

# Student Learning

**Critical Writing, Reading & Research I & II  
MPSL First-Year Writing Requirement**

**Report for Academic Year 2006-2007  
Dr. Carmella Braniger, CWRR Director**

**August, 27 2007**

# CWRR Program Review

## ***Staff***

- 65% (70% in 2005-2006) teaching traditional, Honors, Enhanced and PACE were full-time tenured or tenure-track faculty with terminal degrees.
- 22 % (22% in 2005-2006) were contractual faculty without terminal degrees.
- 14% (8% in 2005-2006) were part-time faculty without terminal degrees.
- Total faculty teaching in the program 2006-2007 decreased by 2-3 faculty per semester, due to lower enrollment and a full-time faculty sabbatical in Spring 2007.
- Our dedication to full-time faculty teaching is outstanding.

# CWRR Program Review

## *Types and Numbers of Courses Taught*

- From 2006-2007 CWRR faculty taught 58 sections of Critical Writing, Reading and Research I & II
  - 29 sections of CWRR I
  - 29 sections of CWRR II.
- The number of courses offered dropped from 62 total in 2005-2006 to 58 total, dropping 1 section of Honors per semester, 1-4 sections of Traditional, and 1-2 sections of PACE offerings.

# CWRR Program Review

## *Syllabi Review*

- In Fall 2006, 90% (up 10% from 2005-2006) of IN150 & IN151 faculty syllabi reflected our learning outcome goals.
- In Spring 2007, 93% (up 13% from 2005-2006) of IN150 & IN151 faculty syllabi reflected our learning outcome goals.

