# Tentative Agenda
## Doctoral Consortium in Rhetoric and Composition
### Wednesday, 21 March 2012, 1:30-5:00 pm
### America's Convention Center, Rm. 227, Level 2
### CCCC 2012, St. Louis

**11:30am -1:00pm**  Leadership Luncheon (Joyce Neff, arrangements)

**1:00-1:15**  Welcome and introductions of new members

**1:30-3:30pm**  **Presentations and discussion:** How can rhetoric and composition doctoral programs in the U.S. could more productively respond to educational trends associated with globalization in a way that also respects local responsibilities?

**David Russell**
**Bruce Horner**
**Paul Prior**

**3:30-3:45pm**  Break

**3:15-5:00**  Business meeting

I. Brief Reports

• Consortium Asssessment Survey (Wendy Sharer)

• Visibility Project Liaison (Louise Phelps)

• Web Site and Listserv (Gail Hawisher)

II. Nominations for 2012  (Cindy Selfe)

• Representatives at Large

• Graduate Student Member (appointment)

III. Theme for 2013 CCCC  (All)

IV. New Business (All)

**Subject:** Lunch meeting for the Doctoral Consortium leadership group, CCCC, March 21
**From:** "Neff, Joyce L." <jneff@odu.edu>
**Date:** 2/27/12 3:10 PM
**To:** Cynthia Selfe <cynthiaselfe@gmail.com>, Kris Blair <kblair@bgsu.edu>, Marilyn Cooper <mmcooper@mtu.edu>, Gail Hawisher <hawisher@illinois.edu>, Janice Lauer <jmlauer@purdue.edu>, Louise Phelps <lwphelps@syr.edu>, Helen Foster <hfoster@utep.edu>, Amber Buck <abuck2@illinois.edu>, "Kimme-Hea, Amy C - (kimmehea)" <kimmehea@email.arizona.edu>, Carl Whithaus <cwwhithaus@ucdavis.edu>

Hi everyone,

Looking forward to seeing you for the Consortium leadership group's lunch
meeting on Wednesday, March 21 at 11:30.  We have a reservation at the
Capri Restaurant in the Renaissance (headquarters) Hotel.
Let me know if you have any questions.

Best,
Joyce

Joyce Magnotto Neff, PhD
Professor of English
University Professor
Old Dominion University
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On 2/15/12 12:18 PM, "Cynthia Selfe" <cynthiaselfe@gmail.com> wrote:

> All--
>
> Greetings!  Just a reminder of our upcoming meeting at the CCCC's in
> St. Louis:  the leadership group (that's you!) will assemble for lunch
> >from 11:30 to 12:30 pm.
>
> Joyce Neff will be in charge of setting up this lunch and letting us
> know where to go.  I'm hoping that Amy Kimme Hea, our incoming
> Assistant Chair, will be attending as well.
>
> Then, from 1:30-3:00 or so, we will gather for the speakers' portion
> of Doctoral Consortium meeting.  This year, we'll be hearing from Paul
> Prior, David Russell, and Bruce Horner about how rhetoric and
> composition doctoral programs in the U.S. could more productively
> respond to educational trends associated with globalization in a way

that also respects local responsibilities.

Finally, after a short break from 3:00-3:15, we will enter into the Business portion of our meeting, which generally lasts until 5:00 pm.

That Business meeting will mark the end of my tenure as Chair (my, how 3 years fly by!).  After the meeting in St. Louis, Joyce Neff will become our Chair, Kris Blair our Associate Chair, Amy Kime Hea will become our Assistant Chair, and I will become the Immediate Past Chair.

One of Joyce's first responsibilities after the CCCC meeting will be to conduct the election for two new Members at Large who will attend out 2013 Meetings.

Any questions or ideas about things we need to put on our agenda? Just write--I'm only an email message away!

Cindy

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END-ANTISPAM-VOTING-LINKS

# Doctoral Consortium in Rhetoric and Composition

## Website and Listserv information:

Consortium web address:

http://www.cws.illinois.edu/programs/rc_consortium/index.html

The site includes a brief history of the Consortium, a listing of our members and executive committee, and other information and materials of interest to our community of scholars. It also has a section for formal Consortium announcements.

Listserv:

The listserv for the Doctoral Consortium is now administered by the University of Illinois at Urbana-Champaign and maintained by the Center for Writing Studies. It is titled, simply, CONSORTIUM

Sending messages through the listserv requires a quick registration on the University of Illinois listserv site.


