Campus Writing Program
Annual Report

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Academic Year 08-09
Table of Contents

INTRODUCTION .............................................. 3
WI COURSE SUPPORT ..................................... 7
WI COURSE DEMOGRAPHICS .............................. 8
WI COURSE BY LEVEL .................................... 10
SUMMARY OF CWP ACTIVITIES ......................... 20
Introduction

In 2010, the Campus Writing Program will celebrate its 25th anniversary. In addition to being a moment for celebration, the anniversary date also marks a moment for reflection regarding the CWP’s future. For the last three years, the University of Missouri has experienced record enrollments, each year averaging around 5,000 entering students. While increased enrollments reflect MU’s status for excellent education, they also put additional pressure on the CWP to properly fund and support WI courses across the curriculum. Fall 1995 to Spring 2008 CWP Annual Reports and MU enrollment data dating from Fall 1997 to Fall 2006 demonstrate extensive WI growth. By 2010, the CWP must reevaluate its budgetary obligations and support. This year’s annual report outlines growth patterns, but it does not evaluate the long term financial issues these patterns show.

In Fall 1995, the CWP supported 73 WI courses with a total WI enrollment of 3,748 students. In Fall 2008, the CWP supported 167 courses with 3,106 enrolled students, and in Spring 2009 it supported 193 courses with 5,695 enrolled students. Over the past 13 years, the number of Writing Intensive courses at MU has increased by 240%, or approximately 2.5 classes per semester (see Figure 1, below), while WI enrollment has increased by 145%, or approximately 52 students per semester (see Figure 2, below). During this period, total OTS (Other Teaching Staff) funding allocations increased by 175% (see Figure 3, below), though most of that increase occurred from Fall 1995 to Fall 2000. OTS allocations leveled off from Winter 2001 to Spring 2008 (reflecting the effects the 2003 model for OTS allocations had on OTS support). For 2008-2009, OTS funding will not experience any increases.

Figure 1 Number of WI Courses
From Fall 1999 to Spring 2008 (the years for which the CWP has seating-capacity data), post-Census Day available seating in the WI courses has remained relatively constant at 800-1000 seats (see Figure 4, below). Post-Census Day available seating is calculated by subtracting course enrollment from course capacity. In cases where capacity was not stated, it is assumed that enrollment equaled capacity. Due to difficulties in collecting data, we have not researched whether those seats were available in courses unrestricted to majors or without prerequisites beyond English 1000.
While the total number of WI courses has risen consistently, the average enrollment per WI course (including any thesis or independent study courses) has declined slightly over the past 9 years (see Figure 5, below). This may be due to an overall increase in large enrollment courses at the expense of smaller courses; as well as an increase in one student General Studies courses (which would bring down the average).

![Figure 4: Number of WI Courses & Average Students per Course](image)

Although the CWP has experienced a steady growth in number of WI courses and total WI enrollment, MU’s total freshmen class size has grown even more rapidly, with an average increase of 139 students per year (see Figure 5, below). If WI course and seating capacity and MU freshmen class size continue to grow at their current respective paces (see Figure 6, below), students will eventually experience increased difficulty in meeting their WI requirements. An informal survey of departmental academic advisors indicates that WI availability is not currently a significant problem for students except in rare cases (such as General Studies majors who may not have access to major-restricted upper level WI courses). Campus Writing Program staff are currently working closely with CDIS and MU Direct personnel to facilitate increased WI-availability to students in those programs.
Figure 5: MU Total Freshmen Enrollment

Figure 6: MU Freshmen Class Size Vs WI Enrollment & Capacity
## WI COURSE SUPPORT

For Academic Year 2008-2009, including Summer 2008, the Campus Writing Program disbursed $652,460.00 in OTS funding to support 345 Writing Intensive courses taken by 10,962 students (an increase of 494 students from the previous academic year). Extended growth occurred in Summer 2009 with approximately 330 students enrolled in WI courses. Those numbers will not be reported until next year’s Annual Report; however, it is important to note continued growth in student demand for WI courses while OTS budgets to support these students remain flat for the same year.

