First-Year Writing Program Assessment Report
Middle States Commission on Higher Education Monitoring Report

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Teresa Grettano, PhD
Assistant Professor
Department of English & Theatre
Director of First-Year Writing
teresa.grettano@scranton.edu

Table of Contents

Development of Program Student Learning Outcomes for the
First-Year Writing Program in the Department of English & Theatre

In Fall 2013, Teresa Grettano, the Director of First-Year Writing (FYW), embarked on a year-long inquiry with the members of the newly formed program-level FYW Committee, in order to determine program student learning outcomes (SLOs) for the FYW Program (WRTG 105/106 or WRTG 107) in the Department of English & Theatre. This exploration involved:

1. Surveying current instructors of FYW using the WPA Outcomes Statement (see Object 1)
2. Surveying all full-time faculty across campus about the kind of writing they assign in undergraduate courses (see Object 2)
3. Reviewing peer and aspirant institution FYW programs
4. Drafting and vetting FYW SLOs
5. Revising, finalizing, and adopting FYW SLOs

WPA Outcomes Statement Survey (Object 1)
The Council of Writing Program Administrators (CWPA) adopted the national standards for FYW in 2000 (revised in 2008 and 2014). The WPA Outcomes Statement (WPA OS) identifies 25 outcomes for FYW nationally and is designed to be adapted to individual institutional contexts. In Fall 2013, with the help of Jordan Knicely, Research Analyst in the Institutional Research Office, Grettano surveyed current FYW instructors using the WPA OS (see Object 1). The findings from the survey were used to (1) identify SLOs for the FYW Program, (2) determine SLOs that could be assessed through final written products for initial assessment pilots, and (3) invite Weinberg Memorial Library (WML) information literacy (IL) faculty to join the FYW Committee and collaborate during the exploration. Some of this process is narrated in Object 3, the FYW Program Outcomes section starting on page 12-7.

Full-time Faculty Campus-wide Survey on Writing (Object 2)
In Spring 2014, with the help of Knicely, Grettano conducted a campus-wide survey on undergraduate writing in order to gather information about the types of writing assigned across campus and the frequency and length of assignments, as well as faculty expectations for students upon entering their classes (see Object 2). The findings from this survey were taken into consideration when focusing the mission and SLOs of the FYW Program. In particular, the SLOs were organized by the survey results showing faculty across campus valued research and essay writing, thesis-driven writing, and mechanics.

Peer and Aspirant Institution Review
A quick comparison between the university and 25 other institutions (taken from the university's list of peer institutions and those programs certified with Excellence from the Conference on College Composition and Communication) was conducted by the FYW Committee in Fall 2013. Overall findings showed that most peer institutions required one semester of FYW, but that the Programs of Excellence required two semesters; that most programs spoke about "civic engagement" or "public discourse" in their missions; and that many had a one-credit "lab" option for students needing additional help. These findings were considered during the writing of the program mission and SLOs.

Drafting, Vetting, and Finalizing FYW SLOs
In Summer 2014, working from the results of the year-long inquiry described above, Grettano drafted SLOs for the program.

FYW Programmatic Student Learning Outcomes (Draft 1)

By the end of first-year writing, students should:

1. Become proficient in writing as a process and demonstrate the ability to
   - Generate ideas for inquiry
   - Gather and evaluate information through which to develop and support ideas
   - Develop a thesis statement to articulate an argument based on the generating of ideas and gathering/evaluating of information
   - Draft and revise the argument and this thesis as necessary
   - Finalize a written product through which to present this thesis

2. Understand writing rhetorically and demonstrate the ability to
   - Generate writing topics that contribute to influencing readers' minds and/or actions
   - Focus on a purpose to accomplish this influence through writing
   - Choose an appropriate audience whose minds or actions can be influenced through writing
   - Address this audience appropriately by making decisions regarding tone, types of evidence, and word choice

3. Approach research as inquiry and demonstrate the ability to
   - Generate research questions through which to learn about an issue before forming an opinion
   - Develop effective search strategies for gathering information through which to learn about an issue
   - Gather and evaluate information through which to learn about an issue

4. Approach academic writing as conversation and demonstrate the ability to
   - Express their own ideas in relation to others'
   - Represent others' ideas fairly and accurately in their own writing
   - Address the ideas of others in their own arguments
   - Articulate the relationship between their ideas and the ideas of others
   - Determine how their ideas contribute to the conversation productively
   - Speculate how the conversation will continue beyond their contributions

5. Adhere to the conventions of academic writing by demonstrating the ability to
   - Formulate significant thesis statements
   - Organize an argument deductively
   - Support arguments with valid claims and examples
   - Cite sources of information based on disciplinary formatting and style standards
   - Write in standardized written English

This draft was first vetted at the national level at the 2014 CWPA Workshop in Normal, IL. Workshop leader Chuck Paine discussed the implementation of such SLOs with Grettano, expressed concern over the manageability of such a large assessment project, and offered advice for how to tackle the teaching responsibility in a one-semester mainstream course.

In Fall 2014, the draft was vetted by current FYW instructors, who felt the document represented accurately the work they did in their classrooms; they offered minor revisions in language. The draft then was brought to the Office of Educational Assessment (OEA) to be vetted by Faculty Fellow Harry Dammer, who acknowledged the depth in which the document communicates the difficulty of teaching writing at the foundational level but suggested reducing the number of outcomes in order to be able to create a more manageable assessment cycle.

On the advice of both the national and campus leaders in assessment, the FYW Committee revised the Programmatic SLOs in order to create a more sustainable assessment cycle.

FYW Programmatic Student Learning Outcomes (Draft 2)
By the end of first-year writing, students should demonstrate the ability to:
- Generate appropriate writing topics & research questions
- Develop effective search strategies for gathering information
- Gather and evaluate information in terms of both relevance & reliability
- Develop and support an appropriate thesis statement
- Draft, revise, & edit as necessary throughout the process
- Express their own ideas in relation to the ideas of others
- Integrate the ideas of others responsibly in their own writing
- Adjust the rhetorical strategy in response to specific writing situations
- Adjust the tone, style, & level of diction in response to specific writing situations
- Write in standardized written English (SWE)
- Attribute sources of information based on disciplinary formatting and style standards

Grettano organized these revised SLOs under three general writing concerns that were determined through the campus-wide survey to be most valued: thesis development, using research, and style & mechanics. She drafted an introductory statement reflecting the philosophy of the program—that education should be transformational and that not all student learning will be reflected in or measurable as the listed SLOs—in order to ensure that those encountering the finalized SLOs do not reduce the teaching of writing in the program to just those outcomes.

First-Year Writing Programmatic Student Learning Outcomes (Final)
Due to a mandate from the Middle States Commission on Higher Education, all syllabi must list student learning outcomes. Student learning outcomes identify what students should be able *to do* at the end of a course; they do not, however, describe who students *should be* at the end of a course. Your learning should be *transformative*, meaning who you are as a person and how you process the world and act in it should change through your education. Some of these changes will be "measurable" in terms of outcomes; other changes will not. Listed below are the measurable outcomes for this course, but know that through this course you will grow as a writer and as a person in other ways, as well.

By the end of first-year writing, students should demonstrate a foundational ability to perform the tasks listed in the following three categories:

Thesis Development	• Generate appropriate writing topics and research questions • Focus on a purpose • Adjust the rhetorical strategy in response to specific writing situations and audiences • Develop and support an appropriate thesis statement • Draft, revise, and edit as necessary throughout the process
Using Research	• Develop effective search strategies for gathering information • Gather and evaluate information in terms of both relevance & reliability • Express their own ideas in relation to the ideas of others • Integrate the ideas of others responsibly in their own writing
Style & Mechanics	• Attribute sources of information based on disciplinary formatting and style standards • Adjust the tone, style, and level of diction in response to specific writing situations • Write in standardized written English (SWE)

This document was vetted by the FYW Committee, the FYW instructors, and faculty in the Department of English & Theatre. All agreed to adopt and pilot these SLOs for the Spring 2015 semester. They were officially adopted for the program at the start of AY 2015-16.

Assessing Programmatic Student Learning Outcomes in First-Year Writing

Assessment Conducted
The FYW Program has assessed six of the twelve SLOs adopted thus far through two projects: pre-test/post-test timed writing and final paper scoring. Some of these SLOs align with the *Eloquentia Perfecta* EP-FYW SLOs in the GE curriculum. SLOs assessed thus far:
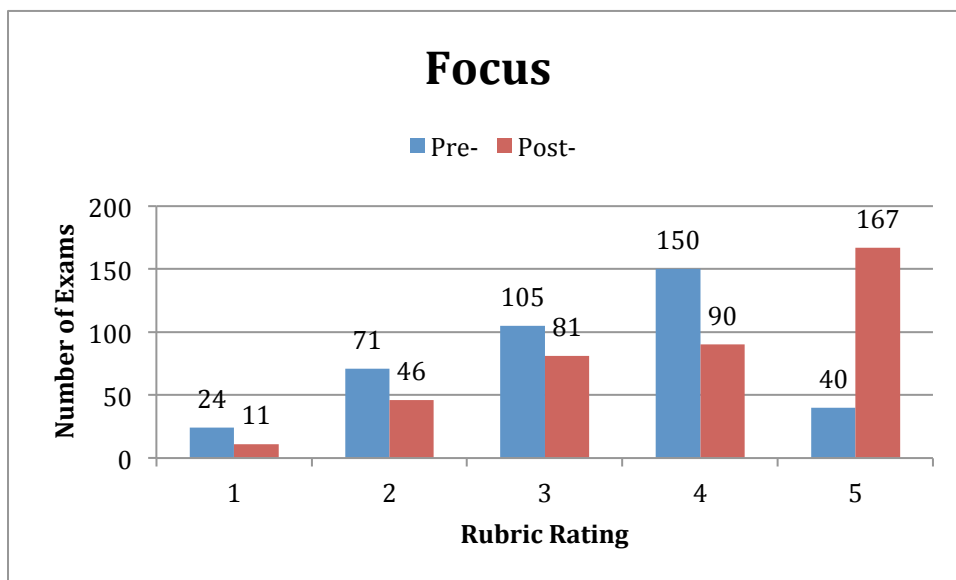
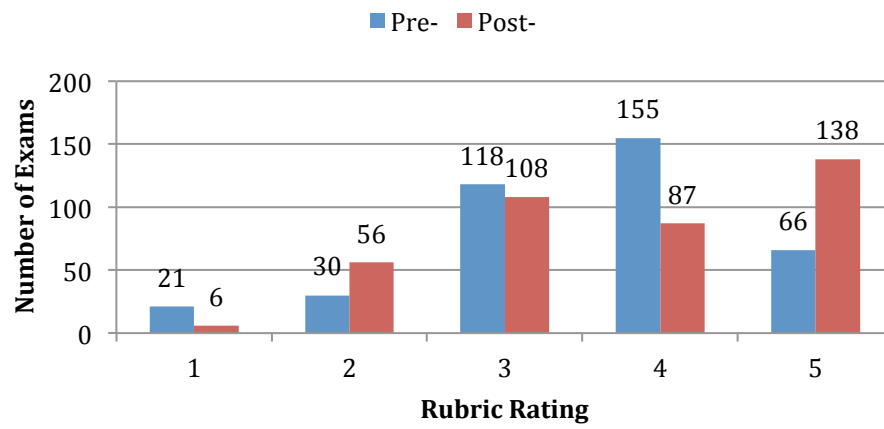| Thesis Development	• Focus on a purpose (final paper and post-test) • Develop and support an appropriate thesis statement (post-test)
Using Research	• Integrate the ideas of others responsibly in their own writing (final paper) (EP 4)
Style & Mechanics	• Attribute sources of information based on disciplinary formatting and style standards (final paper) (EP 4) • Adjust the tone, style, and level of diction in response to specific writing situations (post-test) (EP 6) • Write in standardized written English (SWE) (post-test) (EP 6)

Pre-test/Post-test 2013-14
Prior to Grettano taking over as Director of First-Year Writing in Fall 2013, the FYW Program had practiced assessment through timed writing exams. Grettano chose to continue this method in the hopes that the program could produce comparable data and be able to trace progress from year-to-year.

A 20% random sample of pre- and post-tests from the academic year 2013-14 was taken and assessed. In total, 390 exam essays were read by six instructors: Grettano; Faculty Specialist Bonnie Markowski; and part-time faculty Amye Archer, Dawn D'Aries Zera, Dale Giuliani, and Bianca Sabia. Each essay was scored by two readers, and the scores were averaged to earn one score per rubric criterion. The rubric was the same one used to score timed writing exams previously. A norming session was held prior to scoring.

Pre-test scores indicated students enter the university proficient in Organization and Paragraphs, competent in Focus, and Remedial in Sentences and Mechanics. Growth to mastery is shown in all categories through the post-test, as evident by the dramatic increase in scores of 5 and the steady decrease in scores of 1 in all criteria from pre- to post-test.

Organization

Pre- Post-

Number of Exams

Rubric Rating	Pre-	Post-
1	21	6
2	30	56
3	118	108
4	155	87
5	66	138

Rubric Rating

Paragraphs

Pre- Post-

Number or Exams

Rubric Rating	Pre-	Post-
1	13	10
2	46	56
3	119	100
4	165	106
5	47	123

Rubric Rating

Sentences

Pre- Post-

Rubric Rating	Pre-	Post-
1	7	2
2	81	36
3	106	54
4	174	122
5	22	181

Mechanics

Pre- Post-

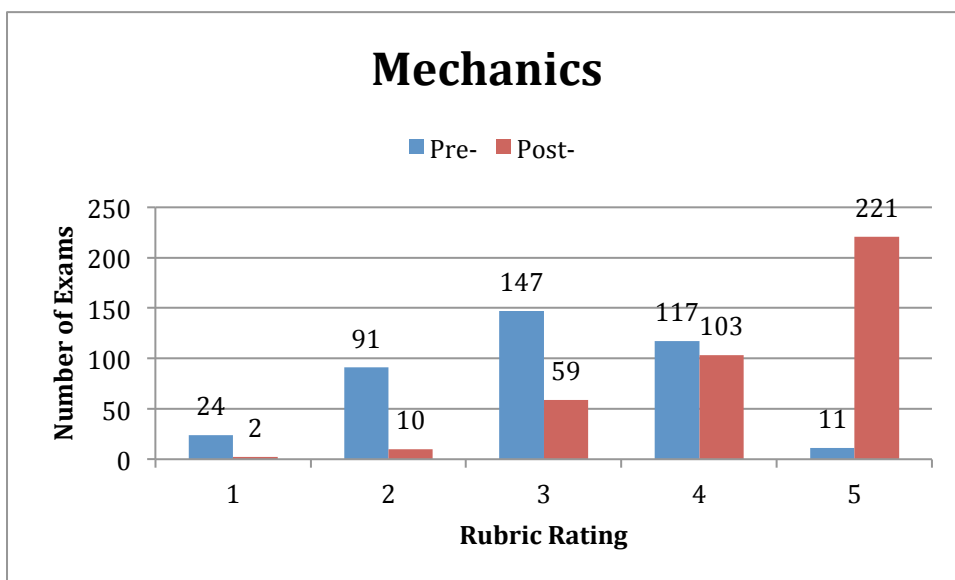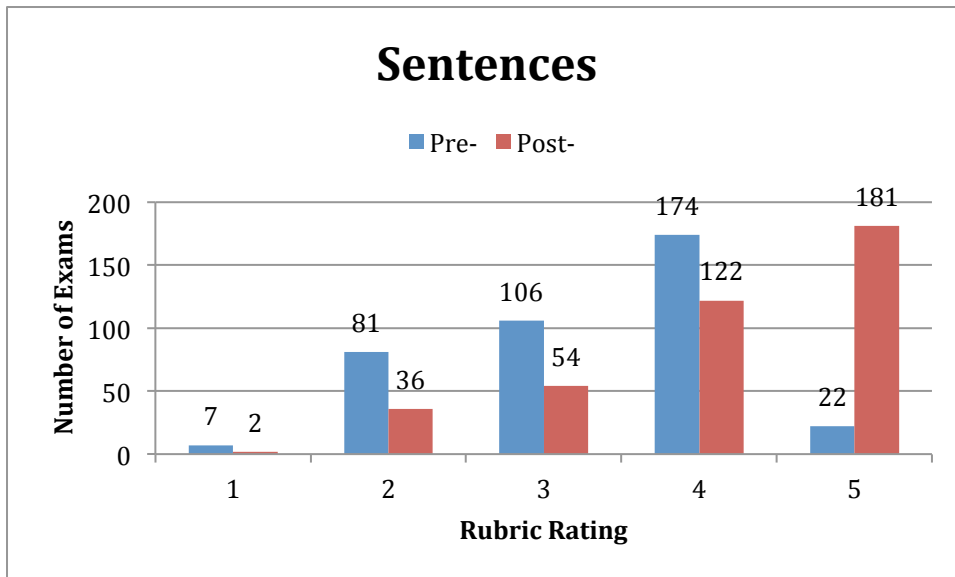| Rubric Rating	Pre-	Post-
1	24	2
2	91	10
3	147	59
4	117	103
5	11	221
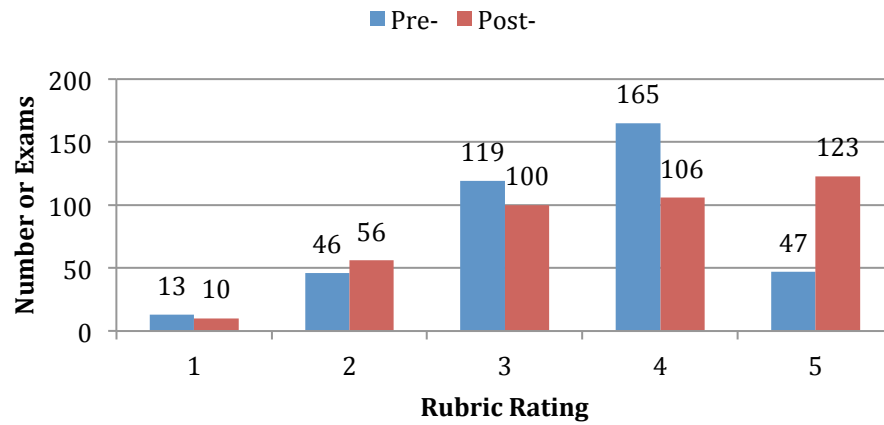
Student growth perhaps is more evident when examining the percentage of students scoring at each level. Students scoring a 5 in Focus jumped from 10% to 42%, in Organization from 17% to 35%, in Paragraphs from 12% to 31%, in Sentences from 6% to 46%, and in Mechanics from 3% to 56%.

Score	Focus Pre-	Focus Post-	Organization Pre-	Organization Post-	Paragraph Pre-	Paragraph Post-
1	6.15%	2.78%	5.38%	1.52%	3.33%	2.53%
2	18.21%	11.65%	7.69%	14.18%	11.79%	14.18%
3	26.92%	20.51%	30.26%	27.34%	30.51%	25.32%
4	38.46%	22.78%	39.74%	22.03%	42.31%	26.84%
5	10.26%	42.28%	16.92%	34.94%	12.05%	31.14%

Score	Sentences Pre-	Sentences Post-	Mechanics Pre-	Mechanics Post-
1	1.79%	0.51%	6.15%	0.51%
2	20.77%	9.11%	23.33%	2.53%
3	27.18%	13.67%	37.69%	14.94%
4	44.62%	30.89%	30.00%	26.08%
5	5.64%	45.82%	2.82%	55.95%

In addition to the data collected, working through this assessment process for the first time as an organized program under the new SLOs allowed instructors to learn things about our students beyond the rubric criteria. Below are reflections from three of the scorers:

Instructor 1

- Students seem to lean toward a five paragraph essay structure.
- Their writing and argument seemed to improve as they worked through the essay.
- Students mainly referred to the first two examples presented in the article (plane crashes) which might mean that they only read part of the article or they do not have adequate critical reading skills or they did not read the article seriously.
- Students, for the most part, did not utilize transitions between paragraphs and often, their ideas were not connected.
- They tend to over generalize the author's impressions and see things in black and white which to me means that they are not thinking or reading critically. For instance, students felt Carr said we should stop using technology rather than we should be more judicious in our use of technology.
- Because of the nature of the timed writing assignment, students do not take time to think about or organize what they are going to say; they do not leave enough time to proofread.
- Their introductions were too abstract. It took them too long to move back to the reading.
- Most students only had a general understanding of what was being asked of them in the prompt. They tended to summarize Carr's argument (too generally) and not respond with their own argument.

Instructor 2

1. One, it is a worthwhile effort to ensure that we are all on the same page when it comes to helping our students become better writers. It is beneficial to discuss common goals.

2. Two, our students need better instruction understanding the difference between analysis and summary. I was shocked by the amount of summary papers that were void of analysis. Across the board, it seems to me that we can make that one of our common goals.

3. Three, assessment rubrics should be condensed and reworked to be more succinct and clear. A four-category, three-level rubric should be sufficient.

Instructor 3

In our assessment, what was highlighted for me was that we all truly do have subjective opinions on all the components of writing. Even so, our opinions of the components are mostly similar, and we look for similar things while we all assess. After meeting with one another, we seemed more comfortable and confident with the scores we gave and are more balanced as a group. Scoring papers on a rubric was a challenge at first, but after we finished, I was more comfortable with the number system – especially since we formulated a new rubric with clear-cut guidelines. As we continue this process, I believe that the most important outcome is that we all will learn more what to look for in our individual classrooms and what levels of student writing that we should expect in the classroom.

It was determined that because the rubric was dense and inter-rater reliability was low, comparing scores from previous years was not beneficial, especially when training of scorers and the process of scoring for previous years was uncertain. Instead, the rubric was simplified for the next year's assessment.
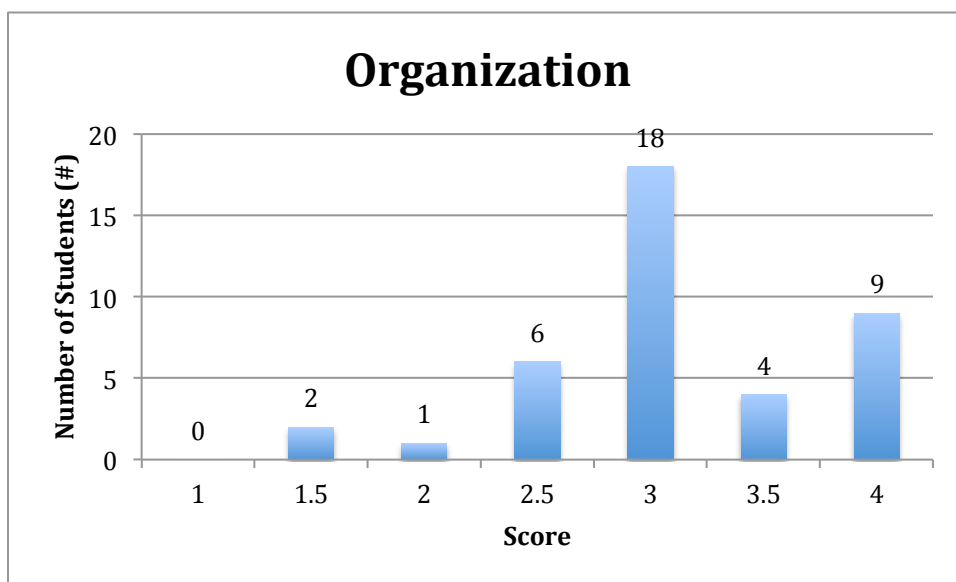
Post-Test 2014-15
Attempts to compare scores from pre- to post-tests in 2013-14 were deemed cumbersome, as was collecting the artifacts. In 2014-15, only post-tests were scored, since they would allow instructors to know if SLOs were being hit by the end of the students' time in the program.

