Columbus State University
Quality Enhancement Plan Annual Report

2008 – 2009

Prepared by

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Table of Contents

I. Executive Summary

2008-2009 was a year of challenges and successes for the QEP; while we were able to increase the number of QEP-related activities throughout our campus and to gain additional faculty buy-in during this academic year, we were also forced to make some difficult decisions based on key personnel changes and budget restrictions.

The loss of the Senior Administrative Assistant Sharron Caldwell restricted Drs. Owen and Cummings from some of their goals for 2008-2009. Primarily, Ms. Caldwell was to have created a QEP/Faculty Center Website and listserve to keep faculty members and students across our campus better informed about QEP-related activities and opportunities. We still hope that we can regain this position; a Faculty Center/QEP website would make an excellent repository of the strategies for effective teaching of writing used by our Outstanding Teachers of Writing.

The loss of QEP Writing Specialist Bob Cummings at the end of the academic year left us searching for his replacement; fortunately, Angela Green will be joining us as QEP Writing Specialist in Fall 2009.

Institutional Effectiveness Director William Hortman left just as Drs. Cummings and Owen had begun to pilot the new assessment program developed with the consultation of Writing Specialist Michael Neal. We have collected data to analyze with our new prompt and rubric; it will be one of Angela Green's first duties here to run rating sessions with the team of faculty members we have begun training to use this rubric. As the rubric has been honed since its initial creation, we will need to re-rate some of our pilot essays in order to have a consistently scored set of data.

The budget cuts faced by all Georgia institutions also affected our budget; however, at the suggestion of the Director and with the support of the Advisory Committee, it was agreed that awards for faculty, fellowships, and grants would remain unchanged in AY 2008-2009. In other words, the 12% cut in overall funds was absorbed in operating and supply budget and in our funds available for electronic resources, assessment, and travel. If the committee so wills, we will continue operating under that model: as the primary focus of the QEP was increased student success through faculty development, the last place the QEP should cut funds is the money earmarked to reward faculty members for their participation.

Despite these challenges, AY 2008-2009 was a year of success of the QEP. We had a full slate of Faculty Writing Fellows, we had even more Faculty QEP Grant participants than we had our first year of operation, we had ten outstanding teachers of writing, we had well-attended workshops on the teaching of writing (two of which were conducted by nationally recognized experts), and we launched a new assessment plan that will result in data about student writing at CSU that will yield rich information for instructors and for the QEP Advisory Committee, and hence will eventually bolster our reports to SACS.

Participation by faculty members and by students continues to grow. That shows that the commitment to the QEP on our campus is still strong.

II. Report on Progress toward Goals

A. Goal 1: To Provide an Infrastructure for Professional Development Activities to Improve Student Writing

While the purpose of any QEP must be to improve student learning, the key to improving student learning is developing faculty into more effective teachers. At the time that CSU was focusing its QEP, CSU lacked a central structure for professional development. Hence, the Faculty Center for the Enhancement of Teaching and Learning was established in AY 2007-2008. Director Jim Owen was hired, beginning 1 July 2007. In addition to recruiting and mentoring faculty to work on QEP-related projects, the Faculty Center Director conducts Faculty Book Groups, aids in New Faculty Orientation, coordinates workshops on teaching effectiveness, and is available for class observations and private consultations about teaching practices. QEP Writing Specialist Robert Cummings began 1 August 2007. Sharron Caldwell was hired as Senior Administrative Assistant 19 August 2007.

During AY 2008-2009, there were two major changes in Faculty Center personnel, and a third change in the structure of the QEP oversight committee. First, Sharron Caldwell left her position in July 2008. Despite petitioning for a replacement and actually engaging in a search, her position was frozen. Thus, for an entire academic year, the Faculty Center has functioned without an Administrative Assistant. As a result, our progress toward building a website and scheduling multiple events has been seriously curtailed. And while we were able to use Ms. Caldwell as a consultant to gather syllabus information for Fall 2008, it was eventually decided by the QEP oversight committee in consultation with then-IE director Bill Hortman that the syllabus data could be gathered through the survey tool Qualtrix at a cheaper cost.

Second, QEP Writing Specialist Robert Cummings announced his resignation, effective 1 July 2009. He left to take a job at the University of Mississippi. A nationwide search ensued, resulting in the hiring of Ms. Angela Green, a doctoral candidate at the University of Georgia, who will assume her duties as QEP Writing Specialist on 1 August 2009.

Finally, IE Director William Hortman, a key member of the QEP Oversight Committee, left 1 July 2009. Dr. Hortman had provided invaluable assistance to Drs. Cummings and Owen as they hammered out a workable plan for assessing student writing. Dr. Hortman had been vital to the QEP from its inception; indeed, he was key in designing the initial QEP document.

AY 2008-2009 was a year of challenges. Key personnel changes occurred. Budget cuts effectively caused the Faculty Center to lose the Administrative Assistant position for an entire year and for the foreseeable future.

Objective 1: Establish an Infrastructure for Faculty Development Related to Student Writing

The QEP Advisory Committee continued under the capable leadership of Tom Loughman for AY 2008-2009. Membership included representatives from each academic unit: Dean McGinnis served her second term as representative of the CSU Libraries; Walter Breaux continued in his second term as representative of the COE; Tom Loughman continued as chair and as representative for ATCOB; Gary Sprayberry continued in his second year representing COAL; Jon Haney continued as the staff representative. New members were Elizabeth Wurz, representing UC and John Barone representing the COS. Edwin Parker served as the student representative and has agreed to serve a second term.

Ex Officio members remained the same as the prior AY: Dr. Joyce Hickson, Assistant Vice President for Academic Affairs; Dr. Gina Sheeks, Vice President of Student Affairs; Dr. Bill Hortman, Director of Institutional Effectiveness; Dr. Bob Cummings, QEP Writing Specialist; Dr. Jim Owen, Director of the Faculty Center; and Dr. Noreen Lape, Director of the Writing Center. From the QEP Advisory Committee, various subcommittees are formed to examine faculty applications for Fellowships, Mini-Grants, Reassignment Time, and Outstanding Teacher of Writing Awards. Subcommittees make recommendations to the full committee.

As the Committee officially dissolved itself at the end of the 2009 Spring term, several issues pend for the next committee's membership. First, a new chair must be found to replace outgoing chair Thomas Loughman; it is stipulated in the committee's rules that the chair must be a faculty member. Second, the forthcoming shifts in CSU's academic structure will necessitate the committee's revisiting of its initial formula for faculty representation: a new representative must be found for the College of the Fine and Performing Arts.

Objective 2: Provide Incentives for Faculty to Participate in Professional Development Activities

When faculty focus groups were asked what it would take to get faculty members to alter their teaching methodologies, there were four answers: (1) the opportunities for ongoing professional development; (2) time; (3) money; and (4) recognition. During our first and second year of operation, The Faculty Center effectively responded to each of these challenges.

First, the success of the 2007-2008 Faculty Writing Fellows program was followed by a new cohort of Faculty Writing Fellows for 2008-2009. We put out this year's call over

3

the summer; there were six applications—and five were chosen. Faculty Writing Fellows meet regularly as a group with the QEP Writing Specialist in the fall term planning for ways to incorporate writing into at least one of their spring classes; during spring term, they institute changes that they have designed and assess the ways that the teaching of writing has affected their students' learning. As a culmination of their fellowships, these faculty members' students make presentations at the CSU Celebration of Student Writing. In academic year 2008-2009, we had five Faculty Writing Fellows (the number called for the in QEP planning document): Drs. **Kirk Heriot**, Management and Marketing; **Susan Hrach**, English; **Rita Jones**, Accounting and Finance; **John Studstill**, Psychology, Anthropology, and Sociology; and **Zodiac Webster**, Chemistry and Geology.

       B. Goal 2: To Improve and Faculty and Staff Knowledge, Skills, and Attitudes Related to Student Writing

Writing Fellows, Reassignment Time Recipients, Grant Recipients 2008-2009

The Faculty Writing Fellows program remains the most prestigious and most visible faculty development program in the QEP. Fellows are given a yearly stipend of $2,000 and are required to meet regularly as a group, to coordinate with the QEP Writing Director in the design of a writing enriched class to be taught in the Spring term, and to contribute to the annual Celebration of Student Writing.

Writing Fellows

Writing Fellows propose a plan to enhance writing in a course or courses. In concert with the Writing Specialist, these innovators develop a comprehensive approach to improving students' writing skills, the establishment of outcomes for writing, and the assessment of these outcomes. During 2008-2009, Owen and Cummings recruited faculty heavily to publicize this program. We held faculty forums in Spring 08 and we encouraged individual faculty members who had already shown a willingness to help improve writing on our campus to apply.

As a result, we gained five quality applicants that were approved by the selections subcommittee of the QEP advisory committee. During our initial year of fellowships, the QEP Advisory Committee had instructed the Director to take care that all colleges be represented in the initial Fellows cohort if possible. For 2008-2009, the Advisory Committee recommended that no such boundaries be applied.

The following faculty members were selected:

- **Dr. Kirk Heriot,** Management and Marketing, for his proposal to develop student writing projects to better assess individual student learning in his class BUSA 4115, Entrepreneurship and New Venture Creation; Dr. Heriot is shifting the evaluation from group projects to individual student writing projects;

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- **Dr. Susan Hrach,** English, proposed a project whereby students in her world literature class would be encouraged to consider how online sources can be both a help and a hindrance to their analysis of texts. One of the projects for her class led students to translate lines of Dante;

- **Dr. Rita Jones,** Accounting and Finance, added to her ACCT 4116 Contemporary Accounting Theory class the requirement that each student produce a publishable research paper on topics of her choosing; she followed the students' writing process through several drafts;

- **Dr. John Studstill,** Psychology, Anthropology, and Sociology, redesigned one section of his Spring 2009 Cultural Anthropology class to incorporate multiple written assignments for which he provided models of good writing, rapid feedback, and held class discussion of student writing samples;

- **Dr. Zodiac Webster,** Chemistry and Physics, proposed a writing-intensive section of Physics of Color and Sound, including a research project and regular graded and un-graded writing assignments, emphasizing peer review.

A total of $10,000 dollars was awarded to Faculty Writing Fellows in AY 2008-2009. The number of students benefited from writing-enriched classes taught by the fellows was 115 in academic year 2008-2009. These students contributed projects to the Celebration of Student Writing.

Grants and Reassignment Time Awardees

This year, there were no applications for reassignment time. The members of the Advisory Committee discussed possible reasons for this; reassignment time, though part of the QEP faculty development plan designed to reward faculty members for the time that they invest in writing-enriched classes, seems a particularly hard sell for faculty members, chairs, and deans. First, we are under stress to increase enrollment without increasing faculty; hence, faculty feel that their presence is most needed in the classroom at this time. Second, department chairs and deans have fewer resources than they did when the QEP was designed. Some colleges, such as Business, are operating at the absolute minimum number of classes taught by full-time faculty members required by their accrediting body. Hence, faculty members sense that a severe budget crisis is not a good time to ask for a reduced teaching load.

On a positive note, however, the Advisory Committee recommended that we put forth two calls for proposals for QEP grants: one for Fall 2008; one for Spring 2009. Our thinking was that we would fund up to 10,000 in Fall grants and use whatever moneys were left over to fund more grants in the Spring. As no applications came in for Reassignment Time, the Advisory Committee recommended folding that money into Grants; therefore, we were able to fund far more grants than we had previously and therefore affected more faculty members than we did the previous year.

