

P. Medine's statement to the Faculty Senate 9/13/99

I should like to comment on the pending case of Dr Marguerite Kay, Regents Professor, who was dismissed from the university in 1998.

The following resolution concerning Dr Kay was passed unanimously by the Committee of Eleven at its 27 August meeting:

Judge Stephen Villarreal has established that there were procedural improprieties in the handling of the case of Regents Professor Marguerite Kay. In view of that fact, we call for Dr Kay to be reinstated immediately to her full faculty status pending resolution of this matter.

As Jerry Hogle has written plainly and pointedly, this court ruling makes it "clear that the process in this case is not finished. That means no sanction, including dismissal, should be in effect." I wish to raise my voice with Jerry's in endorsing the Committee of Eleven's resolution, and I wish respectfully to urge President Likins to reinstate Dr Kay, immediately and to her full faculty status.

I offer two reasons.

First, Villarreal's ruling orders formal conciliation to take place.

Conciliation is by nature a pre-termination procedure and should of course occur before dismissal. The parties are preparing to undertake this procedure. In order that it go forward effectively and fairly, however, Dr

Kay can hardly be already dismissed. For the dismissal already to have taken place, puts both sides in inappropriately defensive positions—Dr Kay being at a disadvantage owing to her effective termination, the university being disposed to uphold the earlier action.

My second reason is a matter of practicality and principle. Nothing will be lost by reinstatement at this time. If conciliation and review are finally unsuccessful, Dr Kay can be properly and justly terminated. If, on the other hand, Dr Kay is vindicated, her timely reinstatement now will be vindicated and the healing process will have already begun. Either way, immediate reinstatement is appropriate. Equally important reinstatement now will demonstrate the university's commitment to proper procedure, to justice, and to fairness. It would be a demonstration that would repay handsome dividends of goodwill and support to the university, to the administration, and to President Likins.

REPORT ON FACULTY LISTSERV

My report is in response to Senator Witte's request that we revisit the decisions which affect the use of the faculty-wide listserv – particularly who decides which information is posted to what is probably best characterized as a 'bulletin board'.

We discussed the process in the Executive committee meeting, looking again at the survey of the faculty from which the current process was developed. This survey supported the idea of the three officers making the decisions regarding posting of messages. There was general agreement that this process seemed fine, as long as the listserv/bulletin board is used to transmit 'factual' information. However, Senator Medine raised the issue that some faculty might be concerned that the listserv would be used for disseminating more 'political' or potentially emotionally charged information – and, that the officers might not adequately represent all sides of an issue. All of the executive committee felt that the purpose was to

be more of a factual bulletin board, so the decision was made to go ahead with the process as voted on by the Faculty Senate last year (the three officers in charge of decisions).

However, we will also collect data about the types of messages which we evaluated, the types and number accepted, the types and numbers rejected and we will make the listserv an agenda item later this year. At that time we will report what has happened and have a general discussion of the value of the listserv, the processes being used, etc., in order to insure that it is being used in a manner that is acceptable to the Senate members.

9/7/99

DRAFT
still under discussion

CAMPAIGN ARIZONA For a Premier University Experience

The University of Arizona's vision is to be a premier student-centered research university. The University's strength in research and commitment to the highest quality education and service are combined to give students a premier university experience.

As we achieve our vision, the intellectual, moral and financial integrity of the University of Arizona must be preserved. We know, furthermore, that no University can prosper unless the people who finance and otherwise support the institutional vision favorably perceive it.

Campaign Arizona is the vehicle through which our shared vision can be achieved.

FOR A STUDENT-CENTERED COMMUNITY

The learning experiences with the highest priority are those that best prepare students for a lifetime of learning, enable them to assume leadership roles, and lead productive, fulfilling lives. Many of the student-centered initiatives within Campaign Arizona will make possible an exemplary living and learning community.

To achieve the goal of being a truly "Student-Centered Community," Campaign Arizona will support initiatives that provide for a rich artistic, intellectual, and cultural environment at the University of Arizona and provide opportunities for faculty/student/staff/community partnerships that promote the synthesis of learning and life experiences.

Campaign Arizona also will support a campus culture based on caring, equity, and civility; enhance diversity among faculty, students, and staff, and provide opportunities to increase awareness and appreciation for other cultures and perspectives; and assure high quality, affordable health, housing, food, recreation, safety, and disability support.

Specific opportunities include scholarships/internships, graduate fellowships, career and outreach services, and student-focused campus facilities such as the Integrated Learning Center and the Student Union Building.

FOR LEARNING THROUGH DISCOVERY

The faculty contribution is integral to the student experience. Campaign Arizona will enable our faculty to build and grow teaching and research projects, which, through their uniqueness and excellence, distinguish the University of Arizona from its peers. One key strategy is a commitment to agility in response to unanticipated change and opportunity. Campaign Arizona will encourage and support programs that teach and

To be competitive in today's global economy University of Arizona students must be prepared to work with diverse people and ideas. As both the University as a whole and individual students and alumni increasingly interact across national boundaries, a better understand of the history, customs, and cultures of other nations is required of all citizens. Further, as greater numbers of international students enroll at the University of Arizona, they, too, provide important links that benefit the State and other students through cooperative trade, education, and research activities.

As a result of Campaign Arizona, the University will be a more effective leader and partner in fostering outreach activities that serve local to international communities, anticipate future changes in societal thinking and career opportunities; explore technological and scientific advancement; and address public need.

Campaign Arizona will offer opportunities to influence health, environment, food and nutrition, population studies, sustainable agriculture, and the alleviation of poverty, hunger, and disease around the globe.

The five proposed major themes establish a formula that will encourage flexibility and participation at the unit level.

Governor Appoints Higher Education Task Force

NR 99:69

(PHOENIX – Sept. 22, 1999) Governor Jane Dee Hull today announced the appointment of the Governor's Higher Education Task Force, which will prepare a statewide "Blueprint for Higher Education in Arizona."

The 16-member task force will prepare a strategic plan for higher education and examine the enrollment capacity, quality and future development of the state's post-secondary education system, the Governor said.

"With limited resources, burgeoning student population and a rapidly changing economy, we must do a better job of planning in our higher education system," said Governor Hull. "I am asking the task force to think 'outside the box' and find the most innovative structures and methods for post-secondary education."

The Higher Education Task Force will develop preliminary recommendations by next July and complete the Blueprint by the end of the year 2000. Tucson businessman Warren S. Rustand, managing general partner of Harlingwood Capital Partners, will serve as chairman.

"Our interest in education improvement cannot stop at high school graduation," the Governor said. "We have done much for K-12 in the past two years. Now I want to add top-notch higher learning to our agenda."

The Governor thanked the Arizona Board of Regents, which supervises the university system, and the State Board of Directors for Community Colleges of their support and assistance in this effort.

"Clearly, our strategic plan must go beyond anticipating enrollment and begin to address participation by all segments of our population in post-secondary education, job retraining, lifelong learning and professional education," said Hank Amos of Tucson, president of the Arizona Board of Regents.

"This is the first time in Arizona we have assembled a group to develop a strategy that cuts across geographic, system and public-private boundaries. The community colleges stand ready to participate fully in this watershed study," said Patrick Carlin, chairman of the State Board of Directors for Community Colleges.

Arizona must be ready to take full advantage of the explosion in information technology careers, electronic commerce, global business enterprise and high-technology research and development, the Governor said.

The members of the Governor's Task Force on Higher Education are:

- **Warren S. Rustand (Task Force Chairman)**, Managing General Partner – Harlingwood

Capital Partners

- **Chris Herstam**, Member Arizona Board of Regents
- **Don Ulrich**, Member Arizona Board of Regents
- **Lattie Coor**, President – Arizona State University
- **Peter Likins**, President – University of Arizona

- **Clara Lovett**, President – Northern Arizona University

- **Patrick Carlin**, Chairman – State Board of Directors for Community Colleges
- **Nick Balich**, Member – State Board of Directors for Community Colleges
- **Raul Cardenas**, Acting Chancellor – Maricopa County Community College District
- **Robert D. Jensen**, Chancellor – Pima County College District
- **Gherald Hoopes**, President – Eastern Arizona College
- **Frederick D. Lockhart**, Executive Director – Arizona Private Schools Association

- **Richard H. Silverman**, General Manager – Salt River Project
- **John F. Oppedahl**, Publisher & CEO – Arizona Republic

- **Kathryn L. Munro**, Partner – The Tahoma Fund

- **Jaime A. Molera**, Governor's Policy Advisor for Education

###

The Arizona Board of Regents, with input from faculty and the universities, will strive to:

16. Ensure that Board policies and practices are supportive of university efforts to improve student learning.
17. Ensure that current accountability measures and goals do not conflict with the continuing redesign of curricula to be more learner-centered.
18. Promote the **d**evelopment of appropriate definitions and assessments of learning outcomes at the individual student level.
19. Promote the development of appropriate measures of learning performance and learning productivity at the program and campus level.
20. Monitor progress on university efforts to assess learning outcomes, improve learning performance and increase learning productivity.

