Proposal for Race/Racism Education Across the Curriculum

FALL 2020

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Overview

To say that the year 2020 has been "unprecedented" has become somewhat cliché. So many have made that statement in recent months, but what does it really mean? To Stockton University, it has meant that for the first time in its nearly 50-year history, the institution had to close its residence halls, lock its classroom doors, and send students away in the middle of the spring semester due to a national health crisis. The university had to quickly prepare its faculty and staff for an all-virtual format of teaching and conducting university business that many were under-prepared for. As a result, the university has lost millions of dollars and is still trying to determine how to financially recover in an uncertain future. Then, in 8 minutes and 46 seconds, we were slapped in the face again with the brutal reality that we, as a country, and Stockton University as an institution of higher education, have never adequately dealt with issues of race and racism. This proposal is written in hopes of changing that reality by requesting that the Faculty Senate, Student Senate, University administration and Board of Trustees approve a Race and Racism Education Graduation Requirement.

After the brutal and callous murder of George Floyd by a member of the Minneapolis Police Department was caught on video, many struggled to process and respond to what they saw. Some immediately took to the streets in protest, some wrote op-ed pieces, some wept and mourned, and some acted out violently. Here at Stockton, the Faculty Senate, Student Senate, SFT, Board of Trustees and more than a dozen academic schools and programs issued statements in support of the Black Lives Matter Movement. Some even went so far as to offer specific recommended actions the university should take to address race and racism. Among those, the Faculty Assembly resolved that: "the Faculty Senate revise the general education curriculum to require substantial coursework taught or approved by Africana Studies that deals specifically with issues of systemic racial oppression and discrimination in the United States."

As a result, this proposal recommends that the university approve a policy that would require "Race and Racism Education Across the Curriculum" in the form of two courses designated as R1 and R2. The requirement would be similar that of Writing Across the Curriculum and Quantitative Reasoning Across the Curriculum. It differs, however, by virtue of the fact that the writing and QUAD requirements are skills-based, while the race/racism requirement would be knowledge-based. Nevertheless, this proposal contends that it is equally important that our students leave our institution, not only with strong writing and quantitative reasoning skills, but also with a knowledge and understanding of the racist history that continues to plague this nation and the world. The proposal further argues that such knowledge and understanding will help our alumni become part of the solution. Moreover, the proposer hopes to see Stockton University follow the example offered by several other universities and school districts across the country that are expanding their graduation requirements to include race and racism education. For instance, the Cherry Hill School District, right here in South Jersey, is currently in talks with the Stockton University Africana Studies Program about training a group of their high school teachers in preparation for a new graduation requirement in African American History. San Diego State University recently approved a race relations requirement for all future police officers, prison guards and other criminal justice undergraduate majors at the university[1]; and on August 17, 2020, Governor Gavin Newsom of California signed legislation AB-1460, "requiring all undergraduates across the 23-campus, 482,000-student California State

[1] Simon, Will. August 18, 2020. "San Diego State to pioneer race relations requirement in criminal justice program," on https://edsource.org/.

University to take a three-unit ethnic studies class focusing on Native Americans, African Americans, Asian Americans or Latinx Americans in order to graduate.[2]"

Brief History

Stockton University has a longstanding history of assessing itself and reinventing itself in an effort to improve students' experiences and outcomes. The information below comes directly from a 2006 Task Force Report on General Education Curriculum Reform, chaired by Professor Michael Hayse of the History Program.

> Space does not permit a comprehensive overview of development of General Studies and other across-the-curriculum requirements. However, especially for faculty who have arrived at Stockton more recently, it is helpful to recall how general education requirements have evolved to produce our current curriculum…The "Writing Across the Curriculum" (W1 and W2) course designations were added as a requirement in 1983. Initially, students were subject to a Junior Writing Test, scored by paired faculty. Students who failed this test were required to take a second W1 instead of a W2. This Junior Writing Test was dropped in 1994, mainly because it proved very time-intensive to administer…Responding to both perceived need and trends in higher education, the current Quantitative requirements (Q1 and Q2) were added in 1995, and operate across the curriculum much like the Writing requirement. The content subscripts of "A" (Arts), "H" (Historical Consciousness), "I" (International/Multicultural), and "V" (Values) were adopted in 1997 and took effect in 1998. At that time, the faculty decided that this was the best way to ensure that students took courses in these important areas...Other across-the-curriculum requirements were added along the way. Freshman seminars were introduced in 1987, deliberately designed to center on particular subjects rather than operate as generic introductions to higher education and Stockton.[3]

Standards

Again, the Race and Racism Education Across the Curriculum will operate in much the same ways as the W1/2 and Q1/2 requirements, except that it will be a knowledge-based requirement, rather than a skills-based requirement. In terms of its relatedness to the "I" subscript, there may indeed be some overlap. For instance, the R1/R2 designation will focus

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[2] McKenzie, Lindsay. October 22, 2020. "Adding ethnic studies into college curricula has long been controversial, but is this moment different?" on https://www.insidehighered.com/.

[3] Task Force on General Education Curriculum Reform Report for Fall 2006 Faculty Conference, September 1, 2006. Michael Hayse, HIST (Chair), Jan Colijn (Dean of General Studies).

specifically on race and racism, and the policies enacted to maintain race and racism, rather than culture and cultural appreciation. The "I' subscript application states: "An 'I' designated course must have as a primary focus at least two of the following subject areas: international issues, class issues, gender issues, ethnicity issues, and/or race issues." In short, for an 'I' designation, issues of race and racism may, or may not, be part of the course. However, for a course to be designated as an R1 or R2, race and racism must be at the center or significantly present. As such, some course may qualify for both an 'I' and an R1 or R2 designation.

According to the Stockton University webpage for the School of General Studies,[4] for a course to be designated as a Q1:

> Mathematical thinking is the primary focus of study. Q1 courses should share an emphasis on the underlying structures of mathematics, communicating the importance of identifying patterns and regularities (e.g., one might demonstrate how the same mathematical principle can be used to solve problems in biology and in finance). Q1 courses, while focusing on mathematics, should emphasize the importance of mathematical modeling of realistic situations by providing ample opportunities for investigating diverse applications of the concepts discussed. Finally, such courses should draw rich connections among different areas of mathematics (e.g., one might point to the connections between algebra and geometry when discussing the topic of graphing equations).
>
> In a Q1 course, the majority of class time is spent on mathematical concepts and procedures. Students work on mathematics during virtually every class session. The quality of mathematics is used as the major criterion for evaluating student performance in the course.

For a Q2:

> The focus is on disciplinary or interdisciplinary content outside of mathematics. Mathematics is used as a tool for understanding this content. Q2 courses should feature applications that utilize real-world data and situations. Data collection and analysis may be a component of such work. Explicit connections should be made between mathematical ideas and disciplinary content. In a Q2 course, applying a mathematical perspective to certain concepts in content areas can result in a more robust understanding of these disciplinary concepts (e.g., using graphs and equations in an Economics course may bring increased understanding of demand functions). Conversely, experience with disciplinary situations that embody mathematical concepts can result in increased understanding of these mathematical ideas (e.g., solving for the landing coordinates of a projectile may bring new meaning to the zero of a function).

[4] https://www.stockton.edu/general-studies/gens-course-proposals.html.

> In a Q2 course, at least 20% of class time involves mathematical ideas. Students are expected to demonstrate their ability to apply mathematical ideas to the course content.

For a W1:

> Writing should be the primary subject of the course. The majority of class time should be spent on writing, rather than another subject like literature or biology. Writing courses include Rhetoric and Composition, Personal Essay, Writing about Nature, Professional Writing and Design, Writing Tutor Practicum, and Creative Nonfiction, among many others.

For a W2:

> Writing is a focus of study, but not the primary focus. Instead, the primary focus of the course is another subject like history, algebra, or marketing, while students demonstrate their learning through writing and receive instruction in writing. Instructors of a W2 course should spend about 15-20% of the time for the class (in class or online) engaged in activities should help students become better writers, such as assigning focused writing activities in class and/or as homework, offering direct instruction in writing, assigning reading about writing in a textbook, handout, or online reference, distributing models of assigned writing assignments, providing feedback on student drafts, and meeting in conferences with students. A minimum of 30% of a student final grade should reflect the quality of his/her writing in the class.

For an R1 designation, then, this proposal submits that issues of race and racism should be the primary focus of the course, and the majority of class time should be spent discussing these issues in a variety of contexts**.** Currently, there are approximately 25 courses listed in the university bulletin that could immediately qualify for an R1 designation. Some specific examples of those are listed below.

- AFRI 2124 – The Institutionalization of Anti-Black Racism
- GSS 2201 – Africana Studies: An Introductory Perspective
- CRIM 3715 – Race, Class, Gender and Criminal Justice
- POLS 2245 – Race and Politics
- AFRI 2112 – The History of Black Education
- AFRI 2122 – A History of Black Protest and Civil Unrest
- GAH 2360 – The Civil Rights Movement: 1950's-1980's
- ANTH 2245 – Race, Ethnicity, and Immigration
- SOWK 2504 – Race, Ethnicity, Diversity

- SOCY 2745 – Race, Poverty and Education

Additionally, there are approximately 20 faculty members, listed in the university bulletin, who have stated experience teaching about race and racism, and who conduct research on race and racism. Though all the courses listed above typically offer only one section per semester or per year, it is clear that to support Race and Racism education across the curriculum additional sections would need to be offered more regularly. For instance, GSS 2201 Africana Studies-An Introductory Perspective and GAH 2360 The Civil Rights Movement-1950's-1980's are offered every semester, but only one section each semester. On the other hand, SOWK 2504 – Race, Ethnicity, Diversity offers three to four sections every semester. More course sections for all of these would obviously be needed.

For an R2 designation, similar to the W2 designation, race and racism should be prominently featured in the course, but not necessarily as the primary focus. Instead, the primary focus of the course might be another subject like business marketing, biology, music theory, contemporary literature, theater, etc. The expectation, then, would be that the instructor would spend at least 25 – 30% of course time discussing the ways in which race and racism are enacted within that subject area. For instance, a biology course seeking an R2 designation, might discuss phrenology and the work of Johann Friedrich Blumenbach in his attempts to assign biological inferiority to people of African descent as a way to justify their enslavement. Additionally, an introductory theater course that seeks an R2 designation might spend course time discussing vaudeville, the minstrel era, and their use of Blackface, in addition to the limited roles that Black actors could aspire to in American theater. The experiences of actors like Josephine Baker, Paul Robeson and Bert Williams might be central to that discussion. In short, nearly every subject or field has been impacted by race and racism, and many courses can be modified to address that fact and apply for an R2 designation.

As such, programs will be encouraged to tweak some of their core courses to qualify for this designation. While the proposer understands that this places an additional demand on faculty time, the proposer also recognizes that: (1) this matter is urgent and necessary; and (2) faculty already have some access to resources that may be useful in course development, such as the Decolonizing the Curriculum initiative that offers a number of readings focused on centering

non-white experiences.[5] One of each, R1 and R2, would be required within a 128-credit structure for undergraduate students to graduate. This should not place any undue burden on students to graduate in a timely fashion given that these designations can be earned within the courses that they are already required to complete. Moreover, R1 and R2 designations can be combined with other attributes – W1/2, Q1/2, A, H, V, or I.

Lastly, although this is an initiative focused on undergraduate degree programs, graduate programs will be encouraged to develop an equivalent graduation requirement for their students. Given that there is no one graduation policy that can be uniformly applied to all 18 graduate programs, each graduate program is encouraged to review its core courses to determine where issues of race and racism can be duly covered.

Resources

As noted above, "there are approximately 20 faculty members listed in the university bulletin who have stated experience teaching about race and racism, and who conduct research on race and racism." There may be more among recently hired faculty or among those who simply did not state their teaching or research experience in race and racism for the bulletin. However, the university needs to honor its stated commitment to "building a community that values differences of race" and creating "an environment that is free from prejudice and discrimination"[6] by committing to hire faculty who have experience teaching about race and racism. Moreover, the university needs to honor the demand set forth by the Faculty Assembly to approve "two tenure-track faculty lines for Africana Studies Program," given that the majority of those 20 faculty have ties to the Africana Studies Program; yet Africana Studies only has two permanent full-time faculty. As it stands, there are more than 100 courses available in each designation of W1, W2, Q1 AND Q2, and only 25 courses that would immediately qualify for an R1. Therefore, a university commitment to provide the necessary resources to support Race and Racism Education across the curriculum is vital.

As for the R2 designation, it is important to note that nearly any course can be modified to fit, because racism is an underlying factor in nearly every subject and field.[7] It is also

[5] https://stockton.edu/diversity-inclusion/decolonizing-curriculum.html
[6] https://www.stockton.edu/president/mission-statement.html
[7] Wilkerson, I. (2020). *Caste: The Origins of Our Discontents*. New York, NY: Random House.

important to note that this new requirement would only apply to new incoming students in fall 2021, and not all incoming students would need to meet their R1/R2 requirement in their first year at the university. Given that our average incoming class, over the last three years, has been over 1500 students (except fall 2020, likely due to the covid pandemic), this would be the number of students looking to enroll in the newly designated R1 and R2 courses. As such, it is also vital that the university provide the necessary resources for faculty to complete summer and winter institutes to train faculty who intend to teach these courses.

Timeline

The process of approval for this new policy and curricular change will differ significantly from the previous "across the curriculum" proposals for one important reason – the Faculty Senate did not yet exist, nor did the current model of standing committees. As such, this proposal will first be submitted to the Committee on Academic Programs and Planning (AP&P), as that is the committee that "recommends a long-range plan for undergraduate and graduate education and reviews and approves new degree-granting programs at both undergraduate and graduate levels." The proposal will also be submitted, simultaneously (November 2020), to the Committee on Academic Policies (AP), which "has oversight and advisory responsibility for all current Programs, both undergraduate and graduate, and addresses all aspects of Program curriculums, academic policies and procedures, and academic advising."[8] Once reviewed and approved by both committees, the proposal will move on to the Faculty Senate for review and approval (January 2021). Once this process is complete, while awaiting final approval from the university administration and board of trustees, a committee of faculty, who have experience teaching some of the courses listed above, will convene to develop an application. Once ready, the application will be sent to faculty, soliciting course descriptions and syllabi from those wishing to teach an R1 or R2 course.