# CWRR Program Review

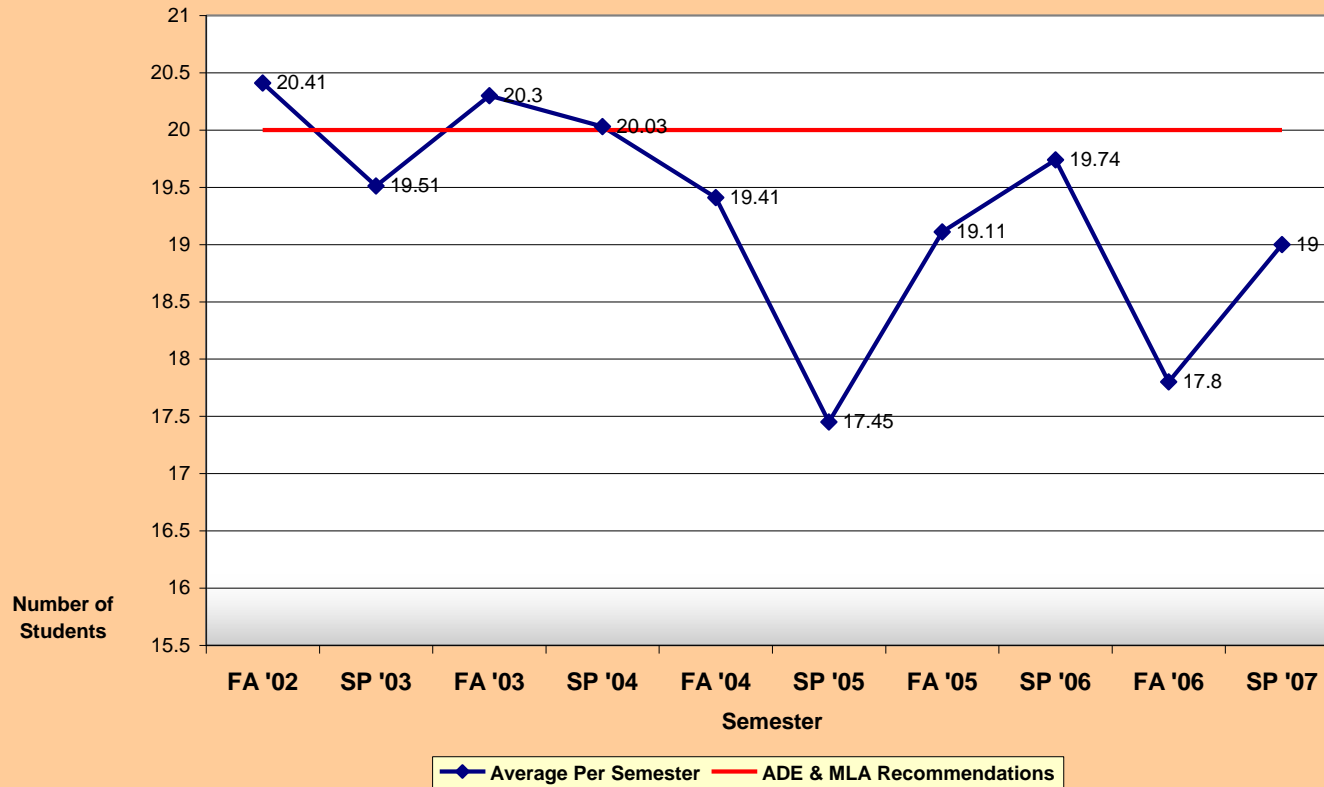
## ***Class Size***

- The average class size for any one section during the 2006-2007 academic year was 18.6, compared to 19.51 in 2005-2006.
- The average class size for the Enhanced sections of CWRR I for 2006-2007 was 15.5 students (compared to 16 students in 2005-2006).

# CWRR Program Review

## Class Size

Average Number of CWRR I & CWRR II Students Per Section Per Semester Compared to Recommendations set forth by ADE and MLA



# CWRR Program Review

## ***Facilities***

- 60% of CWRR courses were offered in a learning space equipped with technology
- 7% were offered in electronic lab classrooms, with computers for every student.
- 22% were offered in a traditional/lab split configuration
- 31% were offered in a room with an instructor station
- There was a significant increase in the number of sections taught using technology in the classroom, with a trend toward the use of computer labs for holding class at least part of the semester

# Assessment Data and Analysis

- Library Entrance and Exit Surveys
- Student Survey administered through Millikin Office of Institutional Research
- Student Artifacts
  - Reading Response
  - Research Paper
  - Reflection Piece



# Assessment Data and Analysis

## *Performance Indicators*

- **Green** : A high level indicating clear movement in the right direction, not requiring any immediate change in course of action. Continuing support should be provided.
- **Yellow**: An average, acceptable level indicating either some improvement, but not as quickly as desired, or indicating a slight decline in performance. Strategies and approaches should be reviewed and appropriate adjustments made to reach an acceptable level or desired rate of improvement.
- **Red**: An unacceptable status or direction of change. Immediate, high priority actions should be taken to address this area.
- **Blank**: Insufficient information available (or governance decision pending).

# Assessment Data and Analysis

## *Library Entrance and Exit Survey*

- In Joe Hardenbrook's 2005-2006 Self-Study Report on Library Instruction, he assigned a **Green** indicator for this point of data collection. This year, he reports another **Green** indicator.
- The average score on the pre-test was 9.8/15 points or **65%** (312 participants). The average score on the post-test was 11.4/15 points (265 participants) or **76%**. There were very high increases from last year on the individual questions.
- See Joe Hardenbrook's 2006-2007 annual CWRR library instruction report for a full assessment and initiatives for improvement.

# Assessment Data and Analysis

## ***Student Survey***

- 422 first-time students were in IN151 courses. 228 surveys were completed (54% response rate).
- Of those students who took the YFCY Survey, the majority agreed that they successfully completed the goals of the two courses.

# Assessment Data and Analysis

## *Student Survey*

- **85.3 %** of students either agreed or strongly agreed that they learned how **to read and critique texts actively, deliberately and carefully**. Last year only 71.1 % agreed or strongly agreed.
- **83%** (compared to last year's 73%) agreed or strongly agreed that they learned how **to write polished, informed essays for varied audiences**,
- **84%** (compared to last year's 72%) agreed or strongly agreed that they learned how **to conduct research to participate in academic inquiry**
- **75.6%** (compared to 60% last year) agreed or strongly agreed that they learned how **to reflect on the uses of reading and writing in their public and personal lives to better understand themselves, their communities and the world**.

# Assessment Data and Analysis

## *Student Survey*

- All three areas of evaluation show a significant increase, from 9-16 percentage points, in the “strongly agree” frequency. The increase can either be attributed to the fluctuation in this year’s and last year’s response rate (a decrease from 68% to 54%) or the students’ increased awareness of the learning goals for the two-course sequence.
- The CWRR Program’s Self-Study Team assigns a **Green** indicator for this point of data collection.

