

## Writing Curriculum Committee Meeting Minutes

Wednesday, March 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	Absent
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	Absent
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 3:05 PM.

Minutes for previous meeting were approved unanimously and without revision via email on Feb 13, 2019.

### Agenda

#### Old Business

1. Spring Writing Institute content planning/confirmation
  - a. Announcement of number of participants so far (RSVP due March 7)  
Thirty-nine individuals have signed up thus far (10 WI Committee members, 18 WI instructors, 2 non-WI faculty). Eric will inform the Academic Operations Group of the desire for more writing institute attendees and Nik will announce the opportunity at the Social Science division meeting next week.  
All WI instructors will be required to complete the WI training to continue to teach WI courses. For those who cannot attend the writing institute, the sessions

will be videotaped and they will have an opportunity to meet the institute objectives.

b. Schedule of events

- 9-10AM: Duane, Sarah and WCC facilitate rating to resolve Fall 2018 scores (estimated to be about 120 artifacts, read once by 30 teachers=4 artifacts per person.)

No norming session will be held before this rating session. The final artifact score will be determined by the two rater's scores that most closely align.

- 10-11AM: Duane leads critical reflection about this experience. Discussion of the value learned by scoring other student artifacts and how these experiences help faculty make improvements in teaching in their own writing courses

- 11-12PM: Duane leads discussion about good prompt and rubric from STEM and talks about the basics of a good prompt and rubric. WI instructors revise at least one of their rubrics to share. (Sarah will ask instructors to send ahead digitally/bring to workshop their best rubric and prompt to the session.)

Duane can bring prompts and rubrics to discuss however the learning experience would be greatly enhanced if AWC faculty would bring and share their own prompts and rubrics for the larger discussion. STEM rubrics, as well as others, would be appreciated as the Committee would like to discuss a few different rubrics in this time slot. Each faculty Committee member is asked to speak with their colleagues to see if they are willing to share one of their prompts and corresponding rubrics. Duane then leads theoretical discussion of reflective portfolio cover letter. This portion could be very helpful in gaining the support from WI faculty on the value and ease of assessing student writing in the disciplines while using a similar WI assignment in all WI courses to have students demonstrate how they meet the five WI learning outcomes by responding to the following:

- 1. Here is what I have learned (course goals)
  - 2. Here is the evidence (evidence of course goals)
  - 3. Here is why I think the evidence is good (argumentation)
  - 4. Here's how I will use this elsewhere in my life (transfer)
- 12-1PM: Lunch (Thank you, Joann!)
  - 1-2PM: Reflection on pre-reading from "Habits of Mind" (Sarah will ask instructors to read and respond ahead of time.) Committee members should read the Habits of Mind document before attending the writing institute. Click on this [link](#) to access the pdf file. It is a short read.

Nancy Blitz moved to approve the spring writing institute agenda. Nik Byle seconded the motion. Spring Writing Institute agenda unanimously approved.

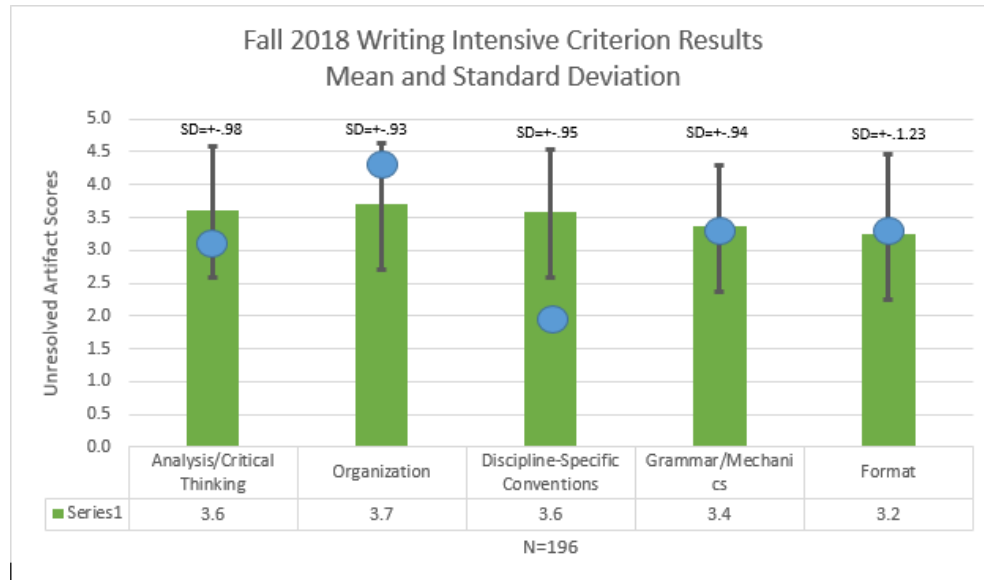
### **New Business**

Creation of Sub-committees to create the following documents by April 10, 2019 (next meeting):

