

Summer 1981

Faculty members and administrator attend National Endowment for the Humanities Summer Institute on WAC at Beaver College



1982

1982-1983



January, 1984

1987-1995

1982-1983

1980

1990

2000
2000



SUMMER
1981

1982-1983

On-Campus Workshops and attendance at national WAC conference



1984
January, 1984



January, 1984

1987-1995

1982-1983

1980

1990

2000
2000

1984

January, 1984

University's president approves curricular requirement that all undergraduates entering the following fall and thereafter will need to complete two "writing intensive" courses beyond first-year composition to qualify for graduation



1982

1982-1983



1987

1987-1995



January, 1984

1987-1995

1982-1983

1980

1990

2000
2000



1984

January, 1984

1987-1995

University faculty are active in state-wide organization devoted to WAC; Workshops and reading groups continue.



SEPTEMBER
2009

Fall, 2009



January, 1984

1987-1995

1982-1983

1980

1990

2000
2000



1987
1987-1995

Fall, 2009

Writing intensive requirement no longer applies; a committee to revive or reform writing across the curriculum begins to meet



2012
January, 2012

1984



1995



Fall, 2009

January, 2012

1990

2000
2000

2010

2020

2012

January, 2012

Vice-President for Academic Affairs approves guidelines developed by the above committee for Writing Outcomes for Slippery Rock University; writing instruction is formally tied to program assessment



SEPTEMBER
2009
Fall, 2009



Fall, 2009

January, 2012

1990

2000
2000

2010

2020

From the External Evaluator's Report on a Five-Year Program Review of the English Department—March, 2008

“Because of the sheer numbers in the Liberal Studies program, the department offerings are heavily encumbered with teaching the required two writing courses ... and the required literature course. This leaves radically reduced time for faculty to concentrate on development of the majors....”

From the External Evaluator's Report on a Five-Year Program Review of the English Department—March, 2008

...Because the ... faculty places such value on the development of critical thinking and writing skills, writing is an integral part of each of the required Liberal Studies classes. Because each class requires writing, professors must commit a substantial percentage of their out-of-class time to conferencing with students about ... their writing ..., seriously limiting the amount of time available for other advising and/or program development efforts.”

The English department's external evaluator suggested ...

“...shifting one of the writing classes to student majors. To do this, specific, sustained, and clearly articulated support for WAC will be needed. Someone with credibility and clout will need to be in charge of the WAC effort—planning support for faculty in content areas and possibly setting up workshops for students in addition to the drop-in Writing Center support.”

Writing Outcomes for Slippery Rock University Graduates

1. **Programs may ensure that their graduates attain the outcomes for writing ability determined for their disciplines through any of the following methods:**
 - a. The outcomes could be demonstrated through work completed in a number of courses. Faculty in a program would identify the courses and the number of courses that could ensure graduates would attain the designated writing outcomes.
 - b. Each program could designate course(s) either within the major or outside the major that students would need to complete in order to attain the writing outcomes for their major program.
 - c. The program's faculty could be charged with incorporating writing outcomes in all courses within a program. Writing outcomes for the program would be accomplished through the practice of writing within the discipline throughout the program and demonstrated through production of a graduation portfolio during the senior year. The portfolio could be graded anew, or consist of already graded completed writing.
 - d. A program could use a combination of any of the above methods to ensure its graduates' attainment of the writing outcomes designated for the program.

Writing Outcomes for Slippery Rock University Graduates

Writing outcomes required of graduates of a major program should always be determined by the faculty teaching within the program; those same faculty should always determine whether the writing outcomes are being met.

Writing Outcomes for Slippery Rock University Graduates

3. The university assessment core committee will evaluate and approve each major program's plan to implement and assess writing outcomes for the program's graduates. Each plan should include the following as appropriate:

- a. A rationale for the method used to determine the graduation writing outcomes that would include accreditation standards and/or best practices in the discipline.
- b. A description of the graduation learning outcomes for the program.
- c. The curriculum for the program.
- d. A rubric that will assess the plan's coherence with the university's, accreditation agency's and/or discipline's stated writing outcomes for graduates.
- e. If a course or set of courses is chosen, course outline(s) highlighting graduation writing outcomes should be submitted.
- f. If a graduation portfolio is chosen, the rationale should specify the writing outcomes targeted and an explanation of how they will be demonstrated by the student in the portfolio presentation.

