

Millikin University
Report on Student Learning in Critical Writing, Reading & Research I & II
IN 150 & IN 151 MPSTL First-Year Writing Requirement
Report for Academic Year 2007-2008
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Executive Summary

CWRR I & II are part of Millikin's five University Studies sequential courses required of all students: IN140, IN150, IN151, IN250 and IN350. The Critical Writing, Reading and Research Program has clear student learning outcome goals, linked to the university-wide student learning goals. 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 University makes 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 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.

We have clear direct and indirect methods for evaluating our student learning outcome goals. Our most important direct method for evaluating these goals involves the examination and evaluation of student artifacts common to all sections of CWRR 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, as an indirect measure. Also, library entrance and exit quizzes help us indirectly to evaluate and review methods for research instruction (Debbie Myers will report the results of the library quizzes in her 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 data collected from the student survey and student artifacts reveals a slight inconsistency in students' and faculty's perceptions and evaluations of the program's goals. Though the student survey conducted indicates that students taking the course do not always necessarily feel they are successfully fulfilling our four student learning outcome goals (a Yellow performance indicator has been assigned for this area of assessment), the student artifacts examined and evaluated give us clear indications that students are performing at adequate and excellent levels in all four areas for evaluation. The average score for each artifact collected and examined demonstrates Advanced Yellow to Green performance indicators.

Initiatives and improvements in delivering our goals should focus on 1) student awareness of the purpose and significance of the reading, writing, research and reflection in which they engage, 2) teaching to a variety of audiences besides the academic audience and 3) greater student awareness of the importance of reflection in the learning process.

One area of concern 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 decrease from last year in students' awareness of their uses of reflection in the classroom. Because 65% 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*, and based on the collection of the Reflection Artifact, the CWRR Program's Self-Study Assessment Team concluded that Goal 4 should receive a Yellow performance indicator. We assigned this indicator because we saw uneven and inconsistent performance levels in all criteria areas of the rubric, especially in Interpersonal Understanding, suggesting that students need a broader understanding of audience by the time they are finished with the CWRR sequence. We are moving in the right direction, since the artifact scores this year are higher than last, 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 and to integrate reflection into the first course of the sequence.

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 2008 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.

Trends in Staff

	Spring 2008	Fall 2008	Spring 2007	Fall 2006	Spring 2006	Fall 2005
Full-time tenure-track faculty	8	8	8	9	10	10
Full-time contractual faculty	3	3	3	3	3	3
Part-time adjunct Faculty	2	2	2	2	2	2
Total	13	13	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 & 65% in 2006-2007) 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 & 2006-2007) of the staff teaching these courses is composed of full-time, contractual faculty without terminal degrees.
- 14% (compared to 8% in 2005-2006 & 14% in 2006-2007) are part-time faculty without terminal degrees.

Our dedication to full-time faculty teaching is outstanding.

Trends in Types and Numbers of Courses Taught

Types and Numbers of Courses Taught	2007-2008	2006-2007	2005-2006
150 Enhanced	2	2	2
150 Traditional	21	22	27
150 Honors	4	4	2
150 PACE	0	1	2
CWRR I Total	27	29	33
151 Traditional	22	24	21
151 Honors	4	4	5
151 PACE	4	1	3
CWRR II Total	30	29	29
150/151 Total	57	58	62

From 2007-2008 CWRR faculty taught 57 sections of CWRR I & II, 27 sections of which were CWRR I, and 30 sections of which were CWRR II. The overall number of courses offered dropped by one section. Two less sections of traditional CWRR I were offered in the Fall 2007, due to a lower university-wide enrollment for the year. The number of CWRR II sections increased by one section. The number of Enhanced sections in the Fall and Honors sections in both Fall and spring remained the same. Overall, we offered two less traditional sections of CWRR I, one additional CWRR II traditional course, one less CWRR I Pace course, and three additional CWRR II Pace courses.

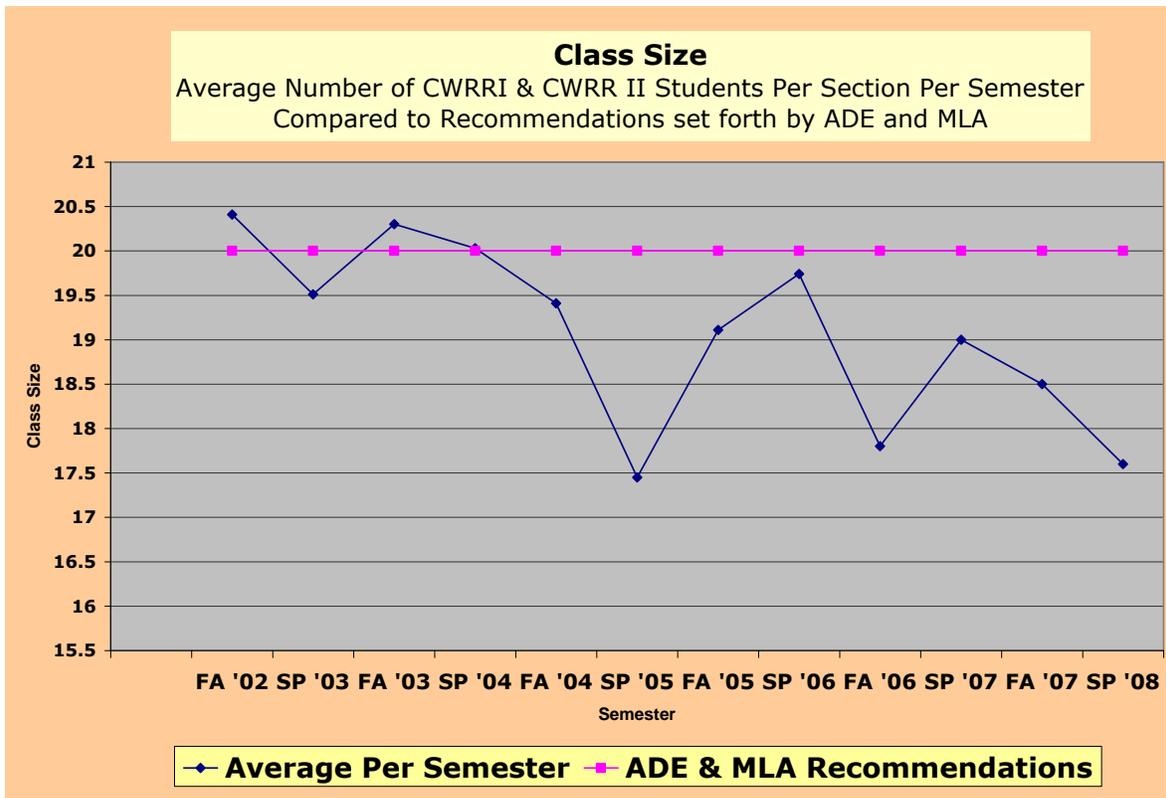
Syllabi Review

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. This year, all faculty submitted a syllabus audit form along with their syllabi, to ensure that the goals of the program appeared on the first page of the syllabus. This 2007-2008 academic year, 100% of CWRR syllabi in both Fall 2007 and Spring 2008 contained the four learning outcome goals for the program. This percentage is up from 90% in Fall 2006 and 93% in Spring 2007.

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*).

Trends in Class Size: The average class size for any one section during the 2006-2007 academic year was 18.07 compared to 18.6 in 2006-2007 and 19.51 in 2005-2006. The average class size for the Enhanced sections of CWRR I for 2007-2008 was 14.5 students (compared to 15.5 in 2006-2007 & 16 students in 2005-2006).