1. Planning of improved assessment design- **Subcommittee 1** will be responsible for designing the new WI assessment plan and marketing campaign. Members on Subcommittee 1: Clayton Nichols, Bertha Avila, Joann Chang, Laura Alexander, Sarah Snyder.
  - a. Build ideal assessment plan
    - i. Timing- as discussed today, the proposal would be to collect the standardized WI assignments in fall and spring for collation and prep over the summer for assessment during fall startup week. After assessment, the WPA will require 4-8 weeks to provide the quantitative results.
    - ii. Materials- standardized reflective portfolios collected from both fall and spring will ensure all courses are captured as well as increase the number of artifacts assessed for each WI instructor.
    - iii. Raters- all WI faculty; raters would reflect upon their experience as a rater in a designated application/form to document their learning gaining as well as any changes they plan to make in their teaching based upon their experience rating the WI artifacts.
    - iv. What kind of marketing/campaign do we need?- marketing campaign will be geared toward the WI faculty. Students will already be accustomed to creating a reflective portfolio using the standard reflective portfolio prompt because they will have done so in ENG 101. Marketing will need to emphasize to the WI faculty that the reflective portfolio assignment will be a required assignment in all WI courses. *This requirement will be added to the WI by-laws.*
      - i. 2-3 year plan - The WI Committee understands this will take a few semesters to implement. One member suggested the current WI instructors be contacted to see who would be willing to start incorporating the reflective portfolio assignments in fall 2019. After the first year of artifacts have been collected and assessed, the WI Committee could ask the WI raters to provide feedback on assessing reflective portfolios as opposed to a random set of WI artifacts as well as examine the inter-rater reliability on reflective portfolios vs. random artifacts.

Subcommittee 1 will meet outside of the regular WI Committee meetings to draft the new WI assessment plan. The draft will be completed and sent to the WI Committee for review prior to the next WI meeting on April 10<sup>th</sup> so the Committee can suggest revisions and vote for approval of the plan (with revisions if needed) during the next Committee meeting.

- b. Mock-up of fictitious teacher/class results (done)- In the future, if WI faculty would like a chart to depict how their WI artifacts were rated, the WPA is willing to provide that information. Due to low inter-rater reliability and the sample size per instructor, this information will not be provided to the WI instructors for the fall 2018 WI artifacts.



- c. Revision of rough draft of common reflective prompt (see attached)
2. Revision/Creation of Charge/Mission Statement of WCC- **Subcommittee 2** will be responsible for revising the mission statement and creating the bylaws. Members on Subcommittee 2: Nik Byle, Nancy Blitz, Eric Lee, Sarah Snyder.
- a. **Mission Statement (2010):**
- i. *The AWC Writing Program's mission is to prepare students to become confident writers for personal, civic, academic, and professional purposes and audiences. The Program introduces students to the complex process that embraces the writing, critical thinking, and research tasks they will encounter in college, the workplace, and the community. Writing at AWC focuses on developing incremental and sequential skills and strategies in writers across all disciplines. Our Program goal is to foster students' creativity and ability to represent themselves and their ideas in written language throughout their lives. (Mission statement was reviewed by 5 members.)*
- b. Creation of Bylaws

Subcommittee 2 will meet outside of the regular WI Committee meetings to draft a revised mission statement and draft of the bylaws. The statement and bylaws will be completed and sent to the WI Committee for review prior to the next WI meeting on April 10<sup>th</sup> so the Committee can suggest revisions and vote for approval of the revised mission statement and bylaws (with revisions if needed) during the next Committee meeting.

## Announcements

1. AWC Website Adjustments: WI is now a first-level heading and not under GE anymore. All of the documents that we create about our mission, charge, bylaws, assessment plan, etc. are faculty-facing and will be on the second-level heading tab. [A student facing tab will also be created so student and faculty information is not intertwined.](#)

The screenshot shows the Arizona Western College website. The URL is <https://www.azwestern.edu/instruction/writing-intensive-courses>. The page features a navigation menu with categories: FUTURE STUDENTS, CURRENT STUDENTS, WORKFORCE ED, FACULTY/STAFF, and COMMUNITY. A search bar and 'Quick Links' button are also present. The main content area is titled 'Writing Intensive (WI) Courses' and includes a sidebar with links to various college departments. The main text describes the program's goals and requirements, and includes a 'WI GUIDELINES' button and a handwritten note: 'Interested in making your course Writing Intensive?'.

**Sarah Snyder adjourned the meeting at 3:59 PM.**

**Respectfully submitted,**

**Elaine Groggett**