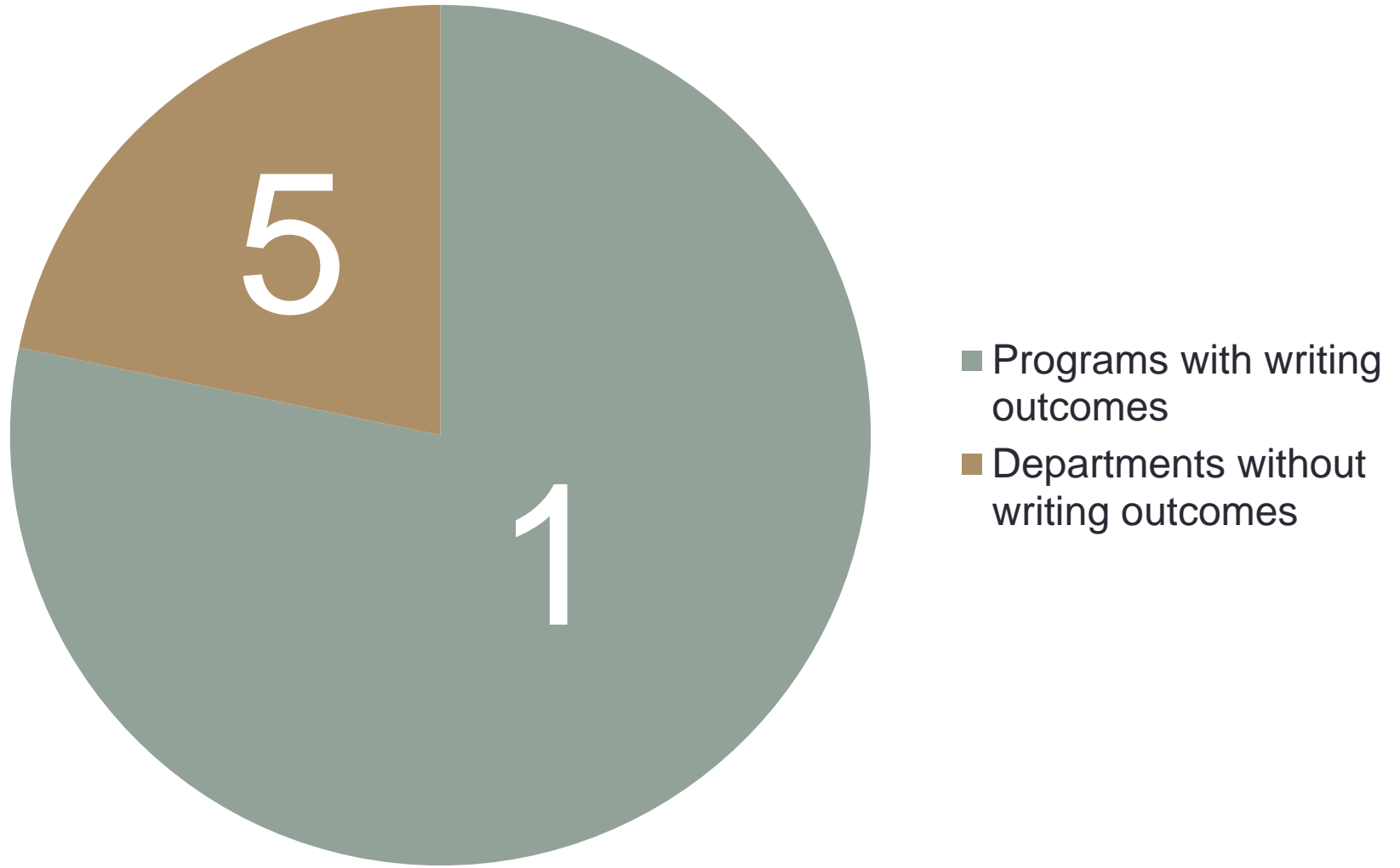
Writing Outcomes for Slippery Rock University Graduates

4. The university will provide for support to assist programs in the development of implementation and assessment plans, and in faculty development regarding writing instruction within a discipline. This support may come from the Center for Excellence in Teaching and Educational Technology, the Writing Center, the university's assessment core committee, or some other entity developed for the purpose of enhancing writing outcomes among SRU graduates. The Writing Center will continue to provide support for students as they develop their writing abilities.

