Millikin University
Report on Student Learning in Critical Writing, Reading & Research I & II
IN 150 & IN 151 MPSL First-Year Writing Requirement
Report for Academic Year 2006-2007
by Dr. Carmella Braniger, CWRR Director
June 01, 2007

Executive Summary

The Critical Writing, Reading and Research Program has clear student learning outcome goals, developed by full-faculty participation in workshop settings. These goals are clearly linked to the university-wide student learning goals. CWRR I & II are part of Millikin's five University Studies sequential courses required of all students: IN140, IN150, IN151, IN250 and IN350. The CWRR Program serves a diverse student body, including traditional, Honors, Enhanced and Professional Adult Comprehensive Education (PACE) students.

Although CWRR I & II are taught only by English faculty, the sequential courses are designated as interdepartmental courses because they are taken by students from all departments. Millikin has made a strong commitment to the quality of faculty teaching in the sequential courses. In addition to supporting the program with full-time faculty teaching the course, the program has developed partnerships with other departments, programs and faculty across campus, from the PACE program to the Staley Library. Such relationships serve to broaden the experiences of the faculty who teach the courses and the students who take them.

The two-course CWRR sequence is intended to move students from personal to academic writing. It asks of them that they learn to read and evaluate a variety of texts from across the disciplines, and introduces them to the academic research process. As students make the transition to university studies, CWRR courses emphasize vital skills for student success. Students learn how to use reading, writing, research and reflection in all learning areas and situations.

As a result of the CWRR Program's self-study, we have developed methods for evaluating our student learning outcome goals. Our most important methods for evaluating these goals involve the examination and evaluation of the student artifacts common to all sections of CWRR I and/or II. We ask all students enrolled in our courses to submit for assessment a reading response, a research essay and a reflection piece. Additionally, we survey students' perceptions of how well they feel they achieved each student learning outcome goal. Also, library entrance and exit quizzes help us to evaluate and review methods for research instruction (Joe Hardenbrook will report the results of the library quizzes in his self-study report on library instruction.) Finally, a review of faculty syllabi lets us know how well we communicate and articulate our student learning outcome goals.

An overall assessment of the CWRR Program's student learning outcome goals reveals that our students are not far from successfully reaching our four goals. The student survey conducted clearly indicates that students taking the course feel they successfully fulfilled our four student learning outcome goals. A Green performance indicator has been assigned for this area of assessment. The student artifacts examined and evaluated give us clear indications for initiatives and improvements in delivering our goals. The average score for each artifact collected and examined demonstrates Low Yellow to Advanced Yellow performance indicators. Generally, the data collected from the student survey and student artifacts reveals consistency in students' and faculty's perceptions and evaluations of the program's goals.

The only inconsistency worthy of note regards our fourth student learning outcome goal: to reflect on the uses of reading and writing in their public and personal lives to better understand themselves, their communities and the world. The student survey revealed that a significant increase from last year in students' awareness of their uses of reflection in the classroom. Because 75.6% 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*, the CWRR Program's Self-Study Assessment Team concluded that Goal 4 should receive a Green indicator. However, based on the collection of the Reflection Artifact, the CWRR Program's Self-Study Assessment Team concluded that Goal 4 should receive a Low Yellow performance indicator. We assigned this indicator because we saw uneven, inconsistent and at times unacceptable levels in all criteria areas of the rubric, especially in Intrapersonal and Interpersonal Understanding. This suggests that we are moving in the right direction, but need to develop recommendations for allowing students to fully develop intrapersonal and interpersonal awareness in their writing. The Team's recommendation to faculty to increase students' meta-cognitive practices will be to spend more time asking students to engage in reflection activities in and outside the CWRR classroom.

Because our students are close to performing at highly acceptable levels of learning, the program is headed in the right direction. With a few necessary changes in the delivery methods and pedagogies used to teach the course, and simple awareness of performance indicators for each student learning outcome goal, faculty can easily move students toward excellence in all areas of writing, reading, research and particularly reflection. Continual efforts by CWRR faculty to work collaboratively to improve instruction will help us to improve student success in the program.

A report on student learning outcome goals and performance indicators will be delivered to full CWRR faculty at the first CWRR meeting of the Fall 2007 semester and recommendations will be made for improving instruction. Our CWRR monthly faculty meetings and workshops will be dedicated to initiatives and improvement plans for enhancing the delivery of our program's student learning outcome goals.

Critical Writing, Reading and Research I & II are sequential requirements in the MPSL. All Millikin students are required to fulfill this requirement by taking IN150 & IN151.

CWRR Program Learning Outcome Goals

Upon completing Critical Writing, Reading and Research I &II requirements, students will be able to:
1. read and critique texts actively, deliberately and carefully;
2. write polished, informed essays for personal, public and/or specialized audiences;
3. conduct research to participate in academic inquiry; and
4. reflect on the uses of reading and writing in their public and personal lives to better understand themselves, their communities and the world.

Curriculum Map

	Goal #1	Goal #2	Goal #3	Goal #4
CWRR I	X	X	X	X
CWRR II	X	X	X	X

Connections to MPSL & University-Wide Learning Outcome Goals

CWRR learning outcome goals help deliver the MPSL & university-wide learning goals:

1. professional success;
2. democratic citizenship in a global environment; and
3. a personal life of meaning and value.

CWRR Goals 1 & 2 helps prepare students for professional success. The additional emphasis on research and academic inquiry in CWRR II/IN151 (Goal 3) further prepares students for professional success by introducing them to qualitative inquiry methods and general technological literacy. Asking students to reflect on the uses of reading and writing (Goal 4) prepares them for a life of personal meaning and value. While there are opportunities for CWRR I & II to contribute to democratic citizenship in a global environment, particularly through students' reflections on their relationship to the community and the world, it is not a main focus of the two-course sequence.

The program's two-course sequence contributes primarily to professional success preparation and significantly to the development of a personal life of meaning and value. Specifically, the program works to enable students to meet the following MPSL student learning outcome goals:

1. learn to access, read deliberately, critically evaluate, reflect on, integrate and use appropriate resources for research and practical application.
2. utilize qualitative inquiry as tools in decision making and creative problem solving
3. demonstrate general technological literacy
4. develop an understanding of themselves and the ability to reflect on and express their thoughts and feelings responsibly.

In addition to its considerable contributions to the delivery of Millikin's three prepares and the MPSL student learning outcome goals, the CWRR program also works to introduce students to Millikin's theory/practice model. The two-course sequence integrates writing and researching theories and rhetorics with professional practice. Students learn how other

writers, readers and researchers approach such practices while given the chance to develop and enhance their own critical writing, reading and research skills.

CWRR Program Review

This report will provide a brief overview of types and numbers of courses offered per semester, variety of students served, facilities, faculty & staff, class sizes & faculty loads, partnerships external to the program and programmatic support structures and program review methods for the 2006-2007 academic year.