A sample of 40 post-tests were scored over the summer of 2015. Mary Goldschmidt, Faculty Development Specialist in the Center for Teaching and Learning Excellence (CTLE), lead the norming session and scoring in order to foster better inter-rater reliability. Tests were scored by four instructors: Faculty Specialist Bonnie Markowski with part-time instructors Amye Archer, Julie Lartz, and Mark Nolan. Each exam was read by two instructors whose scores were averaged to create one score per criterion. Criteria were Focus, Organization, Paragraphs, Sentences, and Mechanics.

Overall, a majority of students scored a 3 or higher (proficient or above) in all criteria except Sentences.

Students Scoring Proficient or Above Post-Test 2014-15		
Focus	23/40	57.5%
Organization	31/40	77.5%
Paragraph	27/40	67.5%
Sentences	16/40	40.0%
Mechanics	25/40	62.5%

The average score for Focus was 2.88; for Organization 3.10; for Paragraphs 3.02; for Sentences 2.79; and for Mechanics 2.88.

Focus

Number of Students (#) vs Score

- 1: 0
- 1.5: 4
- 2: 8
- 2.5: 5
- 3: 8
- 3.5: 7
- 4: 8

Organization

Number of Students (#) vs Score

- 1: 0
- 1.5: 2
- 2: 1
- 2.5: 6
- 3: 18
- 3.5: 4
- 4: 9

Paragraphs

Score	Number of Students (#)
1	0
1.5	0
2	5
2.5	8
3	15
3.5	4
4	8

Sentences

Score	Number of Students (#)
1	0
1.5	0
2	11
2.5	13
3	3
3.5	8
4	5

Mechanics
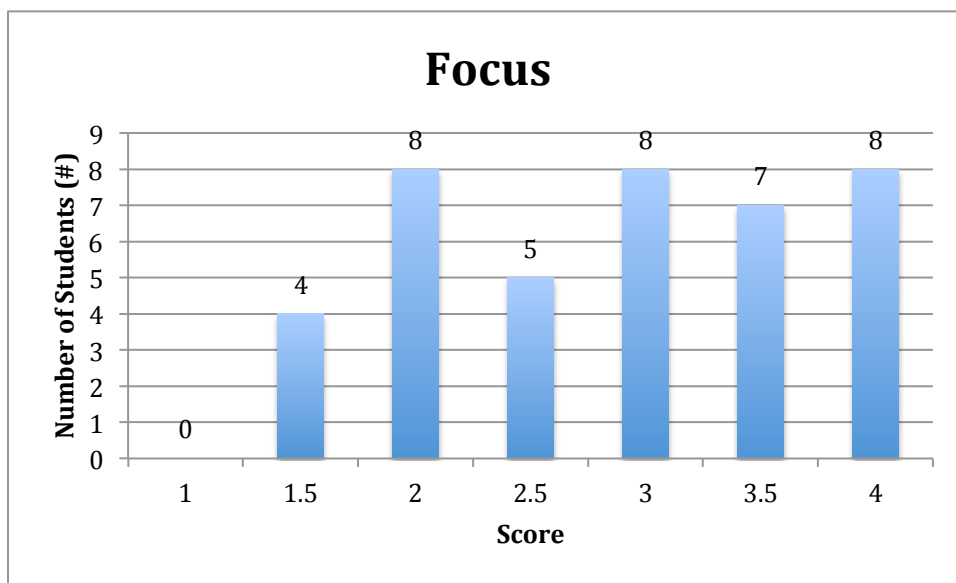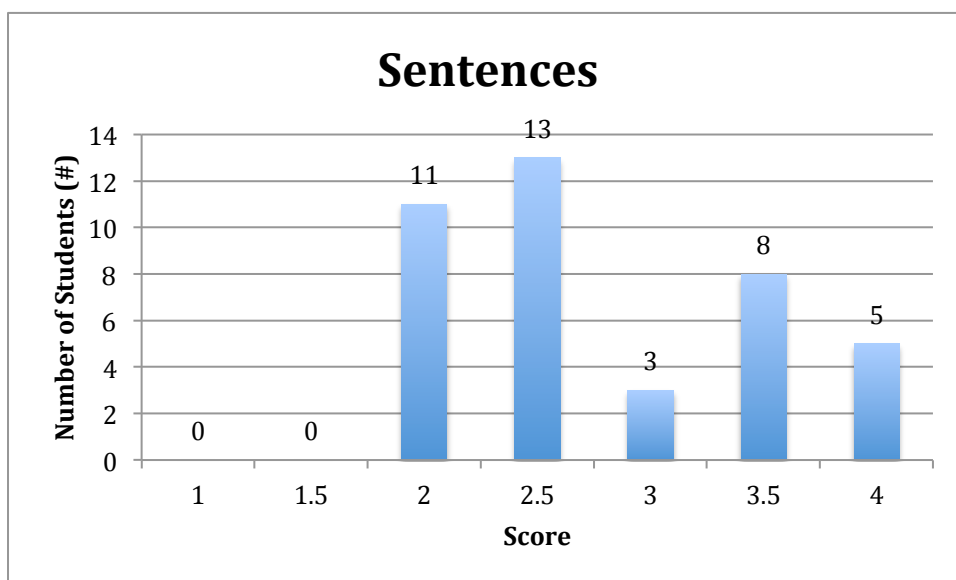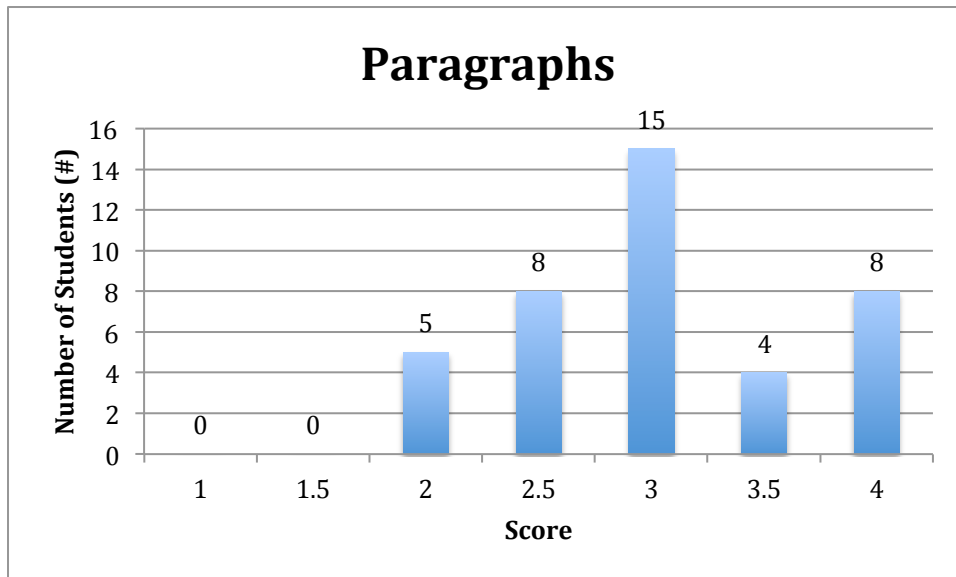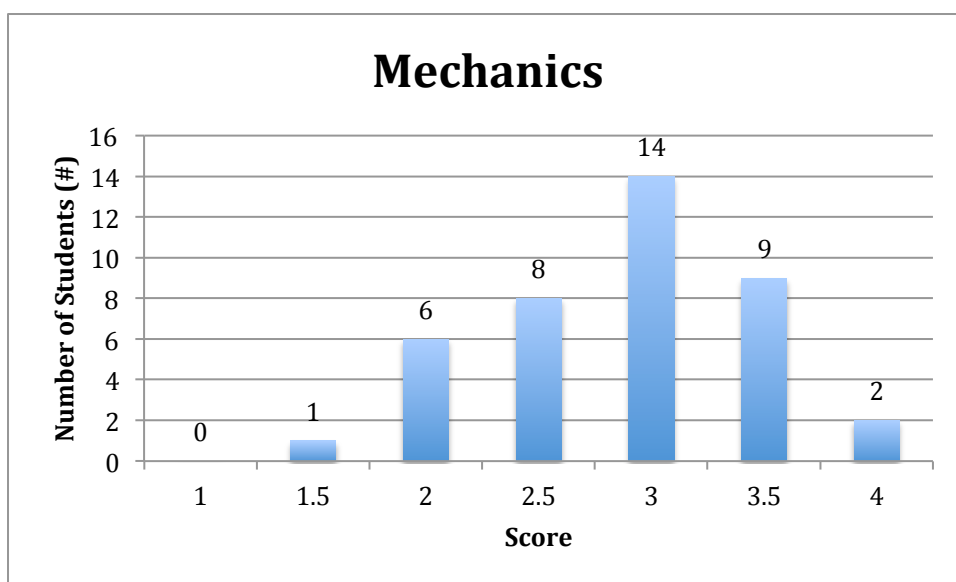
Reasons for scores could be multiple. While Organization and Paragraphs do not align with any one SLO for the program, the abilities that both criteria evaluate are necessary in order to perform other skills that are being assessed, so instructors may focus on these skills more than others. Students may enter the FYW Program already competent in these areas, as speculated in the 2013 pre-test results. Still, students performed better in the global writing concerns of Focus, Organization, and Paragraphs than in the local concerns of Sentences and Mechanics. This could be because of the timed nature of the exam not allowing for time to proofread, or if could be because instruction through the semester is more focused on global than local concerns, since ideas need to be written on the page first before a writer can concentrate on sentence-level issues.

Final Paper Assessment
The FYW Program philosophy teaches writing as a recursive process and values feedback and revision. For this reason, while assessing student learning through a timed-writing exam could offer some relevant information, it is an insufficient means through which solely to assess learning in the program. For this reason, the FYW Program added an assessment project that would evaluate student writing that worked through this recursive process in order to determine if teaching this process is effective.

This project began in Fall 2013. Instructors were asked to collect the last formal writing assignment (final papers) submitted for a grade in their WRTG 107 courses. The genre of writing was irrelevant; all papers were to be assessed for the same outcomes.

Thesis Development	• Focus on a purpose
Using Research	• Integrate the ideas of others responsibly in their own writing
Style & Mechanics	• Attribute sources of information based on disciplinary formatting and style standards

These outcomes were chosen for two reasons: (1) they ranked high in importance and/or ease on the WPA OS Survey, and (2) they were easily assessable through final products.
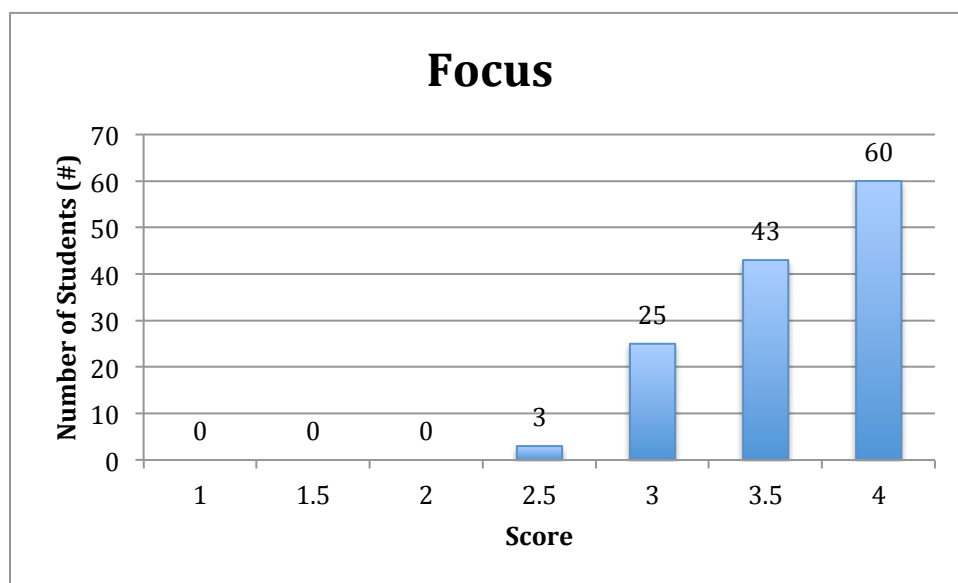
Since two of the outcomes are related directly to information literacy, faculty librarians were invited into the assessment process as a culmination of collaborating on shared outcomes and instruction. Dean Conniff provided stipends for librarians Donna Witek and Betsey Moylan to score final papers with Grettano and Markowski. A rubric was drafted by Grettano and revised collaboratively with the other scorers before norming.
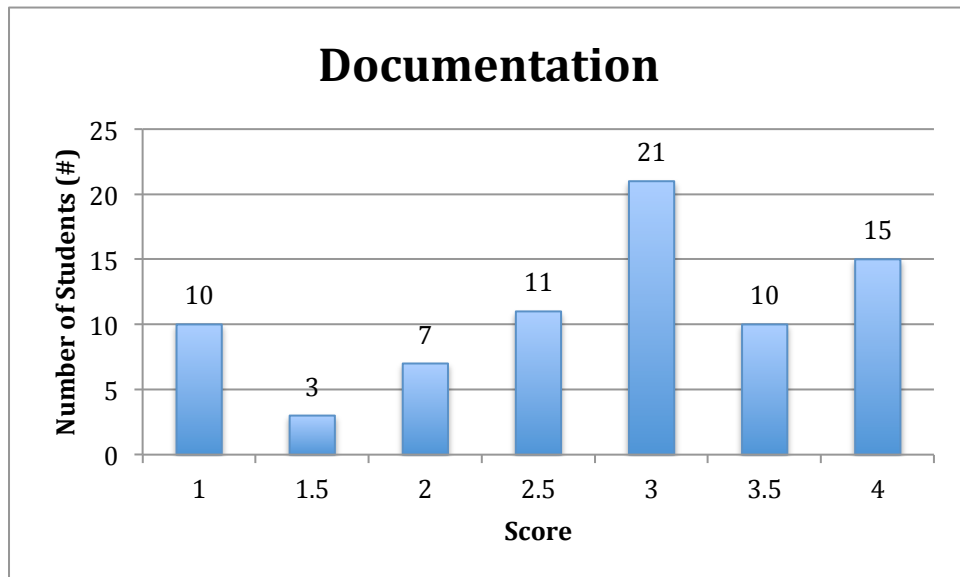
While all WRTG 107 instructors were asked to submit final papers, only half complied. (See Assessment Difficulties section) A total of 131 of a possible 233 final papers were collected and assessed. Of those, 49 papers (or 37% of the sample) were not of a genre that included research, so they could not be assessed for Integration or Documentation. Each paper was read by two instructors, and the scores in each outcome were averaged to offer one score per outcome.

Overall results show that when assessed through an artifact that reflects the program pedagogy, students are performing incredibly well in these outcomes. Students scored a 3 or higher (satisfactorily or above) in Focus 97.7% of the time, in Integration 71.9% of the time, and in Documentation 56.1% of the time.

Final Paper Assessment Students Scoring Satisfactory or Above		
Focus	128/131	97.7%
Integration	59/82	71.9%
Documentation	46/82	56.1%

The average score for Focus was 3.61, well above satisfactory, and no student scored below a 2.5 in that outcome; the average score for Integration was 3.08, with only 10 students scoring below a 2.5; and the average score for Documentation was 2.69, with 20 students scoring below a 2.5.

Integration

Score	Number of Students (#)
1	2
1.5	2
2	6
2.5	11
3	28
3.5	12
4	19

Documentation

Score	Number of Students (#)
1	10
1.5	3
2	7
2.5	11
3	21
3.5	10
4	15
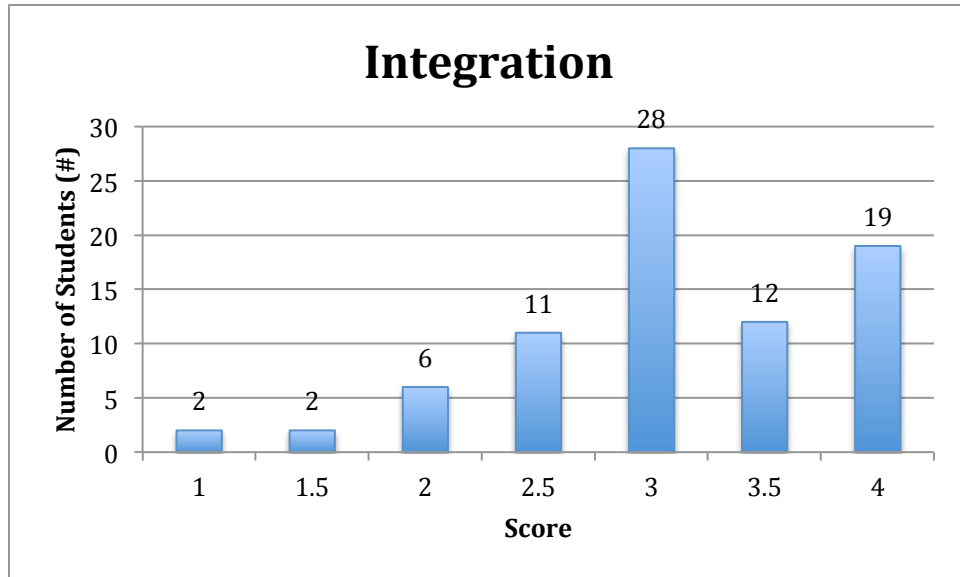
By working through this assessment project, much was learned about student writing beyond the insights made through the data collected and the outcomes assessed. This was a unique and fascinating experience for the faculty librarians in particular, as they rarely encounter student final products where they are able to evaluate the effects of their formal and informal information literacy instruction.

Witek had the following insights to offer:

- Integration: In order for students to eloquently integrate sources, they need to understand what type of document the source is.

- Engagement: I learned so much from papers that were curiosity-driven compared to the others. In addition, the papers that were research-based but that contextualized the topic using a personal experience by the writer were the most effective of the bunch. This experience highlights the importance of curiosity-driven (IL disposition) research.

- Assignment type: The compare/contrast papers were difficult to read (i.e., dry, not sure about the purpose); however, the autobiographical essays, which couldn't be scored for integration or documentation because they did not require research, could function as gateway writing exercises into curiosity-driven research topic identification (i.e., Research as Inquiry IL threshold concept).

- Plagiarism detection: Surprised first by the presence of two clearly plagiarized papers, then by how I was able to detect that they were plagiarized—the assessment of discrete outcomes, as laid out in the rubric, as well as an understanding of how language of a discourse looks and sounds (i.e. *They Say, I Say* rhetorical moves/Scholarship as Conversation IL threshold concept), enabled me to identify exactly *why* it is impossible for an 18-19 year-old to have written the writing sample I was reading. This, to me, is fascinating.

- Assignment design: Seeing the products of these different assignment types side by side is helping me refine how to design a writing intensive course and learning activities that make real learning happen. Some assignment types—identifiable via backward design by examining the student product—were more successful at laying out the learning the student had experienced for the reader (i.e., instructor and/or assesser) than others were.

Obstacles and Solutions
There have been some difficulties in developing sustainable assessment methods.

Amount of material: Because FYW is a requirement for the entire student population, the program encounters about 1200 students per year. Collecting and organizing multiple artifacts from that number of students is overwhelming, and because we are assessing writing, these artifacts are multiple pages. Before the OEA was formed, the Director of First-Year Writing was charged with handling the artifacts, and Grettano spent hours sifting through digital files to pull samples. Instructors would find submitting artifacts cumbersome for similar reasons. Richard Walsh, Assistant Provost of Operations, in his OEA work with Grettano has managed to develop a method of submission that by-passes instructors (students email documents to the FYW Program directly), to write programs that will sort these artifacts, to pull samples and distribute them, and to process data collected in scoring. He has built an application for the scorers to use in the next round of assessment that will eliminate the need for them to record and transfer data but instead will sort the data as they score. The system is not perfect yet, but much progress has been made; Grettano will continue to work with the OEA to streamline assessment processes.

Data alignment: Because of the number of students encountered in FYW, and because not all students fulfill the program requirement in the same year they enter the university, it is difficult to trace student growth through the program. This type of assessment is not necessary at this point, as we are concerned primarily with SLOs for the program. If we want to assess student growth across the curriculum, we will need to devise a different system.

Rubric design: We have found that rubric design is key to the success of assessment scoring. Rubrics need to be as focused and simple as possible, and the language with which to evaluate student work should be consistent. For example, the rubrics used by the program thus far name the level at which it is understood that students have met an SLO "competent," or "satisfactory," or "proficient;" using these terms interchangeably can confuse scorers. Rubrics needs to be revised as assessment purposes become clearer.

Contingent faculty: Reliance on contingent faculty in the FYW Program makes it difficult to conduct assessment effectively and to develop any momentum. The Dean of Arts & Sciences generously has compensated part-time instructors for working beyond their job duties in scoring assessment scoring. Part-time instructors are committed to student learning and to the pedagogical integrity of the program and the university. Still, because part-time instructors are not trained in the discipline of rhetoric & composition or are not consistently trained in the teaching of writing in this program, because their energy is split among other responsibilities, and because scheduling all instructors together for one meeting is impossible (we've had to hold two meetings for each task), it is difficult to sustain healthy assessment practices. At the very least, part-time instructor turn over disrupts inter-rater reliability. More full-time faculty lines in Writing are needed to stabilize and sustain assessment in the program.

Future Assessment
The following SLOs are next in rotation to be assessed. Plans will be devised to develop assessment methods (see CWPA Visit in next section), since most of these SLOs will not be directly assessable through final product scoring.

Thesis Development	• Generate appropriate writing topics and research questions (EP 1)
	• Adjust the rhetorical strategy in response to specific writing situations and audiences (EP 3 and 5)
	• Draft, revise, and edit as necessary throughout the process (EP 1 and 5)
Using Research	• Develop effective search strategies for gathering information (EP 2)
	• Gather and evaluate information in terms of both relevance & reliability (EP 2)
	• Express their own ideas in relation to the ideas of others (EP 4 and 5)

Current Projects in Progress for First-Year Writing

The FYW program is working on the following projects:

Grade Inflation and Norming
On average over the past two years, 40% of the incoming class has placed in the 105/106 developmental sequence of FYW through the Summer Orientation placement exam. Limits in staffing and classroom space have made it impossible to accommodate this number of students in the developmental sequence, and as a consequence, just under half of these students are "promoted" to the mainstream 107 course upon second read of their placement exams.

Grettano wanted to track the performance of these "promoted" students in order to ensure the FYW Program was being ethical in its practices. Walsh provided grade data for her—grades for those students initially placed in 107 and grades for those students "promoted" to 107. Grettano assumed students "promoted" to 107 would earn grades lower than those initially placed in the mainstream course and that she could use the results of this inquiry to argue for more classroom space and more specialized instructors to teach more sections of the developmental sequence. What she found was that students "promoted" to 107 performed just as well as those initially placed there, and that grade inflation was a problem in the FYW program.

