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Overview

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- 7KH QHHG IRU 5 GHVLJQDWHG FRXUVHV LV ZHOO DUJXHG DQ
  LPSOHPHQWLQJ FXUULFXODU FKDQJH LQ D ZD\ WKDW LV EUR
- 7KLV SURSRVDO QRUPDOL]HV DQG XQGHUVFRUHV 6WRFNWRQ
- 7KLV SURSRVDO UHGXFHV ZRUN QHHGHG E\ HDFK SURJUDP W
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  DOO SURJUDPV KDYH H[SHUWLVH LQ WHDFKLQJ WKHVH FULW
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5HODWHG WR DERYH GRI WKDW WKH FRQYHQRU FR H[SHUW LQ WKH ILHOG SC DQG UHVSRQVLELOLW\ RC ZKLFK DUH DOUHDG\ KHD GHDOLQJ ZLWK GLYHUVL\ HQVXUH WKDW ZH GR QR\ WKH IDFXOW\ ZLWK DSSU RI WKH FODVVURRP WR G DGPLQLVWUDWLYH LVVXH	$V QRWHG DERYH WKHUH IDFXOW\ ZKR KDYH H[SI UHVHDUFK LQ UDFH DQG 0DQ\ RI WKRVH IDFXOW\ F FRQYHQRUV LQ WKH ILUV QHZ GHVLJQDWLRQ , DuQ

From: Allison, Donnetrice
To: Allison, Donnetrice
Subject: FW: Fall 2020 HIVA course attributes
Date: Friday, December 4, 2020 2:06:41 PM

Attribute	Count
A	121
H	60
I	94
V	92
W1	105
W2	123
Q1	123
Q2	122

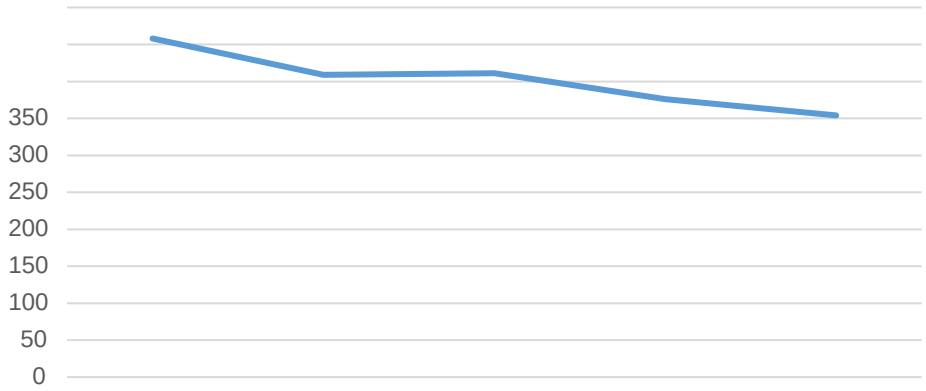
Attribute	Count
A	113
A, Q2	3
A, W1	1
A, W2	4
H	50
H, Q2	2
H, Q2, W2	2
H, V	1
H, W2	5
I	85
I, Q2	1
I, W2	8
Q1	115
Q1,W2	8
Q2	92
Q2,W2	22
V	77
V, W2	14
W1	104
W2	60
Total	767

or 4000

All matriculated students must earn a C or better in each of four writing-designated courses: one W1 (writing) course taken as a freshman and three additional W1 (writing intensive) or W2 (Writing across the Curriculum) courses, at least one of which must be a 3000- or 4000-level course. Transfer students are subject to the writing requirement. Up to two transfer courses in composition or writing will be credited as W1 courses and counted toward the requirement. All W2 courses must be completed at Stockton. W1 or W2 courses that carry fewer than four credits or transfer courses that carry fewer than three credits do not count toward the writing requirement. Based on their SAT scores, some first year students are required to take BASK 1101 (currently FRST 1101), College Writing; all others are required to take GEN 1120 (curr12.998 (c)5.9 2 (s)5.996 (es)-5 (t)4.004 (ha)-2.002 (t)1T(s)5.99>h(, Col)-1.993 (