5

A total of $9,001 in QEP grants were awarded for Fall 2008. Under the guidance of the QEP Advisory Committee, a call for proposals was designed and implemented; all faculty members were informed through electronic mail and through forums in Spring 2008. The Advisory Committee formed a subcommittee to rate the proposals with a rubric; the subcommittee majority vote was faculty and staff. The following faculty members were selected:

- **Ric Long,** Educational Leadership, Counseling, and Professional Studies, and **Noreen Lape,** English were awarded 1600 dollars each for their work, "Teaching Counselors to Use Writing as a Therapeutic Intervention";

- **Kim Shaw,** Chemistry and Physics; **Zo Webster,** Chemistry and Physics; and **Pinar Gurkas,** Psychology, Anthropology, and Sociology, each was awarded 667 dollars to analyze and the writing assignments submitted by students involved in their science outcomes assessment plan;

- **Bonita Williams,** Teacher Education, was awarded 2,000 dollars for her work which involves using rubrics to evaluate the different types of writing that teacher education candidates must complete;

- **Ata Yesilyaprak,** Accounting and Finance, was awarded 2,000 dollars for his work on writing assignments to improve the understanding of international finance and business concepts in FINC 3156.

A total of seven faculty members were affected by Fall 2008 QEP grants. There were 331 students impacted.

A total of $10,900 in QEP grants were awarded for Spring 2009. A second call for proposals was distributed through electronic mail after the awarding of the Fall grants; additional interest was created through announcements made in QEP faculty forums and in our three Fall Lunch and Learns. The following faculty members were awarded grants:

- **Bonita Flournoy,** Teacher Education, received $1990 for her program, "Writing for Scientific Literacy";

- **Lei Li,** Management and Marketing, received $1000 for his plan to put writing into Database Design, MISM 4135;

- **Claire McCoy,** Art, was granted $2000 for her Art History group to bring in a consultant and sponsor a retreat for the three Art History faculty members on ways to foster different writing skills throughout into their curriculum;

- **Amanda Rees,** History and Geography, received $2,000 on her project, "Virtual Writing to Learn";

- **June Goyne,** Nursing, received $2000 to be divided among 4 members of the Nursing Faculty who evaluated essays in Spring 2009;

- **Florence Wakoko,** Psychology, Sociology, and Anthropology, received $2000 for her work on portfolio assignments in Clinical Sociology.

Hence, eleven faculty members were directly affected by QEP grant monies in Spring 2009. Students directly affected numbered 166; however, Rees' project will affect approximately 200 students per year, and the McCoy's project will affect all Art History Majors at CSU.

In total, $19,901 in QEP grants was awarded in AY 2008-2009. Eighteen faculty members and 497 students were affected.

Additional Monies used for Faculty Development

In addition to grants and fellowships, $2334 of QEP monies were spent on faculty travel. Drs. Florence Wakoko-Studstill, Bonita Williams, and Elizabeth Wurz, had a panel presentation accepted at the 2009 SoTL Commons: A Conference for the Scholarship of Teaching and Learning at Georgia Southern from 11-13 March 2009. Each of these three faculty members had benefited from either a fellowship or a grant in the previous year; the topic of their panel was "Nurturing a Writing-to-Learn Initiative Across the Disciplines." As part of their funding, they are expected to present their panel at a lunch and learn for the campus community in Fall 2009.

Department-level Recruitments: Nursing and Art History

As part of its charge to develop professional level writing skills for upper-division undergraduates, the QEP continued to expand program-level interactions with the Departments of Nursing and Art History. Efforts to revise writing curricula in History and Art are on hold until those departments resolve internal issues.

CSU's Department of Nursing continues to expand its efforts to ensure graduates possess the literacy skills necessary for delivering high stakes health care. Nursing students are now required to engage in three extensive and innovative writing assignments: two in required junior level courses and one in a required senior level course. As reported in last year's annual report, Nursing faculty have worked extensively with Drs. Owen and Cummings to develop both the writing assignments and rigorous assessment plans. In 2008-09, the QEP continued to collaborate with Nursing by sponsoring workshops for its faculty on developing writing assignments, the use of reflective writing, and writing assessment. In addition, Dr. Cummings has continued to work with the department in the implementation of its innovative writing rubric.

As a result of these collaborations Nursing has adopted CSU's writing handbook *A Writer's Reference*, requiring the writing text as a part of nursing courses. In turn, our

local version of this national text features writing across the curriculum content, with particular sections addressing the needs of nursing students. The willingness of the Nursing faculty to embrace composition texts for its students has created a line of continuous writing instruction from first-year composition through upper-division instruction in the departments, serving as a model for student-centered writing instruction which will serve the QEP well as it expands and approaches other departments about developing similar infrastructures for supporting writing across the disciplines.

Art History has also served as an exemplar department for writing instruction in the disciplines at CSU. Throughout 2008-09, Art History has been rewriting its mission, goals, and identity as a department. And in so doing, they have placed writing instruction at the core of their identity, recognizing intuitively what the QEP offers to all departments: the best program of learning features writing to learn, and that successful writing to learn programming is based on support for learning to write.

To support and extend their efforts, the QEP sponsored a writing retreat with its writing consultant Michael Neal in May of 2009. During this day-long session, the Art History faculty collaborated with Drs. Neal, Owen, and Cummings to connect student learning outcomes, Art History program goals, and writing assignments both at the macro and micro levels. The general goal was to ensure a continuous focus on writing throughout the Art History curriculum, and in particular to engage writing as a tool to help students identify with the purpose and mission of Art Historians. Since the Art History faculty members already envisage writing as the essential tool for their teaching and research, their students will also learn to necessity of writing as a vehicle for developing the tools of the critique of Art.

Outstanding Teaching of Writing Awards

As outlined in the QEP document, the Advisory Committee may recommend up to eleven Outstanding Teacher of Writing Awards per year: two for each of the five academic colleges existing at the time of the plan's development, and one for the library. The 2010 year will present us with a problem, as the future structure of the CSU Academic Units is uncertain; the Fine and Performing Arts having become a new college, while the future of University College seems uncertain. Such restructuring will of necessity cause the Advisory Committee to revisit its own composition and revisit the numbers of awards for future academic units.

The Director recommended that the process for nominating and applying for an award be simplified over the process we had designed last year; his thinking was that the easier a nomination or application was made, the more students and faculty would participate in the award process. Hence, the following memo was emailed to all faculty members:

2008-09 Teacher of Writing Awards
In support of Columbus State University's Quality Enhancement Plan, "Writing the Solution: Steps Toward Developing Competent and Professional Student Writers," the Faculty Center for the Enhancement of Teaching and Learning is pleased to call for nominations for the second annual **Outstanding Teacher of Writing** awards.

Awards are for $1,000, and up to two awards may be awarded per college; one award is available for library faculty.

Emailed or hard-copy nominations for faculty members from all disciplines are welcomed. Nominations will be accepted from faculty, students, and staff. Students should feel free to nominate any active CSU instructors who have had a positive impact on their writing in any class and at any point in their college career. Self-nominations are also encouraged. All nominations should be submitted by **20 March 2009** to

Jim Owen
Faculty Center for the Enhancement of Teaching and Learning
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4225 University Avenue
Columbus, GA 31907
faculty_center@colstate.edu

Nominations should include specific evidence of outstanding teaching from the nominator's perspective, including, but not limited to, statements on the impact of the writing curriculum on the lives of the nominee's students, descriptions of effective writing assignments, observations on how the nominee's teaching of writing has improved his or her classes and contributed to a culture of learning on our campus.

Nominated candidates

must be active full or part-time CSU faculty,

must have demonstrated commitment to using writing to improve student learning,

must model effective strategies for incorporating writing into their classes,

and **must** show their commitment to innovation and/or self-improvement in their teaching of writing.

A shorter form of the call for nominations was then distributed twice on the campus email system. As a result, we received far more quality student nominations than we had in the past year. On the other hand, fewer faculty members chose to nominate their colleagues or themselves. The review committee suggested that in a difficult budgetary year, few faculty members wanted to ask for money.

A subcommittee of the QEP Advisory Committee was formed, with former Fellow and Outstanding Teacher of Writing Awardee John Barone as Chair, and Gary Sprayberry and Walter Breaux as faculty representatives. Edwin Parker volunteered as a student representative but was forced to recuse himself because a faculty member whom he had nominated was named as a finalist.

This year, ten awards were given, bringing the total amount of awards monies to $10,000. The awardees were as follows:

- Professor Paula Adams, Library

- Dr. Mohamed Chouchane, COS, Computer Science

- Professor Anna Flournoy, COAL, English

- Professor. John Hoft, ATCOB, Management and Marketing

- Dr. Thomas Loughman, ATCOB, Management and Marketing

- Professor Michelle Midgette, Continuing Education, English Language Institute

- Dr. Gary Shouppe, COE, Counseling, Education Leadership, and Professional Studies

- Dr. John Studstill, COS, Psychology, Anthropology and Sociology

- Professor Johnny Summerfield, COAL, English

- Professor Rachael Williams, COAL, English

Of the final awardees, seven were nominated by their students; two were in their first year of teaching at CSU and participants in Faculty Center Book Groups.

It is notable that not all of the final awardees are full-time CSU faculty members. Dr. Flournoy, Professor Midgette, and Professor Summerfield are part-timers; Professor Williams is a full-time, non-tenure track lecturer. It was always the intent of the QEP planners that faculty development opportunities and moneys not be limited to full-time, permanent faculty members. This year's set of awardees certainly mirrors the intention that the QEP be shared amongst all facets of our university's community.

Professor Midgette teaches for the English Language Institute in Continuing Education; the QEP document does not specify that an award may go to a staff member; however, the Director counseled the members of the Selections Committee that they should send up a list of the faculty members from the pool whose portfolios showed the strongest evidence of outstanding teaching—regardless of the nominees' rank or employment status. Professor Midgette's many letters of recommendation from her students and her examples of student work made the case clear that she deserved an award. Hence, a precedent has now been established that any teacher of any class at CSU is eligible for an Outstanding Teacher of Writing Award, provided that they can document the importance that they place upon writing in their classes.

Celebration of Student Writing

The best description for the Celebration of Student writing can be found in the videos which have been produced for this event:

CSW 2008

http://www.youtube.com/watch?v=P7UpdSWv1CY

CSW 2009

http://www.youtube.com/watch?v=fF418iSOdXc

Again, in 2009, the Celebration of Student Writing served as the signature visibility event of the QEP's work. Each of the 2008-09 Faculty Writing Fellows was invited to participate in the event by asking students to display their writing in the Celebration. Thus students designed showpieces to represent the role writing played in their intellectual development throughout the semester in the courses which had been specifically altered through their teacher's participation in the Faculty Fellows program. The intended audience for these displays were first-year composition students, who were able to learn about the work taking place in upper-division classes, to understand how writing would continue to shape their college learning experiences beyond the first year, and to develop a greater sense of their own career choices. The specific faculty fellows and their course projects were:

- **Dr. Susan Hrach's** students in English 2111 presented work on the translation of texts to their own, more contemporary language. They incorporated visuals to show the impact of online sources on their own writing, and in particular how extended exposure to online secondary sources could retard the student's development of a more profound and substantial connection to the primary text. Works featured included Shakespeare and Dante.

