General Education
Annual Report of Programs
2017-18

This report provides information on the activities of the three programs related to General Education at PLU: the overall General Education program, the International Honors Program, and the First Year Experience Program. Information specific to each program will be provided in each category below. An additional category of Assessment has been added to this particular report because of the broad cross-campus scope of these programs.

General Education Council members 2017-18
Lauri McCloud (Social Sciences), Matt Smith (Natural Sciences), Ron Gerhardstein (SOAC), Scott Rogers (Humanities), Rona Kaufman (FYEP), Carmina Palerm (IHON), Hal DeLaRosby (Academic Advising), Kevin Berg (Registrar), Gracie Anderson (ASPLU student rep) and Carlos Cepeda (ASPLU student rep).

1. HIGHLIGHTS
    a. General Education Program
       In Fall 2017, Acting Provost Gregson, in response to the FJC results, anticipation of accreditation feedback regarding the assessment of General Education, and overall concerns with the current program, appointed an Ad Hoc Committee on General Education. This committee was charged with 1) determining the need for revision of the General Education Program, 2) if a revision is deemed appropriate, bringing forth (at least) two models for faculty consideration by May 2018, and 3) bringing a proposed model for faculty vote by December 2018. The Council is in unanimous support of this endeavor, noting the issues with oversight, a centrality of focus, and the need to have a curricular model that allows for consistent assessment of student learning across the program. The four appointed School/Division representatives serve on the Ad Hoc Committee, and report regularly to the Council.
    b. IHON
       The International Honors Program has continued to develop a systematic assessment of student learning, based on focused learning objectives, signature assignments, and faculty analysis and review of learning data. Faculty continue to revise their courses, supported by IHON workshops and Mellon funding, focusing the inclusion of a broad spectrum of perspectives.
       Mellon funding supported a revision of IHON 111 to be offered during J-term as a key component of an initiative to increase enrollment of first-year students of color and first generation students into the program. This initiative was

implemented in J-term 2018, enrolling 10 students. Two students of color and two first generation students were part of this cohort.

The IHON Oxford program continued to expand; during Fall 2017, the first Fall semester cohort was successfully launched. This program now provides experiences for up to 32 students per year; it is always "full", with a waiting list of students.

c. FYEP

The First-Year Program continues to consider the kinds of experiences important to the success of our first-year students.

- The collaboration between Residential Life and FYEP to offer the sections of 101 linked to specifically themed residence halls continues to be successful. PLUS 100 came under the auspices of FYEP this year, and a full review of this program and its potential was completed; for Fall 2018, focus is on AIS 1 and 2 students to enroll.

- PLUS 100 came under the auspices of FYEP this year. During the spring semester, Amy Stewart-Mailhiot led an ad hoc team to review the goals and purpose of this experience, with a goal of proposing a way forward with this program. For Fall 2018, enrollment focused on AIS 1 and 2 entering students. The team also worked on the development of a curricular template. Next steps forward will be determined in the fall.

- In the spring, faculty development continued the focus on working with students whose first language is not English. In April, Kelvin Keown and Asao Inoue, colleagues from UWT, presented a workshop "Supporting Multilingual Writers through Socially Just Assessment Ecologies"; in May, Bruce Horner discussed "Writing, Reading, and Revising (in) the Disciplines" and "Addressing Language Difference and Error in Student Writing". Both sessions were well attended, and well-received.

2. ENROLLMENT

These programs consider enrollment in different ways, more specifically on credit hour production.

See Appendix A.

a. General Education Program (N/A)
b. IHON
c. FYEP (N/A)

3. STRATEGIC INITIATIVES

a. General Education Program

Revisions to accommodate assessment (including NWCCU recommendations specific to assessment of General Education).

Consideration of the infrastructure necessary to manage a General Education program.

b. IHON

The IHON program will work next year in order to achieve the strategic initiatives developed in the past couple of years, which entail:

- The IHON program's commitment to inclusive excellence will continue by intentional recruitment of first generation and self-identified students of color, into the IHON and IHON-Oxford program. This work will be in collaboration with Dr. Jennifer Smith (Director of Inclusive Excellence) and Brenda Ihssen, who has researched, during her sabbatical year, the barriers which keep students from applying to honors and study away programs.

- Continue to adapt processes for informing students about applying to the IHON program during their first semester at PLU.