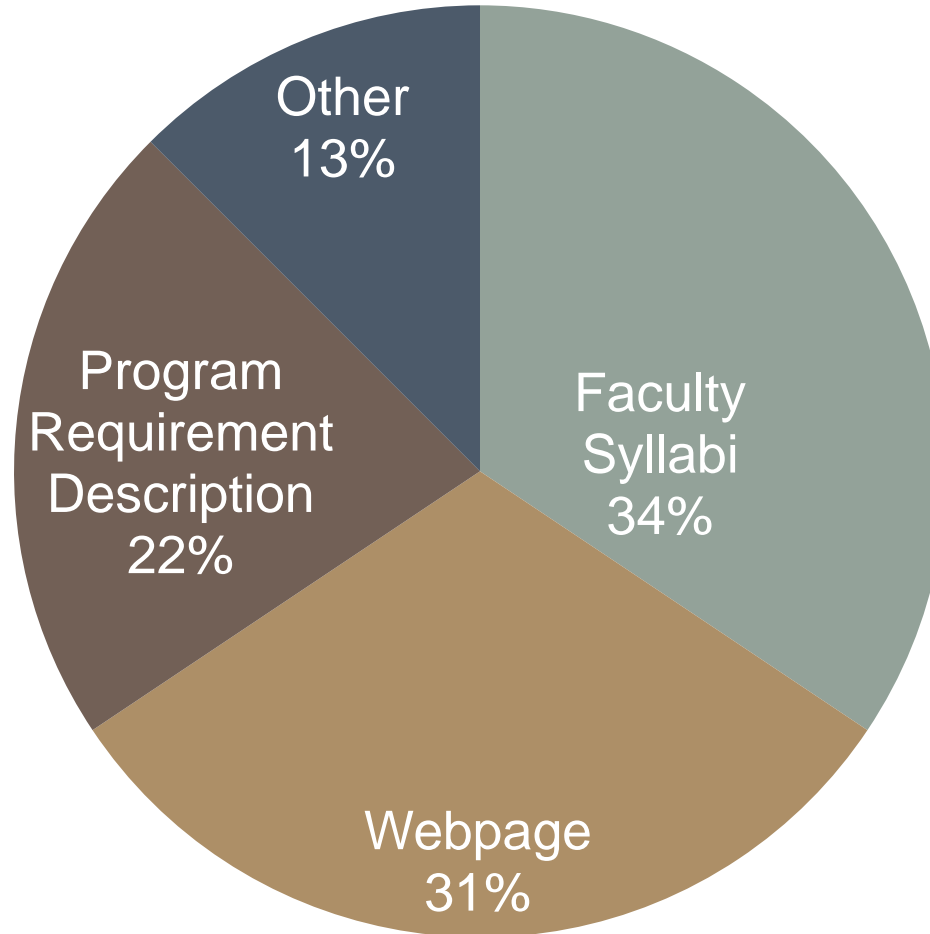
Initial WI Designation

1. Include 3 assignments of 600 words or more, or one large research paper;
2. Have syllabus content that explicitly identified the relevance of writing to the discipline, and identified resources helpful to completion of writing assignments;
3. Identify how assignments met course objectives;
4. Create in 2 of its 3 assignments the elements of persuasion, research, and documentation;
5. Provide rubrics to the students along with the assignment;
6. Add peer/instructor review to the assignment process;
7. Cap enrollment at 30 students;
8. Be approved by the WAC Committee.