Staff

	Spring 2007	Fall 2006	Spring 2006	Fall 2005
Full-time tenure-track faculty	8	9	10	10
Full-time contractual faculty	3	3	3	3
Part-time adjunct Faculty	2	2	2	2
Total	13	14	15	15

Total number of faculty teaching in the program 2006-2007 decreased by 2-3 faculty members per semester, due to a lower enrollment for the academic year and a full-time faculty sabbatical in Spring 2007.

- 65% (compared to 70% in 2005-2006) of the staff teaching traditional, Honors, Enhanced and PACE is composed of full-time tenured or tenure-track faculty with terminal degrees.
- 22 % (compared to 22% in 2005-2006) of the staff teaching these courses is composed of full-time, contractual faculty without terminal degrees.
- 14% (compared to 8% in 2005-2006) are part-time faculty without terminal degrees.

Our dedication to full-time faculty teaching is outstanding.

Types and Numbers of Courses Taught

Types and Numbers of Courses Taught	2006-2007	2005-2006
150 Enhanced	2	2
150 Traditional	22	27
150 Honors	4	2
150 PACE	1	2
CWRR I Total	**29**	**33**
151 Traditional	24	21
151 Honors	4	5
151 PACE	1	3
CWRR II Total	**29**	**29**
150/151 Total	**58**	**62**

From 2006-2007 CWRR faculty taught 58 sections of Critical Writing, Reading and Research I & II, 29 sections of which were CWRR I, and 29 sections of which were 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.
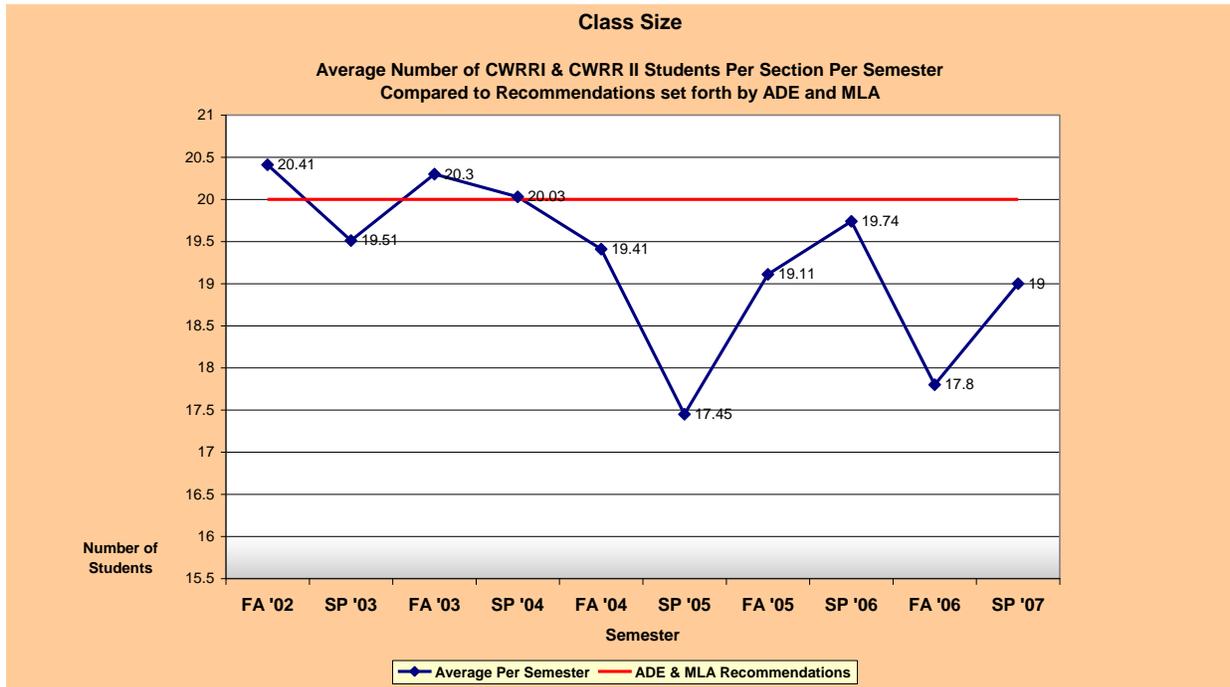
Syllabi Review
In Chapter Three of *The Higher Learning Commission Handbook of Accreditation*, under "Criterion Three: Student Learning and Effective Teaching," **Core Component 3a** recommends that "[t]he organization's goals for student learning are clearly stated for each educational program and make effective assessment possible" (3.1-4). Annual faculty syllabi audits measure how clearly the learning goals are communicated. In Fall 2006, 90% (up 10% from 2005-2006) of IN150 & IN151 faculty syllabi reflected these learning outcome goals. In Spring 2007, 93% (up 13% from 2005-2006) of IN150 & IN151 faculty syllabi reflected these learning outcome goals.

Class Size and Staff Workload
According to the guidelines, policies and recommendations of the professional groups in the field, the Association of Departments of English (ADE) and the Modern Language Association (MLA), the number of students in each section of any writing course "should be fifteen or fewer, with no more than twenty students in any case" (*ADE Bulletin 2002*, 73). These guidelines also state that "class size should be no more than fifteen in developmental (remedial) courses" (*ADE Bulletin 2002*, 73).

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).

Class Size

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

While our class size is still not meeting ADE and MLA recommendations, we are down one student per section from last year. We are also advancing toward the mark with our Enhanced class size, on average being less than one student over the recommended size. We have almost reached ADE's recommendation for remedial writing class size.

In addition to making recommendations concerning class size, the ADE and MLA also recommend that "College English teachers should not teach more than three sections of composition per term" (*ADE Bulletin 2002*, 73). Due to low enrollment in English department offerings, a faculty member sabbatical and another on the Hardy professorship and demands from the PACE program,

- 2 tenured-track faculty members **taught 3 sections** of CWRR in the Fall and
- 1 tenured-track faculty member **taught 3 sections** in the Spring, as a part of their regular teaching loads.
- 1 adjunct faculty member **taught 3 sections** each in the Fall and Spring semesters as overloads.
- 1 tenure-track faculty member taught **a third PACE CWRR course** as overloads in both Fall and Spring.
- In Spring 2007, 1 full-time contractual faculty member **taught 3 sections** of CWRR, teaching a traditional course as an overload.

However, generally, the average number of CWRR courses taught by full- and part-time faculty is two per semester.

Facilities
In 2006-2007, CWRR courses are taught include the following locations: Shilling Hall, Staley Library and ADM-Scovill Hall. Because Shilling Hall houses the English Department, 86% of CWRR courses are taught in this building. Only .05% (3 sections of 58) of CWRR courses were taught in the Staley Library building. 1% of courses were taught solely in ADM-Scovill rooms. 98.5% of courses were taught in Shilling Hall.

More and more CWRR faculty are requiring facilities equipped with technology for teaching the courses. Over half (60%) of CWRR courses are taught in such spaces. While 40% of sections are still taught in traditional classrooms with no technology for instructor or student, the trend is toward teaching with technology, with most instructors choosing classrooms with technology available to the instructor. The 22% teaching in a traditional/computer lab split also have instructor technology available to them in their non-lab environment. It should be notes that no CWRR courses are taught in what best practices consider computer classrooms, or computer learning environments, as only one such space exists on campus, the MAC Lab Media Arts Center, and no CWRR courses are taught in this space. It should also be noted that three 50-minutes (or equivalent) class sessions of every section of IN151 (CWRR II) are held in a computer lab for library instruction.