# Assessment Data and Analysis

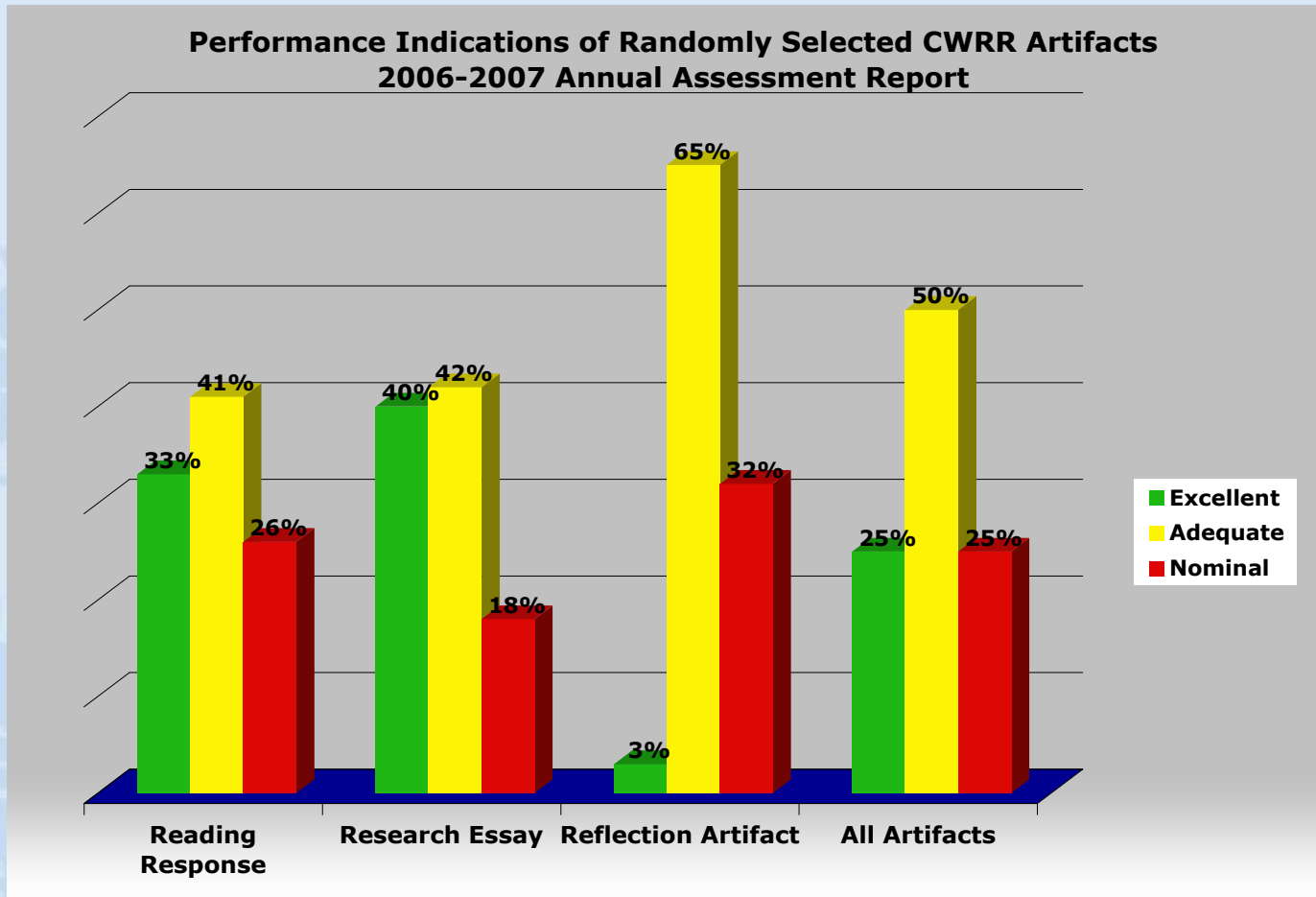
## *Student Artifacts*

- The student artifact **Reading Response** is used to evaluate CWRR goals 1 & 2: “read and critique texts actively, deliberately and carefully” and “write . . . polished essays for personal, public and/or specialized audiences.”
- The student artifact **Research Essay** is used to evaluate CWRR goals 3 & 2: “conduct research to participate in academic inquiry” and “write polished, informed essays for personal, public and/or specialized audiences”
- The student artifact **Reflection Piece** is used to evaluate CWRR goals 4 & 2: “reflect on the uses of reading and writing in their public and personal lives to better understand themselves, their communities and the world” and “write . . . for personal, public and/or specialized audiences”