Writing Outcomes Defined by Program

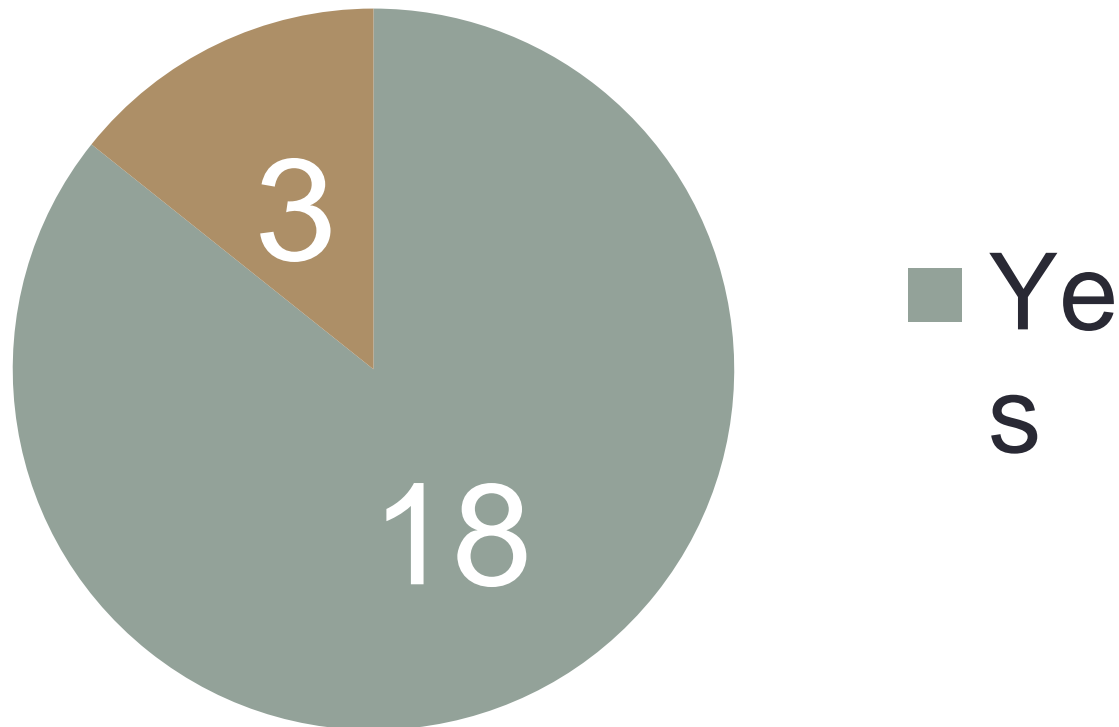


Where are outcomes published?

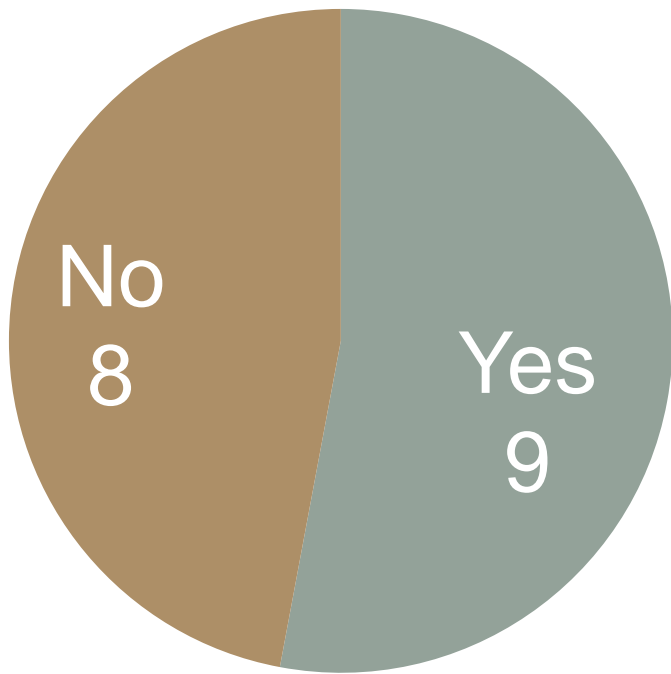


Does your department have written course outcomes that require majors to demonstrate what is recognized as effective writing in your discipline?

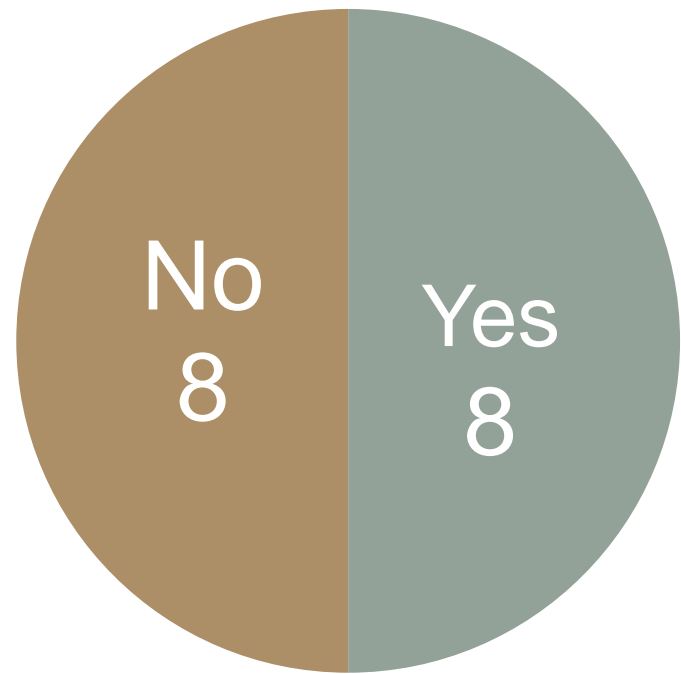
Out of 21 responses



Are you satisfied with how well your majors are achieving articulated writing outcomes?



Have your faculty made any changes in the curriculum based on the assessment of how well majors are achieving stated writing outcomes?



Guidelines for Developing Competencies

- A number of courses that could incorporate the outcomes would be chosen, at the discretion of the department
- These courses may be chosen from a program's major courses, or from courses outside the major
- Alternately, all courses within a major could incorporate writing outcomes, with a portfolio (to be graded, or filled with graded work) requirement
- No "outside the discipline determination of quality" would apply; any assessment outside of the department would "verify coherence" to university, accreditation, or discipline-based outcomes