Writing Proficiency Program Assessment

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Assistant Director of the WPP
WPP SLOs

Through the WI courses and the WPP Portfolio, the WPP:

- Supports students’ writing competence in the production of discipline-specific writing pieces. (Writing competence includes showcasing effective use of grammar, punctuation, and coherent paragraphs.)

- Supports students’ writing by emphasizing the importance of effective organization, structure, and relevant evidence to support and communicate each of the document’s central ideas.
I. Writing Intensive Course Assessment for the Writing Proficiency Program 2014-2015

- **Program Matrix table** shows alignment of WI course offerings to program SLOs and ILOs.

- An X is placed under each course where the PSLO is covered.
<table>
<thead>
<tr>
<th>Writing Intensive Courses</th>
<th>PSLO 1</th>
<th>PSLO 2</th>
<th>ILO</th>
</tr>
</thead>
<tbody>
<tr>
<td>BES 459 Senior Seminar</td>
<td>No evidence</td>
<td>x</td>
<td>(1,5,7,8)</td>
</tr>
<tr>
<td>Math 213 Linear Algebra</td>
<td>No evidence</td>
<td>No evidence</td>
<td>(1,5)</td>
</tr>
<tr>
<td>NUR 403 Healthcare Ethics</td>
<td>x</td>
<td>x</td>
<td>(1,5,8)</td>
</tr>
<tr>
<td>SOC 201 General Anthropology</td>
<td>x</td>
<td>x</td>
<td>(1,3,5)</td>
</tr>
<tr>
<td>BIO 309 Botany</td>
<td>x</td>
<td>x</td>
<td>(1,5)</td>
</tr>
<tr>
<td>ENG 301 Survey of American Literature</td>
<td>x</td>
<td>x</td>
<td>(1,2,3,4)</td>
</tr>
<tr>
<td>REL 200 Introduction to Religion</td>
<td>x</td>
<td>x</td>
<td>(1, 2, 4)</td>
</tr>
<tr>
<td>MUS 204 Music Lit and Styles II</td>
<td>x</td>
<td>x</td>
<td>(1,5)</td>
</tr>
<tr>
<td>CHE 402 Principles of instrumental Analysis</td>
<td>x</td>
<td>No evidence</td>
<td>(1,5)</td>
</tr>
</tbody>
</table>
Recommendations to Ensure the Compliance of WI courses:

- Reflection on writing should be an integral component of the course
- The syllabus should explain the writing intensive nature of the course
- Assigned projects should include a rubric
- Multiple opportunities for drafting and revision should be integral to the course design
- Rubrics should emphasize not only content but also the functional aspects of the writing.
# Writing Intensive Course Rubric

<table>
<thead>
<tr>
<th>2=Acceptable</th>
<th>1=Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing assignments are incorporated as an integral, ongoing part of the course, and the writing assignments are effectively integrated, structured, and sequenced in a way that clearly articulates how it helps students improve their writing</td>
<td>Writing assignments are not incorporated as an integral component of the course, writing assignments are not structured and sequenced in a way that can help students improve their writing in any clear way</td>
</tr>
<tr>
<td>From the course syllabus and course assignments, it is clear that students have many opportunities to receive constructive criticism on drafts, and the opportunity to revise their work, particularly drafts of longer projects.</td>
<td>From the course syllabus and course assignments, it is unclear whether students have many opportunities to receive constructive criticism on drafts, or the opportunity to revise their work, particularly drafts of longer projects.</td>
</tr>
<tr>
<td>From the course syllabus and course assignments, it is clear that assignments and course planning devote ample time for students to reflect on their writing and their intellectual growth.</td>
<td>From the course syllabus and course assignments, it is clear that assignments and course planning do not devote any time for students to reflect on their writing and their intellectual growth.</td>
</tr>
<tr>
<td>As stated in the course syllabus, written assignments are a major component of the course grade. The course syllabus clearly and amply explains the writing-intensive nature of the course and contains a detailed schedule for writing assignments and revisions.</td>
<td>Written assignments are not a component of the course grade. The course syllabus does not explain the writing-intensive nature of the course and does not contain a schedule for writing assignments and revisions.</td>
</tr>
<tr>
<td>The Writing Intensive Course has at least one rubric created for grading writing assignments and the rubric is distributed to the students before the writing assignments are due.</td>
<td>The Writing Intensive Course has no rubric, and thus no rubric is distributed to the students before the writing assignments are due.</td>
</tr>
</tbody>
</table>
II. Writing Proficiency Program Portfolio Assessment 2014-2015:

The goal of the WPP portfolio assessment was to assess how departments are evaluating the WPP portfolios for their majors.

1. Does each portfolio include the rubric for assessing the portfolio?

2. Is everything in the portfolio consistent with the department’s outlined portfolio requirements?

3. Is the portfolio rubric clear as to what the departments should be assessing about writing in these portfolios?
WPP Portfolio Evaluation 2014-2015:

- The writing committee and WPP faculty reviewed the portfolios from:
  1. Department of Languages and Literature
  2. Biology and Environmental Sciences
WPP Portfolio Recommendations for Departments

1. Each department needs a list of portfolio requirements available to all students.

2. The portfolios should include all the portfolio requirements listed by the department.

3. There should be one revision.

4. A resume should be included in the portfolio.

5. The department’s portfolio grading rubric should be used to assess each portfolio.

6. Students should be informed that there is portfolio preparation tutoring available in the WRC.
III. WPP Assessment Plan for Fall 2015 and Spring 2016:

- The WPP writing portfolios for the following departments will be assessed by the Writing Committee:

1. History, Political Science, and Philosophy
2. Physics and Chemistry
3. Business and Entrepreneurial Studies
4. Mass Communications
All the Writing Intensive courses offered in the spring 2016 will be assessed. The courses will be evaluated as acceptable or unacceptable based on their compliance with the WI course criteria.

To designate a course as writing intensive, please fill out the certification paperwork listed on the WPP website.

Please email sgamie@lincoln.edu to add or remove any of the listed WI courses for the spring.
The following spring 2016 Courses will be assessed:

- ACC 331; BIO 308; BUS 310; BUS 436; CHE 402; COM 202; COM 452; CSC 354; CSC 454; ENG 207; ENG 208; ENG 212; ENG 319; ENG 414; FRE 302; HIS 308; HUS 243; HUS 244; MAT 213; MAT 421; 475/495/495; MGT 437; MKT 337; NUR 306; NUR 402; NUR 411; NUR 412; PHL 216; PHL 401; PHY 291; PSY 319; REL 309; REL 402; SOC 209; SOC 201; SOC 318; SOC 321; SOC 410; SPN 302; SPN 408
Faculty Writing Intensive Course Workshops:

- Two workshops will be offered this semester to help faculty plan their Writing Intensive courses and integrate writing in the courses.

- Wednesday, November 17th at 3:00, location TBA.

- Thursday November 19th at 3:00, location TBA.

Interested faculty should email me at sgamie@lincoln.edu