

Millikin University
**Report on Student Learning in Critical Writing,
Reading & Research I & II**

IN 150 & IN 151 MPSL First-Year Writing Requirement

Academic Year 2008-2009

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Executive Summary

Strongly committed to quality teaching and dynamic partnerships with other programs and departments, the Critical Writing, Reading, and Research Program is part of the required University Studies Sequence and fulfills some of the university-wide student learning goals—critical reading, writing, inquiry, and expression of self. Its four student learning outcome goals are vital to students' (traditional, Honors, Enhanced, and Professional Adult Comprehensive Education) successful transition to college and their academic, professional, and personal success.

To assess how the CWRR program has helped students achieve learning outcome goals, we generally use **three** assessment methods: **a)**our primary method directly assesses all learning outcome goals through evaluating a ten-percent sampling of three student artifacts—a reading response, a research essay and a reflection piece—collected from all sections of CWRR II; **b)**a survey on students' perceptions of how well they feel they have achieved learning outcome goals also provides us a comprehensive assessment of the program from the students' perspective (however, this survey was not available for 2008-2009 assessment due to unexpected changes within the institution); and **c)** the assessment report from the library on CWRR library instruction offers us a focused and indirect assessment on the learning outcome goal for research.

Our assessment of the CWRR program in 2009 reveals that our students are close to successfully reaching the goals. Assessment of the three student artifacts clearly indicates that students are performing at adequate and excellent levels in achieving all of the four learning outcome goals: **advanced yellow for Goal 1, Goal 2, and Goal 3, and Low yellow for Goal 4**. It also indicates that students are performing at adequate and excellent levels in all of the three artifacts: **low green** for the **research** essay, **advanced yellow** for the **reading** response, and **low yellow** for the **reflection**.

Five improvements and initiatives are recommended for further improving the CWRR program: **1)**develop and administer a stand-alone CWRR Student Survey; **2)** revisit the reflection assignment and assessment rubric; **3)** continue to hold more hands-on Best Practice Workshops; **4)**continue to support CWRR faculty through peer mentoring; **5)** further contextualize CWRR Program in the University Studies Sequence.

To help CWRR faculty make effective adjustments to their CWRR courses in 2009-2010, the CWRR Assessment Team will deliver this report electronically to all CWRR faculty by the end of July 2009, hold discussions of the report at our First CWRR meeting in August, 2009, and devote the subsequent scheduled monthly CWRR meetings mainly to implementing the improvement plans recommended in this report.

CWRR Program Learning Outcome Goals

Critical Writing, Reading and Research I & II are sequential requirements in the Millikin Program of Student Learning. 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 university-wide learning goals:

1. professional success (Goals 1, 2, 3)
2. democratic citizenship in a global environment; and
3. a personal life of meaning and value (Goal 4)

The program contributes primarily to professional success preparation and significantly to the development of a personal life of meaning and value. While there are opportunities for CWRR I & II to contribute to the development of 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 program.

The four learning outcomes of the CWRR program also help deliver 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. (Goals 1, 2, 3)
2. utilize qualitative inquiry as tools in decision making and creative problem solving (Goal 3)
3. demonstrate general technological literacy (Goal 3)
4. develop an understanding of themselves and the ability to reflect on and express their thoughts and feelings responsibly (Goal 4)

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 by integrating rhetorical and writing theories into the reading, writing, research practices.

Snapshot: Overview of CWRR Program in 2009

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 2008-2009 academic year.

Trends in Staff (Consistent)

The following chart gives an overview of the types and numbers of faculty teaching CWRR courses per semester. Compared to the last three years, staffing in 2008-2009 was largely consistent with the trend in the last three years.