HOW TO SET UP AN ACCOUNT ON https://listserv.illinois.edu

1. Go to the login page (https://listserv.illinois.edu/wa.cgi?LOGON)
2. Click the "get a new LISTSERV password" link to bring up the password page.
3. Enter your email address, desired password, and (again) desired password (for verification). The Confirmation screen should show up next. It will display the following text:
   *To activate your password, simply follow the instructions which have been e-mailed to you at* your_email_address@domain.edu. *Please wait until you receive a message from LISTSERV saying "Your new password was registered successfully" before trying to use it with the WWW interface.*
4. Now check your email and follow the instructions in email to activate your CITES Listserv account.
5. You're done. Now you can use that email address and password to manage your list subscription at https://listserv.illinois.edu/

While you should already be receiving emails from the Consortium, registering will allow you to post messages to the listserv and will also give you access and search to the archives.


Feel free to email me (Jon Stone) with any questions or concerns: jwstone2@illinois.edu

**Subject:** Consortium of Doctoral Programs in Rhetoric and Composition meeting
**From:** Cynthia Selfe <cynthiaselfe@gmail.com>
**Date:** 3/14/12 7:44 PM
**To:** Joyce Neff <jneff@odu.edu>, Kris Blair <kblair@bgsu.edu>, Marilyn Cooper <mmcooper@mtu.edu>, Gail Hawisher <hawisher@illinois.edu>, Janice Lauer <jmlauer@purdue.edu>, Louise Phelps <lwphelps@syr.edu>, Helen Foster <hfoster@utep.edu>, Amber Buck <abuck2@illinois.edu>, "Kimme-Hea, Amy C - (kimmehea)" <kimmehea@email.arizona.edu>, Carl Whithaus <cwwhithaus@ucdavis.edu>, David Russell <drrussel@iastate.edu>, Bruce Horner <horner.bruce@gmail.com>, Paul Prior <pprior@illinois.edu>

All--

Just to let you know--our Doctoral Consortium meeting in St. Louis (see attached agenda) happens in the **Convention Center, Room 227, level two** from **1:30-5:00 pm** with speakers (Russell, Horner, Prior) scheduled from 1:45-3:30 pm., followed by the Business Meeting.

**Officers will assemble *before* the meeting at 11:30 am in the Capri Restaurant in the Renaissance (headquarters) Hotel for a lunch/planning session.** Thanks to Joyce Neff for her excellent arrangements!

Write if you have questions or changes to suggest to the agenda!

Cindy


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--Attachments:--

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The "Foreign" Language Requirement in Doctoral Programs in Rhetoric and
Composition: Rethinking Language Relations in Composition

Bruce Horner and Carrie Byars Kilfoil

## Monolingualist Conceptions Underlying Doctoral Curriculum Design

1. Languages are stable, discrete, internally uniform and reliable indicators of
   individuals' likewise stable, discrete, uniform sociocultural and civic identities.
2. Graduate (and all other) student writing in composition is and should be English-
   only.
3. Languages other than English are outside the scope of rhetoric and composition
   and its graduate programs.
4. The ability to use a language other than English is an acontextual tool or skill
   additional to, but discrete from, the ability to read and write English.
5. The learning of languages is an individual achievement proceeding through a
   fixed, linear sequence toward native-like competence in and with (again) a stable,
   discrete, internally uniform language.

*La reconnaissance de la légitimité de la langue officielle n'a rien d'une croyance
expressément professée, délibérée et révocable, ni d'un acte intentionnel d'acceptation
d'une «norme» ; elle est inscrite a l'état pratique dans les dispositions qui sont
insensiblement inculquées, au travers d'un long et lent processus d'acquisition, par les
sanctions du marché linguistique.* —Bourdieu, Ce que parler veut dire

*[Recognition of the legitimacy of the official language has nothing in common with an
explicitly professed, deliberate and revocable belief, or with an intentional act of
accepting a 'norm.' It is inscribed, in a practical state, in dispositions which are
impalpably inculcated, through a long and slow process of acquisition, by the sanctions
of the linguistic market]* Language and Symbolic Power (trans. Gino Raymond and
Matthew Adamson), 51.

## Translingual Principles for Doctoral Program Curricular Design

1. Languages are fluctuating, internally various, and constantly intermingling with
   other languages, as are the identities of their users
2. English only is an inaccurate and undesirable limitation on graduate (and all
   other) student writing in composition
3. Language difference and change are central to the work of rhetoric and
   composition and its graduate programs.
4. Engagement with any language in reading and writing operates in contingent
   relation to one's engagement with a plurality of interdependent and overlapping
   language: English is "a language always in translation"—Pennycook.
5. The learning of any and all languages is an ongoing and collaborative process
   whose achievements are always local and contingent insofar as languages
   themselves intermingle, fluctuate, and are internally diverse.