WRTG 107 Grades
AY 2014-2015

Grade	Total	Percentage
A	125	23%
A-	129	24%
B+	97	18%
B	82	15%
B-	30	6%
C+	26	5%
C	13	2%
C-	8	1%
D+	2	0%
F	12	2%
W	14	3%
Total	538	

Students "Promoted" to 107
AY 2014-2015

Grade	Total	Percentage
A	25	22%
A-	20	18%
B+	26	23%
B-	8	7%
B	17	15%
C+	6	5%
C	4	4%
C-	1	1%
D	2	2%
F	2	2%
W	2	2%
Total	113	

Grettano brought this data to her instructors, and all agreed these grades did not reflect students' writing abilities at the end of their FYW requirement. Some instructors speculated that the cause of the inflation may be that students' grades are not based on their writing ability solely, and that possibly too much of the course grade was comprised of assignments beyond final products. Assessment norming had shown, too, that evaluation standards ranged widely across instructors. For these reasons, the FYW Program has decided to adopt a standardized grading scale and work toward norming grading across instructors through grading sessions this and next academic year.

Proposed First-Year Writing Grading Scale

A	4.00	Outstanding	95-100
A-	3.67	Excellent	90-94
B+	3.33	Very Good	86-89
B	3.00	Good	83-85
B-	2.67		80-82
C+	2.33	Satisfactory	76-79
C	2.0		73-75
C-	1.67	Below average	70-72
D+	1.33		66-69
D	1.0		63-65
F	0.0	Failure	below 63

> Students must earn a "C" or higher in order to pass courses and fulfill the *Eloquentia Perfecta* Level 1: Foundational FYW requirement.

Standardizing the distribution of the final course grade is also being discussed. The proposed standard is that at least 60% of the final course grade will derive from formal writing assignments; formal writing is the product of students employing flexible strategies including generating ideas, organizing information, drafting, reviewing, revising, editing, and proofreading. Throughout this process students will be given oral and written feedback from their instructor and their peers. The remainder of the course grade can derive from informal writing assignments and projects/presentations. No more than 10% of course grade will be derived from class participation.

These FYW Program standards and policies will be finalized at the end of the semester and put into practice officially in Fall 2016. The same collection of grade data will be made for the AY 2016-17 to determine if more norming needs to be practiced and/or if adjustments to the policies or practices need to be made.

CWPA Consultant-Evaluator Service
Through an OEA grant and funding from the Dean of Arts & Sciences, CWPA Consultant-Evaluator Service will perform a site visit May 2-4. The CWPA is the national disciplinary body for rhetoric & composition that addresses the teaching of writing in higher education in general. It is the author of the WPA Outcomes Statement that offers guidelines for the teaching of FYW nationally. These evaluators will meet with a range of stakeholders across campus, including upper administrators; faculty from the OEA, the Faculty Senate, the WML IL Program, and the Department of English and Theatre, as well as faculty across campus who choose to attend an open forum; part-time faculty in the FYW Program; and advisors. They will examine many aspects of the FYW Program within the context of the *Eloquentia Perfecta* component of the GE program. In particular, they will review the FYW program's placement practices, offer suggestions about assessing product- and process-oriented outcomes, and evaluate labor issues, all of which directly effect assessment of the program.

Shared Assessment between the FYW Program and the IL Program
As discussed previously, there are similarities between the goals of the FYW Program in the Department of English & Theatre and the IL Program in the WML. Part of this similarity is a product of the commonalities in the disciplines and disciplinary documents. Part of the similarity is a product of information literacy librarians participating in the development of the SLOs for

the FYW program. Part of the similarity is a result of the collaboration between Grettano and Witek. This similarity opens unique opportunities for intentional shared assessment practices.

In Spring 2015, Witek identified an opportunity to share assessment through these connections when two writing instructors, Grettano and Emily Denison, requested information literacy sessions on the same day. Witek serves on the FYW Committee. She and Grettano have been studying collaboration and shared approaches to teaching writing and information literacy since 2009. Because Witek is so familiar with the FYW Program and rhetoric & composition as a discipline, she was able to develop an information literacy session that directly contributed to the outcomes in the FYW program while still serving the outcomes of her own IL Program. She delivered this lesson to three sections of FYW in Spring 2015 and to two sections in Fall 2015.

The information literacy lesson Witek developed is described in Object 3, as is her pedagogical process and her assessment of the lesson, in "Collaboration through the Frameworks serving Pedagogy," pages 12-12 to 12-25, of the forthcoming chapter Grettano and Witek co-wrote.

In particular, Table 5 from that chapter maps the FYW SLOs, the information literacy session SLOs, and the IL Program SLOs to each other, illustrating how their connections allow for shared assessment. Witek's lesson is one means through which to assess the following FYW outcomes:
- Thesis Development - Generate appropriate writing topics and research questions
- Using Research - Develop effective search strategies for gathering information
- Using Research - Gather and evaluate information in terms of both relevance and reliability

Tables 7 and 8 report Witek's assessment results from this lesson, and Figures 4 and 5 show how her assessment rubric was revised between semesters. In all, students scored extremely high on the activity mapped to "Thesis Development - Generate appropriate writing topics and research questions;" students were successful about half the time on the activity mapped to "Using Research - Gather and evaluate information in terms of both relevance and reliability" in the first semester, an activity that was revised the second semester; and they were successful most of the time in the activity mapped to "Using Research - Develop effective search strategies for gathering information."

A goal of the FYW Program is to develop methods for direct assessment of the SLOs that are more process- as opposed to product-oriented. Another goal is to build stronger connections between the FYW Program and the IL Program. In order to do both of these through this lesson or others like it, a more standardized approach to lessons in FYW will need to be adopted. This lesson worked well because Grettano and Denison assigned similar writing tasks at the same time of the semester. Others in the program will need to do so in order to use this shared direct assessment method effectively.

1st-yr WRTG Assessment Rubric

	1	2	3	4	5
Argument	The essay as a whole lacks focus & organization, so that the reader has no idea (or only a very vague idea) of what the main idea is supposed to be.	The weaknesses of the essay clearly outweigh its strengths; it may begin by engaging with the topic, but connections between the middle section & the main idea are incomplete, intermittent, or insufficiently contextualized.	The intro & conclusion connect to the topic, & the middle section mostly stays on track, but there are significant weaknesses in the argument (fallacies, bad evidence, insufficient awareness of the audience).	The strengths of the argument clearly outweigh its weaknesses, but there is at least one clearly identifiable flaw in the writer's reasoning &/or in the supporting evidence provided for his or her claims.	The essay has a clear & interesting thesis, which is contextualized for the appropriate audience & carefully developed in a logical sequence in the middle section of the paper.
Structure	Basically, there is no distinction made between the outer paragraphs & the middle paragraph(s) & no real connection between the intro & conclusion.	The intro & conclusion don't really connect to each other, & the middle section of the paper does little or nothing to develop the essay's main idea.	The intro & conclusion interact w/ each other to some extent, but connections between the middle paragraphs & the main idea aren't always clear.	The intro & conclusion & topic sentences set up a coherent framework for the discussion, but transitions may be missing or ineffective.	The intro, conclusion, topic sentences, & transitions work together to make sure that connections between the secondary points & the main idea are clear.
(Body) Paragraphs	Paragraph breaks appear too frequently or not at all; topic sentences are missing or vague; sentence patterns are monotonous; subordination & parallelism appear rarely or not at all.	The paragraphs are roughly the right size, but the organizing principle seems to be a combination of free association & simple narration; there's no real sense of supporting ideas w/ evidence.	The paragraphs are roughly the right size, & at times the writer shows that s/he understands the need to provide supporting evidence, but other problems (disorganization, inefficiency, absence of transitions) persist.	There's still room for improvement, but for the most part the middle paragraphs are cohesive, coherent, & well-organized.	Good paragraphs include coherent topic sentences, specific supporting evidence, effective use of subordination &/or parallel structure, & effective transitions.
Sentences	The writer seems unable to grasp the rules & conventions of Standard American English, to the point where most readers would struggle to understand what she or he is trying to say.	The writer's meaning is accessible, but many sentences seem wordy &/or imprecise; too many sentences are built around abstract nouns & weak verbs, & too many sentences are clogged with unnecessary words & phrases.	The writer seems to be trying to do the right things (to write efficiently, vary length & structures, to use subordination & parallel structure, to provide transitions), but succeeds only around half of the time.	The writer mostly succeeds in doing the right things (see previous comment), but may still have two or three recurring problems that could & should be addressed as part of a well-designed revision process.	The writer varies the length & structure of his / her sentences, uses subordination & parallel structure effectively, & does not clog up his/ her sentences with unnecessary or misplaced words or phrases.
Mechanics	The essay includes a significant number of random & recurring mechanical errors in grammar &/or syntax &/or usage &/or punctuation, to the point that readers struggle to grasp the writer's meaning,	The essay includes a significant number of mechanical errors, both random & recurring, in at least three of the following areas: grammar, syntax, word choice, & punctuation.	The grammar, syntax, word choice, & punctuation used in the essay follow the rules & conventions of Standard American English, but the essay contains recurring errors in at least two of these four areas.	The essay is generally competent, but the number of mechanical errors is noticeable, & some recur often enough to reveal confusion or misperceptions in one or more of these four general areas.	The essay contains no more than 5 mechanical errors (i.e. not 5 different *kinds* of errors, but 5 errors in all).

Another way of looking at this:

A **5** in any category should mean that in that particular area the essay is virtually problem-free.

A **4** in any category should mean that in that particular area the essay is better than competent, but reveals some noticeable weaknesses; still, a motivated & conscientious student writer might well be able to fix the problems in this area with a single revision.

A **3** in any category should mean that in that particular area the essay is competent, but not much more than that; to put it another way, most student writers would be unable to fix the problems in this area in a single revision.

A **2** in any category should mean that in that particular area the essay has some serious problems, perhaps to the point that the weaknesses in this area have begun to interfere with the reader's ability to understand the paper as a whole.

A **1** in any category should mean that in that particular area the essay has problems that make it virtually impossible for the reader to grasp what the writer is trying to say &/or do.

Timed Writing Assessment Rubric 2014-2015				
	1 – remedial	2 – below expectations	3 - proficient	4 - advanced
Focus	The essay as a whole lacks focus; the reader has no idea (or only a very vague idea) of what the main idea is supposed to be.	The essays addresses a topic "in general" but there doesn't seem to be an overarching point or specific reason why the writer is addressing the topic.	The thesis is clear most of the time, though the essay could be improved if the author tied information in the body paragraphs more directly to that thesis.	The thesis is strong, clear, and consistent. The writer returns to it regularly, and its significance is evident.
Organization (overall coherence)	There is no clear organizational pattern or flow to the argument.	Although the author has attempted to structure the essay in some way, the body paragraphs seem repetitive or unrelated to the main idea. Transitions between secondary points are missing or arbitrary.	The sequence of secondary points proceeds logically and progresses toward an effective conclusion, but the essay may lack a few transitions and/or topic sentences.	Organization pattern is clear, appropriate and coherent; topic sentences are strong and progressive; transitions are appropriate and effective.
Individual Paragraph Cohesiveness	Paragraph breaks seem random, or paragraphs consistently are underdeveloped.	Paragraphs break logically but their individual focus is not explicit, and neither are the differences between support and main points in the paragraphs.	Most-to-all paragraphs could stand by themselves; most-to-all include generally clear topic sentences that are supported with specific and relevant evidence.	Each paragraph could stand alone as a cohesive point. Topic and closing sentences reflect the focus of the paragraph; supporting material logically connects to the topic sentence.
Sentence Sophistication	The writer seems unable to grasp the rules & conventions of Standard American English, to the point where most readers would struggle to understand what she or he is trying to say.	Meaning is accessible, but many sentences seem wordy &/or imprecise; too many sentences are built around abstract nouns & weak verbs, & too many sentences are clogged with unnecessary words & phrases.	Sentence structure is clear & accessible; length & structures are varied; subordination, transitional signals, & parallel structure are used.	Sentences are sophisticated and varied with few-to-no errors in structure.
Mechanics	The essay includes a significant number of random & recurring errors, to the point that readers struggle to grasp the writer's meaning.	The essay includes a significant number of mechanical errors, both random & recurring; errors are distracting but meaning is still evident.	The grammar, syntax, word choice, & punctuation follow the rules & conventions of Standard American English, but the essay contains a few errors.	The essay is essentially error-free.

2013-14 Final Paper Assessment Rubric [1]
(Documents assessed: final papers submitted to be graded in WRTG 107, Fall 2013; assessed Spring 2014)

Criterion 1: Focus on a Purpose
Assessment will be conducted based on this outcome for two reasons: (1) it consistently ranked in the top 4 outcomes for most important or most met, and (2) of those top 4 it is the only outcome assessable through reading a final product.

	4. Proficient	3. Satisfactory	2. Fair	1. Insufficient
Focus	High degree of focus is evident	Generally good focus	Weak or inconsistent focus	No clear focus

Criterion 2: Integrate (Integrate their own ideas with those of others)
Assessment will be conducted based on this outcome for two reasons: (1) while instructors indicated they met this outcome about 80% of the time, only one instructor indicated it was met with ease, and (2) while this outcome is identified separately in the WPA Outcomes, it is considered part of information literacy in general, and that outcome consistently ranked high in all questions asked.

	4. Proficient	3. Satisfactory	2. Fair	1. Insufficient	0. N/A
Sources/Evidence: Integration	Eloquently introduces and situates source material	Effectively introduces and situates source material	Sporadically introduces and/or situates source material	Fails to introduce and/or situate source material	No sources used
Documentation	Documentation style is evident, appropriate, and accurate	Documentation style is generally evident and accurate	Documentation style is inconsistently evident, accurate, and/or appropriate	Documentation style is absent or inappropriate/ inaccurate	No sources used

1 - rubric descriptions adapted from the University of California, Irvine 2011 Assessment of Lower-Division Writing at UCI

Final Paper Assessment Rubric [1]

SLO: Thesis Development - Focus on a Purpose

	4. Proficient	3. Satisfactory	2. Fair	1. Insufficient
Focus	High degree of focus is evident	Generally good focus	Weak or inconsistent focus	No clear focus

SLO: Using Research - Integrate the ideas of others responsibly in their own writing

	4. Proficient	3. Satisfactory	2. Fair	1. Insufficient	0. N/A
Sources/Evidence: Integration	Eloquently introduces and situates source material	Effectively introduces and situates source material	Sporadically introduces and/or situates source material	Fails to introduce and/or situate source material	No sources used

SLO: Style & Mechanics - Attribute sources of information based on disciplinary formatting and style standards

	4. Proficient	3. Satisfactory	2. Fair	1. Insufficient	0. N/A
Documentation	Documentation style is evident, appropriate, and accurate	Documentation style is generally evident and accurate	Documentation style is inconsistently evident, accurate, and/or appropriate	Documentation style is absent or inappropriate/ inaccurate	No sources used

1 - rubric descriptions taken from the University of California, Irvine 2011 Assessment of Lower-Division Writing at UCI

FYW Outcomes Survey

Conducted Fall 2013
Teresa Grettano, PhD
Assistant Professor
Department of English & Theatre
Director of First-Year Writing
teresa.grettano@scranton.edu

Table of Contents

Table of Figures and Tables

Appendix

Survey Overview and Methodology

As part of the review and revision of the First-Year Writing (FYW) program at The University of Scranton, the director conducted a survey to articulate the outcomes for FYW based on current instructor practices, attitudes, and expertise. The survey will be one of a number of tools utilized in the review and revision process, and the outcomes of the survey may be used to guide other aspects of the process.

The survey utilized the WPA Outcomes Statement for First-Year Composition (WPA OS)[1], outlined in the Appendix of this report. The WPA OS was chosen as the instrument through which to conduct this survey because it is the guiding document for FYW in the field. As explained in the introduction of the document, the WPA OS "describes the common knowledge, skills, and attitudes sought by first-year composition programs in American postsecondary education" and "articulates what composition teachers nationwide have learned from practice, research, and theory."

Invited to participate in the survey were the 16 instructors teaching FYW courses during Fall 2013 (two tenure-lined professors, two faculty specialists, and 12 adjuncts) and Charles Kratz, Dean of the Weinberg Memorial Library and Information Fluency[2]. In total, 14 of the 17 participants invited completed the survey, for an 82% response rate.

Using all 25 outcomes for FYW identified in the WPA OS and organized into five categories, participants were asked the following seven questions:

- On a scale of 1-5, how **important** do you think each of these outcomes is for our FYW program at The University of Scranton?

- On a scale of 1-5, how **realistic** do you think each of these outcomes is for our FYW program?[3]

- On a scale of 1-5, how well do you meet each of these outcomes in your own courses?

- For which outcomes would you want the program to provide more training and faculty development (please check all that apply)?

- Which outcomes do you feel you meet with the greatest ease (choose up to 5)?

- Please rank the following categories from 1-5 in order of importance for our FYW program.[3]

- Please rank the top 5 outcomes in order of programmatic importance. (In other words, if we could only achieve five of these outcomes, which would they be?)

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1   The WPA OS can be accessed here: http://wpacouncil.org/positions/outcomes.html
2   Dean Kratz was invited to participate because he teaches FYW consistently but took Fall 2013 off from teaching, and because as of Fall 2011, FYW was designated the course in which first-year students would receive their introductory information literacy session run by the library.
3   The results of this question were not significant enough to be included in this report but can be made available upon request.

Determining the Importance of Each Outcome

I. Rank all 25 outcomes

Participants were asked to rate the importance of each of the 25 outcomes in the question "On a scale of 1-5, how important do you think each of these outcomes are for our FYW program at The University of Scranton?" The results from this question, ranked by mean, are presented below in Figure 1.

Tied for first (mean = 4.79) were the Information Literacy and Writing for Inquiry outcomes; tied for third (mean = 4.57) were the Digital Information Literacy and Multiple Draft outcomes; tied for fifth (mean = 4.50) were Documenting and Focus on a Purpose. A three-way tie for seventh (mean = 4.43) occurred for the Flexible Strategies, Integrate, and Voice outcomes. Finally, Conventions of Format landed in tenth place (mean = 4.36).

Figure 1

Mean rating for importance of outcome (Top 10)
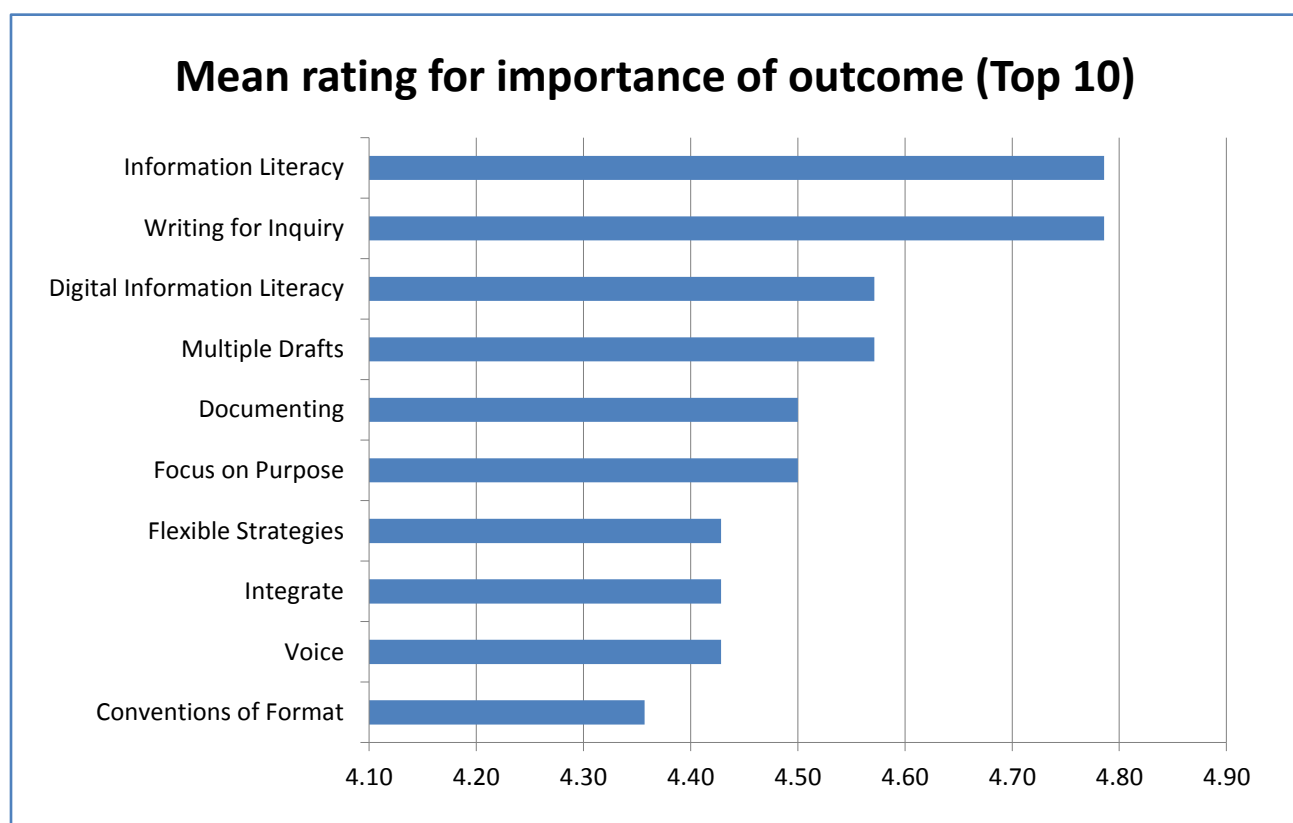
Five of the top 10 outcomes ranked highest in importance refer to research skills: Information Literacy, Writing for Inquiry, Digital Information Literacy, Documenting, and Integrate. This indicates that instructors believe teaching students how to conduct research is an important part of the FYW program. Two of the outcomes ranked in the top 10, Multiple Drafts and Flexible Strategies, indicate teaching writing processes are important. Two others, Focus on Purpose and Voice, concern higher-order skills, while Conventions of Format concerns lower-order skills.

II. Rank Top 5 outcomes

In order to narrow the focus of FYW program outcomes in the event that answers to the previous question were less definitive, participants were asked to limit the number of outcomes they identify as "important" in a separate survey question: "Rank the top 5 outcomes in order of programmatic importance. (In other words, if we could only achieve five of these outcomes, which would they be?)"

Results for this question were processed in two ways:

(1) Percentage Selected: Scores were determined by percentage of participants that identified each outcome in their Top 5 choices. The highest score possible would be 100% if all participants identified the same one outcome in their Top 5. Outcomes identified by at least one-third of the participants are presented in Figure 2 below.

