QUEENSBOROUGH COMMUNITY COLLEGE
Curriculum Committee
Subcommittee on WIDWAC

Annual Report

To: Lorena Ellis, Chair, Curriculum Committee

From: Peter Gray, Chairperson

Date: June 3, 2004

Subject: Annual Report of the WID WAC Subcommittee of the Curriculum Committee for 2003-2004

_____

Members:

The members for the committee for 2003-2004 are:
>   Peter Gray, Humanities
>   Lorena Ellis, Chairperson Curriculum Committee
>   Dion Pincus, ISSC
>   Caf Dowlah, Social Sciences
>   Marvin Gayle, ECET
>   Maryann Magaldi, Nursing
>   Arthur Corradetti, Administration, Office of Academic Affairs
>   Linda Stanley, ex officio (WAC Program Co-coordinator)
>
>   The members will remain the same for 2004-2005.

The QCC/WID WAC Subcommittee met two times this academic year to discuss the ongoing development of QCC WID/WAC Program and to certify WI classes.

Bylaws Charge:
>   The work of the WID WAC Subcommittee includes the following:

6. The Sub Committee shall make an annual report on the condition of the QCC WID WAC PROGRAM, its activities and problems to the Curriculum Committee to be forwarded to the Academic Senate with any recommendations as the Curriculum Committee may deem appropriate and necessary to insure the proper functioning of the program and the completion. Such reports will include:
    a. analysis of the impact of the WI Program on CPE performance
    b. analysis of the impact of the WI Program on retention
    c. annual report required of the Director of the WID WAC Program.

Curriculum Committee Resolution:

Additionally, the Curriculum Committee approved a resolution concerning the WID WAC Subcommittee of the Curriculum Committee in November 11, 2003:

- Be it resolved that, it is the recommendation of the Curriculum Committee of the Academic Senate to the Academic Senate, the WID WAC subcommittee should be changed to a Standing Committee of the Academic Senate by the end of the 2003-2004 academic year

- Be it further resolved that, the WID WAC Standing Committee of the Academic Senate, when formed, should report and make recommendations to the Curriculum Committee on all matters concerning curriculum.

- Be it further resolved that the Committee on Bylaws, the Committee on Committees and the WID WAC Subcommittee should work together on this change from subcommittee to standing committee of the Academic Senate.

Responses to Bylaws Charges:

6a. Impact of the WID WAC Program on CPE Performance

The specific impact of taking WI classes on CPE performance is quite difficult to determine as there are many variables involved. In time as the data amasses such analyses may be performed if the rate of passing becomes a concern. In the meantime, every effort is made to integrate the CPE exam structure and CPE model assignments into WI faculty development to ensure that WI faculty are aware of, and incorporate into their classes, the kinds of reading and writing tasks that the CPE assesses. The University has not decided how student results on the CPE will be tied to WI courses and locally we will follow the University's lead; as final decisions are made regarding the status of the WID/WAC Subcommittee and the WI criteria, the Subcommittee will most likely recommend eliminating assessment of the impact of the WAC Program on CPE performance.

6b. Impact of the WID WAC Program on Retention

It is too soon to make an accurate or even a reasonable appraisal of the WI impact on retention as there are too few students involved in WI classes. Over the next several years, the Office of Institutional Research may be asked to perform such analysis. Because the issues that contribute to retention are many, the WID/WAC Program regularly utilizes questionnaires to gather data from students and faculty regarding "satisfaction" and "relevance" of WI classes. A small survey conducted by Dr. Peter Bales, published in the Spring 2004 WID/WAC Newsletter, offers these conclusions: "Most of our students are on board [with WI classes]. Most do accept the basic premise that WI courses can both enhance the understanding of course material and improve writing skills. There is no evidence of significant student resistance or enmity toward writing intensive courses." Initial findings from a Fall 2003 revised (pilot) questionnaire found that, of a sample of 53 students from four different disciplines, 92.5% "felt that at least some area of their writing improved." These findings reflect, we feel, a positive impact of WI classes on student's willingness to

persist in their studies because they experience a positive change in their academic abilities. The WID/WAC Program is currently analyzing the data from the end of Spring 2004 semester questionnaire given to all students in WI classes. When that analysis is completed over Summer 2004, the WID/WAC Subcommittee will examine the results and forward a report to the Curriculum Committee in early Fall 2004. As final decisions are made regarding the status of the WID/WAC Subcommittee and the WI criteria, the Subcommittee will most likely recommend eliminating assessment of the impact of the WAC Program on retention.