Instruction and Curriculum Policy Committee

I. Approval of Institute for Innovation in String Music Training

Justification: There is a documented need for string music teachers, both locally and nationally, and a dearth of formal research centers devoted to string music pedagogy or string music training. The proposed Institute would be the only one of its kind west of the Mississippi. It presents a unique opportunity for the UA to work closely with the American String Teachers Association (ASTA) and the Tucson Unified School District (TUSD) to enhance currently existing UA music education programs, develop local programs in string music education, and develop a research center for string music pedagogy. Immediate objectives include publication of the Journal of String Research. No direct financial support is requested from the UA or the State of Arizona. It is expected that the status as an Institute will position the faculty to be more competitive for external funding for research activities. Current faculty in the School of Music will have partial appointments in the Institute. No new space allocation has been requested; although should the ASTA decide to move its administrative offices to the UA, space will be needed to accommodate this group.

Approvals:

Undergraduate Council, 9/14/99
ICPC, 9/14/99

II. Approval of design modification for the University of Arizona/Arizona International College Diploma

Justification: A 'mock-up' of the proposed diploma is provided. The only difference from the UA diploma is the addition (in smaller letters) of the name, 'Arizona International College' just below the name 'University of Arizona'. This different feature of the proposed diploma reflects the uniqueness of AIC in its mission and pedagogy. Although AIC is, for administrative purposes, a college within the UA at this time, its uniqueness in terms of its curriculum and expected student outcomes justify its designation on the diploma of its graduates.

Approvals:

Undergraduate Council, 4/13/99
ICPC, 9/14/99

REPORT AND RECOMMENDATIONS

of the

Committee to Revise the Upper-Division Writing Proficiency Exam

A Proposal for the WRIMCAT

September 17, 1999

Members

Ty Bouldin, University Composition Board
Richard Cosgrove, University Distinguished Professor, History
Marvin Diogenes, Director, University Composition Board
Daphne Desser, Graduate student, English
Beth Harrison, Associate Director, University Teaching Center, Chair, Intercollegiate
Writing Committee
Gwendolyn Johnson, Office of Curricular and Enrollment Research
Yvonne Merrill, University Composition Board, Writing Across the Curriculum
Coordinator
Margaret Wilder, Associate Dean, College of Social and Behavioral Sciences
Darin Payne, Graduate student, English
Cindy Rankin, Physiology and Molecular and Cellular Biology
Dennis Ray, Plant Sciences
Randall M. Richardson, Assistant Vice President for Undergraduate Education
Edward M. White, English (Chair)

Report presented to and discussed by the Undergraduate Council 2/9/99
Intercollegiate Writing Committee 2/12/99
University Composition Board 2/15/99, 3/3/99
Associate Deans 2/16/99
Office of Curriculum and Registration 2/18/99
Office of Undergraduate Education 2/18/99
General Education Committee 2/24/99
RCTE Faculty 3/4/99

Approvals:

Undergraduate Council, 8/24/99
Instruction and Curriculum Policy Committee, 9/14/99

I

EXECUTIVE SUMMARY

WRIMCAT stands for WRITing at Mid-Career Assessment. The WRIMCAT program was developed by a diverse committee of university faculty, including writing professionals, administrators, and graduate students, appointed by Vice President for Undergraduate Education Mike Gottfredson to develop a revision of the current Upper Division Writing Proficiency Examination (UDWPE). The WRIMCAT proposal is now being put forward to the larger university community for review and comment.

The major objective of the WRIMCAT proposal is to reaffirm the central importance of writing at the University of Arizona by creating a requirement that is part of a broader writing program linked to the undergraduate curriculum. The proposal also addresses problems with the current university writing requirement (UDWPE). Specifically, our plan proposes to

- ◆ Make the writing assessment requirement meaningful by requiring students to pass the requirement, not simply take it;
- ◆ Ensure that students are taking the writing assessment at mid career (in most cases, after completing 45 units);
- ◆ Situate the writing assessment in a meaningful way within the curriculum, by creating links between Tier I/Tier II General Education courses and upper-division coursework;
- ◆ Increase the efficiency and demonstrate the university-wide nature of the requirement by moving the registration, enforcement, and other university administrative functions to the Office of Undergraduate Education.
- ◆ Use the assessment to identify students whose writing needs improvement and provide the means for writing improvement to take place in mid-career;
- ◆ Prepare students for writing emphasis courses in their major fields of study and assure faculty teaching those courses that students in those courses will be ready to accomplish the assigned work;
- ◆ Ensure that university faculty are centrally involved in designing and evaluating the writing assessment methods, and that they are fairly compensated for any additional responsibilities (workshops, supplemental evaluation) they take on with respect to the WRIMCAT program.

The WRIMCAT proposal offers students a range of choices to satisfy the writing assessment requirement, and has mechanisms to ensure that students complete the assessment at mid career, while opportunities to improve their writing are still available to them. Students will also benefit from faculty assessment of their writing strengths and weaknesses. Most students will be able to meet the requirement at no additional charge: students who are already good writers can choose a folder option based on papers already written and evaluated by university faculty or choose to take a timed writing assessment. Only if their writing needs improvement (or if they fail to submit an assessment option) will they be enrolled automatically in a non-credit workshop course for which they will pay a workshop fee. At the end of the course, students will have the option of retaking the timed writing assessment or submitting a portfolio in satisfaction of the writing requirement. The choices available to students are addressed in greater detail in Section III.

This program will have significant costs, and funding decisions should involve frank discussions among the administration, faculty, and students to develop a viable distribution of funding sources. Section IV provides details of potential costs.

Full implementation of this proposal will meet important goals for student outcomes and engage faculty throughout the university in this important mid-career requirement.

TABLE OF CONTENTS

I	Executive Summary	2
II	Context and Rationale for Change	4
	Overview of the Existing Program (the UDWPE)	4
	Brief history of the UDWPE	5
	Problems with the UDWPE	7
	Institutional Function Is Unclear	7
	Institutional Support Is Uneven and Wavering	7
	The Exam in its Current Form Is of Limited Validity	7
	Reporting Procedures Provide Little Substantive Feedback	8
III	Recommendations	8
	Implementing the WRIMCAT Requirement	9
	Transfer Student Issues.....	12
	Options for Students	12
	The WRIMCAT Three Star Folder	12
	The Essay Examination	15
	The Course and Portfolio	16
	Relation of the WRIMCAT to the Writing Emphasis Course Program	17
	Waivers and Other Options.....	17
	Faculty Development	17
IV	Administering the WRIMCAT	18
	Personnel	19
	Program Evaluation	19
	Estimated Costs	20
V	Conclusion: The WRIMCAT as an Integrated Part of a University of Arizona Education ..	21
List of Figures		
	Figure A: Meeting the WRIMCAT Requirement	10
	Figure B: Sample Three Star WRIMCAT Card	13
	Figure C: Estimated Costs of WRIMCAT	21
Appendices		
	Charge to the Committee	
	Final Report of the Task Force on the Undergraduate Writing Experience, 4/23/96	
	Report on the Current Mid-Career Examination: the UDWPE	
	Proposals and Issues Considered by the Committee but not included in Recommendations	
	Report on Tier One and Tier Two General Education Goals and Expected Outcomes	
	SBS Writing Improvement Committee Final Report, May 7, 1998	
	Sample Form for Student Feedback	
	Questions Related to Implementation of the WRIMCAT through SIS	
	Memos of Support	

II CONTEXT AND RATIONALE FOR CHANGE

Overview of the Existing Mid-Career Assessment of Writing

The Upper-Division Writing Proficiency Examination (UDWPE) is one of three universal graduation requirements at the University; the other two are conceptually related to it (first-year composition and the writing emphasis course in the major). All undergraduate students must take the exam in order to receive a degree; the only exception to this requirement is in the case of some students who have already completed a previous undergraduate degree at another institution.

The UDWPE requires students to write a single essay produced in a two-hour time period, in which students read a short article from the popular press and compose an essay in response to a question about the reading. Students must summarize the article at some point in their essay, giving the author's central thesis in their own words and briefly stating the supporting points in the text. Their own essay sets out an argument for their agreement or disagreement with the author's main point.

Students' essays are scored holistically by teams of volunteer faculty and administrators from around the university, using a four-point scale. Each essay is read by at least two readers, the second reader having no knowledge of the score awarded by the first reader. In cases where the scores differ by more than one point, a third reader awards a score. In cases where the initial readers award scores of 1 and 2, a third reader awards a score so that no student receives an Unsatisfactory unless at least two faculty readers have given a score of 1. Readers' scores are within 1 point in approximately 90-92% of cases; scores of 1 (Unsatisfactory) and 2 (minimally satisfactory)--which require an additional reading--are awarded to between 10 and 15% of the papers.

