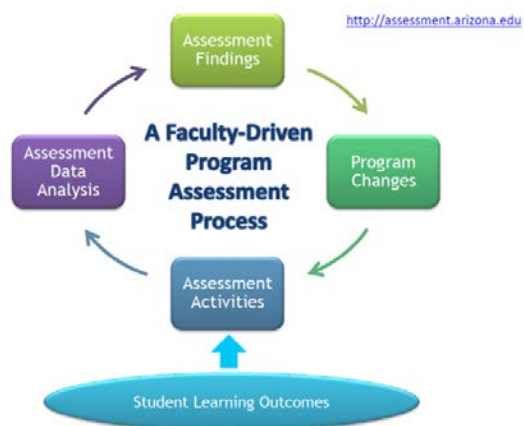


Curriculum and Assessment Committee Information

Curriculum and Assessment Committee

Based upon local assessment findings and research into best practices in the teaching of writing, the Writing Program Curriculum and Assessment Committee members develop and evaluate writing program curricula. The committee considers curricular changes and their impact on student learners and all members of the Writing Program community.



The committee pursues the larger university's recursive assessment process that includes:

- articulation of student learning outcomes,
- development of assessment activities,
- analysis of assessment data,
- articulation of assessment findings, and
- implementation of program changes.

Figure 1: UA's Faculty-Driven Program Assessment Practices

Committee Meetings

The committee meets monthly, or on an as-needed basis, throughout the AY.

Committee Membership

This Writing Program committee includes annual appointments of the following members:

- Course Directors (101A, 101, 102, 107A/107/108, 109H, 306, and 307/308).
- Writing Program Administrators (Assistant, Associate, and Director).
- a *Guide* Editor Representative (determined by editors).
- a Transfer and Placement Coordinator Representative (determined by coordinators).
- an Adjunct Representative (determined by adjunct instructors).
- a D&I Representative (determined by D&I).
- an EGU Representative (determined by EGU).

Course Director Responsibilities

Course Directors provide vision and leadership to their assigned courses, and in their role they offer support by

- Maintaining course descriptions, SLOs, and syllabus documents across Writing Program media.
- Reviewing, preparing, and uploading course resources to WIRE.
- Collaborating with the Program Coordinator to articulate criteria about GAT course requests.
- Ranking and selecting GATs to teach courses they direct.
- Training and developing teachers through such practices as weekly or monthly teacher meetings and workshop sessions on topics central to curriculum.
- Offering individual consultations with teachers who have pedagogical questions or concerns.
- Participating in curricular revision and assessment practices.
- Communicating with Writing Program staff, teachers, and administrators about changes to courses they direct.
- Working with other campus constituencies—such libraries and centers—to gain curricular support.
- Planning orientation and general meeting agendas and leading teacher cohorts at these sessions.¹

¹ Over the spring and summer, the 101 course director prepares the fall semester new GAT orientation agenda and information packet as well as the fall semester 591 syllabus, and over the summer and fall, the 102 course director prepares the spring semester 591 syllabus. Both the 101 and 102 course directors also synthesize GAT feedback on their orientation experiences.