While our class size is still not meeting ADE and MLA recommendations of 15 students per section, we are down 0.53 students per section from last year. However, we have reached ADE's recommendation for remedial writing class size, with 14.5 students per section.

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*). Last year,

- 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.

This year, 1 full-time contractual faculty member taught 3 sections of CWRR in Fall 2007, 1 tenured-track faculty member taught 3 sections of CWRR (one of which was a low-enrollment PACE course) in Spring 2008 and 1 adjunct faculty member taught 2 sections of CWRR and 1 section of CWRR in Spring 2008. This is a great improvement over last year. **The average number of CWRR courses taught by full- and part-time faculty is two per semester.**

Facilities

In 2007-2008, CWRR courses are taught include the following locations: Shilling Hall, Staley Library and ADM-Scovill Hall. Because Shilling Hall houses the English Department, the majority of CWRR courses are taught in this building.

- 7% (4 sections of 57) of CWRR courses were taught in the Staley Library building, where we house the Honors Program. The Honors classrooms were not ready for the Fall 2007, so we anticipate this number to increase as all CWRR Honors courses will be held in SL 29 next year (8 sections).
- 1% of courses were taught solely in ADM-Scovill rooms. 7% of the courses used computer labs in this building at least part of the semester. Many others used these labs, in addition to the Mueller lab, for library instruction
- 92% of courses were taught in Shilling Hall.

With the classroom request system firmly in place, we now have more autonomy in our choices for teaching spaces. The following data regarding the percent of CWRR courses taught with technology is even more significant given the extent to which we control the environments in which we teach.

More and more CWRR faculty are requiring facilities equipped with technology for teaching the two courses. Over half (58%) of CWRR courses are taught in such spaces. The trend remains toward teaching with technology, with most instructors choosing to teach in either a classroom with technology available to the instructor or a traditional/computer lab split configuration.

Percent of CWRR Courses Taught with Technology

	Traditional without Technology	Traditional w/ Technology	Traditional/Computer Lab Split	Computer Lab
2007-2008	43% (25 sections)	30% (17 sections)	28% (16 sections)	0% (0 sections)
2006-2007	40%	31% (18 sections)	22% (13 sections)	7% (4 sections)
2005-2006	32%	52%	0%	16%

The 2007-2008 academic year saw a significant increase in the number of sections taught using technology in the classroom, with a trend toward the a traditional/computer lab split. 30% of CWRR courses were offered in a learning space with basic or advanced technology which could be used for teaching and student presentation purposes, 28% (up from 22% last year) were offered in a traditional/computer lab split configuration and 0% of CWRR courses were offered in electronic lab classrooms, with computers for every student.

Trends in Facilities

- There is a 6% increase in the number of faculty choosing a traditional/computer lab split, with 16 sections being taught in this configuration. In 2005-2006 zero sections of CWRR were taught in this configuration. The 28% teaching in a traditional/computer lab split also have instructor technology available to them in their non-lab environment.
- The trend for teaching CWRR solely in a computer lab environment has steadily decreased in the past two years from 16% in 2005-2006 to 0% in 2007-2008. It can be speculated that those who were teaching solely in labs are opting for a traditional/computer lab split.
- The percent of courses offered in traditional spaces has increased only 3% since last year.
- It should be noted 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; no CWRR courses are taught in this space. To compensate for the lack of such a space on campus, faculty are opting for a traditional/lab split.
- 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.

What we see this year is a trend 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 through 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 Team (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.

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 indirect quantitative assessment of student learning outcome goals by way of 1) Library Instruction Coordinator'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 direct qualitative assessment by collecting and evaluating student artifacts from CWRR II. We use rubrics to assess not only students' reading, writing and research performance, but also 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 2007 & Spring 2008 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 Joe Hardenbrook’s 2005-2006 Self-Study Report on Library Instruction, he assigned a Green indicator for this point of data collection. In his 2006-2007 annual assessment, he reported another Green indicator. The average score on the pre-test last year was 9.8/15 points (312 participants). The average score on the post-test was 11.4/15 points (265 participants). His report indicated that there were very high increases on the individual questions between 2005-2006 & 2006-2007.

This 2007-2008 academic year, our new Instruction Coordinator Debbie Myers reports the following: results (n=311) from the Fall 2007 sections of IN150 show that the average score for the pre-test was **10.32** out of **15** points, or **69%**. Results (n=208) from the Spring 2008 sections of IN151 show that the average quiz score was **11.43** out of **15** points, or **76%**.

Comparison of Academic Year 2007-2008 Pre- and Post-Tests

Although the average score from the pre-test (10.32/15 pts.) to the post-test (11.43/15 pts.) is not particularly significant, large scale improvement is seen on individual questions. For example, the percentage of students correctly answering question numbers 1, 6, and 13 from the pre-test to the post-test improved by at least 8 percent (see table below):

	% of Students Correct Pre-Test	<u>% of Students Correct Post-Test</u>
Question 1	68%	76%
Question 6	39%	82%
Question 13	49%	70%

Overall, students improved their scores on eleven questions (numbers 1, 2, 4, 5, 6, 7, 9, 10, 12, 13, and 14). Zero questions demonstrated no change, while three questions (numbers 8, 11, and 15) showed a decrease in correct responses from the pre- to the post-test. It is worth noting that one of these questions (question #15) is a written response. If a student failed to provide a written response, then this question was counted as incorrect. Because fewer students answered question number 15 on the post-test, the average score for this question was lower on the post-test. See Appendix B.

Grouping each of the quiz questions with the corresponding Staley Library learning goal(s) allows the librarians to measure the effectiveness of instruction. For the 2005-2006, and 2006-2007 academic years, the librarians concluded that scores above 70% were at an acceptable level, thus a "green light." Beginning with academic year 2007-2008, the ratings have been changed to coincide with the CWRR Artifact Performance Indicators Scale (Based on Percents), with Nominal (Red-Stop) 0-52%, Adequate (Yellow—Caution) 53-74%, Excellent (Green-Go) 75-100%.

Although the Library's Learning Goal #1 is still rated as Yellow (see chart below), student scores on the Post-test have shown an increase of 4% (5%)² from the previous year, and would have been categorized as a "Green Light" using the former scale. We hope to continue to see similar improvements for the upcoming year.

Learning Goal	Rationale	Rating
1. Library Resources (Question Numbers: 1, 2, 3, 4, 8, 10, 15)	Percent of students correct on Pre-Test: 70% (66%) ¹ Percent of students correct on Post-Test: 72% (71%) ² Still the lowest scoring of the four library goals, the librarians will need to continue to differentiate between library resources on the "web" vs. web sites (#8), and consider adding a brief in-class activity to emphasize question #2.	Yellow
2. Plagiarism/Citing Sources (Question Numbers: 9, 14, 15)	Percent of students correct on Pre-Test: 77% (68%) ¹ Percent of students correct on Post-Test: 81% (82%) ² The highest score among the four learning goals this year, most likely because the CWRR faculty also emphasize strategies for the proper citation of sources and how to avoid plagiarism.	Green
3. Retrieval of Information (Question Numbers: 1, 2, 3, 6, 7, 10, 15)	Percent of students correct on Pre-Test: 70% (66%) ¹ Percent of students correct on Post-Test: 77% (77%) ² While the Post-Test percentage for this year is in the green, the librarians will look into ways to emphasize questions #2 and #10.	Green
4. Evaluation of Information (Question Numbers: 5, 6, 9, 11, 12, 13, 15)	Percent of students correct on Pre-Test: 70% (66%) ¹ Percent of students correct on Post-Test: 80% (80%) ² The second highest score among the four learning goals- the students are beginning to learn the importance of evaluating the information they find. Librarians will look into ways to better help students understand question #11.	Green

¹ The number in parentheses represents the percent of students correct on the pre-test, excluding question #15, due to the low response rate for this question on the subsequent post-test.

