

Summary and Update

CUE's ACOM Recommendations

Charge, Assessment, and Findings

During the academic year 2022-23, the Academic Coordination Commission (ACC) charged the Committee on Undergraduate Education (CUE) with assessing Western's ACOM General University Requirement (GUR) for accreditation purposes and to determine the GUR's effectiveness. ACOM is currently only fulfilled with ENG 101.

CUE's assessment methods included: developing ACOM student learning objectives, engaging direct assessment of ENG 101 student work, adding additional ACOM-focused questions to the Office of Institutional Effectiveness (OIE) annual graduates' survey, and obtaining student success information (e.g., DFW numbers, grades, percentage of students retained, etc.) related to ACOM from OIE.

At the end of the day, one course is not sufficient for advancing foundational research and writing skills. While research and writing should be addressed throughout one's entire academic career as this is an evolving skillset, the purpose of the [communication GUR](#) is to develop one's "ability to generate, assess, and express ideas accurately, clearly, and creatively in a range of modalities and using a variety of technologies." Thus, additional instruction is needed to meet the GUR objectives.

Recommendations

- English 101 Embedded Learning Assistants—Fall 2024
 - First-year English graduate students attend two class days of ENG 101 weekly as embedded learning assistants (LAs); this allows first-year grad students to observe two other teachers deliver and facilitate the course. LAs work with 101 students in the courses, hold office hours, and can facilitate a class activity and/or workshop during the quarter.
- Hacherl Research & Writing Studio Integration of Grad TAs—Fall 2024
 - First-year grad students work 10 hours weekly in the Research and Writing Studio, which includes: completing the Studio's writing pedagogy professional development series, consulting 1-1 with students in the Studio, responding to online drafts, and supporting student Partners.
- Pilot LIBR 197—Fall 2024 and Winter 2025
 - Writing Instruction Support (WIS) offers two to three sections of a 2-credit course in academic literacies (i.e., reading, writing, research, and genre conventions of academic writing). In support of their linked ENG 101 course and in preparation for future academic work, students will engage in inquiry-based learning, practice communicating ideas effectively in formal and informal writing, and learn skills for effective and ethical research.

Assessment Measures

In order to identify which recommendations would be most impactful to the success of Western's students engaging with ACOM, the following assessment measures will be implemented:

- Spring 2024:
 - Create a writing assessment rubric that evaluates global and local writing patterns.

- Gather initial ENG 101 writing submissions during the first few weeks of the quarter and final writing submissions at the end of the quarter. This information will be useful in 1) testing the identified writing assessment rubric, and 2) articulating differences in student writing between students who engaged with ENG 101 prior to the pilot versus those within the pilot offerings.
- Summer 2024:
 - Complete the initial testing of the writing assessment rubric and evaluation of the spring 2024 writing submissions.
- Fall 2024:
 - Randomly select two to three sections of ENG 101 that are not affiliated with LIBR 197.
 - Gather initial writing submissions during the first few weeks of the quarter and final writing submissions at the end of the quarter.
 - Gather initial writing submissions during the first few weeks of the quarter and final writing submissions at the end of the quarter for those enrolled in the two to three sections of LIBR 197.
 - Launch a focus group(s) with students enrolled in LIBR 197 to understand their experience and the impact of the course.
- Winter 2025:
 - Randomly select two to three sections of ENG 101 that are not affiliated with LIBR 197.
 - Gather initial writing submissions during the first few weeks of the quarter and final writing submissions at the end of the quarter.
 - Gather initial writing submissions during the first few weeks of the quarter and final writing submissions at the end of the quarter for those enrolled in the two to three sections of LIBR 197.
 - Launch a focus group with second year ENG 101 TAs participating in sections with students in LIBR 197 to gather insights on the differences, if any, in their teaching practices, and student engagement in comparison to the 2023-2024 academic year.
- Spring 2025:
 - Prior to May 2025, finalize assessment summary to share with CUE.