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Assessment Fellows Grant

Assessment

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## Assessing the Assessors: Potential Barriers to Engaged Writing Assignments

Lisa Singleterry  
Western Michigan University, [lisa.singleterry@wmich.edu](mailto:lisa.singleterry@wmich.edu)

Susan L. Caulfield  
Western Michigan University, [sue.caulfield@wmich.edu](mailto:sue.caulfield@wmich.edu)

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# Assessing the Assessors: Potential Barriers to Engaged Writing Assignments

Lisa Singleterry PhD, RN, CNE and Susan Caulfield PhD  
College of Health and Human Services



## Examples from survey

### Introduction

For two years (2016-2018) the Writing Assessment Group (WAG), an assessment fellows grant project, focused on faculty frustrations with student writing in the College of Health and Human Services (CHHS). WAG found that issues related to writing are similar across five different schools/departments (one of which is interdisciplinary) and faculty were concerned about their preparation to lead students through developmentally appropriate, and course-level appropriate writing assignments.

To assess this concern, a second assessment fellows grant was sought and awarded in spring 2018 (AY 18-19) to measure CHHS faculty perceptions about writing, including faculty approaches to assigning writing, faculty comfort levels with writing, and how equipped they are to assess writing.

#### Part III – Writing in your Discipline or Profession

1. List in order of importance three (3) kinds of documents that students in your field *should* be able to write effectively upon graduating, and briefly describe the purpose of each of those documents.

Type of document e.g., feasibility study report	Purpose of document e.g., to help people make decisions
a. _____	a. _____
b. _____	b. _____
c. _____	c. _____

2. What citation format(s) do people in your discipline/profession use? (Check all that apply.)

- AMA (American Medical Association)
- APA (American Psychological Association)
- Chicago Style Manual
- MLA (Modern Language Association)
- Other \_\_\_\_\_

3. What do you believe is the best way for students majoring in your discipline to learn how to write like professionals in your field (e.g., therapists, teachers, nurses, clinicians, designers, researchers, etc.)?

\_\_\_\_\_

\_\_\_\_\_

#### Part IV - Confidence with Evaluation

Below are a series of statements related to writing and evaluation. There are no right or wrong answers to these statements. Please indicate the degree to which each statement applies to you by checking whether you strongly disagree, disagree, neither agree nor disagree, agree, or strongly agree with the statement.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I am confident in my ability to define the important writing components of my course					
I am confident in my ability to define my course in terms of student learning outcomes					
I am confident in my ability to evaluate the quality of the writing assignments I have designed					
I am confident in my ability to provide students with relevant feedback on writing assignments I have designed					
I am confident in my ability to explain to specific students the outcomes of their performance on writing assignments					
Overall, I am confident in my abilities to appropriately evaluate the writing work of my students					

### Methods

Full time faculty from Western Michigan University’s CHHS were recruited to complete a paper survey to measure the perceptions and beliefs faculty have about writing.

- 54 questions
- 30-minutes
- Faculty department meeting fall 2018 and/or spring 2019.

The survey was developed adapting from several survey tools:

1. Brockman, E., Taylor, M, Kreth, M. & Crawford, M.K. (2011). What do professors really say about college writing? *English Journal*, 100(3), 75-81.
2. Kreth, M., Crawford, M.K., Taylor, M., & Brockman, E. (2010). Situated assessment: Limitations and promise. *Assessing Writing*, 15, 40-59.
3. Poirrier, G.P. (1997). *Writing-to-learn: Curricular strategies for nursing and other disciplines*. New York: National League for Nursing Press.
4. tenHarmsel, L., VanderKooi, L. & McCauley, L. (1993). *Writing at Western Michigan University: A study of faculty and student perceptions*. Unpublished report. Retrieved from: <https://files.eric.ed.gov/fulltext/ED363152.pdf>



### Results