	Spring 2009	Fall 2008	Spring 2008	Fall 2007	Spring 2007	Fall 2006	Spring 2006	Fall 2005
Full-time tenure-track faculty	9	9	8	8	8	9	10	10
Full-time contractual faculty	2	2	3	3	3	3	3	3
Part-time adjunct Faculty	2	3	2	2	2	2	2	2
Total	13	14	13	13	13	14	15	15

The following bulleted list shows the trend in staffing in the past four academic years remains stable and our commitment to full-time teaching is consistent:

- **82%** (compared to 85% in 2007-2008, 85% in 2006-2007, 86% in 2005-2006) of the staff is composed of **full-time faculty**;
- **67%** (compared to 65% in 2007-2008, 65% in 2006-2007, 70% in 2005-2006) of the staff is composed of **full-time tenured or tenure-track faculty** with terminal degrees.
- **15%** in 2008-2009 (compared to 22 % in 2007-2008, 22% in 2006-2007 & 2005-2006) of the staff is composed of **full-time, contractual faculty** without terminal degrees.
- **18%** (compared to, 15% in 2007-2008, 15% in 2006-2007, 14% in 2005-2006 &) of the staff is **part-time faculty** without terminal degrees.

Trends in Types and Numbers of Courses Taught (Consistent)

Types and Numbers of Courses Taught	2008-2009	2007-2008	2006-2007	2005-2006
150 Enhanced	2	2	2	2
150 Traditional	20	21	22	27
150 Honors	4	4	4	2
150 PACE	1	0	1	2
CWRR I Total	27	27	29	33
151 Traditional	21	22	24	21
151 Honors	6	4	4	5
151 PACE	2	4	1	3
CWRR II Total	29	30	29	29
150/151 Total	56	57	58	62

The above trend chart reveals that the total number of CWRR courses offered in 2008-2009 was one section less than that in 2007-2009, following a general minor decline trend in enrollment university-wide. A breakdown of different types of course shows the following trends: we offered the same number of CWRR I, one less CWRR II, two more of Honors, and 2 less of PACE. Overall, the distribution of different types of CWR courses in 2008-2009 followed the trend in the past three years.

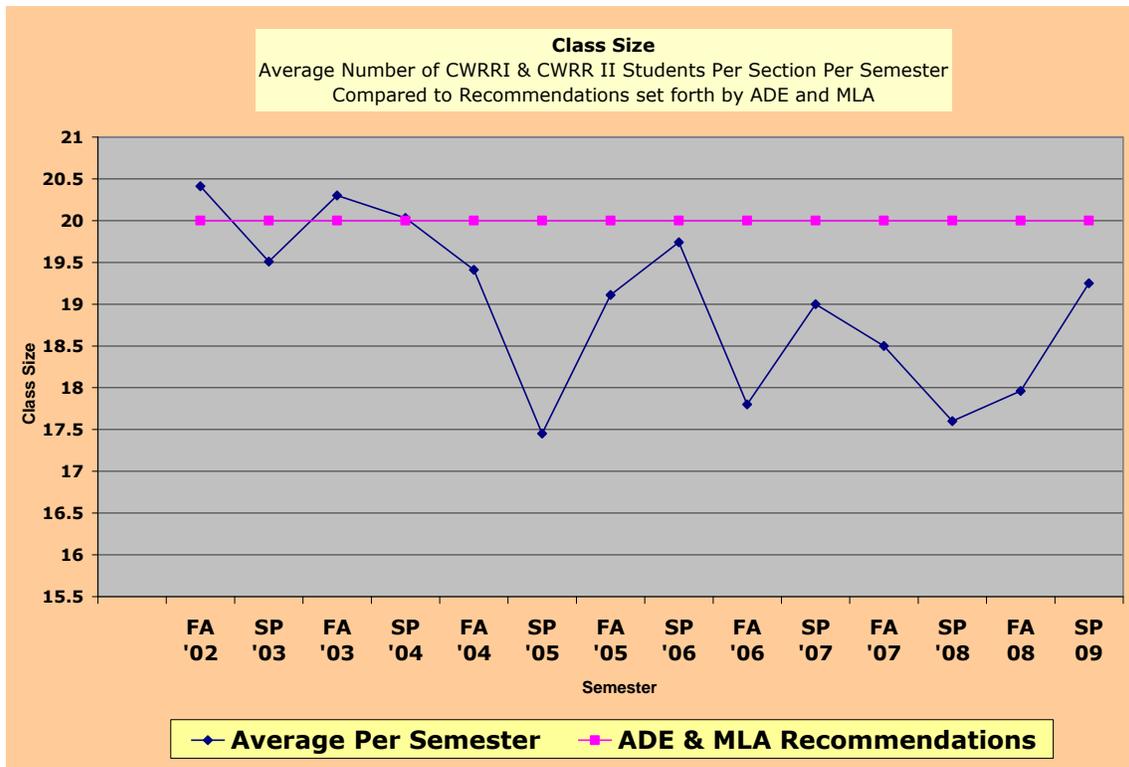
Syllabi Review (Excellent)

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). A review of all CWRR syllabi in 2008-2009 indicates that 100% of CWRR syllabi contained the four learning outcome goals for the program, a percentage same as 2007-2008, up from 90% in Fall 2006 and 93% in Spring 2007.

