BUT WHAT HAVE THEY ACTUALLY LEARNED?

Reviewing Programmatic Assessment Data of Rhetorical Awareness Learning Outcomes

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FYC PROGRAMMATIC ASSESSMENT CYCLE
UHWO’s FYC 5-YEAR ASSESSMENT CYCLE

**PLO #1:** Strategies for composing in genres associated with college-level writing

**2014/2015**
Creation of Programmatic Documents

**PLO #2:** Critical thinking, reading, and composing strategies

**2015/2016**
Assess Embedded Assignments

**PLO #3:** An understanding of composing as a recursive, social, and collaborative process

**2016/2017**
Assess Reflective Freewrites

**PLO #4:** Rhetorical awareness

**2017/2018**
Assess Common Analytical Writing Prompt

**PLO #5:** Knowledge of conventions

**2018/2019**
Assess ...?
COUNCIL OF WRITING PROGRAM ADMINISTRATORS

TRANSFER, GENRE, & POST-PROCESS

FALL 2014: FYC LEARNING OUTCOMES
Rhetorical Knowledge

“the ability to analyze contexts and audiences and then to act on that analysis in comprehending and creating texts. Rhetorical knowledge is the basis of composing. Writers develop rhetorical knowledge by negotiating purpose, audience, context, and conventions as they compose a variety of texts for different situations.”

1. Analyzing and composing a variety of texts
2. Reading and composing in several genres
3. Responding to a variety of situations and contexts
4. Using a variety of technologies
5. Matching different environments (e.g., print and electronic) to varying rhetorical situations
“Students will be introduced to the rhetorical, conceptual, and stylistic demands of writing at the college level; courses give instruction in composing processes, search strategies, and composing from sources. This course also provides students with experiences in the library and on the Internet and enhances their skills in accessing and using various types of primary and secondary materials.”

FOUNDATIONAL WRITING HALLMARKS

1. introduce students to different forms of college-level writing...and guide them in writing for different purposes and audiences.
2. provide students with guided practice of writing processes...making effective use of written and oral feedback from the faculty instructor and from peers.
3. require at least 5000 words of finished prose
4. help students develop information literacy by teaching search strategies, critical evaluation of information and sources, and effective selection of information for specific purposes and audiences; teach appropriate ways to incorporate such information, acknowledge sources and provide citations.
Programmatic Learning Outcomes

Spring 2015

First-Year Composition
Programmatic Learning Outcomes

1. Strategies for composing in genres associated with college-level writing
2. Critical thinking, reading, and composing strategies
3. An understanding of composing as a recursive, social, and collaborative process
4. Rhetorical awareness (including the ability to analyze contexts, purposes, and audiences and apply that knowledge to the creation of texts in a variety of genres and media);
5. Knowledge of conventions (including genre conventions of style, organization, design, and tone; appropriate and ethical research and citation conventions; and proper mechanics, syntax, grammar, usage, and spelling conventions).
THREE questions that will help determine format, style, and content...

1. Who is your **AUDIENCE**?

2. What is your **PURPOSE**?

3. What is the **GENRE**?
FALL 2017:
SHARED STUDENT WRITING PROMPT
DEFINITIONS
In your opinion, what does it mean to demonstrate rhetorical awareness and adaptation when composing a text?

ANALYSIS
Analyze PETA’s websites (Kids, Prime, peta2): detail specific ways the sites successfully demonstrate rhetorical awareness and adaptation in terms of the organization’s purpose, audience, and context.

APPLICATION/DEMONSTRATION
Describe TWO texts (any genre, any media) that would persuade UHWO to build a coffee shop (consider audience & purpose and how that alters content, organization, voice, tone, and genre)

REFLECTION
How might what you learned in this course about rhetorical awareness and adaptation apply or transfer to your future upper-level courses/assignments and your life outside the university?

LIKERT SCALE EVALUATION (1-4)
If one of the goals of this course was to help you “develop, practice, and successfully demonstrate rhetorical awareness” how effective would you say your course was overall?
ANALYSIS OF ASSESSMENT DATA*

*sample of approx. 25% of data coded and represented here
Completion & Representation

**OVERALL COMPLETION**
N=195/456 (43%)* of all FYC students
* Statistically significant representative sample

**COURSE REPRESENTATION**
Includes 22/25* FYC sections & 7/9* FYC Instructors

- **ENG 100T**: 34 (17%)*
- **ENG 100**: 79 (41%)*
- **ENG 200 f2f**: 46 (24%)*
- **ENG 200 online**: 36 (19%)*

* Statistically significant and accurate representative sample
* Accurate representative sample: all within 5% of overall course offering percentages for fall 2017
1: DEFINITIONS

In your opinion, what does it mean to demonstrate rhetorical awareness and adaptation when composing a text?

