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**: Strategic Planning and groundwork for ILOs
- **2011**: Development of Institutional Learning Outcomes (ILOs): 234 campus leaders, faculty, staff, students
- **2012**: University Adoption of ILOs
- **2013**: Development and piloting of ILO rubrics began
- **2018**: 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 Requirements (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
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