Percent of CWRR Courses Taught with Technology

	Traditional without Technology	Traditional w/ Technology	Traditional/Computer Lab Split	Computer Lab
2006-2007	40%	31% (18 sections)	22% (13 sections)	7% (4 sections)
2005-2006	32%	52%	0%	16%

The 2006-2007 academic year saw 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. 31% of CWRR courses were offered in a learning space with basic or advanced technology which could be used for teaching and student presentation purposes, 22% were offered in a traditional/computer lab split configuration

and 7% of CWRR courses were offered in electronic lab classrooms, with computers for every student. The percent of courses offered in traditional spaces has increased since last year, due to increasing demands for technology across campus (not all instructors are able to consistently be offered to spaces requested), but we see a trend this year in the use of computer labs for holding class at least part of the semester.

According to the Conference on College Composition and Communication (CCCC) "Position Statement on Teaching, Learning, and Assessing Writing in Digital Environments," "[i]ncreasingly, classes and programs in writing require that students compose digitally." This document uses the phrase "compose digitally" to mean writing "that occurs when students compose at a computer screen, using a word processor, so that they can submit the writing in print," but also to mean "participating in an online discussion trough a listserv or bulletin board . . .[,] creating compositions in presentations software . . .[,] participation in chat rooms or creating web pages . . .[or] creating a digital portfolio." CCCC sees the future focus of first-year writing programs moving toward two types of literacy: "a literacy of print and a literacy of the screen." The position statement argues that each "medium is used to *enhance learning* in the other" (italics mine).

The CWRR Program is moving in the direction of these priorities, providing an increasing number of facilities for teaching CWRR courses in electronic lab classrooms. As we continue to hire faculty with experience teaching first-year writing in a technologically equipped classroom, and as the effectiveness of such instruction continues to be demonstrated, necessity and demand for it will necessarily increase in the CWRR Program.
The program should continue to advocate for more provision of such facilities.

Support Structures: Leadership and CWRR Faculty Development

The CWRR Program has developed a strong tradition of leadership structure and support. For several years, the program has been led by a Director. As of Fall 2007, this position will be compensated by one course release per academic year, usually to be taken in Spring semester. The Director is appointed by the Dean of Teaching and Learning and serves as a member of the University Studies Advisory Committee, working with the Dean of Teaching and Learning and the Director of First Year Experience to help build and coordinate a high quality program. The Director helps schedule effective offerings of the CWRR each fall and spring semester, including the gathering of course descriptions and syllabi for all sections. The Director mentors new faculty and facilitates faculty development opportunities for all CWRR faculty. The Coordinator assures that the annual assessment plan and subsequent report is completed and shared with the faculty. The Coordinator will develop a community of all faculty teaching in CWRR that meets on a regular basis throughout the year, so that as a community they can share teaching strategies and initiatives for improvements. The Coordinator provides teaching observations of new faculty for formative evaluation, and additional teaching observations of CWRR faculty as needed for promotion or other evaluations. The Coordinator also collaborates with related university programs such as the First Year Experience (Freshman Seminar, Student Programs, etc) Writing Center, and especially with the librarians for integration of library instruction. Through these support structures, faculty teaching in the CWRR Program are guaranteed support and development opportunities and often have the chance to take on leadership roles in order to help improve the program.

This Year's Highlight

The CWRR Director collaborated with Research Fellow (supported by the Dean of Teaching and Learning) Greer Williams and sophomore Julie Fults on a presentation entitled "Shaping Institutional Identities: Collaborative Reflection for Learning, Teaching and Assessment"

for the National CCCC conference, where we shared CWRR's model for reflection and assessment.

Assessment Methods

1. Library Entrance and Exit Surveys will measure effectiveness of research instruction.
2. Student Survey administered through Millikin Office of Institutional Research will measure students' perceptions of their successful completion of the goals.
3. Student Artifacts (Reading Response, Research Paper, Reflection Piece) will provide substantial qualitative data about student performance in each goal area.

We conduct quantitative assessment of student learning outcome goals by way of 1) Library Instruction Coordinator Joe Hardenbrook's library assessment surveys and 2) a survey of student perceptions on how successfully they accomplished the four goals for the two courses. Most importantly, we conduct qualitative assessment by collecting and evaluating student artifacts from CWRR II. We use rubrics to assess not only students' reading, writing and research performance, their understanding of the importance of reading and writing for personal and professional growth at Millikin University.

The Staley Library Instruction Coordinator reports on data results from library surveys. Laura Birch of the Office of Institutional Research collates data from the student survey. Full-time CWRR faculty members collect and assess student artifacts annually. The Director makes assessments and writes the annual report.

Assessment Data

In Fall 2006 and Spring 2007 we collected and administered all three data collection points.

Library Entrance and Exit Surveys (See Self-Study Report on Library Instruction)
The Library Entrance and Exit surveys are developed and administered by the Staley Library faculty, whose instruction is integrated into CWRR I & II classrooms in order to deliver training on library use and research collection and evaluation. These surveys will help us determine the effectiveness of library instruction and can also indicate the extent to which we deliver on the mission to teach students how to conduct research to participate in academic inquiry.

Student Survey
Supplemental survey questions for the Your First College Year (YFCY) Survey are administered each Spring by Laura Birch, Millikin's Institutional Research Coordinator. The YFCY Survey along with the supplemental questions is distributed to all first-year students at the end of their first year of study, by CWRR faculty teaching IN 151. The supplemental questions for the CWRR Program will help us to determine student positions on the nature, impact and importance of the CWRR sequence for their first-year experiences.

Student Artifacts
All CWRR II students are asked to submit the following artifacts for evaluation: a reading response, a research essay and a reflection piece. We use a Blackboard course to collect and randomly select artifacts from all CWRR students. We are using the traffic signal analogy (red, yellow, green) to evaluate and assess. Rubrics have been developed for evaluating each of these student artifacts to determine to what extent we deliver on all four program student learning goals. The 300-word reading response helps assess IN 151 students' various reading skills such as summarizing, responding, critiquing, and synthesizing. The research paper is used to assess students' critical writing, research and thinking skills. The student reflection piece helps to assess, from the student's perspective, their abilities to reflect on the uses of reading and writing in their public and personal lives to better understand themselves, their communities and the world.

Data Collection Links to Student Learning Outcome Goals

- Library entrance and exit surveys measure the effectiveness of library instruction on students' ability "to conduct research to participate in academic inquiry," CWRR goal 3.
- The student survey measures students' perceptions of their abilities to read, write, conduct research and reflect on the uses of reading and writing in their lives. Survey results will measure students' understandings of all four CWRR goals.
- 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"

Performance Indicators
Each point of data collection will receive a performance indicator using the following rubric:

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).

