

Writing in the Majors Plan for **Chemical Engineering**  
 Comments from the University Writing Committee

Criterion	Comments, Questions, Suggestions
Principles 1 & 2: Provides opportunities for students to practice the kinds of writing most useful to the major	Yes. Writing outcomes are tied to learning outcomes with ABET accreditation.
Demonstrates that most students in the major have multiple writing experiences	Several courses are listed which include lab reports working with graphical displays, reports and oral presentations with visuals.
Principle 3: Provides opportunities for students to write for different purposes and audiences	Different audiences are implied by the types of problems/reports required. Industrial collaborators are specifically mentioned in the 4470 course.
Principle 4: Provides opportunities for feedback and revision	Yes, for lab reports feedback informs next assignments. In CHEN 3600 instructor feedback is provided on multiple assignments. Though it is not clear if students have a chance to resubmit for grade after feedback is received, the amount of direct instruction students are receiving on writing is impressive.
Principle 5: Assessment plan identifies what the department is working on in relation to writing	Several areas are identified where the department is assessing writing. In conversation with the department it is clear that attention to the quality of written expression and to various instructional interventions to improve student writing has been going on for some time. We understand that the focus on explain-type questions prior to the Concept Inventory Exam is only one strategy the department is using to improve student writing performance. Reworking the CHEN 3600 to focus on written communication and providing significant instruction linking writing to problem solving demonstrates how the department has used previous assessment data to inform instruction and curriculum.
Principle 5: Assessment plan identifies what data will be collected to aid in decisions related to writing	Identifies what data is currently being collected and ways the program has used data to strengthen communication instruction in the past. Because we understand that the department's overarching goal is to ensure that students are competent writers and can accurately explain concepts of the field, we appreciate the various approaches being used to gather data that can inform faculty decisions.
Identifies steps necessary for implementation	Seems to be an ongoing process with no need for implementation as a separate step.

Other Comments: The assessment component appears to be more of an account of what has been done in the past than an attempt to analyze specific efforts to improve writing instruction. In future reports it would be helpful to delineate what has been done from what is planned. We appreciate the serious effort this department is making to improve their majors' writing. We note a change in course content (CHEN 3600) which you will be submitting to the University Curriculum Committee.