Criteria for evaluating the essays currently include the following:

- ◆ Substantive content that clearly addresses the question;
- ◆ Thorough development through analysis, examples, illustrations, or other appropriate strategies;
- ◆ A clear organizational pattern that guides the reader through the essay;
- ◆ Effective use of language including sentence variety and tone;
- ◆ Correct grammar and usage, following conventions of standard edited English.

Results are calculated and sent to the student's major department or departmental advisor, and are posted to the students SAPR. An indication of the student's having completed the examination requirement is entered into SIS. Results are reported simply as Unsatisfactory (scores 2 or 3), Satisfactory (scores 4, 5, or 6), and Excellent (scores 7 and 8).

Policies concerning remediation are set by departments. Students check with their major advisors to find out what effect performance on the test may have on a student's program of studies. Students can also make an appointment for a review of their performance, talking with a member of the University Composition Board (UCB) about specific aspects of their essays or their difficulties with writing. Most departments requiring remediation require students to enroll in English 397, a one-credit workshop reviewing fundamentals of essay writing for academic audiences (taught by adjunct lecturers in the department of English).

Several student support services are available in conjunction with the UDWPE. Upon registration, students receive a brochure explaining the exam. They are also informed of the *UDWPE Study Guide*, which they can purchase through the University Bookstore and which explains the criteria for evaluation, providing sample papers and discussions of the writing they contain. Students are also

given a schedule of UDWPE Preparation Workshops administered through the University Learning Center.

The examination program typically serves almost 5000 students per year--approximately half being transfer students. Approximately 20-22% of the students taking the exam receive scores of Unsatisfactory, and approximately 5-7% receive scores of Excellent. About 200 students request reviews in a typical year, and approximately the same number attend the preparation workshops. Of the students scored as Unsatisfactory, between 700 and 750 subsequently enroll in English 397.

To score the examinations, the UCB recruits approximately 300 graders per year. The cost of the exam is budgeted by the department of English, and includes the costs of copying (exams, answer papers for grading sessions, student essays sent to departmental advisors, brochures), clerical support, UCB workload, and faculty salaries for teaching English 397. Students are not charged a fee for the exam (although they do pay a \$10.00 fee if they do not take the exam at the time for which they register, unless they provide 24-hour notice). Faculty graders are not compensated for their work, although a letter is sent to the faculty members' department heads confirming their service to undergraduate education.

A Brief History of the UDWPE

To establish the context for the current proposal, one needs to understand the evolution of the University's mid-career writing assessment and what the committee feels are its present shortcomings. The UDWPE was created by the Faculty Senate as a result of a study of undergraduate writing abilities by the Committee of Eleven in 1979, entitled "Are You Embarrassed by This Term Paper?" This study recommended revision of the Freshman Composition Program, including the establishment of a mid-career assessment of writing, support for writing across the curriculum, and creation and support of a writing center to supplement the work of the Composition program. In 1981, the Composition Program in the department of English was awarded a Mellon Foundation Grant to implement these Faculty Senate recommendations.

In addition to the mid-career assessment, the faculty senate approved a number of changes in the Composition Program in an attempt to gain more comprehensive effects of undergraduate writing. The freshman placement instruments were changed to include a holistically scored writing sample in conjunction with standardized test scores. The department of English also created an extensive outreach program designed to help high school teachers prepare students more effectively. Also created were writing emphasis courses in each department offering an undergraduate degree (many of these courses were designated from existing classes across campus). Two administrative units were also created at this time: the Intercollegiate Writing Committee, reporting to the faculty senate to provide a forum for faculty input and oversight of the Writing Program, and the UCB, which was to administer the new University-wide writing program, reporting through the Composition Program and the Intercollegiate Writing Committee (IWC) to the Faculty Senate. Thus the mid-career writing examination was conceived as only one element in a more far-reaching program.

As first administered in 1983, the UDWPE had the following features. It was a mid-career timed-writing assessment scored by faculty, essentially a test of general literacy (not discipline-specific skills), designed to gauge students' ability to participate in public discourse after graduation. Hence, the exam featured a brief reading from the popular press and required students to compose an essay in response to one of three specific questions. Also, the exam included a brief section testing students' library skills (a section subsequently dropped from the exam). Essays were to be scored holistically by faculty trained to a four point rubric, each essay being read at least twice (a third reader was used in cases of disagreements of more than 1 point, or disagreements between Unsatisfactory and Satisfactory). Scores were then

combined and results were reported to both students and major departments as either Excellent (combined scores of 7 and 8), Satisfactory (combined scores 4, 5, and 6), or Unsatisfactory (combined scores of 2 and 3). Requirements for remediation were left up to departmental discretion.

In its original form, the UDWPE differed from the current examination in several ways. As noted, the examination included a brief test of library skills. Furthermore, students could choose from three questions, one of which was specifically designed to allow for international students' responses. Perhaps more significantly, students paid a fee for taking the examination--\$10.00--and faculty graders were paid a nominal \$50.00 for a four-hour grading session.

It was not until 1987 that the University agreed to fund a special course for the purposes of remediation in relation to the exam. In that year, funding was provided to create English 397, a one-credit workshop, which was to be funded as part of special budget request in the composition program element of the English Department budget. At this time, the \$10.00 student fee to take the exam was discontinued; although a \$10.00 "no-show fee" was instituted for the 10-15% of students registering for a given exam who did not show up for the test.

In the early 1990's the UDWPE continued in the form described above with some minor structural changes in administering the program. The UCB now reports directly to the head of the English Department, and budget requests for both UDWPE and English 397 have been separated from composition program budget requests. In 1992, severe funding cuts resulted in elimination of honoraria for faculty readers, and the budget for English 397 was severely reduced. The UCB was nonetheless able to initiate a variety of support activities for students taking the examination. Key among these was *The UDWPE Study Guide*, which provided students with a more detailed discussion of the examination and also with sample papers at each grade range. Working with the University Learning Center, the UCB also developed UDWPE preparation workshops (at first delivered by the Learning Center), which gave students some guidance with problems of timed writing (e. g., strategies for analyzing test questions, strategies for brainstorming and organizing an essay response).

Starting in 1993, the UCB began exerting pressure for reform of the exam, emphasizing problems primarily due to apparent lack of faculty support in reading the essays. In 1993, the Intercollegiate Writing Committee requested a report evaluating the current situation of the exam. The report revealed that, while design and administration of exams was running smoothly, a regular shortfall of faculty readers was becoming a significant problem. The report also suggested a variety of possible alternatives to the UDWPE as potentially more practical to administer. The UCB continued its attempts to recruit sufficient numbers of interested faculty, and while the exams were always scored in a timely way, the program was an increasing drain on the Board's resources. In 1995, in consultation with the UCB, Vice President Gottfredson proposed that readers for the UDWPE be recruited on a proportional basis, with each college supplying readers in the same percentage as students taking the exam. Response to this request was disappointing at best.

In 1996, the Office of Undergraduate Education appointed a Task Force on the Undergraduate Writing Program with members including faculty and administrators from across campus. Among other findings, the Task Force recommended the de-centralization of the exam, proposing that each college design, administer--and score--its own assessment at mid-career. However, at present, only the College of Social and Behavioral Sciences (SBS) has made any concerted effort to do so. In the 1997-98 school year, with support from the Dean of the College, faculty and administrators in SBS (in consultation with members of the UCB) designed and piloted an examination concentrating on disciplinary content for reading and writing, and providing students with a variety of support services, including suggestions for preparing for the exam and some written feedback on performance. Student and faculty feedback on the

examination process was strongly positive, but estimated costs for the college-based examination prevented further development.

In 1997, perhaps in acknowledgment of lukewarm faculty support for the exam, the Associate Deans' Council called for elimination of the UDWPE, but no action resulted. The UCB in the meantime continued work with the exam, undertaking the first major revision of the form and substance of the test since 1983. In its new format, the UDWPE requires that students summarize the reading selection in response to a single question which also calls for the student to construct an argument agreeing or disagreeing with the selection's central claim. This format closely echoes the current freshman placement instrument, and connects more thoroughly to the curriculum of the university's first year composition sequence, in which reading, analyzing, and writing argumentative essays are the central tasks.

Problems with the UDWPE

In general, we are satisfied with the basic concept of having a mid-career writing assessment. Such an assessment could be an effective part of a university-wide undergraduate writing program that provides support and articulation for the development of writing abilities from first-year through graduation. Such an assessment should serve the multiple functions the UDWPE was designed to support: provide students with some estimate of their writing abilities at mid-career; provide a curricular link between first-year composition and general education coursework on the one hand and advanced, disciplinary writing on the other; and provide a focus for faculty development activities in support of improved and extended use of writing across the curriculum.