Class Size and Staff Workload (Consistent)

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: (Consistent)



The average class size for any one section during the 2008-2009 academic year was 18.58, compared to 18.07 in 2007-2008, 18.6 in 2006-2007 and 19.51 in 2005-

2006. The average class size for the Enhanced sections of CWRR I for 2008-2009 was 16.5, compared to 14.5 in 2007-2008, 15.5 in 2006-2007, and 16 students in 2005-2006. A breakdown of different types of classes shows the following: 19.97 for traditional CWRR, 19.3 for Honors sections, 16.5 for Enhanced CWRR, and 5.3 for PACE. While the class size for Enhanced CWRR exceeded the cap by 1.5, the class size for any CWRR section exceeded the cap by 3.58, following the general trend in the past three years. It is also worth noting that if data for PACE sections were excluded from the assessment, the average class size for any section would be 19.33.

Trends in Staff Workload (Consistent)

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). In 2008-2009, 1 tenure-track, 2 full-time, contractual, and 1 part-time adjunct faculty members taught 3 sections of CWRR in Spring 2009 and 1 full-time, and 1 part-time adjunct faculty members taught 3 sections (each with one PACE of low enrollment) in Fall 2008. The average number of CWRR courses in 2008-2009 taught by any faculty is 2.15, which was close to the ADE recommendation and consistent with the trend in the last three years (2.19 in 2007-2008, 2.15 in 2006-2007, and 2.06 in 2005-2006).

Trends in Facilities (Consistent)

In 2008-2009, CWRR courses were taught in the following locations: Shilling Hall, Staley Library, ADM-Scovill Hall, LTSC, and New Hall. Following the trend in the past three years, the majority of the sections were taught in Shilling Hall, more courses were taught at Staley Library (due to the assignment of SL 29 to Honors), and a small percent of sections were taught in Scovill, LTSC, and New 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 (55%) 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.

Trends in CWRR Courses Taught with Technology

	Traditional without Technology	Traditional w/ Technology	Traditional/Computer Lab Split	Computer Lab
2008-2009	45% (25 sections)	32% (18 sections)	21% (12 sections)	2% (1 section)
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%

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 (Consistent)

The CWRR Program has developed a strong tradition of leadership structure and support. Appointed by the Dean of Teaching and Learning, Director of CWRR Program leads the program, 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 offers leadership and support to the program through taking responsibilities for 1) helping schedule effective offerings of the CWRR each fall and spring semester, including the gathering of course descriptions and syllabi for all sections; 2) mentoring new faculty and coordinating among all faculty, observing and evaluating their classroom teaching; 3) holding workshops and meetings to facilitate faculty development opportunities for all CWRR faculty; 4) overseeing the annual CWRR assessment process; 5) leading the CWRR assessment team in assessing data and writing the annual assessment report; 6) collaborating 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 member 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.

Learning Story

Every first-year Millikin student takes Critical Writing, Reading and Research I & II. In CWRR I, first-year students fully explore entry into academic inquiry. Students not only examine the connection between critical reading and writing, but experiment with the opportunities such an exploration creates for academic success. In the second semester of the CWRR sequence, students continue to grow their intellectual inquiry. The class emphasizes vital skills for academic and professional success. Students investigate and research a topic of their choice. In both courses,

emphasis is placed on the importance of reading, writing, research, and reflection for personal and professional growth in all learning areas and situations

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 the four learning outcome goals. The Staley Library Instruction Coordinator reports on data results from library surveys. Full-time CWRR faculty members collect and assess student artifacts annually. The CWRR Director makes assessments and writes the annual report.

