



**First Year Writing Program
Rhode Island College
Annual Report
2012-2013**

The 2011-2012 First Year Writing Program's Annual Report concluded with the following list of goals for the 2012-2013 academic year and beyond. Below, we articulate our progress in meeting those goals.

1. *Assess data from 2012 pilot on Directed Self-Placement (DSP) and decide on course of action (phase in DSP, discontinue initiative entirely, or re-pilot DSP, with changes, in 2013).*

In spring 2012, the Writing Placement Exam was used to place students in their FYW courses. However, the FYW Program also asked students to fill out a questionnaire and to consider their course choices. Were they to choose, which course would they take?

The Writing Center collected and entered the data into a spreadsheet. Students chose a variety of courses, but only about 20% of the students were divided or unsure of which course they would take. Based on this evidence, the FYW Program and the Writing Center, in conjunction with the VPAA's office and OASIS, chose to expand the pilot and allow students to place themselves in summer 2013. Students had two pieces of information mailed to them to use when making their choice: one, the Writing Center again proctored and scored Writing Placement Exams, but the scores were sent on to students as *recommendations*. Second, students were mailed DSP information, including the Self-Efficacy Questionnaire.

Since Orientation 2013 has only recently finished, the Director of Writing has not yet met with affected parties, including OASIS and the Writing Center, to assess this year's process and to decide how to proceed with DSP. Anecdotal evidence suggests that students appreciated the opportunity to place themselves, but that not all students completed their DSP information at home and before Orientation. For 2013-2014, the FYW Program requests that all instructors require a writing sample from students as a way to check placement (instructors may advise, but never drop from their roster, students who may have seemed to place themselves erroneously). We anticipate that DSP will take several more years to fully implement. The FYW Program will continue to work with OASIS, the Writing Center, the Composition Committee, and administration to improve DSP for students, faculty, and administration.

2. *Assess WRTG 100Plus and decide on course of action (pilot the course again in fall 2013, pilot a different iteration of a basic writing/WRTG 100 course, or propose a permanent course to the UCC)*

The FYW Program offered two sections of WRTG 100Plus in fall 2012 and implemented new measures to as to improve communication with faculty, students, and Orientation staff. For example, we provided a FAQ sheet about 100P for OASIS staff and interested students, and the Director of Writing emailed each student enrolled in ENGL 010 for fall 2012 and informed them of WRTG 100Plus as a possible alternative. At the beginning of the semester, instructors of 100Plus made clear to students the purpose behind the course, the benefits of taking the course, and the added responsibilities of the course.

Both sections of 100Plus ran in fall 2012. Although FYW assessment was suspended as the FYW Program awaited changes to the Gen Ed program and its assessment requirements, the Director of Writing worked with the two 100Plus instructors to assess the course. First, students enrolled were asked to fill out a survey. Second, the Director of Writing visited one classroom at semester's end for a focus group discussion. Third, 100Plus instructors narrated their experiences in and recommendations for the course moving forward.

Based on these generally positive and supportive results (which are available upon request from the Director of Writing), the Director of Writing met with representatives from administration, OASIS, the Writing Center, and the English Department. The pilot was expanded in the 2013-2014 academic year; five sections of FYW 100Plus are offered in the fall, and three sections will be offered in the spring 2014. As of this writing, all sections for fall 2013 are full. The Director of Writing (who will also teach a section in fall 2013) continues to meet with instructors to discuss course organization and expectations. All instructors of FYW (100Plus, 100Honors, 100, and ENGL 010) have been asked to describe the course in which the student is enrolled and its expectations within the larger framework of the FYW Program; this will be particularly important for 100Plus instructors, since the course is new and carries a six-credit load.

3. *Pilot the new Written Communication Outcomes assessment rubric in WRTG 100 assessment.*

AND

4. *Continue to develop FYW's contribution to the Research Fluency Outcome.*

The FYW Program and the Director of Writing participated in creating and testing the new assessment rubric for the Written Communication Outcome. Working closely with COGE, Becky Caouette chaired the WC Outcome rubric committee with faculty from different departments on campus, including Michael Michaud, a representative from the Composition Committee. FYW Program instructors Michael Michaud, Danielle Lavendier, Pamela Mazzuchelli, Jeffrey Baluch, Moira Collins, and Sara Reilly met to calibrate and test the new rubric, and the FYW Program anticipates being involved in the full assessment of this outcome in the coming year. As mentioned above, the FYW Program suspended its own programmatic assessment in light of the changes to COGE, but we hope to implement new assessment for our program in the coming year (see Future Goals, below).