² The number in parentheses represents the percent of students correct on the post-test, excluding question #15, due to the low response rate.

Comparison of the Spring 2006 Post-Test, Spring 2007 Post-Test, and Spring 2008 Post-Test

The research instruction program now has three years worth of post-test data to analyze. Although wide assumptions should not be made between the three available years—after all, each sample (i.e., freshmen class) is different; it is worthwhile to look at the findings. Average scores do not differ greatly, with the average score for the Spring 2007 and Spring 2008 post-test being basically equal.

	Post-Test Spring 2006	Post-Test Spring 2007	Post-Test Spring 2008
Average Score	12/15 points (80%)	11.4/15 points (76%)	11.43/15 points (76%)

Given the data collected and collated this 2007-2008 academic year, Debbie Myers assigns this point of data collection a Green performance indicator. According to the performance indicators, a Green indicator suggests that the program is headed in the right direction in teaching research, and that immediate change is not necessary.

Our partnership with the library is clearly headed in the right direction and shows few areas that need immediate attention or improvement. See Debbie Myers’ annual library instruction report for full assessment and initiatives for improvement.

Student Survey

Here is a brief summary of two reports to come from Millikin’s Office of Institutional Research:

Response Rate: There was a total of **301 respondents** this year (in comparison to 228 last year). With a total of 432 students registered in the IN150/151 courses, that gives us a **70% response rate** (in comparison to last year's 54% response rate). This increase in comparison to last year is directly due to the cooperation of the faculty of the IN150/151 courses.

2006-2008 Means Comparison report shows the mean scores for each question for the last three survey years. In comparison to the previous two years, IN150/151 scores for 2008 are the lowest; each question's mean score for 2008 is statistically significantly lower than that of 2007.

2008 Your First College Year (YFCY) Supplemental Questions report shows a breakdown of the responses by question...what percentage of the respondents indicated "Strongly Agree," "Agree," "Disagree," "Strongly Disagree," "Not Applicable," or left it blank. It also shows the 2008 mean score per question, along with the median, mode and standard deviation. Figures in parentheses identify the change of this year's score in comparison to last year's (a plus sign indicates an increase; a minus sign indicates a decrease). In general, the "Strongly Agree" and "Agree" responses decrease in 2008, while the "Disagree" and "Strongly Disagree" responses increase. The "No Answer" category shows increases mainly because some classes did not complete the supplemental question section.

See 2008 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%

Though scores are lower this year than last, the percent of students that agreed or strongly agreed they achieved the reading, researching and writing goals borders the line between the green and yellow scales and the percent remains in the yellow scale for reflection. The CWRR Program’s Self-Study Team assigns **an Advanced Yellow 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.

- 72% of students either agreed or strongly agreed that they learned how to read and critique texts *actively*, 71% of students either agreed or strongly agreed that they learned how to read and critique texts *deliberately* and 75% of students either agreed or strongly agreed that they learned how to read and critique texts *carefully*. The average percent for the reading goal is 73% (compared to 85.3 % last year), which is right on the border between yellow and green. While the percent of students who only agreed remains the same; the number of students who reported they strongly agreed is down 10%, a marked difference in students’ perception of their learning.
- 72% (compared to last year’s 83%) agreed or strongly agreed that they learned how to write polished, informed essays for varied audiences; 75% (compared to last year’s 84%) agreed or strongly agreed that they learned how to conduct research to participate in academic inquiry. Both areas of writing and research show a decrease in 9-11%, a marked difference in students’ perception of their learning.
- 68% 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*, 63% agreed or strongly agreed that they learned how to reflect on the uses of reading and writing in their public and personal lives *to their communities* and 64% agreed or strongly agreed that they learned how to reflect on the uses of reading and writing in their public and personal lives *to the world*. The average percent of the reflection goal 65% (compared to 75.6 % last year). The number of students who reported they strongly agreed is down 10.6%, a marked difference in students’ perception of their learning.

All three areas of evaluation show a significant decrease, from 9-11 percentage points, in the “agree” and “strongly agree” frequencies. The decrease can either be attributed to the fluctuation in this year’s and last year’s response rate (an increase from 54% to 70%, which is much closer to the 68% response rate in 2005-2006) or the students’ decreased awareness of the learning goals for the two-course sequence. 100% of faculty syllabi clearly communicate the learning goals for the sequence. However, these goals could perhaps be reiterated throughout the course each semester to remind students of why they are engaging as readers, writers, researchers and reflectors. The trend for 2007-2008 shows our a close parallel to the scores from 2005-2006. Because we are receiving feedback from a greater population of the student body, we are perhaps closer to the true perception students have of their learning in the CWRR sequence. We need to work on enhancing students’ awareness not only of the goals themselves, but of the purpose and significance of the goals, particularly in relation to the assignments we give them for reaching these goals.

Goal 1—Students will be able to read and critique texts actively, deliberately and carefully. Goal 1 is assessed by survey questions 39-41. 72% of students either agreed or strongly agreed that they learned how to read and critique texts *actively*, 71% of students either agreed or strongly agreed that they learned how to read and critique texts *deliberately* and 75% of students either agreed or strongly agreed that they learned how to read and critique texts *carefully*. The average percent for the reading goal is 73% (compared to 85.3 % last year). Because 73% 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 Yellow indicator**. According to the performance indicators, a Yellow indicator suggests 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.

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 72% (compared to last year's 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 Yellow** indicator. According to the performance indicators, a Yellow indicator suggests 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.

Goal 3—Students will be able to conduct research to participate in academic inquiry. Goal 3 is assessed by survey question 43. Because 75% (compared to last year's 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 **Low Green performance 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. Because this indicator is low Green, we still need to be cautious that we are sufficiently supporting 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. 68% 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*, 63% agreed or strongly agreed that they learned how to reflect on the uses of reading and writing in their public and personal lives to *their communities* and 64% agreed or strongly agreed that they learned how to reflect on the uses of reading and writing in their public and personal lives to *the world*. The average percent of the reflection goal 65% (compared to 75.6 % last year). The number of students who reported they strongly agreed is down 10.6%, a marked difference in students' perception of their learning. Because 65% 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 Yellow performance indicator**. A Yellow indicator suggests 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.

The questions used to evaluate this goal continue to receive the lowest scores. We need to continue to focus on pedagogy and best practices for reflection, particularly since this learning

goal now runs through the IN Sequence. We need to continue to better integrate the language of reflection into CWRR coursework and the classroom, so that students more clearly understand what they are asked to evaluate in all areas of the survey. Since CWRR courses will 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. A recommendation to integrate reflection into the first of the two course sequence will be made for 2008-2009.

Student Artifacts

Analysis of student artifacts is based on assessment of 10% of artifacts submitted. Approximately 232 reading responses were submitted and 24 assessed; approximately 325 research essays submitted and 33 assessed; approximately 300 reflection pieces submitted and 30 assessed.

