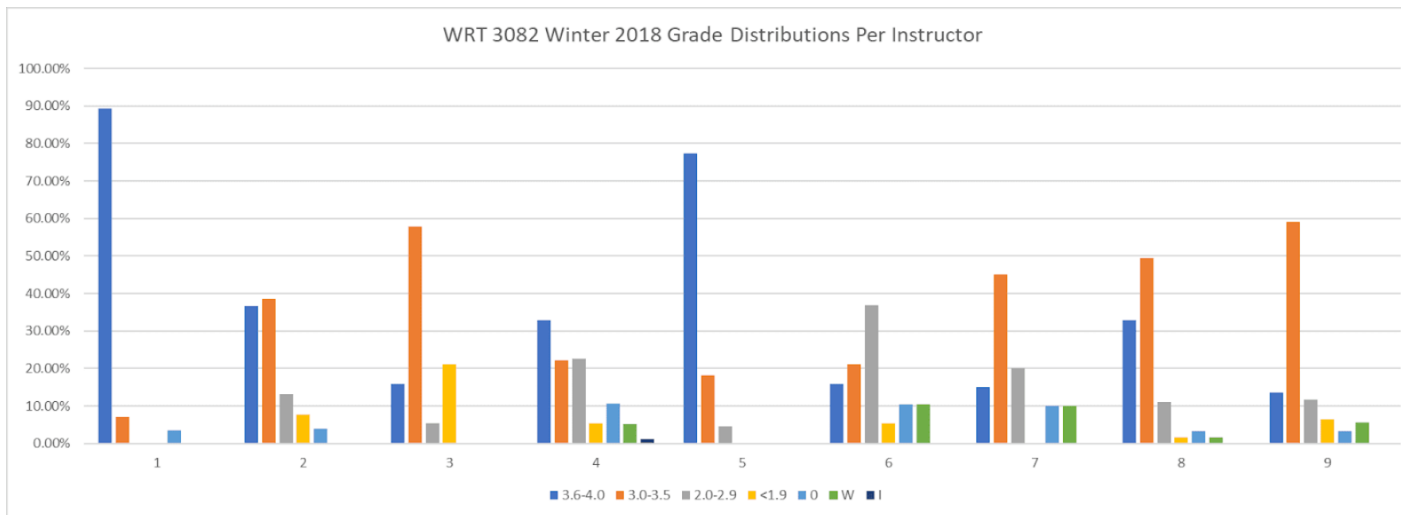
WRT 3086: Workshop in Creative Nonfiction
Similar to WRT 3082, students can take this course during either fall or winter semester (no sequencing required), and since WRT 1060 is a prerequisite for the course, it is usually taken by upper-level students. We combined the grade distributions for both fall and winter semesters (as shown in Table L13 and Figure L13). The department average DFWI rate is 4.8%, which is likely due to its elective course status and its emphasis on using workshop/in-class time to peer review and improve writing.

Table L13

Grade Distributions for WRT 3086 (Department Average from Winter 10 to Winter 18)

	Winter 10	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
3.6-4.0	72.70%	88.65%	71.80%	82.35%	78.25%	76.80%	85.55%	78.45%
3.0-3.5	18.20%	5.70%	17.60%	10.90%	16.05%	12.60%	10.90%	12.25%
2.0-2.9	0.00%	3.40%	4.10%	2.15%	3.60%	4.25%	2.60%	3.15%
<1.9	0.00%	1.15%	2.05%	2.15%	0.70%	0.00%	0.00%	0.00%
0	9.10%	0.00%	2.05%	2.50%	0.00%	2%	0.90%	2.70%
W	0.00%	1.15%	2.40%	0.00%	1.45%	3.45%	0.00%	3.45%
I	0.00%	0.00%	0.00%	0.00%	0.00%	0.85%	0.00%	0.00%
DFWI	**9.10%**	**2.30%**	**6.50%**	**4.65%**	**2.15%**	**6.30%**	**0.90%**	**6.15%**