- Finalize IHON 111-112 syllabi (through Mellon funding) in order to diversify the IHON first year curriculum and continue to refine IHON 111-112 common texts, conceptual arcs and pedagogies as well as the list of priorities for education first year IHON students.

- Re-write the IHON 111-112 course descriptions.

- Continue to develop IHON first year Colloquia –in order to consistently include "third space" learning opportunities, and centering on how classic texts students are reading in their IHON 111-112 courses have contemporary implications and applications in art, literature, and politics, such as the Colloquium on *Antígona González*.

- Continue to refine 200 and 300 level courses in terms of pedagogies, globalizing the curriculum, and assignments.

- Design workshop on multidisciplinary and interdisciplinary learning for all IHON levels, in terms of scope and sequence.

- Create a Fac sheet of IHON faculty as well as an IHON faculty google site

 c. FYEP
- Continue to develop the purpose, goals, and audience for PLUS 100.
- Continue to provide faculty development to support successful writing instruction for first-year students.
- Continue to provide faculty development support for 190 instructors to provide a common experience for first-year students.
- Work with Admission to message FYEP to incoming students.
- Create an overall curriculum map: what happens when, where, and with whom in regard to first-year students.
- Linked classes: How do they influence academic performance, in addition to experience and sense of belonging. How do they help students learn in class?
- GenEd Reform: FYEP 102? What will happen to FYEP in a revision of General Education?
- Common Reading: How do we assess it? What changes, if any, should we make?

4. RESOURCES

In general, these programs need resources to provide consistent staffing for their course offerings. This is particularly true for IHON and FYEP; and, in many cases, is true for those General Education courses offered by departments and programs that most feel staffing reductions (e.g., Biology, Chemistry, Music, Art & Design).   As proposed by the Interdisciplinary Program Chairs to the Provost, consistent staffing could be supported by joint appointments to multiple interdisciplinary programs.

5. ASSESSMENT
 a. General Education Program

Anticipating the possibility of a two-year transition to a revised General Education curriculum and assessment structure, the General Education Council decided to focus on the survey data available through EvaluationKit, the online course evaluation system. In Spring 2017, faculty approved allowing one question to focus on one ILO per year to be added to any class carrying a General Education Element. Appendix B provides a summary sheet for these data. The specific data by course is available upon request from the Associate Provost.

ILO #2 Students will communicate clearly and effectively in oral, written, and digital modes, adapting their communications to various audiences using appropriate media, convention and/or style.

The question: To what extent do you agree with the statement "This General Education course supported my development toward mastery of this learning goal."

Overall, 85% of respondents strongly agreed/agreed that the course they were taking supported their development toward mastery of this learning goal. The response rate was 55%.

These responses were relatively consistent across the three terms (Fall, J-term, Spring).

b. IHON (Please see Appendix C for the full report)

As part of the General Education assessment, focus groups were conducted. It was clear from the IHON focus group that first year IHON students highly regard their first year experience in the program. Major trends in their responses suggested that they valued the following experiences in their IHON courses. It is important to note that they align perfectly with the program's learning objectives:

- Multidisciplinary aspects of the courses
- Discussion based pedagogy
- Cohort experience
- Multiple perspectives; being able to listen/consider different perspectives
- Colloquia as a "third space" for learning
- Social Justice focus
- Mentorship from faculty
- Develop critical reading skills, and questioning, inquiry and backing up claims
- Intellectual growth "I didn't know I could grow more after IHON 111"

IHON courses also had one question added to the EvaluationKit course evaluations. The GE ILO #1 "Critical and Reflective Thinking." We found on average (4.6 out of 5) and through written comments that students felt that their IHON courses affectively met this ILO.

c. FYEP (Please see Appendix D for the full report)

Generally, it was found that, in relation to the outcome Articulation of an Argument, Purpose, or Point of View, students in the 2017-18 iteration of FYEP/Writing 101 are working at a similar level to students in previous years. The mean score in this area was 2.77 with 49% of the students assessed identified as "achieving" (scoring a 3 or above on a scale of 0 to 6) in this area. Only 3.5% were identified as "excelling" (scoring a 5 or above on a scale of 0 to 6) by the end of the Writing 101 course.

The outcome Rhetorical Situation has not been assessed since the 2014-15 academic year. The current assessment demonstrates a significant improvement in student scores in this area, but the assessment prompt was changed in 2015 so the scores are not directly comparable. The mean score for this outcome was 2.97 with 60% of students assessed identified as "achieving" and 6% "excelling."