Despite its design, however, the UDWPE as currently conceived has failed to accomplish these goals as practically and effectively as possible. The following paragraphs attempt to articulate the committee's concerns with the current assessment design.

Institutional Function is Unclear.

Neither students nor faculty seem to understand the purpose of the exam as a *mid-career* assessment. As a result, a substantial number of students delay meeting the requirement until their senior year. At the same time, departmental responses to Unsatisfactory scores vary. The original conception of the assessment positioned the UDWPE as one element in the whole writing program: both as a *mid-career diagnostic service for students* (many of whom are transferring credit for first-year composition from some other institution) and as a *useful tool in faculty development as regards writing*. In order to serve these functions it is crucial to find some way to ensure that students take the assessment at mid-career (or, in the case of transfer students, as early in their tenure at the University as possible) so that there is time for any needed additional instruction in writing to benefit student performance. It is also important to find a way of integrating the faculty development functions of the assessment into the writing assignments and instructional support of teachers across the curriculum.

Institutional Support is Uneven and Wavering.

There is no stable support for the exam in terms of funding (the entire cost is now borne by the English Department as part of its annual budget request to COH against the pool of temporary funds), administrative decision-making (e.g., variations in departmental policies regarding remediation, absence of Registrar's Office policies for enforcing the requirement, colleges' lack of initiative regarding decentralization), or faculty participation (inadequate advising as regards writing, reluctant readers for the exam, spotty participation in related workshops and curriculum design activities that affect the exam).

The lack of institutional support undermines the assessment's potential for improving undergraduate teaching and learning.

The exam in its current form is of limited validity.

One of the most powerful aspects of writing assessment is its potential for unifying the curriculum and making it coherent. The UDWPE has never been taken as an integral part of the undergraduate curriculum and has not had significant impact on either the lower-division conception of general education or on upper-division conceptions of thinking and discourse in the disciplines. Thus, the UDWPE in its current form is unable to use the curricular potential of writing assessment fully.

The test form currently being piloted is closer to the writing experiences students have in the composition program and provides one model of writing appropriate to general education courses across the curriculum; however, using articles from the popular press may not provide an adequate stimulus for academic writing. The time may have arrived for an assessment that is more closely linked to the reading done in Tier One and Tier Two general education courses.

Furthermore, timed writing is a fairly artificial method of estimating students' writing abilities and is a questionable measure of students' actual writing behavior. Most academic writing is not done in "timed" situations--and even in the case of essay exams, students are seldom working "impromptu": they have studied the content about which they will write.

Moreover, because the exam must be designed for students throughout the university, a number of factors come into play that further undermine validity. The selection of topic clearly has a major impact on writing--and trying to find a topic *everyone* can write about favors the selection of somewhat general, simple materials in order not to be unfair to students. Such materials may have minimal relevance to the academic work of *any* of the students taking the exam. Similarly, selection of writing tasks is equally difficult and tends to favor simplification.

Reporting procedures provide little substantive feedback.

To be effective as an advising tool, the exam should report diagnosis in greater detail. In order for students to find the examination genuinely useful, departmental advisors need to be trained to deal with writing abilities in much greater detail than they currently do. While many departments request copies of their students' essays, there is no indication that advisors with large numbers of students have been able to deal with Unsatisfactories in an effective way. And while about 200--250 students per year will request reviews of their essays with UCB members, this is hardly sufficient given the number of students testing as minimally competent or Unsatisfactory.

III RECOMMENDATIONS

Writing is so complex an activity that it has proven almost impossible to describe any consistent or general pattern for the acquisition of writing abilities. However, we do know that greater complexities of thought or situation demand increasingly complex writing abilities. That is, as students' ideas become increasingly complex in the course of an undergraduate education, they must command increasingly sophisticated abilities of expression and organization. Similarly, as students face increasingly complex writing tasks (say, writing a report of original research as opposed to the kinds of library synthesis paper required for most first-year students), they must have access to a whole new range of writing processes and

strategies of expression. As a result, students' performance in first-year composition is in fact not a valid measure of their ability to write at mid-career, although grades in first-year courses may be of some value in predicting success at mid-career. Writing research also shows that the single most important factor in maintaining and expanding writing abilities is varied practice, carefully critiqued and revised, with a wide range of topics, forms of writing, and audiences. One reason to encourage writing in all courses is to provide this range of experiences.

In light of the strengths and weaknesses of the current mid-career writing exam, we propose the UDWPE be replaced with a more fully integrated set of assessment, instructional, and faculty development activities that can better meet the goals of the University's undergraduate writing program. In developing this proposal, we were especially concerned that it meet the following goals: (1) that the assessment provide students with adequate feedback at a point in their education where they could benefit from additional instruction if needed; (2) that the assessment task itself be better integrated into the entire undergraduate curriculum, reflecting the sorts of reading and writing tasks students perform at mid-career; (3) that the program provide a more powerful focus for faculty development in the uses of writing as part of teaching; (4) that faculty involvement be more adequately recognized and rewarded; and (5) that the assessment task should have some value in assessing the development of the new General Education program itself.

The proposed WRIMCAT Program is intended to meet these criteria. Briefly summarized, the WRIMCAT Program would operate as follows:

Once students have accumulated 45 credit hours including both semesters of first-year composition (or have reached a credit-hour limit negotiated with program administrators by departments with special needs), the WRIMCAT requirement will be automatically announced to the student by way of the SAPR. Students will be instructed to obtain information concerning the requirement electronically through the WRIMCAT Website. The site will provide students with the following information:

- ◆ Information on the requirement and the options for completing it:
 - (1) submission of a WRIMCAT Three Star Folder (three papers endorsed by faculty indicating the student's competence in writing);
 - (2) successful completion of a timed writing test; or
 - (3) successful completion of a writing course, University 397--available only to students who fail the timed writing test or those failing to complete the assessment during their first semester of eligibility.
- ◆ An on-line study guide for the timed-writing test (also available in the bookstore).
- ◆ Copies of readings for the timed-writing test (also available in the bookstore).
- ◆ A schedule of preparation workshops for the Three Star option.
- ◆ A schedule of workshops for the timed writing test.
- ◆ A schedule of examination sessions for the semester.

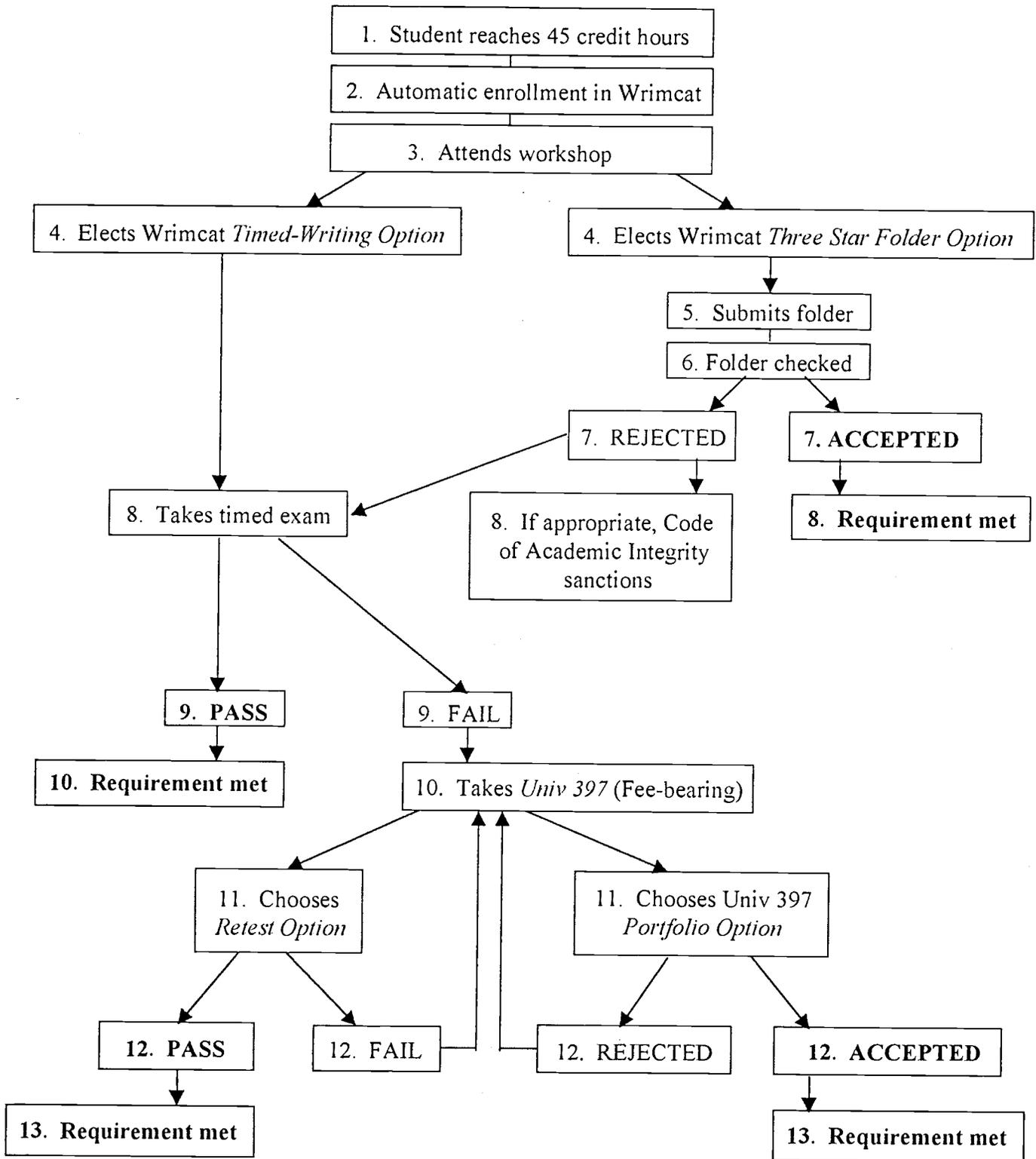
From the Website, students will be able to sign up for workshops in which the various options are discussed in greater detail, and also for an examination session during the semester should they elect to complete the requirement through a timed-writing test. At the exam session, students will either turn in a completed WRIMCAT Three Star Folder or sit for the timed-writing exam. Exams will be scored as quickly as possible; successful completion of the requirement (either by the folder or by passing the examination) will be posted to the student's SAPR, and students receiving Unsatisfactory scores will be notified of the scheduling for University 397 course sections for the following semester. At this point the students' SAPRs will reflect their automatic enrollment in University 397, a non-credit course *with a workshop fee*, which students must complete within one semester of having received an Unsatisfactory