Ideally, this new curriculum requirement will be fully approved during the May 2021 board meeting, and several courses will be ready to run in the fall of 2021. Additionally, a *Summer Institute on Teaching Race and Racism* will be proposed for the summer of 2021 to prepare faculty who wish to summit courses in the future for the R1/R2 designation, or simply

[8] https://stockton.edu/faculty-senate/standing-committees.html

learn more about race and racism pedagogy. Lastly, a convenor/coordinator (if the new language recommended by the Faculty Leadership Taskforce is adopted) would be elected by the advisory committee for the Director of Strategic Initiatives, in coordination with Africana Studies faculty. This position would be similar to the W2 and Q2 convenors, which are locally negotiated;[9] and the key requirement for this individual would be experience teaching courses on race and racism, with scholarship on race and racism preferred. If this proposal moves through the process as outlined above, it would be ready for rollout by September 2021, requiring all fall 2021 incoming students to complete a two-course requirement on race and racism before graduating.

[9] https://www.sftunion.org/wp/wp-content/uploads/2018/06/MOA-Coordinators-and-Other-Designated-Faculty-in-Leadership-Roles-7.1.18-6.30.20-opt.pdf

Academic Programs and Planning (APP) Committee
Feedback and Response Form

Thank you for submission of the proposal titled Race-Racism Education Across the Curriculum.

The APP committee reviewed the proposal on___Nov 19th_____ and requests the proposal authors use this form to respond to the following questions and or suggestions. Please submit your responses by_Dec 10th_____ to be considered in the next APP meeting or submission to the Faculty Senate.

Strengths of the Proposal:

- The need for R designated courses is well argued and provides a mechanism for implementing curricular change in a way that is broad and impactful.
- This proposal normalizes and underscores Stockton's values.
- This proposal reduces work needed by each program to change or modify curricular requirements with individual programs and does not rely on improbable expectations that all programs have expertise in teaching these critical ideas effectively.
- This proposal includes all levels, both undergraduate and graduate.

Committee Suggestion/Clarification	Author Response
Be explicit about the resource needs, particularly in terms of faculty lines, that would be needed. The number of courses currently on the books that seem to be likely candidates for an R1 designation is inadequate to meeting the need for some 2200 or more seats in these classes per year (assuming an undergraduate population of almost 9000, at least ¼ of whom would be taking an R1 in any given academic year once the requirement applies to all students). R2 requirements might be met largely through adaptations to courses currently being taught but the university's ability to meet R1 needs with current resources is unclear. The apparent need for faculty lines to support this initiative would strengthen justifications for new or replacement lines	Upon review of the university bulletin, there are approximately 25 courses that would immediately qualify for the R1 designation. As for the R2 designation, it is important to note that nearly any course can be modified to fit because racism is an underlying factor in nearly every subject and field. It is also important to note that this new requirement would only apply to new incoming students in fall 2021, and not all incoming students would need to meet their R1/R2 requirement in their first year at the university. Your question does, however, address the importance of a university commitment to the issue of Race and Racism Education across the curriculum in the form of hiring faculty qualified to teach and develop courses that would fit the designation.

to hire faculty with appropriate expertise in programs across the institution, forcing the institution to acknowledge how the needs of individual programs contributes to the curriculum as a whole.	Currently, there are approximately 20 faculty members (based on the university bulletin) who have stated experience teaching about race and racism, and who conduct research on race and racism. Moreover, the vast majority of those faculty are contributors to Africana Studies, which further speaks to the need for the provost to honor the Faculty Senate demand for two lines in Africana Studies.
Related to above, does the requirement that the convenor/coordinator be an expert in the field place an undue burden and responsibility on programs/faculty which are already heavily tasked for dealing with diversity issues? How do we ensure that we do not pull too many of the faculty with appropriate expertise out of the classroom to deal with administrative issues?	As noted above, there are approximately 20 faculty who have experience and/or research in race and racism education. Many of those faculty could rotate as convenors in the first several years of the new designation. I am less focused on the "undue burden" it places, and more focused on demonstrated value. The need for faculty who can teach or serve as convenors for this designation can further demonstrate the value of such faculty and the need for a university commitment to hire others with such expertise.
There is concern about the burden that this requirement would place on students in meeting all of the various attribute requirements for graduation. As is true for all other attributes, some programs will find it straightforward to create pathways for students to fulfill the requirements within the major while others will lean more heavily on General Studies and ASD courses to meet it. Will students in such programs be able to complete their degrees in a timely fashion while relying on the liberal arts portion of their degree for an increasing multitude of attributes?	Yes, students will be able to meet these requirements in a timely fashion. This requirement is only asking for two classes. Moreover, programs are being encouraged to adjust at least one of their required courses, and there are, as noted above, approximately 25 courses that already qualify for the R1 designation - some are G courses and some are within programs like Africana Studies, SOCY and Social Work. As such, these courses will fit within other requirements that students already have to meet. For instance, students need 8 G courses to

	meet current graduation requirements, one of those can be an R1 or R2. Then, within their program, one of their already required courses can meet the other. The goal is to encourage every program to find a way to teach about race. Also, as noted above, nearly every subject or field has been impacted by racism and courses can be modified to address that fact.
Other than the value of two different types of R-designated courses, what is the rationale for grouping this requirement with W and Q rather than AHVI? As a knowledge-based rather than skills-based requirement, it has far more in common with AHVI. There is no obvious reason that a 1 and 2 level of curricular content could not apply to these types of attributes.	Because the AHVI attributes only require one course, and we contend that learning about race and racism cannot be effective in a “one and done” fashion. If we are ever to address the racial issues this country continues to grapple with, students need more content across the curriculum, and the levels helps students understand that there are levels to racism and that to some level/degree it is everywhere within the systems of every field of study.
Other than the summer institute, what steps will be taken to ensure widespread offerings of R subscript courses for Fall 2021 and beyond? Would faculty new to teaching R2-type courses be required to participate in the institute before approval of the designation?	Yes, those intending to teach R2 courses in fall 2021 would be required to participate in the summer 2021 institute. Moreover, the summer institute would not be a “one and done” effort. It would be ongoing for those interested in offering or developing courses, and we would expect the university to continue funding the institute if it values properly educating our students on issues of race and racism. Additionally, we also intend to propose a winter institute in early January to assist those who wish to teach courses in the spring.

What checks and balances will be in place to ensure that getting an R1 or R2 designation does not become so burdensome so as to turn off faculty from seeking such a designation while also maintaining standards for courses to have such designations?	The application for earning an R1 or R2 designation will be no more complex than that for earning a W1/2 or Q1/2. Moreover, if educating our students on issues of race and racism is something we truly value, as many programs this summer espoused, then the process should inspire, rather than “turn off” faculty.

From: Allison, Donnetrice
To: Allison, Donnetrice
Subject: FW: Fall 2020 HIVA course attributes
Date: Friday, December 4, 2020 2:06:41 PM

Attribute	Count
A	121
H	60
I	94
V	92
W1	105
W2	123
Q1	123
Q2	122

Attribute	Count
A	113
A, Q2	3
A, W1	1
A, W2	4
H	50
H, Q2	2
H, Q2, W2	2
H, V	1
H, W2	5
I	85
I, Q2	1
I, W2	8
Q1	115
Q1, W2	8
Q2	92
Q2, W2	22
V	77
V, W2	14
W1	104
W2	60
Total	**767**

Academic Program Five-Year Review Template

Program: _____W2_____ Year: 2016-2017

Previous
Coordinator/Director: ____Geoffrey Gust_____ Review Year: _not known, if ever, as combined Writing Program; never as independent program which has existed for 4 years. This is the fifth year.

External Consultant: ___Eli Goldblatt _____

Program History, Development, Expectations

History

Early in Stockton history, faculty members realized that students needed assistance in improving their writing skills. The Task Force on Verbal Skill Courses (Group 4A of the initial Skills Development Planning Committee) recommended the creation of Types A, B, and C writing courses. Type C courses were defined as "more advanced courses which emphasize writing in the context of subject matter courses," and they were to have a minimum of six writing assignments, including a major paper; attention to form as well as content; and a subject orientation. Type A (developmental writing) courses were first offered in Fall 1976, and **i**n January 1978, the first Writing Across the Curriculum (WAC) workshop was offered at Stockton. The idea of writing across the curriculum did not seem strange to a faculty used to teaching outside of their disciplinary boundaries, accustomed to the practice of non-writing teachers teaching BASK Writing, and familiar with the position papers of Wes Tilley and other Stockton leaders on the teaching of academic skills in the context of content area courses. Plus, type C courses had prepared faculty members for the transition to WAC. By 1980-81, nineteen faculty members from the five different divisions (now called Schools), 11% of the total faculty, taught 25 WAC courses, twelve of which were major program courses and thirteen of which were General Studies courses, with a total capacity of 750 students.

A Writing Task Force composed of two representatives from each division (now Schools) presented a proposal for a Comprehensive Writing Program to the Faculty Assembly (the then faculty leadership body, a democracy in which all faculty members could deliberate and vote) in December 1981. The Graduation Requirement in Writing consisted of three writing-designated courses, two to be taken before the Junior Writing Test, and one after it. The requirement went into effect for students who matriculated in fall 1983. In May 1982, Penny Dugan became Director of Writing, with two course releases a year plus a 3-course overload stipend to cover summer work. She began recruiting and training faculty from across the curriculum to teach these courses. In the summers of 1982, 1983, and 1984, she and Mimi Schwartz led the two-week intensive Faculty Writing Institute "Teacher as Writer/Writer as Teacher." Forty-four faculty participated in these institutes. The WAC program, formally launched in 1982, has since supported student development of writing skills across the curriculum (what is sometimes referred to as writing in the disciplines), general writing skill development, and writing to learn in content classes. It began as did many WAC programs across the country, with strong professional development and interest from faculty members across the curriculum. The program, and its associated interdisciplinary faculty members, provided a diversity of W2 courses across the curriculum. This work continued in the late 1980's and early 1990's.

In 1994, the junior writing test and the director position were ended as part of a revision of the Writing Program, which included changing the graduation requirements for students to the current requirements:

> All matriculated students must earn a C or better in each of four writing-designated courses: one W1 (writing) course taken as a freshman and three additional W1 (writing intensive) or W2 (Writing across the Curriculum) courses, at least one of which must be a 3000- or 4000-level course. Transfer students are subject to the writing requirement. Up to two transfer courses in composition or writing will be credited as W1 courses and counted toward the requirement. All W2 courses must be completed at Stockton. W1 or W2 courses that carry fewer than four credits or transfer courses that carry fewer than three credits do not count toward the writing requirement. Based on their SAT scores, some first year students are required to take BASK 1101 (currently FRST 1101), College Writing; all others are required to take GEN 1120 (currently FRST 2120), Rhetoric and Composition, or another 1000- or 2000-level W1 course.)

A W2 course is officially defined on the Stockton website:

> In a W2 course, writing is a focus of study, but not the primary focus. Instead, the primary focus of the course is another subject, like history, algebra, or marketing, while students demonstrate their learning through writing and receive instruction in writing. Instructors of a W2 course should spend about 15-20% of the time for the class (in class or online) engaged in activities that should help students become better writers, such as assigning focused writing activities in class and/or as homework, offering direct instruction in writing, assigning reading about writing in a textbook, handout, or online reference, distributing models of assigned writing assignments, providing feedback on student drafts, and meeting in conferences with students. A minimum of 30% of a student's final grade should reflect the quality of his/her writing in the class.

From 1994 through 2008, Writing Program Coordinators received one course release a year to oversee WAC, the writing minor, and first year writing. Starting in 2008, the Writing Minor received its own Coordinator and the Writing Program Coordinator (Heather McGovern, then Emari DiGiorgio) received one course release a year to oversee WAC and first year writing. In 2012, WAC received its own Coordinator for the first time. Penny Dugan served in that role for one year; Heather McGovern served the last year of that two-year contract and then for the most recent two years. Coordinator Geoffrey Gust has just become the 3rd person to hold the position at Stockton, as he began a two-year term in Fall 2016.

During the late 1990's and early 2000's, oversight of writing-designated classes of the W2 curriculum and professional development and mentoring of faculty were, of necessity, frequently lower priorities than making sure first year students had writing teachers and that writing minors graduated. Therefore, some entropy occurred in the W2 curriculum. Coordinators provided basic maintenance—they introduced the program to new faculty members, mentored faculty colleagues on-demand, and provided paper and online resources to assist faculty members in developing and teaching WAC courses. Coordinators produced paper booklets with sample syllabi and writing assignments to help guide W2 instructors, then moved these materials online. However, for the most part the program was not grown significantly in terms of quality or quantity or amount of professional development. The administration signaled further growth of the program was a low priority by not funding professional development or greater administrative time for the program.

