

Campus Writing Program

Annual Report

2012-2013

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Campus Writing Program 2012-2013 Annual Report

Director's Introduction:

The Campus Writing Program at the University of Missouri will soon celebrate 30 years as one of the leading Writing Programs in the country and world. The following report attests to the strength of this program as a vital part of Mizzou's undergraduate student experience. The 2012-2013 Academic Year included welcoming a new coordinator, continuing the year-long events that CWP is known for, and embarking on program assessment. The Writing Program and the MU Campus Writing Board addressed important topics during the year, including the enforcement options for English 1000 as a prerequisite for Writing Intensive (WI) courses, funding the first year of Faculty Development Awards, and extending the WI teaching awards. As a staff (Amy, Bonnie, Jonathan, and Jackie), we are excited with the work we accomplished and with what the next year holds.

In September, 2012, Jonathan Cisco joined the Campus Writing Program as a Coordinator overseeing the Education and Social Sciences sector. Bonnie Selting continues as a Coordinator, working with the Natural and Applied Sciences as well as Humanities and Arts sectors. Naomi Clark, a doctoral student in English, joined the program in August as a Graduate Research Assistant. Naomi and Jonathan bring excellent experience in Writing Program work, tutoring and teaching writing, and in the theories that support what we do.

A common theme of the work this year was in faculty recognition and support. Between the Faculty Development Awards and the Teaching Awards, we were able to recognize as well as provide additional funding to support outstanding teaching at MU. After two years as director, the Campus Writing Board voted to recommend that I remain in this position as a permanent appointment. That was an important vote of confidence as I still have much to learn about writing program administration. What makes each day so enriching is the opportunity to work with so many committed faculty on this campus. What I wrote in last year's report still holds true: "One of the most important and highly rewarding aspects of this position is joining faculty at the Conley House conference table to discuss course proposals, syllabi, assignments, writing instruction, assessment, and all of this for the goal of student learning."

Amy Lannin
July 2013

CWP Mission Statement:

Our mission is to support faculty as *the* primary agents of Writing Across the Curriculum (WAC) theories and practices in educating students through principles of “writing-to-learn” and “learning-to-write.” We believe that teaching by these principles will enhance students’ critical thinking abilities and better engage them in complex problem solving while they learn to communicate with clear, effective language in discipline-specific ways. CWP has been conceived, developed, and governed by faculty as a rallying point for collaboration and sharing of writing-to-learn and learning-to-write theories and practices.

CWP Program Objectives:

Faculty Objectives: CWP is devoted to designing, instituting, and maintaining the following objectives:

- Programs and instruction that promote critical thinking and meaningful learning.
- Writing as a process that includes revision.
- Collaborative opportunities for faculty to share their work and their questions.

Student Learning Objectives: Writing Intensive Courses (WI) and Writing Across the Curriculum (WAC) initiatives provide opportunities for students to think more critically and foster the ability to:

- Pose worthwhile questions
- Evaluate arguments
- Give and receive criticism
- Distinguish among fact, inference and opinion
- Articulate complex ideas clearly
- Deal with problems that have no simple solutions
- Consider purpose and audience
- Understand how given disciplines define themselves and their ways of communicating effectively
- Become informed, independent thinkers.

Program Methodologies to Attain Objectives:

- Offering Faculty Writing Seminars featuring assignment and syllabi design, responding to student papers, utilizing revision techniques
- Understanding issues of plagiarism and other issues of WAC theory and practice
- Supporting faculty with Writing Intensive course offerings
- Making available the publishing support needed by both students and faculty

A Year in the Life of University of Missouri's Campus Writing Program

Research through the years has shown that writing is an unsurpassed tool for helping students learn to think more critically and grow intellectually. The University of Missouri (MU) houses a nationally known, well respected Campus Writing Program (CWP) that has worked continually with faculty since its inception in 1987 to offer students opportunities for enhance their learning through writing.

Special New Initiatives

Faculty Development Awards

During the 2012-2013 year, and with the continued support of the Provost and Vice Provost for Undergraduate Studies, the Campus Writing Program (CWP) introduced Faculty Development Awards of up to \$10,000 for projects that align with the mission to support faculty as the primary agents in educating students to reason critically, solve complex problems, and communicate with clear, effective language in discipline-specific ways.

We believe this kind of funding will be seminal in advancing faculty creativity, expertise, and productivity when teaching according to Writing Across the Curriculum (WAC) principles. Because of CWP's innovative project planning, faculty have already submitted proposals and been granted funds for remarkably resourceful and constructive projects that keep to the criteria set forth in the "Call for Proposals." The first funded projects are as follows:

Dr. Mark Morgan (School of Natural Resources): Research and development of new WI course, "Social Aspects of Fishing." As part of the course, teams of undergraduate writers organize and edit a collection of original, solicited Missouri fishing stories.

Goals: to give students opportunities to work first-hand with the publishing/editing process and to learn the carefully crafted writing approaches needed for publishing a book; to enhance disciplinary content knowledge; to help students learn analysis, organization, grammar, syntax, lexical choices, and nuances of meanings, all leading to more skillful writing and thinking.

Dr. Flore Zephir (Chair, Romance Languages and Literatures): Establishment of support for the added layer of difficulty presented by teaching WI courses in a foreign language through being able to hire graders with the particular skills needed for four, 20-student upper division Romance Language WI courses.

Goals: to maintain optimal teacher/student ratio.

Dr. Justin Dyer (Political Science): Development of a WI course on The American Constitution to engage students with primary source material.

Goals: to put students in direct contact with primary source materials in order to enrich both the classroom experience and the writing assignments; to develop a WI course that can be offered on a regular basis; to publish collected documents and make available to other scholars, teachers, and students.

Dr. Louise Miller (Sinclair School of Nursing): Research study of nursing students' self-efficacy as writers in a writing intensive course. This study will examine how writing experiences affect students' confidence and improvement as writers.

Goals: to observe possible changes in student writing performance following a semester-long writing intensive intervention; to determine applicability and feasibility of implementing writing self-efficacy assessment in other undergraduate WI courses; to disseminate findings through presentations and publications; to gather data that demonstrates whether improvement in students' opinions of their own writing skills help determine those skills.

Dr. Jennifer Clifton (Learning Teaching, and Curriculum): "Public Literacies." Research and implementation of an innovative, two-part learning project in a WI course for pre-service teachers, Monologue and Photovoice projects that involve direct contact with the public.

Goals: to lay preliminary groundwork toward a "public literacies center" at the University of Missouri; to give students opportunities for "real-time" decision making by heightening consciousness of how "public policy or practice plays out in day-to-day life"; to publicize and publish these sorts of projects and "invite other scholars and teachers to join . . . in inventing, theorizing , and testing even more methodological approaches to helping pre-service secondary English teachers become aware of their students' 'real life' situations."

Dr. Cynthia Reeser (Human Development and Family Studies): "Assessing the Effectiveness of Writing Interventions Across a Multi-disciplinary Student Population." Study of HDFS 2400, a large-lecture writing intensive course. Collaboration with CWP to analyze the student writing and then compare those results to other data collected.

Goals: to learn more about the success of writing interventions; to collect data on success of writing assignments in relation to content knowledge acquisition; to modify/improve teaching strategies based on analysis and interpretation of data.

Dr. Chris Boessen (Agricultural Economics): Research study of effectiveness of a WI course through student and alumni surveys, interviews, and disciplinary literature.

Goals: to modify and/or improve WI course through gaining a better understanding of student and alumni perceptions; to publish findings for fellow faculty and CWP staff.

Dr. Miriam Golomb (Biological Sciences): "Developing an Online Writing Intensive Course in Biological Sciences: Comparison of Online and Classroom Strategies." Research study of pedagogical methods comparing two similar WI Biology courses. This includes designing and developing one of the courses for online delivery.