Figure 2
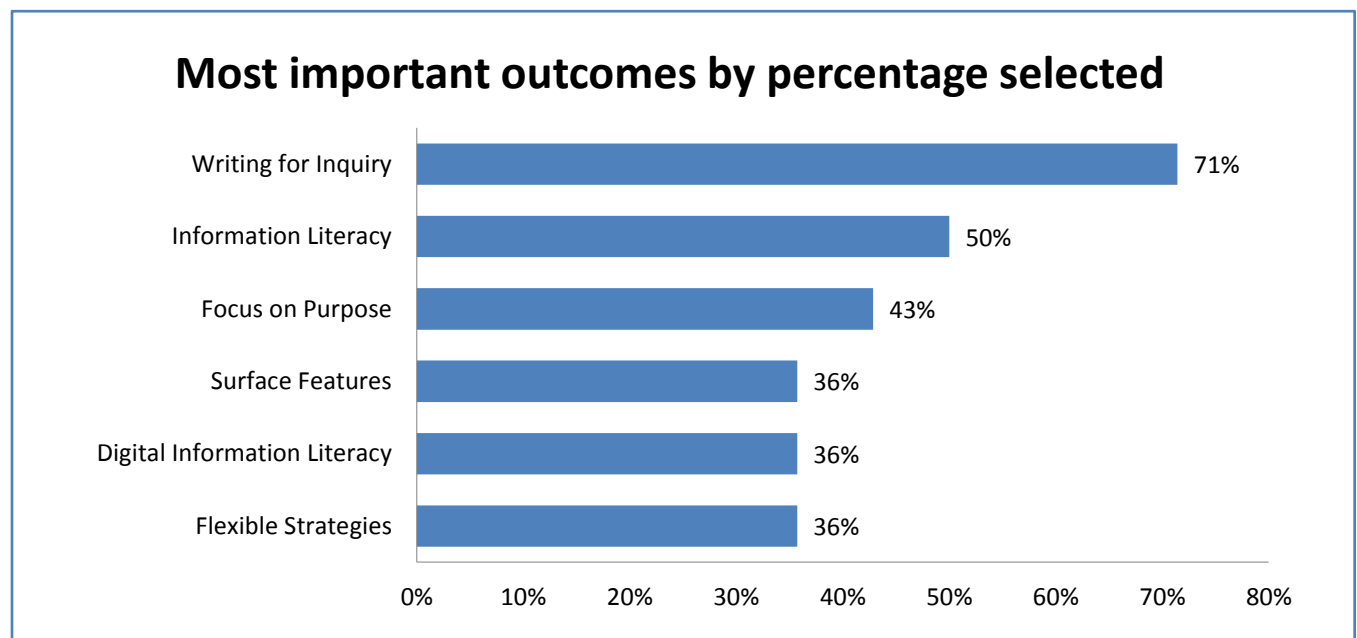
As shown, almost three-fourths of participants identified Writing for Inquiry as one of the Top 5 most important outcomes for FYW; half identified Information Literacy; 43% chose Focus on a purpose; and about one-third the outcomes Surface Feature, Digital Information Literacy, and Flexible Strategies.

(2) Ranking: Outcomes identified in the #1 slot were given five points for each #1 ranking; items identified in the #2 slot were given four points for each #2 ranking; #3 were given 3 points; #4 two points; and #5 one point. The highest possible score would be a 70 if all participants identified the same one outcome as their #1 choice. Results of top 10 outcomes ranked by this scale are presented in Figure 3 below.

Figure 3

Most important outcomes by ranking
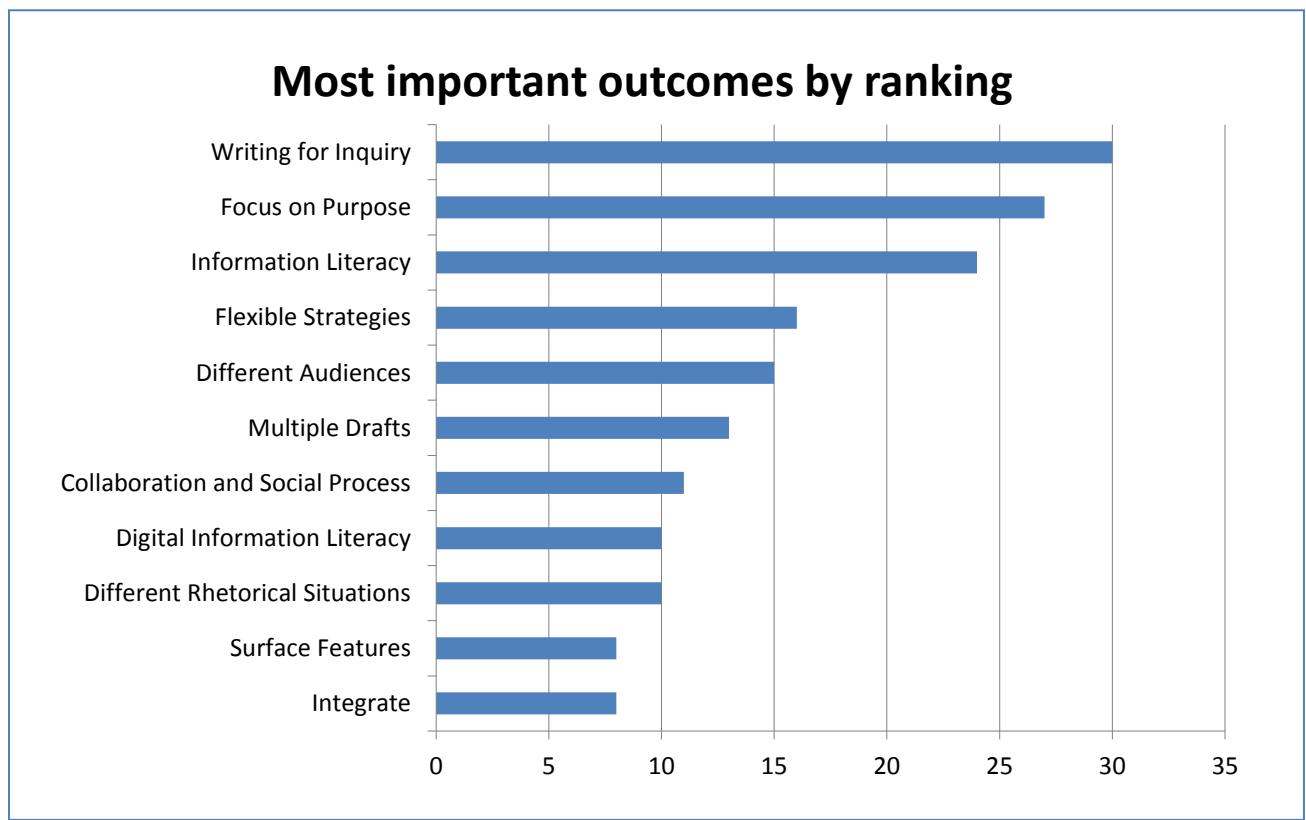
Table 1 below displays these rankings in itemized responses and in comparison to the other methods of processing the question results:

Table 1: Most important outcomes totals

Outcome	Summative Rank	#1	#2	#3	#4	#5	Total in Top 5	Percent in Top 5
Writing for Inquiry	30	3		4		3	10	71
Focus on Purpose	27	4	1	1			6	43
Information Literacy	24	1	3	2		1	7	50
Flexible Strategies	16	1		3	1		5	36
Different Audiences	15	1	2		1		4	29
Multiple Drafts	13	1	1		2		4	29
Collab/Soc Process	11	1	1		1		3	21
Digital InfoLit	10		1		2	2	5	36
Diff Rhet Sit	10		1	1	1	1	4	29
Surface Features	8		1			4	5	36
Integrate	8		1		2		3	21

In all three calculations, Writing for Inquiry out-scored all other outcomes, suggesting that Writing for Inquiry should influence the FYW program significantly more than the other outcomes and may be adopted as part of the program mission statement. Similarly, regardless of method of scoring, three outcomes remain the top choices of participants -- Writing for Inquiry, Information Literacy, and Focus on Purpose -- suggesting they should be included in the FYW mission, vision, and outcomes statements.

Important to note is that not one participant identified any of the following outcomes in their Top 5 choices for the program:

- Understand Genre
- Write in Genre
- Language, Knowledge, and Power
- Recursive
- Balance Responsibility
- Technology with Audience
- Text Formats
- Genre Conventions
- Digital Rhetorical Situation

While this list does not indicate these outcomes are not important to participants in the teaching of FYW, it does show that there is a consensus among instructors in FYW that these nine outcomes significantly are less important than the others. Four of the nine not chosen by any one participant relates to the teaching of Genre, and therefore suggests that this concern as well as the outcomes associated with it should not influence the development of the FYW program.

Articulating Current Practices

Participants were asked to assess their current practices using the WPA OS in two questions: (1) On a scale of 1-5, how well do you meet each of these outcomes in your own courses? and (2) Which outcomes do you feel you meet with the greatest ease (choose up to 5)?

The seemingly same question was asked in two different ways in order (1) to gauge the accuracy of the participants' responses and (2) to determine if outcomes were being met consistently but with difficulty. If survey results indicated the necessity of making these distinctions, the responses would be discussed at a monthly instructor meeting.

For the first question, "how well do you meet each of these outcomes in your own courses," participants rated their performance on a scale of 1-5, and a mean scored was determined for each of the 25 outcomes. Of the Top 10 Outcomes determined to be best-met in FYW, tied for first were Information Literacy and Multiple Drafts (4.36); the third highest rated outcome was

Writing for Inquiry (4.29); tied for fourth (4.21) were Focus on Purpose, Flexible Strategies, and Digital Information Literacy; in seventh Documenting (4.15) with Audience (4.14) scoring a close eighth; and tied for ninth (4.07) were Voice and Integrate.

For the first question, "which outcomes do you feel you meet with the greatest ease (choose up to 5)," the results were processed by number of responses. Writing for Inquiry was rated the easiest met outcome (10); tied for second was Information Literacy, Multiple Drafts, and Focus on Purpose; in fifth place was Surface Errors (6); tied for seventh (5) were Digital Information Literacy, Documenting, and Voice; and in tenth (3) was Flexible Strategies.

The results of these questions are illustrated in Figure 4.

Most telling is the alignment of the responses. In both cases, the Top 4 responses -- Information Literacy, Multiple Drafts, Writing for Inquiry, and Focus on Purpose -- stand together, suggesting accuracy in their being rated the most-achieved outcomes. In addition, the next 5 outcomes -- Flexible Strategies, Digital Information Literacy, Documenting, Audience, and Voice -- stand together as well. The only deviations between the two sets of responses were for the ranking of Surface Features and Integrate.

Faculty Development

Participants were asked to indicate for which outcomes they would like the program to provide more training or faculty development.

Figure 5

Training/development by number of requests

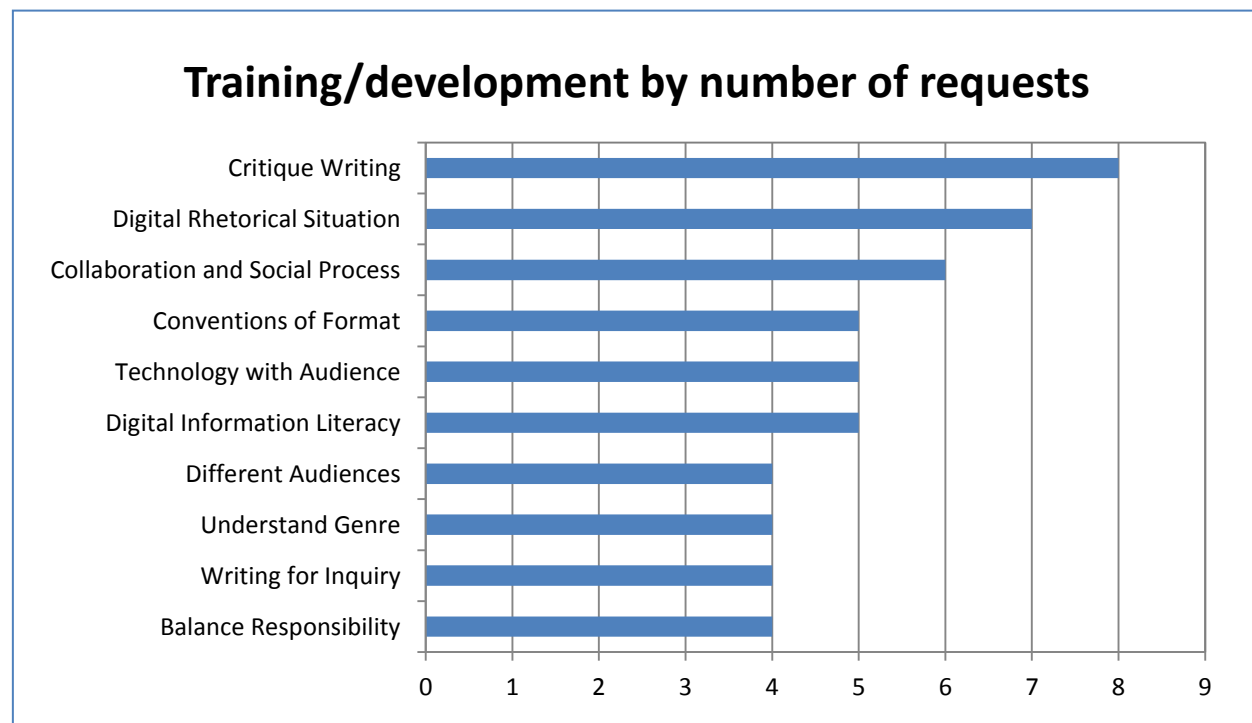| Outcome	Number of requests
Critique Writing	8
Digital Rhetorical Situation	7
Collaboration and Social Process	6
Conventions of Format	5
Technology with Audience	5
Digital Information Literacy	5
Different Audiences	4
Understand Genre	4
Writing for Inquiry	4
Balance Responsibility	4

Figure 4

Current Practices

How well do you achieve each of these outcomes in your own course? (mean)

Which outcomes do you feel you meet with the greatest ease? (number of responses)

Left Column	Right Column
Information Literacy (4.36)	Writing for Inquiry (10)
Multiple Drafts (4.36)	Information Literacy (8)
Writing for Inquiry (4.29)	Multiple Drafts (8)
Focus on Purpose (4.21)	Focus on Purpose (8)
Flexible Strategies (4.21)	Surface Features (6)
Digital Information Literacy (4.21)	Digital Information Literacy (5)
Documenting (4.15)	Documenting (5)
Audience (4.14)	Audience (5)
Voice (4.07)	Voice (5)
Integrate (4.07)	Flexible Strategies (3)
Skip 1*	Skip 8*
Surface Features (4.00)	Integrate (1)

*The "Skip" represents the number of places the outcomes fall outside of the top 10.

7

Critique Writing had the most responses with 8 participants requesting faculty development, followed by Digital Rhetorical Situation with 7 requests and Collaboration and Social Process with 6. Tied for fourth (5 requests) were Conventions of Format, Technology with Audience, and Digital Information Literacy. The Top 10 was rounded out with a tie for seventh (4 requests) for Different Audiences, Understand Genre, Writing for Inquiry, and Balance Responsibility.

Three of the Top 10 outcomes for which faculty desire more training can be categorized under "Peer Review" -- Critique Writing, Collaboration and Social Process, and Balance Responsibility. As "teaching writing as a process" emerged as a common methodology and value through the previous questions discussed, and as "peer review" is integral to this methodology, more than likely faculty development will begin with teaching this skill.

The total results for this question compared to the question determining which outcomes are most easily met are displayed in Figure 6. While Writing for Inquiry consistently rated as most important or most achievable, four participants still requested professional development for it; Information Literacy, a constant in the Top 3 outcomes, received no request for training.

General Conclusions

The following general conclusions can be drawn from the survey results:

- Writing for Inquiry, Information Literacy, and Focus on Purpose consistently ranked as top outcomes when participants were asked about current and/or most important practices, suggesting these outcomes will play a significant role in the articulation of the FYW program.

- Outcomes relating to teaching writing as a process consistently were ranked important, suggesting "process pedagogy" is the strongest method across instructors practiced as of now and may guide program revision as well as assessment.

- While concerns about conventions and mechanics arise in the survey results (Surface Errors, Documenting, and Integrate), even when included under the heading of "research skills," they still seemed important only secondary to other outcomes.

- Skills related to genre seem to be considered unimportant as outcomes for FYW.

- Instructors are most interested in developing their abilities to teach students to develop strategies for writing well beyond the FYW classroom, mainly the peer and collaborative aspects of the writing process.

Outcomes met with ease vs. areas where training is desired
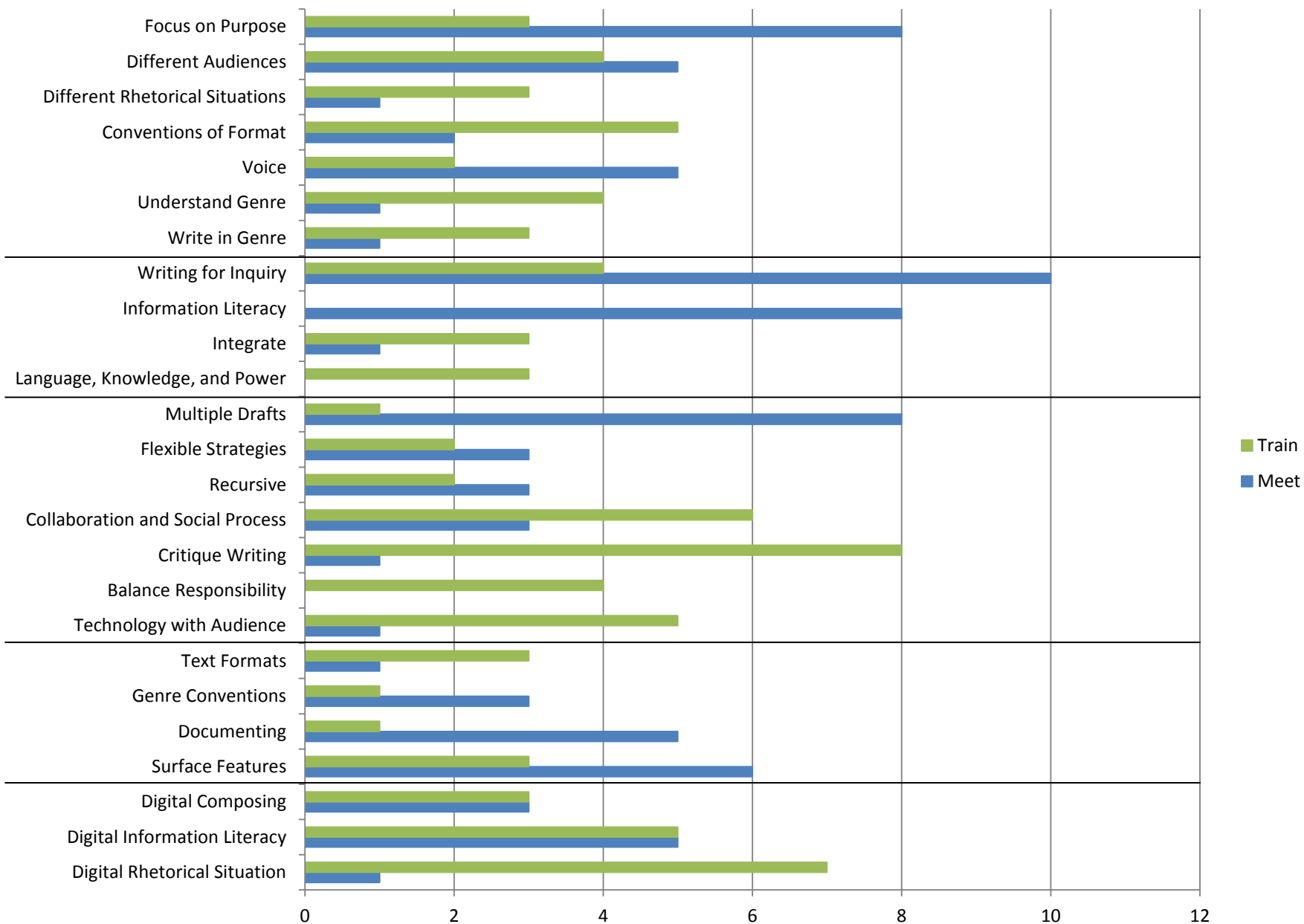
Implications

- Focus on Purpose is the only outcome consistently ranked high that is assessed easily in final drafts, and as these drafts are the objects readily available for assessment at this time, this year it will be the criteria by which we assess FYW.

- As process seems to be of great importance and concern to most of the instructors in the program, assessment strategies designed to evaluate whether these outcomes are being met will be explored.

- Results of this survey constitute one method of data collection and review of the program. These results now need to be verified by a review of current and past FYW syllabi to gauge whether participants' syllabi reflect what they claim through the survey. In addition, a review of syllabi for the Spring will be conducted to determine if this exercise of the survey allowed instructors to better articulate their outcomes in their syllabi.

- Because Information Literacy and Digital Information Literacy (as well as other outcomes related to research) score so high consistently, the director would like to consult with Charles Kratz, Dean of the Weinberg Memorial Library and Information Fluency, to invite a librarian to join the First-Year Writing Committee and contribute to the program review and revision.

Appendix I: WPA Outcomes and Abbreviations

Outcome	Abbreviation
Rhetorical Knowledge	
Focus on a purpose	Focus on Purpose
Respond to the needs of different audiences	Different Audiences
Respond appropriately to different kinds of rhetorical situations	Different Rhetorical Situations
Use conventions of format and structure appropriate to the rhetorical situation	Conventions of Format
Adopt appropriate voice, tone, and level of formality	Voice
Understand how genres shape reading and writing	Understand Genre
Write in several genres	Write in Genre
Critical Thinking, Reading, and Writing	
Use writing and reading for inquiry, learning, thinking, and communicating	Writing for Inquiry
Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources	Information Literacy
Integrate their own ideas with those of others	Integrate
Understand the relationships among language, knowledge, and power	Language, Knowledge, and Power
Processes	
Be aware that it usually takes multiple drafts to create and complete a successful text	Multiple Drafts
Develop flexible strategies for generating, revising, editing, and proof-reading	Flexible Strategies
Understand writing as an open process that permits writers to use later invention and re-thinking to revise their work	Recursive
Understand the collaborative and social aspects of writing processes	Collaboration and Social Process
Learn to critique their own and others' works	Critique Writing
Learn to balance the advantages of relying on others with the responsibility of doing their part	Balance Responsibility
Use a variety of technologies to address a range of audiences	Technology with Audience
Knowledge of Conventions	
Learn common formats for different kinds of texts	Text Formats
Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics	Genre Conventions
Practice appropriate means of documenting their work	Documenting
Control such surface features as syntax, grammar, punctuation, and spelling.	Surface Features
Composing in Electronic Environments	
Use electronic environments for drafting, reviewing, revising, editing, and sharing texts	Digital Composing
Locate, evaluate, organize, and use research material collected from electronic sources, including scholarly library databases; other official databases (e.g., federal government databases); and informal electronic networks and internet sources	Digital Information Literacy
Understand and exploit the differences in the rhetorical strategies and in the affordances available for both print and electronic composing processes and texts.	Digital Rhetorical Situation

Campus-Wide Survey on Writing

Conducted Spring 2014
Teresa Grettano, PhD
Assistant Professor
Department of English & Theatre
Director of First-Year Writing
teresa.grettano@scranton.edu

Table of Contents

Table of Figures

Survey Overview and Methodology

In Spring 2014, The University of Scranton First-Year Writing Program, in preparation for program review and revision in accordance with Middle States, conducted a survey[1] on the kinds of writing assigned across campus and the role writing played in UNDERGRADUATE, NON-WRITING INTENSIVE (non-W) courses over the past two academic years (2012-2013/2013-2014). The information gathered will be taken into consideration along with other factors while setting student learning outcomes for and designing courses in first-year writing.