This lack of resources for WAC began to change again around 2007, when the program received funding for professional development for several summers in a row and then received its own coordinator, who was provided with the time needed to oversee the program. Assessment work in the program had included surveys of faculty about their professional development needs and habits,

thoughts, and practices related to teaching W2 courses, plus NSSE results. Direct measures of student writing included CLA test results and General Studies assessment results related to writing skills. These results helped lead to new funding for professional development and shape that development from 2008-2011. In 2008, at the recommendation of the Writing Advisory Council, we started with a multi-year series of institutes, moving in a three-year cycle from beginning to intermediate to advanced needs in terms of faculty support. In 2008, an institute served seven people at Stockton who wanted to integrate more writing into their courses but might or might not be interested in teaching a W2 course. In 2009, we focused on supporting faculty who are developing and/or revising W2 courses. In 2010, 12 faculty members were selected based on strong project proposals and worked with mentors on redesigning assignments or courses. In 2011, the Writing Program offered one Institute focused on WAC, "Have Writing, Will Travel (Across the Curriculum): Teaching Writing Across the Curriculum and in the Disciplines," with approximately 11 participants, and a separate workshop for GNM Algebraic Problem Solving W2 instructors. Due to repeat participants, about 35 faculty members participated in WAC faculty development from 2008-2011.

The program currently has a Coordinator and a Writing Advisory Council consisting of a faculty representative from each School and the library.

The program's goals still include helping students be stronger writers, as stated in the bulletin and on the website about writing in general, including first year writing and W1 courses:

> Stockton's Writing Program offers students a variety of writing courses at all levels of the curriculum. These courses help students grow as writers, both by improving their writing and by providing them opportunities to learn about and to practice diverse forms of writing, such as expository writing, creative nonfiction, poetry, research writing, and digital writing. We also offer students opportunities to use their writing outside of the classroom and to develop the foundation for producing purposeful, socially engaged work after they graduate. Whether students take only required writing courses or earn a writing minor while they are at Stockton, they can build their confidence as writers; enhance their knowledge of writing genres; and create writing habits that will serve them during school, at work, and in their personal lives.

The program mentors and supports faculty as they prepare to teach writing for the first time, helping them to develop a writing pedagogy. The program also assists with assessing student writing skills, analyzing data about student writing skills, and feeding that back to the University community to inform better student writing skill development.

While Stockton's WAC program has persisted, but changed, the field of Writing Across the Curriculum, like Writing Studies in general, has expanded to include attention to production of digital texts and incorporation of technology into writing pedagogy and student writing.

Program Mission

In 2017, the following Mission Statement was approved for official usage by the core writing faculty and the Writing Advisory Council:

> Stockton University's Writing Across the Curriculum (W2) program promotes the development of undergraduate students' writing skills through a wide variety of classroom experiences. Our aim is to promote strong writing instruction across the University. We support practical writing techniques and advocate for evidence-based pedagogies, including providing students with a number of opportunities to practice writing and receive timely feedback on their writing skills. Students will best develop and transfer their writing skills if they have multiple opportunities to

work on them, through different modes of writing and across their General Studies and program coursework. The W2 Coordinator and Writing Advisory Council collaborate with the Writing Minor and First Year Writing Coordinators, the Director of the Writing Center, and the core Writing faculty to assist faculty members in effectively teaching writing across all of Stockton's programs and disciplines. Our goal is to facilitate meaningful interdisciplinary writing instruction for all Stockton undergraduate students.

Program Vision

None of its own. The following vision is provided in draft form was approved in 2015 by the core writing faculty for consideration by the Writing Advisory Council:

> We desire Stockton University students to be effective, flexible writers, able to communicate in traditional and digital writing for their own disciplinary, professional, and personal goals. Or, maybe, the following: We plan to provide Stockton University students with writing classes and workshops that will help them to meet their own disciplinary, professional, and personal goals. We hope that they will become strong, flexible writers who are able to communicate effectively in both traditional and digital formats.

Connection of Program Mission/Vision/Purpose to the College's Mission and Vision

The University Mission Statement mentions "faculty-wide involvement. . . in teaching such academic skills as writing" and teaching "across disciplinary lines, and to inter-relate the traditional disciplines." WAC's mission to "help faculty members across programs and disciplines effectively teach writing" speaks directly to this portion of the University mission.

In addition, Stockton's 2020 Learning theme states, in part, "Stockton University is committed to fostering a climate of lifelong learning that challenges and transforms all members of the Stockton community….we strive towards a 2020 in which graduates are solidly grounded in the foundations of interdisciplinary understanding; deeply engaged in learning that reflects the ability to move across disciplines… " WAC engages faculty, staff, and students in ongoing learning related to writing and the teaching of writing and asks students in particular to learn to transfer their knowledge about writing to new situations, including new disciplines.

In addition, WAC supports Stockton's Communication Skills ELO, "The ability to create and share ideas and knowledge effectively with diverse audiences and in various formats." First-year writing courses prepare students for writing in the University, and, to a lesser degree, writing in the disciplines and professions, but WAC courses can more directly help students develop skills in disciplinary-specific forms, genres, and styles of writing. In addition, WAC supports much of Stockton's Information Literacy ELO and provides some support for the Critical Thinking and other ELOs.

Stockton also has a General Studies objective connected to communication skills, which states, "Objective 5: Ability to write and speak effectively and persuasively." As fairly consistently around 1/3e of W2 courses are also General Studies courses, those courses help students progress on this objective.

WAC reinforces Stockton's institutional mission, in particular the portions which indicate Stockton's commitment both to writing, specifically, and to breadth of education. WAC is one of the main areas in which writing and a broad education go hand-in-hand.

Reflection on the Program History, Development, Expectations, Mission/Vision over the Last Five Years/Considerations for the Future

The core Writing Faculty already considered the mission statements at a retreat last winter, so the Writing Advisory Council can consider, revise, and vote on the mission statements whenever it is prepared to do so.

The mission and vision for the program have not changed dramatically, but having a Coordinator devoted solely to this area of Writing, with two course releases a year, has provided additional resources that have begun a revamping of the W2 curriculum at Stockton. Now, every course being offered has been approved through a committee review process, and a ten-year review process is in place to provide periodic review of existing courses. The W2 approval form allows us to collect data on which aspects of Stockton Essential Learning Outcomes are being covered by existing W2 courses, although because our forms are not yet automatically part of a database, retrieving that data is prohibitively time consuming. Being able to gather and analyze that data might help the program identify areas to target for initial embedded assessments of student learning related to commonly taught areas of writing, and would also be a form of assessment in its own right, point to comparatively rich and underdeveloped areas of writing being taught through the W2 curriculum.

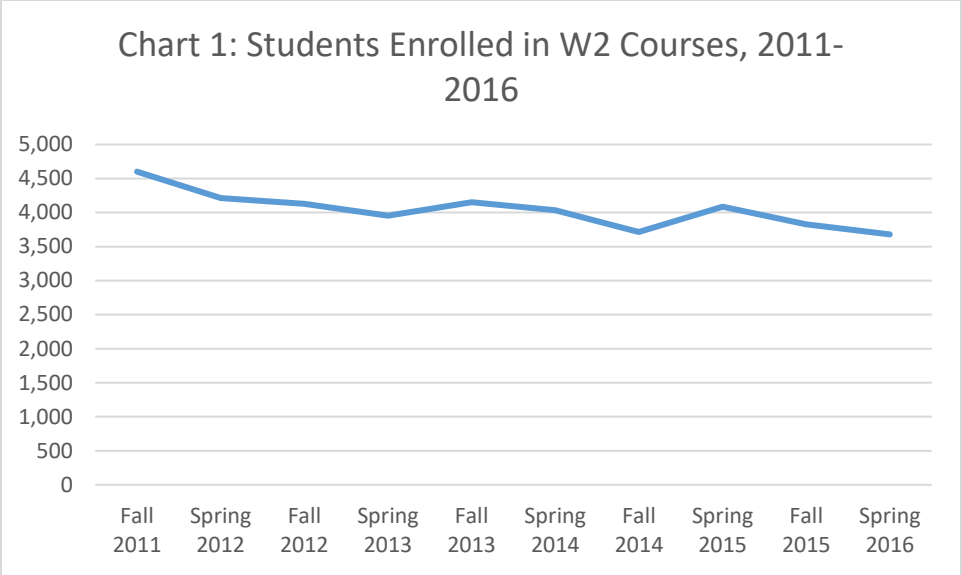
The program needs resources to offer more effective faculty development related to writing pedagogy, as faculty members serving on the Writing Advisory Council typical note that writing pedagogy campus-wide, at least as reflected by W2 proposals, is much weaker than they had realized before they were serving with this group.

Demand for Program

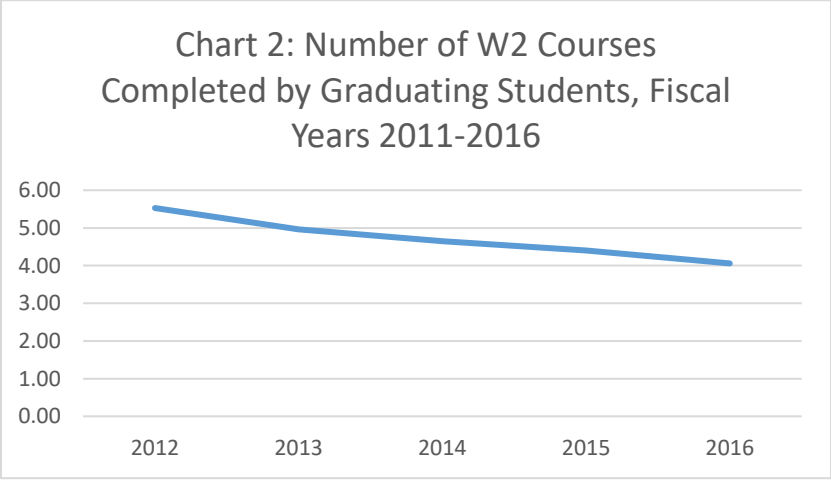
Enrollment

Stockton's General Graduation requirement requires all students, transfer or native, to receive credit for at four W courses, including at least one W1 course and at least one W course at the 3000 level. Students who start at Stockton must take a W1 in their first year, and most transfer students transfer in credit for at least one W1 course. Although theoretically a student could complete the writing requirement without ever taking a W2 course, it is hard to imagine how a student could navigate the Stockton curriculum and never take a W2 course. Still, some students take more W2 courses than others. Because we do not provide W2 credit for transfer courses, any W2 course a student receives credit for was taken at Stockton.

Most undergraduate students at Stockton are likely to take multiple W2 courses. As readers can see in Chart 1, i**n the term of lowest enrollment over the past five years, Spring 2016, 3,617 students were enrolled in a W2 course** (this data counts enrollment by course, not individual student, so fewer individuals were enrolled given that some students would be taking more than one W2 course).



The mean number of W2 courses completed by graduating seniors differs widely by major, as one might suspect, with a low over the past 5 years in Computational Science in 2012, with an average of 2.2 W2 courses completed by graduating seniors, and a high in 2013 in Literature, with 10.61 W2 courses taken by graduating seniors (Chart 2). **The mean number of W2 courses completed by graduating seniors has decreased over the past 5 years, but remains well above the 3 W2 courses a student would need to take if completing the maximum possible W courses as W2 courses to meet the general graduation requirement.** Students can also fulfill the general graduation requirement with W1 courses. Some majors require either W2 or W1 courses, or both, which affects the number of courses of each type that those students take.



Although the number of W2 courses offered each term has gone down, at this time there appear to remain sufficient numbers to serve Stockton students. We need to keep a careful watch on this, however, given both the possible cumulative effect on students entering now as first-year students traveling through a less W2 rich curriculum and Stockton's stated goal of

continuing to gradually increase student enrollment**. The changes may impact students unevenly—both NAMS students and HLTH students dipped below 3 courses taken on average by graduating students for the first time in the five-year period in spring 2016, with students from both schools taking an average of 2.88 credits in W2.** HLTH students complete an additional W1 for their major, which also may help explain the lower number of W2 credits for those students.

Declared Majors/Minors: NA
Degrees Granted: NA

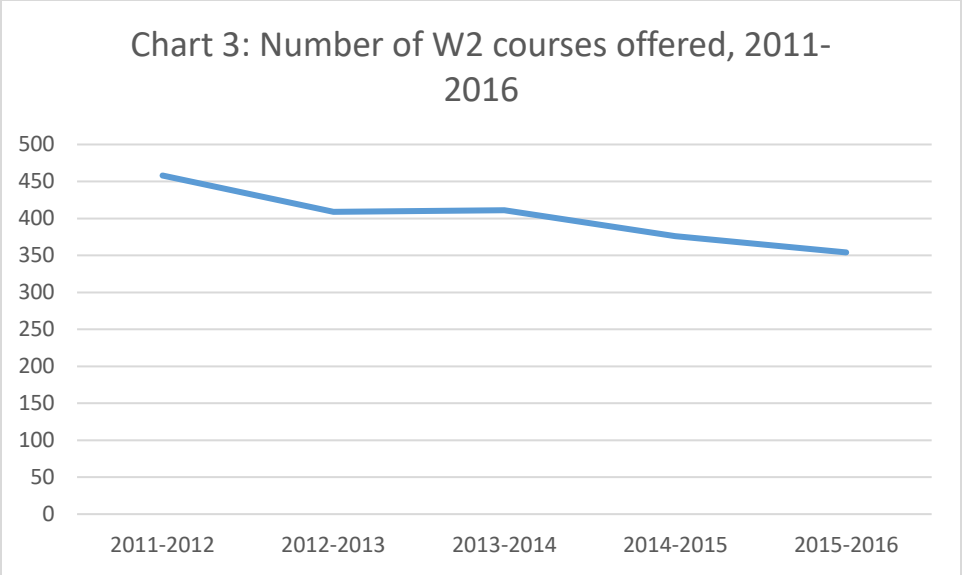
Service Role of Program
The entire goal of the program is to provide service towards Stockton's program, General Studies, and ELO goals related especially to developing students' written communication skills, including especially the Communication Skills Essential Learning Outcome, but also Information Literacy and Critical Thinking.

Viability of the Program (impact, justification, and overall essentiality)
Stockton has General Studies, ELO, and many Program goals related to Writing Skills. Thus, the W2 program is an essential element of Stockton's ongoing efforts to improve the writing and communication skills of all enrolled undergraduate students.

