

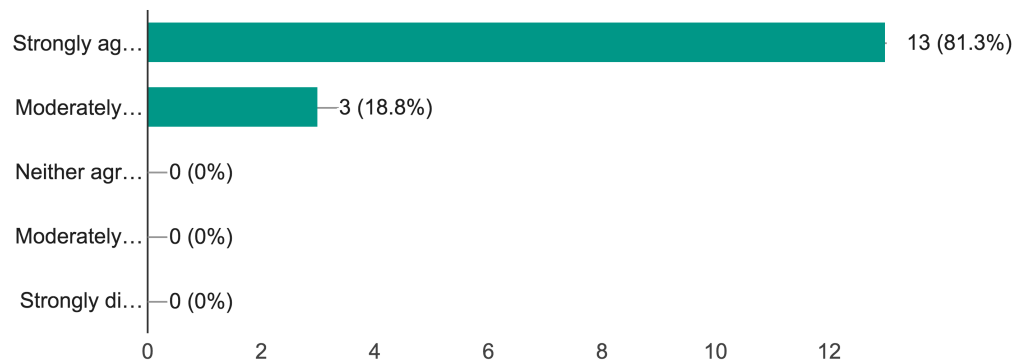
April 28, 2017

The First-year Writing Program Annual Evaluation Survey is administered each winter semester with an interest in inquiring among the program's instructional staff about their regard for the design of the program (curriculum and support) and the performance of its director and associate director. The survey was open to the program's forty instructors (six TT faculty, six FT lecturers, 15 graduate assistants, and 13 part-time lecturers) from March 31-April 5. Sixteen (40%) of the program's instructors responded.

General Administration and Design of Program

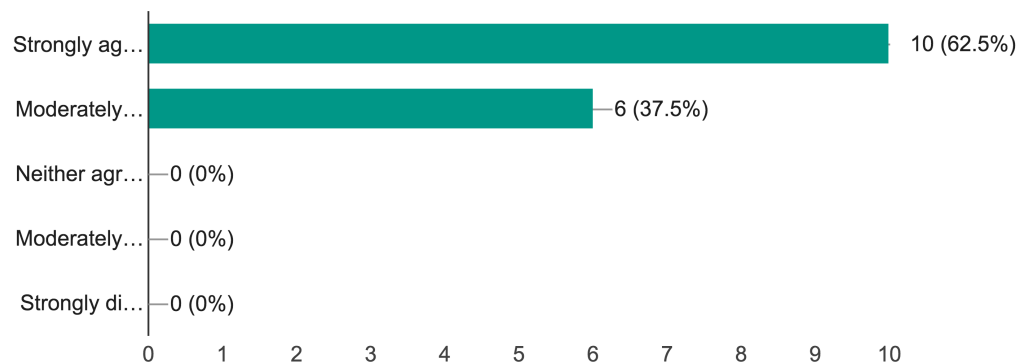
The program's five core principles (rhetoric, process, conventions, mutlimodality, and reflection) are clear and accessible to instructional staff.

(16 responses)



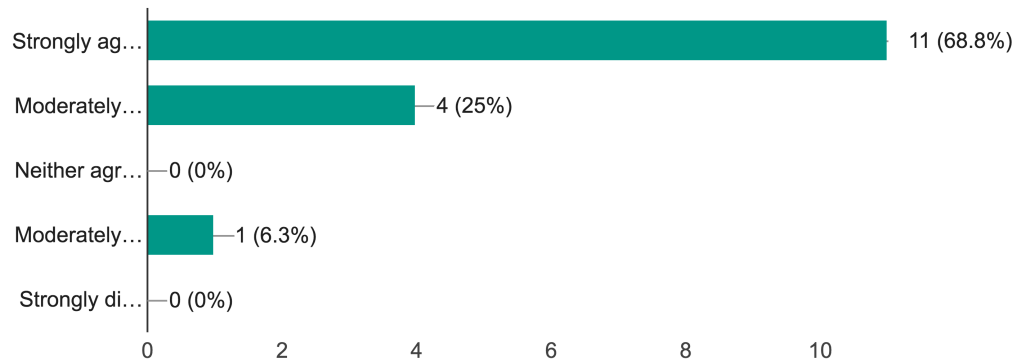
The program's five core principles (rhetoric, process, conventions, mutlimodality, and reflection) are clear and accessible to students.

(16 responses)



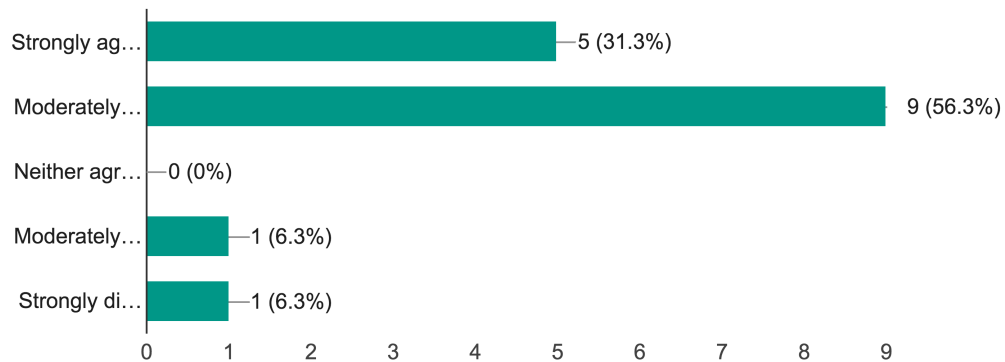
The directors actively work to make the program's core principles clear and accessible to instructional staff.