Goals: to observe and assess learning through testing and writing assignments; to gather new information on the needs of online students compared to those taking the course in a traditional classroom; to use writing to enhance learning in both delivery methods and address teaching issues that surface; to work with CWP in publicizing and publishing outcomes.

Dr. Donna Strickland (Rhetoric and Composition): “Mindful Writing for Faculty and Graduate Teaching Assistants.” Week-long workshop for faculty in the summer with six follow-up workshops throughout the academic year.

Goals: to provide faculty and graduate teaching assistants with instruction and practice in a reflective, process-based approach to writing in order to enhance their own writing productivity and in turn to improve their ability to offer writing instruction to students.

Dr. Rainer Glaser (Chemistry): “Scientific Writing and Peer Review in Chemistry – An Assignment-Based Introduction.” Write a book to present relevant background information and clear and concise instruction (a) on the writing of the elements of a scientific journal article, (b) on computer-assisted directed searches of primary literature and databases, (c) on working with primary sources, and (d) on writing a full paper and seeing it through the scientific peer review process. In addition, the book will provide detailed descriptions (e) of the structure of the theme-based assignments and (f) of the management of assignment submission and peer review to enable faculty to construct sets of assignments with themes of their own interests.

Goals: to develop, implement and assess new curricula to promote the learning of chemistry in inter- and cross-disciplinary contexts at all levels of college science education for many years.

Launching of New Teaching Award

The Campus Writing Program has instituted the Win Horner Award for Innovative Writing Intensive Teaching with its first recipient Dr. Louise Miller from the Sinclair School of Nursing. This \$1,000 a year award recognizes faculty who are starting a new WI course or taking a new direction with an existing WI course.

Dr. Horner is a nationally known and respected pioneer in “writing across the curriculum” and chaired the Composition Task Force that formed MU’s Campus Writing Program. This award is to recognize faculty who demonstrate the same pioneering spirit in their teaching of Writing Intensive courses through developing a new and innovative WI course or implementing a new approach within an existing WI course.

As our first recipient, Dr. Miller demonstrated the type of teaching excellence called for in the criteria:

- Evidences innovative WI course and assignment design in a new course or in an existing course.
- Utilizes assignments that promote critical thinking, multiple interpretations, and meaningful learning.
- Succeeds at delivering what it sets out to (student success within the writing requirements of the course).
- Demonstrates clear understanding of “writing to learn” and “learning to write” theories and practices.
- Supports the principles of “writing as a process” through the course and assignment design.

Moving Forward with Program Assessment

In November, 2012, the Campus Writing Program (CWP) attended the University of Missouri's (MU) Faculty Senate in order to discuss programmatic policies regarding issues such as funding for writing intensive courses. During this visit, two Faculty Senate members asked CWP personnel the predictable question, "Do Writing Intensive (WI) courses actually make students better writers?" along with the equally customary inquiry, "How can we know if WI works?" These types of questions have been around a long time, as have Writing Across the Curriculum (WAC) programs like MU's CWP. To answer them will not only help clarify the value of CWP to MU's campus, but also shed light on ways in which this cross-campus writing program can operate as effectively as possible. Toward that end, CWP views program assessment as one of its chief responsibilities and in Fall Semester 2012 solidified a design for a *Program Assessment Initiative*. This project is intended to understand the efficacy of using "writing-to-learn" and "learning-to-write" principles in our courses and to discover more about the ways we might further foster a culture of writing at MU.

In Spring, 2013, we put the assessment into motion by designing a Pilot Program. We have gained IRB approval and gathered data from two major disciplines on the MU campus: Agricultural Economics and Biological Science. The data are in the form of: survey and interview responses from both students and WI faculty, student writing samples and assignments, and rubrics for scoring.

We are also working closely with the Sinclair School of Nursing for an in depth look at data being collected to study the motivations and proficiencies of professional nursing students in the WI course Evidence Based Practice 4930. This assessment initiative will be an ongoing, rigorous enterprise during which we will become better able to define challenges unique to WI course instruction and to determine what departments and programs need in order to improve implementation of writing in courses across campus.

To learn more about managing such a project, Dr. Bonnie Selting has been accepted for a Seminar on Research at Dartmouth University in Hanover, NH, and will attend during the month of August, 2013. Results of our Pilot Study will be presented at a variety of workshops and conferences and will serve to determine the best methods for finding answers to the type of questions asked by academics and community members alike:

- How well do students write?
- What types of writing skills are emphasized within Writing Intensive courses?
- What types of discipline-specific writing do students complete?
- What is the impact of Writing Intensive courses on quality of student writing?
- How can we create clear learner outcomes?
- How can we better understand the strengths and areas for improvement in student writing?

The multi-phase approach we have chosen will be critical to ensure that the process of program assessment will be manageable and that relevant constituencies of the University will be involved with the assessment process. Although this assessment plan is formidable, we believe, and have already found essential information, valuable to the University of Missouri, to students at all levels, to the community we serve, and to universities and colleges across the country.

Invitational Seminars for Experienced WI Faculty

For the 2012-2013 Academic Year, CWP continued with its second “Invitational Seminar for Experienced Writing Intensive (WI) Faculty.” Instituted and designed by Dr. Bonnie Selting, Coordinator, these seminars were productive and successful for the following reasons:

1. Continuous positive feedback from the faculty who attended.
2. The genuine engagement of WI faculty participants, obvious in their individual presentations on interdisciplinary writing issues and their work toward researching and designing the presentations.
3. Actual requests from faculty to be included.
4. Visible and efficacious collegiality among participants.
5. Direct comments from faculty participants on the usefulness of the cooperation established by working and discussing writing issues as a group.
6. Shared plans by participants to adopt several constructive teaching strategies presented by their peers during these meetings.

The meetings covered pedagogical and theoretical WAC issues such as: assignment design, responding to student writing, syllabus planning, and technology uses.

Graduate Writing Committee

In Spring 2013, the Campus Writing Program began hosting several meetings of the newly formed Graduate Writing Committee. The committee is comprised of faculty and stakeholders across the disciplines, including: Dr. Sanda Erdelez (SISLT and Graduate Faculty Senate), Dr. Donna Strickland (Director of Composition), Dr. Amy Lannin (Campus Writing Program Director), Dr. Bonita Selting and Jonathan Cisco (Campus Writing Program Coordinators), Aaron Krawitz (previous Campus Writing Program Director), Dr. Peter Pfeifer (Physics Department Chair), Dr. Ted Tarkow (Professor and Associate Dean), Dr. Rachel Harper (Director of Learning Center), Dr. Gregory Foster, and Naomi Clark (GRA, doctoral student in Rhetoric and Composition), and Dr. George Justice (previous Graduate School Dean).

The committee’s goal is to evaluate the current support for graduate student writing available on campus and to identify possible solutions. The committee acknowledged that although some departments offer some form of writing support for graduate students, the support in general is lacking across campus. Furthermore, such issues for graduate student writers are appearing across campuses nation-wide.

The Graduate Writing Committee reviewed one model used by the Physics department, which hired Dr. Greg Foster to teach a graduate writing course geared toward advanced graduate students. In this course, Dr. Foster paired writing pedagogy with specific knowledge in the field of physics. Students worked in tandem with their respective advisors, ensuring that their writing met disciplinary rigor. According to Drs. Pfeifer and Foster, the pilot course was a success for students. The committee is currently considering this model for other departments in addition to providing different forms of support across campus.