**Selected Resources for Rethinking Language Difference in Composition**

Barré-De Miniac, Christine. « La didactique de lécriture : nouveaux éclairages pluridiscilpinaires et état de la rechreche. » *Revue française de pédagogie* 113 (1994) : 93-123. <http://www.persee.fr/web/revues/home/prescript/article/rfp_0556-7807_1995_num_113_1_1221>

Donahue, Christiane. "Internationalization and Composition Studies: Re-orienting the Discourse." *College Composition and Communication* 61.2 (2009): 212–43. Print

---. "False Friends and True: An Annotated Cross-cultural Glossary of Terms." *L1 – Educational Studies in Language and Literature* 8.2 (2007): 89-119.

Donahue, Christiane, and Yves Reuter. "Disciplines, Language Activities, Cultures: Perspectives on Teaching and Learning in Higher Education from France and the United States." *L1 – Educational Studies in Language and Literature* 8.2 (2007): 1-11. Print.

Horner, Bruce, Christiane Donahue, and Samantha Necamp. "Toward a Multilingual Composition Scholarship: From English Only to a Translingual Norm." *College Composition and Communication* 63 (2011): 269-300. Print.

Horner, Bruce, and Min-Zhan Lu. "Resisting Monolingualism in 'English': Reading and Writing the Politics of Language." *Rethinking English in Schools: A New and Constructive Stage.* Ed. Viv Ellis, Carol Fox, and Brian Street. London: Continuum, 2007. 141-57. Print.

Horner, Bruce, Min-Zhan Lu, and Paul Kei Matsuda, eds. *Cross-Language Relations in Composition.* Carbondale: Southern Illinois UP, 2010. Print.

Horner, Bruce, Min-Zhan Lu, Jacqueline Jones Royster, and John Trimbur. "Language Difference in Writing: Toward a Translingual Approach." *College English* 73.3 (2011): 303-321. Print.

Horner, Bruce; Nancy Bou Ayash; Carrie Kilfoil; Samantha NeCamp; Brice Nordquist; Vanessa Kraemer Sohan (October 2011). Global Englishes and Language Difference, WPA-CompPile Research Bibliographies, No. 17. WPA-CompPile Research Bibliographies. http://comppile.org/wpa/bibliographies/Bib17/GlobalEnglishes.pdf.

MLA Ad Hoc Committee on Foreign Language. (2007). "Foreign Languages and Higher Education: New Structures for a Changed World." *Profession* 2007: 1-11.

Martinez, Aja Y., and Vershawn Ashanti Young, eds. *Code Meshing as World English: Policy, Pedagogy, Performance*. Urbana, IL: National Council of Teachers of English, 2011. Print.

Russell, David, Mary Lea, J. Parker, Brian Street, and Tiane Donahue. "Exploring Notions of Genre in 'Academic Literacies' and 'Writing Across the Curriculum': Approaches across Countries and Contexts." *Genre in a Changing World*. Ed. Charles Bazerman, A. Bonini, and D. Figueiredo. West Lafayette, IN: WAC Clearinghouse/Parlor Press, 2009.

Steward, Doug. "The Foreign Language Requirement in English Doctoral Programs." *Profession* 2006: 203-18.

Transnational Composition Listserv <transnationalwriting@listserv.louisville.edu> 2009-

Translingual Writing Website [includes statement and bibliography]. http://www.translingualwriting.com/ 2011-

*Working English in Rhetoric and Composition: Global-local Contexts, Commitments, Consequences*. Special issue cluster, *JAC* 29.1-2 (2009). Ed. Bruce Horner with Min-Zhan Lu, Samantha NeCamp, Brice Nordquist, and Vanessa Kraemer Sohan. Print.

# FOREIGN LANGUAGE REQUIREMENTS IN RHETORIC AND COMPOSITION DOCTORAL EDUCATION: MAJOR TRENDS IN ADMINISTRATION AND STRUCTURE