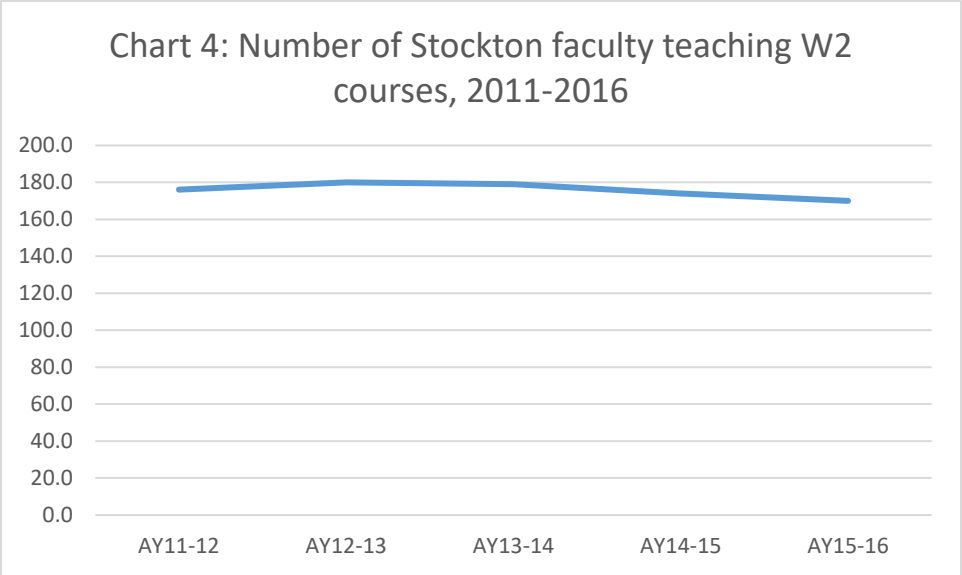
Reflection on the Demand for the Program over the Last Five Years/Considerations for the Future
The biggest immediate challenge related to demand for the program that is facing the W2 program is to keep the number of W2 courses being offered at a healthy level to allow students sufficient opportunity to take them so that they can graduate on time and have sufficient opportunities to develop their writing skills. If Stockton continues to grow its enrollment, demand will continue to grow, and this challenge may become harder to meet. We may need to un even more W2 sections in the future; maintaining the status quo might not suffice.

Faculty and Students

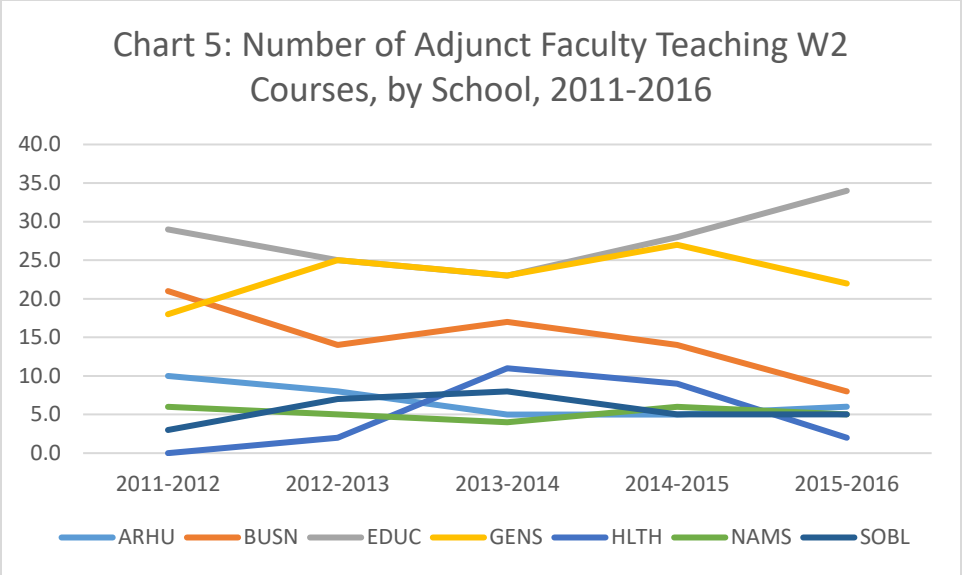
The number of W2 courses is down consistently over the last three years. In 2013-14, 395 W2 courses were offered. In 2014-15 (fall and spring), 376 courses were offered, and in 2015-2016 (fall and spring), 348 W2 courses were offered (Chart 3).



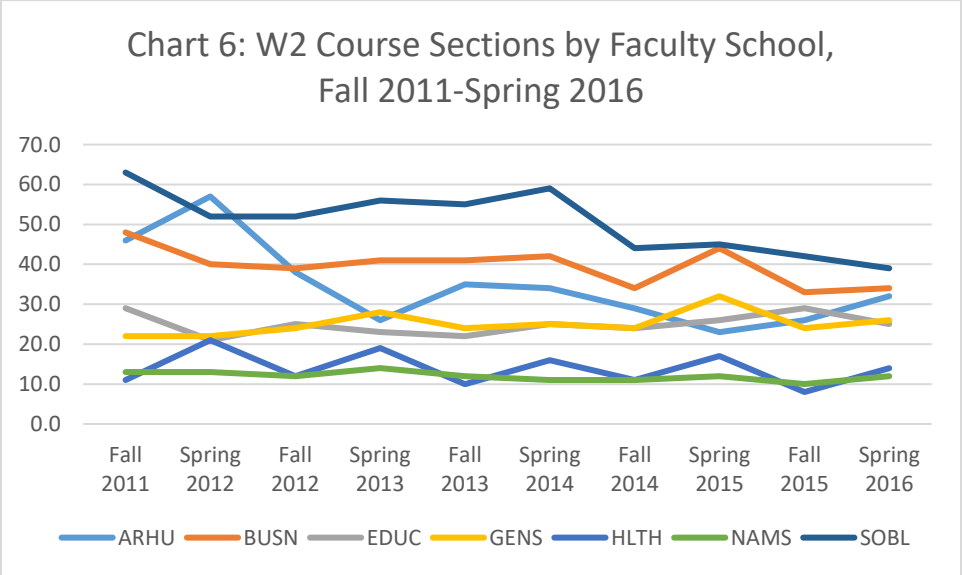
Although the number of W2 courses being offered is decreasing, the number of faculty offering W2 courses remains fairly stable over the past five years (Chart 4).



The number of adjunct faculty teaching W2 courses has also remained fairly steady over the past five years (Chart 5).



The number of sections of W2 courses offered has remained stable in some schools (NAMS, HLTH, EDUC) over the past 5 years (Chart 6). It has sharply decreased in both ARHU and SOBL over the past five years. In ARHU, it decreased sharply from 2012-2013, basically halving, from a high of 57 sections to 28 sections. The same number of faculty members, overall, are teaching W2 courses, so the overall decrease in number of courses appears to be related to how many sections of W2 courses some faculty are teaching more than how many overall faculty members are teaching W2 courses.



Factors that might help explain the decrease in number of sections offered:

1) We've required all faculty teaching a W2 to have submitted and had a course proposal approved in the last ten years, which has eliminated some prior W2 courses—the decreases in ARHU and SOBL align with the periods in which these processes were more strictly enforced in each School.

2) We've had large numbers of faculty retire, many of whom regularly taught W2 sections, and those waves of retirement also align to a degree with these decreases.

3) Over the past five years, Stockton has hired many new faculty members but, because Writing Across the Curriculum has no budget, and we must compensate faculty members for participating in lengthy professional development, the University has not yet provided them with adequate comprehensive and in-depth assistance to prepare them to teach writing successfully.

4) Many of the new faculty hired in the past three years have not yet applied for a W2 attribute even if they plan to, or may have applied for a W2 for some courses but not yet for other courses.

5) The Writing Advisory Council now sets higher standards for W2 courses, so it may take several tries to get a W2 approved, and some faculty may give up on the W2 attribute, at least for some courses.

6) SOBL, ARHU, and other faculty may be teaching more graduate courses (which are not offered as W2 courses) and therefore teaching fewer W2 courses

7) Increased use of service learning and other engagement activities may have taken up class time that once was used for teaching writing, and so faculty may have stopped offering some courses with a W2.

8) Increases in our first-year class sizes mean that some faculty are now teaching courses they once taught as W2 General Studies courses as first-year seminars, and first-year seminars do not carry the W2 attribute.

9) Increases in our first-year class sizes and other changes in student demographics and program demand may be changing the mix of courses that some faculty teach.

10) A new Director/Coordinator agreement went into effect during this time, which provided more course releases for administrative work.

11) Internal grants for course releases became more visible and encouraged, and these may have contributed to the decrease in W2 sections offered.

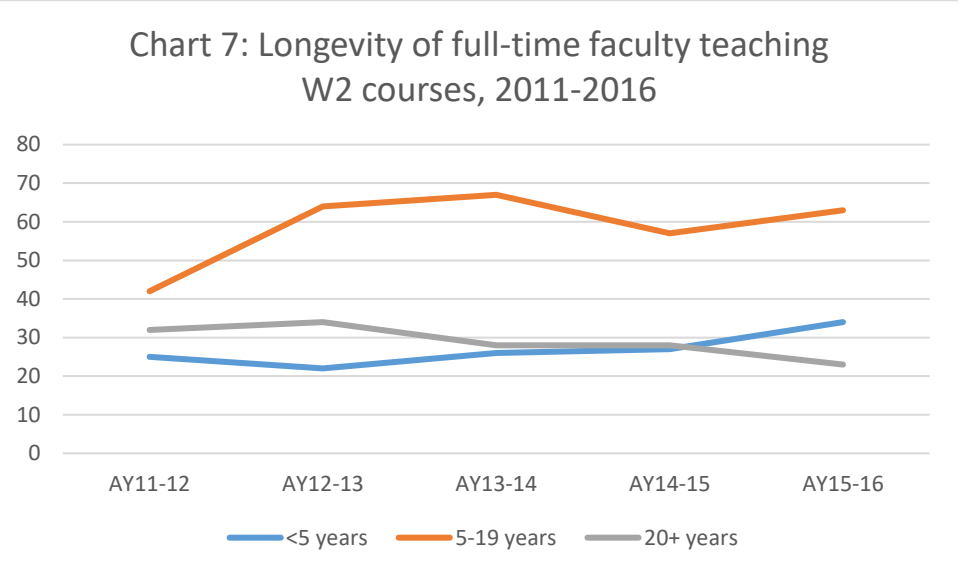
12) Potentially, there are other explanations that the program cannot currently identify.

There are multiple ways to interpret these trends, and it is important to note that they are not all negative. For instance, we could see fewer courses as a positive step towards a more rigorous W2 curriculum, one from which branches have been pruned that may have represented weaker writing pedagogy.

At this time, the number of W2 courses seems to meet the needs of Stockton students, so there does not appear to be any need for alarm. Also, many newly hired faculty take a year or two to develop the W2 components of their courses, and so some of those in the big cohorts hired in the last two years may add W2s in the next few years.

Regardless of why the number of sections of W2 faculty is decreasing, one thing that can help both increase the number of W2 courses and improve the quality of the writing pedagogy in those courses is continued faculty development. Twenty-eight percent of the full-time faculty teaching W2 courses at Stockton in 2015-2016 have been at Stockton for less than 5 years (Chart 7). They have had no

opportunity to participate in in-depth faculty development related to the teaching of writing while at Stockton. The W2 program would also like to reach faculty who are not currently teaching W2s.



Service
Faculty service related to W2 teaching takes primarily two forms. First, the elected W2 Coordinator gets two course releases a year to administer the program. Secondly, one faculty member representative per academic School serves on the Writing Advisory Council, meeting approximately 5 times per year to review courses and provide vision and guidance on W2 issues.

Scholarship
Because most faculty teaching W2 courses are not primarily writing teachers, most of them are not actively publishing related to the teaching of writing.

However, an email solicited publications related to W2 teaching over the past 5 years and got the following items in response:

Publications, alphabetical by faculty last name:

O'Hara, J. Co-authored and assumed general editor role for *Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument,* Bedford St/Martin's, 2017. (This book is also split into three shorter editions, _From Critical Thinking to Argument_, _Critical Thinking, Reading and Writing_, and _Contemporary and Classic Arguments_.)

Privitello, L. Editor, Blood Type: *Writ(h)ing In & On True Blood.* Vol. 1. Margate, NJ: Comteq Publishing, 2011. Book published with student essays written in a GAH W2 course.

Zwick, M. Team-Centered, Project-Based Learning in an Undergraduate Neurobiology Course. 22nd Annual American Society for Microbiology (ASM) Conference for Undergraduate Educators (ASMCUE): Renaissance Austin Hotel, Austin, Texas, May 28–31, 2015. 2015. Journal of Microbiology & Biology Education, 16(1), 105–122. doi:10.1128/jmbe.v16i1.932

Conference presentations related to W2 work at Stockton include the following:

McGovern, H. "Wild Goose Chase: A Tale of WAC Assessment w/Concrete Tools, Results, Interpretation, & Action." International Writing Across the Curriculum Conference, Savannah, Georgia, June 2012.

McGovern, H. "Chasing the Snitch: Using Multiple Sources of Assessment Data to Figure Out Why a College's Graduates' Writing Skills Are Underdeveloped and Allow for Appropriate Remedy." Poster at Assessment Institute Conference, Indianapolis, IN, Oct. 2011.