thoughts, and practices related to teaching W2 courses, plus NSSE results. Direct measures of student writing included CLA test results and General Studies assessment results related to writing skills. These results helped lead to new funding for professional development and shape that development from 2008-2011. In 2008, at the recommendation of the Writing Advisory Council, we started with a multi year series of institutes, moving in a three-year cycle from beginning to intermediate to advanced needs in terms of faculty support. In 2008, an institute served seven people at Stockton who wanted to

The mean number of W2 courses completed by graduating seniors differs widely by major , as one might suspect, with a low over the past 5 years in Computational Science in 2012, with an average of 2.2 W2 courses completed by graduating seniors, and a high in 2013 in Literature , with 10.61 W2 courses taken by graduating seniors (Chart 2). The mean n12 Tf 441.07 436.27 Td [(Th)-3 (e mean)]TJ ET Q q 0 0 612 79 12 T/8 0 61e0.306 2 Tf 0.06 Tc 435.91



Although the number of W2 courses being offered is decreasing, the number of faculty offering W2 courses remains fairly stable over the past five years (Chart 4).

The number of adjunct faculty teaching W2 courses has also remained fairly steady over the past five years (Chart 5).

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waves of retirement also align to a degree with these decreases.

3) Over the past five years, Stockton has hired many new faculty members but, because Writing Across the Curriculum has no budget, and we must compensate faculty members for partic 11.04 TfWpat 11.04 TfWng in l profess 11.04 TfWonal de, velopment s 11.04 TfWty has not yet

opportunity to participate in in -depth faculty development related to the teaching of writing while at Stockton. The W2 program would also like to reach faculty who are not currently teaching W2s.

Service
Faculty service related to W2 teaching takes primarily two forms. First, the elected W2 Coordinator gets two course releases a year to administer the program. Secondly, one faculty member representative per academic School serves on the Writing Advisory Council, meeting approximately 5 times per year to review courses and provide vision and guidance on W2 issues.

Scholarship
Because most faculty teaching W2 courses are not primarily writing teachers, most of them are not actively publishing related to the teaching of writing.

However, an email solicited publications related to W2 teaching over the past 5 years and got the following items in response:

Publications, alphabetical by faculty last name:

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Academic Program Five -Year Review Template

Please note that the information below uses the headings from the Assessment matrix, and so aligns with the assessment matrix in terms of the information provided.

Program outcomes:
Student learning: Demonstrate written communication skill

Courses: W2

Course goals: Each W2 course asks students to work on several written communication skills as listed on the ELO written and oral communication map, whichever are relevant to a particular course. All W2 courses have improving written communication skill as a course goal, and so align with that general graduation and ELO goal. Improving written communication skills is also a General Studies goal and a goal for some majors and minors.

Measurement and instruments: Measurements are currently in place for some programs:

- Eportfolios in PUBH, scored with rubrics
- BUSN: capstone strategies
- HIST Senior seminar, thesis scores
- Literature pre and post essay assessment
- EDUC fieldwork will soon include a stat test of writing sk.04 m155.78 l457.41 S Q q 1 0 0 1 72 [(0 0 0 1)] TJ ET Q

continues a general trend in which we see our students gradually improving their performance on the CLA over time. In 2009-2010, seniors performed near performance in all areas. In 2008-2009, students performed at expected on all measures, including total score (56%), performance task (66%), analytic writing task (54%), make-an-argument task (46%), and critique-an-argument task (57%). In 2007-2008, seniors performed well below experience for all measures, as they did on some measures in 2006-2007.