Figure L13

Grade Distributions for WRT 3086 (Department Average from Winter 10 to Winter 18)
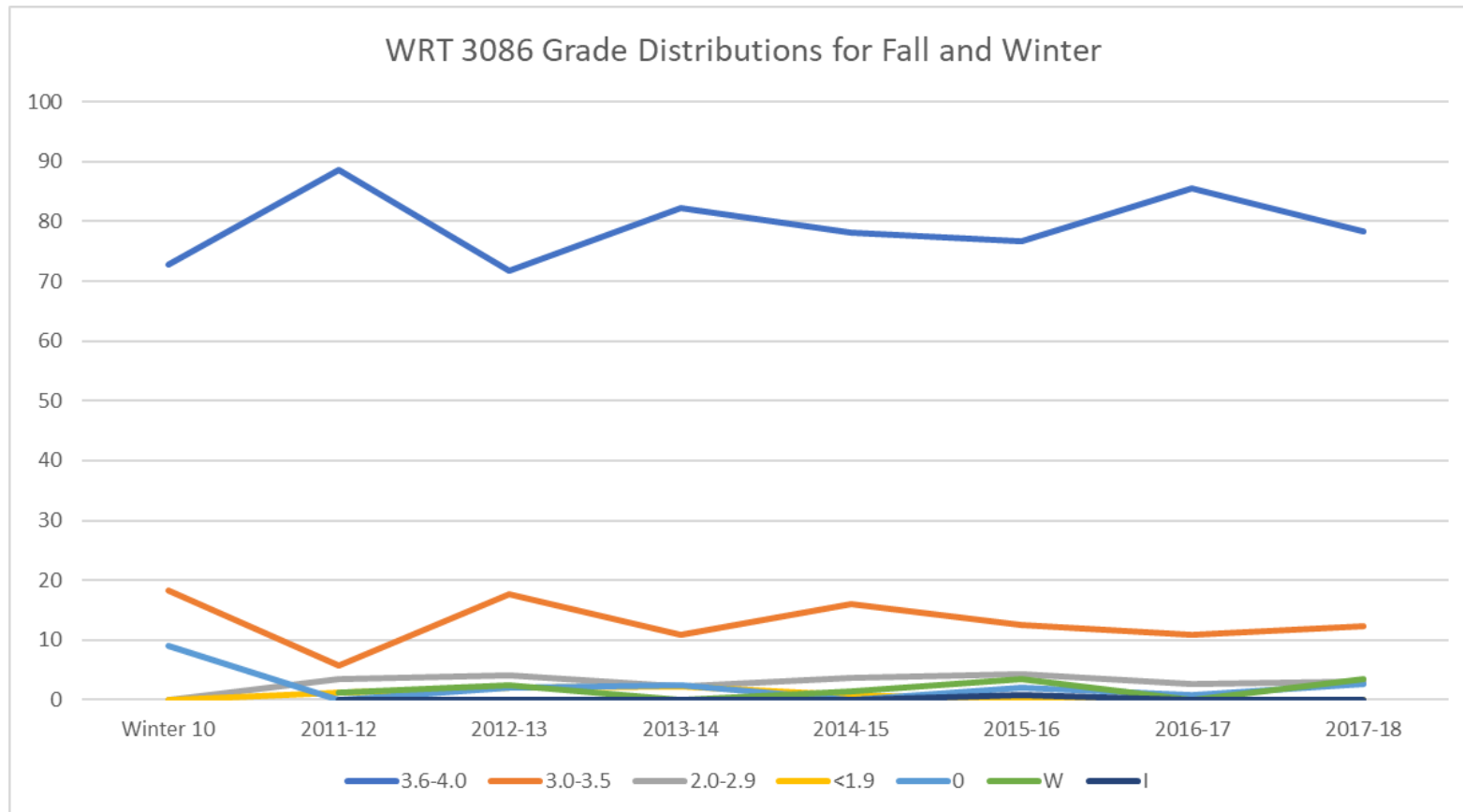
Appendix M

Direct Relationship of Faculty Research, Scholarship, and Creative Inquiry to Program Curricula and Teaching

Full Professor
- Lori Ostergaard's (Department Chair) research has followed two complementary threads: research on contemporary composition-rhetoric programs and archival research into the writing and rhetorical practices of high school and normal school faculty, writing groups, and, more recently, the early twentieth century protests of women cigar workers in Detroit. She teaches classes in peer tutoring, composition studies, issues in writing, creative nonfiction, digital culture, and digital storytelling.