NOTE: The library instruction assessment report provides performance indicators for library entrance and exit surveys

Assessment Analysis
This report will analyze the data collected and will evaluate the effectiveness of our courses in helping students meet the CWRR learning goals.

Library Entrance and Exit Survey
The evaluation of library entrance and exit surveys accounts, in part, for the effectiveness of library instruction on students' abilities to "conduct research to participate in academic inquiry," CWRR student learning outcome goal number four. In the report, this CWRR goal receives a Green indicator. Our partnership with the library is clearly headed in the right direction and shows few areas that need immediate attention or improvement. 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 (312 participants). The average score on the post-test was 11.4/15 points (265 participants). There were very high increases from last year on the individual questions. See Joe Hardenbrook's 2006-2007 annual library instruction report for a full assessment and initiatives for improvement.

Student Survey
422 first-time students were in IN151 courses. 228 surveys were completed (54% response rate). See 2007 Your First College Year (YFCY) Supplemental Questions report from the Office of Institutional Research for full results.

CWRR Student Survey Performance Indications (Scale Based on Percents):

Nominal (Red—Stop)	Adequate(Yellow--Caution)	Excellent (Green—Go)
0-54%	55-75%	75-100%

The CWRR Program's Self-Study Team assigns a Green indicator for this point of data collection. Of those students who took the YFCY Survey, the majority agreed that they successfully completed the goals of the two courses. 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. While the percent of students who only agreed remains the same, the number of students who reported they strongly agreed is up 12%, a marked difference. 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, and 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 t*o better understand themselves, their communities and the world*. Again, 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.

> **Goal 1—Students will be able to read and critique texts actively, deliberately and carefully.** Goal 1 is assessed by survey questions 39-41. 86% of students either agreed or strongly agreed that they learned how to read and critique texts *actively*. 84% of students either agreed or strongly agreed that they learned how to read and critique texts *deliberately*. 86% of students either agreed or strongly agreed that they learned how to read and critique texts *carefully*. Because 85.3% of students either agreed or strongly agreed that they learned how to read and critique texts *actively, deliberately and carefully*, the CWRR Program's Assessment Team concludes that Goal 1 should receive an Advanced Green indicator. According to the performance indicators, a Green indicator suggests clear movement in the right direction. From the point of view of our students, the CWRR Program should continue to support faculty initiatives to teach active reading skills and an immediate change in course of action is not needed.

> **Goal 2—Students will be able to write polished, informed essays for personal, public and/or specialized audiences.** Goal 2 is assessed by survey question 42. Because 83% agreed or strongly agreed that they learned how to write polished, informed essays for varied audiences, the CWRR Program's Self-Study Assessment Team concludes that Goal 2 should receive an Advanced Green indicator. According to the performance indicators, a Green indicator suggests that an immediate change in course of action is not needed. From the point of view of our students, the CWRR Program is headed in the right direction and should continue to support faculty as they work to teach students how to successfully use writing skills.

> **Goal 3—Students will be able to conduct research to participate in academic inquiry.** Goal 3 is assessed by survey question 43. Because 84% agreed or strongly agreed that they learned how to conduct research to participate in academic inquiry, the CWRR Program's Self-Study Assessment Team concludes that Goal 2 should receive an Advanced Green indicator. According to the performance indicators, a Green indicator suggests that, from our students' perspectives, the program is headed in the right direction in teaching research, and that immediate change is not necessary. The CWRR Program will continue to support both the

program's faculty and the library faculty, who help with research instruction, in all efforts to deliver on this student learning outcome goal.

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. Goal 4 is assessed by survey questions 44-46. 80% of students either agreed or strongly agreed that they learned how to reflect on the uses of reading and writing *to better understand the self*. 73% of students either agreed or strongly agreed that they learned how to reflect on the uses of reading and writing *to better understand communities*. 74% of students either agreed or strongly agreed that they learned how to reflect on the uses of reading and writing *to better understand the world*. Because 75.6% 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*, the CWRR Program's Self-Study Assessment Team concludes that Goal 2 should receive a Low Green indicator. Green indicates an acceptable level of students' awareness of the importance of reflection. Though the 15% percent increase indicates improvements in communicating this goal, the questions used to evaluate this goal still received the lowest scores. While last year, areas for development were pedagogy and practice, this year we might want to focus on practice. If the language of reflection has been better integrated into the CWRR coursework and classroom, and students more clearly understand what they are asked to evaluate in the survey. Since CWRR courses may be one of the first places students encounter the meta-cognitive process of reflection, students need more practice reflecting throughout the two-course experience before they can adequately evaluate their learning in this area.

Student Artifacts
The CWRR Program's Self-Study Team assigns an Medium-Low Yellow indicator for this point of 2006-2007 data collection. This assignment is based on the following performance indicator scale and the average score for each artifact collected.

CWRR Artifact Performance Indications (Scale Based on Percents):

Nominal (Red—Stop)	Adequate(Yellow--Caution)	Excellent (Green—Go)
0-52%	53-74%	75-100%

Average Scores for Each Student Artifact:

Reading Response Performance Indication: 8.96/13 (68.95%)

Nominal (Red—Stop)	Adequate(Yellow--Caution)	Excellent (Green—Go)
	8.96 (68.95%)	

Research Essay Performance Indication: 10.30/15 (68.69%)

Nominal (Red—Stop)	Adequate(Yellow--Caution)	Excellent (Green—Go)
	10.30 (68.69%)	

Reflection Artifact Performance Indication: 8.21/15 (54.73%)

| Nominal (Red—Stop))	Adequate(Yellow--Caution)	Excellent (Green—Go))
	8.21 (54.73%)	

Overall Artifact Performance Indication: 27.47/43 (63.88%)

Nominal (Red—Stop))	Adequate(Yellow--Caution)	Excellent (Green—Go))
	27.47 (63.88%)	