Fig. 1. Thirty-eight programs identified having a foreign language requirement in the Rhetoric Review Survey of Doctoral Programs Wiki. This chart shows major trends in the way the requirment is administered by showing the most common options these programs provide students to fill the requirement. FL Coursework refers to courses offered in Foreign or Modern language departments. Proficiency exam refers to either a standardized language assessment exam (i.e. the WebCAPE) or a translation exam offered by a foreign language department. Substitution refers to the substitution of coursework or a special project in a cognate field (i.e. computer literacy, psychology, linguistics, Old or Middle English). Prior FL Coursework refers to foreign language coursework completed before the student began the PhD program and verified by transcript. Native Speaker Waiver refers to the waiving of the requirement for native speakers of languages other than English. MA Requirement refers to a foreign language requirement completed for a previously obtained MA degree.
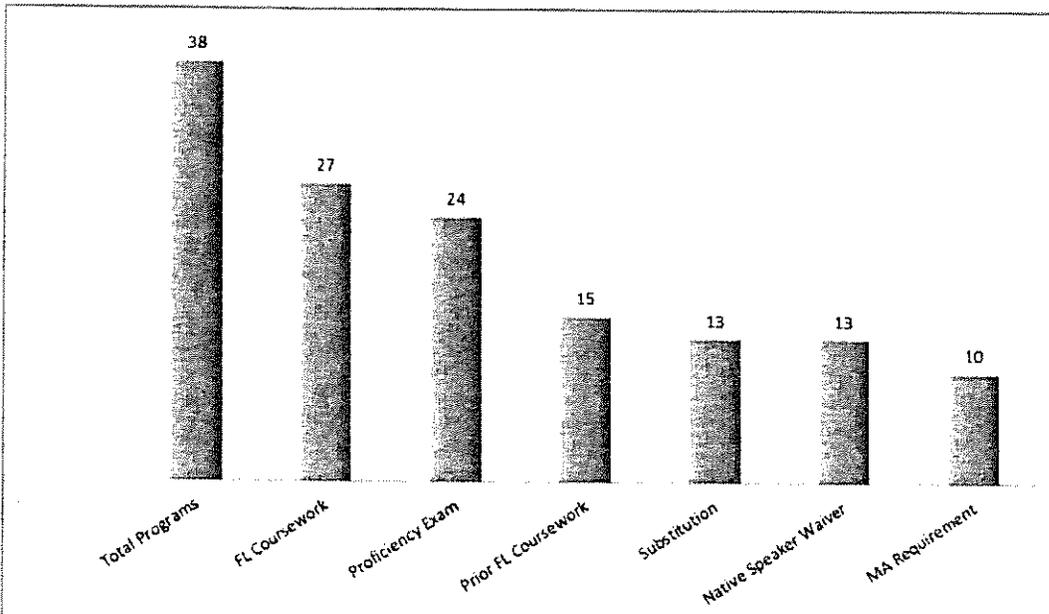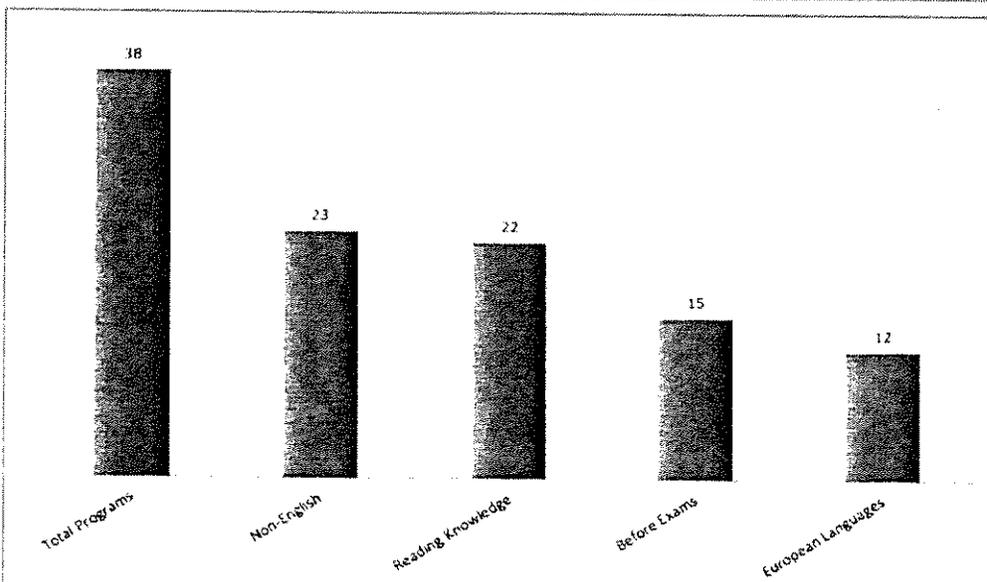


Fig. 2. Thirty-eight programs identified having a foreign language requirement in the Rhetoric Review Survey of Doctoral Programs wiki. This chart shows major trends in the ways the requirement is structured. Non-English refers to the condition that the requirement be met using a language other than English. Reading Knowledge refers to restriction of language competency to reading (and not writing) ability. Before Exams refers to the condition that the requirement be met before comprehensive exams are taken. European Languages refers to a general preference for meeting the requirement through European languages most commonly encountered in US foreign language education.