Importantly, the Writing 101 course is regarded as foundational to writing development at PLU, but we do not expect students to master the core learning goals by the end of the 15-week class. Rather, learning how to write effectively (as reflected in the FYEP/Writing 101 outcomes) is a process that will take all four years of a student's university career. Therefore, while we will strive for improved scores in future assessments, we take these means to be well within a range of "normal" for mostly first semester college students.

LEARNING OBJECTIVES	MEAN	ST DEV	MEDIAN	MODE
LO1 (Rhetorical Situation)	2.97	1.07	3	2.5
LO2 (Argument, Purpose, POV)	2.77	1.21	2.66	2.5
Achieving and Excelling			N= 112	
LO1	60% Achieving	3.5% Excelling		
LO2	49% Achieving	5% Excelling		

International Honors Program
IHON Program

	AY 14-15	AY 15-16	AY 16-17
Graduates*			
Declared Majors*			
Declared Minors*			
Credit-hour production*	904	1048	1080
# of seats filled (registrants)*	226	262	270

IHON Oxford

Year	2014-15	2015-16	2016-17
Credit Hour Production	160	160	224
# of Seats Filled	10	10	14

General Education Annual Report
Appendix B: General Education Assessment Data for 2017-18

🏠 (https://plu.evaluationkit.com) / Results / Report Builder (/ReportBuilder/ReportBuilder.aspx) / View Report
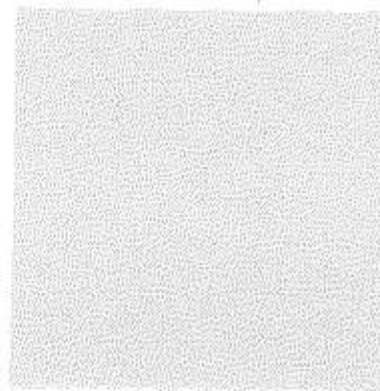
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ILO AY 2017-18

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ILO #2: ExpressionStudents will communicate clearly and effectively in oral, written, and digital modes, audiences using the appropriate media, convention and/or style.To what extent do you agree with the sta supported my development toward mastery of this learning goal.

Project	Strongly agree (5)	Agree (4)	Neither agree nor disagree (3)	Disagree (2)
2017 Fall - Teaching and Course Feedback	1759 (49.23%)	1263 (35.35%)	392 (10.97%)	110 (3.08%)
2018 J-Term - Teaching and Course Feedback	504 (54.96%)	306 (33.37%)	83 (9.05%)	14 (1.53%)
2018 Spring - Teaching and Course Feedback	1446 (48.74%)	1054 (35.52%)	321 (10.82%)	88 (2.97%)
Total	3709 (49.74%)	2623 (35.18%)	796 (10.67%)	212 (2.84%)

a. As part of an assessment project conducted by the General Education council, IHON first year students were invited to participate in a focus group, in order to talk about their first year IHON experience. In addition, the GE council conducted focus groups with FYEP, Cornerstones first year students as well as GE seniors. It was clear from the focus group that first year IHON students highly regard their first year experience in the IHON program. (please see questions and raw data in Appendix J). Major trends in their responses suggested that they valued the following experiences in their IHON courses. It is important to note that they align perfectly with the program's learning objectives:

• • • • • • • • •

Multidisciplinary aspects of the courses Discussion based pedagogy Cohort experience Multiple perspectives; being able to listen/consider different perspectives Colloquia as a "third space" for learning

Social Justice focus Mentorship from faculty Develop critical reading skills, and questioning, inquiry and backing up claims Intellectual growth "I didn't know I could grow more after IHON 111"

year, the IHON program added a question on all IHON course evaluations, focused on

b. Last the GE ILO #1 "Critical and Reflective Thinking." We found on average (4.6 out of 5) and through written comments that students felt that their IHON courses affectively met this ILO. (please see Appendix K for raw data).

6. **FUTURE ASSESSMENT**. While we await the final accreditation report of the Northwest Commission of Colleges and Universities, we know that all of their recommendations relate to assessment. To that end, units should prepare to invest in the work of curricular

[6] Available from the Provost's Office if necessary

assessment/student learning next year. At a minimum, we anticipate that each unit will need to have clearly articulated, published, and measurable learning outcomes by October 30, 2018.

Please describe your unit's strategy for carrying out this work. For some units, this may take the form of creating a sub-committee, others may need to schedule more frequent department

meetings. How will you organize the work of ensuring your unit has measurable learning outcomes, and who will lead your efforts to keep you on track?