At its most recent meeting, the committee identified a need to assess both faculty and student views toward graduate student writing. Currently under development, the survey asks questions such as:

1. Graduate students in my department need additional writing support (Likert scale provided ranging from “Strongly Disagree” to “Strongly Agree.”)
2. What kind(s) of writing support does your department offer graduate students? Responses provided include: Departmental Writing Workshop(s), Course(s) with Writing Focus, Student-Led Writing Groups, or Other Support.
3. How is information about writing support in your department disseminated to students? Possible responses include: Departmental Newsletter, Departmental Emails, Graduate Student Orientation, and Word of Mouth.
4. What campus resources for graduate student writing are you aware of?
5. What recommendations do you have for increasing support for graduate student writing?

This survey, in addition to its graduate student counterpart, will be dispersed via the University of Missouri’s Qualtrics Survey software, which will allow targeted dissemination across campus and more in-depth data analysis.

The multi-disciplinary committee will continue to meet through the next academic year, brainstorming ways departments can better support graduate students.

Academic Integrity Committee

The Campus Writing Program has also hosted a number of meetings for the Academic Integrity Committee, comprised of members: Dr. Amy Lannin (Campus Writing Program Director), Dr. Danna Vessell (Director of ET@MO), Dr. Gera Burton (Co-Director of MizzouOnline), Dr. Kim Siegenthaler (Administrator for Distance Education), Dr. Rigel Oliveri (Director of Office of Student Rights and Responsibilities), and Campus Writing Program Coordinators Dr. Bonita Selting and Jonathan Cisco.

The committee’s task is to assess the degree to which plagiarism and other forms of cheating exist on campus. Furthermore, the committee seeks to identify current support for students with academic integrity issues, possible ways to support faculty, and ways to increase understanding of academic integrity across campus. Initial committee meetings identified a number of disparate sources for students and faculty with regards to academic integrity, sources ranging from departmental websites to more concrete sources in the Learning Center. Dr. Rigel Oliveri, Associate Dean for Faculty Research and Development and Director of the Office of Student Rights and Responsibilities, joined the committee mid-semester. Dr. Oliveri has provided indispensable context to the discussion regarding information on current University policy, particularly with regards to Options A and B and the University’s Standard of Conduct.

Drs. Lannin, Vessell, Oliveri, and Jonathan Cisco, joined by professor Kenneth Wang, presented at the University of Missouri’s *Celebration of Teaching* conference in May, 2013. The presentation discussed the difficulties of defining plagiarism, how to turn plagiarism concerns into teaching opportunities, and important cultural considerations when approaching plagiarism with students.

Future meetings will include discussions on how to synthesize campus resources on academic integrity as well as provide brief video guides about plagiarism, one for students and one for

faculty. These videos may be dispersed via email or made part of the University's Blackboard system (i.e., Faculty may choose to offer the video on their respective Blackboard sites).

Academic Year 2012 – 2013 Overview

Workshops & Seminars: (Please see Appendices at end of Report for Evaluations of CWP Workshops)

The Program has continued the tradition of offering two-day Writing Workshops at the start of each semester. These workshops are attended by both new and experienced Writing Intensive (WI) instructors and cover such topics as Responding to Writing, Assignment Design, Assessment, Writing Instruction in an Online Course, Working with Multilingual Writers, and using writing as a learning tool in large WI courses. Along with these traditional, longer workshops, this year CWP designed several other seminars and workshops with specialized topics, purposes, and/or goals in mind. For example, along the same lines as the invitational seminar meetings described above, CWP plans to design and conduct a larger *Writing Workshop Refresher* for faculty who would like a review of writing instruction and assessment topics.

Monthly workshops focused on issues such as: Syllabus Design, Assessment, WI Tutors' Perspectives, and Online Course Design. They provided MU faculty with additional resources regarding student mentoring and instruction using writing. The CWP continues to fulfill its mission of supporting faculty across the curriculum as the primary agents who guide students in critical thinking and effective discipline-specific communication.

The CWP has continued to build upon its relationship with the School of Nursing's RN-to-BSN program by teaching sessions on basic writing issues, writing style, and audience awareness at on-campus days for the program's distance RN-to-BSN students.

During the year, CWP continued maintaining its Twitter feed (@mizzouCWP), and Facebook presence ("University of Missouri Campus Writing Program"), publish the program newsletter *e-WAC*, and manage the undergraduate writing journal *Artifacts*. With programming support from ET@MO staff, CWP also continued the revision (started in Spring 2010) of the online forms used to create WI Proposals, Renewals, and Updates.

WI Course Reviews and Campus Writing Board

During Academic Year 2012-2013, the Campus Writing Board reviewed and voted on 360 courses.

The Campus Writing Board is comprised of 18 voting faculty members divided into three subcommittees:

- Education and Social Science (ESS)
- Humanities and Arts (HA)
- Natural and Applied Sciences (NAS)

The Writing Board meets three times each semester, plus holds subcommittee meetings in advance of each full Board meeting, for a total of six meetings per semester. The Writing Board

Advisory Group, comprised of the Board Chair, three subcommittee chairs, and Program Chair meets as necessary during Winter and Summer breaks – typically once over Winter break and one to two meetings over the Summer. Board members review proposals in which faculty have applied for WI designation. These proposals come in three formats:

- New Proposals of courses which have not previously been offered as WI by the proposing faculty member
- Third-Year Renewals of previously offered WI courses which have been taught more than three years since first being proposed
- Semester Updates of previously offered WI courses which have been Proposed or Renewed within the previous three years.

The Writing Program Coordinators work with faculty in advance of the Board’s reviews to bring courses into accord with the WI Guidelines (available on the CWP website).

Table 1: Table of courses reviewed and voted on by the Campus Writing Board or Campus Writing Board Advisory Group during Academic Year 2012-2013.

Semester of Course	Approved	Withdrawn / Canceled	** 1-student courses
Spring 2012	5	0	1
Summer 2012	3	0	2
Fall 2012	41	1	2
Spring 2013	166	6	5
Summer 2013	26	0	0
Fall 2013	109	3	1
Spring 2014	10	0	0
Total	360*	10	11

* Several courses requested WI designation for several sections, which may slightly alter total WI course count.

** Single-student courses include departmental theses & honors theses, and individual General Studies readings/capstone courses.

***All concerns on courses were resolved within each review-cycle; no courses were tabled for votes at a subsequent review-cycle.

WI Courses, Enrollment, and Support

For Academic Year 2012-2013, including Summer 2012, Fall 2012, and Spring 2013, the Campus Writing Program offered approximately 376 Writing Intensive courses taken by 13,486 students, and disbursed \$839,331 in OTS funding support. The WI courses had an academic-year total of 2,259 open seats, as calculated based on course capacity and each semester’s Census Day enrollment figures. The open seats calculation includes courses with prerequisites or otherwise-restricted access (such as instructor’s permission); thus the total of open seats would not necessarily be a valid number to determine capacity.

Writing Retreats:

On September 30, 2011, CWP held the first Faculty Writing Retreat for faculty to come to the Conley House and write in a quiet, congenial atmosphere. These retreats have become quite successful offering faculty a “getaway” where they can write undisturbed by the usual interferences that can be overwhelming when trying to write in offices or home environments. The retreats were offered monthly during the year along with a continental breakfast, box lunch, and plenty of coffee and tea.

CWP also hosted two specialized writing retreats during the Spring and Summer of 2013. In June, Donna Strickland, Associate Professor in English and Director of English 1000, facilitated a week-long *Mindful Writing Retreat* at MU’s “Old Alumni Center,” and in July the CWP held a two-day retreat at the Historic Frederick Hotel in Boonville. This retreat followed the pattern of Conley House “getaways” plus made available editorial services from Missouri Life Magazine personnel who are housed at the Frederick. These workshops have all served to heighten awareness of teaching with writing and the particular opportunities MU offers in this area.