Assessment Data

Types of Data Collected

In 2008-2009, we collected two types of data: library entrance and exit survey and student artifact. We could not administer the Student Survey due to the fact that it was not allowed to attach to the First Year Engagement Survey that went online in 2009.

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.

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 the Moodle 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 student learning goals.

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 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”

Assessment Indicators of Performance

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).

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

Assessment Analysis

This report will evaluate the data collected and analyze how the CWRR program has helped students achieved the learning outcome goals.

**1. Assessment Analysis of Library Entrance and Exit Survey:
Green**

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. This point of data collection received, in Joe Hardenbrook’s Self-Study Report on Library Instruction for 2005-2006 and for 2006-2007, a **Green** indicator. In 2006-2007 the average score on the pre-test was **9.8/15** points (312 participants) and **11.4/15** points (265 participants) on the post-test, the difference between the two scores (1.6%) indicating the growth of students in this category. Consistent with the trend in the last two years, the 2007-2008 Library Instruction report by Debbie Myers indicates similar results: the average score for the pre-test was **10.32/15** points (311 participants), or **69%**, and the post-test scores **11.43/15** (208 participants), or **76%**. In Debbie Campbell’s 2008-2009 Library Instruction Report, the average score for pre-test was **10.33/15** points (305 participants), or **69%** while the post-test received an average score of **11.15/ 15** points, or **74.33%**, another **green** indicator

While the comparison between the average score for the pre-test (10.33/15 pts.) and for the post-test (11.15/15 pts.) is not particularly significant, large scale

improvement is seen on several individual questions. For example, the percentage of students correctly answering question numbers 1, 4, 6, 9, 10, 13, and 14 improved by at least 10 percent from the pre-test to the post-test (see table below):

	% of Students Correct Pre-Test	% of Students Correct Post-Test
Question 1	53%	70%
Question 4	71% ¹	87% ¹
Question 6	39%	75%
Question 9	59%	73%
Question 10	42%	52%
Question 13	50%	65%
Question 14	79% ¹	88% ¹

Overall, students improved their scores on nine questions (numbers 1, 2, 4, 6, 9, 10,12,13, & 14). Question number 3 demonstrated no change, while five questions (numbers 5, 7, 8, 11, & 15) showed a decrease in correct responses from the pre- to the post-test. Question 15 requires a written response; if a student failed to provide a written response, then this question was counted as incorrect. Because fewer students provided an answer to question number 15 on the post-test, the average score for this question was lower on the post-test. While the pre-test and post-test questions have remained consistent since Spring 2006, some of the content covered/emphasized and the activities of the library’s instruction program have changed. As a result, some of the skills emphasized during library sessions are not currently measured by an assessment question, and several questions assessed are no longer emphasized. These changes over time may have affected demonstrated student learning on assessment questions (2, 5, & 8)

Comparison of the Spring 2006 - Spring 2009 Post-Tests

The research instruction program now has four years worth of post-test data to analyze. Although each sample (i.e., freshmen class) is different, the average post-test scores do not differ greatly in our four years of data.

	Post-Test Spring 2006	Post-Test Spring 2007	Post-Test Spring 2008	Post-Test Spring 2009
Average Score	12/15 points (80%)	11.4/15 points (76%)	11.43/15 points (76%)	11.15/15 points (74.33%)

The 2008-2009 Library Instruction Report assigns this point of data collection a low 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 Campbell’s 2008-2009 annual Library Instruction Report for full assessment and initiatives for improvement.

2. Assessment Analysis of Student Artifacts: Advanced Yellow

Analysis of student artifacts is based on assessment of 10% of artifacts submitted. Approximately 269 reading responses were submitted and 34 assessed; approximately 332 research essays submitted and 30 assessed; approximately 308 reflection pieces submitted and 29 assessed. 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 CWRR Program’s Self-Study Assessment Team assigns an Advanced Yellow indicator for this point of 2008-2009 data collection. This assignment is based on the performance indicator scale and the average score for each artifact collected.