W2 engagement

Although engagement is a core value for Stockton University, it is not currently central to the W2 mission. Sometimes courses with a heavy engagement component cannot also have a heavy teaching-of-writing component without proving too taxing for faculty and/or students. In fact, an email soliciting examples of W2 engagement resulted in only a few example of engagement directly related to W2 teaching, although many responded with examples of projects that engage students with writing outside of the classroom or in non-W2 courses, especially special projects courses or mentoring students to present at conferences. Here is one example: O'Hara: "My GSS 2480 course, The Sixties, utilizes project-based and service learning to encourage writing in real-world settings such as in our 1960s Concert promotions, museum exhibition and display projects." In addition, W2 sections of GSS or GAH Perspectives on Women include a service project that typically involves written components. In addition, many W1 courses include engagement projects.

Diversity

The percentage of female faculty teaching W2 courses has increased, but so has the percentage of female faculty at Stockton overall. The numbers of Hispanic or Latino and African-American/Black faculty teaching W2 courses have remained stable over the past five years. The number of Asian faculty teaching W2 courses showed a slight uptick for AY 2015-2016, from a previous high of 16 in AY 2013-2014 to 20. There was also a decrease in the number of White faculty teaching W2 courses for AY 2015-2016, from a previous low of 140 in AY 2011-2012 to a low of 126. It is too early to tell if either of these are trends. In a more typical year, AY 2014-2015, 81.6% of the faculty members teaching W2 courses were white, 5.6% Black, 4% Hispanic/Latino, and 7.5% Asian, with two faculty members of more than one race also teaching W2 courses. The overall faculty membership for Spring 2015 included 10% Asian faculty, 4.8% Hispanic/Latino faculty, 7.3% African American/Black faculty, and 70.8% white faculty.

We could do slightly more to increase the racial diversity of W2 teachers to fully reflect the diversity of the faculty membership, but we would want to proceed carefully, given the low overall numbers of non-white faculty and a concern of not encouraging them to take on additional pedagogical work unless they can, given that faculty of color often already have an unfair share of Service labor related to multiple issues of national and university culture. That said, we always want to do whatever we can to ensure that faculty of color feel welcome to teach and supported in teaching W2 courses.

Reflection on the Program's Faculty and Students over the Last Five Years /Considerations for the Future

Faculty: Right now, there is no reason to have particular concern about the faculty teaching W2 classes, except in that we want to continue to encourage and support any faculty who wish to contribute to student learning through teaching of W2 courses. Indeed, completing this analysis has shown that we need to increase the number of faculty teaching W2 courses.

Students: Because W2 courses serve all students, helping them make timely progress toward graduation and developing their communication skills, the W2 program has a responsibility to make sure that adequate numbers, with variety, of high-quality W2 courses are being offered to students. We have long had adequate numbers, but with unknown and likely inconsistent quality. We have, in the past decade, made a great deal of progress towards knowing more about the pedagogies in the courses being offered and providing peer review of those pedagogical plans. Now, we may need to work at increasing the overall number of W2 courses being offered, while continuing to learn more about and increase the quality of those educational experiences for students.

Curriculum

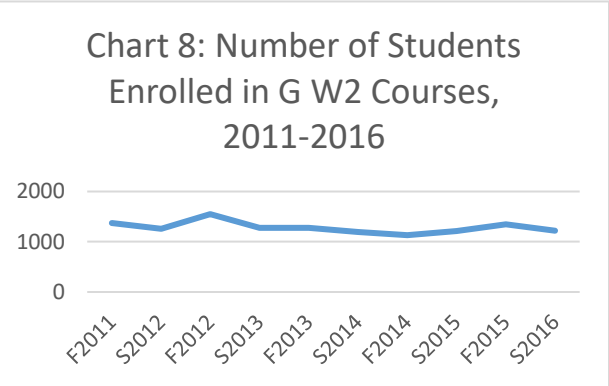
Major: NA

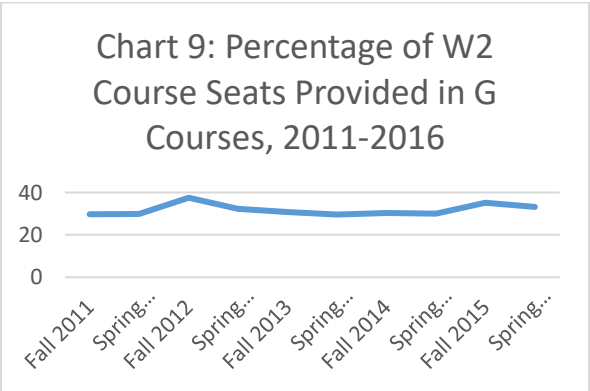
Minor: NA

Electives: NA

General Studies

Many W2 courses are offered through the General Studies Curriculum. Charts 8 and 9 below show that the number and percentage of W2 seats provided through General Studies courses align closely over the past five years. There does not appear to be any significant change in the proportion of W2 seats provided in G vs. program courses over this time period.





Cross-Disciplinary/Intra-School Options
NA

Service Learning/Internships/Experiential Learning

Some W2 courses are service learning courses or internships or other experiential learning courses. Public Health used to offer its internship as a W2 course, but when minor enrollment dramatically increased, it had to stop having that course be a W2 course because it no longer was feasible to help students develop their writing skills as they worked in their internships. Nonetheless, W2 skills continue to be taught across the curriculum in clinical practicum, internship, and fieldwork courses in Education, Environmental Science, Gerontology, Holocaust and Genocide Studies, Health Science, Psychology, and Social Work. In AY 2015-2016, seven such classes were offered.

ELOs

W2 courses are, with W1 courses, the primary mechanism at Stockton for helping students develop their written communication skills. As such, they are central to the process of helping students reach the Communication Skills ELO. In addition, in many W2 courses students work on Information Literacy as part of their work on writing, and on Critical Thinking as part of their work on writing. In some W2 courses, writing is used in order to further develop other ELO skills, like ethics, global awareness, adapting to change, collaboration, and even quantitative reasoning. W2 courses are integral to Stockton's ELOs.

Eportfolios

Eportfolios are not yet well enough developed at Stockton to be used across W2 courses, although they have been used in individual W2 courses and are one source of assessment data on students' written communication skills. Assessment data provided later in this report from Public Health draws from eportolios used in that program. Stockton has been working to choose and better support an eportfolio platform that might help streamline student use of eportfolios. Because faculty members across disciplines teach W2 classes, and assignments sometimes differ dramatically across courses, mandating use of eportfolios in all of them would be problematic both politically and practically at this time, when we need to make teaching W2 courses more attractive, not less attractive, to faculty members. Still, eportfolios, where they are in use in programs, are a current source of highly valuable assessment data, and they could be highly valuable for W2 assessment overall at Stockton under the right circumstances and with focused, measured, and, at least initially, voluntary implementation.

Dual-Credit Courses

NA

Dual-Degree Courses

NA

Reflection on the Program Curriculum over the Last Five Years /Considerations for the Future

As we analyze existing data on skills being taught in W2 courses, we can better identify areas where we need more opportunities for students to develop skill (gaps in the curriculum)—for example, potentially in the area of digital writing. In addition, this work could help focus faculty development. Hand-in-hand with analysis of our curricular offerings can be assessment of student skills, which can help inform decision-making in these areas.

Assessment

Please note that the information below uses the headings from the Assessment matrix, and so aligns with the assessment matrix in terms of the information provided.

Program outcomes:
Student learning: Demonstrate written communication skill

Courses: W2

Course goals: Each W2 course asks students to work on several written communication skills as listed on the ELO written and oral communication map, whichever are relevant to a particular course. All W2 courses have improving written communication skill as a course goal, and so align with that general graduation and ELO goal. Improving written communication skills is also a General Studies goal and a goal for some majors and minors.

Measurement and instruments: Measurements are currently in place for some programs:

- Eportfolios in PUBH, scored with rubrics
- BUSN: capstone strategies
- HIST Senior seminar, thesis scores
- Literature—pre and post essay assessment
- EDUC fieldwork will soon include a state test of writing skills

Also, we have some institution-wide data, direct and indirect, on Stockton student writing skills from Iskills, CLA, NSEE, the alumni survey, and other standardized direct and indirect measures.

Assignments: Senior seminar papers, CLA, NSSE, literature papers, public health portfolios, Heighten

Results:
CLA
The CLA is a standardized test in which students' writing and critical thinking skills are measured through various tasks, including writing an argumentative essay (machine-scored) and completing writing and reasoning tasks related to provided data (human-scored). About 100 Stockton seniors take the CLA every other year, providing us with some benchmarking data on writing skill in senior students. While in an ideal world, these students would be randomly selected, Stockton has never been able to recruit such a sample with success. Instead, we have had to settle for representative convenience samples—we get cooperative faculty to give us a day in their class, during which students take the CLA during class time. We use heavily enrolled senior courses, such as senior seminars and GIS classes, and we've always tried to get a mix of transfer and native students and a mix of majors—but because of this sampling mechanism, we do not have even representation across all majors.

In 2014-2015, on the CLA, students performed adequately on the CLA in writing, but with room for improvement. Of senior test takers, 3 scored a 1 (lowest score out of 6) in writing effectiveness and 13 scored a 2, so 16 scored very poorly. Another 40 scored a 3, 41 scored a 4, 4 scored a 5, and none scored a 6. In writing mechanics, our students did slightly better, with 1 scoring a 1, 8 scoring a 2, 32 scoring a 3, 54 scoring a 4, and 5 scoring a 5. Clearly, we could do better, especially at moving more students from a 1, 2, or 3 in writing effectiveness to a 4, 5, or 6. We had no students scoring the highest mark, a 6, in either measure of writing, and only a handful of students scoring a 5 on the 6-point scale. Our seniors did outperform the first year students, potentially indicating that Stockton is succeeding at improving students' writing skills during their time with us. Also, this

continues a general trend in which we see our students gradually improving their performance on the CLA over time. In 2009-2010, seniors performed near performance in all areas. In 2008-2009, students performed at expected on all measures, including total score (56%), performance task (66%), analytic writing task (54%), make-an-argument task (46%), and critique-an-argument task (57%). In 2007-2008, seniors performed well below experience for all measures, as they did on some measures in 2006-2007.

Heighten

Heighten is a standardized test of student skill. The summary below (Table 1 and the following italicized text) is from a summary overview by Sonia Gonsalves of the scores for 82 students who took the test in 2015:

Table 1: HEIghten Written Communication GROUP MEAN = 162.9, Stockton = 162.2

		N	Mean	Std. Deviation	Minimum	Maximum
Score	Freshman	16	161.94	3.750	155	168
	Sophomore	46	162.46	4.829	150	172
	Junior	13	161.23	5.134	153	169
	Senior	9	161.33	5.244	154	169
	Total	84	**162.05**	4.680	150	172
Percentile	Freshman	16	46.94	19.608	13	78
	Sophomore	46	49.65	23.759	1	93
	Junior	13	44.62	25.231	8	83
	Senior	9	44.33	26.387	10	83
	Total	84	**47.79**	23.230	1	93

In Written Communication there is no difference in performance related to year in school. On average test-takers are 'proficient' (161-171 score range) but 33 of the 84 students (39%) are at the "developing" level. Two students scored in the 90+ percentile range.

Overall, in comparison to other students taking the test at other institutions, our students scored similarly, with a mean of 162.2 (Stockton) compared to a mean of 162.9 in the comparison group. This mean puts our students, on average, at the low end of what Heighten calls "proficient", which is described as having demonstrated the ability to "develop ideas or recognize the development of ideas, present ideas or recognize the presentation of ideas, compose or revise text to be generally free of errors"—this list includes the most writing-related parts of the proficient description, which has other descriptors more related to information literacy and comprehension. Consistent with our CLA data, we have a comparable number of students scoring at lower levels, perhaps more students scoring at an average level, and fewer students excelling than in comparison groups. The comparison group and Stockton both have 48% of students at the developing level. Stockton has 51% at the proficient level, compared to the comparison group with 43% at the proficient level. But, then, Stockton has only 1% at the advanced level, compared to the comparison group with 9% at the advanced level.

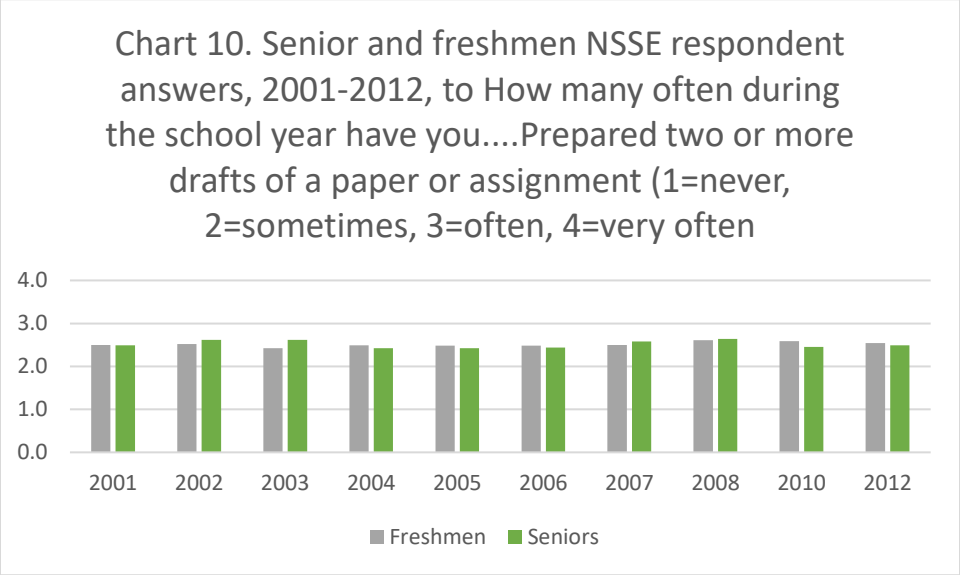
On Heighten subscores, our students performed near and slightly better than the comparison group—showing proficient "knowledge of social and rhetorical situations," proficient "domain knowledge and conceptual strategies," and proficient "knowledge of language use and conventions."