Writing Intensive Demographics

WI faculty rank distribution. The current rank distribution of faculty teaching writing-intensive courses during Academic Year 2012-2013 indicates that the task of teaching writing-intensive (WI) courses is not deferred to lower-ranking faculty (See Figure 1). Full professors teach a quarter of WI courses on campus. Associate professors teach just over a quarter at 26%. Assistant professors taught fewer courses at 18%. Non-tenured faculty teach the other quarter of WI courses at 24%, with graduate students teaching just 5% of courses for the academic year.

Several conclusions can be made when reviewing the distribution of WI faculty. For instance, even though writing-intensive courses are thought to be especially rigorous, we are seeing strong support for the principles of writing to learn from all academic ranks. The reality of over half of WI courses being taught by Full and Associate Professors may indicate broad support for the WI program and/or writing across the curriculum principles. We could also assume from these statistics that Assistant tenure track professors come in at a slightly lower percentage because departments often refrain from assigning them WI courses in order to allow the time it takes to work toward tenure.

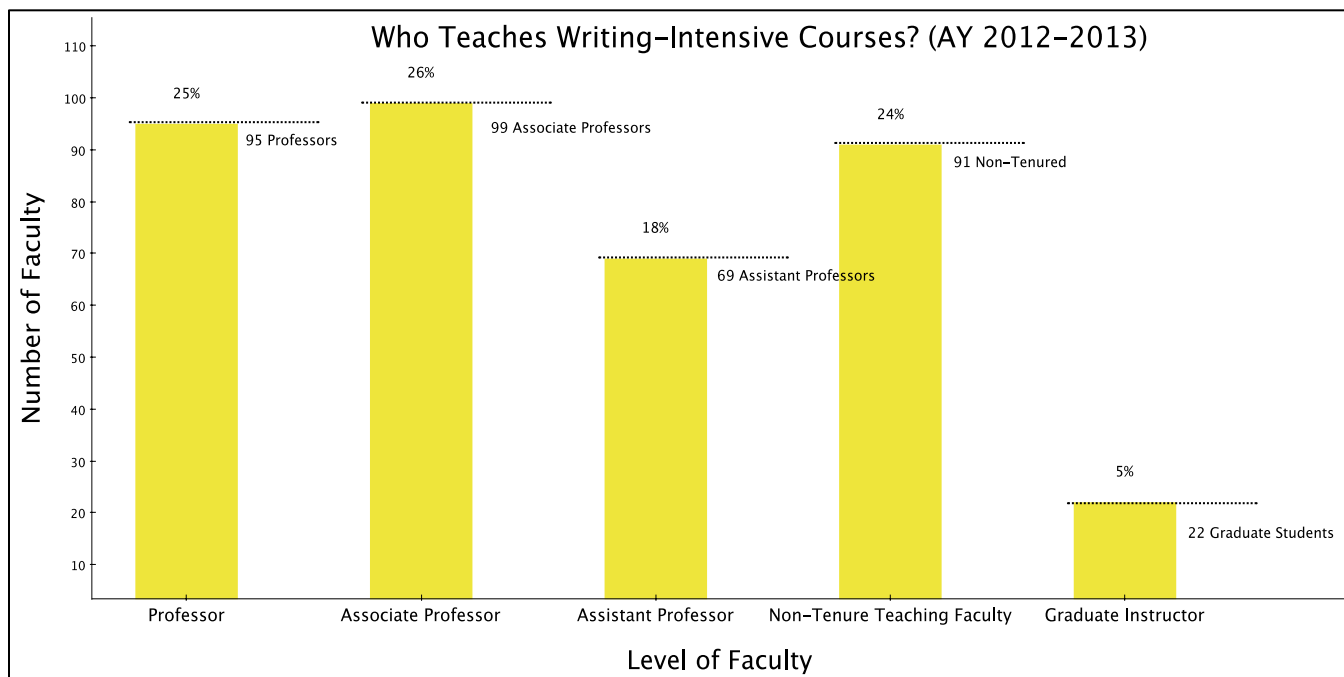


Figure 1. Who teaches writing-intensive courses? This figure shows the distribution of faculty teaching WI courses in academic year 2012-2013.

WI course across academic sectors. Given the general acceptance of writing in the humanities, one might expect a vast majority of support for writing across the curriculum pedagogy to reside only in the humanities and arts sector. The data indicate, however, that the three sectors across campus—Humanities and Arts, Natural and Applied Sciences, and Education and Social Science—are nearly equivalent in their writing-intensive course offerings (See Figure 2). Humanities and Arts comprise 36.5% of WI courses on campus, with Natural and Applied Sciences and Education and Social Sciences at 31% and 32% respectively. The data also suggest that the Campus Writing Program’s proactive approach toward implementing writing across the curriculum pedagogy in the sciences (e.g., meeting and coordinating with science faculty) has thus far been successful.

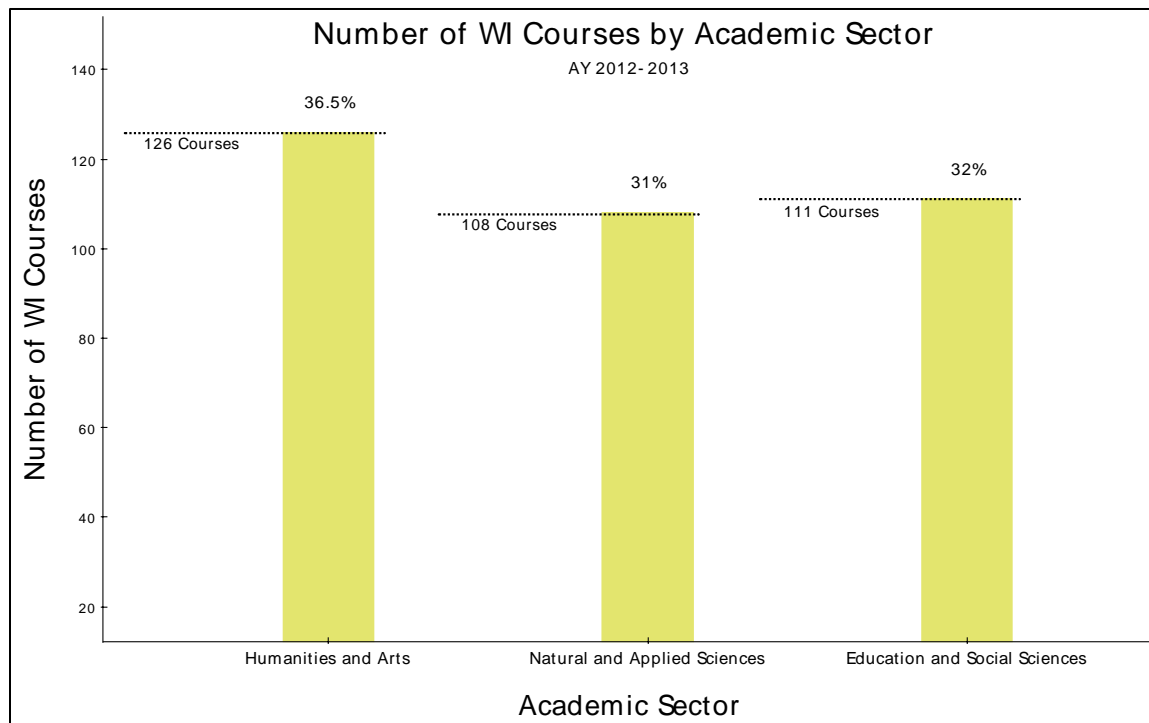


Figure 2. Number of WI courses by academic sector. This figure shows the number of WI courses relative to academic sector.