Invited to participate in the survey were all full-time faculty who taught an undergraduate course in the past two years. Participation was voluntary and anonymous; though some identifying information (e.g., college and department) was collected for organizational purposes, no responses were traceable to specific email addresses or ISPs.

Of the 297 full-time faculty members, 128 chose to begin the survey, for a 43% response rate overall. Because of the nature of the survey questions, not all 128 faculty members answered each question nor each aspect of each question; some faculty members were dismissed from the survey after entering because they did not teach undergraduate courses or did not assign writing in the past two years. Total number of responses for each question are listed where appropriate.

The survey consisted of 13 questions:
- Ques 1-4 asked faculty for demographic information related to their role on campus
- Ques 5-6 asked about the amount of writing assigned
- Ques 7-8 asked about the genres of writing assigned
- Ques 9-10 asked about the purposes of writing assigned
- Ques 11 asked about criteria for the evaluation of writing
- Ques 12-13 asked about faculty satisfaction with student writing ability

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1 Materials from the University of Minnesota's Writing-Enriched Curriculum Pilot Project and the University of Denver Writing Program WAC Survey were consulted to develop this survey.

Faculty Demographics

Four questions were asked in order to identify which faculty responded to the survey.

Ques 1. Home College

Participants were asked to identify their home Colleges. Of the 128 faculty who responded to this question, 83 were from the College of Arts & Sciences (64.8%), 18 were from the Kania School of Management (14.1%), 25 were from the Panuska College of Professional Studies (25%), and two were from the Weinberg Memorial Library (1.6%). Figure 1 shows this distribution of respondents.

Figure 1
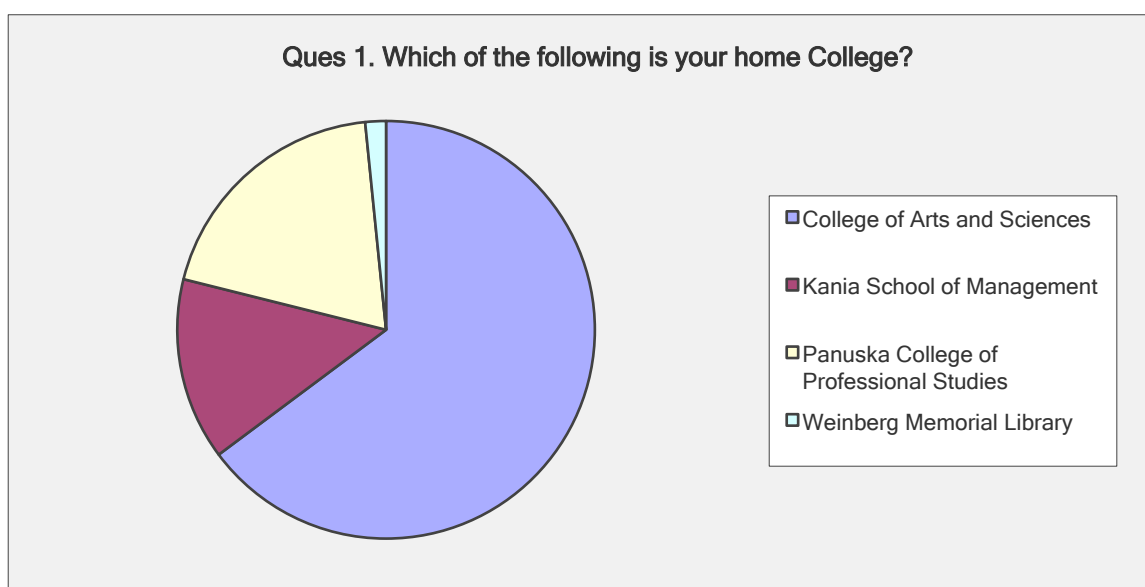
Ques 2. Home Department

Participants were asked to identify their home department. Most responses were offered from the Department of English & Theatre (12), followed by Psychology and Theology/Religious Studies (9), and Nursing and Biology (8). Fewest responses were received from Physical Therapy (1); and Computing Science, Counseling and Human Services, Economics/Finance, Education, and Library (2). No responses were offered from Military Science. Figure 2 shows the distribution of respondents from all departments on campus.

Figure 2

Ques 2. Which of the following is your home department?		
Answer Options	**Response Percent**	**Response Count**
Accounting	2.4%	3
Biology	6.3%	8
Chemistry	4.7%	6
Communication	4.7%	6
Computing Science	1.6%	2
Counseling and Human Services	1.6%	2
Criminal Justice/Sociology	2.4%	3
Economics/Finance	1.6%	2
Education	1.6%	2
English & Theatre	9.4%	12
Exercise Science and Sport	3.9%	5
Health Administration/Human Resources	3.1%	4
History	3.9%	5
Library	1.6%	2
Management/Marketing	6.3%	8
Mathematics	3.1%	4
Military Science	0.0%	0
Nursing	6.3%	8
Occupational Therapy	2.4%	3
Operations & Information Management	3.9%	5
Philosophy	4.7%	6
Physical Therapy	0.8%	1
Physics/Electrical Engineering	3.1%	4
Political Science	3.1%	4
Psychology	7.1%	9
Theology/Religious Studies	7.1%	9
World Languages & Cultures	3.1%	4
answered question		127
skipped question		3

Ques 3. Rank

Participants were asked to identify their current faculty rank. Responses were even across tenurable rankings (Assistant Professor, Associate Professor, and Full Professor), with all contributing 30.4% of responses. Faculty Specialists contributed 8.8%, and Instructors contributed none.

Ques 4. Time at University

Participants were asked to identify the number of years they have been teaching at The University of Scranton. Again, most respondents were distributed evenly across the designations: 28% 0-5 years, 20.8% 6-10 years, 6.4% 11-15 years, 25.6% 16-25 years, and 19.2% at 26 or more years.

General Conclusions: Faculty Demographics

It is difficult to draw general conclusions from the survey responses because there are a number of reasons faculty may have chosen to participate or not. It was assumed that the College of Arts & Sciences would have more respondents because it employs more faculty, just as the low turnout from the Weinberg Memorial College makes sense since its faculty rarely are the faculty of record on stand-alone courses. Still, the low turnout from the Kania School of Management was disappointing; this could be due to survey fatigue, the timing of the survey in respect to other activities in the college, a disinterest in the teaching of writing, or other reasons. One can speculate why faculty chose to participate as they did, but there is no way to be certain.

The same is true for the distribution of participants by home department. It could be assumed that the Department of English & Theatre would have the most respondents because it is one of the largest departments on campus, the teaching of writing is part of its discipline, and the survey originated in its department. The reverse makes it logical that Military Science would have no respondents, since the small number of faculty in the department rarely teach stand-alone courses. Higher turnout for Biology, Management/Marketing, Nursing, and Psychology was encouraging, while the turnout for Physical Therapy was discouraging because it is one of the most popular programs for majors at the University, as was turnout for Education, which one would suspect would use writing pedagogically and therefore is underrepresented in these results.

Still, there was a good distribution of faculty across rank and time at the University, so if we rely on cohort similarities, we can assume the sample of faculty here, while self-selected, is a fair representation of the University as a whole.

Amount of Writing Assigned

One of the goals of this survey was to determine how much writing students were asked to do in their regular, non-writing intensive courses. In other words, it was of interest to learn how much writing factored into the learning of undergraduate students across the curriculum.

Participants were given the following definitions for Ques 5-6: For the following questions, "formal" writing usually is a longer process involving drafting, revising, and utilizing feedback from peers, instructors, or tutors; "informal" writing is a shorter process resulting in less polished writing, often written as homework in the form of responding to reading, journaling/logging, note-taking, or reflecting.

Ques 5. Number of Pages

Participants were asked, "On average, how many pages of finished (both formal and informal) student writing did you assign in your undergraduate courses?" Answer options were separated into the different levels of undergraduate courses: 100-level, 200-level, 300-level, and 400-level. For each level, participants could choose to claim they assigned the following ranges of pages of writing assigned: 0, 1-5, 6-10, 11-20, 21-50, or 51+.

Figures 3 and 4 represent the responses for the amount of writing (formal and informal) assigned in finished pages.

Figure 3

Ques 5. On average, how many pages of finished (both formal and informal) student writing did you assign in your undergraduate courses?								
Answer Options	N/A: No courses taught	0	1-5	6-10	11-20	21-50	51+	Response Count
100-level	38	10	13	14	16	6	1	98
200-level	26	7	15	9	26	12	2	97
300-level	30	8	4	13	18	16	6	95
400-level	42	5	6	4	14	18	6	95
						answered question		111
						skipped question		19

Figure 4

Ques 5. On average, how many pages of finished (both formal and informal) student writing did you assign in your undergraduate courses?
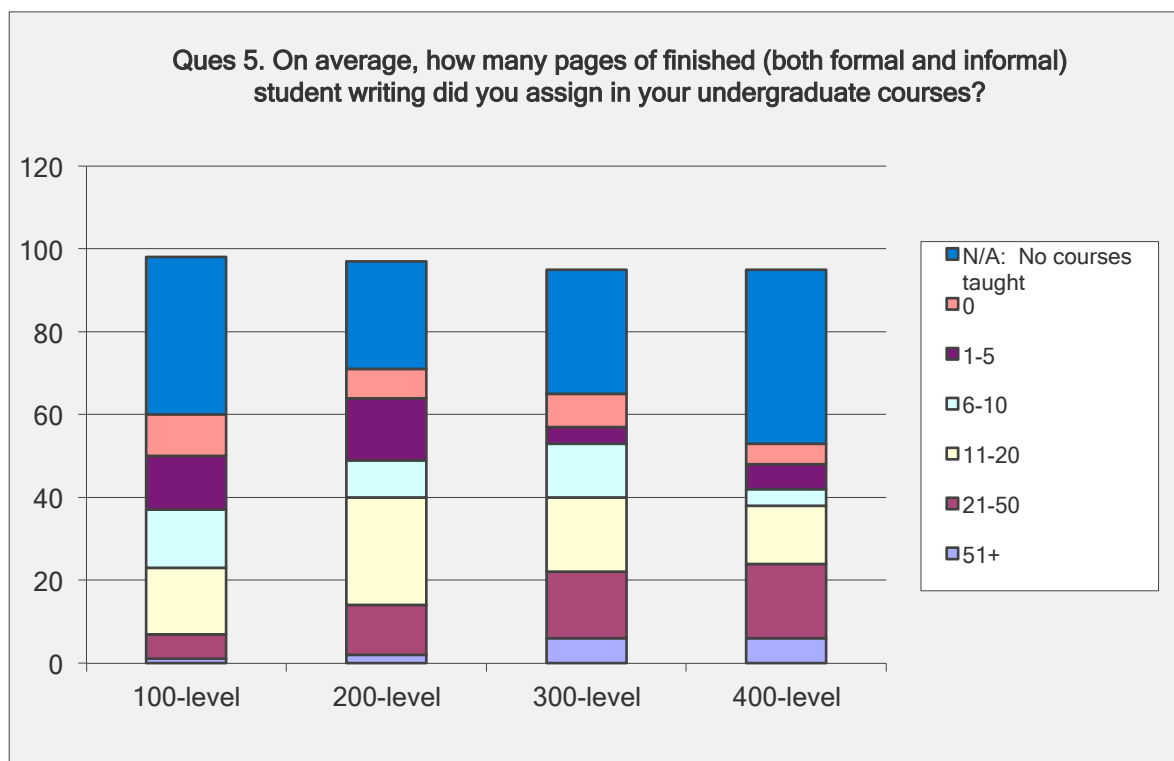
Results show that the amount of writing assigned by respondents increased as the course level increased, but that overall most commonly 11-20 pages of writing (both formal and informal) were assigned.

Ques 6. Percentage of Grade

Participants were asked, "On average, what percentage of the final course grade was based on writing assignments (formal and informal)?" Answer options were separated into the different levels of undergraduate courses: 100-level, 200-level, 300-level, and 400-level. For each level, participants could choose to claim writing accounted for the following percentage of the final grade: 0, 1-20, 21-40, 41-60, 61-80, or 81-100 percent.

Figures 5 and 6 show for what percentage of the final course grade writing accounted across course levels.

Figure 5

Answer Options	N/A: No courses taught	0	1-20	21-40	41-60	61-80	81-100	Response Count
Ques 6. On average, what percentage of the final course grade was based on writing assignments (formal and informal)?								
100-level	36	11	24	7	10	7	2	97
200-level	23	8	27	16	11	8	3	96
300-level	28	7	19	15	12	8	3	92
400-level	36	6	8	15	10	7	7	89
						answered question		111
						skipped question		19

Figure 6

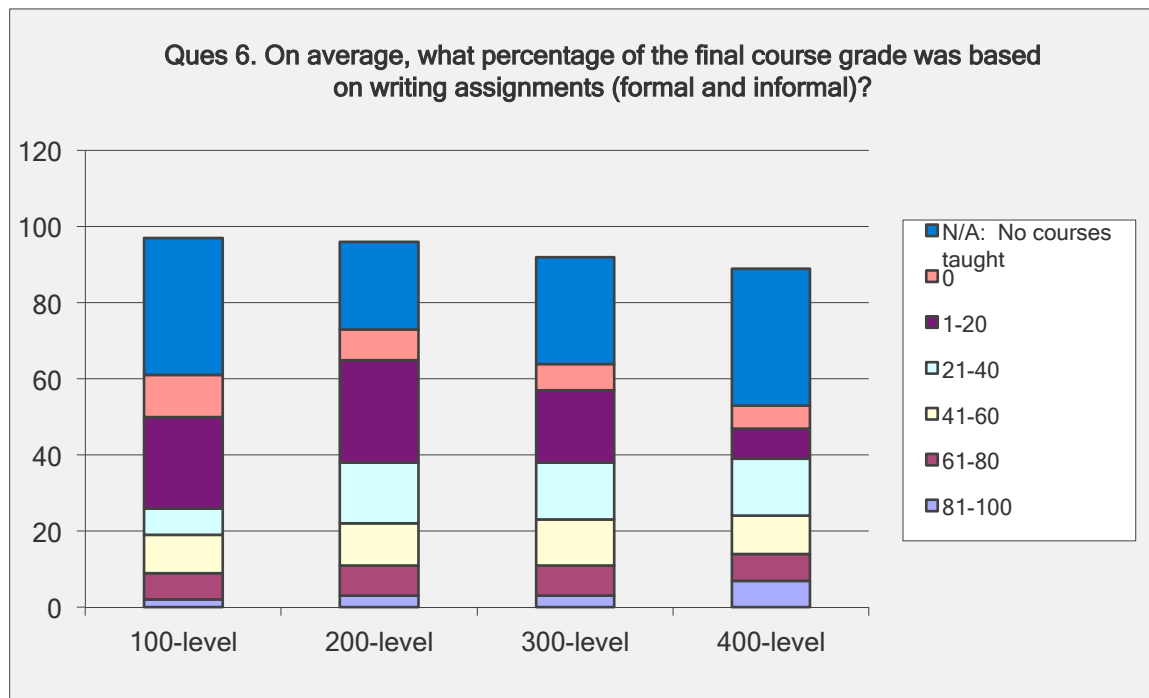Ques 6. On average, what percentage of the final course grade was based on writing assignments (formal and informal)?

Results show that writing counts for more of the final course grade in lower-level classes than in upper-level classes, with 1-20% of the grade being the most common among respondents.

Genres of Writing Assigned

One of the goals of this survey was to determine what kinds of writing students were asked to do in their regular, non-writing intensive courses. In other words, it was of interest to learn which genres of writing factored into the learning of undergraduate students across the curriculum.

Participants were given the following definitions for Ques 7-8: For the following questions, an "essay" requires students do not use sources or refer only to those sources assigned as reading in class, while a "research paper" involves incorporating sources beyond those required for the course as listed on the syllabus.

Ques 7. Genres Assigned

Participants were asked, "Which of the following writing assignments have you incorporated in any of the undergraduate courses you have taught in the past two years?" They were offered the following genres to choose, and could select all that applied: Class forum posts (discussion board, listserv, wiki, etc); essays (personal, critical, analytical, argumentative); literature reviews or annotated bibliographies; logs, notebooks, or journals; reading responses/reaction papers; reports (lab, feasibility, progress, patient, etc); research papers; and summaries or abstracts.

Essays and Research papers were the most common genres assigned by respondents, both earning over a 60% response rate. Reports were the least assigned genre. Figure 7 shows the percentage of respondents who assigned each genre.

Figure 7

Ques 7. Which of the following writing assignments have you incorporated in any of the undergraduate courses you have taught in the past two years? (select all that apply)		
Answer Options	Response Percent	Response Count
Class forum posts (discussion board, listserv, wiki, etc)	31.3%	26
Essays (personal, critical, analytical, argumentative)	69.9%	58
Literature reviews or annotated bibliographies	38.6%	32
Logs, notebooks, or journals	47.0%	39
Reading responses/reaction papers	49.4%	41
Reports (lab, feasibility, progress, patient, etc)	27.7%	23
Research papers	66.3%	55
Summaries or abstracts	32.5%	27
answered question		83
skipped question		47

Ques 8. Formal Writing Assigned

Participants were asked, "In the past two years, which of the following FORMAL writing assignments did you assign?" Answers again were separated by course level, and participants could indicate that they had not taught a course at a certain level. Participants were given the following options per course level: 1-3 page essay, 4-7 page essay, 8+ page essay, 1-5 page research paper, 6-10 page research paper, 11+ page research paper.

Results show that while the percentage of respondents to Ques 7 may predict a more even distribution of responses for Ques 8, essays were assigned much more often than research papers. Fewer pages were assigned more frequently than those at the higher end of the scale. Respondents assign these genres of writing more often in their 200-level courses than in their 400-level courses. Figure 8 illustrates these results.

Figure 8
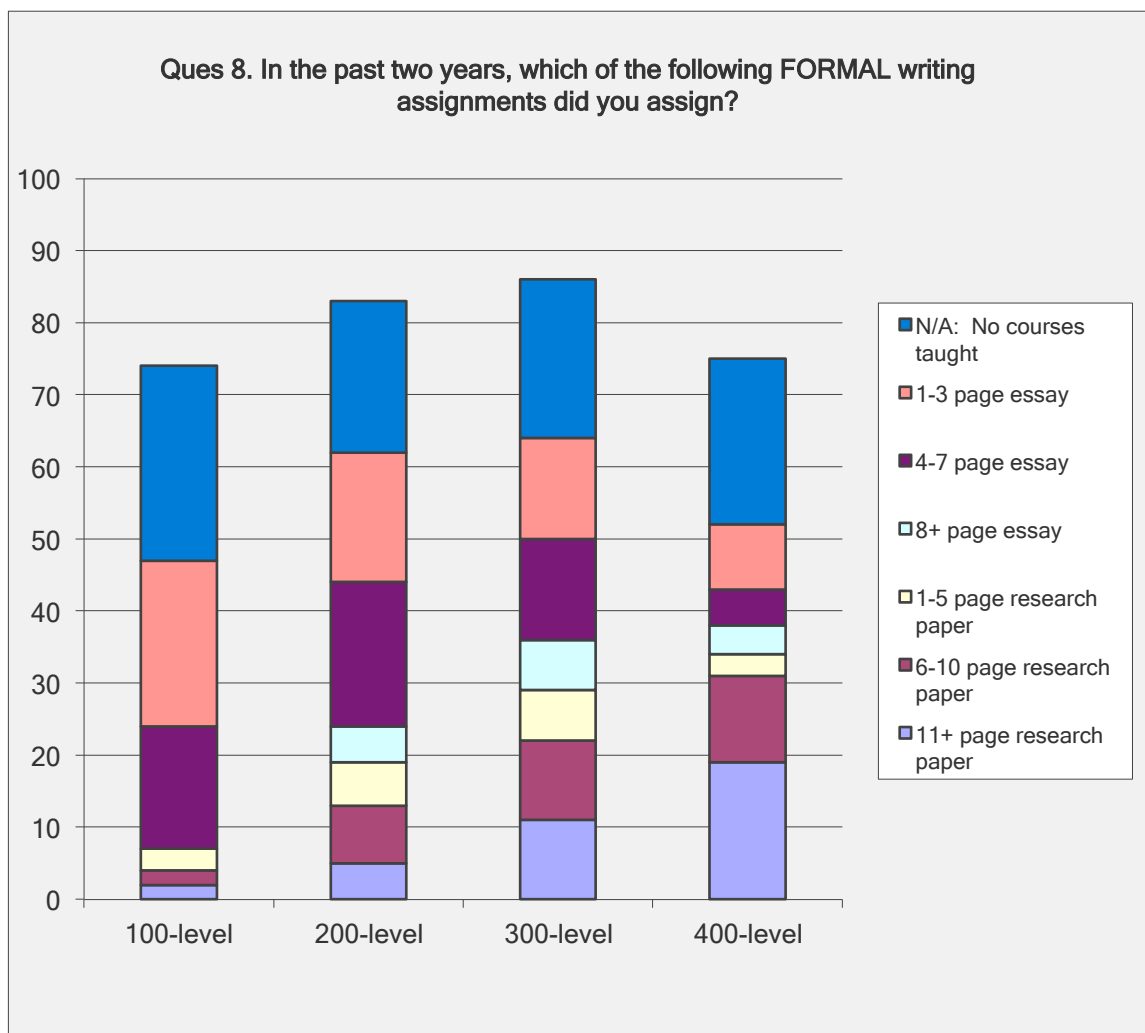
Purposes of Writing Assigned

One of the goals of this survey was to determine what purposes for writing students were assigned in their regular, non-writing intensive courses, both in formal and informal assignments.

Ques 9. Formal Writing Purposes

Participants were asked, "On average, over the past two years how often have your FORMAL writing assignments asked students to engage in the following types of writing? (Keep in mind certain assignments may require students to engage in multiple types of writing.)"

Participants were given 11 purposes for writing with definitions. Figure 9 shows the responses.

Figure 9

Ques 9. On average, over the past two years how often have your FORMAL writing assignments asked students to engage in the following types of writing? (Keep in mind certain assignments may require students to engage in multiple types of writing.)					
Answer Options	Never	Rarely	Frequently	Always	Response Count
Analytical (emphasizing the logical examination of subjects)	10	2	32	33	77
Argumentative (persuading readers)	20	16	20	18	74
Critical (interpreting and evaluating others' works or ideas)	11	10	31	24	76
Descriptive (conveying processes, objects, data, etc)	10	19	31	16	76
Explanatory (translating complex content into comprehensible definitions or instructions)	14	21	28	12	75
Exploratory (writing to learn)	24	29	13	6	72
Expressive (emphasizing personal feelings or impressions)	32	25	13	2	72
Informative (conveying accurate, complex, and relatively objective information, data, formulas, etc)	12	14	36	13	75
Process-oriented (pre-writing, brainstorming, outlining, drafting, revising, etc)	23	20	23	10	76
Thesis-driven (focused on evidencing one or more key arguments)	17	14	25	21	77
Reflective (commenting on their learning)	27	14	27	7	75
			answered question		80
			skipped question		50

Ques 10. Informal Writing Purposes

Participants were asked, "On average, over the past two years how often have your INFORMAL writing assignments asked students to engage in the following types of writing? (Keep in mind certain assignments may require students to engage in multiple types of writing.)"