### WRITING INTENSIVE COURSE SUPPORT BY SCHOOL OR COLLEGE

<table>
<thead>
<tr>
<th>Department / College</th>
<th>Summer 2008</th>
<th>Fall 2008</th>
<th>Spring 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Support Amount ($)</td>
<td>Courses Held (#)</td>
<td>Students Enrolled (#)</td>
</tr>
<tr>
<td>Agriculture, Food, and Natural Resources</td>
<td>52,580.00</td>
<td>16</td>
<td>761</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>0.00</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Business</td>
<td>5,170.00</td>
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<tr>
<td>Education</td>
<td>6,160.00</td>
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<td>196</td>
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<tr>
<td>Engineering</td>
<td>7,480.00</td>
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<td>275</td>
</tr>
<tr>
<td>Health Professions</td>
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<td>129</td>
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<tr>
<td>Human Environmental Sciences</td>
<td>61,380.00</td>
<td>9</td>
<td>706</td>
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<tr>
<td>Journalism</td>
<td>880.00</td>
<td>13/33</td>
<td>528</td>
</tr>
<tr>
<td>Nursing</td>
<td>3,520.00</td>
<td>2</td>
<td>64</td>
</tr>
<tr>
<td>Provost Division (Honors College &amp; Interdivisional)</td>
<td>2,640.00</td>
<td>6</td>
<td>58</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$5,170</strong></td>
<td><strong>3</strong></td>
<td><strong>82</strong></td>
</tr>
</tbody>
</table>

Total 1-student courses included: 1, 6, 16
WI COURSE DEMOGRAPHICS

The rank distribution for faculty teaching WI during Academic Year 2008-2009 (Figure 7) was quite similar to the rank distribution of full-time MU faculty reported by University Institutional Research (as of last-available data, October 31, 2005). The percentage of (full) Professors teaching WI courses is approximately the same as the total percentage of full time Professors among MU faculty. Associate Professors make up a greater percentage of the WI faculty than their percentage in the overall MU full time faculty. The percentage of Assistant Professors teaching WI courses is slightly lower than their percentage among total MU full time faculty, and the percentage of non-tenure track or unranked faculty teaching WI is considerably lower than their percentage among full time MU faculty.

There may be reason, however, to study and keep track of departments relying on non-tenure track and unranked faculty to teach WI. The equity between WI and non-WI non-tenure track and unranked faculty may suggest some departments are asking adjunct, visiting professors, and graduate students to assume responsibilities for teaching WI. While these titles are not equal across departments, and while levels of expertise among non-tenure track and unranked faculty differ from department to department, the CWP must make sure that WI teaching is being done by faculty with appropriate experience and educational backgrounds. WI courses do not have to follow the path of introductory courses and lower division courses that are typically assigned to non-tenure track and unranked faculty.

![Comparison of WI and Full Time MU Faculty by Rank](image-url)

**Figure 7:** Fall 2008 and Spring 2009 faculty rank comparisons for full time faculty.
Figure 8: WI Courses by Instructor Rank

Figure 9: WI Students by Instructor Rank
**WI Course By Level**

The distribution of WI courses offered at each course-level and the total student enrollment in WI courses at each course-level are shown in Figures 10 and 11, respectively. Over 50% of WI courses offered are at the 4000-level (see Figure 12). Partly due to larger class-sizes at the 2000 and 3000 level, student enrollment in WI courses was relatively even at the 3000 and 4000 levels, and only a few hundred students fewer at the 2000 level. Course enrollment at the 1000 level was approximately one-third that of the other levels because, although enrollment per course is large, there are significantly fewer 1000 level courses offered. Fewer offerings at the 1000 level are indicative of the English 1000 pre-requisite that often discourages enrollments. In addition, most 1000 level courses are taught by non-tenure track faculty, and the CWP encourages departments to assign WI courses to tenure line faculty.