WI course level distribution. The distribution of WI courses by Course Level is shown in Figure 3. MU students are required to take at least two WI courses. For AY 2012-2013, only 1.6% of WI courses are offered at the 1000 course level. Sophomore (2000) and Junior (3000) level courses represent 14.3% and 28.9% of WI courses, respectively. The vast majority of WI courses are at the 4000 level, comprising 55% of all WI courses. When removing a number of capstone courses with an expected enrollment of one student, however, the percentage of WI courses at the 4000 level drop to 47%.

Over the last year, CWP has made a concentrated effort to increase the percentage of 2000 level WI courses, particularly through the use of Faculty Development Awards. Fortunately, WI courses at the 2000 level have risen from 12% in AY2011-2012 to 14% in AY2012-2013. We expect that percentage to continue to increase as the Faculty Development Awards, which include a category for WI conversion of 2000 level courses, become more prevalent across campus.

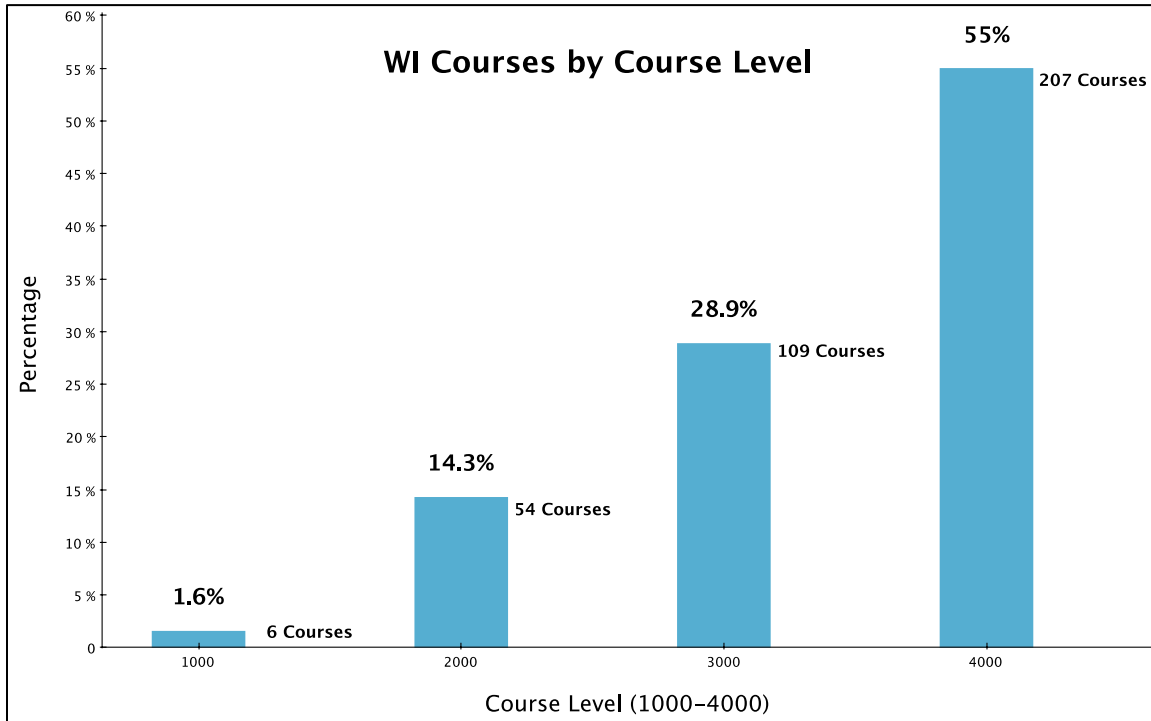


Figure 3. WI courses by course level. This figure shows the number and percentage of WI courses relative to course level.

Campus Writing Program Growth

New courses versus updated/revised courses. According to Townsend, Patton, and Vogt's (2012) assessment of the Campus Writing Program and similar University writing programs, the nature of revised/updated courses and newly developed courses indicates a writing program's overall health. For example, a sustained revised/updated course number without new courses may portend a lack of confidence in the writing program across that university's campus. Alternatively, programs that show an increase in new WI courses paired with a static updated/revised course number can be considered healthy writing programs.

Given this finding, the Campus Writing Program continues to assess the ratio of revised/updated and new writing-intensive courses on campus. Figure 4 shows the semester counts for updated/revised and new writing-intensive courses on campus. The data show a slight decrease of 8 revised or updated courses from Fall 2012 to Spring 2013; however, 21 *new* writing-intensive courses were developed for Spring 2013. Thus, in accordance with writing across the curriculum literature, the data indicate that the University of Missouri's Campus Writing Program is currently in healthy standing across campus, showing a balanced ratio of updated/revised and new writing-intensive courses across campus.

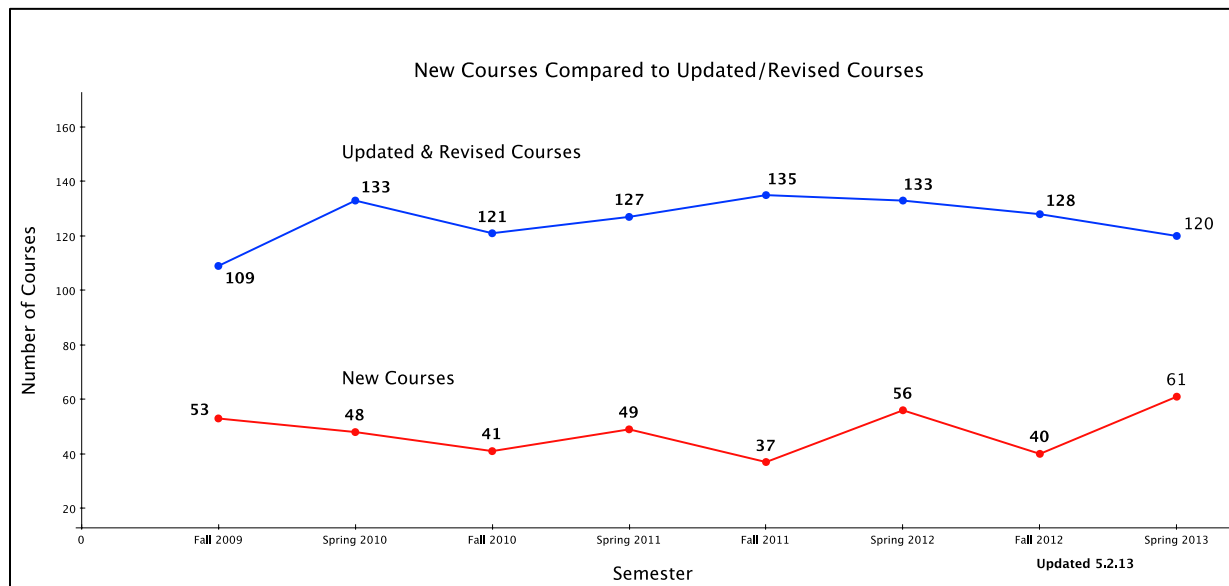


Figure 4. New courses compared to updated/revised courses. This figure shows the count of updated and revised WI courses paired with the count of newly developed WI courses.

Total WI Students and Students Eligible for Other Teaching Staff (OTS) Funding

Beginning in Academic Year 2006-2007, the University has seen a consistent increase in the number of students enrolled in writing-intensive courses, with the total number of students

eligible of OTS funding paralleling that increase. As seen in Figure 5, the increase for both indicators slowed in AY 2012-2013.

Annual student eligibility for OTS funding typically ranges from 53% eligibility (as seen in AY 2006-2007) to 62% (as seen in AY 2003-2004). For AY 2012-2013, 56% of students enrolled in WI courses were eligible for OTS funding.