The CWRR Program's Self-Study Team assigns an Advanced Yellow indicator for this point of 2007-2008 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 2007-2008: **10.5/13 (80.61%)**

Year	Nominal (Red—Stop)	Adequate(Yellow--Caution)	Excellent (Green—Go)
2006-2007		8.96 (68.95%)	
2007-2008			10.5/13 (80.61%)

Research Essay Performance Indication 2007-2008: **11.16/15 (74.38%)**

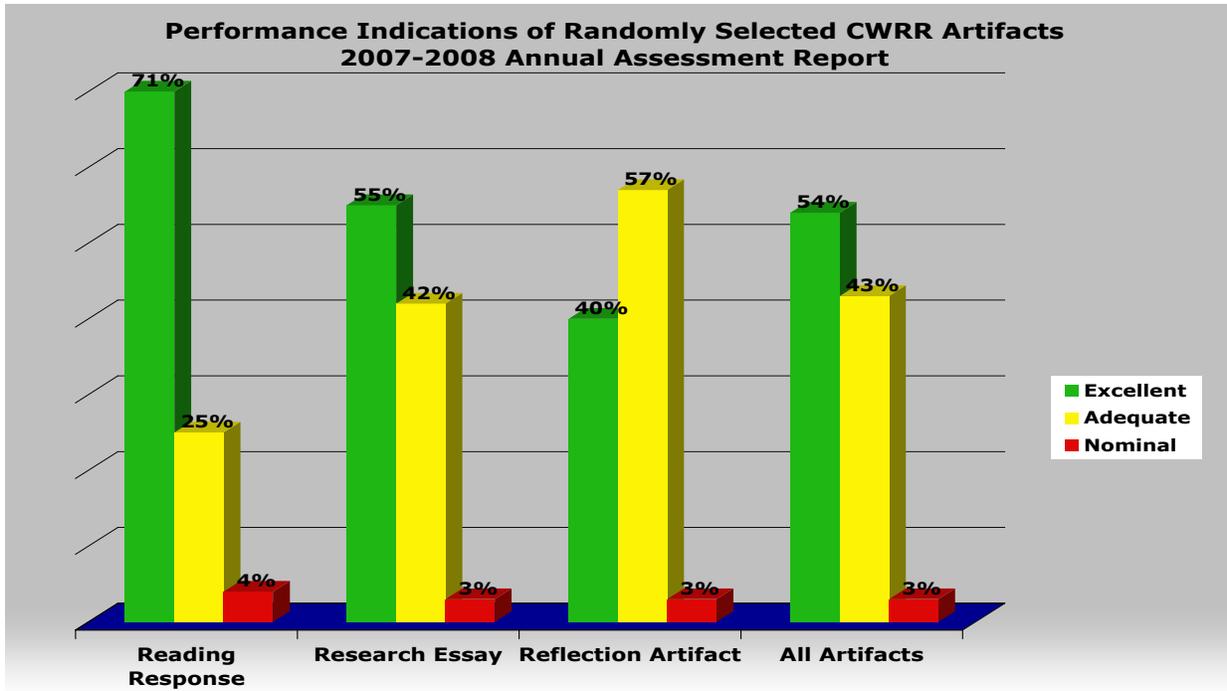
Year	Nominal (Red—Stop)	Adequate(Yellow--Caution)	Excellent (Green—Go)
2006-2007		10.30 (68.69%)	
2007-2008			11.16 (74.38%)

Reflection Artifact Performance Indication 2007-2008: **9.17/15 (61.11%)**

Year	Nominal (Red—Stop)	Adequate(Yellow--Caution)	Excellent (Green—Go)
2006-2007		8.21 (54.73%)	
2007-2008		9.17 (61.11%)	

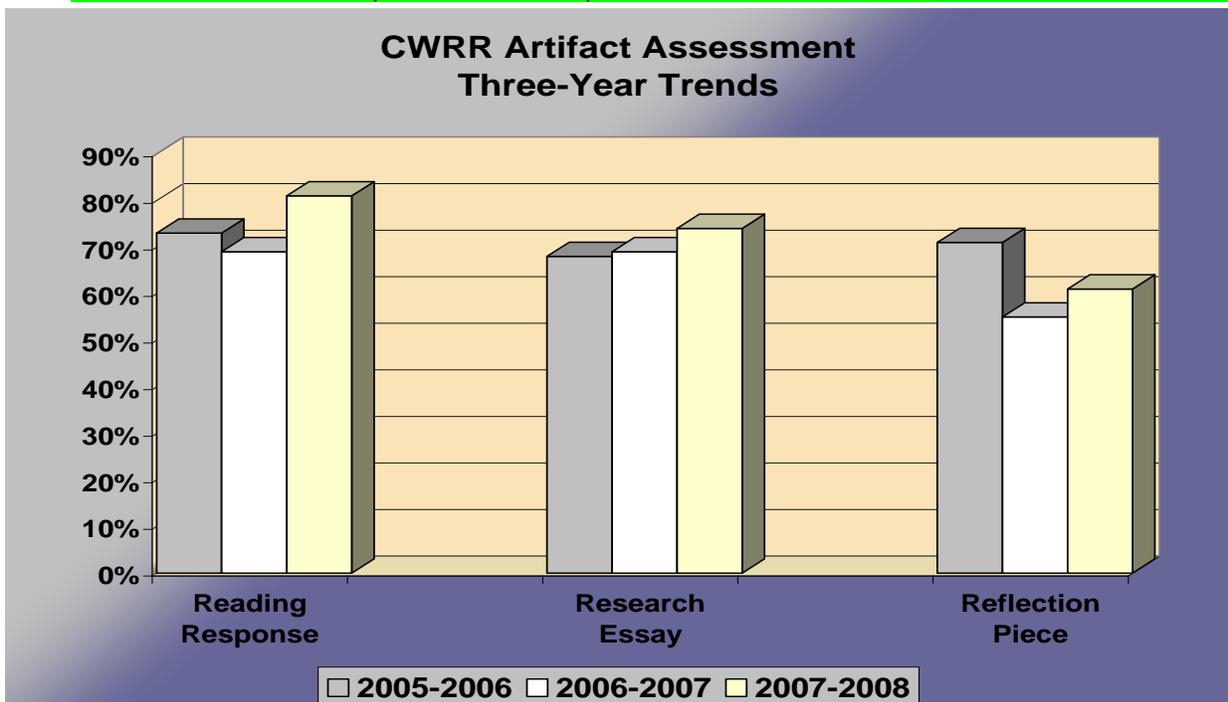
Overall Artifact Performance Indication 2007-2008: **30.83/43 (71.70%)**

Year	Nominal (Red—Stop)	Adequate(Yellow--Caution)	Excellent (Green—Go)
2006-2007		27.47 (63.88%)	
2007-2008		30.83 (71.70%)	



For the academic year 2007-2008, the average mean score for student artifacts range from **61.13%** to **80.61%**, indicating that the majority of students are performing at adequate and excellent levels on each artifact, again with the lowest mean score designated to the reflection piece and the highest to the reading response, as last year. However, both mean scores for each artifact is significantly higher. When examining overall performance indications of randomly selected artifacts, we find that:

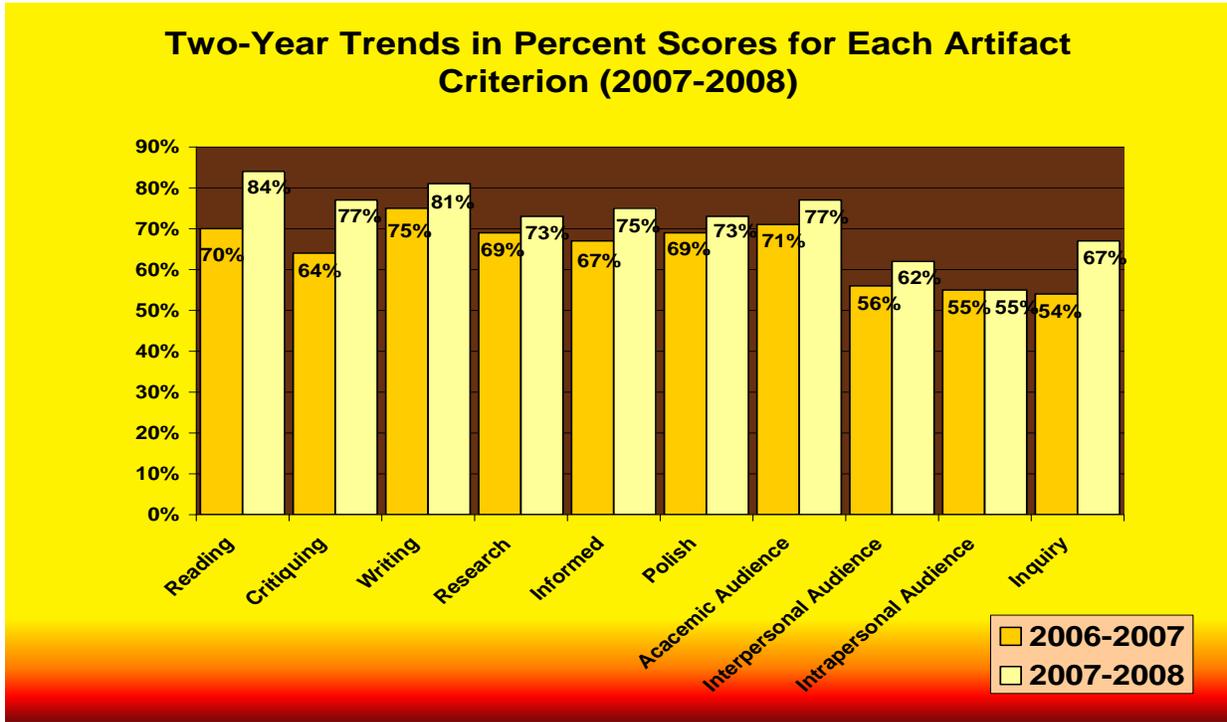
- **96%** of our students performed at adequate or excellent levels on the Reading Response
- **97%** of our students performed at adequate or excellent levels on the Research Essay
- **97%** of our students performed at adequate or excellent levels on the Reflection Artifact
- **97%** of our students performed at adequate or excellent levels on all artifacts



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.



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. Three of the criteria areas show students performing at **Low Green performance indication level**, as defined in the Assessment Methods section of this report. One area, “Inquiry,” shows students performing at an **Advanced Yellow performance indication level**. Last year, the criterion for inquiry was borderline yellow/red at 54%. We see a significant increase this year with 67%. According to our assessment of these three artifacts, the CWRR Program’s Self-Study

Assessment Team concludes that Goal 1 should receive a **Cautious Green performance indicator**, indicating clear movement in the right direction, not requiring any immediate change in course of action in the instruction in the areas of students’ reading, critiquing and synthesizing processes. Strategies and approaches should be immediately reviewed and appropriate adjustments made to reach an acceptable level or desired rate of improvement in the area of inquiry.

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/Low Green. 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. The slight increase in engagement in the writing process indicates that faculty took seriously students' need for deeper levels of instruction regarding development of ideas and synthesizing of voices. Students' awareness of academic audience needs is highly acceptable and their awareness of themselves as audience for reflection has increased from last year, though it is not yet fully developed beyond adequate. However, students remain at the same cautionary level for interpersonal audience awareness, suggesting that they are still struggling with understanding audience expectations for their personal writing. 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 the area of intrapersonal audience, 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 a Cautionary Green performance 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 the level of students' awareness of their inquiry processes, while improved over last year, is still not at an acceptable level. Strategies and approaches should be reviewed and appropriate adjustments made to reach an acceptable level or desired rate of improvement in interpersonal audience awareness.

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 a Yellow performance indicator. We assign this indicator because we see improvement in the areas of Interpersonal Audience and Inquiry. However, the level for Intrapersonal Audience remains the same. This suggests that we are now moving in the right direction and can continue to work to improve student reflection in the area of intrapersonal communication. Strategies and approaches should be reviewed and appropriate adjustments made to reach 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 Yellow
- Artifact Collection—Low Green
- Final Rating—Low Green

Goal 2—Students will be able to write polished, informed essays for personal, public and/or specialized audiences.

- Student Survey—Advanced Yellow
- Artifact Collection—Advanced Yellow/Low Green
- Final Rating—Advanced Yellow

Goal 3—Students will be able to conduct research to participate in academic inquiry.

- Library Assessment—Green
- Student Survey—Low Green
- Artifact Collection—Low Green
- 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—Yellow
- Artifact Collection—Yellow
- Final Rating—Yellow

Improvement Plans

Student perception of their own learning has decreased significantly from last year, as we see in the student survey results. However, students are coming to us and leaving us better writers. Reading, writing and research skills continue to hold a steady mark, with an increase in the overall artifact criteria which measure these goals. Students show an adequate indication of understanding how to reflect for personal growth, but need continual guidance and support as they engage in reflective writing and become more aware of the variety of audiences for which they write. Even the survey results suggest that students need a clearer sense of purpose for their reading and writing and perhaps even need further challenged in what they understand critical reading, writing and research to be. Through continual reinforcement and practice, student 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 continued special attention to audience and reflection through break-out session workshops lead by faculty who are utilizing best classroom practices in these areas
- 2) enhancing students' perception and awareness of the purpose and significance for the critical writing, reading, research and reflection they are asked to do
- 3) further challenging students' understandings of what it means to **critically** write, read, research and reflect
- 4) continuing to support faculty development opportunities, as well as the structures that uphold the program
- 5) contributing strategies and methods that promote and support writing in a computer classroom
- 6) support First Year Experience initiatives through participation in learning communities
- 7) improving the administration of the student survey by disconnecting it from the YFCY survey, which will be replaced with another first year assessment survey BSSE (Beginning College Survey of Student Engagement)