Performance Indication of Each Artifact 2008-2009

Artifact	Nominal (Red—Stop)	Adequate(Yellow--Caution)	Excellent (Green—Go)	Final Rating
Reading response	10%	37%	53%	87% Green
Research Essay	6%	32%	62%	94% Green
Reflection	31%	55%	14%	69% Yellow

3. Assessment Analysis of Trends in Overall Performance and Individual Artifact from 2006-2009

CWRR Overall Artifact Performance Trend from 2006-2009

Year	Nominal (Red—Stop)	Adequate(Yellow--Caution)	Excellent (Green—Go)
2006-2007		63.88%	
2007-2008		71.70%	
2008-2009		70.35%	

Reading Response Performance Trend from 2006-2009

Year	Nominal (Red—Stop)	Adequate(Yellow--Caution)	Excellent (Green—Go)
2006-2007		68.95%	
2007-2008			80.61%
2008-2009			76.79%

Research Essay Performance Trend from 2006-2009

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

2008-2009			80.34%
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Reflection Artifact Performance Trend from 2006-2009

Year	Nominal (Red—Stop)	Adequate (Yellow--Caution)	Excellent (Green—Go)
2006-2007		54.73%	
2007-2008		61.11%	
2008-2009		54.71%	

Conclusions about Overall Performance and Individual Artifacts:

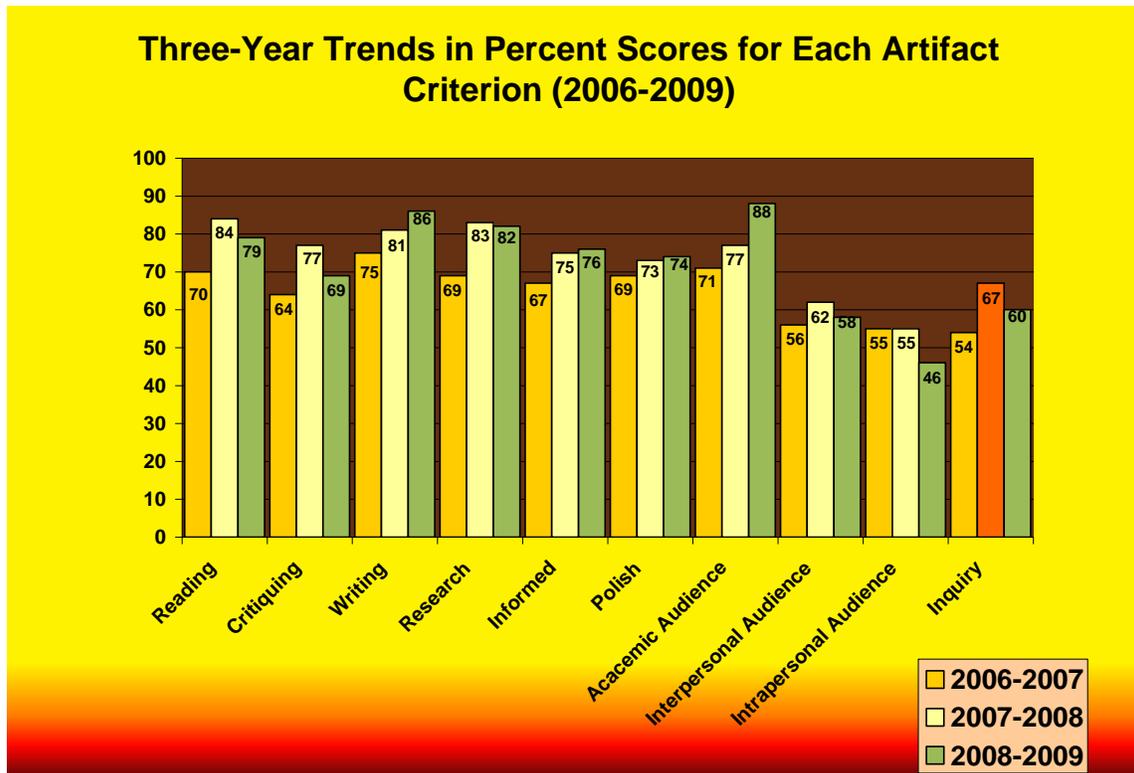
Based on the assessment analysis of overall performance and individual artifacts and the analysis of the trends in the past four years, the CWRR Assessment Team draws the following conclusions for the academic year 2008-2009:

- 1) The average score for student artifacts range from 54.71%% to 80.34%, indicating that the majority of students are performing at adequate and excellent levels on each artifact although there has been a slight decline in comparison to 2007-2009.
- 2) Following the trend in the past three years, the reflection piece in 2009-2009 received a LOW yellow indicator, the lowest average score (54.71%), 6.4% lower than that in 2007-2008 (61.11%), with intrapersonal audience significantly lower than interpersonal and inquiry;
- 3) The reading response received a low green indicator, 3.82% lower than that in 2007-2008, with reading and writing significantly higher than critiquing;
- 4) The research essay received a green indicator, 6% higher than that in 2007-2008, with academic audience and research significantly higher than informed and polished.