- Students from **Dr. Rita Jones's** course, ACCT 4116 Contemporary Accounting Theory, presented powerpoints and research excerpts from issues that accountancy faces today. These included topics such as how foreign exchange rates affect the stability of the US dollar and foreign trade. These student papers were of particulary high quality, as the underlying focus of Dr. Jones's course was to closely supervise and tutor students as they developed papers to present at academic conferences.

- **Dr. John Studstill's** Introductory Anthropology students presented two videos based on two in-class games: *Ba-Fa-Ba-Fa* and *Bullets or Ballots*. Each of these role playing games required students to learn the tools and mindset an anthropologist uses in coming to understand a foreign culture by placing students in the roles of knowledge seekers. Students from the course also displayed writing projects developed based on reflection about these learning experiences, and stood to interpret both the game videos and the writing projects for passers by.

- **Dr. Zodiac Webster** proposed a writing-intensive section of Physics of Color and Sound, including a research project and regular graded and un-graded writing assignments, emphasizing peer review. Her innovative course targeted undergraduates students interested in music, theatre, and art, who brought impressive presentation skills on projects examining light as a wave and light as a particle.

- **Dr. Kirk Heriot** did not fully participate in the Celebration of Student Writing.

Writing Workshops: Chris Anson
Professor Chris Anson, Director of the North Carolina State University Writing and Speaking Program, conducted two two-hour workshops for CSU faculty members on 19 March 2009. We were lucky to get Professor Anson back for a second set of workshops; his evaluations are stellar.

This year, we ran a morning session on the Downtown Campus and an afternoon session on Main Campus, responding to the needs of our colleagues in Fine and Performing Arts, for whom a meeting on Main Campus entails at least an hour extra in commuting time. The morning session, focusing on the use of Peer Review, met in Carpenter's Hall; there were five attendees; two of whom were from the Art Department. As in the past, Art History has proven a solid supporter of QEP programs.

The afternoon session, on using mixed media in teaching writing enriched courses, drew twelve faculty members on main campus. Total number of faculty participating: 17. Again, the feedback was excellent, and we hope to invite Professor Anson back for workshops in Spring 10.

> Objective 3: Establish Resources Related to Promoting Student Success in Improving Writing Abilities

Writing Workshops: Nancy Sommers

On Tuesday, October 7, 2008, the QEP sponsored a day of writing events with Dr. Nancy Sommers of Harvard University. The events included a faculty workshop on responding to student writing, a session with writing center consultants, a focus group with students, and a focus group with faculty.

The effect of Dr. Sommers' visit was nothing less than almost complete rejuvenation and renewal. She had something for everyone: new faculty who were interested in the best way to maintain student enthusiasm for writing projects, older faculty who sometimes felt frustration with an inability to reach students with grammar issues, students who felt frustration with faculty who did not respect their ideas, as well as graduate students and teachers who travelled from around the region to hear her ideas.

Faculty Forums

In 2008-2009, the QEP staff held three faculty forums to develop and promote writing pedagogy with all faculty, to promote upcoming programs, and to listen to faculty concerns about writing. Our purpose was two-fold: we wished to provide faculty with a clear idea of what the writing program was accomplishing, but more importantly, we wished to recruit participants for the program.

This year's 20 February Forum was a particular success; we had around 25 faculty participants, and we shared the data gleaned from the two years of CLAQWA collection, stressing the improvements that we were witnessing in student writing.

Lunch and Learns

In partnership with Dean McGinnis, the Faculty Center hosted four lunch-and-learns at the Simon Schwob Library this academic year.

18 February the lunch-and-learn focused on teaching in an online environment: the two faculty presenters both emphasize the importance of writing in their classes: Drs. **Virginia Causey** (History) and **Bob Cummings** (English). There were close to 40 faculty members attending.

23 October featured two former QEP awardees presenting on their experience with writing enriched undergraduate courses. **Dr. Amanda Rees** (Geography), a 2007-2008 Faculty Writing Fellow, presented on her writing enriched introductory Geography classes. Professor **Clinton Barineau** (Geology) presented on his use of writing assignments as alternatives to weekly testing in his introductory Geology class. There were around 30 faculty members attending.

25 November again featured two former QEP awardees presenting their experiences with writing enriched classes. **Dr. Becky Becker** (Theatre), who received reassignment time in Spring 08, described her use of writing in a drama class in which each student had to write a detailed dramaturgy involving staged revisions; **Dr. John Barone** (Biology), a 2007-2008 Faculty Writing Fellow discussed his emphasis on writing in introductory Ecology classes. There were close to 40 students and faculty members attending.

Additional Workshops on Learning Outcomes

The QEP used monies to sponsor additional workshops that focused on improving teaching on this campus. Our purpose here was two-fold: we felt that as a Faculty Center we should be promoting improved teaching on our campus, and we also looked upon these workshops as outreach efforts to get more interest in the QEP among the faculty community. One such opportunity arose when Drs. **Tom Dolan** (Political Science) and **Zodiac Webster** (Physics) proposed conducting a series of workshops aimed at educating both faculty and administrators to write clearer learning outcomes. Since the QEP's new assessment plan relies on students' understanding their Learning Outcomes, the Director sponsored two workshops, one for faculty and one for chairs. The dates were 24 October and 6 November; each workshop had ten participants.

QEP Writing Award for English 1101-2

Again in 2009, the QEP sponsored an award for undergraduate writing at the competent writer level. All students in English 1101 and 1102 during Summer 2008, Fall 2008, and

Spring 2009 were eligible to compete for this award to recognize not only the best student essay, but also the teaching and learning environment which produced that essay. Thus, the winners were selected from among approximately 2,450 students and 9,800 essays. The student winners were awarded $300 and their teachers received $200. If writing center tutors were involved, then they too were eligible for a $50 prize.

The 2009 QEP Award for outstanding English 1101 Essay was awarded to Brad Nelsen (Music) for his essay "Cavemen, Clocks, and Continual Development." His instructor was Dr. Susan Hrach, while the 2009 QEP Award for Outstanding English 1102 Essay was awarded to Wesley Brown (Modern and Classical Languages) for his essay "An Analysis of Bold and Pervasive Nihilism in *Wit*." His instructor was Dr. Nick Norwood.

Further, copies of the essays are published within the English Department as examples for teaching purposes. The QEP funding of these awards continues to promote standards for the best writing in the developing writer phase.

III. Writing Assessment: 2008 – 2009

2008-09 saw great changes in the QEP assessment plan for student writing.

Writing assessment, as envisaged in the original QEP document, involved asking students to compose writing samples outside of the classroom which would be assessed using the Cognitive Level and Quality Writing Assessment instrument as developed by Dr. Terri Flateby at University of South Florida. A consensus reading of the plan itself determined that the main, measurable goal of the Quality Enhancement Plan was to move students to at least a "3" out of "5" on a five-point scale for writing qualities and characteristics.

The first year of implementing the assessment plan in 2007-2009 saw several problems. First, it became impractical to administer CLAQWA in its entirety, as assessment times for the team of CSU faculty raters were simply too long and began to exceed the four hour session windows to which faculty were willing to commit themselves and also supported their concentration. As a response, the cognitive portion of the CLAQWA assessment was not administered – leaving the QEP measuring sixteen writing elements only.

In order to provide realistic motivation for student participation in writing sample production, we administered course-embedded writing prompts in English 1101 in fall 2007 and English 1102 in spring 2008. When we presented those results in 2008-09, however, it became apparent that while using the course-embedded prompts provided students motivation for participation (i.e., they earned a grade for the work), it also produced prompts which were level appropriate rather than universal. And because the prompt in English 1102 was more challenging than the one given in English 1101, and assumed the mastery of the outcomes of English 1101, it became very difficult to make comparisons between results obtained in the two courses to track the progress of student writers. If a student earned a "3" in particular CLAQWA trait in English 1101, and then earned a "3" in that same trait while composing the English 1102 prompt, then that writer

would be making progress. Yet few of our constituents were willing to accept that obtaining the same score in two different semesters would constitute progress.

In addition, while the first cohort of teachers had been willing to apply the CLAQWA prompts in their classes, by the second year, the fact that a portion of a student's English 1101/2 grade was determined by external, administratively driven projects began to seem more of a burden than a useful exercise. Consequently, fewer teachers were willing to participate and began to request a more student-centered approach to assessment.

Thus, as 2008-09 began, the QEP writing assessment program needed to find a way to:

- Support comparisons of progress in student writing both across the progress of a student's career as well as within a particular courses year over year or semester over semester;

- Include measurements of cognitive writing skills, as defined through Bloom's taxonomy;

- Support student learning goals with greater flexibility. While our prompt was course specific for English 1101/2, it was difficult to envisage how a prompt could both be specific enough to support the learning goals of any given course, but yet also general enough to allow comparisons between courses.

Our new writing assessment plan fits these needs. Students are now asked to choose one course learning outcome, and then specifically walked through Bloom's taxonomy to elicit cognitive thinking (see attachment). Writing samples are then assessed according to a new, simplified rubric which measures both writing traits and cognition (see attachment). All assessment is still handled by a team of CSU faculty.

The new program solves the problems listed above, but also provides additional motivation for students, faculty, and administration. Through the process of reflective writing, students are allowed to develop greater meta-cognition about course content, and apply concepts and skills learned in courses sooner and more readily. Faculty have been enthusiastic to participate, as they are given valuable feedback along three lines: first, the list of outcomes chosen by students for reflection within a course gives teachers a sense of the outcomes with which students have the most confidence and fluency; second, the text itself gives teachers insight in to how students envisage the course goals and their attainment thereof; and lastly, teachers received feedback from other CSU faculty on student writing abilities. And administratively, the new writing assessment program gives us the opportunity to make both longitudinal and latitudinal assessments of student writing.

The first sessions of assessment were conducted in the spring and summer of 2008, leading to important revisions of the prompt and the rubric. More such revisions will no doubt follow as the raters and the process matures. Data from those sessions exists only in a raw format at this time.

QEP Universal Writing Prompt

After reviewing the learning outcomes listed in the syllabus for this course, and reflecting on the assignments you have completed for this class, please write a short essay of approximately 750 words to answer the following questions:

Which course learning outcome would you identify as being the most significant in your personal learning experience this semester? What one assignment, completed for this course, would you point to as significant work toward fulfilling this outcome?

As you compose your response, be sure to:

- Identify or reproduce the learning outcome;
- Interpret the outcome in your own language;
- Describe the work you completed for one assignment which is significant in light of fulfilling this outcome;
- Apply the work of that one assignment to the learning outcome, explaining how your work is evidence of having made progress toward fulfilling the outcome;
- Analyze why your work toward this outcome is significant to your class learning experience, explaining what makes this work valuable to you;
- Evaluate or assess the overall significance of this experience. You might consider what this learning experience means to you now, or what it might it mean to you in the future. You might consider if this experience has made a difference in your life as a student of this subject, or if it has led to a change in your thinking.

Please do not compose statements for each bullet point in a question and answer format. Rather, your response should be in the form of a complete essay. Your essay will be addressed to a general audience -- those who are not familiar with your class -- and not specifically to your teacher. You should introduce the course work in such a way that others, who have not enrolled in the course, could understand it. You do not need to provide documentation (i.e., a works cited page or bibliography) for either your course syllabus or your work.