<u>Doctoral Consortium Assessment Survey Reported Outcomes*</u>
*several are paraphrased

*For the program as a whole*
1. Attract, secure, and retain high quality students.

*For students/graduates (Student Learning Outcomes)*
1. Progression and Placement
   a. Will be competitive on the job market
   b. Will have strong records of progress toward the degree
   c. Will have appropriate time-to-degree (4-6 years for PhD)
   d. Will demonstrate the capacity to enter a) the professoriate in programs of rhetoric, technical communication, composition, and related fields or b) the workforce in technical communication as managers, researchers, and advanced hires

2. Subject Knowledge (Breadth/Depth)
   a. Will be conversant in/understand rhetorical theories and histories
   b. Will be conversant in/understand composition studies theories and histories
   c. Will understand major competing theories and disciplinary issues.
   d. Will understand the rhetorical tradition and significant texts.
   e. Will understand the impact of rhetorical history on contemporary theory and practice.
   f. Will demonstrate appropriate breadth of knowledge in field and appropriate depth of knowledge in field
   g. Will be familiar with at least one secondary area beyond primary area of dissertation
   h. Graduates are prepared theoretically and practically to work in computer environments

3. Scholarship Skills—research, writing, and publication
   a. Will be versed in a range of research methods
   b. Will be familiar with research in a variety of methodological systems
   c. Will be able to conduct independent research and writing
   d. Will demonstrate ability to conduct in-depth, field-specific research
   e. Will hold advanced understanding of, and proficiency with, at least one major research method
   f. Will demonstrate ability to employ field-specific concepts in writing
   g. Will be able to use scholarship to define key terms in the field
   h. Will be able to construct individual research projects and research agenda that incorporates timely and important questions relevant to the field
   i. Will create literature reviews that offer "new academic arguments and situate their scholarship into larger contexts and on-going academic conversations"
   j. Will demonstrate proficiency in synthesis of field-specific concepts

k. Will employ appropriate research methodologies to produce scholarship that extends knowledge in the disciplines of technical communication and rhetoric
l. Will understand the concept of "Praxis" and can apply theories to their own work
m. Will be able to analyze technical communication situations and documents from a variety of theoretical and rhetorical perspectives
n. Will be able to write cohesive texts in controlled time frames (i.e., exams, seminar papers, and articles)
o. Will be able to prepare scholarship for presentation and publication
p. Will demonstrate an awareness of organizations, journals, conferences in field
q. Will understand and have practiced submitting conference proposals and scholarly articles
r. Will understand the place of scholarship in faculty work, and they have begun developing ideas for submission to editors and at professional conference

4. Teaching
   a. Will be prepared to teach a range of rhetoric and composition courses
   b. Will be trained in first-year composition pedagogy and have experience teaching a variety of first-year and/or upper division undergraduate writing courses
   c. Will understand and are adept at course development and creative pedagogy for both undergraduate writing courses and undergraduate literature courses
   d. Will be trained in electronic and web-based teaching tools and methods
   e. Will have produced a teaching portfolio containing a teaching philosophy statement, materials of their own design, and evidence from others (e.g., students, peer observations, faculty observations)

5. Professional Skills – Service/administration
   a. Will have the opportunity to participate in departmental governance/planning

6. Professional Attitudes
   a. Will demonstrate professionalism and a commitment to the profession
   b. Will approach teaching and admin as intellectual work field

*For Faculty* (these were all from one school)
1. Will provide quality mentoring
2. Will actively contribute to knowledge production in their fields
3. Will participate in service (dept., univ., profession)
4. Will propose and attain grants (for research, teaching, and service)

1. **Does your doctoral program have an outcomes statement or list of outcomes that is available to students and faculty?**

| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | Yes | | 8 | 40% |
| 2 | No | | 10 | 50% |
| 3 | Don't know/not sure | | 2 | 10% |
| | Total | | 20 | 100% |

2. **Does your doctoral program currently have programmatic assessment procedures in place?**

| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | Yes | | 15 | 75% |
| 2 | No | | 4 | 20% |
| 3 | Don't know/not sure | | 1 | 5% |
| | Total | | 20 | 100% |

3. **For which stages of your doctoral program do you currently conduct programmatic assessment of student success?**

| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | Coursework | | 9 | 60% |
| 2 | Doctoral/candidacy examinations | | 13 | 87% |
| 3 | Prospectus | | 6 | 40% |
| 4 | Dissertation | | 6 | 40% |
| 5 | Dissertation defense | | 8 | 53% |
| 6 | Job placement | | 13 | 87% |
| 7 | Other, please specify | | 5 | 33% |