Participants were given 11 purposes for writing with definitions. Figure 10 shows the responses.

Figure 10

Ques 10. On average, over the past two years how often have your INFORMAL writing assignments asked students to engage in the following types of writing? (Keep in mind certain assignments may require students to engage in multiple types of writing.)					
Answer Options	Never	Rarely	Frequently	Always	Response Count
Analytical (emphasizing the logical examination of subjects)	12	14	37	8	71
Argumentative (persuading readers)	30	22	16	3	71
Critical (interpreting and evaluating others' works or ideas)	12	16	33	9	70
Descriptive (conveying processes, objects, data, etc)	13	12	36	10	71
Explanatory (translating complex content into comprehensible definitions or instructions)	14	17	29	8	68
Exploratory (writing to learn)	32	20	13	5	70
Expressive (emphasizing personal feelings or impressions)	22	20	24	7	73
Informative (conveying accurate, complex, and relatively objective information, data, formulas, etc)	14	18	30	8	70
Process-oriented (pre-writing, brainstorming, outlining, drafting, revising, etc)	35	23	10	3	71
Thesis-driven (focused on evidencing one or more key arguments)	33	19	13	5	70
Reflective (commenting on their learning)	18	18	26	10	72
				answered question	74
				skipped question	56

Results from Ques 9-10 show that analytical writing and critical writing were the most assigned purposes for both formal and informal writing, not surprisingly since both of which focus on texts outside of the student, or possibly "content-area" concerns of the discipline.

Descriptive, informative, and thesis-driven writing were frequently assigned in formal writing, which is also unsurprising since these are methods for students to demonstrate their acquisition of knowledge but not necessarily creating new knowledge.

Exploratory writing and expressive writing were assigned in the mid-range in informal writing and infrequently in formal writing; this is to be expected because these forms of writing are more creative and less content-driven.

Concerning, though, are the results for process and reflective writing, as they best align with Ignatian pedagogy but are only assigned in the mid-range for formal writing assignments and infrequently for informal writing. Also, because of the focus on others' works in critical writing scoring so high, and because argumentative writing scored in the mid- to low-range overall, it is assumed that students are infrequently being asked to produce their own ideas but instead to work with the ideas of others and to demonstrate as opposed to create knowledge. This is concerning because students generally understand formal writing as more valuable than informal writing, and therefore they may assume these purposes as well as the ideas of others are more valuable than their own ideas and processes. This runs counter to the mission of the University, to our wanting to create students who act on and in the world.

Criteria for Evaluating Writing

One of the goals of this survey was to determine by what criteria faculty were evaluating writing in their regular, non-writing intensive courses, both in formal and informal assignments.

Ques 11. Evaluation Criteria

Participants were asked to identify the criteria through which they evaluate writing. Figure 11 illustrates their responses.

Figure 11

Ques 11. How frequently do the following criteria factor into your evaluation of student writing?					
Answer Options	Never	Rarely	Frequently	Always	Response Count
Appropriateness to audience and purpose	10	7	34	27	78
Citation and documentation	4	14	34	30	82
Clarity	2	0	24	57	83
Coverage of subject matter/depth of understanding	2	5	28	44	79
Creativity/originality	10	31	32	5	78
Format and presentation	3	16	39	25	83
Grammar, usage, and punctuation	2	9	25	47	83
Integration of source materials	6	8	39	27	80
Language, word choice, and vocabulary	5	10	33	34	82
Logical development/reasoning	3	4	28	46	81
Organization, including opening, closing, and transitions	5	9	29	39	82
Quality of analysis or explanations	5	5	30	43	83
Strength of argument	9	17	26	30	82
Style, tone, and voice	12	20	32	16	80
Supporting details/evidence	4	6	32	40	82
answered question					84
skipped question					46

Results show that clarity of prose ranked highest among criteria for evaluating writing. This was followed by development/reasoning, analysis, coverage, grammar, and support -- all of which are content-concerned, and all of which align well with the purposes for writing identified as most frequently assigned in the previous questions. Creativity, style, and argument ranked lowest in criteria for grading, consistent with the low rankings for creative purposes of writing previously.

Satisfaction with Writing Abilities

One of the goals of this survey was to determine how satisfied faculty were with the writing students submitted in their regular, non-writing intensive courses, both in formal and informal assignments, and whether or not these faculty saw a change in quality over their time at the University.

Ques 12. Satisfaction with Writing Quality

Participants were asked, "Overall, how satisfied are you with the quality of student writing at the beginning of your courses?" Figure 12 illustrates their responses.

Figure 12
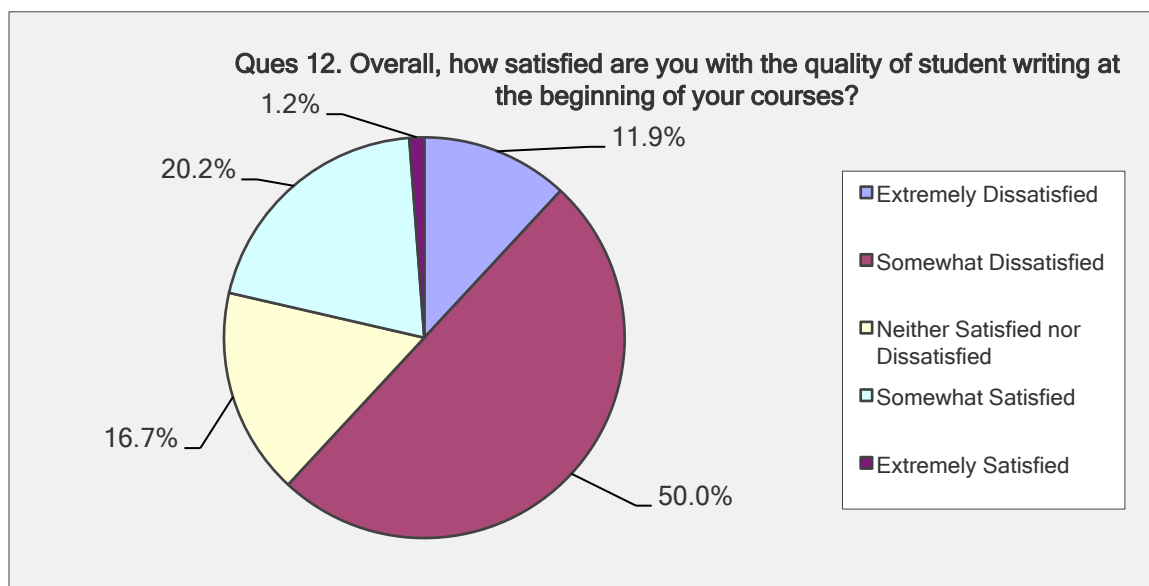
Results show that the majority (almost 62%) of faculty respondents are dissatisfied with the quality of student writing they encounter at the beginning of their courses, while only a little over 20% are satisfied.

Ques 13. Changes in Writing Quality

Participants were asked, "In your time at The University of Scranton, do you think the overall quality of student writing has increased, stayed about the same, or decreased?" Figure 13 shows these results.

Figure 13

Ques 13. In your time at The University of Scranton, do you think the overall quality of student writing has increased, stayed about the same, or decreased?

7.1%

38.1%

54.8%

Decreased
Remained the Same
Increased
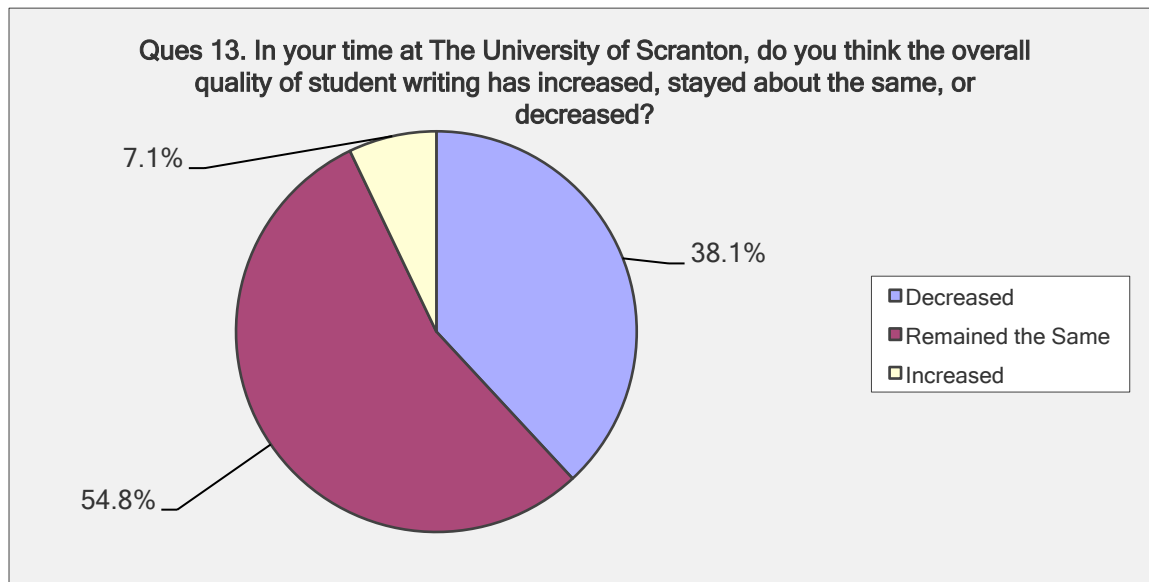
Results show that over half of the respondents feel as though the quality of student writing has remained the same during their time at the University, while almost 40% feel that quality has decreased.

Conclusions and Implications

While it is difficult to make general claims about writing on campus based on the responses to the survey, some findings have interesting implications for the First-Year Writing Program and General Education, as well as teaching in general across campus.

1. Research papers and essays were identified as the most frequently assigned genres of writing. The First-Year Writing Program may want to focus instruction on these genres of writing, as well as the genres that allow students to practice the skills necessary to produce these genres (e.g., literature reviews or annotated bibliographies).

2. Writing constitutes about 20% of the grade in most classes, which means it is valued as a mode of evaluating student learning. Energy expended on exploring the teaching and learning of writing is justified, then.

3. Writing seems to be valued for demonstration of knowledge and not creation of knowledge. It also seems students are asked to write about others' ideas more than their own. This counters the Jesuit mission of the University, to create students who act on and in the world.

4. More process and reflective writing should be assigned across campus because these purposes align best with the Ignatian pedagogical paradigm. Faculty development resources may be best focused in these areas.

5. While faculty overall seem dissatisfied with the quality of student writing, this dissatisfaction has not increased or decreased with their time on campus. This may be more of a reflection on the state of K-12 education and college-readiness than on the teaching of writing on campus.

The Frameworks, Comparative Analyses, and Sharing Responsibility for Learning and Assessment

Teresa Grettano and Donna Witek, The University of Scranton

Introduction [A]

With the push in U.S. higher education toward outcomes-based, rubric-driven assessment, Edward M. White's "'first law of assesso-dynamics': *Assess thyself or assessment will be done unto thee*" rings louder than ever.[1] Rubrics ushered the discipline of rhetoric & composition into assessment in the 1960s with much benefit: they legitimized the direct assessment of writing, sped up the process and made it more affordable, and provided documentation of how writing is evaluated.[2] Now some fifty years later, educators are criticizing the testing-centric existence of assessment, as imposed assessments dictated by those outside of a program in order to satisfy constituencies such as accreditation groups have left many teachers feeling disconnected from actual pedagogy, seeing most assessments today as irrelevant and distracting, or in some cases punitive.[3] Rubrics seem to speak to the concerns of those who do not teach writing but instead make policy; to offer generic representations focused on formal aspects of writing rather than the complex, rhetorical writing taught in composition classes; and to falsify a messy process of meaning-making as something containable in a short skills statement.[4] At best, writing assessment founded on rubrics can seem uninspired or uninformed; at worst, unpedagogical and harmful.[5]

We present the process of our collaboration and the commonalities between our two disciplines—rhetoric & composition and information literacy (IL)—as a means by which to take more control of our pedagogical and assessment practices, to make them more intentional and

meaning-driven, and to comply with outside standards while still holding true to our pedagogical beliefs. We posit that using our guiding documents—the *Framework for Success in Postsecondary Writing* (WPA Framework) and the *Framework for Information Literacy for Higher Education* (ACRL Framework), as well as the older *WPA Outcomes Statement for First-Year Composition* (WPA OS) and the *Information Literacy Competency Standards for Higher Education* (ACRL Standards)—makes visible the connections between the disciplines, offers language with which to discuss pedagogy, and enables shared responsibility for instruction and assessment.[6]

The disciplines of rhetoric & composition and IL already know that literacy education works best when it is integrated throughout the curriculum and responsibility for it is shared among various stakeholders on campus.[7] In fact, Maid and D'Angelo call for a merging of the research and writing processes under the banner of IL in order to better serve our students. "Doing so," they claim, "allows us to more fully integrate IL into the writing process so that, from the perspective of writing, research is not simply the collection of information and, from the perspective of research, writing is not simply the presentation of information."[8] This integration better reflects what students actually do when researching and writing in the "dynamic" new participatory information environments in which these processes are situated.[9] Maid and D'Angelo insist our assessment practices become as dynamic as the practices we are assessing.[10]

Beyond these pedagogical benefits of integrating literacy instruction, however, a more practical catalyst for joining forces is to manage—in terms of workload and governance—the assessments of literacy we are now being pressured to produce. Instead of having assessment "*done unto thee*" in the form of standardized rubrics, creating collaborative initiatives grounded

in the shared language and outcomes of the national documents of our disciplines can not only

revive "uninspired" assessment, but can also revolutionize work on our localized campuses.[11]

O'Neill, Moore, and Huot contend that "a department-level administrator who embraces

assessment—especially the kind of assessment that extends beyond the boundaries of her

specific program—is in a position not only to help set the agenda for campus-wide assessment

initiatives, but to affect, even 'transform,' teaching and learning across the university

community."[12] This has been our experience. To be sure, such work takes time and patience,

failed attempts and restarts, moments of pause and restraint, and spouts of energy and

excitement. And despite the fact that this work must be contextualized always within the distinct

cultures of our own campuses, we posit our collaboration as a model through which to identify

shared outcomes and language in order to share responsibility for assessment across the

university.

Collaboration as Conversation [A]

Twentieth-century literary and rhetorical theorist Kenneth Burke described the act of scholarly

writing in what has become known as "Burke's Parlor" metaphor:

> Imagine that you enter a parlor. You come late. When you arrive, others have long
> preceded you, and they are engaged in a heated discussion, a discussion too heated for
> them to pause and tell you exactly what it is about. In fact, the discussion had already
> begun long before any of them got there, so that no one present is qualified to retrace for
> you all the steps that had gone before. You listen for a while, until you decide that you
> have caught the tenor of the argument; then you put in your oar. Someone answers; you
> answer him; another comes to your defense; another aligns himself against you, to either
> the embarrassment or gratification of your opponent, depending upon the quality of your
> ally's assistance. However, the discussion is interminable. The hour grows late, you must
> depart. And you do depart, with the discussion still vigorously in progress.[13]

Burke's parlor metaphor was the first thing Teresa thought of at the sight of the proposed

"Scholarship as Conversation" frame in the ACRL Framework draft. It is through Burke's

metaphor that many in rhetoric & composition teach academic writing to students. It is a way to teach students scope and move them from informative writing to persuasive writing. This metaphor speaks to many points in both Frameworks: the "Scholarship as Conversation" and "Research as Inquiry" frames in the ACRL Framework and the "Developing Rhetorical Knowledge" and "Developing Critical Thinking Through Writing, Reading, and Research" Experiences with Writing, Reading, and Critical Analysis (experiences) in the WPA Framework. It also can be used to understand the intersections for instruction in our fields, as librarian Barbara Fister alludes to when she and her colleagues refer to the various approaches to teaching this concept as "Burke's Parlor Tricks."[14]

The importance of this metaphor goes beyond its usefulness in communicating these concepts to students, however. Even more important is that fact that we are enacting this metaphor as we discuss the meanings of our Frameworks in our own fields, as we collaborate between our disciplines, and as we work across our campuses. We are in the midst of "heated discussion" about the purposes of higher education, literacy instruction, meaning in our own disciplines, and curriculum on our campuses. These discussions began long before any of us adopted our professional identities or duties, and they are interminable. We all simply are listening to catch up and then putting our oars in to contribute. This chapter is an example of one such contribution.

Institutional Context [A]

We recognize the approach we proffer has been fostered by our institutional context. Our being employed on a relatively small campus and at a Jesuit institution has allowed our collaboration to develop in a certain way and has given us leave to practice our disciplines in ways that other

contexts may inhibit. We acknowledge this context may not be common, yet we still see value in sharing our experience and the ways in which our disciplinary Frameworks have helped foster the collaboration we share.

The University of Scranton is a private, Catholic, Jesuit institution located in northeastern Pennsylvania. The university matriculates about 4,000 undergraduate students a year, most of whom are residential and come from white, middle-class, suburban households. There are about 300 full-time faculty members protected by a faculty union, 87% of which hold tenure lines. Our Catholic, Jesuit identity influences the ways in which we approach instruction, collaboration, and assessment. We are committed to *cura personalis*, or caring for the whole person, and this value manifests in a responsibility to consider not only the intellectual, educational, or disciplinary development of our students, but also their human formation. As Jesuit Superior General Rev. Peter-Hans Kolvenbach, S.J., declared in his 2000 address, "The real measure of our Jesuit universities lies in who our students become."[15] Therefore, our assessment of students' time at the institution must include outcomes that aren't necessarily measurable through the application of rubrics.

The First-Year Writing (FYW) Program at The University of Scranton is housed in the Department of English & Theatre. The director of the program historically has been a tenure-track faculty member in rhetoric & composition who is appointed by the Dean of Arts & Sciences with the support of the department. The program is responsible for teaching courses that fulfill for most first-year students the general education *Eloquentia Perfecta* FYW requirement, discussed later in this chapter. Students fulfill this requirement either by successfully completing the one-semester mainstream WRTG 107 or the two-semester developmental stretch sequence WRTG 105-106, placement decisions for which are determined

by a timed writing exam administered during summer orientation. On average, the program

offers close to seventy-five sections of FYW per year. Currently, the program employs two

tenured faculty members in rhetoric & composition, two full-time non-tenure-track faculty

specialists, and ten to fifteen part-time adjunct faculty with backgrounds mostly in creative

writing and English education, with the Dean of Arts & Sciences and the Dean of the Library and

Information Fluency teaching one section of FYW each a year; still the program is at 70%

adjunct dependency.

The University of Scranton Weinberg Memorial Library's Information Literacy Program

(IL Program) "supports the learning needs of students as well as the teaching and research needs

of faculty and staff" in the area of IL.[16] The ACRL Framework defines IL as "the set of

integrated abilities encompassing the reflective discovery of information, the understanding of

how information is produced and valued, and the use of information in creating new knowledge

and participating ethically in communities of learning."[17] The university's IL Program supports

the development of this literacy through direct instruction, research support provided by

appointment or at the reference desk, and consultation and outreach to the university community

including course instructors who assign work that involves IL outcomes, explicitly or implicitly.

There are nine full-time, tenure-line faculty librarians, all of whom are part of the faculty union,

and five of which are directly responsible for supporting the IL Program through instruction,

reference, and consultation.

Collaboration through the Frameworks serving Curriculum [A]

In this section, we will explain how we use our disciplinary documents to foster collaboration

and influence curriculum development in our own programs and those across campus. We began

this work before the Frameworks were available, in the fall of 2009. At that time, we worked with the WPA OS 2.0 version (updated to version 3.0 in July 2014) and the ACRL Standards. The methodology for our collaborating with and analyzing the documents has been narrated in our previous work; it involves side-by-side textual analyses of the documents in which we map like-concepts between them, coupled with in-depth conversation through which we aim to uncover the shared meaning between our disciplines.[18] We since have applied this methodology to the Framework documents. These documents enable us to share language and outcomes and to build curricular initiatives that work toward developing literacy in our students.

FYW Program Outcomes [B]

Teresa was appointed Director of First-Year Writing in Fall 2013 and charged with developing a programmatic mission statement and programmatic learning outcomes. Her first step in doing so was to survey her current instructors using the WPA OS to gauge instructor practices, attitudes, and expertise. She chose the WPA OS as the instrument through which to conduct this inquiry because it is the guiding document for FYW, as it "describes the writing knowledge, practices, and attitudes that undergraduate students develop in first-year composition, which at most schools is a required general education course or sequence of courses" and "articulates what composition teachers nationwide have learned from practice, research, and theory."[19]

Teresa invited the sixteen instructors teaching FYW courses during Fall 2013, along with Charles Kratz, Dean of the Library and Information Fluency, who teaches in the FYW Program annually but was taking that semester off, to participate in the survey; 14 of the 17 participants invited completed the survey, for an 82% response rate.

Using the 25 total outcomes listed in the WPA OS 2.0, Teresa asked instructors to rank the importance of each outcome, the capability of the program to meet the outcomes, and the

ease at which outcomes are met, among other questions. Regardless of how the questions were asked, both in terms of importance of the outcome in general and in terms of reflecting on current practices, the same outcomes rose to the top of the scoring throughout the survey results, half of which related to IL instruction. Table 1: Top Outcomes Consistently Ranked with Survey Abbreviations lists these outcomes with the abbreviations used to report the survey results.

[Insert Table 12.01 Here]

Figure 1: Consistent Ranking of Outcomes from WPA OS Survey Results is an example of this consistent ranking of outcomes for two of the survey questions: "How well do you achieve these outcomes in your course?" and "Which outcomes do you feel you meet with the greatest of ease?"

[Insert Figure 12.01 Here]

The top outcomes ranked consistently that FYW shares with IL instruction are (abbreviated): Information Literacy, Writing for Inquiry, Digital Information Literacy, Documenting, and Integrate. Table 2: WPA OS Survey IL-related Outcomes Mapped to Frameworks maps these outcomes from the WPA OS 2.0 to the Frameworks.

[Insert Table 12.02 Here]

In all, it was clear from the survey results that current instructors in the FYW Program valued IL instruction not only as an extension of how the library could support the program, but also in what defines the program itself and the outcomes to achieve with students. What this meant to Teresa was that she needed to make this sharing of curriculum and pedagogy more explicit and intentional.

Once the outcomes from the results of the WPA OS survey are mapped to the other Framework documents (see Table 2), even more connections between the two programs on our

campus and in our disciplines are evident. "Scholarship as Conversation" and "Information Has Value" are evident in all of the IL-related outcomes except one. Because "Writing for Inquiry" showed to be the most important outcome to our current instructors, the IL frame "Research as Inquiry" rose to top status in our programmatic collaboration. In all, though, all frames in the ACRL Framework are represented in the WPA OS survey results because of the two major IL outcomes (abbreviated): Information Literacy and Digital Information Literacy.