Any one task, assignment or activity you have completed for this course is eligible to be considered as evidence toward completing a learning outcome; this includes in-class assignments, exams, your studying for exams, your reading of textbook assignments, lab activities, extra credit assignments, any and all reading and/or research you have conducted, or papers you have written.

Essay Number: Summer 09 - _____

Essay Rater Name: _____

Trait 1: Assignment Requirements

Did the writer attempt the cognitive tasks in the prompt?

5: The writer
  • identifies the outcome
  • describes supporting coursework
  • applies the coursework to the outcome
  • analyzes the significance of the work
  • and evaluates the significance of the overall experience.

4: The writer attempts four of the above tasks.
3: The writer attempts three of the above tasks.
2: The writer attempts two of the above tasks.
1: The writer attempts one or none of the above tasks.

( ) 5   ( ) 4   ( ) 3   ( ) 2   ( ) 1

Trait 2: Cognitive Development

How well did the writer develop the cognitive tasks in the prompt?

5: The writer's overall development of the cognitive tasks is persuasive.
4: The writer's overall development of the cognitive tasks is effective.
3: The writer's overall development of the cognitive tasks is sufficient.
2: The writer's overall development of the cognitive tasks is insufficient.
1: The writer's overall development of the cognitive tasks is wholly ineffective or absent.

( ) 5   ( ) 4   ( ) 3   ( ) 2   ( ) 1

Trait 3: Unity

What is the relationship between the text and the identified outcome?

5: The writer offers consistent focus throughout the paper for having achieved the outcome.
4: The writer offers mostly consistent focus throughout the paper for having achieved the outcome.
3: The writer's focus has some deviation, but spends enough time on the topic to remain effective.
2: The writer offers inconsistent focus in the paper for having achieved the outcome.
1: The writer fails to offer much, if any, focus on having achieved the outcome.

( ) 5   ( ) 4   ( ) 3   ( ) 2   ( ) 1

Trait 4: Presentation

How well does the form of the text support the message?

5: The writer observes standard edited English, and the reader is not immediately aware of errors.
4: The writer observes standard edited English, with a few errors, but not enough to distract the reader.
3: Isolated errors in standard edited English may be present, but do not significantly distract the reader.
2: The writer is struggling with standard edited English, and errors are consistent and/or severe enough to distract the reader.
1: The writer fails to observe standard edited English so that the failed presentation replaces the writer's ideas in the mind of the reader.

( ) 5   ( ) 4   ( ) 3   ( ) 2   ( ) 1

Trait 5: Arrangement

How well is the text organized?

5: The text is organized logically to support claims of achieving the course outcome.
4: The organization of the text supports claims of achieving the course outcome.
3: The organization of the text mostly supports claims of achieving the course outcome.
2: The organization of the text interferes with claims of achieving the course outcome.
1: Ineffective organization of the text makes understanding claims of achieving the course outcome extremely difficult.

( ) 5   ( ) 4   ( ) 3   ( ) 2   ( ) 1

Trait 6: Audience Awareness

How well does the text meet the expectations of an academic audience?

5: The diction, tone, style, and formality of the text are persuasive for an academic audience.
4: The diction, tone, style, and formality of the text are effective for an academic audience.
3: The diction, tone, style, and formality of the text are sufficient for an academic audience.
2: The diction, tone, style, and formality of the text are insufficient for an academic audience.
1: The diction, tone, style, and formality of the text are inappropriate for an academic audience.

( ) 5   ( ) 4   ( ) 3   ( ) 2   ( ) 1

To: QEP Assessment Committee
       Joyce Hickson
       Jim Owen
       Robert Cummings
From: Michael Neal, Consultant
Re: QEP Assessment Update and Recommendations
Date: May 18, 2009

Background/Context

In June of 2008 I had the opportunity to meet initially with the Quality Enhancement Plan (QEP) committee at Columbus State University and discuss plans to update and revise the existing assessment program. The committee identified the following concerns/problems with the existing plan, which provided the exigency for the new plan and my visit:

1. The existing assessment plan provided little motivation for students to complete the assignment or to do it well since it was disconnected from incentives or any authentic writing context within the university.

2. The faculty also had little reason—beyond their goodwill and commitment to student writing—to participate in the assessment.

3. The writing prompt and the assessment of the writing was not connected to the curriculum.

4. The existing assessment plan was conducted experimentally, requiring a pre-/post- test and a control group to measure the "value-added" by the QEP.

5. The existing plan relied on the Cognitive Level and Quality Writing Assessment (CLAQWA) that was difficult to administer and reductive in its quantitative measurement.

The committee revised the assessment plan to address these problems while staying consistent with core QEP values in the following ways:

1. Perhaps the most significant change was the introduction of the universal writing prompt. This prompt asks students to write a reflective essay on their learning in relationship to a course outcome that they could select. Because the universal prompt provides a reason for students to engage in the writing task, a tangible benefit for the participating faculty, and a connection to the specific course curriculum, it directly addresses the first three problems identified above.

2. In addition, the committee determined that a control group was not necessary to measure the effectiveness of the QEP. Instead, they revised a scoring rubric (see #3 below) that would provide both quantitative and descriptive feedback for analysis so no students would need to be excluded from the QEP in order to provide a control group.

3. The scoring rubric for the assessment was revised by streamlining and reducing the number of traits measure but adding a cognitive component to the rubric. Instead of the 16 CLAQWA components, the committee agreed on the following traits that correspond

to original measure (see tables below for a visual comparison): assignment requirements, unity, evidence and development, presentation, coherence, audience awareness, and cognition.

Original CLAQWA Categories

Assignment Parameters	Organization & Development: Structural Integrity	Organization & Development: Development of Ideas	Language: Contextual and Audience Appropriateness	Observation of Standard Edited English: Grammar and Mechanics
1. Assignment Requirements	5. Opening	9. Reasoning	12. Word Choice	16. Grammar and Mechanics
2. Main Idea	6. Coherence Devices	10. Quality of Details	13. Comprehensibility	
3. Audience	7. Paragraph Construction	11. Quantity of Details	14. Sentence Construction	
4. Purpose	8. Closing		15. Point of View	

Corresponding CSU Writing Traits

Assignment Parameters	Organization & Development: Structural Integrity	Organization & Development: Development of Ideas	Language: Contextual and Audience Appropriateness	Observation of Standard Edited English: Grammar and Mechanics
1. Assignment Requirements	2. Unity	3. Evidence and Development	6. Audience Awareness	4. Presentation
	5. Coherence (Arrangement)	7. Cognition		

We agreed at the end of our time together that the committee would pilot the new prompt and scoring method to determine the viability and success of the revisions.

Results and Suggestions

Upon my return visit to Columbus State University in May 2009, I saw that they had indeed launched the pilot of the new QEP assessment. They had developed the prompt and rubric and used the new materials to assess over sixty pieces of student writing. After the scoring sessions associated with the new assessment plan, Bob Cummings solicited feedback on the rubric that he shared with the committee. As a result, we suggested the following modifications and/or revisions to the rubric:

- Since Trait 1: Assignment Requirements was too similar to the cognitive traits identified in Trait 7, we suggested revisions to the cognitive descriptors that reflect levels of thinking as defined in Bloom's taxonomy.
- The wording in Trait 2: Unity needs to be revised for consistency and clarity; the main point of the unity trait is to measure the relationship between students selecting specific course outcomes on which to write their reflections and providing evidence or support for it.
- In turn Trait 3: Evidence and Development is a measurement of *how well* the evidence provided by the students supports their claims, not just that they did it (as in Trait 2).

- On Trait 4: Presentation, we suggested to amply the difference between the language of the third and fourth descriptors.
- We suggested that Trait5: Coherence be changed to Arrangement or Organization with appropriate descriptors, since that seems to be the intent of that section.
- For Trait 6: Audience Awareness, we suggested that the descriptors define the expectation of the academic audience in terms of word choice/diction, tone, and appropriate style and formality. Because the prompt is a reflection, we agreed that the style could be appropriately personal, but not informal and casual.

I would also suggest that the rubric should be based on a four point rather than the current five point scale. Assessment research and practice suggests that readers disproportionately choose the median score on a scale with an odd number of selections. Of course, this is not possible on a 4-point scale. Having an even number of descriptors requires the reader to make a "forced choice" instead of settling for the median score that will in turn make the distinction between a 2 and 3 more consequential, especially since students need to achieve a 3 to successfully complete the assessment in the original assessment (the reason why the 5 point scale was carried over from the original model). Regarding the reading/scoring of the essays, a one-point difference between scores is typically understood as agreement between raters. While the negotiation between readers in place is an effective model of rectifying difference (and better in my opinion than the more commonly used third reader), it is usually only done when the scores are different enough to justify such negotiation or when a holistic evaluation is at stake. Negotiating every difference on every trait for every piece of writing may not be sustainable once the assessment is launched on a wider scale.

Finally, while I understand the desire to compare the data between the sets of essays from the new and the original assessment model, I see no value in scoring older writing samples with the new rubric or scoring newer writing samples with the old rubric. Since the prompt has been changed as has the integration of the assessment with the course curriculum, little to no meaningful conclusions could be drawn from such an analysis. While the new rubric reflects the values of the original CLAQWA evaluation, the new assessment plan is significantly different from the old and as such changes the context for the assessment.

I am delighted by the progress that has been made by the CSU QEP team and urge them to continue this year by

- piloting the new rubric with essays collected from the universal prompt,
- promoting the prompt to additional faculty, and
- providing faculty workshops to explain the benefit of the assessment for students, faculty development, and the curriculum.

The current QEP provides a sound writing assessment model that has resulted in impressive outcomes this first year, and I believe the team, despite the personnel transitions of this year, is well situated to continue along the same lines this coming year. It was my pleasure to work with them again this year.

Pilot Study of New QEP Universal Writing Prompt and Scoring Rubric

Methodology

Subjects

The pilot study of the new QEP writing prompt and scoring rubric included ninety (90) undergraduate students enrolled in several undergraduate courses at Columbus State University during Fall semester 2008.

NOTE: demographics for the subjects can be obtained using the 909 student id number if needed. Need a description of how prompt was assigned, conditions under which writing was done, etc.

Instrumentation

During the Fall semester of 2008, several undergraduate classes were selected to participate in a field test of the newly adopted QEP writing prompt and scoring rubric. Each student in the participating classes was presented a writing prompt (see Attachment 1) and asked to complete the writing task described therein.

Scoring of Essays

During the spring of 2009 a team of faculty raters convened to read and score the ninety essays collected from the fall 2008 classes. The scoring process was led and facilitated by Drs. Jim Owen and Bob Cummings. The scoring team included nine (9) CSU faculty members representing several academic disciplines. They were introduced to a writing rubric that was developed to be used with the new universal writing prompt (see Attachment 2).

Results

The scoring process yielded six (6) trait scores for each essay. A score ranging from one to five was submitted by the raters for each of the six (6) traits on the writing rubric. These scores were entered into a spreadsheet and imported into SPSS. Analyses were conducted for the entire group of ninety essays. Descriptive statistics and summary data are presented for each trait.