score. They will complete the course either by submitting an acceptable portfolio of writing revised during the course, or by completing the timed-writing examination successfully. See Figure A on the following page for a diagram of the way we anticipate students will move through this program. In developing this proposal, the committee considered a wide variety of issues and concerns, a summary of which appears in the Appendices.

Implementing The WRIMCAT Requirement

Implementing the WRIMCAT would address one of the major problems undermining the UDWPE assessment program: the lack of a consistent procedure for guaranteeing that students register for and write the

Figure A
MEETING THE WRIMCAT REQUIREMENT



UDWPE at mid career. While some colleges do enforce the UDWPE requirement as a prerequisite for upper-division standing, many colleges do not; the result is that many students delay writing the UDWPE until their senior year. Consequently, for these students the UDWPE does not function as a mid-career assessment, but rather as a graduation, or exit, requirement. An additional problem is that, as a result, those students receiving Unsatisfactories on the UDWPE often are taking required writing course work quite late in their college careers--long past the point where improvements in their writing can benefit their academic performance. One of the changes this committee is proposing solves this serious problem.

Currently, Screen 014 of the Student Information System has a field listing students' eligibility for first-year composition courses: the primary purpose of this field is to block students from registering for any first-year composition course other than the one for which they are eligible. Once students complete the first-year composition requirement (if the students are taking the composition course at the UA), the field rolls over to read "WPE," signifying that the students are eligible to sign up for the exam. (When students come to Modern Languages 380 to register for the UDWPE, the UCB office staffer also confirms that the students have completed at least 45 units.)

Therefore, we propose that the Student Information System (SIS) be programmed to enroll students automatically in the WRIMCAT program and track their progress toward meeting the mid-career requirement. Once the student has completed both semesters of the First-year Composition requirement and accumulated 45 credit hours (or the credit limit negotiated by their department), the "UDWPE" code on SIS screen 014 will indicate the WRIMCAT Assessment requirement and direct students to the informational website. This requirement must be met within one semester (either by submitting an acceptable WRIMCAT Three Star Folder, or by a satisfactory score on the timed-writing assessment.) If the student meets the requirement by the end of the semester, completion of the mid-career requirement will be entered on Screen 014 and reflected on the students SAPR.

If the student fails to meet the requirement (by failing to submit an acceptable WRIMCAT Three Star Folder, by failing the timed-writing test, or by failure to respond at all), at the end of the first semester of eligibility, screen 014 will change to indicate that University 397 has become a requirement for this student. This will also be reflected in the student's SAPR, and the non-credit workshop fee will be imposed. The student will be automatically enrolled in a section of University 397 for that semester. Upon successful completion of the course (either by passing the timed-writing assessment or by submitting an acceptable portfolio at the end of University 397), completion of the graduation requirement will be registered on Screen 014 and reflected in the student's SAPR. Students who fail to take the course will be subject to sanctions to be developed by the Office of Curriculum and Registration in concert with the Office of Undergraduate Education. Students who fail the course will be automatically enrolled again in UNIV 397 to continue working on their writing skills. Repeated failures will be subject to the sanctions mentioned above.

Students would learn about the WRIMCAT requirement as they currently do: through the university catalogue, through information given in writing and oral presentations through First-year and Transfer Orientations, through information in the Student Academic Progress Report (SAPR), and through the advising programs of individual colleges. A new source of information about the WRIMCAT requirement would be an extended space on the SAPR for WRIMCAT data and a WRIMCAT web page offering complete information about the requirement, including a study guide. (The UCB has begun working with CCIT to develop these additional resources for the current UDWPE, and these improvements can certainly be part of the WRIMCAT program.) There would also be an initial need for

a publicity campaign for the new program, explaining the exam and the possible pathways toward fulfilling the requirement.

Transfer Student Issues:

This procedure is likely to work more smoothly for students who begin their undergraduate careers at the UA and complete the first-year requirement here. However, approximately half the students currently registering for the UDWPE have completed all or part of the first-year requirement elsewhere. For this proposal to work well for these students, we would have to use Screen 014 consistently to record students' eligibility for the WRIMCAT, entering the appropriate code when students have their transfer courses evaluated. (We currently do not have consistent use of Screen 014 for transfer students who have completed the first-year requirement at another school.) Students transfer into UA with a wide variety of transfer credits in composition and general education. We will need to address how such students can most appropriately meet the WRIMCAT requirements. Negotiations for a new student information system should be sure to include specifications that will simplify enforcing the WRIMCAT requirements.

Because we need to offer transfer students the same opportunities available to native students, we propose that transfer students may also meet the WRIMCAT requirement by submitting a WRIMCAT folder: that is, the papers in a WRIMCAT folder can come from any faculty member who has been "certified" as a participant in the WRIMCAT program by completing a workshop in evaluating writing for WRIMCAT certification.

The committee is also aware that transfer issues pose some potentially difficult articulation questions in relation to other institutions. We therefore recommend that various University personnel involved with articulation (e.g., the Department of English state-wide articulation group) begin discussions with community college representatives concerning WRIMCAT, in an effort to elicit input from our major feeder schools. Since a large percentage of our transfer students come through the Pima Community College system, we could encourage Pima faculty to obtain certification by joining University training and scoring teams. We could also offer to hold meetings and workshops with faculty from other postsecondary institutions.

One of the major functions of the proposed WRIMCAT program administrator would be to coordinate the development of procedures by which the University can facilitate certification for all colleges requesting the service. In addition, the administrator would need to develop procedures which assure that transfer students are fully informed of the program requirements and options as early as possible in their communication with the University.

Options for Students

The WRIMCAT Three Star Folder:

One option for students eligible for the assessment to satisfy their WRIMCAT requirement is to present a folder of three certified papers from three different general education courses. Each paper is to be accompanied by a "WRIMCAT Three Star Card," signed by a certified faculty member. The card specifies the general education writing objectives met by the writing sample and is signed by the course professor of record. The professor's signature also certifies that the assignment is the student's original work, was done during the course of the semester, and demonstrates the student's preparation for effective writing in the upper division curriculum (for a sample certification form see Figure B on the next page).

In selecting writing assignments for inclusion in the WRIMCAT Three-Star Folder, students should be guided by the following selection criteria:

- ◆ The three assignments included demonstrate the student's best lower-division writing beyond

Figure B
SAMPLE WRIMCAT THREE STAR CARD

COURSE NAME _____ STUDENT'S NAME _____

COURSE NUMBER _____ ASSIGNMENT GRADE _____

As the professor of record for the above course, I certify that the accompanying student assignment demonstrates a level of general education writing proficiency which gives reasonable assurance of the student's ability to perform successfully in upper-division written work. In the context of my course, I certify that the assignment meets the University's writing objectives and is worthy of being included in the WRIMCAT Three-Star Folder for exemption from the WRIMCAT examination.