Overview and History of IHON's learning outcomes

The International Honors Program is currently in its 11th year at PLU. Beginning with its first-year group during the Fall 2007, the program has now graduated 8 cohorts. I have been director of the program for the past seven years. My work as IHON director has been divided between the regular duties of the director (please see director's responsibilities in Appendix L) and the institution-building activity which a new program like this has required.

When I took over the IHON Program, two major problems needed to be addressed. First of all, the identity of the program needed to be more clearly defined. The program, which had developed out of the old INTC program, still included language and courses which did not fit the new honors model. Furthermore, there was no agreement among faculty about the meaning of some of the basic terms in the program's title and language. Finally, the goals of each level of the program were not clearly articulated. A second problem with the program was lack of awareness about its nature across the university -- and in some cases, mistrust and even hostility about its purposes.

To address this second problem, I began the work -- mostly through individual meetings -- of informing campus leaders about the program, and building alliances across campus. As a result of this work, much broader support exists across the university for IHON's work, and the program has been enriched by faculty who not only contribute courses, but also in some cases participate in governance in the steering committee.

At the same time, IHON began the work of clarifying its precise identity and learning goals. This began in 2010 with a year-long discussion of whether the program should aspire to become either "multidisciplinary", or "interdisciplinary" -- and at which levels. At the same time, we tried to define the nature of "International," in our program name. The next step, which we commenced in 2011, was to create so-called "template courses" for all three levels of the program, which would reflect the learning objectives for that particular level. By the end of the academic year 2013-14, we had completed this work for all levels of the program (please see program outcomes attached to this email). As this work has proceeded, it has become increasingly clear that the distinctive feature of the program is the discussion-centered nature of the instruction. It is perhaps the testimony of students which has been most decisive in this realization. Finally in 2015, we turned our energies to developing a set of "enduring questions" to orient the teaching and learning at all levels of the program -- questions which lend themselves to sustained and open inquiry and to which no discipline or field can lay an

exclusive claim.

Next Steps

Having all the outcomes in place, and having assessed the "Intellectual Formation" ILO for IHON 111, 112 and 328 (these courses serve as the book-ends of the program) in May 2015, our next task will be to assess, based on specific evidence of student learning the "multiple frameworks" ILO, which is also a general education ILO, for all 200 level IHON courses. IHON Steering Committee members and IHON faculty, will assess final projects/papers, for all 200 level IHON courses, during a May 2019 assessment workshop (Please find IHON 200 level description in Appendix M and Agenda for Assessment work session Appendix N).

True Mean Scores (this is a total average for each outcome)				
	Table 1	**Table 2**	**Table 3**	**Final Avg.**
LO1	3.06	2.96	3.11	3.043333333
LO2	2.73	2.82	2.74	2.763333333
Adjusted Mean Scores (in this model the most aligned scores preferred; outlier readings were eliminated)				
	Table 1	**Table 2**	**Table 3**	**Final Avg.**
LO1	3.01	2.9	3.1	3.003333333
LO2	2.71	2.81	2.74	2.753333333
With indvidual scores averaged (in this model a paper's scores for each LO were averaged prior to the determination of the averages for the entire data set being calculated; I think this is most accurate)				
	MEAN	**ST DEV**	**MEDIAN**	**MODE**
LO1	2.97	1.07	3	2.5
LO2	2.77	1.21	2.66	2.5
Percentage Achieving and Excelling				
LO1	60% Achieving	3.5% Excelling		
LO2	49% Achieving	5% Excelling		

Writing 101 2017-18 Common Assignment Assessment Analysis

The FYEP/Writing 101 program assessment was completed by a team of faculty and staff reviewers from across the university (17 total) on Friday, June 1st. We evaluated the Writing 101 Common Assignment in two FYEP/Writing 101 Learning Outcomes areas: 1) Rhetorical Situation and 2) Articulation of an Argument, Purpose, or Point of View (see Appendix A).

Process: The assessment process was mostly unchanged from previous years. Every student in every Writing 101 section was asked to post the common assignment (part 2) to a Sakai site established for the purpose of program assessment. The FYEP leadership accessed these materials and randomly selected three papers from each section. Students were selected at

random using a web-based numerical randomizer. In the event a student had not submitted their common assignment, the next student on the roster (alphabetically) was selected. This year there were 36 sections in fall and spring, so 112 total papers were selected and printed in triplicate. The FYEP leadership then coded each paper and redacted student names.