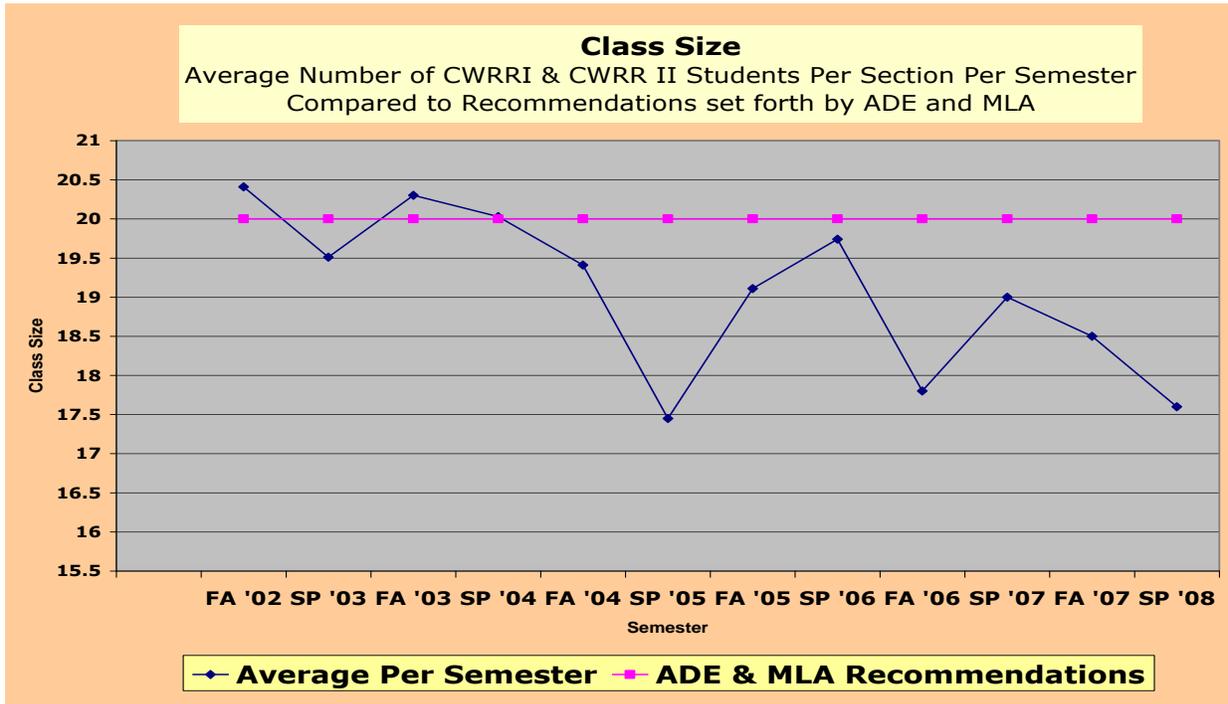
As the university engages in initiating three learning threads that will cross the sequential courses, the CWRR will be looked to for guidance and support. As we continue to enhance the delivery of our own goals, particularly reflection, we should be aware of the implications our program has on the development of learning across the university.

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

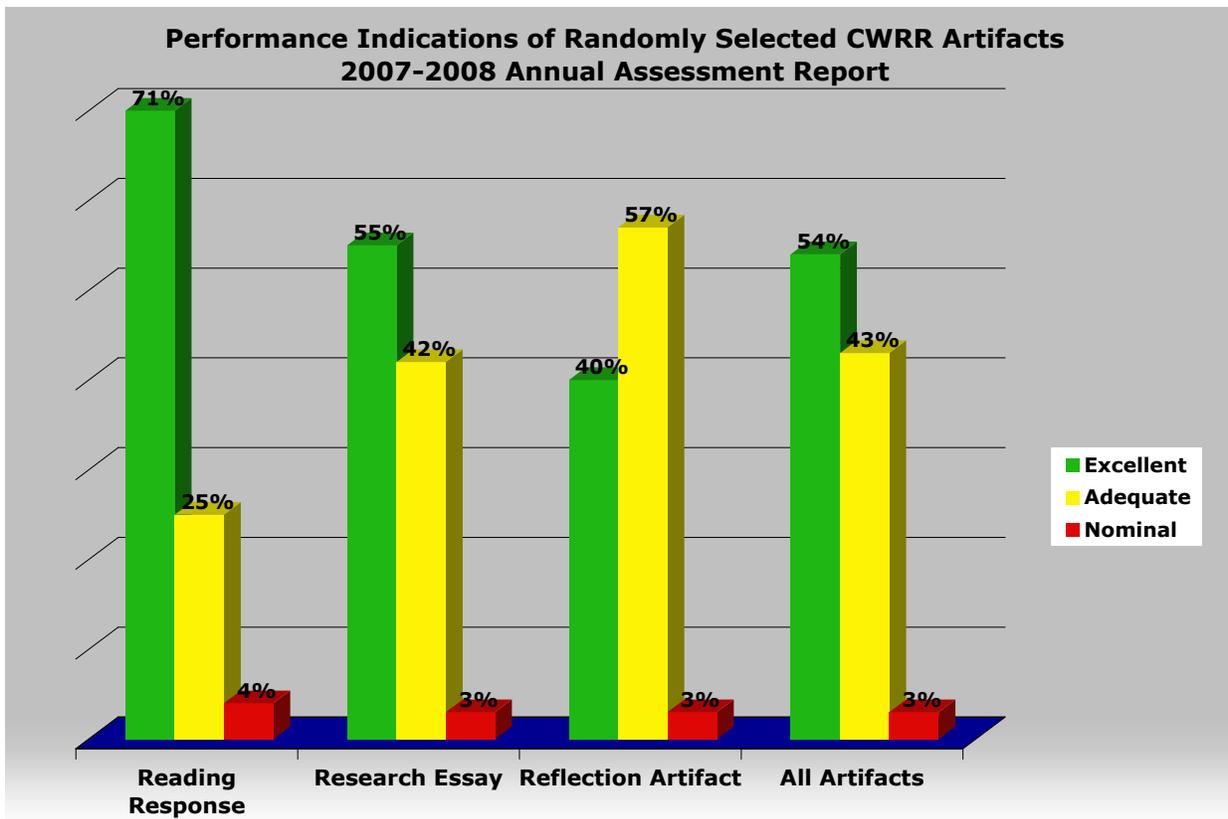
results of the report, plans and recommendations for enhancing and improving the delivery of student learning outcome goals for CWRR I & II will be discussed. CWRR faculty recommendations for improving assessment methods and processes will also be taken at that time.