The accompanying document is an effective example of college writing because it:

- ◆ Demonstrates understanding of course concepts through appropriate and effective choices in language.
- ◆ Demonstrates awareness of reader expectations.
- ◆ Demonstrates the higher order critical and creative thinking demanded for learning course content-- c.g., accurate description using course specific vocabulary, analysis using field-specific categories, individual interpretation of objects under study, synthesis of ideas from disparate sources, application of course principles, and inventive thinking for novel situations.
- ◆ Uses appropriate disciplinary text type, organization, and formatting.
- ◆ Uses appropriate tone and style.
- ◆ Adheres to the conventions of standard written English in spelling, grammar, usage, and mechanics.

I also certify that this assignment was done under my supervision, and, to the best of my knowledge, represents the student's own work and was accomplished during this semester while the student has been enrolled in this class.

PAPER TITLE OR OTHER IDENTIFIER _____

FACULTY SIGNATURE _____ NAME PRINTED _____

Department _____ Office Telephone _____ University E-mail _____

This is an honors-level student writing assignment. SIGNED _____

- ◆ the first-year composition course (papers from which are not eligible).
- ◆ The documents demonstrate the student's ability to write effectively in multiple subject areas.
- ◆ The documents demonstrate the student's ability to write for diverse readers.
- ◆ The documents demonstrate the student's ability to write in a variety of text types.

Each WRIMCAT Three Star Card offers the course professor the opportunity to note that a particular writing sample is honors quality. Students presenting honors quality documents in the WRIMCAT Three Star Folder will be eligible for a WRIMCAT Honors Commendation.

Certification of Faculty Eligible to Sign Three Star Folders.

The UCB should develop a procedure to certify faculty at the university and at other institutions of higher education as eligible to sign WRIMCAT Three Star Cards. Eligibility should depend on such matters as participation in faculty development workshops, essay test scorings, portfolio assessments, and the like. The UCB will need to maintain a signature file for purposes of verification.

We recommend that the availability of this option appear in course syllabuses when appropriate and that course instructors remind students to request WRIMCAT Three Star certification and to save their papers for inclusion in WRIMCAT folders. No doubt variation will occur across courses and departments, but we expect that faculty (with support from workshops and sample documents) will respond positively to this opportunity to enforce appropriate mid-career standards of writing. The length of the paper offered is not an issue. A course with 12 one-page assignments, for example, might receive certification for the whole set of short papers, while a single long or mid-size paper may be certified in another course.

The benefits of the WRIMCAT Three Star option are many for both students and faculty:

- ◆ The type of writing potentially included in the folders would be broad and a realistic sample of work already part of the curriculum.
- ◆ Assignments may be of varied lengths and purposes, include outside research, and otherwise illustrate the wide range of writing appropriate for different kinds of learning.
- ◆ Assignments are generally done in a more natural setting than a test and will no doubt provide considerable evidence of a student's practical ability to write well.
- ◆ This option should encourage students to take Tier One and Two courses early in their careers and would permit at least two opportunities for the students to submit writing in the area of their majors: science, arts, humanities, or the social sciences.
- ◆ This option would encourage instructors to assign and respond to writing assignments in conformity with Tier One and Two guidelines. It would also provide incentives for these instructors to work with the Composition Board to enhance their skills in giving and responding to writing assignments.
- ◆ This option should be efficient and cost effective: by using existing papers for the WRIMCAT assessment, it would economize on student and faculty time.
- ◆ This option will encourage higher standards for writing and wide participation by many faculty in the certification process.

Two essential components would need to accompany this option to ensure its success. First, adequate information must be distributed to students about the appropriate content (that is, types and numbers of writing samples) for a folder. And second, workshops and other support must be provided for participating instructors who will need clarification about what levels of writing are appropriate for certification. No doubt some fine tuning of this option would occur after the inception of the WRIMCAT, but this efficient and widely participative approach would provide a simple procedure for capable student writers to follow.

The Essay Examination

Students may elect to take an essay examination to meet the WRIMCAT requirement. We propose to build on the substantial experience of the UDWPE by using many of its features and procedures in the WRIMCAT essay examination, but we also seek to address most of the problems with the present test, as outlined in Section II, C, above.

Readings on which the examination is based. Instead of presenting students with a general and journalistic reading at the examination, we propose distributing in advance of the test two or more readings drawn from the kinds of material used in the General Education program. This procedure will not only emphasize the links between the WRIMCAT and the curriculum, but also allow us to use more complex and focused readings as the basis for student writing. Furthermore, we will then be able to offer students some choices among sets of readings, to allow for different kinds of undergraduate majors and fields of interest. As the program begins, we may need to duplicate and distribute readings, but as the program develops, we anticipate using material from a common textbook, such as *The University Book*, now generally used in the first year composition course, or placing readings from other General Education courses on a readily accessible Web site.

This development will also allow the WRIMCAT essay test to ask a different and more advanced kind of question for the student response. Whereas the present test asks students to summarize a reading and then express the extent to which he or she agrees or disagrees with the argument, the new essay test will allow for a comparison and contrast of two readings. Such a question requires more sophisticated critical thinking skills of the student, calling for the following mental operations: understanding and summarizing two different readings; showing ways in which the two readings are similar; showing ways in which the two readings are different; coming up with a thesis about these similarities and differences and developing that thesis in an essay.

In addition, the distribution of readings in advance of the test will help make the examination more valid for students whose native language is not English. Such students naturally need more time to understand complex readings in English and will now not be disadvantaged by the time pressures of the two-hour essay.

Scoring Criteria. The present set of scoring criteria developed by the UDWPE program has worked well and we propose continuing them, with two additions, bracketed at the end of the list. Here are the present criteria, as described to students on the examination question sheet:

“Your response should take the form of an academic essay, which generally includes a central idea or assertion supported by relevant analysis, examples, and illustrations. Faculty readers of your essay will consider the following elements in evaluating the quality of your work:

- ◆ substantive content that clearly addresses the question;
- ◆ thorough development of the central idea through analysis, examples, illustrations, or other appropriate strategies;
- ◆ a clear organizational pattern that guides the reader through the essay;

- ◆ effective use of language, including sentence variety and tone;
- ◆ correct grammar and usage, following the conventions of standard edited English.”
- ◆ [clear understanding of the reading material on which your essay is based;]
- ◆ [ability to use source material correctly: to cite sources consistently while developing your ideas, and to use sources to support your ideas, not to substitute for them].

Scoring the exam. In order to provide students with more substantive feedback on their writing, we propose that faculty graders will record scores on a computer generated scoring sheet, which will include checklists of standardized comments and room for brief individualized comments from the grader. The score sheets could be designed to be read by a scanner, thus simplifying the process of recording scores. The standardized comments could be designed to reflect the levels of competence in the scoring rubric and then be arranged under headings keyed to the scoring criteria for examination. A sample draft response sheet is included in the Appendix.

The Course and Portfolio

Once they have accumulated approximately 45 credit hours (or have reached a credit-hour limit negotiated with program administrators by departments with special needs) and have credit for both semesters of first-year composition, students will be notified of their registration in the WRIMCAT program. The notification would include an address for the WRIMCAT website, where they could access full information about the program. The website would provide the following resources and links:

- ◆ the readings for the exam (both on-line and from the university bookstore)
- ◆ the WRIMCAT Study Guide (with discussions of grading criteria and sample papers),
- ◆ a schedule of preparation workshops for either the WRIMCAT Three Star Folder option, or the timed-writing essay test option
- ◆ a full schedule of the timed-writing essay test sessions for the semester. (It may be possible to design the site in such a way that students could automatically register for both preparation workshops and an exam session on line.)

By the end of the first semester of their eligibility, students would have to complete the Assessment component, either by submitting the Three Star Folder or by satisfactorily completing a timed-writing examination. Students failing to appear for the assessment, and those receiving Unsatisfactory scores on the timed-writing exam would be automatically registered the following semester for further instruction in writing in a course such as the following:

Meeting 1. Overview of Alternatives

Teachers would distribute materials describing the course and three alternative paths to re-testing: (1) re-taking a timed writing test, (2) using the course to prepare a portfolio of writing to be evaluated by a faculty panel, (3) using the course to develop their writing skills in preparation for taking the timed writing test later in the semester.

Students electing the first option would be scheduled to meet the following week for a workshop preparing them to re-test at the first WRIMCAT exam session of the semester. Student electing the second and third options would be scheduled into appropriate sections of University 397 or a college-designated course emphasizing disciplinary content as an integral part of the writing instruction.

Meetings 2--10. Instruction in Writing

Students electing to re-test immediately would attend a workshop designed to provide them with strategies for critical/analytical reading and for writing under time constraints. They would then re-test at the first WRIMCAT exam of the semester.

Students electing either of the other two options would begin more extensive instruction in planning, drafting, and revising their writing for academic contexts. For students electing the portfolio re-test option, the instructional goals of the course would focus on revision of previously written papers in light of an improved understanding of teachers' expectations for academic writing. For students electing the timed-writing re-test option, the curriculum could include intensive review of writing principles and processes (as currently modeled in English 397) with specific disciplinary content for students in colleges that elect to provide such instruction (such classes could possibly be team taught by a writing teacher and content area specialist until such time as content area teachers felt comfortable teaching the course solo).