The assessment committee sat in three assessment teams (two tables of 6 and one table of 5). Following a short period of calibration, in which teams/tables read sample papers and discussed the assessment rubric (T-tests conducted to evaluate inter-rater alignment suggest a high level of reliability between calibrated tables), each table read papers from 12 distinct sections. Papers were scored by two readers at each table. In the event a score differed by more than one whole number a third reviewer was assigned. Readers were provided with clean, unmarked copies of the papers.

Results: We averaged the scores for each paper to arrive at a representative score in each Learning Outcome area. In most cases, this meant the averaging scores from two readers, but 29 of 112 papers required third readers (25.9%). From these averages we generated the mean, median, mode, and standard deviation of the total data set (see below). Data for each assessment team/table (or for each section of Writing 101) was not generated, but can be made available upon request.

Generally, we found that, in relation to the outcome Articulation of an Argument, Purpose, or Point of View, students in the 2017-18 iteration of FYEP/Writing 101 are working at a similar level to students in previous years. The mean score in this area was 2.77 with 49% of the students assessed identified as "achieving" (scoring a 3 or above on a scale of 0 to 6) in this area. Only 3.5% were identified as "excelling" (scoring a 5 or above on a scale of 0 to 6) by the end of the Writing 101 course.

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Discussion of Quantitative Data: There are three major takeaways from the quantitative data produced in this assessment:

1--PLU students need more writing instruction. If we interpret the FYEP/Writing 101 rubric as a tool for understanding holistic development and mastery over six core skills for academic writing (rather than a rubric for the singular FYEP/Writing 101 course), then we are comfortable with the progress made by students in this first-year course. However, given that the data shows most students just shy of "achieving," they clearly have plenty of room for additional development. Many departments do not offer such opportunities for writing instruction in or across multiple disciplines (even if they may require substantive writing from students).

2--The assessment tool, as currently designed, may not be providing accurate information. The FYEP/Writing 101 outcomes are focused on skills most aligned with academic writing in analytical or expository modes. However, our common assignment is analytical and reflective. Additionally, students generally produce this paper at the end of the course and on a shortened timeline. Further, some 101 instructors de-prioritize the common assignment in their course. Very likely, then, we are not then seeing the best writing our students have produced in the course. More importantly, we are applying a set of criteria that may be unsuited to the type of writing we are soliciting from students.

3--Our current methods for teaching writing and delivering the common assignment may be inadequate. In some cases, Writing 101 instructors are simply de-emphasizing the value of the common assignment. More often, it seems they may be struggling to teach the skills necessary to see students excel at this unorthodox genre. FYEP should provide more support for writing 101 instructors re: understanding and teaching the core FYEP/Writing 101 Learning Objectives, framing and supporting the FYEP/Writing 101 Common Assignment, prompting and promoting reflective thinking and writing for first-year students.

Discussion of the Qualitative Data:
The assessment committee met for approximately 45 minutes after the paper assessment was complete. The purpose of this discussion was to identify what, if anything we learned from conducting the assessment. Additionally, we considered what, if anything, we'd like to see changed in our common assignment assessment process. Our guiding questions were:

- What do these papers tell us about what our students know or don't know when they complete our Writing 101 course?
- What problems do you see in our common assignment prompt or assessment strategy?
- What faculty development opportunities/materials would support 101 instructors in delivering the Writing 101 Learning Objectives or in teaching the common assignment?

Our discussion led to a number of valuable insights (see Appendix B), but a few major themes are worth noting in more depth.

1--Students don't always understand expectations for the assignment or for the course, more generally. In many cases, they seem to misinterpret what the prompt is asking for, providing only rigid expository analysis of what they did or unspecific reflections on how they feel about the class or their work in it. Further, in some instances, students attempt to argue that they've

made progress in a particular FYEP learning goal area only to undermine this claim with their actual writing. Additionally, they don't seem to have a clear sense of the rhetorical situation. Are they writing to the professor who supplies their grade? Are they writing to an assessment committee? Are they writing to/for themselves, which would be one of the primary objectives of reflective writing? The group arrived at a number of possible explanations for why these problems arise:

- The question or actionable item in the prompt is buried; the document is too long and convoluted.
- The common assignment asks for too much and what it asks for is too difficult. Effectively, we are calling on students to reflect and analyze at the same time, a hybrid genre that is complex and uncommon. This isn't a genre that most readers would want to read, making it something of an artificial exercise.
- The rhetorical situation isn't explained well; we don't specify whom they should be writing to/for.
- Faculty approach this assignment with different value. Some set aside weeks, they workshop the paper, they offer substantive instruction in reflection and self-analysis. Others shoehorn this paper in at the last minute as an obligation for programmatic cohesion. We need some way to better control how students experience and value this assignment if we want it to a) be taken seriously and b) provide valid assessment data.

