Members of the faculty involved in teaching writing-intensive (WI or W) courses met to discuss several topics pertinent to the support of student writing. Present were: Gaynel Buxton, David Cleveland, Dolores Donovan, Rob Edmondson, Joan Gagnon, Kimo Keaulana, Brenda Kwon, Chris Ann Moore, David Panisnick, Patrick Patterson, Ron Pine, Marcia Roberts-Deutsch, Jerry Saviano, Cynthia Smith and Rick Ziegler.

I. Faculty discussed a previously-circulated report on the latest round of assessment of student writing samples. It was agreed that a new round of assessment should take place, using the same basic procedure but with some additional provisions, as noted below.

1. All faculty teaching WI courses in Spring 2004 will collect writing samples from the students in their classes who have accrued 42+ credits (a list of eligible students was distributed at the meeting.)

2. The writing samples will not be marked with faculty comments, but will be identified by student name and course. (Student identification will be removed when copies are made for faculty readers.) Faculty will also provide information about the type of writing assignment (e.g., final paper, in-class essay) and will indicate whether the papers submitted have gone through a draft/revision process. This information will allow readers to make more informed judgments.

3. We will use the same rubric as employed during the last round of assessment. However, the papers will be grouped and assigned to the same cluster of faculty readers, who may wish to consult after initial reading. This was considered the best way to address those occasions when scores from individual readers did not show reasonable congruency. Each group of faculty readers will include one faculty member from Language Arts and two from other disciplines.

4. The writing samples collected in Spring 2004 will be processed and prepared for reading/assessment in early Fall 2004, so that a summary report can be prepared.

II. WI faculty also discussed the issue of student evaluations of WI courses. These evaluations are required as part of the WI process, but follow-through has not been good. Faculty were reminded that they need to set aside some class time to allow for completion of paper forms or to take their students to a computer lab for on-line input. Faculty agreed that an e-mail reminder would be helpful, as would the receipt of prepared packets of materials, which was done last semester. We agreed that the evaluations could be done during the last five weeks of the semester (final deadline to be determined) so that a reminder could be given before classes were over.
The separate case of WI courses offered in DE mode was discussed, and it was recognized that administration of student evaluations in these courses was more problematic. However, a solution does need to be found.

David Cleveland and Marcia Roberts-Deutsch will work to create a better evaluation form that can be used either on-line or in paper form. This form will include some items of self-assessment for students as well as some items of quantitative measurement. Dolores Donovan will also check to see if there have been any changes to the WI evaluation form at Manoa or elsewhere in the system.

Faculty were in agreement that completion of student evaluations is an important requirement of the WI process, and that compliance with this requirement is also needed in order for a course to be recertified as a WI offering and for it to continue to be included in the schedule of courses.

III. With regard to recertification, which is required every two years, A timetable will be established, and clusters of courses will be reviewed over a three-semester period (Spring 2004-Spring 2005) so that we will be fully current by the end of the coming academic year. We will then maintain a regular rotation of course review.

As a corollary to this project, faculty agreed that all WI faculty will provide copies of their current syllabi to Marcia Roberts-Deutsch, current WI coordinator. Syllabi should include a clear statement of Student Learning Outcomes (SLOs.)

IV. Faculty also discussed the possibility of returning to a more comprehensive model of writing across the curriculum (WAC) so that the development of student writing skills would be more broadly addressed and supported. Related issues included the possible use of an electronic portfolio of student work as part of a summary assessment; creating and making available a handbook (such as the one prepared some years ago by Howard Driver) with resource materials and writing samples; and seminars for all faculty (not just WI faculty) to encourage them to provide various in-class writing opportunities. The persistent problem of plagiarism was also discussed; Joan Gagnon provided information on a website that could be of use to faculty in this context.

(http://library.kcc.hawaii.edu/main/plagiarisml.html)

Language Arts faculty are in the process of assessing the ENG 22 and ENG 100 courses and will provide a report on their findings. Faculty in other disciplines indicated that they would find it helpful to have a better idea of what students are expected to know and be able to do as they prepare for WI courses.

Faculty also agreed that a separate meeting dedicated specifically to a discussion of grading standards for WI (including mechanics as well as content issues) should be scheduled.

Marcia Roberts-Deutsch will prepare an end-of-year report that Dolores Donovan will take to the system meeting in late April. That report will also be made available to all WI faculty and to the college at large via...
FSEC. We also agreed to post minutes of this meeting on the HCC intranet as part of our ongoing efforts to share assessment projects and strategies.