Oakland University Assessment Committee
Assessment Plan Template

Step 1: Basic Information

Program Name: Writing and Rhetoric

School or College your program resides in: College of Arts and Sciences

Program Level (check all that apply):
    Undergrad   x
    Master's   ☐
    Doctoral   ☐

Date Report Submitted: September 26, 2014

Current Assessment Contact Representative (& E-mail): Dana Driscoll   driscoll@oakland.edu
Current Department or Program Chair (& E-mail):   Lori Ostergaard ostergaard@oakland.edu
Current Dean (& E-mail):   Kevin Corcoran   corcoran@oakland.edu

Step 2: Type of Assessment Plan

Option A. Programs that have an external accrediting agency other than the Higher Learning Commission may be eligible to use their accreditor's response in lieu of following the UAC's standard process. These programs use the UAC's 'external accreditation mapping' form instead of this form. For more information, please contact the UAC/OIRA liaison Reuben Ternes (ternes@oakland.edu). Programs without external accreditation should proceed to option B.

Option B. If you are not accredited by an external body (or your accreditor's standards do not meet the standards set by the Higher Learning Commission), then proceed to Steps 3-5 to create your assessment plan. Members of the UAC are always willing to work with individuals from any department to develop or revise their assessment plans. In addition, the Office of Institutional Research and Assessment (OIRA) has some very helpful tools for faculty and departments listed on their website (www.oakland.edu/OIRA). If at any time you have any questions, need any assistance, or would like to schedule a meeting with any UAC representatives, please contact the UAC and OIRA liaison, Reuben Ternes (ternes@oakland.edu).

University Assessment Committee
Last Updated: January 27, 2014

Assessment Plan Template
Questions? E-mail ternes@oakland.edu

Step 3: Aligning the OU Mission, Program Goals, Student Learning Outcomes, and Assessment Measures

(1) OU Mission	(2) Program Goals	(3) Student Learning Outcomes	(4) Assessment Measures
Instruction: "Oakland University provides rigorous educational programs" in which "undergraduates develop the skills, knowledge, and attitudes essential for [. . .] active, concerned citizenship." OU majors "prepare students for post-baccalaureate education, professional schools, or careers directly after graduation." OU programs provide "a variety of courses and curricular experiences to ensure [. . .] superior career preparation or enhancement." **Research:** OU will "advance knowledge through the research and scholarship of its [. . .] students." **Public Service:** OU "cooperates with businesses, governmental units, community groups, and other organizations on research, technical development and problem-solving enterprises" and "respond[s] with innovative instruction, research and other service to rapidly changing needs." **Student Development:** OU "integrate[s] cognitive learning with personal growth of the individual student in the emotional, social, physical, cultural, ethical and interpersonal domains [. . .] through " [. . .] sponsored activities and events."	The Writing and Rhetoric major and minor will develop and support students' abilities • as critical readers, writers, and thinkers in academic and non-academic contexts, • as literate agents working independently and collaboratively, • as engaged participants in their local and national communities, and • as effective users of technologies of literacy. Majors will • gain an understanding of the histories, theories, research methods, ethics, and conventions of literate acts and practices; and • use that understanding to produce their own works for audiences, purposes and contexts.	Students who graduate with a degree in Writing and Rhetoric will demonstrate knowledge of: • The history and theories of rhetoric • The professional and academic possibilities for a degree in writing and rhetoric • The processes by which print and digital texts are produced • The role of writing and rhetoric in the public sphere Students who graduate with a degree in Writing and Rhetoric will: • Apply rhetorical analysis to communicative practices, written or otherwise • Engage in research processes in independent and collaborative research • Apply writing processes (including invention, drafting, and revision) to compose a variety of texts for multiple audiences, media, and contexts • Apply various technologies and media to produce effective digital texts • Engage in ethical collaborations in academic and non-academic contexts • Connect classroom learning to activities beyond the classroom, which may include 1) service to specific communities as civic-minded rhetors, 2) workplace applications, or 3) pre-professional experiences	Capstone portfolio Post-graduate survey of WRT majors

University Assessment Committee
Last Updated: January 27, 2014

Assessment Plan Template
Questions? E-mail ternes@oakland.edu

Step 4: Participation in Assessment Process

Who Will Participate in Carrying Out the Assessment Plan	What Will Be Their Specific Role/s
WRT Assessment Committee (comprised of 4 full-time tenured, tenure-track, and job-secured faculty and 1 special lecturer at the time of this assessment)	Full-time faculty on the WRT Assessment Committee (AC) developed the assessment plan, instruments, and rubrics; and collected the assessment data. Full-time and part-time WRT AC members analyzed the assessment data and contributed to the report. The report will be written by Dana Driscoll, currently the chair of the WRT AC.

Step 5: Plan for Analyzing and Using Assessment Results to Improve Program

A. How will you analyze your assessment data?

Capstone portfolios will be analyzed by the WRT Assessment Committee (AC) members, using rubrics designed to determine whether the student has explicitly discussed or directly articulated his/her knowledge of the following 6 specific learning outcomes for the major:

- history of rhetoric,
- theories of rhetoric,
- production processes for print texts,
- production processes for digital texts,
- the role of writing and rhetoric in the public sphere, and
- professional and/or academic possibilities for a WRT degree.

The capstone portfolio documents will also be analyzed by the AC using a 5-point scale for evidence of the student's ability in the following 10 specific learning outcomes:

- apply rhetorical analysis to communicative practices, written or otherwise;
- engage in appropriate research processes for the rhetorical situation;
- apply writing processes, including invention, drafting, and revision;
- produce effective digital texts;
- produce effective written texts;
- engage in ethical collaborations;
- connect classroom learning to service to specific communities as civic-minded rhetors;
- connect classroom learning to workplace applications;
- connect classroom learning to pre-professional activities
- reflect upon his/her growth as a writer

University Assessment Committee
Last Updated: January 27, 2014

Assessment Plan Template
Questions? E-mail ternes@oakland.edu

B. How will you use results to improve your program?

     The WRT Assessment Committee (AC) will make specific recommendations for improving the WRT curriculum to the WRT Committee on the Major (CoM) and the WRT Chair based on the assessment results. Results of the assessment will also be shared with all full-time faculty to facilitate discussions of improving pedagogical practices.

Step 6: Submit Assessment Plan

Send completed form electronically to ternes@oakland.edu.

University Assessment Committee
Last Updated: January 27, 2014

Assessment Plan Template
Questions? E-mail ternes@oakland.edu