# Average Scores for Each Artifact

- Reading Response Performance Indication: 74% at adequate or excellent levels—**Green**
- Research Essay Performance Indication: 82% at adequate or excellent levels —**Green**
- Reflection Artifact Performance Indication: 68% at adequate or excellent levels —**Yellow**
- Overall Artifact Performance Indication: 74.66% at adequate or excellent levels —**Green**

# Performance Indications for Each Artifact

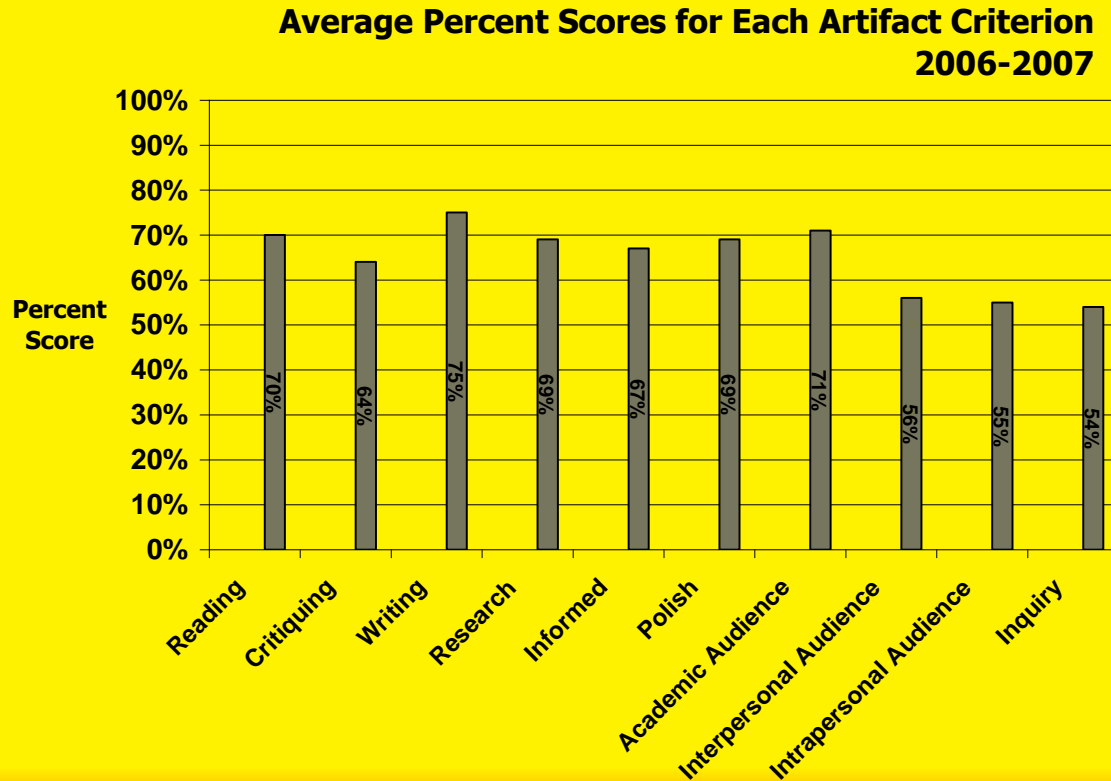




# Artifact Criterion

- Each artifact is broken into criteria for evaluation:
- **Reading Response**—Reading, Critiquing & Writing
- **Research Essay**—Research, Informed Use of Sources, Audience & Polish
- **Reflection Piece**—Interpersonal and Intrapersonal Understanding & Inquiry