APPEALS/DEVICES/PURPOSE: 41%
- “using rhetorical strategies to adapt to the audience you are talking to or writing for;”
- “using rhetorical appeals;”
- “rhetoric being used (pathos, ethos, logos);”
- “changes because of purpose and rhetorical situation”

MISSES THE MARK/CONFUSED: 37%
- “Provide examples;”
- “get and keep readers’ attention;”
- “using credible sources;”
- “both sides of an argument;”
- “getting your point across to a reader;”
- “you tell me”

AUDIENCE-FOCUSED: 22%
- “able to persuade your audience of choice to whatever it is you are arguing about;”
- “adapting to a particular audience”
Analyze PETA’s websites (Kids, Prime, peta2) and detail TWO specific ways the sites successfully demonstrate rhetorical awareness and adaptation in terms of the organization’s purpose, audience, and context. (Consider visuals, layout, graphics, colors, text, organization, word choice, tone, content, rhetorical appeals, etc.)

**MISSLES THE MARK/CONFUSED: 38%**
- “Websites are different but still the same information;”
- “wide range of overviews of what each website stands for;”
- “the text was very organized and the tone was set perfectly;”
- “IDK;”
- “too much work to answer this”

**STRONG ANALYSIS W/EVIDENCE: 32%**
- Visual design, content, word choice, and tone connected to audiences; “PetaKids is more child friendly with bright colors and very simple blogs to understand with videos and games;”
- “PETA Prime a lot more wordy because it is meant for adults who will read it;”
- “Peta2 used social media links and hashtag language to appeal to teens”

**SUPERFICIAL UNDERSTANDING: 30%**
- “The pictures make for a kid friendly viewing and the other site used simple texts with less color and pictures made for an older crowd;”
- “The PRIMEpeta was more adult friendly and serious it reminded me of CNN and other news articles on the web. Peta2 was user friendly and reminded me of Ted talks.”
3: APPLICATION/DEMONSTRATION

Describe TWO texts (any genre, any media) that would persuade UHWO to build a coffee shop (consider audience & purpose and how that alters content, organization, voice, tone, and genre)

TEXTS W/RHETORICAL COMPOSING SPECIFICS: 42%

- “Poster with pictures, large bolded texts and very enthusiastic tone to get my target audiences’ sympathy and emotion;” “will have an informal tone, use hashtags and slang, have lots of pictures since you’re talking to young students on a social media platform;” “business plan that would include description, menu, finances, floor plan, etc, It would have to be very well written and formatted due to the audience of the piece”

MISSES THE MARK: 42%

- “I don’t drink coffee;” “having a coffee shop on campus would be nice for those who do not need to leave campus and travel a distance to get coffee to wake themselves up for school;” “People like the idea of being related to. They also love information. So by applying rhetoric appeals, I could influence people”

TEXTS W/ SUPERFICIAL EXPLANATION: 16%

- “Commercial could be used to persuade fellow students that a coffee shop would benefit them;” “Social media is almost a vital part of today’s society, so we would take advantage of that”
4: REFLECTION

Describe TWO texts (any genre, any media) that would persuade UHWO to build a coffee shop (consider audience & purpose and how that alters content, organization, voice, tone, and genre)

MISSES THE MARK: 50%
- “Peer reviewing;” “Learning about my writing skills and how to keep practicing to become a better writer;” “fundamentals of writing;” “I learned a lot about research;” “it’s good to always check your sources”

CONNECTION TO REAL WORLD/OTHER COURSES: 50%
- “Helps me to understand how media influences me. I understood this on a smaller scale, but now i see that everyday decisions i make are influenced by everything around me;” “helps improve your presentations, cover letters and resumes, It is a way of showing your personality and presenting the information in the best way for your audience;” “Being able to hit your target audience, whether it is your boss or co-workers, is an invaluable skill;” “When I write scripts or contracts, I can use what I learned to influence the minds and hearts of my audience;” “The most major thing is how the rhetorical situation is everything”
If one of the goals of this course was to help you “develop, practice, and successfully demonstrate rhetorical awareness” how effective would you say your course was overall?
ASSESSMENT FEEDBACK LOOPS
ASSESSMENT FEEDBACK LOOP(S)

Data and findings compiled with other FYC programmatic assessment reports AND shared with system colleagues at this event.

Furthering cohort professional development: hosting FYW Symposium event themed to focus on “Fostering Rhetorical Awareness” in order to share, learn, and innovate alongside state-wide system community of writing teachers.

Implement new/revised programmatic teaching strategies and practices in order to further hone and develop our students’ rhetorical awareness:

- Connecting definitions/terms to analysis and demonstration;
- Providing evidence for analysis arguments;
- Being effective PRODUCERS (understanding all the small choices).