Heighten

Heighten is a standardized test of student skill. The summary below (Table 1 and the following italicized text) is from a summary overview by Sonia Gonsalves of the scores for 82 students who took the test in 2015:

Table 1: HEIghten Written Communication GROUP MEAN = 162.9, Stockton = 162.2

		N	Mean	Std. Deviation	Minimum	Maximum
Score	Freshman	16	161.94	3.750	155	168
	Sophomore	46	162.46	4.829	150	172
	Junior	13	161.23	5.134	153	169
	Senior	9	161.33	5.244	154	169
	Total	84	162.05	4.680	150	172
Percentile	Freshman	16	46.94	19.608	13	78
	Sophomore	46	49.65	23.759	1	93
	Junior	13	44.62	25.231	8	83
	Senior	9	44.33	26.387	10	83
	Total	84				

Program assessment
In 2015-2016, the W2 Coordinator reached out to programs from across the university to identify which programs are already gathering data on writing skills. First, the Coordinator emailed all faculty asking for programs to self-identify if they collect any writing assessment data. Then, the Coordinator followed up with programs that said that they do and with other programs that she had heard did have such assessment. For five-year review, data can be collected from the programs and recent central tests and triangulated. The data below includes data provided by all programs that self-identified as collecting data, plus pr n BT /TT17 ds

Public Health : This report pulled the following summary(italicized below) from a Public Health Assessment Report. Some of the data relating specifically to oral and electronic communication have been removed. Students and faculty rated student work, as in an electronic portfolio, on a Likert scale from 1-10. Site supervisors rated student work with letter grades.Data was collected Fall 2010-Fall 2014.

Program Goals #1: Students will demonstrate effective oral and written communication skills
Objective:

H[SHFWDWLRQV 7KH +LVWRU\ 6HQLRU 6HPLQDU FRXUVHV D
RWKHU : FRXUVHV 7KH\ VXPPDUL]H LPSURYHPHQW FRUHV
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ZHUH KLJKHU VWLOO E\ 0RUHRYHU 6DYDJH FRQFOXGH
JUHDW VWUHQJWK ZLWK RQO\ WZR SDSHUV GLVSOD\LQJ XQ
H[FHOOHQFH >RXW RI D VDPSOH SRSXODWLRQ RI @ 7KHVH
ZDV YHU\ PDUNHG PRYLQJ IURP WR >RQ D VFDOH
SHUIRUPDQFH RI

Literature /LWHUDWXUH DOVR GLUHFWO\ DVVHVVHV VWXGHQW
IROORZV

7KH/LWHUDWXUH 3URJUDP FUHDWHG D SUH DQG SRVW DV
/LWHUDU\ ,QWHUSUHWDWLRQ FRXUVHV DQG 6HQLRU 6HP
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GHYHORSLQJ DQ DUJXPHQW DSSURSULDWHO\ XVLQJ VW
DQG SURSHUO\ XVLQJ OLWHUDU\ WHUPLQRORJ\ 7KH GD
VWXGHQW DYHUDJH HYDOXDWLRQV LPSURYHG LQ HDFK
SURJUDP 7KH VWXGHQWV LQ OLWHUDU\ LQWHUSUHWDW
HYDOXDWLRQ RI DQG LPSURYHG GRFXPHQWDWLRQ RI
WKH FRXUVH 6WXGHQWV LQ WKH 6HQLRU 6HPLQDU FOD
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,QWHUSUHWDWLRQ RI UHVXOWV