6c. Annual Report of the Co-Directors of the WID WAC Program
    SEE ATTACHMENT A.

Curriculum Committee Resolution of November 11, 2003 Response:
        Throughout the 2003-2004 academic year, the chair of the Subcommittee, Peter Gray, consulted with a variety of WI faculty regarding the Curriculum Committee Resolution recommending that the WID/WAC Subcommittee be made a standing committee of the Faculty Senate (there were some objections as the issues that the WID/WAC Subcommittee addresses tend to be governed by the Curriculum Committee). These conversations were always in the context of ongoing assessment of the WI class criteria and the recommended changes to the bylaws affecting the WID WAC program made by the Chairs variously over the academic year. Additionally, the chair has generated an initial draft of new bylaws pertaining to establishing a standing committee of the Faculty Senate with the Chair of the Bylaws committee, Peter Bales. Based upon these conversation, Peter Gray decided to hold off on pushing for changes to the bylaws until the 2004 academic year in order to ensure as full a deliberation as possible on these issues during the final academic year before the WI graduation requirement is put into effect for incoming students. The proposed changes to the bylaws will be accomplished in time to be considered during 2004-2005 by the Faculty Senate.

RECOMMENDATIONS:

With continued funding from the CUNY Administration and what appears to be a plan to fund the QCC WID WAC Program for an additional five years, we recommend that

- The Curriculum Committee of the Academic Senate renew this subcommittee for the Academic Year 2004-2005 while a new committee configuration is established;

- The Curriculum Committee support continued discussions to resolve the status of the bylaws and the status of the WID/WAC Subcommittee, possibly as a Standing Committee of the Faculty Senate;

- The Curriculum Committee work with the Subcommittee on assessing the need for revising the WI Class Criteria to account for discipline specific concerns;

- The Curriculum Committee work with the Administration, specifically the Academic Vice President and the Director of CUE (who is yet to be hired), the WID/WAC Co-coordinators and the WID/WAC Subcommittee to ensure a productive discussion about how best to embed writing within each curriculum to ensure that, as the Board of

Trustees' resolution states, students have the opportunity for "extensive writing experience" in all aspects of their college education;

- The Curriculum Committee work with the Academic Vice President and the Director of CUE to ensure that enough sections are distributed across disciplines, and throughout summer, and day and evening class schedules (currently, most of the WI classes offered fall during day or afternoon class schedules).

- The Curriculum Committee continue to recognize the need for faculty to be engaged in ongoing professional development opportunities to inquire into how classes across the curriculum can support the development of writing abilities;

- The Curriculum Committee continue to be supportive of, and recognize, faculty participation and contribution to WI course development efforts for tenure and promotion.

Annual Report of the WID/WAC Program 2003-2004
Dr. Peter Gray & Dr. Linda Stanley, Co-Directors, WID/WAC Program

INTRODUCTION
>   The University's new Master Plan continues to recognize the importance of the QCC WID/WAC program in Queensborough's efforts to strengthen undergraduate education through the Coordinated Undergraduate Education initiative:
>> The Writing-Across-the-Curriculum (WAC) program is central to the implementation of the CUE Initiative, and, most significantly, is a key component in the development of academic literacies across the curriculum for all CUNY students. Ideally, and in accordance with the 1999 Board of Trustees Resolution, writing should be embedded within curricula, throughout the disciplines and professional/ technical programs, so that students have the opportunity for 'extensive writing experience' in all aspects of their college education. The Board mandate called for WAC to be a common responsibility— among colleges, departments, disciplines, and programs—and for the development of writing proficiency to become a focus of the entire undergraduate curriculum. (51)