Statistics

		Trait 1: Assignment Requirements	Trait 2: Cognitive Development	Trait 3: Unity	Trait 4: Presentation	Trait 5: Arrangement	Trait 6: Audience Awareness
N	Valid	90	90	90	90	90	90
	Missing	1	1	1	1	1	1
Mean		3.44	2.62	2.72	3.09	2.64	2.96
Std. Deviation		1.399	1.128	1.171	1.056	1.183	1.121
Percentiles	25	2.00	2.00	2.00	2.00	2.00	2.00
	50	3.50	2.00	3.00	3.00	2.00	3.00
	75	5.00	3.00	3.25	4.00	3.00	4.00

The preceding table indicates that the average ratings ranged from 2.6 to 3.4. The trait with the highest average rating was Trait 1 which also had the greatest variability (sd = 1.39).

Trait Mean Ratings

CSU Universal Writing Prompt - 2009
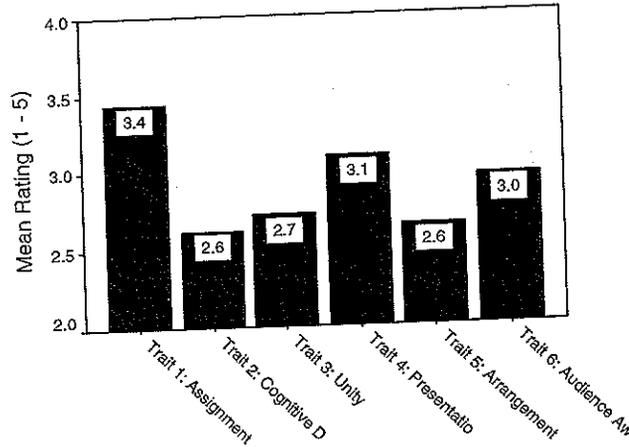
Trait 1: Assignment Requirements

This element of writing has to do with how completely the writer addresses the cognitive tasks assigned in the writing prompt. Those tasks include: identifying the outcome, describing supporting coursework, applying the coursework to the outcome, analyzing the significance of the work, and evaluating the significance of the overall experience. The following table indicates that one-half of the students in the sample scored a three and seventy three percent (73%) addressed at three or more of the aforementioned tasks.

Trait 1: Assignment Requirements

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 - Attempts one or none of tasks	11	12.1	12.2	12.2
	2 - Attempts two tasks	13	14.3	14.4	26.7
	3 - Attempts three tasks	21	23.1	23.3	50.0
	4 - Attempts four tasks	15	16.5	16.7	66.7
	5 - Attempts all tasks	30	33.0	33.3	100.0
	Total	90	98.9	100.0	
Missing	System	1	1.1		
Total		91	100.0		

Trait Ratings Frequencies Distribution

CSU Universal Writing Prompt - 2009

Trait 1: Assignment Requirements
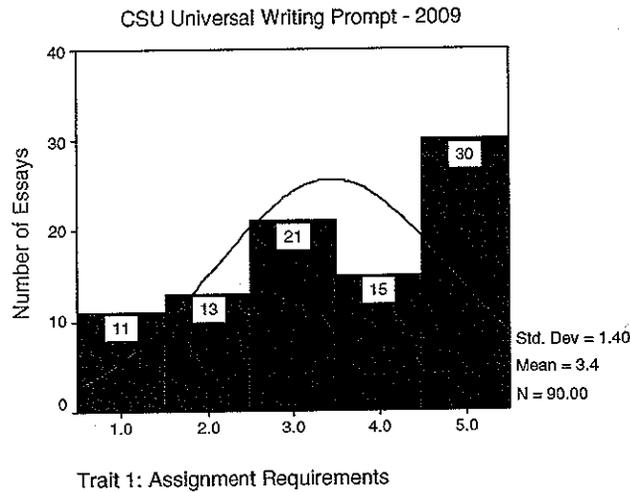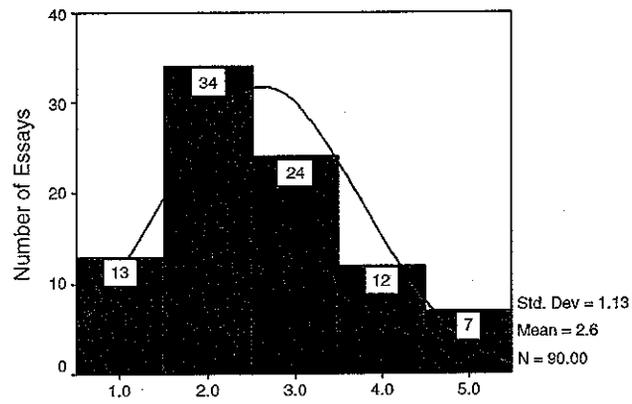
Trait 2: Cognitive Development

This trait represents the writer's competence at developing the cognitive tasks. The essay is evaluated on a continuum of insufficient to effective and persuasive development of the cognitive tasks. The data presented in the following table report that less than one-half (48%) of the essays were rated as 3 or higher (sufficient or better).

Trait 2: Cognitive Development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1- Wholly ineffective or absent	13	14.3	14.4	14.4
	2 - Insufficient	34	37.4	37.8	52.2
	3 - Sufficient	24	26.4	26.7	78.9
	4 - Effective	12	13.2	13.3	92.2
	5 - Persuasive	7	7.7	7.8	100.0
	Total	90	98.9	100.0	
Missing	System	1	1.1		
Total		91	100.0		

Trait Ratings Frequencies Distribution

CSU Universal Writing Prompt - 2009

Trait 2: Cognitive Development

Trait 3: Unity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 - Fails to offer much focus	14	15.4	15.6	15.6
	2 - Offers inconsistent focus	27	29.7	30.0	45.6
	3 - Focus deviates some, but effective	27	29.7	30.0	75.6
	4 - Mostly consistent focus throughout	14	15.4	15.6	91.1
	5 - Consistent focus throughout paper	8	8.8	8.9	100.0
	Total	90	98.9	100.0	
Missing	System	1	1.1		
Total		91	100.0		

Trait Ratings Frequencies Distribution

CSU Universal Writing Prompt - 2009

Std. Dev = 1.17
Mean = 2.7
N = 90.00

Trait 3: Unity
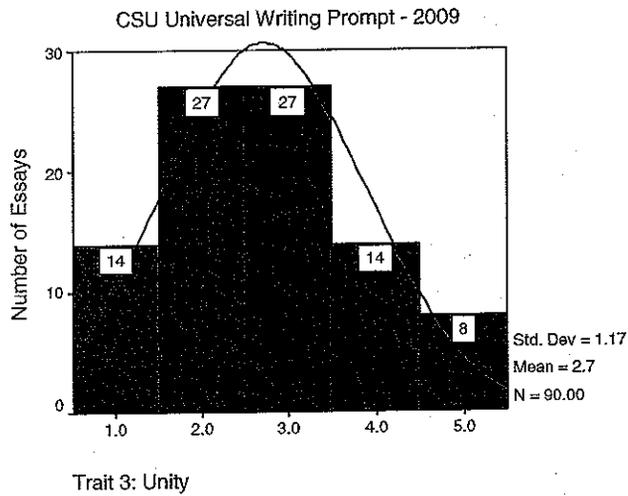
Trait 4: Presentation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1- Fails to observe standard edited English...	8	8.8	8.9	8.9
	2 - Struggling w/std. edited English, errors consistent	16	17.6	17.8	26.7
	3 - Isolated errors in std. edited English	32	35.2	35.6	62.2
	4 - Observes std. edited English, few errors	28	30.8	31.1	93.3
	5 - Observes std. edited English	6	6.6	6.7	100.0
	Total	90	98.9	100.0	
Missing	System	1	1.1		
Total		91	100.0		

Trait Ratings Frequencies Distribution

CSU Universal Writing Prompt - 2009

Std. Dev = 1.06
Mean = 3.1
N = 90.00

Trait 4: Presentation

6
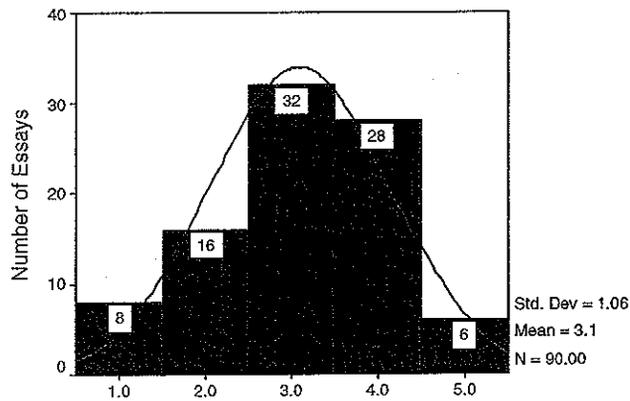
Trait 5: Arrangement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 - Ineffective organization	15	16.5	16.7	16.7
	2 - Organization interfere with understanding	31	34.1	34.4	51.1
	3 - Organization mostly supports claims	23	25.3	25.6	76.7
	4 - Organization supports claims	13	14.3	14.4	91.1
	5 - Organized logically to support claims	8	8.8	8.9	100.0
	Total	90	98.9	100.0	
Missing	System	1	1.1		
Total		91	100.0		

Trait Ratings Frequencies Distribution

CSU Universal Writing Prompt - 2009

Std. Dev = 1.18
Mean = 2.6
N = 90.00
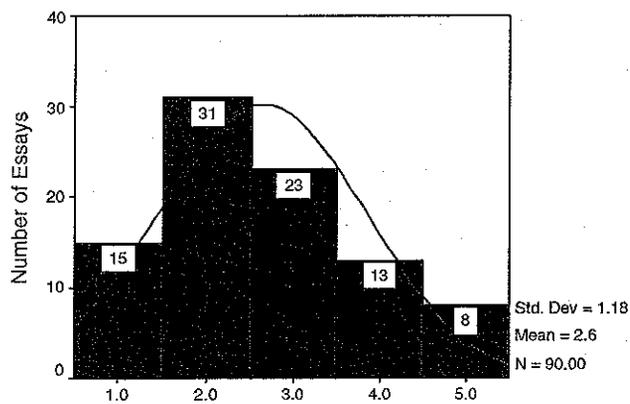
Trait 5: Arrangement

Trait 6: Audience Awareness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1- Diction, tone, style & formality are inappropriate	9	9.9	10.0	10.0
	2- Diction, tone, style & formality are insufficient	20	22.0	22.2	32.2
	3 - Diction, tone, style & formality are sufficient	38	41.8	42.2	74.4
	4 - Diction, tone, style & formality are effective	12	13.2	13.3	87.8
	5 - Diction, tone, style & formality are persuasive	11	12.1	12.2	100.0
	Total	90	98.9	100.0	
Missing	System	1	1.1		
Total		91	100.0		

Trait Ratings Frequencies Distribution

CSU Universal Writing Prompt - 2009
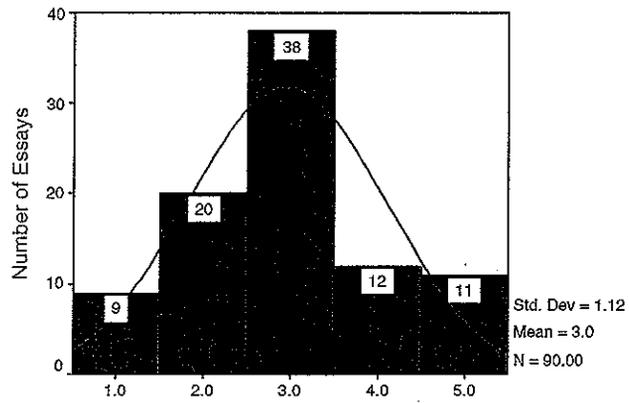
Trait 6: Audience Awareness

<u>Attachment 1: QEP Writing Prompt</u>
QEP Universal Writing Prompt

After reviewing the learning outcomes listed in the syllabus for this course, and reflecting on the assignments you have completed for this class, please write a short essay of approximately 750 words to answer the following questions:

Which course learning outcome would you identify as being the most significant in your personal learning experience this semester? What one assignment, completed for this course, would you point to as significant work toward fulfilling this outcome?