Ov

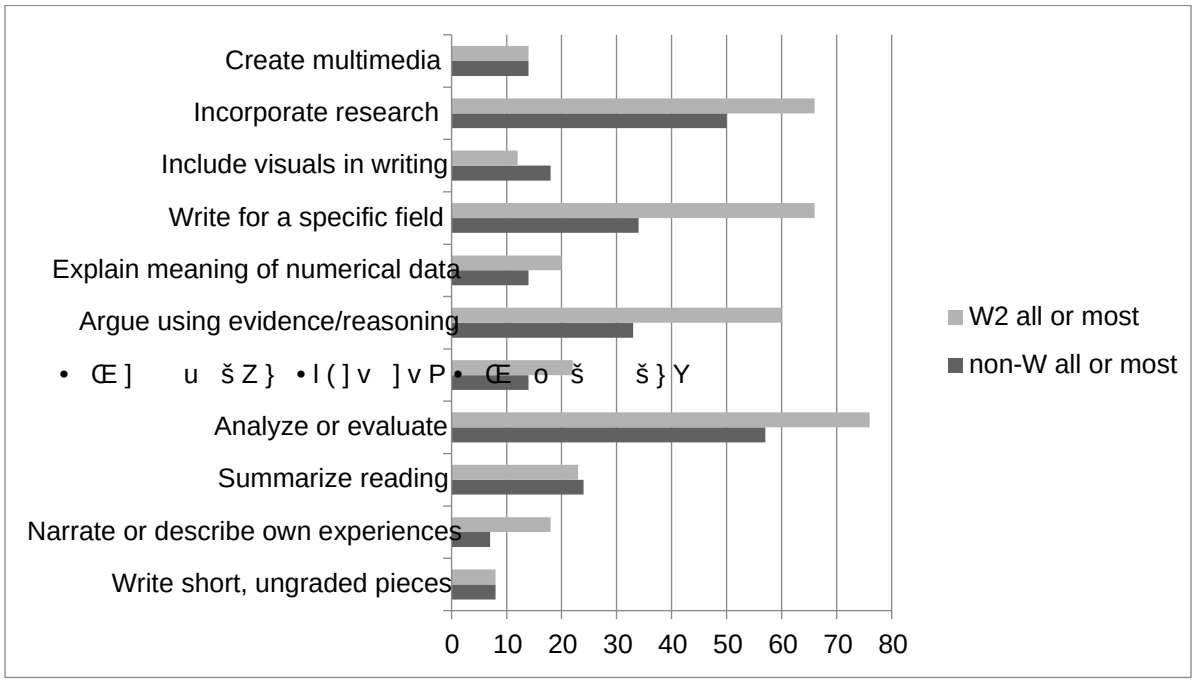
majors, and others

– Š ‡ ” ‘ š ‘Office. Having a budget to provide professional development in more intense sessions than a one or two-hour workshop would be helpful. A local agreement between the union and administration calls for financial support for faculty attending professional development sessions of half-a day or longer. The financial support provides an incentive to faculty for developing specific skills or expertise, but we must have a budget in order to provide such development.

The main cost to the uh102t9826T9k2.98 6than a one

addition, some kinds of writing are less frequently omitted from a W2 course: research, incorporating visuals with writing, writing for a specific field, explaining numerical data, and arguing (Figure 9. W2 course only omit one kind of writing more frequently than non -W courses: summary. Similarly, W2 courses only rely less heavily on two kinds of writing for

Figure 2 3HUFHQWDJHV RI VXUYH\ UHVSRQGHQWV ZKR LQGLFDWHG assignments asked students to practice particular kinds of writing in non-W and W2 classes



The processes teachers encourage students to use also differ between non W and W2 courses. All processes are used frequently by a higher percentage of survey respondents in W2 classes than in non-W classes (Figure 3). Similarly, all processes are omitted more frequently from non-W classes than from W2 classes (Figure 4). Again, conversation among faculty at Stockton might help us reflect and reach consensus about whether these frequencies are ok with us/ or should, for instance, students get more feedback from one another and teachers on their drafts, or use the Writing Center more heavily?