FYW Committee [B]

Using the results of the WPA OS survey as leverage, Teresa gained approval from her department to consult with Dean Kratz in order to invite IL librarians to join the newly-formed FYW Committee. This committee serves as an advisory board for the FYW Program and comprises multiple stakeholders: two full-time FYW faculty, two tenured faculty in the department not involved in the teaching of FYW, two part-time FYW faculty, two librarians (including Donna), and Teresa as Director.

The major project for the FYW Committee for Spring 2014 was to develop programmatic learning outcomes for FYW. Teresa worked from the results of the WPA OS survey and drafted a programmatic learning outcomes statement she first presented to FYW instructors. Those instructors helped revise that initial draft for consistency, brevity, and word choice, then the group voted to move the document forward for review. The FYW Committee then reviewed the document, further editing and revising it. The document was next presented to representatives from the national Council of Writing Program Administrators and our own institutional Office of Educational Assessment. All agreed that the initial list of programmatic learning outcomes was not manageable and suggested it be reduced. The FYW Committee worked to condense the list

from twenty-five outcomes to twelve, presented in Table 3: First-Year Writing Programmatic Learning Outcomes, that were then approved by the Department of English & Theatre.

[Insert Table 12.03 Here]

The important factor in this process is that librarians, who would share some of the responsibility in supporting the teaching of these outcomes through the IL Program, were in the room while the programmatic learning outcomes were drafted and revised. They were present for the discussions about pedagogy, logistics, instruction, and assessment, and they were able both to contribute to the development of the FYW Programmatic Learning Outcomes (Table 3) from their expertise in teaching IL-related outcomes and to advocate for their department's role in teaching and supporting those outcomes.

Collaborative Assessment [B]

Because the librarians participated in writing the FYW Programmatic Learning Outcomes and because these outcomes included IL-related outcomes, Teresa was able to argue successfully for the Dean of Arts & Sciences to compensate the two librarians on the FYW Committee for participating in programmatic assessment. For this assessment project the librarians helped score the final paper in the FYW Program during the 2013-14 academic year. It was important to faculty in both the library and the FYW Program that librarians be compensated for this work because it fell outside their established job duties. Librarians were given the same stipend part-time instructors in the FYW Program are given for doing the same assessment work.

Teresa chose three outcomes to assess through the reading of final papers submitted in WRTG 107 during Fall 2013 by analyzing the results of the WPA OS survey and determining which outcomes could be assessed through reading final products; these outcomes were (abbreviated): Focus, Integrate, and Documentation. Final paper assignments varied across

sections of WRTG 107 that semester. Eventually, there may be a requirement that all final paper assignments in WRTG 107 be designed to demonstrate the same IL-related outcomes, but for now instructors have the freedom to assign the kind of writing they want. Most assign writing that necessitates IL-related skills; some assign reflections that do not. The rubric for IL-related skills (Figure 2: Final Paper Assessment Rubric) included an "NA-0" scoring to reflect types of writing students submitted that could not be scored for IL-related outcomes, and these scores were omitted easily from our final calculations.

[Insert Figure 12.02 Here]

The librarians and their FYW colleagues worked together to revise the rubric before assessment work began. Teresa provided a first draft, and all four scorers worked to clarify the language of the rubric so that scoring could be consistent. The group was able to discuss what it meant for students to "focus on a purpose," what the difference was between a "4" and a "3" for integration, among other nuances in language and meaning. All participants were able to take some ownership over the writing of the rubric and the process of assessment, creating stronger buy-in; Figure 2: Final Paper Assessment Rubric represents the final version. Moreover, the librarians were able to view the products of their time with students, time spent both in "one-shot" sessions—where the librarian provides guest instruction in just one class meeting—and at the reference desk, participating in an important part of assessment to which they typically do not have access. The process led to conversations about outcomes and skills as well as language from both IL and FYW, making meaning between the programs in order to share more directly the responsibility of teaching students these skills.

General Education Revision and the Eloquentia Perfecta *Program [B]*

In her capacity as Director of First-Year Writing, Teresa was able to bring this collaborative, Frameworks-based methodology and the corresponding documents to colleagues across campus who were working on curriculum development and revision. Teresa served on the faculty senate committee charged with revising what has been referred to as "the skills courses" in the general education curriculum. This committee developed the *Eloquentia Perfecta* program, the umbrella that houses general education literacy requirements. It comprises the oral communication, digital technology, writing, and critical thinking and reading requirements. As of this writing, the foundational level has been adopted by the senate and integrated into the curriculum.

During the committee meetings to develop the program, Teresa brought the ACRL and WPA documents to the attention of her colleagues, and they used the language in these documents to define and determine much of the *Eloquentia Perfecta* program. Also serving on the committee were faculty in other disciplines who worked with librarians to embed IL instruction into their own courses, so they were already familiar with the documents. As a result of these collaborative relationships and the conversations that grew from them in committee meetings, IL has been infused throughout the *Eloquentia Perfecta* program, evident in the outcomes of the four foundational designations.

Knowledge of each other's disciplinary documents and their use in our collaboration and curriculum development has fostered further collaboration and allowed for IL instruction to be infused throughout the curriculum. Though we admit this process has been slow and at times arduous, we are proud of the end result.

Collaboration through the Frameworks serving Pedagogy [A]

The purpose of this section is to illustrate that targeted collaboration within the curriculum, like that described in the previous sections, leads to more intentional pedagogy in the classroom. We will do so by sharing an example of an IL instruction lesson developed by Donna in collaboration with Teresa and another FYW instructor, Emily Denison. This lesson, titled "Research as Inquiry: Using the Search Process to Strategically Explore your Topic," was designed using both Frameworks and represents a prototype for how IL can be explicitly integrated, practiced, and assessed in a FYW context.

Instructional Design with the Frameworks [B]

In Spring 2015, Donna received IL instruction requests from both Teresa and Emily for the same day. The instruction sessions were "one-shots" scheduled back-to-back for 75 minutes each. Two sections were Emily's and one was Teresa's, which meant that the assignments students would be working on differed. The one thing they shared as WRTG 107 sections was the same course-level student learning outcomes (Table 3: First-Year Writing Programmatic Learning Outcomes). Those outcomes provided an anchor for Donna as she designed instruction that was customized to the assignments in each section, yet standardized across all three sections to help her deliver back-to-back instruction. It also allowed Donna to design an in-class activity that was easily repeatable, one that resulted in immediate formative assessment of student learning.

Donna's ability to design instruction that would meet the needs of all stakeholders—especially students—was predicated on the disciplinary connections between and curricular integration of IL and FYW described in the previous section. She began by analyzing the assignment prompts and syllabi from both writing instructors, drafting measurable student learning outcomes related to the research process facilitated through each assignment, and

mapping these classroom-level outcomes to the FYW Programmatic Learning Outcomes (Table 3), the IL Program Student Learning Outcomes (Table 4), and the Frameworks.

[Insert Table 12.04 Here]

The initial purpose of this mapping was to discover new meaning around Donna's classroom-level outcomes and to revise those outcomes in response to the program and disciplinary documents with which she and her writing instructor collaborators were working. The final maps of these outcomes are represented in Table 5: Program Outcomes Map for IL Lesson and Table 6: Disciplinary Outcomes Map for IL Lesson.

[Insert Table 12.05 Here]

[Insert Table 12.06 Here]

In both Table 5 and Table 6, the middle column contains the classroom-level outcomes Donna currently uses for this IL lesson; these were revised in the summer of 2015 in order to simplify what students were tasked with during the 75-minute instruction session. This assessment process and the resulting outcome revisions are described in the next section. The first two classroom-level outcomes, "Brainstorm research questions, search terms, and information types/formats related to their research topics," and "Practice searching for and locating possible information sources for their research projects," are measurable tasks in the behavioral/skills learning domain, while the third outcome, "Use the search process as an opportunity to strategically explore their research topics and questions," intentionally falls in the dispositional learning domain where habits, values, and attitudes are developed. Programmatically, these outcomes map in two directions: to the FYW Programmatic Learning Outcomes (Table 5, left column) and to the IL Program Student Learning Outcomes (Table 5, right column). On the disciplinary level, they map to the frames in the ACRL Framework (Table

6, left column) and to the habits of mind and experiences in the WPA Framework (Table 6, right column).

These maps are significant for several reasons. First, they center the classroom-level outcomes Donna targets, situating the learning goals in the immediate needs of the students. This approach to instructional design—where the librarian analyzes the research assignment prompt and then puts this analysis in conversation with the course instructor's desired goals as well as the programmatic learning outcomes for all instructors involved—situates the classroom-level outcomes within the specific research tasks students are being asked to do, tasks that will be evaluated by the course instructor for a grade. It grounds the limited time the librarian spends with the students in the very real needs of those students for that particular course, while connecting that time and the practices and processes students have an opportunity to engage during it to the wider aims of programs and disciplines.[20]

Second, the maps illustrate how the conceptual and practical language used in the various outcomes statements is shaped by the Frameworks within which the instruction aims to be situated. This language, in turn, shapes how instructors think about and design their pedagogy. For example, Donna's third classroom-level outcome, as well as the title of the IL lesson, both draw directly and indirectly on the two ACRL frames "Research as Inquiry" and "Searching as Strategic Exploration," as well as the WPA Framework habits of mind "Curiosity" and Persistence" and experience "Developing Critical Thinking Through Writing, Reading, and Research," among others (Table 6). The FYW Programmatic Learning Outcomes and IL Program Student Learning Outcomes in Table 5 also directly and indirectly draw from both Frameworks. These maps are intentionally cross-referential, and the outcomes as well as the pedagogy used to teach them are continually enriched and deepened, as the curricular and

disciplinary language more comprehensively connects in the thoughts and experiences of the instructors doing the teaching.

Once these conceptual maps were developed, Donna used them to design pedagogy that would facilitate students practicing, demonstrating, and developing these outcomes within the scope of the 75-minute IL instruction session. This second phase of the process incorporates strategies from Grant Wiggins and Jay McTighe's "backwards design" approach, as well as principles from Thomas P. Mackey and Trudi E. Jacobson's theory of metaliteracy, both of which informed the development of the ACRL Framework.[21]

There are two parts to the IL lesson: a 15-minute presentation that communicates the conceptual components of the research process that students will be engaging as they research and write their papers, and a 50-minute activity during which students practice these components while the librarian provides feedback in real time. Donna composed a Prezi that she uses for the 15-minute presentation, and for the 50-minute activity she adapted Shannon R. Simpson's Google spreadsheet activity, where the entire class accesses and contributes to the same collaborative, cloud-based Google spreadsheet as they accomplish the tasks and processes demonstrated by the librarian.[22]

The Google spreadsheet activity meets several needs in the context of this IL lesson. As Simpson predicts, columns within the spreadsheet correspond to learning outcomes for the lesson, making the collection of assessment data instantaneous and seamless.[23] This is also an example of designing the instruction "backwards" where the learning outcome is articulated first and the activity that will provide evidence of students practicing or demonstrating the outcome is developed second.[24] During the instruction session, students carry out each research practice or

process *as or immediately after* the librarian models it, populating spreadsheet cells with the evidence of this practice.

Specifically, columns A-D in Donna's Google spreadsheet activity correspond to the classroom-level outcome "Brainstorm research questions, search terms, and information types/formats related to their research topics," and columns E-J correspond to the classroom-level outcome "Practice searching for and locating possible information sources for their research projects." Columns K and L are students' exit ticket for the 75-minute session: no matter where they are in the activity when there are 5 minutes remaining, students are directed to scroll to these columns and answer the questions, "What is one useful thing you learned today that you did not know before?" and "What other questions do you have about doing research on your topic/question?" Answers to these questions enable Donna to assess indirectly the effectiveness of her instruction, while the responses in the other columns provide data for direct assessment of student learning.

The second thing Simpson successfully predicts the Google spreadsheet activity accomplishes is that students provide real-time information to the instructor about their level of understanding, which means Donna is able to adjust her instruction according to the specific needs of the students in front of her.[25] This formative assessment is useful when teaching three sections of the same course back-to-back, as it ensures the instruction is differentiated between sections yet remains standardized enough for Donna to easily repeat the lesson three times in a row. The critical thinking and research practices and processes that Donna models for students are laid out in row 1 of the spreadsheet, while row 2 contains a series of model submissions prepared in advance by the librarian. This organization helps Donna stay on task if, say, by the third back-to-back section she is experiencing cognitive fatigue.

There is at least one more significant contribution the Google spreadsheet activity makes to IL learning in the context of this lesson. The activity requires students to access the shared Google spreadsheet and toggle between the spreadsheet and the library's search tools, recording in the former their activity in the latter. Students do this activity together, where every student submits a response *for their own research topic or question* to the collaborative spreadsheet, prior to moving on to the next research practice or process. They are applying their learning to their own research need and also have the benefit of consulting the submissions of their peers in the semi-anonymous space of the shared spreadsheet. This toggling between dynamic, collaborative online spaces and search systems is a practical application of a central concept underlying both Frameworks: metaliteracy, which by definition "expands the scope of traditional information skills (determine, access, locate, understand, produce, and use information) to include the collaborative production and sharing of information in participatory digital environments (collaborate, participate, produce, and share)."[26] With this expansion in scope, the metacognitive learning domain becomes essential: awareness of one's own learning process enables the learner to learn more and better in each new context. Adaptation is essential because information systems are dynamic and ever-changing, and so must be learners' processes within and across those systems.

Metaliteracy is significant because the ACRL Framework "depends on these core ideas of metaliteracy, with special focus on metacognition, or critical self-reflection, as crucial to becoming more self-directed in that rapidly changing ecosystem."[27] Similarly, metacognition is one of the eight habits of mind in the WPA Framework, defined there as "the ability to reflect on one's own thinking as well as on the individual and cultural processes and systems used to structure knowledge."[28] The Google spreadsheet activity is an example of how metaliteracy and

metacognition are not always direct learning outcomes, but instead can be secondary outcomes as a result of the pedagogical design of the learning activity. During the Google spreadsheet activity, students must toggle between online, collaborative platforms and both record and reflect not only on what they find, but also on what they learn as they do so. Therefore, the direct assessment data collected through the spreadsheet provides possible evidence of learning in multiple domains, including behavioral, cognitive, dispositional, and metacognitive.

Assessment with the Frameworks [B]

Our approach to outcomes-based assessment incorporates two considerations: learning domain and level. The four learning domains we consider as we develop learning outcomes in service of instructional or programmatic design are the following: behavioral, in which skills and abilities are developed and assessed; cognitive, in which knowledge and understanding are developed and assessed; dispositional, in which habits, values, and attitudes are developed and assessed; and metacognitive, in which self-reflection and awareness of thinking and learning processes are developed and assessed. The four levels in which learning outcomes can be developed and assessed include classroom-level, course-level, program-level, and institution-level. As Figure 3: Considerations when Developing Student Learning Outcomes illustrates, as you traverse both lists, they become more challenging to assess.

[Insert Figure 12.03 Here]

In the case of learning domains, this challenge does not mean that instructors and program directors should avoid developing outcomes in the dispositional and metacognitive domains. Donna's approach to classroom-level instructional design and assessment aims for a variety of learning domains, as the IL lesson in this chapter illustrates. Two of the classroom-level outcomes for this lesson fall in the behavioral domain, while one falls in the dispositional

domain. Donna intentionally built this variety into these outcomes, which in turn affects her approach to their assessment.

Once the outcomes are developed, the next step for Donna is to write a rubric to assess those outcomes. Sometimes, this same rubric can inform evaluation of student performance for the purposes of a grade, though this is not required for a rubric to be effective as an assessment tool. In addition, using the rubric for grading requires collaborating with the course instructor and getting the instructor's approval that the students' IL lesson submissions will count toward their grades in some way. While Donna got this approval from both Emily and Teresa, Donna's workload as a member of the library faculty kept her from assessing student work in time to be used toward their grades.

Donna's approach to rubrics evolved during the period from Spring to Fall 2015 when she taught this IL lesson, in large part as a result of her experience assessing student work in Spring 2015. Figure 4: Spring 2015 Rubric illustrates that initially Donna developed an analytic rubric with four classroom-level outcomes and planned to assess only the three that are easily measurable (i.e., behavioral).

[Insert Figure 12.04 Here]

The assessment data that resulted from applying this rubric to student work generated through the Google spreadsheet activity is laid out in Table 7: Spring 2015 Assessment Data.

[Insert Table 12.07 Here]

A brief analysis of this Spring 2015 data contextualizes the changes Donna made to the lesson between Spring and Fall 2015. The success rate for SLO1: "Brainstorm research questions, search terms, and information types/formats related to their research topics" was consistently high across all three sections (100%, 98%, and 96%), while the success rate for SLO2: "Identify

search tools that match their information need(s)" was consistently low across all three sections (54%, 43%, and 48%). This indicates that the modeling and practice of SLO1 during the IL lesson was effective and not in need of changing, while the modeling and practice of SLO2 needed to be addressed. Donna chose to address this by eliminating SLO2 from the lesson as a targeted learning outcome, as she realized during the modeling portion of the lesson that this outcome is actually tied to more advanced research practices and processes, whereas the students in WRTG 107 are more novice. Furthermore, it is an outcome that is less useful toward the completion of their actual assignments than the other outcomes in this lesson, so she justified eliminating it for Fall 2015.

The success rate for SLO3 (shown in Table 7): "Practice searching for and locating possible information sources for their research projects" differed significantly between Teresa's section (31%) and Emily's sections (86% and 78%). The reason for this difference is that for all three sections, Donna ran out of time before completing the activity, which meant the spreadsheet columns used to assess this outcome were unpopulated. Emily, however, decided on the spot that students in her sections would be required to complete the spreadsheet activity for homework, and that their completion of the activity would count toward their class participation grade. As a result, the final spreadsheets for Emily's sections contained complete assessment data for all three measurable learning outcomes, while the spreadsheets for Teresa's section did not. The inability to complete the entire activity in any of the three sections told Donna that there were too many learning outcomes and activity components built into this IL lesson, which gave her leverage to make the changes she did for Fall 2015.

After using the Spring 2015 Rubric (Figure 4) to assess the three sections of WRTG 107, Donna decided to make two significant changes to the rubric for Fall 2015. First, she chose to

have fewer learning outcomes for the lesson, solving the time problem. Second, Donna also wanted the criteria described for each level of achievement in the rubric to be tied to quality not quantity; in other words, she aimed to measure how *well* students did not simply *that* they did each research practice or process. This goal would necessarily make the assessment more qualitative than quantitative thus potentially more time-consuming, but she predicted that the rewards of moving the assessment in this direction would be worth it.

It was at this time that Donna serendipitously learned about the single-point rubric, which differs from an analytic rubric in the following way: "Instead of detailing all the different ways an assignment deviates from the target, the single-point rubric simply *describes the target*, using a single column of traits. . . . On either side of that column, there's space for the teacher to write feedback about the specific things this student did that either fell short of the target (the left side) or surpassed it (the right)."[29] The single-point rubric is designed to be given to students in advance of an assignment or activity so that they have explicit (and metacognitive) access to the learning outcomes they will be practicing and aiming for during it, which means the audience for the rubric is not the instructor doing the assessing or evaluating, but the student doing the learning. Furthermore, the single-point rubric is designed to be returned to students with specific feedback (in the left and right columns).

Donna adapted the single-point rubric for this IL lesson, making two significant changes: she reversed the order in which the feedback is presented to students and she added a "Points Awarded" column so that the qualitative feedback could be quantified for the purposes of assessment reporting. Rather than the overwhelming and complex criteria lists in the Spring 2015 analytic rubric (Figure 4), the awarding of points in the adapted single-point rubric is informed by the qualitative feedback the instructor offers to each student. This change is a move away

from assessing to a standard and toward assessing particular students with particular learning needs.[30] Points awarded are still based on evidence generated through direct assessment of student work and are still grounded in shared learning outcomes across the class (which in turn map to both programmatic and disciplinary outcomes and goals; see Table 5 and Table 6). But an assessment process that uses a single-point rubric is better positioned than an analytic rubric to directly benefit the students themselves, one of the main factors in Donna's decision to move to a single-point rubric for this IL lesson.

The single-point rubric that Donna developed for Fall 2015, during which she taught this IL lesson to two new sections of Emily's WRTG 107 course, is found in Figure 5: Fall 2015 Rubric.

[Insert Figure 12.05 Here]

There are now only two measurable classroom-level outcomes within the rubric itself, the two that fall within the behavioral domain and that correspond to specific columns in the Google spreadsheet activity. The third outcome—"Use the search process as an opportunity to strategically explore your/their research topics and questions"—has now become the overall purpose of the activity and is positioned above the rubric as a statement of purpose. The goal is for students to conceptualize the two behavioral outcomes (i.e., skills) within the rubric as components of the overarching dispositional purpose of the activity—to experience what it is like to strategically explore their topics through the search process. This revision also meant that Donna could assess if students took seriously this opportunity: their completion of the activity for homework is one concrete indicator as to whether or not they enacted this dispositional outcome. And so, all three classroom-level outcomes were now measurable.

The assessment data that resulted from applying the revised rubric to student work is laid out in Table 8: Fall 2015 Assessment Data.

[Insert Table 12.08 Here]

In Fall 2015, Donna taught this IL lesson to two sections of Emily's WRTG 107. The sessions were still taught back-to-back, and the students were working on the same assignment for the course. The success rate for SLO1: "Brainstorm research questions, search terms, and information types/formats related to their research topics" was relatively high for both sections this semester (80% and 80%), indicating that Donna's modeling of this outcome remained effective. However, the success rates for SLO2: "Practice searching for and locating possible information sources for their research projects" (66% and 87%) and SLO3: "Use the search process as an opportunity to strategically explore your/their research topics and questions" (57% and 82%) differed significantly between the sections. The reason for this difference is clear once the source of the data for each is considered. For SLO2, the source of the data comes from columns E-J of the Google spreadsheet activity, and for SLO3 whether or not the entire exercise was completed for homework. Emily assigned completing the activity for homework to both sections and indicated to the students that at minimum their decision to complete it would be incorporated into their grades as a quiz score. In Emily's first section (WRTG 107 Denison 1 in Table 8), many of the students chose not to complete the activity for homework, which affected their assessment scores. Without data to assess, their scores were necessarily low. More students in Emily's second section (WRTG 107 Denison 2 in Table 8) completed the activity for homework, and as a result their assessment scores were higher. This assessment data has been reported to the Weinberg Memorial Library's Information Literacy Coordinator for the purposes of assessment of the IL Program.[31]

As part of the reflective process of "closing the assessment loop," Donna plans to make two changes to this IL lesson for the Spring 2016 semester. First, she wants to manage her overall workload differently so that her assessment of student work can be used as part of students' grades and so her feedback on their practicing the two measurable learning outcomes can be received by students during their research and writing processes. This update means turning around assessment in a week or less—a challenge during the height of the library's IL instruction season. Second, she needs to explore alternate tools to Google spreadsheets because in both sections she taught in Fall 2015 the collaborative spreadsheet froze for some of the students, making them unable to complete the activity along with their peers. It is possible the students' frustration with the tool not working as expected also contributed to the relatively low completion rate of the activity for homework reported above.