2--We are conducting an assessment about writing development using a meta-level reflective analysis, a genre most students will have rarely encountered. We know that the fundamentals of writing, even skills and practices we have long mastered, will degrade in the face of new genres. Further, we know that our outcomes and assessment rubric are generally focused on academic writing (thesis-driven, analytical prose). So, there is some conflict here between what we say we want to see from the assessment and what we can reasonably expect students to provide.

3--We are not doing an effective job of teaching reflection. Reviewers almost universally noted how poor these papers were in terms of deep, thoughtful reflection about learning. The rare exceptions were papers that deviated from the prompt by discussing either an author's larger sense of their own writing abilities or their general experience in the class. While interesting, these reflective moves do not answer the questions we are asking via the common assignment assessment.

The assessment committee arrived at a number of suggestions for how we might rethink and/or revise the Writing 101 common assignment and/or assessment process.

- We might revise the prompt to make the goals and expectations more clear and specific. Move the question/actionable item to the top of the page and clarify what we want students to "do" in the paper.
- We might add another common assignment in the middle of the course to a) scaffold learning and reflection, and b) provide opportunity to practice this challenging meta-cognitive genre.
- We might encourage faculty to move the common assignment forward in the term (perhaps around weeks 12 or 13), giving the students more time to complete the work and act on the "a-ha" moments that might arrive as a result of this reflective work.
- We might provide students (and 101 instructors) with materials they can use to scaffold learning and prompt reflection. This might include worksheets that help students reflect on learning in the six key learning areas for Writing 101. It might also include activities that instructors can use to help students analyze their own work and to locate/develop evidence for claims they might make about their own learning.

- We might rethink the materials solicited for this assessment. At present, we collect the common assignment and an evidence paper, but we don't read the evidence paper. Could we perhaps ask for a shorter, more reflective common assignment to accompany the evidence paper as a sort of cover letter designed for the assessment committee? This would be a minor change in the process that would shift our focus to their actual writing, while still providing an opportunity for valuable reflection.
- We might consider implementing a writing portfolio that would see students select/collect all of the work that led to a particular paper (or several papers) and frame that selection/collection with a reflective letter.

Note: these last two ideas would likely provide more valid and interesting assessment information, but they would also be more labor intensive. Such a shift would necessitate some change in how we plan and carry out our program assessment.

Appendix A

WRIT 101 Spring 2018 Assessment Rubric

Prepared June 16, 2015 by Outcomes Subcommittee James Albrecht, Callista Brown, Rona Kaufman, Jan Lewis, Lisa Marcus, Scott Rogers, Kathy Russell, and Amy Stewart-Mailhiot

For Spring 2018 we are focusing on outcomes 1 and 2 from the Writing 101 Outcomes Assessment Rubric: Rhetorical Situation and Argument/Position/Point of View. You should focus your attention on these outcomes specifically. The central goal of writing assessment is to determine how well our students are meeting programmatic benchmarks (as we define them). Work with colleagues at your table to determine how you wish to read/interpret these categories and expectations.

Learning Outcome	Missing 0	Emerging 1　　　2	Achieving 3　　　4	Excelling 5　　　6
Rhetorical Situation The writer employs rhetorical strategies effective for a specific context, purpose, and audience and addresses the "so what" question		Fails to convey the significance of the central claim or question Selects vocabulary, arguments, and evidence that is inconsistently appropriate to the needs of the reader Writes with a voice that does not engage the reader	Suggests the significance of the central claim or question Selects vocabulary, arguments, and evidence mostly appropriate to the needs of the reader Writes with a voice that may or may not engage the reader	Conveys the significance of the central claim or question Chooses interesting and compelling vocabulary, arguments, and evidence consistently appropriate to the needs of the reader Writes with a distinctive voice that engages the reader; skillfully crafts a tone that is appropriate for the message and its audience