![Number of WI Courses by Course Level](image)

Figure 10: Number of WI courses offered per course level, Sum08-Sp09.
Figure 11: Number of WI students enrolled at each course level, Sum08-Sp09.

Figure 12: Percentage of WI Courses by Course Level
The high percentage of 4000 level enrollments for Summer 08 suggests a demand for WI during the summer prior to students’ graduation. This demand is generated by a lack of variety of offerings throughout students’ final two years of study as well as procrastination on many students’ part. Lack of variety can be largely attributed to departments’ insistence on offering WI only in the Capstone or only in one designated course. The CWP is working to change this type of thinking by encouraging departments to convert to WI upper division non-WI courses that already use writing. During Fall 09 and Spring 09, 4000 level WI students made up only 30% of each semester’s enrollments, suggesting that, in addition to needing variety, many seniors are not taking WI until the very last minute.

The number of WI courses and the total enrollment in WI courses by enrollment size are shown in Figure 14. The majority of WI courses offered for the 2008-2009 Academic Year have relatively small enrollments (under 40 students). This is in accord with the CWP’s objective to encourage small-enrollment WI courses. The tabular data on page one shows that the average course size is 34 students if one-student courses are excluded, and 32 if they are included.
The majority of WI courses are smaller courses (under 40 students) offered at the 4000-level (Figures 15 and 16, below). However, many students take larger-enrollment (above 100 students) WI courses at the 2000- and 3000-levels (Figures 15 and 16, below).
Figure 16: Spring 2009 Courses by Size

Figure 17: Total WI Enrollment by Course Size
Figure 18: Fall 08 Enrollment by Level and Size

Figure 19: Spring 09 Enrollment by Level and Size
WI OTS (Other Teaching Staff) funding, to assist in hiring Teaching Assistants for large-enrollment WI courses, is greatest for WI courses at the 2000- and 3000-levels (Figure 20). WI courses receiving the highest transfer-amounts *per course* are predominately at the 1000- to 2000-levels (Figure 21). These numbers reflect departments’ dependency on large courses for fulfilling the lower division WI requirement. By the 4000 level, most departments fulfill the requirement via smaller Capstone sections.

Figure 20: Total WI OTS funds transferred per course level, Sum08-Sp09.
Figure 21: Percentage of WI OTS Funding by Course Level

Figure 22: Average OTS funds transferred per course, by course-level, Sum08-Sp09.
OTS funds dispersal averaged $65-90 per enrolled student for courses at the Fall and Spring 1000-3000 levels and Summer 4000 level, and $30 per enrolled student for Fall and Spring courses above the 4000-level (Figure 22, below). Compared to the previous CWP Annual Report (07-08), the numbers reflect a slight increase at the 1000-3000 level ($5) and slight decrease at the 4000 level ($3). The change can be attributed to departments increasing class sizes at the 1000-3000 level at the expense of smaller 4000 level courses.

WI courses with enrollments of 100-150 students receive approximately three-times the OTS funds of courses at any other enrollment size-increment (Figure 23 below).

Figure 23: Average OTS funds transferred per student, by course-level, SumF08-Sp09.

Figure 24: Total OTS Funding by Course Size
The data from Figures 23 and 24 (above) are combined in Figures 25 (below) to reveal that the courses at the 2000 and 3000-level with enrollments above 100 students *cumulatively* receive a significant portion of CWP’s OTS funds.

![Fall 08 WI OTS Funds Transfers at each Course Level by Course Size](image1)

![Spring 09 WI OTS Funds Transfers at each Course Level by Course Size](image2)

Figures 25a and b: Total OTS funds transferred by course-size and course-level, a) Fall 2008, b) Spring 2009.
SUMMARY OF CAMPUS WRITING BOARD / PROGRAM ACTIVITIES
The items below include updates since the final 2008-09 Board meeting and are current to July 31, 2009.