More important than these concrete changes, though, is the reflective process that "closing the assessment loop" requires of the instructor. The awarding of points based on qualitative assessment of student learning—quantifying this learning for the purposes of assessment reporting—is not a positive experience for Donna as an instructor, as O'Neill, Moore, and Huot have predicted.[32] However, because it requires that she read closely every student submission, it facilitates reflection about the IL lesson and her effectiveness at teaching and modeling the classroom-level outcomes she's developed. This reflection leads to specific and concrete changes she can make to her approach, so students will be more likely to learn what she aims to teach through this lesson. It is this framing that gives assessment meaning and purpose for Donna, despite the ideological challenges posed by having to quantify the unquantifiable.

Conclusion [A]

For many of us in higher education, assessment is a struggle. While we understand on a practical level that we must participate in assessment in order to maintain accreditation and continue to do the work we love, on the theoretical and ideological levels mainstream methods of assessment counter much of what we believe is the purpose of higher education as a whole, the important work of our disciplines, and the reasons we began to teach in the first place. As authors, we have found assessment rewarding, however, when we have worked on it together, from engaged pedagogical and disciplinary positions. We've done so in a shared effort to better student learning but more importantly their literacy, so as our *Eloquentia Perfecta* mission articulates, "they are empowered to excel as professionals and citizens to serve more fully the common good." We hope that our examples in this chapter, of our methodology and our curricular and instructional work, inspire others to engage assessment from this same perspective.

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[4] Broad, *What We Really Value*, 2-6.

[5] O'Neill, Moore, and Huot, *A Guide to College Writing Assessment*, 3.

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[9] Ibid, 112.

[10] Ibid.

[11] Edward M. White, "The Misuse of Writing Assessment," 33. Bob Broad, "Organic Matters."

[12] O'Neill, Moore, and Huot, *A Guide to College Writing Assessment*, 2.

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[24] Wiggins and McTighe, *Understanding by Design*.

[25] Simpson, "Google spreadsheets," 530.

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Table 1: Top Outcomes Consistently Ranked with Survey Abbreviations

Outcome	Abbreviation
Rhetorical Knowledge	
Focus on a purpose	Focus on Purpose
Respond to the needs of different audiences	Audience
Adopt appropriate voice, tone, and level of formality	Voice
Critical Thinking, Reading, and Writing	
Use writing and reading for inquiry, learning, thinking, and communicating	Writing for Inquiry
Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources	Information Literacy
Integrate their own ideas with those of others	Integrate
Processes	
Be aware that it usually takes multiple drafts to create and complete a successful text	Multiple Drafts
Develop flexible strategies for generating, revising, editing, and proof-reading	Flexible Strategies
Knowledge of Conventions	
Practice appropriate means of documenting their work	Documenting
Control such surface features as syntax, grammar, punctuation, and spelling.	Surface Features
Composing in Electronic Environments	
Locate, evaluate, organize, and use research material collected from electronic sources, including scholarly library databases; other official databases (e.g., federal government databases); and informal electronic networks and internet sources	Digital Information Literacy

Table 2: WPA OS Survey IL-related Outcomes Mapped to Frameworks			
WPA Outcome 2.0	**Abbreviation for Survey**	**WPA Framework**	**ACRL Framework**
Use writing and reading for inquiry, learning, thinking, and communicating	Writing for Inquiry	"generate ideas and texts using a variety of processes and situate those ideas within different academic disciplines and contexts" in the "Developing Flexible Writing Processes" experience	Research as Inquiry
Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources	Information Literacy	"conduct primary and secondary research using a variety of print and nonprint sources" in the "Developing Critical Thinking Through Writing, Reading, and Research" experience	Searching as Strategic Exploration Authority Is Constructed and Contextual Information Creation as a Process Scholarship as Conversation Information Has Value Research as Inquiry
Integrate their own ideas with those of others	Integrate	"craft written responses to texts that put the writer's ideas in conversation with those in a text in ways that are appropriate to the academic discipline or context" in the "Developing Critical Thinking Through Writing, Reading, and Research" experience	Scholarship as Conversation Information Has Value
Practice appropriate means of documenting their work	Documenting	"practice various approaches to the documentation and attribution of sources" in the "Developing Knowledge of Conventions" experience	Information Has Value Information Creation as a Process Scholarship as Conversation
Locate, evaluate, organize, and use research material collected from electronic sources, including scholarly library databases; other official databases (e.g., federal government databases); and informal electronic networks and internet sources	Digital Information Literacy	"conduct primary and secondary research using a variety of print and nonprint sources" in the "Developing Critical Thinking Through Writing, Reading, and Research" experience	Searching as Strategic Exploration Authority Is Constructed and Contextual Information Creation as a Process Scholarship as Conversation Information Has Value Research as Inquiry

Table 3: First-Year Writing Programmatic Learning Outcomes	
Due to a mandate from the Middle States Commission on Higher Education, all syllabi must list student learning outcomes. Student learning outcomes identify what students should be able *to do* at the end of a course; they do not, however, describe who students *should be* at the end of a course. Your learning should be *transformative*, meaning who you are as a person and how you process the world and act in it should change through your education. Some of these changes will be "measurable" in terms of outcomes; other changes will not. Listed below are the measurable outcomes for this course, but know that through this course you will grow as a writer and as a person in other ways, as well. By the end of first-year writing, students should demonstrate a foundational ability to perform the tasks listed in the following three categories:	
Thesis Development	• Generate appropriate writing topics and research questions • Focus on a purpose • Adjust the rhetorical strategy in response to specific writing situations and audiences • Develop and support an appropriate thesis statement • Draft, revise, and edit as necessary throughout the process
Using Research	• Develop effective search strategies for gathering information • Gather and evaluate information in terms of both relevance & reliability • Express their own ideas in relation to the ideas of others • Integrate the ideas of others responsibly in their own writing
Style & Mechanics	• Attribute sources of information based on disciplinary formatting and style standards • Adjust the tone, style, and level of diction in response to specific writing situations • Write in standardized written English (SWE)

Table 4: IL Program Student Learning Outcomes*

SLO1	Students will investigate differing viewpoints that they encounter in their strategic exploration of topics *in order to* be able to develop their own informed arguments or hypotheses.
SLO2	Students will gain insight and understanding about diverse sources of information *in order to* evaluate and use resources appropriately for their information needs.
SLO3	Students will identify the appropriate level of scholarship among publication types (scholarly journals, trade publications, magazines, websites, etc.) *in order to* critically evaluate the usefulness of the information for their research need.
SLO4	Students will articulate the key elements in their research questions *in order to* develop and execute a search strategy.
SLO5	Students will properly distinguish between their own ideas and the intellectual property of others *in order to* ethically use information and demonstrate academic integrity.
*Originally endorsed by the Library faculty in June 2014, and again with minor revisions in October 2015.	

Table 5: Program Outcomes Map for IL Lesson

FYW Programmatic Learning Outcomes	IL Lesson Student Learning Outcomes	IL Program Student Learning Outcomes
Generate appropriate writing topics and research questions	**Brainstorm research questions, search terms, and information types/formats related to their research topics**	SLO4: Students will articulate the key elements in their research questions *in order to* develop and execute a search strategy.
Develop effective search strategies for gathering information		SLO2: Students will gain insight and understanding about diverse sources of information *in order to* evaluate and use resources appropriately for their information needs.
Gather and evaluate information in terms of both relevance and reliability	**Practice searching for and locating possible information sources for their research projects**	SLO3: Students will identify the appropriate level of scholarship among publication types (scholarly journals, trade publications, magazines, websites, etc.) *in order to* critically evaluate the usefulness of the information for their research need.
		SLO5: Students will properly distinguish between their own ideas and the intellectual property of others *in order to* ethically use information and demonstrate academic integrity.
Generate appropriate writing topics and research questions	**Use the search process as an opportunity to strategically explore their research topics and questions**	SLO1: Students will investigate differing viewpoints that they encounter in their strategic exploration of topics *in order to* be able to develop their own informed arguments or hypotheses.
Develop effective search strategies for gathering information		SLO2: Students will gain insight and understanding about diverse sources of information *in order to* evaluate and use resources appropriately for their information needs.
		SLO4: Students will articulate the key elements in their research questions *in order to* develop and execute a search strategy.

Table 6: Disciplinary Outcomes Map for IL Lesson

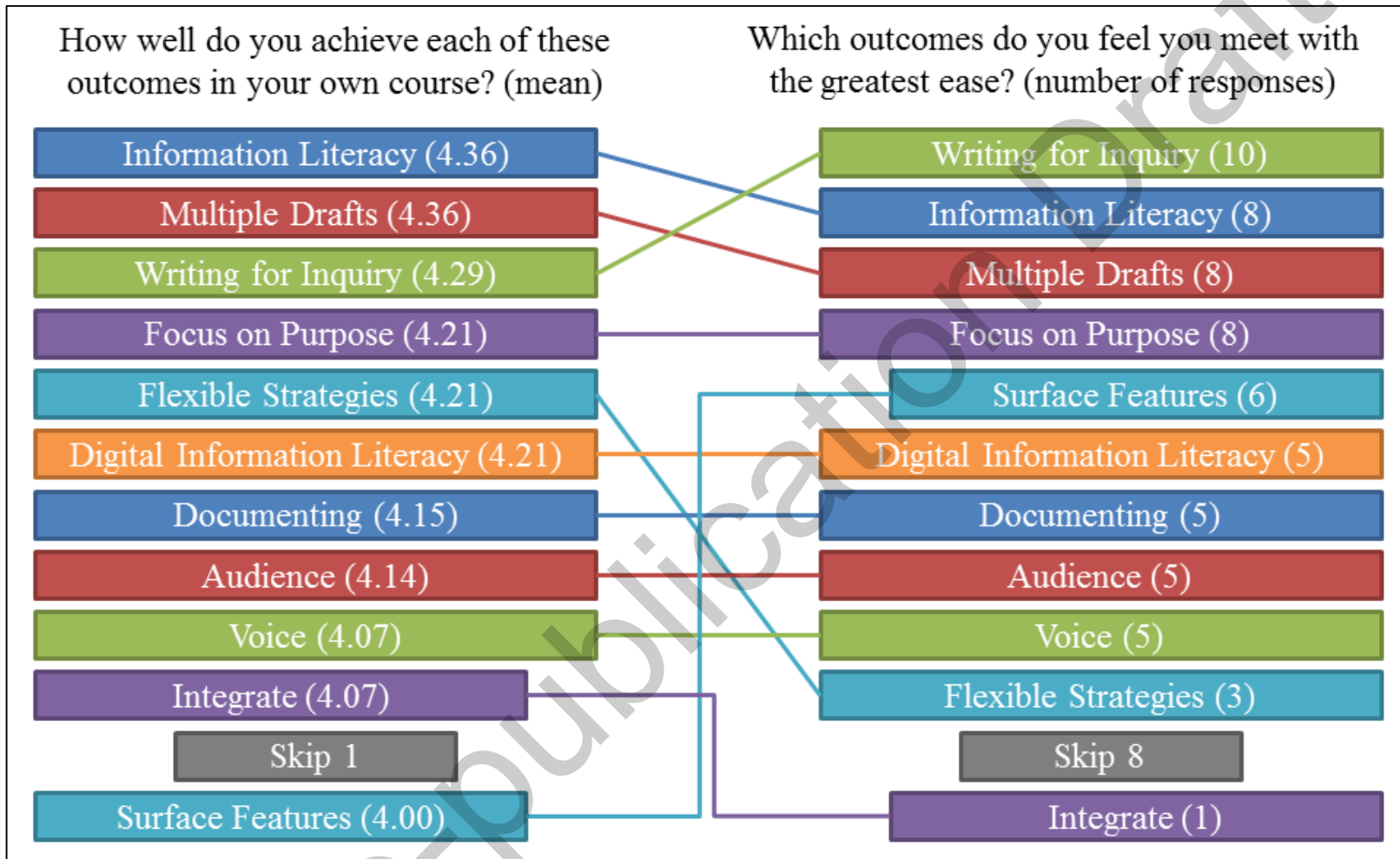| ACRL Framework (frames)	IL Lesson Student Learning Outcomes	WPA Framework (habits of mind on left; experiences on right)	
Information Creation as a Process	Brainstorm research questions, search terms, and information types/formats related to their research topics	Flexibility, Persistence	Composing in Multiple Environments; Developing Rhetorical Knowledge; Developing Critical Thinking Through Writing, Reading, and Research
Research as Inquiry		Curiosity, Openness, Creativity, Persistence	Developing Critical Thinking Through Writing, Reading, and Research
Searching as Strategic Exploration		Persistence, Creativity, Flexibility, Metacognition	Developing Critical Thinking Through Writing, Reading, and Research; Developing Flexible Writing Processes
Searching as Strategic Exploration	Practice searching for and locating possible information sources for their research projects	Persistence, Creativity, Flexibility, Metacognition	Developing Critical Thinking Through Writing, Reading, and Research; Developing Flexible Writing Processes
Authority Is Constructed and Contextual		Openness, Responsibility	Developing Rhetorical Knowledge
Information Has Value		Responsibility, Metacognition	Developing Knowledge of Conventions
Scholarship as Conversation	Use the search process as an opportunity to strategically explore their research topics and questions	Creativity, Curiosity, Openness, Flexibility,	Developing Rhetorical Knowledge; Developing Critical Thinking Through Writing, Reading, and Research
Searching as Strategic Exploration		Persistence, Creativity, Flexibility, Metacognition	Developing Critical Thinking Through Writing, Reading, and Research; Developing Flexible Writing Processes
Research as Inquiry		Curiosity, Openness, Creativity, Persistence	Developing Critical Thinking Through Writing, Reading, and Research; Developing Flexible Writing Processes

Table 7: Spring 2015 Assessment Data

IL Lesson Student Learning Outcome	WRTG 107 Grettano	WRTG 107 Denison 1	WRTG 107 Denison 2
SLO1: Brainstorm research questions, search terms, and information types/formats related to their research topics	• 48/48 points across 16 students • 100% success across whole class	• 41/42 points across 14 students • 98% success across whole class	• 26/27 points across 9 students • 96% success across whole class
SLO2: Identify search tools that match their information need(s)	• 26/48 points across 16 students • 54% success across whole class	• 18/42 points across 14 students • 43% success across whole class	• 13/27 points across 9 students • 48% success across whole class
SLO3: Practice searching for and locating possible information sources for their research projects	• 15/48 points across 16 students • 31% success across whole class	• 36/42 points across 14 students • 86% success across whole class	• 21/27 points across 9 students • 78% success across whole class
SLO4: Use the search process as an opportunity to strategically explore their research topics and questions	Requires qualitative assessment which is not possible within the limitations of the one-shot information literacy instruction model.		

Table 8: Fall 2015 Assessment Data

IL Lesson Student Learning Outcome	WRTG 107 Denison 1	WRTG 107 Denison 2
SLO1: Brainstorm research questions, search terms, and information types/formats related to their research topics	• 64/80 points across 16 students • 80% success across whole class	• 68/85 points across 17 students • 80% success across whole class
SLO2: Practice searching for and locating possible information sources for their research projects	• 53/80 points across 16 students • 66% success across whole class	• 74/85 points across 17 students • 87% success across whole class
SLO3/Overall Purpose of Activity: Use the search process as an opportunity to strategically explore their research topics and questions	• 8 out of 14 students completed activity • 57% success across whole class	• 14 out of 17 students completed activity • 82% success across whole class

Figure 1: Consistent Ranking of Outcomes from WPA OS Survey Results

How well do you achieve each of these outcomes in your own course? (mean)

- Information Literacy (4.36)
- Multiple Drafts (4.36)
- Writing for Inquiry (4.29)
- Focus on Purpose (4.21)
- Flexible Strategies (4.21)
- Digital Information Literacy (4.21)
- Documenting (4.15)
- Audience (4.14)
- Voice (4.07)
- Integrate (4.07)
- Skip 1
- Surface Features (4.00)

Which outcomes do you feel you meet with the greatest ease? (number of responses)

- Writing for Inquiry (10)
- Information Literacy (8)
- Multiple Drafts (8)
- Focus on Purpose (8)
- Surface Features (6)
- Digital Information Literacy (5)
- Documenting (5)
- Audience (5)
- Voice (5)
- Flexible Strategies (3)
- Skip 8
- Integrate (1)

Figure 2: Final Paper Assessment Rubric

(Documents assessed: final papers submitted to be graded in WRTG 107, Fall 2013; assessed Spring 2014)
(Rubric descriptions adapted from the University of California, Irvine 2011 Assessment of Lower-Division Writing at UCI)

Criterion 1: Focus on a Purpose
SLO: Thesis Development - Focus on a Purpose
Assessment will be conducted based on this outcome for two reasons: (1) it consistently ranked in the top 4 outcomes for most important or most met, and (2) of those top 4 it is the only outcome assessable through reading a final product.

	4. Proficient	3. Satisfactory	2. Fair	1. Insufficient
Focus	High degree of focus is evident	Generally good focus	Weak or inconsistent focus	No clear focus

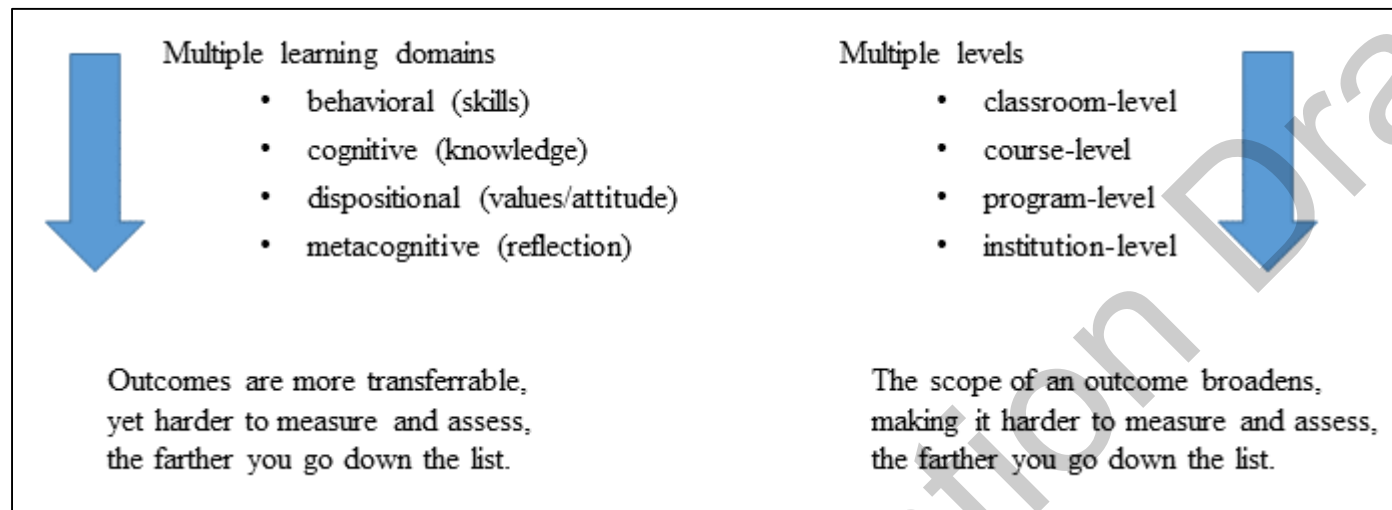**Criterion 2: Integrate (Integrate their own ideas with those of others)**
SLO: Using Research - Integrate the ideas of others responsibly in their own writing
SLO: Style & Mechanics - Attribute sources of information based on disciplinary formatting and style standards

Assessment will be conducted based on this outcome for two reasons: (1) while instructors indicated they met this outcome about 80% of the time, only one instructor indicated it was met with ease, and (2) while this outcome is identified separately in the WPA Outcomes, it is considered part of information literacy in general, and that outcome consistently ranked high in all questions asked.

	4. Proficient	3. Satisfactory	2. Fair	1. Insufficient	0. N/A
Sources/Evidence: Integration	Eloquently introduces and situates source material	Effectively introduces and situates source material	Sporadically introduces and/or situates source material	Fails to introduce and/or situate source material	No sources used
Documentation	Documentation style is evident, appropriate, and accurate	Documentation style is generally evident and accurate	Documentation style is inconsistently evident, accurate, and/or appropriate	Documentation style is absent or inappropriate/ inaccurate	No sources used

Figure 3: Considerations when Developing Student Learning Outcomes

Multiple learning domains
- behavioral (skills)
- cognitive (knowledge)
- dispositional (values/attitude)
- metacognitive (reflection)

Outcomes are more transferrable,
yet harder to measure and assess,
the farther you go down the list.

Multiple levels
- classroom-level
- course-level
- program-level
- institution-level

The scope of an outcome broadens,
making it harder to measure and assess,
the farther you go down the list.

Figure 4: Spring 2015 Rubric

Student Learning Outcome	Levels of Achievement			
	Accomplished - 3	Proficient - 2	Developing - 1	Insufficient - 0
SLO1: Brainstorm research questions, search terms, and information types/formats related to their research topics *[Google spreadsheet columns A, B, C, D]*	Succeeded at brainstorming 3 out of 3 related to topic: ● research questions ● search terms ● information types/formats	Succeeded at brainstorming 2 out of 3 related to topic: ● research questions ● search terms ● information types/formats	Succeeded at brainstorming 1 out of 3 related to topic: ● research questions ● search terms ● information types/formats	Did not brainstorm any of the following: ● research questions ● search terms ● information types/formats
SLO2: Identify search tools that match their information need(s) *[Google spreadsheet column F]*	Identifies search tools that match research topic and information need	Identifies search tools in own words but not fully relevant to research topic and information need	Identifies search tools by rote from the lesson which may or may not be relevant to research topic and information need	Did not identify possible search tools
SLO3: Practice searching for and locating possible information sources for their research projects *[Google spreadsheet columns H, I, J, K, L, M]*	Succeeded at identifying 3 out of 3: ● book ● academic journal article ● newspaper or magazine article	Succeeded at identifying 2 out of 3: ● book ● academic journal article ● newspaper or magazine article	Succeeded at identifying 1 out of 3: ● book ● academic journal article ● newspaper or magazine article	Did not identify any of the following: ● book ● academic journal article ● newspaper or magazine article
SLO4: Use the search process as an opportunity to strategically explore their research topics and questions	Requires qualitative assessment which is not possible within the limitations of the one-shot information literacy instruction model.			

Figure 5: Fall 2015 Rubric

"Research as Inquiry" Google Spreadsheet Activity
Evaluation Rubric

The purpose of this activity is for you **to use the search process to strategically explore your research topics and questions.**

Click here to access activity.[1]

Advanced *Evidence of exceeding what is expected*	Criteria *Description of what is expected for you to succeed at the purpose of this assignment (see above)*	Concerns *Areas that need work*	Points Awarded *0 to 5*
	Brainstorm research questions, search terms, and information types/formats related to their research topics *[columns A, B, C, D]*		
	Practice searching for and locating possible information sources for their research projects *[columns E, F, G, H, I, J]*		

TOTAL out of 10: _____

Click here to learn about our Library Research Prize: 500 words could win you $500![2]

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[1] During class session this text is a customized link to the Google spreadsheet activity for course section being taught.
[2] For all classes this text is a link to the University of Scranton Weinberg Memorial Library Research Prize web page: http://www.scranton.edu/libraryresearchprize.