

## Writing Curriculum Committee Meeting Minutes

Wednesday, February 6, 2019

SC 206 3:00-4:00 PM



WCC ROLE/REPRESENTATION	NAME	RSVP	ATTENDANCE
Writing Program Administrator (Chair)	Sarah Snyder	Yes	present
Faculty – Writing expertise	Michael Miller	Sabbatical 2019	absent
Faculty – Writing expertise	Bertha Avila	Yes	present
Faculty – Writing expertise	Nancy Blitz	Yes	present
Faculty – Writing expertise	Nik Byle	Yes	present
Director - Center for Instructional Excellence (non-voting)	Joann Chang	Yes	present
Faculty – Writing expertise	Laura Alexander	Yes	present
Division Chair - Communications	Eric Lee	Yes	present
Writing Center Coordinator	Clayton Nichols	Yes	present
Faculty – Career & Technical Education	Lee Altman	Yes	absent
Assessment Representative (non-voting)	Elaine Groggett	Yes	present

Sarah Snyder called the meeting to order at 3:03PM.

Minutes for previous meeting were unanimously approved via email.

### 1. Fall 2018 WI Assessment Results (Discussion)

#### a. Summary

- i. The fall 2018 WI assessment results show that over half of AWC students are less than proficient in each criterion assessed\*\*\*
- ii. \*\*\*The Fall 2018 WI assessment results are invalid due to low inter-rater reliability (inter-rater reliability should be .80 or better but was between 0.41 and 0.59.), an undefined rubric/benchmark for student success, and student artifacts that were not designed to be assessed in the same manner (can't compare apples and oranges).
  1. Sixty percent of the data set will be reviewed by a third rater to increase the inter-rater reliability and in turn, provide cleaner assessment data.
  2. Low inter-rater reliability scores can be due to any point of the assessment process, which was undesirable: 1) artifacts were not comparable, 2) raters were not normed sufficiently to the rubric, 3) the rubric was not appropriate for a wide range of artifacts (no general rubric will be).

- iii. Although the fall 2018 WI assessment results were not up to par, the most representative chart (figure 3) of the assessment results was posted on the Assessment website for transparency and accountability of student learning assessment. The chart may be viewed by going to <https://www.azwestern.edu/instruction/assessment/writing-intensive> and clicking on the WI Assessment Results tab.

**b. How do we use these results?**

- i. Currently, WI faculty do not use the WI assessment results to address WI writing in their courses because they have never been provided an evaluation of how their student's artifacts were scored and or how they compared to the other WI artifacts.
  - 1. The WI faculty will not be given an evaluation of their student artifact data from this data set unless a 3<sup>rd</sup> rating increases the inter-rater reliability to .80 or better. The faculty will however be given their student artifact results in future assessments once the WI assessment process (standardized assignments, rubrics, and trained raters) have been revamped and receive a stamp of approval.

**c. How should we revise the assessment plan?**

- i. The WI, with faculty input, need to design a WI assessment plan that will include:
  - 1. a holistically designed and tested rubric for AWC that can consistently produce inter-rater reliability results of over .8
  - 2. Similar WI assignments for WI assessment
    - a. Proposal for a student reflection assignment
      - i. Committee would like an example brought to the next WI committee meeting to help clarify how this could be possible across disciplines.
  - 3. All WI instructors to be trained and involved in WI assessment; this will also provide a qualitative look at the artifacts that instructors will benefit from.
  - 4. Perhaps an outside assessor would be a good idea to bring in.

**d. Using the results of a valid artifact assessment**

- i. Future valid assessment results will provide WI faculty with an evaluation of how their student's artifacts were scored as well as how the artifacts compared to the other WI artifacts/instructors. Faculty will be able to use this data, both quantitative and qualitative in their annual assessment plans and or five-year program reviews to demonstrate how they are addressing the assessment to improve teaching and learning.

**2. Spring Writing Institute Agenda Creation**

- a. Duane Roen is the invited speaker, April 26<sup>th</sup>, 2019.
- b. The goal of SWI is to be the starting place for the new WI assessment plan

- i. Invite all WI instructors as well as any other faculty who are interested in attending
- ii. Request WI instructors who did not participate in the fall 2018 WI assessment to participate as the third rater for the artifacts needing a third reviewer. *First and second raters will be available to train third raters.*
- iii. Work with outside assessment expert to develop a reflective writing rubric for the 2019-2020 academic year.
  1. The development of a new WI rubric may inherently lead to a revision of the WI learning outcomes if any appear to be too difficult for students to demonstrate knowledge/skills in.

### 3. **Other Topics Discussed**

#### a. **Committee make-up**

- i. Discussion took place regarding why the CIE Director has a place on the committee when the individual does not sit on all faculty committees. Years ago, a former CTE Director worked contacted the Assessment Director due to a number of complaints about student writing from faculty. From this outreach, the CTE Director and Assessment Director will be included in the WI committee. The current CIE Director understood her role to be one to report back to the Guided Pathways Group. The committee will discuss this issue, as well as bylaws and charge at a later date to determine who would be the most appropriate committee members.

### 4. **Motions**

- a. No Motions at this time

### 5. **Action Items**

- a. Sarah will send a calendar invite for the spring writing institute to all WI committee members
- b. Sarah will contact the CIE Director to discuss funding lunch for the spring writing institute
- c. Sarah will mock up sample teacher feedback and sample prompt for cover letter for next assessment plan

### 6. **Next Meeting Tentative Agenda**

- a. Planning of and for rolling out next/new assessment design
- b. Spring Writing Institute content planning/confirmation
- c. Creation of charge/bylaws of WCC

**Sarah Snyder adjourned the meeting at 4:15PM.**

Respectfully submitted,

Elaine Groggett