As you compose your response, be sure to:

- Identify or reproduce the learning outcome;
- Interpret the outcome in your own language;
- Describe the work you completed for one assignment which is significant in light of fulfilling this outcome;
- Apply the work of that one assignment to the learning outcome, explaining how your work is evidence of having made progress toward fulfilling the outcome;
- Analyze why your work toward this outcome is significant to your class learning experience, explaining what makes this work valuable to you;
- Evaluate or assess the overall significance of this experience. You might consider what this learning experience means to you now, or what it might it mean to you in the future. You might consider if this experience has made a difference in your life as a student of this subject, or if it has led to a change in your thinking.

Please do not compose statements for each bullet point in a question and answer format. Rather, your response should be in the form of a complete essay. Your essay will be addressed to a general audience – those who are not familiar with your class – and not specifically to your teacher. You should introduce the course work in such a way that others, who have not enrolled in the course, could understand it. You do not need to provide documentation (i.e., a works cited page or bibliography) for either your the course syllabus or your work.

<u>Any</u> one task, assignment or activity you have completed for this course is eligible to be considered as evidence toward completing a learning outcome; this includes in-class assignments, exams, your studying for exams, your reading of textbook assignments, lab activities, extra credit assignments, any and all reading and/or research you have conducted, or papers you have written.

Essay Number: Summer 09 - _____

Essay Rater Name: _____

Trait 1: Assignment Requirements

Did the writer attempt the cognitive tasks in the prompt?

5: The writer
- identifies the outcome
- describes supporting coursework
- applies the coursework to the outcome
- analyzes the significance of the work
- and evaluates the significance of the overall experience.

4: The writer attempts four of the above tasks.
3: The writer attempts three of the above tasks.
2: The writer attempts two of the above tasks.
1: The writer attempts one or none of the above tasks.

( ) 5   ( ) 4   ( ) 3   ( ) 2   ( ) 1

Trait 2: Cognitive Development

How well did the writer develop the cognitive tasks in the prompt?

5: The writer's overall development of the cognitive tasks is persuasive.
4: The writer's overall development of the cognitive tasks is effective.
3: The writer's overall development of the cognitive tasks is sufficient.
2: The writer's overall development of the cognitive tasks is insufficient.
1: The writer's overall development of the cognitive tasks is wholly ineffective or absent.

( ) 5   ( ) 4   ( ) 3   ( ) 2   ( ) 1

Trait 3: Unity

What is the relationship between the text and the identified outcome?

5: The writer offers consistent focus throughout the paper for having achieved the outcome.
4: The writer offers mostly consistent focus throughout the paper for having achieved the outcome.
3: The writer's focus has some deviation, but spends enough time on the topic to remain effective.
2: The writer offers inconsistent focus in the paper for having achieved the outcome.
1: The writer fails to offer much, if any, focus on having achieved the outcome.

( ) 5   ( ) 4   ( ) 3   ( ) 2   ( ) 1

Trait 4: Presentation

How well does the form of the text support the message?

5: The writer observes standard edited English, and the reader is not immediately aware of errors.
4: The writer observes standard edited English, with a few errors, but not enough to distract the reader.
3: Isolated errors in standard edited English may be present, but do not significantly distract the reader.
2: The writer is struggling with standard edited English, and errors are consistent and/or severe enough to distract the reader.
1: The writer fails to observe standard edited English so that the failed presentation replaces the writer's ideas in the mind of the reader.

( ) 5   ( ) 4   ( ) 3   ( ) 2   ( ) 1

Trait 5: Arrangement

How well is the text organized?

5: The text is organized logically to support claims of achieving the course outcome.
4: The organization of the text supports claims of achieving the course outcome.
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2: The organization of the text interferes with claims of achieving the course outcome.
1: Ineffective organization of the text makes understanding claims of achieving the course outcome extremely difficult.

( ) 5   ( ) 4   ( ) 3   ( ) 2   ( ) 1

Trait 6: Audience Awareness

How well does the text meet the expectations of an academic audience?

5: The diction, tone, style, and formality of the text are persuasive for an academic audience.
4: The diction, tone, style, and formality of the text are effective for an academic audience.
3: The diction, tone, style, and formality of the text are sufficient for an academic audience.
2: The diction, tone, style, and formality of the text are insufficient for an academic audience.
1: The diction, tone, style, and formality of the text are inappropriate for an academic audience.

( ) 5   ( ) 4   ( ) 3   ( ) 2   ( ) 1

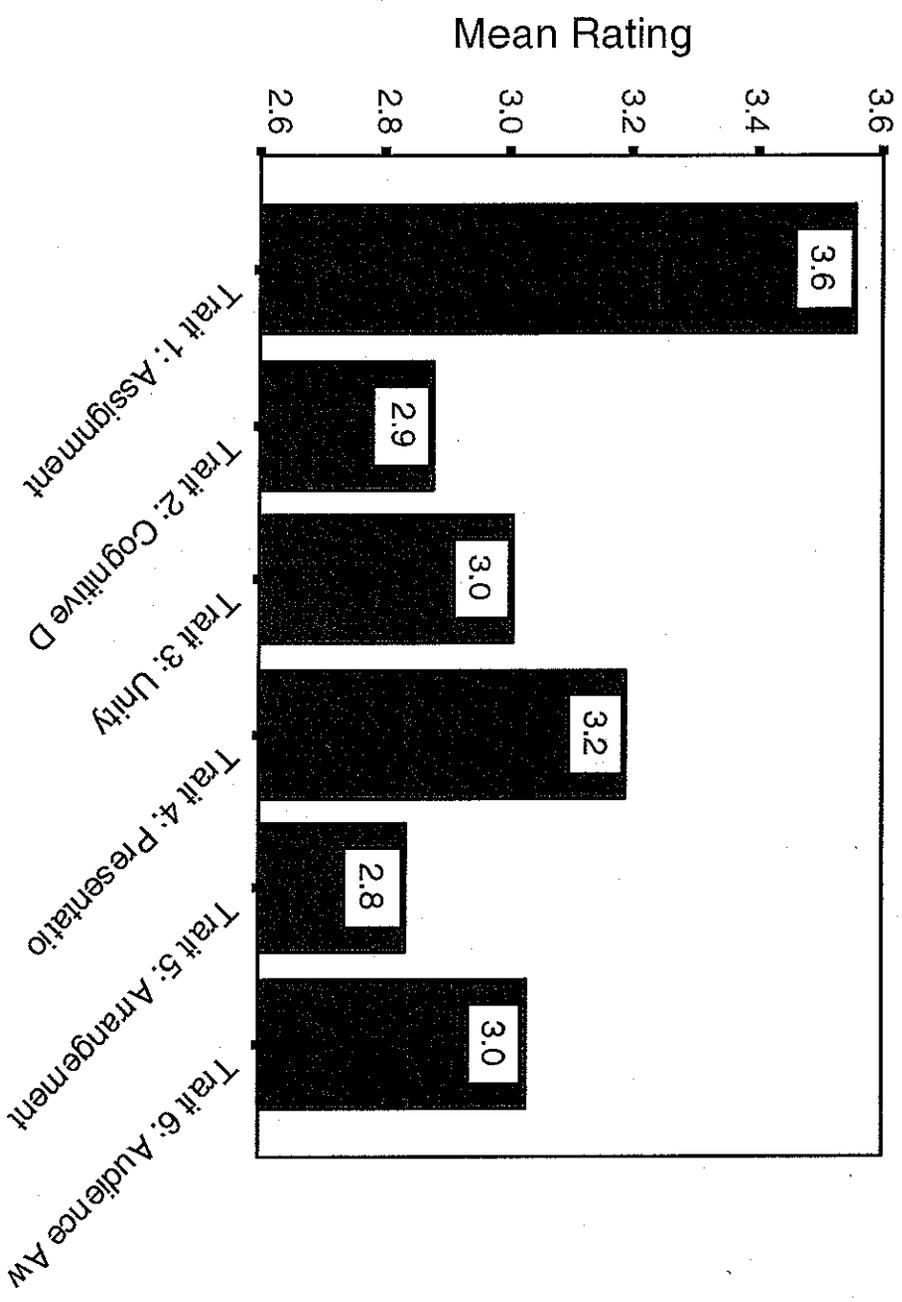# CSU Universal Writing Prompt & Scoring Rubric

2008-2009 QEP Pilot Study

CSU Universal Writing Prompt 2008 – 2009 QEP Pilot Study

Statistics

		Trait 1: Assignment Requirements	Trait 2: Cognitive Development	Trait 3: Unity	Trait 4: Presentation	Trait 5: Arrangement	Trait 6: Audience Awareness
N	Valid	178	178	178	178	178	178
	Missing	1	1	1	1	1	1
Mean		3.56	2.88	3.01	3.19	2.83	3.03
Std. Deviation		1.374	1.243	1.255	1.013	1.219	1.102

Trait Mean Ratings

CSU Universal Writing Prompt - 2009

Mean Rating

Trait 1: Assignment — 3.6
Trait 2: Cognitive D — 2.9
Trait 3: Unity — 3.0
Trait 4: Presentatio — 3.2
Trait 5: Arrangement — 2.8
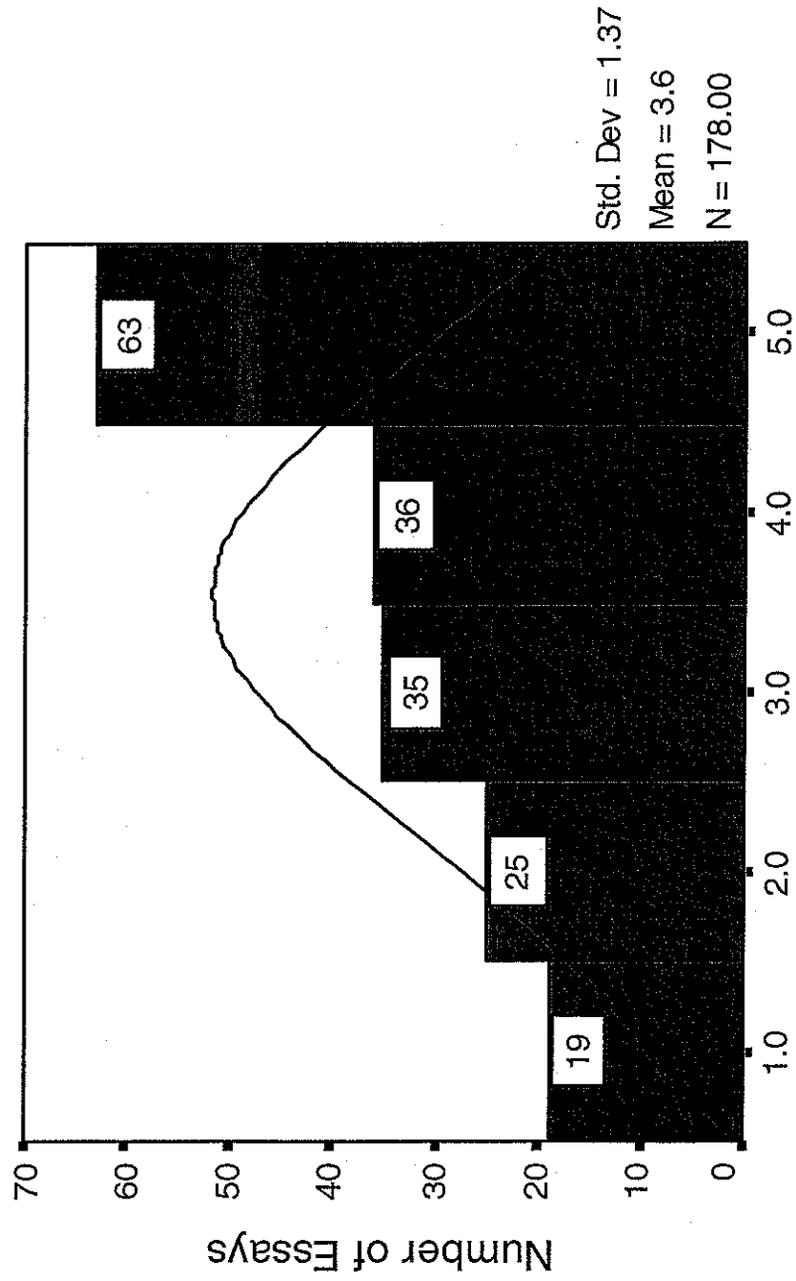Trait 6: Audience Aw — 3.0

