Academic Senate Presentation April 21st, 2020

ILO Timeline (Maureen Scharberg, Dean, APS; WASC Accreditation Liaison Officer)

Summary (Kevin Kaatz, CAPR Chair, EEC faculty)

College of Letters, Arts, Social Science Examples/ WST (Sarah Nielsen, Associate Dean)

College of Science Examples (Danika LeDuc, Associate Dean)
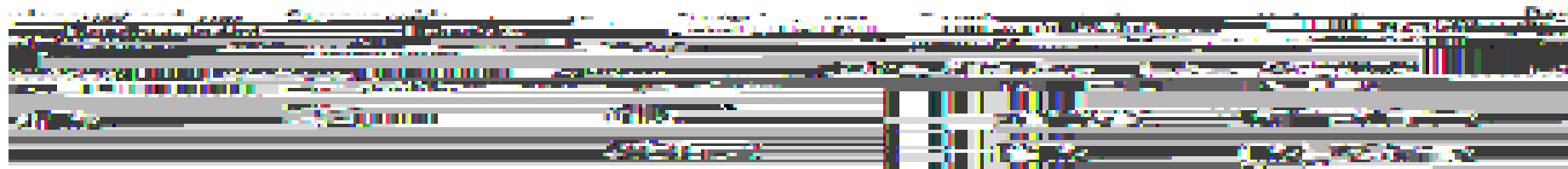
ILO Timeline

2013　　　　2018　　　　　　2006-07　　　2011　　　　2012

Summary

Completed [Academic Assessment](#)

Completed [University Summary Report](#) and organized relevant [Assessment Results](#)

CLASS & WST

GE and Composition Program
- A2 written communication pilot assessment highlights
- A4 second composition rubric development

Graduation Writing Assessment Requirement (GWAR), known on our campus as the WST and University Writing Skills Requirement (UWSR)
- WST and GWAR portfolio results
- Changes to GWAR

CLASS Examples: WAC Director & Writing Needs Analysis

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

Summative writing assignment is a prototype design report.

Continuous Improvement Process to writing

10 low-stakes, in-class writing activities that support the three larger assignments

Prompt feedback

Helps students meet deadlines and meet learning outcomes

CSCI PHYS 230, Physical Reasoning (Writing II)

Foundational idea is that clear scientific writing goes hand-and-hand with sound scientific reasoning.

Students write as part of every class and in a variety of modes: answers to problems, responses to journal articles, a personal statement, and two review papers.

This year, the class has increased its library field trips from two to 11.

During this time, the instructor and library liaison assist students with their writing projects.

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

Construction Management: Plan to devote more time in lower division courses to APA format and research methods
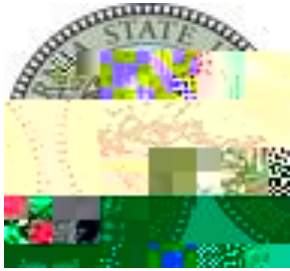
M.S. Environmental Geoscience: Earlier intervention in the thesis writing process to coach students to make use of resources

Health Sciences: Standardizing courses and getting faculty training to address students' needs for writing support

Nursing: More practice with APA format

Psychology: increased faculty modeling of writing and in-class peer review of writing

Statistics: Improve transparency of assignments; more consistent writing assigned leading up to capstone courses/projects

Questions
Discussion