# Average Percent Scores for Each Artifact Criterion



# Final Performance Indications for Each Goal

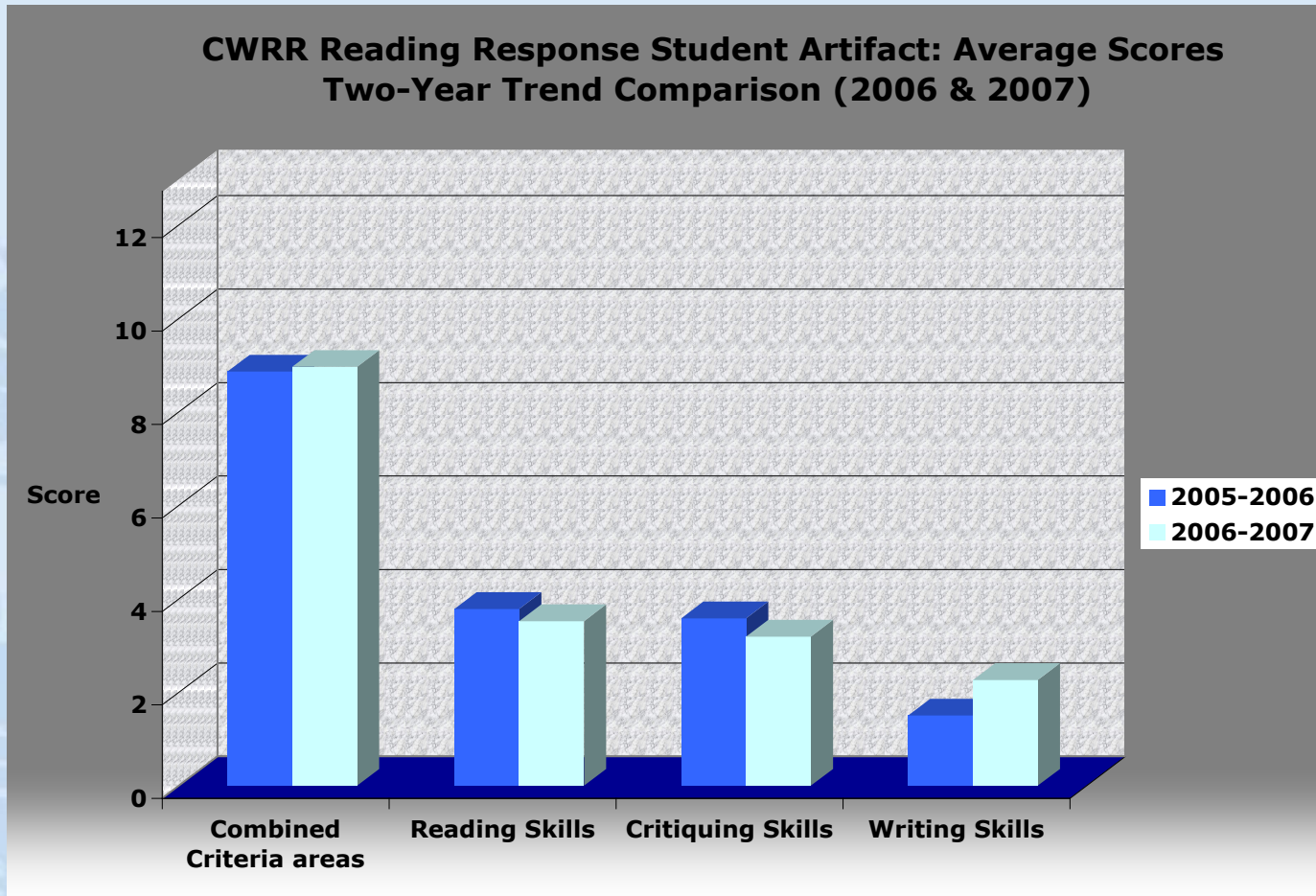
- **Goal 1—Students will be able to read and critique texts actively, deliberately and carefully.**
  - Student Survey— **Advanced Green**
  - Artifact Collection— **Advanced Yellow**
  - Final Rating— **Green**
- **Goal 2—Students will be able to write polished, informed essays for personal, public and/or specialized audiences.**
  - Student Survey— **Advanced Green**
  - Artifact Collection— **Advanced Yellow**
  - Final Rating— **Green**