**Performance Indications of Randomly Selected CWRR Artifacts
2006-2007 Annual Assessment Report**
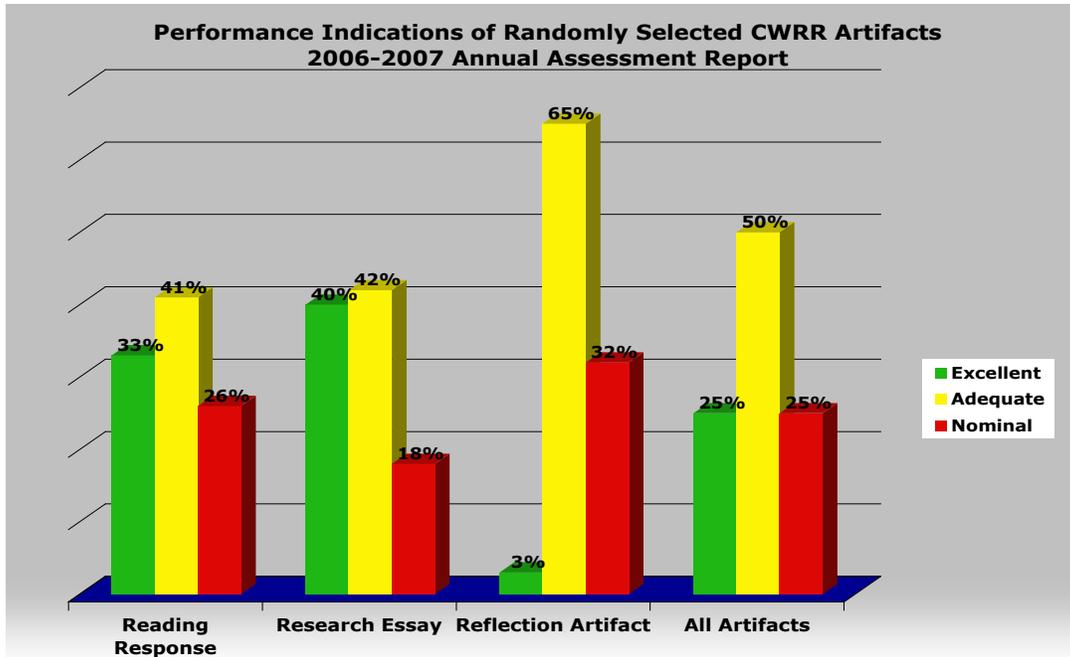
For the academic year 2006-2007, the average mean score for student artifacts range from **54.73%** to **68.95%**, indicating that the majority of students are performing adequately on each artifact, with the lowest mean score designated to the reflection piece and the highest to the reading response. When examining overall performance indications of randomly selected artifacts, we find that:
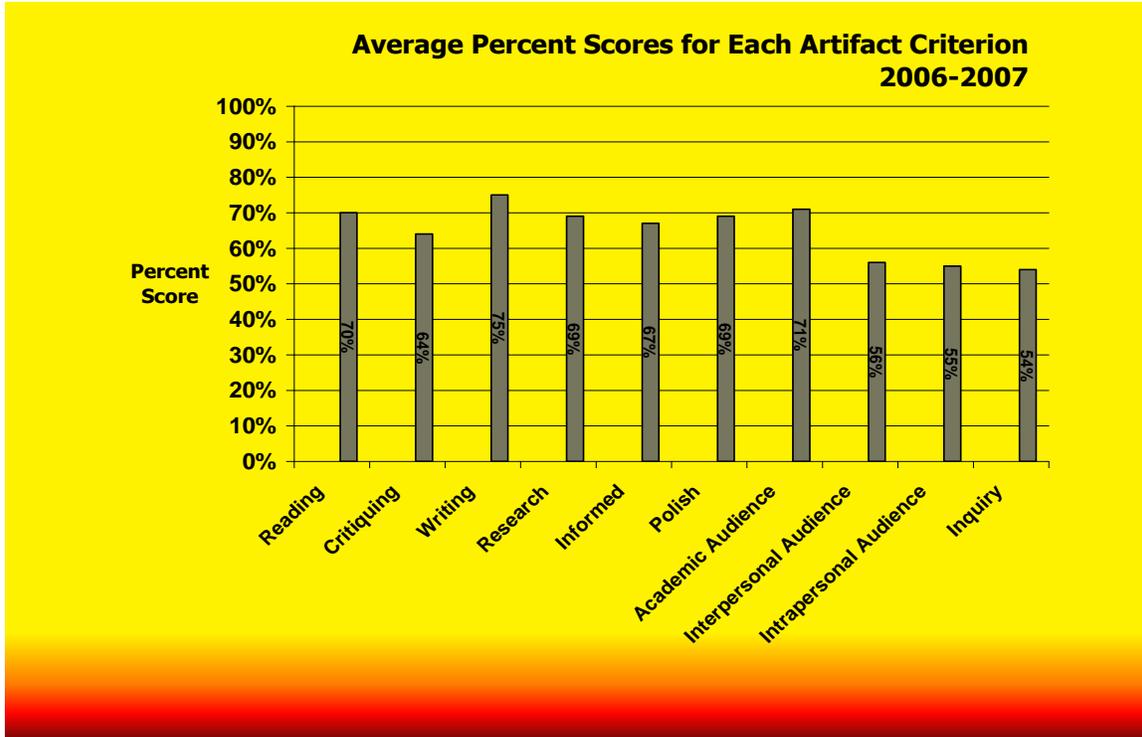
- **74%** of our students performed at adequate or excellent levels on the Reading Response
- **82%** of our students performed at adequate or excellent levels on the Research Essay
- **67%** of our students performed at adequate or excellent levels on the Reflection Artifact
- **75%** of our students performed at adequate or excellent levels on all artifacts

**CWRR Artifact Assessment
Two-Year Trends**
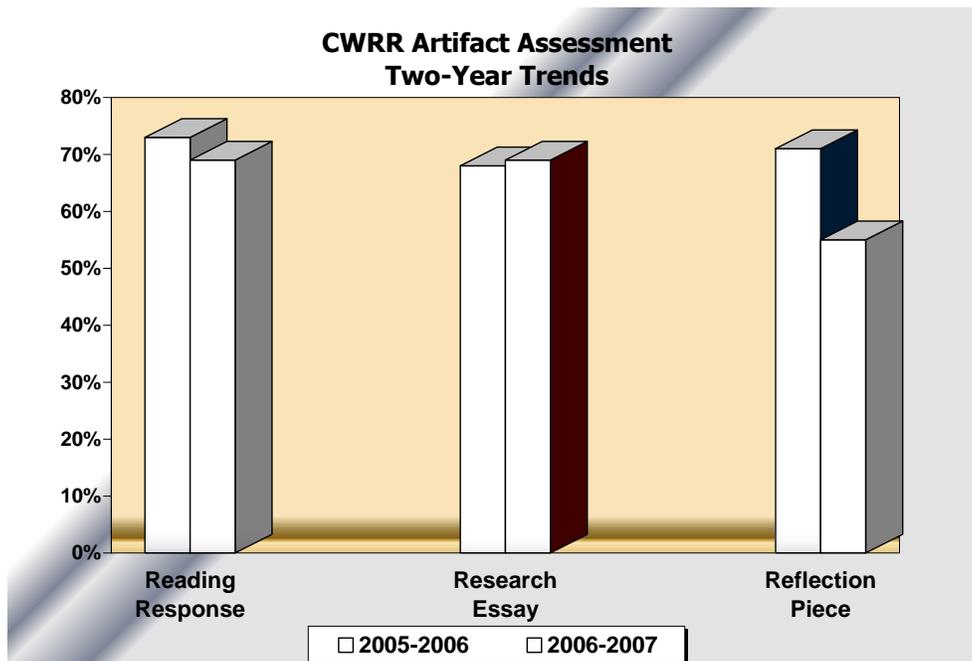
Each artifact is broken into criteria for evaluation:

- **Reading Response**—Reading, Critiquing and Writing
- **Research Essay**—Research, Informed Use of Sources, Audience & Polish
- **Reflection Piece**—Interpersonal and Intrapersonal Understanding & Inquiry

The average percent achieved in each area by the student artifact sampling follows.