Figure 3 3HUFHQWDJHV RI VXUYH\ UHVSRQGHQWV ZKR LQGLFDWHG assignments asked students to use particular writing processes in non-W and W2 classes

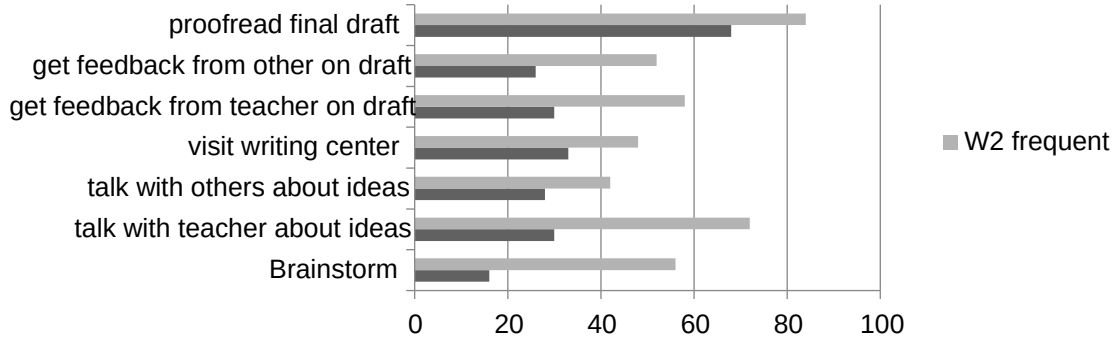


Figure 4 3HUFHQWDJHV RI VXUYH\ UHVSRQGHQWV ZKR LQGLFDWHG students to use particular writing processes in non-W and W2 classes

Finally, non-W and W2 classes differ in terms of the kinds of instruction teachers provide to students. In both kinds of classes, over 90% of survey respondents indicate that they provide clear instructions to students for written assignments (Figure 5). However, the number who provide written assignment descriptions more than doubles for W2 courses compared to non-W courses. W2 instructors provide more instruction in all areas than non-W instructors, particularly in terms of lessons on writing and feedback to students on drafts. Non-W instructors are also more likely to omit instruction entirely in nearly all areas / the exception being providing a grading rubric (Figure 6).

Academic Program Five

Figure 6. Percentages of survey respondents who indicated that they provided various kinds of
L Q V W U X F W L R Q W R V W X G H Q W V I R U- ³ Q R ´ Z U L W L Q J D V V L J Q P H Q W V

- • ž • Ž — • œ 1 — ˜ • 1 Š • Ž š ž Š • Ž • ¢ 1 ™ taught W2 courses in the past, I did not feel the students had a good foundation for writing. I spent too much time teaching › ' • ' — • 1 ' — œ • Ž Š • 1 ˜ • 1 Œ ˜ ž › œ Ž 1 Œ ˜ — • Ž — • ï
- Ž Œ Š ž œ Ž 1 • ' Ž 1 X 1 • Ž œ ' • — Š • ' ˜ — 1 • Ž • œ 1 • › ˜ ™ ™ Ž • ñ 1 ' • 1 ' œ 1 • ˜ ˜ 1 Ž Š œ ¢ a W2 get dropped from the list - the default should not be for a course taught by a particular faculty member to lose its designation, unless that faculty member indicates that it should be.
- Unaware of process for designation
- Š Œ " 1 ˜ • 1 • Ž have no real opportunities to teach W2 courses, nor any particular • Ž œ ' › Ž 1 • ˜ 1 • ˜ 1 œ ˜ ï
- Too many requirements
- ˜ • 1 œ ž › Ž 1 ˜ • 1 ‹ Ž — Ž • ' • 1 • ˜ 1 œ • ž • Ž — • œ ñ 1 ' Ž › Ž 1 Š › Ž 1 Š • › Ž Š • ¢ 1 Y 1 › Ž š ž (that someone else teaches) and I didn't know if it would benefit students to add an Š • • ' • ' ˜ — Š • 1 › Ž š ž ' › Ž • 1 X 1 Œ ˜ ž › œ Ž ï
- Failed to get approval in time

Overall, it seems that we need to continue to offer ways to make the work load manageable for instructors. In addition, we need to better communicate how writing can be incorporated into Œ ˜ — • Ž — • 1 Œ ˜ ž › œ Ž œ ð 1 ™ Š › • ' Œ ž • Š › • ¢ 1 ' — 1 – Š • ' 1 Š — • 1 œ Œ ' Ž — à à ° Ž9 • 1 X