(16 responses)



The textbook bundle (Understanding Rhetoric and Writing in Action) supports the principles and outcomes of the First-year Writing Program.

(16 responses)



Instructional support for incorporating Understanding Rhetoric and Writing in Action in First-year Writing courses has been adequate.

(16 responses)



What qualities or aspects of the First-year Writing Program do you consider to be its strengths?

(11 responses)

1. Support of staff and students
2. The First-year Writing Program sets clear goals for the students and creates a learning environment that encourages student success.
3. great support around teaching WRTG 120
4. Inclusion of Multimodality; emphasis on Rhetoric.
5. The camaraderie among faculty and staff allows us to feel supported and heard.
6. It is a strong program, because there is a structure to it, which is helpful for instructors and students. However, there is also flexibility for instructors to design their courses in the way they think works best. I feel extremely supported by the Director of the program and my colleagues, which helps me be the best teacher I can be. Also, the program deeply cares about students, and everyone is thoughtful about how we can provide students with the best and most helpful experience in FYW.
7. instructional support, graduate assistant training
8. Our meetings, discussion groups, and visiting scholars and workshops
9. Very good sense of support from colleagues, affirmative atmosphere, lots of open dialogue.
10. The speakers brought in biannually, the monthly meetings, and the CSW all foster a sense of direction and purpose for the program. These help keep the instructors moving in similar directions with their courses.
11. Collaborative atmosphere, enthusiasm and commitment of instructors, supportive efforts of leadership

What recommendations do you have for further improvements to the First-year Writing Program?

(10 responses)

1. I wonder if we could spend more time discussing methods of working with especially useful sections and pages of the course texts, 131 in Understanding Rhetoric, section 5 of Writing in Action (or the new handbook), and so on.
2. more resources & support for WRTG 121
3. Better consistency across sections in the program.
4. Perhaps a workshop centered specifically on utilizing the books would be helpful.
5. I think that maybe after an academic year, it might be nice to have a short summer workshop. This might be a way for instructors to get together and debrief about the year. We could talk about assignments that go well and assignments that may need to be updated a little. This could be a great way to troubleshoot and make sure that what we do stays relevant.
6. Please continue doing what you are doing.
7. More opportunities to get to know other instructors, discuss curriculum and teaching.
8. I think it's time to switch out of the Understanding Rhetoric text. Otherwise, great!
9. I'm not sure we spend enough time discussing the outcomes and what we do to meet them. There may be an assumption that all instructors are comfortable teaching these, but I'm not sure they are. For example, do we define multimodality differently depending on our own understanding, and is that acceptable if we do?
10. It's a tough goal, but trying to find ways to bring in more funding to help continue to grow the resources available to the Program Also, the Celebration of Student Writing might benefit from some evaluation as to whether the current model is the best way for students to present their work.

Evaluation of the Director of the First-year Writing Program

	Excellent	Above Average	Moderate	Below Average	Poor	N/A
Helpfulness	14	2	0	0	0	0
Responsiveness (timeliness)	15	0	1	0	0	0
Grounding in Composition Studies	16	0	0	0	0	0
Professionalism	15	1	0	0	0	0
Overall satisfaction	15	1	0	0	0	0

Use this space to write additional comments that clarify or elaborate upon the ratings posted above.

(5 responses)

1. The program's director is an exemplary example of an ideal boss and director of a FYW program. He is always on top of any situation that may come up in the program, and is

- quick to communicate. In addition, he cares about FYW students and instructors, and does all he can to make this an excellent program. I am glad to be working with him.
2. Derek Mueller is so well-suited to this (and any) leadership role. He is respected in the program as an advocate for students and instructors, as a phenomenal role model of a smart and rigorous scholar, and for his efficiency, availability, fairness, and generosity. I am not sure how he keeps all the wheels spinning, but nothing falls through the cracks. He cultivates an environment of growth and respect among colleagues, which extends to a positive and productive first-year student experience.
 3. Keep up the good work!
 4. This is a large program with a number of graduate students, so I'm sure the director receives numerous emails about needs. In my experience, responses are not always timely, but perhaps that is because of the number of pressing needs.
 5. Derek is always on top of all aspects of the FYWP. He is clearly dedicated to and excited about First Year Writing and its role as a fundamental course for EMU undergrads. The Program continues to thrive under his direction.

Evaluation of the Associate Director of the First-year Writing Program

	Excellent	Above Average	Moderate	Below Average	Poor	N/A
Helpfulness	11	2	1	1	0	1
Responsiveness (timeliness)	11	2	1	0	0	2
Grounding in Composition Studies	12	3	1	0	0	0
Professionalism	11	2	2	1	0	0
Overall satisfaction	11	3	1	0	0	1

Use this space to write additional comments that clarify or elaborate upon the ratings posted above.

(4 responses)

1. I do not have much interaction with the Associate Director, so I can't give an accurate rating of the overall quality of work.
2. I have not had extensive interaction with Steve Krause (though not for any reason than our paths do not cross so often), but in every encounter, have found him to be helpful, approachable, and kind. Additionally, I have appreciated his efficiency in putting out fires, especially during the term that the director was on research leave.
3. Keep up the good work!
4. Steve is a bundle of energy and enthusiasm. He demonstrated that -- even though his role as associate director was temporary -- that he was committed to providing strong leadership and attentiveness to instructor needs.