

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. ”

“Re: Sigh. ETS: Chapter II.” *WPA-I Archives*, 7 Dec. 1996.

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

Word Count	<ul style="list-style-type: none">•LD: 3000 drafted; 1000 polished•UD: 500 drafted; 2000 polished
Discourse Forms	<ul style="list-style-type: none">•LD: introduction•UD: practice forms; reflect on use by discipline's graduates and professionals
Source Integration	<ul style="list-style-type: none">•LD: Use at least one source; document with preferred disciplinary style•UD: Use more than one source; document with preferred disciplinary style
Draft, Revise, and Edit	<ul style="list-style-type: none">•Both levels
Seek Writing Tutor assistance as needed	<ul style="list-style-type: none">•Both levels

University Writing Requirement (UWR)

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?