Meanwhile, assessment of the overall performance of student artifacts in 2008-2009 reveals that

1. **90%** of students performed at adequate or excellent levels on the Reading Response, 6% lower than that in last year;
2. **94%** of students performed at adequate or excellent levels on the Research Essay, 3% lower than that in last year;
3. **69%** of students performed at adequate or excellent levels on the Reflection piece, 18% lower than that in last year;
4. **85%** of students performed at adequate or excellent levels on all artifacts, 12% lower than that in last year.

3. Assessment Analysis of Learning Outcome Goals: Advanced Yellow for Goal 1, Goal 2, and Goal 3, and Low Yellow for Goal 4



Goal 1—Students will be able to read and critique texts actively, deliberately and carefully. (Advanced Yellow)

Goal 1 is assessed by a combination of four criteria:

- The “Reading” and “Critiquing” criteria from the Reading Response;
- The “Informed” criterion from Research Essay;
- The “Inquiry” criterion from the Reflection Piece.

In 2008-2009, reading received a low green indicator, critiquing an advanced yellow indicator, informed an advanced yellow indicator, inquiry a yellow indicator. Combining assessment of the four criteria, the CWRR Assessment Team concludes that Goal 1 should receive an **Advanced Yellow** Indicator (71%), indicating that Goal 1 is heading in the right direction but needs attention from the program to adjust strategies and approaches in order to reach higher level of performance.

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

Goal 2 is assessed by a combination of the following seven criteria:

- The “Critiquing” and “Writing” criteria from the Reading Response;
- The “Informed,” “Audience” and “Polished” criteria from the Research Essay;
- The “Intrapersonal” and “Interpersonal” criteria from the Reflection Piece.

According to our assessment of these seven criteria, the CWRR Program’s Assessment Team concludes that Goal 2 should receive an **Advanced Yellow** indicator

(71%), with a green indicator for writing, a yellow indicator for audience, and an advanced yellow indicator for polished. A detailed analysis of individual criterion indicates the following findings: 1) both writing and academic audience has improved over the past two years and received green indicator, suggesting CWRR faculty's stronger engagement in students' writing process and stronger emphasis on academic audience; 2) the interpersonal and intrapersonal audience have declined and received borderline yellow indicator, indicating, like last year, more persistent attempt is needed to address students' awareness of interpersonal and intrapersonal audiences, and urgent attention needs for addressing students' awareness of intrapersonal audience, which received a red indicator in 2008-2009.

Goal 3—Students will be able to conduct research to participate in academic inquiry. (Advanced Yellow)

Goal 3 is assessed by the following three criteria:

- The "Research" and "Informed" criteria from the Research Essay student artifact rubric; and
- The "Inquiry" criterion from the Reflection Piece student artifact rubric.

Combining assessment of these three criteria, the CWRR Program's Assessment Team concludes that Goal 3 should receive an Advanced Yellow (73%) indicator. Combining this assessment with the Library Instruction assessment (74.11%) presented in the previous section, the CWRR Assessment Team concludes that overall Goal 3 receives an **Advanced Yellow** indicator (73.6%) Assessment of individual criterion indicates that research receives a green indicator, informed a cautionary green indicator, and inquiry a low yellow indicator, suggesting successful attempts in helping students conduct research and developed informed opinions and further attention needed to improve student's awareness of their inquiry processes.

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. (Low Yellow)

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 Assessment Team concludes that Goal 4 should receive a **Low Yellow (55%)** performance indicator. Assessment of individual criterion indicates that while there has been a general decline in all three criteria, the intrapersonal audience, though always low in the past two years, receives a red indicator in 2008-2009. The general decline and the warning signal suggest that more effective strategies should be developed by faculty to improve performance for this goal.

