Closing the Loop University Summary Report:

Discussion, recommendations, and actions taken as a result of assessment of Written Communication and Information Literacy student learning in 2018-19 year and academic and co-academic discussions in 2019-2020 academic year

Academic Senate Presentation April 21st, 2020

- ILO Timeline (Maureen Scharberg, Dean, APS; WASC Accreditation Liaison Officer)
- Summary (Kevin Kaatz, CAPR Chair, EEC faculty)
- College of Letters, Arts, Social Science Examples/ WST (Sarah Nielsen, Associate Dean)
- College of Science Examples (Danika LeDuc, Associate Dean)

ILO Timeline

(not to scale)

2006-07	2011	2012	2013	2018
Strategic Planning and groundwork for ILOs	Development of Institutional Learning Outcomes (ILOs): 234 campus leaders, faculty, staff,	University Adoption of ILOs	Development and piloting of ILO rubrics began	Campus-wide Implementation of ILO Assessment: Started with

Summary

- Completed Academic Assessment
- Completed University Summary Report and organized relevant Assessment Results
- Conducted College and EEC Closing the Loop discussions (report attached)
- Reported back to University colleges and faculty governance

CLASS & WST

- GE and Composition Program
  - A2 written communication pilot assessment highlights
  - A4 second composition rubric development
- Graduation Writing Assessment Requirement (GWAR), known on our campus as the WST and University Writing Skills Requirement (UWSR)
  - WST and GWAR portfolio results
  - Changes to GWAR
- CLASS Examples: WAC Director & Writing Needs Analysis

CSCI: ENGR 200: Introduction to Engineering and Design (Writing II)

- Summative writing assignment is a prototype design report.
- Continuous Improvement Process to writing
- 10 low-stakes, in-class writing activities that support the three larger assignments
- Prompt feedback
- Helps students meet deadlines and meet learning outcomes

CSCI PHYS 230, Physical Reasoning (Writing II)

- Foundational idea is that clear scientific writing goes hand-and-hand with sound scientific reasoning.
- Students write as part of every class and in a variety of modes: answers to problems, responses to journal articles, a personal statement, and two review papers.
- This year, the class has increased its library field trips from two to 11.
- During this time, the instructor and library liaison assist students with their writing projects.

CSCI Other Efforts Reflect the Diversity of Programs and Variety of Approaches Needed

- Construction Management: Plan to devote more time in lower division courses to APA format and research methods
- M.S. Environmental Geoscience: Earlier intervention in the thesis writing process to coach students to make use of resources
- Health Sciences: Standardizing courses and getting faculty training to address students' needs for writing support
- Nursing: More practice with APA format
- Psychology: increased faculty modeling of writing and in-class peer review of writing
- Statistics: Improve transparency of assignments; more consistent writing assigned leading up to capstone courses/projects

Questions
Discussion