4. **Does your doctoral program currently conduct programmatic assessment of doctoral student performance in the following areas? Check all that apply.**

| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | Teaching abilities | | 12 | 80% |
| 2 | Writing abilities | | 8 | 53% |
| 3 | Oral presentation skills | | 2 | 13% |
| 4 | Research skills | | 9 | 60% |

| 5 | Administrative skills | | 0 | 0% |
|---|---|---|---|---|
| 6 | Other, please specify | | 2 | 13% |

## 5.  Who is most directly responsible for conducting assessment of your doctoral program?

| # | Answer | | Response | % |
|---|---|---|---|---|
| 1 | Program Director | | 4 | 20% |
| 2 | Department Graduate Director | | 6 | 30% |
| 3 | Department Chair | | 0 | 0% |
| 4 | Department Graduate Committee | | 3 | 15% |
| 5 | Graduate School Dean | | 0 | 0% |
| 6 | Institutional Assessment Office | | 1 | 5% |
| 7 | Other, please specify | | 6 | 30% |
| | Total | | 20 | 100% |

**Other responses--**

faculty in program

The Departmental assessment committee oversees UG and G assessment.

#1, 2, 3, 4, and 5 above

comp/rhet faculty group

Area group-Language and Rhetoric

Individual Graduate Faculty Members

## 6.  To whom are assessment findings/data reported? Check all that apply.

| # | Answer | | Response | % |
|---|---|---|---|---|
| 1 | Department Chair/Head only | | 6 | 40% |
| 2 | Department executive committee/governing body | | 8 | 53% |
| 3 | Doctoral program faculty only | | 4 | 27% |
| 4 | All department faculty | | 6 | 40% |
| 5 | Your institution's graduate school | | 6 | 40% |

| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 6 | Current doctoral students | | 5 | 33% |
| 7 | Prospective doctoral students | | 3 | 20% |
| 8 | Other, please specify | | 6 | 40% |

## 7. Does your program or your school currently gather data about doctoral student satisfaction with the following? Please check all that apply.
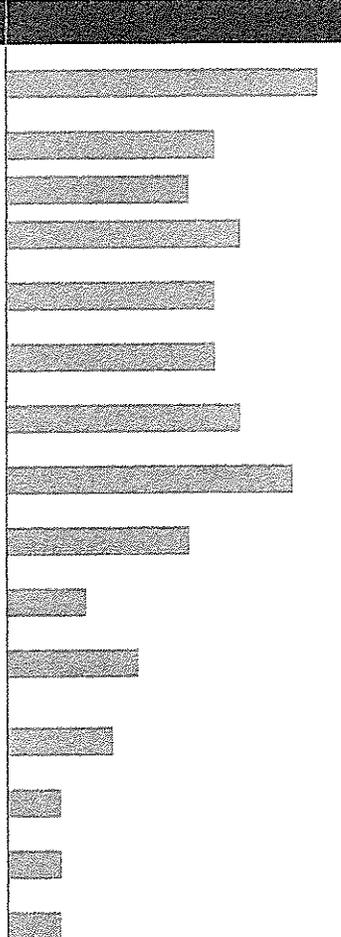
| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | Coursework requirements/curriculum | | 12 | 92% |
| 2 | Qualifying exam procedures | | 8 | 62% |
| 3 | Dissertation process | | 7 | 54% |
| 4 | Job market preparation | | 9 | 69% |
| 5 | Professional development opportunities | | 8 | 62% |
| 6 | Assistantship experiences | | 8 | 62% |
| 7 | Sense of community in the program | | 9 | 69% |
| 8 | Advising/mentoring | | 11 | 85% |
| 9 | Intellectual climate of the program | | 7 | 54% |
| 10 | Availability of library resources | | 3 | 23% |
| 11 | Availability of relevant technology | | 5 | 38% |
| 12 | Offices/facilities— "personal work space" | | 4 | 31% |
| 13 | Childcare options/availability | | 2 | 15% |
| 14 | Town/area surrounding the university | | 2 | 15% |
| 15 | Housing and living options | | 2 | 15% |
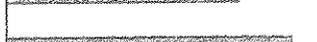
## 8. What changes have been made to your doctoral program as a result of programmatic assessment or data related to student and/or faculty satisfaction? Check all that apply.
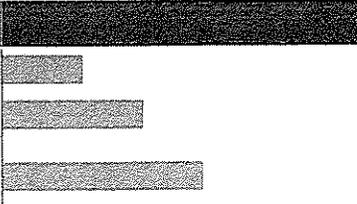
| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | No changes | | 4 | 22% |
| 2 | Altered required coursework | | 7 | 39% |
| 3 | Altered qualifying exam process | | 10 | 56% |