Associate Professors
- Elizabeth G. Allan's research interests include rhetorical ethnography, multimodal rhetorics in design disciplines, writing pedagogy and assessment, and the scholarship of teaching and learning (SoTL). She teaches first-year writing and upper-level courses in the major, including History of Rhetoric; Writing About Culture: Ethnography; Literacy, Technology, and Civic Engagement; and Writing Center Studies and Peer Tutoring Practice. She also directed the Embedded Writing Specialists Program.
- Felicia Chong's research agenda focuses on user-centered design in various contexts, such as the pedagogy of usability, technical communication program recruitment, and YouTube instructional videos. She teaches digital media, technical communication, editing, composition, and business writing courses at either the high school and/or college level.
- Greg Giberson's research focuses primarily on the history, development, and curriculum of undergraduate writing major programs. He teaches first-year writing and various upper-level courses including Creative Non-Fiction, Issues in Writing Studies, Introduction to Writing Studies, and Advanced Writing. [Giberson was promoted to Full Professor in 2021.]
- Marshall Kitchens' research interests include creative nonfiction, prison writing programs, technology and pedagogy, and video game culture. He also serves as director of the Meadow Brook Writing Project. He teaches Creative Non-Fiction as well as several different courses in technology and digital writing. He earned a PhD in rhetoric and composition from Wayne State University.
- Jim Nugent's research interests include technical and professional writing, rhetoric, and digital media. He teaches courses in editing,technical writing, professional writing, business writing, science writing, rhetoric, and web design. He is editor of WPA: Writing Program Administration and is director of the major. [Nugent was promoted to Full Professor in 2021.]
- Crystal VanKooten teaches courses in composition and writing for digital media. Her current research interests include new media rhetorics and pedagogies, audio-visual research methods, and transfer in first-year composition.
- Josephine Walwema's research interests draw from rhetorical theory and application in professional and technical communication; global and intercultural rhetorics. She taught professional, business, science communication and global rhetorics. [She resigned in 2020.]

Assistant Professors
- Felicita Arzu Carmichael's research focuses on online writing instruction and teaching writing to multilingual writers. She specializes in teaching first-year writing.
- Roger Chao's primary area of research is service-learning and the teaching of writing in community-based contexts. In the classroom, he emphasizes genre awareness and multimodal composition. [He resigned in 2021.]
- Megan Schoen teaches first-year writing as well as elective courses in the major including Global Rhetorics and Writing Center Studies. Her research specialties include composition

studies, writing program administration, writing across the curriculum, and comparative/cultural rhetorics. [She was promoted to Associate Professor in 2020.]

Adjunct Assistant Professor (now known as Assistant Professor of Practice)
● David Hammontree teaches courses in first-year writing, global rhetorics, rhetoric and video games, and business writing. He studies cultural rhetorics, focusing primarily on comics, video games, and civic and public literacy. [He was promoted to Associate Professor of Practice in 2022.]

Special Instructors
● Bernadette Dickerson teaches WRT 1050: Composition I and WRT 1060: Composition II for the first-year writing program. In addition to teaching she has served on committees which include the First-Year Writing Committee, the Service Learning Search Committee, the Chair's Advisory Council and as a judge for the Writing Excellence Awards.
● Kasia Kietlinska has published on revision in ESL students and teaches primarily in the first-year writing program. In addition to teaching she has served on committees which include the First-Year Writing Committee and the university's Academic Conduct Committee.

Emeritus Professors
● Wallis May Andersen
● Barbara Hamilton
● Alice S. Horning
● Margaret Pigott
● Ronald A. Sudol