Articulation and Development of Argument, Position, or Point of View		Produces a limited exploration and analysis of ideas and their implications	Generally explores and analyzes ideas and their implications	Cohesively provides insightful and thorough exploration and analysis of ideas and their implications
The writer articulates, develops, and supports an argument, point of view, or position, effectively using evidence relevant to the context.		Demonstrates an imbalance between general claim and specific evidence	Strikes a balance between general claim and specific evidence	Crafts a productive balance between general claim and specific evidence
		Seldom provides definitions of key terms	Provides definitions of key terms	Precisely defines all key terms, highlighting and exploring the nuances
		Demonstrates a limited understanding of how to use quotations		Economically and ethically uses quotations that extend rhetorical aims and effects
			Uses quotations economically and ethically	

Appendix B

Writing 101 Assessment June 1 2018 // Debrief and Discussion

Table 1 Notes (Jenny James, Jennifer Spence, Katherine Wiley, Nancy Simpson Younger, Adam Arnold, Liam O'Laughlin)

Surprises from the process:

- When a lot of students claimed that they got better at something, didn't actually get better at it. In turn, students who made the claim that they failed to or need to improve on something were often correct.
- There was some strong descriptions and analyses of writing process, including broad conceptual language. However at times it could be a little cursory.
- A general lack of analyzing ideas and application.
- Best examples of this essay had to do with cultivating an identity or habit as a writer.
- We also enjoyed essays that dealt with the ideas embedded in the evidence paper.

Curricular or Pedagogical Suggestions:

- Finding capacity to help students see the value in reflective writing, especially in the end of the semester when their attention is so spread thin.
- Meta-cognition could be emphasized more
- Workshopping thesis statements could be helpful, using examples from the previous year.
- More guidance about what to teach students, for example how to incorporate quotes.
- Other faculty emphasize mechanics and many of us have different approaches to teaching the course.
- How might we balance the need for students to meet faculty expectations vs. reflecting on students becoming writers and readers.
- Should we track students into different levels of writing 101?
- Perhaps revising the prompt to help students foreground questions of analysis and thinking about the ramifications or consequences of their claims.

- Problem with the prompt perhaps focusing on the issue growth or development too much, which then fails to provide a strong basis for argumentation or analysis.
- Trying to avoid discussion of mechanics in the common assignment.
- Is it possible that we're asking them to do too much in this assignment? Really hard to be sophisticated or complex in responding to the prompt.
- How can reflection be true reflection for the student rather than serving a purpose of persuasion for grades at the end of the semester? Is a portfolio system better to get to this issue?
- Considering how the prompt could be addressing specific habits or tools that were cultivated over the course of the semester; could give them specific categories.
- We could ask them to address the way that how they are feeling limited by choosing one evidence paper to analyze and reflect on.

Rubric Suggestions:
- How can we clarify the role of quotations in the Argument outcome? We were not quite sure about the role of quotations in this outcome, and if there is an additional outcome focused on evidence/quotation.
- Is argument about engaging in a broader academic conversation?
- If we had a similar common assignment that was an argumentative essay rather than a reflective essay, we would be able to clarify or add a more narrow definition of an argument.
- We're asking of them to achieve a sophisticated genre.

Table 2 Notes (Jim Albrecht, Rona Kaufman, Jon Kershner, Nathalie op de Beeck, Kirsten Christensen)

What surprised us?
What trends do we see about what our students know or don't know?
What problems do we see in common assignment or prompt? What pieces are confusing, or need development or revision?
What curricular revisions or programmatic changes might we need?

* Prompt: Students didn't truly understand "meta" aspect of the paper; they offer more reflection on the course in general, or the writing process in general, than discussion of evidence from the evidence paper itself. Surprised at how many people did not quote examples from the evidence paper itself. Often they discussed other evidence: comments from the professor; comments from peers, etc. (We see that the assignment specifies this, but it is a bit buried half-way down the page). Also not too many students quoted and compared initial draft and revised draft). Is the task of using their own writing as evidence so different from the other papers in the course that they aren't likely to succeed at it?

* Task of writing a meta-cognitive reflection about their own writing seemed a challenging task for students to succeed on, in terms of the "rhetorical situation" criteria of an effective "so-what" claim, and writing with an "engaging voice." Writing about their own writing process may be a valuable exercise at the end of the semester, but are we setting them up for writing mediocre papers?

* Could some kind of meta-cognitive reflection be included in every previous unit/paper from the course, commentary on the differences and changes between first and final draft, so that when students come to the final common assignment, they would already have some material, ideas,

and practice at this process.