Appendices

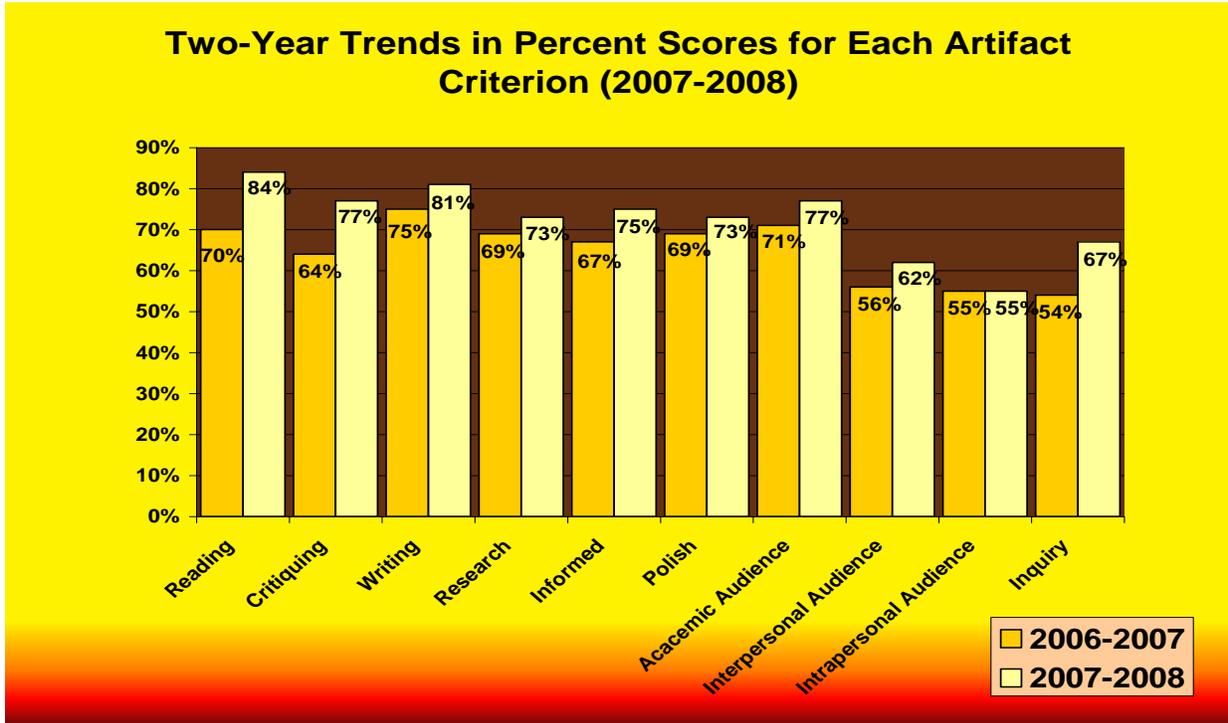
1. Class Size



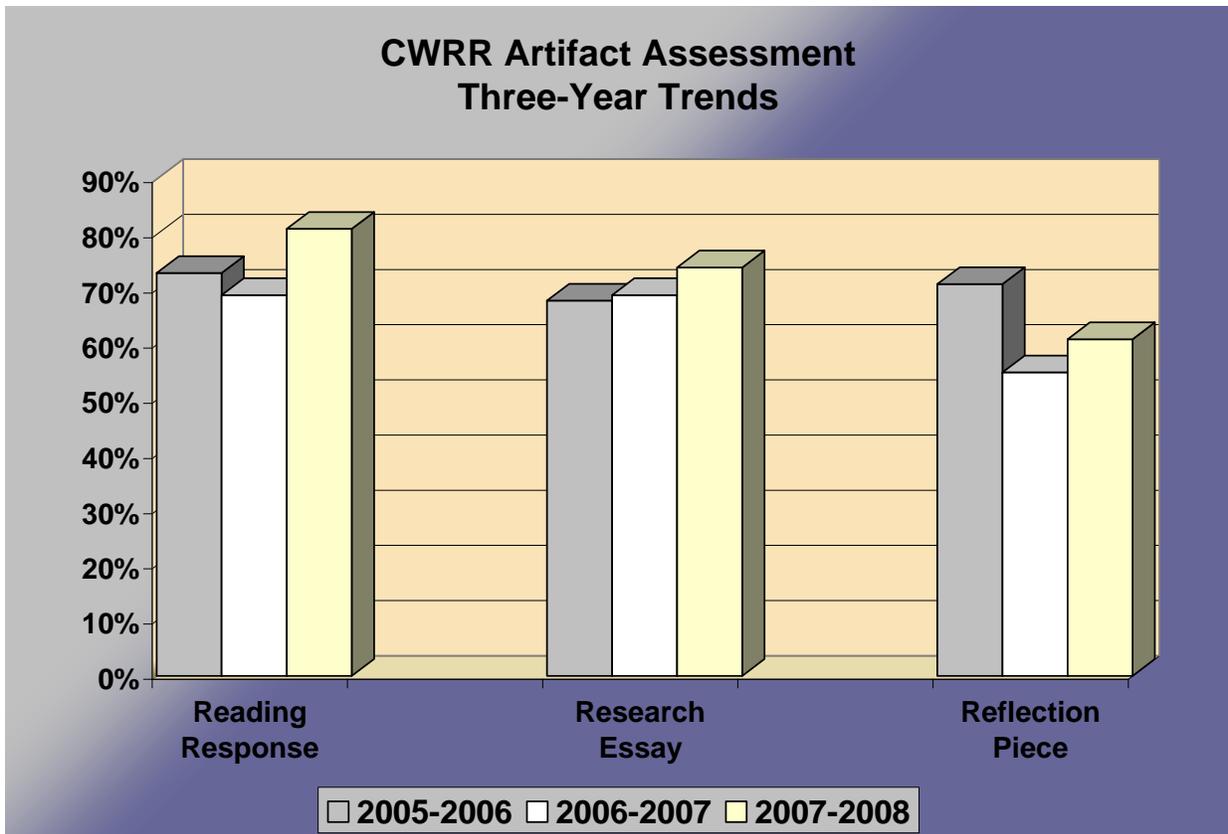
2. Performance Indications of Randomly Selected CWRR Artifacts 2007-2008



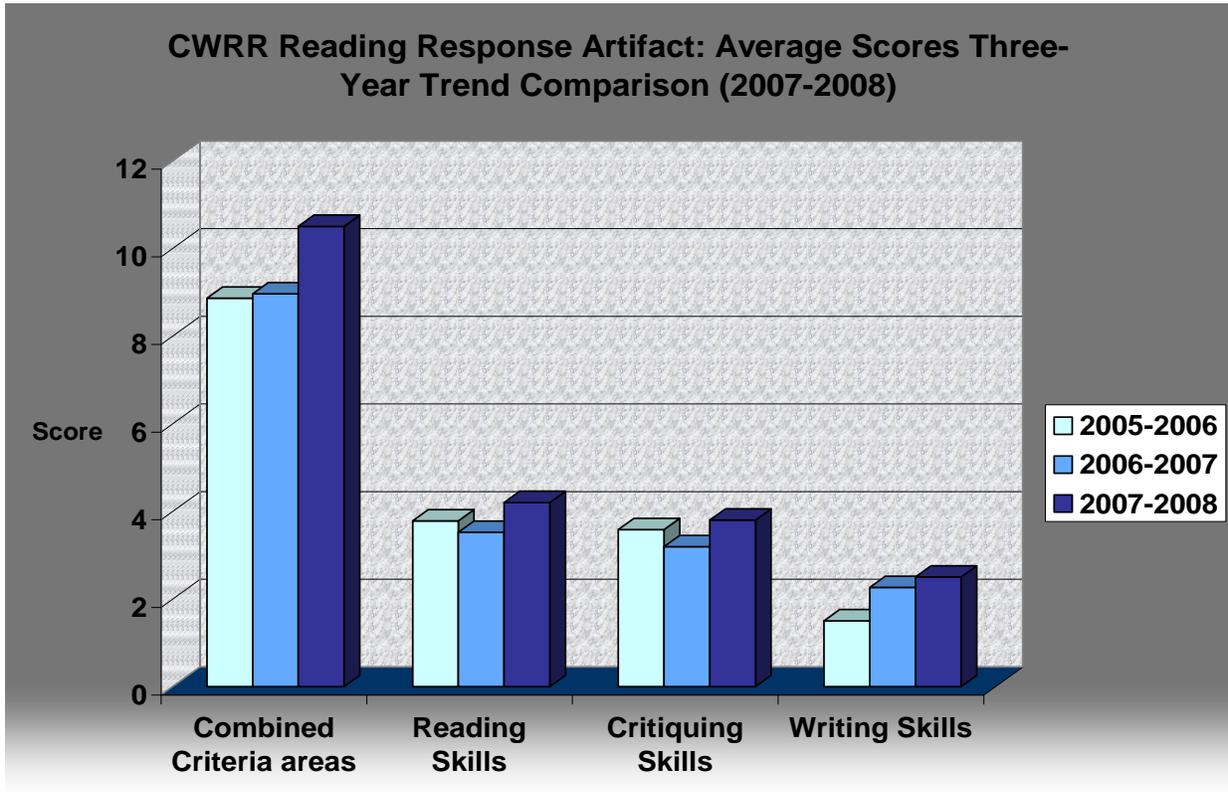
3. Two-Year Trends in Average Percent Scores for Each Artifact Criterion