>   As the one mandated Board of Trustees initiative in the CUNY Master Plan, we appreciate the support and encouragement offered by the President and his Administration for the WID/WAC program;

- We appreciate how, as a faculty run initiative it has been placed by both the University and the College as central to the Coordinated Undergraduate Education proposal;

- We recognize that the Administration has put the WID/WAC program on the agenda of the Kitchen Cabinet so that debate over the shape of the program occurs not only among faculty developing WI classes but also at higher levels of the administration;

- We recognize that the Administration has been supportive of the ongoing, deliberate and collaborative process that the faculty has engaged in this past year regarding the revision of the WID/WAC bylaws of the Faculty Senate, including the debate about whether the WID/WAC Subcommittee should become a standing committee of the Senate; it is important that as many faculty be consulted and heard before the WI graduation requirement is revised and implemented for Fall 2005.

PROGRAM REPORT
Since its inception, the QCC WID/WAC program has sought to assist faculty, departments, the college in finding appropriate ways to embed writing within each curriculum and throughout each course of study so that QCC students will have extensive writing experience by the time they graduate or transfer. With the date for requiring WI classes for graduation approaching (Fall 2005), the WID/WAC program this past year has focused on a broad range of efforts in support of the standing bylaws of the Faculty Senate.

WI Bylaws
>   In May 2001, the QCC academic senate passed a resolution that students must take two writing intensive classes in order to graduate. In May 2002, recognizing that the burden should not be on students alone to locate these WI classes, the WAC sub-committee of the

college curriculum committee proposed that degree programs must designate two courses required in the curriculum of which all sections will be developed and offered as WI. The WI requirement would therefore be transparent to students who would take the courses in the process of completing degree requirements. The curriculum committee voted in support of this proposal and added an option for degree programs to make the first WI required class part of a learning community that students would take simultaneous to enrolling in EN-101, effectively making each learning community writing intensive. The Academic Senate voted affirmatively on this proposal on May 14, 2002.

Throughout 2002 and into 2003, the chairs debated the consequences of the senate vote of May 14, 2002 that formally linked Learning Communities with the WI criteria and that stipulated that all sections of specified courses be required as WI. The chairs have since proposed a revision of the bylaws of the WID/WAC Program that removes the *requirement* that all sections of two required courses in each curriculum be made WI, replacing it with a good faith attempt to make sure that enough sections of courses are offered as WI each semester. The chairs have attempted to be fair to students in providing the courses without forcing all degree programs to develop all sections of courses as WI. What has been lost, however, is the transparency of the WI requirement because the burden will rest with students to fit two WI classes into their schedule of study in order to fulfill the graduation requirement.

Though there was an initial push to resolve the status of the WI requirement during 03-04, the program co-coordinators believe it is imperative for the college to take the next year before the graduation requirement is implemented to focus on resolving the issue and involve as many faculty as possible. It is important to have appropriate, comprehensive, and thoughtful debate with all faculty members involved.

- Faculty Development & WI Classes

The program continued to emphasize faculty development in support of developing WI class sections. Fourteen faculty members, most of whom mentored and were supported by Writing Fellows, participated this past year in four WID/WAC workshops and piloted WI classes. Currently, upwards of 60 faculty on average are teaching WI sections each semester, though more than 70 have been trained through May 2004. The program is on schedule to meet the estimate of 90 WI sections offered each semester to meet the demand when the graduation requirement is put into effect for Fall 2005 incoming students. (Please see the attached list of certified WI classes for Fall 2004, including the names of faculty members the Co-Coordinators and the Writing Fellows have worked with since 2000, and the Learning Communities courses supported by the WID/WAC program during AY 2002-2004.