Table 3 Notes (Amy Stewart-Mailhiot, Neva Laurie-Berry, Jes Takla, Laree Winer, Teri Farrar, Rebecca Wilkin)

Observations about essays
- Lack of defining. Students internalize terms, not realizing that people not in the class don't have the terminology.
- What distinguished weaker vs. stronger students–generalities vs. ability to use evidence.
- Some were clearly told to include quotations, but didn't contextualize them. They know what they're supposed to do, but they don't see that they're not doing it.
- Level of reflection was pretty shallow. Reporting mode to check a box. This year's cohort did not engage with metacognitive in Bio 225.
- Self-proclaimed bad writers were sometimes good writers and sometimes bad writers.
- But reflective writers tended to comment productively on weaknesses.
- How various instructors approach this assignment. Do the numbers correspond to how much the course focuses/gives space to the assignment. Relationship to grade received? But that might put too much stress on professor performance.
- There was at least some structure in almost all of the papers.
- The second assignment of the semester seemed to be the one most students chose to comment on, no matter the class.

Commentary on rubric

- "Context" (of what?) in both of these learning outcomes. Needs to be more clearly defined.
- Because there are so many elements within each of the objectives, how do you weigh them? What is the difference between a 3 and a 4? (We discussed, I think satisfactorily)
- Could the Rhetorical situation be more clearly worded? Example: "The writer engages the reader's attention with a compelling exposition of the 'so what' question, embedded in appropriate context, and demonstrating an awareness of audience"

Ideas for future assessment
- Compare sweat equity chart/activity tracker against essays as metacognitive exercise.

Discussion Leader Notes:

Students are struggling to understand the rhetorical situation of this assignment.
- Is it reflection? Is it analysis/expository writing? It seems to be both, but this makes it a very complex and complicated genre.
- There was a sense among many that the students know what they are supposed to do, they just are not equipped to do it. So, we get either chaotic reflection that tends to veer off topic, or we get rigid ("wooden") papers that are very well organized analyses of

writing process but don't do say anything insightful about how the student learned or what might have been exciting about it.

- A key question: will they ever write a paper like this again? Is it a useful genre? They'll reflect again, but maybe not in this way.
- This struggle also demonstrates the range in how this paper is taught and supported. Some 101 instructors give it weeks, others give it days. Some workshop it, others do not. Without universal value, the assessment isn't really telling us much about what our students can do.

Students are struggling with reflection.
- Across the board reflection seemed to be shallow.
- Many of us are not well-equipped to teach reflection, can we teach teachers to teach reflection?
- How might we make reflection more prominent in the course? Perhaps, we could have a 3rd common assignment in the middle of the course? Could we provide a worksheet that helps professors teach this assignment and students prepare for it? For example, we could give them a tool that helps scaffolding information and evidence around the course outcomes (effectively, a heuristic device for examining their own work).
- Do they have a language for reflection? Do they know how this sort of writing works?

Students are struggling with defining terms and with supplying evidence.
- This is a problem of audience; we need to help them think more carefully about what an audience knows and does not.
- We also need to rethink the prompt to better characterize who they should be writing for (The prof? The assessment committee? Classmates? themselves?).
- Inconsistent work with quotation as evidence. For some it is the centerpiece of their paper; others don't seem to know they need it (even though it is in the syllabus).

A possible revision to the assignment:
- Students select their best piece of writing (one that demonstrates as many learning goals as possible) and submit it with a 2-3 page reflective cover letter. The cover letter should be addressed to a particular audience and it should be more reflective in nature. Tell us what you like about your paper. Tell us what opportunities you think still remain. Be specific and explain in detail.
- Actionable item in the prompt is buried. This document--whether it changes or not-- should be short and very clear. The "so what" needs to be more clear.
- Change language of "strength" and "weakness."
- Notably, many critiques of the prompt and process we investigated as we talked; faculty noted that a lot of what we're finding students missing is actually explained in the prompt. So, is this a problem of delivery more than anything?

Could this assignment be completed earlier in the semester? Are they getting adequate time to think about and develop this work? Do they have time and space to practice reflective writing prior to this project?

The strongest essays were focused on narratives of process.

We should investigate the far outliers...good and very bad...to see what is happening; consider following up with them in the fall. Of particular note are those papers that see the student using

this space to do something other than talk about their writing: to complain about the class, to undermine their own confidence, etc.