The number of variables acting on this set of statistics makes analyzing the reason for the slower increase difficult. Some of the results may be a function of a lessening surge in overall student enrollment. In addition, WI course restructuring—which can range from courses collapsing into larger courses or courses breaking up into several sections—may also be affecting the data. OTS Funds paid since AY 2009 can be seen in Figure 6.

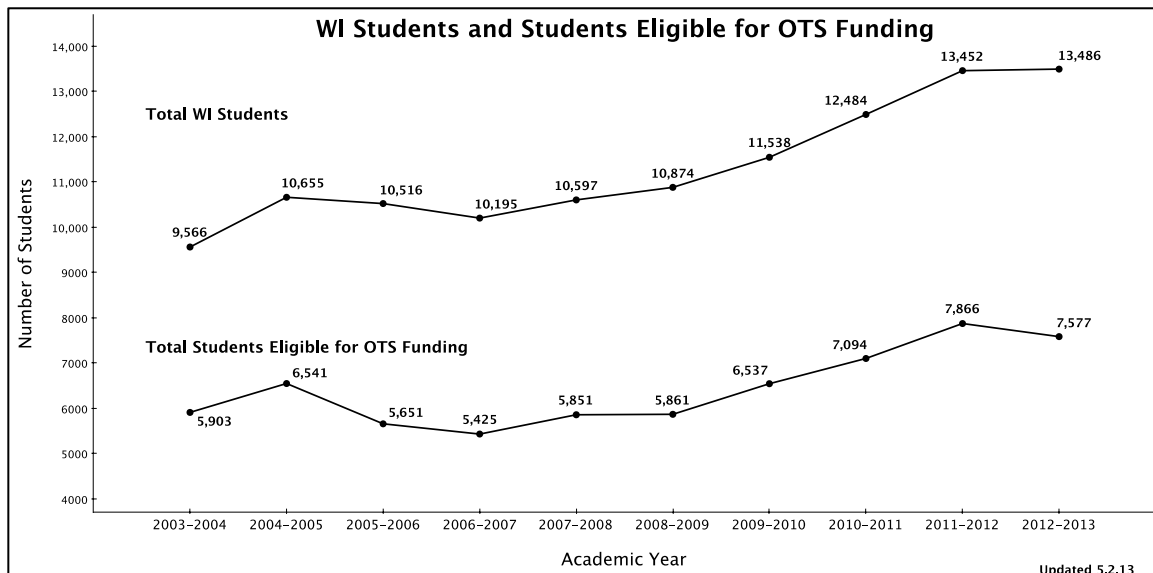


Figure 5. WI students and students eligible for OTS funding. This figure shows the increasing number of WI students and students eligible for OTS support.

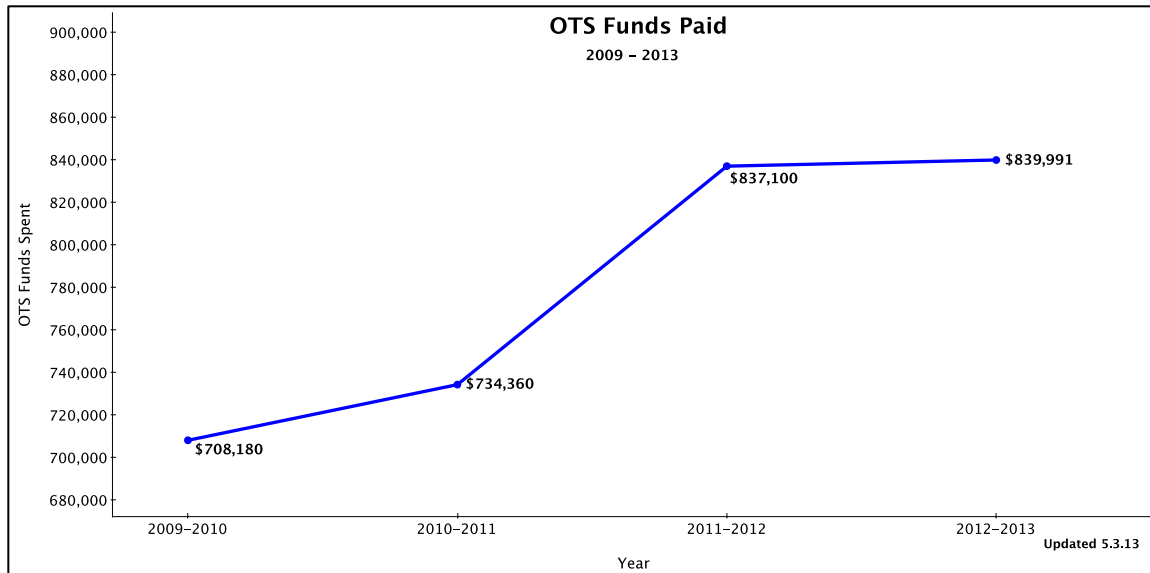


Figure 6. OTS funds paid. This figure shows total OTS expenditures from AY 2009-2010 to AY 2012-2013.

Longitudinal Comparisons of Growth

Academic year 2012-2013 continued the general growth trends in number of WI courses offered, the number of WI students enrolled, and OTS payments which have occurred over the program's last 17 years. Figure 7 shows the growth in WI courses and WI student enrollment, while Figures 8 and 9 show the parallel growth in WI courses and corresponding OTS support, and WI student enrollment and OTS support paid, respectively.

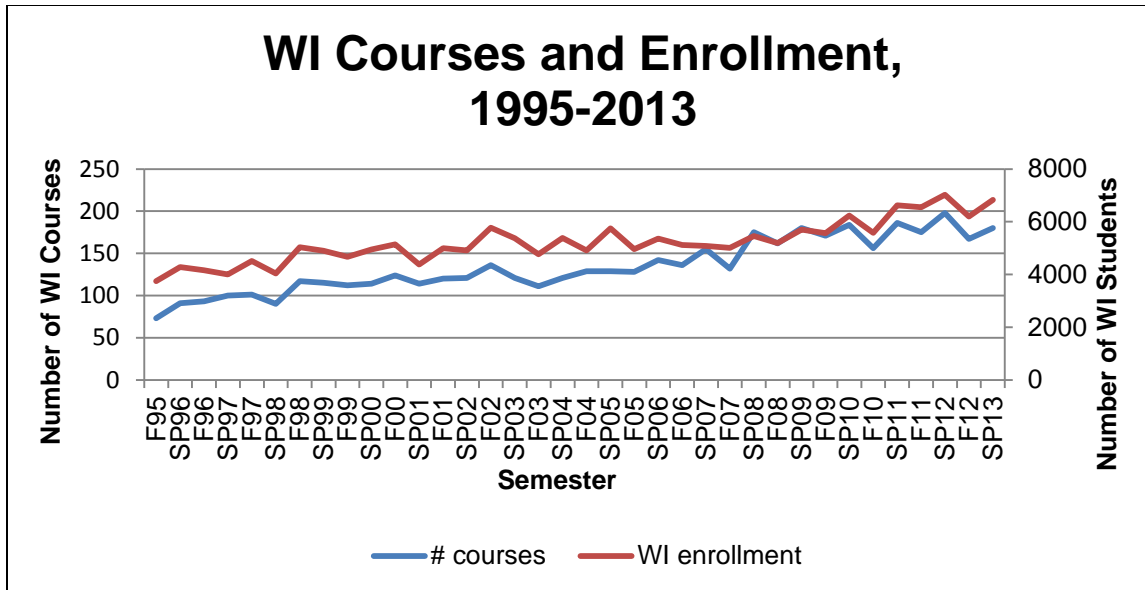


Figure 7. WI courses and enrollment, 1995-2013. This figure shows the number of WI courses and WI student enrollment for Fall 1995 through Spring 2013. Summer courses and enrollments are not shown.