With the CUE RFP locating WAC as a key component in the development of academic literacies across the curriculum, the QCC WID/WAC program is uniquely situated to coordinate its own faculty development effort with other similar efforts directed toward strengthening undergraduate education. The program will continue to work with a cohort of up to fifteen faculty members in a faculty development schedule designed toward WI class development. These workshops have become an important portal for faculty involvement in learning communities, general education inquiry, and other programs associated with the Center for Excellence in Teaching and Learning. The program will continue to coordinate the faculty development workshops for faculty interested in teaching in Learning Communities, including faculty involved in the General Education Bridge to Transfer Pilot Program with Queens College. It will also offer specific professional development and

support for departments; the QCC Business Department has expressed an interest in reworking all sections of their BU 701 capstone course as WI. In each of the above endeavors, faculty development workshops run by the QCC WID/WAC program will place the specific work at the nexus of intellectual debates over general education and literacy instruction for students whose native language is not English.

- Support for WI Faculty

    Fellows and Co-Coordinators continued to offer faculty who had previously completed the four WI workshops and who have been teaching WI classes necessary and sustained support. Two Fellows worked closely with the Nursing department during Spring 04 in support of their (previously trained) WI faculty and the students who were enrolled in their WI classes.

    The CUNY Graduate Writing Fellows will continue to be mentored by the Co-Coordinators and will continue to support the development and piloting of WI classes. However, their work will be broadened to include not only working with specific departments (as with the Business Department mentioned above), but also supporting the General Education Faculty Inquiry group, the QC/QCC Bridge to Transfer Pilot, with general education course development, and with projects headed by CETL.

- Learning Communities

    The Co-Coordinators continued to offer administrative oversight of the Learning Communities program, and Fellows continued to work to support new learning community development, even though the consensus is that the QCC WID/WAC Program should formally split from Learning Communities. Learning Communities need no longer be, by definition, Writing Intensive although in next year's By-law revision, WI will no doubt remain an option of each team of learning community faculty.

    In this academic year, the Co-Coordinators and the Writing Fellows worked with credit-bearing WI Learning Communities and Learning Communities involving Basic Skills courses. Dr. Stanley has remained the point person for the Learning Communities. Though the WID/WAC Program's goals will no longer specifically include the expansion of the Learning Communities, the Program will remain committed to that goal because Learning Communities remain an important tool for asserting writing as a powerful mode of learning, meaning making, and inquiry as part of thematically linked courses that are interdisciplinary, collaborative, and inquiry based in orientation and design. Ultimately, the split of Learning Communities from WID/WAC is administrative; the pedagogical foundations of the two programs remains fundamentally intertwined.

- Summer Institute

    The Co-Coordinators continue to organize, plan, and support the Summer Learning Communities Institute. However, because of the new emphasis on CUE (Coordinated Undergraduate Education), the Institute will be broadened to include the development of new Learning Communities, and support for replicating successful Learning Communities, for the QC/QCC General Education Bridge to Transfer Pilot Program, for BES Learning Communities, and for BES / BU-201 / MA-05 Learning Communities. This Summer Institute has become an important hub in which faculty participating in a variety of similar programs can be brought in a coordinated way to share their knowledge. Ultimately the

Summer Institute will be constituted at the CUE Summer Institute and involve many different faculty members involved across the curriculum in professional development.

- Program Co-Coordinators
  The Co-Coordinators divided the workload of administering and implementing the many facets of the WID/WAC program. The Co-coordinator for Program Development focused on four areas: 1) point person to the administration and departments for the organization and registration of WI classes; 2) liaison to departments for the recruitment of faculty to teach WI classes and in learning communities; 3) supervising and mentoring the CUNY Writing Fellows and their professional development; 4) participating as a member of the University-wide WAC Committee & as a member of the CUNY WAC Assessment and Community Colleges subcommittees. The Co-Coordinator for Faculty Development focused on four areas: 1) designing and running the WI and Learning Community faculty development workshops; 2) supervising and mentoring the CUNY Writing Fellows and their professional development; 3) participating as a member of the University-wide WAC Committee and as chair of the University-wide Fellows Professional Education subcommittee; 4) Chairing the WAC Subcommittee of the Curriculum Committee.