# Final Performance Indications for Each Goal

- **Goal 3—Students will be able to conduct research to participate in academic inquiry.**
  - Library Assessment—Green
  - Student Survey—Advanced Green
  - Artifact Collection—Advanced Yellow
  - Final Rating—Green
- **Goal 4—Students will be able to reflect on the uses of reading and writing in their public and personal lives to better understand themselves, their communities and the world.**
  - Student Survey—Low Green
  - Artifact Collection—Low Yellow/ Borderline Red
  - Final Rating—Yellow

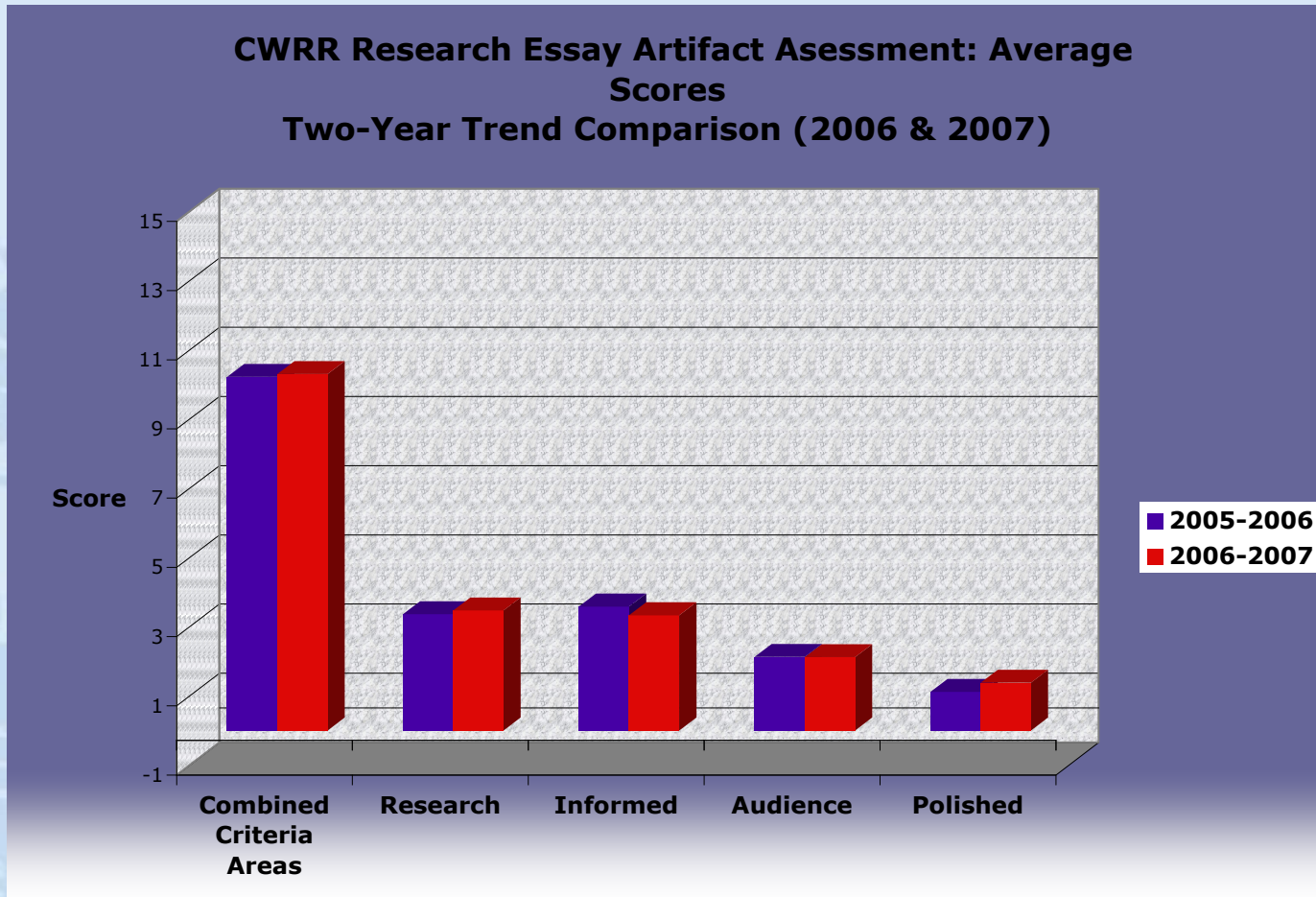
# CWRR Reading Response Two-Year Trend

## Comparison



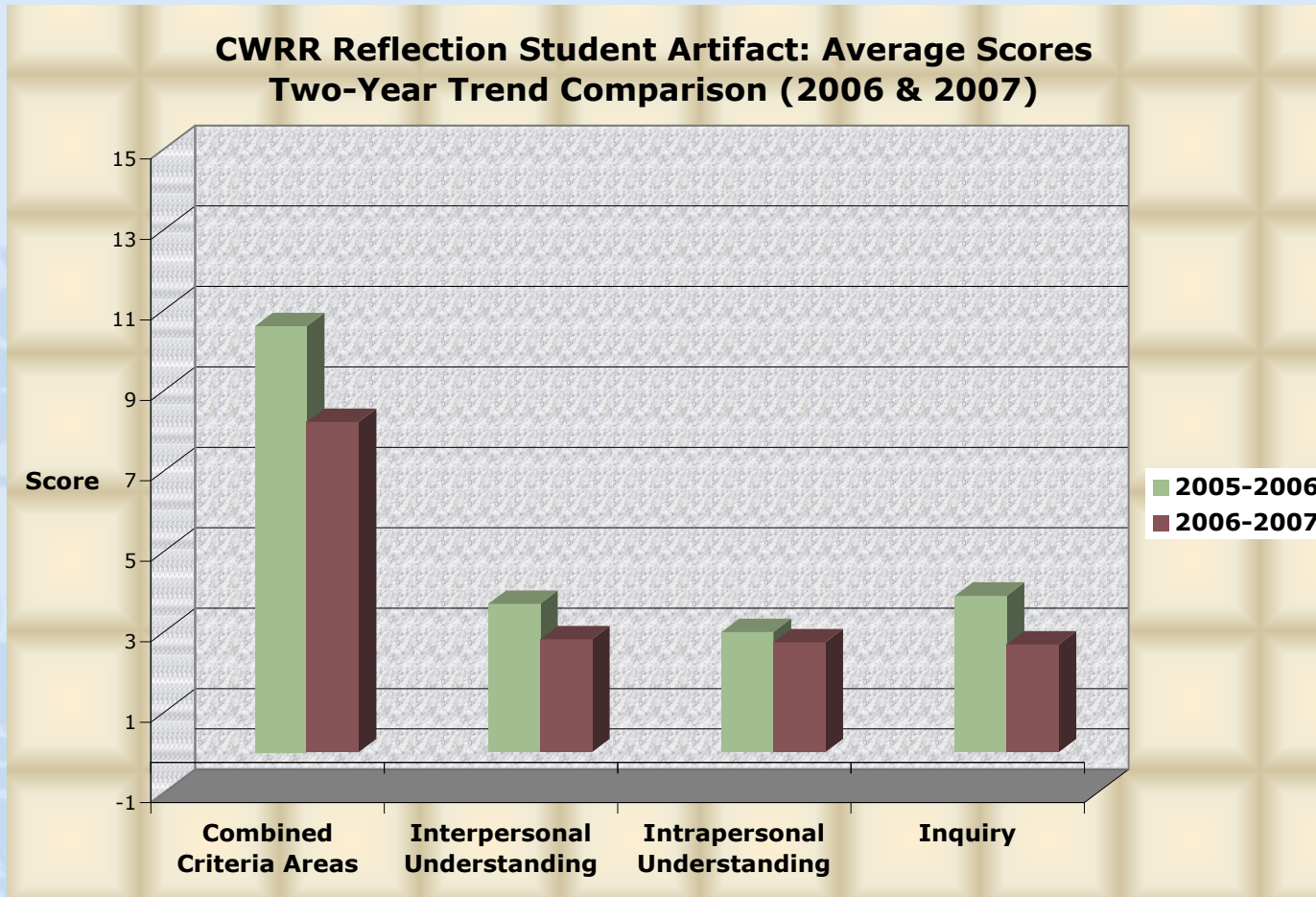
# CWRR Research Essay Two-Year Trend

## Comparison

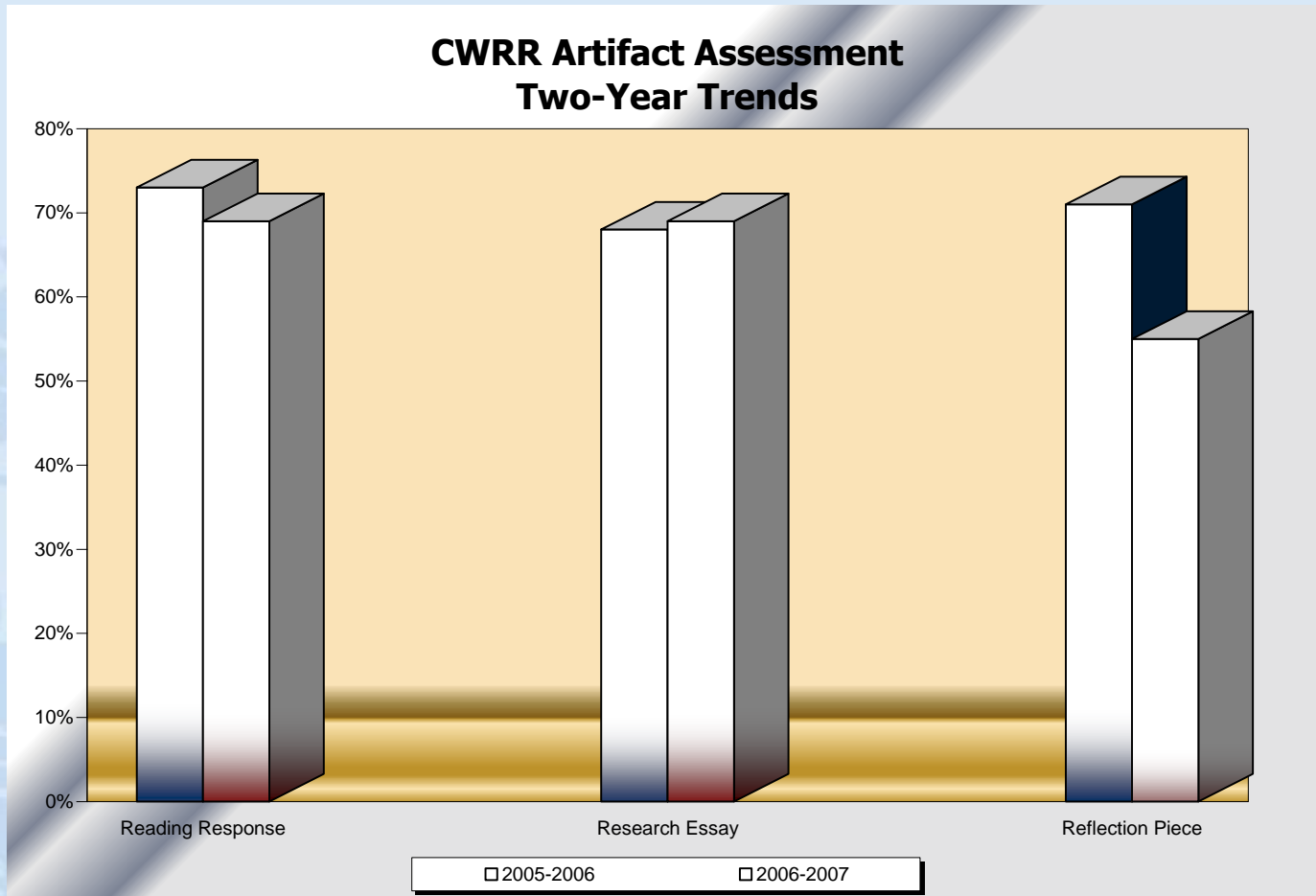


## CWRR Reflection Artifact Two-Year

## Trend Comparison



# Two-Year Trends in CWRR Artifact Assessment





# Improvement Plans

- Enhancing the delivery of our four student learning outcome goals, **with special attention to audience and reflection**
- Continuing to support faculty development opportunities, as well as the structures that uphold the program and
- Contributing strategies and methods that promote and support writing in a computer classroom.
- Continuing to adjust faculty teaching load