Improvement Plans

Given that the unavailability of data from Students' Survey of CWRR Program in 2008-2009, our assessment of CWRR program in 2008-2009 relies heavily on our assessment of three student artifacts collected and uses the Library Instruction Assessment Report for assessment of learning outcome goals related to research. Assessing the CWRR program in the context of the academic year of 2008-2009, the CWRR program Assessment Team believes that 2008-2009's trends in staffing, class size, staff overload, and facilities as well as the change in assessment method should

also be factored both into our overall assessment of the CWRR program in 2008-2009 and our recommendations for further improvement of the program in 2009-2010. A minor increase in class size and a slight decrease in full-time faculty staffing do not raise general alarm but should be heeded in the 2009-2010 to ensure the quality of the program.

Recommendations for improving the CWRR program:

Our detailed assessments of each learning outcome goal and of each criterion in student artifacts as well as overall assessment of student artifacts suggest that both the student artifact assessment and library instruction assessment have been useful and effective in assessing our CWRR program. While believing that we need to continue the three assessment methods, the Assessment Team recommends the following plans for further improving our CWRR program.

1. **Develop and administer a stand-alone CWRR Student Survey:** As we agree that students' perception of whether they have achieved the learning outcome goals is crucial to our CWRR program assessment, we need to continue administering such a survey even though it is no longer attachable to the National Survey of Students Engagement. The Assessment Team recommends that CWRR faculty members collaborate on (a) revising and expanding the previous eight survey questions into a stand-alone survey administered to all CWRR sections; (b) developing a rubric for assessing the survey; (c) exploring effective approaches to administer the revised survey.
2. **Revisit the reflection assignment and assessment rubric:** As the assessment indicates, the reflection piece received the lowest performance indicator level, 31% of the samples were in the Red, and the intrapersonal audience received a Red performance indicator. As such, priority of our improvement plans should be given to the reflection piece. The Assessment Team recommends that all CWRR faculty work together to 1) revisit the reflection assignment guideline and assessment rubric; 2) develop a more concrete understanding of interpersonal audience, intrapersonal audience, and inquiry.
3. **Continue to hold more hands-on Best Practice Workshops:** In 2008-2009, CWRR program held well-attended workshops or meetings for faculty to share best practices of teaching IN 151. As our CWRR Assessment tradition has been well established, the Assessment Team recommends that our attention shift to teaching these artifacts and we continue to hold more hands-on Best Practice Workshops. The Assessment Team believes that these Best Practice workshops should focus on: a) sharing good and bad examples of student reflection piece, good assignments for reflection, best practices of integrating interpersonal audience and intrapersonal audience into reading, writing, and research activities; b) sharing good samples of reading responses and revising the reading response assignment guidelines so that critiquing, the weakest area, will be highlighted and better taught; c) sharing good examples of research essay assignments and best practices of teaching, developing strategies that help students develop their own opinions based on their research and stronger awareness of writing to specialized audiences, and exploring strategies that reinforce MLA documentation and citation.
4. **Continue to support CWRR faculty through peer mentoring:** In addition to holding workshops intended to support all CWRR faculty, the CWRR program

needs to offer ongoing mentoring to individual CWRR faculty on their specific needs in teaching CWRR courses: the CWRR program director will first help individual faculty members, especially new faculty, identify their specific needs and issues, and then match them with faculty members who can mentor them on those needs and issues.

5. Further contextualize CWRR Program in the University Studies Sequence: As CWRR program continues to fulfill the goals of MPSL—such as critical reading, writing, inquiry, and expression of the self, we should be aware of the implications our program has on the development of learning across the university. The Assessment Team recommends that CWRR faculty develop a stronger awareness of how to position CWRR program in the sequence, of how such positioning impacts how we deliver each learning outcome goal for CWRR program.

To help CWRR faculty make effective adjustments to their CWRR courses in 2009-2010, the CWRR Assessment Team will deliver this report electronically to all CWRR faculty by the end of July 2009, hold discussions of the report at our First CWRR meeting in August, 2009, and devote the subsequent scheduled monthly CWRR meetings mainly to implementing the improvement plans recommended in this report.