Recent Staffing History:

- On May 6, 2008, Dr. Jeff Rice, Assistant Professor of English, University of Missouri, was appointed Director of the Campus Writing Program, commencing June 1, 2008 at 1.0 FTE, by Vice Provost Jim Spain.
- On January 22, 2008, the academic sector-duties between coordinators Catherine Chmidling and Bonita Selting were redistributed. Catherine Chmidling will be primary coordinator for the Education and Social Science courses (ESS sector) and the Natural and Applied Science courses (NAS sector). Bonita Selting will be primary coordinator for the Humanities and Arts courses (HA sector) and outreach activities.
- On November 1, 2007, Administrative Assistant Jacqueline Thomas’s position was increased from 0.75 FTE to 1.0 FTE, with 0.25FTE performed via telecommuting.
- On September 17, 2007, Dr. Bonita Selting, Associate Professor of Rhetoric and Composition, Department of Writing, University of Central Arkansas, was hired, at 1.0 FTE, as Coordinator for the Education and Social Science and Humanities and Arts sectors, by CWP Interim Director Aaron Krawitz.
- On July 27, 2007, Catherine Chmidling, ABD in Anthropology, University of Missouri, was hired, at 1.0 FTE, as Coordinator for the Natural and Applied Science sector, by CWP Interim Director Aaron Krawitz.

Program Activities

- Workshops. Workshops were held in the fall and spring.
- TA Roundtables. The CWP ran a roundtable for instructors of large courses who support TAs. The roundtable focused on TA support and pedagogy.
- Workshop roundtable. The CWP ran its first follow up roundtable for past participants of the fall and spring workshops. The purpose of the roundtable is to continue discussion and learning regarding WI.
- Brown Bags. For the first time, brown bags were solicited by a campus wide call for participation. Fall and spring featured brown bag presentations from faculty from across the campus and from the CWP staff. Attendance averaged between 6-8 people per brown bag.
- Internal Assessment. The CWP began its two year internal assessment towards the end of Spring 09. The first stage involved the collection and analysis of WI student evaluations.

Program Staff Activities

Jeff Rice, Director
Professional Status:
- Tenured to Associate Professor, May 2009

Professional Conferences:
Professional Activities
• Member of Editorial Board for *Computers and Composition*
• Member of Editorial Board for *WPA: Journal of the Council of Writing Program Administrators*
• Member of Editorial Board for *Enculturation*
• Reviewer for *College Composition and Communication*

Publications:
• Founded *e-WAC*, Campus Writing Program electronic newsletter.
• Moved *Artifacts*, a journal for undergraduate writing, from the Composition Program to the Campus Writing Program.
• *New Media/New Methods: The Turn from Literacy to Electracy*, co-editor with Marcel O’Gorman (Parlor Press 2008).
• “Funkcomp,” In *New Media/New Methods: The Turn from Literacy to Electracy*. Eds. Jeff Rice and Marcel O’Gorman (Parlor Press 2008).

Workshops and Norming Sessions:
• Spring Semester, 2009: Facilitated 46th Faculty Writing Workshop, August 2008 and January 2009, with Bonnie Selting, Catherine Chmidling, and Jackie Thomas
• Faculty Roundtable on teaching large WI classes with TAs

Invited Talks

Teaching
• English 8010: Theories and Practice of Composition, Fall 2008
• English 8040: The Rhetoric of Space: From the Topoi to the Network Spring 2009.

Outreach:
• Consultations with Psychology, Medical School. Engineering, Education.
• Collaboration with Fellowships to produce Fall 2009 writing workshops.
• Collaboration with Journalism to produce Fall 2009 revision and assignment workshops.
• Advisors consultation
• CDIS consultation

Special Projects
• Design of CWP Internal Assessment
• Read and recorded student WI evaluations for first stage of CWP’s Internal Assessment.
Bonita Selting, Coordinator

Professional Activities:
• CUE, CWP representative.

Professional Conferences:
• Conference on College Composition and Communication (CCCC), San Francisco, April 2009, presented research project, RNF, Chaired session.
• University of Missouri St. Louis Focus on Teaching & Technology conference, Nov 13-14, 2008. Attendee.