- WID/WAC Assessment
  Assessment continued to be refined this year. The Program continues to gather a wealth of data in the WI Faculty Teaching Portfolios. A formative assessment will be conducted again this summer on the portfolios to determine how to fine tune the many facets of the program. Two Writing Fellows in educational psychology worked closely with Anna Mae Jagoda in Institutional Research to develop and pilot a student questionnaire that helps the program determine the success of the WI model of instruction. Data is still being gathered from piloting the questionnaire during Fall 2003 and from its distribution during Spring 2004. The University has not decided how student results on the CPE will be tied to WI courses and locally we will follow the University's lead.

- General Education
  Begun by the University during Spring 2003, which included Queensborough and Queens College among a cohort of six colleges, the General Education Forum may have an impact on the way learning communities are delivered and also how the WI requirement may be fulfilled. The knowledge generated by both the QCC Inquiry Group and the CUNY Forum on General Education have impacted on how professional development is organized in the QCC WID/WAC Program.
    - Both co-coordinators are on the CUNY-wide Forum on General Education, and one chairs the General Education Writing Group and the other leads the General Education Professional Development Subcommittee.
    - Both co-coordinators participate in the QCC General Education Inquiry Group, and one chairs the group.

- CPE Oriented Efforts
  The Program is constantly sharing strategies with the CPE Liaison who is also in the English Department. In particular, we have encouraged that he seek advice from department chairs and request time during department meetings to talk with faculty about

their responsibilities for developing reading and writing assignments that will better prepare students for passing the CPE.

Additionally, several of the professional development workshops that we offered this year directly address the CPE. During the workshops that discussed designing writing assignments, we included an analysis of the CPE assignment for Task 1. During the workshops that highlight strategies for responding to student writing, the CPE rubric was examined and offered as one possible model among many to use in classes. That rubric, though it is offered as one of many possible options, has become very much admired by our faculty teaching WI classes as a starting point for a rational and comprehensive approach to grading, and many adapt it for use in their own WI classes.

- Faculty Projects/CETL

The Program continues to support the QCC Center for Excellence in Teaching and Learning (CETL) by co-sponsoring small research grants. Our interest in supporting CETL's development stems from our desire to sponsor research into pedagogy. In 2002-03, the QCC WID/WAC Program made available sufficient budgetary support to CETL to extend an opportunity to WI and WI/LC faculty to translate WAC faculty development work into scholarship by sponsoring individual faculty research projects with the intended goal of publishing the results. Five $500. awards were made to faculty in and out of the WID/WAC Program to create, among other projects, pre- and post tests for learning communities and an assessment plan to determine the effectiveness of various pedagogical strategies. This research will ultimately contribute to the development of our WID/WAC Program, and by extension the General Education Initiative.