CSU Universal Writing Prompt 2008 – 2009 QEP Pilot Study

Trait 1: Assignment Requirements

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 - Attempts 1 or none of tasks	19	10.6	10.7	10.7
	2 - Attempts 2 tasks	25	14.0	14.0	24.7
	3 - Attempts 3 tasks	35	19.6	19.7	44.4
	4 - Attempts 4 tasks	36	20.1	20.2	64.6
	5 - Attempts ALL tasks	63	35.2	35.4	100.0
	Total	178	99.4	100.0	
Missing	System	1	.6		
Total		179	100.0		

Trait Ratings Frequencies Distribution

CSU Universal Writing Prompt - 2009

Trait 1: Assignment Requirements

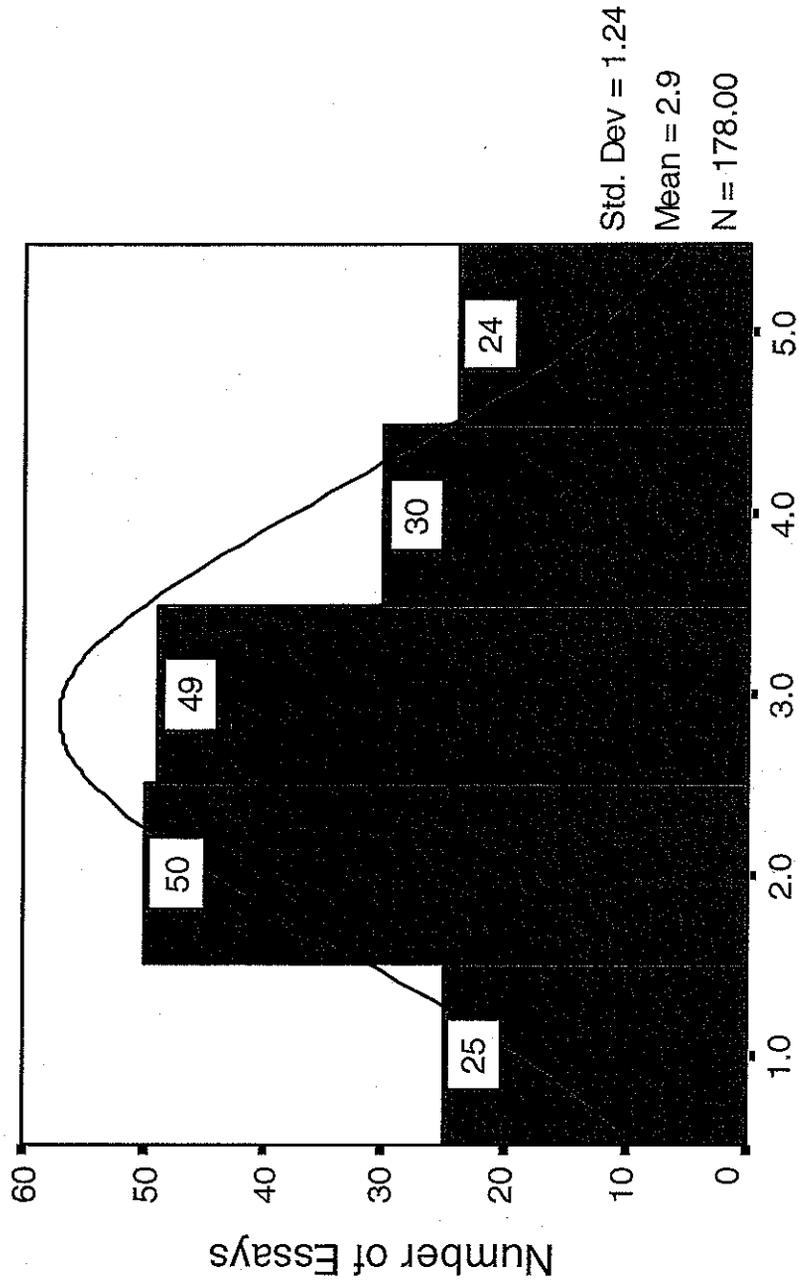Std. Dev = 1.37

Mean = 3.6

N = 178.00

CSU Universal Writing Prompt 2008 – 2009 QEP Pilot Study

Trait 2: Cognitive Development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 - Wholly ineffective or absent	25	14.0	14.0	14.0
	2 - Insufficient	50	27.9	28.1	42.1
	3 - Sufficient	49	27.4	27.5	69.7
	4 - Effective	30	16.8	16.9	86.5
	5 - Persuasive	24	13.4	13.5	100.0
	Total	178	99.4	100.0	
Missing	System	1	.6		
Total		179	100.0		

Trait Ratings Frequencies Distribution

CSU Universal Writing Prompt - 2009

Number of Essays

60 — 50 — 40 — 30 — 20 — 10 — 0

25   50   49   30   24

1.0   2.0   3.0   4.0   5.0

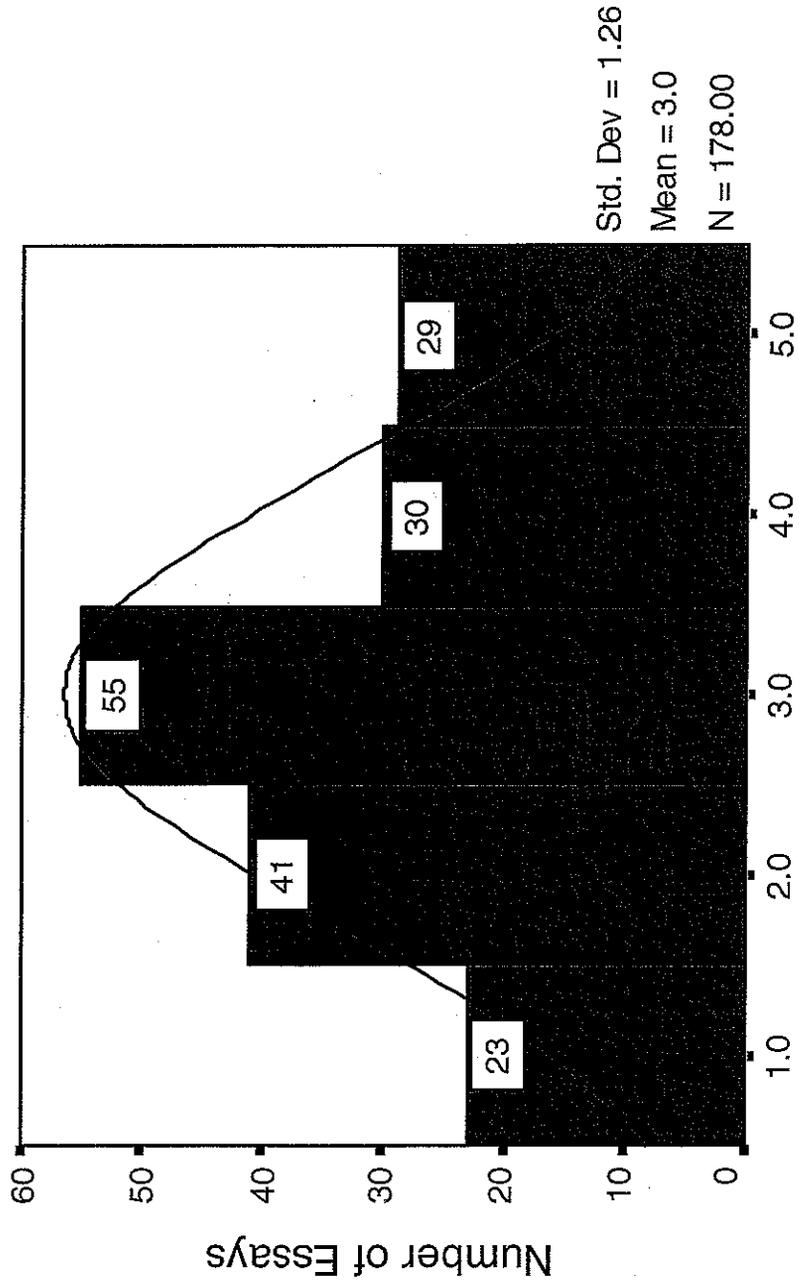Trait 2: Cognitive Development

Std. Dev = 1.24
Mean = 2.9
N = 178.00

CSU Universal Writing Prompt
2008 – 2009 QEP Pilot Study

Trait 3: Unity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 - Fails to offer much focus	23	12.8	12.9	12.9
	2 - Offers inconsistent focus	41	22.9	23.0	36.0
	3 - Focus deviates some, but effective	55	30.7	30.9	66.9
	4 - Mostly consistent focus throughout	30	16.8	16.9	83.7
	5 - Consistent focus throughout paper	29	16.2	16.3	100.0
	Total	178	99.4	100.0	
Missing	System	1	.6		
Total		179	100.0		

