



# 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)

## Timeline

(2013 to 2018)

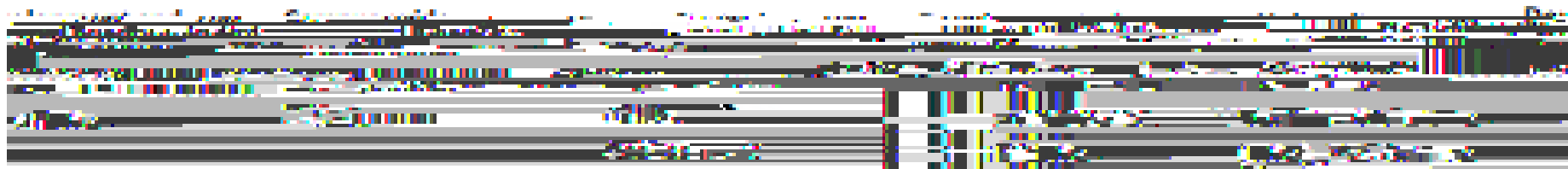
2013

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

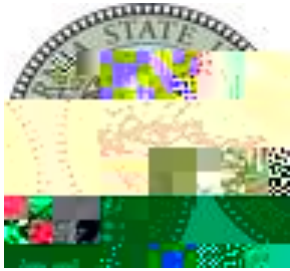
**Health Sciences:** Standardizing courses and getting faculty training to address students' needs for writing support

**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