Attachment A.
WID WAC Subcommittee Report

Writing Intensive Courses For Fall 2004

SEMESTER	COURSE	CODE	INSTRUCTOR	COMMENTS
Fall 2004	**ARD310 LC**	**0485**	**WEIN**	**} Learning Communities**
Fall 2004	BUD509 M24	1121	EGAN	
Fall 2004	BUD859 FNET1	1068	PACE	
Fall 2004	BUD859 FNET2	1069	PACE	
Fall 2004	BUD509 F134	1019	FRIEDMAN	
Fall 2004	BUD509 J134	1021	FRIEDMAN	
Fall 2004	CHD101D24	0048	Rutenburg	
Fall 2004	CHD102 E4	0049	Rutenburg	
Fall 2004	CHD110 D13	0305	Rutenburg	
Fall 2004	CHD111E3	0351	Rutenburg	
Fall 2004	**EDD110-D24LC**	**1416**	**FERDENZI**	**} Learning Communities**
Fall 2004	EDD110-F24	1424	FERDENZI	
Fall 2004	ET230-VERF	0818	STARK	
Fall 2004	ETD350-D123	0823	EMANUEL	
Fall 2004	ET504-C5	0840	SITBON	
Fall 2004	ET560-C234	1921	BIRCHFIELD	
Fall 2004	ETD710-C2	1928	KUEPER	
Fall 2004	HID111 F24	0403	VISONI	
Fall 2004	HID127 G124	0428	ELIAS	
Fall 2004	**HED102-LC**	**1560**	**ICONIS**	**} Learning Communities**
Fall 2004	**LFD401PNET**	**1763**	**AVENS**	**Partly Online**
Fall 2004	**MAD114 LC**	**0085**	**SPORN**	**} Learning Communities**
Fall 2004	MAD128-GX245	0123	SVITAK	
Fall 2004	MAD240 E23	0126	ALLAIRE	
Fall 2004	MAD303-E124	1978	FELICETTI	
Fall 2004	MAD321FNET	0170	WALLACH	
Fall 2004	MAD471-D234	0216	BERTORELLI	
Fall 2004	MUD110 F5	1175	SCHONBRUN	
Fall 2004	**MUD140-LC**	**1180**	**KUTNOWSKI**	**} Learning Communities**
Fall 2004	NUD102X23B	1363	BODDEN & MENENDEZ	
Fall 2004	NUD102 34A	1340	TITTMAN & ROYCE	
Fall 2004	NUD203 D3A	1408	WALLACE	
Fall 2004	NUD203 D3B	1413	REILLY	
Fall 2004	**PHD201 LC**	**0565**	**LIEBERMAN**	**} Learning Communities**
Fall 2004	**PHD201 /LC**	**0562**	**LIEBERMAN**	**} Learning Communities**
Fall 2004	**SPD531-LC**	**1311**	**McGILL**	**} Learning Communities**
Fall 2004	SSD211 D13	1479	DOWLAH	
Fall 2004	SSD212-B24	1516	AZRAK	
Fall 2004	SSD212-C24	1849	AZRAK	
Fall 2004	SSD211-FNET1	1486	AZRAK	**Fully Online**
Fall 2004	SSD211-FNET2	1487	AZRAK	**Fully Online**
Fall 2004	SSD310-H1	1666	MULLIN	
Fall 2004	SSD310-D124	1614	TRICARICO	
Fall 2004	SSD310-E124	1641	TRICARICO	

Fall 2004	SSD310-F124	1661	TRICARICO	
Fall 2004	SSD310-G124		TRICARICO	
Fall 2004	SSD330-H124	1673	TRICARICO	
Fall 2004	**SSD410LC**	**1695**	**BALES**	**} Learning Comminities**
Fall 2004	**SSD510-LC1**	**1733**	**BLUESTONE**	**} Learning Communities**
Fall 2004	**SSD510-LC3**	**1735**	**BLUESTONE**	**} Learning Communities**
Fall 2004	**SSD310 LC1**	**0688**	**TRACHMAN**	**} Learning Communities**
Fall 2004	**SSD510-LC2**	**1734**	**CULKIN**	**} Learning Communities**
Fall 2004	SSD510-D13	1708	CULKIN	
Fall 2004	SSD510-E134	1715	PELLER	
Fall 2004	**SSD520-F14**	**1741**	**BLUESTONE**	**Honors Section**
Fall 2004	SSD610-C124	1772	KINCAID	
Fall 2004	SSD610-D124	1775	KINCAID	
Fall 2004	SSD610-PNET1	1777	PECORINO	Partly Online
Fall 2004	SSD610-PNET2	1784	PECORINO	Partly Online
Fall 2004	SSD610-FNET	1786	PECORINO	Fully Online
Fall 2004	SSD620-PNET	1787	PECORINO	Partly Online
Fall 2004	SSD640-FNET	1790	PECORINO	Fully Online
Fall 2004	SSD770-FNET	1791	PECORINO	Fully Online
Fall 2004	SSD630-E124	1789	KINCAID	

Total
Sections: 64
5/12/2004