SLO Alignment for New Writing Enriched Programs

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Georgia Southern! Eagles! Write! Write! Write! (Write!³)

Goals

• Enhance a culture of writing and thinking skills required to analyze, synthesize, and present arguments (as defined in the SLOs)

• Graduate students with strong writing skills that transfer to the workplace and beyond.

• Ensure resources planned and offered are effective for promoting SLOs 1 and 2 and are continually responsive to emerging needs.
Write!³ Implementation
Write!³ Five-Year Roll-Out

- 2015-2016 (Y1): All colleges identify; - Y1 Programs - Course 1
- 2016-2017 (Y2): All colleges identify; - Y2 Programs - Y2 Course 1
  - Y1 Programs: - Cont. Course 1 - Add Course 2
- 2017-2018 (Y3): All colleges identify; - Y3 Programs - Course 1
  - Yr 1 Programs: - Continue Y1, Y2 Courses - Add Course 3
  - Y2 Programs: - Cont. Course 1 - Add Course 2
- 2018-2019 (Y4): Y1 Programs: - Cont. Y1, Y2, Y3 Courses
  - Y2 Programs: - Cont. Courses 1 and 2 - Add Course 3
  - Y3 Programs: - Cont. Course 1 - Add Course 2
- 2019-2020 (Y5): Y1 Programs: - Cont. Y1, Y2, Y3 Courses
  - Y2 Programs: - Cont. Y1, Y2, Y3 Courses
  - Y3 Programs: - Cont. Y1, Y2 Courses - Add Course 3
Student Learning Outcomes
Drive Curriculum and Instruction

• Outcomes – are specific and measurable (observable) and indicate what students will know and be able to do at a particular place in the curriculum*

  ◦ Program level – typically at the completion

*Implies attention to the depth of learning rather than content coverage
Developing Student Learning Outcomes

Consider Content and Cognitive Levels

• To guide process: Bloom’s Educational Objectives—Cognitive Domain (Madaus, Hastings, & Bloom, 1973)
  • Analysis, Synthesis, Evaluation
  • Application
  • Comprehension
  • Knowledge
Revision of Bloom’s Taxonomy of Educational Objectives: Cognitive Domain

Based on (Madaus et al., 1973)
Verbs to Use for Developing Outcomes based on Bloom’s Taxonomy (Cognitive Domain)

<table>
<thead>
<tr>
<th>Level 4: Analysis, Synthesis, Evaluation</th>
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<tbody>
<tr>
<td>discriminate</td>
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<tr>
<td>infer</td>
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<tr>
<td>compare</td>
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<td>contrast</td>
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<td>create</td>
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<td>design</td>
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<th>Level 3: Application</th>
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<tr>
<td>determine</td>
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<td>chart</td>
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<td>implement</td>
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<td>prepare</td>
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<th>Level 2: Comprehension</th>
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<tr>
<td>describe</td>
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<td>generalize</td>
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<td>paraphrase</td>
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<td>summarize</td>
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<th>Level 1: Knowledge</th>
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<tr>
<td>define</td>
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<td>identify</td>
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<td>label</td>
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Write!³ SLO 1

• Students will demonstrate argumentation, analysis, and synthesis skills through writing, in a variety of contexts, by:
  
a) organizing ideas and information consistent with the purpose;

b) communicating a clearly defined purpose;

c) pursuing a substantial or compelling inquiry;

d) identifying, evaluating, and using credible evidence or relevant examples;

e) demonstrating a nuanced understanding of audience(s) and diction;

f) adhering to acceptable mechanical, structural, and format style guidelines appropriate to the discipline and purpose; and

g) using effective visual representations to enhance/focus/amplify written communication/text, when appropriate to the discipline
Write!³ SLO 2

A. At the completion of the Writing-Enriched course(s), a greater percentage of students will voluntarily engage in the processes of writing through the use of:
   a) researching;
   b) drafting;
   c) reflecting;
   d) collaborating;
   e) revising; and
   f) editing

B. At the completion of the Writing-Enriched course(s), a greater percentage of students will articulate the specific impacts or effects of engaging in the process of writing.
Write!³ Assessment

University-level

Program-level

- Baseline data
  - Writing samples – at least in upper-level courses, or multiple sections (SLO 1)
  - Engagement in process writing (SLO 2)
Program Assessment Report for 2017-2018

Should include:
- Write\textsuperscript{3} Student Learning Outcomes
- Implementation Instructional Strategies
- Measures
- Data Collection
- Findings and Analysis
- Action Plans