The total number of juniors and seniors taking the test was small, which might impact the results, but overall the results here show that our writing instruction may be only effective enough to keep students from losing skill, not effective enough to help students make strong gains in writing skill.

NSSE

The National Survey of Student Engagement is a national survey that Stockton seniors complete every other year. Some items on the survey relate to writing experiences and perceived improvement in writing skill. Below are paragraphs and charts that provide some of the data relevant to W2 courses or pedagogy.

Seniors report on the 2014 NSSE writing slightly more pages than students at other public universities in the Northeast: 88.6 pages compared to 79.4 pages. Eighty-one percent of students on the NSSE reported that Stockton contributed "very much" or "quite a bit" to their writing "clearly and effectively"--so students perceive themselves as doing quite a bit of writing and improving their writing skills.



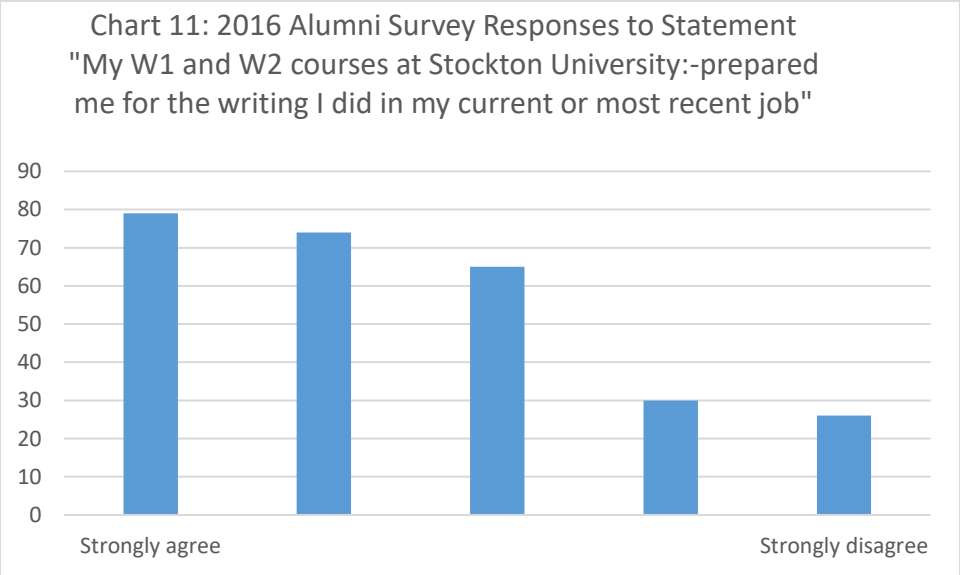
Note that the frequency of drafting students report has remained fairly stable across the last decade. Freshmen also reported, 2001-2012, that they “sometimes” to “often” (mean=3.14 in 2012) “worked on a paper or project that required integrating ideas or information from various sources---seniors have a higher frequency of 3.43 in 2012 on this items and both showed slight improvement from 2001. First year students almost never report writing a paper over 20 pages (a range of a mean report of 1.16-1.30 over 2001-2012), with seniors not reporting doing this much more frequently (a range from a mean of 1.58-1.78 in the period 2001-2012).

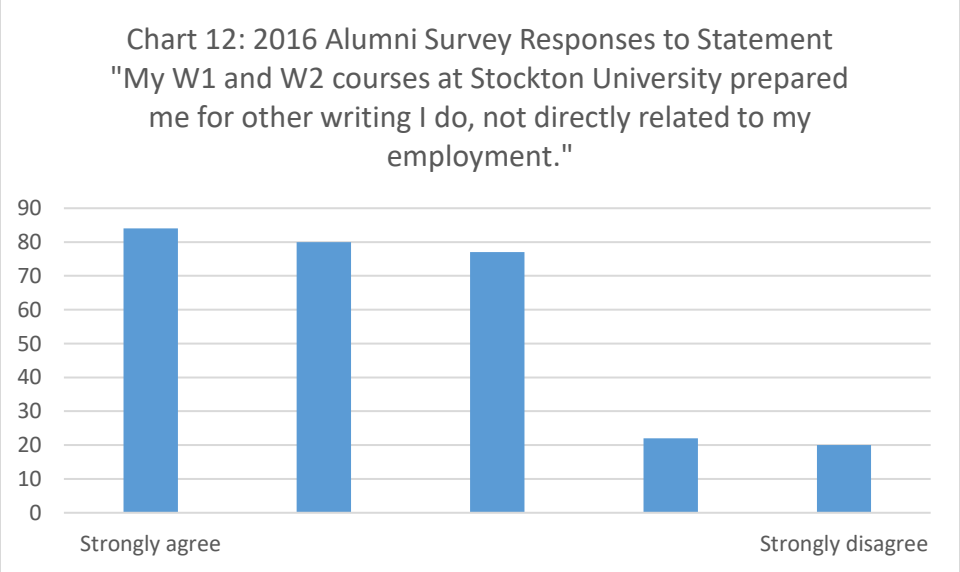
We have, directly prior to the five-year time period for this five-year self-study, participated in additional questions on NSSE and FSSE (the faculty version) that gathered more data on pedagogy and class experiences with writing (See Appendices). We might want to repeat this in the upcoming several years to look for any improvement over time given more administrative attention and faculty oversight to and of the W2 curriculum.

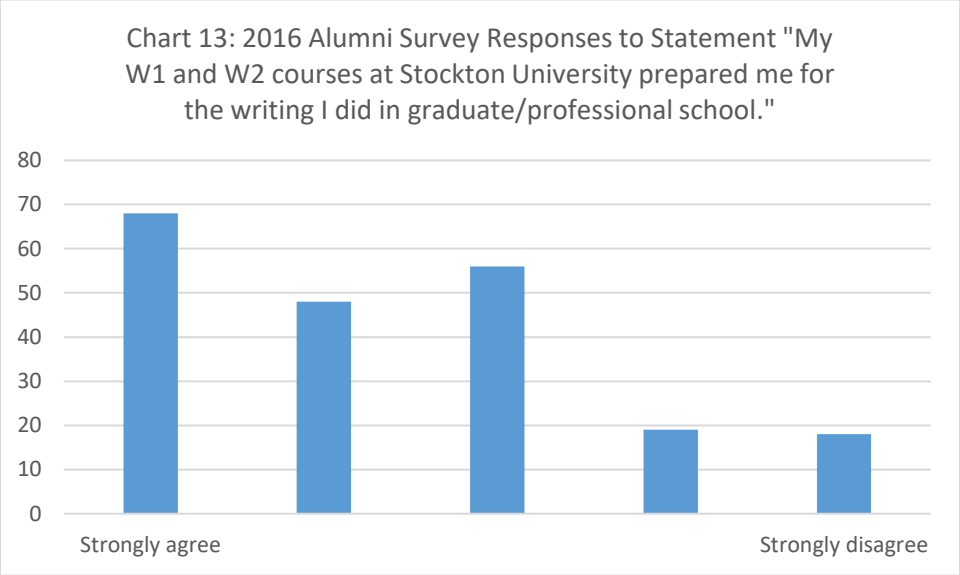
Alumni Survey

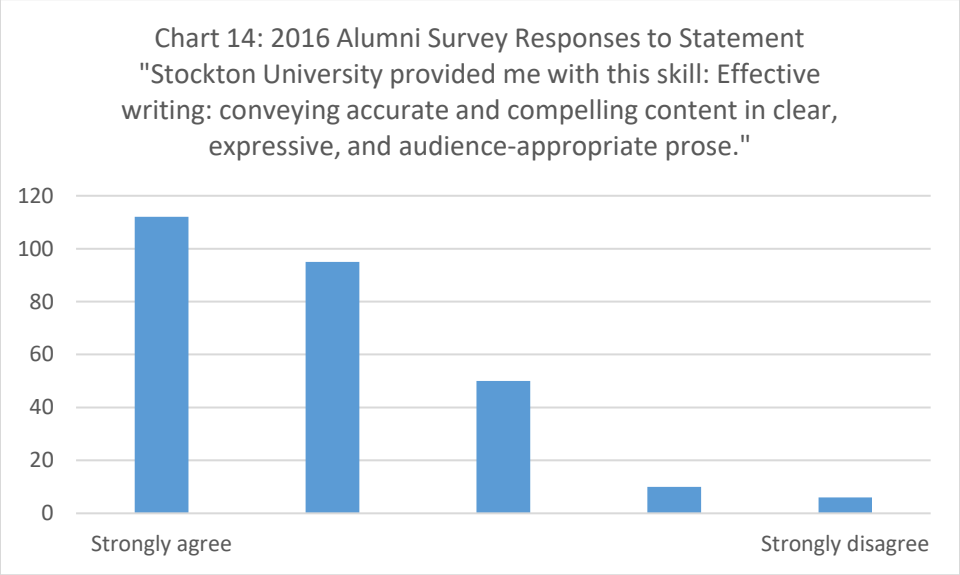
The W2 program has data from a June 2016 survey targeting 2,003 alumni graduating with majors or minors in Chemistry, Criminal Justice, History, Language and Cultural Studies, Marine Science, Psychology, and Gerontology. The survey had 323 respondents. Given that several of the targeted minors and majors include areas with strong concentrations of writing courses (Criminal Justice, History, Language and Cultural Studies, Psychology, and Gerontology), readers should recognize that these respondents may not be typical of Stockton alumni. Nonetheless, this provides us with some feedback about alumni percepts of their writing experiences at Stockton, as seen through responses to four questions as represented in charts below.

This data shows that alumni overall perceive that Stockton helped them develop writing skill in general, and, specifically, writing skills relevant for their work and life (Chart 10, 11, 13). Alumni also report less, although still overall strong, preparation for writing related to graduate or professional school (Chart 12).









Program assessment

In 2015-2016, the W2 Coordinator reached out to programs from across the university to identify which programs are already gathering data on writing skills. First, the Coordinator emailed all faculty asking for programs to self-identify if they collect any writing assessment data. Then, the Coordinator followed up with programs that said that they do and with other programs that she had heard did have such assessment. For five-year review, data can be collected from the programs and recent central tests and triangulated. The data below includes data provided by all programs that self-identified as collecting data, plus programs which did not self-identify but which were known to conduct some assessment. Other programs may collect such data but did not self-identify as doing so.

Public Health: This report pulled the following summary (italicized below) from a Public Health Assessment Report. Some of the data relating specifically to oral and electronic communication have been removed. Students and faculty rated student work, as in an electronic portfolio, on a Likert scale from 1-10. Site supervisors rated student work with letter grades. Data was collected Fall 2010-Fall 2014.

Program Goals #1: *Students will demonstrate effective oral and written communication skills*
Objective: *Students will demonstrate effective oral communication skills and effectively utilize electronic methods for communication*
Objective*: Students will demonstrate effective written communication skills*

Student Assessment	***N***	***Range***	***Mean***	***Standard Deviation***
Written Communication	*202*	*4-10*	*8.6*	*1.28*
Faculty Assessment	***N***	***Range***	***Mean***	***Standard Deviation***
Written Communication	*206*	*4-10*	*7.76*	*1.31*

Written communication

Internship Supervisor Grades Assigned	***Frequency***	***Percentage***
Letter grade A	*155*	*65.1%*
Letter grade B	*39*	*16.4%*
Letter grade C	*4*	*1.7%*
Letter grade D	*1*	*.04%*
Letter grade of F	*0*	*0*

Program core goal # 1 was assessed by site supervisors for students' written and verbal communication. Site Supervisors thought that about 86% of students exhibited a high level of competence in oral communication and written communication. However, site supervisors assigned a grade of B for students' written communication more than in almost any other category. Site supervisors' qualitative comments support these findings; specific feedback indicates that students' written communication can be improved. This is consistent with both quantitative data and qualitative faculty assessment that writing is one of the weaker competencies of graduating students.

Based on program assessment, PUBH made the following observations and took the following actions:

1. Grant Writing	*Modified PUBH 3415: Writing for Health Professionals to include a unit on grant writing*

7. Continue to work on students' written and oral communication skills (although still in the 7-8 range); faculty and students indicate there is still a need for improvement in these areas.	*Faculty continue to work on revising and changing course material and assignments to include ample opportunities for written and oral communication skills to be studied, developed and presented. In addition, internship sites provide practical opportunities for students to hone these skills in various venues within the field of Public Health.*

History: Data from History's senior thesis review indicates overall strong writing skills, but with some room for improvement: 8 exceeded expectations; 8 met expectations; 4 failed to meet

expectations. The History Senior Seminar courses are all W2 courses, and History has many other W2 courses. They summarize improvement: cores in hypothesis formation, historical literature, and data collection and organization all rose appreciably between 2006 and 2008, and were higher still by 2012. Moreover, Savage concluded that: "Student performance showed great strength, with only two papers displaying unacceptable weakness and nine papers showing excellence [out of a sample size of 20]. The overall improvement in this rubric compared to 2008 was very marked, moving from 1.7 to 2.4 [on a scale of 1 to 3]," or an increase in performance of 23%. "

Literature: Literature also directly assesses student writing, summarizing results as follows:

> *The Literature Program created a pre and post assessment essay test in sections of our Literary Interpretation courses and Senior Seminars. We assessed five key skills for LITT majors: having an analytical purpose, integrating textual material into their essay, developing an argument, appropriately using style and mechanics, and understanding and properly using literary terminology. The data from this assessment showed that student average evaluations improved in each skill set as they progressed through the program. The students in literary interpretation classes began with an average evaluation of 2.38 and improved to an average of 2.61 (on a 5-point scale) by the end of the course. Students in the Senior Seminar class scored an average of 3.32 on a 5-point scale, using the same test. This suggests that the Interpretation class, and the program as a whole, improves students' abilities in all five skills.*

Literature includes both a program-level required W1 course and multiple program W2 courses.