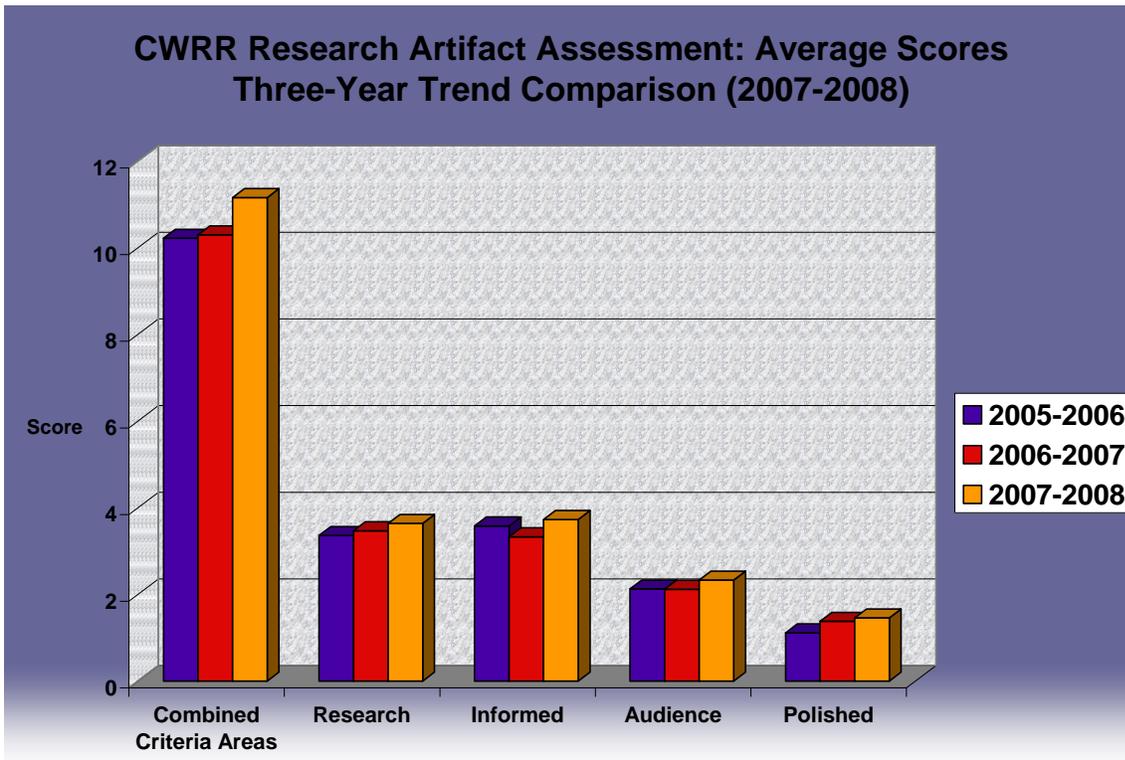
4. Three-Year Trends in CWRR Artifact Assessment



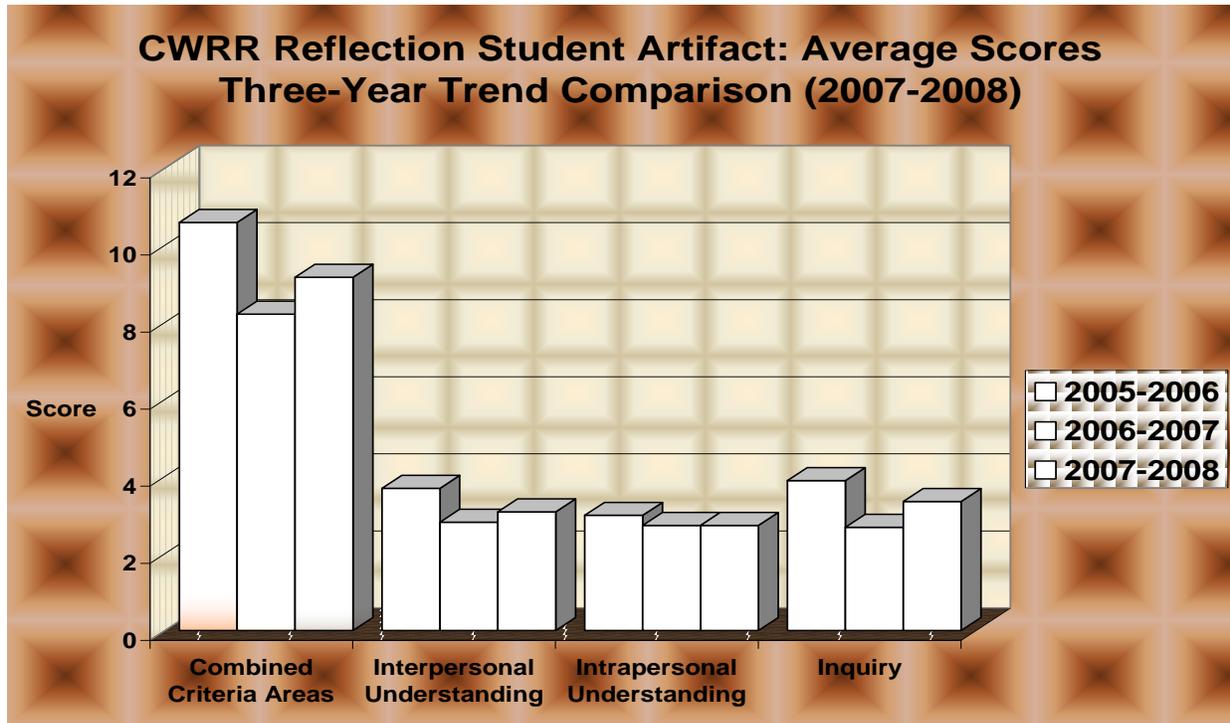
5. CWRR Reading Response Three-Year Trend Comparison



6. CWRR Research Essay Three-Year Trend Comparison



7. CWRR Reflection Artifact Three-Year Trend Comparison



8. Average Class Size Per Semester

Fall 2007

537 Students

29 sections

Average Class Size 18.5

Enhanced Avg. Class Size 14.5

Spring 2008, IN 150

493 Students

28 sections

Average Class Size 17.6

Academic Year 207-20008

1030 Students 2007-2008

57 Sections

18.07 Average Class Size

9. Student Survey Results 2006-2008 Means Comparison

MILLIKIN UNIVERSITY 2008 Your First College Year (YFCY) Supplemental Questions 2006-2008 Means Comparison

Questions	Means*		
	2008	2007	2006
Critical Writing, Reading and Research I & II (IN150 & IN151)			
39. In my IN150 or IN151 course, I learned to read and critique texts actively.	2.95 _a	3.17 _a	3.03
40. In my IN150 or IN151 course, I learned to read and critique texts deliberately.	2.90 _a	3.15 _{ab}	3.00 _b
41. In my IN150 or IN151 course, I learned to read and critique texts carefully.	2.96 _a	3.19 _{ab}	3.03 _b
42. In my IN150 or IN151 course, I learned to write polished, informed essays for varied audiences.	2.93 _a	3.18 _a	3.03
43. In my IN150 or IN151 course, I learned to conduct research to participate in academic inquiry.	2.96 _a	3.21 _{ab}	3.03 _b
44. In my IN150 or IN151 course, I learned to reflect on the uses of reading and writing to better understand myself.	2.86 _a	3.05 _{ab}	2.88 _b
45. In my IN150 or IN151 course, I learned to reflect on the uses of reading and writing to better understand my community.	2.75 _a	3.00 _{ab}	2.77 _b
46. In my IN150 or IN151 course, I learned to reflect on the uses of reading and writing to better understand the world.	2.81 _a	3.01 _a	2.86

*Scale 1 to 4: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree

a,b: Means with same letter subscript are statistically, significantly different from one another at the .05 level (Tukey)

2008_YFCY_Supplemental_Question_Responses.xls

Office of Institutional Research