Can’t Get There from Here

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“I give you White’s law, the truth of which I have noted for over twenty years: Assess thyself or assessment shall be done unto thee.”


Edward White
Primary Resources

**Very Like a Whale: The Assessment of Writing Programs**
Edward White, Norbert Elliot, and Irvin Peckham

**The Risks and Rewards of Assessment: A Workshop for WPA’s and Writing Instructors**
Co-Chairs: Marisa Klages and Norbert Elliot
CCCC 2015 - Tampa

**Program and WAC Assessment**
Brian Huot and Nikki Caswell
CWPA 2015 - Boise
The WAC Group @ EOU

Clockwise from top left:

- Stephen Clements, Business
- Anthony Tovar, Physics
- Aaron Thornburg, Anthropology
- Sarah Ralston, Library
- Ronda Fritz, Education
- Michael Heather, Theatre
## University Writing Requirement (UWR)

### OUTCOMES

<table>
<thead>
<tr>
<th>Word Count</th>
<th>Discourse Forms</th>
<th>Source Integration</th>
<th>Draft, Revise, and Edit</th>
<th>Seek Writing Tutor assistance as needed</th>
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| • LD: 3000 drafted; 1000 polished  
• UD: 500 drafted; 2000 polished | • LD: introduction  
• UD: practice forms; reflect on use by discipline’s graduates and professionals | • LD: Use at least one source; document with preferred disciplinary style  
• UD: Use more than one source; document with preferred disciplinary style | • Both levels  
• Both levels | • Both levels  
• Both levels |
All students must complete the following:

• First-year writing courses required by placement
• One lower-division UWR writing-intensive course identified by each major
• Two upper-division UWR writing-intensive courses as identified by each major
• Must complete all UWR writing intensive courses with a C- or better
• At least 30% of the overall grade allocated to formal writing assignments
  • At least 25% of the overall grade based on evaluation of individually written papers that have been revised after feedback.
Year 1 Assessment Targets

**Priority 1**
- Convene WAC Group
- Complete criteria development with first third of programs
- Develop criteria with second third
- Review UWR syllabi
- Review minors checklists for UWR inclusion
- Survey 400-level UWR courses
- Infuse discipline-specific genres in majors and minors courses

**Priority 2**
- Assess writing proficiency and identify gaps in instruction and learning for specific student populations
- Develop action plan to address instructional and learning gaps
- Coordinate with academic programs, Writing Center, and Career Services to prepare students for workplace and graduate school success.
Year 1 Assessment Targets (continued)

**Priority 3**
- Collect high/medium/low capstone and ePortfolio samples
- Develop coding system for assessing capstones and ePortfolios
- Promote UWR designation for capstone and ePortfolio courses

**Priority 4**
- Midterm & exit surveys to determine literacy support needs, and awareness and availability of Writing Center support
Prep for Year 2 Assessment Targets

- Requested two one-hour faculty development sessions during orientation and began planning
- Piloted coding system for assessing capstones and ePortfolios
- Requested data from Institutional Research
Data Request

• What proportion of classes (not sections) are designated as UWR courses?
• Are UWR courses accessible for students?
• Do students who take more than the required number of writing intensive courses exhibit higher performance, as demonstrated by GPAs?
• Do students delay completion of UWRs? When do students complete LD and UD UWR requirements? Do early completers fair better than late completers, as gauged by GPA?
• Do UWR courses create a roadblock for retention and completion? If so, where do roadblocks appear?
• What is the frequency of GECs combined with UWRs in LD to 300-level courses to provide early disciplinary writing experiences and double-dipping opportunities?