While the FYW Program was not as involved in the creation and testing of the Research Fluency Outcome rubric, the Director of Writing has attended meetings and seen reports regarding that Outcome, and anticipates being in conversation with COGE and the Special Assistant to the VPAA for Student Outcomes Assessment. Meanwhile, the FYW Program works closely with RIC's librarians to insure that Research Fluency continues to be a part of the FYW Program's Outcomes.

5. *Continue to offer, and improve on, professional development opportunities for instructors of FYW*

The First Year Writing Program continues to provide high-quality professional development opportunities for its instructors. As in years past, we invited FYW instructors to present at Instructor Invitationals, offered two Summits (one in August 2012, one in January 2013), and collaborated once again with the RIWP to offer a One-Day Summer Invitational Institute (despite its title, this year the event was held on two consecutive afternoons). We also sponsored our annual Writing Week: Dr. Stephanie Roach of UM-Flint spoke on academic integrity and was available for a lengthy, and lively, question-and-answer session afterwards.

An additional word on the One-Day Summer Invitational Institute: while the Summits provided community- and program-building opportunities in addition to the opportunity to target an area of development for instructors (for example, in January 2013 we discussed assignment prompts), during the RIWP/FYW joint event, we encouraged instructors to see themselves as scholars and the work they do in their classrooms as knowledge-making, disciplinary work. To insure a dialogue throughout the 2013-2014 academic year, attendees of the One-Day Institute will continue to develop their classroom-generated research agenda and present at Instructor Invitationals throughout the year. Thus, we have already scheduled additional professional development opportunities for 2013-2014.

Future Goals (2013-2014 and beyond)

1. Continue to assess data from Directed Self-Placement pilot; adjust pilot as needed and offer DSP again in 2014.
2. Assess FYW 100Plus data for expanded pilot and act on data (potentially move course from pilot stage to permanent curricular offering).
3. Organize FYW Program Assessment Task Force to consider assessment needs of program (these would complement those overseen by COGE).
4. Begin revision of ENGL 010, our Basic Writing offering.
5. Continue to offer, and improve on, professional development opportunities for instructors of FYW

Appendix

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(Fall 2012 Statistics continued)

WRTG 100H

Capacity is 17

of sections below cap: 1 (total of 1 open seats)

of sections at capacity: 1

of sections over capacity: 0

➤ WRTG 100H is at **97.06% capacity** ($17 \times 2 = 34 - 1 \text{ seat} = 33$)

Writing 100Plus

Capacity is 15 students

of sections below cap: 2 (total of 4 open seats)

of sections at capacity: 0

of sections over capacity: 0

➤ WRTG 100 is at **86.67% capacity** ($2 \times 15 = 30 - 4 \text{ seats} = 26$)

First-Year Writing Statistics Spring 2013
 Reflects totals from the close of the add/drop period

Sections 010.....	3
Sections 100.....	23
Total Sections First-Year Writing.....	26

Adjuncts/Emeritus.....	18
TT Faculty.....	1
Staff.....	0
Total Instructors.....	19

Sections

- 4. **3.85%** of all sections are taught by tenure-track faculty (1)
- 5. **96.15%** of all sections are taught by adjuncts/Emeritus (25)

Staffing

- 4. **5.26 %** of total instructors are tenure-track faculty (1)
- 5. **94.74%** of total instructors are adjuncts/Emeritus (18)

English 010

Capacity is 10 students

# of sections over:	0 section
# of sections at cap:	1 section
# of sections under cap	2 sections
	1@7 students
	1@9 students

- ENGL 010 is at **86.67% capacity**.

Writing 100

Capacity is 20 students

# of sections below cap:	1 (total of 1 open seat)
# of sections at capacity:	15
# of sections over capacity:	(@21): 6
	(@23): 1

- WRTG 100 is at **101.74% capacity** ($23 \times 20 = 460 - 1 \text{ seat} + 9 \text{ seats} = 468$)

(Please note that the spring 2013 student capacity was not originally adjusted on RICONnect, and so some sections exceeded the 20-student capacity. The system has been adjusted, but this may account for the sections that exceed capacity. Instructors are advised not to overload students in FYW courses.)