| #  | Answer | | Response | % |
|----|--------|---|----------|---|
| 4  | Altered dissertation prospectus process | | 6 | 33% |
| 5  | Altered dissertation research and/or writing process | | 3 | 17% |
| 6  | Altered dissertation defense process | | 2 | 11% |
| 7  | Altered doctoral advising and/or mentoring processes | | 2 | 11% |
| 8  | Developed additional job search resources | | 8 | 44% |
| 9  | Developed additional professional development opportunities for doctoral students | | 8 | 44% |
| 10 | Revised admission criteria/standards | | 2 | 11% |
| 11 | Altered teaching loads/changed workloads for faculty | | 0 | 0% |
| 12 | Other, please specify | | 3 | 17% |

## 9. For which stages of your doctoral program are you currently planning to implement assessment in the next few years? Check all that apply.

| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | Coursework | | 11 | 65% |
| 2 | Doctoral/candidacy examinations | | 8 | 47% |
| 3 | Prospectus | | 5 | 29% |
| 4 | Dissertation | | 6 | 35% |
| 5 | Dissertation defense | | 5 | 29% |
| 6 | Job search/placement | | 10 | 59% |
| 7 | Other, please specify | | 2 | 12% |

**10. How important do you think it is for a doctoral program to assess student success in the following stages of the doctoral process?**

| # | Question | Not at all Important | Somewhat Unimportant | Neither Important nor Unimportant | Somewhat Important | Extremely Important | Responses | Mean |
|---|----------|---------|---------|---------|---------|---------|---------|------|
| 1 | Coursework | 0 | 0 | 0 | 8 | 12 | 20 | 4.60 |
| 2 | Doctoral/candidacy examinations | 0 | 0 | 1 | 6 | 13 | 20 | 4.60 |
| 3 | Prospectus | 0 | 0 | 6 | 7 | 7 | 20 | 4.05 |
| 4 | Dissertation | 0 | 0 | 0 | 7 | 13 | 20 | 4.65 |
| 5 | Dissertation defense | 1 | 0 | 3 | 9 | 7 | 20 | 4.05 |
| 6 | Job search/placement | 0 | 0 | 0 | 4 | 16 | 20 | 4.80 |

**11. How important do you think it is for a doctoral program to assess students&#39; abilities in the following areas?**

| # | Question | Not at all Important | Somewhat Unimportant | Neither Important nor Unimportant | Somewhat Important | Extremely Important | Responses | Mean |
|---|----------|---------|---------|---------|---------|---------|---------|------|
| 1 | Teaching | 0 | 0 | 0 | 4 | 15 | 19 | 4.79 |
| 2 | Research | 0 | 0 | 0 | 1 | 17 | 18 | 4.94 |
| 3 | Writing | 0 | 0 | 0 | 5 | 13 | 18 | 4.72 |
| 4 | Oral presentation | 0 | 0 | 3 | 7 | 7 | 17 | 4.24 |
| 5 | Administration | 0 | 1 | 8 | 6 | 1 | 16 | 3.44 |

**12. How important do you think it is for a doctoral program to measure student satisfaction with the following aspects of a doctoral program?**

| # | Question | Not at all Important | Somewhat Unimportant | Neither Important nor Unimportant | Somewhat Important | Extremely Important | Responses | Mean |
|---|----------|---------|---------|---------|---------|---------|---------|------|
| 1 | Coursework requirements/structure | 0 | 1 | 1 | 11 | 6 | 19 | 4.16 |
| 2 | Qualifying exam | 0 | 1 | 2 | 11 | 5 | 19 | 4.05 |

| # | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | procedures | | | | | | | |
| 3 | Dissertation process | 0 | 1 | 0 | 11 | 7 | 19 | 4.26 |
| 4 | Job market preparation | 0 | 0 | 0 | 7 | 13 | 20 | 4.65 |
| 5 | Professional development opportunities | 0 | 1 | 2 | 9 | 8 | 20 | 4.20 |
| 6 | Assistantship experiences | 0 | 0 | 2 | 10 | 8 | 20 | 4.30 |
| 7 | Sense of community in the program | 0 | 1 | 2 | 8 | 9 | 20 | 4.25 |
| 8 | Advising/mentoring | 0 | 1 | 1 | 8 | 10 | 20 | 4.35 |
| 9 | Intellectual climate of the program | 0 | 0 | 2 | 10 | 8 | 20 | 4.30 |
| 10 | Availability of library resources | 0 | 0 | 5 | 9 | 5 | 19 | 4.00 |
| 11 | Availability of relevant technology | 0 | 0 | 6 | 8 | 6 | 20 | 4.00 |
| 12 | Offices/facilities—"personal work space" | 1 | 1 | 9 | 5 | 2 | 18 | 3.33 |
| 13 | Childcare options/availability | 1 | 0 | 10 | 6 | 2 | 19 | 3.42 |
| 14 | Town/area surrounding the university | 1 | 5 | 10 | 2 | 1 | 19 | 2.84 |
| 15 | Housing and living options | 1 | 4 | 7 | 6 | 1 | 19 | 3.11 |

## 13. How would you characterize attitudes among your doctoral program faculty toward degree/program assessment?

| # | Answer | | Response | % |
|---|---|---|---|---|
| 1 | Very positive | | 1 | 5% |
| 2 | Positive | | 7 | 35% |
| 3 | Neutral | | 11 | 55% |
| 4 | Negative | | 1 | 5% |
| 5 | Very negative | | 0 | 0% |

**14.  Does your program or your graduate school survey doctoral students who do not complete the degree program?**

| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | Yes | | 4 | 21% |
| 2 | No | | 15 | 79% |
| | Total | | 19 | 100% |

**15.  Does your program or your school survey graduates of your doctoral program after they have completed their degrees?**

| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | Yes | | 9 | 47% |
| 2 | No | | 10 | 53% |
| | Total | | 19 | 100% |

**16.  What do you seek to find out about those graduates? Please check all that apply.**

| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | Salary | | 0 | 0% |
| 2 | Job satisfaction | | 2 | 25% |
| 3 | Perception of how well the program prepared them for the job | | 8 | 100% |
| 4 | Relevance of doctoral program to their current job | | 7 | 88% |
| 5 | Other (Please specify) | | 0 | 0% |

**17.  How interested are you in having the Consortium of Doctoral Programs develop the following assessment-related resources?**

| # | Question | Very Interested | Somewhat Interested | Not Interested | Responses | Mean |
|---|----------|-----------------|---------------------|----------------|-----------|------|
| 9 | Full or half-day workshop just before the annual CCCC meeting | 4 | 8 | 7 | 19 | 2.16 |
| 1 | Assessment workshop during the annual CCCC meeting | 3 | 10 | 6 | 19 | 2.16 |
| 2 | Assessment webinars/ online assessment workshops | 2 | 7 | 10 | 19 | 2.42 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 3 | A website with sample assessment procedures from a variety of doctoral programs | 10 | 6 | 3 | 19 | 1.63 |
| 4 | Assessment consultants to assist with establishing and revising assessment procedures | 4 | 4 | 11 | 19 | 2.37 |
| 5 | A general "outcomes statement" for doctoral programs (similar to the WPA Outcomes Statement for first-year writing). | 8 | 7 | 4 | 19 | 1.79 |
| 6 | An assessment conference, independent of the annual CCCC meeting | 2 | 5 | 12 | 19 | 2.53 |
| 7 | A position statement about best practices in assessment of doctoral programs. | 8 | 9 | 2 | 19 | 1.68 |
| 8 | Promotional materials to illustrate the value of good assessment to colleagues, students, etc. | 4 | 7 | 7 | 18 | 2.17 |

## 18. How else might the Consortium assist you and your faculty in the processes of assessment for your doctoral program?

**Text Response**

Distinguish between departments and programs. Departments that offer PHDs will have done all of the assessment tasks for all of their students. Or some, or none. But Programs that do them independently of departments should focus on integrating their students into departments, and into their assessments, so that graduates have an experience comparable to having a job. That is, in most cases, in a department, not in a separate Program. If your survey had this in mind, it is not clearly there.

Offer sample outcomes for various types of programs, institutions, and degrees.

I suggest keeping a list of job placements for all programs.

Not sure. Our students and program have a good placement record; our department tracks a good deal of these issues. Tracking students who drop out is more a problem for our literature colleagues. Many of our students come back--even after years--and finish. Is this the case with other C/R programs?

Gather data on the resources available for programs and faculty to conduct assessment and data management.

Within each of the materials/educational opportunities noted in the previous question, I'd like to see some advice for or specific attention to comp/rhet programs in particular in a way that separates them from a literature Ph.D. This is a distinction our English Department does not make, and I do think it's an important one.

establishing best practices; providing sample assessment resources