Trait Ratings Frequencies Distribution

CSU Universal Writing Prompt - 2009

Std. Dev = 1.26

Mean = 3.0
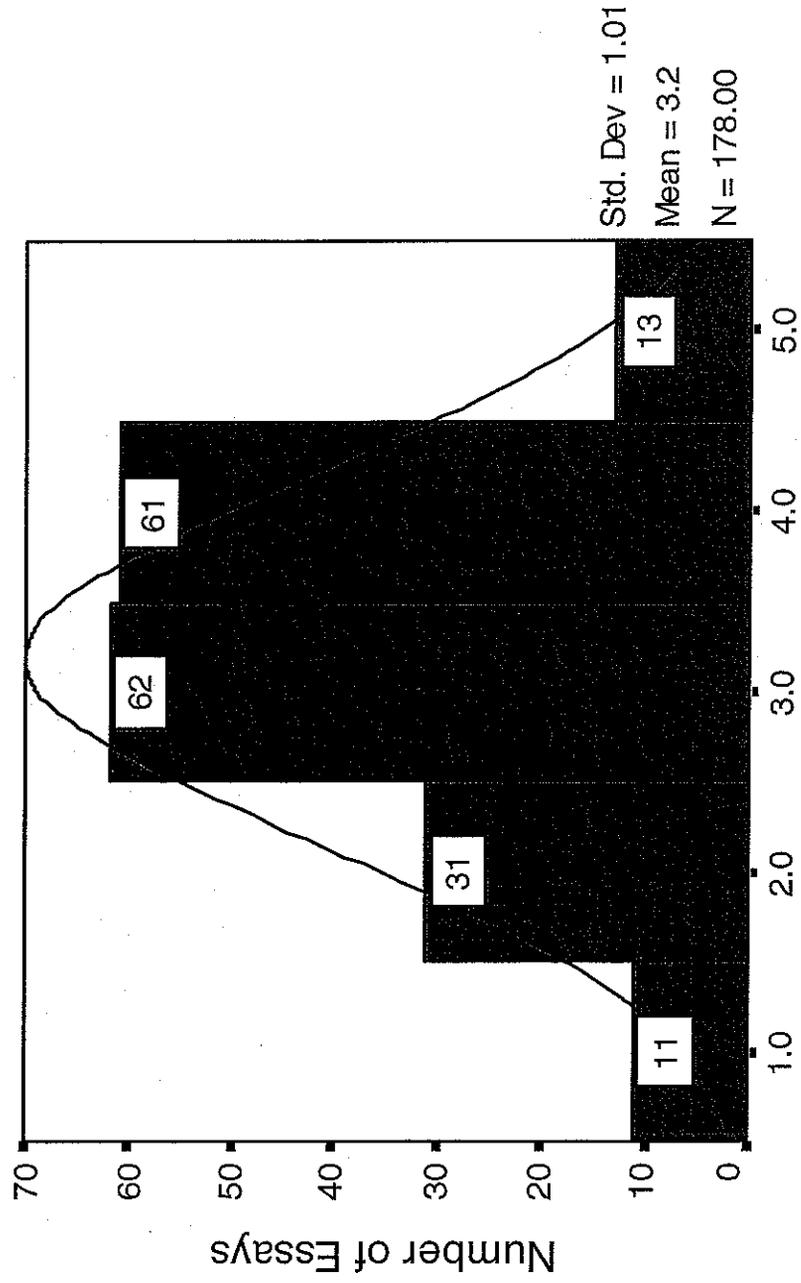
N = 178.00

Number of Essays

Trait 3: Unity

CSU Universal Writing Prompt 2008 – 2009 QEP Pilot Study

Trait 4: Presentation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 - Fails to observe standard edited English...	11	6.1	6.2	6.2
	2 - Struggling w/std. edited English, errors consistent	31	17.3	17.4	23.6
	3 - Isolated errors in std. edited English	62	34.6	34.8	58.4
	4 - Observes std. edited English, few errors	61	34.1	34.3	92.7
	5 - Observes std. edited English	13	7.3	7.3	100.0
	Total	178	99.4	100.0	
Missing	System	1	.6		
Total		179	100.0		

Trait Ratings Frequencies Distribution

CSU Universal Writing Prompt - 2009

Std. Dev = 1.01
Mean = 3.2
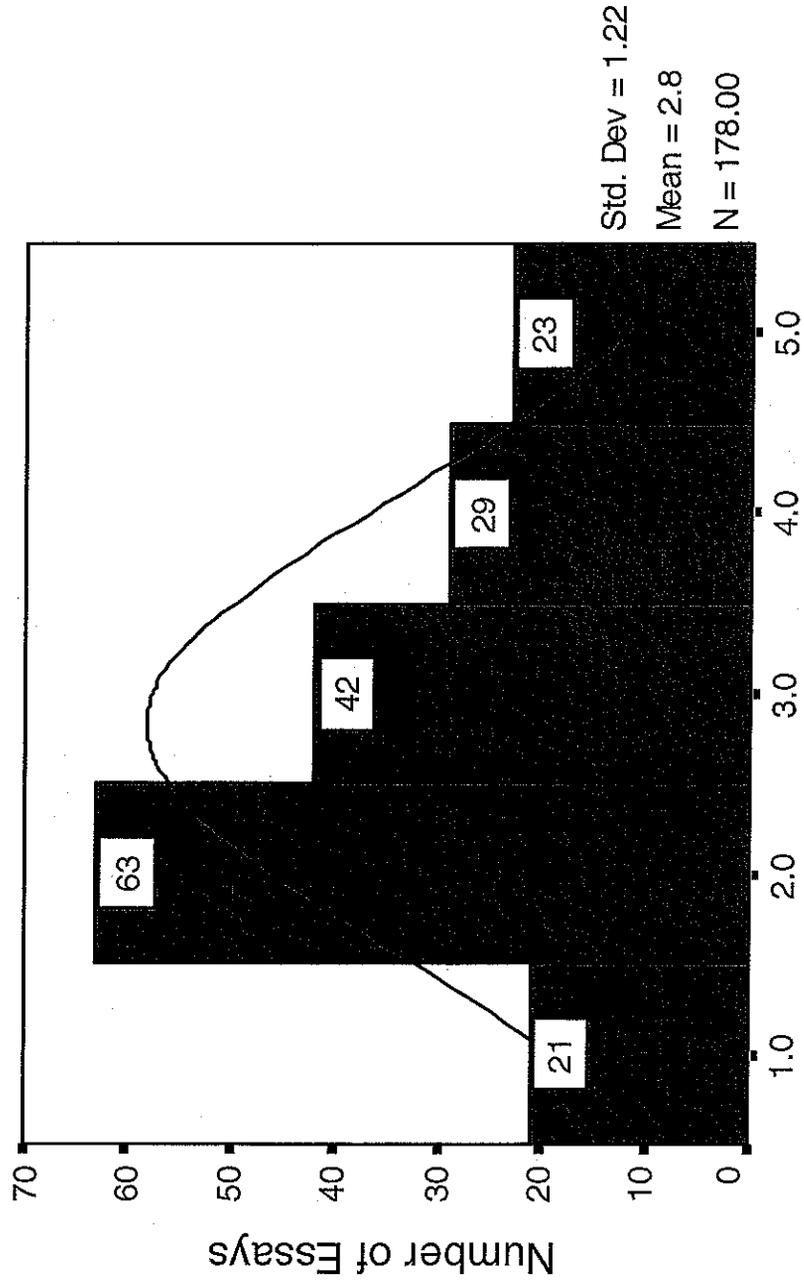N = 178.00

Trait 4: Presentation

CSU Universal Writing Prompt
2008 – 2009 QEP Pilot Study

Trait 5: Arrangement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 - Ineffective organization	21	11.7	11.8	11.8
	2 - Organization interfere with understanding	63	35.2	35.4	47.2
	3 - Organization mostly supports claims	42	23.5	23.6	70.8
	4 - Organization supports claims	29	16.2	16.3	87.1
	5 - Organized logically to support claims	23	12.8	12.9	100.0
	Total	178	99.4	100.0	
Missing	System	1	.6		
Total		179	100.0		

Trait Ratings Frequencies Distribution

CSU Universal Writing Prompt - 2009

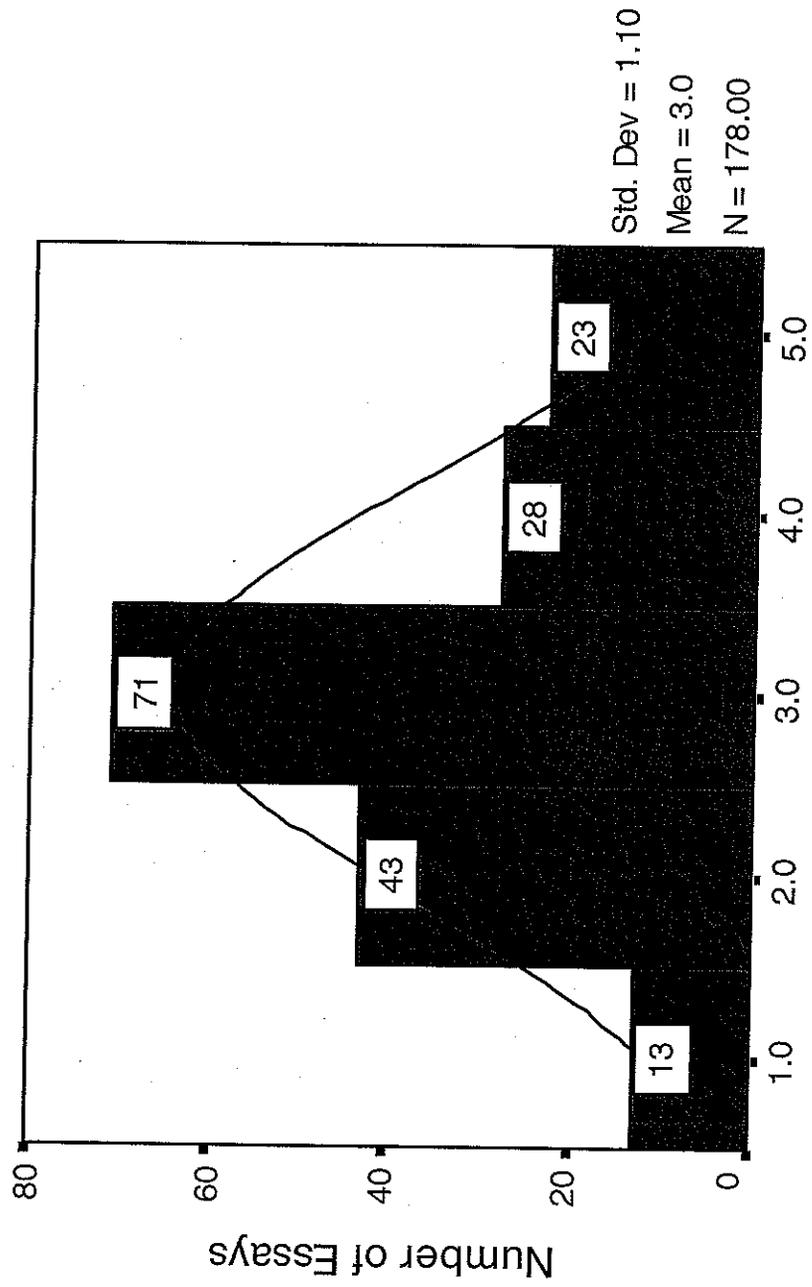Trait 5: Arrangement

Std. Dev = 1.22
Mean = 2.8
N = 178.00

CSU Universal Writing Prompt
2008 – 2009 QEP Pilot Study

Trait 6: Audience Awareness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 - Diction, tone, style & formality are inappropriate	13	7.3	7.3	7.3
	2 - Diction, tone, style & formality are insufficient	43	24.0	24.2	31.5
	3 - Diction, tone, style & formality are sufficient	71	39.7	39.9	71.3
	4 - Diction, tone, style & formality are effective	28	15.6	15.7	87.1
	5 - Diction, tone, style & formality are persuasive	23	12.8	12.9	100.0
	Total	178	99.4	100.0	
Missing	System	1	.6		
Total		179	100.0		

Trait Ratings Frequencies Distribution

CSU Universal Writing Prompt - 2009

Trait 6: Audience Awareness

Std. Dev = 1.10
Mean = 3.0
N = 178.00