Publications
• “Campus Writing Program and Sinclair School of Nursing: A Unique Collaboration.” e-WAC, Campus Writing Program electronic newsletter, January, 2009

Workshops and Norming Sessions:
• Spring Semester, 2009: Facilitated 46th Faculty Writing Workshop, August 2008 and January 2009, with Jeff Rice, Catherine Chmidling, and Jackie Thomas
• Teaching Assistant Workshop, August 2008 and January 2009.
• Attended HDFS Teaching Assistant (TA) weekly workshops, Instructor: Dr. Mark Fine. Input consisted of:
  ▪ Advice on Best Practice theory for using writing to learn concepts, assignment design, and rhetoric/composition theory.
  ▪ Assistance with norming papers
• Faculty Roundtable on teaching large WI classes with TAs.
• Conducted workshops on writing in professional nursing for Community Health Nursing course 4970, Sinclair School of Nursing to following classes:
  ▪ Senior class 2007 (Fall, 2008)
  ▪ Senior class 2008 (Spring 2009)
  ▪ RN to BSN class (Glenda Nickell, instructor)
  ▪ RN to BSN class (Tonya Eddy, instructor)
• Conducted Nursing Faculty Workshop on teaching writing in professional nursing (Spring 2009)
• Designing assignments for RN to BSN program’s Research Theory and Methodology course

Teaching:
• Adjunct Assistant Professor faculty status in English Department and Sinclair School of Nursing.
• Taught English 1000, one section, Spring Semester 2009.

MU Service:
• Assisted professional nursing students one-on-one with research paper for Community Health Nursing 4970, senior Capstone course.

Special Projects:
• Designing initial phase of study on “Efficacy of Formulaic Writing Assignment in Large Writing. Intensive Classes” with Mark Fine.
• Completed several sections of Proposal for Funds Grant through University Research.
• Read and recorded student WI evaluations for first stage of CWP’s Internal Assessment.
Outreach:
• Initiated project for local community radio station, KOPN, to direct an Internship with MU Journalism faculty Dr. Mary Kay Blakely.

Catherine Chmidling, Coordinator
Professional Status:
• Received PhD in Anthropology, December 2008.

Professional Activities:
• Advisors’ Forum, CWP representative.
• University of Missouri St. Louis Teaching and Technology Conference Planning Committee.

Professional Conferences:
• University of Missouri St. Louis Focus on Teaching & Technology conference, Nov 13-14, 2008. Attendee.
• MU Teachnology conference, Apr 21, 09. Attendee.

Publications:
• “Campus Writing Program Growth To-Date and Room for More.” e-WAC. Campus Writing Program electronic newsletter, January, 2009

Workshops and Norming Sessions:
• Semester, 2009: Facilitated 46th Faculty Writing Workshop, August 2008 and January 2009, with Jeff Rice, Bonnie Selting, and Jackie Thomas
• Attended HDFS Teaching Assistant (TA) weekly workshops, Instructor: Dr. Mark Fine. Input consisted of:
  ▪ Advice on Best Practice theory for using writing to learn concepts, assignment design, and rhetoric/composition theory.
  ▪ Assistance with norming papers
• New Faculty Orientation (represented CWP). August 22, 2008
• Teaching Assistant Workshop, August 2008 and January 2009.
• Advisors on the Mall, Activities Mart (provided information on WI requirement and WI courses). September 3, 2008.
• Faculty Roundtable on teaching large WI classes with TAs.

Special Projects
• Read and recorded student WI evaluations for first stage of CWP’s Internal Assessment.
Outreach:
- Met with Evan Smith & Teri Nagel from CDIS regarding ongoing cooperation between CDIS and CWP, July 22, 2008.
- Worked with Dennis Fennewald from Animal Sciences on new WI course proposal, October 22, 2008.
- Worked with Steve Keller, Chemistry, regarding development of a cross-disciplinary general science course, January 21, 2009.