Average Percent Scores for Each Artifact Criterion 2006-2007

Criterion	Percent Score
Reading	70%
Critiquing	64%
Writing	75%
Research	69%
Informed	67%
Polish	69%
Academic Audience	71%
Interpersonal Audience	56%
Intrapersonal Audience	55%
Inquiry	54%

Goal 1—Students will be able to read and critique texts actively, deliberately and carefully. Goal 1 is assessed by the "Reading" and "Critiquing" criteria from the Reading Response student artifact rubric, the "Informed" criterion from Research Essay student artifact rubric, and the "Inquiry" criterion from the Reflection Piece student artifact criteria. All four criteria areas show students performing at a Yellow or Green performance indicator, as defined in the Assessment Methods section of this report. The criterion for inquiry is borderline yellow/red at 54%. According to our assessment of these three artifacts, the CWRR Program's Self-Study Assessment Team concludes that Goal 1 should receive an Advanced Yellow performance indicator. According to the performance indicators, a Medium-Low rating indicates an acceptable level in student's reading, critiquing, synthesizing and inquiry processes. However, strategies and approaches should be immediately reviewed and appropriate adjustments made to reach an acceptable level or desired rate of improvement.

Goal 2—Students will be able to write polished, informed essays for personal, public and/or specialized audiences. Goal 2 is assessed by the "Critiquing" and "Writing" criteria from the Reading Response student artifact rubric, the "Informed," "Audience" and "Polished" criteria from the Research Essay student artifact rubric, and the "Intrapersonal" and "Interpersonal" criteria from the Reflection Piece student artifact rubric. According to our assessment of these three artifacts, the CWRR Program's Self-Study Assessment Team concludes that in Goal 2, writing should receive a Green performance indicator, audience a Yellow performance indicator, and polish a Green performance indicator, with an overall performance indicator of Advanced Yellow. According to the performance indicators, a Green performance indicator in writing and a Green in polish indicates an acceptable level in students' abilities to write well-positioned judgments, to be engaged in active conversations with what they read and to formulate well-positioned arguments or opinions. Last year (2005-

2006), a Low Yellow performance indicator for polished writing suggested the need for improvement in students' abilities to compose a well-organized, properly documented and edited/proofread document. Faculty attention to this need, in combination with the fact that this year's first year students came better prepared academically for college, accounts for an increase in student's ability to write polished prose. However the slight decrease in engagement in the writing indicates student need for deeper levels of instruction regarding development of ideas and synthesizing of voices. A Low performance indicator for audience, following last year's indicator, suggests the continual and persistent need to address student awareness of personal, public and specialized audiences. Approaching a red signal in some areas, high priority actions should be taken by faculty to address this area.

Goal 3—Students will be able to conduct research to participate in academic inquiry. Goal 3 is assessed by the "Research" and "Informed" criteria from the Research Essay student artifact rubric and the "Inquiry" criterion from the Reflection Piece student artifact rubric. According to our assessment of these two artifacts, the CWRR Program's Self-Study Assessment Team concludes that Goal 3 should receive an Advanced Yellow indicator. We assign this indicator because we see a highly acceptable level of students' abilities to conduct research, an acceptable level of students' abilities synthesize such research to form their own opinions, but an unacceptable level of students' awareness of their inquiry processes. Strategies and approaches should be immediately reviewed and appropriate adjustments made to research an acceptable level or desired rate of improvement.

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. Goal 4 is assessed by the "Interpersonal," "Intrapersonal" and "Inquiry" criteria from the Reflection Piece student artifact rubric. According to our assessment of this artifact, the CWRR Program's Self-Study Assessment Team concludes that Goal 4 should receive Low Yellow borderline Red performance indicator. We assign this indicator because we see a decline in performance level approaching an unacceptable level in all criteria areas. This suggests that we not are moving in the right direction. Strategies and approaches should be immediately reviewed and appropriate adjustments made to research an acceptable level or desired rate of improvement.

Final Performance Indications for Each Goal

Taking into consideration all three points of data collection, the CWRR Program's Self-Study Assessment Team assigns the 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

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
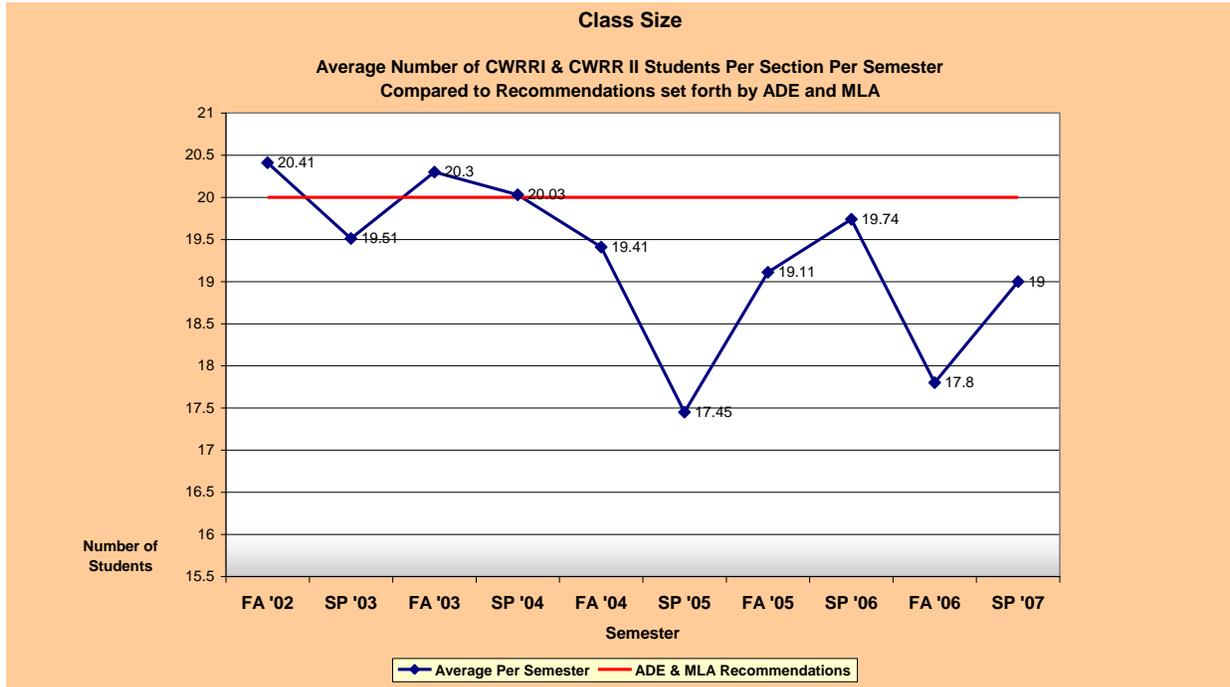- Final Rating—Yellow

Improvement Plans

Student perception of their own learning has increased significantly from last year, as we see in the student survey results. Students are also demonstrating a highly acceptable level in their information literacy abilities. Students are coming to us and leaving us better writers. Reading skills continue to hold a steady mark. Students need continual guidance and support as they engage in reflective writing. Students show a strong indication of understanding how to reflect for personal growth. Through continual reinforcement and practice student's awareness of self in relation to others outside the self can increase.