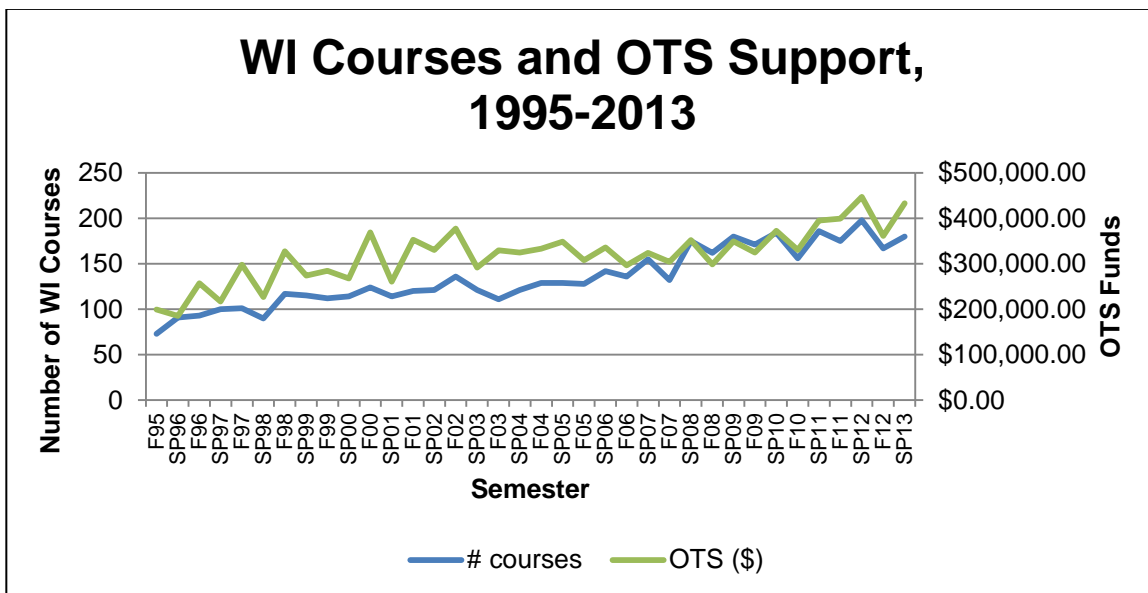


Figure 8. WI courses and OTS support, 1995-2013. This figure shows the number of WI courses relative to OTS payments for Fall 1995 through Spring 2013.

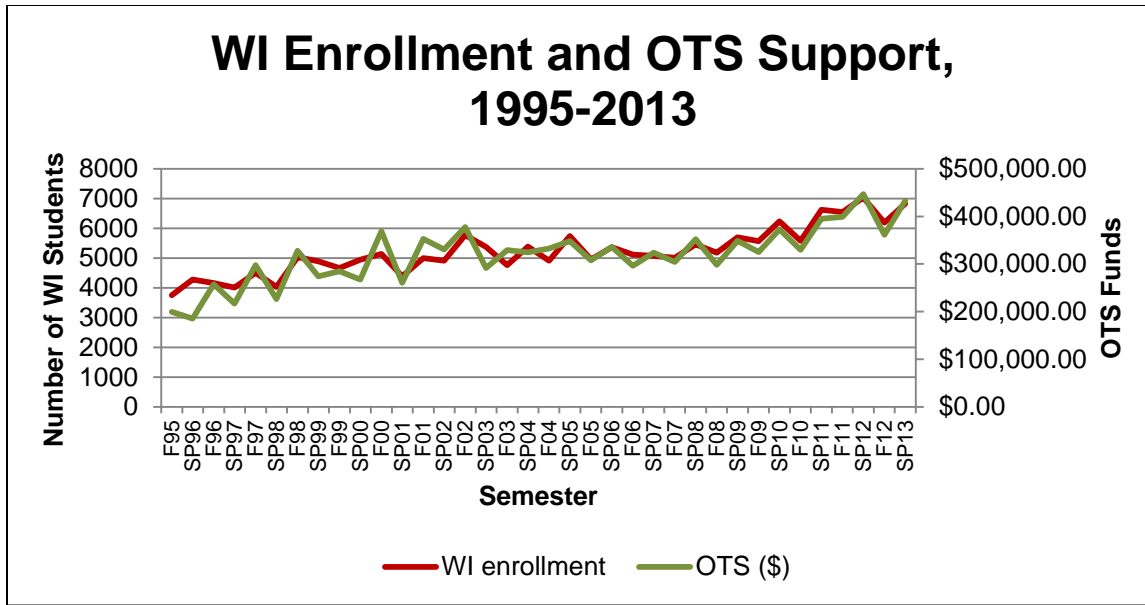


Figure 9. WI Enrollment and OTS support, 1995-2013. This figure shows WI student enrollment relative to OTS payments for Fall 1995 through Spring 2013.

A longitudinal comparison of the undergraduate population relative to funding can be seen in Figure 10. While WI enrollments have largely kept pace with overall undergraduate growth, suggesting adequate WI course availability, the WI OTS support (displayed in units of \$100 in order to use the same vertical axis as WI and Freshman enrollment) has remained relatively flat since the funding model was changed from a per teaching assistant FTE to a per student calculation (\$110 per student after 20 students enrolled) in Fall 2003.

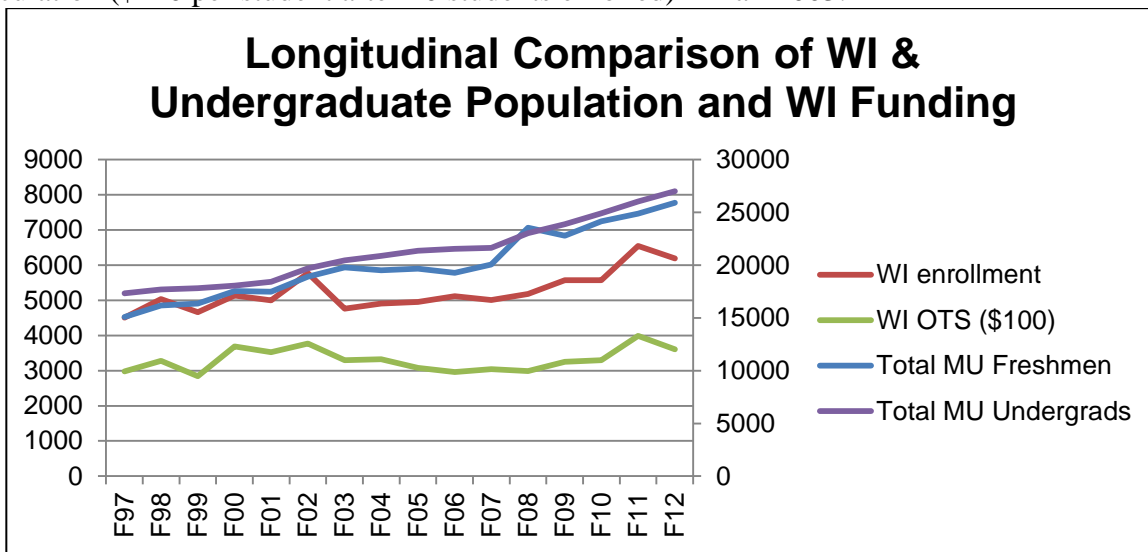


Figure 10. Longitudinal comparison of WI, undergraduate population, and WI funding. This figure shows the longitudinal comparison of WI Enrollments and WI OTS funds relative to total MU freshman class and total MU undergraduate class for Fall 1997 through Fall 2012.