Interpretation of results

Overall, Stockton students' writing skills grow, and students perceive themselves to be enhancing their writing skills. In individual programs, where we have evidence, students are also improving their writing skills. However, there is also room for more progress, and programs that have made these skills a focus have seen improvement, so we would expect that focused efforts to develop writing skills in students in more programs and across the campus through the W2 curriculum can lead to even stronger writers.

Reflection on the Program's Assessment Plan/Plan for Continuous Program Improvement over the Last Five Years/Considerations for the Future

We need to continue to assess student progress in writing skills across the curriculum. One challenge for any WAC program is that writing is contextual, so there is no easy single measure across-the-curriculum that will be a meaningful assessment of student writing skill with any given writing task. Writing a scientific lab report, a history thesis, or a business white paper require different skills.

Therefore, we've so far chosen to rely upon more general standardized across-the-curriculum measures (CLA, NSSE) combined with program assessment measures that look at particular kinds of writing valuable for given majors or minors in more, and contextual, detail. One problem with this approach is that some groups of students may be underrepresented in both assessment samples—especially students who take some of the fewest W2 courses, like NAMS majors, ARTV and ARTP

majors, and others—and these are precisely the students about whom we might have the most concern as their exposure to teaching about writing is more limited.

We may need to work with some of these groups to further develop and implement assessment. In the meantime, however, most of our assessment results suggest that the typical Stockton senior likely has average writing skills, about what we'd expect to see—but we can do better.

Community Engagement

Five-Year Report Update and Reflection
Community engagement is not central to the W2 mission. Any courses that are W2 courses also belong to a program or General Studies area, and, as such, may work with community engagement. The two can go hand-in-hand, or can squeeze out room for the other in a given course. They go hand-in-hand in courses like John O'Hara's Sixties W2 class, where students worked on creating posters to accompany sixties artifacts outside a community sixties concert, or in many Perspectives on Women sections, where students write as part of activism projects related to gender and sexuality.

Diversity

Five-Year Report Update and Reflection
The program does not hire faculty or recruit students. As addressed in the faculty section, W2 leaders might make sure that the W2 proposal process and teaching of W2 courses are welcoming and supported for all faculty teaching at Stockton.

Some professional development workshops offered by the W2 program have considered issues that reflect on student diversity—such as a focus several years ago on the teaching of English-language learning students. Additional faculty workshops might consider overlaps between teaching about diversity/inclusivity and teaching written communication.

Instructional Sites

Five-Year Report Update and Reflection
Some W2 courses have been offered at other Instructional Sites. There has been some misunderstanding of the process for offering W2 courses by people teaching only at instructional sites, which points for the need for greater attention to be paid to integrating those faculty into the larger systems and support for faculty at Stockton. Usually the W2 Coordinator does not know who might be teaching a W2 course at an instructional site until a schedule is published, so greater communication among program coordinators and the W2 Coordinator might help problems be predicted and resolved.

Revenue Generated (grants, fundraising, outreach, etc.) and Special Costs of Administering the Program (professional memberships, software, etc.)

Five-Year Report Update and Reflection
Revenue Generated: None.

Special Costs
The program currently has no budget, which is unfortunate and unhelpful, especially in providing support for faculty development. The 2020 Learning Team has been clear that they do not want to support faculty development, and so there is no source of funding for this outside of General Studies or

the Provost's Office. Having a budget to provide professional development in more intense sessions than a one- or two-hour workshop would be helpful. A local agreement between the union and administration calls for financial support for faculty attending professional development sessions of half-a day or longer. The financial support provides an incentive to faculty for developing specific skills or expertise, but we must have a budget in order to provide such development.

The main cost to the university for the program currently are the two annual four-credit course releases provided to the W2 Coordinator. One faculty member per Academic School also serves as a representative to the Writing Advisory Council, which has some costs in terms of faculty time reviewing proposals and meeting. Also, some support is provided by GENS staff, in terms of scheduling the meeting room and keeping records of W2 approvals. In addition, other faculty and staff across the University spend some time in communication and record keeping and mentoring related to W2s.

Acknowledgements

Thanks to faculty teaching W2 courses, IR, the Provost's Office, and the W2 Coordinator, Geoffrey Gust, for assistance in this review process. Thanks also to those who authored portions of this report for past reports, especially Emari DiGiorgio, Sonia Gonsalves, and the authors of the History, Public Health, and Literature self-study reports.

Dean's Comments/Reflections/Look Forward

Provost's Comments/Reflections/Look Forward

Appendix 1: W2 NSSE, FSSE, and survey data from W2 portion of Writing Program report, 2009-2010

Assessing W2 Courses

In 2009-2010 we surveyed faculty about what they do in their W2 and non-W courses. We modified a survey instrument that was given out as part of the FSSE, the faculty counterpart to the NSSE. Data from this survey gives us talking points with faculty—about what in practice is the difference between a W2 and a non-W class, for example, or about the practices in W2 classes. In addition, we should be able to compare some items with national data from others giving out a similar survey. Also, in Spring 2010 our students completed a student version when they took the NSSE. You can see the student questions at http://comppile.org/wpa+nsse/docs/27_Question_Supplement.pdf and preliminary national data and more information about the whole project at http://comppile.org/wpa+nsse/

One hundred and twenty-one faculty completed the survey. Of those, 50, or 41%, indicated that they taught an undergraduate W2 course in the past year. Sixty-nine, or 57%, indicated that they did not teach an undergraduate W2 course in the past year. Of the 78 survey respondents who reported that they had taught a non-W course in the past year, when reflecting upon one of those courses nearly all (94%) reported that they included writing assignments (defined broadly as assignments in which students produced writing and submitted it to you for grading or feedback, including essays, lab reports, multimedia projects, posters, Power Point presentations, blog or discussion board posts, essay questions on tests, etc.) in the non-W course that they chose to reflect on for the survey.

W2 and non-W classes at Stockton differ in terms of the kinds of writing students do in the courses. Students do much more writing for a specific field, arguing using evidence or reasoning, and analysis or evaluation in W2 courses than in non-W courses (Figure 1). In

addition, some kinds of writing are less frequently omitted from a W2 course: research, incorporating visuals with writing, writing for a specific field, explaining numerical data, and arguing (Figure 9. W2 course only omit one kind of writing more frequently than non-W courses: summary. Similarly, W2 courses only rely less heavily on two kinds of writing for frequent use than non-W courses: summary and incorporating visuals with writing. The Writing Program and faculty at Stockton in general should discuss whether the low frequency of some kinds of writing in both W2 and non-W classes is problematic—multimedia writing, for example, particularly as this was defined to include Power Point presentations, the use of visuals in writing, explaining numerical data in writing, describing methods/findings, writing short, ungraded pieces, and writing about one's own experiences.

Figure 1. Percentages of survey respondents who had "no" writing assignments that asked students to practice particular kinds of writing in non-W and W2 classes

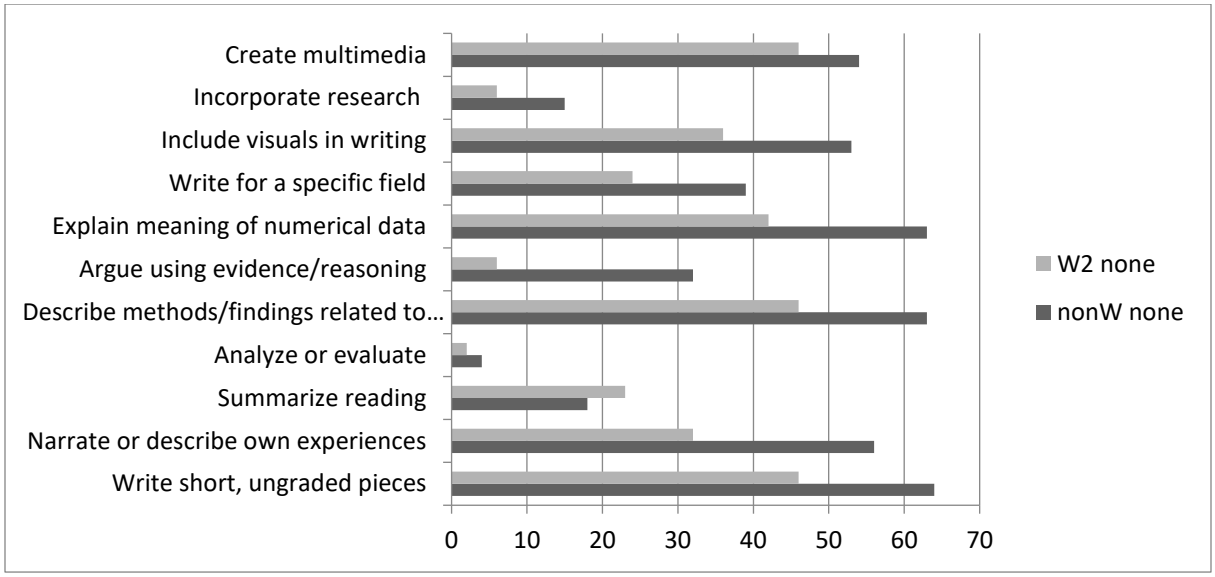
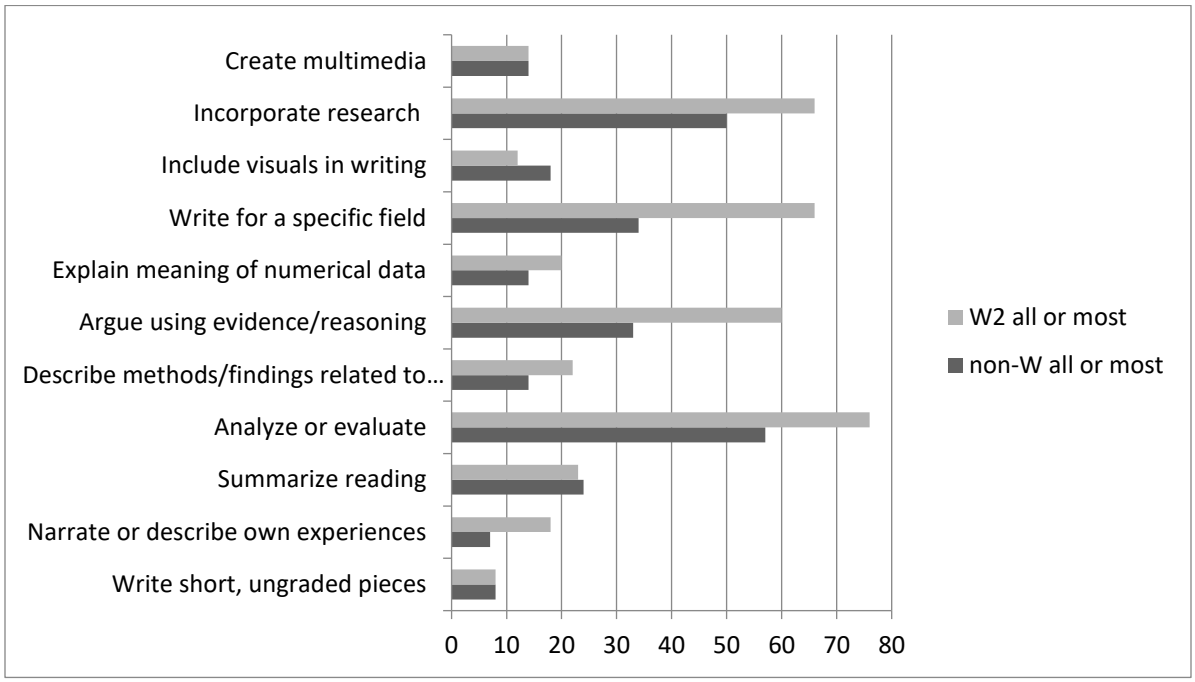


Figure 2. Percentages of survey respondents who indicated that "all" or "most" writing assignments asked students to practice particular kinds of writing in non-W and W2 classes



The processes teachers encourage students to use also differ between non W and W2 courses. All processes are used frequently by a higher percentage of survey respondents in W2 classes than in non-W classes (Figure 3). Similarly, all processes are omitted more frequently from non-W classes than from W2 classes (Figure 4). Again, conversation among faculty at Stockton might help us reflect and reach consensus about whether these frequencies are ok with us—or should, for instance, students get more feedback from one another and teachers on their drafts, or use the Writing Center more heavily?