As our faculty engage in experimental pedagogies, we believe that we can enhance student learning in CWRR by:

1) enhancing the delivery of our four student learning outcome goals, with special attention to audience and reflection
2) continuing to support faculty development opportunities, as well as the structures that uphold the program and
3) contributing strategies and methods that promote and support writing in a computer classroom.
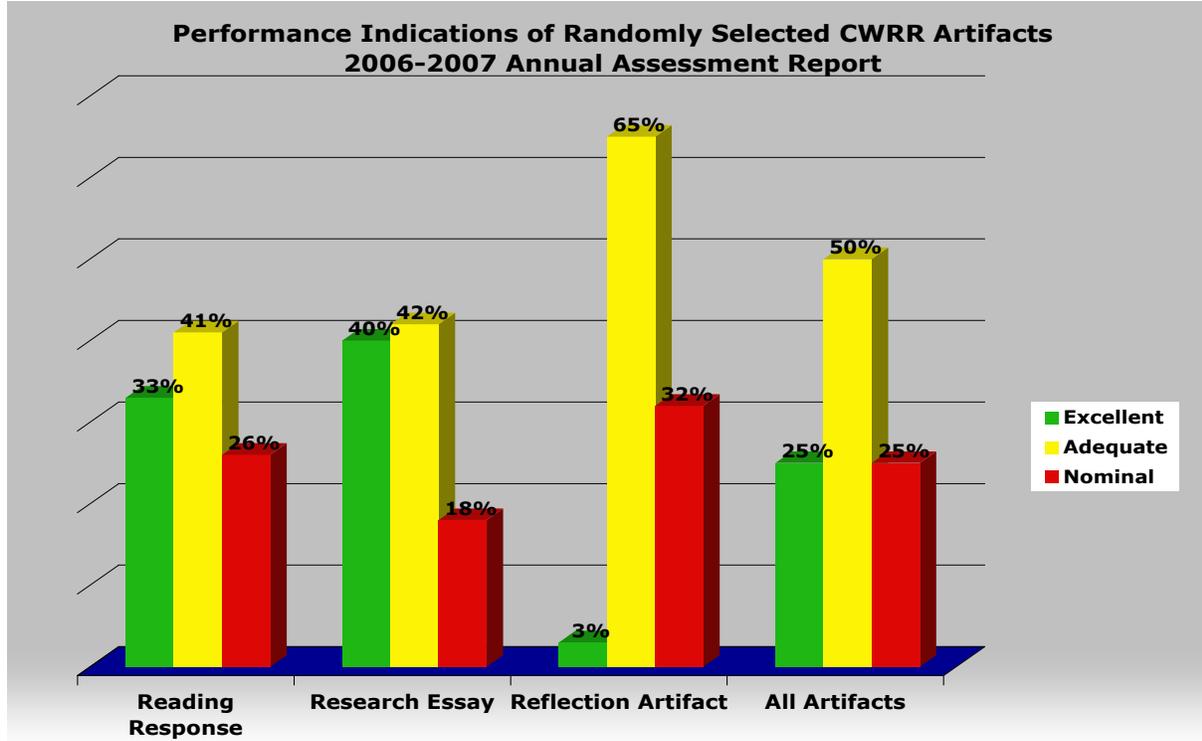4) continuing to adjust faculty teaching load

Other improvements and initiatives will come from reflection on the analysis presented in this report. The CWRR Assessment Team will present the annual report from the previous academic year at the opening CWRR Faculty meeting each Fall semester. Based on the results of the report, plans and recommendations for enhancing and improving the delivery of student learning outcome goals for CWRR I & II will be discussed. CWRR faculty recommendations for improving assessment methods and processes will also be taken at that time.

Appendices

1. Class Size

Class Size

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

2. Performance Indications of Randomly Selected CWRR Artifacts

Performance Indications of Randomly Selected CWRR Artifacts
2006-2007 Annual Assessment Report

3. Average Percent Scores for Each Artifact Criterion

Average Percent Scores for Each Artifact Criterion 2006-2007

Percent Score

Criterion	Score
Reading	70%
Critiquing	64%
Writing	75%
Research	69%
Informed	67%
Polish	69%
Academic Audience	71%
Interpersonal Audience	56%
Intrapersonal Audience	55%
Inquiry	54%

4. Two-Year Trends in CWRR Artifact Assessment

CWRR Artifact Assessment Two-Year Trends

Reading Response   Research Essay   Reflection Piece

☐ 2005-2006   ☐ 2006-2007
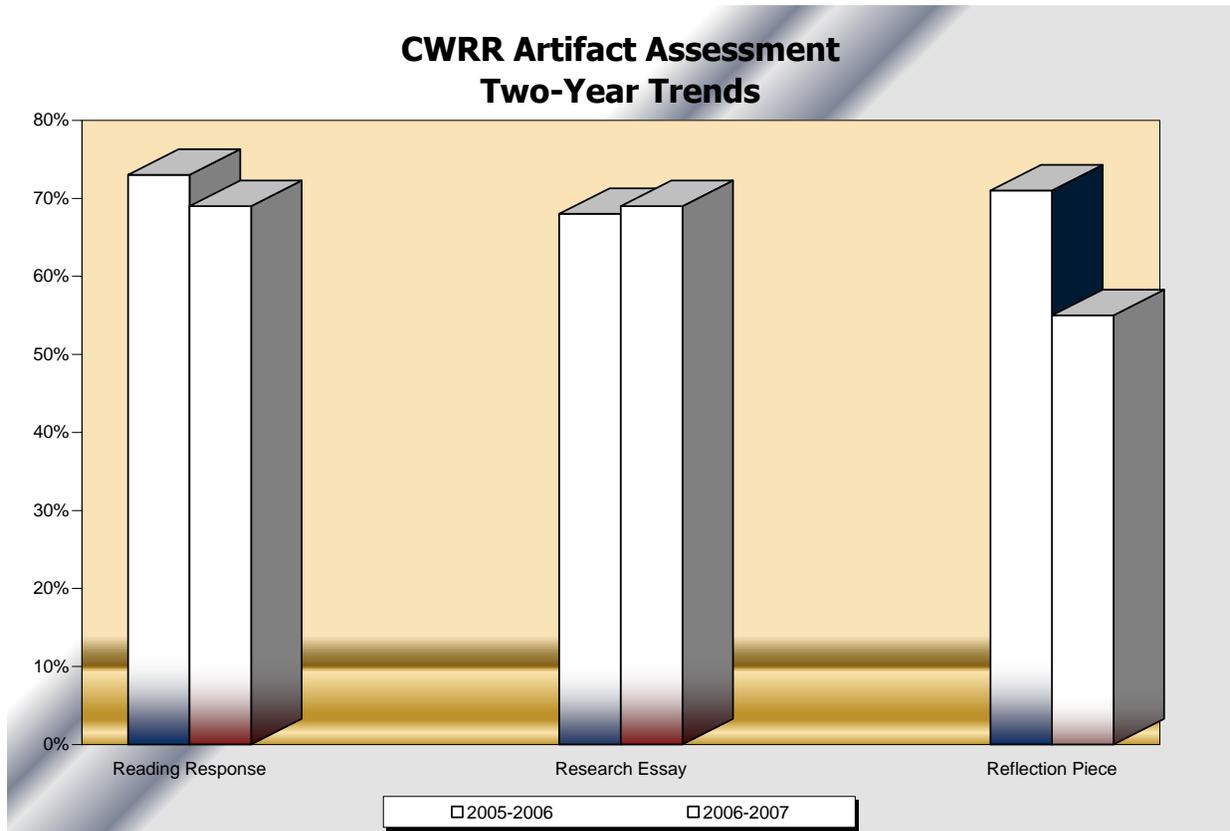
5. CWRR Reading Response Two-Year Trend Comparison