APPENDICES

Appendix 1

Writing Intensive (WI) Requirements for University of Missouri Undergraduates

The following items constitute the Writing Intensive requirements for completion of undergraduate General Education and Graduation at MU:

- One WI course in any discipline and at any level
- One WI upper division course in the major (a department may ask a student to take a 3000- or 4000-level WI course in another department but still in an area closely related to the major)
- A grade of C- or better to count as WI
- Minimum of 6 WI credits*

It is recommended that English 1000 be completed before taking a WI course, and that WI courses be taken in separate semesters.

*Most WI courses are 3 credits, but some courses are sequenced and students may receive less than 3 designated WI credits as part of these multi-course sequences. Individual departments may apply to the Campus Writing Board to modify the requirement of 6 credits under these circumstances.

Appendix 2

Fall 2012 Faculty WI Workshop, August 15-16, 2012

Spring 2013 Faculty WI Workshop, January 14-15, 2013

We offer here the questions asked at the end of all Faculty Workshops and examples of the comments from participants regarding the Spring, 2013, Faculty Workshop. *These workshops received some of the highest scores of approval we have seen, with Faculty Workshop for Spring 2013: 95.58%*

Questions Asked
3b. The handouts were worthwhile.
3c. Bean's <i>Engaging Ideas</i> chapters were worthwhile.
4. I would have preferred other methods of presentation.
5. The presenters did not synthesize, integrate, or summarize effectively.
6. Some things were not explained well.
7. The workshop encouraged development of new viewpoints and appreciations.
8. The workshop provided opportunities to apply learned experiences to demonstrate understanding.
9. My interest in this topic has been stimulated as a result of this workshop.
10. The information presented seemed timely and up to date.
11. The pace at which the presenters covered the material was just about right.
12. Presenters wasted time by dwelling on insignificant, irrelevant material.
13. The workshop raised challenging questions or problems for discussion.
14. During the workshop I felt free to ask questions or express my opinion.
15. The scope of the workshop was too limited; not enough material was covered.
16. I will be able to use some of the ideas from the workshop in teaching my course(s).
17. The workshop acknowledged the connections between writing, reading, and thinking.
18. The workshop offered practical advice about responding to student writing.
19. The workshop offered practical advice about grading student writing
20. I would advise colleagues to attend future workshops.

Examples of Comments Received

How do you think the workshop will affect your teaching?

- *I will provide more info to students about the WHY of writing. I understand better how to grade HOC vs LOC.*
- *Helped with syllabus preparation; ideas about handling plagiarism; ideas about grading.*
- *I'll be more kind in responding to bad writing.*
- *I am better aware of how writing can be used to stimulate thinking and student growth.*
- *I will be able to create grading rubrics for grading papers.*
- *I will try not to edit student papers, rather provide comments on larger issues.*
- *I have already incorporated some of the new ideas into my syllabus and writing assignments.*
- *I felt relieved to hear that we are not obligated to give feedback on all of the changes required for the student to receive an 'A'. It will also help with syllabus design and assignment clarity.*
- *Focus on the purposes of WI courses.*
- *It will enable me to add more tools to my teaching "toolbox" to help students learn material at a deeper level.*
- *I will be much more direct, clear, and upfront about my expectations for written work and why it's important.*

What might we have included that we didn't (or) what should we leave out next time around? (Such as more discussion of plagiarism, ESL issues, or other?)

- *Plagiarism talk initially good, but data of what is in Provost Office is misleading. Preventing plagiarism - info on How to handle would be more useful.*
- *The 1-hour presentations could be shortened, but were valuable anyway.*
- *Appreciated the time spent on grading, could use more*
- *Discuss a bit about norming sessions and how WI may be implemented in large courses.*
- *The Comp1000 discussion could include more specifics about what they do in that class.*
- *More time to work on a projects*

What should CWP do now to follow through with further assistance for you? (Such as consultations, norming sessions, departmental workshops, or other?)

- *Be available for consultations when I run into problems*

Any other comment you care to add?

- *Really liked sample course syllabus*
- *Extremely helpful. I will be more comfortable teaching WI after this workshop.*
- *Clear that presenters are partners & allies with students (which is great), & that you have an uphill road working with faculty who have a definite 'us vs them' mentality. My only constructive comment would be structuring group discussions to limit this dynamic.*

Appendix 3

Fall 2012 Faculty/TA WI Workshop, August 19, 2012

Spring Faculty/ TA WI Workshop, January 18th, 2013

We offer here the questions asked for both Faculty/TA Workshops and some examples of the comments we received for Spring, 2013. *These workshops received some of the highest scores of approval we have seen, with Faculty/TA Workshop for Spring 2013: 94.44*

Questions Asked
1. The workshop's objectives were clear.
2. It was easy to remain attentive.
3a. The workshop <i>content</i> was worthwhile.
3b. The workbook and handouts were worthwhile.
4. I would have preferred other methods of presentation.
5. The presenters did not synthesize, integrate, or summarize effectively.
6. Some things were not explained well.
7. The workshop encouraged development of new viewpoints and appreciations.
8. The workshop provided opportunities to apply learned experiences to demonstrate understanding.
9. My interest in this topic has been stimulated as a result of this workshop.
10. The information presented seemed timely and up to date.
11. The pace at which the presenters covered the material was just about right.
12. Presenters wasted time by dwelling on insignificant, irrelevant material.
13. The workshop raised challenging questions or problems for discussion.
14. During the workshop I felt free to ask questions or express my opinion.
15. The scope of the workshop was too limited; not enough material was covered.
16. I will be able to use some of the ideas from the workshop in teaching my course(s).
17. The workshop acknowledged the connections between writing, reading, and thinking.
18. The workshop offered practical advice about responding to student writing.
19. The workshop offered practical advice about grading student writing

Examples of Comments Received

What information was the most helpful for you?

- *Grading; TA scenarios*
- *Discussing the scenarios*
- *Possible scenarios we may encounter; how to comment on student papers most effectively*
- *The hints/tips to focus and prioritize writing issues will be very helpful.*
- *Difficult scenarios discussion.*
- *Connecting grading with the professor's grading rubric.*
- *I am new so the entire presentation was helpful.*
- *The scenario discussion & plagiarism info.*
- *Grading & commenting section.*
- *Scenarios; commenting on writing.*

What might we have included that we didn't (or) what could we improve next time around? (Such as more discussion of plagiarism, ESL issues, or other?)

- *ESL issues; how to deal with athletes who know in advance they'll be missing class time.*
- *I thought the day's presentations were clear and informative.*
- *Longer time to discuss scenarios.*
- *More discussion of ESL*
- *Other resources on campus to address difficult scenarios.*
- *Possibly ESL issues.*
- *Handout to give students with resources.*

How do you think the workshop will affect your teaching?

- *Get me into thinking as a TA instead of as an instructor - "I am not the boss!"*
- *I will be more aware of how I respond to students.*
- *I think it has helped my teaching skills*
- *The workshop will allow me to grade in a more economical manner.*
- *I will certainly continue to use the packet! It has great information.*
- *It will help because I am new.*
- *It will make me more prepared for grading papers!*
- *Significant improvement.*
- *More organized & effective.*
- *Positively, especially in comments.*

How can the Campus Writing Program follow through with further assistance for you?

- *Just be available!*
- *More workshops: follow-up.*
- *Send emails.*
- *Giving contact info for future programs.*
- *Be available to answer questions.*
- *CWP does a very good job of this as is.*
- *Just being there for us to contact if we need help later on.*

- *Email updates, events, resources.*
- *Other workshops throughout the semester regarding other WI-TA topics.*

Would you advise colleagues to attend future workshops? Yes/No Why?

Yes: 27

No: 0

Please write additional comments in the space below.

- *I enjoyed the workshop, however some materials were too basic*
- *Enjoyed interaction and liveliness of presenters.*