Figure 3. Percentages of survey respondents who indicated that "all" or "most" writing assignments asked students to use particular writing processes in non-W and W2 classes

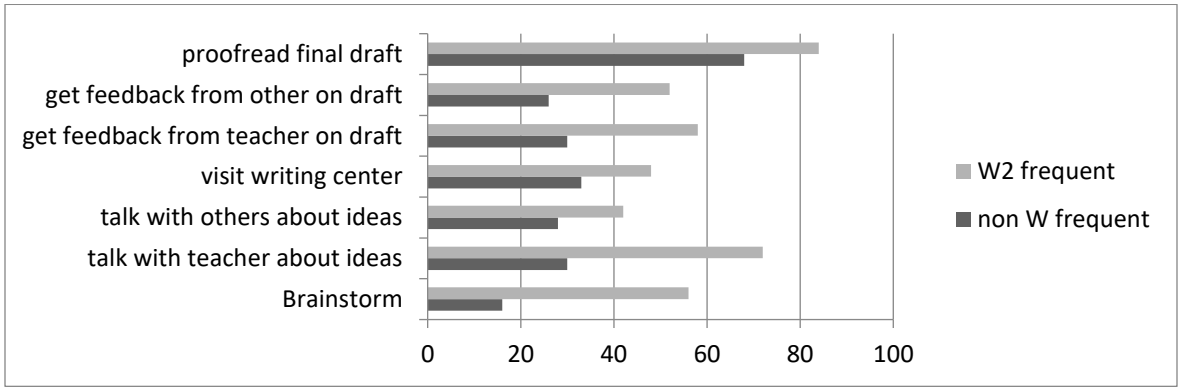
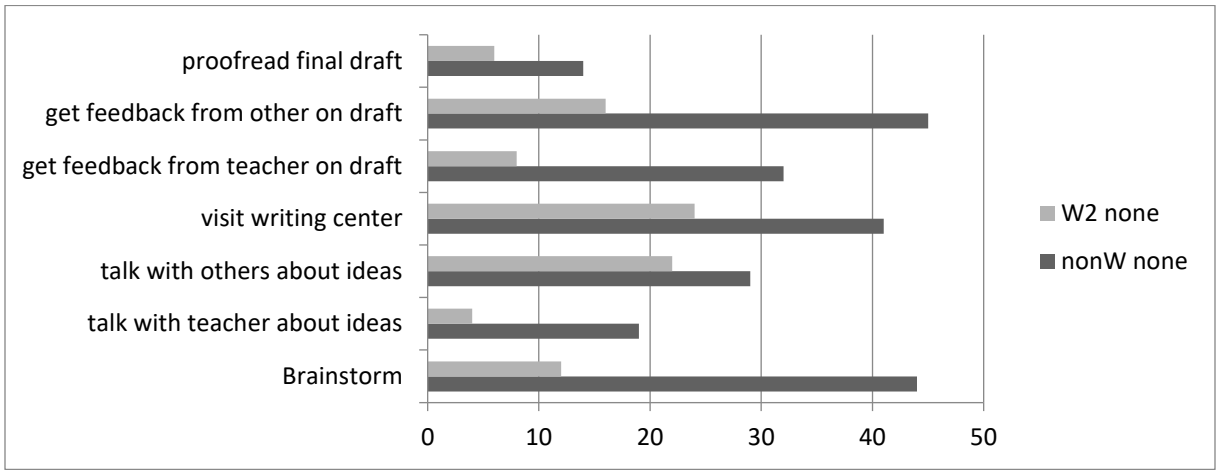
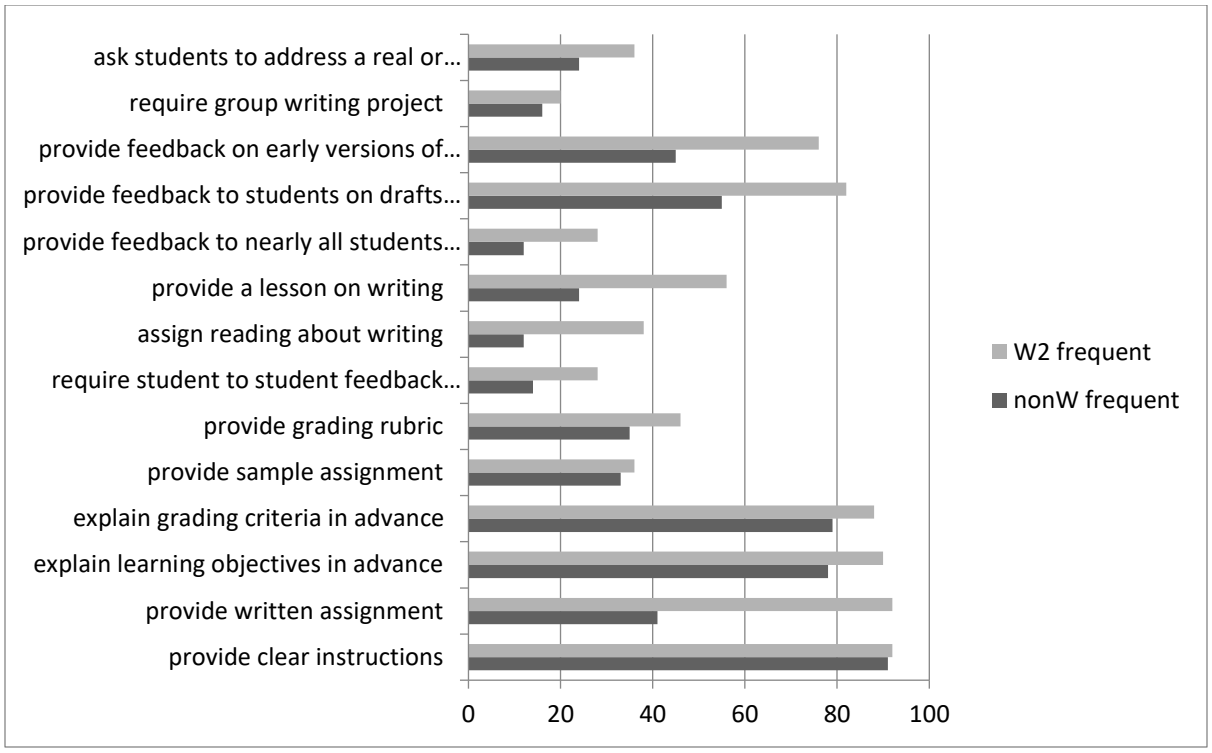


Figure 4. Percentages of survey respondents who indicated that "no" writing assignments asked students to use particular writing processes in non-W and W2 classes



Finally, non-W and W2 classes differ in terms of the kinds of instruction teachers provide to students. In both kinds of classes, over 90% of survey respondents indicate that they provide clear instructions to students for written assignments (Figure 5). However, the number who provide written assignment descriptions more than doubles for W2 courses compared to non-W courses. W2 instructors provide more instruction in all areas than non-W instructors, particularly in terms of lessons on writing and feedback to students on drafts. Non-W instructors are also more likely to omit instruction entirely in nearly all areas—the exception being providing a grading rubric (Figure 6).

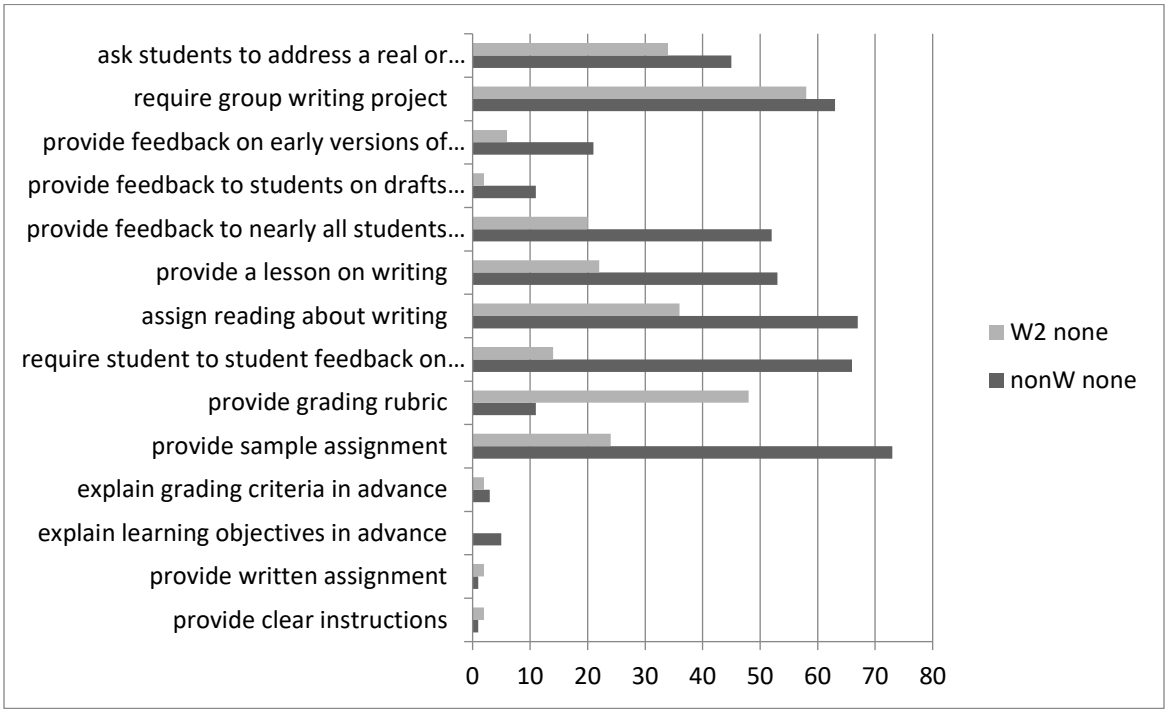
Figure 5. Percentages of survey respondents who indicated that they provided various kinds of instruction to students for "all" or "most" writing in non-W and W2 classes



Summary of W2 compared to non-W classes

Overall, the survey indicates that our W2 courses succeed in providing a different experience in terms of writing instruction than our non-W courses. However, we also can see areas in which we could do more with students: practice with particular kinds of writing. We can also encourage and guide faculty in applying best practices in writing instruction more frequently—certainly, it would be fairly easy for faculty and students to embed short readings or lessons or to require online peer critique, and these practices could aid student learning.

Figure 6. Percentages of survey respondents who indicated that they provided various kinds of instruction to students for "no" writing assignments in non-W and W2 classes



Teaching W2 classes

Survey respondents also indicated why they did not teach a W2 in 2009-2010 if they did not do so. Seventy survey respondents answered this question. Of those, the majority (53%) indicated that they never teach W2 classes—which also means that we had 37 survey respondents who never teach W2 classes. Another 23% indicated that they rarely teach W2 classes. Only 9% indicated that they often teach W2 classes, but did not in 2009-2010.

People who usually teach W2 classes but did not in 2009-2010 often listed release time as a factor. Otherwise, they and those never teaching a W2 class had similar responses. The most common explanations were adjunct status (limited choice of class assignment, lack of knowledge of W2 or procedure for approval) and the kinds of courses being taught (first-year seminar, W1, graduate that would lack a W2 or courses faculty seem to think a W2 would not work in, like Q classes). Other common reasons include the need to teach content, as indicated by the following comments:

- "I did not feel I had time, in the curriculum of my particular classes, to add additional writing assignments or to put additional focus on teaching writing skills."
- "Too much class time was expected to be spent on work related to writing assignments. I have content material that needs to be covered."
- **"**The subject material was difficult and I wanted to focus on content, not form"

- "I don't want to take time in my substantive courses to actually teach writing. I do require my students to write--but I don't spend any class time talking about writing, nor do I want to."
- "Given the amount of substantive matter to be covered, did not feel I could properly address the teaching of writing per the requisites as set forth by the writing program."
- "I seldom teach W2 courses because of the need to take class time away from the subject area. Since I teach in a small program, I feel a need to focus primarily on course content. Lately, however, I have been feeling that even a little more focus on writing than I currently provide would benefit the students a great deal."
- "I teach in the hard sciences. While our lab courses sometimes require extensive writing (depending on the professor), they are not considered W2 courses."
- "The one non-grad course I teach places emphasis on the content. Yes, I do have a small component of the grade earmarked for writing skills, but I want the student's main focus on the content"
- "I teach primarily content-heavy courses in which assessment is more properly exam based."

Some faculty indicated that teaching a W2 takes more time than they have, as the following comments indicate:

- **"**I don't want to give up significant class time to writing, and I had too many students to give appropriate writing feedback."
- "I had another class that was a W class. I tend to have a lot of writing in all my classes and I read everything my students submit to me and can't make them all W, as I take it seriously."
- "I did not have the time to efficiently grade papers as required to be a w"
- "I allow rewrites in my W courses, I didn't want to spend that amount of time grading for this course."
- "Too much work"
- "I had been offering W2 in all of my classes. And two of my classes are Q2. Pedagogically I believe in the integration of these important skills into every class but the hours (40per week) of grading - encouraging multiple drafts and revisions- became too onerous."

Other reasons, listed by no more than two respondents, each, include the following:

- New faculty/emeritus faculty
- First time teaching class
- Other professional obligations
- No opportunity
- Requirements for W2 too difficult to meet

- Students not adequately prepared: 1 "When I taught W2 courses in the past, I did not feel the students had a good foundation for writing. I spent too much time teaching writing instead of course content."
- Because the W2 designation gets dropped: "it is too easy to have a course that should be a W2 get dropped from the list - the default should not be for a course taught by a particular faculty member to lose its designation, unless that faculty member indicates that it should be.
- Unaware of process for designation
- Lack of desire: "I have no real opportunities to teach W2 courses, nor any particular desire to do so."
- Too many requirements
- Not sure of benefit to students: "There are already 3 required W2 courses in the major (that someone else teaches) and I didn't know if it would benefit students to add an additional required W2 course."
- Failed to get approval in time

Overall, it seems that we need to continue to offer ways to make the work load manageable for instructors. In addition, we need to better communicate how writing can be incorporated into content courses, particularly in math and science. We need to better communicate about W's to adjunct instructors.

Appendix 2: 2010-2011 W2 Assessment update

In fall 2010, we ordered group summary reports that allowed us to compare data from student evaluations from courses listed as W1 and W2 courses and for all of our first year writing courses. This data has provided a more complicated picture, one in which student learning about writing seems to occur well in W1 courses at all levels but in which student learning about writing does not seem to occur well, overall, in W2 courses—in which, in fact, students report less overall learning about writing in them than they do in non-W2 courses at our institution (3.7 on a scale of 5 for progress on this goal in W2 courses, and 4.0 on the 5-point scale for non-W courses!). In addition, very few faculty teaching W2 courses (only 28%--42% of faculty in courses overall chose this goal) listed student improvement in oral or written communication as a goal for the class that they wanted the class to be evaluated on when selecting from a list of 12 learning objectives for their courses. This data is at odds with our survey data from the previous year, as addressed in Appendix 1.

A survey conducted by Emari DiGiorgio in 2010-2011 provided information about in which areas faculty across the curriculum would like help teaching. The top two topics faculty would like help teaching were analyzing data/ideas/arguments and correct use of grammar and syntax. Citation methods ran a close second. Organizing a paper took third, and correct use of mechanics (spelling, punctuation) placed fourth.