This course design assumes that a large number of students (increasing over time) will elect the WRIMCAT Three Star Folder for completing the requirement--thus reducing the demand for faculty readers of the timed essay option. It also assumes that a substantial number of those failing the first version of the test would be able to pass the second administration of the exam, thus reducing the number of students needing any additional formal writing instruction. By creating sections of University 397 that addressed disciplinary content as an integral part of the instruction in writing, we could make the course far more relevant to the task of preparing students for advanced work in their major fields.

Relation of the WRIMCAT to the Writing Emphasis Course Program

We recommend that the Intercollegiate Writing Committee undertake a careful review of the Writing Emphasis course program, considering such matters as

- ◆ Requiring completion of the WRIMCAT requirement as a prerequisite for enrollment in a writing emphasis course.
- ◆ Establishing systematic criteria and monitoring of those criteria for courses proposed to meet the Writing Emphasis course requirement.
- ◆ Developing workshops and other support systems for teachers of Writing Emphasis courses.
- ◆ Proposing incentives and rewards for the teachers of Writing Emphasis courses.
- ◆ Involving teachers or prospective teachers of Writing Emphasis courses in the WRIMCAT program, as readers of examinations or portfolios and as developers of test questions.

Waivers and Other Options

In rare and unusual circumstances, such as disability, holding a previous undergraduate degree, or other serious causes, on a case by case basis students may initiate an appeal. The stand Faculty reading committee will make the final decision on appeals.

The Committee recognizes that a few degree programs are so structured that the standard 45-credit hour eligibility requirement poses a hardship for students in some colleges. Such programs would be able to negotiate with the program administration a somewhat higher eligibility point at which the assessment requirement would be activated.

Colleges and departments interested in developing their own versions of University 397 should call on the expertise of the UCB to assist with such proposals. The UCB will make the final decision on applications for this course substitution.

Faculty Development

The WRIMCAT Program has been designed to link students' writing experiences at the lower division and General Education levels with subsequent writing experiences in their major in an organic way. By offering students the opportunity to satisfy the WRIMCAT requirement with a folder of certified writings from actual classes, the program emphasizes the importance of the daily writing students are already doing. This signals to both faculty and students that the writing assigned in their classes is important in a larger sense than simply a particular course grade. It reemphasizes to students the idea that the ability to write competently is important whatever they do, and to faculty that their continued attention to the quality of student writing is essential.

Although the WRIMCAT program offers students the option of taking a timed written examination to satisfy the writing requirement, we envision the number of students who choose this option declining over time as they recognize the efficiency of the folder option. We expect to see heightened student interest in writing for their classes at a level that will earn students WRIMCAT certification for their work. This interest should encourage the faculty who evaluate that work to make clear to students the standards for such certification, thereby engendering more faculty involvement in this program than we have seen with the current Upper Division Writing Proficiency Exam.

To facilitate lower division faculty's adoption of WRIMCAT and General Education writing objectives in their courses, we recommend that lower division faculty be offered stipends of \$250 to participate in one 4-8 hour workshop on interpreting the WRIMCAT requirements and the General Education writing objectives. This is important because faculty will need to agree on how to apply those objectives when certifying papers for students' WRIMCAT Three-Star folder.

The WRIMCAT Program is also designed to connect closely to the Writing Emphasis Courses (WEC) that are offered in each major at the University. Faculty who teach such upper division writing-intensive courses have a vested interest in knowing that their students come to them with a basic level of writing proficiency that can be developed into proficiency in the specialized writing of the major. For the link between the WRIMCAT Program and the WEC to be effective, WEC teachers need to understand and agree with the writing objectives of the program and use a variety of techniques to build upon the basic writing skills students who have passed the WRIMCAT will bring to their classes.

We recommend that Writing Emphasis Course faculty be offered stipends of \$250 to participate in the same workshop described above together with lower division faculty in order to create consistency in writing expectations from the lower-division to the upper-division curricula. In addition, we recommend that instructors of University 397 be offered \$250 stipends for participating in a workshop to develop appropriate curricula for preparing students who could not present a WRIMCAT Three-Star Folder or who wrote unsatisfactory WRIMCAT exams to retake the exam or prepare a satisfactory WRIMCAT portfolio. These workshops should be offered jointly by the University Teaching Center and the University Composition Board and will focus on creating effective writing assignments, writing to think and learn as well as to demonstrate learning, staging the writing process, and developing context awareness.

We recommend that the Faculty Senate designate the Intercollegiate Writing Committee as the body to oversee a strengthening of the articulation of the Writing Emphasis Course system with the lower division curriculum and the WRIMCAT Program.

IV ADMINISTERING THE WRIMCAT

The committee recommends a fundamental change in the way the mid-career assessment program is administered. In the past, the Upper-Division Writing Proficiency Examination has been perceived by many students and faculty as primarily an English Department function. To emphasize that the assessment is in fact a University-wide function serving all undergraduate majors and departments, we recommend that the major responsibility for administration of the requirement be housed in the Office for Undergraduate Education. With its more ambitious plans for providing options for students, and with extensive faculty development activities as well, the WRIMCAT will involve a greater commitment of administrative energy than does the current UDWPE. We therefore recommend that funds be made available for an additional full-time administrative position for an academic professional who would serve as WRIMCAT program coordinator and as the link between the Office of Undergraduate Education and the UCB. We also recommend an additional staff position to provide the program administrator with an administrative assistant. We further suggest that the specific duties associated with these positions be negotiated between the English Department and the Office of Undergraduate Education. The goal of these negotiations should be to work out a mutually acceptable way to implement the goal of placing the WRIMCAT squarely at the heart of undergraduate education, while still providing a means for drawing on the professional expertise of the UCB which should continue to serve as the primary consulting body for the assessment, designing information materials and exams, facilitating scoring procedures, and coordinating the various workshops and articulation processes involved with the WRIMCAT.

Personnel

The WRIMCAT program we are proposing requires some additional personnel--including a full-time academic professional, a full-time administrative assistant, and additions to the staff currently teaching English 397--to be reconceived as University 397. Moreover, there are substantial changes in the way the scoring of the exams would take place, with a semester-long standing committee of faculty from across campus serving as graders for all of the exams given in a specific semester.

WRIMCAT program coordinator: a full or part time academic professional position to serve as program coordinator and the link between Undergraduate Education and the UCB.

Secretarial support. The administrator will need a full-time or part-time administrative assistant to carry out the administration of the program.

Teaching Staff for University 397. The WRIMCAT program should encourage interested colleges to develop either courses or teaching materials for those of its students earning Unsatisfactory scores. Depending on final decisions about class size, the improved system of testing and instruction we have proposed here might create some need to expand the teaching staff for the instructional elements of the program. There are currently only 5 half-time adjuncts teaching English 397; each instructor of the course offers 12 sections per year (7 for those teaching the sections for international students). Together, they provide seats to approximately 660 students. The size of the staff might need to be adjusted

depending on the numbers of Unsatisfactories and the extent of college- or department-centered courses developed.

Faculty graders. We propose that the WRIMCAT essay test be scored by a panel of graders who agree to serve for a period of a semester or year. In order to ensure equal representation of all stakeholders, and to encourage articulation between lower- and upper-division requirements, the group should be representative of departments across the curriculum (perhaps in numbers equal to the percentage of students from a given college taking the exam), and should include both general education and writing emphasis course faculty. This stable pool of graders will provide several advantages (1) the stable pool will develop familiarity with the scoring norms, thus enhancing reliability of scores; (2) by such extended participation, faculty graders would have opportunities for more extended discussion of the roles of writing in the curriculum, and (3) with a more extensive period of service, it seems possible that the 'faculty development' dimensions of scoring the exam would carry greater weight in evaluating a faculty member's contribution to undergraduate education.

Program Evaluation

We recommend that a WRIMCAT Program Evaluation Committee be appointed at the same time that the program is approved. This committee should be charged (among other matters) with reviewing the validity and reliability of the assessment, its effects on campus curricula and procedures in relation to student writing, and its effects on student performance and faculty participation. This committee should consist of specialists in writing, assessment, and research design, and should report regularly to the Intercollegiate Writing Committee as well as to the Program administrative staff. The committee will work in close consultation with members of the UCB.

Estimated Costs

The WRIMCAT program as proposed entails considerable new costs in terms of administering the more complex program and providing compensation for faculty graders. In addition, there will be substantial costs during its initial phases of operation connected with the process of credentialing faculty to sign off on WRIMCAT Three Star papers, as well as the other faculty development components of the program. Evaluating the exams will call for a standing Faculty Evaluation Committee to read student essays several times a semester. We will need to pay 30 faculty members at a rate of \$500 per semester. This results in a new cost of \$30,000 per year.

