Writing Across the Curriculum at WCCCD
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Writing Across the Curriculum was launched in the Summer of 2017. The overall purpose focused on the following areas:

- Gain a better understanding of how well students were writing in different disciplines.
- Provide faculty insight and tools on how to assist students with their writing that leads to increased performance in their assignments.
- Implement an assessment method to evaluate core abilities to include read, write, speak effectively and critical thinking.
WAC Learning Outcomes

In an effort to assess student learning as part of Writing Across the Curriculum the following learning outcomes were established:

Students will be able to ..........

- Apply Critical Thinking Skills in Essay Writing
- Follow a Writing Process when Composing Essays
- Apply the principles of Introduction, Body, and Conclusion in Essay Writing
- Demonstrate coherence, support, and unity in an Essay
- Incorporate different modes of development in Essays and Longer Papers
- Communicate a clearly stated thesis in Essays and Research Papers
Key Findings:

- There were a total of 112 reviews of from 9 disciplines
- Disciplines include history, English, Humanities, Political science, Speech, Office Information Systems, African American Studies, Biology, Psychology.

The scale used to evaluate writing of sample artifacts is from 1-poor to 4-excellent demonstration in each area included above. The ----- reference line indicates the average for each area for all the writing samples across the discipline.

△ = indicates areas for improvement district-wide for student writing
Additional Findings and Details from Review

The most recent reviews found the following areas for improvement in student writing:

- Clearly stated thesis sentence
- Organization of ideas
- Adequate support (examples, illustrations, facts, statistics, etc.)
- Repetition and wordiness
- Sentence Structure (comma-splices, fragments, run-ons)
- Dangling and misplaced modifiers
- Up-to-date APA and MLA formats
- Correct in-text citations
- Subject-verb agreement
- Faulty Parallelism
- Appropriate word choice
- Active Voice
- Alternative to be verbs
- Coordination and subordination clauses
- Sentence variety
Define: WAC Learning Outcomes

- Students will be able to
- 1. Apply Critical Thinking Skills in Essay Writing
- 2. Follow a Writing Process when Composing Essays
- 3. Apply the principles of Introduction, Body, and Conclusion in Essay Writing
- 4. Demonstrate coherence, support, and unity in an Essay
- 5. Incorporate different modes of development in Essays and Longer Papers
- 6. Communicate a clearly stated thesis in Essays and Research Papers

Develop: Assessment Method

- The WAC Rubric that measures:
  - Assignment Objectives & Purpose
  - Organization
  - Level of Content
  - Development
  - Language Usage & Style
  - Grammar & Mechanics

Implement: Collect Examples of Learning

- In 2017, there were 112 reviews conducted on writing assignments submitted by 9 disciplines
- In 2018, there were 101 reviews conducted on samples of writing assignments submitted by 19 disciplines
- Samples of writing assignments include: Critiques, essays, essay exams, reports, research papers, reactionary papers, responses

Analyze: Evaluate Learning & Identify Gaps

- The areas below had the lowest average scores after review of the samples of writing:
  - Development
  - Grammar and Mechanics
  - Level of Content

Close the Loop

- Additional training with Assessment Awareness Day: Panel on WAC
- Development of a single Assignment to be piloted in English courses