**CWRR Reading Response Student Artifact: Average Scores
Two-Year Trend Comparison (2006 & 2007)**
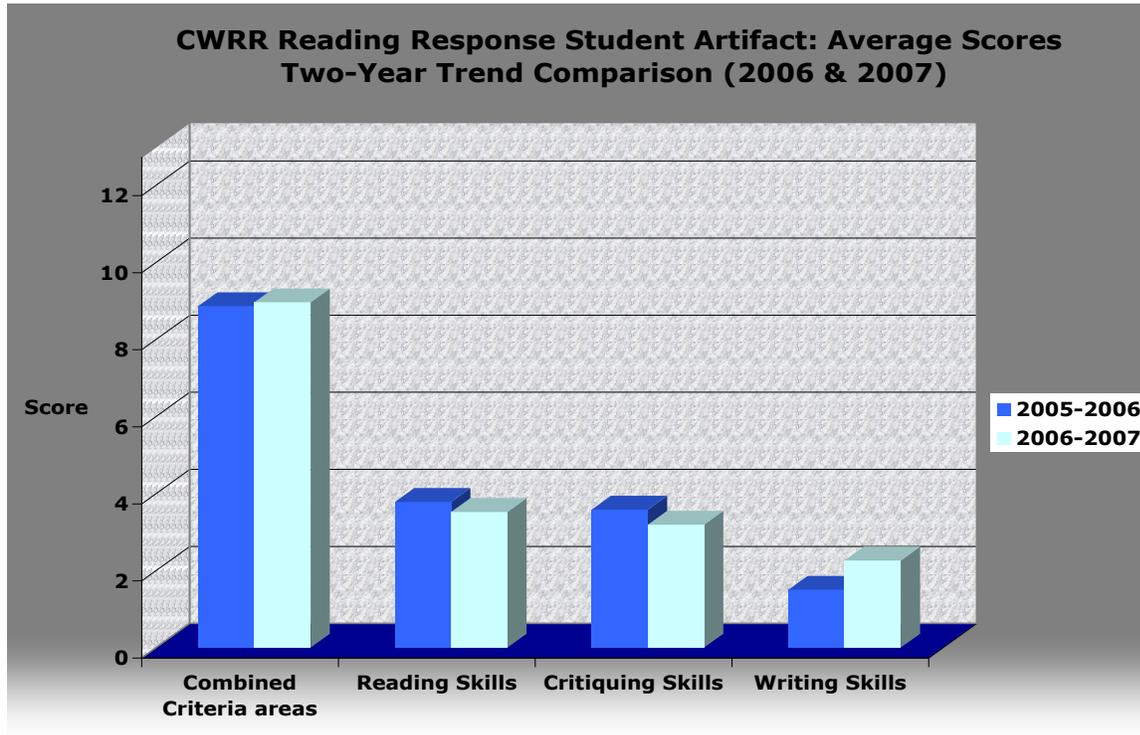
6. CWRR Research Essay Two-Year Trend Comparison

**CWRR Research Essay Artifact Asessment: Average Scores
Two-Year Trend Comparison (2006 & 2007)**
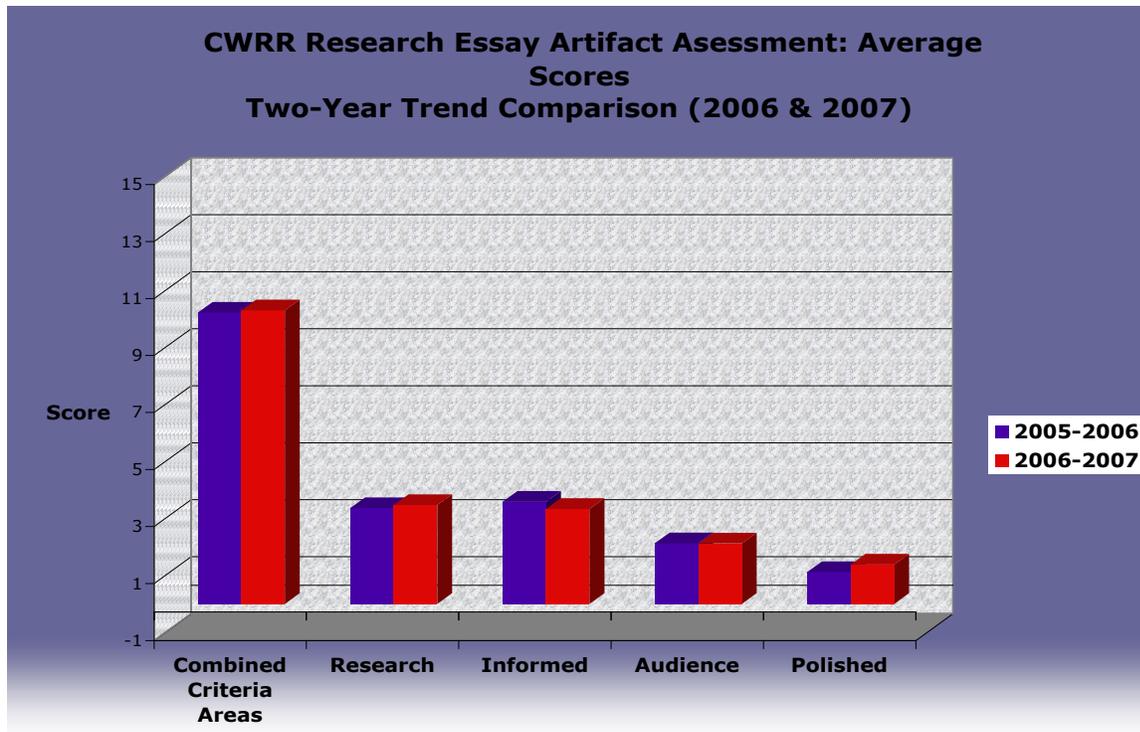
7. CWRR Reflection Artifact Two-Year Trend Comparison

**CWRR Reflection Student Artifact: Average Scores
Two-Year Trend Comparison (2006 & 2007)**

Legend: 2005-2006, 2006-2007

Categories: Combined Criteria Areas, Interpersonal Understanding, Intrapersonal Understanding, Inquiry