The preparation workshops for students can be offered by the UCB for no significant cost in additional wages, but the program administrator's office will need a substantial operating budget for materials and so forth. Instructional costs for the program will be somewhat larger than the current expenditure for English 397. If we assume that approximately 500 students per semester will fail the first administration of the timed writing exam, and that 60% of these will fail a second administration of the exam, we will need to provide seat space for approximately 300 students in a ten-week course, with 15 students per section. This gives us a total of 20 sections of the course at \$2500 per instructor. The total instructional budget for the year thus reaches approximately \$100,000. (The budget for English 397 is currently about \$75,000.)

The faculty development activities proposed for the WRIMCAT program are a bit more difficult to predict, since these activities would not involve the same numbers of faculty participants every year. At first, a large number of faculty would need to be served in order to provide a substantial pool of credentialled readers for the Three Star Folder option, but after initial training, most would not need to participate again. We propose workshops for general education and writing emphasis faculty to interpret the WRIMCAT objectives and discuss standards for the WRIMCAT Three Star Folder. If we assume workshops for 50 faculty per semester, with a stipend of \$250, we would need about \$25,000 annually for several years of operation--although the need for these workshops would gradually taper off as we reached the majority of participating faculty members.

We also propose workshops for instructors of University 397 to develop appropriate curriculum and pedagogy for students whose writing needs substantial improvement. Again, the demand for these workshops should taper off as the courses are developed and implemented. We therefore estimate working with 30 teachers for the first year, with a stipend of \$250. This gives us a one-time cost of \$7,500 for this set of workshops.

Administrative costs would be on-going. We propose new position be created for administration and coordination, and that the position be filled by an academic professional. A full-time salary equivalent to that of the UCB coordinators currently administering the UDWPE would be approximately \$38,000. In addition, we propose an administrative assistant position be added to the Office of Undergraduate Education (\$22,000), and an operations budget (\$15,000). A final, one-time administrative cost would be involved in providing the programming needed to convert present SIS coding to accommodate the new WRIMCAT functions. We estimate that \$7,500 should be sufficient for this service.

These estimated costs are summarized in Figure C below:

Figure C
ESTIMATED COSTS OF WRIMCAT

<i>ELEMENTS</i>	<i>CURRENT COSTS</i>	<i>NEW COSTS</i>	<i>TOTAL COSTS</i>
Examinations			
Proctors	5,120.00		
Subtotal			5,120.00
Preparation/Evaluation and Instruction			
Prep Workshops	--0--	--0--	
Graders' Stipends		30,000.00	30,000.00
Instructional Salaries	75,000.00	25,000.00	100,000.00
Subtotal	75,000.00	55,000.00	130,000.00
Faculty Development Workshops			
GenEd/W.E. (Three-star certification)		25,000.00	
Univ. 397 (one-time)		7,500.00	
Subtotal		32,500.00	32,500.00
Administration (Office of Undergraduate Education)			
Academic Professional		38,000.00	38,000.00
Administrative Assistant		22,000.00	22,000.00
Operations		15,000.00	15,000.00
Programming		7,500.00	7,500.00
Subtotal		82,500.00	82,500.00
GRAND TOTAL	80,120.00	170,000.00	250,120.00

V CONCLUSION

The WRIMCAT as an Integrated Part of a University of Arizona Education

As this report has stressed throughout, the WRIMCAT program is much more than a minimum proficiency writing test. It seeks to realize often stated objectives connecting assessment to the University's overall curricular goals for writing as an essential component of thinking and learning. The WRIMCAT program will help to unify the curriculum, as it is an essential component of undergraduate learning, linked conceptually to the general education program and to writing emphasis courses in the major. The WRIMCAT will affect lower- and upper-division understandings of writing and thinking by emphasizing and reconfiguring writing as an ongoing, integral component of education, instead of a basic skill to be acquired independently of knowledge gained in other disciplines. The tendency to perceive large scale writing exams merely as a means for identifying students in need of remediation--as a gatekeeping or sorting mechanism--is mitigated by the WRIMCAT's pedagogical and advisory functions and by the way in which it is embedded into the curriculum.

Because students must meet the WRIMCAT program requirements at an appropriate time in their undergraduate career, they will be in a position to treat the evaluation and feedback they receive on their writing as advice and guidance for future growth, rather than to see it as a potential punitive block to graduation. For those students who are identified as needing further writing instruction, a comprehensive program is available, one designed to assist students over time as they develop as writers in various disciplines. The pedagogical and advisory support students will receive is designed to be extensive and directly responsive to particular student needs. Students who fail the exam option will receive not only the kind of preparatory workshop currently offered for the UDWPE, but will also have further opportunities for review and a chance to retake the exam. Beyond that, students will be offered an extensive portfolio-based course in which they will receive support for the writing they are doing in their coursework.

For all students, the WRIMCAT program will serve to endorse their previous educational experiences by encouraging the submission of the WRIMCAT folder comprised of the students' writing accumulated during their undergraduate coursework. For those students who are unable to present a WRIMCAT folder, the exam option will be based on readings and concepts drawn from their chosen areas of study. In this respect, the writing and thinking being assessed by the WRIMCAT will come directly out of the UA undergraduate curriculum. Eventually, we expect most students to fulfill the WRIMCAT program requirements through the folder option, thus further combating the perception of this assessment as an isolated or decontextualized event.

The WRIMCAT program is further integrated into the UA undergraduate curriculum by encouraging increased involvement from faculty from all the disciplines, which will result in increased faculty support for and improved understanding of its goals and purposes. The WRIMCAT program also has the potential to improve the entire undergraduate curriculum by validating, supporting, and rewarding faculty who use writing as required elements of their courses.

In short, the WRIMCAT program as proposed offers increased efficiency, improved cost effectiveness, and encouragement of wider participation of faculty and students. As such, it provides an immediate and persuasive response to internal and external concerns about the writing and critical thinking abilities of our graduates.

APPENDICES

QUESTIONS AND ISSUES OF CONCERN TO THE REGISTRAR'S OFFICE

The following considerations related to the proposal were brought up by Mary Salgado of the Registrar's Office. We have not yet had a chance to address most of these issues:

- * How will the additional course affect tuition and fee calculations?
- * Will enrollment in the WRIMCAT course be possible during Summer Session, or only during the fall and spring semesters?
- * What will be the procedure for students enrolled in the 19 unit maximum, with a dean's signature required for an additional unit?
- * How will enrollment in the WRIMCAT course be monitored? (The WRIMCAT course should not be the only course the student is enrolled in for a semester.) If a student withdraws from all courses within a semester, how/when will the WRIMCAT course be dropped?
- * How will the coding for the English Placement, WPE Eligibility, and WPE results fields in SIS (Screen 014) be affected?
- * How will new coding for the WRIMCAT be implemented? How complex will the new coding be? (Example: 1=1st attempt in WRIMCAT course, 2=2nd attempt in WRIMCAT course, 3= WRIMCAT passed, 4=WRIMCAT failed, 5=WRIMCAT waived, N=Student completed first-year composition requirement, etc.)
- * Who will be responsible for updating WPE Results field in SIS?

Other issues raised by Mary Salgado:

Reminder: completed units field reflects the total number of units a student has passed, after grades are posted for a semester. This field does not include units from a student's current semester enrollment.

There will need to be a change in the comment on the Official Enrollment Notice.

We would need to include information on Student Link.

The SAPR should identify the WRIMCAT as a requirement for completing all undergraduate degrees. A passing or waived code in the WPE Results field could be used to determine if this requirement has been satisfied.

SAMPLE DRAFT RESPONSE SHEET FOR THE ESSAY TEST

I. Understanding the readings:

- You seem to have a sophisticated understanding of the relationships among these readings and a clear critical perspective on the issue addressed.
- You seem to have a strong grasp of the readings and a clear sense of some of the relationships among them.
- You have gotten the main ideas of the readings but have not fully understood the details of some of the authors' arguments.
- You have only a general sense of the authors' theses and do not seem to fully grasp the conflicting points of view in the readings.
- You have some serious misunderstandings of the authors' central points.
- You seem to have had difficulty with the main ideas and the central concepts on which these readings are based.

Comment: Reread author A's discussion of *topic x*. for example : doesn't B disagree?

II. Thesis:

- Your thesis is well thought out and strongly stated.
- Your thesis seems reasonable and clear.
- Your thesis is acceptable but not very useful in explaining the connections among the readings.
- Your thesis is not fully relevant to the question.
- Your thesis was hard to locate and hard to understand.
- I could not understand the main point of your essay.

Comment: _____

Other criteria might include such ideas as Organization, Development of Ideas, Expression, and Mechanics. The exact wording of the standardized comments could be refined by studying grader comments during training sessions for scoring the exams so that the standard comments closely reflected the actual language used by faculty graders.